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**THE ATTITUDES OF PREPARATORY STUDENTS IN  
ABANT IZZET BAYSAL UNIVERSITY, TURKEY AND  
SUSSEX UNIVERSITY, UK TOWARDS  
PRONUNCIATION PRACTICE IN ENGLISH COURSES**

**In Partial Fulfillment of the Requirements for the Degree of  
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## **TO THE INSTITUTE OF SOCIAL SCIENCES**

This thesis is titled as “**The attitudes of preparatory students in Abant Izzet Baysal University, Turkey and in Sussex University,UK towards pronunciaton practice in English Courses**” and presented by Seda ALTINER has been approved as a thesis of Master of Arts in English Language Teaching.

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## ABSTRACT

THE ATTITUDES OF PREPARATORY STUDENTS IN ABANT IZZET  
BAYSAL UNIVERSITY, TURKEY AND SUSSEX UNIVERSITY, UK  
TOWARDS PRONUNCIATION PRACTICE IN ENGLISH COURSES

by

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The key role of acquiring English pronunciation in a proper way to keep the communication more effective is underestimated in most of the schools; providing EFL/ESL education in countries where English is the non-native language, also in English-speaking countries where students from other countries gather to acquire English proficiency in specially organized language classrooms. There are some prejudicial beliefs underlying this problem, one of which is that pronunciation is often simplified to mean the articulation of phonetic/phonemic sounds of English. As Madden-Moore concluded, both teachers and students assume that mastering pronunciation is simply a matter of perfecting the production of an inventory of consonants and vowels. Moreover, so few teachers have the necessary capability of handling pronunciation activities in class, which proves that pronunciation is still of little account in language proficiency.

This study aims at investigating English learners' beliefs about the acquisition of the phonetic component of English by focusing on their awareness of the difficulty and value of English pronunciation as well as their beliefs about influential factors in the acquisition of pronunciation and their attitudes towards English accents. It also aims at examining the differences in phonetic awareness, beliefs, and attitudes between learners of English with various first languages. All the

subjects were asked to complete several questionnaires, including a background questionnaire and a specific questionnaire on awareness, beliefs and attitudes. The study found slight differences across groups of students, but found in general that students attached importance to pronunciation as a very important part of instruction; they asked more correction to their pronunciation in and out of the classroom.

**Key terms:** voice setting features, received pronunciation, critical period, aptitude, affective filter, phoneme, prosodic unit, content words, approximation, overgeneralization

## ÖZET

### İNGİLTERE SUSSEX ÜNİVERSİTESİ VE TÜRKİYE ABANT İZZET BAYSAL ÜNİVERSİTESİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDEKİ TELAFUZ ÇALIŞMALARINA KARŞI TUTUMLARI

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İletişimi daha etkili olarak sürdürebilme yolunda İngilizce telaffuzunu doğru olarak edinebilmenin oynadığı kilit rol; hem ana dili İngilizce olmayıp da EFL/ESL eğitimi veren ülkelerdeki okulların birçoğunda, hem de ana dil olarak İngilizce 'nin konuşulduğu ve farklı milletlerden öğrencilerin İngilizce yeterliliği kazanmak için bir araya geldiği özel olarak oluşturulmuş dil sınıflarını kapsayan okulların çoğunda hafife alınmaktadır. Bu problemin altında yatan ve durumu daha kritik hale getiren inançlardan biri telaffuz eğitiminin sadece İngilizce fonetik seslerinin berrak bir şekilde seslendirilmesiyle sınırlı tutulmasıdır. Madden ve Moore'un da belirttiği gibi, hem öğrenciler hem de öğretmenler telaffuzda yeterliliği basitçe sesli ve sessiz harflerin mükemmelleştirilmesinden ibaret olarak varsaymaktadır. Dahası, çok az sayıda öğretmen sınıf içi telaffuz aktivitesini etkili olarak yönlendirebilecek yeterliliğe sahiptir, bu ise telaffuzun dil yeterliliği içindeki rolünün hala tam olarak benimsenemediğini işaret etmektedir.

Bu çalışma İngilizce öğrencilerinin telaffuz ediniminde etkili olan faktörlere ve İngilizce aksanlarına ilişkin tutumlarının yanısıra karşılaşılan zorluklar üzerindeki farkındalıklarına ve İngilizce telaffuzuna verdikleri önemin üzerine yoğunlaşarak bu öğrencilerin İngilizce fonetik bileşenlerinin edinimine ilişkin inançlarını gözden

geçirmeyi amaçlamaktadır. Ayrıca; farklı ana dillere sahip İngilizce öğrencileri arasındaki fonetik farkındalık, inançlar ve tutumlara ilişkin farklılıkların incelenmesi hedeflenmektedir. Tüm deneklerden geçmişlerine ilişkin bir anket; farkındalık, inanç ve tutum konularında özel olarak hazırlanmış bir anketten oluşmak üzere çeşitli anketleri doldurmaları rica edilmiştir. Bu çalışma gruplardaki öğrenciler arasında farklılıklar bulsa da genel olarak hepsinin telaffuza önem verdikleri ve daha fazla telaffuzlarının düzeltilmeleri isteğinde buldukları saptanmıştır.

To my family .....

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## CHAPTER I

### INTRODUCTION

#### 1.1. Introduction

It is noticed that language comprehension and production are rather complex issues which encompass the interaction of semantic, phonetic, syntactic, pragmatic and discourse element; therefore, human should regard the perception and production of speech sound as an integral part of language comprehension. Given this, teachers should give as much attention to teaching pronunciation as they do other linguistic features, like vocabulary and grammar. When the non –native speakers' vocabulary and grammar are excellent, if their pronunciation seems below a certain threshold level, they are unable to communicate effectively (Wong, 1987). As Michael and Wong (1993) argue the importance of pronunciation is even more district when the connection between pronunciation and listening comprehension is considered. However, students need to employ certain patterns to communicate effectively, they expect spoken English to folllow these pattern of rythm and intonation regularly. Similarly, they need to know how speech is put in an order and what patterns of intonation mean so as to interpret them properly. Therefore, it is more than learning pronunciation; learning about pronunciation, and this develops learners' abilities to understand how spoken English is comprehended. Also, Wong demonstrated that a lack of knowledge of pronunciation could even affect the way listeners read and write. Speakers adapt more or less successfully the pronunciation they value as more positive or the pronunciation they identify with for both their

first and second language (Guiora & Schomberger, 1990). In addition to this, pronunciation can also cause different reactions on behalf of the listener and along with errors in other linguistic elements, sound production, and perception errors can lead to misunderstanding.

However, this important area is still neglected at many universities around the world. In China, an English phonetics course is just up to the students or given no place in English teaching and learning (Cheng, 1998). According to Chen & Fan (1995) some teachers in Taiwan might argue that English pronunciation is not important at all, for very few tests would require students to show abilities related to pronunciation or speaking. Furthermore, Wong (1993) has stated that in the US many teachers and students believe that working on pronunciation does not work at all as it would be difficult and impossible for students to hear differences, for instance between ship and sheep. English pronunciation is still ignored in the curriculum of some universities in Thailand (Wei and Zhov, 2002, see also Syanonondh, 1983). In Mexico, "Cinderella of the language" was said to mean that low emphasis on this important skill was given. (Dalton, 2002).

English has become the most important language of intra-European communication; however, there are discrepancies between northern and southern European countries (Hoffman, 1998). English is in contact with other languages, and for many bilingual and multilingual European English is one of the languages in their linguistic repertoire. (Cenoz & Lecumberri, 1999).

There are common native varieties of English (British and American English) including a great deal of accents, Received Pronunciation (RP) and General American (GA) (Wells 1990; Trask 1996). Given this, the English language reveals frequent lack of consistency between sound and spelling. This lack of correspondence makes pronunciation one of the difficult and complex areas in terms of acquisition of pronunciation as a foreign language. On the other hand, the incorrect production of sounds is unlikely to produce an obstacle as the listener usually relies on other clues so as to get the meaning.

Researchers have devoted less attention to the acquisition of the phonetic area by second language learners than to the acquisition of other linguistic areas. Concerning second language teaching, pronunciation is becoming more important in language classes and teaching materials (Fitzpatrick 1995; Laroy 1995); however, it is still regarded more as a supplementary activity rather than a core fraction of the curriculum. Related to this, problems in the acquisition of pronunciation have borne the main arguments to support the critical age hypothesis by Krashen (Singleton 1989), as it has been asserted that most adult learners of a second language keep a foreign accent (Fleege 1987; Major 1987a). Nevertheless, it has been asserted that adults have the same ability as children to discriminate speech sounds (Schneiderman, Bourdages & Chamagne 1998), but they perceive new sounds in terms of the categories of their first language. (Best 1994; Polka 1995). It has also been suggested that age is not necessarily a causal factor in the acquisition of pronunciation and that motivation and identity are also influential.

## **1.2. Background of the study**

The University of Sussex, UK was the first of the new wave of universities founded in the 1960s, receiving its Royal Charter in August 1961. Forty years on, the University has become a leading teaching and research institution, characterised by a number of academic strengths including research excellence, internationalism and interdisciplinarity. Additionally, Sussex has an international reputation for its innovative styles of teaching and for the quality and range of its research work. Academic links with every continent, over 2,500 international students from 120 countries, and teaching staff from 50 nations give the University a strongly international feel. English Language courses for speakers of other languages are given by University of Sussex Language Institute. Moreover, they offer a wide range of English language courses.

Abant Izzet Baysal University, Turkey was founded on July 3, 1992 with the aim of establishing a centre of excellence in higher education and research. Today it has 8 faculties, 3 institutes, 5 two-year programmes, 6 vocational schools and 4 research centres. Nine hundred academics are proud to educate 18200 students in this modern environment. The University accepts unreservedly that creating an academic ground for social, cultural, scientific, economic and technological development in an international context is essential for its mission. For this reason, Abant Izzet Baysal University aims to be a dynamic institution focusing at excellence that will bring the development of our society and mankind to the highest universal standards. Moreover, its educational language is English; therefore, the students have to know English. If they don't, they learn it at the Language Teaching and Research Centre (in prep class) before starting their departments. It has been founded to improve the language levels of students and personnel, to teach foreign languages and to make researches. The compulsory, optional, professional lectures are handled by Language Teaching and Research Centre.

### **1.3. Aim of the Study**

The main aim of this study is to identify and comment on the attitudes of preparatory students of Abant Izzet Baysal University and Sussex University towards pronunciation, and to make suggestions if necessary.

### **1.4. Problem Sentence**

What are the attitudes of preparatory students of Sussex University and Abant Izzet Baysal University towards pronunciation?

### **1.5. Sub- Problems**

1-What are the effects of the varieties below on reasons for studying English of preparatory students in Abant Izzet Baysal University and Sussex University?

- a) Gender
- b) Nationality of speakers
- c) Field of study

2- What are the attitudes of preparatory students towards the definition of good pronunciation in Abant Izzet Baysal University and Sussex University?

3-What are the attitudes of preparatory students towards error correction in and out of the class in Abant Izzet Baysal University and Sussex University?

