

EFL INSTRUCTORS' KNOWLEDGE, BELIEFS, AND CLASSROOM PRACTICES REGARDING PRONUNCIATION IN TÜRKİYE*

YABANCI DİL OLARAK İNGİLİZCE OKUTMANLARININ TÜRKİYE'DE TELAFFUZA İLİŞKİN BİLGİLERİ, İNANÇLARI VE SINIF İÇİ UYGULAMALARI

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ABSTRACT: The present study investigated EFL instructors' perspectives and practices regarding pronunciation. Ninety-five EFL instructors from 25 different universities in Türkiye participated in the online survey study. The results showed that most instructors lacked proper training in teaching pronunciation. While many of the participants believed in the importance of teaching pronunciation in SLA, they allocated limited class time to it. They relied heavily on textbooks for teaching pronunciation. In teaching pronunciation, instructors aimed at making learners intelligible rather than eliminating their accents, and therefore they tended to correct pronunciation errors that negatively affect intelligibility. However, pronunciation was frequently ignored in the assessment by most instructors. Considering the findings, the study has implications for the inclusion of pronunciation in textbooks and curricula more intensively and effectively. The findings also reveal that there is a need for improved training programs for EFL instructors on pronunciation.

Anahtar sözcükler: EFL, L2 pronunciation, SLA

ÖZ: Bu çalışma, İngilizce öğretmenlerinin telaffuzla ilgili bakış açılarını ve uygulamalarını araştırmıştır. Çevrimiçi anket çalışmasına Türkiye'deki 25 farklı üniversiteden 95 İngilizce öğretmeni katılmıştır. Sonuçlar, çoğu öğretmenin telaffuz öğretimi konusunda uygun eğitimden yoksun olduğunu göstermiştir. Katılımcıların birçoğu telaffuz öğretiminin ikinci dil edinimindeki önemine inanmakla birlikte, bu konuya sınıfta sınırlı zaman ayırmışlardır. Telaffuz öğretimi için büyük ölçüde ders kitaplarına güvenmişlerdir. Telaffuz öğretiminde öğretmenler, öğrencilerin aksanlarını ortadan kaldırmak yerine anlaşılır hale getirmeyi amaçlamış ve bu nedenle anlaşılabilirliği olumsuz etkileyen telaffuz hatalarını düzeltme eğiliminde olmuşlardır. Bununla birlikte, telaffuz çoğu öğretmen tarafından değerlendirmede sıklıkla göz ardı edilmiştir. Bulgular göz önünde bulundurulduğunda, çalışma, telaffuzun ders kitaplarına ve müfredata daha yoğun ve etkili bir şekilde dahil edilmesi için çıkarımlarda bulunmaktadır. Bulgular ayrıca, İngilizce öğretmenleri için telaffuz konusunda geliştirilmiş eğitim programlarına ihtiyaç olduğunu ortaya koymaktadır.

Keywords: Yabancı dil olarak İngilizce,, ikinci dil telaffuzu, ikinci dil edini

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GENİŞLETİLMİŞ ÖZET

Giriş

Telaffuz, şüphesiz yabancı dilde iletişimsel yeterliliğin önemli bir gereğidir. Ayrıca iletişim kopukluklarına, sosyal sınıflandırmaya, sosyo-fonetik ayrımcılığa ve dilsel gruplar arası önyargılara en sık neden olan dil alanıdır (Birney vd., 2020; Formanowicz & Suitner, 2019; Hansen, 2019; Roessel vd., 2019). İngilizcenin tüm dünyada en popüler ikinci dil olarak uluslararası rolü, son zamanlarda yabancı dil öğretimi araştırmacılarını, kabul edilebilir telaffuz normu olarak anadil benzeri doğruluktan ziyade uluslararası anlaşılabilirliği tartışmaya yöneltmiştir (Derwing ve Munro, 2015). Yıllar süren ihmalin ardından, ikinci dil telaffuzuyla ilgili sorunlar, son yıllarda ikinci dil edinimi araştırmacılarının ilgisini yeniden uyandırmaktadır.

1990'lara kadar ikinci dil telaffuz öğretimi üzerine yapılan araştırmalara bakıldığında çoğunun kanıta dayalı olmaktan uzak olduğu görülmektedir. Bu çalışmalar çoğunlukla görüş makalelerini, metodoloji kılavuzlarını ve öğretim materyallerini içermektedir (Kennedy & Trofimovichi 2017; Murphy & Baker, 2015). Son yıllarda, pedagojik yaklaşımlar (örn., Couper, 2011; Saito, 2013, 2015; Saito ve Lyster, 2012), telaffuz modelleri ve pedagojik normlar (örn., Buckingham, 2014; Drewelow ve Theobald, 2007; Lintzerberg, 2014; Zhang, 2013), pedagojik hedefler (örn. Jenkins, 2000; Saito vd., 2015, 2016), öğretimsel müdahaleler (örn., Lee vd., 2015; Saito, 2012; Thomson ve Derwing, 2015) ve teknoloji (örn., Motohashi-Saigo ve Hardison, 2009; Thomson, 2011) en çok araştırılan konular olarak öne çıkmaktadır.

Ayrıca, yabancı dil öğrencilerinin anlaşılır telaffuzunu teşvik etmede öğretimsel müdahalelerin önemine yapılan vurgu nedeniyle, bazı araştırmalar dikkatini öğretmenin rolüne kaydırmıştır. Giderek artan sayıda bilim insanı, Brezilya (Buss, 2016), Polonya (Czajka, 2014), Kanada (Breitkreutz vd., 2001; Burgess ve Spencer, 2000; Foote vd., 2011; Foote vd., 2016), Finlandiya (Tergujeff, 2012), Avustralya (Macdonald, 2002) ve Amerika Birleşik Devletleri (Huensch, 2019) dahil olmak üzere çeşitli bağlamlarda ikinci dil öğretmenlerinin telaffuz öğretimine ilişkin resmi eğitim geçmişlerini, bilişleri, inançları ve sınıf uygulamalarını, özgüven ve becerilerini araştırmıştır. Ancak, Türkiye bağlamında öğretmen odaklı telaffuz araştırması Üstünbaş (2018) ve Yağız (2018) ile sınırlıdır. Bu nedenle Türkiye'deki öğretmenlerin telaffuza ilişkin bilgi ve öğretim uygulamalarına ilişkin bilgilerimiz hâlâ sınırlıdır.

Amaç

Çalışma, Türkiye'deki yabancı dil olarak İngilizce öğretmenlerinin telaffuz hakkındaki bakış açılarını ve sınıf uygulamalarını derinlemesine anlamayı amaçlamaktadır. Öğretmenlerin İngilizce telaffuz hakkındaki alan ve pedagojik bilgilerinin ve bu bilgilerin onların inanç ve uygulamalarıyla ilişkilerinin araştırılması, öğretmenlerin telaffuza yönelik alan bilgilerini geliştirmek adına faydalı olabilir.

