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TURKISH EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF PRONUNCIATION TEACHING: A MIXED METHOD STUDY

M.A. THESIS

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İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETECEK TÜRK ÖĞRETMEN ADAYLARININ TELAFFUZ ÖĞRETİMİ İLE İLGİLİ ALGILARI: BİR KARMA METOT ÇALIŞMASI

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Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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ABSTRACT

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TURKISH EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF PRONUNCIATION TEACHING: A MIXED METHOD STUDY

This study aimed to investigate Turkish EFL pre-service teachers' perceptions of pronunciation teaching. More specifically, it attempted to delve into pre-service teachers' perceptions of their training in pronunciation and pronunciation pedagogy, their pronunciation skills and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching. The study was conducted with 99 senior students from the ELT department of Uludag University. The study adopted a mixed method approach with a sequential explanatory design. The quantitative data were collected via questionnaires. The qualitative data were collected via scenarios, which comprise situations related to different dimensions of pronunciation teaching, and semi-structured interviews. The findings revealed that the pre-service teachers were mostly satisfied with their training in pronunciation and confident about their pronunciation skills. However, most of them mentioned a lack of sufficient training in pronunciation pedagogy and felt incompetent about teaching pronunciation in their classes. In addition, most of the pre-service teachers emphasized the importance of pronunciation for communication and the necessity of explicit pronunciation instruction. Moreover, many of the pre-service teachers agreed that the goal of pronunciation teaching should be to help language learners become intelligible communicators. The study also revealed that the pre-service teachers believe both segmentals and suprasegmentals are important to teach. These findings may provide insights that can help improve teacher training programs in terms of pronunciation and pronunciation teaching, support pre-service EFL teachers to improve their pronunciation skills and pronunciation teaching skills, increase their knowledge and awareness of pronunciation

teaching so that they can become more confident about integrating pronunciation in their teaching practices.

Keywords: EFL, ELT, perceptions, pre-service teachers, pronunciation teaching

ÖZET

Yazar Adı ve Soyadı	Ayşe GÜNEY ÇAKIR
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İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETECEK TÜRK ÖĞRETMEN ADAYLARININ TELAFFUZ ÖĞRETİMİ İLE İLGİLİ ALGILARI: BİR KARMA METOT ÇALIŞMASI

Bu çalışma İngilizceyi yabancı dil olarak öğretecek Türk öğretmen adaylarının telaffuz öğretimi ile ilgili algılarını araştırmayı amaçlamıştır. Daha spesifik olarak ise, bu araştırma, öğretmen adaylarının aldıkları telaffuz ve telaffuz pedagojisi eğitimleri ile ilgili algılarını, kendi telaffuz ve telaffuz öğretim becerileri ile ilgili algılarını, telaffuz öğretimi ile ilgili bilgi ve farkındalıklarını etraflıca araştırmayı hedeflemiştir. Uludağ Üniversitesi İngilizce Öğretmenliği Bölümündeki 99 son sınıf öğrencisi ile gerçekleştirilen çalışma, sıralı açıklayıcı tasarımlı karma metot yaklaşımını benimsemiştir. Nicel veriler anketler yoluyla, nitel veriler ise telaffuz öğretiminin çeşitli boyutlarıyla ilgili verilen durumlardan olusan senaryolar ve yarı-yapılandırılmış mülakatlar ile toplanmıştır. Bulgular öğretmen adaylarının çoğunlukla aldıkları telaffuz eğitiminden memnun olduklarını ve kendi telaffuz becerilerine güvendiklerini ortaya çıkarmıştır. Ancak, öğretmen adaylarının çoğu telaffuz pedagojisine yönelik eğitimlerinin yetersiz olduğundan bahsetmiş ve derslerinde telaffuz öğretmek için kendilerini yetersiz hissettiklerini belirtmişlerdir. Buna ek olarak, öğretmen adaylarının çoğu telaffuzun iletişim açısından önemini ve açık bir şekilde öğretilmesi gerektiğini vurgulamıştır. Dahası, çoğu öğretmen adayı telaffuz öğretiminin amacının öğrencilerin anlaşılır iletişim kurmalarına yardımcı olmak olduğu görüşüne katılmıştır. Ayrıca, bu çalışma öğretmen adaylarının, telaffuzun hem parçalı hem de parçalar üstü özelliklerinin öğretilmesinin önemli olduğunu düşündüğünü ortaya koymuştur. Bu bulgular öğretmen yetiştirme programlarının telaffuz ve telaffuz öğretimi açısından geliştirilmesine, İngilizceyi yabancı dil olarak

öğretecek Türk öğretmen adaylarının telaffuz ve telaffuz öğretme becerilerini geliştirme konusunda desteklenmesine, ayrıca telaffuz öğretimi ile ilgili bilgi ve farkındalıklarının arttırılmasına yardımcı olabilecek fikirler verebilir. Bu sayede öğretmen adayları öğretmenlik uygulamalarına telaffuzu entegre etme konusunda daha öz güvenli olabilirler.

Anahtar kelimeler: algılar, İngiliz Dili Eğitimi, İngilizcenin yabancı dil olarak öğretimi, öğretmen adayları, telaffuz öğretimi

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Ayşe GÜNEY ÇAKIR

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List of Abbreviations

CLL: Community Language Learning

CLT: Communicative Language Teaching

CEFR: Common European Framework of Reference

CoHE: Council of Higher Education

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

IPA: International Phonetic Alphabet

L1: First language

L2: Second language

NS: Native Speaker

SLT: Second Language Teaching

SLTE: Second Language Teacher Education

T: Teacher

CHAPTER 1

INTRODUCTION

This chapter first starts out with information on the background to the study. Following the purpose, the significance of the study, and the definitions of terms, the chapter ends up with information about the limitations.

1.1. Background of the Study

Pronunciation, which was referred to as "Cinderella" (Kelly, 1969, p.87) owing to the fact that it was neglected in the field of second language teaching (SLT), did not get the attention it deserved even after a decade when communicative language teaching (CLT), in which communicative activities were emphasized rather than explicit instruction, was popular. Krashen's natural approach, which suggested that learners are able to acquire grammar and pronunciation when they are exposed to sufficient comprehensible input, might have an indirect influence on pronunciation teaching (Levis & Sonsaat, 2019). Even though there was no explicit statement proposing that pronunciation is not to be taught in CLT-oriented methods, Hammond (1995) pointed out that it was widely implied in their methodologies by excluding pronunciation explanations or activities. Furthermore, another problem was that how to teach pronunciation communicatively was virtually unknown, with a few notable exceptions (Murphy & Baker, 2015).

Levis (2005) mentions the neglect of pronunciation in terms of oral skills, especially in the early communicative approach. However, owing to its incontestable role in effective communication in terms of transferring and comprehending messages, pronunciation teaching regained importance. The goals of teaching and learning pronunciation, how to teach pronunciation, and what features of pronunciation to teach have been the interests of methodologists, researchers, and material developers.

Teaching pronunciation with the aim of acquiring a native-like accent has dominated the pronunciation instruction. Although some pronunciation teaching practices are still under the influence of the nativeness principle, research on pronunciation provides evidence that such a goal is not realistic (Levis, 2005; Munro & Derwing, 2015). On the other hand, the intelligibility principle holds that the goal of teachers and learners of English should be to communicate easily with intelligible pronunciation in spite of the nonnative characteristics of their accents (Celce-Murcia et al., 2010; Munro & Derwing, 2015).

Methods have adopted different approaches to teach pronunciation. Some were based on learners' imitation of good models, while others provided learners with explicit instruction by using materials such as the phonetic alphabet, vocalization charts (Purwanto, 2019) to complement listening, imitation, and production (Celce-Murcia et al., 2010; Newton, 2018). Pronunciation research has a general consensus on that teachers' paying explicit attention to the features of pronunciation and allocating class time to practice pronunciation meaningfully and communicatively lead to clear and demonstrable results (Darcy, 2018).

As to the pronunciation features that need to be focused on, although teaching segmentals was prioritized before, with CLT, there was a shift to concentrate on suprasegmental features, which are important for communication (Buss, 2015). Even though there have been research studies supporting each view, as Zielinski (2015) points out, the long-standing debate on whether segmental or suprasegmental features are more significant has given way to a more balanced approach which attempts to determine the most significant aspects of each to integrate them befittingly in language teaching classes (Celce-Murcia et al., 2010).

Pronunciation instruction has seen advances thanks to the new publications such as coursebooks and resource books for the preparation of teachers (Murphy & Baker, 2015). Furthermore, with today's developing technology, a great number of audial visual materials and software are accessible to both learners and teachers for learning and teaching pronunciation. Additionally, pronunciation teaching has attracted the attention of many researchers lately. Recent empirical studies have been concentrating on what pronunciation features are significant to teach, the methodology to teach those features effectively, and the knowledge and beliefs of teachers about pronunciation teaching (Murphy & Baker, 2015).

Pronunciation is essential in oral communication as it is impossible to speak without pronouncing (Levis, 2018). Research supports that the goal of learning and teaching English should be to be intelligible, which is very significant in terms of oral communication. This significant position of pronunciation in oral communication brings to the fore the methodology of pronunciation teaching and the roles of teachers. A crucial issue is how language teachers can promote their learners' pronunciation skills to become intelligible (Celce-Murcia et al., 2010). Learners need to possess sufficient skills related to pronunciation so that they can communicate intelligibly and confidently in English. In order to improve learners' pronunciation skills, teachers are required to possess adequate teaching skills for pronunciation. Mainly in English as a foreign language (EFL) contexts, where learners' exposure to English is limited chiefly to classroom practices, teachers possess the crucial role as the major models in

the target language to provide input (Celce-Murcia et al., 2010). To do justice to this role, teachers need to have both academic and pedagogic knowledge of pronunciation, which brings up the issues of pronunciation teaching in teacher training programs and teachers' pronunciation skills and pronunciation teaching skills, their perceptions, knowledge, and awareness of pronunciation teaching.

1.2. Teachers' Perceptions

Teachers' perceptions on pronunciation teaching, their pronunciation skills and pronunciation teaching skills, and their training in pronunciation and pronunciation pedagogy are of great importance since their academic knowledge, and pedagogical skills affect their teaching practices on a large scale. In addition to this, teachers' knowledge, awareness, and perceptions about pronunciation instruction is important because their beliefs, perceptions, knowledge and attitudes shape their teacher cognition, which has a high probability of influencing their practices (Baker, 2013).

Studies conducted with pre-service and in-service teachers reveal that their training in pronunciation teaching is mainly limited to pronunciation or phonology courses in their first year at university (Gürsoy & Hüseyinoğlu, 2017). As a matter of fact, in many classrooms pronunciation instruction is given the least priority (Nair et al., 2017) and research reveals that pronunciation is concentrated 10% of class time, which is surely much less than other skills (Foote et al., 2011). Considering the previously mentioned significance of pronunciation in terms of intelligible and comprehensible communication, it is inevitable that pronunciation needs to be given a lot more attention in language classes. In this sense, teachers' knowledge, awareness, and perceptions of pronunciation become crucial. Due to the fact that pronunciation is an essential component of language, it is significant for pre-service teachers to form their opinions on the concepts and arguments (some of which are mentioned above) related to pronunciation teaching and develop their own approaches to integrating pronunciation in their teaching practices.

There have been studies conducted with in-service teachers (Baker, 2013; Breitkreutz et al., 2001; Buss, 2015; Foote et al., 2011; Henderson et al., 2015) which investigate their views on their training in pronunciation, their pronunciation teaching skills and their perceptions of pronunciation teaching. Additionally, some other studies have been carried out on pre-service teachers' perceptions of pronunciation teaching (Burri et al., 2017; Buss, 2013; Buss, 2017).

Within the context of the current study, there have been studies on pronunciation carried out with pre-service teachers. Some of these studies focused on pre-service EFL teachers' pronunciation skills (Arslan, 2013; Bardakçı, 2015; Demirezen, 2005; 2009; Kartal & Korucu Kis, 2020; Mutlu & Bayram, 2014). On the other hand, a number of studies that investigate perceptions of pronunciation teaching have been conducted with in-service teachers (Alcuma, 2021; Aslan, 2021; Sarıkaya, 2013; Yağız, 2018) Relatively little research has dealt with pre-service teachers' perceptions of pronunciation teaching to the knowledge of the researcher (Dağtan, 2020; Gezgin, 2008; Gürsoy & Hüseyinoğlu, 2017; Yavuz & Keser, 2019). One of these (Gezgin,2008) was an experimental study exploring the impact of pronunciation instruction. The study of Gürsoy and Hüseyinoğlu (2017) was carried out with freshman and senior students of English language teaching (ELT) and compared their perceptions and attitudes by applying questionnaires and interviews. In addition, Yavuz and Keser (2019) applied a questionnaire to investigate the perceptions of ELT students. Lastly, Dağtan (2020) carried out his study with students of ELT, from freshmen to seniors, and lecturers by collecting data via questionnaires. Up to now, little research has been done comprehensively and directly investigating pre-service teachers' perceptions of pronunciation teaching by collecting both quantitative and qualitative data.

1.3. Purpose of the Study

The present study aims to explore Turkish EFL pre-service teachers' perceptions of pronunciation teaching. More specifically, the researcher intends to find out pre-service teachers' perceptions of their training in pronunciation and pronunciation pedagogy, how they perceive their own pronunciation skills and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching. The study is conducted with the senior students in the ELT department of Uludag University. It adopts a mixed method approach by collecting data via questionnaires, scenarios, and semi-structured interviews. The study aimed to address the following research questions:

1. What are pre-service EFL teachers' perceptions of their training in pronunciation and pronunciation pedagogy?

2. What are pre-service EFL teachers' perceptions of their own pronunciation and pronunciation teaching skills?

3. What are the most useful activities to teach pronunciation as reported by pre-service EFL teachers?

4. What is pre-service EFL teachers' knowledge and awareness of pronunciation teaching?

1.4. Significance of the Study

Comprehensible pronunciation is vital to be able to communicate as when speakers' pronunciation is hard to understand, their ability to use high-level structures of grammar or vocabulary accurately is not of value (Jones, 2018). Furthermore, the importance of focusing on pronunciation explicitly and practicing pronunciation meaningfully and communicatively is supported by research results (Darcy, 2018). Pre-service teachers' perceptions of such a crucial component of language are of importance as their perceptions are instrumental in constructing their teacher behavior and significant in anticipating their practices when they start teaching (Gürsoy, 2013). Gürsoy (2013) also emphasizes the importance of pre-service teachers' beliefs, stating their role "as a stimulus" (p. 763) to create their own teaching methodology. The studies investigating teachers' perceptions of pronunciation teaching would not only spark off further empirical research but would also be applicable to the design of teacher training programs for both teachers and teacher trainees (Buss, 2015).

Pre-service teachers' perceptions of pronunciation teaching have attracted the attention of many researchers. This study aims to contribute to this growing area of research by investigating Turkish EFL pre-service teachers' perceptions of pronunciation teaching in terms of their training in pronunciation and pronunciation pedagogy, pronunciation skills and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching. Exploring their views on their training in pronunciation and pronunciation teaching skills may contribute to revealing their needs in terms of pronunciation instruction. The study may also offer some useful insights about increasing their awareness and knowledge about pronunciation teaching. Finally, it may contribute to the professional development of pre-service teachers, which may, in turn, help improve learners' pronunciation skills.

1.5. Definitions of the Terms

The following significant terms, which were mentioned throughout the study, are defined briefly.

Segmentals: These are discrete segments, such as consonants, and vowels, which are organized into syllables (Przedlacka, 2018).

Suprasegmentals: These are prosodic features that extend beyond segment such as stress, intonation, pitch, tone, etc. (Przedlacka, 2018).

Intelligibility: It means a speaker' transferring their message across and being comprehended by a listener (Levis, 2018).

Accentedness: It is defined as "a judgment of how much one's speech differs phonologically from the local variety" (Derwing, 2010, p.29). This judgment is often made by native speakers on a Likert-like scale from 'no accent' to 'extremely heavy accent'.

Functional load: Functional load is "the extent and degree of contrast between linguistic units, usually phonemes" (King, 1967, p.831). For example, /l/-/n/ contrast distinguishes many English minimal pairs, which can be seen in both word-initial and word-final positions. On the contrary, rather fewer minimal pairs are distinguished by /θ/-/ð/ contrast. Therefore, the former is assumed to have a higher functional load and a more important contrast than the latter (Munro & Derwing, 2006).

English as a Lingua Franca: English as a lingua franca is defined as "English as it is used as a contact language among speakers from different first languages" (Jenkins, 2009, p. 143). Jenkins proposes significant features of pronunciation that impact intelligibility and cause communication breakdowns among nonnative speakers. These essential segmental and suprasegmental features form the Lingua Franca Core (Walker & Zoghbor, 2015).

1.6. Conclusion

This chapter has provided information on the background of the study, introduced the purpose, and emphasized the significance of the study. In addition, it has provided the definitions of some significant terms. A detailed review of the literature will be provided in the following chapter.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter first provides information on the terminology and background of pronunciation teaching. Secondly, it presents some current approaches and issues in pronunciation teaching. Finally, it draws attention upon the perspectives of teachers and refers to the studies in the literature.

2.2. Phonology, Phonetics and Pronunciation

Phonology, which can be considered as the surface level of a language, indicates the sound system of a language. In other words, it is "a description of the sounds of English and their relationships and contrasts with each other" (Pennington, 2013, p.1). P*honetics* refers to the physical features of the units in that system. Phonology and phonetics are generally used by theoretical linguists, who do not prefer using the term pronunciation commonly. On the other hand, rather than phonology, teachers of languages generally tend to use the term *pronunciation* as a component of language learning or a subskill of speaking. Yet, these terms may be used interchangeably by researchers or practitioners (Pennington & Rogerson-Revell, 2019). This study preferred to use the term pronunciation since it was referred to as a component of language learning, but yet it mentioned the other two terminologies while referring to the literature. On the other hand, *pronunciation pedagogy* refers to how to teach pronunciation. It comprises teachers' knowledge and awareness of the methods and techniques used in pronunciation teaching and their skills in transferring their knowledge to the learners.

2.3. Background of Pronunciation Teaching

The historical record of pronunciation indicated that it was a neglected area of language in L2 classrooms until the second half of the nineteenth century since written language was prioritized by classical methods until then (Celce-Murcia et al., 2010; Murphy & Baker, 2015). Moreover, it was referred to as "Cinderella" by Kelly (1969, p.87) in the field of language teaching due to this neglect. Following a few initiatives into bringing forth the importance of speaking skills in language teaching, the constitution of the International Phonetic Association in 1886 and the development of the International Phonetic Alphabet (IPA) created interest in pronunciation in the end of the nineteenth and the beginning of the twentieth centuries (Murphy & Baker, 2015). The phoneticians who developed IPA had a great impact on the emergence of

the Reform Movement. It was emphasized that "the first linguistic or analytic contribution to the teaching of pronunciation emerged in the 1890s as part of the Reform Movement in language teaching" (Celce-Murcia et al., 2010, p.3). Phonetics, comprising the descriptions and analyses of the sound systems of languages, was the science behind IPA. With a phonetic alphabet, accurate representations of the sounds of languages permitted a one-to-one relationship between the sounds and their written symbols (Celce-Murcia et al., 2010). The phoneticians involved in this international association had a great impact on modern language teaching by defending the notions and practices below:

> -The spoken form of a language is primary and should be taught first.
>
> -The findings of phonetics should be applied to language teaching.
>
> -Teachers must have solid training in phonetics.
>
> -Learners should be given phonetic training to establish good speech habits (Celce-Murcia et al., 2010, p.3).

These notions and practices propounded the significance of pronunciation teaching in terms of speaking skills, language teaching programs, and teacher training programs. It was also emphasized that it was crucial to apply the findings of phonetics to language teaching.

Proposing that along with listen-and-imitate practices, it is necessary to provide learners with information about phonetics and the mechanism of the sound system explicitly, the Reform Movement introduced an analytic-linguistic approach to pronunciation teaching (Murphy & Baker, 2015). Until then, only an intuitive-imitative approach to pronunciation instruction was applied. These were the two general approaches to pronunciation teaching that emerged in the field of teaching modern languages. *An intuitive-imitative approach* was based on the learners' listening to the rhythms and the sounds of the target language and imitation of those assuming the accessibility to good models thanks to the development of tape recorders, audio and video cassettes, and compact discs, without articulation diagrams or pronunciation symbols (Purwanto, 2019). On the other hand, *an analytic-linguistic approach* provided learners with the opportunities to focus on the sounds and the rhythms of the language and get explicit and contrastive information about those by using a phonetic alphabet, descriptions of articulation, vocalization charts and other tools to complement listening, imitation, and production (Celce-Murcia et al., 2010; Newton, 2018). The analytic-linguistic approach did not aim to oust the intuitive-imitative approach but rather to complement it (Celce-Murcia et al., 2010). Thus, with

these basically different two ways of pronunciation instruction, the teachers were required to teach their students phonetics and how specific features of the sound system work explicitly, rather than only asking them to listen carefully and imitate as well as they can (Murphy & Baker, 2015).

In the twentieth century, pronunciation teaching was inapt in some methods, such as Grammar Translation and reading-based approaches, since learners' L1 was used to teach grammar or reading, and improving oral communication skills was not a primary teaching objective in such methods. On the other hand, the intuitive-imitative approach to pronunciation teaching, with less explicit phonemic and phonetic information (Murphy & Baker, 2015), was applied in the Direct Method. This method was followed by naturalistic approaches such as Total Physical Response and the Natural Approach, in which, with the aim of learners' internalization of the sound system of the target language, they were provided with the opportunities to concentrate on listening, without feeling the pressure to speak initially (Celce-Murcia et al., 2010; Murphy & Baker, 2015). Through such exposure to input, learners allegedly spoke with good pronunciation, although they had never been provided with explicit instruction of pronunciation (Celce-Murcia et al., 2010).

During the 1940s and 1950s, pronunciation gained much importance, and explicit instruction of pronunciation was prevalent in Audiolingualism in the United States and the Oral Approach in Britain, on which the Reform Movement had a high probability of influence. With Audiolingualism, the imitative-intuitive approach was once again flourishing worldwide (Murphy & Baker, 2015). In addition to the techniques applied by the Direct Method, such as teachers' providing a model and students' imitation or repetition of that model, in Audiolingualism, teachers also provided phonetical information by making use of phonetic alphabets or charts, which showed how to articulate the sounds. In addition, using minimal pairs as teaching material was common (Celce-Murcia et al., 2010).

The Cognitive Approach in the 1960s proposed that learning a language is not habit formation, but governed behavior. It emphasized grammar and vocabulary more than pronunciation since it was thought that reaching a native-like pronunciation was not realistic and spending time teaching more learnable features of language like grammar and vocabulary would be more useful (Celce-Murcia et al., 2010).

In the 1970s, the Silent Way, which seemed to have a special focus on the methods of pronunciation instruction using charts and rods as teaching tools, paid much attention to

produce both the sounds and the structures accurately, but without explicit linguistic information. On the other hand, Community Language Learning (CLL) involved practices of pronunciation through its specific techniques. Teachers, referred to as counselors in this method, provided learners with the statements they wanted to say in the target language. It depended on the learners' will to decide the frequency of their repetition and reiteration of the prompt. The technique of recording learners' utterances gave them opportunities to focus on their own pronunciation and compare it with their teachers'. It can be stated that pronunciation instruction was not explicit in CLL, and it was controlled by the learners (Celce-Murcia et al, 2010).

2.4. From The Communicative Approach to the Present

Murphy and Baker (2015) point out that it is significant to accept that the modern era of ELT has indicated weak direct evidence of practices of pronunciation instruction. The Communicative Approach, which has been a ruling approach in language teaching since the 1980s, proposes that the primary goal of teaching a language is teaching to communicate. Thus, pronunciation teaching regained importance with this approach due to its focus on language as communication. As it is impossible to speak without pronouncing, pronunciation is definitely important in oral communication as much as other skills such as selecting appropriate words and structures and having sufficient fluency, which are significant to convey one's message across (Levis, 2018). However, Levis (2018) states that pronunciation is a crucial but badly ignored part of teaching oral skills, especially in the early communicative approach (Levis, 2005). A critical issue in CLT is related to the methodology of pronunciation teaching. It is not specifically described how teachers can help their students speak with intelligible pronunciation and teach pronunciation communicatively (Celce-Murcia et al., 2010). On the other hand, a communicative framework to teach pronunciation is proposed by Celce-Murcia et al. (2010). This framework follows the following phases: "Description and analysis", "Listening discrimination", "Controlled practice", "Guided practice" and "Communicative practice". This resource (Celce-Murcia et al., 2010) provides activities and techniques to teach pronunciation communicatively, which serves as a pedagogical and academic resource for teachers.

Additionally, from the mid-1980s to the present, there have been advances in pronunciation instruction with new publications such as classroom textbooks on pronunciation, activity recipe collections focusing on pronunciation teaching, and other resource books for the preparation of ESL teachers. Furthermore, lately, pronunciation teaching has attracted the attention of a great number of researchers. Recent empirical research has been concentrating on three topics at the macro level. Two of these topics relate to what pronunciation features are

significant to teach and methods and techniques to effectively teach those features. The third topic investigates the knowledge and beliefs of teachers about pronunciation teaching (Murphy & Baker, 2015).

While discussing pronunciation teaching, it is beneficial to refer to some related significant concepts and issues, presented under the following subtitles: segmentals, and suprasegmentals; nativeness and intelligibility; accentedness; how and what to teach.

2.4.1. Segmentals and Suprasegmentals:

Before CLT, with a few exceptions, the focus of pronunciation teaching was mostly at the segmental level, focusing on features such as sounds, etc. (Buss, 2015). With CLT, that changed since it was not compatible with the idea of teaching language as communication. Thus, there was a shift to concentrate on suprasegmental features such as stress, rhythm, intonation, etc. (Buss, 2015) in CLT. There has been a long-standing debate on whether segmental or suprasegmental features are more significant and, therefore, need to be focused more. There have been research studies supporting each view, with little evidence proving that one is over the other (Zielinski, 2015). Leaving segmentals or suprasegmentals debates behind, today's pronunciation curriculum adopts a more balanced approach and attempts to determine the most significant aspects of both to integrate them befittingly in language teaching classes (Celce-Murcia et al., 2010). As Zielinski (2015) points out, it is important to concentrate on how producing segmentals and suprasegmentals can affect each other. Supporting the significance of both segmental and suprasegmental features, Munro and Derwing (2015) emphasize the significance of learners practicing discourse-level features of pronunciation and obtaining feedback on those, in addition to practicing and receiving feedback on word-level language and shorter prompts. Similarly, emphasizing the significance of the teachers' role in selecting what to include in their pronunciation syllabus, Celce-Murcia et al. (2010) agree that prosody is significant; however, segmental features should not be neglected, either.

2.4.2. Nativeness and Intelligibility:

It is significant to refer to two contradictory principles of pronunciation teaching: the nativeness principle and the intelligibility principle, both of which continue to dominate pronunciation instruction (Munro & Derwing, 2015). The nativeness principle proposes that learners are able to learn native-like pronunciation, and this is supposed to be the goal of learning and teaching pronunciation (Levis, 2005; Munro & Derwing, 2015). However, research has provided evidence for the impact of age on acquiring such native-like

pronunciation, which makes such a goal unrealistic, especially for adult learners. Despite the evidence from research, pronunciation teaching practices are still influenced by the nativeness principle since it rules the accent reduction industry. *The nativeness principle* shapes most of the current pronunciation materials, proposing that appropriate models for pronunciation are the prestige speaker versions of English (Levis, 2005). However, it is important to note that the non-native speakers of English outnumber the native speakers around the world today. Thus, in such a globalized world, the goal to reach a standard or native-like accent has lost its importance because it is not realistic and achievable due to the greatly different needs and goals of speakers (Atar, 2018).