#### **1.6. Significance of Study**

As the status of English has increased in every aspects of life, it is inevitable to find ways how efficiently we use it. It is so obvious that pronouncing sounds properly makes it efficient. Therefore, it will be beneficial to investigate the attitudes of teachers and learners in terms of how much phonological awareness they have, but before this, I will introduce what phonological awareness is and why it is important in language learning.

Firstly, there are different kinds of factors to affect learning fractions of a foreign language like pronunciation. Especially the attitudes of learners play a crucial role on it in their language learning experience.

Secondly, phonological awareness doesn't mean only knowing the vowels and consonants of a language. As Joseph K. Mansfield has remarked that it is most commonly defined as one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. In short, it involves the capability to notice, think about, or manipulate the individual sounds in words. Acquiring phonological awareness actually involves learning two kinds of things about language. First, it

involves learning those words that can be divided into segments of sound smaller than syllable. Second, it involves learning about individual phonemes themselves.

Thirdly, why we should have phonological awareness is a very crucial point. It is important as it advocates learning how the words in our language are represented in print. The words are represented in print approximately at the levels of phonemes in English, so English is an alphabetic language. (Ehri, in press), so learners who understand the relationships between letters and phonemes will be better learners than that of not acquiring this skill (Adams, 1990; Beck & Juel, 1995).

### **1.7. Assumptions**

It was accepted that the students participating in this study answer the questions in the questionnaire sincerely. Also, it is assumed that the statistics and references used in this thesis are of sound and worthy value.

### **1.8. Limitations**

1. This study is limited to preparatory students studying at Abant Izzet Baysal University and Sussex University in 2007-2008 Education Year.
2. This study is limited to the “Case Study of Language Learner Attitudes About Pronunciation” that is used to identify the attitudes of preparatory students of Abant Izzet Baysal University and Sussex University towards pronunciation in the process of collecting data

### 1.9. Key Terms:

**Voice Setting Features:** Voice-setting is a term used to describe those 'features of accent that result from the characteristic disposition and use of the articulatory organs by speakers of a particular language, and which affects the production of all the individual sounds common to that language' (Thornbury 193:127).

**Received Pronunciation:** Received Pronunciation may be referred to as the Queen's (or King's) English, on the grounds that it is spoken by the monarch, and It is also sometimes referred to as BBC English, because it was traditionally used by the BBC, yet nowadays these notions are slightly misleading. Queen Elizabeth II uses one specific form of English, whilst BBC presenters and staff are no longer bound by one type of accent, nor is "Oxbridge" (the universities of Oxford and Cambridge)

**Critical Period:** A "critical period" in developmental psychology and developmental biology is a time in the early stages of an organism's life during which it displays a heightened sensitivity to certain environmental stimuli, and develops in particular ways due to experiences at this time.

**Aptitude:** Its original sense of reciprocity between person and situation and appropriateness of person- situation fit is restored.( Richard E. Snow- Aptitude Theory, Stanford University)

**Affective Filter:** Stephen Krashen offers three 'affective variables' that have been identified as being related to language-acquisition : these are 'motivation', 'self-confidence' and 'anxiety', and It's worth noting that none of these can be considered as totally independent variables : success in learning may heighten motivation and self-confidence while lowering anxiety.

**Phoneme:** In human language, a phoneme is the smallest unit of speech that distinguishes meaning, and phonemes are not the physical segments themselves, but cognitive abstractions of them. ([www.wikipedia.com](http://www.wikipedia.com))

**Prosodic unit:** In linguistics, a prosodic unit, often called an intonation unit, is a segment of speech that occurs with a single prosodic contour (pitch and rhythm contour).

**Approximation:** An approximation is an inexact representation of something that is still close enough to be useful.

**Overgeneralization:** Probably the most common mistake we make in our automatic thinking is overgeneralization. Each of us has to think about new experiences in terms of old experiences.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

In this chapter, it is explained what pronunciation is and the related researches with English pronunciation on theoretical basis. .

#### 2.2. Overview of Pronunciation

Pronunciation is often simplified to mean the production of the phonetic/ phonemic sounds of a language. Teachers and students assume that mastering pronunciation is simply a matter of perfecting the production of an inventory of consonants and vowels. While there is no denying that phonetics at the segmental level is certainly crucial in pronunciation, suprasegmental, or prosodic features of language, such as stress and intonation, are equally important. Yet, these aspects of pronunciation receive little attention in the ESL classroom, probably because English does not have straightforward rules about suprasegmentals and stress compared to other languages, such as Czech, Polish, and Swahili (Ladefogde, 1993).

Effective teaching of pronunciation, according to Pennington and Richards (1986), must include segmental features, voice-setting features, and prosodic features. Segmental features are the minimal phonetic units in a language, the phonemes, which, along with their allophones, make up the sound inventory of a language. Voice setting features are the “general articulatory characteristics of stretches of speech” (Pennington and Richards, p.209) which account for a speaker’s voice quality, like the huskiness demonstrated by many Japanese and Arabic males and the high pitch used by women in some cultures. These voice setting features are often carried over to the speaker’s L2 pronunciation with a distinct and recognizable voice quality. (Matt Madden & Zena Moore, 1998)

### **2.3. The reasons of why pronunciation is ignored**

Pronunciation plays a crucial role in a language curriculum; therefore, both learners and teachers ought to attach importance to pronunciation. “Pronunciation should be taught in all second language classes through a variety of activities” (Scarcella & Oxford, 1994). According to Marley (1991), the matter is what should be taught in a pronunciation class and how it should be taught, instead whether pronunciation should be taught. Indeed, the problem is that most language teachers don’t have effective strategies for teaching pronunciation, and they don’t know how to compete with problems when they encounter them.

In addition to this, teachers are embarrassed owing to lack of instruction strategies. “We are comfortable teaching, reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the background knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, ” it sounds like :uuuh” (Dalton, 2002). If language teachers work on learning and practising strategies for teaching pronunciation, they will not be embarrassed of

pronunciation. First, it is important to propose a theoretical framework into which the problem fits.

### **2.3.1. Theoretical Framework into which the Problems Fits;**

As Morley (1991) identified that there are 7 significant changes in theoretical paradigms in learning, linguistic and instructional models.

Change 1- In language acquisition, the role of learners shift from the passive learner to the active one.

Change 2- There is also a move from a focus on the group to focus on individual learner differences and individual learning styles and strategies (Naiman, Fronlich & Todesco, 1978; O' Malley & Chamot, 1989; Oxford, 1990; Rubin ,1995; Stern,1983).

Change 3- To fulfil the communicative needs of users, there is a shift from a formal system to a functional system.

Change 4- There is an interest in semantics, pragmatics, discourse, and speech act theory instead of only sentence- level grammar.

Change 5- From an instructional focus on linguistics form and correct usage to one on function and communicatively appropriate use.

Change 6- A shift from an orientation of linguistic competence to one of communicative competence.

Change 7- There is a useful model that brings together a great deal of viewpoints in one linguistically oriented and pedagogically useful framework; (a) grammatical competence, (b) sociolinguistic competence, (c) discourse competence.

The last finding was that the methods that the students used were watching television, talking with American people and listening to lectures. Moreover, according to a study conducted by Mc Donald, Yule and Powers (1994) aimed at comparing the pronunciation of targeted vocabulary items in spontaneous speech by 23 adult Chinese L1 learners of L2 English grouped into four different conditions reflecting current pedagogical practices. These are traditional drilling activities, self-study with tape recordings, interactive activities and no intervention control condition. One hundred and twenty native –speaking listeners judged whether there was improvement or deterioration in pronunciation before and at two separate times subsequent to each of the four conditions. Because none of the results appeared to overwhelmingly favor one teaching technique, the researchers included a discussion of the range of patterns of change brought about by the four input types. (Michael Wei).

#### **2.4. Researchers' Perceptions on Pronunciation Teaching Strategies**

It is beneficial to revise the strategies that are instrumental in teaching different components of pronunciation by varied researchers according to the content orders of pronunciation instruction which are stated below:

##### **2.4.1. Intonation**

Intonation plays a crucial role in teaching English pronunciation. According to Gilbert (1994), “helping the listener to follow” is the purpose of using

intonation. Most L2 Students attach importance to sounds, vocabulary and grammar when listening to English. (Lin,Fan and Chen, 1995). Hence, it should not be surprising to see that many students' English sound monotonous. Given this, Lin, Fan and Chen (1995) proposed some strategies comprising drawing pitch lines / curves or arrows and using musical scores.

1- The most commonly used strategy is to draw pitch / curves. In addition to pitch lines/ curves, Lin, Fan and Chen (1995) suggested that the teacher makes the last stress syllable blacken and put a dot over it, so students can be able to produce the appropriate intonation by using the word stress correctly.

Patricia: How was your exam? (Rising/falling intonation)

2- Arrows\_ The other strategy to teach intonation is to draw arrows where pitch changes. For instance;

A: Can I write the letter again or photocopy it?

B: The boss comes on Saturday and Tuesday

(Combination of intonation)

3- Musical Scores\_ Another useful effect is musical scores. For example;

Patricia: Is that your rabbit?

**Table 1: Intonation**

	4	
High	3	Your rabbit?
Medium	2	Is that
Low	1	

## 2.4.2. Stress and Rhythm

According to Lin, Fan and Chen (1995), it is possible to divide this topic into several steps.

### 2.4.2.1. Words Stress

1-Visual Effects\_ Visual effects can be used to show the stressed syllable; thicken, capitalize, underline or colour the stressed syllable.

For example; **pencil** PENCil pencil

2-Rubber Bands –Pull\_a wide rubberband between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other syllables.

3- Tapping, clapping, or playing simple rhythm instrument\_ It is very effective to give a strong beat to the stressed syllable and weak beats to the other syllables by clapping or tapping somewhere in class. It assists students recognize that stressed syllables need strong beats and the other ones are unstressed ones, so their vowels should be reduced.

### 2.4.2.2. Sentence Stress

1- Finding Content Words\_ It is crucial to teach the basic emphasis pattern of English to the students to let them know that content words are usually emphasized. Then get the students to circle and underline content words in a sentence and give

these words extra emphasis when saying the sentence. (Michael 2006) For instance;  
The policemen try to find the criminal

2- Rhymes\_ Apply the rythm of nursery rhymes to the rythm of ordinary sentences.

HICKory DICKory DOCK

The MOUSE ran UP the CLOCK

### **2.4.3. Linking**

According to Gilbert (1993), one of the necessary characteristics of spoken English is that the words in a thought group are linked together. Besides Gilbert, Mortimer (1997) also attached importance on linking; to pronounce English fluently, it is necessary to combine words together as a native speaker of English normally does. There are some techniques to apply in teaching linking.

#### **2.4.3.1. Curved lines**

Utilize a curved line between the last and the first letters to show that they have to be linked together.

For instance; stand up!

#### **2.4.3.2 Chain Pictures**

Use chains to create a visual image for students. For instance;

Sit down

Take it off

Cup of coffee

#### 2.4.4 Consonants

As Lin, Fan and Chen (1995) has started that there are several strategies to teach consonants.

