COMMON PRONUNCIATION ERRORS OF SEVENTH GRADE EFL
LEARNERS: A CASE FROM TURKEY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

BESİME AKTUĞ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MAY 2015

Approval of the Graduate School of Social Sciences

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ABSTRACT

COMMON PRONUNCIATION ERRORS OF SEVENTH GRADE EFL LEARNERS: A CASE FROM TURKEY

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May 2015, 163 pages

This thesis analyses the common English pronunciation errors of the seventh grade Turkish students. Since the vocabulary of subjects are limited due to their age and curriculum, a specific rubric compatible with the official curriculum was designed to test the different qualities of the non-native pronunciation such as vowel, consonant and word stress. More than 2400 sentences uttered by more than 80 seventh grade students were digitally recorded and two non-native professional evaluators and a native evaluator rated a total of more than 7300 audio records in three different categories. The results were analyzed statistically for the common errors quantitatively. Furthermore, the results of quantitative analysis was then compared with the qualitative analysis of the five interviews with professional English teachers teaching 7th grade students. The results show that the pronunciation errors of the 7th grade students present a common nature and the least successful pronunciation errors occur for vowels. In this respect, the study aims to provide a comprehensive survey of the pronunciation performance of secondary school students.

Keywords: Pronunciation Evaluation, Common Pronunciation Errors, Statistical Testing

ÖZ

YEDİNCİ SINIF ÖĞRENCİLERİNİN ORTAK TELAFFUZ HATALARI: TÜRKİYE'DEN BİR ÖRNEK

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Tez Yöneticisi   : Yrd.Doç.Dr. Perihan Savaş

Mayıs 2015, 163 sayfa

Bu tez, ortaokul yedinci sınıf Türk öğrencilerin İngilizce ortak telaffuz hatalarını incelemektedir. Yaşları ve müfredat nedeniyle, deneklerin sözcük bilgisi sınırlı olduğundan, anadilde olmayan telaffuzun sesli harf, sessiz harf ve sözcük vurgusu gibi farklı özelliklerini araştırmak için resmi müfredat ile uyumlu özel bir test hazırlanmıştır. 80'den fazla öğrencinin seslendirdiği 2400'den fazla cümle ikisi yerli profesyonel öğretmen ve biri anadili İngilizce olan değerlendirici tarafından toplam 7300'den fazla ses kaydı üç farklı kategoride puanlanmıştır. Sonuçlar, ortak telaffuz hataları için istatistiksel olarak farklı yönlerden analiz edilmiştir. Ayrıca, 7. Sınıfa ders veren profesyonel öğretmenler ile yapılan beş röportaj niteliksel analiz ile incelenerek sonuçları istatistiksel sonuçlarla karşılaştırılmıştır. Bu anlamda, çalışma ortaokul öğrencilerinin telaffuz performanslarının araştırıldığı kapsamlı bir araştırma sunmayı hedeflemiştir.

Anahtar Kelimeler: Telaffuz Değerlendirme, Ortak Telaffuz Hataları, İstatistiksel Analiz

To *Arel and Bahadır…*

ACKNOWLEDGMENTS

First of all, I would like to express my sincere gratitude to my supervisor Assist. Prof. Dr. Perihan Savaş who has been a great source of inspiration for me since 2011. She has always been very supportive and encouraging with her never ending patience and sympathy. Her smiling face, motivating attitude and being always accessible and having trust in me have made me feel confident and enable me write my thesis.

I also would like to thank to the jury members, Dr. Müge Gündüz and Prof. Dr. Özgül Yılmaz Tütün for their genuine kindness and valuable contributions. My special thanks are conveyed to Dr. Ashley Nord and to my colleague Melek Eda Karakaş Durmaz for their great contributions during my data collection process and I would also thank to my colleagues Nalan Kasap, Candan Özen, Ayhan Yavuz, Tülay Canbaz, Fatih Başyiğit for their kind and helpful participations in the interview process.

Furthermore I am most grateful to my family, my mother Asiye Dokudur, my father Yusuf Dokudur and my brother Ömer Dokudur. This thesis would not be completed without my mother's endless support and understanding. She has never spared any of her help when the education is in question and has always been a role model of a mother for me. They take care of my most precious being in my life who is my son, Arel Aktuğ and then I could study in a relief.

Finally, I would like to thank to my love, my precious husband, Prof. Dr. Bahadır Aktuğ, who has been making all of my wishes come true since the moment we met. This thesis is just one of them.

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EFL	English as a Foreign Language
ESL	English as a Second Language
CAH	Contrastive Analysis Hypothesis

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, research questions, and significance of the study and definition of the key terms used in the research study.

1.2 Background of the Study

Today's global environment requires good communication skills in English which is the lingua franca and this requirement has increased the rate of English teaching and learning in all parts of the world. To meet this need, there has emerged several ways apart from formal instructions e.g. studying or working abroad, travelling, using the Internet or media. While the English learning and teaching facilities are increasing, the search for high quality of teaching and the materials has also increased. Since the learners feel the urgent need of accuracy and fluency in English, the Communicative Language Teaching saved the situation in 1980's where there was the demand for the proper methodology (Richards, 2006).

Before 1980's, the pronunciation was the most neglected area not only in language teaching but also through the literature. Brown (1991) indicates that out of 1420 articles in four leading English teaching journals, only the 95 of them investigated pronunciation. In other words, between 1975 and 1988, the rate of the articles related to pronunciation is only 7.6 %.

Along with the methodological variations during the history of language teaching, the place of pronunciation has differed dramatically, like 'the swings of pendulum' (Prator, 1991). After Grammar-Translation method where there is no attention for pronunciation, the era of Direct Method starts and the students listen and repeat the teacher's models. In Audio-lingual period, pronunciation is emphasized clearly. Until

the late 1960s, the pronunciation has been taught explicitly with place and manner of articulation of sounds, visual transcriptions and all the suprasegmental features (Celce-Murcia et al., 1996; Morley, 1991). However, in early 1970s, the place, importance, teaching method and effectiveness of pronunciation in ESL and EFL curricula have been interrogated and it has lost its value and even became the only language skill that was completely abandoned entirely from many language programs (Morley, 1991).

After 1980 and onward, Communicative approach has made the pronunciation prerequisite skill since the "Intelligible pronunciation is an essential component of communicative competence" (Morley, 1991). Therefore the researchers started to search different issues such as the factors that influencing second language acquisition of pronunciation (Moyer, 1999; Thompson, 1991; Flege, Munro, & MacKay, 1995). Furthermore, while the researches were densely conducted about the segmental aspects which are consonants and vowels, they have realized how crucial the suprasegmental features are, e.g. stress, rhythm, intonation to maintain the healthy conversations. (Celce-Murcia et al. 1996) Finally, the research has been conducted with a pragmatic aim. These studies investigate the pronunciation errors of the EFL learners in order to portray the current situations of the students in terms of pronunciation development, to what extent the curriculum serves the aim of pronunciation teaching with the chosen materials like coursebooks. Therefore, they aid teachers in preventing these errors from becoming fossilized errors and the lessons are designed according to the needs of the learners (Hojati, 2013; Kaçmaz, 1993; Hişmanoğlu, 2011; Tergujeff, 2012; Gordani & Khajavi, 2012).

1.3 Statement of the Problem

We all know this: "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972). At this point, the question is how the vocabulary knowledge you have could become your restriction to express

yourself. The answer is so simple: 'mispronunciation'. This thesis emerged from this brutal paradox because as it is already stated by Ludwig Witgenstein, 'The limits of my language mean the limits of my world'. This is exactly what is observed in the real environment of the current state secondary school students. They have the knowledge of vocabulary which limits their language ability to communicate because of their 'mispronunciation'. Similarly, a New York corporation revealed that the difficulties of communication limit the efficient conversation of native and non-native speakers (Mettler, 1989).

Another factor in pronunciation teaching is the Critical Period Hypothesis. 'Pronunciation is the only part of language which is directly physical…' stated Scovel (1988). In the light of this statement, it has been put forward that there exists differences in acquiring a second language between children and adults (Major, 2001) because of the biological changes that appear in the brain structure during puberty. (Lenneberg, 1967) In order to acquire the second language entirely with the segmental and suprasegmental features, the language acquisition must begin before puberty which underlines the importance of brain plasticity that human beings have only during this puberty period. (Scovel, 1988; Patowski, 1980, 1990). On the other hand, the mirror has two faces in terms of critical period hypothesis which still remains as a controversial issue.

Boustagui, El Tigi and Moselle (1994) had a case study with a subject a 21 year old English lady who managed to speak native-like Arabic in two and a half years after getting married to an Egyptian man and had to speak in Arabic in order to survive in Egypt. Another study conducted by Bongearts et al. (1995) also indicated that even after puberty, native like pronunciation can be attained. In this experimental study, the non-native experimental group who started to learn English after their critical period finished, outperformed the control group of native speakers which is observed after the analysis of the 4 different speech samples. Schils (1997) tested the effect of critical age period on gaining native-like proficiency in his study to verify the

previous one. He analyzed six speech samples of Dutch and native English speakers. And the result of his study was the same as the result of Bongearts et al. (1995) In essence, all the researchers above express the possibility of attaining native-like pronunciation who start to learn the second language after puberty through their case and experimental studies.

However, there is another crucial point that should be discussed here in terms of foreign language acquisition. Johnson & Newport put forward that in their research there does not exist the positive effect of CPH on L2 learning, on the contrary they have found a decline in performance of participants' not after puberty but after the age of 7. Therefore, it is very obvious that the researchers of this field should take into consideration not only the age solely but also the other factors such as time spent in an L2 environment, the amount of L1-L2 use and the quality of input. (Fledge & McKay, 2011). Furthermore, apart from all these factors, there is another important variable that is observed to have a dramatic influence on the language learners' native like pronunciation acquisition process. That is 'cultural background'.

The cultural backgrounds of the learners play a crucial role in acquiring the native-like pronunciation. Harmer (2007) indicates that the adult learners can easily utilize the language they learn inappropriately under the effect of their mother tongue just because the L1 is the inseparable part of their culture. Based on this conclusion, although the participants have started their L2 acquisition before puberty, they currently possess the same problem especially in pronunciation which is the part of productive skills. Flege (1998) puts forward that it is an undeniable truth that mother tongue affects the acquisition and production of the foreign language inevitably.

Finally, Selinker culminates with native language interference as follows, 'linguistic items, rules and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation and instruction he receives in the target

language'. This vital explanation is also play an important role as an answer of the question of why L2 learners' systematic interlanguage errors cannot be corrected and why they continue their existence despite the great efforts of teachers in the language classrooms.

However, the most crucial problem is that only very few are aware of this limitation. Due to the fact that the students do not have a chance to employ their foreign language in a real context, they can easily underestimate the speaking skill and its components. Besides, these secondary school students are always taught by Turkish native speakers and not able to have an interaction with the native English speakers. Think of a situation where someone travelling in England wants to go to a city called Chichester, however ends up with another destination called Chester just because these two city names have very close pronunciations.

These students mostly hear themselves speaking in English while reading the reading part of the unit stated in their coursebook so in a reading-aloud activity and answering the questions in pre-while-post reading studies. Apart from these situations they rarely use English in speaking and pre writing parts and sure enough with very short sentences with limited vocabulary. One more thing that can be considered as a pronunciation activity is the repetition tasks which are also very traditional and insufficient. On the other side of the medal, when the evaluation of these students is taken into the consideration, they have only written examination where neither pronunciation nor stress has a role. That is why they do not know how serious their problem which is indeed their limitation and how hard it is to be compensated later. This problem and so restriction continues throughout high school education as well and becomes an incurable issue even at high level education. Moreover, it is very obvious that the learners' pronunciation skills are not given as importance as their grammar or vocabulary skills in the national state schools similarly what Lintunen (2004) observed in Finland's state schools as well.

Consequently,

- The public school students never have a chance to have a talk with a native speaker.
- They can barely participate actively in English lessons within 40 minute time period in over-crowded classes which are over at least 30 students.
- The students have only four hours English classes per week which is not sufficient for efficient language teaching and learning.
- In the coursebooks, very little space is reserved for pronunciation while in the syllabus there exists nothing related to pronunciation skill. There is only one part dedicated to pronunciation study which takes 10 minute time to complete.

The students have never been evaluated in terms of their pronunciation since they started to have English classes in school. Moreover, the central examinations such as 'OKS' or the latest version which is entitled as 'TEOG' has always been evaluating the two skills which are reading & writing and the language areas which are grammar and vocabulary.

Derwing (2003) reported that in his research, nearly % 60-70 participants believed that intelligible pronunciation enables them to be regarded as more respectful. Furthermore, (Giles, 1970; Weener, 1967) stated that in order not be disgraced as a lower class member, the second language learners give full weight to pronunciation to be understood properly. However, the participants of this research are not yet to be aware of this reality purely because of the reasons that have been stated up to now, especially because of the central exams and the conditions that surround them which are just proper and serving for these exams. In addition to this, in the near future, they will understand that their fundamental problem is their 'mispronunciation' while communicating as stated by (Derwing & Rossiter, 2002; Al-Kahtany, 1995) and at this point, there emerges a big catastrophe which is called 'global errors' by Burt & Kiparsky (1972). They will be L2 speakers loaded with heavy grammar and vocabulary knowledge but making global errors which hinder the communication just

because of their mispronunciation. And this reality which turns out to be their limitation appears so rapidly in their future education period as it is stated by Ministry of Education of China (2007): The non-English major students must be able to provide the accurate pronunciation and intonation in order to be able to give a brief speech on a widely known theme. Despite this prerequisite, Shi (2010) indicates that only a few of the non-English students could manage to give the speech. As it is easily observed, this never ending pronunciation process is in every step the L2 learners take.

As for English teachers, there are two groups of requirements: theoretical and practical. (Abercombie, 1991) In terms of theoretical requirements, the teachers should have the knowledge of the segmentals and suprasegmentals of the both the source and the target language in order to analyze the utterances related to teaching purposes. For the practical necessities, the teachers should be able to realize the pronunciation errors while producing the sounds correctly and incorrectly as well to indicate the differences between them. Furthermore, the language teachers should master the teaching exercise therefore the most proper ones that meet the needs of the learners can be applied. However, Hişmanoğlu (2009) notes that the native Turkish English teachers are not competent enough to teach both segmental and suprasegmental features of pronunciation. Secondly, apart from this personal handicap of teachers, because of the reasons stated in the previous paragraph, they themselves always endeavor for completing the units of the course books in accordance with the syllabus timing (for the central exam at the end of the second term). At this point, there are two concrete realities that ought to be known about the neglected pronunciation teaching: 'syllabuses and 'coursebook'. In order to understand the relation between these two items, we should look at Nunan (1988) He states that the coursebooks are the embodiment of the syllabus. Therefore, the rule of thumb is that it is required to design the syllabus by which proper pronunciation teaching can be achieved. On the same issue, Zhang (2009) supports Nunan (1988) since he emphasizes that the most crucial reason of the poor teaching and learning of

pronunciation is the textbooks of phonetics. After redesigning the syllabus, the materials of pronunciation will be suitable for enhancing the pronunciation teaching already.

Also, they deal with tests when they finish each unit to prepare the students especially the ones who do not have a chance to attend a language course, for the central exams. Therefore, under these circumstances and central exam pressure, it is almost impossible to see an English teacher teaching any components of pronunciation rules in a 40 minute class time specifically. It is very obvious that the learners' pronunciation skills are not considered as important as their grammar or vocabulary skills in the national state schools and similar observation was made by Lintunen (2004) in Finland's state schools. And these are the positive teacher portraits at least aiming at developing the pronunciation of their students normally and not being able to because of impeding conditions since, unfortunately, there are even teachers who propose that it is not necessary to teach pronunciation because as the students improve in all respects of the foreign language they learn, their pronunciation will also be developed already (Zhang, 2009).

As a result, the students may have proficiency in utilizing grammar rules properly in their sentences while they have difficulties in pronunciation. The worst side of this unnoticed pronunciation problem is that it decreases the success of the students on the sly. These students who are in their adolescence are really afraid of making mistakes and being mocked by their friends in a classroom environment. Mispronunciation becomes a social strain for them as Peabody emphasizes how this stress affects negatively the students (Peabody, 2011). That is why, they remain silent with an intentional care even though they know the correct answer of anything in the coursebook or their teacher asked. Moreover, because of the same reason, they lose the opportunity to get instant feedback. Similarly, Keshavarz (2008) proposed that the errors can be useful in terms of getting feedback from the learning environment and making necessary corrections to ones' pronunciation. As a result, the

mispronunciation problem is not only the limitation for their speech bubbles but also for their language development as a whole.

In Turkey, the pronunciation is one of the most overlooked areas in language teaching. This could partly be attributed to the language proficiency exam tests which are based solely on reading, grammar, vocabulary. Another possible reason could be the insufficiency of the audio-lingual technical infrastructure in public schools. But, one obvious reason is the difficulty to test the pronunciation efficiency. The necessity of one-to-one interaction for pronunciation does not allow testing the pronunciation levels of the students frequently and deeply.

This study aims to determine the common errors of the English as a Foreign Language (EFL) students. Specifically, the common English pronunciation errors of the seventh grade Turkish students are analyzed. Limited vocabulary of young students due to their age and curriculum necessitates a specific design of a rubric which should be compatible with the official curriculum. The analysis was carried out so as to take different aspects of the pronunciation into consideration such as vowel quality, consonant quality and word stress quality. More than 2400 sentences uttered by 82 seventh grade students were digitally recorded and two non-native professional evaluators and a native evaluator rated a total of more than 7300 audio records in four different categories. The results were collected and compiled in specifically designed electronic rubrics forms and were analyzed statistically for the common errors and for the different qualities of the pronunciation. In this respect, the study presents the most comprehensive survey of the pronunciation performance of secondary school students.

1.4 Research Questions

Among teaching the receptive & productive skills and the language areas, teaching pronunciation is the most neglected part. Although the language teachers mostly think that the students are able to apprehend the correct pronunciation rules as they develop

by means of the other activities they perform during the English classes (Seferoğlu, 2005), we do not know if it is the case in secondary state schools. Therefore, in this research, it is aimed to find out to what extent the Turkish EFL 7th Grade state school students can pronounce the target words correctly considering the segmental features quality of English phonology which are vowels and consonants and supra-segmental features quality of English phonology which are word stress and syllables. Furthermore, the possible reasons of the mispronunciation of the target words and possible remedies for the pronunciation problems are investigated. In the light of the points stated above, the following research questions are explored in this study:

1. Based on the assessment of three independent evaluators, to what extent can Turkish EFL 7th Grade students correctly pronounce target words in relation to
a. Vowel Quality?
b. Consonant Quality?
c. Word Stress?

2. Which words are commonly pronounced correctly or mispronounced by the participant learners?

3. Based on the perceptions of EFL teachers what are the reasons for the learners to mispronounce the target words?

4. What are the suggestions of EFL teachers to help learners to overcome and/or eliminate these pronunciation problems of learners?

1.5 Significance of the Study

On the contrary to other elements of language (vocabulary, grammar, reading and listening skills etc.), the pronunciation and its evaluation can be subjective and subject to many factors such as accents, dialects etc. Furthermore, testing of pronunciation requires one-to-one interaction between the subject and the tester and testing the

pronunciation of a large number of students is an exhaustive task. Finding the common errors of students under the effect of various subjective factors and with limited number of samples is a challenging task. The evaluation of the pronunciation quality of the students requires the elimination of the effects arising from the evaluators themselves. Therefore, a single evaluator is not sufficient to evaluate the pronunciation performance of the students. Increasing the number of the evaluators is not practical since the evaluator has to evaluate each student one by one and the evaluation of even a small number of students could take several hours. Therefore, in general studies about the pronunciation are limited in number and content. When it is about the young learners, such studies are much more limited since the material that could be used for evaluation is much more limited.

This study, presents the most comprehensive quantitative testing of the Turkish secondary school students. Specifically, 2400 sentences uttered by 82 seventh grade students were digitally recorded and two non-native professional evaluators and a native evaluator rated a total of more than 7600 audio records in four different categories. The testing rubric was carefully designed regarding the official curriculum, official textbook and the proficiency level of the 7th grade students and more than one quality of the pronunciation (vowel quality, consonant quality and word stress quality) performance were simultaneously tested.

In this respect, the study presents the most comprehensive survey of the pronunciation performance of secondary school students.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this part of the study, some information about pronunciation; its definition, components, scope and history have been stated. Besides, it involves information about pronunciation teaching and its current situation, types of phonetic errors and Turkish pronunciation errors, correction of pronunciation errors. Finally, the general difficulties in pronunciation and national and international studies related to the current study in the literature are put forward.

2.2 What is pronunciation?

Pronunciation that does not disturb the listeners and affect their focus negatively but can be understood easily is entitled as 'intelligible' pronunciation (Isaacs, 2008). 'Intelligibility' is a so mighty word that it is the embodiment of the pronunciation. This is the key word that is encountered throughout the whole literature of the explanation of the pronunciation. In order to be a capable speaker who can take part in an English speaking society actively without being labeled by native speakers as 'comical, incompetent, or childish', it should be clearly understood that intelligible pronunciation is the vital part of communication. Again, in order to achieve meaningful conversations, we should know what Beebe (1978) has put forward, "pronunciation – like grammar, syntax, and discourse organization – communicates (italics added)…. the very act of pronouncing, not just the words we transmit, are an essential part of what we communicate about ourselves as people".

However, although it is the intelligibility which is indispensable with pronunciation, there is a big problem not with the definition of intelligibility but with its conceptual framework in terms of pronunciation teaching. Here is the dilemma; the intelligibility

is the most widespread goal in pronunciation training, but there does not even exist a widely accepted and utilized definition or a measure of it. As Isaacs (2008) stated that intelligibility is "an evasive concept that we little know about". That is why it has been rarely emphasized and always isolated in language teaching environments. Recently, there have been new developments in both learning and teaching of pronunciation that make the pronunciation integral part of the classes in which the L2 learners speak conceptually and practically (Morley, 1991).

2.3 Components of Pronunciation in English

The components of pronunciation consist of two different groups of features: The *segmental* and *suprasegmental* features. The segmental features are the independent sounds which are consonants and vowels. Whereas the suprasegmental features are intonation, pitch, rhythm and stress.

2.4 Segmental Features of English Pronunciation

Segmental features are minimal units of sound defined in phonetic terms (Pennington & Richards, 1986). They are related to the 'phoneme' which is described as 'the smallest unit that can make a difference in meaning" (Trask, 1996). Since this smallest unit can alter the meaning of a word and the message as well in a conversation, this is a great challenge for a learner while acquiring a new language. Especially, when the native language of the learner lacks the phoneme that the target language has and when there are differences of the articulation manner and places between L1 and L2 and finally since the phonemes in English can be distributed freely unlike Turkish counterpart (Kaçmaz, 1993, Demirezen, 2010). These inevitable differences source from phonemes become the limit of the learners which can lead to misunderstanding by preventing the intelligible pronunciation. Therefore, it is very crucial to teach the correct pronunciation of the target language phonemes. However, at this point, there rise three critical questions:

What is 'the correct pronunciation'? Witt (1999) indicates that we cannot mention a hundred percent 'correct' pronunciation. However, we can mention about hundreds of dialects for different languages. These dialects are accepted 'correct' as long as they are pronounced by native users of these languages and here, the answer of correct pronunciation leads to another critical question:

What is to be thought then in the light of a correct pronunciation? It is very obvious that it is impossible for a foreign language learner to learn all of the dialects of the language that they are studying just because all of them are utilized by natives. Therefore only one kind of certain variant of language is to be thought consistently, e.g. Standard Southern British English or North American English. Although this explanation above stems from the traditional thought, speaking like a native is not very much realistic and practical. This has been named as 'the perfection trap' (Morley, 1992). A more realistic and pragmatic approach is what Kjellin (1998) states 'listener-friendly pronunciation' which is an encouraging way for both teachers and students unlike the traditional one. (Gilbert, 2008) Another critical issue concerning the segmental aspects is:

Is the phonetic alphabet supposed to be taught? The learners should be aware of the phonemic transcription since it provides audio-visual source for the learners to grasp the features of pronunciation (Celce-Murcia, Brinton and Goodwin, 1996). In the light of aforementioned issues, the current aim of pronunciation teaching is to provide the segmental competency as well as the prosodic one. There has to be the clear articulation of the sounds together with stress, length and timing (Hinkel, 2006; Çekiç, 2007).

2.5 Suprasegmental Features of English Pronunciation

Suprasegmental features are named as prosodic features which are sensitive to discourse context and the speaker's intent: prominence and intonation (Celce-Murcia et. al, 1996). These aspects are stress, length, tone, intonation, rhythm and timing.

(Major, 2001) The suprasegmentals started to merit consideration after 1980s since before that period, 'L1-L2 segmental differences, the discrimination and articulation of individual sound segment in single-syllable words were focused' (Derwing and Rossiter, 2002; Phan & Sonca, 2012). However, then, it has been understood that the prosodic aspects of pronunciation such as stress, pitch, rhythm and intonation influence the intelligibility of the speech (Derwing & Munro,1997), even they are accepted as prior to the segmentals in terms of learning activity instructions in many researches (Derwing et al., 1998; Moyer, 1999; Munro, 1995; Pennington, 1989). Besides suprasegmentals, the researchers incorporated the voice quality and body language into the components of the pronunciation (Morley, 1991).

There exist two different stress; *word stress* and *sentence stress* and, unfortunately, as Hahn (2004) states, the learners can frequently have difficulty in determining the correct word stress or sentence stress that end up with misplacing.

Cyrstal explains the *stress* as follows: 'the relative emphasis that may be given to certain syllables in a word' (Cyrstal, 2003) and Celce-Murcia et al. (2008) states: 'These vowels of the stressed syllables are often longer, louder and higher in pitch'. The distinction of the stressed and unstressed syllables poses a great importance in English than the most of other languages.

In this pyramid, the prosodic features are illustrated explicitly. The base of the prosodic system is the thought group which may be a short sentence, a clause or a phrase in a sentence. In this thought group, there is a focus word which is the most significance one. Within the focus word, there exists one syllable which merits the main stress. This syllable is entitled as the peak of the thought group. Therefore this sound must be pronounced very clearly in order to give the message of the sentence clearly. (Gilbert, 2008) The peak vowel of the syllable of the stressed word should be recognized by the listeners and should be produced very clearly by the EFL learners.

This proves the degree of the importance of the word stress for EFL teachers and learners.


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                    /\
                   /  \
                  /peak\
                 /vowel \
                /  /a/   \
               /_____\
              /  stressed  \
             /   syllable   \
            /      sau        \
           /_____\
          /     stressed        \
         /        word           \
        /       exhausted         \
       /_____\
      /  thought group: sentence,   \
     /      clause, or phrase        \
    /      Eg. I am exhausted.        \
   /_____\
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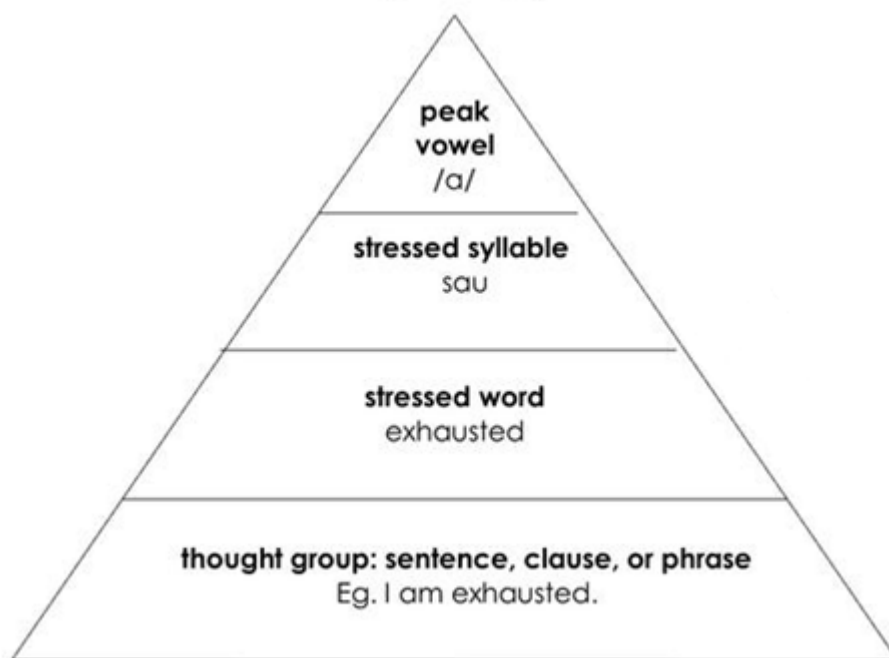
Figure 2.1 The Prosody Pyramid (Gilbert, 2008).

Although, the word stress in English is not as predictable as it is in the other languages such as French or Turkish, stress placement is a rule-governed fact that should be clarified by teachers. These distinction includes three different levels of word stress: strong (strongly stressed), medial (lightly stressed) and weak (unstressed). What Levelt (1989) emphasizes is that the learners build up their vocabulary according to stress structure of the words and sentences. Therefore, in order to use the correct words in their speeches, they have to understand and place the stress pattern properly since although the segmentals are produced correctly, the misplacement of the stress causes communication breakdown inevitably. The main reason for this is that different syllables can convey different meaning according to their emphasis as it is seen in Table 2.1. Field (2005) concludes that "if lexical stress is wrongly distributed, it might have serious consequences for the ability of the listener, whether native or nonnative, to locate words within a piece of connected speech" (Ak, 2012).

Table 2.1 Effect of word stress conveying the meaning

Noun	Verb
The new building PROject will cost $45 million.	She proJECTs an image of strong leadership.
Wool PROduce is widespread in Australia.	Nuts proDUCE an allergic reaction.

A conversation quoted by Gilbert (2008:5) is a proof of the importance of the word stress and how it can cause a communication breakdown when it is misplaced.

Student: Mrs. Stiebel, can you help me with comedy?

Teacher: Comedy?

Student: Yes, comedy is a big problem.

Teacher: I don't quite follow.

Student: (Patiently) Problem – this is worry.

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

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

Teacher: Oh, you mean committee!

Student: Yes, what I told you, comedy.

In this humorous conversation, it is very obvious that the cause of misunderstanding sources from the misplacement of the word stress. The stress of the word *committee* that the student intend to pronounce is on the second syllable, /kəˈmɪt i/, however the student pronounce it as if comedy since he replaces the stress on the first syllable as it is in comedy /ˈkɒm ɪ di/.

Sentence stress refers to the various stress elements of each sentence. In another words, it corresponds to the 'relative emphasis that may be given to certain words in a phrase or sentence' (Cyrstal, 2003). The fundamental idea is that 'content/lexical words' like nouns, adjectives and verbs, will usually be pronounced with greater stress than 'function/grammatical words' like prepositions, articles and

conjunctions. For example, in the question "Do you want to go?" only "want" and "go" will be 'fully' pronounced (Patsko, 2014). A good example illustrates the importance of sentence stress especially the nuclear stress which is bearing the information focus in a sentence:

Four students, each from a different L1 background, were engaged in a typical classroom communicative task: creating a poster for the classroom wall. One student asked the others // have you got a blue VUN//. The others were lost. This student was in fact referring to a pen, asking for 'a blue one'. When the speaker altered the nuclear stress to say //a BLUE vun//, the others understood; intelligibility was achieved (Jenkins, 2000).

