

**REPUBLIC OF TURKEY  
ÇUKUROVA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE EFFECTS OF EXPLICIT INSTRUCTION OF CONTRACTIONS AS A  
CONNECTED SPEECH FEATURE ON TURKISH EFL LEARNERS' READ  
SPEECH**

**Kenan AKARSLAN**

**A PHD DISSERTATION**

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**A PHD DISSERTATION**

**ADANA / 2024**

**To the Directorship of the Institute of Social Sciences, ukurova University**

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- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. .... /.... /2024

Kenan AKARSLAN

## ÖZET

### **BAĞLANTILI KONUŞMANIN BİR TÜRÜ OLARAK KISALTMALARIN DOĞRUDAN ÖĞRETİMİNİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN SESLİ OKUMASINA ETKİLERİ**

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İletişimsel Dil Öğretimi (İDÖ) gibi yaklaşımlar, konuşma ve dinlemede anlaşılabilirliği vurgulamaktadır. Parçalarüstü sebirimsel özelliklere odaklanma 1980'lerin sonlarından bu yana artmaktadır. Bu odak değişimiyle telaffuz öğretimi de gelişmiştir. Vurgu, ritim, bağlantılı konuşma ve tonlama dahil olmak üzere parçalarüstü özelliklerin öğretilmesi, etkili iletişim için oldukça önemlidir. Bu çalışma, özellikle Bağlantılı Konuşma (BK) ve onun bir alt kategorisi olarak kabul edilebilecek ve sıklıkla göz ardı edilen kısaltmalar konusuna odaklanmaktadır. Bağlantılı konuşma, konuşulan dili anlamak için önemlidir. Kısaltmalar bağlantılı konuşmada önemli bir rol oynar. Son zamanlarda bazı araştırmalar, bağlantılı konuşmayı ve bunun genel olarak dinleme, konuşma ve dil öğrenimi üzerindeki olumlu etkisini araştırmıştır. Yarı deneysel olan bu çalışmaya, Türkiye’de bir devlet üniversitesinden bir deney ve bir kontrol grubu gönüllü olarak katılmış ve deney grubuna kendi kurumlarının müfredatının yanı sıra araştırmacı tarafından tasarlanan özel eğitimler verilmiştir, kontrol grubu ise sadece kurumlarının müfredatını izlemiştir. Hem nitel hem de nicel veriler, sesli okuma kayıtları, araştırmacı günlükleri ve mülakat yöntemiyle toplanmıştır. Bağlantılı konuşmanın bir ögesi olarak kısaltmaların öğretiminin ingilizce öğrenen Türk öğrencilerin sesli okuma performansları üzerindeki etkilerini araştıran bu çalışmada, öğrencilerin performansının kısaltma öğretimiyle önemli ölçüde artırmanın mümkün olduğu sonucuna varılmıştır. Bu çalışmayla Türkiye özelinde bağlantılı konuşma ve parçalarüstü özellikler literatüründeki bir boşluğun doldurulması beklenmektedir. Çalışma, ingilizce öğretimi ile yakından ilişkili olduğundan kısaltmaların öğretiminin konuşma, dinleme, okuma ve yazma sınıflarına entegrasyonu için faydası olduğu sonucuna ulaşılmıştır ve bu açıdan sonuç ve önerilerin

eđitim ve arařtırma alanına önemli katkı sađlaması beklenmektedir.

**Anahtar Kelimeler:** Bađlantılı konuřma, kısaltmalar, parçalarüřtü özellikler, sesli okuma, telaffuz öğreřimi

**ABSTRACT****THE EFFECTS OF EXPLICIT INSTRUCTION OF CONTRACTIONS AS A  
CONNECTED SPEECH FEATURE ON TURKISH EFL LEARNERS' READ  
SPEECH****Kenan AKARSLAN****PhD Dissertation, Department of English Language Teaching****Supervisor: Prof. Dr. Erdoğan BADA****April 2024, 195 pages**

Some approaches, such as Communicative Language Teaching, emphasize the importance of intelligibility and comprehensibility in speaking and listening. This focus on suprasegmental features has been growing since the late 1980s. Pronunciation teaching has thrived as a result. Teaching suprasegmental features, including stress, rhythm, connected speech, and intonation, is crucial for effective communication. Connected speech (CS) is important for understanding spoken language. Recent research has focused on connected speech and its positive impact on listening, speaking, and language learning in general. Contractions play a significant role in connected speech. Therefore, this study specifically focuses on the often-overlooked topic of contractions, which can be considered a subcategory of CS. An experimental and a control group from a state university in Türkiye participated voluntarily in the quasi-experimental study, and the experimental group was provided with some special training designed by the researcher, while the control group followed only the curriculum of their institution. Both quantitative and qualitative data were collected through read speech audio recordings, researcher and participant journals, and semi-structured interviews. It was concluded that it is possible to improve Turkish EFL learners' read-speech performance significantly through explicit instruction of contractions as a connected speech feature. It is expected to fill a gap in the connected speech and suprasegmental features literature in the context of Türkiye specifically. As the study is closely linked with the teaching of English, it can be advocated that it has implications for the integration of teaching contractions and connected speech into speaking, listening, reading and writing classes, and it is the other aspect of the present study, i.e., the results and suggestions are expected to be a great contribution to the

educational and research sphere.

**Key Words:** Connected speech, contractions, pronunciation teaching, read speech, suprasegmental features





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## LIST OF ABBREVIATIONS

|             |                                 |
|-------------|---------------------------------|
| <b>CG:</b>  | Control Group                   |
| <b>CLT:</b> | Communicative Language Teaching |
| <b>CS:</b>  | Connected Speech                |
| <b>EFL:</b> | English as a Foreign Language   |
| <b>EG:</b>  | Experimental Group              |
| <b>ELT:</b> | English Language Teaching       |
| <b>ESL:</b> | English as a Second Language    |
| <b>L1:</b>  | First Language/Mother Tongue    |
| <b>L2:</b>  | Second Language                 |
| <b>OED:</b> | Oxford English Dictionary       |
| <b>SLA:</b> | Second Language Acquisition     |
| <b>TL:</b>  | Target Language                 |
| <b>ToM:</b> | Time of Mention                 |

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## CHAPTER I

### INTRODUCTION

#### 1.0. Introduction

This chapter presents the researcher's focus on the necessity of the dissertation subject matter. Before concentrating on the topic, some background studies are presented to lay the foundations for the main focus of the study. Secondly, the research problem is stated, followed by the aim of the study. This section tries to explain what is intended to be accomplished through the research. Research questions based on the background studies and the focus of the study have been provided so that the target reader gains an overall view of the answers sought in the research. Some terms have been provided in the operational definitions section to clarify any misunderstandings. Finally, some limitations that may affect the study process, findings and results have been presented.

#### 1.1. Background of the Study

In linguistic terms, there are four 'core areas' in *microlinguistics*: morphology (study of the structure of words); syntax (study of sentence patterns); lexicology and semantics (description of vocabulary and exploration of the meaning), where pronunciation is situated within the area of phonetics and phonology that are enumerated as the first among the four core areas of linguistics by Burleigh and Skandera (2016), who define pronunciation as 'speech sounds' or 'the sound system' which is dealt with under phonetics and phonology (p.2). However, these categories appear differently in the English Language Teaching (ELT) sphere as there are mainly four core skills taught: Listening, speaking, reading and writing. While listening and reading are grouped as receptive skills, speaking and writing are categorised as productive skills. Vocabulary and grammar may also be included as other important aspects of language education. Grammar is traditionally studied under *morphosyntax* (see Burleigh and Skandera, 2016). It could be advocated that pronunciation is associated with all these skills; however, it is not classified in the same way in ELT as in linguistics.

Although pronunciation can be alleged to be related to all these skills in one way or another, it is probably among the most neglected elements in English language learning and teaching (see Ak, 2012; Gültekin, 2002). Pronunciation has had an undulating position

in language classes. According to Çekiç (2007), the real value of pronunciation in EFL (English as a Foreign Language) classrooms is not welcomed, and it has a secondary place in EFL classes. Kurt (2018) similarly supports the idea that pronunciation was neglected completely at times. According to her, pronunciation has been affected by different trends and methods with differing emphases.

There has been a great shift of focus to more communicative aspects of learning languages in the history of ELT. Developed in the latter part of the 1960s, the approach known as the Communicative Approach was one of the most anticipated methods, and its core tenets were broadened in the middle of the 1970s, building on improvements in the instruction of British languages that began in the second half of the 1960s (Demirezen, 2011). According to Demirezen, the Grammar Translation Method and the Audiolingual Method were found to be inadequate in developing speaking abilities in second language instruction, leading to the development of Communicative Language Teaching (CLT) in England during the 1970s. CLT was quickly adopted by English-speaking nations in Europe, as well as in Türkiye and other Western and Asian nations. Recently, CLT has been widely incorporated into second language learning materials and curricula, greatly impacting the development of new strategies and techniques in the field of English language instruction. Recent approaches born out of the Communicative Approach, such as CLT, appreciate the importance of intelligibility and comprehensibility (Aksakalli and Yagiz, 2020), which owe their rising position to the prioritization of suprasegmental features since the second half of the 1980s (Kang et al., 2017). Pronunciation teaching has prospered with this trend. According to Kang et al. (2017), teaching pronunciation did not come into the focus of applied linguistics and second language acquisition (SLA) until the end of the 90s and it was located under speaking as a sub-skill. They also assert that there has been a quick rise in the research done in the area of pronunciation since 2005, and another accumulation of interest occurred thanks to “the inception of the annual Pronunciation in Second Language Learning and Teaching Conference” in 2008 (p. 22-23).

Teaching pronunciation involves a wide scope, from teaching sounds individually to teaching lexical stress on the word level and to teaching prosodic elements on the sentence level. The main focus, however, has generally been on the teaching of individual vowels and consonants, and speech was approached as a ‘sequence of discrete segments’. Teachers and researchers, according to Kang et al., focus more on suprasegmental elements such as stress, rhythm and intonation (2017). According to Demirezen (2011),



among a series of features adopted in the Communicative Approach, two significant points make the approach the most successful language learning approach in use today. First, in addition to choral training, individuals are also trained in correct pronunciation. Second, language use and pronunciation can be improved through games and songs in an authentic context.

Bloomfield et al. (2010) and Walker (2014) (as cited in Gilakjani and Sabouri, 2016, p. 128) highlight that words in print and words pronounced do not match, which causes listening comprehension problems. Teaching individual sounds or the pronunciation of words in isolation does not guarantee intelligibility or comprehensibility, though. According to Vandergrift (2007) (as cited in Gilakjani and Sabouri, 2016, p. 128), “prosodic features of spoken language ... also impact the comprehension of oral text”.

CLT has paved the way not only for pronunciation but also for suprasegmentals in EFL and ESL (English as a Second Language) pedagogy (Kang, 2010). According to Wang et al., “Phonology encompasses segmental and suprasegmental information. Segments consist of vowels and consonants while suprasegmental features are speech attributes that accompany consonants and vowels but which are not limited to single sounds and often extend over syllables, words, or phrases” (2015, p. 2). Suprasegmentals are defined in Britannica.com as follows:

Suprasegmental, also called prosodic feature, in phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases. ("suprasegmental | Definition, Features, Examples, & Facts", 2021)

Teaching suprasegmental features is crucial in achieving comprehensibility (Çekiç, 2007). Seidlehofer and Dalton-Puffer (1995) assert that teaching suprasegmental features is a must, and stress in words or sentences, rhythm, connected speech and intonation are among these features. Among suprasegmentals, the main focus of this study is on contractions as a feature of Connected Speech (CS), which is an important but overlooked subject within suprasegmental features. According to Alameen and Levis, CS involves different processes from ‘citation pronunciations’ (2015). Crystal (1980, p. 81) defines CS as a ‘continuous sequence’ of spoken language and sounds that go through some important changes within the CS that are seen as assimilation and elision.

CS is an important part of everyday language and may help learners to understand better the input coming from other speakers (Çekiç, 2007). Brown and Kondo-Brown (2006) note that CS occurs in all types and levels of native speaker output in all registers, including highly formal contexts. Therefore, a growing body of research has been conducted on CS. Recent studies have investigated CS and reported its positive effects on learners' listening and speaking as well as other areas of language learning (Ahmadian, M., & Matour, R., 2021; Inceoglu, 2021; Musfirah, S., Razali, K., & Masna, Y., 2019).

## **1.2. Statement of the problem**

The studies quoted in the previous section exemplify the continuously multiplying number of research on CS. Some studies also focus on the effects of teaching CS on learners' speaking production and listening comprehension skills. For instance, Tayari Ashtiani and Mahdavi Zafarghandi (2015) explored how English songs affect CS aspects and adult English learners' 'speech production'. Tarkan and Kahraman (2014) focused on the results of "listening to spoken reading" texts on pronunciation. Ak (2012) studied "pronunciation awareness training" and its effects on the development of EFL learners' listening comprehension skills. It would be fair to assert that there are still few studies on how teaching CS features affect learners' speaking skills. Moreover, no studies concerning how contractions are utilized by EFL learners on the read-speech level have been encountered by the researcher of the present study. Nor have any studies statistically explored to what extent the utilisation of the contractions as a CS feature in read-speech performance differs after explicit CS instruction.

In light of the information provided so far, this study aims to explore the effects of explicit instruction of contractions as a CS feature on Turkish EFL learners' read-speech performances, and it is expected to fill a gap in the CS and suprasegmental features literature in the context of Turkey specifically. This is one aspect of the study. As the study is closely linked with the teaching of English, it can be argued that it has implications for the integration of teaching CS into speaking and listening classes, and it is the other aspect of the present study, i.e. the results and suggestions are expected to contribute to the educational and research sphere.

If a statistically significant difference concerning the use of contractions before and after explicit teaching is observed, the researcher tried to describe it both qualitatively and quantitatively. An experimental and a control group were involved in the study, and the

EG was provided with some special training designed by the researcher, while the control group (CG) followed only the curriculum of their institution. Therefore, the quasi-experimental study aims to grasp and assess the status and possible effects of teaching contractions as a feature of CS for read-speech performances and disseminate the results for both academicians and teachers as practitioners.

### **1.3. Aim of the study**

The quasi-experimental study aims to investigate the effects, if any, of explicit contractions and CS instruction on Turkish EFL learners' read speech. Read speech can be defined as the antonym of spontaneous speech or as the synonym of read aloud, which can be deduced from Kılıç's (2013, p. 2) treatment of the term throughout his dissertation. In this study, read-speech performance is studied and analysed instead of spontaneous speech because read-speech performance seems to pose a more consistent way of ensuring more controlled and unvarying data for the performance of the participants. Therefore, read speech has been the focus of the present study. The reasons and limitations for eliciting the data through read speech were dwelled on in the subsequent chapter. In this respect, the research questions that have been addressed are posed in the following part.

### **1.4. Research Questions**

This dissertation is designed to seek answers to the following research questions:

1. What morpho-phonetic contractions in English do Turkish EFL learners employ in read speech?
2. What morpho-phonetic contractions (if any) do Turkish EFL learners avoid producing in read speech?
3. What are the potential reasons that drive Turkish EFL learners to avoid the production of particular contractions (if any) in English?
4. Are Turkish EFL learners able to produce morpho-phonetic contractions following a training period regarding this fluency feature?
5. Can a statistically significant difference be observed in terms of the number and variety of morpho-phonetic contractions regarding read texts provided for the reading of Turkish EFL learners in the pre- and post-training periods?
6. What are the reflections of Turkish EFL learners on the training provided?

## **1.5. Operational Definitions**

This part of the study focuses on some brief operational definitions and key terms, which aim to guide the reader while reading the research. However, other important terms that have not been defined in this part are going to be elaborated on when necessary in the literature review section of the study.

### **1.5.1. Prosody**

Kang et al. define prosody as “the ‘melody’ of speech [which] refers to the pitch, intonation, and rhythmic patterns of language.” According to Gilbert (2008), it is the ‘rhythmic’ and melodic signals [which] serve as ‘road signs’ to help the listener follow the intentions of the speaker” (p. 2).

### **1.5.2. Pronunciation, Phonetics and Phonology**

The term pronunciation encapsulates phonetics and phonology “as well as prosodic features of larger speech segments, such as phrases, sentences and texts” (Kang et al., 2017). The term pronunciation is “the production of phonetic/phonemic sounds of a language” (Madden and Moore, 1997). According to Burgess and Spencer (2000), pronunciation is using or interpreting the phonological features of a language heard or, in other words, it is the actual use of phonology of a target language (TL) practised during listening and speaking. Therefore, phonology, in this sense, is not a synonym of pronunciation but a term related to the “theory and knowledge about how the sound system of the target language works, including both segmental and suprasegmental features”. Phonetics, on the other hand, according to Kang et al., “concerns measurable acoustic and articulatory properties of speech sounds,” and Ladefoged and Johnson (2011) define phonetics as a concept concerned with describing speech. However, “phonology deals with more abstract features of sound systems in language and how they are represented in the mind during language processing” (Kang et al., 2017, pp. 28-29). According to Roach (2009), phonology, the study of language sounds, is the abstract field that we enter when we talk about the function of phonemes in language and the relationships among various phonemes.

### **1.5.3. Connected Speech**

According to Weinstein (2001, as cited in Coşkun, 2011), “CS forms are the spontaneous pronunciation changes in adjacent words or sounds spoken at a natural speed”. Tseng et al. (2014) define CS as a process where words are concatenated with other words. Crystal (1980) defines CS as a ‘continuous sequence’ of spoken language and sounds that go through some important changes within the CS that are seen as assimilation and elision (p. 81). CS features are elision, assimilation, weak form, construction, and intrusion (Musfirah et al., 2019).

### **1.5.4. Read speech/Read aloud**

Bada adopted the read-speech technique in their various studies (Bada and Genç, 2005; Bada, 2006; Bada and Genç, 2008; Eren et al., 2020). For instance, he focused on pausing patterns before and after ‘that’ in English, where he gathered the data through the read-speech method that involved reading ‘an authentic text into a tape recorder’ (Bada, 2006). In another study, he requested the participants to read a story to observe the use of infinitives and show their ‘implications to reading and speaking skills in ELT’ (2008). In a most recent study, Bada and his colleagues pursued to study ‘L1 and L2 read speech habits’ to observe the ‘pause patterns from a crosslinguistic perspective’ in which coordinating conjunctions elicited from Turkish, Swahili, Hausa and Arabic speakers of English were investigated (Eren et al., 2020).

Read aloud and read speech are generally used interchangeably (see Eren et al., 2017 and 2020). In this study, read-speech or read-aloud term is used in a sense that suggests a process in which reading a type of written text out loud as opposed to the spontaneous speech by which reading from a text or articulating any text by heart is not referred to. Prins and Bastiaanse (2004) highlight that “conversations or interviews based on standardised questions” are treated as real spontaneous speech, whereas “description of situational pictures or story telling” is considered semi-spontaneous speech. Another distinction between read speech and spontaneous speech is highlighted in studies on pause patterns. “Cognitive pauses are observed in spontaneous speech, and syntactic ones are observed in read speech” (Goldman-Eisler, 1968; Kılıç, 2013, as cited in Eren et al., 2017). In other words, the main difference between spontaneous and read speech is that spontaneous speech entails cognitive pauses, unlike read speech (Bada and Genç, 2008).

## 1.6. Limitations of the Study

Individual differences such as cognitive and affective factors along with ‘socio-cultural milieu’, ‘learning acquisition contexts’ and ‘language learning outcomes’ play an important role in learning in general according to the Socio-educational Model (as cited in Robinson, 2002, p.47) of Gardner and MacIntyre. The researcher of this dissertation recognizes that each individual has their own social, affective, educational and economical backgrounds. Learners, for instance, were asked to record their voices in a stress-free environment after rehearsing the text for themselves. Moreover, the participants volunteered to participate, and they were informed that they could opt to leave the study without any obligations. They were also informed that they would never be graded for their performance, nor would their identity be shared with any third parties without their consent. In general, it was assumed that these factors would not have substantial effects on the read-speech performances of the participants. The study did not focus on individual differences but rather on the effect, if any, of the treatment on the EG. Therefore, some issues, including gender and nationality, were not dwelled on in depth.

Another assumption was that the number of participants in the control and EG, as well as the data elicited, would suffice to draw some conclusions but not generalizations. According to Newington and Metcalfe (2014), “Participant recruitment is vital to the success of a research study, and yet many research projects fail to recruit a sufficient number of participants.” They also report that some factors may influence the recruitment of participants, such as infrastructure, nature of the research, and recruiter and participant characteristics (*ibid.*). The researcher recognizes that the selection and number of participants is a significant factor in the success of a study. However, due to practical issues such as time and resource constraints concerning the study process, the convenience sampling technique has been adopted despite its shortcomings, as it is thought to be infeasible to study with the whole population. According to Etikan et al. (2016):

Convenience Sampling and Purposive Sampling are Nonprobability Sampling Techniques that a researcher uses to choose a sample of subjects/units from a population. Although nonprobability sampling has many limitations due to the subjective nature of choosing the sample, and thus it is not a good representative of the population, it is useful, especially when randomization is impossible, such as when the population is very large. It can be useful when the researcher has limited resources, time and workforce. It can also be used when the research does not aim to generate results that will be used to create generalizations pertaining to the entire

population (p. 1).

Despite all the constraints assumed to be affecting the study, the researcher did his best to substantiate as much as possible the results with a detailed statistical analysis of contractions as a feature of connected by utilising a speech analysis software called Praat and the data obtained by utilising SPSS version 21.

In spite of all the effort, the number and specific qualities of the participants might be a limitation of the study, which involves 58 Turkish EFL students in the EG and the CG, which also means that the result would not be relevant to other speakers of languages. Besides, the level of the students is limited to B1 and upper-level learners, which is another factor rendering it impossible to generalize results. The context might also play as a shortcoming as it is limited to adult university students studying within the Covid-19 pandemic circumstances and having experienced a major earthquake in the district.

The recordings involve either contracted or non-contracted texts provided by the researcher. This could act as a factor resulting in familiarity with the texts and contractions, lowering the reliability and validity of the results.

The study has been restricted with the contractions as a CS feature due to manageability, measurability and feasibility concerns. Trying to cover all the CS features in a single study is thought to result in superficial results with a shallow measurement and analysis of the data. All features may require an in-depth focus in different dissertations.

The method for eliciting data for the analysis is limited to the read-speech performance of the learners. It is clear that read-speech performances do not reflect possible spontaneous speech performances, which can be approached as more natural and real-life-like. The rationale behind choosing the read-speech performance analysis was the assumption that the participants would have an equal opportunity to produce CS elements from the same text without having to deal with the cognitive load of producing spontaneous sentences.

All in all, it is obvious that the study is not immune to any procedural or other types of limitations that might be observed in such studies. One of these factors is the Hawthorne Effect, “the phenomenon of altered behaviour or performance resulting from an awareness of being a part of an experimental study” (Campbell et al., 1995). As the author of this dissertation was implementing the training sessions, he tried to stick to the lesson plans while trying not to seem overenthusiastic or not to overload the learners with consolidation exercises. Moreover, researcher bias may affect the outcomes negatively. According to

Miyazaki and Taylor, “biases may occur when study participants’ responses are systematically influenced by the mere introduction of researchers into the participants’ environment” (2008). Founding training sessions on a fixed lesson plan is expected to minimize researcher bias. The details of the training design have been provided in the Methodology Chapter.

### **1.7. Summary**

This chapter aimed to inform the reader about the scope of the study. The importance of the study, as well as a brief overview of the background studies conducted previously, were discussed in general. The purpose of the chapter was to provide readers with an understanding of the research questions and answers sought. The operational definitions were provided so as to guide the reader to a general understanding of the meaning referred to. Finally, the chapter presented a list of limitations to the study. It considered some factors that might impact the research process, findings, and results. The chapter was expected to help the reader understand the purpose and context of the current research in general. These purposes and contexts are explained in more detail in the literature review and methodology chapters.



## CHAPTER II

### REVIEW OF LITERATURE

#### 2.0. Introduction

This chapter aims to present some background information through some related research in the field of pronunciation, phonology, and phonetics from a broader perspective and of contractions as a sub-category of CS with a more detailed perspective. The first part of the chapter is devoted to the definition of the terms, while the second part focuses on a general outline of pronunciation teaching. The final part focuses on the studies whose subject matter is CS in the world and the context of Türkiye.

#### 2.1. Pronunciation

Human beings are known to be the only species producing sounds to “communicate with other members of the same species on various topics of mutual interest, like approaching danger or where the next meal is coming from” as “the human vocal organs allow a particularly wide range of sounds to be used” (McMahon, 2002). Phonetics and phonology are two disciplines under linguistics dealing with sounds produced by humans. Phonetics is about describing the sounds in ‘objective ways’, and its subcategories are articulatory, acoustic and auditory phonetics. How the sound is produced with muscles or speech organs is related to articulatory phonetics. The way these sounds are transmitted to the hearer is dealt with by acoustic phonetics, while the effects of the sounds on the listener are within the domain of auditory phonetics. Therefore, it is the physical conditions such as the anatomy of the speakers and/or listeners and the environment they are in is the factor that renders phonetics ‘objective’ (ibid.). In Gimson’s (1970) terms, articulatory, acoustic and auditory terms are defined as the production, transmission, and reception respectively. Phonology encapsulates phonetics, the functional behaviour of sounds, combinatory possibilities of phonemes, the nature and use of such prosodic features as pitch, stress and length and the description of the written form of the language called graphology (ibid.). According to McMahon (2002), however, phonology is language-specific as “each language only makes use of a subset of the full range of possible, producible and distinguishable sounds”, and we direct our attention into the domain of phonology when we talk about ‘characteristics of the English sound system’ (p. 2). To sum up, we can infer

from her remarks that studying languages individually and how the speakers of these particular languages acquire sound patterns are the main concerns of phonology. Phonetics, however, deals with all possible sounds in all human languages and is an all-inclusive term in this sense.

Pronunciation is sometimes situated within the area of phonetics and phonology that are enumerated as the first among the four core areas of linguistics by Burleigh and Skandera (2016), who define pronunciation as ‘speech sounds’ or ‘the sound system’ which is dealt with under phonetics and phonology (p.2). Çimen-Özmert (2019) highlights the importance of the difference between pronunciation and phonology by citing Tharpe (2017, as cited in Çimen-Özmert, 2019, p. 17), who defines phonology as “the study of sounds in a language and their relationship with each other.” According to Çimen-Özmert (2019), “pronunciation is the way in which these sounds are uttered. It is phonology in action” (p. 18). According to Burns and Claire (2003), “Pronunciation refers to the phonology of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener” (p. 5).

### **2.1.1. Pronunciation Features**

Burns and Claire (2003) categorize pronunciation features as segmental (micro) and suprasegmental (macro) features, where the former includes phonemes such as vowels and consonants, and the latter involves linking, intonation and stress (p. 6). Wang et al. (2015) present a similar category and define suprasegmental features as “speech attributes that accompany consonants and vowels but which are not limited to single sounds and often extend over syllables, words, or phrases” (p. 2).

### **2.1.2. Segmental and Suprasegmental Features of Pronunciation**

Phonemes or individual sound units are within segmental features (Roach 2009); that is to say, when individual sounds such as vowels and consonants are considered, segmental features are in question, whereas going beyond sounds towards stress, rhythm and intonation are referred to as suprasegmental features.

Meaning tried to be expressed by a speaker is generally conveyed through tone of voice, or intonation. “Suprasegmental features are the foremost components of pronunciation which convey the real meaning of a sentence” (Ak, 2012).

## 2.2. Defining Connected speech

Reed and Levis (2015) emphasize the difficulty of defining CS as they allege that speakers of English do not necessarily employ the elements of CS, such as contractions, in the same manner, even if they make use of any at all. Despite the variations of instances when the features of CS processes are adopted, there is a need to clarify and define the phenomenon to some extent.

Underhill (2005) defines CS as a simplification process where phonemes go through systematical changes by getting connected, grouped and modified (p. 58) and sees CS as the third level where “words flow together to make a stream of speech that is different from the sum of the individual words” (p. xi). CS is formed through linking words together which can be observed in natural speech (Griffie, 1995, p.28). While defining CS, Alameen and Levis (2015) highlight that words uttered in phrases or sentences are different from words used in isolation, as in dictionary entries. Clipping of words or syllables and phrases flowing together with the stress of words in speech are involved in CS (Nordquist, 2019). It can be concluded from all the abovementioned definitions that CS is a way of simplifying the flow of phrases or sentences in real-life speech and different formality of contexts, a process that is different from the pronunciation of words individually.

It is important to point out that the study does not adopt an approach in which a speaker always has to use CS. Similarly, Underhill advocates that “a slower and more careful delivery may remain closer to dictionary pronunciation, while a faster and less careful delivery will contain a greater degree of simplification” (2005). Although learners of a new language tend to speak slowly by pronouncing each word emphatically and separately, Ashtiani and Zafarghandi (2015) assert that “CS is a natural and normal occurrence in [...] spoken language.” Dauer and Browne (1992) emphasize that CS is “the authentic” way “used by most native speakers, not an artificial and over-correct model too closely tied to the writing system, a different modality entirely”. According to Kondo-Brown (2006), CS can be observed in different levels of speech, whether casual or formal.

The speed and context of speech, as well as the characteristics of speakers, are parallel with the amount of simplification of sounds, and slower speech may involve many aspects of dictionary pronunciation. In comparison, faster speech has fewer aspects of individually uttered words (Underhill, 2005). There are also temporal and economical reasons why speakers of languages actualize the CS processes. CS renders the rhythm of

speech smooth, causing “psychological relief and confidence” (Dauer and Browne, 1992). As the flow of speech is not blocked by a struggle to pronounce each sound individually, the speaker saves time and energy by using articulatory muscles and breath in a more relaxed and efficient manner. For instance, articulating “bad boy” as /bæb bɔɪ/ instead of /bæd bɔɪ/ would be easier within a process where the speaker does not have to pronounce the sound /d/ and saves energy by keeping their tongue in its place. The economy of effort is the case with other articulatory organs as well. For instance, “some speakers tend to use fairly minimal jaw movement [and] approximate the open sound without actually opening the jaw while still producing the required vowel sounds” (Underhill, 2005). Moreover, the process affects the speed of the conversations where speakers utilize shortcuts to convey the same meaning with the least amount of effort and time while listeners receive less amount of input to process cognitively. When the utterance “I am going to make it!” is pronounced as /gɒnə 'meɪ kɪʔ/ (which involves many aspects of CS features to be discussed later in the study) instead of /aɪ æm 'gəʊɪŋ tə meɪk ɪt/, it is obvious that the former way of communicating the message will require less time and energy.

### **2.2.1. Research on CS**

This part of the study deals with some of the related research on CS both in Turkey and around the world.

### **2.2.2. CS Studies in the World**

Several studies in the world have focused on CS. For instance, in their study, Musfirah et al. focused on the relation between listening and CS instruction (2019). The quantitative study that involved a pre-experimental design concluded that learners’ listening comprehension improved, accompanied by an increased interest in listening classes. Mahmood et al. (2012) have reported that the level of confidence, participation and motivation of students increased following the instruction of CS features. They also assert that the results they have acquired display improvement in students’ listening comprehension.

Some studies emphasize the importance of explicit instruction of CS features. For instance, Baghrah et al. (2014) and Khaghaninezhad and Jafarzadeh (2014) confirmed the significant rise in learners’ awareness of CS aspects after training them. Brown and Hilferty (1986) (as cited in Brown, 2006) concluded that their participants’ ability to

comprehend sentences with reduced forms almost doubled after a four-week training. Norris (1995) advocates that the more learners are exposed to reduced forms through authentic listening materials, the better their listening comprehension will be on the condition that students are guided by their teachers. He advises teachers to assist their students to focus on reduced and stressed forms by concentrating on and noting them down. Norris trusts the responsibility to raise the reduced-form-awareness of learners to teachers before leading their students to understand a listening text full of sounds flowing and flooding into ears (1995). According to Field, focusing on how to place word stress on the correct syllable while teaching pronunciation has positive effects on perceiving words in CS which otherwise can result in communication problems (2005). Rosa (2002) studied with ESL instructors, focusing on their views about reduced forms and concluded that a majority of the teachers support the idea that learners' listening comprehension would improve after the instruction of reduced forms. Rosa also emphasizes that the instructors believe this way, although most of them have received almost no reduced-forms training.

### 2.2.3. CS Studies in Türkiye

Çekiç is among the few scholars who focused on CS in the context of Türkiye. According to Çekiç (2007), CS is “a real part of the daily English that we are exposed to every day; therefore, our students should be aware of CS to understand better the language they hear.” Coşkun (2011) advocates the necessity of teaching CS forms to learners so that their comprehension improves and proposes a sample lesson plan on these forms.

In another study, Gültekin (2002) focused on the pronunciation problems of Turkish EFL learners. He confirmed in his study that “the main factor affecting intelligibility is the suprasegmental features of pronunciation such as stress, rhythm, and intonation” rather than segmental features. Gültekin tried to form an inventory of pronunciation problems displayed by learners and showed that problems related to CS utilization, such as “failure to blend well, to make smooth transitions between words or syllables”, were “problematic by 70.5% of the informants” as a result of which he concluded that “it is important to teach pronunciation, especially suprasegmentals in schools (2002, p. iv).

In her quasi-experimental study, Gokgoz-Kurt (2016) focused on “the effects of training in improving the CS perception of L2 [second/target language] learners” and the connection “between attention control and learners' improvement in CS perception.” She

observed that the EG did greater than the CG in their scores on the post-test. She concluded that if students were helped through training to direct their attention towards the CS features, they would be able to learn CS.

In another quantitative study, Kurt (2018) did her research on the relations between the awareness of suprasegmental features and understanding implicatures. She taught thirty-six university EFL learners the suprasegmental features explicitly for ten weeks and concluded that the learners recognized the implicatures in ‘aural messages’ more, and learners developed a positive approach to the use of these features in understanding discourse. She also reported that learners’ perceptions of their speaking skills, as well as their confidence about their English pronunciation, enhanced. She suggested that pronunciation should be taught regularly at schools for students to improve their ‘pronunciation and discourse competence’.

Yurtbaşı (2013) focused on determining and applying the suprasegmental features in teaching English. He had 135 pre-service English teachers as participants in his study and focused on the role of intonation and the perceptions of the participants about the instructional materials. He reported that about 78% of the participants held positive attitudes towards the materials that aimed to teach pronunciation and intonation as well as problematic suprasegmental English phonemes and emphasized that the participants reported improvement in these points (pp. 195-202).

#### **2.2.4. Why CS?**

The use of CS in English is prevalent in Britain and America (Brown, 2006). Before discussing the benefits of teaching the aspects of CS, it might be valuable to present some possible counter arguments put forward questioning the necessity of teaching CS features. First, it can be alleged that second language learners will never attain a native-like proficiency level of speaking. For instance, Moyer (1999) explains that, after puberty, it is extremely improbable for learners to achieve such a level because of ‘neurological’ and ‘motor skill constraints’. Furthermore, Hyldenstam and Abrahamsson (2003) affirm that only children younger than six can achieve such a level. The second counter-argument would be based on the necessity of attaining a native-like proficiency in skills such as listening and speaking. It is reckoned by Hinkel (2006) that English is spoken mostly by non-native speakers, which, according to Canagarajah (2005), promotes the hegemony of non-native dialects over native speakers of English. The third counter-argument against

the need to teach CS features is related to the intelligibility issue. Derwing and Munro (2009) acknowledge the rise of interest in pronunciation research and support that the emphasis is more on intelligibility rather than accent reduction struggles which would harm individuals even more.

The arguments stated briefly above are valid to some extent as, on the one hand, when reduced forms are not taught, even intelligibility could be at stake due to the possibility of losing comprehensibility as well as intelligibility. Attaining a native-like level, on the other hand, cannot necessarily be claimed to be the main objective of teaching CS features. Apart from contributing to the level of intelligibility and comprehensibility to a certain respect, one other aim of teaching the features of CS would be to contribute to the fluency of the learners. Exposing learners only to full forms in sentences will cause important problems (Brown, 2000), and according to Ladefoged and Johnson (2014), if non-native learners of English do not use CS features adequately, they will sound ‘stilted’ (p. 119). Moreover, not only native speakers but also non-native speakers may deliver a fast speech, lowering the comprehension level, which may be overcome with instruction on the aspects of CS (Musfirah et al., 2019). Either naturally and unconsciously uttered by native speakers (Brown and Kondo-Brown, 2006) or by non-native speakers of English, fast delivery of speech is the result of connecting words or phrases where certain sounds either change or disappear, creating a sense of new chunks that may sound strange to listeners.

Different scholars support the need to teach or learn CS features from varying perspectives. Çekiç (2007), as well as Seidlehofer and Dalton-Puffer (1995), display the importance of suprasegmental features in the achievement of comprehensibility. As Brown (2006) advocates, CS is a must to support learners’ adaptation to different ‘styles and registers’. “Citation pronunciations” (Alameen and Levis, 2015) of phrases are different from CS versions, which involve concatenated words (Tseng et al., 2014) at all levels (from beginners to native speakers) and in all contexts (whether formal or informal) and registers. Underhill maintains that the flow of speech needs to be adopted properly so that the rhythm and intonation patterns of English, and therefore, *fluency and clarity of meaning* are facilitated (2005). Many other researchers value the positive effects of CS on listening and speaking (Ahmadian, M., & Matour, R., 2021; Inceoglu, 2021; Musfirah, S., Razali, K., & Masna, Y., 2019). According to Dauer and Browne (1992) independent of a learners’ pronunciation competence, their listening comprehension power will be enhanced once they focus on important information within a sentence uttered instead of

trying to grasp each spoken unit.

A study by Ceyhan-Bingöl, Akarslan and Özkan (2020) explores the motivational features as expressed by their participants. Turkish language learners were studied for their ideal L2 (second language) self and ought-to L2 self. They found that Turkish language learners are motivated both internally and externally to learn English. They also observed that nearly all Turkish language learners could envision themselves watching movies and TV series in English as part of their ideal L2 self. Furthermore, nearly all participants could imagine themselves living abroad. They concluded that Turkish language learners aspire to use English every day in the future, which is relevant to their ideal L2 self. The results obtained in their study might be utilized to suggest that learners in the context of their study may benefit from learning the features of CS that can boost their vision and motivation to watch videos in English or to live abroad.

#### **2.2.5. CS and Language Skills**

Listening is one of the principal elements of language (Gilakjani and Sabouri, 2016) and communication (Rost, 2009), along with speaking, reading, writing, grammar and vocabulary. According to Lundsteen (1979), listening is "the process by which spoken language is converted to meaning in the mind", and listening is similar to reading in that they are both receptive skills (p. 9).

Burgess and Spencer (2000) highlight that speaking and listening involve active engagement in interpreting and producing phonological features, which means that pronunciation inherently covers these two skills, considering the recognition and production entailed by pronunciation skills. According to Rost (2002), listeners have to understand spoken output and relate it with their background information which includes the knowledge of CS features such as intonation and stress as well as other linguistic clues.

