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Turkish EFL Pre-Service Teachers' Motivation and Attitudes towards Pronunciation Instruction

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Abstract

The aim of this study was to find out Turkish EFL pre-service teachers' attitudes and motivations towards English pronunciation learning, and the most elicited components of pronunciation teaching and the ways dealing with it in the language classrooms. In order to collect data both quantitative and qualitative methods were used. For quantitative data collection Learner Attitude and Motivation (LAMP) inventory was administered on 105 pre-service teachers studying in ELT Department in a public university in Turkey, and the results were analyzed through MANOVA using SPSS statistics program. Quantitative data were collected through semi-structured focus group interviews conducted with 7 freshmen and 6 senior students. The qualitative responses were thematically categorized by two coders. The results of this study revealed that although there are no significant differences among students' motivation and attitude components, students were found to be instrumentally and extrinsically motivated to learn English pronunciation.

Key words: Attitude, motivation, pronunciation instruction, pre-service teachers.

INTRODUCTION

Studies conducted on English language pronunciation teaching so far mainly concentrated on the effect of different pronunciation techniques, the course contents, and learner strategies on pronunciation instruction (Akyol, 2013; Alghazo, 2015; Baker, 2014; Buckingham, 2015; Buss, 2013; 2015; Çakır and Baytar, 2015; Hişmanoğlu, 2012b; Kang, 2015; Mirza, 2015; Nowacka, 2012; Szyszka, 2015; Smotrova, 2015; Tejeda, Cristina, Basurto Santos, 2014; Tergujeff, 2013). However, scarcity of studies investigating the effect of affective factors such as motivation and attitude in pronunciation instruction is in evidence (Demirezen and Topal, 2015; Fotovatnia and Omid, 2013; Motallebi and Pourgharib, 2013; Sardegna, Lee and Kusey, 2015; Smemoe and Haslam, 2013). Studies conducted on these affective factors have been generally researched with the variables such as academic success and gender. Therefore, this study has been designed as a mixed method research design for the purpose of investigating the most frequent types of motivation and attitude towards English pronunciation learning among freshmen, sophomore, junior, and senior class students.

Motivation in English Language Learning

Psychologically, as an unobservable entity, motivation has been defined in various ways in the literature (Swezey, Meltzer and Salas, 1994). It has been seen as the trigger of an action that is responsible for why, how long and how hard people will continue to do the action Dörnyei (1999, 2001). Although it is hard to define this construct according to Gardner (2010), he suggested that there are some behaviors that a motivated learner demonstrates. These behaviors are effort, persistence, taking part in the activities, showing desire, self-efficacy, self-confidence, and having expectancies on achievement and failure (Gardner, 2010).

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In terms of language learning, motivation has been indicated to have a crucial role (Dörnyei 1994; Ehrman and Oxford, 1995; Gardner, 1985; Mun, 2004). The researchers have stated that motivation is both the reason and the consequence of achievement in language learning (Skehan, 1991). The strategy use of the language learners, their success on tests, and their levels of proficiency are all seemed to be affected directly by motivation (Oxford and Shearin, 1994). Furthermore, studies suggested that a learner who has high level of motivation learns a language faster and better compared to the ones who lack motivation (Gas and Selinker, 2001).

Motivation studies in the field of foreign/second language learning mostly focused on variables such as age, gender, and proficiency levels as well as integrative, instrumental, extrinsic and intrinsic factors affecting motivation. Mun's (2004) study also stated that motivational intensity is another significant factor effecting learners' achievement, as it has been found out that proficient learners have higher motivational intensity than lower proficiency levels learners.

Motivational constructs were primarily specified by Gardner (1985) as integrative and instrumental motivation. According to him integrative motivation was one's desire to be accepted as member of the target language community. Even though, this construct has been widely measured by many researchers, it has been argued that in context where English is spoken as a foreign language, it is questionable to talk about integrativeness of a learner to the community (Chen, Warden and Chang, 2005; Dörnyei, 2005; Ryan, 2006; Ushioda, 2006). The second construct identified by Gardner (1985) was instrumental motivation in which the learners is expected to have some practical reasons to learn a foreign/second language such as having a better job, etc. Apart from Gardner, Deci and Ryan (1985) proposed two new dimensions under the notion of motivation. According to them, language learners having pleasure and joy in learning a language show intrinsic motivation, while the ones who are dealing with the language learning process for the sake of an award or a punishment demonstrate extrinsic motivation.