Yöntem

Araştırma kesitsel anket çalışması olarak tasarlanmıştır. Katılımcıların telaffuz ve telaffuz öğretimine ilişkin bilişleri, inançları ve uygulamaları hakkında bilgi ve içgörü elde etmek amacıyla veri toplamak için açık ve kapalı uçlu maddeler içeren çevrimiçi bir anket kullanılmıştır.

Bulgular

Çalışmanın bulguları dikkate değer sonuçlar ortaya koymaktadır. Bunlardan ilki, Türkiye'deki öğretmenlerin önemli bir çoğunluğunun telaffuz öğretimi konusunda yeterli eğitimden yoksun olduğudur. İkinci olarak, öğretmenler arasında telaffuz öğretimi için ders kitaplarına ciddi bir bağımlılık vardır. Katılımcıların telaffuz öğretiminde ek materyallerden sınırlı olarak faydalandıkları ve ders zamanlarının nispeten küçük bir kısmını telaffuza ayırdıkları görülmektedir. Telaffuz öğretiminde hem öğretmenler hem de öğrenciler için en büyük zorluğu parçalar üstü yönler oluşturmaktadır. Anlaşılabilirlik, dil etkinliğinin doğası ve amacının yanı sıra, öğretmenlerin öğrenci hatalarını düzeltme davranışlarını etkileyen en temel faktördür. Ne yazık ki telaffuz, öğrenci dil yeterliliğini değerlendirme süreçlerinde ciddi şekilde göz ardı edilmektedir. Öğretmenlerin çoğunluğu telaffuzu İngilizce müfredatlarına ve sınıflarına entegre etmenin çok önemli olduğunu ve buna ulaşmak için ise iletişimsel pratiğin en tercih edilen yöntem olduğunu düşünmektedir. Katılımcılar genel olarak güçlü bir aksanın İngilizceyi ikinci dili konuşanlara karşı ayrımcılığa yol açabileceğini kabul etse de başarılı iletişimi anadil aksanına ulaşmaktan daha öncelikli

görmektedir. Sonuç olarak, birçok eğitimci, öğrencilere rahat ve anlaşılır iletişim kurma becerisini kazandırmayı amaçlamaktadır. Ayrıca çalışma, ana dili İngilizce olmayan eğitimcilerin de telaffuzu etkili bir şekilde öğretebileceğini öne sürmektedir. Son olarak, İngilizce eğitimcileri dil öğrenenlerin telaffuz becerilerini kazanmaları için kritik bir dönem olduğunu düşünse de çaba ve ana dili İngilizce olan kişilerle amaçlı etkileşimin telaffuz gelişiminde kritik bir role sahip olduğunu düşünmektedirler.

Tartışma & Sonuç

Bu sonuçların ders kitabı ve müfredat tasarımcıları, öğretmen yetiştiricileri ve telaffuz araştırmacıları için doğrudan etkileri vardır. İlk olarak, eğitimcilerin telaffuz öğretimine dair uygulamalarında ağırlıklı olarak ders kitaplarına bağlı kalma eğiliminde olması ve etkili telaffuz eğitimi için ek materyallere başvurmadaki isteksizliklerinin bir sonucu olarak, ders kitaplarının çeşitli telaffuz etkinliklerini sistematik ve amaçlı olarak sunmasına ihtiyaç vardır. İkinci olarak, İngiliz dili eğitimi programlarındaki fonetik ve fonoloji dersleri, öğretmen adaylarına İngilizce ses sistemi hakkında temel alan bilgisi sağlamak açısından çok önemlidir. Ancak, gelecekteki öğretim uygulamalarında telaffuzu etkili bir şekilde öğretmek ve değerlendirmek için onları pedagojik bilgiyle donatmak da aynı derecede önemlidir. Bu nedenle öğretmen yetiştirme programları, etkili telaffuz öğretimini desteklemek adına hem teorik hem de pratik bilgileri içermelidir. Son olarak, eğitimciler anlaşılır telaffuzu olumlu ve olumsuz etkileyen faktörlere ilişkin ampirik kanıtlara erişime ve bu bulguları kendi öğretim uygulamalarına nasıl entegre edeceklerine dair rehberliğe ihtiyaç duymaktadırlar. Telaffuz alanında daha fazla araştırma yapılması ve araştırma bulgularının eğitimcilerle paylaşılması, telaffuz eğitimi ve öğreniminin iyileştirilmesi için çok önemlidir.

INTRODUCTION

Pronunciation is undoubtedly an important aspect of communicative competence. Besides, it is the linguistic area that most often causes communication breakdowns, social categorization, socio-phonetic discrimination, and linguistic intergroup bias (Birney et al., 2020; Formanowicz & Suitner, 2019; Hansen, 2019; Roessel et al., 2019). The international role of English as the most popular second language (L2) all through the world has recently led English language teaching (ELT) researchers to argue for international intelligibility over native-like accuracy as the norm for acceptable pronunciation (Derwing & Munro, 2015). After years of neglect, issues related to L2 pronunciation have re-aroused the widespread interest of SLA researchers in recent decades.

Until the 1990s, most research conducted on L2 pronunciation instruction was far from being evidence-based. They mainly included position papers, methodology guides, and instructional materials (Kennedy & Trofimovichi 2017; Murphy & Baker, 2015). More recently, a variety of topics regarding pronunciation instruction, including pedagogical approaches (e.g., Couper, 2011; Saito, 2013, 2015; Saito & Lyster, 2012), pronunciation models and pedagogical norms (e.g., Buckingham, 2014; Drewelow & Theobald, 2007; Lintzerberg, 2014; Zhang, 2013), pedagogical goals (e.g., Jenkins, 2000; Saito et al., 2015, 2016), instructional interventions (e.g., Lee et al., 2015; Saito, 2012; Thomson & Derwing, 2015), and technology (e.g., Motohashi-Saigo & Hardison, 2009; Thomson, 2011) have been investigated through research.

Due to the current emphasis on the importance of instructional interventions in promoting L2 learners' intelligible pronunciation, some further research has shifted its attention to the role of the teacher. An increasing number of scholars have explored L2 teachers' self-confidence and skills; their cognition, beliefs, and classroom practices; and formal training backgrounds in teaching pronunciation in a variety of contexts, including Brazil (Buss, 2016), Poland (Czajka, 2014), Canada (Breitkreutz et al. 2001; Burgess & Spencer, 2000; Foote et al., 2011; Foote et al., 2016), Finland (Tergujeff, 2012), Australia (Macdonald, 2002) and the United States (Huensch, 2019). However, to the researcher's knowledge, teacher-oriented pronunciation research in the Turkish context is limited to Üstünbaş (2018) and Yağız (2018). Therefore, we still have limited understanding about the knowledge and instructional practices of teachers in Türkiye regarding pronunciation. This cross-sectional survey study aims to address the existing gap and promote a deeper understanding of EFL instructors' perspectives and classroom practices about pronunciation in Türkiye. An exploration into instructors' content and pedagogical knowledge about English pronunciation and how this knowledge relates to their beliefs and practices may be beneficial for improving teacher training for pronunciation.