Here, the student has two kinds of pronunciation errors. He commits a segmental error which is substituting the consonant /v/ for /w/ in the word "one" and, the suprasegmental error is the misplacement of the nuclear stress. However, as it is understood, the one which causes the communication breakdown is not the segmental error but the suprasegmental one. When the word 'one' is stressed prominently, the listeners understands what the speaker has meant before. This example is a proof of what Kenworthy (1987) puts forward; the misunderstanding between the native and foreign language speaker sources from the misplacement of the stress not the mispronunciation of the sounds. Furthermore, thanks to the utilization of the correct sentence-level stress, the listeners comprehend and recall better (Hahn, 2004).

If the word stress and sentence stress are combined and accompanied by pauses, *rhythm* occurs (Celce-Murcia et al., 2008). It is defined as the beat of stressed and unstressed syllables and pauses. English has rhythmic beats from stress to stress due to its stress-timed nature. The length of the utterance depends on the number of stresses not the number of syllables. Therefore, it becomes quiet challenging to place stresses properly for the learners who have syllable-timed native languages. To illustrate, Chinese learners of English who try to pronounce each single syllable and

word in English speeches because of their syllable-timed mother tongue (Zhang, 2009).

Intonation is another aspect that has a crucial role in pronunciation. It is defined as the consequence of the various pitch levels during the articulation of the utterance (Wong, 1987) where voice quality, tempo and loudness are also incorporated. (Roach, 2009) The intonation which is the entire melodic line has the rising and falling structures. The rising and falling patterns mirror the grammatical structure of the utterance. The yes/no questions have rising intonation while the wh- questions have the falling one. Finally, the most important function that the intonation bears is that its being a *conversation manager* as Chun (1988) puts forward 'Intonation functions to express whether a speaker is ready and willing to relinquish the floor, to signal that a response is desired, unnecessary, or unwanted, and to differentiate normal information from contrastive or expressive intentions' (Celce-Murcia et al., 2008).

2.6 The History and Scope of English Pronunciation Teaching

Along with different approaches over time, the place of teaching the pronunciation profession altered dramatically in the EFL/ESL world. While pronunciation prevails against grammar and vocabulary in certain methods and approaches, it was disregarded and even omitted by other methods throughout its history. Kelly (1969) names pronunciation as "Cinderella" since it has been the most neglected area in foreign language teaching. On the other hand, grammar and vocabulary have always been enthroned in EFL world. The main reason behind this is that the grammar and vocabulary have always been clearer and easier than pronunciation for teachers to understand and teach. That's why these two areas have been studied systematically since before the beginning of the 20th century unlike pronunciation.

There have been two main approaches to the teaching of pronunciation:

- An intuitive – imitative approach
- An analytic – linguistic approach

An intuitive – imitative approach. It was only this approach that was used before the late 19th century. It was based on listening to and imitating the sounds and rhythms of the target language. There is no explicit information but sometimes impressionistic (and phonetically inaccurate) observations of teachers' or textbooks' writers' about sounds (Kelly, 1969). Chronologically, phonograph records, tape recorders, language labs, audio-video cassettes and compact disks were employed by the teachers to provide accurate models, which allow the students to imitate what they hear from such media to be more successful in terms of pronunciation.

An analytic – linguistic approach. This approach was used as supplementary to the intuitive-imitative approach. There was explicit information to make learners to be more concentrated on rhythm and sounds of target language. Phonetic alphabets, articulatory descriptions, charts of the vocal apparatus, contrastive information were utilized for a better phonologic production.

Grammar translation Method. In grammar translation method and reading based approach, teaching pronunciation is mostly off the point in which the medium is learners' native language and oral communication is not the prerequisite objective.

Direct Method and More Naturalistic Approaches. Direct Method was approved in the late 1800s and early 1900s. The intuition and imitation approach was utilized for the teaching of pronunciation. The learners first listen to the model which can be the teacher who is native or native-like or audio recording and then imitate. After this inductive method, Naturalistic Methods took place in which the learners are not allowed to speak before a certain period of listening time. The most known examples are Total Physical Response (1977) of Asher's and Natural Approach of Krashen and Terrell's (1983). The crucial point in terms of teaching pronunciation is that in these approaches, students have a specific amount of time that they just do listening receptively before producing. This period enables them to incorporate the target sound system without the stress of production. It is believed that the learners produce

the sounds well although they are not exposed to explicit pronunciation teaching at all.

The Reform Movement. The phoneticians, Herry Sweet, Wilhelm Victor and Paul Assey established the International Phonetic Association (IPA). After these crucial steps in the pronunciation, the sounds were represented by symbols correctly. In 1890s, the Reform Movement took place and it included the first linguistic contribution to the teaching of pronunciation. The phoneticians of this international organization had a big impact on the modern language teaching. Their notions were as the followings:

- The spoken form of phonetics should be applied to language teaching
- The findings of phonetics should be applied to language teaching
- Teachers must have solid training in phonetics
- Learners should be given phonetic training to establish good speech habits (Teaching Pronunciation, Celce-Murcia, Brinton, Goodwin, 2008)

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

The 1940s and 1950s. After the reform movements, Audiolinguism emerged in US and oral approach which is called Situational Approach emerged in Britain in 1940s and 1950s. Both these approaches prized pronunciation and it was started to be taught explicitly from very beginning in the classrooms. The students imitate and repeat the sound that the teacher produces as a good model or the recordings as well. Moreover, the teacher points out the articulations of the sounds with the usual transcriptions (modified IPA) or charts. Finally minimal pairs, drills and short conversations which

are the traditional judgements used actively in this approaches (Celce Murcia and Goodwin 1991) by teachers for both listening and guided oral production. These activities include many distinctive sounds which are sourced from phonemes (Bloomfield, 1933). As Morley (1991) puts forward, "The pronunciation class … was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic rules, along with … attention to stress, rhythm and intonation" The students develop their pronunciation information while trying to determine and identify the sound which is produced.

The 1960s. Transformational-generative grammar (Chomsky, 1965) and cognitive psychology played an important role on Cognitive Approach which underestimated pronunciation while overvaluing grammar and vocabulary. This underestimation is based on two reasons: First, a native-like pronunciation was thought to be impossible (Scovel, 1969) and second the time spared for teaching English should be utilized efficiently which means more learnable areas should be dealt with like grammar and vocabulary not an unrealistic objective like pronunciation. During this period, the role of pronunciation and the efficiency of the pronunciation teaching methods were questioned. Pronunciation curriculums were started to be "viewed as meaningless non-communicate drill-and-exercise gambits." (Morley, 1991) Furthermore, some of the pronunciation programs were omitted from the curriculum. Since it was stated that there is not a significant association between teaching pronunciation and pronunciation aptitude acquired by the learners, the aspects that influence the pronunciation are not very much related to classroom activities (Suter, 1976; Purcell and Suter, 1980).

The 1970s. In 1970s, the Silent Way and Community Language Learning (CLL) were on the stage.

Silent Way. The Silent Way (Gattegno, 1972; 1976) put a great emphasis not only on the correct usage of the structure but also the accurate production of the sounds in

acquiring the target language even from the very beginning. Individual sounds combining words and phrases, blending, stress, intonation are the items that students concentrate on and produced according to all of them. This system provides students with an inner self criterion for the accurate production. The students don't have to learn phonetic alphabet and they aren't exposed to explicit linguistic information unlike audio-linguism although both of them obliged student to focus on the sound system.

In terms of pronunciation teaching, as it is understood from its name, in this approach, teacher utilizes gestures to inform learners what they should do without speech or if it is needed with a little speaking. The Silent Way teachers also needs some tools such as a sound-color chart, the fidel chart, world chart and colored rods, set of small colored blocks of wood of varying lengths.

By means of silent way, the students started to have an "inner resource" to be used (Sterick, 1980) which enables them to distinguish the right from the wrong in terms of language, "its diction, rhythm and melody" (Blair, 1991).

Community Language Learning (CLL). There are two important aspects of CLL in terms of teaching pronunciation. Firstly, the use of audio-tape recorder plays an important role in CLL. It records the students' speech and moreover, the students can evaluate the differences or similarities between their pronunciations and those of teachers'. Secondly, human computer technique in CLL provides students with the exercises which the students themselves start to decide the amount of repetition where the control is at learners' hands. They, themselves, decide to what extent they are going to study pronunciation, which makes the students more autonomous.

The 1980's and onwards. In 1980's, the Communicative Approach started to rule the EFL world. This approach is mainly based on oral communication. The fundamental goal is to make the learners utilize the language as much as possible during the class time and beyond the classroom. The pronunciation is not fully expressed as the

definite aspect in this method however the approach has definitely emphasized the importance of pronunciation (Carey 2002).

Table 2.2 Pronunciation teaching Approaches (Celce-Murcia et al., 2008)

Method	Focus	Tolerance of pronunciation	Method used	Summary
Grammar-Translation	N/A	Relatively tolerant	Teacher correction via lecture/explanation	Little or no attention is paid to pronunciation
Direct method	accuracy	Relatively intolerant	Teacher correction and repetition	Students learn to produce by listening to and repeating the teachers' model of a word or phrase
Audiolingual	Accuracy	Relatively intolerant	Teacher correction Repetition Drill and practice in the language lab, Minimal pair drill	Pronunciation is emphasized and taught from the beginning
Silent way	Accuracy first, then fluency	Not tolerant	Teacher correction cued by sound/color charts and Fidel charts; use of gesture and facial expression	There is a strong emphasis on accuracy of production words and phrases and repeated until they are near native-like
Community Language Learning	Fluency, then accuracy	Somewhat tolerant	Teacher correction via repetition	Learner decides what degree of accuracy in pronunciation to aim for
Total Physical Response and Natural Approach	N/A	Very tolerant	Native-speaker input	Production is delayed until learners are ready to speak, which gives them time to internalize the sounds of the new language; thus good pronunciation is assumed to come naturally
Communicative Approach	Fluency obligatory accuracy optional	Relatively tolerant	Learner engagement in authentic listening and speaking tasks	Communicatively adequate pronunciation is generally assumed to be a by-product of appropriate practice over a sufficient period of time
Suggestopedia	Fluency	Relatively tolerant	Peripheral learning dialogue dramatization	Music, visualization a comfortable setting, low lights, and new names/identities are used to reduce learner inhibitions. Lengthy dialogues are read aloud by the teacher, who matches his or her voice to be rhythm and pitch of the music, these are subsequently performed by the learners.

Therefore it has begun to gain much more importance and so appreciation with this method since despite the high level of grammar and vocabulary of the learners if they lack of intelligible pronunciation, they will inevitably not be able to communicate with the language they have been trying to acquire up to that time (Hinofotis and Bailey 1980).

Communicative Approach aims to bring the learners to the adequate level of intelligible and comprehensible pronunciation in order to make continue their speech smoothly. Although the pronunciation intelligibility is set as a fundamental goal as a crucial part of the oral communication, the question of methodology still remains uncertain. There are no agreed techniques to teach pronunciation communicatively since pronunciation teaching could not be placed distinctly and properly in this approach. (Celce-Murcia 1983 & Pica 1984)

Listen & Imitate, Phonetic Training, Minimal Pair Drills, Contextualized Minimal Pairs, Visual Aids, Tongue Twister, Developmental Approximation Drills, Practice of Vowel Shifts Related by Affixation, Reading Aloud/Recitation, Recording of Learners' Production have been the techniques used for communicative approach up to now.

2.7 Segmentals vs. Suprasegmentals

Before the Communicative Approach started to dominate the EFL world in the mid to late 1970's (Brumfit and Johnson 1979; Widdowson 1978), all of the pronunciation teaching techniques aforementioned were mostly handling with the sounds at the word level, the word in isolation in respect of the quality of vowel and consonant production which mean the quality of segmental productions. Since it has been understood that in order to reach the intelligibility level in oral communication, the segmental aspects solely are not adequate (Cohen, 1977), after 1970's there has been a shift from segmental features of pronunciation teaching to suprasegmental features of pronunciation teaching in terms of methods and techniques. This shift sourced from

the discourse-based approaches and the belief that especially in short term pronunciation acquisition, they are suprasegmental items (rhythm, stress and intonation) which improve the comprehensibility of the learners and enable them to be better in pronunciation so as to lessen the struggle. Therefore the teachers and material developers who have already replaced the suprasegmental features by the segmental ones, and so the techniques in the same way, started to search for more appropriate ways for pronunciation teaching that can be compatible with the teaching language communicatively. As McNerney and Mendhelson (1992) indicates:

"... a short term pronunciation course should focus first and foremost on suprasegmentals as they have the greatest impact on the comprehensibility of the learners' English. We have found that giving priority to the suprasegmental aspects of English not only improves learners' comprehensibility but is also less frustrating for students because greater change can be effected in a short time."

When it is already 1990's, whether to teach the segmentals or suprasegmentals is not a disputable matter anymore. The narrow approach –operating on segmentals – has been started to be utilized with a broader approach which stress on suprasegmentals. This *balanced approach* (Lane 2010; Tergujeff, 2012), indicated that both of them should be employed steadily since each of them embodies the equal importance in terms of oral communication. As a result, nowadays, it has been accepted that both segmentals and suprasegmentals are of equal importance, however the most important items of these aspects are tried to be identified by the pronunciation curriculum and therefore placed inside the classroom environment within the frame of the needs of the students to make teachers to aid their learners in this area which is pronunciation. (Celce-Murcia, Brinton, Goodwin, 2008) Also, the students should be aware of not only the sounds which have specific roles but also the sounds and interaction which play important roles in oral communication. Furthermore, there has been a remarkable change in the nature of pronunciation teaching which is 'perfect' pronunciation is not the aim to be met anymore, instead improving intelligibility and raising the level of the self-confidence with the improvement of the monitoring skills both in the learning environment and outside (Morley, 1991).

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The nature of teaching pronunciation has evolved over time. Several features of such a multidimensional teaching process are shown in Table 2.1.

Linguistic Competence	•Communicative Competence
Segmentals	•Segmentals + Suprasegmentals
Teaching Centered	•Learning Centered
Passive Recipents	•Active Creators
Outside - in	•Inside - out
Focus on group	•Individual Learners (Differences/Styles/Strategies)
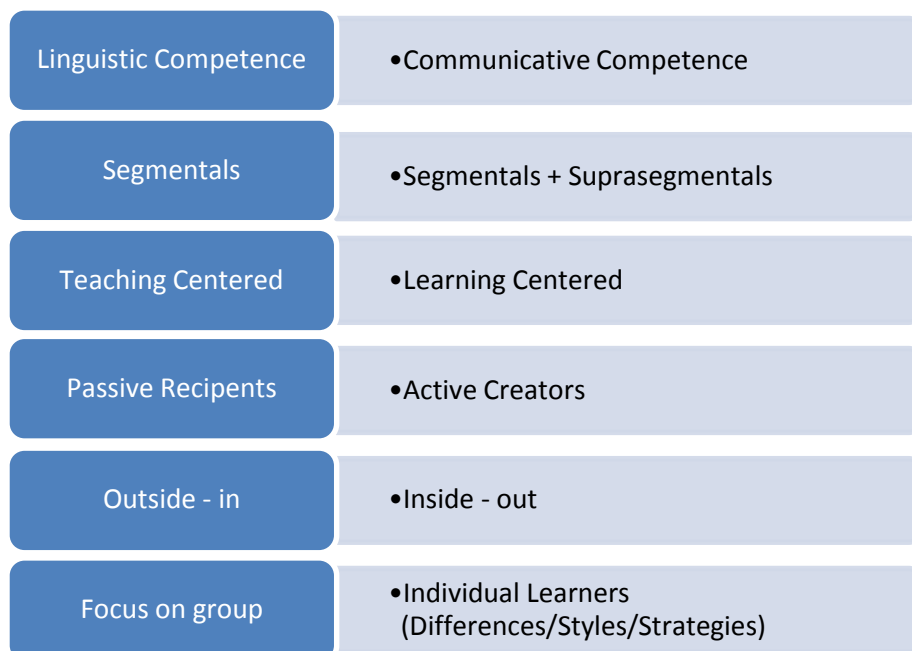
Figure 2.2 The change of the nature of the pronunciation teaching. Adapted from (Morley, 1991) and (Castillo, 1991).

The Figure 2.2 depicts the change in the nature of pronunciation teaching from 1970s onwards. The articulatory phonetics has been left and all the pronunciation programs started to operate on communicative interactions and functional use of language. The communicative competence has been substituted for the linguistic competence; not only the correct production of consonants and vowels but also pitch, stress, rhythm and intonation are as important as segmentals, even more important. The learners are now active creators who are evaluated with their individual differences, different learning strategies, their needs.

2.8 Teaching of English Pronunciation

When we analyze the history of the pronunciation teaching, it is understood that the fundamental concern was the obscurity of the pronunciation teaching in terms of what

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should be taught and how they should be taught where there was the immediate need of certain instructional procedures. As Yule (1990) stated that the teachers have two options; to teach pronunciation as articularity phonetics or not to teach pronunciation at all. Schmidt (2006) favors the formal instruction of pronunciation and notes that the learners benefit from the explicit pronunciation teaching in terms of decoding, understanding, speaking and spelling. Furthermore, another explicit pronunciation supporter Chela-Flores (2001) notes that the learners should master the suprasegmental item of rhythm therefore the learners who understand the stress-timed nature of the target language will comprehend the other pronunciation aspects easier so the utterances as well.

In the shed of the recent studies and researches, it is clearly understood that although it is too difficult to alter the confirmed pronunciation of the learners and also to make them attain native-like pronunciation, still there are remedies for pronunciation errors. Since the critical pronunciation errors can impede, mislead and even stop the conversation (Abu-Rabia & Kehat, 2004), not only the learners' but also the professionals' pronunciation deficiencies are required to be healed and cured. In terms of this issue, Acton (1984) puts forward that, the teachers or the researchers are required to be highly equipped with the information of researches and studies in the linguistic areas, specifically in phonetics and phonology in order to be competent and to be able to work in language fields. Furthermore, as (Kahraman, 2013) stated, not only the teachers on-the-job but also the teacher trainees, material developers and even the publishers should benefit from the programs which can cure the pronunciation errors by supplying the principles regulating the use of sounds in spoken English. However, the bitter reality is that the English teachers do not possess enough skill, knowledge, confidence and proficiency to teach pronunciation (Derwing & Munro, 2005). That is why they spare a limited time for pronunciation teaching or even they can skip these parts in their coursebooks.

Teaching of pronunciation has been the most neglected area in language teaching, accordingly, Tergujeff (2012) states that the researchers have not paid attention to pronunciation teaching in schools in Finland. One of the studies conducted by Lintunen (2004) puts forward how the pronunciation teaching should be performed at the university level so as to what extent the students have being taught to read the phonetic symbols. The university students' (n=108) answers proved that a significant phonetic learning-teaching cannot be mentioned at all. The rate of the students who informed that they had not been taught any of the phonetic items was 50.0% which was quite dramatic. In the same way, the investigation by Ullakonoja and Dufve (2011) indicated that the half of the participants 48% had never had pronunciation training in terms of prosodic features. As a result, the studies conducted based on the learners' opinions point out that the students have rarely been exposed to pronunciation teaching in Finnish schools. Furthermore, despite the lack of pronunciation education, the utilization of the phonemic symbology is notably regarded as an important part of the language learning by Finnish-speaking learners since the learners study the exact correspondence in their native language (Suomi, Toivanen & Ylitalo 2008).

2.9 Current Innovations in Teaching English as a Foreign Language Pronunciation

This last quarter century also has produced the innovations and an instructional technology revolution in terms of pronunciation teaching. The teachers who are acting as coaches (Morley 1991) and displaying sensitivity for the learner's autonomy, personality, ego, identity in a learner-centered environment (Celce-Murcia et al., 2010; Tergujeff, 2012). First of all, for the effective pronunciation teaching, it has been currently started to be utilized the multi-model method which means the implementation of the sounds visually, auditorily, kinesthetically and in a tactile manner. By means of which the teacher has a chance to teach in many different proper ways appealing to students' uniqueness while the students have chance to benefit from these perspectives. 'Students should hear the distinction, feel the difference, consciously focus on the movement of lips and tongue, and probably focus on the

place(s) where the tongue comes into contact with the palate (i.e. hard or soft) (Acton 1997, Hişmanoğlu 2006) Secondly, it has been investigated if Multiple Intelligence (Howard Gardner 1983) can be one of the most influential teaching technique in terms of the teaching the sound system of target language. There are some researchers like Thompson, Taylor and Gray (2001) who put forward different techniques and activities for teaching pronunciation of the target language in accordance with the different types of the intelligence of the learners. Card games, wall charts help the learners who have visual/spatial intelligence while body language, rubber bands, balls, balloons aid the students with bodily kinesthetic intelligence. Thirdly, since the notion of 'autonomy' has been flourished in language learning, the teachers preferring this notion started to create the autonomous learners. This is especially done within the frame of the use of Computer Assisted Pronunciation Teaching (CAPT).

2.10 Computer Aided Pronunciation Teaching (CAPT) in English

The use of computers in language learning dates back to early 1960s (Underwood, 1984) and usually called Computer Aided Language Learning (CALL) methods. Depending of the particular field of application, different CALL methods of varying complexities may be needed, ranging from relatively simple web-based tests (Roever, 2001; LeLoup and Ponterio, 2003) to more complex multimedia and interactive software applications (Purushotma, 2005). Computer Aided Pronunciation Teaching/Training (CAPT) has also been in development in parallel to CALL usually takes place in the one extreme end of CALL methods. As opposed to CALL methods in other areas of language teaching, CAPT presents a two-step technical challenge to implement. Since it's necessary to determine which word is uttered in the first place, the first step is the voice recognition which could itself be difficult to design and implement considering the non-native or accented speakers. In the second step, the pronunciation quality is evaluated, which still involves the intrinsic technical difficulties such as dispersing the accent, word stress, various differences due to factors such as age, sex, tone. In this respect, a fully automatic CAPT system is not available due to some technical challenges.

While CAPT mainly involves the evaluation of pronunciation performance which could in turn be used as feedback to improve the pronunciation teaching. Such evaluation could be focused on the overall pronunciation performance of the learner (holistic approach) or on the detection of individual errors to locate specific errors at word or syllable level (pinpoint error detection) (Peabody, 2011). Eskenazi (2009) presents a nearly complete list of historical steps in CAPT technologies.

The early examples of pronunciation evaluation within a pre-defined system were presented by Wohlert (1984) for German. Wohlert (1984) employed a template of pre-defined words and assessed the pronunciation quality of each word by averaging the five pronunciation scores. In another early application, the pronunciation records were compiled and combined with Hidden Markov Models to produce scores so as to produce as close as those given by expert scores (Townshend et al., 1998; Bernstein et al., 2000). A similar CAPT application which is also based on expert views was given in (Cucchiarini et al., 1997), in which the non-native pronunciation quality in Dutch was assessed by three expert phoneticians.

The pronunciation is part of much larger component of language, speech. In many oral exams or interviews, the quality of speech is not limited to the pronunciation and is evaluated in terms of various parameters including rate of speech, phonation-time ratio, articulation rate, and pauses per unit of time, mean length of pauses, and mean length of runs, segment quality, and fluency. For the assessment of individual words rather than overall pronunciation performance, different strategies have been employed, including Hidden Markov Models which involves training the system with native or non-native input (Goddijn and de Krom, 1997). Due to the difficulty of voice recognition, a large part of CAPT based pronunciation quality attempts depends on the voice recognition (Eskenazi, 1996). One popular voice recognition systems is the SPHINX-II voice recognition software of Carnegie Melon University (Huang, 1994)

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which provides the basis of several significant pronunciation quality testing systems (Eskenazi and Hansma, 1998).

The SRI EduSpeak™ developed as a speech recognition software toolkit presents one the earliest commercial applications for CAPT (Franco et al., 2000). The toolkit provides the necessary means for voice recognition by using the toolkit and further software developments are necessary for pronunciation evaluation. In this respect, as opposed to other fields of CALL, a fully automatic, ready-to-use CAPT system is not available yet and the efforts to develop such a system is still maintained by the researchers in the fields of computer and electronic engineering rather than education (Abdou et al., 2006; Moustroufas and Digalakis, 2007; Peabody, 2011).

2.11 English Pronunciation Teaching Today

After Communicative Approach started to dominate the language teaching in the last quarter of 20th century, grammar-based techniques such as P-P-P (Presentation-Practice-Production) have been replaced by the functional and skill-based techniques. Moreover, the accuracy activities like grammar practice and drills have changed places with fluency activities depended on interactive small-group works. At this point, there rises the urgent need of "fluency-first" pedagogy (Brumfit 1984). According to this understanding, the needs analysis are performed related to students' performance on fluency tasks not based on grammatical syllabus. (Richards, 2006)

In 1990's, "needs for real-life" situations (Morley 1991) and communicative language teaching have been the crucial point and meaningful practice based on thsese situations have constituted the methodology's core part (Celce-Murcia et al. 1996; Seidlhofer 2001; Tergujeff, 2012). Although these norms of CLT are gained clearly, the main problem starts the moment teachers want to utilize the methodology. There has been an urgent need for the development of the methods appropriate for communicative pronunciation teaching (Seidlhofer 2001; Celce-Murcia et al., 2010). Currently, Computer-assisted instructional technology has been utilized for

pronunciation teaching and moreover there are some different techniques of the modern language teaching that are sourced from other fields such as drama or psychology or speech pathology (Celce-Murcia et al. 2010) to be applied with new directions in pronunciation teaching. The latest techniques that are presented in the book of Celce, Brinton and Goodwin (2008) are;

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

Among these 21st century novelties, the most striking ones are the use of instructional technology for sure and the other one is multi-sensory modes of learning. The latter one, apart from other techniques, has a feature that is completely unique in the literature. Because it provides the answer to the question why acquiring pronunciation is that much challenging for the learners. Celce-Murcia et al. (2008) states "Pronunciation is intertwined with learners' egos; with their degree of self-confidence, their perception of self-value, and their awareness of how others view them". The students who have a high level of egos prefer staying behind in order to preserve their self-image without committing any errors whereas the ones with less strong egos are willing to produce orally and therefore they can acquire better pronunciation and even more native-likely. At this point, it has been observed that utilizing multisensory modes in pronunciation teaching can make students feel free from the pressure of the level of their egos which prevent them from learning and participating actively and enables them to correct even their fossilized errors that they have been committing up to now (Grogan, 1990). Finally, no matter what the methodology has been utilized, the fundamental goal of pronunciation teaching is to teach how to speak English –lingua franca - in an intelligible way (Jenkins, 2000).

2.12 Types of Phonetic Errors in English

There are two crucial terms that should be clarified at this section: 'mistake' and 'error'. Corder (1967) defines *mistake* as an irregular and uncommon fact that can be observed in the speeches of the native speakers. As for *error,* it is a systematic instance in the production of L2 that are accepted incorrect in the usage of the native language (Bayraktaroğlu, 1985).

There are different types of errors committed by the EFL learners. Some of these errors are generic to one nation while the others may be international. Although there are morphological, lexical and syntactic errors, the phonological errors will be analyzed here because of the focus of the thesis. In this respect, there are two different kinds of errors according to Burt & Kiparsky (1972) which are entitled as 'global' and 'local'. *Global errors* are the ones that impede the communication while the *lexical errors* do not. Furthermore, the global errors are classified into two types. The first type is the temporal and developmental errors while the second group is the fossilized and dominant ones (Binturki, 2008). The current study is dealing with identifying the second type of pronunciation errors which pose the major difficulty for the EFL learners and teachers in terms of teaching and learning pronunciation.

Figure 2.3 shows the distinctive features of the global and local errors. According to Szpyra (2015), the global errors are the repetition of the mispronunciations of the segmentals and suprasegmentals fundamentally based on the L1 transfer and they are these mispronunciations that form a foreign accent. However, the local errors are the phonological variances which are specific to the speaker. They may source from different interference items and kept in learners' minds with their incorrect segmentals and suprasegmentals aspects.
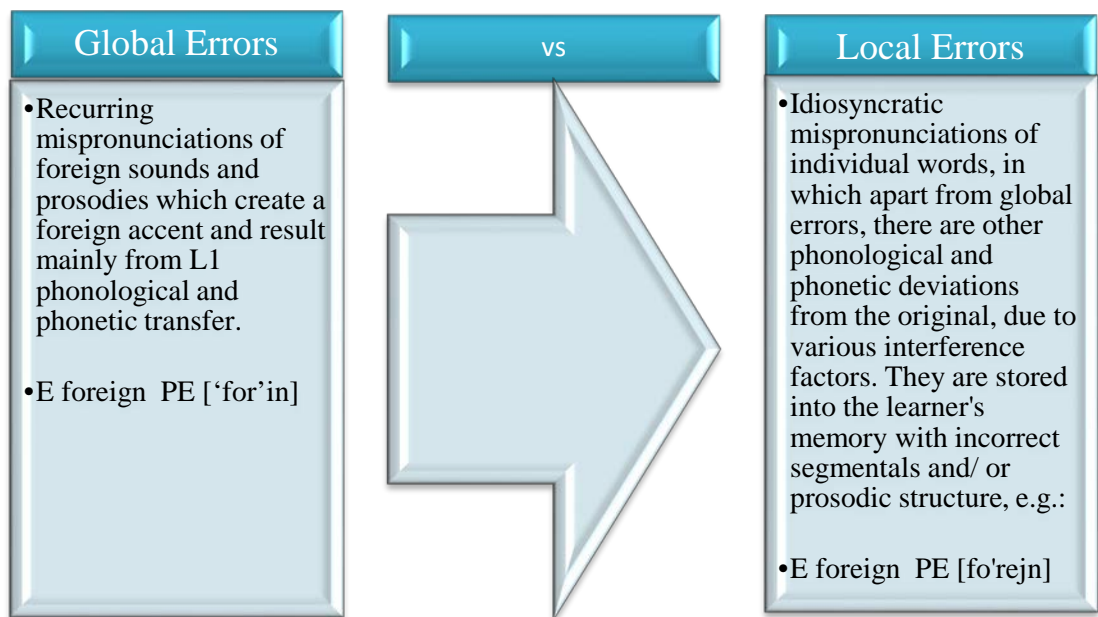
Figure 2.3 Characterizing *global* and *local errors* (Szpyra, 2015).

In terms of pronunciation errors, Collins and Mees (2003) put forward that 'a realistic aim is to speak in a way which is clearly intelligible to your listeners and which does not distract, irritate or confuse them'. In order to achieve this realistic aim; they classified the errors into three categories:

The first type of errors is the most important one since the communication cannot take place without intelligible pronunciation. The second group of errors is also crucial because although the speaker has intelligible pronunciation, its being irritating and amusing makes it impossible to follow the message in ease. The third group of errors can be neglected if the aim is not native-like pronunciation.

The most challenging part is determining the correct group of the error it belongs to. The detailed analyze of these three categories of Collins and Mees (2003) are as following:

Category 1: Errors which lead to a breakdown of intelligibility.

