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STUDENT TEACHERS' PERCEPTIONS WITH REGARD TO THEIR PRONUNCIATION AND A TRAINING EXPERIENCE ON DEVELOPING SKILLS OF SELF-MONITORING IN PRONUNCIATION

MA THESIS

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ABSTRACT

The study aimed to find out the student teachers' perceptions with regard to their pronunciation and involved a training experience on developing skills of self-monitoring in pronunciation. It consisted of three phases. First phase aimed at determining the perceptions of student teachers toward their own pronunciation skills. The second phase aimed at introducing self-monitoring and self-correction techniques to the experimental group of the student teachers. The third phase of the study involved determining whether the perceptions of the experimental student teachers changed after the training program and their opinions about the training course.

The study was conducted at Çanakkale Onsekiz Mart University Department of English Language Teaching with 42 student teachers. The participants formed two intact groups. Quasi-experimental research design was used to carry out the study. The data collection instruments were Self-Perception Questionnaire, mini reflective journals and interview.

The data obtained from the questionnaire were analyzed and interpreted with the help of SPSS (Statistical Package for the Social Sciences). On the other hand, the data obtained from the interview and mini reflective journals were evaluated qualitatively.

The results of the first phase of the study revealed that all 42 student teachers perceive their own pronunciation skills moderately. The comparison between pre and post test data revealed that there was a statistically significant change in the experimental group of the student teachers' perceptions while the change in the control group of the student teachers was not statistically significant.

In conclusion, this study sheds light on the importance of pronunciation training in the teacher education programs. It should also be noted that self-

monitoring and self-correction techniques are helpful in that they affect students' perceptions toward their own pronunciation skills in a positive way.

ÖZET

Bu çalışma, öğretmen adaylarının kendi sesletim becerilerine ilişkin algılarını belirlemeyi amaçlamıştır ve sesletimde öz-gözlem becerilerini geliştirmeye yönelik bir eğitimi içermiştir. Çalışma üç evreden oluşmuştur. Birinci evre öğretmen adaylarının kendi telaffuz becerilerine ilişkin algılarını tespit etmeyi amaçlamıştır. İkinci evre öz-gözlem ve öz-düzeltme tekniklerini deney grubundaki öğretmen adaylarınına tanıtmayı amaçlamıştır. Üçüncü evre ise deney grubu öğretmen adaylarının aldıkları eğitimden önceki ve sonraki algıları arasında bir fark olup olmadığının belirlenmesi ve deney grubu öğretmen adaylarının aldıkları eğitim hakkındaki görüşlerinin tespit edilmesini kapsamıştır.

Bu çalışma Onsekiz Mart Üniversitesi, İngiliz Dili Eğitimi bölümünde okuyan 42 öğretmen adayıyla yürütülmüştür. Katılımcıları mevcut gruplar oluşturmuştur. Bu çalışmayı yürütmek için yarı deneysel çalışma modeli uygulanmıştır. Veri toplama araçları Öz-Algılama anketi, mini yansıma günlüğü ve görüşmedir.

Anketlerden elde edilen bulgular SPSS programıyla analiz edilip yorumlanmış. Görüşmelerden ve mini yansıma günlüklerinden elde edilen veriler nitel olarak değerlendirilmiş ve içerik analizi metodu kullanılmıştır.

Çalışmanın ilk evresinde elde edilen sonuçlar çalışmaya katılan 42 öğretmen adayının kendi sesletimlerine yönelik algılarının ortalama düzeyde olduğunu göstermiştir. Ön-test ve son-test sonuçlarının kıyaslanması sonucunda, deney grubu öğretmen adaylarının kendi sesletimlerine ilişkin algılarında istatistiksel olarak önemli bir fark bulunmuştur. Kontrol grubu öğretmen adaylarının algılarındaki değişlik ise istatistiksel olarak anlamlı bulunmamıştır.

Sonuç olarak, bu çalışma öğretmen yetiştirme programlarında sesletim öğretiminin önemine ışık tutmaktadır. Sesletimde öz-gözlem ve öz-düzeltme

tekniklerinin, öğrencilerin kendi sesletimlerine yönelik algılarının gelişmesini sağladığı da dikkate alınmalıdır.

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TO

My parents, Şengül and Kazım GEZGİN

&

My brother, Sertan GEZGİN

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ABBREVIATIONS

CLT	Communicative Language Teaching
ÇOMU	Çanakkale Onsekiz Mart University
ECTS	European Credit Transfer System
ELT	English Language Teaching
HEI	Higher Education Institute
RQ	Research Question
SPSS	Statictical Package for Social Sciences (ver.10.0)

CHAPTER ONE
INTRODUCTION

1.0 INTRODUCTION

This chapter starts with a brief description of the background of the study and continues with the purpose of the study where the research questions are also stated. A short description of significance, assumptions, limitations of the study as well as the organization of the thesis are also dealt within this chapter.

1.1 BACKGROUND OF THE STUDY

The teaching and learning of pronunciation plays a crucial role in foreign language learning. Good pronunciation is indeed indispensable for adequate communication in a foreign language and is moreover to a larger extent responsible for one's first impression of a learner's foreign language competence (Dalton-Puffer, Kaltenboeck and Smit 1997). However, teaching and learning pronunciation is still a problematic area for both teachers and learners of English, since many teachers lack background knowledge in the subject, and are unsure of how to teach it in the classroom (Brown 1991). Thus, learning pronunciation gains a greater emphasis in the training of future language teachers (Dalton-Puffer, Kaltenboeck and Smit 1997).

Teacher training in pronunciation is needed, both at the pre-service stage and as part of ongoing professional development programmes (Macdonald 2002). Otherwise, teachers who are incompetent speakers of the language they teach cannot sufficiently teach their students the necessary facets of pronunciation.

When the different methods and approaches to teaching pronunciation is concerned it can be observed that teaching of pronunciation was irrelevant in the Grammar Translation Approach, then grew in prominence with the rise of the Direct Method and Audio-Lingualism, only to be pushed again to the sidelines with the ascendancy of Communicative Language Teaching (CLT) and Natural Approach (Krashen 1982 cited in Jones 1997). In Audiolingualism, pronunciation is very important and taught explicitly from the start by making the students imitate and repeat a sound, a word or an utterance produced by the teacher (or a recording) which is quite similar to Direct Method which expects students to do their best to approximate a model through imitation and repetition (Celce-Murcia, Brinton and Goodwin 2002: 3). The proponents of these approaches set the goal of attaining a native-like pronunciation for the learners (Jenkins 1998). However they missed the point that even if learners are able to produce correct sounds, stress and intonation patterns while imitating a model they may fail to do so while speaking in natural circumstances.

Today, pronunciation teaching is experiencing a new resurgence with the advent of CLT, which took hold in 1980s and is currently dominant in language teaching. CLT holds that since the primary aim of language is communication, using language to communicate should be central in all classroom language instruction (Celce-Murcia, Brinton and Goodwin 2002: 7). With this view of language teaching, the pronunciation goals of foreign language learners is no longer having a native-like accent as it was in Audiolingualism and Direct Method (Jenkins 1998).

However, non-native teachers are still required to develop the ability to approximate "more closely than their students to a standard native model" as this will enable them to provide the classroom exposure that is necessary to provide 'points of reference and models for guidance', thus preventing local norms from diverging too far from each other and resulting in international unintelligibility (Jenkins 1998). Morley (1987:2) also suggests that teachers of English as a foreign language who are not native speakers of English and who expect to serve as the major model and source of input in English for their students need to mandate a high level of

intelligibility and therefore require special assistance with pronunciation. Kenworthy (1987: 3) also states that learners who plan to become teachers of English will want to approximate a native accent and depending on their future teaching situations, may want to be familiar with several of the major accents of English in the world. Therefore, being intelligible is not an ultimate goal for an English teacher or a student teacher as they are expected to serve as good models for their students.

Jenkins (1998) suggests that all teachers, native and non-native, need to be well educated in the three core phonological areas, i.e. sounds, nuclear stress and articulatory setting. They need a thorough grounding in how and where sounds and stress are produced, in the rules for elision as they relate to acceptable and non-acceptable consonant deletion, and in the nuclear placement system.

Similarly, Parish (1977) stresses that teachers must have at their disposal a working knowledge of articulatory phonetics and also adds that theories of second language phonological acquisition and an up-to-date command of techniques and procedures to use in the classroom is to be taught to student teachers of English in order to be adequately prepared to teach pronunciation. Morley (1991) states that there is a need to equip teachers of English (in both initial and in-service training) with very specific kind of background in applied English phonetics and phonology, one that gives detailed attention to suprasegmentals and voice quality features and their forms and their functions in interactive discourse and one that stresses application in communicative approaches to teaching pronunciation.

Pre-service and in-service teacher education can ensure that teachers are aware of the importance of pronunciation in communication in foreign language, have a working knowledge of phonetics and phonology and classroom techniques of teaching pronunciation in order to be confident in their teaching. Teachers' confidence when working on pronunciation is seriously affected by their perceptions of their own accents as well. Unless teachers believe their pronunciation is sufficiently good, they will need to avoid such work (Walker 1999). Studies by Brown (1992), Claire (1993), Fraser (2000), and Yales (2001) have indicated that

many teachers tend to avoid dealing with pronunciation because they lack confidence, skills and knowledge (Macdonald 2002).

In order to achieve the goal of educating teachers who have a working knowledge of pronunciation, Jenkins (1998) points out that a pronunciation course for teacher training programmes, should cover at least the following:

1. Phonology and phonetics
2. The study of sociolinguistics
3. The study of social psychology of language learning

The other major factor in training new teachers is the emphasis on providing them with the skills of self-evaluation and self-improvement through analysis of their own production (Keys 1999). As current priorities in teaching pronunciation emphasize the need for students to be active learners who take responsibility for their own speech changes (Miller 2001), 'self-monitoring', which means noticing one's own inaccuracies in production and 'self-correction', which means producing more target-like language upon recognition of a production error play a central role in pronunciation teaching (Celce-Murcia, Brinton and Goodwin 2002: 348). Miller (2006:11) also states that self-monitoring is the only way to discover and correct one's own errors and gradually to improve their pronunciation. For this reason, both pre-and in-service student teachers need to be encouraged to monitor the speech of others, other student teachers in the class, or a speaker on television or in the movies to improve their own self-monitoring.

Monitoring other speakers' speech or self-monitoring one's own speech is quite different from listening for comprehension. To be able to self-monitor, student teachers must be aware of the phonological features and patterns underlying the foreign language (Vitanova and Miller 2002). Crawford (1987) is also convinced that pronunciation improves through gradual monitoring of the acquired system based on conscious knowledge of the facts learned about the language. Therefore, a detailed instruction of pronunciation features and the training of students with the

necessary tools of monitoring and self-monitoring should be combined in a pronunciation course which aims to train confident student teachers who can take responsibility of their own pronunciation and who have the necessary self-confidence to teach pronunciation in the future.

The research done in pronunciation teaching and learning is very scarce compared to studies done related to other language skills. Similarly, there are not many studies investigating the connection between pronunciation teaching and teacher education. One of the few studies done in this area is carried out by Walker (1999) who tried to find out the pronunciation needs of Spanish teachers of English. He reports that teachers lack self-confidence and knowledge in this area and for this reason they can not provide assistance to their students. Burgess and Spencer (2000) who aimed at finding out the attitudes and practices of in-service teachers with regard to pronunciation teaching came to a conclusion that there should be a stronger connection between the field of teacher education and pronunciation teaching and learning. Macdonald (2002) researched the reasons behind the fact that some teachers neglect teaching pronunciation and found out that those who tend to avoid teaching pronunciation are those who were not taught pronunciation in their pre-service education.

As for the research carried out in this field in Turkey it could be observed that it is mainly descriptive and centres around the differences in phonological features of Turkish and English sound systems (Köksal 1990; Kaçmaz 1993) investigating the intelligibility of the Turkish speakers of English and the suprasegmental properties that these learners have problem with (Gültekin 2002). Although the participants in these studies (Kaçmaz 1993; Gültekin 2002) are student teachers of English, pronunciation is not handled as one of the competencies that student teachers must have at their disposal. The aim of selecting a group of student teachers of English in both studies is that they were beyond a certain level of proficiency – which is advanced.

As it could be understood, there has not been a study related to the perceptions of student teachers with regard to their own pronunciation. In this context, this study aims to make a significant contribution to the research done in this area as it proposes a sample programme to be followed in English Language Departments in Turkey.

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

This study aims to describe the perceptions of student teachers of English about their own pronunciation and their awareness regarding their own pronunciation skills by considering their gender and the schools they graduated from. Besides describing these factors affecting pronunciation learning of student teachers of English, this study also aims to find out whether a training experience on developing skills of self-monitoring in pronunciation causes a difference in their perceptions and awareness about pronunciation.

Therefore, bearing these aims in mind, this study tries to find answers to the following research questions:

RQ 1: *What are the perceptions of the student teachers of English toward their own pronunciation skills?*

RQ 2: *Is there a significant relationship between the perceptions of the student teachers of English toward their own pronunciation skills and their gender?*

RQ 3: *Is there a significant relationship between the high school program that the student teachers of English graduated from and their perceptions toward their own pronunciation skills?*

RQ 4: *Is there a significant difference between the experimental group student teachers who were exposed to a training experience and the control group student teachers who were not exposed to that experience in terms of their perceptions towards their own pronunciation skills after the treatment?*

RQ 5: *What are the opinions of the student teachers of English about the training experience on developing skills of self-monitoring and self-correction in pronunciation that they were exposed to?*

1.3 SIGNIFICANCE OF THE STUDY

Turkish Council of Higher Education introduced a course called 'Pronunciation and Listening' into the curriculum of English Language Departments all over Turkey for the 2006-2007 academic year (http://www.yok.gov.tr/egitim/ogretmen/ingilizce.doc). When the course description of Higher Education Institute (HEI) is taken into account, it can be stated that the scope, content and teaching materials and methods of the course are not described in detail and are left to the discretion of the instructors. In addition, the aims of the course stated by the HEI are beyond reach when the time devoted to this course is considered. For this reason, this study aimed at restating the course content with a neater look by inserting activities which aim at teaching of self-monitoring and self-correction skills to student teachers of English (Appendix E).

It is widely accepted that pronunciation improves through gradual monitoring of one's own production and monitoring other speakers' production. Therefore, teaching student teachers of English only the pronunciation features of the target language such as the sound system, stress and intonation patterns does not help students to improve their pronunciation skills. Without monitoring other speakers and self-monitoring their own speech, it is not very likely for the students to reach the desired goals in pronunciation which will make them better English teachers who

are confident enough to teach pronunciation to their own students in the future. Thus, this study is unique as it involves teaching pronunciation to student teachers of English by making use of deliberate activities aiming at developing self-monitoring and self-correction skills.

Without a doubt this study might assist educators of English language teachers understand the importance of pronunciation teaching in Foreign Language Teacher education and the role of self - monitoring in pronunciation teaching. With this insight into the pronunciation training of student teachers of English, English teachers who are aware of the importance of pronunciation skills and who are confident with their own pronunciation could be trained and therefore those English teachers might teach pronunciation in their own classrooms properly.

The results of this study may also contribute to the research carried out in this field and serve as another source of information for the ones who are interested in this subject area.

1. 4 ASSUMPTIONS OF THE STUDY

This study has the following basic assumptions:

The student teachers who participated in the study are assumed to take part willingly. The participants are also assumed to be honest and sincere when they answered the questions of the questionnaire and the interview.

Two different groups of student teachers who participated in this study are assumed to have similar perceptions about pronunciation and it is also assumed that their pronunciation skills were at the same level before the experiment.

A questionnaire was developed by the researcher in order to find out the student teachers' self-perceptions with regard to their own pronunciation. In addition to the questionnaire, an interview was carried out with the student teachers of the experimental group at the end of the training experience. Consequently, it is assumed that the data collection instruments are reliable and valid and that they are the right data collection instruments.

Throughout the study, the researcher had no prejudice and she conducted the study preserving the code of ethics.

The student teachers that were chosen to take part in the pilot study were assumed to have the same characteristics of the student teachers that took part in the main study.

Finally, it is assumed that the results have reflected the real situation and there were not some other variables that could affect the findings in an undesirable manner.

1. 5 LIMITATIONS OF THE STUDY

This study has a number of limitations. First of all, it is limited to the first grade student teachers of Onsekiz Mart University, Department of English Language Teaching. For this reason, it is not possible to generalize the results of this study for all students of English Language Teaching Departments in Turkey.

Time devoted to Listening and Pronunciation course is 3 hours a week for 14 weeks in a semester and the training experience lasted for only one semester. That is to say, the time was quite limited and the results of the experiment may have been negatively influenced by this limitation. In addition to the time limits the tight schedule of the course is also another factor influencing the results of the study as the

researcher tried to fulfil the requirements of the course while she was teaching self-monitoring skills.

In this study, a questionnaire and a semi-structured interview were developed by the researcher as data collection instruments. Furthermore, the self-monitoring techniques and the materials were prepared by the researcher herself. Therefore, the results of this study are limited to these data collection instruments and course materials.

Finally, the "Literature Review" of the thesis has also been limited due to the fact that there are few studies related to the teaching of pronunciation to the student teachers of English both in Turkey and abroad. On the other hand, this limitation proves that this study will be a source for the researchers who wish to make research about teaching pronunciation to the student teachers of English.

1. 6 ORGANIZATION OF THE THESIS

This thesis is composed of six chapters. Chapter One presents the background to the study. It then proposes the purpose of the study and the research questions. The first chapter also includes the significance, assumptions, and limitations of the study and it finally describes the organization of the thesis.

Chapter Two focuses on the learning of pronunciation in detail by considering the factors affecting pronunciation learning. In this chapter, the relationship between learning pronunciation and learner autonomy and self-monitoring and self correction as a strategy for learning pronunciation are also touched upon.

Chapter Three reviews the literature on teaching pronunciation. Besides summarising the history, techniques and methods of teaching pronunciation, this

chapter also discusses teaching of pronunciation in foreign language teacher education.

Chapter Four reports the methodology of the study. The instruments and procedures of the pilot and main study are described in this chapter.

Chapter Five reports and discusses the findings of this study in detail aiming to seek answers for the research questions.

Chapter Six aims to make conclusions about the study, present some implications and guide future researchers for further research.

1.7 SUMMARY

This chapter briefly touched upon some basic literature on learning and teaching of pronunciation. The purpose of the study was pointed out. The significance, the assumptions, and limitations of the study were discussed in separate sections. Finally, the organization of the thesis was submitted.

CHAPTER TWO
LEARNING PRONUNCIATION AND SELF-MONITORING

2.0 INTRODUCTION

This chapter reviews literature on what constitutes learning pronunciation and the importance of learning pronunciation for second/foreign language learners as well as the factors affecting learning pronunciation. The chapter also discusses the importance of self-monitoring and self-correction which are two strategies that an autonomous learner can follow while learning pronunciation.

2.1 LEARNING PRONUNCIATION

Pronunciation is an integral part of language learning. It is a term used to capture all aspects of how speech sounds for communication are employed (Burns and Seidlhofer 2002). Therefore, learning pronunciation involves the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. It also comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the 'speech melody', or intonation (Seidlhofer 2001).

The fact that learning target language pronunciation is an indispensable part of mastering a foreign/second language (CerceMurcia and Goodwin 2002) has been widely accepted when the field of English Language Teaching (ELT) has undergone a rapid development in the 1990s, broadening its scope and strengthening its links with other areas of language use and language learning (Seidlhofer 2001). Pronunciation has also been recognized as 'the primary medium through which one's

use of a language is brought to the attention of other people (Stevick 1978: 113) and also the feature of language that most readily identifies speakers as non-native (Goodwin 2001).

Learning pronunciation can not be postponed until learners' proficiency in English is above a certain level. Learners may employ avoidance strategies in other areas of language by selecting simple grammatical constructions and vocabulary items in preference to more complex forms which they cannot handle with confidence. However, poor pronunciation cannot be compensated for in this way (Brown 1991) because even a learner at elementary level of English must use the sounds, stress and intonation patterns of English appropriately in order to carry out at least an adequate communication with other speakers of English.

To sum up, it is apparent that learning pronunciation can no longer be ignored in the field of language teaching. Although today pronunciation teaching is experiencing a new resurgence, it is still an area of English Language Teaching which needs attention of researchers, teacher trainers, teachers and student teachers as well.