On the other hand, *the intelligibility principle* holds that the aim of the learners should be to learn to communicate easily in spite of their accents possessing non-native characteristics (Celce-Murcia et al., 2010; Munro & Derwing, 2015). For Levis (2018), intelligibility means a speaker' transferring their message across and being comprehended by a listener. Thus, intelligibility supposes that both a listener and a speaker are crucial elements for communication. It is emphasized that the goal of learning and teaching English should be to be understandable (Levis, 2005). As Levis (2018) states, although it is not common for many learners, especially adults, to reach a native-like accent, it is possible for them to communicate with intelligible pronunciation. Comprehensible pronunciation for communication is significant because as long as students' pronunciation is difficult to understand, it is not important whether they have a large vocabulary or they can use complex structures accurately (Jones, 2018).

As stated above, in spite of speaking with a heavy accent, non-native speakers can be quite intelligible. On the other hand, it is supported by research that there is a threshold level for non-native speakers of English to be intelligible speakers in spite of possessing high-level grammar or vocabulary (Celce-Murcia et al, 2010; Levis, 2018). However, few empirical studies indicate what specific features of accented speech damage comprehensibility and intelligibility (Munro & Derwing, 2022). Therefore, this area needs to be supported with further research, which will be beneficial for teachers trying to figure out what to concentrate on.

2.4.3. Accentedness:

Derwing (2010) defines *accentedness* as "a judgment of how much one's speech differs phonologically from the local variety" (p.29). This judgment is often made by native speakers on a Likert-like scale from 'no accent' to 'extremely heavy accent.' This leads to several questions related to pronunciation teaching. Are teachers supposed to use or teach a specific

accent? Or should they focus on accent reduction while teaching pronunciation? Such questions have been discussed for long. As Pennington and Rogerson-Revell (2019) state, the idea that speech may not possess an accent is a common misconception. They propose that every speaker has an accent, and the concept of a perceiver's standard accent is totally relevant to the pronunciation they anticipate. A person's accent is not determined by the sum total of their pronunciation features. However, the specific features of pronunciation, which are more distinctive and marked than the others, represent the group origin or affiliation to which a speaker belongs. Even if a person can change many features of pronunciation, those specific ones may remain (Pennington & Rogerson-Revell, 2019).

In today's globalized world, more than 300 million non-native people contact in English daily, and they do this mostly with other non-native speakers. A native-like accent is not a requisite for these speakers (Munro & Derwing, 2022). Moreover, as mentioned above discussing intelligibility, such a goal is not only unrealistic and unachievable but also non-essential.

The accent issue brings up the significance of the World Englishes approach to variety. As Nelson and Kang (2015) point out, English comprises many dialects and varieties. However, these varieties share enough structures of grammar, vocabulary, and pronunciation features to be recognized under the broad term of World Englishes. Nelson and Kang (2015) give Indian English as an example. They claim that people born and brought up in Bangalore have been communicating in English for various functions and are supposed to be considered native speakers of Indian English. For intelligibility, Smith (1992) proposes that when a language is so widespread, it is quite normal that English-speaking people from some parts of the world may be unintelligible to the ones from the other parts. Smith (1992) proposes that "our speech…in English needs to be intelligible only to those with whom we wish to communicate in English" (p.75). When it comes to teaching and learning English, what Smith (1992) states about intelligibility underlines the importance of the context. As Munro and Derwing (2022) point out very recently, comprehensibility and intelligibility are not affected negatively by a strong foreign accent. They emphasize that the goal of the teacher and learners determines the approach as well.

As stated above, non-native speakers of English outnumber native speakers (Munro & Derwing, 2022). Jenkins (2009), focusing on communication among non-native speakers of English, proposes the term *English as a lingua franca,* which is defined as "English as it is used as a contact language among speakers from different first languages" (Jenkins, 2009, p. 143).

Jenkins (2009) proposes significant features of pronunciation that impact intelligibility and cause communication breakdowns among non-native speakers. These essential segmental and suprasegmental features generate the Lingua Franca Core (Walker & Zoghbor, 2015).

On the other hand, it is sure that there may be contexts in which non-native speakers communicate with native speakers. Thus, the approaches to pronunciation instruction are determined by considering the context in which learners are to use English, the learners' needs, and the teaching goals.

2.4.4. How and What to Teach:

How pronunciation should be taught to facilitate intelligibility has been a significant issue. Levis (2018) proposes the following guidelines for intelligibility-based teaching:

> 1. Features that have an explicit connection to communication and to other areas of language should be prioritized.
>
> 2. Mispronunciations that cause difficulties in processing should be given priority.
>
> 3. The pronunciation of important lexical items should be given priority over less important items.
>
> 4. Errors that carry a high functional load should be given priority over those that do not.
>
> 5. More frequent errors are more important than less frequent errors.
>
> 6. Features that are learnable should be prioritized over those that are not. (Levis, 2018, p.186)

As to the features of pronunciation to teach, Levis (2018) emphasizes that it is important to consider the impact on communication, learnability, frequency of errors, and functional load. *Functional load* is “the extent and degree of contrast between linguistic units, usually phonemes” (King, 1967, p.831). Munro and Derwing (2006) exemplified this concept: /l/-/n/ contrast distinguishes many English minimal pairs, which can be seen in both word-initial and word-final positions. On the contrary, rather fewer minimal pairs are distinguished by /θ/ - /ð/ contrast. Therefore, the former is assumed to have a higher functional load and a more important contrast than the latter. Therefore, teachers may prefer to spend less time teaching features with low functional load. On the other hand, the features with high functional load, their impact on

communication, and the influence of the teaching contexts are required to be supported with further empirical studies (Atar, 2018; Munro & Derwing, 2006).

Pronunciation research has a general consensus on that teachers paying explicit attention to the features of pronunciation and allocating class time to practice pronunciation meaningfully and communicatively lead to clear and demonstrable results (Darcy, 2018). Similarly, Atar (2018), emphasizing the significance of teaching phonology for meaningful and functional contexts, points out that both perception and production should be focused on as research indicates a relationship between perception and production (Brinton, 2014). It is emphasized that focusing on perception often improves production (Levis, 2018). Similarly, perceptual training and awareness-raising activities are beneficial for learners before they practice production (Newton, 2018).

In this sense, Cauldwell (2018) emphasizes teaching pronunciation for listening by stating that it is important to provide our students with "fast, messy, authentic speech" (Celce-Murcia et al., 2010, p.370). Cauldwell (2018) mentions a dilemma experienced by many learners: not being able to catch some words in speech even though they believe they know them. The reason for this is usually their inability to decode the spontaneous speech model. The careful speech model, used by most teachers and material developers, deprives learners of the speeds and messiness of everyday speech (Cauldwell, 2018). He uses the metaphor "the jungle" (p.355) for the spontaneous speech model and emphasizes the significance of preparing learners for *the jungle*.

EFL teachers are one of those who need pronunciation instruction since they provide the input in English mainly as the major models in the target language. (Celce-Murcia et al, 2010). They need to model accurate pronunciation so their students can differentiate the different sounds and stress patterns (Derwing, 2010). In most EFL contexts, leaners' exposure to English is limited to classroom practices. Therefore, it is crucial for the teachers to provide opportunities for the learners to improve both perception and production. To reach such a goal, teachers need to have both academic and pedagogical knowledge of pronunciation teaching. These significant roles of teachers bring up the issues of pronunciation teaching in teacher training programs and teachers' pronunciation skills and pronunciation teaching skills, their perceptions of pronunciation teaching.

2.5. Teachers' Perspective

When second language teaching research is examined, it could be stated that teachers' knowledge of pronunciation, their beliefs about pronunciation teaching, and their preparedness to teach pronunciation received little attention until the mid-1990s when second language teacher education (SLTE) attempted to turn to teachers and concentrate on general teacher education (Murphy, 2014). Murphy (2014) mentions the studies of Borg (2003) on *teacher cognition* and emphasizes his significant role in making this area of research known. *Second language teacher cognition* is defined by Borg (2015) as "an often tacit, personally-held practical system of mental constructs held by teachers and which are dynamic—i.e. defined and refined on the basis of educational and professional experiences throughout teachers' lives" (Borg, 2015, p.35). Baker (2013) states that teachers' beliefs, perceptions, knowledge and attitudes shape their teacher cognition. Thus, teacher cognition has a high probability of influencing the practices of teachers. In addition to that, their academic knowledge and pedagogical skills affect their teaching practices on a large scale.

Current approaches to pronunciation instruction or research studies on pronunciation teaching practices can reach their goal as long as they are reflected in classroom practices by teachers. In many classrooms, pronunciation instruction is given the least priority (Nair et al., 2017) and studies on pronunciation demonstrate that teachers concentrate on pronunciation 10% of class time, which is far less than other skills (Foote et al., 2011). Teachers' pronunciation teaching skills and their views on pronunciation teaching are significant because they are the practitioners of approaches and methods. As Breitkreutz et al. (2001) and Foote et al. (2011) suggest, although they believe pronunciation is an important aspect of communication, they do not have the confidence to be able to teach it. This makes their training in pronunciation teaching critical as well. Those researchers also state a lack of training opportunities, both in pre-service teacher training and professional teaching careers. Murphy (2014) proposes that it is a myth that teacher training programs provide adequate training for teachers to teach pronunciation. Examining quite a number of studies, he points out that ESL/EFL teachers do not feel prepared for pronunciation instruction, and they reckon that they require more training in this area. Furthermore, he adds that a course devoted to pronunciation pedagogy is offered by very few teacher development programs. It is also stated that teacher education programs lack focus on pronunciation teaching in the phonology-related courses they give (Derwing, 2010; Murphy, 2014). Studies conducted with in-service and pre-service teachers reveal that only a minority receive training in pronunciation instruction (Buss, 2015), and their training in pronunciation is mostly limited to pronunciation or phonology courses during their training

(Gürsoy & Hüseyinoğlu, 2017). Due to the fact that pronunciation is an essential component of language, it is significant for pre-service teachers to form their opinions on pronunciation teaching and develop their own approaches to integrate pronunciation into their teaching practices.

2.5.1. Studies Conducted with Teachers:

Many studies have been conducted to investigate teachers' views on pronunciation teaching. One of the most remarkable studies, which was spread over a large area, was conducted in Canada. Breitkreutz et al. (2001) explored Canadian ESL programs in terms of pronunciation by administering surveys to the teachers and coordinators of the programs. The researchers reported that a quarter of the participants mentioned a lack of sufficient training in pronunciation instruction, and they added that a minority of the participants stated they had specific training in pronunciation teaching. In addition, a great majority of the participants believed that it is significant to teach both segmentals and suprasegmentals. The study revealed that materials to teach pronunciation generally tend to focus on segmental features (Breitkreutz et al., 2001).

Ten years later, a follow-up study was carried out by Foote et al. (2011) in the same context. They conducted their study with instructors and program coordinators by applying a questionnaire. The results of their study were mainly similar to those of Breitkreutz et al. (2001), with a slight difference in 'segmentals or suprasegmentals issue'. Foote et al. (2011) revealed that suprasegmental features are paid more attention. In addition, most teachers stated that they required more training in pronunciation. The study also revealed positive teacher attitudes towards pronunciation teaching (Foote et al., 2011).

There have been some other studies exploring teachers' perceptions of pronunciation instruction. Buss (2015) conducted her study with 66 Brazilian EFL teachers. She administered a survey on pronunciation teaching and learning and collected both quantitative and qualitative data via that survey. The study revealed that teachers tended to concentrate on pronunciation features at the word level. The teachers mentioned intonation as the hardest feature of pronunciation to teach, while they did not mention it among the ones they frequently focused on. In addition, Buss (2015) reported that teachers extensively used repetition and phonetic symbols. Furthermore, the study revealed that teachers were confident and comfortable with pronunciation instruction, on which, as Buss (2015) points out, teaching monolingual classes

might have a positive impact. Teachers in this study also mentioned the benefits of receiving extra training in pronunciation (Buss, 2015).

In addition, a qualitative study was conducted by Bai and Yuan (2019). They investigated the beliefs and practices of EFL teachers about pronunciation instruction. The participants were 16 non-native English teachers from Hong Kong. Bai and Yuan (2019) collected data via semi-structured interviews and found that the teachers were aware of the significance of pronunciation teaching. However, the study also revealed that applying their beliefs into practice was challenging for the teachers due to various personal and context-based handicaps. Additionally, the study demonstrated that teachers were not confident about teaching pronunciation, a possible cause of which might be their lack of sufficient training. Furthermore, many of the teachers held the idea that pronunciation should be taught by native speakers. Bai and Yuan (2019) emphasized the significant role of teacher education programs or in-service development programs in helping EFL teachers become confident in pronunciation teaching and noticing and working on the gap between what they believe and what they practice (Bai & Yuan, 2019).

There have been some studies carried out with teachers in the Turkish context. Yağız (2018) conducted his study on the cognitions and practices of EFL teachers on pronunciation instruction. The participants were 59 non-native EFL teachers and 105 academicians who teach in EFL programs. Yağız (2018) gathered data through questionnaires, semi-structured interviews, and classroom observation. He found that all the participants were somewhat satisfied with their pronunciation skills. By observing the teachers' classes, the researcher reported that pronunciation mistakes of the students were generally neglected, and teachers did not dedicate time to teaching pronunciation. Furthermore, quantitative data revealed that teachers were more confident about their pronunciation skills in segmental features than the suprasegmentals, which might be why they neglected stress and intonation but concentrated on segmentals during pronunciation instruction. A surprising finding of Yağız was that most teachers believed that training in teaching and assessing pronunciation was not necessary for them, which might be caused by their lack of academic and pedagogic knowledge. Yağız (2018) pointed out that the pronunciation courses they received at university were limited to provide them with significant training on how to teach pronunciation (Yağız, 2018).

Another recent study with teachers from Türkiye was conducted by Alcuma (2021). It was a quantitative study with 105 EFL teachers working in private primary and high schools. Alcuma reported that the participants stated they taught pronunciation in their classes, with less

time devoted to suprasegmental features. Furthermore, the most common techniques preferred by teachers were error correction and integration of pronunciation into other skills. In addition, the results demonstrated that the most preferred activities were imitation, repetition, and drills. On the other hand, the teachers mentioned activities such as songs, drama and role plays, movies, and practicing dialogues as useful activities to teach pronunciation. Moreover, it was also reported that intelligibility should be the goal, according to the teachers in the study.

2.5.2. Studies Conducted with Pre-service Teachers:

There have been studies carried out to explore perceptions of pre-service teachers. Different from the other studies in terms of data collection tools, Buss (2013) analyzed the internship reports of pre-service EFL teachers to explore their perceptions of pronunciation teaching. She found that pre-service teachers often mentioned pronunciation problems in their reports, whereas the majority did not mention suprasegmental features. Additionally, Buss (2013) reported that pre-service teachers did not have adequate knowledge of the reasons behind the pronunciation problems. Furthermore, explicit awareness-raising activities were not mentioned by any of the pre-service teachers (Buss, 2013).

Another study with pre-service teachers was the experimental study of Burri and Baker (2019). They investigated the impact of a 13-week pronunciation course based on a unique haptic pronunciation teaching method that involved specific movement techniques accompanied by touch. They conducted their study with 15 native and non-native student teachers from different countries. 5 of these student teachers were named as in-service teachers due to their pronunciation teaching experience. Burri and Baker (2019) collected data via focus group interviews, semi-structured interviews, and weekly observations. Their findings revealed that student teachers found the haptic pronunciation teaching method attractive and helpful in improving their pronunciation skills. However, they had some doubts about its applicability (Burri & Baker, 2019).

There have been some studies with pre-service teachers on their perceptions of pronunciation and pronunciation teaching. One of these was an experimental study carried out by Gezgin (2008). She conducted her study with 42 student teachers from the ELT department at a state university. She formed experimental and control groups and explored whether being taught self-monitoring and self-correction skills creates any difference in student teachers' self-perceptions of their own pronunciation skills. To collect data, Gezgin administered questionnaires, reflective journals, and interviews. She found out that the training in

pronunciation techniques was effective, which positively impacted the participants' perceptions of their own pronunciation skills.

Another experimental study with pre-service teachers was carried out by Aksakallı and Yağız (2020). Their participants were 107 first-year ELT students from a state university in Türkiye. They investigated the impact of 36 hours of pronunciation instruction on the participants' pronunciation skills and attitudes toward pronunciation. After the treatment, they collected data via pre-tests and post-tests and a pronunciation attitude inventory. The researchers found that the participants held positive attitudes toward pronunciation instruction. In addition, it was revealed that it was important to sound like a native speaker for them. Furthermore, the study demonstrated that the pronunciation instruction improved the pronunciation skills of the ELT students considerably and made their speech more comprehensible (Aksakallı & Yağız, 2020).

Some studies investigating pre-service teachers' perceptions of pronunciation have utilized questionnaires and interviews. The study of Gürsoy and Hüseyinoğlu (2017) was one of these. They conducted their study with 111 ELT teacher trainees. They investigated teacher trainees' perceptions and attitudes towards the pronunciation skill and whether being a freshman or senior affected their perceptions and attitudes. Their study revealed that student trainees perceive pronunciation teaching as significant and beneficial. Moreover, the participants reported not being satisfied with their pronunciation skills due to lack of adequate practice. It was also reported that no significant difference was found between the two groups in terms of perceiving pronunciation instruction as important. In addition, it was found that both groups believed that suprasegmentals were more important than segmentals. On the other hand, the results also demonstrated that they found segmentals easier to learn and teach (Gürsoy & Hüseyinoğlu, 2017).

Similarly, Coskun (2011) investigated prospective teachers' attitudes towards English as an international pronunciation. Coskun conducted his study with 47 senior students of ELT and collected data by administering questionnaires and interviews. Coskun (2011) found some contradictory results. The study revealed that the participants are aware of the lingua franca status of English and reported that the goal of pronunciation teaching should be to be intelligible. However, the study also revealed that teaching native-like pronunciation should be the aim of a pronunciation class, according to the participants (Coskun, 2011).

2.6. Conclusion

This chapter has presented the terminology and the background of pronunciation teaching, referred to some current issues related to pronunciation instruction, and concentrated on teachers' perspective. Studies carried out with teachers and pre-service teachers were referred to at the end of the chapter. The following chapter presents information on the methodology of the study.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the methodological procedures of the study by introducing the research questions, the context, the design, and the collection of data, and provides information about the data analysis.

3.2. The Aim of the Study and Research Questions

This study set out to explore Turkish EFL pre-service teachers' perceptions of pronunciation teaching. It more specifically aimed to reveal the views of Turkish EFL pre-service teachers on both academic and pedagogic training in pronunciation they received during their teacher education program, their own pronunciation and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching.

This study sought to answer the following research questions:

1. What are pre-service EFL teachers' perceptions of their training in pronunciation and pronunciation pedagogy?

2. What are pre-service EFL teachers' perceptions of their own pronunciation and pronunciation teaching skills?

3. What are the most useful activities to teach pronunciation as reported by pre-service EFL teachers?

4. What is pre-service EFL teachers' knowledge and awareness of pronunciation teaching?

3.3. The Context of the Study

This study was conducted in the English Language Teaching (ELT) department of Uludag University, a state university in northwest Türkiye, in the Fall Term of the 2022-2023 Academic Year.

English language teaching undergraduate program of the Council of Higher Education (CoHE) offers students two courses (Listening and Pronunciation 1 & 2) focusing on pronunciation in their first year. In the course descriptions it is stated that these courses comprise phonetics, vowels, consonants, stress, intonation, sound discriminations, phonological transcriptions, advanced listening skills, listening subskills, authentic materials with different

accents. In addition, the program offers linguistics courses (Linguistics 1 & 2) in the second year. Linguistics 1 comprises a range of concepts related to phonetics and phonology such as diphthongs, triphthongs, IPA, articulatory and auditory phonetics, acoustics, articulation etc. In the third year, in the course description of 'Teaching Language Skills 1', pronunciation teaching is mentioned as "…the stages and techniques in listening, speaking, pronunciation and vocabulary" (CoHE, 2018, p. 10). In addition, the course 'World Englishes and Culture' is offered as an elective course in the program. Lastly, pronunciation is mentioned in the description of another elective course 'Teaching Integrated Language Skills' as "…focuses on the themes such as how to integrate grammar, vocabulary and pronunciation in the lesson plan of this skill-based course (if it is one of the objectives)" (CoHE 2018, p. 26). Apart from these, pronunciation, phonology or pronunciation pedagogy are not mentioned in the course descriptions throughout the program.

In the ELT department of Uludag University, the students are offered courses to improve their reading, writing, and oral communication skills in their first year. Additionally, they take two compulsory courses on pronunciation (Listening and Pronunciation 1 & 2), which focus on both listening and pronunciation skills. Besides, in the second term, they take 'Structure of English' course. As stated in the course descriptions on the web page of the department, the content of this course covers the concepts related to pronunciation such as the sounds of English, articulation, speech organs and phonology of English etc., along with the concepts such as word, sentence and phrase, From the second year, the program offers courses such as 'Approaches to English Learning and Teaching', 'English Teaching Program', 'Teaching English to Young Learners', and 'Teaching English Language Skills', which aim to teach pedagogical approaches and methods to provide the ELT students with language teaching skills. They are also offered 'Linguistics 1 & 2' and the elective courses 'World Englishes and Culture' and 'Teaching Integrated Skills'. In the program's last year, the students take two courses (Teaching Practice 1 & 2), which serve as a ground where they can test their theoretical and pedagogical knowledge. Within the scope of these courses, pre-service EFL teachers have opportunities to experience teaching in public or private primary and high schools. They are observed by their mentors and university supervisors and given feedback on their teaching during this practicum experience.

3.4. Research Design

The study adopted a mixed method approach with a sequential explanatory design (QUAN- QUAL) to gain deeper insights into the perceptions of pre-service EFL teachers on

teaching pronunciation. A mixed method approach enables the researcher to investigate the research questions from a range of perspectives (Mackey & Gass, 2016) and understand the phenomenon under investigation wholly (Dörnyei, 2007). Furthermore, a mixed method approach, when duly and capably applied, works best to make conclusions from the data by providing both a large statistical database and plentiful contextualized qualitative data (Mackey & Gass, 2016). For the current study, firstly, quantitative data were obtained via questionnaires. Questionnaires were preferred as they are efficient in gathering a great amount of data with low-cost resources in less time. Moreover, the advantage of anonymity might help the participants feel more comfortable (Dörnyei, 2007) and respond truly. It is significant to design a well-constructed and reliable questionnaire (Dörnyei, 2007; Nunan, 1992). The study aimed to achieve this via an extensive literature review, experts' views, and the piloting process.

Along with 5 Likert scales and multiple-choice questions in the questionnaires, qualitative data were obtained via open-ended questions, namely scenarios and interviews. At the end of the questionnaires, pre-service teachers were asked to comment on pronunciation or pronunciation teaching-related scenarios. These scenarios allowed the researcher to collect qualitative data from the whole sample. Dörnyei (2007) points out that qualitative research concentrates on how to describe, understand and clarify a phenomenon. Therefore, in addition to the quantitative data, it was essential to collect qualitative data in order to have a broader understanding of the pre-service teachers' perceptions and their knowledge and awareness of pronunciation teaching. Additionally, semi-structured interviews were carried out with a small sample. This open-ended format allowed the interviewees to expound their views (Dörnyei, 2007) on pronunciation teaching by responding to the questions such as 'how' and 'why'. Moreover, the interviews provided insights into the possible reasons behind their responses to the questionnaire items and scenarios.

To conclude, along with a quantitative approach, a qualitative approach was essential to enable the researcher to form understandable designs out of complicated data and analyses (Cresswell, 2014). Furthermore, it is emphasized that "mixed method research employs both approaches iteratively or simultaneously to create a research outcome stronger than either method individually" (Malina et al., 2011, p.6). In this study, adopting a mixed method approach allowed the researcher to take broader and more in-depth insights about the issues under scrutiny.

3.5. Participants

The study was conducted in the department of ELT at Uludag University. The participants were the senior students in the given department and were chosen via convenience sampling. It was aimed to conduct the study with all the senior students from the department. They were all sent the link of the study; however, the participants who volunteered to participate took part in the study. They were named pre-service teachers within the scope of the study. For the quantitative phase of the study, at the beginning of the Fall Term of the 2022-2023 Academic Year, 158 pre-service teachers from the ELT department were sent the questionnaire link via their student e-mails. Only 25 pre-service teachers completed the questionnaire online. Due to the fact that this response rate was quite low, the questionnaires had to be administered one-on-one. Thus,76 pre-service teachers completed pen-and-paper questionnaires in their department. In total, 101 pre-service teachers participated in the study voluntarily. 2 outlier participants had to be excluded from the study due to reliability issues. Therefore, the study consisted of 99 (n=99) pre-service teachers. 33 of the participants were male, and 66 of them were female. 82,8% of the participants stated their nationality as Turkish. 7% stated other nationalities while 9,1% preferred not to state.

A great majority of them (70,7%) stated that they started learning English in the 4th grade, while 7,1% started in the 2nd grade and 8.1% before the 2nd grade. 14,1% opted for 'other'. Nearly all the participants (91,9%) stated that they graduated from a state high school, while 5,1% from a private high school. 3% opted for 'other'.

To the question asking for the languages that they can speak other than English, 59,6% responded 'none' while the others stated German (9,1%), French (5,1%), Spanish (8,1%), Arabic (2%), Kurdish (1%) and other (15,2%). Regarding their experience abroad, 89,9% responded 'none'. 9.1% stated they have been abroad for a few months, while 1% had a few weeks.

As for the ages of the participants, 76,8% of them were between 21-23 years old; 14,1% were 24-26; 7% were 27+, and 2% were 18-20. As to how much teaching experience they had, 54,5% of the participants stated only the practicum at university; 20,2% stated their experience was less than 1 year; 18,2% stated their experience between 1-2 years, and 7,1% stated that they had been teaching for at least 3 years or more. The following table shows the demographic information of the participants in detail.

Table 1

Demographic information

	f	%

Gender	Female	66	66,7
	Male	33	33,3
Nationality	Turkish	82	82,8
	Syrian	2	2
	Turkish-French	1	1
	Russian	1	1
	Turkish-Dutch	1	1
	Bulgarian	1	1
	Turkoman	1	1
	Albanian	1	11
	Not stated	9	9,1
Started learning English…	before the 2nd grade	8	8,1
	in the 2nd grade	7	7,1
	in the 4th grade	70	70,7
	Other	14	14,1
High School	State High School	91	91,9
	Private High School	5	5,1
	Other	3	3
Languages other than English	None	59	59,6
	German	9	9,1
	French	5	5,1
	Spanish	8	8,1
	Arabic	2	2
	Kurdish	1	1
	Other	15	15,2
Experience abroad	None	89	89,9
	A few months	9	9,1
	A few weeks	1	1

Age	18-20	2	2
	21-23	76	76,8
	24-26	14	14,1
	27+	7	7,1
Teaching experience	Only the practicum at the university	54	54,5
	Less than one year	20	20,2
	1-2 years	18	18,2
	3 years and more	7	7,1

3.6. Data Collection

A pilot study was carried out before the actual data collection process. When the requirements were met, and necessary changes were applied, both quantitative and qualitative data were collected. The questionnaires were administered in pursuance of obtaining the statistical data, which was convenient and applicable to the information the research questions were investigating.

With a view to a broader understanding of the quantitative data, open-ended questions, namely scenarios, were added to the end of the questionnaire. In addition to the scenarios, semi-structured interviews were conducted for the qualitative phase of the study.

3.6.1. Pilot study:

The questionnaire was piloted with 22 junior students from the ELT department at Uludag University in the Fall Term of the 2022-2023 Academic Year. Part 2b of the questionnaire was redesigned after the pilot study in light of the experts' views. For the purposes of reliability, Cronbach's alpha values were calculated for the questionnaires in the pilot study. Cronbach's alpha for Part 2a was ,860. Cronbach's alpha of Part 3 was ,735.

