

**T. C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**

**THE ROLE OF LISTENING SKILLS IN THE PRONUNCIATION
OF DIPHTHONGS THROUGH FLIPPED CLASSROOMS**

YÜKSEK LİSANS TEZİ

Selin ÖZDEMİR

Balıkesir, 2019

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Tez Danışmanı

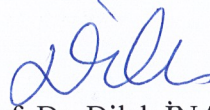
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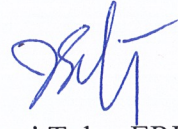
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Technology has become an inevitable part of our lives covering all fields. People tend to reach the new information through the technology and its properties. Hence, integrating technology into education is an indispensable outcome of this era. These attempts to embed technology into learning settings have led educators and researchers to recommend new teaching and learning models. As an example of these models, Flipped Classroom Model (FCM) is applied to help learners and instructors in the process of acquiring and delivering input, particularly in language instruction. This model can be utilized successfully in different aspects of language instruction, such as grammar, vocabulary, speaking, etc. In this study, the effectiveness of FCM on learners' success in the articulation of diphthongs through listening-based materials is discussed along with the data results.

First of all, I would like to thank my advisor Asst. Prof. Dr. Fatih YAVUZ for his guidance and support throughout my study.

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ÖZET

TERS YÜZ EDİLMİŞ SINIF MODELİ İLE ÇİFT ÜNLÜLERİN SESLETİMİNDE DİNLEME BECERİLERİNİN ROLÜ

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Teknoloji hayatımızın tüm alanlarını kapsayan vazgeçilmez bir parçası oldu ve her yeni gelişme aynı zamanda öğrenme ortamlarını da etkiledi. Öğretme ve öğrenme süreçlerine teknolojiyi dahil etmenin muhtemel katkılarının farkına varan eğitimciler ve müfredat tasarımcıları hali hazırda teknolojik gelişmeleri eğitim alanında uygulamaya başladı. Teknolojiyi öğrenme ortamlarında kullanarak öğrencilerin başarılarını arttırmaya yönelik girişimlerin sonucunda, Ters Yüz Edilmiş Sınıf Modeli öğrenciler için potansiyel faydalarından dolayı popülerlik kazandı. Ters Yüz Edilmiş Sınıf Modeli, yabancı dil öğreniminin dil bilgisi ve kelime bilgisi gibi farklı alanlarında uygulanmıştır. Fakat telaffuz alanında bu model yeterince uygulanmamıştır. Bu nedenle, bu çalışma, Ters Yüz Edilmiş Sınıf Modeli'nin öğrencilerin çift ünlüleri dinleme materyalleri aracılığıyla üretme başarısı üzerindeki etkisini bulmayı amaçlamıştır. Çalışmanın katılımcıları olarak 34 tane 7.sınıf öğrencisi seçilmiştir. Öğrenciler ters-yüz telaffuz öğretim grubu ve geleneksel telaffuz öğretim grubu olarak ikiye ayrılmıştır. Her iki gruba da 4 haftalık bir eğitim uygulanmıştır. Öğrencilerin çift sesli üretimindeki başarısını bulmak için eğitim sonrasında bir sınav uygulanmıştır. Ayrıca ters-yüz telaffuz öğretim grubuyla, ters yüz edilmiş sınıfta telaffuz eğitimine yönelik tutumlarını bulmak için görüşmeler yapılmıştır. Sonuç olarak her iki gruptaki öğrencilerin puanlarında istatistiksel olarak anlamlı bir fark olmadığı; ama yine de ters-yüz telaffuz öğretim grubu, geleneksel telaffuz öğretim grubundan nispeten daha iyi olduğu bulundu. Öğrencilerin Ters Yüz Edilmiş Sınıf Modeli'ne karşı olumlu tutumlarının olduğu tespit edildi. Çalışmanın sonunda daha sonraki çalışmalar için önerilerde bulunulmuştur.

Anahtar kelimeler: Ters Yüz Edilmiş Sınıf Modeli, telaffuz, çift sesliler, geleneksel sınıflar, teknoloji

ABSTRACT

THE ROLE OF LISTENING SKILLS IN THE PRONUNCIATION OF DIPHTHONGS THROUGH FLIPPED CLASSROOMS

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**Master's Thesis, Department of English Language Teaching
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Technology has become an indispensable part of our lives covering all fields and each innovative development has also influenced learning settings. Educators and curriculum designers, who recognize the potential contributions of integrating technology into the processes of teaching and learning, have already begun to implement technological improvements into the field of education. As a result of these attempts to increase learners' success by exploiting technology into the learning setting, Flipped Classroom Model (FCM) has gained popularity owing to its probable benefits for learners. FCM has been applied in different disciplines of foreign language learning, such as grammar and vocabulary. However, this model has not been implemented in pronunciation domain adequately. In this respect, this study aimed at finding out the effectiveness of FCM on learners' success in the articulation of diphthongs through listening-based materials. 34 7th grade learners were chosen as the participants of the study. The participants were divided into two groups as flipped pronunciation instruction group and traditional pronunciation instruction group. A four-week education was employed to both groups. After the training session, a test was implemented to the learners to explore their success in articulating diphthongs. Furthermore, a structured interview was applied to the flipped pronunciation instruction group to find out the attitudes of learners towards pronunciation domain and pronunciation instruction in a flipped classroom. Consequently, it was found that there was not a statistically significant difference between the two groups; however, flipped pronunciation instruction group was slightly better than traditional pronunciation instruction group. It was determined that learners had a positive attitude towards pronunciation instruction through FCM. At the end of the study, some recommendations were made for further research.

Key Words: FCM, pronunciation, diphthongs, traditional classrooms, technology

LIST OF ABBREVIATIONS

TDP	: Top-Down Processing
BUP	: Bottom-Up Processing
ELT	: English Language Teaching
FCM	: Flipped Classroom Model
IPA	: International Phonetic Alphabet
CLL	: Community Language Learning
CLT	: Communicative Language Teaching
SLA	: Second Language Acquisition
FD	: Field Dependence
FI	: Field Independence
CAH	: Contrastive Analysis Hypothesis
CPH	: Critical Period Hypothesis
NS	: Native Speaker
NNS	: Non-native Speaker
LFC	: Lingua Franca Core
FDH	: Fundamental Different Hypothesis
BL	: Blended Learning
PLS	: Pronunciation Learning Strategies
AAM	: Audio Articulation Model
PAI	: Pronunciation Attitude Inventory
CAI	: Computer Assisted Instruction

CALL : Computer Assisted Language Learning
CAPT : Computer Assisted Pronunciation Teaching
EFL : English as a Foreign Language

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1. INTRODUCTION

In the introduction part, the basis of the study is determined. The problems related to pronunciation teaching are discussed thoroughly in ‘Statement of the Problem’. After the problems are indicated, the aim of this study is introduced in the ‘Purpose of the Study’ section and what makes this study worthwhile is explained in the ‘Significance of the Study’ section. Following this framework, research questions are given. Limitations of the study are presented at the end of the section.

1.1 Background of the Study

Human beings have a variety of reasons to communicate, such as to form a social bond, to build relationships, to share information, to express thoughts and emotions, etc. Communication is the basis of our lives and social affairs since it shapes and refines our daily life practices. Although communication is an inevitable component that substantially governs our lives, it is still a complex process, which comprises of message formation and transfer of the message through appropriate language skills (Saka, 2015). This signifies that effective communication rests upon mutual understanding and conveyance of meaning by utilizing suitable language constituents. The knowledge and accurate articulation of sounds, therefore, have a great influence on the quality of the communication (Hişmanoğlu, 2006). At that sense, pronunciation, one of the most fundamental skills of a language, gains prominence owing to its notable impact on how speech is produced and perceived by relevant listeners for an eligible communication.

Pronunciation is briefly described as the articulation of sounds to make and convey meaning in a spoken text (Yates & Zielinski, 2009; Gilakjani & Sabouri, 2016). It is a quite crucial factor to exchange meaning effectively and sustain a meaningful communication. The underlying notion is that unless one has adequate knowledge of the sound patterns of a language, neither speaker can transfer the meaning accurately, nor the hearer can comprehend the message in the correct way

(Hişmanoğlu, 2006). Pronunciation, hence, should be intelligible. Intelligibility refers to understandability, comprehensibility, explicitness, and clarity in the process of communication. According to Morley (1991), intelligible pronunciation is necessary to gain communicative competence. Similarly, Celce-Murcia et al. (1996) supported this view by claiming that intelligible pronunciation is a prominent factor for oral communication. In addition to these perspectives toward pronunciation, Burns and Claire (2003) stated that pronunciation should be intelligible that means identifiable sound patterns for listeners, comprehensible referring to understandable messages and interpretable, in which the listeners can easily comprehend the aim of the message.

As one of the essential skills of a language, pronunciation plays a facilitative role for effective language learning. It is an integral and fundamental component in a foreign language learning process. The knowledge of grammar and lexis is not enough to be able to progress and habilitate in the field of language. Yates (2002) asserted that learners having improper pronunciation cannot be perceived by the others despite their advanced grammar, whereas learners whose pronunciation is adequate to transfer the message can communicate in spite of their inaccuracies in other skills of a language. Gilakjani & Sabouri (2016) suggested that pronunciation aids learners to have competency over sounds and facilitates their oral skills. Burns and Claire (2003) demonstrated that even learners have some difficulties in vocabulary and grammar; they can vitalize a sufficient communication with their proper pronunciation and intonation

Rajadurai (2001) pointed out that one of the ultimate goals of listening and speaking skills is to introduce pronunciation and added that it is impairing to isolate pronunciation from other skills of a language. Burgess and Spencer (2000) held a similar perspective that pronunciation should not be divorced from listening and speaking skills. Speaking skills allow learners to practice sound patterns of the target language, whereas listening skills help learners sort out phonological signs and comprehend the speakers' meaning. Hişmanoğlu & Hişmanoğlu (2010) stated that learners should utilize pronunciation-oriented listening activities to improve their pronunciation. Such listening activities enable learners to be aware of sound differences through exposure to the target language and form their own input. Gilbert (2008) mentioned that pronunciation should be correlated with listening with the

belief that when learners are exposed to various voices and perceive the speech appropriately, they are able to internalize necessary phonological features and produce the sounds properly in an oral performance.

Pronunciation is an important aspect of communication and substantially fosters the process of language learning. Although its popularity has increased in educational settings in recent years, it has still been neglected by many educators and researchers (Derwing & Munro, 2005; Atli & Bergil, 2012; Demircioğlu, 2013; Gilakjani & Sabouri, 2016; Szyszka, 2017; McGregor & Reed, 2018).

1.2 Statement of the Problem

Foreign language learning is regarded as an active and challenging process since it continues throughout life. It is a complex process of acquiring, exploring, practicing, and producing. Successful learning requires learners to overcome some problems and accomplish particular skills such as four basic skills of a language (reading, writing, speaking and listening), vocabulary, translation, and pronunciation. In this respect, learning occurs as a result of harmony between different ranges of variables. However, among these variables, pronunciation and its practices have considerably been neglected by instructors and researchers (Lin, 1995; Wei, 2006; Elimat & AbuSeileek, 2014). There are many concerns called external factors leading instructors to abstain from teaching pronunciation such as lack of knowledge about phonetics, pronunciation, and techniques, lack of self-confidence, insufficient knowledge of strategies, curriculum, and inappropriate materials. Learner-oriented concerns titled as internal factors consist of learners' age, native language, aptitude, motivation and attitude (Kenworthy, 1987; Celce-Murcia et al., 1996; Wei, 2006; Berkil, 2008; Mácháčková, 2012; Skočdoplová, 2012; Odisho, 2017; Szyszka, 2017)

1.2.1 External Factors Related to Pronunciation Teaching

First external factor includes the issues that arise from instructors themselves. There are many sources of instructor-based problems that occur in the language learning setting and debilitate the pronunciation learning process in a way, such as lack of necessary knowledge and skills about pronunciation teaching, lack of self-confidence, and insufficient knowledge of strategies. The role of instructors is quite significant to introduce fundamental skills to learners for understandable pronunciation in learning process. Shabani & Ghasemian (2017) stated that instructors should have necessary requirements to help learners progress in the field of pronunciation. Many instructors, however, are reluctant to teach pronunciation and avoid integrating pronunciation into the learning setting with the belief that teaching pronunciation is demanding and arduous (MacDonald, 2002; Derwing & Munro, 2005). The underlying reason of this negligence is that instructors do not have requisite knowledge and techniques to be able to teach pronunciation (Wei, 2006; Isaacs, 2009; Demircioğlu, 2013; Odisho, 2017). Some instructors endeavor to incorporate pronunciation into the learning setting; however, this cannot be achieved owing to the insufficient techniques and knowledge of the instructors (Isaacs, 2009). Another factor inhibiting pronunciation teaching is that instructors' inadequate level of self-confidence (MacDonald, 2002; Wei & Zhou, 2002; Fraser, 2006). Dalton (1997) emphasized that instructors do not confront a problem about teaching four basic skills; however, when the concern is pronunciation, instructors worry about providing meaningful practices for learners due to their insufficient knowledge of articulatory phonetics. In addition to these problems, instructors experience difficulty in associating pronunciation with other aspects of a language. Burgess & Spencer (2000) defined five problematic areas blocking integration. Learners challenge with sampling appropriate features of pronunciation, the place of selected feature, choosing suitable type of discourse, useful methods, and actions to be taken at different stages. Pronunciation is taught in an isolated manner in learning settings due to the fact that learners are not equipped with the major skills for integration.

Second external factor is the absence of pronunciation instruction in the curriculum (MacDonald, 2002; Wei, 2006; Demircioğlu, 2013). Curriculum designers have not recognized the value of pronunciation for successful language learning (Wei, 2006). Instructors, thus, do not have helpful resources guiding them

during the process of pronunciation teaching and this leads instructors to refrain from introducing pronunciation. Even several idealist instructors put emphasis on articulating sounds of the target language; they lose their motivation since there is not a sufficient curriculum encouraging instructors to overcome problems in the process of teaching (Demircioğlu, 2013). Another problem regarding the curriculum is that lack of efficient instructional materials has a debilitating effect on pronunciation instruction (MacDonald, 2002). Available materials do not contribute to the improvement of oral skills and satisfy the needs of learners. Instructors, hence, become inclined to avoid teaching pronunciation or have to apply improper activities and practices.

1.2.2 Internal Factors Related to Pronunciation Teaching

Internal factors refer to the issues that stem from learners themselves. First of all, the age of learners has a great influence on comprehending pronunciation instructions (Modesti, 2016). Berkil (2008), Skočdoplová (2012) and Odisho (2017), who are in favor of the theory of critical period indicating that young learners have a tendency to attain necessary skills to acquire and perform the language much better than adults. Learners take the advantage of neuromuscular mechanism, which assists language learning in the age of puberty; hence, learners become competent in native-like pronunciation through mere exposure to target language with less effort and time. The capability of adolescents to learn a language significantly fades away after puberty and adult learners need more time and energy to achieve language learning and reach native-like pronunciation.

The native language is another salient factor affecting the process of pronunciation teaching (Macháčková, 2012; Skočdoplová, 2012). When learners begin to learn a foreign language, they tend to transfer grammatical structures, lexis and pronunciation of their own native language. This has an aggravating influence on articulation of sounds. In this respect, Kenworthy (1987) explained that this incorrect transfer does not include only individual sounds, but also concerns combination of phonological features such as intonation and rhythm; furthermore, Kenworthy (1987) claimed that the number of differences between native and target language determine how many problems learners will encounter in pronunciation.

Aptitude that influences the pronunciation learning development of the learners is also categorized as an internal factor. It has largely accepted that some learners are inherently talented to learn a language (Kenworthy, 1987; Berkil, 2008; Hu et al., 2013). In respect of pronunciation, Carroll (1981 as cited in Celce- Murcia et al., 1996) identified four components related to language aptitude; however, among the four traits of language aptitude, phonemic coding ability, underlining the skill to distinguish sounds, compose meaning and recall them, relates to pronunciation. It is implied that learners, lacking of phonemic coding ability, have difficulty in succeeding intelligible pronunciation (Celce- Murcia et al., 1996). In the same vein, Kenworthy (1987) supported the notion of phonetic coding ability by putting forward a new concept 'oral mimicry' and clarified that some learners are able to distinguish and imitate sounds much better than poor discriminators.

Lack of motivation is regarded as one of the pivotal problems for successful pronunciation learning process since it causes failure (Gilakjani, 2012; Macháčková, 2012; Modesti, 2016). Unmotivated learners challenge with acquiring sound features and developing pronunciation skills. Kenworthy (1987) asserted that some of the learners may not be concerned about pronunciation since these learners do not notice the fact that their insufficient pronunciation leads to misunderstandings, furiousness and vagueness for the relevant listeners. Such learners cannot be motivated to achieve pronunciation owing to their unawareness of the worth of it. However, learners who are eager to reach a native-like pronunciation, attain intelligible and comprehensible pronunciation (Macháčková, 2012). It is emphasized that motivation increases learners' enthusiasm and desires to become active participants in learning process. In addition to motivation, the attitudes of learners toward pronunciation have an impact on the pronunciation learning process in a way. For instance, learners have the opinion that they would not be able to learn a foreign language and have competency over the skills including pronunciation. Such an attitude toward language directly leads to demoralization and anxiety. Anxiety is an obstacle for learners which impede their ability to perform language successfully (Gkonou, 2013; Arabai, 2014; Aydın, 2016). Szyszka (2017) explained anxiety in the field of pronunciation through Tobias's model comprising of three stages; input, information processing and output. Learners who feel apprehension in input stage have difficulties in concentrating on the target language, participating the learning process,

and comprehending meaning. In processing stage, apprehension stems from cognitively challenging activities. Anxiety hinders learners' short-term memory and proper interpretation of the sounds of target language.

In the output stage, learners present the knowledge attained at the previous stages. Anxiety has a debilitating effect on speaking at this stage. Learners worry about fluency and utilizing chunks from the memory during the oral performance in target language. Szyszka (2017) also added that learners worry about making mistakes with the fear of being humiliated and evaluated severely by instructors. Kenworthy (1987), therefore, proposed that instructors should create a supportive learning setting.

