

## INVESTIGATING EFL PRE-SERVICE TEACHERS' BELIEFS AND COMPETENCE REGARDING PRONUNCIATION TEACHING

### *INVESTIGANDO AS CRENÇAS E A COMPETÊNCIA DOS PROFESSORES DE EFL EM PRÉ-SERVIÇO RELATIVAMENTE AO ENSINO DA PRONÚNCIA*

---

**Meral Çapar**

Anadolu University, Türkiye  
[meralceylan@anadolu.edu.tr](mailto:meralceylan@anadolu.edu.tr)

---

#### **ABSTRACT**

This study attempted to explore senior pre-service english teachers' beliefs in english pronunciation instruction and their beliefs in their competence regarding english pronunciation instruction. the participants were 17 senior pre-service english teachers studying at a state university. a modified version of the questionnaire that szyszka (2016) developed was used to obtain data. while descriptive statistics were employed to analyze quantitative data, content analysis was used to analyze qualitative data. the findings revealed that most participants had positive attitudes toward pronunciation teaching and perceived themselves as adequate to teach english pronunciation. however, contrary to their beliefs, they claimed they did not have the necessary methodological knowledge to instruct english pronunciation due to their insufficient training.

**Keywords:** Pronunciation, Teachers' Beliefs, Pre-service, Self-Efficacy.

#### **RESUMO**

Este estudo procurou explorar as crenças dos professores de inglês sénior em pré-serviço sobre o ensino da pronúncia em inglês e as suas crenças sobre a sua competência relativamente ao ensino da pronúncia em inglês. Os participantes foram 17 professores de inglês sénior em pré-serviço que estudam numa universidade estatal. Para obter dados, foi utilizada uma versão modificada do questionário desenvolvido por Szyszka (2016). Enquanto a estatística descritiva foi utilizada para analisar os dados quantitativos, a análise de conteúdo foi utilizada para analisar os dados qualitativos. Os resultados revelaram que a maioria dos participantes tinha atitudes positivas em relação ao ensino da pronúncia e se considerava adequada para ensinar a pronúncia do inglês. No entanto, contrariamente às suas convicções, afirmaram não possuir os conhecimentos metodológicos necessários para ensinar a pronúncia inglesa devido à sua formação insuficiente.

**Palavras-chave:** Pronúncia, Crenças dos professores, Pré-serviço, Auto-eficácia.

## Introduction

Today English acts as a bridge between people who are not sharing the same mother tongue (Alcuma, 2021). It also dominates other areas such as technology, science, education, economy, and tourism. Seeing countries that have an official language other than English, to be able to follow the latest trends in these areas made some drastic changes in their education system to increase the quality of English education. This new education policy approached English education from a different perspective. It aims to improve learners' communicative competence and to achieve this goal, the current curriculum, coursebooks, and teachers' and students' roles in the classroom have been altered.

The primary aim of language education and learning a new language is to share opinions with others using the target language (Harmer, 2007). Since mispronunciation can cause communication breakdowns, speakers should emphasize their pronunciations. Although pronunciation plays a crucial role in communication, several studies revealed that in many EFL contexts, teachers spend less time on pronunciation instruction compared to grammar and other language skills such as writing and listening (Al Fakhri, 2003; Derwing & Munro, 2005; Gilbert, 2010). Recent studies conducted in Türkiye also supported this finding (Aslan, 2021; Yağız, 2018). This may explain why, for many students, speaking in English is the most challenging aspect of learning English in several EFL contexts. As pronunciation is a component of oral skills, without receiving pronunciation instruction students cannot develop their speaking skills properly (Murphy, 1999). Therefore, teachers should include pronunciation teaching in their lesson plans.

Without changing teachers' beliefs on teaching pronunciation, all the efforts put to change teachers' actions in the classroom will be in vain since teachers' classroom practices are shaped according to their beliefs (Kuzborska, 2011). Realizing this strong connection, to increase the quality of pronunciation teaching, researchers analyzed English teachers' cognitions (Couper, 2017) and English teachers' cognitions about pronunciation instruction and classroom practices (Alcuma, 2021; Aslan, 2021; Bai & Yuan, 2019; Bodorik, 2017; Buss, 2016; Szyszka,

2016; Yağız, 2018). Moreover, scholars explored the effects of training on pre-service teachers' cognitions about pronunciation teaching and pronunciation (Aksakallı & Yağız, 2021; Buss, 2017) and pre-service teachers' beliefs about pronunciation teaching (Lim, 2016) and the effect of the training on EFL learners (Yenkimaleki et al., 2020).

While previous studies have provided valuable insights into in-service teachers' beliefs about pronunciation instruction, a significant gap in research focused exclusively on pre-service teachers' cognitions remains. As future educators, pre-service teachers' beliefs are crucial for shaping more effective teacher education programs. However, these beliefs have mainly been underexplored in the context of pronunciation instruction. This study addresses this gap by examining pre-service EFL teachers' perceptions of teaching pronunciation, contributing to a deeper understanding of how to prepare them for effective language instruction.

Although pronunciation is an integral part of language teaching, it is often neglected by teachers (Buss, 2016; Nguyen & Newton, 2020; Szyszka, 2016). This neglect underscores the importance of understanding teacher cognition, as teachers' beliefs directly shape their instructional practices. When teachers view pronunciation as a lesser priority, it creates significant challenges in helping learners improve their pronunciation skills. Without addressing these beliefs, effective pronunciation instruction remains difficult to achieve. For instance, Couper (2017) investigated the perceptions of 19 English teachers in New Zealand through semi-structured interviews. The findings revealed that most teachers, due to inadequate training, avoided teaching segmental aspects of pronunciation. Findings showed that due to a lack of proper training, most participants avoided teaching segmental aspects of pronunciation in their lessons, and often, their lessons were shaped by curriculum and textbooks. The teachers recognized their lack of expertise in this area and expressed a strong desire to enhance their knowledge of pronunciation teaching.

Buss (2016) and Szyszka (2016) found that participants viewed pronunciation as essential to learning English. Teachers emphasized that

pronunciation instruction should improve learners' comprehensibility (Buss, 2016; Nguyen & Newton, 2020). However, despite this recognition, they primarily focused on segmental features, often neglecting suprasegmental aspects. In Szyszka's (2016) study, pronunciation was rarely covered in lessons, yet the instructors expressed confidence in their pronunciation teaching abilities and argued that non-native teachers can effectively teach pronunciation (Buss, 2016; Szyszka, 2016). While pronunciation has been overlooked in some contexts, Chau et al. (2022) demonstrated that pronunciation instruction significantly enhances learners' intelligibility and fluency, underscoring its vital role in language teaching.

