



THE REPUBLIC OF TURKIYE  
NECMETTİN ERBAKAN UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES



The Department of Foreign Language Education  
English Language Teaching Program

Master's Thesis

**IMPROVING STUDENTS' PRONUNCIATION SKILLS THROUGH WATCHING  
VIDEOS AND AUDIO RECORDINGS**

ŞAHİN TAŞ  
ORCID: 0000-0002-0610-1684

Supervisor  
Assist. Prof. Dr. Mustafa Serkan ÖZTÜRK  
ORCID: 0000-0003-4820-8022

Konya – 2024

## ACKNOWLEDGEMENTS

I needed a tremendous amount of support, guidance, and patience throughout my thesis study. First and foremost, I would particularly like to thank my supervisor Assist. Prof. Dr. Mustafa Serkan Öztürk for his invaluable guidance, expertise, assistance, support, and understanding.

I would like to express my gratitude to Assist. Prof. Dr. Emine Eda ERCAN DEMİREL, Assist Prof. Dr. Mustafa DOLMACI and Assist. Prof. Dr. Cemile DOĞAN for their advice, comments, and support.

My special thanks go to my family, my wife, Oya TAŞ, my sons, Hasan Utku and Ali Uras, and my mother, Fahriye TAŞ. I am lucky to have them as my family. Whenever I felt desperate, upset, or demotivated, they helped me keep going with their endless love, support, and encouragement. I have always been, and I will always be, grateful to you all.

Finally, I would like to thank my colleagues and my students at Karatay Belediyesi İmam Hatip Secondary School for their contribution and collaboration in my study.

ŞAHİN TAŞ  
September 2024

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>TEZ ÇALIŞMASI ORJİNALLİK RAPORU</b> .....	<b>v</b>
<b>BİLİMSEL ETİK BEYANNAMESİ</b> .....	<b>vi</b>
<b>ABBREVIATIONS</b> .....	<b>vii</b>
<b>ÖZET</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>1. INTRODUCTION</b> .....	<b>1</b>
1.1. Problem Statement .....	1
1.2. Aim of the Study .....	2
1.3. The Significance of the Study .....	3
1.4. Assumptions .....	3
1.5. Limitations.....	4
1.6. Definitions .....	4
<b>2. LITERATURE REVIEW</b> .....	<b>5</b>
2.1. English as a Foreign Language (EFL).....	5
2.1.1. Teaching listening skills.....	5
2.1.2. Teaching speaking skills .....	7
2.2. The Importance of Pronunciation.....	8
2.2.1. A brief history of pronunciation instruction.....	9
2.2.2. Segmentals and suprasegmentals of pronunciation.....	10
2.2.3. Intelligibility and comprehensibility .....	12
2.3. Factors Affecting Teaching Pronunciation.....	13
2.3.1. Teachers' beliefs about pronunciation teaching.....	13
2.3.2. Motivation and attitude .....	14
2.3.3. The mother tongue interference .....	15
2.4. The Techniques for Teaching Pronunciation .....	15
2.5. The Use of Technology for Improving Pronunciation .....	18
2.5.1. The use of videos/YouTube .....	19
2.5.2. The use of films, series, and cartoons .....	20
2.5.3. Dubbing.....	21
2.5.4. Shadowing and tracking .....	21
2.5.5. The use of mobile assisted language learning (MALL) .....	22
2.5.6. The use of social networking sites .....	23
2.5.7. The use of flipped learning.....	23
<b>3. METHODOLOGY</b> .....	<b>25</b>

3.1. The Research Design.....	25
3.2. Participants .....	27
3.3. Data Collection Tools.....	28
3.3.1. Interviews .....	28
3.3.2. Pre-test and post-test .....	29
3.4. Data Collection Procedures .....	30
3.4.1. Plan.....	30
3.4.2. Act .....	32
3.4.3. Observe.....	33
3.4.4. Reflect.....	33
3.5. Data Analysis .....	34
<b>4. FINDINGS .....</b>	<b>35</b>
4.1. Pre-Research Interview .....	35
4.2. Pre-test and Post-test .....	40
4.3. Post-Research Interview .....	45
<b>5. DISCUSSION, CONCLUSION AND SUGGESTIONS .....</b>	<b>51</b>
5.1. Discussion .....	51
5.1.1. Discussion of the RQ1.....	51
5.1.2. Discussion of the RQ2.....	52
5.1.2. Discussion of the RQ3.....	53
5.2. Conclusion.....	54
5.3. Suggestions.....	55
<b>GENİŞLETİLMİŞ TÜRKÇE ÖZET .....</b>	<b>56</b>
<b>REFERENCES .....</b>	<b>70</b>
<b>APPENDICES .....</b>	<b>77</b>
<b>APPENDIX-A: Ethics Committee Approval.....</b>	<b>77</b>
<b>APPENDIX B: Konya Ministry of Education Approval.....</b>	<b>78</b>
<b>APPENDIX C: Parent Consent Form.....</b>	<b>79</b>
<b>APPENDIX D: Interview Questions Pre-research (Turkish) .....</b>	<b>80</b>
<b>APPENDIX E: Interview Questions Pre-research (English) .....</b>	<b>81</b>
<b>APPENDIX F: Read aloud text.....</b>	<b>82</b>
<b>APPENDIX G: Post-research Interview (Turkish).....</b>	<b>83</b>
<b>APPENDIX G: Post-research Interview (English) .....</b>	<b>84</b>

## TEZ ÇALIŞMASI ORJİNALLİK RAPORU

*Improving Students' Pronunciation Skills Through Watching Videos and Audio Recordings* başlıklı tez çalışmamın toplam **80** sayfalık kısmına ilişkin, 5/09/2024 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%13** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

5/09/2024

Şahin TAŞ

Dr. Öğr. Üyesi Mustafa Serkan ÖZTÜRK

## **BİLİMSEL ETİK BEYANNAMESİ**

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

5/09/2024

ŞAHİN TAŞ

## **ABBREVIATIONS**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**IC:** Intercultural Competence

**L1:** First Language

**L2:** Second Language, Foreign Language, Target Language

**MALL:** Mobile Assisted Language Learning

**PAI:** Pronunciation Attitude Inventory

**AR:** Action Research

**FCM:** Flipped Classroom Model

**SPSS:** Statistical Package for Social Sciences

## ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### VİDEO İZLEME VE SES KAYDI YOLUYLA ÖĞRENCİLERİN TELAFFUZ BECERİLERİNİ GELİŞTİRME

ŞAHİN TAŞ

İngilizceyi yabancı dil olarak öğrenen öğrenciler için konuşma becerisi ustalaşması zorlu becerilerden biridir. Bu durumun başlıca sebeplerinden birisi sınıfın, öğrencilerin hedef dile düzenli maruz kaldıkları tek yer olmasıdır. Diğer bir sebebi ise birçok yabancı dil öğrencisinin zayıf telaffuz becerileri yüzünden özgürce iletişim kuramayacağını düşünmeleridir. Bu, yabancı dilde iletişim kurarken öğrencilerde özgüven eksikliği ve kaygıya sebep olur. Bu çalışmada yabancı dil öğrencilerinin telaffuz becerilerinin video izleme ve ses kaydetme yoluyla geliştirilmesi hedeflenmiştir. Bu çalışma Konya'daki bir devlet okulunda 8. sınıfta öğrenim gören 25 öğrenci ile yürütülmüştür. Bu çalışmada nitel ve nicel verileri birleştiren bir eylem araştırması deseni kullanılmıştır. Bu çalışmadaki nicel veriler ön test ve son test sonuçları ile nitel veriler ise araştırma öncesi ve sonrasında yapılan açık uçlu görüşme soruları ile toplanmıştır. Çalışmanın başında öğrencilerin telaffuz becerilerine ilişkin görüşlerini öğrenmek amacıyla dört sorudan oluşan açık uçlu görüşme sorularını yanıtlamaları istenmiştir. Daha sonra öğrencilerden ön-test ve son-test olarak bir sesli okuma metnini okumaları ve ses kaydı yapmaları istenmiştir. Ses kayıtları incelendikten sonra öğrencilerin hatalı telaffuz ettiği kelimeler belirlenip öğrencilerden bu kelimeleri içeren videolar izlemeleri ve o kelimelerle ilgili cümle kurarak ses kaydı yapmaları istenmiştir. Araştırmanın ardından öğrencilerin süreçle ilgili görüşlerini ve ders dışında hedef İngilizce kelimeler üzerinde video izlemenin ve ses kaydetmenin etkisini nasıl değerlendirdiklerini ortaya çıkarmayı amaçlanmıştır. Çalışma süresince yapılan ön test ve son test sonuçlarına göre öğrencilerin telaffuz hatalarında belirgin bir düşüş olduğu görülmüştür. Video izleme ve ses kaydetme yönteminin öğrencilerin telaffuz becerilerine olumlu etkisi olduğu ortaya çıkmıştır. Öğrencilerin video izleme ve ses kaydetme sürecine ilişkin görüşlerini öğrenmek amacıyla yapılan araştırma sonrası görüşmeye göre öğrenciler bu yöntemi eğlenceli, ilginç, akılda kalıcı, motive edici, teşvik edici ve faydalı bulmuşlardır. Öğrencilerin çoğu video ve ses kaydını izleyerek yeni kelime veya kelime öbekleri öğrendiklerini ve bu yöntemin dinleme ve okuma becerileri üzerinde de olumlu etkisinin olduğunu ortaya çıkarmıştır. Öğrencilerin çoğu bu sürecin İngilizce öğrenmeye olan ilgilerini ve motivasyonlarını artırdığını ifade ettiler. Ayrıca okul dışında yabancı dile maruz kalamayan öğrencilerin bu yöntem sayesinde dili aktif ve eğlenceli bir şekilde pratik yapma imkânları olmuştur.

**Anahtar Kelimeler:** Telaffuz, Yabancı dil olarak İngilizce, Video izleme, Ses kaydı, Eylem araştırması.

## ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences  
Department of Foreign Language Education  
English Language Education Program  
Master Thesis

### IMPROVING STUDENTS' PRONUNCIATION SKILLS THROUGH WATCHING VIDEOS AND AUDIO RECORDINGS

ŞAHİN TAŞ

Speaking skills are one of the most challenging skills to master for students learning English as a foreign language. One of the main reasons for this situation is that the classroom is the only setting where students are systematically exposed to the target language. Another reason is that many foreign language students feel that they cannot communicate freely due to poor pronunciation skills. These poor pronunciation skills diminish students' self-confidence and provoke anxiety when communicating in a foreign language. This study aimed to improve foreign language students' pronunciation skills by watching videos and recording audio. The study was conducted with 25 8th-grade students at a public secondary school in Konya, Türkiye. An action research design combining qualitative and quantitative data was used in this study. Quantitative data was collected through pre-tests and post-tests, and qualitative data was collected via open-ended interviews before and after the research. At the beginning of the study, students were asked to answer an open-ended interview consisting of four questions to gather their opinions about their pronunciation skills. Then, the students were asked to read a read-aloud text and make a voice recording before and after the treatment. After examining the audio recordings, the words that the students mispronounced were determined. The students were asked to watch authentic videos including these words and make a voice recording by making sentences with these words. Following the study, it was aimed to gain deeper insights into the students' perceptions of the process and how they evaluated the effect of watching videos and recording audio on the target English words outside of class. According to the pre-test and post-test results, it was observed that there was a significant decrease in the students' pronunciation mistakes. It has been revealed that watching videos and recording audio has a positive effect on students' pronunciation skills. According to the post-research interview conducted to learn students' opinions about the video-watching and audio-recording process, students found this method fun, interesting, memorable, motivating, encouraging, and beneficial. Most of the students stated that they learned new words or phrases by watching video and audio recordings, and this method had a positive effect on their listening and reading skills. Most of the students expressed that this process enhanced their interest and motivation for learning English. Students who were not exposed to a foreign language outside of school were allowed to practice a language in an active and fun way thanks to this method.

**Keywords:** Pronunciation, English as a foreign language, Watching videos, Audio recording, Action research.

# CHAPTER 1

## 1. INTRODUCTION

Currently, English has a position of dominance as the lingua franca and is among the most widely spoken native languages globally. English is advantageous for education, social interaction, and career due to its application in media, the internet, and global communication. English has been at the forefront of worldwide communication and professional environments, including fields such as science, tourism, commerce, and law. However, there has been a global surge in the demand for English education.

Acquiring proficiency in a language necessitates the mastery of four distinct skill sets. These skills include listening, reading, writing, and speaking. In today's world, possessing proficient English communication skills is crucial for effectively engaging with others worldwide, given the language's growing popularity and global significance. Developing proficient listening and speaking skills is crucial, as these skills empower us to engage people effectively and articulate our ideas and feelings.

### 1.1. Problem Statement

Speaking is considered to be a particularly difficult ability for English as a Foreign Language (EFL) learners to acquire since they seldom get opportunities to interact with and utilize the target language in real-life communication situations. One factor causing the low level of English competence in Türkiye is the limited exposure to the language outside of the classroom, where English is only spoken as a foreign language (Coşkun, 2016). According to the previously reviewed studies, the main obstacles to the speaking abilities of English as a Second Language (ESL) learners are lack of motivation and self-confidence, anxiety, inhibition, and limited vocabulary (Paneerselvam & Mohamad, 2019).

Students frequently experience anxiety about making errors due to their fear of being evaluated by their peers (Tuan & Mai, 2015). A significant number of EFL students often struggle to express themselves effectively due to their inadequate pronunciation skills (Riadil & Yosintha, 2021). Inadequate pronunciation skills can diminish students' confidence, restrict their social interactions, and negatively impact the perception of their speaking talents and competence. Thus, possessing comprehensible pronunciation is crucial (Lina Widyaningsih, 2017).

The majority of teachers concur that providing education on pronunciation is crucial, and they possess favorable attitudes toward teaching pronunciation. Nevertheless, they refrain from doing so due to several factors, including a deficiency of confidence and training, as well as insufficient time and preparation in the classroom. Teachers expressed their feelings of anxiety and uncertainty over their pronunciation (Bai & Yuan, 2019; Baker, 2011; Buss, 2016; Couper, 2016).

Based on research performed within the English as a Foreign Language (EFL) framework, it has been shown that students are unable to encounter the target language beyond the walls of the classroom. A significant number of English as a Foreign Language (EFL) learners struggle to express themselves confidently due to their inadequate pronunciation skills, which leads to a fear of making mistakes. Therefore, in order to effectively teach pronunciation, the teacher must set achievable goals that are directly related to the students' communication requirements.

## **1.2. Aim of the Study**

This study seeks to investigate the students' perceptions of their pronunciation skills and examine the effects of watching videos on specific speech characteristics, as well as the effects of recording audio on the pronunciation of certain words. Additionally, this study also aims to reveal students' attitudes towards watching videos and recording audio with an open-ended interview. The study will explore the learners' perspectives on their experience. Authentic movies and audio recordings are utilized to allow EFL learners to practice their speech abilities outside of the classroom. Consequently, the researcher seeks answers to the following research questions:

**RQ1:** What are the students' opinions about their pronunciation skills?

**RQ2:** Is there a significant difference between the pre-test and post-test scores in terms of English pronunciation skills of students who watch videos and record audio on target English words outside the classroom?

**RQ3:** What are the perceptions of EFL students who watch videos of target English words and record their audio outside the classroom?

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

The objective of this study is to investigate the effects of watching authentic movies and recording audio in non-classroom settings on improving learners' pronunciation and listening skills. In addition to their teacher, children may lack additional resources to systematically study, practice, and enhance their speaking and listening skills.

In Türkiye, students lack sufficient opportunity to practice speaking English as a foreign language (EFL) outside their classrooms. From the second through the eighth grades in Türkiye's English language education program, there is limited emphasis on L2 pronunciation. The English language education program includes pronunciation instruction in the ninth, tenth, eleventh, and twelfth grades. Nevertheless, it has been observed that the majority of English instructors fail to incorporate pronunciation instruction into their lessons, especially when it comes to the suprasegmental elements of the English language (Yağız, 2018). So, lack of exposure to the target language and lack of pronunciation instruction causes students to have limited speaking skills. As a result, students have challenges in speaking activities or even when reading aloud. They experience a decline in their self-confidence and motivation, as they become anxious about making mistakes or being judged by others.

Watching authentic videos and recording audio will provoke the EFL students with exposure to the target language and practice English beyond the classroom. They will gain confidence in English and exhibit increased enthusiasm in engaging in classroom activities. The findings of this study may also be useful to English teachers who believe they are not encouraging oral production sufficiently among their students. By watching interesting authentic videos, they will get enjoyment while learning. Additionally, students who choose to use technology to a greater extent are given an opportunity.

### **1.4. Assumptions**

The following are the assumptions for this study:

- It is assumed that every student will voluntarily participate in the study process and supply enough information to allow the researcher to observe the entire process accurately.
- It is presumed that the information gathered from the English read-aloud tests and open-ended interviews conducted with the students during the research reflects the truth.

- It is predicted that watching authentic videos and recording audio will enhance students' oral skills.

### **1.5. Limitations**

Firstly, the number of participants is limited in this study. The research included twenty-five students in the 8th grade. Hence, it is challenging to extrapolate the findings of this study to a broader population with diverse backgrounds. Additional participants are necessary in order to achieve a greater number of reliable outcomes. Secondly, the participants are all female students. Thus, findings obtained from both male and female individuals may be more effective for making generalizations.

The student preparation for the high school entrance exam in 8<sup>th</sup> grade is also a limitation. Students may lack the required interest and fail to attach importance to the study properly due to being mostly exam-oriented throughout the year.

### **1.6. Definitions**

**Segmental:** Vowels and consonants can be the segments of which speech is composed.

**Suprasegmental:** It refers to speech features such as tone, rhythm, or loudness – basically anything that isn't a standalone sound.

**Exposure:** It refers to the contact that the learner has with the language that they are trying to learn, either generally or with specific language points.

## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1. English as a Foreign Language (EFL)

There is an increasing demand for proficient English teaching and learning in many global settings as English becomes the official language of the worldwide community of important professional areas such as science, technology, business, and education. The workforce of nations desiring to engage in the global economy actively and access the information that forms the foundation of social, educational, and economic growth is perceived as requiring effective English language skills (Burns et al., 2009).

EFL stands for the academic study of English language learning by non-native speakers living in countries where English is not the official language. It is important to note that this should not be mistaken for English as a Second Language (ESL) instruction in a nation where English is the predominant language.

In Türkiye, language learners have limited exposure to the target language. Turkish students start their English language education in the second grade and proceed until their last year of high school. The deterioration in the efficiency of courses and student achievements may be attributed to several factors, such as insufficient course hours, inadequate authenticity and quality of materials, a lack of professors with pedagogical competence, and demotivated students. Consequently, apart from their teachers, students may lack additional resources to enhance their speaking and listening skills. Students may not properly develop listening and speaking skills because the traditional teaching method prioritizes reading and writing over speaking and listening.

##### 2.1.1. Teaching listening skills

Active listening is a crucial skill that allows learners to effectively utilize their other skills. Listening, unlike reading, writing, and speaking, is a crucial means by which individuals perceive the world. At first glance, speaking appears to be an active skill, while listening appears to be passive. However, active engagement in the discourse between individuals necessitates the process of decoding a message or actively listening. Comprehending the message requires having receptive abilities (Broughton et al., 1993).

Listening is the initial step for students who desire to comprehend a foreign language. Mastering receptive skills is vital in foreign language classes since it provides valuable feedback to students. Via listening, students can produce language in the form of speaking and writing by using the vocabulary they acquire through hearing. For most people, proficiency in both speaking and listening in a foreign language is required to claim knowledge of that language (Richard & Renandya, 2002). In the context of ESL teaching and learning, “listening” is a skill that involves more than just hearing. Occasionally, teachers try to test and evaluate their students’ listening levels, but this can be quite stressful for students for several reasons. Teachers frequently make the assumption that learners struggle with listening since they have a limited vocabulary, however, there are more factors to consider. Listening in a non-native language may be highly stressful, especially when it requires a response. Students sometimes lack autonomy over the input, including the choice of words used by the speaker and their manner of delivery. This induces anxiety in students, which impairs their capacity for attentive listening. Additionally, students may be unfamiliar with the phonetic structure of the English language. Certain sounds may not exist in their L1, and some of the sounds that are also present in their L1 may be homophones. Furthermore, it is important to note that students frequently have a restricted range of vocabulary, and teachers will be fully aware that one of the major aims of any course is to increase the number of lexical items in their learners’ internal lexicons (Thorn, 2021).

Listening may be categorized under seven distinct categories. They are selective, intensive, interactive, discriminative, listening for comprehension, critical listening, and appreciative listening. Each kind aids students in developing a variety of abilities and techniques (Nu Nu Wah, 2019).

There are several ways of teaching listening skills, such as employing a tape recorder, rephrasing songs, responding to questions derived from the text, viewing video movie clips, listening to the radio, and employing dictation. Teachers attempt to utilize the most efficient approach to assist the students in understanding the subject and applying it to the enhancement of other English language skills, such as speaking, reading, and writing. One of the challenges for teachers is teaching listening. Teaching listening is a problem for teachers. The reason for this is that the acquisition of strong listening skills necessitates a substantial investment of time and effort. The lack of norms in teaching listening skills, such as teaching grammar, frustrates students. This does not mean that there are no strategies to enhance listening, however, it is

challenging to quantify their effectiveness (Nor & Banjarmasin, 2014). Teachers should break the habit of only developing "school listening," which may consist of listening to facts and bits of information that must be recalled later. Exposing students to many different types of listening experiences throughout the elementary years enhances the development of listeners who are more able to respond to the demands of adulthood.

### **2.1.2. Teaching speaking skills**

Speaking is a productive skill that involves using language verbally through sound to develop ideas, transmit information, and communicate with other community members. Teaching students to speak with accuracy and fluency is the primary objective of speaking instruction. While accuracy concentrates on vocabulary, grammar, style, sound pronunciation, emphasis, and intonation, fluency concentrates on meaning and spontaneity. Speaking with insufficient fluency can hinder clear communication between the speaker and the listener by causing hesitancy, short utterances, and ambiguous messages (Wahyudi, 2017).

