



## Exploring Pre-service Turkish EFL Teachers' Beliefs towards Pronunciation Instruction

*İngilizce Öğretmen Adaylarının Telaffuz Öğretimine İlişkin Görüşlerinin Araştırılması*

### ABSTRACT

This study delves into the perspectives of final-year pre-service Turkish EFL teachers, specifically concerning their attitudes towards pronunciation instruction in the context of teaching English as a foreign language (EFL). The sample size included 150 participants, all of whom were nonnative speakers of the English language. These pre-service teachers were assessed using an online questionnaire that was methodologically structured to incorporate 15 items across six principal themes pertinent to pronunciation instruction, namely: the importance of pronunciation, how pronunciation develops, when to teach it, what to teach, how to teach, and who can teach. The results yielded an array of intriguing insights. Predominantly, those participants engaged in more extensive coursework on methods specific to pronunciation instruction displayed a greater alignment with contemporary research findings within the field. However, it is noteworthy that some respondents, despite extensive training, adhered to the underlying nativeness principle, expressing a predilection for native-like pronunciation as opposed to pronunciation characterized by intelligibility and comprehensibility.

**Keywords:** English as a Foreign Language (EFL), Pronunciation Instruction, Teacher Education

### ÖZET


Bu çalışmanın amacı, dördüncü sınıf İngilizce öğretmen adaylarının, özellikle yabancı dil olarak İngilizce öğretimi (EFL) bağlamında telaffuz öğretimine ilişkin tutum ve bakış açılarını incelemektir. Çalışmaya ana dili İngilizce olmayan 150 İngilizce öğretmen adayı katılmıştır. Dördüncü sınıf İngilizce öğretmen adayları, metodolojik olarak telaffuz öğretilimiyle ilgili altı ana temaya ilişkin 15 maddeyi içerecek şekilde yapılandırılmış çevrimiçi bir anket kullanılarak değerlendirilmiştir. Araştırmadan elde edilen sonuçlar doğrultusunda, ağırlıklı olarak, telaffuz öğretimine özgü yöntemler üzerine daha kapsamlı alan dersleri almış katılımcılar alandaki güncel araştırma bulgularıyla büyük ölçüde uyumludur. Bununla birlikte, bazı katılımcıların telaffuz öğretiminde anlaşılabilirlik ilkesini desteklemekle beraber ana dil yetkinliği ilkesini tercih etme eğiliminde olduklarını belirtmeleri de dikkate değerdir.

**Anahtar Kelimeler:** Yabancı Dil Olarak İngilizce (EFL), Telaffuz Öğretimi, Öğretmen Eğitimi

### INTRODUCTION

Instructed Second Language Acquisition (SLA) has increasingly become the focal point of scholarly inquiries, particularly emphasizing the exploration of individual differences among language educators. These distinctions span a wide spectrum, including educational backgrounds and longitudinal teaching experience (Bai & Yuan, 2018; Cantone, 2020; Huensch, 2018; Komina, 2018; Lyster, 2018; Nagle et al., 2018; Nguyen et al., 2021; Suzukida, 2021; Tran & Nguyen, 2020). Central to this evolving discourse is the endeavor to comprehend both the theoretical frameworks and practical competencies that teachers imbue within the educational environment (Feezel, 2018; Hayes-Harb & Barrios, 2021). Such an understanding is paramount for cultivating reflective pedagogical practices, as well as for enhancing opportunities for teacher training and continuous professional growth.

Alignment of educators' beliefs with empirical research findings and exemplary practices within the domain of language education can catalyze the emergence of more effective instructional paradigms, which possess the potential to bridge the existing gap between theoretical postulations and practical implementations within language classrooms (Hayes-Harb & Barrios, 2021; Huensch, 2018; Komina, 2018; Lyster, 2018; Nagle et al., 2018). However, despite the broad expansion of research into teacher cognition across varied aspects of language education, the specific realm of pronunciation instruction has often been relegated to the periphery (Huensch, 2018; Lyster, 2018; Nagle et al., 2018; Nguyen et al., 2021; Suzukida, 2021; Tran & Nguyen, 2020). Existing studies have recurrently unveiled a pervasive deficiency in training, coupled with diminished confidence amongst language

Arzu Sevinç<sup>1</sup>   
Gonca Yangın Ekşi<sup>2</sup> 

### How to Cite This Article

Sevinç, A. & Yangın Ekşi, G. (2023). "Exploring Pre-service Turkish EFL Teachers' Beliefs towards Pronunciation Instruction" International Social Sciences Studies Journal, (e-ISSN:2587-1587) Vol:9, Issue:118; pp:9487-9500. DOI: <http://dx.doi.org/10.29228/sss.73761>

Arrival: 19 August 2023

Published: 31 December 2023

Social Sciences Studies Journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

\* This article is a study produced from an ongoing doctoral dissertation. (Bu makale devam etmekte olan doktora tezinden üretilmiş bir çalışmadır.)

<sup>1</sup> PhD Student, Gazi University, Institute of Educational Sciences, Department of Foreign Languages Education, Department of English Language Education, Ankara, Türkiye. ORCID: 0000-0002-3123-9474

<sup>2</sup> Prof. Dr., Gazi University, Gazi Faculty of Education, Department of Foreign Languages Education, Department of English Language Education, Ankara, Türkiye. ORCID: 0000-0003-3555-7258

instructors, culminating in either avoidance or marginal emphasis on pronunciation in instructional contexts (Nagle et al., 2018; Nguyen et al., 2021). This phenomenon prevails notwithstanding the acknowledged necessity for pronunciation instruction, and the imperative for educators to possess a strong foundation in articulatory phonetics and phonology.

Nagle et al. (2018) found a multifaceted array of components integral to the pedagogy of pronunciation, encompassing facets such as the importance of pronunciation, how it develops, when to teach it, what to teach, how to teach, and who can teach. The authors' findings illuminate a nuanced variation in teachers' beliefs concerning pronunciation, contingent upon their cumulative experience and the depth of their academic engagement with pronunciation pedagogy. For example, those educators immersed in a more substantial volume of coursework related to methodologies and pronunciation were more predisposed to perceive pronunciation as a quintessential aspect of linguistic competence, crucial for effective communication. Moreover, the study underscores the potential for pronunciation to evolve organically within an immersion environment, although this development is not without any dependencies on factors such as target structural complexities and idiosyncratic learner differences. Nagle et al. (2018) accentuate the imperative of early intervention in pronunciation instruction as a preventative measure against the reinforcement of linguistic inaccuracies. They also delineate the sensitivities associated with pronunciation as an instructional subject, recognizing its unique challenges within the educational context. The findings of this comprehensive investigation are articulated through an array of descriptive statistical measures, including mean ratings and frequency data, affording a robust analytical perspective. Additionally, the application of statistical techniques, such as one-way Analysis of Variance (ANOVAs) and post-hoc pairwise t-tests, provides a rigorous methodological framework, enabling a nuanced interpretation of the data.

The present study endeavors to bridge this existing gap by investigating the beliefs of pre-service Turkish EFL teachers, particularly within the context of pronunciation instruction. More specifically, this study is designed to answer two key research questions: 1) What are the predominant beliefs and attitudes of final-year pre-service Turkish EFL teachers toward pronunciation instruction in the context of teaching English as a foreign language? and 2) To what extent do the beliefs and attitudes of these pre-service Turkish EFL teachers align with the research findings and best practices regarding pronunciation instruction in the existing literature?

By seeking to answer these questions, the study aims to illuminate the extent to which these pedagogical beliefs either converge with or deviate from established research findings and contemporary best practices in pronunciation instruction. The analysis of the interplay between teachers' beliefs and the corpus of research within the field is expected to provide insights that could potentially signal areas necessitating refinement in teacher training. Simultaneously, it could prompt a scholarly re-evaluation of the ecological validity of existing findings. In pursuing these objectives, this research aspires to contribute significantly to the existing literature on pronunciation instruction, furnishing invaluable insights for those who are responsible for training teachers and organizing professional development initiatives.