Nguyen (2019) investigated teachers' pronunciation practice needs and found that teachers and students recognized its importance. The study highlighted participants' recommendations for receiving systematic and explicit training in pronunciation instruction (Nguyen & Newton, 2020). Similarly, Bai and Yuan (2019) examined the beliefs and practices of 16 non-native English instructors in the Hong Kong EFL context, using journals and semi-structured interviews to gather data. The findings revealed that while teachers held positive attitudes toward pronunciation teaching, they often deprioritized it due to challenges such as exam- and grammar-focused curricula, along with inadequate training. Notably, unlike the findings of Buss (2016) and Nguyen and Newton (2021), some participants in this study valued a native-like accent over intelligibility, suggesting that native English speakers should conduct pronunciation instruction. These studies demonstrate that inadequate training and non-native status pose significant barriers to incorporating pronunciation practice into EFL classrooms.

In recent years, particularly over the last five years, scholars have increasingly focused on English teachers' beliefs and practices regarding pronunciation instruction in the Turkish EFL context. Yağız's (2018) study, which involved English instructors and academics, revealed that while participants valued accurate pronunciation and believed they had sufficient training to teach it, they devoted minimal time to pronunciation in their lessons. Participants also emphasized intelligibility over achieving a native-like accent. Similar to Couper's (2017) findings, curriculum and textbooks largely influenced their teaching

practices. However, unlike the participants in Buss (2016) and Couper (2017), those in Yağız's study expressed little enthusiasm for further improving their knowledge of pronunciation instruction.

In some studies, some studies participants teachers showed contradictions in teaching pronunciation. The workplace may also create a difference in the belief in teaching pronunciation. For example, Alcuma's (2021) and Aslan's (2021) findings on pronunciation contradicted each other. While in Alcuma's (2021) study, teachers had very positive attitudes toward pronunciation instruction. They believed that they were adequate to teach English pronunciation; in Aslan's (2021) study, teachers did not have a confident attitude towards pronunciation instruction, and they were not confident about their own pronunciation and pronunciation teaching skills. Therefore, as expected, teachers in Aslan's (2021) study reported that they did not explicitly instruct their students on pronunciation. On the contrary, Alcuma's (2021) study participants claimed that they often studied pronunciation in their lessons. One of the reasons for this discrepancy can be explained by the fact that participants in Alcuma's study, were working in private schools. In contrast, Aslan's study participants were teaching English in state schools.

Previous studies have shown that, despite varying opinions on the objectives of pronunciation instruction, even teachers who considered themselves competent in teaching pronunciation expressed a desire for additional training in this area. Thus, researchers started to investigate the effects of training on pre-service teachers' perceptions of pronunciation and pronunciation instructions (Aksakallı & Yağız, 2020; 2021; Buss, 2016). In Buss's study (2017), the treatment group who took a course related to phonology and pronunciation had more positive attitudes towards pronunciation instruction and learning than the control group who did not receive any training regarding phonology and pronunciation teaching. In addition, after the training, participants in the treatment group were more confident about teaching pronunciation and were more aware of the areas they were inadequate regarding pronunciation instruction compared to the participants in the control group. Aksakallı and Yağız (2020) explored pre-service teachers' cognitions related to pronunciation and pronunciation teaching. They also investigated the effect of

pronunciation training on participants' phonological development. Findings indicated that most of the participants had positive opinions about pronunciation and pronunciation teaching. Participants stated that having a native-like pronunciation was essential for them. Furthermore, their phonological skills improved significantly after the training, and their speech became more intelligible.

With a further study, Aksakallı and Yağız (2021) investigated pre-service teachers' cognitions regarding English pronunciation, pronunciation instruction, and their problems while learning English instruction. Data were obtained through semi-structured interviews. The participants received pronunciation training to raise their awareness of these target topics before the interviews. The findings illustrated that participants considered pronunciation an indispensable part of language acquisition. However, they had different opinions regarding the aim of pronunciation instruction. While some participants suggested that pronunciation instruction should aim to have a native-like accent, the other participants favored intelligibility. Moreover, pre-service teachers suggested that the suprasegmental features played a more crucial role than segmental features for intelligibility.

These studies showed that phonological training increased pre-service teachers' awareness of their pronunciation and pronunciation instruction. To create an effective pronunciation instruction course it is crucial to investigate pre-service teachers' beliefs regarding pronunciation instruction because the strong relationship between teachers' beliefs and practices without changing teachers' beliefs cannot change their classroom practices (Kuzborska, 2011). In addition to the beliefs of pre-service teachers on pronunciation instruction, it is also vital to find out whether they feel confident about their own pronunciation. However, as far as has been searched in the literature related to the field, little study has been conducted to explore pre-service English teachers' beliefs on pronunciation instruction and their belief in their competence regarding pronunciation instruction. To fill this research gap, this study explores senior pre-service English teachers' beliefs regarding pronunciation instruction and beliefs in their competence regarding pronunciation instruction. Thus, the research questions serving this aim have been constructed as follows:



## Research Questions

1. Do senior EFL pre-service teachers believe that they are competent at English pronunciation instruction?
2. What are the senior EFL pre-service teachers' beliefs regarding pronunciation instruction?

## Method

### *Research Model*

A mixed-methods study design was used in this investigation, combining qualitative and quantitative techniques. Although each approach has advantages and disadvantages of its own, combining the two provides a more comprehensive understanding of the research problem (Creswell, 2012; Creswell & Clark, 2007). According to Creswell (2009), timing, weighting, mixing, and theorizing are essential characteristics that characterize a mixed-methods approach. Since both quantitative and qualitative data were gathered simultaneously, an embedded mixed-method study design was used in this study. The qualitative data enhanced the study, which offered more profound insights into the quantitative conclusions. The research's embedding approach made a more nuanced interpretation of the findings possible, in which the secondary qualitative data contextualized and supported the core quantitative dataset (Creswell, 2009).

### *Participants*

The participants in this study were 17 senior students enrolled in an English Language Teaching program at a state university, including 9 males and 8 females. Their ages ranged from 21 to 23 years. All participants had completed foundational courses in their first year, specifically 'Listening and Pronunciation I' in the first semester and 'Listening and Pronunciation II' in the second semester.

Selecting senior pre-service English teachers as participants was based on several factors. Firstly, these students had received comprehensive training in teaching various language components, including grammar, listening, and vocabulary, equipping them with essential pedagogical skills. Additionally, through their teaching practicum, they gained practical experience by teaching, observing diverse lessons, and engaging directly with students. Consequently, purposive sampling was employed in this study to ensure that participants possessed the relevant experience and insights necessary for exploring the research questions effectively.

### ***Data Collection Tools***

#### *The Questionnaire*

The questionnaire was formed based on Szyska's (2016) questionnaire. The first part of the original questionnaire consists of demographic information. The second part contains six items on a 5-point Likert scale and intends to investigate English instructors' perceptions regarding pronunciation. The third part focuses on teachers' perceptions regarding pronunciation teaching practices. Szyszka's survey does not include any open-ended questions.

