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**THE EFFECTS OF SHADOWING TECHNIQUE ON L2 LEARNERS'
PRONUNCIATION SKILLS**

Emine Melike EFEOĞLU
ORCID: 0000-0002-4194-8899

Danışman
Doç. Dr. Galip KARTAL
ORCID: 0000-0003-4656-2108

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TEZ ÇALIŞMASI ORJİNALLİK RAPORU

The Effects of Shadowing Technique on L2 Learners' Pronunciation Skills başlıklı tez çalışmamın toplam **94** sayfalık kısmına ilişkin, 10/08/2023 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%25** 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.

10/08/2023

Emine Melike EFEOĞLU

Doç. Dr. Galip KARTAL

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.

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SYMBOLS AND ABBREVIATIONS

Abbreviations

EFL: English as a Foreign Language

L2: Language 2, 2nd Language

ESL: English as a Second Language



ÖZET

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

"SHADOWING" TEKNİĞİNİN 2. DİL ÖĞRENCİLERİNİN TELAFFUZ BECERİLERİ ÜZERİNDEKİ ETKİLERİ

Emine Melike EFEOĞLU

Bu çalışmada, İngilizceyi yabancı dil olarak öğrenme sürecinde öğrencilerin telaffuz geliştirme yöntemlerinden biri olan Gölgeleme yönteminin öğrencilerin telaffuz gelişimi üzerindeki etkilerinin ortaya çıkarılması amaçlanmıştır. Çalışma özel bir üniversitede hazırlık bölümünde okuyan öğrencilerle gerçekleştirilmiştir. Karma yöntem tasarımı uygulanmış ve veriler nicel ve nitel olarak toplanmıştır. Nitel veriler, kontrol grubu ve deney grubu tarafından alınan ön test ve son test yoluyla toplanmıştır. Çalışma boyunca hem deney grubuna hem de kontrol grubuna ana dili İngilizce olan kişilerin kısa videoları gönderilmiştir. Deney grubu dinledikleri videolardaki cümleleri tekrarlayarak ses kaydı olarak araştırmacıya göndermiştir. Kontrol grubu ise bu videoları sadece dinlemiştir. Çalışma sonunda deney grubuna uygulanan açık uçlu soru formu aracılığıyla nitel veriler toplanmıştır.

Çalışmada elde edilen nicel verilerin sonuçlarına göre bu metodun uygulanmasının öğrencilerin İngilizce telaffuzlarının gelişimi üzerinde olumlu etkileri olduğu gözlemlenmiştir. Gölgeleme metodunun sekiz hafta boyunca uygulandığı deney grubunun gölgeleme yöntemi uygulanmadan önce yapılan ön testte yaptıkları telaffuz hatalarının, gölgeleme metodu sekiz hafta uygulandıktan sonra yapılan son testte yaptıkları telaffuz hatalarından daha fazla olduğu ortaya konmuştur. Bu sonuçlar, gölgeleme metodunun öğrencilerin İngilizce telaffuzlarını geliştirdiğini göstermektedir. Tematik kodlama yöntemiyle analizi yapılan nicel verilere göre ise öğrencilerin gölgeleme metoduyla motivasyonlarının arttığı saptanmıştır. Gölgeleme metodunun yardımcı, etkili, eğlenceli, motive edici olduğu katılımcılar tarafından ifade edilmiştir. Çok vakit almadan uygulanabilmesi ve devamlılık sağlıyor olması da katılımcıların bu metod için yaptığı olumlu yorumlar arasındadır.

Sonuç olarak bir İngilizce telaffuz geliştirme yöntemi olan gölgeleme metodunun telaffuz geliştirme üzerine iyi öğrenme sonuçları ortaya çıkartmıştır. Aynı zamanda öğrencilerin kendi öğrenme deneyimlerine yönelik olarak olumlu bakış açıları geliştirdiği gözlemlenmiştir. Gölgeleme metodunun çok vakit almaması, teknolojiyle entegre edilmiş bir metod olması, dinleme kaynaklarının anadili İngilizce olan konuşmacılar tarafından sağlanması, kullanılan materyallerin dizi, film, müzik gibi ilgi çekici kaynaklardan elde edilmesi bu metodu hem pratik hem de kullanılması eğlenceli bir yöntem haline getirmektedir. Gölgeleme metodunun İngilizce telaffuzu geliştirmek için dil öğrenme sürecinde kullanılması önerilir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce, L2, telaffuz, Gölgeleme Metodu, motivasyon, VoScreen, Farkına Varma Hipotezi

ABSTRACT

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

THE EFFECTS OF SHADOWING TECHNIQUE ON L2 LEARNERS' PRONUNCIATION SKILLS

Emine Melike EFEOĞLU

In this study, it was aimed to find out the effects of Shadowing, a method which is one of the pronunciation development methods of students in the process of learning English as a foreign language, over the students' pronunciation development. The study was carried out with students studying in the preparatory department at a private university. A mixed-methods design was applied and the data were collected quantitatively and qualitatively. Qualitative data were collected through a pre-test and post-test which were taken by the control group and experiment group. Throughout the study, short videos of native English speakers were sent to both the experiment group and the control group. The experiment group repeated the sentences in the videos they listened to and sent them to the researcher as a sound recording. The control group only listened to these videos. At the end of the study, qualitative data were collected through an open-ended questionnaire applied to the experimental group.

According to the results of the quantitative data obtained in the study, the implementation of Shadowing Method has positive effects on the development of students' English pronunciation. It was revealed that the pronunciation mistakes of the experimental group, in which the shadowing method was implemented for eight weeks, made in the pre-test before the Shadowing Method was implemented, were more than the pronunciation mistakes they made in the post-test after the Shadowing Method was implemented for eight weeks. These results show that the Shadowing Method improved students' English pronunciation. According to the quantitative data analyzed by the thematic coding method, it was determined that the motivation of the students increased with the shadowing method. It was stated by the participants that the shadowing method was helpful, effective, fun and motivating. The fact that it is not time consuming and provides consistency are among the positive comments made by the participants for this method.

As a result, the Shadowing Method, which is an English pronunciation improvement method, revealed good learning results on pronunciation improvement. At the same time, it was observed that students developed positive perspectives towards their own learning experiences. The fact that the Shadowing Method does not take much time, is a method integrated with technology, the listening resources are provided by native English speakers, the materials used are obtained from interesting sources such as TV series, movies, music make this method both practical and fun to use. The Shadowing Method is recommended to be used in the language learning process to improve English pronunciation.

Keywords: L2, EFL, pronunciation, Shadowing Method, motivation, VoScreen, Noticing Hypothesis

CHAPTER 1

1. INTRODUCTION

It can be seen that English sources are everywhere and can be reached at all the areas of life; art, music, literature, news, etc. All the global events are done or made in English. It would not be wrong to say English has been an obligation for people who want to access all the kinds of interests they have and discover the parts they even do not know. If one wants to attend an international event as a doer or as a watcher or any form of attender, they are expected to speak English, or understand English so that they can have all the potential output.

Learning a foreign language has always been an obligation for people who want to access all around the world. According to Ethologue there are 7168 languages live in the world now and with 1,453 million speakers of it, both native and others, English is the most spoken one. United States of America, The United Kingdom, Canada, Australia, and New Zealand are the first five countries where people speak English. 19 countries are listed as majority native English-speaking countries. It has been stated that there are 142 countries in the world where English is a mandatory element of public education (The University of Winnipeg, 2023).

The history of foreign language education in Turkey dates back to the end of the 19th century. As a part of the westernization movement, foreign language lessons were given in schools, and children in this geography were taught in schools opened by foreign countries. Considering the political conditions of the period, it is seen that French, German, Italy and English courses were popular. The role of Galatasaray High School, which was opened in 1868, in the history of foreign languages in Turkey is very important because this high school is the first public school that started teaching foreign languages at the secondary level (Gürkan Bilgisu, 2017).

It is one of the countries where English language is compulsory in the curriculum. The foundation of English education in this geography was laid with the British and American Missionary schools opened at the end of the 19th century during the Ottoman Empire. Robert College takes its name from Robert, a New York businessman who helped to open and maintain it. It was the first private school opened by foreigners in Istanbul Bebek in 1863 (Gürkan Bilgisu, 2017).

An important step was taken in foreign language teaching by opening state-supported private schools on January 31, 1928 so that Turkish children would not have to go to foreign schools to receive foreign language education. 10 hours of English were added to the curriculum of the semester on the condition that it does not affect the success of passing grades in the 4th and 5th grades, and it is aimed that the students will gain knowledge in the field of foreign language for the coming years (Gürkan Bilgisu, 2017).

Currently, according to the current curriculum in Turkey, English lessons are started to be taught in the 2nd grades of primary school. In addition to this, it is known that in some kindergartens, the English course is given as a club course apart from the normal acquisition courses. Students are exposed to an English language teaching starting from the 2nd grade of primary school and continuing until the last year of high school which means 12th grade.

As a result of 11 years of English teaching, it would not be wrong to expect students to be able to understand, write and speak fluently in English. However, when we look at the students who fill the classes of foreign language colleges of universities every year, the people who are not hired because they do not know English, the music lovers who check the lyrics of the songs to understand what the song is about, the statesmen who represent us internationally, unfortunately, it is not possible to say that the foreign language subject has been very successful. English is a field where people develop enough self-awareness to criticize "I understand but I can't speak". However, it would not be wrong to say that the "understanding" part is also a bit optimistic. Nevertheless, this study focuses on foreign language pronunciation, believing that people can understand English and even speak a little bit of it.

Speaking has always been a challenge in foreign language learning. there are many reasons for this, which can be based on different grounds; Anxiety about doing speaking practice, low self-esteem, low motivation, being demoralized, not having enough opportunities to practice, this list can continue like this. While writing, listening, and reading seem like more personal gains, outputs in language learning are all linked to all skills. A student who wants to reach the targeted point in writing skill is expected to practice reading first. A student who wants to speak fluently also needs to listen to people speaking in the target language.

1.1. Background to the Study

The significant care and the globalization of English have been caused broad demand for good English-speaking skills in various realms. Since English is an international language

used in many different fields, it is a mandatory language in schools in countries whose mother tongue is not English. English is an important communication tool that confronts people at many different points in life, and in its absence, people miss many opportunities. Wherever you go in the world, even if the official language in that region is not known, the probability of finding people who can speak and understand English is not low at all. The support language of phone applications, well-known internationally used social media tools, and TV series watching platforms is English. Currently, many people in Turkey have witnessed that the answering machine says "for English, please press 9" when they want to connect to the customer service of any company.

Why do we learn English? Sociolinguistic research has increased educators' awareness of language functions for years, which has helped them more precisely define one level of language instruction objectives. The teaching of ESP—English for Special or Particular Purposes—was inspired by the realization that many English-speaking students require the language for very specific instrumental purposes. This is why there are so many programs and resources available for teaching English in fields like science, medicine, agriculture, engineering, and tourism. Yet, it is notable that a French architect who had studied architecture-related English before traveling to London for a professional international conference discovered that he was unable to invite his American neighbor over for a drink (Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D., 2016). It is understood from this example that it is essential that the English learned is also useful in practice.

English is the most frequently used language for communication in business and working life. Therefore, in countries other than those whose mother tongue or second language is English, English is the first language preferred in foreign language education. The guidance of the teacher plays a very important role in English teaching because most of the students who receive foreign language education are the first examples of foreign language-speaking English teachers. The source from which the first input is provided is the teacher in the classroom. Teachers need to pay attention to in-class inputs without being overwhelmed by this responsibility, but being aware of the seriousness of this role. Since English is not a language learned from the environment, but a lesson taught at school, it is up to the teacher to break the prejudices that some students may create themselves.

According to Anggryadi (2014), learning a language may improve speaking, which is the main reason why studying English as a foreign language is important. But, if they do not

receive enough instruction, few people can speak properly and effectively. So, according to Copland et al. (2020), English language teachers should support their most talented students in achieving this speaking objectively. Al Nakhalah (2016) argues that students struggle with speaking so they can learn English, despite the fact that speaking has the advantage of boosting the speaker's self-assurance. Due to their speaking proficiency and extensive practice, students will feel more confident because they will be communicating with superb and persuasive English (Ehsan et al., 2; Leong & Ahmadi, 2017). The first priority of the teacher should be to make students like this lesson and to break the prejudices of the students. They should instill in them that learning English serves a greater purpose beyond passing a class in school, and remove the English lesson from the boring lesson pattern that causes them to have prejudices. Because the context and conditions in which a second language is being learned have an impact on the complicated and dynamic process of learning a second language's phonetic component. (Flege 1987; Schneiderman et al. 1988).

One of the topics that has received a lot of attention in the field of language learning and education is foreign language anxiety (Hedge, 2011; Horwitz, 2001). In the classroom, students may hesitate to participate in speaking activities. Because fear of making mistakes, lack of self-confidence, and peer pressure might cause students to develop speaking anxiety. There are numerous things that can make learning a foreign language stressful (Wörde, 2003). It is generally acknowledged that anxiety affects a person's three operating systems: cognitive, physical, and behavioral, regardless of the type of anxiety (Ormrod, 2005). In other words, if a learner experiences cognitive anxiety about speaking in front of the class, he or she may start to exhibit physical symptoms, such as shaking and attempt to avoid engaging in speaking activities in the subsequent assignments (behavioral). (Debreli & Demirkan, 2015) The fact that a student who is already hesitant suddenly starts shrieking in front of everyone will not improve his language learning process. Apart from this, the refusal of the student to participate in the tasks will unfortunately not make the learning process any easier. That's why teachers play a big role in the dissipation of that gloomy atmosphere in the classroom. Language teachers play a crucial role in fostering an environment in the classroom that motivates both kids and adults to participate in class discussions and then create opportunities for continuing those conversations outside of the school (Beheshti, 2016).

One of the most essential tasks of teachers is to enable students to communicate in English. Many theories contend that speaking skills can be improved through games, role-

playing, and other activities. Evidence suggests that speaking should be integrated into group activities (Oradee, 2012). To encourage students to study and communicate in English, teachers should incorporate many English-speaking activities into the classroom. (Oradee, 2012). There are many ways English teachers can make English lessons more enjoyable. ELT programs at universities include material lessons according to age groups, and how to plan lessons according to the demographic profiles of students is given as a lesson. Teachers can use a humorous dialogue to urge students to share their most memorable experiences. Students are amazed by their ability and intelligence as a result of other students actively participating in negotiation as a result of their discussion engagement (Celce-Murica, 2001).

The ultimate goal of teachers in the lesson is to meet the needs of their students. They must be able to show them that English is more than just a lesson. The course contents vary according to the country where the teachers work and the curricula of the education systems. However, all English teachers should aim to ensure that the students they teach are able to speak English. Speaking is the second competence and plays a significant part in communication in English, which is separated into four skills: listening, speaking, reading, and writing. Everyone should learn to speak in a sensitive and precise manner because it is an essential component of daily life. Language deals with social surroundings and culture, which is one of its most crucial aspects. (Schmitt, 2012) Grammar achievements are already among the internationally accepted achievements and these gains are given to students through coursebooks. In addition to Grammar outcomes, four skills (listening, speaking, writing, reading) should be upskilled in the same parallel. Otherwise, the English education given will only serve to create a community of people who get full points from the grammar tests in the written exams but cannot speak English. Speaking opportunities involve a lot of organization and planning. The first approach, known as the Grammar Translation Method, initially arose in the early nineteenth century. Learners frequently mistakenly believe that knowing about grammar is necessary for effective communication, although this is also untrue (Celce-Murica, 2001). It was grammar-based and did nothing to improve students' speaking abilities. After some time, it became clear from the data that reading can affect a person's speaking ability both in terms of fluency and accuracy of speech. (Celce-Murica, 2000).

A lesson plan should be created without detracting from the fact that any language is learned and taught to communicate. Awareness should be conveyed to students, such as that language is a living phenomenon, that it can change over time, that it is affected by the culture

in which it emerged, and that there are differences between formal language and informal language. Texts written in a language and colloquial expressions differ and will continue to do so. For this reason, students should be provided with an environment where they can learn all the acquisitions of that language. Students should be able to do a lot of listening practice, read a lot, and write essays at regular intervals, but most importantly, they should be able to transfer what they have learned from all other achievements to speaking. It is impossible to undervalue the importance of speaking activities in daily life (Clampitt, 2016; Coombs, 2014). Confident people frequently need to utter tens of thousands of words every day, while other people, like politicians, auctioneers, and negotiators, can speak far more than that. Speaking is so serious and necessary that people strive to learn how to communicate well and interestingly, which also involves aspects and abilities of linguistic competence and maturity (Sudarmo, 2021). Because it is stated that speaking is the most effective method to communicate.

In speaking outcomes, there are some accepted criteria for evaluating students when they demonstrate their speech; fluency, vocabulary, grammar, pronunciation, etc. Expectations from these categories vary according to the language level of the students. For fluency, it is checked how fluent students are spoken. Students are expected to speak with fluency appropriate to their level. In vocabulary, the words chosen by the students in accordance with their level are evaluated. As the level of English increases, the choice of words changes, and the richness of vocabulary increases. Students are also expected to demonstrate these changes and productiveness in the foreign language they are learning. Grammar, on the other hand, as can be understood from its name, is required to respond to the grammar patterns directed in accordance with the level of the student with the correct grammar structures. Grammar outcomes that vary according to the language level are important, and the examiners, being aware of this, test the students in the speaking exams. The pronunciation category, which is the focus of this study, is concerned with whether students correctly pronounce the words they use while speaking. Here, it is important that students can pronounce the word correctly as well as make the correct accents because students should be aware of speaking to someone with knowledge of their words and voice tone suggests speaking to them with attention and consideration. Because attentive communication also includes hearing and interpreting nonverbal clues with consideration, kindness, and care (Sudarmo, 2021). "It is more important how they say rather than what they say". Emphasis on words can add new meanings to that word other than the dictionary meaning of the word, so speakers should speak with awareness of this.

Speaking outcomes and pronunciation improvement are not straightforward graphs. Developing pronunciation can be achieved by providing sufficient input. It would be unrealistic to expect correct pronunciations from students who do not hear the correct pronunciation of words. As mentioned above, some students' only input source is their teacher. That's why teachers need to be a first-hand example to their students with the correct pronunciation. Besides the role of the teacher, there are many tools to improve pronunciation in the age of technology. There are tools that many people can easily access, such as TV shows, movies, songs, television programs, phone applications, and social media tools. Teachers can refer to them in class, both enriching the course content and showing students that there are ways to improve pronunciation.

Previous studies on pronunciation development have observed that students find it difficult to improve their pronunciation. The findings show that pronunciation is a challenging and crucial ability for all learners. It was also discovered that learners view exposure to native speakers and ear training as the most important aspects in developing their pronunciation and that learners' perceptions of how difficult certain English accents are related to their perceptions of these accents. The findings also suggest that regardless of their first language, all students seem to have similar perceptions of the difficulty, significance, beliefs, and attitudes toward various accents (Cenoz & Lecumberri, 1999). Also, Thompson (1991) noted how crucial interaction with native speakers is for learning how to pronounce a second language. Participants in Chryshichoos' (1991) study think that making contact with native speakers of the language is the greatest approach to learn phonetic ability. These findings support earlier research suggesting that the optimum environment for pronunciation improvement is one that is truly immersed in the language. (1991, Chryshichoos). Considering the role of native speakers in improving pronunciation in the studies, these results lead us to a language teaching scenario in which native speakers are the leading role. However, finding a native English speaker may not be easy in every geography. In this case, instead of directly eliminating this option, there are ways to interact with native English speakers, even if not face-to-face. It is not very difficult to apply these ways in the age of technology because there are mobile applications that directly serve this purpose. Thanks to these applications, students can communicate with native English speakers. All sources such as the music people listen to, and the movies and TV series they watch are inputs.

