

**A COMPARISON OF STUDENTS' AND  
ACADEMICIANS' PERCEPTIONS ON  
ENGLISH PRONUNCIATION LEARNING  
AT TERTIARY LEVEL**

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**Master's Thesis**

**Department of Foreign Languages Teaching**

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PERCEPTIONS ON ENGLISH PRONUNCIATION LEARNING AT  
TERTIARY LEVEL

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02/03/2015

Elif Ülkü AKINCI

## **ABSTRACT**

### **MASTER'S THESIS**

#### **A COMPARISON OF STUDENTS' AND ACADEMICIANS' PERCEPTIONS ON ENGLISH PRONUNCIATION LEARNING AT TERTIARY LEVEL**

**Elif Ülkü AKINCI**

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This study investigates students' and academicians' perceptions on the importance, usefulness and difficulty of English pronunciation learning and some helpful techniques while learning pronunciation; then the results are compared in order to see the similarities and differences between them. After learning these perceptions, pronunciation learning process might be more concrete for teachers and students who are in the centre of this process.

Quantitative research design was used in order to find the necessary data in this study. The method designed for collecting the necessary data was based on the questionnaire focusing on perceptions and beliefs of pronunciation learning process. Participants of this study were preparatory, first, second, third and fourth class students studying at Atatürk University, English Language Teaching (ELT) Department. The total number of student participants was 278. There were 43 academicians from English Language Teaching and English Language and Literature departments.

The results revealed that both students and academicians believed the importance and necessity of pronunciation for a smooth communication. Students didn't believe in themselves for the pronunciation aspect; they didn't have much confidence about their pronunciation. Similarly, some academicians were not comfortable with pronunciation. Yet, fortunately, students were conscious on pronunciation nearly as much as academicians.

As the current study suggests students and academicians understand the importance of pronunciation and wish to learn this aspect better; considerable attention should be given to pronunciation aspect of language. Thanks to this attention, new learning and teaching strategies and implementations could be developed.

**Key Words:** pronunciation, pronunciation learning, pronunciation teaching

## ÖZET

### YÜKSEK LİSANS TEZİ

#### ÜNİVERSİTE DÜZEYİNDE İNGİLİZCE TELAFFUZ ÖĞRENİMİ ÜZERİNE ÖĞRENCİ VE AKADEMİSYEN ALGILARININ KARŞILAŞTIRILMASI

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Bu çalışma İngilizce telaffuz öğreniminin önemi, zorlukları ve bazı yararlı öğrenme teknikleri üzerine öğrenci ve akademisyenlerin algılarını araştırmayı amaçlamaktadır. Ayrıca elde edilen veriler aralarındaki farklılıkları ve benzerlikleri görebilmek için karşılaştırılmaktadır. Bu algılar öğrenildikten sonra, telaffuz öğrenim süreci bu sürecin merkezinde olan öğretmenler ve öğrenciler için daha somut hale gelebilecektir.

Çalışmada kullanılan nicel veriler Atatürk Üniversitesi İngilizce Öğretmenliği bölümünde okuyan 278 öğrenciye, İngiliz Dili Eğitimi ve İngiliz Dili ve Edebiyatı bölümlerinde görev yapan 43 akademisyene anket yöntemi uygulanarak elde edilmiştir.

Çalışmanın sonuçları hem akademisyenlerin hem de öğrencilerin sağlıklı bir iletişim sağlayabilmek için telaffuzun gerekliliğine ve önemine inanmakta olduklarını göstermektedir. Sonuçlara göre, öğrenciler telaffuz boyutunda kendilerine inanmamakta ve de kendi telaffuzlarına güvenmemektedirler. Benzer şekilde, bazı akademisyenler de telaffuz konusunda gerekli rahatlığa sahip değildirler. Ancak, öğrenciler telaffuz öğrenimi konusunda sevindirici şekilde neredeyse akademisyenler kadar bilince sahiptirler.

**Anahtar Kelimeler:** telaffuz, telaffuz öğrenimi, telaffuz öğretimi

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## ABBREVIATIONS

CAPT	: Computer-assisted Pronunciation Teaching
CL	: Critical Listening
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
GA	: General American
L2	: Second Language/ Foreign Language
LPATE	: Language Proficiency Assessment for Teachers of English
MEL	: Multimedia English Learning
MPLMS	: Multimedia Learning Management System
NLP	: Neuro Linguistic Programming
RP	: Received Pronunciation
SCM	: Socially Constructed Metalanguage
SPSS	: Statistical Package for Social Science

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Background of the Study**

Understanding a language and expressing selves in that language is a great necessity for almost all human beings around the world. If that language helps individuals to communicate with most people in the world conveniently, then, learning to understand and to use it, is invaluable. Today, the language which provides people a smooth communication is English in the world. Fortunately, significance of learning and teaching English is being grasped by many people; however, learning a language does not mean only one or two parts of it. It must be seen as a whole with all its components including pronunciation. Morley (1991) emphasizes the necessity of teaching pronunciation; however, of all components of language teaching and learning, pronunciation is still neglected around the world (as cited in Wei, 2006). Nakazawa (2012) again states that although correct pronunciation is very crucial to communicate properly, this aspect of language learning is often lightly dealt with or even ignored in classrooms compared to other components of language such as grammar. According to Wong (1987), “Even when the non-native speakers’ vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively“ (as quoted in Wei, 2006, p. 2). Makarova (1997) is also among the researchers suggesting that pronunciation is very significant for an effective communication. After all these researchers, it can be said that the process of pronunciation learning and teaching is a must in the field of ELT. However, the process is not one-sided as it includes both learning and teaching aspects; therefore, both students and teachers are responsible for the desired success. Teachers are the ones that can make the learning process easier (Tominaga, 2009). On the other hand, as Kenworthy (1998) indicates, “Success in pronunciation will depend on how much effort the learner puts into it” (p. 2). Considering the views of researchers above, not just teachers’ or not just students’ efforts or desires are sufficient alone for an effective

pronunciation learning, just like for all learning and teaching processes. However, in the view of Makarova (1997) “Pronunciation, maybe more than any other aspect of foreign language teaching, requires a close individual interaction between the teacher and the student” (p. 3). On the other hand, students and teachers may perform well in the learning and teaching process, if they feel good about the process and if their perceptions are positive towards the process.

In summary, both students’ and teachers’ beliefs, efforts and perceptions are tremendously crucial for pronunciation learning process. So as to serve to this pronunciation learning and teaching process, this study aims to find students’ and academicians’ perceptions on pronunciation learning and teaching process.

## **1.2. Statement of the Problem**

Pronunciation aspect of a foreign language is a necessity for a convenient communication in the views of many researchers such as; Jones (1967), Celce-Murcia (1983), Wright (1996), Makarova (1997), Jenkins (1998), Kenworthy (1998), Wei (2006), Nakazawa, (2012) and Tang, Zhang, Li and Zhao (2013), and many others. Yet, again the same researchers have suggested that this substantial component has been neglected and ignored for many years compared to other components. Hall (1997) states that “Pronunciation teaching has had periods of prominence and periods of neglect in the field of English Language Teaching” (p. 3). In order to get the success, this pronunciation learning process should be got into a frame; necessary and useful parts should be revised and unnecessary and useless ones, as well. As students and teachers are the key points in this teaching and learning process, their perceptions on effective pronunciation teaching and learning should be considered closely for a good understanding of negative and positive sides of pronunciation teaching for students and teachers. Pronunciation learning can be easily affected by emotional aspects (Celce-Murcia, 1983); it is tremendously essential to know perceptions and beliefs of learners and teachers as well. After learning students’ and teachers’ perceptions, newer strategies and techniques may be generated in this area since there is an urgent need for appropriate and effective techniques and strategies in this area. Not knowing these perceptions and beliefs will lead; on the other hand, unnecessary and useless implementations in this field. According to Wei (2006), “One of the reasons that

pronunciation is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom” (p. 1). However, there are many other reasons that lead pronunciation to be neglected such as; lack of time (Gowrie, Saravanakumar and Subbiah, 2012), insufficient materials (Derwing, Munro and Wiebe, 1998), large class sizes and inadequate pedagogical knowledge (Chen and Goh, 2011).

### **1.3. Purpose of the Study**

The aim of this research is to compare ELT students’ and academicians’ perceptions on effective pronunciation learning at Atatürk University so that the underlying beliefs on learning and teaching pronunciation may be pointed out clearly. Accordingly, necessary arrangements might be done for an effective teaching and learning process. There are three main questions in this study,

1. What are the students’ perceptions on pronunciation learning process?
  - 1.1. Are there any statistical differences in terms of grades of students?
2. What are the academicians’ perceptions on pronunciation learning process?
3. Are there any statistical differences between students’ and academicians’ perceptions on pronunciation learning process?

### **1.4. Significance of the Study**

Perceptions on a subject are very crucial for an effective learning before learning that subject. If those perceptions are positive, the process may be easier and enjoyable. On the other hand if they are not positive, the process may be more and more difficult. In this respect, students’ and academicians’ perceptions on the importance, usefulness and difficulty of learning pronunciation are investigated in this study. Their confidence, attention and beliefs are again measured; moreover, the most effective methods for them are explored for a good understanding of negative and positive sides of pronunciation learning for students and teachers. Learning these perceptions may provide researchers, teachers and students newer strategies and techniques.

Parallel to the ignorance of pronunciation, studies in this area have been also neglected. There have not been many studies on pronunciation teaching and learning,

especially in Turkey. Celce-Murcia (1983), Jenkins (1998), Baker and Murphy (2011), Hall (1997), Chiu (2012), Cervantes (2009), Gürbüz (2012), Bekleyen (2011), Tominaga (2009) and Gilakjani (2012) are some of the researchers dealing with pronunciation in the world. However, according to Jenkins (1998), “Because of the dearth of research on English used among its non-native speakers, the majority of published materials on pronunciation, whether theoretical or for classroom use, tend to focus exclusively on intelligibility for the native rather than the non-native receiver” (121). Therefore, there is an urgent need for studies dealing with pronunciation for non-native speakers all around the world. Moreover, most studies have not dealt with students’ and academicians’ perceptions on a specific language component. In this regard, this study aims to find students’ and academicians’ perceptions on pronunciation learning and to realize the similarities and differences between students’ and academicians’ perceptions on pronunciation learning in Turkey.

### **1.5. Assumptions and Limitations**

The study was carried out at Atatürk University, English Language Teaching (ELT) Department with 278 students and 43 academicians; 321 in total. As students were chosen from each grades with sufficient numbers for a quantitative research design; it could assumed that student-participants of the research are representative. The assumption is that students are able to understand items properly and accordingly answer the questions sincerely and honestly. The study was conducted at only Atatürk University and this is the limitation of this study.

### **1.6. Definitions of Some Key Concepts**

***Received Pronunciation:*** The standard form of British English pronunciation, based on educated speech in southern England, widely accepted as a standard elsewhere (<http://www.learnersdictionary.com>).

***Intelligibility:*** being understood by a listener at a given time in a given situation (Kentworthy, 1998, p. 13).

***Syllable-timed Language:*** In syllable-timed languages, equal stress is given to every syllable in an utterance (Tuan, 2012)

***Stressed-timed Language:*** *These languages are produced at roughly regular intervals of time and separated by unstressed syllables (Crystal, 1997, p. 171 as quoted in Bekleyen, 2011)*

***Accent:*** a manner of pronunciation peculiar to a particular individual, location, or nation (<http://en.wikipedia.org>).

***Non-native Accent:*** Most individuals who speak a non-native language fluently speak it with an accent of their native tongue (<http://en.wikipedia.org>).



## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1. Introduction**

In this chapter, an overall theoretical framework of Pronunciation learning and teaching will be explained. It is hard to explain every detail of pronunciation aspect; however, general aspects of pronunciation will take place in this chapter. Firstly, factors affecting pronunciation learning, aim of pronunciation learning will be explained. So as to be helpful to teachers and learners, a review of techniques to facilitate the pronunciation learning process will be given in detail. Finally, students and teachers in learning and teaching process will be examined, which is the main subject of this study.

#### **2.2. Theoretical Framework for Pronunciation Learning and Teaching**

##### **2.2.1. General Aspects of Pronunciation**

Our world is continuously growing in terms of population; therefore, the need for communication within this population is also increasing parallel to this growth. It is a well-known fact that languages are the most effective means of communication. Each nation has its own language system for national communication; on the other hand, English has become the language of international communication (Kirkpatrick, 2007).

In order to have a smooth communication with people all around the world, learning English is indispensable. There are components of language and learning to use a language means to learn its components, too. Pronunciation is one of these components. In fact, pronunciation is among the cornerstones of a language in order to provide a proper communication which is an inevitable part of human life. In his study Nakazawa (2012) emphasizes the importance of pronunciation in order to convey the message successfully. Similarly, according to Jenkins (1998) lack of accurate pronunciation obstructs meaning by distracting and even leads conveying a different

message. Elmaksoud (2013) is also among the researchers that insist on effective teaching pronunciation because of its essential role in communication.

“Good pronunciation is indeed indispensable for adequate communication in a foreign language and is, moreover, to a large extent responsible for one's first impression of a learner's L2 competence” (Dalton-Puffer, Kaltenboeck & Smit, 1997, p. 115). Veronica (1997) looks from a different perspective by saying that “Social considerations also have to be accounted for: very poor pronunciation annoys native speakers, it often produces the impression of slovenly or uneducated speech” (p. 4). Tang, Zhang, Li and Zhao (2013) also express that importance given to the study of pronunciation provides improvement of Foreign Language Education practically. Moghaddam, Nasiri, Zarea and Sepehrinia are also among the researchers who state the importance of pronunciation teaching in their study (2012).

Building upon these researchers' ideas, it is expected that pronunciation teaching has an important place in Foreign Language Education. However, in the view of Nakazawa (2012), “In spite of the importance of acquisition in pronunciation, this aspect of language learning is often lightly dealt with or even neglected in classrooms, compared with other aspects of language acquisition such as grammar. This means that “Pronunciation teaching has not always been popular with teachers and theorists” (Moghaddam, Nasiri, Zarea & Sepehrinia, 2012, p. 215). Liu and Fu (2011) are also among the researchers that state that pronunciation has been neglected. “The teaching of pronunciation has fallen far behind that of other skill areas in meeting the communicative criteria that now guide second language instruction” (Wong, 1987, p. 8).

On the other hand, pronunciation teaching has had periods of prominence and periods of neglect in the field of English Language Teaching. These periods are the natural results of language teaching methods and approaches in time. In the opinion of Celce-Murcia (1983), there have been various opinions over the years about the value of teaching pronunciation and about how best to teach it. According to Celce-Murcia (1983), Richards and Rodgers (2001) and Moghaddam and Zarea (2012), Grammar-Translation Method has given little or no importance to pronunciation. On the other hand, educators recognized the need for speaking proficiency as the goal for foreign language program in the nineteenth century (Richards & Rodgers, 2001). As a result,

“The Direct Method has claimed that pronunciation is very important and presents it via teacher modeling: the teacher ideally a native or near-native speaker of the target language” (Celce-Murcia, 1983, p.3). Richards and Rodgers (2001), as well, state that correct pronunciation is emphasized in Direct method. Similarly, pronunciation has importance in the Audiolingual Approach according to Celce-Murcia (1983). Moghaddam and Zarea (2012) also say that “In Audiolingualism it was a matter of maximum concern in a way that most of its typical activities i.e., minimal pairs, and short conversations were centered upon pronunciation” (p. 215). According to Richards and Rodgers (2001) “A lesson began with work on pronunciation, morphology, and grammar, followed by drills and exercises in this method” (p. 52). “The Cognitive Code Approach de-emphasized pronunciation in favor of grammar and vocabulary because the conventional wisdom of the 60’s and early 70’s held that nativelike pronunciation couldn’t be taught anyway. And, by extension, it was argued that pronunciation shouldn’t be taught at all” (Celce- Murcia, 1983, p. 3). Oral Approach and Situational Language Teaching gives importance to speaking (Richards and Rodgers, 2001). “Total physical response, reflects a grammar-based view of language” (Richards and Rodgers, 2001, p. 74). “In the Silent Way, the general goal set for language learning is near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized” (Richards & Rodgers, 2001, p. 83). “The Communicative Approach has brought new urgency to the teaching of pronunciation” (Celce-Murcia, 1983, p. 3). Suggestopedia gives importance to dialogues but not great attention to pronunciation and in the Whole Language Approach fluency is more important than accuracy (Richards & Rodgers, 2001). “According to NLP techniques, if you want to speak a language like a native speaker, model native speakers” (Rewell & Norman 1997, p. 116 as quoted in Richards & Rodgers, 2001, p. 128).

According to Richards and Rodgers (2001), there is no direct attention to pronunciation in the Lexical Approach. In Communicative Language Teaching, the aim is comprehensible pronunciation (Richards & Rodgers, 2001). The saying of Nicolaidis and Mattheoudakis (2012) has been very meaningful after this brief review of methods considering pronunciation: “Interest in pronunciation teaching has waxed and waned over the years depending on dominant approaches to language teaching” (p. 304).

According to the same researchers, “In general, pronunciation teaching has not received systematic attention; it usually relies on the teacher, who may be a native or non-native speaker of the target language, to provide the form of words without further elaboration or use of appropriate methodology aiming to assist retention and recall of the pronunciation of lexical items” (Nicolaidis & Mattheoudakis, 2012, p. 304). However, in the view of Hall (1997), “The need to focus on being accurate with sound has always remained while the emphases on pronunciation have differed with attention to fluency development through communicative speaking tasks” (p. 3). On the other hand, Por and Fong (2013) states that;

“The lack of training in this area has thus inadequately equipped English teachers to be confident to deal with pronunciation. This phenomenon eventually leads to the teaching and learning of pronunciation remains extensively neglected in the field of English language curriculum” (p. 291).

Yet, giving insufficient value to an important subject doesn't decrease the value of that subject. Wei (2006) states this in his study: “That pronunciation has no position in curriculums doesn't mean it is not important. The fact is that the curriculum designers have not noticed its importance. Pronunciation is an integrated and integral part of language learning. It includes the elements of rhythm and intonation, which support the communicative progress” (p. 2). “Wong (1987) points out that even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively“ (quoted in Wei, 2006, p. 2).

The situation is not so simple for ELT students; that is, having a good pronunciation isn't restricted with only communication. Liu and Fu (2011) suggests that gaining as high as possible degree of accuracy in pronunciation for these major students is very crucial and they need to pay special attention to their pronunciation especially for their future career. According to Por and Fong (2013), “People with proficient pronunciation are usually regarded as more professional and they are respected by given higher social status.” (p. 290).