1. Song Lyrics\_ The students are asked to read some popular song lyrics loudly to practice sounds\_(pg 14)
2. Numbers\_ Benefitting from numbers is another strategy for practising consonants. For instance; 402 858 72 71

#### 2.4.5 Vowels

According to Lin, Fan and Chen (1995), the strategies to teach vowels are as follows;

1. Rubber bands\_ Use a rubber band in /u: /, students are expected to pull both sides to the end, but for the /u/, students are expected to just pull both sides a little bit.
2. Mirrors\_ A mirror is a good vehicle for students to see the shape of the lips when uttering sounds. Then they have an opportunity for self-checking.

Cheng (1998) suggested the following strategies to teach pronunciation;

- 1- Supplying meaningful materials \_Teachers select different articles of various styles from the student textbooks to use as models for practising linking, rhythm, stress or intonation, so students recognize that the pronunciation class is related to and integrated with their regular coursework. Thus, they turn into active participants in class.
- 2- Using songs, games and tongue twisters\_ Using songs, games and tongue twisters can increase students motivation in a pronunciation class.

- 3- Helping students' progress\_ Assessing progress is a crucial factor in keeping students motivation.

Noll& Collins (2002) indicated strategies for several types of pronunciation error correction.

#### **2.4.6 Finger Correction**

1. The teacher elicits the sounds /syllables / words/ phrases/ sentences from the students.
2. While indicating the problem finger, try some of these approaches.
  - a. Mime or mouth the correction.
  - b. Write the phonemic /diacritic/ custom symbol on the board.
  - c. Mouth the ending.
  - d. Add a sound by insterting it between your fingers or adding a finger.
  - e. Bend a finger to remove a sound.
  - f. Get rid of an ending by giving it to the student to "hold".
  - g. Hit the finger to indicate contractions, linking etc.
3. If the students cannot discover the error, let them do peer correction.
4. When the mistake has been corrected, let the student say the whole utterance in one smooth flow.

#### **2.4.7 Mime and Gesture**

Teach students the target pronunciation. Have students reproduce what is in them.

1-Mime /i/

2- Ask students to guess the sound Ask them how they know.

3- Mime /ai/

4- Ask “How many sounds?”

As Michael ( 2006 ) indicated that Scarcella and Oxford (1984) collected 11 techniques, such as self- monitoring , tutorial sessions and self- study, modeling and individual correction, communication activities, written versions of oral presentations, computer-, assisted language learning, explanations, utilization of known sounds, incorporation of novel elements, communication strategies and affective strategies.

Besides this, Lin, Fan and Chen (1995) showed their strategies to teach pronunciation in four parts; intonation, stresss and rythm, consonants, vowels. Then Cheng proposed the following strategies to teach pronunciation. They are providing meaningful materials, using songs, games and tongue twisters and assessing students’ progress. Noll and Collins (2002) showed their stategies in pronunciation error correction as finger correction strategies, and using mime and gesture strategies.

Lin, Fan and Chen (1995) reworked on many researchers’ view and developed some tecniques to share with teachers in the TESOL field. Their techniques were developed through observing Chinese in Taiwan.

Besides Lin’s, Fan’s and Chen’s attempt, Cheng (1995) applied some strategies in his pronunciation teaching in China which is his mainland. However his strategies encompassed only individual sounds, he discovered that they were effective and students claimed their pronunciation was improved through that period.

Noll and Collins (2002) presented their strategies in a WATESOL conference. Like Cheng, their strategies focused more on individual sounds and self-correction. Also, they compared the strategies of correction using both traditional and their more contemporary methods. However, their strategies are not as broad as Lin, Fen and Chen (1995).

The rationale behind reviewing the literature for teaching pronunciation is to supply teachers with a great deal of strategies to teach pronunciation. Yet, keep in mind that it will work better if the classroom is student-centered.

As Oxford (1990, 1996) stated that as the aim is to increase students' learning autonomy or self regulation, the classroom should always be student centered and they should be active participants in class. To achieve this, it is necessary to increase students' awareness of strategy use.

## **2.5. RELATED STUDIES**

### **2.5.1. Related Literature on Pronunciation Practice in English Courses**

Marcus Otlowski (1998) studied if all students can do well in learning the pronunciation of a foreign language. The conclusions showed it is possible to expect all students can do well in learning the pronunciation of a foreign language if the teacher and student participate together in the total learning process. Success can be achieved if each have set, respectively, individual teaching and learning goals. Pronunciation must be viewed as more than correct production of phonemes: it must be viewed in the same light as grammar, syntax, and discourse, which is a crucial part of communication. Research has shown and current pedagogical thinking on pronunciation maintains that 'intelligible pronunciation is seen as an essential component of communicative competence' (Morley, 1991:513). With this in mind, the teacher must then set achievable goals that are applicable and suitable for the communication needs of the student. The student must also become part of the learning process, actively involved in their own learning. The content of the course should be integrated into the communication class, with the content emphasizing the

teaching of suprasegmentals, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice. With the teacher acting as a 'speech coach', rather than as a mere checker of pronunciation, the feedback given to the student can in it encourage learners to improve their pronunciation. If these criteria are met, all students, within their learner unique goals, can be expected to do well learning the pronunciation of a foreign language (Marcus Otlowski, 1998).

Tracey M. Derwing, Ron I. Thomson and Murray J. Munro (2006) studied on English pronunciation and fluency development in Mandarin and Slavic speakers. The development of accent and fluency are traced in the speech of 20 Mandarin and 20 Slavic adult immigrants to Canada over a period of 10 months. The participants were enrolled in an ESL program but had no special instruction in either pronunciation or fluency. The immigrants' self-reported exposure to English outside of class was used to determine whether there was a relationship between accent, fluency, and voluntary contact with English. Judgment tasks were carried out in which native English listeners assessed L2 speech samples recorded at the outset of their studies, 2 months later, and again 10 months after the first recording. The listeners' scalar judgments of accentedness and fluency indicated that there was a small improvement in accent over time, and that the Slavic learners made significant progress in fluency, whereas the Mandarin participants showed no improvement. The Slavic participants reported significantly more contact with English speakers than did the Mandarin speakers. Suggestions are made for ESL instruction and further research.

The above view that 'little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation' was supported by research done by Suter (1976:233-53) and Suter and Purcell (1980:286) on twenty variables believed to have an influence on pronunciation. They concluded that pronunciation practice in class had little affect on the learner's pronunciation skills and, moreover 'that the attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators'. They

qualified their findings by stating that variables of formal training and the quality of the training in pronunciation could affect the results, as would the area of pronunciation that had been emphasized, that is segmentals (individual sounds of a language) or suprasegmentals. ( The "musical patterns" of English, melody, pitch patterns, rhythm, and timing patterns [Gilbert, 1987:33-39].) Pennington (1989:203-227) questioned the validity of Suter and Purcell's findings as the factors of formal pronunciation training and the quality of the teaching, if not taken into account, could affect any research results. He stated that there was 'no firm basis for asserting categorically that pronunciation is not teachable or that it is not worth spending time on...'(p.20). It is quite clear from the research mentioned above that the role of pronunciation training in the learner's language development is widely debated, with researchers such as Suter, Purcell, and Madden (1983:69-80) all thinking that pronunciation training is relatively ineffective, and in opposition researchers such as Pennington believing that teachers, with formal training in pronunciation and teaching suprasegmentals in a communicative language programme, can make a difference. Between these opposing views, Stern (1992:112) says 'There is no convincing empirical evidence which could help us sort out the various positions on the merits of pronunciation training'. If the above views represent the split in the teaching of pronunciation, what can the teacher do to improve their students' pronunciation, if improvement can be obtained?

### **2.5.2. Related Literature on the Attitudes of Learners Towards English Pronunciation Abroad.**

The study -“ The acquisition of English Pronunciation: learners' views” – by Jasone Cenoz and Luisa Garcia Lecumberri (1999) describes English' learners views on the acquisition of the phonetic component of English by focusing on their awareness of difficulty and importance of English pronunciation in addition to their beliefs about factors in the acquisition of pronunciation and their attitudes towards English accents. The results of the study identifies that pronunciation is a difficult and important skill for all learners :moreover, the results indicates that learners

regard contact with native speakers and ear training as the most influential factors in the acquisition of pronunciation. Also, this study remarks that all learners tend to share the same awareness of difficulty, importance of, beliefs about and attitudes towards different accents independently on their first language.

Matt Madden and Zena Zonne (1995) studied on the attitudes of a group of ESOL learners toward pronunciation in their language learning experience. The study found only big differences across group of students, but found in general that students attach importance to pronunciation as a very great important fraction of instruction; they asked more correction to their pronunciation in and out of the classroom; furthermore, they needed more emphasis placed on pronunciation.

There was no slight discrepancy between male and female responses with the specific group learners; however, men displayed a slightly higher level of anxiety about pronunciation. : More of them were not fulfilled with their own level of proficiency. More remarked that their pronunciation irritated native speakers, and more were reluctant to have their pronunciation corrected out of the classroom. Furthermore, the study found that the most chose reason for studying English was “personal growth”. It is surprising that there was little difference in the time spent on pronunciation at both the early stages of instruction and at later stages, probably indicating lack of knowledge on the instructor’s part or time limitations in teaching.

Tracey M. Derwing and Marian J. Rossiter (2002) examine the perceptions of 100 adult English as a second language (ESL) learners from a variety of first language backgrounds with regard to their pronunciation difficulties and the strategies they employ when they are faced with communication breakdown. The vast majority of pronunciation problems identified by students were segmental, yet their most commonly used strategies when they had not been understood were paraphrase, self-repetition, writing/spelling, and volume adjustment. Their responses were analysed according to first language groups and proficiency levels. Students were also asked to indicate whether their accents were affected by context, and whether or not they felt they had any control over their pronunciation.

## 2.6. Current Ideas on Pronunciation

Changing outlooks on language learning and teaching have influenced a move from teacher centred to learner centered classrooms. Concurrently, there has been a shift from specific linguistic competencies to broader communicative competencies as goals for teachers and students (Morley, 1991:481-520). Morley states the need for the integration of pronunciation with oral communication, a change of emphasis from segmentals to suprasegmentals, more emphasis on individual learner needs, meaningful task-based practices, development of new teacher strategies for the teaching, and introducing peer correction and group interaction. (Castillo, 1991:4) Research has shown that teaching phonemes isn't enough for intelligibility in communication (Cohen, 1977:71-7). With the emphasis on meaningful communication and Morley's (1991:488) premise, that 'Intelligible pronunciation' is an essential component of communication competence' teachers should include pronunciation in their courses and expect students to do well in them. Without adequate pronunciation skills the learner's ability to communicate is severely limited. Morley believes that not attending to a student's pronunciation needs, 'is an abrogation of professional responsibility (1991:489)'. Other research gives support to Morey's belief in the need for 'professional responsibility' when the results show that 'a threshold level of pronunciation in English such that if a given non-native speaker's pronunciation falls below this level, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be' (Celce-Murcia, 1987:5). Gilbert (1984:1) believes the skills of listening comprehension and pronunciation is interdependent: 'If they cannot hear English well, they are cut off from the language...If they cannot be understood easily, they are cut off from conversation with native speakers.' Nooteboom (1983:183-94) also has suggested that speech production is affected by speech perception; the hearer has become an important factor in communication discourse. This illustrates the need to integrate pronunciation with communicative activities; to give the student situations to develop there pronunciation by listening and speaking. The current research and the current trend reversal in the thinking of pronunciation

shows there is a consensus that a learner's pronunciation in a foreign language needs to be taught in conjunction with communicative practices for the learner to be able to communicate effectively with native speakers.