Students should focus on certain vowel intonations and sounds before accurately mimicking them. Likewise, students must rehearse an intonation contour or identify a certain vowel sound (Derakhshan, Khalili & Beheshti, 2016). The shadowing method, which is used as one of the ways that students can improve their pronunciation, is a method in which students repeat what they hear from native speakers with the same intonation as they hear it, and it takes its name from shadowing, which means "gölgeleme" in Turkish. The application of this method is based on the fact that students repeat a short sentence they heard from a native English speaker after listening enough to repeat it on their own. The student hears the sentence from a native English speaker. This sentence they hear is already a recorded sound. Students listen to the sentence until they feel ready to repeat that sentence, and after they are sure that they can repeat the whole sentence, they repeat the sentence exactly as they heard it, paying attention to the correct pronunciation and intonation. This repetition process is called shadowing because it is exactly the same after hearing the sentence. It is a method used by some teachers and is believed to be useful.

Since English is such an important and broad language, Turkey is one of the countries where English lessons are given as mandatory. In the current curriculum, students start to see English from the 2nd grade of primary school and continue to see English until the last year of high school (which means Grade 12). In addition, students who are entitled to study at any university with the university exam are subjected to an English exam if the language of instruction of the department they have got a place in is English. Students who are successful in this exam can pass directly to the department. Students who are not successful in this English exemption exam receive a one-year training called "English preparation", which is completely based on English education, in which four skills (speaking, reading, writing, listening) are given together with grammar. Subjects such as starting levels of education, how many weeks the education will last, weekly course hours, course books used for lessons, achievement measurement exams, and distribution of students to their classes vary from university to university. Even if there are such changes, common concerns are pursued in English preparatory classes, such as bringing the students to a level where they can understand the subjects without difficulty, making sure that they can speak English fluently, and making sure that they get all the necessary acquisitions in grammar and four skills.

As a result of these years of English education, it is not possible to say that students in Turkey are the best EFL speakers in the world. It is not because other countries give their

students a very good EFL education, but the fact that the current education system in Turkey mostly serves basic science courses such as mathematics and Turkish is one of the biggest reasons for the community of people who cannot speak English despite having studied English for years. In order to leave the criticism of the education system aside and approach this problem from different perspectives, it is necessary to look at the classroom, the learning environment, the methods of the English teachers, and the readiness of the students.

Students' foreign language learning motivations directly affect the learning process. When Gardner and Lambert's foreign language learning motivation model is examined, two different motivations are seen; instrumental motivation and integrative motivation. Instrumental motivation is the motivation model in which learners want to learn a language for a practical reason such as getting a salary bonus, passing an exam, etc. Students at college are this type of learner. The second motivation model which is called integrative motivation is the motivation in which learners who want to learn a language get to know the culture where that language is spoken. Their learning a new language motivation comes from learning the culture. They are interested in the culture. Studies show that this type of learner is more successful than instrumentally motivated learners. However, SLA theorists' understanding of motivation is limited, and given the widespread calls for assisting students in becoming autonomous learners—that is, students who are involved in and accountable for their own learning—our understanding of motivation is likely to change. Furthermore, many language learning processes are influenced by active decisions made by learners, such as whether or not they enroll in a course, communicate with native speakers, focus their attention, and so on. Given these considerations, as well as the fact that learners' cognitive processes play a crucial role in acquisition (O'Malley et al. 1985), it is critical to reevaluate the function of motivation in the context of modern conceptions of language learning (Shaaban, 2000).

Tools that can motivate students at the point of pronunciation development are very easy to access in today's technology age. It is very practical to reach and benefit from English input sources with television, mobile phone, tablet, and other similar technological tools. However, it would be somewhat optimistic for students who see English as just a subject to pass, adding activities to improve their pronunciation in their daily routine. English teachers can use these tools in their lessons, even if students do not find the motivation to spend time improving their pronunciation outside of class. It is predicted that these tools will increase students' in-class participation and motivation and will be very useful for teachers in their coursework.

1.2. Purpose of the Study

It is undeniable that we live in an era of information, and in this context, having access to information is crucial. In a few years, it is anticipated that information will double every 10 to 20 hours (Rosenberg, 2017). As is the case, it may be argued that learning English offers a priceless key to entering the realm of information (Demirkesen, 2019).

Speaking English is the most essential skill to gain in learning English process in order to effectively communicate, students should be aware of "linguistic features" and be able to process them, according to Harmer (2001). If the speaker is fluent in these linguistic elements, it will assist students achieve their aim of effective communication (Derakshan, 2016).

Pronunciation is expressed as the most difficult skill to develop by students among oral outcomes (Josane, 1999). Studies also reveal that the most effective way to improve pronunciation is to interact with a native speaker (Thompson, 1991). Since it will not be possible to find a native speaker for every student, there are many methods used to improve pronunciation.

Shadowing is a method English learners can use to improve their pronunciation. According to Torikai (1997), shadowing is a useful strategy for enhancing speaking and listening abilities, which are essential elements of oral communication. In this method, students repeat what they hear from a native speaker in the same way with the help of technology. The shadowing method takes its name from its implementation in this way. The fact that it is a method that can be used outside of local schools also makes it practical. The contribution of this method to students' motivation to learn English has also been revealed in previous studies (Shiota, 2012). Considering all these, the aim of this study is to examine the contribution of the shadowing method to the development of pronunciation and its effects on students.

1.3. Significance of the Study

Foreign language teaching is essential in the education system of many countries. English as a lingua franca is taught almost everywhere in the world. Apart from the main course in language teaching, the 4 skills given are also the most important parts of language teaching. Unfortunately, it would be a big mistake to say that English is taught with the same concerns all over the world.

Although the success of foreign language teaching in our country has been called into doubt and sharply condemned due to the poor test scores pupils earn on both the national and

international levels, it still holds a significant place in the state-designated education policy. Turkey was placed forty-seventh out of sixty-three nations in the 2014 Education First English Proficiency Index, a standardized test designed to gauge each nation's level of English ability. There are numerous explanations for why Turkey ranks so poorly in English language education and learning (Demirkesen, 2019).

One of the biggest factors in this unsuccessful ranking of Turkey is that the current curriculum consists of a program focused on the exams taken to pass from secondary school to high school, from high school to university. Students only memorize information that will be useful to them in exams. This unfortunately reveals a student profile who knows the grammar rules by heart but cannot use them in practice.

It is the teacher's responsibility to create an environment suitable for the development of standardized four skills in English teaching, alongside grammar. Being aware of this responsibility, English language teachers should make a lesson plan and make sure that the course book includes all the achievements. However, the current exam-oriented curriculum hinders the implementation of these idealistic plans. Teachers cannot integrate the four skills they need to gain into their lessons as they wish, and they give the information in capsule form that they are sure that their students will score high enough to get high scores in high school and university passing exams.

In cases where the Four skills are given as desired, it is observed that the students behave timidly during the speaking development process. There are many reasons for this. Students' fear of making mistakes, lack of self-confidence, and inability to communicate well with the teacher are the most well-known of these reasons. Speaking acquisitions are indispensable in language learning because language is a living entity and a skill that can be developed and acquired using it.

The use of incorrect pronunciation in Speaking achievements is also quite common. It is not possible to say that Turkey's correct English pronunciation is also very successful. One of the biggest effects of the lack of pronunciation development is related to the fact that speaking acquisition cannot be realized as desired. The role of native speakers in the development of pronunciation is undeniable. It has been revealed in previous studies that in conflicts related to pronunciation development, students report that they have difficulties in the

development process. In the same studies, they say that native speakers are the best and effective way to improve pronunciation.

Considering the fact that not every student can interact with a native speaker, ways that provide an environment for this are used. Thanks to technology, it is now easier for students to access native-speaker resources. It is not difficult for them to interact with native English speakers wherever there is internet and it is quite common. All these easy and practical ways to access such as videos, songs, TV series, movies, dating applications, online games, and foreign language learning applications on social media are native speaker resources.

English teachers may want to integrate many of the other resources listed above that have not yet been mentioned, but this does not always happen as planned. The shadowing method, which serves the same purpose, is an easy and sustainable method to apply. Shadowing, which is based on students repeating short sentences heard from native speakers as they heard them, has been applied to their students by some teachers for many years. In previous studies, it was stated that students found the shadowing method easy, enjoyable, efficient, and motivating. On the contrary, there are some participants who find this practice boring or tiring, although they are few in number.

The importance of this study lies in its attempt to identify the prospective beneficiaries of shadowing, which are among the most tangible and widely used subsets of the ways of improvement of shadowing, in order to meet the high requirements in English language instruction.

1.4. Assumptions

This study assumes that the shadowing method positively affects the development of pronunciation while gaining speaking skill. In addition, it predicts that the shadowing method will serve as a gateway for permanent learning in students. In this context, the two main aims of the study can be summarized as follows:

- To draw attention to the development of students' pronunciation while gaining speaking skill.
- Evaluating the positive effects of the shadowing method on the speaking skill acquisition process.

For this purpose, it is planned to conduct the study in the light of two research questions:

1. Does the shadowing method affect pronunciation improvement?
2. Does the shadowing method motivate EFL learners?

1.5. Limitations

Although the study's findings shed insight on the efficiency of the shadowing approach in enhancing English pronunciation, the study is not without its drawbacks. Firstly, only a small number of participants were used in the study. Secondly, it was a research study with conclusions drawn after an eight-week investigation. A larger sample and a longer time period are required to draw generalizations. The study's setting—it was conducted with students at a private institution who were taking English as a foreign language—was another limitation. Consequently, if it were used to different participants who were studying at different educational levels, different conclusions might be drawn. Gender, age, socioeconomic status, and cultural considerations were not taken into account.

1.6. Definitions

EFL: English as a Foreign Language is learning English in a non-English-speaking country.

Shadowing Method: Shadowing Method is the repetition of the sounds heard.

VoScreen: A technological tool that is used for learning English.

L2: Second language, foreign language.

Noticing Hypothesis: A hypothesis in second-language acquisition that claims that unless a student actively notices the information, they will not be able to advance or acquire linguistic aspects.

CHAPTER 2

2. LITERATURE REVIEW

This chapter includes the most recent research on the use of the Shadowing Method in EFL pronunciation, along with references to its importance, benefits, and some key words.

2.1. EFL

One must acknowledge the significance and vitality of international communication in a world that is quickly going global. English is used for oral and written communication nowadays since it is the world's most widely spoken language. In Turkey, much as in many other non-English speaking nations, there is an increasing demand for English in both the business and public sectors (Kara, Ayaz & Dündar, 2017). In such a setting, learning English becomes essential and required for everyone looking for employment or who simply wants to keep up with the times in terms of social, economic, scientific, and technological elements (Tosun, 2006).

Inal, Evin and Saracaloglu (2005) showed through an experimental study that learners' academic success in English is closely tied to their sentiments toward the language and its culture. One advances more quickly the more favorable sentiments they have regarding the culture of the target language. Therefore, it is impossible to dispute the influence of culture on personality (Kara, Ayaz & Dündar, 2017).

Since students in EFL lessons are exposed to a wide range of cultural topics, they are expected to consider and discuss those topics with others. They undoubtedly feel reluctant to speak up in class as a result (Inal et al., 2005).

Teacher self-efficacy, defined as "teachers' individual beliefs in their abilities to perform specific teaching tasks at a specified level of quality in a specific situation," also considerably improves the oral production capacities of EFL learners (Dellinger, Bobbett, Olivier, & Ellett, 2008, p. 752). Demir, Yurtsever and Çimenli (2015) found a link between teachers' perceptions of their own efficacy and their readiness to use communicative activities in language instruction.

Since it is evident that the utilization of communicative activities by teachers would result in improvements in the students' speaking abilities, self-efficacy levels of the teachers are

vital. Additionally, communicative exercises can aid teachers in improving their own oral production skills (Uysal, 2012).

The most significant difficulties teachers encounter are choosing appropriate materials and creating a conducive environment for language acquisition. While there are many publishers and publishing houses in Turkey that import textbooks for schools, public school teachers are not given the option to choose the course materials they teach from. All students are provided with books by MoNE, and the English textbooks are written by a team of specialists, which may present issues in EFL sessions. Hutchinson (1987) asserts that a good resource should include one or more intriguing books, pleasant activities, and chances for learners to develop their knowledge and abilities.

Given that they are the origin of language and the learning process, good materials are known to increase learning opportunities for both teachers and students (Kizildag, 2009). She underlines, however, with the results of her research that the course books are inadequately written and the supplemental resources fall short in addressing the requirement for communication. Similarly, Yılmaz (2008) emphasizes that Turkish schools' usage of EFL texts is mostly oriented on grammar and reading and does not provide a conducive environment for vocal communication. According to Büyükyavuz and İnal (2008), there is a shortage of English language teachers in Turkey, and there are also issues with packed classrooms and a lack of teaching resources.

According to Kara, Ayaz and Dündar (2017), it is evident that the society in which a person grows up determines both their qualities and educational environment as well as their attitudes about learning a foreign language. Learning can't happen by itself; it happens when students engage in the learning process and engage with their surroundings (Yurtsever-Bodur, 2015). Success in learning a foreign language is correlated with the society's structure, which must be considered (Işık, 2008). Because of this, it is understandable when language learners assert that they are unable to acquire a language when there are no native English speakers around or when their parents are not fluent in the language (Yurtsever-Bodur, 2015). The widespread understanding is that acquiring a second language (L2) is not an easy or quick process. There are many issues that can keep students from starting that path. The main issues in this situation are manageable on a personal, educational, and societal level (Kara, Ayaz & Dündar, 2017).

According to Alptekin and Tatar (2009), the majority of EFL learners experience severe anxiety when speaking in the L2 because by the time they reach the tertiary level, they are very concerned about their oral performance.

Öztürk and Çeçen (2007) conducted a qualitative study in which they found a correlation between learners' low self-confidence and what they believed to be an insufficient level of English ability and their concern about learning a foreign language. Speaking anxiety is not a trait, however, as Sevingil (2008) and Zerey (2008) illustrate using a standardized L2 speaking anxiety scale; rather, it only manifests when a student is in front of the teacher and their peers. Speaking in front of the class is the activity that causes the participants the most fear (Alptekin & Tatar, 2009).

Another important topic to talk on is the L2 learners' motivation, which is equally important to anxiety. According to Gardner (1985, p. 10), motivation is the result of making an effort, wanting something badly enough, and having positive thoughts about learning the language. The proficiency and success of foreign language learners in the target language are strongly correlated with motivation.

Different perspectives of professors and students may cause issues in addition to those brought on by the students' high anxiety or low motivation. The majority of teachers and students emphasize the importance of student engagement in lessons, particularly those involving listening and speaking, yet the responses from the students show that the majority of the courses are teacher-centered (Akyel & Özek, 2010). They claim that whereas college professors place the highest value on reading comprehension and active listening, students place a higher value on speaking and active listening for academic success (Kaya et al., 2017).

It's also important to remember that kids don't have a say in how the curriculum is developed. According to Kırkgöz (2009), the majority of EAP (English for Academic Purposes) curriculum developers are unaware of the academic requirements of students. It follows that it is crucial to understand the needs analysis of the academic environment of the students in order to assess how well an EAP curriculum meets the academic demands of students and provides useful information for the curriculum development process (West, 1994).

Nazara's (2011) experimental study has shown that all respondents valued speaking and were prepared to meet the requirements to become proficient in it. Students were given engaging materials, empowering exercises, and many opportunities to practice speaking, yet

they insisted on more practice time. Additionally, some respondents avoided commenting out of fear of being "scolded" by lecturers or ridiculed by their peers.

Turkish students are believed to be less fluent in English than their colleagues from other nations, while having high levels of skill in reading, hearing, and writing. This is cause for severe concern because these students took both mandated and elective English classes during their 10 years of compulsory schooling. Language learning anxiety, learner autonomy, teacher education and development deficiencies, and a lack of materials or/and technology in EFL sessions have all been proposed as remedies in the past (Aydın & Zengin, 2008; Büyükyavuz & Ünal, 2008; Haznedar, 2010; Solak & Bayar, 2015).

Among the many difficulties in enhancing the oral output abilities of EFL students, issues with language teachers cannot be disregarded. Turkish EFL students' only opportunity to practice speaking is in the classroom setting because they do not have a lot of direct contact with the L2 population. The largest barriers to the development of that talent in the Turkish educational system, however, are the teacher-centered language teaching tradition, which is reliant on rote memory, and form-focused instruction (Çetintaş, 2010; Haznedar, 2010).

According to a survey done by Haznedar (2010), on 530 primary and secondary public school teachers in a Turkish metropolis, rote-memorization and repetition drills from the 1960s are still used by 70% of language teachers today. Additionally, about 75% of them continue to favor the grammar-translation approach, which offers no opportunity to practice L2 speaking skills at all. On the other hand, Aktaş (2005) advises language instructors to encourage their students to speak the language freely without worrying about making mistakes or facing criticism from others (Kaya et al., 2017).

2.1.1. Speaking in EFL

Speaking has traditionally been regarded as the most important ability to master along the history of foreign language education and learning for a number of reasons. First of all, conferences and research studies on language teaching have long concentrated on techniques and methods for teaching speaking. Second, there are a ton of books, audios, and videos being created constantly for conversation and other speaking courses. Additionally, a lot of language learners use speaking skills as a yardstick for language proficiency. They distinguish fluency from reading, writing, or understanding oral language by emphasizing the ability to speak with others. The most crucial skill they can learn is communicating, in their opinion (Nazara, 2011).

Given the significance of speaking ability in EFL programs, it is crucial to identify and employ the finest teaching strategies, resources, activities, media, and other necessities that will assist students in mastering speaking ability. However, despite the fact that many research targeted at aiding learners in mastering speaking skills have been carried out, many EFL learners still find speaking to be quite challenging to master (Nazara, 2011).

Speaking is a complex concept. Speaking is so prevalent in our daily language use, as noted by Thornbury and Slade (2006), that it is the source of this complexity. In other words, it is challenging to define speaking since it is so entwined with everyday encounters. Speaking has also been influenced by a number of academic disciplines, including linguistics, psychology, anthropology, and sociology (Gumperz, 1999). Therefore, it becomes more difficult to put together a succinct yet complete description of speaking. The most we can do is define speech in terms of its characteristics, purposes, and circumstances.

Speaking can be characterized as a social, multi-sensory speech event with an unpredictable topic based on its characteristic. Speaking is social in the sense that it builds relationships and consensus, upholds and modifies social identity, and calls for interpersonal skills (Thornbury & Slade, 2006, p. 17). When teaching speaking, this social element is conveyed through desires, sentiments, attitudes, opinions, and judgments, which can be at odds with the formal nature of the classroom.

Speaking is also a multi-sensory activity since it incorporates paralinguistic aspects that influence conversational flow, such as eye contact, facial emotions, body language, tempo, pauses, voice quality changes, and pitch modulation (Thornbury, 2005, p. 9). It appears that culture has a significant role in how language is produced, which has implications for how English is taught and learnt.

Additionally, speaking is generally unpredictable, thus native speakers have a "linguistic repertoire" of often used words and phrases that allow them produce different speaking (Gumperz, as stated in Yorio, 1980, p. 434). These conventions, practices, and linguistic traits would be beneficial to emphasize in a speaking class in relation to the teaching of speaking.

Speaking is typically done face-to-face, which makes it highly interactional and social from the perspective of the situation in which it occurs (Van Lier, 1989, p. 492). However, Thornbury and Slade (2006, p. 23) draw attention to the fact that "computer-mediated communication" has many conversational qualities and that face-to-face contact may not

always be necessary. Speaking takes place in a small group of at least two persons. It takes place in situations that are shared, such as institutional, social, situational, and cultural settings (Thornbury and Slade, 2006, p. 15). Speaking occurs in real time and necessitates impromptu decision-making and improvisation, resulting in a highly dynamic discourse (VanLier, 1989, p. 493; Nunan, 1999, p. 226).

Communication can only be effective when the student is alert to the social and cultural components of language use and how they differ between his native and second language, according to Applegate (1975, p. 271), who emphasizes this in connection to language education. The aforementioned parts of communication and strategies for starting real conversations should serve as a guide for speaking classes. In other words, for speaking lessons to be successful, the suitable approach, engaging exercises, appropriate equipment, and strong motivation are required.