LITERATURE REVIEW

Pronunciation has recently attracted a growing number of instructed second language acquisition (ISLA) researchers' attention, although to a lesser extent than other linguistic areas. Indeed, between the 1970s and 1980s, pronunciation was a crucial aspect of SLA research and instruction. Under the heavy influence of behaviorist theories of learning, the majority of research applied contrastive analysis by exploring the similarities and differences between native language and target language pronunciations. Pronunciation instruction involved repetition of drills and memorization of set phrases and sentences with a focus on correct production without much attention to the meaning. With the emergence of the critical period hypothesis, many scholars lost their interest in pronunciation with the belief that there was not much to do to promote improvement in pronunciation, especially with adult L2 learners. Also, communicative language teaching (CLT) contributed to the scarcity of research and instruction on L2 pronunciation, sparking the idea that learners could acquire pronunciation through input alone.

With the wide acceptance of Schmidt's (1990) noticing hypothesis by SLA theorists, some scholars started to think over the possibility of improving L2 learners' perception and production of pronunciation and improving their overall intelligibility (Derwing et al., 1998). The renewed emphasis on pronunciation in research has promoted new teacher resources with pronunciation activities and study materials designed for standalone pronunciation classes (Foote et al., 2011). In the light of these developments, teacher-oriented pronunciation studies have flourished, and many scholars have explored teachers' beliefs in acquisition and teaching of L2 pronunciation, attitudes towards incorporating it into the curriculums, background education and training on pronunciation, and classroom practices (see Breitzkreutz et al. 2001; Burgess & Spencer, 2000; Buss, 2016; Czajka, 2014; Foote et al., 2011; Foote et al., 2016; Huensch, 2019; Macdonald, 2002; Tergujeff, 2012).

The literature on the teaching of L2 pronunciation highlights the importance of teachers having a profound cognition of L2 pronunciation, a deep understanding of L2 learners' needs, objectives, and challenges for learning pronunciation, and basic skills in selecting appropriate materials and activities (Kennedy & Trofimovich, 2017). However, research on teacher beliefs about pronunciation revealed diverging results. A considerable number of studies indicated that most L2 teachers were not aware of the significance of instructional interventions in developing L2 learner's pronunciation, and they were unwilling to teach it (Baker, 2011; Foote et al., 2011). For instance, in the Australian context, Macdonald (2002) investigated the reasons behind the challenges ESL teachers encounter when it comes to teaching pronunciation, as well as their reluctance to integrate it into their teaching. The findings exposed three significant factors that discourage educators from enhancing their proficiency and understanding of pronunciation: the minimal focus on pronunciation within curricular guidelines, the scarcity of appropriate and top-notch materials, and the absence of a structured framework for evaluation.

In one of the earliest attempts, Burgess and Spencer (2000) explored instructors' teaching practices and attitudes towards pronunciation instruction in the United Kingdom. The participants reported having integrated pronunciation into their L2 instruction. Besides, the study revealed that although considering suprasegmental aspects (i.e., more extensive elements of pronunciation such as stress and intonation) important, instructors found them challenging to teach.

In another study, Breitzkreutz et al. (2001) found that Canadian teachers considered pronunciation important. Besides, they were interested in teaching it; however, they had low levels of confidence and formal education in this area. They favored segmental (i.e., individual phonemic sounds) and suprasegmental instruction equally. They desired to have more training opportunities on pronunciation instruction and pronunciation-oriented curriculums and resources. In a similar study with teachers coming from different European countries, Henderson and colleagues (2012) discovered that teachers lacked sufficient training in teaching pronunciation. Yet, they found themselves reasonably competent in their knowledge about L2 pronunciation and skills in teaching it. In line with Henderson and colleagues, Yağız (2018) unveiled that EFL teachers in the Turkish context displayed a moderate level of self-assurance regarding their grasp of English pronunciation. They did not perceive a requirement for specialized training in teaching and evaluating pronunciation.

Buss (2016) also conducted research into the beliefs and practices of Brazilian EFL instructors regarding pronunciation. Her discoveries pointed out that these instructors in Brazil regarded pronunciation teaching as significantly important and held generally favorable attitudes toward it. For most, the primary goals for pronunciation instruction were intelligibility and comprehensibility, rather than achieving a reduction in foreign accents. The participants in the study disagreed with the notion that a native speaker was the optimal choice for teaching pronunciation. Moreover, there was a trend towards thinking that native speech didn't necessarily have to serve as the model for pronunciation instruction. Buss's findings further

highlighted that only 28.3% of the respondents had undergone specific training in teaching pronunciation, while the vast majority (83.3%) had taken courses in English phonetics and phonology. A small percentage (5%) had received no training in teaching pronunciation. In line with the outcomes of other studies, even though most lacked specialized training in the field, the instructors felt relatively confident and comfortable teaching pronunciation. However, they did express a need for more training in this area. Research on the effectiveness of instruction and corrective feedback in improving students' pronunciation demonstrated a positive impact on the intelligibility and comprehensibility of L2 speakers (Couper, 2006).

Consequently, numerous existing studies in the broader literature have scrutinized teachers' classroom practices. Despite evidence suggesting that knowledge of suprasegmentals enhances intelligibility and comprehension (Derwing et al., 1998; Hahn, 2004), the teaching focus in L2 classrooms heavily leaned toward segmental features (Baker, 2011; Burgess & Spencer, 2000; Buss, 2016; Foote et al., 2011; Tergujeff, 2012; Yağız, 2018). Teachers demonstrated a distinct inclination to concentrate on individual phonemic sounds, particularly those posing difficulties, often neglecting suprasegmental features entirely.

In addition, studies looking at the relationship between teachers' perspectives and classroom practices emphasized the discrepancy between the two. For instance, teachers considered accurate pronunciation necessary for successful communication between interlocutors and highly valued pronunciation instruction. However, most of them were insufficient and inadequately motivated to teach pronunciation, and they rarely devoted time for pronunciation instruction and practice (Szyszka, 2016; Yağız, 2018; Foote et al., 2011; Foote et al., 2016). In other words, their awareness was not reflected in their actual in-class teaching.