1. Confusion of crucial phonemic contrasts in vowel system, e.g. /ɪ-iː/, /e – æ/, / ɜː - ɑː/, / ɒ - ʌ/ ;
2. Confusion of fortis / lenis;
3. Consonant clusters;
4. Crucial consonant contrasts, e.g. /b –v/, /f – h/, /l – n/, /l – r/, / ʃ - s/ ;
5. Deletion of /h/ or replacement by /x/ ;
6. Word stress, especially if not on initial syllabus
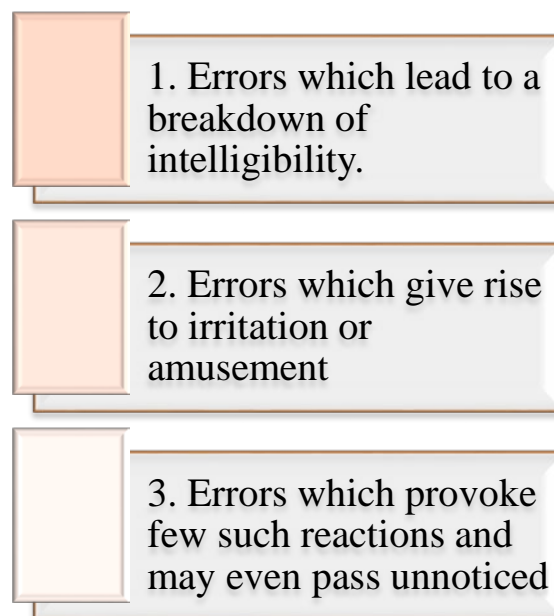
Figure 2.4 Error classifications (Collins and Mees, 2003)

Category 2: Errors which give rise to irritation or amusement

1. Inappropriate /r/ articulations, e.g. uvular, strong alveolar trills;
2. Dental fricative problems, e.g. replacement of / θ/ by /t/ or /s/, of / ð/ by /d/ or /z/ ;
3. Less significant vowel contrasts, e.g. / uː - ʊ/, /oː - ɒ/ ;
4. Incorrect allophones of /l/, especially replacement by dark /l/ throughout;
5. Weak and contracted forms;

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6. Inappropriate rhoticism / non-rhoticism for particular models of pronunciation;

7. Strong retroflex setting.

Category 3: Errors which provoke few such reactions and may even pass unnoticed

1. Intonation errors;

2. Lack of syllabic consonants;

3. Compound stress

According to these errors categories, Collins and Mees (2003) give the priority to the phonemic consonantal and vocalic contrasts; consonant clusters and voicing distinctions while put the less emphasis on the prosodic features except word stress. Although these errors will not be found in any research exactly as they are listed above, they exemplify the error types in general. For sure, not the subtitles but the specific sound items presented in this classification will alter from one nation to the other because of the different native language they have and so their interferences. In the light of this fact, the analysis of the Turkish common pronunciation errors is as following.

Suprasegmentals

The stress-timed nature of English is difficult to learn for Turkish EFL learners. There exists word stress in Turkish, however, it usually on the final syllable except the negative verb forms which have the earlier stress. Also adverbs and the proper names have the final syllable stress structure. In terms of nuclear stress, Turkish and English operate in the same way. Only, in Turkish, *wh-* questions always carry the main stress unlike English. Therefore, the Turkish learners say '***Who** is coming?*' instead of '*Who is **coming?***'

2.13 Correction of pronunciation errors – Pronunciation Feedback

In EFL teaching and learning environment, there have been two problems always preoccupying in suspense: Should the teachers correct the errors? If yes, how should the correction be? At this point, to be able to provide an accurate answer, we should underline the learners' preferences since these preferences which act like lighthouses for the English teachers merit the biggest consideration in terms of the determination of the proper way of correction of the pronunciation errors. When the studies are reviewed in terms of learners' preferences, it is deduced that the self-correction is the most favored error correction method. McCormick et al. (2007) states that learners are able to make decisions about their errors and correct these oral errors of pronunciation. Lynch (2008), underlines the importance of self-correction as the most efficient error correction method since it enables the learners to learn from their mistakes by themselves. Moreover, Hogue (2008) adds that the learners become more autonomous thanks to self-correction which reduce the reliance on teachers. Also, Johnson and Jackson (2006) points out the difficulty that the teacher experience in distinguishing errors from mistakes in a noisy classroom environment which may end up with an inefficient aptitude in the teaching and learning environment. Therefore, the students should realize their own mistakes in order not to be badly affected from error correction strategies. Finally, Ustacı & Ok, (2014) find out that nearly three out of four of all the participants of their research prefer the self-correction and for this reason they want their instructors to give enough time for them to realize and correct their mistakes by themselves. As Morley (1991) states that the teachers should aid the students as mentors instead of teaching as teachers. They should provide the learners with the accurate models, practices and feedback. Therefore, these aspects of pronunciation teaching flourish the learning activities depend on both teachers and learners. At this point, the learners' awareness takes place by means of imitation, interaction, segmental or suprasegmental recognition as well as the teachers' demonstrations and modelling. Thanks to this, there are students who can self-monitor themselves with their own strategies and self-awareness unlike

the previous ones with almost no responsibility or participation in learning pronunciation (Scarcella & Oxford, 1994).

Another issue related to correction of pronunciation errors is what Kelly (2006) highlights: the importance of learner sensitivity during the correction of the errors in learning situations. The research conducted by Ustacı & Ok (2014) puts forward that nearly all of the participants (95.3%) reveal that the instructors should consider the learners' sensitivity and they should make the correction with an utmost care in order not to hurt their feelings or cause an offense otherwise which can result in 'learner reticence' in the classroom as Donald (2010) states. Donald emphasizes not only the importance of correcting the errors of students' mistakes very gently and carefully, but also he proposes that the pronunciation errors of the learners ought to be corrected not at the time of speaking but later one by one at the end of each class time to make them feel more confident to participate willingly and fearlessly in the learning environment. Finally, again when the preference of the learners' is taken into account, it is very surprising that the students prioritize the correction of their pronunciation errors. Salikin (2001) indicates that the 84 participants who are third-year students of ELT department give priority to their pronunciation errors to be corrected over their grammatical errors.

As a result, no matter what is to be taught and corrected in a learning environment, this reality should be kept in instructors' mind that learners do not have the same goal while acquiring the foreign language (Skehan, 1998 and Robinson, 2001). As a result of this, they can prioritize accuracy or fluency, one aspect of L2 over the others. Therefore, the instructors and teachers have to investigate the priorities and preferences of error correction methods of learners' for an effective and successful learning environment. However, although the researches have indicated the self-correction as a most preferred method of error correction, it is not valid for the young learners. No matter how competent these students are in English lessons, it is impossible for them to realize their errors and correct them properly. The

pronunciation errors are very common in EFL secondary school classrooms and the teachers have to provide the students with the probable causes of these errors during correction. (Mackey, 1965) Similarly, Hammerly (1973) expanded that the teachers have to distinguish the error properly in order to make the students to realize where the error is and to understand what kind of error he/she has made in terms of its feature. Especially, visual items such as mimics and gestures should be employed for the correction of the prosodic errors therefore the students understands the corrections of the stress, rhythm and intonation. In conclusion, no matter what methodology is employed, the proficiency of the students should be taken into consideration during the improvement efforts of their phonological performance (Hayati, 1997).

2.14 General Difficulties in Teaching and Learning of Pronunciation

When pronunciation is considered, it is almost impossible to make a generalization from a specific performance period of the students unlike grammar or writing. To illustrate, if a student knows how to utilize the tenses well, he can easily learn reported speech. His tense knowledge is prerequisite to learn reported speech. Therefore we can deduce what kind of mistake a student can make while learning reported speech in further studies, however we cannot say if a student who can pronounce the word 'write' correctly can for sure pronounce the word 'phone' correctly as well. And they can pronounce incorrectly, of course. In another words, the priori language information of the students and the level of difficulty what they learn do not matter in pronunciation teaching unlike as they do in the other language skills and language areas teaching. The student can pronounce a very awkward word which he has just learned correctly while he has difficulty in pronunciation one of the basic word that he has been using for 4 years so far. And this, being a non-generalizable and imponderable skill is another facet that makes the pronunciation studies challenging. This situation is also both one of the reasons and outcomes of the difficulties experienced in the pronunciation study field. There is a contrastive analysis that has been employed in predicting the errors that the learners can commit however Bayraktaroğlu (1985) puts forward that the researchers cannot find the errors

by comparing English and Turkish systems only; they should analyze the results of the actual errors.

As for the participants of this research, they are suffering from reading something in English although they have been studying English for four years until 7th grade. There are several reasons behind this tragic reality as stated in the introduction part and what is more, the students do not understand the importance of the eligible pronunciation within the environment they live. Since they never speak in English or have a chance to interact with a native, they regard the classroom pronunciation activities useless and redundant. In general, they take the vocabulary parts seriously since they have to understand the instructions of the computer games that take most of their time at home. While such students are far from grasping the role of the pronunciation in language learning, there is another group of the students who have already realized the necessity of the pronunciation. However, what they experience is being unwilling for a performance including pronunciation just for they are afraid of making mistakes and being ridiculed by their classmates. As a result, both of these student profiles have difficulty in improving the pronunciation.

2.15 Studies on Common Pronunciation Errors of EFL Learners

The research conducted by Boran (2005) in literature is examining the common pronunciation errors of EFL teacher trainees at the ELT Department of Gazi Education Faculty of Gazi Universtiy. The common errors can be observed even in this advanced namely future professionals' level which depicting the similarity with the study of secondary school learners' level in terms of common pronunciation errors studies. The difference between 'error' and 'mistake' and the sources of the common errors are distinctly underlined in this research. Crystal (1992) states that mistakes, "…are unsystematic features of production that speakers would correct if their attention were drawn to them (e.g. those rising out of tiredness or a lapse of memory". In other words, the mistakes can be made by the speakers suffering from the situations that Crystal stated in the definition of 'mistake'. However, "Errors are considered to

be systematic, governed by rules, and appear because a learner's knowledge of the rules of the target language is incomplete" (Crystal, 1992). When the learners are below the threshold level of discourse, grammar, vocabulary and pronunciation, there emerges the errors (Nunan, 1997). Boran emphasize that the errors that are dealt in this research can be considered as the common errors of other EFL learners as well since all of the errors are based on the same reasons: First reason is the native language of the learners' and the second one is the target language they are learning.

For the first reason, Richard and Sampson (1985) put forward that the sentences that the learners builds are affected by their native language, the mother tongue interferes with the target language's production. The aspects of the rules of the mother tongue can be easily observed on the utterances of the L2 learners. This L1 interference causes them to make errors while performing both the receptive and productive skills and these errors are called interlingual errors. However, this is a very normal process since as Brown (1987) states the only linguistic system that the learners have experienced so far is only the system of their native language. The target language is built upon this familiar one therefore especially in early stages a good number of interlingual transfer from the mother tongue are observed.

As for the second reason, the target language acquisition process causes the learners to make errors which are called intralingual errors. Here, overgeneralization is the crucial matter that ends up with errors. The learners make errors since they generalize the previous rules while learning the new ones. As Richards and Sampson (1985) emphasized, "Both language transfer and intralingual errors confirm the traditional notion of transfer of training; that is previous learning may influence later learning". These kinds of errors occur not only at the initial level of learning, but also in all levels of acquisition unlike inter-lingual errors. Boran (2005), proved that although the participants of this study who are the freshman at an advanced level of English, it is a must for them to attend the course of English pronunciation which lasts four terms. Therefore, they will be able to master their own pronunciation and knowledge of the

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segmental and suprasegmental aspects with phonetic symbols and pronunciation teaching as well.

Another research conducted by Bada (2001) explored the common errors of Japanese learners in phonemic production. The researcher specifically analyzes to what extent there is the native language interference on the Japanese learners' oral production of English. The mother tongue interference is always regarded as an obstacle during the acquisition. However, the native language not only hampers the learning process but also assisting the progress of learning. This means that identical features are the smoothly learned points while the opposing ones are the problem posing ones. As Lado (1957) puts forward that the comparison between native language and the target language being learned and this process plays a significant role to ease or to make difficult the language learning. The researcher utilizes the contrastive analyses hypothesis to test the learners' oral production deviation rate for the most problematic English sounds for Japanese and to determine to what extent this deviation is influenced by native language interference. He makes a comparison of the segmental features of English and Japanese and as a result what has been predicted by means of contrastive analysis is mostly observed in the participants' productions. The most striking part of the study is that Bada (2001) concluded that among the many problematic phonemes such as the /d/ /z/ /l/ and /r/, the major difficult ones are the /θ/ and /ð/ sounds. These are the sounds which pose difficulty not only for Japanese and but also for Turkish EFL learners because of the same reason which is the native language interference. Although the sound systems of Turkish and English alphabets are similar, there are some consonants that Turkish consonant inventory does not have such as the interdentals /θ/ and /ð/. As Varol (2012) states, "The absence of these two sounds usually leads Turkish speakers of English to perceive and produce these sounds as [t] and [d]."

Hojati (2013) investigates the errors of advanced-level Iranian EFL students in their oral performance. In the literature, there have been a good number of researches

carried out to investigate the common errors of beginner and intermediate level of students. However, this study proved that even the advanced level of learners who have taken the less attention so far could make countless errors as opposed to popular belief. Diaz-Rico (2008), states that when the learners' proficiency degree increases, they start to produce language at the same level collaterally. Therefore the amount of errors they commit rises as well. Accordingly, Hudson and Brown (2001), Salgado (2011) and Quintero, Inagaki and Kim (1998), indicated that the advanced learners are more open to commit more errors than the lower levels of students because of the complexity they try to provide in their production of speaking and writing. When the oral recordings of the participants were analyzed in terms of grammatical, lexical and pronunciational errors, it was found that the students committed errros in pronunciation and grammar areas most. Furthermore, the significance of errors is emphasized in this study as Richards (1985) states, the teachers will be able to understand the challenges and contrive a new technique after examining the errors of their learners (Keshavarz, 2008).

Hojati (2013) puts forward the contrastive analysis of Farsi and English in terms of segmental and suprasegmental features of these two languages to shed a light on the source of the pronunciation errors of the Fars-speaking learners of English. First of all, one of the suprasegmental aspects which is stress poses the major difficulty for Farsi learners whose language system has a foreseeable stress pattern which is placed on the final syllable unlike English. Swan and Smith (2001). Therefore, the Farsi L2 learners have a serious difficulty with determining the correct place of stress which is unsystematic and unstable compared to Farsi. (2001) Secondly, one of the segmentals of English which are consonant clusters are the other major problem for Farsi L2 learners of English. The Farsi learners are in tendency to place a short vowel before or in the middle of English clusters since there does not exist a single syllabus only with consonants in (Farsi, 2001). As a result of this research, it has been concluded that the most often encountered type of errors during oral production of the participants is the pronunciation category. And in the pronunciation error category,

the wrong pronunciation and the misplacement of the word stress are the fundamental pronunciation problems accordingly what Swan and Smith put forward before. The common errors, word stress and consonant clustering which pose the major difficulties for Farsi speaking English learners, are sourced from the differentness between Farsi, the native language and English, the target one. Finally, when the results are considered, it has been deduced that the most frequent errors in terms of the production of the pronunciation are the aspects of segmental features which is the wrong pronunciation of sounds; vowels & consonants not the suprasegmentals such as stress or intonation. And any specific literature item related to this result does not exist so far.

Krausz and Centerman (2011) investigated the common L2 pronunciation errors of secondary school Sweedish EFL students who are 8 graders. The aim of the research is firstly to analyze profoundly the speech sounds that are the most demanding for the students to produce and secondly to specify the effect of the context on the perception and production of the specific speech sounds of the students in terms of correct pronunciation. /θ/, /d/, /tʃ/, /ʃ/ and /dʒ/ are the phonemes that are chosen and tested in initial and final positions; in and out of the context. The test measured the students both receptively with the listening part and productively with the speaking part. The results have indicated that the /tʃ/ (i.e. cheap) and /ʃ/ (i.e. sheep) phonemes are the ones that are most challenging in perceiving and producing. Moreover, it is more difficult for the students to perceive and produce when these sounds are in initial position. When the students are asked to pronounce the /tʃ/ sound in final position, they pronounce the /ʃ/ sound and vice-versa as well. This situation sourced from Swedish language structure where there is no initial position for the speech sounds that are chosen specifically. Even the English speech sounds and Swedish ones are not similar at all, as it can be seen in the /θ/ sound. This finding has proved that the contrastive analysis hypothesis (CAH) does not rule in all areas of language. Because despite the similarity between the /ʃ/ sound and /tʃ/, the students could not distinguish these two phonemes where positive transfer was not even cited on the contrary to

what CAH suggests. At this point, the researcher states that the error analysis can be applied since the students have failed to perceive and pronounce the new /tʃ/ sound because of their interiorized phonological information. The sounds /θ/ (i.e. thanks), /d/ (i.e. this) and /dʒ/ (i.e. joke) are the other problematic sounds that are difficult to produce. Moreover, it was found that there is a difference in the participants' performance since they are more successful in oral production when the sounds are presented within a context. The positive effect of context on the receptive and productive skill can be easily observed according to the results of the study.

In Finland, there have been a good number of researches in order to investigate the common pronunciation problems of L1 Finnish-speakers of English. These studies such as Wiik 1965, 1966; Lehtonen, Sajavaara & May 1977; Suomi 1980; Morris-Wilson 1992, Tergujeff, 2012 all put forward the problematic productions of pronunciation especially concerning segmental features within the Contrastive Analysis of the native and the target language. It has been concluded that the Finnish-speaking learners of English have difficulty in producing plosives, sibilants and affricates since most of these sounds lack in their native language. Furthermore, interdentals do not exist in Finnish and causes problems for the learners. Since even to separate 'v' from 'w' can be quite challenging for the Finnish learners of English, we can deduce that the consonants pose major problems in oral production than vowel ones. Lintunen (2004), conducted an analysis in order to investigate the Finnish university students' segmental productions in their pronunciation and he reveals that the students commit dramatically more errors in producing consonants than the vowels.

The research conducted by Hişmanoğlu (2011), based on common pronunciation errors of Turkish EFL learners in terms of one of the segmental items which are vowels. He intended to find out the problematic vowels and investigated if there is a difference between the learners' articulations of problematic vowels who have been taught traditionally with printed pronunciation materials and who have studied with

internet-based pronunciation materials. The researcher points out how the teachers employ the internet-based materials in their classrooms as pedagogical device. The teachers utilize these materials instead of traditional printed material such as exercises, lecture notes and quizzes. Therefore the learners are getting the same input via electronic medium which is a great novelty for the EFL teaching and learning environments. These materials are consist of the activities particularly related to segmentals and suprasegmentals features of English pronunciation. The input is minimal pairs, tongue twisters, songs, sound animations, step-by step phonetic descriptions, and video animations (Hişmanoğlu, 2010).

According to the data collected from a sample of thirty freshmen, the most problematic English vowels are /æ/, /oʊ/ and /ɛ/. The learners have difficulty with these sounds most because of their absence in Turkish alphabet. The learners replaced the /æ/ sound with /a/ and /e/; the /ɛ/ sound with /e/ and the /oʊ/ sound with /ɒ/. These findings of this research are largely similar to the results of Kaçmaz (1993), Hişmanoğlu (2004), Boran (2005) and Demirezen (2005; 2006; 2007a; 2007b; 2010) which have investigated the articulation problems of Turkish EFL learners in concern with English vowel sounds. Furthermore, the results indicated that the learners being exposed to internet-based pronunciation lessons displayed a better vowel pronunciation performance than the ones who have been taught traditionally. The study proved the healing power of employing web based materials for pronunciation teaching.

The final research of this chapter is conducted by Phan and Sonca (2012). In this research, unlike the aforementioned ones, the pronunciation errors are investigated from the point of view of the native speakers who are 82 American linguists in terms of comprehensibility and accentedness of the 80 US university freshmen non-native students. However, the crucial point is that the study aims to determine the types of the pronunciation errors of the learners by revealing the contribution of the both segmental and suprasegmental aspects to the errors of the learners. While the

participants read the 16 sentences with the problematic consonants, vowels, misplaced words, sentence stress, they pronounced word-final voiceless sounds /p/, /t/, /k/, /f/ as /b/, /d/, /g/, /v/ , they did not pronounce final consonant clusters /st/, /ts/, /ks/, /ft/ , tense vowels /i/, /e/, /u/, /ɔ/ were pronounced as lax vowels /I/, /ɛ/, /ʊ/, /ʌ/ and vice versa. In the literature, suprasegmental aspects, especially, the word stress have been considered as more prominent than the segmental features in terms of the intelligibility of the target language. According to the results of the study, the use of incorrect stress could lead to misunderstanding of the sentence. Therefore, the word stress should be taught primarily as to handle with the most challenging aspect which is intonation subsequently. On the other hand, when the global comprehensibility is taken into account, it has been concluded that the sentence stress errors prevent the native speakers most from understanding the non-native speakers' speeches correctly similarly what Hahn (2004) concluded about sentence stress. However consonants, vowels and word stress showed no sufficient correlation with the global comprehensibility on the contrary to the researchers Derwing & Munro (1997) & Field (2005). Finally, it has been seen that the suprasegmental features play the most significant part in terms of the comprehensibility of the non-native pronunciation productions.

Kaçmaz (1993), aimed to analyze the pronunciation problems of Turkish EFL learners. The participants are thirty randomly chosen university students and the data collection tool is the Accent Inventory of Prator & Robinett (1972). Likewise this current study, there are three evaluators; one native and two non-natives. But the non-native raters are asked only to analyze three students' audio-recordings which mean only the 10% of the data in order to confirm the reliability of the researches. The evaluation of the researcher and the other two native raters are very close. The agreement rate is 95% between the evaluators which indicates that the three evaluators sharing the same mispronunciation perception. The result has put forward that the Turkish EFL learners have pronunciation problems;

"When an English Phoneme was in free distribution whereas the Turkish counterpart was not

When an English phoneme was non-existent in Turkish

When the place and manner of articulation of a phoneme differed in two languages.

When the allophones of a phoneme was non-existent in Turkish

When the Turkish phonotactic rules contradicted with English phonetic rules."
(Kaçmaz, 1993)

When the learners encounter with one of these problematic situations aforementioned, they utilize some strategies which are firstly, substituting the Turkish sound which is similar to the original sound. Secondly, deleting the phoneme that is challenging for pronunciation. Thirdly, inserting a Turkish phoneme in three different positions in an English word; before, after or in-between. According to the result of the research, /dʒ/, /ŋ/, /ə/, /æ/, /w/, /eɪ/, /r/, /nt/, /aɪ/, /d/ are the most problematic five sounds that are mispronounced by the between 90% and 50% of the participants. The researcher made a pragmatic conclusion which is about the pronunciation teaching. The EFL teachers should put emphasis on these sounds listed above in order to prevent the students from having fossilized errors.

The study was conducted in a very similar way with this current thesis in terms of the participants, instrument and data collection. However, all of these features are in small numbers compared to this study. First of all, the instrument is a reading passage that involves only eleven sentences that have English phonemes in different positions. Secondly, the number of the participants is thirty. Therefore, both of these values are nearly one third of this research which displays a limited picture.

The study revealing the common pronunciation errors of Vietnamese university level learners of English is conducted by Ha (2005). The starting point of the research is the conclusion of Hinofitis and Baily (1980). They state that it is the pronunciation that mostly causes the communication breakdown more than vocabulary and grammar

for Vietnamese learners of English. Ha (2005), classified the fundamental common pronunciation errors of the Vietnamese learners of English as follows; sound omission, sound confusion and sound redundancy. First of all, the sound omission includes /s, z, ʤ, t, l, k, ks, v/ and they are the most omitted ones in all positions. Secondly, concerning the sound confusion, the most problematic sounds are t, tr, ʧ, ʃ, ʤ, s, θ. It has been understood that one of the reasons of the sound confusion is the the misperception of the aspiration of these sounds and confusion of the plosives and affricatives, moreover, the mixing aspiration and friction and then producing them alternatively. Besides, the reason of the mispronunciation of the participants such as s to /ʃ, ʒ/ or /ʃ, ʒ/ to s is due to their lack of attention and their laziness. Thirdly, the sound redundancy includes /z; s/ sounds. The Vietnamese learners of English insert s or z sound at the end or occasionally in the middle of the words e.g. /hɔzbi/ which cause miscommunication. Finally, it has been stated that the words which are often mispronounced are appreciate, try, interpreter, center, tradition, English, country, teacher, train, good, translate, good, person, job and the. Although the participants are university level students who have completed four years of English, their frequent errors include the basic vocabulary items. Therefore, as a result of this research, the researcher points out those more extensive investigations are required to determine significant data regarding mispronunciation of the learners in order to prepare more efficacious pronunciation curriculum and program for healing and teaching better.

Muhammad and Hassan (2014) conducted a study with an intention to fill the gap in the literature where there does not exist any research specifically about the pronunciation errors of Sudanese spoken Arabic EFL learners. They investigated the pronunciation problems of Sudanese university level students who are Sudanese spoken Arabic and also the reasons behind these mispronunciations. Observation, recordings and a structured questionnaire were the data collection instrument. According to the result of statistical and descriptive analyze, it has been seen that Sudanese students of English have problems with the vowels with different ways of pronunciation like 'mat' and 'mate' and with the consonant sound contrast such as /z/

and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Since the errors of non-native speakers of English are not accidental but systematical (Ronald Carter and David Nunan, 2001) (O'Connor, 2003), the researcher concluded that the fundamental reason behind these errors is the substitution of the sounds that there does not exist in their native language. As Nunan (2001) states, if there is a difference between the native and the target language, the errors are inevitable because of the L1 interference. Secondly, Arabic sound system and Sudanese Spoken Arabic sound system are different from each other and therefore this is another cause for pronunciation problems. Thirdly, it is the spelling rule of English that impel the students to pronounce the word incorrectly. Finally, the researcher points out the inconsistency of the English consonants which put the EFL learners into a difficulty while deciding the correct sound.

Finally, apart from the common pronunciation errors, there is another study revealing the functions of segmentals and suprasegmental features in pronunciation teaching. Derwing and Rossiter (2003) conducted a study about the effects of the segmental and suprasegmental features on pronunciation teaching. In this study, there are two groups of students. The first group of students was taught within the frame of segmental aspects which are consonants and vowels. The students studied to differentiate the English sounds and tried to pronounce the each sound as correctly as possible. On the other hand, the other group was instructed in suprasegmental features of English. The students studied rhythm and melody of English. They started to utilize prosodic signals in their communication. As a result of their research, Derwing and Rossiter concluded that they do not mean to eliminate segmental teaching, but, the suprasegmental aspects should be taught superiorly in order to enable the students to speak intelligibly. Therefore they emphasize the significance prosodic instruction by means of the result of their research.

2.16 Common Pronunciation Errors of Turkish Learners of EFL

'There is unlikely possibility that learners from diversed european backgrounds will display the same common core features – Hungarians, Italians, Basques and Turks will not make the same kinds of errors and given their differing levels of proficiency, learners or real world users will not display the same degree of error when communicating in EFL' (Rubdy & Saraceni, 2006). In accordance with this interpretation, Ian Thompson (2002) listed the segmental and suprasegmental errors of Turkish EFL learners in a book entitled 'Learner English' which is a compile of 22 different nations' common errors committed while learning English.

Vowels

1. /iː/ as in *key* is often pronounced like the diphthong /ɪə/, or in a closed syllable as /ɪ/ – the Italian error in reverse: /kɪə/ for *key*; *kip* for *keep*. The Turkish word ɡiy contains a good approximation to English /iː/.
2. /e/ as in *bed* is often far too open before *n*, approaching /æ/: *man* for *men*.
3. /æ/ as in *back* plagues Turkish-speaking learners, lying as it does between their /e/ and /æ/. They often substitute /e/: *set* for *sat*.
4. /ɔː/ is often pronounced as /oʊ/, leading to confusion between pairs such as *law* and *low*. Turkish speakers can pronounce /ɔː/ successfully if they lengthen Turkish /o/.
5. /uː/ tends to become /ʊə/ when final and /ʊ/ in closed syllables: /dʊə/ for *do*; *'pullink'* for both *pooling* and *pulling*. Turkish speakers are able to pronounce the sound successfully after /j/, as in *few*.
6. /ə/ finds a nearish equivalent in Turkish ı, which is however higher and tenser. Under the influence of spelling, Turkish speakers often give unstressed vowels their stressed value: /ɪnkonwɪnient/ for *inconvenient*; /eddɪʃonal/ for *additional*.
7. When the diphthongs /eɪ/, /aɪ/ and /ɔɪ/ occur in final position, /ɪ/ may be devoiced and pronounced with friction (rather like German *ch* in ich, or the sound at the end of French oui, or the *h* in *human*: /bɔɪç/ for *boy*; /deɪç/ for *day*).
8. /eə/ as in *care* usually becomes /eɪ/.
9. /əʊ/ is often heard as /oʊ/, with a fully back first element. This is generally more acceptable to English speakers than the 'posh' fronted version /əʊ/ or /œʊ/ at which some Turkish speakers aim.

Figure 2.5 Common vowel pronunciation errors of Turkish learners (Thompson, 2001)

Consonants

1. /θ/ and /ð/ do not occur in Turkish, and they give a great deal of difficulty. Learners often replace them by over-aspirated /t/ and /d/, so that, for example, *through* becomes /tʰruə/ instead of /θruː/.
2. Turkish /b/, /d/ and /dʒ/ lose voice when final, and /g/ does not occur finally: *bet* for *bed*; '*britch*' for *bridge*.
3. Turkish /v/ is much more lightly articulated than the English equivalent, and with back vowels is close to English /w/. The Turkish alphabet doesn't contain the letter *w*, and loan words containing *w* are written with *v*. Therefore students find the two sounds very confusing: '*surwiwe*' for *survive*; '*vait*' for *wait*.
4. /ŋ/ only occurs before /g/ and /k/ in Turkish: '*singgingk*' for *singing*.
5. Standard Turkish has three varieties of /r/, none of them very like standard British /r/. R is pronounced wherever it is written.
6. Turkish has both 'clear' /l/ (as in *let*) and 'dark' /l/ (as in *tell*). However, their distribution is not the same as in English, and mistakes can be expected before vowels ('dark' /l/ instead of 'clear' /l/ in some cases) and before consonants ('clear' /l/ instead of 'dark' /l/ in some cases).
7. When /p/, /b/, /m/, /f/ and /v/ are followed by /æ/ or /ɑ/, a glide (like a /w/) is inserted: /bwaɪ/ for *buy*; /fwɑn/ for *fun*.
8. Final /m/, /n/ and /l/ tend to be pronounced very short and devoiced. This makes them difficult to perceive, and may lead to intelligibility problems.

Figure 2.6 Common consonant pronunciation errors of Turkish learners (Thompson, 2001)

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the first section presents the setting and the participants of the study; the second part introduces the procedure of the study and the last section gives the data collection instruments and data analysis. In this chapter, the settings, participants, data collection instruments, data collection procedures and data analysis methods of the study are presented comprehensively.

3.2 Design of the Study

The study was designed to investigate the answer of the following research questions:

1. Based on the assessment of three independent evaluators, to what extent can Turkish EFL 7th Grade students correctly pronounce target words in relation to
a. Vowel Quality?
b. Consonant Quality?
c. Word Stress?

2. Which words are commonly pronounced correctly or mispronounced by the participant learners?

3. Based on the perceptions of EFL teachers what are the reasons for the learners to mispronounce the target words?

4. What are the suggestions of EFL teachers to help learners to overcome and/or eliminate these pronunciation problems of learners?

This study was conducted as mixed methods design. Both quantitative and qualitative data were collected and analyzed in order to answer the research questions. Using both types of data enabled the researcher to triangulate the data. Since the researcher aimed to see not only the common pronunciation errors but also to what extent these errors are common, the reason behind these errors and the ways to eliminate them. '*You conduct a mixed methods study when you have both quantitative and qualitative data and both types of data together provide a better understanding of your research problem than either type by itself. Mixed methods research is a good design to use if you seek to build on the strengths of both quantitative and qualitative data*' (Creswell, 2012).

In this study of mixed method research, explanatory sequential design was employed. In this design, there were two phases. Firstly, the number data which was the pronunciation tests were collected. Secondly, the narrative data which was the interview were collected. The rationale behind this design was that the quantitative data presented the general picture and the qualitative data helped explain this general picture. The process of the mixed methods research design is shown in Figure 3.1.