People employ a range of linguistic skills in everyday communication, including speaking, reading, and writing. When someone learns a foreign language, they typically wish to utilize it to interact with native speakers of that language. For students to achieve fluency in a, they must comprehend it and respond correctly. Speaking and listening are closely interconnected in daily life, so teachers should prioritize fostering interaction while teaching these two skills. Despite engaging in conversation and listening to the language, students may still struggle to communicate effectively. The utilization of authentic materials and contexts may naturally result in the integration of skills (Tavil, 2010).

Speaking is regarded as one of the most challenging skills to become proficient in since EFL students rarely have the chance to engage and utilize the target language in natural communicative situations. Despite teachers' best attempts to teach speaking skills, the development of communicative competence in language learners is not evident in the EFL context. According to the literature, the adoption of learner-centered teaching, acknowledges students' voices as fundamental to the learning process, hence boosting learners' speaking skills when considering the difficulties of teaching speaking skills (Larasati, 2018)

Learning a language poses students and FL teachers with various challenges. On the one hand, students are frequently discouraged from learning the FL due to teachers' traditional approaches, which infrequently improve students' interpersonal connections. On the other hand,

organizing lessons carefully and delivering content within a purpose is essential for teaching language skills (Bimpong, 2019).

The capacity for effective and clear communication in a second language enhances a learner's chances of academic success as well as success in every aspect of their future. In summary, ESL teachers should establish a classroom environment that promotes spoken language growth through genuine activities, communication from everyday life, and relevant tasks. This may occur when students engage in collaborative group work to complete an assignment or achieve an objective (Kayı, 2006).

Speaking exercises in foreign language education programs are demanding. The main issue is the students' lack of interest in participating in speaking activities. Many EFL Turkish students choose not to engage in speaking exercises. Integrating competitive activities might enhance students' motivation to succeed in such activities. Speaking and listening abilities should not be considered separately within this context (Deveci Demir, 2020). It is a challenging task to speak English since it requires the speaker to be proficient in several crucial aspects, including pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is a collaborative activity that combines the production, reception, and processing of information. English language learners must possess the ability to verbally communicate in order to interact with people (Sayuri, 2016).

## **2.2. The Importance of Pronunciation**

Learning a foreign language involves learning how to pronounce words correctly. An effective communication can be achieved by pronouncing words correctly (Dan, 2006). The term "pronunciation" describes the way humans pronounce words. Words are pronounced by expelling air from the lungs, passing it down the neck and vocal cords, and then directing it into the mouth, across the tongue, and finally releasing it between the teeth and lips. There are several phonetic sounds that are unique to the English language. Occasionally students may successfully imitate the new sound, but if they are unable to do so, the teacher should be capable of offering some suggestions that might assist them in producing certain sounds.

Pronunciation, as defined by the Cambridge Dictionary of English, "is the act of saying a word correctly, or how a language is spoken." Pronunciation errors may hinder effective communication and make it more difficult and stressful. Incorrect pronunciation of words can hinder students' success in their social, academic, and professional lives (Fraser, 2000).

Pronunciation has a direct effect on both the performance and communicative competence of the student. Poor pronunciation abilities can make students feel less confident, limit social contacts, and have a negative impact on how well-received and competent a speaker is perceived. Therefore, having clear pronunciation is essential (Lina Widyaningsih, 2017).

When English is spoken incorrectly, listeners are more likely to misunderstand the speaker. Conversely, when English is pronounced accurately, listeners are more inclined to actively participate in conversation. If proficient English speakers can comprehend the learners' pronunciation, the process of communication will be successful (Jahan, 2003).

### **2.2.1. A brief history of pronunciation instruction**

L2 pronunciation has always been neglected throughout the history of teaching English. Scholars have even referred to this neglect as the "Cinderella Syndrome," suggesting that it is kept hidden behind closed doors (Troudi et al., 1998), in contrast to other L2 abilities, it is the aspect of the English language that has been mostly left out of all instructional programs.

According to Otlowski (1998), pronunciation had little role in language learning during the Grammar-Translation Method's beginning stages. (Otlowski, 1998, as cited in Kilinç, 2019). Subsequently, with the emergence of the audio-lingual technique in the 1950s and 1960s, pronunciation gained significance. This method placed a strong emphasis on the behavioristic drilling of sound contrasts and word pairs as well as individual sound articulation. The drawback of this approach was its failure to recognize the crucial nature of focusing on "the use of appropriate phrase structure, realistic conversation practice, and rhythm and intonation." (Fraser, 2000a, p. 32 as cited in Pourhosein Gilakjani, 2011). Fraser (2000) notes that as the communicative method evolved in the 1970s, the pronunciation was minimized to avoid any association with the audio-lingual method's training techniques.

The emergence of Communicative Language Teaching (CLT) in the late 1970s also contributed to the decrease in emphasis on pronunciation during that period (Foote et al., 2010). In the early 1980s, the field of Communicative Language Teaching (CLT) did not consider pronunciation to be a significant challenge. They believed that focusing on pronunciation would hinder the development of communication skills and negatively impact students' self-assurance (Ketabi & Saeb, 2015). Consequently, it appeared that there was no way to teach pronunciation using the communicative approach. As the communicative approach gained acceptance in many ESL environments, insufficient attention was paid to training prospective teachers on the

nuances of teaching pronunciation (Pourhosein Gilakjani, 2011). Fraser (2000) observes that many ESL teachers struggle to teach pronunciation and concludes that their education did not provide them with a sufficient basis to effectively teach this aspect of language learning. There is a demand for pronunciation to be focused on in the context of real conversation, taking into account the developments in more extensive and communicative methods and approaches to teaching ESL nowadays. (Pourhosein Gilakjani, 2011).

Pronunciation instruction is typically divided into two categories: segmental (which focuses on discrete sounds, such as vowels and consonants) and suprasegmentals (which includes elements that go beyond individual sounds, such as rhythm and stress). The generally held belief is that since both segmental and suprasegmental faults might hinder communication, educators should not purposefully concentrate on one while neglecting the other (Celce-Murcia et al., 2010). The fundamental significance of pronunciation in enhancing one's oral proficiency in the desired language has consistently been acknowledged, regardless of changing attitudes towards pronunciation instruction. Discussions on the objectives of pronunciation teaching often revolve around the concepts of comprehensibility and intelligibility (Atli & Bergil, 2012).

In the present era of globalization, English is no longer perceived as an exclusive possession of its native speakers, but rather as a universal language spoken by several countries worldwide. Pronunciation, being the primary component of verbal communication, is crucial in this case (Couper, 2021).

### **2.2.2. Segmentals and suprasegmentals of pronunciation**

The segmental features involve consonant, and vowel sounds or phonemes. Since vowels and consonants constitute the majority of sounds in English, understanding how to generate these sounds correctly is crucial for both teachers and students. Articulators are the moveable components of the mouth.

Each vowel and consonant phoneme are a segmental characteristic. They refer to distinct components in the speech stream of any language that may be easily detected physically or audibly (Gilakjani, 2016). Since phonemes are the building blocks of speech, segmental features play a crucial role in pronunciation. This leads to a range of variances between languages that make communication difficult for non-native speakers. To make learners' utterances more comprehensible to interlocutors, it is advised to emphasize phoneme

articulations that differ from their L1 phonemes. Understanding the articulation of phonemes is essential since segmentals have a significant role in pronunciation (Kılınc, 2019).

Suprasegmentals refer to speech features such as tone, rhythm, or loudness – basically anything that is not an independent sound. They convey grammatical distinctions, emotions, and coherence that a native speaker will detect right away. A language uses supra-segmental elements to discriminate between different utterances' meanings, moods, and senses (Gilakjani, 2016). “Traditionally, pronunciation materials or curriculums start from small segmental elements and move towards larger suprasegmental features. Some advocate that suprasegmentals should be given priority in pronunciation instruction as they have a greater impact on intelligibility.” (Wang, 2022)

According to Kanellou (2011), the majority of ELT scholars believe that learners should prioritize the acquisition of suprasegmental pronunciation features. Segmental and suprasegmental sounds are produced by native speakers unintentionally and go above the level of individual sound generation. However, suprasegmentals go beyond segmentals. Since they determine the meaning and provide essential context for segmental production, suprasegmental factors are given higher prominence in speech teaching (Varasarin, 2007).

The suprasegmental aspects of pronunciation that are commonly analyzed in studies, can be categorized as word and sentence stress, rhythm, and intonation. It is important to clarify these aspects, as well as their roles in verbal communication.

**Stress:** An extra force called stress is applied when pronouncing a syllable. It refers to the level of volume, tension, sonority, and muscular effort utilized to pronounce a specific syllable. In English, stress has a distinct (phonemic) function. Depending on the emphasis, similar words might have different meanings and parts of speech. (Gilakjani, 2016). When applied to syllables in a word, stress is a combination of length, loudness, and pitch, as in the words "HAPpy" and "FOOTball."(Varasarin, 2007).

There are two primary forms of stress: word stress and sentence stress. Each word containing two or more syllables has a particular stress on one of the syllables when spoken in isolation. Certain words undergo a loss of stress as overtime, particularly when uttered rapidly, while other words maintain their stress, and these stressed syllables form a phrase (Cai, 2008).

**Rhythm:** In phonetics, the cadence and pace at which a sentence is uttered are referred to as the rhythm. Some inexperienced students may sound a touch robotic when they speak a sentence at the same speed for every syllable. Rhythm is the regular, patterned beat of stressed and unstressed syllables and pauses. This may be observed, for instance, when weak syllables are in lower case and stressed syllables are in upper case: they WANT to GO later (Varasarin, 2007).

**Intonation:** Intonation describes how the voice rises and falls in speech. Varasarin (2007) defines it as “the quality of utterance”. Fall-rise intonation, rising intonation, and falling intonation are the three basic intonation patterns in English. Harmer considers intonation as “the music of speech” (Harmer, 2018, p.11): Are you THIRSty? Are you REAdy?

Segmental features, such as vowels and consonants, are easier to monitor since they can be written down. However, suprasegmental features need a greater level of understanding and attention (Mirza, 2015). Suprasegmentals have lately become significant due to their contribution to intelligibility and mutual understanding. Both segmental features (such as vowels and consonants) and major suprasegmental aspects (such as stress, rhythm, and intonation) play a role in speech, However, suprasegmentals are more challenging to identify and comprehend compared to segmental features (Suwartono & Rafli, 2015). Zielinski (2015) states that segmentals and suprasegmentals are not implacable foes but constant friends. They are both essential components of the pronunciation system that can positively interact with and build on each other.

Enhancing pronunciation skills can be a time-consuming process and may not result in complete mastery of all aspects. However, deliberate efforts to enhance pronunciation can have a noticeable impact. Contrary to the binary concept of being either native or non-native, intelligibility is a continuum that allows learners to make progress (Levis, 2015). Due to the recognition that the primary objective of pronunciation teaching is to produce intelligible speech rather than achieving native-like or flawless pronunciation, the importance of pronunciation instruction has significantly increased in communicative-oriented EFL classrooms (Gilakjani, 2012).

### **2.2.3. Intelligibility and comprehensibility**

Speech ability refers to an individual's capacity to communicate in a manner that allows the listener to comprehend their message effectively. Communication partners experience

diminished interest, frustration, and misinterpretation when there is a decline in the clarity of speech. As a result, communication either decreases or remains at a minimal level (Coppens-Hofman et al., 2017).

According to Derwing & Munro (2005), there are several variances in pronunciation in English-speaking countries. Nevertheless, the primary objective in communication is achieving "intelligibility." For FL learners, learning pronunciation is crucial to contribute to intelligibility in communication. Nevertheless, non-native speakers of English generally encounter some challenges in oral communication related to two areas of pronunciation: Intelligibility and Comprehensibility (Atli & Bergil, 2012). Intelligibility is commonly defined as "the extent to which a speaker's message is actually understood by a listener" (Munro & Derwing, 1995, P.76). While intelligibility explains how much an utterance is comprehended, comprehensibility is used as a term to clarify how much effort is required by the listener to grasp that utterance. Comprehension may be measured by the extent to which the listener understands the intended message of the speaker.

To achieve intelligibility, one must overcome some factors such as pronunciation, stress, intonation, and the vowel and consonant sounds of English. On the other hand, to achieve comprehensibility, some other factors dominate such as grammatical, cultural, socio-linguistic, and pragmatic features. Thus, EFL/ESL students should consider and respect various circumstances and social expectations to attain successful intelligibility and comprehensibility (Jung, 2010).

### **2.3. Factors Affecting Teaching Pronunciation**

Many English language learners continue to face difficulties with pronunciation, despite extensive learning efforts. This section examines many crucial factors that impact the instruction of pronunciation.

#### **2.3.1. Teachers' beliefs about pronunciation teaching**

Most educators acknowledge the need to teach pronunciation; however, they refrain from doing so for many reasons, including a lack of confidence (Baker, 2011). For teaching pronunciation effectively, teachers require enhanced training as well as more opportunities for professional development. Even experienced and skilled language teachers are less knowledgeable about pronunciation instruction (Foote et al., 2010). Several studies have

demonstrated that despite their training in phonology and phonetics, teachers have insufficient knowledge of how to teach pronunciation (Couper, 2016).

Several teachers were discovered to have anxiety and a lack of confidence regarding their pronunciation, leading them to refrain from instructing certain elements of pronunciation, such as intonation. Another factor contributing to the issue is the limited time and resources available for teaching pronunciation. This leads teachers to prioritize certain aspects of the curriculum (Baker, 2011; Couper, 2016). Teachers believe that there is not sufficient time for pronunciation teaching in the classroom. Grammar and vocabulary lessons keep students busy to focus on pronunciation. Students often question the value of dedicating class time to pronunciation, as it is not typically included in their grading criteria (Darcy, 2018).

In another study, Buss, (2016) used an online poll to investigate the attitudes and methods used by Brazilian EFL teachers when teaching pronunciation. The results demonstrated that the participating teachers had favorable opinions about teaching pronunciation for communicative goals. Their instructional methods, on the other hand, tended to be traditional (i.e., centered mostly on isolated sounds, problematic sound rectification, and repetition exercises). It also advocated organizing training sessions for teachers interested in pursuing careers in pronunciation education.

### **2.3.2. Motivation and attitude**

This factor is associated with the level of enthusiasm in learning the target language, and it is also linked to the objectives that learners establish for enhancing their proficiency in this language. Highly motivated students in the classroom have an enhanced ability to concentrate on a primary goal or outcome. They can focus for longer periods and become resistant to potential distractions by doing this. Students who are motivated display goal-oriented behavior.

EFL students' motivation is primarily instrumental in communicating with other speakers of this language, both native and non-native, and accomplishing personal goals (such as getting good grades in school, passing exams, improving their professional qualifications, getting a job promotion, and so on.) (Szpyra-Kozłowska, 2018). Along with the age at which a language is acquired, factors that influence the possibility of a learner acquiring native-like pronunciation include their motivation to learn the language, as well as the cultural group they identify with and spend time with. According to research, the need and desire for native-like

pronunciation might be influenced by one's personal or professional learning objectives in English (Pourhosein Gilakjani, 2011). Lack of motivation can result in a range of challenges for students. Without a strong motivation to learn, they have an extremely difficult time acquiring effective knowledge (Alizadeh, 2016).

The need and desire for native-like pronunciation might be influenced by one's personal or professional learning objectives in English (Gatbonton et al., 2005). In a study conducted on university students who were learning intermediate Spanish as a foreign language, Elliott (1995) discovered that the primary factor affecting the students' ability to pronounce the target language correctly was their attitude towards acquiring native or near-native pronunciation, as assessed by the Pronunciation Attitude Inventory (PAI). In other words, students who were more focused on their pronunciation of the target language were able to speak the target allophones with more accuracy.

### **2.3.3. The Mother tongue interference**

Mother-tongue interference is the term used to describe how a learner's native language affects their ability to acquire the target language. Mispronunciations of words by non-native speakers are influenced by the rules, intonation, stress, and sounds of their first language. The transfer of linguistic patterns from the learners' native language might influence their production of English-like stress alternation across a phrase. Research has demonstrated that distinctions in the phonological systems of a person's native language and second language can either facilitate or hinder their proficiency in acquiring the pronunciation of the second language. For instance, it was discovered that second language learners struggled to pronounce a series of phrases, especially when the phonetic symbols for these words were absent or difficult to distinguish from the L1 sound patterns (Celce-Murcia et al., 2010).

## **2.4. The Techniques for Teaching Pronunciation**

There have been various studies on pronunciation and oral proficiency. A study conducted by Bai & Yuan (2019) involved 16 EFL instructors in Hong Kong. Written reflections by the teachers and semi-structured interviews were used to gather data. The findings collected through written reflections by the teachers and semi-structured interviews, revealed the significance and value of pronunciation instruction to the teachers, although their methods of instruction gave the impression that they lacked confidence and preparation. As a result, it was recommended that teacher education and professional development programs should place a greater emphasis on assisting teachers in gaining confidence in their proficiency to teach

pronunciation. Even highly qualified language teachers lack confidence when it comes to teaching pronunciation. Therefore, to teach pronunciation effectively, teachers need both more professional development opportunities and enhanced training (Foote et al., 2010). The findings indicated that despite receiving training in phonology and phonetics, teachers demonstrated a deficiency in a comprehensive knowledge of how to teach pronunciation (Couper, 2016).

The current pedagogical thinking on pronunciation maintains that intelligible pronunciation is viewed as a crucial element of communicative skill. The teacher must next develop attainable objectives that are pertinent to and appropriate for the students' communication needs. Additionally, the students must actively participate in their education as a component of the learning process. The course's material should be included in the communication class, with an emphasis on the suprasegmentals' instruction, linking pronunciation with listening comprehension, and opportunities for useful pronunciation practice. The feedback offered to the student might motivate learners to enhance their pronunciation skills when the teacher plays the role of a "speech coach" as opposed to only checking pronunciation. All students may be anticipated to perform well when learning how to pronounce a foreign language if these circumstances are fulfilled and students' specific learning goals are considered (Pardede, 2010).

Aslan (2021) found that EFL teachers lack several fundamental concepts regarding pronunciation and how to teach it in the classroom. They have a deficiency of self-confidence in their ability to pronounce things correctly. They don't know how to deal with students' pronunciation issues. They need to improve their proficiency in teaching pronunciation. Due to the absence of pronunciation in the curriculum, teachers are uncertain about how to integrate it into their classes.

The critical role of pronunciation in achieving successful communication has been acknowledged. Pronunciation is one of the language features that both native and non-native English teachers are not enthusiastic about teaching and inadequate training for educators leads to a haphazard utilization of available resources and methods (Derwing & Munro, 2005). Nevertheless, the literature presents diverse viewpoints regarding the techniques used to teach pronunciation in the classroom. Some of them are presented below:

**Listen and imitate:** The direct method employs this technique in which students listen to a model provided by the teacher and imitate or replicate it.

**International Phonetic Alphabet (IPA):** Teachers can employ the IPA to instruct students on the phonetic symbols used for English sounds. Once students have acquired knowledge of the International Phonetic Alphabet (IPA), they may go to a dictionary and utilize the phonetic representation to ascertain the correct pronunciation of a particular sound.

**Minimal Pair:** It is a crucial pronunciation technique that involves pairing words with dissimilar meanings and varying only one sound. The instructor assigns tasks that support the students' ability to distinguish between sounds in minimal pairings.

**Using a Mirror:** In this technique, students look into the mirror, imitate the teacher, and compare their lips and the teacher's.

**Tongue Twisters:** It is an effective tool to improve students' pronunciation skills. While practicing and differentiating related words, tongue twisters also bring enjoyment to the students.

**Songs:** Teachers can use songs as an effective technique to enhance students' listening and pronunciation skills enjoyably. The findings imply that using songs to teach pronunciation has a beneficial impact on the pronunciation of young students (Saldıraner & Cinkara, 2021). According to Lee & Lin (2015), young learners' motivation and attention span were positively impacted by music. Saldıraner (2020) investigated the effects of songs on young learners' pronunciations in her study. For two 40-minute lessons, the experimental group received instruction through six different songs, whereas the control group received six texts based on the words from songs for the control group for pronunciation instruction. This study indicated that music outperforms books in terms of traditional pronunciation teaching. Teaching pronunciation with text and music yielded a statistically significant difference.

**Drama:** Teachers can use drama techniques for pronunciation instruction.

**Visual Aids:** For effective pronunciation instruction, teachers use visual aids to emphasize stressed syllables, such as capitalization, underlining, coloring, etc.

**Reading Aloud:** Reading aloud from a book may assist students learn how to pronounce new words phonetically. This not only facilitates the learning of new vocabulary pronunciation but also provides an opportunity to practice the pronunciation of each sound accurately.

**Voice Recording:** Teachers may designate readings from written works or conversations, instructing students to record their pronunciations and read the material aloud. Subsequently, the students can listen to the recording in class, and the instructor will provide feedback regarding their mistakes. Learners may develop their foreign language speaking abilities by using online voice recording. The audio recording facilitates learners in evaluating, comparing, and receiving corrective feedback (Idrovo Maldonado & Fajardo Dack, 2024).

All of these techniques are based on the concept that teachers would guide their students to memorize each sound before employing it in real-life communication. While these methods may be effective for certain students, others may struggle to acquire the correct pronunciation of a foreign language using these techniques. New techniques are being developed to enhance the study of English pronunciation (Hismanoglu & Hismanoglu, 2010). Other disciplines, including drama, psychology, and speech pathology, have provided new approaches to teaching and learning English pronunciation (Celce-Murcia, 1996). Celce-Murcia (1996) emphasized several methods for teaching pronunciation, such as the use of exercises that focus on both accuracy and fluency, multisensory learning strategies, adaption of real-world materials, and integration of instructional technology.

The findings indicated that to teach pronunciation to their students, language teachers prefer to use traditional classroom tactics like dictation, reading aloud, and dialogues. Nevertheless, they exhibit reluctance to utilize modern instruments, such as computers, educational software, and the Internet. It is crucial to highlight that teachers should be motivated to utilize commercially accessible computer-based pronunciation teaching packages (Hismanoglu & Hismanoglu, 2010).