In conclusion, speaking is a particular type of spoken discourse that is primarily social and used in social settings. It requires expertise in three different areas (Burnkart, 1998). The first are the linguistic mechanics (pronunciation, grammar, and vocabulary), which enable the speaker to employ the right words in the right order and with the proper pronunciation. Second, speaking functions (transaction and interaction) allow the speaker to understand when a clear message is required (such as when carrying out a transaction or exchanging information) and when it is not (such as when developing relationships). Third, the sociocultural norms that help people understand the context of a conversation, the person they are speaking to, and the goal of their speech (such as turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants). Understanding these components will help someone know when it is their moment to speak, when to listen, how quickly to speak, and how long to pause (Nazara, 2011).

Speaking lessons need the appropriate methodology as well as a variety of resources (textbooks and audiovisual materials), activities, suitable instruction, and chances to interact with the target language. Nunan (1999, p. 241) highlights the need of giving students as many opportunities as possible to use the target language in realistic situations and contexts. The chances are a crucial component of a speaking class. The instructor's main responsibility is to help the student master the language's mechanical components (pronunciation, grammar, and vocabulary), as well as the language's functions and sociocultural norms, by giving them authentic exercises that will help them interact in real communication. Teachers must assist

students in producing grammatical expressions that are logical, appropriate for the context in which they are speaking, and pronounce them correctly (Nazara, 2011).

The significance of classroom interaction or students' speaking involvement in class has been studied in relation to language learning. However, most language teachers struggle with motivating their pupils to participate in class, particularly in foreign language classes (Tsou, 2005).

Unquestionably, there is a connection between students' participation in class and their academic success (Lim, 1992; Wudong, 1994; Zhou, 1991). According to studies, when students actively participate in class, their academic accomplishment appears to be higher than that of those who are inactive. According to a summary of Krupa-Kwiatkowski's study (1998), Participation, personal engagement, and some type of initiative are all aspects of interaction that are believed to trigger cognitive processes that are advantageous to language learning. In general, student participation encompasses a wide range of student behaviors, including speaking, listening, reading, writing, and using their bodies physically or through body language. Studies in the field of language learning have concentrated on the importance of students' oral engagement since it is the most observable behavior (Ellis, 1988, 1993; Ely, 1986; Gomez, 1995; King, 1993; Seliger, 1977; Spada, 1986). As a result, more emphasis has been placed on students' oral engagement or interaction in class (Wagner-Gough & Hatch, 1975; Long, 1981; Swain, 1985; Tsui, 1992). For instance, Wagner-Gough and Hatch (1975) asserted that conversational engagement serves as a fundamental component of syntax development and is not only practice. Additionally, Swain's (1985) "output hypothesis" proposed that in order for learners to acquire native-speaker levels of grammatical accuracy, they must have the chance to use their linguistic resources in meaningful ways.

Given this context, a sizable number of scholars (Busch, 1982; Day, 1984; Ellis, 1993; Ely, 1986; Pica, Lincoln-Porter, Paninos, & Linnell, 1996; Spada, 1986) have carried out empirical studies to investigate the relationship between language acquisition and classroom interaction. For instance, Ely (1986) discovered that involvement in class had an impact on speech accuracy. These studies support the idea that spoken engagement both inside and outside of the language classroom has a favorable impact on language learning.

2.2 Pronunciation in EFL

According to Richard and Schmidt (2002), pronunciation refers to the way specific sounds are made. Accentuating pronunciation draws attention to how listeners interpret sounds. They continued by stating that English pronunciation is crucial since poor pronunciation makes it challenging for listeners to comprehend the true meanings of words. According to Harmer (2007), pronunciation in a language, the placement of emphasis on words and sentences, and the use of pitch and intonation to communicate emotion and meaning are all examples of pronunciation.

The process of making sounds to convey meaning is known as pronunciation. It consists of the consonants and vowels of a language (the segments), as well as suprasegmental aspects of speech including stress, timing, rhythm, intonation, and phrasing. Each of the aforementioned components can interact with the others when people speak, making it easier or harder to understand someone's pronunciation depending on which component is problematic (Pourhosein Gilakjani, 2012; Yates & Zielinski, 2009).

For every non-native English speaker, pronunciation has been a source of concern. Pronunciation in the target language is one of the most difficult skills to master, taking into account cognitive, perceptual, psychomotor, and psychological variables (Pennington 1998). All learners exhibit varying degrees of proximity to the target language, according to Selinker's (1972) interlanguage, which he defined as the emerging learner language. Some of the issues that are important to each learner's interlanguage are phonology and pronunciation. Therefore, it makes sense to draw the conclusion that pronunciation instruction is important. However, for a variety of reasons, pronunciation isn't as valued as other aspects of language like vocabulary and structure (Nakazawa 2012).

Speaking a second language necessitates a wide range of skills, including grammar, vocabulary, teaching, and so on. Pronunciation is one of the most important skills in teaching English as a second language. Listeners will be unable to understand speakers with really bad pronunciation. Despite the fact that learning to pronounce is difficult, many ESL/EFL programs place little emphasis on pronunciation instruction (Gilakjani, 2011).

Even after years of studying the language, many English language learners still struggle greatly with pronunciation. They frequently experience challenges as a result, including having trouble finding work (Fraser, 2000a). Pronunciation, not vocabulary or grammar, is the flaw

that most significantly hinders the communication process in EFL/ESL learners (Hinofotis & Baily, 1980). After finishing primary English classes, pronunciation is a worry and one of the top priorities for ESL students, according to Davis (1999). It is crucial to distinguish between speaking and pronunciation because they are sometimes used incorrectly interchangeably. It is thought of being a component of speech (Gilakjani, 2011).

There are several sub-skills needed to speak English, but according to Fraser (2000a), pronunciation appears to be by far among the most important. Grammar, pragmatics, and vocabulary are other speaking subskills. Fraser (2000a, p. 7) asserts that strong pronunciation makes a speaker accessible despite other mistakes; poor pronunciation makes a speaker difficult to understand despite other aspects of their speech being accurate. Despite the importance of pronunciation training, English language teachers have not paid it enough attention (Gilakjani, 2011).

According to Levis and Grant (2011), some students and most foreign language teachers agree that clear pronunciation is vital for efficient communication. Most students desire extra class time for pronunciation because they believe it is an important part of learning to speak. Despite the fact that pronunciation is recognized as crucial, teachers are frequently unclear of how to incorporate it into the curriculum. Because the majority of courses concentrate more emphasis on general oral communication than pronunciation, teachers must discover novel ways to include pronunciation into speaking-focused classrooms that are clearly linked to the course's oral communication aims (Murphy, 1991).

Although pronunciation training can be intelligently incorporated into a variety of ESL/EFL classes, it is especially pertinent to courses where speaking is the main focus. It's a well-known fact of spoken language that how something is stated is often just as significant as what is said. The use of coherent language, the pragmatics of speech acts, and lexical meanings all play a part in how something is stated. However, pronunciation is also necessary because poor pronunciation has been identified as a significant contributor to comprehensibility issues (Levis & Grant, 2011).

According to Gilakjani and Sabouri (2016), as language becomes more significant, more individuals are realizing that effective communication requires more than just a working understanding of English syntax and vocabulary. In today's environment, it is crucial to not only understand what other people say, but to also make one's own speech understandable to

others. Although many EFL students and teachers are aware of how important English pronunciation is, many EFL students regrettably mispronounce sounds, place stress in the wrong places during sentences, and misuse intonation patterns. The English stress-time patterns might be difficult for learners whose native tongue is one of the syllable-timed languages, such as Czech, Italian, or Hungarian, where the stress is on all syllables. This is a significant factor in the difficulty many adults have with English pronunciation sounds and their inability to break their native pronunciation patterns (Tennant, 2007). This issue can be resolved by exposing EFL students to as many pronunciation assignments as possible to help them comprehend the pronunciation of native speakers (Hewings, 1993). Teachers sometimes fail to include English pronunciation in their lesson plans for the subject of English and instead place a greater emphasis on grammatical structures and lexical syllabus (Kelly, 2007). According to Anderson et al. (1984), teachers' responsibilities to incorporate spoken English in their EFL lessons are just as important as their responsibilities to focus on the written language.

Laroy (1995) argued that learners cannot simply be taught how to pronounce words in English. To properly comprehend it, they should consider it in their brains. The new sounds should be understood by learners as they would by young children learning the language. EFL learners want assistance in learning the proper pronunciation, just like kids who need help with their writing. According to Anderson, Brown, Shillcock, and Yule (1984), whereas some EFL students have no trouble pronouncing English sounds, some students need extra support and encouragement. According to Kelly (2007), teachers avoid teaching English pronunciation in their lessons because of their hesitations. In support of the aforementioned assertion, Kenworthy (1990) stated that EFL teachers should be aware that they possess a basic understanding of phonetics as well as a certain level of sensitivity when it comes to providing their students with accurate training and helpful ideas for learning English pronunciation. Knowing English pronunciation is essential, according to Yates and Zielinski (2009), because it is stressed so much in education. Nobody will for sure pronounce words in an acceptable manner if professors do not convey the key rules to their EFL students. By introducing the new sounds, words, sentences, and phrases and setting up the proper resources for comprehensible pronunciation in their EFL sessions, EFL teachers are responsible for achieving this goal. EFL instructors should research novel techniques for teaching, practicing, and providing feedback on English pronunciation that are truly suitable for helping students learn the language quickly and efficiently (Gilakjani & Sabouri, 2016)

According to Pourhosein Gilakjani (2012), One can judge a speaker's English skill by listening to how they pronounce the language. If their pronunciation is bad, their ability to speak a language well may diminish. Poor pronunciation leads to misunderstandings and communication failures. On the other hand, even when speakers make numerous grammatical errors, effective pronunciation allows listeners to rapidly and properly judge speakers' language proficiency. Despite advanced grammar or vocabulary, Lund (2003) asserted that good pronunciation allows people to comprehend speakers more easily than poor pronunciation, which promotes confusion. Pourhosein Gilakjani (2012) made the case that teaching English pronunciation is an important component of the subject. Tasks that require pronunciation help students gain confidence in a variety of sounds and sound characteristics and enhance their speaking abilities. According to Harmer (2005), comprehending where the sounds are made in the mouth and the stressed syllables in words aids pupils in understanding what they are reading and writing. Pourhosein Gilakjani (2012) contends that English pronunciation is an essential part of communication and that exercises emphasizing pronunciation should be included in EFL classes utilizing a variety of materials and evaluations. Speaking with confidence and improving listening skills are both boosted by accurate pronunciation. Instruction in pronunciation is crucial for spoken communication. Additionally, it plays a big role in communication skills (Hismanoglu, 2006). Many teachers devote insufficient attention to this crucial talent, despite the importance of English pronunciation in the English language. Some researchers have discussed the challenges of teaching pronunciation. Although many teachers don't pay attention to it in their classes, Morley (1991) stated that teachers must teach English pronunciation in ESL and EFL classes.

Instruction in pronunciation is crucial for spoken communication. Additionally, it plays a big role in communication skills (Hismanoglu, 2006). Even though English pronunciation plays such a big part in the language, many teachers don't give it the attention it deserves. Some researchers have discussed the challenges of teaching pronunciation. Although many teachers don't pay attention to it in their classes, Morley (1991) stated that teachers must teach English pronunciation in ESL and EFL classes. Pourhusein Gilakjani (2012) made the case that teaching English pronunciation to EFL students is one of their least favored subjects. According to Morley (1991), learners would not be able to speak effectively without impeccable pronunciation abilities, which are a crucial component of communicative competence. Many teachers attempt to teach grammar, vocabulary, and the four language skills to their students

without including English pronunciation in their curricula, according to Hismanoglu and Hismanoglu (2011).

Since English pronunciation affects students' communicative performance and competency, it is a crucial part of teaching and studying other languages. Poor pronunciation makes it difficult for learners to interact with others and undermines their confidence. EFL instructors can assist their students in acquiring the pronunciation skills required for effective communication (Gilakjani, 2016).

According to Elliot (1995), even though pronunciation is one of the most crucial aspects of speaking, many teachers do not explicitly teach it. Foreign language instructors hardly ever do this. Additionally, it is one of the toughest obstacles that language instructors and students alike must overcome. Teachers who are aware of the factors affecting their students' pronunciation can successfully modify their instruction to help their pupils pronounce words more clearly (Gilakjani, 2016).

Fraser (2000) suggested providing ESL/EFL teachers with courses and resources to aid in the improvement of their pronunciation instruction. One of the main goals of pronunciation education, in accordance with Morley (1991), is comprehensible pronunciation instead of immaculate pronunciation, and it is an essential element of communicative competence. The objectives should be reasonable, practical, reachable, and pertinent to the learner's communication requirements. In order to be understood, English language learners must communicate as clearly as they can (Gilakjani, 2016), not just as plainly as native speakers.

According to Fraser (2000), the most crucial oral communication ability is pronunciation. Pronunciation should be matched with all other communication abilities, according to Miller (2004). The development of this critical talent, according to Miller, is greatly influenced by teachers. The ability to speak English requires a variety of subskills, including vocabulary, grammar, and pragmatics, claims Fraser (2000). Pronunciation is the most crucial of these abilities, though. Even if a speaker makes other mistakes, their speech may still be clear if their pronunciation is good. Conversely, if their pronunciation is poor, their speech may still be accurate in other ways, but it would be very difficult to understand (Gilakjani, 2016).

According to Julai (2002), one of the fundamental abilities and the cornerstone of oral communication for EFL learners is pronunciation. Without proper pronunciation, there would

be no spoken language and no oral communication, Julai (2002) stated. Learners are not expected to pronounce like native speakers as part of pronunciation instruction. Understandable pronunciation should be the fundamental objective of oral communication. Pourhosein Gilakjani (2011) contends that learners need to alter the way they perceive the sounds of English words in order to alter how they pronounce those words. Not just individual sounds but also the larger components of speech, such as syllables, stress patterns, and rhythm, are true of this. Unfortunately, pronunciation instruction is still often ignored while teaching English (Gilakjani, 2016).

As defined by Yates and Zielinski (2009) and Pourhosein Gilakjani (2012), pronunciation is the process through which speakers make the sounds that give their words meaning. Vowels and consonants are linguistic segments, as are suprasegmental aspects of speech such as stress, time, rhythm, intonation, and phrasing. Linguistic chunks also include the description of the voice (voice quality). When people speak, all of the aforementioned elements interact, so difficulties with one may affect the others, changing how simple or complex it is to understand someone's pronunciation.

People can comprehend language learners with clear pronunciation even when they make mistakes in other language skills, but they cannot understand speakers with unclear pronunciation, even if they have a large vocabulary and a thorough understanding of grammar (Yates & Zielinski, 2009).

Listeners evaluate a speaker's English skill based on their own pronunciation. If a speaker's pronunciation is weak, their entire language proficiency decreases. Poor pronunciation is very difficult to hear and necessitates greater effort and concentration on the side of the listener. Poor pronunciation leads to misunderstandings and communication failures. Listeners perceive a speaker's overall language competence far more accurately if they can understand their pronunciation, even to the point of forgiving grammatical errors (Pourhosein Gilakjani, 2012).

Good pronunciation gives the speaker important confidence. 'Native-like' pronunciation is not what good pronunciation is. If a student tries to mimic a native speaker's speech exactly, he or she will quickly get dissatisfied because this is not a practical goal for studying pronunciation. In order to have meaningful conversations, the pronunciation should be

"listener-friendly," meaning that it should be simple for listeners to grasp (Pourhosein Gilakjani, 2012).

According to Morley (1998), When speakers interact with others, their pronunciation may create a favorable first impression of their language abilities. Poor or incorrect pronunciation will confuse both speakers and listeners. Furthermore, kids who have difficulty pronouncing develop a low feeling of self-worth, which has a negative impact on how well students assess their own talents.

People can better understand one other if they talk plainly. Poor pronunciation, even when utilizing complex syntax or vocabulary, can mislead listeners, cause misunderstandings, and severely effect communication. As a result, people can use simple language or grammatical constructs to make themselves understood, however they can't always utilize simple pronunciation (Lund, 2003).

In the opinion of Gelvanovsky (2002), because it has great societal value, pronunciation should be related to attributes of eminence such as intelligence, professional skill, hard effort, and social benefit. The most essential feature of non-native speakers is their pronunciation, which reveals information about their social and geographical backgrounds.

According to Fraser (2000), pronunciation is the hardest skill to learn since it has an impact on how others perceive speakers. Miller (2004) emphasized that pronunciation errors cause communication breakdowns. Miller emphasized the significance of integrating the teaching of pronunciation education with the teaching of other language skills.

For many EFL students, The desired outcome is intelligence, and their goal is to be understood in conversation. The ultimate aim for some pupils is to converse with native speakers. Fraser (2000) asserts that students should be able to speak English with their preferred accent that is simple for an English speaker to understand. According to Jenkins (2002), learners must be understandable to both native and non-native speakers. Teachers ought to help students become clear and easy to grasp.

The exact pronunciation of English words by native speakers cannot be achieved by EFL students. Although some prefer to pronounce more like a native speaker than others for particular reasons, intelligence is the ideal goal for the majority of learners (Abercrombie, 1991).

'Intelligibility' in and of itself is not a desirable goal, according to Yates and Zielinski (2009). What is understandable depends on who is listening. As crucial as what they say and do is how speakers interact with one another. The attitudes, abilities, experiences, and prejudices of the listener may affect how they perceive comprehensibility. These include attitudes toward the speaker and the speaker's racial group, familiarity with the speaker's accent, and the ability to understand speakers at various levels. Because of several considerations, every listener evaluates a speaker's capacity to be understood differently. These concern their demeanor toward the speaker and their level of familiarity with them. It also matters how much of what is being discussed they already know. (Gilakjani, 2016)

According to Butler-Pascoe and Wiburg (2003), teaching pronunciation aims to help learners feel at ease when using the language, develop English which suits people's needs while contributing to communicative competence, develop English that is clear to listeners and does not confuse them, develop speech consciousness, personal speech monitoring skills, and develop speech awareness.

According to James (2010) and Pourhosein Gilakjani (2012), speakers have understandable pronunciation when others can comprehend what they are saying and their English is pleasant to listen to; in other words, the speaker is "comfortably intelligible." According to the experts, practicing pronunciation can help some students sound more like native speakers. Although this might be a worthwhile objective for students, teachers who want to boost their students' confidence and pronunciation shouldn't make it their main focus. Therefore, teachers should encourage their students to speak English clearly and understandably rather than requiring them to have an American or British accent in order to have acceptable pronunciation (Gilakjani, 2016).

2.2.1 Why integrate pronunciation in EFL

The overemphasis on English pronunciation in EFL sessions demonstrates how crucial pronunciation is to learning the language. For them to know what to aim for, EFL learners should be aware of how they speak to others. According to earlier research, many English language learners solely communicate in English with their EFL teachers. If educators don't provide their students with the tools for understanding pronunciation, no one will (Gilakjani, 2016). Teachers can do this by teaching students how to pronounce new words and phrases and by creating classroom environments that are conducive to understandable pronunciation (Yates & Zielinski, 2009).

According to Gilakjani (2016), one of the most beneficial contributions teachers can make to the teaching and learning of English pronunciation is to assist their students in producing understandable speech.

Pourhosein Gilakjani (2012) asserts that certain factors are crucial for incorporating pronunciation into EFL lessons. They are students' ages, educational backgrounds, pronunciation instruction experiences, and motivation; instructional settings such as classrooms and workplaces; literacy; conversation; institutional factors such as teachers' educational backgrounds; the emphasis of the curriculum; the availability of pronunciation tasks; class size; and equipment accessibility; and linguistic variables such as students' native languages and the diversity or lack thereof of their native tongues (Gilakjani, 2016).

2.2.2 Techniques for teaching English pronunciation

Gottlieb (2006) asserts that in order to teach pronunciation, one must comprehend the three components of speech: perception, production, and prediction. Oral language is perceived through hearing, listening, seeing, and feeling. Pronunciation requires awareness of the lips, tongue, throat, vocal chords, sinuses, and facial muscles, among other components of the speech system. In order to produce spoken language, one needs time to listen, process, and formulate a response, as well as familiarity with the language's components and the activation of background information. The ability to predict oral communication requirements is gained by exposure to various circumstances. EFL students make quick progress toward becoming independent learners through the introduction of prediction skills (Gilakjani, 2016).

