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A STUDY ON NON NATIVE ENGLISH TEACHERS' OPINIONS OF TEACHING PRONUNCIATION AND KNOWLEDGE ON PHONETICS

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ABSTRACT

Although pronunciation has started to gain its former glory recently (Burri, M. 2015), it is still an area that lacks clear and specific guidelines necessary for the effective and systematic introduction of pronunciation. This study aims to uncover and analyze the EFL teachers'opinions towards teaching pronunciation and knowledge of phonetics. To gather the data a questionnaire has been administered and it has been analyzed using SPSS.

The findings offer a good insight into teachers' beliefs and practices regarding pronunciation instruction and also have some implications, which need to be addressed while preparing a curriculum for ELT.

It has been found that the majority of teachers are confident in their pronunciation but they stress a lack of training in terms of pronunciation instruction. Another important finding revealed by the study is the fact that although the teachers think that pronunciation instruction is important, some of them claim to avoid it for various reasons such as time limitations or insufficient knowledge. The last but not the least, a great number of teachers highlight the importance of achieving a native-like accent but they accept the position of English as a Lingua Franca which by disregarding the accent reduction efforts highlights that the main aim of language is mutual intelligibility.

Keywords: pronunciation instruction, attitudes, phonetic knowledge, mutual intelligibility

Başlık: Anadili İngilizce Olmayan Öğretmenlerin Telaffuz ve Ses Bilgisi Öğretimine Yönelik Tutumları Üzerine Bir Araştırma.

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ÖZET

Telaffuz son zamanlarda eski ihtişamını kazanmaya başlamış olsa da (Burri, M. 2015), telaffuzun etkili ve sistematik bir şekilde öğretilmesi için gerekli olan açık ve spesifik yönergelerden halen yoksun bir alandır. Bu çalışma, İngilizce öğretmenlerinin telaffuz ve fonetik bilgisi öğretimine yönelik görüşlerini ortaya çıkarmayı ve analiz etmeyi amaçlamaktadır. Verileri toplamak için bir anket uygulandı ve SPSS kullanılarak analiz edilmiştir.

Bulgular, öğretmenlerin telaffuz öğretimine ilişkin inançları ve uygulamaları hakkında iyi bir fikir vermektedir ve ayrıca İngilizce Öğretimi için bir müfredat hazırlanırken ele alınması gereken bazı öneriler sunmaktadır.

Öğretmenlerin çoğunluğunun telaffuzlarına güvendikleri ancak telaffuz eğitimi konusunda eğitim eksikliğini vurguladıkları tespit edilmiştir. Araştırmanın ortaya koyduğu bir diğer önemli bulgu ise öğretmenlerin telaffuz öğretiminin önemli olduğunu düşünmelerine rağmen bazılarının zaman kısıtlılığı ya da yetersiz bilgi gibi çeşitli nedenlerle bundan kaçındıklarını iddia etmeleridir. Son olarak, çok sayıda öğretmen, ana dili gibi bir aksan elde etmenin önemini vurgulamalarına rağmen İngilizceyi ortak dil (Lingua Franca) olarak kabul ettiklerini belirtirler ancak bu yakalaşım (Lingua Franca) aksan azaltma çabalarını göz ardı ederek, dilin ana amacının karşılıklı anlaşılırlık olduğunu vurgulamaktadır.

Anahtar Kelimeler: Telaffuz eğitimi, tutumlar, fonetik bilgi, karşılıklı anlaşılırlık

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ABBREVIATIONS

ALT	Assisstant Language Teachers
CLL	Communicative Language Learning
CLT	Communicative Language Teaching
CPH	Critical Period Hypothesis
EFL	English as Foreign Language
ELT	English Language Teaching
EPTiES	English Pronunciation Teaching in Europe Survey
ESL	English as Second Language
IPA	International Phonetic Alphabet
L1	Mother Tongue
NLP	Native Language Pronunciation
NNES	Non-Native English Speakers
NNET	Non-Native English Teachers
NNS	Non-Native Speakers
NNSE	Non-Native Speakers of English
RP	Received Pronunciation

CHAPTER I: INTRODUCTION

1.1 Introduction

Due to the developing technology, communities speaking different languages have become much more mobile when compared to a few decades ago, which makes it inevitable to choose and use one common language to maintain intelligibility. As known, English has emerged as the medium of communication in this fast moving and inter communicating world. Thus, the question of 'How can we teach English to EFL as fast and effectively as possible?' has preoccupied the researhers, linguists and teachers for more than a century. As a result of this quest, the methods of teaching English Language to non-native learners have evolved throughout the last century and gone through many phases starting with the Direct Method and culminating in the Ecclectic Method (Ahmed, 2017). With the introduction of each new method researchers, educators and linguists tried to achieve a more balanced approach addressing all four skills equally when compared with the previous approach (Nair, Krishnasamy & De Mello, 2017). However, there is one aspect of language that the researchers has ignored over the years or hasn't given the attention that it deserved. This aspect is pronunciation, and thus Kelly (1969,as cited in Celce Murcia, Brinton & Goodwin, 1996) defines pronunciation as the 'Cinderella' part of foreign language teaching, whose absence may cause problems of intelligibility or even may hinder communication. This thesis will deal with the pronunciation in terms of history, importance, teaching strategies as well as the non-native EFL teachers' attitudes towards pronunciation teaching and knowledge on phonetics.

1.2 Problem

Most of the teachers undervalue the pronunciation and thus they either ignore teaching certain phonological features completely or they do it superficially or implicitly, which causes the students not to master these aspects of language satisfactorily.

1.3 Aim

This study aims at analyzing non-native Greek ELT teachers' opinions of teaching pronunciation and knowledge on phonetics

1.4 Research Questions

This study tries to uncover, via a questionnaire administered to the teachers, the following question:

1. What are non-native Greek ELT teachers' opinions towards teaching pronunciation and knowledge on phonetics?

1.5 Importance

As mentioned earlier with the high mobility of the communities, the need for communication has made it necessary to choose a language through which people can communicate and at this point English has emerged as the medium of communication. However, although some aspects of English such as grammar and vocabulary have always been emphasized, though in varying degrees, an aspect of English, pronunciation, has either been overemphasized or completely overlooked in the EFL settings, but this lack of instruction in pronunciation has caused intelligibility problems, which sometimes hindered communication. Thus, the importance of pronuciation and teaching pronunciation has recently been understood.

As Wilkins (1972, as cited in Aktuğ, 2015) indicates that without the knowledge of grammar very little can be expressed whereas without the knowledge of vocabulary nothing can be expressed. It should be stated that the vocabulary knowledge not only includes the meaning of the vocabulary but it also embodies phonological characteristics. Further, Julia (2002, as cited in Huwari & Mehavesh, 2015) points out that pronunciation is one of the basic skills and the foundation of oral communication for learners of English at all levels. Pronunciation occupies a great place in communication and it is the main way of understanding and interpreting spoken language and speaker's aims. Moreover, pronunciation is not only important to convey the meaning at the word level but also it is important to convey the subtleties of words which give a message rather than their actual meaning (Pennington & Rogerson-Revell). Intelligibility is the core concern in pronunciation (Isacs, 2008, Aktuğ, 2015,

Murphy, 2013) and if there is no comprehension at all, or if there is a kind of misunderstanding due to a mispronounced word or words, this could cause great confusion, which I will try to illustrate it with a few examples.

A real conversation between an Indian student from Kerala/India and a Thai student is cited below in which a speaker of English fails to pronounce the word 'Thai' correctly [ThAI], instead he/she pronounces it as [TAI] which means 'kidney' in Thai language and thus this pronunciation mistake not only causes confusion but also puts the speaker in an awkward situation.

> Indian student: "Are you Tai?
>
> She replied: "No."
>
> He went on: "Aren't you from Thailand?"
>
> She replied: "Yes".
>
> He continued: "Why do you say you are not Tai?"
>
> She replied: "Tai, means 'kidney'. I'm not kidney. I am Thai'". (Odisho, E. Y., p.90,2014).

Another example of mispronunciation causing intelligibility problems can be cited from Jenkins (2008) who was observing the students in a class with different L1 backgrounds. He noticed that there is lack of intelligibility because of mispronunciation: the students were doing some work with the colored pencils and one of the students asked his peers 'Have you got a blue VUN?' and the other students in the group couldn't get what he was saying. In the end, when the student repeated the same question, again mispronouncing the same word, but this time showing a pen, then the students understood what he meant. Thus, it can be said that mispronunciation could hinder intelligibility.

However, not only sounding the word correctly in terms of pronunciation is necessary but also paying attention to intonation and rhythm while pronouncing a word is of utmost importance (Pennington & Rogerson-Revell, 1986; Aktuğ, 2015). In other words, a speaker may pronounce a word correctly but may not use the intonation in its proper place, which could lead to problems of intelligibility and confusion. This can

be best exemplified by a conversation quoted by Gilbert (2008, as cited in Aktuğ, 2015).

Student : Can you help me with comedy?

Teacher : Comedy?

Student : Yes, comedy is a big problem.

Teacher : I don't quite follow.

Student : (Patiently) Problem – this is worry.

Teacher : Yes, a worry. Um ……..Do you mean a problem with comedy on TV?

Student : TV? (Try again). The boss put me on department comedy, all the time they argue.

Teacher: Oh, you mean committee!

Student : Yes what I told you, comedy. (Gilbert, 2008)

As can be seen above faulty intonation could result in misunderstanding, which could be a hindrance in the way of intelligible communication.

1.6 Restrictions

This study is limited to the non-native Greek ELT teachers working in state schools in the district of Komotini.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

Due to the developing technology, communities speaking different languages have become much more mobile when compared to a few decades ago, which makes it inevitable to choose and use one common language to maintain intelligibility. As known, English has emerged as the medium of communication in this fast-moving and inter-communicating world. Thus, the question of 'How can we teach English to EFL as fast and effectively as possible?' has preoccupied researchers, linguists and teachers for more than a century. As a result of this quest, the methods of teaching the English Language to non-native learners have evolved throughout the last century and gone through many phases starting with the Direct Method and culminating in the Eclectic Method (Ahmed, 2017). With the introduction of each new method, researchers, educators and linguists tried to achieve a more balanced approach addressing all four skills equally when compared with the previous approach (Nair, Krishnasamy & De Mello, 2017). However, there is one aspect of language that the researchers has ignored over the years or haven't given the attention that it deserved (Rodriguez Fernandes, 2017). This aspect is pronunciation, and thus Kelly (1969, as cited in Celce Murcia, Brinton & Goodwin, 1996) defines pronunciation as the 'Cinderella' part of foreign language teaching, whose absence may cause problems of intelligibility or even may hinder communication. This article will deal with pronunciation in terms of its history, importance, its teaching strategies and with several aspects of pronunciation.

2.2 What is pronunciation?

According to the Cambridge Dictionary of English pronunciation is the way in which a word or a letter is said, or said correctly, or the way in which a language is spoken. Isaacs (2008,as cited in Aktuğ 2015) has defined pronunciation as communication that does not hinder understanding. Also, according to Aktuğ (2015), intelligibility is the most important factor that is affected by the correct pronunciation or from mispronunciation. Again, Aktuğ (2015) states that those who make pronunciation mistakes that prevent understanding can be mocked by native speakers as 'comical, incompetent or childish'. Further, Ahmed (2017) highlights the importance of intelligibility in pronunciation and is of the opinion that

misunderstandings are caused by mispronunciation. Thus, it can be said that achieving and maintaining intelligibility is the vital aspect of pronunciation.

However, though the pronunciation is of great importance for intelligibility, there is an important problem related to the conceptual framework of teaching pronunciation (Aktuğ, 2015). There could be various underlying reasons for this problem. According to Derwing and Munro (2005, as cited in Kang 2015), there is a lack of good pronunciation programs taught by well-trained instructors; moreover, Kang (2015) indicates that most teachers may not know what is possible or desirable in pronunciation instruction and that most teachers have no training in pronunciation pedagogy. In addition, McDonald (2002) who reviewed studies conducted in Australia came to a conclusion in which he argues that there are not enough suitable teaching and learning materials of high quality and a lack of skills and evaluation framework with which to map the student ability and progress in this area. Consequently, the authors advocate the importance of systematic teacher training courses in pronunciation and phonology in an ESL setting (Kang, 2015).

2.3 Components of Pronunciation in English

The components of pronunciation are comprised of two different groups of features: the segmental and suprasegmental features, whose absence in pronunciation instruction, as put forward by Hismanoglu & Hismanoglu (2010), may lead to fossilized pronunciation mistakes, and low levels of oral skills in terms of accuracy and fluency. While the independent sounds, consonants and vowels, make up the segmental features, the suprasegmental (prosodic) features are made up of intonation, pitch, rhythm and stress.

2.3.1 Segmental Features of English Pronunciation

Segmental features are the minimal units of sound described in phonetic terms Pennington and Richards (1986, as cited in Aktuğ, 2015). According to Trask (2004), they are related to the 'phoneme' which is defined as 'the smallest unit that can make a change in meaning'. As this smallest unit can change not only the meaning of a word but also the message in a dialogue, it is of utmost importance for the learners of English to articulate even the phonemes correctly in order to be understood well and to prevent

misunderstandings. However, it becomes a challenge for the NNSs of English especially when the mother tongue of the learner doesn't have the phoneme that the target language has and when there are variations of the articulation manner and places between L1 and L2 (Demirezen, 2010). Even so, Peltekov(2017) still argues that, based on many studies, teaching individual sounds can greatly develop learners' pronunciation and that instruction on segmentals can help learners prevent communication breakdowns by self-correcting a mispronounced form.