Table 3.1 The process of research study

Research Questions	Design (Quantitative or Qualitative)	Data Collection Tool	Data Analysis Method
Research Question 1	Quantitative	Pronunciation Test and Rubric Evaluation	Statistical Analysis
Research Question 2	Quantitative	Pronunciation Test and Rubric Evaluation	Statistical Analysis
Research Question 3	Qualitative	Interview	Qualitative Coding
Research Question 4	Qualitative	Interview	Qualitative Coding

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┌─────────────────────────────────────────────────┐
│  Mixed methods design                           │
│                                                 │
│    • Sequential explanatory design              │
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│  Theoretical Lens                               │
│                                                 │
│    • Implicit (Post-positivist lens)            │
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│  Timing                                         │
│                                                 │
│    • Sequential-beginning with quantitative phase│
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│  Integration                                    │
│                                                 │
│    • Data analysis stage (connected) and        │
│      interpretation stage (merged)              │
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│  Methodological rationale                       │
│                                                 │
│    • Complementarity                            │
└─────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────┐
│  Priority                                       │
│                                                 │
│    • Quantitative data                          │
└─────────────────────────────────────────────────┘
```
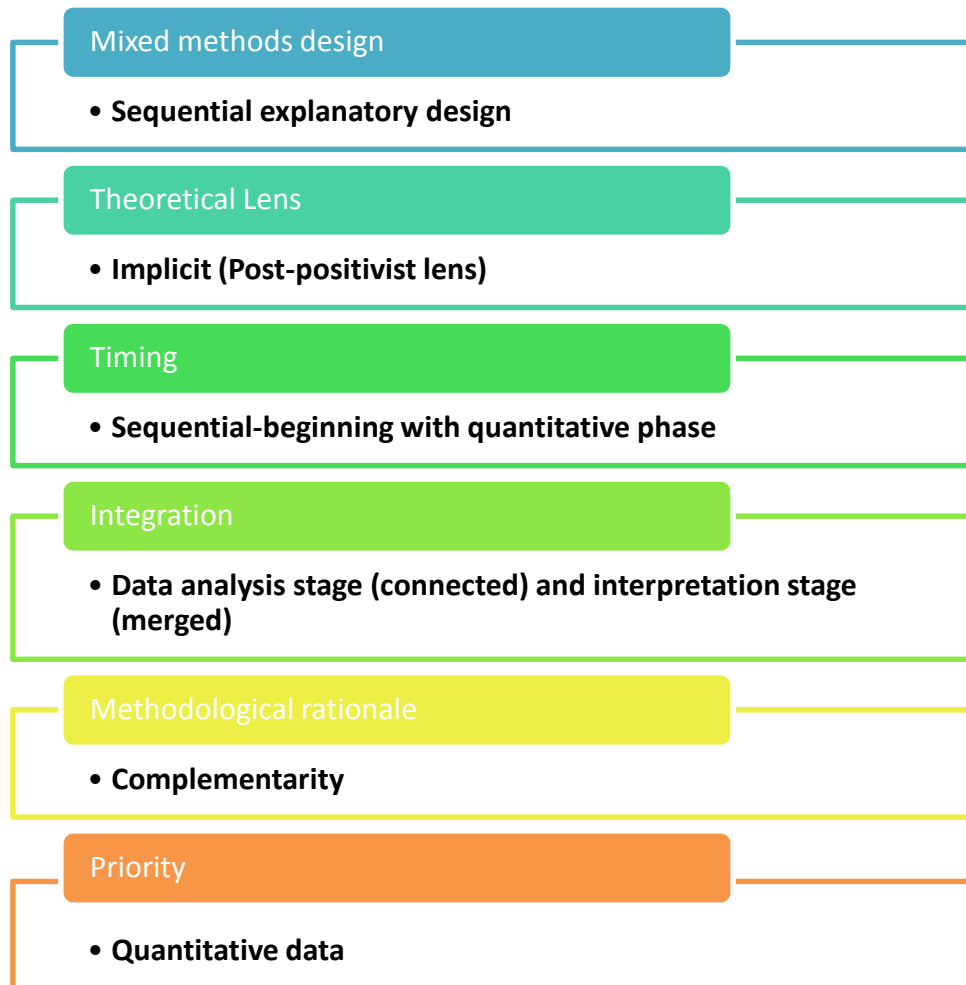
Figure 3.1 The sequential explanatory design process of the mixed methods design (Creswell et al., 2003)

Since the scores of the evaluators were compiled digitally and the number of samples (7380 samples) was sufficiently large, a quantitative analysis was possible. In quantitative data analysis, several statistical tests could be designed to investigate the relationships between the user defined variables. For most of the statistical analysis, some a priori hypothesis is needed. Then, such hypothesis was quantitatively tested and the analysis results were assessed with a significance level. Most of the time, the paired observations of the same subjects/conditions are not available. In this case, such a hypothesis can be tested by using an independent t-test. However, the independent t-test uses only the mean and the standard deviation of the samples and

does not take the individuality (the different observations of the very same subject/attribute) into account. Since, the scores of the very same students were evaluated by the evaluators, paired samples are available in this study. Therefore a paired t-test was needed to rigorously assess the results. A paired t-test is necessary to compare the means of two samples when there is a matching (paired) observation of the very same subject. Another critical point to note in the analysis was the tail of significance level. When the alternative hypothesis does not constrain the order of the means (such as greater or lower than), this is a two-tailed test. As clear in the alternative hypothesis (equation 4.1), the non-equality could result from either lower or higher values. Thus, a two-tailed test was applied throughout the study.

In terms of the qualitative research, Merriam states that the researchers are mainly concerned with "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (p. 23, 2009). The qualitative part of this study was conducted within the frame of very similar goals. In similar vein, first of all, how the teachers interpreted their experiences in terms of 7th grade pronunciation errors, secondly, how they acted in their own classrooms related to teaching pronunciation and eliminating the mispronunciation and finally, what kind of precautions they had taken for such issues so far, were interpreted through their responses of the interview questions. The interview questions were the interpretative ones that were formed to be able to derive the accurate meanings from the responses. Moreover, they were the ones that leaded the interviewees to comment more and share more information related to mispronunciation of the 7th grade learners. In data analysis process, open coding was applied (see App E) since the researcher aimed at to reach at even the slightest idea that was worth exploring related to the research questions.

3.3 Participants and Setting

The data were collected from two different groups of participants in the study. The first group is the participants of the quantitative data who are the students. The second

group is the participants for the qualitative data who are the teachers. All students were attending the same public secondary school which was conveniently selected. The selection of the students and teacher were done purposefully. The students were seventh grade students and teachers were the ones who had experience in teaching seventh grade students.

3.3.1 Participants for pronunciation test

The data collection was performed in 2013 and 2014 academic year with three different 7th grade classes. The classes included 82 students in total who were all native speakers of only Turkish and studying English for three years until the research time. All of the participants had the same backgrounds in terms of English language education in their state school. They had 3 hours of English classes in 4th and 5th grades while 4 hours of English classes in 6th grade which makes approximately 360 hours of English lessons for 3 years until 7th grade. The total number of English classes in the official curriculum for the participants is shown in Table 3.1. The participants of the pronunciation test were determined by the researcher purposefully because of the convenient accessibility of them for the researcher. Since it is impossible to include all of the 7th grade students, the convenience sampling was applied which is fast, inexpensive and the participants were readily available. Then, 82 students of three different 7th grade students were recorded for the evaluation of the pronunciation of the students.

Table 3.2 The number of English classes in the official curriculum

Grades	First Term	Second Term	Total (hours)
4^{th} grade	54	54	108
5^{th} grade	54	54	108
6^{th} grade	72	72	144
7^{th} grade	72	72	144

Preparation of the word list	• **30 most commonly mispronounced words were selected.** • **20 of them were completely based on the coursebook of the 7th grade learners entitled 'Spot on 7'.** • **10 of them were choosen carefully which pose the great difficulty for the EFL learners in general.**
Voice Recording of the Participants	• **The students read the 30 sentences that include the 30 predetermined challenging words .** • **The students' voices were recorded digitally.**
Development of the Evaluation Rubric	• **The rubric was designed by the researcher with a technical support.** • **Both segmental and suprasegmental features of pronunciation are included for a reliable measurement , vowels and consonants are representatives of the segmentals while word stress stands for the suprasegmental**
The Evaluation of The voice Recordings	• **One native speaker, two non-native English teachers evaluated the data which includes 2460 sentences** • **They scored 1 to 10 for each 30 word pronounced by each student**
Analysis of the Evaluation Rubrics	• **The data which is the three different evaluation of the 82 students' voice recordings were analyzed using ANOVA, t-test and paired t-test**
Interviews	• **The interviews were conducted with five EFL 7th greade teachers.** • **The interviews were transcribed and translated** • **The transcripts of the interviews were analysed qualitatively.**

Figure 3.2 The process of the research study

As a secondary school teacher since the researcher has to be pertinent to all her students personally, it is a known fact that nearly all of the students' English language education was limited to their school except at most about 15 per cent of students who

are able to take private classes which means most of the students learn English in their official education environment. Apart from the private language a course, neither of them has an opportunity to learn this language subconsciously since they never get in touch with native speakers.

Therefore the participants were at the same English language level in each three classes in terms of the past and present situation of their foreign language education. The distribution of the sex and the ages of the participants are shown in Table 3.2.

Table 3.3 The distribution of the sex and the ages of the participants

Grades	# of Boys	# of Girls	Average Age
7A	9	17	13
7C	16	12	13
7D	16	12	13

There are 9 boys and 17 girls in 7/A, there are 16 boys and 12 girls in 7/C, finally there are 16 boys and 12 girls in 7/D. The average age is 13 in these classes.

3.3.2   Interview Participants

After the data collection process of the 82 EFL students completed, five English teachers who had been teaching English to 7th grade EFL learners were interviewed. All the English teachers who have participated in the interviews had been at least six years experienced in teaching English as a foreign language in secondary schools. The details of the interviewed group of teachers are given in Table 3.3.

Table 3.4 The details of the interviewed group for qualitative analysis

Interview Parameter	Value
Number of participants	5
Male participants	2
Female participants	3
Selection criteria	Random
Data collection instrument	Interview

The teachers for the interview were selected according to their teaching experiences. The five teachers of the interview were the ones who had been teaching the 7th grade students English at least 10 years and in the similar vein, they were utilizing the same 7th grade English book since the words chosen for the pronunciation test were based on this book. Therefore, the teachers who were satisfying these needs were determined according to both the purposeful and convenience sampling which means the readily available teachers.

Before the interview, teachers were informed about the research and the analysis of the students' responses. After the teachers had been informed about the preliminary results, they were given the interview questions a week before the interview. At this point, in the light of the interview questions, some terminology – e.g.segmental features & suprasegmental features - explained to the teachers beforehand in order to obtain clear and complete answers. During the interviews, it was aimed to get the views of the teachers about the possible reasons and the remedies of the common pronunciation errors of the 7th grade EFL learners. The participants were meticulously informed about the interview procedure. First of all, in accordance with the consent forms given to the interviewees, they were informed that the interview they were asked to participate would take between 20 and 30 minutes. Secondly, no risks and no direct benefits were anticipated as a result of their participation in this study. Thirdly, they would be given no compensation for participating in this research since it was purely voluntary. Therefore they had the right to withdraw from the study at any time without consequence. Furthermore during the interview, their identities were kept confidential to the extent provided by law. Their information and voice recording were assigned a code number and the list connecting their name to this number was accessible to only the researcher. The list and the recordings would be destroyed when the study was completed and the data had been analyzed. Their names would not be used in any report.

3.4 Context

The quantitative data collection which is the voice recording of the 82 students took place in a state secondary school in Turkey. The state secondary schools provide four hours of English classes for a week. In such schools, the students are given foreign language education from 4th to 8th classes which last 5 years' time. The teachers and the students have to utilize the coursebook provided by the government during the classes. Furthermore, additional material usage is strictly forbidden. The coursebook includes four skills; reading, listening, speaking and writing and also the studies related to language areas; grammar and vocabulary. However, the official coursebook entitled 'Spot On' does not have any part related to pronunciation skills; there is only one part which lasts about 10 minute time to study with the students. The classes generally includes between 25 and 30 students. The qualitative data collection which is the interview took place in the libraries of the school of each teacher.

3.5 Data Collection

3.5.1 Data Collection Instruments

In the study, two different types of data collection instruments were utilized regarding the research questions. The first one was the students' voice recordings; the second one was the teachers' interviews. For the first one, the students were supposed to read 30 sentences in which there existed 30 words that were planned to be evaluated. The voice recording results were evaluated by three evaluators, one native and two non-native teachers. Therefore the voice recordings and the analysis of the evaluators served for the qualitative data. For the second one, 20 questions were prepared for the structured interview that was conducted with five professional 7th grade EFL teachers. The interview questions were developed meticulously in order to find the possible reasons of and how to eliminate the common pronunciation errors of 7th grade EFL learners.

3.5.2 Voice Recording Test

The pronunciation evaluation form consists of 30 words that are written in 30 sentences. The selected words and the sentences are shown in Table 3.3. The voice recording test includes 30 sentences. There are 30 words that were planned to be evaluated in terms of segmental and suprasegmental aspects of pronunciation. The 20 of these words were specifically based on the 7th grade English curriculum and the coursebook. These words were meticulously chosen in three months' time as a result of the careful observations of the mispronunciations of the 7th grade classrooms.

The other 10 words were the ones that the 7th grade learners had already learned before but although they were studied for 3 years, they still remained to be the incorrectly pronounced ones. Furthermore, these 10 words were the ones which always posed problems for EFL learners in general. All of the words in the voice recording test were the most well-known and widely used problematic words.

The 23 words out of thirty were the ones that although the participants know their meanings very well, still they could mispronounce. The other 7 words were the ones that they heard less during the lessons compared to the other ones that is why they were not supposed to be pronounced correctly. In general, since these participants have only four hours of English lesson per week and because of the overloaded syllabus and overpopulation of the classes, they can rarely participate in the reading aloud or speaking part activities and also the other parts involving speaking that enables teachers to correct the mispronunciation and students to develop themselves in terms of pronunciation.

The words that took place in the pronunciation test were selected specifically based on the observation of the researcher. Approximately for three months, the researcher observed the students' speeches while they were participating in speaking and reading aloud activities and took notes of the most problematic words in terms of

pronunciation. Therefore, the words were based on the words that took place in the coursebook of the students.

Table 3.5 The selected vocabulary and the sentences for testing

No	Sentences
1	*Let me write about myself.*
2	*Do you listen to pop-music?*
3	*What is the palmistry about?*
4	*There are a lot of comfortable hotels in Bodrum.*
5	*You can find and taste different dishes.*
6	*What are the people like there?*
7	*We always go to Antalya on holidays.*
8	*Cultural festivals are very important in Turkey.*
9	*Julia is a successful student because she always gets high marks from the exams.*
10	*I go to school by bus.*
11	*A return ticket, please. How much is it?*
12	*The factories should use filters.*
13	*On the other hand, they don't read books in their spare time.*
14	*People generally ignore the bad sides of computers*
15	*The blue mobile phone is more expensive than the red one.*
16	*I have got brown hair and brown eyes.*
17	*Computers keep knowledge in their memories.*
18	*You can also have fun by using internet.*
19	*Let's do something to protect the nature.*
20	*If you have enough time, you can walk there.*
21	*When is our next meeting?*
22	*I like to travel to foreign countries.*
23	*He ate the whole bread.*
24	*My mother is a great cook.*
25	*His father works abroad.*
26	*The answer to that question is very easy.*
27	*It was a tragic event.*
28	*My sister always wears colorful dresses.*
29	*My teacher is a very honest person.*
30	*I need to have three sweaters.*

After the researcher had finished her observation, she compared the most problematic words that she had listed with her college's list of words that she made as a result of

her own observations. After the comparison, it was understood that all of the words were almost same in this two different lists belonging to two different English teachers. As a result, the most frequently mispronounced words based on the coursebook were chosen meticulously with the collaboration of her colleague.

Each word is given in a full sentence in order to allow students to pronounce in a natural way without feeling the stress of the upcoming word. Therefore they read the thirty sentences as they read in their ordinary everyday environment which is their classrooms without knowing which words were being tested in terms of pronunciation.

3.5.3 Interview Questions

The interview questions were prepared in two parts. The first part of the interview which include the first 11 questions were prepared with the aim to investigate the third research question of the research. In the light of this question, the perceptions of the five EFL teachers about the reasons for the common pronunciation errors of the 7th grade EFL learners are taken. The second part of the interview, the last 9 questions between 11 and 20, were prepared in order to find possible answers for the fourth research question of the study which were the answers of how to eliminate the common pronunciation errors. Therefore the suggestions of the five EFL teachers to eliminate the common pronunciation problems of the 7th grade learners were investigated. Thus the interview questions were based on the sub categories of the reason of and the possible remedies for the common pronunciation errors which were the last two research questions of this study (see Appendix A for the interview questions).

3.6 Data Collection Procedure

The data collection procedure has two parts;
1. The implementation of the voice recording test
2. The interviews with teachers

3.6.1 The Implementation of the Voice Recording Test

The school buildings are always one of the noisiest places especially during the breaks. That is why for the voice recordings test of the data collection, the library, the most silent and proper place in the school building, was preferred. Therefore, with the minimum degree of noise levels and the best sound insulation, the highest level of concentration was tried to be maintained. High-frequency response of the students voices were recorded digitally with a special microphone. There was even no single recording item that could cause the evaluators to doubt or misjudge thanks to this microphone. The only trouble with the microphone was that the participants started to read on the microphone at a right angle however as they continued reading they dislocated it and I had to put them into the right place maybe four or five times in each reading performance meticulously.

82 participants had been recorded and each student's recording process took an average of 2 and a half minutes. The minimum recording time lasted 2 minutes while the maximum one was 4 minutes. Although it seems too short, the 2 and a half minute period of time was a quite a long time for the students since they read all the sentences without a respite. A studio-quality microphone with high dynamic response was employed to minimize audio noise and to provide a high-quality recording session. All the pronunciation tests were digitally recorded at 24-bit audio sampling. Sample pictures showing the testing and recoding process are shown in Figure 3.1.

3.6.2 The Interview Procedure

The interviews were conducted with each teacher in his/her own school's library. All of them except one of the female one are currently teaching 7th grade students in their own schools. Each interview were conducted in different dates and none of the interviewee had an opportunity to talk about the interview questions by means of which none of them could affect the others' opinions. The dates of the interviews are shown in Table 3.4.

Table 3.6 The Overview of the Interview Process

Participant	Date
Teacher 1	19 March 2015
Teacher 2	20 March 2015
Teacher 3	25 March 2015
Teacher 4	26 March 2015
Teacher 5	27 March 2015

All the interviewees were given the questions beforehand after the explanation required were made. Thus the teachers were well prepared about their expected answers. At the interview days, each of the interviews was given the consent form (Appendix I) then the interviews were conducted in Turkish. This was offered to the teachers by the researchers for the sake of the study since if the interviews had been conducted in English, the interviewees would have missed the crucial points about the topics while paying attention to the English they were using.

Figure 3.3 Sample picture showing the testing and recording process

Therefore, in order to discover the points about the reasons and remedies of the common pronunciation errors that would contribute the data of the current research, the recordings which were in Turkish were translated into English later by the researcher. The interviewees' answers were recorded face to face with a microphone.

And the 20 questions to investigate their experiences and thoughts about the pronunciation teaching and learning were carefully asked and digitally recorded.

3.7 Evaluation of the tests and the interviews

3.7.1 Design of the evaluation form for the pronunciation test

After the tests of voice recording of the students finished, the evaluation form was prepared for the evaluation of the tests. Plenty of speaking rubrics were analyzed and the researcher created her own pronunciation rubric which was the most appropriate one for this study. In the design of the rubric, two aspects were particularly taken into consideration. The first one, since what the researcher evaluated was the pronunciation on a word level, the items related to sentence level pronunciation quality items such as intonation, sentence stress, linking, grammar are directly eliminated or again because of the same reason, the speaking skills, presentation length, structure, organization were not included since they were the elements of an oral communication assessment. The second one is that the situation of evaluators had to be considered realistically. In the evaluation form, there were 30 sentences for each student and the experts mostly listen to the each word that should be evaluated for two times, even for three times. The electronic rubric and design form is shown in Figure 3.4

As it can be easily understood, it was a highly time consuming study for the graders. Therefore, the rubric was prepared so concise that the evaluators could deal with ease, rather than the unrealistically comprehensive one which could never be examined properly.

The rubric itself was designed as a Microsoft Excel application in which the original audio record, the correct native pronunciation of each word was embedded into the Excel sheet. The rubric was programmatically customized for each student such that each student has his/her own Excel sheet with his own audio records and evaluation columns. The design of the evaluation rubrics as an Excel sheet also facilitated the

analysis procedure. The evaluation scores of the evaluators were automatically extracted, grouped and by statistically analyzed. This approach minimized the risk the grouping and analyzing data. The student-by-student excel sheet also speeded up the evaluation process itself.

EVALUATION FORM

Student's Name:

Play Student's Record

No	Sentences	Words	IPA	Play	Vowel Quality (1-10)	Consonant Quality (1-10)	Word Stress (1-10)	Problematic Syllable Numbers
1	Let me *write* about myself.	write	/raɪt/	play				
2	Do you *listen* to pop-music ?	listen	/ˈlɪsən/	play				
3	What is the palmistry *about* ?	about	/əˈbaʊt/	play				
4	There are a lot of *comfortable* hotels in Bodrum.	comfortable	/ˈkʌmftəbəl/	play				
5	You can *find* and taste different dishes.	find	/faɪnd/	play				
6	What are the *people* like there ?	people	/ˈpipəl/	play				
7	We always *go* to Antalya on holidays.	go	/goʊ/	play				
8	*Cultural* festivals are very important in Turkey.	cultural	/ˈkʌltʃərəl/	play				
9	Julia is a successful student *because* she always gets high marks from the exams.	because	/bɪˈkɔz/	play				
10	I go to school by *bus.*	bus	/bʌs/	play				
11	A return ticket , please.How *much* is it ?	much	/mʌtʃ/	play				
12	The factories should *use* filters.	use	/yuz/	play				
13	On the *other* hand, they don't read boks in their spare time.	other	/ˈʌðər/	play				
14	People *generally* ignore the bad sides of computers	generally	/ˈdʒɛnərəli/	play				
15	The blue mobile *phone* is more expensive than the red one.	phone	/bɪˈkɔz/	play				
16	I have got brown hair and brown *eyes.*	eye	/bʌs/	play				
17	Computers keep *knowledge* in their memories.	knowledge	/mʌtʃ/	play				
18	You can *also* have fun by using internet.	also	/yuz/	play				
19	Let's do *something* to protect the nature.	something	/ˈsʌmˌθɪŋ/	play				
20	If you have *enough* time, you can walk there.	enough	/ɪˈnʌf/	play				
21	*When* is our next meeting?	when	/wɛn/	play				
22	I like to travel to *foreign* countries.	foreign	/ˈfɔrɪn/	play				
23	He ate the *whole* bread.	whole	/hoʊl/	play				
24	My *mother* is a great cook.	mother	/ˈmʌðər/	play				
25	His *father* works abroad.	father	/ˈfaðər/	play				
26	The *answer* to that question is very easy.	answer	/ˈænsər/	play				
27	It was a trajic *event.*	event	/ɪˈvɛnt/	play				
28	My sister always *wears* colorful dresses.	wear	/wɛər/	play				
29	My teacher is a very *honest* person.	honest	/ˈɒnɪst/	play				
30	I need to have *three* sweaters.	three	/θri/	play				

Figure 3.4 The electronic rubric and design form

3.7.2 Evaluators

As for the evaluation, it took approximately 45 minutes to evaluate only one participant. Therefore, it took an evaluator 60 hours to complete the whole evaluation rubrics which were a really grueling study. That is why it was really difficult nearly impossible for the researcher to find the evaluators. Nearly all of the evaluator candidates that were asked for the evaluation process suggested evaluating only one class, and their two possible colleagues for the other two classes. However, such solutions were not in accordance with the thesis methodology. Eventually, three

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evaluators did scoring; two professional non-native English teachers and one native. The native evaluator was an American post-doc researcher; the Turkish instructors are the English teachers in a state secondary school. Both teachers have 13 years of teaching experience. The relevant information about the evaluators is given in Table 3.5.

There were two different groups of teachers in this research. The first group of teachers were the evaluators and the second group of teachers were the interviewees. The first group of teachers consisted of the three evaluators who had evaluated the voice recordings of 82 students of the 7th grade learners. There were one native speaker and two nonnative English teachers for this evaluation. Their evaluations were the quantitative part of the thesis. The second group of teachers were five different EFL teachers from different secondary schools. They had at least 10 years of teaching experience in terms of 7th grade English teaching. These five teachers were interviewed for the qualitative research of the study. Therefore there were 8 different teachers of this study; three of them as the evaluators and five of them for the interviews.

Table 3.7 The information about the evaluators

Evaluators	Age	Profession	Year of experience in teaching	Nationality
Non-Native Evaluator #1	33	English Teacher	11	Turkish
Non-Native Evaluator #2	36	English Teacher	13	Turkish
Native Evaluator	36	Scientific Researcher	N/A	American

Evaluation phase is a challenging step on its own and evaluation of pronunciation is the most arduous one as we know even the native speakers have difficulty in giving final judgment about what mispronunciation is. As Peabody (2011) clearly puts forward, the experts all agree that there is mispronunciation however it is obscure

where it starts and ends. Despite this general truth about pronunciation evaluation difficulty, the pronunciation errors of the participants in this research were obvious; this disburdened the evaluators' workload.

3.8 Data Analysis

3.8.1 Quantitative Analysis of the Interviews

Since the scores of the evaluators were compiled digitally and the number of samples (7380 samples) is sufficiently large, a quantitative analysis is possible. In quantitative data analysis, several statistical tests can be designed to investigate the relationships between the user defined variables. For most of the statistical analysis, some a priori hypothesis is needed. Then, such hypothesis is quantitatively tested and the analysis results are assessed with a significance level. Traditionally, the statistical significance (α) is chosen as 0.05 (5%). If the p-value determined from the quantitative analysis is less than or equal to α, then the results are considered as significant. For instance, if we would like to test whether the mean of two different samples are the same or not, the null and alternative hypotheses can be constructed as;

$$H_0 : \mu_1 = \mu_2$$
$$H_A : \mu_1 \neq \mu_2$$

(3.1)

where μ_1 and μ_2 correspond the mean scores of the evaluator 1 and 2, respectively. Most of the time, the paired observations of the same subjects/conditions are not available. In this case, such a hypothesis can be tested by using an independent t-test. However, the independent t-test uses only the mean and the standard deviation of the samples and does not take the individuality (the different observations of the very same subject/attribute) into account. Since, the scores of the very same students are by evaluated by the evaluators, paired samples are available in this study. Therefore, a paired t-test is needed to rigorously assess the results. A paired t-test is necessary to compare the means of two samples when there is a matching (paired) observation of the very same subject.