By emulating this methodological approach, the present study aims to extend the foundational insights of Nagle et al. (2018), endeavoring to contribute further to the evolving discourse surrounding pronunciation instruction and the alignment between pedagogical beliefs and empirical research within this specialized field of language education.

## LITERATURE REVIEW

### Teacher Cognition in SLA

The construct of teacher cognition, delineated by Nagle et al. (2018), constitutes a salient research domain within the fields of SLA and language pedagogy. This notion pertains to the complex cognitive frameworks and convictions upheld by educators, obtained through cumulative educational and professional experiences. Frequently implicit and pragmatic, these convictions play a pivotal role in shaping pedagogical methodologies, influencing classroom dynamics, and organizing learner experiences. Existing literature accentuates the fluid and evolutionary nature of these beliefs, though they may simultaneously exhibit a rigidity and resistance to alteration (Huensch, 2018; Lyster, 2018; Nguyen et al., 2021; Suzukida, 2021; Tran & Nguyen, 2020). An examination of the mechanisms of teacher cognition reveals an interplay between past experiences, entrenched beliefs, and the intrinsic complexities of embracing novel instructional paradigms (Bai & Yuan, 2018; Nguyen et al., 2021; Suzukida, 2021; Tran & Nguyen, 2020). The phenomenon known as "apprenticeships of observation" exemplifies how educators' formative experiences as learners profoundly mold their pedagogical praxes (Taylor et al., 2022).

Furthermore, the multifaceted nature of research within phonology and pronunciation instruction poses intrinsic challenges for practitioners (Bai & Yuan, 2018; Cantone, 2020; Feezel, 2018; Komina, 2018; Nguyen et al., 2021;

Suzukida, 2021; Taylor et al., 2022; Tran & Nguyen, 2020). Although applied linguists may offer invaluable empirical insights, the abstruse character of such research may hinder its practical transposition into the classroom (Lyster, 2018; Nguyen et al., 2021; Suzukida, 2021; Tran & Nguyen, 2020). The controlled milieu of experimental research can also elicit skepticism regarding its applicability to the heterogeneous real-world educational setting (Bai & Yuan, 2018; Nagle et al., 2018; Tran & Nguyen, 2020). Lastly, a discerning analysis of the role of professional development and teacher education underscores the potential to reform and enhance instructional practices. However, the success of these initiatives is contingent upon an intricate combination of factors, including the content and delivery modalities, educators' receptivity to innovative ideologies, and institutional backing (Bai & Yuan, 2018; Huensch, 2018; Nguyen et al., 2021; Suzukida, 2021). Quality education, punctuated by an ongoing professional engagement, can act as a catalyst for educators to refurbish their cognitions, espouse empirically substantiated methods, and enhance their pedagogical efficacy (Lyster, 2018; Nguyen et al., 2021; Tran & Nguyen, 2020). Yet, the realization of these potentials hinges on a complex alignment of individual motivation and systemic support within the broader educational landscape.

### **Pronunciation Instruction**

The scholarly discourse surrounding pronunciation instruction within language pedagogy has repeatedly accentuated the historical marginalization of this aspect, especially within the communicative language teaching (CLT) epoch. Gaining ascendancy during the 1970s and 1980s, CLT underscored the primacy of communicative competence and substantive interaction in the process of language acquisition (Finardi et al., 2020; Moorhouse & Yan, 2023; Rachmayani et al., 2018; Topal, 2019; Yamaguchi, 2018). Whilst this paradigm engendered a salutary shift in language instruction, it concurrently consigned pronunciation to a subsidiary role (Burri & Baker, 2019; Feezel, 2018; Finardi et al., 2020; Moorhouse & Yan, 2023; Shulman, 2021; Topal, 2019; Yamaguchi, 2018). Pronunciation's significance was eclipsed by other linguistic competencies – such as speaking, listening, and reading – which were deemed more intrinsically aligned with communicative proficiencies (Burri & Baker, 2019; Chen, 2022; Chien, 2019; Grayson, 2019; Moorhouse & Yan, 2023). This perceived incongruity between pronunciation and the tenets of CLT culminated in an attenuated emphasis on pronunciation within teacher education and pedagogical frameworks (Burri & Baker, 2019; Chen, 2022; Chien, 2019; Moorhouse & Yan, 2023). In turn, the gap in training has been implicated in the potential proliferation of obsolete or misguided convictions pertaining to pronunciation instruction.

A major challenge in transposing research insights into actionable pedagogical strategies for pronunciation lies in the restricted reciprocity in dialogue between applied linguists and educators (Dolzich et al., 2021; Feezel, 2018; Finardi et al., 2020; Martí Arnandiz & Portolés Falomir, 2021; Mesti, 2021). Despite the generation of invaluable empirical findings, a disconnect often prevails in the translation of these insights into tangible classroom applications (Feezel, 2018; Finardi et al., 2020; Fontich, 2018; Porcedda, 2021; Rachmayani et al., 2018; Shulman, 2021). Scholarly articles, particularly those published in academic journals, may exhibit a degree of technicality that renders them inaccessible to practitioners, which may obfuscate the understanding and pragmatic implementation of research within daily pedagogical routines (Burri & Baker, 2019; Chen, 2022; Fontich, 2018; Grayson, 2019). Moreover, certain investigations within phonology and pronunciation may be conducted within highly regulated, experimental contexts, which challenges their direct transference to the multifaceted and variable environments of classrooms (Burri & Baker, 2019; Chen, 2022; Chien, 2019; Finardi et al., 2020; Fontich, 2018). The multitude of factors that shape classroom dynamics – including student demographics, class dimensions, and temporal limitations – often diverge from the sterilized conditions of laboratory research, inducing uncertainty among educators regarding the incorporation of such findings into their methodologies.

A concomitant concern pertains to the accessibility of instructional materials that foster effective pronunciation teaching (Burri & Baker, 2019; Feezel, 2018; Finardi et al., 2020; Fontich, 2018; Grayson, 2019). Despite an apparent increase in the number of resources dedicated to this facet of language instruction, not all materials are contemporaneous or empirically substantiated. Certain instructional tools may fall short in offering authentic, contextually rich exercises that facilitate robust student engagement with pronunciation (Chien, 2019; Finardi et al., 2020; Fontich, 2018; Grayson, 2019; Rachmayani et al., 2018). This paucity of remarkable, research-based materials may further exacerbate the inherent complexities teachers confront in the effective orchestration of pronunciation instruction (Burri & Baker, 2019; Chen, 2022; Chien, 2019; Finardi et al., 2020; Fontich, 2018). It underscores the imperative for a more synergetic collaboration between research and practice, and a concerted effort to update educational resources, to facilitate the successful integration of pronunciation into the broader landscape of language education.

### **Teacher Cognition Regarding Pronunciation Instruction**



The examination of teacher cognition in relation to pronunciation instruction constitutes a valuable area of investigation within the spheres of SLA and language education. The study undertaken in Japan by Saito (2014) exemplifies the potential of such inquiries to provide insights into the alignment between empirical research and pedagogical implementation. Investigations of this nature help understand the multifarious dimensions of teacher cognition, casting light upon determinants that might modulate instructional resolutions. Numerous studies have examined educators' convictions concerning pronunciation instruction, revealing that while many practitioners possess an overarching comprehension of facets vital for learner intelligibility, disparities and incongruities frequently manifest in comparison to empirical evidence (Andringa & Dąbrowska, 2018; Bai & Yuan, 2018; Burri & Baker, 2019; Chien, 2019; Dong et al., 2022; Jekiel & Malarski, 2021; Lyster, 2018; Mesti, 2021; Nagle et al., 2018; Zhang & Zhang, 2021). Such divergences may emanate from an array of variables, inclusive of the unique linguistic and sociocultural context in which the educators operate.