2.3.2 Suprasegmental Features of English Pronunciation

Suprasegmentals are called prosodic features and organize streams of speech of sounds into meaningful units such as stress, rhythm, intonation and assimilation (Chiu,2008) and have been at the forefront in ESL/EFL pronunciation instruction ever since the beginning of the communicative approach (Kang, 2010). Although primarily emphasizing the segmentals was the dominant trend in pronunciation instruction, especially with the advent of the Communicative Approach suprasegmentals have gained dominance over segmentals (Chiou, 2008, Peltekov, 2015). However, the underlying reason for this shift is not unreasonable; according to Kang (2010), the reason of this change is the fact that pronunciation researchers have uncovered that the suprasegmental aspects improve learners' intelligibility. Moreover, Foote, Holtby & Derwing (2010), based on some findings, put forth that while segmental instruction may not transfer to extemporaneous speech, suprasegmental instruction contributed immensely to the comprehensibility levels of learners during spontaneous speech. To highlight the importance of suprasegmentals, Pennington & Rogerson-Revell (2019) maintained that incorrect stress on numbers can cause misunderstanding between an air traffic controller and a pilot over whether the wind speed at ground level for take-off or landing is gusting to fifteen or fifty miles per hour: with stress on *fif-*, fifteen may easily be heard as fifty- a seemingly minor error but could have serious consequences.

2.4 The History of English Pronunciation Teaching

As new approaches to teaching English have been developed, the attention paid to teaching pronunciation has changed drastically. Though in some methods pronunciation dominates over grammar and vocabulary, in other methods it was

overlooked or completely skipped. The reason for this teaching grammar and vocabulary has always been simpler than teaching pronunciation (Aktuğ, 2015). The way for teaching pronunciation has evolved as new methods and approaches to teaching English have been adopted. As mentioned in Hismanoglu & Hismanoglu (2010) English pronunciation has been taught by using three approaches and which are the intuitive-imitative approach, the analytic-linguistic approach and the integrative approach.

In the intuitive-imitative approach, pronunciation has been taught implicitly through imitating the sounds and rhythms of the target language (Celce-Murcia, Brinton & Goodwin, 1996). According to Hismanoglu & Hismanoglu (2010), the introduction of the Audio-Lingual method contributed to this approach and Aktuğ (2015) states that teachers used language labs, phonograph records, tape recorders, audio-video cassettes and compact discs to facilitate students' learning pronunciation.

Analytic-Linguistic Approach, on the other hand, has been developed to complete the intuitive-imitative approach rather than being a completely different approach (Celce-Murcia et al, 1996). The pronunciation has been taught explicitly to make the learners aware of the sounds and rhytms of the target language. ''*Phonetic alphabets, articulatory descriptions, charts of the vocal apparatus, contrastive information were utilized for a better phonologic production*'' (Aktuğ, 2015, p.20).

In the current Integrative Approach pronunciation is seen as an indispensable part of language learning, and thus, it is taught through task based activities and pronunciation focused listening activities (Hismanoglu & Hismanoglu 2010). According to Cimcim (2008) current approaches to pronunciation give high priority to the most relevant features of pronunciation.

Moreover, during the 20th century many methods have been employed to teach English and each method tackled the issue of pronunciation rather diferently from its counterparts. To be able to understand the evolution of teaching pronunciation, it would be better to have a quick look at these methods in terms of pronunciation.

Grammar Translation Method. Since oral communication is not a concern in grammar translation method, it neglects teaching pronunciation and gives emphasis on grammar and reading (Aktuğ, 2015).

Direct Method and More Naturalistic Approaches. Direct Method came to the fore in the late 1800s and early 1900s. Students were expected to learn the pronunciation intuitively and through repetition (Celce-Murcia et al, 1996). The students first listened to the teacher or a tape recorder and then they imitated. However, later as Naturalistic Approach gained control over language teaching, the students were not allowed to speak before they listened the teacher for a certain period of time, which helped the students to learn the target language's sound system without the stress of production (Aktuğ, 2015). The most known examples of Naturalistic Approach are Total Physical Response (1977) of Asher's and Natural Approach of Krashen and Terrell's (1983) (Celce-Murcia et al, 1996).

The Reform Movement. It was in the late 1800s when it was understood that phonetics and phonology were essential components of effective communication in L2, and thus, phoneticians like Henry Sweet, Wilhelm Victor and Paul Passy set up the International Phonetic Association, paving the way for the development of International Phonetic Alphabet (IPA) (Celce-Murcia et al, 1996). After these developments in the area of phonetics and phonology, each sound in English were symbolized by symbols correctly, which facilitated greatly the teaching of pronunciation. Eventually, the developments cited above led to the emergence of the Reform Movement in 1890s, which made the first linguistic contribution to the teaching of pronunciation (Aktuğ, 2015).

The phoneticians of the international association mentioned above had great influence on teaching of pronunciation and language and they supported the following ideas and practices (Celce-Murcia et al, 1996, p. 3):

- The spoken form of a language is primary and should be taught first.
- The findings of phonetics should be applied to language teaching.
- Teachers must have solid training in phonetics.
- Learners should be given phonetic training to establish good speech habits.

However, at this point, regarding the third item above, Aktuğ (2015) has worded a criticism which the scholars, I have studied so far, have ignored for reasons unknown, but Aktuğ's criticism causes – or at least should cause- us to re-evaluate the teaching of pronunciation to tecahers. To explain her idea clearly, we had better put it with her own words:

> The third item which says ''*Teachers must have solid training in phonetics*'' was decided by the phonetician members of International Phonetic Association in 19th century. Although we are in 21st century, there is no solid phonetics training to be menitoned instead there is a solid phonetics training problem to be mentioned that has been waiting to be handled over 2 centuries. Therefore pronunciation teaching seems to be condemned to be Cinderella of the EFL world for a long time with such limitations. (Aktuğ, 2015)

The 1940s and 1950s. According to Celce Murcia et al (1996) the Reform Movement led to the development of Audiolingualism in the USA and of Oral Approach in Britain. In both of the methods pronunciation is of great importance and Knight (2001, as cited in Rodriguez, 2017) has mentioned that pronunciation was taught through repetitions, drills, minimal pair, mimicking and correct modelling of teachers. Moreover, Aktuğ (2015) emphasizes that pronunciation was taught explicitly from the beginning in the classrooms. The last point to mention regarding those two methods is that Morley (1991, as cited in Afshari&Ketabi, 2017, p. 72) has pointed out, "*The pronunciation class... was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with ... attention to stress, rhythm, and intonation.*"

The 1960s: In the 1960s EFL was dominated by Cognive Approach which was greatly influenced by the Transformational-generative grammar formulated by Chomsky and by cognitive psychology. Knight (2001, as cited in Rodriguez, 2017; p.5) argues that Chomsky shook the EFL world when he suggested that language can not be acquired only by habit formation because it was learned by the speaker because of some inborn skills that the learner possesses. Due to the prevailing approach formulated by Chomsky, the method of teaching English changed dramatically. In

contrast to the practices employed in the Audiolingual Method, Cognitive Approach overlooked the teaching of pronunciation to a great extent and emphasized grammar and vocabulary instead (Celce-Murcia et al, 1996, p, 4-5). According to Scovel (1969, as cited in Celce-Murcia et al, p.5) there were two reasons for this: First, native-like pronunciation was thought to be impossible to achieve and the second reason was that the time devoted for teaching English should be spent on more teachable aspects of language like grammar and vocabulary instead of concentrating on pronunciation which was regarded as unrealistic then. As a result, Morley (1991, as cited in Aktuğ, 2015, p. 22) the role of pronunciation and the efficiency of the pronunciation teaching methods were questioned and even some of the pronunciation programs were omitted from the curriculum.

1970s. As it is obvious in this article so far, English teaching profession have adopted different attitudes towards teaching of pronunciation throughout the century and when the 1970s came two methods came to the fore: The Silent Way and Community Language Learning (CLL).

The Silent Way. According to Gattegno (1972, 1976, as cited in Celce-Murcia et all), like Audiolingual Method, Silent Way puts a premium on producing both the sounds and structures of the target language correctly from the very beginning of the instruction. Individuals pay attention not only on individual sounds but also on phrases, blending, stress and intonation (Aktuğ, 2015).

When it comes to teaching pronunciation using the Silent Way, as its name reveals its nature, teachers do not speak at all or speak very little if it is necessary and they use gestures and mimicry to direct the students. Teachers also make use of different tools like sound-color chart, the Fidel charts, word charts and colored rods. In Silent Way students develop their own inner strategies for sounding the words correctly. Although they are similar with the Audiolingual Method in many respects, they diverge on one important aspect; that is, while in Audiolingual Method teaching of pronunciation is done explicitly, in Silent Way it is not (Celce-Murcia et al, p.5).

Community Language Learning (CLL) : According to Aktuğ (2015, p.23) there are two important aspects CLL in teaching pronunciation. Firstly, audio tapes are

indispensable in teaching pronunciation in CLL. Teachers record the students' speech so that the students can spot the differences that exist between their own pronunciation and that of their teacher's. Secondly, as Rodriguez (2017, p.6) states that CLL utilizes a technique for teaching pronunciaiton, known as human computer which enables the student to get the teacher to repeat the words until the student feels satisfied with with his/her own pronunciation. Thus, it can be said that as Celce-Murcia et al. (1996, as cited in Afshari&Ketabi, 2017, p. 74) has put forward it is learning centered and controlled by the learner.

The 1980s and Onwards. In the 1980s the Communicative Approach became the dominant trend in language teaching and has prevailed the EFL world since then. This approach puts emphasis on communication and thus puts it in the centre of all classroom instruction (Celce-Murcia et al. 1996, p.7). As the main aim of this approach is to enable the learner to communicate, its one of the keystones is teaching pronunciaiton in order to avoid any communication problems resulting from poor pronunciaiton (Rodriguez, 2016, p.7). However, this approach has one shortcoming which is mentioned by Hinofotis and Bailey (1980) who argue that even if a learner has a high level of grammar and vocabulary in the target language, if he/she has not attained a certain level of proficiency in pronunciaiton, he/she can not communicate in the target language he has been learning. As was indicated in Celce Murcia et al. (2007, as cited in Rodriguez, 2016, p. 7) the methods and materials used in previous approaches have been reconsidered and incorporated in Communicative Approach. Some of the techniques that have been reviewed and reused can be cited as follows: Listen and imitate (Direct Method), phonetic training (Reform Movement), minimal-pair drills, contextualised minimal pairs (Audio-lingualMethod) and visual aids (Silent Way, Total Physical Response).

In spite of the three main approaches to teaching pronunciation, it has been the topic of many researches throughout the years (Hismanoglu & Hismanoglu, 2010). Celce-Murcia (1996, as cited in Hismanoglu & Hismanoglu, 2010) has identified many approaches to teaching pronunciation ever since the teaching of language began, and they are shown in Table 1 (based on Celce-Murcia et all, 1996).

Table 1. Approaches to Teaching Pronunciation

Years	Approach	Definition
The late 1800s and early 1900s	Direct Method	Teachers provided students with a model for native like speech. By listening and then imitating the modeler, students improved their pronunciation.
(1940s- 1950s)	Audiolingual Method in USA, Oral Approach in Britain	Pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or a recording model. Teachers used a visual transcription system or articulation chart. Technique: minimal pair drill
(1960s)	Cognitive Approach	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words
(1970s)	Silent Way	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. Tools: sound-color chart, the Fidel charts, word charts, and color rods.
	Community Language Learning	The pronunciation syllabus was primarily student initiated and designed. Students decided what they wanted to practise and used the teacher as a resource. The approach was intuitive and imitative.
Mid-late 1970s (1980s-today)	Communicative Approach	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recordings of learners' production
20th century More recent	Grammar-translation and reading-based approaches	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation.
	Total Physical Response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them.
	Natural Approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system.
Today-	New directions	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation

Figure 1 Approaches to Teaching Pronunciation (Rodriguez, 2016, p. 7)

2.5 The Importance of Teaching Pronunciation

As mentioned earlier with the high mobility of the communities, the need for communication has made it necessary to choose a language through which people can communicate and at this point English has emerged as the medium of communication. However, although some aspects of English such as grammar and vocabulary have always been emphasized, though in varying degrees, an aspect of English, pronunciation, has either been overemphasized or completely overlooked in the EFL settings, but this lack of instruction in pronunciation has caused intelligibility problems, which sometimes hindered communication. Thus the importance of pronuciation and teaching pronunciation has recently been understood.

As Wilkins (1972, as cited in Aktuğ, 2015, p.2) indicates that without the knowledge of grammar very little can be expressed whereas without the knowledge of vocabulary nothing can be expressed. It should be stated that the vocabulary knowledge not only includes the meaning of the vocabulary but it also embodies phonological characteristics. Further, Julia (2002, as cited in Huwari&Mehavesh, 2015, p. 1) points out that pronunciation is one of the basic skills and the foundation of oral communication for learners of English at all levels. Pronunciation occupies a great place in communication and it is the main way of understanding and interpreting spoken language and speaker's aims. Moreover, pronunciation is not only important to convey the meaning at the word level but also it is important to convey the subtleties of words which give a message rather than their actual meaning (Pennington & Rogerson-Revell, 1986, p.6). Intelligibility is the core concern in pronunciation (Aktuğ, 2015, Isacs, 2008, Murphy, 2013) and if there is no comprehension at all, or if there is a kind of misunderstanding due to a mispronounced word or words, this could cause great confusion, which I will try to illustrate it with a few examples.

A real conversation between an Indian student from Kerala/India and a Thai student is cited below in which a speaker of English fails to pronounce the word 'Thai' correctly [ThAI], instead he/she pronounces it as [TAI] which means 'kidney' in Thai language and thus this pronunciation mistake not only causes confusion but also puts the speaker in an awkward situation.

Indian student: "Are you Tai?

She replied: “No.”