The speaking/pronunciation component of language instruction has typically just included drills or situational responsive answers. With emphasis to a particular segmental or spelling, phrase, rhythm, or tone feature of pronunciation, new strategies have focused on performing accurate speaking tasks in real-world settings (Gottlieb, 2006).

Several methods for teaching and learning English pronunciation were suggested by Cook (2001). They are communication, imitation, sound discrimination, and phonetic transcription use. Elicited mechanical production, ear training for sound contrast, and sounds for meaning contrasts are a few methods Schmitt (2002) identified for learning English pronunciation.

According to Penny Ur (1996), instead of completely replicating the regional accent, the goal of pronunciation instruction is to teach the learner how to pronounce words clearly so

that they may be heard by other speakers. She provided several pronunciation instruction strategies. These include mimicking lecturers or recorded sound models, recording students' speech and comparing it to a native speaker's speech, systematic description and training, imitation drills, sound repetition, variety in sound repetition, learning dialogues, rhythms, tongue twisters, and self-correction through listening to recordings of one's own speech.

According to Harmer (2007), teachers should help students achieve the goal of comprehensibility by providing them with more information about spoken English. Harmer emphasizes that the primary objective of pronunciation instruction is intelligibility rather than perfection. According to Harmer, the approaches for teaching pronunciation include emphasizing individual sound, sparse pair drill, pronunciation games, practicing sound waves, and learning related speech.

Thornbury (2008) made the case that English pronunciation must be understandable. He provides some methods for teaching pronunciation, like creating cards with rhymes, narrating stories while pointing out and correcting learners' errors, and giving speaking exercises.

According to Cheng (1998), educators can teach pronunciation using the following methods:

a) Realistic resources can be used by teachers to help students improve their linking, rhythm, emphasis, and intonation. As a result, students take an active role in their teamwork.

b) Singing, playing games, and doing tongue twisters: Because stimulation is a key component of pronunciation, these activities help improve learning in pronunciation classes.

b) Measuring student improvement: Maintaining student motivation depends greatly on measuring student improvement.

Scarcella and Oxford (1994) list computer-assisted language learning, communication strategies, the use of known sounds, self-monitoring, self-study, individual correction, communication activities, written versions of oral presentations, and affective strategies as techniques for teaching pronunciation. The authors Lin, Fan, and Chen (1995) suggested a few methods for teaching pronunciation. They are consonants, vowels, intonation, stress, and rhythm. There are some tactics used in pronunciation instruction, according to Noll and Collins (2002). They are gesture, mime, and finger correction strategies.

2.2.3 History of pronunciation instruction

Pronunciation was rarely taught in the old grammar-translation method since it was essentially irrelevant (Florez, 1998). Then, when the audio-lingual method was introduced in the 1950s and 1960s, pronunciation became a focal point. This method placed a strong emphasis on the behavioristic drilling of sound contrasts and word pairs as well as the individual sound articulation. (Gilakjani, 2011) The disadvantage of this approach, according to Fraser (2000a, p. 32), was that it failed to acknowledge the necessity to concentrate on "rhythm and intonation, the construction of useful sentences, or the practice of realistic conversations." Instead, in the language lab, students would spend hours repeating single sounds and sound combinations. Fraser (2000a) and Bray (1995) note that as the communicative method evolved in the 1970s, pronunciation was minimized to distance itself from any association with the audio-lingual method's training techniques. Many educators at the time felt as though they had to choose. They might either decide not to provide any explicit education in English phonology at all or teach about "articulatory phonetics, with pictures of the human mouth and tongue in various positions" (Bray, 1995, p. 2). As a result, it looked that there was no way to teach pronunciation using the communicative approach. As the communicative approach gained acceptance in many ESL communities, little attention was paid to instructing aspiring teachers in the nuances of teaching pronunciation. Fraser (2000a) observes that many ESL teachers nowadays struggle with teaching pronunciation and draws the conclusion that their education provided them with an inadequate foundation upon which to operate. Calls are being made for pronunciation to be addressed within the context of actual communication in light of the development of more comprehensive, communicative methodologies and approaches to ESL instruction today. In this regard, Otlowski (1998) contends that if pronunciation instruction is integrated into the oral communication course, ESL students can expect to master English pronunciation.

2.2.4 Motivating factors for students to work on their pronunciation

Occasionally, miscommunication results from poor pronunciation. Word accent (words are commonly stressed on the incorrect syllable; for example, "content" is often used to mean "pleased, satisfied" rather than "that which is contained"), (Statements have the "melody" of queries, etc.) and serious pronunciation errors all contribute to the need to repeat words and sentences. This has been demonstrated in a number of research analyzed by Hahn (Thanasoulas, 2003), where it has been demonstrated that stress experienced by non-native speakers may make it more difficult for native speakers to absorb and interpret the speech of non-native speakers. The student needs to understand that enhancing pronunciation may be more significant and

important because it improves skills like reading, spelling, grammar, and listening comprehension (Wong, 1993). For instance, some kids frequently struggle with spelling or are unsure of which vowel (letter) to place before a l in words like hate, hard, ahead, hall, or hat. This mistake occurs because learners assume that a sound and its spelling correlate exactly, and that it results from a misconception of the spelling system rather than a problem with the sounds' pronunciation (Wong, 1993).

With clear and accurate pronunciation, students' self-confidence will rise, making it easier for them to follow the news on TV or the radio, participate in English dialogues, role-plays, and other activities while also better understanding their teachers. This is possible if children are aware that learning how to pronounce a language is just as crucial as learning how to read and write, for instance. The normal pronunciations of the sounds that make up words and groupings of words should also be taught to the students. This means that a speaker of English (from Britain, Australia, the United States, etc.) will use and anticipate hearing sounds and word groups in a phrase that are appropriate for any one of the standard variations of English. Therefore, even though there is some flexibility in how a learner can pronounce English, students should work on their pronunciation if they want to speak English clearly and easily understand what others are saying. Students must comprehend that better hearing results from more natural speech.

2.2.5 Issues with pronunciation development in ESL/EFL students

This article's review of linked literature intended to link study findings with pronunciation issues faced by ESL/EFL learners. I want to discuss some of the main difficulties ESL/EFL students have acquiring pronunciation in this section. The major challenges that ESL/EFL students encounter are: a lack of motivation, limited exposure to the target language, a poor attitude toward pronunciation, a lack of emphasis on pronunciation by teachers, a lack of the resources they need to teach pronunciation, the impact of the learners' native language's sounds and rules on the second language, problems with English spelling systems, and a lack of attention to stress, rhythm, and inflection.

Due to a number of issues, including inadequate teacher training, short class periods, a lack of helpful resources, a lack of a direct link between pronunciation instruction and success (Yule, Powers & Macdonald 1994), and difficulties integrating pronunciation instruction into teaching (Silveira 2002), pronunciation instruction is neglected in settings where foreign languages are taught. The communicative approach has also led to a neglect of pronunciation

instruction because traditional methods like repetition or mechanical drills are seen as ineffective or boring (Baker 2014), form-focused, or uncommunicative (Korkut & Çelik 2018), and fluency and intelligibility (Levis and LeVelle 2014). However, prior studies have indicated that explicit pronunciation instruction may have a positive impact on pronunciation learning, which has led to an increase in research on pronunciation instruction (Lightbown and Spada 2013). Some of the resources that are available for learning proper pronunciation tend to concentrate on theory instruction. When teaching pronunciation, information and communication technology (ICT) tools can be used to teach more than just the theory because they make it easier to access authentic materials (Fouz-González 2015). In addition, using these technologies more closely complies with constructivist learning than conventional approaches (Bester & Brand 2013).

2.2.6 Teachers and pronunciation

Gilakjani and Sabouri (2016) states that even though English pronunciation has a significant impact on students' success in communication, many teachers still ignore it in favor of teaching grammar and lexis. This is because teachers could be more uncertain about pronunciation than grammar and lexis, and they might be concerned that they don't know enough to help their pupils effectively. Learning proper pronunciation is essential since incorrect pronunciation patterns are challenging to break. Kelly (2000) asserts that students who repeatedly enunciate a set of phonemes inaccurately make it challenging for people who speak different languages to understand what they are saying. This can be highly discouraging for persons who have strong grammatical and lexical skills yet have trouble understanding and being understood by English speakers.

In many EFL classrooms, English pronunciation is still disregarded. Because pronunciation is regrettably treated as an extra activity in some university courses, it is impossible to teach pronunciation in a lesson that is solely focused on pronunciation practice. The emphasis placed on specific sounds is the other issue. According to Gilbert (2008), there are primarily two reasons why English pronunciation is not taught in EFL programs. The first is that many EFL instructors don't allot enough time for pronunciation lessons, and when they do, they tend to focus more on drills than on helping students and instructors learn and pronounce English. The second explanation has to do with psychological aspects that are crucial to learning pronunciation since students are not as confident in their command of grammar and lexis as they are in their command of English pronunciation. Unconscious psychological

barriers like this prevent students from becoming more understandable. EFL teachers should persuade their students that the goal of pronunciation is not to acquire a native accent but to educate them to pronounce correctly enough to be easily and comfortably understood by other speakers (Ur, 1984) in order to get around these issues.

Unfortunately, many colleges do not give English pronunciation much weight when designing their curricula. The importance of English pronunciation is not made clear in this phrase. It's crucial to note that the curriculum designers ignored this issue's importance in teaching English as a second language. Pronunciation, on the other hand, is a crucial aspect of learning the English language. Consonants, vowels, rhythm, and intonation are all included because they help with communication. This implies that mastering English pronunciation is crucial to developing communication skills.

They are unable to communicate effectively if their vocabulary and grammar are adequate but their pronunciation is below the threshold level (Wong, 1987). The importance of English pronunciation becomes clearer when we consider the relationship between pronunciation and listening comprehension. While speakers should use these patterns to effectively communicate, listeners expect certain rhythm and intonation patterns in spoken English. Listeners cannot understand what is being said if the rhythm and intonation are different. To effectively comprehend speech, listeners should be familiar with the structure of speech and intonation patterns. It is claimed that studying pronunciation aids students in improving their capacity to comprehend spoken English. Additionally, poor pronunciation skills affect students' spelling and reading abilities (Wong, 1993).

Therefore, it can be inferred that English pronunciation is crucial and that all students should begin focusing more on it right away. Otherwise, students will understand that they cannot improve their English pronunciation and that it will be very challenging for them to correct mistakes that have been made repeatedly (Gilakjani & Sabouri, 2016).

In teacher education, proper pronunciation is viewed as a desired attribute, and improper pronunciation calls into question one's professional identity (Vodopija-Krstanovic, 2012). Without proper pronunciation, learning new words is meaningless because it may make them harder to understand. In other words, effective oral communication depends on having the right pronunciation. Since pronunciation has been viewed as meaningless and non-communicative repetitions (Morley 1991), its role in foreign language settings has begun to change with the

communicative approach (Richards & Rodgers 2014). According to Alptekin (2002), the native speaker model of pronunciation is impractical and restrictive when it comes to English as a global language. However, it has also been acknowledged that pronunciation needs to be included in the context of learning a foreign language (Morley 1991).

Because explicit knowledge cannot become implicit (Krashen 1985), the importance of explicit instruction in the acquisition of second languages is often underestimated. However, some others (DeKeyser 2003; Ellis 1993; Gass 1997) think that explicit knowledge, which can be transformed into implicit knowledge, can help language learners. Supporters of this viewpoint contend that in order to prevent misinterpretation or even incomprehension, learners must pay some attention to explicit information. Additionally, they might divulge a few general guidelines that would aid in error prevention and pronunciation enhancement (Kartal & Korucu-Kıř, 2020).

2.3 Shadowing

According to Horiyama, many colleges and high schools have started including teaching shadowing in their language curriculum as interest in the communicative approach to teaching English language has grown. Shadowing is a common training exercise for translators, but according to Torikai (1997), English language learners can benefit from shadowing in a number of ways.

Shadowing has recently received a lot of attention in the field of English education. According to Tamai (2002a), shadowing is a listening act or exercise in which the learner traces the heard speech and repeats it as closely as possible while listening intently to the in-coming information. Shadowing was initially used as an interpretation practice activity. As soon as the interpreter hears the speech in the source language and reformulates the message in the target language, the interpretation is given. A essential talent for an aspiring interpreter is the capacity to listen and talk at the same time. Shadowing is regarded as an effective interpreting training method because it requires simultaneous listening and speaking (Horiyama, 2012).

According to Torikai (2003), shadowing also enables one to improve concentration. She claims that although most listening activities are passive and lack focus, shadowing requires students to pay close attention to the content and recreate it in order to follow the speaker. Thus, according to Torikai, shadowing might improve memory, which would then improve listening.

Students are more likely to enjoy the session and become familiar with different accents if actual material that is entertaining and relevant to their level of English ability is introduced once they get acclimated to practicing shadowing. As a result, students will have more opportunity to interact with native English speakers and improve their language proficiency through shadowing (Horiyama, 2012).

According to Kshetree (2020), shadow education is the term used to describe receiving home tutors, private tutoring, or coaching programs. Shadow education refers to various methods of educating pupils outside of the context of established institutions like schools or colleges. The term "shadow education" is applicable for a number of reasons, according to Bray (2010). The mainstream is usually always given far more attention than its shadow, and the features of the shadow system are far less clear than those of the mainstream system. First, only the traditional educational system offers private supplemental tutoring. Second, the sizes and shapes of supplemental tutoring alter along with the size and shape of the mainstream system. Shadow schooling can take many different forms across different civilizations.

Many families with little financial resources find it more difficult to afford shadow schooling because it requires significant private capital investment on the part of some families (Baker & Le Tendre, 2005). In a similar vein, Grodsky (2010) makes the distinction between shadow education and other methods of promoting educational inequality such as tracking, school segregation, and ability grouping that are controlled by educational institutions. That is, because shadow education occurs outside of conventional schooling, it is more challenging to manage its prevalence and effects compared to other factors. According to Bray (2006), attempts to outlaw shadow schooling have failed in certain nations, including South Korea, Uganda, and Mauritius. Accordingly, if shadow education does affect academic achievement, it has significant implications for educational opportunity and social stratification. By giving educational benefits to pupils who are already favored due to their extensive economic, social, and cultural capital, it is evidently a method for preserving and advancing social stratification (Kshetre, 2020).

Following a shadowing experience, teachers become much more aware of the importance of incorporating "academic talk" into their lesson plans, and administrators from the school district office and school sites start to focus their professional development on creating more opportunities for academic oral language development (Soto-Hinman, 2011).

Traditionally, the four literacy realms of hearing, reading, writing, and speaking have been taught separately, with writing and reading being stressed as the "academic realms." However, when used with ELLs, this approach of teaching each of the domains as unique linguistic units is less effective. The youngsters have numerous needs, and they don't have a lot of time to close the literacy gap. Instead, listening and speaking must be planned for in order for learning to occur in the classroom effectively, according to Gibbons (2002). (Soto-Hinman, 2011).

Teachers should relate speaking to writing and listening to reading in particular because these two activities share similar processes. While listening and reading are more concerned with input and comprehension, speaking and writing are output-oriented. ELLs' writing will frequently be more in-depth and cohesive if we let them discuss it before they finish it. In this way, it is made evident how essential reading is to the development of oral language (Soto-Hinman, 2011).

When hearing and reading are combined as active processes, comprehension is improved. As a result, educators will be able to regularly and deliberately incorporate academic spoken language development methodologies into their regular lesson plans. After observing their ELLs' silence and subsequent invisibility while shadowing a student, teachers will begin to understand the negative effects of permitting their ELLs to behave passively in a classroom situation. (Soto-Hinman, 2011).

Shadowing is the activity of spending many hours (at least two hours is advised) with a student to observe their academic speaking language and listening habits. By incorporating more "academic talk" into their instructional design, this enables teachers, administrators, and community members to adapt their instructional practices and become responsive to the academic oral language development needs of ELLs (Soto-Hinman, 2011).

Depending on the influence of the L1 and the unique variations of the learners, different learners will experience different comprehensibility issues. Finding exercises and teaching methods that allow students to compare their own pronunciation to that of their target language without focusing on a single feature is a partial answer to this issue. Shadowing is one method that has shown potential in this field; it has long been used in textbooks and schools to teach pronunciation, but L2 researchers have only recently begun to pay it more attention. Without

explicit instruction, shadowing gives students a chance to improve their pronunciation, potentially enhancing their ability to understand (A. Foote & McDonough, 2017).

Shadowing is a task in which students imitate a spoken stimulus "as closely and quickly as possible" (Luo, Shimomura, Minematsu, Yamauchi, & Hirose, 2008, p. 4), though the repetition can occur almost instantly or with a slight pause (e.g., Goldinger, 1998; Hiramatsu, 2000; Schweda-Nicholson, 1990).

A Google search for "pronunciation shadowing" will turn up a ton of instructor- and learner-focused websites that promote pronunciation shadowing for language learning. Shadowing is a task that may be easily accomplished outside of a classroom setting and at a low cost thanks to advancements in mobile technology, making it potentially useful for students who do not have access to formal pronunciation teaching (A. Foote & McDonough, 2017).

Despite the fact that shadowing is a common practice in schools, little genuine study has been done on the subject. This may be in part due to the fact that it is similar to the much-maligned audiolingual method of language instruction, which has led critics to claim that it is nothing more than vocalized repetitions that produce meaningless parrot-like practice (Bovee & Stewart, 2009, p. 20). However, based on the anecdotal experiences of the instructors and the research that has been done so far on shadowing, it appears that, when properly applied, the technique is promising for enhancing pronunciation. However, research suggests that shadowing is a useful strategy for enhancing different facets of L2 language development (A. Foote & McDonough, 2017).

The role of shadowing in listening comprehension has been a major focus of many studies looking at the effectiveness of shadowing. Overall, these research have shown that shadowing is useful for developing this language skill (Bovee & Stewart, 2009, and Hamada, 2014). The results of shadowing on generic tests of speaking ability have also generated some interest (A. Foote & McDonough, 2017).

According to A. Foote and McDonough (2017), the proliferation of portable technology like smart phones, tablets, and digital music players has made it simpler than ever to use shadowing as a homework assignment. This is especially true given the rise in the number of apps that enable users to layer recorded songs on top of one another. Additionally, shadowing provides a reasonably priced method for students who are not enrolled in a pronunciation class to practice pronunciation on their own. Given that pronunciation does not always receive much

attention in language classes (Foote, Trofimovich, Collins, & Soler-Urza, 2016), this is especially crucial.

However, for shadowing to be successful when used independently with mobile devices, learners must recognize its benefits and opt to use it rather than dismissing it as the "meaningless parrot-like practice" that it has been criticized for (Bovee & Stewart, 2009, p. 20).

According to A.Foote and McDonough (2017), when examining students' attitudes toward shadowing, some research can be used as a reference. Surveys regarding learners' opinions of the activities were also included in certain research that looked at how shadowing affected pronunciation. 25 eighth-grade students in Taiwan participated in shadowing activities for 15 hours over the course of five weeks as part of Li-Chi's (2009) study. Following the completion of the shadowing project, participants generally felt more confident in their speaking abilities, according to questionnaires and semi-structured interviews with them. The use of recorders allowed some participants to identify and fix their own mistakes, and they felt that shadowing was a useful way to study outside of class. But more than a quarter of the participants said they had trouble shadowing, and some said they found the exercises tedious and overly repetitive (A.Foote & McDonough, 2017).

Only one study has surveyed students about their perceptions of extracurricular shadowing activities. Bovee and Stewart (2009) had students participate in shadowing activities while computer-assisted homework assignments were finished. They discovered that 67% of respondents believed their intonation had improved, 73% thought their word pronunciation had, and 80% said the activity had educational value. Additionally, participants had the choice to write comments about shadowing, of which 64% were positive and 34% were negative. The difficulties of the work, the time required, and the state of the computer labs at the university where the study was conducted made up the majority of the unfavorable remarks, which accounted for 30% of the negative feedback. According to these surveys, students' experiences with shadowing have typically been favorable, though not always. Overall, research has shown that shadowing can be a beneficial exercise for students who want to work on their pronunciation. Due to the widespread use of mobile technology, shadowing can be easily and affordably implemented inside or outside of a classroom. However, little research has been done to determine whether shadowing can result in improvements that non-expert human raters can notice (A.Foote & McDonough, 2017).