Educators' convictions pertaining to pronunciation instruction may be molded by multifactorial influences, encompassing individual language acquisition experiences, reciprocal interactions with students and peers, and the accessibility of resources and education. For instance, experienced educators, having gleaned success from particular pronunciation methodologies, may prefer these practices irrespective of their alignment with contemporary research (Bai & Yuan, 2018; Burri & Baker, 2019; Chien, 2019; Lyster, 2018; Mesti, 2021; Nagle et al., 2018). Moreover, educators navigating heterogeneous linguistic landscapes may elevate certain pronunciation attributes in accordance with the needs of their students (Andringa & Dąbrowska, 2018; Bai & Yuan, 2018; Jekiel & Malarski, 2021; Lyster, 2018). Sociocultural considerations also play a pivotal role in shaping instructional beliefs. As an illustration, some practitioners may emphasize pronunciation facets perceived to bear social prestige or resonance with native articulation, culminating in accent reduction initiatives, notwithstanding empirical indications that native-like pronunciation is not a requisite for effective communication (Andringa & Dąbrowska, 2018; Bai & Yuan, 2018; Burri & Baker, 2019; Jekiel & Malarski, 2021; Mesti, 2021; Nagle et al., 2018). Conversely, educators in multilingual environments may demonstrate a more liberal stance toward accents, prioritizing intelligibility over nativeness.

However, the emergent discrepancies between pedagogical beliefs and scholarly findings should not be misconstrued as indicative of educator ignorance or resistance to change. Rather, they accentuate the nuanced complexity of teacher cognition and necessitate a consideration of the specific contextual framework within which educators operate (Bai & Yuan, 2018; Burri & Baker, 2019; Lyster, 2018; Nagle et al., 2018). This phenomenon further underscores the imperative for perpetual professional development, attuned to current research paradigms in pronunciation instruction, thereby capacitating teachers to render evidence-based determinations within their classrooms (Andringa & Dąbrowska, 2018; Chien, 2019; Dong et al., 2022; Lyster, 2018; Nagle et al., 2018). Overall, the exploration of teacher cognition bears significant potential to enhance professional development and stimulate synergistic collaborations between researchers and practitioners. By unraveling the multifaceted factors influencing instructional beliefs and methodologies, academics and mentor teachers can design targeted interventions, creating tailor-made resources to overcome particular challenges. Such collaborative enterprises may culminate in the creation of research-based instructional materials and strategies, endowed with relevance and applicability across the diversity of language instruction contexts.

## METHODOLOGY

### Data Collection Instruments

In the present study, a comprehensive survey designed by Nagle et al. (2018) was used, investigating pedagogical beliefs concerning pronunciation instruction within the context of SLA. The survey's content was informed by classroom observations, focus-group dialogues, and an exhaustive examination of existing scholarly literature. Through methodical observation of classes specifically dedicated to Accent Reduction and Teaching Pronunciation, and the organization of focus-group discussions with students, Nagle et al. (2018) gained insights into the objectives, functions, and effective strategies associated with pronunciation instruction. A pilot study was conducted with 75 participants. Cronbach's alpha for the pilot study was 0.83.

### Participants

The study's participant pool was composed of a cohort of 150 final-year pre-service Turkish EFL teachers from four public universities in Turkey in the Spring of 2023. This cohort was selected using a convenience sampling method, a non-probability sampling technique where participants are selected because of their convenient accessibility and proximity to the researcher. The convenience sampling method was chosen due to its practicality, cost-effectiveness, and efficiency, as supported by recent peer-reviewed studies, such as those by Andrade (2021) and Raifman et al. (2022). Within this aggregate, the gender distribution encompassed 90 females and 60 males, all



characterized by their nonnative English speaker status. Demographically, their ages ranged from 22 to 25 years. An analysis of their academic exposure to language pedagogy revealed an average completion of 3.57 courses, with individual course completions ranging from 0 to 12. This average was calculated based on the total number of courses completed by each participant, regardless of whether they were phonetics-related or not. The courses considered in this study encompassed all subjects within the English Language Teaching curriculum, providing a comprehensive view of the participants' academic exposure.

### Data Collection

The data collection from the assembled participants was facilitated through an online survey, which has undergone adaptive refinement to consist of 15 curated items. Over a period of 6 weeks, a total of 150 participants navigated to completion, providing valuable insights into the beliefs and attitudes uniquely inherent to pre-service Turkish EFL teachers within the context of pronunciation instruction. The outreach afforded by the convenience sampling technique served to weave together a participant sample reflecting varied demographics, including distinct language backgrounds and disparate training experiences. Such heterogeneity infused the study with a robustness that enhanced both the validity and generalizability of its findings, rendering them more resonant within the broader scholarly discourse on EFL pronunciation instruction in the Turkish context.

### Data Analysis

In the methodological analysis of the survey data, respondents were stratified according to the information they articulated within the background segment of the questionnaire. This resulted in a taxonomical delineation into four predominant categories: (a) participants without any engagement in any methods courses pertinent to language pedagogy, henceforth designated as [NoMethods]; (b + c) participants who, despite partaking in methods coursework, either failed to recall or were not the recipients of specific details concerning the teaching of pronunciation, designated [NoPron]; (d + e) participants exposed to methods coursework comprising fundamental or constrained information regarding pronunciation instruction, marked [BasicPron]; and finally, (f + g) participants whose methods coursework was characterized by a more nuanced, specialized focus on the pedagogy of pronunciation, denoted [AdvancedPron]. Such classification facilitated a detailed comparative analysis of perspectives among the respondents, effectively segregating them by the quantum and nature of coursework undertaken in teaching methodologies, SLA, and linguistics, all bearing direct pertinence to the spheres of pronunciation pedagogy and phonology.

## RESULTS

The survey was designed to explore the participants' beliefs and attitudes with respect to pronunciation instruction, encapsulated within six distinct thematic domains: (a) the importance of pronunciation, (b) how pronunciation develops, (c) when to teach pronunciation, (d) what to teach in pronunciation instruction, (e) how to teach pronunciation, and (f) who can teach pronunciation. The findings were systematically organized around these thematic axes and comparatively analyzed among four participant strata delineated by their methods coursework: NoMethods (n = 21), NoPron (n = 70), BasicPron (n = 25), and AdvancedPron (n = 34). Descriptive statistics are presented in Tables 1 to 6, elucidating both the grand mean values and the group mean values corresponding to each of the 15 inquiries within the survey. The data is segmented according to the participants' categorization, contingent on their respective methods coursework. The responses to each question are numerically represented as percentages, with the modal response within the 6-point Likert scale continuum (spanning from 1 = strongly disagree to 6 = strongly agree) accentuated in bold for each categorical group.

To examine the variance in participants' beliefs across the four groups, one-way Analysis of Variance (ANOVA) was deployed, followed by post-hoc pairwise t-tests with a Bonferroni adjustment to pinpoint statistically significant disparities between the groups. The synthesis of ANOVA results coupled with the insights from the post-hoc assessments facilitated a nuanced exploration of differences in beliefs and attitudes toward pronunciation instruction, underpinned by the participants' varying levels of methods coursework. This methodological paradigm provided invaluable insights into the manner in which disparate degrees of training and immersion in pronunciation teaching methodologies might sculpt the participants' perspectives. By comparing participants with no methods coursework against those representing a spectrum of methods coursework, the study sought to discern the degree to which these beliefs were congruent with existing research findings and pedagogical best practices pertaining to pronunciation instruction.

