

A Comprehensive Analysis of English Articles on L2 Pronunciation Research Published by Turkish Authors in DergiPark between 1991 and 2025

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Abstract

Purpose: The growing popularity of pronunciation research has led to an accumulation of knowledge in the literature. Notwithstanding the existence of reviews and syntheses on pronunciation, none has addressed this line of inquiry in the Turkish academic setting within the context of DergiPark journals.

Design & Methodology: To that end, this study employed systematic, bibliometric, and content analyses to uncover the research tendencies and trends in pronunciation research within the mentioned context. A title search using keywords in DergiPark revealed 73 eligible records. A spreadsheet was used to document bibliometric and methodological characteristics, and NVivo 15 was used for content analysis.

Findings: The study demonstrated that pronunciation research primarily focused on learner-teacher problems, leaving under-researched areas (e.g., instructional effectiveness, affective/cognitive factors, pronunciation constructs). Methodological robustness and depth are missing as the majority of research is either pedagogical/practice-oriented or uses quantitative designs, data collection tools, and analysis techniques. The prevalence of single-authorship calls for national and international co-operation.

Implications & Suggestions: Collectively, the results were discussed within the broader literature, and implications were drawn. The findings suggest that Turkish researchers need greater methodological diversity, interdisciplinary collaboration, and attention to under-researched areas within English pronunciation scholarship.

Keywords: Academic Publication, Academic Discourse, Pronunciation, Turkish Authors

INTRODUCTION

Within Kachru's (1992) three circles of English, Türkiye stands within the Expanding Circle, wherein English is used as a means of international communication. Historically, the place of foreign languages in Türkiye has long-standing roots (Alptekin & Tatar, 2011). Geopolitically, Türkiye is situated between two continents, neighbouring Asian and European countries – an inescapable location for cross-cultural communication (Zorba, 2025). Linguistically, Turkish has exchanged a plethora of words with many languages (e.g., Arabic, French, and Persian) (Johanson, 2013). Economically, Türkiye seeks inclusion among the top 10 most powerful countries through its ties with Asia, Europe, and Turkic nation-states (Koçak, 2023). All these confirm Türkiye's position within the Expanding Circle and reinforce the significance of English as a global/international language for intercultural communication.

It is well acknowledged in the relevant literature that effective and successful interactions with people of different linguistic and cultural backgrounds rely on manifold dynamics, including intelligible pronunciation (Levis, 2018; Low, 2021). Although pronunciation was once the “persona non grata” of second language education, it has become a “distinguished guest” within the academic contexts in the wake of a paradigm shift in teaching methodologies and emerging/evolving needs (Richards, 2015). The pronunciation research now falls into several categories, including pronunciation instruction (e.g., Thomson & Derwing, 2015), feedback and evaluation (Martin & Sippel, 2021), teacher cognition (e.g., Couper, 2017), learner cognition (e.g., Dalton-Puffer et al., 1997), learning strategies (e.g., Sardegna et al., 2018), and computer- and mobile-assisted pronunciation training (CAPT and MAPT) (e.g., Rogerson-Revell, 2021; Stoughton & Kang, 2024). There are even specific contexts and venues dedicated to pronunciation research, such as journals (e.g., *Journal of Second Language Pronunciation* published by John Benjamins and *Speak Out!* by the IATEFL PronSIG), conferences (e.g., the Pronunciation in Second Language Learning & Teaching (PSLLT) Conference initiated by Iowa State University), mobile apps (e.g., BoldVoice), and software (e.g., Praat). Briefly, the field has evolved in step with the growing significance of pronunciation for language teaching and global communication.

The growth of the field has also led to a significant accumulation of knowledge. Previous researchers have addressed several aspects of pronunciation through systematic reviews and syntheses. However, they varied in scope, content, and purpose. For instance, Amrate and Tsai (2025) systematically analysed CAPT from 1999 to 2022, while Thomson and Derwing (2015) narratively examined L2 pronunciation research on instructional effectiveness. While Metruk (2024) examined MAPT research from 2015 to 2022, Ngo et al. (2024) conducted a meta-analysis of the effectiveness of automatic speech recognition (ASR). Researchers have also conducted bibliometric analyses to map trends in L2 pronunciation research (Demir & Kartal, 2022; Mohsen et al., 2025).

Despite the general and specific interests in the international pronunciation literature and the growing interest in this area by the Turkish academics, no research has systematically looked at the pronunciation research in Türkiye published in journals hosted by DergiPark – a platform that provides electronic hosting and editorial process management services for academic peer-reviewed journals published in Türkiye under the umbrella of TÜBİTAK (Scientific and Technological Research Council of Türkiye) ULAKBİM. This platform has been in use since 2013 and hosts 2,536 journals as of 2024, categorised into more than 3,000 topics (e.g., “Language, Communication, and Culture,” “English as a Second Language,” and “Language Studies”). With these statistics, DergiPark is structurally the single largest journal provider in Türkiye, accessible to researchers online (<https://dergipark.org.tr>) and on mobile (DergiPark Akademik on the Google Play Store and the App Store for iPhone). Thanks to these features, it is highly convenient for systematic reviews, as they allow advanced searches and data downloads.

Considering the literature gap and the suitability of DergiPark as a convenient research database, this study attempted to explore pronunciation research in Türkiye by combining systematic review methodology, bibliometric analysis, and

content analysis. In this respect, it intends to chart the trends in research and publications on pronunciation published in journals hosted by DergiPark, a local journal provider. In this respect, this particular study aimed to reveal existing research trends and guide prospective researchers by outlining potential gaps.

In light of this discussion, the current study seeks to answer the following research questions:

RQ1: What are the bibliometric characteristics of L2 pronunciation research by Turkish authors written in English, published in DergiPark-hosted journals in Türkiye?

RQ2: What are the methodological properties of L2 pronunciation research by Turkish authors written in English, published in DergiPark-hosted journals in Türkiye?

RQ3: What pronunciation topics have the researchers concentrated on?

RQ4: What are the major findings and directions for future research?

English Language Education in Türkiye

Foreign language education in Türkiye began in the late Ottoman era with French dominant (Demircan, 1988). The Republic unified education in 1924 (Akyüz, 2015). French, English, or German became compulsory in the 1930s; English entered high schools in 1938 (Işık, 2008). Post-WWII US influence increased English's importance (Doğançay-Aktuna, 1998). English replaced French in schools in the 1950s. English became the most taught foreign language in the 1970s (Coşkun, 2011); Anatolian High Schools and prep programs began (Bayyurt, 2013). After 1980, liberalization and globalization boosted demand for English (Kırkgöz, 2007). English began in 4th grade in 1997 (Coşkun, 2011); CEFR was adopted in 2004 (Hazar, 2021). The 4+4+4 system (2012-13) introduced English in 2nd grade (Gün & Baskan, 2014), sparking debate (Enever, 2014). YADEG started in 2014 (Çimen & Yeşilyurt, 2025). Persistent problems remain in language education (Çapan, 2021; Oktay, 2015), with pronunciation often neglected (Aktuğ, 2015; Topal & Altay, 2022). Textbooks focus more on segmentals than suprasegmentals (Topal, 2021). Despite reforms and CEFR alignment, pronunciation problems persist at all levels. More research on pronunciation instruction is needed.