### **2.6.1. Pronunciation and Communicative Language Teaching**

Students can be expected to do well in the pronunciation of English if the pronunciation class is taken out of isolation and becomes an 'integral part of [the] oral communication' class (Morley, 1991:496). The goal of pronunciation should be changed from the attainment of 'perfect' pronunciation (A very elusive term at the best of times.), to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom (Morley, 1991:500). The overall aim of these goals is for the learner to develop spoken English that is easy to understand, serves the learner's individual needs, and allows a positive image of himself as a speaker of a foreign language. The learner needs to develop awareness and monitoring skills that will allow learning opportunities outside the classroom environment. The communicative approach to pronunciation teaching requires teaching methods and objectives that include 'whole-person learner involvement' (Morley, 1991:501). Morley states there are three important dimensions the teacher should catered for in any pronunciation programme; the learner's intellectual involvement, affective involvement, and physical involvement. The learner's involvement in the learning process has been noted as one of the best techniques for developing learner strategies, that is, the measures used by the learner to develop his language learning (Morley, 1991:506). It is the teacher's responsibility to develop the learning process so the learner has the greatest chance to develop the learning strategies that are unique to each individual learner. The teacher also has a special role to play in the communicative learning programme, a role that Morley describes as one of 'speech coach or pronunciation coach' (1991:507). Rather than

just correcting the learner's mistakes, the 'speech coach' 'supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standards, provides a wide variety of practice opportunities, and overall supports and encourages the learner' (Morley,1991:507). It can be seen as such, that the teacher's role is not only to 'teach' but to facilitate learning by monitoring and modifying English at two levels, speech production and speech performance.

## 2.7. Conclusion

The teaching of pronunciation did not attract attention of the four basic skills in English. In audio-lingual methodology, pronunciation was regarded as a crucial fraction of English language teaching in 1940s,1950s and the early 1960s.( Morley,1991). As Richards and Rodgers (2001) indicated that correct pronunciation, stress, rhythm, and intonation are emphasized.Those years were the brightest time for pronunciation teaching. However, in the late 1960s it was doubtful whether pronunciation can be taught directly at all. Many researchers started to work on it and suggested emphasis on classroom practice. Then after the mid 1980s , pronunciation gained power again in english language teaching.

However, as Morley previously indicated we still have problems with pronunciation teaching. ( Michael,1998).

1. The need to equip ESL teachers with a very specific kind of background in applied English phonetics and phonology, one that gives detailed attention to suprasegmentals and voice- quality features and their forms and their functions in interactive discourse and one that stresses application in communicative approaches to pronunciation teaching.
2. The relentless need for pronunciation improvement activities, tasks and techniques.
3. The need for more tangible evaluation measures.

4. As the specific instructional procedures , the need for controlled studies to identify the students' changes in pronunciation
5. An ongoing need for research on aspects of second language phonology.

According to Michael, among them number 2: A need to create more techniques in teaching pronunciation is the most important one. However, from my prespective number 1 is the most necessary one as the common problem of English language teachers results from the lack of necessary background knowledge of pronunciation.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter is divided into four main sections. Section 3.2. describes the research design and the instrument used in data collection. Section 3.3. describes participants and how it was chosen for the study. Section 3.4. presents the research questions. Section 3.5. presents the procedures to be followed in conducting the questionnaires, and the section 3.6. describes the analytical procedures of the data.

#### **3.2. Research Design and Instrument**

Research on pronunciation is relatively scarce compared to that on other components of language learning, such as grammar, communicative competence, and sociocultural awareness, except for the numerous studies of native speaker reaction to non-native pronunciation (Giles et al., 1995; Munro& Dering, 1995; Albrechtsen et al., 1980). The goal of this paper is to make preliminary observations about the attitudes of a group of English learners towards pronunciation in their language learning experience. Moreover, language learners' opinions about learning are rarely solicited in current research.

### 3.3. Participants

**Table2. Frequency of Participants**

	Frequency	Percent
Female	68	54.8
Male	52	41.9
Total	120	96.8
Missing System	4	3.2
Total	124	100.0

The participants consisted of 120 university students, 52 male(43.3 %) and 68 (56.7 %) female. All the students indicated their gender. All 120 subject, who were from two different universities -Abant Izzet Baysal University and Sussex University- were respondents to a survey questionnaire. The ages of the first group was between 17-32, and the other group was between 17-52. The students in the first group were Turkish; on the other hand, the second group represented a wide range of nationalities, such as Japanese, Chinese, Korean, Arabian, German, Swedish and Russian.

### **3.4. Research Questions**

The aim of the study was to investigate students' experiences in pronunciation and their perceptions of the definition and importance of good pronunciation. A secondary goal was to discover possible differences between groups, such as gender, major areas of study and nationalities.

### **3.5. Data Collection Procedure**

A pilot questionnaire was drafted and administered to two groups of each 60 students who are from different countries with different backgrounds in the semester prior to the actual study. A modified questionnaire, designed with four categories, became the data-collecting instrument (See Appendix). The first part aims at identifying biographical information. The second part of the questionnaire dealt with students' language learning backgrounds. The third part of the questionnaire elicited learners' personal attitudes about pronunciation, including their opinions about the definition of good pronunciation and their own judgements and native speaker's judgements of their pronunciation proficiency. Furthermore, the fourth part asked questions about correction, both inside and outside the classroom.

### **3.6. Data Analysis Strategies**

The Correlation Cross Hatching Model that is a branch of Hatching Model is used in this study that aims at identifying the attitudes of preparatory students of Sussex University and Abant İzzet Baysal University towards pronunciation practice in English courses. Cross Hatching Model is a research method that aims at depicting

a situation in the past or now. The Correlation Cross Hatching Model is a research model aims at identifying the presence and the degree of changes of two or more than two variants (Karasar, 2004:77-78). In this study, the goal is to identify the attitudes of preparatory students of Abant Izzet Baysal University and Sussex University towards pronunciation

The answers given to the items in questionnaires were analyzed using The Statistical Packages for Social Sciences (SPSS 11) and Chi-square test.

## CHAPTER IV

### DATA ANALYSIS

#### 4.1. Introduction

In this chapter, the aim is to analyse and evaluate the data collected with the help of the questionnaire. This study attempts to compare findings across sections, such as male versus female, speakers of Turkish versus those of non-Turkish languages, and social sciences students versus science students. This thesis involves 120 participants -60 from Turkey and 60 from Europe, and it was evaluated with the help of a questionnaire. Frequency analysis and chi-square test were carried out to identify language learners' background and respond to the questions below. The questions that need answering are like these;

##### 4.1.1. Problem Sentence

What are the attitudes of preparatory students of Sussex University and Abant Izzet Baysal University towards pronunciation?

#### 4.1.2. Sub- Problems

1-What are the effects of the varieties above on reasons for studying English of preparatory students in Abant Izzet Baysal University and Sussex University ?

- a) Gender
- b) Nationality of speakers
- c) Field of study

2- What are the attitudes of preparatory students towards the definition of good pronunciation in Abant Izzet Baysal University and Sussex University?

3-What are the attitudes of preparatory students towards error correction in and out of the class in Abant Izzet Baysal University and Sussex University?

Furthermore, some items that were not grouped in the questionnaire were grouped. The aim of this grouping was to evaluate the statistics properly to get the perfect result. Groups are combined after age and field of study of the participants were labeled. These labels are shown below.

#### 4.2. Findings about the Research Question 1

- 1- a) Gender
- b) Nationality of speakers
- c) Field of study

What is the effect of the varieties above on reasons for studying English of preparatory students in Abant Izzet Baysal University and Sussex University ?

**Table 3. Age Groups**

Age	17-22	It encompasses the participants that are between 17 and 22
	23-28	It encompasses the participants that are between 23 and 28.
	29-34	It encompasses the participants that are between 29 and 34
	35 +	It encompasses the participants that are older than 35

**Table 4. Field of Study Groups**

Field of Study	Engineering	All Engineering Departments, Technology and Genetics (Technology and Genetics are in Turkey)
	Science	Physics, Chemistry and Biology
	Social Sciences	Sociology, History, Psychology, Philosophy, Development S., Literature and Philology
	The Academy of Economic and Commerical Sciences	International Development, ,School of Business Administration
	Teacher	All Teachers Engineering
	Law	Faculty of Law

The analysis of language learners' backgrounds and relations was conducted with the help of these groups. The results at the end of these analysis carried out were in the part of results

The output;

## Frequency Analysis Results

**Table 5. The distribution of participants owing to gender**

	Frequency	Percent
F	68	56,7
M	52	43,3
Total	120	100,0

**Figure 1 : The distribution of participants owing to gender**

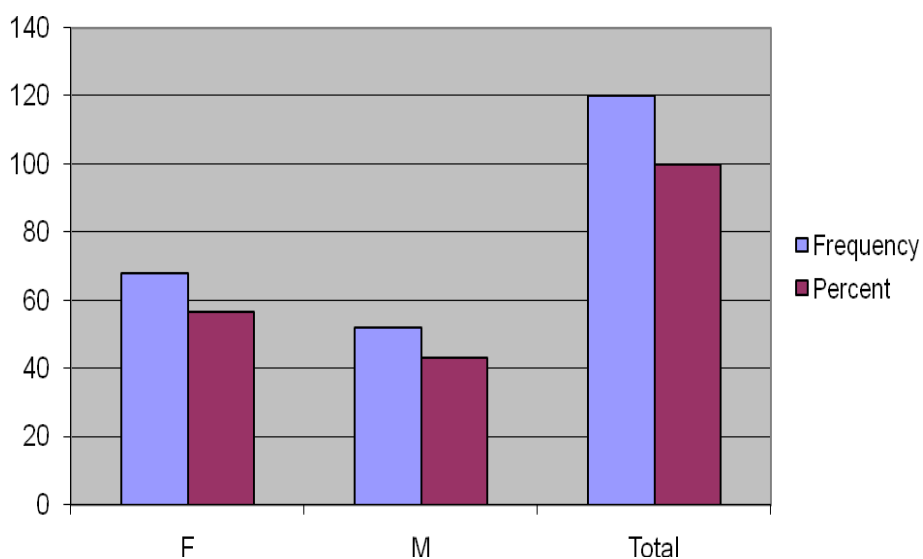


Table 5 and Figure 1 indicate number of participants with respect to the distribution of gender. This table shows that 56.7% of the participants are female, 43.3% male are male if evaluated owing to the table without considering “country”.