**Table 1:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>Importance of Pronunciation</b>								
Item 1	3.54	1.16	3	21	18	<b>37</b>	19	2
NoMethods (21)	2.76	0.80		<b>47</b>	30	23		
NoPron (70)	3.53	1.14	4	18	18	<b>44</b>	13	3
BasicPron (25)	3.53	1.41		<b>40</b>	8	17	29	6
AdvancedPron (34)	4.20	0.97		7	18	23	<b>52</b>	

### Importance of Pronunciation

In Table 1, the results pertaining to the significance of pronunciation instruction within the context of ELT among final-year pre-service Turkish EFL teachers unveil variations in beliefs. These variations appear to be modulated by the participants' exposure to methods and pronunciation-centric coursework. The cumulative mean rating, registering at 3.54, approximates the scale's midpoint of 3.50, thereby indicating an ambivalent prioritization of pronunciation relative to other linguistic facets for effective communication. Nevertheless, a deeper analysis of the findings unravels marked disparities across the four demarcated cohorts. The NoMethods group, with no methods coursework, manifested a predilection for slight to moderate disaccord concerning pronunciation's salience, while the AdvancedPron cohort, enriched by comprehensive methods- and pronunciation-focused coursework, exhibited slight to moderate concordance, thereby endorsing the indispensability of pronunciation for competent communicative exchange. On the other hand, the intermediary NoPron and BasicPron factions displayed a more variegated spectrum of responses, reflecting a divergence of agreement and disagreement vis-à-vis pronunciation's significance. The execution of a one-way ANOVA yielded a statistically substantial main effect for the group factor, thereby implying that the quantum of coursework and pedagogical cultivation in pronunciation did indeed modulate participants' convictions regarding pronunciation's importance. Subsequent post-hoc evaluations ascertained that the AdvancedPron ensemble significantly deviated from the NoMethods group, and exhibited a near-significant divergence from the NoPron cohort. Such inferences underscore that an enhanced engagement with pronunciation instruction through coursework conduces to an escalating acknowledgment of pronunciation's pivotal role in communication. It is necessary, however, to emphasize that the present study does not posit a direct causal link between coursework and participants' responses but rather elucidates a potentially valuable correlation between coursework and beliefs concerning pronunciation pedagogy.

**Table 2:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>How Pronunciation Develops</b>								
Item 2	3.24	1.27	8	22	<b>30</b>	22	14	4
NoMethods (21)	3.32	1.26	12	13	25	<b>31</b>	19	
NoPron (70)	3.11	1.17	4	31	<b>33</b>	16	14	2
BasicPron (25)	3.47	1.11		21	<b>32</b>	<b>33</b>	7	7
AdvancedPron (34)	2.95	1.33	24	9	25	<b>32</b>	10	
Item 3	5.07	0.78			5	12	<b>54</b>	29
NoMethods (21)	4.89	0.58				23	<b>65</b>	12
NoPron (70)	5.08	0.80			6	10	<b>54</b>	30
BasicPron (25)	4.93	0.50						
AdvancedPron (34)	5.44	0.61						
Item 4	3.43	1.19	7	13	<b>32</b>	28	18	2
NoMethods (21)	3.51	1.08	12		23	<b>55</b>	10	
NoPron (70)	3.48	1.33	6	22	23	19	<b>27</b>	3
BasicPron (25)	3.28	0.99		24	<b>39</b>	22	15	
AdvancedPron (34)	3.33	0.83	4	5	<b>51</b>	34	6	
Item 5	5.21	1.00	2		2	16	31	<b>49</b>
NoMethods (21)	5.09	0.58				13	<b>65</b>	22
NoPron (70)	5.31	0.76				18	33	<b>49</b>
BasicPron (25)	5.12	0.91			9	9	<b>43</b>	39
AdvancedPron (34)	5.37	1.21	5			12	14	<b>69</b>

## How Pronunciation Develops

In Table 2, the empirical findings drawn from the survey conducted among final-year pre-service Turkish EFL teachers within the context of ELT and focusing on the development of pronunciation within the context of teaching EFL unveil complex patterns. One dimension explored the participants' convictions regarding the natural evolution of pronunciation, without targeted pedagogical interventions. The mean rating for the statement "Pronunciation tends to develop naturally in English even for learners who do not care about improving it" (item 2) was tabulated at 3.24, suggesting a preponderance toward slight disagreement or a neutral stance. A dissection across the four groups reveals substantial divergence. Specifically, the BasicPron group exhibited the highest mean rating of 3.47 (connoting slight agreement), while concurrently, a considerable percentage of the respondents registered disagreement with the statement, inclusive of a 21% faction expressing strong disaccord.

In the context of potential efficacy of pronunciation instruction, the participants were markedly amenable to the assertion that learners retain the capacity to modify their pronunciation notwithstanding an entrenched practice of articulating in a specific manner (item 3). The aggregated mean rating for this item accrued to 5.07, indicative of a moderate to robust concurrence across all stratified groups. An unequivocal 95% of respondents tendered affirmative acknowledgments to this affirmation, segmented into 54% in agreement and a further 29% in staunch agreement. These revelations resonate with scholarly investigations positing that targeted pedagogical interventions can conduce to an amelioration of pronunciation, even subsequent to protracted periods of second language (L2) immersion.

However, when queried about the relative merit of pronunciation instruction compared with experiential learning outside the classroom setting (item 4), the participants' convictions were more equivocal. The aggregate mean rating for this item settled at 3.43, thus underscoring ambivalence among the participants. The responses were dispersed across the spectrum, with "slightly disagree" (32%) and "slightly agree" (28%) representing the modalities. Participants with greater engagement in pronunciation-focused coursework were predisposed to ascribe higher value to instruction, displaying a modest inclination toward disagreement. Conversely, those with no pronunciation-centric courses demonstrated a fragmented consensus, with the proportions of agreement and disagreement virtually mirroring each other. The participants lacking any methods courses appeared to advocate more robustly for the primacy of naturalistic language exposure, with a decisive 65% endorsing its superiority relative to instruction.

**Table 3:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>When to Teach</b>								
Item 6	2.58	1.31	23	<b>32</b>	21	14	8	2
NoMethods (21)	3.30	1.32	10	<b>21</b>	<b>23</b>	<b>21</b>	<b>25</b>	
NoPron (70)	2.61	1.36	23	<b>32</b>	21	12	9	3
BasicPron (25)	2.69	1.09	14	<b>38</b>	13	35		
AdvancedPron (34)	2.20	1.10	<b>36</b>	24	24	16		
Item 7	4.53	1.20	2	6	8	27	<b>35</b>	22
NoMethods (21)	4.24	0.78			21	34	<b>45</b>	
NoPron (70)	4.42	1.16	3	4	8	<b>35</b>	33	17
BasicPron (25)	4.48	1.42		16	8	21	22	<b>33</b>
AdvancedPron (34)	4.97	1.14	4		5	11	<b>46</b>	34
Item 8	2.87	1.20	12	<b>30</b>	28	21	7	2
NoMethods (21)	3.60	1.05	10		23	<b>54</b>	13	
NoPron (70)	2.94	1.20	9	30	<b>33</b>	18	6	4
BasicPron (25)	2.27	0.89	14	<b>61</b>	9	16		
AdvancedPron (34)	2.53	1.05	23	21	<b>36</b>	20		

## When to Teach

In Table 3, the survey outcomes divulged that, in the aggregate, pre-service Turkish EFL teachers were inclined to slightly to moderately disavow the proposition of deferring a concentrated focus on pronunciation during the incipient two years of English instruction. This was expressed through item 6, which bore an overall mean rating of 2.58, spanning a range of 2.20 to 3.30. A proclivity toward disagreement with the postponement of pronunciation instruction was discernible across the majority of English educators, irrespective of their tiered coursework level. A further nuance was discerned among respondents possessing a more extensive corpus of coursework related to

pronunciation pedagogy, as they manifested a more emphatic concurrence with the early targeting of pronunciation to forestall learners from entrenching erroneous articulation. This sentiment was captured through item 7, which garnered an overall mean rating of 4.53, fluctuating within the range of 4.24 to 4.97. Affirmation of this view was pervasive across the majority of pre-service EFL teachers, distributed across all delineated coursework levels.

