

An Evaluation of Preservice and In-Service Teachers' Perceptions Regarding Teaching Pronunciation in EFL Classes

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ABSTRACT

The purpose of the current study was to investigate preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes in the Turkish Republic of North Cyprus (TRNC) in the 2021-2022 academic year. The data were collected from 4th-year English Language Teaching (ELT) preservice teachers and in-service teachers who worked and taught in the public secondary and high schools in the TRNC. Semi-structured interview questions were used to collect the intended data to be able to develop two main measurement tools with appropriate items. After the thematic content analysis, two pilot studies were conducted to measure whether the items worked. Further, the data collected within the scope of this study were analysed through SPSS (ver.24) and SPSS Amos software (ver.24) programs to create two valid and reliable measurement tools for the ELT field to determine both preservice and in-service teachers' pronunciation teaching perceptions. The two developed scales were confirmed as a result of the Exploratory Factor Analysis and the Confirmatory Factor Analysis. The first scale, which was used for preservice teachers, consisted of 5 factors and 19 items. On the other hand, the second scale consisted of 6 factors and 26 items. Furthermore, all the sub-dimensions and the overall scales proved to be highly reliable (Scale 1 $\alpha = .890$, Scale 2 $\alpha = .925$) and fit to be applied in the identification of ELT preservice teachers' and in-service teachers' pronunciation teaching perceptions. With the two newly developed scales, participants were visited face-to-face and asked to participate in the study with their consent. 174 preservice and 132 in-service teachers participated in the study. The data collected through the newly developed scales were analysed through SPSS (ver.24) and SPSS Amos software (ver.24) programs to address research questions. The results indicated several significant issues. First, the

35-39 age group in-service teachers were found to have significantly the lowest pronunciation teaching perceptions scores compared to all other age groups ($p<0.05$). Secondly, in-service teachers teaching in English medium programs were found to have significantly greater desires to teach pronunciation in all sub-dimensions ($p<0.05$). Finally, preservice teachers' perceptions of classroom context were significantly more positive than in-service teachers ($p<0.05$). Additionally, their scores for learning style perceptions were significantly higher than the scores of in-service teachers' teaching style perceptions ($p<0.05$). Furthermore, more details are presented in Chapter 4.

Finally, it is hoped that the new scales will help researchers more reliably investigate perceptions of teaching pronunciation in various contexts, and that the findings of this current study will provide insights into the field.

Keywords: preservice teachers, in-service teachers, pronunciation, teachers' perceptions, EFL learners.

ÖZ

Bu araştırmanın amacı, 2021-2022 eğitim öğretim yılında Kuzey Kıbrıs Türk Cumhuriyeti'nde (KKTC) İngilizce derslerinde telaffuz öğretimine ilişkin öğretmen adaylarının ve görevde olan öğretmenlerin algılarını incelemektir. Veriler, KKTC'deki devlet ortaokulları ve liselerinde görev yapan hizmet içi öğretmenler ve sekiz üniversitenin İngilizce Öğretmenliği (ELT) 4. sınıf öğretmen adaylarından toplanmıştır. Uygun maddelerle iki ana ölçme aracı geliştirebilmek ve amaçlanan verileri toplamak için yarı yapılandırılmış görüşme soruları kullanılmıştır. Tematik içerik analizinden sonra maddelerin işe yarayıp yaramadığını ölçmek için iki pilot çalışma uygulanmıştır. Ayrıca, bu çalışma kapsamında toplanan veriler SPSS (ver.24) ve SPSS Amos yazılımı (ver.24) programları aracılığıyla analiz edilerek ELT alanındaki öğretmen adayları ve görevde olan öğretmenlerin telaffuz algılarını belirlemek için geçerli ve güvenilir iki ölçüm aracı geliştirilmiştir. Geliştirilen iki ölçek yapılan Açıklayıcı Faktör ve uygulanan Doğrulayıcı Faktör Analizleri sonucunda doğrulanmıştır. Öğretmen adayları için kullanılan birinci ölçek 5 faktör ve 19 maddeden oluşmaktadır. İkinci ölçek ise 6 faktör ve 26 maddeden oluşmaktadır. Ayrıca, tüm alt boyutların ve her iki ölçeğin son derece (Ölçek 1 $\alpha = .890$, Ölçek 2 $\alpha = .925$) güvenilir olduğu saptanmıştır. Böylece, İngilizce Öğretmenliği Bölümü öğretmen adaylarının ve görevde olan öğretmenlerin telaffuz öğretimi algılarının belirlenmesinde uygulanmalarının uygun olduğu kanıtlanmıştır. Yeni geliştirilen iki ölçek ile katılımcılar yüz yüze görüşülerek onamları ile çalışmaya katılmaları istenmiştir. Araştırmaya 174 öğretmen adayı ve 132 hizmet içi öğretmen katılmıştır. Yeni geliştirilen ölçekler aracılığıyla toplanan veriler, araştırma sorularını ele almak için SPSS (ver.24) ve SPSS Amos yazılımı (ver.24) programları aracılığıyla analiz edilmiştir. Sonuçların birkaç önemli konuya işaret ettiği

gözlemlenmiştir. İlk olarak, 35-39 yaş grubundaki hizmet içi öğretmenlerin diğer tüm yaş gruplarına göre anlamlı olarak en düşük telaffuz öğretimi algısına sahip oldukları bulunmuştur ($p<0.05$). İkinci olarak, İngilizce eğitim veren programlarda görev yapan hizmet içi öğretmenlerin tüm alt boyutlarda anlamlı olarak daha fazla telaffuz öğretme istekleri olduğu bulunmuştur ($p<0.05$). Son olarak, öğretmen adaylarının sınıf bağlamına ilişkin algıları, hizmet içi öğretmenlere göre anlamlı düzeyde daha olumlu bulunmuştur ($p<0.05$). Ayrıca, öğretmen adaylarının öğrenme biçimi algıları, hizmet içi öğretmenlerin öğretim biçimi algılarından anlamlı olarak daha yüksek olarak saptanmıştır ($p<0.05$). Ayrıca, Bölüm 4'te daha fazla ayrıntı sunulmaktadır.

Son olarak, yeni ölçeklerin araştırmacıların çeşitli bağlamlarda telaffuz öğretimi algılarını daha güvenilir bir şekilde araştırmasına yardımcı olacağı ve bu mevcut çalışmanın bulgularının alanda içgörüler sağlayacağı umulmaktadır.

Anahtar Kelimeler: öğretmen adayları, hizmet içi öğretmenler, telaffuz, öğretmenlerin algıları, EFL öğrencileri.

DEDICATION

To my beloved family and students...

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ	v
DEDICATION	vii
ACKNOWLEDGEMENT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
1 INTRODUCTION	1
1.1 Overview	1
1.2 Background and Statement of the Problem.....	1
1.3 Purpose of the Study	5
1.4 Significance of the Study.	5
1.5 Research Questions	6
2 LITERATURE REVIEW	9
2.1 Overview	9
2.2 Teacher Education.....	9
2.3 Types of Teacher Knowledge	11
2.4 Teaching Pronunciation	13
3 METHOD	17
3.1 Overview	17
3.2 The Context.....	17
3.3 Participants.....	18
3.4 Research Design.....	19

3.5 Data Collection Instruments.....	21
3.5.1 Semi-Structured Interviews	21
3.5.2 Audio-Video Recording Process	22
3.5.3 Main Questionnaire	22
3.6 Data Analysis	22
3.6.1 Phases of Thematic Content Analysis	25
3.7 Compliance with Ethical Standards	26
4 RESULTS	27
4.1 Overview	28
4.2 Scale 1	28
4.2.1 Participants	28
4.2.2 Data Collection Procedure.....	29
4.2.3 Data Analysis.....	29
4.2.4 Confirmatory Factor Analysis Findings	33
4.2.5 Reliability Findings	37
4.2.6 Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers.....	37
4.2.7 Conclusion.....	40
4.3 Scale 2	40
4.3.1 Participants	40
4.3.2 Data Collection Procedure.....	41
4.3.3 Data Analysis.....	42
4.3.4 Confirmatory Factor Analysis Findings	48
4.3.5 Reliability Findings	51

4.3.6 Pronunciation Teaching Perception Scale (PTPS) for In-service English Language Teachers.....	52
4.3.7 Conclusion.....	55
4.4 Research Questions	56
4.4.1 Data Analysis.....	57
4.4.2 In-Service Teachers' Reports	58
4.4.3 Research Questions	107
4.4.4 Data Analysis.....	108
4.4.5 Preservice Teachers' Reports	109
5 DISCUSSION AND CONCLUSION.....	138
5.1 Introduction	138
5.2 Discussion of Findings	138
5.3 Pedagogical Implications	142
5.4 Limitations and Delimitations of the Study	149
5.5 Suggestion for Further Research.....	149
REFERENCES	151
APPENDICES	161
Appendix 1: Semi-Structured Interview Questions For Participants.....	162
Appendix 2: Participant Consent Form.....	163
Appendix 3: Application Form Permission From the EMU Ethics Committee ...	164
Appendix 4: Research Ethics Application Form.....	165
Appendix 5: Emu Ethics Committee Approval Form.....	175
Appendix 6: Approval Letter By the FIU Ethical Committee	176
Appendix 7: Approval Letter By Ministry Of Education	177

Appendix 8: Official Permission Letters to Each University by The Rector's Office	178
Appendix 9: Approval Letters by Universities	185
Appendix 10: Developed Scale 1- Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers	187
Appendix 11: Developed Scale 2- Pronunciation Teaching Perception Scale (PTPS) for In-Service English Language Teachers	188
Appendix 12: Pilot Surveys	189

LIST OF TABLES

Table 1: Phases of the Thematic Content Analysis (Braun & Clarke, 2006).	26
Table 2: Kaiser Meyer Olkin (KMO) and Bartlett Sphericity Tests.....	30
Table 3: Distribution of the Scale by Factors, Item Factor Loads and Factor Variances	31
Table 4: Confirmatory Factor Analysis Model Fit Values	34
Table 5: Cronbach-Alpha Reliability Analysis Findings.....	37
Table 6: The Descriptive Statistics of Preservice Teachers' Pronunciation Teaching Perceptions Scale Items	38
Table 7: Kaiser Meyer Olkin (KMO) and Bartlett Sphericity Tests.....	43
Table 8: Distribution of the Scale by Factors, Item Factor Loads and Factor Variances	44
Table 9: Pearson Correlation Analysis of the Fit Values between Factors.....	47
Table 10: Confirmatory Factor Analysis Model Fit Values	48
Table 11: Cronbach-Alpha Reliability Analysis Findings.....	51
Table 12: The Descriptive Statistics of In-Service Teachers' Pronunciation Teaching Perceptions Scale Items	52
Table 13: Individual Characteristics of Teachers	58
Table 14: Professional Characteristics of Teachers	60
Table 15: Language Characteristics of Teachers	62
Table 16: The Characteristics of Teachers Living in Different Cultures.....	63
Table 17: Descriptive Statistics And Normality Assumptions of the Pronunciation Perception Scale of In-Service Teachers	64

Table 18: Descriptive Statistical Values of the Pronunciation Perception Scale of In-Service Teachers Scale Items.....	66
Table 19: Comparison of the Opinions of the Pronunciation Perception Scale (PTPS) of In-Service Teachers by Gender (T- Test)	70
Table 20: In-Service Teachers' Pronunciation Perception Scale Comparison of Teachers' Views by Age.....	71
Table 21: Comparison of Teacher Opinions by Age Multiple Comparison LSD Test.....	74
Table 22: Comparison of Teachers' Opinions by Nationality.....	82
Table 23: Comparison of Teachers' Perceptions of Pronunciation Regarding Their Mother Tongue.....	84
Table 24: The Effect of Languages Spoken Other than the Mother Tongue on the Perception of Pronunciation.....	86
Table 25: The Effect of Teachers' School Type on Pronunciation Teaching Perceptions.....	90
Table 26: Comparison of Pronunciation Teaching Perceptions of Teachers in Terms of Their Education Levels.....	92
Table 27: The Effect of Teachers' Working Year on Pronunciation Teaching Perceptions.....	94
Table 28: Comparison of Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Situation in an English-Speaking Country	98
Table 29: The Effect of English Teachers' Living in Different Cultures on Their Pronunciation Teaching Perception	99
Table 30: The Relationship between Teachers' Living Time in an English-Speaking Country and Their Pronunciation Teaching Perception.....	100

Table 31: The Relationship between Teachers' Living Time in Different Cultures and Their Pronunciation Teaching Perception.....	101
Table 32: Comparison of Teachers' Pronunciation Teaching Perception in Terms of the Language of Instruction	102
Table 33: Comparing Teachers' Pronunciation Teaching Perceptions by School Location	103
Table 34: Distribution of Individual Characteristics of Preservice Teachers	109
Table 35: School Type and Location Characteristics of Teacher Candidates	110
Table 36: Language Characteristics of Preservice Teachers	111
Table 37: Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers	113
Table 38: Descriptive Statistics of Preservice Teachers' Pronunciation Teaching Perceptions Scale Items	116
Table 39: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Gender.....	118
Table 40: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Age.....	119
Table 41: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Nationality.....	121
Table 42: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of School Location.....	123
Table 43: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of School Type.....	125
Table 44: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Native Language.....	126

Table 45: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of the Languages They Speak Other than Their Mother Tongue	128
Table 46: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Situation in an English-Speaking Country	130
Table 47: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Conditions in Different Cultures	132
Table 48: The Relationship between Living Years in an English-Speaking Country and the Outside the Classroom Dimension	133
Table 49: The Relationship between Preservice Teachers' Living Time in Different Cultures and Their Perception of Pronunciation Teaching	134
Table 50: Comparison of Preservice Teachers' and In-service Teachers' Perceptions of Classroom Context, Learning and Teaching Styles	135
Table 51: The Relationship between In-service Teachers' Pronunciation Teaching Attitudes and Pronunciation Teaching Perceptions	136
Table 52: The Relationship between In-service Teachers' Pronunciation Teaching Attitudes and Classroom Contexts	137

LIST OF FIGURES

Figure 1: Scree Plot Chart for Scale 1	31
Figure 2: Confirmatory Factor Analysis Factor Distribution Path Diagram for Scale 1.....	36
Figure 3: Scree Plot Chart for Scale 2	44
Figure 4: Confirmatory Factor Analysis Factor Distribution Path Diagram for Scale 2.....	50
Figure 5: The Scale Histogram Graph of Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers.....	66
Figure 6: Pronunciation Teaching Attitude by Age	81
Figure 7: Classroom Context by Age.....	81
Figure 8: Pronunciation Teaching Perceptions by Age	82
Figure 9: Improvement Preference by Mother Tongue	86
Figure 10: Comparison of Classroom Context by Education Level	94
Figure 11: Pronunciation Teaching Perception by Experience.....	97
Figure 12: The Importance of Independent Variables on Teachers' Perceptions of Pronunciation as a Result of Multilayer Neural Network Analysis.....	106
Figure 13: The Scale Histogram Graph of Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers	115

LIST OF ABBREVIATIONS

ALM	Audio Lingual Method
AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
CK	Content Knowledge
CLT	Communicative Language Teaching
DM	Direct Method
EFL	English as Foreign Language
ELF	English a Lingua Franca
ELT	English Language Teaching
EMU	Eastern Mediterranean University
ESL	English as Second Language
GTM	Grammar-Translation Method
IT	Information Technologies
KMO	Kaiser Meyer Olkin
L2	Second Language/Foreign Language/ Target Language
MOE/MEB	The Ministry of Education of the Turkish Republic of North Cyprus
NNS	Non-native Speaker
NS	Native Speaker
PCK	Pedagogical Content Knowledge
PK	Pedagogical Knowledge
PTPS	Pronunciation Teaching Perception Scale

SPSS	Statistical Package for the Social Sciences
SSCI	Social Science Citation Index
TCK	Technological Content Knowledge
TK	Technology Knowledge
TL	Target Language
TPACK	Technological Pedagogical Content Knowledge
TRNC	Turkish Republic of North Cyprus
Wes	World Englishes
WoS	Web of Science
YÖK	Turkish Higher Education Council

Chapter 1

INTRODUCTION

1.1 Overview

This chapter introduces the background and statement of the problem. Then, it is followed by the purpose and the significance of the study. Further, it presents a description of the problem that started the research. Finally, the research questions are presented.

1.2 Background and Statement of the Problem

Pronunciation teaching has always been a demanding part of teaching EFL or ESL. However, it is a crucial part of any language teaching program that claims to be offering high quality of language education. The difficulty posed by pronunciation stems mainly from little exposure to and interaction with native speakers and the differences between the phonological systems of English and other languages. Many language teachers nowadays may not prefer to teach pronunciation in the classroom due to their preferences, past learning experiences, or language proficiency levels. Yet, language learners often view pronunciation as being a very challenging task (Willings, 1988).

Previous studies on this topic have shown that most pronunciation problems are not only because of physical articulatory problems but also due to L2's cognitive causes (Ahmadi, 2011; Baker, & McCarthy, 1981; Fraser, 2001; Jones, 1997; Kendric, 1997).

According to Fraser (2011), the problem behind not being able to produce the correct sounds is not only because they cannot physically produce the sounds, but also because they cannot distinguish between the sounds to be able to organize and manipulate them as required in the L2 sound system. Especially, in adult ESL programs, language teachers have difficulties in meeting pronunciation learning needs since they lack teaching skills, confidence, and knowledge about teaching certain aspects of pronunciation. Hence, these studies have shown that methodology, curriculum, and techniques need to be improved to attain global standards. On the other hand, according to Demirezen (2005), learners' L1 is seen as an important element that causes a deficiency in producing the correct sounds in English when performing. He also drew attention to the fact that language teachers did not emphasize pronunciation skills as a vital component.

Regarding methodology, for instance, it is known that the teaching method affects the way non-native preservice teachers learn the target language pronunciation system during their education. For example, if a student is studying English as a foreign language using the Grammar-Translation method (GTM), we cannot expect her/him to pronounce every word correctly since there is no emphasis on pronunciation in classes. Jones (2002) states that language teachers who teach the target language through the Auditory-Linguistic or Direct Method (DM) attach special importance to pronunciation. Furthermore, in the Auditory-Linguistic method, "pronunciation is taught from the beginning to get students to distinguish between members of minimal pairs in language laboratories" (Larsen-Freeman, 2000, p. 46). Similarly, according to Larsen-Freeman (2002), students are expected to demonstrate communicative evidence by using the target language in Communicative Language

Teaching (CLT). They are supposed to speak L2 fluently, however, there is no need for complete accuracy.

Derwing and Munro (2009) claimed that speaking with a non-native accent might have significant psychological, social, and communicational consequences in EFL contexts. This will obviously be affecting preservice and in-service teachers' beliefs about teaching pronunciation in the following years when they are placed in their teacher positions in classes. The relevant literature has focused on different aspects of pronunciation teaching. Some work has been done on computer-assisted pronunciation teaching (e.g., Levis, 2007). Other research has focused on examining learners' attitudes to the target language as an important factor that helps learners acquire the correct articulation of the sounds and feel motivated (e.g., McKenzie, 2008).

As far as teacher education is concerned, it is important to reveal the perceptions of preservice teachers about learning and teaching the phonological aspects of EFL as preservice teachers are those who will be the future language teachers. Therefore, their perceptions need to be examined and reflected on systematically. For instance, Hişmanoglu and Hişmanoglu (2010) investigated 103 English language teachers in North Cyprus context and reported their most frequently preferred pronunciation teaching perceptions. They revealed that in-service teachers' pronunciation teaching perceptions consisted of three traditional classroom techniques as 1-Reading Aloud, 2-Dictionaries, and 3-Dialogues.

Concerning the past 20 years, there have been many studies in the field of teaching and learning pronunciation to reveal learners' and teachers' preferences (Brown, 1992; Claire, 1993; Fraser, 2000; Yates, 2001; Ocampo-Rodríguez, Muñetón-Agudelo, & Agudelo-Henao; 2019). However, the most recent research has

focused on different areas of L2 pronunciation. In a state-of-the-art article, Demir and Kartal (2022) aimed at mapping and analyzing L2 pronunciation articles published between 1977 - 2020 and indexed in the Social Science Citation Index (SSCI) in the Web of Science (WoS) database. As significant results, they revealed the influential sources, featured documents, and authors in the field. Moreover, they mapped the most cited references, publications, and authors to help researchers visualize the intellectual structure of the field of L2 pronunciation by clustering.

More specifically, Suzukida and Saito (2022) examined 40 extemporaneous speech samples gathered by Japanese learners to reveal segmental and suprasegmental factors. Subsequently, they presented different levels of global L2 pronunciation proficiency. Furthermore, in a study conducted by Tsunemoto, Trofimovich, and Kennedy (2020) on 77 Japanese preservice teachers revealed their beliefs about pronunciation teaching. Their findings confirmed that preservice teachers could be categorized into two distinct profiles defined by contributions of their experience. The first profile consisted of those who were defined as a mixture of language learning/teaching experience and pronunciation-related instruction teachers. The second group was defined as those whose beliefs shape teachability of L2 pronunciation and approaches during teaching. Besides, teacher candidates with more experience were found to be more sceptical regarding learning and teaching L2 pronunciation compared to those with less experience.

In line with these findings, to the best of our knowledge, no research has developed a pronunciation measurement scale for investigating preservice English language teachers' and in-service teachers' L2 pronunciation teaching perceptions. Hence, the development of such scales would be a significant contribution to the existing literature in the field.

1.3 Purpose of the Study

The purpose of the study was to investigate the major perceptions of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes in North Cyprus and their effects on both teachers and learners in their classes. Various in-service teachers from different state schools in Kyrenia, Nicosia, and Famagusta, and fourth year preservice teachers from ELT departments from different universities were observed, interviewed, and evaluated. Based on the findings of the pilot studies, the researcher intended to design two scales since there was no appropriate scale to be used directly for this present study. Then, the designed survey was used for the main Ph.D. dissertation after the exploratory and confirmatory factor analysis. The study also provided recommendations and implications regarding pronunciation teaching. It is estimated that the findings of the study will assist language teachers and provide insights in ELT field.

1.4 Significance of the Study

The present study is considered to be significant in several ways. First of all, the data were collected from a huge number of preservice (n.174) and in-service teachers (n.132) who study and teach at different universities and state schools in TRNC. Secondly, the study enabled the development of 2 new pronunciation scales to measure preservice and in-service teachers' perceptions in the field. Moreover, the study is considered as a pioneer in the field of pronunciation since it revealed several significant findings. Additionally, it is believed that the study will function as a reliable reference for other researchers who are willing to conduct studies on preservice and in-service English Language Teachers.

Moreover, revealing teachers' and teacher candidates' pronunciation teaching perceptions will also be the indicator of making the future language teachers reflect

on their own pronunciation teaching, therefore, other preservice and in-service teachers will have a chance to analyze their own pronunciation teaching and learning process. Finally, this may also help improve the quality of the education programs offered at state schools and universities in TRNC and Turkish contexts.

1.5 Research Questions

The study aimed at answering the following questions:

RQ1- What are in-service teachers' pronunciation teaching perception scores?

RQ1.1. Which sub-dimension of the in-service teachers has the highest perception scores?

RQ1.2. Which sub-dimension of in-service teachers has the lowest pronunciation perception scores?

RQ2- Do in-service teachers' pronunciation perceptions and sub-dimensions differ in terms of Independent Variables?

RQ2.1. Do in-service teachers' pronunciation perceptions and sub-dimensions differ in terms of gender?

RQ2.2. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of age?

RQ2.3. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of their mother tongue?

RQ2.4. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of the type of school they work at?

RQ2.5. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of their education levels?

RQ2.6. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of their experience?

RQ2.7. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in an English-speaking country?

RQ2.8. Do in-service teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in a country with a different culture?

RQ3. What is the relationship between in-service teachers' length of stay in an English-speaking country and their perception of pronunciation and its sub-dimensions?

RQ4- What is the relationship between in-service teachers' pronunciation perception and its sub-dimensions, and the length of stay in a country with a different culture?

RQ5- Is there a difference in in-service teachers' pronunciation perceptions regarding the language instruction of the school they work in?

RQ6- What are preservice teachers' pronunciation teaching perception scores?

RQ6.1. Which sub-dimension of the preservice teachers has the highest perception scores?

RQ6.2. Which sub-dimension of preservice teachers has the lowest pronunciation perception scores?

RQ7- Do preservice teachers' pronunciation perceptions and sub-dimensions differ in terms of independent variables?

RQ7.1. Do preservice teachers' pronunciation perceptions and sub-dimensions differ in terms of gender?

RQ7.2. Do preservice teachers' perceptions of pronunciation and sub- differ in terms of age?

RQ7.3. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of nationality?

RQ7.4. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of the type of school they study at?

RQ7.5. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in an English-speaking country?

RQ7.6. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in a country with a different culture?

RQ8. What is the relationship between preservice teachers' living time in an English-speaking country and their perception of pronunciation and its sub-dimensions?

RQ9- What is the relationship between preservice teachers' perception of pronunciation and its sub-dimensions, and the time they have lived in a country with a different culture?

RQ10. Is there a significant difference between preservice teachers' and in-service teachers' perceptions of classroom context, learning and teaching styles, and pronunciation?

RQ11. Is there a relationship between in-service teachers' pronunciation attitudes and their pronunciation perception?

RQ12. Is there a relationship between in-service teachers' pronunciation teaching attitudes and classroom context perceptions?

Chapter 2

LITERATURE REVIEW

2.1 Overview

This chapter begins with an overview of teacher education and its importance in education programs and then proceeds with types of teacher knowledge. Further, it is followed by teaching pronunciation. Finally, it is concluded with related studies in the field.

2.2 Teacher Education

By considering the fast development in the area of teacher education, it could be stated that teacher education programs are expected to provide high-quality education to be transferred to its learners. In this regard, as Darling-Hammond and Youngs (2002) emphasized, teachers are seen as the key factor in promoting learning. On the one hand, although there have been some issues with the teacher training programs all over the world (Darling-Hammond, 2006), training qualified preservice and in-service teachers is still considered as the most important component in both EFL and ESL fields (Cruickshank, Jenkins, & Metcalf, 2009).

On the other hand, the language teaching and learning world of education started to shift from behavior understanding to constructivism that forced teacher education programs to be changed and language teacher candidates had to develop their skills in order to be well-equipped in terms of knowledge (Richards, 2008). Further, teacher candidates tended to construct knowledge and shape their understanding of teaching and learning. Moreover, with the increase in technology, the

programs that they were placed intended to be revised to promote learning through innovative methods and techniques to address learners' needs (Crandall, 2000).

As Wright (2010) highlighted, the tendency was going toward the direction of the reflective way of teaching and learning in the field of English language teaching involving student-teacher practices to prepare them for real classroom teaching environments which had been viewed as one of the most essential components of teacher education programs to be offered.

With regards to scholars in the field of language teaching, different theories and practices have emerged to be implemented and integrated to the education programs during the academic years that preservice teachers are put in order to develop their required skills that they would need while teaching (Richards, 2008). This was followed by many new methodologies, theories, and views that had been offered by respected applied linguists (Richards, 2008).

However, it was soon to face opposing views about theories and practices by experts. New discussions and debates have emerged to discuss theories and practices in teaching programs. As one of the well-known experts in the field, Vygotsky's (1978) socio-cultural approach was seen supportive in having well-equipped language teachers due to social interaction that would take place involving culture, identity, and different contexts to develop necessary skills (Hawkins & Norton, 2004).

As it was strongly emphasized by Vygotsky (1978), language teacher programs needed to include social constructivism that would provide preservice teachers with more opportunities to interact with people in the field to develop new knowledge. In other words, one needs others to interact to construct his/her knowledge (Jordon, Carlile & Stack, 2008). Hence, cognitive development can be observed from the student teachers during their academic processes (Vygotsky, 1978).

2.3 Types of Teacher Knowledge

Language teachers need to demonstrate and improve a variety of different knowledge types during their academic years. As stressed by Shulman (1987), teachers need to have general pedagogical knowledge, content knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of their personalities and learners, and knowledge of educational environments. Without having a number of these mentioned knowledge types, whether they are preservice or in-service teachers, they are expected to improve their skills through to survive in their academic life (Shulman, 1987).

According to Shulman (1987), the major knowledge type is the content knowledge (CK). It is the knowledge of theories, frameworks, and concepts that teachers should be equipped with to be able to display their content knowledge in the field in any context or content (Mishra & Koehler, 2006; Koehler & Mishra, 2009; Koehler, Mishra & Cain, 2013). Furthermore, Shulman (1987) stressed that teachers should gain sufficient level of the content knowledge during their academic studies in order not to lack any of the qualifications that they need to display during their instructions. Moreover, he pointed out that they are expected to give explanations to questions when they are questioned and provide the real reasons behind the facts to prove that they confirm the rules and structures.

Another well-needed knowledge type is pedagogical knowledge (PK) which means teachers' knowledge about practices of methods to teach and learn (Shulman, 1987). It is believed that teachers should have the pedagogical knowledge to know how to manage a class, direct learners, deal with different classroom situations, and know how to plan and conduct a lesson during their careers. On the other hand, according to Shulman (1987), the next major knowledge type is pedagogical content knowledge (PCK) which refers to what sequences are followed and what procedures

the teachers are aware of to teach (Baker & Cheng, 2006). In other words, pedagogical content knowledge can be seen as the combination of the content and pedagogy to know what and how to teach in a classroom setting (Chick, Baker, Pham, & Cheng, 2006).

The next knowledge that language teachers need to gain is described as the curriculum knowledge (Shulman, 1987). According to Shulman (1987), teachers are expected to be aware of the variety of different instructional materials in the field to be transferred to learners in a certain program and to know learners' characteristics, their interests, background, and abilities.

With the increase in technology, the need of technology knowledge (TK) has become a necessity in education programs. Therefore, language teachers as Koehler and Mishra (2008) pointed out, are expected to be equipped with the necessary technological skills in order to implement the advantages of technology during their instructions. TK includes the knowledge of using different effective tools successfully to address and meet learners' needs and keep up changes in technology in educational settings. For more effective teaching, Wei (2006) proposed the use of computer-assisted language learning and self-monitoring approaches to emphasize stress, intonation, and rhythm in language classes, which will help teacher candidates and in-service teachers cover these components in class.

A teacher who is equipped with information technologies (IT) is expected to complete a given task successfully and develop different effective ways of accomplishing given tasks in the field of language teaching (Koehler & Mishra, 2008). Having technological content knowledge (TCK) is seen as crucial in language teaching since it requires the ability to integrate technology within given tasks to best teach the targeted objectives and help language learners become more aware of the phonological

features in language programs (Koehler & Mishra, 2008). Another knowledge type is technological pedagogical content knowledge (TPACK) that sees teachers' educational pedagogy and technology knowledge crucial to implement them together during their teaching (Shulman, 1987). At this point, teachers equipped with TPACK would be more effective in giving their students many different pronunciation learning and teaching tasks in language classes.

Furthermore, as stated by Ball (2000), preservice teachers need to be equipped with the required pedagogical knowledge (PK) for their future teaching careers in their early studies. Moreover, pronunciation teaching features are needed to be taught to teacher candidates to get them to teach the phonological features to their language learners (Kissling, 2013). Thus, their pronunciation teaching preferences might be shaped in early years before their practicum.

On the other hand, considering the in-service teachers, MacDonald (2002) stated that teachers might be reluctant or distrustful in pronunciation teaching in EFL and ESL classes. However, shaping their pronunciation teaching preferences and developing their skills can be one of the useful solutions to overcome this challenge. To achieve this, first, useful training sessions are needed to be designed by well-equipped and experienced teacher trainers (Burri & Baker, 2019). Then, in-service teachers should be given some opportunities to implement and experience their gained and acquired knowledge regarding pronunciation in a pre-made classroom environment. Thus, they would be able to monitor themselves and reflect on their own professional development (Saito & Plonsky, 2019).

2.4 Teaching Pronunciation

According to Celce-Murcia, Brinton, & Goodwin (1996) and Chen, Jang, and Tsai (2007), three essential approaches are being used to teach pronunciation by

language teachers in the world namely, the analytic-linguistic approach, the intuitive-imitative approach, and the integrative approach. To start with the integrative approach, it could be stated that pronunciation teaching is regarded as an integral component of meaningful interactions. It is not separated from the real teaching subjects and is seen as a must together with the major instructions. The teachers try to integrate it in different meaningful task-based activities in order to have the learners pick up the correct pronunciation skills. Suprasegmental features are stressed on for the learners to get them to be aware of pronunciation learning. Further, stress, rhythm, and intonation awareness is given to the learners. Pronunciation is particularly taught to address their needs to get them to be equipped with the necessary skills (Chen, Jang, & Tsai, 2007).

