DEVELOPING ENGLISH LANGUAGE LEARNERS' PRONUNCIATION
THROUGH CONCEPTUALIZATION

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Arif Savaş GEYLANİOĞLU

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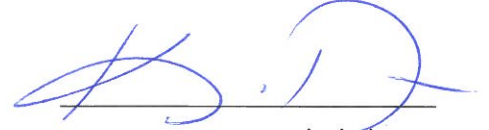Approval of the Graduate School of Educational Sciences

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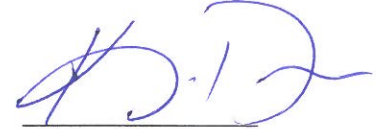
Assist. Prof. Kenan DİKİLİTAŞ

Supervisor

Examining Committee Members

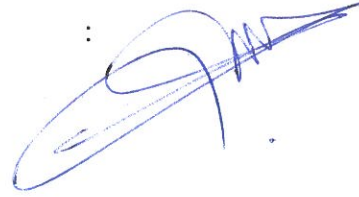|		
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ABSTRACT

DEVELOPING ENGLISH LANGUAGE LEARNERS' PRONUNCIATION
THROUGH CONCEPTUALIZATION

Geylanioğlu, Savaş

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Being one major issue, speaking the right pronunciation of English is an ongoing problem in today's English classes for Turkish students. Though many English words are transferred to Turkish through years, which may be considered as a facilitator to learners' pronunciations, learners may still tend to make mistakes in the pronunciation of cognates in English. Such words (transferred words from English) are pronounced incorrectly due to a variety of potential reasons. Hammerly (1982), for example, found that problematic sounds were more often mispronounced in cognate words than in non-cognate ones. The primary purpose of this study is to test the Conceptualization Method of Fraser (2001) as a remedy for mispronounced cognate words done by adolescent EFL learners. A training program was adapted from Fraser's model on teaching pronunciation that lasted for 12 hours for six weeks. Thus, this thesis study aims to observe the impact of this training and to see the change in learners' pronunciation errors initiated with the cognates. At the of the given 6 weeks pronunciation course, the level of learners' pronunciation was tested

to see if the errors could be fixed or they were still uncured. The training on English pronunciation was carried out by the researcher in his classroom, and the participants were composed of an adolescent intermediate level of mixed gender students of a private high school program in Izmir.

ÖZ

İNGİLİZCE ÖĞRENENLERİN TELAFUZLARININ KONSEPTLEŞTİRME TEORİSİ YÖNTEMIYLE GELİŞTİRİLMESİ

Geylanioğlu, Savaş

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bugün hala yabancı dil olarak İngilizce öğrenenen Türk öğrencilerin sınıflarında İngilizce telaffuz problemi devam etmektedir. Günümüze kadar Türkçe ye geçiş yapan yapıdaş kelimeler ve yapılar İngilizceyi öğrenmekte bir yardım gibi gözüksede, bu kelimelerin söylemlerideki telaffuz hataları hala göze çarpmaktadır.. Bununla ilgili olarak Hammerly (1982), diller arası geçiş yapan eşdaş kelimelerin eşdaş olmayanlara göre daha sık telaffuz hatalarına maruz kaldığını belirlemiştir. Bu çalışmanın ana amacı Konsepleştirme teorisi (Fraser, 2001) kullanarak İngilizce öğrenen lise yaş grubu öğrencilerinin yap zeltmeye çalışmaktırmakta oldukları telaffuz hatalarını bu method yoluyla eğitmeye ve düzeltmeye çalışmaktır. Bu telaffuz eğitimi Fraser modeli kullanılarak 12 ders saati süren toplamda 6 haftalık bir egitimle verilmiştir. Böylece bu çalışma ile, eğitimin sonunda öğrencilerin yapıdaş kelimelerin telaffuz hatalarında bir değişim olup olmayacağının gözlenmesi hedeflemiştir. Verilmiş olan 6 haftalık eğitim sonunda öğrencilerin bu hatalarının düzeltilip düzeltilemediğine bakılmştır.

Anantar Kelimeler: Konseptleştirme Teorisi, Telaffuz eğitimi, Yapıdaş Kelimeler.

To my parents,

ACKNOWLEDGMENTS

Here this thesis study has been one goal in my life ever since I have started teaching the beautiful language English as a second language in my career. Having come to the success of accomplishing this study was not only a person creation but came together by the generous assistance of a few.

To start, I wish to declare my deepest gratitude to my supervisor Dr. Kenan DİKİLİTAŞ for his guidance, advice, criticism, encouragements and insight throughout the research.

Secondly, I would also like to thank my brother and my parents, Hakan GEYLANİOĞLU, my mother Ayşe GEYLANİOĞLU, and lastly my father Ahmet GEYLANİOĞLU, for their everlasting support and encouragement throughout my thesis study. Without their understanding and never-ending support, I could have never been able to aspire to this level of education and complete this work. I am in debt to thank these people who made my journey a possible one.

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LIST OF ABBREVIATIONS

AAM	Audio Articulation Method
ALM	Audio Lingual Method
CT	Conceptualization Theory
EFL	English as a Foreign Language
ELT	English Language Teaching
FL	Foreign Language
GA	General American
IL	Interlanguage
IPA	International Phonetic Alphabet
NNTE	Non-native Teachers of English
NS	Native Speaker
RP	Received Pronunciation
SLA	Second Language Acquisition
TDK	Turk Dil Kurumu
TL	Target Language

Chapter 1

Introduction

1.1 Overview

"Pronunciation is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, cultural considerations and so on."

(Fraser, 1999)

Teaching pronunciation has been an ongoing debate ever since the beginning of ELT studies (Kendrick, 1997; Brown, 2014). Some researchers claimed that it is vital and central to teach pronunciation lessons in the curriculum (Kendrick,1997; Fraser, 2001), whereas others claimed otherwise as there is no great need to pay attention to these lessons as they are gained naturally or there is not enough time to teach pronunciation so it has not been considered as too essential (Elliot, 1995).

Turkish learners of L2 (English) sometimes come across pronunciation mistakes that may influence intelligibility of the spoken language (Ahmadi, 2011). This means that the problem is in need to be taken care of and handled with care so that the communication errors that are caused by the pronunciation could be avoided in the language learners' life. A good pronunciation encloses aspects of speech which enable a rather easy intelligible flow of speech that comes with segmental and supra-segmental articulation. Moreover, gesture, body language, and eye contact are even parts of it (Fraser, 1999).

1.2 Theoretical Framework

Different theories have spread over time in order to apprehend "pronunciation training". Acton (1984) argues that when one reaches the puberty period, a desirable level of pronunciation in the target language is hardly acquired. According to Brown (2014), he concurs that to any age group of learner it is the amount of practice and repetition that enables a learner to reach a good level of pronunciation in the target

language; thus, the most of the pronunciation aspects of a second language can be achieved. According to his research adults could also be taught and teaching materials could be shaped according to adults' needs as well. But it should be said that different age groups can respond to pronunciation training differently both in cognitive and emotional departments and lastly he claimed that imitation activities might be more relevant and successful with younger learners and older learners could utilize a more descriptive or analytic approach (Brown, 1992).

Regarding the pronunciation teaching methods and in order to reach a desired level of the articulation of pronunciation in the learners' second language (English), Larsen-Freeman (2002), Demirezen (2003, 2004, 2009), Hişmanoğlu (2004), Şenel (2006), Brown (2014) seem to bias *"Audio Articulation Method"* (AAM), whose theoretical background is related to the principles of the behaviouristic approach. These researchers claim that with the sufficient amount of repetition and imitation exercises, a learner can learn and articulate the right sound system of English language.

However, Jones (1997) and Fraser (opt.cit.) claim that learners should do beyond "listen and repeat" method in order to enrich the level of their pronunciation. It is, therefore, argued that efforts on teaching pronunciation by imitation and repetition may lead to increased dexterity in the acquisition in the target language. However; these scholars posit that it should not only be the AAM method, but the phonological references in the target language should also be taught with the crucial parts and practiced analytically as clearly presented in Conceptualization theory (CT) (Fraser, opt.cit.).

With regards to the CT in pronunciation, it aims to form a concept in the learners' mind and have the freedom to shape their understanding of the instruction given. This is the whole idea in the pronunciation instruction as well according to the introducer. Since pronunciation is difficult to learn, and the sound variations may get complicated during the learning process, Fraser claims that the learners need to go step by step from the lowest past of the properties of the phonetic system and make their way up to the communicative zone in order to have an ideal acquisition and production. Fraser (opt.cit.) argued that there is no need to teach the pronunciation of single sound system or the right pronunciation of individual words and phrases to

the learners. But the key is to have the learners to understand the system as a whole and build up a form to use for the later productions which would be constructive and permanent. This way, the learners would learn system correctly and lower the count of pronunciation mistakes during their communications in the target language. According to the author's point of, the biggest problem in pronunciations stems from the cognitive reasons but not only the physical reasons. The fact that the aspects of pronunciation are not properly conceptualized in L2, as a result of that it is believed that the speakers of the L2 make articulatory mistakes. However, this is not the case. Sounds in the target language need to be categorized, organized and consciously manipulated before it can be appropriately uttered. As an example, the usage of vowels, consonants and their combinations in the spoken language, namely, connected speech, possess some important values and native language users perform these sound variations correctly when they use their L1, likewise, once the L2 is produced with the true understanding of these aspects, major issues could easily be handled and fewer pronunciation mistakes can be seen. It is simply a matter of conceptualizing the new language with its methods.

> Learners need to 'unlearn' the concepts they have held since babyhood for these sounds, and replace them with the similar but different concepts needed to speak English. (Fraser, 2001, p.20)

So, to comprehend speech we require phonological concepts that are quite essential and aid to start a new communication in the target language. Without them, we would only be repeating what hear without understanding why and how we say them. For Fraser, "Conceptualising Speech" has a difference to learning writing in a new language. There are no spaces in between the lines when we speak. There are no breaks or stops in between the individual sounds, and by the help of CT, we would avoid any break ups in the continuous flow of speech and grasp the needs of a language better. The reason learners make continuous pronunciation mistakes during their communication when they already know the rules is because the rules they possess are only kept at the conscious level but not filtered down to the sub-conscious level. By bringing the knowledge to the sub-conscious level, learners would then be able to influence their understanding and behavior in the target language they are learning.

In order to reach the sub-conscious level, and to gain fluency in pronunciation learners should be exposed to metalinguistic communication with authentic communicative practices after teaching the phonetic level in the target language which this study aimed to achieve. It goes without saying that CT can be an ideal tool for learning pronunciation and prospering an intelligible communication in the target language.

1.3 Statement of the Problem

With regards to pronunciation problems in L2 learning stage, Flege (1997) argued that it is tough for the second language learners to understand and fully learn the sounds in the target language as the sounds of the target language may have similarities in the way they are produced. Furthermore, Flege states that once the "Cognates" (transferred words), in amongst the languages are considered, learning and performing the sound system of the target language correctly could even be more challenging.

It goes without saying that the persistence of the pronunciation mistakes and errors in the language learners' communications lead learners of the second language them to an unreturned path of the permanent zone that is called fossilization (Wei, 2008; Hişmanoglu, 2007). This issue is also mentioned in the literature part. Therefore to avoid any fossilization in a learner's learning period, the role of proper pronunciation training is vital (Hişmanoglu, opt, cit).

To support this view, Nation (2009) claimed that the working memory is highly affected by the grammar and pronunciation input during the learning period. Therefore, the amount of input on pronunciation is equally important to other skills of the target language instruction. With regards to the pronunciation, instruction Nation emphasized the importance of the transferred words (Cognates) and the possible effects of them on the pronunciation teaching. The transferred words also known as the loan words that exist in both in L1 and L2 may cause some concerning issues on the acquisition of the target language phonetic structure. Therefore, once

the cognate awareness is transferred to the second language in the right amount, there may be positive consequences of acquiring the new language.

With parallel to what Nation emphasized, Hammerly (1982) also put forward that known words with the same type of sounds are mispronounced more often when compared with same sound patterns in unknown words and phrases. This brings the idea of teaching and practicing unfamiliar sound patterns rather than the similar ones to avoid any possible interruption from previous mistakes. Accordingly, Hammerly (1982) found that cognate words (transferred words) are more problematic in pronunciation than non-cognate words.

This means that for a Turkish English language learner, for example, pronouncing the English word address to exercise /ə/, the initial sound, would cause problems because of the cognate word *"adres"* in Turkish as the first vowel is /a/. It is easier to articulate a problem sound if it is in a word that does not bring other sound combinations (Nation, 2009).

Thus, the problem here is the Turkish second language learners' pronunciation of cognates in the English language, and this study aimed to see whether the problematic cognate words of English could be cured via CT-based training in an English classroom of Turkish learners or not.

1.4 Purpose of the Study

This study mainly aims to introduce and prepare a new alternative pronunciation training that might help learners gain a pronunciation skill, boost their phonetic confidence and gain awareness of the phonological structure of the target language through using English cognates as a target vocabulary. The teaching model used in this study is inspired and adapted from (Fraser, opt.cit.). The details of the new pronunciation training model will be discussed further in the training chapter of this study.

1.5 Research Questions

This study investigates how and whether a training based on CT might help students to improve their pronunciations in the target language they are currently developing. Briefly stated, under the light of this theoretical background, this study aims to answer the following research questions.

1. What is the impact of conceptualization based pronunciation training supplied with the cognates on (EFL) learners?

   a) To what extent has the training influenced students' cognate performance?

   b) In what ways has the training influenced students' perceptions of pronunciation?

1.6 Significance of the Study

The goal of this study is to give students awareness for the importance of intelligibility in the communicative practices during the acquisition stage in their target language. Therefore, the study aims to foster students' knowledge of pronunciation to maintain an ideal communication in their target language (L2). Thus, students would be able to form a concept by learning the stages of phonetic instruction to improve their pronunciation, proposed by Fraser, (opt.cit.).

The pronunciation training applied in this study aimed to give more belief and ability to learners in their oral practices. In parallel, it hopes to give more trust in themselves. Morley (1998) stated that confidence enhances students' speaking ability. By this, they may handle communication in the target language better and may not be afraid of making mistakes or being pointed as mistake makers, especially with their pronunciation. The necessity of confidence in articulation is that it moves learners to speak up their second languages more freely without any possible fear. Thus, the good pronunciation of the language can foster a normal or an ideal communication, especially intelligibility (Derwing and Munro, 2005).

The other significance of this study is analyzing the roots of phonetic relations of Turkish and English languages. By comparing and contrasting the phonological references of both languages would shed light on differences from which any learner can benefit regarding a correct articulation of the second language. Starting with the native language, the study aimed to observe and highlight the phonological factors of the Turkish language. According to Forel & Puskás (2005) observing and highlighting the phonological properties of a language give a good description of the phonetic structure of that language, as a result learners of the language can benefit from it.

Studying and observing phonology gives us the chance to understand how human mind functions and with the help of pronunciation lessons, one could have better control over the mistakes that might happen in a foreign language learning stage. It could also be noted that by understanding and conceptualizing the phonological rules of a second language, it would give a smooth way in shaping the communication in a more comprehensible way as well. James (2005) and Mair (2005) claimed that contrastive linguistics is highly effective in the formation of language awareness. Especially, the learner with the higher learning skills can easily benefit from a straight comparison of the target language with the native one. By giving this chance to the learners, they can easily comprehend the similarities and differences between these two languages.