1.3 Purpose of the Study

FCM has been acclaimed by educators and learners all around the world and its popularity has continuously increased in the field of education (Ahmad, 2016; Zainuddin, 2017). This drives researchers to expend time and endeavor to do research and examine concerns related to flipped learning for its improvement. However, the number of the research on foreign language learning and enhancing pronunciation skills through FCM is limited and it, hence, hinders educators and researchers to apperceive possible benefits and drawbacks of flipped learning in foreign language classes. It is difficult to make assumptions and deductions from the existing body of literature. In the light of these circumstances, the purpose of this study is to investigate the impact of FCM on the learners' articulation of intra-segmental features of the target language and learners' achievement. The notions being focused on this study are flipped learning in foreign language classes, its influences on the learners' producing target diphthongs and learners' performance in the process of learning pronunciation. This study compares a traditional and a flipped classroom as it is considered that it will be the best evidence to figure out how meaningful change it leads in learners' overall progress and achievement in articulating diphthongs and whether it can be conducted successfully in foreign language learning settings. Furthermore, this study attempts to demonstrate a comprehensive example of flipped foreign language classrooms design by presenting

the researchers' decision process while planning the course on pronunciation and measuring outcomes.

1.4 Significance of the Study

While there are some research that suggest the valuable impacts of flipped learning in various disciplines, the proportion of studies, which report about FCM and its effects on learners' achievement in foreign language learning classrooms is quite insufficient. Thus, it is challenging to describe this model and its potential roles in language learning in an accurate manner. This study, therefore, will add to inadequate literature that addresses the issues related to foreign language learning in flipped classrooms and requirements for its implementation. Furthermore, it is important to note that one of the main factors behind this study is to unveil the impacts of FCM on the learners' acquirement and articulation of diphthongs through listening-based materials owing to the scarcity of literature on pronunciation. The precious findings of this study will prove the contributions of FCM to enhance learners' pronunciation ability in an active and collaborative environment. In addition to this, this study involves a large body of literature on flipped learning, indicates decision and designing processes on its implementation and underlines probable problems during these processes. Moreover, it presents a comparison between a traditional and a flipped classroom and its outcomes in a descriptive manner. Therefore, the results of this study will guide educators and researchers who desire to utilize FCM and plan to implement it in educational settings.

It is a well-known fact that it is difficult to conduct an experimental research in an authentic learning setting as it necessitates administrative permissions to carry out a research. Furthermore, researchers may have several difficulties such as creating an experimental and a control group. However, all of such problems were hurdled and an experimental research was conducted and implemented successfully in an authentic environment. Additionally, this study includes the feelings, opinions and reflections of learners about flipped language learning to demonstrate an overview of a flipped foreign language classroom.

1.5 Research Questions

The importance of pronunciation, its impacts on education and problems related to pronunciation are explained briefly and will be elaborated thoroughly below. Within this context, this study specifically investigates the effect of the FCM on pronunciation skills. Accordingly, the study seeks answers for following research questions:

- 1) Are there any significant difference in learners' success in the articulation of diphthongs between a traditional and a flipped classroom?
- 2) What are the attitudes of EFL learners towards pronunciation instruction through flipped classrooms?
- 3) Is there any significant difference between female and male EFL learners in terms of producing diphthongs accurately through FCM?

1.6 Limitations

This study has several limitations. First of all, this study only focuses on investigating the impact of FCM on the articulation of diphthongs. Therefore, it does not offer suggestions for teaching of other phonemes in English. Secondly, this research puts emphasis on instructing segmental features of pronunciation; however, it does not provide information about teaching supra segmental aspects of pronunciation domain.

2. REVIEW OF LITERATURE

This chapter introduces the related literature to the present study, which investigates the role of listening skills in the pronunciation of diphthongs through flipped classrooms. There are two sections in this chapter. The first chapter explains comprehensively the theoretical background of the study by unfolding issues on pronunciation, factors affecting learning and teaching pronunciation, pronunciation teaching approaches and flipped learning in the field of English Language Teaching (ELT). The second section summarizes the related literature on pronunciation and flipped learning in ELT.

2.1 Theoretical Framework

2.1.1 Introduction

This section introduces some theoretical background information of pronunciation in English Language Teaching (ELT). In the first title, the place of pronunciation in ELT will be discussed by focusing on its relationship with listening skills, definitions, features, pronunciation teaching approaches importance and goals of teaching and learning pronunciation. In the second title, the factors affecting teaching and learning pronunciation, the role of technology on pronunciation instruction and issues related to implicit and explicit pronunciation will be discussed. Finally, in the third title, flipped learning in ELT and its potential for developing pronunciation skills are given.

2.1.2 The Role of Pronunciation Instruction in ELT

The significance of pronunciation instruction in foreign language learning settings has fluctuated over the years. There were some periods, in which the necessity of learning and teaching pronunciation was preciously accentuated, and pronunciation regarded as a prominent requirement for language proficiency. However, pronunciation skills were also overlooked and accepted as less crucial than the other aspects of a language by educators and learners during other periods of times (Saka, 2015).

Gilbert (1994) defined pronunciation as “orphan” in English language since learners and educators refrain from dealing with pronunciation instruction for different reasons and after a few years, Gilbert (2010) stated that pronunciation has still been an “orphan” owing to the lack of attention allotted to pronunciation. The conviction that pronunciation is disregarded skills of ELT has been elucidated by a great number of researchers and educators to such an extent that Barrera Pardo (2004) asserted that accepting the ignorance of pronunciation in the field of ELT has become a cliché for those investigating issues related to pronunciation. However, this does not connote that pronunciation has to remain as an ignored skill of English language.

Learning a foreign language is an arduous process, which necessitates mastery of four basic skills; reading, writing, speaking, listening, and sub-skills, such as grammar, vocabulary, and pronunciation. These skills should be integrated with each other and there should be a harmony among these variables to achieve language learning. The knowledge of sound system is one the fundamental factors supporting this balance among the skills. Pronunciation skills aid learners to perceive and produce language successfully. For instance, learners, desiring to enhance their knowledge vocabulary, are introduced definitions and pronunciation features, such as words stress, words endings, vowel, and consonant sounds, since mispronunciation of letters in words may drastically alter the meaning. Furthermore, learners should also improve some proficiency in comprehending and producing sounds, tones, rhymes to be able to competent in the fields of speaking and listening. Pennington & Rogerson-Revell (2018) supported this view with the statements that pronunciation is backbone of communication, since it clarifies the intended message in an audible

form for the listener. It is noteworthy to mention that instructors and curriculum designers should put emphasis on integrating pronunciation with the other macro and micro skills in learning settings in order to help learners accomplish foreign language learning.

2.1.3 The Role of Listening Skills on Pronunciation

Effective listening is evidently one of the most pivotal skills to attain for a meaningful communication. It includes hearing, understanding, and interpreting communication, which signifies that both verbal and non-verbal cues gain importance in the process of listening. A successful interaction, therefore, entails interlocutors to be maven listeners. Furthermore, language learners necessitate listening skills to habilitate over different aspects of language. Learners have to listen and comprehend efficaciously in order to interiorize the content that they are exposed to in learning settings. In particular, English as a Foreign Language (EFL) learners' progress relies greatly upon how good their listening skills are. Listening skills improve before oral skills and this means that having competency over listening considerably influences EFL learners' speaking and pronunciation skills.

Rost (2013) defined listening as an essential means of acquiring a language that allows listeners to comprehend spoken language. Similarly, Tyagi (2013) described listening as key to figure out the messages adequately through discriminating sounds, realizing grammatical structures, determining expressions, and non- linguistic cues that supply to meaning, using prior knowledge, and remembering significant words and opinions. Such statements imply that listening involves comprehension. It is demanding process, which learners require to correlate between the background knowledge and current knowledge by interpreting the messages. Mendelson (2000) pointed out that listening comprehension is a complex process, in which listeners are expected to explicate the speakers' intention, recognize linguistic knowledge, overcome listening difficulties in an interaction, and indigenize the intended message. Nevertheless, Anderson & Lynch (1988) pointed out that comprehending the message is necessitated, not merely for the speaker, but the listener also has to utilize the prior knowledge and relate it to the present knowledge so as to figure out what's being conveyed.

According to Nunan (1983), listening occurs in six stages respectively; Hearing, Attending, Understanding, Remembering, Evaluating, and Responding. Firstly, Hearing means registering of sounds, which arises when the listener hears without paying attention. Secondly, the brain focuses on a certain amount of the sounds that it hears which refers to Attention. The next stage is Understanding, which involves analyzing the stimuli and symbols perceived by the listener. Listeners try to make sense of the sounds and utterances conveyed and assign meaning to them. Background knowledge and past associations, at this point, help listeners acquire the sounds and relate them to those listeners have heard in the past. The fourth stage, Remembering, is also quite significant in listening process, since it refers to recall what was conveyed from stored memory to react and keep the interaction going. Listeners tend to remember what their attention selects. After remembering, Evaluating process begins, in which listener analyzes what is being received, determines the intent of the speaker and makes personal judgements about the conversation. Finally, in Responding stage, the listener reacts to what is heard and being focused through verbal and non-verbal feedbacks to allow the speaker to understand whether the message has been confirmed.

It should be mentioned that there are two ways of performing listening; the top-down listening process and the bottom-up listening process. The top-down processing (TDP) lays emphasis on interpretation of meaning holistically rather than identification of certain sounds, or structures, and listeners rest upon their prior knowledge to confirm meaning (Lynch& Mendelshon, 2002). Brown (2006) held a similar view that listeners rely on their previous experiences and knowledge about certain topics to apprehend the meaning. In other words, listeners focus on overall meaning of a listening text and apply their existing knowledge in order to grasp the meaning through schemata, which signifies previous knowledge and experience in memory. On the other hand, bottom-up processing (BUP) underlines that the listener discovers meaning through linguistic content of a text (Vandergrift, 2002). The knowledge of sounds, words, and discourse markers assist learners to arrive at the final meaning of a message (Brown, 2006). Listeners apperceive the meaning by focusing on details at sounds or word level. Hence, listeners must have lexical and grammatical competence to interpret the meaning. The difference between these two processes is that listeners attach importance to context and ignore linguistic details in

the top-down process, whereas individual words and phrases come into prominence for listeners to build meaning in the bottom-up process. Both types of listening processes have been regarded as momentous to enhance listening comprehension, since listeners need to recognize sounds, words, and structures in a listening text and utilize their background knowledge and schemata to comprehend meaning (Vandergrift, 2004; Nunan, 2010).

Current literature has suggested that listening skills have attracted notice in educational settings and the number of studies on teaching and learning listening have increased over time (Cheung, 2010; Renandya& Farrell, 2010). Listening is one of the fundamental skills that is needed in everyday life, and when a person attempts to interaction, 45 percent is devoted to listening, 30 percent to speaking, 16 percent to reading and 9 percent to writing (Hedge, 2001). This illustrates how crucial listening is in everyday communication.

People cannot maintain their lives in isolation from other people; nor can they resist utilizing technological devices. There are ineluctable circumstances, in which people want to grasp the issues aurally, such as listening announcement and attending a class or meeting. Hedge (2001) asserted that there is a shift from printed media towards audible materials. Thus, significance of listening cannot be ignored in daily lives, particularly in language classrooms. Rost (1991) indicated the pivotal roles of listening in language learning settings as follows:

- 1) The mastery of listening skills enables learners to obtain necessary input to start the process of learning.
- 2) Native language poses a problem for the learners to figure out and interiorize the sounds sufficiently; listening practices, therefore, help learners overcome this sound-dependent issue.
- 3) Listening comprehension exercises contribute to the development of other aspects of language, such as grammar and vocabulary.

Listening skills have an undeniable impact on the progress of oral skills. These skills allow learners to understand and produce language properly. In this respect, a great number of studies suggest that there is a strong link between listening and pronunciation (Gilbert, 2008; Motallebi& Pourgharib, 2013). The significance of

pronunciation cannot be overlooked and it has substantial influence on the achievement of oral language. Hişmanoğlu (2006) explained that sounds play a vital role to be engaged in communication. A successful communication rests upon mutual understanding between the speaker and listener through intelligible pronunciation. Listening and pronunciation skills are linked together, since listeners have to attain the knowledge sounds, stress, and intonation to be able to comprehend and articulate the speech. Learners should recognize how the sounds are produced in order to understand spoken messages. Listening skills are accepted as the basis for oral language, owing to their contributions to the fluency of the speakers by helping them grasp what is being conveyed and communicate clearly (Khaghaninejad& Maleki 2015). Likewise, Yates (2001) stated that the profound way of improving pronunciation is to listen and imitate; learners notice that listening comprehension exercises are quite useful to be able to analyze how the sound is articulated and discriminated from the other sounds. Brandley-Bennett (2007) maintained that listening skills are the key to enhance learners' pronunciation; however, listening activities should be introduced in an apprehensible context, which is related to learners' lives beyond the classroom; furthermore, learners should experience distinctive sounds and different ranges of delivery.

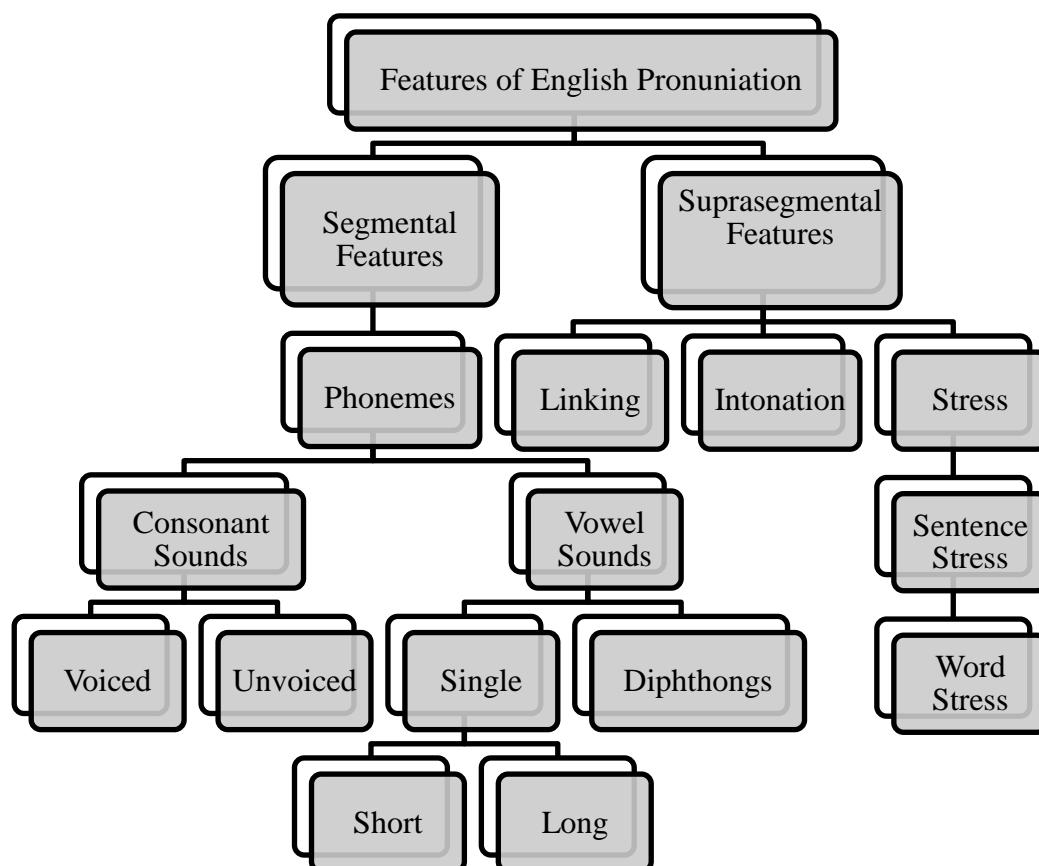
To sum up the role listening skills on pronunciation is obvious since it greatly fosters learners' pronunciation proficiency. Educators and material developers take into account this unified system between two skills. Teachers should give proper importance to teach pronunciation through listening activities in their classes.

2.1.4 What is Pronunciation?

There are various definitions of pronunciation. However, it should be clarified that the terms pronunciation and phonology are not synonymous. Burgess and Spencer (2000) asserted that phonology puts emphasis on the knowledge about functioning of the sound systems of the target language, comprising segmental and suprasegmental features whereas, pronunciation refers to the practice and effective use of these phonological features in an oral performance through meaningful interpretation of the intended message. Aufa & ACEH (2017) defined pronunciation as a way of producing sounds and words accepted and perceived by the listener and

representation of these words through phonetic symbols. Szyszka (2017) described pronunciation as a process of producing and interpreting segmental and suprasegmental features of a foreign language without having misunderstanding and confusion during an interaction. These definitions imply that a person should pronounce sounds or words in an intelligible manner to be able to convey the intended meaning.

Table 1: Features of English Pronunciation (Burns&Claire, 2003:6)



According to Yates & Zielinski (2009:11), “pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality)”. Thus, intelligible pronunciation is ensured by combination of different language features and harmony among these variables in the process of communication. Fraser

(2001) echoed this belief by claiming that pronunciation is a crucial aspect of oral communication consisting of distinct features of speech such as segmental productions, intonation, and rhythm as well as body language, eye contact and gestures.

2.1.5 Features of English Pronunciation

The sound system of English comprises of two different categories of pronunciation features: segmental features and suprasegmental features. Intelligible pronunciation requires articulation and comprehension of the sounds correctly. A person having difficulty with producing and understanding sounds may not achieve intelligible pronunciation to sustain a meaningful communication. Therefore, it is significant to figure out segmental features referring to the smallest notion of speech and suprasegmental features, which attribute to the process of comprehension of the intended message.

Segmental features include two fundamental terms: consonants and vowels. Consonant sounds are articulated by obstructing the air stream either completely or partially (Burns & Claire, 2003). Consonants are characterized in terms of three sub-titles: place of articulation, manner of articulation and voicing (Celce-Murcia et al., 1996).

a) Place of Articulation: The place of articulation describes the area, where the obstruction takes place and the sound is made in the mouth. The place of articulation for consonants can be stated as follows (Kelly, 2001):

- 1) Bilabial: articulated by two lips, e.g. /b, p, m/;
- 2) Labiodental: articulated with the upper teeth and inner lower lip, e.g. /f, v/;
- 3) Dental: articulated with tip of the tongue and upper teeth, e.g. /θ, ð/;
- 4) Alveolar: articulated with the tip of tongue on or near alveolar ridge, e.g. /t, d, s, z, n, l/;
- 5) Palato- alveolar (Alveo-palatal): articulated with the tip of the tongue touching just behind the alveolar ridge, e.g. /ʃ, ʒ, ʒ, dʒ/;

- 6) Palatal: articulated with the blade of the tongue near the palate, e.g. /j/;
- 7) Velar: articulated with back of the tongue against the velum, e.g. /k, g, ŋ/;
- 8) Glottal: articulated by air passing through the glottis, /h/.

b) Manner of Articulation: The manner of articulation refers to how the airstream is obstructed. The manner of articulation defines how the speech organs are involved and integrated with each other in the process of articulating a consonant sound.