As for the intuitive-imitative approach, there is no explicit pronunciation teaching. The learners' own abilities play the key role to listen to and imitate the rhythms and correct sounds in the target language (TL). Generally, the audio-lingual method (ALM) is assumed to be contributing to the intuitive-imitative approach the most from the 1960s to 1980s. However, it could still be investigated if it is appropriate to use in our real times since there are major shifts between old and new times (Carey, 2002).

Finally, as Celce-Murcia, Brinton, & Goodwin (1996) well-explained, in the analytic-linguistic approach, pronunciation teaching involves developments and pedagogical aids such as the phonemic chart, pronunciation descriptions, prosody, practical exercises, pair drills, and rhythmic chants (Carey, 2002). On the other hand, phonetics and phonology are demonstrated and drawn to support pronunciation teaching in classroom settings. Thus, the learners are thought to be learning how to pronounce the words correctly, produce the correct sounds and rhythms explicitly.

This approach was developed to complement the intuitive-imitative approach rather than replacing it (Celce-Murcia, Goodwin & Brinton, 1996).

Furthermore, as Bolton (2005) and Jenkins (2006) stated, the English teaching trends and techniques have been slightly shifting based on different varieties and approaches of English language teaching. The term English as lingua franca (ELF) has become popular to be used in English teaching since English learning begins with EFL or ESL then ends up in social contexts (Seidlhofer, 2004). This is where the English language is used among its native or non-native speakers and a variety of different accents may be used. At this point, the world has begun to use the term World Englishes (WEs) as Bolton (2005) drew attention.

By considering different English-speaking accents, pronunciation teaching has received a lot of attention to be investigated and improved (Jenkins, 2000; McKay, 2002; Seidlhofer, 2004). Jenkins (2004) reported that being native and non-native (NS-NNS) teachers play an important role in pronunciation teaching. Moreover, she pointed out that language teachers nowadays should not forget about sociocultural perspectives that all different WEs and ELF contexts are involved. Furthermore, she proposed the English lingua franca core to be implemented into language teaching without separating pronunciation teaching as component.

With the acceptance of a wide variety of English accents, pronunciation teaching is being seemed as moving from a traditional way to achieving intelligibility since people around the world pay less attention to native-speaker pronunciation (Roach, 2009; Celce-Murcia, Brinton, & Goodwin, 2010). Besides, speakers' preferences on pronunciation learning and teaching seem to be shifting in ELF contexts where most of them are non-native speakers (NNSs) since they do not find it necessary to speak native-like and the main goal of interacting is considered to become

intelligible speakers (Jenkins 2007; Seidlhofer, 2012). Therefore, as Cruttenden (2014) also highlighted, there would not be any problems when speakers of English omit any features of correct pronunciation such as producing the correct '*th*' sound in the word *three* (Deterding, 2010).

Chapter 3

METHOD

3.1 Overview

This chapter presents a detailed account of how this current study was designed and conducted. It also provides readers with the steps that are the context, participants, research design, data collection instruments, semi-structured interviews, audio-video recording process, main questionnaire, data analysis, and phases of thematic content analysis. Finally, it is followed and concluded with the compliance with ethical standards.

3.2 The Context

The present study was carried out in the secondary and high schools of the Turkish Republic of North Cyprus (TRNC) and English Language Teaching (ELT) departments of eight universities that have been fully accredited by the Turkish Higher Education Council (YÖK). The schools were located in Kyrenia, Nicosia, and Famagusta and had their students mainly from Turkey, North Cyprus, Pakistan, Turkmenistan, Kyrgyzstan, and Arabic regions. As for the in-service teachers who work for the secondary and high schools, the majority of them were Turkish Cypriot and Turkish. Furthermore, female teachers made up the majority of the number with experience between two and thirty-three years. As for the teaching language, the medium instruction was English, and teachers taught between six and twelve hours of classes per week. On the other hand, the preservice teachers in the ELT programs at the universities were those who had to pass the proficiency examination that had a

minimum equivalent score to IELTS 5.5 = 60/100 to be able to be placed in the departments in each university. They received an intensive education with a wide range of different courses for four years. They were evaluated and tested throughout the courses and at the end of each semester. Furthermore, they were required to complete their programs with school experience and practicum to be well-equipped for their future teaching life. Their ages ranged from 18 to 34.

3.3 Participants

The research sample consisted of one hundred and seventy-four (174) preservice and one hundred and thirty-two (132) in-service teachers from various secondary and high schools. The teacher candidates were from eight different ELT departments in North Cyprus in 2021–2022 academic year. All the departments and programs were accredited by the Higher Education Council in Turkey. The preservice teachers were fourth year ELT students chosen based on the stratified sampling technique (Sharma, 2017). The total population of fourth year teacher candidates were two hundred and eighty-six (286) in those universities and the number of the preservice teachers reached was two hundred and twenty (220). Out of the 220 potential participants, one hundred and seventy-six (176) volunteered to fill in the questionnaire. However, two (2) questionnaires were excluded as they were not fully completed. In the end, one hundred and seventy-four (174) qualified as participants in this study. They were given a consent form (See Appendix 2) to participate in the study. All the necessary explanations on were provided to them during the study.

As for the in-service teachers, the sample consisted of 132 from the secondary and high schools in Kyrenia, Nicosia, and Famagusta. They were selected based on the stratified sampling technique, too (Sharma, 2017). Their work experience ranged between zero (0) and 30+. In order to be able to investigate the in-service teachers who

worked for the public schools, an official permission letter was received from the Ministry of Education (MOE/MEB, See Appendix 7).

3.4 Research Design

As it was pointed out in the recent literature, it would have been more reliable to use statistical or numerical set of data to present the results of this thesis. Therefore, the study used quantitative techniques to present the data that were gathered from the participants. Further, interviews were conducted from the beginning to more reliable numerical data (Burns, 2000; Watson, 2015).

In order to gather richer data from the participants, address the research questions, and end up with the most reliable findings, firstly, the researcher conducted face-to-face meetings with the preservice and in-service teachers. The purpose was to interview them to collect in-depth qualitative data with open-ended questions (See Appendix 1).

Secondly, based on the obtained data from face-to-face interviews, two appropriate questionnaires with appropriate items were attempted to be designed by conducting thematic content analysis (Braun & Clarke, 2006). As they suggested in the literature, six steps were followed. First, the answers were read, re-read, transcribed, and noted down. Secondly, features were coded and the data were collocated to each code. Then, the codes were collocated and all data relevant to each potential theme were gathered. Next, the themes were checked and a thematic map was generated. Finally, clear names and definitions for each theme were generated and a report of the analysis as a draft list (See Appendix 12) was prepared to be sent to two ELT field experts abroad. Furthermore, the contents of the draft surveys were coded with the help of an expert professor of Educational Sciences. Finally, based on the

gathered codes, three codes were created: knowledge, skill, and attitude (Nelson-Jones, Richard 2007; 2012).

After receiving feedback from the experts, the drafted surveys were piloted. The surveys were distributed to the participants face-to-face in each institution. The researcher visited all public schools and universities within five months and had them fill out the survey questionnaires. Part I on the forms asked for background information such as age, gender, teaching experience teachers, and nationality (See Appendix 12). Part II included the drafted items on them (See Appendix 12). After the piloting process, the data were analyzed through SPSS (ver.24) and SPSS Amos (ver.24) programs to create two valid and reliable measurement tools for ELT preservice and in-service teachers. Items with an anti-image value of less than 0.50, which were distributed across more than one factor according to the pattern matrix, items with an ensemble inference variance value of less than 0.40, and factors with a difference of less than .10 were removed both from drafted preservice and in-service teachers' perception scales. From the drafted preservice teachers' pronunciation teaching scale, numbers 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 38, 39, 40, 43, 44, 45, 48, 50, 52, 55, 58, 63, 64, 65, and 66 were removed since their anti-image values were found less than 0.50 (See Appendix 12). On the other hand, item numbers 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 16, 18, 19, 20, 21, 22, 23, 30, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 46, 50, 51, 53, 54, 56, 57, 58, 59, 60, 61, 62, 66, 69, and 70 as their anti-image values were found less than 0.50 (See Appendix 12).

As a result of all conducted analysis, two measurement tools (See Appendixes 10 and 11) with new items and significant validity and reliability were obtained to be used in the main body of this current study.

3.5 Data Collection Instruments

In order to obtain the most reliable data, the developed measurement tools were used. First, the preservice teachers were given the *Pronunciation Teaching Perception Scale (PTPS) for Preservice Teachers* with 5 factors and 19 items. Then, in-service teachers were given the *Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers* with 6 factors and 26 items.

3.5.1 Semi-structured Interviews

The main purpose of the interview questions was to gain insight into in-service and preservice teachers' perceptions and design the most reliable items for the main quantitative questionnaire for this intended thesis. Therefore, a number of open-ended questions were prepared to be asked to participants. The semi-structured questions were formed and presented to thesis committee members and the supervisor of the thesis. Their valuable feedback was received and the questions were revised to be asked to the preservice and in-service teachers. Throughout the interviews, the researcher aimed at figuring out what the participants' teaching and learning experiences were and how they would express their feelings about pronunciation teaching and learning in EFL classes. As noted by Merriem and Tisdell (2015), conducting interviews would help researchers reveal which items can be coded for the research.

For the first cycle, the researcher asked five semi-structured questions (See Appendix 1) and the processes were both audio and video-recorded. The majority of the interviews were conducted face-to-face in an office room with full of silence and without any problems. The second cycle of the interviews were conducted in the same conditions with twelve open-ended interview questions (See Appendix 1). Then, each

answer was analyzed based on Braun and Clarke's (2006) coding criteria (See Appendix 12).

3.5.2 Audio-Video Recording Process

To start the interviews, first, each participant was given a consent form to be signed. A date was given to meet face-to-face with those who volunteered to participate in the study. The interview processes with each participant were audio and video-recorded to be analyzed. The researcher interviewed each participant in a quiet room in a friendly atmosphere. Each interview lasted from seven to sixteen minutes. The recordings were kept in a secure file on the computer and used for academic purposes only. Besides, they were then watched and listened to many times and the utterances of the participants were transcribed.

3.5.3 Main Questionnaire

The main measurement tools were the two developed scales attempted to be developed from the semi-structured interviews, the thematic content (Braun and Clarke, 2006), the necessary exploratory, and confirmatory factor analysis (Yaşlıoğlu, 2017). Their main purposes were to measure the preservice and in-service teachers' pronunciation teaching perceptions regarding EFL classes in public schools and universities in North Cyprus. They were named as '*Pronunciation Teaching Perception Scale (PTPS) for Preservice Teachers*' and '*Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers*'.

3.6 Data Analysis

First, exploratory factor analysis was applied. The inference method that had principal component analysis was used in this analysis. Next, the rotation method used involved Kaiser Normalization and direct oblimin (methods). The most important reason for using this method was the component correlation matrix.

Items with an anti-image value of less than 0.50 in both scales, which were distributed across more than one factor according to the pattern matrix, items with an ensemble inference variance value of less than 0.40, and factors with a difference of less than .10 were removed. Based on the obtained parameters, exploratory factor analysis was repeated 18 times and a 5-factor structure consisting of 19 items was obtained for the preservice teachers and exploratory factor analysis was repeated 9 times and a 6-factor structure consisting of 26 items was obtained for the in-service teachers.

Confirmatory factor analysis was performed with Amos software program to confirm the validity of the construct. In the confirmatory factor analysis, model fit values were tested with the maximum likelihood method, and it was found that the model fit values were met with the parameters in the literature (Yaşlıoğlu, 2017).

Finally, after performing exploratory factor analysis, confirmatory factor analysis and concordance validity, the Cronbach Alpha internal consistency coefficient was calculated to determine the reliability of the measurement tools. It was found that all dimensions and the overall scales were significantly reliable. As a result of the conducted analyses, 2 measurement tools with significant validity and reliability were obtained.

In order to analyze the data gathered from the developed scales, SPSS (ver.24) program was used. For the teacher scale and its sub-dimensions, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analysis were conducted. In the descriptive analysis, skewness and kurtosis values were examined and it was seen that the calculated values met the normal distribution assumption since they were between -1.5 and +1.5 according to the assumption recommended by Tabachnick, Fidell, and Ullman (2007).

In addition, the histogram graph of the teacher pronunciation perception scale was examined and it was seen that the graph proved the normal distribution of the scale (See Figure 5). All the hypotheses for teachers were solved by parametric hypothesis tests, since they carried the assumptions of normality. T-test was used to compare two independent variables, and one-way analysis of variance ANOVA was used to compare 3 or more variables. The Pearson correlation was used for the relational hypotheses within the teachers themselves.

As for the scale of pronunciation perceptions of teacher candidates, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analyses were implemented. As a result of descriptive statistics, skewness and kurtosis values were examined and it was observed that the values were the dimensions with values greater than -1.5 to +1.5. Furthermore, for the preservice teacher's scale, the histogram graph of the overall scale was examined and it was observed that there was a left skewness. Therefore, it was seen that the data shifted positively and the hypotheses were solved with non-parametric hypothesis tests since the normality version was not met (See Figure 13). Hypotheses were analyzed with the Mann Whitney U test in the comparison of paired groups and the Kruskal Wallis-H Test in the comparison of 3 or more groups. Finally, spearman rho correlation analysis, which is a non-parametric correlation, was used to solve the relational hypotheses among preservice teachers.

In the hypotheses in which in-service and preservice teachers were compared, as the data set of preservice teachers was not normally distributed, a comparison was made between the two groups using the Mann Whitney U test.

3.6.1 Phases of Thematic Content Analysis

As Coffey (2014) suggested, the document analysis of each interview from each participant in terms of the content was conducted to end up with more concrete items. Since their documents were seen as the most reliable materials (Coffey, 2014), themes were tried to be figured out from their thoughts based on the interview questions. Their utterances in the videos were listened to many times, transcribed, and read. The written documents with the same utterances on them based on Coffey's (2014) statement stating that it is almost possible and suitable to undertake a thematic content analysis of written documents was kept.

According to Braun and Clarke (2006), thematic content analysis was treated as the mainstream of the qualitative studies that do not depend on a particular theory and epistemology. However, it may be used in variety of different methods or approaches as a tool such as conversation analysis, discourse analysis, or phenomenological analysis. Therefore, it was named as the '*theoretically flexible approach*' by Braun and Clarke (2006). Depending on their respected opinions, thematic content analysis was conducted and drafted items were listed.

Further, the analysis of the obtained data from the participants were analyzed in accordance with the phases (Braun & Clarke, 2006) as given in Table 1 below. Then, the item lists were presented to thesis committee members and the supervisor and then sent to valuable experts of ELT who live and teach in Turkey in the field of foreign languages to check whether or not they were appropriate to be piloted. Finally, after receiving their valuable feedback, names were given to factors on both scales to be used for the main study.

Table 1: Phases of the Thematic Content Analysis (Braun & Clarke, 2006).

Phases	Description of the Process
1- To familiarize myself with the obtained data.	Listening, reading, re-reading, and transcribing the data to note down initial ideas.
2- To generate initial codes	Coding features and collating data relevant to each one.
3- To search for different themes	Collating codes and gathering all data relevant to each potential theme.
4- To review themes	Checking themes and generating a thematic map.
5- To define and name themes	Generating clear names and definitions for each theme.
6- To produce the report	Preparing a report of the analysis as a draft list.

3.7 Compliance with Ethical Standards

Ethical standards, which were thought to be the most important part of conducting any type of research, was paid extra attention for the current doctoral dissertation. Therefore, to address and meet the ethical standards, all the necessary approval and necessary documents by the Ministry of Education of the Turkish Republic of North Cyprus (MOE/MEB), the Rector's Offices of each university, and EMU's Scientific Research and Publication Ethics Board of Education (date:22.04.2021, issue 91) were provided (See Appendixes 3,4,5,6,7,8, and 9).

This chapter provided a detailed information regarding the research design, the data collection instruments, the semi-structured interviews, the audio-video recording process, the main questionnaire, the data analysis, and the phases of thematic content analysis. It was concluded with the compliance with ethical standards. In the following chapter, the findings of the study are reported.

Chapter 4

RESULTS

4.1 Overview

This chapter presents the findings obtained in the current research. It begins with scale 1 and followed by scale 2 results. Then, it presents the findings of the research questions. Finally, it presents a summary of the chapter.

4.2 Scale 1

The development of scale 1 is explained in detail below.

4.2.1 Participants

For the development of scale 1, 174 preservice teachers from eight different ELT departments in North Cyprus in 2021–2022 academic year were worked with. The teacher candidates were fourth year ELT students. All the departments and programs were accredited by Higher Education Council in Turkey. Moreover, they were chosen based on the stratified sampling technique (Sharma, 2017). The total population of fourth year teacher candidates were two hundred and eighty-six (286) in those universities and the number of the preservice teachers reached was two hundred and twenty (220). Out of the 220 potential participants, one hundred and seventy-six (176) volunteered to participate in the study. However, two (2) questionnaires were excluded as they were not fully completed. In the end, one hundred and seventy-four (174) qualified as participants in this study.

4.2.2 Data Collection Procedure

The procedure followed a mixed-method design which consisted of a qualitative approach followed by a quantitative approach (Burns, 2000). In order to collect rich qualitative data to address the research questions more effectively, first, semi-structured interviews with the preservice teachers were conducted. The interviewees belonged to eight different universities in Kyrenia, Nicosia, Famagusta, and Morphou. Secondly, the obtained data were subjected to thematic content analyses. The resulting 66 items were transcribed, and were placed under 3 codes, namely attitude, emotion, and motivation based on Braun and Clarke's (2006) coding phases.

For the validity check, the items were also presented to thesis committee members and the supervisor and sent to ELT field experts to get their feedback. The items were revised based on the feedback received and then distributed to a target population of 220 preservice teachers in ELT departments. One hundred and seventy-four (174) of the teacher candidates responded. After the quantitative data collection, the replies were typed in the SPSS (ver.24) software program to check whether the items on the scale worked or not. Finally, exploratory factor and confirmatory factor analysis was performed to provide the reliability and validity of the scale.

4.2.3 Data Analysis

In order to analyse the gathered data from the preservice teachers, first, exploratory factor analysis was applied. Then, the inference method that had the principal component analysis was used in this analysis. Next, the rotation method used involved the Kaiser Normalization and direct oblimin (methods). The most important reason for using this method was the component correlation matrix.

Then, items with an anti-image value of less than 0.50, which were distributed across more than one factor according to the pattern matrix, items with an ensemble

inference variance value of less than 0.40, and factors with a difference of less than .10 were removed. According to the obtained parameters, the exploratory factor analysis was repeated 18 times and a 5-factor structure consisting of 19 items was obtained. Further, the confirmatory factor analysis was performed with Amos software program to confirm the validity of the construct.

In the confirmatory factor analysis, model fit values were tested with the maximum likelihood method and it was found that the model fit values were met with the parameters in the literature (Yaşlıoğlu, 2017). Finally, after performing the exploratory factor analysis, confirmatory factor analysis and concordance validity, the Cronbach Alpha internal consistency coefficient was calculated to determine the reliability of the measurement tool. It was found that all dimensions and the overall scale were significantly reliable. As a result of the conducted analyses, a measurement tool with significant validity and reliability was obtained (See Appendix 10). Further, table 2 presents the Kaiser Meyer Olkin (KMO) and Bartlett Sphericity Tests obtained for the scale 1 below.

Table 2: Kaiser Meyer Olkin (KMO) and Bartlett Sphericity Tests

Kaiser-Meyer-Olkin	Measure of	.860
Sampling Adequacy.		
	χ^2	1474.092
Bartlett's Test of Sphericity	df	171
	<i>P</i>	.000

The Kaiser Meyer Olkin (KMO) tests were performed and the KMO value was calculated as .860. Moreover, the Bartlett's Test of Sphericity was significant

($\chi^2=1474.092, p<0.001$). According to Kaiser (1974), the KMO value of .80 and above is considered good. Based on all these values, it is seen that the number of the samples collected for the scale met the criteria of factor analysis to be performed.

Figure 1 below presents the cut-off points obtained for scale 1.

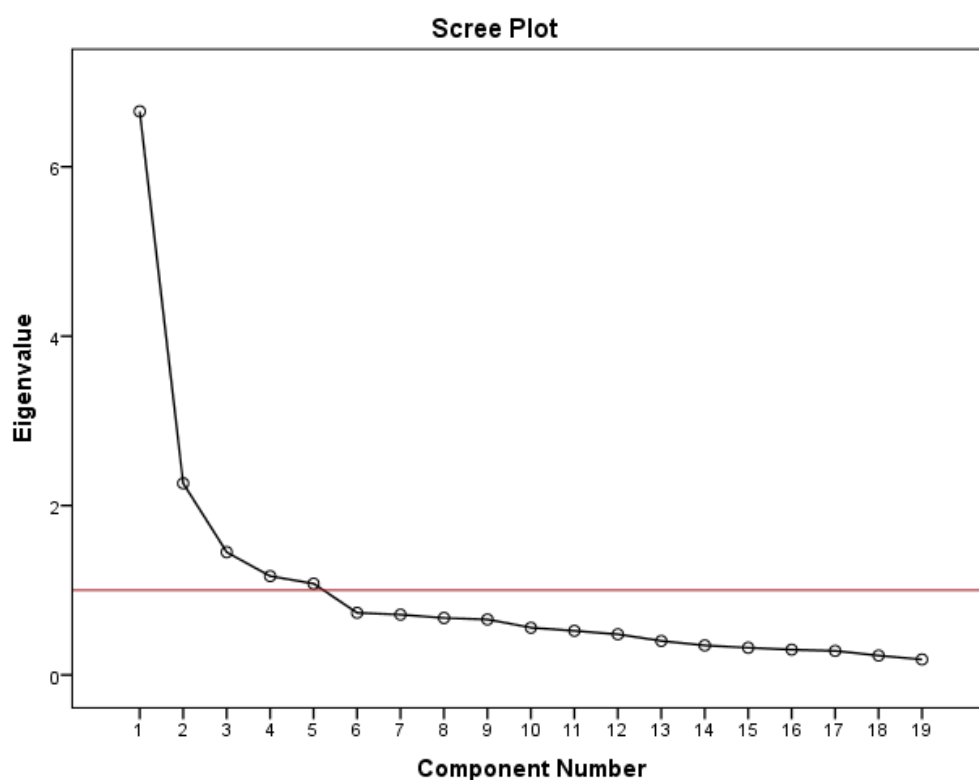


Figure 1: Scree Plot Chart for Scale 1

As can clearly be seen in the Scree Plot chart above, the red line represents the point value 1. Furthermore, 5 different cut-off points on the red line are shown, which means that the developed scale consisted of 5 sub-dimensions.

Table 3 below displays the values obtained for factors, loads, and variances.

Table 3: Distribution of the Scale by Factors, Item Factor Loads and Factor Variances

New	Old	Communalities	Fac.1	Fac.2	Fac.3	Fac.4	Fac.5
Item	Item	extraction					
Number	Number	variance					

1	s62	.600	.765		
2	s61	.678	.732		
3	s59	.632	.689		
4	s60	.613	.668		
5	s53	.518	.508		
6	s33	.758	.851		
4	s34	.806	.844		
8	s36	.730	.852		
9	s37	.735	.765		
10	s41	.524	.696		
11	s35	.600	.641		
12	s43	.505	.530		
13	s46	.715	.773		
14	s49	.668	.771		
15	s47	.614	.720		
16	s56	.782			-.836
17	s51	.752			-.828
18	s57	.776			-.817
19	s54	.606			-.665
		Fac.1	Fac.2	Fac.3	Fac.4
		Fac.5			
Eigenvalues		6.654	2.262	1.450	1.166
Explained variance value %		35.023	11.903	7.630	6.139
Total variance %		66.366			

When the values obtained from this scale were examined, it was seen that the lowest factor loading value was .508 and the highest factor loading value was .852. According to Tabachnick and Fidell (2011), the lowest factor loading value was supposed to be .32. However, all the values obtained in this study were found higher than the lower limit of .32.

On the other hand, the total explained variance rate was calculated as 66.36%. The explained variance rate, which was supposed to be at least 50% (Yaşlıoğlu, 2017), in this study had a value of 16.36% above the lower limit. Besides, the communalities extraction variance value, which was supposed to be at least .50 (Yaşlıoğlu, 2017), was found .508 in this scale and it appeared to be above the lower limit.

As for the factors, the first factor consisted of 5 items and its Eigenvalues value was 6.654. Further, the lowest factor loading value was .508 and the highest factor loading value was .765. The second factor consisted of 2 items and its Eigenvalues value was found 2.262. Moreover, the lowest factor loading value was calculated as .844 and the highest value was found .851. The third factor consisted of 5 items and its Eigenvalues value was calculated as 1.450.

On the other hand, the lowest factor loading value was obtained as .530 and the highest value was calculated as .852. The fourth factor consisted of 3 items and its Eigenvalues value was found as 1.166. The lowest factor loading value was found .720 and the highest factor loading value was calculated as .773. The last factor consisted of 4 items and its Eigenvalues value was obtained as 1.078. The lowest factor loading value was found .665 and the highest factor loading value was calculated as .836.

4.2.4 Confirmatory Factor Analysis Findings

Table 4 below presents the findings of the confirmatory factor analysis.

Table 4: Confirmatory Factor Analysis Model Fit Values

Model Fit	ELT Preservice	Excellent	Acceptable
Values	Teachers'	Fit Values	Fit Values
	Scale		
χ^2/df	1.477	≤ 3	$\leq 4-5$
RMSEA	.053	≤ 0.05	0.06-0.08
NFI	.865	≥ 0.95	0.94-0.90
TLI	.940	>0.95	>0.80
IFI	.952	≥ 0.95	0.94-0.90
CFI	.951	≥ 0.95	0.90-0.95
GFI	.897	≥ 0.95	0.90-0.95
AGFI	.861	≥ 0.90	0.85-0.95
RMR	.060	≤ 0.05	0.05 -0.10

For the excellent and the acceptable fit values, several claims have been put forward in the literature. For instance, the χ^2/df value according to Wheaton et al. (1977) was supposed to be below 5 while for Tabachnick and Fidell (2007) it was supposed to be below 2 to satisfy the fit value condition.

The value obtained in this study ($\chi^2/df=1.477$) met the value of excellent fit. It was stated by Yaşlıoğlu (2017) that the closer the RMSEA value to 0.1, the worse the fit, and the closer it is to 0, the better the fit.

The RMSEA value in this model, which was among the acceptable reference values, was calculated as 0.53. On the other hand, the NFI value was found .865, which this was slightly below the acceptable fit value. According to Mulaik et al. (1989), the NFI value was accepted as low in the samples studied below 200.

The sample size (n.174) in this study was less than 200, which affected the NFI value below 0.90. Since the sample value was low in this study, the TLI value was supposed to be checked as stated by Yaşlıoğlu (2017). According to Byrne (2011), this value (0.940) above the threshold value of >0.80 , which was slightly below the 0.95 value, was considered excellent value.

The value in this model was calculated as .940, which was slightly below the .95 value considered to be the perfect value. Therefore, it can be stated that a good value was achieved based on this model. The IFI value of this scale was calculated as .952 and it was above the .95 value. Therefore, it was considered excellent (Yaşlıoğlu, 2017). When the CFI value was examined, the value of the model, which had a value above 0.95 and accepted as an excellent fit according to Bentler and Bonnet (1980), was found .951. On the other hand, the GFI value of this model was calculated as .897, which was slightly below the lower limit of .90 and this value was sensitive to the sample size. Therefore, it was considered that it affected the fact that it was below .90.

In this model, the AGFI value was found .861 and it was above the lower limit of 0.85, providing the acceptable fit reference value. On the other hand, the RMR value was found 0.60, and a value between 0.5 and 0.10 indicated that it met the acceptable parameters.

According to the sources in the literature, it was seen that the model fit values of this study met the acceptable fit condition and some values met the excellent fit values (Schermelleh-Engel & Moosbrugger, 2003; Tabachnick & Fidell 2007; Byrne, 2011; Yaşlıoğlu, 2017). Figure 2 below displays the distribution of 5 factors for scale 1 obtained from the confirmatory factor analysis.

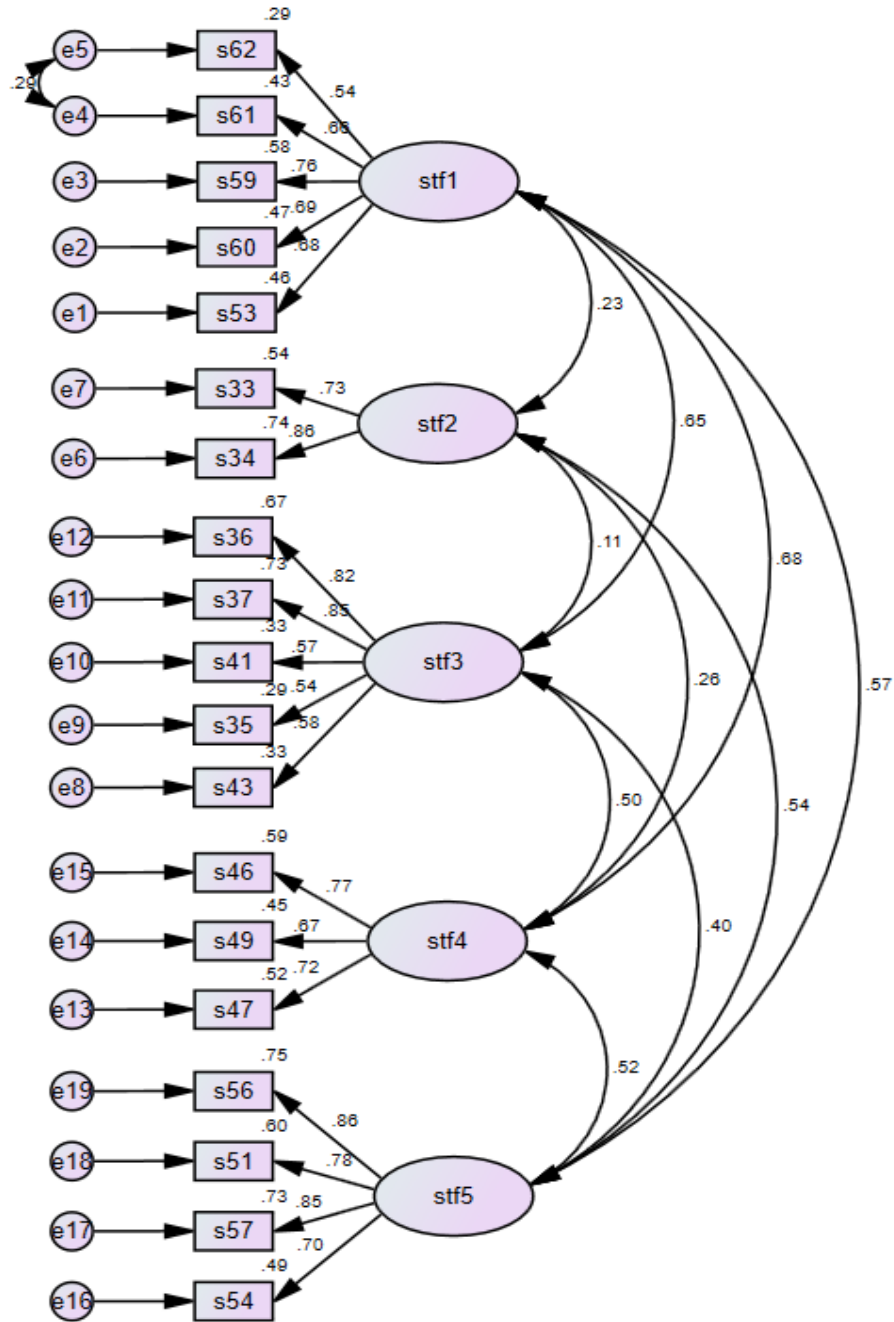


Figure 2: Confirmatory Factor Analysis Factor Distribution Path Diagram for Scale 1

The path diagram for scale 1 clearly presents the relationship of each factor with another in percentages. For instance, the relationship between the first factor and the fourth factor is 68%.