2.2 FACTORS AFFECTING LEARNING PRONUNCIATION

It has been observed by many researchers that learners display differences in their pronunciation learning ability because they each possess a different profile of variables. Researchers have stated some learner variables such as native language, age, amount of exposure to the target language, phonetic ability or aptitude, attitude, identity, motivation or willingness to learn, amount and type of prior pronunciation instruction, speed of learning and socio-cultural factors (see Strevens 1974; Kenworthy 1987; Avery and Ehrlich 1992; Celce-Murcia, Brinton and Goodwin 2002).

Out of many factors and learner variables which affect pronunciation learning, this study will mainly concentrate on six factors: (1) personality (2) aptitude (3) motivation (4) biological factors (5) socio-cultural factors (6) native language influence. These factors will be listed under two categories as individual factors which include personality, aptitude and motivation and other related factors which include biological and socio-cultural factors and the role of native language.

2.2.1. INDIVIDUAL FACTORS IN LEARNING PRONUNCIATION

In second/foreign language learning, it has been observed that although the learners are at the same age, have the same attitudes toward the target culture, speak the same native language and exposed to the same formal instruction, some learners are more successful than the others. The reason behind this fact is being explained by individual differences among language learners some of which are personality, aptitude, and motivation. These individual differences directly influence the learning outcomes in pronunciation learning, too.

Although the relationship between personality, which typically refers to traits of an individual and second/foreign language learning is not clear yet, studies show that it is one of the factors affecting language learning success (Ellis 1994; Johnson and Johnson 1999). Guiora (1972 cited in Cerce-Murcia & Goodwin, 2002) for example notes that personality, or language ego, is at the very core of the language learning process, especially where the skill of pronunciation is concerned. Extroversion, introversion and risk taking constitute some of the aspects of personality studied in second/foreign language learning field. Extroverts are defined by Eysenck and Chan (1982 cited in Ellis 1994) as sociable people who have many friends and as risk takers while introverts are defined as quiet people who have few but close friends and who avoid excitement.

These personality traits have also been suggested to explain differences among individuals in phonological attainment (Busch, 1982 cited in Pennington and Richards,1986). According to Avery and Ehrlich (1992), in second language learning contexts, learners who are outgoing, confident, and willing to take risks i.e. extroverts probably have more opportunities to practice their pronunciation of second language simply because they are more often involved in interactions with native speakers. Conversely, learners who are introverted, inhibited, and unwilling to take risks lack opportunities for practice.

The effects of personality can also be observed in foreign language pronunciation learning context. Extrovert students tend to participate in pronunciation activities in and out of the class and they are also more willing to give and receive feedback from their teachers or other students. However, introvert students prefer listening to producing speech and they are less willing to give feedback on other students' production. This may be related to their low levels of self-confidence.

Jones (1997) highlights that personality is not the only factor that affects an individual's pronunciation and adds that psychological or emotional state of people which means the way people feel themselves at a given time under certain circumstances can also affect it. As Wong (1987) states a student who is in a constant state of fear or one who is bored is not going to make much progress with pronunciation. For this reason, teachers should take into account the psychological state of learners and prepare them psychologically (Acton 1984) by providing a supportive and non-threatening classroom atmosphere in which students are comfortable with the teacher and with each other.

Another factor affecting pronunciation learning is aptitude which means 'capability of learning a task' and depends on some combination of more or less enduring characteristics of the learner (Carroll 1981 quoted in Ellis 1994). In language learning, aptitude can be defined as the individual capacity for learning languages and it is also assumed to be a barrier for not being able to attain a native like pronunciation.

Aptitude has always been a much debated issue by researchers. Some researchers such as Snow and Shapira (1985 cited in Celce-Murcia and Goodwin 2002) discount the importance of aptitude pointing out that all learners have the same capacity to learn a second language because they have learned a first language while others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners (Cunnigham 1998).

Carroll (1965 cited in Ellis 1994) identifies four factors in language aptitude and one of them is 'phonemic coding ability' defined as the ability to code foreign sounds in a way that they can be remembered later. Leather (1983 cited in Pennington and Richards 1986) reports findings which support the view that the phonemic coding inability remains as a hindrance to develop second-language pronunciation. Similarly, Celce-Murcia and Goodwin (2002: 17) state that learners weak in phonemic coding ability would have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain.

Language aptitude has been found to be one of the predictors of success in foreign and second language learning including the pronunciation skills of language learners. Yet, that does not mean that teachers should be more interested in the students with high language aptitude. On the contrary, they should be more patient with the learners who achieve less amount of success in the same amount of time.

Motivation is another essential condition for effective learning. Williams and Burden (1997: 120) define motivation as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal.

There are mainly two motivation types named by cognitive psychologists as intrinsic and extrinsic motivation. When the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, the motivation is

extrinsic. When the experience of doing something generates interest and enjoyment, the motivation is intrinsic (Brown 2000).

There are differences among language learners in degree of motivation to learn the language as well as its pronunciation. Some learners seem to be more concerned about their pronunciation than others and this can be explained by the desire to do well which is another type of motivation called 'achievement motivation'. Those students who are concerned about their pronunciation tend to think their pronunciation is bad and needs improvement. In comparison, those learners with low motivation to learn pronunciation may be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener (Kenworthy 1987).

It is a well-known fact that motivation and type of motivation affect the success of learners. For this reason, teachers should be more concerned about the students' level of motivation and try to make them more aware of the importance of pronunciation and should set them long and short term goals which will keep them motivated all the time. Moreover, when the students feel that they can achieve what they have set as a goal, their motivation increases. Therefore, teachers should draw benefit from students' motivation no matter what type it is.

2.2.2. OTHER FACTORS AFFECTING PRONUNCIATION LEARNING

Other related factors affecting pronunciation differ from individual factors because these factors generally affect a group of people not only individuals and more or less have the same effect on the same group of people. Biological and socio-cultural factors and the role of native language are in this type of factors.

Biological factors is a term used to explain the factors affecting second or foreign language learning resulting from the biological features of human beings which are mainly age and gender.

Age is the most common biological factor studied in the field of second language pronunciation learning. A common observation made by people involved in this field is that adult learners almost always have a 'foreign' accent while child learners almost always attain native-like pronunciation (Avery and Ehrlich, 1992).

'Critical period hypothesis' is the most common hypothesis to explain age factor affecting pronunciation learning. It holds that languages are learned differently by children and adults, and that this is a direct result of maturation of the brain (Avery and Ehrlich 1992). According to the research done in this area, the brain loses its elasticity, in other words, completes its *laterization* around the age of puberty which is also called the *critical period*, when the maximal conditions for attaining native-like pronunciation exist (Cerce-Murcia and Goodwin 2002). The researchers supporting this hypothesis such as Tarone (1978 cited in Crawford 1987) claim that native-like pronunciation is impossible for adult learners. Furthermore, Krashen (1982 cited in Jones 1997) points out that pronunciation is an acquired skill and that focused instruction is at best useless and at worst detrimental.

However, not all second language researchers subscribe to the critical period hypothesis or believe that children are capable of acquiring a native-like accent while adults are not. For some researchers adults do not necessarily lose the linguistic capabilities which were present at earlier stages of development (Leather 1983 cited in Pennington and Richards 1986). In addition, some cognitive scientists defend the idea that the adult brain "atrophying" or in some way becoming incapable of producing new sounds is erroneous since the brain retains a measure of flexibility or "plasticity" throughout its life (Diamond 1988 cited in Cerce-Murcia and Goodwin 2002).

Similarly, the studies conducted on age factor in learning pronunciation unfortunately have yielded conflicting results. Some studies have shown a biological advantage for younger learners, while others have shown no such advantage (Scovel 1969; Olson and Samuels 1973; Seliger Krashen and Ladefoged 1975; Snow and Hoefnagel-Höhle 1977 cited in Pennington and Richards 1986). Another study found that adults were actually superior to children in the areas of pronunciation and sound discrimination, at least in the first stages of learning (Snow and Hoefnagel-Höhle 1977 cited in Kenworthy 1987).

Finally, the evidence gained from the research carried in this field is contradictory and various interpretations and possibilities are intriguing, but there is one thing certain that there is not enough evidence for a simple and straightforward link between age and the ability to pronounce a new language.

Therefore, it would be irresponsibility for language teachers not to teach pronunciation to their adult learners as there are many anecdotes about successful adult learners who have reached a level of pronunciation that enables them to achieve mutual intelligibility. Teacher trainers also have great responsibility to train student teachers to attain native or near-native pronunciation as they are supposed to be models for their own students in their future teaching careers.

Furthermore, the age itself and the differences between children and adults related to age are not the only factors affecting the learning of pronunciation. There are many other factors such as attitude, motivation and the opportunity to use and hear the language which cause individual differences among adult learners' performance in pronunciation.

Socio-cultural factors related to how the learners perceive the society where the target language is spoken as the official language also influence the success in pronunciation learning of a second or a foreign language learner. This influence is more obvious when the variations in pronunciation accuracy of adult learners are

considered because adults are believed to be resistant to adopt the speech style of others around them.

The vast majority of the research done in this area of pronunciation learning has investigated the effects of socio-cultural factors on second language learners. It has been claimed that the more strongly learners identify themselves with the members of the second language culture, the more likely they are to sound like members of that culture. Conversely, if it is important for learners to preserve their own cultural identity, they may hold on to their foreign accent as a marker of this identity (Penington and Richards 1986; Kenworthy 1987; Avery and Ehrlich 1992; Jones 1997).

Similarly, when foreign language learning context is concerned it can be put forward that those learners who show positive feelings toward the speakers of the new language tend to develop more accurate, native-like accents. These positive feelings have been related to their 'integrative motivation'; the language learner is willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture (Kenworthy 1987: 8).

Schumann's Acculturation Model is used to explain the social factors affecting language acquisition as well as the acquisition of the phonological system of a new language. According to this model there are three types of motivation one of which is *integrative motivation* – that is, a desire to be socially integrated in the target culture. The other motivation type is *assimilative motivation* which implies desire of the learner to become an indistinguishable member of the target culture. There is another type of motivation called *instrumental motivation* in which an individual learns a second language to attain a certain goal, such as a job promotion (Cerce-Murcia & Goodwin 2002). Jones (1997) also agrees with the Acculturation Model and states that learners who want to have a large amount of interaction with native speakers have different needs and expectations than those who plan to use the language primarily for communication with other non-native speakers. Therefore, socio-cultural factors affect the pronunciation of second language learners more

frequently and put a pressure on those learners either to sound like a native speaker in order to be a part of the target community or to consciously sound non-native to preserve their own cultural identity. However in foreign language learning context this pressure seems to be non-existent and foreign language learners seem to be freer to choose to sound like a native speaker or not but non-native teachers of English should feel the pressure to sound like native speakers at least approximate their pronunciation to native speakers as they will be a model for learners with various targets in pronunciation including those who wish to attain native-like accent.

Another factor influencing the pronunciation of a second/foreign language learner is the learner's native language. Every language has a different inventory of sounds, different rules for combining these sounds into words, and different stress and intonation patterns. The pronunciation errors that second language learners make are not just random attempts to produce unfamiliar sounds. Rather, they reflect the sound inventory, rules of combination, and stress and intonation patterns of their native languages (Avery and Ehrlich 1992).

Daniels (1997: 82 cited in Seidlhofer 2001) claims that the mother tongue, for most people is 'the language of their first tender exchanges' and hence,

> A sort of umbilical cord which ties us to our mother. Whenever we speak an L2 we cut that cord, perhaps unconsciously afraid of not being able to find it and tie it up again we revert to first language. A possible way of avoiding the cut is to continue using the sounds, the rhythms and the intonation of our mother tongue while pretending to speak L2.

If there happens to exist such an imaginary umbilical cord in every human being, the influence of native language is inevitable when learning the pronunciation of another language.

Avery and Ehrlich (1992) state that the native language not only affects the ability to produce English sounds but also the ability to hear English sounds. The problem often arises because the word is heard through the sound system of the

native language. It is as if the learners hear the second language through a 'filter', the filter being the sound system of the native language. For this reason, when a particular sound does not exist in the mother tongue, the learner is not used to forming it therefore, tends to substitute the nearest equivalent he or she knows (Ur, 1996). However, Jones (1997) notes that the influence of learner's native language on their pronunciation is not really stronger than the other areas of language use, but simply more noticeable to the casual observer. Several researchers also claim that universal constraints of human speech production and perception and non-phonological development characteristics might be much more important than native language interference (Jones 1997).

In conclusion, it cannot be denied that learners' native language has an important role in their pronunciation of the new language and that students from different language backgrounds are likely to have pronunciation problems in different areas of English pronunciation. Yet, it should also be kept in mind that there are other factors which need consideration in teaching pronunciation and which are probably more important than native language influence. Native language influence cannot be avoided but the similarities between the pronunciation of foreign language and the native language of students can be taken as an advantage.

Up until now, many factors influencing pronunciation learning have been touched upon, some being beyond the control of teachers such as native language and age and some being controllable such as motivation or willingness to learn if it can be accomplished to know students well. Now, it can be concluded that the pronunciation of any learner might be affected by one of these factors or a combination of them. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and plans for the learners' development.

2.3. LEARNER AUTONOMY AND PRONUNCIATION LEARNING

Cotterall (2000) defines autonomy in educational terms as involving students' capacity to use their learning independently of teachers. Similarly, Holec (1981 cited in Thanasoulas, 2000) defines it as the ability to take charge of one's learning. According to these definitions, autonomous learners can be described as learners who take responsibility of their learning and monitor themselves in order to find out where they make mistakes.

In a broader sense, practitioners such as Acton (1984), Browne and Huckin (1987 cited in Morley 1987), Firth (1992), and Richard (1986) articulate the following principles of autonomous learning which point out the role of learners in this type of learning:

1. Students should define their own learning objectives.
2. They should have control of their learning activities.
3. They need to be able to select techniques and methodologies that suit their individual learning styles.
4. They should control such aspects of learning as the physical setting, the time of learning, their degree of autonomy, and the rate at which they learn.
5. They should have a voice in evaluating their progress.

According to Knowles (1976 cited in Williams and Burden 1997: 147) one of the aims of education is to help individuals to develop the attitudes that learning is a lifelong process and to acquire the skills of self-directed learning. Burn and Seidlhofer (2002) also states that learner training with the aim of fostering learner autonomy and enabling students to develop strategies for coping on their own and for continuing to learn is perhaps the most valuable thing that can be developed by learners. Therefore, one of the aims of training autonomous learners is to equip them with the strategies that will enable them to pursue their learning out of formal settings and for all their lives.

Training learners to take the responsibility of their own learning is also a necessary part of pronunciation teaching. At this point Morley (1994) underlines the fact that issues of learner self-involvement and learner strategy training should be taken into account when designing pronunciation courses. In his point of view students should become active partners in their own learning, who have developed the skills to monitor and modify their speech patterns. On the other hand, he reminds us that students are not cognitively involved in their learning and seldom shown how to monitor their own speech.

Current priorities in teaching pronunciation emphasize the need for students to be active learners who take responsibility for their own speech changes (Miller 2001). This can be provided by pronunciation instruction combined with strategies to alter students' speech to be more native-like (Wong 1987). However the class time is generally not sufficient for necessary changes in students' pronunciation and the transfer of these strategies from the classroom environment to language use in natural settings is required in developing independent learners, who will continue to improve beyond the pronunciation course they are taking (Vitanova and Miller 2002). In this respect, improvement in pronunciation foremost depends on the commitment in time and energy from the students themselves (Murphy 1991).

Depending upon the similar views of different authors mentioned above, it can be concluded that learner autonomy, which provides the learners with the necessary tools to learn, to take responsibility of their own learning and to go on their learning outside the classroom atmosphere, should be an important part of pronunciation courses. As the development of pronunciation skills is a gradual process and cannot be achieved overnight, students need to learn self-monitoring and self-correction strategies which will be mentioned in the next section.

2.3.1 SELF-MONITORING AND SELF-CORRECTION AS A STRATEGY FOR LEARNING PRONUNCIATION

Self-monitoring and self-correction are two strategies in learning pronunciation which provides learners with the necessary tools to continue their learning out of the classroom thus helping them to be independent and life-long learners. Self-monitoring is the ability to listen for and recognize errors. On the other hand, self correction is the ability to correct oneself when a pronunciation error has been pointed out (Firth 1992).

Self-monitoring and self-correction strategies have played an important role in teaching pronunciation since Morley, Robinett and Stevick (1975) introduced the term and stressed the importance of student involvement in the learning process.

According to Firth (1992), part of a syllabus should be devoted to developing strategies in students for self-monitoring and self correction. In addition she stresses that self-correction and self-monitoring minimize dependence and maximize self-reliance, allowing students to continue pronunciation improvement outside the classroom. Similarly, Miller (2001), points out that with better control over their pronunciation, learners gain self-confidence and make more progress toward their ultimate speech goals.

Self-monitoring not only creates autonomous learners but also helps learners to correct their own errors and improve their speech intelligibility and effect changes in their everyday communication (Miller, 2001).

Monitoring one's own speech is a skill which needs conscious effort and practice. The pressures of speaking – choosing what to say, finding the words, finding the appropriate grammatical structures – leave little mental energy for paying attention to how the sounds come out. Therefore, learners need suggested strategies, to improve in this area (Kenworthy, 1987).

Firth (1992: 218) proposes that the ability to self-monitor has several facets which related to the stages involved in mastering a new pronunciation point. These stages are:

1. Critical listening: students listen critically to their own attempts to produce a new form in order to determine how closely it approximates the target.
2. Contextualized pronunciation practice: having learned to produce forms in isolation students listen to taped samples of speech and identify appropriate and inappropriate forms.
3. Communicative practice: students monitor their speech by anticipating problem areas and determining whether production has been accurate.

Students can also develop their pronunciation skills by monitoring and correcting their peers. When they are monitoring each other's speech, they must comment on it. While commenting on their pronunciation they develop a meta-language which allows them not only to talk about pronunciation but also to become more aware of their own pronunciation (Naiman, 1992). Without a doubt, in order for them to comment on each other's production they need to know the key features of pronunciation which is the instructors' responsibility to fulfil.

To sum up, self-monitoring and self-correction are two strategies of developing pronunciation skills both in and out of the classroom. In the classroom it gives the students the chance to listen to their own speech as well as their peers' and comment on their performance. Beyond the classroom, the students carry on listening to the target language more critically. These give the language learner the opportunity to identify the problem areas in their speech and set their learning goals by themselves.

2.4 SUMMARY

This chapter started with what constitutes pronunciation learning and the importance of it in foreign language learning. Then, some of the factors which influence the foreign and second language learners' success in target language pronunciation such as biological factors, socio-cultural factors, the role of native language and individual differences were explained and discussed. Finally, self-monitoring and self-correction strategies which help learners to become more autonomous in their learning of pronunciation were defined and explained briefly.

CHAPTER THREE

TEACHING PRONUNCIATION

3.0 INTRODUCTION

This chapter starts with the review of literature on the history of pronunciation teaching and continues with the use of self-monitoring and self-correction strategies in pronunciation teaching. The other points this chapter deals with are the role of pronunciation in teacher education and pronunciation goals of student teachers. Finally, the current status of pronunciation teaching in Turkey and studies from the world and Turkey will be discussed in this chapter.

3.1 A BRIEF HISTORICAL BACKGROUND OF PRONUNCIATION TEACHING: METHODS AND TECHNIQUES

The history of foreign language instruction reveals that there have been many differences of opinion over the years about the value of teaching pronunciation and about how to teach it best (Celce Murcia 1987).

In methods such as grammar translation and reading-based approaches the teaching of pronunciation was largely irrelevant. Later Direct Method, which taught pronunciation through intuition and imitation**,** gained popularity in the late 1800s and early 1900s. In this method students imitate a model and do their best to approximate the model through imitation and repetition (Celce-Murcia, Goodwin and Brinton 2002). Direct Method regarded the process of learning a second language as being the same as acquiring the first language. Thus, the proponents of this method

believed that pronunciation can be picked up by listening to an appropriate model (Silveira 2002).

From the 1880s the discipline of linguistics was revitalized. Phonetics was established and linguists emphasized speech rather than written word as the primary form of language (Richards and Rodgers 2001). This is known as the Reform Movement in language teaching field and the first linguistic or analytic contribution to the teaching of pronunciation emerged as a part of this movement (Celce-Murcia, Goodwin and Brinton 2002).