By the help of this, as König & Gast (2009) states, there are current integrated lessons and training programmes in action at many universities and they are designed along with the contrastive linguistic materials. This may also help students of second language in the phonetic awareness area with the comparison of Turkish and English phonological factors and may assist in shaping a clear route for an ideal acquisition. Although contrastive analysis has been successful as a tool used for the second language, it still acted as a pattern of behaviourism that is no longer in fashion in today's teachings.

Finally, the overall significance of this study is that students will be able to see a different sounding system of the words, between English and Turkish, especially

the ones called as cognates. The pronunciation training based on conceptualization method may then help learners conceptualize, differentiate, and produce the correct pronunciation of the words in their L2.

1.7 Operational Definition of Key Terms

Conceptualization in Pronunciation: Fraser (2001) states that concepts are mental bodies which are present amongst the external reality and our comprehension of that reality. Also, as claimed by the researcher, it has been said that our concepts arbitrate or change our realization of the world. Conceptualization, in this regard, has a different meaning compared to perception. Perception only functions as a tool that enables the person to feel something through our senses, therefore, if we only had perception, we would have no ability the comprehend and respond subjectively, however as a definition; conceptualization is, having an ability that enables us to know what it is and helps us add a concept to it (Fraser, opt.cit.).

In the "A Dictionary of Linguistics and Phonetics", according to David Crystal (2008) description of conceptual metaphor is as;

> Theory, associated with cognitive semantics, in which metaphor is seen as a process of understanding one conceptual domain in terms of another. A typical metaphor is a mapping between a better-known, more concrete conceptual domain (the 'source domain') and the conceptual domain which it helps to organize (the 'target domain'). (p. 98)

Cognates: It seems to be a little problematic to define it unambiguously. According to Crystal (2008), it is the language or even a linguistic description which is gathered from the same source as another language during the phase of history, e.g. Italian/French French/Portuguese/Turkish are 'cognate languages' (or 'cognates'); père/padre/peder, etc. ('father') are 'loan words' or cognates.

Cognates are also known as *'loanwords'* according to other sources and educators. Plainly, "any L1 equivalent of an L2 term is a false friend" as the degree of common understanding is limited (Grygiel and Kleparski, 2003, p. 27). They are often used in as free alternatives transferred from any other languages, and they have orthographic similarities. Therefore, the relation between the words that are transferred may have true and false meanings.

According to Newmark (1988), borrowing any word from another language partially or fully is so highly amongst the European languages. This way the loan words are created, "by adapting a source word to the target pronunciation and morphology." The reason they are transferred is somehow related to the needs of that target language and the need for covering and filling the lexical gaps to make new names for new objects to add a new trend to the target language (Uzun and Salihoğlu, 2009).

Target language: In most of the language studies and the researcher of this use the term second language and target language repeatedly and alternatively to each other. According to Jack C. Richards and Richard Schmidt (2002) in Longman Dictionary of Language Teaching and Applied Linguistics:

> A language which is not the NATIVE LANGUAGE of large numbers of people in a particular country or region is not used as a medium of instruction in schools and is not widely used as a medium of communication in government, media, etc. (p.206)

Chapter 2

Literature Review

2.1 Overview

This chapter gives information from the literature relevant to present study that works on the effects of phonetics training. First, the place of phonetic and pronunciation in the field of English language teaching will be given by getting examples on the history, and the contrastive analysis of Turkish and English phonology will be discussed. The importance of pronunciation and how to teach it in the target language will be looked at. At the end of the chapter, it will be focusing on the role of different pronunciation training methods and supplementary and supportive tools that serve to the aim of this present study.

2.2 Theoretical Background

In this section of the study, the phonological features of the Turkish and English language are examined; the differences are highlighted in order to maintain an infrastructure knowledge between Turkish and English Phonology.

2.2.1 Turkish Phonological Structure. As a matter of fact, English Phonology comes with the fact that it has an irregular orthography which makes is challenging for Turkish students. The sound and the symbols or the written characters (spelling) of the alphabet show an irregularity and they most of the time act separately regarding sound and symbol. This makes The English language a deep orthographic language. When the sound and the symbols of the language show a lower inconsistency or a weak in correspondence regarding spelling and sounds, it is called as shallow orthography. English has a deep orthography (Katz and Frost, 1992). It is this fact that deep orthography language causes a distressing effect for the Turkish learners of English language. Opposite to this, the Turkish language has a shallow orthography (Lewis, 2002). There is a little irregularity in between sounds and

symbols and it is more regular with a comparison to English which makes the pronunciation of Turkish easier to articulate. English, however, stands out as hard to articulate when compared with the Turkish language.

It is firstly essential to say that the Turkish Language is a phonetic language. The reason to this is there is a direct relation between the sound and the letter. By phonetic language system, it is easy for the reader to guess the pronunciation of a written word. The alphabets stand for a single sound system compared to a non-phonetic language. As stated above, regarding the orthography the phonetic structure of Turkish language has a rather easy way in sounding the letters when they are formed with words to form larger chunks and sentences (Amir, 2014).

2.2.2 Roots of Turkish language system. Turkish with 80 million native speakers in Turkey has two direct referrals as Istanbul Turkish or Anatolian Turkish that are the most prominent Turkic languages. The speakers of the language not only come from Turkey, which is the main land where the language is spoken at a very high rate but also from, Bulgaria, Macedonia, Germany, Northern Cyprus, Greece, and other parts of Eastern Europe and Central Asia (Lewis, 2002).

The mainland of the Turkish language can be followed back to Central Asia. When the reforms were made by the founder of the republic in 1928, with a great change Turkey accepted the Latin alphabet and to a large degree moved away from Ottoman language system and gained a new form of existence. Also, the Turkish Language Association was put in place which is known as (TDK) today and the new form of Latin. The language was accepted by replacing the roots of Arabic and Persian Alphabet (Lewis, opt.cit.).

Turkish has a very different vowel harmony, and the simple and grammatical word order of Turkish is subject–object–verb (SOV). Turkish does not have a grammatical gender like in German and English (Lewis, opt.cit.).

2.2.3 Rules of Turkish pronunciation. First of all, every letter in Turkish has an original pronunciation. However, in English, there are silent sounds like; k and b as in the words; knight and bomb. And there are no silent sounds in Turkish. The one

exception in Turkish is the "Ğ, ğ" letter and the function of this sound is, it makes the vowel before it sounds slightly longer. And the other sounds have their own characteristic sounds. As stated above every letter has one explicit sound in Turkish alphabet, and there is a relation in between the sound and the letter which means, once you learn the sound of that one letter, it is unique to it learners of this language do not seem to forget it easily. Unlike this, in English, the letters have a variety in the sound system, and they have different spoken utterances. As an example letter "A" may sometimes have more than seven different sounds when it has combined with other letters.

Regarding the Consonants and Vowels, in English consonants may come together in forming meaningful words whereas in Turkish these letters do not combine. They are accepted as mistakes when they come together. In English, e.g. "th" or "sh" in the words may form meaningful words like in; theater and shine (Kalilzadeh, 2014).

The letters of the Turkish alphabet was taken from Latin, and they are:

"a b c ç d e f g ğ h ı i j k l m n o ö p r s ş t u ü v y z."

Turkish alphabet is consists 29 letters, and Latin alphabet is used. The alphabet is also used for writing which is different than before Republic period.

2.2.4 Turkish phonemes. When the Turkish language is spoken, all set of sounds come clear, and the relationship between the consonants and the vowels work in harmony. There are two
particular types of vowel system; they are; front and back vowels. The words used in the spoken language can be divided into two groups by using this system. Consonants also take effect within this system, they are used with palatal stops when used with front vowels, and velar stops are used with the back vowels.
As a difference to English phonemes; /æ/, /θ/, /ð/, /ŋ/ and /w/ phonemes cannot be seen in Turkish.

Consonants

The consonant symbols are taken from International Phonetic Alphabet (IPA) just like all other alphabet units and they are as follows;

/p, b, m, t, d, f, v, l, n, j(y), t, d, s, z, k, r, h, γ/

Table 1

Turkish Consonants Phonemes

	Labial	Dental/ Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal	M	N				
Plosive voiceless	P	T	$\widehat{tʃ}$ (c)	k		
Plosive voiced	B	D	$\widehat{dʒ}$ (ɟ)	g		
Fricative voiceless	F	S	ʃ			h
Fricative voiced	V	Z	ʒ			
Approximant	(ɫ)	L	j			
Tap	ɾ					

Taken from Zimmer & Orgun (1999)

As seen on the list, the phoneme, soft g is shown as (y) which lengthens the preceding vowel, and it never comes to the beginning of the word.

When the "k" is used at the end of a word, it becomes "ğ" particularly used with a vowel known as consonant alteration. The Same pattern is also applied to the letters "p" and "t" that becomes "b" and "d". This is called intervocalic voicing.

Vowels

The vowels used in Turkish language are: /a/, /e/, /ı/, /i/, /o/, /ö/, /u/, /ü/. The Turkish vowel system has three-dimensional style, as in vowels are sounded in three features: [high, back, Round]. One difference in Turkish is that there is no diphthong in Turkish. However, a near diphthong may happen when the word contains a soft g, "ğ". As an example, the word "soğan" can be pronounced as (soen) where we can see

two vowels come together in IPA. The reason to this is that the soft g cannot be pronounced when it connects two vowels as in this example (Lewis, (2002).

Table 2

Turkish Vowel Phonemes

	Front		Central	Back	
	Unr.	Rnd.	Unr.	Unr.	Rnd.
Close	i, iː	y		ɯ	u, uː
Mid	e, eː	ø			o
Open			a, aː		

Taken from Zimmer & Orgun (1999)

2.3 English Phonological System

It is a fact that there has been an awful amount of mixed words in between languages and assimilation. Today, we can see that the English language has also gathered large numbers of different words with itself, and it has irregularities, complex issues, and a different vowel system. The mixture of English is not only with the European languages but with many others as well, such as; African and Hindu origin (Roach, 1998).

English alphabet is made up of Latin alphabet, and it has 26 letters:
"a b c d e f g h i j k l m n o p q r s t u v w x y z."

2.3.1 English phonemes. It is known as the phonology (sound system) of English comes with dialects. According to Roach, P (1998) it would only be possible to understand English language when we study the Phonetics and Phonology together

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as phonetics could be named as the abstract of Phonological pattern in English language. Today the phonological pattern is known with two different descriptions known as Received Pronunciation (RP) and General American (GA).

Consonants

The listed symbols below are consonant phonemes that show in major varieties of English. The symbols are from the International Phonetic Alphabet (IPA).

/p, b, m, w, f, v, θ, ð, r, l, n, s, z, t, d, ʃ, ʒ, tʃ, dʒ, j(y), k, ŋ, h/

Table 3

Consonant Phonemes of English

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal	m[1]			n[1]			ŋ	
Stop	p b			t d			k g	
Affricate					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ		x[2]	h[4]
Approximant				r[5]		j	w[3]	
Lateral				l[1]				

English Phonetics and Phonology (Roach, 1998)

Vowels of English

The vowel phonemes and their pronunciation are varied by the ways of usage in different dialects and in this chapter the table below shows RP way of symbols which is accepted widely in the world. There are three subsections of English vowels: monophthongs, diphthongs, and tripthongs.

The vowels are represented with symbols from the International Phonetic Alphabet. Table 4 gives the representations of the vowels in accordance with the usages in Turkish language system.

Table 4

Vowels of English

	Front		Central		Back	
	Long	Short	long	short	Long	Short
Close	iː	ɪ			uː	ʊ
Mid		e	ɜː	ə	ɔː	
Open		æ		ʌ	ɑː	ɒ
Diphthongs		eɪ aɪ ɔɪ aʊ əʊ				
		ɪə eə ʊə				
Triphthongs		(eɪə aɪə ɔɪə aʊə əʊə)				

Taken from English Phonetics and Phonology (Roach, 1998)

As for a summary, these following letters are known as vowels in English: A, E, I, O, U, and sometimes Y.

The reason we take Y as a vowel sound is because the sound can be articulated by the coming voice from our lungs, as in the words "cry", "sky", "fly" or "why"), or it can sometimes be a consonant (as in "yarn", "yacht", or "York ").

Crystal (1995) states that; due to this complex issue, it may be difficult to learn English pronunciation for both native and non-native English learners. The vowel variations may be up to 20 or more in number and they act differently when combined with consonants.

2.4 Differences & Challenges of English and Turkish Phonology

The hardness of learning a new language has been a long debate over the centuries, and the reasons and the ways of overcoming this fact have been long discussed and still the scholars of this area are constantly trying to create remedies for this problem. In this section, the Phonological differences between Turkish & English will be looked at, and the problems that come along for the Turkish EFL learners will be stated. The method applied here is called the "Contrastive Analysis" that shows the facts and the differences between the phonological factors in this study.

One of the critical aims of contrastive linguistics is to show the differences in phonological systems, morphological systems, syntactic and lexical meanings languages and their relationships to one another. The reason how Contrastive Analysis was constructed and used for the languages was because there was a need to teach a second or the foreign language in the most constructive and beneficial way (Lado, 1957).

According to Lado (1957), he also claimed that once a scientific comparison is made between two languages, it could be easy to handle the problems in teaching the foreign language to L2 learners more efficiently. Thus, contrastive analysis has been a pedagogic assistance for the time.

In this regard, according to Katz & Frost (1992), Turkish and English use almost the same kind of alphabet. However, the relationship between the grapheme and the phonemes play a tremendous role in terms of phonological difference. He also claims that the range of difference between the sound and the letter of it affects the morphological characteristics of languages.

As it comes to Turkish and English phonological differences, the first thing is to look at the alphabet. There is a numeral difference in both languages. English is 26 letters whereas Turkish is 29. The Turkish alphabet is used for three parts as writing, reading and speaking in Turkish. This alphabet is adapted from the alphabet. The English letters, "Q", "W" and "X" do not exist in Turkish alphabet. Seven Turkish letters (Ç, Ğ, I, İ, Ö, Ş, and Ü) are in the Turkish alphabet.

"A̲ B̲ C̲ Ç̲ D̲ E̲ F̲ G̲ Ğ̲ H̲ I̲ İ̲ J̲ K̲ L̲ M̲ N̲ O̲ Ö̲ P̲ R̲ S̲ Ş̲ T̲ U̲ Ü̲ V̲ Y̲ Z̲"

In English there are 26 letters and they are all taken from the Latin alphabet. 3 letters less than Turkish alphabet and they are the consonants; Q, X, W, which originally come from Latin.

"A̲ B̲ C̲ D̲ E̲ F̲ G̲ H̲ I̲ J̲ K̲ L̲ M̲ N̲ O̲ P̲ Q̲ R̲ S̲ T̲ U̲ V̲ W̲ X̲ Y̲ Z̲"

As this is the case in the alphabet, it changes the number of consonants in English alphabet, and there are 24 consonants in English that we can also say there are more phonemes than in Turkish. The number of consonants in Turkish is 21. As for the phonetic articulation of phonemes in the both languages, there is a big difference. There is one particular sound of each phoneme in Turkish. However, this is not the case in English, and there are various ways in the articulation of the phonemes as far as the vowels are concerned.

For the vowel difference, as shown in the figures in the Turkish phonology part there are many differences.