3.6.2. Questionnaires:

For the quantitative phase of the study, a questionnaire was designed via an extensive literature review by the researcher. Some items were taken or adapted from the studies of Buss (2015) and Henderson et al. (2015). The questionnaire evolved throughout the brainstorming

processes during the meetings and discussions of the researcher and the supervisor. Expert views were sought for the content and face validity of the questionnaire. 4 experts from the ELT department at Uludag University were delivered the content validation instrument (see Appendix 6) and asked to examine the items in the questionnaire and comment upon them in written form. Some items needed to be reworded, and some needed to be added, while others were required to be omitted, considering the recommendations made by the experts. The questionnaire took its final shape owing to the views of experts and the piloting process. The final version of the questionnaire was approved by the ethics committee of the Institute of Social Science at Uludag University (see Appendix 1).

The questionnaire (see Appendix 2) started with an explanation of the aim of the study and informed the participants that they were assured of their privacy. The consent of the participants to participate in the study was obtained after the informative explanation. The questionnaire consisted of four parts: In the first part, the participants were asked to complete questions on their demographics and language learning background. They were also asked to rate their training in pronunciation and pronunciation pedagogy during their teacher education program. The second part had two subsections: Part 2a and Part 2b. In Part 2a, the participants were given 11 statements to reveal their views on their own pronunciation skills and pronunciation teaching skills. In this part, they were asked to rate the items on a 5 Likert scale from ‘strongly disagree’ to ‘strongly agree’. In Part 2b, the participants were given 14 pronunciation teaching activities (imitation and repetition, drama and role-play, phonetic alphabet, interactive media, chanting, recordings, minimal pairs, tactile reinforcement, classroom games, body movement, marking, visual aids, focus on rules, mirrors), which were adopted from the study of Buss (2015). Each activity was described briefly, and some were supported with examples for the sake of clarity. In this part, pre-service teachers were asked to state the three most useful activities by putting them in order in accordance with their usefulness. In the third part, the participants were asked to respond to 16 statements with regard to their knowledge and awareness of pronunciation and pronunciation teaching, and they were asked to rate these items on a 5 Likert scale from ‘strongly disagree’ to ‘strongly agree’. The questionnaire was translated into Turkish by the researcher and this Turkish version (see Appendix 3) was administered in the data collection process as all the participants were able to communicate in English at a sufficient level. It was aimed to allow the pre-service teachers to express their opinions more easily and comfortably.

The questionnaires were administered by means of Google Forms and the pen-and-paper method. The participants were sent the form via their e-mails at the beginning of the Fall Term in the 2022-2023 Academic Year. The pen-and-paper questionnaires were administered to the volunteer participants according to their availability during their break or free time at the department. The participants were informed about the aim of the study, and they were made clear that they could withdraw from the study at any time they wished. The questionnaires took most participants 15-20 minutes to complete as far as the researcher could observe while administering the pen-and-paper method.

Cronbach's alpha statistic was computed to test the reliability of the questionnaires. Cronbach's alpha of Part 2a was ,861. Cronbach's alpha of Part 3 was ,702 when one item was omitted from the questionnaire and 2 outlier participants were excluded from the study.

3.6.3. Scenarios:

For the qualitative phase of the study, in the last part of the questionnaire, the participants were asked 5 open-ended questions, namely scenarios (see Appendix 2) prepared by the researcher and a thorough literature review. Expert views were sought for the validity of those scenarios. In this part, the participants were requested to comment on 5 pronunciation teaching-related scenarios and describe what they would be doing or feeling in those scenarios to shed more light on their perceptions and views.

The scenarios were about teaching or correcting a sound, teachers' making a pronunciation mistake in the classroom, students' avoidance of speaking English, motivating students for learning intonation, and teachers' lack of knowledge of pronunciation teaching terminology.

It should be noted that from 99 pre-service teachers, 4 of them did not respond to the second question, and 5 of them did not respond to the other four questions. In other words, 95 pre-service teachers completed the second question, and 94 completed the other four questions.

3.6.4. Semi-structured Interviews:

The final stage of the study comprised semi-structured interviews. The interview questions (see Appendix 4) were prepared via an extensive literature review by the researcher. Some questions were adapted from the studies of Buss (2015) and Henderson et al. (2015). The questions aimed to reveal pre-service teachers' views on their pronunciation learning background, their pronunciation skills and pronunciation teaching skills, the attribute of the

training they received in terms of pronunciation and pronunciation teaching, the methods and techniques to teach pronunciation, primary features of pronunciation to teach, difficult features of pronunciation to teach; challenges to learning and teaching pronunciation. The interview questions were piloted with 2 senior students from the ELT department, and the expert view was sought for the validity of the interview questions. The researcher decided to reword some questions and take more precautions to avoid possible technical problems after the piloting process.

The interviews of the actual study were conducted with 9 participants who had completed the questionnaire. The interviewees were chosen via convenience sampling due to the busy schedules of pre-service teachers. They were the ones who volunteered to make time for the interviews. 2 of them were male, and 7 of them were female. 6 of the interviewees stated they were teaching English in some private institutions in addition to the practicum they had at university. Online meetings were planned according to the schedules of the interviewees. The researcher decided on the tool to be used, considering the accessibility to the interviewees. Before the day of the interview, pre-service teachers were informed about the aim of the study and the necessity of recording the interviews for the analysis of the data. They were assured of their privacy by stating that their identities would be pseudonymous and that they could keep their cameras off during the interviews. The consent of the interviewees was taken verbally after the informative explanation.

The interviews were administered and recorded via Zoom and Google Meet. After piloting, it was agreed that an extra sound recorder was required to rule out the possibility of technical problems, along with the recordings on Zoom and Google Meet. Thus, a sound recorder application was used as well. 4 of the interviews were carried out via Zoom and 5 via Google Meet. The interviews were conducted in Turkish (see Appendix 5) so that the pre-service teachers could express their opinions more easily and comfortably, and they lasted about 12-20 minutes.

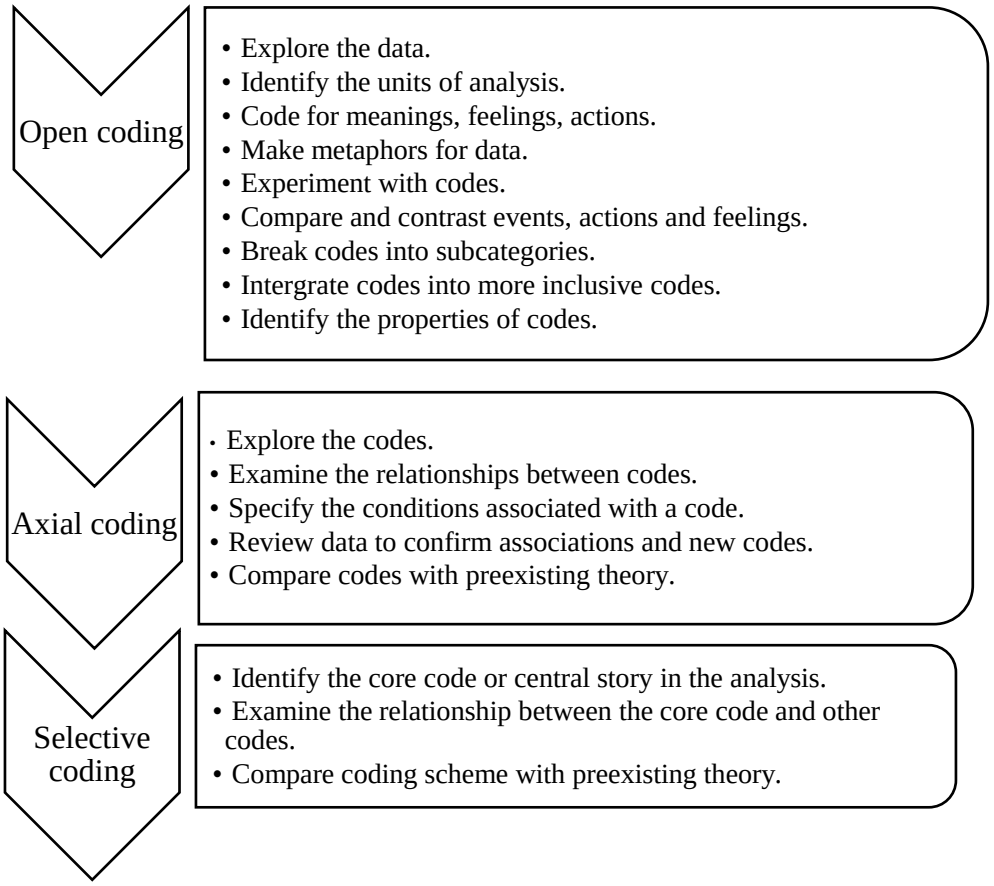
3.7. Data Analysis

The quantitative data from the questionnaires were analyzed through SPSS Statistics 22.0. Each participant was assigned a code (PT=Pre-service Teacher; PT1, PT2, PT3…), and each item in the questionnaire was given a value in the program. Descriptive statistics were used to calculate frequencies and percentages for demographics, multiple-choice items, and 5 Likert scales. Graphs and tables were generated to present these frequencies and percentages.

Within the phase of analysis of the qualitative data, firstly, open-ended questions, namely scenarios, which were given at the end of the questionnaire, were examined. Thematic analysis was applied to discover the themes that are in the scenarios. This is a rather inductive process due to the fact that the categories into which themes will be classified are not predetermined before the data were coded, but they are deduced from the data (Ezzy, 2002). The following figure demonstrates the coding steps applied in this study.

Figure 1

Coding in thematic analysis



(Ezzy, 2002, p.93)

For the analysis of the scenarios, each scenario was analyzed separately since each one was about a different theme. Firstly, the content of the data was thoroughly read in order to have a general view of them. Then, for each scenario, the answers of 20 participants were examined. Common themes and topics that emerged from each scenario were noted. Main categories and subcategories were determined. Finally, all data were examined in detail via a constant comparison. Some new categories were added, some were reformed, and others were combined.

For example, in their responses to the first scenario, which asked the pre-service teachers what they would be doing if their students could not pronounce a sound, they mostly mentioned the materials and the teaching techniques they would be using to teach the sound. Additionally, some mentioned how they would provide feedback as well. Thus, the answers of pre-service teachers were sorted into three main categories for the first scenario: Materials, teaching techniques, and feedback.

After all main categories and subcategories were created, the frequencies of each subcategory were noted, and tables were created to present the categories and frequencies. The responses of some participants were translated into English to exemplify the main categories and exceptional or noteworthy responses.

For the interviews, all the recorded audio was transcribed with the help of Google Documents. Each interviewee was assigned a false name. In order to answer the research questions, common themes were extracted from the interviews, and frequencies were calculated. Tables were generated to present these frequencies. Some parts of the script were translated into English by the researcher and included in the findings chapter, which would allow the readers a deeper insight into the views of the pre-service teachers.

In order to calculate the inter-rater reliability for the scenarios and interviews, the researcher asked a colleague of hers to analyze 20% of the questionnaires and transcriptions of the interviews. 20 of 99 questionnaires and transcriptions of 2 interviews were randomly selected. The co-rater is an experienced teacher of English who graduated from the department of ELT. Additionally, she took master's courses in linguistics and experienced the processes of conducting a research study. She was informed about the analysis process. The following formula was applied to calculate the inter-rater reliability rate.

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements + disagreements}}$$ (Miles & Huberman, 1994, p.64)

For each scenario and theme in the interviews, the number of agreements were counted and divided into the total number of agreements and disagreements. 81% agreement was reached between the researcher and the co-rater.

3.8. Conclusion

This chapter has presented the methodological procedures of the study by introducing the research questions, the context, the design, and the collection of data, and provides information about the analysis of the data. The following chapter will provide the findings of the study.

CHAPTER 4

FINDINGS

4.1. Introduction

In this chapter, the findings from the quantitative and qualitative data are presented under two main titles. Under these titles, the findings are presented in light of the research questions.

4.2. Findings from the Quantitative Data

In this part, the findings gleaned from the quantitative data are presented in light of the research questions posed in the present study. The quantitative data of the study were obtained from the questionnaires. Descriptive statistics were applied to analyze the data, and tables and graphs were created to present them.

4.2.1. Pre-service Teachers' Views on Their Training:

The first research question of the study aimed to investigate pre-service EFL teachers' perceptions of their training in pronunciation and training in pronunciation pedagogy in their teacher education program.

4.2.1.1. *Training in Pronunciation:*

In the questionnaire, the pre-service EFL teachers were asked to rate their training in pronunciation in their teacher education program from 'excellent' to 'poor'. Descriptive statistics were applied to calculate the frequencies and percentages. Nearly half of the pre-service teachers (43,4%) stated that their teacher education program is 'very good' in relation to pronunciation, which is followed by 26,3% stating that the program is 'good'. On the other hand, 11,1% opted for 'poor' and 10,1% opted for 'fair'. A minority of pre-service teachers (9,1%) selected 'excellent' to rate their training in pronunciation. The frequencies and percentages are presented in Table 2 and Figure 2 below.

Table 2

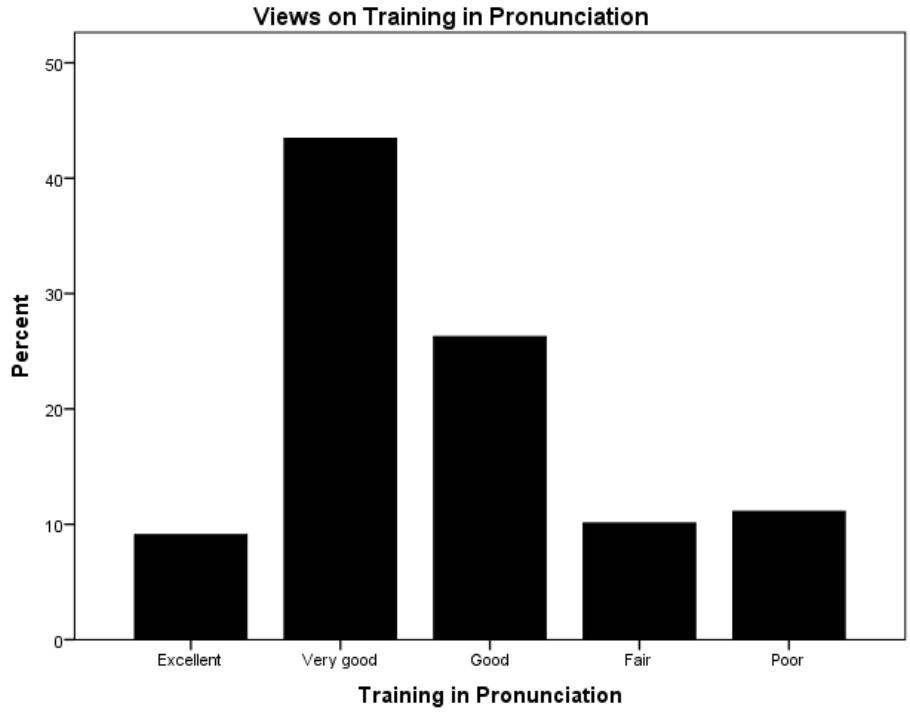
Training in pronunciation

	f	**%**
Excellent	9	9,1
Very good	43	43,4
Good	26	26,3

Fair	10	10,1
Poor	11	11,1
Total	99	100,0

Figure 2

Views on training in pronunciation



4.2.1.2. *Training in Pronunciation Pedagogy:*

The first research question also investigated the views of pre-service teachers on their training in pronunciation pedagogy. In the questionnaire, the pre-service teachers were asked to rate their training in pronunciation pedagogy from 'excellent' to 'poor'. Descriptive statistics were applied to calculate the frequencies and percentages. As indicated in Table 3 and Figure 3, a majority of the pre-service teachers (38,4%) selected 'good', followed by 30,3% stating that the program is 'very good'. On the other hand, 15,2% opted for 'fair' and 9,1% opted for 'poor' to rate their training in pronunciation pedagogy. A small number of the pre-service teachers (7,1%) stated that their training in pronunciation pedagogy is 'excellent'.

Table 3

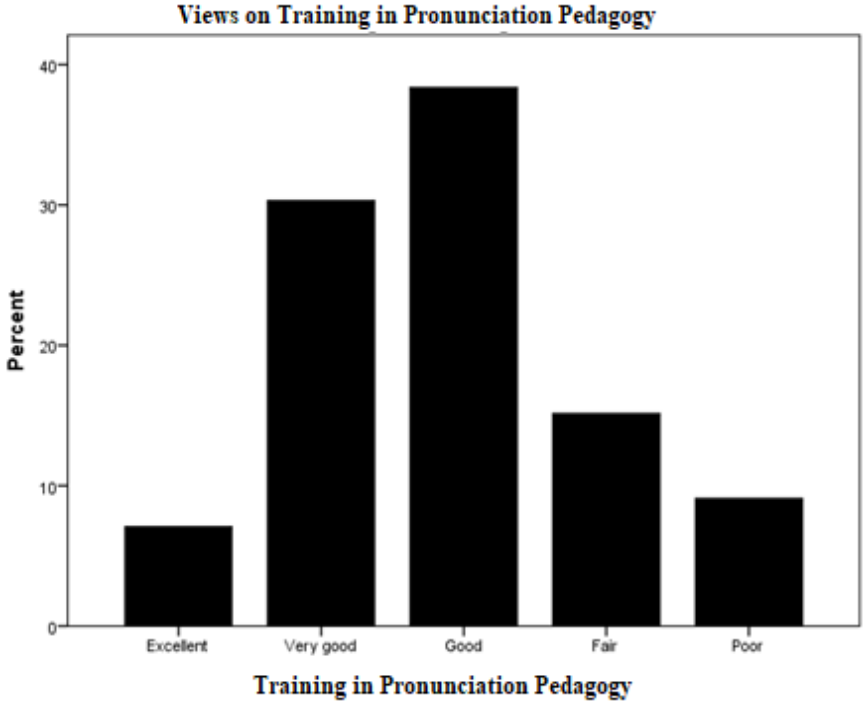
Training in pronunciation pedagogy

	f	%
Excellent	7	7,1

Very good	30	30,3
Good	38	38,4
Fair	15	15,2
Poor	9	9,1
Total	99	100,0

Figure 3

Views on training in pronunciation pedagogy



4.2.2. Perceptions of Pronunciation and Pronunciation Teaching Skills:

The second research question attempted to unearth pre-service EFL teachers' perceptions of their own pronunciation and pronunciation teaching skills.

4.2.2.1. *Pronunciation Skills:*

The following items in the questionnaire aimed to reveal pre-service teachers' perceptions of their pronunciation skills. The pre-service teachers were asked to rate the following items from 'strongly disagree' to 'strongly agree'. Descriptive statistics were applied to calculate frequencies and percentages. 36,4% of the pre-service teachers could not decide whether their pronunciation is native-like or not, however, 34,4% agreed with this statement. 36,4% agreed that they transfer sounds from their native language. Additionally, nearly half of

the pre-service teachers (44,5%) stated that they have difficulty when they speak, even though they can produce some of the target language sounds. Over half of the pre-service teachers (58,6%) feel confident about their pronunciation and 59,6% like their own accent. Table 4 below displays these results.

Table 4

Perceptions of their pronunciation skills

	Disagree		Neutral		Agree	
	f	%	*f*	%	*f*	%
My pronunciation is native-like.	29	29,3%	36	36,4%	34	34,4%
I transfer sounds from my native language.	34	34,3%	29	29,3%	36	36,4%
Even though I can produce some of the target language sounds, I have difficulty when I speak.	40	40,4%	15	15,2%	44	44,5%
I feel confident about my pronunciation.	12	12,1%	29	29,3%	58	58,6%
I like my own accent.	19	19,2%	21	21,2%	59	59,6%

4.2.2.2. *Pronunciation Teaching Skills:*

The following items in the questionnaire aimed to reveal pre-service teachers' perceptions of their pronunciation teaching skills. The pre-service teachers were asked to rate the following items from 'strongly disagree' to 'strongly agree'. Descriptive statistics were applied to calculate frequencies and percentages. Almost half of the pre-service teachers (48,5%) feel confident about teaching pronunciation and 44,5% state they have enough pedagogical content knowledge of pronunciation. However, over half of the pre-service teachers (59,6%) agreed they feel incompetent about teaching pronunciation in their classes. On the other hand, most participants (64,7%) stated that they are capable of designing various activities and materials to teach pronunciation. Additionally, 47,5% stated that they feel confident about teaching segmentals and 48.5% stated they feel confident about teaching suprasegmentals. Table 5 below demonstrates these results.

Table 5

Perceptions of their pronunciation teaching skills

	Disagree		Neutral		Agree	
	f	%	*f*	%	*f*	%
I feel confident about teaching pronunciation.	14	14,2%	37	37,4%	48	48,5%
I have enough pedagogical content knowledge (how to teach-what to teach) of pronunciation.	21	21,2%	34	34,3%	44	44,5%
I feel incompetent about teaching pronunciation in my classes.	17	17,1%	23	23,2%	59	59,6%
I am capable of designing various activities and materials to teach pronunciation.	6	6%	29	29,3%	64	64,7%
I feel confident about teaching segmental features of pronunciation. (e.g., consonant sounds, vowel sounds etc.)	16	16,1%	36	36,4%	47	47,5%
I feel confident about teaching suprasegmental features of pronunciation. (e.g., stress, intonation etc.)	18	18,1%	33	33,3%	48	48,5%

4.2.3. Useful Activities to Teach Pronunciation:

The third research question aimed to reveal the most useful activities to teach pronunciation as reported by pre-service EFL teachers. They were given a list of 14 activities, which were adopted from the study of Buss (2015, p.9), and asked to state the most useful three activities and order them. More than half of the pre-service teachers (55,5%) stated ‘imitation and repetition’ in their list of the most useful three activities to teach pronunciation. ‘Drama and role play’ was preferred by 36,4%, followed by ‘phonetic alphabet’ with 32,3%. ‘Mirrors’ was the least preferred activity with 1%. Table 6 below shows the frequencies and percentages of each activity.

Table 6

Useful activities to teach pronunciation

	1.most useful		2.most useful		3.most useful		Total	
	f	%	*f*	%	*f*	%	*f*	%
Imitation and repetition: e.g., Learners listen to the teacher or to a CD and repeat, trying to imitate as closely as possible.	31	31,3%	11	11,1%	13	13,1%	55	55,5%
Drama and role-play: e.g., practicing and performing dialogues in pairs or groups paying special attention to pronunciation.	10	10,1%	19	19,2	7	7,1%	36	36,4%
Phonetic alphabet: It is taught in full to classes by the teacher.	12	12,1%	8	8,1%	12	12,1%	32	32,3%
Interactive media: e.g., online games and animated libraries, pronunciation software.	7	7,1%	13	13,1%	9	9,1%	29	29,3%
Chanting: e.g., using Jazz Chants to practice rhythm.	3	3%	13	13,1%	6	6,1%	22	22,2%
Recordings: Having learners record and listen to their pronunciation.	6	6,1%	6	6,1%	8	8,1%	20	20,3%
Minimal Pairs: e.g., repetition drills contrasting minimal pairs (*chip/cheap, fit/feet, bit/beat*)	8	8,1%	5	5,1%	5	5,1%	18	18,3%
Tactile reinforcement: Having learners feel where/ how they are speaking (e.g., asking them to touch their throats while pronouncing voiced and voiceless sounds).	8	8,1%	4	4%	6	6,1%	18	18,2%
Classroom games: e.g., syllables snap, sounds puzzle	6	6%	4	4%	8	8,1%	18	18,1%

Body movement: e.g., having learners step, clap, tap their fingers, or nod their heads according to stress and intonation patterns.	2	2%	3	3%	10	10,1%	15	15,1%
Marking: Having learners mark pronunciation features in a passage of text (e.g., underline the stressed words or draw intonation arrows).	1	1%	4	4%	8	8,1%	13	13,1%
Visual aids: e.g., diagrams of the vocal tract, representations of how a sound is articulated	1	1%	6	6,1%	5	5,1%	11	12,2%
Focus on rules: Explicitly teaching English phonetic and phonological rules and showing how they differ from the rules of Turkish phonetics.	4	4%	2	2%	2	2%	8	8%
Mirrors: Having learners observe their own articulation in a mirror.	-	-	1	1%	-	-	1	1%

4.2.4. Knowledge and Awareness of Pronunciation Teaching:

The fourth research question investigated pre-service teachers' general knowledge and awareness of pronunciation teaching. In the questionnaire, they were given 16 statements related to pronunciation or pronunciation teaching, which were adopted from the study of Buss (2015), and were asked to rate them from ‘strongly disagree’ to ‘strongly agree’.

Nearly all the pre-service teachers (88,9%) stated that communicative practice is the best way to teach pronunciation. 85,9% agreed that the features which affect communication should be focused on while teaching pronunciation. In addition to this, a great majority (80,9%) stated that pronunciation plays a vital role in the language learning process as much as the other language skills do. Surprisingly, 53,6% of the pre-service teachers agreed that pronunciation

instruction improves language accuracy rather than communication skills. 41.4% were indecisive about the view, claiming that most learners don't like their teachers to correct their pronunciation errors, while 32,4% disagreed with this view.

The most striking result is that 76,8% claimed that pronunciation teaching is often unnecessary, as most learners can learn pronunciation when frequently exposed to good input. On the other hand, almost two-thirds of the pre-service teachers (64,7%) stated that it is necessary to teach pronunciation explicitly. In addition, a large majority of them (83,9%) were in agreement with the view supporting that pronunciation should be taught at each level of proficiency.

42,2% of the pre-service teachers disagreed that there is an age-related limitation on the acquisition of native-like pronunciation. More than half of pre-service teachers (57,6%) disagreed with the statement claiming that the best person to teach pronunciation is a native speaker. Nearly all of the pre-service teachers (89,9%) agreed that intelligibility and accent are not the same things. A majority of them (76,8%) agreed that the overall goal of pronunciation teaching is to help learners become more intelligible users concordantly.

36,4% disagreed that teaching pronunciation is difficult while 34.3% stated it is. Nearly half of them (40,4%) were undecided about the view that teaching segmental features of pronunciation (consonant sounds, vowel sounds, etc.) is difficult, followed by 30,4% who agreed with it. 40,4% claimed that teaching suprasegmental features of pronunciation (stress, intonation, etc.) is difficult, while 33,3% remained neutral. Almost half of the pre-service teachers (48,5%) were undecided about whether segmental features are more important to teach than suprasegmental features, which is followed by 39,4%, who disagreed with the statement. Table 7 below displays these results in detail.