Silent reading and writing do not, at first, seem to pose pronunciation problems as learners seem to rely more on their vocabulary and syntax knowledge. One reason for this is that a learner has more time to process vocabulary, sentences and paragraphs in print. However, learners should attain a high level of listening competence to overcome anxiety (Aneiro, 1989); one reason for this is that listeners do not always have the opportunity to control the context of spoken output involving speed (Underwood, 1989), pitch or noise. Oral output has to be handled simultaneously by a listener, which makes it a more demanding skill than other skills such as reading (Vandergrift, 2004; Walker, 2014) and



writing.

CS features, listening and reading skills may be alleged to contribute reciprocally to perceiving any type of output as the reader of a text needs to categorize the written text into thought groups, which are generally shown by punctuation marks. Similarly, as Bowen, Madsen and Hilferty (1985) suggest, listeners need to categorize indistinguishable flow of sounds into lexical and syntactical items (p.74) where thought groups are articulated close to each other, and they are prone to undergo suprasegmental processes such as linking, elision or other CS features.

Writing is interrelated with thought groups in that punctuation marks such as commas, periods and question marks are used to increase the readability of a written text or a relief for the reader to breathe, which otherwise would not be different from a stream of speech where all sounds are articulated without pauses, emphases or intonation. Although reproved to be utilized especially in academic writing, contractions are the visible reflections of strongly or weakly pronounced auditory items which undergo suprasegmental processes such as elision.

Considering all the abovementioned issues with language skills, CS, or contractions to be more specific, may be considered as an asset in comprehending or producing written or spoken language. Contractions may help learners as they ease their burden of processing output (see Mendelsohn and Rubin, 1995) by providing them with already segmented groups as well as elided unimportant information. When CS features and contractions are not given any priority, the issues encountered while listening may be aggravated as, according to Brown, listeners “may fail to understand... unfamiliar pronunciation”, especially in contexts where they cannot replay what is being listened to such as TV or radio programs (1995).

### **2.3. Definition of CS Features**

Various scholars and sources have attempted to define CS features. Many phonological processes occur in CS, such as reduction, elision, assimilation, and contraction (Ashtiani and Zafarghandi, 2015). According to Brown (2006), there are “nine processes [...] underlying CS [which] are word stress, sentence stress and timing, reduction, citation and weak forms of words, elision, intrusion, assimilation, transition (juncture), and contraction.” Underhill (2005) sees the systematic changes in dictionary pronunciation as a part of CS, which ‘include *assimilation* (the changing of sounds),

*elision* (the omission of sounds), *vowel reduction*, *liaison*, *linking* and *intrusive* sounds, and *juncture*.”

Table 1 below provides Underhill's (2005) suggested alternative words for specific technical terms related to pronunciation. Underhill proposes alternative terminology to facilitate a clearer understanding of these concepts. For instance, the term "liaison and juncture" is suggested to be replaced with "linking or joining," while "elision" is replaced with "losing or disappearing sounds." Similarly, "assimilation and vowel reduction" is suggested to be described as "changing sounds," and "intrusion" as "adding or extra sounds." Lastly, Underhill simplifies the terminology by using "stress" to refer to concepts like word stress, prominence, and rhythm. This table aims to enhance comprehension and communication in the field of pronunciation instruction.

Table 1.

*Underhill's (2005) Suggested Words for Some Terms*

| Technical terms                    | Underhill's suggestion instead |
|------------------------------------|--------------------------------|
| liaison and juncture               | linking or joining             |
| elision                            | losing or disappearing sounds  |
| assimilation and vowel reduction   | changing sounds                |
| intrusion                          | adding or extra sounds         |
| word stress, prominence and rhythm | stress                         |

Reed and Levis (2015) “propose that CS processes be classified into six main categories: linking, deletion, insertion, modification, reduction, and multiple processes” (p.161). They have put all the categories under the title of *CS Processes (CSPs)*, where one or more instances may occur together with other processes. Contractions and lexical combinations are under the title of *Multiple Processes* in their categorization. However, as contractions involve the deletion of sounds, they can also be put under the deletion category. *Lexical combinations* are not often shown with any symbols, such as an apostrophe; nevertheless, some contractions are grouped under this category. Some lexical combinations are ‘gonna’ from ‘going to’, ‘whaddya’ from ‘what are you’ or ‘ what do you’.

The range of the features differs according to different scholars, and some terms seem to overlap with each other. The most commonly referred terms were be tried to be

covered in the following part of the study.

### 2.3.1. Assimilation

The word assimilation includes the root –sim- or –sem-, which means “having characteristics in common” or “like, resembling, of the same kind [...] from PIE root \*sem-” (“similar | Origin and meaning of similar by Online Etymology Dictionary”, 2021). Assimilation is a process where sounds become *similar* to each other. According to Brown (2006), “one phoneme is changed to another due to the influence of a phoneme that is close by.” Underhill (2005) sees assimilation as an occurrence of a change in the quality of phonemes resulting from the ‘influence of a neighbouring sound’ and becoming ‘identical to’ these sounds.

The process of becoming similar may occur in different processes. In some cases, a voiceless phoneme can become voiced. For instance, while the phoneme /s/ is voiceless in isolation or after the voiceless /t/ as in *heats*, it turns into voiced /z/ after a voiced consonant such as /d/ as in *heeds*. In other cases, /t/ and /d/ undergo assimilation, as well as the alveolar nasal /n/, which may be assimilated as bilabial nasal /m/ when preceding other bilabial consonants /p/, /b/, /m/ as in

**ten pens:** /tɛn/ + /pɛnz/ → /tɛ**m**'pɛnz/

**in bed:** /ɪn/ + /bɛd/ → /ɪ**m**'bɛd/

Depending on the sounds preceding and following certain sounds, other examples of assimilation can be observed in the following cases:

**put more:** /pʊt/ /mɔ:/ → /pʊ**p**'mɔ:/

Following is a selection of other examples selected from Brown (2006):

/t/ to /p/: ‘**out**put, hat**pin**, **out**bid, that **box**, **Bat**man, and cut **meat**’

/t/ to /k/ or /g/: ‘**out**cry, what **kind**; and **out**gun and cut **grass**’

/d/ to /g/: good **guy** → /gʊg'gaɪ/ (‘good **game**’, ‘mud**guard**’)

/d/ to /p/: ‘good **point**’

/d/ to /b/: sad **boy**: /sæd/ /bɔɪ/ → /sæ**b**'bɔɪ/ (‘good **boy**’)

/d/ to /m/: ‘**bad** **m**outh’

/d/ and /t/ may not be assimilated but *fused* ‘to make a less plosive sound, the affricate’ /dʒ/ and /tʃ/ respectively (Underhill, 2005):

and you: /ənd/ + /ju:/ → /əndʒju:/

last year: /lɑ:st/ + /jɪə/ → /lɑ:stʃjɪə/

There are also cases with /s/ and /z/:

/s/ to /ʃ/ preceding /f/: this **sh**oe → /ðɪʃˈfu:/

/z/ to /ʒ/ preceding /f/: these **sh**oes → /ði:ʒˈfu:z/

Here is an example where voiced /v/ is assimilated into unvoiced /f/ when preceding unvoiced /t/:

have **t**o: /həv/ /tə/ → /ˈhæftə/

Articulatory factors affect the changes provided above. For instance, in the case where the sound /n/ is assimilated as /m/ preceding the bilabials such as /b/ and /m/, the probable cause, according to Brown (2006), is that ‘the lips are preparing to form the bilabial stop /b/’. Underhill (2005) advocates that assimilation is a ‘natural result’ occurring in all languages, although in different manners.

### 2.3.2. Linking or Liaison But Blending?

CS features involve ‘joining together’ or ‘smooth linking’ which Underhill (2005) named ‘liaison’ and it is about how “sounds are fused together at word boundaries”. This feature is sometimes used as synonymous with *blending* (Ak, 2012, p.30). As blending is a term that is also used in linguistics (a process where two words are compounded to form a new word, such as breakfast + lunch= brunch), the term was not treated as a synonym of linking or liaison in this study. Another reason is that blending is similar to phonics blending, which refers to joining individual sounds to read words, as in /k/ + /æ/ + /t/ to utter the sound combination /kæt/ as the name of an animal. According to Ogden (2009, p. xiv), linking is the ‘absence of a break’ between two words. A few rules are governing the linking process:

First, linking occurs when a word ends with a vowel and the following word starts with a vowel (Underhill, 2005):

idea /r/ of          you /w/ are happy          tea /j/ and coffee  
 law /r/ and order   saw /r/ it

Liaison or linking involves these categories:

### 1. Intrusive/w/:

This occurs when a final /u:/, /ʊ/ or /əʊ/ is followed by a word beginning with a vowel sound as these sounds are uttered with rounded lips that are similar to the utterance of bilabial semi-vowel /w/.

you /w/ and me  
 A few /w/ of pictures  
 I want to /w/ eat an apple  
 The show must go /w/ on

### 2. Intrusive /j/:

They are in the attic, and I am in my own room.

As can be inferred from the examples, intrusive /j/ occurs when the first word ends in /j/ or /i:/ and the second word starts with a vowel sound.

### 3. Intrusive /r/:

idea /r/ of          law /r/ and order          saw /r/ it  
 draw /r/ a picture          China /r/ and Turkey

(The sound /r/ is not reflected in the written form; notice that the first word ends in either /ə/ or /ɔ:/, and the second word begins with a vowel sound.)

Note: Intrusion may be categorized as a different category or feature of CS in other sources. Intrusion occurs in some dialects.

### 4. Linking/r/:

sister of the boy

Unlike the intrusive /r/, the sound /r/ is reflected in the written form as well as in spoken form. Linking /r/ might be categorized solely either as a type of linking in some sources or an intrusive /r/ in others.

### 5. Linking (consonant+vowel):

In the examples given above, /r, w, j/ are used as intrusive sounds. They are invisible in spelling and appear during speech. Another type of linking is a process that is realized when the first word ends in a consonant and the following word starts with a vowel:

‘and I’: /ənd/ /aɪ/ → /ən daɪ/ or /ən aɪ/

‘in a while’: /ɪn/ /ə/ /waɪl/ → /ɪ nə waɪl/

See also:

eat an apple/talk about it in a different area/Tom is an interesting boy.

Dauer and Browne (1992) go beyond consonant-vowel interactions and inform that linking occurs between two consonants; when the same consonant is present at the end of the first word and the other at the beginning of the second. Two processes occur while linking words in such phrases. In the first process, the first consonant is not released, while in the second process, the same consonant is lengthened. Here are a few examples taken from Dauer and Browne (1992):

**black cat; help Paul; bad dog; need time; help Bob; gave Victor; some more; with three; classes start.**

Dauer and Browne (1992) also point out that “if the sounds are different, try to move the tongue silently inside the mouth into the position for the second consonant, or try saying both consonants at the same time.” Notice the following examples:

**keep talking; big dog; laugh too; back tire**

### 2.3.3. Elision of sounds

Elision is the omission of vowels or consonants that are otherwise present either in the citation form of words or word boundaries. According to Underhill (2005), eliding a sound is not present in phrases ‘spoken in isolation’ and informs that ‘elision occurs’ in CS (p. 61). The word ‘probably’ is pronounced as /'prɒbəbli/ (in Received Pronunciation or RP); however, in some cases, it might be pronounced as /'prɒbli/ or /pra:li/ in others. The RP articulation of ‘asked him’ can be transcribed as /ɑ:skt him/. The phrase can be expected to result in /ɑ:sktɪm/ following an elision process in CS. (See also Brown, 2006)

### 2.3.4. Intrusion

(See part ‘2.3.2. Linking or liaison but blending?’)

### 2.3.5. Citation and weak forms/reduction

Words may have at least two forms which include citation and weak forms. Words are pronounced in citation forms, especially when they are spoken in isolation or used for emphasis. This is mostly the case with some function words such as modals (can, should), articles (a, an, the), pronouns (him, her) and prepositions (for, of, from). It should be noted that weak forms are not limited to the examples in parentheses. Below presented are the citation and weak forms of the given function words above:

Table 2.

*Citation and Weak Forms*

| WORD   | CITATION FORM | WEAK FORM |
|--------|---------------|-----------|
| Can    | kæn           | kən, kən  |
| should | ʃəd           | ʃd        |
| A      | eɪ            | ə         |
| An     | æn            | ən        |
| The    | ði:           | ðə        |
| Him    | hɪm           | ɪm, m     |
| Her    | hɜ:           | hə        |
| For    | fɔ:           | fə        |
| Of     | ɒv            | əv, ə     |
| from   | fɹəm          | fɹəm      |

As can be observed, most function words have weak forms. In other words, they have reduced forms; however, the reduction process is not specific to function words. It is also observed in other parts of speech or word classes in English. According to Brown (2006), sounds might change, be *minimized* or *eliminated*, such as the vowels in English words in which unstressed syllables involve vowels that are reduced to schwa /ə/, such as the letter ‘a’ in the first syllable of the word ‘balloon’, which is a noun. Although the /ə/ sound is not present in its written form, schwa appears in the spoken form where the letter ‘a’ is reduced to /ə/ and can be transcribed as /bəˈlu:n/.

### 2.3.6. Contractions

Nist (1966) defines contractions as "the graphemic way of indicating the phonemic zeroing of stressless syllables". "Contraction is a type of elision, simplifying pronunciation through reducing (dropping or shortening) sounds occurring to a word group" (Wikipedia contributors, 2021, December 5). Underhill (2005) explains that words with one syllable

merge into one syllable while some omission or elision of sounds occurs; however, morphological omission whose place is shown by an apostrophe also occurs through this process. In other words, unlike many other features of CS, contractions are marked by a special symbol in written forms. According to Underhill (2005), “In the stream of speech, a weak form can occur together with another word in such a way that it undergoes another reduction and the two words are pronounced as one, often occupying only a single syllable.”

Contractions are mainly observed in auxiliaries that consist of two main groups: Auxiliaries such as ‘be’, ‘do’, and ‘have’ along with their inflexions (‘am/is/are/was/were/been/being’; ‘do/does/did/done/doing’; ‘have/has/having/had’) and auxiliaries comprising of modal auxiliaries such as ‘can’, ‘will’, ‘shall’, ‘ought to’, ‘dare’, ‘may’, ‘must’, ‘used to’ and ‘need’ including their inflexions (‘could/would/should/might’) and the former group can also function as a main verb (Quirk and Greenbaum, 1989). Contractions (or ‘morpho-phonetic contractions’) are most commonly observed in the use of personal pronouns followed by auxiliary verbs and verbs followed by ‘not’. Some examples are as follows:

I’m, she’d, they’ll, isn’t, can’t, wouldn’t’ve, can’t’ve

Used by Reed ve Levis (2015), ‘trimming’ is a term which refers to the ‘loss of a vowel or consonant segment’, which is marked by an apostrophe. Trimming occurs in many instances in words with different end-of-word consonant clusters followed by words starting with certain consonants. The loss of sounds appearing in intra- and inter-lexical places can be exemplified as follows:

‘Remember’ trimmed as ‘member” (Ak, 2012); because → ‘cause; about → ‘bout

The /t/ and /d/ sounds are lost in different clusters such as *mos’ people, kep’ singing, mov’(ed) quickly, han’some, cos’ly, enac’ment’* (Reed and Levis, 2015). Other types of losses can be exemplified as follows:

Call him → call’im; Tell them → Tell’em

Despite the formal and phonetic changes they bear, the phrases above provided to exemplify trimming are not treated within the scope of morpho-phonetic contractions in the present study. Parallel to this approach, the genitive ‘s; some truncated forms such as ‘prof.’ for ‘professor’ or ‘dr.’ for ‘doctor’ and clipping as in ‘ad’ for ‘advertisement’ or ‘gas’ for ‘gasoline’ have been intentionally neglected as they are not the focus of the present study.

Many scholars are of the view that contracted forms are a reflection of colloquial



language or belong to spoken English, where unstressed syllables are dropped from words (Perrin, 1950; Jespersen, 1949; Curme, 1947; Krapp, 1927). Dendrickson (1971) focuses on a different debate on contractions where he asserts that grammarians underrate the use of contractions by calling it as colloquial in origin. He does not support the view and advocates that this is a misconception based on the ideas of the authoritarian environment of the 1700s which included linguists, language historians and lexicographers as well. Proceeding that even the Oxford English Dictionary (OED) does not provide any proof of this assumption, he supports that “it is highly probable that many contractions appeared first in writing and only later entered the spoken language to be pronounced as they are written” and when the history of contractions is studied, it can be seen that contractions have started its existence with the art of writing.

Contractions were utilized in different forms as preferred by different writers. For instance, ‘gentness’ is a contracted form of ‘gentleness’, which is not based on any pronunciation variant but was invented by scribes for time and energy concerns (Dendrickson, 1971). The apostrophe was invented in the Renaissance, but it is a mark that has been used since then to show the orthographic and sound changes in the written form (Tannenbaum, 1930, p. 86). According to Dendrickson, while some writers utilized apostrophes regularly, some others used them freely as they wished to without any dependence on the pronunciation, such as the use of the contraction of ‘it is’ as *’tis*, *tys* or *it’s* and the arbitrariness of the use of the apostrophe is another proof that contractions do not necessarily reflect colloquial use of expressions (Dendrickson, 2005). An apostrophe is an only and unignorable symbol used to highlight the changes visually to substitute letters or sounds apart from its function to show possession or the genitive (Mitalcfe and Astle, 1995; Quirk and Greenbaum, 1989). Therefore, while indicating or highlighting the morpho-phonetic contractions, apostrophes have been employed throughout the study.

Some resources categorize contractions separately, while some focus on the common processes involved and put them under the deletion category. For instance, Reed and Levis (2015) emphasize that “some types of contractions are included in the (deletion) category, mainly where one or more sounds are deleted in a contraction (e.g., cannot becomes can’t)” (p. 162).

In the present study, morpho-phonetic contractions are the main concern. As the term preferred at this point suggests, contractions occur at two levels, that is, morpheme and phoneme, which refer to form and sound respectively. To clarify more, the phrase “How are you?” can be given as an example. When it is pronounced as /hʌwəjə/, the CS

form is apparent mostly at the spoken level involving phonemic changes; however, the contracted form of ‘How are you’ can also be reflected in written contracted form as ‘How’re you?’ together with some sound changes reflected partly in the transcribed version. Despite the limitation when reflecting all the sound changes, contracted written forms of such reductions provide some substantial evidence of the changes in form and sound. Therefore, the term ‘morpho-phonetic’ has been preferred to cover the alterations at both levels, and the present study deals with contractions as a separate entity that may involve multiple processes, such as elision or assimilation.

The limited number of studies on CS is also observable in the case of contractions with only a few studies which have specifically focused on the issue. Ebibi et al. (2018), for instance, studied “the impact of the [wrong] use contraction on speech and writing” in their descriptive study with university students. Scheibman (2000) focused on the variations of the contraction *don’t* in her study. She aimed to investigate the phonetic variations and how the contraction was adopted as a part of ‘grammaticization, or conventionalization, of structure’. Wescoat (2005) dwelled on cliticization around a subset of English auxiliary contractions that are reduced to a single consonant within the theory of Lexical-Functional Grammar. In Türkiye, on the other hand, one researcher who focused on contractions is Gülözer (2016), as far as the present research is concerned. Gülözer (2016) investigated the effects of teaching reduced forms at the sentential level on listening comprehension, including five forms: assimilation, flap, elision, linking and contraction.

Although there is little focus on the study of contractions, contractions, including pronoun and auxiliary combinations, are an important part of Grammar sections of coursebooks. According to Bedford (2005), contractions cannot even be ignored by purist grammarians (s.37). It is most probably because contractions are too visible in written forms to be overlooked and force themselves into instructions of grammar. Moreover, some forms, as is the case in the phrase *o’clock* have survived in such a manner that it is indispensable even in formal writing (Wikipedia contributors, 2021, December 5).

Most commonly taught contractions include the forms of ‘be, do, have’ and modals in English. Below are some examples of less commonly or never taught contractions:

Ought to → Oughtn’t to

How have you → How’ve you...

Why are you... → Why’re you...

Why did she go → Why'd she go...  
 Might not have done → mightn't've done...  
 Would not have prepared → wouldn't've prepared...  
 Can not have asked → can't've asked...  
 could have played → could've played...  
 am not → amn't... (taught as 'obsolete' or 'wrong')

The contracted forms above mostly involve multiple processes:

- 1- two single-syllable words usually combine into one syllable: can + not;
- 2- an elision (omission) of sounds occurs: not → nt;
- 3- an omission of one or two letters also occurs in the written form; their place is marked by an apostrophe: nt→n't

Contractions do not only involve loss of sounds but also resyllabification, which may render listening more difficult at times as homophonic words may interfere with understanding. Listeners may misunderstand what has been uttered in CS. Other words than what has been said can be perceived by a listener. For instance, *its/it's*, *who's/whose*, *they're/their/there* or *you're* and *your* might be confusing as they are homophones. The following examples given by Reed and Levis (2015) could clarify the point more:

**'ve you...** → "view"; **Why're** → "wire"; **Why'd** → "wide"; **I'd like** → "eyed like"; **We'll** → "wheel"; **might've** → "might of"

Reed and Levis explain that contractions are observed in function words more often, which are highlighted with an apostrophe; however, the symbol does not necessarily show where exactly the vowel or consonant loss is or how to pronounce the newly formed contraction (2015). All in all, providing some training on the presence of rarely used contractions together with their pronunciations would support learners' read-speech performance as well as their speaking and listening.

### 2.3.7. Word Stress

Trask (2004) defines word stress as "the presence within a single word, especially

in isolation but usually also in CS, of stress on some particular syllable or syllables.” Some syllables are more prominent or emphasized, which helps convey or even change meaning by simply uttering a syllable higher, louder and longer (Crystal, 2003). For instance, in the word ‘institution’, which can be transcribed as /ɪnstɪˈtjuːʃ(ə)n/ in the IPA, /-ˈtjuː-/ is more prominent than other syllables. While in some cases, the stressed syllable determines the part of the speech, such as noun or verb (PREsent, which is a noun vs. PreSENT, which is a verb), in others, placing the stress on the wrong syllable may cause misunderstanding or disturb the deciphering of messages conveyed (Field, 2005).

I received a preSENT. vs. I received a PREsent

The first sentence, including a misstressed word syllable, may challenge even a native listener as, according to Dalton and Seidlhofer, the words flowing are not decoded individually from ‘left to right’ but prominently uttered parts of a sentence are processed and matched with the ‘mental lexicon’ which are then compared with the unstressed parts of the uttered word or words (1994, p. 39). In other words, hearing the ‘-SENT’ part prominently, a native speaker may exert some effort to understand the use of two verbs (reCEIVE and preSENT). Similarly, Pathare (2022) advocates that a listener might be disturbed by a shift of word stress as it may hinder sound communication.

### 2.3.8. Sentence stress and timing

Underhill (2005) “Stress is an umbrella term used to cover both *accent* (or word stress) and *prominence* (or sentence stress). The former belongs to the word, while the latter is chosen by the speaker to highlight the intended meaning. CS contains both word accents (in a sense, *regardless* of the speaker) and prominence (*because* of the speaker). What happens then is that individual word accents are likely to be subordinated to the speaker’s choice of prominence, and these prominences form the major part of the rhythm of the whole utterance. Spoken English has a characteristic tendency to be rhythmical.”

Content words such as nouns and verbs are prominent in sentence stress. Rhythm occurs when words and phrases are stressed and paused. Kenworthy emphasizes that it is often incorrect stress placement that causes difficulty in understanding foreign language speakers. Similarly, when a foreign language speaker cannot recognize stress patterns, misinterpretation occurs (1987).

### 2.3.9. Transition (juncture)

*Juncture* is the label given to several features which may occur at the boundary between two words in CS such that, even though the two words may be fully linked together, the boundary between them is nevertheless unambiguous.

How juncture functions can best be seen in the following examples:

‘mice pies’ vs ‘my spies’; ‘grey tapes’ vs ‘great apes’; ‘send the maid’ vs ‘send them aid’;

‘car pit vs ‘carpet’; ‘it’s an aim’ vs. ‘it’s a name’; ‘grade ‘A’’ vs. ‘grey day’;

‘ice cream’ vs. ‘I scream’; ‘ice train’ vs. ‘eye strain’; ‘the way to cut it’ vs. ‘the waiter cut it’; ‘I’m ‘A’’ vs. ‘I may’.

The articulation of vowel and consonant sounds affects the way the phrases are perceived. In the cases above, the shortening or lengthening of vowel sounds on either side of the juncture, the delayed or advanced articulation of consonant sounds on either side, variations in the degree of syllable stress on either side of the juncture, and other allophonic variations in the phonemes on either side of the boundary give a clue about what the speaker means to say.

### 2.4. Teaching Contractions as a CS Feature

The history of teaching has witnessed many changes in methodology, ranging from prescriptive ones, such as the Classical Method, to more communicative ones, including CLT, and so have approaches to pronunciation teaching. As suprasegmental features were prioritized in the second half of the 1980s, pronunciation teaching rose in stature (Kang et al., 2017). Some scholars claim that teachers have doubts about how to teach pronunciation (Levis and Grant, 2003). According to Hismanoglu, M., & Hismanoglu, S. (2010), the methods used to teach pronunciation by teachers differ, which include dictation and reading aloud as well as software and websites aimed at teaching pronunciation. The situation might not differ for teachers who intend to introduce contractions as well as other CS features. Educators may prefer a bottom-up or top-down process or choose to integrate CS features into their teaching of different skills. Underhill (2005) asserts that teachers may initially act as examples and present such features in their talk. They may then focus on the rules governing rather than drawing attention directly to the rules, which may pose some difficulty for learners. It can be inferred that Underhill's suggestion is closely related to Ak's report. In this report, she suggests that teachers act as models or “sources of input

for students to imitate and repeat” (2012). An alternative approach was suggested by Chela-Flores (2001) who advocated that rhythm instruction be considered a fundamental part of teaching pronunciation for comprehensibility issues. The examples provided so far are parallel to the ways of teaching adopted in oral-based approaches, generally referred to as the Direct Method, which appreciates the value of listening and speaking skills. However, it is pertinent to point out that teaching contractions in teaching pronunciation involves more than individual phonemes. In other words, how sounds interact with each other during spontaneous or read speech needs consideration.

The Theory of Markedness is an issue that needs special attention in the teaching contractions, which may involve some challenges for learners. Some contractions, for instance, may pose problems, and the difficulty of the pronunciation of these contractions may better be understood through the Theory of Markedness, which suggests that some linguistic elements in world languages are more natural and frequent than others, which are known as marked. The idea of *markedness* was first introduced by scholars Trubetzkoy and Jakobson from the Prague School, who explained it in terms of phonemic contrasts. Although initially used in phonology, Markedness Theory has been applied to various linguistic fields such as phonetics, semantics, pragmatics, and psycholinguistics. There are three types of markedness: formal, distributional, and semantic markedness (Zhang and Tian, 2015). It can be concluded that the frequency or the markedness of the contractions might have affected the participants’ production. The effect of first language acquisition could also be considered as a factor in teaching contractions. Eckman (1985) defines The Markedness Differential Hypothesis, which makes two key assumptions about second language acquisition. Firstly, it assumes that learners already possess certain general and specific language knowledge from their first language acquisition. Secondly, it posits that interlanguages are shaped by the same general principles that shape primary languages. The Markedness Differential Hypothesis proposes that by using a set of markedness relations, one can predict the difficulty level in learning aspects of a target language that differ from the native language. Therefore, the degree of markedness between the native and target languages determines the relative level of difficulty in learning a specific structure of the target language (Eckman, 1985).

## CHAPTER III

### METHODOLOGY

#### 3.0. Introduction

This chapter deals with the justification of the research design, the presentation of sampling procedures and the characteristics of the participants, and instrumentation, i.e., data collection tools and procedures. The process of the analyses of the data collected is also elaborated on. Details about how the quasi-experimental study was conducted, such as the assignment of the participants to the EG and CG, are provided.

#### 3.1. Research Design

The current study focuses on how explicit teaching of contractions affects the read-speech performance of Turkish EFL learners and can be regarded as unique within its scope and context. The main concern is to see how the participants use or avoid contractions while reading a text aloud. As previously introduced, the study is fundamentally a quasi-experimental research and both quantitative and qualitative data have been collected and analyzed. The study is, therefore, both quantitative and qualitative research where some objective data have been obtained through voice recordings to find out the frequency of different occurrences of contractions and their numerical analyses where the data have been measured using a software called Praat version 6.1.42.

According to Nunan and David (1992), although the distinction between quantitative and qualitative research may be considered *naïve*, they are classically distinguished between as two separate arenas, whereas the former research type seeks objective outcomes through controlled tools independent of the researcher, the latter accepts the relativity, subjectivity and ungeneralizability of the research procedure as a whole. On one hand, the author of this study believes that ungeneralizability in a study is inevitable for several reasons. Firstly, the researcher has an insider perspective and may be prone to prejudices about possible outcomes. Secondly, the number of participants and the context they are in may never be representative of the whole population. Finally, social structures and reality are dynamic and the results obtained from the study may not be valid for future contexts. On the other hand, recognizing that objectivity and generalizability are unattainable as opposed to what quantitative research generally assumes, the author of the

dissertation has aimed to collect and analyze data using quantitative analysis and measurement tools and to present them quantitatively for the sake of both triangulation and replicability.

The qualities of the present research mentioned above render it a mixed-design research, which means that it bears both quantitative and qualitative research characteristics. It is also a quasi-experimental study as a treatment, and a CG has been included in the study where the EG was provided with some special training designed by the researcher. At the same time, the CG followed only the curriculum of their institution. A pre-and post-training recordings analyses were administered to see and compare any possible changes as a result of the treatment.

### **3.2. Research Paradigm, Participants and Sampling**

Numerous research paradigm shifts have appeared and have been affected by the dominant thought systems of their era. These range from positivist to critical paradigms. The positivist paradigm seeks to discover reality by measuring phenomena through experimental research designs, often using quantitative techniques such as sampling, statistical analysis and questionnaires, while, on the other end of the continuum, the critical paradigm follows that reality is constructed socially and power relations determine the reality and knowledge. The latter utilizes some techniques such as open-ended interviews, focus groups and ideological reviews. The present study includes techniques from both sides of the continuum and in between. Therefore, it can be advocated that the author of this study adopts an eclectic approach to the paradigms (from positivist to critical paradigms), benefitting from the tools of both quantitative and qualitative methods.

According to Cohen et al. (2000), experimental research designs aim to ‘compare’, ‘make generalizations about efficacy’, measure treatment objectively and ‘establish causality’ while focusing on the difference between ‘initial states, intervention and outcomes’ with pre- and post-tests through ‘identification, isolation and control of key variables’; control and EGs are involved and situations are similar to laboratory conditions where the causal relations are studied on via ‘experimental intervention’ (p. 78). In true experiments, a researcher tries to control treatment and measurement with random assignments to provide a systematic answer to research questions (see also: Best and Kahn, 2006 and Lewis-Beck, 1993).



Experimental designs generally have an objectivist philosophical basis or follow a positivist paradigm based on realism where it is supported that “the world exists and is knowable as it really is. Organizations are real entities with a life of their own” (Cohen et al., 2000, p. 9) and quasi-experiment or the ‘nonequivalent control group’ design is an empirical research type through which the researcher selects their participants “by means other than random selection” which is the core difference from true experiment; if a CG is not included in an experimental study, it is called as ‘pre-experimental design’ (p. 212). According to Cohen et al. (2000), random selection maximizes the probability of equal selection and distribution of participants into groups and minimises other factors or variables that may affect a study. However, the participants of the present study were not selected through randomization as the treatment was implemented in a state university in Türkiye, where classes had been formed at the beginning of the school year after a placement test. Selecting the participants randomly was not feasible since, as Kerlinger (1970) advocates, “the random selection or random assignment of schools and classrooms is quite impracticable” (as cited in Cohen et al., p. 214). Nonetheless, as the participants were chosen from classes with similar characteristics in terms of age, educational background and placement test results and classes holding a close average of exam results, it was assumed that the members of the population or the samples selected were similar at an optimal level despite not having been equated with random selection. To sum up, as the author of the study selected the participants considering convenience sampling strategies and set similar environmental conditions for both the EG and CG trying to see the effects of the treatment, it can be alleged that the research is a quasi-experimental one.

Convenience sampling or ‘accidental/opportunity sampling’ is categorized as non-probability sampling together with other types such as purposive, snowball, dimensional and quota sampling and “each type of sample seeks only to represent itself or instances of itself in a similar population, rather than attempting to represent the whole, undifferentiated population” (Cohen et al., 2000). In convenience sampling, participants who are the closest and easiest to access are selected “until the required sample size has been obtained”; however, the group does not represent a wider population, and results cannot be generalized (Ibid.).

When these qualities are considered, convenience sampling strategies were adopted in the selection of 58 volunteer preparatory year Translation and Interpreting students who signed the consent form (See Appendix A) at a state university in Türkiye. The students had either participated in the preparatory year program, which requires them to acquire at

least a B1 level of General English or pass a non-standardized proficiency test implemented by the school. 30 female and 28 male native Turkish students, who are aged between 18-36 and 22 on average, took part in the current study. They graduated either from state or private high schools in different cities.

A reading text was provided to all the participants to determine their use of contractions as a CS feature. They were asked to record their voices while reading aloud the text which was obtained as data to be compared with the data to be gathered after the treatment. After gathering all the recorded texts, the treatment of the EG commenced while the CG continued with their regular lessons.

As the privacy of the participants is an important factor, the author of the study ensured anonymity through the protection of the secrecy of the participants' personal information as well as their answers. For instance, the real names of the participants were not used in the discussion of the findings and results of the study.

Moreover, the participants volunteered to take part, and they were informed through a consent form that they could opt to leave the study without any obligations. They were also informed that they would never be graded for their performance and nor would their identity be shared with any third parties without their consent, as their safety is of great importance. The consent form can be found in the appendices part of the study.

The participants in the CG were exposed to the treatment procedure after the study had been completed and the training of the EG ended. The CG was also requested to participate in free separate contraction training in return for their contribution to the study to display the researcher's appreciation and sensitivity to not violate research ethics as well.

The CG continued their study parallel with their curriculum without any intervention by the researcher. Only the EG was subjected to the treatment procedure. After the treatment, all the participants were asked to record their voices by reading the same text to observe any possible changes before and after. The text used in the assignment, where the participants were asked to record their read-aloud performance, acts as a type of assessment tool to see any changes in the utilization of contractions after a treatment process; therefore, it can be alleged that the study also employs a pretest-posttest design.

### 3.3. Instrumentation

The study is supported by qualitative data to ensure methodological triangulation. Triangulation, in this sense, is ‘blending and integrating’ different methods, and it is utilized to ensure that the results of a study are more consolidated (Kılıç, 2013, p. 40). Cohen et al. (2000) also highlight using more than one method of data (quantitative and qualitative) collection while observing different aspects of human behaviour, which provides ‘more than one standpoint.’ Triangulation consolidates validity in a study, especially when qualitative research is adopted (Campbell and Fiske, 1959). The journals kept by the researcher throughout the treatment sessions specifically and the study, in general, provided the central part of the qualitative data. The researcher uses journals to reflect and re-reflect on instances that may appear or might have occurred in a classroom. Apart from this, students in EG and CG were asked to reflect on their performances after the implementation of the treatment sessions to seek answers to the research questions. Their reflection on the performances was collected through semi-structured interviews. The interviews were used to elicit the possible causes of the changes in the participants’ use of CS features. The stimulated recall method was utilized to minimize the risk of drawing incorrect conclusions from the data obtained in read-speech recordings. Gass and Mackey (2000) define the term as follows:

A type of introspective research methodology, differing from Think Aloud [...] in that it involves the verbalisation of cognition retrospectively rather than concurrently. It is a method used to elicit qualitative data relating to the thought processes associated with performing an action or participating in an event. To assist in the recall of these thought processes, a stimulus is used, such as a video recording of the activity. It is argued that such stimuli may enable a participant “to relive an original situation with vividness and accuracy (Bloom, 1953:161).

However, the technique has shortcomings as the elicited data may not represent original cognitive processes. Still, it is a beneficial tool in discovering aspects of teacher and learner cognition or what lies ‘behind the participants’ decisions and actions’ (Ibid.)

#### 3.3.1. Semi-structured interview questions

Thematic analysis was utilized to analyze the qualitative data derived from the journals kept by the participants and semi-structured interviews answered by the

participants in the EG. The CG was not interviewed, bearing in mind that it would elicit awareness by the participants of the content (contractions) focused on. They were asked to comment on the questions after the treatment, post-test, and delayed post-test processes had been completed. A similar concern was valid for the EG; however, this was seen as inevitable and overseeable because they would already be aware of the focus of the study throughout the treatment sessions. This point was accepted as a potential limitation of the present study and discussed in the limitations section.

“You seem to have had pause/s (or other issues if they emerge) while reading some contractions in these sentences: ... . Could you please reflect on your preferences and try to explain why you have had the issue or issues?” (The question was asked in Turkish to the participants in the EG both in pre- and post-training periods.)

- 1- “You seem to have avoided/used some contractions while reading these sentences: ... . Could you please reflect on your preferences and try to explain why you have chosen to avoid/use them?” (The question was asked in Turkish both in Pre- and post-training periods to all participants).
- 2- “Please reflect on the process/effects of the training period. (e.g., Has your approach to the use of contractions changed? If yes, why and in what ways?) (The question was asked in Turkish in the post-training period. The task was assigned to the EG only.)

### **3.3.2. Michigan English Placement Test (EPT)**

More quantitative data was gathered with a standardized test to determine the participants' proficiency level and support the study's participant selection procedure; the Michigan English Placement Test (EPT) was implemented. The test was prepared by M. Spaan and L. Stowe in 2006, and the English Language Institute of the University of Michigan holds the copyright. EPT is a multiple-choice test that consists of 100 questions. There are 20 listening, 30 grammar, 30 vocabulary, and 20 reading questions (Michigan University, 2006).

As mentioned previously in the study, the data obtained from concrete data such as voice recordings were measured and analysed with Praat version 6.1.42 and SPSS version 21.

### **3.3.3. Praat 6.1.42**

Praat is a free computer software offering additional paid features. The program was designed for analysing, synthesizing or editing sound recordings and allows researchers to create visuals, such as images and graphics, to view spectrograms, spectral slices, pitch, formant and intensity contours. It also allows users to annotate the results. The program enables users to record or import sound files, filter sounds, and print the analyses. It was programmed by Paul Boersma and David Weenik, who are currently working at the University of Amsterdam.

### **3.3.4. SPSS v.21**

IBM® SPSS® Statistics is a paid statistical computer program with different editions such as Base, Standard, Professional and Premium. The software allows researchers or students to analyse the data gathered throughout their studies. It has a user-friendly interface that enables researchers to view the data they have entered either as Data View or Variable View. The software also provides various quantitative and qualitative analyses depending on the research characteristics. Statistical reports can be printed out in different formats to be utilized within articles or theses. It has crucial features such as highlighting anomalies in the data and providing solutions.