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Another critical point to note in the analysis is the tail of significance level. When the alternative hypothesis does not constrain the order of the means (such as greater or lower than), this is a two-tailed test. As clear in the alternative hypothesis (equation 4.1), the non-equality could result from either lower or higher values. Thus, a two-tailed test was applied throughout the study.

In the analysis, there are two professional evaluators (English teachers who professionally teaches at secondary grade students) and one native (an American scientist with a Phd), first the possible differences between non-native professional evaluators were investigated.

Since the evaluators assessed the performance of the very same students (within-subjects design), the scores given by the evaluator to a particular subject should be taken into account. In this respect, a paired-samples t-test (also called (dependent t-test) was applied to investigate the possible difference between the evaluators' scores. In the rubric, there are thirty words with three numeric score columns (vowel quality, consonant quality and word stress). Thus for each student there are 90 scores given by each evaluator, adding up to a total sample of 7380 scores. Such a huge data sample enables to assess the differences between the evaluators rigorously. The histograms of the scores of the evaluators are shown in Figure 4.1.

3.8.2 Qualitative Analysis of the Interviews

 '*Sometimes words say it best; sometimes numbers do; and sometimes both can work in concert to compose a richer answer and corroborate each other*' (Saldana, 2012). In accordance with the quote derived from Saldana (2012), in this mixed method research, both quantitative and qualitative research were conducted and their results were analyzed. The evaluations of the pronunciation test were utilized for the quantitative data while the interviews were used for the qualitative data. Qualitative data was utilized to investigate the common pronunciation errors and the quantitative data was utilized to search for the possible reasons of these errors and the possible

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remedies for them. Thanks to these two different data analysis methods, the researcher could present the answers of the research questions comprehensively. The qualitative research method was employed to analyze the structured interviews of the study.

The first step of the qualitative data analysis is the coding. The coding is the prerequisite of the qualitative analysis the most crucial part of the process. Strauss (1987) states *'Any researcher who wishes to become proficient at doing qualitative analysis must learn to code well and easily. The excellence of the research rests in large part on the excellence of the coding'*. Therefore the answers of the interviews were coded very carefully. After arranging all the utterances in systematic orders, they were organized and the similar ones are grouped. At this point, the second step was taken; the categories were formed according to the similarities of the codes and the answers were put into the categories to which they belong.

The number of the answers that belong to the different categories was written at a table. Then according to these categories, the themes were developed which is the third level of the analysis. Here, the development of the themes out of the comparison of the categories means that you are moving from the real to the abstract; from particular to general. That is from the personal ideas of the interviewees of this study which is particular to the themes and assertions/theories of the result of the analysis which is general.

During the qualitative analysis in the study, after coding process, the codes that were found in each question were listed. All of the questions with their code list tables and the frequency number of the each item were presented. The answers of each question were interpreted according to the codes in their code lists. Thanks to these interpretations and code list tables, the most important codes were determined very easily. The categories were developed by bringing the relevant codes together properly. When the categories were analyzed, two themes were emerged in the analysis; the reason of the common pronunciation errors and the remedies for the common pronunciation errors. These themes were the main results of the

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conceptualized study. The results were written regarding the categories and the themes.

The qualitative data of the study gave the researcher the opportunity to analyze the data in terms of investigation of the common pronunciation errors in detail. Therefore, all of the possible common errors and the elimination methods were presented by means of the teachers' opinions that they declared in the interviews.

CHAPTER 4

RESULTS

4.1 Choice of the scoring scale

The rubrics were originally designed at a scale from 1 to 10 for all categories (vowel quality, consonant quality and word stress). Application of a paired t-test results in statistically significant differences between the scores of the evaluators as given in Table 4.1, 4.2 and 4.3.

| (a) | (b) | (c) |
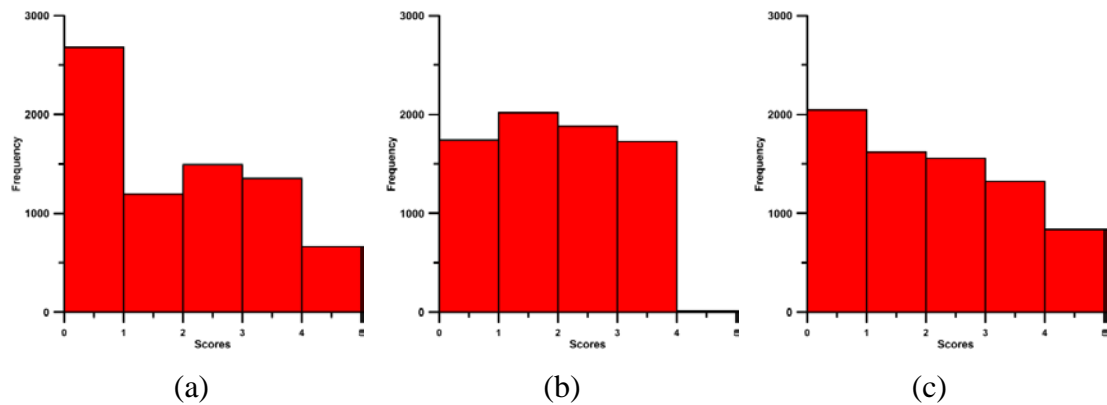
Figure 4.1 The histograms of the scores of the evaluators (a) professional non-native evaluator #1 (b) professional non-native evaluator #2 (c) non-professional native evaluator

The two-tailed significance values for all three pairs (one between professional non-native evaluators and those two between the native evaluator and each one of the non-native evaluators) are well below the prescribed significance level (0.05). Such a result shows that the alternative hypothesis is accepted (there is statistically significant difference between the evaluators) for all pairs. On the other hand, the differences between the scores of the evaluators are relatively small. For instance, the difference between the scores of the non-native evaluators is 0.1 which is about 1%

of the entire score range. In this respect, it is considered that the 1-10 scale could be much higher the scoring resolution, which could result in the significant difference between the scores of the evaluators. Thus, the scores of the evaluators were converted to a 1-5 scale for better interpretation.

Table 4.1 Paired Sample Statistics of non-native professional evaluators

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	V1	4,35	7380	2,923	,034
	V2	4,45	7380	2,191	,026
Pair 2	V1	4,35	7380	2,923	,034
	V3	4,72	7380	2,794	,033
Pair 3	V2	4,45	7380	2,191	,026
	V3	4,72	7380	2,794	,033

Table 4.2 Paired Sample Correlations of non-native professional evaluators

Pair	Evaluator	N	Correlation	Sig.
Pair 1	Pro. Evaluator #1 Pro. Evaluator #2	7380	,823	,000
Pair 2	Pro. Evaluator #1 Native Evaluator	7380	,748	,000
Pair 3	Pro. Evaluator #2 Native Evaluator	7380	,729	,000

4.2 The difference between non-native professional evaluators

The paired samples t-test to investigate whether there is a statistically significant difference between the scores given by two different non-native professional evaluators. The non-native evaluators are professional English teachers who are close in age (32-35) and have a similar working experience (~10 years). The statistics are shown in Table 4.3, 4.4 and 4.5.

Table 4.3 The results of the paired sample test of non-native professional evaluators

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pro. Evaluator #1 Pro. Evaluator #2	V1 - V2	-,098	1,675	,019	-,136	-,060	-5,026	7379	,000
Pro. Evaluator #1 Native Evaluator	V1 - V3	-,373	2,032	,024	-,420	-,327	-15,784	7379	,000
Pro. Evaluator #2 Native Evaluator	V2 - V3	-,275	1,920	,022	-,319	-,232	-12,324	7379	,000

As clear in the Table 4.6, the difference between the scores of the non-native professional evaluators is not significant (t = -1.847, df = 7379, p > .05), which is also reflected in the means of the scores.

Table 4.4 Paired Sample Statistics of non-native evaluators in new scale

	Mean	N	Std. Deviation	Std. Error Mean
Pro. Evaluator #1	2,47	7380	1,371	,016
Pro. Evaluator #2	2,49	7380	1,095	,013

4.3 The difference between native and non-native evaluators

The paired samples t-test to investigate whether there is a statistically significant difference between the scores given by two different non-native professional evaluators.

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Table 4.5 Paired Sample Correlations of non-native evaluators in new scale

	N	Correlation	Sig.
Pro. Evaluator #1 & Pro. Evaluator #2	7380	,798	,000

The non-native evaluators are professional English teachers who are close in age (32-35) and have a similar working experience (~10 years). The statistics are shown in Table 4.7, 4.8 and 4.9.

Table 4.6 The results of the paired sample test of non-native professional evaluators

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pro. Evaluator #1 & Pro. Evaluator #2	-,018	,826	,010	-,037	,001	-1,847	7379	,065

4.4 The differences between classes

After concluding that the scoring of two non-native professional evaluators could be considered the same, the analyses, which require unique evaluations scores, were implemented by using the scores of the first non-native professional evaluator.

Table 4.7 Paired Sample Statistics of non-native professional evaluators

		Mean	N	Std. Deviation	Std. Error Mean
1	Pro. Evaluator #1	2,47	7380	1,371	,016
	Native Evaluator	2,63	7380	1,351	,016
2	Pro. Evaluator #2	2,49	7380	1,095	,013
	Native Evaluator	2,63	7380	1,351	,016

Since there is no one-to-one correspondence within different classes, an independent t-test was applied to investigate the possible differences between three classes. The descriptive statistics and t-test for comparison of the classes are given in Table 4.10 and 4.11.

Table 4.8 The results of the paired sample test of non-native professional evaluators

	Paired Differences							Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference		t	df	
	Mean	Std. Deviation		Lower	Upper			
Pro. Evaluator #1 Native Evaluator	-,157	1,004	,012	-,180	-,134	-13,448	7379	,000
Pro. Evaluator #2 Native Evaluator	-,139	,979	,011	-,162	-,117	-12,229	7379	,000

4.5 Difference in pronunciation qualities

Since the rubrics were designed to test three different qualities of the pronunciation (vowel, consonant and word stress), the possible differences between those qualities can also be investigated.

Table 4.9 Paired Sample Correlations of non-native professional evaluators

		N	Correlation	Sig.
1	Pro. Evaluator #1 Native Evaluator	7380	,728	,000
2	Pro. Evaluator #2 Native Evaluator	7380	,698	,000

To minimize the effect of evaluator choice on the scores, the average scores of two professional non-native evaluators were employed. The histograms of the different pronunciation quality are shown in Figure 4.2.

Table 4.10 The descriptive statistics of the classes by non-native evaluator #1

Evaluator	Class	N	Mean	Std. Deviation	Std. Error Mean
Professional Non-native Evaluator #1	Class 7A	2340	2,34	1,339	,028
	Class 7C	2520	2,45	1,382	,028
	Class 7D	2520	2,63	1,375	,027
Professional Non-native Evaluator #2	Class 7A	2340	2,38	1,073	,022
	Class 7C	2520	2,49	1,116	,022
	Class 7D	2520	2,60	1,084	,022

To investigate the differences in terms of statistical significance, a paired t-test was applied. In general, the students are the least successful in vowel quality. They are most successful in consonant quality and the success at the word stress quality lies between vowel and consonant quality. The descriptive statistics of the pronunciation qualities are given in Table 4.12.

(a) (b) (c)
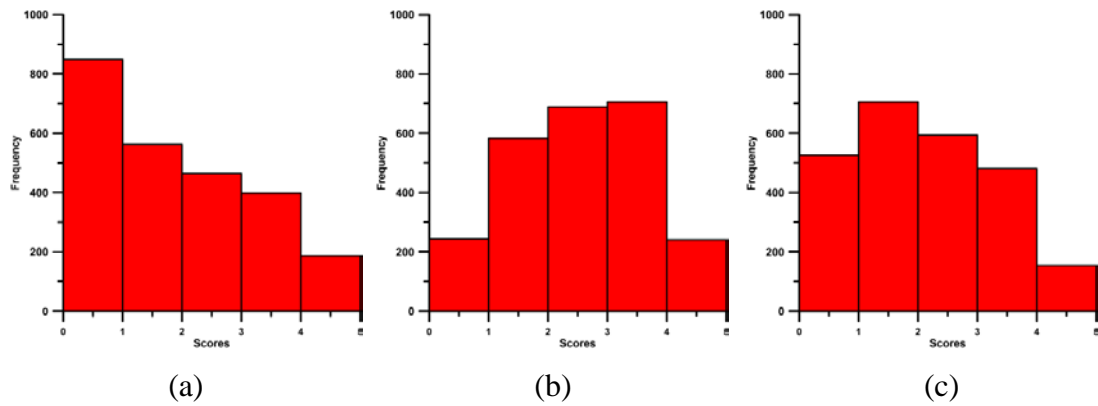
Figure 4.2 The histograms of the scores of the categories (a) vowel quality (b) consonant quality (c) word stress quality

Table 4.11 The t-test for equality of mean of the classes by non-native evaluator #1

			Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
			F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Professional Non-native Evaluator #1	Class 7A & Class 7C	Equal variances assumed	14,020	,000	-2,774	4858	,006	-,108	,039	-,185	-,032
		Equal variances not assumed			-2,777	4849	,006	-,108	,039	-,185	-,032
	Class 7A & Class 7D	Equal variances assumed	12,855	,000	-7,496	4858	,000	-,292	,039	-,369	-,216
		Equal variances not assumed			-7,503	4847	,000	-,292	,039	-,368	-,216
	Class 7C & Class 7D	Equal variances assumed	,039	,844	-4,731	5038	,000	-,184	,039	-,260	-,108
		Equal variances not assumed			-4,731	5038	,000	-,184	,039	-,260	-,108
Professional Non-native Evaluator #2	Class 7A & Class 7C	Equal variances assumed	13,537	,000	-3,390	4858	,001	-,107	,031	-,168	-,045
		Equal variances not assumed			-3,395	4852	,001	-,107	,031	-,168	-,045
	Class 7A & Class 7D	Equal variances assumed	1,404	,236	-7,209	4858	,000	-,223	,031	-,284	-,163
		Equal variances not assumed			-7,212	4838	,000	-,223	,031	-,284	-,163
	Class 7C & Class 7D	Equal variances assumed	6,562	,010	-3,763	5038	,000	-,117	,031	-,177	-,056
		Equal variances not assumed			-3,763	5034	,000	-,117	,031	-,177	-,056

The statistical analysis of the scores reveals that the correlations between the different qualities (vowel, consonant and word stress quality) are statistically different at 95% confidence level.

Table 4.12 Paired Sample Statistics of the qualities of the pronunciation

	Mean	N	Std. Deviation	Std. Error Mean
Vowel	2,054	2460	1,1482	,0231
Consonant	2,586	2460	1,0891	,0220
Word Stress	2,211	2460	1,1202	,0226

The largest correlation exists between vowel quality and word stress quality. The correlations are given in Table 4.13.

Table 4.13 Paired Sample Correlations of different pronunciation qualities

	N	Correlation	Sig.
Vowel & Consonant	2460	,624	,000
Vowel & Word Stress	2460	,782	,000
Consonant & Word Stress	2460	,756	,000

The differences between pronunciation qualities are also significant at 95% level of confidence. As clear in the Table 4.14, the difference between the scores of the pronunciation qualities are all significant.

Table 4.14 The results of the paired sample test of different pronunciation qualities

	Paired Differences					t	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Vowel & Consonant	-,5317	,9719	,0196	-,5701	-,4933	-27,136	2459	,000
Vowel & Word Stress	-,1569	,7501	,0151	-,1866	-,1273	-10,376	2459	,000
Consonant & Word Stress	,3748	,7717	,0156	,3443	,4053	24,088	2459	,000

4.6 The scores of the individual words

To test the difference between the scores of each word, the mean score for each word was computed by averaging the vowel, consonant and word stress scores of each word. Then, a further another score was computed by averaging the scored of the professional non-native evaluators. The average score of each word is shown in Figure 4.3 and the descriptive statistics of the average scores are given in Table 4.15. The statistical significance of the results was further analyzed by using the one-way ANOVA test. In this test, each word was defined as a group and the statistical significance of lower and higher scores can be analyzed pairwise.
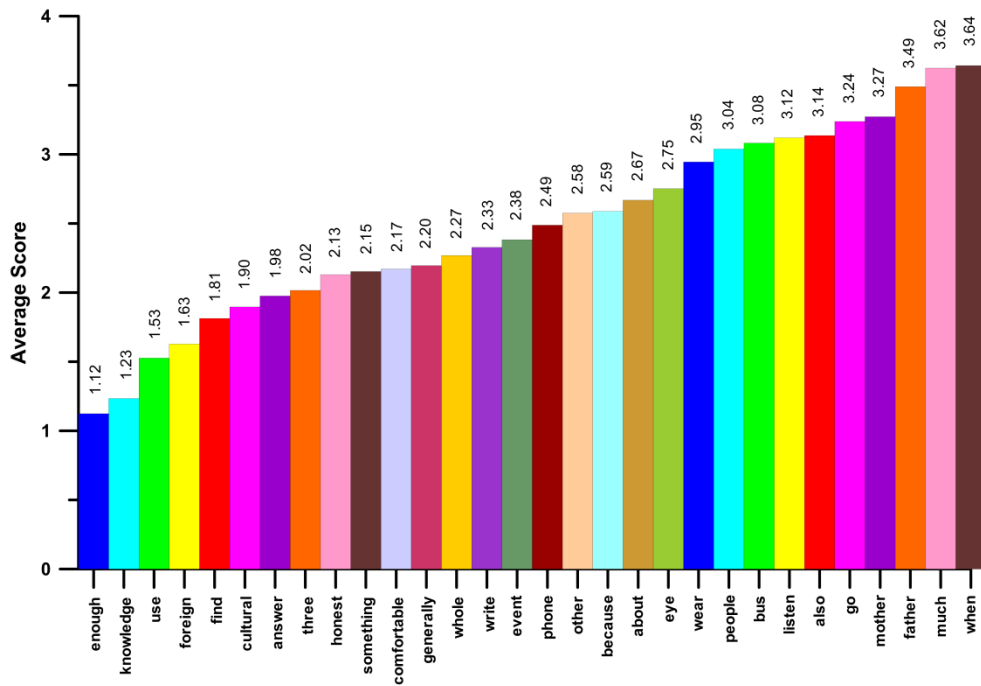
Figure 4.3 The average scores of the each word used in the rubric
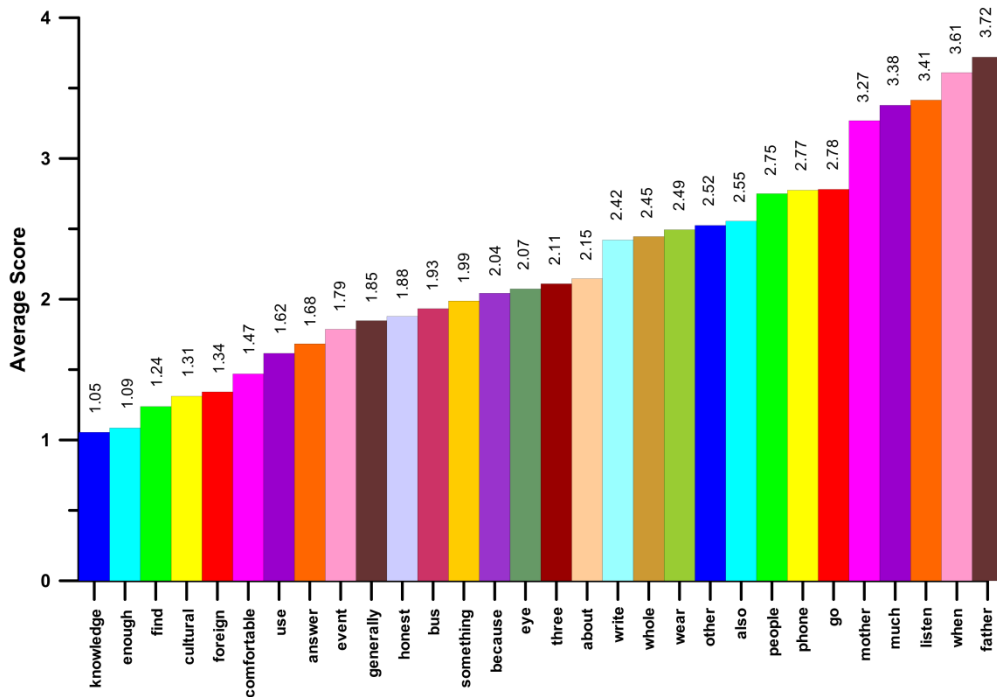
Figure 4.4 The average vowel score of the each word used in the rubric
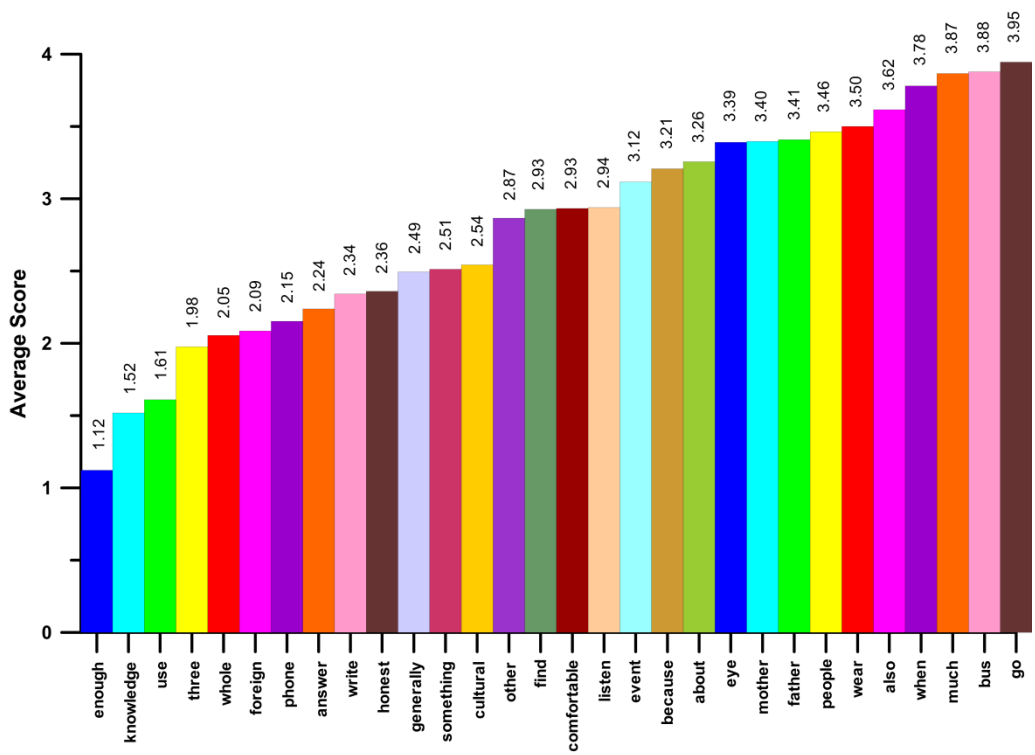
Figure 4.5 The average consonant score of the each word used in the rubric
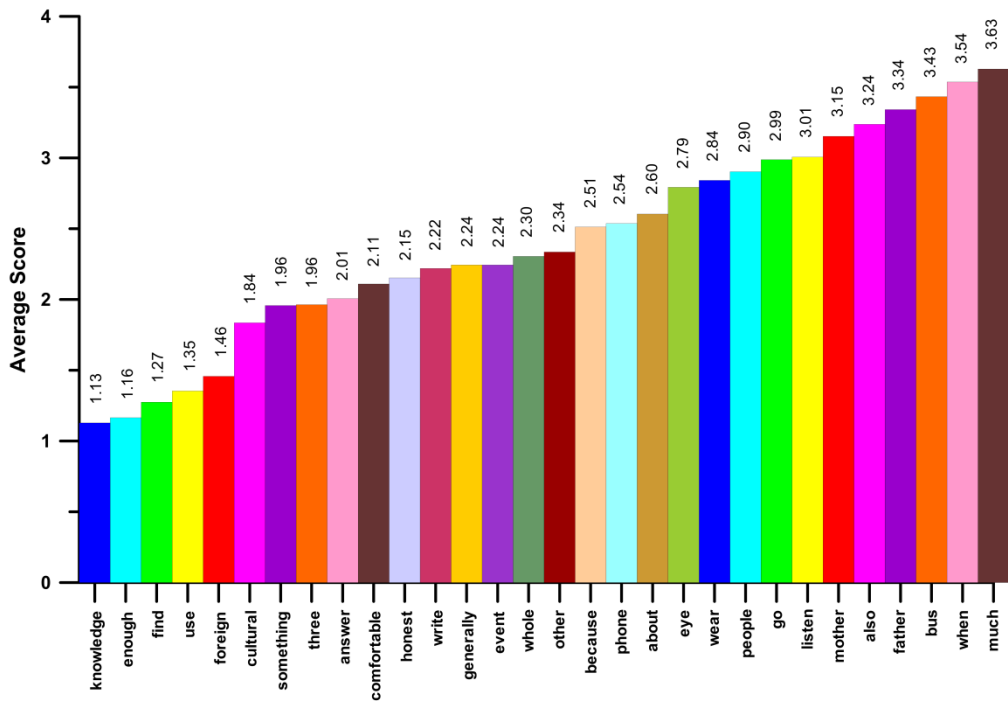
Figure 4.6 The average stress score of the each word used in the rubric

The descriptive statistics of the average scores are given in Table 4.15. The word 'enough' has the lowest rate 1.12 in terms of mean score and the maximum score is 4 out of 5 for this word.

Table 4.15 The descriptive statistics of the mean scores of words

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
write	2.33	1.15	0.09	2.15	2.50	1.00	5.00
listen	3.12	0.56	0.04	3.03	3.21	1.00	4.67
about	2.67	0.66	0.05	2.57	2.77	1.00	4.33
comfortable	2.17	0.67	0.05	2.07	2.27	1.00	5.00
find	1.81	0.74	0.06	1.70	1.93	1.00	5.00
people	3.04	1.14	0.09	2.86	3.22	1.00	5.00
go	3.24	0.79	0.06	3.12	3.36	1.00	5.00
cultural	1.90	0.84	0.07	1.77	2.03	1.00	5.00
because	2.59	0.89	0.07	2.45	2.72	1.00	5.00
bus	3.08	0.90	0.07	2.94	3.22	1.00	5.00
much	3.62	1.17	0.09	3.44	3.81	1.00	5.00
use	1.53	0.77	0.06	1.41	1.64	1.00	5.00
other	2.58	0.57	0.04	2.49	2.66	1.00	3.67
generally	2.20	0.78	0.06	2.07	2.32	1.00	5.00
phone	2.49	0.90	0.07	2.35	2.63	1.00	4.33
eye	2.75	1.15	0.09	2.57	2.93	1.00	5.00
knowledge	1.23	0.38	0.03	1.17	1.29	1.00	3.33
also	3.14	0.77	0.06	3.02	3.26	1.00	5.00
something	2.15	0.85	0.07	2.02	2.28	1.00	4.67
enough	1.12	0.39	0.03	1.06	1.18	1.00	4.00
when	3.64	1.04	0.08	3.48	3.80	1.00	5.00
foreign	1.63	0.62	0.05	1.53	1.72	1.00	4.00
whole	2.27	0.77	0.06	2.15	2.39	1.00	4.33
mother	3.27	0.83	0.07	3.14	3.40	1.00	5.00
father	3.49	0.88	0.07	3.35	3.63	1.00	5.00
answer	1.98	0.81	0.06	1.85	2.10	1.00	4.33
event	2.38	0.92	0.07	2.24	2.52	1.00	4.00
wear	2.95	0.88	0.07	2.81	3.08	1.00	5.00
honest	2.13	0.82	0.06	2.00	2.26	1.00	4.00
three	2.02	1.20	0.09	1.83	2.20	1.00	4.67
Total	2.48	1.08	0.02	2.45	2.51	1.00	5.00

The lower bound is 1.06 while the upper bound is 1.18 which is also proof of the unsuccessful pronunciation of the word in terms of pronunciation. In terms of the average scores, the word 'when' the one whose lower bound is 3.48 and the upper is bound is 3.80. The overall quality percentage and the frequency number of each score of the each word evaluated by the raters are presented in Table 4.16, 4.17, 4.18. The Table 4.16, indicates the statistics of the vowel sounds; number one indicates the worst pronounced percentage rate while number five gives the best pronounced percentage rate.

Table 4.16 The statistics of the vowel scores for each word

	1		2		3		4		5	
	Count	%	Count	%	Count	%	Count	%	Count	%
Write	33	40.2%	3	3.7%	21	25.6%	19	23.2%	6	7.3%
Listen	1	1.2%	2	2.4%	25	30.5%	52	63.4%	2	2.4%
About	3	3.7%	52	63.4%	23	28.0%	4	4.9%	0	0.0%
comfortable	40	48.8%	35	42.7%	5	6.1%	1	1.2%	1	1.2%
Find	76	92.7%	0	0.0%	0	0.0%	2	2.4%	4	4.9%
People	18	22.0%	14	17.1%	15	18.3%	24	29.3%	11	13.4%
Go	1	1.2%	30	36.6%	20	24.4%	30	36.6%	1	1.2%
Cultural	69	84.1%	6	7.3%	1	1.2%	3	3.7%	3	3.7%
Because	12	14.6%	37	45.1%	31	37.8%	2	2.4%	0	0.0%
Bus	56	68.3%	3	3.7%	3	3.7%	4	4.9%	16	19.5%
Much	16	19.5%	4	4.9%	7	8.5%	24	29.3%	31	37.8%
Use	35	42.7%	39	47.6%	4	4.9%	1	1.2%	3	3.7%
Other	4	4.9%	15	18.3%	62	75.6%	0	0.0%	1	1.2%
Generally	11	13.4%	55	67.1%	11	13.4%	4	4.9%	1	1.2%
Phone	11	13.4%	14	17.1%	23	28.0%	34	41.5%	0	0.0%
Eye	53	64.6%	3	3.7%	1	1.2%	6	7.3%	19	23.2%
Knowledge	78	95.1%	3	3.7%	1	1.2%	0	0.0%	0	0.0%
Also	2	2.4%	36	43.9%	28	34.1%	12	14.6%	4	4.9%
Something	19	23.2%	36	43.9%	20	24.4%	1	1.2%	6	7.3%
Enough	74	90.2%	7	8.5%	0	0.0%	0	0.0%	1	1.2%
When	4	4.9%	10	12.2%	10	12.2%	28	34.1%	30	36.6%
Foreign	44	53.7%	33	40.2%	5	6.1%	0	0.0%	0	0.0%
Whole	6	7.3%	33	40.2%	26	31.7%	17	20.7%	0	0.0%
Mother	1	1.2%	13	15.9%	15	18.3%	49	59.8%	4	4.9%
Father	2	2.4%	4	4.9%	11	13.4%	36	43.9%	29	35.4%
Answer	47	57.3%	16	19.5%	9	11.0%	6	7.3%	4	4.9%
Event	46	56.1%	4	4.9%	32	39.0%	0	0.0%	0	0.0%
Wear	1	1.2%	40	48.8%	23	28.0%	14	17.1%	4	4.9%
Honest	42	51.2%	8	9.8%	27	32.9%	4	4.9%	1	1.2%
Three	44	53.7%	7	8.5%	5	6.1%	21	25.6%	5	6.1%

According to this list, with 95.1 %, 78 participants out of 82, the word '*knowledge*' is the most challenging one in terms of vowel pronunciation quality while the word 'father' is the most properly pronounced one with the overall 79.3 % rate. 65 participants out of 82 scored four and five out of five. The Table 4.16 gives the vowel quality percentage and the Table 4.17 presents the consonant quality percentages. It can be observed which word is the most difficult one to pronounce in terms of consonant sounds. According to the Table 4.17, the most problematic word is 'enough' related to its consonant phonemes.

Table 4.17 The statistics of the consonant scores for each word

	1		2		3		4		5	
	Count	%	Count	%	Count	%	Count	%	Count	%
Write	17	20.7%	20	4.4%	31	7.8%	9	1.0%	5	6.1%
Listen	1	1.2%	3	3.7%	65	9.3%	12	4.6%	1	1.2%
About	1	1.2%	14	7.1%	21	25.6%	43	2.4%	3	3.7%
comfortable	4	4.9%	13	5.9%	27	2.9%	37	5.1%	1	1.2%
Find	1	1.2%	11	13.4%	43	52.4%	22	26.8%	5	6.1%
People	0	0.0%	11	3.4%	18	22.0%	37	45.1%	16	19.5%
Go	1	1.2%	0	0.0%	10	12.2%	40	48.8%	31	37.8%
Cultural	4	4.9%	33	40.2%	24	29.3%	18	22.0%	3	3.7%
Because	6	7.3%	12	14.6%	11	13.4%	46	56.1%	7	8.5%
Bus	1	1.2%	1	1.2%	8	9.8%	51	62.2%	21	25.6%
Much	3	3.7%	7	8.5%	9	11.0%	16	19.5%	47	57.3%
Use	25	30.5%	48	58.5%	5	6.1%	0	0.0%	4	4.9%
Other	1	1.2%	6	7.3%	62	75.6%	13	15.9%	0	0.0%
Generally	5	6.1%	28	34.1%	34	41.5%	14	17.1%	1	1.2%
Phone	9	11.0%	42	51.2%	25	30.5%	2	2.4%	4	4.9%
Eye	0	0.0%	10	12.2%	28	34.1%	26	31.7%	18	22.0%
Knowledge	11	13.4%	68	82.9%	3	3.7%	0	0.0%	0	0.0%
Also	2	2.4%	3	3.7%	15	18.3%	44	53.7%	18	22.0%
Something	2	2.4%	36	43.9%	30	36.6%	14	17.1%	0	0.0%
Enough	69	84.1%	12	14.6%	0	0.0%	1	1.2%	0	0.0%
When	1	1.2%	9	11.0%	8	9.8%	30	36.6%	34	41.5%
Foreign	11	13.4%	37	45.1%	29	35.4%	5	6.1%	0	0.0%
Whole	5	6.1%	51	62.2%	24	29.3%	1	1.2%	1	1.2%
Mother	1	1.2%	7	8.5%	18	22.0%	55	67.1%	1	1.2%
Father	1	1.2%	8	9.8%	19	23.2%	47	57.3%	7	8.5%
Answer	8	9.8%	33	40.2%	36	43.9%	5	6.1%	0	0.0%
Event	4	4.9%	16	19.5%	17	20.7%	41	50.0%	4	4.9%
Wear	1	1.2%	11	13.4%	8	9.8%	54	65.9%	8	9.8%
Honest	10	12.2%	19	23.2%	50	61.0%	3	3.7%	0	0.0%
Three	38	46.3%	14	17.1%	11	13.4%	19	23.2%	0	0.0%

The one which has been pronounced the most properly is the word 'go', the 86.6 % of the participants have scored four or five out of five for the consonants of this word. The worst pronounced one is the word 'enough', 69 participants out of 82 scored one which means mispronunciation. The last one is the Table 4.18 which is showing the percentage and the frequency number of the each word in terms of word stress. According to the statistics of the Table, 4.18, the word which has been stressed most properly is 'much'; 39.0 % of the participants which corresponds 32 students out of 82 have done their best for this item. However, 72 students out of 82 with 87.8 % scored one for the word 'knowledge'.

Table 4.18 The statistics of the stress scores for each word

	1		2		3		4		5	
	Count	%	Count	%	Count	%	Count	%	Count	%
Write	32	39.0%	10	12.2%	23	28.0%	14	17.1%	3	3.7%
Listen	1	1.2%	10	12.2%	45	54.9%	24	29.3%	2	2.4%
About	0	0.0%	29	35.4%	38	46.3%	15	18.3%	0	0.0%
comfortable	6	7.3%	45	54.9%	27	32.9%	3	3.7%	1	1.2%
Find	69	84.1%	8	9.8%	0	0.0%	0	0.0%	5	6.1%
People	17	20.7%	10	12.2%	13	15.9%	30	36.6%	12	14.6%
Go	1	1.2%	23	28.0%	18	22.0%	38	46.3%	2	2.4%
Cultural	17	20.7%	50	61.0%	7	8.5%	5	6.1%	3	3.7%
Because	12	14.6%	17	20.7%	39	47.6%	13	15.9%	1	1.2%
Bus	0	0.0%	6	7.3%	31	37.8%	29	35.4%	16	19.5%
Much	4	4.9%	12	14.6%	6	7.3%	28	34.1%	32	39.0%
Use	55	67.1%	21	25.6%	3	3.7%	0	0.0%	3	3.7%
Other	3	3.7%	36	43.9%	39	47.6%	4	4.9%	0	0.0%
Generally	4	4.9%	45	54.9%	26	31.7%	6	7.3%	1	1.2%
Phone	19	23.2%	6	7.3%	35	42.7%	22	26.8%	0	0.0%
Eye	0	0.0%	42	51.2%	13	15.9%	9	11.0%	18	22.0%
Knowledge	72	87.8%	6	7.3%	3	3.7%	1	1.2%	0	0.0%
Also	2	2.4%	7	8.5%	28	34.1%	39	47.6%	6	7.3%
Something	18	22.0%	41	50.0%	14	17.1%	8	9.8%	1	1.2%
Enough	64	78.0%	16	19.5%	1	1.2%	1	1.2%	0	0.0%
When	2	2.4%	14	17.1%	8	9.8%	34	41.5%	24	29.3%
Foreign	40	48.8%	34	41.5%	5	6.1%	3	3.7%	0	0.0%
Whole	6	7.3%	39	47.6%	23	28.0%	14	17.1%	0	0.0%
Mother	1	1.2%	13	15.9%	27	32.9%	37	45.1%	4	4.9%
Father	2	2.4%	11	13.4%	22	26.8%	34	41.5%	13	15.9%
Answer	5	6.1%	57	69.5%	11	13.4%	8	9.8%	1	1.2%
Event	19	23.2%	29	35.4%	16	19.5%	18	22.0%	0	0.0%
Wear	1	1.2%	23	28.0%	36	43.9%	17	20.7%	5	6.1%
Honest	14	17.1%	31	37.8%	29	35.4%	8	9.8%	0	0.0%
Three	40	48.8%	14	17.1%	8	9.8%	19	23.2%	1	1.2%

4.7 Results of the Interviews with Professional Teachers

The interviews with five professional English teachers were evaluated qualitatively. The individual response of each teacher is also given in the Appendices. In the first question, five teachers were asked "*Do you think that the current curriculum you follow allows you to teach the sound system of the target language?*"

All the teachers unanimously agree that the current curriculum is not sufficient to teach the sound system of the target language. The possible reasons have been given by the teachers. Two teachers do not think that the 4-hour classes per week is not considered enough to complete the official curriculum which is very intensive and the teachers can't spare extra time to study the sound system. They also think that the official textbook covers too many topics to save extra time to study sound system of the target language. All the teachers agree that the current curriculum is insufficient in terms of teaching the pronunciation skills of the target language. Three out of five teachers attribute the insufficient teaching of pronunciation to the insufficient coursebook.

They think that the official coursebook does not contain any such specific study on pronunciation and the textbooks are far from the objectives of teaching pronunciation. They suggest that it should be revised to emphasize the sound system and the pronunciation. Three of the teachers also think that insufficient emphasis is given by the policy makers and education planners. They think that the people responsible for the preparation of the curriculum do not take the pronunciation as of priority and focus on preparing the students for central exams and developing pronunciation skills is the last thing about which the authorities think. One teacher also stressed that the pronunciation exercises require one-to-one interaction and a very silent environment and the classes are too crowded to exercise speaking practices and thinks that the current number of students (up to 35) is a lot more than the ideal (10-15) to encourage the communication skills and to improve the pronunciation of the students individually. The summary of the responses are given in Table 4.19.

Table 4.19 The responses of teacher to question 1 "*Why does the current curriculum not allow you to teach the sound system of the target language?*"

Codes	*f*
Time constraint	2
Insufficient curriculum	5
Insufficient coursebook	3
Insufficient emphasis by policy makers & education planners	2
Overpopulated classrooms	1

In the second question, the teachers were asked to comment of the sufficiency of the official coursebook. They unanimously agree that the coursebook does not contain any pronunciation study. They reported that the textbook "Spot on" does not cover pronunciation except for a small part dedicated to the pronunciation and it is like 1-minute part. Whey they are asked what extra material they have been using to compensate pronunciation study, the audio-lingual tools and major auxiliary material from the internet are the most common. The teachers were also asked what make-up method they employ in the class. Repetition in loud voice in the class and the correcting the errors of the students immediately appear to be the most common (Table 4.20).

Table 4.20 The responses of teacher to question 2 "*How do you usually make up for the missing pronunciation studies in class?*"

Codes	*f*
Loud Repetition	2
Immediate correction	2
Dictation	1

In the third question of the interview, the teachers were asked to tell whether they can sufficiently focus on the pronunciation skills? Four out of five teachers answered no. The reason why the teachers cannot focus on the pronunciation in class studies varies. On teacher points out that the listening which is an important part of pronunciation requires technical infrastructure (audio/video tools) which is itself insufficient. Two teachers stress that the central exam (TEOG) is a written exam and the students focus

attention to the non-oral skills (grammar, structure, vocabulary etc.). Therefore, even the teachers do not spend sufficient time to improve the oral skills of the students. Another teacher points out that official education system in Turkey is in general based on the language skills (grammar, vocabulary, reading etc.) other than pronunciation. Two teachers also emphasize that even the teachers themselves are not very well educated in terms of pronunciation skills and teaching pronunciation which requires one to one interaction is even more difficult and time-consuming. The summary of the responses of the teachers are given in Table 4.21.

In the fourth question, it was asked whether they have students having native tongue other Turkish in the class. Except for one teacher who has students with Kurdish mother tongue, all replied that all their students speak Turkish as their native language.

Table 4.21 The responses of teacher to question 3 "*Why cannot you focus on pronunciation skills?*"

Codes	f
The central exam (TEOG) is a written exam and has a priority in class studies	2
Pronunciation is more difficult to teach and even the teachers are either insufficient or not confident about it	2
Insufficient technical infrastructure/support	1
The focus in the curriculum and textbook is grammar and vocabulary	1

When the teachers were asked how their students welcome the pronunciation study in the class, their responses were somewhat mixed. While, the students like repetition studies for pronunciation and find it fun and amusing, some students are very concerned to pronounce wrongly and his/her friends will make fun of himself/herself. They usually like it when the teacher reads a passage and let them read the same part again but some of them don't like pronunciation very much. This is partly due to the fact that they usually do not understand the speaking exercises.

Table 4.22 The responses of teacher to question 5 "*How do your students welcome the pronunciation study in the class?*"

Codes	f
Positively	3
Negatively	2

In the sixth question, the teachers were asked how they motivate their students to study the sound system of English. It appears that all of them employ Games and theatrical dialogues to draw attention of the students. Some emphasize the importance of the pronunciation by making up fake dialogues in which funny misunderstanding occurs due to mispronounced and confused words. 3. I try to motivate them by using some common examples such as encounters with tourists etc. I also encourage them to listen to music clips in English. Three of the students also encourage the students to watch movies and TV series in original language.

In terms of error correction strategies, the teacher employs various games and theatrical dialogues to emphasize the mispronounced words. While some of them prefer to correct simultaneously, some others prefer to wait until they finish the reading/speaking part. Some of the teachers find the immediate correction of the students' pronunciation highly effective. It was also pointed out by the teachers that instant correction could be distracting in some cases. A summary of correction strategies employed by the teachers are given in Table 4.23.

The teachers point out that most student react positively when the teachers corrects his/her pronunciation. As one teacher puts forward, this could be due to the fact that they are aware of the roles in the class; the teacher teaches and the students learn. Moreover, it was also reported that there are also students who expect help from the teacher while they are reading a passage or speaking a dialogue. While they like most when the teacher himself corrects them immediately, they usually find humiliating when their friends find their pronunciation errors.

Table 4.23 The responses of teacher to question 7 "*What are your error correction strategies regarding pronunciation?*"

Codes	f
Games and theatrical dialogues	4
Correct repetition of the mispronounced words	2
Writing the mispronounced words on the board	2
Pronunciation is more difficult to teach and even the teachers are either insufficient or not confident about it	2
Pointing and correcting the mispronounced words at the end of the activity	2
Games and tongue twisters for solidifying the correct pronunciation	2