In the English grammar system, there is an additional classification for the vowels such as tense-lax (the contrast between the corresponding vowel types). There is no such difference in the vowel system in Turkish, here it can be stated that because some vowels in English are identified as tense, they also exist in Turkish, they do not stand as a difficulty in pronunciation. As an example, besides the vowel sound [a] exists in both sound systems, it is identified as tense in English as low and unrounded. Likewise, it is classified as low and unrounded in Turkish. However, some of the lax vowels of English are causing problems in terms of pronunciation of English by Turkish speakers. The vowel [æ] does not exist in Turkish vowel inventory system. As a consequence of the non-appearance of this sound, most Turkish speakers pronounce this vowel either [e] or [a]. For example, "back" is sometimes pronounced as "bek" by Turkish speakers. Lastly, the English sounds that do not occur in Turkish are diphthongs: [aɪ], [aʊ], and [oi] (Varol, 2012).

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In the consonant phonemes, there is no /w/, /ŋ/, /θ/ and /ð/ in Turkish and there is no /y/ in English. As an example, Turkish EFL learners may have the problem in using the phoneme /w/and use /v/ instead. The words, especially beginning with the words /w/, as in (war, wasp and walk) can be confused and pronounced with /v/.

As for the /ŋ/ phoneme, there has always been a problem with confusing the sound with /ing/. For example, for the word "coming" is typically pronounced as /kʌmıŋ/. However, EFL learners in Turkey mispronounce it by saying / kʌming/. The only reason for this mistake is that this phoneme also doesn't exist in Turkish.

The other non-existing phoneme in Turkish is the /θ/ and /ð/ "th". This phoneme plays a huge role in English itself especially when they are the preceding syllable. In the examples like; Thursday - /θɜːzdeɪ/, That/ðæt/, Thrust /θrəst/ and Then /ðen/ and as a result, /ð/ is pronounced either as /z/ or /d/ by the Turkish speakers, and this is the same problem for /θ/ and it is also mispronounced either by /s/ or a straight /t/ sound is articulated by the learners.

We can give most of the vowel and the consonants in English as problematic when they are pronounced in Turkish due to their different sound systems and how they are represented different phonetically.

 What more to mention is, on the basis of the consonants presence in both languages there are some differences in the pronunciation of them. For example, the consonants such as; /t/, /d/, /r/, /t/ have different "Tongue touch points" in the mouth when they are articulated. The first two are used as dental in Turkish but functions as alveolar in English, the third one is palate-alveolar in Turkish but alveolar in English, and the last one is post-alveolar in Turkish but differently, palatoalveolar in English. Because the main issue is being, both languages are different phonetically this causes different articulation in accents and may lead to mistake (Kalilzadeh, 2014).

As a final word to say in regards to the differences in both languages, as Turkish is a phonetic language, its speakers are in the habit of pronouncing the words on the structure of their spellings. For example, here we can talk about the vowel + vowel structure in Turkish forming the words. In the word like "şair," there are two vowels followed by each other, and they both are articulated separately. However,

this cannot be the case in English and diphthongs (the combination of vowels) have a combined sound pattern. In other words, however, they read the same way how they are spelled and pronounced. And, it is imperial to say that spelling pronunciation is never an applied rule in English.

2.5 Fossilized Errors in Pronunciation of English for EFL students

Fossilization as a word has been described in various ways with different definitions;

Table 5

Definition of Fossilization

- 'grammatical non-development' (Selinker, 1972)
- 'stabilized errors' (Schumann, 1978)
- 'backsliding' (R. Ellis 1985)
- 'typical error' (Kellerman, 1989)
- 'cessation of learning' (Odlin, 1993)
- 'fundamental errors' (Valette, 1991)

Selinker (1972) first introduced the term 'fossilization' into the SLA world and claimed that the fossilized errors are stored in the brain where the (IL) interlanguage mechanism functions. He also adds on to say that, no matter the amount of teaching, or the age of the adult learner, there will still be the impact of this phenomenon during their L2 learning process.

2.5.1 The reasons for fossilized errors in pronunciation. As far as the problems and the reasons for errors in the L2 learning process are concerned, Selinker (1972) postulates the following stages are the areas where fossilization spawns.

Table 6

Stages of Fossilization

- Inter-language,
- Language transfer,
- Transfer of training,
- Strategies of the second language learning,
- Strategies of second language communication,
- Overgeneralization of the target language (TL) linguistic material.

Selinker (1972)

This fetches to mind that L1 (native language) may have a role in bringing about the issue of error making during the process of L2 pronunciation acquisition.

As for the new pronunciation process, one of the crucial areas in the procurement of a new language is using the speech sounds of the target language. Correct pronunciation rules are therefore imperative to learn and to teach for the instructors of English language. However, pronunciation errors are not treated well enough and due to the lack of importance given to this area, the learners of the new language are lead to make mistakes repeatedly and as a conclusion the mistakes come along too resilient, and they become fossilized or incurable. We can also call this problem the "chronic mispronunciation" of "fossilization" where the pronunciation mistakes become errors, and they may create communication break-ups during the speech. It is important to mention here that fossilization errors should never be ignored and as Demirezen (2005: p 83) points, fossilization breaks down a good communication, and it causes problems in the development of communicative competence and fluency, intonation improvement and other related skills.

According to Hişmanoglu (2007), the Turkish learners of English are under the big influence of their mother tongue "Turkish" therefore; this fact inevitably leads them to have especially problems with the 99 phonemes of English as compared to Turkish.

The consonants, th (/θ/-/ð/), ng (/ŋ/), and the vowels such as schwa (/ə /), (/æ/), (/ɒ/), (/ʌ /), (/eɪ/) usually cause fossilized pronunciation mistakes due to one big fact that they some of them do not exist in the phonological structure of the Turkish language. As they are consistently repeated in and outside the classroom and teachers being in the state of a complete negligence of this issue, the problem brings about the initial acquisition of desired pronunciation knowledge. This, in the later years, may cause communication breakdowns between them and the native speakers of English language. Hebert (2002) claims that wrong pronunciation may cause miscommunication problems, and they may affect the intelligibility.

One of the reasons students gain the error making in pronunciation could be that they regularly receive listening lessons without knowing the correct pronunciation of the words which creates bigger problems in terms of understanding the context, ultimately the fossilized errors remains undone.

2.5.2 What are the pronunciation training methods? Selinker (1974) claims that as the fossilized errors take place in the inter-language stage, it is not easy to re-establish the rules of phonological aspects correctly regardless the amount of high volume instructions are given. The puberty period also plays a role in attaining a correct pronunciation in a learning period and naturally maybe not impossible, but it is almost impossible and becomes highly demanding to fix the problem once the adult stage is reached. Moreover, Han (2004) stated that adults if not never, cannot come to a master level in the acquisition of pronunciation, and hence their improvement in learning the new phonological keys of L2 remains fossilized, and no teaching can fix them. However, according to Brown (1994) and Vigil and Oller (1976), they stated the contrary and fossilization may be overcome if the learner of the L2 is given enough amount of positive and cognitive feedback during the fixation period. Here it can be said that communicative method could be a reinforcement to pass out the wrong doing of the learners on the pronunciation side and may help them to regain the features of the phonological patterns for a better sound articulation.

As for the recovery of the pronunciation problems, Demirezen (2008) claimed that through Audio-articulation Model, this can be an option, and the error areas in sound can be mended. Unlike Fromkin (2003) who claimed that fossilized pronunciation errors are undoable and fixable, Demirezen's method proposes that fossilized pronunciation mistakes and problems are solvable. Hişmanoğlu (2007) also gives a prescription for a cure with the methods listed below.

Table 7

Sample Cure Method for Fossilization

- Minimal sentences,
- Contextual sentences,
- Problem-based exercises within a communicative context.

Hişmanoglu (2007)

It is so important to help the learners of English and assist them on the pronunciation matter regardless their level of errors during their communications when exposed to use their L2.

The methods that have been used to overcome this problem are not limited, but two main aids seem to be the mostly used in practice. They are;

- AAM (Audio-Articulation Method)
- CONCEPTUALIZATION (Analytic linguistic instruction) (Fraser, 2001)

The audio-articulation method is a way of teaching the right and a desirable pronunciation of the words and reorienting the wrong vocalization or the wrong pronunciation of problematic sounds in L2 (English Language). This method endeavours to repair and solve the fossilized pronunciation problems of the foreign language learners by advising the following simple steps for the usage of the audio-articulation method (Celce Murcia, 2001).

Table 8

AAM Training Model

- ➢ Prescribe a model for pronunciation
- ➢ Listen and imitate – Repeat
- ➢ Minimal pairs
- ➢ Visual aids
- ➢ Tongue twisters
- ➢ Developmental approximation drills
- ➢ Reading aloud
- ➢ Recitation
- ➢ Recordings of learners` production

(Celce Murcia, 2001)

With regards to this method, it is mainly about elicitation (ask and answer – repetition). Learners are exposed to a high amount of "listen and repeat" formula where there is not too much a cognitive practice is performed.

With regards to the conceptualization theory (CT) of the method, it has functions different to AAM. The way Fraser (2001) puts the meaning of the concept that is basically to prepare the learners to see the changes and the formulations of the new sound system in L2 and compare the difference with their L1, native languages. To better understand the idea of conceptualization we should look at the way it has been conducted which is a phase of time through which the learners grasp the roles of new sound pattern within a system of teaching. This enables their brain to stimulate and set the functions of the sounds better. To differentiate it, the AAM method is a way which only aims to give the sounds by listening and repeating; however with conceptualization, the skill is provided in the long run by going deeper in the system of sounds and its formulations. The role of this approach is to structure the key points of phonological references in the brain with stages.

Table 9

Conceptualization Method

➤ Learning the sound system in stages

➤ Learning the phonetic alphabet and segmental sounds structures.

➤ Structuring the cognitive mind map in learners

➤ Focusing on the stages of sound system before the Supra-segmental features
of the sounds

(Fraser, 2001)

Celce Murcia (2001) clarified that even foreign language learners may have similar phonemes in their own language, they may still have to differ the sound system in L2 when compared with their own languages or L1. Because the sounds in L2 are conceptualized differently (English), learners need to change their deeply rooted, problematic and sound-related L1 concepts during the acquisition stage in L2, otherwise, they may have problems in the proper learning of L2 sound system that would ultimately cause serious problems in their communication in the target language. These communication matters can sometimes break the required connection in the target language. Therefore, it has to be take care of.

It is this type of teaching (Conceptualization theory) that will lead the way to accomplish the goals of this study.

2.6 Previous Studies

One of the biggest acceptances in the pronunciation is the intelligibility factor which is commonly taken to be the primary issue for an adequate communication in L2. Therefore, pronunciation becomes an essential element in communicating with native / non-native speakers of the English language effectively.

Non-native learner of English ought to have an intelligible pronunciation goal in order to have a reasonable communicative competence. Intelligibility, in this respect, means that the speakers of the second language should not fear to have an ideal pronunciation level. However, they need to maximize the ways of a fluent and comprehensible communication each time L2 (English as a foreign language).

Intelligibility refers to an understandable communication between L2 speakers (Kenworthy, 1987: p.13).

The difficulty of the English pronunciation and trying to find the cure to these problems has been discussed in the recent studies in Turkey. The ways of finding solutions to enhance learners' pronunciations can be categorized by two different methods. The first one is Audio Articulation Method (AAM), and the other is Conceptualization method.

2.6.1 Studies with audio articulation method. Demirezen (2005, 2007, 2009) and Hişmanoğlu (2004, 2007, 2009) tried to find ways to avoid fossilization in Turkish EFL learners' and teachers' pronunciations and proposed Audio articulation method (AAM) to solve the errors for the continuous wrong articulation. Şenel (2006) highlighted the factors that caused problems and suggested some key solutions in order to rehabilitate the pronunciation errors of Turkish EFL learners.

In Demirezen's studies (2007, 2009) he discussed the cure of the fossilized pronunciation errors of the non-native teachers of English (NNTE) in service. The method applied attempts to find solutions for the ongoing fossilized pronunciation errors. He also believes that the cure is possible and can be fixed with the method acclaimed by the scholar. With this approach, "*Audio Articulation Method"* (AAM) the following basic steps are applied:

1. Identifying the pronunciation problem-causing phoneme;

2. Arranging a general list of words of problem causing 50-100 phonemes and pairs;

3. Breaking down the words into minimal pairs within contrastive analysis;

4. Organizing minimal pair word list as a case of contrastive analysis;

5. Arranging tongue twisters, cliché articulations, minimal sentences, contextual clues, and problem-sound concentrated sentences for practice in class.
(Demirezen, 2009)

This model focuses on phonemes, minimal pairs, minimal sentences and contextual clues to teach and foster pronunciation and repetition are the main tools applied with the method. According to Demirezen, (2007, 2009), the only cure to fix

the articulation problems can be handled by the suitable pedagogically designed repetition lessons. In the designed lessons, micro and macro skill levels should be considered, and the teachers for these lessons should avoid overdosing on the repetition activities otherwise the lessons would not be effective enough due to the length and unnecessity of the duration of allocated activities. Thus, he acclaimed that the AAM should be implemented in the language training programs for teaching pronunciation. He also suggested applying some games that are related to pronunciation training.

In his studies, Hişmanoglu, (2004, 2007) also suggests to use the Audio Articulation method as a very prominent tool to use for the pronunciation education. In his study in 2004, this method was applied along with the related exercises to experimental groups for 14 weeks as pronunciation training, and it was found that this applied practice (AAM) had prominent restoring ability in fixing the pronunciation errors of non-native speaking English language teachers and student teachers in Turkey.

The researcher explains how [ɔ:] and [oʊ] are pronounced in terms of points and places of articulation to his classroom. After the rule, he gives contrastive sentences that contain these sounds and reads the sentences in the classroom. As a whole classroom, they do a repetition exercise with the teacher to reinforce the correct pronunciation. The lesson continues with the samples of contextual production of these sounds in sentences and in contexts such as dialogues and a song. At the end of the lesson the teacher gives out homework, asking students to find 15 words containing the same sounds in the dictionary and make sentences with the words they search for and bring them to the classroom the next day for further practice. Finally, he claims that the bad pronunciation habits can only be fixed by the AAM method that would increase the level of a better intelligible communication in the target language.

Şenel (2006) demonstrated some key solutions to cure the pronunciation problems of the second language learners. He claimed that the errors in pronunciation are mendable, and the mistakes could be taken care of with some carefully selected drills, such as; word - association drill, saturation drill, mobility drill, comparative drill and substitution drill. In all of these activities, the main aim is

to get the students to imitate the patterns of sounds and gain the shape of better pronunciation ability. The saturation drill, on the other hand, has a rather different strategy among the others in which the problematic sounds are carefully located in three different positions of a word and then served for practice to listen and repeat.

Table 10

Saturation drill Model

Initial	*Medial*	*Final*
See	Leasing	Peace
Seep	Pistol	Niece
Seem	Classic	Purse
Seed	Faucet	Curse
Sip	Paucity	Less

(Şenel, 2006)

With the help of the drilling technique above, learners can practice and gain awareness of ideal sounds. It seems that the method above fits pronunciation teaching method both from audio-lingual and cognitive perspectives.