### **3.3.5. Read-speech Text**

The researcher of the study formed the text to be read aloud and recorded by the participants in a dialogue form in two versions, which were referred to as ‘contracted’ and ‘non-contracted’ texts. There are 36 contracted forms the auxiliaries ‘be, do, have’ and ‘modals’. Contracted ‘be’ forms comprise half the number of all, whereas there are five contracted forms of ‘do’, six contracted forms of ‘have’ and seven contracted forms of ‘modals’ forms. Below is the table for the detailed distribution of the auxiliaries' positive, negative and question forms included in the text. The appendices might be referred to for the text used in the study.

*The Distribution of the Contracted Forms in the Read-speech Text*

*pr.=present; (+) affirmative; (-) negative; (?) Question; Pron= Pronoun; Aux= Auxiliary; Contr=Contraction;  
Adv= adverb; QW=Question Word*

| Auxiliary              | BE                     | Auxiliary                 | DO                                 |
|------------------------|------------------------|---------------------------|------------------------------------|
| pr. (+) Pron + Contr.  | I'm from; I'm visiting | pr. (-) Aux + Contr.      | don't exaggerate                   |
| pr. (+) Pron + Contr.  | It's big               | pr. (-) Aux + Contr.      | doesn't work                       |
| pr. (+) Pron + Contr.  | she's retired.         | pr. (+, ?) QW + Contr.    | what's she do?                     |
| pr. (+) Pron + Contr.  | No, I'm not.           | pr. (+, ?) Aux + Contr.   | d'ye mean...                       |
| pr. (-) Aux + Contr.   | You aren't from        | past. (+, ?) QW + Contr.  | What'd you say?                    |
| pr. (-) Aux + Contr.   | It isn't a big...      | <b>Auxiliary</b>          | <b>HAVE</b>                        |
| pr. (-) Pron + Contr.  | It's not a small...    | pr. (+) Pron + Contr.     | I've got no...                     |
| pr. (+) Pron + Contr.  | That's my...           | pr. (-) Pron + Contr.     | I haven't got any...               |
| pr. (+) Adv + Contr.   | There're more than     | pr. (+) Noun + Contr.     | Jack's bought some; film's arrived |
| pr. (+) Noun + Contr.  | His name's Utku        | pr. (+, ?) QW + Contr.    | what've you planned                |
| pr. (+) Noun + Contr.  | my brother's learning  | past (+) Pron + Contr.    | I'd heard that                     |
| pr. (+) QW + Contr.    | see what's on          | past (+, ?) QW + Contr.   | who'd always been                  |
| pr. (+, ?) QW + Contr. | Who's this?            | <b>Auxiliary</b>          | <b>MODALS</b>                      |
| pr. (+, ?) QW + Contr. | where're you from      | pr. (+) Modal + Contr.    | mustn't miss it                    |
| pr. (+, ?) QW + Contr. | Who're living there    | pr. (-) Modal + Contr.    | can't find tickets                 |
| pr. (+, ?) QW + Contr. | What're you doing      | future (-) Modal + Contr. | won't miss it                      |
| past (-) Aux + contr.  | If it weren't for...   | future (+) Pron + Contr.  | we'll see you                      |
| past (-) Contr + pron  | 'twas                  | future (+) Pron + Contr.  | he'll be studying                  |
|                        |                        | past (+) Pron + Contr.    | It'd be nice                       |
|                        |                        | past (-) Modal + Contr.   | I wouldn't've been...              |

*Figure 1. The Distribution of the Contracted Forms in the Read-speech Text*

### 3.4. Procedure

This section deals with the data collection and the research, where the stages of the research are provided, along with the related paradigm and methods. Quantitative and qualitative data collection procedures and the details about the experimental treatment have been presented.

#### 3.4.1. Overview of the Research Stages

Table 3 outlines the various stages of the research conducted in this study. These stages detail the specific activities, objectives, and timelines involved in the research process.

Table 3.

*Stages of the Research*

| <b>Stages of the research</b> | <b>WHAT</b>                                                                                                                                          | <b>WHY</b>                                                                                                                                                                                                                                                                         | <b>WHEN</b>                    |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>1</b>                      | Forming the text to be recorded and to be read aloud by the participants                                                                             | To create a text that has the potential to involve as many possible contracted forms to be performed as possible                                                                                                                                                                   | May 2021                       |
| <b>2</b>                      | Creating a treatment lesson plan<br>Designing a mini-syllabus for contraction training (for the EG)                                                  | To shape the content and design the procedure of the training sessions in detail (for the EG)                                                                                                                                                                                      | August 2021                    |
| <b>3</b>                      | Piloting the study                                                                                                                                   | To test the feasibility of the study and plan (make alterations if/when necessary)                                                                                                                                                                                                 | October 2022                   |
| <b>4</b>                      | Starting the main study by recording students' read-aloud performances (in both EG and CG.)<br>The implementation of the programme; only for the EG) | To check the sound quality, re-record if/when necessary,<br>To gather data as the basis for the analysis of the pre-treatment stage<br>To teach participants how to pronounce contractions and allow them to practise contractions                                                 | December 2022-<br>January 2023 |
| <b>5</b>                      | Beginning Praat and SPSS analyses of voice recordings                                                                                                | To determine how the contractions are or are not performed (or avoided) by the participants (comparing the two groups in terms of pauses (by checking durations, pitch and other sound features that contractions may reveal themselves along with their frequency of utilization) | January-May, 2023              |
| <b>6</b>                      | Writing the dissertation                                                                                                                             | To present and discuss the findings<br>To conclude the study                                                                                                                                                                                                                       | May-June, 2023                 |

The first stage focuses on forming the text to be recorded and read aloud by the participants, intending to include a wide range of contracted forms. The text was chosen to ensure that the participants could produce a recording with as many potential numbers and similar output of contractions as possible. After the text was formed, a pilot study was implemented to observe the feasibility of the research and plan or make any alterations, such as sound quality or the recording places, when seen as obligatory. The second stage involves creating a treatment lesson plan, which designs a mini-syllabus for contraction training specifically for the EG. The third stage involves piloting the study to test its feasibility and make any necessary alterations. The fourth stage marks the commencement of the main research, recording read-aloud performances from both the EG and CG and implementing the contraction training program exclusively for the EG. The fifth stage includes the analysis of voice recordings using Praat and SPSS software to examine the participants' performance and utilization of contractions. Finally, the sixth stage involves writing the dissertation to present and discuss the research findings, ultimately concluding the study.

### 3.4.2. Piloting the Study

A pilot study preceded the main research to determine whether there were some unpredicted issues, limitations and any weak points in the procedure, such as the use of materials developed. The pilot study involved the recordings of all participants and was expected to lay the foundations for implementing the same pattern as in the main study. Recordings were gathered from both the control and EGs in the pre-and post-treatment stages of the piloting to collect the necessary data to be compared. There were four sets of data to be analysed:

**Set 1:** Contracted and non-contracted text recordings 1 by the CG and EG before the treatment of EG.

**Set 2:** Contracted and non-contracted text recordings 2 by the CG and EG after the treatment of the EG.

**Set 3:** The Semi-structured interview question (All participants-CG after treatment):

**Set 4:** Journals (EG)



The data was compared and analysed by using two programs, Praat and SPSS.

A few amendments and changes were made during and after the pilot study. First, it was observed that some auxiliaries were underrepresented in the text. Table 4 presents an overview of the specific contractions incorporated into the read-speech text, highlighting the various forms and structures used in everyday spoken language.

Table 4.

*The Phrases Added to the Read-speech Text*

|                                   |                                    |
|-----------------------------------|------------------------------------|
| What's she do? (what + does)      | What've you planned (what + have)  |
| doesn't work (does + not)         | film's arrived (common noun + has) |
| She's retired (is + pronoun)      | mustn't miss it (must + not)       |
| Jack's bought (proper noun + has) | can't find tickets (can + not)     |
| It'd be (would)                   | won't miss it (will + not)         |
| I've got (have)                   | What'd you say? (What + did)       |
| haven't got (have + not)          | d'ye mean... (Do + pronoun)        |
| What's on (what + is)             |                                    |

These phrases showcase various contractions used in everyday language. For example, "what's she do?" combines "what" and "does" to form a contraction, while "doesn't work" combines "does" and "not." Similarly, "she's retired" unites "is" and a pronoun, and "Jack's bought" connects a proper noun and "has." The table also includes contractions like "It'd be" (would), "I've got" (have), and "haven't got" (have + not). Additionally, the table demonstrates contractions such as "what's on" (what + is), "what've you planned" (what + have), and "film's arrived" (common noun + has). Furthermore, it includes negative contractions like "mustn't miss it" (must + not), "can't find tickets" (can + not), and "won't miss it" (will + not). Lastly, the table features contractions in questions and statements like "What'd you say?" (What + did) and "d'ye mean..." (Do + pronoun).

The complete list of the auxiliaries ‘Be, Do, Have’ and ‘Modal Auxiliaries’ interacting either with pronouns or ‘not’ in negative forms have been provided in Figure 2 below:

*pr.=present; (+) affirmative; (-) negative; (?) Question; Pron= Pronoun; Aux= Auxiliary; Contr=Contraction; Adv= adverb; QW=Question Word*

| Auxiliary              | BE                     | Auxiliary                | DO                                 |
|------------------------|------------------------|--------------------------|------------------------------------|
| pr. (+) Pron + Contr.  | I'm from; I'm visiting | pr. (-) Aux + Contr.     | don't exaggerate                   |
| pr. (+) Pron + Contr.  | It's big               | pr. (-) Aux + Contr.     | doesn't work                       |
| pr. (+) Pron + Contr.  | she's retired.         | pr. (+, ?) QW + Contr.   | what's she do?                     |
| pr. (+) Pron + Contr.  | No, I'm not.           | pr. (+, ?) Aux + Contr.  | d'ye mean...                       |
| pr. (-) Aux + Contr.   | You aren't from        | past. (+, ?) QW + Contr. | What'd you say?                    |
| pr. (-) Aux + Contr.   | It isn't a big...      | <b>Auxiliary</b>         | <b>HAVE</b>                        |
| pr. (-) Pron + Contr.  | It's not a small...    | pr. (+) Pron + Contr.    | I've got no...                     |
| pr. (+) Pron + Contr.  | That's my...           | pr. (-) Pron + Contr.    | I haven't got any...               |
| pr. (+) Adv + Contr.   | There're more than     | pr. (+) Noun + Contr.    | Jack's bought some; film's arrived |
| pr. (+) Noun + Contr.  | His name's Utku        | pr. (+, ?) QW + Contr.   | what've you planned                |
| pr. (+) Noun + Contr.  | my brother's learning  | past (+) Pron + Contr.   | I'd heard that                     |
| pr. (+) QW + Contr.    | see what's on          | past (+, ?) QW + Contr.  | who'd always been                  |
| pr. (+, ?) QW + Contr. | Who's this?            | <b>Auxiliary</b>         | <b>MODALS</b>                      |
| pr. (+, ?) QW + Contr. | where're you from      | pr. (+) Modal + Contr    | mustn't miss it                    |
| pr. (+, ?) QW + Contr. | Who're living there    | pr. (-) Modal + Contr    | can't find tickets                 |
| pr. (+, ?) QW + Contr. | What're you doing      | future (-) Modal + Contr | won't miss it                      |
| past (-) Aux + contr.  | If it weren't for...   | future (+) Pron + Contr  | we'll see you                      |
| past (-) Contr + pron  | "twas                  | future (+) Pron + Contr  | he'll be studying                  |
|                        |                        | past (+) Pron + Contr    | It'd be nice                       |
|                        |                        | past (-) Modal + Contr   | I wouldn't've been...              |

Figure 2. The Full List of Be, Do, Have and Modal Auxiliaries in the Read-speech Text

Another change made was that some contractions were omitted to keep the focus of the study on auxiliaries. For instance, although the phrases ‘Let’s go’ and ‘Let us go’ were included in both texts, they have not been included in the analysis as the phrases represent a structure consisting of a verb followed by an object pronoun. Third, it was observed that a comprehensive text including all possible variations of contractions would be too challenging and complex to analyse. Fourth, it was also observed that the frequency of some contractions was less than that of others. Contractions made with *be* were prevalent in the previous version. Although the forms of *be* still dominate the text, some forms, such as ‘*he’s*’, are missing despite all the effort and some forms of DO are not included, such as ‘*didn’t*’.

Initially, the pilot study was conducted with 20 students whose level of English was B1 and above. The participants' statistics have been provided in Tables 5 and 6 below. Table 5 presents the initial number of participants in the pilot study conducted as a part of this research. The total number of students involved in the pilot study was 20, and they were divided into two groups: the CG, consisting of 10 students, and the Treatment Group, comprising 10 students, highlighting the balanced composition of the control and

treatment groups.

Table 5.

*The Initial Number of Participants in the Pilot Study*

|                                             | N  |
|---------------------------------------------|----|
| Total Number of Students in the Pilot Study | 20 |
| The number of students in the CG            | 10 |
| The number of students in the EG            | 10 |

Table 6 summarises the total number of students who ultimately participated in the pilot study, which amounted to 14 students. These participants were divided into two groups: the CG, which consisted of 8 students, and the Treatment Group, comprising six students. The table illustrates the final participant distribution in the pilot study, reflecting the end composition of the control and treatment groups.

Table 6.

*The Final Number of Participants in the Pilot Study*

|                                               | N  |
|-----------------------------------------------|----|
| Total Number of Students in the Pilot Study   | 14 |
| The number of students in the CG              | 8  |
| The number of students in the Treatment Group | 6  |

The results obtained from the pilot study provided insightful feedback about the participants and the procedure itself. The author tried to collect the recordings and implement the lesson plan online, posing another problem in the pilot study. It was seen that the pilot study participants were not eager to stick with the deadlines for the recordings. Moreover, the online attendance was not satisfactory throughout the study. Therefore, the analyses of the data gathered have been limited to the students who attended at least 80% of the classes. The number of members in the treatment group decreased from 10 to 6. However, the final number of participants dropped to 8 and 6 for the CG and EG, respectively. The drop in the number of participants underscores the importance of carefully considering the selection process. Face-to-face data collection and instruction to the EG were expected to solve a possible attendance and task involvement issue.

A change in the implementation of the semi-structured interview was regarded as necessary. The question in set 3 includes the semi-structured interview question to all participants; however, it was decided that the interview would not be implemented with the CG for fear that they would be fully aware of the focus of the texts. The situation would affect the results of the recordings collected after the treatment procedure. In other words, only the participants in the treatment group were asked to give details about their reluctance or motivation to pronounce contractions or full forms in the read-speech recordings.

Another change that had to be made was using Praat, which had initially been planned to be used to analyse all the recordings. Due to the heavy workload of exploring such a vast data set, only the recordings in which the author cannot clearly hear the use of a contracted or non-contracted form were analysed in Praat to decide whether a contracted phrase was employed. The steps taken to investigate the quantitative and qualitative data were explained in the Analysis Chapter.

Table 7 presents the results of the normality tests conducted in the EG pilot study. It provides insights into the normality testing conducted on the pre- and post-test scores for the EG in the pilot study. The table includes the statistics from the Kolmogorov-Smirnov and the Shapiro-Wilk tests, along with their respective degrees of freedom (df) and significance levels (Sig.). The variable being analyzed is the difference between the pre- and post-test scores (*preandpostdiff*). Additionally, the table mentions the utilization of the Lilliefors Significance Correction method.

Table 7.

*Pilot Study: Tests of Normality in the Pre-and Post-Test for the EG*

| <b>Pilot Study: Tests of Normality</b> |                                 |    |      |              |    |      |
|----------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                        | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                        | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| preandpostdiff                         | ,221                            | 38 | ,000 | ,857         | 38 | ,000 |

a. Lilliefors Significance Correction

The results indicate that the data deviated significantly from a normal distribution according to both tests, as evidenced by the low p-values ( $p = .000$ ). In other words, as can be seen in Table 7, the normality of the distribution is not normal (Sig.  $< .05$ ;  $p = .000$ ); therefore, the “skewness” value can be checked.

Table 8 provides descriptive statistics for the pre- and post-test results in the pilot study's EG. The table includes various statistical measures that describe the distribution and central tendencies of the data. Additional measures such as the 5% trimmed mean, median, variance, standard deviation, minimum, maximum, range, interquartile range, skewness, and kurtosis are also presented. These descriptive statistics offer a comprehensive overview of the distribution and characteristics of the pre- and post-test results for the EG in the pilot study.

Table 8.

*Pilot Study: The Descriptives for the Pre- and Post-test Results for the EG*

| Pilot Study: Descriptives |          |           |            |
|---------------------------|----------|-----------|------------|
|                           |          | Statistic | Std. Error |
| preandpostdiff            | Mean     | 1,1579    | ,17901     |
|                           | Skewness | ,563      | ,383       |
|                           | Kurtosis | -,462     | ,750       |

The mean difference between the pre- and post-test scores (*preandpostdiff*) is reported as 1.1579. The “Skewness” value in the table above is between -1 and 1, so the distribution can be accepted as ‘normal’ (George & Mallery, 2010).

After observing that the measurements between the pre-and post-tests were ‘normal’, the second step was to see if there was a significant difference between the two tests. That is, this analysis aimed to observe if the treatment of the EG yielded any meaningful results.

#### 3.4.2.1. Testing the meaningfulness of the results

Table 9 presents the paired samples correlations for the pre- and post-treatment contracted text read-speech performance in the EG of the pilot study. The table includes the number of observations (N), the correlation coefficient, and the corresponding significance level (Sig.). The correlation analysis focuses on the relationship between the pre-treatment contracted text performance and the post-treatment contracted text performance within the EG.

Table 9.

*Pilot Study: Paired Samples Correlations for Pre- and Post-Treatment Contracted Text Read-Speech Performance by the EG in the Pilot Study.*

| <b>Pilot Study: Paired Samples Correlations</b>                                                                   |    |             |      |
|-------------------------------------------------------------------------------------------------------------------|----|-------------|------|
|                                                                                                                   | N  | Correlation | Sig. |
| Pair 1 Pre-treatment Contracted text by Experimental Group & Post-treatment Contracted text by Experimental Group | 38 | ,858        | ,000 |

The results indicate a strong positive correlation ( $r = 0.858$ ,  $p < 0.001$ ), suggesting a significant association between the participants' performance in reading contracted text before and after the treatment. This table provides insights into the paired samples correlations within the EG, shedding light on the relationship between pre- and post-treatment contracted text read-speech performance in the pilot study.

Table 10 below provides the results of the paired samples test conducted for the pre- and post-treatment contracted text read-speech performance in the EG of the pilot study. The table presents various statistical measures related to the paired differences between the pre- and post-treatment performances. These measures include the mean difference, standard deviation, standard error mean, and the 95% confidence interval of the difference.

Table 10.

*Pilot Study: Paired Samples Test for Pre- and Post-Treatment Contracted Text Read-Speech Performance by the EG.*

| Pilot Study: Paired Samples Test |                                                                                                            |                    |                |                 |                                           |         |       |                 |          |       |
|----------------------------------|------------------------------------------------------------------------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|-------|-----------------|----------|-------|
|                                  |                                                                                                            | Paired Differences |                |                 |                                           | t       | df    | Sig. (2-tailed) | $\eta^2$ |       |
|                                  |                                                                                                            | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |       |                 |          |       |
|                                  |                                                                                                            |                    |                |                 | Lower                                     | Upper   |       |                 |          |       |
| Pair 1                           | Pre-treatment Contracted text by Experimental Group - Post-treatment Contracted text by Experimental Group | 1,15789            | 1,10347        | ,17901          | ,79519                                    | 1,52060 | 6,468 | 37              | ,000     | 0,027 |

The paired differences between the pre-treatment and post-treatment contracted text performances in the EG were found to have a mean difference of 1.15789, with a standard deviation of 1.10347 and a standard error mean of 0.17901. The 95% confidence interval of the difference suggests that the true population mean difference falls between 0.79519 and 1.52060. The paired samples test yielded a significant result ( $p < 0.001$ ;  $p = .000$ ) with a test statistic ( $t$ ) of 6.468 and degrees of freedom ( $df$ ) of 37. The effect size ( $\eta^2$ ) indicates a small effect of 0.027. The results in Table 10 indicate a significant difference between the two measurements. ( $t=6,468$ ,  $p = .000$ ). It can be concluded that the treatment of the EG in the pilot study played a significant role in increasing the use of contractions.

In this study, read-speech performance is studied and analysed instead of spontaneous speech because read-speech performance seems to yield a more consistent way of ensuring more controlled and unvarying data for the participants' performance. Therefore, read-speech texts have been devised in this study.

### **3.4.3. Data collection process in the main study**

The instruction of contractions, writing diaries or journals and the interviews were implemented in classroom environments in the Fall semester of 2022. The aim of the instruction and the study were explained to the EG. The participants acknowledged in advance that their participation in the research was voluntary and that they would give up taking part at any time without having to explain.

#### **3.4.3.1. Quantitative Data Collection**

Both the quantitative and qualitative data were collected in face-to-face sessions. The lessons were also carried out in classrooms. As was explained before, the online instruction and data collection procedure had posed attendance and deadline problems. Face-to-face data collection and instruction to the EG were observed to decrease the issues faced in the pilot study.

Various tools have been used in the data collection process. The first tool used was the Michigan EPT. The test was implemented to see the English level of the participants. Before taking the test, the participants were trained to familiarize themselves with the format and content of the Michigan Test.

The auditory data collected through recordings were essential to the study; therefore, students were asked to read and record their voices. The text provided had two versions, contracted and non-contracted (See Appendix B and Appendix C). The participants read the texts at their own pace in a comfortable environment. Before recording the audio, they were allowed to read and familiarize themselves with the texts so that they would minimize possible pauses and avoidances resulting from the anxiety of the first encounter with the texts. The participants were also informed that they could repeat or correct any part of their recordings when they felt they ought to or stop recording when they felt any disturbance caused by noise, health or other unexpected factors. They were also asked not to read the names which indicated the speaker in the text at the beginning of the lines. Regarding sound quality, they were recommended to choose a quiet environment and keep their device at least ten centimetres away from their mouth. The recordings were between 55 and 89 seconds in length.

The details as to how the quantitative data was analysed have been provided in the Data Analysis section.



### 3.4.3.2. Qualitative Data Collection

The qualitative data obtained in the study is significant for supporting the reliability of the results despite their nature of being subjective and ungeneralizable. Qualitative data should be utilized to strengthen the conclusions drawn by securing methodological triangulation. This type of data, as Cohen et al. (2000) suggest, ensures different perspectives on the aspects of human behaviour.

The qualitative data was concentrated on finding answers to Research Question 3 and Research Question 6.

Research Question 3:

*What are the potential reasons that drive Turkish EFL learners to avoid the production of particular contractions (if any) in English?*

The underlying data to seek answers to the question were collected via a semi-structured interview question posed to all participants:

“You seem to have avoided/had pauses reading some contractions in these sentences: ... . Could you please reflect on your preference and try to explain why you have chosen to avoid them?”

The question was asked in Turkish to all participants after completing the training.

Research Question 6:

*What are the reflections of Turkish EFL learners on the training provided?*

The underlying data to seek answers to the question were collected via a semi-structured interview question posed only to the participants in the EG:

“Please reflect on the process/effects of the training period as to why you preferred to use or avoid using contractions in your read speech.”

The participants were informed that their answers would not be evaluated as right or wrong so they could comfortably reflect on the process. They were also told that they could add any feedback about the training process other than the contractions, which are the main focus of the study. The contributors were requested to create a diary reflecting on each lesson they attended. All the information gathered was expected to consolidate the validity and reliability of the data collected and analysed.

The request to reflect on the process or effects of the training period was asked in Turkish after the participants had submitted their recordings so that the participants would

not focus on their pauses, avoidances, repetitions or self-corrections. The findings of the collected data were discussed in Chapter 5

Table 11 below presents an overview of the data sources and data collection tools used to address the research questions in the study. The table lists the research questions and specifies the corresponding data sources and data collection tools. All participants' read-speech recordings were utilised as the data source for the research questions related to morpho-phonetic contractions in English used by Turkish EFL learners in read speech. Journals and semi-structured interviews were employed as additional data collection tools to explore the potential reasons behind avoiding specific contractions. The table also highlights the data sources and tools particular to the EG, which focused on assessing the learners' ability to produce contractions following training. After-training-read-speech recordings were used to examine the learners' production of morpho-phonetic contractions.

Furthermore, pre- and after-training read-speech recordings were analyzed to determine any significant differences in the number and variety of contractions used. The reflections of the EG on the training were gathered through participant journals and additional semi-structured interviews. This table provides valuable information about the diverse data sources and collection tools used to investigate various aspects of morpho-phonetic contractions in read speech by Turkish EFL learners.

Table 11.

*Data Sources and Data Collection Tools*

| <b>Research Questions</b>                                                                                                              | <b>Data Sources</b> | <b>Data Collection Tools</b>                                     |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------|
| What morpho-phonetic contractions in English do Turkish EFL learners employ in read speech?                                            | All participants    | Read-speech recordings                                           |
| What morpho-phonetic contractions (if any) do Turkish EFL learners avoid producing in read speech?                                     | All participants    | Read-speech recordings                                           |
| What are the potential reasons that drive Turkish EFL learners to avoid the production of particular contractions (if any) in English? | All participants    | Read-speech recordings<br>Journals<br>Semi-structured interviews |
| Are Turkish EFL learners able to produce morpho-phonetic contractions following a training period regarding this fluency feature?      | EG                  | After-training read-speech recordings.                           |

(Table 11 continue)

|                                                                                                                                                                                                                                       |    |                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------|
| Can a statistically significant difference be observed in terms of the number and variety of morpho-phonetic contractions regarding read texts provided for the reading of Turkish EFL learners in the pre-and post-training periods? | EG | Pre- and After-training read-speech recordings                                 |
| What are the reflections of Turkish EFL learners on the training?                                                                                                                                                                     | EG | Participant (EG) journals<br>Semi-structured interviews<br>Researcher journals |

#### 3.4.4. Experimental Treatment

The experiment was formed to see the possible effects of the treatment on the EG. The CG and EG were selected randomly, and only the EG was exposed to treatment. The factor whose effects have been studied is the teaching of contractions applied through the treatment process. The results of the pre-, post- and delayed tests were expected to display any variations within and across the two groups.

##### 3.4.4.1. Creating the Lesson Plan

Before the implementation of the instructions, the content of the syllabus was determined. Various sources were searched. The sources on pronunciation teaching were found on the web and in libraries. The sources relevant to the study were selected, and a comprehensive list of contractions was formed. The contractions with auxiliaries have been shortlisted. In other words, only the sources focusing on contractions have been analysed. For instance, hours of YouTube videos were watched, and necessary parts were trimmed for class use. The sources were sorted out and put under separate titles to be taught through the PPP (Presentation-Practice and Production) model. Each lesson was planned to take at least 30 minutes and two sessions per week that took place for ten weeks, starting with the presentation of the topic by the instructor and practising pronunciation of the contractions through authentic videos found on <https://youglish.com>, YouTube and [sentence.yourdictionary.com](https://sentence.yourdictionary.com) and finally producing sentences with contractions together with their pronunciation. All in all, the participants in the EG were trained for a minimum of 10 hours in total.

The author of the study implemented the instructional sessions. To implement a more effective instructional procedure, the author attended a 90-hour online course titled

“VLC102-Speech Science” and completed the course successfully (See Appendix D). The program was designed, and Prof. Dr. Jürgen Handke presented the content. Unesco supports the project. It is a free online course that can be accessed for free on <https://oer-vlc.de/>. The whole course content can also be watched on the YouTube channel at <https://www.youtube.com/playlist?list=PLRIMXVU7SGRJ-uZkM6Duq5tRTAxtkrXpc>. The course starts with an overview of phonetics. It informs the participants on Speech Anatomy, Airstream Mechanisms, Phonation, Consonants, Vowels, Suprasegmental Features, Sound Waves, Speech Analysis, The Auditory System, Speech Perception, and Phonetics and Phonology. The content of the course supported the data collection, data analysis and data interpretation in the study.

Table 12 below offers an overview of the structured and comprehensive mini-syllabus designed to enhance participants' understanding and usage of contractions in English applied in the treatment phase of the study. The table outlines the various topics covered, their respective purposes, and the duration allocated to each topic.

Table 12.

*Summary of the Mini-syllabus Applied in the Treatment*

| Topic                                                 | Purpose                                                                                               | Duration |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------|
| 1. What is and is not a contraction?                  | to familiarize the participants with what is and is not meant by contractions                         | 30 min   |
| 2. Why are contractions used?                         | to inform the participants about the different uses of contractions                                   | 30 min   |
| 3. What are weak and strong forms of auxiliary verbs? | to show the underlying connection of written contractions with their spoken forms                     | 30x2 min |
| 4. Contractions with BE                               | to practise ‘to be’ forms such as BE+Nouns; BE in different tenses (Am/Is/Are/Was/Were/Has-had been)  | 30x2 min |
| 5. Contractions with DO                               | to practise ‘do’ forms in different tenses                                                            | 30x2 min |
| 6. Contractions with WILL and WOULD                   | to practise ‘will’ forms in different tenses                                                          | 30x2 min |
| 7. Contracting Modal Perfect forms                    | to practise modal perfect forms in different tenses with different models such as ‘could/would/might’ | 30x2 min |
| 8. Contractions with NOT                              | to see how ‘not’ interacts with auxiliaries and modals in all tenses and subject pronouns             | 30x4 min |
| 9. General Revision                                   | to cover all the topics in the training                                                               | 30x4 min |

(Table 12 continue)

|                                |                                                            |                  |
|--------------------------------|------------------------------------------------------------|------------------|
| 11. Post-Test (recordings)     | to obtain the data for the analysis of the recordings      | One week         |
| 12. Diaries/Journals/Documents | to receive documents for the qualitative part of the study | During the study |

The treatment sessions in the present study included a presentation of the topic, practice of the session and production of the items illustrated. The first and second parts of the training period aimed to teach what contractions are and the reasons why these contractions need to be taught or learned. The participants were informed about the definition and rationale behind the topic of contractions. The meaning and reasons were explained with supporting studies by scholars and with example sentences acquired from authentic websites and video and audio resources produced by native speakers of English. In the subsequent part of the training program, the participants were acquainted with the weak and strong forms of auxiliary verbs, which can be deemed the underlying determinant of written contraction processes. The participants were taught contractions with the auxiliaries ‘be, do, have, will’ and modal perfect structures and negative forms. All the structures were supported with many authentic examples. The structures taught were consolidated in revisional sessions.

After the training procedure ended, the recordings of the contracted and non-contracted texts were obtained to provide data for the post- and delayed test of the research. The participants were not obliged to record their voices within classrooms. They could create recordings at their own pace and in an environment they embraced. The learners were also requested to hand in their journals/diaries or any method of documentation, including their comments, thoughts, or perspectives related to the training sessions.

### 3.5. Data Analysis

This section deals with the procedure of how the data was analyzed both qualitatively and quantitatively. Both data types are dealt with under different headings: ‘Analysis of the Quantitative Data’ and ‘Analysis of the Qualitative Data’. The statistical processes gathered through different materials and tools are explained.

### 3.5.1. Analysis of the Quantitative Data

Quantitative data was gathered in the same manner as was explained in the Pilot Study section. Recordings of the texts in contracted and non-contracted versions obtained from the CG and EG through the study were analyzed with the help of SPSS software.

Recordings were gathered from both CG and EG in the pre-and post-treatment stages of the main study to gather the necessary data to be compared. There were four sets of data to be analyzed; however, the first two sets have been utilized as a source of the quantitative data to be analyzed. The analysis of the qualitative data obtained in Set 3 and 4 have been explained in the following section.

**Data set 1:** Contracted and non-contracted text recordings 1 by the CG and EG before the treatment of EG.

The data in Set 1 have been obtained to seek answers for Research Questions 1 and 2:

*RQ 1 What morpho-phonetic contractions in English do Turkish EFL learners employ in read speech?* (All participants)

*RQ 2 What morpho-phonetic contractions (if any) do Turkish EFL learners avoid producing in read speech?* (All participants)

**Data set 2:** Contracted and non-contracted text recordings 2 by the CG and EG after the treatment of EG.

The data in Set 2 have been obtained to seek answers for Research Questions 4 and 5

*RQ 4 Are Turkish EFL learners able to produce morpho-phonetic contractions following a training period regarding this fluency feature?* (Only EG recordings).

*RQ 5 Can a statistically significant difference be observed in terms of the number and variety of morpho-phonetic contractions regarding read texts provided for the reading of Turkish EFL learners in the pre-and post-training periods?* (CG and EG recordings).

The data was compared and analysed by using two programs, Praat and SPSS, the former of which made feasible the determination of how the contractions were performed or avoided by the participants. Performed or avoided contractions displayed by both groups were analyzed by checking pauses, hesitations, self-corrections, durations, and the frequency of pitches and other sound features that contractions may reveal themselves. Due to the heavy workload of analyzing such a huge set of data, only the recordings in

which the use of a contracted or non-contracted form cannot clearly be heard by the author were analysed in Praat to decide whether a phrase has been contracted or not. The latter software was utilized to analyze the quantitative data derived from recordings. The number of instances of the contractions gathered in the main study was coded as 0 (not contracted by the participant) and 1 (contracted by the participant). The number of 0's and 1's have been summed to find the number and therefore, percentage of contracted and non-contracted forms.

There have been instances where it was impossible to distinguish whether the uttered phrase included a contraction or not. The following procedure has been followed.

Step 1: Import the sound file into Praat.

Step 2: Split the phrase from the rest of the sound file.

Step 3: Find the possibly contracted interval and see the spectrogram and formants (See below for more details).

Step 4: Compare the expected contracted sounds with the ones uttered by a participant.

Step 5: Decide whether it is contracted or not.

Figure 3 below exemplifies the decision-making process following the abovementioned steps.

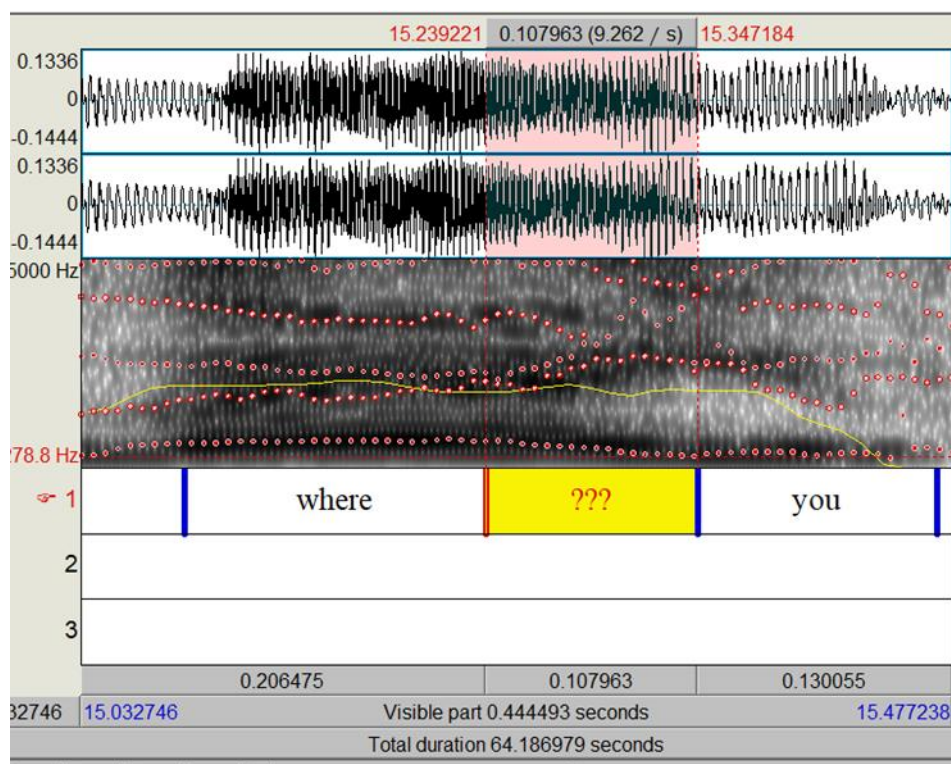


Figure 3. 'Where are' Spectrogram and Formants

The numbers are taken from Praat, the speech analysis program.

- 460 Hz (mean **F1\*** in SELECTION)

Sounds between /e/: 405 and /ɛ/: 600)

**Result:** Pharyngeal size in the uttered vowel is not as narrow as the strong form /ɑ:/: 838

- 2347 Hz (mean **F2\*** in SELECTION; sounds like a front vowel such as /i/: 2352 or /ɪ/: 2410)

**Result:** The uttered sound is not as back a vowel as /ɑ:/: 1182.

- 2952 Hz (mean **F3\*** in SELECTION)

**Duration:** 0.107963

**General Result:** The uttered word is not an /ɑ:/ (the strong form of 'are'), nor is it exactly a schwa, /ə/ (the reduced form of 'are'). (F1:500; F2: 1500; F3:2500). No stops between 'where' and 'are' are observed in the spectrogram.

**Decision made:** 'Where are' is contracted by the participant; therefore, it can be labelled as '1' in the analysis.

Below is a detailed explanation of what F1, F2 and F3 values mean:

\* F1 = Size of the pharynx (high vs low vowel height). When the sound /æ/ (F1: 860) is compared with the sound /i/ (F1: 280) or /ɑ/ (F1: 830) with /u/ (F1: 330), it can be concluded that the higher the formant frequency, the lower the vowel height or the size of the pharynx is, and vice versa.

\* F2 = Place of the tongue. (Backness vs. Frontness). This formant is about the size of the oral cavity. For instance, when the sound /i/ (F2: 2230) is compared to /ɔ/ (F2: 820), it can be observed that the more front the vowel, the higher the second formant is (but affected by lip-rounding or F3).

\* F3: Roundness of lips. (Rounded vs. unrounded). When the sounds /i/ (F3: 2890), /ʊ/ (F3: 2380), and /u:/ (F3: 2250) are analyzed, it can be observed that the lower the formant frequency, the rounder shape of the lip is.

Apart from analyzing the 1's and 0's of the utterances, various types of analyses have been adopted to interpret the data obtained in the main study. For instance, the data obtained from the read-speech performance of the CG who recorded 'Text 1' (with non-contracted forms) have been analysed in terms of the percentages of instances expected and actually performed. To exemplify this, the following statistics have been provided.

The first step consists of finding the possible number of instances of contractions in the text provided. The possible number of instances of contractions is found by multiplying the number of participants by the number of contractions (i.e., Number of



participants\*38= potential total number of contractions). In other words, because there are 38 (as was in the pilot study) contracted/contractible words/phrases in the text provided to be read aloud, and if all of the participants (supposing that there are 14 participants) read them in contracted forms rather than non-contracted ones, there is a total number of 532 (38\*14) possible occurrences of contractions uttered in the recordings.