Such that, as one teacher reported, most students hesitate to raise a hand to read a passage for the fear of being made fun of by their classmates. A summary of correction strategies employed by the teachers are given in Table 4.24

Table 4.24 The responses of teacher to question 8 "*How do the students welcome the error correction strategies regarding pronunciation?*"

Codes	f
They react positively	4
They mostly react positively but also have the fear of being made fun of	1

The teachers were asked whether the students have common pronunciation errors or not. All of them agree that they encounter such fossilized pronunciation errors. In fact some point out that the majority of the pronunciation errors of the students are not specific to a student but instead common between the students. Correcting such errors are more difficult than others. The most common ones are "ugly", "use", "the", "know", "science", "vocabulary", "people", "father", "mother", "fifteen", "three". It was also noted that the students usually pronounce the first syllable of "water" as the way it is pronounced in Turkish. This error can also be seen in "watch" and "wash". They also pronounce "find" as the way it is pronounced in Turkish. Another common one is that they pronounce "listen" with a stressed "t", "could/should" with a stressed "l", the 3rd and 4th syllables of "comfortable" as similar to "table".

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The teachers were also asked which one of the segmentals (consonants & vowels) and suprasegmental (stress) poses the most significant problem while the students produce language orally. They unanimously replied that the segmental errors have been the priority in their classes they usually focus on segmental errors. One teacher points out that the suprasegmental component of the pronunciation can only be achieved after achieving the segmental components. Considering the unresolved problems in the segmental part, he believes that the students are not educated in suprasegmental pronunciation at all. The most frequent error that they encounter is the vowel quality which is consistent with the findings in this study.

The teachers were then asked what they think is the main reason for such common mispronunciations. Four of the teachers replied that the most dominant factor was the interference of the mother tongue. The teachers pointed out that the students try to form an analogy between Turkish and English and usually practice pronouncing the English words as written. Different sound systems of the mother tongue and the foreign language plays an important factor for mispronunciation. Another teacher describes this effect to that they cannot internalize the difference between English and Turkish sound systems most of the time and they insist on vocalizing each letter like they do in Turkish. Two of the teachers emphasized that the students have insufficient input in terms of foreign language and the time allocated for pronunciation or pronunciation errors is not sufficient. They do not have any interaction with any English speaking person and they do not have means to familiarize themselves with the English language. Although they have means like TV, internet, a face to face interaction with native speakers is missing. One teacher also pointed out that the deliberate gravitation of other skills such as reading, writing, speaking and language areas such as grammar and vocabulary prevents sparing sufficient time for the pronunciation. One teacher specifically stresses the lack of technical audio-lingual infrastructure. While the official textbook includes audio-lingual materials, the schools do not have the sufficient technological infrastructure to apply. Correcting fossilized pronunciation errors could be much more difficult than to learn the

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pronunciation of a new word. The summary of the responses of the students are given in Table 4.25.

Table 4.25 The responses of teacher to question 11 "*What do you think is the main reason for such common mispronunciations?*"

Codes	f
Mother tongue interference	4
The lack of interaction with natives	3
The insufficient exposure to English in terms of time and quality	2
Insufficient technical support	2
The priority of the other skills over pronunciation	1
Lack of motivation	1
The side effect of the previous learning	1

When the teachers were asked what they suggest to eliminate these pronunciation errors, all of them unanimously pointed out the need to revise and/change the current official curriculum. Another common point shared by two teachers is the need for more English courses per week. In general, the number of foreign language classes per week is not sufficient. Currently, it is 4 hour per week for 7th and 8th grades and 3 hours per week 5th and 6th grades. A preparatory class for secondary school would be very helpful. One another common shared by two teachers is the needs to revise the foreign language education program. They think that education program should also be revised accordingly so as to dedicate sufficient time to practice pronunciation. Two more teachers emphasized the attitude of the teacher. They put forward that the teachers should encourage the students to speak more in class. The more they use the language, the fewer errors they will commit. One teacher suggests that a training program focused on the pronunciation itself would be highly beneficial for the teachers themselves. Temporary assignments and visits of teachers abroad will also seriously contribute to the language teaching in public school. A summary of the responses is given in Table 4.26.

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Table 4.26 The responses of teacher to question 11 *"What do you suggest to eliminate these pronunciation errors?"*

Codes	f
The revision or change of the current official coursebook	5
The number of the english classes should be increased	2
The revision of foreign language education programme	2
Teachers'attitude towards students in speaking classes	2
Interaction with native speakers	2

In the thirteenth question, the teachers were asked which method/s they employ to teach pronunciation in their classrooms. The majority of the answers were the repetition. While some repeat the difficult words to correct the pronunciation, others prefer to use it for every word. Other responses include the encrougement of the students to speak out in the class and games/role playing. A summary of the responses are shown in Table 4.27.

Table 4.27 The responses of teacher to question 11 *"Which method/s do you employ to teach pronunciation in your classrooms?"*

Codes	f
Repetition	4
Encouragement of the students to speak out in the class and watch movies/TV series in the original language	2
Games, songes, role playing	2
Dictation	1

Some teachers think that games are the most effective teaching method and the students benefit from those activities the most. On the other hand, some others don't find the games very useful because they think that the fous is transferred from the language to the game itself. Two teachers claim that the reading activities in the class are very effective and the students benefit from it a lot.

After getting responses from the teachers about the possible remedies for common errors, they were asked to what extent those suggestions could be a remedy for the common pronunciation errors. They unanimously responded that the the methods listed in the previous question cannot be a remedy. Almost all of the teachers also complain that awareness of the students in terms of the importance of the pronunciation should be increased since the majority of the students do not take the pronunciation very seriously.

When the teachers were asked about the common words with a generic difficulty of specific sounds that are specific to L1 Turkish-speaking learners, four of them point the dental fricative /th/ sound as the most problematic. Typical example is the pronunciation of 'three' as 'tree' which causes a change in meaning. Second of the most problematic sounds are the silent letters such as /k/ in know, knife, /h/ in honest, /w/ in write. Two other difficulties mentioned by the teachers are the /u/ sound such as in 'unique', 'university' and the words ending in /b/, /d/, /g/ sounds. A summary of common difficulties is given in Table 4.28.

Table 4.28 The responses of teacher to question 16 "*As a teacher working in a Turkish state school with Turkish students, do you have any idea of the generic difficulty of specific sounds that are specific to L1 Turkish-speaking learners?*"

Codes	f
/th/ dental fricative	4
silent letters /k/, /h/, /w/	3
over-stressed pronunciation of the sound /r/	1
/u/ sound	1
Words ending in soft consonants /b/, /d/, /g/	1

The majority of the teachers (four out of five) responded that the segmental elements are more important than the suprasegmental for 7[th] grade learners and they spent most of the time dedicated to pronunciation with segmental elements. One teacher thinks that they are equally important. In terms of vowels, consonants or stress, rhythm,

intonation, four out of five teachers think that vowels, consonants or stress are the most crucial elements.

The most frequent (4 teachers) suggestion of the teachers to eliminate the pronunciation errors of your learners is the improvement of the audio-visual support tools. The results of this study were also given to the teachers and they were asked whether they agree with the results or not and whether the most frequent common errors are in agreement with their experiences or not. They unanimously agree that the most problematic words determined with quantitative analysis are those they experiences over the years. In particular, the categorical order of the common errors (vowel, consonant and the word stress) are consistent with the errors occurring in their classes.

After analyzing all the codes to present the general picture of what had been mentioned by the teachers under their codings and according to their frequency rates, the main five themes were revealed in accordance with the research questions:

- Pronunciation Methods Applied in the Classrooms

- Common Pronunciation Errors of 7th Grade EFL Learners

- Error Correction Strategies

- Reasons of the Common Pronunciation Errors

- Suggestions to Eliminate the Common Pronunciation Errors

4.7.1 Pronunciation Methods Applied in the Classrooms

Repetition was the answer that the majority of the teachers gave for the pronunciation method that they applied in their classrooms. However, there are some differences in terms of utilizing this technique. Some of the teachers used repetition to teach specifically the difficult words. The others preferred to use the repetition for teaching every day words.

> *'The students like repetition studies. They often it funny and amusing. I*
> *think they feel that they are speaking like a foreigner.'*
> *(Teacher 2, female, March 20, 2015)*

The most surprising result was about employing games while teaching pronunciation. While the teachers were accepting the games as beneficial as the other techniques used in the classroom, one of the teacher emphasized the disadvantage of the games. What she meant was that the use of games stimulated the learners' amygdala in their brains, they enjoyed playing. However, a few minutes later because of the nature of the games, they just played it to be the winner. At this point, the pronunciation teaching could be disregarded which was out of question during the limited class time.

> *'I don't find the games very useful. Because the focus is transferred from*
> *the language to the game itself. It turns out to be the matter of winners*
> *and losers.'*
> *(Teacher 5, female, March 27, 2015)*

The other methods were the dictation, songs, role playing and the encouragement of the students to speak out more in the classroom and watch and listen to the materials in the original language. Furthermore two teachers found the reading aloud activities very effective and the students got benefit most from the reading activities.

4.7.2 Common Pronunciation Errors of 7th Grade EFL Learners

All of the teachers agree on that the students do have common pronunciation errors. They emphasize that the common errors that they always encounter such fossilized errors. They state that the majority of these common pronunciation errors of the students do not belong to only one student, but they are commonly mispronounced by the students in general. Moreover, the teachers complain about these fossilized errors since correcting them is much more difficult than the others. What is observed in the classroom is the students can easily pronounce the word that they have just learned in

the new unit while they are having serious problems with the words that they have been listening to and using nearly for three years such as 'bus' or 'go'. Correcting such errors is more difficult than others. According the interviewees, the most commonly mispronounced words are "ugly", "use", "the", "know", "science", "vocabulary", "people", "father", "mother", "fifteen", "three", "vegetable", "butcher", "usually", "never", "time". It was also noted that the students usually pronounce the first syllable of "water" as the way it is pronounced in Turkish. This error can also be seen in "watch" and "wash". They also pronounce "find" as the way it is pronounced in Turkish. Another common one is that they pronounce "listen" with a stressed "t", "could/should" with a stressed "l", the 3rd and 4th syllables of "comfortable" as similar to "table". Along with the words that are most commonly mispronounced, the teachers put forward the generic difficulty of the specific sounds that are specific to L1 Turkish speaking learners since they are these sounds that cause the words aforementioned to be mispronounced and to become common errors. Four of the teachers point that the dental fricative /th/ sounds as the most problematic phoneme. Typical example is the pronunciation of 'three' as 'tree' which causes a change in meaning. Second of the most problematic sounds are the silent letters, such as /k/ in know, knife, /h/ in honest, /w/ in write. Two other difficulties mentioned by the teachers are the /u/ sound such as in 'unique', 'university' and the words ending in /b/, /d/, /g/ sounds. Moreover, the overstressed pronunciation of /r/ sound is also a problem. The words beginning with /w/, /x/ are often challenging. The /u/ sound also poses difficulty to pronounce e.g. unique, university.

In conclusion, the interviewees put forward very similar words in terms of common mispronunciation and the sounds that they regard as problematic for their students are very similar with the ones that are presented as result of the quantitative analysis of the common mispronounced words. The words "use", "know", "father", "mother", "find", "three", "people", "write", "listen", "go", "honest". Therefore, the teachers declared the 36% of the words that the researcher test includes. Furthermore, they just gave these words with the general observations they had until that interview time. All of the teachers informed that they totally agree the words chosen for the pronunciation

test. As for the problematic sounds, they presented very similar sounds as the researcher studied qualitatively. First of all, the dental fricative /th/ were emphasized by the 80% of the teachers which was pronounced as /t/ in Turkish. They also states that silent letters such as /k/, /w/, /h/ were mostly pronounced. Secondly, the /u/ sound, which was pronounced as pure /u/ in Turkish, is mispronounced. Thirdly, the /r/, which was always overstressed unlike English, is mispronounced. Moreover, /x/ and /w/ were always challenging which do not exist in the Turkish alphabet. Finally, the words ending in soft consonants were defined as very difficult to pronounce for the Turkish EFL learners.

Apart from the commonly mispronounced words and the most problematic phonemes, the teachers were asked about the features of pronunciation errors. The researcher investigated which features were more crucial in terms of these common errors; the segmental aspects of the suprasegmental aspects. The majority of the teachers (four out of five) responded that the segmental elements are more important than the suprasegmental for 7th grade learners and they speeded most of the time dedicated to pronunciation with segmental elements. One teacher thinks that they are equally important. In terms of vowels, consonants or stress, rhythm, intonation, four out of five teachers think that vowels, consonants or stress are the most crucial elements.

> *'Reading a word correctly is of course very much important. Once we overcome the segmental problems, we can think about the suprasegmental problems'*
> *(Teacher 4, female, March 26, 2015)*

> *'We are having difficulty in vowels and consonants the most. I think they are more important for the 7th grade students. In fact, this is the part which take time most in pronunciation teaching during the classes'*
> *(Teacher 4 , male, March 26, 2015)*

4.7.3 Error Correction Strategies

Four teachers out of five stated that they employed various games and theatrical dialogues in order to correct the mispronounced words. While some of them preferred to correct simultaneously with instant feedbacks, some others preferred to wait until they finish the reading/speaking part. At this point, first of all, the importance levels of the mispronounced words were considered and secondly, what was being taught at the time of mispronounced word. To illustrate;

> *'I usually prefer to correct simultaneously and ask the students to repeat the whole sentence. There are some key words in the units. I prefer to dwell upon these words. If the subject is grammar and if the student can construct a grammatically correct sentence, then I overlook the pronunciation errors for the sake of focusing on grammar'(Teacher 1 , male, March 19, 2015)*

Two teachers stated that they employ the instant feedback and this type of correction can be highly effective. However, it was also pointed out that instant correction could be distracting in some cases. That is why they were waiting for the correction.

> *'Sometimes, instant feedback to correct the pronunciation errors of the students is highly effective. But it could be distracting in some cases, so I usually note the mispronounced words and try to correct them at the end of the particular activity.'*
> *(Teacher 5 , male, March 27, 2015)*

In the literature review, it has been stated that the students' preference should be the criteria for the teachers to determine the errors correction methods. In general, the learners prefer their teachers to note the errors that they committed and then inform them at the end of the each lesson. However, because of the time constraint, this type of error correction may not be possible for the 7th grade EFL students of state schools.

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The last point that should be covered here is the teacher profile in terms of the pronunciation error correction. One of the teacher stated that teaching pronunciation itself was very difficult and what was more important than this the teachers were insufficient about teaching pronunciation.

4.7.4 Reasons of the Common Pronunciation Errors

The teachers presented their opinions about possible main reasons for the common pronunciation errors which is also one of the research questions of the study. Four teachers thought that the most dominant factor for the students' mispronunciation was the mother tongue interference. The teachers emphasized that the students try to form an analogy between Turkish and English. The difference between the native and the target language sound systems is the most crucial factor for the mispronunciation. Furthermore, the orthographic difference causes students to commit pronunciation errors since they try to read the words as they read in their native language, Turkish which is completely different from the target language's orthography. One of the teachers added that especially for the fossilized errors, it is again the L1 transfer that leads students to make errors. Another teacher describes this effect with these words;

'Additionally, they cannot internalize the difference between English and Turkish sound systems most of the time. They insist on vocalizing each letter as they do in Turkish.'
(Teacher 4 , female, March 26, 2015)

The second reason for the common pronunciation errors is the lack of interaction with the native speakers of English. The teachers put forward that

'The students do not have any interaction with any English speaking person and they do not have any means to familiarize themselves with English language.'
(Teacher 4 , female, March 26, 2015)

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Although the students have access to the native language by means of television or internet, these are only improving their receptive skills since there is no interaction. Moreover, the students should have a chance to have an interaction with native speakers in order to understand the importance of English as a lingua franca. This would provide a concrete way to make the students grasp the importance of both the language and its pronunciation. They will see the insufficiency of being good at grammar and vocabulary only.

Two of the teachers emphasized that the students have insufficient input in terms of time and quality. First of all, the insufficient input in terms of quality means the insufficient coursebook. All of the teachers complain about the coursebook and its being far from a pronunciation teaching material.

> *'The only part in the coursebook related the pronunciation study is where the pronunciation of /–ed/ the past tense suffix is taught. This activity takes five or ten minutes to complete. The coursebook has not been designed to encourage the pronunciation skills. There are speaking activities, but most of the time we have to skip that part because of the time constraint.'*
> *(Teacher 4 , female, March 26, 2015)*

Secondly, the insufficient input in terms of time allocated for pronunciation or pronunciation errors means the class time. The time that can be spared for the pronunciation teaching during the 40 minutes. The teachers put forward that because of the heavy structure of the coursebook which does not cover pronunciation study, they cannot spare extra time to teach the sound system. As a result, they are not exposed to sound system study during a class time in which the focus is only what the units include. Moreover, it was also pointed out that the deliberate gravitation of the other skills especially reading and writing and the language areas grammar and vocabulary prevents sparing sufficient time for the pronunciation. The students whose aim is the success in the central exam entitled 'TEOG' in order to attend a one of the

famous schools lack the motivation level that is prerequisite to study pronunciation. They do not see the pronunciation as important as the other skills since they are not evaluated in terms of speaking. At this point, the teachers informed the interviewer about the current curriculum which does not allow to teach the phonology of English. It was stressed that the curriculum mainly covered the four skills with a limited speaking but no pronunciation at all.

Finally, the technical infrastructure of the educational environment is insufficient. The teachers suffer from the lack of the audio-lingual equipment and internet in their classes. Although the official coursebook includes the listening parts, the schools do not have the equipment to apply.

4.7.5 Suggestion to Eliminate the Pronunciation Errors

The last topic that should be analyzed is how to eliminate the common pronunciation errors. The teachers were asked about the remedies for the mispronunciation and all of them unanimously stated the need to revise or change the official coursebook. They do not want the coursebook which includes only one part of 10 minute exercise in terms of pronunciation teaching. Besides using complementary material is strictly forbidden therefore it is almost impossible to give an effective pronunciation teaching. Furthermore, they wanted the revision or the change of the curriculum since the pronunciation does not exist. Secondly, the common point shared by the teachers is the need for more English courses per week since the number of the foreign language class per week is insufficient. Currently, it is four hour per week fort the 7th grade. In this four hour period, the teachers can only cover the units which are dramatically intense in terms of grammar end especially vocabulary. There is no room left for the pronunciation study. At this point, one of the teachers offered that there should be a preparatory class for the secondary school which would be very helpful and beneficial. Thirdly, the teachers thought that in order to revise the coursebook and the curriculum, the education program should be revised first. Thus there would be enough time dedicated to practice pronunciation. Another point related to the

teachers themselves is their attitude towards the students related to speaking. They stated that they should be more encouraging to enable the students to produce the sounds more. Therefore, the more they use the language, the fewer errors they will commit. What is more, the students who feel hesitation about reading aloud, speaking or giving an answer of a question orally will surely feel better after few times he/she has experienced them. Otherwise, they never raise their hands to contribute the lesson with a fear of committing errors among their friends which distract and disincline them from speaking. Finally, one of the teachers suggests that a training program focused on the pronunciation itself would be highly beneficial for the teachers themselves. He stated that he himself does not feel proficient enough to teach pronunciation since he did not have a chance to get official pronunciation training neither at university nor after he started to work as a teacher. Temporary assignments and visits of teachers abroad will also seriously contribute to the language teaching in public school.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The statistical analysis of the evaluations by both non-native professional evaluators and the native evaluator reveals that the differences are quite negligible. In particular, the difference between the non-native professional evaluators is statistically significant at %95 confidence level. However, the difference between the scores of the native and non-native evaluators is statistically significant, although, quite small (~0.15). This is mostly due to the large size of the employed sample (7380 samples). The results show that the native speaker is more generous in her evaluations. This could be due to the fact that native speakers are familiar with a wide range of different dialects and accents and could be more tolerant with incorrect pronunciations. On the other hand, non-native professional evaluators have a strict pronunciation guideline since the beginning of their education and could be more demanding.

While the rubrics were designed on a 1-10 scale for each category (vowel quality, consonant quality, word stress), the statistical analysis at this scale results in significant differences between the evaluators. The difference even between the non-native evaluators are found to be statistically different. However, when the scores are scaled at a 1-5 scale, the differences between the evaluators (non-native professional teachers) are small enough so as to be statistically insignificant. In this respect, it is considered that pronunciation evaluations scale with a range larger than 1 to 5 is not reliable.

While the statistical testing reveals that the scoring of the two professional evaluators can be assumed equivalent at 95% confidence level and there is clear correlation

between the scores, such correlations are not significant statistically. This means that even the non-native professional evaluators didn't score the students in the same direction (both scored higher or lower) but instead there is significant examples that they scored in opposite directions. Such a case is another indication of the difficulty and the subjective nature of the pronunciation evaluation.

The statistical analysis of the scores reveals that the correlations between the different qualities (vowel, consonant and word stress quality) are statistically different at 95% confidence level. The largest correlation exists between vowel quality and word stress quality.

5.1 Common Errors Analysis – Vowel Quality

There are eight vowels in the Turkish language vowel system: 'a', 'e', 'ı', 'i', 'o', 'ö', 'u', 'ü'. The Turkish vowel sounds are classified into three categories; front-back, rounded-unrounded, high-low. First of all, the front vowels are 'e', 'i', 'ö' and 'ü'; the back vowels are 'a', 'o', 'u' and 'ı'. They are determined by their place in mouth during articulation. Secondly, the rounded vowels are 'o', 'ö', 'u' and 'ü' whereas the unrounded vowels are 'a', 'e', 'i' and 'ı'. They are based on the position of the lips while pronunciation of them. Finally, the high vowels are 'ı', 'i', 'u' and 'ü' and low vowels are 'a', 'e', 'o' and 'u'. They depend on the position of the mouth while producing them. Furthermore, there are not any diphthongs in Turkish language (Gül and Hazar, 2009). The Turkish vowels defined within International Phonetic Association is given in Table 5.1 and shown in Figure 5.1.

In English, the vowels are classified into three groups: frontness, height and rounding. The rounded vowels are [u, o, and ʊ], the left is unrounded. The high vowels are [i, e, u, ʊ], mid vowels are [ı, o, ə] and low vowels are [ɛ, ɑ, æ, ʌ]. All the vowels are also divided into three categories which are short-long, tense-lax and diphthongs.

Table 5.1 The Turkish vowels defined within International Phonetic (modified from Zimmer and Orgun, 1999)

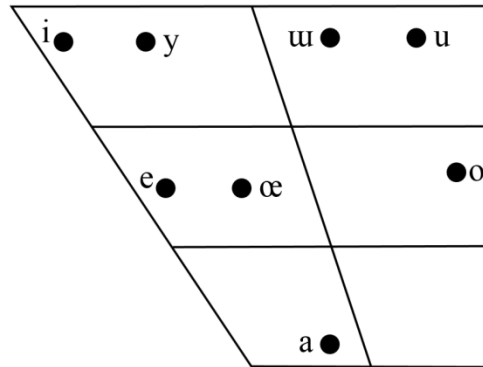| Letter	Phoneme	IPA	Orthography	English translation
i	/i/	/ˈdil/	Dil	'tongue'
ü	/y/	/ɟyˈneʃ/	Güneş	'sun'
ı	/ɯ/	/ɯˈɫɯk/	Ilık	'lukewarm'
u	/u/	/uˈtʃak/	Uçak	'aeroplane'
e	/e/	/ˈses/	Ses	'sound'
ö	/ø/	/ˈɟøɾ/	gör-	'to see'
o	/o/	/ˈjoɫ/	Yol	'way'
a	/a/	/ˈdaɫ/	Dal	'branch'

Figure 5.1 Turkish vowel inventory (Zimmer & Orgun, 1999)

The short vowels are [e, ə, æ, ʌ, ɑ, ı, ʊ] and the long vowels are [i, u, o, ɛ]. The tense vowels are [i, e, u, o, ɑ, ə, ʌ] and the others are lax. Finally, there are 8 different diphthongs in English which are the combination of two mono-photongs, the sequence of two pure vowels realized as one sound. The English vowels and diphthongs are shown in Figure 5.2 and 5.3 respectively.

This brief information about the vowel systems of both the native and the target language serves the purpose of this study was to identify and analyze the common pronunciation errors committed by Turkish secondary school 7th grade EFL learners. When the results are considered, it has been understood that the most problematic

five words in terms of vowel quality are as follows : knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/ , find /faɪnd/ , cultural /ˈkʌl tʃər əl/ and foreign /ˈfɔr ɪn, ˈfɒr-/.
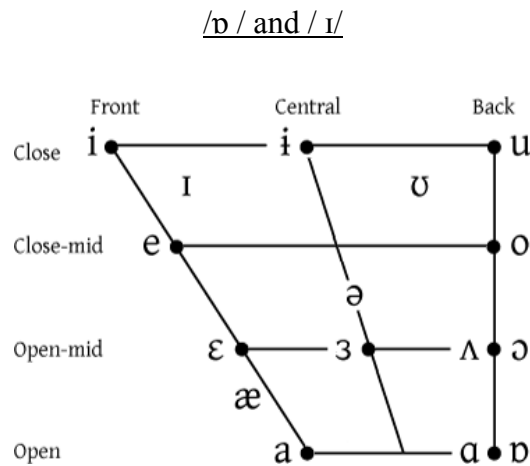
<u>/ɒ / and / ɪ/</u>
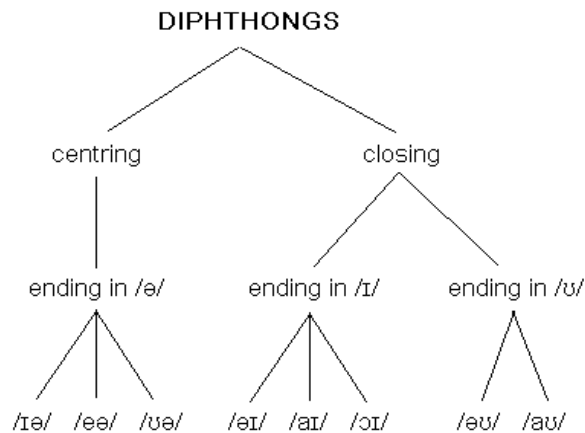

Figure 5.2 English vowel chart (Ladefoged, 1999).

Figure 5.3 Dipthongs of English (Roach, 1993; Tun, 2015)