THE PRESENT STUDY

This current research delves into the extent and methods by which pronunciation is integrated into L2 curricula, as well as the preferred instructional approaches of EFL instructors in teaching pronunciation. The study also seeks to delve into the educational backgrounds and convictions of these EFL instructors concerning pronunciation and its instruction. With these objectives in mind, the study addresses the subsequent research questions:

1. What pedagogical training in pronunciation do EFL instructors in Türkiye have?
2. What are the reported classroom practices of EFL instructors in Türkiye regarding pronunciation?
3. What are the beliefs of EFL instructors in Türkiye towards the teaching of pronunciation?
4. What are the beliefs of EFL instructors in Türkiye towards the learning of pronunciation?

METHOD

The study was structured as a cross-sectional survey study. It employed an online questionnaire, including open- and close-response items for data collection with the intent of gaining information about and insights into participants' cognitions, beliefs, and practices regarding pronunciation and teaching of pronunciation.

Participants

Respondent self-selection sampling was utilized to collect data. 1,476 instructors working at intensive English programs in 25 different universities in Türkiye were contacted through e-mail and invited to participate. Of these instructors, 95 responded the online survey with a return rate of 6.43%.

Table 1.

Mean, standard deviation, and range of respondent ages and years of teaching at the tertiary level

	n	M	SD	Min.	Max.
Age	95	37.48	6.76	24	53
Years teaching	95	12.37	6.34	1	30

Instructors' formal certification in EFL teaching and the type of their institutions are demonstrated in Table 2.

Table 2.

Instructors' formal certification in EFL teaching and the type of institution

Baseline characteristic	<i>n</i>	%
BA program graduated		
English Language Teaching	67	70.5
English Language and Literature	18	18.9
American Language and Literature	3	3.2
Translation Studies	3	3.2
Linguistics	3	3.2
Other	1	1.1
Highest level of education		
BA	6	6,3
MA student	12	12,6
MA	30	31,6
PhD student	37	38,9
PhD	10	10,5
Institutions		
Private	19	20
Public/State	76	80
Total	95	100

Data Collection Tools

Data for the study were gathered through an online survey adapted from Huensch (2019) (see Appendix 3). The survey included four sections and 69 to 74 questionnaire items (depending on follow-up responses). Section 1, respondent background information, included seven questions about participants' demographics, institutions, and educational backgrounds. The remaining sections included questions about pronunciation and (2) classroom practices and assessment (questions 9-45), (3) teaching beliefs (questions 46-65), and (4) learning beliefs (questions 66-74).

Data Collection Procedure

The survey was uploaded on a file-sharing platform, *Google Forms*, and accessed through the URL, which was shared with all participants via e-mail. On the opening page of the survey, participants were informed about the nature of the study, such as the objectives, data collection tools and procedure, its voluntary basis, rights to withdraw from the study, and privacy and confidentiality. An informed consent form was posted on the same page.

Data Analysis

In the present study, open-response and closed-response items were analyzed separately. For the data analysis, summary report provided by *Google Forms* was examined. The report presented counts and percentages of responses for each question. Following that, Likert-type responses were categorized into more general groups, and visual representations in the form of figures and tables were generated.

For the analysis of closed-response items, the Statistical Package for Social Sciences software (SPSS), version 25.0, was employed. Moreover, a content analysis was carried out to examine the open-ended items within the questionnaire (Creswell & Poth, 2018). The researcher read comments multiple times, identified recurring topics, and assigned codes. One additional coder analyzed the codes in 15 randomly selected participant responses independently to ensure the consistency of placing codes into themes. A 94% agreement between the researcher and the coder indicated a high level of intercoder agreement (see Creswell, 2016). The lists were re-examined for the 6% discrepancy between the coders, and coder discrepancies were discussed and solved. These codes were aggregated into overarching categories, and the frequency of mentions for each code or category was tallied to compute percentages.

RESULTS

The following sections present the key findings of the current study in line with the research questions.

Formal Pronunciation Training

The primary objective of the initial research question was to examine the kind of pedagogical training in pronunciation that EFL instructors in Türkiye had undergone. Figure 1 illustrates the transformation of frequency counts into percentage values, representing the distribution of participants' pronunciation training. Among the respondents, 35% indicated that they had studied pronunciation as part of a broader Foreign Language Teaching Education or linguistics course, while 30% had engaged in a linguistics course encompassing phonetics and phonology. Merely 15% had completed a dedicated course specifically focused on teaching pronunciation. The remaining participants disclosed either a combination of linguistics courses and a pedagogical pronunciation course (10%) or sporadic attendance at workshops during conferences (10%).

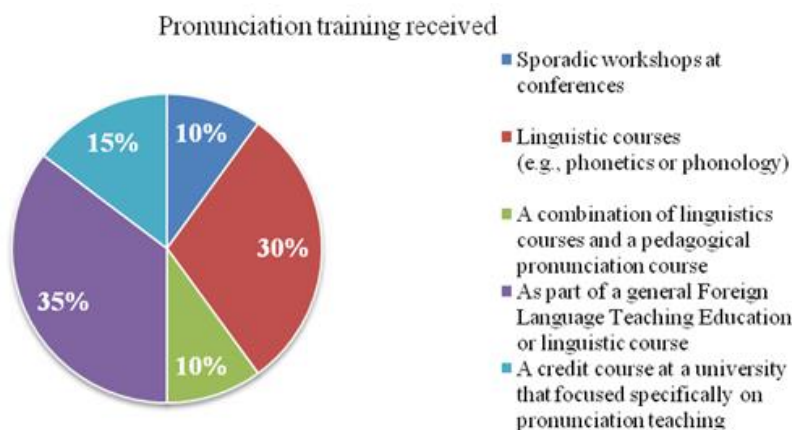


Figure 1. Types of pronunciation training received by EFL instructors in Türkiye

Three items in the survey also explored respondents' willingness to receive any training on pronunciation teaching, their confidence in their background knowledge, and the presence or lack of prior training opportunities. Despite reporting feeling adequate (71%) and confident (51%) in their background knowledge to teach pronunciation, respondents wished for more training opportunities in teaching pronunciation (64%).

EFL Instructors' Classroom Practices Regarding Pronunciation

The second research question examined the instructional strategies employed by EFL instructors in Türkiye concerning the allocation of time for pronunciation instruction, the difficulties encountered by their students, the utilized course materials, approaches to error correction, and the methods of assessment.

When asked about their ability to teach pronunciation, approximately half of the participants reported being competent in teaching pronunciation (52%). The majority of the respondents reported including pronunciation in their classes (65%). Only 17% felt nervous about teaching pronunciation. Sixty-eight percent of the respondents felt comfortable teaching segmental aspects, while 44% felt comfortable teaching suprasegmentals. More than half of the instructors wished for teaching more pronunciation in their classes (52.7%).