- 1) Plosive (Stop): produced when the airflow is completely obstructed before its release, e.g. /p, b/;
- 2) Affricate: produced with a complete obstruction of airstream at the beginning and releasing of the airstream slowly, e.g. /tʃ, dʒ/;
- 3) Fricative: produced when two speech organs approach to each other for the movement of air between them, e.g. /f, v, s, z, ʃ, ʒ, θ/;
- 4) Nasal: produced when the soft palate is lowered and air is released through the nose, e.g. /m, n, ŋ/;
- 5) Lateral: produced when the tip of the tongue is pressed onto the alveolar ridge and air flows sides of the tongue, e.g. /l/;
- 6) Approximant: produced as glides /w, j/ and liquids /l,r/ when two speech organs approach to each other without leading to audible friction and air cannot be obstructed.

c) Voicing: The notion of voicing is also significant in describing consonant sounds. It lays emphasis on whether there is a vibration in vocal cords in the process of articulating sounds. It determines differences between stops, affricatives and affricates produced in the same area (Al-Najjar, 2012). For instance, /f/ and /v/ sounds are called as fricatives; however, /f/ is a voiceless sound and produced without vibration; whereas /v/ is a voiced sound made with vibration.

Vowel sounds are produced when the air stream flows out from the lungs and through the vocal tract without being obstructed and constricted by the tongue, lips, etc (László, 2014). Yates & Zielinski (2009) defined vowel sounds as “islands of

reliability” since vowel sounds have a prominent role in comprehending words and utterances during an oral performance. Vowel sounds are categorized as single vowels and diphthongs in English.

a) Single Vowels: Single vowels are defined by the combination of four major characteristics (Celce- Murcia et al., 1996);

- 1) The part of the tongue involved in the production of the sounds (front, central, back)
- 2) The height of the tongue in the articulation of the sounds (high, mid, low)
- 3) The position and shape of the lips (rounded, spread, neutral)
- 4) The length of the vowel described as tense and lax vowel.

Table 2: Single Vowels of English

Single Vowels	
Short	Long
ɪ - sit	i: - beat
e - set	ɑ: - half
æ - hat	ɔ: - thought
ʌ - cut	u: spoon
ɒ - cot	ɜ: hurt
ʊ - book	
ə - about	

b) Diphthongs: Diphthongs are simply described as combination of two vowel sounds. Diphthongs are produced when two vowel sounds are put together and the tongue moves from one position to another (Aufa & ACEH, 2017). There are eight diphthongs in English as illustrated below:

- 1) /eɪ/ as in: make, stay, play, rain, eight
- 2) /aɪ/ as in: like, cry, time, right, fly
- 3) /ɔɪ/ as in: boy, annoy, coin, noise, join
- 4) /əʊ/ as in: phone, comb, know, over, rose
- 5) /aʊ/ as in: shout, about, round, cow, loud
- 6) /ɪə / as in: ear, hear, appear, near, dear
- 7) /eə/ as in: air, stare, there, where, pair
- 8) /ʊə/ as in: hour, pure, tourist, obscure, duration

As for suprasegmental features, Trask (1996) identified suprasegmental features as “phonological element whose domain is something larger than a single segment and whose phonetic realization can only be described by reference to adjoining domains in the same utterance” (p. 343). Suprasegmentals, also called prosodic features, are aspects of a spoken language, which apply to more than one sound in an utterance. An oral performance involves not only segmental units of language but also suprasegmental elements such as stress, intonation and rhythm. This signifies that learners, who are able to attain the features of pronunciation at micro and macro level, are likely to accomplish listening and pronunciation skills. Although there are many components of suprasegmental features of English, Burns & Claire (2003) highlighted three of them; linking, intonation and stress.

1) Linking: Linking is commonly utilized to form an utterance in English and it occurs when the last sound of a word is connected with the initial sound of the next word (Burns & Claire, 2003).

2) Intonation: Intonation often refers to the melody of language owing to the pitch changes in a spoken language (Avery & Ehrlich, 1992). In a similar perspective, Kelly (2001) explained intonation as differences in the pitch of the voice in the process of making utterance. These variances in the pitch of the voice are called intonation patterns, which have a great influence on conveying messages accurately in an oral performance. Pennington & Richards (1986) asserted that intonation makes

the intended messages intelligible and understandable for the listeners since it expresses the emotions, attitudes, doubt, and certainty of the speakers.

3) Stress: Stress is described as the degree of effort applied in the articulation of syllables forming an individual word and longer utterances (Pennington & Richards, 1986). It is crucial to stress the correct syllables for an intelligible communication. There are two forms of stress in English; words stress and sentence stress. Word stress refers to the fact that one syllable in a word is pronounced with greater emphasis and strength than the other syllables in the word for the rhythm of the utterance and to indicate the most significant part of the word (Burns & Claire, 2003). Sentence stress, on the other hand, means the emphasis that some certain words have in a sentence. Sentence stress leads to rhythm in English since syllables do not have the same emphasis. In English sentences, stress is usually attributed to content words such as nouns, main verbs, adjectives, and demonstratives; whereas, function words including articles, prepositions, pronouns and conjunctions are not stressed (Avery & Ehrlich, 1992).

2.1.5.1. Difficulties in Learning Diphthongs

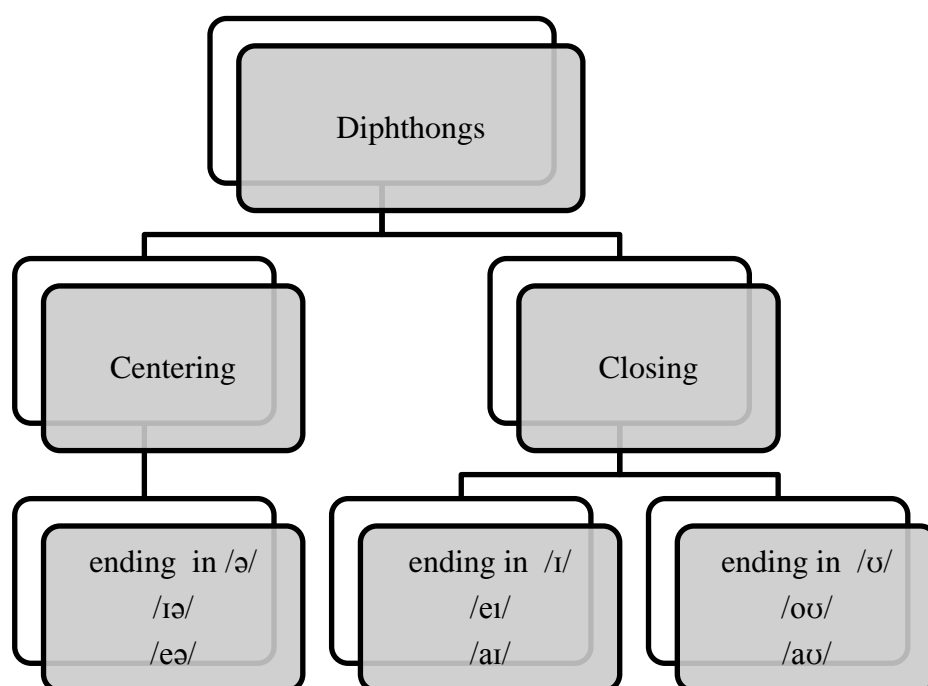
A diphthong is defined as a sound including a change within one pure vowel and movements from one single vowel to another (Ladefoged & Johnson, 2014). Diphthongs involve a glide and the organs of speech, starting as one vowel and moving toward the position for another. Kelly (2000) simply defined a diphthong as a sound that is articulated by combining two vowels. Diphthongs are also called as gliding vowels, which refers to the movement from one vowel to another (Roach, 2010). These glides cause salient sound changes within the same syllable.

Diphthongs share similarity with tense/long vowels in terms of length. A diphthong, nevertheless, consists of two parts; one beginning point and another ending point. These starting and ending points differ by simple vowels (Ladefoged & Johnson, 2014). It is important to note that the first part of a diphthong is much stronger and longer than the second part. For instance, the articulation of the word 'how' includes closing diphthong /aʊ/. The International Phonetic Alphabet (IPA)

transcription of the word involves both vowel sounds; the second part of the word, however, is pronounced weaker and stronger (Albağlar, 2015).

There are eight diphthongs in English, which are grouped according to their place of articulation; centering and closing diphthongs. In the articulation of centering diphthongs, there is a glide from a front or back position towards a central vowel called ‘schwa’. On the other hand, closing diphthongs end with a movement towards a closer vowel as in /ʊ/ and /ɪ/. Articulating a diphthong requires not only tongue movements, but also jaws and lips aid speakers to produce the sounds. For instance, the tongue, jaws, and lips immediately move to articulate a short word such as ‘no’.

Table 3: Diphthongs (Roach, 2010)



The acquisition and articulation of diphthongs can be challenging for foreign language learners, particularly for those whose native language does not involve diphthongs. Nevertheless, transfer from native language is not the only factor, which inhibits second language phonology acquisition or leads to errors in production of diphthongs. McMahon (2002) predicated that vowel sounds are quite difficult to

attain and articulate since the attributions that are applied to categorize and interiorize consonants are not useful in discriminating between vowels. Ladegofed& Johnson (2014) explained transitional characteristic of the last part of a diphthong constitutes a problem for learners to ascertain its accurate quality. This brief and low quality of the second part of a diphthong may be accepted as one of the factors, which triggers difficulties in the process of learning and producing diphthongs.

2.1.6. Pronunciation Teaching Approaches

The role of pronunciation in language teaching has witnessed some fluctuations regarding the attitudes of pronunciation teaching methods and approaches. The emphasis allotted to pronunciation has drastically changed in accordance with methodological shifts and trends. The earliest systematic studies, concerning the teaching of pronunciation, emerged with Reform Movement influenced by scholars Paul Passy, Henry Sweet and Wilhelm Viëtor (Nikbakht, 2010). This movement highlighted the significance of an analytic-linguistic approach to pronunciation, an explicit type of instruction, comprising articulatory descriptions and phonetic alphabet developed by Passy, Sweet and Viëtor (Celce- Murcia et al., 1996; Szyszka, 2017). IPA, developed by Passy and other reformers, paved the way for representing and articulating sounds correctly owing to the consistent relationship between a written symbol and the sound. In the late 1800s and early 1900s, a new method gained its popularity called Direct Method. The Direct Method favored intuitive- imitative ways of teaching pronunciation (Murphy & Baker, 2015). This means that pronunciation is taught inductively by a native teacher and learners are supposed to imitate and reproduce sounds, rhythm and intonation (Nikbakht, 2010; Szyszka, 2017). According to Celce- Murcia et al., 1996), the Direct Method promoted the improvement of some naturalistic approaches such as Total Physical Response and the Natural Approach. These naturalistic approaches held the view that initial exposure to the target language enables learners to internalize and pronounce the target sounds accurately in an oral performance. In other words, the learners could be exposed to model pronunciation implicitly without external pressure to speak and this helped learners interiorize the target sounds.

With the arrival of the Audiolingual Method in the 1940s and 1950, pronunciation was regarded as one of the most crucial components of a language and its role dramatically increased in learning settings (Morley, 1991; Nikbakht, 2010; Gilakjani, 2011; Saka, 2015). The Audiolingual Method is based on behaviorist theory, which motivates learners to have good speaking habits and avoid making mistakes in the production of sounds (Belkheir Boudhadjar, 2017). Accuracy, therefore, is given high priority in learning and teaching practices (Morley, 1991). In this method, pronunciation is taught explicitly and learners were expected to attain pronunciation skills through imitation and repetition. The Audiolingual Method supported the view that successful language learning is viewed as consisting of habit formation; in this respect, the most frequently applied activities in learning settings included repetition drills such as minimal pair drills and sentence drills (Szyszka, 2017). Morley (1991) explained that a pronunciation learning setting puts emphasis on teaching phonemes, allophones, phonotactic rules as well as intonation and stress structurally. However, this method focused on the production of individual sounds and failed to notice the importance of components used in communication such as intonation and rhythm (Fraser, 2000).

The Cognitive Approach, emerged in the 1960s, assumed that foreign language learning cannot be achieved through habit formation since it is rule-governed. With the development of the Cognitive Approach, the goal of attaining native-like pronunciation was acknowledged as unrealistic and it was taught that the knowledge of grammar and vocabulary was more learnable for learners; hence, pronunciation became irrelevant to language learning (Celce- Murcia et al., 1996).

In the 1970s, new perspectives continued to arise related to learning and teaching pronunciation skills. One of these new trends concerning pronunciation was Caleb Gattegno's Silent Way, which asks teachers to speak as little as possible. Gattegno identified learning as a process, in which learners trigger themselves to achieve learning through their inner sources such as creativity, apprehension, and awareness (Larsen- Freeman, 2000). In this approach, accurate production of sounds and structures of the target language was given importance at the very beginning of the instruction (Celce- Murcia et al., 1996). Furthermore, other elements of pronunciation, stress and intonation, were deemed as pivotal phonological elements of pronunciation learning. The Silent Way had similar implications with the

Audiolingual Method except for the fact that learners did not pay attention to the knowledge of phonetic alphabet and explicit phonetic instruction (Celce-Murcia et., 1996).

Another approach from the same decade, Community Language Learning (CLL) was also an example of intuitive- imitative approach for pronunciation teaching. This approach took into account learners' feelings and thoughts as well as their intelligence and ability to accomplish pronunciation (Szyszka, 2017). As a learner-centered approach, CLL allowed learners to determine the progress of learning process, whereas teachers were just the source of knowledge. This approach was inspired by the ideas of Carl Rogers' humanistic psychology regarding a learner as a "whole person" (Brown, 2000, p.89). A fundamental characteristic of CLL was to stress the significance of learning rather than teaching. Learners, therefore, were encouraged to take the responsibility of their learning and prepare their own pronunciation teaching materials. An example of the techniques utilized for pronunciation teaching was known as human computer, in which instructors were ready to be switched on - off by the learners (Celce- Murcia et al., 1996). This technique helped learners imitate and interiorize the target sounds as well as controlling the content of the instruction.

The Communicative Approach, also named Communicative Language Teaching (CLT), has been dominant from 1980s to the present day in the process of teaching and learning pronunciation (Morley, 1991; Celce- Murcia et al., 1996; Nikbakht, 2010; Szyszka, 2017). The ultimate goal of this approach is to attain necessary skills to be able to communicate successfully. Approaching language as a means of communication leads to revive the issues related to the teaching of pronunciation. Celce- Murcia et al. (1996) stated that if non- native learners lag behind the threshold level of pronunciation, they will not be able to manage meaningful communication even they master grammar and vocabulary. In addition to linguistic proficiency, learners are also expected to enhance three other elements of communicative proficiency; discourse competence, sociolinguistic competence and strategic competence (Szyszka, 2017). Pronunciation, therefore, should be taken into consideration to foster these competences in foreign language learning settings.

2.1.7 The Importance of Pronunciation In ELT

The significance of English language in the contemporary world has drastically increased over the last decade (Burns & Claire, 2003; Modesti, 2016). It has become the most widespread language and a fundamental vehicle for international communication. The English language, not only enables the nations to communicate successfully, but also offers numerous profits for different ranges of disciplines such as business, education, and science. The outstanding expansion of English as a global language paves the way for entitling English as *lingua franca* of the contemporary world. This signifies a great amount of interaction between native speakers and non-native speakers having different first language backgrounds, goals, and aspirations to learn English.

Tergujeff (2007) underlined the fact that each language consists of a sound system that is unique to that language and these distinctive features of the sound system lead to difficulties in comprehending and articulating sounds for learners. Birner (1999) supported this view by asserting that the non-native speakers of English may produce sounds delinquently by transferring the rules of the mother tongue into English and generating false pronunciation of the sounds that is not found in English. Consequently, imperfect or insufficient pronunciation hinders the understanding of English; thus, pronunciation should be given importance in educational settings.

Pronunciation is one of the most pivotal components, which contributes to the development of communicative competence (Wei & Zhou, 2002; Burns & Claire, 2003; Al-Najjar, 2012; Pourhossesin Gilakjani, 2016). Having a satisfactory knowledge of pronunciation, not only helps learners recognize sounds and sound features, but also it enhances learners' spoken skills. Focusing on where the sounds are articulated in the mouth and which syllables are emphasized in the words consolidate learners' comprehension and intelligibility (Harmer, 2001). It is quite essential to be able to distinguish the sound patterns in utterances in that poor pronunciation considerably impedes the interaction between the speaker and the hearer. Yates and Zielinski (2009) explained that learners having sufficient pronunciation will succeed intelligible communication despite their errors in other skills such as grammar and vocabulary, whereas those with incomprehensible

pronunciation will not be understood in spite of having mastered vocabulary and grammar. Burns & Claire (2003) endorsed this view with the belief that comprehensible pronunciation is crucial in the process of communication and minor errors in vocabulary and grammar do not prevent learners from overcoming intelligible pronunciation. Hewings (2004) pointed out that experiencing failure in pronunciation can be discouraging and enervating for learners owing to the inaccuracies in the pronunciation of English. Hewings (2004) also added that poor pronunciation causes learners to fail at putting the message across, though correct words are selected, or learners cannot properly commentate on what the interlocutor conveys. However, it should be noted that having communicative competence through intelligible pronunciation does not imply a native-like pronunciation. The underlying notion is that making the speech understandable for listeners is as essential as comprehending and interpreting what is said by the speakers in a spoken performance.

Another aspect to take into account is that the speakers of a foreign language are judged by the quality of their language ability, namely, their pronunciation (Morley, 1998; Zhang, 2009). People assume learners, having poor pronunciation, as ineligible and illiterate (Yates, 2002). Unintelligible pronunciation leads to misconceptions and makes the communication process unpleasant for both the speakers and listeners. Thus, it is clear that limited pronunciation skills cause learners to lose their self-confidence and be judged as incompetent to sustain a meaningful communication. Furthermore, there are distinctive perspectives concerning the effect of pronunciation on the judgements of people. Morley (1998) and Zhang (2009) asserted that non-native speakers may encounter judgements about different ranges of categories such as personality, social status and ethnic group. Pronunciation gives information about the speaker's social origin, identity, and culture.