Another study revealed that in terms of instrumental and integrative factors, female learners show higher levels of motivation compared to male language learners (Bektaş-Çetinkaya, 2009; Chalak and Kassaian, 2010; Karahan, 2007; Kızıltepe, 2000; Sayadian and Lashkarian, 2010). Lastly, a study conducted by Moskovsy and Alrabai (2009) revealed that EFL learning is more affected by instrumental motivation, ESL learning is based more on integrative motivation.

Attitudes in English Language Learning

Attitude is defined as a mental state of readiness as a result of the individual's organization of his/her experience (Allport, 1954). In other words, it requires evaluation of an object in terms of one's beliefs or opinions (Gardner, 1985). Chamber (1999) suggested that the positive reactions, beliefs and opinions that a language learner shows towards language learning makes this process easier. Furthermore, it has been also stated that students having favorable attitudes towards language learning will result in having more pleasurable time and they encouragement will increase (Gardner, 1985).

According to Fishbein and Ajzen's (1975) Social Psychological Attitudinal Model, there are three dimensions of attitudes towards foreign/second language learning: cognitive, affective and conative. Cognitive component of this model is related to language learners' beliefs and evaluations, while affective component is about feelings and emotions. Lastly, conative component of language learning, which cannot be observed overtly from the learners' behaviors, attitude includes the learners' intentions to learn a language, and their level of readiness to learn the language linguistically, intellectually and practically. Do and Schallert (2004) have stated that if language learners have positive emotions and feelings, then their attitudes have facilitative effect on their learning process, whereas their negative emotions and feelings have a debilitating effect.

Researchers have indicated that a language learner having positive attitudes towards learning a language will be better at understanding the complex structures of the target language easily (Nunan,

2000; Oxford, 1990). Also, it is stated to be having a significant role in foreign language success (Clément, Gardner and Amythe, 1978; Gardner and Lambert, 1959; Lalonde and Gardner, 1985b). Emotions and prejudices have been indicated as the important factors affecting attitudes towards learning a foreign language (Spolsky, 2000). Since these factors are invisible, Ajzen (2005) stated that attitudes of a learner can only be measurable by observing learner responses.

Studies conducted on the effect of attitudes on learning a foreign/second learning mostly concentrated on variables like achievement, motivation, age and gender. It has been widely found out that having positive attitudes towards learning a language have great effect on high level of language achievement (Abdel Hafiz; 1994; Latif, Fadzil, Bahroom, Mohammad and San, 2011; Petrides, 2006). Moreover, studies also revealed that having positive attitudes towards learning a language is positively correlated with motivation (Karahan, 2007; Üzüm, 2007). Finally, studies showed that female language learners demonstrate more positive attitudes compared to male learners (Bilgin-Cebeci, 2006).

English Pronunciation Teaching

Studies conducted on English pronunciation instruction as second or foreign language mainly focus on the methods used in the classroom to teach pronunciation (Alghazo, 2015; Buss, 2013; 2015; Baker, 2014; Foote, Trofimovich, Collins, and Urzua, 2013; Fotovatnia and Omid, 2013; Hişmanoğlu and Hişmanoğlu, 2010; Hişmanoğlu, 2012a; Mirza, 2015; Motallebi and Pourgharib, 2013; Müller, 2013; Smotrova, 2015; Sriudomkji and Sopirak, 2013; Tejada et al., 2014; Tergujeff, 2012; 2013). These studies found out that traditional techniques such as repetitions and drills like ‘repeat after me’ are the most favored method by both teachers and language learners, and immediate corrective feedback to pronunciation errors have been stated as quite useful by students. Furthermore, studies have shown that using technology to teach pronunciation has been a successful technique, which increases students’ achievement in pronunciation.

