

ONLINE PRONUNCIATION RESOURCES: HOBBIES OR FOBBIES OF EFL TEACHERS?

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ABSTRACT

This study aims at revealing whether language teachers use online resources to teach pronunciation to their students or not, what they think of using online pronunciation teaching resources, whether there is a correlation between age and using online pronunciation teaching resources, and whether there is a correlation between teaching experience and using online pronunciation teaching resources. 109 language teachers working in preparatory schools of five different universities in North Cyprus participated in the present study. The results of the study exhibited that 36 (%33) of language teachers made use of online resources to teach pronunciation to their students. However, 73 (% 67) of the language teachers responded that they did not use online resources to teach pronunciation to their students. It was also revealed in the study that language teachers who are seniors and more experienced had never used online pronunciation teaching materials, and that they needed training as to how to use online pronunciation resources. However, those who are young and less experienced stated that online pronunciation resources were beneficial for both students' pronunciation development and language teachers' professional development. Moreover, it was clearly seen that while language teachers who are seniors showed a reduced tendency towards using online pronunciation resources, those who are young were more enthusiastic about using online pronunciation resources. Furthermore, it was overtly seen that while language teachers with more teaching experience showed a reduced tendency towards using online pronunciation resources, those with little teaching experience were more enthusiastic about using online pronunciation resources.

Keywords: Pronunciation teaching, pronunciation materials, online pronunciation resources, online professional organizations.