The second step consists of calculating the percentage of the use of contractions within a group. The percentage of contractions used is calculated by dividing the actual use of contractions (128) by the expected number of instances of contractions (532) and multiplying it by 100 (i.e.,  $128/532*100= 24\%$ ). The percentage calculated for imaginary 14 participants means that out of 532 instances of contractions, only 128 have been read in the contracted form, which amounts to 24%. Note that the statistics are calculated for the non-contracted text. Having been calculated, the percentages obtained can be used to compare the performance of the two groups.

A more complicated method of analysis on SPSS was adopted to understand the complex relations between the pre-and post- and delayed tests for the EG as well as the existence of any significant difference between the EG and CG. Normality tests for the distribution of the results acquired from the recordings were also implemented. When the results failed to meet the normality level, a nonparametric Wilcoxon test was implemented to compare the test measurements. As was explained in detail previously, this test can be applied when the number of participants is thought to be insufficient. The calculations and findings of the data collected in the main study can be found in Chapter 4, Findings.

As was exemplified in the ‘Piloting the Study’ section, the normality of the measurements between the pre-and post-tests was calculated after which a possible significant difference was checked to probe if the instructional procedure possessed any meaningful results.

To observe the degree of the relationship (variance) between two variables [which are the read-speech performance of the participants and the treatment process] correlation ratio,  $\eta$  (eta) was utilised (Richardson, 2011). According to Richardson, “... eta takes the value of 0 when the independent variable explains none of the variances in the dependent variable, and it takes the value of 1 when the independent variable in question explains all of the variances in the dependent variable” (2011). The formula of Eta Squared is  $(\eta^2)= t^2/(t^2+(n-1))$ . The impact is considered as low when the Eta Squared value is between .01 and .05; medium between .06 and .13; and high over .14. For instance, the Eta squared of the pre-and post-test results in the pilot study was calculated as 0,027, which implies that

the impact of the treatment was low. The findings of the data collected in the main study can be found in Chapter 4, Findings.

### 3.5.2. Analysis of the Qualitative Data

As was discussed in detail previously (see the chapter about Research Paradigm, Participants and Sampling), the participants were selected via convenient sampling, which was stipulated by volunteerism and availability of participants and by the ease of implementation (Creswell, 2012).

The participants in the study were encouraged to keep diaries to reflect on their learning within the treatment period. They were also asked to answer semi-structured interview questions. All in all, the qualitative data obtained were analyzed through organizing and coding techniques. These techniques are utilized to ‘identify salient themes’ or any type of patterns that may emerge out of the data collected (Marshall and Rossman, 2014). Categories and sub-categories were formed, and relevant data obtained from the semi-structured interviews in Set 3 and Set 4 were placed into these segments to address the research questions asked.

Set 3: The Semi-structured interview question (CG after the treatment, EG before the treatment)

*“You seem to have avoided/had pauses reading some contractions in these sentences: ... . Could you please reflect on your preference and try to explain why you have chosen to avoid them?”*

In the pilot study, the two groups were interviewed about their preferences as to why they used or avoided contractions before the treatment sessions. However, a new CG was formed, and new recordings were to be collected due to the potential risk of eliciting answers from the CG. The risk was that the CG would become aware of the focus of the study when interviewed before all the recordings had been gathered and the interview itself was thought to have some potential to negatively affect the results of the data driven from the CG. Therefore, a new CG was formed for the main study and they were interviewed after the collection of recordings. However, awareness of the EG was not considered to have the potential to crucially affect the process, as the aim of the treatment already involved directing their focus on the contractions in this case.

The data in Set 3 have been obtained to answer Research Question 3:

*What are the potential reasons that drive Turkish EFL learners to avoid the*

*production of particular contractions (if any) in English?*

Set 4: The Semi-structured interview questions and journals (EG)

*“Please, reflect on the process/effects of the training period as to why you preferred to use or avoid using contractions in your read speech.”*

The question was asked in Turkish in the post-training period. The data in Set 4 have been obtained to answer Research Question 6:

*What are the reflections of Turkish EFL learners on the training provided?*

As has been emphasized earlier, thematic analysis was adopted to analyze the data elicited through interviews and journals. There are several reasons why the thematic analysis has been preferred. Unlike discourse and content analyses, which require a more in-depth and painstaking procedure, thematic analysis “can usefully summarize key features of a large body of data, and/or offer a ‘thick description’ of the data set” (Braun and Clarke, 2006). Braun and Clarke also allege that despite being ‘poorly demarcated’, thematic analysis is easier to learn for the researcher and apply in their research; more flexible; more readable and accessible for the target audience; more suitable in studies where participants are collaborators; more convenient for different approaches to interpret the data which may generate unexpected results.

The data have been read by the researcher to get familiar and primary ideas were written down in the page margins, on a post-it or highlighted to lay the foundation for primary codes. The codes have been noted down in context (at least one word before and one word after the code was included). The extracts selected were collated by the researcher. Mind maps have been used to visualize the themes in thematic maps. Then, the codes have been reviewed which would lead to a narrower number of themes or emerging patterns. The themes that have emerged have been reviewed, expanded, named and defined to report the findings. When the definitions of the themes had to be refined during the reviews, the maps were revised many times throughout the process. Instances of codes for the themes have been counted to provide concrete support for the analysis of the themes, which was supported by the extracts. The relevant extracts were provided to clarify the themes in the findings of the study. The emerging themes have been linked to the research questions. The thematic analysis included the repetition of the steps in a loop manner. In ensuring both the reliability and validity of the qualitative data analysis, a meticulous approach was rigorously employed. Collaborative analysis with a colleague was conducted, wherein 20% of the data was subjected to rigorous examination. This collaborative effort resulted in an 80% consistency in our findings, highlighting the

robustness of our analytical process. Subsequently, the remaining data was meticulously analyzed by the primary researcher, ensuring adherence to established consistency benchmarks. This comprehensive methodological framework underscores the commitment to upholding the validity and reliability of the study's qualitative findings.

The steps adopted and followed in the mentioned order correspond to the six steps by Braun and Clarke (2006). However, it was also considered that it is significant to make space for unforeseeable patterns without biases. This type of code or theme has been categorized as 'others' initially. Any irrelevant data have been coded as 'irrelevant' either to the focus of the study or the treatment process. The process which would create such patterns was possible thanks to the open-ended Research Questions of the study. In other words, it can be concluded that the process of reviewing the data in this study involves a more inductive approach or is more data-driven. The approach adopted by the researcher complies with Braun and Clarke (2006) who also claim that 'your method of analysis should be driven by both your research question and your broader theoretical assumptions.' Moreover, according to them, although various methods can be adopted, there is not one certain way to do the reading of the data collected and the steps might be followed flexibly.

Apart from the struggle to ensure the validity, internal coherence and consistency of the thematic mapping in a loop manner, coding in context, and creating themes with concrete and enough support, the author of the study also sought colleague support and member-checking to avoid biases. Birt et al. (2016) acknowledge member checking as a strategy to find out to what extent the conclusions drawn by researchers are in accordance with the experiences of participants. That is, the groups involved in the study contributed to the validation of the themes formed.

## CHAPTER IV

### FINDINGS OF THE STUDY

#### 4.0 Introduction

This chapter deals with the findings in the main study obtained via data collection tools utilized. The findings include the comparison of the pre-, post- and delayed recording results together with their quantitative analyses. Qualitative analyses of the interview questions and journals have also been provided.

#### 4.1. Findings of the Michigan EPT

Table 13 below shows the distribution of the scores of the participants and the case processing summary for the participant sample size in the test, which aimed to show the English level of the participants.

Table 13.

*The Number of the Participants in the Test*

| Case Processing Summary |          |          |          |          |       |          |
|-------------------------|----------|----------|----------|----------|-------|----------|
|                         | Cases    |          |          |          |       |          |
|                         | Included |          | Excluded |          | Total |          |
|                         | N        | Per cent | N        | Per cent | N     | Per cent |
| MichiganEPT             | 58       | 100,0%   | 0        | 0,0%     | 58    | 100,0%   |

Table 13 displays the number and percentage of cases included and excluded in the Michigan EPT. In this particular case, all 58 participants who took the MichiganEPT (Michigan English Placement Test) were included, resulting in a 100% inclusion rate. There were no participants excluded from the study, leading to a total of 58 cases included in the analysis.

Table 14 presents the descriptive statistics for the MichiganEPT group, including the means, standard deviation, and standard error mean. This table offers insights into the performance and distribution of scores within the MichiganEPT group, providing important information for further analysis and interpretation of the results.

Table 14.

*The Means, Standard Deviation and Standard Error within the Group*

| One-Sample Statistics |    |         |                |                 |
|-----------------------|----|---------|----------------|-----------------|
|                       | N  | Mean    | Std. Deviation | Std. Error Mean |
| MichiganEPT           | 58 | 68,3833 | 8,473471       | 1,09392         |

Table 14 shows the one-sample T-test results acquired from the analysis of the Michigan EPT. The standard deviation (Std. Deviation= 8,473471) indicates that the group comprising 58 participants is heterogeneous. In other words, the distribution of the gathered data is not clustered close to the mean but distant. On the other hand, standard errors display the precision of a sample's estimate of the population. For higher precision, the standard error must be of lower values. The standard error mean above (Std. Error Mean= 1,09392) reveals that the group may not fully represent the whole population. The sampling errors can be solved to some extent with increased participants because a sample cannot be expected to represent the real population fully. Moreover, the context of the study compels the utilisation of the random sampling strategy, which was explained in detail in previous chapters.

Table 15 below summarises the distribution of the results of the Michigan test in CEFR levels as provided by Michigan University (2006; see also Michigan EPT Details — Michigan Language Assessment, 2022).

Table 15.

*The Distribution of the Results of the Michigan Test in CEFR Levels*

| Level                       | Number of Participants |
|-----------------------------|------------------------|
| 0-29 (Beginner-A1)          | 0                      |
| 30-47 (Beginner High-A2)    | 0                      |
| 48-60 (Intermediate Low-B1) | 12                     |
| 61-74 (Intermediate-B1+)    | 27                     |
| 75-84 (Advanced Low-B2)     | 19                     |
| 85-100 (Advanced)           | 0                      |

When the results were analyzed, it was observed that the participants' levels ranged from B1 (Intermediate Low and Intermediate) to B2 (Advanced low), which is consistent with the proficiency test applied by the institution where students exceeding these levels

can continue their study in their departments.

Table 16 below presents the distribution of the results between the Experimental and the CGs after the Michigan test. The results are expected to shed light on the CEFR level of the groups, which could reflect the consistency of the results with that of the proficiency exam implemented by the participants' school.

Table 16.

*The Distribution of the Results of the Michigan Test in Levels between the Assigned Groups*

| Level                        | Number of Participants<br>in the EG | Number of Participants<br>in the CG |
|------------------------------|-------------------------------------|-------------------------------------|
| 0-29 (Beginner)              | 0                                   | 0                                   |
| 30-47 (Beginner High)        | 0                                   | 0                                   |
| 48-60 (Intermediate Low)     | 5                                   | 7                                   |
| 61-74 (Intermediate)         | 14                                  | 13                                  |
| 75-84 (Advanced Low)         | 9                                   | 10                                  |
| 85-100 (Advanced)            | 0                                   | 0                                   |
| Total number of Participants | 28                                  | 30                                  |

Table 16 shows the CEFR levels, ranging from 0-29 (Beginner) to 85-100 (Advanced). For each CEFR level, the table provides the number of participants in the EG and the CG.

Following is a breakdown of the data:

- Beginner Levels (0-29): There are no participants in either the EG or the CG at this level.
- Beginner High Levels (30-47): There are no participants in either the EG or the CG at this level.
- Intermediate Low Levels (48-60): The EG has 5 participants, while the CG has 7 participants at this level.
- Intermediate Levels (61-74): The EG has 14 participants, and the CG has 13 participants at this level.
- Advanced Low Levels (75-84): The EG has 9 participants, and the CG has 10 participants at this level.

- Advanced Levels (85-100): There are no participants in either the EG or the CG at this level.

The table also provides the total number of participants in each group. The EG has 28 participants, while the CG has 30 participants.

Overall, the table indicates the distribution of participants across different CEFR levels in the EG and the CG. It provides insights into the number of participants at each level for each group, which can be useful for evaluating the effectiveness of the assigned groups in terms of their performance in the Michigan Test.

Table 17 below presents the descriptive statistics, which compares two groups of individuals: MichiganEG (Michigan EPT EG) and MichiganCG (Michigan EPT CG).

Table 17.

*Pre-treatment Descriptives Obtained from the Michigan EPT*

|        |                                                       | Descriptives |    |                |                 |
|--------|-------------------------------------------------------|--------------|----|----------------|-----------------|
|        |                                                       | Mean         | N  | Std. Deviation | Std. Error Mean |
| Pair 1 | MichiganEG<br>(Michigan EPT<br>Experimental<br>Group) | 68,8929      | 28 | 9,69284        | 1,83177         |
|        | MichiganCG<br>(Michigan EPT<br>Control Group)         | 66,9643      | 30 | 10,71683       | 2,02529         |

According to Table 17, the mean score for MichiganEG is 68.8929, while the mean score for MichiganCG is 66.9643. The sample size for the CG is 30, while 28 for the EG. The standard deviation for MichiganEG is 9.69284, and for MichiganCG, it is 10.71683. The standard error of the mean for MichiganEG is 1.83177, and for MichiganCG, it is 2.02529. Overall, this table provides a summary of the descriptive statistics for each group, and it can be used to calculate the statistical significance of any differences between the groups using paired-sample t-tests.

The information provided in Table 18 below provides statistical information related to paired differences between two variables: MichiganEG (Michigan EG) and MichiganCG (Michigan CG), and offers insights into the differences observed between



the MichiganEG and MichiganCG in terms of the pre-treatment measurements. The results provide a pre-treatment paired samples test obtained from the Michigan English Proficiency Test (EPT). The test measures the mean, standard deviation, standard error mean, and 95% confidence interval of the difference. In addition to these statistical measures, the table also includes the t-value, degrees of freedom (df), and the significance level (p-value) associated with a two-tailed test. The paired samples test is used to compare the means of two related variables within the same group.

Table 18.

*Pre-treatment Test of Normality Obtained from the Michigan EPT*

**Tests of Normality**

|                                         | Groups             | Kolmogorov-Smirnov <sup>a</sup> |    | Shapiro-Wilk      |           |    |      |
|-----------------------------------------|--------------------|---------------------------------|----|-------------------|-----------|----|------|
|                                         |                    | Statistic                       | df | Sig.              | Statistic | df | Sig. |
| Michigan English Placement Test EG & CG | Experimental Group | ,094                            | 28 | ,200 <sup>*</sup> | ,966      | 28 | ,466 |
|                                         | Control Group      | ,096                            | 30 | ,200 <sup>*</sup> | ,956      | 30 | ,243 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 18 presents the results of normality tests, specifically the Kolmogorov-Smirnov and Shapiro-Wilk tests, conducted on the Michigan English Placement Test Experimental Group (EG) and Control Group (CG). For the Experimental Group, the Kolmogorov-Smirnov statistic yielded a value of 0.094 with 28 degrees of freedom (df) and a significance level of 0.200, while the Shapiro-Wilk statistic produced a value of 0.966 with the same degrees of freedom and a significance level of 0.466. Similarly, for the Control Group, the Kolmogorov-Smirnov and Shapiro-Wilk statistics yielded values of 0.096 and 0.956, respectively, with 30 degrees of freedom and significance levels of 0.200 and 0.243. Since the sample sizes for both the Experimental Group and the Control Group are less than 50 participants, the Shapiro-Wilk test is preferred for assessing normality. Based on the Shapiro-Wilk test results, neither the Experimental Group ( $p = 0.466$ ) nor the Control Group ( $p = 0.243$ ) demonstrates a significant departure from normal distribution at the conventional significance level of 0.05. Therefore, the data from both groups can be considered to approximately follow a normal distribution and an independent samples test was administered.

The information provided in Table 19 allows for an evaluation of the significance of the differences observed between the two groups before any treatment or intervention.

Table 19.

*Pre-treatment Independent Samples Test Obtained from the Michigan EPT*

|                                                     |                                    | Independent Samples Test                      |      |      |        |                              |                    |                          |
|-----------------------------------------------------|------------------------------------|-----------------------------------------------|------|------|--------|------------------------------|--------------------|--------------------------|
|                                                     |                                    | Levene's Test<br>for Equality of<br>Variances |      |      |        | t-test for Equality of Means |                    |                          |
|                                                     |                                    | F                                             | Sig. | t    | df     | Sig.<br>(2-<br>tailed)       | Mean<br>Difference | Std. Error<br>Difference |
| Michigan<br>English<br>Placement<br>Test EG &<br>CG | Equal<br>variances<br>assumed      | ,171                                          | ,681 | ,496 | 56     | ,622                         | 1,32619            | 2,67237                  |
|                                                     | Equal<br>variances not<br>assumed. |                                               |      | ,498 | 55,980 | ,621                         | 1,32619            | 2,66406                  |

Table 19 presents the results of an Independent Samples Test, examining the Michigan EPT scores between the EG and the CG. Levene's Test for Equality of Variances is utilized to assess whether the variances of the two groups are equal or not. The test yields a statistic of  $F = 0.171$  with a corresponding p-value of 0.681, indicating that the assumption of equal variances is met as the p-value is greater than 0.05. Consequently, the t-test for Equality of Means is conducted under the assumption of equal variances. The t-test statistic is calculated as  $t = 0.496$  with 56 degrees of freedom, resulting in a two-tailed significance level of 0.622. The mean difference between the groups is 1.32619, with a standard error difference of 2.67237. The 95% confidence interval of the difference ranges from -4.02721 to 6.67959. Further analysis with equal variances not assumed also shows non-significant results with a similar mean difference and confidence interval. In conclusion, while the EG group appears to have performed slightly better than the CG group, there is no significant difference in the Michigan EPT scores between the EG and CG, regardless of whether the assumption of equal variances is upheld or not.

## 4.2. The Analyses of the Contracted and Non-contracted Texts Pre-treatment Recordings Findings

### 4.2.1. Findings of the pre-treatment contracted and non-contracted text recordings

Table 20 lists instances of contracted forms in the non-contracted text in pre-treatment recordings. The table provides information on the occurrence of contractions in both the EG and the CG, along with the corresponding percentages. This information allows for a comparison between the two groups in terms of their tendency to use contractions. The data can be helpful in evaluating the impact of treatment or intervention on the participants' language usage and the degree to which they adopt contractions in their speech.

Table 20.

*The List of Instances of Contracted Forms in the Non-contracted Text in Pre-treatment Recordings*

| Possible contractions <b>in bold</b> in the text <b>without contractions</b> | Has the speaker in the EG |     | Has the speaker in the CG |     |
|------------------------------------------------------------------------------|---------------------------|-----|---------------------------|-----|
|                                                                              | <b>contracted</b>         |     | <b>contracted</b>         |     |
|                                                                              | the structure?            |     | the structure?            |     |
|                                                                              | (N=28)                    |     | (N=30)                    |     |
|                                                                              | YES                       | NO  | YES                       | NO  |
|                                                                              | %                         | %   | %                         | %   |
| <b>1 Who is this?</b>                                                        | 12                        | 88  | 8                         | 92  |
| <b>2 That is my...</b>                                                       | 24                        | 76  | 32                        | 68  |
| <b>3 His name is</b> Utku.                                                   | 6                         | 94  | 8                         | 92  |
| <b>4 I would not have</b> been...                                            | 27                        | 73  | 28                        | 72  |
| <b>5 If it were not</b> for...                                               | 15                        | 85  | 12                        | 88  |
| <b>6 Do not</b> exaggerate!                                                  | 6                         | 94  | 8                         | 92  |
| <b>7 No, I am</b> not.                                                       | 58                        | 42  | 60                        | 40  |
| <b>8 It was...</b>                                                           | 0                         | 100 | 0                         | 100 |
| <b>9 Who had</b> always been...                                              | 6                         | 94  | 8                         | 92  |
| <b>10 Where are</b> you from?                                                | 36                        | 64  | 32                        | 68  |

(Table 20 continue)

|                     |                                    |    |     |    |     |
|---------------------|------------------------------------|----|-----|----|-----|
| <b>11</b>           | <b>You are not</b> from...         | 30 | 70  | 32 | 68  |
| <b>12</b>           | <b>I am</b> from...                | 61 | 39  | 64 | 36  |
| <b>13</b>           | <b>It is not</b> a big...          | 15 | 85  | 20 | 80  |
| <b>14</b>           | <b>It is not</b> a small...        | 24 | 76  | 24 | 76  |
| <b>15</b>           | <b>It is</b> big.                  | 24 | 76  | 32 | 68  |
| <b>16</b>           | <b>There are</b> more than...      | 27 | 73  | 28 | 72  |
| <b>17</b>           | <b>Who are</b> living there?       | 9  | 91  | 4  | 96  |
| <b>18</b>           | <b>I had</b> heard that.           | 6  | 94  | 8  | 92  |
| <b>19</b>           | <b>What are</b> you doing?         | 21 | 79  | 20 | 80  |
| <b>20</b>           | My <b>brother is</b> learning...   | 6  | 94  | 8  | 92  |
| <b>21</b>           | <b>He will</b> be studying         | 6  | 94  | 8  | 92  |
| <b>22</b>           | <b>I am</b> visiting               | 58 | 42  | 52 | 48  |
| <b>23</b>           | <b>What does</b> she do?           | 9  | 91  | 12 | 88  |
| <b>24</b>           | ... <b>does not</b> work.          | 12 | 88  | 16 | 84  |
| <b>25</b>           | <b>She is</b> retired.             | 33 | 67  | 36 | 64  |
| <b>26</b>           | <b>Jack has</b> bought cinema...   | 0  | 100 | 0  | 100 |
| <b>27</b>           | <b>It would</b> be nice...         | 6  | 94  | 8  | 92  |
| <b>28</b>           | <b>I have</b> got no...            | 12 | 88  | 16 | 84  |
| <b>29</b>           | <b>I have not</b> got any...       | 18 | 82  | 24 | 76  |
| <b>30</b>           | ...see <b>what is</b> on.          | 9  | 91  | 12 | 88  |
| <b>31</b>           | <b>What have</b> you planned?      | 3  | 97  | 4  | 96  |
| <b>32</b>           | ... <b>film has</b> arrived.       | 0  | 100 | 0  | 100 |
| <b>33</b>           | ... <b>must not</b> miss it.       | 15 | 85  | 20 | 80  |
| <b>34</b>           | ... <b>can not</b> find tickets... | 0  | 100 | 0  | 100 |
| <b>35</b>           | ... <b>will not</b> miss it.       | 18 | 82  | 24 | 76  |
| <b>36</b>           | <b>What did</b> you say?           | 6  | 94  | 8  | 92  |
| <b>37</b>           | <b>Do you</b> mean...              | 3  | 97  | 4  | 96  |
| <b>38</b>           | <b>We will</b> see you!            | 9  | 91  | 12 | 88  |
| <b>Total number</b> |                                    | 16 | 84  | 18 | 82  |

Table 20 reflects the findings of the analysis of the non-contracted text recordings before the treatment session. It shows the results of an analysis comparing two groups of

participants regarding the use of contractions in read speech. The EG consists of 28 individuals, and the CG consists of 30 individuals. For each of the 38 structures listed, the table shows the percentage of the contracted forms uttered by the individuals in each group. ‘(YES %)’ represents the participants who have contracted the structure, and ‘(NO %)’ represents the percentage of those who have not. There are 38 possible instances of contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms uttered by the participants in both groups. Based on the results, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, although the phrase ‘Who is this?’ was provided in its full form, of all 28 participants in the EG, 12% preferred to contract it, while 88% chose to utter it the way they were provided.

#### **4.2.2. The Analyses of the Contracted and Non-contracted Texts Pre-treatment Recordings findings**

It was already observed that there was not any significant difference between the two groups when the Michigan EPT results were analysed. In order to determine if the EG and CG are similar or different in terms of their read-speech performances before the treatment, a statistical analysis to compare their performance on the test is adopted. Here are a few steps that have been followed:

Calculating the descriptive statistics: This was achieved by calculating the mean and standard deviation for each group's test scores.

Conducting a normality test: A normality test such as the Shapiro-Wilk test can be used to check if the test scores are normally distributed in each group. If the data is not normally distributed, non-parametric tests may need to be used.

Conducting a homogeneity of variance test: A homogeneity of variance test such as Levene's test can be used to check if the variances of the test scores are similar across the two groups.

Conducting a t-test or a non-parametric test: Depending on the results of the normality and homogeneity of variance tests, a t-test or a non-parametric test such as the Mann-Whitney U test might be used to compare the mean ranks of the test scores in the two groups.

Analysis of the results: Any statistically significant differences between the EG and CG can be determined based on the statistical tests. If there is a significant difference, it can be concluded that the groups are different.

It is important to note that statistical significance does not necessarily imply practical significance or significant differences between the groups. Therefore, it is essential also to consider the effect size of the observed differences.

Table 21 presents the results of a pre-treatment descriptives analysis obtained from non-contracted text by the EG and the CG. The table provides various statistics and measures related to the data distribution and central tendency. The information provided in Table 25 allows for an analysis of the distribution, central tendency, and dispersion of the data obtained from non-contracted text in the EG and CG. These measures provide insights into the characteristics of the data and can be used to assess the similarities or differences between the two groups.

Table 21.

*Pre-treatment Descriptives Analysis Obtained from Non-contracted Text by the EG and CG*

| Descriptives                      |                    |           |            |         |
|-----------------------------------|--------------------|-----------|------------|---------|
| Groups                            |                    | Statistic | Std. Error |         |
| Pre-Treatment Non-contracted Text | Experimental Group | Mean      | 6,3929     | 1,04949 |
|                                   |                    | Skewness  | ,939       | ,441    |
|                                   |                    | Kurtosis  | -,297      | ,858    |
| Comparison EG & CG                | Control Group      | Mean      | 7,1333     | 1,18393 |
|                                   |                    | Skewness  | ,952       | ,427    |
|                                   |                    | Kurtosis  | -,476      | ,833    |

Table 21 provides a summary of the Pre-Treatment Non-contracted Text Comparison data for both the EG and the CG. For the EG, the mean score is 6.3929, with a standard error of 1.04949. The skewness value is 0.939, indicating a right-skewed distribution and the kurtosis value is -0.297, suggesting a slightly flatter distribution than the normal distribution. For the CG, the mean score is 7.1333, with a standard error of 1.18393. The skewness value is 0.952, also indicating a right-skewed distribution and the kurtosis value is -0.476, indicating a slightly flatter distribution compared to the normal distribution.

Table 22 presents the results of pre-treatment tests of normality conducted on the scores obtained from non-contracted text by the EG and the CG. The table includes two tests of normality: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. These tests provide important information regarding the distributional characteristics of the data and allow researchers to make appropriate statistical inferences based on the normality assumption.

Table 22.

*Pre-treatment Tests of Normality in the Scores Obtained from Non-contracted Text by the EG and CG*

|                                   |                    | Tests of Normality              |    |      |              |    |      |
|-----------------------------------|--------------------|---------------------------------|----|------|--------------|----|------|
|                                   | Groups             | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                   |                    | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Pre-Treatment Non-contracted Text | Experimental Group | ,207                            | 28 | ,003 | ,869         | 28 | ,002 |
| Comparison EG & CG                | Control Group      | ,252                            | 30 | ,000 | ,836         | 30 | ,000 |

a. Lilliefors Significance Correction

Table 22 presents the results of normality tests, specifically the Kolmogorov-Smirnov and Shapiro-Wilk tests, conducted on the Pre-Treatment Non-contracted Text Comparison Experimental Group (EG) and Control Group (CG). For the Experimental Group, the Kolmogorov-Smirnov statistic yielded a value of 0.207 with 28 degrees of freedom (df) and a significance level of 0.003, while the Shapiro-Wilk statistic produced a value of 0.869 with the same degrees of freedom and a significance level of 0.002. Similarly, for the Control Group, the Kolmogorov-Smirnov and Shapiro-Wilk statistics yielded values of 0.252 and 0.836, respectively, with 30 degrees of freedom and both with a significance level of 0.000. The Lilliefors Significance Correction is applied to these results. These findings suggest that the assumption of normality is violated in both groups, as indicated by the significant p-values from both the Kolmogorov-Smirnov and Shapiro-Wilk tests. However, the skewness and kurtosis values (Table 24) deviate slightly from ideal values for a perfectly normal distribution, and they fall within the acceptable range (+1, -1). Therefore, it is reasonable to consider the distributions of the data to be approximately normal.

After observing that the measurements between the two groups were ‘normal’, the second step was to see if there was a significant difference between the results

obtained from the pre-treatment audio recordings.

The statistics in Table 23 provide information about the scores obtained from non-contracted text in both the EG and CG. By comparing the means and other statistics between the EG and CG, researchers can assess the differences or similarities in the scores obtained from non-contracted text in the pre-treatment phase.

Table 23.

*Pre-treatment Group Statistics in the Scores Obtained from Non-contracted Text by the EG and CG*

| Group Statistics                                     |                    |    |        |                |                 |
|------------------------------------------------------|--------------------|----|--------|----------------|-----------------|
|                                                      | Groups             | N  | Mean   | Std. Deviation | Std. Error Mean |
| Pre-Treatment Non-contracted Text Comparison EG & CG | Experimental Group | 28 | 6,3929 | 5,55337        | 1,04949         |
|                                                      | Control Group      | 30 | 7,1333 | 6,48464        | 1,18393         |

The statistics in Table 23 offer insight into the central tendency (mean), variability (standard deviation), and precision of the mean estimate (standard error) for each group. The EG has a lower mean score (6.3929) compared to the Control Group (7.1333). However, it is essential to consider the variability within each group, as indicated by the standard deviation. The Experimental Group has a standard deviation of 5.55337, while the Control Group has a slightly higher standard deviation of 6.48464, suggesting slightly greater variability in scores within the Control Group. Additionally, the standard errors of the mean provide an estimate of how much the sample mean may vary from the population mean, with higher values indicating greater uncertainty in the mean estimate.

The paired samples t-test provided in Table 24 below assesses whether there is a significant difference between the scores obtained from non-contracted text in the EG and CG. These findings provide evidence of a significant difference in the non-contracted text scores between the EG and CG in the pre-treatment phase. This information is valuable for understanding the baseline performance levels of the two groups and may have implications for further analysis and intervention evaluations.



Table 24.

*Pre-treatment Non-contracted Text Independent Samples Test Analysis Obtained from Non-contracted Text by the EG and CG*

|                                                                          |                                    | Independent Samples Test                      |      |      |        |                              |                    |                          |
|--------------------------------------------------------------------------|------------------------------------|-----------------------------------------------|------|------|--------|------------------------------|--------------------|--------------------------|
|                                                                          |                                    | Levene's Test<br>for Equality of<br>Variances |      |      |        | t-test for Equality of Means |                    |                          |
|                                                                          |                                    | F                                             | Sig. | t    | df     | Sig.<br>(2-<br>tailed)       | Mean<br>Difference | Std. Error<br>Difference |
| Pre-<br>Treatment<br>Non-<br>contracted<br>Text<br>Comparison<br>EG & CG | Equal<br>variances<br>assumed      | 1,146                                         | ,289 | -    | 56     | ,643                         | -,74048            | 1,59069                  |
|                                                                          |                                    |                                               |      | ,466 |        |                              |                    |                          |
|                                                                          | Equal<br>variances not<br>assumed. |                                               |      | -    | 55,605 | ,642                         | -,74048            | 1,58212                  |
|                                                                          |                                    |                                               |      | ,468 |        |                              |                    |                          |

Table 24 presents the results of statistical analyses comparing the Pre-Treatment Non-contracted Text Comparison scores between the EG and the CG. Levene's Test for Equality of Variances indicates that the assumption of equal variances is met, suggesting similar variability in scores between groups. The t-tests for Equality of Means reveal non-significant differences in mean scores between the two groups, regardless of whether equal variances are assumed or not. These findings suggest that there is no statistically significant distinction in Pre-Treatment Non-contracted Text Comparison scores between the Experimental and Control Groups, indicating comparable performance levels across both groups.

Table 25 reflects a list of instances of contracted forms in the contracted text in pre-treatment recordings. The table provides information on the occurrence of contractions in both the EG and the CG, along with the corresponding percentages. This information allows for a comparison between the two groups regarding their tendency to use contractions. The data can help evaluate the impact of treatment or intervention on the participants' language usage and the degree to which they adopt contractions in their speech.

Table 25.

*The List of Instances of Contracted Forms in the Contracted Text in Pre-Treatment Recordings*

|    | Possible contractions <b>in bold</b> in the text with<br><b>contractions</b> | Has the<br>speaker in the<br>EG<br><b>contracted</b><br>the structure?<br>(N=28) |    | Has the<br>speaker in the<br>CG<br><b>contracted</b><br>the structure?<br>(N=30) |    |
|----|------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------|----|
|    |                                                                              | YES                                                                              | NO | YES                                                                              | NO |
|    |                                                                              | %                                                                                | %  | %                                                                                | %  |
|    |                                                                              |                                                                                  |    |                                                                                  |    |
| 1  | <b>Who's</b> this? (is)                                                      | 58                                                                               | 42 | 68                                                                               | 32 |
| 2  | <b>That's</b> my... (is)                                                     | 82                                                                               | 18 | 84                                                                               | 16 |
| 3  | His <b>name's</b> Utku. (is)                                                 | 45                                                                               | 55 | 52                                                                               | 48 |
| 4  | I <b>wouldn't've</b> been...(also <b>wouldn't</b> have)                      | 91                                                                               | 9  | 96                                                                               | 4  |
| 5  | If it <b>weren't</b> for...                                                  | 91                                                                               | 9  | 96                                                                               | 4  |
| 6  | <b>Don't</b> exaggerate!                                                     | 88                                                                               | 12 | 100                                                                              | 0  |
| 7  | No, <b>I'm</b> not.                                                          | 82                                                                               | 18 | 84                                                                               | 16 |
| 8  | <b>'twas</b> ... (it was)                                                    | 61                                                                               | 39 | 72                                                                               | 28 |
| 9  | <b>Who'd</b> always been... (had)                                            | 100                                                                              | 0  | 100                                                                              | 0  |
| 10 | <b>Where're</b> you from?                                                    | 39                                                                               | 61 | 36                                                                               | 64 |
| 11 | <b>You aren't</b> from...(also <b>you're</b> not)                            | 97                                                                               | 3  | 96                                                                               | 4  |
| 12 | <b>I'm</b> from...                                                           | 73                                                                               | 27 | 72                                                                               | 28 |
| 13 | <b>It isn't</b> a big...(also <b>it's</b> not)                               | 88                                                                               | 12 | 92                                                                               | 8  |
| 14 | <b>It's not</b> a small...(also <b>it isn't</b> )                            | 42                                                                               | 58 | 40                                                                               | 60 |
| 15 | <b>It's</b> big. (is)                                                        | 58                                                                               | 42 | 60                                                                               | 40 |
| 16 | <b>There're</b> more than...                                                 | 55                                                                               | 45 | 56                                                                               | 44 |
| 17 | <b>Who're</b> living there?                                                  | 33                                                                               | 67 | 36                                                                               | 64 |
| 18 | <b>I'd</b> heard that. (had)                                                 | 48                                                                               | 52 | 56                                                                               | 44 |
| 19 | <b>What're</b> you doing?                                                    | 24                                                                               | 76 | 24                                                                               | 76 |
| 20 | My <b>brother's</b> learning...(is)                                          | 94                                                                               | 6  | 92                                                                               | 8  |
| 21 | <b>He'll</b> be studying...                                                  | 58                                                                               | 42 | 52                                                                               | 48 |
| 22 | <b>I'm</b> visiting...                                                       | 70                                                                               | 30 | 68                                                                               | 32 |

(Table 25 continue)

|                     |                                                   |     |    |     |    |
|---------------------|---------------------------------------------------|-----|----|-----|----|
| <b>23</b>           | <b>What's</b> she do? (does)                      | 73  | 27 | 80  | 20 |
| <b>24</b>           | ... <b>doesn't</b> work.                          | 85  | 15 | 96  | 4  |
| <b>25</b>           | <b>She's</b> retired. (is)                        | 73  | 27 | 80  | 20 |
| <b>26</b>           | <b>Jack's</b> bought cinema...(has)               | 100 | 0  | 100 | 0  |
| <b>27</b>           | <b>It'd</b> be nice...(would)                     | 42  | 58 | 56  | 44 |
| <b>28</b>           | <b>I've</b> got no...                             | 42  | 58 | 48  | 52 |
| <b>29</b>           | <b>I haven't</b> got any...                       | 100 | 0  | 100 | 0  |
| <b>30</b>           | ...see <b>what's</b> on. (is)                     | 97  | 3  | 96  | 4  |
| <b>31</b>           | <b>What've</b> you planned?                       | 52  | 48 | 60  | 40 |
| <b>32</b>           | ... <b>film's</b> arrived.                        | 79  | 21 | 80  | 20 |
| <b>33</b>           | ... <b>mustn't</b> miss it.                       | 88  | 12 | 92  | 8  |
| <b>34</b>           | ... <b>can't</b> find tickets...                  | 94  | 6  | 92  | 8  |
| <b>35</b>           | ... <b>won't</b> miss it. (also ' <b>ll not</b> ) | 88  | 12 | 92  | 8  |
| <b>36</b>           | <b>What'd</b> you say? (did)                      | 39  | 61 | 44  | 56 |
| <b>37</b>           | <b>D'ye</b> mean...                               | 48  | 52 | 56  | 44 |
| <b>38</b>           | <b>We'll</b> see you!                             | 52  | 48 | 60  | 40 |
| <b>Total number</b> |                                                   | 67  | 33 | 73  | 27 |

The EG consists of 28 individuals, and the CG consists of 30 individuals. There are 38 possible instances of contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms as was uttered by the participants in both groups. Based on the results, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, the phrase 'Who's this?' was provided in the contracted, and out of 28 participants in the EG, 58% of them preferred to contract it. In contrast, 42% chose to utter it in its full form, although it was written in contracted form.

#### 4.2.3. The Analyses of the Contracted texts pre-treatment recordings findings

The descriptive statistics in Table 26 provide information about the distribution and central tendency of the differences in scores obtained from the contracted text in the pre-treatment phase for both the EG and CG. They give insights into the range, variability,

skewness, and kurtosis of the data. Additionally, the confidence interval provides an estimate of the precision of the mean difference. The findings can be helpful in understanding the baseline performance levels and distribution characteristics of the two groups concerning the contracted text. They may also inform further group analyses and comparisons in subsequent treatments or interventions.

Table 26.