In another study, Goto (1971) examined the Japanese learners' ability to produce and understand the r/l contrast, and found that some subjects with poor insight could manage to articulate the sounds correctly after the application of "listen and repeat" method, suggesting that though the learners have had a perception of these sounds, they showed positive results that they would still learn how correct the pronunciation with a powerful auditory feedback. Listening and repeating method may help learners with two directions: listening with a good concentration can advance oral production and practice in oral production (listen and repeat) can develop auditory insight (Pennington, 1996). Leather and James (1991) found in another study that "training in one modality tended to be sufficient to enable a learner to perform in another" (p. 320), thus, sequential repetition practice in pronunciation could lead to maximization of a better articulation of target language. However, recent studies revealed the drawbacks and limitations of this method (AAM), concluding that, as with grammar, though students show accurate learning in the controlled practice, and

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they fail to show the same gains in the real life situations they may also fail in the same way even though they possess the ability to show positive pronunciation skills in the learning stage, in the learning zone (Cohen, 1991). As a result, the accuracy of pronunciation depends on the type of task language learners are exposed to (Dickerson, 1975).

As in another belief, it all falls to having "good ears" to be able to articulate the sounds at a desired level and drills, and repetition practice may only stabilize the production before coming to an ideal level in pronunciation (Kenworthy, 1987). These studies embrace and show the role of audio-articulation method in the advancement of EFL learners' pronunciation problems.

2.6.2 Studies with conceptualization method. With regards to the *Conceptualization theory* realization of teaching pronunciation, some studies bias this concept.

The focus of the pronunciation training in this study followed Fraser's (2001)) arguments and views that consciousness and awareness raising are imperative in second language acquisition. In terms of pronunciation correcting methods, conceptualization theory has also been the heart of fixing formula to cure the problems in pronunciation. The theory mainly highlights the significance of cognitive progress, linguistic aspects and psychological and sociological criteria (Baker, 1981; Jones, 1997; Kendric, 1997; Fraser, 2001; Ahmadi, 2011).

Jones (1997) also supports non-behaviourist approaches for teaching pronunciation and claims that the acquisition could be gained with cognitive development within linguistic universals and psychological and sociological conditions. Therefore, this paper discusses an alternative approach to teaching adults English pronunciation through the principles of conceptualization as argued by Fraser (2001).

According to Fraser (opt.cit.), pronunciation problems occurs due the fact that the perceptions relevant to English pronunciation have not passed down to intuitive or subconscious level, but somehow they have remained at the conscious level which negatively affects the understanding of the second language sound system.

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In a related study, Varol (2012) looked at the effects of the Turkish sound system on Turkish speakers' English pronunciation by using loanwords from Indo-European languages. The subjects were given 21 words to read separate as they are and in sentences.

After the audio-recording, the data collected was assessed with its closeness to native pronunciation on a 5-point scale. The results showed that the learners had problems with the pronunciation of phonemes such as θ, ð, ɹ, t and æ. The main reason lied under this fact was because the participants' native language was Turkish. By analyzing the results, it was observed that the learners were lead to read the word close to the pronunciation of their mother tongue, and they were articulated like Turkish phonemes t, d, r, e, a. This simply showed the lack of concept difference in Turkish learners.

To see the concept negligence or absence in another study, one research has shown (Vitanova & Miller, 2002) that learners could see enhancement in both segmental and supra-segmental parts of pronunciation. However, once learners have become proficient at the basic sounds of English and acknowledged some of the supra-segmental differences between their L1 and English, it is time to support them to learn some strategies in order to form a concept so that they can study more efficiently on their own (Vitanova & Miller, 2002). This way, pronunciation learning would not only be accomplished only with the help of strategies dictated but also with the concepts students formed by them.

To support and recommend the Conceptualization method, Geylanioğlu and Dikilitas (2012) studied the pronunciation problems in their research with the sounds, schwa /ə/, etha /ð/, theta /θ/ and engma /ŋ/ which was conducted with Turkish EFL learners. The students in the study were given single words that contained these sounds. The recordings showed that the learners have serious difficulties in pronouncing most of these sound. As a suggestion the researchers advised that the learners could be assisted by conceptualization methodology, that would help learners to gain a concept or principle about what is to be learned. It is also stated by the authors that this concept would cover the necessary gaps in the learners' pronunciation knowledge and let them learn the pronunciation skill in the best way.

Speaking of the methodologies and teaching principles for pronunciation, it goes without saying that instructors of English come across with difficulties in implementing pronunciation training along with the other skills. Besides this factor it is the pronunciation by itself that is found to be hard to grasp and to teach (Ross, 1992, p. 18), and the areas that are found problematic are as follows;

1. Choosing features of pronunciation.
2. Ordering of the features selected.
3. Selecting the type(s) of discourse in which to practice pronunciation.
4. Deciding methods which will provide the most effective results.
5. Shaping the amount of detail to go into at different stages.

In this regard, this study focuses on conceptualization methodology and applying cognates or false friends, (transferred words), as a tool that is integrated into the lesson plan. The idea behind this paradigm, adding the cognate-based pronunciation lesson, is that it may help learners to have a better understanding and learning of the rules of the pronunciation of the second language (Costa, Santesteban, Cano, 2005).

Chapter 3

The Training

3.1 Overview

The pronunciation training was the core of the study. The following table depicts the stages and the content, applied pedagogy and the classroom activities during the 6 week training period.

Table 11

Pedagogy of Pronunciation Training

	Content	Classroom activities	Pedagogy of teaching	Duration
Session 1	Introduction of the phonetic alphabets Phonetic chart and sound descriptions	Description of the sounds with mouth muscles Imitative response Watching video on phonetic practice	Teacher input Discussion and reflection repetition	2hrs/40 min
Session 2	Vowels and consonants	Mouth muscle practice T-S/S-S	Teacher input Repetition Pair work	2hrs/40 min
Session 3	Teaching sound "A" 8 Different allophones of "A"	Conceptualization of sounds and variations	Teacher input Elicitation	2hrs/40 min
Session 4	Introducing cognates containing sound "A"	Letter matching Card games	Peer practice Pair work	2hrs/40 min
Session 5	Cognate samples with the letter "A." Word stress	Word games Voice recording Group activity with words	Teacher input Peer practice Discussion and reflection	2hrs/40 min
Session 6	Metalinguistic communication Evaluation	Role plays Final evaluation	Group work	2hrs/40 min

3.2 The 6-week sessions

Session 1

As soon as the initial data was collected from the participants training session 1, the initial stage to the training was introduced in the study. It should be said that

starting the program was a great excitement for both the teacher and the learners in the classroom. The lessons were two hours of each weekly program and the lesson hours were fit to the ongoing curriculum as there were no other pronunciation lessons as such. Therefore, this was the only lesson where the students were taught privately during their own studies with the other lessons. As it can be seen from the name of the session, the first lesson was the demonstration of the phonemic chart and the introduction of it.

	monophthongs				diphthongs		Phonemic Chart voiced unvoiced
VOWELS	iː sheep	ɪ ship	ʊ good	uː shoot	ɪə here	eɪ wait	
	e bed	ə teacher	ɜː bird	ɔː door	ʊə tourist	ɔɪ boy	əʊ show
	æ cat	ʌ up	ɑː far	ɒ on	eə hair	aɪ my	aʊ cow
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

Figure 1. The 44 Phonemes of English Language (Underhill, 2008)

The aim at this stage was to generate and general understanding in the classroom about how the sounds differ from the ones the Turkish language has and have the students to familiarize with different sound patterns of English alphabet. As stated above in the literature part, Turkish had 29, but English had 44 sounds. Teacher of the lesson demonstrated the sounds by explaining the points of the sound muscles and body gesture to let students gain a different concept about the sounds of English. Students were shown how to feel the place of their tongues in their mouths for the sounds uttered. According to Fraser (2001) learners need to unlearn the old patterns of making the sounds first and learn the cognitive aspects of the sound

system before stepping into stress and linking of speech in a new language. This stage can also be named as learning the new concepts of the sound system in L2. The learners were moved from knowing that to knowing how by targeting a pattern in their minds. The lessons were mostly teacher centered, and they lasted two hours. At the end of the lessons, students felt different and were pleased to see how actually a sound was articulated in The English language.

Session 2:

In this part, learners were observed for the segmental and supra-segmental features (sounds and stress) including the articulation of vowels sounds and observing mouth shape and word stress.

The utterances of vowel sounds were shown to learners and how those sounds are produced so they would correctly pronounce them, particularly, the voicing. The mouth shape was purposely introduced by the teacher to raise the awareness and have the words to be clearly pronounced.

Figure 2. Articulation of vowel sounds-showing the mouth muscles

Later, the students repeated the sounds in pairs with their partners after the teacher's input; finally the students were put in groups to carry out the same activity to familiarize with the sounds for at least 10 minutes in the classroom.

Sample sounds consisted of consonants and vowels. 15 words followed by the single sounds and all the words were pronounced by the teacher for once, and the students repeated the words in pairs after teacher's input.

Table 12

Demonstration of Words and Stress in Different Word Forms

1 syllable	*2 syllables*	*2 or more syllables*
Sound /saʊnd/	Phoneme /ˈfəʊ.ni:m/	Articulation /ɑːˌtɪk.jʊˈleɪ.ʃən/
Muscle /ˈmʌsl/	Record /rɪˈkɔːd/	Consonant /ˈkɒn.sə.nənt/
Mouth /maʊθ/	Teacher /ˈtiː.tʃər/	Phonetic /fəˈnet.ɪk/
Tone /təʊn/	Practice /ˈpræk.tɪs/	Phonology /fəˈnɒl.ə.dʒi/
Tongue /tʌŋ/	Sample /ˈsɑːm.pl̩/	Intonation /ˌɪn.təˈneɪ.ʃən/
Vowel /vaʊəl/	Cognate /ˈkɒg.neɪt/	Pronunciation /prəˌnʌn.siˈeɪ.ʃən/

Session 3

This part of the training was the heart of the main aim of the instruction. As stated in table 7, the allophones (sub-members) of the letter "A" in English alphabet was introduced to the students. There were 8 different sound variations of letter A and all the 8 representation these sound were introduced to the learners at the beginning of the lesson.

Modelling:

Teacher asks students to stretch their mouths and say the A sound loudly in Turkish. Then, moves on by showing the letter A on the board and ask students to read it LOUDLY.

<div align="center">"A"</div>

Teacher receives several responses from the students and writes the phonetic transcription of the letter on the board

<div align="center">/eɪ/</div>

The teacher then shows the sound difference between (contrastive analysis) Turkish and English ways of pronunciation.

Turkish pronunciation /a/, English pronunciation /eɪ/.

Input: Teacher of the lesson shows the different variations of "A" sound in words.

Table 13

Variations of Sound "A" in Different Words

Word		Phonetic description
Cat	----	/æ/
Ago	----	/ə/
Car	----	/ɑ:/
Hair	----	/eə/
Saw	----	/ɔ:/
Day	----	/eɪ/
Want	----	/ɒ/
Many	-----	/e/

The eight different sound variations of letter "A" are shown to the students. Later, the learners were asked to put the words under the correct sounds in the next session.

Session 4

The main role of the fourth session was to give some samples on cognates to the classroom and increase their awareness on these words. At the beginning of the lesson a concept check was made to get students' attentions on the words. A general cognates concept check was done in the classroom asking students to come up with the ones they knew already.

Table 14

A comparison of Cognate Samples in English and Turkish.

		Eng. transcription		Tr. transcription
Student 1	–	Television /ˈtelɪvɪʒən/	–	Televizyon /televizjɔn/
Student 2	–	Market /ˈmɑ:kɪt/	–	Market /mɑrket/
Student 4	–	Portal /ˈpɔ:təl/	–	Portal /pɔrtɑl/

As seen in the samples those were only some of the words the students came up with in the classroom. As a classroom, a comparison of the English and the Turkish pronunciations were made, and the differences in the pronunciation were discussed. Later the teacher brought out a list of words. The words were selected from the ones that contained the letter "A" in them. The essential part was the position of the A and the pronunciation alterations of this sound in a single word.

Table 15

Sample List of "A" Sound in Different Words

1-/æ/	2-/ɔ:/	3-/ɒ/	4-/eɪ/	5-/a/	6-/e/	7-/ə/	8- /eə/
Trap	Ball	Waffle	Aid	Car	Says	Arise	Hair
Hat	Raw	Watch	Pale	Bar	Again	Around	Pair
Rapid	Water	What	Gain	Yard	Said	Career	Care
Marry	Saw	Wander	Break	Card	Any	Cigarette	Mayor
Laugh	Warm	Want	Survey	Lard	Many	Accommodation	Bare

As an activity, the students were grouped in 5 first. Later, as seen in the table above a group of words were given to students, and they were asked to match the words with the correct phonetic representation of them. The activity was the main tool to enable learners to observe and test themselves how the sound variation of A could be different in the single wording system. Also, the aim here was to get students to familiarize with the correct phonetic representation of the sounds to increase the awareness level for the correct pronunciation.

Session 5

In this lesson, some sample cognate words were shared with the students, and the teacher showed the A letter at three different places in the word ("A" initial, "A" medial, "A" final).

The idea here was to get students' attention at the positioning of the letter "A" in the word and to see the possible pronunciation differences if there were any. The teacher showed the pronunciation of the words that had a different phonetic structure form than the other words. Students repeated the words as a whole class then worked in pairs for further elicitation between each other. Later, they were told to move around in the classroom and listen to their peers to notice the sound differences if there were any. This gave the chance to visualize, listen and utter the different sounds of A in a single word by using the prior structural knowledge they collected in the previous lessons.

The samples are shown as below, and the whole list is presented in the appendix part of the study.

Table 16

Positions of letter A with Different Pronunciations

"A"- Initial	*"A"- Medial*	*"A"- Final*
Capitalism	Image	Fantasy
Material	Character	Material
Drama	Reality	Opera
Address	Bypass	Camera
Hamburger	Ideal	Capital

Session 6

The final stage is the last lesson of the entire 6-week program. This final phase can also be called as the production stage.

In this session, students did role plays in groups. There were five groups set by the teacher. Students prepared the dialogues by themselves at their free will from the cognate words they chose from the list that their teacher supplied prior to this lesson. Of the cognate word pool, students chose their 15 cognate words to use in their dialogues. Before the last session, students studied their dialogues as groups and conducted a role-play activity in front of other group members. Students' acts were recorded by the teacher for later monitoring and scoring for the correct articulations.

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All the role plays were acted out in front of the classroom and as soon as the student performances finished the teacher played the videos for a feedback session. This way, students could watch themselves and other friends' performances and hear all the cognate words that were used in the act outs. This was the end of the training stage.

Chapter 4

Methodology

This study investigated the effect of conceptualization theory in the practice of pronunciation teaching applied along with the presence of cognates in the Turkish language. In this chapter, the research design of the study, data collection, instruments and procedures, participants and analysis of the study will be explained.

4.1 Philosophical Paradigm

Oxford dictionary defines paradigm as " a typical example or pattern of something". According to Webster Dictionary, it is defined as "an example or pattern: small, self-contained, simplified examples that we use to show procedures, processes, and theoretical points." As it can be seen in both definitions, paradigm stands out as a keyword that shapes up the main structure of a discussed point.

Another definition of paradigm is as "basic belief system or worldview that guides the investigator" by Guba and Lincoln (1994, p. 105). As claimed by them there are different categories of paradigms that are; post-positivism, positivism, pragmatism, critical theory, and constructivism.

As we come along to 21st century, it can be said that there are other paradigms arrived, and the researchers do apply them in their studies. They are; interpretive paradigm, critical paradigm, post-modern paradigm, and multi-paradigmatic research.