Table 7

Knowledge and awareness of pronunciation teaching

	Disagree		Neutral		Agree	
	f	%	*f*	%	*f*	%
There is an age-related limitation on the acquisition of native-like pronunciation.	42	42,4%	22	22,2%	35	35,3%
Communicative practice is the best way to teach pronunciation.	3	3%	8	8,1%	88	88,9%

Pronunciation teaching is often unnecessary, as most learners are able to learn pronunciation when frequently exposed to good input.	6	6,1%	17	17,2%	76	76,8%
Teaching pronunciation is difficult.	36	36,4%	29	29,3%	34	34,3%
The best person to teach pronunciation is a native speaker.	57	57,6%	23	23,2%	19	19,2%
Most learners don't like their teachers to correct their pronunciation errors.	32	32,4%	41	41,4%	26	26,2%
Pronunciation instruction improves language accuracy rather than communication skills.	26	26,3%	20	20,2%	53	53,6%
Intelligibility and accent are not the same things. You may not have a native-like accent yet can be intelligible.	3	3%	7	7,1%	89	89,9%
It is necessary to teach pronunciation explicitly.	15	15,1%	20	20,2%	64	64,7%
The overall goal of pronunciation teaching is to help learners become more intelligible users.	8	8,1%	15	15,2%	76	76,8%
Pronunciation should be taught at each level of proficiency.	4	4%	12	12,1%	83	83,9%
While teaching pronunciation, the features which affect communication should be focused on.	4	4%	10	10,1%	85	85,9%
Pronunciation plays a vital role in the language learning process as much as other language skills do.	7	7,1%	12	12,1%	80	80,9%
Teaching segmental features of pronunciation (consonant sounds, vowel sounds, etc.) is difficult.	23	23,2%	40	40,4%	36	36,4%
Teaching suprasegmental features of pronunciation (stress, intonation, etc.) is difficult.	26	26,3%	33	33,3%	40	40,4%
Segmental features (consonant sounds, vowel sounds, etc.) are more important to teach than suprasegmental features (stress, intonation, etc.)	39	39,4%	48	48,5%	12	12,1%

4.3. Findings from the Qualitative Data

In this part, the findings gathered from the qualitative data are presented. The qualitative data of the study were obtained from the open-ended questions in the questionnaire, namely scenarios and the semi-structured interviews. Main categories and subcategories were extracted from the data, and tables were created to present the categories and frequencies. Excerpts from the script of the interviews and the scenarios, which were translated into English, were included in this part. While doing so, the names of the interviewees were kept pseudonymous and mentioned shortly in parentheses (e.g., Interview/Devrim= Int/Devrim). The participants of the scenarios were assigned a code number (e.g., Pre-service teacher 1=PT1). The findings are presented under the titles of the research questions.

4.3.1. Pre-service Teachers' Views on Their Training:

The first research question aimed to investigate the views of pre-service teachers on their training in pronunciation and pronunciation pedagogy in their teacher education program. The 9 interviewees were asked whether they thought their training in pronunciation and pronunciation pedagogy was satisfactory and whether they felt ready and qualified to teach pronunciation. Interviewees expressed generally positive thoughts on their training in pronunciation. They generally stated that it was the university where they started learning or focusing on pronunciation and improved considerably in pronunciation thanks to the 'Listening and Pronunciation I & II' courses they took in their first year.

In the interviews, to the question asking whether their training was sufficient and whether they felt ready to teach pronunciation, one of the pre-service teachers, Devrim responded that it was very useful, and she felt ready and qualified to teach pronunciation.

'*Definitely, it was the training I received at university which made me realize my incompetency*. (She means her incompetency in pronunciation before she started university.) *The training provided by our instructors was really productive. First, we learned theoretically in our first and second years. We carried those theories into practice in our third year, in such a way that we practiced how to transfer what we learned to the learners. I think it was very useful, and our instructors were very qualified for this subject.'* (Int/Devrim)

Similarly, another pre-service teacher, Remziye, stated that their pronunciation courses were satisfactory by adding that it would be much better with more listening activities such as songs and videos. She responded affirmatively to whether she felt ready to teach pronunciation.

Most of the interviewees stated they were working in some institutions along with their education at university. Sıla is one of those. Similar to Devrim and Remziye, Sıla stated her satisfaction with the training they received and emphasized their own responsibility in their learning.

'I think our training was satisfactory because our instructors concentrated on pronunciation considerably. Especially in our linguistics course, and before that in our phonetics course in the first year. I think we were taught pretty well where we can learn what we need to know. After that, if there is such incompetency, the problem is with us. I cannot say I am a perfect teacher, but I am doing my best to teach with the training I received.' (Int/Sıla)

The other 6 interviewees were either satisfied with their training in pronunciation or did not mention it in particular. On the other hand, those 6 pre-service teachers mentioned a lack of satisfactory training in pronunciation pedagogy or stated they felt unconfident or unprepared for teaching pronunciation. One of those pre-service teachers, Mert, stated that their courses were useful but inadequate.

'However good the training we received at university was, it was not sufficient. Because we took 'Listening and Pronunciation Courses I & II' in two terms and apart from those, training in pronunciation was not available. Of course, the courses were useful, of course, I learned a lot. Therewith, I learned that what I knew to be true was not true. However, that is not sufficient, not for me to teach pronunciation.' (Int/Mert)

Additionally, Melek, commenting on pronunciation courses they received, was not sure if they were sufficient since, as she stated, not much can be recalled in a long time.

'We had pronunciation courses only in our first year. I don't know whether that was sufficient because, obviously not much can be recalled when one is in their last year. Maybe it would have been effective if we had taken one more course, as a must-course or an elective course, in our fourth year. To be honest, I can't really remember what I learned.' (Int/Melek)

Finally, Tarık, who was also not satisfied with the training in pronunciation teaching, emphasized the necessity of a course focusing on pronunciation teaching in their teacher education program, mentioning the difference between learning and teaching pronunciation.

'That is to say, I don't believe it (He means the training in pronunciation teaching.) *was sufficient to teach pronunciation because I don't think that we were provided with sufficient*

information to teach pronunciation. The reason is that we learned pronunciation at university; however, I would have expected much more comprehensive practices in terms of pronunciation teaching, which was a requisite as well. And science should have been behind all this, as in the course named 'How to teach English to young learners?'. Similarly, I think a course named 'How to teach pronunciation?' is essential. It may also be provided as a subbranch of speaking skills. This can certainly be applied. But, as I said, I don't think it was sufficient because it was us who were taught pronunciation; however, teaching pronunciation is a very different world.' (Int/Tarık)

4.3.2. Perceptions of Pronunciation and Pronunciation Teaching Skills:

The second research question aimed to reveal pre-service EFL teachers' perceptions of their pronunciation and pronunciation teaching skills.

4.3.2.1. *Pronunciation Skills:*

In the interview, pre-service teachers were asked what the most challenging was/is for them as learners of English pronunciation. Their answers are summarized in Table 8.

Table 8

Challenging features for the pre-service teachers as learners of English pronunciation

Tarık	Phonetic alphabet
Mert	Letters making more than one sound
Şule	Applying a new learned rule or feature
Belgin	Lack of confidence in speaking due to her native accent
Devrim	Correcting fossilized mispronounced words
Sıla	-Two/three-letter consonant blends
	-The reduced vowel 'schwa'
Remziye	Producing some sounds that are not in Turkish
Melek	Producing some sounds that are not in Turkish
Buket	-Different accents or different pronunciations of words
	-Words pronounced in the same way

As presented in the table above, 4 of them stated difficulties related to different characteristics of Turkish and English while talking about their experience as learners of

pronunciation. Mert was one of those, and he mentioned the letters making more than one sound in English.

'Well, I have experienced this a couple of times; I learned that some words, which I thought I knew how to pronounce correctly, were not pronounced in the way I learned…Some letters are differently pronounced when they are followed by other letters…Well, for example…How can I exemplify this? Let's say 'Pacific Ocean'. As you know, each 'c' letter in this proper noun is pronounced differently…In the early stages of learning English, we suppose that…Say 'car', and 'c' in this word is pronounced as 'k'. I may tend to pronounce 'c' as 'k' in every word I see while reading in English; well, that was the case at least in the very early stages. It was probably the most difficulty I had because, as I said, for example, 'c' in the 'car' is pronounced as 'k' but not as 'k' in some other words.' (Int/Mert)

Similarly, Sıla pointed out the differences between Turkish and English pronunciation and the influence of L1.

'Mostly, like, well, the words in which 2-3 letters, which we call voiceless (She probably used the term by mistake.) *…Those silent letters coming together, for example in the word 'schedule'. Or a word beginning with an 'a', which should be pronounced as a schwa, but we pronounce it as 'e', like instead of /əˈbaʊt/, we say /eˈbaʊt/. I generally had difficulty in such words.'* (Int/Sıla)

On the other hand, Belgin drew attention to a different issue, mentioning her lack of confidence in speaking because of her native accent.

'While doing listening tasks, I started to think that I did not sound like they (She probably meant native speakers.) *did, which resulted in some avoidance of speaking. How I could improve myself on this and whether I could cope with this problem on my own were challenging for me… It was probably because of my native accent. I was concentrating on whether I was pronouncing correctly or not.'* (Int/Belgin)

In order to obtain their perceptions of their present pronunciation skills, in the interview, the participants were given a list of 13 pronunciation features adopted from the study of Buss (2015). They were asked to state the features that they feel incompetent of or need to improve. The list of the features is given below, and the answers of the pre-service teachers are presented in Table 9.

Problematic sounds: e.g. the *th* sounds (*thanks, mother*)

Suffixes (*-ed, -s*): e.g. the *-ed* endings (*cooked, played, started*); the *-s* endings (*hats, cards, watches*)

Word stress: e.g. *about* = aBOUT; *develop* = deVElop

Syllable structure: e.g. *stop* has one syllable: /stɑp/, not three: /is.tɑ.pi/.

Silent letters: e.g. *night* and *debt*

Minimal pairs: e.g. *bad* and *bed*; *leave* and *live*; *rat* and *hat*

Connected speech: e.g. *Send it* sounds like *sen.dit*; *short time* sounds like *shortime*.

Accents: Differences between English accents (e.g. British English vs. American English)

Intonation: e.g. *We have homework tonight* (falling intonation) and *We have homework tonight?* (rising intonation)

Utterance stress: Stress placement on certain words in utterances (e.g. *I want that BAG* or *I want THAT bag*)

Schwa: /ə/: e.g. the sound in *arrive* and *parent*

Weak forms: e.g. in *I need an answer*, the word *an* is less strong than the other words.

Stress-timed rhythm: e.g. *COWS EAT GRASS* takes roughly the same time to say as *The COWS could EAT the GRASS*. (Buss, 2015, p. 7)

Table 9

Features need to be improved

	Pronunciation Features	Type
Tarık	Accent/Connected speech	Suprasgementals
Mert	Minimal pairs/Suffixes	Segmentals
Şule	Utterance stress/Omission/Elision	Suprasegmentals
Belgin	Accent/Some silent letters/Schwa	Segmentals/Suprasegmentals
Devrim	Weak forms/Strong forms/Minimal pairs	Segmentals/Suprasegmentals
Sıla	Problematic sounds/Suffixes (-ed) Word stress/Minimal pairs/Intonation Utterance stress/Weak forms/Stress time rhythm	Segmentals/Suprasegmentals
Remziye	Schwa/Utterance stress/Intonation	Segmentals/Suprasegmentals
Melek	Word stress/Problematic sounds	Segmentals/Suprasegmentals
Buket	Minimal pairs/Problematic sounds/Accent	Segmentals/Suprasegmentals

As presented in the table above, 6 of 9 pre-service teachers reported their lack of both segmental and suprasegmental skills. The most common feature mentioned by the pre-service teachers, which needs to be improved, is ‘minimal pairs’, which was mentioned by 4 pre-service teachers. The second most common features are ‘problematic sounds’ and ‘accent’, which were mentioned by 3 pre-service teachers. As presented in the table, the most common suprasegmental features mentioned by the pre-service teachers are accent and utterance stress.

Tarık, who mentioned both accent and connected speech as features to be improved, claimed that most people have trouble with connected speech.

‘As I said, I am trying to improve myself; however, it is certain that I have incompetencies, and accent is at the forefront of those, one of the ones at the forefront. Secondly…What can we say? Surely, connected speech. In my opinion, connected speech is a pronunciation feature that most people have trouble with. It is because we violate nearly all the rules, and I don't think most people use it correctly. Even if they think they apply the rules of connected speech, I don't think they do it correctly, including myself.’ (Int/Tarık)

Along with accent, Buket mentioned problematic sounds and minimal pairs as well for the features she has trouble with and needs to improve.

‘For me, definitely, minimal pairs because sometimes I cannot comprehend as they are pronounced almost the same, and some are pronounced the same. I have difficulty in minimal pairs. I try to infer them from the context then. Apart from this, problematic sounds, of course. For example, the sounds in ‘mother, father’. Students have too much trouble with those, too. To speak for myself, I have much difficulty as well. Except for minimal pairs, I can also say accent. We can differentiate British and American accents because British is very apparent and intelligible. However, when it comes to a different accent, I may not be able to notice the accent while listening to an audio or watching a video unless it is British or American. Well, as a teacher of English, I may need to improve myself on this.’ (Int/Buket)

Similarly, commenting on the features of pronunciation that she needs to improve, Melek also mentioned problematic sounds. It is significant to state that she drew attention to a critical issue, ‘language identity’ while doing so.

‘As I said, I know the pronunciation of ‘th’ sounds, I am not incompetent. However, I don't use it mostly, maybe on purpose. I prefer to speak authentically because I don't want to be that wannabe, so I don't pronounce it on purpose…I teach the sound; however, I don't use it, which I can tell my students. Because… Well, willy-nilly, I don't use it since I haven't got used to it.’ (Int/ Melek)

4.3.2.2. *Pronunciation Teaching Skills:*

While commenting on their training in pronunciation pedagogy, interviewees also expressed their opinions on their pronunciation teaching skills. As stated above, 6 of 9 pre-service teachers mentioned a lack of satisfactory training in pronunciation pedagogy or stated they felt unconfident or unprepared for teaching pronunciation.

Confessing her lack of professional skills to teach pronunciation, Belgin claimed that she believes she can figure out what to do while teaching.

'That is to say, I am not very experienced in pronunciation teaching because I taught young learners mostly. During my experience, when they mispronounced some words, I addressed those. Rather than addressing them, I mostly expected them to correct themselves by repeating what they said. I guess I don't know much about this subject, pronunciation teaching. However, I feel that somehow, I can transfer my knowledge to the learners, even if it is not very professional.' (Int/Belgin)

On the other hand, Şule and Buket, who were both quite satisfied with their training in pronunciation, stated they needed to improve themselves to teach pronunciation.

'I learned, yes, I am aware of this, but I think I need to improve myself some more in terms of teaching. I don't think it (She means the training in pronunciation teaching.) *was satisfactory in terms of teaching pronunciation.'* (Int/Şule)

'To be honest, I do not feel much ready. Actually, I don't feel cognizant of its importance sufficiently. I think the training we received was definitely sufficient in terms of phonetics…But am I able to use them (She means the games and activities.) *now? Actually, I am if I want, but I guess I do not concentrate much on this. In other words, I must search and become cognizant of this subject. My training was sufficient, though.'* (Int/Buket)

The interviewees were also asked what features of pronunciation are difficult to teach from the list of pronunciation features given above. The tables below present the features that are difficult to teach as reported by the pre-service teachers and their frequencies.

Table 10

Features that are difficult to teach

	Pronunciation features	Type
Tarık	Stress	Suprasegmentals

	Accent	
Mert	Minimal pairs	Segmentals
Şule	Word stress	Segmentals/Suprasegmentals
	Problematic sounds	
Belgin	Schwa	Segmentals/Suprasegmentals
	Word stress	
	Stress time rhythm	
Devrim	Schwa	Segmentals/Suprasegmentals
	Intonation	
Sıla	Utterance stress	Suprasegmentals
	Stress time rhythm	
Remziye	Intonation	Suprasegmentals
	Utterance stress	
Melek	Syllable structure	Suprasegmental
	Intonation	
Buket	Sounds	Segmentals/Suprasegmentals
	Intonation	

Table 11

Frequencies of the features that are difficult to teach

	f
Intonation	4
Word stress	2
Problematic sounds	2
Schwa	2
Stress-time rhythm	2
Utterance stress	2
Stress	1
Accent	1
Minimal Pairs	1
Syllable structure	1

As given in the table above, intonation was mentioned by 4 pre-service teachers, which is followed by word stress, schwa, utterance stress, and stress time rhythm, which 2 pre-service teachers mentioned.

Commenting on the features that she thought difficult to teach, Remziye drew attention to the different characteristics of languages.

'I think teaching intonation and stress might be a little harder. Especially stress might be more difficult to teach I guess; by the way, I mean utterance stress. Well, utterance stress in English is different from our language, we stress different parts of the sentence. For example, in a Turkish sentence like 'Sen mi geldin?', we stress 'mi' in the middle of the sentence. However, when we say, 'Did you come?' the stress shifts to other parts of the sentence. Utterance stress differs in Turkish and English; students may have some trouble with this. I mean they may not be able to reconcile these differences…Other than these, they may have difficulty in intonation, again due to the said differences of languages.' (Int/Remziye)

Similarly, Sıla emphasized utterance stress and stress-time rhythm, stating that a higher level of English is required to learn and teach those.

'I guess, utterance stress and stress-time rhythm…The thing is…These require a little fluency. You are supposed to have reached a very high level of English at this point. I believe we need to teach these to ourselves first.' (Int/Sıla)

In addition to what Sıla suggested, Belgin also emphasizes a segmental feature, schwa.

'It might be difficult to teach schwa since we don't use it much in Turkish. Or maybe word stress might be challenging for the students. Rather than applying the rules of word stress, they may have trouble being attentive. (She probably means paying attention to word stress while speaking.) *Along with stress, they might have difficulty in stress-time rhythm, which is related to stress. However, I guess it will be the hardest to teach schwa."* (Int/Belgin)

4.3.3. Useful Activities to Teach Pronunciation:

The third research question aimed to find what the most useful activities to teach pronunciation are for pre-service teachers. In the interviews, the pre-service teachers were asked what materials can be used to teach pronunciation, and they stated some activities and materials while commenting on this question and several others. Each activity and material stated by the pre-service teachers during the interviews were noted. Some pre-service teachers just stated the names of the activities and materials that can be used to teach pronunciation, while some

others described certain activities in detail. Activities and materials mentioned by interviewees are displayed in the table below.

Table 12

Activities and materials to teach pronunciation

Tarık	Drama / Role play activities / Minimal pairs taboo game / Phonetic alphabet
Mert	2phonics App (for teachers)
	Phonetic alphabet (for adult learners)
	Charts / Audios / Online dictionaries / BBC English /Kahoot game/ Websites
	Applications/ Clips from series / Movies
Şule	Tongue twisters / Mirrors / Easy poems / Drama / Using rubber bands
	Tactile reinforcement
Belgin	Audios / Phonetic alphabet / Visuals / Tactile reinforcement
Devrim	Songs / Videos / Puppets / Repetition / Tongue twisters / Chinese whispers
	Flashcards / Visuals / Odd-one-out / Conversation / Dialogue
	Learners' video recording
Sıla	Authentic materials / Lyrics / Movie clips / Cartoons / Stories
	Teacher's providing correct input / Teacher's providing correct pronunciation
	Monolingual dictionaries
Remziye	Clips from series / Movies / Videos /Songs
Melek	Videos / Audio recordings
Buket	Games / Songs / Podcasts / Interactive websites / Guessing

Activities/materials which were mentioned by more than one pre-service teacher were presented in Table 13 below. Applications, charts, online dictionaries, BBC English, mirrors, poems, using rubber bands, puppets, repetition, Chinese whispers, odd-one-out, conversations/dialogues, learners' video recording, cartoons, stories, teacher's providing correct input/correct pronunciation, monolingual dictionaries, podcasts, websites, interactive websites, guessing were mentioned by one interviewee.

Table 13

Frequencies of the other activities mentioned by the pre-service teachers

	f
Songs/lyrics	4

Videos	3
Games	3
Phonetic alphabet	3
Audios	3
Clips from movies/series	3
Tongue twisters	2
Tactile reinforcement	2
Visuals/flashcards	2
Drama/role-play activities	2

As presented in the table, songs/lyrics are the most common materials suggested by 4 pre-service teachers. As stated above, the pre-service teachers mentioned a wide range of activities to teach pronunciation. Devrim emphasized the abundance of techniques and methods in ELT which can be applied in pronunciation teaching in the interviews.

'Mostly implicit methods such as tongue twisters…We do actually have so many great activities such as Chinese whispers, odd-one out. We have great methods and techniques.' (Int/Devrim)

As mentioned, some pre-service teachers described an activity or how to use a specific material in detail. Tarık, who has been teaching in some private institutions for about three years, stated that he created a taboo game for teaching minimal pairs and described the activity.

'So now, for young learners, well… Since they do not have abstract thinking skills until 12, we will try to teach pronunciation via sounds, in other words, using completely implicit techniques. What sort of things can these be? I can exemplify this with my own experience. I created a taboo game from the minimal pair words both to teach vocabulary and to improve their pronunciation. Anyway, they were trying to find the words. Sometimes, they even made some words up. However, I thought it was very important for the learners to improve their skills of noticing and comprehending the sound. I found it very useful to teach vocabulary as well.' (Int/Tarık)

Additionally, Şule mentioned a specific technique she observed in an Arabic course, which can be used to teach pronunciation in English.

'For instance, I had seen…Actually, it was in an Arabic course, but I suppose it can also be used in Englishl. There is such a rubber band stuck on the board. Students came to the board and pulled the rubber band to make long sounds like 'i:' that we need to hold longer.' (Int/Şule)

Finally, yet importantly, Mert mentioned an application he uses in the classroom when he comes across a word he doesn't know how to pronounce.

'Sometimes, I may happen to come across a word I don't know how to pronounce. On such an occasion, I use an app named '2Phonetics', of which I am sure you have heard…For example, in this app, the word is directly…For instance, let the word be 'comprehension' and say that I don't know how to pronounce it. I open the app, write the word, and it shows me its phonetic transcription. Thus, I learn how to pronounce the word by looking at its phonetic transcription.' (Int/Mert)

4.3.4. Knowledge and Awareness of Pronunciation Teaching:

The fourth research question explored pre-service teachers' knowledge and awareness of pronunciation teaching. Under this broad title, the findings are presented under five subheadings: the challenges to teaching pronunciation, the challenges learners experience, how to teach pronunciation, primary features to teach, and teaching scenarios.

4.3.4.1. *Challenges to Teaching Pronunciation:*

In the interviews, pre-service teachers were asked what challenges they could encounter when teaching pronunciation. Table 14 summarizes their responses.

Table 14

Challenges to teaching pronunciation:

Tarık	-Sources
	-Students' (and teachers') not being aware of the importance of pronunciation
Mert	Teachers' not knowing how to pronounce some words
Şule	Students' lack of motivation
Belgin	The need to create motivation for students
Devrim	Students' lack of confidence
Sıla	-Teaching some specific sounds such as schwa
	-Teaching consonant blends
Remziye	-Directly correcting mistakes (without using suitable techniques)
	-Teaching phonics (requires much repetition and time)

Melek	-Teaching something incorrect
	-Teaching phonics to young learners
Buket	-Teachers' not knowing how to pronounce some words
	-Teachers' not being able to interpret some accents

As presented in the table above, the most common challenges to teaching pronunciation were related to teachers' lack of knowledge, which 4 pre-service teachers mentioned. For instance, Melek draws upon teachers' lack of knowledge and its consequence and adds that it might be hard to teach letters with more than one sound.

'I may experience teaching something incorrect. I have experienced such a thing in the practicum recently. I guess many pronounce the word 'want' as /waːnt/, but I pronounced it as /wont/ because that is how I remembered it. As far as I know, it is not a clear /waːnt/, something between 'a' and 'o'. In my pronunciation, 'o' was stressed, a point my mentor touched on while giving feedback. We may experience such a thing…When I teach my students a habitual incorrect pronunciation of mine, and if they learn the correct pronunciation from a different source, I may have some trouble. You know it is very difficult to change a habit…Furthermore, young learners may have difficulty because of the differences between Turkish and English. And it is very hard to make their learning permanent. You know, the letter 'e' for instance. Sometimes it is pronounced as 'i' and sometimes as 'e', which is difficult for them. I think these are based on the differences between languages.' (Int/ Melek)

On the other hand, while commenting on this question, Tarık mentioned the lack of sufficient sources and lack of students' motivation and touched upon some important issues such as culture, World Englishes, and English as a lingua franca.

'Yes, the greatest problem we will face will be the sources because we are having problems finding sources related to pronunciation teaching. It (He means the problem of finding sources.) *is also because of those fallacies specifically, which we call coursebooks, which have been exhausting us in language courses. While staying in the dormitory* (He stated that he started teaching as a freshman*), I didn't use those sources, I created my own materials in every respect. Moreover, coursebooks for young learners. Although these have some practices of pronunciation, unfortunately, they are not sufficient. The reason is that young learners are taught sound discriminations, which are supposed to be given to adult learners. We should avoid giving theoretical information to young learners. Rather than doing it explicitly, we should do it implicitly; however, they* (He probably meant the creators of

coursebooks.) *do the opposite and do not teach adults pronunciation at all, as if they do not need to learn. Other than this, one of the problems I have experienced is that students do not realize the significance of pronunciation. I mean, they don't know why they need to learn pronunciation. Or they aren't cognizant of the fact that there isn't one English in the world, but more than one. Actually, all these are determined by pronunciation and vocabulary choices. Thus, pronunciation turns out to be one of the core points of English. Because if you know this pronunciation, it means you know the English of this area. Since English is a lingua franca nowadays, the English of so many countries...Indian English and American English are not the same…Or ethnical and racial features can determine their English. Here, it is the pronunciation that determines their English the most. The students do not understand the significance of this. Or, unfortunately, the educators are not aware of the contribution of pronunciation teaching to the teaching of English.'* (Int/Tarık)

Likewise, Şule mentioned a lack of students' motivation while commenting on possible problems she might face.

'Well, I might get such feedback: 'Teacher, why do we need this? Does really our pronunciation need to be that good?' Frankly speaking, yes, it is important to speak with correct pronunciation because as long as we speak a language properly, we can be intelligible. On the other hand, I don't think it is very, very important unless I teach pre-service EFL teachers. But I don't mean that I would let my students learn incorrectly. Well, in fact, as a teacher of English, I have to speak English with correct pronunciation, and it is my duty to teach my students the correct pronunciation. However, if they cannot speak with correct pronunciation, I don't think I would pay too much attention to this. Fluency is more important for me…Well, my students may think 'Don't I already speak intelligibly?' (She repeats that the problems she would experience will be related to the motivation of students.)*'* (Int/ Şule)

4.3.4.2. *Challenges Learners Experience:*

In the interview, the pre-service teachers were asked what they think about the most serious problems in terms of pronunciation learning experienced by English learners in Türkiye. Their responses are summarized in Table 15.

Table 15

Challenges learners experience:

Tarık	Learning the language mechanically/not in authentic contexts

Mert	Not learning the sounds, even the letters first
Şule	Learning sounds that are not in Turkish
Belgin	Fear of making pronunciation mistakes/ Not knowing how to overcome this
Devrim	Teachers do not transfer their knowledge into practice. / They do not pay attention to pronunciation.
Sıla	-Differences between English and Turkish -The fact that English is not a language with phonemic orthography like Turkish
Remziye	The fact that English is not a language with phonemic orthography like Turkish
Melek	The fact that English is not a language with phonemic orthography like Turkish
Buket	The traditional mindset about teaching and learning languages in Türkiye

The most common challenge reported by interviewees is related to the differences between Turkish and English, which 4 pre-service teachers mentioned. Some pre-service teachers mentioned some challenges learners experience, which were rather related to the approaches, methods, and teachers. For instance, Devrim puts the responsibility on the teachers while commenting on the problems learners experience.

'In Türkiye, the only problem in Türkiye, for example, teachers'...Here, I think I put some blame on teachers in particular because their knowledge is not ever transformed from theories to practice. I mean, yes, we know. Now, as a pre-service teacher, I know (She means their theoretical knowledge.). *However, unless I apply my knowledge, I cannot expect my students to have good pronunciation. I mean, it is a common problem to put what you learned into practice in Türkiye. And when it isn't applied, it isn't transferred to the students either. You know, this is like the common perception: 'I can understand, but I cannot speak', which is an example of a lack of education. In my opinion, I mean, I believe teachers have some impact on this.'* (Int/ Devrim)

Buket pointed out that there is a traditional mindset about foreign language learning in Türkiye.