*Pre-treatment Descriptives Obtained from Contracted Text by the EG and CG*

| Descriptives                                     |                             |           |            |
|--------------------------------------------------|-----------------------------|-----------|------------|
| Groups                                           |                             | Statistic | Std. Error |
| Pre-Treatment Contracted Text Comparison EG & CG | Mean                        | 25,5714   | 1,11202    |
|                                                  | Experimental Group Skewness | -,091     | ,441       |
|                                                  | Kurtosis                    | -1,402    | ,858       |
|                                                  | Mean                        | 23,6667   | ,96649     |
|                                                  | Control Group Skewness      | ,194      | ,427       |
|                                                  | Kurtosis                    | -,839     | ,833       |

Table 26 provides a comprehensive summary of key statistics for the Pre-Treatment Contracted Text Comparison data within the EG and the CG. In the EG, the mean score is 25.5714. The skewness value is -0.091, suggesting a slight left skew and the kurtosis value is -1.402, indicating a flatter distribution than the normal distribution.

Similarly, in the CG, the mean score is 23.6667. The skewness value is 0.194, suggesting a slight right skew and the kurtosis value is -0.839, indicating a slightly flatter distribution compared to the normal distribution. Overall, both groups exhibit similar characteristics in terms of central tendency, variability, and distribution shape, providing valuable insights for understanding and comparing the Pre-Treatment Contracted Text Comparison scores between the EG and CG.

In summary, the analysis of the results in Table 26 indicates that there is a slight difference in performance between the EG and CG on the contracted text in the pre-treatment phase. However, there is variability within each group, suggesting that individual differences play a role in participants' performance. The results also highlight the need for further analysis and comparisons between the groups to better understand the impact of contracted text on performance.

Table 27 below presents the results of pre-treatment tests of normality in the scores obtained from the contracted text by the EG and CGs. The table includes two statistical

tests of normality: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. These tests aim to assess whether the scores obtained from the EG and CG's contracted text follow a normal distribution. A normal distribution is a common assumption in many statistical analyses, and these tests help determine if this assumption holds true for the data.

Table 27.

*Pre-treatment Tests of Normality in the Scores Obtained from Contracted Text by the EG and CG*

|                                                  |                    | Tests of Normality              |    |       |              |    |      |
|--------------------------------------------------|--------------------|---------------------------------|----|-------|--------------|----|------|
|                                                  | Groups             | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                                  |                    | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Pre-Treatment Contracted Text Comparison EG & CG | Experimental Group | ,143                            | 28 | ,147  | ,926         | 28 | ,048 |
|                                                  | Control Group      | ,091                            | 30 | ,200* | ,966         | 30 | ,431 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 27 presents the results of normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, for the Pre-Treatment Contracted Text Comparison data within the EG and the CG. For the EG, the Kolmogorov-Smirnov statistic is reported as 0.143 with 28 degrees of freedom (df), yielding a significance level of 0.147. Meanwhile, the Shapiro-Wilk statistic is 0.926 with the same degrees of freedom, resulting in a significance level of 0.048. In contrast, for the CG, the Kolmogorov-Smirnov and Shapiro-Wilk statistics are 0.091 and 0.966, respectively, with 30 degrees of freedom. The results suggest that the assumption of normality is met for the Control Group based on both tests. Still, for the Experimental Group, while the Kolmogorov-Smirnov test indicates no significant departure from normality, the Shapiro-Wilk test suggests a significant departure at the 0.05 level. However, as the skewness value is between +1, -1 in Table 26, the distribution can be accepted as normal.

After observing that the measurements between the two groups were 'normal', the next step was to see if there was a significant difference between the results obtained from the pre-treatment audio recordings. Table 28 shows the descriptive statistics of the Paired Samples Statistics for the Pre-treatment Contracted Text Scores of the EG and CG.

Table 28.

*Pre-treatment Group Statistics Obtained from Contracted Text by the EG and CG*

| Group Statistics         |                    |    |         |                |                 |
|--------------------------|--------------------|----|---------|----------------|-----------------|
|                          | Groups             | N  | Mean    | Std. Deviation | Std. Error Mean |
| Pre-Treatment Contracted | Experimental Group | 28 | 25,5714 | 5,88424        | 1,11202         |
| Text Comparison EG & CG  | Control Group      | 30 | 23,6667 | 5,29367        | ,96649          |

Table 28 provides key descriptive statistics for the Pre-Treatment Contracted Text Comparison data within both the Experimental Group (EG) and the Control Group (CG). In the Experimental Group, comprised of 28 participants, the mean score is 25.5714, with a standard deviation of 5.88424 and a standard error of the mean of 1.11202. Conversely, in the Control Group, consisting of 30 participants, the mean score is 23.6667, with a slightly lower standard deviation of 5.29367 and a standard error of the mean of 0.96649. These statistics offer insights into the central tendency, variability, and precision of the mean estimate for each group, facilitating comparisons between the Experimental and Control Groups in the Pre-Treatment Contracted Text Comparison data. The table shows that the EG has a higher mean score on the Pre-treatment Contracted text variable than the CG, meaning that the EG preferred to use contractions more than the EG.

Table 29 below presents an independent samples test analysis conducted on the pre-treatment contracted text scores obtained from the EG and CG. It may shed light on the comparison of the scores in performances for both groups.

Table 29.

*Pre-treatment Contracted Text Independent Samples Test Analysis Obtained from Contracted Text by the EG and CG*

| Independent Samples Test                                                  |                                   |       |      |       |        |                         |            |                          |
|---------------------------------------------------------------------------|-----------------------------------|-------|------|-------|--------|-------------------------|------------|--------------------------|
| Levene's Testt-test for Equality of Means<br>for Equality<br>of Variances |                                   |       |      |       |        |                         |            |                          |
|                                                                           |                                   | F     | Sig. | t     | df     | Sig. (2-Mean<br>tailed) | Difference | Std. Error<br>Difference |
| Pre-Treatment<br>Contracted<br>Text<br>Comparison<br>EG & CG              | Equal<br>variances<br>assumed     | 1,198 | ,278 | 1,298 | 56     | ,200                    | 1,90476    | 1,46788                  |
|                                                                           | Equal<br>variances<br>not assumed |       |      | 1,293 | 54,333 | ,202                    | 1,90476    | 1,47332                  |

Table 29 presents the outcomes of statistical analyses comparing the Pre-Treatment Contracted Text Comparison scores between the EG and the CG. Levene's Test for Equality of Variances indicates no significant difference in variances between groups, supporting the assumption of equal variances. Subsequently, the t-tests for Equality of Means reveal non-significant differences in mean scores between the two groups, regardless of whether equal variances are assumed or not. The mean difference between groups is 1.90476 when equal variances are assumed and 1.90476 when not assumed, with corresponding confidence intervals spanning from -1.03576 to 4.84529 and from -1.04866 to 4.85818, respectively. Consequently, the results suggest that there is no statistically significant distinction in Pre-Treatment Contracted Text Comparison scores between the Experimental and Control Groups, indicating comparable performance levels across both groups.

#### **4.2.4. Findings of the post-treatment Contracted and Non-contracted texts recordings**

Table 30 lists instances of contracted forms in the non-contracted text in post-treatment recordings. The table provides information on the occurrence of contractions in both the EG and the CG, along with the corresponding percentages. This information allows for a comparison between the two groups in terms of their tendency to use contractions. The data can be helpful in evaluating the impact of treatment or intervention on the participants' language usage and the degree to which they adopt contractions in their speech.

Table 30.

*The list of Instances of Contracted Forms in the Non-contracted Text in Post-treatment Recordings*

|    | Possible contractions <b>in bold</b> in the text <b>without contractions</b> | Has the speaker in the EG                  |         | Has the speaker in the CG                  |         |
|----|------------------------------------------------------------------------------|--------------------------------------------|---------|--------------------------------------------|---------|
|    |                                                                              | <b>contracted</b> the structure?<br>(N=28) |         | <b>contracted</b> the structure?<br>(N=30) |         |
|    |                                                                              | YES<br>%                                   | NO<br>% | YES<br>%                                   | NO<br>% |
| 1  | Who <b>is</b> this?                                                          | 18                                         | 82      | 10                                         | 90      |
| 2  | That <b>is</b> my...                                                         | 29                                         | 71      | 36                                         | 64      |
| 3  | His <b>name is</b> Utku.                                                     | 8                                          | 92      | 7                                          | 93      |
| 4  | I <b>would not have</b> been...                                              | 30                                         | 70      | 35                                         | 65      |
| 5  | If it <b>were not</b> for...                                                 | 16                                         | 84      | 11                                         | 89      |
| 6  | <b>Do not</b> exaggerate!                                                    | 10                                         | 90      | 14                                         | 86      |
| 7  | No, I <b>am</b> not.                                                         | 64                                         | 36      | 50                                         | 50      |
| 8  | It <b>was</b> ...                                                            | 5                                          | 95      | 0                                          | 100     |
| 9  | Who <b>had</b> always been...                                                | 11                                         | 89      | 10                                         | 90      |
| 10 | Where <b>are</b> you from?                                                   | 39                                         | 61      | 36                                         | 64      |
| 11 | You <b>are not</b> from...                                                   | 33                                         | 67      | 30                                         | 70      |
| 12 | I <b>am</b> from...                                                          | 68                                         | 32      | 70                                         | 30      |
| 13 | It <b>is not</b> a big...                                                    | 20                                         | 80      | 24                                         | 76      |
| 14 | It <b>is not</b> a small...                                                  | 28                                         | 72      | 26                                         | 74      |
| 15 | It <b>is</b> big.                                                            | 29                                         | 71      | 26                                         | 74      |
| 16 | <b>There are</b> more than...                                                | 31                                         | 69      | 24                                         | 76      |
| 17 | Who <b>are</b> living there?                                                 | 14                                         | 86      | 2                                          | 98      |
| 18 | I <b>had</b> heard that.                                                     | 8                                          | 92      | 10                                         | 90      |
| 19 | What <b>are</b> you doing?                                                   | 40                                         | 60      | 18                                         | 82      |
| 20 | My <b>brother is</b> learning...                                             | 15                                         | 85      | 10                                         | 90      |
| 21 | He <b>will</b> be studying                                                   | 25                                         | 75      | 16                                         | 84      |
| 22 | I <b>am</b> visiting                                                         | 78                                         | 22      | 60                                         | 40      |
| 23 | What <b>does</b> she do?                                                     | 28                                         | 72      | 10                                         | 90      |
| 24 | ... <b>does not</b> work.                                                    | 25                                         | 75      | 20                                         | 80      |
| 25 | She <b>is</b> retired.                                                       | 42                                         | 58      | 40                                         | 60      |
| 26 | Jack <b>has</b> bought cinema...                                             | 26                                         | 74      | 4                                          | 96      |
| 27 | It <b>would</b> be nice...                                                   | 19                                         | 81      | 6                                          | 94      |
| 28 | I <b>have</b> got no...                                                      | 22                                         | 78      | 14                                         | 86      |
| 29 | I <b>have not</b> got any...                                                 | 36                                         | 64      | 28                                         | 72      |
| 30 | ...see <b>what is</b> on.                                                    | 29                                         | 71      | 8                                          | 92      |
| 31 | What <b>have</b> you planned?                                                | 15                                         | 85      | 4                                          | 96      |



(Table 30 continue)

|                     |                                   |    |    |    |    |
|---------------------|-----------------------------------|----|----|----|----|
| <b>32</b>           | <b>...film has</b> arrived.       | 12 | 88 | 2  | 98 |
| <b>33</b>           | <b>...must not</b> miss it.       | 27 | 73 | 26 | 74 |
| <b>34</b>           | <b>...can not</b> find tickets... | 42 | 58 | 4  | 96 |
| <b>35</b>           | <b>...will not</b> miss it.       | 26 | 74 | 20 | 80 |
| <b>36</b>           | <b>What did</b> you say?          | 10 | 90 | 4  | 96 |
| <b>37</b>           | <b>Do you</b> mean...             | 5  | 95 | 2  | 98 |
| <b>38</b>           | <b>We will</b> see you!           | 36 | 64 | 20 | 80 |
| <b>Total number</b> |                                   | 27 | 73 | 19 | 81 |

According to Table 30, the EG consists of 28 individuals and the CG consists of 30 individuals. For each of the 38 structures listed, the table shows the percentage of the contracted forms uttered by the individuals in each group. ‘(YES %)’ represents the participants who have contracted the structure, and ‘(NO %)’ represents the percentage of those who have not. There are 38 possible instances of contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms as was uttered by the participants in both groups. Based on the results, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, although the phrase ‘Who is this?’ was provided in its full form, of all 28 participants in the EG, 18% preferred to contract it, while 82% chose to utter it the way they were provided.

Table 31 presents a post-treatment descriptives analysis conducted on the non-contracted text scores obtained from the EG and CG. The table provides various statistics and measures to describe the distribution and central tendency of the data. By examining these descriptive statistics and measures, a better understanding of the characteristics and distribution of the post-treatment non-contracted text scores can be gained in the study. This information can help interpret the study results, compare groups, detect outliers or unusual patterns, and assess the suitability of statistical tests and assumptions in an analysis.

Table 31.

*Post-treatment Descriptives Analysis Obtained from the Non-contracted Text by the EG and CG*

| Descriptives                                          |                    |           |               |
|-------------------------------------------------------|--------------------|-----------|---------------|
| Groups                                                |                    | Statistic | Std. Error    |
| Post-Treatment Non-contracted Text Comparison EG & CG | Experimental Group | Mean      | 6,5000 ,93647 |
|                                                       |                    | Skewness  | ,826 ,441     |
|                                                       |                    | Kurtosis  | -,613 ,858    |
|                                                       | Control Group      | Mean      | 6,8667 ,90431 |
|                                                       |                    | Skewness  | ,450 ,427     |
|                                                       |                    | Kurtosis  | -1,141 ,833   |

Table 31 provides a comprehensive summary of key statistics for the Post-Treatment Non-contracted Text Comparison data within both the EG and the CG. In the EG, the mean score is 6.5000. The skewness value is 0.826, indicating a moderate right skew and the kurtosis value is -0.613, suggesting a slightly flatter distribution than the normal distribution.

Similarly, in the CG, the mean score is 6.8667. The skewness value is 0.450, indicating a slight right skew and the kurtosis value is -1.141, suggesting a flatter distribution compared to the normal distribution. Overall, both groups exhibit similar characteristics in terms of central tendency, variability, and distribution shape, providing valuable insights for understanding and comparing the Post-Treatment Non-contracted Text Comparison scores between the Experimental and Control Groups.

Table 32 presents the results of post-treatment tests of normality conducted on the scores obtained from the non-contracted text by the EG and CGs. Two normality tests were performed, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test.

Table 32.

*Post-treatment Tests of Normality in the Scores Obtained from Non-contracted Text by the EG and CG*

| Tests of Normality                           |        |                                 |    |      |              |    |      |
|----------------------------------------------|--------|---------------------------------|----|------|--------------|----|------|
|                                              | Groups | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                              |        | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Post-Treatment                               | EG     | ,183                            | 28 | ,017 | ,875         | 28 | ,003 |
| Non-contracted<br>Text Comparison<br>EG & CG | CG     | ,149                            | 30 | ,087 | ,912         | 30 | ,017 |

a. Lilliefors Significance Correction

Table 32 presents the results of normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, for the Post-Treatment Non-contracted Text Comparison data within both the Experimental Group (EG) and the Control Group (CG). In the Experimental Group, the Kolmogorov-Smirnov statistic is reported as 0.183 with 28 degrees of freedom (df), resulting in a significance level of 0.017. Similarly, the Shapiro-Wilk statistic is 0.875 with the same degrees of freedom, yielding a significance level of 0.003. Conversely, for the Control Group, the Kolmogorov-Smirnov and Shapiro-Wilk statistics are 0.149 and 0.912, respectively, with 30 degrees of freedom. The corresponding significance levels are 0.087 and 0.017. With consideration for Lilliefors Significance Correction, these results indicate that the assumption of normality is violated for both groups, as indicated by significant p-values from the Shapiro-Wilk tests. A nonparametric Wilcoxon test was implemented to compare the pre- and post-test measurements for the two groups. This test can be applied when the number of participants is thought to be insufficient (<50). “Wilcoxon signed-rank test is used to compare two related samples, matched samples, or to conduct a paired difference test of repeated measurements on a single sample to assess whether their population mean ranks differ” (Xia, 2020). “The goal of the test is to determine if two or more sets of pairs are different from one another in a statistically significant manner” (Hayes, 2022).

Table 33.

*Post-treatment Wilcoxon Signed Ranks Test in the Scores Obtained from Non-contracted Text by the EG and CG*

| Wilcoxon Signed Ranks Test                                                                                     |                |                 |           |              |
|----------------------------------------------------------------------------------------------------------------|----------------|-----------------|-----------|--------------|
|                                                                                                                |                | N               | Mean Rank | Sum of Ranks |
| Post-treatment Non-contracted text by Control Group - Post-treatment Non-contracted text by Experimental Group | Negative Ranks | 32 <sup>a</sup> | 20,86     | 667,50       |
|                                                                                                                | Positive Ranks | 6 <sup>b</sup>  | 12,25     | 73,50        |
|                                                                                                                | Ties           | 0 <sup>c</sup>  |           |              |
|                                                                                                                | Total          | 38              |           |              |

a. Post-treatment Non-contracted text by Control Group < Post-treatment Non-contracted text by Experimental Group

b. Post-treatment Non-contracted text by Control Group > Post-treatment Non-contracted text by Experimental Group

c. Post-treatment Non-contracted text by Control Group = Post-treatment Non-contracted text by Experimental Group

Table 33 presents the results of the post-treatment Wilcoxon Signed Ranks Test conducted on the scores obtained from the non-contracted text by the EG and CGs. The analysis reveals that the post-treatment non-contracted text scores from the CG were significantly lower than those from the EG, as indicated by the larger number of negative ranks (32) compared to positive ranks (6). No ties were observed, indicating no cases of equal scores between the two groups. These findings suggest that the experimental intervention positively impacted the non-contracted text scores, leading to higher scores than the control condition. The Wilcoxon Signed Ranks Test provides robust evidence of this difference, supporting the effectiveness of the intervention in improving the non-contracted text performance in the EG.

The following are the results of the post-treatment test statistics (Table 34) obtained from the non-contracted text scores of the EG and CG. The Wilcoxon Signed Ranks Test, a non-parametric alternative to the paired samples t-test, was conducted to compare the paired samples. It is used to determine whether there is a significant difference between the two samples.

Table 34.

*Post-treatment Test Statistics Obtained from Non-contracted Text by the EG and CG*

| Test Statistics <sup>a</sup> |                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|                              | Post-treatment Non-contracted text by<br>Control Group - Post-treatment Non-<br>contracted text by Experimental Group |
| Z                            | -4,310 <sup>b</sup>                                                                                                   |
| Asymp. Sig. (2-tailed)       | ,000                                                                                                                  |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The test statistic, Z, has a value of -4.310, indicating a significant difference between the post-treatment non-contracted text scores of the control and EGs. The associated p-value (Asymp. Sig.) is 0.000, further supporting the significance of the observed difference. The negative ranks correspond to cases where the first group (CG) has a lower value than the second group (EG). In comparison, the positive ranks correspond to cases where the CG has a higher value than the EG. Ties occur when there are equal values in both groups. In this case, the test results suggest that there is a significant difference between the two groups ( $p = .000$ ), as evidenced by the fact that the sum of ranks for the negative ranks is much larger than the sum of ranks for the positive ranks. This suggests that the CG had significantly lower scores on the post-treatment non-contracted text compared to the EG. In other words, these findings provide strong evidence that the experimental intervention had a significant positive impact on the non-contracted text scores, resulting in improved performance compared to the control condition.

Table 35 below reflects the findings of the analysis of the contracted text recordings after the treatment session. It shows the results obtained from the recordings comparing two groups of participants regarding the use of contractions in read speech. The EG consists of 28 individuals, and the CG consists of 30 individuals.

Table 35.

*The List of Instances of Contracted Forms in the Contracted Text in Post-treatment Recordings*

|    | Possible contractions <b>in bold</b> in the text with<br>contractions | Has the<br>speaker in the<br>EG<br><b>contracted</b> the<br>structure?<br>(N=28) |         | Has the<br>speaker in the<br>CG <b>contracted</b><br>the structure?<br>(N=30) |      |
|----|-----------------------------------------------------------------------|----------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------|------|
|    |                                                                       | YES<br>%                                                                         | NO<br>% | YES<br>%                                                                      | NO % |
| 1  | <b>Who's</b> this? (is)                                               | 72                                                                               | 28      | 60                                                                            | 40   |
| 2  | <b>That's</b> my... (is)                                              | 96                                                                               | 4       | 80                                                                            | 20   |
| 3  | His <b>name's</b> Utku.(is)                                           | 56                                                                               | 44      | 54                                                                            | 46   |
| 4  | I <b>wouldn't've</b> been...(also <b>wouldn't</b> have)               | 94                                                                               | 6       | 90                                                                            | 10   |
| 5  | If it <b>weren't</b> for...                                           | 96                                                                               | 4       | 94                                                                            | 6    |
| 6  | <b>Don't</b> exaggerate!                                              | 94                                                                               | 6       | 100                                                                           | 0    |
| 7  | No, <b>I'm</b> not.                                                   | 90                                                                               | 10      | 88                                                                            | 12   |
| 8  | <b>'twas</b> ... (it was)                                             | 70                                                                               | 30      | 66                                                                            | 34   |
| 9  | <b>Who'd</b> always been... (had)                                     | 96                                                                               | 4       | 96                                                                            | 4    |
| 10 | <b>Where're</b> you from?                                             | 42                                                                               | 58      | 32                                                                            | 68   |
| 11 | <b>You aren't</b> from...(also <b>you're</b> not)                     | 98                                                                               | 2       | 94                                                                            | 6    |
| 12 | <b>I'm</b> from...                                                    | 86                                                                               | 14      | 80                                                                            | 20   |
| 13 | <b>It isn't</b> a big...(also <b>it's</b> not)                        | 90                                                                               | 10      | 92                                                                            | 8    |
| 14 | <b>It's not</b> a small...(also <b>it isn't</b> )                     | 50                                                                               | 50      | 44                                                                            | 56   |
| 15 | <b>It's</b> big. (is)                                                 | 66                                                                               | 34      | 70                                                                            | 30   |
| 16 | <b>There're</b> more than...                                          | 58                                                                               | 42      | 54                                                                            | 46   |
| 17 | <b>Who're</b> living there?                                           | 36                                                                               | 64      | 32                                                                            | 68   |
| 18 | <b>I'd</b> heard that. (had)                                          | 56                                                                               | 44      | 60                                                                            | 40   |

(Table 35 continue)

|                     |                                          |     |    |     |    |
|---------------------|------------------------------------------|-----|----|-----|----|
| <b>19</b>           | <b>What're</b> you doing?                | 30  | 70 | 22  | 78 |
| <b>20</b>           | My <b>brother's</b> learning...(is)      | 96  | 4  | 84  | 16 |
| <b>21</b>           | <b>He'll</b> be studying...              | 70  | 30 | 60  | 40 |
| <b>22</b>           | <b>I'm</b> visiting...                   | 86  | 14 | 74  | 26 |
| <b>23</b>           | <b>What's</b> she do? (does)             | 76  | 24 | 82  | 18 |
| <b>24</b>           | ... <b>doesn't</b> work.                 | 88  | 12 | 96  | 4  |
| <b>25</b>           | <b>She's</b> retired. (is)               | 90  | 10 | 84  | 16 |
| <b>26</b>           | <b>Jack's</b> bought cinema...(has)      | 100 | 0  | 94  | 6  |
| <b>27</b>           | <b>It'd</b> be nice...(would)            | 50  | 50 | 50  | 50 |
| <b>28</b>           | <b>I've</b> got no...                    | 66  | 34 | 52  | 48 |
| <b>29</b>           | <b>I haven't</b> got any...              | 100 | 0  | 100 | 0  |
| <b>30</b>           | ...see <b>what's</b> on. (is)            | 98  | 2  | 96  | 4  |
| <b>31</b>           | <b>What've</b> you planned?              | 66  | 34 | 52  | 48 |
| <b>32</b>           | ... <b>film's</b> arrived.               | 82  | 18 | 76  | 24 |
| <b>33</b>           | ... <b>mustn't</b> miss it.              | 94  | 6  | 94  | 6  |
| <b>34</b>           | ... <b>can't</b> find tickets...         | 94  | 6  | 94  | 6  |
| <b>35</b>           | ... <b>won't</b> miss it. (also 'll not) | 92  | 8  | 90  | 10 |
| <b>36</b>           | <b>What'd</b> you say? (did)             | 46  | 54 | 42  | 58 |
| <b>37</b>           | <b>D'ye</b> mean...                      | 46  | 54 | 54  | 46 |
| <b>38</b>           | <b>We'll</b> see you!                    | 74  | 26 | 64  | 36 |
| <b>Total number</b> |                                          | 76  | 24 | 72  | 28 |

According to Table 35 above, there are 38 possible contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms uttered by the participants in both groups. Based on the results, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, the phrase 'Who's this?' was provided in the contracted, and out of 33 participants in the EG, 72% of them preferred to contract it while 28% chose to utter it in its full form although it was written in contracted form.

#### 4.2.5. The Analyses of the Contracted texts post-treatment recordings findings

Table 36 encapsulates the outcomes of the post-treatment descriptives analysis, providing a dataset that serves as the foundation for a nuanced understanding of the observed phenomena. The statistics presented in the table elucidate various dimensions of the data, offering insights into the central tendencies, variability, and distributional characteristics within each group.

Table 36.

*Post-treatment Descriptives Analysis Obtained from Contracted Text by the EG and CG*

| Descriptives                                      |                    |          |           |            |
|---------------------------------------------------|--------------------|----------|-----------|------------|
| Groups                                            |                    |          | Statistic | Std. Error |
| Post-Treatment Contracted Text Comparison EG & CG | Experimental Group | Mean     | 28,7500   | 1,07721    |
|                                                   |                    | Skewness | -,327     | ,441       |
|                                                   |                    | Kurtosis | -1,099    | ,858       |
|                                                   | Control Group      | Mean     | 24,5000   | ,99510     |
|                                                   |                    | Skewness | ,169      | ,427       |
|                                                   |                    | Kurtosis | -,722     | ,833       |

As the “Skewness” value in Table 36 is between -1, 1, the distribution can be accepted as ‘normal’.

Table 37 delves into the post-treatment tests of normality conducted on the scores obtained from contracted text within the EG and CG. Employing the Kolmogorov-Smirnova and Shapiro-Wilk tests, the analysis scrutinizes the distributional characteristics of the data. The statistics provided, including the test values, degrees of freedom, and significance levels, offer insights into the conformity of the obtained scores to a normal distribution. Of particular note is the application of the Lilliefors Significance Correction, denoted by the asterisk, providing a refined assessment of the statistical significance. This examination allows for a nuanced understanding of the underlying assumptions regarding normality within the experimental and control contexts.



Table 37.

*Post-treatment Tests of Normality in the Scores Obtained from Contracted Text by the EG and CG*

| Tests of Normality                 |        |                                 |    |       |              |    |      |
|------------------------------------|--------|---------------------------------|----|-------|--------------|----|------|
|                                    | Groups | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                    |        | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Post-Treatment                     | EG     | ,165                            | 28 | ,049  | ,926         | 28 | ,050 |
| Contracted Text Comparison EG & CG | CG     | ,117                            | 30 | ,200* | ,961         | 30 | ,320 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 37 presents the results of normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, for the Post-Treatment Contracted Text Comparison data within both the EG and the CG. In the EG, the Kolmogorov-Smirnov statistic is reported as 0.165 with 28 degrees of freedom (df), resulting in a significance level of 0.049. Similarly, the Shapiro-Wilk statistic is 0.926 with the same degrees of freedom, yielding a significance level of 0.050. Conversely, for the CG, the Kolmogorov-Smirnov and Shapiro-Wilk statistics are 0.117 and 0.961, respectively, with 30 degrees of freedom. The corresponding significance levels are 0.200 and 0.320. With consideration for Lilliefors Significance Correction, these results suggest that the assumption of normality is met for both groups, as indicated by non-significant p-values from the Shapiro-Wilk tests, although the Kolmogorov-Smirnov test indicates a significant departure from normality for the Experimental Group.

After observing that the measurements between the two groups were ‘normal’, the second step was to see if there was a significant difference between the results obtained from the pre-treatment audio recordings. Table 38 presents a comprehensive overview of the independent samples t-test statistics derived from contracted text within both the EG and CG. The juxtaposition of post-treatment contracted text scores between the EG and CG reveals valuable insights into potential group differences. The table below serves as a pivotal resource for investigating the relative effectiveness of the experimental intervention in comparison to the control condition, setting the stage for a detailed examination of the paired samples within the context of contracted text processing.

Table 38.

*Post-treatment Independent Samples Statistics Obtained from Contracted Text by the EG and CG*

| Independent Samples Test                          |                             |                                         |      |       |        |                              |                 |                       |
|---------------------------------------------------|-----------------------------|-----------------------------------------|------|-------|--------|------------------------------|-----------------|-----------------------|
|                                                   |                             | Levene's Test for Equality of Variances |      |       |        | t-test for Equality of Means |                 |                       |
|                                                   |                             | F                                       | Sig. | t     | df     | Sig. (2-tailed)              | Mean Difference | Std. Error Difference |
| Post-Treatment Contracted Text Comparison EG & CG | Equal variances assumed     | ,390                                    | ,535 | 2,903 | 56     | ,005                         | 4,25000         | 1,46419               |
|                                                   | Equal variances not assumed |                                         |      | 2,898 | 55,270 | ,005                         | 4,25000         | 1,46650               |

Table 38 displays the outcomes of statistical analyses comparing the Post-Treatment Contracted Text Comparison scores between the EG and the CG. Levene's Test for Equality of Variances suggests no significant difference in variances between groups, supporting the assumption of equal variances. Subsequently, the t-tests for Equality of Means indicate a significant difference in mean scores between the two groups, regardless of whether equal variances are assumed or not. The mean difference between groups is 4.25000 when equal variances are assumed and 4.25000 when not assumed, with corresponding confidence intervals spanning from 1.31687 to 7.18313 and from 1.31140 to 7.18860, respectively. Therefore, the results suggest a statistically significant distinction in Post-Treatment Contracted Text Comparison scores between the EG and CG, indicating differences in performance levels across both groups.

#### 4.2.6. Findings of the Delayed Contracted and Non-contracted text recordings

Table 39 reflects the findings of the analysis of the delayed non-contracted text recordings after the treatment session. It shows the results of the data analysis comparing two groups of participants regarding the use of contractions in read speech. The EG

consists of 28 individuals, and the CG consists of 30 individuals. There are 38 possible instances of contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms uttered by the participants in both groups.

Table 39.

*The List of Instances of Contracted Forms in the Non-contracted Text in Delayed Recordings*

|    | Possible contractions <b>in bold</b> in the text <b>without contractions</b> | Has the speaker in the EG               |         | Has the speaker in the CG               |         |
|----|------------------------------------------------------------------------------|-----------------------------------------|---------|-----------------------------------------|---------|
|    |                                                                              | <b>contracted</b> the structure? (N=28) |         | <b>contracted</b> the structure? (N=33) |         |
|    |                                                                              | YES<br>%                                | NO<br>% | YES<br>%                                | NO<br>% |
| 1  | Who <b>is</b> this?                                                          | 16                                      | 84      | 11                                      | 89      |
| 2  | That <b>is</b> my...                                                         | 27                                      | 73      | 34                                      | 66      |
| 3  | His <b>name is</b> Utku.                                                     | 7                                       | 93      | 7                                       | 93      |
| 4  | I <b>would not have</b> been...                                              | 28                                      | 72      | 32                                      | 68      |
| 5  | If it <b>were not</b> for...                                                 | 15                                      | 85      | 12                                      | 88      |
| 6  | <b>Do not</b> exaggerate!                                                    | 9                                       | 91      | 15                                      | 85      |
| 7  | No, <b>I am</b> not.                                                         | 60                                      | 40      | 52                                      | 48      |
| 8  | <b>It was</b> ...                                                            | 5                                       | 95      | 2                                       | 98      |
| 9  | Who <b>had</b> always been...                                                | 11                                      | 89      | 8                                       | 92      |
| 10 | Where <b>are</b> you from?                                                   | 37                                      | 63      | 34                                      | 66      |
| 11 | You <b>are not</b> from...                                                   | 32                                      | 68      | 28                                      | 72      |
| 12 | <b>I am</b> from...                                                          | 62                                      | 38      | 66                                      | 34      |
| 13 | <b>It is not</b> a big...                                                    | 17                                      | 83      | 24                                      | 76      |
| 14 | <b>It is not</b> a small...                                                  | 27                                      | 73      | 27                                      | 73      |
| 15 | <b>It is</b> big.                                                            | 25                                      | 75      | 25                                      | 75      |
| 16 | <b>There are</b> more than...                                                | 31                                      | 69      | 26                                      | 74      |
| 17 | Who <b>are</b> living there?                                                 | 12                                      | 88      | 4                                       | 96      |
| 18 | <b>I had</b> heard that.                                                     | 8                                       | 92      | 12                                      | 88      |
| 19 | What <b>are</b> you doing?                                                   | 35                                      | 65      | 20                                      | 80      |

(Table 39 continue)

|                     |                                    |    |    |    |    |
|---------------------|------------------------------------|----|----|----|----|
| <b>20</b>           | My <b>brother is</b> learning...   | 15 | 85 | 12 | 88 |
| <b>21</b>           | <b>He will</b> be studying         | 25 | 75 | 16 | 84 |
| <b>22</b>           | <b>I am</b> visiting               | 70 | 30 | 62 | 38 |
| <b>23</b>           | <b>What does</b> she do?           | 28 | 72 | 10 | 90 |
| <b>24</b>           | ... <b>does not</b> work.          | 20 | 80 | 18 | 82 |
| <b>25</b>           | <b>She is</b> retired.             | 38 | 62 | 42 | 58 |
| <b>26</b>           | <b>Jack has</b> bought cinema...   | 22 | 78 | 5  | 95 |
| <b>27</b>           | <b>It would</b> be nice...         | 17 | 83 | 8  | 92 |
| <b>28</b>           | <b>I have</b> got no...            | 20 | 80 | 16 | 84 |
| <b>29</b>           | <b>I have not</b> got any...       | 34 | 66 | 30 | 70 |
| <b>30</b>           | ...see <b>what is</b> on.          | 32 | 68 | 10 | 90 |
| <b>31</b>           | <b>What have</b> you planned?      | 16 | 84 | 5  | 95 |
| <b>32</b>           | ... <b>film has</b> arrived.       | 13 | 87 | 4  | 96 |
| <b>33</b>           | ... <b>must not</b> miss it.       | 30 | 70 | 24 | 76 |
| <b>34</b>           | ... <b>can not</b> find tickets... | 36 | 64 | 6  | 94 |
| <b>35</b>           | ... <b>will not</b> miss it.       | 26 | 74 | 20 | 80 |
| <b>36</b>           | <b>What did</b> you say?           | 9  | 91 | 4  | 96 |
| <b>37</b>           | <b>Do you</b> mean...              | 6  | 94 | 3  | 97 |
| <b>38</b>           | <b>We will</b> see you!            | 32 | 68 | 18 | 82 |
| <b>Total number</b> |                                    | 25 | 75 | 20 | 80 |

Based on the results provided in Table 39, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, the phrase ‘Who is this?’ was provided in the non-contracted form, and out of 33 participants in the EG, 16% of them preferred to contract it, while 84% chose to utter it in its full form although it was written in full form.

#### 4.2.7. The Analyses of the Contracted and Non-contracted texts delayed recordings findings

The investigation into the efficacy of contracted and non-contracted texts is extended to delayed recordings in Table 40, focusing specifically on the non-contracted text within the EG and CG. This table encapsulates the delayed descriptives analysis,

comprehensively examining the statistical features inherent in the delayed recordings.

Table 40.

*Delayed Descriptives Analysis Obtained from the Non-contracted Text by the EG and CG*

| Descriptives                                   |                    |          |           |            |
|------------------------------------------------|--------------------|----------|-----------|------------|
| Groups                                         |                    |          | Statistic | Std. Error |
| Delayed Non-contracted Text Comparison EG & CG | Experimental Group | Mean     | 6,7143    | ,90976     |
|                                                |                    | Skewness | ,938      | ,441       |
|                                                |                    | Kurtosis | -,301     | ,858       |
|                                                | Control Group      | Mean     | 6,6000    | 1,00756    |
|                                                |                    | Skewness | ,905      | ,427       |
|                                                |                    | Kurtosis | -,653     | ,833       |

Table 40 provides a detailed summary of key statistics for the Delayed Non-contracted Text Comparison data within both the EG and the CG. In the EG, the mean score is 6.7143. The skewness value is 0.938, indicating a moderate right skew and the kurtosis value is -0.301, suggesting a slightly flatter distribution than the normal distribution.

Similarly, in the Control Group, the mean score is 6.6000. The skewness value is 0.905, indicating a moderate right skew and the kurtosis value is -0.653, suggesting a slightly flatter distribution compared to the normal distribution. Overall, both groups exhibit similar characteristics in terms of central tendency, variability, and distribution shape, providing valuable insights for understanding and comparing the Delayed Non-contracted Text Comparison scores between the EG and CG.

Table 41 provides an examination of the delayed tests of normality applied to the scores obtained from non-contracted text within both the EG and CG. Utilizing the Kolmogorov-Smirnova and Shapiro-Wilk tests, this analysis scrutinizes the distributional characteristics of the delayed scores, offering critical insights into the conformity of the data to a normal distribution. This table serves as a crucial foundation for subsequent analyses, setting the stage for a nuanced exploration of the delayed processing of non-contracted texts within the EG and CG.

Table 41.

*Delayed Tests of Normality in the Scores Obtained from Non-contracted Text by the EG and CG*

| Tests of Normality                             |        |                                 |    |      |              |    |      |
|------------------------------------------------|--------|---------------------------------|----|------|--------------|----|------|
|                                                | Groups | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                |        | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Delayed Non-contracted Text Comparison EG & CG | EG     | ,246                            | 28 | ,000 | ,868         | 28 | ,002 |
|                                                | CG     | ,247                            | 30 | ,000 | ,834         | 30 | ,000 |

a. Lilliefors Significance Correction

Table 41 presents the results of normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, for the Delayed Non-contracted Text Comparison data within both the EG and the CG. In the EG, the Kolmogorov-Smirnov statistic is reported as 0.246 with 28 degrees of freedom (df), resulting in a significant p-value of 0.000. Similarly, the Shapiro-Wilk statistic is 0.868 with the same degrees of freedom, yielding a significant p-value of 0.002. Conversely, for the CG, the Kolmogorov-Smirnov and Shapiro-Wilk statistics are 0.247 and 0.834, respectively, with 30 degrees of freedom. The corresponding p-values for these tests are also 0.000. With consideration for Lilliefors Significance Correction, these results suggest that the assumption of normality is violated for both groups, as indicated by significant p-values from both the Kolmogorov-Smirnov and Shapiro-Wilk tests. Therefore, the “skewness” value can be checked in Table 40. In general, a skewness value between -1 and +1 is considered "acceptable".

Table 42 displays the summary statistics for an independent samples experiment with two groups: an EG and a CG. The study measures the mean scores for delayed non-contracted text for both groups and reports the sample size (N), standard deviation, standard error mean, and the mean score for each group.