4.2.5 Reliability Findings

Table 5 below displays the Cronbach-Alpha reliability analysis findings of the scale 1.

Table 5: Cronbach-Alpha Reliability Analysis Findings

Sub	N	Number of items in	Cronbach-Alpha Internal
dimensions		sub-dimension	Consistency Coefficient (α)
<i>Factor 1</i>	<i>174</i>	<i>5</i>	<i>.806</i>
<i>Factor 2</i>	<i>174</i>	<i>2</i>	<i>.768</i>
<i>Factor 3</i>	<i>174</i>	<i>5</i>	<i>.797</i>
<i>Factor 4</i>	<i>174</i>	<i>3</i>	<i>.759</i>
<i>Factor 5</i>	<i>174</i>	<i>4</i>	<i>.871</i>
<i>Scale Total</i>	<i>174</i>	<i>19</i>	<i>.890</i>

According to Kılıç (2016), a Cronbach-Alpha value above 0.7 was considered good and 0.9 was excellent. All the values in this model were above 0.70 and therefore all dimensions and the overall scale (.890) appeared highly reliable.

4.2.6 Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers

Responses to item 2 in classroom context dimension were very positive. The other items of the classroom context were also found positive. The perception towards outside the classroom items was positive. The perception for all items of the learning styles dimension was found positive. The perception of all items of the factor 4 beliefs about learning English dimension was found very positive. The perception of the items of factor 5 in-class activities of interest was at a positive level. The item with the highest perception was “*I like learning English because it helps me to improve*

academically". The item with the lowest perception but at a positive level was "*I use English in public (e.g. restaurants, shopping centers)*".

The descriptive statistics of preservice teachers' pronunciation teaching perceptions scale items are displayed in Table 6 below.

Table 6: The Descriptive Statistics of Preservice Teachers' Pronunciation Teaching Perceptions Scale Items

New Item Number	Old Item Number		x	sd
The Pronunciation Teaching Perception Scale (PTPS) for Preservice Teachers				
Factor1 Classroom Context				
1	s62	English pronunciation must be taught in English classes.	4.13	.937
2	s61	English pronunciation skills are important in English classes.	4.22	.868
3	s59	English pronunciation can be acquired with practice in class.	4.15	.874
4	s60	English pronunciation can be acquired with exposure in class.	4.05	.875
5	s53	I feel better when I overcome a pronunciation problem in class.	4.17	1.000
Factor2 Outside the Classroom				
6	s33	I use English in public (e.g. restaurants, shopping centers).	3.51	1.201
4	s34	I use English outside the classroom.	3.79	1.062
Factor3 Learning Styles				

8	s36	I learn English pronunciation better through explanations in class.	3.71	.948
9	s37	I learn English pronunciation better through examples in class.	3.93	.910
10	s41	I learn English pronunciation better through gestures in class.	3.74	1.041
11	s35	I learn English pronunciation better through demonstrations in class.	3.70	.987
12	s43	I like learning English pronunciation at school.	3.83	1.114
Factor4 Beliefs about Learning English				
13	s46	I like learning English because it is one of the most interesting languages.	4.22	.911
14	s49	I like learning English as it makes me feel proud.	4.23	.909
15	s47	I like learning English because it helps me to improve academically.	4.38	.771
Factor5 In-class Activities of Interest				
16	s56	I enjoy communication in English in class.	4.12	.920
17	s51	I enjoy speaking English in class.	4.19	.993
18	s57	I enjoy discussions in English in class.	3.94	1.087
19	s54	I enjoy acting in English in class.	3.84	1.090

4.2.7 Conclusion

When the development of the overall scale is reconsidered, it is clear that it met the excellent fit value since according to Kılıç (2016), a Cronbach-Alpha value

above 0.7 was considered good and 0.9 was considered excellent. Furthermore, all the values in this model were obtained above 0.70 and it was seen that all dimensions and the overall scale were highly reliable to be used in the field of language teaching and learning. Furthermore, a new pronunciation teaching perception scale was developed to determine preservice teachers' pronunciation teaching perceptions in the field of ELT.

Conducted exploratory and confirmatory factor analysis confirmed that the scale had five factors as *Classroom Context*, *Outside the Classroom*, *Learning Styles*, *Beliefs about Learning English*, and *In-class Activities of Interest*. As the Cronbach-Alpha values in the model were above 0.7 (See Table 4) and the χ^2/df value was 1.477, it could be concluded that the developed scale was a highly reliable tool for revealing preservice teachers' pronunciation teaching perceptions in educational settings (Tabachnick & Fidell, 2007; Kiliç, 2016; Yaslioglu, 2017).

Consequently, the *Pronunciation Teaching Perception Scale (PTPS) for Preservice Teachers* designed for stated purpose proved to be an appropriate and effective instrument. Finally, the major implication for the ELT field is that the use of such a scale would help to identify pronunciation teaching perceptions more reliably, and, therefore, provide evidence on which the appropriate teaching techniques, methods, and the curriculum will be based.

4.3 Scale 2

The development of scale 2 is explained in detail below.

4.3.1 Participants

For the development of scale 2, 132 in-service teachers from different state schools in Kyrenia, Nicosia, and Famagusta in North Cyprus in 2021–2022 academic

year were worked with. The in-service teachers were all the English language teachers teaching at those state schools. They had the experience between zero and 30+.

They were included in the study on a voluntary basis. They were requested to participate in the study face-to-face and given a consent form to meet the ethics standards. Furthermore, each of the in-service teacher was shown and provided with the approval letter received by the Ministry of Education (MOE/MEB, See Appendix 7). Additionally, they were informed about the whole study in detail. Out of the 180 potential participants, 132 volunteered to participate in the study.

4.3.2 Data Collection Procedure

The procedure followed a mixed-method design which consisted of a qualitative approach followed by a quantitative approach. In order to collect rich qualitative data to address the research questions more effectively, first, semi-structured interviews with the in-service teachers were conducted. The interviewees belonged to various state schools in Kyrenia, Nicosia, and Famagusta. Secondly, the obtained data were subjected to thematic content analyses. The resulting 70 items were transcribed, and were placed under 3 codes, namely attitude, emotion, and motivation based on Braun and Clarke's (2006) coding phases.

For the validity check, the items were also presented to thesis committee members and the supervisor and sent to ELT field experts to get their feedback. The items were revised based on the feedback received and then distributed to a target population of 180 in-service teachers at the state schools. One hundred and thirty-two (132) of the teachers filled out the survey questionnaires. After the quantitative data collection, the replies were typed in the SPSS (ver.24) software program to check whether the items on the scale worked or not. Finally, exploratory factor and

confirmatory factor analysis was performed to provide the reliability and validity of the scale.

4.3.3 Data Analysis

Within the scope of this study, the collected data were analyzed through SPSS 24 and SPSS Amos programs to create a valid and reliable measurement tool for in-service teachers. As for the first step, exploratory factor analysis was applied. This was followed by extraction method in which principal component analysis was used in this analysis. Then, direct oblimin with Kaiser Normalization method was used as the rotation method. The reason why this method was used was the component correlation matrix. Based on the obtained findings, there was a moderate positive relationship between some factors. Therefore, it was considered that there was a relationship between dimensions in the background of item writing. Items with anti-image values below 0.50, communalities extraction variance values below 0.40, and factors with less than .10 difference between them which were distributed over more than one factor according to the Pattern Matrix have been removed. Based on the parameters obtained, the exploratory factor analysis was repeated 9 times and a 6-factor structure consisting of 26 items was obtained. Next, the confirmatory factor analysis was performed with Amos software program in order to verify the validity of this structure. Then, in the confirmatory factor analysis, model fit values were tested with maximum likelihood method. Furthermore, model fit values were found to be compatible with the parameters in the literature.

Afterwards, the Pearson correlation analysis was applied to determine the concordance validity between the factors, and it was determined that there was a high and moderate relationship between the dimensions, and they were compatible with each other. Finally, the Cronbach Alpha internal consistency coefficient was calculated to

determine the reliability of the measurement tool upon meeting the exploratory factor analysis, the confirmatory factor analysis, and the concordance validity. Consequently, it was revealed that all dimensions and the overall scale were well reliable. As a result of all the analysis, a measurement tool with high validity and reliability was obtained.

Table 7 below presents the values obtained from KMO and Bartlett Sphericity Tests.

Table 7: Kaiser Meyer Olkin (KMO) and Bartlett Sphericity Tests

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.887
	χ^2	1861.249
Bartlett's Test of Sphericity	<i>df</i>	325
	<i>P</i>	.000

The Kaiser Meyer Olkin (KMO) tests were performed and the KMO value was calculated as .887. When the values obtained from the Kaiser-Meyer-Olkin and Bartlett sphericity tests, which were conducted to determine whether the collected data met the required number of factor analysis, were examined, it was seen that the Bartlett's Test of Sphericity was found to be statistically significant ($\chi^2=1861.249$, $p < 0.001$). According to Kaiser (1974), a value of .80 is considered meritorious. In line with these results, it was obtained that the sample size and the collected data met the assumptions of conducting exploratory factor analysis.

Figure 3 below presents the cut-off points obtained for scale 2.

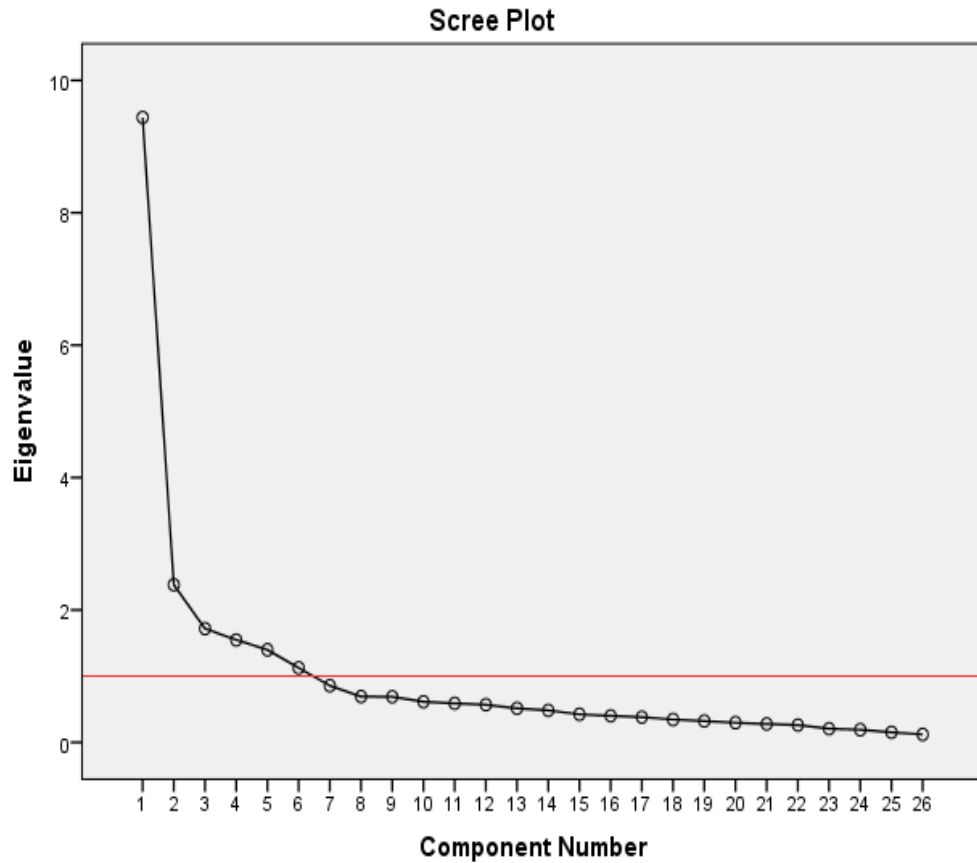


Figure 3: Scree Plot Chart for Scale 2

When the scree graph was examined, it could be seen that the red line belonged to point number 1. There were 6 different cut-off points on the red line in the graph, and that meant that the developed scale consisted of 6 sub-dimensions.

Table 8 below presents the values obtained for factors, loads, and variances.

Table 8: Distribution of the Scale by Factors, Item Factor Loads and Factor Variances

		Pattern Matrix						
		Communalities	Fac.	Fac.	Fac.	Fac.	Fac.	Fac.
New	Old	extraction	1	2	3	4	5	6
Item	Item	variance						
No	No							
1	[q48]	.778	.734					

2	[q36]	.549	.715			
3	[q49]	.672	.712			
4	[q52]	.741	.659			
5	[q10]	.658	.589			
6	[q55]	.792	.582			
7	[q26]	.812		.836		
8	[q25]	.656		.808		
9	[q29]	.680		.780		
10	[q28]	.692		.769		
11	[q27]	.723		.746		
12	[q31]	.530		.494		
13	[q1]	.755			.883	
14	[q24]	.725			.687	
15	[q4]	.644			.656	
16	[q17]	.522			.536	
17	[q15]	.793			.862	
18	[q14]	.727			.805	
19	[q68]	.532				.670
20	[q45]	.664				.654
21	[q44]	.665				.621
22	[q47]	.646				.588
23	[q67]	.695				.845
24	[q65]	.648				.814
25	[q64]	.708				.709
26	[q63]	.603				.624
		Fac.1	Fac.2	Fac. 3	Fac. 4	Fac. 5
				6		
Eigenvalues		9.441	2.381	1.71	1.54	1.39
				8	7	8
						6

Explained variance value %	36.310	9.157	6.60	5.95	5.37	4.33
			7	0	7	1
Total variance %	67.733					

When the table 8 was examined, the lowest factor load value was .494, while the highest factor load value was calculated as .845. The lower limit of the lowest factor loading value that was supposed to be in a scale was .32 (Tabachnick & Fidell, 2011). The lowest value obtained in this study was .494 and it was .17 points higher than the lower limit value. Additionally, the total variance value explained was 67.733% and the minimum accepted value for this value was supposed to be 50% according to Yaşlıoğlu (2017). The fact that the total variance ratio of the scale was found 17.73% above the 50% lower limit that provided the condition of being able to represent the feature to be measured.

According to Yaşlıoğlu (2017), the communalities extracted value was supposed to be at least 0.50. In this study, the lowest value was obtained as .532 and it met the lower limit. As for the factor values, the first factor consisted of 6 items and its eigenvalues were 9.441 with the lowest factor loading of ,582 and the highest factor loading of ,582. The second factor consisted of 6 items and its eigenvalues were found 2.381, the lowest factor load was found .494 and the highest factor load was calculated as .836. When factor 3 is examined, it consisted of 4 items and its eigenvalues were 1.718, while the lowest factor loading value was .536, the highest factor loading value was .883. Further, Factor 4 consisted of two items and its eigenvalues were obtained as 1.547, and the factor loadings of both items were above .80. When factor 5 was examined, it consisted of 4 items and its eigenvalues were 1.398, the lowest factor loading value was calculated as .588 and the highest value was found .670. As for the

last factor, the eigenvalues were calculated as 1.126 and it consisted of 4 items. Factor 6 lowest factor loading value was found .624 and the highest value was obtained as .845.

The rate of variance explained by Factor 1 was 36.3%, Factor 2 was 9.1%, Factor 3 was 6.6%, Factor 4 was 5.95%, Factor 5 was 5.37%, and Factor 6 was 4.3%. The total explained variance rate was calculated as 67.733% as stated in table 8 above.

Table 9 below presents the Pearson correlation values between factors.

Table 9: Pearson Correlation Analysis of the Fit Values between Factors

Variable	N	Fac1	Fac2	Fac3	Fac4	Fac5	Fac6	p
Fac1	132	1	.505	.437	.316	.625	.621	.000
Fac2	132	.505	1	.387	.394	.474	.401	.000
Fac3	132	.437	.387	1	.223	.445	.383	.000
Fac4	132	.316	.394	.223	1	.344	.152	.000
Fac5	132	.625	.474	.445	.344	1	.550	.000
Fac6	132	.621	.401	.383	.152	.550	1	.000

A positive significant relationship was found between all factors ($p < 0.05$). Factor 1 and Factors 5 and 6 are highly positively correlated, while Factor 1 and Factors 2, 3 and 4 were moderately correlated ($p < 0.05$). Factor 1 was moderately positively correlated with two other Factors. Factor 3, on the other hand, had a weak correlation with Factor 4 but it had a moderately positive correlation with other Factors. Factor 4 and Factor 6 had a very weak relationship ($p < 0.05$). There was a

moderate relationship between Factor 5 and Factor 6. Based on these results, the significant relationship between the Factors ($p < 0.05$) showed that the scale provided congruent validity.

4.3.4 Confirmatory Factor Analysis Findings

Table 10 below presents the findings of the confirmatory factor analysis.

Table 10: Confirmatory Factor Analysis Model Fit Values

Model Fit	English Teachers' Perception Scale	Excellent Fit Values	Acceptable Fit Values
χ^2/df	1.263	≤ 3	$\leq 4-5$
RMSEA	.045	≤ 0.05	0.06-0.08
NFI	.822	≥ 0.95	0.94-0.90
TLI	.949	> 0.95	> 0.80
IFI	.957	≥ 0.95	0.94-0.90
CFI	.956	≥ 0.95	0.90-0.95
GFI	.837	≥ 0.95	0.90-0.95
AGFI	.798	≥ 0.90	0.85-0.95
RMR	.077	≤ 0.05	0.05 -0.10

Several claims have been put forward for the excellent and the acceptable fit values in the literature (Wheaton et al., 1977; Tabachnick & Fidell, 2007). For instance, the χ^2/df value according to Wheaton et al. (1977) was supposed to be below 5 while for Tabachnick and Fidell (2007) it was supposed to be below 2 to satisfy the fit value condition.

It was seen that the value obtained in this study ($\chi^2/df=1.263$) met the value of excellent fit. According to Yaşlıoğlu (2017), it was stated that the closer the RMSEA value is 0.1, the worse the fit, and the closer it is to 0, the better the fit. Since the RMSEA value in this model was 0.45 and below 0.5 as stated in many sources, this value provided the perfect fit condition. The NFI value was found .822, slightly below the acceptable fit value. According to Mulaik et al., (1989), the NFI value was low in the samples studied below 200. It was seen that the sample size in this study was less than 200, which affected the NFI value below 0.90. Since the sample value was low in this study, the TLI value was supposed to be checked as stated by Yaşlıoğlu (2017).

According to Byrne (2011) this value above the threshold value of >0.80 met the acceptable threshold value, and the value in this model was .949, which was slightly below .95 and considered as perfect value. Therefore, it would be stated that a good value was achieved in this model. The IFI value of this model was found .957, which was above the .95 value, was considered excellent (Yaşlıoğlu, 2017).

As for the CFI value, the value of the model scale was found .956 and it was seen that it had a value above 0.95. Furthermore, it was accepted as a good fit according to Bentler and Bonnet (1980). The GFI value of this model was found .837 and it was slightly below the lower limit of .90. Since this value was sensitive to the sample size, it was considered to affect the fact that it was below .90. In this model, the AGFI value was .798, slightly below the lower limit of 0.85. The reason for the AGFI to be slightly lower was considered to be related to the low sample size, similar to the NFI and GFI values. The RMR value was found 0.77, and this value being between 0.5 and 0.10 indicated that it met the acceptable parameters.

According to the sources in the literature, it was seen that the model fit values of this study met the fit condition, and some values met the values of perfect fit

(Schermele-Engel, & Moosbrugger, 2003; Tabachnick & Fidell, 2007; Byrne, 2011; Yaşlıoğlu 2017). Figure 4 below displays the distribution of 6 factors obtained for scale 2 from the confirmatory factor analysis.

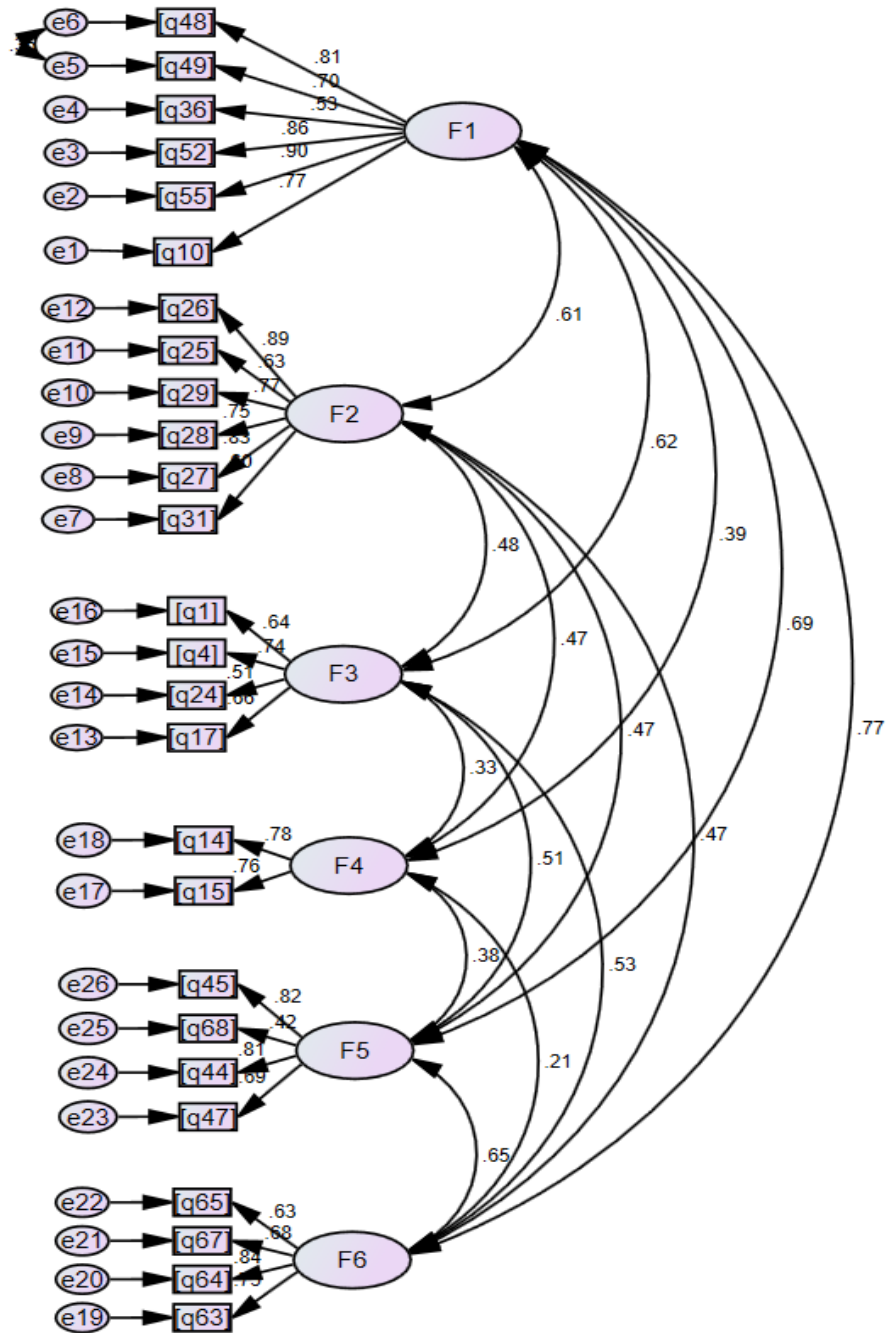


Figure 4: Confirmatory Factor Analysis Factor Distribution Path Diagram for Scale 2

The path diagram for scale 2 clearly presents the relationship of each factor with another in percentages. For instance, the relationship between the second factor and the sixth factor is 47%.

4.3.5 Reliability Findings

Table 11 below displays the Cronbach-Alpha reliability analysis findings of the scale 2 below.

Table 11: Cronbach-Alpha Reliability Analysis Findings

Sub	<i>N</i>	Number of items in	Cronbach-Alpha Internal
dimensions		sub-dimension	Consistency Coefficient (α)
<i>Factor 1</i>	132	6	.900
<i>Factor 2</i>	132	6	.884
<i>Factor 3</i>	132	4	.737
<i>Factor 4</i>	132	2	.747
<i>Factor 5</i>	132	4	.775
<i>Factor 6</i>	132	4	.821
<i>Scale Total</i>	132	26	.925

According to Kılıç (2016), Cronbach's alpha value above 0.7 was considered good, while 0.9 was considered excellent. It was seen that the first Factor ($\alpha=.90$) met excellent reliability. Since α values of all the Factors between the second Factor and the 6 Factors had the values between .737 and .884, they seemed to be highly reliable.

As a result, the Cronbach-Alpha internal consistency coefficient (α) value for the overall scale was obtained as .925, and the scale had an excellent fit value.

4.3.6 Pronunciation Teaching Perception Scale (PTPS) for In-service English Language Teachers

When the arithmetic averages of the in-service teachers' pronunciation perception scale sub-dimensions are examined, it was seen that the teachers had a positive opinion in the first factor, the attitude dimension. Factor 2 showed a positive attitude in the improvement preference dimension. As for factor 3, it was seen that in the focal point dimension, they were indecisive, and in the fourth factor, which was the problem-solving strategies dimension, they showed a moderate opinion that they were indecisive. It was observed that they showed indecisive views in the dimension of teaching styles, which was the fifth factor. It has been observed that they had positive opinions in the classroom context dimension, which was factor 6. When the arithmetic average of the answers given by the general scale was examined, it was obtained that teachers had a positive opinion towards the Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers.

The descriptive statistics of in-service teachers' pronunciation perceptions scale items are displayed in table 12 below.

Table 12: The Descriptive Statistics of In-Service Teachers' Pronunciation Teaching Perceptions Scale Items

The Pronunciation Teaching Perception Scale		
(PTPS) for In-service Teachers		
New	Old	
Item	Item	
No	No	

Factor1 Attitude			$\bar{X}$	sd
1	[q48]	I like interacting with foreign people in English at school.	3.86	1.047
2	[q36]	I use English outside the classroom.	3.54	1.073
3	[q49]	I like interacting with others in English in public places.	3.67	1.089
4	[q52]	I like being able to express myself in English in class.	4.05	1.072
5	[q10]	I try to encourage my students to speak when teaching in class.	4.15	1.115
6	[q55]	I enjoy speaking English when teaching in class.	3.98	1.098
Factor2 Improvement Preference				
7	[q26]	I watch films to improve my pronunciation skills.	3.57	1.224
8	[q25]	I listen to the radio to improve my pronunciation skills.	3.24	1.211
9	[q29]	I listen to the news to improve my pronunciation skills.	3.52	1.182
10	[q28]	I listen to songs to improve my pronunciation skills.	3.38	1.149
11	[q27]	I interact with my English-speaking colleagues to improve my pronunciation skills.	3.53	1.142
12	[q31]	I repeat certain sounds in English to improve my pronunciation skills.	3.24	1.120
Factor3 Focal Points				
13	[q1]	I focus on grammar when teaching in class.	3.14	1.110
14	[q24]	I usually teach grammar in class.	3.18	1.131

15	[q4]	I focus on structures of English when teaching in class.	3.44	.975
16	[q17]	I repeat the problematic sounds when I have pronunciation problems in class.	3.59	1.098
Factor4 Problem-Solving Strategies				
17	[q15]	I check pronunciation dictionaries when I have pronunciation problems in class.	3.11	1.154
18	[q14]	I check websites when I have pronunciation problems in class.	3.16	1.184
Factor5 Teaching Styles				
19	[q68]	I like to teach English pronunciation individually when teaching in class.	3.20	.969
20	[q45]	I teach English pronunciation better through hand movements when teaching in class.	3.19	1.005
21	[q44]	I teach English pronunciation better through gestures when teaching in class.	3.28	1.014
22	[q47]	I like teaching English pronunciation in class.	3.50	1.015
Factor6 Classroom Context				
23	[q67]	English pronunciation must be taught in English classes.	3.50	1.169
24	[q65]	English pronunciation skills are important in English classes.	3.69	1.092
25	[q64]	English pronunciation can be acquired with exposure in class.	3.81	1.020

26	[q63]	English pronunciation can be acquired with practice in class.	3.75	1.029
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4.3.7 Conclusion

When the development of the overall scale is reconsidered, it is clear that an excellent fit value was obtained as the Cronbach-Alpha internal consistency coefficient (α) value for the overall scale was obtained as .925 (Kılıç, 2016). Furthermore, a new pronunciation teaching perception scale (PTPS) for in-service language teachers was developed with high reliability values to determine their perceptions in the field of language teaching and learning. The conducted exploratory and confirmatory factor analysis confirmed that the scale had six factors as *Attitudes, Improvement Preference, Focal Points, Problem-Solving Strategies, Teaching Styles, and Classroom Context*.

As the Cronbach-Alpha value in this model was .925 (See Table 10), which indicated that the developed scale met the excellent reliability level to be used as a measurement tool for revealing in-service teachers' perceptions regarding pronunciation teaching (Tabachnick & Fidell, 2007; Kılıç, 2016; Yaslioglu, 2017).

As a result, the *Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers* developed for stated purpose proved to be an appropriate and effective instrument to be used in ELF field with its high reliability value. Finally, the major implication for the ELT field is that the use of such a scale would help researchers to identify pronunciation teaching perceptions more reliably, and, therefore, provide evidence on which the appropriate teaching techniques, methods, and the curriculum will be based.

4.4 Research Questions

The study aimed at answering the following research questions.

RQ1- What are in-service teachers' pronunciation teaching perception scores?

RQ1.1. Which sub-dimension of the in-service teachers has the highest perception scores?

RQ1.2. Which sub-dimension of in-service teachers has the lowest pronunciation perception scores?

RQ2- Do in-service teachers' pronunciation teaching perceptions and sub-dimensions differ in terms of independent variables?

RQ2.1. Do in-service teachers' pronunciation teaching perceptions and sub-dimensions differ in terms of gender?

RQ2.2. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of age?

RQ2.3. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of the mother tongue?

RQ2.4. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of the type of school they work at?

RQ2.5. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of their education levels?

RQ2.6. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of their experience?

RQ2.7. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of their living in an English-speaking country?

RQ2.8. Do in-service teachers' perceptions of pronunciation teaching and sub-dimensions differ in terms of their living in a country with a different culture?

RQ3. What is the relationship between in-teachers' living time in an English-speaking country and their perception of pronunciation and its sub-dimensions?

RQ4- What is the relationship between in-teachers' pronunciation teaching perception and its sub-dimensions, and the time they have lived in a country with a different culture?

RQ5- Is there a difference in in-teachers' pronunciation teaching perceptions regarding the language instruction of the school they work in?

4.4.1 Data Analysis

Data analysis was done with SPSS (ver.24). For the teacher scale and its sub-dimensions, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analyzes were made. In the descriptive analysis, skewness and kurtosis values were examined and it was seen that these values met the normal distribution assumption since they were between -1.5 and +1.5 (Tabachnick, Fidell, 2007). In addition, the histogram graph of the teacher pronunciation perception scale was examined, and it was seen that the graph showed a normal distribution. All hypotheses for teachers were solved by parametric hypothesis tests since they carried the assumptions of normality. t-test was used to compare two independent variables, and one-way analysis of variance ANOVA was used to compare 3 or more variables. Pearson correlation was used for the relational hypotheses within the teachers themselves.

For the scale of pronunciation perceptions of teacher candidates, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analyses were implemented. As a result of descriptive statistics, skewness and kurtosis values were examined and it was observed that these values were the dimensions with values greater than -1.5 to +1.5. In addition, for the pre-service teacher's scale, the

histogram graph of the overall scale was examined, and it was observed that there was a left skewness. For this reason, it was seen that the data shifted positively, and the hypotheses were solved with non-parametric hypothesis tests since the normality version was not met. Hypotheses were analyzed with the Mann Whitney U test in the comparison of paired groups, and the Kruskal Wallis-H Test in the comparison of three or more groups. Spearman rho correlation analysis, which is a non-parametric correlation, was used to solve the relational hypotheses among pre-service teachers.

In the hypotheses in which teachers and preservice teachers were compared, as the data set of preservice teachers was not normally distributed, a comparison was made between the two groups using the Mann Whitney U test.

4.4.2 In-Service Teachers' Reports

Table 13 below outlines the individual characteristics of in-service teachers.