Pronunciation in Second Language Education

Pronunciation in L2/FL is influenced by age, motivation, gender, and learning context (Flege, 1995; Piske et al., 2001). Instruction should address both segmentals and suprasegmentals (Celce-Murcia et al., 2010) and prioritize intelligibility over accent (Derwing & Munro, 1997, 2015). Effective teaching combines intuitive-imitative, analytic-linguistic, and communicative methods (Saito, 2012; Thomson & Derwing, 2015). Explicit correction and computer-assisted training (CAPT) also improve outcomes (Saito & Lyster, 2012; Lee et al., 2015). Perception training improves production (Best, 1995; Flege, 1995; Bradlow et al., 1997). ELF research stresses mutual intelligibility over native-like accent (Jenkins, 2000; Seidlhofer, 2001). Motivation, identity, and social factors affect pronunciation (Moyer, 2013; Dörnyei & Ushioda, 2011; Norton, 2013). AI and machine learning allow personalized feedback (Liakin et al., 2015; Thomson, 2018a). Effective instruction starts early, addresses segmentals/suprasegmentals, includes perception training, is meaningful and regular, and leverages technology while considering individual differences.

The Study's Conceptual Framework

The current study is conceptually framed within the knowledge base proposed by Hallinger and Kovačević (2019). Their framework consists of size, time, space, and composition to map and analyse the knowledge base of educational administration, but it can be used for other fields as well. Size refers to the volume of research published in a particular field. In our case, the L2 pronunciation research published in DergiPark journals represents this first dimension. Different from the original guideline, this study also includes total publications and citation counts, as previous researchers did

(e.g., Barrot, 2022), to assess research performance. Time refers to the period during which research has been published in a given field. In our study, the relevant studies published in DergiPark were between 1991 and 2025, hence they were included. Space, the third dimension, pertains to the geographic spread of research in a specific field. This is important to reveal the academic capacity and breadth of the scientific literature in a particular country or region. This study limits its scope to Türkiye in general and DergiPark in particular. Although DergiPark is not a geographic item, it is the single largest venue for academic publications based in Türkiye. Composition, as the last dimension of knowledge mapping, relates to a specific literature's intellectual structure. This dimension is significant for exploring the research trends and traditions within a particular academic context.

Altogether, the study analysed the total number of publications and citations related to pronunciation research published in DergiPark according to the first dimension (size); studies published between 1991 and 2025 for the second dimension (time); pronunciation research in DergiPark for the third dimension (space); and methodological trends, along with the impact and distribution of authors, documents, and topics, for the last dimension (composition).

METHOD

Research Design

A systematic literature review (SLR) methodology was adopted in this study to examine pronunciation research published in DergiPark. As Petticrew and Roberts (2006) argue, SLR seeks to address a research question by systematically gathering all relevant records within the defined search scope and assessing their validity to arrive at conclusions. Researchers typically employ SLR to reveal evidence, verify existing practices, identify new patterns, explore areas of further investigation, explore conflicting findings, and guide decision-making processes (Munn et al., 2018). The current study was also motivated by the rationale for conducting an SLR, as outlined above.

The study followed the updated Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021) for comprehensiveness and transparency (Kolaski et al., 2023). A review protocol was developed to guide data source identification, search strategy development, query string formulation, and the establishment of inclusion/exclusion criteria.

Database

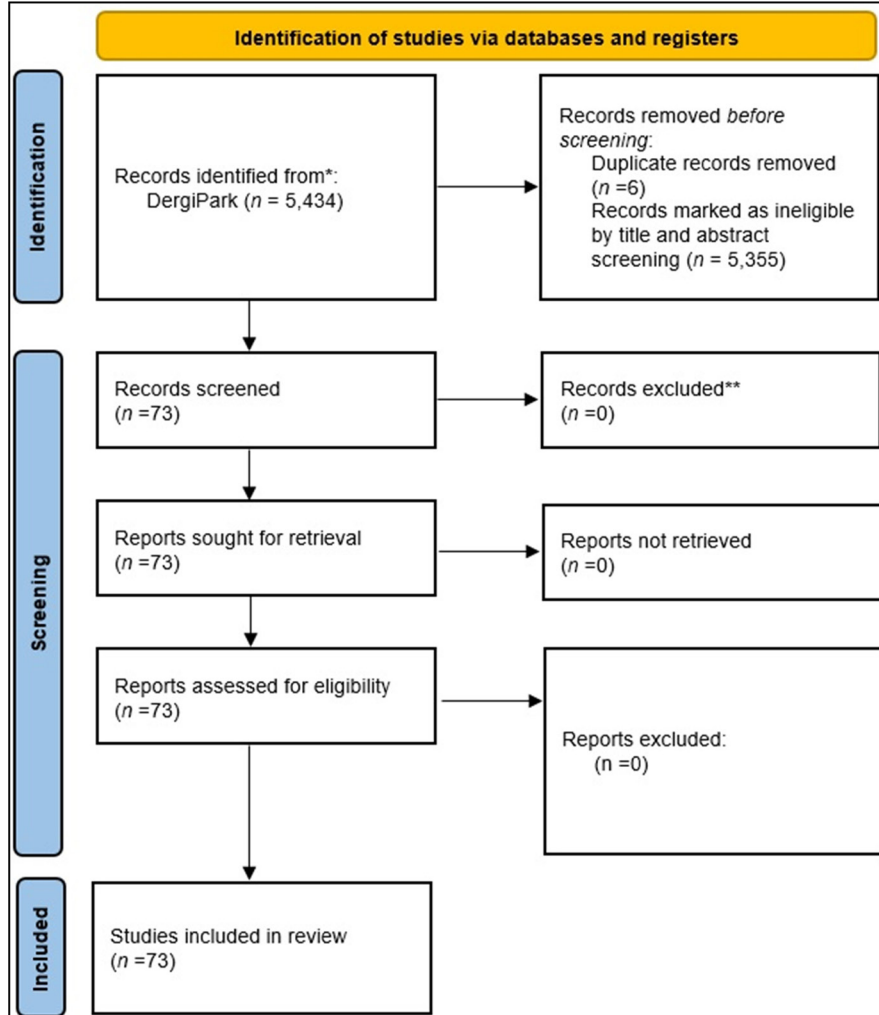
DergiPark constitutes the only database for this study. It is the most comprehensive database of Turkish academia, developed by TUBITAK and covering 2,536 journals. These journals are published by various publishers, including universities, individuals, associations, and foundations. The journals are also indexed differently, from TRDizin and Scopus to the Web of Science (WoS). Additionally, they have different publication frequencies, ranging from annual and biannual to triannual and quarterly. Although most journals are free, some may charge submission fees and editorial/article processing charges. The study included only journals that have published L2 pronunciation research in DergiPark. Previous researchers have also utilised this platform in their research (e.g., Çelik & Güllü, 2023; Güler et al., 2025; Kılıç & Polat, 2024), thereby reinforcing its validity as a data collection instrument.

Search Strategy

The search was conducted via DergiPark's advanced search bar using the following Boolean operators for refined results: ("pronunciation" OR "intelligibility" OR "comprehensibility" OR "accent*" OR "fluency" OR "segmental" OR "suprasegmental" OR "intonation" OR "stress" OR "pitch" OR "juncture" OR "rhythm" OR "phonology" OR "phonetic" OR "dialect" OR "articulation" OR "phoneme" OR "consonant" OR "vowel"). To obtain studies germane to the research topic, the search was conducted in article titles only. The initial query revealed 5,434 records. However, an initial

superficial review of the results identified irrelevant, non-English publications; hence, inclusion and exclusion criteria were established. Additionally, the keywords were individually searched on the database to overcome any technical inconsistencies. Further details are presented in Figure 1.

Figure 1. The PRISMA Flow Chart



Eligibility Criteria

Records were included in this study based on the following criteria:

- Articles must be published in English.
- The title must contain at least one of the specified keywords.
- Only publications hosted on DergiPark were considered.
- No time restrictions were applied; all relevant studies since DergiPark's establishment were included.
- Articles must be authored by Turkish researchers.