The present study adapted the questionnaire to contain open-ended questions to obtain more information regarding the beliefs of pre-service teachers regarding their pronunciation and pronunciation instruction. An online questionnaire with open-ended questions was designed to collect data. The first version of the questionnaire consisted of three parts. The first part collected demographic information such as name, gender, and age. The second part consisted of one open-ended question adapted from Szyszka's (2016) and was formed to collect information about the participants' perceptions of their competence in English pronunciation. The third part consisted of six open-ended questions on the participants' beliefs regarding pronunciation instruction and their competence for it.



While adapting the questionnaire, open-ended questions were formulated from Szyszka's survey items to focus on the same themes as Szyszka's. For the validity of the questionnaire, the modified questionnaire was analyzed by another expert who has been teaching English for over 15 years, with a PhD degree and teaching "Listening and Pronunciation" courses at a state university. Finally, the latest questionnaire version was sent to Szyszka for another expert opinion. She was very kind in providing feedback on the adapted version of her questionnaire. Szyszka suggested adding a 5-point Likert scale for the question in the second part (How would you evaluate your English pronunciation? Why?), so the question was changed to "How would you evaluate your English pronunciation? (1 very poor, 2-poor, 3-fair, 4-good, 5-excellent) Why?". Also, she suggested adding a 5-point Likert scale to the first question of the third part (How would you evaluate your competence in teaching English pronunciation? Why?). Thus, the question was changed to "How would you evaluate your competence to teach English pronunciation? (1-No level of competence, 2-Low level of competence, 3-Average level of competence, 4-Moderately high level of competence, 5-High level of competence) Why?". Considering all the feedback from the experts, the questionnaire was modified.

The new version of the questionnaire contains ten open-ended questions and comprises three parts (see Table 1). The first part consists of three questions related to demographic information. The second part has one question. A 5-point Likert scale was integrated into the question, "How would you evaluate your English pronunciation? (1 very poor, 2 poor, 3 fair, 4 good, 5 excellent) Why?". The second part focuses on pre-service teachers' beliefs regarding pronunciation instruction and their competence for it and consists of six questions. Thus, the questionnaire was designed to collect both quantitative and qualitative data. After these changes, a pilot study was conducted with 5 pre-service teachers, who were not included in the actual study. The items were revised according to their feedback. They provided little feedback on the questions which were mostly on the wording of the questions. The final version of the questionnaire was created in Google Forms.

Table 1 – Parts of the Modified Questionnaire

Parts	Type of Information
Part 1	Demographic information
Part 2	Beliefs on participants' competence regarding their English pronunciation
Part 3	Beliefs of participants' regarding pronunciation instruction

### **Data Collection Procedure**

Prior to the data collection procedure, the researcher got permission from the Ethics Committee. After the Ethics Committee's approval, the researcher also got permission from the public university. Then, a link of the modified questionnaire was sent to the university lecturers who were supervising pre-service teachers via Whatsapp or e-mail. Then, these lecturers informed the participants about the study and sent the link to them through Whatsapp or e-mail. Thus, the data were collected on a voluntary basis.

### **Data Analysis**

To analyze the quantitative data descriptive statistics were employed, whereas to analyze qualitative data content analysis was employed. The qualitative content scheme of Creswell (2012) was used for the qualitative data analysis. Based on the scheme, the data was read to create a general sense and then the coding was carried out based on the emerging themes. A manifest analysis was applied. A manifest analysis focuses on what the participants say and does not look at underlying meaning (Berg, 2001).

Theme coding was applied on NVivo 12. The segments were coded following multiple readings of the data. Then, the researcher analyzed the codes to find out whether there were any overlaps and narrowed them down. The codes were placed under the emerging themes, and the data were analyzed based on these themes. To ensure inter-rater reliability, a second coder read and coded collected data. The second coder was informed about the study, coding scheme, and the data. The whole data were coded collectively, and any discrepancies were resolved by seeking advice

from a third expert. The reliability Kappa coefficient, which can be regarded as significant, was determined to be 0.89 after each expert finished the coding on NVivo12 (McHugh, 2012). The reliability coefficient was calculated as high because both coders coded the whole data and agreed on the code after discussing the discrepancies.

## Findings

The findings were reported regarding the order of the second part and third part of the questionnaire.

### Self-evaluation for Pronunciation

This question attempted to find what prospective teachers thought about their English pronunciation. They were asked to judge their pronunciation on a scale of five. The mean scores of their answers were computed by using descriptive statistics. The participants believed that their competence to teach English pronunciation was at a moderate high level of competence (Mean score 4). Generally prospective teachers believed that their English pronunciation was good. When they were asked to reveal the reasons behind their beliefs, they used different arguments to support their claims. Their arguments are presented in Table 2.

Table 2 – The Reasons for Having a Good or Fair Pronunciation

Themes		Frequency (f)
Good English Pronunciation		15
Reasons behind their beliefs	High Exposure	6
	Need to Improve	3
	Being Nonnative	3
	Linguistic Competence	1
	Interested in Pronunciation	1
	Fair English Pronunciation	2
Being Nonnative		1

As illustrated in Table 2, most prospective teachers (n=15) opined that their English pronunciation was good, and only 2 participants believed their English

pronunciation was fair. Among the pre-service teachers who claimed that they had good English pronunciation, 6 of them reported they owed their good pronunciation to being exposed to English from an early age and their habits of listening to music with English lyrics, reading books, and watching movies in English. In the questionnaire, Participant 6 and Participant 1 explained their reasons as:

“The reason is I have been watching foreign series and movies since I was very young.” (P6)

“As I have mentioned in the previous question, I grew up hearing and speaking English. Therefore, I believe my pronunciation is pretty good.” (P1)

One of the pre-service teachers argued that the linguistics courses she took during her teacher education program made her more conscious of English phonetics. Thus, she stated that after taking the course, she started checking the pronunciation of the words even though she knew how to pronounce them.

Another participant suggested that his English pronunciation was good because he was eager to learn the correct pronunciation of words. In other words, he has a special interest in pronunciation.

Although the participants felt confident that their English pronunciation was good, three of the participants highlighted the fact that there was always room for improvement. One participant claimed that during their teacher training, they focused on getting high scores from their courses, and this prevented them from improving their pronunciation. Also, another participant stated that there were still words she did not know how to pronounce. P10 stated that:

“because I’m still missing some unknown words. Could be better.”

In addition, three participants claimed that being nonnative negatively affected their English pronunciation. Even though these teachers claimed to have good pronunciation, they argued that their pronunciation could not be as good as someone whose mother tongue was English.

“because I am not a native speaker of English I cannot say my pronunciation is excellent. However, since I am going to teach this language I feel that I should be perfect in my own English and this causes stress actually” (P 3)

This may show that some pre-service teachers believe that they should speak native-like, and this self-criticism causes stress.

Only two participants reported their pronunciation as “fair”. Among these, Participant 1 claimed that since English was not her first language, she was not exposed to this language, and this hindered her ability to pronounce English well.

“Because I wasn’t exposed this language so it is okay not to talk perfect for me” (P 13)

Thus, the cases of P3 and P13 show that pre-service teachers think that learning English in an English-speaking environment may be important in teaching the language. While this situation causes stress on some pre-service teachers, some just accept this fact.