There are many advantages of learning the components of pronunciation of English effectively; however, there are also some difficulties while learning it. According to Graddol (1996),

“At Old English time, spelling seems to have been fairly standardized. The Norman invasion led to the collapse of this standard, and to increasing regionalism of spelling. Such regionalism had at least two causes. The first was that English developed striking dialect differences: northern parts of the country continued to be influenced by Scandinavian languages while parts of south were affected by intimate contact with French. By the eighteenth century English spelling had reached more or less the state in which we find today. Unfortunately the fixing of spellings rather than conventions to indicate pronunciation has led to a situation in which English spelling better reflects the pronunciation of several centuries ago than that of the present day” (p. 72).

As there is a non-standard version of English spelling and pronunciation, learners of English have great difficulties. Internalizing this non-standard English might be one of the biggest difficulties that forces non-native learners during this process. “In many languages, each letter in the spelling system represents one phoneme. However, in English spelling there is a very poor match between spelling and phonemes. For example, the two letters "sh" represent the single phoneme /ʃ/, while the letters "k" and "c" can both represent the phoneme /k/ (as in "kit" and "cat")” (soozandehfar & souzandehfar, 2011, p. 1). “English orthography is known for its irregularity, which makes it difficult for the students to guess the correct pronunciation of words” (Bekleyen, 2011, p. 95). Similarly, according to Reis and Hazan (2012), “The poor letter-to-sound correspondence in English is a complicating factor because “a same speech sound can be represented by different letters (for example the sound /i:/ can be spelt as: ‘ea’ as in ‘pea’, ‘ee’ as in ‘tree’, ‘ie’ as in ‘piece’, ‘e’ as in ‘me’) and a same letter can be pronounced as different sounds” (p. 157). There are many other difficulties while learning English as a non-native speaker. For instance, some sounds of English do not occur in other languages (Kenworthy, 1998). Therefore, learners might not comprehend these sounds and accordingly might have problems producing those sounds.

Furthermore, as Jenkins (2009) states “Those who did not grow up speaking a variety of English that includes features such as the use of weak forms and connected speech such as elision and assimilation are unable to recover the full forms” (p. 45). Likewise, “Some sounds of English words are excluded in the set of sounds of native language. Some EFL learners often fuse the intonation and rhythm of the mother tongue into the pronunciation of English language. This causes incorrect pronunciation” (Lai ,et al. 2009, p. 266). In the opinion of Soozandehfar and Souzandehfar (2011), English pronunciation involves too many complexities such as word stress, sentence stress, intonation, and word linking for EFL learners to strive for a complete elimination of accent. There is a physical dimension related to the brain, too. Makarova (1997) suggests that “Just because it is very hard for grown-ups who no longer have a child’s neuromuscular plasticity to acquire foreign language pronunciation naturally, they have to be taught how to manipulate their several hundred speech muscles in a new way” (p. 5).

One of the difficulties is that, English is not normally spoken at home or in public life in many countries (Simon and Taverniers, 2011) and this might cause a decrease in the amount of practice of spoken language. Jones (1967) defines five kinds of difficulties that students of spoken English face and he suggests some possible solutions to overcome these difficulties. These are as follows:

1. They must recognize easily and with certainty the various speech-sounds and must remember the acoustic qualities of those sounds. As a solution, he suggests ear-training for being aware of pronouncing the foreign sounds correctly or not, and for recognizing words instantly.
2. They must learn to make the foreign sounds with their own organs of speech. Jones suggests gymnastics of vocal organs so as to learn to form the speech sounds of a foreign language. This can be done with the help of the teacher through exercises according to him.
3. They must learn to use those sounds in their proper places in connected speech. Students have to learn the appropriate order of words and sentences and this can be succeeded with the use of Phonetic Transcription.

4. They must learn the appropriate usage in terms of length, stress and voice-pitch. Accurate information should be supplied to them related to the foreign usage such as length, stress, and pitch.

5. They must learn to combine sounds and to pronounce the complete sequence rapidly. Repetition of sound-sequences is the solution to this difficulty; the required sequences must be pronounced at first slowly and then with gradually increasing speed in the opinion of Jones.

On the other hand, Soozandehfar and Souzandehfar (2011) attract attention to the relation of good pronunciation and self esteem; effective communication may most probably lead better job opportunities or at least more respect in the workplace. Thus, one must focus on the problems that hinder communication and then choose first to work on problems that significantly hinder communication and then refer to features in terms of accuracy. They also emphasize that the students also need to learn strategies for dealing with misunderstandings.

### **2.2.2. Factors That Affect Pronunciation Learning**

While learning pronunciation, various factors might affect learners and the learning process naturally. It is tremendously important to recognize these factors for the ones that are in the center of learning process such as teachers and students. Celce-Murcia (1983) expresses her feelings saying that “I have been fascinated by the fact that pronunciation is the area where native language interference is most obvious and persistent and where affective factors are much more important than are cognitive skills” (p. 3). As it is understood from her statement that affective factors are present and effective for most cognitive skills but their dosage is higher in pronunciation learning.

In order to make more clear, Khamkien (2010) emphasizes factors that have effects on teaching and learning pronunciation such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability. On the other hand, Hall (1997, p.5) underlines the physical factor saying that “units of production relate to our biological limitations and our neurological limitations”.

Age factor is highlighted in Gilakjani and Ahmadi's study in 2011; according to them, speaking a language fluently without a foreign accent is possible when it is learnt in childhood not in adulthood. Likewise, Khamkien (2010) is one of the researchers suggesting that age plays an essential role in learning and improving pronunciation skills. In Breitzkreutz, Derwing and Rossiter's study in 2001, it has been found that learners also see the age-factor as a limitation to learn effective pronunciation. According to their findings, "Two thirds of the respondents recognized that there is an age-related limitation on the acquisition of native-like pronunciation" (p. 56).

There have been many researchers that have studied on the age-factor; Kentworthy is one of them. Kentworthy (1998) states that "If a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers" (p. 4). Likewise, Liu and Fu (2011) emphasize the importance of timing in pronunciation learning saying that "When students trained in a traditional program are finally encouraged to speak, they generally produce a kind of Chinglish accent because of the long-term neglect in pronunciation" (p. 164). Reis and Hazan (2012) also attract attention to the age-factor for the development of good pronunciation in their study. Felps, Bortfeld and Guiterrez-Osuna (2008) are as well among the researchers that state the importance of age-factor for attaining a good pronunciation. What are the benefits of knowing this age-factor for pronunciation learning process, then? Curriculum designers and theorists might reconsider the foreign language teaching program in the light of this factor. At the same time, families might introduce foreign languages to their children as early as possible considering these findings.

Familiarity is another factor affecting effective pronunciation learning according to Khamkien (2010). He says that familiarity with the sound system of the native language provides diagnosing difficulties effectively. Smiley, Pasquale and Chandler (1976) have carried out a study on familiarity and found out that "Familiarity is a significant factor and that good readers are familiar with more words than poor ones". In the view of Kentworthy (1998) if there are many differences between languages, the learners will have many difficulties in pronouncing English. He suggests on the other hand that we must be careful not to over-simplify the situation and think too much in



terms of handicap or barriers to learning” (p. 4). Gilakjani and Ahmadi (2011) also state that native language of the learner might be the cause of mispronunciations of words by nonnative speakers. Kentworthy (1998) again emphasizes that “The native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner’s native language” (p. 4). “At the phonetic level, the EFL learner may have problems in discriminating and pronouncing certain speech sounds in English because they do not occur in their native language” (Reis & Hazan, 2012, p. 157). According to Tuan (2012), “It is difficult for learners whose native language is syllable-timed language because they usually give equal stress to every syllable in an utterance and this may lead to incomprehensibility in English” (p. 225). In Bekleyen’s study, English as a stress-timed language is explained like this; “English makes use of stressed syllables produced at roughly regular intervals of time and separated by unstressed syllables” (Crystal, 1997, p. 171 as quoted in Bekleyen, 2011, p. 96). Turkish, on the other hand, is a syllable-timed language; equal stress is given to every syllable. Therefore, Turkish students have serious problem in English pronunciation.

Gilakjani and Ahmadi (2011) point out that learner’s motivation, interest and aptitude for learning the language and the cultural group are vital, too in order to become highly proficient or even native-like speakers. Khamkien (2010) lays very much emphasis on motivation in his study. He says that “The learners’ motivation can be seen the strongest factor contributing to the success or failure of learning a second or foreign language. Basically, if the learners’ motivation is high, then they will be willing to improve their abilities by themselves” (p. 760). According to Khamkhien (2010), “students could simply improve the development of pronunciation competence if they were motivated and had a strong will to expose to the target language” (p. 760). For this reason, teachers should encourage students to speak English outside of the classroom (Gilakjani & Ahmadi, 2011). Similarly, Schaetzel and Low (2009) highlight the importance of motivation for developing a good pronunciation. Carey, Mannel and Dunn (2011) bring exposure into the forefront stating that “through a process of exposure to a language, or interlanguages, adults become language-specific perceivers who are perceptually oriented to best instances of phonetic categories, or phonetic prototypes” (p. 202). Wong (1987) suggests that even if exposure to spoken English is

essential for pronunciation development, it is not sufficient on its own. That is, learners should be guided about what they should pay attention to. Khamkien (2010) believes that lack of opportunities for practicing English pronunciation is a prominent problem. On the other hand, Gilakjani and Ahmadi (2011) suggest that everyone can learn to a certain degree if given appropriate opportunities. Then, it is clear that creating opportunities for language learners has great importance: authorities and teachers can try to success this for learners and learners also should try harder to attain needy opportunities and chances on their own.

Khamkien (2010) states in his study that phonetic ability is very effective while learning pronunciation and he expresses that learners' pronunciation ability can be improved via working on it. Saito (2011) suggests that "Although some L2 learners who strongly strive for nativeness should not be discouraged to pursue their ambitions, researchers as well as teachers should set realistic goals for L2 learners based on empirical research evidence, such as comprehensibility rather than accentedness" (p. 45).

There have been some studies relied upon these affective factors in English pronunciation learning process. For instance, in Tokumoto and Shibata's study (2011), the attitudes of Asian learners toward their L1-accented English are examined through a questionnaire. The results of the survey reveal that the Malaysian students highly value their accented English, while the Japanese and Koreans disapprove of their own varieties of English and indicate their preference for native English pronunciation. As it is seen in the study, there are many students that wish to develop native-like pronunciation. Liu and Qian (2011) investigate the influence of factors on pronunciation accuracy of Chinese adult foreign language learners. "Ten target sounds including phonemes and syllables are included in the pre-test, an analysis of which shows that the mispronunciation of the randomly chosen target sounds mainly results from L1 negative transfer" (p. 115). They also state that individual aptitude in perception, mimicry and monitoring also has a role to play in the improvement of pronunciation accuracy.

Last but not least, Kentworthy (1998) explains the importance of knowing these factors for the learning process well stating that "It is important to examine the factors closely which affect pronunciation learning because the views teachers hold about the

abilities and limitations of learners are bound to influence the priorities and schedule of events in any teaching programme they devise for them” (p. 1).

### **2.2.3. Aim of Pronunciation Learning**

Aim of pronunciation learning has been a debatable subject for many years. “Some time ago it might have been said that the goal should always be native-like pronunciation, even though it was realized that this would be achieved by relatively few” (Kenworthy, 1998, p. 3). As Kentworthy (1998) mentions native-like pronunciation has lost its popularity among non-native speakers in the world. According to Deterding (2010) “If a feature of pronunciation is used by a wide range of speakers and does not stop them being easily understood internationally, there seems little reason to try to eradicate it” (p. 364). That is, he notes that to be understood by people around the world is the priority in order to provide international communication. In the views of Smith (2011), Jordan (2011) and Khazaei (2011) intelligibility must be the central aim of teaching pronunciation. Then what is intelligibility? As an answer to this question, Kentworthy (1998) states that “Intelligibility is being understood by a listener at a given time in a given situation” (p. 13).

Jenkins (1998) notes that “We no longer regard English as being taught mainly for communication with its native speakers, or the target of pronunciation teaching as a native-like accent, with the eradication of all traces of a foreign accent, however unrealistic that target always was” (p. 119). Kentworthy (1998) again explains that “Very few teachers today would claim that a pronunciation that is indistinguishable from that of native speaker is necessary or even desirable for their learners. Instead, it is generally accepted that intelligibility is the most sensible goal” (p. 13). According to Deterding (2010) to achieve maximum intelligibility should be the goal of speaking English for international audience. “In setting goals for our learners we must consider the effect of mispronunciation on the listener and the degree of tolerance listeners will have for this” (Kenworthy, 1998, p. 4). However, “The learners’ accents should be close to a standard variety, because an accent that deviates too far from a recognized standard has the risk of becoming distracting and unpleasant” (Gilakjani, 2012, p. 98).

On the other hand, conditions of pronunciation teaching and learning have been studied at a local university through a questionnaire by Liu in 2011. Results show that the subjects majoring at English Education choose accuracy not intelligibility as the criterion for English teachers. It means that there might be some differences between ordinary learners of English and learners studying at ELT department. Kentworthy (1998) expresses his ideas on this subject like this: “Learners who plan to become teachers of English will want to approximate a native accent, and depending on their future teaching situations, may want to be familiar with several of the major accents of English in the world” (p. 3). Similarly, in Khamkien study (2010), it is stated that “Most of Thai learners need their English to sound as native-like as possible which is a prestige norm of spoken English” (p. 758). As it is understood, if necessary or not many students still want to have a near native-like pronunciation because of its prestige. At this point; Kentworthy (1998) suggests that “While native-like pronunciation may be a goal for particular learners, and while we should never actively discourage learners from setting themselves ‘high’ goals, for the majority of learners a far more reasonable goal is to be comfortable intelligible” (p. 3). He obviously emphasizes the unattainability of having a completely native-like pronunciation saying ‘high’ goals in his statement. In this situation, how should an English teacher behave? According to Deterding (2010),

“We can ask if teachers of English should continue to promote patterns of pronunciation which do not help speakers to be understood internationally just because native speakers use those patterns. Furthermore, if time in the classroom is not spent on trying to achieve unattainable native-speaker targets, this can free up valuable resources that can be spent on more productive tasks, such as developing accommodation skills” (p. 6).

To summarize, a teacher should have realistic purposes in order not to spend time with unnecessary and useless activities. Arranging her lesson in the light of these realistic purposes, a teacher can get the ideal results in the end.

#### **2.2.4. A review of Techniques to Facilitate the Pronunciation Learning Process**

Many researchers have been trying to figure out the effect and use of pronunciation in ELT and as a result of their findings, a number of techniques and strategies have been displayed throughout many years (Celce-Murcia, 1983; Harmer, 1995; Veronica, 1997; Wei, 2006; Felps, Bortfeld and Gtierrez-Osuna, 2008; Tominaga, 2009; Prosic-Santovac, 2009; Saran, Serefoglu and Cagiltay, 2009; Chen and Goh, 2011; Saito, 2011; Liu and Zu, 2011; Couper, 2011; Luchini, 2012; Yi-hui, 2012; Reis and Hazan, 2012; Elmaksoud, 2013; Por and Fong, 2013; and Fotovatnia and Omid, 2013). Techniques have great importance in all teaching and learning processes as well as pronunciation learning and teaching process. Wei (2006) suggests that teachers cannot find many English pronunciation teaching strategies or techniques in their classroom environment and as a result, pronunciation is neglected or ignored. Then, it is a must for foreign language teachers to scrutinize the techniques and strategies that researchers have suggested beforehand in order to use the appropriate one for their students. So, the point is that teachers can reach a variety of techniques and strategies in hand. There have been some techniques or strategies that various researchers have suggested for improving pronunciation skill in time. For instance, in Veronica's study in 1997, it is stated that repetition is the key point in order not to forget the information. "To reduce the effect of the 'cognitive deficit' (mental processes are slower and less efficient in L2) and increase the students' memory span in L2 we have to teach them fluent pronunciation" (Cook, 1996, p.72 as cited in Veronica, 1997, p. 4). According to Veronica (1997) again, to provide understanding the articulatory mechanism, differences between phonological systems of their native language and the target language, the nature of their mispronunciations and the necessary directions of improvement to the students is very crucial for their working on their pronunciation.

Acquiring a good pronunciation is a muscular skill for Veronica (1997) and as she says adequate practice and time is very needy for learners to improve their pronunciation. Other than giving adequate time and chance of practice, motivating students, structuring material and presenting materials in effective sequences via instruction are also very crucial according to Brown (1987 as cited in Veronica, 1997).

Similarly, in Harmer's study (1995), it is stated that in order to achieve the goals for a good pronunciation "The 'discovery approach' puts much emphasis on motivating students, encouraging their relative autonomy and making them 'investigators of facts about language rather than just recipients of information'" (p. 337). That is, students are to be provided chance to realize and discover new information on their own in the lesson; the information are not ready in front of them in teaching and learning process. However, in the opinion of Veronica (1997) "The application of discovery method has not been yet sufficiently developed for pronunciation and phonetics teaching (p. 6).

Veronica (1997) expresses herself and her purpose of teaching pronunciation saying that "The aim is to teach students how to think and extract necessary information from English language texts, make them interested in pronunciation and phonetics, and stimulate self-learning" (p. 6). Her model includes introducing self-learning 'discover it yourself' activities in class, utilizing student-produced materials and activities and having fun" (Veronica, 1997, p. 6). Veronica (1997) highlights that unusual material or making unexpected questions after having presented new material; such as, follow-up quiz questions are very beneficial while using discovery method. She believes that "It broadens students' outlook and enriches their perception" (p. 6). In Murphy's study in 1991, pronunciation activities are found helpful for developing accurate control over the sound system (as cited in Hall, 1997). Along with pronunciation exercises and activities, games are also very efficient as Tominaga (2009) states "Enjoyable aspect of learning English can be considered to be one of the common positively influential factors among successful pronunciation learners" (p. 135).

As it can be seen, there are many benefits of using games for students in class; teachers can revise their perception on games as educational tools. According to Veronica (1997), examples of games are like these: most vocabulary teaching games – crosswords, mazes, hangman, bingo can be matched to the needs of pronunciation and transcription teaching. A few original games like 1. Articulatory jig-saw puzzle (a game that facilitates memorizing articulators via a jig-saw puzzle), 2. Proffessor Higgins (defining native or non-native English speakers via listening recordings), 3. Ball/balloon games (phoneme stickers on the ball), 4. Darts (English vowel classification chart), 5. Cards (with the phonemes, rhythmical or stress patterns or tones,etc.), 6. Using local games. Veronica (1997) states that "All the activities discussed earlier have been

“teacher-initiated” or “teacher-produced”. Materials produced by the students can also be effective. Video-clips of the students’ favorite films, stories and dialogues, poems, tongue-twisters or limericks written by students can be included” (p. 11). These kinds of games can be used by teachers to provide improvement in students’ pronunciation.