Intelligible pronunciation skills not only encourage learners to communicate, but it also advances learners' speaking and listening comprehension, which underpin for a successful communication. Yuzawa (2007) explained that mastering English pronunciation is a requisite skill needed for those who aim at utilizing English communicatively. Speaking skills, therefore take priority for foreign language learners since oral language skills play a vital role in improving pronunciation and

learners measure themselves based on their progress in spoken language in the process of language learning (Richards, 2008). Many foreign language learners value pronunciation for speaking with the belief that poor pronunciation precludes communication and prevents learners from interacting with the others. In addition to its contributions to speaking skills, pronunciation is also required to supply learners' listening comprehension, which is understandable to the learners and related to learners' lives beyond the classroom (Bradley-Bennet, 2007). Mispronunciation of the sounds of a word leads listeners to misinterpret the intended message. In order to avert such kind of misunderstanding, pronunciation and listening skills should be integrated in learning settings.

2.1.8 Significant Goals of Pronunciation Instruction in Foreign Language Classes

A variety of perspectives and approaches have been mooted, concerning about teaching pronunciation in foreign language classes and determining its significance in language learning. It has been revealed that the importance of pronunciation teaching has witnessed drastic fluctuations, regarding to the views and attitudes, designated by language teaching approaches (No, 2003). For instance, audiolingualism urged upon teaching pronunciation and supported the view that pronunciation should be instructed explicitly, whereas, intelligible pronunciation became crucial with the advent of communicative language teaching (Jones, 2002; No, 2003). These fluctuations have paved the way for arguing two contradictory principles in the field of pronunciation pedagogy and research; nativeness principle and intelligibility principle (Levis, 2005). The nativeness principle premeditates that it is both probable and feasible to acquire native-like pronunciation in a foreign language (Afshari& Ketabi, 2017). Although it was more popular before 1960s, nativeness principle still holds its influence today in language classrooms with learners, who aim at overcoming their foreign accent (Levis, 2005) and instructors deeming native-like pronunciation to be necessary for the development of language skills. Research implications at the turn of the century, nevertheless, have called this principle into question.

Research has suggested that achieving native-like pronunciation is not a realistic goal for learners and instructors (Kenworthy, 1987; Dalton et al., 1997; Lane & Brown, 2010). Critical Period Hypothesis (CPH), asserting that the ability to accomplish native-like pronunciation after a specific age sharply diminishes, has led nativeness principle to lose its popularity. In other words, nativeness is related age and biologically occurs before adulthood (Lenneberg, 1969; Scovel, 1995). Although a large number of research have been conducted on critical period for acquiring pronunciation, few adult learners cope with accomplishing native-like accent in a foreign language. Some factors, such as pronunciation training, the input of first language, and motivation positively contribute to adult learners' nativeness; none of them, however, cannot be as effective as the notion of age (Flege, 1995). For this reason, desiring a native-like pronunciation is acknowledged as burden for learners and instructors with the effects of current approaches, and new paradigms have been promoted for learning and teaching pronunciation; intelligibility, comprehensibility, interpretability and accent (Kenworthy, 1987; Celce-Murcia et al., 1996; Derwing & Munro, 2005; Şenel, 2006; Saito & Lyster, 2012; Offerman & Olson, 2016; Yoshida, 2016; Pennington & Rogerson-Revell, 2018; Rivers, 2018).

The first term intelligibility refers to the degree to which a listener can grasp words and patterns accurately, conveyed by the speaker (Kennedy & Trofimovich, 2008; Gilakjani, 2012; Beinhoff, 2014) or in the words of Kenworthy (1987) intelligibility means being comprehended by a listener at a certain time in a certain circumstance. Listeners strive for being perceived by both native speakers (NS) and non-native speakers (NNS). From this point of view, there is a close link between intelligibility and two terms; clarity and accuracy, in that the speaker must convey a message in a particular form and the interlocutor must receive and grasp accurately (Pennington & Rogerson-Revell, 2018). Intelligibility involves discriminating an expression, recognizing its meaning, and realizing what meaning refers in the socio-cultural contexts. Jenkins (2000, 2002) claimed that the main purpose of pronunciation should be mutual intelligibility among speakers. These perspectives imply the fact that both the speaker and the listener contribute to speech and intelligibility. Communication consists of two way processes, in which the addresser conveys the message and the receiver decodes the intended meaning and give a

feedback; therefore intelligibility includes equal involvement of the speaker and the audience (Joshi, 2013).

Jenkins (2002) recommended five principal features, which constitute Lingua Franca Core (LFC) to assist mutual intelligibility; determination of the consonant inventory, additional phonetic necessities, consonant cluster, vowel sounds, and articulation of stress. Kenworthy (1987) explained that the number of words identified by the audience strongly influences the intelligibility of the speaker. Sounds compose the words; hence, substitution of a sound with the other incorrectly makes the speech unintelligible for the speaker. To sum up, Morley (1991), Fraser & Perth (1999), and Levis (2005) claimed that attaining a native-like pronunciation for learners is an unrealistic goal; however, learners achieve having intelligible speech by attaching importance to effective pronunciation instruction.

The second term comprehensibility signifies the degree of difficulty a listener experiences in comprehending a speech (Derwing et al., 1998; Derwing & Munro, 2005). Comprehensibility accentuates on meaning, and it refers to the uneasiness of the learners in figuring out a speaker. A listener is responsible for grasping overall meaning of a message; comprehensibility, thus, involves phonology, grammar, accuracy, fluency, cultural, pragmatic and sociolinguistic aspects (Lorraine, 2017). Derwing & Munro (2009) explained that comprehensibility is necessary for a successful communication. Intelligibility principle and comprehensibility principle put emphasis on understanding a speech; these two principles can be used interchangeably to be able to identify the ability of a listener in realizing a non-native speech (Levis, 2006). Munro (2011), however, discerned these two principles by stating that intelligibility emphasizes the extent to which a listener has perceived what is being said, whereas, comprehensibility underlines the feeling of apprehension a listener experiences in grasping the speech.

The next principle is interpretability, which is described as a competence in deducing the real intentions of the speaker from the speech by paying attention to the communicative and pragmatic cues, as well as situational and functional knowledge (Smith, 1992; Pennington & Rogerson-Revell, 2018). This principle requires learners to apply not only linguistic knowledge, but also social knowledge with the purpose of using bottom up, including micro detail, and top down, involving general

information to build the meaning (Pennington& Rogerson-Revell, 2018). Smith (1992) pointed out that interpretability is concerned with identifying the intended meaning behind the words and utterances. Deterding (2013) stated that revealing and measuring interpretability of utterances are challenging since it is difficult to reveal the extent to which a listeners really grasp the messages that others convey.

The last term is accentedness, which provides information about a speaker and helps ascertain not only the geographical origin, but also the perceived level of education and status (Beinhoff, 2014). For instance, NNS's accents have a great influence on listeners' views and attitudes toward the speaker. Derwing& Munro (2009) defined accentedness as how distinctive a pattern of speech in comparison to the local variety. It underlines the distinctness between the native and non-native pronunciation perceived by the listener (Derwing et al., 1998). Pennington& Rogerson- Revell (2018) claimed that a persons' accent is accepted as one the features of pronunciation, which reflects the speakers' country, region, or even social group, involving prosodic and segmental features. Accent has a close relationship with segmental, suprasegmental, and voice quality features (Lane& Brown, 2010). Accent of the speaker does not have a direct influence on intelligibility or comprehensibility principles for a native speaker; however, it is directly associated with the attitudes of native speakers towards non-native speakers (Derwing& Munro 2009). Native speaker can figure out the speech of non-native speakers inaccurately, even it is intelligible and comprehensible (Levis, 2005).

2.1.9 Selected Factors Affecting Pronunciation Acquisition

It has been confirmed that there are some particular factors, which affect learners' pronunciation proficiency, such as learners' age, motivation, attitude, native language. (Kenworthy; 1987; Celce Murcia et al., 1996; Modesti, 2016; Pennington, 2019). Instructors should take into account these factors, since they affect considerably the learning of pronunciation. Zhang (2009) classified these factors as internal factors, consisting of learner-centred variables, involving biological, cognitive, and psychological issues, and external factors, concerning the setting of learning in terms of socio cultural and pedagogical contexts.

2.1.9.1 Selected Internal Factors

2.1.9.1.1 Age

The process of Second Language Acquisition (SLA) in child and adult learners has been widely debated in educational settings. It has been propounded that adult and young learners utilize different procedures in the process of acquiring a second language (Kuhn & Pease, 2006). This view is supported by Robert Bley-Vromans' Fundamental Different Hypothesis (FDH) that assumes that children acquire language through the principles and parameters of Universal Grammar (UG) whereas, adult language acquisition is not guided by these parameters (Stewart, 2003) and adult learners utilize their problem solving skills to attain the input. Yates & Zielinski (2009) encapsulated how adult learners are different from young learners as the following:

- 1) Adults are not exposed to language adequately; hence, they experience difficulties in language learning and using language as a means of communication.
- 2) Adults tend to be more retiring about using language and they do not open to new knowledge and experiences with the fear of making mistakes.
- 3) Adults have already mastered and interiorized the sound system of their first language, which sometimes inhibits learners' SLA.
- 4) The ability to acquire a second language and discriminate new sounds declines after puberty; SLA, therefore, seems to be more challenging for adults.

Similarly, Odisho (2003) added that children acquire a language subconsciously without efforts, whereas, adult learners learn a language with great efforts. Child acquisition is supported by a meaningful communication and input; adults, on the other hand, have fewer opportunities to use language communicatively. Celce-Murcia et al., (1996) pointed out that adult second language learners succeed in mastering target language morphology and syntax sufficiently; nevertheless, it has been revealed that adults lack of necessary skills in attaining second language pronunciation.

The significance of age as a crucial factor in SLA field has been widely questioned by numerous scholars, and the general consensus goes like that young

learners are better at acquiring a new language (Lenneberg, 1967; Flege, 2009; Saito, 2015). In this respect, Lenneberg (1967) proposed Critical Period Hypothesis (CPH), which refers to a period of life, in which language acquisition occurs more naturally and learners internalize language with ease. Learners pick up the language input quickly and improve their language skills sufficiently. After this critical period, occurring around at puberty, the brain goes lateralization, and this inhibits adults from attaining native-like proficiency. Scovel (1969) and Krashen (1973) asserted that it is nearly impossible for learners to accomplish native-like pronunciation since the brain loses its flexibility. This signifies that language is readily acquired during this period, since the brain still keeps its plasticity. A vast amount of research has supported CPH and its impact on SLA. However, some scholars criticized CPH claiming that language learning acquisition occurs at any age (Yates & Zielinski, 2009; Saito, 2015). Cognitive scientists explain that there is not critical period for language acquisition; instead, there are sensitive periods, in which learners perform different aspects of language (Celce-Murcia et al., 1996). Furthermore, CPH is criticized with the views that it ignores socio cultural and affective factors of learners, such as attitude, exposure to the target language, and motivation (Celce-Murcia et al., 1996).

2.1.9.1.2 Aptitude, Learning Styles, and Learning Strategies

It is widely accepted that some learners tend to acquire language with ease (Zhang, 2009) and have an aptitude for language development. Attitude is simply described as innate talent for comprehending a language (Abrahamsson & Hyltenstam, 2008), which relies on cognitive skills. According to Carroll (1965, 1981 as cited in Celce-Murcia et al., 1996), there are four elements, which constitute language aptitude;

1. Phonemic coding ability; learners' ability to recognize and encode unfamiliar sounds to remember.
2. Grammatical sensitivity; learners' capacity to go over and understand rules.
3. Inductive language learning ability; learners' talent for figuring out language through exposure.

4. Memory; learners' capacity to memorize needed to interiorize particular aspects of language, such as a grammatical rule, or sound.

Aptitude plays a significant role in learners' pronunciation development. Although individuals have fixed potential for learning a language, its degree is changeable. Some learners perform pronunciation skills better than others do. However, it does not signify that learners with higher aptitude will achieve language learning, whereas others will fail at overcoming this issue. Celce- Murcia et al. (1996) stated that some learners have equal competence over these four traits, whereas others own outstanding strength and weakness. Learners having problems in phonemic coding ability, hence, face many more difficulties in overcoming intelligible pronunciation than those with higher aptitude. Instructors take into this difference among learners and determine their expectation from learners. Likewise, Kenworthy (1987) explained that researchers developed some tests to examine aptitude, also called "phonetic coding ability", "auditory discrimination ability", and "aptitude for oral mimicry", and these tests revealed the fact that some learners are drastically good at recognizing and producing sounds in a correct manner. Learners, mastering phonetic skills, discriminate sounds through drills and tasks, whereas those with insufficient phonetic skills do not apply these drills and articulate the sounds accurately.

Learning styles are also one of the remarkable factors that affect acquisition of pronunciation. These learning styles are defined as personal manners, which aid learners to solve particular problems in the process of learning (Ellis, 1994). They are considerably inevitable and emanate the ways a learner realizes and communicates with their environment (Szyszka, 2017). Various types of learners with particular learning styles have been labeled by cognitive psychologists, such as serialists and holists or scanners and focusers. The learning styles, widely investigated in the field of SLA, refer to Field Dependence (FD) and Field Independence (FI). FD individuals (generally females and children) regard the learning environment and its components holistically, whereas, FI individuals (males and teenagers) tend to consider those components divergently. Baran (2004) posited that FI learning styles give some clues about language acquisition; in other words, FI individuals have the ability for

producing sounds more accurately than FD ones (cited in Szyszka, 2017). Another paradigm for learning styles illustrates the preferences of learners and how they approach to learning. These learning styles are categorized kinesthetic, tactile, auditory, and visual. Kinesthetic learners seem to learn best while moving and prefer to do rather than watching and listening to the instructor. Tactile learners tend to attain the input by touching and manipulating objects. Auditory learners are inclined to learn through listening. Finally, visual learners understand the content of the lesson with images and techniques. It is claimed that most of the activities, utilized in the learning settings, require learners to apply auditory modality; such a learning setting, however, prevents learners from improving other channels. As for pronunciation, Odisho (2014) echoed this view by claiming that pronunciation should be taught through the activities, which address to multiple sensory modalities.

Lastly, Pronunciation Learning Strategies (PLS) are applied by the learners, since such strategies potentially contribute to the improvement of acquisition and production of a language. Peterson (2000), whose research was the first study addressed to PLS, defined these strategies as steps taken by the learners to foster their own pronunciation proficiency. Pawlak (2010) assumed that PLS refer to tactics and thoughts utilized by the learners respectively to figure out and master different aspects of pronunciation. This definition highlights some key notions concerning pronunciation domain (Pawlak& Szyszka, 2018);

- the reason of using PLS in a learning environment
- a certain extent of awareness of this use
- the fact that PLS can be both measureable and (e.g., repetitions of words are demanding to articulate) and immeasurable (e.g., rational plan of how to solve pronunciation problems)
- the significance of integrating PLS into cluster and chains to succeed in learning goals
- the notion that PLS can be quite useful to apprehend and recall pronunciation patterns in target language both in segmental and suprasegmental forms.

Peterson (2000) introduced various strategies that facilitate acquisition of pronunciation and make it permanent for learners, such as using flash cards, remembering and imitating teachers, defining hypotheses about pronunciation, and applying humor to have a lower anxiety. However, Moyer (1994) explained that these strategies contribute to the achievement of native-like pronunciation, if learners realize the importance of this improvement for their pronunciation proficiency. In other words, learners, concerned with competency over pronunciation skills and accurate production of sounds or words, seem to overcome the acquisition of pronunciation.

2.1.9.1.3 Attitude and Motivation

Attitude and motivation are regarded as crucial psychological factors that foster or deteriorate the process of learning pronunciation (Modesti, 2016). First, attitude refers to one's opinions, beliefs, and thoughts toward an issue (Gardner, 1985). Each learner approaches to the target language and its community with a different perspective, which can promote or inhibit the improvement of pronunciation skills. If a learner brings a negative attitude and some biases to the target language, it will prevent learners from achieving language learning. In other words, some people have the belief that second language acquisition is not necessary to obtain and the target language community may influence their cultural development negatively. Contrarily, if learners recognize the necessity of the target language or target culture, such a positive attitude will promote their pronunciation proficiency and learners will succeed in having native-like pronunciation (Zhang, 2009). Likewise, Elliot's work (1995) pointed out that learners' attitude toward attaining native or native-like pronunciation as examined by the Pronunciation Attitude Inventory (PAI) is the major variable related to second language pronunciation. Schumann (1986) explained that acculturation has a predominant influence on the process of language learning. His acculturation model signifies that if learners have an open-mind for target culture and desire to interact in the target language, their positive approach result in more acquisition and success.

As for motivation, it is emotion or desire to manage something (Zhang, 2009). Motivated learners are diligent, goal-oriented, and endeavor to achieve their objectives confidently (Gardner, 2007). The source of motivation is the learners' desires and motives to master the aspects of a language. In this respect, learners with higher motivation seem to expedite the process of language learning, whereas learners with lower motivation fall behind in achieving language learning. Ellis (1994) implied that motivation occurs as a result of efforts expended by the learners to figure out and interiorize the language; furthermore, she divided motivation into four groups;

1. Instrumental motivation: This type of motivation relies on utilitarian acquirements. Learners with instrumental motivation aim at learning a language for functional purposes in educational or economic disciplines.
2. Integrative motivation: Learners have intrinsic orientation to be engaged with a foreign language and develop positive attitudes to target language and its community.
3. Resultative motivation: Learners' motivation is strongly influenced by their success. There is a close link between achievement and motivation. Learners, performing the language sufficiently, gain confidence and become more willing to be an active participant of learning process.
4. Intrinsic motivation: Learners are motivated by their internal rewards. Learners are engaged in an activity to satisfy their needs, desire and curiosity.

It is acknowledged that if learners are strongly motivated to attain a better pronunciation, they will be more eager to take part in the activities, attach importance to recognize the sounds patterns of the target language, and create opportunities to apply the language. In particular, learners with integrative motivation and intrinsic motivation are inclined to succeed in mastering pronunciation, since they may experience less anxiety and gain a greater sense of self-confidence to use the target language (Smit, 2002; Brown, 2008; Sardegna et al., 2014)

2.1.9.2. Selected External Factors Affecting Pronunciation Acquisition

2.1.9.2.1. Native Language, Exposure, Instruction

It is widely recognized that learners' native language greatly influences the precise acquisition of a foreign language (Zhang, 2009; Machackova, 2012; Modesti, 2016). It is a crucial factor to be the reason of accents and has remarkable influences on the pronunciation of the target language. Learners' native language account for errors in aspiration, intonation, rhythm, and stress in the second language owing to the negative transfer from the first language to the target one. This does not stem from learners' insufficient knowledge of grammar, or vocabulary; however, the sounds learners articulate seem peculiar and tones of voice change in unexpected ways. In other words, every language has unique characteristics and distinctive accents. Avery & Ehrlich (1987) specified that the learners of a target language produce language in a distinctive manner, called foreign accent, the nature of which is dramatically assigned by the learners' mother tongue.