The mean of the hours respondents spent teaching English in the classroom per week was 17.08 (SD=6.48). After analyzing the time dedicated to teaching pronunciation within the classroom setting, a majority of instructors indicated that they spent 15 minutes or less per week on pronunciation instruction (71%). (See to Figure 2 for comprehensive data.)

Participants were asked to share the most significant pronunciation challenges encountered by their students. A total of seventy-one instructors responded to this question. The prevailing response highlighted concerns related to suprasegmental element., such as stress, intonation, rhythm, as the most significant challenges. Some other common difficulties the instructors listed were fossilized errors, loan words (i.e., hamburger, pilot, sandwich), some individual sounds (i.e., silent letters, diphthongs, bilabials, interdental, epenthesis), some consonants (i.e., 'c', 'g'), homonyms, proper names (i.e., people's, countries', companies' names), words with similar pronunciation (i.e., bear/beer, bird/beard, desert/dessert), and negative L1 transfer.

How much time, if any, would you say is allocated to teaching pronunciation each week in your English class?

■ less than 15 minutes ■ 15 min ■ 30 min ■ 60 min

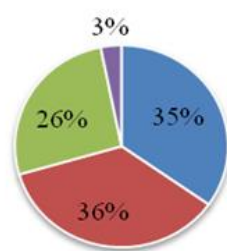


Figure 2. The time allocated to teaching pronunciation

When asked about the greatest challenges of teaching pronunciation in their class, most instructors complained about time constraints, crowded classrooms, overloaded schedules, and syllabus (N=12). One of them wrote, “Time limitation is the biggest challenge. There are some great pronunciation activities in almost every unit in our textbook, but they are all excluded in the weekly syllabus and plans” (P66). Lack of appropriate teaching materials or effective exercises in textbooks was another challenge highlighted by a few instructors. Lastly, a subset of respondents (N=9) pointed out that their greatest challenges included a deficiency in pedagogical training and a lack of confidence in teaching pronunciation. For instance, P31 noted, “During my BA and MA education, I did not get any courses about pronunciation. Therefore, I often feel incompetent in teaching pronunciation, especially at a higher level like B2 or C1”.

Student-related factors such as lack of motivation and interest to study pronunciation, anxiety, and prejudices against English pronunciation were the other challenges many instructors mentioned (N=18). One respondent said, “Having students engage in the pronunciation drilling activities is the most challenging. They seem to be very unwilling when it comes to pronunciation” (P10). In addition, being a non-native speaker was regarded as a challenge by one instructor: “I believe the challenge is being a non-native teacher” (P42).

In another open-response question, participants were requested to specify the facets of pronunciation that they found most challenging to teach. The teaching of suprasegmentals was the greatest difficulty noted by 43 respondents. Regarding this question, one participant stated, “Teaching stress. My mind blows up when I intend to do it. I need training on it”. Other responses were in line with the difficulties students had to learn pronunciation. Teaching segmentals was relatively easier for many instructors (addressed by 27 respondents) compared to suprasegmentals (addressed by 12 respondents).

Respondents were also asked to describe any pronunciation activity they had tried and found effective to improve students’ pronunciation. Instructors came up with a significant number of classroom ideas: tongue twisters, rhymes, dictation, imitation, listen and repeat drills, minimal pair activities, reading aloud, self-recording, listening for punctuation, grouping sounds and finding the irrelevant sound, choral drills, and studying the International Phonetic Alphabet (IPA) chart. One instructor wrote, “When they (students) find something surprising, they become interested, in fact. I remember some activities related to words with silent letters and trying to find similar ones like comb, tomb, climb, debt, doubt, etc.” (P22).

When asked about their utilization of any pronunciation activities from the textbook, 78 out of 95 instructors responded positively (82.1%). The majority of these instructors reported using pronunciation activities in the textbook regularly (60.3%), while the rest used them sporadically. Some questions in the survey were related to online homework assignments and pronunciation. Instructors’ responses to these questions revealed that 84.2% of the sample had online assignments as part of their course, and 83.8% of these online assignments were part of the text materials they used. However, only 45% of those online assignments included pronunciation activities.

One item in the questionnaire was related to the approach the textbooks, which respondents used, took to teaching pronunciation: (1) the intuitive imitative approach, (2) the analytic-linguistic approach, and (3) the integrative approach. The results shows that most of the textbooks used by the participants (52%) adopted an integrative approach to teaching pronunciation. This approach primarily centers on teaching suprasegmentals such as rhythm, intonation, and stress, and it practices them in discourse beyond the word level. The second most common approach (38%) was the intuitive imitative approach, which

primarily leads learners in listening and imitating the sounds and rhythm without providing them with any explicit information. Only 10% of the respondents reported using textbooks with an analytic-linguistic approach, where students study different aspects of pronunciation such as the position of the tongue and place and manner of articulation.

When asked, *What should your textbook do differently, if anything, to improve its approach to teaching pronunciation?*, most instructors reported wishing for more examples, follow-up practice and production exercises and greater opportunities for listening. Some (N=7) expected that the textbooks “give room to the analytic-linguistic approach, as well” (P76). Two instructors highlighted the specialization of textbooks to “focus on common pronunciation errors that Turkish students often make” (P23) and to “contrast how the same letters sound different in English and Turkish” (P25). Several instructors suggested that textbooks should “present and practice IPA charts” (P85) and “focus more on segmental features” (P11) in the first few units. Only one respondent thought that “more focus on World Englishes is needed” (P88).

Participants were also asked whether they used any supplementary materials to teach pronunciation. The majority responded negatively. Only 31 respondents (32.6%) reported supplementing textbooks with extra materials. It was seen that *YouTube*, online dictionaries, and certain websites were popular among those instructors. These respondents explained their goals for using supplemental pronunciation materials as providing their students with authentic input and extra practice and output opportunities, increasing students’ motivation for and awareness about accurate pronunciation, compensating limitations of the textbooks, and integrating technology into pronunciation instruction. One instructor stated, “The textbook we use does not cover information about pronunciation. It’s the weakest part of most textbooks” (P.79).

In response to the question, *How frequently do you use a language and/or computer lab for teaching pronunciation?*, most of the participants indicated they never used them (N=78, 82.1%). The ones who used labs mentioned utilizing them for listen-and-repeat exercises, drilling, voice-recording, and mimicking/imitating the pronunciation of the words, phrases or sentences. When asked to specify resources they used to teach pronunciation in the lab, instructors usually referenced the online materials, i-tools, or software programs of their textbooks. Some examples given by respondents included Empower by Cambridge University Press and My English Lab by Pearson English.

Regarding error correction, 68% mentioned that they corrected their students’ pronunciation errors during class. Sixty-one percent of the instructors noted correcting their students’ pronunciation errors only if they interfered with communication. The percentage of instructors who had a principled reason for choosing when to correct students’ pronunciation errors was 68%.