Due to the usage of mobile technology, this method may be an effective way for teachers to assist students who need further pronunciation support as well as learners who lack access to pronunciation teaching. Despite this activity's effectiveness, it may be difficult to suggest it to learners because of its repetitious nature. However, participant interviews show that students valued shadowing and saw it as a useful strategy for enhancing their pronunciation (A. Foote & McDonough, 2017).

According to Arthurson, shadowing is a practice where students copy the material while simultaneously listening to and/or reading it being read aloud by the teacher. According to Hamada (2009), Miyake (2009), Nakanishi & Ueda (2011), Omar & Umehara (2010), this method can aid second and foreign language learners in developing their speaking, listening, and reading skills. Any activity involving text lends itself to the simple and frequent application of this technique. In this study, qualitative and quantitative information about the effectiveness of shadowing was gathered via student surveys, with the majority of students reporting that it helped them improve their English language skills. Additionally, shadowing was discovered to be advantageous for the growth of EFL practices and as a method of critical reflection from the perspectives of teachers' professional development (Arthurson, 2019).

This assertion is made by Omar and Umehara, who emphasize that shadowing is a high-level cognitive action as opposed to just parroting or using automatic memory (2010, p. 204). Additionally, in order to effectively improve one's abilities in speaking, listening comprehension, and conversational activity, listening and speaking skills must function together (Omar & Umehara, 2010, p. 205). Therefore, shadowing is distinct from a teacher reading aloud to the class, followed by a text memorization exercise. Omar and Umehara (2010) modified a model by Hayakawa (2004) to create a ten-step process that includes a review of the text, shadowing variants with and without the text, a switch from meaning to speech replication, recording the output, and a comment on shadowing.

The benefits of shadowing are connected to the improvement of second- or foreign-language abilities. According to Tamai (1997), who was quoted by Hamada (2009, p. 7), shadowing can help language learners become more fluent in speaking, reading, and listening. According to Omar and Umehara (2010, p. 222), specifically, "changes in the natural rate of speech, comprehension, involvement in shadowing, and confidence in each cycle can all be seen as improvements as a result of using shadowing techniques in classroom instruction." Another benefit is that automating the learners' perception of speech will allow them to hold

more phonological knowledge in their short-term memory. (Hamada, 2009, p. 1). The complexity of the technique and a lack of research are the drawbacks. Shadowing is a difficult method since it requires immediate articulation after the language sequence is heard (Miyake, 2009). Shadowing in English language learning has also received little research, which is another drawback (Miyake, 2009). More research, according to Nakanishi and Ueda (2011), is required to more precisely define what activities are regarded as shadowing as well as the efficacy of the practice.

2.4 VoScreen in EFL context

Voscreen is a very creative technique for language learners to advance their proficiency without explicitly needing outside instruction. Additionally, it can give teachers the resources they require to help their students develop their language skills in an interesting, interactive, and difficult manner (Saran et al., 2009; Taylan, 2018; Verdugo & Belmonte, 2007; West & Turner, 2010).

Voscreen is a really innovative technique for students to improve their English language abilities on their own, without the need for outside coaching. Additionally, it can give teachers the resources they need to challenge, engage, and grow their students' language proficiency. Voscreen is based on a unique approach and learning methodology that was developed via thorough consideration of the processes of learning one's native language and acquiring environmental languages (Yüçetürk, 2021).

Yüçetürk's experimental study (2021) has shown that the experimental group's listening and comprehension skills were improved via Voscreen. The Voscreen software has a beneficial impact on developing listening and comprehension abilities. This interpretation is further supported by the observation group showing no discernible change. Therefore, it can be said that watching English-language movies and videos can enhance listening and comprehension abilities in the study of foreign languages (Taylan, 2018). Singh (2019) also covered the impact of captioned videos on the vocabulary growth of EFL learners.

By processing foreign language instruction with videos, VoScreen aims to enhance the users' listening and pronunciation abilities. According to research, watching movies while learning a foreign language has various advantages, including boosting motivation and enhancing vocabulary (İşcan, 2011). "Does VoScreen accelerate learning in English learning?" was the topic that Deniz Antalya's study, conducted during the 2015–2016 academic year at

Süleyman Demirel University, set out to address (Antalyalı, 2016). According to research, students who score higher than the target video question level of 2000 have experienced considerable gains (Antalyalı, 2016).

An online and mobile tool for teaching foreign languages is called VoScreen. VoScreen was created to fill in the gaps left by the absence of listening and pronunciation instruction in foreign language curricula. The prestigious Wharton Business School at the University of Pennsylvania (USA) organized the "Reimagine Education 2016" competition, which attracted more than 500 worldwide initiatives. Voscreen, a Turkish-made entry in this competition's "Best Education Application" category, came in third place. It has been used by more than 1.7 million individuals worldwide and is available in 74 different countries. (Taylan, 2018).

VoScreen may be an appealing application for students because it comprises of brief video parts. When students witness a scene from a film they have already seen, the intention is to make them feel intrigued. It has been attempting to highlight the meaning, function, and nature of spoken text. In this way, learning a foreign language can create an environment where pupils are more engaged and free from monotony (Taylan, 2018).

This technique can be used by instructors to gauge and assess students' attention while also getting their focus on the lesson. Through feedback, they can learn by being told how many questions they have correctly answered and whether or not a topic has been comprehended based on their true-false rates. Regular monitoring of student performance and evaluation of the effectiveness of the courses are both possible (Taylan, 2018).

According to Taylan (2018), teachers use VoScreen to ask questions about videos relating to the course material after presenting theoretical lessons and writing vocabulary texts in the classroom. This allows students to practice the course material while also improving their listening skills. Since videos can hold students' attention, they might be more eager to learn and interested in the course. VoScreen fosters a competitive atmosphere among the students and may boost their interest in the courses. VoScreen can be used to support foreign language courses inside and outside of the classroom. The use of online learning environments in foreign language instruction will benefit students' attitudes about the subject as well as their success in the subject (Karal & Berigel, 2006).

2.5 Noticing Hypothesis in EFL

It has become clear from years of SLA research that input is crucial for helping learners advance their L2 acquisition. For reviews, see Ellis, 1994; Larsen-Freeman & Long, 1991; and Long, 1996. On the other hand, current SLA research goes beyond the general interest in the need for understandable input (Krashen, 1985), which is seen as necessary but insufficient. Instead, it tries to increase interlanguage competency by better understanding how learners interact or process material. Recent research in cognitive psychology and SLA has examined the role of attention in moderating input and learning because not all of the information supplied to learners is used as intake for learning (Izumi, 2002).

According to Schmidt (1990, p. 139), "intake is that part of the input that the learner notices". Schmidt stated that noticing required the learner to pay close attention and be aware. According to a second perspective put forth by Tomlin and Villa (1994), only detection, which does not require conscious awareness, is important for learning out of the three interrelated attention processes of alertness, orientation, and detection. The remaining two processes could serve to increase the likelihood of detection and, therefore, learning. Third, according to Robinson (1995), Schmidt's noticing is defined as what is noticed, followed by activation, as a result of a central executive's allocation of the resources of attention. He contended that varied task demands elicit distinct sorts of additional cognitive processing (Izumi, 2002).

With the essential function of attention in learning as a starting point for study, current SLA research has started to look into whether and the way learners' attentional processes may be adjusted for enhanced interlanguage growth. This idea is at the core of important educational recommendations like form-focus (Doughty, 2001; Doughty & Williams, 1998; Long, 1991; Long & Robinson, 1998) and consciousness-raising or input augmentation (Rutherford & Sharwood Smith, 1985; Sharwood Smith, 1993).

Data from Schmidt's own Portuguese language learning experience confirm and deepen his already sparked interest in the importance of learner consciousness in the process of learning (Schmidt & Frota, 1986). In this study, he records reports of his own learning by maintaining a journal that includes both his daily interactions and details from official language classes. His written recollections of his education are contrasted with recordings of the Portuguese seminars given by Schmidt and Frota in 1986. His theory is supported by two key findings: remedial feedback of faults did not aid learning if the student was unaware of them, and the learner's inability to see a frequent language form in the input did not result in acquisition. (Schmidt &

Frota, 1986). The outcomes of that investigation were essential in the formulation of the Noticing Hypothesis.

These two major investigations posed the concerns that prompted Schmidt to coin the term "noticing" and develop the Noticing Hypothesis. A thorough comprehension of the language is required to gain a more full understanding of the hypothesis. As a result, the section that follows will include definitions for the important phrases, as well as references to some associated criticism for the confusion that language produces (Ünlü, 2015).

Schmidt and Frota define "noticing" as "conscious awareness of the target language that requires the learner's attendance and awareness of the input" (1986). In other words, the learner must be aware of and attend to the information in order to comprehend it, which means that input becomes intake. Schmidt and Frota, on the other hand, avoid operationally defining the term in their study, where they make their initial statements about the hypothesis (Schmidt & Frota, 1986). Schmidt (2001) accepts the term's subjective aspect, referring to it as a "subjective correlation" of attention. Schmidt (2001) proposes a clean definition with better bounds of 'noticing' by using equivalent terminology such as "apperception" (Gass, 1988), "detection within selective attention" (Tomlin & Villa, 1994), and "detection plus rehearsal in short term memory" (Robinson, 1995). These definitions, however, do not fully conform to his understanding of the term. To begin with, the notion of "apperception" includes some type of understanding of the relationships between the past and new knowledge (Gass, 1997), although Schmidt (1990) states that noticing does not involve understanding, which is considered a higher process. Although Gass' (1997) understood input idea appears to be more close to Schmidt's (1990) concept of understanding, it is vital to note the conceptual ambiguity generated by naming similar concepts differently. Similarly, "noticing" necessitates attention and awareness since Schmidt (2001) holds that attention and awareness are inextricably linked. Tomlin and Villa's (1994) analogous word is also not synonymous with noticing, because "detection with selective attention" does not always necessitate awareness. Finally, Robinson's (1995) definition of "noticing" appears to aid Schmidt in developing a more complete picture of the Noticing Hypothesis. All of these phrases, on the other hand, emphasize the subjective character of noticing (Ünlü, 2015).

Another approach to address this issue is to distinguish between perceiving input's surface patterns and becoming conscious of the rules and norms that can be deduced from these surface structures, a concept known as "metalinguistic awareness" (Schmidt, 2001). Schmidt

and Frota (1986) give three definitions of noticing: "notice the surface forms," "notice the rules," and "notice the gap" between what a learner creates and what the true target form is. This is similar to what Swain (1995) proposes in her Comprehensible Output Hypothesis. It is not said that the latter two of these ideas are required for input to become intake (Ünlü, 2015).

Schmidt (1990, p.132) claims that "the subjective experience of noticing" is both essential and sufficient for the conversion of input to intake. Although the relevance of input is broadly acknowledged in the field of SLA from various perspectives, how it is processed is a more contentious issue (Doughty & Long, 2003). Krashen's (1981) intelligible input hypothesis allocates the greatest role for learning to input that is one level beyond the learners' real competence, while saying little about how this input is processed. contrasts understandable input with input that has been understood. It appears that comprehended input is akin to what Schmidt (1990) refers to as intake. The distinction between noticing and understanding, as seen above, should not be disregarded, though. While "noticed" input (Schmidt, 1990) is "intake," "understood" input (Gass, 1997) is not. Schmidt claims that intake is a fully conscious process and defines it as "that part of the input that the learner notices" (Schmidt, 1994, p.139). According to Unlü (2015), if a language form is not observed, it is not processed for learning and is not taken as intake.

CHAPTER 3

3. METHODOLOGY

The participants, ethical concerns, data gathering tools, data collection protocol, and data analysis procedure are all covered in this chapter, which also presents the methodology.

3.1. Research Design

This research was carried out so as to find whether or not the shadowing method lead to higher achievement in students' pronunciation improvement. The study was conducted with students studying prep school at a private university located in Konya. Besides, students' perceptions regarding the effects of the shadowing method were analyzed and reported.

To be able to accomplish the aforementioned goals, this study uses a mixed-methods approach. A research approach in which more than one type of research method is used is referred to as a mixed methodologies research design (Brannen, 2005). According to Bentahar and Cameron (2015), mixed methods research design is being used more frequently in a variety of scientific domains, from sociology and psychology to education. Methodological eclecticism, according to Denzin and Lincoln (2011), enables researchers to adopt the methodologies they believe are most suited for their particular research. According to Fraenkel, Wallen, and Hyun (2012), mixed methods research makes it easy to identify correlations between variables and also allows for in-depth examination. There is agreement, according to Clark & Creswell (2008), that employing a mixed methods study design is a crucial component of scientific studies.

In order to avoid researcher bias, two different study designs are combined ("Center for Innovation in Research and Teaching", 2018). Denzin (1973), who urges the employment of mixed approaches, concurs with this point of view and claims that doing so will prevent the emergence of any study-related bias. According to Malina, N0rreklit, and Selto (2011), combining quantitative and qualitative methodologies will enable researchers to better understand complicated issues relating to social interactions and the human condition. In order to provide trustworthy results, this study used a mixed-methods research approach.

3.2. Participants

The study's participants were made aware that any information pertaining to their identities would be handled in the strictest of confidence and under no circumstances be disclosed to any third parties. Although they were not taken into account for our analysis, data on the students' background, gender, and age were gathered.

Students who want to enroll in one of the various programs offered by their university faculties must undergo a one-year mandatory English preparation course if they don't pass the English proficiency test that is administered at the start of each academic year. Due to the fact that English is the primary language of instruction, attendance at an English preparatory school is required.

At the preparatory school, English is taught to students on four different levels, moving from beginner to intermediate over the course of a year. Students start taking their major area courses, including English, in their freshman year after graduating from the English preparation school. All first-year students, regardless of their majors, are required to complete English classes.

In the English prep year, students learn English at a total of four different levels, from beginner (a1) to intermediate (b2), with each level lasting 8 weeks. Students at each level have a midterm which consists of a speaking exam, written exam, and writing exam, a quiz which only consists of only written exam, and one final exam which also consists of a speaking exam, written exam, and writing exam. The writing exam is part of a written exam and the speaking exam and written exam are held on two consecutive days

The English curriculum for students includes all four skills (speaking, listening, writing, reading) and grammar. During the first eight weeks of learning A1 level English, students use Black Swan Publishing House's Captain 2 book as a coursebook. A2 level students use Black Swan Publishing House's Captain 3 book. Upon completion of the A2 level, students have completed the first semester of the academic year and take a two-week break.

With the start of the second semester of the academic year, students start to learn B1-level English. B1 level curriculum is divided according to skills. Courses are divided into 3 different categories; Listening-Speaking, Reading-Writing, and Grammar. Students take 9 hours of Listening-Speaking, 9 hours of Reading-Writing, and 6 hours of grammar lessons per week. Black Swan Publishing House's Master Skills Listening-Speaking 4 book for Listening-

Speaking courses, Swan Black Publishing House's Master Skills Reading-Writing 4 book for Reading-Writing courses, and the book called The Just Write-Writing Successful Essays which was written by Mehmet Çelik, who is currently the Director of KTO Karatay University School of Foreign Languages, and the Pearson MyGrammarLab Intermediate book for grammar lessons are used.

The curriculum at the B2 level is organized according to the skills as in the B1 level. At B2 level, students take 9 hours of Listening-Speaking, 9 hours of Reading-Writing, and 6 hours of grammar lessons per week. Cambridge University Press Unlock 4 Listening-Speaking book is used for Listening-Speaking lessons, Cambridge University Press Unlock 4 Reading-Writing and Mehmet Çelik's Just Write-Writing Successful Essays book is used for Reading-Writing lessons, Pearson MyGrammarLab book is used for the Grammar lesson.

Participants in the study are students who have earned different departments of a private university in Konya but are taught in English preparatory class. Initially, 30 students participated in the study. Only 11 of the 30 students completed the study. Of the 11 students, 4 are female and 7 are male.

Table 3.1 Distribution of the students on the basis of their gender

Gender	Student Number
Female	4
Male	7
Total	11

3.3. Data Collection Instruments

This study used a mixed-methods approach that combined qualitative and quantitative data. To acquire information about the impact of the shadowing approach on learners' development in English pronunciation, a pre-test, a post-test, and an open-ended survey were used with both groups.

3.3.1 Pre-test and post-test

Five students, who will not be in either the experimental group or the control group, read the sentences previously taken from the VoScreen. The words that five students made the most mistakes were taken and the sentences containing these words were compiled from the Cambridge Dictionary online site, and a pre-test was created. The pre-test, which consisted of 30 statements, was given to the students in the experimental and control groups in the middle

of the fall semester to ensure comparability and ascertain their present proficiency in English pronunciation. At the end of the study, students were applied post test which consists of 30 statements. The post-test was created by identifying the words that the students who participated in the study made the most mistakes in the pre-test.

3.3.2 Open-ended survey

Students were asked to respond to an open-ended survey with four questions at the end of the study, which involved implementing the Shadowing method—face-to-face interviews—into the participants for eight weeks. In order to avoid the possibility of confining or steering their thoughts with reference to the study conducted alongside them in one particular direction, the questions were written in an open-ended format.

The questions are:

- 1) What do you think about the effects of shadowing method on your pronunciation improvement?
- 2) What do you think about the effects of shadowing method on your general learning?
- 3) Do you think shadowing method affected your motivation? If yes, how?
- 4) What are the general advantages and disadvantages of shadowing method?

Thematic analysis was used to examine the data obtained from the open-ended survey. Open coding is defined as paying attention to codes created in the text (Blair, 2015). According to Zochodna (2018), open coding is used to provide qualitative data, which examine words or phrases rather than quantitative data like numbers. Additionally, she says that open coding is a method for turning words or phrases into abstract notions, highlighting the significance of this by saying that subsequent study can be built on the concepts obtained through open coding.

3.4. Data Collection Procedures

This study was conducted in the 2022-2023 education year. Five students in the university's English preparatory department who would not take part in the eight-week shadowing study were asked to read 50 sentences taken from videos on the VoScreen YouTube channel. Out of these 50 sentences, the 30 sentences with the most pronunciation errors were taken and a pre-test was created. The pre-test consists of 234 words.

The 30 students who voluntarily participated in the study were divided equally into two different groups, experimental and control groups, 15 people each. All students were pre-tested. The students were asked to read the 30 statements in the pre-test and to take audio recordings of themselves while reading. The students conveyed their voice recordings to the researcher via WhatsApp. The pre-tests of the students were listened to by the researcher and the pronunciation errors of the students were determined. The sum of these errors was calculated as a percentage of the total word count in the pre-test.

After the pre-test was applied, videos were sent to the students from the VoScreen Youtube channel at least four days a week and at most five days a week, and the students were told to listen to 5 sentences determined by the researcher in these videos. They were told to record themselves while repeating the sentences they heard from the Experimental group. The students conveyed their voice recordings to the researcher via WhatsApp. The control group only listened to the sentences. This process continued for 8 weeks in this way.



Figure 1: A screenshot of an example shortage of VoScreen videos

Within 8 weeks, interviews were held with the students on the application. These interviews were sometimes done individually and sometimes as a group. Open-ended survey questions were asked to the students and their thoughts about the study were tried to be learned.

The post-test consisting of 30 sentences and 279 words, consisting of the words that the participants made the most pronunciation mistakes in the pre-test, was administered to all participants at the end of 8 weeks. While the students were reading the 30 sentences in the post-test, they audio-recorded themselves and conveyed these audio recordings to the researcher via

WhatsApp. The sum of pronunciation errors made was calculated as a percentage of the total word count in the post-test.

3.5. Data Analysis

In order to analyze the data gathered, qualitative as well as quantitative methods were used.

3.5.1 The analysis of quantitative data

The Statistical Packages for Social Science (SPSS) was used to analyze the quantitative data. The data were presented using descriptive and statistical methods, and conferences based on the obtained results were made; the level of significance was set at $p < 0.05$.