In the process of acquisition of a target language, learners mostly expend efforts to apply existing phonological notions from the native language. In this respect, a certain sound that does not exist in the native language leads difficulties for learners to detect a familiar sounds in their mother tongue. Moreover, when the place and manner of articulation are different between two languages, learners have difficulties in producing the target language (Zhang, 2009). Celce- Murcia et al. (1996) asserted that learners' native language should be taken into consideration as an essential variable in acquiring pronunciation of a target language. Thus, six hypotheses are recapitulated within the scope of native language influence;

1. The Contrastive Analysis Hypothesis (CAH): This hypothesis regards native language as a filter. It is concerned with the comparison of two or more languages to examine similarities and differences. Learners acquire the structures with ease, if the target language and native language share similarities. Nevertheless, interfering occurs and the acquisition of pronunciation is hampered, when the target language and native one have different sounds and structures. CAH lost its validity due to findings of other theories and inadequate predictions related to the degree of difficulty that learners experience, when they deal with language components.

Numerous researchers, nevertheless, hold the view that negative transfer is a significant factor accounting for errors in pronunciation (Celce-Murcia et al., 1996).

2. Error Analysis and Avoidance: This hypothesis is a reaction to CAH and it criticizes the perspectives of CAH. It aims at identifying, categorizing, and interpreting errors made by the learners to obtain information about common difficulties that learners face in their interlanguage system (Celce-Murcia et al., 1996).

3. The Interlanguage Hypothesis: The notion of interlanguage created by Selinker (1972 as cited in Celce-Murcia et al., 1996) implies the linguistic codes of target language learners. The language of foreign language learners has a unique linguistic system and independent functions of either native language or the target language despite influenced by both; however, it accentuates a unique system including mother tongue properties, second language input, communication strategies, and language universals. Learners' interlanguage may stop and cannot develop despite additional input and instruction. This kind of regression is called fossilization, referring to plateau effect that requires much more energy and motivation to overcome (Celce-Murcia et al., 1996).

4. Markedness Theory: This theory is useful for defining phonological distinctions among languages through marked and unmarked notions. The former refers to properties that are restricted, less frequent, and later acquired, whereas the latter involves components more frequent and first acquired (Celce-Murcia et al., 1996).

5. Language Universals: This theory highlights the fact that a form that occurs systematically across languages is applied by all languages. Languages have common properties that are true for all of them. It ignores the differences across languages; in fact, it lays emphasis on similarities that languages share. For instance, if a language is spoken, it includes vowels and consonants (Celce-Murcia et al., 1996).

6. Information Processing Theory: Information Processing Theory foregrounds the mechanisms through which learning occurs. It stresses the importance of memory encoding and retrieval. Learners tend to grasp and process new data by resting upon

prior knowledge or schemata through controlled processing or automatic processing. This theory indicated that learners seem to discriminate target language sounds in a manner that they are accustomed in their mother tongue. Furthermore, learners applied controlled processing to formulate and conceptualize pronunciation tasks (Celce-Murcia et al., 1996).

Second external factor underlines the importance of exposure to the target language and its components (Lane & Brown, 2010). Celce-Murcia et al. (1996) asserted that exposure to the target language is a valuable factor that determines the success of learners. Exposure to the target language is related with how much learners use the new language in their daily lives. However, it does not mean that learners, living in the target language country, can achieve language acquisition. The underlying notion is that whether learners endeavour to utilize the opportunities to comprehend the input and take the advantages of authentic environment (Zhang, 2009). In other words, exposure can prompt second language acquisition and pronunciation proficiency, if learners appreciate the necessity of being exposed to the target language (Şenel, 2006).

Learners should receive natural and comprehensible input to improve their pronunciation skills. However, particularly in EFL settings, learners cannot attain such a natural input and be surrounded by native input outside of the class. In such cases, the roles of instructors become substantially crucial and are expected to maximize learners' exposure to the target language through meaningful activities (Kenworthy 1987). Learners should ensure that they experience the target language and its components sufficiently and encourage learners to expand their authentic input (Kenworthy, 1987; Zhang, 2009; Lane & Brown, 2010).

Lastly, the type of pronunciation instruction is considered as an influential factor in the process of pronunciation learning. Celce-Murcia et al. (1996) illustrated that explicit pronunciation instruction fosters the development of learners' metalinguistic awareness, on the other hand, Purcell and Suter (1980) did not find any significant correlations between these two components. It has been widely discussed whether explicit or implicit pronunciation instruction contributes to the success of learners; however, research findings on this issue are inconclusive. Furthermore, it should be mentioned that most of EFL/ESL instructors ignore

pronunciation skills and teach such skills intuitively owing to their lack of knowledge and techniques (Levis, 2005). The negligence of pronunciation and instructors' insufficient knowledge prevent educators and researchers determining appropriate type of instruction to deal with pronunciation domain.

2.1.10. The Role of Technology on Pronunciation Instruction

While technology has maintained its importance in affecting how individuals interact with others, it has also gained prominence as a rewarding technological tool in foreign language learning settings. Numerous researchers have investigated the cooperation between pedagogy and technology (Costley, 2014; Raja & Nagasubramani, 2018). The availability of well-established technologies has paved the way for integrating technology into foreign language learning. Such an adaptation of technology for foreign language pedagogy has led instructors to update their teaching strategies and design their teaching activities based on current perspectives related to the field of language pedagogy. Golonka et al. (2014) accounted for this positive attitude toward the integration of technology into language learning by stating that technological innovations contribute to learners' motivation and interest, offers learners to access to the target language input, and useful feedback; furthermore, it enables instructors to design the course content sufficiently and interact with a great number of learners.

As one of the fundamental aspect of language learning, technology has started to be applied in teaching of pronunciation extensively. Computer and computer-based technologies have been utilized to deliver the content of the course. Traditionally printed materials, such as notes, worksheets, quizzes and exercises have been substituted by computer-assisted materials. Instructors make pronunciation materials available to learners through the internet and its components by changing the way, in which learners attain phonological input instead of handing them out in a printed form in the learning setting (Al-Qudah, 2012). Internet-based materials foster pronunciation learning and teaching processes since they offer useful and outstanding activities and explanations related to segmental and suprasegmental features of English pronunciation for learners aiming at enhancing their

pronunciation proficiency and instructors being eager to teach pronunciation (Hişmanoğlu & Hişmanoğlu, 2011).

The contributions of Computer Aided Instruction (CAI) cannot be overlooked in educational settings. Computer Assisted Language Learning (CALL) refers to utilization technology-oriented techniques and models in language learning and teaching (Gruba, 2006; Kedrowicz & Watanabe, 2006). One aspect of CALL is Computer Assisted Pronunciation Teaching (CAPT), which rests upon the application technology for the acquisition and teaching of segmental and suprasegmental aspects of pronunciation (Gambari et al., 2014). Rostron & Kinsell (1995) defined CAPT as the usage of digitalized speech to enhance pronunciation skills. Computer-based materials are useful to accomplish two purposes; recognizing learners' deviations in pronunciation, and aiding learners to strengthen these deviations (Gambari et al., 2014).

CAPT enables learners to attain the pronunciation input through distinctive channels, practices individually, and progress at their own pace (Neri et al., 2002). It provides learners with individualized environment, in which learners take the responsibilities of their learning (Busa, 2008). Pennington (1999) summarized the benefits CAPT as the following;

1. It quickly gives feedback to the learners and is more authoritative than human-aided pronunciation instruction (HAP).
2. CAPT makes learners available to access numerous visual and audible materials; thus, learners are exposed to the target language sufficiently.
3. It allows instructors to design particular works for individuals and groups, and evaluate learners in a detailed way.
4. It increases learners' awareness and comprehending crucial aspects of the phonology of a foreign language
5. It encourages learners to work on their pronunciation, and improve their pronunciation skills through motivation.

To sum up, with the integration of technology into language learning settings, learners are exposed to language through distinctive ways and enhance their

pronunciation skills by gaining confidence; instructors, on the other hand, strengthen their courses through teaching strategies, which satisfy learners' needs.

2.1.11. Implicit versus Explicit Pronunciation Instruction

The issue of whether to instruct pronunciation implicitly or explicitly has been debated in educational settings. Ellis (2008) pointed out that learning language implicitly show similarities with first language acquisition, that is unconscious and automatic. Learners comprehend the input without additional effort. Explicit instruction, on the other hand, rests upon definitions and explanations of the rules and structures of language. Furthermore, Ellis (2009) divided language instruction into two groups as indirect and direct interventions. Indirect intervention highlights the importance of circumstances in second language through experiences, whereas direct intervention includes a structural syllabus that illustrates what the learners are supposed to learn. In other words, implicit instruction puts emphasis on noticing rules and learning unconsciously; however, explicit instruction focuses on conscious learning process, in which learners are aware of the rules.

The studies on implicit and explicit pronunciation instruction carried out in EFL contexts, have illustrated that the existing controversy among scholars and theories. Implicit instruction pronunciation has been supported in some studies with the belief that learners can acquire and enhance their pronunciation skills, when they take part in the learning process actively. Learners' efforts result in more native-like pronunciation. Nevertheless, there are other studies, which favored explicit pronunciation instruction by concluding that learners perceive and product phonological features of the second language accurately and such an instruction fosters comprehensible speech. Explicit pronunciation instruction is an effective means of dealing with phonological errors. It increases learners' phonological awareness, which plays a key role in intelligibility.

All in all, a review of contrastive studies on teaching pronunciation sheds some light on the fact that there are some different perspectives related to the instruction of pronunciation.

2.1.12. What is Flipped Classroom Model?

The rise of technology has led to some significant and innovative changes in the field of education. It has become an essential educational tool; therefore, many educators have tried to find the ways of redesigning and updating their teaching methods. Another reason to update their teaching methods is that the needs and preferences of learners in the learning process have already changed. They tend to have easy and quick access to information from various sources and learn language in an active classroom setting. In this respect, as an example of Blended Learning, Flipped Classroom Model has gained its popularity as it offers a learner- centered learning via instructional videos and online materials through the internet. In a flipped class, instructions are delivered via videos and resources; then learners construct their own learning before the class. On the contrary to traditional teaching methods, class time is used for homework, engaging activities, peer or group works.

The idea of flipped classroom was put forward by Eric Mazur, a professor at Harvard University. Mazur designed a program, which offered learners text files, interactive demonstrations and dealt with their problems in an interactive manner before the class (Mazur, 1991). Similarly, Baker (2000) distributed lectures online to create an active and cooperative learning setting. Lage et al (2000) coined a term ‘inverted classrooms’ which means that the order of the actions in the classroom and outside the classroom changes considerably. Learners were supplied with videotaped lectures and slides to study outside the class, whereas they attended in peer or group work activities in the class. In 2006, Salman Khan created a website, known as the Khan Academy, which provides everyone with numerous academic subjects to in the world. In 2007, Bergman and Sams (2012) recorded their lectures and delivered them online for absents learners. This study resulted in improvements in test scores and increasing interaction between learners and instructors. Such a successful model attracted notice of instructors and researchers and FCM became gradually popular.

It is noteworthy to mention that FCM is more than a teaching model, which based on computer technology, video lectures, or online resources. It rests upon various theoretical foundations that guide the approach. One of these theoretical foundations is Blended Learning (BL). There is a remarkable increase in the application of BL, as it encourages learners’ creativity and collaborative learning

setting. BL, at its simplest, can be defined as the combination of traditional face-to-face teaching and online teaching. In other words, BL supports traditional teaching methods with web-based materials and resources (Bersin, 2004). Singh & Reed (2001) described BL as a learning method, in which multiple delivery modes are preferred to optimize learning outcomes and reduce the cost of program delivery. Similarly, Thorne (2003) viewed BL “as an elegant solution to the challenges of tailoring learning and as an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning”. FCM complies with the idea that BL ensures the integration of traditional teaching and online teaching, and allows learners to control their pace at the learning process.

Another underlying notion of FCM is a constructivist learning theory. The salient characteristic of this theory is that knowledge is not imposed on learners, instead, learners actively construct their own knowledge and form meanings based on their experiences. A constructivist-learning environment enables learners to comprehend the knowledge and create purposeful solutions to the problems through digital resources or tools for learning (Wilson, 1996). In such an environment, instructor is a guide and facilitator, who helps learners figure out knowledge, whereas, learners are active and responsible for their own learning. In a flipped class, instructions are delivered through web-based materials or sufficient resources before the class, and learners take care of their own learning, deal with producing knowledge and building meanings as in the theory of constructivist learning.

In addition to these theories, FCM is grounded in the concepts of learner-centered learning and active learning. In both types of learning, learners are placed at the center of their own learning. In contrary to traditional classes, in which knowledge is directly transmitted from instructors to learners, learners learn how to learn. They are encouraged to monitor their own learning process and find appropriate strategies to improve themselves. Learners are expected to engage in peer or group work activities and use self-assessment measures.

Traditional teaching methods conflict with constructivist theories since each of them advocates different views related to the terms ‘teaching’ and ‘learning’. Constructivist theories call on learners to involve in the learning process and become

active participants during the classes. In traditional classroom settings, however, learners are passive receptors of knowledge and dependent on their teachers. Traditional methods put emphasis on memorization and repetition and learners are not encouraged for critical thinking skills. On the contrary to such traditional methods, some studies revealed that the passive role of learners lead to difficulties and have negative impacts on learners' performance in the process of learning (Bonwell & Eison, 1991; Andrews et al, 2011). Thus, FCM has come into prominence as it allows learners to construct their own knowledge and take charge of their learning.

FCM underlines the significance of learner- centered classrooms, in which learners both participate in-class activities, and they focus on their online self learning (Afrilyasanti et al., 2017). Learners get a chance to construct knowledge at home and they experience engaging activities as well as collaboration with peers in the classroom setting (Afrilyasanti et al., (2017). Bergmann & Sams (2012) defined FCM as that “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p.13). This implies that the sequence of the actions is reversed. In other words, learners attain the input prior to the class in a flipped classroom, and the class time is allotted to process the knowledge through active learning and problem-based learning without devoting time on instructing the content (Zainuddin, 2017). In addition to these definitions, Bishop and Verleger (2013) described FCM as an educational model, which comprises of two different concepts: collaborative learning activities in the learning setting and technology-based self-learning out of the classroom. The responsibility of learners is to watch videos, enter the websites related to the content of the lectures, read the texts or listen to the audios delivered by the teachers, whereas teachers are expected to create a positive classroom environment, in which learners can transfer their own knowledge through appropriate activities (Alsowat, 2016). However, it should be noted that FCM is not just an example of video-based or online learning (Alhasani, 2015; Basal, 2015, Alsowat, 2016). The integration of the instructional videos into the lectures and the time spent in the class are the key elements for the successful implementations of this model.

2.1.12.1 The Benefits and Drawbacks of Flipped Classroom Model

FCM offers numerous benefits for learners and instructors, owing to its contributions and supportive properties to the learning and teaching processes. One of the outstanding benefits of a flipped classroom is that the class time can be achieved more sufficiently and creatively since such a collaborative learning setting enables learners to be engaged in peer or group work activities (Baker, 2000; Cole & Kritzer, 2009; Fulton, 2012; Milman, 2012; Halili & Zainuddin, 2015). Learners come to class prepared by watching online instructional videos, listening the text, taking notes reading passages or dealing with the quizzes distributed by their instructors. This enables instructors to arrange class time for discussions, problem solving activities, peer or group works which increase the success of learners. Another advantage of this model is that it supports the positive interaction between learners and instructors (Lage et al., 2000; Bergmann & Sams, 2012 ;Roehl et al. , 2013; Arnold-Garza, 2014). Instructors have a great impact on learners' lives. They are expected to be mentors, facilitators, and helpers for them. An assistive interaction between their instructors directly influences their achievement and performance in the classroom. FCM maximizes face-to-face interaction between learners and instructors. This helps learners make contact with their instructor, whereas it aids instructors to observe their learners in a more detailed way. Furthermore, FCM helps instructors immediately monitor learners' performance and support struggling learners (Lage et al., 2000; Fulton, 2012; Millard, 2012). In a flipped class, instructors do not strive for teaching the knowledge of the content; instead, the lecture rests upon hands on activities, homework, engaging activities, or collaborative tasks. Hence, instructors can provide personalized assistance, when learners cannot overcome misconceptions and need extra explanations about the content. Instructors can also revise some parts of the videos or other materials and provide meaningful feedback, if learners have some misunderstandings. This signifies that instructors can update their curriculum based on learners' needs and preferences (Fulton, 2012). The obstacles that hinder learners' performance are hurdled and learning setting becomes more efficient and supportive for learners. In addition to these benefits, FCM allows learners to interiorize the knowledge and progress at their own pace according to their needs related to content of the course (Fulton , 2012; Arnold-Garza, 2014; Bergmann & Sams, 2012; Basal, 2015; Li,

2015). In a traditional learning setting, learners are expected to apprehend all of the instructions and presentations conveyed by the instructor. Nevertheless, some of the learners fall behind and cannot attain the necessary knowledge or skills to achieve activities and they need to review the information, whereas quick learners are ready to progress and get bored waiting. In this case, a flipped class is acknowledged as an ideal option since it satisfies both types of learners by allowing them to progress at their own pace. Struggling learners can pause or rewind the instructional videos to figure out or to correct their misunderstandings, while quick learners can accelerate based on their schedule. In addition to self-paced learning, learners are responsible for their own learning as they are always active in the class (Bergmann et al., 2011; Basal, 2015; Al-Harbi & Alshumaimeri, 2016). In this model, instructor acts as a facilitator instead of a guide and this implies that learners control their own learning process.