Moreover, the one-way ANOVA applied to item 8, proposing that “Teachers should address pronunciation only once students feel more confident in their English ability,” culminated in statistical significance, articulated by  $F(3,96) = 3.22, p = .03$ , with an effect size denoted by  $\eta^2 = .09$ . Subsequent post-hoc examinations unveiled that the disparity between the NoMethods and BasicPron groups was the most pronounced, though marginally non-significant. In totality, the participants converged on the consensus that pronunciation instruction should neither be procrastinated nor relegated in priority. However, it is imperative to underscore that a proportion of respondents articulated a dissenting perspective, particularly within the NoMethods group. These empirical revelations accentuate the importance of providing professional development opportunities specifically calibrated to highlight the benefits of early pronunciation instruction. Such an emphasis is especially relevant for pre-service EFL teachers with limited methods training, as the incorporation of pronunciation pedagogy inceptive from the commencement of language instruction may potentially contribute to more effective language learning outcomes.

**Table 4:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>What to Teach</b>								
Item 9	5.09	0.75			2	18	<b>49</b>	31
NoMethods (21)	4.97	0.66				23	<b>57</b>	20
NoPron (70)	5.00	0.68				23	<b>54</b>	23
BasicPron (25)	5.07	0.80			7	8	<b>56</b>	29
AdvancedPron (34)	5.45	0.62				7	41	<b>52</b>
Item 10	3.97	1.26	4	13	13	27	<b>38</b>	5
NoMethods (21)	4.41	1.08		12		33	<b>45</b>	10
NoPron (70)	4.13	1.32	8	4	13	25	<b>42</b>	8
BasicPron (25)	3.61	1.20		<b>30</b>	9	<b>31</b>	<b>30</b>	
AdvancedPron (34)	3.75	1.07		19	16	<b>36</b>	29	
Item 11	4.46	1.01	1	3	11	32	<b>40</b>	13
NoMethods (21)	4.89	0.88				<b>45</b>	21	34
NoPron (70)	4.43	1.06	2	3	10	33	<b>39</b>	13
BasicPron (25)	4.41	1.12		9	14	14	<b>53</b>	10
AdvancedPron (34)	4.20	1.10		6	24	25	<b>34</b>	11

### What to Teach

In Table 4, the findings demonstrated a major consensus among pre-service Turkish EFL teachers regarding the existence of a quintessential set of English pronunciation features that transcend the distinctiveness of learners identified from different linguistic backgrounds. This notion was substantiated by an overall mean rating of 5.09, confined within the range of 4.97 to 5.45. The accord was virtually ubiquitous, with a few respondents registering slight disagreement. The modal responses, stratified by groups encompassing NoMethods, NoPron, BasicPron, and AdvancedPron, predominantly coalesced around agreement, with the AdvancedPron cohort manifesting a higher proportion of robust agreement. Pertaining to the belief that individuals sharing the same native linguistic origin grapple with analogous challenges in the acquisition of foreign language pronunciation, the responses were more heterogenous (exhibited by an overall mean rating of 3.97, spanning the range of 3.61 to 4.41). While the modal responses largely oscillated between slight agreement and agreement, pre-service Turkish EFL teachers immersed in pronunciation pedagogy coursework appeared to exhibit attenuated intensity in their concurrence. Specifically, the NoMethods group contained no respondents resonating with strong agreement, while the BasicPron and AdvancedPron strata displayed diminished proportions of agreement compared to the NoPron and NoMethods categories.

Concerning the hierarchy of pronunciation issues within the instructional agenda, there was a discernible inclination towards agreement (reflected in an overall mean rating of 4.46, ranging from 4.20 to 4.89) that pronunciation elements not constituting impediments to communication ought to be relegated in priority. In a counterintuitive twist, respondents deeply ensconced in pertinent coursework (namely, the BasicPron and AdvancedPron groups) exhibited slightly more disagreement with this postulation. Conversely, the NoMethods group yielded no respondents in disagreement. These findings underscore the imperative for the implementation of



a nuanced and balanced paradigm of pronunciation instruction, calibrating the dual imperatives of unearthing core phonological features that amplify mutual intelligibility and tailoring instructional strategies to the idiosyncratic goals and challenges of individual learners. While an unqualified, monolithic approach may find itself wanting in adaptability, the prioritization of comprehensibility and intelligibility to native-likeness remains an essential curricular goal for a diverse student population.

**Table 5:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>How to Teach</b>								
Item 12	4.13	1.49	1	4	5	20	<b>47</b>	23
NoMethods (21)	4.67	1.64		10		23	<b>43</b>	24
NoPron (70)	4.44	1.47	2	3	2	18	<b>51</b>	24
BasicPron (25)	4.16	1.58		14	16	16	<b>40</b>	14
AdvancedPron (34)	4.19	1.47				24	<b>39</b>	37
Item 13	3.71	1.49	5	14	23	<b>37</b>	19	2
NoMethods (21)	3.86	1.79			<b>45</b>	<b>45</b>	10	
NoPron (70)	3.62	3.62	4	21	15	<b>35</b>	22	3
BasicPron (25)	3.84	3.84	7	7	<b>31</b>	<b>32</b>	23	
AdvancedPron (34)	3.71	1.46		6	19	<b>52</b>	19	4

### How to Teach

In Table 5, pertaining to pedagogical strategies in pronunciation instruction, the pre-service Turkish EFL teachers largely concurred that the formulation of objectives and activities for English pronunciation should be undertaken with the same attention as other linguistic competencies (as evidenced by item 12, with an overall mean rating of 4.13). However, the proposition of addressing students' pronunciation difficulties in an immediate, impromptu manner elicited more varied responses (item 13, as manifested by an overall mean rating of 3.71). Interestingly, the AdvancedPron subgroup, distinguished by a more extensive immersion in pronunciation pedagogy coursework, demonstrated elevated levels of agreement with this contention.

In a macroscopic synthesis of the findings, the survey delineates a pronounced consensus among pre-service Turkish EFL teachers regarding the imperatives of commencing pronunciation instruction at an incipient stage and integrating it into the overarching language curriculum. While the pre-service Turkish EFL teachers unanimously extol the significance of a universal core set of pronunciation features, they concurrently acknowledge the multitudinal individualities inherent in learners' challenges, which underscore the importance of enshrining intelligibility and comprehensibility as the paramount objectives. Furthermore, the study illuminates the pre-service teachers' discerning appreciation for a bifurcated approach to pronunciation instruction, encompassing both proactive methodologies, predicated on carefully premeditated objectives, and reactive paradigms, hinged on the spontaneous provision of feedback attuned to learners' immediate pronunciation exigencies. This dual emphasis resonates with contemporary pedagogical theories advocating a balanced integration of planned and emergent instructional strategies.

**Table 6:** Descriptive Statistics for Survey Items by Group

Item	Mean	SD	Disagreement			Agreement		
			1	2	3	4	5	6
<b>Who Can Teach</b>								
Item 14	4.01	1.36		3	17	30	<b>35</b>	15
NoMethods (21)	4.00	1.68			12	33	<b>43</b>	12
NoPron (70)	4.01	1.37	2	23	23	<b>32</b>	20	
BasicPron (25)	4.17	1.37		14	16	14	<b>47</b>	9
AdvancedPron (34)	4.12	1.46			11	<b>49</b>	23	17
Item 15	2.94	1.45	16	<b>36</b>	16	15	12	5
NoMethods (21)	2.62	1.66		<b>65</b>	11	12	12	
NoPron (70)	2.83	1.50	18	<b>33</b>	15	8	16	10
BasicPron (25)	2.64	1.47	7	<b>33</b>	22	23	15	
AdvancedPron (34)	2.74	1.47	16	<b>26</b>	15	<b>26</b>	13	4

Note. Response rates at each level of agreement are reported as percentages.