Since the number of participants to be compared was small, non-parametric tests were used. Wilcoxon Signed Ranks Test was used for comparison of two dependent groups and Mann-Whitney U test was used for comparison of two independent groups.

3.5.1.1 Wilcoxon Signed Ranks Test

Table 3.2 Wilcoxon Signed Ranks Test results of experimental group

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	7 ^a	4,00	28,00	-2,366 ^b	,018
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	7				

a. post < pre b. post > pre c. post = pre

H_0 is rejected as $p = 0.018 < 0.05$ for the Experimental Group. There is a statistically significant difference between the pre-test and post-test at the 95% reliability level. By looking at the mean mistakes, we can say statistically that the pronunciation mistakes decreased after implementation of Shadowing Method.

Table 3.3 Wilcoxon Signed Ranks Test results of control group

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	4 ^a	2,50	10,00	-1,826 ^b	,006
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	4				

a. post < pre b. post > pre c. post = pre

H_0 cannot be rejected since $p = 0.068 > 0.05$ for the Control Group. There is no statistically significant difference between the pre-test and post-test at the 95% reliability level.

3.5.1.2 Mann-Whitney U Test

Table 3.4 Mann Whitney U Test

	<i>N</i>	<i>Mean Rank</i>	<i>U</i>	<i>P</i>
Experimental G.	7	7,86	1.000	0.012
Control G.	4	2,75		

The Mann Whitney U test was used to examine whether there was a significant difference between the changes in the number of the mistakes made by the experimental and control groups participants. According to this table, since $p=0.012<0.05$, it can be said that there is a statistically significant difference between the experimental and control groups in terms of the change in the number of mistakes at the 95% reliability level. We can say at the 95% reliability level that the decrease in the mistakes of the participants who were implemented Shadowing Method is higher than the decrease in the mistakes of the participants who were not implemented Shadowing Method.

3.5.2 The analysis of qualitative data

The students were given an open-ended survey in addition to the quantitative data in order to gather qualitative data, which was then analyzed using thematic analysis. One of the three coding styles, open-coding, was used to carry out the operation in accordance with the concepts that were derived from the data (Strauss and Corbin, 1990). The researchers reveal the collected data by using an inductive approach, making it possible to produce codes directly from the data on the basis of the inductive analysis, according to Yıldırım and Şimşek (1990, p. 32), who claim that this type of coding is appropriate for research studies focusing on issues that do not own a particular scientific foundation.

Thematic analysis can be used to identify solutions to a variety of questions because it is not constrained by rigid theoretical limitations. Thematic analysis is a fundamental technique for qualitative analysis, according to Braun and Clarke (2006), because it facilitates the process. According to Boyatzis (1998), thematic analysis serves as a translator that enables researchers using various methodologies to speak with one another. The procedures outlined by Braun and Clarke (2006) were followed in order to incorporate the thematic analysis into this study.

An open-ended survey with four questions was used as a qualitative data tool to gather information about the attitudes the students had toward using the Shadowing method at the conclusion of the study. The participants were between the ages of 18 and 25. The experimental group's students gained favorable attitudes toward the use of the Shadowing method as a tool

for pronunciation improvement, according to the results of the open-ended survey they completed.

The thematic analysis of the survey brought about four themes:

pronunciation improvement,

general learning,

motivation,

advantages and disadvantages.



CHAPTER 4

4. RESULTS

4.1. Quantitative Findings

The research findings are reported in this section. The quantitative data regarding the difference between the control group and the experiment group on the basis of their pronunciation improvement was measured through the application of Wilcoxon Signed Ranks Test and Mann-Whitney U Test. Since the number of participants was small, these non-parametric tests were used. Wilcoxon Signed Ranks Test was used for comparison of two dependent groups, and Mann-Whitney U test was used for comparison of two independent groups.

4.1.1. Wilcoxon Signed Ranks Test Results

To determine whether there was a statistically significant difference between the pre-test and the post-test, the Wilcoxon Signed Ranks test was used.

Table 4.1 Wilcoxon Signed Ranks Test results of experimental group

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	7 ^a	4,00	28,00	-2,366 ^b	,018
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	7				

a. post < pre b. post > pre c. post = pre

According to the results of table 5, there is a significant difference between the pre-test and post-tests of the participants in the experimental group. That is, the pronunciation mistakes that these participants made in the pre-test before implementing the Shadowing Method for eight weeks were more than the pronunciation mistakes they made in the post-test after implementing the Shadowing Method.

Table 4.2 Wilcoxon Signed Ranks Test results of control group

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	4 ^a	2,50	10,00	-1,826 ^b	,006
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	4				

a. post < pre b. post > pre c. post = pre

According to the results of table 6, there is no significant difference between the pre-test and post-tests of the participants in the control group. This means that there was no significant difference between the pronunciation mistakes made by the participants in the control group in the pre-test before implementing the Shadowing Method for eight weeks, and

the pronunciation mistakes they made in the post-test after implementing the Shadowing Method for eight weeks.

4.1.2 Mann-Whitney U Test Results

The Mann-Whitney U test was used to determine whether there was a significant difference between the improvement in pronunciation of experimental group participants after implementing the Shadowing Method for eight weeks and the pronunciation improvement in control group participants.

Table 4.3 Mann Whitney U Test

	<i>N</i>	<i>Mean Rank</i>	<i>U</i>	<i>P</i>
Experimental G.	7	7,86	1.000	0.012
Control G.	4	2,75		

According to table 7, there is a significant difference between the pronunciation improvement of the experimental group participants who were implemented the Shadowing Method for eight weeks and the control group participants who were not implemented the Shadowing Method. We can say that the mistake reduction rate between the pre-test and post-test of the experimental group participants who were implemented the Shadowing Method for eight weeks was higher than the pronunciation mistake reduction rate between pre-test and post-test of the control group participants who were not implemented the Shadowing Method for eight weeks.

These results suggest that the experimental group that was implemented the Shadowing Method for eight weeks showed a better improvement in pronunciation than the control group were not implemented the Shadowing Method. It can be inferred from the results given above that the use of the Shadowing Method as a pronunciation improvement tool produced better learning outcomes.

4.2 Qualitative Findings

Thematic analysis was used to examine qualitative data that was acquired by an open-ended survey with questions. In order to pinpoint meaning sets that are offered in response to the study topic, thematic analysis is used.

4.2.1. Pronunciation Improvement

The first question was created to elicit students' opinions on the benefits of the Shadowing method on their pronunciation improvement because it was intended to improve

students' proficiency in English pronunciation. The impacts of the shadowing approach on bettering pronunciation are the main theme that has arisen from this inquiry.

Table 4.4 The codes for pronunciation improvement

Category	Codes
Positive Attitudes	Beneficial Improving Successful Effective in short time Allows to give self-feedback Captivating Helpful Useful
Negative Attitudes	Not very effective

Nearly all of the participants reported favorable opinions about how the Shadowing Method improved their pronunciation. The participants' responses provided the following positive codes: helpful, beneficial, successful, useful, and captivating.

Some answers are:

P1: "I think Shadowing is a very beneficial method."

P2: "I am aware of that I still make pronunciation mistakes but I can already see the improvement on my pronunciation."

P3: "I have improved my pronunciation."

P10: "It improves English pronunciation without getting bored."

P11: "I think it is very effective but if only you practice it regularly."

The only student stating a partly negative comment about Shadowing Method is participant 9, who thinks it is not very beneficial since he still struggles to understand when he hears a word for the first time. The only negative code extracted from the answers is not very beneficial.

P9: "I think Shadowing Method is not very beneficial because I still struggle to understand a word if I hear it for the first time."

From the responses given by the students, it can be inferred that they have positive attitudes toward using the application and its advantages for their pronunciation improvement

4.2.2 General English learning

The effects of Shadowing Method on all forms of learning emerged as the central subject in this question. To find out how Shadowing Method has affected the participants' overall learning, question two was put to them.

Table 4.5 The codes for general English learning

Category	Codes
Positive Attitudes	Beneficial Practical Successful Interesting
Negative Attitudes	-

In this part, positive comments were received from all the students. All of the students said that their vocabulary knowledge increased. Since it is necessary to repeat until they make the correct pronunciation, a few of the students said that they learned sentence structures in this way and that this had a positive effect on their grammar knowledge. The positive codes that were determined from the students' feedbacks are beneficial, practical, successful, interesting.

Some students state these:

P3: "My vocabulary knowledge has expended. I have learnt sentence structure. It has even helped with my English grammar knowledge."

P5: "It is very useful. I learned new vocabulary items and phrasal verbs."

P6: "The videos were very interesting. I realized that is learning English is not all about grammar. It has changed my perspective towards learning English."

P9: "I think it helps general English more than pronunciation because you have to be disciplined and practice it regularly which are essential to learn a new language."

P10: "Its effects are surprising. It helped me with grammar and also I learned daily speech."

P11: "It improves listening as well as pronunciation."

To sum up, it is clearly seen that all the students are happy with Shadowing Method with all its outcomes.

4.2.3 Motivation

In order to learn more about how the use of Shadowing method affects students' motivation, the third question was created. The impacts of Shadowing method on motivation are the recurring theme in this inquiry.

More than half of the students said that the shadowing method had a positive effect on their motivation to learn English. One student, P11, said he wasn't sure if his motivation stemmed from the shadowing method or his instructor. Only one student, P8, replied to this question that it did not affect his motivation. Two students, P2 and P6, added that their motivation was mostly positively affected, but they were sometimes demotivated if they had too much difficulty pronouncing a word correctly.

Table 4.6 The codes for motivation

Category	Codes
Positive Attitudes	Motivating Interesting Improving Fun Self-confidence
Negative Attitudes	Not sure whether it effected his motivation Did not affect his motivation

Some considerations of the participants:

P1: "As I felt my pronunciation improved, my desire to learn English increased."

P2: "It positively affected my motivation and increased my curiosity towards English. However, sometimes I had a very difficult time pronouncing certain words correctly, and that sometimes demotivated me."

P4: "It was very fun. Some sentences also had melody, and it was very enjoyable to repeat those sentences with the same melody, as if singing, and it motivated me to do it every time."

P5: "As I saw my English skills improve, I became motivated, I always wanted to do more, I can listen to such things all the time."

P10: "I got bored very quickly with the methods I had tried to improve my pronunciation before, but since the materials we used here were TV series and movie footages, I found it very enjoyable and I was motivated to practice."

P11: “It is difficult for me to motivate myself to do something in my daily life, but I was always very motivated while doing this work. The reason may be the shadowing method, my instructor too.”

As can be seen from the answers, most of the students state that the shadowing method affects their motivation positively. Witnessing the development of pronunciations has been their greatest motivation. In order to apply the method, the series and movie footages taken from the VoScreen Youtube channel are one of the positive features that the participants talk about the most.

4.2.4 General advantages and disadvantages

The fourth question, which is the last of the open-ended survey questions, was asked to the students so that they could make general comments that they could not express in the previous questions. The purpose of this question is to get students to talk about the general advantages and disadvantages of the shadowing method. The purpose of this is both to learn the details that were not given in the previous questions and to identify the points that can be improved in the application of the method.

Table 4.7 Codes for advantages and disadvantages

Category	Codes
Positive Attitudes	New series, movies, programs More time with English Vocabulary Grammar Pronunciation Daily speech Listening skill Helpful in general Discipliner No need for anyone else Consistency
Negative Attitudes	Difficult Some accents are confusing Time consuming 5 sentences were not enough

Overall, all students said the shadowing method had multiple advantages. Some students said that they find it very difficult to pronounce some words as a disadvantage.

Some representative comments are:

P1: “I discovered new TV series and movies. I spent more time with English than usual.”

P5: "We used to talk about this method sometimes in our daily life with our friends who participated in the shadowing study. Sometimes we would reply to each other with the lines that we remember from there, and it was very funny. English has become more and more important in our lives. However, sometimes I was starting to get angry when I couldn't pronounce words that I was completely unfamiliar with."

P6: "Overall, it's a successful method, but it was a little too little to do only 5 sentences."

P8: "I think there is no downside. It contributes to the whole of English."

P9: "It brought the language learning discipline, but it is considered a bit time-consuming. Sometimes people don't even have time to listen to 5 sentences and repeat them, and we were doing this 4-5 times a week."

P10: "It leads to success by gaining discipline in a short time. But some accents are very confusing."

P11: "The best part is being able to practice pronunciation without needing anyone else, and getting familiar with common expressions."

As it can be understood from the comments of the students, all the students talked about the advantages of the shadowing method. There is also a student who comments on time-consuming as well as saying that it is not enough to repeat 5 sentences. Although there are contrasting students, in general, it can be said that this method is liked and appreciated by the students.

The results of the open-ended survey, which were analyzed using thematic analysis, showed that a large majority of the respondents had good sentiments towards using the Shadowing Method as a method to improve pronunciation.

As it can be understood from the comments of the students, it was one of the most enjoyable aspects of the study that they repeated the sentences taken from the VoScreen YouTube channel and all of which were TV series, movies, and TV programs. Working with the things they are interested in in their daily lives motivated them. They gained discipline thanks to being organized, and their perspective on English was also affected.

One may argue that the findings from the quantitative data were in line with the majority of the students' favorable sentiments, which mostly expressed the advantages of using Shadowing method.



CHAPTER 5

5. DISCUSSION, CONCLUSION AND SUGGESTIONS

The conclusion will be followed by a brief discussion of the subject. Finally, we will offer ideas for further studies.

5.1. Discussion

This study's objective was to compare the effects of the Shadowing method with the control group, which did not use the approach, on learners' pronunciation improvement. In order to examine the data, a mixed-methods approach was used.

Shadowing method is one of the pronunciation improvement method that teachers can implement into their classrooms so that their students might find it fun and motivating since it is one of the hardest skills to improve. Shadowing method has so many advantages. According to Horiyama, Once they get used to practice shadowing, students are more likely to enjoy the session and become familiar with various accents if actual material that is engaging and relevant to their level of English ability is introduced. Students will therefore have more opportunities to converse with English speakers and advance their language skills through shadowing.

The use of shadowing method also helps teachers to discover other aspects of language teaching. According to Soto-hinman After participating in a shadowing program, teachers learn how crucial it is to include "academic talk" in their lesson plans, and administrators from the district office and school sites begin to concentrate their professional development efforts on expanding opportunities for academic oral language development.

Shadowing, one of many pronunciation improvement techniques, was chosen for this study. This study is aimed to find out how the Shadowing method affected students' views toward it as well as their competence in English pronunciation. The test results showed that there is a noticeable difference between the pre-test and post-test results of the experimental group participants in this repetition-based method. This justified the prediction that the shadowing method could be effective. At the same time, there is a difference between the pre-test and post-test results of the control group participants. However, this difference is less than that of experimental group participants. One reason may be that control group participants do not apply this method, or that control group participants' pre-test results are already low. This is one of the limitations of the study. The open-ended survey also showed what kind of attitude

the participants have towards the implementation of the Shadowing Method. The findings from the thematic analysis showed that most participants developed positive views for a variety of reasons, including the utilization of movie clips.

According to Torikai (1997), English language learners can benefit from shadowing in a number of ways. It helps learners with their other language competences. Torikai (2003) asserts that one can increase concentration by shadowing. She argues that although the majority of listening exercises are unfocused and passive, shadowing demands students to focus on the material and duplicate it in order to follow the speaker. Torikai therefore suggested that shadowing might enhance memory, which would therefore enhance listening.

Numerous research investigating the efficiency of shadowing have placed a lot of emphasis on the role of shadowing in listening comprehension. According to the studies (Bovee & Stewart, 2009, and Hamada, 2014), shadowing is a good way to hone this language skill. There has also been considerable research in the outcomes of shadowing on standardized speaking ability exams (A. Foote & McDonough, 2017).

The enhancement of second- or foreign-language ability is linked to the advantages of shadowing. Tamai (1997), who was cited by Hamada (2009, p. 7), asserted that shadowing could aid language learners in improving their speaking, reading, and listening fluency. The use of shadowing techniques in classroom education, according to Omar and Umehara (2010), The four key areas of progress as a result of adopting shadowing techniques in classroom instruction include changes in the natural rate of speech, comprehension, involvement in shadowing, and confidence in each cycle. Also advantageous is the fact that "the learners' speech perception will be automated, enabling learners to increase the amount of phonological information held in the short-term store" (Hamada, 2009, p.1)

The mother tongue of all the students participating in the study is Turkish, and accordingly, the /r/ sound is dominant and the word "thing" is pronounced like "think". This shows us how much of an impact L1 can have on foreign language learning. According to A. Foote and McDonough (2017), distinct learners will have distinct comprehensibility challenges depending on the influence of the L1 and the individual differences of the learners. A partial solution to this problem is to find exercises and teaching techniques that enable students to compare their own pronunciation to that of their target language without focusing on a single trait. One technique that has demonstrated promise in this area is shadowing; although it has

long been used in textbooks and educational settings to teach pronunciation, L2 scholars have only recently started to pay it greater consideration. Without receiving direct instruction, students can practice their pronunciation through shadowing, which may help them understand more.

The increased use of technology in virtually every part of contemporary life has led to many improvements, and education is now no exception (McGrail, 2005). There is a ton of literature that suggests technology is essential for supporting and inspiring learning. Every teacher wants their pupils to be happy with the results of their learning, and to achieve this, teachers must use a variety of tools that they believe will be beneficial to their teaching style.

A. Foote and McDonough (2017) assert that the prevalence of mobile devices like smart phones, tablets, and digital music players has made using shadowing as a homework assignment easier than ever. Given the increase in the number of apps that let users layer recorded tracks on top of one another, this is particularly true. Additionally, shadowing offers students who are not enrolled in a pronunciation program a cost-effective way to conduct independent pronunciation practice. This is especially important because pronunciation does not always receive much attention in language training (Foote, Trofimovich, Collins, & Soler-Urza, 2016).

The shadowing method also creates self-criticism. While the students are recording themselves, they witness their own mistakes or developments. According to surveys and semi-structured conversations with them, participants in the shadowing project typically felt more assured in their speaking abilities. Some participants said that using recorders helped them recognize and correct their own errors, and they thought that studying outside of class via shadowing was beneficial (A. Foote & McDonough, 2017).

It can be said that the students' favorite part of the study is the shadowing method, taken from the VoScreen youtube channel, and footages, all of which are series and movies. A previous research has found that watching movies while learning a foreign language offers a number of benefits, including improving vocabulary and boosting motivation (Scan, 2011).

Voscreen is a truly cutting-edge method that enables students to develop their English language skills independently, without the need for outside guidance. Additionally, it can provide educators with the tools they need to stretch, involve, and develop the language skills of their students. Voscreen is built on a distinct methodology and approach that were created

after careful analysis of the steps involved in learning one's native language and picking up environmental languages (Yüçetürk, 2021).

One drawback of this method is that the participants find the shadowing method a bit repetitive and they get bored with it. Over one quarter of the participants reported having problems shadowing, and several claimed the tasks were tiresome and repetitive (A. Foote & McDonough, 2017).

5.2. Conclusion

To conclude, it can be said that the shadowing method positively affects the language learning motivation of foreign language learners. It is useful not only for pronunciation but also for all language skills, speaking, reading, writing, listening, and grammar. Participants witness their own development and are willing to do more. It is a very practical method for the participants as it provides native speaker resources without needing anyone else to practice pronunciation. In addition to these, in this study, the sentences that the students were asked to listen to and repeat were TV series and movie footages, which made the study more enjoyable for the participants. The method's need for continuity and plenty of repetition are among the recorded drawbacks.

5.3. Suggestions

It takes a number of skills, such as knowledge of grammar, vocabulary, teaching, and other areas, to speak a second language. Pronunciation is one of the most important skills in teaching English as a second language. Speakers with terrible pronunciation will have trouble being understood by listeners. Despite the difficulty of acquiring pronunciation, pronunciation training is often given the least amount of attention in ESL/EFL programs (Gilakjani, 2012). The problem that seriously impairs communication among EFL/ESL learners--rather than vocabulary or grammar--is pronunciation (Hinofotis & Baily, 1980).

For the further studies, the study can be carried out in a way that makes sure that students acquire language's different outcomes. Peer learning can be provided by asking students participating in the study to give feedback to each other. It can be aimed for students to produce something related to their language level that can reinforce their language acquisition.