## **2.5. The Use of Technology for Improving Pronunciation**

Most of the teachers agree that pronunciation instruction is essential, and they possess favorable attitudes toward teaching pronunciation. However, they refrain from doing so due to many factors, including a lack of confidence and training, insufficient time and preparation in the class. Some of them claim that they are anxious and uncertain about their own pronunciation (Bai & Yuan, 2019; Baker, 2011; Buss, 2016; Couper, 2016). The teachers' methods of instruction were discovered to be quite traditional, emphasizing word-level elements, particularly individual sounds, and mainly utilizing activities involving repetition and the phonetic alphabet (Buss, 2016). The traditional pronunciation lessons emphasize explaining

Phonetic theory and the tedious practice of each phoneme, and the students will be intimidated by many new words (Li, 2010).

Teachers and students may utilize many technology tools to improve speaking skills, especially pronunciation, in an enjoyable manner. Most of the teachers claim that they lack the time to provide pronunciation training within the classroom. However, by utilizing technology, students can potentially be exposed to the target language outside of the classroom.

### **2.5.1. The use of videos/YouTube**

A diverse range of helpful content for teaching English is available on YouTube. Students' anxiety about learning a foreign language is diminished through engaging in a pleasant activity. By employing this approach, teachers may actively facilitate the development and achievement of their students. YouTube videos offer a more comprehensive, practical, and authentic learning experience compared to traditional teaching methods (Almurashi, 2016). According to Silviyanti (2014) incorporating YouTube into the EFL classroom is captivating, stimulating, and beneficial. Students demonstrate enthusiasm and willingness to see a range of videos, and then engage in pronunciation and speaking exercises that emulate those of native speakers.

Martinsen (2017) investigated the effects of two video-assisted interventions on French pronunciation in his study. The findings of the study demonstrate that high school students' pronunciation can be considerably improved by tracking and shadowing activities over ten weeks. This might be because monitoring and shadowing interventions that are culturally contextualized allow students to concentrate on how connected speech affects pronunciation in certain social circumstances and to recognize crucial connections between spoken and written language input (Martinsen et al., 2017).

According to Hismanoglu & Hismanoglu (2010) Turkish EFL students found that YouTube videos had a positive effect on language learning in terms of the four language skills and the three language components. Due to the wide range of content, exposure to authentic language, and videos of native speakers, almost all EFL learners concur that it is highly beneficial for enhancing their vocabulary, pronunciation, speaking, and listening skills. The findings also indicated that YouTube is an invaluable tool for EFL learners since it encourages students to adopt self-directed study habits and take responsibility for their education.

Karsli (2022) aimed to determine the effectiveness of video-blog-based speaking activities in reducing EFL students' foreign language speaking anxiety and improving their speaking performance in his study. According to the study's findings, students in the experimental group who engaged in video-based speaking activities performed better than the students in the control group while also exhibiting lower levels of anxiety following the implementation of the activities. Moreover, the interviews with the students revealed that most of the students' opinions about the speaking exercises based on video blogs were favorable. In addition, students may learn new things by practicing tongue twisters and submitting the practice video to their YouTube account. They must allocate more time to diligently practice enhancing their English-speaking skills. In order to offer equitable opportunities for all students to engage in practice, it is important for teachers to meticulously plan and prepare their lessons (Aulia, 2020).

The utilization of YouTube videos in speaking classes boosts students' motivation to learn by providing them with audio and visual content, which helps students improve their pronunciation, expand their vocabulary, and find ideas more quickly when creating sentences. In addition, watching movies aids kids to unconsciously acquire grammatical skills. Moreover, YouTube may serve as an excellent tool for instructing oral communication skills, enhancing the student's comprehension of the subject matter in the context of online learning (Syafiq et al., 2021).

### **2.5.2. The use of films, series and cartoons**

A movie is a visual art form that uses pre-programmed or recorded moving visuals in combination with other sensory stimuli to create an illusion of an experience that conveys concepts, narratives, feelings, perceptions, beauty, or ambiance. Watching movies is an accessible resource for students to improve their pronunciation since movie actors and actresses can model how a word should be spoken correctly, and students can adopt this pronunciation style (Yudar et al., 2020). Audio-visual materials, such as TV series, may incorporate additional language elements such as mimes, gestures, pauses, and hesitations. Therefore, it may be argued that TV shows are reliable resources for developing both general listening and speaking skills. Watching TV series in the target language can be considered an effective extracurricular activity for students when the motivation aspect is considered. Additionally, they can be used as in-class resources through a planned lesson plan to instruct students in pronunciation,

language usage, culture, and speaking skills more generally in addition to vocabulary (Sezgin & Öztürk, 2020).

Children are well familiar with cartoon films. Cartoon films may be utilized in the classroom for educational purposes, in addition to providing entertainment. They will be able to fully comprehend the information regarding accurate pronunciation thanks to the combination of auditory and visual signals in cartoon movies. Additionally, it is anticipated that students' pronunciation skills will be enhanced through listening to and mimicking the target language in the cartoon movies, which are grounded in the idea of pronunciation teaching theory (Pratiwi, 2010). Li (2010) states that a great environment for learning English can be created by adopting a film-aided teaching strategy when compared to traditional pronunciation instruction. It is concluded that movies are more effective than traditional textbook-based language resources in capturing the attention of students in language classrooms. Students who had received instruction utilizing components derived from films performed more effectively, and a greater number of students in the experimental group exhibited improvements in speaking, listening, and vocabulary as well as pronunciation. Furthermore, most students in the experimental class had positive opinions about pronunciation instruction through movies.

### **2.5.3. Dubbing**

Dubbing is a technique used to imitate the voices of movie characters. This could awaken students' enthusiasm for engaging in English discourse. Subtitles serve as a means of translating the dialogue in a film and displaying it at the bottom of the screen. Based on the movies they watch; both can help learners understand the proper pronunciation.

The students' English-speaking skills can be enhanced through English dubbing. Students are instructed and guided to practice film dialogue by mimicking actors' voices in either the original language of the movie or in English (Rahma & Mubarok, 2021).

### **2.5.4. Shadowing and tracking**

Monitoring and shadowing activities are gaining increasing attention in the field of L2 pronunciation instruction due to their pedagogical potential (Hamada, 2018). As part of the shadowing language learning method, you promptly replicate the auditory input. As the name "shadowing" suggests, students are behaving like a "shadow" or an "echo." Upon receiving the words, they repeat them aloud. During the process of tracking, students follow along with a transcript or subtitles while listening to native speakers in person or virtually on radio,

television, or audiotape, and they also replicate what they hear. Shadowing is similar to tracking in that students listen and repeat what they hear with a slight delay and can pause the recording at times if needed (Celce-Murcia et al., 2010). The common element between tracking and shadowing is the choral repetition of model speech. Although this idea is similar to the audio-lingual training techniques of the past, it is still widely used in many foreign language classes throughout the world (Saito & van Poeteren, 2012).

In another study, the impact of shadowing on oral competency and pronunciation in terms of comprehensibility, intonation, and speech rate was examined by the researcher. The experimental group members believed that shadowing improves pronunciation according to the findings. The interview and survey findings also showed that participants had a favorable opinion regarding shadowing. Less than half of the participants' comments indicated that shadowing was time-consuming and nearly boring, even though more than half of the participants said it was fun (Mıcık, 2020).

### **2.5.5. The use of mobile assisted language learning (MALL)**

MALL focuses on the utilization of mobile technologies for learning languages. Students don't need to learn a second language exclusively in a classroom setting. They may learn the knowledge via mobile devices at their convenience and location (Miangah & Nezarat, 2012). Using MALL in phonetics learning is unique since mobile devices may offer the visual, auditory, and animated characteristics needed to learn sounds and patterns (Rogerson-Revell, 2021). Most programs allow users to record or replay their pronunciations of words. The precise articulation of the spoken sounds may be clarified via animations or movies that are linked. In addition, they provide exercises and supply feedback (Moustafa Khalil, 2022).

Fatimah (2021) conducted a study to investigate the effectiveness of using the 'ELSA Speak' application in teaching pronunciation to Indonesian EFL learners. According to the findings, the application effectively enhanced the trainees' pronunciation. While the students commended the program for its wide range of functions and user-friendly interface, many expressed a desire for the inclusion of the native language translation. Considering the ongoing technological transformation, teachers are increasingly compelled to incorporate technology into their classes to avoid the perception that their teaching techniques are outdated. Utilizing students' bond with smartphones can also facilitate their development into autonomous, self-sufficient learners (Moustafa Khalil, 2022).

### **2.5.6. The use of social networking sites**

Media is anything that can transmit messages from a deliberate source to promote learning and facilitate the learning process with maximum effectiveness and efficiency. Incorporating multimedia into the classroom transforms the "teacher-centered" teaching pattern, enhances instructional methods, and broadens the scope of the curriculum. To advance their English learning, students need to try something new, which will affect their levels of motivation. If individuals possess motivation and a genuine desire, they will acquire proficiency in the English language rapidly (Yusuf, 2020).

Teachers may utilize social networking platforms for instruction on the targeted language skills. Twitter is a suitable platform for teaching pronunciation since it allows easy and unrestricted access and sharing of files. Transferring the teaching and learning of pronunciation beyond the classroom to other settings has been demonstrated to improve student interaction and collaboration to provide students with plenty of time and flexibility (Kartal & Korucu-Kis, 2020). Teachers can utilize contemporary student-centered media, such as films, social media platforms, or other sources of student interest (Yudar et al., 2020).

### **2.5.7. The use of flipped learning**

Flipped learning is a pedagogical strategy that has gained popularity in recent years. Flipped classrooms involve the concept of reversing the traditional approach to completing assignments, where tasks that were previously done in the classroom are now done at home, and vice versa. Before class, students watch brief video lectures at home. In-class time is allocated for practical exercises, projects, or debates (El-Sawy, 2018). Traditional classroom instruction has been guided by the teacher. The teacher reads aloud and lectures for a long time on a subject. However, with flipped learning, the scenario is inverted. It modifies at-home passive learning. The students participate actively in the classroom (Ekmekci, 2017).

The flipped classroom model (FCM) has four discrete components that instructors must analyze when seeking to use this approach. The characteristics of this method, which is known as "Flip" in English, may be understood by examining its initials (Flipped Learning Network, 2014) :

1. *Flexible Environment*: This refers to the availability of a location and flexible scheduling for educational purposes. Teachers provide flexible learning environments that allow students to choose when and where they want to study.

2. *Learning Culture*: In a teacher-centered approach, the teacher is the information source. The teacher-centered approach is swapped out for a student-centered approach in the flipped classroom method.
3. *Intentional Content*: When adopting flipped classrooms, educators carefully analyze the most effective methods to facilitate students' cognitive comprehension and fluency of educational content.
4. *Professional Educator*: Teachers who use the FCM play a more significant role in education than teachers who use the traditional model. In flipped classrooms, teachers monitor their pupils during class time, assess their work, and provide feedback (Flipped Learning Network, 2014).

As mentioned above, pronunciation instruction is neglected in the classroom because of several reasons such as lack of time, and advanced training. Teachers may use this method to develop their students' pronunciation skills. Previous research on FCM in EFL classes has demonstrated its beneficial impact on learning. Alzahrani & Alqurashi (2023) state that the FCM has a significant impact on Saudi EFL students' English pronunciation. The study investigated the effect of the flipped classroom technique on learners' perspectives on the FCM and English pronunciation. The findings demonstrated that the pronunciation of English learners had exhibited enhancement after the implementation of the FCM. In addition, it was discovered that the FCM provided flexibility in learning and enhanced learners' motivation and autonomy.

The results of a study conducted by Wu et al. (2017) indicated that the use of an online learning community through LINE in flipped instructional design significantly enhanced the participants' speech proficiency. Participants were effectively motivated to become more involved and encouraged to apply what they had learned to real-life scenarios through constructive, cooperative, contextual, and self-directed pre-course tasks and in-class activities. Overall, the flipped instruction's online learning community not only promoted meaningful learning while encouraging positive interaction and teamwork, but also promoted the participants' oral proficiency, increasing their competency in learning tasks such as group presentations, storytelling, dialogue interaction, and class discussions.

## CHAPTER 3

### 3. METHODOLOGY

This section describes the general methodology applied in this study. Within each section, the research design, participants, data collection tools, data collection procedures, and data analysis are presented in detail.

#### 3.1. The Research Design

The primary objective of this study was to determine the effect of watching authentic videos and audio recordings on the enhancement of students' pronunciation skills. In this study, an Action Research (AR) method was employed to examine the effect of the procedure on the pronunciation skills of EFL students. Action research is an ongoing scientific process. It requires data collection in the form of qualitative and quantitative. Action research is also contextual. However, action research differs in that it specifically targets a practical problem and seeks solutions. Action research designs are systematic procedures that educators employ to gain deeper insights into and improve the functioning of their educational environment, their instructional methods, and their students' learning processes. Educators aim to improve their teaching practice by researching various themes or challenges they experience. Teachers analyze these matters, collect data, assess it, and implement required modifications based on their findings. Occasionally, researchers direct their attention to a specific, real-world topic, such as an issue faced by a teacher in the classroom (Thanavathi, 2017).

AR is a methodology used to analyze issues within our own social and professional contexts, generally inside the educational setting of a classroom or school for teachers. Typically, it involves addressing an issue, challenge, or inquiry about the happenings in our classrooms that we wish to go more into. Additionally, it might include modifying the current methods we use to provide our teaching (Burns, 2014).

Action research is a form of self-reflective inquiry that individuals undertake in social contexts to enhance the equity, rationality, consistency, and contentment of their own social acts their comprehension of these acts, and the institutions, initiatives, and ultimately, the society in which these acts are performed. Action researchers experience personal transformation as an integral element of their involvement in action research. Additionally, they engage in collaborative efforts with others to bring about change and get an in-depth comprehension of the concept of change. Action research requires participants to engage in a

deliberate process that involves planning their activities through reflection, implementing these plans through their own actions, systematically observing this process, and evaluating their actions based on the evidence gathered (McTaggart, 1994).

AR should be considered as an option for all language teachers, either inside their organizations or within the educational sectors, as it may considerably benefit individual teachers and contribute to their own professional growth in several ways (Edwards, 2021).

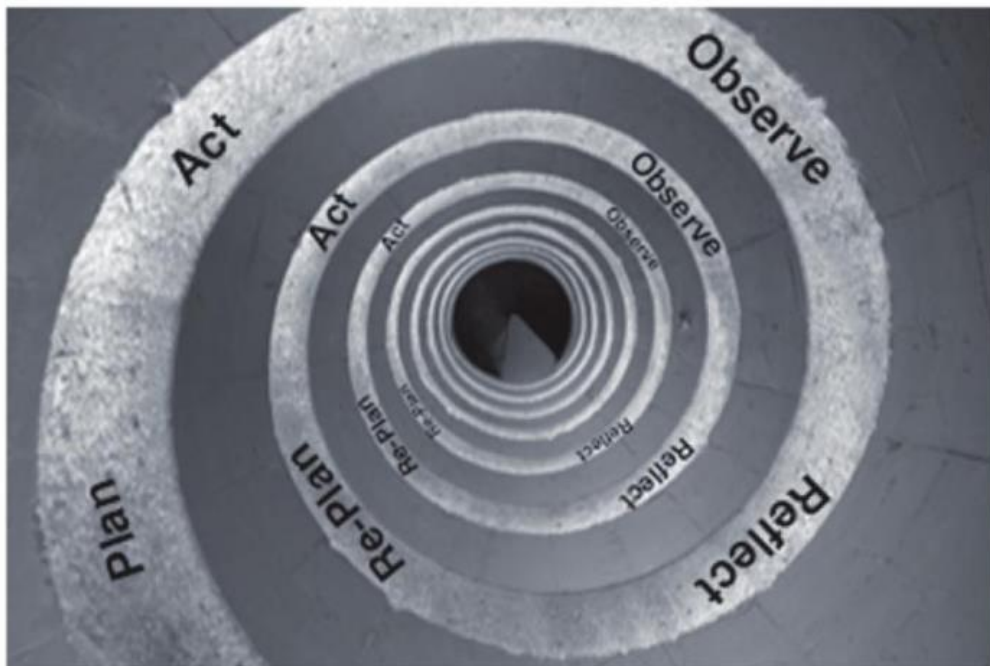


Figure 1. The Action Research Spiral (Kemmis et al., 2014 p.19)

The steps in this model are referred to as the four major "moments" of AR by Kemmis and McTaggart. Although they may appear to occur in a predetermined sequence, these steps represent a dynamic process through a spiral of actions that can be carried out depending on the circumstances.

**Plan:** During the planning phase, it is essential to refine your ideas regarding the topics you intend to study in your classroom, and, if at all feasible, you should formulate some questions you wish to address. Subsequently, instructional activities or techniques can be developed and tested.

**Act:** During this phase, you will implement your ideas and experiment with new techniques or activities.

**Observe:** During this phase, you gather data, or information, on the outcomes of implementing your strategies.

**Reflect:** This phase of the process starts immediately after the completion of the study, during which you systematically analyze the impact of your results in a more deliberate manner than usual. In order to effectively articulate your teaching philosophies or practice theories, it is essential to identify the underlying themes that arise from the study (Burns, 2014).

The spiral model in Figure 1 highlights the cyclical process that extends beyond the initial change plan. The spiral model emphasizes the need to revisit the initial plan and make alterations based on the findings from the first study cycle. What was the rationale for employing action research in this study?

- Action research is a technique for improving instructional practice. It makes use of tactics such as action, evaluation, and reflection. It is a procedure for gathering evidence to modify practices.
- Action research is collaborative and participatory. It is carried out by individuals with a common goal.
- Action research is situational and contextual.
- Action research fosters reflection techniques based on participant interpretations.
- Action and application generate knowledge.
- Action research may be grounded in problem-solving if it leads to an enhancement in practice.
- In the context of action research, findings arise as a result of the actions taken; nevertheless, they are not definitive or absolute; rather, they are ongoing (Koshy, 2009, pgs. 1-2).

### **3.2. Participants**

The data for this study was collected from a public secondary school in Konya, Türkiye, during the 2023-2024 academic year. The participants of the study were twenty-five 8th-grade students, who were at the elementary level and taking general English classes with similar language backgrounds. Initially, 32 students volunteered to participate in the study, but later 7 students withdrew from the study, citing their lack of interest in continuing. Participants consisted of twenty-five students (25 females) who ranged in age from 13 to 15 years old. Students receive a total of four hours of English instruction on a weekly basis.

Before taking part in the study, participants were informed about the study's objectives and procedures and provided written consent to participate. The teacher-researcher underlined that their participation was entirely voluntary; their performance in the study would not be graded, and it would have no impact on their passing grades.

### **3.3. Data Collection Tools**

This study employed an action research methodology that integrated both qualitative and quantitative data. To gather data about the effect of watching authentic videos and recording audio about mispronounced words on improving learners' pronunciation skills, interviews, pretests (audio recordings), and post-tests (audio recordings) were used. In detail, the techniques for collecting data are outlined below.

#### **3.3.1. Interviews**

Before conducting the research, the researcher had determined that students were experiencing difficulties with pronunciation. Two open-ended interviews were employed in the study. At the beginning of the study, the researcher conducted an open-ended interview to gather data on the participants' perspectives on their pronunciation skills. The questions were constructed in an open-ended format to avoid the risk of restricting or directing their thinking regarding the study conducted alongside them in one direction.

The questions are:

1. Do you think you have intelligible pronunciation when speaking or reading aloud in English? Explain it, please.
2. Are you afraid of making pronunciation mistakes in class? If yes, why?
3. How do your friends react when you make a pronunciation mistake in class? How do you feel?
4. Have you done any work before to avoid making pronunciation mistakes when speaking English or reading aloud? If yes, explain, please.

Following the study, the researcher sought to ascertain the students' perspectives on the procedure and their assessment of the efficacy of watching videos and recording audio on target English words outside the classroom. Students were presented with a set of 7 open-ended questions in written format.

The questions are:

1. How was the process of watching the videos and recording audio? What did you like and dislike about this process? Explain, please.
2. What do you think about the original videos watched on the Wordtaboo application and [www.youglish.com](http://www.youglish.com)?
3. What do you think about the effects of watching original videos outside the school on vocabulary learning? Explain, please.
4. What do you think about the effects of watching videos and audio recordings on your pronunciation skills? Explain, please.
5. What do you think about the effects of watching video and recording audio on your listening skills? Explain, please.
6. What do you think about the effects of watching video and recording audio on your reading skills? Explain, please.
7. What do you think about the effects of watching videos and recording audio on your interest and motivation in English lessons? Explain, please.

### **3.3.2. Pre-test and post-test**

In this study, the quantitative data was collected by using a read-aloud test. The first test (pre-test) was conducted by audio recording students reading a text sourced from the website <https://learnenglish.britishcouncil.org/> and the chosen text was appropriate for the students' language proficiency levels. The text contained 233 words. The reading material provided for both the pre-and post-tests was as follows:

#### **Study skills tips**

“Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

1. Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
2. Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
3. Make notes during every class. Notes help you to remember a new language. Look at your notes when you do your homework.
4. Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know.
5. Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases and say the new words to practice your pronunciation.

6. Do extra practice. Test and improve your language, reading, and listening skills with self-study material. You can find a lot of this online.
7. Imagine yourself speaking in the language. This helps your motivation.
8. Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games, or read a book. It's never too late to become a good language learner.” (British Council, n.d.).

Participants recorded themselves reading the passage aloud at their natural speed in a silent classroom at school. Participants were not permitted to record themselves again and enhance their first recording. Following the treatment, the students were administered the same read-aloud exam as a post-test. The objective of these tests was to determine how much the students' pronunciation skills had progressed. Subsequently, the post-test scores were compared to the students' pre-test scores.

### **3.4. Data Collection Procedures**

The study was conducted throughout the 2023-2024 academic year and had a duration of 8 weeks. 25 eighth-grade students volunteered to join the study. The researcher sought to enhance the students' pronunciation skills by watching authentic videos and recording audio. The study encompassed an action research (AR) cycle that aligned with students' interests and requirements.

#### **3.4.1. Plan**

Based on the researcher's observation in the teaching and learning process and his prior experience, it has been identified that one of the challenges faced by Turkish students in learning English is pronunciation. This issue diminishes their bravery to communicate, resulting in feelings of timidity. They also struggle with listening tasks since they do not comprehend what the speaker is saying. Given that the Turkish school curriculum lacks dedicated pronunciation instruction, the researcher aims to address this issue through this study.

Students were asked to respond to an open-ended interview consisting of four questions at the beginning of the study to acquire information about their opinions regarding their pronunciation skills. Upon doing a thorough analysis of the interview, the researcher proceeded to strategize the sequential actions to be taken during the research. Below is the table of research schedule (Table 3.1.).