Tominaga (2009) emphasizes that “External stimuli such as films and music can be considered as strong tool for having the students become more interested in English learning, since they encourage students positively” (p. 135). According to Wei (2006), despite of limited study related to pronunciation, pronunciation instruction with different strategies does improve students’ pronunciation to some degree. Moreover, he suggests that teachers can be more comfortable with more techniques and strategies in hand.

Yi-hui (2012) has studied on the effects of film dubbing projects on English pronunciation as a foreign language. According to him, “Film dubbing utilizes authentic film clips, with which learners dub the voices of muted characters” (p. 24). He suggests that film dubbing is a supplementary method for acquiring English pronunciation in contrast to traditional methods. In his study, there were Group A (n=41) as the experimental group and Group B (n=42) as the control group, in total were there 83 students. As the result of his study, “Film dubbing was found to be a valuable supplementary method that serves both authentic and communicative purposes for improving EFL pronunciation” (p. 24).

Movies, TV dramas and radio programmes produced by native speakers of English can also be used as beneficial materials to provide authentic language input to students. Learners may set realistic expectations and reduce the anxiety level in speaking looking at native speakers’ conversation with each other (Chen and Goh, 2011). In Felps, Bortfeld and Gutierrez-Osuna’ study (2008), choosing a well-matched native speaker to imitate is said as having a positive effect on pronunciation training.

According to Reis and Hazan (2012) “In the last two decades, with advances in speech technology and in multimedia computing, new approaches to teaching pronunciation have been developed within the framework of computer-assisted learning” (p. 156). In Por’s study in 2011, “Multimedia, Learning Management System (MPLMS) integrated innovatively with phonetic symbols is beneficial to learners by

allowing them to practise their pronunciation infinite times independently and actively until they are satisfied with the newly-acquired sounds without total dependence on sound imitation via aural-oral drills” (p. 171). Therefore, the inventive MPLMS can be helpful in terms of improving learners' pronunciation competence and being more confident while developing skills in sound discrimination for him.

Similarly, Lai et al. have carried out a study in 2009 related to the system of multimedia English learning (MEL). The system analyzes audio samples from English learning students, compares them with the samples of native speakers or teachers and then evaluates their being correct or not. Pronunciation, intonation, rhythm, and volume are four factors while analyzing the samples. Considering pronunciation errors, students are provided with advices to correct and improve their pronunciation. According to them, thanks to this system, phonemic awareness is provided which is an important meta-linguistic skill in terms of acquiring reading and spelling abilities effectively. Therefore, providing students with high phonemic awareness is essential while teaching them English.

Reis and Hazan (2012) have done a study introducing a new notation system that aids the teaching of pronunciation. “This notation system, designed as an enhancement to orthographic text, was designed to use concepts borrowed from the representation of musical notes and is also linked to the acoustic characteristics of vowel sounds” (p. 156). As a result of their study, it has been expressed that “The Speechant system may be an essential useful aid to pronunciation teaching in situations in which foreign languages are taught without the benefit of technological support” (p. 156).

Automatic speech recognition technology is also a good one as it allows “Spoken language to be used in many ways in language-learning activities, for example by supporting different types of oral practice and enabling feedback on various dimensions of language proficiency including language use and pronunciation quality” (Bratt et al., 2010, p. 401). According to them, significant time and frequent feedback from a source other than the language learner’s own perceptions is required in order to improve one’s pronunciation, and automatic pronunciation scoring with a computer is very suitable for this.



The result of Prosic-Santovac research on the use of tongue twisters in EFL teaching in 2009 indicates positive attitudes of majority towards tongue twisters in terms of introducing elements of entertainment, usefulness, relaxation, etc. According to Breitzkreutz, Derwing and Rossiter (2001), communicative contexts are very necessary for pronunciation instruction.

In Fotovatnia and Omidi's study in 2013, the effect of exposure to the visual medium on learning pronunciation and word stress is examined. Thirty junior high school students participate in this study. "The findings revealed that visual medium had significant effect on learning word stress but not pronunciation of target words. Furthermore, using computer as a visual medium increased students' motivation for both pronunciation and word stress learning" (p. 769). These findings both can make teachers motivated to use computer to teach word stress and can also make students motivated and more autonomous in learning pronunciation for them.

Saran, Seferoglu and Cagiltay (2009) aim at investigating the potentials and effectiveness of using mobile phones in foreign language education; the effects of using multimedia messages via mobile phones for improving language learners' pronunciation of words are particularly explored in their study. A group of students attending the English Preparatory School of an English-medium university in Turkey are participants of this study. Results show that using mobile phones has positive effects on students' pronunciation learning. All participants give positive feedback about the mobile learning application used in this study.

In Saito's study in 2011, the effects of explicit phonetic instruction on second language pronunciation by adopting two different outcome measurements (i.e. a rubric of accentedness as well as comprehensibility) are examined. Results suggest that explicit instruction has a significant effect on comprehensibility.

The result of Liu and Zu's empirical study (2011) indicates that systematic instruction and application of monitor strategies effect even the adult learners' pronunciation positively. "It is confirmed that their combination contributes greatly to the improvement of pronunciation accuracy and positive transfer of pronunciation knowledge" (p. 168).

Couper has carried out a study in 2011 related to the effect of two particular factors: socially constructed metalanguage (SCM) and critical listening (CL). SCM is a term proposed for metalanguage developed by students working together with the teacher using already understood first language (L1) concepts to help in the formation of target language phonological concepts. CL is based on listening and contrasting to learn phonological categories and their boundaries. The study involves four groups of six high-intermediate level adult students. Each group receives 45–50 minutes of instruction on pronouncing syllable codas. The instruction is carefully scripted for each group to create four conditions; SCM+/CL+, SCM+/CL–, SCM–/CL+, and SCM–/CL–. The results show significant immediate effects for SCM on speech production and for CL on speech perception. The SCM+/CL+ lesson is replicated for four members of the SCM–/CL– group, who then make similar gains to those achieved by the first group to receive SCM+/CL+ instruction (p. 21).

In Elmaksoud's study in 2013, training programs in phonetics are very crucial for students at Faculties of Arts and Faculties of Education. Also, he emphasizes the effect of communicative approach.

Por and Fong have carried out a study in 2013; The purpose of their study “is to design and develop three presentation modes of the Multimedia Learning Management System (MPLMS), and to evaluate their effectiveness in the learning of pronunciation among learners of visualiser/verbaliser, with varied levels of language anxiety and language aptitude” (p. 292).

According to Nunan (1995), students become more aware of their pronunciation strengths and weaknesses as a result of using technology and a computer-assisted pronunciation teaching (CAPT) program *Speak1* (as cited in Lear, 2013).

In Luchini's experimental study in 2012, the effect of an ELF consciousness-raising task on the development of a group of 21 Spanish-L1's trainee pronunciation is to be evaluated. The results indicate that tasks on ELF that promote noticing and consciousnessraising of this type promote pronunciation awareness and phonological accuracy.

According to Booner et al. (1978), “The learning of new sounds involves two skills: listening (distinguishing the new sound) and speaking (producing the sound

correctly in context)” (p. 10). They suggest that students must be provided with visual, manual and oral tools.

In Derwing, Diepenbroek and Foote’s study in 2012, 12 ESL general-skills textbook series (48 texts in total) and 6 accompanying teachers’ manuals have been examined in order to determine to what extent these popular books include pronunciation activities and how consistent the texts are across individual series. The reason of this trying is that; according to them many instructors are reluctant to teach pronunciation in adult ESL classrooms, often because of lack of formal training. On the other hand, there are significant numbers of ESL students who want pronunciation instruction. General-skills L2 textbooks to include pronunciation activities are good approach to meet the needs of both instructors and students. The results show that there are variable pronunciation activities both across and within series.

Celce-Murcia (1983) emphasizes the importance of the Communicative Approach to the teaching of English pronunciation. Celce- Murcia has developed the following strategy to apply the Communicative Approach:

- 1) Identify sounds or contrasts that are problematic for the students in a given class,
- 2) look for contexts that offer naturally an abundance of lexical items with these target sounds,
- 3) develop communication-oriented tasks that require the use of these words—tasks such as games, problem-solving activities, information grids, dialogs or role-playing situations,
- 4) develop several exercises for each problem area so that any given teaching point can be periodically recycled with new contexts and new words, and then practiced as often as needed” (p. 6).

In the opinion of Kentworthy (1998), most of teachers are against to pay more attention to matters of pronunciation in any other lessons or learning activity since it is artificial and unworkable. According to him,

It is impossible to restrict pronunciation work to particular lessons or slots. “There is, therefore, inevitability about pronunciation work and there is an argument that if pronunciation is so often a part of many language learning activities then it is

automatically integrated. But if the goal of integration is set because it is believed that this leads to more effective and efficient learning” (Kenworthy Joanne, 1998, p. 114).

To summarize, a number of researchers have reported some techniques and strategies in order to provide effective pronunciation teaching and learning. Teachers or learners can examine them and choose the appropriate one or ones for them because “There are many different possible pathways to language learning success and as such it is unlikely that there is a ‘one-size-fits-all’ set of facilitating beliefs for all language learners, even within one sociocultural and educational context; rather belief systems will develop to fit the specific needs and affordances of individuals leading real, complex and varied lives” (Mercer, 2011, p. 58). However, one can easily see that many more practical techniques and strategies should be found out by researchers on pronunciation teaching and learning.

### **2.3. Students in Pronunciation Learning Process**

Teaching and learning processes are closely interrelated; therefore, there are two essential dimensions: students and teachers. In order to grasp the process better, it is essential to examine the role of students and also the role of teachers in pronunciation learning and teaching process. It can be said that students are the receivers of information in educational system. For this reason, even if a teacher does everything she can do to convey the message; it is generally up to the students to get that message appropriately. Celce-Murcia (1983) emphasizes this very well saying that “I have been frustrated because until recently most of my students had made little progress even though I had provided plenty of practice” (p. 3). Kentworthy (1998) states a sentence like an explanation to Celce-Murcia’s: “Success in pronunciation will depend on how much effort the learner puts into it” (p. 2). Then, it can be said that in order to get the ideal result or in order to be successful, students’ struggle has great importance in this process.

On the other hand, some students are at the desired level considering their success in pronunciation while the others are not. Then, what might be the difference between them and what is the benefit of knowing that difference? According to Grenfell and Erler’s study (2013), successful students use a whole repertoire of tricks, tactics,

skills; strategies to make language learning work for them. They think that finding why some students are successful is very important to teach the way to the other students. Hismanoğlu have carried out a study related to this subject in 2012 and the aim of his study is to investigate kinds of strategies deployed by advanced EFL learners at English Language Teaching Department to learn or improve English pronunciation and to reveal whether there are any significant differences between the strategies of successful pronunciation learners and those of unsuccessful pronunciation learners.

“It was revealed that advanced EFL learners utilized all these six major strategies (memory, cognitive, compensation, metacognitive, affective and social strategies). If learners do not possess the ability to manage and control via monitoring their progress and evaluate the outcome of their efforts to master the foreign language, they will not be able to apply their repertory of strategies when necessary since they will not know the need where and how to utilize these strategies” (Hismanoğlu, 2012, p. 254).

Derwing and Rossiter (2002), on the other hand, have examined the perceptions of 100 adult English as a second language (ESL) learner from a variety of first language backgrounds with regard to their pronunciation difficulties and strategies they employ when they are faced with communication breakdown in their study. Results show that students mostly have problems at segmental level and when they are not understood, they commonly use these strategies: paraphrasing, self repetition, writing/spelling, and volume adjustment.

There are also some contributory and noncontributory factors for students while learning pronunciation. Tominaga (2009) analyzes successful foreign language learners, focusing on their study history on pronunciation. The results show that formal instruction at school is not a contributory factor to students' acquisition of pronunciation. In order to motivate their learning, they use the opportunity outside the school effectively. He states that external excitement/motivation such as films, the intra-recitation contest, and encounter with good teachers are sources of successful pronunciation learners. According to Wong (1987):

“A 5- or 10-year-old nonnative speaker immersed in a community of native speakers will have a greater potential for language acquisition without instruction

than one whose classmates are predominantly nonnative speakers. A formally educated adult learner will bring cognitive abilities to the task that will be different from those of one who did not have a formal education and who may be nonliterate in the first language as well” (p. 12).

Then, after these two researchers’ articles, it can be said that formal instruction is not enough alone for learners and if it doesn’t exist, there might not be much loss for learners if the environment and cognitive states are ready and if there is a good teacher for them. Tominaga (2009) suggests that “Successful pronunciation learners have autonomously acquired their original learning strategies” (p. 134). Tominaga (2009) again states that successful students are those who are interested in learning English. They first watch their models and then try to imitate their pronunciation. After all, it can be understood that there should be ideal models in the environment for students and the easiest and practical way for this is modeling qualified teachers in classrooms. The other point is that: ability. According to Wei (2006), ability and success in learning pronunciation is interrelated; hence, some students can pronounce well even if they don’t exert much time and power.

In 2010, Kang has carried out a study and 238 adult ESL students from language institutes in New Zealand and the United States are participants of this study. None of ESL programs consisted of stand-alone pronunciation classes. Aim of the study has been to examine students' expectations for and frustrations with studying pronunciation in the ESL environments. “The study suggests that pronunciation teaching objectives and students' perceived needs are in need of better synchronization in the ESL contexts” (p. 104). In the article of Mercer (2011), the situated belief systems of two expert have been examined and it has been suggested that researchers and educators should consider “learner beliefs in terms of their appropriacy for a particular individual in their unique sociocultural, educational and personal contexts” (p. 57).

Wong (1987) emphasizes that some students think that producing foreign sounds exactly means losing a part of their identity. “Pronunciation learning also puts learners in a position of great risk: they risk making mistakes, being embarrassed, failing, and losing self-esteem” (Wong, 1987, p. 12). According to Veronica’s study (1997), “Japanese students are often skeptical about the possibility of progress in their

pronunciation. They often feel self-conscious of their pronunciation and too shy to practice their English. On the other hand, difficulties in pronunciation production and perception are also used to covert language incompetence” (p. 3). In Elliot’s study (1995), it has been revealed that attitude or concern for pronunciation accuracy proved to be the most significant factor. Veronica (1997) believes that emotion is the key for succeeding a thing and “Appealing to students’ emotions and the artistic sense can be both educational and entertaining“ (p. 7). Kentworthy (1998) explains the role of emotions and feelings in pronunciation like this: “Interestingly, it has been found that speakers who hesitate a lot also have many pronunciation problems. There may well be a link between lack of confidence about pronunciation and pauses and hesitations, which in turn make the person difficult to understand” (p. 14). “Pronunciation, as one facet of language is a form of behavior, but more than any other, it seems to expose an individual’s sense of self” (Wong, 1987, p. 11). The results of Wong’s study (1987) “language learners’ pronunciation self-concept is one of the most important factors which facilitate or hinder foreign language learning. For change to take place, the learner must first recognize a need for change (p. 11). Kentworthy (1998) states that “Learners should know what to pay attention to and can build upon this basic awareness. Learners also need to develop a concern for pronunciation. They must also realize that success in language learning, as in any learning task, involves setting oneself goals, and working hard to achieve them” (p. 27). According to Hayati (2010), learners’ objectives should be taken into account.

Gilakjani and Ahmadi (2011) suggest that learners should be helped in categorizing or conceptualizing sounds in a way appropriate to English. Speech-wave or diagram of the articulation of a sound is not sufficient for students to reproduce sounds; they should also understand what features of the sound are significant and given appropriate ways of thinking about the sound. According to Gilakjani and Ahmadi (2011), a learner that is good at stress and intonation is understandable. On the other hand, in the opinion of Hall (1997), “Learners will make the effort to develop tone, rhythm, pitch and appropriate stress if it is purposeful” (p. 10). According to Smith (2011), judging their own intelligibility is very necessary for learners. Attending to verbal and nonverbal signals provide learners to determine when they are not being understood and then they may change their speech to increase this intelligibility. Jones

(1967) suggests that reading aloud from phonetic texts contributes a lot to the learners' pronunciation and a learner should try to transcribe phonetically passages of the target language in a considerable amount in order to perfect pronunciation. According to him,

“Books can be beneficial for students in these aspects: descriptions of the English speech-sounds together with information as to their usage; information as to English usage in the matter of length, stress, and pitch; descriptions of mistakes of pronunciation that foreign learners frequently make; indications of methods which will help them to avoid such mistakes; specimen catenation exercises and lists of words illustrating the use of the various sounds; specimen exercises to be dictated for ear-training” (Daniel, Jones, 1967, p. 10).

Dlaska and Krekeler (2013) suggest that listening to a repetition of their own pronunciation provides implicit feedback on current performance. However, this doesn't necessarily rise students awareness; they can need help. Looking at Kennedy and Trofimovich's study (2010), a university-level learner of English have thought she has improved and learned a lot but after the course she has said that she has stopped using what she has learnt. “As with any complex skill, learning to use a language proficiently takes time” (Kennedy & Trofimovich, 2010, p. 171).

According to Kang (2010), most learners accept pronunciation is a major factor for their communication problems; they also suggest that they don't receive sufficient pronunciation instruction. Smith suggests that (2011), sounding like native speakers is a desire for most of students. In Smit and Dalton's study (2000), students prefer native English accent not their own accent. So, in the view of them, the students are highly motivated and self-efficacy; however, they are also anxious about pronouncing English correctly. In Dalton-Puffer, Kaltenboeck and Smit's study (1997), personel exposure to English in its native environments has been emphasized.

In Little and Sandler' study at University of South Carolina (1990), it has been found that correction of pronunciation and pronunciation practice in class are among the activities chosen the most valuable activities by students.