Given the overall results in Figure 4.4, 78 out of 82 participants (95.1 %) score 1 out of 5. It is explicit that /ɒ / and / ɪ/ are the most problematic vowels to produce in the word knowledge /ˈnɒl ɪdʒ/. The students pronounce the sound /ɒ / as it is /ɔ/ in a word 'ball'. The Turkish leaners tend to read the written /ɒ /sound as it is written form. As for the sound / ɪ/, again the learners pronounce the sound as it is written, as how they produce in their native language, as /ɛ/ instead of / ɪ/. Such errors which pose the first

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rank of the overall analyze are obviously the result of the native language interference. As Dulay et al. (1982) states, the native language of the learners influence the phonological errors more than grammatical errors. In Turkish, the learners pronounce the letters as their written form.

<center>/ʌ/</center>

The second common vowel error is the /ʌ/ sound in the word enough /ɪˈnʌf/. 74 participants out of 82 which means 90.2% scored 1 out of 5 for this vowel. The students substitute the sound /ʌ/ with /ɔ/. The vowels of the second syllabus 'ou' never pronounced as /ʌ/ sound because of the inter-lingual based phonological transfer. This second common vowel error depicts that the vowel sounds in English are pronounced more than one simple way. Therefore this is the reason of some difficulties which oblige them to commit errors in producing the words. Cruttenden (1994) states that 'the main difficulty for all those whose own languages have a less complex vowel system, lies in the establishment of the qualitative oppositions' (Hassan, 2014). As Hassan (2014) states 'Instead of using the exact quality and quantity of a special sound, the learner erroneously changes either the quality or the quantity of the sound; so in a certain word the learner tends to use the variant sounds'. To illustrate the learners they pronounce /ɔ/ or /uː/ in the place of /ʌ/ just as the second most common error of this research. The students assume that each vowel is always pronounced in the same way. This fundamental error stems from their priori information about sound system of their native language.

<center>/aɪ/</center>

The third common pronunciation error is one of the eight diphthongs of English which is /aɪ/ as in word <u>find</u> /faɪnd/. 76 participants out of 82 which means 92.7% scored 1 out of 5 for this diphthong. In terms of diphthong, Turkish and English languages portray a big difference since there is not diphthong in Turkish language, but there is diphthong in borrowed words and the Turkish dialects. Both Turkish words and borrowed words are different. However, the borrowed diphthong must be called double vowel (Gül and Hazar, 2009). Therefore the students whose native language

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lack diphthong have a difficulty in pronouncing /aɪ/ and replace this diphthong with a pure vowel /ɪ/ as it is in big /bɪg/. Since in Turkish, each letter represents only one sound and they are read as their written forms. At this point where the sound systems' difference is quite obvious between L1 and L2, the errors are committed inevitably because of the L1 transfer into L2 (Nunan, 2001).

<div align="center">/ʌ/ and /ə/</div>

The fourth commonly mispronounced word in terms of its vowel sounds is cultural /ˈkʌl tʃər əl/. The 84.1% of the total participants which corresponds 69 students out of 82 pronounce the /ʌ/ and /ə/ as they pronounce their own native language. The participants substitute /u/ for /ʌ/ and /ə/; /e/ for second /ə/. As it has been aforementioned, such errors source from the qualitative and quantitative matters. The participants possessing a less complex sound system, produce the sounds as they do in their own language.

<div align="center">/ɔ/-/ɒ/ and /ɪ/</div>

The last problematic word of the top five mispronounced vowel sound list is the word *foreign* /ˈfɔr ɪn, ˈfɒr-/. The 93.9% of the total participants which means 77 students out of 82 scored 2 out of 5. First of all, the participants utilize the short form of the first vowel /ɔ/ or /ɒ/ instead of long form. Since there exist only one pronunciation in the Turkish phonology, neither long nor short vowels. Secondly, they replace /γ/ with /ɪ/ again based on the same reason aforementioned here. The habits of the mother tongue strongly influence the participants and even preventing them to distinguish the sounds between the L1 and L2 properly.

In conclusion, the reasons of such vowel sound errors are considered to be related to the English complex vowel system and the unsteadiness of the pronunciation of the vowels. This unsteadiness of pronunciation of English vowels poses a great difficulty for the learners (Cruttenden, 1994). To illustrate, the words *come, prove, alone, women* share the same vowel /o/ which is pronounced differently in each word as

follows ; /ʌ/, /uː/, /əu/, /i/. As it can be deduced, it is very possible for a learner to have difficulty in pronunciation properly if he/she is lack of good command of pronunciation of the target language. As O'Connor (2003) states the learners of L2 should be trained in accordance with this inconsistency which causes mispronunciation.

5.2 Common Error Analysis – Consonant Quality

The Turkish consonant phonemes are shown in Table 5.2.

Table 5.2 Consonant phonemes of Standard Turkish (Zimmer & Orgun, 1999)

		Labial	Dental/ Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal		m	N				
Plosive	voiceless	p	T	t͡ʃ	C	k	
	voiced	b	D	d͡ʒ	ɟ	g	
Fricative	voiceless	f	S	ʃ			H
	voiced	v	Z	ʒ			
Approximant			ɫ	l	J	ɣ	
Tap			ɾ				

There are 8 plosives in Turkish; [p, b, t, d, c, f, k, g] and two affricates; [dʒ, tʃ]. At this point they are divided into two categories as follows: voiceless consonants are [p, t, tʃ, c, k] and voiced ones are [b, d, dʒ, f, g]. The nasal consonants are [m, n]. The Turkish language has 8 fricatives. Here, the same division is seen; [f, s, ʃ, h] are the voiceless while [v, z, ʒ, ɣ]. The consonant sound /ɣ/ is a velar fricative. This sound lengthens and preceding vowel sound, e.g. the /ɣ/ sound ,which is 'ğ' sound, enables the speakers to produce the word 'kaanı' although its written form is 'kağnı' as it lengths the vowel 'a'. Moreover, there are three approximants which are [l, t, j]. Except [l], the sounds can be used initially before the vowels however [t] takes place before [a, ı, o, u]. Finally, there is a tap consonant [r] which is different from English [r] sound since it is not a rolled one.

Table 5.3 English Consonants (Kreidler, 2004)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal1	m			n			ŋ	
Stop	p b			t d			k g	
Affricate				tʃ	dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ		x2	h
Approximant				r1, 5		j	w3	
Lateral				l1				

The English sound system has six plosives which are [p, b, t, d, k, g]. The affricate sounds are [dʒ, tʃ] and the nasal consonants are [m, n, ŋ]. The fricative sounds are [f, v, s, z, ʃ, ʒ, h, ð, θ]. Finally, the approximant consonants are [r, j, w, l].

When the Turkish and English consonant charts are considered, firstly, it has been observed that both systems have the same plosives and affricates. Secondly, in terms of nasal sound, there is only one difference which is [ŋ] and again only [ð, θ] dental fricatives do not exist in Turkish consonant sound system. Thirdly, the approximant [w] does not have a place in Turkish system but the others. Apart from these absence differences, there is only one sound that English consonant system lacks which is /ɣ/.

This brief information about the consonant systems of both the native and the target language serves the purpose of this study was to identify and analyze the common pronunciation errors committed by Turkish secondary school 7th grade EFL learners. When the results are considered, it has been understood that the most problematic five words in terms of consonant quality are as follows: enough /ɪˈnʌf/, knowledge /ˈnɒl ɪdʒ/, use /juːz/, three /θriː/, whole /hoʊl/. The Figure 4.5 gives the overall rate of the consonant quality of the participants' voice recordings.

/gh/

According to the chart, it is obvious that the most problematic word in terms of consonant quality is enough /ɪˈnʌf/. 98.7 % of the score for the word enough is less than 2 out of 5. 81 participants have had difficulty while pronouncing this /gh/ sound.

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The source of the problem that the learners encounter with is the silent /gh/. The silent /gh/ has no sound by itself therefore it is never pronounced as it is written /gh/ (http://www.evaeaston.com) .The participants have had hesitations while pronunciation this word however they try to read it according to its spelling and therefore ended up with a mispronunciation. In Turkish, silent letter does not exist, the participants lack of the knowledge and practice of such sound produce it how they do in their native language.

$$/dʒ/$$

The second challenging word is *knowledge* /ˈnɒl ɪdʒ/. 79 participants out of 82 which corresponds 96.3 % mispronounced the /dʒ/ phoneme with less than score 2 out of 5. The post-alveolar affricate sound /dʒ/ has been pronounced as dental plosive /t/ by the participants. The mispronunciation of this post alveolar affricate consonant does not depend on the L1 interference since Turkish language has the same consonant. However, this affricate consonant does not take place at the word final position in Turkish as it does in English e.g. baggage /ˈbæg ɪdʒ/. That is why the students replaced /dʒ/ sound with /t/. On the contrary, in Turkish , it is used at the word initial and medial positions; normally /b/, /dʒ/, /d/, /g/ are the sounds that transform into /p/, /tʃ/, /t/, /k/ when they are at the word final position, even in some borrowed words as well e.g. kitab is used as kitap. However, in order to provide the difference in meaning, only in a very few words /b/, /dʒ/, /d/, /g/ can be seen at the word final position such as in *saç* which means hair in English and *sac* meaning sheet metal. Furthermore, with the word *knowledge* /ˈnɒl ɪdʒ/, another very common pronunciation error is observed which is the silent /k/. All of the participants pronounce the silent /k/ at the word initial position. There rises a sound-spelling relationship issue at this point (Carter and Nunan, 2001). In Turkish there is a correspondence between orthography and phonology and therefore the learners can easily pronounce the words when they see their spellings (Hassan, 2014). As a result, the learners who are unaware of the sound-spelling relationship specific to English language phonology will commit a pronunciation error and pronounce the words such as know, knight, knee with the /k/

sound at the word initial position and reign, campaign with /g/ sound at the word mid position although they are silent letters.

<center>/z/</center>

The third rate problematic word is *use* /juːz/. 98 % of the participants which corresponds 73 students out of 82 score 2 out of 5. This alveolar fricative /z/ is replaced by /s/ which is dental fricative in Turkish. This mispronunciation is based on the native language of their participants in which the /s/ is pronounced only as /s/ as in the word *release* /riˈlis/. What is crucial here is that the students confuse while pronunciation /s/ sometimes /ʃ/ as in the word sugar /ˈʃʊg ər/; sometimes abuse /z/ as in the word abuse /v. əˈbyuz/. This unpredictability of the same consonant but different sounds in different lexical terms put the participants into difficult positions. Besides such diversity of the English sound system—which may act as a primary cause of error in learners' production—distinct place and manners of articulation of sounds is another phenomenon to have a certain impact on learners' language performance

<center>/θ/</center>

The fourth consonant which poses a serious problem is *three* /θriː/. 52 participants out of 82 which means 63.4 % get less than 2 out of five. This dental fricative /θ/ in English is replaced by the dental plosive /t/ in Turkish. The participants prefer substituting /t/ for this consonant since it does not exist in Turkish language. Although all the other fricatives are shared by these two languages, only the /θ/ as in the word *thank* /θæŋk/ and /ð/ as in the word *there* /ðɛər/ are the ones that Turkish consonant system do not include. Because of this absence, the Turkish students unavoidably pronounce /t/ instead of /θ/ and /d/ instead of /ð/. In relation to this, Kaçmaz (1993) puts forward that 50% of his Turkish EFL learner participants fail to pronounce /ð / phoneme and 46% /θ/ sound. What he emphasize for this result is that if a student mispronounces these fricative consonants, there may be two possible reasons; the student has not had enough time yet to learn them or these sounds are his/her interlanguage error which has become a fossilized one. Furthermore Varol (2012) for

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Turkish EFL learners, Seddighi (2010) for Iranian EFL learners, Bada (2001) for Japanese EFL learners, Nosratinia & Zaker (2014) for Persian learners deduce that the English interdental consonants /θ/ & /ð/ pose mostly the major difficulty because of their absence in the native languages of the learners.

/h/

The final problematic consonant is the glottal fricative /h/ in the word *whole* /hoʊl/. 68.3 % of the score for the word whole is less than 2. 56 participants out of 82 pronounce the sound /w/ instead of /h/. First of all, the approximant consonant /w/ does not exist in Turkish language system. However, there is an allophone /v/ which has amid word position. Unfortunately, it never used at the initial position unlike English /w/. Therefore the participants replace the labio-dental fricative /v/ with /w/. Secondly, although the word whole begins with /w/, it is not pronounced, it is silent. The Turkish consonant system does not involve any consonant that is silent. At this point, overgeneralization is observed related to L1 sound system.

In conclusion, the primary reason for the common errors of the participants aforementioned is the variedness of the English phonology system which is a real challenge for the EFL learners. The second fundamental fact is the place and manner of the articulation of the sounds which confuse the learners' minds and cause them to mispronounce eventually. Thirdly, the case of inconsistency of English vowels and finally the influence of spelling on pronunciation. All of these reasons are the source of sound system difference between L1 and L2 which end up with a mother tongue interference unavoidably and errors for sure.

5.3 Word stress quality

'The rhythmic pattern of English, with its stretched-out stressed syllables and hurried unstressed syllables with their reduced vowels, is alien and difficult for Turkish learners'. To illustrate this*; 'Sentence like there was considerable confusion over them where only /sid/ and /fu/ are fully stressed need much practice'* (Thompson,

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2002). As Thompson (2002) emphasizes, English is a stress-timed language which makes the suprasegmental feature 'stress' incredibly crucial. Although the learners pronounce the segmental features correctly, the misplacing the stress can cause communication breakdown. (Celce-Murcia et. al.2008) Moreover, this nature of English makes it difficult for Turkish EFL learners to acquire English with its proper stress structure both in words and sentences. Word stress exists in Turkish language, however, it is usually placed on the final syllable like French. 'Turkish is known to have a simple stress assignment rule that places primary stress on the final syllable of a word irrespective of the length of the word and weight of the syllables' (Lees 1962, Lewis 1967, Sezer 1983) (Kabak & Vogel, 2001). Although, it is not as predictable as it is in the other languages such as in French or Turkish, stress placement is a rule-governed fact that should be clarified by the EFL teachers.

The only exception is the negative forms in Turkish which has an earlier stress. Furthermore, adverbs and proper names have the final syllable stress structure. In terms of the nuclear stress, Turkish and English operate in the same way. However, in Turkish, wh- question always carry the main stress unlike English. Thus, the Turkish learners say 'Who is coming?' instead of 'Who is coming?' because of the stress rules. In this study, the word stress has been investigated therefore the sentence stress will not be analyzed. One word has only one stress and we can only stress the vowels.

At the word level, two different signs are utilized to indicate the word stress. The first one is primary stress which is also called strong stress. The superscript accent mark (ˈ) is placed at before the stressed syllable e.g. enough /ɪˈnʌf/ ; here, the second syllable is the strongly stressed one as the superscript accent mark (ˈ) takes place before the second syllable /ɪˈnʌf/. The second one is the secondary stress which also entailed light stress. The subscript accent mark (ˌ) is placed before the lightly stressed syllable e.g. celebration /ˌsɛl əˈbreɪ ʃən/; here, the first syllable is lightly stressed one as the subscript accent mark (ˌ) is placed before /ˌsɛl əˈbreɪ ʃən/ the first syllable.

The brief contrastive analysis of English and Turkish word stress features will serve the purpose of this study which is to identify and analyze the common word stress errors committed by the Turkish secondary school 7th grade EFL learners. When the results are considered, it has been observed that the most problematic five words in terms of word stress are as follows: knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/ , find /faɪnd/ , use /juːz/ and foreign /ˈfɔr ɪn, ˈfɒr-/.

knowledge /ˈnɒl ɪdʒ/

According to Table 4.18 which depicts the statistics of the stress scores for each word, it is understood that the most problematic word in terms of word stress is *knowledge* /ˈnɒl ɪdʒ/. 72 participants out of 82 which corresponds 87.8% scored the lowest point one out of five while there is not any student who scored five out of five. There is no one single student who could pronounce the word knowledge /ˈnɒl ɪdʒ/ properly in terms of its word stress. Since the stress of this word is at the first syllable of the word which starts with a silent /k/, the Turkish students who failed to pronounce the silent /k/ already misplace the stress of this word.

enough /ɪˈnʌf/

The second challenging word in terms of its stress is *enough* /ɪˈnʌf/. 78.0% of the participants which means 64 students out of 82 scored one out of five. Only one student could score three and similarly only one single student could get four out of five while there is no one single student scoring five out of five. The stress of the word enough /ɪˈnʌf/ is on the second syllable starting with the consonant /n/. However the students who mispronounce the first sound vowel /e/ and also the /ou/ sound, misplace the stress while struggling to pronounce the /ou/ sound as /ɔ/ or /uː/ respectively.

find /faɪnd/

The third word which could not be stressed correctly is the word *find* /faɪnd/. 69 participants out of 82 which is the 84.1% of the total students scored one out of five.

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There are only two students who scored two and there is no single student who scored three or four out of five. Finally, there are only five students that scored five out five which means only 6.1% of the total students put the stress on the right syllable. In English phonology, in one syllable word, that syllable is always stressed. Therefore, all the participants are supposed to put the stress on the right syllable where there is only one; find /faɪnd/. However, there exists a diphthong in this word which is /aɪ/ and the participants replaced this diphthong with a pure vowel /ɪ/ as it is in big /bɪg/. As a result, since we can only stress vowels not consonants, when the students mispronounced the vowel, the stress has already been lost as we witness in find here. They put the stress on /f/ or the last consonant /d/.

use /juːz/

In the fourth order, there is the word *use* /juːz/. 67.1% of the participants scored one out of five while there are only three students that put the stress on the right place. 25.6% of the participants which corresponds 21 students out of 82 scored two out of five. Here, the same holds true as what is observed in the word *find* /faɪnd/. The participants mispronounced the vowel sound /uː/, they replaced it with pure vowel /u/ in Turkish. Thus, they automatically could not put the stress on the right place. They pronounced the word as if it was two-syllable one how they read in Turkish and put the stress on /s/.

foreign /ˈfɔr ɪn, ˈfɒr-/.

The final most problematic word is foreign /ˈfɔr ɪn, ˈfɒr-/. According to the table, 40 participants out of 82 scored one out of five while there does not exist no single student scored five out of five. Although the word stress could not be placed properly by none of the students, five students out of 82 scored three out of five and only three students scored four out of five. Therefore, only 9.8% of the participants were between the worst and the best scores. The stress is on the first syllable here /ˈfɔr/. The Turkish students have only one type of pronunciation in their phonology, neither long nor short vowels. That is why they substitute the short form of the first vowel /ɔ/ or /ɒ/ for the long form. Unfortunately, 77 students out of 82 mispronounced this

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vowel. At that point, we cannot mention for sure about the right placement of the stress. The vowel errors of the participants cause the stress pattern in the stem to shift from the first syllable to the second one.

5.4 Main Findings

The findings of the study are presented under the three headings in accordance with the research questions: The overall pronunciation performance of the students, the possible reasons of the common pronunciation errors and suggestions for the elimination of the pronunciation errors.

5.5 The Overall Pronunciation Performance of the Students

5.5.1 Vowel Quality

The current study reveals the five sounds that are most problematic for the 7th grade Turkish EFL learners. First of all, the students have difficulty most with these five words in terms of vowel quality which are knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/ , find /faɪnd/, cultural /ˈkʌl tʃər əl/ and foreign /ˈfɔr ɪn, ˈfɒr-/ respectively. The challenging phonemes are respectively, /ɒ/-/ɪ/, /ʌ/, /ʌ/ - /ə/ - /ə/ and /ɔ/ - /ɪ/ and one diphthong, /aɪ/.

The reasons of such vowel sound errors are considered to be related to the complex vowel system of English and the unsteadiness of the pronunciation of the vowels. This unsteadiness of pronunciation of English vowels poses a great difficulty for the learners (Cruttenden, 1994). To illustrate, the words *come, prove, alone, women* share the same vowel /o/ which is pronounced differently in each word as follows; /ʌ/, /uː/, /əu/, /i/. As it can be deduced, it is very possible for a learner to have difficulty in pronunciation properly if he/she is lack of good command of pronunciation of the target language. As O'Connor (2003) states the learners of L2 should be trained in accordance with this inconsistency which causes mispronunciation.

5.5.2 The Consonant Quality

The study demonstrated the most problematic five words related to consonant quality. They are enough /ɪˈnʌf/, knowledge /ˈnɒl ɪdʒ/, use /juːz/, three /θriː/, whole /hoʊl/. The most difficult consonants to produce are respectively, /f/, /dʒ/, /z/, /θ/, /h/. The primary reason for the common errors of the participants aforementioned is the variedness of the English phonology system which is a real challenge for the EFL learners. The second fundamental fact is the place and manner of the articulation of the sounds which confuse the learners' minds and cause them to mispronounce eventually. Thirdly, the case of inconsistency of English vowels and finally the influence of spelling on pronunciation could be considered. All of these reasons are the source of sound system difference between L1 and L2 which end up with mother tongue interference unavoidably and errors for sure.

5.5.3 Word Stress Quality

The most problematic five words in regarding word stress are as follows: knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/, find /faɪnd/, use /juːz/ and foreign /ˈfɔr ɪn/. The primary reason for the common errors of the participants related to word stress quality is the unpredictability nature of the stressed time structure of English. The place of the stress is not as predictable as it is in the native language of the participants. Although stress placement is a rule-governed fact in English, 'Turkish is known to have a simple stress assignment rule that places primary stress on the final syllable of a word irrespective of the length of the word and weight of the syllables' (Lees 1962, Lewis 1967, Sezer 1983) (Kabak & Vogel, 2001). Therefore, stress placement should be clarified by the EFL teachers. Secondly, the participants who mispronounce the word cannot place the word stress properly. In English, the vowel letters can only have the stress and when the students commit errors in pronunciation of the word, they directly shift the stress to an inappropriate syllable, letter. Therefore, when the students mispronounce the word in terms of consonants and vowels which means the segmental quality, they directly commit errors in terms of suprasegmental features too which is word stress. Thirdly, as it has been observed in segmental feature errors, there is also the L1

interference that causes the participants commit errors in terms of word stress quality. Because of the absence of the diphthong in the Turkish alphabet, the participants who substitute pure vowels for the diphthongs, for sure, misplace the word stress. Finally, what is concluded from the analysis of the interviews with the teachers is that the word stress is the item that has been neglected most by the teachers since they emphasize the correct pronunciation of the consonants and vowels primarily. However, this truth put forward by Celce-Murcia et al. (2008) should be keep in mind that Although the learners pronounce the segmental features correctly, the misplacing the stress can cause communication breakdown. In conclusion, both the segmental and suprasegmental aspects of the pronunciation should be taken into the consideration and taught at least equally.

5.6 The Possible Reasons of the Common Pronunciation Errors

The teachers who are currently suffering from the common fossilized pronunciation errors of their students clearly indicated the possible reasons of these errors. These answers present the answer of the Research Question 3.The overall reasons of the mispronunciations can be categorized as follows:

- The insufficient coursebook
- The insufficient curriculum content
- The L1 interference on the acquisition of the target language
- The lack of interaction with the native speakers to become aware of the importance of the pronunciation
- The insufficient exposure to English in terms of time and quality
- Insufficient infrastructure
- The priority of the other skills and the language areas over pronunciation
- Lack of motivation
- The side effect of the previous learning

There are several possible reasons for the pronunciation errors but first of all, the most crucial one according to the teachers that should be solved urgently is the insufficient coursebook and the insufficient curriculum content. The coursebook which includes only one part for the pronunciation study makes it impossible to teach the pronunciation or to improve the existing level of the students or even to correct the fossilized errors. Secondly, the teachers should be aware of the mother tongue interference. There are differences in the sound systems of the native and the target language in terms of both segmental and suprasegmental features. Therefore, the teachers should emphasize on these differences by means of the specific exercises that are prepared according to the needs of the students. Thirdly, the insufficient class hour of English which is only 4 hours per week, the priority of the other skills since the students are evaluated by these skills not by pronunciation, the existence of the central exam TEOG that all of the students only care which is also the reason of the increasing motivation of the students towards pronunciation are the possible reasons of the current situation in term of pronunciation. Finally, all of the possible reasons listed above clip the teachers' wings and they cannot teach the pronunciation because of these negative conditions surrounded them.

5.7 Suggestions for the Elimination of the Pronunciation Errors

After analyzing the reasons of the common pronunciation errors, the possible solutions to eliminate these errors were investigated through the interviews with teachers. The most crucial and fundamental remedies that present the answer of the Research Question 4 as follows:

- Revision of the coursebook – adding the pronunciation study parts with audio-visual content.
- Revision of the curriculum – adding the pronunciation as a skill that should be developed.
- Increasing the number of the class hour per week
- Preparatory classes for the secondary schools

- Training program for teachers focused on pronunciation
- Developing encouraging attitude towards students related to speaking more
- Providing the properly functioning infrastructure for the audio-visual materials

The results of the study proved that when these conditions given above are satisfied, the common pronunciation errors of the EFL learners can be decreased and improved in a short period of time. All of the items given above are the prerequisites that should lead both the teachers and the students to the success. Firstly, the coursebook should include the parts that include the sound system and pronunciation exercises with audio-visual content. In relation to this, the curriculum should be revised and the pronunciation should be taken into the skills parts that are to be developed. Secondly, the numbers of the class hour which only four hours per week should be increased since the class time should be adequate both to cover the units and to study pronunciation which is a really difficult issue by itself. Thirdly, since the teachers feel themselves incompetent in terms of pronunciation teaching, the precaution should be taken by means of the training programs focused on pronunciation to make the teachers more confident. Finally, it seems that even when the first two items come true, the improvement of the 7th grade EFL learners could be observed.

5.8 The Pedagogical Implications

After the results of the study and the related research on what the common pronunciation errors are in terms of segmental & suprasegmental features and the reasons & the remedies of these errors had been considered, the following implications were drawn up for incorporating for English language teaching and learning.

The current study reveals the sounds that are most problematic for the 7th grade Turkish EFL learners. First of all, the students have difficulty most with these five words in terms of vowel quality which are knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/ , find

/faɪnd/, cultural /ˈkʌl tʃər əl/ and foreign /ˈfɒr ɪn, ˈfɔr-/ respectively. The challenging phonemes are /ɒ/-/ɪ/, /ʌ/, /ʌ/ - /ə/ - /ə/ and /ɔ/ - /ɪ/ and one diphthong, /aɪ/. Secondly, the study demonstrated the most problematic five words related to consonant quality. They are enough /ɪˈnʌf/, knowledge /ˈnɒl ɪdʒ/, use /juːz/, three /θriː/, whole /hoʊl/. The most difficult consonants to produce are /f/, /dʒ/, /z/, /θ/, /h/. Thirdly, the most problematic words in regarding word stress are as follows: knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/, find /faɪnd/, use /juːz/ and foreign /ˈfɔr ɪn/.