Records were excluded if:

- They were published in languages other than English.
- They addressed topics or fields not relevant to the study.
- The full text was inaccessible.
- They were written by non-Turkish authors.
- They were published in databases other than DergiPark.

It must be noted here that there were no temporal limitations before the search was conducted. Following the query on the DergiPark platform, the temporal range was determined as 1991 and 2025, suggesting that the earliest relevant publication was in 1991 and the latest (at the time of the search) was in 2025.

Article Screening and Selection

Two external reviewers, including the researcher, individually screened the studies identified through the keyword search. Initially, they examined the article titles and abstracts (if necessary) to verify their relevance. The relevant ones were then transferred to a spreadsheet. Of the 5,434 records screened, 5,355 were excluded from analysis due to exclusion criteria (e.g., languages other than English as the publication language, irrelevant fields). This resulted in 79 records. They were then checked for duplicity. Accordingly, six duplicates were removed, yielding 73 publications. The full texts of these records that satisfied the initial criteria were then screened. The reviewers discussed and resolved any discrepancies. Consequently, all 73 publications were kept for analysis. However, documents other than research articles (without methodology sections, such as conceptual/theoretical papers, pedagogical/practice-oriented papers, and reviews) were exempted from methodological analysis.

Coding Scheme and Analysis

A researcher-devised spreadsheet was used for the first two research questions. Comprising two books, these spreadsheets included sections on the bibliometric and methodological qualities of the papers obtained from DergiPark. More specifically, the researcher followed Topal's (2025) coding scheme for bibliometric properties: "document type, area of focus, journal titles, journal indexing, publication year, number of authors, [collaboration type], keywords, and citations" (p.55). For the second research question, a modified and simplified version of the coding scheme was utilised: "research designs/methods, samples, data collection tools, data analysis methods" (Sozbilir et al., 2012, p. 373). The researcher used qualitative/quantitative content (Selvi, 2020) and thematic analysis (Braun & Clarke, 2006) to identify the common research topics and themes, as well as the major findings of the analysed studies. To that end, the researcher followed an inductive approach and identified themes that emerged from the analysis.

Methodological Limitation

While the study intended to fill an important literature gap, it recognises certain methodological constraints. First, the study's findings are limited to publications hosted by DergiPark. Accordingly, it ignored relevant studies indexed in other databases, such as Scopus and the WoS. Second, the study included only English-language articles, thereby introducing a language bias (Pieper & Puljak, 2021). However, this decision was made because of the position of English as a global lingua franca or international language (Selvi et al., 2023). Additionally, due to the large number of articles (5,355), the reasons for exclusion were not specified, which may be considered a methodological limitation. However, these records were analysed based on their titles and abstracts before being excluded.

Trustworthiness

To ensure the trustworthiness of the findings, the study adhered to the criteria of credibility, transferability, dependability, and confirmability, as established by Lincoln and Guba (1985) and Patton (1999). In terms of credibility, both reviewers engaged with the dataset for extended periods. Also, the limitations were explicitly outlined. Regarding transferability, the procedures for data collection were thoroughly described, data were collected via spreadsheets, and the results were visualised in the PRISMA flowchart. In addition, inclusion and exclusion criteria were established to determine the samples (i.e., publications for analysis). Regarding dependability, the research procedures were described in detail. Following Krippendorff's (2019) reliability threshold, inter-coder agreement was calculated on a 10% sample of the dataset, yielding a satisfactory Cohen's kappa of $\kappa=0.75$. Additionally, a third external reviewer was consulted when needed. Consequently, the study's validity and reliability were achieved from a naturalistic perspective.

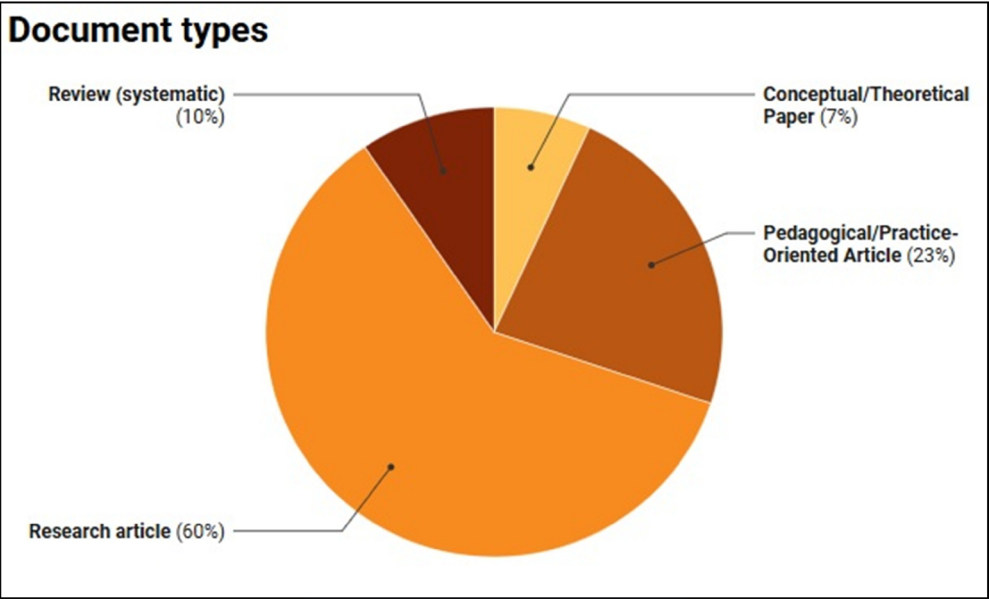
FINDINGS AND DISCUSSION

Bibliometric Characteristics

The bibliometric properties analysed were document type, publication year, journal title, journal indexing, authorship, nature of collaboration, keywords, and citations.

As Figure 2 illustrates, the majority of the analysed 73 papers were published as research articles ($n = 44$), followed by pedagogical/practice-oriented ones ($n = 17$), reviews ($n = 7$), and conceptual/theoretical papers ($n = 5$). The abundance of research articles aligns with the general tendencies of researchers conducting bibliometric studies (e.g., CheshmehSohrabi & Mashhadi, 2023; Rahman et al., 2024; Vasishta et al., 2025). Interestingly, pedagogical/practice-oriented papers, which surmount translating theory into teaching practice through lesson plans or classroom techniques, succeeded research articles. While this suggests that the analysed authors were interested in practical strategies and pedagogical implementations, it also indicates that they aimed to bridge the gap between academic research and classroom applications, as voiced earlier (Levis, 2005; Levis et al., 2022). It also supports the efforts to incorporate pronunciation research findings into classroom practice (Derwing & Munro, 2005; Huensch, 2019).