## **2.4. Teachers in Pronunciation Teaching Process**

Teachers have great importance when it comes to learning and teaching processes. “Teachers play a significant role in improving their own profession. Teachers are to link between theory and practice. Teachers are not just the receivers of a load of theories, the jugs full of knowledge, from the teachers’ educators and follow a routine like approach in their classroom” (Khodabakhshzadeh& Shirvan, 2011, p. 29). As it is well understood from the previous statement, teachers are not just the ones who sit in front of the students in classrooms; their functions vary from providing the setting and stimulus for communication experience to helping, analyzing moments of communication breakdowns some of which are because of pronunciation difficulties according to Wong (1987). Wong (1987) states that after students recognize the importance of pronunciation for a smooth communication, teachers can then focus on pronunciation work.,

### **2.4.1. Challenges of Teachers in Pronunciation Teaching Process**

There are unfortunately many challenges while teaching pronunciation. Gowrie, Saravanakumar and Subbiah (2012), suggest that teachers do not have sufficient time in class to pay enough attention to pronunciation aspect and it is a challenge for teachers. According to Gowrie, Saravanakumar and Subbiah (2012) again, models, goals, approaches and methodology that are very effective for learning and teaching pronunciation are not agreed on by researchers and teachers. This is also a challenge as a good model, goal, approach and method may well make easier the loads of work for teachers and classroom activities may well be more regular for teachers. Derwing, Munro and Wiebe (1998) state that “teachers have had to rely on their own intuitions or those of materials developers to decide on the emphasis a pronunciation course should care” (p. 393). It is understood from the previous statement that teachers do not have many supporting aspects other than their intuitions for pronunciation. To give a more detailed picture of it, it should be useful to look at Celce-Murcia’s own experiences;

“Like most of my colleagues, I started out by using the Audio-lingual method and materials for teaching pronunciation. This was about 15 years ago. However, since then, I have gradually been forced to reassess and modify my

teaching approach because manipulative drilling with minimal pairs-contextualized or otherwise- effected little improvement in my students' pronunciation. When they left the phonetics class and used English in spontaneous conversation, nothing we had done in class seemed to have had any impact" (Celce-Murcia, Marianne, 1983, p. 5).

Considering these experiences, it can be said that teachers who wish to teach pronunciation effectively may stand alone in this process. If they really want to teach pronunciation, they must be good observers of the students' process and do necessary changes accordingly. Zan Chen and Christine Goh (2011) investigate difficulties that teachers encounter in teaching oral English in higher education in the English as a foreign language context in China. The findings show that apart from external constraints such as large class sizes and a lack of teaching resources, EFL teachers are frustrated by their low-efficacy with regard to oral English proficiency and inadequate pedagogical knowledge. At this point, this should be said openheartedly that it is not only the teachers' fault. Chen and Goh (2011) attract attention to the unfamiliarity of many non-native English speaking teachers with the authentic, natural oral English that native speakers use in real-world conversations. This means that most of non-native English teachers are not close enough to the target language and also the target culture. On the other hand, according to Demirezen (2010), as there aren't sufficient materials and adequate model teachers in underdeveloped countries, nonnative teachers of English in those countries have some problems; such as, mispronunciation and bad intonation. In his opinion again, these teachers, though their mispronunciation and bad intonation, do not make an effort to improve their mistakes, and this their not trying gives much harm to the students. Moreover, correcting pronunciation is more or less a hopeless effort at their age for some of them. However, advancement of pronunciation in teacher training must be a ceaseless need. Demirezen (2010) meets a model in his study: Audio-articulation Pronunciation Rehabilitation Model which is a pronunciation corrective model for teacher trainees and teachers-on-the-job. Thanks to this model, awareness of pronunciation mistakes, perception or focused listening and then exhortation of exercises of oral practice are aimed to be succeeded.

Moreover, Müller (2013, p. 226) argues that "Teaching approaches based on the philosophy of pronunciation-in-isolation are still present in classroom environments,

potentially inhibiting learners from embracing and capitalizing on their positions as multilingual speakers due to feeling inferior and unintelligent because of their nonnative accents”. Wong (1987) gives an advice on choosing approach and materials: a teacher must consider learner variables before she decide on pronunciation instruction and “The choice of materials and the kinds of adaptations to be made for any individual learner or group of learners” (p. 12). According to Türker (2010), traditional teaching methods are limited while teaching pronunciation. For this reason, alternative methods are necessary to be found.

#### **2.4.2. Teachers’ own Proficiency**

In the view of Tominaga (2009), pronunciation component of a language may be difficult; however, those are the teachers that can make it easier. So as to success this, teachers can revise their own attitudes toward pronunciation first of all, and then they can try to improve their own pronunciation and they can also create a method that will be really helpful for students’ learning process. Hismanoğlu (2011) underlines the importance of education for teachers, especially for pronunciation aspect. He advises that teachers should be educated in a way that they can teach pronunciation effectively and they can develop their own pronunciation teaching materials in the light of the needs and expectations of their students and they can also use new technologies to success that. Gürbüz (2012) emphasizes the importance of improving a teacher on her field saying that “An English teacher making grammar and pronunciation mistakes and not fluent in the target language cannot be considered a competent teacher no matter how much s/he knows about the subject matter” (221). Gürbüz thinks that good pronunciation is one of the components of language competency.

According to Khodabakhshzadeh and Shirvan (2011, p. 29), “Some common personality traits such as confidence, patience, respectfulness, and sense of humor are important for effective teaching”. Constructing upon this idea, it can be said that a teacher must be a role-model for her all behaviours to her students. Also, it can be said that a teacher must be a self-improved one in order to teach better to their students because only then they can help their students’ improving. Bandura (1993) agrees on this idea saying that “Teachers’ beliefs of their instructional efficacy have a significant effect on the kind of learning environment they create to facilitate learning” (Gürbüz,

2012, p, 220). Gürbüz (2012) carries out a study to investigate the perceptions of pre-service teachers' on 'language teacher competency' and their language related strengths and weaknesses. "The results indicate that 47% of the pre-service teachers who participated in the study are aware of the importance of 'language competency' as the first and most important component of Language Teacher Competency" (p. 219).

Education is an essential part of being a foreign language teacher teaching pronunciation of that language to the students. However, as a first step, the teacher should need and want that education. "According to Lin, Fan and Chen (1995), some teachers in Taiwan might even argue that English pronunciation is not important at all" (as quoted in Wei, 2006, p. 1). "In the U.S., many students and Teachers believe that spending time on pronunciation is useless" (Wong, 1993 as quoted in Wei, 2006, p.1). "English pronunciation is simply ignored in the curriculum of some universities in Thailand" (Wei and Zhou, 2002 as quoted in Wei, 2006, p. 2). "In Mexico, pronunciation was described as "the Cinderella of language teaching"; that means an often low level of emphasis was placed on this very important language skill" (Dalton, 2002 as quoted in Wei, 2006, p. 2). There might be many other teachers that do not see pronunciation and education on pronunciation teaching necessary in the whole world, as well. In the statement of Celce-Murcia (1983), she describes her feelings about pronunciation teaching saying that "There was always the nagging question as to whether I was accomplishing anything at all by teaching pronunciation, whether I wouldn't be better serving my sts by teaching them reading comprehension or vocabulary, for example" (Celce-Murcia, Marianne, 1983, p. 3). "Teachers are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, 'it sounds like this: uuuh'" (Dalton, 2002 as quoted in Wei, 2006, p. 3). Though; Breikreutz, Derwing and Rossiter (2001) state that "Many teachers and teacher educators have recognized that some L2 students need direct assistance with pronunciation: for the last two decades, considerable numbers of people have come out of communicative classrooms who, despite large vocabularies and good comprehension skills, have difficulty making themselves understood" (p. 52). Fortunately, Wei (2006) points out that teachers can teach pronunciation effectively to

their students after spending some time learning and practicing strategies for teaching pronunciation. In the same way, Schaetzel and Low (2009) state that “Teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learner in their classes” (p. 2). According to Tominaga (2009), teachers need to pay more attention to their own English pronunciation skills. “Teachers are not necessarily required to pronounce like a native speaker of English, but at least they are required to teach intelligible pronunciation to students because, at the threshold level, it is important for students to learn pronunciation that enables them to make themselves understood in English” (Tominaga, 2009, p. 137). Richards, Conway, Roskvist and Harvey (2013) consider teachers’ subject knowledge, that is, their language proficiency in their research study. As a result of the study, they highlight the significance of continuing to develop their subject knowledge for teachers with limited levels of target language proficiency in order to maximise the language-learning experience for their students. According to Jenkins (1998) the three phonological areas which are sounds, nuclear stress, and articulatory setting are the areas that all teachers, native or non-native, should be well educated in. “Shulman (1986, 1987) posits seven overarching categories of teachers’ knowledge:

1. Subject matter content knowledge (e.g., knowledge about language);
2. General pedagogical knowledge;
3. Curriculum knowledge;
4. Pedagogical content knowledge (e.g., knowledge of how to teach particular subject matter using appropriate examples, explanations, illustrations, and techniques);
5. Knowledge of learners;
6. Knowledge of educational contexts;
7. Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds” (Shulman (1986, 1987 as cited in Baker and Murphy, 2011, p. 3).

According to Luk (2010);

“In Hong Kong, all English teachers entering the profession after 2001 have to undertake a Language Proficiency Assessment for Teachers of English

(LPATE) and attain a benchmark level (level 3 out of 5 levels) in all five areas including the four language skills and classroom language use. In the speaking test as well as classroom language, one of the assessment criteria is pronunciation, stress and intonation. As student teachers on pre-service teacher education programmes are expected to attain benchmarks upon graduation, it has become the teacher educators' responsibility to ensure that all graduating student teachers display the benchmark level of proficiency in all mandatory areas including pronunciation, stress and intonation" (Luk, 2010, p. 25).

### **2.4.3. Instructional Strategies for Teachers**

There are some factors helping teachers to educate in pronunciation area. For instance, in Mattos' study (2013), video recordings are used as a tool for self-observation. This using of video recordings help teachers to remember her classroom activities and also it provides analyzes of a different point of view; such as observer's. Thanks to this application, teachers are able to do self-reflection of her events in the classroom time and they are also able to find out the problems and as a result they are able to search for solutions to these problems. This critical reflection and awareness process is invaluable as they are the first step towards the necessary changes for professional development. Similarly, Papalia and Anthony (1978) carry out a research and in their research an inventory of teaching styles and strategies developed by foreign language teachers is presented as a method to aid in self-analysis, the identification of teachers' beliefs on language teaching, and the discovery of the assumptions that teachers make on how students learn.

As was stated, there are some challenges in pronunciation teaching process. In spite of these challenges, pronunciation learning process can be facilitated if the teacher "divides the task into its components, ordering the components in some way (for instance from basic to complex, or easy to difficult) and shows the learner why each component must be learnt" (Kentworthy, 1998, p. 27). This can improve learners' awareness and this is one of the roles of teachers. Gowrie, Saravanakumar and Subbiah (2012) also express the importance of creating students' awareness because then according to them "Pronunciation becomes much more rewarding for teachers and students" (p. 1). Psychological factors are also the ones that affect pronunciation

learning in some ways and these factors are really challenging for students. Therefore, “A teacher can help overcome this barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others ” (Gowrie, Saravanakumar and Subbiah, 2012, p. 1). “The teacher can and must play a large role in molding instruction not only to meet the objectives of language learners, but also to make this experience a positive one” (Wong, 1987, p. 13).

Kentworthy (1998) states that “Learners themselves will be aware of some of the features of their pronunciation that are different, but they will not be able to tell if this is important or not” (p. 2). Therefore, it is the teacher to direct and motivate learners. According to Smith (2011), a teacher should teach awareness of a wide variety of English pronunciation features and the skills in how to produce those features. Hall (1997) notes that “Raising learners awareness depends on teachers’ motivation, and developing both pronunciation and listening ability for utterances beyond the sound recognition level” (p. 7).

On the other hand, Hismanoğlu (2012) suggests that providing students with phonetic and phonological knowledge regarding the English language is not sufficient alone; teachers should “ask learners to reflect on their personal pronunciation learning techniques and report the strategies that they employ, which, undesirably, leads to learners' confronting with communication problems when interacting with (non)native speakers of English beyond the classroom context” (p. 246). Dłaska and Krekeler (2013) states that “When it comes to pronunciation, it seems that learners often lack the ability to self-assess their skills accurately and to draw relevant conclusions in the absence of additional guidance” (p. 33).

According to Martinsen and Alvord (2012), cultural factors have essential roles while developing oral skills as well as the roles of developing important cross-cultural skills and acceptance of differences. Therefore, teachers can use these cultural aspects in order to provide better oral skills including pronunciation in their classrooms. “Greater levels of cultural sensitivity were associated with greater improvements in pronunciation, which suggests that teachers who are interested in improving their students’ pronunciation would be well advised to help their students to increase their

cultural sensitivity” (Martinsen and Alvord, 2012, p. 459). Enjoyable aspects of learning English may provide students to be successful pronunciation learners (Tominaga, 2009). Considering this, teachers who have the desire of creating successful students may apply enjoyable activities and materials in their classrooms. Veronica (1997) rightfully points out that enhancing students’ motivation and interest towards English pronunciation and phonetics is a need for the improvement in students’ speech performance. In the opinion of Veronica (1997), pronunciation is a language aspect that requires the closest interaction between teachers and students among the other language aspects.

An encouraging atmosphere for learners to learn and practice English pronunciation spontaneously is very crucial as well for Tominaga (2009) and creating an atmosphere like that is the duty of teachers for him. One of the most important function of a teacher is to give motivation to the students. In Türker’s opinion (2010), students very need time for practice and speak English sounds correctly; however, time and space for practicing are limited. “The teacher must approach pronunciation in such a way that it encourages appropriate attitudes in learners and helps them to give the necessary time and effort to it” (Kenworthy, 1998, p. 114). Gilakjani (2012) states that: “Teachers can help students by highlighting elements such as sounds, syllables, stress and intonation. Teachers can actively encourage the students’ actual production, build pronunciation awareness and practice through classes. They can encourage them repeatedly to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom” (Gilakjani, 2012: 103). Celce-Murcia (1983) states that;

“Teachers must think of communicative tasks, games, problem-solving activities and situations for role-playing which reasonably stimulate genuine communication, but which also have pronunciation rather than notions, functions, vocabulary, etc. as the teaching objective. If teachers can discover ways of doing this, our teaching of English pronunciation will be more successful because our students will be better motivated to make their English speech clearer and more comprehensible” (Celce-Murcia, Marianne, 1983, p. 6).



Gowrie, Saravanakumar and Subbiah (2012) suggest some steps in order to incorporate pronunciation: First of all, frame the curriculum with more importance to pronunciation development; adapt appropriate strategies and approaches for introducing sounds; special trainings for the teachers can be very useful; equip the classrooms with adequate technological resources; generalize the curriculum for all mediums of instruction as everyone needs to speak English properly; change the evaluation pattern in terms of testing the students' skill of speaking individually with proper pronunciation. They also advise teachers that they can expose students to BBC English, Standard American English, or a locally produced variety like Indian Accent through some suitable and effective techniques/activities. Müller (2013) mentions in his study that the aim of pronunciation teaching must be “a classroom discourse that promotes a critical reflection on beliefs about pronunciation and its role in L2-mediated interactions, and a space for learners to experience pronunciation as a non-isolatable, fluid, and socially contextualized element of language and language use, helping them to embrace their pronunciation(s) as accepted parts of their senses of self” (p. 224). In Graddol, Leith and Swann's view (1996), the pronunciation lesson should not be just informative; one of the aims is to persuade the students to change their articulation habits, their accents so as to be comfortable in the target language.

Wong emphasizes that (1987) an atmosphere of mutual respect and trust has great necessity for students in order to learn and improve pronunciation. Moreover, “Teachers can promote success by establishing clear, achievable objectives and devising ways for students to take note of these achievements” (Wong, 1987, p. 13). The results of Müller's study (2013) underline that other than structural elements and native-speaker norms, pedagogical approaches which promote the critical reflection on and creative use of pronunciation have great importance.

Zarrinabadi (2013) has a study on how teachers can affect learners' tendency to talk in class. The findings indicate that teachers' wait time, error correction, decision on the topic, and support influences a lot on learners' willingness to communicate. According to Kentworthy (1998), teachers' roles are like these: “Helping learners hear, helping learners make sounds, providing feedback, pointing out what is going on, establishing priorities, devising activities and assessing progress”. “Teachers should both raise learners' awareness of the general strategies that they actually use and

encourage development of the most efficient strategies for overcoming communication difficulties. Awareness of suprasegmentals, especially in the absence of instruction, is limited” (Derwing& Rossiter, 2002, p. 162). “Guidance to lead learners in finding out their original strategies on English pronunciation should be conducted in classes” (Tominaga, 2009, p. 136). Wong (1987) believes that “An instructional program that aims to be learner-centered must start with the learner and plan the syllabus on the basis of who the learners are and what goals they can reasonably achieve in the time allotted” (p. 9). Wong (1987) explains the benefits of instruction in the classroom saying that

“What can pronunciation instruction accomplish? It can:

1. Show students the major components of the spoken English system;
2. Demonstrate how these components contribute to the expression of meaning and to communication in general;
3. Teach students how to perceive these features in natural speech;
4. Teach students how to perceive these features in their own speech; and
5. Give students tools to develop their pronunciation on their own. “(Wong, 1987, p. 14).

“By giving students specific means to develop independently, the responsibility falls on those who have the actual power to make the necessary changes” (Wong, 1987, p. 14).

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction**

Students' and teachers' perceptions on pronunciation teaching and learning are very essential in order to carry out the pronunciation teaching and learning process properly. In this chapter, the method, instruments, participants and data analysis of the study will be presented. Quantitative research design was used in order to find the data and a questionnaire was conducted through this process. The study was carried out at Atatürk University, English Language Teaching (ELT) Department with 278 students and 43 academicians; 321 in total. In the analysis of the data, 5 different statistical analyses were used and these were carried out via 18.00 statistical programme. Each of these sections will be explained in details below.

#### **3.2. Method**

Quantitative research design was used in order to find the necessary data in this study. According to Hopkins (2008), the goal of the quantitative research is to find out the relationship between one thing and another in a population. In this study, it was tried to determine students' perceptions and teachers' perceptions, and then compare the results. In quantitative research method, patterns, regularities, causes and consequences are essential (Scott & Morrison, 2006). Johnson and Christensen (2004) state that "Pure quantitative research relies on the collection of quantitative data (i.e., numerical data)" (p. 30). Johnson and Christensen (2004, p. 31) again state that:

The researcher tests hypotheses and theory with data, behavior is regular and predictable in quantitative research, research objectives are description, explanation, and prediction, focus is narrow-angle lens, testing specific hypotheses is primary, nature of observation is to attempt to study behavior under controlled conditions, nature of reality is being objective, form of data collected

is collecting quantitative data based on precise measurement using structured and validated data collection instruments (e.g., closed-ended items, rating scale, behavioral responses), nature of data are variables, data analysis is identifying statistical relationship, results are generalizable findings, final report is statistical report (e.g., with correlations, comparisons of means, and reporting of statistical significance of findings).