The impacts of the shadowing approach on better pronunciation were discussed in the current study. The study added to the body of knowledge about how the shadowing method affects the improvement of EFL pronunciation. In order to generalize the results, it would be

better to conduct further research on this subject. It would be better to increase the participant count because there aren't sufficient participants in this study to draw broad conclusions. Additionally, if it is applied to a different group, different findings can be obtained. The purpose of this study was to see whether using the shadowing approach will help learners improve their pronunciation. However, more research is required to determine whether the shadowing method can also help learners improve other abilities, such as speaking and listening.



GENİŞLETİLMİŞ TÜRKÇE ÖZET

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

“SHADOWING” TEKNİĞİNİN 2. DİL ÖĞRENCİLERİNİN TELAFFUZ BECERİLERİ ÜZERİNDEKİ ETKİLERİ

Emine Melike EFEOĞLU

Bilindiği üzere İngilizce kaynaklar her yerde ve sanat, müzik, edebiyat, haber gibi hayatın her alanında var. İngilizcenin, sahip olduğu her türlü ilgi alanına ulaşmak ve hatta bilmedikleri tarafları keşfetmek isteyenler için bir zorunluluk olduğunu söylemek yanlış olmaz. Bir kişi uluslararası bir etkinliğe yapıcı, izleyici veya herhangi bir şekilde katılımcı olarak katılmak istiyorsa, tüm potansiyel verimi alabilmesi için İngilizce konuşması veya İngilizce anlaması beklenir.

Yabancı dil öğreniminde konuşmak her zaman zor olmuştur. Bunun farklı gerekçelere dayanabilecek birçok nedeni vardır; Konuşma pratiği yapma kaygısı, özgüven düşüklüğü, motivasyon düşüklüğü, moral bozukluğu, pratik yapma fırsatı bulamama, bu liste böyle devam edebilir. Yazma, dinleme ve okuma daha kişisel kazanımlar gibi görünse de, dil öğrenimindeki çıktıların tümü tüm becerilerle bağlantılıdır. Yazma becerisinde hedeflenen noktaya ulaşmak isteyen bir öğrencinin öncelikle okuma alıştırmaları yapması beklenir. Akıcı konuşmak isteyen bir öğrencinin hedef dilde konuşan insanları da dinlemesi gerekir.

Konuşma kazanımında yanlış telaffuz kullanımı da oldukça yaygındır. Türkiye'nin doğru İngilizce telaffuzunun da çok başarılı olduğunu söylemek mümkün değil. Telaffuz gelişiminin olmamasının en büyük etkilerinden biri de konuşma kazanımının istenildiği gibi gerçekleştirilememesi ile ilgilidir. Anadili İngilizce olanların telaffuz gelişimindeki rolü yadsınamaz. Telaffuz gelişimi ile ilgili çatışmalarda öğrencilerin telaffuz geliştirme sürecinde zorlandıklarını bildirdikleri önceki çalışmalarda ortaya konmuştur. Aynı araştırmalarda, telaffuzu geliştirmenin en iyi ve etkili yolunun anadili İngilizce olan kişiler olduğunu söylenmektedir.

Konuşma kazanımı ve telaffuz gelişimi paralel ilerleyen grafikler değildir. Telaffuzu geliştirmek, yeterli girdi sağlayarak sağlanabilir. Kelimelerin doğru telaffuzunu duymayan

öğrencilerden doğru telaffuz beklemek gerçekçi olmaz. Bazı öğrencilerin tek girdi kaynağı öğretmenleridir. Bu yüzden öğretmenlerin doğru telaffuzla öğrencilerine ilk elden örnek olması gerekmektedir. Öğretmenin rolünün yanı sıra, teknoloji çağında telaffuzu geliştirmek için birçok araç vardır. Diziler, filmler, şarkılar, televizyon programları, telefon uygulamaları, sosyal medya araçları gibi pek çok kişinin kolayca ulaşabileceği araçlar bulunmaktadır. Öğretmenler, hem kurs içeriğini zenginleştirerek hem de öğrencilere telaffuzu geliştirmenin yolları olduğunu göstererek sınıfta bunlara başvurabilir.

Çalışmalarda anadili İngilizce olanların telaffuzu geliştirmedeki rolü göz önüne alındığında, bu sonuçlar bizi ana dili İngilizce olanların başrolde olduğu bir dil öğretim senaryosuna götürmektedir. Ancak anadili İngilizce olan birini bulmak her coğrafyada kolay olmayabilir. Bu durumda, bu seçeneği doğrudan ortadan kaldırmak yerine, anadili İngilizce olan kişilerle yüz yüze olmasa bile etkileşim kurmanın yolları vardır. Teknoloji çağında bu yolları uygulamak çok zor değildir çünkü doğrudan bu amaca hizmet eden mobil uygulamalar vardır. Bu uygulamalar sayesinde öğrenciler anadili İngilizce olan kişilerle iletişim kurabilmektedir. İnsanların dinlediği müzikler, izledikleri filmler, diziler gibi tüm kaynaklar girdi niteliğindedir. Bahsedilen bu kaynakların bir yöntemde bir araya geldiğini görebiliriz. O yöntemin adı da Shadowing yöntemidir.

İngilizce öğretmenleri, yukarıda listelenen ve henüz bahsedilmeyen diğer kaynakların birçoğunu entegre etmek isteyebilir, ancak bu her zaman planlandığı gibi gerçekleşmez. Aynı amaca hizmet eden gölgeleme yöntemi de uygulaması kolay ve sürdürülebilir bir yöntemdir. Öğrencilerin ana dili İngilizce olan kişilerden duydukları kısa cümleleri olduğu gibi tekrar etmeleri temeline dayanan gölgeleme, bazı öğretmenler tarafından uzun yıllardır öğrencilerine uygulanmaktadır. Daha önce yapılan çalışmalarda öğrencilerin gölgeleme yöntemini kolay, eğlenceli, verimli ve motive edici buldukları belirtilmiştir. Aksine, az da olsa bu uygulamayı sıkıcı ya da yorucu bulan katılımcılar da bulunmaktadır.

Shadowing, Türkçe karşılığıyla Gölgeleme tekniği, ikinci dil öğrenme sürecinde telaffuz geliştirme için kullanılan bir yöntemdir. Bu yöntemde öğrenciler, öğrenmek istedikleri yabancı dil anadili olan konuşmacılardan kısa cümleler olarak dinlerler ve dinledikleri cümleleri duydukları şekliyle hemen peşinden tekrar ederler. Bu çalışmada öğrenilmesi hedeflenen dil İngilizce olduğu için hep İngilizce üzerinden örnek verilmiş, anadili İngilizce olan kişiler kaynak olarak kullanılmıştır.

Gölgeleme tekniğiyle yabancı dil olarak İngilizce telaffuzunun geliştiği daha önce yapılan çalışmalarla ortaya konmuştur. Yabancı dil telaffuzunu geliştirdiği gözlemlendiği gibi, öğrencilerin İngilizce öğrenme motivasyonlarını arttırdığı, öğrencinin sınıf içi katılımını olumlu yönde etkilediği de benzer çalışmalarda varılan sonuçlar arasındadır. Çok fazla ön hazırlık gerektirmemesi, uygulama esnasında çok vakit almaması bu yöntemin öğretmenler tarafından tercih edilme nedenlerindendir. Anadili İngilizce olan kişilerin kaynak olarak tercih edilmesi, bu yöntemi telaffuz geliştirme açısından güven verici, hedefe ulaştırıcı bir yöntem kılmaktadır. Bu yöntemin yalnızca yabancı dil olarak İngilizce telaffuzunu değil, İngilizce dinleme becerilerini ve İngilizce dilbilgisini de olumlu yönde etkilediği görülmüştür. Ancak tekrara dayalı bir yöntem olması ve süreklilik gerektirmesi gibi durumlar, daha önce yapılan çalışmalarda katılımcıların olumsuz yorumları arasında yer almaktadır.

Bu çalışmayı yapan araştırmacı, gölgeleme tekniği üzerine daha önce yapılmış araştırmaların ışığında, çalışmayı henüz başlatmadan önce katılımcıların yabancı dil olarak İngilizce telaffuzlarının gelişim göstereceğini, öğrenme motivasyonlarını arttıracaklarını ve bu yöntemin yabancı dil olarak İngilizce dilinin diğer kazanımlarında da etkili olacağını öngörmüştür. Çalışmanın sonuçları, bu öngörüğü destekler niteliktedir.

Bu çalışma, gölgeleme yönteminin konuşma becerisi kazandırırken telaffuz gelişimini olumlu yönde etkilediğini varsaymaktadır. Ayrıca gölgeleme yönteminin öğrencilerde kalıcı öğrenme için bir kapı görevi göreceğini öngörür. Bu bağlamda çalışmanın iki temel amacı şu şekilde özetlenebilir:

- Konuşma becerisi kazandırılırken öğrencilerin telaffuz gelişimine dikkat çekmek
- Gölgeleme yönteminin konuşma becerisi kazanma sürecindeki olumlu etkilerinin değerlendirilmesi.

Bu amaçla çalışmanın iki araştırma sorusu ışığında yürütülmesi planlanmıştır.

1. Gölgeleme yöntemi telaffuz gelişimini etkiler mi?
2. Gölgeleme yöntemi İngilizce öğrenenleri motive ediyor mu?

Çalışmanın bulguları, gölgeleme yaklaşımının İngilizce telaffuzu geliştirmedeki etkinliği hakkında fikir vermesine rağmen, çalışmanın dezavantajları da vardır. İlk olarak, çalışmada sadece az sayıda katılımcı kullanılmıştır. İkincisi, sekiz haftalık bir incelemeden

sonra çıkarılan sonuçlara sahip bir araştırma çalışma olmasıdır. Genellemeler yapmak için daha büyük bir örneklem ve daha uzun bir zaman dilimi gerekir. Çalışmanın ortamı -özel bir kurumda İngilizceyi yabancı dil olarak alan öğrencilerle yapılmıştır- bir diğer sınırlılıktır. Sonuç olarak, farklı eğitim düzeylerinde öğrenim gören farklı katılımcılar için kullanılırsa, farklı sonuçlar çıkarılabilir. Cinsiyet, yaş, sosyo-ekonomik durum ve kültürel hususlar dikkate alınmamıştır.

L2: İkinci dil. Kişinin anadilinin dışında konuştuğu ikinci dil.

EFL: Yabancı Dil Olarak İngilizce, İngilizce konuşulmayan bir ülkede İngilizce öğrenmektir.

Gölgeleme Yöntemi: Gölgeleme Yöntemi, duyulan seslerin tekrar edilmesidir.

VoScreen: İngilizce öğrenmek için kullanılan teknolojik bir araç.

Farkına Varma Hipotezi: Bir öğrencinin bilgiyi aktif olarak fark etmedikçe dil becerilerini geliştiremeyeceğini veya dilsel öğeleri özümseyemeyeceğini belirten ikinci dil edinimindeki bir teoridir.

Araştırmacı, çalışmasını Konya’da özel bir üniversitenin yabancı diller yüksekokulunda İngilizce hazırlık eğitimi alan öğrencilerle gerçekleştirmiştir. Hazırlık eğitimi alan öğrenciler, bir sene boyunca haftada 24 saat İngilizce dersi görmektedirler. Müfredatları A1 İngilizce seviyesiyle başlamakta, B2 İngilizce seviyesiyle bitmektedir. Öğrenciler dört farklı kuru, her kur sekiz hafta sürecek şekilde almaktadırlar. A1 ve A2 kurlarının ders içerikleri dilin tamamını ele alacak şekilde hazırlanmışken, B1 ve B2 kurlarının ders içerikleri İngilizce dil becerilerine ve İngilizce dilbilgisine ayrılmıştır. Öğrenciler B1 ve B2 kurlarında haftalık dokuz saat İngilizce dinleme-konuşma, dokuz saat İngilizce okuma-yazma, altı saat İngilizce dilbilgisi görmektedirler.

Araştırmacı, çalışmasını başlatmadan önce, çalışmasında yer almayacak hazırlık İngilizce sınıflarındaki beş öğrenciden bir dil öğrenme uygulaması olan VoScreen’in YouTube kanalındaki videolarından rastgele seçtiği 50 cümleyi kendisine okumalarını istemiş ve öğrenciler okurken onları kayda almıştır. Öğrencilerin en çok hata yaptığı 30 kelimeyi saptamış ve bu 30 kelimenin içinde ayrı ayrı geçtiği 30 cümleyi Cambridge Dictionary internet sitesinden alarak, çalışmasına gönüllü olarak katılacak öğrencilere uygulamak için bir ön-test oluşturmuştur. Ön test 234 kelimedenden oluşmaktadır.

Araştırmacı, 30 cümleden oluşan ön testi çalışmaya gönüllü olarak katılan 30 öğrenciye WhatsApp üzerinden belge olarak göndermiş ve öğrencilerden bu 30 cümleyi okumalarını, okurken kendilerini ses kaydına almalarını ve aldıkları ses kayıtlarını kendisine yine WhatsApp üzerinden göndermelerini istemiştir. Ön testte yer alan cümleleri okuyan öğrenciler kayıtlarını gönderdikten sonra araştırmacı, her katılımcının ses kaydını dinlemiş ve katılımcıların hangi kelimeleri yanlış telaffuz ettiğini saptamıştır. Öğrencilerin telaffuz hatalarını yüzdelik olarak not etmiş, araştırmanın gönüllü katılımcılarını yine rastgele 15 kişi kontrol grubu, 15 kişi deney grubu olacak şekilde iki gruba ayırmıştır. Katılımcıları kontrol grubu ve deney grubu olarak açtığı iki farklı WhatsApp gruplarına almıştır.

Ön test uygulandıktan sonra VoScreen Youtube kanalından haftada en az dört gün, en çok beş gün öğrencilere videolar gönderilmiş ve öğrencilere bu videolardan araştırmacı tarafından belirlenen 5 cümleyi dinlemeleri söylenmiştir. Deney grubundan duydukları cümleleri tekrar ederken kendilerini kaydetmeleri ve bu ses kayıtlarını araştırmacıya iletmeleri söylenmiştir. Öğrenciler ses kayıtlarını WhatsApp aracılığıyla araştırmacıya iletmışlerdir. Kontrol grubu ise cümleleri sadece dinlemiştir. Bu süreç 8 hafta boyunca bu şekilde devam etmiştir.



VoScreen videolarındaki kesitlere ilişkin örnek bir ekran görüntüsü

8 hafta içerisinde öğrencilerle uygulama üzerine görüşmeler yapılmıştır. Bu görüşmeler bazen bireysel bazen de grup olarak yapılmıştır. Öğrencilere açık uçlu anket soruları sorulmuş ve çalışma hakkındaki düşünceleri öğrenilmeye çalışılmıştır.

Katılımcıların ön testte en çok telaffuz hatası yaptıkları kelimelerden oluşan 30 cümle ve 279 kelimeden oluşan son test 8 hafta sonunda tüm katılımcılara uygulanmıştır. Öğrenciler

son testte 30 cümleyi okurken kendilerini ses kaydına almışlar ve bu ses kayıtlarını WhatsApp aracılığıyla araştırmacıya iletmışlerdir. Yapılan telaffuz hatalarının toplamı, son testteki toplam kelime sayısının yüzdesi olarak hesaplanmıştır.

Katılımcılara sekiz hafta boyunca gölgeleme yönteminin uygulanmasını içeren çalışmanın sonunda, öğrencilerden dört soruluk açık uçlu bir anketi yanıtlamaları istendi. Kendileri ile birlikte yapılan çalışmadan yola çıkarak katılımcıların düşüncelerini belli bir yöne hapsetme veya yönlendirme ihtimalini ortadan kaldırmak için sorular açık uçlu olarak yazılmıştır.

Sorular:

- 1) Gölgeleme yönteminin telaffuz gelişiminize etkisi hakkında ne düşünüyorsunuz?
- 2) Gölgeleme yönteminin genel öğrenmeniz üzerindeki etkileri hakkında ne düşünüyorsunuz?
- 3) Gölgeleme yönteminin motivasyonunuzu etkilediğini düşünüyor musunuz? Evet ise, nasıl?
- 4) Gölgeleme yönteminin genel avantajları ve dezavantajları nelerdir?

Toplanan verileri analiz etmek için nicel yöntemlerin yanı sıra nitel yöntemler de kullanılmıştır. Nicel verilerin analizinde Statistical Packages for Social Science (SPSS) kullanıldı. Veriler betimsel ve istatistiksel yöntemlerle sunulmuş, elde edilen sonuçlara göre görüşler verilmiş; anlamlılık düzeyi $p < 0.05$ olarak ayarlanmıştır. Karşılaştırılacak katılımcı sayısı az olduğu için parametrik olmayan testler kullanılmıştır. İki bağımlı grubun karşılaştırılmasında Wilcoxon İşaretli Sıralar Testi, iki bağımsız grubun karşılaştırılmasında Mann-Whitney U testi kullanıldı.

Table 1 Deney Grubunun Wilcoxon İşaretli Sıralar Test sonuçları

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	7 ^a	4,00	28,00	-2,366 ^b	,018
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	7				

a. post < pre b. post > pre c. post = pre

Deney grubu için $p=0,018<0,05$ olduğu Wilcoxon İşaretli Sıralar testinde ortaya çıkmıştır. %95 güven seviyesinde ön ve son değerlendirme arasında istatistiksel olarak anlamlı bir farklılık vardır. Ortalama hatalara bakarak, eğitim sonrası hataların azaldığını istatistiksel olarak söyleyebiliriz.

Table 2 Kontrol grubunun Wilcoxon İşaretli Sıralar Test Sonuçları

Pre-test/Post test	<i>N</i>	<i>Mean Ranks</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>P</i>
Negative Ranks	^{4a}	2,50	10,00	-1,826 ^b	,006
Positive Ranks	0 ^b	,00	,00		
Ties	0 ^c				
Total	4				

a. post < pre b. post > pre c. post = pre

Kontrol grubu için $p=0,068>0,05$ olduğu test sonuçlarında görülmektedir. %95 güven seviyesinde ön ve son değerlendirme arasında istatistiksel olarak anlamlı bir farklılık yoktur.

Table 3 Mann Whitney U Testi

	<i>N</i>	<i>Mean Rank</i>	<i>U</i>	<i>P</i>
Experimental G.	7	7,86	1.000	0.012
Control G.	4	2,75		

Deney ve kontrol grubu katılımcılarının yaptıkları hata sayılarındaki değişimler arasında anlamlı bir fark olup olmadığını incelemek için Mann Whitney U testi kullanılmıştır. Bu tabloya göre $p=0,012<0,05$ olduğu için %95 güvenilirlik düzeyinde hata sayısındaki değişim açısından deney ve kontrol grupları arasında istatistiksel olarak anlamlı bir fark olduğu söylenebilir. %95 güvenilirlik düzeyinde, Gölgeleme Yöntemi uygulanan katılımcıların hatalarındaki azalmanın, Gölgeleme Yöntemi uygulanmayan katılımcıların hatalarındaki azalmaya göre daha yüksek olduğunu söyleyebiliriz.

Bu sonuçlar, sekiz hafta boyunca Gölgeleme Yöntemi uygulanan deney grubunun, Gölgeleme Yöntemi uygulanmayan kontrol grubuna göre telaffuzda daha iyi bir gelişme gösterdiğini göstermektedir. Yukarıda verilen sonuçlardan Gölgeleme Yönteminin bir telaffuz geliştirme aracı olarak kullanılmasının daha iyi öğrenme sonuçları sağladığı çıkarımı yapılabilir.

Nitel verilerin toplanması için nicel verilere ek olarak öğrencilere açık uçlu bir anket uygulanmış ve bu veriler tematik analiz ile analiz edilmiştir. Verilerden türetilen kavramlara göre işlemi gerçekleştirmek için üç kodlama stilinden biri olan açık kodlama kullanılmıştır (Strauss ve Corbin, 1990). Yıldırım ve Şimşek'e (1990, s. 32) göre, araştırmacılar toplanan verileri tümevarımsal bir yaklaşımla ortaya koyarak, tümevarımsal analize dayalı olarak

doğrudan verilerden kodlar üretmeyi mümkün kılarlar ve belirli bir bilimsel temeli olmayan konulara odaklanan araştırma çalışmaları için uygundur.