**Table 6. The distribution of participants owing to age**

	Frequency	Percent
17-22	59	49,2
23-28	29	24,2
29-34	19	15,8
35 +	13	10,8
Total	120	100,0

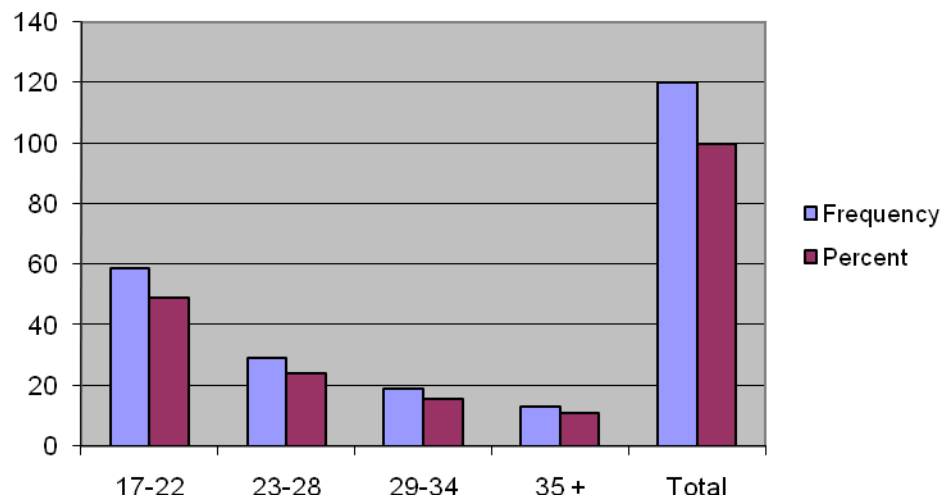
**Figure 2 : The distribution of participants owing to age**

Table 6 and Figure 2 show the distribution of the participants involved in the questionnaire owing to the gender value. If evaluated according to the table above, 49,2% of the participants are between 17-22 , 24,2 % are between 23-28 , 15,8 % are 29-34, and % 10,8 of the participants belong to the group that are older than 35

**Table 7. The distribution of participants owing to field of study**

	Frequency	Percent
Engineering	14	11,7
Sciences	33	27,5
Social Sciences	31	25,8
The Academy of Economic and Commerical Sciences	15	12,5
Teachers	18	15,0
Law	9	7,5
Total	120	100,0

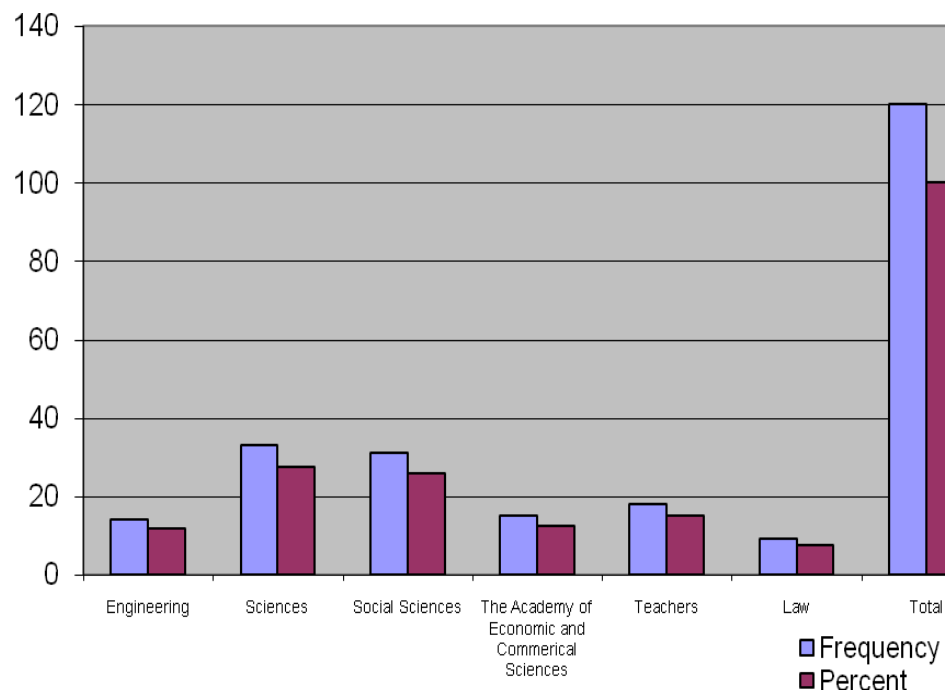
**Figure 3: The distribution of participants owing to field of study**

Table 7 and Figure 3 show the distribution of the participants involved in the questionnaire owing to gender. If it is evaluated according to the table above;

1. 11,7 % of the participants study in one of the branches of engineering
2. 27,5 % of the participants study in physics, chemistry or biology that belong to Science.
3. 25,8 % of the participants study literature, psychology, history that belong to social sciences.
4. 15 % of the participants study in one of the branches of teacher training departments.
5. 7,5 % of the participants study in law.

In addition to the frequency analysis, Cross\_Tab is utilized to identify the demographic distribution of Turkish and European students owing to their field of study. The values and data are in the following table;

**Table 8. The distribution of participants owing to country and age**

		COUNTRY		Total	
		TURKEY	EUROPE		
AGE	17-22	Count	50	9	59
		% within age	84,7%	15,3%	100,0%
	23-28	Count	5	24	29
		% within age	17,2%	82,8%	100,0%
	29-34	Count	3	16	19
		% within age	15,8%	84,2%	100,0%
	35-üstü	Count	2	11	13
		% within age	15,4%	84,6%	100,0%

The results owing to country and age that are shown in Table 8 ;

1. It is seen that among 59 participants who are 17- 22, 84,7 % are from Turkey and 15.3 % are from Europe.
2. It is seen that among 29 participants who are 23- 28, 17,2 % are from Turkey and 82,8% are from Europe.
3. It is seen that among 19 participants who are 29-34, 15,8 % are from Turkey and 84,2 % are from Europe.
4. It is seen that among 13 participants who are older than 35, 25,4% are from Turkey and 84,6 % are from Europe.

**Table 9: The distribution of Participants owing to country and field of study**

			COUNTRY		Total
			TURKEY	EUROPE	
FIELD OF STUDY	Engineering	Count	3	11	14
		% within field of study	21,4%	78,6%	100,0%
	Science	Count	24	9	33
		% within field of study	72,7%	27,3%	100,0%
	Social Sciences	Count	12	19	31
		% within field of study	38,7%	61,3%	100,0%
	The Academy of Economic and Commerical Sciences	Count	11	4	15
		% within field of study	73,3%	26,7%	100,0%
	Teachers	Count	10	8	18
		% within field of study	55,6%	44,4%	100,0%
	Law	Count	0	9	9
		% within field of study	,0%	100,0%	100,0%

The results owing to country and age that are shown in Table 9 ;

1. It is observed that of 14 participants who studied in Engineering, 21,4 % were from Turkey and 78,6 % were from Europe.
2. It is observed that of 33 participants who studied in Science, 38,7 % were from Turkey and 27,3 % were from Europe.
3. It is observed that of 31 participants who studied in Social Science, 72,7 % were from Turkey and 61,3 % were from Europe.
4. It is observed that of 15 participants who studied in Social Science, 73,3 % were from Turkey and 26,7 % were from Europe.
5. It is observed that of 18 participants who studied in Teacher Training, 55,6 % were from Turkey and 44,4 % were from Europe.
6. It is observed that all 9 participants who studied in Law were from Europe.

## The Results and Evaluation of Freedom Test Analysis

In this part, the analysis and evaluation of Chi-square test will be rated to identify the freedom test in order to investigate the relationship between “gender, field of study and country” and “reasons for studying English”

**Table 10: The distribution of reasons for studying English owing to gender**

			gender		Total
			F	M	
Reasons for studying English	Research	Count	5	11	16
		% within reasons	31,2%	68,8%	100,0%
	Career	Count	23	10	33
		% within reasons	69,7%	30,3%	100,0%
	Personal_Growth	Count	25	17	42
		% within reasons	59,5%	40,5%	100,0%
	Other	Count	15	14	29
		% within reasons	51,7%	48,3%	100,0%
	Total	Count	68	52	120
		% within reasons	56,7%	43,3%	100,0%
$\chi^2 : 6,919$ df (degree of freedom): 3 p: 0,075					

In the questionnaire, reasons for studying English is grouped as research, career, personal growth and other reasons. The participants are supposed to select among these options. When Table 8 is looked through, 16 students selected research, 33 chose career, 42 said personal growth, and 29 of them chose other reasons for studying English. The most popular reason for studying English is personal growth. These results were below if the values are evaluated owing to gender;

1. Among 33 participants whose chose research, 31,2 % are female, and 68,8 % are male.
2. Among 42 participants whose personal growth, 59,5% are female, and 40,5 % are male.
3. Among 29 participants whose personal growth, 51,7% are female, and 48,3 % are male

In addition to these values, the hypothesis about the distribution of reasons for studying English owing to gender after freedom test are ;

$H_0$  : There is no significant difference between reasons for studying English and gender (There is no difference in the distribution of reasons for studying English owing to gender);

$H_1$  : There is a significant difference between reasons for studying English and gender (There is a .difference in the distribution of reasons for studying English owing to gender);

At the end of the evaluation,  $\chi^2 : 6,919$  with % 5 difference level, and as at 3<sup>rd</sup> degree of freedom the theory is  $\chi^2_{0,05,3}:7,815$ ,  $H_0$  hypothesis is accepted. These results show that the distribution of reasons for studying English according to gender

**Table 11 The distribution of reasons for studying English owing to gender**

		age				Total
		17-22	23-28	29-34	35 +	
Research	Count	3	5	5	3	16
	% within reasons	18,8%	31,2%	31,2%	18,8%	100,0%
Career	Count	14	10	5	4	33
	% within reasons	42,4%	30,3%	15,2%	12,1%	100,0%
Personal_Growth	Count	25	9	4	4	42
	% within reasons	59,5%	21,4%	9,5%	9,5%	100,0%
other	Count	17	5	5	2	29
	% within reasons	58,6%	17,2%	17,2%	6,9%	100,0%
Total	Count	59	29	19	13	120
	% within reasons	49,2%	24,2%	15,8%	10,8%	100,0%
$\chi^2$ : 11,273 df (degree of freedom): 9 p: 0,257						

The hypotheses about the distribution of reasons for studying English owing to gender after freedom test are ;

$H_0$  : There is no significant difference between reasons for studying English and age (There is no difference in the distribution of reasons for studying English owing to age);

$H_1$  : There is a significant difference between reasons for studying English and age (There is a .difference in the distribution of reasons for studying English owing to age );

At the end of the evaluation,  $\chi^2$  : 11,273 with % 5 difference level, and as at 9<sup>th</sup> degree of freedom the theory is  $\chi^2_{0.05,9}$  :16,919,  $H_0$  hypothesis is accepted. These results show that the distribution of reasons for studying English according to gender are in the same way. If Table 11 is observed, the participants those were 17- 22 majored on personal growth, 23-28 majored career, 29-34 majored on research, and the ones older than 35 majored on other reasons for studying English. Though there are differences between the distribution owing age groups, it is seen that the percentile distributions are very close to each other if the table is evaluated as a whole.