Table 13: Individual Characteristics of Teachers

Independent variable	Group	Independent	
		<i>f</i>	%
Gender	Female	104	78.8
	Male	28	21.2
Age	20-24	4	3.0
	25-29	13	9.8
	30-34	28	21.2
	35-39	25	18.9
	40-44	25	18.9

	45-49	20	15.2
	50 and over	17	12.9
	TRNC	103	78.0
Nationality	Turkey	12	9.1
	Other	17	12.9
	BA	64	48.5
Education Level	MA	51	38.6
	PhD	17	12.9
	Total	132	100

While 78.8% of the teachers participating in the research were female, 21.2% were male. When the age distribution of teachers is examined, 3% were 20-24 years old, 9.8% were 25-29 years old, 21.2% were 30-34 years old, 18.9% were 35-39 years old, 18.9% were 40-44 years old, % 15.2% of them were 45-49 years old and 12.9% of them were 50 and over. When the nationalities of the teachers are examined, 78% of them were TRNC, 9.1% were Republic of Turkey, and 12.9% were citizens of other countries. When the education level of the teachers is examined, 48.5% of them were undergraduate, 38.6% of them were graduates, and 12.9% of them were Ph.D holders.

Table 14 below outlines the professional characteristics of in-service teachers.

Table 14: Professional Characteristics of Teachers

Independent variable	Group		
School Type	Public	80	60.6
		<i>f</i>	%
	Private	52	39.4
Experience	0-2	14	10.6
	3-5	9	6.8
	6-10	26	19.7
	11-14	28	21.2
	15 and over	55	41.7
Location of School	Kyrenia	63	47.7
	Nicosia	59	44.7
	Famagusta	10	7.6
Language of Instruction	Turkish Medium	37	28.0
	English Medium	95	72.0
Total		132	100

60.6% of the teachers participating in the research work for a public school, and 39.4% work for a private school. As for the professional experience of the

teachers, 10.6% have taught between 0-2 years, 6.8% have taught between 3-5 years, 19.7% have taught between 6-10 years, 21.2% have taught between 11-14 years, and 41.7% have taught for 15 years and above. When the regional distribution of the schools where the teachers work is examined, 47.7% of them worked in Kyrenia, 44.7% in Nicosia, and 7.6% in Famagusta. When the language of instruction variable is examined, 28% was Turkish medium and 72% was English medium.

Table 15 below outlines the language characteristics of in-service teachers.

Table 15: Language Characteristics of Teachers

Independent variable		Group	<i>f</i>	%
Native Language		Turkish	111	84.1
		English	11	8.3
		Other	10	7.6
Other Language		Turkish	5	3.8
		English	94	71.2
		Multi	26	19.7
		German	4	3.0
		French	3	2.3
English	Speak	Yes	54	40.9
Country		No	78	59.1
		none	78	59.1

English	Speak	England	42	31.8
Country Name		USA	6	4.5
		Multi	2	1.5
		Nigeria	2	1.5
		Australia	2	1.5
		0	78	59.1
		0-2	25	18.9
English	Speak	3-5	11	8.3
Country Year		6-10	1	.8
		11-14	5	3.8
		15 and over	12	9.1
		Total	132	100

The mother tongue of 84.1% of the teachers was Turkish, 8.3% was English and 7.6% was another language. When the other languages spoken by the teachers are examined, 3.8% was able to speak Turkish, 71.2% English, 19.7% several different languages, 3% German and 2.3% French. Further, 40.9% of the teachers have lived in an English-speaking country for a period, however, 59.1% have not. The most lived country was England with 31.8%. Years of life in the English-speaking country between 0 and 2 was, 18.9%, 3 to 5 years was 8.3%, and 15 years or more was 9.1%.

Table 16 below presents the characteristics of in-service teachers living in different cultures.

Table 16: The Characteristics of Teachers Living in Different Cultures

Independent variable	Group	<i>f</i>	%
Different Culture	Yes	63	47.7
	No	69	52.3
Different Culture Country	none	69	52.3
	Turkey	10	7.6
	Cyprus	11	8.3
	England	25	18.9
	USA	7	5.3
	Middle East	2	1.5
	Europe	3	2.3
	Asia	3	2.3
	AUS	2	1.5
Different Culture Country Year	0	69	52.3
	0-2	21	15.9
	3-5	26	19.7
	6-9	3	2.3
	10-14	3	2.3

	15+	10	7.6
	Total	132	100

While 47.7% of the teachers lived in a different culture, 52.3% did not. The country with the highest number of people living in different cultures was England with a rate of 18.9%. Cyprus with 8.3%, Turkey with 7.6%, the USA with 5.3%, while other countries had less than 5%. When the rate of time lived in different cultures is examined, 19.7% lived between 3 and 5 years, 15.9% between 0 and 2 years, and 7.6% lived in a different culture for 15 years or more.

RQ1- What are in-service teachers' pronunciation teaching perception scores?

RQ1.1. Which sub-dimension of the in-service teachers has the highest perception scores?

RQ1.2. Which sub-dimension of the in-service teachers has the lowest pronunciation perception scores?

Table 17 below presents values obtained from descriptive and normality assumption tests.

Table 17: Descriptive statistics and normality assumptions of the pronunciation perception scale of in-service teachers

Sub dimensions	$\bar{X}$	sd	Standard Error	Min	Mix	Skewness	Kurtosis
Factor1 Attitude	3.8763	.88399	.07694	1	5	-.760	.228
Factor2							
Improvement	3.4129	.93183	.08111	1	5	-.422	-.331
Preference							
Factor3	3.3371	.80787	.07032	1	5	-.121	-.469

Focal Points							
Factor4							
Problem-Solving Strategies	3.1326	1.04454	.09092	1	5	-.262	-.560
Factor5							
Teaching Styles	3.3617	.73120	.06364	1.25	5	-.152	-.115
Factor6							
Classroom Context	3.6875	.87008	.07573	1.25	5	-.267	-.672
The Pronunciation							
Perception Scale of In-service Teachers	3.5102	.64402	.05605	1.62	4.88	-.369	-.613

When the arithmetic averages of the in-service teachers' pronunciation perception scale sub-dimension are examined, it was seen that the teachers had a positive opinion in the first factor, the attitude dimension. Factor 2 showed a positive attitude in the improvement preference dimension. As for factor 3, it was obtained that in the focal point dimension, they were indecisive, and in the fourth factor, which was the problem-solving strategies dimension, they showed a moderate opinion that they were indecisive. It was observed that they showed indecisive opinions in the dimension of teaching styles, which was the fifth factor. It was observed that they had positive opinions in the classroom context dimension, which was factor 6.

According to the arithmetic average of the answers given by the general scale, it was found that the teachers had positive views. Furthermore, it was revealed that the teachers' perception of pronunciation was positive. When the skewness and kurtosis values of all dimensions and the overall scale are examined, it was obtained that these values were between -1.5 and +1.5. The skewness and kurtosis values between -1.5 and +1.5 met the normal distribution assumption (Tabachnick, & Fidell, 2007). The

normal distribution of the scale was seen in the histogram graph in Figure 5 below. In addition, the very low standard deviation values showed that the answers given by the teachers were not far from each other. This was again an indication of a normal distribution.

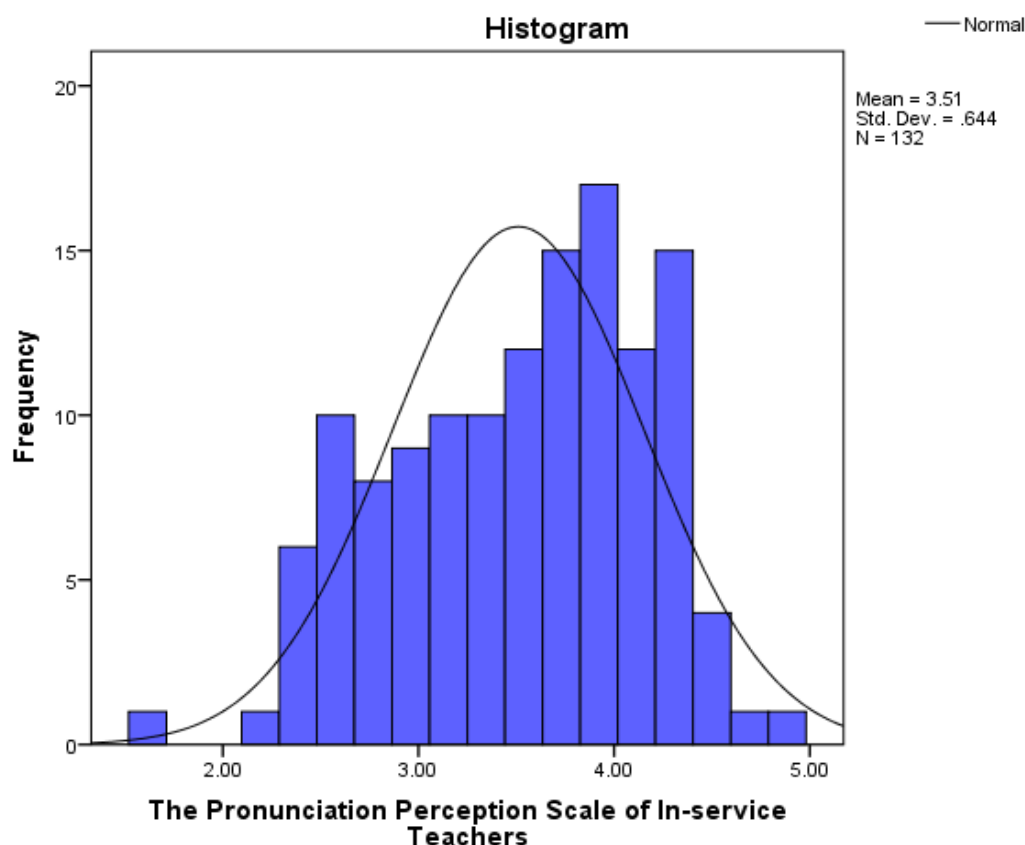


Figure 5: The Scale Histogram Graph of Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers

When the histogram graph is examined, it was seen that the data showed a normal distribution.

Table 18 below presents the values of scale 2.

Table 18: Descriptive Statistical Values of the Pronunciation Perception Scale of In-Service Teachers Scale Items

New	Old	The Pronunciation Perception Scale of In-		
Item	Item	service Teachers		
No	No			
		Factor1 Attitude	$\bar{X}$	sd
1	[q48]	I like interacting with foreign people in English at school.	3.86	1.047
2	[q36]	I use English outside the classroom.	3.54	1.073
3	[q49]	I like interacting with others in English in public places.	3.67	1.089
4	[q52]	I like being able to express myself in English in class.	4.05	1.072
5	[q10]	I try to encourage my students to speak when teaching in class.	4.15	1.115
6	[q55]	I enjoy speaking English when teaching in class.	3.98	1.098
		Factor2 Improvement Preference		
7	[q26]	I watch films to improve my pronunciation skills.	3.57	1.224
8	[q25]	I listen to the radio to improve my pronunciation skills.	3.24	1.211
9	[q29]	I listen to the news to improve my pronunciation skills.	3.52	1.182
10	[q28]	I listen to songs to improve my pronunciation skills.	3.38	1.149
11	[q27]	I interact with my English-speaking colleagues to improve my pronunciation skills.	3.53	1.142

12	[q31]	I repeat certain sounds in English to improve my pronunciation skills.	3.24	1.120
Factor3 Focal Points				
13	[q1]	I focus on grammar when teaching in class.	3.14	1.110
14	[q24]	I usually teach grammar in class.	3.18	1.131
15	[q4]	I focus on structures of English when teaching in class.	3.44	.975
16	[q17]	I repeat the problematic sounds when I have pronunciation problems in class.	3.59	1.098
Factor4 Problem-Solving Strategies				
17	[q15]	I check pronunciation dictionaries when I have pronunciation problems in class.	3.11	1.154
18	[q14]	I check websites when I have pronunciation problems in class.	3.16	1.184
Factor5 Teaching Styles				
19	[q68]	I like to teach English pronunciation individually when teaching in class.	3.20	.969
20	[q45]	I teach English pronunciation better through hand movements when teaching in class.	3.19	1.005
21	[q44]	I teach English pronunciation better through gestures when teaching in class.	3.28	1.014
22	[q47]	I like teaching English pronunciation in class.	3.50	1.015
Factor6 Classroom Context				
23	[q67]	English pronunciation must be taught in English classes.	3.50	1.169

24	[q65]	English pronunciation skills are important in English classes.	3.69	1.092
25	[q64]	English pronunciation can be acquired with exposure in class.	3.81	1.020
26	[q63]	English pronunciation can be acquired with practice in class.	3.75	1.029

When the arithmetic means scores of all the items in the first factor are examined, it was seen that the teachers exhibit a positive attitude. In the second factor, improvement preference, in items 8 and 10, opinions were indecisive and moderate, however, other items demonstrated positive opinions.

In the third factor, focal points, while opinions were moderately indecisive in 13 and 14 items, they were positive in items 15 and 16. In the fourth dimension, problem-solving strategies, opinions were moderate and indecisive. In the fifth factor, teaching styles, items 19, 20 and 21 were moderate, the opinions in item 22 were positive. In the sixth factor, classroom context, teachers' opinions were positive for all the items.

RQ2- Do Teachers' Pronunciation Perceptions and Sub-Dimensions differ in terms of Independent Variables?

RQ2.1. Do teachers' Pronunciation Perceptions and sub-dimensions differ in terms of gender?

Table 19 below presents comparison of in-service teachers' pronunciation perception scale (PTPS) opinions by gender.

Table 19: Comparison of the Opinions of the Pronunciation Perception Scale (PTPS) of In-Service Teachers by Gender (T- Test)

Factors	Groups	N	$\bar{x}$	sd	Sh $_{\bar{x}}$	t Test		
						t	df	p
Attitude	Female	104	3.9391	.89920	.08817	1.583	130	.116
	Male	28	3.6429	.79700	.15062			
Improvement	Female	104	3.3734	.97473	.09558	-.938	130	.350
Preference	Male	28	3.5595	.74841	.14144			
Focal Points	Female	104	3.3726	.80502	.07894	.972	130	.333
	Male	28	3.2054	.81948	.15487			
Problem-Solving	Female	104	3.1683	1.04419	.10239	.755	130	.451
Strategies	Male	28	3.0000	1.05409	.19920			
Teaching Styles	Female	104	3.3990	.75726	.07426	1.131	130	.260
	Male	28	3.2232	.61741	.11668			
Classroom Context	Female	104	3.7452	.87230	.08554	1.475	130	.143
	Male	28	3.4732	.84256	.15923			
Scale Total	Female	104	3.5377	.66525	.06523	.946	130	.346
	Male	28	3.4080	.55710	.10528			

Based on the obtained results of the independent sample t-test conducted for the comparison of in-service teachers' pronunciation perception scale opinions by gender, no significant difference was found in any factor of overall scale ($p > 0.05$).

RQ2.2. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of age?

Table 20 below reports in-service teachers' PTPS comparison scores regarding age.

Table 20: In-Service Teachers' Pronunciation Perception Scale Comparison of Teachers' Views by Age

<i>f</i> , $\bar{x}$ and sd					ANOVA				
Group	N	$\bar{x}$	SS	S. of V.	KT	df	KO	F	p
20-24	4	4.6250	.43833	Between	12.065	6	2.011	2.783	.014
Groups									
25-29	13	4.0000	1.28019	Within Groups	90.303	12	.722		
						5			
30-34	28	3.8512	.77292	Total	102.368	13			
						1			
Attitude									
35-39	25	3.3400	.91221						
40-44	25	3.8800	.89562						
45-49	20	4.1083	.60764						
50 and over	17	4.1569	.69340						
Total	132	3.8763	.88399						
20-24	4	3.4583	1.58333	Between	6.513	6	1.086	1.265	.278
Groups									
25-29	13	3.5513	1.05932	Within Groups	107.235	12	.858		
						5			
Improvement									
30-34	28	3.0952	.95196	Total	113.748	13			
						1			
35-39	25	3.3133	.67241						
Preference									

	Total	132	3.6875	.87008					
	20-24	4	3.7212	.61408	Between Groups	5.134	6	.856	2.174 .050
	25-29	13	3.6834	.88784	Within Groups	49.200	12	.394	
							5		
	30-34	28	3.3860	.56696	Total	54.334	13		
							1		
Scale Total	35-39	25	3.2231	.61669					
	40-44	25	3.4708	.65613					
	45-49	20	3.7038	.59113					
	50 and over	17	3.7851	.48936					
	Total	132	3.5102	.64402					

There was a significant difference regarding age in attitude dimension, classroom context dimension and overall scale ($p < 0.05$). No significant difference was found in the dimensions of Preference, Focal Points, Problem-Solving Strategies and Teaching Styles ($p > 0.05$). The difference between the groups regarding age is shown in table 21 below in the multiple group comparison post hoc LSD test.

Table 21: Comparison of Teacher Opinions by Age Multiple Comparison LSD Test

Multiple Comparisons							
LSD							
						95% Confidence	
						Interval	
Dependent		Mean				Lower	Upper
		Difference		Std.			
Variable	(I) age	(J) age	(I-J)	Error	Sig.	Bound	Bound

Attitude	20-24	25-29	.62500	.48598	.201	-.3368	1.5868
		30-34	.77381	.45432	.091	-.1253	1.6730
		35-39	1.28500*	.45772	.006	.3791	2.1909
		40-44	.74500	.45772	.106	-.1609	1.6509
		45-49	.51667	.46554	.269	-.4047	1.4380
	50 and over		.46814	.47234	.324	-.4667	1.4030
	25-29	20-24	-.62500	.48598	.201	-1.5868	.3368
		30-34	.14881	.28526	.603	-.4158	.7134
		35-39	.66000*	.29063	.025	.0848	1.2352
		40-44	.12000	.29063	.680	-.4552	.6952
		45-49	-.10833	.30281	.721	-.7076	.4910
	50 and over		-.15686	.31316	.617	-.7766	.4629
	30-34	20-24	-.77381	.45432	.091	-1.6730	.1253
		25-29	-.14881	.28526	.603	-.7134	.4158
		35-39	.51119*	.23388	.031	.0483	.9741
		40-44	-.02881	.23388	.902	-.4917	.4341
		45-49	-.25714	.24884	.303	-.7496	.2353
	50 and over		-.30567	.26134	.244	-.8229	.2115
	35-39	20-24	-1.28500*	.45772	.006	-2.1909	-.3791
		25-29	-.66000*	.29063	.025	-1.2352	-.0848
		30-34	-.51119*	.23388	.031	-.9741	-.0483
		40-44	-.54000*	.24040	.026	-1.0158	-.0642
		45-49	-.76833*	.25499	.003	-1.2730	-.2637
	50 and over		-.81686*	.26719	.003	-1.3457	-.2881

Classroom Context	40-44	20-24	-.74500	.45772	.106	-1.6509	.1609
		25-29	-.12000	.29063	.680	-.6952	.4552
		30-34	.02881	.23388	.902	-.4341	.4917
		35-39	.54000*	.24040	.026	.0642	1.0158
		45-49	-.22833	.25499	.372	-.7330	.2763
		50 and over	-.27686	.26719	.302	-.8057	.2519
	45-49	20-24	-.51667	.46554	.269	-1.4380	.4047
		25-29	.10833	.30281	.721	-.4910	.7076
		30-34	.25714	.24884	.303	-.2353	.7496
		35-39	.76833*	.25499	.003	.2637	1.2730
		40-44	.22833	.25499	.372	-.2763	.7330
		50 and over	-.04853	.28039	.863	-.6035	.5064
	50 and over	20-24	-.46814	.47234	.324	-1.4030	.4667
		25-29	.15686	.31316	.617	-.4629	.7766
		30-34	.30567	.26134	.244	-.2115	.8229
		35-39	.81686*	.26719	.003	.2881	1.3457
		40-44	.27686	.26719	.302	-.2519	.8057
		45-49	.04853	.28039	.863	-.5064	.6035
Classroom Context	20-24	25-29	.83173	.47161	.080	-.1017	1.7651
		30-34	.76786	.44089	.084	-.1047	1.6404
		35-39	1.01250*	.44418	.024	.1334	1.8916
		40-44	.58250	.44418	.192	-.2966	1.4616
		45-49	.55000	.45178	.226	-.3441	1.4441
		50 and over	-.04044	.45837	.930	-.9476	.8667
	25-29	20-24	-.83173	.47161	.080	-1.7651	.1017

	30-34	-.06387	.27683	.818	-.6117	.4840
	35-39	.18077	.28204	.523	-.3774	.7390
	40-44	-.24923	.28204	.379	-.8074	.3090
	45-49	-.28173	.29386	.340	-.8633	.2998
	50 and over	-.87217*	.30390	.005	-1.4736	-.2707
30-34	20-24	-.76786	.44089	.084	-1.6404	.1047
	25-29	.06387	.27683	.818	-.4840	.6117
	35-39	.24464	.22696	.283	-.2045	.6938
	40-44	-.18536	.22696	.416	-.6345	.2638
	45-49	-.21786	.24149	.369	-.6958	.2601
	50 and over	-.80830*	.25361	.002	-1.3102	-.3064
35-39	20-24	-1.01250*	.44418	.024	-1.8916	-.1334
	25-29	-.18077	.28204	.523	-.7390	.3774
	30-34	-.24464	.22696	.283	-.6938	.2045
	40-44	-.43000	.23330	.068	-.8917	.0317
	45-49	-.46250	.24745	.064	-.9522	.0272
	50 and over	-1.05294*	.25930	.000	-1.5661	-.5398
40-44	20-24	-.58250	.44418	.192	-1.4616	.2966
	25-29	.24923	.28204	.379	-.3090	.8074
	30-34	.18536	.22696	.416	-.2638	.6345
	35-39	.43000	.23330	.068	-.0317	.8917
	45-49	-.03250	.24745	.896	-.5222	.4572
	50 and over	-.62294*	.25930	.018	-1.1361	-.1098
45-49	20-24	-.55000	.45178	.226	-1.4441	.3441
	25-29	.28173	.29386	.340	-.2998	.8633

		30-34	.21786	.24149	.369	-.2601	.6958
		35-39	.46250	.24745	.064	-.0272	.9522
		40-44	.03250	.24745	.896	-.4572	.5222
		50 and over	-.59044*	.27210	.032	-1.1290	-.0519
	50 and over	20-24	.04044	.45837	.930	-.8667	.9476
		25-29	.87217*	.30390	.005	.2707	1.4736
		30-34	.80830*	.25361	.002	.3064	1.3102
		35-39	1.05294*	.25930	.000	.5398	1.5661
		40-44	.62294*	.25930	.018	.1098	1.1361
		45-49	.59044*	.27210	.032	.0519	1.1290
Scale total	20-24	25-29	.03772	.35871	.916	-.6722	.7477
		30-34	.33516	.33534	.320	-.3285	.9989
		35-39	.49808	.33785	.143	-.1706	1.1667
		40-44	.25038	.33785	.460	-.4183	.9190
		45-49	.01731	.34363	.960	-.6628	.6974
		50 and over	-.06391	.34864	.855	-.7539	.6261
	25-29	20-24	-.03772	.35871	.916	-.7477	.6722
		30-34	.29744	.21056	.160	-.1193	.7142
		35-39	.46036*	.21452	.034	.0358	.8849
		40-44	.21266	.21452	.323	-.2119	.6372
		45-49	-.02041	.22351	.927	-.4628	.4219
		50 and over	-.10164	.23115	.661	-.5591	.3558
	30-34	20-24	-.33516	.33534	.320	-.9989	.3285
		25-29	-.29744	.21056	.160	-.7142	.1193
		35-39	.16291	.17263	.347	-.1787	.5046

	40-44	-.08478	.17263	.624	-.4264	.2569
	45-49	-.31786	.18368	.086	-.6814	.0457
	50 and over	-.39908*	.19290	.041	-.7808	-.0173
35-39	20-24	-.49808	.33785	.143	-1.1667	.1706
	25-29	-.46036*	.21452	.034	-.8849	-.0358
	30-34	-.16291	.17263	.347	-.5046	.1787
	40-44	-.24769	.17745	.165	-.5989	.1035
	45-49	-.48077*	.18821	.012	-.8533	-.1083
	50 and over	-.56199*	.19722	.005	-.9523	-.1717
40-44	20-24	-.25038	.33785	.460	-.9190	.4183
	25-29	-.21266	.21452	.323	-.6372	.2119
	30-34	.08478	.17263	.624	-.2569	.4264
	35-39	.24769	.17745	.165	-.1035	.5989
	45-49	-.23308	.18821	.218	-.6056	.1394
	50 and over	-.31430	.19722	.114	-.7046	.0760
45-49	20-24	-.01731	.34363	.960	-.6974	.6628
	25-29	.02041	.22351	.927	-.4219	.4628
	30-34	.31786	.18368	.086	-.0457	.6814
	35-39	.48077*	.18821	.012	.1083	.8533
	40-44	.23308	.18821	.218	-.1394	.6056
	50 and over	-.08122	.20696	.695	-.4908	.3284
50 and over	20-24	.06391	.34864	.855	-.6261	.7539
	25-29	.10164	.23115	.661	-.3558	.5591

30-34	.39908*	.19290	.041	.0173	.7808
35-39	.56199*	.19722	.005	.1717	.9523
40-44	.31430	.19722	.114	-.0760	.7046
45-49	.08122	.20696	.695	-.3284	.4908

*, The mean difference is significant at the 0.05 level.

The attitude of the 35-39 age group was found to be significantly lower than all groups. In the classroom context dimension, the views of the 35-39 age group were significantly lower than the 20-24 and 50 and over age groups ($p<0.05$). Classroom context views of the 50-age group were significantly more positive than all other age groups except the 20-24 age group. In general, the opinions of the 25-29 age group were significantly positive compared to the 35-39 age group ($p<0.05$). The overall views of the 45-49 age group were significantly more positive than the 35-39 age group ($p<0.05$). Opinions of the 50 and over age group were positive compared to the 30-34 and 35-39 age groups ($p<0.05$).

Figure 6 below presents the scree plot data regarding in-service teachers' pronunciation teaching attitudes by age.

The highest pronunciation attitude by age was in the 20-24 age group. The lowest was in the 35-39 age group.

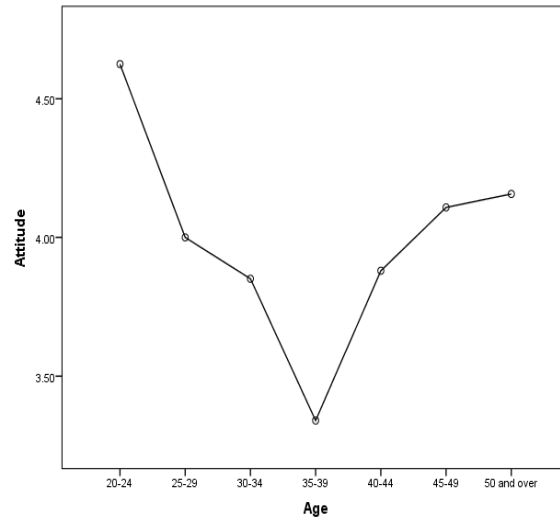


Figure 6: Pronunciation Teaching Attitude by Age

Figure 7 below presents the scree plot data regarding in-service teachers' pronunciation teaching in classroom context by age

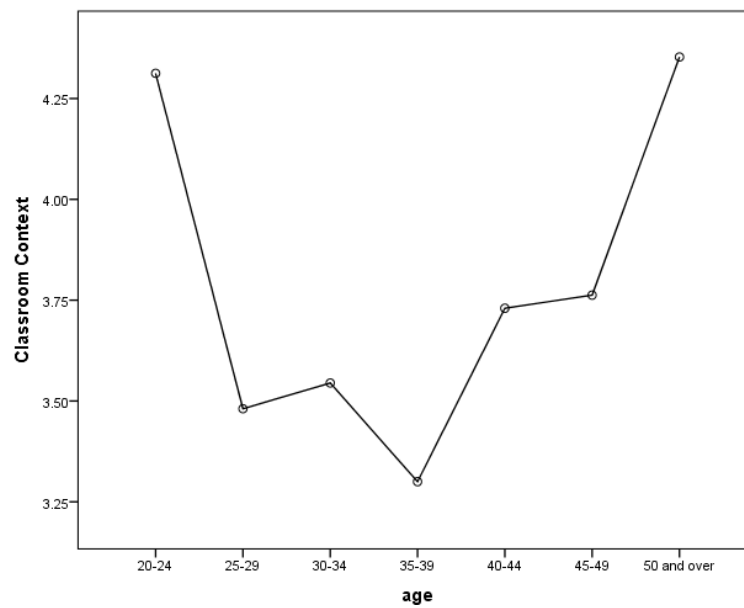


Figure 7: Classroom Context by Age

The over 50 and the 20-24 age groups were the two groups with the highest perception scores of class context, which was higher than other groups. The lowest perception scores of class context was in the 35-39 age group.

Figure 8 below presents the scree plot data regarding in-service teachers' pronunciation teaching perceptions by age.

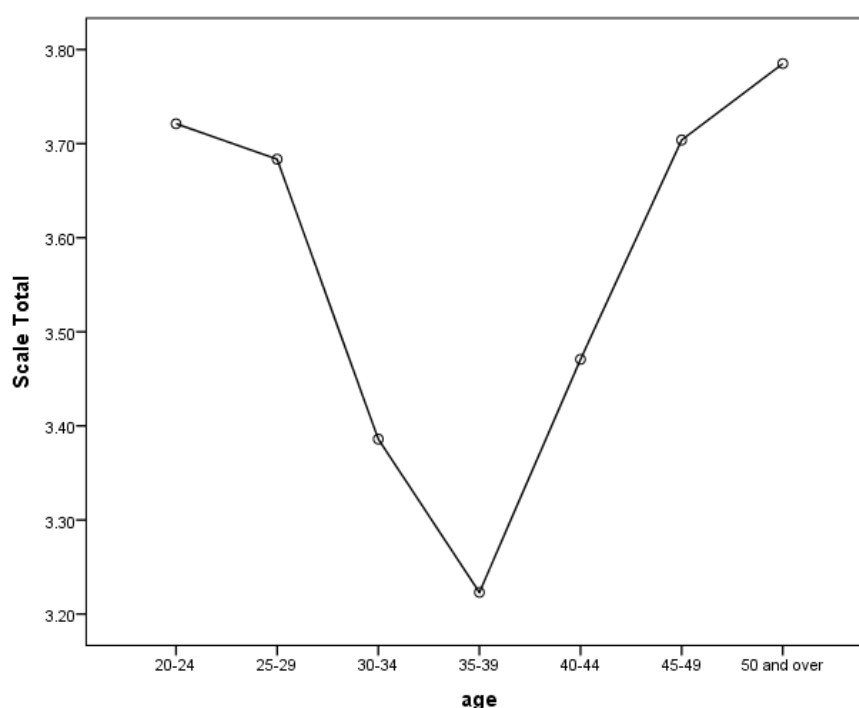


Figure 8: Pronunciation Teaching Perceptions by Age

The highest group in general perception was 50 years and more, followed by the 20-24 age group. The above-mentioned two groups had higher perceptions than all other groups. The lowest perception belonged to the 35-39 age group.

Table 22 below presents the teachers' opinions by nationality.