He went on: “Aren’t you from Thailand?”

She replied: “Yes”.

He continued: “Why do you say you are not Tai?”

She replied: “Tai, means ‘kidney’. I’m not kidney. I am Thai’”. (Odisho, E. Y., p.90,2014).

Another example of mispronunciation causing intelligibility problems can be cited from Jenkins (2008, p.89) who was observing the students in a class with different L1 backgrounds. He noticed that there is lack of intelligibility because of mispronunciation: the students were doing some work with the coloured pencils and one of the students asked his peers ‘Have you got a blue VUN?’ and the other students in the group couldn’t get what he was saying. In the end, when the student repeated the same question, again mispronouncing the same word, but this time showing a pen, then the students understood what he meant. Thus, it can be said that mispronunciation could hinder intelligibility.

However, not only sounding the word correctly in terms of pronunciation is necessary but also paying attention to intonation and rhytm while pronouncing a word is of utmost importance (Pennington, M. C., & Rogerson-Revell, P., pp.6-7, Aktuğ, 2015, p.16). In other words, a speaker may pronounce a word correctly but may not use the intonation in its proper place, which could lead to problems of intelligibility and confusion. This can be best exemplified with a conversation quoted by Gilbert (2008, as cited in Aktuğ).

Student : Can you help me with comedy?

Teacher : Comedy?

Student : Yes, comedy is a big problem.

Teacher : I don’t quite follow.

Student : (Patiently) Problem – this is worry.

Teacher : Yes, a worry. Um …….. You mean a problem with comedy on TV?

Student : TV? (Try again). The boss put me on department comedy, all the time they argue.

Teacher: Oh, you mean committee!

Student : Yes what I told you, comedy. (Gilbert, 2008)

As can be seen above faulty intonation could result in misunderstanding, which could be a hinderance in the way of intelligible communication.

2.6 Strategies of Teaching Pronunciation

Since the beginning of teaching English as EFL and as ESL, pronunciation looks like the 'orphan' (Li, 2015, p.14) of second language research and teaching. However, at the beginning of the twentieth century it began to be studied systematically. In the area of modern language teaching, two approaches towards language teaching can be seen : intuitive-imitative approach and analytic linguistic approach (Celce Murcia et all., 1996, 2010).

In intuitive imitative approach, as its name reveals its nature, pronunciation is taught without giving the rules explicitly. It depends on the learner's ability to understand the sounds of TL. Moreover, it makes use of phonograph records, tape recorders, language labs and more recently digital audio recordings (Li, 2015, p.15). On the other hand, in the analytic linguistic approach pronunciation is taught explicitly with the use of phonemic chart, articulatory descriptions, explanations of the form and function and practical exercises such as minimal pair drills and rhytmic chants (Hismanoglu & Hismanoglu, 2010, p. 2). Throughout the history of teaching pronunciation different strategies such as listening and imitating, phonetic placement, phonetic training, minimal pairs and drills have been used (Li, 2015, p.19). All these strategies have focused on teaching students new sound and then getting them apply the things they have learned in the real life. Some students have benefited from these strategies while others have not learned the pronunciation of L2 so easily. Thus, new techniques have been developed to facilitate the learning of English pronunciation (Hismanoglu & Hismanoglu, 2010, p. 3).

Today, various current technology equipment and applications are used in teaching pronunciation, including computers, LCD panels, video conferencing system,

etc. Furthermore, there are other strategies coming from other fields such as drama, psychology and speech pathology (Aktuğ, 2015, p.32; Hismanoglu & Hismanoglu, 2010, p.3). The latest strategies that are utilized have been specified by Celce-Murcia et al., 2008: as cited in Aktuğ, 2015, p. 33) and they are cited below:

- The use of fluency building activities
- Accuracy oriented exercises
- Adaptation of authentic materials
- Use of instructional technology
- Multi sensory modes of learning in teaching pronunciation

The table below taken from (Hismanoglu & Hismanoglu, 2010, p. 5) shows the preferred strategies adopted by language teachers while teaching pronunciation.

Technique of pronunciation teaching	Frequency	Percentage
Empty	13	4,2
A (Minimal Pairs)	17	5,5
B (Pictures/diagrams/slides)	16	5,2
C (Mirrors)	2	0,6
D (Real Objects)	16	5,2
E (Word associations)	33	10,7
F (Dictionaries)	36	11,7
G (Brainstorming)	10	3,2
H (Transcription)	9	2,9
J (Games)	17	5,5
K (Songs)	15	4,9
M (Poems)	2	0,6
N (Dialogues)	36	11,7
O (Tongue Twisters)	24	7,8
P (Phonics)	20	6,5
S (Reading Aloud)	40	12,9
T (Computer)	3	1
Total	309	100

Figure 2 Techniques Preferred by Language Teachers to Teach Pronunciation to Students in the Foreign Language Classroom (Li, 2015, p19)

Another strategy, which can be said to be the last but not the least, has been put forward by Cimcim (2008, p.48) who summarizes the strategy saying that (Cimcim, 2008, p. 48):

> *"We can take the advantage of the "Pronunciation Games". These games practice both pronunciation and sound discrimination in a simple and light-hearted way. The advantage of them is that they can be adapted by the teacher to practice the sounds that students need most revision in using."*

2.6.1 Implicit and Explicit Learning

Before indulging in the bussiness of examining whether explicit or implicit learning is more conducive to mastering pronunciation better, it would be best to describe what explicit and implicit learning/instruction is.

Implicit and explicit learning has been a longstanding topic of debates concerning language instruction programmes. Implicit learning, according to

Peltekov(2020), is the kind of learning which occurs naturally and without direct instruction. For him, it is based on examples and exposure to the language. In line with what Peltekov says, DeKeyser (2003 p. 314) wraps up the topic in a few words describing it as "*learning without awareness of what is being learned*." On the other hand, explicit learning results from clearly stated directions or instructions and is a conscious process (Ellis, 1994; Peltekov, 2020;). To make it clearly understood, it would be better to explain it with the words of Hulstijn (2002, p.1), who argues that explicit learning is " the deliberate construction of verbalizable knowledge in the form of symbols (concepts) and rules. "

2.6.2 Implicit and Explicit Instruction

Implicit instruction, as can be understood from the term, does not involve any kind of direct instruction but aims to get the learners master the language unconsciously through different teaching methods such as recasts, shadowing and implicit feedback. Reinders et all. (2009), who argue that implicit/explicit learning and implicit/explicit instruction are linked but are different approaches, state that implicit instruction helps the learners to master the governing systems of language without awareness. They further point out that students in the classroom or in the environment where the instruction occurs are exposed to the target language so much that they absorb the targeted aspects of language without obvious effort. For Norris and Ortega (2009), implicit instruction is a type of instruction in which neither any kind of grammatical rules nor any language forms are presented.

In explicit intstruction, as its name reveals its nature, language forms are taught directly and the learners are encouraged to use the structures they have learned previously and it is rule based and declarative. As Ellis (2009) states that in this type of instruction, learners pay attention directly to structures of the language being presented at the moment. Moreover, in line with what Ellis says, DeKeyser(2003, p.321) puts forward that in explicit instruction the teachers or instructors give the rules and forms of the language at once. The most prevalent methods in explicit instruction are explicit correction, in which the teacher immediately gives the right form, and metalinguistic feedback, in which the teacher responds to students' answers either through comments or giving explanations (Peltekov, 2020).

Although the question ‘which method is more effective in foreign language instruction,more specifically in pronunciation instruction?’ has preoccupied the scholars for a long time, it would be best to say it is a rather controversial topic because although there are many studies conducted on this topic, the results vary, and thus are not decisive. While some studies highlight that explicit instruction is more potent in facilitating pronunciation acquisition (Gordon, Darcy, & Ewert, 2013; Khanbeiki & Abdolmanafi-Rokni, 2015; Lord, 2005; Papachristu, 2011), other studies conducted by scholars such as Kissling (2013) and Bailey & Brandl (2012) indicate that there is not discrepancy and stress that implicit instruction is even more effective with the beginner or elementary level students. Finally, to take the matter one step ahead, when looked at the qualitative and mixed method research studies which have asked the students to evaluate the effectiveness of implicit and explicit instruction, it would be clear that there is no unanimous preference because while some students opt for explicit instruction (Iwasaki, 2006), others find implicit instruction more conducive to their learning. To wrap up, considering the studies cited above, it can be said that there is no definite answer as to which method of instruction overrules over the other one.

2.7 Difficulties of Teaching Pronunciation

As mentioned earlier, pronunciation and teaching pronunciation has been regarded as the ‘Cinderrella’ (Kelly, 1969), or the ‘orphan’ (Li, 2015, p.14) of EFL. However, this is not a coincidence when the difficulties encountered while teaching pronunciation are taken into account (Aktuğ, 2015 p.30).

One of the biggest problems that the EFL teachers face while teaching pronunciation is that English sounding system does not give way to generalizations all the time. For example, if a student knows how to use the tenses well, he/she can learn the “Conditionals” or the “Reported Speech” easily, but the same case is not true for pronunciation because even if a student learns the pronunciation of the word ‘bear’ correctly, this does not guarantee that he/she can pronounce the word ‘beer’ correctly (Aktuğ, 2015, p.40).

Another important problem encountered by EFL teachers while teaching pronunciation is the mother tongue interference. According to Demirezen (2008, p.1) the nonnative speakers of English transfer the pronunciation rules of their native

language into English, which causes an inevitable interfernce of L1 while learning English. For example, according to Demirezen (2008, p. 2) the /æ/ sound does not exist in modern standard Turkish, so nearly all the Turkish learners of English use the Turkish pronunciation rule and pronounce it as /e/ which turns into a fossilized pronunciation error for Turkish people. Furthermore, Fraser (2001) supports the idea of Demirezen and suggests a solution by saying that 'Learners need to 'unlearn' the concepts they have held since babyhood for these sounds, and replace them with the similar but different concepts needed to speak English.' (Fraser, 2001, p.20). However, these types of mistakes are not unique to Turkish EFL learners and when the studies conducted around the world concerning pronunciation are reviewed, similar interferences can be observed. For example, Bada (2001) conducted a research on Japanese learners' pronunciation of English to find the problematic parts posing difficulty to Japanese learners, and he spotted that the learners find the /d/, /z/, /l/,/r/ and especially the /Ɵ/ sounds the most problematic because of L1 interference (Bada, 2001,p.8). In another study conducted on Iranian students, Hojati (2013) have found that most of the students face difficulty in placing the stress accurately because of L1 interference since the Farsi language has a predictable stress pattern. Again in an experiment conducted by Krausz and Centerman (2011) on Swedish students, it has been found that the /tʃ/ and /ʃ/ sounds are the most challenging ones to perceive and produce because of their L1 interference Krausz and Centerman (2011, as cited in Aktuğ, 2015, p. 45). However, Murphy (2014) considers the problems encountered in teaching pronunciation from a different perspective and says that most of the EFL teachers believe that they lack the necessary knowledge about pronunciation and he points out that that is why they refrain from teaching pronunciation (Murphy, 2014, p. 260).

2.8 A Brief Overview of Studies on Pronunciation in Greece

This part gives a summary of the structure of the Education System in Greece as well the place and role of English language instruction within this system and any English language learning opportunities in the private sector. It also describes briefly the studies conducted on pronunciation in Greece as well as the pronunciation problems encountered by the Greek EFL learners.

2.8.1 The Greek Educational System and the ELT

In Greece, compulsory education is made up of three phases: first the kids have to attend the kindergarten at least for a year in order to be able to be enrolled in a primary school, which lasts for six years and then they have to go to a junior high school, called gymnasio, which lasts for three years. Although it is not mandatory for the students to continue their studies after the junior high school, most of them attend either to a senior high school (Likio) which is academically oriented or to a technical vocational education school (TEE). The period of education is three years for both of the schools. When it comes to English, kids in the kindergarten have a two-hour English instruction per week for a year. Following this, English is included in the curriculum of all primary schools from the 3rd grade onward and it is taught in the following 3 years as well. It is also taught during the three years of junior and senior high schools. One important fact, worth mentioning, regarding ELT in Greece, is that private courses are so widespread that it won't be an exaggaration if we say that it is almost possible to see at least a language course in every neighbourhood. As Stergis (2007) claims it is nearly impossible to find someone who doesn't send their children to an English course. Students go to school in the mornings and to English courses in the afternoons. According to Tziava (2003), the reason of this popularity is the fact that the Greeks have the idea that they should learn English no matter what it costs

2.8.2 Studies Conducted on Pronunciation in Greece

Although English is held in such high esteem in Greece, there are not many studies carrried out on pronunciation related issues (Kanellou, 2011). Concerning the research on pronunciation in the context of ELT in Greece, the first one that can be cited is the one conducted by Kanellou (2001) in Thessaloniki where she asked the participants' -26 EFL teachers and 26 EFL learners- attitudes towards the acquisiton of English pronunciation. While the majority of teachers and students selectedReceived Pronunciaiton (RP) as a model of pronunciation, only a small portion of them chose General American (GA). However, there was a discrepancy between students and teachers regarding their pronunciation targets; majority of students wanted to achieve NLP whereas only a small number of teachers thought that this was a sought-after goal. In another study, Sifakis and Sougari (2003) found that majority

of the Greek English teachers opted for a Standard British Accent while a minor group of teachers preferred American Accent. Moreover, Sifakis and Sougari (2005) conducted a more extensive study than the previous one, with 421 Greek EFL teachers, through which they revealed that instruction environment impacts teachers' attitudes; the primary-level teachers thought that acquiring a native-like accent is important, secondary level teachers, on the other hand, considered developing their students' pronunciation less important. Sugari and Sifakis (2005) commented on this finding saying that " This result appears to reflect a norm-bound teaching orientation in the earlier stages of education but a diminishing focus on accent as learners get older." Again in 2005, a small scale study was performed by Hannam (2005, as cited in Kanellou, 2011) in Thessaloniki, which showed that all the participants, EFL teachers, thought that RP is more applicable and easier to use in the classroom because of the existence of the pre-produced samples. Another study on pronunciation was carried out by Batziakas in 2008: it was a cross-sectional qualitative research and included Greek EFL teachers and students of all levels and Batziakas (2008) concluded that teachers follow the rules in the textbooks while the students are doubtful about the externally imposed native norms and rely more on the English which they themselves are exposed to.