In this study, pragmatism was the base of the paradigm. Pragmatism is also "the study of how a speaker uses language in social interaction and its effect on other participants in the communicative event" (Kasper, 1997, 2000). In the broader context pragmatics deals with the constraints that the second language speakers make in their social interactions and in the act of communications (Kasper, 1997).

As far as the pronunciation is concerned, it is a matter of constraint in the communication of L2 speakers. Therefore, pragmatism quite suits to this research as a paradigm in finding the solutions to the problems of learners speaking concerns that aroused due to the lack of desired and intelligible pronunciation levels.

Regarding the methods used in this study, Tashakkori and Teddlie (2003) stated that pragmatism supplies a strong philosophical framework for mixed methods research. This study was conducted using the mixed method and as multiple methods, open-ended questions were also used to strengthen the observations.

4.2 Research Design

The aim of the mixed method design employed in this study was to investigate the effect, if any, of the pronunciation training given along with the cognates of high school English as foreign language (EFL) learners. In this regard, the principal research question addressed in this study is;

1- What is the impact of conceptualization theory based pronunciation training supplied with the cognates on (EFL) learners?

In order to give an answer to the question, there is also one sub-question added.

a) To what extent has the training influenced students' cognate performance?

b) In what ways has the training influenced students' perceptions of pronunciation?

The main purpose of this study inquired into a problem which was concerning the Turkish students' English pronunciation acquisitions. For this study, qualitative and quantitative research was applied for the research questions to collect data. This can also be named as a mixed method (Creswell, 2012).

Since the main concern of the research was finding out the implications of conceptualization theory based pronunciation training of students' progress. Therefore, it was primary to collect students' feelings at the end of the training program. To do that, qualitative data was gathered. On the other hand, it was necessary to look at the differences of the students' articulations of the words at the beginning and at the end of the training which required the usage of statistics. Aliaga and Gunderson (2003) define quantitative research as describing the change by collecting numerical data that are analysed using mathematically based methods in

statistics. One of the subcategories of mixed method design is named as Explanatory Sequential Design (Creswell, 2012) that also fits the method design of this study.

An explanatory sequential mixed methods design (also called a two-phase model; Creswell & Plano Clark, 2011) comprises first gathering quantitative data and then collecting qualitative data to explain, intricate or to support the quantitative results.

> The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture (Creswell, 2012, p.542).

Explanatory Sequential Design can also be shown in the below diagram.
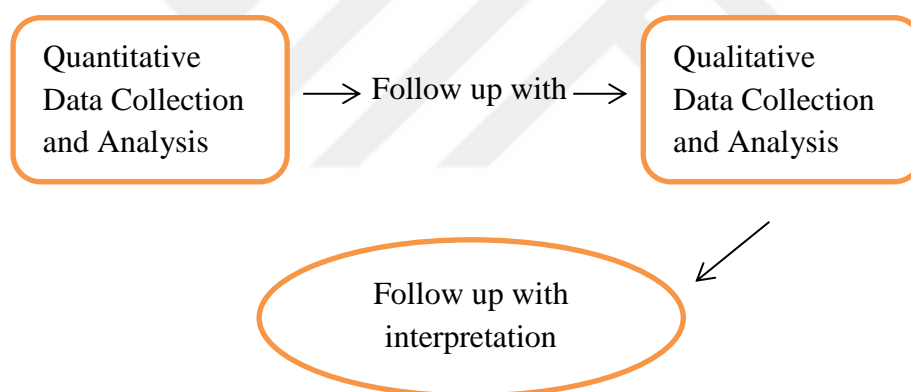
Figure 3. Explanatory Sequential Design (Creswell, 2012)

In this respect, as seen in Figure 3, this study was comprised of using both quantitative and quantitative methods as the research questions required. To specify, it was the explanatory sequential design that enabled the study to find out the results and helped to analyze students' perceptions of the training program given in six weeks. The statistical differences (pre and post-test results) were aimed to be analyzed and compared with the feedbacks taken from the students at the beginning

the middle and at the end of the training stages that provided a better understanding of a research problem.

4.3 Participants

Since the target of this study was to find out the implications of a pronunciation training of the English learners of Turkish students, a classroom of 24 students was the selected population (sample frame) of the study. These 24 (17 male and 7 female) content based learners of science and technology high school first graders or named as ninth graders in the Turkish educational system were the unique samples of the study. All of the 24 students were the selected and used as samples in this research. The average age of the samples was at 14 ranges.

The data collected from the samples was authorized by the permission from the managing principal of the high school. The study was carried out on the basis of volunteering and all students confirmed to be the part of this research. The participants were informed about the aim of the study and they filled out a consent form. The students are taught a 24 hour intensive English lesson as a part of their other science majored lessons throughout the two terms in a year.

4.4 Procedures

This part of the study gives information on the type of sampling, sources of data, data collection and analysis procedures of this thesis in detail.

4.4.1 Sampling. Cohen (2008) asserts the prominence of research is not only proven with the instruments used and the methodology but also with the convenience of the sampling that has been adopted. According to Creswell (2012), the types of quantitative sampling strategies were illustrated as in the following figure.

Table 17

Quantitative Sampling Strategies

Probability Sampling	*Non-probability Sampling*
Simple random sampling	Convenience sampling
Stratified sampling	Snowball sampling
Multistage cluster sampling	

In the nonprobability sampling strategy, the main criterion is the availability of the samples who volunteer to take part in the study as a small group of their larger population (Creswell, 2012). As stated before, the population targeted in the study was the 9th-grade private science and technology high school students and in the population, thus, the targeted sample was one group of classroom made up of 24 male and female students.

Therefore, participants who took part in the pronunciation performance tests were chosen using the convenience sampling. The participants' pre and the post-test results were quantitatively analysed and compared. On the other hand, as a part of mixed data design for the qualitative data, the feedbacks collected from the samples (students of the classroom) were adopted by using the purposeful sampling. According to Creswell, in purposeful sampling, researchers choose or select the samples and sites to find an answer to the main criteria. The rationale applied in selecting participants and sites falls to whether they are "information rich" (Patton, 1990, p.169).

For a qualitative study, the researcher may decide to focus and analyse a site or the samples that are a part of that site (e.g., one college campus). Purposeful sampling, for this reason, can be conducted both for the individuals and sites.

4.4.2 Sources of data. This study employs two types of data collection tools in order to understand and reveal the effects of the pronunciation training that were conducted in the study. Pre-test and a post-test were applied to measure the differences in students' articulations of the cognate words and also samples'

feedback were collected at the initial and mid and at the end of the training program to see the implications of this type of pronunciation teaching method.

Table 18

Data Collecting Stages

Sources of Data	Design	Tool
• Pre-training	• Mix	• Assessment of pre-existing cognate pronunciation performance test 1
		• Reflective report 1
• While training	• Qualitative	• Reflective report 2 (Students' feedback only)
		• Cognate performance test 2
• Post-training	• Mix	• Reflective report 3

4.4.2.1 Pre-test and post-test. The main data tool of this study was the pre-test and post- test tool itself. A set of 15 cognate words was introduced, and students' audio articulations were recorded in three different way. First, they read them in a single word level than in a sentence and finally in a context (paragraph).
Same data collection pattern was repeated at the end of the training to observe if there were any improvements in the articulation of sounds. In the post-test, a different set of 15 cognate words were used. Finally, the performances were recorded and analysed likewise in the pre-test.

As a part of the mixed design, it was paramount to analyse the case of growth and the changes, if there were any, by the help of the two tests that were collected at the beginning and at the end of the study. This demonstrated the quantitative measure of the collected data. Also, it is named as "Assessment of pre-existing pronunciation performance.

According to Creswell (2012), the studies could be started with a quantitative method where the theories to be tested and measured and to go deeper in the analysis; the researcher may need to test the study with a followed qualitative method. This way the study would be looked and analyzed in detail to see the results more accurately. Any experimentation of the study would then be ideally analyzed to see the progress in students' performances. Creswell (2003) also stated that "the testing of theories, employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data" (p.18). As this is being the case, and as stated before, the core of the data tool was the statistical collection of the pre and post test result in this study where students' pronunciations were collected and analyzed at the end of the study.

4.4.2.2 Reflective reports (Feedback). Although the design of the study is explanatory sequential, it also contains the characteristics of an action research with another important data tool put together in this research. Throughout the training conducted in the classroom, the researcher also collected Students' feedbacks at three different stages, in the beginning, in the middle and at the end of the training.

As one strong data collection for a qualitative study the reflective reports collected from the samples played an important role in understanding the process of the teaching and the gains of the input program.

Main features of the qualitative research are highlighted as follows;

- Exploring a problem and developing a detailed understanding of a central phenomenon

- Having the literature review play a minor role and justify the problem.

- Stating the purpose and research questions in a general and broad way so as to the participants' experiences.

- Collecting data based on words from a small number of individuals so that the participants' views are obtained.

- Analysing the data for description and themes using text analysis and interpreting the larger meaning of the findings.

- Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers'subjective reflexivity and bias (Creswell, 2012, p, 16).

As it can be seen in the listing of the qualitative research above, the fourth feature depicts the importance of the participants' point of views that functions as a liability point for the research (Creswell, 2012).

4.4.3 Data collection procedures. Data collection procedures present information about the collection of data on each stage of this study.

As stated above there are two main types of data collection tools for this study. As a part of the explanatory sequential design, a quantitative and qualitative data have been aimed to be collected. There are three stages where the data were gathered in this study. There are the initial stage, the medial, and the final stages. As shown in the below table, the initial stage aimed to discover students' pronunciation performance on the cognates by articulating the sounds. This is explained at the pre-test post-test design section. The words were presented in three different locations and articulated that way. The participants read the words individually, in a sentence and in a context.

Quantitative Data

- Word level   – one cognate word
- Sentence level – same cognate word
- Context level   - same cognate word

Sample Cognate Data Collection

- Word   - *Ideal*
- Sentence - Carl finally found an *ideal* job for himself.
- Context (Running paragraph) - ……………to have an *ideal* and basic life.

As shown in the diagram above participants read the cognate word at three different places. All the pronunciation performances were recorded and later

analysed. The idea was to observe where the learners would pronounce the words in the best way as they could and to analyse the words and evaluate them accordingly. The 24 participants' audio utterances were recorded to be assessed later. The articulations were counted as correct and false then they were compared to standard "Received Pronunciation" (RP) for the correctness, by looking at the phonetic transcriptions of the words in Cambridge Advanced Learners' Dictionary.

For the qualitative data collection procedure, Table 19 shows the questions raised in the study. Student reports were collected at the beginning, during and at the end of the training program. The questions for the feedbacks or the reflective reports were as follows;

Table 19

Student Feedback Questions for Qualitative Data

Feedback 1 *Pre-training*	▪ Have you ever been taught English pronunciation lessons before? YES/NO ▪ What are your feelings about the upcoming training?
Feedback 2 *Post training 3*	▪ Please send me a feedback report for the pronunciation lesson today. ▪ How did you feel about the lesson? ▪ Did you find it useful if yes why if not why not?
Feedback 3 *Post training 6*	▪ Explain how you felt throughout the training in depth. ▪ What do you think about the cognates? Do you think they should be taught?

All these three sets of questions were asked with three different methods. The first set was asked before the first training in the classroom; students were asked these questions by dictation method. Students wrote these questions down on a piece of paper by listening to the teacher. The second set (post training 3) was asked by email. The teacher sent all the questions by email, and the students replied by the same way. Finally, the third and the final set was delivered by the teacher written already on paper by himself. By collecting the data in three different ways, students

would not be bored of doing the same thing all the time and would also put their feelings freely without the worry of what their peers wrote next to them.

Finally, all the performances and the collected reports were analysed and tabulated for the final observation to see if there were any results found for the raised questions in this study.

4.4.3.1 Quantitative Data Analysis. With the introduction of the pronunciation lessons and throughout the training, the researcher conducted two tests for the learners. As mentioned before learners were given a pre-test, reading out 15 cognate words individually, in a sentence and in a paragraph or in a context. All of the student readings and their pronunciations in three areas were tape recorded.

The words choices were specially made. The main focus point was to see the pronunciations of sound variations of the letter "A", in English and the letter A was embedded in three different positions in the words, in the beginning, in the middle, and at the end. This section was also explained in detail in the training chapter of this study. The main purpose was to see the performance in pronunciation when the words were read and to see how the pronunciation of letter "A" would change if it were necessary. (See, Appendix B, C)

At the end of the training, as in the pre-test, learners were given a new group of 15 cognate words to read. Also, with the final test, their pronunciation performances were checked and compared with the first test. The final test was almost identical to the first one except for the words chosen for this test was different. To facilitate and support learning for pronunciation performances, students were asked to prepare a dialogue with another set of cognates and perform in the classroom. Both the words and the dialogues were recorded as a final, post-test, to compare to problems of prior practice of the first recordings.

Audio recording of learners in both sessions were provided and replayed for discussion. The gathered data from tape recording as pre-test and post-test were transcribed and tabulated to show the improvement on the problematic sounds of participants during the training. The tabulated words were measured by a hand count to find out the correct and the false articulations. This quantitative data helped show

the students' correct and wrong pronunciations as well as the progress if there was any.

Finally, by applying a Wilcoxon Signed Ranks test, the non-parametric alternative to a paired t-test (Larson-Hall, 2010), the pre and post-pronunciation production scores were compared to see if there was any significant or any improvement in their students' pronunciation outputs. Then to compare pre and the post-test for pronunciation production, the pre-training score was then subtracted from the post- to get a measure of the change if there was any or difference between the outputs. This procedure put forward the quantitative data in this study.

4.4.3.2 Qualitative data analysis. As a part of the mixed method study, one of the strongest data collected in the research was the qualitative data obtained by the questions raised during the study. When the training started, as well as observing and analysing learners' performances quantitatively on one hand, learners' perceptions were also aimed to be looked at the beginning, in the middle and at the end of the training program. 3 sets of written feedback were collected from the students to see the motivational and developmental factors if there were any. These feedbacks can also be called as "Reflective reports" of the learners at the beginning, during and after the pronunciation training. Students' interval perceptions were collected either by emails or by memos written by hand. The collected feedbacks were tabulated with descriptive analysis to measure students' feelings for the given training. As stated by Creswell (2012) the document collection or hand recorded notes are also one of the strong and valuable parts of qualitative data. For strengthening the qualitative data;

> Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data, (Creswell, 2012, p. 223).

As stated by Creswell (opt.cit.), the collection of the documents does not need any transcription and explanation as they indicate the open point of view of the

samples in the study. All the collected feedback reports from the students were thematised to reach a final analysis of the given training. Thus, the researcher applied inductive coding method to come up with the themes to analyse the given feedback in terms of finding out the effectiveness of the given pronunciation training.

According to Creswell (2012), in order to generate a healthy analysis of the given reports, a researcher should read through the data in detail and code the collected feedback of qualitative data. Therefore, this was the applied method for the qualitative data analysis in this study. Students' feedbacks collected for the three parts of the training were analysed in depth to open, axial and selective codes separately. Then, all of the students' reports were listed and tabulated. Of the collected open codes, it is put down in chunks to have the axial codes, later the ones that overlap or have the same meaning should be reduced to down to a number of 5 or 7 as under a broader title as selective codes or final themes. The final themes were then analysed for all the stages of the training. The initial training themes, while training themes and finally the post training themes are shown in one table to see the implications of the collected feedbacks from the students. This data analysis stage for the coding that included feedbacks for every stage of the training was shown at the appendix part in this study. (See Appendix E)

4.4.5 Trustworthiness. Trustworthiness is one of the crucial criterions as far as a true research is concerned. According to Lincoln and Guba (1985), there are four factors for trustworthiness. These factors play a big role in accepting the inquired issues to be a credible one. In that way, it could only be credited as a strong inquiry. The four strong factors are credibility, transferability, dependability, and confirmability which relate to internal validity, external validity, reliability, and objectivity in a quantitative inquest.