The Reform Movement played a role in the development of naturalistic approaches such as Audiolingualism and the Oral Approach which took hold in 1940s to 1960s. In both Audiolingualism and Oral Approach classrooms, pronunciation is taught explicitly from the start. Repetition and imitation of the teacher as a model of the sounds in target language and pronunciation drills are the techniques used in Audiolingualism in order to form good pronunciation habits. As International Phonetic Alphabet was designed in 1886 with the foundation of International Phonetic Association, phonetic symbols and transcriptions were also made use of in Audiolingual Method (Morley 1991; Celce-Murcia, Goodwin and Brinton 2002; Richards and Rodgers 2001).

In the 1960s the Cognitive Approach, influenced by transformational-generative grammar and cognitive psychology, viewed language as a rule-governed behaviour rather than habit formation. Thus, Cognitive Approach deemphasized pronunciation in favour of grammar and vocabulary because its advocates argued that native-like pronunciation was an unrealistic objective and could not be achieved (Celce-Murcia 1987; Celce-Murcia, Goodwin and Brinton 2002). The effect of this heavy attack on the behaviouristic views of language learning was that more and more programmes gave less and less time and explicit attention to pronunciation and very little new material on pronunciation appeared (Morley 1991).

During 1970s, the pronunciation component reappeared in the language curriculum with the humanistic approaches such as the Silent Way and Community Language Learning. Similar to Audiolingualism, Silent Way also paid attention to accuracy of production of sounds of the target language from the initial stage of instruction. However, in the Silent Way pronunciation is learned without having to learn a phonetic alphabet or a body of explicit linguistic information. In Community Language Learning several tools and techniques are used to teach pronunciation. Audiotape recorder is used to capture what is said by the students so that the students have the opportunity to concentrate on their pronunciation and compare it with that of the teacher (Celce-Murcia, Goodwin and Brinton 2002). The teaching methods used in Community Language teaching and Silent Way are similar to Audiolingualism as they are both imitative and intuitive but central beliefs of these two approaches are that private classes are the ideal condition for learning and that success is crucially dependent on learners developing a sense of responsibility for their own learning and listening to themselves (Seidlhofer 2001; Silveria 2002).

In the decades of seventies and eighties experts in the field of language teaching started to explore ways of helping learners to develop linguistic fluency, not just the accuracy which was over-emphasized in the former approaches to language learning (Brown 1994). With this target of teaching second/foreign language to learners, Communicative Language Teaching (CLT) which holds that since the primary purpose of language is communication, using language to communicate should be central in all classroom language instruction, became dominant in the language teaching field (Celce-Murcia, Goodwin and Brinton 2002).

CLT also puts forward some new views on pronunciation learning and teaching. Unlike Audiolingual Method, CLT sought for comprehensible pronunciation. In favour of communicative competence rather than linguistic competence, CLT was more concerned with authenticity, real world tasks, naturalness, non-directive teaching and less concerned with the product: language itself. Thus, pronunciation instruction became somewhat incidental. Although it was

not ignored entirely, fluency-based instruction took the place of accuracy-based focus (Brown 1994).

The advent of Communicative Language Teaching created a dilemma for methodology of teaching pronunciation. Although it is generally accepted that teaching of pronunciation on both segmental and suprasegmental levels is necessary for comprehensible pronunciation (Morley 1991) this new approach rejected the classroom techniques and materials used in previous methods such as minimal pair drills, visual aids, tongue twisters, reading aloud, phonetic training and recordings of learners' production on theoretical and practical grounds as being incompatible with teaching language as communication. Proponents of this approach have not dealt adequately with the role of pronunciation in language teaching, nor they have developed an agreed upon set of strategies for teaching pronunciation communicatively (Celce-Murcia, Goodwin and Brinton 2002: 8).

By the mid 1980s, the cutting edge of the profession turned into a different direction. CLT sought for a balance between fluency and accuracy and accepted pronunciation as a key to gaining full communicative competence. With this new understanding of pronunciation instruction, stress, rhythm and intonation was given high priority without ignoring the role of articulatory competence (Brown 1994).

In addition to the change in priorities of pronunciation instruction, pronunciation goals of language learners have also shifted from native-like accent to clear and comprehensible speech. According to the proponents of CLT there is a threshold level of pronunciation for non-native speakers of English. Threshold level is a term used to describe learners' level of pronunciation that does not detract from their ability to communicate. It is accepted that learners can not be internationally intelligible unless they surpass that threshold level no matter how excellent and extensive their control of English grammar and vocabulary might be (Brown 1994; Celce-Murcia, Goodwin and Brinton 2002). Besides setting intelligible pronunciation level as a goal for learners of foreign language, CLT also aims to increase learners'

self-confidence and their abilities to develop speech monitoring and speech modification strategies for use beyond the classroom (Morley 1991: 500).

Over the years the methods and techniques in teaching pronunciation has undergone many shifts. Communicative Language Teaching as being the most recent approach in both language teaching and in turn pronunciation teaching still affects the classroom techniques of many foreign language teachers all over the world. Also in the recent years the role of English and the purposes of learning English have changed. Today more and more people learn English to communicate with non-native speakers more than native speakers of English. This has broadened the attitudes towards different non-native accents. All these developments have increased the complexity of pronunciation teaching as well as the responsibility of foreign language teachers. Now they have to be more aware of the role of pronunciation in language teaching and should be equipped with the knowledge of pronunciation.

3.2. USING SELF-MONITORING AND SELF-CORRECTION STRATEGIES IN TEACHING PRONUNCIATION

Communicative Language Teaching as being the latest approach in the field of foreign and second language teaching, brought some important changes in both teacher and student roles. It has pointed out that some factors in language learning are beyond the control of teachers and emphasized the role of learners in the learning process by giving them the responsibility to take the control of their own learning.

Pronunciation instruction is one of the most vulnerable areas of second/foreign language teaching in terms of teachers' degree of control over the students' development. It has been observed by many teachers that too frequently students achieve near-standard versions of segmental articulation, stress patterns, or intonation contours during class time, only to revert to their former non-standard

patterns as soon as they leave the classroom which is related to some student variables such as the degree of motivation, sensitivity to accuracy, age and education. However, teachers' attention to the development of the ability to listen for and recognize errors (self monitoring) and the ability to correct oneself when a pronunciation error has been pointed out (self-correction), enables students to carry on their development out of the classroom (Firth 1992).

Learners who improve their self-monitoring abilities would go on to improve their accuracy and would be much confident in making their identifications (Yule, Hoffman and Damico 1987) However, unless students are willing enough to improve their pronunciation, pronunciation instruction cannot realistically alter their speech to become more English-like (Wong 1987). Therefore, teacher's role as primarily supportive of the learners' own efforts gains importance (Kenworthy 1987).

Learner involvement though self-monitoring is not a new focus in pronunciation. There has been an increased attention in pronunciation materials to train students to monitor their production through the teaching of formal rules, feedback and reflective activities since 1980s (Jones 1997). As a result of this attention a number of pronunciation learning/teaching issues including perspectives on monitoring have been examined and a variety of techniques for developing self-correction and self-monitoring strategies have been presented (Crawford 1987; Firth 1992).

With this shift of focus in pronunciation teaching, the role of teacher is drawn along the lines of facilitator - coach and organizer of instructional activities (Morley 1991). Both teaching and feedback should aim at making the students more and more independent of the pronunciation instructor. However, developing strategies which allow students to self-monitor and self-correct themselves is still the responsibility of the teacher. This responsibility can be fulfilled by focusing on the following areas (Firth 1992: 215):

> ***Motivation:*** Students should understand why accuracy of oral production is important.
>
> ***Explanations:*** Students should receive a balance of description and demonstration appropriate to their proficiency levels, so that they may produce and remember specific points being taught.
>
> ***Practice:*** Students should be given appropriate, varied and adequate opportunities to practise new points so that they are able to approximate target pronunciations before moving on to more communicative practice.
>
> ***Feedback:*** Students should receive supportive, accurate feedback from the instructor and students in a class.

While teachers follow these steps stated above, learners should also be actively involved in the learning process. The participation of learners to the process in a pronunciation class where self-monitoring skills are aimed to be developed requires recognition of teacher and student roles by both sides. The following suggestions shed more light on these roles as well as some techniques which support self-monitoring (Morley 1991: 503):

1. ***recognition of self responsibility:*** Learners can be guided toward taking responsibility for their own work by giving clear directions and explicit participatory guidelines, defining tasks carefully and by providing them with substantive and sharply focused cues for self-monitoring and pronunciation/speech modification.
2. ***development of self-monitoring skills:*** Self-monitoring skills can be developed by giving concrete suggestions for monitoring, helping them develop a simple self-rehearsal technique – talking to yourself and listening to yourself – as the way to self-monitor and by helping them shift gradually from the dependent mode of teacher-monitoring to independent mode of self-monitoring.
3. ***development of speech modification skills:*** It is important to help learners develop a positive understanding of the roles: the student role is to modify a micro level or macro level feature of pronunciation; the teacher role is to give

cues to help the student identify what, where and how to modify and to give support, encouragement, and constructive feedback.

4. ***recognition of self-accomplishment:*** It is important for learners to become aware of small successes in modifying features of pronunciation in a given task. Assessment of achievements should be based on degrees of change, not absolutes. The emphasis should be on self-comparisons over time, not on student-to-student comparisons.

These classroom guidelines suggest that students should be involved consciously in the speech modification process as they work to become intelligible, communicative and confident speakers of English while teachers should assist learners as a pronunciation coach who supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standards, provides a wide variety of practice opportunities, and overall supports and encourages the learner.

In addition to these general suggestions, a detailed design of classroom practice is required to achieve the goal of helping students to develop self-correction and self-monitoring abilities. Several authors have put forward different ways of course designs (Morley 1991; Firth 1992; Celce-Murcia, Brinton and Goodwin 2002 and Miller 2001) and all of them agree on the idea that for maximum effect pronunciation instruction must go far beyond imitation and involve a mix of practice activities.

For instance, Morley (1991: 509) and Firth (1992) have generated these three modes of practice to develop self-monitoring ability:

1. *Imitative practice (dependent practice)*: Students attempt to produce a new form by listening themselves to determine how closely it approximates the target.

2. *Rehearsed practice (guided and independent self-practice)*: Students move to contextualized pronunciation practice. Practice can include oral reading scripts of a wide variety.
3. *Extemporaneous speaking practice (guided and independent self-practice)*: Students perform less controlled and more communicative practice by monitoring their speech which also involves anticipating problem areas and determining whether production has been accurate. Practice can include small-group panel discussion presentations with audio or video recordings.

Celce-Murica, Brinton and Goodwin (2002: 36) suggest five teaching stages for teachers who want to improve students' self-monitoring skills. These stages are quite similar to the above modes of practice, with a difference of excluding imitative practice and emphasizing feedback provided either by the teacher or from peers:

> 1. Description and analysis (e.g., oral and written illustrations of when and how the feature occurs in order to raise learner consciousness)
> 2. Listening discrimination (focused listening practice with feedback)
> 3. Controlled practice and feedback (e.g., oral reading of minimal pair sentences, short dialogues, etc., with special attention paid to the highlighted feature)
> 4. Guided practice and feedback (e.g., structured communication exercises that enable the learner to monitor for the specified feature, such as information gap activities, cued dialogues)
> 5. Communicative practice and feedback (e.g., less structured activities that require the learner to attend to both form and content of utterances)

Similarly, Miller (2001: 185-189) articulates six types of activities to be used in a pronunciation course that aims to build self-monitoring skills of learners. These are as follows:

1. *Early monitoring activities:* Monitoring starts from the beginning, as soon as students gain awareness through imitative practice. Students usually have to listen to a new feature as well as repeat it or say it along with the speaker many times. One way students start learning to monitor their own speech is to

listen and to mark pronunciation features on text read by the instructor or by a taped speaker.

2. *Controlled Practice Activities*: The monitoring task in controlled practice is often limited to one or two features. Students usually work with a partner or a small group; they self-monitor while reading sentences, paragraphs, or dialogues.
3. *Moto-kinesthetic monitoring:* Although self-monitoring depends mainly upon listening carefully for specific pronunciation features, moto-kinesthetic, tactile, and visual modalities can also help foster students ability to self-monitor. Morley (1992 cited in Miller 2001) suggests that techniques such as whispering practice, slow motion practice, and strong, slightly exaggerated practice where students feel muscle movements of articulation.
4. *Controlled listening for errors:* To prepare students for discovering and correcting errors in their own speech, they can be asked to listen for errors in selections read by the instructor.
5. *Immediate Practice – Guided Activities:* In guided speech activities, students self-monitor for one or two features while generating some, but not all, of the language. The responses are limited, often to a sentence or two. Other guided activities include information gaps where partner ask and answer questions about information that one has but the other does not.
6. *Independent Speaking Practice:* Morley (1992 cited in Miller 2001) describes 12 speaking assignments including visuals, storytelling, interviews, and topic talks. Students should be clear which features they are self-monitoring for during each activity.

All the above mentioned course designs suggest that pronunciation activities should be ordered from controlled to independent type of activities and students should gradually be independent of the pronunciation instructor. Therefore, teachers of English should design pronunciation tasks carefully in order to improve self-responsibility and self awareness of students.

In addition, teacher as a coach has the responsibility of helping students set both long-range and short-term goals and supporting each learner in his or her efforts (Morley 1991: 508). Students without a target would lose his or her motivation which would directly affect his or her success in pronunciation learning. Moreover these short and long term goals should be realistic enough to reach; otherwise students may lose their self confidence which would cause the same effect as the lack of motivation.

As a conclusion, development of self-monitoring and self-correction in pronunciation is the only way of improving one's own pronunciation. However, in this process students cannot be left alone; teachers must both provide the necessary materials and an ongoing feedback during this process and also encourage them to evaluate their own performance as well as their peers'.

All in all, when teachers and students become aware of the fact that pronunciation is a skill that can be learned, like any other language skill or, in other words, change their perceptions toward the learning and teaching of pronunciation, the success will be inevitable.

3.3 TEACHING OF PRONUNCIATION IN FOREIGN LANGUAGE TEACHER EDUCATION

As one of the many dimensions of teacher education is the subject matter knowledge, which involves knowledge about different aspects of the language, including phonetics and phonology, teachers must be well-trained in this specific language skill throughout the undergraduate course and even after being graduated (Richards 1998).

It is a widely accepted fact that in-service and pre-service training courses can ensure that teachers will be confident enough to teach pronunciation to their students and raise their awareness. However, there have been different views upon the degree of teachers' efficiency and the amount of training they need. While some argue that teachers of English need an understanding of how vocal organs work (articulation analysis) to identify the physical reasons for inaccurate approximations of new sounds by their students and how spoken utterance may be best analysed (speech analysis) as well as an ear trained to analyze students' errors (error analysis) and vocal organs under control to produce isolated English sounds and imitations of students' mispronunciations (Abercrombie 1956; Morley 1975; Rivers 1981) some others add that teachers should also be familiar with the phonology of English which includes suprasegmentals and voice quality features and their forms and functions in interactive discourse as well as techniques for presenting and modifying pronunciation and a full range of exercise and drills in line with communicative approaches to pronunciation (Parish 1997; Morley 1991).

Therefore, teachers of English should be not only knowledgeable about English phonetics and phonology but also good instructors with the capability of choosing appropriate exercises and presenting them efficiently.

Another important aim of a teacher education course should be to build a concern for pronunciation which is the primary condition for teachers to integrate pronunciation into their work (Marks 1999). A teacher or a teacher trainee without any concern for accurate pronunciation would neither feel the need to develop better pronunciation skills nor help his/her students to develop them. Therefore, teachers with poor pronunciation knowledge and skills will either disbelieve that their pronunciation is sufficiently good enough to teach it (Walker 1999) or overwhelm students with unnecessary details. On the contrary, knowledgeable teachers who are confident of their own understanding can choose just the right cues which will help not hinder (Morley 1975).

The other major factor in training new teachers is the emphasis on providing learners with the skills of self evaluation and self-improvement through analysis of their own production (Keys 1999). The training of foreign language teachers who can administer a constructive speech awareness program is also the key to the development of a successful program of student self-monitoring (Morley 1975: 85).

As a conclusion, only well-trained teachers who have gained the knowledge and skills of English pronunciation as well as the skills of self-monitoring during their education will have enough confidence to teach pronunciation to their students by taking their needs and cognitive levels into account. The knowledge and skills about different features of pronunciation and the knowledge of techniques and procedures to teach these features which every teacher of English should definitely acquire, require the urgent attention of teacher trainers who are responsible to provide trainee teachers with the thorough understanding of the theory and practice of the subject.

3. 3. 1 IMPORTANCE OF TEACHER PRONUNCIATION

In foreign language learning settings where students have little opportunity to surround themselves with native input in the target language and therefore, where teachers are the main providers of language input, helping students acquire a comprehensible articulation and ascertaining that students have opportunities outside of class to experience samples of authentic oral discourse pose one of the most difficult problems for teachers of languages. In this case, unless tapes of the production of native speakers are being used extensively, students cannot advance in articulation and intonation beyond the stage their teacher has reached (Celce-Murcia, Goodwin and Brinton 2002; Rivers 1981).

Foreign language teachers' pronunciation knowledge and skills are very important in learners' achievement in international intelligibility. However, it is commonly observed that some non-native teachers of English intentionally carry a strong foreign accent in their speech to assert their national identity (Demirezen 2007) while many non-native teachers are unaware of the fact that they carry over obvious traits of a foreign accent just because they speak the language with a non-native flow (Avery and Ehrlich 1987:9 cited in Demirezen 2007).

Teachers' strong foreign accents results in many undesired outcomes one of which is the lack of accuracy, fluency and intelligibility of their speech. In this case teachers sound unnatural to their students and even may not be understood by them, which happens to be harmful to the students' learning. Another outcome is the negative effect on the teacher's own pronunciation. As students imitate, teachers will hear their own weaknesses chorused back at them in all their disguised inaccuracy, frequently exaggerated at the most difficult points. Continually hearing inaccurate approximations in the classroom will gradually make teachers less conscious of their own defects and their accents will inevitably deteriorate over a period of years. It is essential then that teachers work at the improvement of their own pronunciation (Rivers 1981).

It is a well-known and frequently observed fact that pronunciation teaching is ignored in foreign language teaching settings. There are many reasons behind teachers' lack of enthusiasm to teach pronunciation. Some of the excuses of teachers for not teaching pronunciation happen to be shortage of time or the absence of pronunciation in curricula. However, the underlying problem may be the lack of a concern for pronunciation as an integral part of all language teaching process. If teachers were more concerned about pronunciation teaching, they would overcome the shortage of time and insert pronunciation to their teaching in any case (Marks 1999).

Teachers' perceptions of their own accents which seriously affect their confidence when working on pronunciation is another reason behind the reluctancy

to spare their teaching time with pronunciation in the classroom. Research also revealed the fact that unless teachers believe their accent is sufficiently good, they tend to avoid teaching pronunciation skills to their students (Walker 1999).

However, no matter how hard teachers try to avoid teaching pronunciation, everything a teacher does co-involves pronunciation. All communication free or directed provides the student with a model that should theoretically benefit him or her (Parish 1977). A teacher can begin by teaching the present tense and everyday vocabulary, because they are easy and useful, avoiding conditional tenses and more abstract vocabulary until later. However, she or he cannot avoid using the sounds /th/ or /æ/ for example, postponing them till later on the grounds that they are difficult for her or his learners or not very useful (Brown 1991).

In conclusion, the impact of teacher's pronunciation on students of English as a foreign language cannot be denied. In countries like Turkey, where the opportunities of teachers to use recordings of native speakers' production as models are rare, teachers should be much more concerned about their pronunciation. Since they cannot avoid teaching it, they should work at the improvement of their own pronunciation and accept their responsibility on their students' intelligibility as speakers of English. Perhaps it would be useful to think it in a similar way with regard to the education of language teachers.

3. 3. 2 PRONUNCIATION GOALS OF STUDENT TEACHERS

Setting pronunciation goals for both second and foreign language learners has always been a debatable issue among researchers of English Language Teaching. Some support the idea that the goal should be native-like or near-native like pronunciation while others think attaining communicative intelligibility, which can be defined as 'being understood by a listener at a given time in a given situation' (Kenworthy 1987), is enough for most of the language learners.