Table 42.

*Delayed Paired Samples Statistics of the Scores Obtained from Non-contracted Text by the EG and CG*

| Group Statistics                               |                    |    |        |           |            |
|------------------------------------------------|--------------------|----|--------|-----------|------------|
|                                                | Groups             | N  | Mean   | Std.      | Std. Error |
|                                                |                    |    |        | Deviation | Mean       |
| Delayed Non-contracted Text Comparison EG & CG | Experimental Group | 28 | 6,7143 | 4,81400   | ,90976     |
|                                                | Control Group      | 30 | 6,6000 | 5,51862   | 1,00756    |

The Group Statistics in Table 42 provides key descriptive statistics for the Delayed Non-contracted Text Comparison data within both the EG and the CG. In the EG, consisting of 28 participants, the mean score is 6.7143, with a standard deviation of 4.81400 and a standard error of the mean of 0.90976. Conversely, in the CG, comprising 30 participants, the mean score is 6.6000, with a slightly higher standard deviation of 5.51862 and a standard error of the mean of 1.00756. These statistics offer insights into the central tendency, variability, and precision of the mean estimate for each group, facilitating comparisons between the EG and CG in the Delayed Non-contracted Text Comparison data.

These statistics provide a useful summary of the data and can be used to draw inferences about the differences between the two groups. However, it is important to note that statistical tests should be conducted to confirm whether the differences observed between the two groups are statistically significant. Therefore, Table 43 shows the results of an Independent Samples Test between two groups: Delayed Non-contracted text scores for the EG and a CG.

Table 43.

*Delayed Non-contracted Text Independent Samples Test Analysis Obtained from Non-contracted Text by the EG and CG*

| Independent Samples Test                       |                             |                                         |      |      |        |                              |                 |                       |
|------------------------------------------------|-----------------------------|-----------------------------------------|------|------|--------|------------------------------|-----------------|-----------------------|
|                                                |                             | Levene's Test for Equality of Variances |      |      |        | t-test for Equality of Means |                 |                       |
|                                                |                             | F                                       | Sig. | t    | df     | Sig. (2-tailed)              | Mean Difference | Std. Error Difference |
| Delayed Non-contracted Text Comparison EG & CG | Equal variances assumed     | 1,289                                   | ,261 | ,084 | 56     | ,934                         | ,11429          | 1,36399               |
|                                                | Equal variances not assumed |                                         |      | ,084 | 55,757 | ,933                         | ,11429          | 1,35751               |
|                                                |                             |                                         |      |      |        |                              |                 |                       |

Table 43 presents the results of statistical analyses comparing the Delayed Non-contracted Text Comparison scores between the EG and the CG. Levene's Test for Equality of Variances suggests no significant difference in variances between groups, supporting the assumption of equal variances. Subsequently, the t-tests for Equality of Means indicate no significant difference in mean scores between the two groups, regardless of whether equal variances are assumed or not. The mean difference between groups is 0.11429 when equal variances are assumed and 0.11429 when not assumed, with corresponding confidence intervals spanning from -2.61812 to 2.84670 and from -2.60540 to 2.83397, respectively. Therefore, the results suggest no statistically significant distinction in Delayed Non-contracted Text Comparison scores between the EG and CG, indicating comparable performance levels across both groups.



Table 44 reflects the findings of the analysis of the delayed contracted text recordings after the treatment session. It shows the results of the data analysis comparing two groups of participants regarding the use of contractions in read speech.

Table 44.

*The List of Instances of Contracted Forms in the Contracted Text in Delayed Test Recordings*

|           | Possible contractions <b>in bold</b> in the text <b>with contractions</b> | Has the speaker<br>in the EG<br><b>contracted</b> the<br>structure?<br>(N=28) |      | Has the speaker<br>in the CG<br><b>contracted</b> the<br>structure?<br>(N=30) |      |
|-----------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------|------|
|           |                                                                           | <b>YES</b>                                                                    |      | <b>YES</b>                                                                    |      |
|           |                                                                           | %                                                                             | NO % | %                                                                             | NO % |
| <b>1</b>  | <b>Who's</b> this? (is)                                                   | 66                                                                            | 34   | 60                                                                            | 40   |
| <b>2</b>  | <b>That's</b> my... (is)                                                  | 90                                                                            | 10   | 80                                                                            | 20   |
| <b>3</b>  | His <b>name's</b> Utku. (is)                                              | 55                                                                            | 45   | 52                                                                            | 48   |
| <b>4</b>  | I <b>wouldn't've</b> been...(also <b>wouldn't</b> have)                   | 90                                                                            | 10   | 92                                                                            | 8    |
| <b>5</b>  | If it <b>weren't</b> for...                                               | 95                                                                            | 5    | 94                                                                            | 6    |
| <b>6</b>  | <b>Don't</b> exaggerate!                                                  | 92                                                                            | 8    | 98                                                                            | 2    |
| <b>7</b>  | No, <b>I'm</b> not.                                                       | 88                                                                            | 12   | 84                                                                            | 16   |
| <b>8</b>  | <b>'twas</b> ... (it was)                                                 | 68                                                                            | 32   | 64                                                                            | 36   |
| <b>9</b>  | <b>Who'd</b> always been... (had)                                         | 98                                                                            | 2    | 96                                                                            | 4    |
| <b>10</b> | <b>Where're</b> you from?                                                 | 44                                                                            | 56   | 32                                                                            | 68   |
| <b>11</b> | <b>You aren't</b> from...(also <b>you're</b> not)                         | 97                                                                            | 3    | 90                                                                            | 10   |
| <b>12</b> | <b>I'm</b> from...                                                        | 82                                                                            | 18   | 76                                                                            | 24   |
| <b>13</b> | <b>It isn't</b> a big...(also <b>it's</b> not)                            | 90                                                                            | 10   | 88                                                                            | 12   |
| <b>14</b> | <b>It's not</b> a small...(also <b>it isn't</b> )                         | 50                                                                            | 50   | 42                                                                            | 58   |
| <b>15</b> | <b>It's</b> big. (is)                                                     | 63                                                                            | 37   | 66                                                                            | 34   |
| <b>16</b> | <b>There're</b> more than...                                              | 60                                                                            | 40   | 55                                                                            | 45   |
| <b>17</b> | <b>Who're</b> living there?                                               | 37                                                                            | 63   | 35                                                                            | 65   |
| <b>18</b> | <b>I'd</b> heard that. (had)                                              | 58                                                                            | 42   | 56                                                                            | 44   |
| <b>19</b> | <b>What're</b> you doing?                                                 | 34                                                                            | 66   | 22                                                                            | 78   |
| <b>20</b> | My <b>brother's</b> learning...(is)                                       | 97                                                                            | 3    | 88                                                                            | 12   |

(Table 44 continue)

|                     |                                          |     |    |    |    |
|---------------------|------------------------------------------|-----|----|----|----|
| <b>21</b>           | <b>He'll</b> be studying...              | 68  | 32 | 55 | 45 |
| <b>22</b>           | <b>I'm</b> visiting...                   | 84  | 16 | 72 | 28 |
| <b>23</b>           | <b>What's</b> she do? (does)             | 77  | 23 | 78 | 22 |
| <b>24</b>           | ... <b>doesn't</b> work.                 | 89  | 11 | 92 | 8  |
| <b>25</b>           | <b>She's</b> retired. (is)               | 92  | 8  | 82 | 18 |
| <b>26</b>           | <b>Jack's</b> bought cinema...(has)      | 100 | 0  | 96 | 4  |
| <b>27</b>           | <b>It'd</b> be nice...(would)            | 52  | 48 | 50 | 50 |
| <b>28</b>           | <b>I've</b> got no...                    | 66  | 34 | 52 | 48 |
| <b>29</b>           | <b>I haven't</b> got any...              | 100 | 0  | 96 | 4  |
| <b>30</b>           | ...see <b>what's</b> on. (is)            | 97  | 3  | 95 | 5  |
| <b>31</b>           | <b>What've</b> you planned?              | 64  | 36 | 55 | 45 |
| <b>32</b>           | ... <b>film's</b> arrived.               | 82  | 18 | 77 | 23 |
| <b>33</b>           | ... <b>mustn't</b> miss it.              | 92  | 8  | 90 | 10 |
| <b>34</b>           | ... <b>can't</b> find tickets...         | 95  | 5  | 94 | 6  |
| <b>35</b>           | ... <b>won't</b> miss it. (also 'll not) | 92  | 8  | 88 | 12 |
| <b>36</b>           | <b>What'd</b> you say? (did)             | 45  | 55 | 42 | 58 |
| <b>37</b>           | <b>D'ye</b> mean...                      | 48  | 52 | 52 | 48 |
| <b>38</b>           | <b>We'll</b> see you!                    | 72  | 28 | 62 | 38 |
| <b>Total number</b> |                                          | 76  | 24 | 71 | 29 |

According to the statistics provided in Table 44, the EG consists of 28 individuals and the CG consists of 30 individuals. There are 38 possible instances of contractions in the list where the percentage column displays the frequency of contracted and non-contracted forms uttered by the participants in both groups. Based on the results, it can be seen that the use of contractions in spoken language varies among individuals, with some using contractions frequently and others using them less often. For instance, in the first row, the phrase 'Who's this?' was provided in the contracted form, and out of 28 participants in the EG, 66% preferred to contract it. In contrast, 34% chose to utter it in its full form, although it was written in contracted form.

#### 4.2.8. The Analyses of the Contracted texts delayed recording findings

Table 45 encapsulates the outcomes of an analysis conducted on contracted texts within the context of delayed recordings. This analysis focuses on the Descriptives derived from the EG and CG. The objective of this examination is to discern patterns and trends in the delayed speech recordings of participants, shedding light on the nuances of contracted texts.

Table 45.

*Delayed Descriptives Analysis Obtained from Contracted Text by the EG and CG*

| Descriptives                                  |          |           |            |
|-----------------------------------------------|----------|-----------|------------|
| Groups                                        |          | Statistic | Std. Error |
| Delayed Contracted Text<br>Comparison EG & CG | Mean     | 28,1071   | 1,10834    |
|                                               | Skewness | -,286     | ,441       |
|                                               | Kurtosis | -1,125    | ,858       |
| Control Group                                 | Mean     | 24,9667   | ,97023     |
|                                               | Skewness | ,166      | ,427       |
|                                               | Kurtosis | -,761     | ,833       |

Table 45 provides a detailed summary of key statistics for the Delayed Contracted Text Comparison data within both the EG and the CG. In the EG, the mean score is 28.1071. The skewness value is -0.286, indicating a slight left skew and the kurtosis value is -1.125, suggesting a slightly flatter distribution than the normal distribution.

Similarly, in the CG, the mean score is 24.9667. The skewness value is 0.166, indicating a slight right skew and the kurtosis value is -0.761, suggesting a flatter distribution compared to the normal distribution. Overall, both groups exhibit similar characteristics in terms of central tendency, variability, and distribution shape, providing valuable insights for understanding and comparing the Delayed Contracted Text Comparison scores between the EG and CG

When the statistics are examined in Table 45, it can be concluded that the distribution of the results can be accepted as 'normal' as the "Skewness" value is between -1, +1. Table 46 provides further support for this result with two normality tests, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The table provides a further examination of the distributional characteristics of contracted texts within the EG and CG. This analysis aims to scrutinize whether the delayed recordings of contracted texts

conform to a normal distribution in both experimental and control settings.

Table 46.

*Delayed Tests of Normality Obtained from Contracted Text by the EG and CG*

| <b>Tests of Normality</b>                  |                                 |    |       |              |    |      |  |
|--------------------------------------------|---------------------------------|----|-------|--------------|----|------|--|
| Groups                                     | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |  |
|                                            | Statistic                       | df | Sig.  | Statistic    | df | Sig. |  |
| EG                                         | ,128                            | 28 | ,200* | ,928         | 28 | ,055 |  |
| Delayed Contracted Text Comparison EG & CG | ,103                            | 30 | ,200* | ,964         | 30 | ,394 |  |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 46 displays the results of normality tests, including the Kolmogorov-Smirnov and Shapiro-Wilk tests, for the Delayed Contracted Text Comparison data within both the EG and the CG. In the EG, the Kolmogorov-Smirnov statistic is reported as 0.128 with 28 degrees of freedom (df), resulting in a significance level of 0.200\*. Similarly, the Shapiro-Wilk statistic is 0.928 with the same degrees of freedom, yielding a significance level of 0.055. For the CG, the Kolmogorov-Smirnov and Shapiro-Wilk statistics are 0.103 and 0.964, respectively, with 30 degrees of freedom. The reported significance levels are marked as 0.200\*, indicating a lower bound of the true significance due to Lilliefors Significance Correction. These results suggest that the assumption of normality is met for both groups based on the Shapiro-Wilk test, although the Kolmogorov-Smirnov test indicates a significant departure from normality for the EG but not for the CG.

After observing that the measurements between the two groups were ‘normal’, the second step was to see if there was a significant difference between the results obtained from the audio recordings acquired from both groups. The presented data in Table 47 explores potential differences between the EG and CG in how participants articulate and convey contracted text in delayed speech recordings. The analysis aims to discern whether the observed variations in mean values and associated measures are statistically significant, shedding light on the impact of contracted text on the expression and delivery of recorded speech.

Table 47.

*Delayed Group Statistics Obtained from Contracted Text by the EG and CG*

| Group Statistics              |         |    |                |                 |
|-------------------------------|---------|----|----------------|-----------------|
|                               | Mean    | N  | Std. Deviation | Std. Error Mean |
| Delayed Contracted text by EG | 28,1071 | 28 | 5,86477        | 1,10834         |
| Delayed Contracted text by CG | 24,9667 | 30 | 5,31415        | ,97023          |

From Table 47, it appears that the Delayed Contracted text by the EG has a higher mean than the Delayed Contracted text by the CG. However, it is important to note that these are only descriptive statistics, and further statistics, such as an independent samples t-test would be necessary to determine whether this difference is statistically significant.

Overall, this table provides basic information about the sample characteristics of the Delayed Contracted text by the EG and the Delayed Contracted text by the CG, which can be useful for understanding the data and planning further statistical analysis. Accordingly, the analysis in Table 48 aims to elucidate the degree and significance of the relationship between the two groups regarding how participants express contracted text in delayed speech recordings. In other words, the analysis aims to determine if the participants in both groups exhibit similar patterns in the expression and delivery of contracted text in delayed speech recordings.

Table 48.

*Delayed Contracted Text Independent Samples Test Analysis Obtained from Contracted Text by the EG and CG*

| Independent Samples Test                      |                             |                                         |      |       |        |                              |                 |                       |
|-----------------------------------------------|-----------------------------|-----------------------------------------|------|-------|--------|------------------------------|-----------------|-----------------------|
|                                               |                             | Levene's Test for Equality of Variances |      |       |        | t-test for Equality of Means |                 |                       |
|                                               |                             | F                                       | Sig. | t     | df     | Sig. (2-tailed)              | Mean Difference | Std. Error Difference |
| Delayed Contracted Text Comparison<br>EG & CG | Equal variances assumed     | 1,011                                   | ,319 | 2,139 | 56     | ,037                         | 3,14048         | 1,46794               |
|                                               | Equal variances not assumed |                                         |      | 2,132 | 54,461 | ,038                         | 3,14048         | 1,47301               |

Table 48 presents the results of statistical analyses comparing the Delayed Contracted Text Comparison scores between the EG and the CG. Levene's Test for Equality of Variances suggests no significant difference in variances between groups, supporting the assumption of equal variances. Subsequently, the t-tests for Equality of Means indicate a significant difference in mean scores between the two groups, both when equal variances are assumed and when not assumed. The mean difference between groups is 3.14048, with a standard error of 1.46794, and the 95% confidence interval of the difference ranges from 0.19985 to 6.08110 when equal variances are assumed. Similarly, when equal variances are not assumed, the mean difference is 3.14048, with a standard error of 1.47301, and the 95% confidence interval of the difference ranges from 0.18785 to 6.09311. Therefore, the results suggest a statistically significant distinction in Delayed Contracted Text Comparison scores between the EG and CG, indicating differences in performance levels across both groups.

#### 4.2.9. Comparison of the Findings of the pre-, post- treatment and delayed Contracted and Non-contracted text recordings

Table 49 evaluates the normality of scores obtained from non-contracted text recordings within the EG.

Table 49.

*Pre- and Post-treatment Tests of Normality in the Scores Obtained from Non-contracted Text by the EG*

|                                                                                                                         | Tests of Normality              |    |      |              |    |      |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                                                         | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                                                         | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EGpreandPostNonDiff<br>(Experimental Group,<br>Pre- and Post-treatment<br>Non-contracted Text<br>Recordings Difference) | ,185                            | 38 | ,002 | ,829         | 38 | ,000 |

a. Lilliefors Significance Correction

The table presents the results of two normality tests, the Kolmogorov-Smirnov and the Shapiro-Wilk tests, for the specific variable called "EGpreandPostNonDiff" in the EG. The Kolmogorov-Smirnov test provides a statistic and a significance level (Sig.) for the null hypothesis that the distribution of the variable is normal. In this case, the statistic is 0.185, and the significance level is 0.002, indicating evidence to reject the null hypothesis of normality at a significance level of 0.05. The Shapiro-Wilk test also provides a statistic and a significance level for the same null hypothesis. The statistic is 0.829, and the significance level is 0.000, again indicating evidence to reject the null hypothesis of normality at a significance level of 0.05.

Overall, the results of both tests suggest that the variable "EGpreandPostNonDiff" in the EG does not follow a normal distribution. It is important to consider the abnormality when interpreting any subsequent statistical analyses or drawing conclusions from the data; therefore, the "skewness" value can be checked. The analysis in Table 50 is implemented to check the normality of distribution further.

Table 50.

*Pre- and Post-treatment Descriptives Obtained from Non-contracted Text by the EG*

| Descriptives                                                                                                            |                | Statistic | Std. Error |
|-------------------------------------------------------------------------------------------------------------------------|----------------|-----------|------------|
| EGpreandPostNonDiff<br>(Experimental Group,<br>Pre- and Post-treatment<br>Non-contracted Text<br>Recordings Difference) | Mean           | -10,2368  | 1,42745    |
|                                                                                                                         | Std. Deviation | 8,79937   |            |
|                                                                                                                         | Skewness       | -1,652    | ,383       |
|                                                                                                                         | Kurtosis       | 3,310     | ,750       |

As the “Skewness” value in the table above is not between -1, 1, the distribution cannot be accepted as ‘normal’; therefore, a Wilcoxon Ranks test has been conducted to see whether there is a significant difference between the two results in this case. The results are shown in Tables 51 and 52.

Table 51.

*Pre- and Post-treatment Ranks Obtained from Non-contracted Text by the EG*

| Ranks                                                                                                                            |                | N               | Mean Rank | Sum of Ranks |
|----------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|-----------|--------------|
| Post-treatment Non-<br>contracted text by<br>Experimental Group - Pre-<br>treatment Non-contracted<br>text by Experimental Group | Negative Ranks | 0 <sup>a</sup>  | ,00       | ,00          |
|                                                                                                                                  | Positive Ranks | 38 <sup>b</sup> | 19,50     | 741,00       |
|                                                                                                                                  | Ties           | 0 <sup>c</sup>  |           |              |
|                                                                                                                                  | Total          | 38              |           |              |

a. Post-treatment Non-contracted text by Experimental Group < Pre-treatment Non-contracted text by Experimental Group

b. Post-treatment Non-contracted text by Experimental Group > Pre-treatment Non-contracted text by Experimental Group

c. Post-treatment Non-contracted text by Experimental Group = Pre-treatment Non-contracted text by Experimental Group

Table 52.

*Pre- and Post-treatment Test Statistics Obtained from Non-contracted Text by the EG*

| Test Statistics <sup>a</sup>                                                                                       |                     |
|--------------------------------------------------------------------------------------------------------------------|---------------------|
| Post-treatment Non-contracted text by Experimental Group - Pre-treatment Non-contracted text by Experimental Group |                     |
| Z                                                                                                                  | -5,378 <sup>b</sup> |
| Asymp. Sig. (2-tailed)                                                                                             | ,000                |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.



The Wilcoxon signed-rank test is a nonparametric test used to compare two related samples. The tables above show the ranks and sum of ranks and the test statistics for the differences between the pre- and post-treatment non-contracted texts in the EG. The tables show no negative and 38 positive ranks, with a mean rank of 19.50 and a sum of ranks of 741. The test also reported no ties in the data. The test statistics table provides the test statistic (Z) and its associated p-value for the Wilcoxon signed-rank test. The test statistic, in this case, is -5.378, which indicates a statistically significant difference between the pre- and post-treatment non-contracted texts in the EG. The p-value associated with the test statistic is less than .05 ( $p = .000$ ), indicating that the results are statistically significant.

Therefore, based on the Wilcoxon signed-rank test results, it can be concluded that there is a significant difference between the pre- and post-treatment non-contracted texts in the EG. Specifically, the post-treatment non-contracted text contracted speech performance rates were significantly larger than the pre-treatment non-contracted text performance rates.

#### **4.2.10. Comparison of the findings of the recordings of the non-contracted text before and after the treatment obtained from the CG**

Table 53 focuses on the assessment of normality in scores obtained from non-contracted text recordings within the CG. This analysis scrutinized the distributional characteristics of pre- and post-treatment non-contracted text scores in the specified group.

Table 53.

*Pre- and Post-treatment Tests of Normality in the Scores Obtained from Non-contracted Text by the CG*

|                                                                                                                    | Tests of Normality              |    |      |              |    |      |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                                                    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                                                    | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| CGpreandPostNonDiff<br>(Control Group, Pre-<br>and Post-treatment<br>Non-contracted Text<br>Recordings Difference) | ,139                            | 38 | ,060 | ,956         | 38 | ,143 |

a. Lilliefors Significance Correction

The table presents the results of two normality tests, the Kolmogorov-Smirnov and the Shapiro-Wilk tests, for a specific variable called "CGpreandPostNonDiff" in the EG. The table shows that the p-values for both tests are greater than .05, which indicates that there is no statistically significant evidence to reject the null hypothesis that the data is normally distributed. Therefore, based on these tests, we can assume that the data for the variable CGpreandPostNonDiff is normally distributed.

After observing that the measurements between the two results were 'normal', the second step was to see if there was a significant difference between the two tests. That is, the analysis in Table 54 aims to observe if the treatment of the EG has yielded any meaningful results.

Table 54.

*Pre- and Post-treatment Paired Samples Correlations in the Scores Obtained from Non-contracted Text by the CG*

| Paired Samples Correlations                                                                                     |    |             |      |
|-----------------------------------------------------------------------------------------------------------------|----|-------------|------|
|                                                                                                                 | N  | Correlation | Sig. |
| Pair 1 Pre-treatment Non-contracted text by Control Group & Post-treatment Non-contracted text by Control Group | 38 | .966        | .000 |

The table provided above shows the results of a paired samples correlations analysis for the CG. The correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the study estimates the correlation between Pre-treatment Non-contracted text by the CG and Post-treatment Non-contracted text by the CG.

The results show a strong positive correlation between the Pre-treatment Non-contracted text by the CG and the Post-treatment Non-contracted text by the same group, with a correlation coefficient of .966. The p-value of .000 indicates that this correlation is statistically significant, meaning that it is unlikely to have occurred by chance.

Overall, this suggests that the non-contracted text recordings for the CG were consistent before and after treatment. This information can be useful in interpreting the treatment results, as it provides a baseline against which to compare the results of the EG.

Table 55 aims to explore and evaluate any statistically significant differences in the expression and delivery of non-contracted text between the two different time points within the specified group.

Table 55.

*Pre- and Post-treatment Paired Samples Test in the Scores Obtained from Non-contracted Text by the CG*

| Paired Samples Test |                 |                    |                |                 |        |    |                 |
|---------------------|-----------------|--------------------|----------------|-----------------|--------|----|-----------------|
|                     |                 | Paired Differences |                |                 | t      | df | Sig. (2-tailed) |
|                     |                 | Mean               | Std. Deviation | Std. Error Mean |        |    |                 |
| Pair 1              | Pre-treatment   | -                  | 4,27978        | ,69427          | -1,706 | 37 | ,096            |
|                     | Non-contracted  | 1,184              |                |                 |        |    |                 |
|                     | text by Control | 21                 |                |                 |        |    |                 |
|                     | Group - Post-   |                    |                |                 |        |    |                 |
|                     | treatment Non-  |                    |                |                 |        |    |                 |
|                     | contracted text |                    |                |                 |        |    |                 |
|                     | by Control      |                    |                |                 |        |    |                 |
|                     | Group           |                    |                |                 |        |    |                 |

The table above shows the results of a paired samples t-test analysis for the CG. The table shows that the mean difference between pre-treatment non-contracted text by the CG and Post-treatment Non-contracted text by the same group is -1.18421, with a standard deviation of 4.27978. The standard error mean is .69427, indicating the degree of uncertainty in the mean difference estimate. The t-value of -1.706 with 37 degrees of freedom is calculated by dividing the mean difference by the standard error mean. The resulting t-value is used to calculate the p-value of .096, which indicates no significant difference between the mean scores of the two related groups at the 95% confidence level. Overall, the results suggest no significant difference in non-contracted text recordings for the CG before and after treatment.

#### 4.2.11. Comparison of the findings of the recordings of the contracted text before and after the treatment obtained from the EG

Table 56 examines normality in scores obtained from contracted text recordings acquired from the EG.

Table 56.

*Pre- and Post-treatment Tests of Normality in the Scores Obtained from the Contracted text by the EG*

|                                                                                                                     | Tests of Normality              |    |      |              |    |      |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                                                     | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                                                     | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EGpreandPostConDiff<br>(Experimental Group,<br>Pre- and Post-treatment<br>Contracted Text<br>Recordings Difference) | ,148                            | 38 | ,036 | ,941         | 38 | ,044 |
| a. Lilliefors Significance Correction                                                                               |                                 |    |      |              |    |      |

The table presents the results of normality tests conducted using two different tests, the Kolmogorov-Smirnova test and the Shapiro-Wilk test, on a variable named "EGpreandPostConDiff" that measures the difference between pre- and post-treatment contracted text recordings for an EG. The results of the Kolmogorov-Smirnova test show a test statistic of 0.148 and a significance level of 0.036, indicating that the variable may not follow a normal distribution. Similarly, the Shapiro-Wilk test also shows a test statistic of 0.941 and a significance level of 0.044, which suggests that the data may not be normally distributed. It is important to note that the Lilliefors significance correction has been applied to the Shapiro-Wilk test, which is a modification of the original Shapiro-Wilk test to account for small sample sizes.

These results suggest that the assumption of normality may not hold for the variable "EGpreandPostConDiff" in the EG. It is essential to consider this when interpreting the results of any statistical analyses performed on this variable, such as hypothesis testing or confidence interval estimation, as these methods typically assume the normality of the data. Alternative non-parametric methods may be more appropriate for analyzing such data. It is important to take this into account when interpreting any subsequent statistical analyses or drawing conclusions from this data; therefore, the

“skewness” value was checked, and the results were presented in Table 57.

Table 57.

*Pre- and Post-treatment Descriptives in the Scores Obtained from Contracted text by the EG*

| Descriptives        |                |           |            |
|---------------------|----------------|-----------|------------|
|                     |                | Statistic | Std. Error |
| EGpreandPostConDiff | Mean           | 6,8684    | 1,04192    |
|                     | Std. Deviation | 6,42281   |            |
|                     | Skewness       | ,841      | ,383       |
|                     | Kurtosis       | ,443      | ,750       |

As the “Skewness” value in the table above is between -1, 1, the distribution can be accepted as ‘normal’. After observing that the pre-and post-test measurements were ‘normal’, the second step was to see if there was a significant difference between the two tests, as presented in Tables 58 and 59. That is, this analysis aims to observe if the treatment of the EG has yielded any meaningful results considering the results of the pre- and post-treatment contracted text recordings.

Table 58.

*Pre- and Post-treatment Paired Samples Correlations in the Scores Obtained from the Contracted text by the EG*

| Paired Samples Correlations |                                  |    |             |      |
|-----------------------------|----------------------------------|----|-------------|------|
|                             |                                  | N  | Correlation | Sig. |
| Pair 1                      | Pre-treatment Contracted text by | 38 | ,960        | ,000 |
|                             | Experimental Group & Post-       |    |             |      |
|                             | treatment Contracted text by     |    |             |      |
|                             | Experimental Group               |    |             |      |

The table presents the results of a paired samples correlation analysis on a variable that measures the contracted text recordings for an EG before and after treatment. The results show a strong positive correlation ( $r = 0.960$ ) between the pre- and post-treatment contracted text recordings for the EG, indicating that the two variables are highly related. The p-value (Sig.) associated with the correlation coefficient is 0.000, which is less than the conventional alpha level of 0.05, suggesting that this correlation is statistically

significant.

Overall, these results suggest that the experimental treatment significantly affected the contracted text recordings of the EG, as there is a very strong positive relationship between the pre- and post-treatment measurements. These findings can provide valuable insights into the effectiveness of the treatment and may help inform future interventions aimed at improving contracted text recordings in similar contexts.

The following analysis in Table 59 aims to explore and evaluate any statistically significant differences in the expression and delivery of contracted text between the two different time points within the specified group. This analysis contributes valuable insights to our understanding of how treatment interventions may influence linguistic outcomes in experimental settings.

Table 59.

*Pre- and Post-treatment Paired Samples Test in the Scores Obtained from Contracted Text by the EG*

| Paired Samples Test                                                                                 |                    |                |            |        |    |                 |
|-----------------------------------------------------------------------------------------------------|--------------------|----------------|------------|--------|----|-----------------|
|                                                                                                     | Paired Differences |                |            | t      | df | Sig. (2-tailed) |
|                                                                                                     | Mean               | Std. Deviation | Std. Error |        |    |                 |
|                                                                                                     |                    |                |            |        |    |                 |
| Pair 1<br>Pre-treatment<br>Contracted<br>text by EG -<br>Post-treatment<br>Contracted<br>text by EG | -6,86842           | 6,42281        | 1,04192    | -6,592 | 37 | ,000            |

The table presents the results of a paired samples t-test on the variable that measures the contracted text recordings for an EG before and after the treatment. The results show a significant difference between the pre- and post-treatment contracted text recordings, as indicated by the mean difference of -6.86842, the standard deviation of 6.42281, and the standard error mean of 1.04192. The t-value is -6.592, with 37 degrees of freedom, and the p-value (Sig.) associated with the test is 0.000, which is less than the conventional alpha level of 0.05, indicating that the difference is statistically significant.

Overall, these results suggest that the experimental treatment significantly affected the contracted text recordings of the EG. The negative mean difference suggests

that the post-treatment contracted text recordings are lower than the pre-treatment recordings, indicating that the treatment had a positive effect. These findings can provide valuable insights into the effectiveness of the treatment and may help inform future interventions aimed at improving contracted text recordings in similar contexts.

#### 4.2.12. Comparison of the findings of the recordings of the contracted text before and after the treatment obtained from the CG

Table 60 focuses on the examination of normality in scores obtained from contracted text recordings within the CG. This table assesses the distributional characteristics of pre- and post-treatment contracted text scores in the specified group.

Table 60.

*Pre- and Post-treatment Tests of Normality in the Scores Obtained from Contracted Text by the CG*

|                                                                                                                | Tests of Normality              |    |       |              |    |      |
|----------------------------------------------------------------------------------------------------------------|---------------------------------|----|-------|--------------|----|------|
|                                                                                                                | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                                                                                                | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| CGpreandPostConDiff<br>(Control Group, Pre-<br>and Post-treatment<br>Contracted Text<br>Recordings Difference) | ,085                            | 38 | ,200* | ,969         | 38 | ,357 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table presents the results of normality tests conducted using two different tests, the Kolmogorov-Smirnova test and the Shapiro-Wilk test, on a variable named "CGpreandPostConDiff" that measures the difference between pre-and post-treatment contracted text recordings for a CG. The results of the Kolmogorov-Smirnova test show a test statistic of 0.085 and a significance level of 0.200\*, which suggests that the variable may follow a normal distribution. Similarly, the Shapiro-Wilk test also shows a test statistic of 0.969 and a significance level of 0.357, indicating that the data may be normally distributed. It is important to note that the Lilliefors significance correction has been applied to the Shapiro-Wilk test, which is a modification of the original Shapiro-Wilk test to account for small sample sizes.

These results suggest that the assumption of normality may hold for the variable "CGpreandPostConDiff" in the CG. However, the Shapiro-Wilk test result is above the conventional alpha level of 0.05, indicating that we cannot reject the null hypothesis that the variable follows a normal distribution.

After observing that the measurements between the two results were 'normal', the second step was to see (Table 61) if there was a significant difference between the two tests. That is, this analysis aims to observe if there is a significant difference between the recording results obtained from the CG before and after the treatment of the EG.

Table 61.

*Pre- and Post-treatment Paired Samples Correlations in the Scores Obtained from Contracted Text by the CG*

| Paired Samples Correlations                                                             |                                             |             |      |
|-----------------------------------------------------------------------------------------|---------------------------------------------|-------------|------|
|                                                                                         | N (of possible instances of<br>contractions | Correlation | Sig. |
| Pair 1 Pre-treatment Contracted text by<br>CG & Post-treatment Contracted<br>text by CG | 38                                          | ,977        | ,000 |

The table presents the results of a paired samples correlation analysis on a variable that measures the contracted text recordings for a CG before and after treatment. The results show a very strong positive correlation ( $r = 0.977$ ) between the pre- and post-treatment contracted text recordings for the CG, indicating that the two variables are highly related. The p-value (Sig.) associated with the correlation coefficient is 0.000, which is less than the conventional alpha level of 0.05, suggesting that this correlation is statistically significant.

Overall, these results suggest that although the CG did not receive any treatment, there is a significant difference between the results obtained before and after the treatment of the EG, as there is a very strong positive relationship between the pre-and post-treatment measurements. Even though these findings can provide valuable insights into the effectiveness of other factors affecting the change in the contracted text recordings in similar contexts, a Paired Samples Test needs consideration before drawing any conclusions (See Table 62).



Table 62.

*Pre- and Post-treatment Paired Samples Test in the Scores Obtained from Contracted Text by the CG*

| Paired Samples Test                                                                               |                    |         |            |      |    |                 |
|---------------------------------------------------------------------------------------------------|--------------------|---------|------------|------|----|-----------------|
|                                                                                                   | Paired Differences |         |            | t    | df | Sig. (2-tailed) |
|                                                                                                   | Mean               | Std.    | Std. Error |      |    |                 |
|                                                                                                   | Deviation          | Mean    | Mean       |      |    |                 |
|                                                                                                   | n                  |         |            |      |    |                 |
| Pre-treatment<br>Contracted text<br>Pair by CG - Post-<br>1 treatment<br>Contracted text<br>by CG | ,47368             | 4,68313 | ,75970     | ,624 | 37 | ,537            |

The table presents the results of a paired samples t-test conducted on the variable that measures the difference between the pre-and post-treatment contracted text recordings for the CG. The results show that the mean difference in the contracted text recordings between the pre-and post-treatment measurements for the CG is 0.47368, with a standard deviation of 4.68313. The standard error of the mean is 0.75970, and the 95% confidence interval for the difference ranges from -1.06562 to 2.01299. The t-test statistic is 0.624, with 37 degrees of freedom and a p-value (Sig.) of 0.537. Since the p-value is greater than the conventional alpha level of 0.05, we cannot reject the null hypothesis that there is no significant difference between the CG's pre- and post-treatment contracted text recordings. In other words, these results suggest that there is not a statistically significant difference in the contracted text recordings for the CG, as there is no significant difference between the pre- and post-treatment measurements. However, it is important to note that the strong positive correlation observed in the paired samples correlation analysis may still indicate a practical significance of the training the learners received in their usual classes, even if it did not reach statistical significance in this particular test.

#### 4.2.13. Comparison of the findings of the post-treatment and delayed recordings of the non-contracted text obtained from the EG

Table 63 is dedicated to examining normality in scores obtained from non-contracted text recordings within the EG, which assesses the distributional characteristics of post-treatment and delayed recordings of non-contracted text scores in the specified group.

Table 63.

*Post-treatment and Delayed Recordings Tests of Normality in the Scores Obtained from Non-contracted Text by the EG*

|                                                                                                            | Tests of Normality              |    |      |              |    |      |
|------------------------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                                            | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                                            | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EgpostDelNonDiff<br>(EG Post-treatment<br>and Delayed<br>Recordings Non-<br>contracted Text<br>Difference) | ,167                            | 38 | ,009 | ,960         | 38 | ,188 |

a. Lilliefors Significance Correction

The table presents the results of two tests of normality: the Kolmogorov-Smirnova test and the Shapiro-Wilk test, conducted on the variable "EGpostDelNonDiff" (See Table 63 to see what the abbreviation stands for). The Kolmogorov-Smirnova test resulted in a test statistic of 0.167 and a significance level of 0.009, indicating that the data deviates significantly from a normal distribution. On the other hand, the Shapiro-Wilk test resulted in a test statistic of 0.960 and a significance level of 0.188, which suggests that the data is normally distributed.

It is worth noting that the Shapiro-Wilk test is generally considered more powerful than the Kolmogorov-Smirnova test for detecting non-normality, particularly in smaller sample sizes. Additionally, the Lilliefors Significance Correction is a method that is used to adjust the p-values obtained from the Kolmogorov-Smirnova test for small to moderate sample sizes.

Overall, the results suggest that there may be some non-normality present in the data, particularly based on the Kolmogorov-Smirnova test. However, further analysis

may be needed to determine the extent of this non-normality and its impact on the study results. See Table 64 for the results of further analysis that offers a detailed examination of the statistical measures derived from the analysis of non-contracted text scores within the EG. This table specifically focuses on the comparison between post-treatment and delayed recordings, providing insights into the distributional characteristics and central tendencies of scores in the specified group.

Table 64.

*Post-treatment and Delayed Recordings Descriptives in the Scores Obtained from Non-Contracted Text by the EG*

| Descriptives     |                |           |            |
|------------------|----------------|-----------|------------|
|                  |                | Statistic | Std. Error |
| EGpostDelNonDiff | Mean           | 1,7368    | ,39500     |
|                  | Std. Deviation | 2,43493   |            |
|                  | Skewness       | ,419      | ,383       |
|                  | Kurtosis       | ,186      | ,750       |

As the “Skewness” value in the table above is between -1, 1, the distribution can be accepted as ‘normal’; therefore, in Table 65, a Paired Samples Correlations test has been conducted to see whether there is a significant difference between the two results.

Table 65.