In response to the open-ended question, *In what situation do you correct students’ pronunciation errors in class?*, of the 59 responses, 47 addressed intelligibility/comprehensibility. They generally stated that they corrected their students’ pronunciation errors “if they interfere with understanding of the meaning or communication of the message” (P45). Five other instructors mentioned correcting pronunciation errors “when they are repetitive or fossilized” (P33). Several instructors emphasized that the nature and objective of the activity being conducted influenced their choice regarding error correction (N=18). Those instructors tended to correct students’ pronunciation errors while practicing pronunciation, studying new vocabulary, preparing for an oral exam, and reading aloud. On the other hand, most avoided correcting pronunciation errors during speaking activities, where fluency is the ultimate goal.

Another instructor mentioned correcting a pronunciation error only “if it is a preparation for an assessed activity such as an oral exam” (P65). P56 and six other instructors preferred giving “general feedback on pronunciation after the speaking activity is completed, especially not to interrupt the student”. Similarly, P88 wrote,

I do not correct students' pronunciation errors during communication or during fluency activities. If it is a serious and common error, I deal with it later after the communicative activity finishes.

A recast was the most frequently mentioned error correction method by respondents (N=6).

With regard to the assessment, 57.9% of respondents stated that pronunciation constituted a significant component of a major oral assignment within their coursework. Out of 51 responses to the open-ended questionnaire item, please provide an example of how pronunciation is assessed for a major oral assignment in your course, 30 referenced oral exams at the end of the modules/ semesters. For instance, P48 wrote,

As teaching pronunciation does not occupy much space in our program, the rubric for oral examination gives it a place under 'lexical competence'. And the standards are on the basis of students' being comprehensible or not. Imagine that the rubric consists of 20 points, the lexical part is 5 points, and the pronunciation is maybe 1/5 of this.

Some respondents also referenced speaking tasks (N=19) (i.e., oral presentations, video presentations, debates), online pronunciation assignments (N=2), and in-class participation (N=1). In most responses, instructors mentioned using “a rubric with many components as criteria to assess students' oral performance, where pronunciation is a minor area in it considering the overall weighting” (P83).

Participants, who responded negatively to whether pronunciation was part of the assignment for any major oral assignments in their course, were asked why it was not so. The answers were a lot varied, but the most common reasons were: a lack of systematic pronunciation instruction, absence of any oral assignments, instructors' lack of confidence to teach and assess pronunciation, not seeing pronunciation as a prerequisite or priority in the curriculum, a lack of emphasis on pronunciation in the textbook used, a curricular/administrative decision, and the use of a holistic rubric that assess fluency and grammatical / lexical accuracy. Few instructors also emphasized the heavy reliance on other linguistic skills and aspects as a reason not to teach and assess pronunciation. One instructor stated, “It may be because our expectations at preparatory level are different. We focus mostly on grammar and vocabulary” (P78). Some other instructors also touched upon identity issues and ideologies as major reasons for not including pronunciation into assessment. For instance, P91 mentioned:

People should not be judged because of their L1. It is rather too hard for Indians to pronounce the words like a British does but those people can speak perfect English. Being understood and vocabulary range in expressing your thoughts weigh more than correct pronunciation.

Regarding this issue, another respondent wrote:

Being intelligible doesn't mean pronouncing all the words as NSs do. Due to putting so much importance onto pronunciation, most Turkish students shy away from speaking and communicating even with their Turkish peers. We, as instructors, need to help our students cope with the communication breakdowns and continue to be a language speaker rather than being a language guardian (P13).

EFL Instructors' Beliefs Regarding Pronunciation Teaching

Research question 3 delved into the perspectives and attitudes of EFL educators in Türkiye regarding the objectives, significance, and advantages of teaching pronunciation. Of the 95 instructors surveyed, 85.3% acknowledged the importance of integrating pronunciation instruction into their classes. Additionally, 68.4% expressed confidence in their ability to do so, while 74.7% believed it was a necessary endeavor (as detailed in Table 3). Moreover, a substantial 80% of the instructors emphasized the significance of addressing students' pronunciation issues during lessons, with 84.2% identifying specific pronunciation errors as more crucial to correct than others.

Table 3.

Instructors' beliefs about integrating pronunciation into their classes

	Yes		No		Not sure	
	f	%	f	%	f	%
I believe I CAN integrate pronunciation instruction into my class.	65	68.4	2	2.1	28	29.5
I believe I SHOULD integrate pronunciation instruction into my class.	71	74.7	9	9.5	15	15.8

Table 4 demonstrates the frequency counts converted to percentages related to participants' pronunciation teaching beliefs. Accordingly, the majority of the respondents (59%), although in varying degrees (i.e., strongly agree, agree, somewhat agree), agreed that teaching pronunciation does not yield long-lasting changes. Furthermore, a majority of respondents (69.5%) indicated that employing minimal pair drills was the most effective method for pronunciation instruction.

For the majority of the sample, having good pronunciation skills was as important as the other linguistic aspects (69.4%). More than 80% believed that non-native English teachers could be good at pronunciation instruction (81.1%) and disagreed the idea that only NSs should teach pronunciation (82.1%). For most, student motivation was a factor influencing the effectiveness of pronunciation instruction (61.1%). For the majority of the sample, having good pronunciation skills was as important as the other linguistic aspects (69.4%). More than 80% believed that non-native English teachers could be good at pronunciation instruction (81.1%) and disagreed the idea that only NSs should teach pronunciation (82.1%). For most, student motivation was a factor influencing the effectiveness of pronunciation instruction

(61.1%). Despite varying degrees, the number of instructors who disagreed with the idea that pronunciation instruction should primarily aim to minimize foreign accents was 57.8%. A noteworthy 71% found teaching pronunciation enjoyable. Regarding the aspiration for students to sound as native as possible when speaking an L2, 53.6% responded positively, with 6.3% strongly agreeing, 16.8% agreeing, and 30.5% somewhat agreeing. Over 90% of respondents concurred that the most effective approach for pronunciation instruction involved communicative practice.

Table 4.