**Table 3.1. Research Schedule**

<b>Weeks</b>	<b>Activity</b>	<b>Date</b>
1 <sup>st</sup> week	Pre-research interview	22 <sup>nd</sup> - 28 <sup>th</sup> December,2023
2 <sup>nd</sup> week	Pre-test	1 <sup>st</sup> - 7 <sup>th</sup> January, 2024
3 <sup>rd</sup> week	Watching videos and recording audio (Flipped Learning)	15 <sup>th</sup> - 21 <sup>st</sup> January,2024
4 <sup>th</sup> week	Watching videos and recording audio (Flipped Learning)	22 <sup>nd</sup> – 28 <sup>th</sup> January 2024
5 <sup>th</sup> week	Watching videos and recording audio (Flipped Learning)	1 <sup>st</sup> – 7 <sup>th</sup> February, 2024
6 <sup>th</sup> week	Watching videos and recording audio (Flipped Learning)	8 <sup>th</sup> – 14 <sup>th</sup> February,2024
7 <sup>th</sup> week	Post-test	15 <sup>th</sup> – 22 <sup>nd</sup> February,2024
8 <sup>th</sup> week	Post-research interview	23 <sup>rd</sup> – 29 <sup>th</sup> February,2024

The 32 students were instructed to read the read-aloud text as a pre-test and to record themselves while reading. The researcher and two of his colleagues listened to the recordings and determined common pronunciation mistakes made by students. The Google Forms was utilized to determine the pronunciation mistakes of the students. The words in the read-aloud text were uploaded on Google Forms and three raters identified the pronunciation mistakes using this link. The raters used levels of comprehensibility and intelligibility as a criterion when evaluating students' performance. The researcher detected the students' mispronounced words based on the assessments made by the raters. The URL provided is [https://docs.google.com/forms/d/1O2IFSBiYL3hOnrjzbJz3\\_I6yQ6eMm4oQFtOj2pqSUsk](https://docs.google.com/forms/d/1O2IFSBiYL3hOnrjzbJz3_I6yQ6eMm4oQFtOj2pqSUsk). The 33 words most mispronounced by students were determined as target words. The data collection was conducted between 8<sup>th</sup> January and 14<sup>th</sup> January for the pre-test scores.

A four-week action plan was established to enhance the pupils' proficiency in pronunciation. Initially, a WhatsApp group was created with the purpose of providing information about the process. Students were instructed to download an application, called Wordtaboo. This application provided short movie scenes, flashcards, and sample sentences in the target language according to the target words. It was easy and time-saving for the students to watch videos that aligned with the target words on this application. Using this application, students were going to watch movie scenes related to mispronounced words out of the classroom. The researcher compiled word lists for the four weeks on the application. However, some of the target words were not in the Wordtaboo application. Therefore, students were asked

to use the [www.youghlish.com](http://www.youghlish.com) website while watching videos about the target words, which are not present on the application.

While preparing this plan, the concept of Flipped Learning served as a source of inspiration. Students were asked to watch the videos at home, and if they had any questions about the process, videos, the application, and the recording audio process, they were going to ask about them in the classroom or during break time.

### 3.4.2. Act

Students watched short video clips about mispronounced words from different movies each week. The video clips also had subtitles. Students were instructed to watch at least 10 movie scenes for each word. Following watching at least 10 movie scenes, students were asked to record a sentence including the target mispronounced words. The sentence could be the same sentence in the movie scene or the sample sentences on the app.

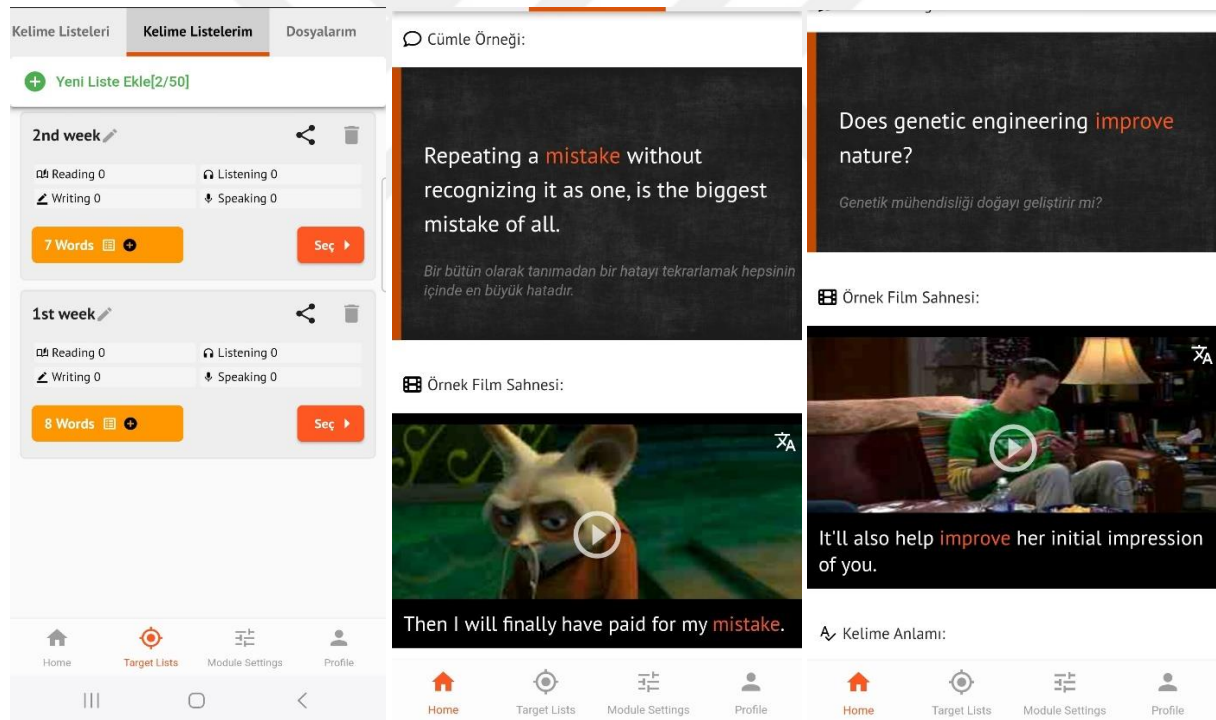


Figure 3.1. Screenshots of the Wordtaboo Application

After recording sentences about the mispronounced words, students were asked to upload the recordings on a Padlet page. Padlet is a free website and app that allows students to generate virtual bulletin boards with information on any topic. You may organize your wall with photographs, links, videos, and more, similar to a page of information. The researcher

shared the link <https://padlet.com/sahinntas/improving-pronunciation-t8n5zvalqw98> via WhatsApp group with his students (See Figure 3.2.). Students were asked to provide feedback and rate each other's recordings. Over a period of four weeks, students engaged in the activities of watching movies at home, recording their phrases using audio recording, and evaluating the recordings made by their peers.

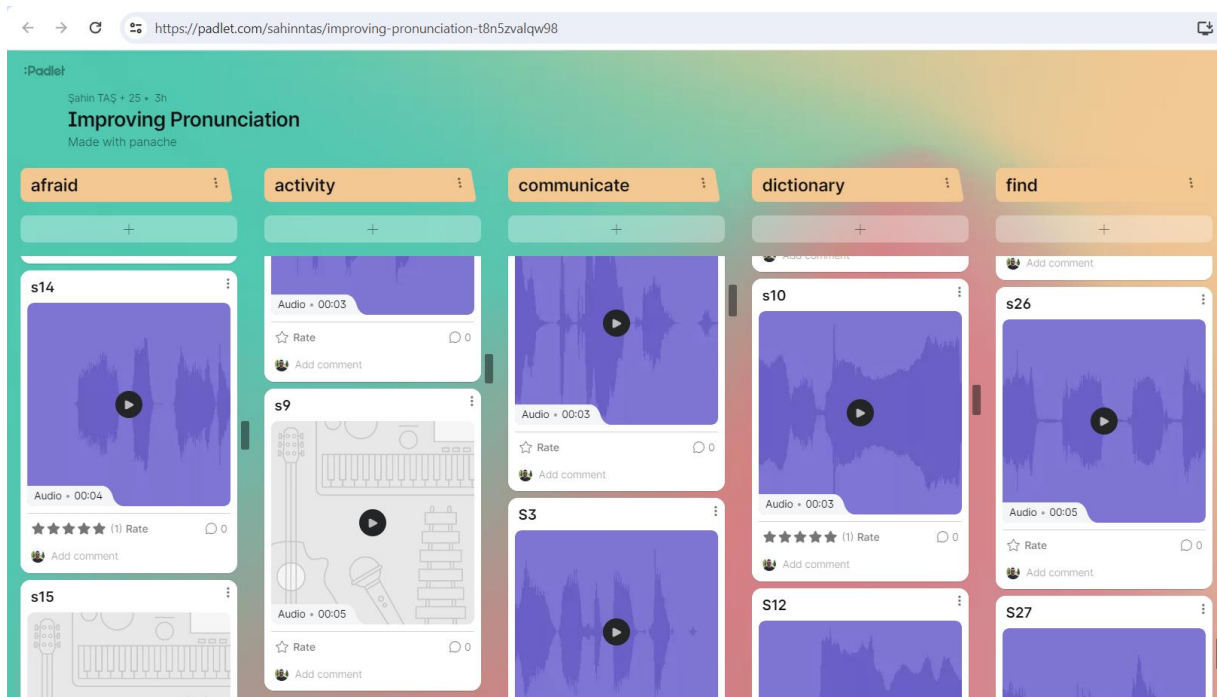


Figure 3.2. Screenshot of students' audio recordings on the Padlet page.

### 3.4.3. Observe

Following the completion of the watching videos and recording process, the same read-aloud text was provided to the students to read and record themselves as a post-test. The three raters listened to the audio recordings and identified the pronunciation mistakes of each student.

Students were asked to respond to an open-ended interview with seven questions at the end of the study to evaluate the effectiveness of watching videos and recording audio on target English words outside of the classroom. The researcher analyzed the interviews to ascertain the perspectives of students about the process.

### 3.4.4. Reflect

When the pre-test and post-test results of the students were compared, it was seen that there was a significant decrease in the number of pronunciation mistakes of the students

following the treatment. After completing the video-watching and audio-recording activities, all students demonstrated a reduction in the frequency of pronunciation mistakes.

In the first week of the study, students eagerly watched the videos and completed the audio recordings. However, in the second and third weeks of the study, some students did not regularly complete their video-watching and audio-recording tasks. This might be attributed to pupils' preparation for the upcoming high school entrance examination. Nevertheless, in the last week, most of the students could complete their video-watching and audio-recording tasks, while some students were granted an additional week.

According to the results of the interview held after the research, most of the students stated that engaging in watching videos and recording audio had beneficial effects on their pronunciation skills. This cycle was considered successful as it resulted in a significant decrease in the number of mispronounced words. Consequently, there was no necessity to carry out the second cycle.

### **3.5. Data Analysis**

This chapter outlines the data analytic methodologies used to address linked research questions as well as the findings from the analyses. The data was analyzed using both qualitative and quantitative methodologies. For the research question one, the researcher used a pre-research interview to gather information about students' perspectives on their pronunciation skills. For the research question two, pre-tests and post-tests were employed in the study. Students were asked to read a read-aloud text and record themselves as a pre-test and post-test. Three raters listened to the recordings and detected the mispronounced words using Google Forms. The numbers of the students' mispronounced words from the pre-test and post-test were compared after watching videos and recording the audio process. The quantitative data from the pre-tests and post-tests was examined using SPSS descriptive statistics, SPSS Paired Samples Test, and Wilcoxon Signed Ranks Test including tables and graphs.

Following the process of watching authentic videos and audio recordings, students were asked to respond to an open-ended interview consisting of seven questions at the end of the study to evaluate the effectiveness of watching videos and recording audio on target English words outside of the classroom. For research question 3, the qualitative data obtained through the post-research interviews were analyzed.

## CHAPTER 4

### 4. FINDINGS

This study is an action research study with qualitative and quantitative elements in the analysis. The data which were collected through interviews and pre-tests and post-test results of read-aloud tasks were analyzed according to the research questions. The data analysis results for the research questions are presented below.

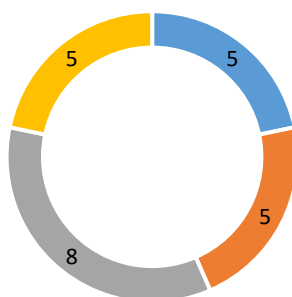
#### 4.1. Pre-Research Interview

Before conducting the research, the researcher had identified that the students were experiencing difficulties with pronunciation in the teaching-learning process. The researcher conducted an interview with students to acquire information about the participants' perspectives on their pronunciation skills.

1. *Do you think you have intelligible pronunciation when speaking or reading aloud in English?*

The first question was asked to discover how students evaluated their own pronunciation skills. Students answered this question in four different ways (Table 4.1.).

**Table 4.1.** Do you think you have intelligible pronunciation when speaking or reading aloud in English?



- Yes, I think I have intelligible pronunciation.
- I am not sure about it.
- It depends on whether I know the word or not.
- No, I don't think so.

Only 5 students stated that they thought they had intelligible pronunciation.

*"I definitely think so. Actually, this is the main reason why I love English."* (S9)

*“I think it's typical for individuals at our level (who just engage with English at school).”*  
(S24)

*“Yes, I think I am intelligible when speaking English.”* (S15)

*“I think I have good pronunciation, although not very good.”* (S11)

*“It may be incomprehensible in certain areas, but mostly overall I believe that my speech is fairly comprehensible.”* (S23)

Five students expressed uncertainty over their ability to pronounce words clearly and comprehensibly.

*“I am uncertain because at times I speak unfamiliar words with a lack of effort or precision.”* (S6)

*“I am uncertain, but it is likely that I read inadequately, making it difficult to comprehend. I possess the ability to read some words with proficiency and comprehension, but my proficiency in reading a vast number of words is limited.”* (S12)

*“I think I have intelligible pronunciation, but the comprehension level may be low due to my quick reading speed.”* (S1)

*“I think I have some problems with speed and fluency, although not as much as in my own language, I believe that I am capable of being comprehended.”* (S3)

*“I am uncertain, but I believe that I inadvertently ingest the words as I articulate them. This diminishes the quality of pronunciation..”* (S18)

According to 8 students, the key factor in having clear pronunciation is whether one knows the vocabulary.

*“The level of difficulty in speaking varies depending on the vocabulary used. In instances where I encounter unfamiliar vocabulary, it might provide a challenge for me to pronounce. That is why it is incomprehensible, yet I believe I am comprehensible when I communicate using familiar vocabulary.”* (S2)

*“I possess a sufficient level of clarity in my communication when employing familiar vocabulary. However, I have challenges in pronouncing the words that are unfamiliar to me.”* (S13)

*“It is contingent upon my familiarity with the word. If I have previously been exposed to the pronunciation of a word, I articulate it with clarity. If I am not familiar with it, I struggle.”* (S5)

*“I make a lot of mistakes in complex words that I have never pronounced or heard before. I can pronounce familiar words accurately.”* (S21)

*“During the process of reading aloud, I encounter difficulty with terms that are unfamiliar to me. but aside from that, I can pronounce words accurately.”* (S19)

According to 5 students, they believed that their pronunciation was not easily comprehended.

*“No, I don't think so.”* (S14, S22, S31)

*“No, I don't think so since I encounter difficulties with too many words.”* (S10)

*“No, because I make mistakes while reading and I am not sure what to read and how, However, my teacher is providing assistance in addressing these challenges.”* (S8)

2. *Are you afraid of making pronunciation mistakes in class? If yes, why?*

The purpose of this question was to ascertain if students experienced any form of pressure or reluctance when it came to making pronunciation mistakes in the classroom. Gaining insight into students' attitudes toward committing pronunciation errors in the classroom might yield valuable data for enhancing their pronunciation skills. A total of 11 students responded to this question affirming that they were not afraid of making mistakes.

*“I am not afraid, since our teacher corrects our mistakes, and I learn how to pronounce.”* (S5)

While 11 students expressed confidence in their ability to make pronunciation mistakes in the classroom, 13 students expressed their apprehension about making pronunciation mistakes throughout class.

*“Yes, I am apprehensive about potential embarrassment as the others in the class possess superior English-speaking skills compared to mine.” (S4)*

*“Frankly, I feel embarrassed. While I know that mistakes are a natural part of the learning process, it still bothers me.” (S21)*

*“Yes, the reason for this is that I think people will judge me. When I make a mistake, they correct me and laugh, which makes me psychologically concrete within society.” (S22)*

*“Previously, I was indifferent when I made pronunciation mistakes, but now I occasionally feel scared and bad.” (S10)*

*“I do not experience fear, but rather concern that my peers may ridicule me for any mistakes I make.” (S2)*

*“To be honest, I am not apprehensive about making mistakes in the presence of familiar individuals, but I have anxiety while conversing with unfamiliar individuals.” (S19)*

*“Occasionally, I experience fear, but each time I make a mistake, my teacher corrects it, enabling me to acquire the correct knowledge.” (S15)*

3. *How do your friends react when you make a pronunciation mistake in class? How do you feel?*

The third question was to ascertain the responses of their peers when they committed pronunciation mistakes in their classrooms, as well as their emotional state in such instances. Several students provided the following responses to this question:

*“Occasionally, they ridicule me or cast peculiar glances in my direction. Due to this rationale, I believe that my proficiency in English is exceedingly poor and will perpetually be in such a state.” (S4)*

*“My friends laugh or make fun of me, occasionally I feel bad.” (S10)*

*“They respond to my pronunciation mistakes with laughter or correction, prompting me to focus more on speaking exercises throughout class.” (S22)*

*“They don't react, I remain indifferent, yet it's scary inside.” (S24)*

*“They laugh, not with the intention of humiliating me, but rather because it brings them pleasure, although I personally do not find it enjoyable. It brings about a decrease in self-confidence.” (S21)*

As can be seen from the answers, some students are negatively affected by their friends' reactions. Nevertheless, there are students who hold a contrary viewpoint:

*“They accept it as customary and teach me how it is.” (S20)*

*“They often respond in a usual manner, occasionally making corrections. I am pleased that they are making an effort to provide assistance.” (S8)*

*“Some students laugh, but I remain indifferent since I have acquired the ability to pronounce the word correctly.” (S11)*

*“They usually laugh, but when I pronounce it in a comical manner, I also laugh, and I don't get any negative emotions.” (S15)*

*“I don't think they care much as we generally dismiss it with laughter.” (S13)*

*“I think making pronunciation mistakes is a commonplace occurrence and I find amusement in my own mistakes before others have the chance to do so.” (S25)*

4. *Have you done any work before to avoid making pronunciation mistakes when speaking English or reading aloud? If yes, explain, please.*

Question 4 was asked to find out whether the students had done any work to avoid pronunciation mistakes. The responses to this question will provide valuable insights into the specific activities that these students find enjoyable or have a preference for. Nearly half of the students have not made any efforts previously to avoid making pronunciation mistakes:

*“No, I did not do any work because I did not need it.” (S31)*

*“I cannot say that I'm very interested in foreign languages. That's why I haven't done it.” (S24)*

*“No, I have not engaged in any tasks or assignments. Due to my previous lack of interest in English, I have not devoted much attention to it.” (S10)*

*“No, ...I don't make any effort to fix it since I am not very interested in it.” (S21)*

While several students have chosen not to engage in any work due to a lack of necessity or interest in the English language, some of the students have done some activities to develop their pronunciation skills:

*“Yes, I have engaged in some activities, by watching captivating videos from various online channels and engaging in introspective self-dialogue.” (S3)*

*“Yes, I practiced I positioned myself before the mirror and engaged in verbal communication using the English language. I captured an audio recording of my voice and subsequently played it again for listening. I practiced with my family.” (S5)*

*“Of course, yes, although it is insufficient, I read books both below and beyond my current proficiency level.” (S18)*

*“I read English books and enrolled in courses with the aim of enhancing my proficiency in the English language, including pronunciation.” (S1)*

*“I have done some activities such as watching movies and playing games.” (S20)*

*“Yes, I have done, I researched English texts and read them on my own.” (S25)*

#### **4.2. Pre-test and Post-test**

The 32 students were asked to read the read-aloud text as a pre-test and to record themselves during the reading process. Three raters listened to the recordings to identify the pronunciation mistakes of the students. Look at Table 4.2. to see the students' pre-test scores for 3 raters.

**Table 4.2.** Pre-test Scores of the Students

<b>Student</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>Rater 3</b>
S1	16	15	13
S2	27	25	26
S3	7	6	6
S4	45	42	43
S7	28	29	30
S8	32	33	35
S9	16	17	19
S10	53	54	54
S11	22	21	22
S12	41	40	42
S14	15	14	16
S16	13	14	14
S17	20	19	19
S18	31	27	29
S19	32	31	31
S20	33	33	31
S21	20	22	23
S23	24	24	23
S24	30	27	29
S25	20	20	19
S26	43	46	44
S27	38	40	41
S29	26	26	25
S30	33	32	32
S32	20	22	21

Reliability Statistics Cronbach's Alfa Score: .996

After the watching authentic videos and audio recording process was completed, the students were asked to read aloud the text and re-record their audio. Look at Table 4.3. to see the students' post-test scores for 3 raters.

**Table 4.3.** Post-test Scores of the Students

Student	Rater 1	Rater 2	Rater 3
S1	6	6	7
S2	6	6	7
S3	0	0	1
S4	25	24	26
S7	8	8	8
S8	10	8	9
S9	4	3	5
S10	10	10	11
S11	4	4	6
S12	14	13	13
S14	6	4	5
S16	3	2	3
S17	6	6	7
S18	7	5	6
S19	6	6	4
S20	15	15	17
S21	6	5	5
S23	10	8	8
S24	11	11	12
S25	2	2	2
S26	15	14	14
S27	9	8	10
S29	12	11	11
S30	17	16	16
S32	4	3	3

Reliability Statistics Cronbach's Alfa Score: .995

To ensure that statistical data has a reasonable degree of validity and reliability and provides reliable findings, it is crucial to perform a normality test for the raters' points. The results of the normality tests for pre-tests and post-tests are presented below.