Some time ago, it might have been said that the goal should always be native-like or perfect pronunciation (Kenworthy 1987; Morley 1991). However, a significant change in the role of English in the last decade has brought an urgency to re-examine the goals of pronunciation for language learners because English is now world's international language and the majority of spoken exchanges are between non-native speakers of English (Walker 2001). Now, native-like pronunciation does not seem to the ultimate aim of most language learners.

It is now widely accepted that the path to the level of native or perfect pronunciation is a tortuous one for both learners and teachers as they are unrealistic and can be devastating: they can defeat students who feel that they cannot measure up, and they can frustrate teachers who feel they have failed their job (Morley 1991). Instead, the goals for English language learners should be (1) to understand and be understood in the communicative situations they face (2) the confidence to enter these communicative situations with ease and (3) the ability to monitor their speech in order to make adjustments and improvements based on improvement from the environment (Goodwin 2001).

However, there are some learners who may want to approach a native-like accent because their work requires. Some of those learners are student teachers of English as a foreign language who expect to serve as a major model and source of input in English for their students. They may want to approximate a native accent and may want to be familiar with several of the major accents of English in the world (Kenworthy 1987; Celce-Murcia, Goodwin and Brinton 2002).

Developing the ability to approximate to a standard native model more than their students is still expected from non-native teachers of English, as this will enable them to provide the classroom exposure that is necessary to provide 'points of reference and models for guidance' thus preventing local norms form diverging too far from each other and resulting in international unintelligibility (Jenkins 1998).

However, when the factors affecting pronunciation learning (age, motivation, aptitude etc.) are considered, sounding like a native speaker of English may be an unrealistic goal even for non-native teachers of English as a foreign language with the exception of highly gifted and motivated individuals (Celce-Murcia, Goodwin and Brinton 2002). For this reason, although a native-like accent is a good thing to aim at for a teacher of English she/he should be aware that obtaining one is not essential in order to be able to work meaningfully on pronunciation in the classroom (Walker 1999).

As a conclusion, non-native teachers of English should have a clear speech with correct articulation of sounds, stress and intonation patterns as they have the responsibility to serve as the major model for their students. In order to train language teachers capable of producing clear speech in their foreign language they teach, they should be guided to become aware of their accents and weaknesses and strengths with regard to their own pronunciation skills.

3.4 CURRENT STATUS OF PRONUNCIATION TEACHING IN TURKEY

The status of pronunciation teaching in Turkey can be examined from two perspectives. The first perspective is concerned with the role of pronunciation teaching in general English courses in primary, secondary and higher education institutions while the other perspective is related to the teaching of pronunciation to the student teachers of English at English Language Teaching (ELT) departments.

As for the case in primary, secondary and higher education institutions the problems about pronunciation teaching seem to be 3 fold, i.e. the dominance of grammar teaching, the difficulty of testing and evaluation of pronunciation as a skill and teachers' own perceptions and skills related to pronunciation.

It is well-known that in general English courses in primary, secondary and higher education institutions in Turkey teaching of grammar is over-emphasized while the teaching of pronunciation has been neglected in most of the schools in Turkey (Köksal 1990). One of the underlying facts behind this is the tendency to perceive language teaching as the teaching of grammar of that language (Demirel http://www.bilgicik.com/yazi/yabanci-dil-sorunu-prof-dr-ozcan-demirel/). Another reason may be the absence of pronunciation in the curricula. Even if teachers want to teach pronunciation in the class they may think that teaching of it takes much time and therefore they will have difficulty to cover the whole curricula.

Another problem about pronunciation teaching is the effect of testing and evaluation of language skills on the teaching practices of teachers. In Turkey students' skills of grammar and reading are tested rather than their productive skills such as speaking. Therefore, teachers devote their teaching time to teach grammar and reading but spare less time for pronunciation and speaking skills.

In addition to the problems mentioned above the third problem seems to be the avoidance to teach pronunciation by teachers of English as 'they are not aware of the aspects of pronunciation and most of them have defects and shortcomings in their pronunciation' (Köksal 1990: 194). Therefore, the role of pronunciation teaching in teacher education gains importance as it is a matter of fact that unless the student teachers can get rid of their errors in pronunciation they will not be able to teach it correctly in the classroom (Ülkersoy, 2007).

On the other hand, there are some problems related to pronunciation teaching in the ELT departments as well, i.e. student teachers' educational backgrounds and the planning and implementation of pronunciation courses in the curriculum.

As for the educational backgrounds of student teachers, it can be observed that as they come from schools where pronunciation is neglected their level of knowledge and skills of pronunciation are very low. All the above mentioned

inadequacies of foreign language teaching in primary and secondary schools and the university entrance examination which tests the knowledge of English of candidate teachers is composed of grammar, reading and vocabulary result in the fossilized pronunciation errors of student teachers who enter ELT departments.

When the content of the teacher education program is concerned, it can be stated that it was also neglected in the programs of ELT departments. Before the restoration of the program in the academic year of 2006-2007 (http://www.yok.gov.tr/egitim/ogretmen/ingilizce_ogretmenligi.doc) phonetics was an elective course in the programs of only a few universities (see the former programs of Çanakkale Onsekiz Mart University, Dokuz Eylül University, Mersin University, Selçuk University and Middle Eastern Technical University).

In the academic year of 2006-2007, pronunciation teaching was added as a compulsory course to the program under the name of "Listening and Pronunciation" which is a very important development to solve the pronunciation problems of student teachers. This might be seen as a huge step towards changing the role of pronunciation in language teaching in Turkey since it may lead a change in the student teachers' perceptions toward pronunciation under good instruction. By extension, some of the problems mentioned above related to primary and secondary education institutions can be solved.

However, there are some shortcomings with the course content and the class hours of the new course. Firstly, when the course content suggested by the HEI is studied closely (see Appendix G), it is observed that two skills, i.e. listening and pronunciation are integrated under one course each of which includes several sub-skills to develop. For instance, the skills related to listening include analyzing authentic listening materials in different discourses, listening discrimination and higher level listening skills and strategies for the first term. In the second term, the students are expected to gain sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from the context and getting the gist. In addition to the fact that the skills expected to be learned by the

student teachers in a 3 hour lesson are too many, the division of class hours is also problematic. The question of how many hours of the course should be devoted to each skill is left to the judgements of the instructors of the course.

Similarly, the course content for pronunciation is complicated and difficult to cover in 3 hours as it suggests teaching the phonetic alphabet, vowels, consonants, rhythm, intonation and stress in words in the first term. For the second term interviews, movies, songs, lectures, TV shows and news broadcast of different accents of English are expected to be studied (see Appendix G). Therefore, it can be seen that the content of the course is overloaded. Thus, it seems almost impossible to fulfil the requirements of the course content when the fact that "Listening and Pronunciation" is a practical course rather than being a theoretical one and developing each of these skills requires hours and weeks, is taken into account. In short, a 3 hour course per week is not sufficient.

There are some adjustments need to be made in the content and class hours of "Listening and Pronunciation" course. Firstly, to overcome the problem of class hours the course should be separated as two different courses or the class time for each subject should be increased. Secondly, the content of the course should be rearranged considering the educational backgrounds of student teachers. As student teachers have very little or no knowledge of pronunciation when they first start their teacher education, all the features of pronunciation should not be taught in the first term as suggested in the program (see Appendix G) but segmental features should be taught in the first term while suprasegmentals should be taught in the second term.

In addition to the rearrangement of the course content, the classroom techniques of teaching pronunciation should also be reconsidered. When the fact that pronunciation is not a theoretical course and it needs a long time and personal effort to improve pronunciation skills is taken into account, the role of the pronunciation instructor should be much more than transferring knowledge but rather teaching self-monitoring skills which enable learners to raise their awareness of their own strengths and weaknesses in pronunciation and to become independent learners.

Thus, the problem of class hours can also be solved in this way as when student teachers begin to self-monitor, a never-ending process of pronunciation learning starts.

As a conclusion, pronunciation teaching in Turkey needs to be reformed. The teaching of pronunciation of English should be involved in general English courses at primary, secondary and higher education institutions. As for the teacher education part of the problem, the course of "Pronunciation and Listening" should be divided into two or the class hours devoted to this course should be increased. Most important of all, student teachers should be taught the skills of self-monitoring which will help them to continue their learning of pronunciation when they are out of the class and without the pronunciation instructor.

3.5 STUDIES ON PRONUNCIATION TEACHING AND LEARNING

As it is mentioned in Chapter One, the research done in pronunciation teaching and learning is very scarce compared to studies done related to other language skills. The studies carried out in this field generally focus on either in-service teacher education or pronunciation as a part of general English courses. There are few studies conducted with the student teachers at pre-service teacher education level.

Some studies conducted with both pre and in-service teachers investigated the participants' perceptions and opinions about pronunciation and pronunciation courses they took (see Elliott 1995, Madden and Moore 1997, Rajadurai 2001, Lechowska 2005, El-Ebyary 2005). The common results of these studies are that most of the teachers found the pronunciation courses helpful to improve their pronunciation skills and that their awareness and concern for pronunciation increased.

Different from the above mentioned studies, Burgess and Spencer (2000) investigated the attitudes of in-service teachers and found out that suprasegmental features were seen by teachers as paramount, but also difficult to teach and learn. The teachers participated in that study also agreed on the necessity of teaching of pronunciation as an integrated part of language teaching rather than as an isolated phenomenon. This finding suggests that pronunciation teaching should be a part of teaching of each language skill rather than restricting it to a single course.

Reluctance of teachers to teach pronunciation has also been one of the interest areas of researchers and Macdonald (2002) carried out a study with 8 teachers of English which highlighted a number of issues which teachers of English felt prevented them from doing more in the area of pronunciation and found out that teachers claimed that the curricula they were using did not encourage them to teach pronunciation. This shows that lack of pronunciation teaching is a problem not only for the teachers around the world but also for Turkish teachers of English. Another finding of that study was that assessment or monitoring of student progress in pronunciation emerged as an area of difficulty or confusion for teachers and is clearly an impediment to their teaching of pronunciation. It was also found out that teachers were uncertain about their role in correcting and monitoring student speech. This result can be taken as a sign that teachers need to be trained in specific areas of teaching of pronunciation during their in-service years.

The role of self-monitoring in pronunciation learning is also another research area which is not studied much. The results of these studies showed that teaching had an effect on the development of students' self- monitoring (see Yule Hoffman and Damico 1987) and that when students were taught self-monitoring their pronunciation performance improved (see Yoshiro 1997). These findings show that self-monitoring is a skill that can be taught and also a skill that provides the learners to have better pronunciation.

There have also been some studies about pronunciation in Turkey. The majority of them are descriptive studies aiming at analyzing the pronunciation

problems of Turkish learners of English (see Köksal 1990, Kaçmaz 1993, Gültekin 2002). Although there is an experimental study carried out by Ülkersoy (2007), the aim of that study is also to analyze the problems of student teachers and give a treatment to solve those problems.

Therefore, it can be seen that all studies conducted in Turkey are generally either descriptive or deal with specific pronunciation problems of Turkish student teachers of English on segmental and suprasegmental levels which are very useful sources in order to determine which pronunciation features teachers should spend more time and energy on. However, in some of these studies the aim of choosing student teachers as participants seems to be that they are advanced learners of English.

In conclusion, more research should be done regarding the ways to raise student teachers' awareness of their own pronunciation needs and classroom techniques to enable them to monitor themselves. Therefore, this study fills a gap as it is an attempt to investigate the role of self-monitoring in changing student teachers' perceptions toward their pronunciation.

3.6 CHAPTER SUMMARY

This chapter started with a brief historical background of pronunciation teaching. Then it continued with the literature review about using self-monitoring and self-correction strategies followed by teaching of pronunciation in foreign language education; its importance and pronunciation goals of student teachers are discussed. Finally, current status of pronunciation teaching and studies on pronunciation teaching and learning are touched upon.

CHAPTER FOUR
METHODOLOGY

4.0 INTRODUCTION

In this chapter, the methodology of the study is described in detail. First rationale for the research design then objectives and research questions of the study are explained. Finally, the details and findings of the pilot and main studies are presented.

4.1 RATIONALE FOR THE STUDY

This study has been designed to find out whether teaching self-monitoring and self correction skills to a group of student teachers causes a difference in their perceptions toward their own pronunciation skills or not. The study can be defined as a quasi experimental study as it has pre-and post tests and experimental and control groups, but no random assignment of subjects (Nunan 1992: 41).

There are three phases in this study. The aim of the first phase is to determine the level of awareness and perceptions of student teachers toward their own pronunciation. The aim of the second phase, on the other hand, is to introduce self-monitoring and self-correction techniques to a group of student teachers by embedding them into a pronunciation course for 14 weeks. The third phase of the study involves determining whether the perceptions of student teachers change after the training program or not by administering the same questionnaire once more and additionally an interview in order to find out students' opinions about the training program they were exposed to.

i. The first phase of the study

In the first phase of the study quantitative research methodology was considered to be the most appropriate way to find out the data required as quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher while qualitative research assumes that all knowledge is relative, holistic and ungeneralizable (Nunan 1992: 3).

A questionnaire as a quantitative data collection instrument was designed to find out the level of awareness and perceptions of student teachers toward their own pronunciation skills. The reason behind this choice is that questionnaires are unprecedentedly efficient in terms of researcher time, researcher effort and financial resources. By administering a questionnaire to a group of people, one can collect huge amounts of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for interviewing the same number of people (Gillham 2000 cited in Dörnyei 2002). In this experimental study the number of participants is potentially large, which is another reason for choosing questionnaire as a data collection instrument.

Moreover questionnaires can yield factual and behavioural data about the respondents and they can also measure attitudes, opinions, beliefs, interests and values of the respondents (Dörnyei 2002). As this study aims to measure the perceptions of student teachers toward their own pronunciation skills, using questionnaire was the best way to reach the data required.

However, questionnaires have some disadvantages as well. Simplicity and superficiality of answers, unreliable and unmotivated respondents, social desirability bias, self-deception and halo effect are some of the disadvantages of questionnaires (Dörnyei 2002). Yet, this study assumes that the participants are honest and sincere and that they take part in the study willingly.

Therefore, questionnaire is the most appropriate data collection instrument for this quasi-experimental study which aims to measure the perceptional differences of a large number of students before and after a treatment in spite of the long process and careful attention that questionnaires demand.

ii. The second phase of the study

In the second phase of the study a group of student teachers was exposed to a treatment which consisted of self-monitoring and self-correction techniques as a part of a pronunciation course. Therefore, the quasi-experimental unequal control group design was used in this study which consists of randomly selected two intact groups. In this design the researcher does not select the participants in the groups randomly but decides the experimental and control groups randomly (see Figure 1).

Group 1	M1.1	X	M1.2
Group 2	M2.1		M2.2

Figure 1: Unequal control group rationale (Karasar 2007: 102)

In this quasi-experimental design, the treatment was applied to the experimental group of student teachers. The course materials that were designed to develop self-monitoring and self-correction strategies in pronunciation learning were prepared and administered by the researcher (see Appendix F). As a result, to determine whether there was a difference between their level of awareness and perceptions toward their own pronunciation skills before and after the treatment and whether there was a difference between control and experimental group, pre-and post tests were administered to both groups.

During this treatment phase a qualitative data collection instrument was also used namely mini reflective journal, in which students were asked the same type of evaluative questions every month in total 2 times. A sample question from this mini reflective journal asks "What are your aims and plans to improve your pronunciation?" (see Appendix B).

iii. The third phase of the study

In the third phase of the study in addition to the Self-perception Questionnaire, a semi-structured interview as a qualitative data where randomly selected 8 students were asked questions about the training experience they were exposed to was carried out (see Appendix C).

Moser and Kalton (1971:271 quoted in Bell 1993) describe interview as 'a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent'. Interviews range from unstructured through semi-structured to structured. In this study a semi-structured interview model was carried out because it gives the interviewer flexibility and a degree of control over the course of the interview (Nunan 1992).

Finally, the most appropriate way of doing this quasi-experimental research was to combine qualitative and quantitative data collection instruments namely questionnaire and interview in order to reach more reliable results.

4.2 OBJECTIVES AND RESEARCH QUESTIONS OF THE STUDY

This study aims to find out the perceptions of student teachers of English about pronunciation and their awareness regarding their own pronunciation skills by considering their gender and the schools they graduated from. Besides describing

these factors affecting pronunciation learning of student teachers of English, this study also aims to find out whether a training experience on developing skills of self-monitoring and self-correction in pronunciation causes a difference in their perceptions and awareness about pronunciation. The following research questions guided this study:

RQ 1: *What are the perceptions of the student teachers of English toward their own pronunciation skills?*

RQ 2: *Is there a significant relationship between the perceptions of the student teachers of English toward their own pronunciation skills and their gender?*

RQ 3: *Is there a significant relationship between the high school program that the student teachers of English graduated and their perceptions toward their own pronunciation skills?*

RQ 4: *Is there a significant difference between the experimental group student teachers who were exposed to a training experience and the control group of the student teachers who was not exposed to that experience in terms of their perceptions towards their own pronunciation skills?*

RQ 5: *What are the opinions of the student teachers of English about the training experience on developing skills of self-monitoring and self-correction in pronunciation that they were exposed to?*

4.3 METHODOLOGY OF THE STUDY

There are two phases in this study. The study consists of one pilot and one main study. In the following sections, the details of these studies are explained.

4.3.1 PILOT STUDY

The pilot study was carried out to see the possible problems of the data collecting instruments of this study, find solutions to them and make the necessary changes. It was also done to measure the validity and reliability of the data collecting instruments.

4.3.1.1 INSTRUMENTS AND PROCEDURES

A questionnaire was used in this study to find out the perceptions of student teachers about pronunciation and their perceptions regarding their own pronunciation. To form the questionnaire as a data collecting instrument, first a thorough review of literature was carried out to create a pool of items that are related to attitudes towards pronunciation (Celce-Murcia Brinton & Goodwin 2002; Elliot 1995; Bromley 1995; Madden & Moore 1997; Mori 1999; Noels, Clement & Pelletier 1999; Walker 1999; Ladegaard 2000; Rajadurai 2001; Schulz 2001; Derwing & Rossiter 2002; Nakatani 2006). Then the most appropriate statements were chosen and those statements were reviewed by lecturers at the English language department at ÇOMU. They checked whether the wording and the clarity of the statements were appropriate to use in this study. Finally, the questionnaire was edited in the light of the opinions of experts in this field.

During this process not many problems were encountered except the editing of the 6th item of the questionnaire (see Figure 2). Finally all of the statements in the questionnaire were revised and rewritten under the supervision of the advisor and the final form was given to the questionnaire (see Appendix A).

Original statement	Rewritten statement
7-İngilizce konuşurken tonlamaya dikkat ederim.	6-İngilizce konuşurken tonlamaya dikkat et*mi*yorum.

Figure 2: Differences between original and rewritten statements of the questionnaire

After the necessary corrections were made the questionnaire was piloted with 64 student teachers from English language department at ÇOMU (see Table 1) who did not participated in the main study. Those student teachers were given the questionnaire and asked if there are any problems with the wording of the statements, none of the student teachers gave feedback about the wording.

Table 1: Distribution of student teachers participated in the pilot study according to their classes

	f	%
Preparatory Classes	33	51.56
First Year Students	31	48.44
Total	64	100

The data collected through the questionnaire were analyzed with Statistical Package for Social Sciences (SPSS) data editor. In order to measure the internal-consistency of the instrument, a reliability analysis was carried out via SPSS.

4.3.1.2 FINDINGS OF THE PILOT STUDY

To find out the reliability of the questionnaire (see Appendix A) an Alpha reliability value was needed. The final version of the pilot study had 23 questions and it was applied to 64 student teachers of English studying at ÇOMU English language department chosen among those who did not participate in the main study.

As a result of the initial reliability analysis of the questionnaire the 2nd item of the questionnaire was left out since it represented a low value of reliability (see Figure 3).

2 – Telaffuzum ile ilgili sorunlarımın farkındayım.

Figure 3: The item that was left out in the main study

After this procedure, the reliability analysis was repeated and Cronbach's Alpha Coefficient was found 0,7206. Therefore, the questionnaire for the particular study was found to be suitable to use in the main study.

4.3.1.3 CONCLUSIONS AND IMPLICATIONS

During the piloting stage of the questionnaire no serious problems were faced. The problems related to the wording of the questions in the questionnaire were eradicated. The statistical analysis of the questionnaire proved that the instrument was reliable and valid to be used in the main study.