2.8.3 Problems in English Pronunciation for Greek Students of EFL

According to Rubdy and Saraceni (2006) it is highly unlikely that the learners from various European backgrounds will make the same type of mistakes, which applies to the Greek learners of English as well because although Greek is an Indo-European language, it is quite distinct from any other language in this family. Since Greek and English phonology and vocabulary are different in nature, it is not easy for Greek students to learn English. As it is the case with the other Non Native Speakers of English (NNSE) with different L1 backgrounds, Greek learners also transfer the underlying rules of their L1 to the target language, which affects the acquisition of English not only in terms of syntax and semantics but also in terms of phonology. The Greek and English phonological systems are different to a great extent, which makes it difficult for Greek speakers to learn and pronounce correctly many English sounds.

2.8.3.1 Vowels

According to Koenig (2004) vowels can be described as the linguistic sounds made with a relatively open vocal tract and with little restriction of the airflow. While the Greek language has a typical five vowel system (Simoglu, 2019, Arvaniti, 1999), English has 12 simple vowels (Celce-Murcia et al., 2008). However, the English vowel system which has much more variations when compared to Greek system leads to problems (Swan&Smith, 2001). For Ehrlich&Avery (2013) this problem arises from the fact that the tense/lax vowels of English /æ/, /i:/, /ɜ:/, /əʊ/, /eə/, /ɪə/, /ʊə/ do not exist in a five-vowel system and thus EFL learners often produce the two vowels of each pair the same, which causes misunderstandings. Moreover, Swan&Smith(2001) has listed the pronunciation mistakes made by Greek EFL learners in a book named 'Learner English' and can be seen below:

1. /ɪ/ is usually replaced by /i:/, causing pairs like *sit* and *seat* to sound similar.
2. /æ/ is usually replaced by /e/ or the Greek sound /a/. So for example *bad* may be pronounced /bad/ instead of /bæd/.
3. /^/ is usually replaced by the Greek sound /a/. So for example *but* may be pronounced /bat/. And pairs like *bat* and *but*, *lack* and *luck* may be confused.
4. **/ɜ:/** and /ə/ are usually replaced by /e/. So for example *bird* may be pronounced /berd/ instead of /bɜ:d/.
5. Long vowels /a:/, /ɔ:/ and /u:/ are usually shortened and replaced by their nearest Greek equivalents /a/, /o/ and /u/ respectively.
6. /ɒ/ and /əʊ/, like /ɔ;/ are usually replaced by the Greek vowel /o/. So for example *off* is pronounced /of/ instead of /ɒf/, *home* is pronounced /hom/ instead of /həʊm/. There is serious confusion berween English words which are distinguished by these vowels, such as *nought/not/note*, *cord/cod/code*, *walk/woke*, *hop/hope*, *want/won't*.
7. /ə/ in diphrhongs such as /eə/, /ɪə/, /ʊə/ is usually replaced by the nearest Greek sound /a/. So, for example, *hear* is pronounced /hɪa/ insread of /hɪə/.

Common vowel pronunciation errors of Greek learners (Swan&Smith, 2001)

2.8.3.2 Consonants

Rodríguez Fernández (2017) describes the consonants as the sounds which are produced through the interruption, restriction or diversion of the airflow in the vocal tract anda re divided into groups according to three criteria; voicing, place of articulation, and manner of articulation. While English has 24 consonant sounds (Roach, 2002), in Greek there are 25 consonant sounds (Holton&Philippaki-Warburton, 2004). Common pronunciation errors made by Greek EFL learners result from the restrictions of the consonant sound system of their L1 and are listed in a book named 'Learner English' and can be seen in Table 4.

1. /ʃ/ is ofren pronounced as /s/. So, for example, *shirt* may be pronounced *cert*.
2. /ʒ/ is ofren replaced by /z/. Garage, for example, may be pronounced 'garaz'.
3. /s/ before /m/ becomes /z/. *Small*, for example, may be pronounced '*zmall*'.
4. In Greek, /b/ is usually preceded by /m/, and /d/ by /n/. So *able* may be pronounced /eımbl/, and *idle* /aındl/.
5. /ŋ/ is usually pronounced as /ŋg/.For instance, *sing* is pronounced /sıŋg/ instead of /sıŋ/.
6. /h/ is non-exisrent in Greek. It is often replaced by the rougher Greek sound /x/ (like *ch in loch*). For instance, *him* may be pronounced /xım/.
7. The Letter *r* is pronounced wherever it is written, leading to mistakes in Brirish English where *r* precedes a consonant or comes at the end of a word (as in *card, hair*).
8. /tʃ/ and/*dʒ*/ may be pronounced like /ʃ/ and /*ʒ*/ respecrively, leading to confusion, for instance, berween *choose* and *shoes*, or *ledger* and *leisure*.

2.9 Factors Affecting Pronunciation Acquisition

The question of why some EFL learners achieve native like pronuncaition while the others do not has preoccupied the researchers and scholars for a long time. They have sought to understand what it is that distinguishes the successful pronouncers

from the less successful ones and to give a logical explanation for the varying pronunciation success of the learners, they have come up with different factors affecting pronunciation acquisition.

2.9.1 Age

According to some researchers, age is one of the leading factors that affect the pronunciation learning of EFL learners. Lenneberg (1967) has put forward the Critical Period Hypothesis ,in which he argues that there is a certain age, for him it is twelve, after which it becomes difficult complete mastery of a foreign language, especially pronunciation. Kenworthy (1987) also argues that it is unlikely for someone to attain native like pronunciation if he/she has started learning a language after puberty. Moreover, Berkil (2008) and Hwang (2008) assert that the earlier someone starts learning a language, the more native-like they sound. However, although there are many studies advocating CPH (Gilakjani & Ahmadi, 2011, Flege & Fletcher, 1992, Flege et all., 1995, Long, 1990, Patkowski, 1990, Scovel, 1988), some have shown that adult learners could acquire a native-like accent (Bongaerts, 2005, Moyer, 1999, White & Genesee, 1996). Thus, it wouldn't be wise to limit the acquisition of native-like pronunciation to a certain age group but it might be said that the later someone starts learning a language, the lower the likelihood of achieving native-like pronunciation.

2.9.2 Motivation

Motivation is one of the external factors whose effect on language acquisiton has been the topic of many studies. Although it is assumed that high motivation will lead to high performance in language acquisition, studies conducted on the role of motivation have yielded contradictory results. For Dörnyei (1998), it is regarded as one of the leading factors affecting language learning and in particular pronunciation acquisition. In addition, Zhang (2009) maintains that high motivation contributes to the process of language acquisition. It has also been argued that having a motive for learning a language increases one's motivation, which contributes to his/her being a proficient pronouncer (Marinova-Todd et all., 2000, Masgoret & Gardner, 2003, Bernaus, Masgoret, Gardner, & Reyes, 2004, Gatbonton et all., 2005). On the other hand, Dalton-Puffer et all. (1997) have conducted a study, the result of which found

that although the participants were highly motivated for learning the Received Pronunciation (RP – the standard British Accent), they couldn't become as successful as anticipated. Moreover, Thompson (1991) also have asserted that motivation does not affect pronunciation ability to a great extent. In an attempt to explain these varying results, Tanner (2012) have attributed them to the fact that different studies have defined motivation differently. Moreover, Berkil (2008) have also tried to shed light on this difference pointing out that the effect of different degrees of immersion and exposure time could be the cause.

2.9.3 Level of Instruction

When the effect of instruction on pronunciation is considered, various studies have indicated that the higher the level of instruction, the more proficient a learner becomes (Face, 2006, Colantoni & Steele, 2006, Rose, 2010, Shively, 2008, Lord, 2005). In addition, a study conducted by Bongaerts, Planken and Schils (1995) has revealed that language learners who received instruction on pronunciation at school, achived high level of proficiency in pronunciation, some of them even native-like pronunciation in their second language. Moreover, Moyer (1999) has also found that the degree of explicit training on pronunciation, correlated well with the degree of success in second language pronunciation. However, Suter (1976, as cited in Gilakjani, 2012) has put forward contradicting evidence to the findings above. For him, there was not a striking relationship between formal pronunciation instruction and pronunciation competency. Furthermore, in their study Flege et al. (1999) have also concluded that formal instruction does not have an important effect on pronunciation proficiency. Regarding the issue of varying results from different studies, it can be said that the varying results may arise from different experimental designs and the kind of formal instruction provided (Berkil, 2008, Gilakjani, 2012).

2.9.4 Aptitude

Foreign language aptitude refers to a set of perceptual and cognitive abilities that are thought to help foreign language learners learn a target language effectively and efficiently (Saito, Suzikada & Sun, 2019). For Abrahamson and Hylstentem (2008) it is an inborn ability for learning a language and it is believed that it is not related to other cognitive abilities. In addition, Wen and Skehan (2011) have pointed

out that it is the factor that determines how easily a person learns a foreign language. To specify the relationship between language aptitude and pronunciation acquisition, it would be good to mention that Carroll (1990) has proposed that language aptitude has four subcomponents and one of them is phonetic coding ability (PCA) which is related to pronunciation skills. PCA is described as a skill to identify different sounds, form associations between these sounds and the symbols representing them, and retain these associations in memory. Thus, it can be said that pronunciation ability is incorporated into language aptitude. Dörnyei (2010) has made a more daring argument when he suggested that it is an indisputable fact that the inborn ability to acquire another language, as a child or as an adult, differs to a great extent from person to person. Last but not least regarding the effect of aptitude on pronunciation proficiency, various studies have shown a positive correlation between musical ability and proficiency in pronunciation. For example, when Milovanov et all. (2008) researched the relationship between musical aptitude and second language pronunciation and phonemic discrimination skills, they found that children with advanced English pronunciation skills had better musical skills when compared to children with less accurate pronunciation skills. A study conducted by Slevc and Miyake (2006) can be cited as an example of this correlation, in which they found a strong relationship between musical aptitude and second language listening discrimination and production skills. Moreover, Besson and Schön (2001) and Tallal and Gaab (2006) have stated that musical aptitude and musical training have positive impact on pronunciation skills.

2.9.5 Exposure to Target Language

Many scholars agree on the fact that whether it is an ESL or EFL setting, it is sure that exposure to the target language has a positive impact on attaining native-like pronunciation. For Hwang (2008) language input, outside and/or outside the classroom, is a main source of language acquisition. Similarly, Rogerson-Revell (2011, as cited in Szyszka, 2015) sees exposure to L2 as an important factor for achieving high levels of pronunciation. In addition, a study performed by Trofimovich and Gabonton (2006, as cited in Foote et al. 2016) revealed that language learners were better at pronouncing the words that they had recently seen than the words they hadn't, which highlights the importance of exposure in achieving the desired pronunciation

goals. Although some scholars argue that an ESL setting provides more opportunities for learners to be exposed to language in everyday life than an EFL setting does (Şenel,2006; Wang, 2008), Celce-Murcia et al. (1996) counterattack this argument by claiming that every learner may interact differently with his/her social environment; in other words, they maintain that some learners, although they are in an ESL environment, may use their L1 more than their L2 because of their social environment, while others in an EFL setting could make use of different opportunities such as TV programs, films, cds, computer-assisted language programs, etc., and bring to the maximum level their exposure to L2. That's why, it would be right to say that exposure is important but more important than that is how the learners make use of the opportunities that they have.

CHAPTER III: METHOD

3.1 Introduction

This section deals with the research method, research participants, data collection instruments, data collection procedure and data analysis.

3.2 Research Method

In this study, quantitative research has been employed. For McCusker and Gunaydin (2015) quantitative research seeks to categorize different aspects, count them and make a statistical model in an attempt to shed light on what is observed. It is regarded by some scholars as "systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts" (Dörnyei, 2007; p. 34). In order to gather the necessary data, survey questionnaire method has been used, which is a way to collect measurable data from a specific group of people (Fanning, 2005). Moreover, it has been described by Brown and Rodgers (2002, as cited in Birincibubar, 2013) as: (Brown and Rodgers, 2002, p.42).

> *"Surveys are any procedures to gather and describe the characteristics, attitudes, views, opinions and so forth of the students, teachers, administrators or any other people who are important to a study. Surveys typically take the form of interviews or questionnaires or both"*

3.3 Participants

In this part of the thesis, detailed information about the demographic information of the participants taking part in the study are given.

This study was conducted in the state schools and in the private courses in the central district of Komotini. There are approximately seventy english teachers in total working in both type of instutions and among these teachers, 54 of them have been surveyed.

In this study with teachers, the gender of the participants was asked and recorded. In addition, the age ranges of teachers are grouped as 20s, 30s, 40s, 50s and 60 and over. The age range of the participant is included in this group. Teachers were

also asked if they had spent more than a month abroad. If the answers were yes, they were asked where they went and the duration of their stay.

A total of 54 teachers participated in this study. 34 of the participants were female and 20 were male. When the age status of the participants is examined, the total of the teachers who are 2 years old is 10 (9 of them are female and only 1 is male). The sum of the participants in their 30s is at least 17 (13 females and 4 males). The group that formed the most intense age range among the participants was the group in the 40s. There are 25 teachers in total in this group (11 female and 14 male). In addition, according to the data, while female are in the majority in other age groups, male are in the majority in this age group. There are only 4 teachers (2 females and 2 males) in the 50s, which is the older group.