In order to have a credible study, according to Whittemore, (2001), validity should be the overarching goal, and it encompasses four primary criteria that are believed to be relevant almost in of the studies. They are; credibility, authenticity, criticality, and integrity. In terms of the criticality, the researcher should take decisions throughout the study, so this leads the study to be more credible. Also, integrity involves the ongoing self-reflection to ensure valid, grounded

interpretations that the researcher should make in the study. Finally, it goes without saying that Whittemore postulates that the researcher can take any steps necessary to increase the quality level of the study.

As explained by the criterion above, this study embraces a variety of viewpoints and experiences. In this respect, this study includes participants' opinions (feedbacks) using the qualitative method. As explained before the three sets of open-ended questions and students' feedbacks for these questions enabled the study to hold strong a triangulation, objectivity and reliability, as suggested by Lincoln and Guba (1985) and Whittemore (2001). As the data was collected with a mixed method design, both quantitative data analyses and the feedback reports (handwritten documents of the participants) were analysed, interpreted, and shown in a thematised table. This comparison of results from both collected quantitative and qualitative data strengthened the validity of the work done. The quantitative data analysis was conducted via debriefing method. The researcher evaluated the pronunciation performances for the pre- and the post-tests with a colleague of a native English speaker. As part of qualitative data, all of the students' feedbacks were member checked after the analysis of the data. The qualitative data were first analysed by the researcher and later the advisor of the research for the second time and coded. So, all the codes through open, axial and the selective themes were determined by both the researcher and the advisor of this study. This way, the inter-coder reliability of the research was strengthened and ensured.

In addition, all the participants were set free for the contribution of their feedbacks as this was clearly stated by the researcher. The participants voluntarily accepted the role of participating and commenting on their experiences in the study.

4.5 Limitations of the study

The limitations of a study can be defined as the potential drawbacks and the lacking points of the study.This study is only concerned with contributing to students' pronunciation needs.

One limitation of the study was studying one letter "A" of English that was found in the cognates. Only letter A in English alphabet was considered and taken as the sound of concern with its eight different allophonic (sub-members) varieties.

However, as far as the rest of the alphabet is concerned there are other letters with various sounds or other vowels and their word formulations which are also in cognate groups. Therefore, it would be more beneficial to study other cognates including the other letters as well. As his study specifically aimed to look at one letter and its sounds, the generalizability of the result of this study might be uncertain.

With regards to the testing done in the study, it is useful to have a look at the type of tests and their functions. There are two major tests accepted in the research world as, parametric and non-parametric. Parametric tests are done to represent the large population—e.g. of an age group or country. They make suppositions about the wider population, and the characteristics of that wider population give the information (Cohen, 2008). However, non-parametric tests make few, or no suppositions about the distribution of a wider population or they are only applicable to small groups for a minor set of information to the researcher. Thus, these tests can be used for small groups with a narrower parameter as they can be applied to one class of students, one year group, one style of teaching.

The quantitative performance test was non-parametric as it only represented a small group of the population. A classroom full of small observation may not be enough to make a judgement for the fixation of learners' pronunciations, a larger scale analysis could give more accurate and would show more reliable results in finding the benefits of cognate-based conceptualized pronunciation training. To sum up, although this study provided insight into the problems of learners' pronunciation errors and the generation of solutions to it, it still had some limitations that need to be taken care of for further research.

4.6 Delimitations of the study

As far as the delimitations of this research are concerned, it scoped a single metalinguistic feature of SLA; that was pronunciation. It merely aimed to address how the learners' pronunciations. However, under the big umbrella of SLA, phonetic instruction in order to teach pronunciation is one small aspect of learning. Considering four skills in learning a new language, speaking skill could also be addressed, and the level of learners' progress in the area could also be measured.

However, this wasn't conducted as it could take a longer process to apply. Therefore, the researcher only considered evaluating the pronunciation if the language could be spoken in an intelligible way or not.

The sample chosen for the study was the classroom of content based high school learners. This was it could be convenient for the teacher of the classroom teaching the pronunciation lesson and purposeful for the research questions raised in the study.

Chapter 5

Results

This section in the study presents the results arrived at the end of the analysis of the data. There was one single group in the study, a classroom of students made up of 24 male and female students. There were 17 males and 7 girls and their average age range was 14 years. All students were studying Science and Technology lessons, and the lessons were taught in English. The classroom was given a 8 weeks lesson of CT-based pronunciation instruction (Fraser, 2001), including a pre and a post test in the beginning and at the end of the training period. The classroom was observed with collected 3 feedbacks during the training in order to elicit more information on their experiences. Finally, the researcher analysed both the t-test and the qualitative feedbacks (reflective reports) at the end of the training.

None of the learners in the classroom were exposed to any level of pronunciation instruction before. Although they were 14 years of age group and studied 8 years of English lessons before they started their mid-education, they were not given any kind of English pronunciation lessons during their elementary education period. The results of this study consisted of both quantitative and qualitative data based on the mix method research design.

5.1 Results of the Research Questions:

1. What is the impact of conceptualization theory based pronunciation training supplied with the cognates on (EFL) learners?

To give an answer to this question, we can refer to the research design part as it was clearly mentioned that the data was collected in two different ways; quantitative and then qualitative. With regards to the impact of the training given to the students, the T-test was applied to the pre, and post test results and the improvement in the correct reading and pronunciation of the words were looked at. Thus, the secondary question for the quantitative result of collected data was;

a) To what extent has the training influenced students' cognate performance?

The answer to this question, an example T-test result is given as follows;

Table 20

*T-test Results: **Pre- Post-test count of correct utterances positions of "A"***

		pre-test			post-test		
		Initial	Medial	Final	Initial	Medial	Final
St 1	**Word**	2	1	3	**4**	**4**	**4**
	Sentence	2	4	3	**5**	**5**	**5**
	Context	3	3	5	**5**	**5**	**5**
St 2	**Word**	1	2	3	**3**	**4**	**5**
	Sentence	3	4	2	**4**	**5**	**4**
	Context	4	4	4	**5**	**5**	**4**

As seen in the table above there are two different results emerged for the first and the post-cognate pronunciation tests. The results belonged to 2 students in the classroom, and the other 22 students' results were given in the appendix part at the end of the study. So, above table shows the performance results for the cognates test 1 and 2 for two students in the classroom. The total number for the correct articulation is shown in the table. As there were 15 words in total, letter "A" was located in the 3 different positions as A initial, A middle and A final, and they were read in 3 different categories as in word, sentence and context levels. Articulations were listened and correct pronunciation the words were counted and listed.

In the pre-test, students showed almost slightly better pronunciation results when letter "A" is in the final of the word all in all 3 different category readings, word, sentence and the context levels. But their pronunciations at the initial and middle placements of "A" the results were almost average or poor for all the categories. In the post-test reading of this quantitative data, a significant positive result emerged in all category readings regardless the placement of the letter "A". Almost all of the students achieved positive and better pronunciation results in reading of the words in all categories (word, sentence, context). A complete results

table for 24 students is attached in the appendix part, at the end of this study. Table 21 shows the Wilcoxon test results conducted for the pre and the post-tests.

Table 21

Paired Samples Statistics

			Mean	N	Std. Deviation	Z	P
Word	Pair 1	Intial_1	2,75	24	1,260	-3,991	,0001
		Intial_2	4,25	24	,608		
	Pair 2	Medial_1	3,54	24	1,021	-2,848	,004
		Medial_2	4,33	24	,702		
	Pair 3	Final_1	3,17	24	,917	-4,028	,0001
		Final_2	4,42	24	,504		
	Pair 4	Tot_Pre	9,46	24	2,587	-4,148	,0001
		Tot_Post	13,00	24	1,022		
Sentence	Pair 1	Intial_1	3,50	24	,722	-3,461	,0001
		Intial_2	4,54	24	,658		
	Pair 2	Medial_1	4,04	24	,751	-2,374	,018
		Medial_2	4,63	24	,711		
	Pair 3	Final_1	3,63	24	1,173	-2,574	,009
		Final_2	4,50	24	,590		
	Pair 4	Tot_Pre	11,17	24	2,036	-3,474	,000
		Tot_Post	13,67	24	1,341		
Context	Pair 1	Intial_1	3,96	24	,859	-2,906	,002
		Intial_2	4,67	24	,637		
	Pair 2	Medial_1	4,33	24	,702	-2,352	,019
		Medial_2	4,75	24	,532		
	Pair 3	Final_1	4,46	24	,658	-2,126	,033
		Final_2	4,79	24	,415		
	Pair 4	Tot_Pre	12,75	24	1,482	-3,432	,001
		Tot_Post	14,21	24	1,141		
W+S+C	Pair 1	Initial_1	33,38	5,539	1,131	-4,049	,0001
		Final_2	40,88	3,055	,624		

As depicted in the table, 24 students (a classroom) were given a pronunciation training at a private high school in Izmir. To see the success levels before the training, an initial test of reading cognate words was applied at the word, sentence, and context level. At the end of the 6-week training, a final cognate word test was done to see the developmental pronunciation changes, if there were any, compared to the initial test. All the results were calculated and measured depending on the level of their correct pronunciation of the words, the sentences and in the context. All the

collected 9 readings were then added up and registered as (W+S+C) grand score. All scores are related to the initial and the final testing. In order to find out the effect of the training, and as all the groups were related to each other in terms of production, Non-parametric Wilcoxon test was applied. After the application of this test, meaningful statistical findings were found ($p<0,05$). The results were analysed at all levels, and the positive effect of the given training was observed on the basis of xywzc values. All the positive related results of the data were shown as above in Tables 20 and 21. Finally, it can be said that the t-tests were found to be meaningful in terms of the training effect for the pronunciation instruction given in this study. Also, cognates used during the training were influential in terms of conceptualizing pronunciation.

In order to see the qualitative results, there was a second question raised in the study; that would highlight the implications of the learners' willingness and demand on the need for the type of pronunciation training given. The question asked in the study was;

b) In what ways has the training influenced students' perceptions of pronunciation?

The answer to the second under category question for the data, it was constructed by collecting the three qualitative feedbacks from the students namely; (reflective reports) during the training stage of the study. They were as; the initial feedback, the medial and the final. The first set of data was collected just before the first training session, and the second set of data was collected after the third training, and a final one was put together after the end of the 6-week training. As training stages were shown in the table in the training chapter of this thesis, the lesson stages aimed not only to foster the level of the learners' pronunciation but looked at the progress of the learning and the feelings of the participants as well. This was the reason for collecting the written feedbacks at the initial, while and after the end of training.

The results for the qualitative data was analysed through inductive coding method as mentioned before. All three responses were read through and thematised

at the end. According to Creswell, (2012) in the initial data analysis, the researcher may come up with 30 to 50 codes. In the following analyses, the number of the codes should come down to five or seven themes by way of reducing repetitive statements. The types of themes are identified as follows;

- Ordinary themes: themes that a researcher might expect to find (e.g., "exposure to tobacco at school").
- Unexpected themes: themes that are surprising and not expected to surface during a study (e.g., "unenforced school tobacco use policies").
- Hard-to-classify themes that contain ideas that do not easily fit into one theme or that overlap with several themes (e.g., "students gather in the park").
- Major and minor themes: themes that represent the major ideas and the minor, secondary ideas in a database (Creswell, 2012, p. 249).

Tesch (1990) and Creswell (2007) highlighted that there is no single or specific way of coding data. So they suggested some key factors that might help in terms of surfacing the ideas for coding which was the way applied for this study. After the subsequent readings and analysis of the reflective reports (feedbacks) of the students the researcher and the advisor came up with open, axial and selective codes as shown in Table 22.

Table 22

Results of Qualitative Data Analysis (The inductive coding)

	Pre-Training Themes	While Training Themes	Post Training Themes
1	• **Positive expectation** - Positive anticipation	• **Attitude** - Negative *unnecessary *hard to learn - Positive *useful * necessary	**Awareness** - Realizing pronunciation - Noticing the role of cognates - Realizing the effect in speech
2	• **Lack of knowledge** - No information about pronunciation	• **Development** - Reading better - Familiarity with words - Recognition of mistakes	
3	• **Lack of confidence in pronunciation skills** - Fear of failing	• **Feelings** - Increasing confidence - Happiness - Joy - Motivation	- **Development & Learning** - Learning vocabulary better - Learning with method
4	• **Uncertainty** - Nervousness		• **Feeling & confidence** - Pleasure in learning - Joy of learning better pronunciation
5	• **Negative feelings** - Boredom	• **Awareness** - Importance of pronunciation - Weaknesses	• **Transfer of learning** - Desire to learn more about other sounds in pronunciation
6	• **Lack of Pronunciation teaching** - No information on pronunciation training		• **Becoming autonomous** - Dictionary use became easier - Willingness to learn by themselves • **Conceptualizing knowledge** - Internalizing the factors by authentic input

As it can be seen in Table 22, regarding the inductive coding method, it includes preparing the data for analysis, by gaining deeper and deeper insight into understanding the data as "*Some qualitative researchers like to think of this as peeling back the layers of an onion.*" It, therefore, represents the data and makes an interpretation of the larger meaning of the data (Creswell, 2009, p. 183). As mentioned above, the ultimate codes above surfaced after several readings of the feedbacks; later the codes were reduced down to final one-word statements, as themes as they were accepted as the final analysis results of the feedback procedure. And the results of the coding showed ordinary themes as some of them were expected to be seen at the end of the study.

As for the analysis, in the table, the themes showed a positive tendency during and at the end of the pronunciation training. In order to understand the themes better, the researcher highlighted and demonstrated the following are the quotes collected from the students during the training stage which showed the corresponding valuation of the given reflective feedbacks.

After categorizing and thematising all the codes, there showed 6 themes for the pre-training and 4 for the while and 6 for the post-training. Following are the major themes and the corresponding student feedbacks for all the three stages before, while and after the pronunciation training.

5.2 Pre-training Themes (Students' feedbacks)

The following student views were collected before the pronunciation training and all student reflective feedbacks were collected and thematised after the analysing of the open and axial codes. As a result of these codes, the final codes as "Themes" were emerged. Some of the details of the themes were chosen and shown in line with the understanding of the emerged codes.

- **Positive expectation**

One of the recurrent themes in the pre-training reflective feedback is the comments on the positive expectations that the students reported. Two students stated:

"*I feel excited because I have never had these lessons before. Also, I want to pronounce words perfectly*".

"*I think it is a good opportunity for us to improve our speaking.*"

These students took pronunciation ability as an indication of perfectness in L2 learning. Therefore, they stated that they would like to sound like natives, which was encouraging and motivating.

- **Lack of knowledge**

Another theme was related to the lack of knowledge about pronunciation, which was reported explicitly by many students. Two of the comments as as follows:

"*I don't think anything about pronunciation lessons simply because I didn't know even they existed.*"

"*I know nothing about pronunciation before.*"

These comments also indicate that the students reported a need for developing their knowledge of pronunciation, which was a good starting point for the training.