*Post-treatment and Delayed recordings Paired Samples Correlations in the Scores Obtained from the Non-contracted Text by the EG*

| Paired Samples Correlations |                                           |    |             |      |
|-----------------------------|-------------------------------------------|----|-------------|------|
|                             |                                           | N  | Correlation | Sig. |
| Pair 1                      | Post-treatment Non-contracted text        | 38 | ,993        | ,000 |
|                             | by EG & Delayed Non-contracted text by EG |    |             |      |

The table presents the paired samples correlation analysis conducted on two variables: "Post-treatment Non-contracted text by EG" and "Delayed Non-contracted text by EG". The analysis included 38 paired samples, and the resulting correlation coefficient was 0.993 with a significance level 0.000. The high correlation coefficient 0.993 suggests a strong positive association between the two variables. The significance level of 0.000 indicates that the correlation is statistically significant at a very high level, which means that it is unlikely to have occurred by chance. These results suggest a strong relationship between the two variables and that changes in one variable are closely associated with changes in the other. However, the table alone does not provide information about the direction or nature of this relationship, and further analysis may be needed to fully grasp the relationship between these variables. Table 66 delves into a comprehensive examination of the paired samples test conducted on scores obtained from post-treatment and delayed recordings of non-contracted text within the EG. This analysis explores and evaluates any statistically significant differences in the expression and delivery of non-contracted text between these two different time points within the specified group.

Table 66.

*Post-treatment and Delayed Recordings Paired Samples Test in the Scores Obtained from the Non-contracted Text by the EG*

| Paired Samples Test                                                                                 |                    |           |            |       |    |                 |  |
|-----------------------------------------------------------------------------------------------------|--------------------|-----------|------------|-------|----|-----------------|--|
|                                                                                                     | Paired Differences |           |            | t     | df | Sig. (2-tailed) |  |
|                                                                                                     | Mean               | Std.      | Std. Error |       |    |                 |  |
|                                                                                                     |                    | Deviation | Mean       |       |    |                 |  |
|                                                                                                     |                    | on        |            |       |    |                 |  |
| Post-treatment<br>Non-contracted<br>Pair text by EG -<br>1 Delayed Non-<br>contracted text<br>by EG | 1,73684            | 2,43493   | ,39500     | 4,397 | 37 | ,000            |  |

The table presents the results of a paired samples t-test conducted on the variables "Post-treatment Non-contracted text by EG" and "Delayed Non-contracted text by EG." The analysis included 38 paired samples. The mean difference between the two variables was 1.73684, with a standard deviation of 2.43493 and a standard error of the mean of 0.39500. The t-test resulted in a test statistic 4.397, with 37 degrees of freedom and a

significance level of 0.000. This indicates that the mean difference between the two variables is statistically significant and unlikely to have occurred by chance. Overall, the results suggest a significant difference between the "Post-treatment Non-contracted text by EG" and "Delayed Non-contracted text by EG" variables. However, the table alone does not provide information about the direction or nature of this difference, and further analysis may be needed to understand the relationship between these variables fully. A Wilcoxon Ranks Test has been applied to see the direction of the difference (See Tables 67 and 68).

Table 67.

*Post-treatment and Delayed Recordings Ranks in the Scores Obtained from Non-Contracted Text by the EG*

| Ranks                       |                | N               | Mean Rank | Sum of Ranks |
|-----------------------------|----------------|-----------------|-----------|--------------|
| Delayed Non-contracted text | Negative Ranks | 25 <sup>a</sup> | 16,48     | 412,00       |
| by Experimental Group -     | Positive Ranks | 5 <sup>b</sup>  | 10,60     | 53,00        |
| Post-treatment Non-         | Ties           | 8 <sup>c</sup>  |           |              |
| contracted text by          |                |                 |           |              |
| Experimental Group          | Total          | 38              |           |              |

a. Delayed Non-contracted text by Experimental Group < Post-treatment Non-contracted text by Experimental Group

b. Delayed Non-contracted text by Experimental Group > Post-treatment Non-contracted text by Experimental Group

c. Delayed Non-contracted text by Experimental Group = Post-treatment Non-contracted text by Experimental Group

Table 68.

*Post-treatment and Delayed Recordings Wilcoxon Signed Ranks Test in the Scores Obtained from Non-contracted Text by the EG*

| Test Statistics <sup>a</sup>                                                                                 |                     |
|--------------------------------------------------------------------------------------------------------------|---------------------|
| Delayed Non-contracted text by Experimental Group - Post-treatment Non-contracted text by Experimental Group |                     |
| Z                                                                                                            | -3,715 <sup>b</sup> |
| Asymp. Sig. (2-tailed)                                                                                       | ,000                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The table presents the ranks of the paired differences between the "Delayed Non-contracted text by EG" and "Post-treatment Non-contracted text by EG" variables. The

analysis included 38 paired samples, and the ranks were used to determine the direction of the difference between the two variables. The table shows that 25 pairs (of possible number of contractions) had negative ranks, indicating that the "Delayed Non-contracted text by EG" variable was lower than the "Post-treatment Non-contracted text by EG" variable. The mean rank for the negative ranks was 16.48, and the sum of ranks was 412. In contrast, five pairs had positive ranks, indicating that the "Delayed Non-contracted text by EG" variable was higher than the "Post-treatment Non-contracted text by EG" variable. The mean rank for the positive ranks was 10.60, and the sum of ranks was 53. There were also eight ties, indicating no difference between the two variables in those cases.

Overall, the results suggest that the "Delayed Non-contracted text by EG" variable was generally lower than the "Post-treatment Non-contracted text by EG" variable, as indicated by the higher number of negative ranks. This suggestion is also supported by the higher mean rank and sum of ranks for the negative ranks compared to the positive ranks.

#### **4.2.14. Comparison of the findings of the post-treatment and delayed recordings of the contracted text obtained from the EG**

Table 69 is dedicated to the assessment of normality in scores obtained from contracted text recordings within the EG. This table examines the distributional characteristics of post-treatment and delayed recordings contracted text scores in the specified group.

Table 69.

*Post-treatment and Delayed Recordings Tests of Normality in the Scores Obtained from Contracted text by the EG*

|                                                                                         | Tests of Normality              |    |      |              |    |      |
|-----------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                         | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                         | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EGpostDelConDiff<br>(EG Delayed and<br>Post-treatment<br>Contracted Text<br>Difference) | ,128                            | 38 | ,115 | ,947         | 38 | ,073 |

a. Lilliefors Significance Correction

The table presents the results of normality tests conducted on the variable "EGpostDelConDiff". Two tests were used: the Kolmogorov-Smirnov test and the Shapiro-Wilk test, which determine whether a dataset is normally distributed. The analysis included 38 observations, and a Lilliefors significance correction was used. The results show that the Kolmogorov-Smirnov test resulted in a test statistic of 0.128, with 38 degrees of freedom and a significance level of 0.115, which indicates that the data is likely normally distributed, as the test statistic is not significant at the conventional alpha level of 0.05 ( $p = .073$ ). Similarly, the Shapiro-Wilk test resulted in a test statistic of 0.947, with 38 degrees of freedom and a significance level of 0.073. This also suggests that the data is likely normally distributed, as the test statistic is not significant at the conventional alpha level of 0.05. Overall, the results of the normality tests suggest that the "EGpostDelConDiff" variable is likely normally distributed. However, it is important to note that these tests have limitations and do not provide definitive proof of normality. Further analysis may be needed to fully understand the distribution of the data and its implications for statistical analysis, as provided in Table 70 below.

Table 70.

*Post-treatment and Delayed Recordings Descriptives in the Scores Obtained from Contracted text by the EG*

| Descriptives     |                |           |            |
|------------------|----------------|-----------|------------|
|                  |                | Statistic | Std. Error |
| EGpostDelConDiff | Mean           | ,5526     | ,36508     |
|                  | Std. Deviation | 2,25049   |            |
|                  | Skewness       | ,535      | ,383       |
|                  | Kurtosis       | ,299      | ,750       |

The “Skewness” value in the table above is between -1, 1, which means the distribution can be accepted as ‘normal’; therefore, further tests have been conducted to see whether there is a significant difference between the two results. Table 71 provides insight into the correlation between the two scores within the EG. This analysis aims to understand the degree of association or relationship between the two sets of measurements for the specified group.

Table 71.

*Post-treatment and Delayed Recordings Paired Samples Correlations in the Scores Obtained from Contracted Text by the EG*

| Paired Samples Correlations |                                   |    |             |      |
|-----------------------------|-----------------------------------|----|-------------|------|
|                             |                                   | N  | Correlation | Sig. |
| Pair 1                      | Post-treatment Contracted text by | 38 | ,994        | ,000 |
|                             | EG & Delayed Contracted text by   |    |             |      |
|                             | EG                                |    |             |      |

The table presents the results of a paired samples correlation analysis between the variables "Post-treatment Contracted text by EG" and "Delayed Contracted text by EG". The analysis included 38 paired observations, and the correlation coefficient and its significance level are reported. The results show a high correlation coefficient of 0.994, indicating a strong positive relationship between the two variables. The significance level is also reported as 0.000, below the conventional alpha level of 0.05, suggesting that the correlation is statistically significant. Overall, the results suggest a strong positive correlation between the "Post-treatment Contracted text by EG" and "Delayed Contracted



text by EG" variables. This implies that changes in one variable are strongly associated with changes in the other. The high correlation coefficient and statistical significance also suggest that this relationship is unlikely to be due to chance. However, further analysis may be needed to understand the nature and implications of this relationship fully.

Table 72 below presents the results of a paired samples t-test conducted to compare the means of the "Post-treatment Contracted text by EG" and "Delayed Contracted text by EG" variables. The table provides information on the mean, standard deviation, standard error of the mean, and confidence interval of the difference between the two variables, as well as the t-statistic, degrees of freedom, and significance level of the test.

Table 72.

*Post-treatment and Delayed Recordings Paired Samples Test in the Scores Obtained from Contracted Text by the EG*

| Paired Samples Test                                                                        |                    |         |            |       |    |                 |
|--------------------------------------------------------------------------------------------|--------------------|---------|------------|-------|----|-----------------|
|                                                                                            | Paired Differences |         |            | t     | df | Sig. (2-tailed) |
|                                                                                            | Mean               | Std.    | Std. Error |       |    |                 |
|                                                                                            | Deviati<br>on      | Mean    |            |       |    |                 |
| Post-treatment<br>Contracted<br>Pair 1 text by EG -<br>Delayed<br>Contracted<br>text by EG | ,55263             | 2,25049 | ,36508     | 1,514 | 37 | ,139            |

The results show that the mean difference between the two variables is 0.55263, with a standard deviation of 2.25049 and a standard error of the mean of 0.36508. The 95% confidence interval for the difference ranges from -0.18709 to 1.29235. The t-statistic is reported as 1.514, with 37 degrees of freedom, and the significance level is reported as 0.139. This suggests that the mean difference between the two variables is not statistically significant at the conventional alpha level of 0.05.

Overall, the results suggest no significant difference between the means of the "Post-treatment Contracted text by EG" and "Delayed Contracted text by EG" variables. However, it is important to note that the lack of significance may be due to the relatively

small sample size of 38 observations. Further analysis with a Wilcoxon Ranks Test may be needed to confirm these results. Tables 73 and 74 present the analyses expected to confirm the results obtained from the sample.

Table 73.

*Post-treatment and Delayed Recordings Ranks in the Scores Obtained from Contracted Text by the EG*

| Ranks                                                                                                          |                | N               | Mean Rank | Sum of Ranks |
|----------------------------------------------------------------------------------------------------------------|----------------|-----------------|-----------|--------------|
|                                                                                                                |                |                 |           |              |
| Delayed Contracted text by<br>Experimental Group - Post-<br>treatment Contracted text by<br>Experimental Group | Negative Ranks | 18 <sup>a</sup> | 17,47     | 314,50       |
|                                                                                                                | Positive Ranks | 13 <sup>b</sup> | 13,96     | 181,50       |
|                                                                                                                | Ties           | 7 <sup>c</sup>  |           |              |
|                                                                                                                | Total          | 38              |           |              |

a. Delayed Contracted text by Experimental Group < Post-treatment Contracted text by Experimental Group

b. Delayed Contracted text by Experimental Group > Post-treatment Contracted text by Experimental Group

c. Delayed Contracted text by Experimental Group = Post-treatment Contracted text by Experimental Group

Table 74. *Post-treatment and Delayed Recordings Wilcoxon Signed Ranks Test in the Scores Obtained from Contracted Text by the EG*

| Test Statistics <sup>a</sup>                                                                            |                     |
|---------------------------------------------------------------------------------------------------------|---------------------|
| Delayed Contracted text by Experimental Group - Post-treatment<br>Contracted text by Experimental Group |                     |
| Z                                                                                                       | -1,327 <sup>b</sup> |
| Asymp. Sig. (2-tailed)                                                                                  | ,185                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Tables 73 and 74 show the results of the ranking process of the differences between the delayed contracted text by the EG and the post-treatment contracted text by the same group. The Mean Rank for the negative ranks is higher than the Mean Rank for the positive ranks, indicating that, on average, the delayed contracted text by the EG was lower than the post-treatment contracted text by the EG. The sum of ranks for the negative ranks is also higher than the sum of ranks for the positive ranks. The labels a, b, and c indicate the direction of the difference, where a means that the delayed contracted text by the EG was lower than the post-treatment contracted text by the EG, b means that the

delayed contracted text by the EG was higher than the post-treatment contracted text by the EG, and c means that there was no difference between the delayed and post-treatment contracted text by EG. In summary, the table indicates a negative difference between the post-treatment and delayed recordings of the contracted text by the EG, with the delayed contracted text by the EG being lower on average. However, this difference is not statistically significant based on the provided p-value ( $p = .185$ ).

#### 4.2.15. Comparison of the findings of the pre-treatment and delayed recordings of the non-contracted text obtained from the EG

Table 75 is dedicated to the examination of normality in scores obtained from non-contracted text recordings within the EG. Utilizing two well-established statistical tests, the Kolmogorov-Smirnov and the Shapiro-Wilk tests, this table assesses the distributional characteristics of delayed recordings and pre-treatment non-contracted text scores in the specified group.

Table 75. *Delayed Recordings and Pre-treatment Tests of Normality in the Scores Obtained from Non-contracted Text by the EG*

|                                                                                            | Tests of Normality              |    |      |              |    |      |
|--------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                            | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                            | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EGdelPreNonDiff<br>(EG Delayed vs.<br>pre-treatment Non-<br>contracted Text<br>Difference) | ,216                            | 38 | ,000 | ,842         | 38 | ,000 |

a. Lilliefors Significance Correction

This table shows the results of normality tests for the differences between the delayed and pre-treatment non-contracted text by the EG. The Kolmogorov-Smirnov test and the Shapiro-Wilk test were used to assess the normality of the data. The Kolmogorov-Smirnov test resulted in a statistic of 0.216 and a significance level of 0.000, which suggests that the data significantly deviate from normality. Similarly, the Shapiro-Wilk test resulted in a statistic of 0.842 and a significance level 0.000, indicating that the data significantly depart from normality. Therefore, based on the results of these tests, it may not be appropriate to use parametric statistical tests that assume normality for analyzing

the differences between the delayed and pre-treatment non-contracted text by the EG. Non-parametric tests may be more appropriate in this case. Therefore, a Wilcoxon Ranks test was conducted, the results of which are presented in Table 76.

Table 76.

*Delayed Recordings and Pre-treatment Ranks Obtained from Non-contracted Text by the EG*

|                                                                                                             |                | Ranks           |           |              |
|-------------------------------------------------------------------------------------------------------------|----------------|-----------------|-----------|--------------|
|                                                                                                             |                | N               | Mean Rank | Sum of Ranks |
| Pre-treatment Non-contracted text by Experimental Group - Delayed Non-contracted text by Experimental Group | Negative Ranks | 37 <sup>a</sup> | 19,00     | 703,00       |
|                                                                                                             | Positive Ranks | 0 <sup>b</sup>  | ,00       | ,00          |
|                                                                                                             | Ties           | 1 <sup>c</sup>  |           |              |
|                                                                                                             | Total          | 38              |           |              |

a. Pre-treatment Non-contracted text by Experimental Group < Delayed Non-contracted text by Experimental Group

b. Pre-treatment Non-contracted text by Experimental Group > Delayed Non-contracted text by Experimental Group

c. Pre-treatment Non-contracted text by Experimental Group = Delayed Non-contracted text by Experimental Group

Table 77.

*Delayed Recordings and Pre-Treatment Wilcoxon Ranks Test in the Scores Obtained from Non-contracted Text by the EG*

| Test Statistics <sup>a</sup>                                                                                |                     |
|-------------------------------------------------------------------------------------------------------------|---------------------|
| Pre-treatment Non-contracted text by Experimental Group - Delayed Non-contracted text by Experimental Group |                     |
| Z                                                                                                           | -5,309 <sup>b</sup> |
| Asymp. Sig. (2-tailed)                                                                                      | ,000                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The Wilcoxon Signed Ranks Test was used to compare the difference between the pre-treatment and delayed non-contracted text by the EG. The test results show a significant difference between the EG's pre-treatment and delayed non-contracted text, with a negative rank sum of 703 and a mean rank of 19.00 for negative and zero positive ranks. The test statistic, Z, was -5.309 and the Asymp. Sig. (2-tailed) was 0.000, which indicates a significant difference at the 0.05 level. Therefore, it can be concluded that the delayed non-contracted text by the EG was significantly better than the pre-treatment

non-contracted text.

Table 78 provides insight into the correlation between delayed recordings and pre-treatment non-contracted text scores within the EG. This analysis aims to understand the degree of association or relationship between the two sets of measurements for the specified group.

Table 78.

*Delayed Recordings and Pre-treatment Paired Samples Correlations Test in the Scores Obtained from Non-contracted Text by the EG*

| Paired Samples Correlations                                                        |    |             |      |
|------------------------------------------------------------------------------------|----|-------------|------|
|                                                                                    | N  | Correlation | Sig. |
| Pair 1 Delayed Non-contracted text by EG & Pre-treatment Non-contracted text by EG | 38 | ,857        | ,000 |

The table shows the results of the paired samples correlation analysis between delayed non-contracted text by the EG and pre-treatment non-contracted text by the same group. The sample size was 38, and the correlation coefficient was 0.857, which indicates a strong positive correlation between the two variables. The p-value was lower than 0.001, suggesting the correlation was statistically significant. Overall, these results suggest a significant relationship between delayed non-contracted text by the EG and pre-treatment non-contracted text by the specified group in this study.

Table 79 presents the results of a paired samples t-test to compare the means of delayed non-contracted text and pre-treatment non-contracted text by the EG.

Table 79.

*Delayed Recordings and Pre-treatment Paired Samples Test in the Scores Obtained from Non-contracted Text by the EG*

| Paired Samples Test |                                                                             |         |            |         |       |      |      |
|---------------------|-----------------------------------------------------------------------------|---------|------------|---------|-------|------|------|
|                     | Paired Differences                                                          |         |            | t       | df    | Sig. |      |
|                     | Mean                                                                        | Std.    | Std. Error |         |       |      |      |
|                     | Deviation                                                                   | Mean    |            |         |       |      |      |
| Pair 1              | Delayed Non-contracted text by EG - Pre-treatment Non-contracted text by EG | 8,50000 | 8,30093    | 1,34659 | 6,312 | 37   | ,000 |

The mean difference between the two variables is 8.50, with a standard deviation of 8.30. The calculated t-value is 6.312 with 37 degrees of freedom, and the two-tailed significance level is less than 0.001. This indicates a significant difference between the EG's means of delayed non-contracted text and pre-treatment non-contracted text. Overall, the results suggest that the delayed non-contracted text by the EG had a significantly higher mean than the pre-treatment non-contracted text by the EG.

#### **4.2.16. Comparison of the findings of the pre-treatment and delayed recordings of the contracted text obtained from the EG**

Table 80 focuses on the assessment of normality in scores obtained from contracted text recordings within the EG. The table examines the distributional characteristics of delayed recordings and pre-treatment contracted text scores in the specified group.

Table 80.

*Delayed Recordings and Pre-treatment Tests of Normality in the Scores Obtained from Contracted Text by the EG*

|                                                                                                          | Tests of Normality              |    |      |              |    |      |
|----------------------------------------------------------------------------------------------------------|---------------------------------|----|------|--------------|----|------|
|                                                                                                          | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                                                                                          | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| EGdelPreConDiff<br>(Experimental<br>Group Delayed vs.<br>pre-treatment<br>Contracted Text<br>Difference) | ,141                            | 38 | ,053 | ,904         | 38 | ,003 |

a. Lilliefors Significance Correction

The table shows the results of the normality tests (Kolmogorov-Smirnova and Shapiro-Wilk) for the variable "EG Delayed vs. pre-treatment Contracted Text Difference." The null hypothesis is that the variable follows a normal distribution, and the alternative hypothesis is that it does not. The results show that the variable does not follow a normal distribution, as evidenced by the significant p-values ( $p = .003$ ) for both tests. Therefore, parametric tests may not be appropriate, and non-parametric tests may be more appropriate for data analysis. Therefore, a Wilcoxon Ranks test has been conducted, with results in Tables 81 and 82.

Table 81.

*Delayed Recordings and Pre-treatment Ranks in the Scores Obtained from Contracted Text by the EG*

| Ranks                                                            |                |                 |           |              |
|------------------------------------------------------------------|----------------|-----------------|-----------|--------------|
|                                                                  |                | N               | Mean Rank | Sum of Ranks |
| Pre-treatment Contracted text by<br>Experimental Group - Delayed | Negative Ranks | 31 <sup>a</sup> | 17,94     | 556,00       |
|                                                                  | Positive Ranks | 2 <sup>b</sup>  | 2,50      | 5,00         |
| Contracted text by Experimental<br>Group                         | Ties           | 5 <sup>c</sup>  |           |              |
|                                                                  | Total          | 38              |           |              |

a. Pre-treatment Contracted text by Experimental Group < Delayed Contracted text by Experimental Group

b. Pre-treatment Contracted text by Experimental Group > Delayed Contracted text by Experimental Group

c. Pre-treatment Contracted text by Experimental Group = Delayed Contracted text by Experimental Group

Table 82.

*Delayed Recordings and Pre-treatment Wilcoxon Ranks Test in the Scores Obtained from Contracted Text by the EG Group*

| Test Statistics <sup>a</sup>                                                                        |                     |
|-----------------------------------------------------------------------------------------------------|---------------------|
| Pre-treatment Contracted text by Experimental Group - Delayed Contracted text by Experimental Group |                     |
| Z                                                                                                   | -4,931 <sup>b</sup> |
| Asymp. Sig. (2-tailed)                                                                              | ,000                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The statistics in the tables above show the results of a Wilcoxon signed-rank test for comparing the pre-treatment contracted text and delayed contracted text by the EG. The test statistic (Z) value of -4.931 indicates a significant difference between the two groups. The Asymp. Sig. (2-tailed) value of 0.000 indicates that the probability of obtaining a difference as large as the one observed due to chance alone is less than 0.05. The note shows that the test is based on positive ranks, which suggests that the delayed contracted text by the EG had higher ranks than the pre-treatment contracted text by the EG. Overall, these results suggest a significant difference in the EG's performance in the contracted text task before and after treatment.



Table 83 provides insights into the correlation between delayed recordings and pre-treatment contracted text scores within the EG. This analysis aims to understand the degree of association or relationship between the two sets of measurements for the specified group.

Table 83.

*Delayed Recordings and Pre-treatment Paired Samples Correlations Test in the Scores Obtained from Contracted Text by the EG*

| Paired Samples Correlations                                                |    |             |      |
|----------------------------------------------------------------------------|----|-------------|------|
|                                                                            | N  | Correlation | Sig. |
| Pair 1 Delayed Contracted text by EG & Pre-treatment Contracted text by EG | 38 | .969        | .000 |

The table shows the results of a paired samples correlation analysis between delayed contracted text by the EG and pre-treatment contracted text by the same group. The table reports the correlation coefficient and the associated significance level. The high correlation coefficient of .969 indicates a strong positive relationship between the two variables, which suggests that participants who performed well on the pre-treatment contracted text also performed well on the delayed contracted text. The p-value of .000 indicates that this correlation is statistically significant at the .05 level, suggesting that this relationship is not likely to be due to chance. Overall, the performance on the delayed contracted text is highly related to the performance on the pre-treatment contracted text, indicating that the treatment may be an important factor in understanding how participants performed on the delayed task.

Table 84 comprehensively examines the paired samples test conducted on scores obtained from delayed recordings and pre-treatment contracted text within the EG. This analysis explores and evaluates any statistically significant differences in the expression and delivery of contracted text between these two differing time points within the specified group.

Table 84.

*Delayed Recordings and Pre-treatment Paired Samples Test in the Scores Obtained from Contracted Text by the EG*

| Paired Samples Test                                                                          |                    |           |            |       |    |                 |  |
|----------------------------------------------------------------------------------------------|--------------------|-----------|------------|-------|----|-----------------|--|
|                                                                                              | Paired Differences |           |            | t     | df | Sig. (2-tailed) |  |
|                                                                                              | Mean               | Std.      | Std. Error |       |    |                 |  |
|                                                                                              |                    | Deviation | Mean       |       |    |                 |  |
|                                                                                              |                    | on        |            |       |    |                 |  |
| Pair 1<br>Delayed<br>Contracted<br>text by EG -<br>Pre-treatment<br>Contracted<br>text by EG | 6,31579            | 5,85918   | ,95048     | 6,645 | 37 | ,000            |  |

The table presents the results of a paired samples t-test conducted to compare the mean scores of delayed contracted text by the EG and pre-treatment contracted text by the same group. The mean difference between the two groups was 6.31579, with a standard deviation 5.85918. The t-value was 6.645, with 37 degrees of freedom and a two-tailed significance level of .000. The 95% confidence interval for the difference was between 4.38992 and 8.24165. Based on these results, it can be concluded that there is a significant difference between the mean scores of the two groups, with the delayed contracted text by the EG scoring higher than the pre-treatment contracted text by the EG.

#### 4.2.17. Findings of the interviews

Table 85 presents an in-depth analysis of the reasons provided by participants for using or avoiding contractions and full forms in both pre/post-treatment texts within the EG and interviews conducted with the CG after the study. The table categorizes the participant responses into themes and codes, capturing the diverse motivations underlying the use or avoidance of contractions and full forms.

Table 85.

*The Reasons Provided by The Participants for Using or Avoiding Contractions or Full Forms in Both Texts*

| Themes                                                    | Codes                                                                                 | n<br>(ToM=Time of Mention)    |                                               | Themes                                                 | n<br>(ToM=Time of Mention) |                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|--------------------------------------------------------|----------------------------|-----------------------------------------------|
|                                                           |                                                                                       | EG<br>(Pre/Post)<br>Interview | CG (Only<br>interviews<br>after the<br>study) |                                                        | EG<br>(Pre/Post)<br>t)     | CG (Only<br>interviews<br>after the<br>study) |
| <b>Reasons<br/>for using<br/>contract<br/>ions</b>        | Enhancing fluency                                                                     | 8/16                          | 9                                             | <b>Reasons<br/>for using<br/>full<br/>forms</b>        | 2/0                        | 11                                            |
|                                                           | Fast                                                                                  | 7/13                          | 6                                             |                                                        | 2/0                        | 4                                             |
|                                                           | Daily/colloquial/street language                                                      | 4/8                           | 5                                             |                                                        | -                          | -                                             |
|                                                           | Easy to read                                                                          | 3/10                          | 1                                             |                                                        | 3/2                        | 14                                            |
|                                                           | Shorter to read                                                                       | 2/6                           | 3                                             |                                                        | -                          | -                                             |
|                                                           | Clear to see words separately                                                         | 1/1                           | -                                             |                                                        | 2/2                        | 7                                             |
|                                                           | Formal/Written language/Grammatical                                                   | 1/6                           | -                                             |                                                        | 4/3                        | 12                                            |
|                                                           | Fewer hesitations                                                                     | -/2                           | -                                             |                                                        | 3/1                        | 5                                             |
|                                                           | Familiarity with written forms                                                        | 2/8                           | 1                                             |                                                        | 3/2                        | 6                                             |
|                                                           | Tendency to read all the words written                                                | -                             | -                                             |                                                        | 2/1                        | 6                                             |
| <b>Reasons<br/>for<br/>avoiding<br/>contract<br/>ions</b> | Not used to pronouncing/difficult to pronounce/hesitations/had to read more carefully | 16/6                          | 8                                             | <b>Reasons<br/>for<br/>avoiding<br/>full<br/>forms</b> | 2/-                        | 1                                             |
|                                                           | Little or No knowledge of how to pronounce                                            | 10/2                          | 9                                             |                                                        | -                          | -                                             |
|                                                           | Had to swallow sounds and words/ungrammatical                                         | 4/1                           | 3                                             |                                                        | -                          | -                                             |
|                                                           | Feeling uncomfortable with conveying meaning                                          | 4/-                           | 2                                             |                                                        | -                          | -                                             |
|                                                           | Too many contractions in one text                                                     | 2/1                           | 3                                             |                                                        | -                          | -                                             |
|                                                           | Longer to read/not enhancing fluency                                                  | 8/3                           | 5                                             |                                                        | 2/10                       | 2                                             |
|                                                           | Confusing (would-had; is-has)                                                         | 4/2                           | 3                                             |                                                        | -                          | -                                             |
|                                                           |                                                                                       |                               |                                               |                                                        |                            |                                               |

Table 85 reflects the findings of the analysis of the reasons provided by the participants in the EG for using or avoiding contractions or full forms in both texts before the treatment session. The CG were not asked to comment on their recordings to prevent any effect on their results, which would be acquired after the treatment of the EG. The codes and relevant themes were derived via open-ended questions that sought answers for the third research question. As can be seen at the top of the table, for instance, the ‘Enhancing fluency’ code was mentioned eight times by the EG in the pre-treatment, but the number of instances increased to 16 after the treatment, whereas the CG mentioned the code 9 times.

The subsequent sections delved into a detailed interpretation of the participant responses, exploring the nuanced motivations and considerations underlying their choices regarding contractions and full forms in written and spoken language. This analysis contributes valuable insights to understanding participants' linguistic preferences and challenges in different contexts.

#### **4.2.18. Findings after the analyses of the pauses or hesitations in pre- and post-treatment recordings**

Table 86 provides a detailed analysis of the number of pauses or hesitations, alternative structures used, and the number of alternative contractions or forms employed in both pre- and post-treatment texts within the EG and the CG. This analysis explores the participants' utilization of contracted and non-contracted forms, shedding light on their fluency, pronunciation, and the adaptation of alternative linguistic structures between the two groups.

Table 86.

*Pre- and Post-Treatment Number of Pauses or Hesitations in the Contracted and Non-Contracted Texts*

| Contractions                           | Number of hesitations/pauses            |                                          | Alternative structures used                                                                    | Number of alternative contractions or forms used |                               |
|----------------------------------------|-----------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------|
|                                        | EG<br>(Pre/Post)                        | CG<br>(Pre/Post)                         |                                                                                                | EG<br>(Pre/Post)                                 | CG<br>(Pre/Post)              |
| It would be nice (non contracted text) | 3/1                                     | 3/4                                      |                                                                                                | -                                                | -                             |
| Wouldn't've been                       | 4/2                                     | 2/3                                      | wouldn't <u>have</u> been                                                                      | 20/12                                            | 16/18                         |
| 'twas (it was)                         | 3/2                                     | 5/6                                      | <u>I</u> was that was                                                                          | 3/1<br>2/0                                       | 6/5<br>1/1                    |
| Who'd (had) always been                | 8/2                                     | 7/5                                      | Who'd + would                                                                                  | 1/1                                              | 2/1                           |
| Who're (are) living                    | 4/1                                     | 2/3                                      | Who were                                                                                       | 2/0                                              | 1/1                           |
| I'd (had) heard                        | 5/1                                     | 3/1                                      | Incomprehensibly pronounced<br>Would heard<br>Either would or had                              | 2/0<br>4/1<br>5/1                                | 1/0<br>5/5<br>7/2             |
| What're (are) you doing?               | 8/2 (non-contracted form 'are' uttered) | 11/8 (non-contracted form 'are' uttered) | -                                                                                              | -                                                | -                             |
| What's (does) she do?                  | 4/1                                     | 2/5                                      | *What is she do?<br>What's she doing?                                                          | 3/1<br>2/0                                       | 2/5<br>3/1                    |
| Jack's (has) bought                    | 0/0                                     | 0/0                                      | Jack bought                                                                                    | 0/0                                              | 3/1                           |
| It'd (would) be nice...                | 3/1                                     | 4/6                                      | *It be nice<br>It would be nice                                                                | 2/0<br>2/0                                       | 1/1<br>1/5                    |
| What've (have) you planned             | 9/3                                     | 7/9                                      | What've you planned<br>What'f you planned                                                      | 1/0<br>2/2                                       | 2/1<br>1/1                    |
| ...film's (has) arrived                | 4/1                                     | 3/2                                      | ...film'/əz/ arrived<br>... film/ɪz/ arrived<br>...film/s/ arrived                             | 3/1<br>-/2<br>-/4                                | 3/4<br>-/4<br>-/9             |
| What'd (did) you say                   | 3/1                                     | 5/6                                      | What you say?<br>What would you say<br>What did you say<br>What do you say<br>What/əd/ you say | 2/1<br>5/2<br>2/2<br>2/0<br>-/3                  | 4/4<br>5/8<br>1/3<br>4/2<br>- |
| D'ye (do) mean...                      | 12/10                                   | 13/9                                     | /di: je/ mean<br>It would you mean...<br>you mean...?                                          | 3/2<br>1/1<br>3/2                                | 3/3<br>1/1<br>4/3             |
| We'll                                  | 4/1                                     | 1/1                                      | Incomprehensible pronunciation                                                                 | 1/1                                              | 2/1                           |

The table shows a list of contracted forms, the number of hesitations/pauses, alternative structures used, and the number of alternative contractions or forms used. It reflects the findings of the analysis of the contracted and non-contracted text recordings before and after the treatment session for the EG and CG. The

pauses/hesitations/repetitions and alternative contractions or pronunciations uttered by the participants have been counted and provided in the table. The slashes separate the pre and post-treatment scores. In the top row, for instance, The phrase ‘It would be nice’ was provided in non-contracted form. 3/1 stand for the number of pauses or hesitations by the EG before and after the treatment. In the second row, the phrase ‘wouldn’t’ve been’ was provided in its contracted form, and out of 58 participants, there were a total of 6 instances in both groups where the speakers paused or hesitated to read. There were a total of 36 instances where the contracted form was pronounced as ‘wouldn’t have been’ instead of ‘wouldn’t’ve been’ before the treatment period. The table also shows that the contraction "d'ye" caused the most hesitations, with 12 hesitations/pauses in EG and 13 in CG.

The use of alternative structures and forms is also analyzed in the table. For instance, the phrase "It'd be nice" was also expressed as "It be nice," and "What's she doing?" was expressed as "What is she do?" by the participants. In addition, the table indicates that some contractions were not comprehensible for the participants in certain contexts. For example, "Who'd" may be confused with "Who would" or "Who had," and "I'd" may be confused with "I had" or "I would." Overall, the table provides a useful analysis of the use of contractions in spoken English, highlighting the frequency of their use, alternative forms and structures, and potential comprehension issues.

#### **4.2.19. Findings of the analyses of the journals and interviews**

Table 87 presents the results of in-depth analyses of journals and interviews, offering insights into participants' perceptions and attitudes towards the use of contractions. The themes and codes cover positive and negative remarks related to speaking, writing, listening, benefits, background knowledge, change in decision, and social image. The Time of Mention (ToM) is specified for each theme, capturing the temporal dynamics of participants' perspectives throughout the study.

Table 87.

*The Results of the Analyses of the Journals and Interviews*

| <b>THEME S</b>   | <b>CODES (POSITIVE REMARKS)</b>                                                                                      | <b>ToM (Time of Mention)</b> | <b>CODES (NEGATIVE REMARKS)</b>                                                                                                                           | <b>ToM (Time of Mention)</b> |
|------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>speaking</b>  | to be more natural/not to be robotic (Naturalness)                                                                   | 38                           | N/A                                                                                                                                                       |                              |
|                  | to be more fluent/save energy/fast/short and precise/ proper/simple/not to bore addressee (Fluency)                  | 52                           | N/A                                                                                                                                                       |                              |
|                  | to be more comfortable/to speak more easily/ease in speech/to speak better/to make speaking more practical (Comfort) | 32                           | N/A                                                                                                                                                       |                              |
|                  | to be more comprehensible/to be clearer (Comprehensibility)                                                          | 22                           | N/A                                                                                                                                                       |                              |
|                  | daily language/communication/ useful in my speaking (Daily Speech)                                                   | 40                           | It is like street language (Formality)                                                                                                                    | 2                            |
|                  | I pronounced it in a different way/I used to struggle with contractions. (Difficulty)                                | 28                           | I must not use it if my pronunciation is wrong (Pronunciation)                                                                                            | 2                            |
|                  | I need to swallow sounds (Pronunciation)                                                                             | 6                            |                                                                                                                                                           |                              |
| <b>writing</b>   |                                                                                                                      |                              | difficult to learn and understand/ (Difficulty) they are confusing/I'm not accustomed to/I have difficulty/they have difficult pronunciation (Difficulty) | 18                           |
|                  | I learned how sounds change (Pronunciation)                                                                          | 2                            |                                                                                                                                                           |                              |
| <b>writing</b>   | N/A                                                                                                                  |                              | It must not be used in writing (Formality)                                                                                                                | 2                            |
| <b>listening</b> | to understand what is being said by a speaker/ to understand listening texts (Understanding)                         | 20                           | N/A                                                                                                                                                       |                              |
| <b>reading</b>   | I will be able to understand better while reading (Understanding)                                                    | 2                            | N/A                                                                                                                                                       |                              |
| <b>benefit</b>   | beneficial/useful/important/ effective/ contributed to my knowledge                                                  | 44                           | N/A                                                                                                                                                       |                              |

(Table 87 continue)

|                           |                                                                                                                                                                                                                            |     |                                                        |    |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------|----|
| <b>background</b>         | I already had some knowledge/I remembered (Previous Knowledge)                                                                                                                                                             | 18  | N/A                                                    |    |
|                           | I am informed about contractions/I improved myself/I learned and understood its advantage, use, cause, importance (No Previous Knowledge)                                                                                  | 30  | N/A                                                    |    |
|                           | had never been taught (No Previous Knowledge)                                                                                                                                                                              | 2   | N/A                                                    |    |
| <b>change in decision</b> | I am not prejudiced against it anymore/using contractions will not pose a problem/I will focus on using them/Contractions are not weird/my views have changed/I must use them more/I must always use them (Not Prejudiced) | 20  | may appear too relaxed in formal contexts (Formality)  | 6  |
|                           | It is more and more widely used in formal situations/contractions can be used in writing/it is not wrong to use contractions/there is no reason not to use contractions (Usability)                                        | 14  | formal and informal must be differentiated (Formality) | 6  |
|                           | N/A                                                                                                                                                                                                                        | 0   | must not be used in some places (Formality)            | 2  |
| <b>Social image</b>       | to get rid of novice status/to speak like a native (Nativelikeness)                                                                                                                                                        | 4   | N/A                                                    |    |
|                           | to be accepted by others/to be welcomed more (Acceptability)                                                                                                                                                               | 8   | N/A                                                    |    |
|                           | to be cool (Impression)                                                                                                                                                                                                    | 2   | N/A                                                    |    |
| <b>Total ToM</b>          |                                                                                                                                                                                                                            | 384 |                                                        | 38 |

Table 87 presents the participants' positive and negative remarks about the treatment, which aimed to teach contractions in English. The positive remarks include the benefits of using contractions, such as improving fluency, comfort, and daily speech. In contrast, the negative remarks include difficulty in pronunciation, confusion, and being seen as vulgar or inappropriate in certain situations.