Table 22: Comparison of Teachers' Opinions by Nationality

f , $\bar{X}$ and sd	ANOVA
------------------------	-------

	Grou p	N	$\bar{X}$	sd	S. of V.	KT	df	KO	F	p
Attitude	TRNC	103	3.8236	.90232	Between Groups	1.817	2	.908	1.165	.315
	Turkey	12	4.2222	.51900	Within Groups	100.551	129	.779		
	Other	17	3.9510	.95337	Total	102.368	131			
	Total	132	3.8763	.88399						
Improvement Preference	TRNC	103	3.4369	.93151	Between Groups	4.679	2	2.340	2.767	.067
	Turkey	12	3.7917	.83220	Within Groups	109.069	129	.845		
	Other	17	3.0000	.89946	Total	113.748	131			
	Total	132	3.4129	.93183						
Focal Points	TRNC	103	3.3447	.80905	Between Groups	1.552	2	.776	1.193	.307
	Turkey	12	3.5833	.63365	Within Groups	83.946	129	.651		
	Other	17	3.1176	.89319	Total	85.498	131			
	Total	132	3.3371	.80787						
Problem-Solving Strategies	TRNC	103	3.1359	1.02468	Between Groups	2.339	2	1.169	1.073	.345
	Turkey	12	3.4583	.89082	Within Groups	140.591	129	1.090		
	Other	17	2.8824	1.24410	Total	142.930	131			
	Total	132	3.1326	1.04454						
Teaching Styles	TRNC	103	3.3398	.72411	Between Groups	2.762	2	1.381	2.648	.075
	Turkey	12	3.7917	.81766	Within Groups	67.277	129	.522		
	Other	17	3.1912	.63449	Total	70.039	131			
	Total	132	3.3617	.73120						
Classroom Context	TRNC	103	3.6432	.88326	Between Groups	.973	2	.487	.639	.529
	Turkey	12	3.8958	.54833	Within Groups	98.199	129	.761		
	Other	17	3.8088	.97840	Total	99.172	131			
	Total	132	3.6875	.87008						
Scale Total	TRNC	103	3.4963	.65477	Between Groups	1.734	2	.867	2.126	.124
	Turkey	12	3.8429	.42781	Within Groups	52.600	129	.408		
	Other	17	3.3597	.65469	Total	54.334	131			
	Total	132	3.5102	.64402						

There was no significant difference between groups regarding nationality in any dimension ($p > 0.05$).

RQ2.3. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of the mother tongue?

Table 23 below presents the scores obtained regarding their mother tongue.

Table 23: Comparison of Teachers' Perceptions of Pronunciation Regarding Their Mother Tongue

		<i>f</i> , $\bar{x}$ and sd				ANOVA				
	Group	N	$\bar{x}$	SS	S. of V.	KT	df	KO	F	p
Attitude	TR NC	103	3.8236	.90232	Between Groups	1.817	2	.908	1.165	.315
	Tu rke y	12	4.2222	.51900	Within Groups	100.551	129	.779		
	Ot her	17	3.9510	.95337	Total	102.368	131			
	Tot al	132	3.8763	.88399						
Improvement Preference	TR NC	103	3.4369	.93151	Between Groups	4.679	2	2.340	2.767	.067
	Tu rke y	12	3.7917	.83220	Within Groups	109.069	129	.845		
	Ot her	17	3.0000	.89946	Total	113.748	131			
	Tot al	132	3.4129	.93183						
Focal Points	TR NC	103	3.3447	.80905	Between Groups	1.552	2	.776	1.193	.307
	Tu rke y	12	3.5833	.63365	Within Groups	83.946	129	.651		
	Ot her	17	3.1176	.89319	Total	85.498	131			
	Tot al	132	3.3371	.80787						

Problem-Solving Strategies	TR NC	103	3.1359	1.02468	Between Groups	2.339	2	1.169	1.073	.345
	Tu rke y	12	3.4583	.89082	Within Groups	140.591	129	1.090		
	Ot her	17	2.8824	1.24410	Total	142.930	131			
	Tot al	132	3.1326	1.04454						
Teaching Styles	TR NC	103	3.3398	.72411	Between Groups	2.762	2	1.381	2.648	.075
	Tu rke y	12	3.7917	.81766	Within Groups	67.277	129	.522		
	Ot her	17	3.1912	.63449	Total	70.039	131			
	Tot al	132	3.3617	.73120						
Classroom Context	TR NC	103	3.6432	.88326	Between Groups	.973	2	.487	.639	.529
	Tu rke y	12	3.8958	.54833	Within Groups	98.199	129	.761		
	Ot her	17	3.8088	.97840	Total	99.172	131			
	Tot al	132	3.6875	.87008						
Scale Total	TR NC	103	3.4963	.65477	Between Groups	1.734	2	.867	2.126	.124
	Tu rke y	12	3.8429	.42781	Within Groups	52.600	129	.408		
	Ot her	17	3.3597	.65469	Total	54.334	131			
	Tot al	132	3.5102	.64402						

A significant difference was obtained in the improvement preference size. Improvement preference perceptions of those whose mother tongue was Turkish were significantly more positive than those whose mother tongue was English ($p < 0.05$). No significant difference was found in other dimensions ($p > 0.05$).

Figure 9 below presents the scree plot data regarding in-service teachers' pronunciation teaching improvement preference by mother tongue.

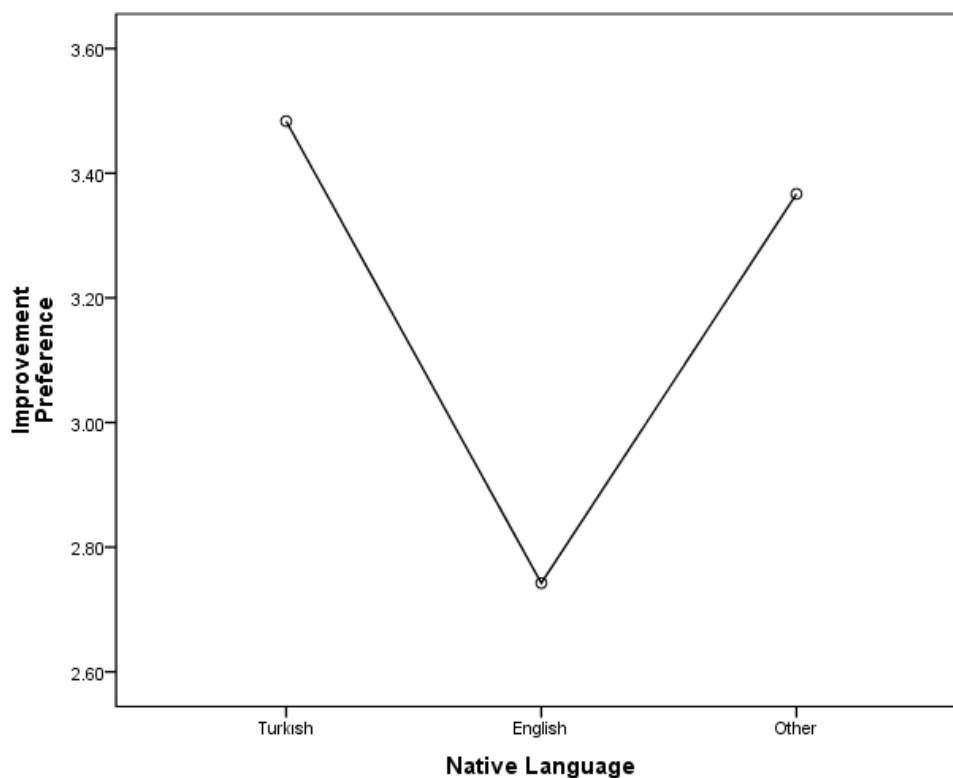


Figure 9: Improvement Preference by Mother Tongue

Turkish and other country languages had the highest preference for pronunciation improvement. The lowest was for those whose mother tongue was English.

Table 24 below presents the scores found regarding the effects of languages spoken other than the mother tongue.

Table 24: The Effect of Languages Spoken Other than the Mother Tongue on the Perception of Pronunciation

f , $\bar{x}$ and sd	ANOVA

		Gro up	<i>N</i>	$\bar{X}$	<i>SS</i>	S. of V.	<i>KT</i>	<i>df</i>	<i>KO</i>	<i>F</i>	<i>p</i>
Attitude	Tur kish		5	3.5000	.82496	Between Groups	8.157	4	2.039	2.749	.031
	Engl ish		94	3.8191	.92576	Within Groups	94.211	127	.742		
	Mul ti		26	4.2949	.52558	Total	102.368	131			
	Ger man		4	3.0833	.99536						
	Fren ch		3	3.7222	.97658						
	Tota l		132	3.8763	.88399						
Improvement Preference	Tur kish		5	2.4667	.90830	Between Groups	5.547	4	1.387	1.628	.171
	Engl ish		94	3.4539	.91757	Within Groups	108.201	127	.852		
	Mul ti		26	3.4936	.92434	Total	113.748	131			
	Ger man		4	3.0000	.68041						
	Fren ch		3	3.5556	1.38778						
	Tota l		132	3.4129	.93183						
Focal Points	Tur kish		5	3.3000	.69372	Between Groups	3.009	4	.752	1.158	.332
	Engl ish		94	3.3298	.80172	Within Groups	82.489	127	.650		

		Mul	26	3.5192	.86291	Total	85.498	131		
		ti								
		Ger	4	2.8125	.65749					
		man								
		Fren	3	2.7500	.66144					
		ch								
		Tota	132	3.3371	.80787					
		l								
		Tur	5	3.0000	1.27475	Between Groups	1.807	4	.452	.407 .804
		kish								
		Engl	94	3.1809	1.02352	Within Groups	141.123	127	1.111	
		ish								
		Mul	26	3.0962	1.20016	Total	142.930	131		
Problem-Solving		ti								
Strategies		Ger	4	2.8750	.47871					
		man								
		Fren	3	2.5000	.50000					
		ch								
		Tota	132	3.1326	1.04454					
		l								
		Tur	5	3.4000	.37914	Between Groups	2.107	4	.527	.985 .419
		kish								
Teaching Styles		Engl	94	3.3670	.79540	Within Groups	67.933	127	.535	
		ish								

	Mul	26	3.4712	.50163	Total	70.039	131		
	ti								
	Ger	4	2.8750	.25000					
	man								
	Fren	3	2.8333	1.01036					
	ch								
	Tota	132	3.3617	.73120					
	l								
	Tur	5	3.3500	.67546	Between Groups	8.591	4	2.148	3.011 .021
	kish								
	Engl	94	3.5957	.88225	Within Groups	90.581	127	.713	
	ish								
	Mul	26	4.1346	.71844	Total	99.172	131		
	ti								
Classroom Context	Ger	4	3.0625	.80039					
	man								
	Fren	3	4.0833	.87797					
	ch								
	Tota	132	3.6875	.87008					
	l								
	Tur	5	3.1462	.65407	Between Groups	3.217	4	.804	1.998 .099
	kish								
Scale Total	Engl	94	3.4988	.68230	Within Groups	51.117	127	.402	
	ish								

Mul	26	3.7263	.40796	Total	54.334	131
ti						
Ger	4	2.9519	.51733			
man						
Fren	3	3.3462	.75760			
ch						
Tota	132	3.5102	.64402			
l						

A significant difference was found only in the dimensions of attitude and classroom context ($p < 0.05$). There was no significant difference in other dimensions ($p > 0.05$). The pronunciation perceptions of in-service teachers who spoke several languages other than their mother tongue were significantly more positive than those who could speak one language ($p < 0.05$). In the classroom context dimension, the perceptions of teachers who could speak several different languages other than their mother tongue were significantly more positive than those who spoke one language ($p < 0.05$).

RQ2.4. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of the type of school they work at?

Table 25 below displays the scores obtained regarding the effect of teachers' school type on pronunciation teaching perceptions.

Table 25: The Effect of Teachers' School Type on Pronunciation Teaching Perceptions

Factors	Groups	N	$\bar{x}$	sd	Sh $_{\bar{x}}$	t Test		
						t	df	p

Attitude	Public	80	3.6708	.85929	.09607	-3.446	130	.001
	Private	52	4.1923	.83391	.11564			
Improvement	Public	80	3.4208	.81303	.09090	.121	130	.904
Preference	Private	52	3.4006	1.09826	.15230			
Focal Points	Public	80	3.2969	.79565	.08896	-.709	130	.480
	Private	52	3.3990	.83028	.11514			
Problem-Solving	Public	80	3.0063	.93961	.10505	-1.737	130	.085
Strategies	Private	52	3.3269	1.17108	.16240			
Teaching Styles	Public	80	3.2219	.73883	.08260	-2.796	130	.006
	Private	52	3.5769	.67071	.09301			
Classroom Context	Public	80	3.5063	.85682	.09580	-3.062	130	.003
	Private	52	3.9663	.82252	.11406			
Scale Total	Public	80	3.4005	.67087	.07501	-2.475	130	.015
	Private	52	3.6790	.56593	.07848			

Attitude, teaching styles, classroom context, and depending on these dimensions, the total scale differed in terms of the type of school the teachers worked for. The pronunciation perceptions of teachers working in private schools in these dimensions were significantly more positive than those working in public schools ($p < 0.05$). Regarding the improvement preference, focal points, and problem-solving strategies, there was no significant difference found in problem-solving strategies dimensions in terms of the type of school the teachers work for ($p > 0.05$).

RQ2.5. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of their education levels?

Table 26 below presents in-service teachers' pronunciation teaching perceptions in terms of their educational levels.

Table 26: Comparison of Pronunciation Teaching Perceptions of Teachers In Terms of Their Education Levels

<i>f</i> , $\bar{x}$ and sd					ANOVA					
	Gro up	<i>N</i>	$\bar{x}$	sd	S. of V.	<i>KT</i>	<i>df</i>	<i>KO</i>	<i>F</i>	<i>p</i>
Attitude	BA	64	3.8828	.88326	Between Groups	3.894	2	1.947	2.551	.082
	MA	51	3.7320	.94697	Within Groups	98.473	129	.763		
	PHD	17	4.2843	.52956	Total	102.368	131			
	Total	132	3.8763	.88399						
Improvement Preference	BA	64	3.4115	.89677	Between Groups	.474	2	.237	.270	.764
	MA	51	3.3660	.97069	Within Groups	113.274	129	.878		
	PHD	17	3.5588	.98415	Total	113.748	131			
	Total	132	3.4129	.93183						
Focal Points	BA	64	3.4102	.80100	Between Groups	2.876	2	1.438	2.245	.110
	MA	51	3.3725	.79902	Within Groups	82.622	129	.640		
	PHD	17	2.9559	.80154	Total	85.498	131			
	Total	132	3.3371	.80787						
Problem-Solving Strategies	BA	64	3.1875	1.10733	Between Groups	.523	2	.262	.237	.789
	MA	51	3.1078	.95034	Within Groups	142.407	129	1.104		
	PHD	17	3.0000	1.11803	Total	142.930	131			
	Total	132	3.1326	1.04454						
Teaching Styles	BA	64	3.3594	.71807	Between Groups	.136	2	.068	.125	.882

	MA	51	3.3382	.81979	Within Groups	69.903	129	.542	
	PHD	17	3.4412	.48838	Total	70.039	131		
	Total	132	3.3617	.73120					
Classroom Context	BA	64	3.7227	.83347	Between Groups	5.988	2	2.994	4.145 .018
	MA	51	3.4853	.91024	Within Groups	93.184	129	.722	
	PHD	17	4.1618	.70678	Total	99.172	131		
	Total	132	3.6875	.87008					
Scale Total	BA	64	3.5331	.65357	Between Groups	.586	2	.293	.703 .497
	MA	51	3.4382	.70577	Within Groups	53.748	129	.417	
	PHD	17	3.6403	.34747	Total	54.334	131		
	Total	132	3.5102	.64402					

There was a significant difference between the groups only in the classroom context dimension regarding the education level of the teachers ($p < 0.05$). Regarding the classroom context, teachers with the highest pronunciation perception were at Ph.D level ($p < 0.05$). In other dimensions, there was no difference in terms of education level ($p > 0.05$).

Figure 10 below presents the scree plot data regarding in-service teachers' pronunciation teaching perceptions in classroom context by education level.

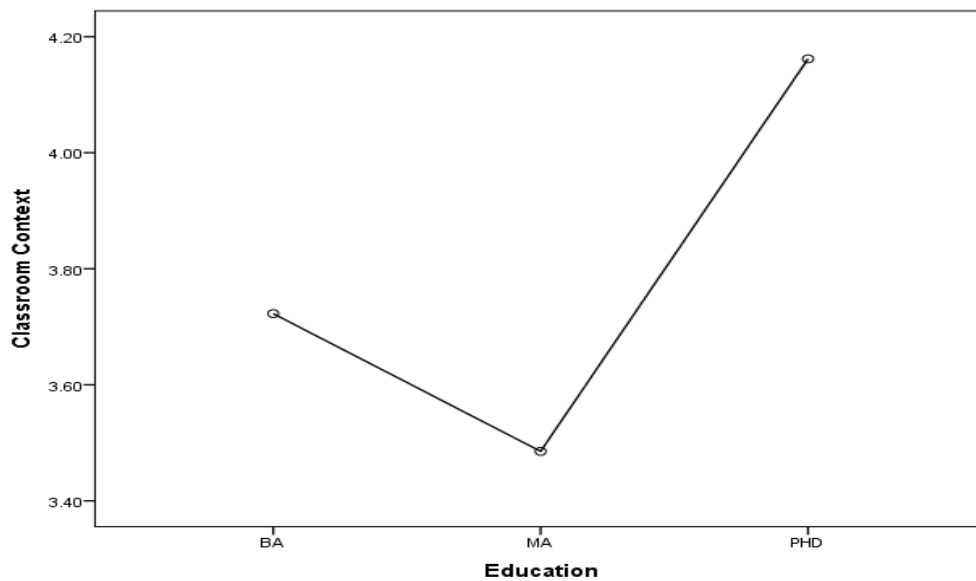


Figure 10: Comparison of Classroom Context by Education Level

Teachers with doctorates had the highest pronunciation teaching perception in classroom context.

RQ2.6. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of their experience?

Table 27 below presents the effect of teachers' working year on pronunciation teaching perceptions.

Table 27: The Effect of Teachers' Working Year on Pronunciation Teaching Perceptions

f , $\bar{x}$ and sd					ANOVA					
Group	N	$\bar{x}$	SS	S. of V.	KT	df	KO	F	P	
0-2	14	4.4643	.51961	Between Groups	19.956	4	4.9897	688.000		
3-5	9	3.94441	.04416		82.412	127	.649			
6-10	26	3.6474	.99144	Total	102.368	131				
11-14	28	3.2738	.96034							
15 and over	55	4.1303	.61921							

Attitude

	Total	1323.8763	.88399				
Improvement Preference	0-2	14	3.6071	.98841	Between Groups	6.860	4 1.7152.038.093
	3-5	9	3.3148	.99458	Within Groups	106.888127	.842
	6-10	26	3.2564	.93242	Total	113.748131	
	11-14	28	3.0774	.86124			
	15 and over	55	3.6242	.90791			
	Total	1323.4129	.93183				
Focal Points	0-2	14	3.5357	.75229	Between Groups	8.456	4 2.1143.485.010
	3-5	9	3.2500	.81009	Within Groups	77.042	127 .607
	6-10	26	3.3365	.64009	Total	85.498	131
	11-14	28	2.8839	.69550			
	15 and over	55	3.5318	.87275			
	Total	1323.3371	.80787				
Problem-Solving Strategies	0-2	14	3.5714	.87392	Between Groups	8.951	4 2.2382.121.082
	3-5	9	3.5000	1.08972	Within Groups	133.979127	1.055
	6-10	26	3.1154	.89786	Total	142.930131	
	11-14	28	2.7143	.96637			
	15 and over	55	3.1818	1.13188			
	Total	1323.1326	1.04454				
Teaching Styles	0-2	14	3.6607	.71795	Between Groups	4.328	4 1.0822.091.086

	3-5	9	3.5278	.63053	Within Groups	65.711	127	.517
	6-10	26	3.3173	.87051	Total	70.039	131	
	11-14	28	3.0625	.75958				
	15 and over	55	3.4318	.62815				
	Total		1323.3617	.73120				
Classroom Context	0-2	14	3.9107	.81811	Between Groups	7.760	4	1.9402.695.034
	3-5	9	3.6111	.78174	Within Groups	91.412	127	.720
	6-10	26	3.5000	.92736	Total	99.172	131	
	11-14	28	3.3393	.89550				
	15 and over	55	3.9091	.80128				
	Total		1323.6875	.87008				
	0-2	14	3.8269	.48080	Between Groups	8.293	4	2.0735.719.000
Scale Total	3-5	9	3.5085	.67192	Within Groups	46.041	127	.363
	6-10	26	3.3979	.71575	Total	54.334	131	
	11-14	28	3.0989	.67673				
	15 and over	55	3.6923	.51373				
	Total		1323.5102	.64402				

When the pronunciation perceptions of the teachers are examined in terms of the working year, a significant difference was found in the attitude, focal, classroom context and general perception ($p < 0.05$). No significant difference was found in the dimensions of improvement preference, problem-solving strategies, and teaching styles regarding the teacher's working year ($p > 0.05$). Pronunciation attitudes of

teachers of 0-2 years and teachers of 15 years and above work experience were significantly more positive than the other groups ($p<0.05$). A similar situation was seen in focal point, classroom context ($p<0.05$). The group with the highest perception of scale-wide pronunciation was the teachers who had work experience of 0-2 years' ($p<0.05$).

Figure 11 below presents the scree plot data regarding in-service teachers' pronunciation teaching perceptions by experience.

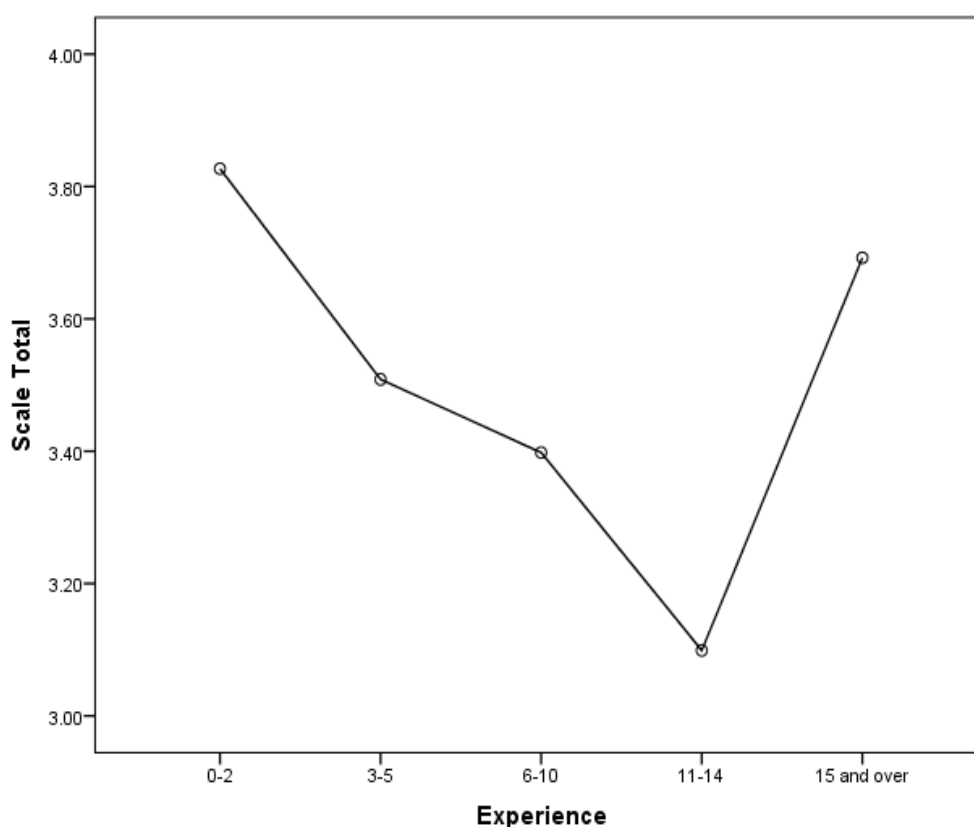


Figure 11: Pronunciation Teaching Perception by Experience

The highest pronunciation perception was obtained by teachers who had 0–2-year experience.

RQ2.7. Do teachers' perceptions of pronunciation and sub-dimensions change regarding their living in an English-speaking country?

Table 28 below displays in-service teachers' pronunciation teaching perceptions in terms of their living situation in an English-speaking country.

Table 28: Comparison of Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Situation in an English-Speaking Country

Factors	Groups	N	$\bar{x}$	sd	Sh $_{\bar{x}}$	t Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Attitude	Yes	54	4.2346	.73368	.09984	4.102	130	.000
	No	78	3.6282	.89810	.10169			
Improvement	Yes	54	3.4414	1.02186	.13906	.291	130	.771
Preference	No	78	3.3932	.87038	.09855			
Focal Points	Yes	54	3.6528	.84454	.11493	3.936	130	.000
	No	78	3.1186	.70794	.08016			
Problem-Solving	Yes	54	3.0278	1.14684	.15607	-.959	130	.339
Strategies	No	78	3.2051	.96845	.10966			
Teaching Styles	Yes	54	3.5833	.68508	.09323	2.983	130	.003
	No	78	3.2083	.72682	.08230			
Classroom Context	Yes	54	3.9861	.87607	.11922	3.411	130	.001
	No	78	3.4808	.80861	.09156			
Scale Total	Yes	54	3.7165	.53233	.07244	3.166	130	.002
	No	78	3.3674	.67828	.07680			

Pronunciation attitudes of teachers living in an English-speaking country are higher in Focal Points, Teaching Styles, Classroom Context dimensions and, depending on these dimensions, their general pronunciation perceptions are higher ($p < 0.05$).

RQ2.8. Do teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in a country with a different culture?

Table 29 below displays the effect of English teachers' living in different cultures on their pronunciation teaching perceptions.

Table 29: The Effect of English Teachers' Living in Different Cultures on Their Pronunciation Teaching Perception

Factors	Groups	N	$\bar{x}$	sd	Sh $\bar{x}$	t Test		
						<i>t</i>	<i>df</i>	<i>p</i>
Attitude	Yes	63	4.2090	.69944	.08812	4.414	130	.000
	No	69	3.5725	.92905	.11184			
Improvement	Yes	63	3.5794	.91427	.11519	1.983	130	.049
Preference	No	69	3.2609	.92817	.11174			
Focal Points	Yes	63	3.6310	.78527	.09893	4.244	130	.000
	No	69	3.0688	.73625	.08863			
Problem-Solving	Yes	63	3.2619	1.07710	.13570	1.364	130	.175
Strategies	No	69	3.0145	1.00722	.12126			
Teaching Styles	Yes	63	3.5317	.68758	.08663	2.608	130	.010
	No	69	3.2065	.74008	.08909			
Classroom Context	Yes	63	3.9921	.80943	.10198	4.064	130	.000
	No	69	3.4094	.83465	.10048			
Scale Total	Yes	63	3.7479	.50761	.06395	4.315	130	.000
	No	69	3.2932	.68116	.08200			

There was no significant difference only in the dimension of problem-solving strategies ($p > 0.05$). In all other dimensions, it was seen that teachers who lived in different cultures had higher pronunciation perceptions ($p < 0.05$). In the scale, it was

seen that living in a different culture had a positive effect on the perception of pronunciation ($p < 0.05$).

RQ3. What is the relationship between teachers' living time in an English-speaking country and their perception of pronunciation and its sub-dimensions?

Table 30 below presents the relationship between teachers' living time in an English-speaking country and their pronunciation teaching perception.

Table 30: The Relationship between Teachers' Living Time in an English-Speaking Country and Their Pronunciation Teaching Perception

		Problem-							
		Year	Attitude	Improvement Preference	Focal Points	Solving Strategies	Teaching Styles	Classroom Context	Scale Total
Year	<i>r</i>	1	.236**	-.215*	.120	-.148	.161	.179*	.073
	<i>p</i>		.006	.013	.170	.089	.065	.040	.408
	<i>N</i>	132	132	132	132	132	132	132	132

As the length of time teachers lived in an English-speaking country increased, their pronunciation attitudes showed a positive weak increase. Moreover, as teachers living time increased in an English-speaking country, improvement preference perceptions decreased ($p < 0.05$). No significant relationship was found between other dimensions and living time in an English-speaking country ($p > 0.05$).

RQ4- What is the relationship between teachers' perception of pronunciation and its sub-dimensions, and the time they have lived in a country with a different culture?

Table 31 below presents the scores obtained regarding the relationship between teachers' living time in different cultures and their pronunciation teaching perception.

Table 31: The Relationship between Teachers' Living Time in Different Cultures and Their Pronunciation Teaching Perception

		Problem-							
		How	Improvement	Focal	Solving	Teaching	Classroom	Scale	
		long	Attitude	Preference	Points	Strategies	Styles	Context	Total
How long	<i>r</i>	1	.239**	-.030	.222*	.017	.097	.214*	.164
	<i>p</i>		.006	.734	.010	.850	.268	.014	.060
	<i>N</i>	132	132	132	132	132	132	132	132

As the duration of teachers' living in a different culture increased, their pronunciation attitudes increased ($p < 0.05$). As the length of time teachers lived in a different culture, their focal points increased ($p < 0.05$). As the duration of teachers' living in a different culture increased, their perception of classroom context increased ($p < 0.05$).

RQ5- Is there a difference in teachers' pronunciation perceptions regarding the language instruction of the school they work for?

Table 32 below displays the scores found regarding in-service teachers' pronunciation teaching perception in terms of the language of instruction.

Table 32: Comparison of Teachers' Pronunciation Teaching Perception in Terms of the Language of Instruction

Factors	Groups	N	$\bar{X}$	sd	Sh $_{\bar{x}}$	t Test		
						t	df	p
Attitude	Turkish Medium	37	3.0811	.82927	.13633	-7.778	130	.000
	English Medium	95	4.1860	.69269	.07107			
Improvement	Turkish Medium	37	2.9595	.73431	.12072	-3.649	130	.000
Preference	English Medium	95	3.5895	.94400	.09685			
Focal Points	Turkish Medium	37	2.8851	.61688	.10141	-4.267	130	.000
	English Medium	95	3.5132	.80752	.08285			
Problem-Solving	Turkish Medium	37	2.8243	.62601	.10292	-2.145	130	.034
Strategies	English Medium	95	3.2526	1.14825	.11781			
Teaching Styles	Turkish Medium	37	2.9595	.76266	.12538	-4.186	130	.000
	English Medium	95	3.5184	.65866	.06758			
Classroom Context	Turkish Medium	37	3.0000	.81650	.13423	-6.495	130	.000
	English Medium	95	3.9553	.73566	.07548			
Scale Total	Turkish Medium	37	2.9667	.64039	.10528	-7.101	130	.000
	English Medium	95	3.7219	.50934	.05226			

Pronunciation perceptions of teachers with language of instruction English medium were significantly higher in all dimensions ($p < 0.05$).

Table 33 below presents the values obtained regarding their school location.

Table 33: Comparing Teachers' Pronunciation Teaching Perceptions by School Location

	<i>f</i> , $\bar{x}$ and <i>sd</i>				ANOVA					
	Group	<i>N</i>	$\bar{x}$	<i>sd</i>	S. of V.	<i>KT</i>	df	<i>KO</i>	<i>F</i>	<i>p</i>
Attitude	Kyrenia	63	4.2037	.78656	Between	13.271	2	6.6359	607.000	
					Groups					
	Nicosia	59	3.5480	.91552	Within	89.097	129	.691		
					Groups					
	Famagusta	10	3.7500	.48591	Total	102.368	131			
	Total	132	3.8763	.88399						
Improvement	Kyrenia	63	3.5238	.95736	Between	3.099	2	1.5501	807.168	
					Groups					
	Nicosia	59	3.2486	.90991	Within	110.649	129	.858		
					Groups					
Preference	Famagusta	10	3.6833	.80297	Total	113.748	131			
	Total	132	3.4129	.93183						
Focal Points	Kyrenia	63	3.5238	.83124	Between	4.708	2	2.3543	759.026	
					Groups					
	Nicosia	59	3.1314	.75195	Within	80.790	129	.626		
					Groups					
	Famagusta	10	3.3750	.75691	Total	85.498	131			
	Total	132	3.3371	.80787						
Problem-Solving	Kyrenia	63	3.3413	1.09185	Between	6.617	2	3.3093	131.047	
					Groups					

Strategies	Nicosia	59	3.0000	.93311	Within	136.3131291.057
					Groups	
	Famagusta	10	2.60001.14988	Total		142.930131
	Total		1323.13261.04454			
Teaching Styles	Kyrenia	63	3.5238	.63613	Between	4.910 2 2.4554.863.009
					Groups	
	Nicosia	59	3.1483	.80290	Within	65.129 129 .505
					Groups	
Classroom Context	Famagusta	10	3.6000	.54263	Total	70.039 131
	Total		1323.3617	.73120		
	Kyrenia	63	3.9444	.78730	Between	8.018 2 4.0095.673.004
					Groups	
Scale Total	Nicosia	59	3.4407	.86396	Within	91.154 129 .707
					Groups	
	Famagusta	10	3.52501.02368	Total		99.172 131
	Total		1323.6875	.87008		
Scale Total	Kyrenia	63	3.7167	.56928	Between	5.671 2 2.8367.517.001
					Groups	
	Nicosia	59	3.2855	.68065	Within	48.663 129 .377
					Groups	
Scale Total	Famagusta	10	3.5346	.43456	Total	54.334 131

Total 1323.5102 .64402

The highest pronunciation attitude belonged to the teachers working in Kyrenia. The highest perception of focal points was with the teachers in Kyrenia. The highest perception of problem-solving strategy was in Kyrenia and the lowest was in Famagusta. The teachers in Famagusta had the highest perception of teaching style. In the classroom context, the perception of teachers in Kyrenia was the highest. Teachers in Kyrenia had the highest perception of pronunciation in general ($p < 0.05$). Figure 12 below presents the graph data regarding in-service teachers' multilayer neural network analysis.