The method designed for collecting the necessary data was based on the questionnaire focusing on the perceptions and beliefs of pronunciation learning process. In the opinion of Dörnyei (2003), “Asking questions is one of the most natural ways of gathering information and, indeed, as soon as babies have mastered the basics of their mother tongue they launch into a continuous flow of questions, and keep going throughout the rest of their lives” (p. 3). Advantages of questionnaire are that it doesn’t take much time; it doesn’t require much effort and financial resources. Being easy is also another advantage of questionnaire according to Dörnyei (2003).

In sum, considering these advantages quantitative research design was used in this study. Also, quantitative research design was rather proper for this study because this study was directly related to beliefs and perceptions of variables.

### **3.3. Participants**

The participants of this study were preparatory, first, second, third and fourth class students studying at Atatürk University, English Language Teaching (ELT) Department. The total number of student-participants is 278: thirty of them is preparatory grade, 49 of them is first grade, 66 of them is second grade, 74 of them is third grade and 58 of them is fourth grade. The aim was to select sufficient students from each grade in ELT department so as to find the perceptions of both new-comers that didn’t take courses on pronunciation and experienced students that took courses on pronunciation and to compare their perceptions. On the other hand, there were 43 academicians participated in this questionnaire; they were ranged from inexperienced to experienced ones; and there were ones that had been in an English-speaking country beforehand; however, some of them had never been an English-speaking country. In

total, 321 participants filled out the questionnaire. All the participants were native speakers of Turkish.

### 3.3.1. Students

As mentioned previously, there were 278 ELT students in this study and demographic features of students are described below:

Table 3.1.

*Demographic Features of Students*

		F	%
Gender	Female	204	73,6
	Male	73	26,4
Grade	Prep class	30	10,8
	1	49	17,7
	2	66	23,8
	3	74	26,7
	4	58	20,9
Have you been in an English-speaking country before?	Yes	30	10,8
	No	247	89,2
Age	Minimum-Maximum	Age 18 – 55	
	Mean	21,78	
	Standart deviation	3,28	

As seen in table 1, 73,6% of all students that participated in the questionnaire are female and 26.4% are male. According to grade, it can be analyzed that 10.8% are preparatory class, 17.7% are 1<sup>st</sup> grade, 23.8% are 2<sup>nd</sup> grade, 26.7% are 3<sup>rd</sup> grade and 20.9% are 4<sup>th</sup> grade. 10.8% of all student-participants have been an English speaking country; on the other hand, 89.2% have never been in an English speaking country before. Mean age is 21.78, the lowest 18 and the highest one 55.

### 3.3.2. Academic Staff

43 academicians working in English departments (English Language Teaching

Department, English Language and Literature) at Atatürk University participated in this study and some demographic features of academicians are presented in Table 3.2 below:

Table 3.2.

*Demographic Features of Academicians*

		F	%
Gender	Female	19	44,2
	Male	24	55,8
Have you been in an English-speaking country before?	Yes	16	37,2
	No	27	62,8
Age	Minimum-Maximum	24 age – 63 age	
	Mean	33,64	
	Standart deviation	10,95	
How many years of English courses did you teach at the university?	Minimum-Maximum	0 year -34 year	
	Mean	9,23	
	Standart deviation	9,67	

When Table 3.2 is examined, it can be seen that 44. 2% of academicians participated in the questionnaire is female while 55.8% of them is male. 37.2% of the academicians have been in an English-speaking country before; whereas 62.8% of them have never been in an English-speaking country. Mean age is 33.64 and the lowest age is 24; the highest age is 63. Academicians have been teaching English at universities for 9.23 years in average.

### 3.4. Instrument

A questionnaire was conducted with 278 students and 43 academicians in this study. The questionnaire had been used in Ellen Simon and Miriam Taverniers' study (2011) "Advanced EFL Learners' Beliefs about Language Learning and Teaching: A comparison Between Grammar, Pronunciation, and Vocabulary". Ellen Simon and Miriam Taverniers had also extended Horwitz, and Susan M. Bacon and Michael D. Finnemann's questionnaire. Ellen Simon and Miriam Taverniers studied on three

components of a language such as vocabulary, grammar and pronunciation in their research. In order to determine students' and academicians' perceptions, pronunciation part was taken out of the previous questionnaire and used this part in the study. In the first section, a number of personal questions were asked to the participants. There were three blocks: Block I was a semantic scale measuring especially beliefs on pronunciation. There were 17 questions in Block I. It was a Semantic Scale and the responses were arranged as *not at all, rather, not so, somewhat, quite and very*. Before implementing the questionnaire, the meanings of responses above were explained in a detailed way in order not to lead misunderstandings. There were 8 items in Block II. It was a Likert Scale and the responses were arranged as *Strongly disagree, Mostly disagree, Somewhat disagree, Somewhat agree, Mostly agree and Strongly agree*. The items were generally focused on pronunciation learning beliefs in this section. Lastly, Block III was a ranking and there were 3 items and these 3 items focused on beliefs about pronunciation learning strategies.

In short, there were mainly three sections focusing on beliefs on pronunciation, pronunciation learning beliefs and beliefs about pronunciation learning strategies. As the aim of the study was to find and compare the perceptions of students and academicians on pronunciation learning, this questionnaire addressed the research questions well with its three parts on beliefs on pronunciation, pronunciation learning and pronunciation learning strategies. The questionnaire could be found in Appendix A and Appendix B.

### **3.5. Data Analysis**

The data collected via questionnaire were analyzed in Windows SPSS 18.00. In order to analyze the data gathered, 5 different analyses were used. These ones are:

1. Frequency
2. Per cent
3. Chi-Square Analysis
4. One Way Variance Analysis
5. LSD Post Hoc Test

## CHAPTER FOUR

### 4. INTERPRETATION AND ANALYSIS OF THE DATA

#### 4.1. Introduction

In this chapter, the data obtained through statistical analysis will be analyzed and interpreted within three subtitles.

1. Data related to students
2. Data related to academicians
3. Data related to the comparison of students' and academicians' answers to the questionnaire

#### 4.2. Data Related to the Students

Findings about the distribution of students' answers to the questionnaire are displayed in Table 4.1.

Table 4.1.

*Data on the Distribution of Students' Answers to the Questionnaire*

BLOCK I: SEMANTIC SCALE	Not at all		Rather		Not so		Somewhat		Quite		Very	
	f	%	F	%	f	%	f	%	F	%	F	%
1. How difficult do you think it is to learn and use correct pronunciation?	42	15,2	39	14,1	78	28,2	59	21,3	40	14,4	19	6,9
2. How useful do you think it is to learn and use correct pronunciation?	-	-	19	6,9	12	4,3	16	5,8	75	27,1	155	56,0
3. How important do you think correct pronunciation in English will be in your future professional life?	1	,4	9	3,2	8	2,9	16	5,8	70	25,3	173	62,5
4. How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?	2	,7	4	1,4	16	5,8	22	7,9	77	27,8	156	56,3



Table 4.1. (Continue)

5. How similar is your English pronunciation to that of a native speaker of English?	12	4,3	28	10,1	91	32,9	90	32,5	46	16,6	10	3,6
6. How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?	11	4,0	24	8,7	45	16,2	49	17,7	83	30,0	65	23,5
7. How confident are you about your English pronunciation?	7	2,5	16	5,8	48	17,3	101	36,5	87	31,4	18	6,5
8. How important is a native-like pronunciation in English for yourself?	4	1,4	5	1,8	22	7,9	38	13,7	93	33,6	115	41,5
9. How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?	4	1,4	12	4,3	44	15,9	88	31,8	94	33,9	35	12,6
10. How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?	10	3,6	13	4,7	62	22,4	94	33,9	73	26,4	25	9,0
11. How important do you think it is to do pronunciation practice exercises in order to learn English?	3	1,1	5	1,8	24	8,7	30	10,8	84	30,3	131	47,3
12. How much would a one-year stay in an English-speaking country improve your English pronunciation?	12	4,3	3	1,1	8	2,9	31	11,2	63	22,7	160	57,8
13. How much effort do you think you have to do to learn correct pronunciation?	5	1,8	8	2,9	23	8,3	49	17,7	116	41,9	76	27,4
14. How much attention was paid to English pronunciation in secondary school?	46	16,6	27	9,7	60	21,7	66	23,8	57	20,6	21	7,6
15. How much attention was paid to English pronunciation at university?	7	2,5	8	2,9	24	8,7	42	15,2	123	44,4	73	26,4
16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?	8	2,9	7	2,5	35	12,6	60	21,7	85	30,7	82	29,6
17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?	36	13,0	35	12,6	79	28,5	72	26,0	37	13,4	18	6,5

Table 4.1. (Continue)

<b>BLOCK II: LIKERT SCALE</b>	<b>Strongly disagree</b>		<b>Mostly disagree</b>		<b>Somewhat disagree</b>		<b>Somewhat agree</b>		<b>Mostly agree</b>		<b>Strongly agree</b>	
	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
18. When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.	15	5,4	17	6,1	10	3,6	44	15,9	102	36,8	89	32,1
19. I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.	5	1,8	27	9,7	24	8,7	68	24,5	100	36,1	53	19,1
20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.	5	1,8	11	4,0	45	16,2	73	26,4	96	34,7	46	16,6
21. Your proficiency in English pronunciation depends on factors you have little control over.	10	3,6	21	7,6	34	12,3	89	32,1	90	32,5	33	11,9
22. How successful you are at learning pronunciation in English depends on how talented you are.	9	3,2	18	6,5	36	13,0	79	28,5	89	32,1	46	16,6
23. How successful you are at learning pronunciation in English depends on how hard you study.	3	1,1	12	4,3	19	6,9	55	19,9	113	40,8	75	27,1
24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.	6	2,2	20	7,2	41	14,8	75	27,1	97	35,0	38	13,7
25. How successful you are at learning pronunciation in English depends on how good your memory is.	9	3,2	13	4,7	20	7,2	54	19,5	95	34,3	86	31,0
<b>Block III: Ranking</b>	26. Rank the following learning methods from 1 to 3 according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill											
	a. practice exercises in class. . . .				b. self-study. . . .				c. stay abroad. . . .			
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
1. degree	90	32,5	135	48,7	52	18,8						
2. degree	149	53,8	107	38,6	20	7,2						
3. degree	38	13,7	35	12,6	205	74,0						

The first question of the questionnaire is “How difficult do you think it is to learn and use correct pronunciation?”. The answer to this question of 15.2% is “Not at all”, 14.1% is “Rather”, 28.2% is “Not so”, 21.3% “Somewhat”, 14.4% is “Quite” and 6.9% is “Very”. This means that majority of students don’t find learning and using correct pronunciation quite or very difficult. On the other hand, we cannot despise the students that find it very difficult.

Regarding of all students participated, 6.9% of them answer the second question “How useful do you think it is to learn and use correct pronunciation?” as “Rather”, 4.3% as “Not so”, 5.8% as “Somewhat”, 27.1% as “Quite” and 56% as “Very”. Then, students believe the usefulness of learning and using correct pronunciation in general.

The third question of the questionnaire is “How important do you think correct pronunciation in English will be in your future professional life?”. The answers to this question; 0.4% of all students say “Not at all”, 3.2% say “Rather”, 2.9% say “Not so”, 5.8% say “Somewhat”, 25.3% say “Quite” and 62.5% say “Very”. This makes the point clear that almost all the students believe the importance of correct pronunciation in their future professional life. However, minority of them don’t believe it.

As a fourth question “How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?” takes place in the questionnaire. Of all the students the answer of 0.7% of them is “Not at all”, 1.4% is “Rather”, 5.8% is “Not so”, 7.9% is “Somewhat”, 27.8% is “Quite” and 56.3% is “Very”. In the light of the data, we can say that most of the students believes the importance of correct pronunciation in order to communicate efficiently with other people.

The fifth question of the questionnaire is “How similar is your English pronunciation to that of a native speaker of English?”. To this question, the answer of 4.3% student-participants is “Not at all”, 10.1% is “Rather”, 32.9% is “Not so”, 32.5% is “Somewhat”, 16.6% is “Quite” and 3.6% is “Very”. It can be concluded that there are students that think their English pronunciation is not so similar to that of a native speaker of English as well as students that think their English pronunciation is similar to that of a native speaker of English.

As being sixth question “How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?” takes place in the questionnaire. Of all the students participated into the questionnaire, 4% of students answer as “Not at all”, 8.7% as “Rather”, 16.2% as “Not so”, 17.7% of them answer as “Somewhat”, 30% as “Quite” and 23.5% as “Very”. It can be seen that majority of students think that their English pronunciation is different from their Turkish-speaking friends who do not study English at university (or higher education in general). This means that pronunciation teaching at university has an impact on their learning.

The seventh question of the questionnaire is “How confident are you about your English pronunciation?”. Of all the students participated, 2.5% of them answer as “Not at all”, 5.8% as “Rather”, 17.3% as “Not so”, 36.5% as “Somewhat”, 31.4% as “Quite”, and 6.5% as “Very”. This shows that most of the students are not sure that they have enough confidence for English pronunciation. Some of them accept that they are not confident about their pronunciation. However, there are some students that believe themselves about English pronunciation.

“How important is a native-like pronunciation in English for yourself?” is the eighth question of the questionnaire. As answers to this question, 1.4% of student-participants say “Not at all”, 1.8% “Rather”, 7.9% “Not so”, 13.7% “Somewhat”, 33.6% of “Quite”, 41.5% “Very”. The result makes it clear that majority of students believes the importance of native-like pronunciation in English for themselves.

“How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?” is the ninth one in the questionnaire. Of all the students participated into the questionnaire, the answer of 1.4% is “Not at all”, 4.3% is “Rather”, 15.9% is “Not so”, 31.8% is “Somewhat”, 33.9% is “Quite” and 12.6% is “Very”. This means that some students believe that they can arrive at a native-like pronunciation of English while most of them are not certain about it.

The tenth question of the questionnaire is “How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?”. The answer of 3.6% student-participants is “Not at all”, 4.7% is “Rather”, 22.4% is “Not so”, 33.9% is

“Somewhat”, 26.4% is “Quite”, and 9% is “Very”. As a result, we can say that most of students don’t think pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English.

“How important do you think it is to do pronunciation practice exercises in order to learn English?” is the eleventh question of the questionnaire. Of all the students participated in the questionnaire, 1.1% of them answer as “Not at all”, 1.8% as “Rather”, 8.7% as “Not so”, 10.8% as “Somewhat”, 30.3% as “Quite” and 47.3% as “Very” to this question. This shows that majority of the students believe the importance of doing pronunciation exercises in order to learn English.

“How much would a one-year stay in an English-speaking country improve your English pronunciation?” is the twelfth item in the questionnaire. To this question, the answer of 1.8% students is “Not at all”, the answer of 2.9% students is “Rather”, the answer of 8.3% students is “Not so”, the answer of 17.7% students is “Somewhat”, the answer of 41.9% students is “Quite” and the answer of 27.4% students is “Very”. We can say from this that most of the students believe that a one-year stay in an English-speaking country will improve their English pronunciation.

The thirteenth question of the questionnaire is “How much effort do you think you have to do to learn correct pronunciation?”. As answers to this question, 16.6% of student-participants answer as “Not at all”, 9.7% as “Rather”, 21.7% as “Not so”, 23.8% as “Somewhat”, 20.6% as “Quite” and 7.6% as “Very”. After all, there are students that think not much their effort is necessary to learn correct pronunciation and also there are students much effort is necessary for them to do this.

“How much attention was paid to English pronunciation in secondary school?” is the fourteenth question of the questionnaire. As answers to this question, 16.6% of student-participants answer as “Not at all”, 9.7% as “Rather”, 21.7% as “Not so”, 23.8% as “Somewhat”, 20.6% as “Quite” and 7.6% as “Very”. It can be seen that most of the students suggest that not much attention was paid their English pronunciation in secondary school while there are some that suggest vice-versa.

“How much attention was paid to English pronunciation at university?” is the fifteenth question of the questionnaire. As answers to this question, 2.5% of student-participants answer as “Not at all”, 2.9% as “Rather”, 8.7% as “Not so”, 15.2% as

“Somewhat”, 44.4% as “Quite” and 26.4% as “Very”. This means that majority of the students believe that much attention was paid to English pronunciation at university. There are some students that don’t believe it.

“How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?” is the sixteenth question of the questionnaire. As answers to this question, 2.9% of student-participants answer as “Not at all”, 2.5% of students answer as “Rather”, 12.6% of students answer as “Not so”, 21.7% of them answer as “Somewhat”, 30.7% of them answer as “Quite” and 29.6% as “Very”. This shows that most of the students think the linguistic study of phonology is helpful for learning and using correct pronunciation in English.

“How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?” is the seventeenth question of the questionnaire. As answers to this question, 13% of student-participants answer as “Not at all”, 12.6% of students answer as “Rather”, 28.5% of students answer as “Not so”, 26% of them answer as “Somewhat”, 13.4% of them answer as “Quite” and 6.5% of the students answer as “Very”. We can say that most of the students have not experienced a communication breakdown with native speakers of English because they pronounced a word incorrectly in English.

“When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.” is the eighteenth item of the questionnaire. Of all the students participated in the questionnaire, the answer of 5.4% students is “Strongly disagree”, 6.1% is “Mostly disagree”, 3.6% is “Somewhat disagree”, 15.9% is “Somewhat agree”, 36.8% is “Mostly agree” and 32.1% is “Strongly agree”. That is, most of the students look up almost all unknown words in a dictionary to know how they have to pronounce them when they have to give a presentation.

“I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.” is the nineteenth item in the questionnaire. Of all the students participated into the questionnaire, the answer of 1.8% is “Strongly disagree”, 9.7% is “Mostly disagree”, 8.7% is “Somewhat disagree”, 24.5% is “Somewhat agree”, 36.1% is “Mostly agree” and 19.1% is

“Strongly agree”. Then, majority of students pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on their fluency. That is, they are not comfortable about their pronunciation.

The twentieth item of the questionnaire is “If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.”. Of all the students participated in the questionnaire, the answer of 1.8% is “Strongly disagree”, 4% is “Mostly disagree”, 16.2% is “Somewhat disagree”, 26.4% is “Somewhat agree”, 34.7% is “Mostly agree” and 16.6% is “Strongly agree”. As a result, we can say that, most of the students think that if a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.