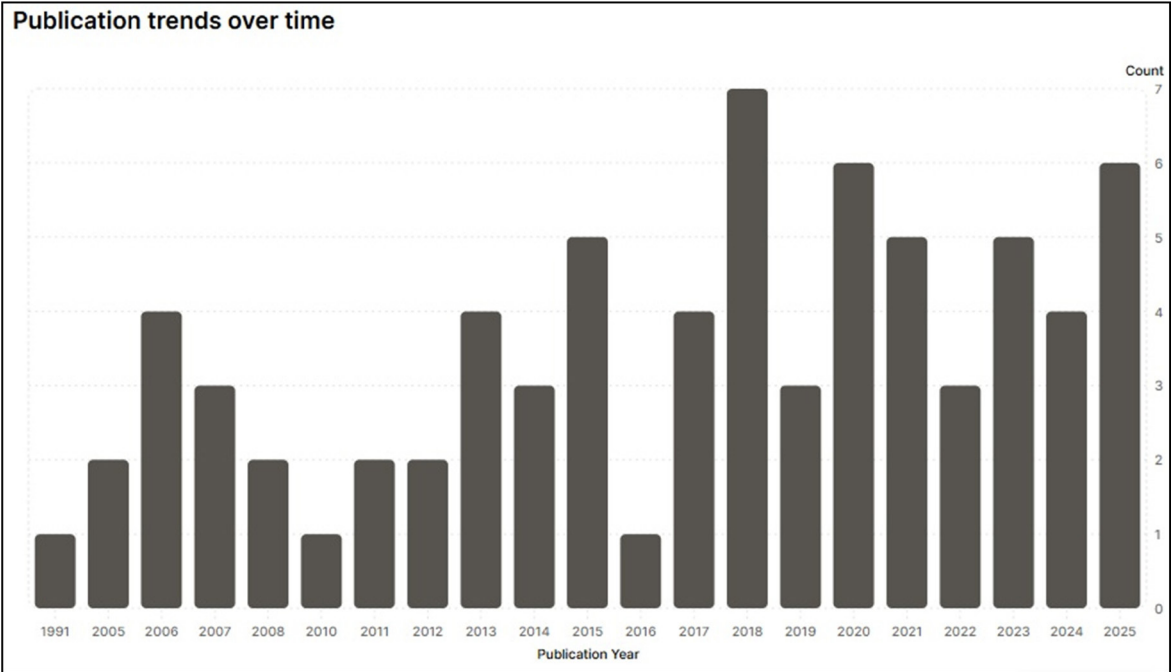
Figure 2. Distribution of Papers According to Document Types



Similarly, although the reviews were the least preferred document type, as indicated in previous work (Ma et al., 2024; Yang & Wang, 2025), this also underscores the need for more comprehensive systematic reviews of different features and aspects of pronunciation. In addition to systematic reviews, the number of technology/media reviews can be increased to inform teachers and language practitioners about recent technological tools for pronunciation learning and teaching (Moorhouse et al., 2023).

Figure 3 shows the annual distribution of pronunciation research in DergiPark.

Figure 3. Distribution of Papers According to Publication Years



Evidently, 73 articles have been published between 1991 and 2025, averaging 3.47 papers annually. While the lowest productivity was in 1991, 2010, and 2016 (one paper in each year), the highest was in 2018 ($n = 7$). Intriguingly, there was a long period of research scarcity between 1991 and 2005, and again in 2009. Increasing production following 2005 may be associated with the paradigm shift in pronunciation research and teaching (i.e., from nativeness principle to intelligibility principle) (Levis, 2005). The continued proliferation of papers published since then suggests sustained interest in pronunciation research among scholars, aligning with the international literature showing the burgeoning appeal of pronunciation (Demir & Kartal, 2022; Jenkins, 2004; Munro & Derwing, 2015).

A total of 73 documents were published across 44 journals; the six most productive are shown in Table 1.

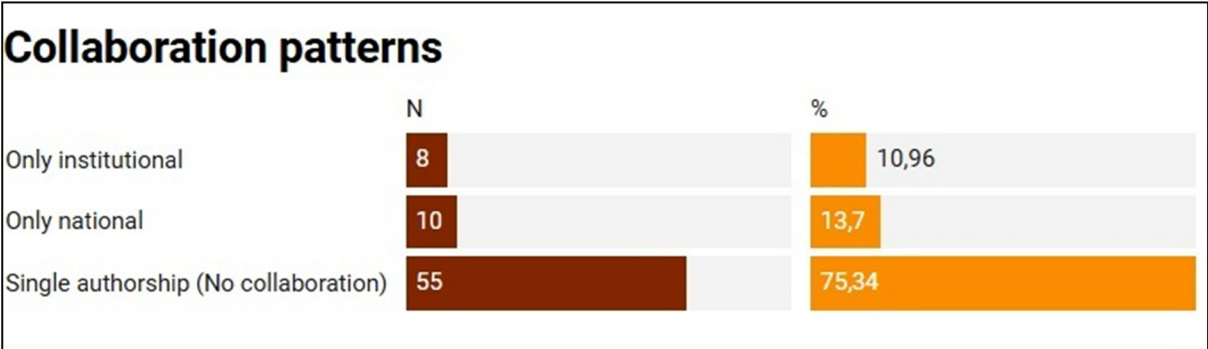
Table 1. The Most Productive Journals Publishing Pronunciation Research

Journal Title	Count	Indexing	Publisher	ISSN
Journal of Language and Linguistic Studies	22	NA	Selçuk University	1305578X
The Journal of Language Learning and Teaching	4	ESCI	Association of Applied Linguistics	2146-1732
Hacettepe University Journal of Education Faculty	3	ESCI	Hacettepe University	2536-4758
ELT Research Journal	2	MLA	International Association of Educational Researchers	2146-9814
Eurasian Journal of Applied Linguistics	2	ESCI	Hacettepe University	21491135
Participatory Educational Research	2	Scopus	Özgen Korkmaz	2148-6123

Table 1 shows the top six because the remaining had the same publication frequency (i.e., one). Undoubtedly, the Journal of Language and Linguistic Studies was the most significant contributor (30.14%) to pronunciation research in DergiPark. The remaining journals in Table 1 follow each other closely, with 4, 3, and 2 publications, respectively. The publication of pronunciation research across manifold academic venues indicates broader journalistic diversity, a trend that coincides with previous studies (Demir & Kartal, 2022; Höl, 2022; Mohsen et al., 2025). One interesting finding is the lack of indexing for the most productive journal, the Journal of Language and Linguistic Studies (JLLS), which was previously indexed in Scopus. However, the less productive journals in Table 1 were indexed in the WoS (ESCI) and Scopus – two distinguished databases known for their rigorous peer-review protocols (Pranckutė, 2021). This may explain the small number of publications in these databases when compared to the most prolific journals. Another explanation might be editorial strategies for welcoming research on pronunciation, as it is a niche language area that all language and linguistics journals may not embrace.

Figure 4 demonstrates the nature of collaboration among the authors.

Figure 4. The Collaboration Patterns Between Authors



The majority of the publications were single-authored ($n = 55, 75.34\%$), followed by multiple-authored documents ($n = 18, 24.66\%$). It confirms the tendency for single-authorship (no partnership) in pronunciation research in DergiPark. Of the 10 publications, 10 authors were from the same country, and 8 were from the same institution. The figure emphasises the need for more international cooperation, as there is none. Previous relevant research disagreed with our findings, finding either a higher prevalence of co-authorship and international collaboration or urging such efforts (Demirezen & Topal, 2025; Topal, 2025).

Another bibliometric analysis we conducted was the classification of authors' keywords into meaningful themes. Accordingly, eight major themes were identified across the pedagogical, linguistic, and psychological domains (Table 2).