3.4 Data Collection Instruments

To collect the necessary data, a questionnaire called *Survey on English Pronunciation Instruction* (see Appendix 1) has been used. It has been prepared by Yoko Uchida and Junko Sugimoto in 2015 and it has been adopted upon their consent (see Appendix 2). It has been comprised of seven parts, each of which will be described below comprehensively.

Part 1. Pronunciation model and goal

This part in general tries to figure out teachers' attitude towards pronunciation proficiency. This part has four items whose answers are arranged in the five-point likert scale and the responses to the items are as follows: *Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree*

Part 2. Confidence in their own pronunciation

This part mainly deals with the confidence of teachers regarding their pronunciation. There are again four items which are responded in the five-point likert scale. In addition, there is one open ended question which is as follows: *Please write below if you have concerns or thoughts on your own pronunciation.*

Part 3. Attitudes towards teaching pronunciation

This part, as its title reveals its nature, seeks to find out the attitudes of teachers towards teaching pronunciation. It contains nine items which have to be answered according to the five-point likert scale and one open ended question, which is as follows: *Please write below if you have problems or thoughts on pronunciation teaching.*

Part 4. Pronunciation teaching techniques in the classroom and students' attitudes

This part aims to uncover the pronunciation teaching techniques in the classroom and students' attitudes. There is only the following question in this part: '*Which of the following pronunciation teaching techniques do you use in the class?'* and below there are nine items among which the respondents could the ones that apply to them well. Moreover, there is also an item at the end whch says *'Others'* and gives the respondents the chance to write different techniques which has not been mentioned.

Part 5. Phonetic features taught in class and knowledge of phonetic features

This part tries to analyze comprehensively the phonetic features taught in class and knowledge of phonetic features. It consists of fifteen items each of which is responded according to the five-point likert scale.

Part 6. Teachers' profiles

This part has seven questions and as can be understood from the title, they are, in general, about the gender, age and experience of the respondents.

3.5 Data Collection Procedure

Firstly, after obtaining the consent of the scholars who developed the questionnaire named **'Survey on English Pronunciation Instruction'**, it has been applied to get the necessary approval from the ethics committee of the university (see Appendix 3), which has been given in a few weeks. Having got the necessary permissions, the survey has been administered in the central district of Komotini, in Greece. English teachers working both in state schools and in private courses were

asked to respond to the questionnaire, which took around fifteen minutes. The relability coefficient for the questşonnaire was found to be 0.77.

3.6 Data analysis

The questionnaires applied to the teachers within the scope of the study were stored in the MS Excel program environment. Then, the data were transferred to the SPSS program and the necessary labels were made. For data analysis, descriptive analyzes were made for demographic information and grouped by gender. According to the data type of the survey sections, descriptive analyzes were applied in the SPSS program and presented with tables.

CHAPTER IV: FINDINGS

4. 1. Results

The main purpose of this study is to examine the attitudes of non-native English language teachers towards teaching pronunciation and phonology. As explained in detail in the method section, the data obtained as a result of the survey and were analyzed with the statistical program and the results were reflected as follows.

The findings obtained within the scope of this study consist of seven main sections, primarily demographic information, and then, respectively, normality tests, pronunciation model and goal, confidence in their own pronunciation, attitudes towards teaching pronunciation, pronunciation teaching techniques in the classroom and students' attitudes and phonetic features taught in class and knowledge of phonetic features. The results are represented under each subtitle.

4.1.1. Demographic Information

In this part of the thesis, detailed information about the demographic information of the participants included in the study will be given.

In this study with teachers, the gender of the participants was asked and recorded. In addition, the age ranges of teachers are grouped as 20s, 30s, 40s, 50s and 60 and over. The age range of the participant is included in this group. Teachers were also asked if they had spent more than a month abroad. If the answers were yes, they were asked where they went and how long they stayed abroad. The findings of these questions are reflected in the table below in detail (Table 3).

Table 1 *Participants' demographic information based on gender*

		Gender			
		Female		**Male**	
		F	**%**	**F**	**%**
Age	20s	9	90.0%	1	10.0%
	30s	13	76.5%	4	23.5%
	40s	11	44.0%	14	56.0%
	50s	2	50.0%	2	50.0%
	60<	0	0.0%	0	0.0%
	No response	1	50.0%	1	50.0%
Experience of taking phonetics course(s)/class(es) on pronunciation	Yes	28	68.3%	13	31.7%
	No	5	41.7%	7	58.3%
Have you spent time abroad for more than a month?	Yes	18	60.0%	12	40.0%
	No	16	66.7%	8	33.3%

A total of 54 teachers participated in this study. 34 of the participants were female and 20 were male. When the age status of the participants is examined, the total of the teachers who are 20 years old is 10 (9 of them are females and only 1 is a male). The sum of the participants in their 30s is at least 17 (13 females and 4 males). The group that formed the most intense age range among the participants was the group in the 40s. There are 25 teachers in total in this group (11 females and 14 males). In addition, according to the data, while females are in the majority in other age groups, males are in the majority in this age group. There are only 4 teachers (2 females and 2 males) in the 50s, which is the older group (Table 1).

The teachers were asked if they have any experience of taking phonetics course(s)/class(es) on pronunciation. According to the responses, 2 teachers (one female and one male) left the response blank. On the other hand, 41 teachers (28 females and 13 males) said 'yes' and 12 (5 females and 7 males) said 'no' to this question.

The participants of the study were asked if they have ever spent time abroad for more than a month. The answers given by the participants to these questions were obtained by descriptive analysis. According to the results, 30 of the participants said 'yes' (18 females and 12 males) and 24 said 'no' (16 females and 8 males).

Based on the participants' responses, the following table shows the country where the teachers have been and, when, the length and the purpose of their trips. The responses are categorized based on the gender (Table 2).

Table 2 *The places that the participants had been.*

	Gender			
	Female		**Male**	
	F	**%**	**F**	**%**
2004-2006-Master's degree	1	100%	0	0%
2009/3 months/explore new places	1	100%	0	0%
Africa. grew up tillage 10 (1984-1994)	1	100%	0	0%
Bulgaria and Turkey I have two citizenship.	1	100%	0	0%
England. vacations. visiting relatives	0	0%	1	100%
England. 2.5 years	0	0%	1	100%
England. 4 years. for studies	0	0%	1	100%
England. for 2 years. for education	0	0%	1	100%
England/holidays	1	100%	0	0%
Germany 12 years because of my family	0	0%	1	100%
Germany. 11 years. I have been living there.	1	100%	0	0%
Germany/Belgium/2months/work.	1	100%	0	0%
Ireland 1996 3 months academic purposes	1	100%	0	0%
Turkey. I graduated from Trakya U.	1	100%	0	0%
Master. France. Swaziland. UK	1	100%	0	0%
The USA. 5.5 years	1	100%	0	0%
Turkey	0	0%	1	100%
Turkey -6 years -fur educational purposes	0	0%	1	100%
Turkey 2016-2021- for studies-5 years	1	100%	0	0%
Turkey. 2015-19 for Uni. Studies. 2019 UK internship	1	100%	0	0%
Turkey. as a university student.	1	100%	0	0%
Turkey. for studies	0	0%	1	100%
Turkey.4 years. Study	1	100%	0	0%
Turkey/2 years/master studies	0	0%	1	100%
U.K. 2000. 3 years	0	0%	1	100%
UK. 1 year	0	0%	1	100%
UK/1 year/Master's degree.	1	100%	0	0%

According to the findings, the number of participants who went abroad is 30. Some of these teachers went to Europe and some to Turkey. Some teachers went abroad to visit family, some for higher education, and some for vacation (Table 2)

The participants' major and the graduate school were analyzed. The findings are presented on the following table (Table 3).

Table 3 *The participants' majors based on the gender*

Major	Female		Male	
	F	**%**	**F**	**%**
No response	9	47.4%	10	52.6%
Bachelor	0	0%	0	0%
College	0	0%	0	0%
Master Degree	1	100%	0	0%
Doctorate	0	0%	0	0%
BA in English language and Literature Aristotele University of Pheccalouiki.	1	100%	0	0%
Bachelor in English Language & Literature.	0	0%	1	100%
Bachelors	1	100%	0	0%
College	1	33.3%	2	66.7%
Ege University. ELT. Turkey	0	0%	1	100%
ELT	1	25%	3	75%
ELT Trakya University)	3	100%	0	0%
English Language &Literature.	1	100%	0	0%
English Language and Literature. Aristotle Unıversity	1	100%	0	0%
English Language and Literature.	3	100%	0	0%
English Language Teachıng	3	100%	0	0%
English Literature	1	100%	0	0%
English Literature. Masters in Teaching English as an International Language.	1	100%	0	0%
English literature/ Greek literature Aristotle University	1	100%	0	0%
Fled	0	0%	1	100%
Gazi University ELT. Turkey	0	0%	1	100%
International law expert.	1	100%	0	0%
Master's Degree	0	0%	1	100%
Philology	1	100%	0	0%
Teaching English Department	1	50%	1	50%
TEFL	1	100%	0	0%
The deportment of English Language Teaching.	2	100%	0	0%
University	1	100%	0	0%

Based on the responses, most of the participants got degree on ELT major. However, 19 teachers (9 females and 10 males did not respond to this question). Some of the participants have typed on their responses as 'university' and 'master degree' which do not indicate any clue about their majors and universities. Some of the teachers did not indicate the name of their university but some listed their university names. Some of them have graduated from Turkish universities.

The types of schools in which the teachers work were examined. First, the level of school they work at was examined. In addition, they were asked whether the school they work at is a private or public school. In terms of school type, they were also asked whether their school was a girls' school, a boys' school or a co-educational school. The findings are presented at the following table (Table 4).

Table 4 *The participants' school types based on gender*

		Gender			
		Female		**Male**	
		F	**%**	**F**	**%**
School type based on grade	No response	3	100%	0	0%
	Elementary	10	55.6%	8	44.4%
	Junior	3	33.3%	6	66.7%
	Senior	3	60%	2	40%
	Integrated	8	72.7%	3	27.3%
School type based on governance	No response	2	100%	0	0%
	Public	15	60%	10	40%
	Private	17	60.7%	11	39.3%
School type based on gender	Girls School	0	0%	0	0%
	Boys School	0	0%	0	0%
	Co-ed	28	59.6%	19	40.4%

The participants' school types they work at were also analyzed. When the teachers participating in the study were asked what type of school they work in, 3 female teachers did not answer. It has been found that while 18 teachers work (10 females and 8 males) at elementary school, 9 teachers (3 females and 6 males) work at junior school. In addition, 5 teachers (3 females and 2 males) work at senior school and 11 teachers work in an integrated school (Table 4).

It was examined in which management style of school the teachers work in. According to the information obtained, 2 female teachers did not answer this question. 25 teachers (15 females and 10 males) work in public schools and 26 teachers (17 females and 11 males) work in private schools. When the gender differences of the schools where the teachers work are examined, it is found that all of the teachers work in schools with the co-education system (Table 4).

The participants were asked about their length of teaching experience and the responses are presented based on gender in the following table (Table 5).

Table 5 *The participants' length of teaching experience based on gender*

Length of teaching experience	Female	Male	Female	Male
	F	%	F	%
	1	33.3%	2	66.7%
1 academic year	1	100%	0	0%
1 year and four months	1	100%	0	0%
1 year	1	100%	0	0%
10 years	3	100%	0	0%
11 years	1	100%	0	0%
12 years	1	100%	0	0%
13 years 5 months	0	0%	1	100%
15 years	4	44.4%	5	55.6%
16	0	0%	1	100%
16 years	3	75%	1	25%
17 years	1	50%	1	50%
18 years	2	66.7%	1	33.3%
19 years	0	0%	1	100%
2 years	1	50%	1	50%
2.5 years	0	0%	1	100%
20 years	0	0%	2	100%
22 years	1	100%	0	0%
25 years	1	50%	1	50%
28 years	1	100%	0	0%
3 years	2	100%	0	0%
3 years and four months	1	100%	0	0%
4 months	1	100%	0	0%
4 years	1	100%	0	0%
5 years	1	33.3%	3	66.6%
6 months	1	100%	0	0%
6 years	1	100%	0	0%
7 years-private sector/6 years public sector.	1	100%	0	0%
9 years	0	0%	1	100%
During University 2002-2006	1	100%	0	0%
For 16 years	1	100%	0	0%
more than 20 years	1	100%	0	0%

Based on the participants' responses, the length of the teaching experiences has a wide range. Some teachers have 4 months of teaching experience where some teachers have 28 years of teaching experience (Table 5).

4.1.2. Survey on English Pronunciation Instruction

In this part of the study, the descriptive analysis of the survey which was conducted to the teachers is presented. The findings are divided based on the survey sections.

4.2. Part 1. Pronunciation model and goal

The first part of the survey asked about pronunciation model and goal of teachers. The teachers were asked how much they agree or disagree with the given statements. The responses are in Likert scale which is designed as follows; Strongly agree, Agree, Neutral, Disagree and Strongly disagree (Table 7).