“Your proficiency in English pronunciation depends on factors you have little control over.” is the twenty-first item in the questionnaire. Of all the students participated in the questionnaire, the answer of 3.2% students is “Strongly disagree”, 7.6% is “Mostly disagree”, 12.3% is “Somewhat disagree”, 32.1% is “Somewhat agree”, 32.5% is “Mostly agree” and 11.9% is “Strongly agree”. That is, majority of the students believe that their proficiency in English pronunciation depends on factors they have little control over.

The twenty-second item of the questionnaire is “How successful you are at learning pronunciation in English depends on how talented you are”. Of all the students participated in the questionnaire, the answer of 3.2% students is “Strongly disagree”, 6.5% is “Mostly disagree”, 13% is “Somewhat disagree”, 28.5% is “Somewhat agree”, 32.1% is “Mostly agree” and 16.6% is “Strongly agree”. As a result, majority of students believe that their success in learning pronunciation in English depends on their talents. On the other hand, there are some students that believe vice-versa.

The twenty-third item of the questionnaire is “How successful you are at learning pronunciation in English depends on how hard you study”. Of all the students participated in the questionnaire, the answer of 1.1% students is “Strongly disagree”, 4.3% is “Mostly disagree”, 6.9% is “Somewhat disagree”, 19.9% is “Somewhat agree”, 40.8% is “Mostly agree” and 27.1% is “Strongly agree”. That means that most of the students believe that their success in learning pronunciation depends on how hard they study.

The twenty-fourth item is “How successful you are at learning pronunciation in English depends on how good you are at logical thinking”. Of all the students participated in the questionnaire, the answer of 2.2% students is “Strongly disagree”, 7.2% is “Mostly disagree”, 14.8% is “Somewhat disagree”, 27.1% is “Somewhat agree”, 35% is “Mostly agree” and 13.7% is “Strongly agree”. That is, majority of the students agree on that their success depends on how good they are at logical thinking.

The twenty-fifth item is “How successful you are at learning pronunciation in English depends on how good your memory is”. Of all the students participated in the questionnaire, the answer of 3.2% students is “Strongly disagree”, 4.7% is “Mostly disagree”, 7.2% is “Somewhat disagree”, 19.5% is “Somewhat agree”, 34.3% is “Mostly agree” and 31% is “Strongly agree”. This means that, most of the students believe that their success depends on how good their memory is.

The seventy-sixth item of the questionnaire is “Rank the following learning methods from 1 to 3 according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill”. Students participated in the questionnaire score as a third option “b. self-study. . . .” with 48.7%, as a second one “a. practice exercises in class. . . .” with 53.8% and as a first one “c. stay abroad. . . .” with 74%. That is, students find staying abroad the most effective method, practice exercises in class the second one and self-study the third one.

One-Way Analysis of variance was applied to determine whether the answers of students participated in the questionnaire differ or not, regarding their grades.

Table 4.2.

*Differences Related to Answers of the Questionnaire According to Grades*

		N	Mean	Std. Deviation	F	p	Difference
q1	Prep	30	3,40	1,63	,570	,685	-
	1	49	3,14	1,47			
	2	66	3,44	1,62			
	3	74	3,26	1,28			
	4	58	3,10	1,33			
q2	Prep	30	5,33	0,96	1,336	,257	-
	1	49	5,00	1,37			
	2	66	5,03	1,34			
	3	74	5,35	1,04			
	4	58	5,34	1,02			



Table 4.2. (Continue)

		N	Mean	Std. Deviation	F	p	Difference
q3	Prep	30	5,73	0,58			
	1	49	5,31	1,06			
	2	66	5,35	1,14	1,038	,388	-
	3	74	5,35	1,09			
	4	58	5,41	0,77			
q4	Prep	30	5,77	0,77			
	1	49	5,10	1,19			
	2	66	5,27	0,94	2,171	,072	-
	3	74	5,31	0,96			
	4	58	5,22	1,08			
q5	Prep	30	2,87	1,20			
	1	49	3,80	0,96			
	2	66	3,41	1,07	<b>4,923</b>	<b>,001</b>	1234>Prep
	3	74	3,80	1,19			
	4	58	3,67	1,03			
q6	Prep	30	4,77	1,01			
	1	49	4,06	1,46			
	2	66	4,03	1,54	2,174	,072	-
	3	74	4,41	1,32			
	4	58	4,50	1,48			
q7	Prep	30	3,53	1,25			
	1	49	4,08	1,30			
	2	66	4,03	1,01	<b>2,897</b>	<b>,023</b>	1234>Prep
	3	74	4,32	0,94			
	4	58	4,10	1,04			
q8	Prep	30	5,30	0,92			
	1	49	4,86	1,32			
	2	66	4,83	1,16	1,303	,269	-
	3	74	5,05	1,07			
	4	58	5,12	1,06			
q9	Prep	30	4,43	1,19			
	1	49	4,35	1,23			
	2	66	4,15	1,07	,490	,743	-
	3	74	4,36	0,99			
	4	58	4,29	1,14			
q10	Prep	30	3,97	1,25			
	1	49	4,18	1,39			
	2	66	3,94	1,16	,838	,502	-
	3	74	4,14	0,93			
	4	58	3,84	1,21			

Table 4.2. (Continue)

		N	Mean	Std. Deviation	F	p	Difference
q11	Prep	30	5,57	0,90			
	1	49	4,78	1,31			
	2	66	4,77	1,36	<b>4,954</b>	<b>,001</b>	Prep-3>1-2
	3	74	5,35	0,83			
	4	58	5,16	0,91			
q12	Prep	30	5,63	0,72			
	1	49	4,73	1,55			
	2	66	5,26	1,14	<b>3,236</b>	<b>,013</b>	Prep-3>1-4
	3	74	5,38	1,02			
	4	58	5,09	1,45			
q13	Prep	30	5,07	0,98			
	1	49	4,57	1,21			
	2	66	4,73	1,13	1,067	,373	-
	3	74	4,86	1,11			
	4	58	4,72	1,17			
q14	Prep	30	4,03	1,77			
	1	49	3,80	1,57			
	2	66	3,36	1,44	<b>3,739</b>	<b>,006</b>	Prep>2-4 1-3>4
	3	74	3,47	1,45			
	4	58	2,91	1,38			
q15	Prep	30	4,57	1,61			
	1	49	4,53	1,36			
	2	66	4,55	1,30	<b>2,524</b>	<b>,041</b>	4>1-2
	3	74	4,92	0,86			
	4	58	5,05	0,80			
q16	Prep	30	5,40	0,81			
	1	49	4,37	1,44			
	2	66	4,41	1,36	<b>4,500</b>	<b>,002</b>	Prep >1234
	3	74	4,55	1,26			
	4	58	4,83	0,98			
q17	Prep	30	3,27	1,39			
	1	49	3,76	1,27			
	2	66	3,29	1,41	1,793	,130	-
	3	74	3,35	1,47			
	4	58	3,05	1,30			
q18	Prep	30	4,50	1,61			
	1	49	4,33	1,56			
	2	66	4,76	1,28	1,381	,241	-
	3	74	4,86	1,43			
	4	58	4,79	1,20			

Table 4.2. (Continue)

		N	Mean	Std. Deviation	F	p	Difference
q19	Prep	30	4,27	1,26			
	1	49	4,12	1,39			
	2	66	4,42	1,19	1,090	,362	-
	3	74	4,57	1,37			
	4	58	4,50	1,10			
q20	Prep	30	3,97	1,16			
	1	48	4,33	1,34			
	2	66	4,35	1,17	1,526	,195	-
	3	74	4,46	0,97			
	4	58	4,59	1,21			
q21	Prep	30	4,13	1,48			
	1	49	4,35	1,11			
	2	66	4,17	1,27	,275	,894	-
	3	74	4,14	1,34			
	4	58	4,14	1,03			
q22	Prep	30	4,37	1,65			
	1	49	4,24	1,42			
	2	66	4,17	1,28	,310	,871	-
	3	74	4,36	1,14			
	4	58	4,36	1,00			
q23	Prep	30	4,33	1,49			
	1	49	4,88	1,17			
	2	66	4,55	1,19	<b>2,723</b>	<b>,030</b>	134>Prep
	3	74	4,86	0,98			
	4	58	5,00	0,84			
q24	Prep	30	3,70	1,34			
	1	49	4,24	1,39			
	2	66	4,15	1,26	<b>2,940</b>	<b>,021</b>	134>Prep
	3	74	4,38	1,11			
	4	58	4,57	0,94			
q25	Prep	30	4,50	1,57			
	1	49	4,63	1,45			
	2	66	4,50	1,30	<b>2,516</b>	<b>,042</b>	4> Prep-1-2-3
	3	74	4,65	1,24			
	4	58	5,16	0,87			
q26a	Prep	30	1,93	0,64			
	1	49	1,71	0,71			
	2	66	1,91	0,65	1,025	,395	-
	3	74	1,78	0,71			
	4	58	1,76	0,54			

Table 4.2. (Continue)

		N	Mean	Std. Deviation	F	p	Difference
q26b	Prep	30	1,43	0,57	2,150	,075	-
	1	49	1,86	0,71			
	2	66	1,62	0,72			
	3	74	1,66	0,71			
	4	58	1,55	0,68			
q26c	Prep	30	2,63	0,76	1,004	,406	-
	1	49	2,43	0,87			
	2	66	2,47	0,85			
	3	74	2,57	0,74			
	4	58	2,69	0,73			

When the table is analyzed, regarding grades of students, F values are statistically meaningful at  $p < 0.05$  significant level according to the answers to the items of “5. How similar is your English pronunciation to that of a native speaker of English?”, “7. How confident are you about your English pronunciation?”, “11. How important do you think it is to do pronunciation practice exercises in order to learn English?”, “12. How much would a one-year stay in an English-speaking country improve your English pronunciation?”, “14. How much attention was paid to English pronunciation in secondary school?”, “15. How much attention was paid to English pronunciation at university?”, “16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”, “23. How successful you are at learning pronunciation in English depends on how hard you study.”, “24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.”, “25. How successful you are at learning pronunciation in English depends on how good your memory is.”. On the other hand, F values cannot be observed as statistically meaningful at  $p < 0.05$  significant level in terms of answers of other questions.

These findings show that answers of students to these questions below differ statistically in terms of their grades: “5. How similar is your English pronunciation to that of a native speaker of English?”, “7. How confident are you about your English pronunciation?”, “11. How important do you think it is to do pronunciation practice exercises in order to learn English?”, “12. How much would a one-year stay in an

English-speaking country improve your English pronunciation?”, “14. How much attention was paid to English pronunciation in secondary school?”, “15. How much attention was paid to English pronunciation at university?”, “16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”, “23. How successful you are at learning pronunciation in English depends on how hard you study.”, “24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.”, “25. How successful you are at learning pronunciation in English depends on how good your memory is.”.

In order to grasp in which grade the answers of the questions are statistically different, LSD Post Hoc test has been carried out. These ones are: “5. How similar is your English pronunciation to that of a native speaker of English?”, “7. How confident are you about your English pronunciation?”, “11. How important do you think it is to do pronunciation practice exercises in order to learn English?”, “12. How much would a one-year stay in an English-speaking country improve your English pronunciation?”, “14. How much attention was paid to English pronunciation in secondary school?”, “15. How much attention was paid to English pronunciation at university?”, “16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”, “23. How successful you are at learning pronunciation in English depends on how hard you study.”, “24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.”, “25. How successful you are at learning pronunciation in English depends on how good your memory is.”.

As a result of LSD Post Hoc test, mean of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students’ answers to the questions of “5. How similar is your English pronunciation to that of a native speaker of English?”, “7. How confident are you about your English pronunciation?” was found higher than mean of preparatory students’ answers. Consequently, it can be said that 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students agree on “5. How similar is your English pronunciation to that of a native speaker of English?”, “7. How confident are you about your English pronunciation?” items more than preparatory class students. That is, we can say that when students get more experienced, they find their pronunciation similar to that of native speaker and they are more confident about their pronunciation.

The results of LSD Post Hoc test show that mean of preparatory and 3<sup>rd</sup> grade students' answers to the questions of "11. How important do you think it is to do pronunciation practice exercises in order to learn English?" is higher than mean of 1<sup>st</sup> and 2<sup>nd</sup> grade students' answers to the same questions. It can be said that preparatory and 3<sup>rd</sup> grade students agree on the item of "11. How important do you think it is to do pronunciation practice exercises in order to learn English?" more than 1<sup>st</sup> and 2<sup>nd</sup> grade students.

The results of LSD Post Hoc test indicate that mean of preparatory and 3<sup>rd</sup> grade students' answers to the questions of "12. How much would a one-year stay in an English-speaking country improve your English pronunciation?" is higher than mean of 1<sup>st</sup> and 4<sup>th</sup> grade students' answers to the same questions. As a result, it can be said that preparatory and 3<sup>rd</sup> grade students agree on the item of "12. How much would a one-year stay in an English-speaking country improve your English pronunciation?" more than 1<sup>st</sup> and 4<sup>th</sup> grade students.

The results of LSD Post Hoc test indicate that mean of preparatory grade students' answers to the question of "14. How much attention was paid to English pronunciation in secondary school?" is higher than mean of 2<sup>nd</sup> and 4<sup>th</sup> grade students' answers to the same questions. Mean of 1<sup>st</sup> and 3<sup>rd</sup> grade students' answers to the item of "14. How much attention was paid to English pronunciation in secondary school?" is higher than mean of 4<sup>th</sup> grade students' answers. As a consequence, it can be said that preparatory grade students agree on the item of "14. How much attention was paid to English pronunciation in secondary school?" more than 2<sup>nd</sup> and 4<sup>th</sup> grade students and also 1<sup>st</sup> and 3<sup>rd</sup> grade students agree on the same item more than 4<sup>th</sup> grade students. That is, it can be said that younger groups think that much attention was paid to English pronunciation in secondary school more than older ones.

The results of LSD Post Hoc test indicate that mean of 4<sup>th</sup> grade students' answers to the question of "15. How much attention was paid to English pronunciation at university?" is higher than mean of 1<sup>st</sup> and 2<sup>nd</sup> grade students' answers to the same questions. As a result, it can be said that 4<sup>th</sup> grade students agree on the item of "15. How much attention was paid to English pronunciation at university?" more than 1<sup>st</sup> and

2<sup>nd</sup> grade students. It can be said that there have been greater attention to pronunciation at university in time.

The results of LSD Post Hoc test indicate that mean of preparatory grade students' answers to the question of "16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?" is higher than mean of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students' answers to the same questions. As a result, it can be said that preparatory grade students agree on the item of "16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?" more than 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students. This may show that students' expectations are higher when they get in the university and these expectations get lower in time.

The results of LSD Post Hoc test indicate that mean of 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> grade students' answers to the questions of "23. How successful you are at learning pronunciation in English depends on how hard you study.", "24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking." is higher than mean of preparatory grade students' answers to the same questions. As a consequence, it can be said that 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students agree on the items of "23. How successful you are at learning pronunciation in English depends on how hard you study.", "24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking." more than preparatory grade students.

The results of LSD Post Hoc test indicate that mean of fourth grade students' answers to the question of "25. How successful you are at learning pronunciation in English depends on how good your memory is." is higher than mean of preparatory, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students' answers to the same questions. As a result, it can be said that 4<sup>th</sup> grade students agree on the item of "25. How successful you are at learning pronunciation in English depends on how good your memory is." more than preparatory, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students.

### **4.3. Data Related to the Academicians**

Findings about the distribution of academicians' answers to the questionnaire are displayed in Table 4.3.

Table 4.3.

*Data on the Distribution of Academicians' Answers to the Questionnaire*

	Not at all		Rather		Not so		Somewhat		Quite		Very	
			f	%	f	%	f	%	f	%	F	%
1. How difficult do you think it is to learn and use correct pronunciation?	4	9,3	4	9,3	6	14,0	9	20,9	15	34,9	5	11,6
2. How useful do you think it is to learn and use correct pronunciation?	-	-	2	4,7	1	2,3	2	4,7	13	30,2	25	58,1
3. How important do you think correct pronunciation in English will be in your future professional life?	-	-	1	2,3	1	2,3	1	2,3	12	27,9	28	65,1
4. How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?	-	-	1	2,3	6	14,0	6	14,0	14	32,6	16	37,2
5. How similar is your English pronunciation to that of a native speaker of English?	2	4,7	-	-	6	14,0	20	46,5	14	32,6	1	2,3
6. How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?	2	4,7	1	2,3	2	4,7	9	20,9	16	37,2	13	30,2
7. How confident are you about your English pronunciation?	-	-	-	-	4	9,3	13	30,2	20	46,5	6	14,0
8. How important is a native-like pronunciation in English for yourself?	1	2,3	-	-	2	4,7	1	2,3	18	41,9	21	48,8
9. How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?	1	2,3	-	-	2	4,7	11	25,6	22	51,2	7	16,3
10. How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?	3	7,0	1	2,3	8	18,6	18	41,9	11	25,6	2	4,7
11. How important do you think it is to do pronunciation practice exercises in order to learn English?	-	-	-	-	1	2,3	5	11,6	19	44,2	18	41,9
12. How much would a one-year stay in an English-speaking country improve your English pronunciation?	-	-	-	-	1	2,3	4	9,3	11	25,6	27	62,8
13. How much effort do you think you have to do to learn correct pronunciation?	-	-	2	4,7	4	9,3	6	14,0	19	44,2	12	27,9
14. How much attention was paid to English pronunciation in secondary school?	14	32,6	6	14,0	16	37,2	3	7,0	2	4,7	2	4,7
15. How much attention was paid to English pronunciation at university?	1	2,3	5	11,6	5	11,6	14	32,6	10	23,3	8	18,6
16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?	1	2,3	5	11,6	6	14,0	5	11,6	18	41,9	8	18,6
17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?	14	32,6	9	20,9	12	27,9	8	18,6	-	-	-	-



Table 4.3. (Continue)

<b>BLOCK II: LIKERT SCALE</b>	Strongly disagree		Mostly disagree		Somewhat disagree		Somewhat agree		Mostly agree		Strongly agree	
	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
18. When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.	1	2,3	2	4,7	6	14,0	10	23,3	13	30,2	11	25,6
19. I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.	3	7,0	8	18,6	4	9,3	11	25,6	12	27,9	5	11,6
20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.	3	7,0	2	4,7	2	4,7	8	18,6	25	58,1	3	7,0
21. Your proficiency in English pronunciation depends on factors you have little control over.	1	2,3	14	32,6	4	9,3	16	37,2	7	16,3	1	2,3
22. How successful you are at learning pronunciation in English depends on how talented you are.	-	-	5	11,6	6	14,0	14	32,6	14	32,6	4	9,3
23. How successful you are at learning pronunciation in English depends on how hard you study.	-	-	2	4,7	1	2,3	13	30,2	17	39,5	10	23,3
24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.	2	4,7	5	11,6	6	14,0	16	37,2	11	25,6	3	7,0
25. How successful you are at learning pronunciation in English depends on how good your memory is.	-	-	4	9,3	2	4,7	14	32,6	15	34,9	8	18,6
<b>Block III: Ranking</b>	26. Rank the following learning methods from 1 to 3 according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill											
	a. practice exercises in class. . . .				b. self-study. . . .				c. stay abroad. . . .			
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
1. derece	12	27,9	13	30,2	18	41,9						
2. derece	23	53,5	17	39,5	3	7,0						
3. derece	8	18,6	13	30,2	22	51,2						

“How difficult do you think it is to learn and use correct pronunciation?” is the first question of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 9.3% is “Not at all”, 9.3% is “Rather”, 14% is “Not so”, 20.9% is “Somewhat”, 34.9% is “Quite”, 11.6% is “Very”. As a consequence, there are many academicians that find learning and using correct pronunciation difficult as well as that don’t find it difficult.