Table 2. Common Themes Retrieved from Authors' Keywords

Themes and Relevant Keywords
<i>Pedagogical Approaches (n = 12) (Teaching methods and techniques)</i> audio-articulation method • minimal pairs • task-based teaching • contextual clue exercises • Error hunt approach • explicit/implicit instruction • oral corrective feedback • CAPT • songs • podcasting • extensive reading • Grammar/Intonation Model
<i>Phonological Features (n = 11) (Sound system elements being taught)</i> segmental/suprasegmental • intonation • word stress • lexical stress • pitch patterns • prosody • rhythm • vowel phonemes • flapping • allophone • rhotic/non-rhotic
<i>Learning Challenges (n = 10) (Obstacles students face)</i> fossilized errors • mother tongue interference • interlanguage • language transfer • negative transfer • orthographic interference • phonemic decay • pronunciation anxiety • accent retention • cross-linguistic influence
<i>Assessment & Analysis (n = 9) (Evaluation methods)</i> contrastive analysis • error analysis • phonetic analysis • diagnostic assessment • needs analysis • speech analysis • auditory discrimination • categorical perception • systematic review
<i>Goals & Outcomes (n = 8) (Desired achievements)</i> intelligibility • accuracy • fluency • communicative fluency • nativeness • accent reduction • effective communication • complexity
<i>Teacher Development (n = 8) (Instructor training focus)</i> teacher training • teacher education • pre-service teachers • teacher cognition • teacher beliefs • teacher practices • professionalism • practicum
<i>Technology & Tools (n = 8) (Digital resources)</i> CAPT • ASR • voice recognition • SNSs • WEB 2.0 • Kahoot • podcasts • distance education
<i>Learner Factors (n = 10) (Psychological and individual variables)</i> anxiety • self-confidence • motivation • attitude • perception • awareness • phonological awareness • learning strategies • gender • age

The most frequent keywords were “pronunciation” (n=24), “EFL” (n=11), and “fossilization” (n=10). These results confirm pronunciation’s central role in the analysed studies, English as a foreign language (EFL) as the primary context, and fossilisation/fossilised errors as the major concern within the DergiPark context.

Correspondingly, international tendencies towards pronunciation research both diverge from and converge with this finding. First, pronunciation researchers are more inclined to study suprasegmentals and speech intelligibility in the international literature (e.g., Baills et al., 2022; Galante & Piccardo, 2022; Kochem et al., 2022). Also, the integration of technology into pronunciation instruction has attracted scholars worldwide (Bashori et al., 2024; Ngo et al., 2024; O’Brien et al., 2018). EFL refers to the teaching/learning context, and along with this, English as a second language (ESL), EIL, and ELF are other contexts where pronunciation research is available (Derwing & Rossiter, 2002; Low, 2021; Matsumoto, 2011).

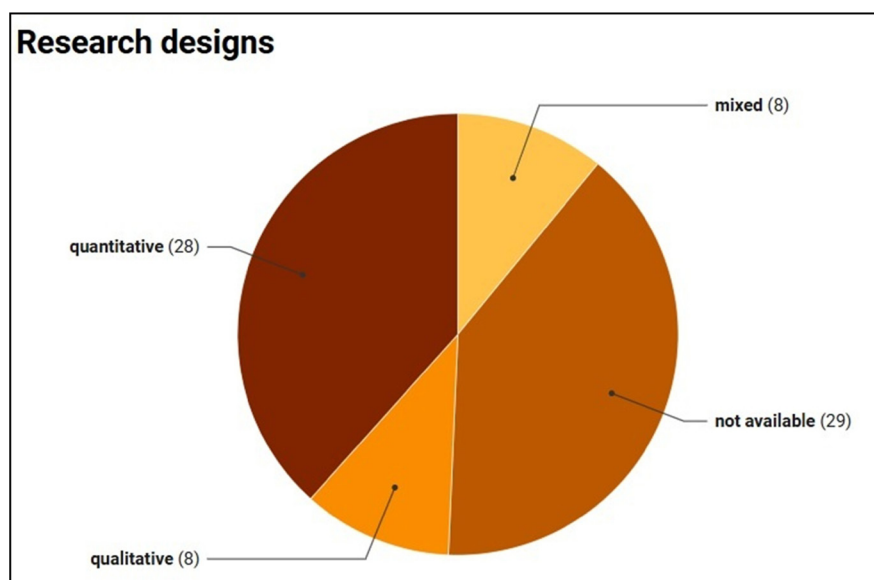
Furthermore, “fossilisation” seems to remain a local research theme, albeit one that has been addressed in the international literature (e.g., Acton, 1984; Chela-Flores, 1997). Although using authors’ keywords is a common practice to identify research areas/themes (Lu et al., 2021), these results must be approached cautiously since these author keywords “appear less frequently in content channel but more frequently in prior knowledge and background channels” (Lu et al., 2020, p. 1).

Methodological Properties

The methodological characteristics of the analysed studies were determined as research design/method, sampling, data collection instruments, and data analysis methods.

Since the majority of the analysed papers were categorised by document type (e.g., pedagogical/practice-oriented and conceptual/theoretical) rather than by research design, no information on research design was available for the 29 publications. As Figure 5 showcases, the next-highest frequency belongs to the quantitative research design ($n = 28$, 38.36%). The authors employed qualitative and mixed-methods designs equally ($n = 8$, 10.96% each). The prevalence of quantitative design can be explained by the use of quantifiable measures, such as tests, tasks, surveys, and questionnaires. The evaluation of pronunciation constructs, including intelligibility, accentedness, accuracy, fluency, and comprehensibility, can be performed via rubrics and scales (e.g., Derwing & Munro, 1997; Thomson, 2018b), facilitating the obtainment of interpretable outcomes. While the extensive presence of quantitative and NA designs can be attributed to several factors, the relatively lower number of qualitative and mixed-method designs suggests that methodological diversity remains limited and that more in-depth approaches are underrepresented in the dataset (Zogmaister et al., 2024).