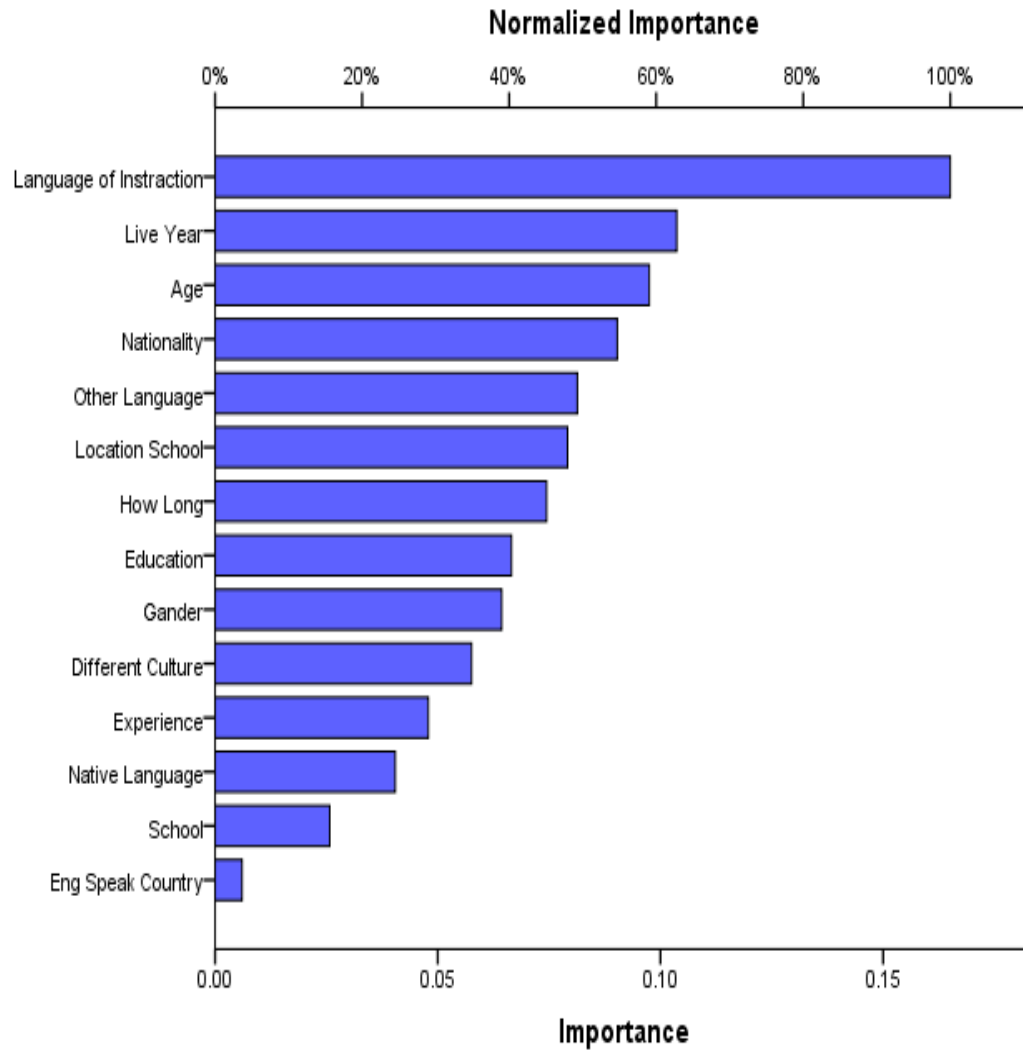


Figure 12: The Importance of Independent Variables on Teachers' Perceptions of Pronunciation Teaching as a Result of Multilayer Neural Network Analysis

The most effective variable on teachers' perception of pronunciation was language of instruction followed by the length of time living in an English-speaking country. The third most important variable was age, the fourth most important variable was nationality, and the fifth most important variable was the languages spoken except the mother tongue.

4.4.3 Research Questions

RQ6- What are preservice teachers' pronunciation teaching perception scores?

RQ6.1. Which sub-dimension of the preservice teachers has the highest perception scores?

RQ6.2. Which sub-dimension of preservice teachers has the lowest pronunciation perception scores?

RQ7- Do preservice teachers' pronunciation perceptions and sub-dimensions differ in terms of independent variables?

RQ7.1. Do preservice teachers' pronunciation perceptions and sub-dimensions differ in terms of gender?

RQ7.2. Do preservice teachers' perceptions of pronunciation and sub- differ in terms of age?

RQ7.3. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of nationality?

RQ7.4. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of the type of school they study at?

RQ7.5. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in an English-speaking country?

RQ7.6. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of their living in a country with a different culture?

RQ8. What is the relationship between preservice teachers' living time in an English-speaking country and their perception of pronunciation and its sub-dimensions?

RQ9- What is the relationship between preservice teachers' perception of pronunciation and its sub-dimensions, and the time they have lived in a country with a different culture?

RQ10. Is there a significant difference between preservice teachers' and in-service teachers' perceptions of classroom context, learning and teaching styles, and pronunciation?

RQ11. Is there a relationship between in-service teachers' pronunciation attitudes and their pronunciation perception?

RQ12. Is there a relationship between in-service teachers' pronunciation attitudes and classroom context perceptions?

4.4.4 Data Analysis

Data analysis was done with SPSS (ver.24). For the teacher scale and its sub-dimensions, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analyzes were made. T-test was used to compare two independent variables, and one-way analysis of variance ANOVA was used to compare 3 or more variables. Pearson correlation was used for the relational hypotheses within the preservice teachers themselves.

For the scale of pronunciation perceptions for teacher candidates, firstly, percentage and frequency analyses were conducted. Then, descriptive statistical analyses were implemented. As a result of descriptive statistics, skewness and kurtosis values were examined and it was observed that these values were the dimensions with values greater than -1.5 to +1.5. In addition, for the preservice teacher's scale, the histogram graph of the overall scale was examined, and it was observed that there was a left skewness. For this reason, it was seen that the data shifted positively, and the hypotheses were solved with non-parametric hypothesis tests since the normality

version was not met. Hypotheses were analyzed with the Mann Whitney U test in the comparison of paired groups, and the Kruskal Wallis-H Test in the comparison of three or more groups. Spearman rho correlation analysis, which is a non-parametric correlation, was used to solve the relational hypotheses among preservice teachers.

In the hypotheses in which teachers and preservice teachers were compared, as the data set of preservice teachers was not normally distributed, a comparison was made between the two groups using the Mann Whitney U test.

4.4.5 Preservice Teachers' Reports

Table 34 below presents the individual characteristics of preservice teachers.

Table 34: Distribution of Individual Characteristics of Preservice Teachers

Independent variable	Group	<i>f</i>	%
Gender	Female	53	30.5
	Male	121	69.5
Age	18-20	40	23.0
	21-22	83	47.7
	23-25	41	23.6
	26-28	9	5.2
	29-30	1	.6
Independent variable	Group	<i>f</i>	%

30.5% of teacher candidates were female and 69.5% were male. 23% of the teacher candidates were between the ages of 18-20, 47.7% between the ages of 21-22,

23.6% between the ages of 23-25, 5.2% between the ages of 26-2 and 0.6% between the ages of 29-30. 9.8% of teacher candidates were citizens of TRNC, 74.1% were citizens of the Republic of Turkey and 16.1% were citizens of other countries. 48.3% of teacher candidates studied in Kyrenia, 17.8% in Famagusta and 33.9% in Nicosia.

Table 35 below presents the school type and location characteristics of teacher candidates.

Table 35: School Type and Location Characteristics of Teacher Candidates

Independent variable	Group	<i>f</i>	%
School Type	Public	24	13.8
	Private	150	86.2
Location of School	Kyrenia	84	48.3
	Nicosia	31	17.8
	Famagusta	59	33.9
Total		174	100

13.8% of the teacher candidates participated in the research were students from state universities, and 86.2% were students from private universities. 48.3% of teacher candidates studied in Kyrenia, 17.8% in Nicosia and 33.9% in Famagusta.

Table 36 below outlines the language characteristics of preservice teachers.

Table 36: Language Characteristics of Preservice Teachers

Independent variable		Group	<i>f</i>	%
Native Language		Turkish	138	79.3
		English	9	5.2
		Other	27	15.5
Other Language		Turkish	3	1.7
		English	130	74.7
		Multiple	32	18.4
		Europe Country	6	3.4
		Arabic	3	1.7
English Country	Speak	Yes	19	10.9
		No	155	89.1
English Country Name	Speak	Not specified	157	90.2
		Euro	10	5.7
		America	1	.6
		Africa	5	2.9
		Asia	1	.6
		0	155	89.1

English	Speak	0-1	5	2.9
Country Year		2-5	7	4.0
		6-10	3	1.7
		15 and over	4	2.3
		0-2	11	6.3
		3-5	36	20.7
English	Learn	6-10	49	28.2
		11-15	59	33.9
		16-20	9	5.2
		21 and over	10	5.7
Year				
		Total	174	100

The mother tongue of 79.3% of the teacher candidates was Turkish, 5.2% was English and 15.5% was other languages. When the second languages spoken by the preservice teachers are examined, 1.7% could speak Turkish, 74.7% English, 18.4% could speak many languages, 3.4% could speak an any European countries languages, 1.7% could speak Arabic. While 89.1% of teacher candidates did not live in an English-speaking country, 10.9% lived. When the distribution of English-speaking countries lived is examined, 90.2% did not appear, 5.7% lived in one of the European countries, 0.6% lived in America, 2.9% lived in an African country, 0.6% lived in an Asian country. When the English education years of the preservice teachers are examined, 6.3% of them learned in the last two years, 20.7% of them learned from 3

to 5 years, 28.2% learned from 6 to 10 years, 33.9% learned from 11 to 15 years, 5.2% learned from 16 to 20 years, 5.7% stated that they learned English for 21 years or more.

RQ6- What are preservice teachers' pronunciation teaching perception scores?

RQ6.1. Which sub-dimension of the preservice teachers has the highest perception scores?

RQ6.2. Which sub-dimension of preservice teachers has the lowest pronunciation perception scores?

Table 37 below presents the PTPS for Preservice English Language Teachers.

Table 37: Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers

Sub dimensions	$\bar{X}$	<i>sd</i>	Standard Error	Min	Max	Skewness	Kurtosis
Factor1							
Classroom	4.1	.68414	.05186	1	5	-1.370	3.487
Context	460						
Factor2							
Outside	3.6	1.0214	.07744	1	5	-.399	-.422
the Classroom	466	8					
Factor3							
Learning Styles	3.7	.74519	.05649	1	5	-1.138	2.696
828							
Factor4							
Beliefs about	4.2	.71178	.05396	1	5	-1.160	1.957
Learning English	759						
Factor5							
In-class	4.0	.87013	.06596	1	5	-1.345	2.146
Activities of	216						
Interest							

	3.9			1.08	4.96		
Scale Total		.56752	.04302			-.966	3.306
	745						

When the arithmetic mean values are examined, preservice teachers' perceptions of classroom context dimension were positive. Perceptions towards outside the classroom were positive. Perceptions about learning styles were at a positive level. Perceptions about beliefs about learning English were very positive and the highest perception scores belonged to this dimension. In-class activities of interest, preservice teachers were at a positive level. It was seen that the teacher candidates' pronunciation scale perceptions had a positive perception in general. When the skewness and kurtosis scores were examined, the assumption of normality was not met as the kurtosis scores were above -1.5 and +1.5.

Figure 13 below outlines the graph data regarding preservice teachers' histogram graph values

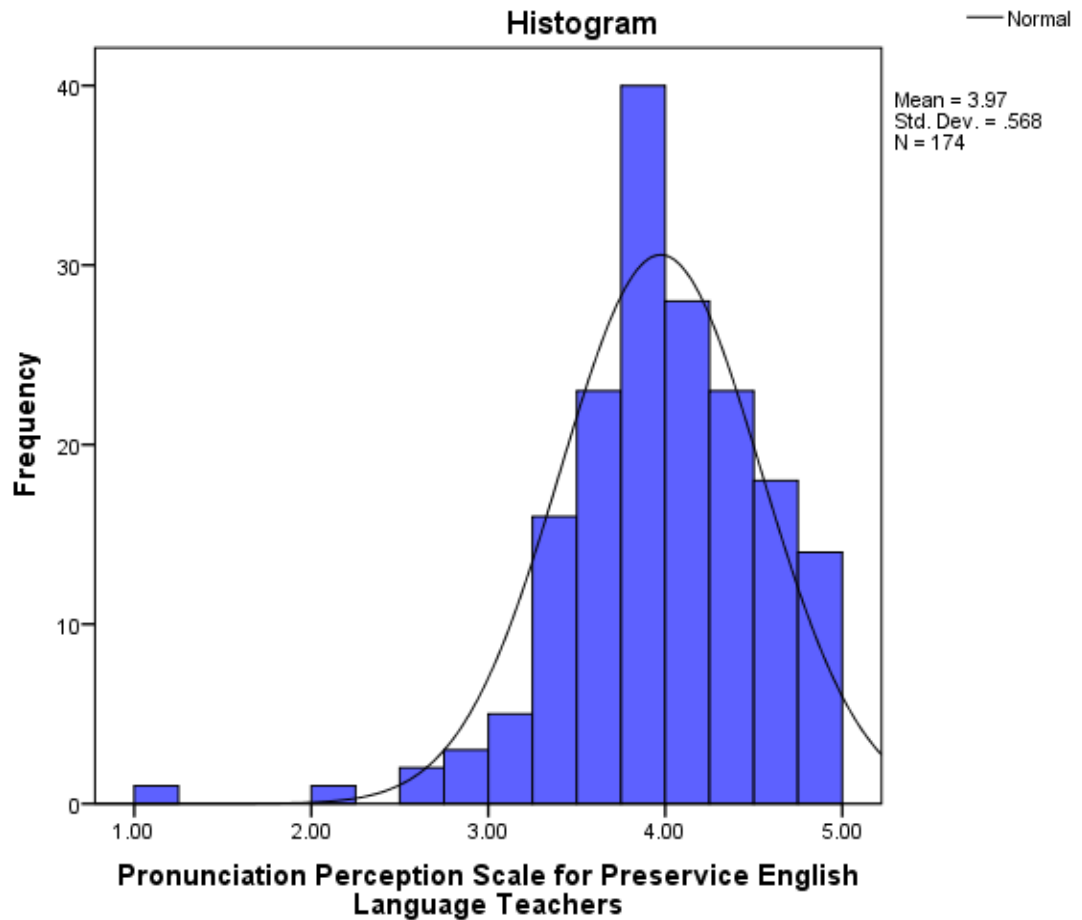


Figure 13: The Scale Histogram Graph of Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers

When the histogram graph of the general pronunciation scale scores of the teacher candidates were examined, it was seen that the graph was stacked to the right and skewed to the left. Since it was skewed to the left, the assumption of normal distribution was not met. In addition, the left skew of the histogram indicated that the pronunciation perceptions of the teacher candidates participating in the research were positive.

Table 38 outlines the descriptive statistics of preservice teachers' PTPS.

Table 38: Descriptive Statistics of Preservice Teachers' Pronunciation Teaching Perceptions Scale Items

New	Old		x	sd
Item	Item	Item Description		
Number	Number			
Factor1 Classroom Context				
1	s62	English pronunciation must be taught in English classes.	4.13	.937
2	s61	English pronunciation skills are important in English classes.	4.22	.868
3	s59	English pronunciation can be acquired with practice in class.	4.15	.874
4	s60	English pronunciation can be acquired with exposure in class.	4.05	.875
5	s53	I feel better when I overcome a pronunciation problem in class.	4.17	1.000
Factor2 Outside the Classroom				
6	s33	I use English in public (e.g. restaurants, shopping centers).	3.51	1.201
4	s34	I use English outside the classroom.	3.79	1.062
Factor3 Learning Styles				
8	s36	I learn English pronunciation better through explanations in class.	3.71	.948

9	s37	I learn English pronunciation better through examples in class.	3.93	.910
10	s41	I learn English pronunciation better through gestures in class.	3.74	1.041
11	s35	I learn English pronunciation better through demonstrations in class.	3.70	.987
12	s43	I like learning English pronunciation at school.	3.83	1.114
Factor4 Beliefs about Learning English				
13	s46	I like learning English because it is one of the most interesting languages.	4.22	.911
14	s49	I like learning English as it makes me feel proud.	4.23	.909
15	s47	I like learning English because it helps me to improve academically.	4.38	.771
Factor5 In-class Activities of Interest				
16	s56	I enjoy communication in English in class.	4.12	.920
17	s51	I enjoy speaking English in class.	4.19	.993
18	s57	I enjoy discussions in English in class.	3.94	1.087
19	s54	I enjoy acting in English in class.	3.84	1.090

Responses to item 2 in classroom context dimension were very positive. Other items of classroom context were positive. The perception towards outside the classroom items was positive. The perception for all items of the learning styles dimension was positive. The perception of all items of the factor 4 beliefs about learning English dimension was very positive. The perception of the items of factor 5

in-class activities of interest was at a positive level. The item with the highest perception was *I like learning English because it helps me to improve academically*. The item with the lowest perception but at a positive level was *I use English in public (e.g., restaurants, shopping centers)*.

RQ7.1. Do preservice teachers' pronunciation perceptions and sub-dimensions differ in terms of gender?

Table 39 presents the scores obtained regarding preservice teachers' pronunciation teaching perceptions by gender

Table 39: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Gender

Factor	Group	N	Mean Rank	Sum of Rank	U	z	p
Classroom Context	Male	53	81.65	4306.00	2896.500	-1.020	.308
	Female	121	90.06	10745.00			
	Total	174					
Outside the Classroom	Male	53	92.39	4896.50	2947.500	-.860	.390
	Female	121	85.36	10328.50			
	Total	174					
Learning Styles	Male	53	81.25	4306.00	2875.000	-1.090	.276
	Female	121	90.24	10919.00			
	Total	174					
Beliefs about Learning English	Male	53	76.83	4072.00	2641.000	-1.887	.059
	Female	121	92.17	11153.00			
	Total	174					
In-class Activities of Interest	Male	53	92.48	4901.50	2942.500	-.870	.384
	Female	121	85.32	10323.50			
	Total	174					

	Male	53	84.95	4502.50	3071.500	-.441	.659
Scale Total	Female	121	88.62	10722.50			
	Total	174					

According to the Mann-Whitney U test, no significant difference was found between the students' perceptions of pronunciation in all sub-dimensions and scale total among all groups in terms of gender ($p > 0.05$).

RQ7.2. Do Preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of age?

Table 40 presents the values obtained regarding preservice teachers' pronunciation teaching perceptions by age

Table 40: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Age

Factor	Group	N	Mean Rank	χ^2	df	p
Classroom Context	18-20	40	91.73	1.335	4	.855
	21-22	83	86.96			
	23-25	41	82.39			
	26-28	9	93.06			
	29-30	1	123.00			
	Total	174				
Outside the Classroom	18-20	40	76.49	10.336	4	.035
	21-22	83	88.51			
	23-25	41	87.09			
	26-28	9	133.39			

	29-30	1	48.00			
	Total	174				
	18-20	40	100.77			
	21-22	83	80.02			
Learning	23-25	41	87.35			
Styles	26-28	9	91.00	6.367	4	.173
	29-30	1	152.00			
	Total	174				
	18-20	40	89.84			
Beliefs	21-22	83	88.24			
about	23-25	41	77.72			
Learning	26-28	9	108.00	4.822	4	.306
English	29-30	1	149.00			
	Total	174				
	18-20	40	98.01			
In-class	21-22	83	79.19			
Activities	23-25	41	85.39	9.842	4	.043
of Interest	26-28	9	118.89			
	29-30	1	161.00			
	Total	174				
	18-20	40	91.96			
Scale	21-22	83	83.68			
Total	23-25	41	83.37	4.921	4	.296
	26-28	9	116.50			

29-30	1	134.50
Total	174	

A significant difference was found in the outside the classroom dimension ($p < 0.05$). The lowest perception belonged to the age group of 29-30, the highest perception belonged to the age group of 26-28. There was a significant difference in the in-class activities of interest dimension, and the highest perception belonged to the 29-30 age group and the lowest perception belonged to the 21-22 age group ($p < 0.05$). There was no difference in terms of age in other dimensions and the overall scale ($p > 0.05$).

RQ7.3. Do preservice teachers' perceptions of pronunciation and sub-dimensions differ in terms of nationality?

Table 41 below presents the scores obtained regarding preservice teachers' pronunciation teaching perceptions by nationality.

Table 41: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions by Nationality

Factor	Group	N	Mean Rank	χ^2	df	p
	TRNC	17	96.88			
Classroom	Turkish	129	88.17	1.482	2	.477
Context	Other	28	78.71			
	Total	174				
	TRNC	17	99.71	20.655	2	.000
	Turkish	129	78.03			

Outside	Other	28	123.73			
the	Total	174				
Classroom						
	TRNC	17	93.41			
Learning	Turkish	129	87.02			
Styles	Other	28	86.14	.270	2	.874
	Total	174				
Beliefs	TRNC	17	90.06			
about	Turkish	129	85.83			
Learning	Other	28	93.64	.627	2	.731
English	Total	174				
	TRNC	17	99.74			
In-class						
Activities	Turkish	129	84.37			
	Other	28	94.48	2.069	2	.355
of Interest	Total	174				
	TRNC	17	101.74			
Scale	Turkish	129	82.47			
Total	Other	28	102.04	4.976	2	.083
	Total	174				

When the pronunciation perceptions of teacher candidates regarding nationality were compared, only outside the classroom had a significant difference and the lowest perception belonged to Turkish students, while the perceptions of teacher candidates from other countries were higher than both Turkish and TRNC

students ($p < 0.05$). No significant difference was found between teacher perceptions regarding nationality in other dimensions and in the scale ($p > 0.05$).

Table 42 presents the values obtained regarding preservice teachers' pronunciation teaching perceptions by school location.

Table 42: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of School Location

Factor	Group	N	Mean Rank	χ^2	df	p
Classroom Context	Kyrenia	84	82.34	5.792	2	.055
	Famagusta	31	77.63			
	Nicosia	59	100.03			
	Total	174				
Outside the Classroom	Kyrenia	84	89.12	.195	2	.907
	Famagusta	31	84.90			
	Nicosia	59	86.56			
	Total	174				
Learning Styles	Kyrenia	84	82.18	7.407	2	.025
	Famagusta	31	75.27			
	Nicosia	59	101.50			
	Total	174				
Beliefs about Learning English	Kyrenia	84	89.42	.273	2	.873
	Famagusta	31	84.52			
	Nicosia	59	86.34			
	Total	174				

In-class Activities of Interest	Kyrenia	84	80.71	3.072	2	.215
	Famagusta	31	91.76			
	Nicosia	59	94.92			
	Total	174				
Scale Total	Kyrenia	84	83.85	2.777	2	.249
	Famagusta	31	80.74			
	Nicosia	59	96.25			
	Total	174				

There was a significant difference only in the dimension of learning styles regarding the location of the preservice teachers, and the learning style perceptions of the preservice teachers in Nicosia were significantly more positive than the other groups ($p < 0.05$). No significant difference was found in other sub-dimensions in terms of location ($p > 0.05$).

RQ7.4. Do preservice teachers' perceptions of pronunciation and sub-dimensions change in terms of school type they study at?

Table 43 presents the values obtained regarding preservice teachers' pronunciation teaching perceptions by school type.

Table 43: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of School Type

Factor	Group	<i>N</i>	Mean	Sum of Rank	<i>U</i>	<i>z</i>	<i>p</i>
Rank							
Classroom Context	Public	24	91.10	2186.50	1713.500	-.380	.704
	Private	150	86.92	13038.50			
	Total	174					
Outside the Classroom	Public	24	110.69	2656.50	1243.500	-2.465	.014
	Private	150	83.79	12568.50			
	Total	174					
Learning Styles	Public	24	91.27	2190.50	1709.500	-.397	.691
	Private	150	86.90	13034.50			

	Total	174					
Beliefs about	Public	24	89.94	2158.50	1741.500	-.261	.794
Learning	Private	150	87.11	13066.50			
English	Total	174					
In-class	Public	24	102.46	2459.00	1441.000	-1.578	.114
Activities of	Private	150	85.11	12766.00			
Interest	Total	174					
	Public	24	104.29	2503.00	1397.000	-1.759	.079
Scale Total	Private	150	84.81	12722.00			
	Total	174					

There was a significant difference in the outside the classroom dimension regarding the school type, and the perceptions of the students in the public school were higher ($p < 0.05$). No significant difference was found in other factors in terms of the school type ($p > 0.05$).

Table 44 presents the scores obtained regarding preservice teachers' pronunciation teaching perceptions by their native language.

Table 44: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Native Language

Factor	Group	N	Mean	χ^2	df	p
			Rank			
Classroom Context	Turkish	138	90.21			
	English	9	63.28	2.866	2	.239
	Other	27	81.74			

	Total	174				
Outside the Classroom	Turkish	138	79.53			
	English	9	113.44	17.312	2	.000
	Other	27	119.59			
	Total	174				
Learning Styles	Turkish	138	89.19			
	English	9	62.39	2.421	2	.298
	Other	27	87.24			
	Total	174				
Beliefs about Learning English	Turkish	138	85.91			
	English	9	81.89	1.363	2	.506
	Other	27	97.48			
	Total	174				
In-class Activities of Interest	Turkish	138	86.04			
	English	9	75.00	2.146	2	.342
	Other	27	99.15			
	Total	174				
Scale Total	Turkish	138	84.91			
	English	9	75.89	3.966	2	.138
	Other	27	104.63			
	Total	174				

There was a significant difference only in the outside the classroom dimension regarding preservice teachers' native language. The lowest rank was in the Turkish

group, while the highest perception was in the languages of other countries ($p < 0.05$). No significant difference was found in other sub-dimensions and in overall scale ($p > 0.05$).

Table 45 presents the scores obtained regarding preservice teachers' pronunciation teaching perceptions in terms of the languages they speak other than their mother tongue.

Table 45: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of the Languages They Speak Other than Their Mother Tongue

Factor	Group	N	Mean Rank	χ^2	df	p
Classroom Context	Turkish	3	144.00	6.605	4	.158
	English	130	88.06			
	Multiple	32	82.28			
	Europe Country	6	96.50			
	Arabic	3	44.33			
	Total	174				
Outside the Classroom	Turkish	3	112.50	10.297	4	.036
	English	130	80.58			
	Multiple	32	108.92			
	Europe Country	6	98.25			
	Arabic	3	112.50			
	Total	174				
Learning Styles	Turkish	3	147.67	9.671	4	.046
	English	130	88.88			
	Multiple	32	83.83			

	Europe Country	6	79.08			
	Arabic	3	23.50			
	Total	174				
	Turkish	3	126.83			
Beliefs	English	130	85.48			
about	Multiple	32	93.58	4.041	4	.400
Learning	Europe Country	6	95.25			
English	Arabic	3	55.17			
	Total	174				
	Turkish	3	123.33			
In-class	English	130	86.88			
Activities	Multiple	32	89.69	2.086	4	.720
of Interest	Europe Country	6	79.08			
	Arabic	3	71.83			
	Total	174				
	Turkish	3	147.00			
	English	130	84.93			
Scale	Multiple	32	95.88	6.796	4	.147
Total	Europe Country	6	85.92			
	Arabic	3	53.33			
	Total	174				

When the pronunciation perceptions of the preservice teachers were examined, regarding the languages they spoke other than their mother tongue, a significant

difference was found in the outside the classroom dimension. In the outside the classroom dimension, the highest perception was of those who spoke Turkish and Arabic, followed by those who spoke more than one language, while the lowest perception was of those who spoke English ($p < 0.05$). In the learning styles sub-dimension, a significant difference was found between the perceptions of the preservice teachers compared to the language they spoke other than their mother tongue. In terms of learning styles, Turkish speakers had the highest perception, and the lowest perception was by Arabic speakers ($p < 0.05$). No significant difference was found in the other dimensions and in overall scale compared to the language spoken other than the mother tongue ($p > 0.05$).

RQ7.5. Do preservice teachers' pronunciation perceptions and sub-dimensions change in terms of their living in an English-speaking country?

Table 46 outlines the scores regarding preservice teachers' pronunciation teaching perceptions in terms of their living situation in an English-speaking country

Table 46: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Situation in an English-Speaking Country

Factor	Group	N	Mean	Sum of Rank	U	z	p
Classroom Context	Yes	19	78.00	1482.00	1292.000	-.876	.381
	No	155	88.66	13743.00			
	Total	174					
Outside the Classroom	Yes	19	126.50	2403.50	731.500	-	.000
	No	155	82.72	12821.50		3.629	
	Total	174					

		Yes	19	75.61	1436.50	1246.500	-	.273
Learning							1.097	
Styles		No	155	88.96	13788.50			
		Total	174					
Beliefs about	Yes	19	94.58	1797.00	1338.000	-.662	.508	
Learning	No	155	86.63	13428.00				
English	Total	174						
In-class	Yes	19	83.53	1587.00	1397.000	-.367	.714	
Activities of	No	155	87.99	13638.00				
Interest	Total	174						
	Yes	19	95.66	1817.50	1317.500	-.748	.454	
Scale Total	No	155	86.50	13407.50				
	Total	174						

When the pronunciation perceptions of the preservice teachers were compared in terms of their living in an English-speaking country, a significant difference was found only in the outside the classroom dimension ($p < 0.05$). Outside the classroom perceptions of teacher candidates living in an English-speaking country were significantly higher ($p < 0.05$). No significant difference was found in other dimensions and in overall scale ($p > 0.05$).

RQ7.6. Do preservice teachers' pronunciation perceptions and sub-dimensions change in terms of their living in a country with a different culture?

Table 47 presents the values obtained regarding preservice teachers' pronunciation teaching perceptions in terms of their living conditions in different cultures.

Table 47: Comparison of Preservice Teachers' Pronunciation Teaching Perceptions in Terms of Their Living Conditions in Different Cultures

Factor	Group	N	Mean	Sum of Rank	U	z	p
Classroom Context	Yes	49	85.10	4170.00	2945.000	-.395	.693
	No	125	88.44	11055.00			
	Total	174					
Outside the Classroom	Yes	49	109.99	5389.50			
	No	125	78.68	9835.50	1960.500	-3.743	.000
	Total	174					
Learning Styles	Yes	49	86.05	4216.50	2991.500	-.239	.811
	No	125	88.07	11008.50			
	Total	174					
Beliefs about Learning English	Yes	49	100.17	4908.50	2441.500	-2.120	.034
	No	125	82.53	10316.50			
	Total	174					
In-class Activities of Interest	Yes	49	96.31	4719.00	2631.000	-1.454	.146
	No	125	84.05	10506.00			

	Total	174					
	Yes	49	100.91	4944.50	2405.500	-	.028
						2.198	
Scale Total	No	125	82.24	10280.50			
	Total	174					

Preservice teachers living in different cultures had significantly higher in the outside the classroom dimension ($p < 0.05$). In beliefs about learning English dimension and overall scale, preservice teachers living in different cultures had significantly higher pronunciation perceptions ($p < 0.05$). There was no significant difference in the dimensions of classroom context, learning styles, and in-class activities of interest in terms of living in a different culture ($p > 0.05$).

RQ8. What is the relationship between pre-service teachers' living time in an English-speaking country and their perception of pronunciation and its sub-dimensions?

Table 48 presents the values obtained regarding the relationship between living years in an English-speaking country and the outside the classroom dimension.