“How useful do you think it is to learn and use correct pronunciation?” is the second question of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 4.7% is “Rather”, 2.3% is “Not so”, 4.7% is “Somewhat”, 30.2% is “Quite”, 58.1% is “Very”. That means that most of the academicians think that learning and using correct pronunciation is useful.

“How important do you think correct pronunciation in English will be in your future professional life?” is the third question of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 2.3% is “Rather”, 2.3% is “Not so”, 2.3% is “Somewhat”, 27.9% is “Quite”, 65.1% is “Very”. As a result, we can say that most of the academicians believe the importance of correct pronunciation in English in their future professional life.

“How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?” is the fourth question of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 2.3% is “Rather”, 14% is “Not so”, 14% is “Somewhat”, 32.6% is “Quite”, 37.2% is “Very”. This shows that great majority of the academicians believe the importance of correct pronunciation in order to communicate efficiently with other people.

“How similar is your English pronunciation to that of a native speaker of English?” is the fifth question of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 4.7% is “Not at all”, 14% is “Not so”, 46.5% is “Somewhat”, 32.6% is “Quite”, 2.3% is “Very”. That is, many academicians are not certain about similarity of their pronunciation to that of native speaker; many think their pronunciation is similar to that of native speaker of English and some of them don’t think that their pronunciation is similar to that of native speaker.

“How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?” is the sixth item of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 4.7% is “Not at all”, 2.3% is “Rather”, 4.7% is “Not so”, 20.9% is “Somewhat”, 37.2% is “Quite”, 30.2% is “Very”. As a result, majority of the academicians think that their English pronunciation is different from the English pronunciation of their Turkish-speaking friends who do not study English at university (or higher education in general).

“How confident are you about your English pronunciation?” is the seventh item of the questionnaire. Of all the academicians participated in the questionnaire, the answer of 9.3% is “Not so”, 30.2% is “Somewhat”, 46.5% is “Quite”, 14% is “Very”. That is, majority of the academicians are confident about their English pronunciation. There are some academicians who are not confident as well.

“How important is a native-like pronunciation in English for yourself?” is the eighth item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Not at all”, 4.7% is “Not so”, 2.3% is “Somewhat”, 41.9% is “Quite”, 48.8% is “Very”. This means that, most of the academicians believe the importance of a native-like pronunciation in English; however, the number of academicians that believe a native-like pronunciation is not important is very low.

“How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?” is ninth item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Not at all”, 4.7% is “Not so”, 25.6% is “Somewhat”, 51.2% is “Quite”, 16.3% is “Very”. That is, majority of the academicians believe that they can arrive at a native-like pronunciation of English.

“How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?” is the tenth item of the questionnaire. Of all the academicians participated, the answer of 7% is “Not at all”, 2.3% is “Rather”, 18.6% is “Not so”, 41.9% is “Somewhat”, 25.6% is “Quite”, 4.7% is “Very”. Majority of the academicians don't think that there is a communication breakdown with native speakers of English because of pronunciation errors made by native speakers of Turkish.

“How important do you think it is to do pronunciation practice exercises in order to learn English?” is the eleventh item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Not so”, 11.6% is “Somewhat”, 44.2% is “Quite”, 41.9% is “Very”. That is, most of the academicians believe the importance of doing pronunciation practice exercises in order to learn English.

“How much would a one-year stay in an English-speaking country improve your English pronunciation?” is the twelfth item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Not so”, 9.3% is “Somewhat”, 25.6% is “Quite”, 62.8% is “Very”. As a result, most of the academicians believe that a one-year stay in an English-speaking country will improve their English pronunciation.

“How much effort do you think you have to do to learn correct pronunciation?” is the thirteenth item of the questionnaire. Of all the academicians participated, the answer of 4.7% is “Rather”, 9.3% is “Not so”, 14% is “Somewhat”, 44.2% is “Quite”, 27.9% is “Very”. Majority of the academicians think that they have to do much effort to learn correct pronunciation.

“How much attention was paid to English pronunciation in secondary school?” is the fourteenth question of the questionnaire. Of all the academicians participated, the answer of 32.6% is “Not at all”, 14% is “Rather”, 37.2% is “Not so”, 7% is “Somewhat”, 4.7% is “Quite”, 4.7% is “Very”. That is, most of the academicians think that not much attention was paid to English pronunciation in secondary school.

“How much attention was paid to English pronunciation at university?” is the fifteenth item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Not at all”, 11.6% is “Rather”, 11.6% is “Not so”, 32.6% is “Somewhat”, 23.3% is “Quite”, 18.6% is “Very”. As a result, there are academicians that think much attention was paid to English pronunciation at university; there are some that think not much attention was paid and there are some others that are not sure.

“How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?” is the sixteenth question of the questionnaire. Of all academicians participated, the answer of 2.3% is “Not at all”, 11.6% is “Rather”, 14% is “Not so”, 11.6% is “Somewhat”, 41.9% is “Quite”, 18.6% is “Very”. Majority

of the academicians think that the linguistic study of phonology is helpful for learning and using correct pronunciation in English.

“How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?” is the seventeenth question of the questionnaire. Of all the academicians participated, the answer of 32.6% is “Not at all”, 20.9% is “Rather”, 27.9% is “Not so”, 18.6% is “Somewhat”. That is, most of the academicians have not experienced a communication breakdown with native speakers of English because they pronounced a word incorrectly in English.

“When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.” is the eighteenth item of the questionnaire. Of all academicians participated, the answer of 2.3% is “Strongly disagree”, 4.7% is “Mostly disagree”, 14% is “Somewhat disagree”, 23.3% is “Somewhat agree”, 30.2% is “Mostly agree”, 25.6% is “Strongly agree”. That is, majority of the academicians look up almost all unknown words in a dictionary to know how I have to pronounce them when they have to give a presentation.

“I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.” is the nineteenth item of the questionnaire. Of all the academicians participated, the answer of 7% is “Strongly disagree”, 18.6% is “Mostly disagree”, 9.3% is “Somewhat disagree”, 25.6% is “Somewhat agree”, 27.9% is “Mostly agree”, 11.6% is “Strongly agree”. Majority of the academicians pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on their fluency. On the other hand, there are many other academicians that don’t this.

“If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.” is the twentieth item of the questionnaire. Of all the academicians participated, the answer of 7% is “Strongly disagree”, 4.7% is “Mostly disagree”, 4.7% is “Somewhat disagree”, 18.6% is “Somewhat agree”, 58.1% is “Mostly agree”, 7% is “Strongly agree”. That is, most of the academicians believe that if a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.

“Your proficiency in English pronunciation depends on factors you have little control over.” is the twenty first item of the questionnaire. Of all the academicians participated, the answer of 2.3% is “Strongly disagree”, 32.6% is “Mostly disagree”, 9.3% is “Somewhat disagree”, 37.2% is “Somewhat agree”, 16.3% is “Mostly agree”, 2.3% is “Strongly agree”. There are many academicians that think that their proficiency in English pronunciation depends on factors they have little control over; however, there are also many that believe vice-versa. But we can say that the first group is the majority.

“How successful you are at learning pronunciation in English depends on how talented you are.” is the twenty second item of the questionnaire. Of all the academicians participated, the answer of 11.6% is “Mostly disagree”, 14% is “Somewhat disagree”, 2.6% is “Somewhat agree”, 32.6% is “Mostly agree”, 9.3% is “Strongly agree”. Majority of the academicians believe that success in learning pronunciation English depends on how talented they are.

“How successful you are at learning pronunciation in English depends on how hard you study.” is the twenty third item of the questionnaire. Of all the academicians participated, the answer of 4.7% is “Mostly disagree”, 2.3% is “Somewhat disagree”, 30.2% is “Somewhat agree”, 39.5% is “Mostly agree”, 23.3% is “Strongly agree”. That is, majority of the academicians believe that success in learning pronunciation English depends on how hard they study.

“How successful you are at learning pronunciation in English depends on how good you are at logical thinking.” is the twenty fourth item of the questionnaire. Of all the academicians participated, the answer of 4.7% is “Strongly disagree”, 11.6% is “Mostly disagree”, 14% is “Somewhat disagree”, 37.2% is “Somewhat agree”, 25.6% is “Mostly agree”, 7% is “Strongly agree”. Most of the academicians believe that success in learning pronunciation English depends on how good they are at logical thinking.

“How successful you are at learning pronunciation in English depends on how good your memory is.” is the twenty fifth item of the questionnaire. Of all the students participated, the answer of 9.3% is “Mostly disagree”, 4.7% is “Somewhat disagree”, 32.6% is “Somewhat agree”, 34.9% “Mostly agree”, 18.6% is “Strongly agree”. Most of the academicians believe that success in learning pronunciation in English depends on how good their memory is.

Twenty sixth item of the questionnaire is a ranking: “Rank the following learning methods from 1 to 3 according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill”. Academicians participated in the questionnaire score as the first one “c. stay abroad. . .” with 51.2%, as the second one “a. practice exercises in class. . .” with 53.5% and “b. self-study. . . .” with 39.5%. As a result, academicians find staying abroad the most effective option, practicing exercises in class the second one and self –studying the third one.

#### 4.4. Data related to the Comparison of Students’ and Academicians’ Answers to the Questionnaire

Chi-Square analysis was conducted in order to find that whether there were differences or not between students’ and academicians’ answers to the questionnaire and the results were displayed in Table 4.4.

Table 4.4.

*Data Related to the Comparison of Students’ and Academicians’ Answers to the Questionnaire*

			Not at all	Rather	Not so	Somewhat	Quite	Very	Chi- Square	P
q1	Students	N	42	39	78	59	40	19	<b>14,564</b>	<b>,012</b>
		%	15,2%	14,1%	28,2%	21,3%	14,4%	6,9%		
	Academicians	N	4	4	6	9	15	5		
		%	9,3%	9,3%	14,0%	20,9%	34,9%	11,6%		
q2	Students	N	-	19	12	16	75	155	,896	,925
		%	-	6,9%	4,3%	5,8%	27,1%	56,0%		
	Academicians	N	-	2	1	2	13	25		
		%	-	4,7%	2,3%	4,7%	30,2%	58,1%		
q3	Students	N	1	9	8	16	70	173	1,276	,937
		%	,4%	3,2%	2,9%	5,8%	25,3%	62,5%		
	Academicians	N	0	1	1	1	12	28		
		%	,0%	2,3%	2,3%	2,3%	27,9%	65,1%		
q4	Students	N	2	4	16	22	77	156	8,478	,132
		%	,7%	1,4%	5,8%	7,9%	27,8%	56,3%		
	Academicians	N	0	1	6	6	14	16		
		%	,0%	2,3%	14,0%	14,0%	32,6%	37,2%		

Table 4.4. (Continue)

			Not at all	Rather	Not so	Somewhat	Quite	Very	Chi- Square	P
q5	Students	N	12	28	91	90	46	10	<b>16,099</b>	<b>,007</b>
		%	4,3%	10,1%	32,9%	32,5%	16,6%	3,6%		
	Academicians	N	2	0	6	20	14	1		
		%	4,7%	,0%	14,0%	46,5%	32,6%	2,3%		
q6	Students	N	11	24	45	49	83	65	6,910	,227
		%	4,0%	8,7%	16,2%	17,7%	30,0%	23,5%		
	Academicians	N	2	1	2	9	16	13		
		%	4,7%	2,3%	4,7%	20,9%	37,2%	30,2%		
q7	Students	N	7	16	48	101	87	18	10,749	,057
		%	2,5%	5,8%	17,3%	36,5%	31,4%	6,5%		
	Academicians	N	0	0	4	13	20	6		
		%	,0%	,0%	9,3%	30,2%	46,5%	14,0%		
q8	Students	N	4	5	22	38	93	115	6,669	,246
		%	1,4%	1,8%	7,9%	13,7%	33,6%	41,5%		
	Academicians	N	1	0	2	1	18	21		
		%	2,3%	,0%	4,7%	2,3%	41,9%	48,8%		
q9	Students	N	4	12	44	88	94	35	9,200	,101
		%	1,4%	4,3%	15,9%	31,8%	33,9%	12,6%		
	Academicians	N	1	0	2	11	22	7		
		%	2,3%	,0%	4,7%	25,6%	51,2%	16,3%		
q10	Students	N	10	13	62	94	73	25	3,279	,657
		%	3,6%	4,7%	22,4%	33,9%	26,4%	9,0%		
	Academicians	N	3	1	8	18	11	2		
		%	7,0%	2,3%	18,6%	41,9%	25,6%	4,7%		
q11	Students	N	3	5	24	30	84	131	5,635	,343
		%	1,1%	1,8%	8,7%	10,8%	30,3%	47,3%		
	Academicians	N	0	0	1	5	19	18		
		%	,0%	,0%	2,3%	11,6%	44,2%	41,9%		
q12	Students	N	12	3	8	31	63	160	2,783	,733
		%	4,3%	1,1%	2,9%	11,2%	22,7%	57,8%		
	Academicians	N	0	0	1	4	11	27		
		%	,0%	,0%	2,3%	9,3%	25,6%	62,8%		



Table 4.4. (Continue)

			Not at all	Rather	Not so	Somewhat	Quite	Very	Chi- Square	P
q13	Students	N	5	8	23	49	116	76	1,543	,908
		%	1,8%	2,9%	8,3%	17,7%	41,9%	27,4%		
	Academicians	N	0	2	4	6	19	12		
		%	,0%	4,7%	9,3%	14,0%	44,2%	27,9%		
q14	Students	N	46	27	60	66	57	21	19,945	,001
		%	16,6%	9,7%	21,7%	23,8%	20,6%	7,6%		
	Academicians	N	14	6	16	3	2	2		
		%	32,6%	14,0%	37,2%	7,0%	4,7%	4,7%		
q15	Students	N	7	8	24	42	123	73	18,690	,002
		%	2,5%	2,9%	8,7%	15,2%	44,4%	26,4%		
	Academicians	N	1	5	5	14	10	8		
		%	2,3%	11,6%	11,6%	32,6%	23,3%	18,6%		
q16	Students	N	8	7	35	60	85	82	13,203	,022
		%	2,9%	2,5%	12,6%	21,7%	30,7%	29,6%		
	Academicians	N	1	5	6	5	18	8		
		%	2,3%	11,6%	14,0%	11,6%	41,9%	18,6%		
q17	Students	N	36	35	79	72	37	18	20,334	,001
		%	13,0%	12,6%	28,5%	26,0%	13,4%	6,5%		
	Academicians	N	14	9	12	8	0	0		
		%	32,6%	20,9%	27,9%	18,6%	,0%	,0%		
			Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree	Chi- Square	P
q18	Students	N	15	17	10	44	102	89	10,973	,052
		%	5,4%	6,1%	3,6%	15,9%	36,8%	32,1%		
	Academicians	N	1	2	6	10	13	11		
		%	2,3%	4,7%	14,0%	23,3%	30,2%	25,6%		
q19	Students	N	5	27	24	68	100	53	8,556	,128
		%	1,8%	9,7%	8,7%	24,5%	36,1%	19,1%		
	Academicians	N	3	8	4	11	12	5		
		%	7,0%	18,6%	9,3%	25,6%	27,9%	11,6%		
q20	Students	N	5	11	45	73	96	46	15,954	,007
		%	1,8%	4,0%	16,3%	26,4%	34,8%	16,7%		
	Academicians	N	3	2	2	8	25	3		
		%	7,0%	4,7%	4,7%	18,6%	58,1%	7,0%		

Table 4.4. (Continue)

			Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree	Chi-Square	P
q21	Students	N	10	21	34	89	90	33	<b>28,426</b>	<b>,000</b>
		%	3,6%	7,6%	12,3%	32,1%	32,5%	11,9%		
	Academicians	N	1	14	4	16	7	1		
		%	2,3%	32,6%	9,3%	37,2%	16,3%	2,3%		
q22	Students	N	9	18	36	79	89	46	4,268	,512
		%	3,2%	6,5%	13,0%	28,5%	32,1%	16,6%		
	Academicians	N	0	5	6	14	14	4		
		%	,0%	11,6%	14,0%	32,6%	32,6%	9,3%		
q23	Students	N	3	12	19	55	113	75	3,804	,578
		%	1,1%	4,3%	6,9%	19,9%	40,8%	27,1%		
	Academicians	N	0	2	1	13	17	10		
		%	,0%	4,7%	2,3%	30,2%	39,5%	23,3%		
q24	Students	N	6	20	41	75	97	38	5,510	,357
		%	2,2%	7,2%	14,8%	27,1%	35,0%	13,7%		
	Academicians	N	2	5	6	16	11	3		
		%	4,7%	11,6%	14,0%	37,2%	25,6%	7,0%		
q25	Students	N	9	13	20	54	95	86	8,198	,146
		%	3,2%	4,7%	7,2%	19,5%	34,3%	31,0%		
	Academicians	N	0	4	2	14	15	8		
		%	,0%	9,3%	4,7%	32,6%	34,9%	18,6%		
q26 practice exercises in class.	Students	N		90		149		38	,864	,649
		%		32,5%		53,8%		13,7%		
	Academicians	N		12		23		8		
		%		27,9%		53,5%		18,6%		
q26 self- study. . .	Students	N		135		107		35	<b>10,448</b>	<b>,005</b>
		%		48,7%		38,6%		12,6%		
	Academicians	N		13		17		13		
		%		30,2%		39,5%		30,2%		
q26 . stay abroad. .	Students	N		52		20		205	<b>11,812</b>	<b>,003</b>
		%		18,8%		7,2%		74,0%		
	Academicians	N		18		3		22		
		%		41,9%		7,0%		51,2%		

In the analysis of the table, chi-square values are statistically meaningful at  $p < 0.05$  significant level according to differences between answers to these questions: “1. How difficult do you think it is to learn and use correct pronunciation?”, “5. How similar is your English pronunciation to that of a native speaker of English?”, “14. How much attention was paid to English pronunciation in secondary school?”, “15. How much attention was paid to English pronunciation at university?”, “16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”, “17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?”, “20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.”, “21. Your proficiency in English pronunciation depends on factors you have little control over.”, “26. Rank the following learning methods from 1 to 3 according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill”. On the other hand, chi-square values cannot be observed statistically meaningful at  $p < 0.05$  significant level according to differences of answers to the other questions.