In addition to the studies focusing on methodology in the classroom, several studies have concentrated on accent, and tried to find out how students or teachers’ accents should be (Alghazo, 2015; Arboleda Arboleda, Garcés, Yicely, 2012; Buckingham, 2015; Buss, 2013; 2015; Çakır and Baytar, 2015; Coşkun, 2011; Henderson et al., 2012; Kang, 2015; Nowacka, 2012; Szyszka, 2015; Takagishi, 2012; Tergujeff, 2013). These studies revealed that having a native-like pronunciation is important, but being understood by the interlocutors has also great significance. Furthermore, British accent was mostly favored by the participants of these studies, and language learners indicated that teachers are role models for students in terms of pronunciation learning.

Finally, other research conducted in the field investigated the strategies used by language learners in learning English pronunciation (Akyol, 2013; Atlı and Bergil, 2012; Hişmanoğlu, 2012b; Smemoe and Haslam, 2013; Szyszka, 2015), students’ language awareness (Kennedy and Trofimovich, 2010; Thomson, 2013) and the content of pronunciation courses (Alghazo, 2015; Hişmanoğlu, 2012a; Derwing, Diepenbroek and Foote, 2013; Saito, 2014; Smotrova, 2015; Tergujeff, 2012). These studies suggested that language learners widely use affective, memory and active strategies, while they paid little attention to noticing strategies. Therefore, language learners try to motivate themselves for good pronunciation and do repetition activities to learn English pronunciation. It has also been revealed that students having high levels of language awareness are more successful in learning pronunciation. Lastly, the content of these pronunciation courses have mostly been found out as having primarily dealing with segmental features with the usage of IPA chart.

The recent research has shown that that very little attention was paid to the attitude and motivation of learners or teachers towards English pronunciation. There are very few studies concentrating on these issues in the field of English language teaching (Demirezen and Topal, 2015; Fotovatnia and Omid, 2013; Motallebi and Pourgharib, 2013; Sardegnia et al., 2015; Smemoe and Haslam, 2013). In terms of teachers, these studies have found out that they are motivated to enhance their English pronunciation. On the other hand, students were found to be moderately motivated to be instructed on English

pronunciation. However, technology integrated lessons have been found to be increasing student motivation, and as a result their success in pronunciation lessons. Highly motivated learners, who also have positive attitudes towards pronunciation learning, have been indicated to achieve better in these courses.

In the light of this theoretical framework, it important to emphasize the lack of studies based on affective factors such as motivation and attitude. Therefore, the aim of this study has been identified as to investigate Turkish EFL pre-service teachers' attitudes and motivations towards English pronunciation learning, and to find out the most elicited components of pronunciation teaching and the ways dealing with it in the language classrooms. The following research questions have been proposed according to these aims:

1. What types of motivation (curiosity, integrative, instrumental, and extrinsic) do Turkish EFL pre-service teachers have towards pronunciation instruction?
2. What types of attitude (cognitive, negative affect, conative, and self-efficacy) do Turkish EFL pre-service teachers have towards pronunciation instruction?
3. Is there a difference between students' attitudes and motivations towards pronunciation learning according to their classes (freshmen, sophomore, junior, and senior)?
4. What are Turkish EFL pre-service teachers' beliefs on how to teach pronunciation?

METHODOLOGY

This study has a mixed-method research design including both quantitative and qualitative data collection and analysis methods. This section includes information about participants, instruments used to gather data, the time period and procedure of data collection, and the analysis of the results.

Participants

Quantitative data were gathered from 105 university students who were studying at English Language Teaching Department in a public university (Turkey). Randomly selected 35 freshmen, 22 sophomore, 22 junior and 26 senior year students were included in this study. These students have been learning English as a second language for at least 9 years, and they have all taken Listening and Pronunciation I course at university. The course content of this lesson includes segmental and suprasegmental features, phonetics instruction and basic level phonology.

In order to collect qualitative data, 7 students among freshmen learners and 6 students among senior level students were randomly selected for the interviews. They all volunteered to participate in this study. The reason for having unequal number of students in each group was that one of the students in freshmen year came to the interviews stating that she really wants to participate in the study. Therefore, she was also included to the study. The information about these participants were presented in table 1.