Participants’ answers illustrated that most of them started learning English at a very young age and did different activities to facilitate their English learning process. Therefore, they were confident about their English pronunciation. However, some pre-service still had some doubts about their English pronunciation since they were not native speakers. Therefore, we could say that when it comes to pronunciation, having a native-like pronunciation is still important for some of the pre-service teachers.

#### Pre-service Teachers’ Competence to Teach English Pronunciation

This question sought to determine the participants’ competence level in teaching English pronunciation. To achieve this, the pre-service teachers were asked to evaluate their competency in instructing pronunciation on a 5-point Likert Scale. Each number represented a different competency level:

- 1= No level of competence
- 2= Low level of competence
- 3= Average Level of competence
- 4= Moderate high level of competence
- 5= High level of competence

The mean score for teaching pronunciation was 4. This means that the participants had a moderately high level of competence. They believe that they have

the necessary knowledge and skills to teach English pronunciation. This score seems in line with their beliefs about their English pronunciation competencies.

The pre-service teachers were also asked to explain the reasons behind their beliefs. Their answers were coded by using content analysis (see Table 3).

Table 3 – The Reasons for Pre-service Teachers Claiming that they are Competent to Teach Pronunciation

Themes	Frequency (f)	Themes	Frequency (f)
High Level of Competence	14	Average Level of Competence	3
Reasons Behind Their Beliefs		Reasons Behind Their Beliefs	
Good Pronunciation	8	Being Non-native	1
Being Proficient	2	Lack of Practice	1
Confidence in Non-native Teacher Effectiveness	2		
Awareness of Learner Difficulties	1		
Content Knowledge	1		

As Table 3 shows, most participants (n = 14) reported feeling highly competent in teaching English pronunciation, with only 3 students indicating an average level of competence. Among the 14 pre-service teachers who rated their competence as high, 8 attributed their perceived proficiency to their own strong pronunciation skills. One participant highlighted their early exposure to English as a key factor, stating:

“High level of competence because I grew up hearing and speaking English therefore I believe my pronunciation is pretty good. For that reason I think I would be above average when it comes to teaching pronunciation.” (P 13)

Another participant echoed this sentiment, emphasizing their familiarity with correct pronunciation:

“I think I won't be having any problems regarding pronunciation teaching. As I know the correct pronunciation of most of the words, I'll be able to teach them accordingly.” (P 2)



Two of the participants suggested that they could teach pronunciation due to their good command of English.

“I think I have enough competence to express myself academically in English.” (P 11)

Participant 1 argued that she could teach pronunciation since she had the necessary methodological and linguistic knowledge.

“I think I can find a lot of materials to teach pronunciation and I've been listening to a lot of native speakers and studying linguistics to know how a word should sound like.” (P 1)

Even though the participants opined that they were adequate to instruct pronunciation, 2 of them saw being nonnative as a disadvantage. They indicated that since English was not their first language, it was almost impossible for them to know how to pronounce each word.

“Because I am not a native speaker sometimes the pronunciation of a word may be wrong although I checked beforehand.” (P15)

Participant 4 stated that although she believed she could teach pronunciation there was room for improvement.

“I can easily communicate in English. I can understand English speakers. However, I believe, I still need to improve my knowledge to become more competent in English Language” (P4)

The remaining three teacher candidates who reported average competence levels presented different arguments. One participant argued that he was not highly qualified to teach pronunciation since English was not his mother tongue. As he lived in a country where English was seen as a foreign language, he did not have a chance to meet native speakers while learning English.

Another participant highlighted that during his teacher training, he had no opportunity to teach pronunciation. Therefore, he does not believe that he is highly competent to teach pronunciation.

“because I never had a chance to focus on pronunciation in my teaching practice but I think I can affect students being a good model.” (P17)

As previously mentioned, all participants expressed confidence in their ability to teach English pronunciation. The majority of pre-service teachers attributed this confidence to their strong command of English. Additionally, they acknowledged that both linguistic proficiency and methodological knowledge play a significant role in shaping their perceived competence in pronunciation instruction. This suggests that most participants recognized that having good English pronunciation alone is insufficient for effective pronunciation teaching; a deeper understanding of instructional techniques and linguistic principles is also essential.

#### Paying Attention to Pronunciation

The participants were asked whether they would prioritize pronunciation instruction once they began teaching English. This question is critical as it addresses their self-awareness regarding pronunciation and their commitment to fostering accurate pronunciation among their future students. Understanding the extent to which teachers value pronunciation in their instructional practices is crucial in evaluating how well-prepared they are to integrate pronunciation into their language teaching. The replies of the participants are presented in Table 6.

Table 6 – The Reasons for Pre-Service Teachers’ Paying Attention to Their Pronunciation

Themes	Frequency (f)
Teachers Should Pay Attention to Their English Pronunciation	17
Language Model	12
Prevent Fossilization	5

As Table 6 shows, all the pre-service teachers agreed that they would pay attention to their English pronunciation. However, they supported their opinions with different arguments. Firstly, more than half of the teachers (n=12) added that they would pay attention to their pronunciation, as they were language models for their students and should present a certain quality. The reasons of Participant 2 and 5 are presented below:

“As I stated before, I'm a role model for students. I have to pay attention to it.” (P2)

“Of course. We represent some kind of quality as teachers. Even though it may not be perfect at times, we should do our best considering we are like a role-model to students.” (P5)

Additionally, the remaining five pre-service teachers expressed concerns that their own mispronunciations during instruction could contribute to the fossilization of errors in students' speech. They emphasized the potential long-term impact that inaccurate pronunciation models may have on learners' language development. Participant 6 makes it clearer by stating:

“yes I will, because my students may remember my mispronunciations for too long, which can lead to fossilization.” (P6)

Based on their answers, it could be said that the pre-service teachers demonstrated a collective recognition of their role as language models for their students, underscoring the importance of maintaining high standards in their pronunciation. They understand the significant impact their pronunciation can have on learners' language development. Furthermore, the participants expressed concerns regarding their mispronunciations, articulating the potential risk of fossilization of errors in their students' speech. This awareness reflects a commitment to preventing long-term negative consequences from inaccurate pronunciation models. Overall, these insights reveal the pre-service teachers' dedication to improving their pronunciation skills, driven by their understanding of their critical influence on their students' language acquisition.

Paying attention to how their students pronounce English words.

The participants were asked whether they would pay attention to the pronunciation of their students since this aspect of language instruction is often overlooked by teachers due to the demands of a rigid syllabus in the course. The teacher candidates' answers to this question are shown in Table 7.

Table 7 – Participants’ Beliefs Regarding Students’ Pronunciation

Themes	Frequency (f)
Always	12
Importance of Correct Pronunciation in Communication	5
Prevent Fossilization	3
Sometimes	3
Not to Demotivate Students	3

As Table 7 shows, most of the participants (n=12) reported that they would deal with their students’ mistakes related to pronunciation ‘always’, while 5 teacher candidates argued that they would correct their students’ pronunciation mistakes ‘sometimes’.