When the table was observed horizontally, the ones who chose career, personal growth and other are at the age between 17-22; however, the ones who chose research are at the age between 23- 28

**Table 12 The Distribution of reasons for studying English owing to age**

		COUNTRY		Total
		TURKEY	EUROPE	
Research	Count	1	15	16
	% within reasons	6,2%	93,8%	100,0%
Career	Count	13	20	33
	% within reasons	39,4%	60,6%	100,0%
Personal_Growth	Count	27	15	42
	% within reasons	64,3%	35,7%	100,0%
other	Count	19	10	29
	% within reasons	65,5%	34,5%	100,0%
Total	Count	60	60	120
	% within reasons	50,0%	50,0%	100,0%
$\chi^2$ : 19,957 df (degree of freedom): 3 p: 0,000				

The hypotheses about the distribution of reasons for studying English owing to country after freedom test are ;

$H_0$  : There is no significant difference between reasons for studying English and country (There is no difference in the distribution of reasons for studying English owing to age);

$H_1$  : There is a significant difference between reasons for studying English and country (There is a .difference in the distribution of reasons for studying English owing to age );

At the end of the evaluation,  $\chi^2 : 19,957$  with % 5 difference level, and as at 3<sup>rd</sup> degree of freedom the theory is  $\chi^2_{0.05,3} : 7,815$ ,  $H_0$  hypothesis is rejected. These results are show that the distribution of reasons for studying English according to age groups are in the same way. If the distribution of Table 12 is observed, reasons for studying English changes from country to country. If the table is observed horizontally , the results are;

1. Among 16 participants, the ones who chose research, 62 % of them were from Turkey, and 93,8 % of them were from Europe.
2. Among 33 participants who said career, 39, 4 % of them lived in Turkey, and 60,6 % of them lived in Europe.
3. Among 42 participants, the ones who said personal growth, 64, 3 % of them were from Turkey, and 35,7 % of them were from Europe.

If the table is evaluated vertically, to comment on reasons for studying English with 60 Turkish students involved in the study;

1. 27 majored on personal growth.
2. 19 majored on other reasons.
3. 13 majored on career.
4. Only one participant selected research as a reason for studying English.

As a result of this, the most common reason for studying English for Turkish participants, is personal growth.

If the table is evaluated vertically again, to comment on reasons for studying English of 60 Turkish students involved in the study;

1. 20 majored on career.
2. 15 majored on personal growth.
3. 15 majored on research.
4. 10 majored on the other reasons for studying English.

These results show that most of the European participants chose career; therefore, there is a discrepancy between reasons for studying English of both groups.

Table 13 The distribution of reasons for studying English owing to field of study

		reason				Total
		Research	Career	Personal_Growth	other	
Engineering	Count	4	2	2	6	14
	% within field of study	28,6%	14,3%	14,3%	42,9%	100,0%
Sciences	Count	2	11	15	5	33
	% within field of study	6,1%	33,3%	45,5%	15,2%	100,0%
Social Sciences	Count	4	9	11	7	31
	% within field of study	12,9%	29,0%	35,5%	22,6%	100,0%
The Academy of Economic and Commerical Sciences	Count	3	1	6	5	15
	% within field of study	20,0%	6,7%	40,0%	33,3%	100,0%
Teacher	Count	0	6	6	6	18
	% within field of study	,0%	33,3%	33,3%	33,3%	100,0%
Law	Count	3	4	2	0	9
	% within field of study	33,3%	44,4%	22,2%	,0%	100,0%
Total	Count	16	33	42	29	120

		reason				Total
		Research	Career	Personal_Growth	other	
Engineering	Count	4	2	2	6	14
	% within field of study	28,6%	14,3%	14,3%	42,9%	100,0%
Sciences	Count	2	11	15	5	33
	% within field of study	6,1%	33,3%	45,5%	15,2%	100,0%
Social Sciences	Count	4	9	11	7	31
	% within field of study	12,9%	29,0%	35,5%	22,6%	100,0%
The Academy of Economic and Commerical Sciences	Count	3	1	6	5	15
	% within field of study	20,0%	6,7%	40,0%	33,3%	100,0%
Teacher	Count	0	6	6	6	18
	% within field of study	,0%	33,3%	33,3%	33,3%	100,0%
Law	Count	3	4	2	0	9
	% within field of study	33,3%	44,4%	22,2%	,0%	100,0%
	Count	16	33	42	29	120
	% within field of study	13,3%	27,5%	35,0%	24,2%	100,0%

		reason				Total
		Research	Career	Personal_Growth	other	
Engineering	Count	4	2	2	6	14
	% within field of study	28,6%	14,3%	14,3%	42,9%	100,0%
Sciences	Count	2	11	15	5	33
	% within field of study	6,1%	33,3%	45,5%	15,2%	100,0%
Social Sciences	Count	4	9	11	7	31
	% within field of study	12,9%	29,0%	35,5%	22,6%	100,0%
The Academy of Economic and Commerical Sciences	Count	3	1	6	5	15
	% within field of study	20,0%	6,7%	40,0%	33,3%	100,0%
Teacher	Count	0	6	6	6	18
	% within field of study	,0%	33,3%	33,3%	33,3%	100,0%
Law	Count	3	4	2	0	9
	% within field of study	33,3%	44,4%	22,2%	,0%	100,0%
	Count	16	33	42	29	120
$\chi^2$ : 23,983 df (degree of freedom): 15 p: 0,065						

The hypotheses about the distribution of reasons for studying English owing to countries after freedom test are ;

$H_0$  : There is no significant difference between countries if considered reasons for studying English.

$H_1$  : There is a significant difference between countries if considered reasons for studying English.

At the end of the evaluation,  $\chi^2$  : 23,983 with % 5 difference level, and as at 15 degree of freedom the theory is  $\chi^2_{0.05,15}$ :24,996,  $H_0$  hypothesis is accepted. These results show that the distribution of reasons for studying English according to fields of study are in the same way. When the table 13 is evaluated;

1. Among the participants, most of the students who study in Engineering chose other.
2. Among the participants, most of the students who study in Sciences chose personal growth.
3. Among the participants, most of the students who study in Social Sciences chose personal growth.
4. Among the participants, most of the students who study in The Academy of Economic and Commerical Sciences chose personal growth.
5. Among the participants, responses of the students who study in Teacher Training are equal.
6. Among the participants, most of the students who study in Law chose personal growth.

To evaluate this table, it was observed that reasons for studying English is mostly personal growth; therefore, there is no different significance between percentile pie.

Table 13, the hypotheses for the responses to question 6A owing to the country distribution, highlights that;

$H_0$  : There is no significant difference between the questions responding to 6A and country.

$H_1$  : There is a significant difference between the questions responding to 6A and country.

#### 4.3. Findings about Research Question 2.

What are the attitudes of preparatory students towards the definition of good pronunciation in Abant Izzet Baysal University and Sussex University?

**Table 14 The distribution of responses of Item 6A owing to country**

		COUNTRY		Total	
		TURKEY	EUROPE		
M6A	Yes	Count	39	9	48
		% within M6A	81,2%	18,8%	100,0%
	No	Count	21	51	72
		% within M6A	29,2%	70,8%	100,0%
Total		Count	60	60	120
		% within M6A	50,0%	50,0%	100,0%
$\chi^2$ : 31,250 df (degree of freedom): 1 p: 0,000					

At the end of the evaluation,  $\chi^2 : 31,250$  , % 5 difference level, and at 1<sup>st</sup> degree of freedom, theory is  $\chi^2_{0.05,1} : 3,841$   $H_0$  hypothesis is rejected. These results show that there is no significant difference between responses of 6A and country. It is observed that 81,2 % of the participants who said “yes” are from Turkey,. % 29,2 % were from Europe. Those whose responses were “no” 29,2 % were from Turkey, and 70,8 % of them are from Europe.

**Table 15 The distribution of responses of Item 6B owing to country**

		COUNTRY			Total
		TURKEY	EUROPE		
M6B	no response	Count	22	52	74
		% within M6B	29,7%	70,3%	100,0%
	yes	Count	35	4	39
		% within M6B	89,7%	10,3%	100,0%
	no	Count	3	4	7
		% within M6B	42,9%	57,1%	100,0%
$\chi^2 : 36,946$ df (degree of freedom): 2 p: 0,000					

Table 15 , the hypothesis for the responses to item 6B owing to the country distribution; highlight those;

$H_0$  : There is no significant difference between the questions responding to 6B and country;

$H_1$  : There is a significant difference between the questions responding to 6B and country;

At the end of the evaluation, ,  $\chi^2$  : 36,946 ,% 5 difference level, and as at 2<sup>nd</sup> degree of freedom, theory is  $\chi^2_{0.05,2}$  :5,991,  $H_0$  hypothesis is rejected. These results show that there is no significant difference between responses of 6A and country. Given this, there is a significant difference between the responses of 6B regarding respect to country. The results related to 6B,

1. Among the participants who gave no response, 29, 7 % of 74 lived in Turkey, 70,3 % of them live in Europe.
2. Among the participants who said yes, 89, 7 % of them lived in Turkey, and 10,3% of them lived in Europe.
3. Among the participants who said no lived in Turkey, %42, 9 of them lived in Turkey, and % 57,1 of them lived in Europe.

When evaluating the table vertically, 35% of Turkish language speakers said yes, and 52% of Non-Turkish Language speakers did not respond to the question. Therefore, there is a significant difference in the distribution.

**Table 16 The distribution of the responses of Item7**

		COUNTRY			Total
		TURKEY	EUROPE		
m7	yes	Count	29	43	72
		% within m7	40,3%	59,7%	100,0%
	no	Count	31	17	48
		% within m7	64,6%	35,4%	100,0%
Total		Count	60	60	120
		% within m7	50,0%	50,0%	100,0%
$\chi^2 : 6,806$ df (serbestlik derecesi): 1 p: 0,009					

Table 16, the hypothesis for the responses to item 7 owing to the country distribution, observes that;

$H_0$  : There is no significant difference between the questions responding to item 7 and country;

$H_1$  : There is a significant difference between the questions responding to item and country;

At the end of the evaluation,  $\chi^2 : 6,806$  with % 5 difference level, and as at 1 degree of freedom the theory is  $\chi^2_{0,05,1} : 3,841$ ,  $H_0$  hypothesis is rejected. These results show that there is a significant difference between responses to the item 7 by the two groups. The results of item 7;

1. Among the participants who said yes, 40, 3 % of them lived in Turkey, and 59, 7 % of them lived in Europe.
2. Among the participants who said no, 64, 6 % of them lived in Turkey, and 35,4 % of them lived in Europe.

When evaluating the table vertically, it is observed that 31 Turkish language speakers out of 60 said no, and 43 Non-Turkish Language speakers out of 60 responded the question as yes; therefore, there is a significant difference between the two groups.

**Table 17 The distrubiton of the responses of item 8 owing to country**

		COUNTRY			Total
		TURKEY	EUROPE		
m8	very important	Count	24	37	61
		% within m8	39,3%	60,7%	100,0%
	quite important	Count	33	18	51
		% within m8	64,7%	35,3%	100,0%
	not very important	Count	3	5	8
		% within m8	37,5%	62,5%	100,0%
Total		Count	60	60	120
		% within m8	50,0%	50,0%	100,0%
$\chi^2 : 7,682$ df (degree of freedom): 2 p: 0,021					

Table 17, the hypothesis for the responses to question item 8 owing to the country distribution, shows that;

$H_0$  : There is no significant difference between the questions responding to item 8 and country

$H_1$  : There is a significant difference between the questions responding to item 8 and country

At the end of the evaluation,  $\chi^2 : 7,682$  with % 5 difference level, and at 2<sup>nd</sup> degree of freedom the theory is  $\chi^2_{0.05,2} : 5,991$ ,  $H_0$  hypothesis is rejected. These results show that there is a significant difference between responses to the item 7 by the two groups. The results of item 7;

1. Among the participants who responded as very important, 39,3 % of 61 students lived in Turkey, and 60,7 % of them lived in Europe.
2. Among the participants who responded as not very important, 37,5 % of 8 students lived in Turkey, and 62,5 % of them lived in Europe.