Tematik analiz, katı teorik sınırlamalarla sınırlandırılmadığından, çeşitli soruların çözümlerini belirlemek için kullanılabilir. Braun ve Clarke'a (2006) göre tematik analiz, süreci kolaylaştırdığı için nitel analiz için temel bir tekniktir. Boyatzis'a (1998) göre tematik analiz, çeşitli metodolojiler kullanan araştırmacıların birbirleriyle konuşmasını sağlayan bir çevirmen işlevi görmektedir. Tematik analizi bu çalışmaya dahil etmek için Braun ve Clarke (2006) tarafından özetlenen prosedürler izlenmiştir.

Çalışmanın sonunda öğrencilerin gölgeleme yöntemini kullanmaya yönelik tutumları hakkında bilgi toplamak için nitel veri aracı olarak dört sorudan oluşan açık uçlu bir anket kullanılmıştır. Deney grubu öğrencileri, tamamladıkları açık uçlu anketin sonuçlarına göre Gölgeleme yönteminin bir telaffuz geliştirme aracı olarak kullanılmasına yönelik olumlu tutumlar kazanmışlardır.

Anketin tematik analizi dört tema ortaya çıkarmıştır:

- 1- telaffuz geliştirme,
- 2- genel öğrenme,
- 3- motivasyon,
- 4- avantajlar ve dezavantajlar.

Çalışmanın sonunda öğrencilere yöneltilen dört açık uçlu sorudan ilki, öğrencilerin İngilizce telaffuzdaki yeterliliklerini geliştirmeyi amaçladığından, öğrencilerin telaffuz geliştirmelerinde Gölgeleme yönteminin faydalarına ilişkin görüşlerini ortaya çıkarmak için oluşturulmuştur. Gölgeleme yaklaşımının telaffuzu iyileştirme üzerindeki etkileri, bu araştırmadan ortaya çıkan ana temadır.

Katılımcıların neredeyse tamamı, Gölgeleme Yönteminin telaffuzlarını nasıl geliştirdiği konusunda olumlu görüşler bildirmiştir. Katılımcıların yanıtları şu olumlu kodları şöyledir: faydalı, başarılı, yardımcı ve etkileyici. Gölgeleme Yöntemi hakkında kısmen olumsuz görüş bildiren ve bir kelimeyi ilk duyduğunda hala anlamakta güçlük çektiği için pek faydalı olmadığını düşünen tek öğrenci. Cevaplardan çıkarılan tek negatif kod “pek faydalı değil”

olmuştur. Öğrencilerin verdikleri cevaplardan, uygulamayı kullanmaya ve telaffuzlarını geliştirmeye yönelik avantajlarına yönelik olumlu tutumlara sahip oldukları anlaşılmaktadır.

Gölgeleme Yönteminin tüm öğrenme biçimleri üzerindeki etkileri bu soruda ana konu olarak ortaya çıkmıştır. Gölgeleme Yönteminin katılımcıların genel öğrenmelerini nasıl etkilediğini öğrenmek için onlara ikinci soru soruldu. Bu bölümde tüm öğrencilerden olumlu görüşler alınmıştır. Öğrencilerin tamamı kelime bilgilerinin arttığını söylediler. Doğru telaffuzu yapana kadar tekrar etmek gerektiğinden öğrencilerden birkaçı cümle yapılarını bu şekilde öğrendiklerini ve bunun dilbilgilerini olumlu yönde etkilediğini belirtmişlerdir. Öğrencilerin geri bildirimlerinden belirlenen olumlu kodlar faydalı, pratik, başarılı, ilgi çekicidir.

Gölgeleme yöntemi kullanımının öğrencilerin motivasyonunu nasıl etkilediği hakkında daha fazla bilgi edinmek için üçüncü soru oluşturulmuştur. Gölgeleme yönteminin motivasyon üzerindeki etkileri, bu araştırmada yinelenen temadır.

Öğrencilerin yarısından fazlası, gölgeleme yönteminin İngilizce öğrenme motivasyonlarına olumlu etkisi olduğunu söyledi. Bir öğrenci, motivasyonunun gölgeleme yönteminden mi yoksa hocasından mı kaynaklandığından emin olmadığını söyledi. Sadece bir öğrenci bu soruya motivasyonunu etkilemediğini söylemiştir. İki öğrenci, motivasyonlarının çoğunlukla olumlu yönde etkilendiğini, ancak bazen bir kelimeyi doğru telaffuz etmekte çok zorlandıklarında motivasyonlarının düştüğünü sözlerine ekledi.

Cevaplardan da anlaşılacağı üzere öğrencilerin çoğu gölgeleme yönteminin motivasyonlarını olumlu yönde etkilediğini belirtmektedir. Telaffuzlarının gelişimine tanık olmak onların en büyük motivasyonu olmuştur. Yöntemin uygulanabilmesi için VoScreen Youtube kanalından alınan dizi ve film çekimleri katılımcıların en çok bahsettiği olumlu özelliklerinden biridir.

Açık uçlu anket sorularının sonuncusu olan dördüncü soru öğrencilere önceki sorularda ifade edemedikleri genel yorumları yapabilmeleri için sorulmuştur. Bu sorunun amacı, öğrencileri gölgeleme yönteminin genel avantaj ve dezavantajları hakkında konuşturmaktır. Bunun amacı hem önceki sorularda verilmeyen detayları öğrenmek hem de yöntemin uygulanmasında geliştirilebilecek noktaları belirlemektir.

Genel olarak, tüm öğrenciler gölgeleme yönteminin birçok avantajı olduğunu söyledi. Bazı öğrenciler dezavantaj olarak bazı kelimeleri telaffuz etmekte çok zorlandıklarını belirtmişlerdir.

Öğrencilerin yorumlarından da anlaşılacağı üzere öğrencilerin tamamı gölgeleme yönteminin avantajlarından bahsetmiştir. 5 cümleyi tekrar etmenin yeterli olmadığını söylemenin yanı sıra zaman alıcı yorum yapan bir öğrenci de bulunmaktadır. Zıt öğrenciler olsa da genel olarak bu yöntemin öğrenciler tarafından beğenildiği ve beğenildiği söylenebilir.

Tematik analiz kullanılarak analiz edilen açık uçlu anketin sonuçları, yanıt verenlerin büyük çoğunluğunun Gölgeleme Yöntemini telaffuzu geliştirmek için bir yöntem olarak kullanmaya yönelik iyi düşüncelere sahip olduğunu göstermiştir.

Öğrencilerin yorumlarından da anlaşılacağı üzere VoScreen YouTube kanalından alınan ve tamamı film ve dizi olan cümleleri tekrar etmeleri çalışmanın en keyifli yönlerinden biri olmuştur. Günlük yaşamlarında ilgi duydukları şeylerle çalışmak onları motive etmiştir. Çalışmanın düzenli olması sayesinde disiplin kazanmışlar ve İngilizceye bakış açıları da etkilenmiştir.

Nicel verilerden elde edilen bulguların, öğrencilerin çoğunlukla Gölgeleme yöntemini kullanmanın avantajlarını ifade eden olumlu duygularıyla uyumlu olduğu iddia edilebilir.

Bu çalışmanın amacı, Gölgeleme yönteminin, yaklaşımı kullanmayan kontrol grubu ile öğrencilerin telaffuz gelişimi üzerindeki etkilerini karşılaştırmaktır. Verileri incelemek için karma yöntem yaklaşımı kullanılmıştır.

Gölgeleme yöntemi, geliştirilmesi en zor becerilerden biri olduğu için öğretmenlerin öğrencilerine eğlenceli ve motive edici bulmaları için sınıflarında uygulayabilecekleri telaffuz geliştirme yöntemlerinden biridir. Gölgeleme yönteminin pek çok avantajı vardır. Horiyama'ya göre, Gölgeleme pratiğine alıştıktan sonra, öğrencilerin ilgi çekici ve İngilizce seviyelerine uygun gerçek materyaller tanıtılırsa, oturdan zevk almaları ve çeşitli aksanlara aşina olmaları daha olasıdır. Bu nedenle öğrenciler, İngilizce konuşanlarla sohbet etmek ve gölgeleme yoluyla dil becerilerini geliştirmek için daha fazla fırsata sahip olacaklardır.

Gölgeleme yönteminin kullanılması, öğretmenlerin dil öğretiminin diğer yönlerini keşfetmelerine de yardımcı olur. Bu çalışma için birçok telaffuz geliştirme tekniğinden biri olan gölgelendirme seçilmiştir. Bu çalışma, Gölgeleme yönteminin öğrencilerin bu yöneme yönelik

görüşlerini ve İngilizce telaffuz yeterliliklerini nasıl etkilediğini ortaya çıkarmayı amaçlamıştır. Test sonuçları, tekrara dayalı bu yöntemde deney grubu katılımcılarının ön test ve son test sonuçları arasında gözle görülür bir fark olduğunu göstermiştir. Bu, gölgeleme yönteminin etkili olabileceği öngörüsünü haklı çıkarmıştır. Aynı zamanda kontrol grubu katılımcılarının da ön test ve son test sonuçları arasında farklılık bulunmaktadır. Ancak bu fark deney grubu katılımcılarına göre daha azdır. Bunun bir nedeni, kontrol grubu katılımcılarının bu yöntemi uygulamamaları veya kontrol grubu katılımcılarının ön test sonuçlarının zaten düşük olması olabilir. Bu çalışmanın sınırlılıklarından biridir. Açık uçlu anket, katılımcıların Gölgeleme Yönteminin uygulanmasına yönelik nasıl bir tutuma sahip olduklarını da ortaya koymuştur. Tematik analizden elde edilen bulgular, çoğu katılımcının film kliplerinin kullanılması da dahil olmak üzere çeşitli nedenlerle olumlu görüşler geliştirdiğini göstermiştir.

Sonuç olarak, gölgeleme yönteminin yabancı dil öğrenenlerin dil öğrenme motivasyonunu olumlu yönde etkilediği söylenebilir. Sadece telaffuz için değil, konuşma, okuma, yazma, dinleme ve dilbilgisi gibi tüm dil becerileri için de yararlıdır. Katılımcılar kendi gelişimlerine tanık olurlar ve daha fazlasını yapmaya isteklidirler. Telaffuz pratiği yapmak için başka kimseye ihtiyaç duymadan ana dili İngilizce olan kişileri kaynak sağladığı için katılımcılar için oldukça pratik bir yöntemdir. Bunlara ek olarak bu çalışmada öğrencilerden dinlemeleri ve tekrar etmeleri istenen cümlelerin dizi ve film çekimleri olması çalışmayı katılımcılar için daha keyifli hale getirmiştir. Yöntemin devamlılık ihtiyacı ve çok tekrara ihtiyaç duyması kaydedilen dezavantajlar arasındadır.

İkinci bir dili konuşmak için dilbilgisi, kelime bilgisi, öğretim ve diğer alanlar gibi bir dizi beceri gerekir. Telaffuz, ikinci dil olarak İngilizce öğretiminde en önemli becerilerden biridir. Telaffuzu kötü olan konuşmacılar, dinleyiciler tarafından anlaşılmakta zorlanırlar. Telaffuz edinmenin zorluğuna rağmen, telaffuz eğitimine ESL/EFL programlarında genellikle en az dikkat verilir. (Gilakjani, 2012) İngilizceyi EFL/ESL olarak öğrenenler arasındaki iletişimi ciddi şekilde bozan sorun -kelime bilgisi veya gramerden ziyade- telaffuzdur (Hinofotis & Baily, 1980).

Gölgeleme yaklaşımının daha iyi telaffuz üzerindeki etkileri bu çalışmada tartışılmıştır. Çalışma, gölgeleme yönteminin yabancı bir dil olarak İngilizce telaffuzunun gelişimini nasıl etkilediğine dair bilgi birikimine katkıda bulunmuştur. Sonuçları genellemek için bu konuda daha fazla araştırma yapmak daha doğru olacaktır. Bu çalışmada geniş sonuçlar çıkarmak için yeterli katılımcı olmadığı için katılımcı sayısını artırmak daha iyi olacaktır. Ayrıca farklı bir

gruba uygulanırsa farklı bulgular elde edilebilir. Bu çalışmanın amacı, gölgeleme yaklaşımını kullanmanın öğrencilerin telaffuzlarını geliştirmelerine yardımcı olup olmayacağını görmektir. Ancak, gölgeleme yönteminin öğrencilerin konuşma ve dinleme gibi diğer becerilerini geliştirmelerine de yardımcı olup olmayacağını belirlemek için daha fazla araştırmaya ihtiyaç vardır.



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APPENDICES

APPENDIX-1



NECMETTİN ERBAKAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULUNA
SUNULACAK

BİLGİLENDİRİLMİŞ ONAM FORMU

(Bireylerden veri toplamaya dayalı her türlü araştırmada alınacaktır. Katılımcı

Bilgisi Olmadan Doldurulmalıdır)

Bu çalışma, The Effects of Shadowing Technique on L2 Learners' Pronunciation Skills başlıklı bir araştırma çalışmasıdır. Çalışma, Emine Melike Efeoğlu tarafından yürütülmekte ve sonuçları ile "Shadowing" tekniğinin ikinci yabancı dil olarak İngilizce öğrenenlerin telaffuz becerileri üzerindeki etkisi ortaya konacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, gözleme dayalı araştırma ve temel araştırma yapılarak sizden veriler toplanacaktır.
- İsmınızı yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı KTO Karatay Üniversitesi Yabancı Diller Yüksekokulu'ndan Emine Melike Efeoğlu'ya yöneltebilirsiniz.

Sorumlu Araştırmacı /Yardımcı Araştırmacı

Unvan- Adı-Soyadı: Doç. Dr. Galip KARTAL/Emine Melike EFEOĞLU

İmza :

**Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek
verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.**

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:



APPENDIX-2



NECMETTİN ERBAKAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU
GÖNÜLLÜ KATILIMCI ONAY FORMU
(Katılımcı Bilgisi Olmadan Doldurulmalıdır)

Sizi Emine Melike EFEOĞLU tarafından yürütülen “The Effects of Shadowing Technique on L2 Learners’ Pronunciation Skills” başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı “Shadowing” tekniğinin yabancı dil öğrencilerinin telaffuzuna olan etkilerini ortaya koymaktır. Araştırmada sizden tahminen her gün 10 dakika ayırmanız istenmektedir.

Bu çalışmaya katılmak tamamen GÖNÜLLÜLÜK esasına dayanmaktadır.

Çalışmanın amacına ulaşması için sizden beklenen, bütün sorulara, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle vermenizdir. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz.

Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup KİŞİSEL BİLGİLERİNİZ GİZLİ TUTULACAKTIR; ancak verileriniz yayın amacı ile kullanılabilir.

Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında, şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız, araştırmacıya şimdi sorabilir veya aşağıdaki iletişim bilgilerinden ulaşabilirsiniz.

Yardımcı Araştırmacı/Sorumlu Araştırmacı Tarafından Doldurulacak	
Katılımcının kişisel bilgilerinin gizli tutulacağını, katılımcının çalışma kapsamında sağlayacağı tüm verilerin etik kurallara göre işleneceğini ve bu etik kuralların ihlali durumunda, ortaya çıkacak tüm sorumluluğu kabul ettiğimi beyan ederim.	
Unvanı, Adı-Soyadı:	Emine Melike EFEOĞLU
Tarih:	02.11.2022
İmza:	
Yetişkin Katılımcının Kendisi tarafından doldurulacak	
<input type="checkbox"/> Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım.	
<input type="checkbox"/> Çalışma hakkında yazılı/sözlü açıklama araştırmacı tarafından yapıldı ve kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.	
<input type="checkbox"/> Bu koşullarda, araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.	
18 Yaş Altı Kısıtlı Katılımcının Velisi/Vasisi tarafından doldurulacak	
<input type="checkbox"/> Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve bu çalışmanın kapsamını ve amacını, gönüllü katılımcılara düşen sorumlulukları anladım.	
<input type="checkbox"/> Çalışma hakkında yazılı/sözlü açıklama araştırmacı tarafından yapıldı ve katılımcının kişisel bilgilerinin özenle korunacağı konusunda yeterli güven verildi.	
<input type="checkbox"/> Bu koşullarda, Velisi/Vasisi bulunduğum’nın araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmasını kabul ediyorum.	
Araştırma tamamlandığında genel/özel sonuçların benimle paylaşılmasını	<input type="checkbox"/> İstiyorum <input type="checkbox"/> İstemiyorum
Adı-Soyadı: veya Katılımcı Kodu:	
Tarih:	
İmza:	
İletişim Bilgileri (İsteğe bağlı):	

Bu form, katılımcının kendisi/velisi/vasisi tarafından imzalandıktan sonra araştırmacıya teslim edilecektir. Ayrıca talep edildiği takdirde, bu formun bir nüshası katılımcıya verilecektir.



APPENDIX-3

Pre-test

- 1- He only lived a few days after the accident.
- 2- Go on to the shops without me, I'll catch you up.
- 3- Did they tell you why?
- 4- Our electric bill for July was \$115.
- 5- The plaster cast helps to heal the broken bone
- 6- He is not going to step away from the battle just yet.
- 7- Don't you know any jokes?
- 8- "What does it cost?"
- 9- Ask Kate. She'll know
- 10- My eyes feel really sore.
- 11- The disease causes thousands of deaths a year.
- 12- Do you believe in life after death?
- 13- She sat down and read the book straight through from beginning to end.
- 14- I bought myself a new coat.
- 15- Our new television has a very clear picture.
- 16- I want some chocolate.
- 17- I'll be leaving at five o'clock tomorrow.
- 18- What is wrong with me?
- 19- You can't blame him for everything.
- 20- She used to be a teacher, but now she works in publishing.
- 21- I don't think Emma will get the job.
- 22- This letter's full of spelling mistakes.
- 23- Did I do something wrong?
- 24- Relations between the two countries have never been better.
- 25- Was there anyone you knew at the meeting?
- 26- Do you want to say something?
- 27- Don't panic! Don't panic! Don't panic!
- 28- Although she had been ill for a long time, it still came as a shock when she eventually died.
- 29- There would seem to be some truth in what she says.
- 30- The destiny of our nation depends on this vote!

APPENDIX-4

Post-test

- 1-I was hardly able to move my arm after the accident.
- 2-You'll have some cake, won't you, Charlie?
- 3-Our dog ran past me and out of the house before I could catch it.
- 4-We usually go on holiday in July.
- 5-We can warm up the room with this electric fire.
- 6-The battle for women's rights still goes on.
- 7-Did I tell you the joke about the chicken crossing the road?
- 8-He closed his eyes and went to sleep.
- 9-He suffers from heart disease.
- 10-He never got over the death of his daughter.
- 11-They walked slowly through the woods.
- 12-Do you want another chocolate?
- 13-Three of your answers were wrong.
- 14-No one should be looking to pin the blame on others.
- 15-His children are everything to him
- 16-It's very difficult trying to bring up two children while doing a full-time job.
- 17-In those days people used to write a lot more letters.
- 18-It was just a silly mistake - no need to apologize.
- 19-It is in a company's interests to create good relations with its investors.
- 20-Would you prefer to live in the country instead of a town?
- 21-It's much better to have a small, cosy room than a big, cold one.
- 22-I haven't spoken to anyone all day.
- 23-He knew, for one thing, what he was.
- 24-He decided to go, although I begged him not to.
- 25-It was a shock to see her looking so ill.
- 26-It might take him ages but he'll do it eventually.
- 27-Many people have a fear of dying.
- 28-But was he telling the truth?
- 29-She felt that her destiny had been shaped by her gender.
- 30- "What time does the train leave?" I asked.

APPENDIX-5

Open-ended Survey

- 1) What do you think about the effects of shadowing method on your pronunciation improvement?
- 2) What do you think about the effects of shadowing method on your general learning?
- 3) Do you think shadowing method affected your motivation? If yes, how?
- 4) What are the general advantages and disadvantages of shadowing method?