Table 48: The Relationship between Living Years in an English-Speaking Country and the Outside the Classroom Dimension

Spearman's rho	How long	r	1.000	.276**
		p	.	.000
		N	174	174
	Outside the	r	.276**	1.000
	Classroom	p	.000	.
		N	174	174

**, Correlation is significant at the 0.01 level (2-tailed).

As the number of years of living in an English-speaking country increased, the perception of the outside the classroom dimension slowly increased in a positive direction ($p < 0.05$).

RQ9- What is the relationship between preservice teachers' pronunciation perception and its sub-dimensions and the time they have lived in a country with a different culture?

Table 49 outlines the scores obtained regarding the relationship between preservice teachers' living time in different cultures and their perception of pronunciation teaching.

Table 49: The Relationship between Preservice Teachers' Living Time in Different Cultures and Their Perception of Pronunciation Teaching

			How long	Outside the Classroom	Beliefs about Learning English	Scale total
Spearman's rho	How long	r	1.000	.276**	.151*	.158*
		p		.000	.047	.037
		N	174	174	174	174

**, Correlation is significant at the 0.01 level (2 tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

As life expectancy increased in different cultures, there was a weak positive relationship in outside the classroom, beliefs about learning English and overall scale. Pronunciation perception increased as they lived in a different culture ($p < 0.05$).

RQ10. Is there a significant difference between preservice teachers' and in-teachers' perceptions of classroom context, learning and teaching styles?

Table 50 below presents the values obtained regarding preservice teachers' and in-service teachers' perceptions of classroom context, learning and teaching styles.

Table 50: Comparison of Preservice Teachers' and In-service Teachers' Perceptions of Classroom Context, Learning and Teaching Styles

Factor	Group	N	Mean Rank	Sum of Rank	U	z	p
Classroom Context	In Service Teacher	132	124.51	16435.00	7657.000	-5.010	.000
	Pre-Service Teacher	174	175.49	30536.00			
	Total	306					
Teaching and Learning Styles	In Service Teacher	132	121.95	16097.50	7319.500	-5.446	.000
	Pre-Service Teacher	174	177.43				
	Total	306					
Scale Total	In Service Teacher	132	118.63	15659.50	6881.500	-6.004	.000
	Pre-Service Teacher	174	179.95	31311.50			
	Total	306					

Preservice teachers' perceptions of classroom context were significantly more positive than in-service teachers ($p < 0.05$). Teacher candidates' learning style

perceptions were higher than the in-service teachers' teaching style perceptions ($p < 0.05$). The pronunciation perceptions of teacher candidates were significantly more positive than the in-service teachers ($p < 0.05$).

RQ11. Is there a relationship between in-service teachers' pronunciation attitudes and their pronunciation perception?

Table 51 below presents the obtained values regarding the relationship between teachers' pronunciation attitudes and pronunciation teaching perceptions.

Table 51: The Relationship between In-service Teachers' Pronunciation Teaching Attitudes and Pronunciation Teaching Perceptions

		Attitude	Scale total
Attitude	r	1	.845**
	p		.000
	N	132	132

**. Correlation is significant at the 0.01 level (2-tailed).

There was a strong positive correlation between teachers' pronunciation attitudes and pronunciation perceptions. The teachers' pronunciation attitudes increased and accordingly their perceptions seemed to be increased ($p < 0.05$).

RQ12. Is there a relationship between in-service teachers' pronunciation attitudes and classroom context perceptions?

Table 52 below presents the obtained values regarding the relationship between in-service teachers' pronunciation teaching attitudes and classroom contexts.

Table 52: The Relationship between In-service Teachers' Pronunciation Teaching Attitudes and Classroom Contexts

		Classroom context	
		Attitude	
Attitude	r	1	.621**
	p		.000
	N	132	132

**. Correlation is significant at the 0.01 level (2-tailed).

There was a strong positive correlation between teachers' pronunciation attitudes and classroom contexts ($p < 0.05$).

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter presents the discussion of the obtained data and it is followed by the conclusion drawn from the findings. Then, it provides a brief summary of the results that were found and calculated for each research question. Moreover, the obtained findings are discussed in relation with the literature. Finally, the chapter presents pedagogical implications that will shed light on the future work of the researchers regarding preservice and in-service teachers' pronunciation teaching perceptions.

5.2 Discussion of Findings

The study that investigated preservice and in-service teachers' pronunciation teaching preferences in EFL classes yielded a number of issues for discussion. First, a brief discussion of the relevance and potential contribution of this study to the existing literature is in order here. Some studies have focused on examining segmental and suprasegmental factors to distinguish different levels of global second language pronunciation proficiency (Suzukida, & Saito, 2022) and some focused on examining the overall effect of mobile devices on L2 pronunciation (Tseng, Chen, Wang, Cheng, Yang, & Gao, 2022). It is believed that the results of this study will help such research to be redesigned to investigate participants from various contexts by using the sub-dimensions of the two newly developed scales.

On the other hand, some have attempted to reveal the pronunciation improvement of certain English consonantal sounds (Ercan & Kunt, 2019). Further investigations might be designed to complete pronunciation teaching and learning studies. A number of studies have looked into preservice teachers' beliefs and perspectives regarding pronunciation teaching. For instance, a study conducted by Tsunemoto, Trofimovich, and Kennedy (2020) on 77 Japanese preservice teachers revealed their beliefs about pronunciation teaching. Results indicated that educators should encourage teacher candidates to emphasize on L2 pronunciation teaching. It is considered that newly developed scales would contribute to different contexts to investigate both preservice and in-service teachers' pronunciation teaching perceptions such as the Japanese context to reveal more evidence of the perceptions of preservice teachers and shape targeted dimensions for future teacher candidates.

Parallel to research on perceptions, a study that could be regarded as a close match to this study in terms of instrumentation, investigated ELT department students' deeper understanding of pronunciation problems, and pronunciation teaching revealed that it was possible to improve pronunciation skills (Yavuz & Keser 2019). Since the study adopted and used 12 Likert scale items by Ducate and Lomicka (2009), it could be forecasted that richer data could be gathered through our newly developed scales in such ELT contexts to provide the literature with more specific findings regarding pronunciation teaching perceptions of preservice and in-service teachers as they met excellent fit values (Scale 1: $\chi^2/df=1.477$, Scale 2: $\chi^2/df=1.263$).

On the other hand, as stated by Derwing and Rossiter (2002), knowledge of phonology (subject matter knowledge), techniques, and approaches (pedagogical content knowledge) are great of importance to be gathered by both preservice and in-service teachers in language education programs. Since the middle age group (35-39)

in this study showed less interest in pronunciation teaching than the 20-24 and 50+ age groups, it is considered that the middle age group (35-39) lacked the required pronunciation teaching approaches to be taught during their instructions in classes. However, the 20-24 and 50+ groups were found to be willing to teach phonological features in classes. It is speculated that the middle age group had experienced a burnout period in their careers and there were some environmental deficiencies in their educational environments. Therefore, they had the lowest desires to teach and emphasize pronunciation in their classes. Additionally, it is also speculated that their teaching motivation seemed to be low in general as they had experienced economic problems in recent years.

Furthermore, Turkish teachers' awareness of teaching the phonological features were found to be in line with Chen's (2016) findings regarding 74 in-service teachers from Hong Kong and mainland in China. They were found to be paying attention to the pronunciation teaching strategies in EFL/ESL classes. At this point, it is estimated that Turkish teachers were aware of the importance of pronunciation since they were non-native speakers (NNSs) of the English language.

Bearing in mind learners' needs, Demirezen's study (2009) revealed the necessity to teach the schwa /ə/ sound in EFL classes since language teachers need to act as models of the English language and demonstrate each sound during their teaching. This is considered vital since English has some sounds that do not exist in other languages such as Turkish, Arabic, and Russian. At this point, learners' pronunciation learning and teaching perceptions need to be identified to better revise the approaches and methods used in both classes and curricula.

Moreover, the current study pointed to some training sessions on pronunciation teaching for in-service teachers at private schools to emphasize more

on pronunciation teaching than teachers who teach at public schools. This finding is in line with Couper's (2017) findings in New Zealand who investigated 19 in-service teachers' cognition of pronunciation teaching, their concerns and issues. The results also indicated that teachers needed reflective practice and professional development trainings.

Besides, the study compared preservice teachers' pronunciation teaching perceptions in terms of school location and found a significant difference in the learning styles dimension. Further, it was found that teacher candidates in Nicosia were reported more positive than the other groups ($p < 0.05$) regarding learning pronunciation. Additionally, preservice teachers in Kyrenia and Famagusta did not prefer to learn pronunciation as a component. In their study, Nguyen, Hung, Duong, and Le (2021) also found that English teachers and students considered pronunciation instruction as an important component in EFL programs. At this point, it is speculated that preservice teachers' affective filter levels were high in Nicosia, however, low in Kyrenia and Famagusta. Therefore, their pronunciation learning and teaching perception scores were found lower and it is assumed that the issue was related to their motivation, self-confidence, and anxiety.

To sum up, the current study had its own focus on developing two effective tools for identifying both preservice and in-service teachers' pronunciation teaching perceptions in EFL/ESL contexts around the world. Conducted exploratory and confirmatory factor analysis confirmed that the scale 1 had five factors as *Classroom Context*, *Outside the Classroom*, *Learning Styles*, *Beliefs about Learning English*, and *In-class Activities of Interest*. As the Cronbach-Alpha values in our model were above 0.7 (See Table 4) and the χ^2/df value was 1.477, it could be concluded that the developed scale was a highly reliable tool for revealing preservice teachers' perceptions regarding pronunciation teaching (Tabachnick & Fidell, 2007; Kılıç,

2016; Yaşlıoğlu 2017). On the other hand, conducted exploratory and confirmatory factor analysis for scale 2 confirmed the six factors as *Attitude, Improvement Preference, Focal Points, Problem-Solving Strategies, Teaching Styles, and Classroom Context* with 26 items. Furthermore, its χ^2/df value was 1.263 (See Table 10). Therefore, it could be concluded that scale 2 met highly reliable scores to be used for revealing in-service teachers' perceptions regarding pronunciation teaching (Tabachnick & Fidell, 2007; Kılıç, 2016; Yaşlıoğlu 2017).

Consequently, the Pronunciation Teaching Perception Scales (PTPS) designed for the stated purpose proved to be appropriate and effective instruments. Finally, the major implication for the ELT field is that the use of such scales would help to identify pronunciation teaching perceptions more reliably, and, therefore, provide evidence on which the appropriate teaching techniques, methods, and the curriculum will be based.

5.3 Pedagogical Implications

The findings indicate a few points that need attention in the field of ELT. Above all, the study seemed to be a pioneer in the development of two new scales for the field; one is to investigate preservice teachers' perceptions of pronunciation teaching, and secondly, with regard to in-service teachers, it was found that the middle age group (35-39) showed less interest in pronunciation teaching than the 20-24 and 50+ age groups. In such cases, effective and necessary trainings or workshops are required, which must be provided by the principles in order to improve the quality of the teaching planned in an academic year (Kistow, 2009). On the other hand, when we examine the development preference sub-dimension of in-service teachers and teaching pronunciation in EFL classes, it was seen that Turkish instructors are quite aware of the importance of pronunciation teaching compared to teachers whose mother tongue is English. Therefore, some responsibilities can be assigned to them to

plan and design more effective pronunciation tasks and activities to be implemented in the lessons. In addition, schools may be asked to form committees to check students' pronunciation learning processes on a semester basis.

Another inference that can be expressed here is the attitudes and classroom context preferences of in-service teachers. As a significant result was obtained in the study, it was seen that in-service teachers who speak several languages were more positive towards teaching pronunciation in the classroom environment than those who spoke one language. At this point, it is suggested that teachers who speak only one language may prefer to improve themselves in other languages too in order to better understand the importance of pronunciation teaching in teacher training departments. Furthermore, the study also revealed that the in-service teachers at private schools preferred to emphasize more on pronunciation teaching than teachers who teach at public schools. Bearing this case in mind, it is recommended that some training sessions may be organized by the government in which all in-service teachers from both private and public schools can participate to exchange ideas to better elaborate on pronunciation teaching.

Regarding in-service teachers' education level and the classroom context, the highest pronunciation perceptions were with Ph.D. holders. In this case, it is suggested that BA or MA degree holders may also apply for a Ph.D. degree to better be equipped with the pedagogical and content knowledge that are necessary. Moreover, a significant difference was found in the attitude, focal, classroom context, and general perception of scale 2 ($p < 0.05$). Pronunciation attitudes of teachers of 0-2 years and teachers of 15 years and above work experience were significantly more positive than the other groups ($p < 0.05$). At this point, it is suggested that teachers who had experience more than 2 and less than 15 years can be invested in and held post

observation conferences after some direct observations by their peers or principles to improve their pronunciation teaching skills.

Another implication can be the teachers' choice of living in an English-speaking country. Since their pronunciation attitudes were found significantly higher than those who have not lived in any English-speaking country, it is suggested that English teachers shall at least spend some time in an English-speaking countries during holiday times of the year in case of having some opportunities to be exposed to English more. It is believed that the more they are exposed to English-speaking places and societies the more positively their attitudes towards pronunciation teaching may be shaped.

As for living in a country with a different culture, the study revealed that the in-service teachers who lived in different cultures had higher pronunciation teaching perceptions in all sub-dimensions except problem-solving ($p<0.05$). Further, it was obtained that living in a different culture had a positive effect on the perception of pronunciation ($p<0.05$). Bearing this in mind, teachers may prefer to make friends from different cultures to get to know different cultures to reshape their pronunciation teaching preferences. On the other side, as the duration of teachers' living in a different culture increased, their pronunciation attitudes increased ($p<0.05$). As the length of time teachers lived in a different culture, their focal points increased ($p<0.05$). As the duration of teachers' living in a different culture increased, their perception of classroom context increased ($p<0.05$). Therefore, it is strongly recommended to teacher candidates and in-service teachers to live in the targeted culture and experience as much as they can.

Regarding the language instruction of the school in-service teachers work for, their pronunciation perceptions with language of instruction, English medium was

significantly higher in all dimensions ($p<0.05$). Considering this result, in-service teachers whose school instruction was Turkish might be evaluated and reconsidered in terms of the language instruction to better meet students' pronunciation learning needs. As for the highest pronunciation attitude and its location, Kyrenia was found to have high values. The highest perception of focal points was with the teachers in Kyrenia. Additionally, the highest perception of problem-solving strategy was in Kyrenia and the lowest was in Famagusta. Besides, the teachers in Famagusta had the highest perception of teaching style. In the classroom context, the perception of teachers in Kyrenia was the highest. Teachers in Kyrenia had the highest perception of pronunciation in general ($p<0.05$). At this point, it is suggested that more emphasis should be placed on examining in-service teachers in Nicosia and reviewing their pronunciation teaching approaches.

As for preservice teachers in the study, a significant difference was found in the outside the classroom dimension ($p<0.05$). The lowest perception belonged to the age group of 29-30, the highest perception belonged to the age group of 26-28. Here, it is suggested that educators in ELT departments should draw more attention to younger students' pronunciation learning at early stages. In addition, another significant difference was obtained in the in-class activities of interest dimension, and the highest perception belonged to the 29-30 age group and the lowest perception belonged to the 21-22 age group ($p<0.05$). With these findings in mind, it is recommended that instructors design more beneficial activities in which pronunciation is better developed to encourage their students to learn it naturally. Furthermore, they may also prefer to host and involve native speakers into some activities to encourage interaction, to increase their students' motivation, and to create a friendly and natural environment.

On the other hand, regarding preservice teachers' perceptions of pronunciation and sub-dimensions in terms of nationality, only outside the classroom dimension had a significant difference and the lowest perception belonged to Turkish students, while the perceptions of teacher candidates from other countries were higher than both Turkish and TRNC students ($p<0.05$). Bearing this result in mind, Turkish and TRNC teacher candidates should be encouraged to be exposed to English pronunciation through useful tasks and activities such as preparing a storytelling video with a native student including certain pronunciation patterns in it. Thus, all other students and video producers will have the chance to watch the movie together, evaluate themselves, and expand their knowledge.

As for comparison of preservice teachers' pronunciation perceptions in terms of school location, there was a significant difference only in the dimension of learning styles regarding the location of the preservice teachers, and the learning style perceptions of the preservice teachers in Nicosia were significantly more positive than the other groups ($p<0.05$). It seemed that teacher candidates in both Kyrenia and Famagusta did not prefer to learn pronunciation in classes. At this point, it is suggested that educators in those universities should investigate the issues behind this case. Furthermore, they need to revise their curriculum, reshape teaching approaches, and design motivating tasks for their students during pronunciation teaching classes.

Moreover, a significant difference was obtained only in the outside the classroom dimension regarding preservice teachers' native language. The lowest rank was in the Turkish group, while the highest perception was in the languages of other countries ($p<0.05$). Turkish teacher candidates should be given more interest and encouragement to reshape their perceptions towards pronunciation learning and teaching. Turkish preservice teachers should be given more attention and

encouragement and provided with more opportunities to reshape their perceptions of learning and teaching pronunciation since they have a common shyness and anxiety problem. On the other hand, a significant difference was found in the outside the classroom dimension. The highest perception was of those who spoke Turkish and Arabic, followed by those who spoke more than one language, while the lowest perception was of those who spoke English ($p<0.05$). In this case, it is recommended that those who spoke English other than their mother tongue should be exposed to English pronunciation more outside their classroom settings. To do this, educators may prefer to assign these students some tasks outside their class as a follow-up activity to increase their awareness regarding pronunciation learning. Moreover, in the learning styles sub-dimension, a significant difference was found between the perceptions of the preservice teachers compared to the language they spoke other than their mother tongue. In terms of learning styles, Turkish speakers had the highest perception, and the lowest perception was by Arabic speakers ($p<0.05$). At this point, Arabic students might be provided with a plenty of different approaches by the instructors to learn the English pronunciation structures to develop their best learning strategies in classes.

When the pronunciation perceptions of the preservice teachers were compared in terms of their living in an English-speaking country, a significant difference was found only in the outside the classroom dimension ($p<0.05$). Outside the classroom perceptions of teacher candidates living in an English-speaking country were significantly higher ($p<0.05$). Therefore, it is recommended that it is of great importance to create environments where the English language can be spoken outside of the classroom in North Cyprus context.

On the other hand, preservice teachers living in different cultures had significantly higher perceptions in the outside the classroom dimension ($p<0.05$). In beliefs about learning English dimension and the overall scale, preservice teachers living in different cultures had significantly higher pronunciation perceptions ($p<0.05$). It is suggested that preservice teachers should experience different cultures during their academic studies in order to expand their content knowledge for their future teaching skills. As for comparing preservice teachers' and in-service teachers' perceptions of classroom context, learning and teaching styles, first of all, preservice teachers' perceptions of classroom context were significantly more positive than in-service teachers ($p<0.05$). Secondly, their learning style perceptions were higher than the in-service teachers' teaching style perceptions ($p<0.05$). Finally, overall pronunciation perceptions of teacher candidates were significantly more positive than in-service teachers ($p<0.05$). At this point, it should be stated that teacher candidates were found to be more positive towards pronunciation teaching and learning in their classes than in-service teachers.

Besides, there was a strong positive correlation between teachers' pronunciation attitudes and pronunciation perceptions. The teachers' pronunciation attitudes increased and accordingly their perceptions seemed to be increased ($p<0.05$). This could be seen as a great implication from the study to prove that in-service teachers were positive towards teaching pronunciation in classes in general and their pronunciation perceptions increased as their attitudes were positive to it. Additionally, the study found a strong positive correlation between teachers' pronunciation attitudes and classroom contexts ($p<0.05$). This means that they had positive attitudes towards teaching pronunciation in classroom settings. This can be considered as a major

implication for the TRNC context to know in-service teachers' attitudes towards teaching pronunciation in EFL classes.

5.4 Limitations and Delimitations of the Study

The purpose of the current thesis was to investigate preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes in the Turkish Republic of North Cyprus (TRNC). First limitation of the study was the participant size of the preservice teachers who participated (n. 174) in the research. The fact that only eight universities had ELT departments in North Cyprus when the action research was conducted and it is believed that this can be expanded in different contexts around the world. As for the second limitation, no data were collected from Morpho public schools. All data were collected from three different cities namely Kyrenia, Nicosia, and Famagusta. Finally, no participants were included to the study from any university that was not accredited by the Turkish Higher Education Council (YÖK).

5.5 Suggestion for Further Research

Based on the obtained findings of the study, further research can be conducted to investigate preservice and in-service teachers' pronunciation teaching preferences in different contexts all over. First, two significant scales were developed to determine preservice and in-service teachers' pronunciation preferences in the field. The one regarding the preservice teachers was published in a well-known journal namely *Frontiers in Psychology* and this scale can be used in different contexts to conduct more research on preservice teachers. Therefore, further research will provide the field with more findings regarding ELT candidates. Revealing such research findings in different school settings will encourage scholars to increasingly conduct their original work. On the other hand, after the publication of the second scale regarding the in-

service teachers, it is visualized that the newly developed scale will provide the researchers with a reliable tool to be used in their studies in the ELT field.

Furthermore, regarding the preservice teachers, as the study found significant results in the outside the classroom dimension ($p<0.05$) in terms of age, researchers at different universities can also use the newly developed scale and investigate ELT teacher candidates' pronunciation teaching perceptions in their context. Moreover, they can choose any sub-dimension from the scale and measure its items in their research.

Regarding the in-service teachers' perceptions of pronunciation and sub-dimensions in terms of their age, the study found significant results about 35-39 age group. This group was significantly ($p<0.05$) found lower than all other groups. Further research can be conducted to see whether the case is the same with the middle-aged group in different countries.

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APPENDICES

Appendix 1: Semi-structured Interview Questions for Participants

Halil ERCAN Ph.D. Candidate

Semi-structured Interview Questions for Participants

The interview consists of three parts as follows:

Part I. Background Information

Year of study (preservice):

Year of experience (in-service):

Age:

Gender:

Name of the School:

Proficiency Level (Only for preservice teachers):

Nationality:.....

Part II. Warm-up Questions

1. How many students are there in your class?
2. Is English difficult to learn/teach? Why/why not?
3. When did you start learning/teaching English?
4. Do you like studying/learning/teaching English? Why/why not?
5. What is the most difficult for you to learn/teach in English?

Part III. Interview Questions

1. What do you usually do in your English classes?
2. What do you enjoy most in your English classes?
3. What do you usually focus on during your English classes?
4. Do you speak English with other people in or out of class?
5. What do you do when you have questions on pronunciation during the lessons? How about outside class?
6. Do you ever experience any problems with pronunciation?
7. What do you think about pronunciation skills?
8. Do you do any extra work to improve your pronunciation skills? What kinds of work?
9. Do you like to learn individually, in pairs, in groups or by the help of your teacher? Why?
10. Do you use English outside your classroom? In which situations?
11. How do you learn/teach pronunciation in English? What strategies do you use?
12. Is there anything else you'd like to say?

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Appendix 2: Participant Consent Form

Halil ERCAN Ph.D. Candidate

Participant Consent Form

Dear Participant,

I am a Ph.D. candidate studying English Language Teaching at the Eastern Mediterranean University. As a requirement for Ph.D. dissertation, titled as 'An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes', I am conducting a pilot study to gather significant data to design the most efficient questionnaire for the main research.

I would like to collect my data by interviewing preservice and in-service teachers at different institutions. The interviews will be audio-recorded with your permission. The data will only be used for educational purposes and considered confidential. Only I, the researcher, and the thesis supervisor, Asst. Prof. Dr. İlkey GILANLIOĞLU, will have access to the obtained information. A consent form will be given to you, indicating that you are free not to participate in or withdraw from the study at any time.

I would kindly request permission for my data collection.

Sent. Inst. Halil ERCAN

Ph.D. Candidate

halil.ercan@final.edu.tr

Phone: +90 392 6506666 - 1147

School of Foreign Languages

Final International University

Asst. Prof. Dr. İlkey GILANLIOĞLU

Ph.D. Thesis Supervisor

ilkay.gilanlioglu@emu.edu.tr

Foreign Language Education Dept.

Faculty of Education

Eastern Mediterranean University

Consent form

I have been properly informed about the objectives of the study and I am willing to take part in it.

Name - Surname:

Date:

Signature:

8.4.21 
H.E.

Appendix 3: Application form Permission from the EMU Ethics Committee

To: Assoc. Prof. Dr. Javanshir SHIBLIYEV
Head of ELT Department, Faculty of Education

From: Sen. Inst. Halil ERCAN Ph.D. Candidate
Subject: Application for permission from Ethics Committee

Date: 8th April, 2021

I am currently a Ph.D. student at the English Language Teaching Department at the Faculty of Education. I would like to carry out a pilot study for my Ph.D. dissertation under the supervision of my supervisor, Asst. Prof. Dr. İlkey GİLANLIOĞLU. The title of the dissertation is 'An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes'. I have revised my application form based on the feedback provided and the revised document is attached. I have also attached the necessary permission forms that I have received from the institutions. I would be grateful if my application can be forwarded to the ethics committee so that I can begin my research.

I would be pleased if my request can be granted.

Thank you for your consideration.

Sen. Inst. Halil ERCAN

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H. E.

Appendix 4: Research Ethics Application Form

Eastern Mediterranean University Research and Publication Ethics Board	Research Ethics Eligibility Application Form
Data Collection Dates:	
Start Date: 15/03/2021	
End Date: 15/04/2021	
Places, Institutions and Organizations from Which Data Collection is Planned:	
1. All state secondary and high schools accessible in Kyrenia.	
2. All state secondary and high schools accessible in Nicosia.	
3. All state secondary and high schools accessible in Famagusta.	
4. All state secondary and high schools accessible in Iskele.	
5. All state secondary and high schools accessible in Güzelyurt.	
6. All volunteering years 3-4 ELT students at universities in TRNC.	
Application Status:	
☐ New application	
☒ Repeat Application (revision)	
☐ Amendment	
☐ Follow-up of a previously approved project	

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Research Ethics Eligibility Application Form

NAME OF RESEARCH

An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes

NATURE OF RESEARCH:

☐ Postgraduate Thesis

Supervisor name-surname and title :

Co-supervisor name-surname and title:

☒ Ph.D. Dissertation

Supervisor name-surname and title : Asst. Prof. Dr. İlkay GİLANLIOĞLU

Co-supervisor name-surname and title:

☐ Individual Research Project

☐ Other (Please describe):.....

MAIN RESEARCHER:

Name-Surname: Halil ERCAN

Title: Senior Instructor

Position: Senior Instructor

Place of duty (Division s/he is working at): Final International University

Contact Information:

Postal address:

Phone:..... GSM: +905488515188 Fax:.....

E-mail: halil.ercan@final.edu.tr

OTHER RESEARCHERS:

Name-Surname	Title	Position	Division	Phone/e-mail	Signature
İlkay Gilanlioglu	Assist. Prof. Dr.	Faculty member	FLE	ilkay.gilanlioglu@emu.edu.tr	

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Summary of the research:

(It should not be less than 500 and more than 2000 words excluding "Selected References" section. Please explain briefly and in simplest way possible bearing in mind it will be read by people who are not experts in the field. Sufficient information should be provided for each heading and none of the spaces should be left blank.)

Topic: An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes

Objective: The purpose of the study is to investigate preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes in Northern Cyprus and conduct a pilot study. Different preservice teachers from ELT departments of different universities and in-service teachers from different state schools will be interviewed. Based on the findings of the pilot study, the researcher will design a questionnaire to be used for the main Ph.D. dissertation after the factor analysis since there is no appropriate scale to be used directly for this present study.

Scope: The general scope of this study is the perceptions of pre-service and in-service teachers regarding teaching pronunciation in EFL classes in the state secondary and high schools. It covers how in-service teachers perceive teaching pronunciation in their classes and how preservice teachers would prefer to teach pronunciation in their classes in the future. The study will have participants from state schools and universities that have ELT departments in TRNC.

First of all, in order to gather more quality data from the participants, address the research questions, and end up with the most reliable findings, the researcher plans to visit all the state schools in Kyrenia, Nicosia, Famagusta, Lefke, and Morphou and universities that have ELT departments to interview some preservice and in-service teachers to collect in depth qualitative data with open-ended question.

Secondly, based on the obtained data, an appropriate questionnaire with appropriate items is thought to be designed. Then, some selected classrooms will be observed to gather more field notes for the future questionnaire items. As

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indicated in the recent literature, a mixed-method approach including quantitative and qualitative techniques will be used to triangulate the data. Therefore, the researcher believes that the combination of both quantitative and qualitative methods enables the researchers to gather insights and more reliable data from the participants (Burns, 2000). As part of qualitative data collection, some demographic information (age, gender, teaching experience, nationality, etc.) will be collected.

Finally, the collected qualitative data will be analysed through the qualitative data analysis software NVivo. Based on the results, a quantitative survey will be designed to be given to the participants of this Ph.D. dissertation after factor analysis to address the main research questions. After the factor analysis, with the designed items, the researcher will conduct another pilot study to check the reliability and to see whether the items would work or not.

Selected References*:

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[Signature]

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Possible implications of this study for the field or society (maximum 1 paragraph):

The possible findings that the researcher forecasts to reveal are thought to provide insights for the ELT field.

(*) Original and Turkish references for the scales to be used in the study must be provided.

8.6.21 H.E.


Does the research require to provide biased/wrong information, or keep the aim of the research fully confidential in any way?

☐ Yes ☒ No

If yes, please explain:

.....
.....
.....

Does the research contain question that may threaten the physical and mental well-being of the participants?

☐ Yes ☒ No

If yes, please explain:

.....
.....
.....

Are the participants' personal rights and confidential information protected*?

☒ Yes ☐ No

(*) Important Warning: It is seen as unnecessary to take/record the identity information of the participants in order to establish friendly responses in many survey/scale studies working with groups. If your study possesses this quality, the Voluntary Participation Form (the form where name surname and signature is compulsory in order to take informed consent) should be distributed separately prior to group implementation and made sure that it is read and signed and collected back; following this procedure, voluntary participant(s) should be given the questionnaire(s) and asked to fill in anonymously. Thus, once the questionnaire(s) are collected, the anonymity would be enabled; in other words, it would be ensured that what responses were given by which participant from the group would be unknown. Also, pseudonyms can be taken in case of the need to contact the participants again.

I have read and understood the warning above.

☒ Yes ☐ No

Are under-aged individuals, limited or disabled people participating in the research?

☐ Yes ☒ No

8.6.21

H.E.

Is clear and understandable explanation regarding the nature of the research being provided for the participants?

Yes, this point is clearly stated in the consent form that they will sign before taking part in the study. Also, spoken ethic rules will be provided to the participants.

What kind of precautions have been taken against the threats that would spoil the voluntary participation and abuse the participants?

The participants will be informed about the steps involved in the research study. They will have the opportunity to read the informed consent form and ask questions. They will be informed that they can withdraw from the study at any stage.

Are the participation and removal conditions of the volunteers stated clearly?

Yes, it is clearly stated in the forms that the participants will be informed about all the procedures to take part in the study.

It is compulsory to provide responses for the last three questions above and attach the Voluntary Participation Form for which a sample is provided on page 7 of the Form. Child/Teenager Form should be created in addition to the Parent/Guardian Form for studies where participants are under the age of 18. Is a Voluntary Participation Form of this quality attached to the application folder?

☒ Yes

8.6.21

H.E.



Expected number of participants: 30 (preservice teachers 15 and in-service teachers 15)

Please mark the options that best describe the participants (more than one option can be marked).

- ☐ Pre-School Children
- ☐ Primary School Children
- ☐ High School Students
- ☒ University Students
- ☐ Children
- ☒ Adults
- ☐ Teenagers
- ☐ Elderly
- ☒ Men
- ☒ Women
- ☐ Employees in an Institution
- ☐ Unemployed
- ☐ Mentally Disabled Individuals
- ☐ Physically Disabled Individuals
- ☐ Prisoners and/or Convicted
- ☒ Other (please specify): 1-English teachers at different schools(female-male). 2-ELT students.

Please mark the practices that would be used in the study.