Among these 12 prospective teachers, 5 of the teacher candidates indicated that they would ensure that their students always pronounce the words correctly since mispronunciation could break down the communication between listeners and speakers. Participant 9 supports this by stating:

“Yes. When you speak with someone, he/she should understand you well. Otherwise, you cannot communicate with him/her. If your students cannot pronounce English words correctly, they will have communication problems in English. To prevent this problem, we need to pay attention to their pronunciation.”  
(P9)

Three pre-service teachers claimed that if they do not correct their students’ mistakes immediately, this could lead to fossilization.

“yes, my students’ pronunciation is important to me and I will pay attention to their pronunciation as much as possible. Because if the wrong pronunciations are not corrected, it will be more difficult for them to learn the correct one in the future.”  
(P6)

On the other hand, three participants suggested that they would tolerate their students’ mistakes if the mistakes did not make students’ speech less

intelligible. Furthermore, they argued that correcting their students constantly could demotivate learners.

“Depends on the lesson. If it is a vocabulary lesson, yes. If not, no unless the mistake is “big” and causes misunderstandings.” (P12)

“Not all the time so that I don’t hurt their self-confidence” (P13)

Even though the participants knew that pronunciation has an essential place in communication, they had different opinions about correction. While most pre-service teachers argued that immediate error correction would be more beneficial for their learners, others claimed that immediate error correction may hurt learners’ confidence. Teachers’ teaching styles can explain these different perspectives. While some teachers argue that accuracy is more important than intelligibility, some teachers favor intelligibility.

#### Pre-service Teachers’ Plans Towards Teaching English Pronunciation During Their Lessons Time

Although prioritizing pronunciation instruction is a critical component of language teaching, teachers often struggle to allocate sufficient classroom time to this aspect due to syllabus constraints. Consequently, pronunciation instruction may be frequently neglected. Nevertheless, some teachers may still incorporate pronunciation instruction into their lessons, driven by their beliefs in its significance. To explore this further, participants were asked about their intentions to teach pronunciation in class. The emerging themes are presented in Table 8.

Table 8 – Teachers’ Practices Regarding Pronunciation Teaching

Themes	Frequency (f)
Teach Pronunciation	12
Develop Speaking	5
Important Aspect of Learning English	2
Word Level	2
Sound Level	1
No Pronunciation Instruction	5
Error Correction	4
Vocabulary	1

As Table 8 shows, the majority of the participants (n=12) added that they would teach English pronunciation. When asked to explain the reasons behind this decision, 5 pre-service teachers opined that teaching English pronunciation would make learners' speech more intelligible and develop their speaking skills. For these reasons, they claimed that English pronunciation should be taught just as other skills, such as listening and reading.

"Absolutely yes, I believe giving the students everyday some information and knowledge about pronunciation will encourage them to speak correctly and motivate them to learn and speak more in English." (P17)

Moreover, two participants suggested pronunciation as a crucial component of learning English.

Even if the participants opined that they would include pronunciation instruction in their future lesson practices, there was a discrepancy between their beliefs and the methods they mentioned. Two participants stated that they would focus on teaching pronunciation only when teaching new vocabulary:

"Yes, especially when we are teaching new vocabulary, we have to teach correct pronunciation with it." (P2)

Furthermore, one participant indicated that he would teach his students English sounds.

"Yes, because it is important to pay attention to the differences between sounds and teaching pronunciation will also encourage learners to pay close attention to the phonics of the words they hear." (P8)

The remaining five participants suggested that they were not planning to teach pronunciation. Four prospective teachers argued that rather than allocating a distinct segment of the lesson for pronunciation teaching, they would correct mispronunciations as they arose during instruction.

"I don't think I will give pronunciation training especially as a lesson. Instead, I plan to give this training with occasional reminders and corrections in the lessons. (P8)



In addition, one participant added that even though pronunciation wouldn't be the main focus of his lesson, he would teach his students how to pronounce the target words.

“Although pronunciation would not be the subject of the lesson, I still would be teaching the pronunciation of the new vocabulary and the troubled vocabulary.”

(P1)

Considering the emerging themes in this category, some inferences can be made regarding their attitudes and intentions toward teaching pronunciation in their future classrooms. Firstly, while the participants generally exhibit positive attitudes toward pronunciation instruction, a notable discrepancy exists between their beliefs and the methods they plan to employ. This suggests that some participants may not prioritize pronunciation as a separate component of their lessons. This tendency to avoid dedicating specific instructional time to pronunciation could limit the effectiveness of their teaching, as it lacks a systematic framework for instruction. Additionally, the disparity between their recognition of the importance of pronunciation and their intended teaching methods highlights a potential need for further training in effective pronunciation instruction, indicating that while they acknowledge its value, they may lack the pedagogical strategies or confidence required for successful implementation. Furthermore, their focus on teaching pronunciation in the context of new vocabulary and addressing students' mispronunciations reflects an awareness of learner needs and the significance of phonics, suggesting that they aim to enhance their students' overall language comprehension. Overall, while the participants recognize the importance of pronunciation in language teaching, their strategies for incorporating it into their practice may require further development to ensure that students receive comprehensive instruction in this essential area.

Pre-service Teachers' Opinions on Their Future Students' Learning about Different English Accents.

Pronunciation instruction also includes teaching one or more accents depending on the learning outcome of the particular learning group. Therefore, the participants were asked whether they would teach different English accents in their

courses. The participants' answers to this question are presented in Figure 6 and Table 9.

Table 9 – Participants' Opinions Regarding Different English Pronunciation Models

Themes	Frequency (f)
Familiar with Different English Accents	10
To Improve Their English	3
Need to Learn Different English Accents	6
Intelligibility Over Accent	4
Learning One Model Is Enough	2

As presented in Table 9, more than half of the participants (n=10) favored students being familiar with more than one English pronunciation model. At the same time, six pre-service teachers did not support this idea. Ten participants stated that familiarizing themselves with different English accents would develop their listening skills and enrich their cultural knowledge about the target knowledge. In addition, the participants also stated that some students may avoid speaking English due to their non-native accents, but seeing all these different pronunciation models could make learners less anxious about their own foreign accents.

“Yes because it's better to be aware of both and more accents to improve listening comprehension skills.” (P4)

“they might want to check it out since each accent, each dialect contains a whole different culture and learning new cultures is a must for self-fulfillment/accomplishment” (P14)

“Learning that the English language contains many accents will encourage them to speak freely without being shame and demotivated because of their accent.” (P17)

Based on the participants' responses, it can be inferred that they recognize the significance of exposure to diverse English pronunciation models in enhancing their language learning experience. Participant 4 emphasized the importance of being aware of various accents to improve listening comprehension skills, suggesting that familiarity with different pronunciations can aid learners in understanding spoken English in real-world contexts. Participant 14 highlighted the

cultural dimensions associated with each accent, stating that exposure to various dialects facilitates language acquisition and contributes to personal growth and self-fulfillment through cultural understanding. This viewpoint indicates an appreciation for the relationship between language and culture, suggesting that learning about different accents enriches the educational experience. Furthermore, Participant 17 noted that acknowledging the existence of multiple accents can empower learners to communicate more freely and confidently, alleviating feelings of shame or demotivation related to their pronunciation. These insights suggest that the participants believe fostering an inclusive environment that embraces linguistic diversity can enhance learners' confidence and competence in English, ultimately promoting a more holistic approach to language education.