Although FCM is regarded as a learner-centered model and offers opportunities for learners, some challenges have been alleged by some studies. According to Moffett & Mill (2014), flipped learning requires learners to be motivated to acquire the knowledge and endeavor for their success in the class; thus, if learners are not eager to experience online learning, the outcome of this model will not be efficient for both learners and instructors. Similarly, Moore and Chung (2015) pointed out that that each learner has a different learning style and flipped learning may not respond to the needs and preferences of learners. Some of the learners cannot figure out and interiorize the knowledge from instructional videos or other additional online resources and they perform better in a traditional learning setting, owing to their preferences for face-to-face interaction with their instructors. Jawawi et.al (2015) explained that learners need to have access to computer and technology to attain the lectures; however, the availability of required instruments can be limited. This implies that accessibility to the technology is demanding for learners from low-income families since they may not have the means, and some rural or urban areas have limited internet connection, which hinders flipped learning. Furthermore, Milman (2012) criticized FCM about the probable deteriorating effects of poor-qualified videos on learners' performance and added that if the learners both watch the instructional videos and play computer games at the same time, learners are distracted by them and the process of learning is inhibited. In their study, Halili & Zainuddin (2015) put emphasis on the increasing workload of the instructors. In

FCM, instructors are responsible for providing high- quality videos, designing good materials, finding appropriate resources, and monitoring their learners both inside and outside of the classroom. This means that instructors expend much more time and efforts for the successful implementation of FCM

2.1.12.2. Components of a Flipped Classroom

An appropriate implementation of FCM is accomplished through the combinations of some fundamental elements and crucial components related to this model. Two of these components are direct teaching via instructional videos outside the class (Ahmad, 2016) and engaged - learning inside the class (Sharpless et al., 2016). Instructional videos or video lectures are viewed as major properties of flipped learning (Educause, 2012); they, therefore, deserve a great amount of attention by the instructors. Instructors can create such videos on their own through some free or paid useful applications or they can determine appropriate educational videos from some websites such as YouTube or Khan Academy (Halili & Zainuddin, 2015). The main goals of applying instructional videos are to provide learners content and enable them to constitute their own knowledge before the class. In this respect, some suggestions can be offered which are concerned with the utilization of video lectures in a flipped classroom. For instance, videos should be short and relevant to the content of lesson (Slomanson, 2014; Neaupane, 2017). Lengthy videos cause learners to lose their concentration and get bored easily, whereas, information overload in videos has a debilitating effect on the performance and motivation of learners. Another example is that instructional videos should promote interactive, collaborative, and engaging activities for learners (Ash, 2012; Bergmann & Sams, 2012). Furthermore, teachers should add humor to the videos and make them attractive and exciting for learners (Bergmann & Sams, 2012; Neaupane, 2017). Such videos increase motivation and enthusiasm to learn,; hence, learners sufficiently concentrate on the task.

Although video lectures are the key components of the flipped teaching model, FCM is more than video-based lessons. Tucker (2012) explained that not only the videos but also the ways of their integration into the class and curriculums are prominent aspects of the flipped learning. Such an explanation emphasizes the

significance of the second component; class time (Slomanson, 2014). Learners are exposed to more interactive and engaging activities during the class hours (Hsieh et al., 2017). They ask questions and make discussions with their instructors. In a flipped classroom, learning environment supports cooperation among learners and encourages for collaborative peer or group works which accelerate the process of learning.

In addition to these components, there are also other elements, which should be incorporated in a flipped classroom. Flipped Learning Network (2014) described four pillars illustrated as F-L-I-P, which a flipped classroom should include; flexible environment, learning culture, intentional content, professional educators.

1) **Flexible Environment:** The physical conditions of the learning setting should accommodate different ranges of activities and tasks. Instructors should make necessary arrangements in the class, in which learners will determine how they acquire the input.

2) **Learning Culture:** The role of instructor is a facilitator instead of an authority in a flipped classroom. This signifies that learners assume responsibilities of their own learning. Learners construct their own knowledge, utilize the knowledge presented in the content, and evaluate themselves.

3) **Intentional Content:** Instructors endeavor to find efficient and appropriate ways to improve learner's knowledge and foster the learning process. They create lectures for learners that can be processed at home and prepare the contents, which can be practiced in the class. Instructors, therefore, must contrive what learners need and what materials are indispensable to accelerate the learning process.

4) **Professional Educators:** A successful implementation of FCM requires Professional Educators to expend great time and effort; it, therefore, is quite exhausting for the instructors. They always observe their learners' progress, provide feedback spontaneously as well as doing practices in the class. Although their impacts seem to be diminished in a flipped classroom, they are still one of the most essential component of FCM that enhances learners' success.

Bergmann and Sams (2015) listed four components of a flipped classroom as relationship building, personalized learning, passion- based learning and project-based learning. In terms of relationship building, Bergmann and Sams (2015) highlighted the importance of positive relationships between instructors and learners, and how such facilitating interactions greatly affect the performance and attitudes of

learners. With regard to personalized learning, FCM should respond to diverse learning styles and preferences. It should be noted that each learner acquires the knowledge in distinctive manners and paces. Passion-based learning encourages learners to recognize their enthusiasm and passion to learn, which is high on Bloom's Taxonomy level. Finally, project-based learning enables learners to deal with real-world problems, which will enhance their communication proficiency in an authentic context.

2.1.12.3. Flipped Classrooms versus Traditional Classrooms

There have been numerous studies completed over comparing traditional teaching models approaches with current educational methods and models. In this respect, it is indispensable to exhibit differences between traditional classrooms and flipped classrooms. Cuban (1984) inscribed four characteristics of a traditional classroom:

1. Instructors deliver the content of the course directly, give directions, and control the process of learning in the classroom. They are more active than learners in the learning setting; therefore, instructors make explanations more than learners during the class hours.
2. Instructors cannot provide personal or group-based instructions; instead, the learning process is performed with the whole class.
3. The organization of the course is designated by the instructors based on their existing curriculums.
- d) Learning is accomplished in the classroom environment.

According to Alhasani (2015), traditional classrooms rely on textbooks and homework to instruct the input of the lesson and he also added that instructors are administrators of the learning process, who are the source of knowledge, whereas learners are just passive receivers of the knowledge who put all their focus on their instructors.

Furthermore, Chen Hsieh et al. (2017) defined traditional classrooms as a setting in which learners attain the certain knowledge in the classroom and progress the knowledge through homework and assignments outside the classroom. However,

Afrilyasanti (2017) criticized such a learning setting with the view that learners cannot have any assistance to deal with the potential problems at home; instructors cannot explore the misconceptions of the learners, which inhibit their enhancement. Flipped classrooms are different from traditional classrooms in the sense of some aspects ranging from materials, practices to its implications. Bergmann, Overmyer & Willie (2011) defined a flipped classroom as a learning setting, in which learners are provided with personalized instruction and experience engaging activities that prompt their proficiency. From the point of Kenna (2014), flipped classrooms offer learner-oriented environment, which encourages learners to participate in learning process and classroom time is devoted to foster what learners have acquired at home through worksheets, debates or interactive activities, which support their critical thinking skills. However, Halili & Zainuddin (2015) explained that learners might not be ready for such inverted learning, it therefore may be arduous, and learners have negative perceptions toward flipped classrooms. Similarly, Jawawi et al.(2015) pointed out that that flipped classrooms require learners to answer for their learning and progress, nevertheless, if learners have not acquired the input outside the class, they may have difficulties in figuring out the necessary skills and knowledge to be able to attend the activities.

2.2 LITERATURE REVIEW

2.2.1 Introduction

In this chapter, a brief review of literature is presented divided into two sections. First section includes studies conducted on pronunciation instruction. The other section includes studies conducted on flipped learning.

2.2.2 Research on Pronunciation Instruction

Pronunciation instruction has been of great concern for some researchers in recent years. The notion of pronunciation has been investigated regarding to its components, the models, and methods of affection the acquisition of pronunciation,

its integration with technology, and other skills. For instance, several studies have been carried out to reveal the issues related to segmental and suprasegmental constituents of pronunciation (Cenoz& Lumberri, 1999; Machackova, 2012; Rokoszweska, 2012; Noor et al., 2016; Saito& Saito, 2017). Studies, dealt with segmental features of pronunciation, focus on the phonology units of the language, such as consonants and vowels. Machackova (2012) designed a study to investigate whether secondary school learners produce voice and voiceless ‘th’ consonants /ð/ and /θ/ accurately, and it is probable to accomplish faultless pronunciation of the ‘th’ consonants. The participants of the study were 11 secondary school learners, whose level of English range from lower intermediate to upper intermediate. The articulation of target consonants was evaluated by analyzing and assessing recordings. The results of the study illustrated that there is a certain amount of progress in the articulation of ‘th’ consonants; however, faultless pronunciation of /ð/ and /θ/ consonants cannot be attained among secondary school learners.

Cenoz& Lecumberri (1999) examined the effects of training on the acquisition of English vowels. Subjects were 109 university learners, receiving training course in English Phonetics. The data were gathered through vowel perception tests and questionnaires. The results of the study confirmed the fact that a well-designed training considerably prompts the acquisition of English vowels. Another research carried out by Rokoszweska (2012), which aimed at identifying the correlation between realization and production of English pure vowels and diphthongs, and PLS. A questionnaire was implemented in order to ascertain particular PLS. Furthermore, a pronunciation test, consisting of two sections as discrimination and articulation tests, was also applied with the purpose of unveiling the correlation between two variables. The findings of the study revealed that participants utilize PLS in the process of attaining target sounds, such as memory strategies, or rote learning. This indicated that there was a positive correlation between PLS and the production of English vowels. Similarly, Noor et al. (2016) attempted to analyze the academic needs of learners, who experience difficulties in the articulation of monophthongs and diphthongs. The data were collected through quasi-experimental design study including 10 participants. The findings of the study suggested that if learners strive for achieving the problems areas of English monophthongs and diphthongs, they can attain native-like competence in the target

language. It was also stated that learners need target-oriented teaching to overcome their errors of pronunciation and articulate sounds accurately. As for suprasegmental features of pronunciation, Saito & Saito (2017) focused on comprehensibility, word stress, rhythm, and intonation, which are fundamental constituent of suprasegmental aspects of pronunciation. The study examined the suprasegmental proficiency of Japanese learners of English as a foreign language. Subjects were 20 learners receiving a total of three hours instruction over six weeks. Divided as experimental, receiving form-focused instruction, and control, receiving meaning-oriented, learners were evaluated through pre and post tests. The results of these tests revealed that learners gain competency over word stress, rhythm, and intonation. Furthermore, the instructions of experimental group helped learners reduce their errors by enabling them to figure out and apply explicit rules.

While some researchers have conducted their research on major constituents of pronunciation domain, there are also some studies that aim at investigating the impacts of particular methods or model on the acquisition of pronunciation (Hashemian & Fadei, 2011; Kayaoglu & Caylak, 2013; Behzadi & Fahimniyai 2014; Hamzah et al., 2017; Hasanah, 2017). Hashemian & Fadei (2017) compared the effectiveness of two different pronunciation-teaching approaches on the acquisition of English pure vowels and diphthongs. The study was conducted with 40 Iranian elementary EFL learners divided into two classes. In one of the classes, the target sounds were instructed through intuitive-imitative approach, whereas learners were exposed to analytic –linguistic approach in the acquisition the target sounds in the other class. The study indicated that the learners, taught through intuitive-imitative approach, performed better the target diphthongs; learners in the other group, on the other hand, learn pure vowels more accurately. Similarly, Behzadi & Fahimniya (2014) attempted to analyze the impacts of intuitive-imitative and analytic-linguistic approaches on pronunciation instruction. In this respect, 60 Iranian EFL learners were selected and assigned into two groups randomly. For data collection, a pronunciation test was implemented to both groups in the forms of pre- test and post-test. The learners' age factor has been determined as a moderating variable in utilizing the two approaches. The result of the study pointed out that learners enhance their pronunciation of the sounds, including pure vowels, and consonants through intuitive-imitative approach; on the other hand, the explicit interventions like

defining articulatory complexities, such as manner or the place of articulation, which was applied in the other class, enabled learners to improve their pronunciation. With regard to age, the intuitive-imitative approach was more useful for the younger learners; nevertheless, the analytic-linguistic approach was more fruitful for the older ones.

In another study, Hamzah et al. (2017) put emphasis on determining the effect of explicit phonetic instruction on the acquisition of voiceless dental fricatives /θ/ and rhotic /r/. Subjects were 20 undergraduate Chinese learners that are grouped based on their learning backgrounds as ESL for Chinese learners from Malaysia and EFL Chinese learners from China. The participants were evaluated through pre-test and post-test results. The findings of the study suggested that explicit phonetic instruction contributed to the learners' production of the target phonemes. In the study of Kayaoglu& Caylak (2013), the effectiveness of Audio Articulation Model (AAM) on mispronunciation of interdental fricatives /ð/ and /θ/ was inquired extensively. The study consisted of 36 adult EFL learners from vocational university school. The data were collected through quasi-experimental design study. It was suggested that AAM helped learners perceive and produce the sounds accurately. In addition to these studies, Hasanah (2017) attempted to explore the role of audio-lingual method on teaching pronunciation. Pre-post test design was employed in this study. The sample included 68 learners evaluated through a pronunciation test. The findings of the study illustrated that there was a significant difference between learners' scores in experimental and control group. The researcher, therefore, recommended that audio-lingual method was helpful for learners' pronunciation proficiency. Likewise, Hidayati (2016) also aimed at indicating how the use of audio-lingual method through repetition drills facilitated learners' pronunciation ability. The subjects of the study were 16 learners, whose performances were analyzed through pronunciation tests. The study unveiled the fact that learners developed their pronunciation ability with the help of audio-lingual method since they were accustomed to imitate their instructors for intelligible pronunciation.

Some other researchers were interested in investigating the role of technology and innovations on pronunciation instruction (Hişmaoglu& Hişmaoğlu, 2011; Al-Quah, 2012; Fouz& Mompean, 2012; Gambari et al., 2014). Fouz&

Mompean (2012) aimed at examining the effectiveness of Twitter for pronunciation teaching by introducing particular words considered to be challenging to pronounce for Spanish learners of EFL. In the process of data collecting, a pre-test was applied to verify that learners did not have the knowledge of correct articulation of the words. The twitter-based pronunciation instruction lasted six weeks, with tweets sent every day. After the study ended, a post-test was administered, and it was revealed that twitter could help instructors teach particular problematic words, if specific requirements were provided. One of the other researchers, Al-Quadah (2012) attempted to analyze the impacts of utilizing computer-assisted programs on learners' pronunciation ability. Subjects were 149 third year learners grouped as experimental and control. A pre-post test design was employed to measure learners' level of pronunciation proficiency. The experimental group experienced pronunciation instruction based on computer-assisted programs; on the other hand, the control group was trained through printed materials. The results of this study indicated that the utilization of computer-assisted materials to teach pronunciation is more useful than the conventional way, which rested upon printed materials. In the same vein, the conducted by Gambari et al. (2014) sought to reveal the role of computer-assisted pronunciation teaching on the achievement of the learners' verbal ability and pronunciation skills. The sample contained 60 senior secondary school learners selected randomly from different level of English. The data of the study were collected through three sections; pre-test, post-test, and delayed-post test. It was suggested that CAPT allowed learners to attain more permanent verbal knowledge of English than those receiving traditional teaching methods. Hismanoglu & Hismanoglu (2011) attempted to find out whether learners trained with internet-based pronunciation materials by their instructors were better at producing problematic English vowels than those trained with printed pronunciation materials. The sample of the study consisted of 30 freshmen learners who were selected randomly. A pre-tests and post-test were administered and compared to measure whether the treatment that the experimental group received led to progress at segmental level or not. A series of independent samples t-tests were applied to compare the improvements in the scores gathered from the experimental and control groups. The results of the independent samples t-tests implied that learners in the experimental group enhanced their pronunciation skills

in the target language by overcoming problems causing mispronunciation of English vowels.

Some studies carried out in EFL settings focused on exploring the correlation between pronunciation and listening skills (Ghorbani et al., 2011; Çakır, 2012; Motallebi& Pourgharib, 2013; Pribadi, 2013; Saka, 2015). Motallebi& Pourgharib (2013) designed a study with the purpose of investigation the impacts of audio stories (listening) on enhancing learners' pronunciation ability, and accelerating the acquisition process. The sample consisted of 40 learners and learners were divided into two groups as the experimental and the control. The learners of experimental group attained the input of the course through listening to the audio stories for eight sessions; learners in the control group, nevertheless, were not trained. Pronunciation test was the effectiveness of the program in enhancing the experimental group learners' ability through listening. T-test was employed to identify the mean in the pre-test and post-test scores of the learners. The findings of the study indicated that listening to audio stories help learners acquire and articulate the sounds properly. Furthermore, it was recommended that learners were motivated to attain pronunciation skills since the stories appealed to them. Similarly, Saka (2015) aimed at figuring out the effectiveness of audio books on the acquisition and internalization of pronunciation domain and perceptions of learners towards the impact of audio books on pronunciation instruction and learning. Subjects were 60 learners from different levels of English. In order to determine the effectiveness of audio book on pronunciation ability, pronunciation recognition and production tests were applied to the learners before and after the audio book listening section. Furthermore, a questionnaire was employed to reveal the perceptions of learners towards pronunciation learning through listening skills. Analysis of the data unveiled the fact that listening to an audio book was quite useful to perceive and produce pronunciation skills and learners supported the view that audio books had a great influence on developing pronunciation skills. In another study, Ghorbani et al. (2011) aimed at exploring whether phonetic training could allow learners to foster their listening abilities. In the experimental group learners were trained with pronunciation instruction along with listening activities; learners in the control group, were exposed to listening activities without paying attention to pronunciation skills. The study illustrated that learners performed

listening activities better in experimental group and pronunciation instruction helped learners facilitate the process of acquiring listening constituents.

Çakır (2012) tested the impact of appropriate audio materials on accurate pronunciation as a quasi –quantitative research. The subjects consisted of 125 freshmen enrolling the course first time. The study aimed at investigating the effect of extensive listening on improving mispronounced words in the process of learning through a pre-test and post-test. The comparison of the pre-test and post-test indicated that extensive listening activities aided learners to increase their phonological awareness and lexical competence.

2.2.3. Research on the effectiveness of flipped learning on oral and listening skills

Several studies have dwelled upon the effectiveness of flipped learning on oral and listening skills (Ahmad, 2016; Roth& Suppasetsee, 2012; Tazijan et al., 2016; Zhang et al., 2016; Quyen& Loi, 2018). Roth& Suppasetsee (2012) centred upon identifying the impacts of flipped classrooms on learners' listening comprehension and the perceptions of learners towards flipped learning. The sample consisted of 30 Cambodia learners, whose age range was between 17 to 20 years old. Quantitative and qualitative methods were administered. The results revealed that FCM helped learners facilitate their listening skills and comprehend the intended messages in listening texts adequately. Questionnaire and semi-structured interview applied in the study indicated that learners had a positive attitude towards learning English through flipped classrooms. In the same vein, Ahmad (2016) aimed at exploring the influence of FCM on Egyptian EFL learners' listening comprehension. A one group pre-post-test was employed to 34 third year learners. Learners were pre-tested on listening comprehension before the experiment and then post-tested after it. The results of paired sample tests t-test concluded that exposure to the target language through authentic listening materials enabled learners to overcome difficulties in listening comprehension and master the listening skills.