4.3.2 MAIN STUDY

4.3.2.1 INSTRUMENTS AND PROCEDURES FOR THE DATA COLLECTION

In this study a questionnaire as a data collection method was used to find out the perceptions of student teachers with regard to their own pronunciation skills (See Appendix A). In addition to the questionnaire as a quantitative data collection method, qualitative data collection methods were also used namely mini reflective journals (see Appendix B) and semi-structured interview (see Appendix C).

As for data collection procedures, the main study consisted of three phases, namely 'Preparatory', 'Experimental' and 'Outcome' (see Table 2).

Table 2: Design of the study

		WEEK	SUBJECT
Preparatory Phase	**Pre-Test**	**1**	Administration of the questionnaire and introduction to the course content and structure
Experimental Phase	**Treatment & Mini Reflective Journal**	**2**	Word Stress
		3	Word Stress
		4	Sentence Stress
		5	Connected Speech
		6	Connected Speech
		7	Activities on word stress and connected speech
		8	MID-TERM
		9	Prominence
		10	Dividing speech into thought groups
		11	Intonation and Grammar
		12	Intonation and Meaning
		13	A class activity on intonation "Hills like elephants"
Outcome Phase	**Post-test & Interview**	**14**	Administration of the questionnaire and interview

In the Preparatory Phase the data was collected with a questionnaire designed to determine the perceptions of student teachers studying at ÇOMU English Language Teaching department towards pronunciation learning and their awareness with regard to their own pronunciation

In the Experimental Phase the researcher gave a training course to a group of student teachers of English on pronunciation by using self-monitoring and self-correction techniques which were embedded in a regular 14 weeks pronunciation course.

In 1997 Ministry of Education, World Bank and High Education Institute (HEI) cooperated and started a Reform Movement which resulted in the uniformity of the programmes in Teacher Education Departments all over the country. Within that programme pronunciation was not taught to student teachers of English as a part of a compulsory course. However, there was an elective course related to phonetics in some of the ELT departments' programmes of various faculties under different names such as in Dokuz Eylül Univerisity, Çanakkale Onsekiz Mart University, Mersin University and Selçuk University as Phonetics, in Hacettepe University as Phonetics and Phonology, in Middle East Technical University as Phonetics for Learners of English.

Later in the academic year of 2006-2007 HEI changed the program of English language departments once more and the new programme suggests a course called 'Listening and Pronunciation'. As fore-mentioned there are some discrepancies in the program given by HEI. Therefore, the researcher made some necessary changes in the content of the course and prepared a new course design (see Appendix D). In order to develop self-monitoring and self-correction skills of student teachers the researcher prepared a course plan for 14 weeks (see Appendix E). Starting from the very first week of the semester, the researcher initially introduced the importance of pronunciation in teacher education and the terms 'self-monitoring' and 'self-correction and their role in learning pronunciation. After this preliminary awareness session, some active and reflective activities related to the development of self-

monitoring and self-awareness skills were designed and implemented in line with this course content during the course period. As a result, the design of the study was formed as shown in Table 2 above.

In the Outcome Phase of the study the questionnaire was re-administered and an interview was carried out. The interview questions aimed at finding out the opinions of the student teachers about the training experience they have been exposed to. After the course ended 8 students male or female were randomly selected to be interviewed. They were asked 5 questions which were prepared beforehand but some questions were asked spontaneously as well (see Appendix C).

Interviews were held in Turkish in order not to lose any information that may result from language incompetence problem. All the interviews were recorded with the consent of the interviewees which enabled the researcher not to lose any information including verbal content.

4.3.2.3 SETTINGS AND PARTICIPANTS

The main study was carried out at ÇOMU in the 2007-2008 academic year in spring term with the student teachers of English language teaching department. Two groups of student teachers were selected randomly as control and experimental groups. Table 3 displays the characteristics of the sample.

Table 3: The demographic information about participants (N=42)

Experimental group				Control Group					
Category	***Level***	***f***	***%***	***Category***	***Level***	***f***	***%***	***f***	***%***
Gender				*Gender*					
	Male	6	76,9		Male	2	12,5	34	81
	Female	20	23,1		Female	14	87,5	8	19
Educational Background				*Educational Background*					
	Anatolian High School	10	38,5		Anatolian High School	3	18,8	13	31
	Super High School	15	57,7		Super High School	11	68,8	26	61,9
	Anatolian Teacher High School	1	3,8		Anatolian Teacher High School	1	6,3	2	4,8
					Regular High School	1	6,3	1	2,4
Preparatory class				*Preparatory class*					
	Yes	1	3,8		Yes	16	100	17	40,5
	No	25	96,2		No	-		25	59,5

As it can be seen from Table 3, there are 26 student teachers in the experimental group while this number is 16 in the control group. The number of the male and female student teachers is 6 to 20 in the experimental group and 2 to 14 in the control group.

The student teachers who participated in this study are graduates of different high school programmes namely Anatolian High School, Super High School, Anatolian Teacher High School and Regular High School. The majority of the participants are graduates of Super High School. This is followed by Anatolian High School graduates. However, there are only 2 Anatolian Teacher High School graduates and only 1 Regular High School graduate.

When the number of student teachers who studied at preparatory class are considered, it is seen that 17 out of 42 student teachers studied at preparatory class at university. Table 3 also shows that while all the student teachers in the control group studied at preparatory class only 1 student in the experimental group of student teachers studied at preparatory class.

Before the experiment started the Self-Perception Questionnaire was administered to both groups in order to reveal whether there was a difference in the perceptions of student teachers with regard to their pronunciation skills. The measurement of their perceptions revealed no significant difference in their perceptions which verified the assumption that the control and the experimenta group of student teachers were equal in terms of their perceptions toward their own pronunciation skills (see Table 4).

Table 4: The experimental and the control group student teachers' perceptions toward their own pronunciation skills

Group	N	Mean	SD	t	df	Sig.
Control	16	3,49	,41	,210	40	,835
Experimental	26	3,46	,40			

According to Table 4 the difference between the experimental group and control group student teachers' perceptions is not statistically significant (p>.05). It can be concluded that both group of student teachers perceived their skills of pronunciation in English moderately at the start of the training process

4.3.2.4 DATA ANALYSIS

In this study both quantitative and qualitative methods were used to gather information from the participants about research questions. The quantitative part of the research included a questionnaire and the qualitative part included an interview and mini reflective journals.

a. Questionnaire

The data collected from the questionnaire was analyzed by using various procedures for analysis. Frequency analysis, independent samples T-Test, pair samples T-Test, ANOVA and regression were carried out on SPSS (Statistical Package for Social Sciences).

b. Mini reflective journal and Interview

The mini reflective journals which consisted of the same type of evaluative questions were carried out every month in total 2 times with experimental group of student teachers in order to gather data about their reflections on the training experience that they were being exposed to.

The interviews administered with 8 randomly chosen student teachers were transcribed from the tape word by word and were analyzed considering the positive and negative experiences that the students have mentioned about.

4.4 CHAPTER SUMMARY

This chapter presented the methodology applied in this study. Additionally it presented the rationale for the study then explained the methodology of the pilot and main study.

CHAPTER FIVE
FINDINGS AND DISCUSSION

5.0 INTRODUCTION

This chapter deals with the findings and discussion of the statistical analysis of the data obtained from the main study. The results and the findings of the analyses are presented in the light of the research questions.

5.1 FINDINGS OF THE MAIN STUDY

There are three phases in this study. The aim of the first phase is to determine the level of awareness and perceptions of the student teachers toward their own pronunciation. The aim of the second phase, on the other hand, is to introduce self-monitoring and self-correction techniques to a group of student teachers through administering a pronunciation course for 14 weeks. The third phase of the study involves determining whether the perceptions of student teachers change after the training program or not by administering the same questionnaire once more and additionally an interview in order to find out student teachers' opinions about the training program they were exposed to.

In this study both quantitative and qualitative methods were used to solicit information from the respondents in order to find answers to the research questions. The quantitative part of the research included a questionnaire. Whereas, in the qualitative part the student teachers were asked to reflect and write upon their experiences through a structured mini reflective journals which were also followed by a post study interview.

The data were analyzed by means of descriptive statistics, independent samples T-Test, One Way ANOVA and Paired Samples T-Test on SPSS program.

5.1.1 RQ 1: What are the perceptions of the student teachers of English toward their own pronunciation skills?

To find out the perceptions of the students teachers toward their own pronunciation skills some related questions were asked in the questionnaire to 42 student teachers both from the experimental and control groups.

First of all, to find out the perceptions of the student teachers toward their own pronunciation skills the results of the questionnaire items related to their perceptions were analyzed with statistical analysis. As the Table 5 below points out the total mean is 3,37 out of 5 (SD = ,40). It can be concluded that the perceptions of the participant student teachers toward their own pronunciation skills are moderate.

Table 5: Student teachers' perceptions toward their own pronunciation

	N	Mean	SD
Perceptions toward own pronunciation skills	42	3,47	,40

A descriptive analysis was carried to find out more about the student teachers' perceptions with regard to their own pronunciation skills. Table 5 presents the means of the student teachers' perceptions obtained from the questionnaire on item basis.

Table 6: Perceptions of the student teachers regarding their own pronunciation skills on item basis (N=42)

	Perceptions	Direction	Mean	SD
1.	I can not pronounce some sounds of English.	–	2,64	1,14
2.	I do not pay attention to my intonation while speaking English.	–	2,71	1,02
3.	I can pronounce word and sentence stress correctly while speaking English.	+	2,93	,87
4.	I can pronounce some sounds of English which are difficult to pronounce.	+	3,43	,70
5.	I know how to improve my pronunciation in English.	+	3,50	,77
6.	I pay great attention to my pronunciation while speaking English.	+	3,52	,67
7.	I think my pronunciation in English is intelligible.	+	3,60	,59
8.	I can easily notice my pronunciation mistakes while speaking English.	+	3,71	,81
9.	I correct myself whenever I realize that I make a pronunciation mistake while speaking English.	+	3,86	,72
10.	I think I do not have the ability to pronounce English well.	–	3,93	,92
11.	I can notice my own pronunciation mistakes while I am listening to a native speaker.	+	4,36	,85

The results from this analysis show that although the student teachers participated in this study received a course on segmental features of English pronunciation in the first semester of the same academic year, their perceptions toward their skills of pronouncing English sounds are not positive (Mean = 2,64, SD = 1,14 and Mean = 3,43, SD = ,70). This may indicate that the course they received in the first semester was not efficient enough to change their perceptions toward their pronunciation skills.

Similarly, they perceive their skills with regard to correct pronunciation of intonation, word and sentence stress of English moderately (Mean = 2,93, SD = ,87 Mean = 2,71, SD = 1,02 respectively). However, they report that they can notice their pronunciation mistakes while speaking English (Mean = 3,71, SD = ,81) or listening to a native speaker (Mean = 4,36, SD = ,85) and correct themselves

whenever they make a pronunciation mistake (Mean = 3,86, SD = ,72). In addition they think their pronunciation is intelligible (Mean = 3,60, SD = ,59) and they have the ability to pronounce English well (Mean = 3,93, SD = ,92). However, it can be concluded that they do not exactly know how to improve their pronunciation (Mean = 3,50, SD = ,77).

These findings revealed that the student teachers' perceptions are lower in specific areas of pronunciation such as sounds, intonation and stress which shows that they have not received adequate training on pronunciation before. Similarly, Köksal (1990) states that pronunciation has been neglected by the language teachers in most of the schools in Turkey. This view is supported by the student teachers who participated in this study as well. They report in their mini reflective journals the fact that they had not had any knowledge about suprasegmentals of English before the training experience that they were exposed to like this:

Student 2 - From the 1st mini reflective journal

Before I took this course I didn't have an idea what word stress was.

Student 5 - From the 1st mini reflective journal

Before this term I didn't know what word stress, sentence stress and linking was.

The findings also indicate that although the students can notice their pronunciation mistakes while listening to native speakers and while speaking English they are not clearly aware of the ways to improve their own pronunciation. These results show the fact that student teachers of English need guidance about how to improve their pronunciation as much as the knowledge about sounds, stress and intonation of English.

5.1.2 RQ 2: Is there a significant relationship between the perceptions of the student teachers of English toward their own pronunciation skills and their gender?

In order to determine whether there is a significant difference between the perceptions of the male and female student teachers with regard to their own pronunciation skills, an Independent Samples T-Test was carried out.

Table 7: The male and female participants' perceptions toward their own skills in pronunciation

Gender	N	Mean	SD	t	df	Sig.
Female	34	3,45	,42	-,572	40	,571
Male	8	3,55	,29			

According to Table 7 there is not a statistically significant difference between the male and female students teachers' perceptions (p>.05). However, it can be indicated that the male students perceive their pronunciation skills slightly better than female students (Mean = 3,55, SD = ,29 Mean = 3,34, SD = ,42 respectively). However, in a study carried out by Madden and Moore (1997) investigating students' opinions about instruction in pronunciation, 32% of the female participants were satisfied with their pronunciation while this number was only 9% for the male participants. In another study by Badran (2001) which aimed to compare 16 male and 55 female student teachers performance of pronunciation accuracy, it was found out that the male student teachers (Mean = 3,75) outperformed the female student teachers (Mean = 2,96). Considering the findings of these studies it can be concluded that the research done related to gender differences in pronunciation does not show consistent results. Therefore, it cannot be stated that females are better at or perceive their pronunciation skills better than males or vice versa.

5.1.3 RQ 3: Is there a significant relationship between the high school programs that the student teachers of English graduated from and their perceptions toward their own pronunciation skills?

The student teachers who participated in this study are graduates of different high school programmes which are namely Anatolian High School, Super High School, Anatolian Teacher High School and Regular High School programmes. To find out the differences in perceptions of the student teachers who graduated from different high school programmes an Independent Samples T-Test was carried out.

Table 8: Comparison of the student teachers' perceptions toward their pronunciation skills with regard to the high school programmes they graduated from

High School Programme	N	Mean	SD
Anatolian High School	13	3,51	,40
Super High School	26	3,44	,41
Anatolian Teacher High School	2	3,77	,32
Regular High School	1	3,09	,

According to Table 8 the student teachers from different educational backgrounds perceive their pronunciation skills moderately. However, it can be seen that Anatolian Teacher High School graduates have better perceptions with regard to their pronunciation skills (Mean = 3,77, SD = ,32), when compared to other high school graduates, while the regular high school graduate has the lowest perception level (Mean = 3,09). In order to interpret these results the differences in the programs of these schools should be studied. In addition, another study with a larger sample of Anatolian Teacher High School graduates should be carried out to find out whether they tend to have better perceptions with regard to their own pronunciation skills.

To reveal whether there is a statistical difference between the high school programs that the student teachers graduated from and their perceptions toward their own pronunciation skills One-way ANOVA analysis was carried out.

Table 9: Relationship between the student teachers' high school program they graduated from and their perceptions toward their own pronunciation skills

		Sum of Squares	df	Mean	f	Sig.
Perceptions toward own pronunciation skills	**Between groups**	,366	3	,122	,743	,533
	Within groups	6,233	38	,164		
	Total	**6,599**	**41**			

According to Table 9 there is no significant relationship between the student teachers' high school programs that they graduated from and their perceptions toward their own pronunciation skills ($p>.05$). Although Anatolian Teacher High School graduates have relatively higher perceptions, it did not affect the significance of the analysis as the number of the students who graduated from Anatolian Teacher High Schools is not enough to cause a statistical difference.

The findings from One-way ANOVA analysis reveal the fact that no matter what high school program the student teachers graduated from, their perceptions toward their own pronunciation skills are moderate. This finding is also supported by the answers of the student teachers to the mini reflective journals. Regardless of their educational background all the participants indicated not having received adequate training on pronunciation.

Student 6 – Anatolian High School graduate – from the 2nd mini reflective journal

Although I have been learning English since primary school I didn't learn anything but grammar. So I can say that it was the first time I learned something about pronunciation.

Student 8 – Anatolian Teacher High School graduate – From the 1st mini reflective journal

I think we should have had this course before. We should have learned the phonetic alphabet while we were learning English in the first place.

Student 20 – Super High School graduate –
From the 2nd mini reflective journal
I learned many things about pronunciation which had never been taught to me and which I was unaware of.

Similarly, Lechowska's (2005) study carried out by 67 student teachers of English in Colombia aimed at finding out their perceptions of English Phonetics and Phonology within their programme. The student teachers who participated in that study criticized that too much attention is given to grammar and vocabulary in their general English classes and vast majority of them (97%) expressed their wish to have more pronunciation practice during their classes. Thus, it might be assumed that pronunciation teaching is a world-wide neglected issue.

5.1.4 RQ 4: Is there a significant difference between the experimental group student teachers and the control group student teachers after the treatment in terms of their perceptions towards their own pronunciation skills?

A treatment which embedded self-monitoring and self-correction techniques to a standard 'Listening and Pronunciation II' course suggested by the HEI was carried out with a group of student teachers. In order to find out whether this treatment resulted in a difference in the perceptions of those student teachers, a pre and post-test was administered in the form of a questionnaire. To see whether the mean perceptions of the student teachers have changed since the beginning of the treatment, a descriptive statistics was carried out by analyzing the data gathered.

Table 10: Descriptive statistics of the experimental group of student teachers' perceptions toward their own pronunciation skills before and after the treatment

	N	Mean	SD
Pre-test	26	3,46	,40
Post -test	26	3,76	,46

Table 10 reveals that before the treatment the perceptions of the student teachers toward their own pronunciation skills was moderate (Mean = 3,46). However it can be seen that after they had been exposed to the treatment their perceptions improved toward their pronunciation skills (Mean = 3,76, SD = ,46).

To reveal whether the change in the student teachers' perceptions before and after the treatment was statistically significant a Paired Samples T-Test was carried out. The following table presents the results of this analysis.

Table 11: Paired Samples T-Test results of the experimental group of student teachers' pre and post test perceptions toward their own pronunciation skills (N=26)

Experimental Group	Mean	SD	t	df	Sig.
Pre-test	3,46	,40	-2,628	25	,014
Post-test	3,76	,47			

According to Table 11 there is a significant difference in the perceptions of the student teachers toward their own pronunciation skills before and after the treatment ($p<.05$). This reveals that using self-monitoring and self-correction strategies in pronunciation teaching may change students' self-perceptions in a positive way. However, the post test mean reveals that the student teachers' perceptions are still moderate although there is improvement. This finding shows that the process of improving self-monitoring skills and perceptions toward one's own pronunciation is slow and takes time.

Table 12 below presents the changes in the student teachers' perceptions before and after the treatment on item basis.

Table 12: Descriptive statistics of perceptions of the experimental group of student teachers toward their own pronunciation skills before and after the treatment on item basis (N=26)

			Pre-Test		Post-Test	
	Perceptions	**Direction**	**Mean**	**SD**	**Mean**	**SD**
1.	I can notice my own pronunciation mistakes while I am listening to a native speaker.	+	4,42	,70	4,42	,58
2.	I can easily notice my pronunciation mistakes while speaking English.	+	3,85	,88	3,96	,75
3.	I correct myself whenever I realize that I make a pronunciation mistake while speaking English.	+	3,81	,69	4,04	,69
4.	I think I do not have the ability about pronunciation.	–	3,81	,90	4,21	,93
5.	I think my pronunciation in English is intelligible.	+	3,62	,57	3,79	,78
6.	I know how to improve my pronunciation in English.	+	3,58	,76	4,21	,66
7.	I pay great attention to my pronunciation while speaking English.	+	3,50	,65	3,71	,69
8.	I can pronounce some sounds of English which are difficult to pronounce.	+	3,42	,76	3,79	,83
9.	I can pronounce word and sentence stress correctly while speaking English.	+	2,81	,75	3,46	,59
10.	I can not pronounce some sounds of English.	–	2,73	1,15	2,96	1,00
11.	I do not pay attention to my intonation while speaking English.	–	2,54	1,07	3,67	,82

When the results are studied closely, it is seen that the student teachers in the experimental group started to notice their pronunciation mistakes more easily (Mean = 3,96, SD = ,75) compared to the beginning of the course (Mean = 3,85, SD = ,88). This shows that they started to learn how to self-monitor their own speech. In the second round of mini reflective journal, the student teachers also expressed their opinions that they improved their self monitoring abilities some of which are stated below:

Student 15 – from the 2nd mini reflective journal

I learned to self-monitor in this course.

Student 6 – from the 2nd mini reflective journal

I think I started to become aware of my pronunciation mistakes.

Student 9 – from the 2nd mini reflective journal

I learned how it is important to listen to oneself and recognize one's mistakes in pronunciation.