On the other hand, six participants argued that students did not need to learn other English accents for two significant reasons. Firstly, they claimed that instead of familiarizing themselves with other English varieties, they should improve their pronunciation, as being intelligible was more critical than learning different accents. Secondly, they argued that learning one type of English accent is enough.

“They don’t have to learn accent. They only have to improve their pronunciation” (P13)

“No, for the first place, I don’t think it’s essential to learn differently accent. One is enough.” (P10)

Even though more than half of the prospective teachers realized the power of getting accustomed to different English accents, some argued that spending time learning different accents would be unfruitful. This difference can be explained by the aims participants had while learning English. While some people learn a foreign language to expand their world knowledge, others learn it for academic purposes.

**Pre-service Teachers’ Opinions on Their Future Students’ Use of One Particular English Accents.**

As English continues to evolve, pre-service teachers must consider how pronunciation variations impact their future students’ learning experiences. Understanding these opinions is essential, as they can influence pedagogical approaches and instructional strategies in English language teaching.

Table 10 shows the themes that emerged from the participants' answers and also shows a variety of opinions regarding the use of accents in language instruction. These themes draw attention to the conflict between the need for a standardized accent and the need for students to embrace a variety of linguistic models.

Table 10 – Participants' Opinions Regarding Using Different Accents Simultaneously

Themes	Frequency (f)
Students Can Use Different Models	9
Intelligibility Over Accent	5
As a Teacher I Use Different Models	2
Students Should Use One Model	5
Unnatural	2
Difficult	2

As demonstrated in Table 10, when their future students use different English accents simultaneously while speaking, this was not seen as a problem by most of the teachers (n=9). Five teachers highlighted the importance of intelligibility and stated that as long as students can express themselves meaningfully, they did not need to use only one English model. In addition to this, two teachers pointed out the fact that as language learners, they also used both British and American accents, so they could not expect their students to choose a standardized pronunciation model.

“I believe that learners of English language should focus more on accurate pronunciation of the words/ language rather than adapting any particular accent. Therefore, learners should be free to speak in any accent they feel most comfortable with as long as the sounds are produced accurately and their speech is comprehensible.” (P8)

“I think they will use both because as a teacher I'm also using both of them while pronouncing the words.” (P15)

Nevertheless, some participants believed that it was best for their students to stick with only one English accent model. These participants argued that using more than one English accent simultaneously makes the language look unnatural.

Furthermore, they claimed that even mastering one accent was challenging for learners. Thus, it would be more difficult for learners to familiarize themselves with different English varieties and use them simultaneously while speaking English.

“I believe using only one accent at a time is better. It is better than using different accents simultaneously. I believe it does not sound natural when you try to mix them. Speaking one accent at a time sounds better.” (P1)

“It would be nice to see them use different accents; but I don't think it could happen. Whether they should or not? I think they shouldn't, considering their hard time with understanding even one accent. Introducing different ones could only complicate things.” (P5)

It seems that the participants had different opinions regarding using different accents simultaneously. While some pre-service teachers did not view this as a problem, some of the participants argued that using different accents makes the speech more artificial. Based on the participants' answers we can say it can be stated that teachers who were using different accents were more tolerant towards learning and using different accents. However, the pre-service teachers who preferred to use only one accent model were stricter on using only one accent model.

## Discussion

This study attempts to investigate pre-service English teachers' beliefs and self-efficacy regarding pronunciation instruction. The findings provide valuable insights into both their self-assessment of pronunciation skills and the challenges they anticipate in their future teaching practices.

One of the key findings is that most participants felt confident in their ability to teach English pronunciation, with nearly all pre-service teachers perceiving themselves as competent. This confidence was primarily linked to their good English pronunciation skills, as demonstrated by many participants rating themselves highly in this area. This finding is consistent with Lim's (2016) research, where participants also viewed their own pronunciation proficiency as an indicator of their teaching competency. However, despite this confidence, only a minority of

participants acknowledged the importance of methodological knowledge in pronunciation instruction, suggesting a gap between their perceived competence and the pedagogical skills necessary for effective teaching. This paradox of feeling competent yet recognizing the need for further training indicates that while pre-service teachers may excel in their own pronunciation, they may not yet possess the pedagogical skills necessary to teach pronunciation to others effectively. This observation is supported by Szyszka (2016), who similarly found that many teachers lack sufficient training in pronunciation pedagogy. The participants' limited emphasis on methodological knowledge may be attributed to insufficient opportunities for practical teaching during their training, highlighting the need for more comprehensive instruction in pronunciation pedagogy within teacher education programs (Buss, 2016; Szyszka, 2016).

All the participants indicated that in their future lessons they would pay attention to their English pronunciation. They suggested that it was their responsibility to show their students how to pronounce English words correctly. This finding supports Szyszka (2016). The participants also mentioned how their language teachers' inaccurate language use led them to mispronounce some English words. Thus, by showing attention to their pronunciation they also aim to prevent their future students from fossilization. Even though the teacher candidates give value to correct pronunciation, they have different opinions regarding paying attention to their future students' English pronunciation. Most of the teachers claimed that they would correct their students' pronunciation mistakes to make their students' speech more comprehensible and not lead to fossilization, whereas some teachers opposed this. They argued if the mistake did not cause a communication breakdown, correcting it may demotivate students (Yağız, 2018). Their old language learning experiences could cause this difference regarding error correction. The teachers whom their teachers harshly criticized due to their mispronunciation may show more tolerance for their students' mistakes and not overwhelm their students since speaking English is an already anxiety-provoking factor for many language learners (Öztürk & Gürbüz, 2014).



Another critical point implied by the findings is that although most participants believe in the crucial role of pronunciation instruction, they differ in the way they would integrate it in their future lessons (e.g. Aksakallı & Yağız, 2021). While most participants expressed positive attitudes toward teaching pronunciation, many stated that they would not dedicate specific time in their lessons for pronunciation instruction. Instead, they preferred to address pronunciation incidentally, such as when teaching new vocabulary or correcting mispronunciations. This mirrors findings from previous research, where pronunciation often takes a backseat to other language skills such as grammar or listening (Couper, 2017; Yağız, 2018). This approach may result in less systematic and effective pronunciation teaching, as students are unlikely to receive the sustained and focused instruction necessary to improve their pronunciation comprehensively.