As for oral skills, Wu et al. (2017) attempted to analyze the effectiveness of an online learning community in a flipped learning setting or learners' oral proficiency and learners' perceptions. The participants of the study were 50 English major sophomores. The data were collected through multiple sources, including pre-post tests, surveys, interviews, and observations. The overall analysis of the comparison of these data instruments suggested that flipped learning offered a self-paced learning context and collaborative learning environment that enhanced learners' accuracy and fluency.

In another study, carried out by Quyen & Loi (2018), the potential role of FCM on learners' oral proficiency was investigated. The subject of the study contained 60 undergraduate learners, whose English proficiency was from elementary to pre-intermediate. The study administered quasi-experimental design, including semi-structured interview, and a questionnaire. The findings of the study showed that learners, receiving flipped instruction, performed better than those attaining traditional instruction since the prior class preparation enabled learners to build the knowledge of pronunciation outside of the class and encouraged learners to utilize their existing information in the class. Likewise, Tazijan et al. (2016) attempted to explore the use of flipped learning as a model to instruct communication skills among seventh grade learners who received five-week flipped communicative language program through Facebook and Twitter. The data gathered through a questionnaire and interview unveiled the fact that learners were active participants of the learning process and motivated to produce language voluntarily. Learners had positive attitudes towards the use of flipped learning to achieve communication skills. In the study of Zhang et al. (2016), the effectiveness of flipped classrooms in English pronunciation course was examined through mixed methods. The participants were 32 learners having attained the same set of the courses in the first semester of the college education. The conclusion was drawn from the study that learning pronunciation through flipped learning was more effective than traditional learning. It aided learners overcome pronunciation problems and gain confidence to articulate sounds in English.

3. METHODOLOGY

In this section, the methods and procedures of the study were presented. First, the research design, participants of the study, tools to collect the data were introduced. Then, the research procedure was explained. Finally, data collection and statistical procedure were briefly mentioned.

3.1 Research Design

This experimental study aimed at examining the impacts of listening skills on learners' articulation of the diphthongs accurately through FCM. It also attempted to unveil the thoughts and attitudes of learners towards pronunciation instruction through this model. The participants of the study were randomly assigned to an experimental group and control group. Learners had not been trained with any pronunciation instruction before; therefore, a pre-test was not applied since learners had not experienced the knowledge of the diphthongs. The quantitative data results were obtained from the result of the post-test to analyze the effectiveness of FCM on learners' ability to produce diphthongs. Furthermore, a structured interview was employed to identify learners' attitudes towards pronunciation learning and pronunciation instruction through FCM. Three questions were asked and the results were evaluated in compliance with the learners' answers. The results of the interview were analyzed through thematic analysis and emerging themes were determined. These themes were categorized under two titles: awareness about pronunciation and beliefs towards pronunciation instruction in a flipped classroom. The attitudes of learners towards flipped pronunciation instruction were identified through the analysis of percentages of emerging themes. Finally, the results were explicated.

Table 4: Interview Questions

1.	What is your opinion about learning pronunciation?
2.	What do you think of your pronunciation?
3.	What do you think of learning pronunciation in a flipped classroom?

3.2 Participants

The study was conducted with 7th grade learners for four weeks at a private language course. The sample consisted of 34 learners from two classes. Both of the classes were randomly assigned into experimental group (N=18), and control group (N=16). Their participation was voluntary. Learners were trained by the same instructor. The experimental group experienced pronunciation instruction through FCM, whereas, the control group was trained with traditional pronunciation instruction. Demographic characteristics of the learners were as follows: the majority of the learners were female in both groups. Their age ranged from 12 to 13. All the participants were from state school. Learners, receiving pronunciation instruction through flipped learning, had access to the internet through variable ways, such as smart phones and laptops.

3.3 Tools

In this study, two types of tools were applied; data gathering tools, and a practice tool. As data gathering tools, a structured interview and pronunciation achievement rubric were utilized to unveil some issues related to pronunciation instruction. A structured interview was planned by the instructor with the purpose of identifying learners' opinions and attitudes towards pronunciation instruction in a flipped classroom by revealing emerging themes obtained from the results of thematic analysis

In addition to the interview, a pronunciation achievement rubric, developed by the instructor, was administered to both the experimental and control group to analyze and evaluate the articulation of diphthongs through reading a passage aloud, including target sounds. Evaluation of the rubric involved two criteria: correct articulation and incorrect articulation. As for a practice tool, a free web-service

Google Classroom, developed by Google, was utilized to the experimental group. This web-site enabled the instructor to distribute and grade assignments in a paperless way. Learners, receiving flipped pronunciation instruction, attained the target sounds outside of the class via Google Classroom.

Table 5: Diphthongs in Pronunciation Achievement Rubric

/eɪ/	/aɪ/	/ɪə/	/eə/	/aʊ/	/ɔɪ/	/əʊ/	/ʊə/
they / ðeɪ/	like /laɪk/	deer /dɪə/	there /ðeə/	about /ə'baʊt/	enjoy /ɪn'dʒɔɪ/	go /gəʊ/	usually /ju:ʒʊəli/
place /pleɪs/	wild /waɪld/	disappear /dɪsə'pɪə/	where /weə/	towns /taʊnz/	destroy /dɪs'trɔɪ/	Homes /həʊmz/	tourist /'tʊərɪst/
escape /ɪs'keɪp/	try /traɪ/	hear /hɪə/	bears /beəz/	owls /aʊlz/	annoy /ə'nɔɪ/	road /rəʊd/	furiously /fjʊəriəsli/
			rare /reə/				

3.4 Procedure

This study aimed at finding out the effectiveness of listening skills on learners' articulation of diphthongs through flipped learning. In order to gather the data, 34 EFL learners from a private language course were chosen as participants of the study and divided into two groups as experimental group and control group. Before the training session, learners in both groups were applied to a placement test to explore their overall proficiency in English. Then, both groups experienced four-week instruction including post-test and a questionnaire at the end of the training. The instructor prepared four-week pronunciation instruction plan for both the flipped classroom and traditional classroom. Target elements were eight diphthongs in English. The goal of the instructor was to teach accurate discrimination and articulation of diphthongs. Therefore, tasks and activities utilized in the plan relied

upon listening skills, since it enabled learners to perceive and produce the diphthongs accurately. Learners identified the words with the target diphthongs and were motivated to articulate them.

In the experimental group, receiving pronunciation instruction through flipped learning, each week's lesson plan included pre-class, during-class, and post-class parts and these parts were divided into sub-titles in a certain order as study, engage, and activate. Learners experienced the 'Study' part outside of the class through exposure to the listening activities based on FCM's properties. In the control group, receiving pronunciation instruction through traditional learning, learners acquired the knowledge with a different order; engage, study, and activate since learners attained the input related to the diphthongs in the class with their instructor. In other words, lesson began with warm up activities, which helped learners be engaged in activities, continued with practice activities with the instructor, and ended with individual or group work activities and feedback about the target sounds.

After the four-week pronunciation instruction, a post-test was employed to the both experimental group and control group through a read aloud task. The reading passage, including 25 words with eight diphthongs, was appropriate for the English level of the learners. Learners were allowed to read it silently before reading aloud. Learners' performances were evaluated by two experienced English teachers based on the criterions in pronunciation achievement rubric. Finally, a structured interview was administered to the experimental group and learners were asked three questions in order to find out their attitudes towards pronunciation learning and flipped pronunciation instruction. Results of the interview were analyzed through thematic analysis and emerging themes were outlined. These emerging themes were categorized under two titles; awareness about pronunciation learning and beliefs towards pronunciation instruction in a flipped classroom. Learners' attitudes towards flipped pronunciation instruction were identified through the analysis of emerging themes' percentages.

3.5. Data Results

The findings of the study were introduced in this section. For this reason, first, the results of the post-test was explained to outline learners' success in the articulation of diphthongs. Then, the emerging themes obtained from the structured interview were described. Finally, the effect of gender on learners' achievement was shown in this section.

This study was conducted with 34 EFL learners; 18 in the flipped pronunciation instruction group and 16 in the traditional pronunciation instruction group. Before the training session, all learners were applied to a placement test with the purpose of detecting learners' overall proficiency in English. This placement test consisted of 25 multiple-choice questions, which were appropriate for their level of English.

Table 6: The Placement Test Scores of Traditional and Flipped Class

<i>Group</i>	<i>N</i>	<i>M</i>	<i>Min</i>	<i>Max</i>	<i>SD</i>
Flipped Class	18	76	100	60	15
Traditional Class	16	77	100	32	19

According to Table 6, the flipped pronunciation instruction group ($M=76$) and traditional pronunciation instruction group ($M=77$) obtained similar results from the placement test. This signified that both groups had the equal level of readiness and backgrounds to experience pronunciation instruction. After the four-week training session, learners in both groups were administered to a post-test to figure out the effectiveness of flipped pronunciation instruction based on listening activities on learners' achievement to articulate the diphthongs accurately. The learners' performances were assessed and graded by two experienced English teachers independently.

Table 7: Inter-Rater Reliability Analysis Results

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>ICC</i>	<i>p</i>
Scorer 1	0.69	0.15	17	.96	0.01
Scorer 2	0.70	0.15			

According to Table 7, it was demonstrated that the scores obtained from the post-test were significantly reliable with Inter-Rater Reliability Analysis.

3.5.1. Research Question 1: Are there any significant differences in learners' success in the articulation of diphthongs between a traditional and flipped classroom?

Table 8: Independent Samples t-Test Results of the Two Groups

	Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pronunciation Score	Traditional	0.73	0.17	32	-0.44	.664
	Flipped	0.75	0.15			

Learners were assessed through pronunciation achievement rubric and their pronunciation scores were analyzed via Independent Samples t-Test. The independent t-test results revealed that although the average of the learners' score in the flipped group ($M=0.75$) was higher than the traditional group ($M=0.73$), it did not refer to statistically significant difference ($p=.664$).

3.5.2. Research Question 2: What are the attitudes of EFL learners towards pronunciation instruction through flipped classrooms?

The aim of the second research question was to unveil the attitudes of learners towards pronunciation instruction through FCM. As a result of the analysis of the structured interview, the frequency of emerging themes were defined and categorized into main themes.

Table 9: The Frequency Analysis of the Emerging Themes in the Interviews

No	Emerging Theme	N	%
1	Having access to the materials utilized in the class enables me to attain the input when I cannot attend the class or I want to review the sounds.	18	61.1
2	It was entertaining to practice about the sounds.	18	55.6
3	Acquiring the sounds before the class, and processing them during the class have made my knowledge permanent.	18	50
4	Pronunciation is important for communication.	18	33.3
5	I believe the necessity of pronunciation instruction	18	33.3
6	It was amusing to explore the rules about the sounds.	18	27.8
7	After the pronunciation instruction, I can identify the sounds in listening texts.	18	27.8
8	Pronunciation learning is beneficial to learn the sounds.	18	22.2
9	After the pronunciation instruction, I can articulate the sounds accurately.	18	22.2
10	Attaining the target sounds before the class enabled me to progress at own pace in the process of learning.	18	11.1

Table 10: Categorization of the Frequency Analysis of Emerging Themes

MAIN THEMES	EMERGING THEMES	%
Awareness about pronunciation	- Pronunciation instruction is important for communication.	33.3
	- I believe the necessity of pronunciation instruction	33.3
	- Pronunciation learning is beneficial to learn the sounds.	22.2
Beliefs towards pronunciation instruction through FCM	-Having access to the materials utilized in the class enables me to attain the input when I cannot attend the class or I want to review the sounds.	61.1
	- It was entertaining to practice about the sounds.	55.6
	- Acquiring the sounds before the class, and processing them during the class have made my knowledge permanent.	50
	- It was amusing to explore the rules about the sounds.	27.8
	After the pronunciation instruction, I can identify the sounds in listening texts	27.8
	After the pronunciation instruction, I can articulate the sounds accurately.	22.2
	Attaining the target sounds before the class enabled me to progress at own pace in the process of learning.	11.1

Table 10 unveiled the fact that learners had favorable perceptions towards pronunciation domain and flipped pronunciation instruction. Regarding with awareness about pronunciation main theme, %33.3 of the learners recognized the importance of accurate pronunciation to sustain a meaningful communication. Similarly, %33.3 of the learners also held the view that pronunciation instruction should be given importance to enhance their ability to articulate sounds in a correct way. As for beliefs towards pronunciation instruction through FCM, this main theme reflected learners' positive attitudes towards flipped pronunciation instruction. %61.1 of the learners highlighted the practicability of FCM since this model allowed learners to attain the input of the course when they couldn't attend the class or they wanted to review the sounds. Furthermore, according to %55.6 of the learners, practicing about sounds was quite enjoyable for them. Additionally, %50 of the

learners believed that their knowledge of sounds became more permanent since the class time was devoted to activities and tasks related to the target sounds.

3.5.3 Research Question 3: Is there any significant difference between female and male EFL learners in terms of producing diphthongs accurately through FCM?

Table 11: Independent Samples t-Test Results Showing the Gender-Based Difference In Pronunciation Score for Flipped Classroom Model

	Gender (<i>n</i>)	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pronunciation Score	Male (6)	0.75	0.09	16	-0.11	0.91
	Female (12)	0.76	0.17			

The independent t-test results revealed that there is not a statistically significant difference between female and male EFL learners in terms of producing diphthongs accurately through FCM.

4. FINDINGS AND DISCUSSION

In this study, the effectiveness of flipped learning on learners' ability to articulate diphthongs accurately through appropriate listening texts and activities was investigated. In this respect, a four-week education program was administered to two groups of 34 participants and the results were interpreted and evaluated. Participants were randomly selected from the learners from a private language course in Edremit, a district of Balıkesir. These participants were applied to a placement test examining their overall proficiency in English in order to insure that all participants have the same level of English and readiness to experience pronunciation instruction. The results are given in Table 6. According to Table 6, the academic achievement average of flipped pronunciation instruction group was 76, while traditional pronunciation instruction group was 77. These results demonstrate that learners have the same level of knowledge and skills to be engaged in pronunciation instruction. In other words, learners in both groups do not have pedagogical superiority on each other in terms of performing the language.

In table 8, post-test scores employed to both groups were analyzed through Independent Samples t-Test and post-test scores of the learners were assessed statistically. It was revealed that post-score average of flipped pronunciation instruction group was 0.75, whereas post-score average of traditional pronunciation instruction group was 0.73. According to these results, if the mean is taken into account, it can be recommended that flipped pronunciation instruction group is slightly better than in perceiving and articulating diphthongs through listening activities than those in the traditional pronunciation instruction group. In this point of view, this study went in accordance with the study of Zhang et al. (2016) which examined the effectiveness of flipped classrooms on pronunciation by comparing the flipped one with traditional classroom and stated that flipped classroom is more effective than traditional classroom since flipped learning enables learners to improve their oral skills. The findings of the study also supported similar views with the study of Overmyer (2014) which aimed at finding out the impact of flipped classrooms on learners' achievement. This study indicated that flipped classroom instruction has a small effect on learners' final exam scores and overall achievement.

Furthermore, the results agreed with the study of Wu et al. (2017), which attempted to explore the effect of flipped learning on improving oral proficiency and the study suggested that flipped learning contributes to learners' overall proficiency at significant level by providing ample opportunities for learners. However, the results of this study underlines the fact that although flipped pronunciation instruction group is slightly better than traditional pronunciation instruction group, the difference between the two groups does not refer to statistically significant difference ($p=.664$). In the light of this data, it cannot be claimed that the traditional pronunciation instruction group has failed at producing diphthongs accurately. In fact, it means that learners acquire and articulate diphthongs, when they are exposed to suitable materials and activities in a traditional learning setting. Based on the researchers' observations, it can be expressed that learners have recognized the importance of pronunciation instruction to perform the language accurately and sufficiently; therefore, they have attached importance to the acquisition and correct articulation of diphthongs. The learners' motivation has continuously increased in the process of attaining the input and producing the target sounds at significant level. Thus, their facilitating motivation level has brought about the success and necessary skills to articulate diphthongs in a correct way.

In table 9, a structured interview was applied to the flipped pronunciation instruction group. The attitudes of learners towards pronunciation domain and pronunciation instruction through flipped classrooms were outlined and interpreted through the thematic analysis. Emerging themes were defined. In table 10, the emerging themes were classified into groups; awareness about pronunciation and beliefs towards pronunciation instruction through FCM. These main themes revealed that learners figured out the significance of pronunciation skills to have a meaningful communication (%33.3) and underlined the necessity of pronunciation instruction for their improvement (%33.3). Furthermore, the main themes indicated that learners had a positive attitude towards pronunciation instruction in a flipped class. %61.1 of the learners explained that flipped pronunciation instruction helped them access the materials of the course before the class and this enabled them to interiorize the target sounds. In addition to this, %55.6 of the learners regarded flipped pronunciation instruction as an entertaining and motivating way of acquiring sounds. The results of this structured interview were consistent with that of Tran's (2017) which illustrated

the positive attitudes of learners towards flipped classrooms. Finally, Table 11 showed that there is not a statistically significant difference in producing diphthongs based on learners' gender. The results agreed with Jahandar et al. (2012) which revealed that gender is not a significant factor on pronunciation accuracy of learners.

In conclusion, this study investigated the effect of flipped classroom on learners' success in the articulation of diphthongs through listening skills. The study indicated that flipped pronunciation instruction group is slightly better than traditional pronunciation instruction group in the articulation of diphthongs; however, there is not a statistically significant difference between two groups. Nevertheless, as noted in the section on limitations, this study analyzed the effect of flipped pronunciation instruction on segmental aspects of pronunciation and consequently these results were obtained.

5. CONCLUSIONS AND RECOMMEDATIONS

This study attempted to investigate the effectiveness of flipped classroom in the learners' success in producing diphthongs through listening-based materials. 34 7th grade learners were chosen as the participants of the study and they were divided into two groups as flipped pronunciation instruction group and traditional pronunciation instruction group. Both groups received four-week instruction programme. For the flipped pronunciation instruction group, the content of the lesson was distributed by the instructor through a web site Google Classroom. Learners, trained with flipped pronunciation instruction, attained the input, and constructed their own knowledge outside of the class. Learners, trained with traditional pronunciation instruction, on the other hand, acquired the input and processed their knowledge during the class time. A pre-test was not applied to the learners since they had not experienced pronunciation instruction about the articulation of diphthongs. Therefore, a post-test was administered to the participants and the results were assessed statistically. According to the analysis of the results, flipped pronunciation instruction group was slightly better in producing diphthongs than traditional pronunciation instruction group; nevertheless, this minor difference did not refer to statistically significant difference. Furthermore, a structured interview was administered to the flipped pronunciation instruction group. The results of the interview illustrated that learners had a positive attitude towards pronunciation skills and pronunciation instruction through FCM.