**Table 4.4.** Normality Test of Pre-test

	Kolmogorov -Smirnov			Shapiro-Wilk		
	Statistics	Df	Sig	Statistics	Df	Sig
<b>Rater 1</b>	.108	25	.200	.978	25	.853
<b>Rater 2</b>	.106	25	.200	.976	25	.804
<b>Rater 3</b>	.104	25	.200	.976	25	.797

When the data is examined in Table 4.4., it is seen that the data for pre-test points displays a normal distribution with a value of .200 for three raters.

**Table 4.5.** Normality Test of Post-test

	Kolmogorov -Smirnov			Shapiro-Wilk		
	Statistics	Df	Sig	Statistics	Df	Sig
<b>Rater 1</b>	.164	25	.081	.978	25	.067
<b>Rater 2</b>	.174	25	.049	.976	25	.052
<b>Rater 3</b>	.146	25	.181	.976	25	.030

When the data is examined in Table 4.5., it is seen that it displays normal distribution for Rater 1 and Rater 2, however, it doesn't display normal distribution for Rater 3's points with the value of .030 ( $P > 0.05$ ). For this reason, the study employed both parametric and non-parametric tests.

**Table 4.6** Descriptive Statistics of Pre-test and Post-test Scores of the Students for Rater 1

	N	Minimum	Maximum	Sum	Mean statistic	Mean Std. Error
Pre-test Mispronounced words	25	7.00	53.00	685.00	27.4000	2.20983
Post-test Mispronounced words	25	.00	25.00	216.00	8.6400	1.10284

According to the data presented in Table 4.6, the students produced a total of 685 pronunciation mistakes in the pretest. Based on the descriptive statistics, the lowest pretest score was 7.00, which means a student made 7 minimum pronunciation mistakes. The highest number of mispronounced words was 53. According to the measurement made in the pretest, it was observed that the 25 students mispronounced an average of 27,40 words.

When the post-test results were analyzed after watching authentic videos and audio recordings, it was ascertained that 25 students mispronounced a total of 216 words. When the students' post-test results were examined, it was determined that there was a noticeable decrease in the students' numbers of both minimum and maximum pronunciation mistakes. The minimum number of students' pronunciation mistakes decreased from 7 to 0, and the maximum number of mistakes decreased from 53 to 25.

To determine whether there was a statistically significant difference between the pre-test and the post-test scores, the Paired Samples Test was used.

**Table 4.7.** Paired Samples Test results of Pre-test and Post-test scores for Rater 1

	Paired Differences			95% Con. Interval		t	df	Significance p
	Mean	Std.Dev.	Std.Er.M.	Lower	Upper			
<b>Pre-test/Post-test</b>	18.76000	7.86490	1.57298	15.51353	22.00647	11.926	24	<.001

According to Table 4.7., there is a significant difference between the pronunciation improvement of the group participants who were implementing the watching authentic videos and recording audio process. According to the table, the difference between students' average pronunciation mistakes decreased by 18,76 words.

**Table 4.8.** Descriptive Statistics of Pre-test and Post-test Scores of the Students for Rater2 and Rater 3

	N	Minimum	Maximum	Sum	Mean statistic	Mean Std. Error
<b>Pre-test</b>	25	6.00	54.00	688.00	27.5200	2.25027
<b>Post-test</b>	25	1.00	25.00	213.00	8.4800	1.07567

When the results of other raters were examined in terms of the reliability of the research, it became evident that the research exhibited consistent dependability. According to the table, it is evident that the difference between students' average pronunciation mistakes decreased by 19,00 words. There is a congruence between the findings of the researcher and other raters. Rater 2 and Rater 3 determined a total of 688 pronunciation mistakes from the pre-test scores. Since the post-test data collected by Rater 2 and Rater 3 were not normally distributed, the Wilcoxon Signed Ranks Test was used to determine if there was a statistically significant difference between pre-test and post-test scores.

**Table 4.10.** Wilcoxon Signed Ranks Test results of Pre-test and Post-test scores for Rater 2 and Rater 3

Pre-test/Post-Test	N	Mean Ranks	Sum of Ranks	Z	P
Negative Ranks	25 <sup>a</sup>	13.00	325.00	-4.375	<.001
Positive Ranks	0 <sup>b</sup>	.00	.00		
Ties	0 <sup>c</sup>				
Total	25				

a. post-test < pretest      b. post-test > pretest      c. post-test = pretest

According to Table 4.10., there is a significant difference in the enhancement of pronunciation among students who utilized the technique of watching authentic videos and recording audio ( $p < .001$ ).

### 4.3. Post-Research Interview

Students were asked to respond to an open-ended interview consisting of seven questions at the end of the study to gather information about their experience and to evaluate the effectiveness of watching videos and recording audio on target English words outside the classroom.

1. *How was the process of watching the videos and recording audio? What did you like and dislike about this process? Explain, please.*

The first question was asked to students to evaluate the procedure of watching videos and recording audio with the aim of gaining insights into the advantages and disadvantages of this process. The answers may provide feedback about students' experiences throughout the procedure. All the students found the process to be pleasurable, uncomplicated, and beneficial. Most of the students stated they loved watching videos and recording audio. Some of the excerpts are presented below:

*"...I have no bad remarks. The procedure was satisfactory. As an illustration of my preferences, the scenes from the movies were pleasing."* (S18)

*"The video watching process was very enjoyable, the audio recording process was straightforward, and we had plenty time, we both had fun and learned."* (S25)

*"What I liked was that I easily learned the pronunciation of the desired words. I found the application and the process to be satisfactory, without any aspects that I disliked."* (S4)

Out of all the students, only 4 mentioned their negative experiences with the procedure, although expressing their overall satisfaction with it.

*"The procedure was straightforward for me, except for initial difficulty in uploading audio recordings via the smartphone. Apart from that, there were no negative aspects."* (S11)

*"Occasionally I got bored while watching the videos, but for the most part, I derived enjoyment from them..."* (S30)

*"The experience of watching the movies was quite pleasurable, however sending the voice recording was somewhat tedious."* (S23)

*“I appreciated the fact that the content was derived from television programs and films, as it made it applicable for daily life and permanent. What I disliked was the lack of comprehensive information on both the meanings and pronunciation.” (S7)*

2. *What do you think about the authentic videos watched on the Wordtaboo application and [www.youglish.com](http://www.youglish.com)?*

In this question, thematic analysis was employed to examine the viewpoints of students on the videos.

**Table 4.3.** Codes for comments on videos

Category	Codes
Positive Attitudes	Enjoyable Entertaining Instructive Memorable Effective Interesting Explanatory Good Nice Different Engaging Beneficial Understandable Authentic Helpful Suitable Unforgettable
Negative Attitudes	Boring Too fast

Most of the students expressed their favorable opinions about the videos. The student's opinions about videos created the following positive codes: enjoyable, instructive, memorable, effective, intriguing, explanatory, good, nice, different, fluent, memorable, beneficial, understandable, and authentic.

Some answers of the students for Question 2:

*“The videos were very entertaining, most of them were taken from movie content, and they were also pleasant. This is an application that I will consistently prefer.” (S32)*

*“The fact that it was taken from movie scenes was interesting and memorable. That is the reason why I adored it.” (S16)*

*“It was really fluent and entertaining and the fact that it was from a movie scene increased my interest.” (S21)*

*“The videos were quite pleasing, particularly due to the inclusion of Australian, UK, and American accents, which provided a diverse range of linguistic styles...” (S3)*

*“The movie parts were enjoyable, repeating the sentences also enhances one's pronunciation, the content was engaging and memorable.” (S24)*

Only 2 students provided unfavorable feedback about the videos. The 2 negative codes derived from the responses are "boring" and "rapid."

*“...I was unable to comprehend the content due to the rapid pace of some videos.” (S24)*

*“I found the videos to be quite informative and beneficial. Additionally, it decreased the boredom, although some of the movies were boring.” (S23)*

3. *What do you think about the effects of watching original videos outside the school on vocabulary learning? Explain, please.*

The students were presented with the third question in order to investigate their perspectives on vocabulary learning. All the students asserted that watching videos had positive effects on vocabulary learning.

*“I attempted to translate the subtitles in the videos and looked up the new English words to find the definitions. I learned new words and these words were very memorable.” (S2)*

*“It had a positive impact on me in terms of reinforcing what we learned at school and expanding my vocabulary.” (S17)*

*“Subtitled videos enhanced our vocabulary and facilitated the learning of new terms.” (S29)*

4. *What do you think about the effects of watching videos and audio recordings on your pronunciation skills? Explain, please.*

Students were asked the fourth question to learn the students' opinions about the effects of the process on their pronunciation skills. Most of the students stated the process had positive effects on their pronunciation skills.

*“This technique significantly decreased my pronunciation mistakes and enabled me to identify and rectify my mistakes.” (S17)*

*“The presence of native-speaking actors in the films enabled us to learn how to talk with an accent and articulate our thoughts easily.” (S2)*

*“Videos have a positive effect due to the presence of the native speakers. Furthermore, we can also compare our mistakes by recording and listening to them ourselves.” (S3)*

*“This process had a positive impact and really improved my pronunciation. I corrected my mispronunciations.” (S7)*

Most of the students stated videos helped them learn the correct pronunciation of the words and the audio recording process made the correct pronunciations more permanent. Only 2 students expressed unfavorable opinions regarding the effect of the process on pronunciation skills.

*“Although the impact was minimal, it nevertheless had a slight influence.” (S19)*

*“The video watching process was definitely very helpful on pronunciation skills however the audio recording technique was somewhat less beneficial than video viewing.” (S23)*

5. *What do you think about the effects of watching video and recording audio on your listening skills? Explain, please.*

The students were prompted with the fifth question in order to gauge their perspectives on the effects of the practice on their listening abilities. The majority of the students said that the approach had beneficial impacts on their listening skills.

*“Since we listened to native speakers in the videos, our listening skills increased, and it became easier for us to comprehend the listening passages in the class.” (S23)*

*“I believe it has a positive impact on enhancing our auditory comprehension and eliminating the issue of misunderstanding.” (S3)*

*“This approach yielded a favorable outcome as it significantly enhanced my auditory comprehension skills. It helped me better understand what I listened to in class.” (S27)*

*“Listening to native English speakers has enhanced my listening skills as it is beneficial both in terms of pronunciation and becoming familiar with the words.” (S16)*

Only 4 students stated that this process had no effect on their listening skills.

*“I don't think this process has much effect on my listening skills.” (S19, S4)*

*“Frankly, I don't have much idea about listening skills.” (S18)*

*“I don't think it has any benefit on listening because I focused on pronunciation.”*  
(S24)

6. *What do you think about the effects of watching video and recording audio on your reading skills? Explain, please.*

Students were asked the sixth question to learn the students' opinions about the effects of the process on their reading skills. Every student affirmed that the process had positive effects on their reading skills.

*“I used to be afraid of making mistakes while reading aloud. However, I have increased my self-confidence in this regard.” (S8)*

*“It aided in improving my fluency in reading English texts.” (S27)*

*“I believe it enhanced my reading proficiency and enabled us to read with more clarity and fluency.” (S23)*

7. *What do you think about the effects of watching videos and recording audio on your interest and motivation in English lessons? Explain.*

The seventh question was directed toward students to investigate how the process of watching videos and recording audio outside the classroom affects their interest and motivation in English classes. It also gives the opportunity to understand the students' perceptions of their level of enthusiasm and desire towards the English language. 21 of 25 students stated that the process enhanced their interest and motivation towards English.

*“Because some of the videos were very entertaining, they increased my motivation and interest in English lessons.” (S11)*

*“I have already developed a deep affection for the English language. Following this procedure, my interest increased since these videos inspired me.” (S9)*

*“Since it became easier for me to pronounce English words, I engaged actively in English lessons more. That was why it was useful.” (S2)*

*“To be honest, my drive and self-assurance grew, which aided in the enhancement of my English skills.” (S4)*

*“This technique not only enhanced my interest in English but also reinforced my motivation. It undeniably has a beneficial effect.” (S32)*

*“I hesitated to participate fully in class due to my fear of making mistakes when reading. However, I have now gained confidence and can engage more actively in classroom activities.” (S8)*

While many students thought that watching English videos and recording audio outside the school had positive effects on interest and motivation, only 3 students expressed that they did not feel it had any influence on their motivation although they believe it improved some language skills. Only one student stated that there was no change in her interest and motivation in English lessons.

*“I think it did not increase our interest, but it assisted us in enhancing our language skills.” (S1)*

*“While I cannot claim that it increased my motivation and interest in English lessons, it certainly enhanced my proficiency in the English language.” (S7)*

*“My interest in English lessons has not increased, but I feel more comfortable and confident in English lessons.” (S12)*

*“Not much has changed regarding interest and motivation” (S19)*

## CHAPTER 5

### 5. DISCUSSION, CONCLUSION AND SUGGESTIONS

This section includes a discussion of the research findings and conclusions based on the qualitative and quantitative results. It will also provide suggestions and implications for further research.

#### 5.1. Discussion

The objective of this study was to enhance students' pronunciation skills through watching authentic videos and audio recordings and to learn learners' attitudes towards this technique. In this study, the effect of watching videos and recording audio on pronunciation skills was assessed using both quantitative and qualitative data collected during the research. The data was collected to answer the research questions as follows:

**RQ1.** What are the students' opinions about their pronunciation skills?

**RQ2.** Is there a significant difference between the pre-test and post-test scores in terms of English pronunciation skills of students who watch videos and record audio on target English words outside the classroom?

**RQ3.** What are the perceptions of EFL students who watch videos of target English words and record their audio outside the classroom?

##### 5.1.1. Discussion of the RQ1

At the beginning of the study, students were asked to respond to a pre-research interview to acquire information about the participants' opinions on their pronunciation skills. Only 5 of the students thought they had a comprehensible pronunciation. The others doubted their ability to articulate well, or they were uncertain about it. Nearly half of the students were not afraid of making pronunciation mistakes in the classroom, but more than half of the students felt stressed or worried about making pronunciation mistakes in the classroom. While some students were negatively affected by their friends' reactions when they made pronunciation mistakes, some weren't.

These students' feelings about their pronunciation skills were comparable to those experienced by many foreign language learners. Prior studies have indicated that foreign language learners have little exposure to the target language, and their speaking skills are

adversely affected by factors such as motivation, anxiety levels, lack of self-confidence, and inadequate pronunciation skills (Paneerselvam & Mohamad, 2019) (Tuan & Mai, 2015).

### **5.1.2. Discussion of the RQ2**

Following the collection of the students' perspectives on their pronunciation skills, students were instructed to record a read-aloud text at their proficiency level as a pretest. Three raters examined these recordings and identified students' pronunciation mistakes. These 25 students made a total of 685 pronunciation mistakes as a result of the pretest. Students were asked to watch authentic videos about the target words via the Wordtaboo application and [www.youglish.com](http://www.youglish.com) website. The researcher aimed to provide the students with exposure to the target language beyond the confines of school. Students were asked to watch videos about the words they commonly mispronounce, and once they had watched a sufficient number of videos, they were asked to make a sentence about these words and make a voice recording.

Although many teachers know that pronunciation training is important and necessary, they usually do not spare time for this training in the classroom for various reasons such as lack of time or lack of self-confidence about their own pronunciation skills. Therefore, it may be highly advantageous for students to watch these videos outside the classroom.

Following watching authentic videos for each word, students were asked to record audio about the words that were mostly mispronounced and upload the audio recordings on a Padlet page. Because just watching videos is a passive process, no matter how important it is in terms of language input. Some students may have watched the videos less or not carefully, and some may not have watched them at all. Engaging in audio recording can enable students to actively enhance their speaking abilities in a foreign language. When students make audio recordings, they can see how their voice sounds, correct any mistakes, and assess their own performance. This type of self-monitoring activity is a crucial component of students' language production.

During the research process, it was observed that several students did not sufficiently engage with the videos or failed to record audio after watching videos. 7 participants were omitted from the study due to their inability to successfully complete the required process. Some students claimed to have created audio recordings without watching the video. After listening to the voice recordings of the students, the researcher evaluated them by giving them stars. Some students corrected their audio recordings, while others left their recordings unaltered. Due to certain students' inability to complete their audio recordings within the

scheduled week, an extra week was allocated for the study, during which students were encouraged to finalize their audio recordings.

After the watching videos and audio recording process were completed, the students were asked to re-record the same read-aloud text. When the post-test scores of the students were examined, it was seen that there was a significant decrease in pronunciation errors. While there was a total of 685 pronunciation mistakes in the students' pretest scores, this number decreased to 216 in the students' post-test scores. This result showed that the video-watching and audio-recording method was very effective in reducing students' pronunciation mistakes.

The findings in this study are consistent with previous studies. According to Syafiq et al. (2021), the utilization of YouTube videos in speaking classes boosts student's motivation to learn because these videos offer both audio and visual content, which helps students improve their pronunciation, expand their vocabulary, and find ideas more quickly when creating sentences. Watching movies is an accessible resource for students to improve their pronunciation since movie actors and actresses can model how a word should be spoken correctly, and students can adopt this pronunciation style (Yudar et al., 2020). Students' pronunciation skills can improve as a result of listening to and mimicking the target language in the cartoon movies, which are based on the pronunciation teaching theory (Pratiwi, 2010).

Learners may develop their foreign language speaking abilities by using online voice recording. The audio recording can help learners evaluate, compare, and get corrective feedback (Idrovo Maldonado & Fajardo Dack, 2024). Li (2010) states that a great environment for learning English can be created using a film-aided teaching strategy when compared to traditional pronunciation instruction.

### **5.1.2. Discussion of the RQ3**

At the end of the process, students were asked to answer an open-ended interview in written format to learn their perceptions about the process. According to the interview, students found watching authentic videos and recording audio enjoyable, interesting, motivating, and beneficial. Most of them stated that this method had a positive effect on developing their pronunciation skills, reading, listening skills, and learning vocabulary. Most of the students stated that their motivation and interest in English lessons has increased. Students think they feel more confident and comfortable in English lessons.

It is known that nowadays many students watch videos on YouTube and enjoy watching them. It can be very useful for students to watch movies, TV series, or animation scenes in the target language to improve their pronunciation. According to Sezgin & Öztürk (2020), watching TV series in the target language can be considered an effective extracurricular activity for language learners, considering the motivational element. Watching authentic videos can be more practical, realistic, and fun than pronunciation training in the classroom. Hismanoglu & Hismanoglu (2010) states that watching videos can be very useful for EFL learners to improve their pronunciation, vocabulary, speaking, and listening skills, as it includes rich varieties of content, increases the exposure to the target language, and provides opportunities to listen to native-speaking actors and actresses.

## **5.2. Conclusion**

It can be concluded that the method of watching authentic videos and audio recordings has become effective in improving students' pronunciation skills. There is a significant decrease in the number of students' pronunciation mistakes after the process. When comparing pre-test and post-test scores, each student who watched the videos regularly and recorded the audio reduced their pronunciation mistakes significantly.

According to the post-research interview conducted to find out students' opinions about the video-watching and audio-recording process, students found this method enjoyable, interesting, memorable, motivating, encouraging, and beneficial. Most of them stated that this method had a positive effect on developing their pronunciation skills. Most students stated that they learned new words or phrases by watching videos and audio recordings. Students reported that watching videos and recording audio improved their reading and listening skills in addition to their pronunciation. Students stated that they felt more comfortable in English lessons and their interest and motivation in English lessons increased thanks to this technique. Students who recorded audio after watching the videos had the chance to see their own mistakes when they listened to their recordings later and wanted to correct their mistakes again. This enhanced the students' capacity to monitor their own progress in language learning. Furthermore, this strategy provided an opportunity for students who did not have any exposure to a foreign language outside of school to engage in active and enjoyable language practice.

### **5.3. Suggestions**

This study included a small sample of 25 students. Therefore, the sample size used in this study is not sufficient to fully understand the effects of the training. The researchers may get safer and more comprehensive results with more participants.

The scope of this study was kept a little narrow since the students were preparing for the high school entrance exam. When conducting such a study, it may be better to choose a group of students who are not preparing for an important exam, because students may sometimes find the study unnecessary and may not fully devote themselves to the process. Therefore, this study focused on students' pronunciation mistakes in a read-aloud text. In further studies, students can be made to watch more videos in different contexts. Additionally, in future studies, students' watching video and recording audio process can be done using web-based digital applications. When a voice recording is made, it will also be effective to use software that automatically evaluates this voice recording.

Since this study lasted 4-5 weeks, it may be beneficial for researchers to conduct longer studies to obtain broader and more valid results. In addition to the curriculum, the technique of watching videos and recording audio should be considered as an additional activity outside the school. Thus, students learning a foreign language will be provided with the opportunity to be more exposed to the target language.

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### VİDEO İZLEME VE SES KAYDI YOLUYLA ÖĞRENCİLERİN TELAFFUZ BECERİLERİNİ GELİŞTİRME

ŞAHİN TAŞ

Günümüzde İngilizce, dünyanın en yaygın ortak dilidir ve dünyada en çok konuşulan ana dillerden biridir. Aynı zamanda uluslararası iletişimin, medyanın ve internetin dili olduğundan İngilizce öğrenmek hem sosyalleşmek ve eğlenmek hem de iş hayatı için önemlidir. İngilizce, bilim, turizm, ticaret ve hukuk gibi alanlar da dahil olmak üzere dünya çapında iletişim ve profesyonel ortamlarda ön planda yer almaktadır. Durum böyleyken tüm dünyada İngilizce öğretme ve öğrenmeye olan ilgi artmaktadır.

Dil öğrenimi ve öğretiminde edinilmesi gereken dört temel beceri; dinleme, okuma, yazma ve konuşmadır. Dinleme ve konuşma becerileri, başkalarıyla iletişim kurmamıza, düşüncelerimizi ve duygularımızı ifade etmemize olanak sağladığı için öğrendiğimiz en önemli becerilerdir. İngilizce konuşmak kolay değildir. Çünkü konuşmacının telaffuz, dil bilgisi, kelime bilgisi, akıcılık ve anlama gibi bir dizi temel alanda yetkin olmasını gerektirir. Konuşma; bilginin üretilmesini, alınmasını ve işlenmesini birleştiren etkileşimli bir süreçtir. İngilizce öğrenenlerin başkalarıyla iletişim kurabilmesi için o dili konuşabilmesi gerekir (Sayuri, 2016).