The results also revealed that the student teachers started to correct themselves when they noticed a pronunciation mistake by the end of the course (Mean = 4,04, SD = ,69) when compared to the beginning of the course (Mean = 3,81, SD = ,69). They also reported this change in their behaviours in the mini reflective journal.

Student 2- from the 1st mini reflective journal

I have understood the differences between my pronunciation and correct pronunciation. I have started to pronounce more correctly.

The student teachers' confidence in their abilities to pronounce English well also increased by the end of the course (Mean = 4,21, SD = ,93) when compared to their confidence before they were exposed to the treatment (Mean = 3,81, SD = ,90). This reveals that the student teachers used to attribute their mistakes in pronunciation more to their being incapable of pronouncing English but as they learned more about pronunciation, their ideas about their own abilities changed in a positive way which is very important for improvement of pronunciation.

Similarly, student teachers used to think that their pronunciation was less intelligible at the beginning of the course (Mean = 3,62, SD = ,57). However at the end of the treatment their confidence in their pronunciation skills increased (Mean = 3.79, SD =,78). They explained the change in their pronunciation by their own words in the mini reflective journals.

Student 7- from the 2nd mini reflective journal
This course helped me to improve my pronunciation.

Student 10 from the 2nd mini reflective journal
I think there's improvement in my pronunciation before and after the course.

Student 18 – from the 2nd mini reflective journal
I noticed that after enough practice I achieved to sound just the way I wanted.

Student 21 – from the 1st mini reflective journal
I recognize a great improvement in my pronunciation of word and sentence stress.

The results show that before the treatment was carried out the student teachers' knowledge about the ways of improving pronunciation was lower (Mean = 3,58, SD = ,76) than their knowledge after the treatment (Mean = 4,21, SD = ,66). This reveals that the student teachers not only learned about pronunciation itself but they also learned how to improve it. In parallel to the results of the questionnaire, their written expressions in the mini reflective journals also revealed the same fact.

Student 14 – from the 2nd mini reflective journal
After this course I learned that improving one's pronunciation is possible and there are ways to do it.

Before the course started the student teachers used to pay less attention to their pronunciation (Mean = 3,50, SD = ,65) when compared to their responses at the end of the course (Mean = 3,71, SD = ,69). This may be due to the fact that they started to self-monitor themselves and also monitored their friends and had the chance to compare their pronunciation to the native speakers' therefore realized the deviations in their pronunciation from the standard English pronunciation. They might have been convinced that deviations from the standard pronunciation make the speaker more difficult to understand. They also pointed out that they paid more attention to their pronunciation in the mini reflective journals.

Student 3 – from the 2nd mini reflective journal
This course gave me the chance to take my pronunciation into consideration.

Student 4 – from the 2nd mini reflective journal
I realized that there are lots of mistakes in my pronunciation and I am struggling to correct them. I believe it will be better in time.

Student 9 –from the 1st mini reflective journal
I have understood the importance of pronunciation.

Student 17- from the 1st mini reflective journal
I started to feel that I care more about my pronunciation and try to pronounce words correctly

Student 10- from the 2nd mini reflective journal
I learned that pronunciation is very important while speaking in English.

Although the course mainly concentrated on the suprasegmental features of English pronunciation such as word and sentence stress, intonation pattern and connected speech, the student teachers reported that they are better at pronouncing some difficult sounds in English after the course (Mean = 3,79, SD = ,83) compared to the beginning of the course (Mean = 3,42, SD = ,76).

The greatest change is observed in their ideas about their ability to pronounce English word and sentence stress as well as intonation which were the main subject areas of the course. They did not use to perceive their ability to pronounce correct word and sentence stress positively (Mean = 2,81, SD = ,75) at the beginning of the course. Their perceptions with regard to their abilities in pronouncing English intonation correctly was even lower (Mean = 2,54, SD = 1,07). However after the course had been completed their perceptions with regard to their abilities in the pronunciation of word and sentence stress increased (Mean = 3,46, SD = ,59). The same increase has been observed about their perceptions with regard to their intonation skills (Mean = 3,67, SD = ,82). This proves the fact that the course succeeded to achieve the objectives set before the course started. The student

teachers also reported this fact by means of the answers they gave in the mini reflective journals.

Student 11 – from the 1st mini reflective journal

I learned the things I'd never heard of before like word stress, sentence stress, linking, intonation, and deletion.

Student 18 – from the 1st mini reflective journal

I have learned word stress and how to stress syllables by saying them louder and longer.

All in all, when the results obtained from the post-test are compared to the results of the pre-test of the experimental group of student teachers, it can be concluded that their perception toward their own pronunciation skills changed in a positive way which is assumed to be the result of the treatment that included the teaching of self-monitoring and self-correction skills as a part of a pronunciation course aiming at developing students' abilities to pronounce suprasegmental features of English pronunciation.

To find out whether the perceptions of the student teachers in the control group changed before and after the course they received, a Paired Samples T-Test was carried out. Table 13 presents the results of the analysis.

Table 13: The Control group of student teachers' pre and post test perceptions toward their own pronunciation skills (N=15)

Control Group	Mean	SD	t	df	Sig.
Pre-Test	3,41	,28	-1,280	14	,221
Post-Test	3,62	,44			

When Table 13 is studied it can be seen that there is an increase in the self-perception of the control group of student teachers toward their own pronunciation

skills. However, the difference between pre and post-test results of the control group is not statistically significant (p>.05).

To show the changes in the control group student teachers' perceptions on item basis a descriptive statistics was carried out. Table 14 presents the results showing the differences between the pre and post-tests on item basis.

Table 14: Descriptive statistics of the perceptions of the control group of student teachers toward their own pronunciation skills before and after the semester on item basis (N=16)

		Pre-Test		Post-Test	
Perceptions	**Direction**	**Mean**	**SD**	**Mean**	**SD**
I can notice my own pronunciation mistakes while I am listening to a native speaker.	+	4,25	1,06	4,38	,62
I think I do not have the ability about pronunciation.	–	4,13	,96	4,19	1,11
I correct myself whenever I realize that I make a pronunciation mistake while speaking English.	+	3,94	,77	3,94	,77
I pay great attention to my pronunciation while speaking English.	+	3,56	,73	3,56	,51
I think my pronunciation in English is intelligible.	+	3,56	,63	3,81	,75
I can easily notice my pronunciation mistakes while speaking English.	+	3,50	,63	3,94	,44
I can pronounce some sounds of English which are difficult to pronounce.	+	3,44	,63	3,69	,48
I know how to improve my pronunciation in English.	+	3,38	,81	3,81	1,05
I can pronounce word and sentence stress correctly while speaking English.	+	3,13	1,02	3,19	,91
I do not pay attention to my intonation while speaking English.	–	3,00	,89	2,81	1,05
I can not pronounce some sounds of English.	–	2,50	1,15	2,44	1,21

As the table above shows, the control group of student teachers' ability to notice their pronunciation mistakes while listening to a native speaker had increased by the end of the term (Mean = 4,38, SD = ,62) compared to the beginning of the term (Mean = 4,25, SD = 1,06). Similarly, their ability to notice their pronunciation mistakes developed by the end of the term (Mean = 3,94, SD = ,44) when it is compared to the beginning of the term (Mean = 3,50, SD = ,63). However, unlike the experimental group of student teachers, the control group of student teachers do not show any change in correcting their pronunciation mistakes. This may be due to the lack of teaching self-correction strategies during the course they received.

The control group of student teachers perceived their pronunciation as more intelligible at the end of the term (Mean = 3,81, SD = 75) when it is compared to the beginning of the term (Mean = 3,56, SD = ,63). When the experimental and the control group of student teachers are compared with regard to their perceptions about their intelligibility in English, it can be seen that the experimental group of student teachers perceived their pronunciation as less intelligible and the difference in their perception is not as big as the control group student teachers'. This may be because of the fact that as the experimental group of student teachers monitored their own pronunciation and realized some mistakes that they had not been aware of before they became more critical about their own pronunciation. Therefore their perception of their own pronunciation skills might have become more realistic.

The results also revealed that the control group of student teachers had learned how to improve their pronunciation by the end of the course (Mean = 3,81, SD = 1,05) when compared to the pre-test results (Mean = 3,38, SD = ,81). However, there is not a change in the attention they pay to their pronunciation which was the same before and after the course (Mean = 3,56, SD = 73 Mean = 3,56, SD = ,51 respectively). When they are compared to the experimental group of student teachers, it can be concluded that the experimental group started to pay more attention to their pronunciation while speaking English after the course ended (Mean = 3,71, SD = ,69).

The greatest difference between the control group and the experimental group is observed when their perceptions toward their ability to pronounce suprasegmental features are taken into account. The control group of student teachers reported that there is a slight difference in their ability to pronounce word and sentence stress after they took the course (Mean = 3,19, SD = ,91) compared to the beginning of the course (Mean = 3,13, SD = 1,02). Moreover, the attention they paid to their intonation while speaking English also decreased until the end of the course (Mean = 2,81, SD = 1,05) compared to the beginning (Mean = 3,00, SD = ,89). This reveals that the course they received could not achieve the aim of developing the student teachers' ability to pronounce suprasegmental features of English better.

All the results obtained from the questionnaire show that both the control and the experimental group of student teachers developed better perceptions toward their own pronunciation after they received a course in pronunciation. However, the change in the perceptions of experimental group of student teachers is statistically significant. The treatment they were exposed to changed their perspectives toward their ability to pronounce English particularly word stress, sentence stress and intonation of English, which were the main focus areas of the course. In addition, their awareness about the ways of improving English pronunciation increased. Moreover, as they learned how to self-monitor and self-correct they noticed their mispronunciations and therefore paid greater attention to their pronunciation and started to correct their mistakes.

5.1.5 RQ 5: What are the opinions of the student teachers of English about the training experience on developing skills of self-monitoring and self-correction in pronunciation that they were exposed to?

To obtain the opinions of experimental group of student teachers about the training experience they were exposed to, a semi-structured interview was carried out (see Appendix C).

There are 46 responses given to 5 different questions by 8 student teachers who participated in the interview. These responses were analyzed and grouped under 3 broad themes as reflections about self, evaluation of the course and ways to improve pronunciation. These broad themes are also divided into sub-themes as perceptions of their own pronunciation, improvement in monitoring, self-monitoring and self-correction skills, ideas changed related to pronunciation, opinions about the course, opinions about the methods used in the classroom, ways to become independent of the instructor and future plans to improve pronunciation (see Table 15).

Table 15: Student Teacher's Responses given to the Interview Questions (N=8)

Broad Themes	**Reflections about Self**			**Evaluation of the Course**		**Ways to Improve Pronunciation**	
Sub-Themes	**Perceptions of their own pronunciation**	**Improvement in monitoring, self-monitoring and self-correction skills**	**Ideas changed related to pronunciation**	**Opinions about the course**	**Opinions about the methods used in the classroom**	**Ways to become independent of the instructor**	**Future plans to improve pronunciation**
Student Teachers' Responses	Realization of weaknesses of their pronunciation (2)	Attention paid to their pronunciation and detection of mistakes (6)	Pronunciation is something that can be learned (3)	Difference of the course compared to the same course in the first term (3)	Usefulness of recording their speech and listening them (4)	Use of dictionary to look up pronunciation of words (3)	Plans to watch films and news and to listen to songs in English (4)
	Positive difference in their pronunciation before and after the course (3)	Realization of mistakes done by peers and teachers (2)	Pronunciation is an important skill (5)			Learning how to improve pronunciation (2)	Plans to teach pronunciation to their students in the future (2)
		Self realization of mistakes (7)					

The responses given by the student teachers in the interview show that the training course provided them with some tools and ideas to improve their pronunciation and some motivation to realize their goals to become more efficient speakers of English. Most important of all, the results show that their perceptions of their own pronunciation changed.

When these themes outlined in the Table 15 are studied closely it can be seen that under the broad theme of "reflections about self" there are 3 sub-themes one of which is "perceptions of their own pronunciation". There were 5 responses reporting the change in their perceptions toward their own pronunciation skills. Some of them are stated below:

Student 1 from the interview
I think my pronunciation is not very good and it needs to be improved.

Student 5 from the interview
There is improvement in my pronunciation of English when I compare the first recording we did at the beginning of the course and recording we did in the end.

Student 7 –from the interview
I recorded my voice and listened to my pronunciation for the first time in this course and realized that my pronunciation was bad which I used to think was better. And as I learned how to stress words and sentences and the rules for intonation I noticed that I sound better.

These responses are also in line with the results of the questionnaire that there is a change in their perceptions of their own pronunciation and that they can recognize their mistakes more easily. This shows that when the student teachers have the opportunities to listen to themselves and compare their speech with the native speakers' they become aware of the mistakes they used to think were correct or that they had never paid attention before. Although they evaluated their pronunciation skills as inadequate, this is one of the desired outcomes of the course as unless one can realize that there is something wrong with their pronunciation, they never attempt to change it. It can be interpreted that first they became aware of their

mistakes then they learned how to improve it and in the end they recognized a change in their performance.

As a second sub-theme "improvement in their monitoring, self-monitoring skills and self-correction skills" takes its place. There are 15 responses related to this sub-them some of which are stated below:

Student 1 from the interview
Now I can realize the pronunciation mistakes of my friends' and my teachers'.

Student 3 from the interview
I pay more attention to my pronunciation and detect my mistakes more easily.

Student 4 from the interview
I realized that I mispronounced some words in English and corrected them.

Student 5 from the interview
I knew that I mispronounced some words such as "determine" or "language" but I wasn't able to correct them. Now I can correct my own mistakes and this increased my self-confidence.

Student 6 from the interview
I realized that we learned the incorrect pronunciation of some words in the first place and now I learned the correct pronunciation of them.

According to the responses given by the student teachers who participated in the interview, it can be concluded that they started to recognize not only their own mistakes but also others' which shows that they began to listen critically which is one of the very important skills that a candidate teacher of language needs to have as when they become teachers they will have to notice their students' mistakes in pronunciation and correct them. They also reported that they not only became aware of their mistakes but also corrected them which show that they built self-correction skills which are one of the aims of the training course they received.

The last sub-theme related to their reflections about self is "ideas changed related to pronunciation". There are 8 responses given by the student teachers who

reported that their ideas about pronunciation learning changed. Some of these responses are listed below:

Student 2 from the interview
I didn't use to think that pronunciation was an important skill before I took this course and actually I didn't have enough knowledge about it. I also wasn't aware how much it effected our speaking in English. Now when I think about my teachers in the past; they didn't use to care about their pronunciation!

Student 3 from the interview
I used to think that pronunciation could only be improved by living abroad or speaking to native speakers but after I took this course I realized that we can also improve our pronunciation by practicing on our own.

Student 5 from the intreview
In the past I wasn't sure if I could speak English as the way the people in the movies I watched speak but now I learned the ways to sound like a native speaker and understood that it is not something impossible.

The student teachers responses to the interview questions and their reflections in the mini-reflective journals are parallel in this issue. They also report the changes in their pespective toward pronunciation in the mini-reflective journals some of which are stated below:

Student 6 – from the 1st mini reflective questionnaire
I started to give importance to my pronunciation. Before that I neglected pronunciation because nobody had ever told me how important it was.

Student 8 – from the 2nd mini reflective questionnaire
I learned that it is not useless to study pronunciation.

When the student teachers' responses are considered it is not very surprising that they did not use to think pronunciation as an important skill as they come from an educational background where grammar and reading are taught to students but pronunciation as well as speaking are rarely emphasized. One of the students from the interview evaluated the education they received like this:

Student 3 from the interview

We learned the theoretical part of the language like grammar and vocabulary. I think that's why we have difficulties in speaking the language now.

After the pronunciation course they received they reported that their ideas changed in a positive way that pronunciation was also an important skill that affected the way they speak. That is to say their awareness raised and once learners become aware of the importance of pronunciation they carry on their improvement without any formal instruction therefore become independent learners.

Another belief that some of the student teachers held was that the only way to improve pronunciation was to live in the country that the language is spoken as the native language of its people. As the student teachers became knowledgeable about the ways to improve their pronunciation this idea also changed and they gained self-confidence that they can also improve their pronunciation without having to go abroad.

The other broad theme stated in the Table 15 is the "evaluation of the course." The responses given by the student teachers about the course they took in the second semester are grouped into two sub-themes as "opinions about the course" and "opinions about the methods used in the classroom".

As for the first sub-theme "opinions about the course" student teachers gave 3 responses which compared the course they received in the first and the second term. Some of the responses are stated below:

Student 2 from the interview

This is the first time we had such a course. The style of the teacher was very different from the previous one. In the first term the lesson was too theoretical but in the second term we learned both the theory and practice.

Student 5 from the interview
In the first term we followed the lesson from our books all the time but in the second term it was more practical; we listened to the tape and recorded our speeches. That's why I attended all the classes this term.

Student 8 from the interview
In the first term only the phonetic alphabet was given but we couldn't learn it actually.

The responses reveal that the student teachers had not taken a course in pronunciation that enabled them to practice the features of pronunciation they learned in the first term. They thought that it was theoretical and that they could not benefit from that course. However when they compared the training course with the one they took in the first term, they stated that it was practical and fruitful. It should be underlined that pronunciation is a practical course and students benefit more when they practice and they feel that they learn something rather than memorizing things.

The other sub-theme of "the opinions about the course" is "opinions about the methods used in the classroom". Student teachers gave 4 responses related to their ideas about the methods used during the course some of which are stated below:

Student 3 from the interview
I think it was very useful to record our voices and listen to ourselves.

Student 4 from the interview
Cassettes enabled us to monitor ourselves.

Student 7 from the interview
When I say a word I think I pronounce it correctly but when I listen to my voice from the tape I realize that I mispronounced it.

When the responses of the student teachers are considered it can be stated that they benefited from the recording activities they did in the laboratory studies. They reported that recording their speeches and listening to them improved their self-monitoring skills and helped them to recognize the errors they made that they could not catch while speaking. Therefore, the conclusion that classroom methods were

useful in terms of generating the desired aims and outcomes of the course can be drawn.

The last broad theme stated in the Table 15 is "ways to improve pronunciation" which has two sub-themes as "ways to become independent of the instructor" and "future plans about pronunciation". The student teachers gave 5 responses related to the ways that helped them to become independent of the pronunciation instructor. Some of them are stated below:

Student 3 from the interview
Now I use dictionary to look up the pronunciation of a word as well.

Student 5 from the interveiw
I started to write words I learn in a notebook with phonetic symbols and I also show places of stress of each word.

Student 13- from the interview
In the past I used dictionary only to look up the meaning of words but now I also look up the dictionary for the pronunciation of the words.

Mini reflective journals also support the interview results that the student teachers realized the importance of dictionary use for learning the correct pronunciation of words. Some of their answers are stated below:

Student 15- from the 1st mini reflective journal
I must use dictionary to improve my pronunciation because phonetic alphabet is very important for correct pronunciation.

Student 17 – from the 2nd mini reflective journal
Now I study the pronunciation of words using dictionaries.

The student teachers' responses reveal that they started to use their dictionaries as a source of correct pronunciation of words and realized the importance of dictionary use in learning pronunciation. This is an important change in their behaviour as using dictionaries for pronunciation practice can make them independent of the pronunciation instructor.

The other sub-theme related to "ways to improve pronunciation" is "future plans to improve pronunciation". The student teachers gave 6 responses some of which are stated below:

Student 3 from the interview
I plan to watch films and news in English and listen to songs in English to imitate native speaker's pronunciation.

Student 6 from the interview
I plan to listen to native speakers and imitate their pronunciation and I also plan to study the pronunciation of words from dictionaries.

Student 7 from the interview
I plan to speak English more and listen to myself. I also plan to work as a tourist guide in the summer so as to practice speaking English.

There are overlapping features detected between the interview responses and the responses given to mini reflective journals by the student teachers in relation to their future plans to improve pronunciation some of which are stated below:

Student 21 – from the 1st mini reflective questionnaire
I'm going to practice a lot and listen more carefully.

Student 23- from the 1st mini reflective questionnaire
I'm going to read aloud by myself. I'm going to learn phonetic alphabet very well. I should listen to native speakers much more.

Student 13 – from the 2nd mini reflective questionnaire
I'm going to be more careful about the pronunciation and stress patterns of words and I'll mark the place of stress while I'm reading a book or something.

Student 14 –from the 2nd mini reflective questionnaire
I'm going to read aloud more, record my voice and listen to it.