Table 1. Demographic information about the participants for the qualitative study

Participants	Class/Year	Gender	Overseas Exp.	High School	English Prep Class Exp.
Participant 1	Freshmen	Female	Yes. England (15 days) & Germany (7 days)	State	No
Participant 2	Freshmen	Female	Yes. Poland, Holland, and France (2 weeks in each country)	State	Yes
Participant 3	Freshmen	Male	No	State	No
Participant 4	Freshmen	Female	Yes. Born in Germany (lived there 7 years)	State	No

Table 1. (Continued)

Participants	Class/Year	Gender	Overseas Exp.	High School	English Prep Class Exp.
Participant 5	Freshmen	Female	No	State	Yes
Participant 6	Freshmen	Female	No	State	Yes
Participant 7	Freshmen	Female	Yes. Born in Germany (lived there 12 years)	Private	Yes
Participant 8	Senior	Male	No	State	No
Participant 9	Senior	Male	No	State	No
Participant 10	Senior	Female	No	State	Yes
Participant 11	Senior	Female	Yes. Poland (As an Erasmus exchange student)	Private	No
Participant 12	Senior	Female	No	State	Yes
Participant 13	Senior	Male	No	State	No

Instruments

Data were gathered through two instruments in this study. In order to collect data for the quantitative part of the study which tries to answer the first three research questions, Learner Attitudes and Motivation for Pronunciation (LAMP) Inventory (Sardegna et al., 2015) was adopted. This inventory consists of 43 5-point Likert type items (1: Strongly disagree to 5: Strongly agree). The researchers who developed LAMP inventory identified 4 dimensions for motivation (integrative motivation, instrumental motivation, extrinsic motivation, and curiosity) and 4 (conative, cognitive, negative affect, and self-efficacy) dimensions for attitude as a result of factor analysis. A pilot test was conducted on 20 students (five freshmen, five sophomore, five junior, and five senior) and Cronbach's Alpha was found as .82, which shows that the items were reliable. Therefore, the items were not changed and the questionnaire administered to all of the participants in English. The Cronbach's Alpha was found as .84 after this administration. Apart from the 43 items in this questionnaire, students' names, gender and classes were asked. Only their classes have been taken into consideration for this study. Other information will later on be used in another study for a comparison of their grades and motivation in pronunciation courses.

The second data collection tool was a semi-structured focus group interview. Two questions were directed to the students in order to find out answers for the last research question. These two questions were;

1. Considering your own learning background, what components of English pronunciation should be taught in Turkish EFL lessons?
2. Which activities can be used to teach those components?

Focus group interview was chosen, since there are several advantages compared to the other types of interviews such as a wide range of responses can be elicited from a single session; there can be interaction between participants which decreases the effect of researcher bias; reminds participants some issues that they might have forgot; eases some people who are uncomfortable to talk; and reveals group data and interaction which is useful in data analysis (Dawson, 2002). The reason for using a semi-structured interview was that it is quite advantageous, and since the interview is flexible, it yields important information to be discussed (Dawson, 2002).

Time Period and Procedure

Quantitative data were collected during the 2015-2016 academic year, fall term. After their lessons, the students were handed out the questionnaires and asked to complete them. It took approximately 15 minutes to complete per questionnaire. In some of the classes, not all students attended that lesson on

the data collection day. For this reason, the questionnaire could be administered to only the convenient students coming to school that specific day.

Interviews were done in two sessions. First, the interview was conducted with freshmen students, and a week later with senior students. In order to record their voices, the researcher's mobile phone was used. The participants were asked to indicate their names before they start speaking, and each participant held the phone during the interview. talk.

The researcher directed both questions in both English and Turkish at the beginning and let the students think about the answers they will give for a while. When the students indicated that they were ready to talk, the research repeated the first question and the interview started. Ones who wanted to talk next, raised their hands silently. There was an interactive environment, in which students contributed to each other's ideas. The students gave their responses in their mother tongue, Turkish. The aim of conducting the interview in their mother tongue was to increase interactivity and prevent students being held from what they want to express because of language restriction.

Data Analysis

Quantitative results were analyzed through IBM SPSS version 20. Since this study includes an independent variable with four categorical groups (freshmen, sophomore, junior, and senior), and 2 independent continuous variables each having 4 dimensions (motivation - integrative motivation, instrumental motivation, extrinsic motivation, curiosity, and attitude - conative, cognitive, negative affect, self-efficacy) multivariate analysis of variance (MANOVA) was conducted to find out difference between students' attitudes and motivations towards pronunciation learning according to their classes. According to French *et al.* (2002), MANOVA is actually ANOVA with several independent variables. Furthermore, this type of analysis was used when the researcher wants to have a single overall statistical analysis on a set of variables rather than having multiple single tests, and to investigate the effect of independent variables as a pattern on the dependent variables (Carey, 1998). In order to answer first two questions and give information about the participants, descriptive statistics were conducted. The mean scores were identified.