In addition to this, if the responses of 60 Turkish language speakers are evaluated, 24 of them said very important, 33 said quite important and only 3 responded as not very important. Although Turkish students responses to this question was quite important, European students' answers were very important

**Table 18 The distribution of the responses of item 9 owing to country**

		COUNTRY			Total
		TURKEY	EUROPE		
m9	yes	Count	30	8	38
		% within m9	78,9%	21,1%	100,0%
	no	Count	30	52	82
		% within m9	36,6%	63,4%	100,0%
Total		Count	60	60	120
		% within m9	50,0%	50,0%	100,0%
$\chi^2$ : 18,639 df (degree of freedom): 1 p: 0,000					

Table 18, the hypothesis for the responses to item 6B owing to the country distribution, relates that;

$H_0$  : There is no significant difference between the questions responding to item 9 and country;

$H_1$  : There is a significant difference between the questions responding to item 9 and country;

At the end of the evaluation,  $\chi^2$  :18,839 with % 5 difference level, and as at 1 degree of freedom the theory is  $\chi^2_{0.05,1}$  :3,841,  $H_0$  hypothesis is rejected. These results show that there is a significant difference between responses to the item 9 and country.

The results of item 9;

1. Among the participants, the one who said yes, 78,9 % lived in Turkey, and 21,1 % of them lived in Europe.
2. Among the participants who said no, 36,6 % lived in Turkey, and % 63,4 of them lived in Europe.

Table 18 is, it is seen that Turkish students agree on the response “yes”; however, European students agree on the response of “no”.

The hypothesis for the responses to question item 10 owing to the country distribution;

$H_0$  : There is no significant difference between the questions responding to item 10 and country;

$H_1$  : There is a significant difference between the questions responding to item 10 and country;

**Table 19** The distribution of the responses of item 10 owing to country

			COUNTRY		Total
			TURKEY	EUROPE	
m10	never	Count	6	4	10
		% within m10	60,0%	40,0%	100,0%
	rarely	Count	10	6	16
		% within m10	62,5%	37,5%	100,0%
	sometimes	Count	18	10	28
		% within m10	64,3%	35,7%	100,0%
	often	Count	10	19	29
		% within m10	34,5%	65,5%	100,0%
	dont know	Count	16	21	37
		% within m10	43,2%	56,8%	100,0%
	Total	Count	60	60	120
		% within m10	50,0%	50,0%	100,0%
$\chi^2 : 7,154$ df (degree of freedom): 4 p: 0,128					

At the end of the evaluation,  $\chi^2 : 7,154$  with % 5 difference level, and at 4<sup>th</sup> degree of freedom the theory is  $\chi^2_{0.05,4} : 7,815$ ,  $H_0$  hypothesis is rejected. These results show that there is a significant difference between responses of the item 10 and country.

The results of item 10;

- 1- Among the participants, the ones who said never, 60 % of 10 students were from Turkey, and 40% of them were from Europe.
- 2- Among the participants who said rarely, 62,5 % of 16 students lived in Turkey, and 37,5 % of them lived in Europe.
- 3- Among the participants, the ones who said don't know, 43,2 % of 37 students were from Turkey, and 56,8 % of them were from Europe.

If table 19 is evaluated in detail, among the participants those of which were from 60 Turkish students, 16 of them were don't know, 10 said often, 10 said rarely and the rest of the responses were never. Of 60 European students, it is remarked that 21 replied as don't know, 19 said often, 10 said sometimes, 6 of them said sometimes, and 4 responded to the question as never. These results show that there are few shared opinions between the two groups; also, sometimes-often-dont know are the most popular responses selected by the participants in the questionnaire.

#### **4.4. Findings about Question 3**

What are the attitudes of preparatory students towards error correction in and outside the class in Abant Izzet Baysal University and Sussex University?

**Table 20** The distribution of the responses of item 12 owing to country

		COUNTRY			Total
		TURKEY	EUROPE		
m12	yes	Count	51	43	94
		% within m12	54,3%	45,7%	100,0%
	no	Count	9	17	26
		% within m12	34,6%	65,4%	100,0%
Total		Count	60	60	120
		% within m12	50,0%	50,0%	100,0%
$\chi^2 : 3,142$ df (degree of freedom): 1 p: 0,076					

When Table 20 is observed, the hypothesis for the responses to item 12 owing to the country distribution;

$H_0$  : There is no significant difference between the questions responding to item 12 and country;

$H_1$  : There is a significant difference between the questions responding to item 12 and country;

At the end of the evaluation is  $\chi^2_{0,05,1} : 3,142$  with % 5 difference level, and at 1<sup>st</sup> degree of freedom the theory is  $\chi^2_{0,05,1} : 3,841$  ,  $H_0$  hypothesis is accepted. These results show that there is no significant difference between the responses of item 12 and country.

The results of item 12;

1. Among the participants, the one who said yes, 54,3 % lived in Turkey, and 45,7 % of them lived in Europe.
2. Among the participants who said no, 34,6 % lived in Turkey, and % 65,4 of them lived in Europe.

When table 20 is evaluated, it is observed that most of the participants of both groups agree on the option “yes”.

**Table 21 The distribution of the responses of item 13 owing to country**

		COUNTRY			Total
		TURKEY	EUROPE		
m13	yes	Count	48	24	72
		% within m13	66,7%	33,3%	100,0%
	no	Count	12	36	48
		% within m13	25,0%	75,0%	100,0%
Total		Count	60	60	120
		% within m13	50,0%	50,0%	100,0%
$\chi^2$ : 20,00 df (degree of freedom): 1 p: 0,000					

Table 21, the hypothesis for the responses to item 13 owing to the country distribution, shows that;

$H_0$  : There is no significant difference between the questions responding to item 13 and country;

$H_1$  : There is a significant difference between the questions responding to item 13 and country;

At the end of the evaluation  $\chi^2 : 20,00$  with % 5 difference level, and at 1st degree of freedom the theory is  $\chi^2_{0,05,1} : 3,841$  ,  $H_0$  hypothesis is rejected. These results show that there is a significant difference between responses of the item 13 and country.

The results of item 13;

1. Among the participants, the one who said yes, 66,7 % lived in Turkey, and 33,3 % of them lived in Europe.
2. Among the participants who said no, 25 % lived in Turkey, and % 75 of them lived in Europe.

When Table 21 is analyzed, it is observed that Turkish language students agree on “yes”, European students agree on the response “no”.

#### **4.5. Results of Variance Analysis**

In this part, variance analysis was carried out to identify if there would be a difference between the two groups' responses to why they studied English owing to factors, such as gender, age, country, and field of study. In this analysis, there are two different hypotheses like in the freedom test.

$H_0$  : There is no significant difference between reasons of both groups for studying English owing to gender, age, country and field of study.

$H_1$  : There is a significant difference between reasons of both groups for studying English owing to gender, age, country and field of study.

**Results of Variance Analysis in Reasons for Studying English owing to Age, Gender, Country and Field of Study**

**Table 22 :Reasons for studying English owing to gender**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,195	1	,195	,201	,655
Within Groups	115,005	118	,975		
Total	115,200	119			
Between Groups	7,977	5	1,595	1,696	,141
Within Groups	107,223	114	,941		
Total	115,200	119			

**Table 23 : Reasons for studying English owing to age**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,297	3	2,432	2,615	,054
Within Groups	107,903	116	,930		
Total	115,200	119			
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16,133	1	16,133	19,217	,000
Within Groups	99,067	118	,840		
Total	115,200	119			
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,977	5	1,595	1,696	,141
Within Groups	107,223	114	,941		
Total	115,200	119			

**Table 24 : Reasons for studying English owing to country**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16,133	1	16,133	19,217	,000
Within Groups	99,067	118	,840		
Total	115,200	119			

**Table25 : Reasons for studying English owing to field of study**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,977	5	1,595	1,696	,141
Within Groups	107,223	114	,941		
Total	115,200	119			

According to the results of variance analysis in Table 22-23-24-25 at 5% significance level, the following are considered;

1. There is no significant difference between the two groups if female and male factors are considered.
2. There is no significant difference between the two groups if the age factor is considered.
3. There is a significant difference between the two groups if the country factor is considered.

4. There is no significant difference between the two groups if field of study factor is considered.

The data was analyzed with the help of variance analysis to show that the effects of distribution owing to country on 6A, 6B, 7, 8, 9, 10, 12 and 13 differently. The hypotheses in this analysis were carried out to remark that Turkish and European students' responses are different .

**Table 26 : Results of Variance Analysis**

		Sum of Squares	df	Mean Square	F	Sig.
M6A	Between Groups	7,500	1	7,500	41,549	,000
	Within Groups	21,300	118	0,181		
	Total	28,800	119			
M6B	Between Groups	7,008	1	7,008	22,605	,000
	Within Groups	36,583	118	,310		
	Total	43,592	119			
m7	Between Groups	1,633	1	1,633	7,094	,009
	Within Groups	27,167	118	,230		
	Total	28,800	119			
m8	Between Groups	1,008	1	1,008	2,669	,105
	Within Groups	44,583	118	,378		
	Total	45,592	119			
m9	Between Groups	4,033	1	4,033	21,699	,000
	Within Groups	21,933	118	,186		
	Total	25,967	119			
m10	Between Groups	6,075	1	6,075	3,783	,054
	Within Groups	189,517	118	1,606		
	Total	195,592	119			
m12	Between Groups	,533	1	,533	3,173	,077
	Within Groups	19,833	118	,168		
	Total	20,367	119			
m13	Between Groups	4,800	1	4,800	23,600	,000
	Within Groups	24,000	118	,203		
	Total	28,800	119			

As it is seen in the table above, the results at 5 % significance level according to the variance are ;

1. It was concluded that 60 Turkish language speakers of English and 60 European language speakers of English responded to M6A, M6b, M7, M9 and M13 in different ways.
2. It was concluded that the responses of M8, M10 and M12 by both groups did not differ in country, in fact, they agreed on the same option.

#### **4.6. Overall Results of The Variance Test**

To answer the research questions identified in the first chapter of the thesis, freedom test, Cross-Tab test and variance analysis (ANOVA) were carried out.

1-What are the effects of the varieties above on reasons for studying English of preparatory students in Abant Izzet Baysal University and Sussex University?

- a) Gender
- b) Nationality of speakers
- c) Field of study

According to the data evaluated in ANOVA, the results are different if considering country, yet there is no discrimination between the two groups considering gender and field of study chosen by the participants. Similar results were gathered with the help of the freedom test. Furthermore, the aim of utilizing Cross-Tab (cross table) was to highlight where the similar results were major and in which fractions they differed.

### Research Question 2.

2- What are the attitudes of preparatory students towards the definition of good pronunciation in Abant Izzet Baysal University and Sussex University?