When the responses given to the question about their future plans are considered it is seen that the student teachers mostly focused on the importance of dictionary use and listening to native speakers whom they see as the source of correct pronunciation. They were also well aware of the fact that only listening to correct English does not make them good speakers of English. For this reason, they stated that they also planned to practice pronunciation by doing reading aloud exercises and imitating native speakers. It is very important for student teachers to have future plans to improve their pronunciation as it can not be expected to cause a great improvement in their pronunciation skills with 3 hours of pronunciation course lasting for 28 weeks.

The student teachers who participated in the interview also reported that they recognized their responsibility as the student teachers of English to learn pronunciation of English and to teach it to their own students in the future. Two responses were given related to their plans to teach pronunciation to their students which are:

Student 4 from the interview
I plan to teach pronunciation to my students in the future.

Student 6 from the interview
When I become a teacher I will teach pronunciation to my students because now I know that it is very difficult to change an incorrect pronunciation learned at the beginning of your language learning.

According to the student teachers' responses it can be concluded that their identification of themselves as future teachers of English increased their motivation to learn pronunciation in order to teach it. They noticed that if they had been taught pronunciation by their high school teachers it would not have been so difficult to change their inaccuracies in their pronunciation. It can be concluded that this realization ignited their motivation to be better speakers of English.

As a conclusion, the results obtain from the interview, the questionnaire and the mini reflective journals all revealed that perspectives of student teachers in the

experimental group about pronunciation instruction changed in a positive way. They developed skills of self-monitoring and self-correction which were two main techniques used in the classroom. They realized that pronunciation is an important language skill and that they need to improve their pronunciation in order to be better teachers of English in the future.

5.2 CHAPTER SUMMARY

This chapter presented the statistical analysis of the data obtained from the main study and also reported the findings related to the qualitative phase of the study. The finding both from the questionnaire and the other two qualitative data collection instruments which are interview and mini reflective questionnaire are also discussed in this chapter.

CHAPTER SIX
CONCLUSIONS AND IMPLICATIONS

6.0 INTRODUCTION

This chapter aims to make conclusions about the study and present some implications for teacher trainers. It also aim at guiding future researchers for further research.

6.1 CONCLUSIONS

The study aimed at determining the perceptions of the student teachers towards their own pronunciation and whether their perceptions change after being exposed to a training course on pronunciation. There are three phases in this study. The aim of the first phase was to determine the perceptions of first grade student teachers toward their own pronunciation skills. The aim of the second phase was to teach self-monitoring and self-correction techniques by embedding them into a pronunciation course to the experimental group of student teachers. The third phase of the study involved determining whether the perceptions of experimental student teachers changed after the training program or not and their opinions about the training course they were exposed to.

A questionnaire was used to find out the perceptions of student teachers toward their own pronunciation skills and the findings from the pre-test results show that 42 first grade student teachers' perceived their pronunciation skills moderately in the beginning.

The results of the pre-test were analyzed to find out if there was a relationship between the gender and the perceptions of student teachers and the result showed no relationship between the two although male students (Mean=3,55, SD = ,29) perceived their pronunciation skills slightly better than female student teachers (Mean=3,45, SD = ,42). However in Madden and Moore's (1997) study 32% of female participants were satisfied with their pronunciation while this number was only 9% for male participants. In another study by Badran (2001) it was found out that male student teachers (Mean = 3,75) outperformed female students (Mean = 2,96) in their performance of pronunciation.

For the second phase of the study, 26 experimental group of student teachers were exposed to a treatment where self-monitoring and self-correction strategies were embedded into a pronunciation course of 14 weeks. This experimental group of student teachers' reflections were taken through a structured mini-reflective journal.

In the third phase, the post-test was administered and compared to the findings of the pre-test results. The result of this comparison revealed that the experimental group of student teachers' perceptions toward their own pronunciation skills increased. The mean value of the statistical analysis of the pre-test for the experimental group was 3,46 (SD = ,40) which increased to 3,76 (SD = ,46) in the post-test results. The difference between the two test results was statistically significant ($p<.05$). However, the pre-and post test results of the control group did not show any statistical significance. An interview was carried out in order to find out the experimental group of the student teachers' opinions about the course they took.

The results of the questionnaire, interview and mini-reflective journals all revealed that the student teachers of the experimental group found the course useful. Their perceptions toward their pronunciation skills changed in a positive way and they started to pay more attention to their pronunciation as they realized how it affected the way they speak in English. They also developed the skills of self-monitoring and self-correction and started to make future plans to improve their

pronunciation. All these positive changes in the student teachers' ideas and perceptions are the results of the self-monitoring and self-correction strategies they learned during the treatment phase of this study.

Similar studies were carried out to investigate students' opinions about the pronunciation courses they received and similar results were reached (Madden and Moore 1997, Rajadurai 2001, Lechowska 2005). The common results of these studies were that student teachers valued pronunciation as an important skill and taking pronunciation courses heightened their awareness and concern for pronunciation.

There are few studies related to self-monitoring skills of pronunciation which also reached similar results to this study. For instance, Yule Hoffman and Damico (1987) who investigated the role played by teaching in the development of students' self-monitoring, found that learners improved their self-monitoring abilities after taking a course of pronunciation which aimed at developing that skill. Similarly, Yoshiro's (1997) study revealed that self-monitoring strategy had a positive effect on the students' pronunciation score.

In conclusion the overall result of this study is that student teachers developed their self-monitoring and self-correction skills in pronunciation with the help of the treatment that they were exposed to and therefore their perceptions toward their own pronunciation changed in a positive way. In addition to these, they reported in the interview and mini-reflective journals that this course was the first pronunciation course they had had and that it changed their ideas about the importance of pronunciation as a language skill positively.

Lastly it should also be noted that the primary factor in any skill development is the learner him/herself. That is, the internal and external motivation of the learners determine their performance in that skill.

6.2 IMPLICATIONS

The implications of this study are three fold, i.e. implications for the ELT teacher educators, implications related to the ELT departments' course content and implications related to in-service teacher training.

Firstly, a reformation needs to be done in the course of pronunciation given to student teachers in their departments. Although there is a two term course under the name of "Listening and Pronunciation", because of the limited class hours and overloaded content of the course, it becomes impossible to fulfil the course requirements, which results in the continuity of the pronunciation problems of student teachers. Therefore, the course of "Listening and Pronunciation" should be either divided into two different courses or the class hours of this course should be increased. In addition, pronunciation course in ELT departments should go far beyond an introductory course which is restricted to a year. There should be elective pronunciation courses for students who wish to learn more about pronunciation in the following years in their formal education.

Another necessity is teaching student teachers the skills of pronunciation. For this aim to be accomplished, there should be qualified teaching staff in every ELT department in Turkey. In order to educate qualified teaching staff, master and doctoral students should be encouraged to do their research projects in the field of pronunciation teaching and learning.

In addition to pronunciation courses in ELT departments, there should also be courses for in-service teachers. It should be noted that increasing the awareness and pronunciation skills of in-service teachers of English by giving them adequate training courses on pronunciation is necessary when the fact that the pronunciation problems of student teachers result from the lack of pronunciation teaching in primary and secondary education is considered. Therefore, the problem of pronunciation should first be attacked in the primary and secondary education.

6.3 SUGGESTIONS FOR FURTHER RESEARCH

Although self-monitoring in pronunciation is not a new concept in language teaching, it has been started to be studies in the recent years. For this reason, this is an area of reseach, which needs to be investigated from many perspectives.

This study investigated the relation between teaching self-monitoring skills and student teachers' perceptions towards their own pronunciation. New researchers can investigate the relation between self-monitoring skills and other learner factors such as motivation and attitude towards language.

The results of this study revealed that perceptions of student teachers improve but are still moderate after a 14-week course. Therefore, longer studies need to be carried out in order to observe a maximal development.

6.4. CHAPTER SUMMARY

In this chapter a general conclusion was drawn in the light of the results obtained from the analysis of the findings. Implications for teacher trainers, implications related to the ELT departments' course content and implications related to in-service teacher training were followed by the suggestions for further research.

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APPENDICES:

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APPENDIX A

ÖZ ALGILAMA ANKETİ

Değerli Öğrenciler;

*Bu anket siz öğrencilerin İngilizce telaffuz öğrenimine ilişkin düşüncelerinizi almak amacıyla hazırlanmıştır. Bu çalışmanın sonuçlarının İngilizce öğretmeni adaylarının İngilizce telaffuz derslerinin planlanması ve yürütülmesine katkıda bulunması beklenmektedir. Bu nedenle sorulara vereceğiniz yanıtların **eksiksiz** ve **içten** olması çok önemlidir. Yanıtlarınız araştırmacı dışında başka hiç kimse tarafından okunmayacak ve sadece araştırma amacıyla kullanılacaktır.*

*Aşağıdaki ifadeleri dikkatlice okuduktan sonra size en uygun seçeneği (X) işareti koyarak yanıtlayınız. Lütfen işaretlenmemiş hiçbir ifade bırakmayınız. Anket formunun üzerine adınızı ve soyadınızı **yazmayınız** ya da kimliğinizi belirtecek herhangi bir işaret **koymayınız**. Zaman ayırdığınız ve bu araştırmaya katkıda bulunduğunuz için teşekkür ederim.*

Serpil GEZGİN
Çanakkale 18 Mart Üniversitesi
İngiliz Dili Eğitimi Anabilim Dalı
Yüksek Lisans Öğrencisi
E-posta: gezgina1@yahoo.com

BÖLÜM – I

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1.	Telaffuzumu nasıl geliştirebileceğimi biliyorum.					
2.	İngilizce'deki bazı sesleri telaffuz edemiyorum.					
3.	İngilizce konuşurken, telaffuz yanlışlarımın kolayca farkına varabiliyorum.					
4.	Ana dili İngilizce olan birisini dinlerken, kendi telaffuzumdaki yanlışlıkların farkına varabiliyorum.					
5.	Telaffuzumun anlaşılır olduğunu düşünüyorum.					
6.	İngilizce konuşurken tonlamaya dikkat et*mi*yorum.					
7.	İngilizce'deki telaffuzu zor olan bazı sesleri, telaffuz edebiliyorum.					
8.	İngilizce konuşurken, bir telaffuz hatası yaptığımı fark edersem kendi kendimi düzeltiyorum.					
9.	İngilizce konuşurken, telaffuzuma çok dikkat ediyorum.					
10.	İngilizce konuşurken, sözcük ve cümle vurgusunu doğru bir şekilde telaffuz edebiliyorum.					
11.	Telaffuz konusunda yeteneğim ol*ma*dığını düşünüyorum.					

BÖLÜM – II

Aşağıda size kişisel bilgilerinizi içeren sorular sorulmuştur. Lütfen bu soruları dikkatlice okuyup size en uygun cevabı (X) ile işaretleyiniz.

1- Cinsiyetiniz:

☐ Kız ☐ Erkek

2- Şubeniz:

☐ A ☐ B

3- Mezun olduğunuz lise türü:

☐ Anadolu Lisesi ☐ Süper Lise ☐ Anadolu Öğretmen Lisesi

☐ Düz Lise ☐ Meslek Lisesi ☐ Kolej

☐ Diğer (Lütfen belirtiniz).....

4- Üniversitede hazırlık okudunuz mu?

☐ Evet ☐ Hayır

SELF-PERCEPTION QUESTIONNAIRE

Dear Students,

*This questionnaire aims to find out your ideas about learning pronunciation of English.. The results of this study are expected to contribute to the planning and administration of pronunciation courses in English Language Teaching Departments. For this reason, it is extremely important that your answers to the questions are **sincere** and **complete**. Your answers will not be read by anybody except the researcher and they will only be used for scientific purposes.*

Please read the following statements carefully and mark the most suitable choice for you with (X) sign. Please do not leave any signs showing your identity on the questionnaire. Thank you for your help.

Serpil GEZGİN
Çanakkale 18 Mart University
ELT Department
Master Student
E-mail: gezgina1@yahoo.com

PART– I

No	Statement	Very suitable	Suitable	Undecided	Unsuitable	Very unsuitable
1.	I know how to improve my pronunciation in English.					
2.	I can not pronounce some sounds of English.					
3.	I can easily notice my pronunciation mistakes while speaking English.					
4.	I can notice my own pronunciation mistakes while I am listening to a native speaker.					
5.	I think my pronunciation in English is intelligible.					
6.	I do not pay attention to my intonation while speaking English.					
7.	I can pronounce some sounds of English which are difficult to pronounce.					
8.	I correct myself whenever I realize that I make a pronunciation mistake while speaking English.					
9.	I pay great attention to my pronunciation while speaking English.					
10.	I can pronounce word and sentence stress correctly while speaking English.					
11.	I think I do not have the ability to pronounce English well.					

PART – II

Below there are some questions about information. Please read the questions carefully and mark th emost suitable choice for you with (X).

1- Gender:

☐ Female ☐ Male

2- Class:

☐ A ☐ B

3- High School Programme you graduated from:

☐ Anatolian High School ☐ Super High School

☐ Anatolian Teacher High School ☐ Regular High School

☐ Vocational High School ☐ Private High School

☐ Other (Please specify).....

4- Did you study at preparatory class at university?

☐ Yes ☐ No

APPENDIX B

MINI REFLECTIVE JOURNAL QUESTIONS

1) So far in this term what have you learned in terms of pronunciation?
2) Have you noticed a change in your perception toward pronunciation?
3) What are your aims and plans to improve your pronunciation?
4) Have you realized any pronunciation mistakes you do during the lessons?

APPENDIX C
INTERVIEW QUESTIONS

1) What are your ideas about pronunciation teaching in general?
2) What do you think about the pronunciation training you received in the second term this year?
3) Did the training you received in the second term contribute your pronunciation? If so, how did contribute?
4) What do you think about your own pronunciation skills?_
5) What are your aims and plans about pronunciation?

GÖRÜŞME SORULARI

1) Genel olarak telaffuz eğitimiyle ilgili görüşleriniz nelerdir?
2) Bu yıl ikinci dönem aldığınız telaffuz dersi ile ilgili görüşleriniz nelerdir?
3) İkinci dönem aldığınız telaffuz dersi telaffuzunuza katkı sağladı mı? Sağladı ise bu katkılar nelerdir?
4) Kendi telaffuzunuz hakkında ne düşünüyorsunuz?
5) Telaffuzunuzla ilgili gelecek planlarınız nelerdir?

APPENDIX D

COURSE DESIGN IN ECTS FORMAT

COURSE CONTENT

Title of the Course: **LISTENING and PRONUNCIATION**	Course-code: **106**	Semester: **2nd Semester (SPRING) / 1st Year**	
Course type: Practical	Hours-Practice/Week **3-0**	Credits Local	ECTS
Status: Compulsory	Language of Instruction: English	**3**	**6**
Instructor:	**Serpil GEZGİN**		
Contact:	**E-Mail: gezgina1@yahoo.com**		
Office Hours:			
Lecture Hours:	Friday: Lab. 204 (İ.Ö) 18.25– 21.00		

Course description: This course aims to introduce the suprasegmental aspects of English pronunciation. It also aims at developing self-awareness, self-monitoring and self-evaluation skills of trainee teachers of English in terms of their pronunciation skills so that they can be active learners who take their own responsibility for their own speech changes and continue to progress on their own after the course is over.

Assessment: Students will be assessed by two exams: midterm exam and final exam. The midterm exam will constitute a 40% of the final mark while the final exam will contribute a 60%. Pronunciation exams will constitute 70% of the total score. Students' pronunciation skills will be assessed by evaluating their oral class presentations. Bonus points can be awarded to successful class participation.

Materials: Cassette/CD player

Prerequisites: Each student must have a cassette which they will use to record their voices.

Attendance: Attendance is a must.

PRONUNCIATION

WEEK	TOPICS
1-	Introduction to course content & structure
2-	WORD STRESS
3-	WORD STRESS
4-	SENTENCE STRESS
5-	CONNECTED SPEECH
6-	CONNECTED SPEECH
7-	- Activities aiming to develop the pronunciation of both stress and connected speech
8-	**Midterm EXAM** • Students are supposed to present 3-5 minutes oral presentations in the classroom by paying attention to features of pronunciation covered by that time. • Student representative should submit a list which contains the names of the students and the subject they want to present by the 3rd week of the semester.
9-	PROMINENCE
10-	INTONATION
11-	INTONATION
12-	INTONATION
13-	Class activities on intonation
14-	**Final EXAM** • Students are expected to perform a mini-drama. • Group members and drafts of drama scripts should be submitted to the instructor no later than the 7th week of the semester. • Those students who fail to submit the required task will not be accepted to the final exam!!!

LISTENING

Aims: Listening phase of the course aims at developing both listening and note taking strategies in order to prepare students for the demands of academic lecture comprehension and note-taking. Apart from note-taking strategies students will be exposed to different kinds of listening tasks.

Assessment: Students' listening skills will be assessed by two exams; mid-term and the final exam. The midterm exam will constitute a 40% of the final mark while the final exam will contribute a 60%. Listening exams will constitute 30% of the total score.

Materials: Casette/CD player

GRADING SCHEME

	Mid-term	**Final**
Listening	30%	30%
Pronunciation	70%	70%
Total	40%	60%

APPENDIX E
LISTENING AND PRONUNCIATION II (106) COURSE CONTENT (ORIGINAL)

Week	Topics	Aims and Outcomes	Methods and Materials	Monitoring / Reflective Activities
1.	INTRODUCTION to LISTENING and PRONUNCIATION II (106) - Course content - Self-monitoring and self-correction strategies	- Raising awareness on the importance of pronunciation teaching and learning in foreign language teacher education - Understanding the terms self-monitoring and self-correction and their their roles in improving pronunciation skills -	1) Power Point Presentation 2) Brain-storming about the importance of pronunciation in general	
2.	WORD STRESS I – Introduction to word stress - Types of stress - Stress in noun-verb pairs	- Recognition of where stress falls in a word - Production of words by paying attention to their stress pattern	1) Controlled Practice (Matching) 2) Lab. Studies (working along with models and recording) 3) Handouts	- Raising students awareness of their own pronunciation of word stress - Listening and marking places of stress as an early monitoring activity - Repeating words/sentences after the tape or the teacher by monitoring production - Providing feedback to peers - Recording utterances to compare with a native speaker's speech
3.	WORD STRESS II - Suffixes and word stress - Stress in compound nouns - Guidelines about word	- Recognition of certain guidelines related to word stress and suffixes - Recognition of the stress pattern in compound nouns - Production of words in an	1) Controlled and mechanical activities 2) Generating a guideline for certain suffixes and word stress 3) Guided Practice	- Repeating words/sentences after the tape or the instructor by monitoring production and trying to approximate to the model - Providing feedback to peers

	stress	independent speech by paying attention to their stress patterns - Understanding the guidelines and using them to predict word stress	4) Partner Practice 5) Lab. Studies (working along with models and recording) 6) Handouts	- Guided practice aiming at guessing partner's job by monitoring pronunciation of stress in words ending with the suffix "*-ian*" - Monitoring for the stress in compound nouns in a partner practice activity - Recording utterances to compare with a native speaker's speech
4.	SENTENCES STRESS I – Introduction to Sentence Stress - Sentence stress - Tonic Stress	- Recognition of which words are stressed in a sentence - Production of sentences by paying attention to their stress pattern - Understanding and production of shift of stress within a sentence	1) Controlled Practice 2) Guided Practice 3) Lab Studies (working along with models and recording) 4) Handouts	- Listening and marking the stressed words in a given dialogue as an early monitoring activity - Repeating words/sentences after the tape or the instructor by monitoring production and trying to approximate to the model - Providing feedback to peers - Guided practice aiming at suggesting the first part of a dialogue according to the given answer - Recording utterances to compare with a native speaker's speech
5.	CONNECTED SPEECH I – Introduction to Connected Speech - Linking - Types of Linking	- Discrimination, prediction, and production of linking in connected speech	1) Guided Discovery 2) Guided Discovery 3) Generating rules 4) Partner Practice 5) Controlled Practice	- Listening and monitoring an unnatural speech and trying to figure out the reason why that speech is unnatural - Listening to a natural