- **Lack of confidence in pronunciation skills**

The next theme found and named as lack of confidence in the pronunciation skills. According to students' statements;

"*I think that I am going to fail learning pronunciation.*"

"*I am not sure about it. This is because we have to speak individually in front of a group of people in silence*".

It is another clear message that resembles that the learners do not know what to expect and felt a little negative about these lessons. Talking in public was mainly the concern at this stage that also boosted the effectiveness of the upcoming training.

- **Uncertainty**

The other theme emerged before the training was uncertainty. Two students highlighted some of the matters regarding the theme as follows;

> *"I don't have any thoughts for the pronunciation lessons because I don't know what it will be like. But I am a little bit curious about them".*

> *"I watched lots of films and TV shows, so I knew that there was accent issue, but I never heard of phonetics alphabet."*

The theme uncertainty is also another theme that comes up as indecison or an unknown negative perception of learners towards these lessons that arouse as uncertainty.

- **Negative feelings**

Negative feelings is as another theme that emerged in the students' reports before the raining started.

> *"I think that pronunciation lessons are a waste of time and easy."*

> *"I also think they may be boring because the phonetic alphabet is a completely new alphabet."*

According to students there was a belief that the lessons were unnecessary and a waste of time. This idea might have shaped when learners were on the elementary stage.

- **Lack of Pronunciation Teaching**

Lack of pronunciation teaching was the final theme found in the study before the training. As this was one of mostly stated issue by the students, they almost had no idea what a pronunciation could be and at the same time kept their hopes positive for the learning stage.

> *"Nobody taught me pronunciation lessons. I am just trying to pronounce like my teachers or like the movies I watched".*

"I heard of them but no one mentioned them, and I didn't know that they were so valuable information."

Regarding the initial reports students gave before the training, there was one theme that emerged as a positive expectation, and the rest of the themes demonstrated either a negative, lack of information or uncertainty. Therefore, the overall analysis of the initial reflective reports seemed as negative and uncertain for the upcoming pronunciation training. However, these negative comments do necessarily form a basis and rationale for the training, which could ultimately enhance the impact on the students.

5.3 While Training Themes

During the training, two feedback reports were collected from the students' right after the 3rd and the 4th weeks to observe the specific experience of the training process. At this stage, four major sub-themes emerged.

Details of students' reports are as follows;

- **Attitude**

One of the recurrent themes collected in the while training from the students was attitude. Two students stated that;

"I think this is very nice for us. I really enjoyed Savas teacher's lesson.

"Thanks for my dear teacher Savas who taught me different and new things."

As the attitude change was one of the themes that came to light after the 3rd week of the training, students started move from their negative and uncertain pattrerns to a more enjoying and satisfiying mode. They stated that they learned new things and enjoyed the lessons more and more. This showed that they learned and gained this skill with enjoyment.

- **Development**

The other emerging theme was the development. According to some of the students' statements;

"They are useful because I couldn't pronounce the words at first sight."

"We can read every word correctly and easily with the phonetic alphabet. Hope to continue these lessons".

With the development theme, students showed the skill improvement in their pronunciation levels. They also stated that there were changes started to happen with their level of reading and showed improvement in the level of enjoying reading more.

- **Feelings**

Feelings was the next found theme in the while training.

"I feel good when I can talk like a British guy so I hope it will continue."

"Pronunciation lessons are challenging and fun because we have done activities as a group."

With the feelings theme, it showed that the students felt the difference in their pronunciation levels before and then. This theme emerged as there were positive reports given by the students towards the mid of the training program. Their notion against the program moved to a postive one.

- **Awareness**

The other emerging theme was the awareness. Awareness was the key sub-theme as the students became more cautious with what and how they were learning pronunciation.

"I have trouble in speaking, and I think the main reason for that is because I am a little bit ashamed of my pronunciation. To me, pronunciation class is really important".

"We must continue these lessons. They will be important for us in the future".

Overall, with regards to the while training themes, it was seen that students showed a positive tendency for the pronunciation training and the outcomes of the training were started to become more realistic and desired values for the students. As it can be seen with the noted selective codes above, students were pleased with what they saw and showed a desire to continue and learn more about pronunciation and wanted to learn the rules of phonetics in depth. Moreover, students became more aware of the necessity of this type of information and believed that they would develop better and be more confident in using their target languages in their daily lives.

5.4 Post Training Themes

At the end of the six weeks period of training, a final feedback was collected from the participants on the 8th week, after post-test and collecting the final feedbacks at the end of the training. All selective codes were debriefed with the advisor as mentioned before, and after several times of reading, the very final codes were noted. The following themes showed the students final responses for the training given. Details are as follows;

- **Awareness**

One of the recurrent themes came to light was awareness. As this was the repeated in the while training session, students started to have more control over what they were learning.

"I realized I was misspelling some double letters although I thought I knew them."

"Lessons must continue they make a big difference in our pronunciation in speaking."

With coming to the post-training sub-themes, learners came to a more aware notion of understanding the effect of pronunciation lessons by showing samples from their corrections in their articulations.

- **Development & Learning**

Development and learning was the next theme noted in the final themes section.

"I feel like I am learning because I can hear the differences between cognates pronunciation."

"I learned how to say a lot of words. I think they are interesting".

Cognates were found to be a useful tool and students showed in their reports that they learned a lot with the help of cognate existence in their training program. They also stated that they could not know the difference unless they were shown to them which to a great extent improved the level of their speaking abilities also. This training also showed that learners would feel a lot more at ease with a better pronunciation ability.

- **Feeling & confidence**

The third theme found in the post training was feelings and confidence.

"If we weren't taught of these words (cognates) we would make mistakes so we should learn them."

"Learning cognates and their sounds are a great difference to me."

According to the uttuarences of the learnes, they also showed confidence in their speaking speaking skills. In the final of the training, learners came up with more themes about learning pronunciation in detail and tended to put more about their positive perceptions. Noticing factor also increased at the end of the training.

- **Transfer of learning**

Transfer of learning was the other theme found in this section.

"I hope I can develop my other sounds too."

"Without cognates training, I don't think we can improve our languages."

Students came up with the desire to learn more about the cognate types and started to ask more whether they could improve themselves in the other sections of pronunciation features.

- **Becoming autonomous**

Next theme found in the post training was becoming autonomous. Students became more in control with their pronunciations and they started to self-analyse the role of pronunciation in their learning stage.

"Cognates should be taught because we can accidentally pronounce them as they are pronounced in Turkish."

"I can read dictionary better by these lessons."

Students started to ask more with being more inquisitive and in search of the areas where they might lack. With the becoming autonomous theme, learners showed that they could also start to read their own words in the dictionaries and could check the sounds of the words by themselves. Again, by learning these sounds learners could came to a realization of the importance of these lessons.

- **Conceptualizing knowledge**

The very final theme found in the post-training part was conceptualizing knowledge.

"Teacher said; you must read cat like 'kaet', but I don't know why. In this training, Savas teacher said: "cat's phonetic letter is a butterfly and, If you see a butterfly, you must read like /ae/. This is more logical and more didactic."

"I felt so good it was like I was in a James Bond film, and I talked like pure British."

With regards to the final themes, it was the same motivation and positive attitude as it was seen in the while training themes. Even the students moved a step further and became more self-autonomous especially in criticizing the factors of phonetic instruction and started to learn to read the phonetic descriptions of words in

the dictionary better than before. Plus, looking at the responses and the reactions students declared, it was seen that learners drove to more aware attitude from the non-information zone. Also by the help of cognates in their lessons learners could learn to differentiate the sounds in between each other with a better awareness. They also came to realize the importance of pronunciation lessons by seeing the neglected and ignored areas during their language education period before. With the help of this notice, students could be more progressive and successful in the speaking of L2.

According to both quantitative and qualitative results, the learners not only learned new criteria on English pronunciation but also they gained specific knowledge on how to pronounce sounds of English language with pleasure. Therefore, having fun during pronunciation lessons and at the learning stage was one of the criteria that emerged in the results of this study.

Chapter 6

Discussion and Conclusions

The results of the research were submitted in the previous Chapter 5. The purpose of the study was to examine and observe the effects of cognate instruction with conceptualization theory to accommodate an intelligible pronunciation. Before this research, a thorough literature review was conducted. The discussion part of the results continues regarding these research questions below.

6.1 Discussion of Findings for Research Questions

The following was the research question with its subcategories.

1.   What is the impact of conceptualization theory based pronunciation training supplied with the cognates on (EFL) learners?

a)   To what extent has the training influenced students' cognate performance?

b)   In what ways has the training affected students' perceptions of pronunciation?

In order to come up with the answers to the research questions, the researcher based the results on the data collected from the participants of the study. As the study was conducted on a mixed method theory, the findings of the study were obtained through an explanatory sequential design, a quantitative data followed by a qualitative one.

To find the answer to question 1, the pre and post-tests carried out at the beginning and the end of the study. To see the results of this pronunciation tests, first, English learners' pronunciation of the English words (cognates) has been rated and later analysed to identify the sounds they transferred from their L1. After the second test at the end of the training, the results were transcribed, analysed and compared to see the progress and development in the learners' pronunciation levels.

To see the findings for the subcategory questions A and B, the second data tool the three sets of feedbacks that the students gave at three stages of the training were also included into analysis. In order to gather the perceptions of the learners, sets of questions were asked by the researcher, before, in the middle stage of the training

after week 3, and a final one at the end of the training. These questions are shown in the appendix part in the study (Appendix E). This qualitative data was collected to reinforce the findings for the research questions. They were a mix of open-ended and yes or no questions. As stated in the results part, all student feedbacks were coded and analysed to check the progress level in their pronunciations and their perceptions for the pronunciation training.

It can be said that both the qualitative and the quantitative data findings showed a very high progress in learning and achieving a positive level.

Looking at the results, the participants who received the highest rating were the ones who enjoyed the pronunciation training weeks. This finding is parallel with the results of the study conducted by Lord, (2005) where the pronunciation of learners of Spanish improved profoundly after ten weeks of explicit instruction on Spanish phonology.

The pronunciation training comprised of a comparison of the sound systems of Turkish and English languages and the cognates that are transferred from English to Turkish. Letter "A" was introduced and segmental, and supra-segmental features of this phoneme were compared both languages to see the variations in cognate words. According to this analysis, as there is one single sound for "A" in Turkish, Turkish speakers are likely to substitute [æ, ə, eɪ, ɒ, e, ɑ, eə, ɔ]with the closest Turkish vowel sounds [ɑ]. The analysis of the pre and post-test results showed that the participants had difficulty in the first test but dramatically improved in the second test results after the conceptualization theory based training. Moreover, though they substituted them with the L1 after the first test, the second test results showed high awareness of the different sounds on the results.

6.2 Theoretical Implication

In regards to pronunciation teaching, teachers, explicably, rather use a practical approach and most of the times they tend to do it with "no theory" (Fraser 2010). Thus, teachers, most of the time, apply no theory rule for teaching even that may be based on the understanding of their implicit theory control. In the other words, they may bring up a pattern for teaching pronunciation and do not know what to expect in return.

Here, the primary goal of the study was to see whether Fraser's (2001) theory CT could be structured in a teaching plan and be conducted in a classroom to handle pronunciation issues of the young learners. The pronunciation training in this study took up to 8 weeks, including the pre and post-tests.   Thus, the structure in practice was the conceptualization theory connected to pronunciation instruction in the English classrooms of Turkish students.

6.3 The Principles of Conceptualization

With regards to the theory embedded in the study, the researcher described the stages of the CT that were used for the training. The important factor here is to present the way how pronunciation training could be conducted according to the theory used in this study. As far as the CT goes, there are five main stages where the definitions of each stated as below were represented with the lesson steps conducted in this study. This also demonstrates the CT design and a possible application of it in terms of methodological reference. The titles used for each description represents the "Lesson Stages" employed in this study. It is to say that the titles could be named with other statements depending on the instructor of the lesson and the below are the ones that were chosen by the researcher.

Stage 1: Teaching Phonemes.

The first stage of the CT is the presentation of the phonemic chart in the English language. According to some studies it has been emphasised that adults with high control over phonemic transcriptions are not in the same control in speech as they are in the knowledge. This is due to late input and acquisition of these factors in L2. Moreover, children who started learning to read should also be given phonemic instruction as it does not shape automatically (Fraser, 2001). So the key role here to instruct the phonemic awareness with the start of new language input in the young ages. The main reason for the early input of this instruction comes from the complexity of phonemic structure in the English language. When we look at the phonemes of English language, in fact, each the phonemes have more than two or more different allophones when they are used in various contexts.   To give an example; the vowel used in "tapped" is shorter than the vowel used in "taped". In the

first word the "a" sound comes with a phoneme as /e/, whereas the sounding of "A" in the tape is pronounced with a diphthong, /eɪ/. Thus, in real speech, the flow of sound may sometimes cause different changes regardless the pronunciation of single, independent phonemes. Maybe some theories do not notice the importance of phoneme as they are some of the most important factors for learning a new language. Our strongest part in grasping a new language is our sub-conscious zone, and that could come in reality with the conceptualization theory (Fraser, 2001). The first stage here is aimed to be covered with the first two stages of the teaching period in this study.

Stage 2: *Showing Learners the Difference in L1 and L2.*

In the second stage of CT comes the awareness role. According to Fraser, conscious level always holds the key and correct aspects of the target language, however when learners of the L2 imitate the sound they hear and make a mistakes in pronunciation, they simply utter the sound wrong as they think subconsciously. For the learners to enhance the ability in pronunciation, they simply need to be told of these differences expressively. Therefore, to communicate better and understand speech, we do require phonological concepts and the facts what make them concepts; without them, we would be just like a repeater parrot and would not realize the essentiality of these changes in sound (Fraser, 2001). This part of the instruction was given with the input with different allophonic types of sounds of the letters in the target language. "A" was the only letter considered as a rich letter that may emerge changes in sound when found in different words. The role of "A" was demonstrated with its phonemes at this stage in this study.

Stage 3: *Raising Awareness*

It does not matter for teachers to know all about these rules or phonetic system so as to teach them in a right way. What is important is the teachers of language should highlight the illusionary effect of the sounds and it is this illusion to be grasped and be known to learn the sounds of the target language. Also, learners from other backgrounds should not be found mistaken for not pronouncing correctly. The differences between the target language and their native language pronunciation

should be considered and taught. To be able to develop and learn more, these differences should be made substantial to them (Fraser, 2001). In order to teach the differences and form a concept in learners' minds, cognates were used as a tool which was considered as a facilitator in creating a cognitive vision. This part of the teaching stage was given by the introduction of cognates in the study.

Stage 4: Teaching Communicatively (Supra-segmental features).

The importance of supra-segmental features of pronunciation is another important point that is addressed by the CT. We do need to teach prosody (intonation), but we also need to teach phonemes. In order to do that, role plays and dialogues should be carefully planned and selected before they are conducted in the classroom. This way, students would both use the see the sound variations of every word they utter in these contexts. These types of activities are so critical in teaching the right pronunciation of target language.

Stage 5: Teaching with Authentic Material.