Konuşma, ustalaşması en zor becerilerden biri olarak kabul edilir, çünkü EFL (Yabancı Dil Olarak İngilizce) öğrencileri nadiren gerçek iletişimsel bağlamlarda hedef dille etkileşime girme ve onu kullanma şansına sahip olurlar. Türkiye'de İngilizce yeterliliğinin düşük olmasının nedenlerinden biri de Türkiye gibi İngilizcenin yalnızca yabancı dil olarak konuşulduğu ülkelerde öğrencilerin dile maruz kalabilecekleri tek yerin sınıf olmasıdır (Coşkun, 2016). Daha önce yapılan araştırmalara göre, ESL (İkinci Dil Olarak İngilizce) öğrencilerinin konuşma yeteneklerinin önündeki temel engeller motivasyon ve özgüven eksikliği, kaygı, çekingenlik ve sınırlı kelime dağarcığıdır (Paneerselvam & Mohamad, 2019).

Öğrenciler başkaları tarafından yargılandıklarını hissettikleri için her zaman hata yapma endişesi taşırlar (Tuan & Mai, 2015). Pek çok yabancı dil öğrencisi, zayıf telaffuzları nedeniyle

sıklıkla özgürce iletişim kurmakta zorlanmaktadır (Riadil & Yosintha, 2021). Zayıf telaffuz becerileri, öğrencilerin kendilerini daha az güvende hissetmelerine neden olabilir, sosyal ilişkileri sınırlayabilir ve bir konuşmacının ne kadar iyi karşılandığı ve yetkin algılandığı üzerinde olumsuz bir etkiye sahip olabilir. Bu nedenle net bir telaffuza sahip olmak önemlidir (Lina Widyaningsih, 2017).

Öğretmenlerin çoğu telaffuz öğretiminin önemli ve gerekli olduğu konusunda hemfikirdir ve telaffuz öğretimine yönelik olumlu tutumlara sahiptirler. Ancak özgüven ve eğitim eksikliği, zaman yetersizliği ve ders hazırlığı eksikliği gibi çeşitli nedenlerden dolayı bunu yapmamaktadırlar. Bazılarının kendi telaffuzları konusunda endişeli ve kararsız oldukları görüldü (Bai & Yuan, 2019; Baker, 2011; Buss, 2016; Couper, 2016).

Bu nedenle, bir telaffuz programının başarılı olması için öğretmenin uygulanabilir ve öğrencilerin iletişim ihtiyaçlarına uygun, ulaşılabilir hedefler belirlemesi gerekir. Sonuç olarak araştırmacı bu çalışmada şu araştırma sorularının cevabını öğrenmek istemektedir:

- 1- Öğrencilerin telaffuz becerilerine ilişkin görüşleri nelerdir?
- 2- Ders dışında hedef İngilizce kelimelerle ilgili video izleyen ve ses kaydı yapan öğrencilerin İngilizce telaffuz becerileri açısından ön test ve son test puanları arasında anlamlı bir fark var mıdır?
- 3- Sınıf dışında hedef dildeki İngilizce kelimelerin videolarını izleyen ve ses kaydı yapan yabancı dil öğrencisinin süreç hakkındaki düşünceleri nelerdir?

Bu çalışma, video izlemenin ve ses kaydetmenin telaffuz becerileri üzerindeki etkilerini ve öğrencilerin bu süreç hakkındaki düşüncelerini incelemeyi amaçlamaktadır. Hedef dilde özgün videoları izlemek aynı zamanda İngilizceyi yabancı dil olarak öğrenen öğrencilere sınıf dışında da yabancı dile maruz kalma fırsatı tanır.

Türkiye'de öğrenciler ders dışında yabancı dil olarak İngilizce konuşma pratiği yapmak için yeterli fırsatlara sahip değildirler. Türkiye'nin İngilizce dil eğitimi programında ikinci sınıftan sekizinci sınıfa kadar yabancı dil telaffuzuna yönelik bir eğitim bulunmamaktadır. İngilizce dil eğitim programı dokuzuncu, onuncu, on birinci ve on ikinci sınıflarda telaffuz eğitimini içerir. Ancak çoğu İngilizce öğretmenin sınıfı telaffuzu, özellikle de vurgu ve tonlama yönlerini öğretmeyi ihmal ettiği ortaya çıkmıştır (Yağız, 2018). Dolayısıyla hedef dile yeterince maruz kalınmaması ve yeterince telaffuz eğitiminin verilmemesi, öğrencilerin konuşma becerilerinin zayıf olmasına neden olmaktadır. Konuşma becerilerinin zayıf olması

nedeniyle öğrenciler konuşma etkinliklerine katılmakta hatta sesli okuma yapmakta bile zorluk çekmektedir. Bu öğrenciler özgüvenlerini ve cesaretlerini kaybederler; hata yapmaktan veya başkaları tarafından yargılanmaktan endişe duyarlar.

Bu çalışmada katılımcı sayısı sınırlıdır. Araştırmaya 25 ortaokul öğrencisi katılmıştır. Bu nedenle, bu çalışmanın sonuçlarını farklı kökenlere veya daha geniş bir evrene genellemek zordur. Daha kapsamlı ve geçerli sonuçlar elde etmek için daha fazla katılımcıya ihtiyaç vardır.

Yabancı dil öğrenmek, kelimelerin doğru telaffuzunu öğrenmeyi de içerir. Bu da öğrencinin hem performansı hem de iletişimsel yeterliliği üzerinde doğrudan etkiye sahiptir. Telaffuz becerilerinin zayıf olması, öğrencilerin kendilerine olan güvenlerini kaybetmelerine neden olabilir ve sosyal ilişkilerini sınırlayabilir. Bu nedenle net bir telaffuza sahip olmak önemlidir (Lina Widyaningsih, 2017). Bir dilin hatalı telaffuz edilmesi, bireylerin kolayca yanlış anlaşılmasına neden olurken, doğru telaffuz, onları karşısındaki konuşmacıyla istekli bir şekilde iletişim kurmaya teşvik edecektir. İngilizceyi yetkin bir şekilde konuşan kişiler, öğrencilerin telaffuzlarını anlayabilirlerse iletişim süreci başarılı olacaktır (Jahan, 2003). İngilizce öğretimi tarihinde telaffuz her zaman ihmal edilen bir husus olmuştur; o kadar ki araştırmacılar bunu "Kapı arkasında ve gözden uzak tutulan Sinderella Sendromu"ndan muzdarip olarak değerlendirmişlerdir (Troudi et al., 1998). Çünkü telaffuz eğitimi, diğer dil becerileriyle karşılaştırıldığında, çoğunlukla tüm öğretim programlarından hariç tutulan bir unsurdur.

Otlowski (1998), dil öğreniminin ilk yılları olan Dilbilgisi-Çeviri Yöntemi döneminde telaffuzun hiçbir rolü olmadığını belirtti (Otlowski, 1998, aktaran Kılınç, 2019). Daha sonra, 1950'li ve 1960'lı yıllarda işitsel-dilsel tekniğin ortaya çıkışıyla birlikte telaffuz önem kazandı. (Fraser, 2000, s. 32, aktaran Pourhosein Gilakjani, 2011). Fraser (2000) 1970'lerde iletişimsel yöntemin gelişmesiyle, işitsel-dilsel yöntemin eğitim teknikleriyle doğabilecek benzerliği önlemek için telaffuzun en aza indirildiğini belirtmektedir.

Telaffuz öğretimi genellikle parçalara (ayrı sesler, yani sessiz ve sesli harfler) veya parça üstü öğelere (ritim, vurgu gibi bireysel seslerin ötesine geçen birimler) odaklanarak kategorize edilir. Temel olarak kabul edilen görüş, öğretmenlerin kasıtlı olarak birine odaklanmaması veya diğerini göz ardı etmemesi gerektiğidir. Çünkü hem parçasal hem de parça üstü hatalar iletişimi bozabilir (Celce-Murcia et al., 2010).

Parçasal özellikler sessiz ve sesli harfleri veya ses birimlerini içerir. İngilizcedeki seslerin çoğunu ünlüler ve ünsüzler oluşturduğundan, bu seslerin nasıl doğru şekilde çıkarılacağını anlamak hem öğretmenler hem de öğrenciler için önemlidir. Parça üstü özellikler, ton, ritim veya ses yüksekliği gibi konuşma özelliklerini, yani temelde bağımsız bir ses olmayan her şeyi ifade eder. Anadili İngilizce olan birinin kendiliğinden anlayacağı dil bilgisi farklılıklarını, duyguları ve sürekliliği işaret ederler.

Konuşmanın anlaşılabilirliği, bir kişinin konuşmasının dinleyici tarafından anlaşılabilmesi için ne kadar net konuştuğu olarak tanımlanabilir. Konuşma anlaşılabilirliğinin azalması, iletişim ortaklarının yanlış anlaşılmasına, hayal kırıklığına ve ilgi kaybına yol açar. Bunun sonucunda iletişim azalır veya düşük düzeyde kalır.

İngilizce öğrenenlerin çoğu, yıllarca dili öğrendikten sonra bile İngilizce telaffuzunda büyük zorluklar yaşamaktadır. Telaffuz öğrenimini etkileyen bazı önemli faktörler şunlardır: öğretmenlerin telaffuz eğitimi hakkındaki görüşleri, motivasyon ve tutum, anadil müdahalesi.

Telaffuz ve sözlü beceriler üzerine çeşitli çalışmalar yapılmıştır. Araştırmaların bulguları, telaffuz eğitiminin öğretmenler için ne kadar önemli ve değerli olduğunu göstermiştir. Ancak öğretmenlerin öğretim yöntemleri, onların özgüven ve hazırlık konusunda eksikleri olduğu izlenimini vermiştir. Araştırmalar, öğretmenlerin fonetik ve ses bilgisi konularında eğitim almalarına rağmen telaffuzu nasıl öğretecekleri konusunda sistematik bilgiye sahip olmadıklarını ortaya koymuştur (Couper, 2016). Aslan (2021) çalışmasında, İngilizce öğretmenlerinin telaffuz ve bunun sınıfta nasıl öğretilmesine ilişkin bazı temel kavramlardan yoksun olduğunu tespit etti. Aslan, İngilizce öğretmenlerinin bir şeyleri doğru telaffuz etme konusunda özgüvenleri olmadığını ve öğrencilerin telaffuz sorunlarıyla nasıl baş edeceklerini bilmediklerini belirtti. Telaffuz, müfredatta yer almadığı için öğretmenler bunu derslerine nasıl dahil edecekleri konusunda net bir bilgiye sahip değildirlere. Ancak literatürde telaffuzun sınıfta nasıl öğretildiğine ilişkin çeşitli görüşler yer almaktadır. Bunlardan bazıları: Dinle ve taklit et, Uluslararası Fonetik Alfabe (IPA), Minimum Çiftler, Ayna Kullanma, Tekerlemeler, Şarkılar, Drama, Görseller, Yüksek Sesle Okuma, Telaffuz kaydetme.

Öğretmenler ve öğrenciler konuşma becerilerini, özellikle de telaffuzu eğlenceli bir şekilde geliştirmek için bazı teknolojik araçları kullanabilirler. Öğretmenlerin çoğu sınıfta telaffuz eğitimi için zamanlarının olmadığını, teknoloji kullanımıyla öğrencilerin hedef dile sınıf dışında da maruz kalma şansına sahip olabileceklerini söylüyor. Bunlardan bazıları,

YouTube'dan video izleme, yabancı film, dizi ve çizgi filmlerin kullanımı, dublaj, gölgeleme, takip yöntemleri, mobil destekli dil öğreniminin (MALL) kullanımı, sosyal ağların kullanımı.

Bu çalışmanın amacı özgün videolar izlemenin ve ses kaydetmenin öğrencilerin telaffuz becerileri üzerindeki etkisini saptamaktır. Bu çalışmada nicel ve nitel yaklaşımları bir arada içeren Eylem Araştırması (AR) yöntemi kullanılmıştır. Eylem araştırması bilimsel ve devam eden bir süreçtir. Eylem araştırması bağlamsaldır. Eylem araştırması tasarımları, eğitimcilerin kendi özel eğitim ortamlarını nasıl düzenlediği, öğrencilere nasıl öğrettikleri ve öğrencilerinin nasıl öğrendiği hakkında daha fazla bilgi edinmek ve daha sonra bunları geliştirmek için kullandıkları yöntemsel süreçlerdir. Eğitimciler, karşılaştıkları sorunları veya zorlukları araştırarak öğretim uygulamalarını geliştirmeyi beklemektedirler. Öğretmenler bu konuları dikkate alır, bilgi toplar, değerlendirir ve ulaştığı sonuçlara göre gerekli düzenlemeleri yapar. Bazen araştırmacılar, bir öğretmenin sınıfta yaşadığı bir sorun gibi, günlük hayattaki belirli bir konuya odaklanır (Thanavathi, 2017). Eylem araştırması, katılımcıların; faaliyetlerini (yansıtmaya dayalı olarak) planlamasını bu planları kendi eylemleriyle gerçekleştirmesini, bu süreci sistematik olarak gözlemlemesini ve toplanan verilere göre eylemlerini değerlendirmesini gerektirir (McTAGGART, 1994).

Bu çalışmanın verileri 2023-2024 eğitim yılında Konya ili Karatay ilçesinde bulunan bir ortaokuldaki 8.sınıf öğrencilerinden elde edilmiştir. Araştırmanın katılımcılarının İngilizce seviyeleri başlangıç düzeyindedir ve benzer dil altyapısına sahiptir. Katılımcılar yaşları 13 ila 15 arasında değişen 25 kız öğrencilerden oluşmaktadır. Bu öğrenciler her hafta dört İngilizce dersi almaktadırlar.

Yanlış telaffuz edilen kelimelere ilişkin özgün videolar izlemenin ve ses kaydetmenin öğrencilerin telaffuz becerilerini geliştirmeye etkisi hakkında bilgi edinmek için görüşmeler, ön testler (ses kayıtları), son testler (ses kayıtları) kullanılmıştır.

Araştırmanın başında, katılımcıların telaffuz becerilerine ilişkin görüşleri hakkında bilgi edinmek için bir görüşme kullanıldı. Sorular, yapılan çalışmaya göre düşüncelerini kısıtlama veya yönlendirme riskini ortadan kaldırmak için açık uçlu formatta hazırlanmıştır.

Sorular şunlardır:

1. İngilizce konuşurken veya sesli okurken telaffuzunuzun anlaşılır olduğunu düşünüyor musunuz? Açıklayınız

2. Sınıfta telaffuz hatası yapmaktan korkuyor musunuz? Evet ise neden?
3. Sınıfta telaffuz hatası yaptığınızda arkadaşlarınız nasıl tepki veriyor? Nasıl hissediyorsunuz?
4. İngilizce konuşurken veya sesli okurken telaffuz hatası yapmamak için daha önce herhangi bir çalışma yaptınız mı? Evet ise açıklayınız.

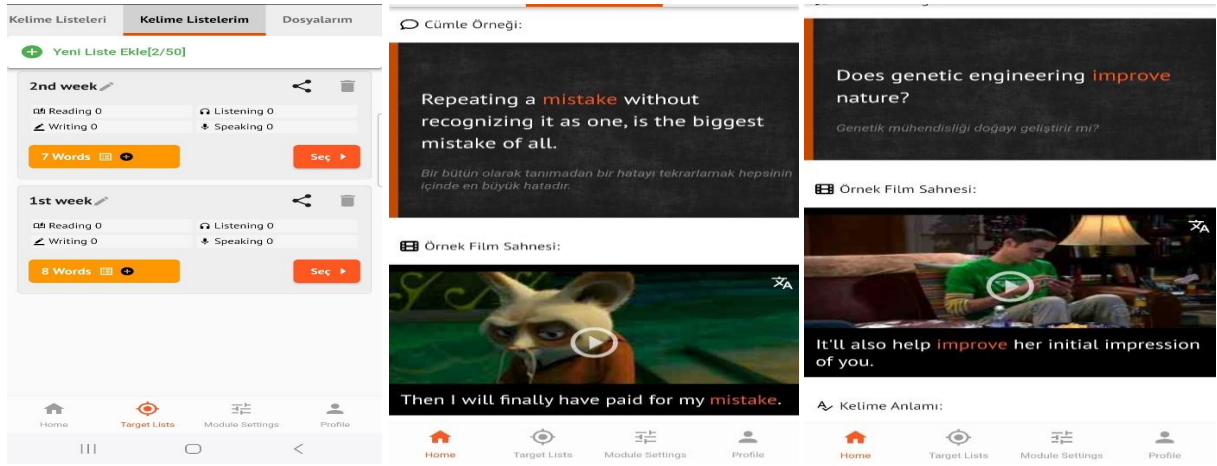
Araştırmacı, araştırma öncesi yapılan görüşmeyi analiz ettikten sonra araştırmanın adımlarını planladı.

**Tablo 1:** Araştırma takvimi.

<i>Haftalar</i>	<i>Etkinlik</i>	<i>Tarih</i>
1. hafta	Araştırma öncesi görüşme	22 - 28 Aralık 2023
2. hafta	Ön test	1 - 7 Ocak 2024
3. hafta	Video izleme ve ses kaydetme	15 - 21 Ocak 2024
4. hafta	Video izleme ve ses kaydetme	22 - 28 Ocak 2024
5. hafta	Video izleme ve ses kaydetme	1 - 7 Şubat 2024
6. hafta	Video izleme ve ses kaydetme	8 - 14 Şubat 2024
7. hafta	Son test	15 - 22 Şubat 2024
8. hafta	Araştırma sonrası görüşme	23 - 29 Şubat 2024

Öğrencilerin telaffuz becerilerine yönelik görüşleri öğrenildikten sonra, 32 öğrenciden ön test olarak bir sesli okuma metni okumaları ve okurken kendilerini kaydetmeleri istendi. Öğrencilerin telaffuz hatalarının tespit edilmesi amacıyla Google Formlar kullanıldı. Sesli okuma metnindeki kelimeler Google Formlar'a yüklendi. Araştırmacı ve iki meslektaşını kayıtları dinleyerek öğrencilerin sıklıkla yaptığı 33 telaffuz hatasını tespit etti. [https://docs.google.com/forms/d/1O2IFSBIyL3hOnrjzbJz3\\_I6yQ6eMm4oQFtOj2pqSUsk](https://docs.google.com/forms/d/1O2IFSBIyL3hOnrjzbJz3_I6yQ6eMm4oQFtOj2pqSUsk).

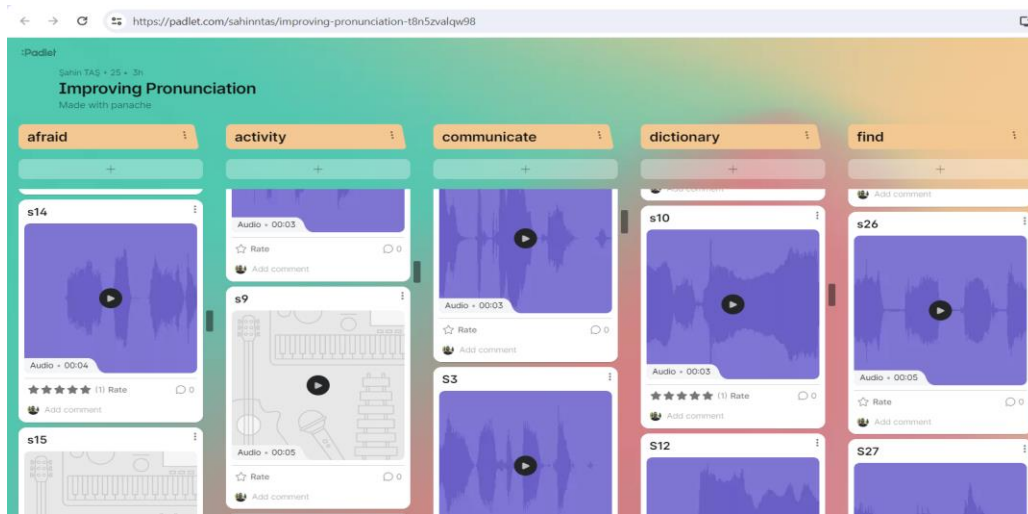
Araştırmacı, öğrencilerinin telaffuz becerilerini geliştirmeye yönelik dört haftalık bir eylem planı planladı. Öncelikle süreç hakkında bilgi vermek amacıyla bir WhatsApp grubu oluşturuldu. Öğrencilerden Wordtaboo adlı uygulamayı indirmeleri istendi. Bu uygulama hedef dilde film sahneleri, flaş kartlar ve örnek cümleler sağlıyordu. Bu uygulama sayesinde öğrenciler yanlış telaffuz edilen kelimelerle ilgili film sahneleri izleyeceklerdi. Araştırmacı uygulamayla ilgili dört hafta boyunca kelime listeleri hazırladı.



Wordtaboo Uygulamasının ekran görüntüleri

Öğrenciler her hafta yanlış telaffuz edilen kelimelerle ilgili çeşitli filmlerdeki kısa video klipleri izlediler. Video kliplerde alt yazılar da vardı. Öğrencilerden her kelime için en az 10 film sahnesi izlemeleri istendi. En az 10 film sahnesi izledikten sonra öğrencilerden hedef yanlış telaffuz edilen kelimeleri içeren bir cümleyi ses kaydı yapmaları istendi. Öğrenciler bu cümleleri kurarken, film sahnesindeki cümlelerden veya uygulamadaki örnek cümlelerden faydalanabileceklerdi.

Yanlış telaffuz edilen kelimelerle ilgili cümleleri ses kaydı yaptıktan sonra öğrencilerden kayıtları Padlet sayfasına yüklemeleri istendi. Araştırmacı <https://padlet.com/sahinntas/improving-pronunciation-t8n5zvalqw98> bağlantısını WhatsApp grubu üzerinden öğrencileriyle paylaştı. Öğrencilerden birbirlerinin kayıtlarına yorum yapmaları ve puan vermeleri istendi. Dört hafta boyunca öğrenciler evde video izleyip cümlelerini ses kaydına aldılar ve birbirlerinin kayıtlarını derecelendirdiler.



Padlet Sayfasının Ekran Görüntüsü

Video izleme ve ses kaydetme sürecinin ardından aynı okuma metni öğrencilere son test olarak tekrar verildi. Öğrenciler tekrar okuyup ses kaydı yaptıktan sonra üç puanlayıcı ses kayıtlarını dinleyerek her öğrencinin telaffuz hatalarını belirledi.