Figure 5. The Research Designs Followed in the Analysed Studies

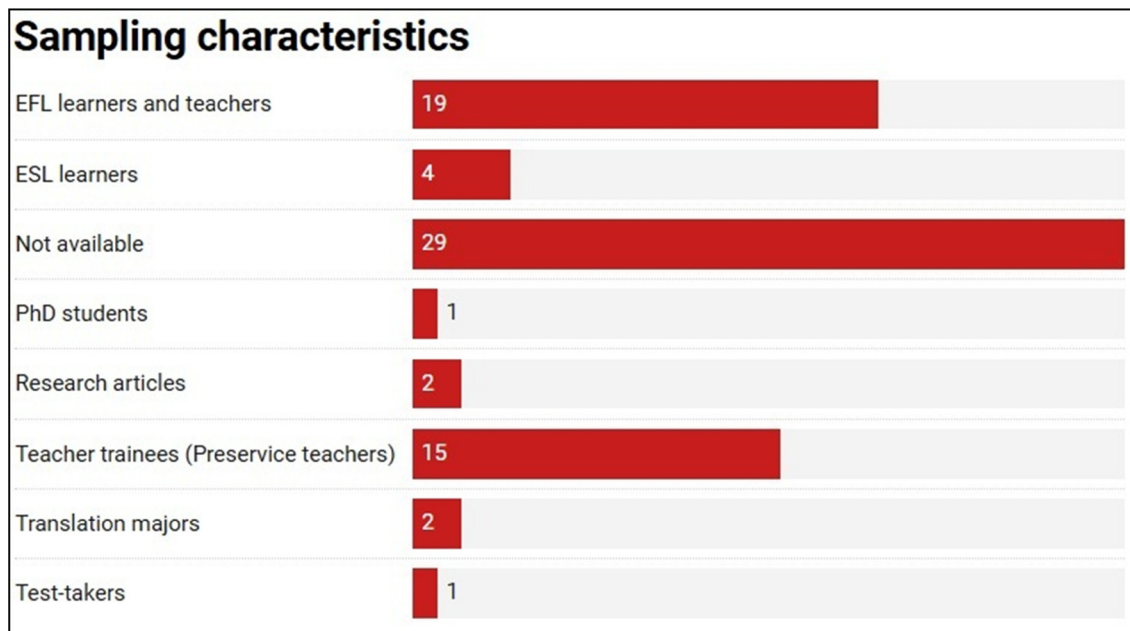


In particular, qualitative studies focused on learner experiences and perceptions (e.g., Yardımcı & Hancı-Azizoğlu, 2025), complex, context-dependent phenomena (e.g., Erbay et al., 2016), the evaluation of innovative tools (e.g., Bakla, 2018), and stakeholder-inclusive perspectives (e.g., Coşkun, 2013). However, this qualitative subset addresses critical gaps: the why behind learner struggles, the how of strategy use, and the emotional reality of pronunciation anxiety—dimensions essential for developing truly learner-centred pedagogy. The studies that used mixed-method designs surmounted the triangulation of beliefs and practices (e.g., Dağtan, 2020), validation of diagnostic findings (e.g., Dikilitaş & Geylanoğlu, 2012), intervention effectiveness with in-depth understanding (e.g., Acar & Çetin, 2025), attitude-performance connections (e.g., Zeybek, 2018), and cross-linguistic cognitive processing (e.g., Uzun & Chohan, 2025). The quantitative studies, on the other hand, emphasised measurable phenomena and error analysis (e.g., Demirezen, 2017), tested experimental interventions (e.g., Yakut, 2020), explored perception and production (e.g., Topal & Demirezen, 2025), examined cognitions via surveys and questionnaires (e.g., Uzun, 2022a), leveraged the complexity-accuracy-fluency framework (e.g., Vesal et al., 2015), treated anxiety as a measurable construct (e.g., Erdel, 2023), and

had systematic review/meta-analysis orientations (e.g., Pinar, 2023).

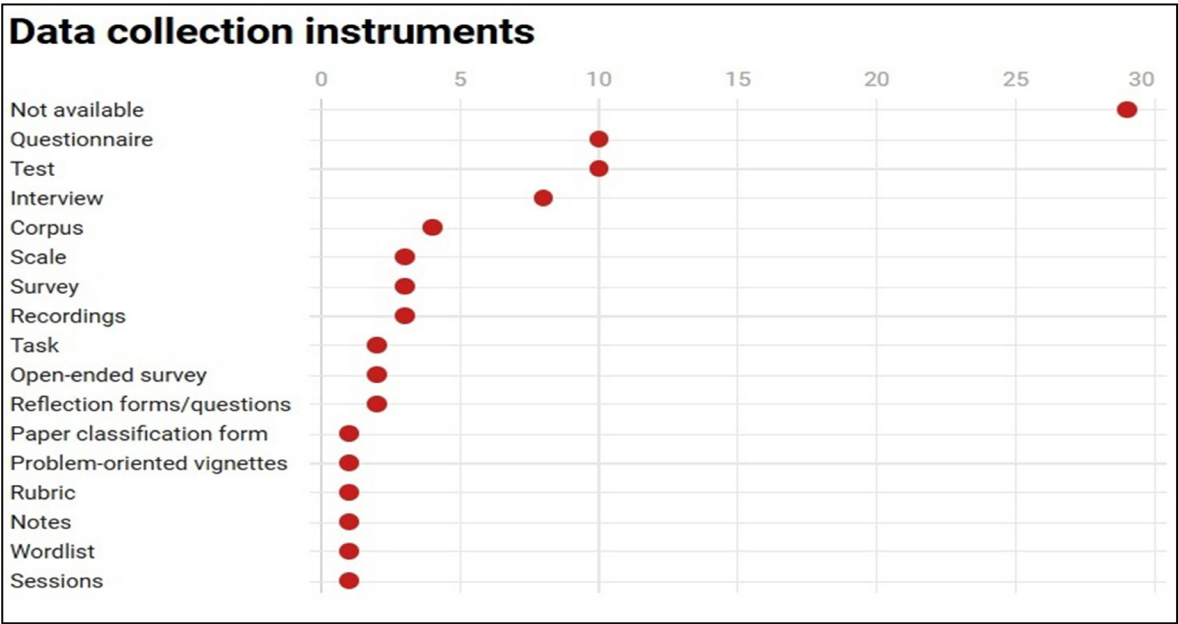
As for the samples (Figure 6), the analysed studies predominantly involved EFL learners/teachers (26.03%) and teacher trainees/preservice teachers (20.55%). This is understandable, considering the position of English as a foreign language in Türkiye. Likewise, teacher training programs prepare prospective teachers for their teaching careers, which has led to growing interest in research with preservice teachers. The presence of studies with ESL learners may be due to foreign authors publishing in *DergiPark*. Those with a systematic review orientation utilised research articles, as shown in Figure 6. Few studies included translation majors, test-takers, and PhD students, indicating a potential gap for further research.

Figure 6. The Samples Included in the Analysed Studies



When ignoring the “not available” (NA) ones (due to the type of document), the studies that reported their data collection tools mostly used questionnaires and tests, followed by interviews (Figure 7). In addition, some studies, presumably mixed-method ones, utilised additional instruments, such as intelligibility tasks, speech recordings, scales, sentence corpora, wordlists, field notes, vignettes, and class sessions.

Figure 7. The Instruments Used for Data Collection



An additional methodological characteristic this study looked at was the data analysis methods (Table 3). The higher frequency of “NA” methods suggests the possible predominance of theoretical/review papers without empirical analysis. With 61%, quantitative analysis methods prevailed, aligning with the abundance of quantitative designs. The fact that 14 studies used both descriptive and inferential statistics indicates that researchers recognise the significance of multiple data collection and analysis methods for more credible and generalizable findings.

Table 3. Data Analysis Methods Employed in the Analysed Studies

Category	Frequency	Percentage (of 73)	Percentage (of 44 reported)
Not Available	29	40%	—
Quantitative only (descriptive and/or inferential)	27	37%	61%
Qualitative only (content/thematic)	8	11%	18%
Mixed analytical approaches	9	12%	20%

The discrepancy between 18% of studies using purely qualitative analysis methods and 11% using qualitative designs suggests the incorporation of multiple tools and analysis methods via mixed-method designs (e.g., Yılmaz & Yaman, 2025). The results indicate limited analytical sophistication in qualitative work that may stem from missing methods, possible under-representation, and methodological conservatism. Collectively, it can be suggested that journal guidelines should require explicit specification of methodological properties, novice researchers may receive methodological training, particularly on the specific language skills (e.g., pronunciation), field-specific reporting standards should be adopted, and innovative analyses (e.g., Bayesian approaches, machine learning, and multimodal analysis) can be encouraged.

Common Topics or Themes

Keywords from study titles were extracted to identify common research topics and themes (Table 4). The 73 papers analysed can be categorised into six major themes, as shown in Table 4.