Instructors' beliefs regarding pronunciation teaching in general

	%					
	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Teaching pronunciation does not usually result in permanent changes.	7.4	15.8	35.8	20	14.7	6.3
Drilling minimal pairs (e.g., light/right) is the best way to teach pronunciation.	1.1	29.5	38.9	16.8	13.7	0
Teaching pronunciation is boring.	6.3	8.4	22.1	13.7	27.4	22.1
Having good pronunciation skills is not as important as learning vocabulary and grammar.	5.3	8.4	16.8	14.7	28.4	26.3
I believe a non-native speaker can be a good pronunciation teacher.	22.1	33.7	25.3	13.7	2.1	3.2
Pronunciation instruction is only effective for highly motivated learners.	12.6	21.1	27.4	18.9	12.6	7.4
The goal of pronunciation instruction should be to eliminate, as much as possible, a foreign accent.	5.3	9.5	27.4	26.3	14.7	16.8
Teaching pronunciation is fun.	11.6	33.7	26.3	10.5	12.6	5.3
I would like my students to sound as native as possible when speaking their foreign language.	6.3	16.8	30.5	22.1	15.8	8.4
Communicative practice is the best way to teach pronunciation.	18.9	55.8	18.9	5.3	1.10	0
Pronunciation teaching should help make students comfortably intelligible to their listeners.	31.6	53.7	11.6	3.2	0	0
Only native speakers should teach pronunciation.	2.1	1.1	14.7	18.9	21.1	42.1
Knowledge in grammar and vocabulary is more important than accurate pronunciation for successful language learning.	2.1	8.4	23.2	21.1	25.3	20
Pronunciation instruction is only effective in the first two to three years of learning a language.	5.3	7.4	24.2	21.1	24.2	17.9
When learning a language, communicating is more important than sounding like a native speaker.	35.8	32.6	21.1	5.3	3.2	2.1

Note. The **bold** number shows the highest percentage for the item.

An overwhelming 96.9% of instructors believed that pronunciation teaching should prioritize making students readily comprehensible to their listeners. In contrast, 63.2% disagreed with the notion that pronunciation instruction was only effective within the first two to three years of language learning. Additionally, nearly 90% emphasized that effective communication took precedence over sounding like a native speaker when acquiring a language.

EFL Instructors' Beliefs Regarding the Learning of Pronunciation

The last research question aimed to investigate the perspectives of EFL instructors in Türkiye regarding the acquisition of pronunciation skills.

In line with this, Table 5 illustrates the conversion of frequency counts into percentages for the surveyed items. Specifically, 68.5% of the participants identified a non-native accent as a factor leading to discrimination against L2 speakers, while 66.2% concurred that certain individuals were reluctant to alter their pronunciation in order to preserve their cultural identity. More than half of the study sample (54.8%) regarded pronunciation as the most challenging aspect of an L2 to acquire. Yet, 85.3% reported that their students wanted to learn pronunciation. Furthermore, the ability to acquire L2 pronunciation was restricted by age-related factors (67.4%), and some students were just naturally better than others at improving their pronunciation (92.6%). However, many respondents (93.7%) believed that it was possible to improve pronunciation. Most believed that if students studied hard enough, they could improve their pronunciation (96.9%). For more than 70% of the respondents, the best way to improve pronunciation was by interacting with NSs of the language.

Table 5.

Instructors' beliefs regarding learning of pronunciation

	%					
	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
It's possible to improve pronunciation.	55.8	32.6	5.3	1.1	5.3	0
A heavy accent is a cause of discrimination against foreign language speakers.	7.4	23.2	37.9	18.9	6.3	6.3
Some individuals resist changing their pronunciation in order to maintain their identity.	12.6	18.9	34.7	17.9	11.6	4.2
Pronunciation is the most difficult aspect of a foreign language to learn.	11.6	20	23.2	14.7	16.8	13.7
My students want to improve their pronunciation.	9.5	42.1	33.7	11.6	1.1	2.1
There is an age-related limitation on the acquisition of pronunciation.	16.8	21.1	29.5	15.8	9.5	7.4
The best way to improve pronunciation is by interacting with native speakers of the language.	18.9	25.3	27.4	15.8	7.4	5.3
Some students are just naturally better than others at improving their pronunciation.	36.8	35.8	20	5.3	2.1	0
If a student tries hard enough s/he can improve their pronunciation.	47.4	43.2	6.3	3.2	0	0

Note. The **bold** number shows the highest percentage for the item.

DISCUSSION

The primary aim of this study was to examine the formal training, classroom methodologies, and the beliefs and attitudes of EFL instructors concerning pronunciation. The data revealed comprehensive findings about these issues in the Turkish context. Regarding research question 1, a small portion of EFL instructors indicated that they had received specialized training in teaching pronunciation. The vast majority, on the other hand, had studied phonetics or phonology as part of a general ELT or linguistics course. These findings were compatible with those from previous studies (e.g., Breitreutz et al., 2001; Burgess & Spences, 2000; Buss, 2016; Foote et al., 2011; Henderson et al., 2012; Huensch, 2019; Macdonald, 2002), showing that there is a special need for more training on pedagogical approaches to teach pronunciation in Türkiye.

Another aspect explored was whether the instructors believed they were sufficiently equipped to teach pronunciation. As evidenced by prior research (see Burgess & Spences, 2000; Buss, 2016; Foote et al., 2011), while most of the participants in the study lacked substantial training in pronunciation instruction and expressed the need for more professional development opportunities, they still felt quite competent and confident in their foundational knowledge to teach pronunciation. Buss (2016) suggested that one possible explanation for this situation is teaching students who share the same L1. It stands as a reasonable explanation in the case of the present study, as well. Since instructors and their students shared the same L1, Turkish, they did not face the difficulty of addressing the requirements of learners with diverse first language (L1) backgrounds., which also helped them predict and understand possible challenges and problems and make up for the lack of training in this field.

For research question 2, instructors' classroom practices were investigated. The majority of the EFL instructors reported integrating pronunciation in their classes and using the pronunciation activities in their textbooks; however, in line with previous studies (e.g., Szyszka, 2016; Yağız, 2018; Foote et al., 2011; Foote et al., 2016), the time they devoted to pronunciation instruction each week was limited to 15 minutes or even less. A minority reported that they utilized supplementary materials to teach pronunciation. Besides, the inclusion of the pronunciation into online assignments was quite limited among respondents. As evidenced by previous studies (see Hismanoglu & Hismanoglu, 2010; Tergujeff, 2012), EFL instructors in the present study used a variety of activities to teach pronunciation. Nevertheless, preferred activities were generally compatible to or restricted with the teaching of segmentals. The extensive reliance on textbooks for pronunciation instruction, the minimal utilization of supplementary materials, and the relatively brief time allocated to pronunciation in class may once again be attributed to instructors' inadequate expertise in teaching pronunciation or integrating it into the L2 curriculum. Thus, these results suggest an urgent need for well-conceived integration of pronunciation into the regular L2 curriculum and teacher training programs.