Table 6 *The descriptive analysis of pronunciation model and goal section of the survey*

	Strongly agree		**Agree**		**Neutral**		**Disagree**		**Strongly disagree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Part1_1	19	33.9%	28	50%	7	12.5%	2	3.6%	0	0%
Part1_2	10	17.9%	23	41.1%	17	30.4%	6	10.7%	0	0%
Part1_3	14	25%	23	41.1%	7	12.5%	11	19.6%	1	1.8%
Part1_4	9	16.1%	26	46.4%	17	30.4%	4	7.1%	0	0%

Based on the teachers' responses, the data analysis shows that most of the participants agree with the statement 'It is desirable for teachers to acquire native like pronunciation (Part1_1)' (83.9% in total). Only two participants disagree with the statement. Similarly, the participants who agree with the statement 'It is desirable for students to acquire native like pronunciation (Part1_2)' is higher than the rest of the participants (Table 7). However, 30.4% of the participants think 'neutral' for this statement. The statement 'Pronunciation proficiency which does not inhibit communication is sufficient for teachers. (Part1_3)' also has been mainly seen as 'strongly agree' or 'agree' by the teachers. The numbers of the teachers who disagree with this statement increase comparing to the previous statements. In addition, the statement 'Pronunciation proficiency which does not inhibit communication is sufficient for students (Part1_4)' also have high 'agree' choice from the participants (46.4%) (Table 7).

4.3. Part 2. Confidence in their own pronunciation

The participants of this study were asked how to consider their own English pronunciations. Based on the likert scale survey, the participants' responses were descriptively analyzed. The findings are presented on the following table (Table 8).

Table 7 The descriptive analysis of confidence in their own pronunciation section of the survey

	Strongly agree		**Agree**		**Neutral**		**Disagree**		**Strongly disagree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Part2-1	31	55.4%	20	35.7%	3	5.4%	1	1.8%	1	1.8%
Part2-2	25	44.6%	24	42.9%	4	7.1%	2	3.6%	1	1.8%
Part2-3	27	48.2%	21	37.5%	6	10.7%	1	1.8%	1	1.8%
Part2-4	28	50.0%	17	30.4%	9	16.1%	1	1.8%	1	1.8%

According to the descriptive analysis, 91.1% of the participants interestingly 'strongly agree' or 'agree' about the statement 'I am confident in pronunciation of words. (Part2_1)'. Only two of the participants disagree or strongly disagree with this statement. Similarly, most of the participants (87.5%) also agree with the next statement; 'I am confident in pronunciation of sentences/passages (Part2_2)'. Among the participants, most agree with the following statement 'I am confident in pronunciation in general (Part2_3)'. The participants also mainly agree with the last statement 'My pronunciation will improve with training opportunities (Part2_4)' of this section (Table 8). It was found that for this section the teacher rarely choose 'disagree' or 'strongly disagree' for the statements. As part of this section, the teachers were also asked to write below if they have concerns or thoughts on their own pronunciations. None of the participants made any comment for this open-ended type question.

4.4. Part 3. Opinions towards teaching pronunciation

The attitudes of the teachers participating in this study towards teaching pronunciation were examined. In order to examine this phenomenon, the participants were asked whether they participated in the questions asked within the scope of the survey. The obtained findings were analyzed descriptively. The findings are presented in the table below (Table 9).

Table 8 *The descriptive analysis of opinions towards teaching pronunciation section of the survey*

	Strongly agree		**Agree**		**Neutral**		**Disagree**		**Strongly disagree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Part3_1	25	44.6%	23	41.1%	8	14.3%	0	0.0%	0	0.0%
Part3_2	13	23.2%	24	42.9%	16	28.6%	3	5.4%	0	0.0%
Part3_3	14	25.0%	26	46.4%	13	23.2%	2	3.6%	1	1.8%
Part3_4	12	21.4%	33	58.9%	10	17.9%	1	1.8%	0	0.0%
Part3_5	21	37.5%	27	48.2%	5	8.9%	1	1.8%	2	3.6%
Part3_6	4	7.1%	15	26.8%	28	50.0%	7	12.5%	2	3.6%
Part3_7	0	0.0%	5	8.9%	10	17.9%	25	44.6%	16	28.6%
Part3_8	2	3.6%	2	3.6%	6	10.7%	16	28.6%	30	53.6%
Part3_9	1	1.8%	6	10.7%	24	42.9%	17	30.4%	8	14.3%

The teachers were asked about their opinions on the statement ‘Pronunciation instruction is important (Part3_1)’ and the responses show that 85.7% of the participants agree with the statement (Table 9). None of the participant disagrees with that statement. For the second statement ‘Other issues have priorities over pronunciation instruction. (Part3_2)’ 46.1% of the participants still agree with the statement but 28,6% of the participants are ‘neutral’ and 5.4% of the participants disagree with the statement. Similarly 85.7% of the participants agree with the statement ‘I put emphasis on pronunciation instruction (Part3_3)’. The percentage of the participants who choose ‘neutral’ increases to 23.2% for this statement and there is one ‘strongly disagree’ choice. For the statement ‘Pronunciation instruction is effective (Part3_4)’, 80.3% of the participants agree (Table 9).

The findings show that 85.7% of the participants agree that correct pronunciation is important for students (Part3_5). However, half of the participants are ‘neutral’ for the statement ‘Native speakers such as ALTs should teach pronunciation (Part3_6)’. The most of the participants (73.2%) also disagree with the statement ‘I have no time for pronunciation instruction (Part3_7)’. The statement ‘I do not know how to teach pronunciation (Part3_8) also got most disagreement from the participants (82.2%). In addition, the participants mainly stay ‘neutral’ for the statement ‘students do not show interest in pronunciation instruction (Part3_9)’ and the number of disagreement are more than the number of agreement. These results are parallel to the second section of the survey about the participants’ self-confidence on pronunciation. The teachers were asked to write below if they have problems or thoughts on

pronunciation teaching. None of the participants made any comment for this open-ended type question (Table 9).

Nevertheless, the study also analyzed mean scores of the first three sections of the survey. The results are presented in the following table (Table 10).

Table 9 *The mean scores of the first three sections of the survey*

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Part1Total	56	9.00	4.00	13.00	8.8036	2.20264
Part2Total	56	16.00	4.00	20.00	6.8036	2.85032
Part3Total	56	15.00	15.00	30.00	24.2321	2.73024

According to the descriptive statistics, the mean score for the first section of the survey is 8.8036 (SD=2.20) and the range is 9. Even though the second part of the survey has the same number of questions, this section has lower mean score (M=6.80, SD=2.85) and the range for this section is 16.00. The maximum score of this section is high but there are lower scores. The mean score for the third section of the survey is 24.23 (SD= 2.73). This section has more survey items and this causes a higher mean score (Table 10).

4.5 Part 4. Pronunciation teaching techniques in the classroom and students' attitudes

As part of this study, the teachers were asked which of the following pronunciation teaching techniques they use in the class. The participants were asked to check all the statements that apply to them. The total results are presented in the following table (Table 11).

Table 10 *The descriptive analysis of pronunciation teaching techniques in the classroom and students' attitudes section of the survey*

	f	**%**
Do pronunciation exercises in textbooks	40	71.4%
Listen and repeat words in unison	49	87.5%
Listen and repeat phrases/sentences in unison	41	73.2%
Sing songs and chants 13 Instruct individually	33	58.9%
Play games	34	60.7%
Read aloud passages in unison	38	67.9%
Teach phonics	25	44.6%
Use a dictionary to check pronunciation	22	39.3%
Correct pronunciation errors on the spot	42	75.0%
Other (specify)	1	1.8%

Based on the descriptive analysis, 'Listen and repeat words in unison' statement has the highest selection percentage among the participants (87.5%). The next statement that selected the most is 'Listen and repeat phrases/sentences in unison' (73.2%). The least selected statement was 'Use a dictionary to check pronunciation' by (39.3%) (Table 11). There is only one participant who specified another technique. The participants indicated in the open-ended question that recognition activities are used in classroom.

4.6. Part 5. Phonetic features taught in class and knowledge of phonetic features

This study also explores phonetic features taught in class and teachers' knowledge of phonetic features. In order to accomplish this goal, the participants were asked to respond 15 questions. The responses were 'applies very well', 'applies to some extent', 'does not apply' and 'does not apply at all'. The participants were asked how well the statements apply to them. The analysis of the data is presented in the following table (Table 12).

Table 11 *The descriptive analysis of phonetic features taught in class and knowledge of phonetic features section of the survey*

	Applies very well		**Applies to some extent**		**Does not apply**		**Does not apply at all**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Part5_1	41	73.2%	14	25.0%	1	1.8%	0	0.0%
Part5_2	9	16.1%	20	35.7%	12	21.4%	15	26.8%
Part5_3	13	23.2%	30	53.6%	8	14.3%	5	8.9%
Part5_4	14	25.0%	27	48.2%	10	17.9%	5	8.9%
Part5_5	36	64.3%	18	32.1%	1	1.8%	1	1.8%
Part5_6	15	26.8%	24	42.9%	12	21.4%	5	8.9%
Part5_7	7	12.5%	28	50.0%	15	26.8%	6	10.7%
Part5_8	32	57.1%	20	35.7%	3	5.4%	1	1.8%
Part5_9	35	62.5%	14	25.0%	4	7.1%	3	5.4%
Part5_10	10	17.9%	25	44.6%	9	16.1%	12	21.4%
Part5_11	31	55.4%	17	30.4%	5	8.9%	3	5.4%
Part5_12	29	51.8%	17	30.4%	6	10.7%	4	7.1%
Part5_13	26	46.4%	21	37.5%	9	16.1%	0	0.0%
Part5_14	17	30.4%	22	39.3%	14	25.0%	3	5.4%
Part5_15	13	25.5%	19	37.3%	12	23.5%	7	13.7%

The first survey item of this section was the statement ‘I have knowledge of phonetic symbols (Part5_1)’ (Table 12). This survey item was chosen by 73.2% of the participants as ‘applies very well’. The next survey item was ‘I teach phonetic symbols (Part5_2)’. The highest percentage for this item was 35.7% as ‘applies to some extent’ but 26.8% of the participants choose ‘does not apply at all’ for this item. Similarly, more than half of the participants (53.6%) choose ‘applies to some extent’ for the statement ‘I teach vowels. (e.g., I teach the distinction of low-law, hot-hut-hat, and farm-firm) (Part5_3)’. The similar results were found for the next survey item as well. Almost half of the participants (48.2%) choose ‘applies to some extent’ for the statement ‘I teach consonants. (e.g., I teach the distinction of right-light, she-see, and mouse-mouth.)’

The findings show that the participants have higher confidence about their talent and responsibilities (Table 12). For example, the survey item ‘I have knowledge of phonics (the rules between pronunciation and spelling) (Part5_5)’ has been chosen by 64.3% of the participants as ‘applies very well’. For another statement ‘I make use of phonics (the rules between pronunciation and spelling) when I teach (Part5_6)’, around half of the participants (42.9%) choose ‘applies to some extent’. Similarly, half

of the participants (50.0%) also choose ‘applies to some extent’ for the statement ‘I teach not to insert extra vowels in consonant clusters. (e.g., When pronouncing dream, I teach not to insert an extra vowel in /dr-/, so that it does not sound like /dıriim/.) (Part5_7)’. This statement ‘I teach the correct placement of word stress (e.g., guitar, calendar, umbrella) (Part5_11)’ also has higher percentage (55.4%) of ‘applies very well’.

On the other hand, the statement ‘I teach the rules for three ways to pronounce the suffix -(e)s for plurals and third person singulars (e.g., likes, plays, watches) (Part5_8)’ has been chosen by 57.1% of the participants as ‘applies very well’. Indeed, the next statement ‘I teach the distinction between the two forms of indefinite articles a and an (e.g., the decision of whether a or an comes before words such as year and university) (Part5_9)’ has higher selection percentage (62.5%) from the participants as ‘applies very well’. Different from the previous statements, this statement ‘I teach the sound change that can occur in connected speech (e.g., meet‿you [tj]→[tʃ], did‿you [dj]→[dʒ]) (Part5_10)’ has 44.6% of ‘applies to some extent’ and has more ‘does not apply at all’ percentage (21.4%).

The analysis shows that more than half the participants (51.8%) choose ‘applies very well’ option for the statement ‘When I am not sure of stress placement of a word, I check it in a dictionary (e.g., guitar, calendar, umbrella) (Part5_12)’. Similarly, around half of the participants (46.4%) also choose ‘applies very well’ option for the statement ‘I teach which words should be pronounced with emphasis in English sentences based on the context. (e.g., That’s MY notebook, not YOURS.) (Part5_13)’. The statements ‘I teach the relationship between English sentence types and tones. (e.g., Yes-No questions are often pronounced with rising tone.) (Part5_14)’ and ‘I teach students how to express emotions in English pronunciation (Part5_15)’ have distributed responses from the participants. Even though around a quarter of the participant choose ‘applies very well’ another quarter choose ‘does not apply’ option (Table 12).

CHAPTER V: DISCUSSION

5.1 Introduction

In this chapter, the findings of this study are compared with the findings of previous studies existing in the literature. Since it would not be possible and practical to address every item on the survey individually, the outstanding items which can be used as the summary of their own parts have been selected with a painstaking effort and used as a base of comparison with the previous studies conducted in the area. There are five parts to be compared in the survey and each part will be handled separately.

5.2 Pronunciation model and goal

In this part there are four items, two of which question, from the teachers' perspectives, whether it is important for teachers and for students to attain native like pronunciation. With regard to these two items, a strikingly high number of respondents favoured native like pronunciation both for the teachers and for the students. However, when it comes to the other items which question whether the pronunciation that is enough to maintain intelligibility is satisfactory for teachers and students, the responses interestingly contradict somewhat with the ones given for the first two items because although in the first two items the respondents overwhelmingly opted for native like pronunciation, only a small number of respondents disagreed with the items regarding the intelligibility issue and nearly half of the respondents agreed with those items, which means that even if the speakers do not have a native like accent, if it maintains intelligibility, then it is acceptable.