On the other hand, some of the participants stated that teaching students how to pronounce the target words and correct their students' mispronunciations were enough. This difference again could be caused by their own language learning experiences. In their study, Aksakallı and Yağız (2021) reported that the way their English teachers approached pronunciation affected pre-service teachers' attitudes toward pronunciation instruction. The pre-service teachers who did not receive any pronunciation instruction did not see pronunciation as an important part of learning English (Aksakallı & Yağız, 2021). For this reason, it could be stated that the participants who were against pronunciation instruction were not taught English pronunciation, or their teachers had negative attitudes towards pronunciation. In contrast, the teachers who supported pronunciation teaching were taught English pronunciation. These findings underscore the need for teacher training programs to emphasize integrating pronunciation instruction into regular language lessons, ensuring that it is treated as an essential component of language teaching. However, surprisingly the teachers who advocated pronunciation teaching were also planning to teach their future students only how to pronounce English words correctly. The literature mentioned that teachers often focused on segmental aspects and refrained from teaching suprasegmental features due to the lack of proper training

(Bai & Yuan, 2019; Gilakjani & Sabouri, 2016; Nguyen & Newton, 2020). These teacher candidates may also solely focus on word level since they did not learn how to teach pronunciation during their teacher training.

The study also reveals differing views among participants regarding the use of different English accents in their teaching. While some pre-service teachers advocated for exposure to a variety of English accents to improve students' listening comprehension and reduce accent-related anxieties, others believed that focusing on a single accent would be more beneficial. This reflects an ongoing debate in the field of English language teaching between prioritizing intelligibility and promoting accent diversity (Buss, 2017; Nguyen & Newton, 2020). English is a Lingua Franca; thus, teaching a variety of accents may enable the learners to communicate more effectively. It is not enough to teach appropriate pronunciation and listening models; teachers should also emphasize accent, which is "closely tied to the identity of the speaker." (Sugimoto & Uchida, 2016; p.46). The participants who favored teaching multiple accents highlighted cultural enrichment and increased confidence in understanding and accepting different accents. These teachers suggest that familiarizing themselves with different English accents could improve language learners' listening comprehension skills and help them be less anxious about their foreign accents. This is supported by Chau et al. (2022), who argue that exposure to diverse English varieties enhances learners' fluency and listening skills. Conversely, participants who preferred a single accent cited concerns about confusing students and making pronunciation more difficult to master. This tension between intelligibility and authenticity remains a challenge for educators. It suggests that pre-service teachers may need more guidance on balancing these two goals in their instruction.

Another key finding pertains to the relationship between participants' non-native status and their perceptions of their competence in teaching pronunciation. Some participants viewed being non-native speakers as a disadvantage, believing that they could never fully master pronunciation like a native speaker. This mirrors findings from previous studies (Alcuma, 2021; Aslan, 2021), where non-native English teachers expressed similar concerns about their own pronunciation

abilities. However, the belief that non-native teachers are less effective in teaching pronunciation is increasingly being challenged in the literature. Research has shown that non-native teachers often have a better understanding of the difficulties learners face, allowing them to provide more targeted and empathetic instruction (Murphy, 2014). This finding highlights the need for teacher education programs to address the perceived inadequacy that some non-native teachers feel and to emphasize the value of their unique perspective as language learners themselves.

Overall, while the pre-service teachers in this study expressed positive attitudes toward teaching pronunciation, the findings indicate a gap between their beliefs and their practical readiness to implement pronunciation instruction effectively. This gap is particularly evident in their limited focus on systematic pronunciation teaching and their concerns about balancing accent diversity with intelligibility. The findings suggest that teacher education programs must place greater emphasis on developing both the pedagogical skills and the confidence of pre-service teachers to teach pronunciation effectively. Furthermore, most teachers found themselves competent to teach English pronunciation. Nevertheless, the techniques they mentioned for future classroom practices showed that they did not receive proper training regarding pronunciation instruction. Therefore, a course solely focusing on teaching English pronunciation should be designed and integrated into the current teacher education program. Moreover, this course should provide pre-service teachers with opportunities to instruct English pronunciation to learners. Seeing the development of students can encourage pre-service teachers to instruct English pronunciation when they become in-service teachers.

### **Implications and Suggestions for Further Studies**

Even though this study shed light on the shortcomings of teacher education programs regarding pronunciation instruction and made some crucial suggestions to increase the quality of teacher training due to various limitations the findings may not be generalizable.

Firstly, due to practical reasons, the data were obtained from the pre-service teachers who were studying at the same state university. Therefore, their opinions may not represent the pre-service ELT teachers who study in different state and private universities and may not be sufficient to portray the place of pronunciation instruction in all the teacher training programs. For these reasons, in future studies researchers could choose the participant from a number of different private and state universities. The sample size was small although all preservice teachers received the questionnaire. This might have happened because the study was conducted on a voluntary basis. This limitation may hinder the findings to be generalized to a broader context. Further studies may be designed to collect data from a broader sample size.

In addition, in this study, all the participants were senior pre-service ELT teachers. Hence, the participants' answers may fail to represent freshmen, junior, and senior teachers' beliefs and self-efficacy regarding pronunciation instruction. Thus, in future studies in addition to senior pre-service teachers researchers may also investigate freshmen, junior, and senior prospective teachers' opinions regarding teaching pronunciation. Moreover, they could compare pre-service teachers' beliefs regarding pronunciation teaching with in-service ELT teachers.

In this current study, to explore prospective teachers' beliefs about pronunciation teaching open-ended questions were used. Even if these questions revealed participants' attitudes and opinions regarding this topic supporting it with semi-structured interviews may help the researcher to obtain more reliable data since some of the answers were irrelevant, ambiguous, and too short to analyze. Therefore, in future research researchers could employ semi-structured interviews and classroom observation in addition to an open-ended questionnaire to obtain data.

## **Conclusion**

Even though in general the prospective teachers had positive attitudes towards pronunciation instruction and were aware of its importance they had

contradicting opinions about its integration into lessons. While the majority of the teachers suggested that they would teach pronunciation to their future students only 2 of the participants stated that they would teach English pronunciation explicitly. Pre-service teachers could avoid teaching pronunciation due to their lack of methodological and content knowledge. As, during their teacher training they only learn how to teach grammar and the main language skills (listening, speaking, writing, and reading). To prevent this firstly teacher trainers should understand the importance of pronunciation instruction and create courses to equip the pre-service teachers with the necessary skills and knowledge to teach English pronunciation. These courses should be integrated into the current teacher education programs as soon as possible. Moreover, these courses should provide teacher candidates to demonstrate what they learned in a real classroom environment by preparing lesson plans, and teaching materials, and transferring their knowledge to other students under the guidance of a more experienced teacher.

In conclusion, this study strived to investigate senior pre-service English teachers' beliefs and self-efficacy regarding English pronunciation instruction. In general, the participants have positive attitudes towards pronunciation teaching and different English varieties.