Instructors' responses also demonstrated that suprasegmental aspects were the most problematic area for learning and teaching pronunciation. The majority underlined aspects such as stress, intonation, rhythm as the major challenges. Fossilized errors, loan words, certain individual sounds (i.e., silent letters, diphthongs, bilabials, interdental, and epenthesis), some consonants (i.e., 'c', 'g'), homonyms, proper names, words with similar pronunciation and negative L1 transfer were the other difficulties reported by the sample. Overall, these findings were in parallel with the findings of Burgess and Spencer (2000) with instructors in the UK and by Buss (2016) with Brazilian teachers. Besides, instructors in the current study highlighted time constraints, crowded classrooms, overloaded schedule and syllabus, lack of sufficient materials, and student-related factors (i.e., anxiety, biases, and lack of motivation) as potential drawbacks for incorporating pronunciation into L2 classrooms.

The majority of the respondents reported having used textbooks with an integrative approach to teaching pronunciation (with particular emphasis on suprasegmentals). As a result, contrary to the studies showing a tendency among EFL teachers to teach segmentals (Baker, 2011; Burgess & Spencer, 2000; Buss, 2016; Foote et al., 2011; Tergujeff, 2012; Yağız, 2018), the current study revealed that instructors devoted more time to suprasegmentals due to the materials they used. This was an unexpected but promising finding, given the important role of suprasegmentals on greater intelligibility and comprehensibility. In addition, the participants wished that textbooks would offer more examples and activities, greater listening opportunities, specialized content for Turkish students, and would give room to different aspects of pronunciation.

Instructors also asserted that they corrected students' pronunciation errors during class, and the majority of them seemed to have a principled reason for choosing what and when to correct. The main criteria for error correction stated were intelligibility and communication breakdown. The nature and purpose of

the language activity were also highlighted as determinants of instructors' decision of error correction. However, the findings revealed that pronunciation was a neglected aspect in assessing Turkish EFL students' overall linguistic competence.

A majority of the respondents stated that pronunciation had a minor effect in a major oral assignment. Some possible explanations for pronunciation having a less significant role in the overall assessment may be instructors' lack of pedagogical training in assessing pronunciation and a lack of emphasis on pronunciation in the curriculum. Another reason is possibly considering the teaching of pronunciation as eliminating L2 learners' non-native accents or having mistaken assessing pronunciation for being judgmental, as claimed by some respondents.

Survey questions and answers regarding research question 3 presented detailed information about EFL instructors' pronunciation teaching beliefs. The majority of the study sample believed that pronunciation instruction should be integrated into the classroom intervention. Most instructors favored communicative practice as the most effective approach for teaching pronunciation. In contrast, a larger number of instructors disagreed with the notion that the primary objective of pronunciation instruction should be the complete elimination of a foreign accent. They asserted that non-native English-speaking teachers could be fairly good at teaching pronunciation. For most, prioritizing successful communication was more important than achieving native-like pronunciation, suggesting that pronunciation instruction should focus on making students comfortably intelligible to others rather than solely aiming for native-level pronunciation. In general, these findings are in accordance with findings reported in older studies (see Breitzkreutz et al. 2001; Buss, 2016; Foote et al., 2011),

Regarding research question 4, findings from the beliefs about the learning of pronunciation section of the questionnaire provided a profound understanding of EFL instructors' pronunciation acquisition beliefs. Most instructors stated that their students were willing to improve their pronunciation. Despite many of them agreeing on the existence of a critical period for pronunciation acquisition, they maintained the belief that L2 learners could enhance their pronunciation skills through dedication and deliberate interaction with NSs. Much like the Canadian teachers in Breitzkreutz et al. (2001) and Foote et al. (2011), the EFL instructors in this study shared the perspective that a strong accent could lead to discrimination against L2 speakers.

CONCLUSION

In the quest to unravel the landscape of pronunciation instruction among EFL instructors in Türkiye, the present study unearthed multifaceted insights into their training, practices, and beliefs. The intricate tapestry of findings paints a vivid picture of the challenges and opportunities in pronunciation pedagogy.

The study reveals a spectrum of formal pronunciation training among EFL instructors, with a substantial proportion having studied pronunciation as part of broader language education courses. However, only a minority had undergone dedicated courses focused solely on teaching pronunciation. A noteworthy percentage of instructors express confidence in teaching pronunciation, yet the majority allocate minimal time within their classes for pronunciation instruction. Challenges cited include time constraints, crowded classrooms, and syllabus limitations. Pronunciation challenges faced by students predominantly revolve around suprasegmental elements. Most instructors lean towards an integrative approach in their teaching materials, emphasizing suprasegmentals. The majority utilize pronunciation activities from textbooks, with a growing presence of online assignments, albeit with limited emphasis on pronunciation.

These conclusions have direct implications for textbook and curriculum designers, teacher trainers, and pronunciation researchers. Firstly, there is a need for textbooks to systematically incorporate pronunciation aspects and diverse pronunciation activities, as instructors tend to rely heavily on them and are less likely to supplement with additional materials. Secondly, phonetics and phonology courses in EFL programs are crucial for providing pre-service teachers with essential subject-matter knowledge about the English sound system. However, it is equally important to equip them with pedagogical knowledge to effectively teach and assess pronunciation in their future teaching practices. Therefore, teacher training programs should include content on both theory and practice that can inform effective pronunciation instruction. Also, EFL instructors require access to empirical evidence on factors affecting intelligibility and comprehensibility and guidance on how to integrate these findings into their instructional practices. More research in the field of pronunciation, coupled with the dissemination of research findings to instructors, is essential for improving pronunciation teaching. Finally, as EFL instructors navigate the complex terrain of pronunciation pedagogy, the integration of innovative computer assisted language learning (CALL) approaches may also hold immense potential. By embracing adaptive technologies,

gamification, and virtual platforms, educators can revolutionize pronunciation instruction, providing a more engaging, personalized, and effective learning journey for language learners in the digital age.

Like any research, the present study has some limitations. First, participants self-selected to participate in the current study, so it is reasonable to assume that those who pay more attention to pronunciation in their teaching or have a personal interest in the field would be more inclined to take the survey. This approach to sample selection may bring along some concerns about the findings and fail to accurately reflect the views and practices of a broad population. Secondly, the study is based on the self-report data, which may fall short of revealing actual classroom practices of EFL instructors. Future studies could fruitfully explore teachers' actual practices utilizing classroom observations as a more suitable data collection method. Besides, the study sample included 95 instructors working at intensive English programs with tertiary-level EFL students at 25 different universities. The majority either completed or was pursuing their post-graduate education. Thus, these instructors may not be representatives of many of the English instructors/teachers in Türkiye. Thus, further research should consider reaching a larger sample and investigating the same issue with EFL teachers working at different educational institutions and levels with different training opportunities to achieve broader generalization. Although it was beyond the scope of this paper, in future studies, ELT textbooks commonly used to teach Turkish EFL learners can be analyzed in terms of their goals, contents, and approaches regarding pronunciation. Finally, this study provides insights on the current status of EFL instructors' beliefs and practices regarding pronunciation in the Turkish context; however, these findings should be replicated in further studies to test their validity.

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