'Concerning pronunciation, we have difficulty mostly in…I think the mindset is directly problematic. I mean, we've had a very traditional mentality regarding foreign language learning for ages. Well, we believe there is only one doctrine. While learning English, directly our teachers' accents…For example, I have been working for three years too. What I observed that students' perspective is like 'How close is the teacher's speaking to the native speakers? If it is similar, he/she is a very good teacher'. They believe in one truth, and they don't know about different accents in speaking English. In Türkiye, we do not teach the culture since we have grammar-based teaching. Well, for instance, as we don't teach different accents such as British, American, or I don't know, Australian accent, and different cultures, when students come across these in a listening task, they be like, 'What is that? Is this person speaking English?' We get such feedback: 'Well, we did not understand anything. Is this the English we learn?' Well, I think the mindset primarily causes this.' (Int/Buket)

Similarly, Tarık emphasized the drawbacks of traditional teaching methods as well.

'OK. I can say this. As they don't learn the language with natural methods and they cannot practice it in a conversational context, specifically with the native speakers of the language, it seems there is a substantial decline in their success in pronunciation. Well, more like, they don't learn pronunciation accurately. It is because they are not exposed to it (He probably means the correct pronunciation.). *And the English we learn is produced in inauthentic contexts, and it can't be communicative based, which causes the greatest problems for the students…Particularly in Türkiye, we try to teach English mechanically, excluding feelings, etc., and everything. However, a language is a part of a system itself…Language is not only a system of words…Besides, I assume that this language is a universal one and we can say that this is the universality of people's mimics, feelings, and all the experiences they've had so far in the evolutionary process. However, we try to deprive our students of these and tell them that 'We say this in this case; we say that in that case.' While trying to teach English through conditioning, we totally deprive our students of pronunciation, thinking in English, tones of voice, stress, and dimensions of meaning.'* (Int/Tarık)

4.3.4.3. *How to Teach Pronunciation:*

The interviewees were asked how pronunciation should be taught (explicitly or implicitly). All 9 pre-service teachers stated that pronunciation can be taught both implicitly and explicitly considering the learners' age and level and applying suitable techniques. The answers of each interviewee are summarized in the table below.

Table 16

How to teach pronunciation

Tarık	Implicit (for young learners)
	Implicit/explicit (for adults)
	Error correction with suitable techniques
Mert	Very explicit
	Should be taught at all ages.
	Integrated with other skills, not separated
Şule	Implicit (concrete) (for young learners)
	Explicit (for adults)
Belgin	Should be taught at all ages.
	Implicit (for young learners) (listening/watching/demonstrating)
	Implicit/explicit (for adults)
Devrim	Implicit (for young learners) (if need be, short explicit explanations)
	More explicit (for adults)
Sıla	Implicit is more productive.
	(If need be, some explicit rules)
Remziye	First, providing explicit rules
	Then implicit techniques
Melek	Implicit (for primary/secondary) (if need be, rules should be provided)
	Explicit (for high school)
Buket	Implicit (for young learners)
	Implicit (for adults)
	Explicit (for B1 and higher levels)

In the interview, Mert emphasized the importance of teaching pronunciation explicitly and as early as possible.

'In my opinion, pronunciation teaching needs to be very, very explicit. Well…Moreover, if need be, there should be error corrections constantly…Not constantly, maybe, but now and then. Pronunciation should be taught at all ages. You know sometimes, we…More like in Türkiye, I will say, well, here English is taught with this quote-unquote logic: 'Speak. You just speak no matter how.' I say no; it should be accurate at the very beginning. Ok. As I just told

you, we do not focus on how words are pronounced or on accent at the very beginning. These are not very important as long as we speak. Frankly, I don't feel right about this. One should be taught something accurately from a very early age. Pronunciation should not be taught as an independent skill. You know...It shouldn't be like…'Let's learn grammar first.' Or like, 'Let's focus on listening or reading first and postpone grammar to a later time.' English needs to be taught integrated with all four skills, like all languages. English should be taught in this way in our country, too, but it is not. I think this needs to change.' (Int/Mert)

Additionally, Belgin drew attention to the suitable methods and techniques to be used considering the characteristics of the learners.

'Pronunciation can be taught at all ages. But in the same way? Of course not. Mostly implicit methods like demonstrating. While it may be better to make learners listen and watch at early ages rather than explicit methods, it may be better to use both for older learners.' (Int/Belgin)

On the other hand, Remziye mentioned the need for pronunciation instruction to help learners feel more confident in speaking.

'Definitely, pronunciation should be taught; this is for sure. You know, our biggest incompetence is about speaking as it always has been. I speak generally, I mean in our country, Türkiye, it is speaking that stresses us mostly when we speak to a foreigner or a native speaker. We speak in a way that is a bit closer to Turkish. We speak with a very Turkish accent. So, you know, we want to speak more fluently. I think training in pronunciation is essential for everyone to be confident while speaking English as well.' (Int/Remziye)

4.3.4.4. *Primary Features to Teach:*

The interviewees were also asked what pronunciation features are primary to teach, given a list of 13 pronunciation features stated before. The answers of each pre-service teacher and the frequencies of pronunciation features are presented in the tables below.

Table 17

Primary features to teach

Tarık	Silent letter (especially for young learners)
	Problematic sounds
	Minimal pairs
	Intonation (especially for adults)
	Accent (teaching different accents)

Mert	Suffixes (considering CEFR)
	Segmentals/ suprasegmentals at the same time
Şule	Schwa
	Minimal pairs
Belgin	Suffixes
	Intonation
	Minimal pairs
Devrim	Intonation
	Problematic sounds
	Silent letters
	All features (for adults)
Sıla	Schwa
	Problematic sounds
	Silent letters
Remziye	Intonation
	Problematic sounds
	Minimal pairs
	Silent letters
Melek	All the features, except for word stress and problematic sounds
Buket	Sounds (how to produce sounds)
	Phonetic alphabet
	Intonation
	Word stress

Table 18

Frequencies of the features stated as primary

	f
Intonation	5
Silent letters	4
Problematic sounds	4
Minimal pairs	3
Suffixes	2

Schwa	2
Accent	1
Sounds	1
Phonetic alphabet	1
Word stress	1

As presented in the table above, 5 of the pre-service teachers stated intonation as one of the primary features to teach, which is followed by silent letters and problematic sounds. Buket stated the importance of teaching all sounds at the very early stages, not specifically problematic sounds, and added intonation and word stress.

'I feel that way…For example, my twin sister is teaching in a kindergarten as a teacher of English. There, they teach the sounds first. I mean, in fact, we first learn how to produce a sound in Turkish, but I don't remember learning the phonetic alphabet (She means while learning English.) *because I learned it at university. I think it should be primary to teach sounds, I mean the problematic sounds. I think teaching English should start with direct sounds first. I mean we had better learn how to make the sounds first, then we can move on with the words, plus the phonetic alphabet…Let me check. Maybe, intonation…And also word stress. Because meaning changes a lot, depending on word stress. So, word stress is important, sure.'* (Int/Buket)

Similarly, Devrim emphasized the importance of teaching intonation in terms of meaning.

'*Firstly, it is very important to teach intonation because I believe you should pay much attention to intonation to be understood by your addressee. We may experience something like… What do we call it? A communicative breakdown when we don't make intonation. So, intonation is one of the features that I would focus on to be understood by our addressees, sure.'* (Int/Devrim)

4.3.4.5. *Teaching Scenarios:*

The pre-service teachers were given 5 scenarios in the questionnaire and asked to comment on those. Main categories and subcategories were extracted from each scenario, and excerpts were provided for each main category and significant themes.

4.3.4.5.1. Scenario 1:

The first scenario, which was about teaching or correcting a sound, is given below:

You teach 6th grade at a private school in Turkey. The "ŋ" sound is presented in the coursebook with audio exercises. However, your students seem not to be able to hear and produce the sound in words such as singing, dancing, king, etc. They pronounce the words as they do in Turkish. What would you do? Why?

94 of 99 pre-service teachers responded to this question. Their answers are categorized under three main categories (materials, teaching techniques, and feedback) and subcategories. Table 19 below demonstrates those and their frequencies in detail. It is important to note that these are the frequencies of categories extracted from the answers of pre-service teachers. For this scenario, for instance, a pre-service teacher might have mentioned more than one material or teaching technique.

Table 19

Scenario 1: Teaching or correcting a sound

Materials:	*f*
Audios/videos	23
Songs/chants	10
Authentic audio/videos	7
Online dictionaries (audio)	5
Tongue twisters	3
Visual aids	2
Websites (Youglish etc.)	2
Interactive materials	1
Teaching Techniques:	
Helping learners recognize the sound (Comparing with similar sounds and asking for differences, stressing the sound to make it salient)	24
Providing examples/explanation	20
Providing correct pronunciation (T)	15
Repetition/Imitation (T)	12
Tactile reinforcement	10

Repetition/Imitation (NS)	9
Focusing on the sound	8
(Teaching the sound, practicing the sound, practicing n and combining n and g, teaching how to produce the sound, thinking about how the sound is produced)	
Repetition (not mentioned)	7
Referring L1	7
(Providing examples, comparing English and Turkish)	
Designing activities (not specific)	5
Using games	4
Using dramas/role plays	3
Referring phonetic transcription	3
Using drills	2
Providing both correct and wrong pronunciation (T)	1
Providing a video about how to produce the sound	1
Applying speaking activities	1
Applying a ‘read and repeat activity’	1
Using humor	1
Applying listening activities	1
Preparing a specific activity (using a rubber band)	1
Peer support	1
A lot of practice	1
Pronouncing Turkish words with this sound	1
Providing wrong pronunciation	1
Preparing activities focusing on the sound	1
Feedback:	
Correcting when students mispronounce	2
Embedded correction	1
Recasting	1
Waiting for self-correction	1
Checking students’ production	1
Rewarding (when students can produce the sound)	1
Listening to each student until they can make the sound	1

The most common material to teach the sound stated by pre-service teachers is ‘audios/videos’ (23), which is followed by ‘songs/chants’ (10) as presented in the table above. The most common teaching technique mentioned by pre-service teachers is ‘helping learners recognize the sound’ (24), which is followed by ‘providing examples/explanation’ (20). A few teachers mentioned some techniques of feedback in their responses.

For the first main category, materials, PT53 is one of the pre-service teachers who mentioned audio to teach the sound.

Excerpt 1

‘I would expose my students to these words by playing the audios that include them many times. I would make them feel how they speak, asking them to touch their throats while producing the sound.’(PT53*)*

PT17 mentioned helping learners recognize the sound, an example of the second main category, teaching techniques.

Excerpt 2

‘Firstly, I stress this sound to help my students hear it. Then, I explain how to produce the sound.’(PT17)

As stated above, some pre-service teachers mentioned techniques for giving feedback for the first scenario. PT25 is one of those.

Excerpt 3

‘I emphasize and repeat these problematic words whenever we come across them. I would use these words more often in the classroom. When my students use these words, I correct them if they mispronounce, and I congratulate them if they pronounce correctly.’(PT25)

On the other hand, it is important to state that one of the pre-service teachers, PT64, reported that he/she would tell the students it is not necessary to pronounce the sound correctly.

Excerpt 4

‘I would tell my students that they don’t need to pronounce the sound like native.’(PT64)

Similarly, another pre-service teacher, PT90, stated that although he/she would try to teach the sound, he/she wouldn’t mind if the learners can’t produce it because he/she doesn’t think that producing this sound affects intelligibility.

Excerpt 5

'I would provide a video on how to produce the sound. However, this would not be something I would pay much attention to because I don't think that making this sound or not has an effect on intelligibility. But I would demonstrate the correct usage.' (PT90)

In addition to PT90, PT60 also emphasized intelligibility and stated he/she finds it abnormal to be that strict.

Excerpt 6

'This is not significant for me as long as my students are intelligible when they use these words. I don't think that we should pay much attention to such issues. While native people don't emphasize even grammar that much, well, I think it is kind of abnormal to be that strict.'(PT60)

4.3.4.5.2. Scenario 2:

The second scenario, which was about teachers' mispronouncing a word in the classroom, is given below:

You teach 8th grade in a state school in Turkey. You have prepared some games to revise the vocabulary of Unit 6 (Adventures). While playing the game, one of your students raises his hand and says that the way you've pronounced the word "archery" is different from the one he listened to in an online dictionary. When you check, you realize that you have mispronounced that word. What would you do? Why?

95 of 99 pre-service teachers responded to this question. Their answers are categorized under five main categories (accepting, compensation, individual further plans/goals, class-oriented further plans/goals, refusing) and subcategories. The table below demonstrates those and their frequencies in detail.

Table 20

Scenario 2: Teachers' mispronouncing a word

Accepting:	*f*
Stating that making mistakes is human nature	35
Accepting one's mistake	34
Thanking	26
Providing explanation or explaining the reason (if there's any)	16

(Not my mother tongue, there is not one correct accent or one correct pronunciation, impossible to know the pronunciation of each word, not a common word, British-American difference, differences between Turkish and English)	
Apologizing	13
Rewarding (clapping, congratulating, complimenting)	10
Making excuses	5
(Stating one mislearned/misremember the pronunciation, one being confused, one not being careful, have been taught in this way and it fossilized)	
Feeling bad/embarrassed	4
Emphasizing that mistakes are important and normal	3
(no need to feel embarrassed/ emphasizing that learning from each other is great)	
Mistakes are indispensable in language learning classes.	1
Feeling happy for the student	1
Criticizing oneself using humor	1
Stating one always needs to be open to improving themselves	1
Compensation:	
Correcting oneself/providing correct pronunciation	33
Discussing/learning/exchanging ideas with students	6
(sharing it with the students/ focusing on its pronunciation as a class and correcting mistakes)	
Making students repeat the correct pronunciation	5
Providing authentic pronunciation	4
Asking the student to provide the correct pronunciation	2
Asking the student to be the teacher and teach the pronunciation of the word	2
Providing phonetic transcription	1
Providing authentic pronunciation of different accents	1
Concentrating on the word	1
Further plans/goals (individual):	
Being more careful next time using the word	6
Learning the correct pronunciation	5
Checking the pronunciation	4
(Checking the rule/the pronunciation on other dictionaries and authentic materials/ Concentrating on why/how the word is pronounced	

Being more prepared next time	1
Concentrating on improving pronunciation skills	1
Further plans/goals (class-oriented):	
Teaching the correct pronunciation of the word	10
Using the word frequently (indirectly) during the class or following classes	3
Repeating the mistake on purpose and expecting a correction in the following classes	1
Encouraging making mistakes, correcting mistakes, asking questions	1
Reminding the correct pronunciation in each following lesson (to change the fossilized pronunciation)	1
Refusing:	
Stating 'I made it to test you'	4
Stating 'I made a Scottish accent'	1
Stating 'This one is correct too'	1
Making up a context	1
Stating their pronunciation is true by explaining and defending	1

As demonstrated in the table above, refusing the mistake made by the teachers was mentioned several times (9). For the first main category, accepting, the most frequent statement preferred by the pre-service teachers is that 'mistakes are human nature'(35), followed by teachers' 'accepting their mistake' (34).

The most common technique for compensating mentioned by the pre-service teachers is 'correcting themselves/providing the correct pronunciation' (33). Additionally, the pre-service teachers stated some individual and class-oriented plans, as presented in the table above.

For the second scenario, the pre-service teachers stated many ways of accepting their mistakes. PT89 mentioned a few of those and also pointed out the significance of learner-centered teaching.

Excerpt 7

'I would accept that I mispronounced the word and thank the student for correcting me and supporting his/her friends to learn correctly by doing so. Moreover, I would say that I've appreciated a lot his/her doing such a search for this beyond the classroom, and I may provide reinforcement (a reward). Because I believe it is very important to remind our students to be in cooperation with us and show them concretely our effort to improve by accepting our mistakes.

I experienced the same case while working in a private high school and reacted this way. Thus, I was able to show my students that I am not a keeper of an unshakable authority, but someone who is learning, improving, and looking for the truth with them.' (PT89)

Similarly, PT48 stated he/she would accept the mistake, mentioning how his/her teachers reacted when they spotted their mistakes.

Excerpt 8

'I would say that he/she was right and thank him/her. Because when I did the same thing, my teachers would get angry with me. I don't want to react as they did.' (PT48)

Pre-service teachers stated some techniques of compensation. The most common one is 'correcting oneself/providing correct pronunciation'. PT71 is one of the pre-service teachers who mentioned this.

Excerpt 9

'I feel bad. However, I feel happy for my student. I apologize and correct my mistake.' (PT71)

On the one hand, some pre-service teachers mentioned some individual further plans/goals for the second scenario. PT11 is one of those.

Excerpt 10

'I say that he/she is right. I concentrate on improving my pronunciation.' (PT11)

On the other hand, some pre-service teachers stated their class-oriented further plans/goals. While doing so, PT96 mentioned the need for repetition to avoid fossilization.

Excerpt 11

'I would look the word up in a dictionary to learn the correct pronunciation. When I see that the student is right, I would apologize and say that I was confused or that it escaped my attention. Afterward, I would get the student to repeat the correct pronunciation to avoid fossilization.' (PT96)

A few pre-service teachers stated they would refuse their mistakes. PT31 suggested making up a context in such cases.

Excerpt 12

'I explain that I purposely mispronounced the word and expected them to notice. Even the students may be expected to notice the mistake in a context made up for this case.' (PT31)

Similarly, PT32 stated that his/her pronunciation is acceptable as well so as not to shake his authority.

Excerpt 13

'When I realize that I mispronounced the word, I say that in fact it is ok to pronounce in both ways. However, the one in the dictionary is more common. My pronunciation is not incorrect, though. I do that not to shake my authority. I would be more careful after that.'(PT32)

Differently, PT30 drew attention to a significant issue, autonomous learners, while stating he/she would refuse the mistake.

Excerpt 14

'I say: 'I made it to test you. It is important to eliminate information for you as you are autonomous learners."(PT30)

Finally, it is important to state that one of the pre-service teachers stated that it is not very important as long as it is intelligible.

Excerpt 15

'If I've used one of the British or American accents in the online dictionary, I explain this. I don't think it is a big problem if it is intelligible.'(PT20)

4.3.4.5.3. Scenario 3:

The third scenario, which was about students' avoidance of speaking English, is given below:

You realize that your students avoid speaking English because they do not sound like native speakers. They believe they need to speak native-like. What would you do?

94 of 99 pre-service teachers responded to this question. Their answers are categorized under two main categories (motivational talk, academic/class-oriented solutions) and subcategories. Table 21 below demonstrates those and their frequencies in detail.

Table 21

Scenario 3: Students' avoidance of speaking English

Motivational Talk:	*f*
Emphasizing that there is no need to have a native accent	40

(It is normal to have a non-native accent, and no ideal English, it is not the goal)	
Emphasizing intelligibility	38
Emphasizing the importance of being able to communicate	12
Emphasizing the need for time to reach that level	11
(Language learning is a lifelong learning process, when their English level improves their pronunciation will improve too, pronunciation. improves with practice, the need for patience, the need for time to overcome the fear)	
Encouraging speaking	11
(Encouraging the students to speak regardless of accent)	
Emphasizing accuracy	10
Emphasizing English as a lingua franca	8
Emphasizing the importance of not fearing speaking	6
Stating everyone can make mistakes.	6
(No one is perfect, mistakes are normal, you may be good in some skills, you may not be in some others)	
Emphasizing fluency	4
Mentioning non-native speakers of Turkish	4
Emphasizing how mistakes improve them	4
Emphasizing World Englishes	3
Mentioning his/her incompetencies	3
(Stating he/she makes mistakes too, he/she does not know everything in English and Turkish, he/she cannot pronounce or speak native-like)	
Mentioning self-pronunciation learning experience	2
(My pronunciation used to be bad, it got better with practicing speaking)	
Mentioning how accents make languages colorful and interesting, creating a variety	2
Encouraging them to feel relaxed	1
Mentioning current approaches in teaching and learning a language	1
Emphasizing individuality	1
Comparing Turkish and English	1
Mentioning babies and their language learning process	1
Mentioning the aim of learning a language, speaking a language	1
Mentioning the effect of L1 on their L2	1
Emphasizing the importance of improving pronunciation to speak with a native accent	1

Academic/Class-oriented solutions:	
Providing videos with different accents	17
Providing communicative activities (Increasing/providing speaking/communicative activities, conversational practice activities)	5
Designing games to encourage speaking	2
Role-playing a good and a bad pronunciation to show them it is intelligible	2
Providing information/explanation/examples	2
Trying to create a comforting class atmosphere	1
Providing information about different accents	1
Rewarding (giving points for each try)	1
Showing mistakes of native speakers while speaking their native language	1
Providing examples of successful non-native speakers	1
Inviting a foreigner to the classroom and giving students a chance to speak	1
Providing videos of non-native speakers of Turkish (not as good as native people) and focusing on communication	1
Applying more cooperative work	1
Applying role-play activities	1
Encouraging students with pronunciation drills	1
Trying to find the reasons behind their opinion	1
Planning an online meeting with other people or schools which learn English as EFL	1
Providing an Indian video	1
Making students role-play different accents for a fun atmosphere	1
Watching songs and movies	1
Playing a video of an English or American teacher trainer who states they look for intelligibility and fluency	1
Showing a video of a kid who cannot speak L1 very well and comparing the processes	1
Designing discussions about World Englishes	1
Making some mistakes on purpose while speaking to show mistakes are normal	1
Making students practice the language by internalizing the language and connecting with their lives	1

As demonstrated in the table above, ‘emphasizing that there is no need to have a native accent’ is the most frequent statement (40) under the main category of motivational talk, which is followed by ‘emphasizing intelligibility’ (38). The pre-service teachers suggested various academic/class-oriented solutions for this scenario, the most frequent one is ‘providing videos with different accents’ (17), followed by ‘providing communicative activities’ (5).

PT8 is one of the pre-service teachers who emphasized that there is no need to have a native accent and pointed out the significance of communication. Likewise, PT10 emphasized intelligible communication.

Excerpt 16

‘I would tell them that they don't need to speak native-like, and it is important and satisfactory to communicate clearly and concisely.’ (PT8)

Excerpt 17

‘I explain that in this case, it is important to speak English clearly and intelligibly.’ (PT10)

The pre-service teachers suggested quite a number of academic/class-oriented solutions for this scenario. PT2 mentioned providing videos of different accents in order to draw attention to fluency and intelligibility.

Excerpt 18

‘I provide videos of people with different accents (French, Indian, etc.) and draw my students' attention to their fluency and intelligibility despite their different pronunciation.’ (PT2)

Importantly, PT78 mentioned World Englishes in his/her response.

Excerpt 19

‘I give them a presentation with the title of World Englishes, provide videos, and create an atmosphere for discussion. Thus, I discuss the fact that there is more than one accent in the world with them.’ (PT78)

Surprisingly, one of the pre-service teachers, claiming the American accent is the best, stated that he/she would agree with the students.

4.3.4.5.4. Scenario 4:

The fourth scenario, which was about motivating the students for learning intonation, is given below.

You want to teach intonation (*Falling intonation*: We have homework tonight. *Rising intonation:* We have homework tonight?) to your students. One of your students asks why they have to learn intonation, saying that he finds it funny and useless. What would you do**?** Why?

94 of 99 pre-service teachers responded to this question. Their answers are categorized under two main categories (emphasizing intonation and academic/class-oriented solutions) and subcategories. The table below demonstrates those and their frequencies in detail.

Table 22

Scenario 4: Motivating students for learning intonation

Emphasizing intonation:	*f*
Emphasizing intonation in terms of meaning	16
Emphasizing the importance of intonation	14
Emphasizing intonation in terms of speaking/communication	14
Emphasizing intonation in terms of intelligibility	11
Emphasizing intonation in terms of the uniqueness of each language	6
Emphasizing intonation as a component of language	4
Emphasizing intonation in terms of fluency	2
Emphasizing intonation for a good accent	2
For a good English	2
Emphasizing intonation for improving pronunciation	2
Emphasizing intonation is a component of pronunciation	2
For expressing feelings	2
For catching the harmony and the melody of the language	2
For opportunities in their career	1
Emphasizing intonation **i**n terms of accuracy	1
For confidence when they go abroad	1
Academic/Class-oriented solutions:	
Providing examples with intonation and with no intonation (Role-playing different intonation/no intonation/wrong intonation, providing sentences that can be interpreted differently)	15
Referring L1	14

(Explaining the functions of intonation in Turkish, providing examples from L1, providing a Turkish sentence with no intonation)	
Providing examples (not specific)	11
Comparing Turkish and English (Providing Turkish and English examples)	5
Explaining the functions of intonation	3
Explaining the goal and the reasons for learning intonation	3
Providing a video showing the importance of intonation	2
Providing audios of non-native speakers of Turkish (who cannot make intonation)	1
Providing both Turkish and English sentences with intonation and with no intonation	1
Providing videos of people with heavy accents	1
Providing videos with intonation and with no intonation	1
Providing a funny YouTube video with wrong intonation and its consequences	1
Uttering an example (Okey) with different intonations to show the functions	1
Providing two sentences 'It is amazing. It is awful' and asking students to say them	1
Preparing a context for the following lessons	1
Preparing a speaking activity with no intonation	1
Providing videos of different languages, asking students to guess focusing on the melody and harmony	1
Asking the student to search and prepare a presentation for the next lesson	1
Mentioning non-native speakers of Turkish	1

As shown in the table above, intonation is emphasized in terms of meaning the most frequently (16), which is followed by emphasizing it in terms of communication (14) and emphasizing the importance of intonation in general (14).

Additionally, the pre-service teachers suggested many 'academic/class-oriented solutions' for this scenario. The most frequent one is 'providing examples with intonation and no intonation' (15), followed by 'referring L1' (14).

PT98 is one of those who emphasized intonation for meaning.

Excerpt 20

'I exemplify the cases in which intonation changes the meaning entirely.' (PT98)

Many pre-service teachers suggested providing examples with intonation and no intonation. PT37 is one of those who suggested that.

Excerpt 21

'Giving examples including comparison like how they sound when they make intonation and when they don't.' (PT37)

It is significant to note that 10 pre-service teachers misunderstood the question, it seems that they confused intonation with stress. PT7 and PT65 are two of those.

Excerpt 22

'I would exemplify the words which change depending on intonation like read- read (2. Form.)' (PT7)

Excerpt 23

'I would say that some words may have a different meaning depending on intonation. I would express the importance of intonation.' (PT65)

Finally, and importantly, PT27 pointed out the uniqueness of every language, mentioning their melody and harmony.

Excerpt 24

'I would say that every language has a unique melody and harmony. I would tell them that even when they don't know a language;, they may understand what language it is from its sounds. I provide videos of languages, mostly the ones they might have heard, and ask them to try to guess the language. After that, I tell them it is important to learn intonation to catch that melody and be more intelligible.' (PT27)

4.3.4.5.5. Scenario 5:

The fifth scenario, which was about teachers' lack of knowledge of their field, is given below.

While working as a language teacher, you attend a workshop on pronunciation teaching. You realize that you are not familiar with some terms used by speakers. How would you feel? Why?

94 of 99 pre-service teachers responded to this question. Their answers are categorized under three main categories (feelings, opinions, solutions/further plans) and subcategories. The table below demonstrates those and their frequencies in detail.