Araştırmanın ilk haftasında öğrenciler videoları heyecanla izlediler ve ses kayıtlarını tamamladılar. Ancak çalışmanın ikinci ve üçüncü haftasında bazı öğrenciler video izleme ve ses kaydetme görevlerini düzenli olarak tamamlamamışlardır. Bunun nedeni öğrencilerin bu yıl liseye giriş sınavına hazırlanıyor olmaları olabilir. Ancak son hafta öğrencilerin büyük çoğunluğu video izleme ve ses kaydetme görevlerini tamamlayabildi ve bazı öğrencilere bir hafta daha süre verildi. Eylem planının ilk haftasından sonra 4 öğrenci sürece devam etmek istemediğini belirtti. 3 öğrenci ise hatırlatmalara rağmen video izleme ve ses kaydetme sürecini tamamlamadı. Bu yüzden süreci 25 öğrenci tamamlayabildi.

Öğrencilerin ön test ve son test sonuçları karşılaştırıldığında son test sonunda öğrencilerin telaffuz hata sayısında anlamlı bir azalma olduğu görüldü. Video izleme ve ses kaydetme sürecinden sonra tüm öğrencilerin telaffuz hatalarının sayısı azaldı.

Eylem planının ardından, öğrencilerin süreçle ilgili görüşlerini ve ders dışında hedef İngilizce kelimeler üzerinde video izlemenin ve ses kaydetmenin etkililiğini nasıl değerlendirdiklerini öğrenmek için araştırma sonrası görüşmeler yapıldı. Öğrencilere yazılı olarak 7 adet açık uçlu soru sorulmuştur.

1. Videoları izleme ve ses kaydı yapma süreci nasıldı? Bu süreçte neyi beğendiniz ve neyi beğenmediniz? Lütfen açıklayın.

2. Wordtaboo uygulamasında ve [www.youglish.com](http://www.youglish.com)'da izlenen orijinal videolar hakkında ne düşünüyorsunuz?

3. Okul dışında özgün videolar izlemenin kelime öğrenimi üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.

4. Video izleme ve ses kaydı yapmanın telaffuz becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.

5. Video izleme ve ses kaydı yapmanın dinleme becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.

6. Video izleme ve ses kaydı yapmanın okuma becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.

7. Video izleme ve ses kaydı yapmanın İngilizce derslerine olan ilginiz ve motivasyonunuz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayınız.

Araştırma öncesi yapılan yazılı görüşmeleri incelendiğinde, ilgili literatürde yapılan çalışma sonuçlarıyla örtüşüyordu. Birinci soru: *İngilizce konuşurken veya sesli okurken telaffuzunuzun anlaşılır olduğunu düşünüyor musunuz? Açıklayınız.* Sadece 5 öğrenci anlaşılır telaffuza sahip olduğunu düşünüyordu. 5 öğrenci ise anlaşılır telaffuza sahip olup olmadığından emin değildi. 8 öğrenci ise daha önce gördüğü kelimelerde iyi olduğunu, yeni karşılaştığı kelimelerin telaffuzunda sorun yaşadığını bildirdi. 5 öğrenci anlaşılır bir telaffuza sahip olmadığını düşünüyordu.

İkinci soru: *Sınıfta telaffuz hatası yapmaktan korkuyor musunuz? Evet ise neden?* 11 öğrenci bu soruyu “hayır telaffuz hatası yapmaktan korkmuyorum.” şeklinde cevapladı. 13 öğrenci ise sınıfta telaffuz hatası yapmaktan çekindiklerini şu olumsuz kodları kullanarak belirtti: kokutucu, stresli, kaygılı, utanmış, alay ederler, dışlanmış ve tereddüt etmek. Yani aslında sınıfın yarısında fazlası telaffuz hatası yapma konusunda kaygılıydı.

Üçüncü soru, sınıfta yapılan telaffuz hatalarına arkadaşlarını ne tepki verdiği ve nasıl hissettikleriyle ilgiliydi. Bazı öğrenciler, verilen tepkileri umursamadığını, beraber gülüp geçtiklerini ve bu sayede öğrendiğini belirtirken, bazı öğrencileri olumsuz etkilediği ortaya çıktı. Bu öğrenciler, arkadaşlarının tepkilerinden dolayı kötü hissettiklerini, telaffuzunun hiç düzelmeyeceğini veya özgüven eksikliğine sebep olduğunu belirttiler.

Dördüncü soru, öğrencilerin daha önce telaffuz konusunda herhangi bir çalışma yapıp yapmadıklarıyla ilgiliydi. Öğrencilerin neredeyse yarısı bu konuda herhangi bir çalışma yapmamıştı. Diğerleri ise kitap okuma, Youtube videoları izleme, ses kaydı yapma, online oyunlar oynama, film izleme veya dil kursuna gitme gibi çalışmalar yaptıklarını belirtti. Araştırmacı öğrencilerin cevaplarına göre bir eylem planı hazırladı.

Öğrencilerden, ön-test ve son-test olarak bir okuma metni sesli okumaları ve okurken kendilerini kaydetmeleri istendi. Öğrencilerin telaffuz hatalarını belirlemek için üç puanlayıcı bu ses kayıtlarını dinledi.

**Tablo 2:** Öğrencilerin Ön Test ve Son Test Puanlarına İlişkin Betimleyici İstatistikler

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Ön-test Telaffuz Hataları	25	7.00	53.00	682.00	27.2800	11.14869
Son-test Telaffuz Hataları	25	.00	25.00	216.00	8.6400	5.51422

Tabloda görüldüğü gibi ön testte öğrenciler toplam 682 telaffuz hatası yapmıştır. Betimleyici istatistiklere göre minimum ön test puanı 7.00 olup, bu da bir öğrencinin en az 7 telaffuz hatası yaptığı ve maksimum yanlış telaffuz edilen kelime sayısının 53 olduğu anlamına gelmektedir. Ön testte yapılan ölçüme göre 25 öğrencinin ortalama 27.28 kelimeyi yanlış telaffuz ettiği görülmüştür.

Özgün videolar izlendikten ve ses kaydı yapıldıktan sonra yapılan son test sonuçları incelendiğinde 25 öğrencinin toplam 216 kelimeyi yanlış telaffuz ettiği belirlendi. Öğrencilerin son test sonuçları incelendiğinde öğrencilerin minimum ve maksimum telaffuz hatası sayılarında gözle görülür bir azalma olduğu belirlendi. Öğrencilerin minimum telaffuz hatası sayısı 8'den 0'a, maksimum hata sayısı ise 55'ten 28'e düştü.

Ön test ve son test puanları arasında istatistiksel olarak anlamlı bir fark olup olmadığını belirlemek için Eşleştirilmiş Örneklem Testi kullanıldı.

**Tablo 3:** Ön Test ve Son Test Puanlarının Eşleştirilmiş Örnekler Testi Sonuçları

	Paired Differences			95% Con. Interval		t	df	Significance p
	Mean	Std.Dev.	Std.Er.M.	Lower	Upper			
<b>Pre-test/Post-test</b>	18.76000	7.86490	1.57298	15.51353	22.00647	11.926	24	<.001

Eşleştirilmiş örneklem testine göre, özgün video izleme ve ses kaydetme sürecini uygulayan grup katılımcılarının telaffuz gelişimleri arasında anlamlı bir fark vardır. Tabloya bakıldığında  $P < .001$  değerinden anlaşılıyor ki öğrencilerin ön-test ve son-test sonuçları anlamlı derecede fark vardır. Tabloya göre öğrencilerin ortalama telaffuz hataları arasındaki farkın 18.76 kelime azaldığı görülmektedir. Yapılan bu ölçüm ile için diğer iki puanlayıcının ölçümleri arasında benzerlik vardır.

Öğrencilerden, araştırma sürecini değerlendirmek için çalışmanın sonunda yedi sorudan oluşan açık uçlu bir görüşmeye yanıt vermeleri istendi.

1. Videoları izleme ve ses kaydetme süreci nasıldı? Bu süreçte neyi sevdiniz neyi sevmediniz? Açıklayınız.

Tüm öğrenciler süreci keyifli, kolay ve yararlı buldu. Öğrencilerin çoğu video izlemeyi ve ses kaydı yapmayı sevdiklerini belirtti. Süreci sevdiklerini belirtmelerine rağmen, yalnızca 4 öğrenci süreçle ilgili olumsuz deneyimlerinden bahsetti. Öğrencilerden biri ses kaydı göndermenin sıkıcı olduğunu, diğeri ses kaydını yüklerken bazen zorluk yaşadığını söyledi.

2. Wordtaboo uygulamasında ve [www.youglish.com](http://www.youglish.com) adresinde izlenen özgün videolar hakkında ne düşünüyorsunuz?

Bu soruda öğrencilerin videolara ilişkin görüşlerini incelemek amacıyla tematik analiz kullanılmıştır.

**Tablo 4:** Videolardaki yorumlara ilişkin kodlar

Kategori	Kodlar
Olumlu Tutumlar	Keyifli Eğlenceli Öğretici Akılda kalıcı Etkili İlginç Açıklayıcı İyi Güzel Farklı Teşvik Edici Faydalı Anlaşılır Özgün
Olumsuz Tutumlar	Sıkıcı Çok hızlı

Öğrencilerin çoğu videolar hakkında olumlu görüş belirtti. Öğrencinin videolara ilişkin görüşleri şu olumlu kodları oluşturmuştur: eğlenceli, öğretici, akılda kalıcı, etkili, ilginç, açıklayıcı, iyi, güzel, farklı, teşvik edici, faydalı, anlaşılır, özgün. Sadece 3 öğrenci videolar hakkında olumsuz yorum yaptı. Cevaplardan çıkarılan 2 olumsuz kod ise şu şekilde: sıkıcı, çok hızlı.

3. Okul dışında orijinal videolar izlemenin kelime öğrenimi üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.

Öğrencilerin tamamı video izlemenin kelime öğreniminde olumlu etkileri olduğunu ileri sürmüşlerdir.

4. *Video izlemenin ve ses kaydetmenin telaffuz becerileriniz üzerinde olumlu bir etkisi olduğunu düşünüyor musunuz?*

Öğrencilerin çoğu videoların kelimelerin doğru telaffuzunu öğrenmelerine yardımcı olduğunu ve ses kaydı sürecinin doğru telaffuzları daha kalıcı hale getirdiğini belirtti. Sadece 2 öğrenci sürecin telaffuz becerileri üzerindeki etkisi hakkında olumsuz yorumlar yaptı.

5. *Video izlemenin ve ses kaydetmenin dinleme becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.*

Öğrencilerin çoğu sürecin dinleme becerileri üzerinde olumlu etkileri olduğunu belirtti. Sadece 4 öğrenci bu sürecin dinleme becerileri üzerinde hiçbir etkisi olmadığını belirtti.

6. *Video izlemenin ve ses kaydı yapmanın okuma becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Lütfen açıklayın.*

Öğrencilerin tamamı sürecin okuma becerileri üzerinde olumlu etkileri olduğunu belirtti.

7. *Videoları izleme ve ses kaydetme sürecinin İngilizce dersine olan ilgi ve motivasyon üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.*

25 öğrenciden 21'i sürecin İngilizceye olan ilgi ve motivasyonlarını artırdığını belirtmiştir. Sadece 3 öğrenci bazı dil becerilerini geliştirdiğine inanmalarına rağmen motivasyon üzerinde bir etkisi olduğunu düşünmediklerini belirtmiştir.

Günümüzde pek çok öğrencinin YouTube'da video izlediği ve izlemekten keyif aldığı biliniyor. Öğrencilerin telaffuzlarını geliştirmek için hedef dilde film, dizi veya animasyon sahneleri izlemeleri çok faydalı olabilir. Sezgin & Öztürk'e göre hedef dilde dizi izlemek, motivasyon unsuru dikkate alındığında dil öğrenenler için etkili bir ders dışı etkinlik olarak değerlendirilebilir. Özgün videoları izlemek, sınıfta telaffuz eğitiminden daha pratik, gerçekçi ve eğlenceli olabilir.

Öğrencilerden her kelimeyle ilgili videoları izledikten sonra çoğunlukla yanlış telaffuz edilen kelimelerle ilgili ses kaydı yapmaları ve bu ses kayıtlarını bir Padlet sayfasına

yüklemeleri istendi. Çünkü dil girdisi açısından ne kadar önemli olursa olsun, sadece video izlemek pasif bir süreçtir. Öğrencilerin bir kısmı videoları daha az izlemiş ya da dikkatli izlememiş olabilir, bir kısmı da hiç izlememiş olabilir. Ses kaydetmek, öğrencilerin yabancı bir dilde konuşma becerilerini aktif olarak uygulamalarına yardımcı olabilir. Öğrenciler ses kaydı yaparken seslerinin nasıl çıktığını görebilir, yanlışlarını düzeltebilir ve kendilerini değerlendirme fırsatına sahip olurlar. Bu tür kendi kendini izleme etkinliği öğrencilerin dil üretiminin önemli bir parçasıdır.

Araştırma sürecinde bazı öğrencilerin videoları yeterince izlemedikleri ya da izledikten sonra ses kaydetmedikleri görülmüştür. 7 öğrenci bu süreci tamamlayamadıkları için araştırmadan ayrılmıştır. Bazı öğrenciler videoyu izlemeden ses kaydı yaptıklarını ifade etmişlerdir. Araştırmacı, öğrencilerin ses kayıtlarını dinledikten sonra yıldız vererek değerlendirmiştir. Bazı öğrenciler ses kayıtlarını düzeltirken bazıları ise kayıtları değiştirmemiştir. Bazı öğrencilerin ses kayıtlarını bitirmeleri gereken haftada bitirememesi nedeniyle çalışmaya bir hafta daha eklenerek öğrencilerin ses kayıtlarını tamamlamaları teşvik edilmiştir.

Sonuç olarak, öğrencilerin telaffuz becerilerini geliştirme konusunda özgün video izleme ve ses kaydetme yönteminin etkili olduğu söylenebilir. Çünkü bu süreçten sonra öğrencilerin telaffuz hatalarının sayısında ciddi bir azalma görüldü. Ön test ve son test puanları karşılaştırıldığında, videoları düzenli olarak izleyen ve ses kaydını alan her öğrencinin telaffuz hatalarının önemli ölçüde azaldığı görüldü.

Öğrencilerin video izleme ve ses kaydetme sürecine ilişkin görüşlerini öğrenmek amacıyla yapılan araştırma sonrası görüşmeye göre öğrenciler bu yöntemi eğlenceli, ilginç, akılda kalıcı, motive edici, teşvik edici ve faydalı bulmuşlardır. Çoğu, bu yöntemin telaffuz becerilerinin, okuma, dinleme becerilerinin ve kelime öğrenmenin gelişmesinde olumlu etkisi olduğunu belirtti. Öğrencilerin İngilizce dersine olan motivasyonlarının ve ilgilerinin arttığı söylenebilir. Öğrenciler bu yöntemle yabancı dile bakış açılarının geliştiğini düşünüyor ve İngilizce derslerinde kendilerini daha rahat hissettiklerini söylüyorlar. Öğrencilerin çoğu video ve ses kaydını izleyerek yeni kelime veya kelime öbekleri öğrendiklerini belirtti. Ayrıca ders dışında yabancı dile maruz kalmayan öğrencilere bu yöntem sayesinde dili aktif ve eğlenceli bir şekilde uygulama fırsatı verildi.

Bu çalışma 25 öğrenciden oluşan küçük bir örnekleme içermektedir. Bu nedenle bu çalışmada kullanılan örneklem büyüklüğü, eğitimin etkilerini tam olarak anlamak için yeterli değildir ve örneklemin sayısını arttırmak araştırmacılar için daha güvenilir ve daha kapsamlı sonuçlar sağlayabilir.

Öğrencilerin liseye giriş sınavına hazırlanmaları nedeniyle bu çalışmanın kapsamı biraz küçük tutulmuştur. Böyle bir çalışma yaparken önemli bir sınava hazırlanmayan öğrenci grubunu seçmek daha doğru olabilir. Çünkü öğrenciler bazen çalışmayı gereksiz bulabilir ve kendilerini tamamen sürece adayamayabilirler. Bu nedenle bu çalışmada öğrencilerin sesli okunan bir metindeki telaffuz hatalarına odaklanılmıştır. Daha sonraki çalışmalarda öğrencilere farklı bağlamlarda daha fazla video izlemeleri sağlanabilir. Ayrıca ileride yapılacak çalışmalarda öğrencilerin video izleme ve ses kaydetme işlemleri web tabanlı dijital uygulamalar kullanılarak da yapılabilir. Ses kaydı yapılırken bu ses kaydını otomatik olarak değerlendiren yazılımların kullanılması da etkili olacaktır.

Bu çalışma 3-4 hafta sürdüğü için araştırmacıların daha geniş kapsamlı ve geçerli sonuçlara ulaşabilmesi adına daha uzun çalışmalar yapması faydalı olabilir. Müfredata ek olarak video izleme ve ses kaydetme yöntemi de okul dışında ek bir etkinlik olarak düşünülmelidir. Böylece yabancı dil öğrenen öğrencilerin dile daha fazla maruz kalma fırsatı sağlanacaktır.

## REFERENCES

- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Higher Education*, 1(1).
- Almurashi, W. A. (2016). The Effective Use of Youtube Videos for Teaching English Language in Classrooms As Supplementary Material At Taibah University In Alula. In *International Journal of English Language and Linguistics Research* (Vol. 4, Issue 3).
- Alzahrani, S. A., & Alqurashi, H. S. (2023). Using the flipped classroom model to improve Saudi EFL learners' English pronunciation. *Linguistics and Culture Review*, 7(S1). <https://doi.org/10.21744/lingcure.v7ns1.2260>
- Aslan, S. (2021). *Exploring EFL Teachers Beliefs and Practices Regarding Pronunciation Teaching at State Schools* [MA Thesis]. Çağ University.
- Atli, I., & Bergil, A. S. (2012). The Effect of Pronunciation Instruction on Students' Overall Speaking Skills. *Procedia - Social and Behavioral Sciences*, 46. <https://doi.org/10.1016/j.sbspro.2012.06.124>
- Aulia, V. (2020). English Pronunciation Practices: From Tongue Twisters to YouTube Channel. *Script Journal: Journal of Linguistics and English Teaching*, 5(1). <https://doi.org/10.24903/sj.v5i1.351>
- Bai, B., & Yuan, R. (2019). EFL teachers' beliefs and practices about pronunciation teaching. *ELT Journal*, 73(2), 134–143. <https://doi.org/10.1093/elt/ccy040>
- Baker, A. A. (2011). Discourse Prosody and Teachers' Stated Beliefs and Practices. *TESOL Journal*, 2(3). <https://doi.org/10.5054/tj.2011.259955>
- Bimpong, W. K. (2019). Teaching purposefully: Considering the perspectives of foreign language learners in language skill development. *International Journal of Language Studies*, 13(3).
- British Council. (n.d.). *Study skills tips*. Retrieved January 17, 2024, from <https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips>
- Broughton, G., Brumfit, C., Pincas, A., Wilde, R. D., & Wilde, R. D. (1993). *Teaching English as a Foreign Language*. Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/erbakantr/detail.action?docID=170015>
- Burns, A. (2014). Implementing action research in the modern language classroom. *Scottish Languages Review*, JANUARY 2014.
- Burns, A., & Richards, J. (Eds.) A. (2009). *Cambridge guide to second language teacher education*.
- Buss, L. (2016). Beliefs and practices of Brazilian EFL teachers regarding pronunciation. *Language Teaching Research*, 20(5). <https://doi.org/10.1177/1362168815574145>
- Cai, C. (2008). The Features and Training of English Stress and Rhythm. *US-China Education Review*, 5(11).

- Celce-Murcia, M. (1996). Teaching Pronunciation: A series of booknotes. *Issues in Applied Linguistics*, 7(1). <https://doi.org/10.5070/1471005226>
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). Teaching pronunciation: A course book and reference guide, 2nd Edition. *New York, NY: Cambridge University Press*.
- Coppens-Hofman, M. C., Terband, H., Snik, A. F. M., & Maassen, B. A. M. (2017). Speech Characteristics and Intelligibility in Adults with Mild and Moderate Intellectual Disabilities. *Folia Phoniatrica et Logopaedica*, 68(4). <https://doi.org/10.1159/000450548>
- Coşkun, A. (2016). Benefits Of Out-Of-Class Speaking Activities for EFL Students. *International Journal of Turkish Literature Culture Education*, 5(5/3). <https://doi.org/10.7884/teke.654>
- Couper, G. (2016). Teacher cognition of pronunciation teaching amongst English language teachers in Uruguay. *Journal of Second Language Pronunciation*, 2(1). <https://doi.org/10.1075/jslp.2.1.02cou>
- Couper, G. (2021). Teacher cognition of pronunciation teaching the techniques teachers use and why. *Journal of Second Language Pronunciation*, 7(2). <https://doi.org/10.1075/jslp.20004.cou>
- Dan, C. (2006). *How can I improve my student's pronunciation?*
- Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? *Catesol Journal*, 30(1).
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3). <https://doi.org/10.2307/3588486>
- Deveci Demir, M. (2020). *The Effect Of Technology-Based Materials On Vocational High School Students' Listening Skill (Master Thesis)*.
- Edwards, E. (2021). The ecological impact of action research on language teacher development: a review of the literature. *Educational Action Research*, 29(3). <https://doi.org/10.1080/09650792.2020.1718513>
- Ekmekci, E. (2017). The flipped writing classroom in Turkish EFL context: A comparative study on a new model. *Turkish Online Journal of Distance Education*, 18(2). <https://doi.org/10.17718/tojde.306566>
- Elliott, A. R. (1995). Field Independence/Dependence, Hemispheric Specialization, and Attitude in Relation to Pronunciation Accuracy in Spanish as a Foreign Language. *The Modern Language Journal*, 79(3). <https://doi.org/10.1111/j.1540-4781.1995.tb01112.x>
- El-Sawy, H. E. A. (2018). Flipping EFL University Classes with Blackboard System. *English Language Teaching*, 11(2). <https://doi.org/10.5539/elt.v11n2p31>
- Fatimah, S. (2021). The Use of Mobile-Assisted Language Learning Application in Pronunciation Training. *Universitas Gunadharma Jurnal*, 15(4).