Table 4. Common Research Topics and Themes

Themes	Topics	Example study
Linguistic features & error analysis (n = 30, 40%)	Segmentals (13) Suprasegmentals (9) Pronunciation problems of learners (3) Phonetics & Phonology (3) Spelling pronunciation (1)	Demirezen, 2005, 2021a, 2021b; Lanpher, 2013; Turgay, 2021
Pedagogical approaches & instruction (n = 16, 22%)	Pronunciation instruction (9) Fluency (3) Pronunciation training (2) Evaluation and feedback (2)	Dolmacı & Kılıç, 2021; Garcia-Ponce, 2017; Öztürk, 2023; Yakut, 2020
Technology-enhanced learning (n = 8, 11%)	CAPT (2) Pronunciation technology (2) Orthography (2): Including L1 orthographic influence and spelling-pronunciation interfaces, often mediated by technology Podcasts (1) Pronunciation in CEFR (1)	Kafes & Caner, 2020; Khalilzadeh, 2014; Pinar, 2023; Topal, 2019
Affective & psychological dimensions (n = 4, 5%)	Pronunciation anxiety (3) Stress (1)	Coşkun, 2013; Yardımcı, A., & Hancı-azizoğlu, 2025
Teacher & learner cognitions and strategies (n = 13, 18%)	Teacher cognition (6) Learner cognitions (4) Pronunciation learning strategies (3)	Ulum, 2020; Yetkin, 2017; Yılmaz & Yaman, 2025;
Sociocultural & intelligibility paradigms (n = 3, 4%)	Accents (2) Intelligibility (1)	Li, 2018; Uzun, 2022b

As Table 4 presents, the pronunciation research in DergiPark has focused chiefly on linguistic features and error analysis, followed by articles about pedagogical approaches and instruction. Relatively little attention has been paid to technology-enhanced learning, affective/psychological dimensions, teacher/learner cognitions, and sociocultural/intelligibility paradigms, underscoring the need for more research in these areas of pronunciation. Contemporary pronunciation research in the international literature published in other databases mainly focuses on pronunciation constructs, including intelligibility (e.g., Hu et al., 2025), teacher cognitions (e.g., Tsang, 2025), pronunciation assessment (e.g., Nguyen et al., 2025), and technology integration via CAPT and MAPT (e.g., Issa & Hahn-Powell, 2025; Stoughton & Kang, 2024). In this sense, the relevant research in DergiPark remains only partially connected to the international literature. More investigations into these areas are therefore needed.

Major Findings

To answer the last question that aimed to synthesise the research findings, we subjected the full texts of 42 research articles to inductive thematic analysis. Correspondingly, we excluded conceptual/theoretical and pedagogical/practice-oriented papers, along with reviews and two research articles employing a content analysis. The analysis of the final

record of documents revealed seven major themes, as shown in Table 5.

Table 5. Thematic Representation of Research Findings

Themes	N	%
Pronunciation constructs (accent, fluency, intelligibility)	5	11.90
Affective factors (stress, anxiety, motivation)	5	11.90
Stakeholder cognitions (learners, teachers, administrators)	10	23.81
Pronunciation learning strategies	3	7.14
Pronunciation feedback & assessment	1	2.38
Pronunciation instruction (methods & technology)	4	9.52
Pronunciation problems (learners, teachers, and teacher trainees)	14	33.33
Total	42	100%

Pronunciation Constructs

The studies that focused on specific pronunciation constructs, such as accent, fluency, and intelligibility found that (i) accentual familiarity and language proficiency impacted perceptual performance (Li, 2018), (ii) accent retention was predicted by language proficiency, language distance, and the possibility of living in an English-speaking country (Hartshorn, 2013), (iii) task types affected test-takers' oral production in terms of complexity, accuracy, and fluency (Vesal et al., 2015), (iv) fluency can be accompanied by either complexity or accuracy, but not all three dimensions within the context of the effect of tasks on these variables (Garcia-Ponce, 2017), and (v) negative L1 transfer due to orthographic interference, mispronunciations of English words non-existent in L1, and loanwords resulted in reduced intelligibility (Uzun, 2022b).

Affective Factors

Those tackling affective factors, such as stress, anxiety, and motivation revealed that

- (i) while students and school administrators reported no feelings of stress due to teaching practicum, mentors feel stressed due to administrative burden, teacher trainee issues, and observational concern (Coşkun, 2013),
- (ii) Turkish EFL teacher trainees displayed instrumental and extrinsic motivation for learning English pronunciation, despite no significant differences in overall motivation and attitude components (Zeybek, 2018),
- (iii) Turkish EFL teacher trainees showed moderate pronunciation anxiety that varied based on gender, prior English education, and self-perceived pronunciation abilities and anxiety (Kafes, 2018),
- (iv) Turkish EFL learners had mild-to-moderate pronunciation anxiety, primarily related to beliefs about pronunciation's communicative importance, with anxiety being influenced by gender, perceived proficiency, and prior learning experiences, but not by age or year of study (Erdel, 2023), and
- (v) no direct correlation existed between L1 interference and pronunciation anxiety, though Turkish learners consistently struggled with non-native sounds (Yardımcı & Hancı-azizoğlu, 2025).

Stakeholder Cognitions

Decades ago, Borg (2003) defined teacher cognition as “the unobservable cognitive dimension of teaching –what teachers know, believe, and think” (p.81). It encompasses “beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, and perspectives” (p. 82) of teachers. In our study, the term cognition is used in the same sense but for all language education stakeholders; i.e., learners, teachers, and school administrators. In terms of learner

cognitions, studies showed that Turkish EFL learners held positive attitudes toward pronunciation instruction (Çakır & Baytar, 2014), favoured audio-visual materials, repetition, and imitation techniques (Gazan & Gürbüz, 2025), and preferred inner circle varieties (British/American) over outer and expanding circle varieties, with desire for native-like pronunciation despite contentment with L1-accented English (Ulum, 2020).

As far as the cognitions of teacher trainees are concerned, studies revealed that generally positive attitudes toward pronunciation (Aksakallı & Yağız, 2020), considered pronunciation essential to language learning (Uzun, 2022a), reported positive views of pronunciation podcasts for eliminating spatio-temporal classroom limitations and enabling self-paced practice (Kafes & Caner, 2020), and viewed native-like pronunciation as an ideal personal goal (Uzun, 2022b; Yılmaz & Yaman, 2025). In addition, they experience difficulties with segmental and suprasegmental features (intonation, stress, rhythm) differing from Turkish phonology (Aksakallı & Yağız, 2020), their self-reported accent awareness and actual performance differ, and have difficulty distinguishing various accents, even their own (Yılmaz & Yaman, 2025), and therefore need further training on how to teach pronunciation in class (Uzun, 2022a).

Research on instruction/teacher cognitions of pronunciation demonstrated that they believed pronunciation is important and should be integrated into speaking courses rather than taught separately and focused on sounds students struggle with and do not view non-native status as a teaching barrier (Emir & Pirinçcioğlu, 2022), emphasised phonetic alphabet as most effective and consider textbook activities least effective (Gazan & Gürbüz, 2025), and aimed for learner intelligibility rather than accent elimination, corrected errors affecting intelligibility, allocated limited class time to pronunciation despite believing in its importance, and relied heavily on textbooks (Çam, 2024). On the other hand, ELT lecturers and students held different attitudes toward pronunciation, perceived challenges differently, and lecturers believe a vicious circle exists in teaching/learning pronunciation (Dağtan, 2020).

Pronunciation Learning Strategies (PLS)

Research on pronunciation learning strategies indicated that ELT students predominantly use metacognitive, affective, and compensation strategies (Hişmanoğlu, 2012), Turkish EFL students frequently employed cognitive, metacognitive, and memory strategies while they underused social, compensation, and affective strategies (Erbay et al., 2016), and gender and length of time learning English impacted PLS use, with females using more strategies (Yetkin, 2017).

Pronunciation Feedback & Assessment

The only study about pronunciation feedback showed that pronunciation errors decreased significantly for all students, but delayed feedback produced larger mean differences and effect sizes than immediate feedback (Öztürk, 2023).

Pronunciation Instruction

Relevant studies found that explicit pronunciation training was more advantageous than implicit for Turkish EFL B1-level students (Yakut, 2020), song-based instruction significantly improved segmental pronunciation and overall intelligibility (Acar & Çetin, 2025), podcasts improved listening and speaking skills through meaningful input (Bakla, 2018), and the Kahoot application enhanced pronunciation skills (Yürük, 2020).