## REFERENCES

Aksakalli, C., & Yağız, O. (2020). The Pre-service EFL teachers' development of phonological processing and evaluation of their attitudes toward pronunciation. *Gist Education and Learning Research Journal*, 7–31. <https://eric.ed.gov/?id=EJ1262538>

Aksakalli, C., & Yağız, O. (2021). A qualitative investigation into EFL pre-service teacher's attitudes towards English pronunciation and the evaluation of their phonological awareness, problems and difficulties. *Bingöl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21, 87–106. <https://doi.org/10.29029/busbed.816899>

Alcuma, Z. (2021). Investigating EFL Teachers' beliefs and practices regarding pronunciation teaching: Diyarbakir case. (Unpublished Master Thesis). Gaziantep

University, Türkiye.

<https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>.

Al-Fakhri, F.Kh.A.K. (2003). The production of the voiced and voiceless dental fricatives /θ/ and /ð/ by Arabic speakers of English from Libyan background: A case study Libyan students in USM. Unpublished Master Thesis. University Science Malaysia

[https://www.researchgate.net/publication/279537606\\_Review\\_of\\_the\\_Importance\\_of\\_Teaching\\_Pronunciation\\_in\\_the\\_Arab\\_Society#fullTextFileContent](https://www.researchgate.net/publication/279537606_Review_of_the_Importance_of_Teaching_Pronunciation_in_the_Arab_Society#fullTextFileContent)

Aslan, S. (2021). A study on EFL teachers' beliefs and practices regarding Pronunciation teaching at state school in Hatay. (Unpublished Master Thesis). Çağ University, Türkiye.

Bai, B., & Yuan, R. (2018). EFL teachers' beliefs and practices about pronunciation teaching. *ELT Journal*, 73(2), 134–143.

<https://doi.org/doi.org/10.1093/elt/ccy040>

Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn and Bacon.

Bodorik, M. (2017). Teaching English pronunciation by non-native teachers as seen by Slovak teachers. *Journal of Language and Cultural Education*, 157–174.

<https://doi.org/10.1515/jolace-2017-0034>

Buss, L. (2016). Beliefs and practices of Brazilian EFL teachers regarding pronunciation. *Language Teaching Research*, 20, 619-637.

<https://doi.org/10.1177/1362168815574145>

Buss, L. (2017). The role of training in shaping pre-service teacher cognition related to L2 pronunciation. *Ilha Do Desterro A Journal of English Language Literatures in English and Cultural Studies*, 201–226.

<https://doi.org/10.5007/2175-8026.2017v70n3p201>

Chau, T., Huensch, A., Hoang, Y. K., & Chau, H. T. (2022). The effects of L2 pronunciation instruction on EFL learners' intelligibility and fluency in spontaneous speech. *TESL-EJ*, 25(4). <https://tesl-ej.org/wordpress/issues/volume25/ej100/ej100a7/>

Coskun, A. (2011). Future English teachers' attitudes towards EIL pronunciation. *Journal of English as an International Language*, 6(2), 46-68.

Couper, G. (2017). Teacher cognition of pronunciation teaching: Teachers' concerns and issues. *TESOL Quarterly*, 51, 820–843.

<https://doi.org/10.1002/tesq.354>



Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Sage Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd edition). Sage.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 4th Edition. Pearson Education.

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(1), 379–397.

Gilakjani, A. P., & Sabouri, N. B. (2016). Why is English pronunciation ignored by EFL teachers in their classes? *International Journal of English Linguistics*, 6, 195-208 <https://doi.org/10.5539/ijel.v6n6p195>

Gilbert, J. B. (2010). Pronunciation as an orphan: What can be done? *TESOL SPLIS*, 7(2), 1-5.

Harmer, J. (2007). *The practical of English language teaching*. 4th Edition. Pearson Longman.

Kuzborska, I. (2011). Links between teachers' beliefs and practices and research on reading. *Reading in a Foreign Language*, 23(1), 102-128. [https://www.researchgate.net/publication/268435005\\_Links\\_between\\_teachers'\\_beliefs\\_and\\_practices\\_and\\_research\\_on\\_reading#fullTextFileContent](https://www.researchgate.net/publication/268435005_Links_between_teachers'_beliefs_and_practices_and_research_on_reading#fullTextFileContent)

Lim, S. (2016). Learning to teach intelligible Pronunciation for ASEAN English as a Lingua Franca: A sociocultural investigation of Cambodian pre-service teacher cognition and practice. *RELC Journal*, 47(3), 313–329. <https://doi.org/10.1177/0033688216631176>

Murphy, J. M. (1999). Oral communication in TESOL: Integrating speaking, listening, and pronunciation. *TESOL QUARTERLY*, 25(1), 51-75.

Nguyen, L. T. (2019). Vietnamese EFL learners' pronunciation needs: A teaching and learning perspective. *The TESOLANZ Journal*, 27, 16–31. [https://www.researchgate.net/publication/352550995\\_Vietnamese\\_EFL\\_learners'\\_pronunciation\\_needs\\_A\\_teaching\\_and\\_learning\\_perspective#fullTextFileContent](https://www.researchgate.net/publication/352550995_Vietnamese_EFL_learners'_pronunciation_needs_A_teaching_and_learning_perspective#fullTextFileContent)

Nguyen, L. T., & Newton, J. (2020). Pronunciation teaching in tertiary EFL classes: Vietnamese teachers' beliefs and practices. *The Electronic Journal for English as a Second Language*, 24, 1-20. <http://www.tesl-ej.org/wordpress/issues/volume24/ej93/ej93a2/>.

Nguyen, L. T., & Newton, J. (2021). Enhancing EFL teachers' pronunciation

pedagogy through professional learning: A Vietnamese case study. *RELC Journal*, 52(1), 77-93. <https://doi.org/10.1177/0033688220952476>

Öztürk, G. & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies*, 10(1), 1-17

Sugimoto, J. and Uchida, Y. (2016). A variety of English accents used in teaching materials targeting Japanese learners. ISAPh 2016 International Symposium on Applied Phonetics. [https://www.isca-archive.org/isaph\\_2016/sugimoto16\\_isaph.html](https://www.isca-archive.org/isaph_2016/sugimoto16_isaph.html)

Szyszka, M. (2016). English pronunciation teaching at different educational levels: Insight into teachers' perceptions and actions. *Research in Language*, 2, 165-180 <https://doi.org/10.1515/rela-2016-0007>

Yağız, O. (2018). EFL language teachers' cognition and observed classroom practices about l2 pronunciation: The context of Turkey. *Novitas-ROYAL (Research on Youth and Language)*, 187-204. <https://novitasroyal.org/download/efl-language-teachers-cognitions-and-observed-classroom-practices-about-l2-pronunciation-the-context-of-turkey/>

Yenkimaleki, M., van Heuven, V. J., & Afshar, H. S. (2020). The Efficacy of segmental/suprasegmental vs. holistic pronunciation instruction on the development of listening comprehension skills by EFL learners. *The Language Learning Journal*, 51(6), 734-748. <https://doi.org/10.1080/09571736.2022.2073382>