Related to teaching with authentic material, it can be said that conceptualization addresses the importance of authenticity in teaching to reach the conscious level in learners. Moreover, very importantly, we ought to do it in a way that influences their subconscious, intuitive conceptualization. Simply talking to them about phonemes, as most teachers are well aware and do, is not enough. So instead of saying that we have to teach learners about phonemes, it would be more accurate to say that we need to help them learn and internalize it by using the function of phonemes within right places in words, and other lexical connections and concepts of English. The fact that authentic materials should be brought to the classroom by the language instructors, this would help learners learn by their experiences by this way. In regards to conceptualization theory, Fraser (opt.cit.) stated that the conscious knowledge can only take learners to some point as the learners are in need to learn through their past knowledge and experiences in order to conceptualize the sounds of English. This is the ultimate key to learning with respect to conceptualization.

6.4 Conclusions

The section considers and presents a general conclusion in two parts. As the pronunciation learning and making learners' English pronunciation skills more fluent and intelligible has been the aim of the study, it is crucial to conclude with two important factors for this study. The first criterion is the importance of intelligible English language proficiency regarding having a comprehensible and fluent pronunciation skill in the target language with the help of CT method. The second one is the reality and the importance of cognates (transferred words) found in the English language that is transferred to the Turkish language. Thanks to the foundation of cognates, this thesis managed to achieve its strategy in the pronunciation instruction.

Starting with the theory, CT has been the tool used in the study to give learners awareness and increase their pronunciation performances. As far as acquiring an intelligible and a clear pronunciation is concerned, it is entirely related to the teacher of the lesson for how he or she conceptualizes pronunciation before he or she gives it. The idea of performing a lesson on pronunciation is solely related to the teacher's background and understanding of phonology. To give an example; teachers who believe pronunciation training as a performance may offer a song that carries the tones and particular rhythmic utterances whereas a teacher who believes pronunciation to be a real natural performance or thinks of pronunciation as a communication tool may include a dialogue or a pair work activity to reveal subconscious processing in students. Also, the teacher may yield to giving phonological rules before application of the lesson (Fraser, 2010). The way these two teachers handle a pronunciation lesson can only be described with their cognitive behaviours, and with their subconscious beliefs. As far as the training in this study is concerned, the researcher aimed to combine the two way of ideas into the pronunciation lessons and aimed to look at the output performances of the learners. The researcher believed in the importance of phonetic illustration and its functions before teaching the rules in pronunciation which is the idea found in CT. In the results of this study, it was seen that this type of instruction worked and students showed progress and improvement in their pronunciation performances.

Speaking of teaching pronunciation, rather than giving key tips or any kind of suggestions to the students, CT proposes to come up with a general framework for deepening and realizing the concepts to foster the metalinguistic communication (Fraser, opt.cit.). This brings the importance of supra-segmental factors of a spoken language to mind that is the next step in CT for internalizing the concepts of target language pronunciation system.

Also being one of the primary issues of CT, and as it mainly highlights the importance of cognitive phonology, teaching phonemes and the rules of combining them in various ways to form a concept in learners' mind was the main goal of this study. In the later steps of teaching pronunciation, CT embraces and proposes the role of stress, intonation and connected speech patterns (supra-segmental) to enhance the pronunciation skill in this area. In the recent years studies have shown that pronunciation instruction with supra-segmentals has been highly effective than teaching only phonemes and rules of its combinations (Derwing, Munro, & Wiebe, 1998). As it is one of the most important and the later stage of CT-based instruction, giving phonetic awareness play a considerable role in learning pronunciation with the basics supra-segmental values in the target language. In this regard, Fraser (opt.cit.) posits that intelligibility could be achieved easier along with a conceptualization targeted teaching framework.

With comparison to the other methods applied in pronunciation instruction and as it was mentioned in the literature part, one of the most common methods in teaching pronunciation has been the AAM method. And the central method of AAM is the repetition of sounds in L2 in general. It, therefore, favours the audio-lingual perspective (ALM) which is related to behaviourism. Demirezen (2007) postulated the cruciality of drilling exercises and practices conducted with a formulated word corpus for the students and the vital stage was the modelling and repetition of the words in every stage, whereas, in 2010 he moved to a more cognitive aspect of learning pronunciation by presenting the importance of stress and intonation rules in articulation before learning a true and intelligible pronunciation. Fraser (2010) argues this in several occasions to say that repeating the sounds, chunks or the words in L2, is simply a parroting, and it would not give any meaningful learning and shaping in the pronunciation of the target language. Hence, there is no cognitive input.

Bearing all of the importance of the cognitive phonological application of CT in mind, this study used cognates for pronunciation instruction in order to enrich and foster the principles of CT. This is what this study aimed to do by introducing a metalinguistic tool named as Cognate contrast in two languages and using them for pronunciation teaching purpose within conceptualization theory. Regarding communicating effectively in the target language, today's scholars tend to make more references to the importance of the articulation of words, larger parts of the words and sentences but not on learning phonemes or its rules of combinations. This automatically brings to mind that the transferred words in between languages cause a big effect on the pronunciation of the target language.

As stated in the literature part Hammerly (1982) and Flege (1997) both claimed that the problems in articulating the target language are highly seen at pronouncing the cognate words but not at the non-cognates ones. Therefore, it would be quite crucial to detect the mispronunciations of these words in English language and treat the problem as a tool to give a target based pronunciation instruction to the learners of L2. Likewise, as it was put forward in the article of Horst and White (2012), the impact of cognate input in L2 instruction was found to be useful and helpful. The authors looked for the results in three areas, first, the performance level in French–English recognition then in terms of awareness, they looked at the reflective reports of the students and finally what teachers thought about these instructions in their classes. The findings were positive that the experiment group who received the lessons gained a lot in comparison to the control group, they learners found the activities and the learning stage enjoyable which is in parallel with the findings of this study.

All in all, the conceptualization of pronunciation has been a discussion for a long time. Apart from the principles and teaching methods of CT-based pronunciation, scholars of language have come up with the idea that an intelligible pronunciation teaching could only be done with a good modelling. Because teaching pronunciation has been considered as teaching a skill and that could only be achieved with the eligible and skilful coaches of the target language (Fraser, 2010).

6.5 Recommendations for Future Research

The conducted study took place at one of the private high schools in the Western part of Turkey, İzmir. In order to see the effects of such training, it could be useful and may help increase the validity of such research question presented in this study when a similar study is conducted at a wider scale. For this reason, it would be ideal and convenient to replicate such studies with different background population at various parts of the country.

Another factor that could be more ideal is that learners could have pronunciation training throughout the year during the taking of their branch studies. This would help to see the result more in depth and conceptualization stage could also be extended before they could gain a better intelligible pronunciation skill.

Also, one of the emerging themes in the final reflective feedback reports, students emphasised the importance of coaches' value or the teachers. This clearly showed that they accepted the teachers as models and only appreciated the lessons when performed in a good way. In this respect, it is necessary to bring up language teachers who are aware of the importance of pronunciation and it values as far as intelligible second language performance is concerned. It would be appropriate to say that when learners are trained well by the well-trained teachers, better pronunciation awareness would be accomplished which would in parallel, affect learners' overall communication in L2. Therefore, it would be better to add teachers' beliefs regarding pronunciation teaching methods of how to enhance learning in their classrooms for the future studies.

To conclude, cognate awareness is one inevitable reality of language acquisition, and the orthographic factors are very crucial to say that language learners should be careful in both writing and pronounce these words in L2 learning stage. Follow-up research should definitely be carried out at different age levels in order to see the effects of cognates in L2 learning. It goes without saying that, to conceptualize the sound pattern of L2, cognate awareness would help learners to acquire the phonological features in a more consistent and conscious way.

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APPENDICES

APPENDIX A

BAHCESEHIR UNIVERSITY
FACULTY OF EDUCATION
CONSENT FORM

Title of Project: Developing English Language Learners' Pronunciation Through Conceptualization.

Name of Researcher: Arif Savaş Geylanioğlu

The purpose of this study is to help learners improve their pronunciation skills and levels during their level year in the high school. The individuals who are taking place in this study will not be assessed or evaluated individually. All information collected from you will be kept strictly confidential during and after the research. Your sincerity and honesty are very crucial for this study and the data collected from you will only be used for the scientific purpose.

Please complete the form below.

Country of Origin	Latest-degree obtained	Gender	Years of EFL teaching experience	Amount of time in an English-speaking country/countries.	Years of formal study of English

I'd like to thank you for your participation and contribution to my study.

Arif Savaş Geylanioğlu

I confirm that I have read, and I understand the study which is conducted by Arif Savaş Geylanioğlu. I agree to take part in the above study *voluntarily.*

Name of the participant: **Date:**

PRONUNCIATION ANALYSIS OF THE LETTER "A" AT 3 DIFFERENT PLACES OF TARGET WORDS – Pre-Training Test

WORD LEVEL

SENTENCE-LEVEL

INITIAL	MEDIAL	FINAL
Address /əˈdres/	Realize /ˈrɪəlaɪz/	Drama /ˈdrɑːmə/
Material /məˈtɪərɪəl/	Capitalism/ˈkæpɪtəlɪzəm/	Ideal aɪˈdɪəl/
Fantasy/ˈfæntəsi/	Reality /riˈæləti/	Capital /ˈkæpɪtəl/
Hamburger/ˈhæmˌbɜːgər/	Image /ˈɪmɪdʒ/	Opera /ˈɒpərə/
Camera /ˈkæmərə/	Character /ˈkærəktər/	Bypass /ˈbaɪpɑːs/

1- You have all the **material** you need John.
2- He is always having a **drama** on the day he is late for school.
3- Why don't we go to **Opera** tonight?
4- The **capital** we need for the credit payments is just enough.
5- Carl has finally found an **ideal** job for himself.
6- I don't understand why he can't find the **address**.
7- Hold the **camera** up to take a Picture.
8- The **Character** plays a huge role in knowing someone.
9- Have you visited the **fantasy** land in London?
10- I hate **hamburge**r with lots of pickle in it.
11- The world economy is based on **capitalism** today.
12- Do you **realize** how much time we spent on this problem?
13- The **reality** shows are in fashion nowadays.
14- The camera doesn't show the far **image** right.
15- The **by-pass** operation was a success.

CONTEXT LEVEL - CAPITALISM

Capitalism is an **opera**. As in the word itself, **capitalism** is one of the hugest aspects of **material reality** in our daily lives. Some people do not even realize the importance of it. When we do our shopping, the **cameras** are in **action,** and they **address** the place where we shop and what we buy. And the reality is if you have the **capital** which is, of course, the money in your pocket, you can do the shopping with the capital in your pocket. This is not a case about your **character**. This is only a

must thing you do to survive and to have **an ideal** and a basic life. A life without money can be cruel, and it is somewhat like butter on your toast. In the other words, if you have a **hamburger** you can't eat it without ketchup. Money is our life and makes us keep going. It may sound like a **drama** and look like a **fantasy image** we are trying to live in but if we are here to live we should **bypass** the worry of the capital and enjoy our lives.

PRONUNCIATION ANALYSIS OF THE LETTER "A" AT 3 DIFFERENT
PLACES OF TARGET WORDS Post-Training Test

WORD LEVEL

Initial A	**Medial A**	**Final A**
Zapping /ˈzæpin/	Standard /ˈstandəd/	Format /ˈfɔːmæt/
Aspirin/ˈasp(ə)rɪn/	bandage / ˈbændɪdʒ/	Dollar /ˈdɒlə/
Gallon /ˈgælən/	message /ˈmesɪdʒ/	Final /ˈfʌɪn(ə)l/
Radar /ˈreɪdɑː/	Strategy /ˈstrætədʒi/	Marginal /mɒːdʒɪnəl/
Card /kɑːd/	Negative /negətɪv/	Metal /ˈmetəl/

SENTENCE LEVEL

1- Stop **zapping** the television Mark.
2- Why don't you take an **aspirin**?
3- A **gallon** of petrol here it is very expensive.
4- Watch the **radar** or you will get done.
5- Here are the **cards** for us to play.
6- There are **standards** in this workplace to follow.
7- He accidentally moved the **bandage** on his leg.
8- Did you get my **message** last night?
9- You should have a **strategy** in a chess game.
10- Stop being **negative** every time I talk to you.
11- The laptop was **formatted** luckily.
12- **The dollar** is the strongest in the stock market these days.
13- It is my **final** warning to you Tom.
14- We had a **marginal** crisis today.
15- When you heat up a **metal**, it melts.

CONTEXT LEVEL - TRAFFIC ACCIDENT

Ronald took an **aspirin** that day as he wasn't feeling right. The **bandage** on his arm was aching badly. Deciding to go on a journey as he was so down and **negative** about his life, he wanted to take a ride in his car which was way off his **standards**. He normally **messages** or plays **cards** with his friends when he is bored. The weather was heavy like **metal,** and it was about the rain. He thought with a good **marginal strategy** he could get to the **final** point. He was **zapping**

away the radio. It was talking about the **gallon** of petrol again, and the **dollar** on gallon was rising. This year's petrol sales will have a different **format**. He felt upset about it as he owed money to the dealers. At that moment, he missed the **radar** as he was so fast. Now the police were chasing him.

APPENDIX D

Final group training

Target words - Dialogue (Supra segmental Level)

Cognate Group 1	Cognate group 2	Cognate group 3	Cognate group 4
1 herbal	1 final	1 cassette	1 party
2 negative	2 master	2 tape	2 fast food
3 mental	3 faculty	3 jazz	3 sandwich
4 jacket	4 grammar	4 stadium	4 hamburger
5 mask	5 ideal	5 supermarket	5 coctail
6 air conditioner	6 illegal	6 faculty	6 walkman
7 relax	7 format	7 allergy	7 adrenaline
8 classic	8 patent	8 media	8 chaos
9 massage	9 emphatic	9 image	9 metal
10 organic	10 potential	10 master	10 bandage
11 waffle	11 practice	11 practice	11 asprin
12 standard	12 media	12 email	12 capitalist
13 message	13 magazine	13 artist	13 laser
14 contact	14 penalty	14 penalty	14 radio
15 local	15 cafe	15 café	15 dance

APPENDIX E

FEEDBACK QUESTIONS

PRE TRAINING

Please answer the following questions for the upcoming training.

1- *Have you ever been taught English pronunciation lesson before? YES/NO*
2- *How do you feel about this first training?*

WHILE TRAINING

Please send me a feedback report for the Pronunciation lesson today.

1- *How did you feel about the lesson today? And what was different from the first one?*
2- *Did you find it useful if yes why if not why not?*

POST TRAINING

Please talk about your experience for this **6 weeks pronunciation training** you have had.

1- *Explain how you felt throughout the training in depth.*
2- *How was your pronunciation lessons before, if you had any? Have you had this type of training before?*
3- *What do you think about the **cognates**? Do you think they should be taught?*

CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Geylanioğlu, Arif Savaş

Nationality: Turkish (T.C.)

Date and Place of Birth: 5 September 1975, İzmir

Marital Status: Single

Phone: +90 530 4197252

Fax:

email: arifsavasgeylanioglu@bahcesehir.k12.tr

EDUCATION

Degree	Institution	Year of Graduation
BA	Ege University	1998
High Schol	Yamanlar College	1994

WORK EXPERIENCE

Year	Place	Enrolment
2015-2016	Bahçeşehir College	Foreign Lang. Dept. Head
2010-2015	Gediz University	English Teacher
2009-2010	Dokuz Eylül University	English Teacher

FOREIGN LANGUAGES

Advanced English, Pre-intermediate German

CERTIFICATES

Professional Tourist Guide – Go Card (Ministry of Tourism: 1997, İzmir / TURKEY

PUBLICATIONS

Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method. JLTL, Vol.2 No.2, 2012

HOBBIES

Table Tennis, Football, Motor Sports, Movies