- Flipped Learning Network. (2014, March 12). *Definition of Flipped Learning*.  
<https://flippedlearning.org/definition-of-flipped-learning/>
- Foote, J. A., Holtby, A. K., & Derwing, T. M. (2010). Articles Survey of the Teaching of Pronunciation in Adult ESL Programs in Canada, 2010. *TESL Canada Journal/Revue Tesl Du Canada*, 29(1).
- Fraser, H. (2000). Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language. Canberra, Australia. *Coordinating Improvements in Pronunciation Teaching*.
- Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' Ethnic Group Affiliation and L2 Pronunciation Accuracy: A Sociolinguistic Investigation. *TESOL Quarterly*, 39(3).  
<https://doi.org/10.2307/3588491>
- Gilakjani, A. P. (2012). The significance of pronunciation in English language teaching. *English Language Teaching*, 5(4). <https://doi.org/10.5539/elt.v5n4p96>
- Gilakjani, A. P. (2016). The Significance of Pronunciation in English Language Teaching English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).
- Hamada, Y. (2018). Shadowing for pronunciation development: Haptic-shadowing and IPA-shadowing. *Journal of Asia TEFL*, 15(1).  
<https://doi.org/10.18823/asiatefl.2018.15.1.11.167>
- Harmer, J. (2018). The Practice of English Language Teaching, 3rd Edition (Jeremy Harmer) (z-lib.org). In *Overland* (Vols. 2018-Winte, Issue 231).
- Hismanoglu, M., & Hismanoglu, S. (2010). Language teachers' preferences of pronunciation teaching techniques: Traditional or modern? *Procedia - Social and Behavioral Sciences*, 2(2). <https://doi.org/10.1016/j.sbspro.2010.03.138>
- Idrovo Maldonado, N. B., & Fajardo Dack, T. (2024). The effect of voice recording as a tool to improve speaking skills. *Runas. Journal of Education and Culture*, 5(10).  
<https://doi.org/10.46652/runas.v5i10.161>
- Jahan, N. (2003). Teaching and learning pronunciation in ESL / EFL classes of Bangladesh. *Journal of Education and Practice*, 2(3).
- Jung, M. (2010). The Intelligibility and Comprehensibility of World Englishes to Non-Native Speakers. *Pan-Pacific Association of Applied Linguistics*, 14(2).
- Kanellou, V. (2011). *The Place and Practice of Pronunciation Teaching in the Context of the EFL Classroom in Thessaloniki, Greece* [Phd Thesis]. Cardiff University.
- Karsli, V. (2022). *Investigating The Effectiveness of Using Video-Blog Based Speaking Activities on EFL Students' Speaking Anxiety and Their Performances* [Phd Thesis]. Atatürk University.

- Kartal, G., & Korucu-Kis, S. (2020). The use of Twitter and Youglish for the learning and retention of commonly mispronounced English words. *Education and Information Technologies*, 25(1). <https://doi.org/10.1007/s10639-019-09970-8>
- Kayı, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII (No. 11).
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. In *The Action Research Planner: Doing Critical Participatory Action Research*. <https://doi.org/10.1007/978-981-4560-67-2>
- Ketabi, S., & Saeb, F. (2015). Pronunciation teaching: Past and present. *International Journal of Applied Linguistics and English Literature*, 4(5). <https://doi.org/10.7575/aiac.ijalel.v.4n.5p.182>
- Kılınc, K. (2019). *The Effect of Pronunciation on Unplanned and Planned Speaking Exam Scores* [MA Thesis]. Anadolu University.
- Koshy, V. (2009). *Action Research for Improving Educational Practice* (Second Edition). SAGE Publications. [https://books.google.gr/books?hl=en&lr=&id=53zLazswjQkC&oi=fnd&pg=PP2&dq=Handbook+of+Educational+Action+Research/Doing+and+Writing+Action+Research.&ots=feYFLxf-2q&sig=NjRSIqnV4TgQgYuDr0S80w--uAQ&redir\\_esc=y#v=onepage&q&f=false](https://books.google.gr/books?hl=en&lr=&id=53zLazswjQkC&oi=fnd&pg=PP2&dq=Handbook+of+Educational+Action+Research/Doing+and+Writing+Action+Research.&ots=feYFLxf-2q&sig=NjRSIqnV4TgQgYuDr0S80w--uAQ&redir_esc=y#v=onepage&q&f=false)
- Larasati, F. (2018). Student-Centered Learning: An Approach to Develop Speaking Skill in EFL Classroom. *English Community Journal*, 2(1). <https://doi.org/10.32502/ecj.v2i1.1004>
- Lee, L., & Lin, S.-C. (2015). The impact of music activities on foreign language, English learning for young children. *Journal of the European Teacher Education Network*, 10.
- Levis, J. (2015). Learners' views of social issues in pronunciation learning. *Journal of Academic Language & Learning*, 9(1).
- Li, Y. J. (2010). *A case study of using film material in English pronunciation teaching* [MA Thesis]. Northeast Normal University (People's Republic of China).
- Lina Widyaningsih, T. (2017). Improving Pronunciation Ability by Using Animated Films. In *Linguistics and Literature* (Vol. 1, Issue 1).
- Martinsen, R., Montgomery, C., & Willardson, V. (2017). The Effectiveness of Video-Based Shadowing and Tracking Pronunciation Exercises for Foreign Language Learners. *Foreign Language Annals*, 50(4). <https://doi.org/10.1111/flan.12306>
- Mctaggart, R. (1994). Participatory Action Research: Issues in theory and practice. *Educational Action Research*, 2(3). <https://doi.org/10.1080/0965079940020302>
- Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning Annals of Emerging Technologies in Computing (AETiC) View project Mobile-Assisted Language Learning. *Article in International Journal of Parallel Emergent and Distributed Systems*, 3(1).

- Mirza, H. S. (2015). ESL and EFL Learners Improve Differently in Pronunciation: The Case of Lebanon. *Procedia - Social and Behavioral Sciences*, 199. <https://doi.org/10.1016/j.sbspro.2015.07.536>
- Mıcık, S. (2020). *Development of L2 Oral Proficiency through Video-Based Shadowing Practices* [MA Thesis]. Pamukkale University.
- Moustafa Khalil, S. (2022). Effectiveness of Mobile Learning in Enhancing Saudi English Majors' Skills in Learning Vowels. *Arab World English Journal*, 13(4). <https://doi.org/10.24093/awej/vol13no4.18>
- Munro, M. J., & Derwing, T. M. (1995). Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. *Language Learning*, 45(1). <https://doi.org/10.1111/j.1467-1770.1995.tb00963.x>
- Nor, H., & Banjarmasin, I. A. (2014). The Techniques in Teaching Listening Skill. In *Journal on English as a Foreign Language* (Vol. 4, Issue 1).
- Nu Nu Wah. (2019). Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies. *International Journal of Trend in Scientific Research and Development*, 3(6).
- Otlowski, M. (1998). Pronunciation: What Are the Expectations? *The Internet TESL Journal*, 4(1).
- Paneerselvam, A., & Mohamad, M. (2019). Learners' Challenges and English Educators' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review. *Creative Education*, 10(13). <https://doi.org/10.4236/ce.2019.1013253>
- Pardede, P. (2010, October). *The Role of Pronunciation in a Foreign Language Program*.
- Pourhosein Gilakjani, A. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1). <https://doi.org/10.5296/jse.v1i1.924>
- Pratiwi, M. R. (2010). Improving Pronunciation Ability Using Cartoon Films...: *Sebelas Maret University*, 1(1).
- Rahma, S., & Mubarak, H. (2021). Frozen Cartoon Film as a Learning Media to Improve the Students' Pronunciation Ability. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 2(2). <https://doi.org/10.52690/jadila.v2i2.204>
- Riadil, I. G., & Yosintha, R. (2021). Analyzing EFL Learners' Factors in Affecting English Pronunciation and The Distribution of Pronunciation Rating: A Qualitative Study. *International Journal of Education, Language, and Religion*, 3(1). <https://doi.org/10.35308/ijelr.v3i1.2377>
- Richard, J., & Renandya, W. (2002). Methodology in Language Teaching. In *Methodology in Language Teaching*. New York: Cambridge University Press. <https://doi.org/10.1017/cbo9780511667190>

- Rogerson-Revell, P. M. (2021). Computer-Assisted Pronunciation Training (CAPT): Current Issues and Future Directions. *RELC Journal*, 52(1). <https://doi.org/10.1177/0033688220977406>
- Saito, K., & van Poeteren, K. (2012). Pronunciation-specific adjustment strategies for intelligibility in L2 teacher talk: Results and implications of a questionnaire study. *Language Awareness*, 21(4). <https://doi.org/10.1080/09658416.2011.643891>
- Saldiraner, G. (2020). *The Effect of Songs on Pronunciation Of Young EFL Learners* [MA Thesis]. Gaziantep University.
- Saldiraner, G., & Cinkara, E. (2021). Using Songs in Teaching Pronunciation to Young EFL Learners. *PASAA*, 62.
- Sayuri, S. (2016). Problems in Speaking Faced by EFL Students of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1). <https://doi.org/10.21462/ijefll.v1i1.4>
- Sezgin, H., & Öztürk, M. S. (2020). A corpus analysis on the language on TV series. *Journal of Language and Linguistic Studies*, 16(1). <https://doi.org/10.17263/JLLS.712787>
- Silviyanti, T. M. (2014). Looking into EFL students' perceptions of listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1). <https://doi.org/10.24815/siele.v1i1.1119>
- Suwartono, S., & Rafli, Z. (2015). Enhancing The Pronunciation of English Suprasegmental Features Through Reflective Learning Method. *Ijlecr - International Journal of Language Education and Culture Review*, 1(1). <https://doi.org/10.21009/ijlecr.011.09>
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya: Journal of English Language Studies*, 3(1). <https://doi.org/10.31849/elsya.v3i1.6206>
- Szpyra-Kozłowska, J. (2018). 1. English Pronunciation Teaching: Global Versus Local Contexts. In *Pronunciation in EFL Instruction*. <https://doi.org/10.21832/9781783092628-002>
- Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learner's communicative competence. *Procedia - Social and Behavioral Sciences*, 9, 765–770. <https://doi.org/10.1016/j.sbspro.2010.12.231>
- Thanavathi, C. (2017). *Advanced Educational Research and Statistics*. [https://www.researchgate.net/publication/337991541\\_Advanced\\_Educational\\_Research\\_and\\_Statistics](https://www.researchgate.net/publication/337991541_Advanced_Educational_Research_and_Statistics)
- Thorn, S. M. (2021). *Integrating Authentic Listening into the Language Classroom*. Pavilion Publishing & Media Limited.
- Troudi, S., Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1998). Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. *TESOL Quarterly*, 32(4). <https://doi.org/10.2307/3588013>

- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2).
- Varasarin, P. (2007). *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence* [Doctorate of Education Thesis]. Victoria University.
- Wahyudi, D. (2017). The Use of Questioning Technique to Enhance Students' Speaking Ability. *Indonesian Journal of Integrated English Language Teaching*, 3(1). <https://doi.org/10.24014/ijjelt.v3i1.3971>
- Wang, X. (2022). Segmental versus Suprasegmental: Which One is More Important to Teach? In *RELC Journal* (Vol. 53, Issue 1). <https://doi.org/10.1177/0033688220925926>
- Wu, W. C. V., Hsieh, J. S. C., & Yang, J. C. (2017). Creating an online learning community in a flipped classroom to enhance EFL learners' oral proficiency. *Educational Technology and Society*, 20(2).
- Yağız, O. (2018). EFL Language Teachers' Cognitions and Observed Classroom Practices about L2 Pronunciation: The Context of Turkey. *Novitas-ROYAL (Research on Youth and Language)*, 12(2).
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movie as a Helper for Students' Pronunciation in Speaking Skill Class. *Elsya : Journal of English Language Studies*, 2(1). <https://doi.org/10.31849/elsya.v2i1.3684>
- Yusuf, R. (2020). Teaching EFL Students Using Selected Media: Offline Video Taken from YouTube. *Utamax : Journal of Ultimate Research and Trends in Education*, 2(1). <https://doi.org/10.31849/utamax.v2i1.2909>
- Zielinski, B. (2015). The segmental/suprasegmental debate. In *The Handbook of English Pronunciation*. <https://doi.org/10.1002/9781118346952.ch22>

## APPENDICES

### APPENDIX-A: Ethics Committee Approval



**NECMETTİN ERBAKAN ÜNİVERSİTESİ**  
**SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU**  
**ETİK KURUL KARARI**

<b>Etik Kurul Toplantı Tarihi/Sayısı ve Karar No</b>	<b>Tarih :08/09/2023</b> <b>Toplantı Sayısı:09</b> <b>Karar No :2023/362</b>
<b>Araştırmanın Başlığı</b>	Improving Students' Pronunciation Skills Through Video and Audio Recording.
<b>Sorumlu Araştırmacı</b>	Dr. Öğr. Üyesi Mustafa Serkan ÖZTÜRK
<b>Yardımcı Araştırmacı</b>	Lisansüstü Öğrenci Şahin TAŞ
<b>Etik Kurul Kararı</b>	15269 sayılı başvuru Etik Kurul tarafından değerlendirilmiş olup, başvurunun bilimsel araştırma etiği açısından “Uygun” olduğuna karar verilmiştir.

ASLI GİBİDİR  
08/09/2023

## APPENDIX B: Konya Ministry of Education Approval



T.C.  
KONYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-83688308-605.99-92070815  
Konu : Araştırma İzni (Şahin TAŞ)

14.12.2023

### DAĞITIM YERLERİNE

- İlgi : a) Millî Eğitim Bakanlığının (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü) 21.01.2020 tarihli ve 2020/2 sayılı Genelgesi.  
b) 01/12/2023 tarihli ve E-48178250-300-432783 sayılı yazımız.  
c) 08/12/2023 tarihli Araştırma İzinleri Değerlendirme Komisyonu Tutanağı.

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Şahin TAŞ'ın "Video ve Ses Kaydı Yoluyla Öğrencilerin Telaffuz Becerilerini Geliştirme" konulu araştırmasını uygulama talebi incelenmiştir.

Araştırmanın; Karatay Belediyesi İmam Hatip Ortaokulu Müdürlüğünde eğitim gören öğrencilere eğitim öğretimi aksatmamak ve ilgi (a) Genelgede belirtilen açıklamalara uyulması kaydıyla gerçekleştirilmesi ilgi (c) komisyon tutanağı ile uygun görülmektedir. Müdürlüğümüze bağlı eğitim kurumlarındaki çalışmaların 2023-2024 eğitim öğretim yılı içerisinde tamamlanması zorunludur. Araştırma kapsamında yürütülecek çalışmaların 2023-2024 eğitim öğretim yılında tamamlanmaması durumunda Müdürlüğümüzden tekrar izin alınması gerekmektedir.

Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçlarının kullanılması, elde edilecek kişisel verilerin gizliliği hususuna dikkat edilmesi ve araştırma sonucunun çalışma bitiminden itibaren 30 gün içerisinde elektronik ortamda Müdürlüğümüz istatistik42@meb.gov.tr e-posta adresine gönderilmesi gerekmektedir.

Arz/rica ederim.

Murat YİĞİT  
İl Millî Eğitim Müdürü

Ek:

- 1-Genelge (3 Sayfa)  
2-Veli Onam Formu (1 Sayfa)  
3-Öğrenci Anket Formu (3 Sayfa)

Dağıtım:

Gereği:  
Necmettin Erbakan Üniversitesi Rektörlüğüne

Bilgi:  
Karatay İlçe Millî Eğitim Müdürlüğüne

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

Adres : Akçeşme Mahallesi Garaj Cad. No:4 42020 Karatay/Konya

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Ali Naci İŞİK -1223

Telefon No : 0 (332) 353 30 50

Unvan : Veri Hazırlama ve Kontrol İşletmeni

E-Posta: istatistik42@meb.gov.tr

İnternet Adresi: <http://konya.meb.gov.tr>

Faks:3323515940

Keş Adresi : mebuhs01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır. İmza kontrolünü için aşağıdaki adresi ziyaret ediniz. 0601 - 6070 - 3040 - 0007 - 3046



## APPENDIX C: Parent Consent Form

### Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, “Video ve Ses Kaydı yoluyla Öğrencilerin Telaffuz Becerilerini Geliştirme” adıyla, 5/02/2024 - 31/03/2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Video ve Ses Kaydı yoluyla Öğrencilerin Telaffuz Becerilerini Geliştirmek

Araştırma Uygulaması:  Anket  Görüşme  
 Gözlem  Video ve Ses Kaydı

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Şahin TAŞ

İletişim Bilgileri

***Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi ..... 'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.***

(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz\*).

.....

Veli Adı-Soyadı:

İmza:

Telefon Numarası :

## APPENDIX D: Interview Questions Pre-research (Turkish)

### Görüşme soruları- Araştırma öncesi

Sayın Katılımcı, Bu anket, eylem çalışması üzerine yapılan ve öğrencilerin İngilizce telaffuz becerilerini geliştirmeyi amaçlayan yüksek lisans tezimin bir parçası olarak hazırlanmıştır. Anketin amacı öğrencilerin İngilizce telaffuz becerileri ile ilgili düşüncelerini öğrenmektir. Ankete katılımınız ve vereceğiniz cevaplar çalışmanın sağlıklı bir şekilde yapılabilmesi için çok önemlidir. Bu yüzden lütfen her maddeyi dikkatlice okuyunuz ve cevaplayınız. Sorular için doğru veya yanlış cevap yoktur. Cevaplarınız sadece bu çalışma için kullanılacaktır. Ankete katılmanız tamamen gönüllülük esasına dayanmaktadır. Ankete katılmanız veya katılmamanız ders notunuza yansımamaktadır.

Şahin TAŞ

**1. İngilizce konuşurken veya sesli okuma yaparken anlaşılır bir konuşmaya sahip olduğunuzu düşünüyor musunuz?**

---

---

---

**2. Sınıfta telaffuz hatası yapmaktan korkuyor musunuz? Evet ise neden?**

---

---

---

**3. Sınıfta telaffuz hatası yaptığınızda arkadaşlarınız nasıl tepki veriyor? Nasıl hissediyorsunuz?**

---

---

---

**4. İngilizce konuşurken veya sesli okuma yaparken telaffuz hataları yapmamak için daha önce herhangi bir çalışma yaptınız mı?**

---

---

---

**APPENDIX E: Interview Questions Pre-research (English)**

**Interview questions: Pre-research**

Dear Participant, this interview was prepared as part of my master's thesis, which is based on action research and aims to improve students' English pronunciation skills. The purpose of the interview is to learn the students' opinions about their English pronunciation skills. Your participation in the interview and your answers are very important for the study to be carried out properly. Therefore, please read each item carefully and answer. There are no right or wrong answers to the questions. Your answers will be used only for this study. Your participation in the interview is completely voluntary. Participating or not participating in the survey will not be reflected in your course grade.

**1. Do you think you have intelligible speech when speaking English or reading aloud? Explain.**

-----  
-----  
-----

**2. Are you afraid of making pronunciation mistakes in class? If yes, why?**

-----  
-----  
-----

**3. How do your friends react when you make a pronunciation mistake in class? How do you feel?**

-----  
-----  
-----

**4. Have you done any work before to avoid making pronunciation mistakes while speaking English or reading aloud? Explain.**

-----  
-----  
-----



## Study skills tips

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

1. Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
2. Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
3. Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.
4. Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know.
5. Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases and say the new words to practise your pronunciation.
6. Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.
7. Imagine yourself speaking in the language. This helps your motivation.
8. Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

<https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips>

## APPENDIX G: Post-research Interview (Turkish)

### Görüşme soruları- Araştırma sonrası

Sayın Katılımcı, Bu görüşme, öğrencilerin İngilizce telaffuz becerilerini geliştirmeyi amaçlayan yüksek lisans tezimin bir parçası olarak hazırlanmıştır. Görüşmenin amacı, öğrencilerin telaffuz becerilerini geliştirmek için yapılan video izleme ve ses kaydı sürecini değerlendirmektir. Bu görüşmeye katılımınız ve vereceğiniz cevaplar çalışmanın sağlıklı bir şekilde yapılabilmesi için çok önemlidir. Bu yüzden lütfen her maddeyi dikkatlice okuyunuz ve cevaplayınız.

1. Videoları izleme ve ses kaydetme süreci nasıldı? Bu süreçte neyi sevdimiz neyi sevmediniz? Açıklayınız.

---

---

---

2. Wordtaboo uygulaması ve [www.youglisn.com](http://www.youglisn.com) web sitesi üzerinden izlenen özgün videolar hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

3. Okul dışında özgün videolar izlemenin kelime öğrenme üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

4. Video izlemenin ve ses kaydetme sürecinin telaffuz becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

5. Video izleme ve ses kaydetme sürecinin dinleme becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

6. Video izleme ve ses kaydetme sürecinin okuma becerileriniz üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

7. Videoları izleme ve ses kaydetme sürecinin İngilizce dersine olan ilgi ve motivasyon üzerindeki etkileri hakkında ne düşünüyorsunuz? Açıklayınız.

---

---

---

## APPENDIX G: Post-research Interview (English)

Dear Participant, this interview was prepared as a part of my master's thesis aiming to improve students' English pronunciation skills. The purpose of the interview is to evaluate the video watching and audio recording process to improve students' pronunciation skills. Your participation in this interview and your answers are very important for the study to be done properly. Therefore, please read and answer each item carefully.

---

1. **How was the process of watching the videos and recording audio? What did you like and dislike about this process? Explain, please.**

.....  
.....

2. **What do you think about the original videos watched on the Wordtaboo application and [www.youglish.com](http://www.youglish.com)?**

.....  
.....

3. **What do you think about the effects of watching original videos outside the school on vocabulary learning? Explain, please.**

.....  
.....

4. **What do you think about the effects of watching videos and audio recording on your pronunciation skills? Explain, please.**

.....  
.....

5. **What do you think about the effects of watching video and recording audio on your listening skills? Explain, please.**

.....  
.....

6. **What do you think about the effects of watching video and recording audio on your reading skills? Explain, please.**

.....  
.....

7. **What do you think about the effects of watching videos and recording audio on your interest and motivation in English lessons? Explain, please.**

.....  
.....

---