## Who Can Teach

In Table 6, the research findings yielded intriguing perspectives concerning the qualifications required for teaching pronunciation. Among pre-service Turkish EFL teachers surveyed, there was a consensus that expertise in pronunciation pedagogy takes precedence over the ability to pronounce words in a native-like manner (item 14, overall mean score of 4.01, within a range of 4.00 to 4.17). The modal responses, constituting “slightly agree” and “agree,” were affirmed by the majority of the respondents, albeit with some variability across different groups. Nonetheless, it is noteworthy that a non-negligible fraction of pre-service teachers still perceived native-likeness as an integral factor in pronunciation teaching. This observation underscores the imperative for instructional training programs to accentuate professional expertise and intelligibility, as opposed to native-likeness, as paramount criteria in pronunciation pedagogy. Such an emphasis serves to contest the existing belief that upholds native-likeness as essential in pronunciation instruction. The survey thus offered significant insights into the predispositions and views of pre-service English language teachers with regard to pronunciation pedagogy. The implications of these findings advocate for the immediate integration of pronunciation teaching, prioritizing intelligibility over native-likeness, and promulgating comprehensive pedagogical strategies to enhance pronunciation instruction efficacy within English language curricula.

## DISCUSSION

The discussion of the study results delineates three major dimensions: the congruence between teachers’ convictions and empirical research, observable patterns among respondents who have undergone extensive coursework, and unanticipated divergences in pedagogical philosophies. In relation to the alignment between pedagogical beliefs and research, the survey unveiled that pre-service Turkish EFL teachers predominantly subscribe to the tenets of pronunciation teachability, the preeminence of judgement and decision-making skills as a professional, and the feasible enhancement of pronunciation beyond apparent stagnation (Beatrice, 2020; Darcy, 2018; Forsberg Lundell et al., 2022; Freunberger et al., 2021; Galante & Piccardo, 2021; Gardiner, 2019; Saito, 2021; Wang & Wen, 2023; Yağiz, 2018). This congruence is propitious as it obviates the necessity for an excessive focus on these areas within teacher education curricula, given their pre-existing alignment with prevailing educational philosophies.

Trends discerned among respondents endowed with extensive training in pronunciation and methodological coursework warrant particular attention. Pre-service EFL teachers with comprehensive studies in phonetics, phonology, and English pronunciation were inclined to acknowledge the intrinsic value of pronunciation instruction (Darcy, 2018; Galante & Piccardo, 2021; Gardiner, 2019; Pun & Macaro, 2018; Saito, 2021; Thomson, 2021; Wang & Wen, 2023; Whitehead & Ryu, 2023). This suggests that teacher training curricula should persist in underscoring the effectiveness of early, deliberate, and focused pronunciation instruction (Archibald et al., 2021; Beatrice, 2020; Darcy, 2018; Long, 2020; Saito, 2021; Thomson, 2021; Wang & Wen, 2023; Whitehead & Ryu, 2023; Yağiz, 2018). Moreover, the provision of supplementary professional enrichment opportunities in pronunciation pedagogy for pre-service EFL teachers less versed in this area may enhance both their self-assurance and proficiency in pronunciation instruction.

However, concerning discrepancies surfaced in beliefs pertaining to intelligibility versus native-likeness. A salient subset of the pre-service EFL teachers seemed to exalt a native-like standard, prioritizing this over effective communication and instructional expertise. This signals an exigency for more lucid articulation within teacher training frameworks regarding the salience of intelligibility and comprehensibility in pronunciation instruction, especially in light of the plethora of premium multimedia resources and multifarious linguistic models accessible today (Forsberg Lundell et al., 2022; Freunberger et al., 2021; Galante & Piccardo, 2021; Gardiner, 2019; Lam & Sheng, 2020). Teacher trainers must emphasize the intrinsic worth of pre-service EFL teachers’ professional knowledge and aptitude, independent of native-speaker status, to engender a more inclusive and effective language learning context (Beatrice, 2020; Forsberg Lundell et al., 2022; Freunberger et al., 2021; Galante & Piccardo, 2021; Gardiner, 2019; Saito, 2021; Thomson, 2021; Wang & Wen, 2023; Whitehead & Ryu, 2023). Additionally, the survey disclosed fluctuations in beliefs about the organic development of pronunciation, underlining the imperativeness of furnishing pre-service EFL teachers with expansive information on the progression of pronunciation, particularly within instructed settings.

Overall, the study’s findings unveil several novel aspects compared to the existing literature on pronunciation pedagogy and teacher beliefs, including the specific focus on English language teaching and the scrutiny of alignment between teachers’ convictions and empirical research findings. Some studies, analogous to the present analysis, have detected a general agreement between teachers’ beliefs and empirical findings, acknowledging the imperative nature of pronunciation instruction (Beatrice, 2020; Darcy, 2018; Forsberg Lundell et al., 2022;

Freunberger et al., 2021; Galante & Piccardo, 2021; Thomson, 2021; Wang & Wen, 2023; Whitehead & Ryu, 2023). These parallels suggest an underlying consistency across diverse linguistic landscapes.

However, while the current study divulged substantial endorsements of a native-like standard, analogous emphasis has been observed in other research contexts, highlighting the perennial nature of the native-likeness paradigm across various linguistic environments (Archibald et al., 2021; Gardiner, 2019; Kornder & Mennen, 2021; Lam & Sheng, 2020; Long, 2020; Munro, 2021; Phuong, 2022; Pun & Macaro, 2018; Saito, 2021; Yağiz, 2018). Further, the present study's findings, corroborated by other research in the field of English pronunciation, evince that educators acknowledge the supremacy of professional competence over native-speaker status (Beatrice, 2020; Forsberg Lundell et al., 2022; Freunberger et al., 2021; Galante & Piccardo, 2021; Gardiner, 2019; Lam & Sheng, 2020; Pun & Macaro, 2018; Saito, 2021; Wang & Wen, 2023). Both paradigms underscore the primacy of effective communication as opposed to an exclusive pursuit of native-likeness.

On the other hand, the present study revealed divergent preferences for intelligibility and comprehensibility over native-likeness among certain pre-service EFL teachers. Likewise, research by Wang and Wen (2023) and Whitehead and Ruy (2023) has manifested fluctuating convictions about the weight of intelligibility and native-likeness in pronunciation pedagogy. In alignment with the present findings, the studies by Galante and Piccardo (2021) and Saito (2021) illustrated that those with enhanced training in pronunciation pedagogy were more inclined to espouse proactive methodologies in pronunciation instruction and discern learner-specific challenges. However, while the present study emphasized the necessity of extensive information on pronunciation development within instructed contexts, research by Beatrice (2020) and Long (2020) accentuated the role of explicit phonetic guidance and personalized feedback. Lastly, the current research, in conjunction with related studies on English pronunciation, emphasizes the necessity to integrate pronunciation within course objectives and instructional planning. This amplifies the significance of strategic approaches to pronunciation education within linguistic classrooms.

In summary, the insights derived from the present study illuminate the research questions posed and yield valuable comprehension into the beliefs and attitudes of final-year pre-service Turkish EFL teachers towards pronunciation pedagogy within the framework of teaching English as a foreign language. First, the findings convey that a majority of these educators harbor positive perceptions and attitudes towards pronunciation instruction. They generally perceive pronunciation as an indispensable component of language acquisition, underscoring its role in amplifying communicative prowess. Additionally, most participants evince a predisposition to incorporate pronunciation instruction within their imminent teaching practices. These results resonate with previous studies, such as that by Nagle et al. (2018), in various contexts, affirming the acknowledgement of pronunciation instruction's significance in language education.