- ☒ Questionnaire/Scale*
- ☒ Interview
- ☒ Observation
- ☐ Implementing tests over computer setting
- ☐ Video record
- ☒ Audio record
- ☐ Other (please specify):

(*) IMPORTANT WARNING: *If the questionnaire/scale or the interview form involves practices or audio or video stimulants, a sample of each (audio or videos in CD format) must be added to the application folder. It is compulsory to add also the Foreign language scales planned to be adapted.*

RESEARCH BUDGET:

- ☒ There are no expenses in the research.
- ☐ There are expenses in the research and they are shown in the table below.

If there are research expenses, please specify how they will be funded:

- ☐ They will be funded by the Researcher/Researchers.
- ☐ Project support is/will be taken from an Official Institution.
(Please attach the Written Contract Proving that there is no conflict of interest to the Application Form.)

8.6.21 H.E.


Please describe the Institution Information and scope of support: There will not be any expenses for the current study.	
☐ Project Support will be taken from Private Sector. (Please attach the Written Contract Proving that there is no conflict of interest to the Application Form.)	
Please describe Company/Firm information and scope of support:	
Please describe Research Expenses:	
Expenditure Items	Sum*
None	None
Total Budget:	None
*Please attach Pro forma Invoice to the Application Form.	

I declare that I have read, understood the Eastern Mediterranean University Research and Publication Ethics Board Application Guide and information provided above is correct.

Main Researcher's,

Name: Halil
Surname: ERCAN
Date: 08.04.21

Signature:



Appendix 5: EMU Ethics Committee Approval Form

	Doğu Akdeniz Üniversitesi	Eastern Mediterranean University	Galileo Galilei Sk. / Str., 99620 Gazimağusa KÜZEY KIBRIS / Famagusta, NORTH CYPRUS, via Mersin 10, TURKEY Tel: (+90) 392 630 1327 bayek@emu.edu.tr
Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics			

Reference No: ETK00-2021-0131

26.04.2021

Subject: Your application for ethical approval.

Re: Halil Ercan (17600109)

Faculty of Education.

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 22.04.2021, issue: 91) granting Halil Ercan from the Faculty of Education to pursue his PhD thesis titled "An Evaluation of pre-service and in-service teachers' perceptions regarding teaching pronunciation in ELT classes" supervised by Assist. Prof. Dr. İlkey Gılanlıoğlu.

Best Regards



Prof. Dr. Yücel Vural

Chair, Board of Scientific Research and Publication Ethics - EMU

Appendix 6: Approval Letter by the FIU Ethical Committee



**ULUSLARARASI
FİNAL ÜNİVERSİTESİ**

22.01.2021

İlgili Makama,

Konu: "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" başlıklı araştırma projesi hakkında 2021/08/03 sayılı Etik Kurulu kararı

Uluslararası Final Üniversitesi, öğretim elemanı Halil Ercan'ın Yard. Doç. Dr. İlkay Gilanlioğlu danışmanlığında yürüteceği, "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" başlıklı araştırma projesi başvuru dosyası ile ilgili belgeler araştırmanın amacı, yapısı, soruları ve araştırma kapsamında uygulanacağı beyan edilen veri toplama yöntemleri incelenerek araştırma etiğine uygun olduğuna Final Üniversitesi Etik Kurulu üyeleri oy birliği ile karar vermiştir.

Saygılarımla

Prof. Dr. Orhan Gemikonaklı

UFC İnsan Araştırmaları Etik Kurulu Başkanı

8.4.21

H. E.

Appendix 7: Approval Letter by Ministry of Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : GOÖ.0.00-174/06-21/E.177

11 Ocak 2021

Konu : Halil Ercan' ın Anket Başvuru Formu

Sayın Halil ERCAN

İlgi : 11 Ocak 2021 tarihli ve TTD.0.00-174/06-21/E.27 sayılı yazınız.

Talim ve Terbiye Dairesi Müdürlüğü'nün ilgi yazısı uyarınca "Hizmet Öncesi ve Hizmetiçi Öğretmenlerin EFL Sınıflarında Telaffuz Öğretimi İle İlgili Algılarının Değerlendirilmesi (An Evaluation Of Preservice and In-Service Teachers Perceptions Regarding Teaching Pronunciation in EFL Classes)" konulu çalışma sorularının gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak soruları uygulamadan önce çalışmaya katılacak olanların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, çalışmanın hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Çalışmayı uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.

8. 6. 21 
H.E.

 e-imzalıdır
ALİ YAMAN
Daire Müdürü

Appendix 8: Official Permission Letters to Each University by the Rector's Office



**ULUSLARARASI
FİNAL ÜNİVERSİTESİ**

REKTÖRLÜK

28 Ocak 2021

**Bahçeşehir Üniversitesi Rektörlüğü
Alayköy.**

Sayı: 100/100/REK280121.012

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.

Prof. Dr. Hüseyin YARATAN
Rektör

Ekler: - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
- UFÜ İnsan Araştırmaları Etik Kurulu Onayı
- Sorular
- Onay Formu

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Uluslararası FİNAL Üniversitesi
Toroslar Caddesi, No:6, Çatakköy - Girne - KKTC
Tel: 0392 650 66 66 • Faks: 0392 650 66 95 • E-posta: info@final.edu.tr • Web: www.final.edu.tr



28 Ocak 2021

**Girne Amerikan Üniversitesi Rektörlüğü
Karaoğluanoğlu.**

Sayı: 100/100/REK280121.008

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.

Prof. Dr. Hüseyin YARATAN
Rektör

- Ekler: - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
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- Sorular
- Onay Formu

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28 Ocak 2021

**Doğu Akdeniz Üniversitesi Rektörlüğü
Gazimağusa.**

Sayı: 100/100/REK280121.005

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.



Prof. Dr. Hüseyin YARATAN
Rektör

- Elder:** - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
- UFÜ İnsan Araştırmaları Etik Kurulu Onayı
- Sorular
- Onay Formu

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28 Ocak 2021

**Girne Üniversitesi Rektörlüğü
Girne.**

Sayı: 100/100/REK280121.007

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.



Prof. Dr. Hüseyin YARATAN
Rektör

- Ekler: - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
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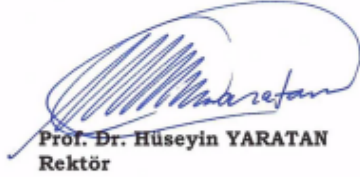
28 Ocak 2021

**Kıbrıs Amerikan Üniversitesi Rektörlüğü
Lefkoşa.**

Sayı: 100/100/REK280121.006

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.



Prof. Dr. Hüseyin YARATAN
Rektör

- Ekler: - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
- UFÜ İnsan Araştırmaları Etik Kurulu Onayı
- Sorular
- Onay Formu

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REKTÖRLÜK

28 Ocak 2021

**Uluslararası Kıbrıs Üniversitesi Rektörlüğü
Haspolat.**

Sayı: 100/100/REK280121.010

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.



Prof. Dr. Hüseyin YARATAN
Rektör

- Ekler: - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
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- Onay Formu

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ULUSLARARASI FİNAL ÜNİVERSİTESİ

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28 Ocak 2021

Lefke Avrupa Üniversitesi Rektörlüğü
Lefke.

Sayı: 100/100/REK280121.009

Konu: Halil Ercan'ın çalışması hk.

Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerinden Halil Ercan doktora öğretimi çerçevesinde "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" (Tez Danışmanı Yrd. Doç. Dr. İlkey Gilanhoğlu) konulu çalışma sorularını üniversitenizde uygulamak istemektedir. KKTC Milli Eğitim ve Kültür Bakanlığı Genel Ortaöğretim Dairesi ve Üniversitemiz İnsan Araştırmaları Etik Kurulu çalışmayı uygun bulmuştur. İlgili çalışmanın üniversitenizde gizlilik gönüllülük ilkelerine riayet ederek uygulaması için gerekli iznin verilmesi hususunu saygılarımla arz/rica ederim.

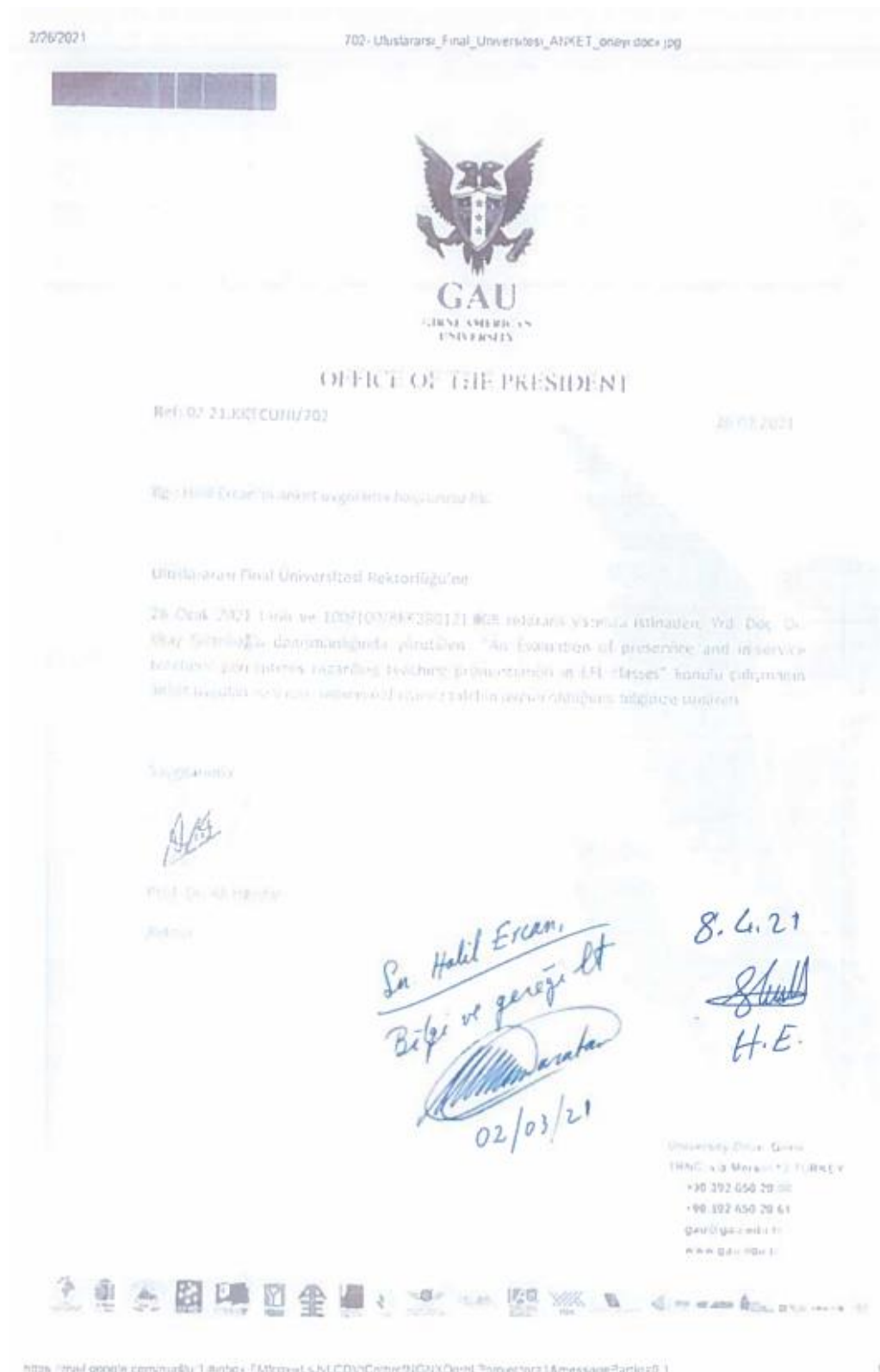
Prof. Dr. Hüseyin YARATAN
Rektör

- Ekler:** - KKTC Milli Eğitim Bakanlığı Genel Ortaöğretim Dairesi Müdürlüğü yazısı
- UFÜ İnsan Araştırmaları Etik Kurulu Onayı
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Appendix 9: Approval Letters by Universities



From: GÖKMEN DAĞLI [mailto:gokmen.dagli@kyrenia.edu.tr]
Sent: Saturday, January 30, 2021 6:10 PM
To: rectorate@final.edu.tr
Cc: İlkay Salihoğlu
Subject: Öğr.Gör.Halil Ercan'ın Doktora Çalışması Hk.

Saygıdeğer Hocam,

Öğr.Gör.Halil Ercan'ın doktora çalışması ile ilgili talebi incelenmiş olup Rektörlüğümüzce uygun görülmüştür.

İyi çalışmalar diler, saygılar sunarım.

Prof.Dr.Gökmen Dağlı
Rektör Yardımcısı

8.6.21

H.E.

Reply Reply All Forward



Javanshir Shibliyev <javanshir.shibliyev@emu.edu.tr>

halil.ercan@final.edu.tr

17.03.2021

izin

You forwarded this message on 17.03.2021 15:39.

Sayın Halil Ercan,

Doktora eğitimi çerçevesinde Yrd. Doç. Dr. İlkay GİLANLIOĞLU danışmanlığında yürüttüğünüz "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes" konulu tez çalışması uygun bulunmuştur.

Dr. Javanshir Shibliyev

8.6.21 
H.E.

Appendix 10: Developed Scale 1- Pronunciation Teaching Perception

Scale (PTPS) for Preservice English Language Teachers

Instructions:

This survey is designed to identify preservice English language teachers' pronunciation teaching perceptions. Please read the statements carefully and tick the response (1, 2, 3, 4 or 5) on the answer sheet that expresses your opinion best about each statement. There are no right or wrong answers to these statements. Please make no marks on the items. If you have any questions, please inform the researcher(s) immediately.

Pronunciation Teaching Perception Scale (PTPS) for Preservice English Language Teachers

Item No		1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree				
		1	2	3	4	5
Factor1 Classroom Context						
1	English pronunciation must be taught in English classes.					
2	English pronunciation skills are important in English classes.					
3	English pronunciation can be acquired with practice in class.					
4	English pronunciation can be acquired with exposure in class.					
5	I feel better when I overcome a pronunciation problem in class.					
Factor2 Out-of-class Context						
6	I use English in public (e.g., restaurants, shopping centers).					
7	I use English outside the classroom.					
Factor3 Learning Styles						
8	I learn English pronunciation better through explanations in class.					
9	I learn English pronunciation better through examples in class.					
10	I learn English pronunciation better through gestures in class.					
11	I learn English pronunciation better through demonstrations in class.					
12	I like learning English pronunciation at school.					
Factor4 Beliefs about Learning English						
13	I like learning English because it is one of the most interesting languages.					
14	I like learning English as it makes me feel proud.					
15	I like learning English because it helps me to improve academically.					
Factor5 In-class Activities of Interest						
16	I enjoy communication in English in class.					
17	I enjoy speaking English in class.					
18	I enjoy discussions in English in class.					
19	I enjoy acting in English in class.					

Appendix 11: Developed Scale 2- Pronunciation Teaching Perception

Scale (PTPS) for In-service English Language Teachers

Instructions:

This survey is designed to identify in-service English language teachers' pronunciation teaching perceptions. Please read the statements carefully and tick the response (1, 2, 3, 4 or 5) on the answer sheet that expresses your opinion best about each statement. There are no right or wrong answers to these statements. Please make no marks on the items. If you have any questions, please inform the researcher(s) immediately.

Item No		1: Strongly Disagree	2: Disagree	3: Neutral	4: Agree	5: Strongly Agree
Factor1 Attitude						
1	I like interacting with foreign people in English at school.					
2	I use English outside the classroom.					
3	I like interacting with others in English in public places.					
4	I like being able to express myself in English in class.					
5	I try to encourage my students to speak when teaching in class.					
6	I enjoy speaking English when teaching in class.					
Factor2 Improvement Preference						
7	I watch films to improve my pronunciation skills.					
8	I listen to the radio to improve my pronunciation skills.					
9	I listen to the news to improve my pronunciation skills.					
10	I listen to songs to improve my pronunciation skills.					
11	I interact with my English-speaking colleagues to improve my pronunciation skills.					
12	I repeat certain sounds in English to improve my pronunciation skills.					
Factor3 Focal Points						
13	I focus on grammar when teaching in class.					
14	I usually teach grammar in class.					
15	I focus on structures of English when teaching in class.					
16	I repeat the problematic sounds when I have pronunciation problems in class.					
Factor4 Problem-Solving Strategies						
17	I check pronunciation dictionaries when I have pronunciation problems in class.					
18	I check websites when I have pronunciation problems in class.					
Factor5 Teaching Styles						
19	I like to teach English pronunciation individually when teaching in class.					
20	I teach English pronunciation better through hand movements when teaching in class.					
21	I teach English pronunciation better through gestures when teaching in class.					

Appendix 12: Pilot Surveys

Dear Participant,

I am a Ph.D. candidate studying English Language Teaching at the Eastern Mediterranean University. As a requirement for my Ph.D. dissertation, entitled “An evaluation of preservice and in-service teachers’ perceptions regarding teaching pronunciation in EFL classes”, I am conducting a pilot study to gather significant data from you. I would like to state that the necessary official documents have been obtained from all relevant institutions and organizations. The data will only be used for educational purposes and considered confidential. Only I, the researcher, and the thesis supervisor, Asst. Prof. Dr. Ilkay GILANLIOGLU, will have access to the obtained data. Below a consent form is given to you, indicating that you are free not to participate in or withdraw from the study at any time.

I would kindly request permission for my data collection.

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I have been properly informed about the objectives of the study and ...

1. I am willing to take part in it. ☐
2. I am not willing to take part in it. ☐

Directions

This survey is designed for preservice teachers of English as a second or foreign language. Please read the statements carefully and tick the response (1, 2, 3, 4 or 5) on the answer sheet that expresses your opinion best about each statement. There are no right or wrong answers to these statements. Please make no marks on the items. If you have any questions, let the researcher know immediately.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Example Statement

Statement	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I learn English pronunciation better through hand movements in class.	☐	☐	☐	☐	☐

For the example statement above, fill in the circle  that best describes what you actually do in regard to English. If you have answered the question above, you have just completed the example item.

There are two parts in the following survey. Part 1 is on Background Information and Part 2 consists of the statements. If you do not have any questions, please go to Part 1. After you complete Part 1, please move to Part 2.

Part 1. Background Information

1. Gender: Male - ☐ Female - ☐
2. Age:
3. Nationality:
4. Location of School:
5. School: Public - ☐ Private - ☐
6. School's Language of Instruction: English-medium ☐ Turkish-medium ☐
7. Native Language(s):
8. Other language(s) spoken:
9. How long have you been learning English?
10. Have you lived in an English-speaking country? If yes, where?
.....
How long?
11. Have you lived in a different culture? If yes, where?
.....
How long?

Part 2. Survey

Statements	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1. When I have pronunciation problems in class, I ask my teacher.	☐	☐	☐	☐	☐
2. English is easy to learn in class.	☐	☐	☐	☐	☐
3. I focus on grammar when learning English.	☐	☐	☐	☐	☐
4. I focus on structures of English when learning English in class.	☐	☐	☐	☐	☐
5. I focus on listening skills when learning English in class.	☐	☐	☐	☐	☐
6. I focus on pronunciation when learning English in class.	☐	☐	☐	☐	☐
7. I focus on English for Specific Purposes (ESP) when learning English in class.	☐	☐	☐	☐	☐
8. I focus on reading comprehension when learning English in class.	☐	☐	☐	☐	☐
9. I usually do the given task when learning English in class.	☐	☐	☐	☐	☐
10. I listen to my teachers as much as possible in class.	☐	☐	☐	☐	☐
11. I usually take notes on pronunciation in class.	☐	☐	☐	☐	☐
12. I check websites when I have pronunciation problems in class.	☐	☐	☐	☐	☐
13. English is difficult to learn in class.	☐	☐	☐	☐	☐

14. I use dictionaries when I have pronunciation problems in class.	☐	☐	☐	☐	☐
15. I try to pronounce the words by myself when I have pronunciation problems in class.	☐	☐	☐	☐	☐
16. I repeat the problematic sounds when I have pronunciation problems in class.	☐	☐	☐	☐	☐
17. I check the International Phonetic Alphabet (IPA) when I have pronunciation problems in class.	☐	☐	☐	☐	☐
18. I attend pronunciation workshops to improve my pronunciation.	☐	☐	☐	☐	☐
19. I look for similar examples when I have pronunciation problems in class.	☐	☐	☐	☐	☐
20. I imitate others to improve my pronunciation skills.	☐	☐	☐	☐	☐
21. I attend international English classes to improve my pronunciation skills.	☐	☐	☐	☐	☐
22. Pronunciation develops gradually.	☐	☐	☐	☐	☐
23. Pronunciation develops naturally.	☐	☐	☐	☐	☐
24. I listen to the radio to improve my pronunciation skills.	☐	☐	☐	☐	☐
25. I watch films to improve my pronunciation skills.	☐	☐	☐	☐	☐
26. I interact with my English-speaking friends to improve my pronunciation skills.	☐	☐	☐	☐	☐
27. I listen to the news in English to improve my pronunciation skills.	☐	☐	☐	☐	☐

28. I record my own voice in English and listen to it to improve my pronunciation skills.	☐	☐	☐	☐	☐
29. I repeat certain sounds in English to improve my pronunciation skills.	☐	☐	☐	☐	☐
30. I use English with my international friends.	☐	☐	☐	☐	☐
31. I use English at departmental conferences.	☐	☐	☐	☐	☐
32. I use English at home.	☐	☐	☐	☐	☐
33. I use English in public (e.g. restaurants, shopping centers).	☐	☐	☐	☐	☐
34. I use English outside the classroom.	☐	☐	☐	☐	☐
35. I learn English pronunciation better through demonstrations in class.	☐	☐	☐	☐	☐
36. I learn English pronunciation better through explanations in class.	☐	☐	☐	☐	☐
37. I learn English pronunciation better through examples in class.	☐	☐	☐	☐	☐
38. I learn English pronunciation from segments to suprasegmental features in class.	☐	☐	☐	☐	☐
39. I learn English pronunciation from suprasegmental features to segments in class.	☐	☐	☐	☐	☐
40. I learn English pronunciation better through drilling in class.	☐	☐	☐	☐	☐
41. I learn English pronunciation better	☐	☐	☐	☐	☐

through gestures in class.					
42. I learn English pronunciation better through hand movements in class.	☐	☐	☐	☐	☐
43. I like learning English pronunciation at school.	☐	☐	☐	☐	☐
44. I like interacting with my foreign classmates in English in class.	☐	☐	☐	☐	☐
45. I like interacting with others in English in public places.	☐	☐	☐	☐	☐
46. I like learning English because it is one of the most interesting languages.	☐	☐	☐	☐	☐
47. I like learning English because it helps me to improve academically.	☐	☐	☐	☐	☐
48. I like being able to express myself in English in class.	☐	☐	☐	☐	☐
49. I like learning English as it makes me feel proud.	☐	☐	☐	☐	☐
50. I enjoy learning English pronunciation in English in my courses.	☐	☐	☐	☐	☐
51. I enjoy speaking English in class.	☐	☐	☐	☐	☐
52. I enjoy giving presentations in English in class.	☐	☐	☐	☐	☐
53. I feel better when I overcome a pronunciation problem in class.	☐	☐	☐	☐	☐
54. I enjoy acting in English in class.	☐	☐	☐	☐	☐
55. I enjoy spontaneous activities in class.	☐	☐	☐	☐	☐
56. I enjoy communication in English in class.	☐	☐	☐	☐	☐

57. I enjoy discussions in English in class.	☐	☐	☐	☐	☐
58. English pronunciation is one of the most important components of the English language.	☐	☐	☐	☐	☐
59. English pronunciation can be acquired with practice in class.	☐	☐	☐	☐	☐
60. English pronunciation can be acquired with exposure in class.	☐	☐	☐	☐	☐
61. English pronunciation skills are important in English classes.	☐	☐	☐	☐	☐
62. English pronunciation must be taught in English classes.	☐	☐	☐	☐	☐
63. Pronunciation learning is not important in language classes.	☐	☐	☐	☐	☐
64. I like to learn English pronunciation individually in class.	☐	☐	☐	☐	☐
65. I like to learn English pronunciation in pairs in class.	☐	☐	☐	☐	☐
66. I like to learn English pronunciation in groups in class.	☐	☐	☐	☐	☐

Dear Participant,

I am a Ph.D. candidate studying English Language Teaching at the Eastern Mediterranean University. As a requirement for my Ph.D. dissertation, entitled "An evaluation of preservice and in-service teachers' perceptions regarding teaching pronunciation in EFL classes", I am conducting a pilot study to gather significant data from you. I would like to state that the necessary official documents have been obtained from all relevant institutions and organizations. The data will only be used for educational purposes and considered confidential. Only I, the researcher, and the thesis supervisor, Asst. Prof. Dr. Ilkay GILANLIOGLU, will have access to the obtained data. Below a consent form is given to you, indicating that you are free not to participate in or withdraw from the study at any time.

I would kindly request permission for my data collection.

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I have been properly informed about the objectives of the study and ...

1. I am willing to take part in it. ☐
2. I am not willing to take part in it. ☐

Directions

This survey is designed for in-service teachers of English as a second or foreign language. Please read the statements carefully and tick the response (1, 2, 3, 4 or 5) on the answer sheet that expresses your opinion best about each statement. There are no right or wrong answers to these statements. Please make no marks on the items. If you have any questions, let the researcher know immediately.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Example Statement

Statement	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I learn English pronunciation better through hand movements in class.	☐	☐	☐	☐	☐

For the example statement above, fill in the circle ☒ that best describes what you actually do in regard to English. If you have answered the question above, you have just completed the example item.

There are two parts in the following survey. Part 1 is on Background Information and Part 2 consists of the statements. If you do not have any questions, please go to Part 1. After you complete Part 1, please move to Part 2.

Part 1. Background Information

1. Gender: Male - ☐ Female - ☐
2. Age:
3. Nationality:
4. Location of School:
5. Native Language(s):
6. Other language(s) spoken:
7. School: Public - ☐ Private - ☐
8. Education level: BA - ☐ MA - ☐ Ph.D. - ☐ Other:
9. Year of experience: 0 – 2 ☐ 2-5 ☐ 5-10 ☐ 10-15 ☐ 15+ ☐
10. Language of Instruction: English-medium ☐ Turkish-medium ☐
11. Have you lived in an English-speaking country? If yes, where?
How long?
12. Have you lived in a different culture? If yes, where?
How long?

Part 2. Survey

Statements	Strongly agree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. English is easy to teach in class.	☐	☐	☐	☐	☐
2. English is difficult to teach in class.	☐	☐	☐	☐	☐
3. I focus on grammar when teaching in class.	☐	☐	☐	☐	☐
4. I focus on structures of English when teaching in class.	☐	☐	☐	☐	☐
5. I focus on listening skills when teaching in class.	☐	☐	☐	☐	☐
6. I focus on pronunciation when teaching in class.	☐	☐	☐	☐	☐
7. I focus on English for Specific Purposes (ESP) when teaching English in class.	☐	☐	☐	☐	☐
8. I focus on reading comprehension when teaching in class.	☐	☐	☐	☐	☐
9. I encourage learners to improve their language skills when teaching in class.	☐	☐	☐	☐	☐
10. I try to encourage my students to speak when teaching in class.	☐	☐	☐	☐	☐
11. I get students to practice language when teaching in class.	☐	☐	☐	☐	☐
12. I usually teach grammar in class.	☐	☐	☐	☐	☐
13. I usually write notes on pronunciation when teaching in class.	☐	☐	☐	☐	☐

14. I check websites when I have pronunciation problems in class.	☐	☐	☐	☐	☐
15. I check dictionaries when I have pronunciation problems in class.	☐	☐	☐	☐	☐
16. I try to pronounce the words by myself when I have pronunciation problems in class.	☐	☐	☐	☐	☐
17. I repeat the problematic sounds when I have pronunciation problems in class.	☐	☐	☐	☐	☐
18. I check the International Phonetic Alphabet (IPA) when I have pronunciation problems in class.	☐	☐	☐	☐	☐
19. I attend pronunciation workshops to improve my pronunciation.	☐	☐	☐	☐	☐
20. I look for similar examples when I have pronunciation problems in class.	☐	☐	☐	☐	☐
21. I imitate others to improve my pronunciation skills.	☐	☐	☐	☐	☐
22. I attend international English conferences to improve my pronunciation skills.	☐	☐	☐	☐	☐
23. Pronunciation develops naturally.	☐	☐	☐	☐	☐
24. Pronunciation develops gradually.	☐	☐	☐	☐	☐
25. I listen to the radio to improve my pronunciation skills.	☐	☐	☐	☐	☐
26. I watch films to improve my pronunciation skills.	☐	☐	☐	☐	☐

27. I interact with my English-speaking colleagues to improve my pronunciation skills.	☐	☐	☐	☐	☐
28. I listen to songs to improve my pronunciation skills.	☐	☐	☐	☐	☐
29. I listen to the news to improve my pronunciation skills.	☐	☐	☐	☐	☐
30. I record my own voice in English and listen to it to improve my pronunciation skills.	☐	☐	☐	☐	☐
31. I repeat certain sounds in English to improve my pronunciation skills.	☐	☐	☐	☐	☐
32. I use English with my international colleagues.	☐	☐	☐	☐	☐
33. I use English at conferences.	☐	☐	☐	☐	☐
34. I use English at home.	☐	☐	☐	☐	☐
35. I use English in public (e.g. restaurants, shopping centers).	☐	☐	☐	☐	☐
36. I use English outside the classroom.	☐	☐	☐	☐	☐
37. I teach English pronunciation better through demonstrations when teaching in class.	☐	☐	☐	☐	☐
38. I teach English pronunciation better through explanations when teaching in class.	☐	☐	☐	☐	☐
39. I teach English pronunciation better through examples when teaching in class.	☐	☐	☐	☐	☐
40. I teach English pronunciation from segments to	☐	☐	☐	☐	☐

suprasegmental features in class.					
41. I teach English pronunciation from suprasegmental features to segments in class.	☐	☐	☐	☐	☐
42. I do not teach pronunciation in English when teaching in class.	☐	☐	☐	☐	☐
43. I teach English pronunciation better through drilling when teaching in class.	☐	☐	☐	☐	☐
44. I teach English pronunciation better through gestures when teaching in class.	☐	☐	☐	☐	☐
45. I teach English pronunciation better through hand movements when teaching in class.	☐	☐	☐	☐	☐
46. I usually teach the given task when teaching in class.	☐	☐	☐	☐	☐
47. I like teaching English pronunciation in class.	☐	☐	☐	☐	☐
48. I like interacting with foreign people in English at school.	☐	☐	☐	☐	☐
49. I like interacting with others in English in public places.	☐	☐	☐	☐	☐
50. I like teaching English because it is one of the most interesting languages.	☐	☐	☐	☐	☐
51. I like teaching English because it helps me to improve academically.	☐	☐	☐	☐	☐
52. I like being able to express myself in English in class.	☐	☐	☐	☐	☐
53. I like teaching English as it makes me feel proud.	☐	☐	☐	☐	☐

54. I enjoy teaching English pronunciation in English in my courses.	☐	☐	☐	☐	☐
55. I enjoy speaking English when teaching in class.	☐	☐	☐	☐	☐
56. I enjoy giving presentations in English when teaching in class.	☐	☐	☐	☐	☐
57. I feel better when I overcome a pronunciation problem in class.	☐	☐	☐	☐	☐
58. I enjoy acting in English when teaching in class.	☐	☐	☐	☐	☐
59. I enjoy spontaneous activities when teaching in class.	☐	☐	☐	☐	☐
60. I enjoy communication in English when teaching in class.	☐	☐	☐	☐	☐
61. I enjoy discussions in English when teaching in class.	☐	☐	☐	☐	☐
62. English pronunciation is one of the most important components of the English language.	☐	☐	☐	☐	☐
63. English pronunciation can be acquired with practice in class.	☐	☐	☐	☐	☐
64. English pronunciation can be acquired with exposure in class.	☐	☐	☐	☐	☐
65. English pronunciation skills are important in English classes.	☐	☐	☐	☐	☐
66. Pronunciation teaching is not important in language classes.	☐	☐	☐	☐	☐
67. English pronunciation must be taught in English classes.	☐	☐	☐	☐	☐
68. I like to teach English pronunciation individually when teaching in class.	☐	☐	☐	☐	☐

69. I like to teach English pronunciation in pairs when teaching in class.	☐	☐	☐	☐	☐
70. I like to teach English pronunciation in groups when teaching in class.	☐	☐	☐	☐	☐