Qualitative data were transcribed and the results were thematically coded by the researcher. While freshmen group talked about 51.56 minutes, it took 27.38 minutes to complete the interview for senior students. Although it seems that the duration of the interview were not close to each other, students in the freshmen group mostly deviated from the aim of the interview and talked about other unrelated language issues such as grammar. Therefore, the researcher and the second coder did not include those unrelated parts in the data analysis. On the other hand, senior students were more precise and talked about pronunciation only. In order to enhance the reliability of thematic coding, a second researcher from the field, who is currently working in Süleyman Demirel University (Turkey), coded the transcriptions. Braun and Clarke (2006, p.82) defined theme and stated that it "captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set." The function of thematic analysis is, then, to identify, analyze and report themes in the data by organizing and describing them in detail. Also, thematic analysis is used to interpret the aim of the research from various point of views (Braun and Clarke, 2006). As a result of thematic coding, 9 categories from freshmen students' interview and 8 categories from senior students' interview have been identified. Three of these categories for both groups are identical.

RESULTS

This section presents the results retrieved from quantitative and qualitative data analysis.

Quantitative Results

Qualitative results will be presented under the sub-titles related to the research questions. The aim of each sub-section is to answer those questions through the results of quantitative data analysis.

Motivation towards pronunciation instruction

In order to find out what types of motivation (curiosity, integrative, instrumental, and extrinsic) Turkish EFL pre-service teachers have most towards pronunciation instruction, descriptive statistics were done and mean scores were calculated. The results of data analysis were given in table 2.

Table 2. Motivation towards pronunciation instruction

Dimension of Motivation	\bar{x}	SD
Instrumental Motivation	32.41	4.89
Curiosity	18.67	3.07
Extrinsic Motivation	23.48	3.78
Integrative Motivation	13.40	3.17

The results in table 2 demonstrates that Turkish EFL pre-service teachers are mainly instrumentally motivated to pronunciation learning (\bar{x} = 32.41). It is followed by Extrinsic motivation (\bar{x} = 23.48). The statistics also revealed that these students do not seemed to be integratively motivated to learn English pronunciation (\bar{x} = 13.40).

Attitude towards pronunciation instruction

The descriptive statistics demonstrating what types of attitude (cognitive, negative affect, conative, and self-efficacy) Turkish EFL pre-service teachers have most towards pronunciation instruction are presented in table 3.

Table 3. Attitude towards pronunciation instruction

Dimension of Attitude	\bar{x}	SD
Self- Efficacy	15.43	2.45
Negative Affect	14.64	4.02
Cognitive	20.48	3.04
Conative	13.20	2.72

It can be seen in table 3 that students mostly have cognitive attitudes towards English pronunciation learning (\bar{x} = 20.48). In other words, students mostly take the linguistic, intellectual and practical values of learning English pronunciation. These pre-service teachers' behavioral intentions and action readiness toward English pronunciation learning found to be lower than other dimensions of attitude (\bar{x} = 13.20).

Distribution of attitude and motivation levels according to classes

In order to find out whether there is a significant difference between students' attitudes and motivations towards pronunciation learning according to their classes (freshmen, sophomore, junior, and senior) MANOVA analysis was conducted. The results of this statistical analysis for motivation levels are presented in table 4. The distribution of attitude levels according to classes are presented in table 5.

Table 4. Distribution of motivation levels according to classes

Variable	Freshmen			Sophomore			Junior			Senior			F	η^2
	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD		
Instrumental Motivation	35	31.74	4.55	22	33.54	6.23	22	32.45	4.64	26	32.34	4.32	.60	.612
Curiosity	35	17.88	2.75	22	18.95	4.14	22	19.63	3.01	26	18.69	2.29	1.56	.202
Extrinsic Motivation	35	23.54	3.37	22	24.22	2.95	22	22.77	3.95	26	23.38	4.75	.54	.653
Integrative Motivation	35	13.62	2.87	22	13.18	3.95	22	13.40	3.29	26	13.30	2.88	.10	.960

The results in table 4 show that there is no significant difference between classes' types of motivation towards learning English pronunciation [Wilk's Lambda= 0.88, $F(12, 259, 57)= 1.04$, $\eta^2= 0.41$, $p>.01$]. However, we can read from the table that sophomore students have slightly higher level of instrumental and extrinsic motivation compared to other classes. In terms of curiosity, this level is slightly higher in junior students.