These findings show that there are differences between students’ and academicians’ answers to these questions: “1. How difficult do you think it is to learn and use correct pronunciation?”, “5. How similar is your English pronunciation to that of a native speaker of English?”, “14. How much attention was paid to English pronunciation in secondary school?”, “15. How much attention was paid to English pronunciation at university?”, “16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”, “17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?”, “20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.”, “21. Your proficiency in English pronunciation depends on factors you have little control over.”.

When the table is analyzed, while 14.4% of the students answer as “Quite” and 6.9% as “Very” to the first question “How difficult do you think it is to learn and use correct pronunciation?”, 34.9% of the academicians answer as “Quite” and 11.6% as

“Very”. As a result, academicians think that “To learn and use correct pronunciation is quite or very difficult.” more than students.

While 16.6% of the students answer as “Quite” and 3.6% as “Very” to the fifth question “How similar is your English pronunciation to that of a native speaker of English?”, 32.6% of the academicians answer as “Quite” and 2.3% as “Very”. As a result, academicians think that “Their English pronunciation is quite or very similar to that of a native speaker of English.” more than students.

20.6% of the students answer as “Quite” and 7.6% as “Very” to the fourteenth question “How much attention was paid to English pronunciation in secondary school?”; 4.7% of the academicians answer as “Quite” and 4.7% as “Very”. As a result, students think “Quite or very much attention was paid to English pronunciation in secondary school.” more than academicians.

44.4% of the students answer as “Quite” and 26.4% as “Very” to the fifteenth question “How much attention was paid to English pronunciation at university?”; 23.3% of the academicians answer as “Quite” and 18.6% as “Very”. As a result, students think “Quite or very much attention was paid to English pronunciation at university.” more than academicians.

30.7% of the students answer as “Quite” and 29.6% as “Very” to the sixteenth question “How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?”; 41.9% of the academicians answer as “Quite” and 18.6% as “Very”. As a result, students think “The linguistic study of phonology is quite or very helpful for learning and using correct pronunciation English.” more than academicians.

13% of the students answer as “Not at all” and 12.6% as “Rather” to the seventeenth question “How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?”; 32.6% of the academicians answer as “Not at all” and 20.9% as “Rather”. As a result, academicians think “Experiencing a communication breakdown with native speakers of English because they pronounced a word incorrectly in English is not frequent.” more than students. Sonuç olarak anketin “17. How often have you experienced a communication breakdown with native speakers of English because you

pronounced a word incorrectly in English?” maddesine öğretmenler öğrencilere göre daha fazla katılmamaktadırlar.

34.8% of the students answer as “Quite” and 16.7% as “Very” to the twentieth item “If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.”; 58.1% of the academicians answer as “Quite” and 7% as “Very”. As a result, academicians agree on this item “If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.” more than students.

32.5% of the students answer as “Quite” and 11.9% as “Very” to the twenty-first item of the questionnaire “Your proficiency in English pronunciation depends on factors you have little control over.”; 16.3% of the academicians answer as “Quite” and 2.3% as “Very”. As a result, students agree on this item “Your proficiency in English pronunciation depends on factors you have little control over.” more than academicians.

## CHAPTER FIVE

### 5. CONCLUSION

#### 5.1. Discussion and Implications

Teaching and learning pronunciation aspect of a language is not as easy as teaching and learning the other aspects. There are many dimensions of this teaching and learning process such as; learning atmosphere, motivation of learners and teachers, effect of mother language, accent, psychological aspect related to students and teachers and also the environment, etc. As seen the most important parts, students and teachers were handled in this study. After examining the results of the survey, some interpretation can be done. As the first research question is that “What are the students’ perceptions on pronunciation learning process?”, conclusions of students’ answers about their perceptions on pronunciation learning process are displayed. In the light of our findings, it is seen that some students find learning and using correct pronunciation very difficult while majority of them don’t find it very difficult. Those students do not find pronunciation very difficult is good in the name of pronunciation teaching process. Most of the students believe the importance of correct pronunciation in their future professional life. As “Good pronunciation is indeed indispensable for adequate communication in a foreign language (Dalton-Puffer, Kaltenboeck & Smit, 1997, p. 115); students also believe that correct pronunciation is essential so as to communicate effectively. So, it is obvious that students realize the importance of pronunciation for communication and for their career.

Aim of pronunciation learning and teaching has been shifting from being native-like to being intelligible for many researchers such as; Kentworthy, 1998; Deterding, 2010; Smith, 2011; Jordan, 2011; Khazae, 2011; Jenkins, 1998; Gilakjani, 2012; Liu, 2011 and Khamkien, 2010. On the other hand, there are students that think their English pronunciation is similar to that of a native speaker of English as well as students that think their English pronunciation is not so similar to that of a native speaker of English.

Most of the students think that pronunciation teaching at university has an effective impact on their learning.

Students generally are not sure that they have enough confidence for English pronunciation. At this point, teachers should do the right move for increasing students' confidence for pronunciation. On the other hand, even though the aim of pronunciation have gone through a change from native-like to intelligibility (Kentworthy, 1998; Deterding, 2010; Smith, 2011; Jordan, 2011; Khazae, 2011; Jenkins, 1998; Gilakjani, 2012; Liu, 2011 and Khamkien, 2010), majority of students still want to have native-like pronunciation in English. Moreover, some students believe that they can arrive at a native-like pronunciation of English if they study a lot while most of them are not certain about it. Fortunately, most of students don't think pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English. When it comes to do pronunciation exercises, students believe doing pronunciation exercises useful in order to learn English in general and staying abroad is also seen a very effective means of improving pronunciation. There are some students who find their effort is useless in pronunciation learning process; however; teachers are the ones that can make the process easier for students in this point (Tominaga, 2009). Teachers can help students by providing the setting and stimulus (Wong, 1987), raising learners' awareness (Hall, 1997), enhancing students' motivation and interest (Veronica, 1997), and acting as a model of pronunciation (Jones, 1967). Most of the students think that attention to their English pronunciation in university is more than attention in secondary school and most of the students think the linguistic study of phonology is helpful for learning and using correct pronunciation in English. In a general portrait, students have not experienced a communication breakdown with native speakers of English because they pronounced a word incorrectly in English.

Students usually look up almost all unknown words in a dictionary to know how they have to pronounce them when they have to give a presentation and a great number of students pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on their fluency. That is, they are not comfortable with their pronunciation: this negative influence can be decreased providing a relaxed atmosphere. According to Kentworthy (1998), lack of confidence about pronunciation and pauses and hesitations may be related; therefore students should

feel comfortable and confident while learning pronunciation. Most of the students think that if a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English; on the other hand, many numbers of students believe that their proficiency in English pronunciation depends on factors they have little control over. If one believes not him/herself but outer factors, s/he doesn't get the necessary responsibility for the learning process and this gives harms to the process. In order to overcome this negativity, teachers can make students take their own responsibilities while learning English pronunciation, because "Success in pronunciation depends on how much effort the learners put into it" (Kentworthy, 1998). Also, almost all students believe that their success in learning pronunciation in English depends on their talents; on the other hand, there are some students that believe vice-versa. Most of the students believe that their success in learning pronunciation depends on how hard they study and students generally agree on that their success depends on how good they are at logical thinking. Most of the students believe that their success depends on how good their memory is. And, staying abroad is seen as the most effective method; practice exercises in class is seen as the second and self-study as the third one.

Are there any differences in terms of grades of students? Checking the grades of the students, it can be said that as students get more experienced, they find their pronunciation more similar to that of native speaker and they are more confident about their pronunciation. This is a very good thing; that is, students learn and feel better thanks to education. 1<sup>st</sup> and 2<sup>nd</sup> grade students don't find pronunciation practice exercises as important as preparatory and 3<sup>rd</sup> grade students. However, it cannot be said that higher grades find pronunciation practice exercise more important as a result of just this finding. The subject of a one-year stay in an English-speaking country doesn't also give us a meaningful result considering grade because preparatory and 3<sup>rd</sup> grade students agree on the usefulness of staying abroad more than 1<sup>st</sup> and 4<sup>th</sup> grade ones. It can be said that younger groups think that much attention was paid to English pronunciation in secondary school more than older ones. There has been greater attention to pronunciation at university with years. Students' expectations are higher when they get in the university and these expectations get lower in time.



The second research question is this: What are the academicians' perceptions on pronunciation learning process? Examining academicians' papers, it is easy to understand that many academicians find learning and using correct pronunciation difficult even if there are some that don't find it difficult and most of the academicians think that learning and using correct pronunciation is useful. A great number of academicians believe the importance of correct pronunciation in English in their future professional life and the academicians generally find the correct pronunciation very important in order to communicate efficiently with other people in concord with Nakazawa (2012). There are many academicians who are not certain about similarity of their pronunciation to that of native speaker; and there are many who think their pronunciation is similar to that of native speaker of English and some of them don't think that their pronunciation is similar to that of native speaker. Almost all the academicians think that their English pronunciation is different from the English pronunciation of their Turkish-speaking friends who do not study English at university (or higher education in general). Academicians are confident about their English pronunciation in general but there are some academicians who are not confident as well. Most of the academicians believe the importance of a native-like pronunciation in English; however, the number of academicians that believe a native-like pronunciation is not important is very low. Academicians believe that they can arrive at a native-like pronunciation of English in a high ratio and majority of the academicians don't think that there is a communication breakdown with native speakers of English because of pronunciation errors made by native speakers of Turkish. Pronunciation practice exercises and a one-year stay in an English-speaking country have great positive effects on students' pronunciation in the views of academicians; yet, self-study for improving pronunciation is also very important for them. Most of the academicians think that not much attention was paid to English pronunciation in secondary school but there are academicians that think much attention was paid to English pronunciation at university; there are some that think not much attention was paid and there are some others that are not sure. Academicians generally think that the linguistic study of phonology is helpful for learning and using correct pronunciation in English. Most of the academicians have not experienced a communication breakdown with native speakers of English because they pronounced a word incorrectly in English and most of them look up almost all

unknown words in a dictionary to know how I have to pronounce them when they have to give a presentation. Many of them pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on their fluency. On the other hand, there are many others that don't do this. Most of the academicians believe that if a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English and many of them think that their proficiency in English pronunciation depends on factors they have little control over; however, there are also many that believe vice-versa. But we can say that the first group is the majority. Also there are many believing that success in learning pronunciation English depends on how talented they are; on the other hand, many academicians believe that success in learning pronunciation English depends on how hard they study and most of the academicians believe that success in learning pronunciation English depends on how good they are at logical thinking; many believe that success in learning pronunciation in English depends on how good their memory is. Academicians find staying abroad the most effective option, practicing exercises in class the second one and self-studying the third one.

The last research question of this study is this: Are there any differences between students' and academicians' perceptions on pronunciation learning process? The results have shown that academicians find learning and using correct pronunciation more difficult than students and academicians think their English pronunciation is quite or very similar to that of a native speaker of English; on the other hand, students don't think so as much as academicians. In comparison to academicians, students think quite or very much attention was paid to English pronunciation in secondary school. Academicians don't think quite or very much attention was paid to English pronunciation at university as much as students think. Academicians think the linguistic study of phonology is quite or very helpful for learning and using correct pronunciation English. However, students think so more than academicians. Students think that they haven't experienced much a communication breakdown with native speakers of English because of their mispronouncing a word in English. Yet, academicians think so more than students. Academicians believe that if a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English. On the other hand, students don't believe that as much as academicians believe. Students think that their

proficiency in English pronunciation depends on factors they have little control over while the academicians don't think so as much as students.

In summary, both groups believe the importance and necessity of pronunciation for a good communication. Students and academicians want to have a good pronunciation; many of them even want to have a native-like pronunciation but it is an ideal that must be changed. Considering results, it can be said that students are conscious on pronunciation nearly as much as academicians. Pronunciation teaching and learning level might get higher in time.

## **5.2. Further Research**

As the results of this study have indicated that both students and academicians are willing to learn better pronunciation but both of them have some lack of confidence, more studies on newer strategies and techniques may be carried out in this field. On the other hand, applications of existing strategies are also essential and studies this subject should be done. Furthermore, studies on teacher training for pronunciation, studies investigating the relationship between self-confidence and success at pronunciation proficiency can be carried out in the following process.

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**APPENDICES**

**Appendice A: Questionnaire for Students**

PERCEPTIONS ON ENGLISH PRONUNCIATION LEARNING

This questionnaire is concerned with your perceptions on effective English pronunciation learning process. Please choose the appropriate option and answer the questions. There are no correct or incorrect answers. Your responses will remain confidential.

Thank you for your participation.

- 1. gender: F — M —      2. age: —      3. grade: —
- 4. How many years of English courses did you have at the university? .....
- 5. How many hours a week? .....
- 6. Have you been in an English-speaking country before? .....
- 7. If yes, how long? .....
- 8. Do you have contact with native speakers of English? If yes, how often? .....

BLOCK I: SEMANTIC SCALE	Not at all	Rather	Not so	Somewhat	Quite	Very
1. How difficult do you think it is to learn and use correct pronunciation?						
2. How useful do you think it is to learn and use correct pronunciation?						
3. How important do you think correct pronunciation in English will be in your future professional life?						
4. How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?						
5. How similar is your English pronunciation to that of a native speaker of English?						
6. How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?						
7. How confident are you about your English pronunciation?						
8. How important is a native-like pronunciation in English for yourself?						
9. How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?						
10. How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?						
11. How important do you think it is to do pronunciation practice exercises in order to learn English?						
12. How much would a one-year stay in an English-speaking country improve your English pronunciation?						
13. How much effort do you think you have to do to learn correct pronunciation?						

14. How much attention was paid to English pronunciation in secondary school?						
15. How much attention was paid to English pronunciation at university?						
16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?						
17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?						

BLOCK II: LIKERT SCALE	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree
18. When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.						
19. I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.						
20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.						
21. Your proficiency in English pronunciation depends on factors you have little control over.						
22. How successful you are at learning pronunciation in English depends on how talented you are.						
23. How successful you are at learning pronunciation in English depends on how hard you study.						
24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.						
25. How successful you are at learning pronunciation in English depends on how good your memory is.						

### Block III: Ranking

26. Rank the following learning methods from 1(for the least effective), to 3(for the most effective) according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill:

- a. practice exercises in class. . . .
- b. self-study. . . .
- c. stay abroad. . . .

## Appendix B: Questionnaire for Academicians

### PERCEPTIONS ON ENGLISH PRONUNCIATION LEARNING

This questionnaire is concerned with your perceptions on effective English pronunciation learning process. Please choose the appropriate option and answer the questions. There are no correct or incorrect answers. Your responses will remain confidential.

Thank you for your participation.

1. gender: F ——— M———      2. age: ———
3. How many years of English courses did you teach at the university? .....
4. Have you been in an English-speaking country before? .....
5. If yes, how long?.....
6. Do you have contact with native speakers of English? If yes, how often?.....

BLOCK I: SEMANTIC SCALE	Not at all	Rather	Not so	Somewhat	Quite	Very
1. How difficult do you think it is to learn and use correct pronunciation?						
2. How useful do you think it is to learn and use correct pronunciation?						
3. How important do you think correct pronunciation in English will be in your future professional life?						
4. How important do you think it is to have correct pronunciation in order to communicate efficiently with other people?						
5. How similar is your English pronunciation to that of a native speaker of English?						
6. How different is your English pronunciation from the English pronunciation of your Turkish-speaking friends who do not study English at university (or higher education in general)?						
7. How confident are you about your English pronunciation?						
8. How important is a native-like pronunciation in English for yourself?						
9. How feasible do you think it is for yourself to arrive at a native-like pronunciation of English?						
10. How likely do you think it is that pronunciation errors made by native speakers of Turkish in English will lead to a communication breakdown with native speakers of English?						
11. How important do you think it is to do pronunciation practice exercises in order to learn English?						
12. How much would a one-year stay in an English-speaking country improve your English pronunciation?						
13. How much effort do you think you have to do to learn correct pronunciation?						
14. How much attention was paid to English pronunciation in secondary school?						
15. How much attention was paid to English pronunciation at university?						
16. How helpful do you think the linguistic study of phonology is for learning and using correct pronunciation in English?						

17. How often have you experienced a communication breakdown with native speakers of English because you pronounced a word incorrectly in English?						
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BLOCK II: LIKERT SCALE	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree
18. When I have to give a presentation, I look up almost all unknown words in a dictionary to know how I have to pronounce them.						
19. I sometimes pay too much attention to the use of correct pronunciation when speaking English, which has a negative influence on my fluency.						
20. If a non-native speaker studies hard enough, (s)he can arrive at an error-free pronunciation level of English.						
21. Your proficiency in English pronunciation depends on factors you have little control over.						
22. How successful you are at learning pronunciation in English depends on how talented you are.						
23. How successful you are at learning pronunciation in English depends on how hard you study.						
24. How successful you are at learning pronunciation in English depends on how good you are at logical thinking.						
25. How successful you are at learning pronunciation in English depends on how good your memory is.						

Block III: Ranking

26. Rank the following learning methods from 1( for the least effective), to 3(for the most effective) according to their efficiency in the learning of pronunciation. Write a number from 1 to 3 next to the skill:

- a. practice exercises in class. . . .
- b. self-study. . . .
- c. stay abroad. . . .



## **CURRICULUM VITAE**

The author was born in Osmaniye in 1987. She completed her primary and secondary education in Osmaniye. She graduated from Düziçi Anatolian Teacher High School in 2006. In the same year, she attended the English Language Department at Gazi University and graduated from 2011. She started MA program of ELT at Atatürk University in 2012. She has been working as an instructor in ELT department at Bitlis Eren University since 2012.