The findings of the previous studies do not deviate much from the findings of the current study. For example, a study conducted by Coşkun (2011) with forty-seven students from the ELT department has found that all the participants, except from nine of them, have highlighted the importance of native like accent and argued that the aim of a pronunciation class should be to teach native like pronunciation. However, they do not disregard the issue of intelligibility, which they claim should be one of the priorities of pronunciation instruction. Moreover, Kanellou (2011) carried out an extensive study in Thessaloniki on pronunciation practices of all the EFL teachers working in private courses and it has yielded nearly the same results mentioned above;

that is, teachers wanted their students to attain a native like accent but in terms of intelligibility, nearly all teachers preferred *accented international intelligibility* as the most important pronunciation goal. In addition, Sifakis and Sougari (2005) who did a similar study in Greece have come to the conclusion that in spite of the counter-evidence against nativeness principle, it still impacts pronunciation instruction.

Not only the literature in Turkey and Greece, but also the studies conducted in other countries share the similar findings, as well. For example, Henderson et al. (2012) have published the findings of an online survey on English pronunciation conducted in seven countries in Europe – France, Germany, Switzerland, Spain, Finland, Macedonia and Poland. The one thing that overlaps in all the above-mentioned countries regarding pronunciation is the fact that most of the teachers have opted for RP (Received Pronunciation), which is the term characterizing standard English pronunciation. To solidify the arguments cited above, it would be best to mention that different scholars have conducted surveys on pronunciation in different countries and times but their findings were in line with the findings mentioned above (McKay, 2003; Timmis, 2002; Jenkins, 2005; Buckigham, 2015). However, Buss (2016) has performed a study on Brazilian EFL teachers' beliefs regarding pronunciation and came up with a rather intriguing finding which contradicts with the ones mentioned above: it has been emphasized in the study that Brazilian EFL teachers do not think that a native speaker is the ideal person to teach pronunciation and it has been further argued that native accent doesn't have to be the model for pronunciation instruction. This striking difference is attributed to the fact that Brazilian teachers appear to be informed about CLT (Communicative Language Teaching) principles and pronunciation researchers who are in favour of intelligibility principle.

5.3 Confidence in their own pronunciation

In this part there are four items, three of which question, in general, the confidence of teachers in their own pronunciation and a great number of the participants have responded to these items as strongly agree or agree, which indicates that teachers perceive themselves proficient in pronunciation in general. A number of studies have come up with findings which are congruent with the findings of the current study. Uchida and Sugimoto (2015) have conducted an extensive survey on

pronunciation in Japan in which 119 NNETs working in public junior high schools took part. The findings indicate that most of the teachers are confident in their own pronunciation, which is in line with the findings of the current study. Another study which has been organized as a project called EPTiES (English Pronunciation Teaching in Europe Survey) across seven European countries has demonstrated that respondents think that they are competent in English pronunciation (Henderson et al. 2012). Moreover, a study done by Buss (2016) in Brazil has revealed that majority of the English teachers feel secure enough to teach pronunciation, which can be interpreted as the teachers have confidence in their own pronunciation. On the other hand, an argument which contradicts with the argument cited above has been put forward by Murphy (2014b) who maintains that teachers lack confidence in their own pronunciation. To make it clearly understood, it would be good to support his idea with his own words (Murphy, 2014b: p. 205):

> *Unfortunately, many NNESs are reluctant to teach pronunciation. The underlying cause of such reluctance is not necessarily due to disinterest or lack of training in the area. Rather, many NNES teachers feel insecure about the quality of their own pronunciation even when such feelings are unwarranted.*

Regarding the last item of this section, which asks the teachers whether more training will enable them to improve their pronunciation, it is evident it has been widely agreed by the teachers. It could be assumed from this fact that the underlying reason for teachers' willingness for more practice is that the teachers might still feel incompetent in teaching pronunciation. When other studies conducted in the relevant field are analyzed, it would not be an exaggeration to claim that nearly in every study the same demand has been voiced by teachers; that is, the need for more training on pronunciation and on pronunciation instruction. For example, Foote et al. (2011) have examined the opinions of Canadian teachers on pronunciation instruction and one of the striking findings of their study was that they wanted more pronunciation training. Moreover, the same demand has been repeated by many teachers in different studies conducted in different countries (Lazoroska & Guskaroska, 2020; Alsofyani & Algethami, 2017; Breitkreutz, Derwing & Rossiter, 2001; Henderson et al. 2012).

5.4 Attitudes towards teaching pronunciation

This section is comprised of nine items which will be dealt and interpreted separately. Each item focuses on a different part of pronunciation instruction and tries to uncover teachers' belief and perceptions.

5.4.1 Pronunciation instruction is important

Nearly all the respondents have agreed on the importance of pronunciation and the findings obtained from many studies conducted in the area are in line with the responses in the current study. For example, Uchida and Sugimoto (2015) have received similar responses from the teachers in Japan. In the same vein, Breikrutz (2001) conducted a study in Canada with teachers working in ESL programmes and have uncovered that teachers were of the opinion that teaching pronunciation is necessary at all levels. Another study conducted by Lazoroska & Guskaroska (2020) in Macedonia have yielded similar results because a great number of teachers highlighted the importance of teaching pronunciation. Other studies conducted by Henderson et al. (2012) and Foote et al. (2011) have reported consistent results with the ones cited above. However, in the Arab world, teachers' cognitions on pronunciation seem to differ from the literature mentioned above because Gooniband Shooshtari, Mehrabi and Mousavinia (2013, as cited in Yunus, Salehi & Amini 2016) have argued that most teachers do not adopt a teaching method which includes teaching pronunciation properly. In addition, Huwari and Mehawesh 2015) have claimed that English teachers in the Arab world do not value pronunciation as much as they do other skills such as reading and writing and to consolidate their argument they put forward that in the final exams teachers only take into consideration the reading and writing skills of the students.

5.4.2 Other issues have priorities over pronunciation instruction

Nearly half of the teachers have still agreed with sentence 'other issues have priorities over pronunciation instruction', while approximately twenty-five percent of them have remained neutral and just five percent of them have strongly disagreed with the statement. This has important implications regarding teachers' beliefs and practices

on pronuniation because although most of the teachers have agreed with the previous item, which showed that teachers give importance to pronunciation instruction, the answers given to the second item indicate that nearly half of the teachers have priority over pronunciation instruction. This inconsistency may arise from the fact that although teachers are aware of the importance of pronunciation instruction, they give priority to other issues because of lack of time, confidence or training in teaching pronunciation. However, the findings of studies on this topic vary because while in some studies it has been claimed that teachers do not teach pronunciation at regular intervals because of such constraints as time or lack of training (Guskaroska 2019; Georgiou 2019), studies conducted in Brazil and Saudi Arabia have stressed that teachers incorporate pronunciation instruction into their curriculum (Alsofyani & Algethami 2017; Buss, 2016)

5.4.3 I Put emphasis on pronunciation instruction

A great number of teachers have agreed with this item, which is consistent with the responses given to the first item. In similar vein, teachers around the world indicate that they give importance to pronunciation instruction (Buss, 2015; Henderson et al. 2012; Yunus, Salehi & Amini, 2016; however, there is a contradiction in this current study which arises from the fact that although the majority of teachers stressed the importance of pronunciation instruction, nearly half of them are of the opinion that other skills precede pronunciation in the class, which can be interpreted that there could be some underlying causes for this such as curriculum limitations or lack of training. Other studies can be mentioned around the world whose findings are in line with the findings of the current study. For example, Dalton (2002, as cited in Wei, 2006) has argued that teachers are not equipped with enough training on pronunciation instruction, and thus they feel awkward in teaching pronunciation, which can be interpreted that teachers avoid pronunciation instruction in classroom. Other researchers such as Macdonald (2002) and Gilakjani (2012) have also put forward arguments congruent with findings of the current study. Another study in Indiana University which is worth mentioning here has been conducted by Darcy, Ewert and Lidster (2012) who have come come up with an interesting finding: nearly seventy-

five percent of the teachers who responded to the survey mentioned that they did not teach pronunciation at all.

5.4.4 Pronunciation instruction is effective

More than eighty percent of the teachers have agreed with this item which means that they are content with the amount and quality of the pronunciation instruction that they incorporate into their curriculum. However, the results which have been reavealed by other researchers, except the case of Brazilian teachers (Buss, 2016), are far from being consistent with the current study. According to Baker & Murphy (2011) and Baker (2014) teachers do not have enough training on pronunciation instruction and thus they are not good at making logical instructional decisions in the area, which indicates implicitly that the instruction which takes place in the class is far from being effective. Macdonald (2002) have conducted an extensive study regarding the beliefs and practices of Australian teachers and have come up with several findings one of which is a lack of a policy administered from a center, which leaves it to the individual efforts of teachers and hence its effectiveness becomes open to speculation. Furthermore, it has been claimed that inadequacy of pedagogical resources in the area (Breitkreutz, Derwing, & Rossiter, 2001; Henderson et all. 2012; Echelberger, McCurdy & Parrish, 2018). makes it even more difficult, even for the trained teachers, to teach pronunciation along with other skills; that is why, the efficacy of the pronunciation practices are open to debate.

5.4.5 Correct pronunciation is important for students

Nearly eighty five percent of the respondents have agreed with the item above and the literature around the world is not inconsistent with the findings of the current study. When looked at the studies conducted in different countries and settings, whether they have been conducted the advocates of nativeness principle (Bongaerts, van Summeren, Planken & Schils, 1997; Pilus, 2013; Fraser, 2000), or by supporters of intelligibility principle (Levis, 2020), it would not be wrong to say that all the researchers agree on one common fact: the speakers', or the students', speech should be clear and understandable (Alsofyani & Algethami 2017; Buss, 2015; Henderson et all. 2012; Lazoroska & Guskaroska 2020).

5.4.6 Native speakers such as ALTs (Assisstant Language Teachers) should teach pronunciation

Half of the participants have remained neutral for this statement, which is not inconsistent with the findings from the relevant literature. Although many teachers seem to accept the position of English language as a Lingua Franca, they don't show any preference regarding origin of pronunciation teachers (Yunus, Salehi & Amini, 2016; Henderson et all. 2012). Teachers in the Brazilian and Saudi Arabian contexts have strongly emphasized that they do not think that a native speaker is the best person to teach pronunciation (Alptekin, 2002; Alsofyani & Algethami, 2017; Buss, 2016). Contrary to the findings above, Coşkun (2011) has conducted a study among senior EFL students in Bolu, Turkey and has put forward that respondents opt for a native speaker for teaching pronunciation.

5.4.7 I have no time for pronunciation instruction

Nearly seventy-five percent of the teachers have disagreed with this statement, which suggests that a majority of the respondents devote some time for regular pronunciation instruction; however, in contrast to the findings of the current study, some Iranian teachers have criticized the time contraints imposed on them by the curricula (Yunus, Salehi & Amini, 2016). In the same vein, Spanish teachers have attributed the limited time allotted for pronunciation instruction to the curricular demands (Henderson et all. 2012).

5.4.8 I don't know how to teach pronunciation

Regarding this item, nearly eighty five percent of the teachers have disagreed, which is consistent with the teachers' cognitions around the world because although many teachers responding to various studies conducted in different contexts have indicated that they lack the knowledge to teach pronunciation (Darcy, Ewert & Lidster, 2012; Derwing & Foote, 2011; Yunus, Salehi & Amini, 2016; Henderson et all. 2012; Baker, 2011), none of them have indiacted complete ignorance of the subject.

5.4.9 Students do not show interest in pronunciation instruction

Nearly fortyfive percent of the respondents have disagreed with this item while again around fortyfive percent of the respondents have remained neutral and just a small portion of them have agreed with the statement, which may imply the fact that teachers consider their students to be willing to take part in pronunciation activities and improve their pronunciation. The results obtained from different studies also are in line with the findings of the current study. According to Kang (2015) students are enthusiastic for pronunciation instruction because in her study, students have emphasized that they wanted their teachers to correct their mispronounced words and to model them the pronunciation of sounds. Along with Kang (2015), Yunus, Salehi, and Amini (2016) have demonstrated that teachers thought that most of their students were keen to upgrade their pronunciation skills. Henderson et al. (2012) have indicated that learners in Switzerland are very enthusiastic to improve their speaking skills which incorporates pronunciation instruction as well.

5.5 Pronunciation teaching techniques in the classroom and students' attitudes

In this section, teachers have been asked to choose the pronunciation activities that they favor doing in the classroom. As can be on the Table 13 the traditional techniques like listening and repetition, using the texbooks and reading aloud were rated as the most frequently preferred tehniques but this doesn't mean that other techniques on the list are ignored or are used much less frequently than the most preferred ones because they were also selected over by thirty percent of the respondents. Hismanoglu & Hismanoglu (2010) have also pointed out that teachers mostly opted for more traditional techniques like reading aloud and dictation while they mostly avoided employing technology-based techniques. In similar vein, Kanellou (2011) in Greece have found similar tendencies among English teachers who indicated using authentic listening materials, choral responses and individual responses but rated software based activities as their least favorite ones. When considering the teachers surveyed in different countries and contexts, it would not be wrong to say that the case is more or less the same because it has been made clear that

most of the teachers gave priority to controlled activities like listening and repetition, reading aloud and error correction on the spot, while they do stress using other activities such as teaching phonological rules and minimal pairs but with less frequency (Foote, Holtby & Derwing, 2011; Tergujeff, 2012; Buss, 2016).