Table 23

Scenario 5: Teachers' lack of knowledge of pronunciation teaching terminology

Feelings:	*F*
Feeling insufficient	30
Feeling bad/sad	15
Not feeling bad	10
No feeling/feeling normal	4
Feeling excited	3
Feeling embarrassed	3
Feeling good	3
Feeling unconfident	2
Feeling confused	2
Feeling encouraged	1
Feeling lost	1
Not feeling insufficient	1
Not feeling pessimistic	1
Not feeling worried	1
Opinions:	
It is an opportunity for self-development/learning new things. (One attends a seminar to learn)	13
Learning never ends (One should keep learning after starting teaching as well.)	9
It is normal.	8
One doesn't need to know 100%	4
One needs to know all the terms in such a seminar	2
One may not have learned or forgot	1
Learning more makes teaching easier, practical.	1
If I don't know something well, how can I teach it?	1
Lack of knowledge in my branch	1
The important point is our endless enthusiasm for improving ourselves.	1

I don't know everything about English, even Turkish.	1
Learning these may help me to teach pronunciation better.	1
I want to know the terminology of my branch	1
I am a novice teacher. One cannot be professional all of a sudden.	1
My English is not sufficient to even understand the terminology of my branch	1
I would think that I am not being helpful to my students and that I am misguiding them.	1
I am aware of the fact that I lack knowledge.	1
If I am teaching a language, I need to be equipped in every aspect.	1
It means I do not possess the required information and I do not search on a subject that I need to teach.	1
If I lack knowledge of this subject, I cannot be a good teacher.	1
I would feel that I do not concentrate on pronunciation as required.	1
Solutions/Further steps:	
Trying to learn myself/Searching	22
Concentrate on self-development	13
Taking notes for further research	10
Looking up in a dictionary	4
Trying to guess and make sense of the terms	4
Plan for self-development	3
Search on the spot not to miss the speech	1
Searching about the speakers	1
Being more willing to attend such seminars	1
Attend more seminars/workshops	1
Focus on some terminology on certain topics	1
If I could not catch the terms I know because of their pronunciation, I would search for how they are pronounced.	1

The most common feeling stated by the pre-service teachers is 'feeling insufficient' (30). Most frequently, the pre-service teachers stated the opinion which proposes that 'it is an opportunity for self-development/learning new things' (11). The most frequent solution stated by the pre-service teachers is 'trying to learn by themselves/searching' (22).

For the first main category, feelings, PT18 stated that he/she would feel insufficient and bad in such a case.

Excerpt 25

'I would feel insufficient and bad because I am supposed to know these.' (PT18)

PT78 expresses his/her opinion that it is an opportunity for self-development and learning new things.

Excerpt 26

'I feel confused, but then feel good because the seminar provides me an opportunity to learn these terms. I take note of the terms and search for them after the seminar. I gain knowledge as I read more about these terms.' (P78)

Similarly, PT32 pointed out that it is not possible to know everything.

Excerpt 27

'I feel insufficient a bit and like someone who is not well-educated. However, I calm myself down thinking that everyone does not need to know everything about everything one hundred percent.' (PT32)

On the other hand, PT68 responded that he/she would try to learn the unknown terms.

Excerpt 28

'I would try to learn the terms I didn't know.' (PT32)

Some pre-service teachers made a connection between a lack of knowledge of the terms and being an effective teacher. PT27, PT3 and PT54 are three of those.

Excerpt 29

'It is no wonder I feel bad. I would try to eliminate my lack of knowledge. Because how can I teach a subject to my students if I do not know it thoroughly?' (PT27)

Excerpt 30

'I question my adequacy as a teacher.' (PT3)

Excerpt 31

'I feel insufficient. I start to think I am not being helpful to my students, and I misguide them.' (PT54)

Furthermore, PT41 emphasized the significance of knowing this terminology to teach pronunciation better.

Excerpt 32

'I feel embarrassed and note that I need to improve myself on this subject. My students may learn pronunciation better when I know these terms.' (PT41)

It is important to state that 7 pre-service teachers misunderstood the question. PT34 and PT29 are two of those.

Excerpt 33

'I feel weird because I expect them to have comprehensive knowledge of these terms if they are giving such a seminar.' (PT34)

Excerpt 34

'I feel bad because even though I don't know enough about a subject (whatever it is), I give a seminar on it as an expert, which is kind of weird, I guess.' (PT29)

4.4. Conclusion

This chapter has presented the findings from both the quantitative and qualitative data. By addressing each research question, the significant findings will be discussed in the following chapter, referring to the studies in the literature.

CHAPTER 5

DISCUSSION

5.1. Introduction

This chapter presents the significant points of the quantitative and qualitative data in light of research questions. These points are discussed by referencing the other studies in the literature.

5.2. Pre-service Teachers' Views on Their Training

The first research question of the study investigated EFL pre-service teachers' perceptions of their training in pronunciation and pronunciation pedagogy in their teacher education program. The questionnaires revealed that more than half of the pre-service teachers were quite satisfied with their training in pronunciation. Furthermore, data from the interviews supported this finding. Most of the interviewees expressed positive thoughts on their training in pronunciation. They emphasized how effective their pronunciation courses were in raising their awareness of pronunciation features and improving their pronunciation skills. It is important to note that most interviewees stated it was the university where they started learning pronunciation, which was also reported in a previous study (Gürsoy & Hüseyinoğlu, 2017). Gürsoy and Hüseyinoğlu reported that student trainees develop an awareness of pronunciation in their first year at university. Furthermore, Yağız (2018) noted that teachers were likely to build their pronunciation awareness during their training at university.

In general, in many EFL contexts, teachers may be unable to allocate time to concentrate on pronunciation (Foote et al., 2011; Nair et al., 2017) due to a number of reasons, such as the exam-based educational system (Bai & Yuan, 2019). In Türkiye, especially in state schools, teachers may not have the opportunity to pay attention to pronunciation due to the limited time, the sources, and the curriculum (Aslan, 2021). Furthermore, even the students who choose to study foreign languages track at high school might have to concentrate on improving other skills (vocabulary, grammar, and reading) rather than pronunciation to be successful in the exam for their higher education. Surprisingly, another study with student teachers (Gezgin, 2008), which was carried out 15 years ago, revealed similar results. The student teachers in Gezgin's study (2008) stated that they had not previously encountered the features they learned in their pronunciation courses at university. Unfortunately, it seems the case has not changed much since that time. Unexpectedly, some pre-service teachers of the current study stated they first

encountered the phonetic alphabet at university and had to deal with many previously mispronounced, fossilized words when they started learning pronunciation at university. Therefore, their pronunciation courses at university must be valuable for them. The nature of their education and the training they received in terms of pronunciation may have contributed to their positive views on their training in pronunciation.

On the other hand, it seems that the pre-service teachers in the present study are not so satisfied with their training in pronunciation pedagogy. The questionnaire data revealed that more than half of the pre-service teachers were not satisfied with their training in pronunciation pedagogy. Likewise, most interviewees mentioned a lack of sufficient training in pronunciation pedagogy. As one of the interviewees mentioned, teaching pronunciation is very different from learning pronunciation. Apart from the two courses (Listening and Pronunciation 1 & 2) they take in their first year, other courses focusing on pronunciation or pronunciation pedagogy are not offered in their teacher education program. This corresponds to what Murphy (2014) suggests. Murphy proposes a pronunciation myth, which states that teacher training programs provide adequate training for teachers to teach pronunciation. Examining a good few studies, Murphy points out that ESL/EFL teachers do not feel prepared for pronunciation instruction and believe they require more training. In addition, the current study's findings agree with a previous study carried out with teachers (Foote et al., 2011). Foote et al. reported that all the teachers in their study stated they wished they received more training in terms of pronunciation. Likewise, Henderson et al. (2015) and Couper (2017) stated that the teachers in their studies received little or no training in pronunciation pedagogy. Recently, Yokomoto (2019) also reported that only some of the teachers in his study received training in pronunciation pedagogy at the undergraduate level. Although some pre-service teachers of the current study believe they can use their general knowledge of methodology to teach pronunciation, others stated they need to particularly focus on how to teach pronunciation in their teacher education program. These views of the pre-service teachers reflect the ideas of the teachers from a previous study (Aslan, 2021). The teachers in that study emphasized the need for extra training in pronunciation to improve their pronunciation teaching skills. Similarly, as stated in two previous studies (Buss, 2015; Foote et al., 2011), the majority of the teachers in those studies wished they had received more training in pronunciation pedagogy. Furthermore, in the study of Burgess and Spencer (2000), a teaching pronunciation course was suggested rather than phonology for language teacher training programs so that language teachers can focus on the pedagogy of pronunciation teaching. A similar study with pre-service teachers modestly suggested that “preparing L2

teachers to teach pronunciation is a worthwhile undertaking in SLTE" (Burri et al., 2017, p. 16).

On the other hand, the data from the fifth scenario, which was about teachers' lack of knowledge of terminology about pronunciation teaching, revealed that the pre-service teachers mostly stated they would feel insufficient when they lacked knowledge of pronunciation teaching terminology. Furthermore, it seems some of them related possessing such knowledge to being an effective teacher.

5.3. Perceptions of Pronunciation and Pronunciation Teaching Skills

The second research question investigated pre-service EFL teachers' perceptions of their own pronunciation and pronunciation teaching skills.

As the questionnaire data indicated, most pre-service teachers are confident about their pronunciation, which differs from a previous study (Gürsoy & Hüseyinoğlu, 2017). Gürsoy and Hüseyinoğlu found that the student-trainees in their study were not satisfied with their pronunciation skills. The questionnaire data also revealed that the pre-service teachers of the current study like their accents. This complies with the findings of Lim (2016). Lim reported that the pre-service EFL teachers in his study seemed proud of their pronunciation, although they admitted that their pronunciation is not native-like. On the other hand, this finding departs from that of Aksakallı and Yağız (2020), who found that pre-service teachers stated a desire to sound like native speakers.

The interview data revealed that while commenting on the features they had difficulty with, as learners of English pronunciation, the pre-service teachers mostly mentioned the features at the segmental level. However, while commenting on the pronunciation features they need to improve, most of them reported their lack of both some segmental and suprasegmental skills. In addition, the data from the interviews indicate that the pre-service teachers mentioned minimal pairs most while commenting on the features they need to improve. However, many also mentioned suprasegmental features such as utterance stress, accent, and intonation. A possible explanation for these findings might be that their training throughout their teacher education program increased their awareness of suprasegmental features. These findings are similar to those of some other studies (Burgess & Spencer, 2000; Dağtan, 2020) regarding participants' mention of prosodic features. However, Burgess and Spencer (2000) reported that the major areas of difficulty for the teachers in their study were stress, rhythm, and intonation.

Similarly, Dağtan (2020) stated that intonation was the most challenging pronunciation feature for the students of ELT in his study.

It seems that while commenting on the features they need to improve, although 'minimal pairs' was mentioned most in the current study, the pre-service teachers are aware that they need to improve their suprasegmental features, too. These findings might also reflect that most pre-service teachers are aware of their incompetencies in terms of pronunciation. On the other hand, as the data from the fourth scenario revealed, it seems that some pre-service teachers confused intonation with stress, which may be caused by their carelessness while responding to the question. However, the reason for this may also be their lack of knowledge of these two features.

For their pronunciation teaching skills, as the questionnaire data indicate, about half of the pre-service teachers stated that they feel confident about teaching pronunciation. Furthermore, most of them also stated they feel confident about designing activities to teach pronunciation. In their teacher education program, they have opportunities to learn about various methods and techniques, design materials, activities, and presentations for their demo lessons and teaching practice courses, which might help them feel comfortable designing activities to teach pronunciation. However, over half of them also stated they feel incompetent about teaching pronunciation in their classes. Although these findings may sound like contradictory, according to the pre-service teachers, it may not be the same thing to feel confident about designing pronunciation activities and materials, as to apply those activities and materials in their classes. The reason behind this might be the pre-service teachers' lack of confidence in their pronunciation teaching skills, which was also revealed by the present study. According to the interview data, most of the pre-service teachers mentioned their lack of confidence in teaching pronunciation. This finding corresponds to the results of the study of Burri et al. (2017). They reported that the pre-service ESL teachers in their study stated they lacked the ability to teach pronunciation. This finding is also in line with a previous study conducted with Turkish EFL teachers (Yağız, 2018). Yağız pointed out that more than half of the teachers in his study were either unsure of themselves or felt insufficient about teaching pronunciation.

Another possible reason for the aforementioned findings in the current study might be that the pre-service teachers may not have observed their own teachers focusing on teaching pronunciation before university. Furthermore, they might not have concentrated on planning a lesson to teach pronunciation during their teacher training program. Thus, although they feel confident about designing activities to teach pronunciation, probably due to their experience

designing activities to teach general English, they hesitate to teach pronunciation in particular in their classes. As some interviewees pointed out, it seems they do not have sufficient knowledge about pronunciation teaching practices. It might be appropriate to refer to another study with pre-service teachers. Tüfekçi Can (2017) investigated pre-service teachers' perceptions of teaching speaking skills. In this qualitative study, it is surprising that the pre-service teachers did not mention teaching pronunciation under the title of teaching speaking skills. They mentioned their worries about making pronunciation mistakes and the importance of motivating students when they make pronunciation mistakes but did not mention any pronunciation teaching practices. Like the pre-service teachers in the current study, they may lack sufficient knowledge of pronunciation teaching practices.

5.4. Activities to Teach Pronunciation

The third research question explored the most useful activities to teach pronunciation, as reported by the pre-service teachers. The questionnaire data indicated that more than half of the pre-service teachers included 'imitation and repetition' in their list of the most useful three activities to teach pronunciation. Secondly, they preferred 'drama and role play', followed by 'phonetic alphabet'. In one way, this corresponds to the findings of Foote et al. (2011). They reported that repetition is one of the five favored activities to teach pronunciation. On the other hand, in addition to repetition, Foote et al. (2011) reported using minimal pairs, mirrors, student recordings, and tactile reinforcement as popular activities mentioned by teachers. Moreover, this finding of the current study reflects the findings of a previous study conducted with EFL teachers (Buss, 2015). Similarly, Buss revealed that imitation and repetition was the most applied activity by teachers, followed by drills and using the phonetic alphabet as a teaching aid. Furthermore, the current study's findings align with that of Burri et al. (2017). Burri et al. reported that the pre-service ESL teachers in their study selected traditional controlled activities like repetition and drills more.

On the other hand, as the questionnaire data also indicated, 'drama and role play' was also preferred by many of the pre-service teachers. It seems that the pre-service teachers in the present study believe a range of activities might be useful to teach pronunciation. All 14 activities were mentioned in their list of the most useful three activities except for mirrors. The interview data supported this finding as well. In addition to controlled activities, the pre-service teachers suggested a range of activities to teach pronunciation, which is different from the study of Buss (2013). Buss pointed out that the pre-service EFL teachers in her study reported repetition, imitation, reading aloud, and correction frequently in their internship reports.

However, this finding is similar to that of Alcuma (2021), who reported that the EFL teachers in his study mentioned songs, drama and role plays, movies, and practicing dialogues as useful activities to teach pronunciation.

It is important to note that the pre-service teachers in this study were not observed when teaching. However, they were given specific teaching scenarios and asked what they would be doing in those. Their responses to the first scenario, which was about teaching a sound, revealed that the pre-service teachers mentioned techniques to help learners recognize the sound the most commonly. This differs from the findings of Buss (2013). She found that the pre-service EFL teachers in her study did not use explicit awareness-raising activities. Furthermore, in the current study, the pre-service teachers' responses to the first scenario also revealed that audio/videos are the most suggested materials, which are followed by songs/chants. The data from the interviews supported this finding as well. Songs/lyrics are the most common materials suggested by the pre-service teachers in the interviews. Pre-service teachers' views on how pronunciation should be taught explain their preferences for techniques and materials. They believe pronunciation should be taught both implicitly and explicitly, which differs from the study of Aslan (2021). Aslan reported that almost all of the EFL teachers in her study preferred teaching pronunciation implicitly.

5.5. Knowledge and Awareness of Pronunciation and Pronunciation Teaching

The fourth research question investigated pre-service teachers' general knowledge and awareness of pronunciation teaching. The significant points of the findings are presented under the following titles.

5.5.1. The Significance of Pronunciation and Pronunciation Teaching:

According to what the quantitative data revealed, most of the pre-service teachers emphasized the importance of pronunciation for communication. Moreover, nearly all the pre-service teachers stated that communicative practice is the best way to teach pronunciation. Furthermore, almost all agreed that the features that affect communication should be focused on while teaching pronunciation. This is similar to the finding in Kang's study (2010), in which ESL students reported that pronunciation is important for communication. On the other hand, more than half of the pre-service teachers in the current study agreed that pronunciation instruction improves language accuracy rather than communication skills. Furthermore, in the interviews, criticizing being too perfectionist, a few pre-service teachers stated that they would focus on fluency more than accuracy. This finding contradicts that of Buss (2015). She found

that most of the teachers in her study disagreed that pronunciation teaching improves language accuracy rather than communication. The contradictory views of the pre-service teachers in the current study may be due to the fact that they may not have formed clear-cut opinions about pronunciation as a component of language and pronunciation teaching yet (Tsunemoto et al., 2023).

On the other hand, a great majority of the pre-service teachers stated that pronunciation plays a vital role in the language learning process as much as the other language skills do, which is in line with the findings of Gürsoy and Hüseyinoğlu (2017). They reported that the student trainees in their study find pronunciation instruction important. On the other hand, this finding is different from the results of Çoşkun (2011), who reported that pronunciation is not considered a significant aspect of language instruction as much as other skills like vocabulary and grammar by the senior students in his study. The questionnaire data of the present study revealed that the majority of the pre-service teachers stated that pronunciation teaching is often unnecessary, as most learners are able to learn pronunciation when frequently exposed to good input, which is one of the striking results of the current study. However, research supports that pronunciation instruction is effective in enhancing both production and comprehension skills (Saito, 2012). It is important to note that the statement was one of the items adapted from the study of Buss (2015). This unexpected finding of the current study contrasts with that of Buss (2015). She found that almost all of the EFL teachers in her study disagreed with the statement. The contexts of the studies and the experience of participants in teaching may have caused these different results. Furthermore, the reason may be due to the fact that the statement bears two messages. The pre-service teachers in the current study might have focused on the second part, which emphasizes the importance of frequent exposure to input.

On the other hand, in the questionnaires, most of the pre-service teachers stated that it is necessary to teach pronunciation explicitly. In addition, a large majority of them agreed with the view that pronunciation should be taught at each level of proficiency. These two findings agree with those of Buss (2015). However, it contradicts that of Aslan (2021). Aslan pointed out that the teachers in her study did not appreciate explicit teaching of pronunciation. Some interviewees of the current study stated contradictory views as well. Although some suggested pronunciation should certainly be taught implicitly, they ended up stating both implicit and explicit methods can be used considering the learners' context and needs. As mentioned before, the reason may be that pre-service teachers may not have clear opinions about teaching pronunciation yet, which supports the interpretation of Tsunemoto et al. (2023), as they were

mostly not offered courses focusing specifically on the pedagogy of pronunciation (Murphy, 2014).

To conclude, it is possible to state that the pre-service teachers in the current study believe pronunciation instruction is important in general. On the other hand, they have some contradictory beliefs about pronunciation teaching, probably due to their lack of knowledge about how to teach pronunciation.

5.5.2. Intelligibility and Nativeness:

As the questionnaire data indicated, more than half of the pre-service teachers disagreed with the statement, claiming that the best person to teach pronunciation is a native speaker. This finding corroborates the findings of two previous studies (Foote et al., 2011; Buss, 2015). Those studies reported the teachers in their studies disagreed that only native speakers should teach pronunciation. On the other hand, this finding contrasts with the finding of Tsunemoto et al. (2023). Tsunemoto et al. reported that the pre-service EFL teachers in their study reckon it is crucial for teachers to have a native-like accent. Likewise, it differs from the study of Dağtan (2020), who reported that ELT students were unsure of the necessity of a native-like accent.

On the other hand, a majority of the pre-service teachers in the current study agreed that the overall goal of pronunciation teaching is to help learners become more intelligible users. This finding supports that of Foote et al. (2011). They reported that most teachers in their study agreed that students should become comfortable, intelligible users to their listeners via pronunciation teaching. However, the finding of the current study is contrary to that of Aslan (2021). She reported that the teachers in her study mostly agreed that students should aim to achieve a native-like accent. Moreover, it is also different from a study with first-year ELT students (Aksakallı & Yağız, 2020). Aksakallı and Yağız reported that it is important to sound like a native speaker for the participants in their study. These differences might be due to the contexts of the studies, the nature of their education, and the characteristics of the participants.

Notably, the qualitative data of the study enabled the researcher to come to the conclusion that the pre-service teachers in the study are generally aware of the fact that it is important to speak with accurate pronunciation in order to be intelligible; however, it is not necessary for both teachers and students to have a native-like accent. Furthermore, data from the questionnaires and scenarios support that they seem not to be in favor of an ideal English but embrace the current approaches of World Englishes and English as a lingua franca. The responses to the third scenario revealed that most pre-service teachers would explain to their

students that there is no need to have a native-like accent. Moreover, they pointed out that they would emphasize the significance of intelligibility by providing videos of different accents. Furthermore, the data from the interviews support this finding. Some of the interviews emphasized the significance of exposing students to a range of accents. This corresponds to the study of Yağız (2018). Yağız reported that the EFL teachers in his study emphasized the significance of intelligibility rather than native-like pronunciation.

5.5.3. What to Teach:

As the questionnaire data revealed, the majority of the pre-service teachers were unsure about or disagreed with the statement proposing that segmental features are more important to teach than suprasegmental features. This differs from the study of Gürsoy and Hüseyinoğlu (2017). They reported that the student trainees in their study believe suprasegmentals are more important than segmentals. On the other hand, in a previous study (Buss, 2015), Buss reported that the teachers in her study concentrated on word-level features more. Similarly, Couper (2017) reported that teachers in his study mainly focused on accuracy and phonemes. Despite a lack of the opportunity to observe their classroom practices, the pre-service teachers in the current study appear to realize that both segmental and suprasegmental features of pronunciation are essential, which was supported by research (Saito, 2012). The qualitative data supported this interpretation as well. The interview data revealed that intonation was the most mentioned feature by the pre-service teachers as one of the primary features to teach, which was followed by silent letters and problematic sounds. Moreover, the pre-service teachers' responses to the fourth scenario, which was about teaching intonation, reflected that they believe this suprasegmental feature is important in terms of meaning, communication, intelligibility etc. This finding agrees with that of Yokomoto's (2019). Yokomoto reported that EFL teachers in his study decided to teach intonation the most commonly.

On the other hand, as the interview data revealed, intonation was reported most as one of the difficult features to teach. It is noteworthy that the pre-service teachers in the current study mentioned intonation as a primary feature to teach in spite of the fact that they think it is difficult to teach it. This is in agreement with the findings of Buss (2015). Buss reported that the teachers in her study mentioned intonation the most commonly as the most difficult feature to teach. In addition, this finding also corresponds with that of Gürsoy and Hüseyinoğlu (2017). The student trainees in their study stated that suprasegmentals are harder to learn and teach.

5.5.4. Challenges:

As reported by the interviewees, the most common challenge experienced by learners in Türkiye is related to the differences between Turkish and English. These were differences in segmental features. This finding corresponds to the previous studies (Buss, 2015; Alcuma, 2021), which reported that problems with segments were the most frequently mentioned by the teachers in those studies.

On the other hand, the interview data also revealed that many pre-service teachers mentioned the traditional mindset about teaching and learning a language in Türkiye while commenting on the challenges learners experience. This is similar to the findings of Tüfekçi Can (2017). Tüfekçi Can (2017) reported that according to the pre-service teachers in her study, the main factor in students' lack of speaking skills is the English language teaching itself. In addition, the data from the interviews indicate that the pre-service teachers criticize the language teaching approaches in Türkiye in general.

While commenting on the challenges experienced by learners, some interviewees of the current study mentioned teachers and their practices. This is also in line with the study of Tüfekçi Can (2007), who reported that English teachers are the second main factor in students' lack of speaking skills according to the pre-service teachers in her study. Similarly, one of the interviewees of the current study stated that one of the problems in Türkiye is the teachers' not transferring their theoretical knowledge into practice.

As for the challenges they may experience while teaching pronunciation, the interview data revealed that the most common challenge the pre-service teachers mentioned is related to their lack of knowledge. Some pre-service teachers mentioned that they may not know how to pronounce some words. Additionally, the responses to the first scenario, which was also related to teachers' mispronouncing a word in the classroom, may suggest how they would deal with such a challenge. The pre-service teachers stated they would apologize, explain that making mistakes is human nature, and correct themselves the most commonly when they make pronunciation mistakes in the classroom. It is important to note that 'refusing mistakes' is mentioned few times. It appears that the pre-service teachers are aware that learning is a lifelong process and mistakes are a part of this process.

5.6. Conclusion

This chapter has discussed the study's significant findings in light of research questions by referencing the related studies in the literature.

CHAPTER 6

CONCLUSION

6.1. Introduction

This chapter provides a brief account into the methodological procedures and the main findings of the study. It ends up with the implications, the limitations of the study and some suggestions for future studies.

6.2. Conclusion

This study aimed to investigate Turkish EFL pre-service teachers' perceptions of pronunciation teaching. More specifically, it attempted to unveil the views of pre-service teachers on their training in pronunciation and pronunciation pedagogy, their own pronunciation and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching.

The study was conducted in the ELT department of Uludag University. The participants were the senior students in the given department. 99 pre-service teachers participated in the study, which adopted a mixed-method approach with a sequential explanatory design. The quantitative data were obtained from the questionnaires. The questionnaires contained items on pre-service teachers' training in terms of pronunciation, their pronunciation and pronunciation teaching skills, activities to teach pronunciation, and statements investigating their general knowledge and awareness of pronunciation teaching. The qualitative data were collected via scenarios and semi-structured interviews. At the end of the questionnaire, the participants were asked to comment on five scenarios, which comprised situations related to pronunciation teaching. In addition, semi-structured interviews were carried out with 9 pre-service teachers who completed the questionnaire. The questionnaires were distributed through Google Forms and the pen-and-paper method. The interviews were carried out online.

The quantitative data from the questionnaires were analyzed through SPSS Statistics 22.0. Descriptive statistics were used to calculate frequencies and percentages. For the qualitative data, thematic analysis was applied to discover the themes in the scenarios. Main categories and subcategories were generated, and frequencies were calculated. For the interviews, all the recordings were transcribed, and common themes were extracted. Frequencies of some themes were calculated. Tables were generated to present the results.

Extracts from the scenarios and interviews were translated into English to be included in the report of findings.

The findings indicate that although the pre-service teachers are generally satisfied with their training in pronunciation, most of them believe they required more training in terms of pronunciation pedagogy. They reported that the two pronunciation courses (Listening and Pronunciation 1 & 2) they took in their first year were really effective. However, apart from these two courses, they were not offered any other courses concentrating on pronunciation or how to teach pronunciation. As some interviewees pointed out, teaching pronunciation is very different from learning pronunciation. This finding corresponds to some other studies carried out in EFL contexts (Buss, 2025; Aslan, 2021).

Additionally, the current study revealed that the pre-service teachers are mostly confident about their pronunciation skills. Furthermore, most of the pre-service teachers like their accent and disagree that teachers and learners of English should aim to reach a native-like accents. Moreover, a majority of them agreed that the overall goal of pronunciation teaching is to help learners become more intelligible users. They generally hold the view that it is important to speak with accurate pronunciation in order to be intelligible, however native-like pronunciation is a requisite neither for teachers nor for students. It appears that they mostly embrace the current approaches of World Englishes and English as a lingua franca. These findings differ from some other studies in EFL contexts (Aksakallı & Yağız, 2020; Tsunemoto et al., 2023). In those studies, EFL teachers and pre-service teachers seem to be in favor of an ideal English. The reason for these different perceptions may be based on the nature of their education and the training they received in terms of pronunciation.

On the other hand, most of the pre-service teachers in the present study believe that they require more training to improve their pronunciation teaching skills, which agrees with many other studies conducted with teachers and pre-service teachers who also mention a lack of confidence in teaching pronunciation. Even though the pre-service teachers in the present study feel comfortable with designing activities to teach pronunciation, they do not feel confident about applying these activities and teaching pronunciation in their classes, which may stem from their lack of opportunities to concentrate on planning a lesson to teach pronunciation during their training and observe their teachers of English focus on teaching pronunciation before university.