Second, the convictions and attitudes of pre-service Turkish EFL teachers largely accord with the empirical research findings and best practices concerning pronunciation pedagogy. They discern the preeminence of intelligibility and effective communication over native-like enunciation, aligning with contemporary research that emphasizes communicative competence over native-like accents. Nevertheless, variations are observed among participants in terms of specific instructional strategies and methodologies prioritized. Such alignment of beliefs and attitudes with existing literature delineates a propitious trajectory in pronunciation pedagogy, reflective of the studies that have underscored the importance of prioritizing intelligibility and comprehensibility in pronunciation instruction, a notion that appears to reverberate with the convictions of the pre-service Turkish EFL teachers in the present study.

## CONCLUSION

In summation, this study was designed to explore the beliefs of final-year pre-service Turkish EFL teachers regarding pronunciation instruction within the framework of teaching English as a foreign language. The empirical findings divulged that a preponderant majority of participants stated affirmative dispositions towards pronunciation instruction, duly acknowledging its indispensability in both linguistic acquisition and effective communication. These beliefs largely resonate with the study conducted by Nagle et al. (2018) and contemporaneous research paradigms and best practices, emphasizing the preeminence of intelligibility and effective communication as opposed to the attainment of native-like pronunciation. However, the investigation also unveiled certain striking elements, particularly the adherence by some participants to the principle of nativeness, notwithstanding their engagement in extensive pronunciation-centered coursework. This revelation evinces an exigency for a heightened emphasis on empirically substantiated pronunciation teaching methodologies that prioritize intelligibility and comprehensibility.

The outcomes of this study provide invaluable insights for teacher trainers and professional development initiatives, encompassing the incorporation of empirically derived findings on pronunciation into methodological courses and specialized workshops. The study also functions as a blueprint for language educators, proffering targeted referential frameworks on nuanced topics within the corpus of pronunciation instruction literature. As the pedagogical context within Turkish EFL classrooms increasingly accentuates effective communication and intercultural dialogues, the imperative nature of equipping pre-service educators with the requisite insight and competencies to enact empirically validated pronunciation instruction becomes manifest. By rigorously addressing these areas of incongruity and promoting evidence-based practices, teacher trainers can assure that future language educators are adeptly prepared to provide effectual and communicatively competent pronunciation instruction within Turkish EFL educational contexts.

### Acknowledgement

This article is extracted from the ongoing doctoral dissertation entitled “A Suggested Pronunciation Teaching Module for Pre-Service Teacher Education Programs”, supervised by Prof. Dr. Gonca Yangın Ekşi (PhD Dissertation, Gazi University, Ankara, Türkiye).

### REFERENCES

- Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine*, 43(1), 86–88. <https://doi.org/10.1177%2F0253717620977000>
- Andringa, S., & Dąbrowska, E. (2018). Individual differences in first and second language ultimate attainment and their causes. *Language Learning*, 69, 5–12. <https://doi.org/10.1111/lang.12328>
- Archibald, J., O'Brien, M. G., & Sewell, A. (2021). Editorial: L2 phonology meets L2 pronunciation. *Frontiers in Communication*, 6, Article 804062. <https://doi.org/10.3389/fcomm.2021.804062>
- Bai, B., & Yuan, R. (2018). EFL teachers' beliefs and practices about pronunciation teaching. *ELT Journal*, 73(2), 134–143. <https://doi.org/10.1093/elt/ccy040>
- Beatrice, M. N. (2020). Pronunciation pedagogy and intelligibility issues in language acquisition. *International Journal of English Language Teaching*, 7(1), Article 24. <https://doi.org/10.5430/ijelt.v7n1p24>
- Burri, M., & Baker, A. (2019). “I never imagined” pronunciation as “such an interesting thing”: Student teacher perception of innovative practices. *International Journal of Applied Linguistics*, 29(1), 95–108. <https://doi.org/10.1111/ijal.12247>
- Cantone, K. F. (2020). Introduction to the special issue “multilingual students and language education policy in Europe.” *International Multilingual Research Journal*, 14(2), 97–99. <https://doi.org/10.1080/19313152.2020.1736871>
- Chen, M. (2022). Digital affordances and teacher agency in the context of teaching Chinese as a second language during COVID-19. *System*, 105, Article 102710. <https://doi.org/10.1016/j.system.2021.102710>
- Chien, C.-W. (2019). From language learners to language teachers: Construction and implementation of pedagogical competence in pronunciation instruction. *International Journal for the Scholarship of Teaching and Learning*, 13(1), Article 10. <https://doi.org/10.20429/ijstl.2019.130110>
- Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? *The CATESOL Journal*, 30(1), 13–45. <https://files.eric.ed.gov/fulltext/EJ1174218.pdf>
- Dolzhich, E., Dmitrichenkova, S., & Ibrahim, M. K. (2021). Using M-learning technology in teaching foreign languages: A panacea during COVID-19 pandemic era. *International Journal of Interactive Mobile Technologies (IJIM)*, 15(15), Article 20. <https://doi.org/10.3991/ijim.v15i15.22895>
- Dong, L., Liu, M., & Yang, F. (2022). The relationship between foreign language classroom anxiety, enjoyment, and expectancy-value motivation and their predictive effects on Chinese high school students' self-rated foreign language proficiency. *Frontiers in Psychology*, 13, Article 860603. <https://doi.org/10.3389/fpsyg.2022.860603>
- Feezel, J. (2018). The evolution of communication pedagogy. *Journal of Communication Pedagogy*, 1, 3–8. <https://doi.org/10.31446/jcp.2018.02>
- Finardi, K. R., Hildeblando Junior, C. A., & Guimarães, F. F. (2020). Affordances of language teacher training in the digital era. *Revista Eletrônica de Educação*, 14, Article 3723011. <https://doi.org/10.14244/198271993723>