			6) Lab Studies (working along with models and recording) 7) Handouts	speech and imitating the speaking by paying attention to what makes his speech natural - Listening and marking linking between words as a monitoring activity - Monitoring peer's production of linking - Recording utterances to compare with a native speaker's speech
6.	CONNECTED SPEECH II - Deletion - Types of deletion - Other aspects of connected speech	- Recognition and production of deleted sounds in English in natural speech - Increasing the awareness of the effect of connected speech to speaker's fluency	1) Predicting deleted sounds 2) 'Knock Knock' jokes 3) Lab Studies (working along with models and recording) 4) Handouts	- Listening and repeating to a native speaker by paying attention to the deleted sounds with the aim of approximating to native model - Listening and monitoring for deleted sounds - Recording utterances to compare with a native speaker's speech
7.	Activities aiming to develop the pronunciation of both stress and connected speech	- Revising both word/sentence stress and connected speech features in more communicative activities	1) Partner Practice 2) Group Practice	- Practising word/sentence stress and connected speech in communicative interactions with peers. - Monitoring peers' speech and providing feedback upon their production
8.		MID-TERM EXAM		
9.	PROMINENCE – Introduction - Prominent words in	- Raising awareness about prominence	1) Controlled Practice 2) Predicting prominent words	- Monitoring the instructor's speech in order to figure out

	sentences	- Discriminating and producing prominent words in a sentence	before listening 3) Lab Studies (working along with models and recording) 4) Handouts	the strongly stressed word in a sentence and trying to figure out the intended meaning each time the instructor utters the same sentence. - Listening to the instructor read a dialogue and monitor her speech to find out prominent words in each sentence - Practicing three dialogues by self- monitoring and peer-monitoring - Recording utterances to compare with a native speaker's speech
10.	THOUGHT GROUPS - Dividing speech into thought groups	- Identification of pauses in natural speech - Guessing where to pause in longer sentences - Production of longer sentences by pausing in the right places	1) Recording utterances to compare with a native speaker's speech 2) Handouts	- Monitoring native speaker's speech to figure out where they pause - Predicting thought groups in longer sentences and monitoring native speaker's speech to check answers - Reading sentences aloud by first self-monitoring then peer monitoring - Recording the same sentences to compare with the native model
11.	INTONATION I – Intonation and Grammar - Punctuation and	- Recognition discrimination of different tones of English - Production of different level	1) Listening Discrimination 2) Predicting intonation contours of different	- Listening and monitoring for different level of tones - Monitoring for peers'

	Intonation - Questions and Statements - Question tags - Alternative choice questions	of tones - Realising the relation between intonation and punctuation - Recognition and production of different intonation contours for statements, questions, question tags and alternative choice questions	sentences 3) Lab Studies (working along with models and recording) 4) Handouts	production - Listening and putting punctuation marks - Acting out a dialogue by self-monitoring and peer monitoring - Recording utterances to compare with a native speaker's speech
12.	INTONATION – Intonation and meaning	- Recognition of the relation between intonation and meaning - Recognition of the intended meaning according to intonation of the speaker - Using tone of voice to give intended meaning to the listeners	1) Acting out a dialogue 2) Partner Practice 3) Whole Class Activity 4) Handouts	- Listening to the same dialogue with different intonations and monitoring for the intended meaning - Practicing the dialogues to give different meanings each time and monitoring for partner's production - Acting out a dialogue in front of the class and monitoring for intonation
13.	Class activity on Intonation - Hills like Elephants	- Production of intonation for meaning	1) Acting out a part of a story 2) Group Practice 3) Whole Class Activity 4) Handouts	
14.		FINAL EXAM		

APPENDIX F

A SAMPLE LESSON PLAN – TEACHERS' NOTES

Subject: Word Stress

Aims and Outcomes:

- Recognition of where stress falls in a word
- Production of words by paying attention to their stress pattern
- Recognition of certain guidelines related to word stress and suffixes
- Recognition of the stress pattern in compound nouns
- Production of words in an independent speech by paying attention to their stress patterns
- Understanding the guidelines and using them to predict word stress

Methods and Materials:

1) Matching
2) Controlled and mechanical activities
3) Generating a guideline for certain suffixes and word stress
4) Guided Practice
5) Lab. Studies (working along with models and recording)

Monitoring / Reflective Pronunciation Activities:

- Raising students awareness of their own pronunciation of word stress
- Listening and marking places of stress as an early monitoring activity
- Repeating words/sentences after the tape or the teacher by monitoring production
- Providing feedback to peers
- Recording utterances to compare with a native speaker's speech
- Repeating words/sentences after the tape or the instructor by monitoring production and trying to approximate to the model
- Providing feedback to peers
- Guided practice aiming at guessing partner's job by monitoring pronunciation of stress in words ending with the suffix "*-ian*"
- Monitoring for the stress in compound nouns in a partner practice activity
- Recording utterances to compare with a native speaker's speech

Class Hours: 6 Hours

Resources:

CELCE-MURCIA, Marianne, BRINTON, M.Donna and GOODWIN, M. Janet
2002 **Teaching pronunciation: A reference for teachers of English to speakers of other languages**. (7th Printing)
CAMBRIDGE: Cambridge University Press

HEWINGS, Martin
2004 **Pronunciation Practice Activities**.
CAMBRIDGE: Cambridge University Press.

Miller, Sue
2006 **Targeting Pronunciation: Communicating Clearly in English**
Houghton Mifflin Company: Printed in the U.S.A.

STRESS

Awareness Raising Activity:

Ask students to pronounce the following words:

• accommodation	• ridiculous	• disappear
• interact	• integrate	• example

Then pronounce the same words and ask students to monitor for your pronunciation and compare yours and their own.

Definition of Stress:

Stress is the place of emphasis.

Stressed syllables are those syllables within an utterance that are longer, louder, and higher in pitch.

Stress involves a greater outlay of energy as the speaker expels air from the lungs and articulates syllables.

Types of Stress

Not all the syllables in a word are stressed equally. There are three types of stress which we call **strongly stressed (primary stress), lightly stressed (secondary stress)** and **unstressed syllables (tertiary stress).**

Notice different types of stress in these words:

segregation	conciliation	demonstration
physiological	Mediterranean	hierarchical

Symbols used to denote word stress:

When using normal orthography, we present the three stress levels using large capital letters, small capital letters, and lowercase letters, respectively e.g. JAPanESE.

To indicate strongly stressed syllables in phonetic transcription we have chosen the convention of a superscript accent mark (') placed before the syllable; to indicate lightly stressed syllables we use a subscript accent (,); unstressed syllables are not specially marked. Compare:

•preposterous /prə'pɑst(ə)rəs/ •aptitude /'æptə,tuwd/ •arrival /ə'raɪvəl/

Another way of showing stress differences in a word is to use dots (● • ·).

• · · ● ·
e.g. or gan i za tion

WORD STRESS

A- INTRODUCTION

When we stress a syllable in a word we lengthen the vowel in that syllable.

Say these words: QUAlify, baNAna and underSTAND.

In each word one syllable sounds louder than the others.

Stress can fall on the first, middle or last syllables of the words as shown below:

● • •	• ● •	• • ●
Syllabus	Engagement	Portuguese
Substitute	Banana	Kangaroo
Tedious	Phonetic	Understand

B- LISTENING DISCRIMINATION

Activity – 1

- Read the following groups of words for students to circle the number of syllable that receives the most stress in each group.

1—2—3	**1—2—3**	**1—2—3—4**	**1—2—3—4**
embarrassed	president	regulation	military
dictation	purchase	satisfaction	ordinary
temptation	harmonize	experimental	elevator
vocabulary	gorgeous	artificial	dictionary
strategic	franchise	fascination	cemetery

Activity – 2

- Read the list of words below for students to write each word in the appropriate column according to the number of syllables and the stress pattern.

● • •	• ● •	• ● • •	• • ● •
adjective	example	ability	education

potential	photographic	consequent	confusion
community	hospital	professor	philosophy
insurance	tradition	stagnation	intentional
demonstration	romantic	graduation	particular
bicycle	dangerous	dangerous	political
elephant			

C- CONTROLLED PRACTICE

- Ask students to listen and repeat these words

TYPICAL TWO SYLLABLE PATTERNS

● •	• ●	● •
manage	enforce	drugstore
language	excite	hairdo
cover	declare	blackboard
burden	around	toothbrush

TYPICAL THREE-SYLLABLE PATTERNS

● • •	• ● •	● • •
happiness	discover	advertise
usual	behaviour	pacify
melody	holistic	organize
fricative	election	photograph

MATCHING WORDS WITH THEIR STRESS PATTERNS

above	accountant	biology	calculation	economics
engineer	experiment	guitar	over	trumpet

1. A: Where did you put John's photo? B: It's ……..the door. o O
2. A: What's Sue doing at college? B: She's studying …… . ooOo
3. A: What does Pat do? B: He's an …….. . oOo
4. A: David's quite musical, isn't he? B: Yes, he plays the …… . oO
5. A: What do you like best at school? B: I really like …….. . oOoo
6. A: What did you do in maths today? B: A really difficult…… . ooOo
7. A: Was Jack hurt when he fell off his bike?
   B: He just got a small cut ……his left eye. Oo
8. A: What was the exam like? B: We had an easy ……to do. oOoo
9. A: Do you play any musical instruments?
   B: I used to play the …… . Oo
10. A: What does Maria want to do when she leaves university?
    B: She wants to be a …… . ooO

Answer Key:

1. above	2. economics	3. accountant	4. guitar
5. biology	6. calculation	7. over	8. experiment
9. trumpet	10. engineer		

- Give out the handout and ask students to focus on words in the box and repeat them after the recording. Then ask them to say the words to themselves by paying attention to the stress pattern.
- Ask students to complete each sentence in the box with one of the words that has the stress pattern indicated at the end of the sentence. Warn them that they cannot guess the answers only from the meaning of the sentences.
- Read out the answers for students to check or ask them to read. Students then say the dialogues in pairs by paying attention to the stress. They are supposed to monitor each other and give feedback.

STRESS IN NOUN-VERB PAIRS

Part A

contract	permit	record

1. They won the contract to build the new museum.
2. As they cool, metals contract.
3. You need a permit to fish here.
4. The rules don't permit mobile phones in the school.
5. The time was a new world record.
6. I asked if I could record her lecture.

Rule
When these words are used as nouns they have stress on the …….syllable, and when they are used as verbs they have stress on the …….syllable.

Part B

conduct	discount	object	present	produce	suspect

1. I've always wanted to conduct an orchestra.
2. She gave me a watch as a present.
3. Thomas was the main suspect in the crime.
4. What's that strange object on the top shelf?
5. The vegetable shop sold only local produce.
6. It's my pleasure to present Dr Stevens.
7. We can't discount the possibility that John has had an accident.
8. The children's conduct during the concert was excellent.
9. I have to produce the report by the end of the week.
10. When she asked for money I began to suspect her honesty.
11. Would anyone object if we finish the meeting early?
12. Will you give me a discount on the price if I buy three?

- Give out the handout and ask students to look at Part A. Explain that some words, such as the three in the box, have different stress patterns when they are used as a noun or a verb. Play the sentences on the recording and ask students to use the sentences to complete the rule at the bottom of Part A.
- Ask students to say the sentences with the correct stress patterns.
- Focus students on Part B. Students decide whether the words given are used as a noun or a verb in each sentence and where stress should be placed.

- Students say the sentences aloud and record their voice. Play the recording and ask students to check whether they were using the correct stress in the target word.

Extension

Prepare a similar exercise or asked them to prepare as a homework or class activity with other words that have this feature: *combine, compound, conflict, contest, contrast, convict, decrease. defect, extract, insult,misprint, perfect, protest, rebel, reject, survey, upset, export, import.*

Answer Key
Part A:

CONtract (n)	conTRACT (v)	PERmit (n)	perMIT (v)
RECord (n)	reCORD (v)		

Rule: When these words are used as nouns they have stress on the **first** syllable, and when they are used as verbs they have stress on the **second** syllable.

Part B:
1. conDUCT (v) 2. PRESent (n) 3. SUSpect (n) 4. OBject (n) 5. PROduce (n)
6. preSENT (v) 7. disCOUNT (v) 8. CONduct (n) 9. proDUCE (v)
10. susPECT (v) 11. obJECT (v) 12. DIScount (n)

RULES FOR WORD STRESS: suffixes

- Explain that some common word suffixes influence word stress. Some usually cause the syllable before the suffix to be stressed and others don't. Illustrate with:

  O o o O o O o o O o o o

  athlete but athletic infinite but infinity

  (So the suffixes – ic and – ity cause the syllable before the suffix to be stressed)

  O o O o o o

  fashion and fashionable

  (So the suffix – able doesn't change the stress from that in the root word)
- Give students the handout. Ask them to underline the suffixes, give the root word for each and say which ones are like – ic and which ones are like – able.
- Play the recording and ask them to check their answers and repeat.

historical	consistency	solidify	managerial	punishment
rapidly	politeness	ability	political	presidency
bottomless	beautiful	acidify	investigation	uniformity
willingness	powerless	conversation	purposeful	
government	substantial	immediately		

Answer Key:

- ity, - ial, -ion, -ical and –ify *usually cause the syllable before the suffix to be stressed.*

uniform – uniformity *able – ability* *substance – substantial*
manager – managerial *investigate – investigation* *conserve- conservation*
history – historical *politics – political* *solid – solidify acid – acidify*

- cy, - ful, - ment, - less, - ly, and –ness *don't usually change stress placement from that in the root word.*

president – presidency *consistent – consistency* *purpose - purposeful*
beauty – beautiful *punish – punishment* *govern – government*
bottom – bottomless *power – powerless* *rapid – rapidly*
immediate – immediately *polite – politeness* *willing - willingness*

<u>SUFFIXES AND WORD STRESS:</u> word ending –ic and –ical

- Focus students on Part A and ask them to work in pairs and underline the main stress in each word.
- Play the recording for students to repeat and check their answers.

MICroscope	microSCOPic	ALPHabet	alphaBETical
ATHlete	athLETic	aNALysis	anaLYTical
aPOLogy	apoloGETic	GRAMMar	graMMATical
aROMa	aroMATic	CYLinder	cyLINDrical
ICEland	IceLANDic	Irony	iRONical
caTAStrophe	catasTROPHic	phiLOSophy	philoSOPHical

- Ask students to look for a pattern in the stress placement in words ending *–ic* and *–ical.*
- Then focus attention on Part B and C. In pairs students should first use the sets of words in Part B to complete the gaps in the sentences in Part C.
- Students then report back by reading out their full sentence answers.

Part A

microscope	microscopic	alphabet	alphabetical
athlete	athletic	analysis	analytical
apology	apologetic	grammar	grammatical
aroma	aromatic	cylinder	cylindrical
Iceland	Icelandic	irony	ironical
catastrophe	catastrophic	philosophy	philosophical

Part B

drama – dramatic	politics – political
theatre – theatrical	energy – energetic
diplomat – diplomatic	science – scientific
enthusiasm – enthusiastic	theory – theoretical
technology – technological	geography – geographical
practice – practical	history – historical

Part C

1. a The course is a mixture of the ……and the ……..
   b In ……..it takes three hours, but in …….it takes much longer.
2. a He didn't know anything about ……or the ……
   b The performance was …….and extremely…….
3. a My best subjects at school were ……..and.……
   b Although it was a novel, it had both ……..and ……..accuracy.
4. a The best teachers are full of ……and ……for their subject.
   b She must be both ……and ……to have such an important job and bring up a family, too.
5. a They're trying to get more youmg poeple interested in ……and …….
   b They are among the first patients to benefit from recent ……..and……advances in medicine.
6. a Jane Winters is the ……and…….correspondent for the *Daily News.*
   b He claims to be the only ……who has no interest in ……..

SUFFIXES AND WORD STRESS: word ending –ian

o O o musician	politician	diet	magic	vegetarian	library music
dietician	historian	politics		grammar	electricity
pedestrian	vegetables	history		librarian	grammarian
electrician	magician	physician			

- Focus students on the words in the box. Read each word and ask them to mark above each word a small circle for an unstressed syllable and a larger circle for the main stressed syllable. Then students check their answers with their pairs.

o O o musician	o o O o politician	O o diet	O o magic	o o O oo vegetarian	O oo O o library music
ooO o dietician	o O oo historian	O oo politics		O o grammar	o o O oo electricity
o O oo pedestrian	O o o vegetables	O oo history		o O oo librarian	o O oo grammarian
o o O o electrician	o O o magician	o O o physician			

- Ask students if they can see any patterns in stress placement in the words. They should notive that the the *–ian* words have main stress in the syllable before *–ian.* Highlight this general rule. Students might also note that the other words all have stress in the first syllable. But this is not a general rule.
- Students continue to work in pairs. Student A should be one of the *–ian* words, and Students B tries to guess what they are by asking questions:

  B: 'Do you do magic?'

  A: 'No, I'm not a magician.'

  Demonstrate the activity with one student in front of the class.

STRESS in COMPOUND NOUNS:

- Explain that compound nouns are made up of two separate words; either noun + noun or adjective + noun.
- Ask students to underline the compound nouns in the sentences below. Then ask them if the main stress is in the first or second part of the compound.
- Play the recording so that the students can check their answers.
- Tell them that the main stress is in the first part of most compound nouns, but occasionally in the second.

1. I went out during the lunch hour and bought a newspaper.
2. When I have tea with my grandparents, they always give me jam sandwiches.
3. I'm meeting my girlfriend at the bus station in an hour.
4. I've only got a tape recorder, so I can't play CDs.
5. I never do any housework on weekdays.
6. It gets so hot in the sitting room that we've had to fit an air-conditioner.
7. He works as a shop assistant in the city centre.
8. My housemate is terrified of fireworks.

Answer Key

1. LUNCH hour - NEWSpaper
2. GRANDparents – jam SANDwiches
3. GIRLfriend – BUS station
4. TAPE recorder – cDS
5. HOUSEwork – WEEKdays
6. SITting room – AIR- conditioner
7. SHOP assistant – city CENtre
8. HOUSEmate - FIREworks

PARTNER PRACTICE: Short Conversations

- Ask students to predict the stress in the compound nouns in brackets and underline the strongly stressed element.

1. A: Where is the (sales slip) ?
   B: Next to the (credit card).
2. A: I need to make a (phone call).
   B: There's a (pay phone) at the corner.
3. A: I'd be happy to help with the (home assignment.)
   B: Thank you, but I finished it (myself).
4. A: Please send me the informationabout your (income tax).
   B: Do you have a (fax machine)?
5. A: I can't balance my (check book).
   B: You can wait for your next (bank statement).
6. A: It must be(lunchtime) by now.
   B: I'm dying for a (cheeseburger).

- Ask students to listen to the tape to check their predictions..
- Ask students to say all the dialogues with a partner.

TIPS

Core Vocabulary: Many everyday nouns and adjectives of two syllable length are stressed on the first syllable. Examples are : SISter, BROther, MOther, WAter, PAper, TAble, COFfee, LOvely etc.

Prefixes and suffixes: These are not usually stressed.Consider: QUIetly, oRIGinally, deFECtive and so on (Note the exceptions though among prefixes, like BIcycle and DISlocate.)

Compound words: Words formed from a combination of two words tend to be stressed on the first element. Examples are: POSTman, NEWSpaper, TEApot, CROSSword.

Words having a dual role: In the case of the words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable and the verb on the last syllable. Examples are: IMport (n), imPORT (v), REbel (n), reBEL (v) and INcrease (n), inCREASE (v)

APPENDIX G
LISTENING AND PRONUNCIATION COURSE CONTENT SUGGESTED BY THE HEI

Listening and Pronunciation I (3-0-3)

Analyzing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds; higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production.

Listening and Pronunciation II (3-0-3)

Sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist; phonetics; aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts of different accents of English.

Dinleme ve Sesletim I (3-0-3)

Farklı bağlamlardan alınmış özgün dinleme materyalleri ve konuşma öbeklerini çözümlemek; ses farklılıkları ve problemli seslerin sesbilimsel çevriyazımı; üst düzey dinleme becerileri; sesli harfler, sessiz harfler, kelime vurgusu ve tonlama gibi temel dinleme ve konuşma becerileri; öğrenme ve üretme amacıyla sesbilimsel çevriyazım.

Dinleme ve Sesletim II (3-0-3)

Not alma, öngörüde bulunma, belli ve ayrıntılı bilgiye ulaşma, bağlamdan anlam çıkarma, içeriğin özünü anlama gibi dinleme alt-becerileri; fonetik; mülakatlar, filmler, şarkılar, konferanslar, televizyon programları ve haber yayınları gibi çeşitli alanlardan alınan değişik İngilizce aksanlarını içeren özgün dinleme materyalleri.