As to the most useful activities to teach pronunciation, the pre-service teachers mentioned ‘imitation and repetition’ most, which corresponds to some other studies in the literature. ‘Drama and role play’ is the second most common activity reported by the pre-service teachers, followed by ‘phonetic alphabet’. In addition, both the quantitative and qualitative data reveal that the pre-service teachers believe a range of activities and materials can be used to teach pronunciation. Their responses to the first scenario, which was about teaching a sound, revealed that the pre-service teachers mentioned techniques to help learners recognize the sound the most commonly. Moreover, they generally hold the idea that pronunciation should be taught both implicitly and explicitly. These findings differ from some other studies in EFL contexts (Buss, 2013; Aslan, 2021).

As to the significance of pronunciation, the pre-service teachers mostly agree that pronunciation plays a vital role in the language learning process and should be taught at each level of proficiency. Furthermore, most of them emphasize the importance of pronunciation for communication and state that the features that affect communication should be concentrated on. Besides, many of them believe that explicit pronunciation instruction is necessary. However, many pre-service teachers in the current study agree that pronunciation instruction improves language accuracy rather than communication skills. The contradictory views of the pre-service teachers may derive from the possibility that they have not formed clear-cut opinions about pronunciation teaching yet.

As to what features of pronunciation need to be focused on, the pre-service teachers generally agree that both segmentals and suprasegmentals are significant to teach, which is also supported by the recent research in the literature. The pre-service teachers’ responses to the scenarios and the interview questions reveal they are aware of the fact that suprasegmental features such as intonation, stress etc. are significant in terms of intelligibility, communication and meaning as well as segmental features. Moreover, in the interviews, they generally mentioned both segmentals and suprasegmentals as the features that are primary to teach. Furthermore, intonation was reported most as one of the difficult features to teach by the pre-service teachers.

For the challenges that the learners in Türkiye might experience in terms of pronunciation, the pre-service teachers mentioned the differences between Turkish and English most. For the challenges they might experience while teaching pronunciation, they stated that they may lack knowledge of pronouncing some vocabulary. However, most of them seem aware of that making mistakes is quite normal for both students and learners.

6.3. Limitations of the Study

It should be acknowledged that this study bears some limitations. One of the primary limitations is related to the sample. Since this study was conducted with senior students from the department of ELT from one university, the generalizability of these findings is limited. Another limitation is related to the teaching experience of the pre-service teachers. Some of them have been working as a tutor since their first year. Their teaching experience might have influenced their perceptions. It was not possible to control this variable. Furthermore, the interviewees were selected via convenience sampling due to the busy schedules of the pre-service teachers. Thus, the pre-service teachers who are more interested in the topic may have agreed to participate. Lastly, pre-service teachers were not observed while teaching pronunciation. This was aimed to be compensated by providing them with teaching scenarios comprising situations related to pronunciation teaching. Despite these limitations, data from the questionnaires, scenarios, and interviews revealed significant findings on Turkish EFL pre-service teachers' perceptions of pronunciation teaching.

6.4. Implications

Pronunciation teaching, which aims to improve both production and perception, is of great importance in terms of teaching intelligible communication. Pre-service EFL teachers' views on pronunciation teaching as an essential component of language teaching are significant to anticipate their practices when they start teaching (Gürsoy, 2013). In addition, their perceptions of pronunciation teaching are crucial since their knowledge, awareness, and perceptions have a high probability of shaping their practices (Baker, 2013). Despite the small sample, this study revealed significant outcomes. Thanks to the abundant data from the questionnaires, scenarios, and interviews, the researcher had the opportunity to delve into the views of the pre-service teachers in terms of pronunciation teaching. The findings of this study reveal how they rate their training in terms of pronunciation and pronunciation pedagogy and how they perceive their pronunciation skills and pronunciation teaching skills. These findings might elucidate the needs of pre-service teachers in terms of pronunciation and pronunciation pedagogy. Moreover, the findings may shed light on how pre-service teachers can be supported to improve their pronunciation skills and pronunciation teaching skills so that they can be more confident about integrating pronunciation into their teaching practices.

Additionally, the study may provide insights that can help improve teacher training programs in terms of pronunciation and pronunciation teaching. The current data highlight the

importance of providing pre-service teachers with training in how to teach pronunciation. As Henderson et al. (2015, p.17) emphasized, it is important to distinguish "between instruction in phonetics and phonology (knowing about English pronunciation) and training in pronunciation pedagogy (knowing how to teach pronunciation)" in teacher training programs. Pre-service teachers can be given opportunities to focus on pronunciation teaching and plan lessons integrating pronunciation with other skills during their training. They can also benefit from observing practices of pronunciation instruction. They can be given opportunities to observe authentic practices of pronunciation teaching since, as reported by many of them, their teachers did not focus on pronunciation before university. Furthermore, pre-service teachers might benefit from working on pronunciation teaching methods and techniques, observing the practices of pronunciation teaching, and practicing it. In the study of Diller (2020), during their practicum experience in a pronunciation course, pre-service teachers emphasized how helpful observing teachers explaining and demonstrating certain features of pronunciation were for them. They also mentioned the advantages of observing the students' reactions and having the chance to practice teaching pronunciation in a small section of a lesson. With such experience, pre-service EFL teachers can feel more prepared to teach pronunciation when they start teaching.

Pre-service teachers' knowledge and awareness about the current approaches to pronunciation instruction, such as the primary features to focus on, the goal of teachers and learners in pronunciation teaching, and the activities, materials and techniques to teach pronunciation are of great importance. As the pre-service teachers of the study also mentioned, authentic materials such as songs can be used to teach pronunciation. Moreover, they also mentioned explicit awareness raising activities for teaching sounds. It is essential to increase pre-service teachers' awareness of the materials and activities to teach pronunciation and support them in applying them effectively in the classroom. For instance, they can be supported in using authentic materials like songs as an opportunity for incidental teaching. Furthermore, they can be encouraged to use awareness raising activities to teach the problematic 'th' sounds for Turkish learners. Thus, such contribution to their professional development, which may, in turn, help improve learners' pronunciation skills when they transfer their knowledge into practice.

6.5. Further Studies

The findings reported here may shed new light on research investigating pre-service teachers' perceptions of pronunciation teaching. Further studies may be carried out with larger

samples, and they may focus on pre-service teachers' practices of pronunciation instruction. Pre-service teachers can be observed while teaching so as to develop a deeper understanding of how their practices reflect their perceptions. Moreover, studies with trainers may be carried out to explore how and to what extend they involve pronunciation teaching in their courses.

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Appendices

Appendix 1: Permission from the Ethics Committee of the Institute of Social Science

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTISI

OTURUM TARİHİ	OTURUM SAYISI
25 Şubat 2022	2022-02

KARAR NO 40: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Ayşe GÜNEY ÇAKIR'ın Dr. Öğr. Üyesi Pınar SALI'nın danışmanlığında yüyüttüğü "İngilizceyi Yabancı Dil Olarak Öğretecek Türk Öğretmen Adaylarının Telaffuz Öğretimi İle İlgili Algıları: Bir Karma Metot Çalışması" konulu tez çalışması kapsamında uygulanacak anket ölçek ve görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Ayşe GÜNEY ÇAKIR'ın Dr. Öğr. Üyesi Pınar SALI'nın danışmanlığında yüyüttüğü "İngilizceyi Yabancı Dil Olarak Öğretecek Türk Öğretmen Adaylarının Telaffuz Öğretimi İle İlgili Algıları: Bir Karma Metot Çalışması" konulu tez çalışması kapsamında uygulanacak anket ölçek ve görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Appendix 2: English Version Questionnaire

QUESTIONNAIRE

TURKISH EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF PRONUNCIATION TEACHING

Dear Pre-service Teacher,

This questionnaire is designed as a part of my master's dissertation which aims to investigate Turkish EFL pre-service teachers' perceptions of pronunciation teaching. It consists of 4 parts. PART 1 includes questions on demographics and your language learning background. The questions in PART 2 are concerned with your pronunciation skills and pronunciation teaching skills. PART 3 consists of statements that aim to reveal your perceptions of pronunciation and pronunciation teaching in general. Lastly, in PART 4 there are 5 teaching scenarios that you will be asked to comment on.

I would really appreciate your answers reflecting your real ideas, which is important for the scientific value of the study. Your responses will remain confidential and anonymous. You can withdraw from the study if you wish at any time before returning this questionnaire. You can contact me if you have any questions related to the study.

Thank you for your voluntary participation in this study.

Dr. Öğr. Üyesi Pınar SALI
Foreign Languages Teaching/ English Language Teaching

Ayşe GÜNEY ÇAKIR
English Language Teaching MA Program

I have been informed about the nature of this study and I consent to participate in it. ☐ (Tick the box.)

PART I: Fill in the following information.

■ **Gender:** ☐ Female ☐ Male

■ **Nationality:** (Please write) _____

■ **Age:**

☐ 18-20
☐ 21-23
☐ 24-26
☐ 27+

■ **I started learning English…**

☐ before the 2nd grade
☐ in the 2nd grade
☐ in the 4th grade
☐ Other (Please write) _____

■ **I graduated from…**

☐ State High Shool
☐ Private High School
☐ Other (Please write) ……

■ **My teaching experience:**

☐ Only the practicum at university
☐ less than 1 year
☐ 1-2 years
☐ 3 years and more

■ **Other than English I speak…**

☐ None
☐ German
☐ French
☐ Spanish
☐ Italian
☐ Arabic
☐ Other (Please write): _____

■ **Experience abroad in English speaking countries**

☐ None
☐ A few months
☐ 1-3 years
☐ 4-6 years
☐ 7 years and more

■ **Tick the one (s) that describe(s) your pronunciation learning background best.**

☐ My teachers of English taught pronunciation explicitly (explained and practiced certain features of pronunciation).
☐ My teachers of English taught pronunciation integrated with other language skills.
☐ My teachers of English did not teach pronunciation at all.
☐ My teachers of English focused on pronunciation only by correcting pronunciation errors.

■ **Tick the one that describes the teacher training you received in relation to *pronunciation*.**

☐ Excellent
☐ Very good
☐ Good
☐ Fair
☐ Poor

■ **Tick the one that describes the teacher training you received in relation to *pronunciation teaching*.**

☐ Excellent
☐ Very good
☐ Good
☐ Fair
☐ Poor

PART II a) Rate your agreement with the following statements.
(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)

	1 SD	2 D	3 N	4 A	5 SA
1. My pronunciation is nativelike.					
2. I transfer sounds from my native language.					
3. Even though I can produce some of the target language sounds, I have difficulty when I'm speaking.					
4. I feel confident about my pronunciation.					
5. I like my accent.					
6. I feel confident about teaching pronunciation.					
7. I have enough pedagogical content knowledge (how to teach-what to teach) of pronunciation.					
8. I feel incompetent about teaching pronunciation in my classes.					
9. I am capable of designing various activities and materials to teach pronunciation.					
10. I feel confident about teaching segmental features of pronunciation. (e.g. consonant sounds, vowel sounds etc.)					
11.I feel confident about teaching suprasegmental features of pronunciation. (e.g. stress, intonation etc.)					

b) Rate the following activities and state the three most useful activities by putting them in order in accordance with their usefulness.

Imitation and repetition: e.g. Learners listen to the teacher or to a CD and repeat, trying to imitate as closely as possible.
Minimal Pairs: e.g. repetition drills contrasting minimal pairs (*chip/cheap, fit/feet, bit/beat*)
Marking: Having learners mark pronunciation features in a passage of text (e.g. underline the stressed words or draw intonation arrows).
Tactile reinforcement: Having learners feel where/ how they are speaking (e.g. asking them to touch their throats while pronouncing voiced and voiceless sounds).
Interactive media: e.g. online games and animated libraries, pronunciation software
Drama and role-play: e.g. practicing and performing dialogues in pairs or groups paying special attention to pronunciation.
Visual aids: e.g. diagrams of the vocal tract, representations of how a sound is articulated
Classroom games: e.g. syllables snap, sounds puzzle
Focus on rules: Explicitly teaching English phonetic and phonological rules and showing how they differ from the rules of learners' native language
Recordings: Having learners record and listen to their pronunciation.
Phonetic alphabet: It is taught in full to classes by the teacher.
Chanting: e.g. using Jazz Chants to practice rhythm.
Body movement: e.g. having learners step, clap, tap their fingers or nod their heads according to stress and intonation patterns.
Mirrors: Having learners observe their own articulation in a mirror.

PART III: Rate your agreement with the following statements.

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)

	1 SD	2 D	3 N	4 A	5 SA
1. There is an age-related limitation on the acquisition of native-like pronunciation.					
2. Communicative practice is the best way to teach pronunciation.					
3. Pronunciation teaching is often unnecessary, as most learners are able to learn pronunciation when frequently exposed to good input.					
4. Teaching pronunciation is difficult.					
5. The best person to teach pronunciation is a native speaker.					
6. Most learners don't like their teachers to correct their pronunciation errors.					
7. Pronunciation instruction improves language accuracy rather than communication skills.					
8. Intelligibility and accent are not the same things. You may not have a native-like accent yet can be intelligible.					
9. It is necessary to teach pronunciation explicitly.					
10. The overall goal of pronunciation learning and teaching should be to speak with a native accent.					
11. The overall goal of pronunciation teaching is to help learners become more intelligible users.					
12. Pronunciation should be taught at each level of proficiency.					
13. While teaching pronunciation, the features which affect communication should be focused on.					
14. Pronunciation plays a vital role in the language learning process as much as the other language skills do.					
15. Teaching segmental features of pronunciation (consonant sounds, vowel sounds etc.) is difficult.					
16. Teaching suprasegmental features of pronunciation (stress, intonation etc.) is difficult.					
17. Segmental features (consonant sounds, vowel sounds etc.) are more important to teach than suprasegmental features (stress, intonation etc.					

PART IV: Read the scenarios below and write what you would be doing in these situations.

1)You teach 6th grade at a private school in Turkey. The 'ŋ' sound is presented in the coursebook with audio exercises. However, your students seem not to be able to hear and produce the sound in words such as singing, dancing, king etc. They pronounce the words as they do in Turkish. What would you do? Why?

2) You teach 8th grade in a state school in Turkey. You have prepared some games to revise the vocabulary of Unit 6 (Adventures). While playing the game, one of your students raises his hand and says that the way you've pronounced the word "archery" is different from the one he listened to on an online dictionary. When you check, you realize that you have mispronounced that word. What would you do? Why?

3) You realize that your students avoid speaking English because they do not sound like native speakers. They believe they need to speak native like. What would you do?

4) You want to teach intonation (*Falling intonation*: We have homework tonight. *Rising intonation:* We have homework tonight?) to your students. One of your students asks why they have to learn intonation saying that he finds it funny and useless. What would you do**?** Why?

5) While working as a language teacher, you attend a workshop on pronunciation teaching. You realize that you are not familiar with some terms used by speakers. How would you feel? Why?

THANK YOU

Appendix 3: Turkish Version Questionnaire

ANKET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETECEK TÜRK ÖĞRETMEN ADAYLARININ TELAFFUZ ÖĞRETİMİ İLE İLGİLİ ALGILARI

Sayın Öğretmen Adayı,

Bu anket, İngilizceyi yabancı dil olarak öğretecek Türk öğretmen adaylarının telaffuz öğretimi ile ilgili algılarını araştırmayı hedefleyen yüksek lisans tezim kapsamında hazırlanmıştır. Anket 4 bölümden oluşmaktadır. 1. BÖLÜM demografik bilgiler ve dil öğrenme geçmişinize yönelik sorular içermektedir. 2. BÖLÜM' deki sorular kendi telaffuz becerileriniz ve telaffuz öğretme becerileriniz ile ilgilidir. 3. BÖLÜM genel anlamda telaffuz ve telaffuz öğretimine dair algılarınızı ortaya çıkarmayı amaçlayan ifadelerden oluşmaktadır. Son olarak, 4. BÖLÜM' de telaffuz öğretimi ile ilgili yorumlamanız istenen 5 senaryo bulunmaktadır.

Çalışmanın bilimsel değeri açısından önemli olduğu için, vereceğiniz cevapların gerçek düşüncelerinizi yansıtmasını rica ediyorum. Vereceğiniz cevaplar gizli ve anonim kalacaktır. Anketi teslim etmeden önce dilediğiniz zaman çalışmadan çekilebilirsiniz. Çalışma ile ilgili sorularınız olursa benimle iletişime geçebilirsiniz.

Gönüllü katılımınız için teşekkür ederim.

Dr. Öğr. Üyesi Pınar SALI

Yabancı Diller Eğitimi/ İngiliz Dili Eğitimi

Ayşe GÜNEY ÇAKIR

İngiliz Dili Eğitimi Yüksek Lisans Programı

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐ (Kutucuğu işaretleyiniz.)

1.BÖLÜM: Aşağıdaki bilgileri doldurunuz.

■ **Cinsiyet:** ☐ Kadın ☐ Erkek

■ **Milliyet:** (Lütfen yazınız) _____

■ **Yaş:**

☐ 18-20

☐ 21-23

☐ 24-26

☐ 27+

■ **Mezun olduğum lise:**

☐ Devlet Lisesi

☐ Özel Lise

☐ Diğer: (Lütfen yazınız) _____

■ **İngilizce öğrenmeye…başladım.**

☐ İlkokul 2.sınıftan önce

☐ 2. sınıfta

☐ 4. sınıfta

☐ Diğer: (Lütfen yazınız) _____

■ **Öğretmenlik tecrübem:**

☐ Sadece üniversitedeki staj

☐ 1 yıldan az

☐ 1-2 yıl

☐ 3 yıl ve fazlası

■ **İngilizce dışında konuştuğum diller:**

☐ Yok

☐ Almanca

☐ Fransızca

☐ İspanyolca

☐ İtalyanca

☐ Arapça

☐ Diğer: (Lütfen yazınız)

■ **İngilizce konuşulan ülkelerde yurt dışı tecrübem:**

☐ Yok

☐ Birkaç ay

☐ 1-3 yıl

☐ 4-6 yıl

☐ 7 yıl ve fazlası

■ **Telaffuz öğrenme geçmişinizi en iyi ifade eden seçeneği (seçenekleri) işaretleyiniz.**

☐ İngilizce öğretmenlerim telaffuzu açık bir şekilde (telaffuz ile ilgili belli başlı özellikleri açıklayarak ve uygulama yaparak) öğretirdi

☐ İngilizce öğretmenlerim telaffuzu diğer dil becerileri ile entegre edilmiş bir şekilde öğretirdi.

☐ İngilizce öğretmenlerim hiç telaffuz öğretmezdi

☐ İngilizce öğretmenlerim sadece telaffuz hatalarını düzelterek telaffuza dikkat çekerdi.

■ **Üniversitedeki *telaffuz* derslerinizi düşünerek almış olduğunuz eğitimi niteleyen seçeneği işaretleyiniz.**

☐ Mükemmel

☐ Çok İyi

☐ İyi

☐ Orta

☐ Yetersiz

■ **Almış olduğunuz öğretmenlik eğitimini *telaffuz öğretimi* (teknikler, aktiviteler vb.) açısından niteleyen seçeneği işaretleyiniz.**

☐ Mükemmel

☐ Çok İyi

☐ İyi

☐ Orta

☐ Yetersiz

<u>2.BÖLÜM:</u> a) Aşağıdaki ifadelere ne derece katıldığınızı işaretleyiniz. (1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Kararsızım, 4=Katılıyorum, 5=Kesinlikle Katılıyorum)

	1	2	3	4	5
1. Telaffuzum ana dili İngilizce olanların telaffuzu gibidir.					
2. İngilizce konuşurken ana dilimden ses aktarımı yaparım (Bazı sesleri ana dilimdeki gibi kullanırım).					
3. Hedef dildeki bazı sesleri çıkarabiliyor olsam da konuşurken bunu yapmakta zorlanırım.					
4. Telaffuz konusunda kendime güveniyorum.					
5. Kendi aksanımı beğeniyorum.					
6. Telaffuz öğretimi ile ilgili kendime güveniyorum.					
7. Telaffuz öğretimi için yeterli pedagojik içerik bilgisine (nasıl öğretmeli-ne öğretmeli) sahibim.					
8. Derslerimde telaffuz öğretme konusunda kendimi yetersiz hissediyorum.					
9. Telaffuz öğretimi için çeşitli aktiviteler ve materyaller tasarlayabilirim.					
10. Telaffuzun parçalı özelliklerini (segmental: ünsüz sesler, ünlü sesler vb.) öğretme konusunda kendime güveniyorum.					
11. Telaffuzun parçalar üstü özelliklerini (suprasegmental: vurgu, tonlama vb.) öğretme konusunda kendime güveniyorum.					

b) Aşağıdaki aktiviteleri telaffuz öğretimine sağladıkları fayda açısından değerlendirip size göre en faydalı 3 aktiviteyi sırayla yazınız. (1. sıraya yazdığınız size göre en faydalı olan, 2. yazdığınız ikinci en faydalı olan, 3. yazdığınız üçüncü en faydalı olan şeklinde)

Taklit ve tekrar: Örn. öğrencilerin öğretmeni ya da bir CD'yi dinlemesi ve mümkün olduğunca benzetmeye çalışarak tekrar etmesi.
Tek ayrımlı çiftler: Tek ayrımlı çiftleri karşılaştırarak yapılan tekrar alıştırmaları (chip/cheap, fit/feet, bit/beat)
İşaretleme: Bir metinde geçen telaffuz öğelerini öğrencilere işaretletme (Örn. vurgulanan kelimelerin altını çizin veya tonlamayı gösteren oklar çizin).
Duyusal pekiştirme: Öğrencilere nereden/nasıl konuştuklarını hissettirme (Örn. ötümlü ve ötümsüz sesleri telaffuz ederken boğazlarına dokunmalarını isteme).
İnteraktif medya: Çevrimiçi oyunlar, animasyon kütüphaneleri, telaffuz yazılımları
Drama ve rol canlandırma: Telaffuza dikkat ederek ikili ya da gruplar halinde diyaloglar üzerinde çalışma ve bunları canlandırma
Görsel araçlar: Ses yolu diyagramları, seslerin nasıl çıkarıldığının gösterimi
Sınıf içi oyunlar: Örn. Syllables snap, sounds puzzle
Kurallar üzerinde durma: İngilizce fonetik ve fonolojik kuralları açık bir şekilde öğretme ve öğrencilerin ana dillerindeki fonetik kurallar ile olan farklılıklarını gösterme
Kayıtlar: Öğrencilere telaffuzlarını kaydettirme ve dinletme
Fonetik alfabe: Öğretmenin derslerde fonetik alfabenin tamamını öğretmesi.
Tekrar eden söz (Chanting): Örn. ritim çalışmaları için Caz Chant'larını kullanma
Bedensel hareket: Örn. vurgu ve tonlama çeşitlerine göre öğrencilere adım attırma, alkışlatma, parmaklarını hafifçe vurdurma, kafalarını sallatma.
Aynalar: Öğrencilerin kendi artikülasyonlarını aynada izlemelerini isteme.

<u>3.BÖLÜM</u>: Aşağıdaki ifadelere ne derece katıldığınızı işaretleyiniz. (1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Kararsızım, 4=Katılıyorum, 5=Kesinlikle Katılıyorum)

	1	2	3	4	5
1. Ana dili İngilizce olanların telaffuzuna benzer bir telaffuzun ediniminde yaş sınırı vardır.					
2. Telaffuz öğretmenin en iyi yolu iletişimsel etkinlikler kullanmaktır.					
3. Öğrenciler dile/iyi bir girdiye sıklıkla maruz kaldıklarında telaffuzu öğrenebilecekleri için, telaffuz öğretimi genellikle gereksizdir.					
4. Telaffuz öğretimi zordur.					
5. Telaffuzu en iyi ana dili İngilizce olanlar öğretir.					
6. Öğrencilerin çoğu, telaffuz hatalarının öğretmenleri tarafından düzeltilmesini istemez.					
7. Telaffuz öğretimi iletişim becerilerinden ziyade dilin doğru kullanımına katkıda bulunur.					
8. Anlaşılabilirlik ve aksan aynı şeyler değildir. Ana dili İngilizce olanlar gibi bir aksana sahip olmayabilirsin; ama yine de anlaşılır olabilirsin.					
9. Telaffuzu açık bir şekilde (telaffuz ile ilgili belli başlı özellikleri açıklayarak, uygulama yaparak) öğretmek gereklidir.					
10. Telaffuz öğrenimi ve öğretiminin genel amacı İngilizceyi ana dil olarak konuşanların aksanına sahip olmak olmalıdır.					
11. Telaffuz öğretiminin genel amacı öğrencilerin daha anlaşılabilir olmalarına yardımcı olmaktır.					
12. Telaffuz her dil seviyesinde öğretilmelidir.					
13. Telaffuz öğretirken, iletişimi etkileyen unsurlar üzerinde durulmalıdır.					
14. Telaffuz, dil öğrenme sürecinde diğer dil becerileri kadar önemli bir rol oynar.					
15. Telaffuzun parçalı özelliklerini (segmental: ünsüz sesler, ünlü sesler vb.) öğretmek zordur.					
16. Telaffuzun parçalar üstü (suprasegmental: vurgu, tonlama vb.) özelliklerini öğretmek zordur.					
17. Parçalı özellikleri (segmental: ünsüz sesler, ünlü sesler vb.) öğretmek parçalar üstü özellikleri (suprasegmental: vurgu, tonlama vb.) öğretmekten daha önemlidir.					

4.BÖLÜM: Aşağıdaki senaryoları okuyun ve bu durumlarda ne yapacağınızı yazın.

1) Türkiye'de bir özel okulda 6. sınıfların dersine giriyorsunuz. Ders kitabında sesli alıştırmalar ile "ŋ" sesi tanıtılıyor. Öğrencilerinizin "singing, dancing, king" gibi kelimelerdeki bu sesi duyamadığını, çıkaramadığını ve bu kelimeleri Türkçe gibi telaffuz ettiklerini gözlemliyorsunuz. Bu durumda ne yaparsınız? Neden?

2) Türkiye'de bir devlet okulunda 8. Sınıfların dersine giriyorsunuz. 6. Ünitenin (Adventures) kelimelerini tekrar etmek için bazı oyunlar hazırladınız. Oyun sırasında, öğrencilerinizden biri elini kaldırdı ve sizin "archery" kelimesini telaffuz edişinizin, kendisinin online bir sözlükte dinlediğinden farklı olduğunu söyledi. Kontrol ettiğinizde, bu kelimeyi yanlış telaffuz ettiğinizi fark ettiniz. Bu durumda ne yaparsınız? Neden?

3) Öğrencilerinizin, İngilizceyi ana dili olanlar gibi konuşmaları ve telaffuz etmeleri gerektiğini düşündükleri için konuşmaktan çekindiklerini fark ettiniz. Öğrencileriniz ana dili İngilizce olanlar gibi konuşmaları gerektiğini düşünüyorlar. Bu durumda ne yaparsınız? Neden?

4) Öğrencilerinize tonlama öğretmek istiyorsunuz. Öğrencilerinizden biri tonlamayı komik ve yararsız bulduğunu söyledi ve neden öğrenmeleri gerektiğini sordu. Bu durumda ne yaparsınız? Neden?

5) İngilizce öğretmeni olarak çalışırken, telaffuz öğretimi ile ilgili bir seminere katıldınız. Konuşmacıların kullandığı bazı terimleri bilmediğinizi fark ettiniz. Bu durumda nasıl hissedersiniz? Neden?

TEŞEKKÜR EDERİM

Appendix 4: English Version Interview Questions

INTERVIEW QUESTIONS

1. What is/was the most challenging for you as a learner of English pronunciation? Why?
2. Do you think the pedagogic training you have had so far is adequate for you to teach pronunciation? Why/not?
3. What do you think about the most serious problems in terms of pronunciation learning experienced by English learners in Turkey?
4. What challenges can you encounter when teaching pronunciation?
5. How should pronunciation be taught in general? (Implicit or explicit?)
6. What materials should teachers / will you use to teach pronunciation? Why?
7. Which of the features given below do you think you need to improve?
8. Which ones are challenging to teach for you as a prospective teacher of English? Why?
9. Which ones are primary to teach? Why?