As stated in the 'problems' section of the study, pronunciation pedagogy has been overlooked by educators and researchers. There are limited studies on pronunciation teaching approaches and models. Current perspectives on pronunciation instruction posit the integration of the technology into learning and teaching processes since technology has already become a crucial tool of education. It has played a fundamental role on teaching methods. This has led educators to update themselves, their perspectives, and their teaching models. As a result of these innovative developments, the term flipped learning has come forward to associate education with technology.

Flipped classrooms are different from traditional classrooms with regard to some major concepts. In traditional classrooms, instructors are the authority and the source of information, whereas learners just receive the knowledge provided by the instructor. Instructors distribute the content of the course directly in the class, and learners are expected to perceive and interiorize the input at the same pace with their classmates. Homework is employed to the learners without their support of their instructors. Nevertheless, in flipped classrooms, an instructor is a coach who guides learners, and learners take charge of their own learning and progress. In this respect, learners build their own knowledge outside of the class through instructional videos and additional materials, whereas class time is allotted to practices, discussions, and feedback. Such a learning environment prompts learners to enhance their learning, and this fosters the process of learning. These favorable aspects of flipped learning are consistent with the attitudes of learners towards flipped pronunciation instruction in this study. The results of the questionnaire show that learners have the opinion that flipped pronunciation instruction has aided them to improve their pronunciation skills in a facilitative learning setting. However, it should be noted that flipped learning requires learners to be ready to study through online materials and active in the learning process since they have to deal with some assignments and tasks before the class. Thus, if learners do not tend to experience such a model, FCM may not be useful for learners. However, in this study, learners were eager to learn diphthongs through FCM; therefore, FCM helped them grasp and articulate sounds in a correct way. Furthermore, this study highlights the importance of motivation in the process of learning as in the performance of traditional pronunciation instruction group. Learners in the traditional pronunciation instruction group pay attention to the articulation of diphthongs, and get motivated as they recognize the outcomes of their effort.

In the light of findings of the study, several recommendations can be made for further research. First, it was unveiled that flipped pronunciation instruction offers a learner-centered learning and enables learners to achieve articulating the target sounds accurately. However, at this point, there is an essential factor to be taken into consideration. FCM is appropriate and useful for learners who have necessary skills and knowledge to accomplish their own learning. Hence, the English level of learners and their abilities to take charge of their learning should be attached

importance with the purpose of applying to FCM. Second, FCM seems to be arduous for learners since they have to deal with some issues before the class, such as building their own knowledge, solving quizzes, watching videos, and listening texts. Such a workload leads learners to lose their motivation and interests towards the course. Therefore, it is recommended that FCM should be applied for a certain period of time or to teach particular subjects, such as diphthongs. Third, the study found out the effects of FCM on learners' success in the articulation diphthongs by solely focusing on segmental features. For further research, the impacts of FCM on learners' pronunciation skills should be investigated by comparing segmentals and suprasegmentals to explore the learners' capabilities of recognizing and articulating these features of pronunciation. Fourth, it is a well-known fact that technology greatly influences our lives for a long time, and it has been already used for educational purposes. It would be wise to integrate technology into learning settings since learners of this age are inclined to learn and understand new information through technological devices. A guided implementation of technology can foster language learning process.

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APPENDICES

Appendix 1: Lesson plans of training session for flipped pronunciation instruction group and traditional pronunciation instruction group.

LESSON PLAN FOR FLIPPED CLASSROOM INSTRUCTION

WEEK 1						
		<u>Objective</u>	<u>Technique</u>	<u>Anticipated Time</u>	<u>Materials</u>	<u>Target Diphthongs</u>
Pre-class	<u>STUDY</u>	Students will be able to identify the correct articulation of target sounds.	Students will listen to a text named 'Fundraising Day' and circle the words with target sounds.	No time limit.	A technological device (computer, Microsoft Office, mobile phone)	/eɪ/ /aɪ/
		Students will interiorize target sounds.	A worksheet will be shared and students will write the target sounds in the correct column.		A worksheet with target sounds	
During class	<u>ENGAGE</u>	Students will be engaged to the topic.	Questions with target sounds and pictures will be written on the board and students will share their thoughts.	10 mins.	Pictures	/eɪ/ /aɪ/
		<u>ACTIVATE</u>	Students will be able to discriminate target sounds in a written text.	Students will revise the target sounds through an odd one out activity.	15 mins.	
		Target sounds will be studied over.	Students will match the pictures with the correct sounds.	15 mins.	Flash Cards	

After class	<p><u>HOMEWORK</u> (<i>personalization</i>)</p>	Target sounds will be reviewed and practiced by the students independently.	Students will create a story including target sounds and draw pictures about story.	No time limit	Crayons Cardboards	/eɪ/ /aɪ/
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LESSON PLAN FOR TRADITIONAL CLASSROOM INSTRUCTION

WEEK 1					
	<u>Objective</u>	<u>Technique</u>	<u>Anticipate d Time</u>	<u>Materials</u>	<u>Target Sounds</u>
<u>ENGAGE</u>	Students will be engaged to the topic.	Questions with target sounds and pictures will be written on the board and students will share their thoughts	3 mins.	Pictures	/eɪ/ /aɪ/
<u>STUDY</u>	Students will be able to identify the correct articulation of target sounds.	Students will listen to a text named 'A passion for music' and circle the words with target sounds	10 mins.	A technological device (computer, Microsoft Office, mobile phone)	/eɪ/ /aɪ/
	Students will interiorize target sounds.	A worksheet will be shared and students will write the target sounds in the correct column.	10 mins.	A worksheet with target sounds	
<u>ACTIVATE</u>	Students will be able to discriminate target sounds in a written text.	Students will revise the target sounds through an odd one out activity.	10 mins	A worksheet with target sounds	/eɪ/ /aɪ/
	Target sounds will be studied over.	Students will match the pictures with the correct sounds.	7 mins.	Flash Cards	

<p><u>HOMEWORK</u> <i>(Personalization)</i></p>	<p>Target sounds will be reviewed and practiced by the students independently.</p>	<p>Students will create a story including target sounds and draw pictures about the story.</p>	<p>No time limit</p>	<p>Crayons Cardboards</p>	<p>/eɪ/ /aɪ/</p>
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LESSON PLAN FOR FLIPPED CLASSROOM INSTRUCTION

WEEK 2						
		<u>Objective</u>	<u>Technique</u>	<u>Anticipate d Time</u>	<u>Materials</u>	<u>Target Diphthongs</u>
Pre-class	<u>STUDY</u>	Students will find out the correct articulation of target sounds.	Students will listen to texts named ‘Families’ and ‘The Twelve Months’ and circle the words with target sounds.	No time limit.	A technological device (computer, Microsoft Office, mobile phone)	/ɪə/ /eə/
During class	ENGAGE	Students will be engaged to the topic.	Teacher will ask some questions about assignments that students have listened at home. Some samples of tongue twisters will be projected on the board and students will try to read the sentences accurately.	10 mins.	Projector	/ɪə/ /eə/
	ACTIVATE	Students will be able to distinguish target sounds in an oral performance.	Students will play a game named ‘Minimal Pair Stations’ in which they will race to touch the things representing target sounds.	20 mins.	Classroom Materials	/ɪə/ /eə/

		Target sounds will be studied over.	Students will write the words with target sounds under the correct pictures.	10 mins.	A worksheet with target sounds	
After class	<u>HOMEWORK</u> (<i>personalization</i>)	Target sounds will be reviewed and practiced by the students independently.	Students will find a song including target sounds. Students will sing this song record their own voice.	No time limit	A recording device.	/ɪə/ /eə/

LESSON PLAN FOR TRADITIONAL CLASSROOM INSTRUCTION

WEEK 2					
	<u>Objective</u>	<u>Technique</u>	<u>Anticipated Time</u>	<u>Materials</u>	<u>Target Sounds</u>
<u>ENGAGE</u>	Students will be engaged to the topic.	Some samples of tongue twisters will be projected on the board and students will try to read the sentences accurately.	5 mins.	Projector	/ɪə/ /eə/
<u>STUDY</u>	Students will find out the correct articulation of target sounds.	Students will listen to texts named 'Families' and 'The Twelve Months' and circle the words with target sounds.	15 mins.	A technological device (computer , Microsoft Office , mobile phone)	/ɪə/ /eə/
ACTIVATE	Students will be able to distinguish target sounds in an oral performance.	Students will play a game named 'Minimal Pair Stations' in which they will race to touch the things representing target sounds.	10 mins.	Classroom Materials	/ɪə/ /eə/
	Target sounds will be studied over.	Students will write the words with target sounds under the correct pictures.	10 mins.	A worksheet with target sounds	

<p><u>HOMEWORK</u> <i>(Personalization)</i></p>	<p>Target sounds will be reviewed and practiced by the students independently.</p>	<p>Students will find a song including target sounds. Students will sing this song record their own voice.</p>	<p>No time limit</p>	<p>A recording device.</p>	<p>/ɪə/ /eə/</p>
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LESSON PLAN FOR FLIPPED CLASSROOM INSTRUCTION

WEEK 3						
		<u>Objective</u>	<u>Technique</u>	<u>Anticipate d Time</u>	<u>Materials</u>	<u>Target Diphthongs</u>
Pre-class	<u>STUDY</u>	Students will distinguish the correct articulation of target sounds.	Students will listen to a text named 'How The Tiger Got His Stripes' and circle the words with /aʊ/ sound.	No time limit.	A technological device and a software (computer, mobile phone, media player, Microsoft Office, etc.)	/aʊ/ /ɔɪ/
			Students will listen to a recording about an environmental problem and solve a quiz including /ɔɪ/ sound.			
During class	<u>ENGAGE</u>	Students will be engaged to the topic.	Teacher will ask some questions about assignments that students have listened at home.	10 mins.	Word Box	/aʊ/ /ɔɪ/
			Students will revise the words learnt at home through a game; Chinese Whisper. Students will select a word including target sounds from the word box and tell the word to each other's ear.			
	<u>ACTIVATE</u>	Students will be able to discriminate the target sounds in a written text.	Students will exercise the target sounds through a reading worksheet and do a final choral reading.	20 mins.	A reading worksheet named 'The Eyes and Voice of A Horse.	/aʊ/ /ɔɪ/

		Target sounds will be studied over.	Students will play a game called 'Apple'.	10 mins.	Cardboards	
<u>After class</u>	<u>HOMEWORK</u> <u>K</u> (<i>Personalization</i>)	Target sounds will be reviewed and practiced by the students independently.	Students will prepare flash cards including target sounds.	No time limit	Crayons Cardboards Pictures Glue	/aʊ/ /ɔɪ/

LESSON PLAN FOR TRADITIONAL CLASSROOM INSTRUCTION

WEEK 3					
	<u>Objective</u>	<u>Technique</u>	<u>Anticipate d Time</u>	<u>Materials</u>	<u>Target Sounds</u>
<u>ENGAGE</u>	Students will be engaged to the topic.	Students will revise the words learnt at home through a game; Chinese Whisper. Students will select a word including target sounds from the word box and tell the word to each other's ear.	5 mins.	Word Box	/aʊ/ /ɔɪ/
<u>STUDY</u>	Students will distinguish the correct articulation of target sounds.	Students will listen to a text named 'How The Tiger Got His Stripes' and circle the words with /aʊ/ sound	10 mins.	A technological device (computer, mobile phone)	/aʊ/ /ɔɪ/
		Students will listen to a recording about an environmental problem and solve a quiz including /ɔɪ/ sound.	10 mins.		
<u>ACTIVATE</u>	Students will be able to discriminate the target sounds in a written text.	Students will exercise the target sounds through a reading worksheet and do a final choral reading.	10 mins.	A reading worksheet named 'The Eyes and Voice of A Horse.	/aʊ/ /ɔɪ/

	Target sounds will be studied over.	Students will play a game called 'Apple'.	5 mins.	Cardboards	
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<u>HOMEWORK</u> <i>(Personalization)</i>	Target sounds will be reviewed and practiced by the students independently.	Students will prepare flash cards including target sounds.	No time limit	Crayons Cardboards Pictures Glue	/aʊ/ /ɔɪ/
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LESSON PLAN FOR FLIPPED CLASSROOM INSTRUCTION

WEEK 4						
		<u>Objective</u>	<u>Technique</u>	<u>Anticipated Time</u>	<u>Materials</u>	<u>Target Diphthongs</u>
Pre-class	<u>STUDY</u>	Students will be able to discriminate the correct articulation of target sounds.	Students will listen and watch a video named ‘Smart Alec closes the door’ including /əʊ/ sound. Then students will answer multiple choice questions.	No time limit.	A technological device and a software (computer, mobile phone, media player, Microsoft Office, etc.)	/əʊ/ /ʊə/
			Students will read and listen to a text named ‘Mammy rock’ and underline the words with /ʊə/ sound.			
During class	<u>ENGAGE</u>	Students will be engaged to the topic.	Teacher will ask some questions about assignments that students have listened and watched at home. Students will listen and sing a song named ‘Ain’t Got No’ including target sounds.	10 mins.	Projector Song	/əʊ/ /ʊə/
	<u>ACTIVATE</u>	Students will be able to find out the target sounds in a kinesthetic activity.	Students will play a game; ‘Sound TPR’. Teacher will designate particular movements to the target sounds. When a word is pronounced students will move based on the target sound.	15 mins.	A pronunciation worksheet	/əʊ/ /ʊə/

		Target sounds will be studied over.	An odd one activity will be applied.	15 mins.		
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After class	<p><u>HOMEWORK</u> <u>K</u> <i>(Personalization)</i></p>	Target sounds will be reviewed and practiced by the students independently.	Students will pronounce some words with target sounds and record their own voice.	No time limit	A recording device	/əʊ/ /ʊə/
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LESSON PLAN FOR TRADITIONAL CLASSROOM INSTRUCTION

WEEK 4					
	<u>Objective</u>	<u>Technique</u>	<u>Anticipated Time</u>	<u>Materials</u>	<u>Target Sounds</u>
<u>ENGAGE</u>	Students will be engaged to the topic.	Students will listen and sing a song named 'Ain't Got No' including target sounds.	5 mins.	Projector Song	/əʊ/ /ʊə/
<u>STUDY</u>	Students will be able to discriminate the correct articulation of target sounds.	Students will listen and watch a video named 'Smart Alec closes the door' including /əʊ/ sound. Then students will answer multiple choice questions.	10 mins.	A technological device and a software (computer, mobile phone, media player, Microsoft Office, etc.)	/əʊ/ /ʊə/
		Students will read and listen to a text named 'Mammy rock' and underline the words with /ʊə/ sound.	7 mins.		
<u>ACTIVATE</u>	Students will be able to find out the target sounds in a kinesthetic activity	Students will play a game; 'Sound TPR'. Teacher will designate particular movements to the target sounds. When a word is pronounced students will move based on the target sound.	10 mins.	A pronunciation worksheet	/əʊ/ /ʊə/
	Target sounds will be studied over.	Students will practice the target sounds through an odd one out activity.	8 mins.		

<p><u>HOMEWORK</u> <i>(Personalization)</i></p>	<p>Target sounds will be reviewed and practiced by the students independently.</p>	<p>Students will pronounce some words with target sounds and record their own voice.</p>	<p>No time limit</p>	<p>A recording device</p>	<p>/əʊ/ /ʊə/</p>
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Appendix 2: Read aloud task for evaluation of diphthongs

ANIMALS IN BRITAIN

People in Britain usually like animals. A lot of families have got a pet. Dogs, cats, rabbits and fish are all popular pets. There are a lot of programs about animals on Tv, too. Most children in Britain live in towns and cities, so they do not often see animals, apart from squirrels and pigeons. They, thus, go to the zoos and safari parks, where they can see wild animals. Pupils often go to the places on school trips. Colorful birds appeal to them and they enjoy hearing and watching birds.

There are not a large of wild animals in Britain There are not any wolves or bears, but there are deer and wild pigs. Animals from other countries often escape from zoos and homes, so there are wallabies in some parts of Britain.

A lot of wild animals in danger, because people destroy the natural habitats in Britain, so they are disappearing. Some conscious people try to protect them. For example, a tourist cannot visit an old building, if bats and owls live there. Furthermore, when the government wants to build a new road, this annoys people and they stop it furiously, because some rare frogs live there.



Appendix 3: Pronunciation Evaluation Checklist

	CORRECT	INCORRECT
Usually		
Like		
There		
About		
Towns		
They		
Go		
Where		
Wild		
Places		
Hear		
Enjoy		
Bears		
Deer		
Escape		
Homes		
Destroy		
Disappearing		
Try		
Tourist		
Owls		
Road		
Annoy		
Furiously		
Rare		

Appendix 4: Letter of Permission

Evrak Tarih ve Sayısı: 29/03/2019-E.15909



T.C.
BALIKESİR ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 20381301 -302.99-
Konu : Selin ÖZDEMİR

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : 28/01/2019 tarihli ve 76630400/044/4960 sayılı yazınız.

Anabilim Dalımız İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencisi Selin ÖZDEMİR'in "Yabancı Dil Öğretiminde Ters Yüz Edilmiş Sınıf Modeli; Sınıf Uygulamasına İlişkin Konular ve Güçlükler" konulu yüksek lisans tezine yönelik çalışması ile ilgili cevabi yazısı ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-İmzalıdır

Doç. Dr. Ruhi İNAN
Müdür a.
Müdür Yardımcısı

Ek :
Yazı (1 adet)

Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Çağış Yerleşkesi 10145 Balıkesir Ayrıntılı bilgi için İrtibat: Ferhat Yıldırım
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Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır.

Sayı:235-160

Konu: Anket Çalışması (SELİN ÖZDEMİR)

T.C.

BALIKESİR ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Üniversiteniz Sosyal Bilimler Enstitüsü Müdürlüğü'ne bağlı Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı 201712553002 nolu tezli yüksek lisans programı öğrencisi Selin ÖZDEMİR' in “ Ters Yüz Edilmiş Sınıf Modeli İle Çift Ünlülerin Sesletiminde Dinleme Becerilerinin Rolü” konulu yüksek lisans tezine yönelik veri toplamak amacı ile hazırlanan araştırma anketini kurumumuzda uygulaması uygun bulunmuştur.

Bilgi: Yds Academy

Gazi İlyas Mah. Şafak Cad.

No.19 Edremit / Balıkesir

Selahattin GÖKCE

Kurum Müdürü