According to the answers above evaluated in ANOVA, the responses of both groups to M6A, M6b, M7, M9 are different; on the other hand, the answers to M8 and M10 are the same. Also, these results evaluated in the freedom test indicate that Turkish and European students agreed only on the tenth question and all their opinions discriminated on the other ones.

### Research Question 3.

3- What are the attitudes of preparatory students towards the definition of good pronunciation in Abant Izzet Baysal University and Sussex University?

According to variance analysis, the freedom test and Cross-Tab, the results indicate that although opinions about error correction in class are the same by both groups without considering the variable "country", opinions about error correction out of class are different with both groups considering the variable "country",

## **CHAPTER V**

### **CONCLUSION**

#### **5.1. Summary of the Study**

In summary, no statistically significant discrepancies were discovered between male and female responses within these two groups. There seemed to be a general tendency; however, that men showed a slightly higher level of anxiety about pronunciation: more of them were unsatisfied with their own level of proficiency, more found that their pronunciation irritated native speakers, and more reluctant to have their pronunciation corrected outside the classroom.

#### **5.2. Discussion of the Findings**

It was predicted that Turkish speakers of English would generally respond more negatively than non-Turkish speakers. This was predicted largely as the former group is learning a language from a different language family. English has much less in common with Turkish than it does with German. In fact the opposite turned out to be true as a general trend, although the differences were not statistically different.

The majority of Turkish speakers (T =27, non T=22) defined good pronunciation as sounding like a native speaker”, while non-Turkish speakers’ responses were more evenly split between the two alternatives. It is interesting to note that most of Turkish speakers revealed satisfaction with their current pronunciation, yet only three of non-Turkish English speakers answered that they were satisfied. This might suggest a different scale of judgement being used by the two groups, where non-Turkish speakers give themselves higher standards as either they can distinguish levels of pronunciation better, or they feel they should be able to pronounce a language from the same language family.

The opinions about error correction were parallel between the two groups. About half of Turkish students and European students favored correction outside as well as in the classroom, but a small percentage (12%) of Turkish students were against correction outside the classroom. Again this discrepancy could be because of personality or sociocultural differences; the difference and the sample size are too small to reach a conclusion.

The results also showed that the most popular reason for studying English for Turkish students was personal growth; however, for European students the aim was career. Research and other reasons lagged for the two groups as a whole. There was little difference in the time spent on pronunciation at both the early stages of instruction and at later stages, probably owing to lack of knowledge on the instructor’s part or time limitations in teaching.

The majority of the respondents listed 1-3 hours of pronunciation per week for both levels of instruction. Aproximately the same number from both groups did not take any pronunciation parctice prior to coming to the university.

Except ten students, all respondents indicated that they had studied segmentals before; twenty- two (17,7%) had studied stress( for emphasis, word differences), and 25 (20%) had studied intonation (questions, exclamations).Eighteen respondents claimed to have studied all three components; eight (6.5%) had studied

only individual components and stress, seven (about 6%) indicated individuals and intonation, and only two (1.6%) had studied stress and intonation. Most of the respondents were taught English with the help of pattern drills (teachers model and students repeat). Eighty-eight (71%) of them were exposed to pronunciation by using pattern drills, nineteen (15%) had listed alternative instruction techniques, only nine (7%) had used exercises in a language laboratory, and four (3%) had not indicated any item. Repetition, listening to native speakers, immersion, video, games was the principal alternative techniques listed. Few different or innovative methods were recorded in the other techniques section. Pattern drills and language labs are both based on rote memorization and unnatural speech situations that are antithetical to communicative syllabus.

The Monitor Model and teaching for communicative competence discourage explicit instruction in grammatical rules. As a result, both theory and experience would reckon that the respondents would not necessarily find the use of a phonetic alphabet as a helpful teaching aid. Therefore, it was surprising to discover that among the respondents who had used a phonetic alphabet, all of them found it useful to their study of pronunciation. Asubel (in Brown, 1993,p.59) suggested that certain adults could profit from grammatical explanations because of the onset of formal operations, which make them more analytic and self-aware than child learners.

To define good pronunciation as “sounding like a native speaker” suggests an adherence to a more traditional view, which says that learning pronunciation involves the mastery of every phonological detail that characterizes the target language. Except in the case of children, this goal is extremely difficult to achieve. The definition “being easy to understand”. It would seem likely that the majority of learners would define good pronunciation as “sounding like a native speaker”. The study found only a small difference between “sounding like a native speaker” and alternative “being easy to understand”.

It was clear that respondents considered pronunciation an important factor in being a proficient speaker of English. Yet, few respondents were satisfied with their current pronunciation. It would be interesting to discover whether respondents judged their current proficiency against a native speaker criterion or against a profile description in keeping with their instruction level. It would be interesting to know if instructors make the distinction between these two standards clear to students.

The popular language learning theory which emphasizes lowering the affective filter and which generally favours acquisition over learning and communicative discourse over learning and communicative discourse over error analysis would predict that students should not want correction either in or out of class. On the one hand, many, if not most, students come from traditional educational backgrounds where the authority of teachers may not be questioned. On the other hand, the respondents in this study all seemed highly motivated to learn English to the best of their abilities and so might have been willing to accept any help they could get.

Participants responded overwhelmingly in the affirmative that they wanted corrective feedback in and out of class. The respondents who gave negative answers thought that correction outside of the classroom was in some way pedagogically unsound. The difference here suggests that theorists might want to rethink their ideas about error correction and its application into the classroom. It would be desirable to concentrate either on “low anxiety” correction and feedback techniques or on educating language learners about the limited usefulness of correction suggested by certain theories and studies (Omaggio-Hadley, p.83).

### **5.3. Recommendations for Language Teaching**

Researchers have shown that, as with other fractions of language, there is not one most effective method or technique for teaching pronunciation. ( Pennington, 1986; Mc Donald, 1994). Furthermore, studies on pronunciation suggest that what is most desirable is an approach that combines a communicative , discourse- based approach to language instruction, with sensitive and effective attention to the full range of components that make up pronunciation and an understanding of the value of pronunciation as “ a dynamic component of conversational fluency” (Pennington, 1986 p.212; Knowles,1995).

Language learners in this study almost unanimously desired to spend more time studying pronunciation in class. The respondents expressed a similarly unanimous eagerness to have their pronunciation corrected in class and, to a lesser extent, out of class. The fact that the majority of respondents had studied suprasegmentals as well as the simpler phonemic aspects of English did not mean that they had satisfactory instruction or practice in pronunciation. Effective techniques need to be developed to make the instruction of all the components of pronunciation meaningful. An interesting implication for instruction is the 61 % of respondents who found using a phonetic alphabet as an instruction aid very useful. Teachers may therefore want to consider regularly including phonetic exercises in the lessons.

### **5.4. Directions for Future Research**

The present study suggested numerous directions for further inquiry. First, a more extensive administration of a questionnaire similar to the one in this study might yield more significant statistical data. It might also be more effective to administer a questionnaire in the native language learners. This would mean either

finding a homogeneous group of non-English speakers or else designing a questionnaire for English learners of foreign languages.

Second, a study could be made comparing language students' attitudes about learning pronunciation with those of their instructors. In a series of studies, pronunciation was one of the most consistent points of conflict between learners and teachers (Kern,1995).

Thirdly, considering the respondents insistence on the importance of correction in this study, it would be worth further exploring how this can be done effectively and with minimum anxiety or stress by experimental studies designed to chart learners' pronunciation skills over time.

## **5.5. Conclusion**

This study will be useful if it is regarded as a preliminary survey which can be used to point to future areas of research. This attempt to bring language learners' voices into the discourse about language acquisition has shown that their opinions started to be different from teachers' opinions. This result in itself suggests a new idea to research other components of language as well. The results of this questionnaire show that the instruction and learning of pronunciation may play a much more important role in the process of second language acquisition than is indicated by either traditional or current theories, and that in order to discover how it is best discovered, researchers should take into consideration the opinions of the learner.

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## APPENDICES

### APPENDIX A

Permission to use the survey:

Dear Moore,

I am an English teacher in Turkey and I am doing my MA degree in ELT department. I have completed my lesson term. Now, I have started to write my thesis.

My thesis is about pronunciation. I will compare Sussex university, UK and Abant Izzet Baysal University, Turkey.

So can I use the questionnaire in your article, "ESL Students' Opinions about Instruction in Pronunciation"?

I am looking forward to hearing from you.

Yours faithfully...

Seda ALTINER

**Dear Seda,**

Thanks for your email - but all means make use of the questionnaire, on the the understanding that it will, of course, be fully referenced.

## APPENDIX - B

### A QUESTIONNAIRE

#### TOWARDS A CASE STUDY OF LANGUAGE LEARNER ATTITUDES ABOUT PRONOUNCIATION

The objective of this study is to learn about language learners' perceptions of pronunciation in learning foreign language. Please briefly answer the following questions

Name : Gender : Age :

Country : Field of Study : Native Language :

Student status (Circle one):

a: International student

b: Local students

Why are you studying English?

a: Research (mainly reading & writing)

b: Career (teaching etc.)

c: Personal growth

d: Other

1- How many years have you studied English at each level?

a.Elementary (up to grade 6) \_\_\_\_\_

- b. Secondary (grade 7–12) \_\_\_\_\_
- c. College (undergraduate) \_\_\_\_\_
- d. Other : \_\_\_\_\_
- 2- About how many hours per week did you spend on studying pronunciation when you were first learning English? \_\_\_\_\_
- 3- If you are still studying English, how much class time do you spend on studying pronunciation now? \_\_\_\_\_
- 4- Which of these aspects of pronunciation have you studied in an English class?(Write check to mean yes)
- a. Individual sounds (vowels, consonants) \_\_\_\_\_
  - b. Stress (for emphasis, word differences) \_\_\_\_\_
  - c. Intonation (questions, exclamations) \_\_\_\_\_
- 5- How were you taught pronunciation? (write a check)
- a. Pattern drills (teachers model and students repeat)
  - b. Exercise in a language lab.
  - c. Other techniques (please describe below)
- 6- A. Have you used any form of phonetic alphabet when learning about pronunciation?
- B. If the answer is yes, did you find it helpful? \_\_\_\_\_
- 7- Would you define good pronunciation as (circle one):
- a. Being easy to understand
  - b. Sound like a native speaker

8- How important do you feel pronunciation is in becoming a good speaker of English? (circle one)

a. very important                      c. not very important

b. quite important                      d. not important at all

9- Are you comfortable with your current pronunciation? \_\_\_\_\_

10- Do you feel native speakers are irritated by your pronunciation? (circle one)

a. Never      c. sometimes                      e. Don't know

b. Rarely      d. often

11- Would you like to spend more time on studying pronunciation in your current class? \_\_\_\_\_

12- Do you like to have your pronunciation corrected in class?

If YES to Q.12, Why? \_\_\_\_\_

If NO to Q.12, Why? \_\_\_\_\_

13- Do you like to have your pronunciation corrected out of class?

If YES to Q.12, Why? \_\_\_\_\_

If NO to Q.12, Why? \_\_\_\_\_

14- Add any other observations you have in pronunciation. classes.

\_\_\_\_\_

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