- Fontich, X. (2018). Teaching and learning guide for: “L1 grammar instruction and writing: Metalinguistic activity as a teaching and research focus.” *Language and Linguistics Compass*, 12(3), Article e12273. <https://doi.org/10.1111/ln3.12273>
- Forsberg Lundell, F., Arvidsson, K., & Jemstedt, A. (2022). What factors predict perceived nativelikeness in long-term L2 users? *Second Language Research*, 39(3), 597–622. <https://doi.org/10.1177/02676583221091396>
- Freunberger, D., Bylund, E., & Abrahamsson, N. (2021). Is it time to reconsider the “gold standard” for nativelikeness in ERP studies on grammatical processing in a second language? A critical assessment based on qualitative individual differences. *Applied Linguistics*, 43(3), 433–452. <https://doi.org/10.1093/applin/amab058>
- Galante, A., & Piccardo, E. (2021). Teaching pronunciation: Toward intelligibility and comprehensibility. *ELT Journal*, 76(3), 375–386. <https://doi.org/10.1093/elt/ccab060>
- Gardiner, I. A. (2019). Intelligibility of an L2 variety in ELF interactions. *Journal of Second Language Pronunciation*, 5(2), 247–268. <https://doi.org/10.1075/jslp.17049.gar>
- Grayson, M. L. (2019). Racial literacy is literacy: Locating racial literacy in the college composition classroom. *Journal for Expanded Perspectives on Learning*, 24, Article 4. <https://doi.org/10.7290/jaep124s0de>
- Hayes-Harb, R., & Barrios, S. (2021). The influence of orthography in second language phonological acquisition. *Language Teaching*, 54(3), 297–326. <https://doi.org/10.1017/S0261444820000658>
- Huensch, A. (2018). Pronunciation in foreign language classrooms: Instructors’ training, classroom practices, and beliefs. *Language Teaching Research*, 23(6), 745–764. <https://doi.org/10.1177/1362168818767182>
- Jekiel, M., & Malarski, K. (2021). Musical hearing and musical experience in second language English vowel acquisition. *Journal of Speech, Language, and Hearing Research*, 64(5), 1666–1682. [https://doi.org/10.1044/2021\\_jslhr-19-00253](https://doi.org/10.1044/2021_jslhr-19-00253)
- Komina, N. (2018). Interactive teaching foreign language communication in multi-level classroom in non-linguistic university. *Conference: 18th PCSF 2018 - Professional Culture of the Specialist of the Future*. <https://doi.org/10.15405/epsbs.2018.12.02.91>
- Kornder, L., & Mennen, I. (2021). Listeners’ linguistic experience affects the degree of perceived nativeness of first language pronunciation. *Frontiers in Psychology*, 12, Article 717615. <https://doi.org/10.3389/fpsyg.2021.717615>
- Lam, B. P. W., & Sheng, L. (2020). The nativelikeness problem in L2 word-association tasks: Examining word class and trials. *English Language Teaching*, 13(5), Article 125. <https://doi.org/10.5539/elt.v13n5p125>
- Long, A. (2020). Key issues in the teaching of Spanish pronunciation: From description to pedagogy. *Journal of Second Language Pronunciation*, 6(1), 122–126. <https://doi.org/10.1075/jslp.19030.lon>
- Lyster, R. (2018). Making research on instructed SLA relevant for teachers through professional development. *Language Teaching Research*, 23(4), 494–513. <https://doi.org/10.1177/1362168818776667>
- Martí Arnandiz, O., & Portolés Falomir, L. (2021). The effect of individual factors on L3 teachers’ beliefs about multilingual education. *Language, Culture and Curriculum*, 35(4), 353–370. <https://doi.org/10.1080/07908318.2021.1999463>
- Mesti, S. (2021). Language reading and its implications on learners’ pronunciation: A case study of a Pakistani school in Oman. *Arab World English Journal*, 2, 111–119. <https://doi.org/10.24093/awej/mec2.8>
- Moorhouse, B. L., & Yan, L. (2023). Use of digital tools by English language schoolteachers. *Education Sciences*, 13(3), Article 226. <https://doi.org/10.3390/educsci13030226>
- Munro, M. J. (2021). On the difficulty of defining “difficult” in second-language vowel acquisition. *Frontiers in Communication*, 6, Article 639398. <https://doi.org/10.3389/fcomm.2021.639398>
- Nagle, C., Sachs, R., & Zarate-Sandez, G. (2018). Exploring the intersection between teachers’ beliefs and research findings in pronunciation instruction. *The Modern Language Journal*, 102(3), 512–532. <https://doi.org/10.1111/modl.12493>
- Nguyen, L. T., Hung, B. P., Duong, U. T. T., & Le, T. T. (2021). Teachers’ and learners’ beliefs about pronunciation instruction in tertiary English as a foreign language education. *Frontiers in Psychology*, 12, Article 739842. <https://doi.org/10.3389/fpsyg.2021.739842>

- Phuong, T. T. H. (2022). Feedback on pronunciation: Vietnamese EFL teachers' beliefs and practice. *SAGE Open*, 12(3). <https://doi.org/10.1177/21582440221126612>
- Porcedda, M. E. (2021). Educational prospects of techno-CLIL strategies and implementation in the subject of history for the last triennium of secondary schools. *Universitas Tarraconensis. Revista de Ciències de L'Educació*, 1(3), Article 79. <https://doi.org/10.17345/ute.2020.3.3036>
- Pun, J., & Macaro, E. (2018). The effect of first and second language use on question types in English medium instruction science classrooms in Hong Kong. *International Journal of Bilingual Education and Bilingualism*, 22(1), 64–77. <https://doi.org/10.1080/13670050.2018.1510368>
- Rachmayani, A., Rifai, A., & Rohadi, T. (2018). Exploring students' response to peer feedback strategy in EFL writing class. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 3(1), Article 59. <https://doi.org/10.24235/eltecho.v3i1.2810>
- Raifman, S., DeVost, M. A., Digitale, J. C., Chen, Y.-H., & Morris, M. D. (2022). Respondent-driven sampling: A sampling method for hard-to-reach populations and beyond. *Current Epidemiology Reports*, 9, 38–47. <https://doi.org/10.1007/s40471-022-00287-8>
- Saito, K. (2014). Experienced teachers' perspectives on priorities for improved intelligible pronunciation: The case of Japanese learners of English. *International Journal of Applied Linguistics*, 24(2), 250–277. <https://doi.org/10.1111/ijal.12026>
- Saito, K. (2021). What characterizes comprehensible and native-like pronunciation among English-as-a-second-language speakers? Meta-analyses of phonological, rater, and instructional factors. *TESOL Quarterly*, 55(3), 866–900. <https://doi.org/10.1002/tesq.3027>
- Shulman, L. (2021). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–23. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Suzukida, Y. (2021). The contribution of individual differences to L2 pronunciation learning: Insights from research and pedagogical implications. *RELC Journal*, 52(1), 48–61. <https://doi.org/10.1177/0033688220987655>
- Taylor, L. K., Hamilton, E. R., Burns, A., & Leonard, A. E. (2022). Teacher educators' apprenticeships of observation and community-based field settings. *Frontiers in Education*, 7, Article 754759. <https://doi.org/10.3389/educ.2022.754759>
- Thomson, R. I. (2021). Commentary: When the easy becomes difficult: Factors affecting the acquisition of the English /i:/-/ɪ/ contrast and on the difficulty of defining “difficult” in second-language vowel acquisition. *Frontiers in Communication*, 6, Article 748991. <https://doi.org/10.3389/fcomm.2021.748991>
- Topal, İ. H. (2019). CEFR-oriented probe into pronunciation: Implications for language learners and teachers. *Dil ve Dilişimi Çalışmaları Dergisi*, 15(2), 420–436. <https://doi.org/10.17263/jlls.586087>
- Tran, D. P. T., & Nguyen, H. B. (2020). EFL teachers' beliefs and practices of teaching pronunciation in a Vietnamese setting. *Universal Journal of Educational Research*, 8(12), 7022–7035. <https://doi.org/10.13189/ujer.2020.081270>
- Wang, Y., & Wen, X. (2023). Nativeness versus intelligibility as goal of English pronunciation teaching in China: Changing attitudes in national syllabi and curriculum standards. *Asian-Pacific Journal of Second and Foreign Language Education*, 8, Article 17. <https://doi.org/10.1186/s40862-023-00189-2>
- Whitehead, G. E. K., & Ryu, Y. (2023). “I am not a native speaker ...”: Exploring the perceived pronunciation teaching difficulties faced by Korean public elementary school English teachers. *System*, 115, Article 103056. <https://doi.org/10.1016/j.system.2023.103056>
- Yağiz, O. (2018). EFL language teachers' cognitions and observed classroom practices about L2 pronunciation: The context of Turkey. *Novitas-ROYAL (Research on Youth and Language)*, 12(2), 187–204. <https://files.eric.ed.gov/fulltext/EJ1195280.pdf>
- Yamaguchi, Y. (2018). Developmental stages and the CEFR levels in foreign language learners' speaking and writing. *Studies in English Language Teaching*, 7(1), Article 1. <https://doi.org/10.22158/selt.v7n1p1>
- Zhang, T., & Zhang, L. J. (2021). Taking stock of a genre-based pedagogy: Sustaining the development of EFL students' knowledge of the elements in argumentation and writing improvement. *Sustainability*, 13(21), 11616. <https://doi.org/10.3390/su132111616>