1. **Problematic sounds:** e.g. the *th* sounds (*thanks, mother*)
2. **Suffixes (*-ed, -s*):** e.g. the *-ed* endings (*cooked, played, started*); the *-s* endings (*hats, cards, watches*)
3. **Word stress:** e.g. *about* = aBOUT; *develop* = deVElop
4. **Syllable structure:** e.g. *stop* has one syllable: /stɑp/, not three: /is.tɑ.pi/.
5. **Silent letters**: e.g. *night* and *debt*
6. **Minimal pairs:** e.g. *bad* and *bed*; *leave* and *live*; *rat* and *hat*
7. **Connected speech:** e.g. *Send it* sounds like *sen.dit*; *short time* sounds like *shortime*.
8. **Accents:** Differences between English accents (e.g. British English vs. American English)
9. **Intonation:** e.g. *We have homework tonight* (falling intonation) and *We have homework tonight?* (rising intonation)
10. **Utterance stress:** Stress placement on certain words in utterances (e.g. *I want that BAG* or *I want THAT bag*)
11. **Schwa:** /ə/: e.g. the sound in *arrive* and *parent*
12. **Weak forms:** e.g. in *I need an answer*, the word *an* is less strong than the other words.
13. **Stress-timed rhythm:** e.g. *COWS EAT GRASS* takes roughly the same time to say as *The COWS could EAT the GRASS.*

Appendix 5: Turkish Version Interview Questions

MÜLAKAT SORULARI

1. İngilizce telaffuz öğrenirken en çok zorlandığınız şey nedir/ ne oldu? Neden?
2. Şimdiye kadar aldığınız öğretmenlik eğitimini telaffuz öğretmek için yeterli buluyor musunuz? Neden?
3. Türkiye'de İngilizce öğrenenlerin telaffuz öğrenimi açısından yaşadığı en önemli problemler nelerdir?
4. Telaffuz öğretirken ne tür zorluklar ile karşılaşabilirsiniz?
5. Telaffuz genel olarak nasıl öğretilmeli? (Açık bir şekilde mi, örtülü mü?)
6. Telaffuz öğretimi için hangi materyaller kullanılmalı/ kullanırsınız? Neden?
7. Aşağıdakilerin hangisinde kendinizi geliştirmeniz gerektiğini düşünüyorsunuz?
8. Size göre bunlardan hangisini/hangilerini öğretmek daha zordur? Neden?
9. Size göre bunlardan hangisini/ hangilerini öğretmek daha önceliklidir? Neden?

14. Problematic sounds: e.g. the *th* sounds (*thanks, mother*)
15. Suffixes (*-ed, -s*): e.g. the *-ed* endings (*cooked, played, started*); the *-s* endings (*hats, cards, watches*)
16. Word stress: e.g. *about* = aBOUT; *develop* = deVElop
17. Syllable structure: e.g. *stop* has one syllable: /stɑp/, not three: /is.tɑ.pi/.
***18.* Silent letters**: e.g. *night* and *debt*
***19.* Minimal pairs:** e.g. *bad* and *bed*; *leave* and *live*; *rat* and *hat*
20. Connected speech: e.g. *Send it* sounds like *sen.dit*; *short time* sounds like *shortime*.
21. Accents: Differences between English accents (e.g. British English vs. American English)
22. Intonation: e.g. *We have homework tonight* (falling intonation) and *We have homework tonight?* (rising intonation)
23. Utterance stress: Stress placement on certain words in utterances (e.g. *I want that BAG* or *I want THAT bag*)
24. Schwa: /ə/: e.g. the sound in *arrive* and *parent*
25. Weak forms: e.g. in *I need an answer*, the word *an* is less strong than the other words.
***26.* Stress-timed rhythm:** e.g. *COWS EAT GRASS* takes roughly the same time to say as *The COWS could EAT the GRASS*.

Appendix 6: Expert Opinion Form for the Questionnaire

CONTENT VALIDATION INSTRUMENT FOR QUESTIONNAIRE

Dear Expert,

This questionnaire was prepared to investigate Turkish EFL pre-service teachers' perceptions of pronunciation teaching. The researcher intends to answer the following research questions. The researcher aimed to reveal the views of Turkish EFL pre-service teachers on both academic and pedagogic training in pronunciation they received during their teacher education program, their own pronunciation and pronunciation teaching skills, and their knowledge and awareness of pronunciation teaching. This questionnaire will be given to the senior students in the department of ELT at Uludag University.

M.A. Student — Ayşe GÜNEY ÇAKIR

Thesis Supervisor — Assist. Prof. Dr. Pınar SALI

Name and surname of the expert:……

Please, rate each item according to how well it represents the domain being tested by indicating whether it is "essential", "useful but not essential" or "not necessary".

Domain Ratings: *Expert opinion about …….:*

(1) Essential (2) Useful but not essential (3) Not necessary

Questionnaire Statements	*Essential*	*Useful but not essential*	*Not necessary*
(The following 12 questions aim to get information on pre-service EFL teachers' demographics, language learning background, training on pronunciation and pronunciation teaching.)			

Fill in the following information.	1 ☐	2 ☐	3 ☐
1. Gender: Female Male	1 ☐	2 ☐	3 ☐
2. Nationality: (Please write) _____	1 ☐	2 ☐	3 ☐
3. Age: (Please write) _____	1 ☐	2 ☐	3 ☐
4. I started learning English…	1 ☐	2 ☐	3 ☐
before the 2nd grade	☐	☐	☐
in the 2nd grade	☐	☐	☐
in the 4th grade	☐	☐	☐
Other (Please write) _____	☐	☐	☐
5. I graduated from…	1 ☐	2 ☐	3 ☐
Anatolian High School	☐	☐	☐
Science High School	☐	☐	☐
Social Sciences High School	☐	☐	☐
Fine Arts High School	☐	☐	☐
Multi Programme Anatolian High School	☐	☐	☐
Anatolian Imam and Preacher High School	☐	☐	☐
Anatolian Vocational and Technical High School	☐	☐	☐
Private High School	☐	☐	☐
Other (Please write) ……	☐	☐	☐
6. My teaching experience:	1 ☐	2 ☐	3 ☐
only the practicum at university	☐	☐	☐
less than 1 year	☐	☐	☐
1-2 years	☐	☐	☐
3 years and more	☐	☐	☐
7. Other than English I speak…	1 ☐	2 ☐	3 ☐
German	☐	☐	☐
French	☐	☐	☐
Spanish	☐	☐	☐
Italian	☐	☐	☐
Arabic	☐	☐	☐
Other (Please write): _____	☐	☐	☐
8. Experience abroad in English speaking countries:	1 ☐	2 ☐	3 ☐
none	☐	☐	☐

a few months 1-3 years 4-6 years 7 years and more	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
9. Experience abroad in non-English speaking countries: none a few months 1-3 years 4-6 years 7 years and more	1 ☐ ☐ ☐ ☐ ☐ ☐	2 ☐ ☐ ☐ ☐ ☐ ☐	3 ☐ ☐ ☐ ☐ ☐ ☐
10. Tick the one (s) that describes your pronunciation learning background best. My teachers of English taught pronunciation explicitly (explained and practiced certain features of pronunciation). My teachers of English taught pronunciation integrated with other language skills. My teachers of English did not teach pronunciation at all. My teachers of English taught pronunciation; however, it was not effective. My teachers of English focused on pronunciation only by correcting pronunciation errors.	1 ☐ ☐ ☐ ☐ ☐	2 ☐ ☐ ☐ ☐ ☐	3 ☐ ☐ ☐ ☐ ☐
11. Tick the one that describes the teacher training you received in relation to *pronunciation*. excellent very good good fair poor	1 ☐ ☐ ☐ ☐ ☐	2 ☐ ☐ ☐ ☐ ☐	3 ☐ ☐ ☐ ☐ ☐
12. Tick the one that describes the teacher training you received in relation to *pronunciation teaching*. excellent very good good fair poor	1 ☐ ☐ ☐ ☐ ☐	2 ☐ ☐ ☐ ☐ ☐	3 ☐ ☐ ☐ ☐ ☐
(The following 4 statements aim to find out how pre-service EFL teachers perceive their own pronunciation skills.)			

Rate your agreement with the following statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)	1 ☐	2 ☐	3 ☐
1. My pronunciation is native like.	1 ☐	2 ☐	3 ☐
2. I transfer sounds from my native language.	1 ☐	2 ☐	3 ☐
3. Even though I can produce some of the target language sounds, it takes too much effort and concentration when I'm speaking.	1 ☐	2 ☐	3 ☐
4. I like my own accent. I don't want to be like a native speaker or sound like one.	1 ☐	2 ☐	3 ☐
(The following 6 statements aim to find out how they perceive their pronunciation teaching skills.) 5. I feel confident about teaching pronunciation.	1 ☐	2 ☐	3 ☐
6. I have enough pedagogical content knowledge (how to teach-what to teach) of pronunciation.	1 ☐	2 ☐	3 ☐
7. I feel incompetent about teaching pronunciation in my classes.	1 ☐	2 ☐	3 ☐
8. I am capable of designing various activities and materials to teach pronunciation.	1 ☐	2 ☐	3 ☐
9. I feel confident about teaching suprasegmental features of pronunciation. (e.g. stress, intonation etc.)	1 ☐	2 ☐	3 ☐
10. I feel confident about teaching segmental features of pronunciation. (e.g. consonant sounds, vowel sounds etc.)	1 ☐	2 ☐	3 ☐
(The following question aims to reveal their knowledge and awareness of pronunciation teaching.) Order the following activities according to their usefulness in pronunciation teaching (1-15).	1 ☐	2 ☐	3 ☐
1. Imitation and repetition: e.g. Learners listen to the teacher or to a CD and repeat, trying to imitate as closely as possible.	1 ☐	2 ☐	3 ☐
2. Phonetic alphabet: It is used by the teacher as a teaching aid.	1 ☐	2 ☐	3 ☐
3. Minimal pairs: e.g. repetition drills contrasting minimal pairs (*chip/cheap, fit/feet, bit/beat*)	1 ☐	2 ☐	3 ☐
4. Marking: Having learners mark pronunciation features in a passage of text (e.g. underline the stressed words or draw intonation arrows).	1 ☐	2 ☐	3 ☐
5. Tactile reinforcement: Having learners feel where/ how they are speaking (e.g. asking them to touch their throats while pronouncing voiced and voiceless sounds).	1 ☐	2 ☐	3 ☐
6. Interactive media: e.g. online games and animated libraries, pronunciation software	1 ☐	2 ☐	3 ☐
7. Drama and role-play: e.g. practicing and performing dialogues in pairs or groups paying special attention to pronunciation.	1 ☐	2 ☐	3 ☐
8. Visual aids: e.g. diagrams of the vocal tract, representations of how a sound is articulated	1 ☐	2 ☐	3 ☐

9. Classroom games: e.g. syllables snap, sounds puzzle	1 ☐	2 ☐	3 ☐
10. Focus on rules: Explicitly teaching English phonetic and phonological rules and showing how they differ from the rules of Turkish phonetics.	1 ☐	2 ☐	3 ☐
11. Recordings: Having learners record and listen to their pronunciation.	1 ☐	2 ☐	3 ☐
12. Phonetic alphabet: It is taught in full to classes by the teacher.	1 ☐	2 ☐	3 ☐
13. Chanting: e.g. using Jazz Chants to practice rhythm.	1 ☐	2 ☐	3 ☐
14. Body movement: e.g. having learners step, clap, tap their fingers or nod their heads according to stress and intonation patterns.	1 ☐	2 ☐	3 ☐
15. Mirrors: Having learners observe their own articulation in a mirror.	1 ☐	2 ☐	3 ☐
Other (Please write):	1 ☐	2 ☐	3 ☐
(The following 18 statements aim to reveal their perceptions of pronunciation and pronunciation teaching in general.) Rate your agreement with the following statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)	1 ☐	2 ☐	3 ☐
1. There is an age-related limitation on the acquisition of native-like pronunciation.	1 ☐	2 ☐	3 ☐
2. Communicative practice is the best way to teach pronunciation.	1 ☐	2 ☐	3 ☐
3. Pronunciation teaching is often unnecessary, as most learners are able to pick up on pronunciation when frequently exposed to good input.	1 ☐	2 ☐	3 ☐
4. Teaching pronunciation is difficult.	1 ☐	2 ☐	3 ☐
5. The best person to teach pronunciation is a native speaker.	1 ☐	2 ☐	3 ☐
6. Most learners don't like their teachers to correct their pronunciation errors.	1 ☐	2 ☐	3 ☐
7. Pronunciation instruction improves language accuracy rather than communication skills.	1 ☐	2 ☐	3 ☐
8. Pronunciation can improve, no matter what the age of the learner is.	1 ☐	2 ☐	3 ☐
9. Intelligibility and accent are not the same things. You may not have a native-like accent yet can be intelligible.	1 ☐	2 ☐	3 ☐
10. It is necessary to teach pronunciation explicitly.	1 ☐	2 ☐	3 ☐
11. The overall goal of pronunciation learning and teaching should be to speak with a native accent.	1 ☐	2 ☐	3 ☐
12. The overall goal of pronunciation teaching is to help learners become more intelligible users.	1 ☐	2 ☐	3 ☐
13. Pronunciation should be taught at each level of proficiency.	1	2	3

	☐	☐	☐
14. While teaching pronunciation, the features which affect communication should be focused on.	1 ☐	2 ☐	3 ☐
15. Pronunciation plays a vital role in the language learning process as much as the other language skills do.	1 ☐	2 ☐	3 ☐
16. Teaching segmental features of pronunciation (consonant sounds, vowel sounds etc.) is difficult.	1 ☐	2 ☐	3 ☐
17. Teaching suprasegmental features of pronunciation (stress, intonation etc.) is difficult.	1 ☐	2 ☐	3 ☐
18. Segmental features (consonant sounds, vowel sounds etc.) are more important to teach than suprasegmental features (stress, intonation etc.	1 ☐	2 ☐	3 ☐
(The following 5 scenarios aim to develop a deeper understanding on their knowledge and awareness of pronunciation teaching.) Read the scenarios below and write what you would be doing in these situations.	1 ☐	2 ☐	3 ☐
1)You teach 6th grades at a private school in Turkey. The 'ŋ' sound is presented in the coursebook with audio exercises. However, your students seem not to be able to hear and produce the sound in the words such as singing, dancing, king etc. They pronounce the words as they do in Turkish. What would you do? Why?	1 ☐	2 ☐	3 ☐
2) You teach 8th grades in a state school in Turkey. You have prepared some games to revise the vocabulary of unit 6 (Adventures). While playing the game, one of your students raises his hand and says that the way you've pronounced the word "archery" is different from the one he listened to on an online dictionary. When you check, you realize that you have mispronounced that word. What would you do? Why?	1 ☐	2 ☐	3 ☐
3) You realize that your students avoid speaking English because they do not sound like native speakers. They believe they need to speak native like. What would you do?	1 ☐	2 ☐	3 ☐
4) You want to teach intonation (*Falling intonation*: We have homework tonight. *Rising intonation:* We have homework tonight?) to your students. One of your students asks why they have to learn intonation saying that he finds it funny and useless. What would you do? Why?	1 ☐	2 ☐	3 ☐
5) While working as a language teacher, you attend a workshop on pronunciation teaching. You realize that you are not familiar with some terms used by speakers. How would you feel? Why?	1 ☐	2 ☐	3 ☐

FACE VALIDATION FORM FOR QUESTIONNAIRE

Please, rate the face validity of the questionnaire as it appears to you.

Ratings for FEASIBILITY, READIBILITY, EASE OF COMPREHENSIBILITY, LAYOUT AND STYLE

(1) Not Acceptable *(major modifications needed)*
(2) Below Expectations *(some modifications needed)*
(3) Meets Expectations *(no modifications needed)*

Criteria for the appearance of the questionnaire	**Score** *(1)* Not Acceptable *(major modifications needed)* *(2)Below Expectations (some modifications needed)* *(3)Meets Expectations (no modifications needed)*			**Comments and suggestions to recommend revisions**
	1	**2**	**3**	
FEASIBILITY	☐	☐	☐	
READIBILITY	☐	☐	☐	
LAYOUT AND STYLE	☐	☐	☐	

Please use the comments and suggestions section to recommend revisions for the statements NOT meeting standards and needed to be revised.

Questionnaire Statements	Ease of Comprehensibility		
Rate your agreement with the following statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)	1 ☐	2 ☐	3 ☐
1. My pronunciation is native like.	1 ☐	2 ☐	3 ☐
2. I transfer sounds from my native language.	1 ☐	2 ☐	3 ☐
3. Even though I can produce some of the target language sounds, it takes too much effort and concentration when I'm speaking.	1 ☐	2 ☐	3 ☐
4. I like my own accent. I don't want to be like a native speaker or sound like one.	1 ☐	2 ☐	3 ☐
5. I feel confident about teaching pronunciation.	1 ☐	2 ☐	3 ☐
6. I have enough pedagogical content knowledge (how to teach-what to teach) of pronunciation.	1 ☐	2 ☐	3 ☐
7. I feel incompetent about teaching pronunciation in my classes.	1 ☐	2 ☐	3 ☐
8. I am capable of designing various activities and materials to teach pronunciation.	1 ☐	2 ☐	3 ☐

9. I feel confident about teaching suprasegmental features of pronunciation. (e.g. stress, intonation etc.)	1 ☐	2 ☐	3 ☐
10. I feel confident about teaching segmental features of pronunciation. (e.g. consonant sounds, vowel sounds etc.)	1 ☐	2 ☐	3 ☐
Order the following activities according to their usefulness in pronunciation teaching (1-15).	1 ☐	2 ☐	3 ☐
1. Imitation and repetition: e.g. Learners listen to the teacher or to a CD and repeat, trying to imitate as closely as possible.	1 ☐	2 ☐	3 ☐
2. Phonetic alphabet: It is used by the teacher as a teaching aid.	1 ☐	2 ☐	3 ☐
3. Minimal pairs: e.g. repetition drills contrasting minimal pairs (*chip/cheap, fit/feet, bit/beat*)	1 ☐	2 ☐	3 ☐
4. Marking: Having learners mark pronunciation features in a passage of text (e.g. underline the stressed words or draw intonation arrows).	1 ☐	2 ☐	3 ☐
5. Tactile reinforcement: Having learners feel where/ how they are speaking (e.g. asking them to touch their throats while pronouncing voiced and voiceless sounds).	1 ☐	2 ☐	3 ☐
6. Interactive media: e.g. online games and animated libraries, pronunciation software	1 ☐	2 ☐	3 ☐
7. Drama and role-play: e.g. practicing and performing dialogues in pairs or groups paying special attention to pronunciation.	1 ☐	2 ☐	3 ☐
8. Visual aids: e.g. diagrams of the vocal tract, representations of how a sound is articulated	1 ☐	2 ☐	3 ☐
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12. Phonetic alphabet: It is taught in full to classes by the teacher.	1 ☐	2 ☐	3 ☐
13. Chanting: e.g. using Jazz Chants to practice rhythm.	1 ☐	2 ☐	3 ☐
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15. Mirrors: Having learners observe their own articulation in a mirror.	1 ☐	2 ☐	3 ☐
Other (Please write):	1 ☐	2 ☐	3 ☐
Rate your agreement with the following statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree 5=Strongly Agree)	1 ☐	2 ☐	3 ☐

1. There is an age-related limitation on the acquisition of native-like pronunciation.	1 ☐	2 ☐	3 ☐
2. Communicative practice is the best way to teach pronunciation.	1 ☐	2 ☐	3 ☐
3. Pronunciation teaching is often unnecessary, as most learners are able to pick up on pronunciation when frequently exposed to good input.	1 ☐	2 ☐	3 ☐
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5. The best person to teach pronunciation is a native speaker.	1 ☐	2 ☐	3 ☐
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12. The overall goal of pronunciation teaching is to help learners become more intelligible users.	1 ☐	2 ☐	3 ☐
13. Pronunciation should be taught at each level of proficiency.	1 ☐	2 ☐	3 ☐
14. While teaching pronunciation, the features which affect communication should be focused on.	1 ☐	2 ☐	3 ☐
15. Pronunciation plays a vital role in the language learning process as much as the other language skills do.	1 ☐	2 ☐	3 ☐
16. Teaching segmental features of pronunciation (consonant sounds, vowel sounds etc.) is difficult.	1 ☐	2 ☐	3 ☐
17. Teaching suprasegmental features of pronunciation (stress, intonation etc.) is difficult.	1 ☐	2 ☐	3 ☐
18. Segmental features (consonant sounds, vowel sounds etc.) are more important to teach than suprasegmental features (stress, intonation etc.	1 ☐	2 ☐	3 ☐
Read the scenarios below and write what you would be doing in these situations.	1 ☐	2 ☐	3 ☐

1)You teach 6th grades at a private school in Turkey. The 'ŋ' sound is presented in the coursebook with audio exercises. However, your students seem not to be able to hear and produce the sound in the words such as singing, dancing, king etc. They pronounce the words as they do in Turkish. What would you do? Why?	1 ☐	2 ☐	3 ☐
2) You teach 8th grades in a state school in Turkey. You have prepared some games to revise the vocabulary of unit 6 (Adventures). While playing the game, one of your students raises his hand and says that the way you've pronounced the word "archery" is different from the one he listened to on an online dictionary. When you check, you realize that you have mispronounced that word. What would you do? Why?	1 ☐	2 ☐	3 ☐
3) You realize that your students avoid speaking English because they do not sound like native speakers. They believe they need to speak native like. What would you do?	1 ☐	2 ☐	3 ☐
4) You want to teach intonation (*Falling intonation*: We have homework tonight. *Rising intonation:* We have homework tonight?) to your students. One of your students asks why they have to learn intonation saying that he finds it funny and useless. What would you do? Why?	1 ☐	2 ☐	3 ☐
5) While working as a language teacher, you attend a workshop on pronunciation teaching. You realize that you are not familiar with some terms used by speakers. How would you feel? Why?	1 ☐	2 ☐	3 ☐

Appendix 7: An Extract from the Transcriptions of the Interviews

R: Researcher

PT: Pre-service teacher

R: Öncelikle sen kendin öğrenciyken, telaffuz öğrenirken, İngilizce telaffuz öğrenirken en çok zorlandığın şeyler neler oldu sence?
PT: Şimdi...
R: Ses gitti ama?
PT: Ses…
R: Şimdi duyabiliyorum seni.
PT: Şöyle biz telaffuz adına bir eğitim almadık. Evet yani üniversite döneminde sadece bir eğitim aldık. Onun haricinde aldığımız herhangi bir telaffuz eğitimi yoktu.
R: Evet.
PT: Bu zaten başlıca bir problem oluşturdu çünkü bizim telaffuzu öğrenebilmemizin tek yolu işte…Öğretmenin okuma metinleri düzgünce okuyabilmesinden kaynaklanıyordu. Onun haricinde bir eğitim maalesef alamadık.
R: Evet.
PT: Yani aslında eğitimimizin üniversitede başladığından bahsedebiliriz.
R: Üniversitede başladığında peki nelerde zorlandın?
PT: Ya üniversitede başladığımızda ilk öncelik olarak tabi ister istemez bir aşinalığımız vardı, okuma metinlerinden, hocanın okunmasından vesaire dolayı ama şimdi biliyoruz İngilizcede yazılan kelimelerin okunuşunun bir alfabesi vardı ve bu alfabeyi öğrenmek ne kadar kolay olsa da kulağımızla birlikte bağdaştırmak o kadar da kolay olmadı. Yani burada yaşanabilecek tek sıkıntı aslında bu kısım olmuş oluyor
R: Evet, seni, yani zorlayan kısım bu hani...Fonetik alfabeyi daha önce bilmemek ve bunu…
PT: Evet, evet.
R: Kullanamamak. Tamam.
PT: Evet.
R: Peki Türkiye'de İngilizce öğrenenlerin sence yaşadığı problemler… en çok yaşadığı problemler neler? Özellikle de telaffuzla bağdaştırırsak.
PT: Tamam şöyle diyelim dili doğal yöntemleriyle öğrenmedikleri için ve bir konuşma ortamında, özellikle bu dilin ana konuşanları ile birlikte konuşmadıkları için burada, telaffuzlarında çok ciddi anlamda bir düşüş gözüküyor. Yani daha doğrusu telaffuzları doğru düzgün oluşmamış oluyor.

R: Evet.

PT: Çünkü buna maruz kalmıyorlar ve öğrendiğimiz İngilizce tamamen sahte ortamlar üzerinden üretildiği ve konuşma bazlı maalesef yapılamadığı için en büyük sıkıntıları buradan kaynaklanıyor bence. Telaffuz konusunda başka diyebileceğimiz bir durum var mı? Aklıma getirmeye çalışıyorum.

R: Yani otantik bir ortamda dili kullanmadığımız için telaffuz konusunda da problemler yaşıyorlar bundan dolayı.

PT: Ve bir de şöyle bir durumda var. Biz Türkiye'de özellikle de çok mekanik bir şekilde vermeye çalışıyoruz ve içerisinden duyguları vesaire her şeyi almaya çalışıyoruz. Halbuki dil kendi başına bir sistemin bir parçasıdır. Sadece kelimelerin eklenmiş halidir. Yoksa dil dediğimiz yapının aslında sadece kelimeler bütünü olarak değil. Ayrıyeten evrensel bir dil olduğunu da var sayıyorum ve bu evrensellik tamamen insanın mimikleri, duyguları ve bu zamana kadarki evrim sürecinde aldıkları tecrübeleri diyebiliriz. Ama ne yazık ki biz bunları öğrencilerden almaya çalışıyoruz ve diyoruz ki tamam böyle olduğunda böyle söylüyoruz, şöyle olduğunda şöyle söylüyoruz. Ve şartlanma yoluyla İngilizce öğretmeye çalışırken aslında hem telaffuzlarını, hem İngilizce düşünmelerini, hem ses tonlarını, stresslerini ve anlam boyutlarını tamamen öğrencilerden almış oluyoruz.

R: Hmm şöyle anladım: yani bizim dili öğretme şeklimiz aslında onların hem doğru telaffuzla konuşmalarına hem de iyi konuşmalarına engel oluyor.

PT: Direkt olarak, evet, engel oluyor diyebiliriz.

R: Tamam, peki, sen aldığın öğretmenlik eğitimini, pedagojik eğitimi yeterli buluyor musun telaffuz öğretmek için?

PT: Şöyle, telaffuz öğretmek için yeterli bulmuyorum çünkü telaffuz öğretmek adına üniversite açısından bize yeterince bilgi verildiğinin… verildiğini düşünmüyorum çünkü sebebi şu yönde: Üniversitede telaffuzu biz öğrendik ama telaffuz nasıl öğretilir üzerine inanın çok daha kapsamlı çalışmalar olmasını beklerdim ki olması da gerekiyordu. Ve bunun arkasında bir bilim de olması gerekiyordu. Aynı "Çocuklara nasıl yabancı dil öğretilir?" adlı bir dersin olduğu gibi, aynı şekilde telaffuz nasıl öğretilir şeklinde de olması gerektiğini düşünüyorum. Bunun… Tabi konuşma becerilerinin bir yan dalı olarak da verilebilir bu. Tabi ki sağlanabilir. Ama dediğim gibi ben şahsen yeterli bulmuyorum. Çünkü dediğimiz gibi sadece telaffuz bize gösterildi ama nasıl öğreteceğimiz çok farklı bir dünya.

CURRICULUM VITAE

Educational Background:

- Beşikdüzü IMKB Anatolian Teacher High School (2004-2008)
- Undergraduate: Middle East Technical University-ELT (2008-2012)
- Graduate: Bursa Uludag University-ELT (2019-2023)

Work Experience:

- Private Schools (2012-…)