Table 5. Distribution of attitude levels according to classes

Variable	Freshmen			Sophomore			Junior			Senior			F	η^2
	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD		
Self-Efficacy	35	14.91	2.60	22	16.04	2.10	22	15.86	2.18	26	15.26	2.67	1.25	.295
Negative Affect	35	14.80	4.07	22	14.31	4.15	22	14.18	3.47	26	15.11	4.43	.27	.844
Cognitive	35	20.31	3.02	22	20.90	3.05	22	21.50	2.26	26	19.50	3.43	1.95	.125
Conative	35	13.62	2.28	22	13.09	3.19	22	13.40	2.40	26	12.53	3.10	.85	.470

The results in table 4 show that there is no significant difference between classes' types of attitudes towards learning English pronunciation [Wilk's Lambda= 0.87, $F(12, 259, 57)= 1.14$, $\eta^2= 0.04$, $p>.01$]. On the other hand, results show that sophomore students have slightly higher levels of self-efficacy and cognitive attitudes towards pronunciation instruction compared to other classes. Furthermore, a slight difference can also be observed in the level of cognitive attitudes and negative affects which are a bit higher in senior students.

Qualitative Results

The results of qualitative data analysis showed that even though students tried to give responses to the interview questions directed to them, they added some other ideas other than the content of pronunciation courses and how this content can be conveyed in English pronunciation lessons. As a result of the data analysis of freshmen students' semi-structured focus group interview 9 categories were identified, and from senior students' interviews 8 categories were found out. However, 3 of these categories in each group were identical:

1. Pronunciation teaching should start at the early stages of foreign language learning.
2. Students should be exposed to English language through songs, television series and movies, which make the learning process more enjoyable.
3. Having good pronunciation is positively correlated with having self-confidence.

Both freshmen and senior students stated that International Phonetic Alphabet should be taught in the lessons. However, there was a difference between groups in terms of how and whom IPA should be taught to. The rest of freshmen students' categories are;

1. IPA should be taught to students as well as phonetics instruction.
2. Fossilized pronunciation errors should be corrected, not ignored.
3. Teachers should focus not only the errors occurring because of the language differences, but other English mispronounced words as well.
4. Interaction between native or native-like interlocutors is necessary.

5. Having language awareness in pronunciation in mother tongue effects positively the success in having good pronunciation in English.
6. Motivation is effective in the achievement of foreign language pronunciation.

The rest of senior students' interview results are;

1. IPA should be taught to adult learners only, whose jobs should be taken into consideration as well.
2. Being understood by the interlocutors is more important than having a native like accent.
3. Traditional methods such as repetitions and drills should not be used to teach pronunciation, but they are still observing these techniques in their observation schools.
4. Technology could be used in order to catch students' attention, since we are in a technological era.
5. Corrective feedback can be provided to students' pronunciation errors through role-play activities.

DISCUSSION and CONCLUSION

One of the aims of this research paper was to investigate the type of motivation that Turkish EFL pre-service teachers have most towards pronunciation instruction. Data analysis results revealed that these participants are mainly instrumentally and extrinsically motivated towards learning English pronunciation. Furthermore, these students are going to be English language teachers and they need to use the language for the purpose of having a better job, which is also another aspect of instrumental motivation (Gardner, 1985). Moreover, they are still having lectures at university and presenting some lessons to their lecturers. They are still being corrected, and to have good grades, these students may feel the urge to enhance their English pronunciation, which can be the reason for them to be extrinsically motivated (Deci and Ryan, 1985).