Pronunciation Problems

The last theme included studies on pronunciation problems of language learners and teachers (preservice and practicing). Those who focused on segmental pronunciation features reported that Turkish EFL students have problems with /- /, /θ/, /ŋ/ (Dikilitaş & Geylanoğlu, 2012), dark /l/ (Kahraman, 2013), /- / and /- / (Demirezen, 2017), and retroflex

/-/ (Demirezen, 2013). Bekleyen (2011) found that irregular spellings and overgeneralisation tendencies were the reasons for mispronunciations, while Turgay (2021) declared that Turkish EFL learners have segmental pronunciation errors caused by cross-linguistic differences, unfamiliarity with IPA, and a lack of phonological awareness. Dolmacı and Kılıç (2021) reported pronunciation problems stemming from cognitive and affective factors, along with teaching- and word-based factors, albeit their views on pronunciation's significance. On the other hand, Javed and Ahmad (2014) reported that Pakistani ESL students did not have any difficulty articulating monosyllabic, disyllabic, trisyllabic, and quadrisyllabic words, but they were challenged by the pronunciation of multisyllabic words.

Suprasegmentally, the study sample indicated that interventions based on the Audio-Articulation Method (Demirezen, 2010) and Grammar/Intonation Model (Cauldwell & Hewings, 1996) improved Turkish EFL teacher trainees' problems with pitch patterns in If-clauses (Topal, 2018), the primary stress patterns of If-clauses (Topal & Demirezen, 2025), Iranian EFL learners' phonetic transcription can facilitate the process of lexical stress learning (Ghorbani, 2019), negative L1 transfer caused Turkish EFL learners to misplace stress in sentences compared to native speakers (Evis & Kılıç, 2020), Turkish EFL learners identified final intonation patterns better than word stress, with accuracy decreasing as syllable count increased (Uzun, 2024), Turkish EFL teacher trainees showed moderate improvement in perceiving and producing primary stress in conditional sentences, with a linear relationship between perceived difficulty and improvement levels (Topal & Demirezen, 2025), and Turkish EFL learners particularly struggled identifying final falling intonation in English and Turkish (Uzun & Chohan, 2025).

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Despite the past labels as “the Cinderella of language teaching” (Kelly, 1969, p.87), pronunciation has been given what Kenworthy (1987) termed as a “benign neglect” (p.85) approach wherein both language learners and teachers are aware of its significance but fall behind in its inclusion within the curriculum and pedagogy. While the prior recognition is no longer valid, given the increasing number of studies on pronunciation (Levis, 2022), the latter acknowledgement still holds true. Many language teachers feel incompetent in teaching pronunciation due to a lack of content knowledge and pedagogical content knowledge, institutional-pedagogical priorities, and other factors (Burri et al., 2017; Couper, 2017). This study was motivated by the scarcity of systematic analyses of pronunciation research in DergiPark-hosted journals. This way, it intends to reveal the research trends and tendencies in the relevant field. Although this journal management system is local, it hosts thousands of international journals. In this sense, the results will have implications for the international literature.

Following Hallinger and Kovačević's (2019) conceptual framework, the current study examined the bibliometric characteristics, methodological properties, commonly investigated pronunciation topics, and major findings of 73 studies accessed through DergiPark. The studies spanned 1991 and 2025, indicating a relatively lower number of publications on the topic, given the more than three-decade-long literature. Despite the fluctuations in annual publications, more research of different nature (especially qualitative and mixed-methods) is needed. Since the majority of publications are single-authored, more collaborations from different institutions and countries are also urged. Notwithstanding the similarities to and differences from the international research tendencies, some of the analysed papers remained local because of their focus (e.g., fossilised pronunciation errors) and type (e.g., pedagogical/practice-oriented papers).

As for the methodological properties, the studies predominantly employed quantitative techniques. However, pronunciation learning and teaching is a unique field that requires longitudinal studies utilising various data collection tools and analysis methods. Accordingly, future researchers might take this into account when conducting pronunciation research. Most studies have focused on adult English learners. Therefore, there is a need for more research involving young learners, students at various educational levels (such as primary and secondary), and those from other disciplines

(including translation and interpretation, engineering, and medicine). The instruments for data collection varied; however, they were usually employed singly, not in conjunction with complementary tools. Similarly, the data analysis methods were congruent with the research designs, thereby creating the need for more qualitative, mixed, and innovative analysis techniques.

Common research topics have remained purely linguistic, with few having profound pedagogical implications. Instructional effectiveness, affective/cognitive factors, pronunciation constructs (e.g., intelligibility, comprehensibility, and accentedness), and learner/teacher cognitions were among the topics that could be extensively explored in prospective studies. The studies on pronunciation constructs showed that pronunciation performance is shaped by multiple interacting factors, including linguistic proficiency, cross-linguistic distance, familiarity with accent varieties, and task design, with different dimensions (complexity, accuracy, fluency) often competing rather than developing simultaneously. This implies that instruction should strategically balance competing developmental dimensions and account for learners' L1 backgrounds and proficiency levels when designing pronunciation tasks. The research on affective factors indicated that Turkish EFL learners and teacher trainees experience mild-to-moderate pronunciation anxiety influenced by gender, perceived ability, and prior learning experiences, while maintaining instrumental motivation despite these affective challenges. In that regard, addressing pronunciation anxiety through targeted interventions may be as important as developing linguistic competence, particularly for learners with lower self-perceived proficiency.

The studies on stakeholder cognitions revealed that learners, teacher trainees, and teachers consistently value pronunciation and favour native-like models (particularly inner circle varieties) while simultaneously accepting intelligibility as a practical goal, though gaps exist between stakeholders' beliefs and actual classroom practices. Accordingly, teacher education programs should bridge the disconnect between pronunciation ideals and pedagogical realities by developing trainees' accent awareness and practical instructional strategies that go beyond reliance on textbooks. Research on pronunciation learning strategies demonstrated that Turkish EFL learners use strategies unevenly, favouring metacognitive and cognitive approaches while underutilizing social, affective, and compensatory strategies, with gender and learning duration affecting strategy deployment. Explicit strategy training should therefore encourage more balanced repertoires, particularly promoting underused social and affective strategies that could support pronunciation development.

Studies on pronunciation assessment and feedback showed that delayed feedback produces stronger effects than immediate feedback in reducing pronunciation errors. Hence, instructors should consider incorporating delayed corrective feedback mechanisms rather than defaulting to immediate correction during pronunciation practice. Research on pronunciation instruction concluded that explicit, engaging, and multimodal approaches (including songs, podcasts, and gamification) effectively improve pronunciation outcomes more than implicit instruction alone. Pronunciation pedagogy should therefore prioritise explicit training combined with motivating, technology-enhanced activities that provide meaningful input and practice opportunities. Ultimately, research on pronunciation problems indicates that Turkish EFL learners face persistent difficulties with both segmental and suprasegmental features, stemming from cross-linguistic interference, orthographic confusion, limited phonological awareness, and inadequate IPA familiarity. To that end, curriculum design must systematically address both segmental and suprasegmental challenges through targeted phonological awareness training and explicit instruction in the IPA.

Despite the study's novelty, it recognises some limitations. First, the study's findings are limited to research published in DergiPark – a Türkiye-based journal management system that hosts thousands of international journals across different areas. Although DergiPark is a local journal management system, it welcomes researchers from the global academic community. Second, the study employed a tripartite approach (systematic, bibliometric, and content/thematic analyses) to synthesise the findings. Although this approach solidifies our arguments, future research might adopt

different designs or methods to explore under-researched areas. Notwithstanding these minor limitations, the study will serve as a guide for future research, as it illuminates the history of L2 pronunciation research in DergiPark.

Ethics Committee Approval: The study does not require any ethical board review since it does not involve any human or animal participation. However, the study was conducted in congruence with the relevant articles of the Declaration of Helsinki.

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