All these segmental and suprasegmental aspects represented in the study with their linguistic analysis have implications for both students and teachers who experience the same level of EFL environment. The teachers can recognize the common errors committed by their learners and their reasons as well. These two crucial groups of information will make teachers to be more cautious about the pronunciation of the students and enable the teachers to eliminate the fossilized pronunciation errors of their students. Furthermore, when the students have their English classes with a teacher who is fully conscious of their pronunciation difficulties that they possibly struggle with, they will certainly be more careful about to pronounce better. As stated in (Mettler, 1989; Derwing, 2003; Binturki, 2001) when the students behave cautiously about their pronunciation problems, this will improve their communications and help them by preventing the communication breakdown. Moreover, the linguistic analysis reveals that the segmental and suprasegmental common errors of the EFL learners mostly depend on the native language interference and mother tongue transfer. At this point, the teachers will prepare the materials for pronunciation exercises that meet these needs of the students. Therefore the teachers, especially secondary state school teachers can easily enjoy the benefit of the results of this thesis in terms of pronunciation teaching.

On the other hand, the interview results that were conducted with five professional EFL teachers put forward the prerequisites for improving the pronunciation education of the EFL learners. The policy makers, curriculum designers and material developers

should take into the consideration these prerequisites while redesigning the curriculum and revising the coursebooks.

5.9 Limitations and Implications for Further Research

There may be various limitations regarding to the methodology of the research. First of all, the participants are young with limited vocabulary. The data were collected from only 82 participants at a state secondary school. The results of the study were assumed to be the portrayal of the whole Turkish secondary school 7th grade EFL learners. For this reason, the participants could be not only from one school but different ones from various districts to exemplify the result better.

Secondly, the data collection procedure was based on a controlled reading aloud technique. Although the students were unaware of the words that their pronunciations were tested, they could be excited and nervous when they first hold the microphone and understood that they were recorded. In this respect, especially the first four or five sentences might have been affected most from such negative conditions. However, if their speeches had been recorded spontaneously, during their daily routine, for sure, the data would have been more natural and reliable. Unfortunately, such data collection procedure requires a big amount of time which would not be possible.

Thirdly, the data collection instrument included 30 sentences in which 30 words are hidden to be evaluated. These words were meticulously chosen which were based on the curriculum and the coursebook of the 7th grade students. However, although the 30 words were the real representatives of the commonly mispronounced ones, each word was analyzed according to only one position that had in the reading aloud material. However, each word could have been analyzed within the three different positions; word-initial, word-medial and word-final. At this point, more illustrating result would have obtained. The sound which is not problematic at the word-initial position may pose a great difficulty in word-final position.

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Finally, the study investigated not only the segmental features but also suprasegmental aspects. The segmental elements are all included since they are consonants and vowels however there is only one member of the suprasegmental family which is word stress. The study does not include the other suprasegmental features such as pitch, rhythm or intonation. This is because the researcher operates the study at the word level therefore we cannot analyze the other suprasegmental factors which require a sentence. In conclusion, if the investigation had been conducted at the sentence level, with all other aspects of the suprasegmental features, the complete picture of the result of the most common pronunciation errors would have been more comprehensive depiction of the pronunciation errors.

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APPENDICES

Appendix A: Sample Evaluation Form

EVALUATION FORM

Student's Name:

Xxxxx Xxxxx   Play Student's Record

No	Sentences	Words	IPA	Play	Vowel Quality (1-10)	Consonant Quality (1-10)	Word Stress (1-10)	Problematic Syllable Numbers
1	Let me *write* about myself.	write	/raɪt/	play	1	1	1	1
2	Do you *listen* to pop-music ?	listen	/ˈlɪsən/	play	8	3	5	2
3	What is the palmistry *about* ?	about	/əˈbaʊt/	play	5	8	8	1
4	There are a lot of *comfortable* hotels in Bodrum.	comfortable	/ˈkʌmftəbəl/	play	4	4	4	3,4
5	You can *find* and taste different dishes.	find	/faɪnd/	play	1	5	1	1
6	What are the *people* like there ?	people	/ˈpipəl/	play	1	1	1	1,2
7	We always *go* to Antalya on holidays.	go	/goʊ/	play	1	7	7	1
8	*Cultural* festivals are very important in Turkey.	cultural	/ˈkʌltʃərəl/	play	1	2	1	1,2,3
9	Julia is a successful student *because* she always gets high marks from the exams.	because	/bɪˈkɔz/	play	1	4	1	1,2
10	I go to school by *bus.*	bus	/bʌs/	play	1	5	1	1
11	A return ticket , please.How *much* is it ?	much	/mʌtʃ/	play	9	9	8	
12	The factories should use filters.	use	/yuz/	play	1	1	1	1
13	On the *other* hand, they don't read boks in their spare time.	other	/ˈʌðər/	play	4	4	2	1,2
14	People *generally* ignore the bad sides of computers	generally	/ˈdʒenərəli/	play	3	3	2	1,2,3,4
15	The blue mobile *phone* is more expensive than the red one.	phone	/bɪˈkɔz/	play	6	3	4	1
16	I have got brown hair and brown *eyes.*	eye	/bʌs/	play	1	3	3	1
17	Computers keep *knowledge* in their memories.	knowledge	/mʌtʃ/	play	3	1	1	1,2,3
18	You can *also* have fun by using internet.	also	/yuz/	play	5	8	4	1
19	Let's do *something* to protect the nature.	something	/ˈsʌmˌθɪŋ/	play	5	8	5	2
20	If you have *enough* time, you can walk there.	enough	/ɪˈnʌf/	play	4	6	5	2
21	*When* is our next meeting?	when	/wɛn/	play	10	10	9	
22	I like to travel to *foreign* countries.	foreign	/ˈfɔrɪn/	play	1	4	1	2
23	He ate the *whole* bread.	whole	/hoʊl/	play	1	1	1	1,2
24	My *mother* is a great cook.	mother	/ˈmʌðər/	play	1	3	2	1,2
25	His **father** works abroad.	father	/ˈfɑðər/	play	8	4	3	1
26	The **answer** to that question is very easy.	answer	/ˈænsər/	play	1	4	1	1,2
27	It was a trajic **event**.	event	/ɪˈvɛnt/	play	1	4	1	1,2
28	My sister always **wears** colorful dresses.	wear	/wɛər/	play	10	7	5	2
29	My teacher is a very **honest** person.	honest	/ˈɒnɪst/	play	2	3	2	1,2
30	I need to have **three** sweaters.	three	/θri/	play	1	1	1	1

INSTRUCTIONS FOR FILLING THE ELECTRONIC RUBRIC

1. Please extract the compressed file into a folder.
2. To evaluate the pronunciation of the students, you will need only the directory "evaluation_forms", under which there are three classes (7A, 7B, 7D). The evaluation form of each student is in the corresponding directory.
3. There is one evaluation form for each student, arranged in **an MS Excel file**. The audio recordings are linked in the form of each student. You won't need to search for the corresponding audio excerpt of each student.
4. You are kindly requested to fill in the **last four columns** as shown below.
5. Although, the students utter whole sentences, only the **underlined words should be evaluated**.
6. Please indicate the numbers of the problematic syllables. For example, if the first syllable of the word is problematic please enter 1. If both the first and the second syllables are problematic then enter 1,2.
7. Please do not use any letter or character other than numbers in the last four columns.
8. Please **return only the evaluation forms** (excel files with last four columns contain your scores) through e-mail after filling.
9. Thank you in advance for your kind help and valuable contribution.

Click this link to hear student's pronunciation

Click hear to hear the native pronunciation of the word.

The columns to be filled in with the scores

Student's Name:

Sedat Bel

Play Student's Record

No	Sentences	Words	IPA	Play	Vowel Quality (1-10)	Consonant Quality (1-10)	Word Stress (1-10)	Problematic Syllable Numbers
1	Let me *write* about myself.	write	/raɪt/	play				
2	Do you *listen* to pop-music ?	listen	/ˈlɪsən/	play				
3	What is the palmistry *about* ?	about	/əˈbaʊt/	play				
4	There are a lot of *comfortable* hotels in Bodrum.	comfortable	/ˈkʌmftəbəl/	play				
5	You can *find* and taste different dishes.	find	/faɪnd/	play				
6	What are the *people* like there ?	people	/ˈpipəl/	play				
7	We always *go* to Antalya on holidays.	go	/goʊ/	play				
8	*Cultural* festivals are very important in Turkey.	cultural	/ˈkʌltʃərəl/	play				

1-3 : Poor   4-6 : Satisfactory
7-8 : Good   9-10 : Excellent

Example: The student does not pronounce the "table" part of the word "comfortable".
Thus, the most problematic syllables are the third and the fourth syllables of the word.

Vowel Quality (1-10)	Consonant Quality (1-10)	Word Stress (1-10)	Problematic Syllable Numbers
3	6	4	3,4

Appendix C: The Interview questions

INTERVIEW QUESTIONS

1. Do you think that the current curriculum you follow allows you to teach the sound system of the target language? Why, Why not?

2. Does your coursebook include any pronunciation study?
    o If yes, please quantify (i.e. how many hours a week)
    o If no, how do you usually make up for the missing pronunciation studies in class?

3. Do you think that you sufficiently focus on the pronunciation skills? Why, why not?

4. Do your students have the same native language in the classrooms?

5. How do your students welcome the pronunciation study in the class?

6. How do you motivate your students to study the sound system of English?

7. What are your error correction strategies regarding pronunciation?

8. How do the students welcome the error correction strategies regarding pronunciation?

9. Do you think that your students have common errors in pronunciation? To what extent they are fossilized errors?

10. Which part do you think poses the most significant problem while your students produce language orally? The segmentals (consonants & vowels) or suprasegmental (stress)?

11. What do you think is the main reason for such common mispronunciations?

12. What do you suggest to eliminate these pronunciation errors?

13. Which method/s do you employ to teach pronunciation in your classrooms?

14. Which method/s do the students benefit the most from?

15. Do you think these methods could be the remedy for the common pronunciation errors?

16. As a teacher working in a Turkish state school with Turkish students, do you have any idea of the generic difficulty of specific sounds that are specific to L1 Turkish-speaking learners?

17. Which aspects of pronunciation are more crucial for you, vowels & consonants or stress & rhythm & intonation?

18. Do you operate at the segmental or suprasegmental level during pronunciation teaching?

19. What would you suggest to eliminate the pronunciation errors of your learners?

20. I conducted a study on pronunciation of Turkish students of English. Could you please, look at the overall results and tell me which parts you agree with/you disagree with? Why? Have you seen similar pronunciation mistakes in your classes?

Informed Consent

Protocol Title: Common Pronunciation Errors of EFL Learners

Please read this document carefully before you decide to participate in this study.

Purpose of the research study: The purpose of this study is to investigate the common pronunciation errors of Turkish secondary school 7th grade EFL learners.

What you will be asked to in the study: You will be asked to participate in an interview which is attached to this form. The interview will take between 20 and 30 minutes.

Time required: 30 minutes.

Risks and Benefits: No risks and no direct benefits are anticipated as a result of your participation in this study.

Compensation: You will be given no compensation for participating in this research. It is purely voluntary.

Confidentiality: During the interview, your identity will be kept confidential to the extent provided by law. Your information and voice recording will be assigned a code number and the list connecting your name to this number will be accessible to only me as the investigator. This list and the recordings will be destroyed when the study is complete and the data have been analyzed. Your name will not be used in any report.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw form the study: You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study:

Principal Investigator: Besime Aktuğ, MA Student, besimeaktug@gmail.com
      Besime AKTUĞ
      İngilizce Öğretmeni
      Şeyhşamil İlköğretim Okulu
      Tel: 0-505-2992129
      E-posta: besimeaktug@gmail.com

 Supervisor: Assist. Prof. Dr Perihan Savaş Department of Foreign Language Education, METU perihans@metu.edu.tr

Whom to contact about your rights as a research participant in the study:

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of the description.

Participant: _____ Date: _____

Principal Investigator: _____ Date: _____

Appendix E: AN EXAMPLE OF COLOR CODING FROM TEACHER INTERVIEW TRANSCRIPTS

Teacher 3, male, March, 25th, 2015

Time constraint	The curriculum is very intensive and we can't spare extra time to study the sound system. Besides, the official textbook covers too many topics to save extra time to study sound system of the target language.
Insufficient coursebook	The textbook should be revised to emphasize the sound system and the pronunciation.
Insufficient curriculum	Furthermore, the curriculum is also insufficient to improve the communication skills of the students
Overpopulation of the classrooms	and the classes are too crowded to exercise speaking practices. I think the current number of students (up to 35) is a lot more than the ideal (10-15) to encourage the communication skills and to improve the pronunciation of the students individually.
Insufficient coursebook	**It almost does not cover the pronunciation at all. Only in a unit about the past simple tense, there is a limited pronunciation part in the textbook. I am not aware of any other part directly related to the pronunciation.**
Pronunciation make-up methods	Due to the reasons mentioned, like many other teachers, I am not able to apply many different techniques. The most common method is to correct the pronunciation errors.

Appendix F: TURKISH SUMMARY OF THE STUDY

Bu çalışma, ortaokul yedinci sınıf Türk öğrencilerin İngilizce ortak telaffuz hatalarını incelemektedir. Yaşları ve müfredat nedeniyle, deneklerin sözcük bilgisi sınırlı olduğundan, anadilde olmayan telaffuzun sesli harf, sessiz harf ve sözcük vurgusu gibi farklı özelliklerini araştırmak için resmi müfredat ile uyumlu özel bir test hazırlanmıştır. Sonuçlar, ortak telaffuz hataları için istatistiksel olarak farklı yönlerden analiz edilmiştir. Ayrıca, 7. Sınıfa ders veren profesyonel öğretmenler ile yapılan beş röportaj niteliksel analiz ile incelenerek sonuçları istatistiksel sonuçlarla karşılaştırılmıştır. Bu anlamda, çalışma ortaokul öğrencilerinin telaffuz performanslarının araştırıldığı kapsamlı bir araştırma sunmayı hedeflemiştir.

İngilizce telaffuzun bileşenleri segmental ve üst-segmental olarak iki şekilde incelenebilir. Segmental bileşen, sesli ve sessiz harflerden oluşan seslere karşılık gelmektedir. Buna karşın, üst-segmental bileşen, doğrudan telaffuz sesleri ile ilgili değil de ritim, vurgu gibi sözcük, cümle bazında incelenebilecek özellikleri içermektedir. Segmental özellikler, fonetik anlamda en küçük ses birimidir (Pennington & Richards, 1986) ve anlam farklılığı yaratabilecek en küçük birim olan fonem ile doğrudan ilişkilidir (Trask, 1996). En küçük ses birimi sözcüğün anlamını ve konuşma sırasında verilen mesajı değiştirebilmektedir. Telaffuzla ilgili diğer önemli bir nokta ise Witt (1999) tarafından da belirtildiği üzere %100 doğru bir telaffuzdan bahsedilememesidir. Bir dilin yüzlerce diyalekti olabileceği düşünüldüğünde, anadilde yapılan telaffuzların hiçbiri birbiri ile aynı olmayacaktır. Bu durumda, doğru telaffuz kavramının özel olarak incelenmesi gerekir. Bu amaçla, her dil için dilin doğru telaffuzuna referans diyalektler seçilmiştir. Örneğin, İngilizce için Standart Güney Britanya İngilizcesi veya Kuzey Amerika İngilizcesi gibi. Bu seçime Morley (1992) mükemmeliyet tuzağı adını vermiştir. Üst-segmental özellikler konuşmanın niyetine ve konuşmanın içeriğine duyarlı prozodik özellikler olarak tanımlanmaktadır (Celce-Murcia ve diğ., 1996). Bu özellikler, vurgu, uzunluk, ton, intonasyon, ritim ve zamanlamadan oluşur (Major, 2001). Bunlardan vurgu iki şekilde

karşımıza çıkmaktadır: sözcük ve cümle vurguları. Hahn (2004) 'e göre, dil öğreniminde bu vurgular öğrencilerin en zor öğrendiği kısımlar olmaktadır.

Bu çalışma karma bir yöntemle ile yürütülmüştür. Buna göre hem nicel hem de nitel veri analiz yöntemleri kullanılmıştır. Bu nedenle, veri toplamada iki ayrı grup bulunmaktadır. Birinci grup nicel analiz için telaffuz örnekleri toplanan öğrencilerdir. İkinci grup ise, ilköğretim yedinci sınıf öğrencilerine ders vermiş deneyimli öğretmenlerdir. Nicel analizde, 2013-2014 akademik yılında üç farklı 7. Sınıf şubesi öğrencileri değerlendirmeye katılmıştır. Öğrenciler anadili Türkçe olan telaffuz testinin yapıldığı tarihe kadar 3 yıl boyunca İngilizce dersi almışlardır. Öğrencilerin İngilizce ders deneyimi, ilkokul 4. ve 5. Sınıflarda haftada üç saat, 6. sınıfta ise haftada dört saat olacak şekildedir. Her üç sınıfta toplam 82 öğrenci telaffuz testine katılmıştır. Telaffuz testinde öğrencilerin ders kitaplarından seçilen 30 İngilizce sözcük kullanılmıştır. Bu sözcüklerin herbiri bir cümle içinde öğrencilere okutularak ses kayıtları alınmıştır. Öğrencilere hangi sözcüklerin araştırıldığı söylenmemiş ve testte belirtilmemiştir. Bu şekilde, öğrencilerin etkilenerek bu sözcüklere özel bir vurgu ile telaffuz etmelerinin önüne geçilmiştir. 82 öğrencinin seslendirdiği toplam 2460 ses kaydı ikisi yerli profesyonel öğretmen ve biri anadili İngilizce olan değerlendirici tarafından değerlendirilmiştir. Değerlendirme için özel olarak tasarlanmış elektronik değerlendirme tablosu kullanılmıştır. Bu tabloda, her bir öğrencinin ses kaydı, sözcüklerin anadilde doğru telaffuzu ve değerlendirmenin sayısal olarak yapılabildiği üç farklı kategori bulunmaktadır. Ses kayıtları, gürültüsüz ortamda, özel profesyonel mikrofon kullanılmış ve ses kayıtları yüksek örnekleme ile toplanmıştır. Nitel analiz için, 7. Sınıflara İngilizce dersi veren veya daha önce vermiş 5 öğretmen ile mülakat yapılmıştır. Mülakat soruları, tezin araştırma sorularına ve de nicel araştırmada ortak telaffuz hataları için elde edilen sonuçları içerek şekilde belirlenmiştir. Mülakat soruları iki bölüm olarak hazırlanmıştır. İlk bölümü oluşturan 11 soruda, üçüncü araştırma sorusuyla ilgili olarak mülakat soruları bulunmaktadır. Bu bölümde özellikle öğretmenlere, öğrenciler arasında ortak telaffuz hatalarının olası nedenleri hakkında sorular sorulmuştur. Mülakatını ikinci bölümünü oluşturan

sonraki 9 soruda ise, dördüncü araştırma sorusuna yanıt aranmıştır. Bu bölümde, öğrencilerin ortak telaffuz hatalarının giderilmesi için yapılabilecek uygulamalar ve alınabilecek önlemlere dönük olarak öğretmenlerin görüşleri alınmıştır.

Nicel analiz için, üç değerlendiriciye ait sayısal olarak derlenen 7380 adet puan kullanılmıştır. İstatistiksel değerlendirme için önsel bir hipoteze ve bu hipotezin mevcut veri grubuyla test edilmesine ihtiyaç vardır. Değerlendirme sırasında, anlamlılık düzeyi (α) is genel olarak tüm sosyal bilimlerde kullanılan 0.05 (%5) olarak seçilmiştir. Kullanılan hipotez testinde, sıfır hipotezi iki değerin/ortalamanın istatistiksel olarak birbirlerine eşit olması seçilirken, alternatif hipotez iki değer/ortalama birbirlerine eşit değildir şeklinde belirlenmiştir. Nicel analizde öncelikle değerlendiriciler arasında fark olup olmadığının belirlenmesi amacıyla iki değerlendirici tarafından verilen puanların birbirlerine eşit olup olmadığı testinin sıfır ve alternatif hipotezleri aşağıdaki şekilde oluşturulmuştur:

$$H_0 : \mu_1 = \mu_2$$
$$H_A : \mu_1 \neq \mu_2$$

burada μ_1 ve μ_2 sırasıyla 1. ve 2. değerlendiricilerin ortalama puanlarına karşılık gelmektedir. Her bir öğrenci için, hem 1. hem de 2. değerlendirici puanları mevcut olduğundan Eşlenik t-testi uygulanmıştır. Oluşturulan sıfır hipotezi çift taraflı olduğundan (hem daha büyük, hem de daha küçük değerler eşitliği geçer çift taraflı t-testi uygulanmıştır.

Ana değerlendirmede 1-10 arasında bir değerlendirme ölçeğinde puanlama yapılmıştır. Bu ölçek ile anadili İngilizce olmayan değerlendiriciler arasında yapılan karşılaştırmada aralarındaki fark istatistiksel olarak anlamlı olarak bulunmuştur. Buna karşın, söz konusu iki değerlendirici arasındaki fark toplam değerlendirme ölçeğinin (1-10) %1'I dolayındadır. Bu durum, değerlendirme ölçeğinin genişliğine bağlı olarak bu farkın oluşabileceğini göstermektedir. Değerlendirme ölçeği (1-5) aralığına getirilerek yeniden karşılaştırma yapıldığında, anadili İngilizce olmayan iki

profesyonel öğretmen tarafından yapılan değerlendirmeler arasındaki farkın istatistiksel olarak anlamlı olmadığı görülmüştür. Buna karşın, anadili İngilizce olan değerlendirici ile anadili İngilizce olmayan iki profesyonel öğretmenler arasında birebir yapılan karşılaştırmalarda aralarında istatistiksel olarak anlamlı farklar bulunmuş, anadili İngilizce olan değerlendiricinin daha yüksek puan verdiği görülmüştür. Bu durum, özellikle çok farklı anadillerden göçmen kabul eden bir ülkeden olan değerlendiricinin farklı/hatalı telaffuzlara alışkın/hoşgörülü olması olarak yorumlanmıştır.

Telaffuz kalitesi üç kategoride değerlendirilmiştir: sesli harfler, sessiz harfler ve sözcük vurgusu. Yapılan analizlerde, öğrencilerin en fazla sessiz harflerde başarılı olduğu, daha sonra sözcük vurgusu ve en son olarak sesli harflerde başarılı oldukları gözlenmiştir. Her bir sözcüğün ortalama telaffuz kalitesinin belirlenmesi için her bir sözcüğün, sessiz harf, sesli harf ve sözcük vurgusu puanlarının ortalaması alınmıştır. Her bir sözcüğün telaffuz kalitesinin diğerlerine göre farklı olup olmadığı ANOVA ile test edilmiştir. Ortalama telaffuz kalitesi açısından en iyi telaffuz edilen beş sözcük "when", "much", "father" ve "mother" iken, en kötü telaffuz edilen beş sözcük "enough", "knowledge", "use", "foreign" ve "find" olarak bulunmuştur. Sesli harf kalitesi açısından ise, en iyi telaffuz edilen beş sözcük, "father", "when", "listen", "much" ve "mother" iken, en kötü telaffuz edilen beş sözcük "knowledge", "enough", "find", "cultural" ve "foreign" olarak bulunmuştur. Sessiz harf kalitesi olarak en iyi telaffuz edilen beş sözcük "go", "bus", "much", "when" ve "also" iken, en kötü telaffuz edilen beş sözcük "enough", "knowledge", "use", "three" ve "whole" olarak bulunmuştur. Sözcük vurgusu açısından ise, en iyi telaffuz edilen beş sözcük "much", "when", "bus", "father", ve "also" iken, en kötü telaffuz edilen beş sözcük ise "knowledge", "enough", "find", "use", ve "foreign" şeklinde bulunmuştur.

Profesyonel İngilizce öğretmenleri ile yapılan mülakatlarda, öğretmenlerin hepsi "Mevcut müfredat size hedef dilin ses sisteminin öğretilmesine olanak tanıyor mu?" sorusuna "müfredatın buna izin vermediği" şeklinde yanıt vermişlerdir. Bunun olası

nedenleri olarak ders saatlerinin yetersiz olması ve müfredatın yoğun olması nedeniyle, hedef dilin ses sistemine yeterince zaman ayrılamaması gösterilmiştir. Mevcut ders kitabının yeterliliği hakkında soru üzerine, yine öğretmenlerin tamamı mevcut ders kitabının telaffuz konusuna hiç değinmediğini belirtmişlerdir.

Ders sırasında, telaffuz için yeterince yer verilip verilmediğine ilişkin soruya, öğretmelerin dördü hayır yanıtı vermişlerdir. Ders sırasında telaffuza yer verilmemesinin en büyük nedeni olarak sınıflardaki mevcut teknik altyapının (dinleme/video vb.) yetersiz oluşu gösterilmiştir. Diğer önemli bir neden olarak, TEOG sınavına gramer, sözcük bilgisi ve yapıların dâhil olması ancak telaffuzun dâhil olmamasına bağlı olarak öğrencilerin telaffuza yeterince önem vermemesi gösterilmiştir. Dördüncü soruda, öğrencilerin anadillerinin aynı olup olmadığı sorulmuştur. Öğretmenlerden biri anadili Kürtçe olan öğrencileri olduğunu belirtmekle birlikte diğerlerinin tamamında öğrencilerin anadilinin Türkçe olmadığı gözlenmiştir. Sınıfta öğrencilerin telaffuz ile ilgili çalışmaları nasıl karşıladığı sorulduğunda, öğretmenler genel olarak öğrencilerin telaffuz çalışmaların eğlenceli bulduğunu ama bununla birlikte, yanlış telaffuz etme ve bu nedenle arkadaşları tarafından alay edilme korkusu yaşadıkları gözlenmiştir.

Öğrencileri telaffuz konusunda nasıl motive ettikleri sorulduğunda, öğretmenler daha çok oyun diyalog araçlarını kullandıklarını belirtmişlerdir. Ayrıca, öğretmenlerin çoğu öğrencileri yabancı dilde televizyon, film ve müzikleri takip etme konusunda teşvik ettiklerini belirtmişlerdir.

Öğrencilerin, sınıfta telaffuzlarının düzeltilmesini nasıl karşıladıkları sorusuna ise öğretmenler, çoğunun olumlu tepki vermekle birlikte, bazılarının arkadaşları tarafından alay edilme endişesi taşıdıklarını belirtmişlerdir. Öğrencilerin telaffuzlarında, ortak hatalar olup olmadığı sorusunda tüm öğretmenlerin öğrencilerde belirgin şekilde ortak hatalar olduğunu belirtmişlerdir. Öğretmenlerin kendi deneyimlerine göre saptadıkları ortak telaffuz hataları olan sözcükler "ugly", "use", "the", "know", "science", "vocabulary", "people", "father", "mother",

"fifteen" ve "three" şeklinde belirtilmiştir. Telaffuz çalışmaları sırasında, öğrencilerin segmental ve üst-segmental öğelerin hangisinde daha çok zorlandıkları ve hata yaptıkları sorusuna ise, tüm öğretmenler segmental öğelerin sınıf içindeki çalışmalarda öncelikli olduğunu, üst-segmental öğelere çoğu zaman hiç değinilmediğini belirtmişlerdir.

Öğrencilerin yaptıkları ortak hataların nedenleri sorulduğunda, dört öğretmenler anadilin etkisinin dominant etken olduğunu belirtmişlerdir. Öğrencilerin, kendi anadilleri ile öğrendikleri yabancı dil arasında bir benzerlik kurmaya çalışarak telaffuzlarını da bu şekilde yapmaya çalışmalarının birçok ortak telaffuz hatasında etkili olduğu vurgulanmıştır. Bu benzerlik kurma çabasının, örneğin sözcükleri yazıldığı gibi okuma alışkanlığının, ses sistemleri çok farklı olan yabancı dil ile anadil için kalıcı ve öğrenciler arasında ortak bir takım telaffuz hatalarına yol açtığı belirtilmiştir.

Nicel verilerin istatistiksel analizinde, anadili Türkçe olan iki profesyonel değerlendirici arasındaki farkların %95 düzeyinde anlamlı düzeyde olmadığı gözlenmiştir. İki değerlendirici tarafından verilen puanlar arasındaki korelasyon incelendiğinde, aralarındaki korelasyonun istatistiksel olarak anlamlı olmadığı bulunmuştur. Korelasyonun anlamsız olması, iki değerlendiricinin farklı aynı öğrencilere farklı puanlar vermekle birlikte, bu puanların her zaman aynı yönde (daha yüksek veya daha düşük gibi) olmadığını da göstermektedir. Bu durum, telaffuz hatalarının incelenmesinde değerlendiriciler tarafından yapılacak değerlendirmelerin ne kadar öznel olabileceğini göstermektedir.

Sesli harf, sessiz harf ve sözcük vurgusu için tüm öğrencilerin puanları istatistiksel olarak karşılaştırıldığında, aralarındaki farkların %95 güven düzeyinde anlamlı olduğu görülmektedir. Türkçe ve İngilizce ses sistemlerinin karşılaştırılması, telaffuz hatalarının incelenmesi için oldukça yararlıdır. Sonuçlar incelendiğinde, sesli harf anlamında en problemli beş sözcüğün knowledge /ˈnɒl ɪdʒ/, enough /ɪˈnʌf/ , find /faɪnd/ , cultural /ˈkʌl tʃər əl/ and foerign /ˈfɔr ɪn, ˈfɒr-/ olduğu görülmektedir.

"Knowledge" sözcüğü ele alındığına 82 öğrenciden 78'inin (%95.1) 5 üzerinden 1 puan aldığı görülmektedir. Bu sözcükte /ɒ/ ve /ɪ/ sesli harflerinin yanlış telaffuzunun, öğrencilerin /ɒ/ sesini "ball" sözcüğündeki /ɔ/ gibi, başka bir deyişle yazıldığı gibi okumaya çalıştığını göstermektedir. Benzer şekilde, yine aynı sözcükteki /ɪ/, yine yazıldığı gibi /ɛ/ şeklinde okuma alışkanlığına sahip oldukları gözlenmiştir. Bu örnekle gösterilen sonuçlar, anadilin yabancı dil telaffuzundaki önemli etkisini göstermektedir.

Öğrencilerden alınan veriler ve öğretmenlerin değerlendirmeleri ışığında ortak telaffuz hatalarının oluşmasındaki temel nedenler aşağıdaki şekilde özetlenebilir:

- Ders kitabının yetersiz olması
- Müfredatın telaffuz konusunda eksik olması
- Anadilin (L1), yabancı dil öğrenimindeki etkisi
- Anadili İngilizce olan kişilerle etkileşim olmaması
- Gerek zaman, gerek nitelik olarak İngilizce iletişime yeterince maruz kalmama
- Yetersiz altyapı
- Diğer dil becerilerinin telaffuza göre daha öncelikli görülmesi
- Motivasyon eksikliği
- Daha önceki yanlış öğrenimlerin etkileri

Ortak telaffuz hatalarının nedenlerinin araştırılmasından sonra ortak telaffuz hatalarının giderilmesi için mülakat yapılan öğretmenler tarafından yapılan öneriler aşağıdaki şekilde özetlenebilir:

- Ders kitabının yenilenmesi, özellikle dinleme/izleme destekli telaffuza dönük bölümlerin eklenmesi
- Ders müfredatının yenilenmesi, telaffuz ve konuşma becerilerinin geliştirilmesinin vurgulanması
- Haftalık ders saatinin artırılması
- Ortaokullar için hazırlık sınıflarının konulması

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- Öğretmenler için telaffuz eğitimine dönük eğitim programlarının konması
- Öğrencilerin sınıfta daha fazla konuşmaya teşvik edilmesi
- Okullarda Dinleme/Video teknik cihaz altyapısının geliştirilmesi

Araştırmanın metodolojisi ile ilgili çeşitli sınırlamalar bulunmaktadır. Öncelikle, tüm katılımcılar (öğrenciler) çok genç ve buna bağlı olarak sözcük bilgileri sınırlıdır. Telaffuz için veriler sadece bir okulda ve sadece 82 öğrenci ile toplanmıştır. Söz konusu öğrencilerin tüm 7. Sınıf öğrencilerini temsil ettiği varsayılmaktadır. Bu nedenle, farklı bölgelerden farklı okullardan öğrencilerin de dâhil edilmesi araştırmada elde edilen sonuçları daha iyi temsil edebilir. İkinci olarak, telaffuz kayıtları öğrencileri hazırlanan cümleleri sesli okumasıyla elde edilmiştir. Her ne kadar, öğrenciler okudukları cümlelerde hangi sözcüklerin test edildiğini bilmeseler de, ellerinde mikrofon tutmaları ve ses kayıtlarının alındığını bilmeleri onları heyecanlandırmış ve performanslarını düşürmüş olabilir. Öğrencilerin telaffuzlarının sınıf içinde, belki haberleri dahi olmadan, doğal olarak incelenmesi ve bu araştırmadaki 30 cümle yerine daha fazla cümle ve sözcük ile test edilmesi daha farklı sonuçlar elde edilmesini sağlayabilir.

Son olarak, öğrencilerin telaffuzları her ne kadar tam cümle olarak kayıt edilse de, çalışma sözcük bazında yapılmıştır. Bu nedenle, sadece segmental kısımlar incelenmiştir. Cümle bazında yapılabilecek üst-segmental incelemeler araştırma kapsamı dışında bırakılmıştır.

Appendix G: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ■

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Aktuğ
Adı   : Besime
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : Common Pronunciation Errors of Seventh Grade
Efl Learners: A Case From Turkey

TEZİN TÜRÜ : Yüksek Lisans ■   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir
bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ■

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: