

**T. C.  
BALIKESİR ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**

**THE ATTITUDES OF FOREIGN LANGUAGE LEARNERS  
TOWARDS CONCEPT BASED INDUCTIVE METHODOLOGY FOR  
TEACHING PHONEMES**

**YÜKSEK LİSANS TEZİ**

**Funda KURT**

**Balıkesir, 2019**

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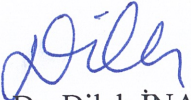
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**Balıkesir, 2019**

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TEZ ONAY SAYFASI

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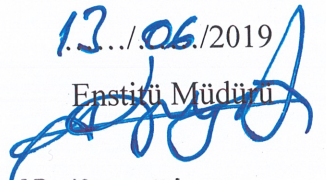
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Learning a foreign language entails proficiency over four basic language skills; speaking, reading, writing and listening. A language learner is also required to have enough knowledge about sub skills of the language system. Pronunciation is one of the significant components in this system and plays a crucial role in communication. For an intelligible and comprehensible speech, it is better for language learners to be trained with elements of pronunciation field and make them be conscious about the sound features of target language. The purpose of this study is to investigate the impact of concept-based pronunciation instruction on the articulation of regular past tense morpheme.

Firstly, I would like to thank and appreciate to my thesis advisor Asst. Prof. Dr. Fatih Yavuz for his endless support and contributions throughout the study.

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## ÖZET

### YABANCI DİL ÖĞRENCİLERİNİN KAVRAM TEMELLİ TÜMDENGELİM YÖNTEMİYLE SES ÖĞRETİMİNE KARŞI TUTUMLARI

Kurt, Funda

Yüksek Lisans, Yabancı Diller Eğitim Ana Bilim Dalı

İngiliz Dili Eğitimi Bilim Dalı

Tez Danışmanı: Doktor Öğretim Üyesi Fatih YAVUZ

2019, 96

Yeni bir dili öğrenmek o dilin tüm bileşenlerini yeterli derecede doğru kullanmayı kapsayan bir süreçtir. Telaffuz da bu bileşenlerden sadece bir tanesidir. İletişimde anlaşılabilir ve kavranabilir bir konuşma için, telaffuzun önemli bir yere sahip olduğu tespit edilmiştir. Fakat telaffuz eğitimi ile ilgili çalışmalar kelime bilgisi veya gramer bilgisi alanları kadar ilgi görmemiştir. Bununla birlikte, telaffuz öğretimi çeşitli dil öğretme yöntem bilimlerinden etkilenmiş ve bu durum telaffuz eğitimi alanında dalgalanmalar yaşanmasına sebep olmuştur. Son zamanlarda, iletişimsel dil öğretme yöntem biliminin popüler olmasıyla, iletişim unsuru vurgulanmış ve telaffuz eğitiminin önemi tekrar açığa çıkmıştır. Bu çalışmanın amacı, kavram temelli tümdengelim telaffuz eğitiminin düzenli geçmiş zaman biçimlerinin üretilmesindeki etkisini incelemektir. Çalışmanın diğer bir amacı da öğrencilerin bu tür telaffuz eğitimine karşı tutumlarını ortaya çıkarmaktır. Çalışmanın örneklemini ortaokul 6. sınıf düzeyindeki 13 öğrenciden oluşmaktadır. Dört haftalık telaffuz eğitim planı Milli Eğitim Bakanlığının önerdiği müfredata paralel olarak hazırlanmıştır. Araştırma araçları ise eğitime başlamadan ve eğitim sonrası öğrencilere uygulanan yüksek sesle okuma metni ve öğrenci görüşmeleriyle geliştirilen temaların frekans analizleridir. Araştırmanın sonucunda, hedef seslerin öğretiminde kavram temelli tümdengelim yöntem bilimi etkili olmuş ve aynı zamanda öğrencilerin bu yönteme karşı olumlu tutumlar geliştirdiği tespit edilmiştir.

Anahtar Kelimeler: Telaffuz, kavramsallaştırma, tümdengelim, tutum, biçim

## **ABSTRACT**

### **THE ATTITUDES OF FOREIGN LANGUAGE LEARNERS TOWARDS CONCEPT BASED INDUCTIVE METHODOLOGY FOR TEACHING PHONEMES**

**KURT, Funda**

**Master's Thesis, Department of English Language Teaching**

**Advisor: Asst. Prof. Dr. Fatih Yavuz**

**2019, 96**

Learning a new language is a process which involves using all components of the language properly. Pronunciation is only one of these components. For an understandable and comprehensible speech in communication, pronunciation is regarded as a crucial component. However, studies on pronunciation education have not received as much interest as vocabulary or grammar knowledge so far. In addition, pronunciation teaching has affected by many language teaching methodologies and experienced many fluctuations regarding with its significance in foreign language learning. In recent years, with the popularity of Communicative Language Teaching in foreign language, communication element has emphasized and its significance has revealed again. The purpose of this study was to analyze the impact of concept based methodology on the articulation of regular past tense morpheme. Another aim was to outline the attitudes of language learners towards such kind of pronunciation training. The sample consisted of 13 6<sup>th</sup> grade secondary level learners. A four-week pronunciation training plan was prepared in parallel with the curriculum Ministry of National Education suggested. Research tools were a read aloud task applied before and after the training and the frequency analysis of emerging themes obtained from structured interviews. The data were analyzed with Statistical Package for Social Sciences (SPSS). The results of the paired sample tests indicated that concept based inductive pronunciation training was an effective method for teaching the accurate articulation of target sounds. It was also found out that learners had positive attitudes towards pronunciation instruction.

Keywords; pronunciation, conceptualization, inductive, attitude, morpheme.

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## LIST OF ABBREVIATIONS

CPH: Critical Period Hypothesis  
MNE: Ministry of National Education  
EFL: English as Foreign Language  
ELT: English Language Teaching  
NNS: Non- native Speaker  
NS: Native Speaker  
LFC: Lingua Franca Core  
EIL: English as International Language  
ESL: English as Second Language  
RP: Received Pronunciation  
PAM: Perceptual Assimilation Model  
SLM: Speech Learning Model  
FDH: Fundamental Difference Hypothesis  
CAH: Cognitive Aging Hypothesis  
LLS: Language Learning Strategies  
PLS: Pronunciation Learning Strategies  
FD: Field Dependence  
FI: Field Independence  
CAH: Constrastive Analysis Hypothesis  
IPA: International Phonetic Alphabet  
CLL: Community Language Learning  
AAM: Audio Articulation Model

# 1. INTRODUCTION

This chapter comprises the background of the study, statement of the problem, purposes and significance of the study, research questions and limitations of the research. Firstly, the significance of pronunciation for listening and speaking skills is briefly mentioned. Then, problems related to teaching and learning pronunciation in EFL settings are classified as under the two titles; problems related to external factors such as instructors' attitude towards pronunciation teaching, the role of curriculum; problems related to learner-centred internal factors categorised as biological, cognitive and psychological. Next, research questions are presented. Finally, limitations of the study are given.

## 1.1. Background of the Study

As one of the significant sub-skills of the language systems along with grammar and vocabulary, pronunciation is a crucial component for an effective communication. Morley (1991) identifies pronunciation as an integral part of overall human communication. It plays a vital role during the interactions between interlocutors in terms of getting the message across correctly. Having a competency over just grammar rules, words or phrases is not enough for learners required to sustain intelligible and comprehensible communication. Pronunciation skills are necessary for learners perceiving and producing these components in a proper way throughout the interaction which constitutes the basis of the comprehensible and intelligible communication. The intelligibility principle in communication refers that if a listener is able to identify the message uttered by a speaker correctly, the speaker has an intelligible speech by getting the meaning across properly (Kenworthy, 1987). Pronunciation is an essential element on account of assuming a facilitative role in intelligible communication. The correct articulation of the sounds and words ensures the mutual understanding of interlocutors with different L1 backgrounds (Szyszka, 2017; Shabani; Ghasemian, 2017; Offerman& Olson, 2016; Kelly, 2000; Levis, 2005; Morley, 1991; Celce-Murcia et al, 1996; Kenworthy, 1987) whereas mispronunciation

of the sounds and utterances causes misunderstandings between interlocutors (Shabani; Ghasemian, 2017).

Burgess and Spencer (2000) assert that pronunciation in the process of language learning should be correlated with speaking and listening skills. While speaking skills enable learners to practise meaningful use of target language phonological features, listening skills are used for the identification of phonological features of target language with segmental or supra segmental levels. Hişmanoğlu (2006) mentions that listening and speaking skills are beneficial for learners' developing and internalizing the phonological features of target language. Discrimination and recognition of target sounds through spoken texts aid learners to articulate these sounds correctly while expressing themselves in proper situations. For this reason, exposure to sounds in target language has a positive impact on learners' oral production performances and if learners are not exposed to target language for a while, their discriminative and perceptive abilities begin to decline leading to mispronunciation of target sounds or words and intelligibility problems. Gilbert (1984) states that listening skills and pronunciation are linked with each other. It is indicated that speech perception has an effect on speech production (Rivers, 2018; Noteboom, 1983; O' Connor, 1980).

Even though pronunciation is regarded as one of the crucial ingredients in skill-based EFL (English as Foreign Language) settings, it is a mostly disregarded area by instructors and material developers (Szyszka, 2017; Demircioğlu, 2013; Atlı, 2012; Isaacs, 2009; Hişmanoğlu, 2006; Wei, 2006; Levis, 2005; Macdonald, 2002; Sliveira, 2002; Fraser, 2001; Celce-Murcia et al., 1996). Celce-Murcia et al. (1996) emphasize "Cinderella" term with the purpose of drawing attention to inadequate studies in the area of pronunciation teaching. Pronunciation teaching has not been remarked by the focus of studies when compared with grammar and vocabulary components of language teaching. Gilbert (1984) regards pronunciation as an orphan in English language teaching by accentuating that it is a neglected area; however, within the communicative framework in language teaching methodology, there occurs a threshold level in which learners with intelligibility problems due to the mispronunciations and articulation problems, fall behind other learners in terms of oral

production performances regardless of their proficiency in grammar and vocabulary areas (Yoshida, 2016; Yates and Zielinski, 2009).

## **1.2.Statement of the Problem**

When compared to other language areas in terms of teaching and learning strategies, pronunciation is an overlooked component or its practices are based on intuition rather than a systematic research (Levis, 2005); nevertheless, this situation needs to be changed as the impact of communicative framework on language teaching entails one of the significant principles: interaction (Sliveira, 2002). According to communicative framework, a learner's speech is required to be comfortably intelligible so that he/she is able to achieve success in communication (Kenworthy, 1987). Comfortably intelligibility principle consists of good vocabulary knowledge, grammar and effective pronunciation abilities and learners are required to be competent enough at recognizing and utilizing intra-segmental features composed of more microscopic aspect of language such as sounds and inter-segmental features (prosodic features) throughout interactions. In spite of its significance, numerous studies have indicated that teaching pronunciation is still an evaded area by instructors and this situation causes learners' misperceptions and misinterpretations of intra-segmental and inter-segmental features of target language. There are many factors having a great impact on instructors' refraining from teaching pronunciation such as their lack of self-confidence, lack of enough knowledge about phonetics, pronunciation and proper methodology, curriculum, lack of enough course hours and lack of effective evaluation techniques categorised as external problems in pronunciation teaching. Learner- based factors called as internal problems are composed of biological, cognitive and affective factors (Szyszka, 2017; Sardegna and McGregor, 2013; Demircioğlu, 2013; Isaacs, 2009; Berkil, 2008; Hişmanoğlu, 2006; Fraser, 2006; Wei, 2006; Burger & Spencer, 2000; Macdonald, 2002; Celce-Murcia et al., 1996; Morley, 1991).

### **1.2.1. Problems Related to External Factors in Pronunciation Teaching in EFL**

First external factor is instructors' viewpoints towards integrating pronunciation training to their course plans. These viewpoints can be classified as lack of enough knowledge about pronunciation teaching strategies of instructors and drawbacks in curriculum. Some of the instructors state that teaching pronunciation is a challenging area and are inclined to avoid teaching it as they believe that they do not have necessary skills, knowledge and teaching strategies (Hişmanoğlu, 2010; Fraser, 2006; Wei, 2006; Macdonald, 2002; Burges & Spencer, 2000; Celce- Murcia et al., 1996). Whereas some of the instructors refrain from including pronunciation in their course plan, some of them teach it with the aim of finding a solution for learners' some articulation problems by planning reactive lessons or practising a particular pronunciation feature through isolated items, mere repetition drills and de-contextualised settings. Furthermore, it is also claimed that mere repetition is not beneficial for learners' deep encoding of target sounds or prosodic elements of target language and these features are not be able to be transferred from short term memory to long term memory (Kelly, 2000). Another difficulty for this area is that instructors are not skilled enough to integrate pronunciation with other language components and skills. Burgess and Spencer (2000) list some problematic areas for this integration. Instructors face difficulty in the selection of pronunciation features, order of selected features, and the choice of type of discourse and methods. Furthermore, that instructor focuses on just grammar, vocabulary and reading skill causes the negligence of listening and speaking skills. The former enables learners to be exposed target sounds and prosodic features through spoken texts and guides them for developing their perception and discrimination abilities while the latter aids learners for meaningful usages of phonological features in target language. Demircioğlu (2013) asserts that too much focus on grammar and traditional techniques causes learners' having difficulty in advanced stages and prevents them from communicating effectively. Thus, one of the essential problems instructors have is their lack of necessary pronunciation teaching strategies. In line with pronunciation teaching strategies, although communicative language teaching regards intelligibility principle as a crucial element and gives significance to intra segmental and prosodic features of target language, the

proponents of this approach have not defined the role of pronunciation in language teaching adequately and have not developed agreed upon strategies for teaching pronunciation which result in a major gap in the area of pronunciation learning and teaching strategies (Szyzka, 2017).

Second external factor is the absence of enough support to instructors in terms of teaching pronunciation in curriculum. Celce- Murcia et al. (1996) and Macdonald (2002) assert that syllabuses involve many drawbacks as regards to reflecting pronunciation instruction. As the curriculum does not encourage instructors to teach pronunciation, this area is envisaged as a trivial issue in comparison with other areas in language teaching. In Turkey, Although New English Language Curriculum developed in 2018 for secondary level 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades (for more detail see Milli Eğitim Bakanlığı (MEB), 2018 ) aims at highlighting the communicative principle in language learning through authentic contexts, process-oriented, learner and task based activities, they do not include any explicit objectives for specific intra segmental or prosodic features in pronunciation instruction but seeks to teach these items through an integration with listening and speaking skills in an implicit way ( T.C Talim Terbiye Kurulu Daire Başkanlığı). Nevertheless, it is claimed that learners having a transition from elementary to upper elementary level in secondary schools require a further academic development. As learners in this stage are able to develop abstract and reflexive thoughts, their language system becomes more abstract and academic by getting less closely to everyday life situations. For this reason, it needs more intense analysis of language which is likely to be enabled with setting clear and explicit objectives for any specific feature in pronunciation instruction in the curriculum. Another problem regarding curriculum is that due to large classes, time constraint, loaded content and lack of suitable learning and teaching materials, instructors either avoid teaching pronunciation or teach it reactively or traditionally in order to find solutions for their learners' mispronunciation of the sounds in the lessons ( Isaacs; 2009; Fraser, 2006; 2001; 2000; Macdonald, 2002).

### **1.2.2. Problems Related to Learner-Centred Internal Factors**

Learner-centred internal factors impeding the effectiveness of pronunciation instruction are classified into three main areas; biological, cognitive and psychological features of learners. Firstly, age of the learners categorized in biological factor in terms of acquiring language components is one of the significant research subjects among researchers. Lenneberg (1967) with Critical Period Hypothesis (CPH), Acton (1984), Odisho (2014), Ellis (1994) and O'Connor (1980) indicate that younger learners have a superiority over older learners for acquiring necessary language skills and assume that as learners undergo neurological and maturational alterations in the age of puberty, it is not possible for adolescents to learn language components just through being exposed to target language. For this reason, along with mere exposure to target language, learners in the age of puberty require more conscious language instruction grounded within the communicative framework throughout their learning process as they develop more abstract and conceptual thinking abilities.

Secondly, cognitive factors are composed of learners' language aptitude, and their learning styles. Carroll (1981) defines language aptitude by making a list of four subcomponents; phonetic coding ability, grammatical sensitivity, inductive language learning ability and memory. In the concern of this study, phonetic coding ability has a direct relation with learning pronunciation and entails a process in which auditory discrimination of target sounds and associating sounds with symbols or symbols with sounds have primary concern for learners. Kenworthy (1987) emphasizes the significance of these subcomponents by referring to a new concept; oral mimicry which highlights to the competency for articulating sounds in a proper way. Another cognitive factor is the impact of learning styles upon pronunciation instruction. Celce-Murcia et al. (1996) reveal that most of the pronunciation training activities are consisted of auditory elements and address to just learners with using auditory learning style dominantly; however, Odisho (2014) and Hişmanoğlu (2006) stress the notion; multi-sensory teaching process composed of a range of activities supporting eye training, neuro muscular training and brain training creates more effective teaching atmosphere for learners with different learning styles during pronunciation instruction.

Finally, motivation level of learners and attitudes towards pronunciation learning form the basis of psychological factors for pronunciation instruction and these affective factors influence the pronunciation learning developments of the learners. Kenworthy (1987) and Sardegna and McGregor (2013) accentuate that instructors should establish a supportive and friendly atmosphere by lowering anxiety levels of learners in the class. Szyzka, (2017) identifies anxiety in the area of pronunciation learning in reference to Tobias's model involving three stages; input, information processing and output. Learners who have anxiety problems in input stage are prone to having difficulty in focusing on the target sounds and encoding them by blocking themselves. In processing stage, anxiety lowers the speed of learner's cognitive process such as the performance of short term memory and retrieval of the target sounds. Anxiety in input and processing stages causes learner's poor discrimination of target sounds or prosodic elements in listening skills and failure of learners which lowers the motivation and therefore learners take a negative attitude towards listening skills. Output stage includes the indication of learners' actual performances acquired in input and processing stages. Performances of learners in this stage are reflected through speaking skills. Learners encounter with difficulty in mispronunciation of the words and are anxious about being evaluated negatively by their peers and teachers. Furthermore, learners in the age of puberty are inclined to refrain from expressing their thoughts in front of the class as they apprehend making mistakes and being ridiculous in the eye of their peers which leads to communication apprehension problems for learners. In addition to these factors, another reason for this apprehension is the result of alterations in adolescences developmental period with respect to psychological aspects. Moreover, it is indicated that children are more eager to learning pronunciation compared to adults and as the learners become older, they tend to resist pronunciation learning an account of these affective factors (Szyzka, 2017).

### **1.3. The Purpose of the Study**

Even though pronunciation training is a neglected component on account of aforementioned problems, it has an inevitable place for not only listening but also speaking skills. Based within the scope of communicative principles, curriculum is

required to integrate pronunciation instruction with other skill areas. In order to design an effective syllabus regarding to this training, variables such as learner-related variables, setting variables, institutional variables and linguistic variables impacting the quality of pronunciation training should be considered (Stern, 1992). In line with all these issues discussed in the previous sections, the first purpose is to investigate the impact of concept-based inductive teaching approach using communicative principles in the teaching intra-segmental features in EFL setting. Second aim of this research is to outline the effects of the approach mentioned above on the performances of learners' articulation of the target sounds. The last aim of this research is to define the attitudes of learners and instructors towards this kind of instruction and syllabus.

#### **1.4. Significance of the Study**

Although there have been numerous research examining the effects of pronunciation teaching methods outside Turkey, studies in Turkey only focus on definition of common pronunciation errors of learners with different levels of language proficiency. For this reason, this research introduces an eclectic pronunciation teaching method in which the principles of cognitive and communicative language teaching methodologies are combined with the purpose of teaching segmental elements of pronunciation through listening and speaking skills. This research is also significant for language instructors in that it aims at teaching target sounds within the framework of a syllabus designed by the Ministry of National Education (MNE). Thus, this research proposes an alternative way for teaching pronunciation and the results of the research may serve many contributions to the area of pronunciation teaching strategies by questioning the impacts of this teaching method on articulation performances of language learners.

#### **1.5. Research Questions**

In the light of these problems, the research seeks to answer these three questions;

1. Does concept-based inductive pronunciation instruction have an impact on learners' articulation of target phonemes accurately? If Yes, To what extent?
2. What are the attitudes of EFL learners towards concept-based inductive pronunciation instruction?

### **1.6. Limitations of the Study**

This study includes some limitations. First one is that this research only focuses on the investigating the impact of concept-based inductive pronunciation instruction on learners' oral production of regular past tense inflectional morphemes; "ed". For this reason, it does not give an answer what kind of result it has for the teaching of other phonemes in EFL which should be searched for further research. Secondly, segmental features of instruction are analysed through this research; however, it does not emphasize the teaching of supra segmental features of language.

## **2. RELATED LITERATURE**

This chapter consists of two sections. First section focuses on theoretical background information about pronunciation, factors affecting teaching or learning this component and pronunciation teaching approaches in ELT (English Language Teaching). Second section comprises the summary of related literature on pronunciation, factors affecting teaching or learning pronunciation and the effect of pronunciation instruction.

### **2.1. Theoretical Framework**

#### **2.1.1. Introduction**

This section encompasses theoretical background of pronunciation component in ELT reviewed within three titles. In the first title, definition and aspects of pronunciation are briefly outlined along with the goals and importance of teaching and learning pronunciation. Theories for second language pronunciation are also briefly mentioned. In the second title, factors having a great impact on teaching or learning pronunciation are presented. Finally, in the third title, pronunciation teaching approaches and current perspectives for teaching pronunciation are given.

#### **2.1.2. Foreign Language and Pronunciation Instruction**

Learning a language entails competency over four basic skills; reading, writing, listening and speaking and other integration of sub skills such as grammar, phonology and vocabulary. It is identified that these systems are interwoven with each other. The sound system is not separated from other skills. Functioning as a source for structuring meaning and stating various language functions in a communicative base, this system

is bound to each aspect of language system when learners listen, speak, write and read. For instance, if learners want to master in the area of listening and speaking, it is necessary for them to develop some competency in understanding and articulating English sounds, tones and rhymes or the proficiency in reading and writing skills requires analysing and perceiving the connection between writing system and the sound system. Instructors should be aware of these relationships and build a lesson structure which aids learners to improve efficient listening comprehension and intelligible pronunciation for their proficiency in communication (Celce-Murcia et al., 1996). Pennington and Revell (2019) support the view that pronunciation based instruction can develop listening comprehension skills of learners. Instructors can also integrate pronunciation instruction with other sub skills such as grammar and vocabulary. The reduction patterns of auxiliaries or verbal / nominal inflections such as –ed, -en, -es, -ing can be combined within the structure of grammar lesson enhancing the capacity of learners in perception and production. The reason for learners' failure in articulating these structures can stem from the failure in perceiving them in daily life activities. In the field of vocabulary, the instruction of stress patterns, phoneme identification or vowel shift is introduced to learners through different types of nouns such as irregular, regular or plural, singular, etc. and different types and forms of verbs such as regular, irregular, etc. ( Pennington and Revell, 2019; Rivers, 2018).

### **2.1.3. Definition of Pronunciation**

Yates and Zielinski (2009) refer to pronunciation term as the way sounds are produced while interlocutors are speaking. Nunan (2003) and Szyzka (2017) state that pronunciation includes a process through which certain sounds are produced by the speaker and perceived by the listener so that these interlocutors are able to provide a mutual intelligibility with each other without having a difficulty during an interaction. Nunan (2003) addresses mutual intelligibility principle while defining the term in terms of accentuating not only production but also perception stages in communication. Thornbury (2005) defines pronunciation as the competency of learners for uttering comprehensible statements with the purpose of completing a list of language tasks. Furthermore, Seidlhofer (1995) and Dalton & Seidlhofer (1994) add a new perspective to the definition of the term by stating that apart from involving the

representations of individual sounds and consonants, pronunciation not only enables negotiation of meaning between interlocutors but also is a crucial indicator of socio-cultural background of these interlocutors. In most contexts, speakers are easily identified as non-native. For this reason, it might function as a filter leading even discrimination in some language contexts (Rezaei et al., 2015; Pennington, 1996).

The study of pronunciation embodies two areas; phonetics and phonology. Phonetics centres upon the physical properties of speech sounds and does not have to be in a direct relation with the study of language. It is divided into such areas;

- Physiological phonetics is concerned with anatomical, neurological and physiological aspects of speech.
- Articulatory phonetics is concerned with physical aspect of speech organs while speaking.
- Acoustic phonetics is concerned with the nature and acoustic of the sound waves aiding the process of transmitting speech.
- Auditory phonetics is concerned with the way speech is sensed by ears.
- Perceptual phonetics is concerned with the way speech is perceived by the brain (Kelly, 2000).

It is clear that these areas of phonetics are dependent on each other from the stage of producing sounds through speech organs becoming sound waves to the stage of being sensed by ears and perceived by the brain (Kelly, 2000). On the other hand, phonology mainly deals with the way the sounds are interpreted and categorized in a particular language. In a broad sense, it points to the sound system of language. Recognised as being either a corner stone or superficial feature of the language, phonology is analysed in terms of three aspects; psychological, social and cognitive aspects of a spoken language. Psychological aspect is a significant marker of the meaningful sound units indicating the internal features of human beings such as their thoughts and feelings. Social aspect points at social interactions of human beings. Cognitive aspect reflects subconscious and conscious processes combined and controlled by the brain entrenching the comprehensibility in accordance with the purpose of the speaker (Pennington and Revell, 2019). While phonetics is concerned

with physical features of the units of a language, phonology focuses on the system and those units which form a meaningful base for a language. (Pennington and Revell, 2019; Kelly, 2000). Pennington and Revell (2019) indicate that in a general sense, language teachers prefer using the term pronunciation with the aim of referring to a kind of skill in spoken performance rather than phonology. As the term pronunciation reflects a practical ground for the study of a language, theoretical linguists and researchers generally tend to refrain from using the term pronunciation in their studies and refer them as phonology or phonetics.

### **2.1.3.1. Aspects of pronunciation**

As well as being regarded as an essential aspect for communication, pronunciation is also one of the constituents in a spoken language leading to effective interactions. It is a fundamental and valuable feature realized in social, academic and professional lives in particular spoken contexts (Pennington and Revell, 2019). Belkheir (2017) identifies pronunciation as one of the significant components in the process of producing sounds with the purpose of conveying meaning in interactions. For this reason, speaking of a language and successful communication necessitate a process in which one is required to use four crucial elements sufficiently;

1. Segmental elements embody the attention to the particular sounds of a language.
2. Supra segmental elements refer to prosodic features such as stress, rhythm, and intonation, etc. rather than more microscopic components.
3. Voice quality signifies the way the voice is formed.
4. Paralinguistic features include the attention to gestures, facial expressions and body movements rather than linguistic features (Belkheir, 2017).

### **2.1.3.2. Significant Concepts of Pronunciation**

Identified as a kind of language skill, pronunciation contains having enough knowledge about articulating and discriminating individual sounds; phonemes

comprised of the system of consonants and vowels mentioned as segmental aspect of pronunciation and knowledge about connected speech elements; prosodic features referred as supra segmental aspect of pronunciation skill (Belkheir,2017).

Reflecting microscopic aspects of a language, phonemes in other words segmental features refer to different sounds composed of consonants and vowels. Consonants are categorised as voiced or unvoiced (voiceless). If a vibration occurs in the vocal cords in the larynx when one particular sound is articulated, it is referred as a voiced sound and if there is not a vibration, an unvoiced sound occurs (Kelly, 2000). For instance, it is easily to recognize the difference between /f/ *fan* and /v/ *van* in terms of voicing. It is possible to distinguish the difference through touching Adam's apple during the articulation of the sound and identify whether there is a vibration or not (Kelly, 2000). In addition to having a property as voiced or unvoiced sounds, consonants can be identified as the manner and place of articulation which means the way sounds occur through interrupting, constraining and deviating the airflow in variety aspects.

1. The manner of articulation describes the connection between the articulators and the airflow. For instance, articulation of plosives requires such a process in which the air is entrapped for a while and then absolved in a sudden way. The manners of articulation are classified as;
  - Plosives sometimes mentioned as stops exist when the air is entrapped in the vocal tract. As the air pressure increases due to this enclosure, it is absolved suddenly. Example sounds for plosives are /p/, /b/,/t/, /d/, /k/ and /g/. In a general sense, Turkish learners do not face any difficulty in discriminating or articulating plosives.
  - Affricatives exist when the air stream is closed somewhere in the mouth and the raise of soft palate occurs. Air pressure occurs behind this closure as in the case of the way plosives are articulated; however, the difference is that the air is composed more slowly than in plosives. Example sounds for affricatives are /tʃ/, /dʒ/. Turkish learners have difficulty in discriminating or articulating /dʒ/ sound.

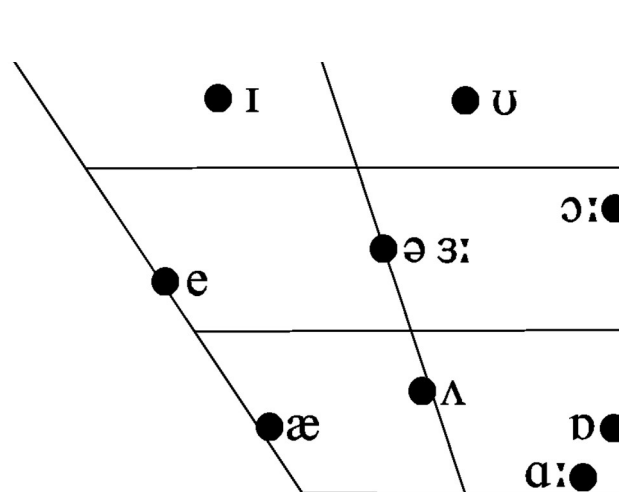
- Fricatives exist when the airflow moves as two vocal organs come together and this air can be heard due to this movement. Example sounds for fricatives are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/. Turkish learners have difficulty in discriminating or articulating /z/ sound.
  - Nasals exist when the air is closed completely somewhere in the mouth and this air is lapsed into the nasal cavity an account of the lowered soft palate. Example sounds for nasals are /m/, /n/ and /ŋ/. Turkish learners have difficulty in discriminating or articulating /ŋ/ sound.
  - Lateral /l/ sound exists when the air stream circulates around the sides of tongue. Turkish learners do not have any difficulty for this sound.
  - Approximants exist when the movement of an articulator is in such a closure that any friction or the stop of the airflow occurs. Example sounds for approximants are /r/, /j/, /w/. Turkish learners have difficulty in discriminating or articulating /w/ sound.
2. Place of articulation describes how sounds occur in terms of basic movements of different articulators.
- Bilabials occur within the closure of both lips, e.g. /p/ and /m/.
  - Labio- dentals occur within the usage of the lower lip and the upper teeth, e.g. /f/ and /v/.
  - Dentals occur within the usage of the tongue tip between the teeth or close to the upper teeth, e.g. /θ/and /ð/.
  - Alveolars occur if the tip of tongue is close to the alveolar ridge, e.g. /t/ and /s/.
  - Palato alveolars occur within the usage of tongue tip just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/.
  - Palatals occur when the front of tongue is so close to the palate, e.g. /j/.
  - Velars occur when the back of the tongue is placed against the soft palate, e.g. /k/ and /ŋ/.
  - Glottals occur when the usage of the gap between vocal cords causes a friction, e.g. /h/ (Kelly, 2000).

**Table 1. The Articulation of Consonants**

	Bilabial	Labiodental	Dental	Alveolar	Post Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Stops	p, d			t, d			ŋ		
Fricatives		f, v	θ, ð	s, z	ʃ, ʒ				h
Affricatives					tʃ, dʒ				
Nasals	m			n			ŋ		
Laterals				l					
Approximants	w				r		j		

Vowel sounds are regarded as voiced sounds even though there might be some exceptions in the articulation of some words including diphthongs or trip thongs. Diphthongs are combinations of one vowel sound to another as in the case of /eɪ/ *late*. Trip thongs contain the combination of three vowel sounds as in the case of /auə/ in the articulation of *our*. Single vowel sounds are also identified as short like /ɪ/ in the articulation of *hit* and long like /i:/ in the articulation of *heat*. /:/ symbolizes the long sound in the articulation of single vowel sounds (Kelly, 2000). Vowel sounds are classified in terms of the distance between the tongue and the roof of the mouth as Close, Mid and Open or the vertical lines on the part of the tongue as Front, Centre and Back. They can be also identified in terms of the positions of the lip as Rounded, Spread and Neutral (Lane and Brown, 2010; Kelly, 2000; Celce-Mercia et al.; 1996).

**Table 2. The Articulation of Vowels**



Kelly, 2000

While phonemes refer to distinctions in a particular language, allophones are defined as the specific articulation of phonemes in a variety of contexts. Their perception is different; however, this does not have any effect on distinguishing words. In other words, allophones are different representations of a particular phoneme. Although sharing common features by having roots from the same family, they hold unique characteristics (Pennington, 2019; Celce-Murcia et al., 1996). Pennington and Revell (2019) identify that all of the speakers from one or different language backgrounds have common phonemes; nevertheless, there is massive amount of diversity in terms of the articulation of it an account of some variants.

- Contextual variants (identified with the different articulation of phonemes in different contexts).
- Regional variants (identified with the impact of regional accents on the way phonemes are articulated).
- Social variants (identified with the impact of social groups such as the role of gender, ethnic groups or speech style on the way some phonemes are articulated).

Supra segmental aspects or prosodic elements of a language reflect features of speech applied generally to segments. These features are stress, rhythm, intonation.

1. Stress refers that generally one syllable of a words is articulated more dominantly than the others
2. Rhythm occurs where stressed syllabus is identified regularly in speech. Owing to this perception, English is regarded as a stress-timed language.
3. Intonation refers how the pitch of the voice increases or decreases in the course of an utterance articulation as important as stress in terms of differentiating sentence meaning (Belkheir, 2017; Kelly, 2000; Kenworthy, 1987).

### **2.1.3.3. Sound System and Inflectional Morphology**

Morphology is a language area that focuses on studying the smallest units of meaning including grammatical functions and structure of the words (McKay and Cosmos, 1986). These units have to be subdivided into the meaningful units. This language area is examined as two subcategories. First one is inflectional morphology encompassing the attached grammatical endings to words. Second one is derivational morphology containing lexical features such as compounding or affixation used for forming new words through stems, affixies or stock of roots (Celce-Murcia et all., 1996). Celce-Murcia et all. (1996) identify eight regular morphological inflections; plural, possessive, third-person singular present tense, past tense, present participle, past participle, comparative degree and superlative degree. It is also detected that most of these inflections include sensible perceptions. (Celce-Murcia et all., 1996). Celce-Murcia et all. (1996) assume that in English language, regular grammatical inflections have the closest connections with the sound system among other constituents. This scope is referred as morpho phonology focusing on the articulation of allomorphs. The concept allomorph refers to different form of a morpheme but does not cause any alterations in meaning. It also describes the perception of these variants for particular morphemes. For instance, /z/, /s/, /ɪz/ and /əz) are allomorphs of regular plural, third person singular present tense and possessive. This situation might cause a complexity for language learners required to perceive, discriminate and articulate these allomorphs (Lane and Brown, 2010).

Lane and Brown (2010) list some problematic subjects for learners regardless of their language background and reveal that the pronunciation of grammatical

inflectional endings is one of the difficult areas for language learners. Similarly, Pennington and Revell (2019) support to the idea that grammar should be integrated with the pronunciation skill and pronunciation instruction can contain some verbal and nominal inflections particularly such as –ed, -en, -(e)s, and –ing which contributes the perception and production processes of these items. Pennington and Revell (2019) also refer that as sounds form the basic elements for larger units of a language system, differences in phonological system can be the indicator of the changes in lexical meaning, grammatical meaning and utterance meaning Furthermore, it is suggested that the reason for learners who mispronounce these inflections might stem from their failure in noticing them in their daily speech (Pennington and Revell, 2019; Rivers, 2018).

#### **2.1.4. The Goal of Pronunciation Instruction in Language Classes**

In a broad sense, it has been ascertained that the significance of pronunciation instruction has had some fluctuations regarding the attitudes taken by language teaching approaches. Some language teaching approaches such as reform movement and audiolingual teaching accentuate the importance of teaching it whereas others such as cognitive movement and communicative language teaching generally disregard its integration with other language areas (Yoshida, 2016; Jones, 2002; Celce-Murcia et al., 1996). Due to these fluctuations, two conflicting issues have influenced pronunciation pedagogy and research; nativeness principle and intelligibility principle (Levis, 2005). The nativeness principle holds the view that it is probable for language learners to attain native like pronunciation in a foreign language. Before 1960s, this view was a prevailing approach; however, it lost its validity an account of the research revealing the fact that some biological factors play a major role and having a native like pronunciation is only possible before adulthood (Lane and Brown, 2010; Fraser, 1999; Schovel, 1995; Lenneberg, 1967). For this reason, desiring a native-like pronunciation was realized as an unrealistic goal for both instructors and learners (Lane and Brown, 2010; Levis, 2005; Dalton et al, 1997; Kenworthy, 1987). Furthermore, Kenworhty (1987) suggests that very few adults could achieve native-like pronunciation and majority of the learners do not regard the nativeness in pronunciation as a beneficial issue. As nativeness principle was not viewed as an

essential element for a successful communication, new paradigms have been supported on basis of main goals for learning or teaching pronunciation; intelligibility, comprehensibility, interpretability and accent (Pennington and Revell, 2019; Rivers, 2018; Yoshida, 2016; Offerman and Olson, 2016; Saito and Lyster, 2012; Şenel, 2006; Levis, 2005; Lane and Brown, 2010; Derwing and Munro, 2005; Goodwin, 2001; Celce-Murcia et al., 1996; Morley 1994; Kenworthy, 1987; Gilbert, 1980).

The first term intelligibility signifies the extent to which a listener is able to identify words, phrases or sentences accurately uttered by a particular speaker (Lipinska, 2018; Yoshida, 2016; Lane and Brown, 2010; Yates and Zielinski, 2009; Levis, 2005). In this perspective, intelligibility associates with clarity and accuracy enabling for listeners to differentiate the message components and identify them as meaningful parts (Pennington and Revell, 2019). Jenkins (2000, 2002) stresses the significance of mutual intelligibility learners should concentrate on during their interactions. Kenworthy (1987) indicates that the amount of words the listener can recognize correctly has a strong connection with the intelligibility of the speaker. As the sounds constitutes words in a language, the incorrect substitution of one sound with another or the incorrect usage of one language element by the speaker leads to unintelligible speech as the listener identifies and understands a completely different word or feature from what the speaker intends to mention (Hamzah et al., 2017; Kenworthy, 1987). Kenworthy (1987) also refers to comfortably intelligible notion underpinning the view that in spite of setting high goals, learners should set more sensible ones while learning pronunciation. Moreover, Gilakjani (2011) supports the idea that effective and intelligible pronunciation enhances learners' self-confidence as they are able to comprehend the language utterances in the environment without facing difficulty. Fraser & Perth (1999), Levis (2005), Morley (1991), Afshari & Ketabi (2017) assert that it is not possible for learners to have native like pronunciation; however, effective pronunciation teaching can aid them in terms of developing a more intelligible speech. Kenworthy (1987) outlines some sources of intelligibility problems as sound substitutions, sound deletions, sound insertions, links between words, the use of stress, rhythm and intonation. Deterding (2013) confirms that most of the intelligibility problems stem from consonants.

The second term comprehensibility reflects the degree of difficulty a listener faces in understanding a non-native speech (Derwing and Munro, 2005; Derwing et al., 1998). Derwing and Munro (2009) state that this principle is closely interwoven with successful communication. In a general sense, intelligibility and comprehensibility principles have an interchangeable usage with the purpose of identifying the ability of the listener to recognize L2 speech (Levis, 2006). Munro (2011) distinguishes these two principles by pointing that comprehensibility indicates the experience of the listener perceive the speech in target language in terms of difficulty level whereas intelligibility refers to the extent to which the speaker can be understood by the listener. Derwing and Munro (1999) also ascertain that L2 instruction should reflect these two principles as appropriate objectives in teaching or learning foreign language pronunciation. Pennington and Revell (2019) mention interpretability principle referring to the competence of the learners in figuring out the real intentions of the speaker by focusing on communicative function or pragmatic deduction of the message entailing functional and situational knowledge along with markers of language- specific contextualization. This principle hints the ability of the listener to interpret the meta-message embedded in language specific contexts. Another principle accent indicates the distinctness between native and non-native pronunciation recognized by the native speaker (Derwing et al., 1998). For the last term; accent encompassed by segmental and supra segmental elements is defined as an indicator of the speaker first impression and status (Pennington and Revell, 2019). Derwing et al. (1998) identify the term as the discrepancy between the pronunciation features used by native and non-native speakers (NNS) recognized by native speakers (NS). Accent reflects associations with phonemes, prosodic elements and voice quality (Lane and Brown, 2010). Accent of the speaker is not directly associated with intelligibility or comprehensibility principle for a native speaker; nevertheless, it can influence the perceptions of NS towards NNS (Derwing and Munro, 2009). NS can interpret the speech of NNS inaccurately regardless of its intelligibility and comprehensibility (Levis, 2005; Pennington and Revell, 1998).

#### **2.1.4.1. Decision of the Pronunciation Model in English Language Classes**

English language has been labelled as a global language in the twentieth century as Britain and United States have gained the power in the areas of political, military economic areas and its technological advancements (Hietanen, 2012; McKay and Cosmos, 1986). McKay (2002) and McKay and Cosmos (1986) claim that English is a predominant language as being a trend in international organizations, communications, business and publishing and it is also used prevalently in music and movie industry leading the expansion of the English language usage. As people are required to use this language effectively in public or professional lives, English is regarded as a significant issue in the design of curriculum (McKay, 1986). Until now, in a general framework, pronunciation instruction has focused on native models of British and American English standard dialects (Hietanen, 2012). Bentahila and Davies (1989) assert that it is better for learners to acquire particular amount of information about native language standards; however, instructors should present other varieties of language usages to their learners which aids them for the selection of ideal for themselves according to their goals. Conversely, for McKay and Cosmos (1986), although standard usage of language does not contribute for making a learner impressive speaker or writer, these features act like a social passport through which learners is able to fulfil their needs and goals in English speaking world; nevertheless, it is asserted that due to its function as a world language, the number of non-native speakers as a second or foreign language contexts is increasing day by day (Graddol, 1999). Seidlhofer (2001) and Kirkpatrick (2007) propose that this standard version of pronunciation instruction should be reviewed as it is deprived of reflecting cultural and linguistic varieties. In the light of these criticisms, Kachru (1992) develops the World English Approach with the purpose of creating an awareness and emphasis for these varieties. This approach deals with English pronunciation by concentrating on the local differences of spoken English around the world. Three interbedded circles are mentioned within the frame of this paradigm; inner, outer and expanding circles. Inner circle consists of native speakers norms from United States or United Kingdom. Outer circle is comprised of countries such as India and Singapore where English is used as a second language approved by officially and in these contexts, new norms is merged

within native speaker norms. Lastly, expanding circle including China, Japan or Turkey, presenting language instruction as a foreign language performance pivoting the standard norms of the inner circle (Kachru, 1992); however, this paradigm is criticised in terms of disregarding the functions of English in expanding circle countries and being restricted only with local boundaries (Matsumoto, 2011; Pennycook, 2003). Firth (1996) points out the term as lingua franca English which refers to a contact language enabling the communication between two interlocutors who do not share either common language or common culture. Kirkpatrick (2006) outlines three models for learners of English relying on the learners' background and the country; native-speaker model, nativized model and lingua franca model and their usage parallels with Kachru's (1992) paradigm. Jenkins (2004) also stresses the notion Lingua Franca Core (LFC) by identifying the contexts English language is used. In English as international contexts (EIL), learners are not required to acquire native speaker norms but should adjust their speech to enable mutual intelligibility predominantly with NNS; nevertheless, the case might not validate for English as second language (ESL) contexts as ESL learners are required to be comprehensible and intelligible to the listeners primarily from NSs community (Derwing and Munro, 2005; Jenkins, 2006, 2004, 2000). For this reason, Jenkins (2006, 2004, 2000) supports the view that as in the first context, mutual intelligibility is regarded as the core element for interlocutors from expanding circles, the emphasis on teaching standard accent is useless. Furthermore, it is claimed that although Standard English is considered a social dialect, it has been detected that minority group use it. For instance, three percentage of British population uses Received Pronunciation (RP) and ninety-seven percentage of it speaks regionally modified RP. The perception reflecting that standard NS accent is intelligible in international settings is evaluated as a myth and it is supported that in EIL language contexts, NNSs accents are more intelligible than NSs accents (Jenkins, 2000). In addition, Jenkins (2000) suggests that the first aim is to create awareness about the notion of LFC and its rationale for pronunciation in English language teaching ELT education for EIL; therefore, decision of target English pronunciation model concerning with the aims of instruction includes two elements; the characteristic of the environment where the language is learnt and the goals of the learners studying English such as travel, education, life skills, survival, business, occupation or ELF interaction, etc. (Murphy, 2014). Levis (1999) and Celce-Murcia et al. (2010) also supports the view that the selection of target pronunciation model is

directly connected with the aim of the learners and context of learning and teaching process. For instance, Harmer (2001) suggests that beginners should be presented to similar pronunciation model as too many varieties and accents will have debilitating effects. Porzuczek (1997) states that learners might feel confusion when confronting with too many varieties. For this reason, as the learners progress in terms of their level of foreign language competence, it is better for them to be introduced other varieties and different accents in authentic speech (Harmer, 2001). Rogersen- Revell (2011) presents some arguments for and against RP;

#### Supporters of RP;

- RP is recognised as the most extensively used accent in the world.
- Most of the teaching materials such as text books and dictionaries are premised on RP.
- When evaluated within the social cultural framework, RP is still identified as the indicator of prestige and social statue. Thus, learners with RP are able to gain power and statue.
- Learners attempt to attain RP accent with the purpose of enhancing academic and language learning competencies.

#### Opponents of RP;

- RP is regarded as being used by small number of people and reflects the norms of elite community. Thus, it is claimed that as learners have little opportunity for meeting such community, it is not useful to teach such an accent.
- RP is thought as a difficult accent and involves various pronunciation rules.
- RP is thought as an old version as it has undergone many alterations.
- Language users can have some prejudices against an individual with RP accent.

### **2.1.5. Selected Models for Acquiring L2 Sounds**

A child goes through an implicit process in which L1 elements are formed slowly and gradually by building perceptual knowledge in the long term memory. This slow implicit and perceptual knowledge is associated with the development of the child's articulatory abilities. Gradually, these abilities are attuned to adult native speaker pronunciation level through practice over time in perception and production of language features; however, in the acquisition of L2 elements, the case occurs in a different path due to different learning contexts such as school and neighbourhood, different learning aims, precedences and some limitations due to different learning process or consequences containing transfer of skills or past learning experiences (Pennington and Revell, 2019). Foreign accent appears as a consequence of the distinctions of segmental articulation between native and non-native (Flege, 1984). It is possible to hypothesize that there is a critical period for the competency to acquire the new elements of segmental articulation in speech. After a critical period, this ability decreases (Flege, 1987). Two language perception language models; The Perception Assimilation Model (PAM) and The Speech Learning Model (SLM) attempt to examine the acquisition of L2 segmental components.

#### **2.1.5.1. The Perceptual Assimilation Model (PAM )**

Best (1995) suggests that the ability of novice L2 adult learners in discriminating the differences between non-native elements is associated with the way contrasting L2 phones internalized and classified into present L1 phonological categories. If there is a perceived difference between L1 and L2 sounds, the learner might have difficulty in identifying between L2 contrasts. In PAM, the capacity of learners is evaluated in terms of discriminating L2 phones regarded as good or bad examples of L1 category. If the learner interiorises the two L2 phones by assimilating into two corresponding L1 categories, the most accurate discriminability occurs; however, if the learner associates two L2 sounds with single L1 category, poor discriminability occurs. The non-perception of L2 components results in not assimilating within L1 category. If L2 phone in L1 category does not indicate any

correlation with any specific sound, it is regarded as an uncategorized sound (Ingham, 2014).

#### **2.1.5.2. The Speech Learning Model (SLM)**

Concentrating on L2 speech acquisition explicitly, main goal of this model is to examine alterations in learning the segmental perception and production throughout life (Flege, 1988). Essentially, this model contains two basic principles. The first one is that bilinguals cannot completely distinguish L1 and L2 phonetic features. The second more debated one is that abilities underpinning a successful L1 speech acquisition process retain whole throughout life (Ingham, 2014).

SLM focuses on the ultimate attainment of L2 pronunciation. For this reason, most of the studies have been carried with adult bilinguals not beginners (Flege, 1995). In L1 acquisition, speech perception is based on the attuned distinctive phonic elements of L1. During L2 learning, learners might have difficulty in recognizing the phonetic contrasts between pairs of sounds in L2 or between L2 and L1 sounds. The reason for this might be that phonetically different sounds are interiorised in a single category. The model underlines the significance of perceptual targets as without these targets aiding sensorimotor acquisition of L2 sounds, it is not possible learners to produce L2 sounds accurately (Flege, 2009, 1995, 1987). The assumptions underlying SLM;

1. The processes and the mechanisms with category formation utilized while acquiring L1 sound system retain intact throughout life and can be implemented to L2 learning.
2. Phonetic categories or speech sounds are designated in the shape of long term memory reflections.
3. Constituted in childhood for L1 sounds, phonetic categories change over time with the aim of conveying features of L1 and L2 sounds.
4. Bilinguals endeavour to sustain the distinctness between L1 and L2 phonetic categories situated a common phonological space (Flege, 2003, 1995, 1987).

The significant aspects of hypothesis of SLM;

- L1 and L2 sounds are associated with each other perceptually at a position of sensitive allophonic level. They are represented as concrete components rather than abstract ones.
- If L2 sound can be recognized and classified differently from the closest L1 sound, a new category for L2 sound can be constituted.
- The better a learner perceives the dissimilarity between L2 sound and the closest L1 sound, the more possible phonetic distinctness between the sounds will be distinguished.
- Category formation can be restrained due to the mechanism of equivalence classification referring to the process in which single phonetic category is connected perceptually with L1 and L2 sounds. Ultimately, these sounds resemble one another in the articulation resulting in the foreign accent (Pennington, 2019).
- The articulation of a sound ultimately correlates with the features reflected in its phonetic category representation (Flege, 2009, 2003, 1995, 1987).

#### **2.1.6. Significant Selected Factors Affecting Pronunciation Acquisition**

It has been asserted that there are some factors affecting the pronunciation attainment of language learners (Pennington and Revell, 2019; Yoshida, 2016; Celce-Murcia et al., 1996; Kenworthy; 1987). Celce-Murcia et al. (1996) classify these factors as learner- centred and external variables based on instructional and setting issues. Yoshida (2016) categorizes them by referring to inside and outside factors; however, Zhang (2009) outlines a more comprehensive categorization of these factors by classifying them as internal and external factors. Internal factors are composed of learner centred variables including biological, cognitive and psychological factors. External factors are evaluated according to the setting of learning from the perspective of social, cultural and pedagogical contexts.

### **2.1.6.1. Selected Internal Factors for Pronunciation Acquisition.**

Zhang (2009) identifies internal factors by associating them with some biological, cognitive and psychological variables. Age of the learners is considered as one of the significant variables within the biological framework. Cognitive variables comprise the aptitude, learner styles and learning strategies for pronunciation skills. Psychological variables are related with the affective states of learners such as motivation and attitude (Szyszka, 2017).

#### **2.1.6.1.1. Age**

It has been proposed that adults and children use different mechanisms while learning a second language. This view is supported by Fundamental Difference Hypothesis (FDH) referring to a range of differences between adults and children in terms of dealing with the language elements. It has been posited that children apply Universal Grammar and its field for learning new components, whereas adults utilize their native language background and problem solving abilities (Brey-Vroman and Ioup, 1988). Celce-Murcia et al. (1996) reveals that although many adult second language learners are able to achieve target language morphology and syntax proficiently, it has been recognised that they do not succeed in reflecting such success in pronunciation domain. This issue has generally been questioned by many researchers (Saito, 2015; Flege, 2009, 1987; Lenneberg, 1967). Lenneberg (1967) introduces CPH positing a particular critical period in which maximum language acquisition performance can be obtained by learners. After this critical period supposed to occur around puberty between the age of 12 and 14, as the brain goes through a lateralization, adults have difficulty in achieving native- like proficiency. Scovel (1969) and Krashen (1973) assert the notion of brain elasticity along with lateralization. It has been claimed that the brain loses its plasticity after critical period causing a difficulty for adult learners in terms of achieving native like pronunciation. Children are identified more advantageous than adults in terms of approaching native like pronunciation on the condition that they are exposed to target language for a while as they can absorb language elements in a natural way (Rivers,

2018; Yoshida, 2016); however, this critical period has been criticised by some researches claiming the idea that it is not accurate to mention about a cut off period for language acquisition; on the other hand, learners at any age are able to utilize language learning abilities. (Yoshida 2016; Saito, 2015; Yates and Zielinski 2009; Flege, 2009, 1987). Rather than this cut off period, sensitive periods proposed by cognitive researchers may be effective in the acquisition of different language aspects (Celce-Murcia et al., 1996). Saito (2015) posits a new term Cognitive Aging Hypothesis (CAH) with the purpose of accentuating the view that older learners may have advantages while learning a new language as their prior knowledge about their native language and learning experiences. Another criticism is that CPH fails at focusing on social cultural and affective factors of learners such as exposure to target language, attitude, motivation, etc. (Celce-Murcia et al., 1996). Pennington and Revell (2019) identify that for adult learners, it is inevitable to observe L1 impacts on particularly L2 pronunciation. Articulation of L2 phonemes reflect the effects of L1 ones in every process of L2 learning. Yoshida (2016); Yates and Zielinski (2009) point at some basic differences between adults and children;

- Adults recognize the world differently from children,
- As adults tend to be more self-conscious, they refrain from making mistakes,
- People may be more patient while speaking with young learners; however, this condition may not be valid for adults causing stressful atmosphere for them,
- Young learners have just started a language journey both in their native language and foreign language; nevertheless, adults have already adopted and interiorised their native language in every aspect leading to reluctance for speaking target language.
- Young learners own more concrete schemas while dealing with the language elements, whereas adults are able to comprehend more abstract representations of language elements. For this reason, adults are more advantageous in terms of analysing the way the sounds are articulated and the rhythm or melody is formed.

Learners in adolescence period should be introduced to pronunciation instruction compromising the distinctness between phonological features of their mother tongue

and the target language. Instructors can give a place to this kind of instruction at the beginning of the lessons through authentic materials. Thus, learners can cope with language elements from the beginning along with taking the opportunity to practice acquired sounds in a communicative context (Rivers, 2018).

#### **2.1.6.1.2. Aptitude, Learning Styles and Learning Strategies**

It is generally believed that some learners are inclined to identify foreign language components better than other learners (Ellis, 1997; Celce-Murcia et al., 1996; Kenworthy, 1987). This skill is labelled as a language aptitude. Carroll (1965; 1981 cited in Celce-Murcia et al., 1996) identifies four elements regarding with this ability;

1. Phonemic coding ability; learners' capacity for identifying and coding unfamiliar sounds with the aim of remembering.
2. Inductive language learning ability; the ability of learners in selecting and acquiring language elements through exposure.
3. Memory; learners' internalisation of language elements.
4. Grammatical sensitivity; ability of learners in analysing language elements and exploring rules.

Kenworthy (1987) points at prevailing notion by stating that some learners own better ears than others. This ability is entitled in various forms as phonetic coding ability, aptitude for oral mimicry or auditory discrimination ability. Researchers have developed tests in order to evaluate this ability. Studies including these tests have revealed that some learners perform better than others in terms of discriminating between two sounds or are able to articulate these sounds more correctly. In addition, in these studies, it has also been found out that sound training and its kinds are significant issues as poor and good discriminators exploit different kinds of sound training. Learners with good phonetic skills identify particular sounds through drills and tasks whereas those with poor abilities do not benefit from these drills leading to stabilization which prevents the accurate articulation of sounds. Although teachers cannot control this factor, it is better for them to develop abilities of their learners through providing variety of tasks and meet their needs (Kenworthy, 1987).

Another cognitive factor is learning style defined as personally identifiable ways through which learners are able to solve particular problems (Ellis, 1994). Szyszka (2017) mentions that learning styles have a stable nature and reflect ways learners identify and interact with their environment. Many kinds of learning styles are identified by cognitive psychologists such as holists or serialists, or focusers or scanners, etc. Ellis (1994) also refers to Field Dependence (FD) and Field Independence (FI) concepts. While FD individuals (generally females and children) discern the components in their environment as a whole, FI ones (males and teenagers) are inclined to interpret those components as isolated properties. Baran (2004) claims that FI individuals are recognised as more accurate performers than FD ones in terms of pronunciation domain (cited in Szyszka, 2017). Another paradigm for the categorization of learning styles indicates the ways learners approach to learning. These ways are classified as tactile, kineasthetic, auditory and visual. It is asserted that most of the activities in learning settings address to learners using predominantly auditory modality; for this reason, these kinds of settings are deprived of supporting multisensory elements. In a similar vein, Odisho (2014) also supports this view that as speech involves a cognitive process undergirded by multiple sensory modalities such as kineasthetic, visual and auditory, pronunciation instruction should involve activities supported by a list of multisensory modalities. For instance, as being significant constituents in the dynamic of interaction, facial expressions and gestures should also be considered in the design of activities for pronunciation instruction with the purpose of supporting learners using visual modality predominantly. In other words, learners are equipped with an instruction providing a list of activities through which they not only perceive and articulate the sound but also sense and see it along with paralinguistic features in an authentic interaction (Odisho, 2014).

Lastly, pronunciation learning strategies are defined as tactics applied by learners to improve their own learning. These strategies have a crucial place in language learning settings as they function as vehicles by enabling a more active and autonomous participation that is the base for enhancing capability for an effective communication (Oxford, 1990). O' Malley and Chamot (1990) identify learning strategies by focusing on cognitive aspect as specific opinions and actions taken by

learners with the aim of apperceiving, learning and sustaining new knowledge. According to Cohen (2017), these opinions and actions are selected consciously by language learners; for this reason, this consciousness forms the basis for strategy as a concept. These strategies are categorized by many researches (Oxford, 1990; O' Malley and Chamot, 1990). For instance, Oxford (1990) identifies Language Learning Strategies (LLS) as direct and indirect ones. Direct strategies involve cognitive, compensation and memory strategies, whereas indirect strategies include social, affective and meta- cognitive strategies. According to O' Malley and Chamot (1990), such classification should concentrate on the way the information is acquired within the framework of cognitive aspect. Their model reflects meta-cognitive strategies including selective attention, planning, monitoring and evaluation steps, cognitive strategies such as deducing, inference, transfer, etc. and social or affective strategies aiming to develop cooperation and self-improvement. Although LLS have been predominantly on the focus of researchers since 1990s, Pronunciation Learning Strategies (PLS) have been neglected due to little attention. Thus, research in this domain has been limited and few researchers attempt to identify PLS. Their identification is mainly based on the references of LLS defined by Oxford (1990) and O'Malley & Chamot (1990) (Szyszka, 2017). Peterson (2000) identifies pronunciation learning strategies as tactics used by learners with the purpose of improving their own pronunciation. Peterson (2000) presents numerous tactics such as representing sounds in memory, setting goals and objectives, analysing the sound system or seeking for help interpreted within the framework of Oxford' classification. Wrembel (2008) also refers to 14 PLS along with focusing on the teaching process by using the classification of O'Malley & Chamot (1990) as a base. Pawlak (2010) outlines four main PLS as cognitive, affective, metacognitive and social strategies grounded on the taxonomies of Oxford (1990) and O'Malley & Chamot (1990).

#### **2.1.6.1.3. Attitude and Motivation**

Psychological factors are regarded as effective in development of learners in pronunciation domain (Szyszka, 2017). First affective element is the attitudes of learners towards learning a new language and culture. The term, attitude means the evaluation of an issue from the point of one's beliefs or thoughts (Gardner, 1985). It

has been claimed that the process of language learning becomes easier if learners have positive beliefs and attitudes towards it (Rivers, 2018; Chamber, 1999). It has also been stated that learners with positive reactions to language learning enjoy in language classes. This situation encourages learners more and enables them to go one step further (Gardner, 1985). Zhang (2009) supports the idea that every learner has specific thoughts and feelings about target culture and language which demonstrates either facilitative or debilitating influence for pronunciation development. In addition, if learners have some biases or negative feelings about target language culture, it influences learning process in a negative way (Zhang, 2009)

Secondly, motivation is a strong predictor of success which prompts individuals to do something. It functions as an efficient factor for initiating and maintaining effort and action (Pennington and Revell, 2019; Zhang, 2009; Ellis, 1997). A motivated learner is goal-oriented, endeavours, insists on carrying out activities, attends to learning, desires for learning and has a confidence (Garner, 2007). Ellis (1994) mentions various kinds of motivation by revealing that motivation reflects a dynamic process;

- Instrumental motivation: Learners are motivated to learn language an account of creating opportunities for themselves in economic and educational domains. It includes functional factors.
- Integrative motivation: In this kind of motivation, learners want to learn a language as they are interested in its culture and people.
- Resultative motivation: Result of success influences learners in two aspects. Learners are either more or less motivated to learn.
- Intrinsic motivation: Learners are motivated to learn fulfil their needs, curiosities and desires. Internal elements in other words learner-centred elements are sources for this kind of motivation.

Attitude and motivation are interdependent variables with each other. If learners have positive attitudes towards language components, they are more motivated to learn and participate in activities more eagerly (Zhang, 2009).

### **2.1.6.2. Selected External Factors for Pronunciation Acquisition**

External factors encompass pedagogical and social cultural elements influencing L2 pronunciation acquisition. These are native language of learners, amount of exposure to target language and quality/ type of pronunciation instruction (Pennington and Revell, 2019; Zhang, 2009; Celce-Murcia et al., 1996; Kenworthy, 1987).

#### **2.1.6.2.1 Native Language, Exposure and Instruction**

Native language of learners plays a major role in the pronunciation acquisition of target language and functions as an indicator of one's foreign accent. It is also regarded as mother tongue interference and leads to incorrect perception or articulation of target sounds (Zhang, 2009). Pennington and Revell (2019) also refer to this interference as a transfer from prior learning to subsequent learning. Celce-Murcia et al. (1996) mentions that regardless of the learning context (whether in EFL or ESL), instructors should not neglect the effect of native language variable. Hence, six hypotheses are outlined within the scope of mother tongue influence (Celce-Murcia et al., 1996);

1. The Contrastive Analysis Hypothesis (CAH): This hypothesis grounds the native language as a filter. If the target language structures and native ones are similar, they are easy to be learnt. If vice versa, inferring occurs. It was out of favour due to findings of other theories and lack of adequate information about degree of difficulty learners face when confronting with language items; however, many researchers in pronunciation field support the interference or negative transfer principle while identifying pronunciation mistakes of learners (Celce-Murcia et al., 1996).
2. Error Analysis and Avoidance: This hypothesis aims to supplement deficiencies of CAH and foregrounds analysis of learners' errors in their

interlanguage system. Rather than pointing at learning difficulty like CAH, it attempts to outline degree of difficulty and extent of the problem (Celce-Murcia et al., 1996).

3. **The Interlanguage Hypothesis:** The term interlanguage created by Selinker (1972, cited in Celce-Murcia et al., 1996) reflects unique linguistic codes of learners. This system has an independent function of learners' native language and target language; nevertheless, it foregrounds a system uniquely reflecting components of mother tongue, target language input, language universals and communication strategies. The notion, fossilization is a significant difficulty for learners. It refers to plateau effect which is only overcome through extra effort and motivation (Celce-Murcia et al., 1996).
4. **Markedness Theory:** This theory is effective in terms of defining phonological distinctions across the languages through unmarked and marked notions. Unmarked refers to language features which are more common, more frequent, basic and first acquired, whereas marked reflects language elements which are less frequent, later acquired and more limited (Celce-Murcia et al., 1996).
5. **Language Universals:** It proposes that all languages have common characteristics. For this reason, concentrating on differences across languages is regarded as an insignificant issue. In the scope of phonology, there are some predicted principles. For instance, it can be assumed that if a language has fricatives, it has also nasals and stops (Celce-Murcia et al., 1996).
6. **Information Processing Theory:** Taking its premise from the researches of cognitive science, this theory mainly concentrates on the way brain processes new information. Learners attempt to interpret new data by straining them through their existing knowledge. Controlled processing handled with specific attention or awareness and automatic processing (not including controlled or modified processing) are regarded as significant factors in the storage of new information. According to this theory, learners are inclined to identify target language sounds under the effect of their mother tongue. It has also been

claimed that control processing plays a major role for conceptualizing and formulating pronunciation tasks (Celce-Murcia et al., 1996).

Second external factor is related with the extent to which learners are exposed to target language components and practice it in their natural environment (Lane and Brown, 2010). Celce-Murcia et al. (1996) claim that exposure to target language features is a significant factor identifying learners' achievement. If learners have opportunities to use target language in their daily life activities, it is possible for them to have better pronunciation skills than those merely using it (Lane and Brown, 2010). Similarly, learners living in ESL settings are encircled by natural input permanently and have opportunities to practice language elements (Lane and Brown, 2010; Celce-Murcia et al., 1996); Especially, in EFL contexts, such a natural input is not possible for learners; for this reason, teachers should provide this sort of input adequately and ensure that learners experience authentic speech features outside the classroom through various activities such as songs, movies, etc. (Celce-Murcia et al., 1996; Kenworthy, 1987); however, it is suggested that language learning contexts are not such a crucial issue even though they present some opportunities for learners. In addition, it is asserted that exposure to target language is not only a factor instead it is significant to what extent learners benefit from these opportunities (Zhang, 2010; Lane and Brown, 2010; Celce-Murcia et al., 1996; Kenworthy, 1987). According to Zhang (2010), regardless of learning settings, the more learners devote time to listening and speaking skills, the better they discriminate and articulate the target language elements.

Lastly, type of instruction is recognized as an influential factor for pronunciation success. Celce-Murcia et al. (1996) determine that explicit instruction facilitates the improvement of learners' meta linguistic awareness; however, it has still been discussed whether explicit or implicit pronunciation instruction is effective for pronunciation success and the studies have not still reflected conclusive results; on the other hand, most of EFL/ESL teachers refrain from teaching pronunciation as they consider this domain as a difficult and complicated skill or deal with pronunciation issue intuitively rather than consciously without focusing on research based applications which leads to deficiencies of learners in pronunciation (Zhang, 2010;

Levis 2005; Derwing & Munro, 2005). Information about the type of pronunciation instruction will be dealt extensively in next section.

### **2.1.7. Pronunciation Teaching Approaches and Current Perspectives**

Celce-Murcia et al. (1996) outline an extensive classification of pronunciation teaching approaches and methods by correlating them with general language teaching approaches. The attitudes of each approach and method towards pronunciation instruction are examined in a detailed way. Teaching pronunciation in modern domain grounds two basic approaches: an intuitive imitative approach and an analytic linguistic approach. Until the late of nineteenth century, first one was only used and the essence of it was based upon the impressions of instructors or text book writers. An intuitive imitative approach relies on the competencies of learners in listening and imitating target language phonological features. Instructors do not supply any explicit instruction; on the other hand, an analytic linguistic approach aims at developing learners' ability through various information and tools such as phonetic alphabet, charts identifying the vocal organs, etc. They are regarded as pivotal factors in terms of supporting imitation, listening and production. The core of the approach generally attempts to teach target components explicitly as a means of various activities necessitating direct attention of language learners. After nineteenth century, dominant language teaching approaches were grammar translation and reading centred ones which utilized grammar and reading passages mainly in learner's mother tongue. As oral communication is not regarded as a crucial factor, this approach disregards teaching aspects of pronunciation. In parallel with these approaches, new methods were adopted and reflected core features of these paradigms;

1. Direct Method: In the late 1800s and early 1900s, Direct Method became popular in foreign language education. In this method, pronunciation instruction involves a list of activities in which learners imitate the samples of instructor or recordings. If learners are close to the articulation of these samples, they are regarded as successful. Indeed, the essence of this method was generated from the data obtained through the observations of children acquiring their mother tongue and

children and older learners learning foreign language in informal settings without any instruction. Supporters of this paradigm were the pioneers of naturalistic approaches highlighting the significance of listening skills as they claim that before demonstrating actual performance, learners should be exposed to activities extensively formed comprehension techniques. Another point is that instructors should not force learners to speak instead should allow learners to interiorise the sound features through various listening activities. For Direct Method, the later learners speak target language, the better their pronunciation will be even though they do not receive any explicit instruction.

2. The Reform Movement: Through this method, pronunciation instruction gained a new aspect including analytic and linguistic analysis of sound system. Significant phoneticians such as Paul Passy and Henry Sweet constituted the International Phonetic Association in the late of nineteen century and improved the International Phonetic Alphabet (IPA). The development of IPA was rooted in the foundation of phonetics as a discipline seeking to define and analysing the sound system of languages. Main concepts and views of advocators for this method are that;

- Language is thought in the spoken form first which should be the primary goal of instructors.
- The results of phonetics discipline should be reflected to practices of pronunciation instruction.
- It is compulsory for instructors to have an education about phonetics.
- Phonetic training is essential for learners in terms of forming better speech skills.

3. The 1940s and 1950s: Prevailing pronunciation teaching methods in those years was Audiolingualism and Oral Approach which advocate that pronunciation should be thought in an explicit way from the beginning. In classes where Audolingualism is a dominant method instructors are not only good models for learners required to repeat and imitate the utterances of their teacher but also counsellors of learners by presenting the information about phonetic charts. In addition, instructors make use of minimal pair drill technique originated from the concept of contrast in structural linguistics. These pairs consist of minimal and

specific sound utilized in discrimination, practice and guided speech articulation processes.

4. 1960s: Cognitive approach derived from the blending concepts of transformational- generative grammar and cognitive psychology identifies language as a rule governed instead of habits. According to this approach, achieving native- like pronunciation is merely a dream for learners; for this reason, instructors should focus on teaching skills in more realistic language areas such as vocabulary and grammar.
  
5. The 1970s: Two major approaches were developed within these years. First one is The Silent Way which underlines the significance of early pronunciation instruction. Teachers not only concentrates on how the sounds are articulated in an isolated way but also teaches how the sounds are combined in order to produce utterances through the usage of accurate stress and intonation features. Supporters of this method assume that this technique aids learners for obtaining proper principles for correct articulation. The distinction between The Silent Way and Audolingualism is that The Silent Way aims at teaching pronunciation without presenting a phonetic alphabet or any explicit instruction. Instead, instructors apply the power of gestures and do not speak so much. They also utilize different tools such as sound colour charts, words charts, fidel charts, etc. Second method, Community Language Learning (CLL) developed by Carl Rogers underpins its ground from the humanistic approach. Instructors act as counsellors in the teaching process. Indispensable factor for this method is that learners sit around a table with an audio recorder. The role of the instructors is just standing out of the circle by touching learners' shoulders. The learners are asked to utter some sentences they want to say in the target language. After this process, the instructor translates utterances of the learners to the target language. Then, he/she divides these utterances into chunks or phrases. Learners have to repeat and imitate the model their instructor presents. Throughout this process, utterances of the learners are recorded in the tape. In the next part of the lesson, the process is rewinded. The utterances are listened and learners are required to match them with each word translated by the counsellor. Furthermore, if learners ask their counsellors for accurate articulation of any word or phrase, instructors should pronounce these

items like computers by ensuring information for learners. For this reason, this technique is called as human computer. Techniques in CLL have a crucial place in pronunciation instruction. Firstly, audiotape recorders are beneficial for learners having advantages for listening student centred utterances. Secondly, human computer technique does not supply the correction of pronunciation overtly and permit learners to choose the elements they want to study. Main purpose of this method is to create a learning setting where learners take responsibilities for their own pronunciation improvement.

6. Current perspectives for teaching pronunciation: Regarded as the latest language teaching approach, communicative language approach began to develop in 1980s. The main principle is that language is a kind of tool which enables communication between interlocutors. The place of pronunciation is indicated as an indispensable skill for non-native English speakers as it is assumed that there occurs a threshold level in which learners with intelligibility problems due to the mispronunciations and articulation problems, fall behind other learners in terms of oral production performances regardless of their proficiency in grammar and vocabulary areas (Yoshida, 2016; Yates and Zielinski, 2009). Intelligibility is a key principle for communicative teaching approach; however, it is not clarified how instructors can respond unintelligible utterances of learners. Pioneers of this approach have not associated the impact of pronunciation with language teaching adequately and have not defined common strategies for teaching pronunciation in a communicative framework. With the intent to suggest a basic outline, communicative teaching approach has overviewed traditional and current pronunciation teaching techniques and blended their features. Followings demonstrate the comprehensive identification of these techniques;

- Phonetic training
- Listen and imitate
- Contextualized minimal pairs
- Minimal pairs

Another perspective within the scope of teaching pronunciation underlines an integrated application of such approaches and if instructors adopt an eclectic approach, it is postulated that the outcome of teaching process reflects achievement;

1. Cognitive Approach characterizes language governed by set of rules comprised with cognitive behaviour.
2. Comprehension Approach points to the principle which reflects the view that language is acquired if comprehension is enabled for the learners.
3. Affective Humanistic Approach identifies language learning as process in which psychological condition of learners should be considered as a crucial issue.
4. Communicative Approach views the language as a tool for communication.

Last perspective proposed by Fraser (1999) encapsulates the emphasis on concept formation process for teaching pronunciation aspects. Next section will deal with the constituents and principles of concept- based instruction for pronunciation teaching comprehensively.

#### **2.1.7.1. Concept-based Pronunciation Instruction**

Concepts consist of cognitive fragments which function as a bridge between external reality and perception of reality. In other words, it can be assumed that concepts are influential elements for interpreting the reality. Having an idea about something requires for developing a concept for it. Most of concepts come into existence in languages which result in the distinctions of concepts across languages. Concepts are divided into two categories; first one is subconscious concepts labelled as significant ones in terms of perceiving the world. It is assumed that unconscious concepts canalize the perception and behaviour (Odisho, 2014; Fraser, 2006, 2000, 2001; Fraser and Perth, 1999). Fraser (2001) refers this issue by exemplifying that even though learners are competent enough for knowing basic rules in pronunciation, they sometimes disregard this rule while speaking. The reason for this is that learners cannot internalize pronunciation rules on the subconscious level as they do not transfer them from conscious level. Repetition of language features does not merely involve

parrot- like articulation instead sounds are perceived by ears and articulated through tongue. Indeed, According to Odisho (2014), acquiring pronunciation constituents demands a cognitive process. In order to acquire them, learners get through a multi-cognitive process in which learners are supported to listen particular sounds cautiously, memorize them, make comparisons and contrast them with already acquired elements in their cognitive space or the sounds articulated by other language users. Sounds are thought subconsciously, analysed and restructured again in compliance with phonological concepts. Subconscious concepts can only be acquired and modified through practice. Knowing a language necessitates understanding various words in this language. To master this language properly, individuals have to not only utilize these words as segments but also recess these words cognitively in the form of phonological units. Conceptualization of speech signifies focusing on sub lexical units such as phonemes, short vowels, long vowels, stressed or unstressed syllabus, etc. labelled as phonological concepts. It is believed that conscious concepts of phonological segments in a language do not reflect same properties of the subconscious ones demonstrating the actual performance in pronunciation field. Unconscious concepts which shape understanding can solely be acquired or changed through enough exercise and experience. Instructors only prepare the atmosphere in order to facilitate the learning process through explicit instruction. Learners must take responsibilities for their own learning. Explicit instruction just influences consciousness concepts. Effective changes in pronunciation need alterations in subconscious ones. Only having information about something is not sufficient rather it is necessary to practice and experience components in different contexts. The role of the instructors is to back learners up in learning settings where subconscious learning can be improved. If learners desire to develop their competencies in pronunciation field, they are required to devote their most of time to speaking. Learning pronunciation contains conceptualization both consciously and unconsciously. Learning a new language pronunciation demands onerous process in which learners are required to relearn conceptualizing new sounds by interpreting already existing ones. Concept based instruction suggest some principles for an efficient pronunciation instruction:

1. Curriculum should provide appropriate learning conditions for teaching it.
2. Instruction should develop learners' autonomy.

3. Learning contexts should improve self-confidence skills of learners.
4. Learning contexts should involve various activities for practice.
5. Instructors should consider learner needs while structuring their pronunciation lessons.

Furthermore, this kind of instruction proposes practical applications for designing a language context;

1. Instructors should build their lesson plans in a communicative framework which deepens the perception of pronunciation as communication. Learners also concentrate on perception skills rather than productive ones. Developing emphatic skills for interpreting the needs of their listeners can enhance performance.
2. Giving homework is a useful tool for learners having a chance to practice target structures outside the classroom. For instance, interacting with a native speaker is a kind of homework instructors can give to their learners which assists learners in terms of developing communicative strategies and confidence on their skills.
3. Instructors should motivate and support learners to gain better pronunciation skills.
4. Instructors should assist learners in conceptualizing speech through making use of such elements;
  - Teaching phonological units in a contextualized way
  - The emphasis given auditory features rather than articulation
  - Utilizing visual keys such as the usage of speech waves
  - Utilizing computer assisted programs
  - Using authentic materials
  - Correcting learners' errors in a sensitive way
  - Preparing a relaxing and supportive atmosphere

Fraser (2001) also delineates the notion beginners as adult learners in the early stages of learning process. Their language capacity consists of basic words, grammar rules and oral communication capacity. It is claimed that starting pronunciation instruction in early stages of learning process reduces the possibility of fossilized or stable errors. Providing efficient pronunciation training is a precious present for language learners. Teaching beginners has some advantages as well as disadvantages;

- Learners are regarded as roughly in the same language level.
- Learners have positive attitudes towards learning process and open to cooperation in terms of affective states.
- It is expected that particular time is dedicated for pronunciation training which enables for elaborate focus on features.

Disadvantages are that;

- Learners have limited capacity with regards to interacting with their teachers about pronunciation in target language,
- Beginners have fewer opportunities for interacting with native speakers.

Finally, Fraser (2001) introduces some suggestions in order to guide instructors in the scope of structuring a pronunciation training plan and combining pronunciation instruction with other skills and activities.

- Lesson content should involve words and phrases addressing the needs and lives of learners.
- Instructors should assist learners for conceptualizing new sounds by training them in individual sounds.
- Instructors should present IPA or other phonetic symbols to their learners in a basic way.
- Instructors should utilize critical listening activities as they are beneficial for learners having opportunities to hear native pronunciation and evaluate the standards of acceptable pronunciation.

- Instructors should put communicative framework in the centre no matter how this can be difficult for beginners due to their low proficiency.
- Pronunciation training should be integrated with speaking and listening skills which is an effective way to deal with pronunciation aspects directly. Training students how to spell sounds, search words in the dictionary, etc. can be useful; nevertheless, only these activities are not sufficient for a pronunciation lesson. Instead, learners should use target features in a general framework (Fraser, 2006, 2001, 2000; Fraser and Perth, 1999). Odisho (2014) also lists some practical guidelines for concept based instruction:
  - Pronunciation training should be structured on triangular relations between perception, recognition and production which refer to three- stage application of registration, retention and retrieval and three kinds of sensory, short term and long term memory capacities.
  - Instructors should apply different methods and techniques while teaching adults and children.
  - Instructors should be competent enough in the field of theory.
- Learners should be introduced to various examples of human speech productions.
- Instructors should consider psychological factors of learners and prepare a relaxing atmosphere where learners are comfortable.
- Instructors utilize activities addressing all sensory as well as cognitive modalities in order to promote the instruction.
- The goal of the instruction should alter the role of learners from listeners to performers.
- Instructors should not force learners in learning process.
- Learning atmosphere should be propped up funny activities making learning more enjoyable.

### 2.1.7.2. Learning Mechanisms and Language Instruction

Learning can be classified as different perspectives such as explicit or implicit one and inductive or deductive one. DeKeyser (2008) clarifies the terms pointing at the unique elements each has. Implicit learning refers to basic process of comprehending the constituents through frequent key elements. Implicit learning does not require additional effort to notice stimulus throughout learning process. The process in which children acquire mother tongue is an example for implicit process; however, this issue is not valid for adult learners who needs supplementary sources for more conscious and explicit learning (Ellis, 2011). Learners in implicit learning process are not conscious about items they have learnt although alterations in their behavioural replies can be observable. They cannot analyse learnt items; however, explicit learning involves conscious process in which learners can identify what they have learnt (Ellis, 2009). The role of implicit mechanism for learning pronunciation is still a controversial issue and needs more research (Ellis, 2011). Furthermore, implicit learning is generally confused with inductive learning which refers to deducing the rules through intensifying on given examples; however, learners are not aware of their learning process in implicit learning. Traditional learning contains deductive and explicit process. If learners are promoted to discover rules on their own from given examples from the text, this learning is identified as inductive and explicit. Implicit and inductive learning involve process through which children acquire necessary linguistic competencies without particular attention. Although implicitly acquired information is prone to continue as implicit one and explicitly acquired information is prone to continue as explicit one, it is possible for explicitly learned information to transform implicit in that learners are becoming unconscious by automatizing the target structures as the time passes. When trying to use them, learners can obtain these structures from implicit knowledge as a conscious way (DeKeyser, 2008). Felder and Henriquez (1995) refer to all these learning features as unique to each learner in other words each learner has a different learning style which results in challenging teaching process for instructors responsible for presenting their instruction in a applicable and accessible way.

## 2.2.LITERATURE REVIEW

### 2.2.1. Introduction

The goal of this chapter is to introduce a brief review of related literature. First section includes studies on the aspects of pronunciation. Second section focuses on the studies related with the factors affecting pronunciation learning. Finally, third section deals with the effect of pronunciation training.

### 2.2.2. Research on the Aspects of Pronunciation

To date, several studies have dealt with the pronunciation issue by focusing on either microscopic aspects or macro level constituents of pronunciation (Alves and Luchini, 2017; Hamzah et al., 2017; Rato, 2014; Kayaoğlu and Çaylak, 2013; Demircioğlu, 2013; Stange and Ditmann, 1984). For instance, for microscopic level, some studies sought to analyse the impact of particular method on the acquisition of consonants or vowels. Hamzah et al. (2017) aimed at identifying the effect of explicit phonetic instruction on the acquisition of voiceless dental fricatives /θ/ and rhotics /r/ for Chinese learners of English. The participants of the study were 20 undergraduate Chinese learners classified according to their learning backgrounds as ESL for Chinese subjects from Malaysia and EFL Chinese learners from China. The articulation of target phonemes were evaluated through pre-test and post test results. The results of study indicated that explicit phonetic instruction had benefits for the articulation of target phonemes. Kayaoğlu and Çaylak (2013) also investigated whether Audio Articulation Model (AAM) was a remedy for incorrect articulation of inter-dental fricatives /θ/ and /ð/. Subjects were 36 adult EFL learners from vocational university school. The data were gathered through quasi experimental design study. The findings of the study revealed that AAM was an effective method for the correct articulation of these sounds. In another study, Strange and Ditmann (1984) focused on liquid consonants /r/ and /l/ which native Japanese English learners have problems for discriminating in spoken texts. The goal of the study was to explore the role of discrimination training on the perception of target sounds. Eight Japanese female

native speakers from intermediate level ESL class participated the study lasting from 14 to 18 training sessions. It was demonstrated that alterations in perceptual phonetic distinctness in adulthood is challenging and slow, however the comparison of pre-test and post test results identified that discriminative skills can be improved through the application of laboratory perceptual training tasks. Similarly, Alves and Luchini (2017) investigated the effect of perceptual training on discrimination and articulation word- initial voiceless stops by Argentinean learners. 24 subjects from a high school were divided into three groups. First group had 3 training sessions. Second group was trained explicitly besides 3 training sessions and third group was identified as a control group. The study encompassed three stage evaluations; pre-test, post-test and delayed post tests involving consonant discrimination tasks and a read aloud task. At the end of the training, both experimental groups exhibited significant improvements in identification; nevertheless, only second group indicated great development in the articulation of /p/ and /t/.

While some researchers (Alves and Luchini, 2017; Hamzah et al., 2017; Strange and Dittmann, 1984) have mainly dwelled upon the acquisition of consonants in their studies, others (Hashemian and Fadaei, 2017; Rato, 2014; Rokoszweska, 2012) centred upon the acquisition of vowels or diphthongs. Hashemian and Fadaei (2017) compared the influence of two pronunciation teaching approaches on the acquisition of pure English vowels and diphthongs. 40 Iranian elementary EFL learners were categorized as two groups. In one group, target vowels were taught through intuitive imitative approach. In the other one, the instructor applied analytic linguistic approach while teaching target sounds. The study concluded that learners instructed with intuitive imitative approach demonstrated better performance in diphthongs whereas learners in the other group improved better in terms of pure vowels. In the same vein, Rato (2014) investigated the acquisition of three American English vowel contrasts (/u/- /ʊ /, / ε /- /æ/ and /i/- /ɪ/ through perceptual training. Divided as experimental and control group, 34 Portuguese undergraduate learners were evaluated regarding with the application of perceptual skills through three sessions as the pre-test, post-test and delayed post-test. The results of sample t tests suggested that perceptual training enhanced the perception of learners in the differentiation of target phonemes. Furthermore, it was detected that the retention of acquired

knowledge remained two months after the completion of perceptual training. In another study, Rokoszweska (2012) attempted to analyse the correlation between the discrimination and articulation of English pure vowels and diphthongs and PLS. 63 learners from English department responded questions in a questionnaire with the aim of determining specific PLS. The pronunciation test including two sections as discrimination and articulation tests was also implemented in an attempt to reveal the correlation between two variables. The study outlined the fact that the overwhelming majority of participants reported the application of PLS while acquiring target sounds such as memory strategies, rote learning tactics, etc. It was detected that there was a positive correlation between PLS and the articulation of English vowels. It was also suggested that strategy based training can facilitate the pronunciation acquisition. In another study carried out by Koffi (2010), the production of inflectional past tense morpheme added to English verbs and their allomorphs were investigated so as to define the source of incorrect usages and present some suggestions towards it. The sample consisted of Somali speakers of English. It was asserted that Somali speakers occasionally mispronounced the allomorphs of this inflectional morpheme due to coda cluster simplification prevented by instructors who developed effective training strategies.

Apart from researches focusing on inter segmental aspects of pronunciation, some studies (Aktuğ, 2015; Türker, 2010; Kılıç, 2008; Ülkersoy, 2007) were designed on the purpose of ascertaining some problematic sounds for EFL learners from different education levels. For instance, Kılıç (2008) designed a study in order to indicate difficult English consonants /w, v/, / θ, t/, /n, ŋ / and /l, r/ for young learners. The sample contained 18 learners from primary school classified as treatment and control group. In treatment group, training encompassed songs, games and stories whereas learners in control group studied target consonants through drills. Findings of t test revealed that treatment group outperformed better than the other group in terms of problematic sounds. Another research carried out by Aktuğ (2015) which aimed at examining common English pronunciation errors of seventh grade Turkish learners. Constituents investigated were vowels, consonants and word stress limited within the scope of curriculum. The voices of 80 seventh grade learners were recorded and assessed by two non-native English teachers and a native evaluator

regarding with three categories. It was identified that mispronunciation of words was a common problem for seventh grade students and it was also detected that the most problematic vowels were /ɒ/- /ɪ/, /ʌ/- /ə/, /ə/ and /ʌ/. Learners had difficulty in articulating some consonants such as /f/, /dʒ/, /h/, /z/ and /θ/. The overwhelming majority of participants attributed these difficulties to diversities of English phonological system. Learners labelled word stress as a challenging feature. In the same vein, Türker (2010) aimed at analysing common pronunciation errors of high school learners. Unlike Aktuğ (2015), Türker (2010) focused on phoneme based research. 67 words were selected from New Bridge to Success book in different class levels. These words were articulated by 733 participants and their voices were recorded in a digital platform. As well as the data from recordings, learners responded semi-structured questionnaire. The results of the study demonstrated that learners had problems while articulating particular sounds and diphthongs ; / ə, ɪ, w, ð/, / æ, ɜ:, ə, ɒ, ɔ:, ʌ/ and /əʊ, ʊə, ɪə, aʊ, eə /. In another study, Ülkersoy (2007) investigated common articulation mistakes in tertiary level evaluated within the framework of The Markedness Differential Hypothesis. It was found out that fossilization of pronunciation errors, the impact of mother tongue and orthography were main sources posing problems for learners.

### **2.2.3. Research on Factors Affecting Pronunciation Acquisition**

First factor impacting pronunciation acquisition is age considered as a controversial subject an account of different interpretations towards the identification of underlying differences between adult and younger learners. It is claimed that younger learners might have distinct learning process and mechanisms when compared to adult learners (Baker et al., 2008). In order to investigate child-adult distinctions in second language pronunciation acquisition, Baker et al. (2008) conducted a study based on the assessment whether age of the learners have any roles in L2 pronunciation acquisition. The sample consisted of 32 subjects categorized into two groups as native speakers of Korean children and adults residing in Illinois for average 9 months. Both of the experiments focused on set of words including minimal pairs read by subjects in each group. The findings of the study demonstrated that children are inclined to

perceptually identify L2 sounds from similar L1 sounds and produce these new sounds more correctly than adult learners.

Secondly, some other researchers were interested in outlining the correlation between pronunciation learning strategies and pronunciation acquisition. Peterson (2000) aimed at outlining some kinds of pronunciation learning strategies adult learners of Spanish utilize in the process of learning or developing their Spanish. Participants were eleven native speakers of English having an education with the aim of either learning or developing their Spanish. In the process of data collecting, six learners kept diaries while the others were interviewed. The results of the study supported the view that numerous pronunciation learning strategies learners utilized. Based on the strategies and tactics within Oxford's taxonomy, 12 pronunciation learning strategies were also detected such as using proximal articulations, setting goals and objectives, creating friendly atmosphere in learning setting, cooperating with peers, etc. In the study of Berkil (2008), it was also investigated the role of pronunciation learning strategies on pronunciation learning skills. The study was conducted with 40 EFL university students selected randomly. Research tools were a strategy inventory for pronunciation learning, questionnaire along with two pronunciation tasks such as read-aloud and spontaneous conversations. The conclusion drawn from the study was that there was no significant correlation between the application of pronunciation learning strategies and pronunciation skill. In another research, Robins (2010) analysed the relations of pronunciation learning strategies based upon Eckstein's taxonomy with pronunciation achievement. The participants of the research were native English speakers learning Japanese and the research was carried out with experimental and control groups in a period of ten academic weeks. Narrative tasks, non-contextualized vocabulary list and pronunciation strategy use questionnaire were used throughout the research process. These tasks focused on segment based pronunciation instruction of Japanese language. The findings from the comparison of pre- post test results indicated that learners educated within the frame work of Eckstein's taxonomy in experimental group demonstrated significant achievement in pronunciation tasks. It was also identified that there was a positive correlation between strategy use and pronunciation gain. Similarly, in the study of Akyol (2013) conducted in order to outline the most and least frequently used strategies by tertiary level learners, it was unveiled that learners mostly apply to songs,

associations with Turkish pronunciations, memorization, contrasts between Turkish and English and recording voice tactics; however, they reported that they occasionally applied to phonetic symbols, repetition after model, imitation of model's mouth movements, learning about phonetics.

Finally, some affective factors such as learners' belief, attitude towards pronunciation and their motivation level were regarded as significant research subjects (Akıncı, 2015; Alghazo, 2015; Cenoz & Lecumberri, 1999). Akıncı (2015) studied both learners' and instructors' perceptions towards pronunciation instruction through quantitative research design. Findings unearthed that both groups regarded pronunciation as a necessary and crucial component for effective communication; however, they stated that they were not confident enough to learn or teach. Moreover, it was found out that the consciousness level of learners regarding with pronunciation was the same as instructors. One of the other researches Alghazo (2015) attempted to analyse 71 third- and fourth- level advanced EFL learners' views about pronunciation teaching through a survey. The study revealed that learners had positive attitudes towards learning this component and were willing to learn about it. Another study designed by Cenoz and Lecumberri, 1999 tried to reveal learners' beliefs about the significance of pronunciation instruction and attitudes towards English accents. The sample encapsulated 86 participants with different first languages; Basque and Spanish. The researchers figured out that pronunciation was thought as a difficult but pivotal skill for learners. Learners also stated that communicating native speakers and ear training were beneficial factors in the pronunciation learning process and the difficulty of some English accents was related to learners' beliefs about them. In addition to attitudinal factors, researches also focused on motivation issue in the acquisition of pronunciation. For instance, Saito et al (2017) sought for analysing the impact of motivational factors on pronunciation achievements. Through the survey applied to 40 first year university Japanese learners, the results were compared with their spontaneous speech improvements handled with an evaluation of pre and post-test. Comprehensible speech and accentedness were accepted as main criteria for assessing learners' speech. Comparisons of the results demonstrated that as some learners were motivated to learn English for their future career, they showed great performance in comprehensible speech; nevertheless, their speech reflected accent.

Another study in the field of motivation by Tominaga (2009) supported that of Saito et al (2017) in terms of identifying the fact that motivational factors were related with pronunciation achievement. Most of the respondents in the study remarked that formal instruction did not stimulate them for learning pronunciation; on the contrary, learners indicated that practising it outside the classroom increased their motivation level.

#### **2.2.4. Research on Pronunciation Instruction**

The focus of some other researchers was to investigate the impact of pronunciation instruction on language achievement and the competency over speaking and listening skills. Derwing et al. (1998) carried out a study in order to assess the effect of 3 types of instruction; segment based accuracy, supra segmental features and no specific instruction in ESL setting. 48 adult learners with different language backgrounds at intermediate level participated in the study lasting 12 weeks. At the beginning and end of the training session, their sentences were recorded and evaluated by 48 native English speakers. The findings suggested that even though both trained groups improved in terms of accentedness and comprehensibility, only one group educated within the supra segmental based instruction had success in the field of comprehensibility and fluency in narratives. In another studies, Saito (2011) and Gordon et al. (2013) wanted to analyse the influence of explicit phonetic instruction on the acquisition of phonological aspects in ESL setting. The first one by Saito (2011) was carried out with 20 native Japanese learners randomly divided into experimental and control groups. They received 4 hours of segment based training and their productions were evaluated in terms of comprehensibility and accentedness by native English speakers. The results of the study indicated that explicit instruction improved the comprehensibility of learners significantly; however, the productions of learners reflected the features of accent. Similar to the goals of Saito's study (2011), Gordon et al. (2013) conducted a study with 30 ESL learners. The analysis of their study claimed that making learners focus on target features in the process had a significant impact on the improvement of learners' comprehensible speech.

Some studies carried out in EFL settings aimed at exploring the influence of some pronunciation teaching approaches. For instance, Jam and Adibpour (2014) compared the efficiency of two basic approaches; intuitive imitative approach and analytic linguistic approach on the acquisition of three consonants (/ t, ʌ, w/). 24 Persian high school learners attended to the study and were assigned to experimental and control groups. In one group, participants were trained by analytic linguistic approach. In the other one, instructors focused on the elements with the usage of intuitive imitative approach. The analysis of paired sample tests showed that there was not any significant difference in the articulation of target phonemes between two groups. In another study carried with Persian intermediate learners, Roohani (2013) wanted to outline the effects of aforementioned two approaches on the pronunciation acquisition of 50 Iranian EFL learners aged between 13 and 20 and correlate the results with age factor. Independent t test analysis reflected that learners trained with analytic linguistic approach demonstrated greater performance in terms of producing target language sounds accurately absent from in Persian language. It was also suggested that while analytic linguistic approach was more influential for older learners, intuitive imitative approach was more efficient for younger learners. In another study, Geylanioglu (2016) tested the impact of concept based instruction on the mispronunciation of cognate words by EFL high school learners. The study encompassed 12 hours in six weeks. Analysis of independent t samples supported that this method was effective in terms of improving learners' articulation of cognates accurately.

In some other studies, it was aimed at revealing the role of pronunciation instruction on the development of listening and speaking skills. Atlı and Bergil (2012) designed a study with the purpose of finding out the impact of pronunciation instruction on learners' speaking skills. Through 5- week training with 20 ELT learners, they were asked to tell a picture strip story implemented in the pre-test and post-test evaluation process. In pre-test session, learners' pronunciation errors were detected and they were trained in this direction. It was concluded that even though high number of learners could produce correct articulations of sounds after training, they had some difficulties regarding with this area. Ghorbani et al. (2011) wanted to test whether phonetic training could develop Iranian learners' listening abilities. Learners in experimental group were exposed to pronunciation instruction along with listening

activities whereas learners in control group were trained only with listening activities. The study indicated that learners in experimental group were more successful in listening activities. Thus, the results of the study claimed that pronunciation instruction can promote the process of acquiring listening elements.



### 3. METHOD

This section provides information about research design, participants of the study and data collection tools. Data collection and the statistical procedure are also briefly described.

#### 3.1. Research Design

This study aims at analysing the impact of concept-based inductive pronunciation instruction on learners' articulation of target phonemes accurately. It also seeks to outline the attitudes of learners towards concept-based pronunciation training. Before the training process, learners read a text including target phonemes and their voices were recorded. After the training process, the same procedure was carried out. Their voices were evaluated by two experienced English language teachers. The quantitative data results were obtained from the comparison of pre and post test results of learners. With the purpose of detecting their attitudes towards concept-based inductive pronunciation instruction, the instructor planned structured interview with learners. Three questions were asked and results were evaluated in accordance with learners' answers. Results of the interview were analysed through thematic analysis and emerging themes were identified. These themes were classified under two titles: awareness about pronunciation and beliefs towards pronunciation instruction. The attitudes of learners towards concept-based pronunciation instruction were outlined through the analysis of emerging themes' percentages. Finally, results were interpreted.

**Table 3. Interview Questions**

1.	What is your opinion about learning pronunciation?
2.	What do you think of your pronunciation?
3.	What do you think of pronunciation class?

### 3.1. Participants

Participants of the study were 6<sup>th</sup> grade secondary level students learning English as foreign language in Akhisar, Manisa. The sample comprised of 13 intermediate level students at the age of 11-12. 2 out of 13 were males and 11 students were females. The study was conducted with one group that did not have any pronunciation instruction regarding target components until this training.

### 3.2. Tools

In this study, two types of tools were used; pronunciation achievement rubric and emerging themes obtained from the results of thematic analysis. First data collecting tool is pronunciation achievement rubric which was developed by the instructor. The goal of the rubric was to assess the articulation of target phonemes through contextualized read aloud task. Both the task and the rubric were evaluated by three experienced English teachers in terms of its relevance to lesson objectives. Evaluation rubric involved four assessment criteria; incorrect articulation, the articulation of stem is correct but the articulation of inflection is incorrect, the articulation of inflection is correct but the articulation of stem is incorrect and correct articulation.

**Table 4. Selected Regular Past Tense Verbs for Pronunciation Evaluation Rubric**

/d/	/t/	/ɪd/
stayed /steɪd/	finished /fɪnɪʃt/	started /stɑ:tɪd/
climbed /klaɪmd/	liked /laɪkt/	waited /weɪtɪd/
played /pleɪd/	walked /wɜ:kt/	visited /vɪzɪtɪd/
joined /dʒɔɪnd/	picked /pɪkt/	invited /ɪnvatɪd/
listened /lɪsnd/	jumped /dʒʌmpɪt/	studied /stʌdɪd/
rained /reɪnd/	cooked /kʊkt/	painted /peɪntɪd/
enjoyed /ɪndʒɔɪd/	watched /wɒtʃt/	ended /endɪd/

### 3.3. Procedure

The aim of the study is to analyse the attitudes of foreign language learners towards concept-based inductive methodology for teaching target phonemes. The sample consists of 13 secondary level students from Akhisar, Manisa. The study was conducted with one group and lasted for four weeks. Each week, one hour pronunciation training was planned. Target elements were the allomorphs of regular past tense inflection. Necessary permission was taken by Manisa Provincial Directorate of National Education. The instructor prepared a four-week pronunciation instruction plan integrated with the related unit in English lesson annual plan. The goals of the instructor were to teach the correct identification, discrimination and articulation of regular past tense inflection. Learners were taught about past tense in previous unit and were familiar with the related words; however, the lesson did not provide any explicit pronunciation training. In the target unit, the instructor directed learners focus on target sounds through four week lesson plan by following the principles of concept based approach. Before the training session, a read aloud task was given to learners for the pre-test. This task involves contextualized a reading text in which 21 regular past tense verbs are embedded. Each allomorph has equal numbers; 7 words for /t/ sound, 7 words for /d/ sound and 7 words for /ɪd/ sound. They were asked to read aloud the text. Before reading aloud, they were allowed to read it silently once. When they were ready, their voices were recorded. Two experienced English teachers analysed the recordings by following the criteria in pronunciation achievement rubric. After the implementation of pre-test, the instructor taught target sounds through structured lessons. Each lesson was organized in the form of engage, study and activate parts. The same procedure was followed in each lesson. The lesson started with warm up activities, attention getting parts, continued with guided practice activities and lasted with free practice activities and feedback about target sounds. During pronunciation instruction process, one experienced English teacher observed each lesson. After training, their voices were recorded and evaluated by the same instructors again. At the end of the training, a structured interview was planned. Learners were asked three questions with the aim of investigating their attitudes towards pronunciation learning and concept-based inductive instruction. Results of the interview were analysed through thematic analysis and emerging themes were

determined. These themes were classified under two titles: awareness about pronunciation and beliefs towards pronunciation instruction. The attitudes of learners towards concept-based pronunciation instruction were identified through the analysis of the themes' percentages.



## **4. RESULTS**

### **4.1. Introduction**

This section aims at revealing the findings of the study. Firstly, the procedure of data analysis is briefly mentioned. Secondly, the results of pre and post tests are explained. Then, attitudes of learners towards concept based inductive instruction are outlined.

### **4.2. Data Analysis**

This study encompassed two types of evaluation scales. First one was comprised a read aloud task used with the purpose of obtaining quantitative results. The voices of the learners were recorded during read aloud task before and after training sessions. A pronunciation evaluation checklist was prepared by three English teachers and the articulation of the sounds was evaluated independently by two experienced English teachers through prepared checklist. Inter reliability of two evaluators was calculated using Cronbach's alpha. It was identified that scores of two evaluators were found to be significantly reliable with Inter- Rater Analysis. The comparison of pre and post t-test results was utilized as an indicator of achievement in articulation of target phonemes. Second one was regarding with qualitative results. Through structured interview, three questions were asked to learners and emerging themes were determined. The attitudes of learners towards concept-based pronunciation instruction were outlined through the analysis of emerging themes' percentages. Finally, results were interpreted.

**Table 5. Inter-rater Reliability Analysis Results**

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>ICC</i>	<i>p</i>
Scorer 1	1.08	0.28	12	.90	0.01
Scorer 2	1.18	0.27			

#### 4.3. Research Question 1: Does concept-based inductive pronunciation instruction have an impact on learners' articulation of target phonemes accurately? If Yes, What extent?

The initial objective of the study was to find out the impact of phonetic training on the articulation of target phonemes. A reading aloud task was applied before and after the training. For this reason, paired sample t test was used in order to determine the effectiveness of the training.

**Table 6. Paired-Sample T-Test Results Showing the Impact of pronunciation instruction on learners' articulation of target phonemes**

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pre-Test	0.84	0.27	12	-	.001
Post-Test	1.43	0.34		6.8	

As shown in table 6, there was a significant difference between pre ( $M= 0.84$ ) and post-test ( $M= 1.43$ ) results of the group in terms of pronunciation achievement. The results indicated that after pronunciation training, learners showed greater performance in articulating target sounds. For this reason, it can be stated that concept-based inductive pronunciation instruction was effective for teaching target sounds. This finding was also consistent with that of Geylanioglu (2016) who figured out the efficiency of concept-based pronunciation instruction on teaching cognates.

#### 4.4. Research Question 2: What are the attitudes of EFL learners towards concept-based inductive pronunciation instruction?

The goal of the second research question is to unveil the attitudes of learners towards concept based pronunciation instruction. The frequency of emerging themes were identified and classified into main themes.

**Table 7. The Frequency Analysis of the Emerging Themes in the Interviews**

No	Emerging Theme	<i>N</i>	%
1	I want to develop my pronunciation	13	60
2	Pronunciation is important for communication	13	53.6
3	Studying with sounds was enjoyable	13	53.3
4	Pronunciation class was beneficial for me as I learnt about sounds	13	53.3
5	Pronunciation class helped me learn about sounds	13	53.3
6	I think pronunciation class is necessary	13	46.7
7	It was useful to repeat sounds with different activities	13	46.7
8	I believe that my teacher's production provides me with an excellent model of English pronunciation	13	46.7
9	After pronunciation class, I can identify learnt sounds in listening texts	13	26.7
10	After pronunciation class, I can produce learnt sounds accurately	13	26.7

**Table 8. Classification of the Frequency Analysis of Emerging Themes**

<b>MAIN THEMES</b>	<b>EMERGING THEMES</b>	<b>%</b>
Awareness about pronunciation	-I want to develop my pronunciation	60
	-Pronunciation is important for communication	53.6
	- I think pronunciation class is necessary	46.7
	-I believe that my teacher’s production provides me with an excellent model of English pronunciation	46.7
Beliefs towards pronunciation instruction	- Studying with sounds was enjoyable	53.3
	- Pronunciation class was beneficial for me as I learnt about sounds	53.3
	- Pronunciation class helped me learn about sounds	53.3
	- It was useful to repeat sounds with different activities	46.7
	- After pronunciation class, I can identify learnt sounds in listening texts	26.7
	-After pronunciation class, I can produce learnt sounds accurately	26.7

As presented in the Table 8, regarding with awareness about pronunciation main theme, % 60 of the learners were eager to develop their pronunciation. % 53.6 regarded pronunciation as a significant ingredient in communication. % 46.7 of them were in the view that instructors gave a place for pronunciation training. They found this component as necessary. The other main theme, beliefs towards pronunciation instruction reflected learners’ positive views about concept-based pronunciation training. % 53.3 of learners were fond of having pronunciation class and found the concept-based instruction was useful. Furthermore, % 46.7 of them enjoyed repeating target sounds with different activities in variety contexts. This finding supported Fraser’s concept based framework (2000; 2001; 2006) and Odisho’s cognitive principle for pronunciation instruction. According to these frameworks, pronunciation instruction should involve multisensory processes by addressing different learning styles in a learning context. However, % 26.7 of learners believed that they were not competent enough in discriminating and articulating target phonemes after training.

The reason for low frequency of this emerging theme might reflect their lack of self-confidence towards pronunciation ingredient. These findings were consistent with “I want to develop my pronunciation “emerging theme. As learners believed that they do not have enough competence in pronunciation field, they were willing to be educated in this field.



## 5. FINDINGS AND DISCUSSIONS

In this study, the impacts of concept-based inductive pronunciation training were analysed. In order to investigate the effectiveness of instruction, a 4-week pronunciation training plan was prepared and applied to 13 6<sup>th</sup> grade secondary level learners. The sample consisted of 11 female and 2 male learners. The goal of pronunciation training plan was to teach the accurate articulation of regular past tense morpheme and training plan was structured within the framework of the curriculum and students' book Ministry of National Education prepared. Before and after the training program, a read aloud task was applied to learners. The task involved a text in which 21 regular verbs in past forms were embedded. During the application of the task, their voices were recorded. The voices were evaluated by two experienced English teachers through the usage of pronunciation evaluation check list. Thus, pre and post test results were acquired. Another goal of the study was to examine the attitudes of the learners towards the training program. The instructor planned structured interview with learners. Three questions were asked and results were evaluated in accordance with learners' answers. Results of the interview were analysed through thematic analysis and emerging themes were identified. These themes were classified under two titles: awareness about pronunciation and beliefs towards pronunciation instruction. The attitudes of learners towards concept-based pronunciation instruction were outlined through the analysis of emerging themes' percentages.

Firstly, to examine the efficiency of the concept-based pronunciation training, pre and post test results of the task were compared. Before the pronunciation instruction, the achievement was found out as shown in Table 6  $M=0.84$ . After the training, it can be observed that Table 6 shows an increase from  $0.84$  to  $1.43$  in post test results. The increase in post test results indicated that concept based pronunciation instruction was effective for teaching target sounds to learners. Other data such as  $df= 12$ ,  $t= - 6.8$  and  $p= .001$  values in Table 6 showed that the increase did not occur incidentally; on the contrary, it was the consequence of pronunciation training program.

Secondly, through the assessment of learners' attitudes towards conceptualized pronunciation training, it can be concluded that learners generally had positive feelings about the instruction. They were conscious about learning pronunciation component. Most of the learners enjoyed learning and repeating target sounds with different activities. This finding supported the significance of multi-sensory learning process. However, it was found out that even though learners were successful in articulating target sounds presented in post test result and developed their articulation, they believed that they were not competent enough at discriminating and articulating the allomorphs of regular past tense inflections. The reason for that might indicate their lack of self-confidence in this field.



## 6. CONCLUSIONS AND RECOMMENDATIONS

This study was conducted with the purpose of analysing the impact of concept-based inductive pronunciation training on the articulation of regular past tense morpheme. A four-week lesson plan was structured within the scope of the curriculum and students' books Ministry of National Education prepared. This plan was embedded within a particular unit and encompassed one hour each week. In each week, target sounds were taught according to conceptualization principles and the instructors aimed at practising target components through different activities by taking into consideration multi-sensory process. Participants of the study were 13 6<sup>th</sup> grade secondary level learners and did not receive any pronunciation training beforehand. Furthermore, the curriculum and their book structured by Ministry of National Education did not involve any explicit objectives regarding with pronunciation instruction; on the contrary, it adopted an implicit process for pronunciation domain. Through this study, this process was changed into explicit process. The instructor directed learners' attention to target sounds by utilizing different kinds of activities. While directing their attention, the teacher made learners explore the rules for allomorphs of regular past tense verbs. A pre and a post-test were administered to participants and the results were analysed through SPSS software. The findings of the study revealed that concept-based principle for teaching sounds was effective and after the training, the results indicated that there was a significant increase in the articulation of target sounds. For this reason, it can be concluded that the pronunciation training was successful in teaching allomorphs of regular past tense verbs. Another goal of the study is to evaluate the attitudes of learners towards concept-based pronunciation training. Findings of the study demonstrated that learners had positive attitudes for the training; however, it was detected that even though learners were successful in articulating target sounds presented in post test result and developed their articulation, they believed that they were not competent enough at discriminating and articulating the allomorphs of regular past tense inflections. The reason for that might indicate their lack of self-confidence in this field.

At this point, the results of the study can outline several recommendations for pronunciation instruction. Firstly, in the design of the curriculum at secondary level, explicit objectives regarding with pronunciation field can be structured. In addition, pronunciation training can be interrelated with language skills or sub skills such as vocabulary or grammar. Thus, learners at secondary level can start to be aware of the sound system and the significance of learning pronunciation of target language. Correspondingly, learning materials such as books and notebooks should include practice activities for pronunciation training. Material developers can prepare more contextual practice activities by attempting to address learners using different kinds of learning styles so they should consider multi-sensory principle throughout material development process. Instructors also should give a place for pronunciation training in their lessons by integrating it with other language skills. They should also prepare well-structured pronunciation lesson plans and be aware of the needs and objectives of their learners. If they need, they should have pronunciation training and develop their skills. Another point for instructors is that they should create positive atmosphere in learning settings as learners are more relaxed and enjoy learning activities.

Lastly, for further research, concept-based methodology can be implemented in other learning contexts and with other pronunciation features. This study was restricted within the teaching of allomorphs of regular past tense verbs. Other pronunciation components such as other segment based features or supra segmental elements can be handled in other studied. Finally, the efficiency of this methodology can be tested with more learners from different language levels.

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## APPENDICES

### ENGLISH LESSON PLAN

1<sup>st</sup> WEEK

CLASS : 6<sup>th</sup> grades secondary school

CLASS SIZE : 15 students

STUDENT AGE : 12-13 years old

ESTIMATED TIME: 40 minutes

DATE : 20/03/2019

UNIT : 8 (BOOKWORMS)

SUBJECT : Correct articulation of regular past tense morphemes

MATERIALS : Word box, flash cards including target verbs, students' book, small cards including written forms of target words

OBJECTIVES : At the end of the lesson, students will be able to

- identify the correct articulation of regular past tense morphemes; /t/, /d/ and /ed/ in spoken oral texts.
- discriminate the correct articulation of target phonemes in spoken oral texts.
- articulate target phonemes correctly when talking about their past events.

LANGUAGE TASKS - STUDY SKILLS/ METHODS

- Pronunciation game played with groups
- Question-Answer
- The communicative Approach
- Concept-based Inductive Approach
- Drama

## TEACHING AND LEARNING PROCESS

	Time	Teacher Activity	Student Activity	Procedure	Rationale
<b>BEGINNING THE LESSON</b>	<b>7 min</b>	<b>a. Greeting</b>	-Students greet the teacher	-Teacher and students greet each other	<p>To prepare students for the lesson</p> <p>To make students revise learnt vocabulary items</p>
		<b>b. Warm-up</b> - Teacher aims at making students revise learnt vocabulary items through a game.	-Students revise learnt vocabulary items through a game.	-A student chooses an object and put it somewhere in the class. -One of his/her friends tries to find the object by asking help from the class. -Other students help her/him to find it by using preposition of places.	
<b>ENGAGE</b>	<b>5 min</b>	<b>a. Attention Getting</b>  - Teacher gets students' attention through creating context.	<p>- Students are introduced to context.</p> <p>- Students answer teacher's questions.</p> <p>- Students guess correct words for the pictures.</p>	<p>-Teacher mentions about her feelings about her yesterday and wants students to make some predictions what happened.</p> <p>- Students make some predictions.</p> <p>-Teacher creates a nonsense and funny story about her yesterday</p> <p>- Teacher elicits sentences from students by showing pictures and writes them on the board.</p> <p>- At the end of the activity, teacher mentions that this story is just a dream.</p>	<p>To take attention of students to target context reflecting past events</p>
<b>STUDY</b>	<b>15 min</b>	<p><b>a. Help students notice target phonemes through a pronunciation game</b></p> <p>-Teacher prepares small cards including written forms of verbs in past form.</p> <p><b>b. Helps students notice and discriminate target phonemes through a listening activity.</b></p> <p>-Teacher aims at making students interiorising target sounds through a listening text.</p>	<p>-Students work in groups of three and try to categorize the verbs according to correct articulation of target phonemes.</p> <p>-Students listen to the text and circle the correct sound.</p>	<p>-Teacher starts group work activity and hands out cards to each group.</p> <p>-Each group makes predictions about by articulating verbs and tries to categorize them under the title of correct phonemes.</p> <p>-At the end of the game, teacher guides students to explore the rules for correct articulation of target phonemes through questions.</p> <p>-Students check their answers in their groups.</p> <p>-Teacher creates a context about Sue's yesterday and hands out an activity.</p> <p>-Students listen a text about Sue's yesterday and circle the correct sound.</p>	<p>To make students explore the rules for the correct articulation of target phonemes.</p> <p>To make students interiorize target phonemes through a listening text.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ACTIVATE</b></p>	<p><b>10 min</b></p>	<p><b>a. Helping students use target phonemes through dialogues</b></p> <p>-Teacher aims at making students use target phonemes correctly while talking about their past events.</p>	<p>-Students work in pairs for the speaking activity in their book on page 148.</p>	<p>-Firstly, students work in pairs, ask and answer about their yesterday. They complete the chart on page 148.</p> <p>-Then, they describe what they and their friend did according to chart in front of the class.</p>	<p>To make students articulate the phonemes correctly.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>E. ENDING THE LESSON</b></p>	<p><b>3 min</b></p>	<p><b>FEEDBACK</b></p>	<p>-Students focus on their mistakes.</p>	<p>Teacher gives feedback about the correct articulation of phonemes through her observations in the activity.</p>	<p>To end the lesson with the awareness of the correct articulation of target phonemes.</p>

## ENGLISH LESSON PLAN

2<sup>nd</sup> WEEK

CLASS : 6<sup>th</sup> grades secondary school

CLASS SIZE : 15 students

STUDENT AGE : 12-13 years old

ESTIMATED TIME: 40 minutes

DATE : 25/03/2019

UNIT : 8 (BOOKWORMS)

SUBJECT : Correct articulation of regular past tense morphemes

MATERIALS : Ball, music, flash cards including list of regular and irregular verbs and worksheets.

OBJECTIVES : At the end of the lesson, students will be able to

- identify the correct articulation of regular past tense morphemes; /t/, /d/ and /ed/ in spoken oral texts.
- discriminate the correct articulation of target phonemes in spoken oral texts.
- articulate target phonemes correctly when talking about their past events.

### LANGUAGE TASKS - STUDY SKILLS/ METHODS

- Pronunciation game played with groups
- Question-Answer
- The communicative Approach
- Concept-based Inductive Approach
- Drama

## TEACHING AND LEARNING PROCESS

	Time	Teacher Activity	Student Activity	Procedure	Rationale
<b>BEGINNING THE LESSON</b>	<b>7 min</b>	a. Greeting	-Students greet the teacher	-Teacher and students greet each other	<p>To prepare students for the lesson</p> <p>To make students revise learnt vocabulary items</p>
		b. Warm-up  - Teacher aims at making students revise learnt vocabulary items through a game.	-Students revise learnt vocabulary items through a game.	-Students are circled in the middle of the class. - Students give the ball one another in return when the teacher plays the music. - When the music stops, the student who has the ball must choose the word from the box. - If he/she finds the word correctly, he/she continues playing. If he/she doesn't find, the ball poisons the player and he/she must leave the game.	
<b>ENGAGE</b>	<b>5 min</b>	a. Attention Getting  - Teacher gets students' attention through creating context.	- Students are introduced to context. - Students answer teacher's questions. - Students guess correct words for the pictures.	-Teacher presents a story names "The Old Man" by showing pictures to students.  - Students make some predictions. -Teacher elicits sentences from students by showing pictures and writes them on the board. -At the end of the activity, students listen to story and check their answers.	To take attention of students to target context reflecting past events
<b>STUDY</b>	<b>15 min</b>	a. Help students notice target phonemes through a story -Teacher presents the pictures of "The Old Man" story and makes students order them through a listening activity.  b. Helps students notice and discriminate target phonemes through a listening activity. -Teacher aims at making students interiorising target sounds through a listening text.	-Students work in pairs, listen and order the story correctly. -Students listen to the text and count how many times they hear target phonemes.	-Teacher hands out a worksheet about the story. It includes the pictures what happened; however, they are unordered. -Students work in pairs, listen and order the story. - At the end of the activity, students check their answers. -Teacher reads a text about Sandy's last weekend and hands out a worksheet about her. -Students listen to the text and count how many times they hear target phonemes. -Teacher creates a context about Sue's yesterday and hands out an activity. -Students listen a text about Sue's yesterday and circle the correct sound.	To make students focus on the correct articulation of target phonemes.  To make students interiorize target phonemes through a listening text.

<p style="text-align: center;"><b>ACTIVATE</b></p>	<p><b>10 min</b></p>	<p><b>a. Helping students use target phonemes through a game; Freeze.</b></p> <p>-Teacher aims at making students use target phonemes correctly while talking about their past events through a game.</p>	<p>-Students work in groups of five and try to guess the correct sentences for their group.</p>	<p>-Firstly, class is divided into three groups.</p> <p>- One of the students is the It and turns his back. Other students in his/her group choose verbs from the word box.</p> <p>- They perform these verbs until The It says “Freeze”. Other students in the group stop suddenly.</p> <p>- The It tries to guess what happened to his/her friends by uttering sentences in the past form.</p> <p>-Each group does the same procedure until the game finishes.</p> <p>- Which group has the highest guesses wins the game.</p>	<p>To make students articulate the phonemes correctly through a game; Freeze.</p>
<p style="text-align: center;"><b>ENDING THE LESSON</b></p>	<p><b>3 min</b></p>	<p><b>FEEDBACK</b></p>	<p>-Students focus on their mistakes.</p>	<p>-Teacher gives feedback about the correct articulation of phonemes through her observations in the activity.</p>	<p>To end the lesson with the awareness of the correct articulation of target phonemes.</p>

## ENGLISH LESSON PLAN

3<sup>rd</sup> WEEK

CLASS : 6<sup>th</sup> grades secondary school

CLASS SIZE : 15 students

STUDENT AGE : 12-13 years old

ESTIMATED TIME: 40 minutes

DATE : 01/04/2019

UNIT : 8 (BOOKWORMS)

SUBJECT : Correct articulation of regular past tense morphemes

MATERIALS : Cards for pickers application, pronunciation worksheets, flashcards with target verbs and three stories cut up into strips.

OBJECTIVES : At the end of the lesson, students will be able to

- identify the correct articulation of regular past tense morphemes; /t/, /d/ and /ed/ in spoken oral texts.
- discriminate the correct articulation of target phonemes in spoken oral texts.
- articulate target phonemes correctly when talking about their past events.

### LANGUAGE TASKS - STUDY SKILLS/ METHODS

- Pronunciation game played with groups
- Question-Answer
- The communicative Approach
- Concept-based Inductive Approach
- Drama

## TEACHING AND LEARNING PROCESS

	Time	Teacher Activity	Student Activity	Procedure	Rationale
BEGINNING THE LESSON	7 min	<b>a. Greeting</b>	-Students greet the teacher	-Teacher and students greet each other	To prepare students for the lesson  To make students revise learnt vocabulary items
		<b>b. Warm-up</b> - Teacher aims at making students revise learnt vocabulary items through a plickers application.	-Students revise learnt vocabulary items through blending learning.	-Teacher prepares 15 questions particularly including the revision of regular verbs. -Teacher reflects the question on the smart board. -Students answers the questions through plickers cards. -Teacher scans the cards and gives the correct answer. -At the end of the activity, students are given feedback.	
ENGAGE	10 min	<b>a. Attention Getting</b> -Teacher gets students' attention through creating context	-Students are introduced to context. -Students answer teacher's questions. Students guess correct words for the pictures.	-Teacher presents new characters; Pat, Bud and Astrid and asks some questions to the class for eliciting the context. -Students make some predictions. -Students listen to sentences about these characters and check their predictions.	To take attention of students to target context reflecting past events.
STUDY	10 min	<b>a. Help students notice target phonemes through sentences</b> -Teacher presents three characters; Pat, Bud and Astrid and guides students for more focus on target sounds. <b>b. Helps students notice and discriminate target phonemes through a listening activity.</b> -Teacher aims at making students interiorising target sounds through a listening text.	-Students listen sentences about these characters and fill in the blanks with correct names -Students listen to the verbs and tick the correct sounds.	-Teacher hands out a worksheet about Pat, Bud and Astrid. -Students listen and fill in the blanks with correct name. - At the end of the activity, students check their answers. - Second part of the study is related with the first part and mentioned characters. -Teacher hands out worksheet. -Students listen to verbs and tick the correct sounds. -Teacher creates a context about Sue's yesterday and hands out an activity. -Students listen a text about Sue's yesterday and circle the correct sound.	To make students focus on the correct articulation of target phonemes.  To make students interiorize target phonemes through a listening text.

<b>ACTIVATE</b>	<p><b>10 min</b></p>	<p><b>a. Helping students use target phonemes through info gap activity.</b></p> <p>-Teacher aims at making students use target phonemes correctly while talking about their past events through an info-gap activity.</p>	<p>-Students work in groups of five. -Students order the story correctly through info-gap activity.</p>	<p>-Firstly, students work in groups of five. -Teacher gives each group stripes of the story in jumbled order. Each group has a different story. -Every student in each group reads and memorizes his/her stripe. Then he/she gives it to the teacher. -None of the students in each group knows other parts of the story. -At the end of the activity, each group presents its story in correct order.</p>	<p>To make students articulate the phonemes correctly through an info-gap activity.</p>
<b>ENDING THE LESSON</b>	<p><b>3 min</b></p>	<p><b>FEEDBACK</b></p>	<p>-Students focus on their mistakes.</p>	<p>-Teacher gives feedback about the correct articulation of phonemes through her observations in the activity.</p>	<p>To end the lesson with the awareness of the correct articulation of target phonemes.</p>

## ENGLISH LESSON PLAN

4<sup>th</sup> WEEK

CLASS : 6<sup>th</sup> grades secondary school

CLASS SIZE : 15 students

STUDENT AGE : 12-13 years old

ESTIMATED TIME: 40 minutes

DATE : 05/04/2019

UNIT : 8 (BOOKWORMS)

SUBJECT : Correct articulation of regular past tense morphemes

MATERIALS : Pronunciation worksheets and flashcards with target verbs

OBJECTIVES : At the end of the lesson, students will be able to

- identify the correct articulation of regular past tense morphemes; /t/, /d/ and /id/ in spoken oral texts.
- discriminate the correct articulation of target phonemes in spoken oral texts.
- articulate target phonemes correctly when talking about their past events.

### LANGUAGE TASKS - STUDY SKILLS/ METHODS

- Pronunciation game played with groups
- Question-Answer
- The communicative Approach
- Concept-based Inductive Approach
- Drama

## TEACHING AND LEARNING PROCESS

	Time	Teacher Activity	Student Activity	Procedure	Rationale
<b>BEGINNING THE LESSON</b>	<b>7 min</b>	<b>a. Greeting</b>	-Students greet the teacher	-Teacher and students greet each other	<p>To prepare students for the lesson</p> <p>To make students revise learnt vocabulary items</p>
		<b>b. Warm-up</b>	- Teacher aims at making students revise learnt vocabulary items through a game; Chinese Whisper.	-Students revise learnt vocabulary items through a game.	
<b>ENGAGE</b>	<b>10 min</b>	<b>a. Attention Getting</b> Teacher gets students' attention through the sound of accident.	<p>-Students are introduced to context.</p> <p>-Students answer teacher's questions.</p> <p>- Students try to guess context by making predictions.</p>	<p>-Students are presented context with the sound of accident.</p> <p>-Teacher asks some questions to students about the context</p> <p>- Students make some predictions.</p> <p>-Students listen to the text about Mary's unfortunate experience and check their answers.</p>	To take attention of students to target context reflecting past events

STUDY	10 min	<p><b>a. Help students notice target phonemes through listening activity.</b> -Teacher guides his/her students to make them focus on the correct articulation of target sounds.</p> <p><b>b. Helps students notice and discriminate target phonemes through a pair work activity.</b> -Teacher aims at making students interiorise target sounds through pair work activity -Teacher creates a context for peer feedback.</p>	<p>-Students listen to the text about Mary and correct the mistakes.</p> <p>-Students odd one of the different verbs according to its articulation by studying together.</p>	<p>-Teacher hands out a worksheet about Mary's unfortunate experience. -Students listen and underline the incorrect articulation of target phonemes. - At the end of the activity, students check their answers. -Teacher hands out worksheet. -Students work in pairs and odd one of the different verbs according to its articulation -Teacher creates a context about Sue's yesterday and hands out an activity. -Students listen a text about Sue's yesterday and circle the correct sound.</p>	<p>To make students focus on the correct articulation of target phonemes.</p> <p>To make students interiorize target phonemes through a pair work activity.</p>
ACTIVATE	10 min	<p><b>a. Helping students use target phonemes through info gap activity.</b> -Teacher aims at making students use target phonemes correctly while talking about their past events</p>	<p>-Students work in pairs and complete the story. - One of the students reads the story and the other acts it out in front of the class.</p>	<p>-Teacher hands out a story; however, this story does not have an ending. -Students complete the story with their pairs in the past form. -At the end of the activity, one of the students reads the story and the other acts it out in front of the class.</p>	<p>To make students articulate the phonemes correctly through an info-gap activity.</p>
ENDING THE LESSON	3 min	FEEDBACK	<p>-Students focus on their mistakes.</p>	<p>-Teacher gives feedback about the correct articulation of phonemes through her observations in the activity.</p>	<p>To end the lesson with the awareness of the correct articulation of target phonemes.</p>

## READ ALOUD TASK

### A. Read Sevim's story aloud.

#### MY BEST HOLIDAY

Last year, my school finished and holiday time started. I have waited for this vacation this time for a long time. We went to grandparents' village in amlıbel, Edremit and visited them for our holiday. We stayed there for ten days. Village life was very great. I liked it so much. Őeyda and I walked in the nature. We climbed trees and picked fruits. We jumped from trees and played many games. We had new friends. I joined their games. We went picnics. When my grandmother cooked delicious meals, I invited them for lunch. I also studied my lessons, painted pictures; listened to my favourite songs and watched movies on TV. In the last two days, the weather was cool. It rained, but it was my best holiday. I enjoyed it so much. Our holiday ended and we returned our home again.



## PRONUNCIATION EVALUATION CHECK LIST

VERBS	CORRECT	ROOT/CORRECT INFLECTION/INCORRECT	ROOT/INCORRECT INFLECTION/CORRECT	INCORRECT
Finished				
Started				
Waited				
Visited				
Stayed				
Liked				
Walked				
Climbed				
Picked				
Jumped				
Played				
Joined				
Cooked				
Invited				
Studied				
Painted				
Listened				
Watched				
Rained				
Enjoyed				
Ended				



T.C.  
MANİSA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 46949512-605.01-E.6009814  
Konu : Araştırma İzni

22.03.2019

MÜDÜRLÜK MAKAMINA

- İlgi: a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 22.08.2017 tarih ve 12607291 sayılı 2017 / 25 No'lu genelgesi,  
b) Balıkesir Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 07.03.2019 tarih ve 3011 sayılı yazısı.

İlgi (b) yazı ve ekinde; Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi yüksek lisans öğrencisi Funda KURT'a ait "Yabancı Dil Öğrencilerinin Kavram-Temelli Tümdengelim Yöntemiyle Ses Öğretimine Karşı Tutumları" konulu tez çalışması için Akhisar İlçe Millî Eğitim Müdürlüğüne bağlı Mecidiye Millî Eğitim Vakfı Ortaokulu öğrencilerine yönelik bir araştırma yapmak istediği belirtilmektedir.

Söz konusu çalışmanın; 2018 - 2019 eğitim öğretim yılı içerisinde, okul müdürlüğü'nün gözetim, denetim ve sorumluluğunda, eğitim öğretimi aksatmadan, gönüllülük esasına dayalı olarak ve yazımız ekinde bulunan onaylı formların kullanılması şartıyla uygulanması uygun görülmektedir.

Makamlarınızca uygun görülmesi halinde olurlarınıza arz ederim.

Necmettin OKUMUŞ  
Müdür Yardımcısı

OLUR  
22.03.2019

İsmail ÇETİN  
İl Millî Eğitim Müdürü