Another aim of this study was to find out the attitudes of Turkish EFL pre-service teachers towards the teaching of English pronunciation. The results showed that the participants have mostly cognitive attitudes, which means these students consider learning English pronunciation to be beneficial for them and give high values to it (Fishbein and Ajzen, 1975). Qualitative results also support this finding. Both freshmen and senior students stated that having good pronunciation yields to having self-confidence. Therefore, in order to feel confident in their speeches, these pre-service teachers may think that enhancing English pronunciation is useful. On the other hand, students show lower levels of conative attitude, so it can be stated that even though these students believe in the usefulness of learning pronunciation, they are not really intended and ready to do so (Fishbein and Ajzen, 1975).

The third aim was about the differences in attitudes and motivations of these students according to their classes. The results revealed that there was no significant difference. The purpose of all these students is to be English language teachers; therefore, that is why they have similar motivations and attitudes regardless of their classes. When the slight differences in the mean scores examined, sophomore students were found to be more instrumentally and extrinsically motivated, and have higher levels of self-efficacy and cognitive attitudes. Also, junior students were found to be slightly more curious about pronunciation learning. The reason for these results may be because they are more frequently dealing with micro-teaching activities in the classroom and having more frequent feedback in terms of their pronunciation from their lecturers. Also, these students have not been exposed to the real teaching environment, yet. Therefore, their motivation and attitudes were a bit higher than senior students. Furthermore, senior students showed negative attitudes towards pronunciation instruction a bit higher than the other classes. This may be the result of the traditional techniques used in their observation schools. As these students also stated in their interviews that being able to be understood is more important than having a good accent. Also, these students may feel anxious about their own pronunciation, because after a short period of time they will be in the classrooms teaching English. However, further research on anxiety and pronunciation learning is needed to support this idea.

Finally, to answer the last research question, semi-structured focus group interviews were conducted with freshmen and sophomore students. Although they had a consensus on basic issues such as the starting point of pronunciation instruction, exposure to the target language, and self-confidence, two groups touched upon different ideas. Freshmen students most frequently talked about the benefits of having phonetics lesson and learning IPA. The reason for them to concentrate mainly on these topics can be that they are currently dealing with these issues in their Listening and Pronunciation courses. As most of them indicated that they came across to this type of content at university, and previously they had no idea about these things. These new awareness on these topics may have affected the way look at pronunciation teaching. Moreover, these students suggested that teachers should not only focus on the sound differences between mother tongue and target language, but also the other problematic sounds as well as fossilized pronunciation errors. Demirezen and Topal's (2015) study suggested that fossilized pronunciation errors can be overcome with the help of innate abilities in mother tongue. This results also supports freshmen students' statement in the interview. They indicated that English pronunciation achievement is affected by having language awareness in pronunciation in the mother tongue. In terms of motivation, these students indicated that being motivated enhances the achievement in English pronunciation, which is in line with the results from the literature (Demirezen and Topal, 2015; Fotovatnia and Omidi, 2013; Motallebi and Pourgharib, 2013; Sardegna et al., 2015; Smemoe and Haslam, 2013).

The interviews of senior students revealed categories which can be associated with the effect of observations on these pre-service teachers. According to these students traditional methods should not be used in the classrooms. They indicated that these techniques are not useful anymore, since technology is effecting the way of students' learning. They suggested that more technology should be integrated to teach pronunciation, and instead of teaching IPA to all language learners, their speech could be made comprehensible for the interlocutors with the help of enjoyable tasks such as watching motives or listening to songs. The findings of the studies also support the effectiveness of technology integrated pronunciation teaching (Fotovatnia and Omidi, 2013; Motallebi and Pourgharib, 2013; Sriudomkji and Sopirak, 2013). Furthermore, one of the senior students suggested using role-plays to provide corrective feedback the students' errors. This could be suggested by this student, since the findings of Foote *et al.* (2013) suggested that this technique is widely favored by teachers.

In conclusion, this study tried to investigate the motivation and attitudes towards pronunciation instruction in Turkish ELT context with pre-service students. Although the results suggested no significant difference among classes in terms of motivational and attitudinal factors, students were found to be instrumentally motivated to learn English pronunciation. Furthermore, the qualitative analysis revealed contributive results for teachers, who can consider using more modern and enjoyable techniques to teach pronunciation to their students. Furthermore, textbook and curriculum designers can consider dealing with pronunciation at younger stages providing teachers with rich materials and activities.

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