5.6 Phonetic features taught in class and knowledge of phonetic features

This section is comprised of fifteen items and except three of them, item 1, 5 and 12, the other twelve items question the phonetic features taught in class. Thus, it wouldn't be practical to address each item individually because some of them are interrelated, so it would be better to address them under in two groups as segmentals and suprasegmentals. Regarding the items 1 and 5 which question the phonetic and phonic knowledge of teachers, it has been demonstrated that more than two-thirds of the respondents were content with their knowledge which is in line with the literature obtained from different contexts (Alsofyani & Algethami, 2017 Buss, 2016; Tergujeff, 2012). When it comes to the item 12, nearly two-thirds of the teachers have mentioned that they use a dictionary while Hismanoglu & Hismanoglu (2010) have found that only one-third of the respondents make use of a dictionary as an instructional tool. Concerning the segmental and suprasegmental choice of teachers, it would not be wrong to say that teachers adopt a balanced approach in this current study because as can be seen on their responses, they do not favor the segmentals over the suprasegmentals, nor do they do the vice versa but rather they teach them harmoniously, which seems to be in line with what the scholars have suggested recently for an effective pronunciation instruction (Grant, 2014). However, when looked at the several studies conducted in different countries, it could be seen that their findings vary. For example, while the teachers in Greece (Kanellou, 2011) in Macedonia (Lazoroska & Guskaroska 2020) and in Canada (Breitkreutz, Derwing, & Rossiter, 2001) tried to maintain the balance between the two, the teachers in Brazilia (Buss, 2016) and in Canada again (Foote, Holtby & Derwing, 2011) indicated that they favored segmentals over suprasegmentals. The last but not the least, an intriguing finding has come from Darcy, Ewert & Lidster (2012) who concluded that there was

a shift from segmentals to suprasegmentals as the proficiency level of students increases.

CHAPTER VI: CONCLUSION AND SUGGESTIONS

This chapter will wrap up the study by reconsidering the main findings and their implications as well. Moreover, along with the limitations of the study, suggestions for further studies will be indicated.

6.1 Conclusion

This study aims to analyze Greek ELT teachers' attitudes towards pronunciation instruction and their phonetic knowledge; moreover, it tries to shed light on the underlying reasons of their beliefs and practicises. Later in this chapter possible suggestions for improvement will be made based on the answers obtained from the respondents.

The survey which has been used to gather the data has been developed by other scholars and after getting their consent, it has been adopted and administered. The survey consists of six sections and the obtained data has been processed through the SPSS program and the descriptive analyses were made for the demographic information, which was grouped by gender. Normality tests have been performed and based on the data type of each section descriptive analyses were applied in the SPSS program and the findings were presented in tables which were explained extensively underneath.

Regarding the responses given for the items in the section one, it is evident that most of the teachers highlight the importance of acquiring a native like accent both for teachers and students alike. However, the last two items of the first section which do not necessitate achieving a native like accent for teachers and students have been advocated by a majority of teachers. This inconsistency may arise from the fact that since teachers recognize the difficulty of attaining a native like accent Murphy (2014, as cited in Burri, M 2015), they opt for a more viable one which is achieving an accent that does not hinder communication.

The responses given to the items in the second section by the teachers indicate that most of the teachers are confident in their pronunciation, but despite their confidence in their own pronunciation, a great number of them have emphasized that their need for more training, which shows that although teachers are content with their

pronunciation knowledge, they are not competent enough to tackle the pronunciation related issues.

The findings of the section are mostly consistent with each other but there is one important inconsistency which stems from the responses given to the first three items. While the majority of teachers regard the pronunciation instruction as important and give emphasis on it, more than half of the teachers still believe that other issues are more prominent than instruction. Although this seems to be just an inconsistency among the responses, it has important implications for the pronuncitiation instruction policy adopted by education boards. Teachers may give priority to other issues because of many reasons such as lack of time, training or curricula limitations, which need to be reconsidered in order to give way for a more effective and fruithful pronunciation instruction. While nearly two thirds of the respondents think that correct pronunciation is important, half of them remained neutral for the item suggesting that pronunciation instruction should be done by a native speaker. Nearly two thirds of the respondents have indicated that they have time for pronunciation instruction and that they know how to do it. Regarding students' interest in pronunciation instruction, while nearly half of the teachers disagree with the item, the majority of the rest have remained neutral.

Regarding the activities which they utilize in the class, it can be seen that although all the activities have been selected, the most preferred ones are listening and repetition exercises, activities in the textbooks, reading aloud activities and correction of the errors on the spot, which demonstrates that teachers prefer controlled activities.

The findings of the last section indicate a high level of satisfaction among respondents regarding their phonetic and phonic knowledge. It is also clearly seen from the findings that respondents teach both segmentals and suprasegmentals harmoniously and do not favor the one over the other.

6.2 Suggestions

Although the word inconsistency seems to have a negative connotation, the inconsistencies spotted in this study do not provoke any negative feelings because they provide us with valuable insights into the improvement of pronunciation instruction.

Teachers in the current study as well as the majority of teachers in studies conducted in different countries regard native accents such as RP or GA as desired and correct (Bongaerts, van Summeren, Planken & Schils, 1997; Pilus, 2013; Fraser, 2000; Coskun, 2011); however, it has been observed that the majority of those teachers have pointed out that the accent which maintains mutual intelligibility is enough and acceptable. This contradiction mentioned above proves Murphy (2014, as cited in Burri 2015) right who argues that it is illogical and nearly impossible for NNEs to struggle to attain native-like accent and emphasizes the mutual intelligibility aspect of language. Since English has emerged as Lingua Franca in recent years, comprehensibility issue has become much more important than accent elimination. Thus, the curriculums should be reconsidered and modified so that they should direct teachers to teach the desired goals required by the new trends. Moreover, it would be logical to inform the teachers about the new trends in pronunciation instruction and help them adapt to the changing paradigms, which could be done through in-service training or seminars and conferences.

The teachers participating in this study as well as the ones participating in different studies in different contexts have strongly emphasized their need for more training on pronunciation instruction. It would be good for the institutions which have teacher training programs to rethink their pronunciation policies and make the necessary changes to meet the demands of the teachers.

The last but not the least, teachers complain about lack of time allotted for pronunciation activities, so curriculums could be redesigned so that they could give more time to the teachers for pronunciation activities.

6.3 Limitations

This study is limited to 54 EFL teachers living in Greece and they work in public shools. The participants were chosen from non-probability sampling methods by convenience, and thus its results can not be generalized to the entire population and different numbers of participants in different contexts may give different results.

6.4 Suggestions for further studies

This study analyzed teachers' cognitions and perceptions for pronunciation instruction. Based on the findings of this study most of the teachers find NLP more desirable, but since they know that it is nearly impossible to achieve it, they focus on a more viable option while teaching pronunciation : pronunciation for mutual intelligibility. Thus, more experimental studies could be designed and administered to English teachers in order to rethink and reevaluate their perspectives regarding the aims of pronunciation instruction : whether it is for attaining a native like accent or for maintaining mutual intelligibility. Moreover, it could be replicated to uncover the students' attitudes towards pronunciation instruction.

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APPENDICES

Appendix 1. Survey on English Pronunciation Instruction.

Survey on English Pronunciation Instruction.

Part 1. Pronunciation model and goal

Q1: How much do you agree or disagree with the following statements?

1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree; 5 = strongly disagree.

(1) It is desirable for TEACHERS to acquire nativelike pronunciation.

(2) It is desirable for STUDENTS to acquire nativelike pronunciation.

(3) Pronunciation proficiency which does not inhibit communication is sufficient for TEACHERS.

(4) Pronunciation proficiency which does not inhibit communication is sufficient for STUDENTS.

Part 2. Confidence in their own pronunciation

Q1: How much do you agree or disagree with the following statements?

1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree; 5 = strongly disagree.

(1) I am confident in pronunciation of words.

(2) I am confident in pronunciation of sentences/passages.

(3) I am confident in pronunciation in general.

(4) My pronunciation will improve with training opportunities.

Q2: Please write below if you have concerns or thoughts on your own pronunciation.

Part 3. Attitudes towards teaching pronunciation

Q1: How much do you agree or disagree with the following statements?

1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree; 5 = strongly disagree.

(1) Pronunciation instruction is important.

(2) Other issues have priorities over pronunciation instruction.

(3) I put emphasis on pronunciation instruction.

(4) Pronunciation instruction is effective.

(5) Correct pronunciation is important for students.

(6) Native speakers such as ALTs should teach pronunciation.

(7) I have no time for pronunciation instruction.

(8) I do not know how to teach pronunciation.

(9) Students do not show interest in pronunciation instruction.

Q2: Please write below if you have problems or thoughts on pronunciation teaching.

Part 4. Pronunciation teaching techniques in the classroom and students' attitudes

Q1: Which of the following pronunciation teaching techniques do you use in the class.

Please select all that apply.

1. Do pronunciation exercises in textbooks
2. Listen and repeat words in unison
3. Listen and repeat phrases/sentences in unison
4. Sing songs and chants 13 Instruct individually
5. Play games
6. Read aloud passages in unison
7. Teach phonics
8. Use a dictionary to check pronunciation
9. Correct pronunciation errors on the spot
10. Other (specify)

Part 5. Phonetic features taught in class and knowledge of phonetic features

How well do the following statements apply to you?

1 = applies very well; 2 = applies to some extent; 3 = does not apply; 4 = does not apply at all.

[01] I have knowledge of phonetic symbols.

[02] I teach phonetic symbols.

[03] I teach vowels. (e.g., I teach the distinction of low-law, hot-hut-hat, and farm-firm.)

[04] I teach consonants. (e.g., I teach the distinction of right-light, she-see, and mouse-mouth.)

[05] I have knowledge of phonics (the rules between pronunciation and spelling).

[06] I make use of phonics (the rules between pronunciation and spelling) when I teach.

[07] I teach not to insert extra vowels in consonant clusters. (e.g., When pronouncing dream, I teach not to insert an extra vowel in /dr-/, so that it does not sound like /dıriim/.)

[08] I teach the rules for three ways to pronounce the suffix -(e)s for plurals and third person singulars (e.g., likes, plays, watches).

[09] I teach the distinction between the two forms of indefinite articles a and an (e.g., the decision of whether a or an comes before words such as year and university).

[10] I teach the sound change that can occur in connected speech (e.g., meet‿you [tj]→[tʃ], did‿you [dj]→[dʒ]).

[11] I teach the correct placement of word stress (e.g., guitar, calendar, umbrella).

[12 When I am not sure of stress placement of a word, I check it in a dictionary (e.g., guitar, calendar, umbrella).

[13] I teach which words should be pronounced with emphasis in English sentences based on the context. (e.g., That's MY notebook, not YOURS.)

[14] I teach the relationship between English sentence types and tones. (e.g., Yes-no questions are often pronounced with rising tone.)

[15] I teach students how to express emotions in English pronunciation.

Part 6. Teachers' profiles

Q1: Gender (1. Female 2. Male)

Q2: Age (1. 20's 2. 30's 3. 40's 4. 50's 5. 60's and above)

Q3: Have you spent time abroad for more than a month?

1. Yes (country: when?: length: purpose:)

2. No

Q4: Your major in college/graduate school ( )

Q5: Experience of taking phonetics course(s)/class(es) on pronunciation

1. Yes

2. No

Q6: Length of teaching experience

(years months)

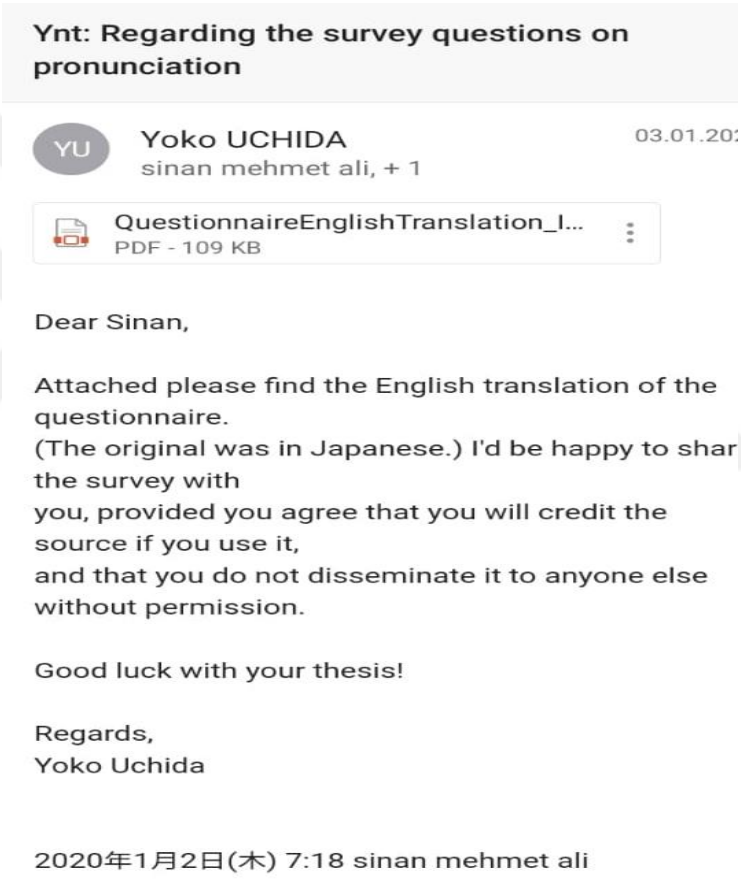
Q7: Type of school in which you are teaching

A. (1. Elementary 2. Junior high 3. Senior high 4. Integrated junior and senior high)

B. (1. Public 2. Private)

C. (1. Girls' school 2. Boys' school 3. Co-ed)

Appendix 2. Consent to use the interview questions



Ynt: Regarding the survey questions on pronunciation

YU Yoko UCHIDA 03.01.20
sinan mehmet ali, + 1

QuestionnaireEnglishTranslation_I...
PDF - 109 KB

Dear Sinan,

Attached please find the English translation of the questionnaire.
(The original was in Japanese.) I'd be happy to shar the survey with
you, provided you agree that you will credit the source if you use it,
and that you do not disseminate it to anyone else without permission.

Good luck with your thesis!

Regards,
Yoko Uchida

2020年1月2日(木) 7:18 sinan mehmet ali