### FLUENCY

- S1. "... **made** the spoken language **easier** and increased **fluency**..."
- S2. "... it's **easier** to say by **swallowing**..."
- S3. "... I think it will be more **fluent** in **speaking**..."
- S4. "... **useful for speaking** faster and more fluently..."

### COMFORT

- S5. "... can help me **understand conversations** more **comfortably**..."
- S6. "... we can **understand what is spoken** more **comfortably**..."
- S7. "... I learned that it can be **spoken** more **easily**..."
- S8. "... **contractions** made my job **easier**."

### DAILY SPEECH

- S9. "... I **will use** it in **daily speech**..."
- S10. "... **can be used in** everyday **conversational language**..."
- S11. "... I **should use** it as a more **everyday language**."

It seems that the participants' primary focus is on the treatment's positive effects on their spoken language skills, particularly in terms of naturalness, fluency, comfort, and comprehensibility. There are also comments about the usefulness of contractions in different language skills such as speaking, listening, and reading, as well as changes in the students' attitudes towards contractions, with some indicating a shift in perception towards using them more often. The table also indicates that the respondents recognize the social benefits of improving their language skills, such as being accepted and welcomed more, becoming an expert, and creating a positive impression.

### DIFFICULTY IN PRONUNCIATION

- S12. "... I think I will have **difficulty** in pronunciation."
- S13. "... I don't know **how to pronounce** these things, I'm **struggling** to read."

### CONFUSION

- S14. "... abbreviations are very **confusing**."
- S15. "... it can be **confused** with the possessive suffix."
- S16. "... we're **not paying attention** to the abbreviations, and our sentences can

get **confusing**."

S17. "... it seemed a bit **harder** to **understand**."

S18. "... I learned the possibility of **confusion** with the word after the abbreviations."

#### VULGAR OR INAPPROPRIATE

S19. "... it can be used **more in spoken language than in written language**."

S20. "... **my opinion hasn't changed ... there shouldn't be abbreviations in formal language**. It leads to **confusion**."

S21. "... I **shouldn't use** them in **formal writings**."

Regarding negative remarks, some respondents expressed difficulty learning and understanding certain aspects of language, such as pronouncing specific contractions such as 'wouldn't've'. In contrast, others noted that using contractions in speech may appear too relaxed in formal contexts. Furthermore, some respondents noted that contractions should not be used in writing, and formal and informal language must be distinguished. In other words, they recognized the need to differentiate between formal and informal language use. Contractions in speech were also a significant topic, with some respondents expressing difficulty using them correctly.

The journals and interviews yielded various other themes, including comprehensibility, background, social image, and *changes in attitudes* towards contractions.

#### COMPREHENSIBILITY

S22. "... I should use it **to understand** the other party."

S23. "... I realized I was lacking in [abbreviations]. Now I think I will **understand listening texts** better."

S24. "... it makes speech and **communication** more **understandable**."

S25. "... by getting rid of unnecessary redundancies in the sentence, we can **explain ourselves** more clearly."

S26. "... using abbreviations helps me be more **understandable** when **communicating** (especially with foreigners)."

## BACKGROUND

S27. "... [abbreviations] were **things I already knew.**"

S28. "... [lessons about abbreviations] **reminded me of what I knew.**"

S29. "... **I learned** the sound change in abbreviations. **I thought** they were used the same. Especially the difference between /s/ and /z/. [the different sounds as in 'boy's' and 'Jack's']."

S30. "... **I didn't learn anything new.** Abbreviations were **already** a topic **I knew.**"

S31. "... **they didn't teach us** these things **like this** before."

S32. "... I think it's very useful to learn them because they were **never taught.**"

S33. "... **I didn't know** how these things were pronounced and I was reading them differently."

## SOCIAL IMAGE

S34. "... I'll gain a more **native-like appearance.**"

S35. "... **we might sound** more **like a natural English speaker.**"

S36. "... we should use it **to be embraced by natives** [native speakers]."

S37. "... we **shouldn't use** it because it **seems like street language.**"

S38. "... I can use it because it makes me **appear more comfortable and natural** when speaking."

S39. "... using abbreviations **is more welcomed by natural speakers** [native speakers]."

## CHANGES IN ATTITUDE

S40. "... **I learned** that we can use it quite a lot in our daily lives **with this lesson.**"

S41. "... **I no longer think it's wrong** to use abbreviations."

S42. "... **I wasn't using** abbreviations. **Now, I will pay more attention.**"

S43. "... **I now think** that [abbreviation]s **are more important.**"

S44. "... **I still don't support** the use of abbreviations in formal speech and correspondence. I think **daily and formal language should be different.**"

Qualitative data analysis reveals several significant themes regarding the participants' perspectives on contractions:

**Comprehensibility:**

- Participants expressed the utility of contractions in enhancing comprehensibility in communication (Sentences 22, 24, 25, and 26). They perceive that using contractions aids in making speech and communication more understandable, especially in interactions with non-native speakers.

**Background:**

- Some participants indicated familiarity with contractions prior to the study (Sentences 27 and 28).
- Others acknowledge learning new aspects, such as the phonetic variations in contractions (Sentence 29), contrasting with those who did not perceive the learning experience as novel or vice versa (Sentences 30, 31, 32, and 33).

**Social Image:**

- The use of contractions is associated with achieving a more native-like or natural appearance (Sentences 34 and 35).
- However, there are reservations about using them in informal contexts, with concerns about sounding too colloquial (Sentence 37).
- Despite this, some participants view contractions as facilitating a more relaxed and natural conversational style with social acceptance (Sentences 38 and 39).

**Changes in Attitude:**

- Participants recognize the practical applicability of contractions in daily life (Sentence 40).
- Some showed a shift in attitude towards the acceptability of using contractions, from considering them incorrect to acknowledging their legitimacy (Sentences 41, 42, and 43).
- However, there remains a distinction between informal and formal language use, with reservations about using contractions in formal contexts (Sentence 44).

Overall, the table provides insight into students' diverse perspectives and experiences regarding the use of contractions in language, ranging from their perceived utility in enhancing communication to considerations about social image and changes in attitudes towards their appropriateness in different contexts. It also shows that while there

are benefits to using contractions, such as improved fluency, there are also challenges and potential drawbacks that need to be considered, particularly in formal contexts.



## **CHAPTER V**

### **DISCUSSION OF THE FINDINGS**

#### **5.0. Introduction**

This chapter discusses the results that were presented in the Findings chapter. The quantitative and qualitative data obtained through the study will be evaluated and discussed by integrating the relevant studies provided in the Literature Review chapter. The discussion will be supported with more studies where appropriate. Each research question will be discussed under different headings before concluding the study.

#### **5.1. Evaluation of the Experimental and CG Characteristics**

##### **5.1.1. Evaluation of the Groups through Michigan EPT**

Although the total number of participants was 58, it cannot be expected to represent the whole population fully. On one hand, when all the participants were considered, the Michigan EPT results indicated that the whole group was heterogeneous. On the other hand, it was observed that the EG group appears to have performed slightly better than CG in the Michigan EPT, and the analyses (in Tables 16-19) showed that the difference is not statistically significant at the conventional level of significance.

##### **5.1.2. Evaluation of the Groups through Pre-treatment Recordings**

###### **5.1.2.1. Evaluation of the Groups through Pre-treatment Non-contracted Text Recordings**

When the findings of the pre-treatment non-contracted text were closely observed, it was seen that there was a large amount of variation in the scores within each group. However, the CG preferred to use contractions more than the EG. It was concluded that the two groups were not significantly different when their non-contracted text pre-treatment performance results were compared. The EG performed slightly fewer contractions (Mean: 6,3929) than the CG (7,1333) on the pre-treatment non-contracted text (Tables 21 and 24).

### **5.1.2.2. Evaluation of the Groups through Pre-treatment Contracted Text Recordings**

When the findings of the pre-treatment contracted text were closely observed, it was seen that the EG had a higher mean score (Mean= 25,5714) on the Pre-treatment Contracted Text variable than the CG (Mean= 23,6667), meaning that the EG preferred to use contractions more than the CG (Tables 26, 28 and 29). The standard deviations for both groups were relatively high, indicating a large amount of variation in the scores within each group. Overall, it was concluded that there was not any significant difference between the pre-treatment contracted text scores in the EG and CG.

Considering the results of the analyses, it can be observed that both the EG and CG are heterogeneous internally, considering their recordings and the Michigan EPT results. As discussed previously in the Methodology Chapter, a convenient sampling strategy was adopted in the study; therefore, it cannot be alleged that the EG and CG represent the whole as a random selection would not, as was similarly stated by Kerlinger (1970) and Cohen et al. (2000), be practical in the context of the present study.

## **5.2. Evaluation of the Research Questions**

The dissertation involved six research questions to seek answers to the potential effects of teaching contractions to Turkish EFL learners. Recordings gathered before and after the implementation of the treatment, interviews with open-ended questions and journals have been analysed to draw conclusions. This part deals with a detailed evaluation of each research question considering the findings.

### **5.2.1. Evaluation of the Research Questions 1 and 2**

This part includes a discussion of the first two research questions, which are closely related. The scope of this part is to provide a broad picture of the results of the recordings, which may represent possible answers as to what morpho-phonetic contractions the participants employed or avoided in their performances in both the contracted and non-contracted texts.

*RQ1: What morpho-phonetic contractions in English do Turkish EFL learners employ in read speech?*

The first research question aimed to determine whether or not Turkish EFL learners preferred to utter morpho-phonetic contractions. A text including contracted and non-contracted versions of a dialogue was used to observe the outcome to help answer the first research question. The first version of the text included only the non-contracted forms of pronouns and auxiliaries, while the second version involved a contracted pronoun and auxiliary form. All the participants were requested to read aloud and record the dialogues. The recordings have been listened to, and the contractions produced by the participants have been counted. The percentages of the morpho-phonetic contractions employed by Turkish EFL learners were calculated.

Below are the percentages which stood out in the pre-treatment non-contracted text recordings and evaluations of the results, which were presented in Table 23:

- The statement "I am from..." has the highest percentage of contractions in both the EG and the CG groups, with 61% and 64% contracting the structure, respectively. Although the structure was not provided in its contracted form, a majority of the participants preferred to contract it.
- The statement "No, I am not." has the highest percentage of contractions in the negative form, with 58% and 60% of speakers in the EG and CG contracting the structure. A greater number of participants contracted the negative statement.
- The statement "She is retired." has the highest percentage of speakers not contracting the structure in both the EG and CG, with 67% and 64%, respectively. The participants in both groups chose to read the structure as was provided.
- The statements with the lowest percentage of contractions are "It was..." and "Jack has bought cinema...", with 0% of speakers contracting the structures in both groups. None of the participants employed contractions in the present perfect simple and past simple form of 'be' after the subjects 'it' and 'Jack'.
- Overall, there is a slightly higher percentage of speakers in the EG using contractions when compared to the CG, with 26 out of 33 speakers (78.8%) using contractions in the EG group and 18 out of 25 speakers (72%) using contractions in the CG.



Ebibi et al. (2018) found that their participants could identify how the contracted verb forms were used in different contexts. The results presented above also suggest that Turkish EFL learners tend to employ some morpho-phonetic contractions more in their read speech in different contexts. The highest percentage of contractions was observed in the statement "I am from..." in both the EG and CG, indicating that most participants preferred to contract this structure even though it was not provided in its contracted form.

The statement "No, I am not." had the highest percentage of contractions in the negative form, indicating that more participants preferred to contract this structure in the negative form. On the other hand, the statement "She is retired." had the highest percentage of speakers not contracting the structure, suggesting that the participants in both groups chose to read the structure as it was provided.

Interestingly, the statements with the lowest percentage of contractions were "It was..." and "Jack has bought cinema..." with 0% of speakers contracting the structures in both groups. The participants' neglect to contract the two structures may be due to the fact that the auxiliary "has" and the past tense form "was" are rarely instructed contracted forms; therefore, none of the participants considered contracting them. The conclusion drawn here will be elaborated on after the discussion of the second research question, as the discussion of possible reasons for the participants' preferences is within the scope of the third research question.

*RQ2: What morpho-phonetic contractions (if any) do Turkish EFL learners avoid producing in read speech?*

The second version of the text included only the contracted forms of pronouns and auxiliaries. It provides data for both employed and avoided contractions as it was already provided in contracted forms, rendering it a source of answers to the first research question discussed in the preceding part (See Table 29). In other words, as the contracted text tried to elicit contracted forms, the participants could be expected to produce contracted forms rather than the non-contracted versions. Therefore, the data obtained at this point was significant to question to what extent the volunteers altered their preferences.

All the participants were requested to read aloud and record the dialogues. The recordings have been listened to, and the contractions produced have been counted. The percentages of the morpho-phonetic contractions employed and avoided by Turkish EFL learners were calculated. Below are the highest percentages prominent in the pre-

treatment contracted text recordings:

The most widely used contractions were “Who’d always been...”, “Jack’s bought cinema...” and “I haven’t got any...” (100%); “You aren’t from...” (also “you’re not”) (96,5%); “...see what’s on” (96,5%); “Don’t exaggerate (94%); “I wouldn’t’ve been...” (also “wouldn’t have”) (93,5%); “If it weren’t for...” (93,5); “My brother’s learning...” and “...can’t find tickets...” (93%); “...doesn’t work” (90,5); “It isn’t a big...”, “...mustn’t miss it” (also it’s not), “...won’t miss it.” (also ‘ll not) (90%). Considering the statistics given here and in detail in Table 29, it can be observed that negative contractions such as “...haven’t”, “don’t”, “doesn’t”, “isn’t”, and “mustn’t” are generally read aloud by the participants.

The lowest statistics reflect the structures contracted the least frequently by the participants. These structures were either not contracted at all or had a very low percentage of contraction. For example, "Where're you from?" had a contraction percentage of only 38%, indicating that participants were likelier to use the uncontracted form "where are". Similarly, "Who're living there?" had a low contraction percentage of 35%, indicating that participants tended less to use the uncontracted form "who are". Other structures that were not frequently contracted included "What're you doing?" (24%), "It's not a small.../It isn't a big..." (41%) (On the other hand, “It isn't a big...” version is widely uttered with 90%), and "What'd you say?" (42%). These low percentages suggest that participants were less likely to use contractions in these particular structures. When the structures are considered, the contractions involving combinations of a ‘question word’ and ‘auxiliary’ such as “What’d you say?” tend to be less frequently used by the participants (42%).

Apart from the changes standing out in percentages of contractions used, there are some specific types of contractions the participants had problems producing before the treatment. These were observed through the number of hesitations/pauses and alternative pronunciations they adopted. The changes in the numbers are provided in Table 98.

The participants showed hesitations and pauses in some structures. The reason might be the saliency of the structures. For instance, the contracted form of ‘it + was’, provided as ‘twas’ caused pronunciation problems. The participants uttered ‘I was’ and ‘that was’ as an alternative. Another rarely used contraction is ‘D’ye’ whose full form is ‘Do you + mean...’ for which the participants preferred ‘/di: jε/ mean’, ‘It would you mean’ or ‘\_x\_ you mean’.

Another contraction that caused pronunciation problems were ‘who’d’ (‘who’ +

‘had’) instead of which the participants used ‘would’ as an alternative. Similarly, the ‘I + had’ structure was confused with ‘I + would’. The alternative preferred for this combination was ‘would heard’, although it is ungrammatical. Moreover, some recordings were incomprehensible as the sound produced was close to both ‘would’ and ‘had’. ‘Would’ caused a problem with its contracted form, including ‘it’. The participants preferred either ‘it be nice’ or the full form ‘it would’ while pronouncing.

Although the participants produced no alternatives for ‘what + are’ contraction, they paused or hesitated and tended to use the full form. The reason might be that they are not used to the ‘what’re’ version of the question formed with ‘what + are’. ‘Who + are’ (who’re) was confused with ‘who + were’. ‘What + does’ contraction (‘What’s’) is another problematic question word and auxiliary verb combination which leads to hesitations or pauses. The participants tended to produce ‘What is she do’, ‘what is she doing’ or ‘What’s she doing?’, which may indicate that the learners are unfamiliar with contractions involving ‘what’ and ‘does’. ‘What’ and ‘did’ combination also confused some participants, which led them to produce ‘What’d she do’ as ‘What you say’, ‘What would you say’, ‘What did you say?’, ‘What do you say’ and ‘What/əd/ you say’.

Overall, the data reveals that some contractions are more common than others in read speech, and there is variability in the frequency of contraction depending on particular structures, which might have affected the level of avoidance in the participants’ performances. The challenge might stem from the task of identifying both the linguistic aspect of the word and its prosodic features, such as intonation, stress, and variations in weak and strong forms (Vandergrift, 2007; Walker, 2014). The findings suggest that increased exposure to rarely used contractions might result in a higher likelihood of using contractions in speech. This tendency is linked to the concept of transfer of learning, defined as the impact of learning from one instructional event on subsequent problem-solving or learning in similar events (Royer, 1979). This part dealt with the contractions that were avoided by the participants, with a few reasons for the avoidance. However, further possible reasons are within the scope of the third research question based on the data gathered from the participants. The following section includes the third research question and deals with the possible reasons as to why the participants avoid contractions.

### 5.2.3. Evaluation of the Research Question 3

The result presented under the first two research questions revealed the most or least commonly used or avoided contractions by the participants. This part focuses on the possible reasons for the avoidance or use of contractions as the purpose of the third research question was to explore implied reasons underlying the avoidance of particular contractions. The data to explain the reason were collected through recordings and interviews supported by student journals and researcher observations.

*RQ3: What are the potential reasons that drive Turkish EFL learners to avoid the production of particular contractions (if any) in English?*

#### 5.2.3.1. Reasons for Using Contractions

Understanding why the participants use contractions may expose some underlying causes of avoiding them. The analysis of the data acquired in the interviews has provided several reasons for employing contractions.

It seems that the most common reasons for using contractions in interviews are to ‘enhance fluency’ and to ‘speak faster’ (mentioned 30 times, see Table 99). This suggests that contractions are perceived as a tool to make the interviewee's speech flow more smoothly and communicate their responses more quickly. Dauer and Browne (1992) also allege that teaching pronunciation techniques provides ‘psychological relief and increased confidence’ for both the speakers and listeners who can understand more clearly the relationship between words and ‘process speech by a native speaker’ with an enhanced intelligibility.

Additionally, contractions are associated with ‘daily/colloquial/street language’ (mentioned nine times), which may indicate that interviewees feel more comfortable using contractions in informal settings. According to Demirezen (2011), the use of everyday language, including some slang, is important for real communication between people. Classroom activities that encourage authentic communication are effective for learning. Using language in meaningful tasks promotes learning. The classroom should provide opportunities for students to practice real-life situations and engage in real-world communication.

Other reasons for using contractions mentioned in the study include ‘making the text easier and shorter to read’ (mentioned seven times), ‘familiarity with written forms’ (mentioned four times), and creating a ‘clear separation between words’ (mentioned

once). Overall, the results obtained from interviews may suggest that contractions are associated with a desire for faster, more fluent communication and a preference for more colloquial or informal language.

After a close inspection of the answers provided by the students and the data provided in the first two research questions, several possible reasons emerge as to why the participants in the present study preferred to use contractions. One possibility is that the participants were influenced by the language input they had received in their previous learning. Participants might be expected to use contractions in structures with which they are more familiar or use more frequently in their spoken English. For example, "I am from..." is a common phrase that is more likely to be used often in conversations, which may explain why a majority of participants chose to contract it. They might also have been exposed to many spoken or informal English where contractions are commonly used, leading them to adopt this language feature in their speech. The participants may have been influenced by the speech patterns of native English speakers or other English language learners who frequently use contractions. This could be due to exposure to English media (such as TV shows or movies), interacting with English-speaking friends, or taking courses with English-speaking instructors. Listening precedes speaking and is the first skill humans start to get exposed to when they are born (Lundsteen, 1979). According to Hedge (2000), about 75% of communication is realized through speaking and listening, which means listening encapsulates an important part of daily life where humanity leaves the traditional printed media. In conclusion, the participants may have simply developed a habit of using contractions in their spoken English without giving it much thought, possibly due to long-term exposure to spoken English or simply personal preference.

Another possibility is that the participants may have used contractions to sound more natural or fluent and, therefore, more efficient in their spoken English. It is important at this point that the aim of the study is not to promote the necessity of being native-likeness which is parallel with the ideas of Cook (1999), who argues that L2 users need to be prioritized over native speakers and students' L1 should be incorporated as L2 users need to be recognized as independent speakers with unique knowledge and cognitive processes rather than simply trying to imitate native speakers which can help create a positive image of L2 users, rather than considering them as inferior to native speakers. However, it can be maintained that correct pronunciation should not be completely neglected; as McKay (2002) emphasizes, teachers should prioritize allowing

students to communicate first and then focus on accuracy. Moreover, learners might be motivated to speak English like a native without any external urge to do so. As shown in the study by Ceyhan-Bingöl, Akarslan, and Özkan (2020), some participants expressed their internal motivation by expressing that they could ‘imagine [themselves] speaking English like a native speaker.’

A relevant topic to dwell on is the tendency for phonetic approximation. According to Flege, language learners' L2 sounds are typically seen as either correct or incorrect rather than a gradual range of approximations to phonetically precise L2 sounds (1979). Phonetic approximation refers to the process of approximating or representing a word or phrase using sounds that closely match the intended pronunciation rather than using the correct spelling or grammar. This is common in situations where the speaker is unfamiliar with the correct spelling or when the speaker is communicating with someone who may not understand the correct spelling. The phonetic approximation can result in the use of non-standard spellings, slang, or regional dialects to convey meaning. Using "gonna" instead of "going to", "wanna" instead of "want to", or "cuz" instead of "because" are all examples of phonetic approximation. Exposure to daily language, as discussed in the previous paragraph, may also lead to incorrect use of forms while trying to imitate native-speakers. Therefore, it is important to note that relying solely on phonetic approximation can also lead to developing bad pronunciation habits, especially if the learner continues to use non-standard spellings or dialects that native speakers do not commonly use. In other words, phonetic approximation can lead to the development of bad pronunciation habits if the learner is not careful. If a learner relies solely on phonetic approximation to produce the sounds of a language, they may end up using incorrect or non-standard pronunciations that native speakers do not commonly use. This can make it difficult for them to communicate effectively and be understood by others. Moreover, if learners focus too much on approximating the sounds of words, they may not develop a deep understanding of the grammar rules for correctly forming sentences. This can limit their ability to express themselves accurately and fluently in the language. While phonetic approximation can be a helpful tool in the early stages of language learning, it may not be sufficient for more advanced learners who wish to achieve native-like proficiency in the language. In order to achieve this level of proficiency, learners need to focus on developing a deep understanding of the grammar, vocabulary, and syntax of a language, as well as the cultural context in which the language is used. Even when learners try to achieve native-like pronunciation, it could be advisable for them to learn and use correct

spelling and grammar, in addition to practising their pronunciation through phonetic approximation and other techniques such as listening and imitation exercises, working with a tutor or language partner, and engaging in immersive language experiences.

As was discussed in the previous section, some of the contractions widely preferred by the participants are as follows: "...haven't", "don't", "doesn't", "isn't", and "mustn't". The fact that the participants contracted the negative forms more frequently than the positive ones suggests that they may perceive the negative forms as more common or more natural in spoken English. Contractions are a common feature of spoken language, and using them can make the speaker sound more native-like or comfortable with the language. Using contractions can also make speech more efficient by allowing speakers to express ideas more quickly and concisely. This can be especially useful in fast-paced conversations or when conveying information in a limited time.

Moreover, using contractions can help reduce the cognitive load of producing language, allowing speakers to focus more on the content of their speech (see Brown, 1995; Underhill, 2005 on the discussion of cognitive load). Some sentences may be more difficult to pronounce without contractions, and participants may have chosen to use them for ease of pronunciation. For example, in the sentence "She is retired.", 'she' ends in a vowel sound and is followed by 'is', which can be difficult to pronounce smoothly without a contraction.

It is also possible that the participants were not aware of the formal or academic conventions that discourage the use of contractions in written English. As Turkish EFL learners, they might not have been taught English primarily for academic purposes where contractions are discouraged. Unlike formal writing conventions, however, in informal spoken settings, contractions may be more prevalent and regarded as acceptable. For example, the negative statement "No, I am not." is often used in response to a question, and in a conversational context, the use of contractions may be more natural and efficient. Contractions are generally considered informal, and speakers may use them to convey a more casual or friendly tone. In other contexts, contractions can help build rapport with listeners or signal a desire to connect more personally. To sum up, the reasons for the participants' preference to use contractions could be influenced by their exposure to spoken English, their desire to sound more fluent, the context and their awareness of the formal conventions of written English.

### 5.2.3.2 Reasons for Avoiding Contractions

The data analysis in the Findings Chapter (see Table 98) provided some possible reasons for avoiding contractions. The most commonly cited reasons for avoiding contractions included ‘difficulty in pronouncing’ them or ‘having to read more carefully to understand’ them (mentioned 24 times) as they had little or no knowledge of pronouncing certain contractions (mentioned 19 times).

Longer reading time and reduced fluency (mentioned 13 times), discomfort with conveying meaning (mentioned six times), and confusion over contractions with similar sounds (mentioned seven times) also emerged as significant reasons for avoiding contractions. Some of the participants stated that they had to swallow sounds and words, which gave the impression that they sounded ungrammatical (mentioned seven times).

Another reason put forward by the participants was about ‘contractions being too frequent in the text provided in the study’ (mentioned five times). The frequency of the contractions presented in the text seems to have posed a difficulty, which highlights a possible limitation to the effectiveness of the source text used in the study. According to Brown (1995), the content provided in a text may cause cognitive demands in both reading and listening, which are interrelated. In future studies, the problem could be solved by designing a text in a more balanced way so that participants are not overwhelmed by the content.

Based on the results of the data acquired in the study, it appears that there are several reasons why participants avoid using contractions in English. One of the most common reasons cited is difficulty pronouncing contractions or reading more carefully to understand them. It can be inferred that the way the pronunciation of words differs from the way they are represented in print may create critical listening comprehension and pronunciation problems (Bloomfield et al., 2010; Walker, 2014). The difficulty may also arise from the workload to identify the linguistic part of the word as well as the prosodic features, including intonation, stress, and weak and strong forms (Vandergrift, 2007; Walker, 2014). Avoiding specific contractions may result from the fact that some participants had little or no knowledge of how to pronounce, stress, or enunciate certain contractions, making them feel self-conscious or unsure when using them. It is important to stress once more that the aim is not to teach a native-like pronunciation but to help learners to speak intelligibly (see also McKay, 2002; Tarone, 2005) and achieve comprehensibility by focusing on suprasegmental features as well (Çekiç, 2007).



However, as Bada states, when instructors emphasize written conventions too much over oral conventions, it may lead to ‘over-elaboration’ or ‘overindulgence’ which means that learners are trained to create accurate complex grammatical sentences but not necessarily native-like or ‘deviant utterances’ stemming from the tendency to stick to the written conventions (1993). Consequently, as Seidlehofer and Dalton-Puffer (1995) supported, designing a syllabus and teaching the suprasegmental features, including contractions, is a must to overcome the challenges of understanding or producing speech.

There appear to be several other reasons for avoiding contractions. First, learners may prefer to use full forms of pronouns and auxiliary combinations, as contractions can increase reading time and reduce fluency, which may make the text more difficult to understand or follow. Second, listening is another productive skill that is already a complex procedure in which speakers and listeners have to process the information they receive and produce answers (Purdy, 1997; Rost, 2002; Jafari and Hashim, 2015). Contractions could render the listening procedure more complex. Next, some participants may feel uncomfortable conveying meaning through contractions, perhaps because they are not confident in their understanding of the language or are worried about making mistakes in this process. Other reasons for avoiding contractions include confusion over similar-sounding contractions, discomfort with conveying meaning, and contractions being too frequent in the text given. Some participants also reported that they had to swallow sounds or words when using contractions, which made them sound ungrammatical and contributed to their discomfort.

Overall, it seems that a lack of confidence in pronunciation and understanding, as well as concerns about clarity and fluency, are among the main reasons why participants in the study avoid using contractions in English. While some participants prefer using contractions to enhance the fluency and speed of the text, others tend to avoid them when they feel that using contractions impedes comprehension or causes confusion. The reasons for using or avoiding contractions also suggest that familiarity with colloquial language and pronunciation may play a role in their use. Moreover, the results may indicate that exposure to and use of spoken English may lead to a greater tendency to employ contractions in read speech. The tendency is closely related to the transfer of learning, which means “the extent to which the learning of an instructional event contributes to or detracts from subsequent problem solving or the learning of subsequent instructional events” (Royer, 1979). The treatment process in the study revealed that instruction of contractions may be effective in changing learners' attitudes. This parallels

James's claim that English language teaching aims for students to use what they have learned beyond the classroom, which is linked to the transfer of learning. Studies suggest that the transfer of learning is not automatic and can be challenging to encourage, but teaching methods can be developed to promote it (2006). It can be inferred that learners tend to apply their previous learning in their performances.

Similarly, some participants seem to be prejudiced against using contractions in formal writing, which may suggest that if the learners are advised to use full forms, the instructional background of the participants may affect their performances. Even the scholars such as Ebibi et al. (2018) tend to discredit the use of contractions in some contexts, including 'official contexts' and 'speaking to superiors' where, as they support, formal language is demanded, and the use of contractions is 'worrisome'. They support that contractions in formal contexts should be prevented, students should be encouraged to 'apply the rules of the language taught', and those who use contracted forms should be penalized.

The concept of transfer of learning appears in the educational background. For instance, the effects of repetition resulting in familiarity with forms can be an important factor in the use or avoidance of contractions. According to Getz (1966), learners' preference might be explained through 'familiarity through repetition'. The point that Getz advocated might be inherent in why the participants produced contracted forms of 'I am from...' and 'No, I am not', although they were presented in their non-contracted forms in the text. Considering the tendency to use negative contractions, the preferences may be closely related to the saliency of the contractions taught at schools. The most produced contractions in the recordings could be the most encountered contractions, which would be proved, to some extent, if the background of the participants were delved into.

The study also reveals that some participants avoid using contractions or, in other words, those who avoid using contracted structures by choosing to use full forms. Some of the participants feel that they use full forms because they 'enhance fluency' (mentioned 13 times), they can speak 'fast' (mentioned six times), full forms are 'easy or comfortable to read' (mentioned 17 times), it is 'clear to see words separately' (mentioned nine times), contractions are 'Formal/Written Language/Grammatical' (mentioned 16 times). The participants also assert that full forms require 'fewer hesitations' (mentioned eight times), that they are familiar with full forms, 'familiarity with written forms' (mentioned nine times), tend to read each word they see a 'tendency to read all the words written'

(mentioned eight times).

The time of mention calculated in the study indicates that participants preferred using full forms instead of contractions, as they believed that full forms enhanced fluency, were easy to read, and it was clear to see words separately. According to Rixon (1986), learners feel comfortable hearing and understanding every word while listening; therefore, as facilitators, teachers should let their students perceive chunks so their learners do not panic after failing to understand all words. It can be inferred that the tendency to utter or search for full forms could be overcome through contraction training. Moreover, the participants viewed full forms as being more formal, written and grammatical, which may be because contractions are more commonly used in spoken language. The participants also reported that using full forms required fewer hesitations as they were familiar with the full forms due to their saliency in written forms. Some stated that they tended to read each word they saw in a text, which may have contributed to their preference for full forms. Students may tend to pronounce words the way they expect to hear them when listening as they were educated this way, which is connected with their educational background, as discussed previously. The participants preferred to utter the contractions the way they were used to, which may have also resulted from the tendency to avoid exerting extra effort on processing, remembering and balancing the sound and meaning relationship in their listening (Morley and Lawrence, 1972), which is a 'dynamic interaction between perception of sounds and concentration on content (James, 1984).

Overall, the findings suggest that participants' preference for using full forms is driven by various factors, including their perceptions of fluency, readability, formality, and familiarity. These results provide insight into the factors influencing language use and may have practical implications for language teaching and learning. The findings discussed here include the data derived from both groups. The changes in approaches of the EG to the use or avoidance of contractions as a result of the treatment have been discussed under the fourth and fifth research questions.

#### 5.2.4. Evaluation of the Research Question 4

This part includes the discussion of the fourth research question, the scope of which is to provide some oversight of the changes in the production of morpho-phonetic contractions after EG has received some treatment. Therefore, the findings obtained in the pre-, post- and delayed recordings are expected to shed light on any shifts in approaches of the EG to the use or avoidance of the contractions as a result of the treatment.

*RQ4: Are Turkish EFL learners able to produce morpho-phonetic contractions following a training period regarding this fluency feature?*

The tables given in the findings (See Table 23, 29, 35, 43, 49, and 55) provided the percentage of contractions used in pre-treatment, post-treatment, and delayed recordings, as well as the number of hesitations/pauses together with the alternative contractions preferred by the EG (See Table 98). The most striking changes were observed in the following contracted forms:

"That's my..." (is) increased from 82% to 96% in post-treatment recordings and remained at 90% in delayed recordings. This shows that 'that + be' contractions are preferred more after the treatment despite the relative decrease in the delayed recordings. No hesitations/pauses or alternative contractions had been observed in this structure, possibly due to its ease of pronunciation.

"I wouldn't've been..." (also wouldn't have) increased from 91% to 94% in post-treatment recordings and remained at 90% in delayed recordings. Although there is a slight increase in the use of the structure, the delayed recording score was lower than the pre-treatment results, which may imply that the treatment has not played an important role in the production of the structure. However, the stagnancy of the production percentage might be due to the alternative pronunciation adopted by the participants. The participants had already preferred to use 'wouldn't have been' instead of the expected contraction 'wouldn't've been', which may indicate that the EG members produced the alternative contraction rather than the full form. A striking point is that the use of the alternative form dropped from 20 to 12, exposing the shift of choice from the alternative contraction to the provided double contraction. The change in the tendency is thought to be the effect of the teaching contractions as a part of listening and speaking skills, the necessity of which was also emphasized by Brown et al. (1983), who support the idea that teaching listening skills has to be considered in pronunciation teaching. The difficulty

of the pronunciation of some contractions may be explained through the Theory of Markedness, which suggests that some linguistic elements in world languages are more natural and frequent than others, which are known as marked. It can be concluded that the frequency or the markedness of the contractions affected the participants' production; however, after the study, the rise of the instances of such less frequent structures may have helped the learners to overcome the difficulty as Eckman (1985) suggests the degree of markedness between the native and target languages determines the relative level of difficulty in learning a specific structure of the target language (Eckman, 1985). Considering Eckman's definition and examples, it can be concluded that the learners in the study could have experienced some difficulty due to the low frequency of consonant clusters in their mother tongue as well as the low frequency of teaching this contraction compared to the salient or more frequently taught ones such as *I'm* and *don't*. It was also observed that the learners have come up with their alternative pronunciation of the structures (wouldn't have instead of wouldn't've), which might reveal that they are struggling to relieve the difficulty within the target language. The learners, in other words, are thought to have faced the 'wouldn't' variant more frequently than the 'wouldn't've' version of the structure, which may lead us to conclude that the 'markedness' level of the latter determines the former being preferred more by the participants.

It was also observed that the number of hesitations or pauses dropped from 4 to 2, which may also explain the effect of familiarity with the contraction through instruction. As Dauer and Browne (1992) suggested, instructional processes such as teaching pronunciation techniques may help students remember difficult grammatical structures. It will be easier to remember 'verb forms like would have gone'. It can, therefore, be concluded that teaching contractions may also contribute to reinforcing learners' grammar.

The use of "if it weren't for..." increased from 91% to 96% in post-treatment recordings and remained at 95% in delayed recordings. This shows that contractions in 'if clause type 2' are preferred more after the treatment despite the relative decrease in the delayed recordings. No hesitations/pauses or alternative contractions had been observed in this structure, possibly due to its ease of pronunciation.

"No, I'm not." increased from 82% to 90% in post-treatment recordings and remained at 88% in delayed recordings. This shows that contractions in negative short answers with 'am' and the pronoun 'I' are preferred more after the treatment despite the relative decrease in the delayed recordings. No hesitations/pauses or alternative

contractions had been observed in this structure, which might be due to the ease of its pronunciation as well as the saliency of the structure across different levels of English language learning.

"My brother's learning..." (is) increased from 94% to 96% in post-treatment recordings and remained at 97% in delayed recordings. The 'noun + be' formation had already been produced without any problems before the treatment; however, after the instructional period, some increase in the production was observed. Although there is no evidence in the results, the factor which helped the participants produce the contractions easily could be the learners' familiarity with the possessive 's form. It could be assumed that the participants have confused the two grammatical structures, resulting in no pauses, hesitations or avoidance. If this is the case, it can be inferred that the saliency of structures while learning a language affects the ease of producing phrases.

"She's retired." increased from 73% to 90% in post-treatment recordings and further increased to 92% in delayed recordings. Although the participants in the EG had a general tendency to use the full form of the structure before the treatment, they seemed to have welcomed more of the contracted form after the treatment. The change could be explained by the effectiveness of the treatment as well as the comfort of pronunciation regarding the contractions, including 'she' and 'is'.

"Jack's bought cinema..." remained at 100% in post-treatment and delayed recordings. This shows that the 'noun + has' contraction is produced without any problems. However, it must be noted that the learners may have confused the structure for the possessive 's' with which they are expected to have come across more often. Similar results have been observed in the contraction 'film's arrived'. However, /əz/, /ɪz/, and /s/ sounds were produced by the participants, revealing that the contraction of 'has' and 'is' and the plural 's' may confuse the learners. Furthermore, no hesitations/pauses or alternative contractions were observed in this structure, which might be due to the effect of the possessive 's'. Another present perfect combination posing a source of pronunciation problems was the contractions formed with 'what' and 'have'; the participants tried to utter the alternative pronunciations: 'What'we' and 'What'f'.

The results show an overall increase in the use of contractions in post-treatment recordings and delayed recordings compared to pre-treatment recordings. The highest increase was observed in the use of "that's my..." (is), which increased from 82% to 96%. Out of the 35 contractions tested, 31 (88.57%) showed an increase in the percentage of their correct usage in the post-treatment recordings compared to the pre-treatment

recordings. In contrast, 3 (8.57%) showed no change and only 1 (2.86%) showed a decrease in correct usage in the delayed recordings compared to the post-treatment recordings. It can be concluded that the results indicate a significant improvement in the correct use of contractions in the EG after the treatment.

Between the pre-treatment and delayed recordings, 30 (83%) of the 38 contractions tested showed an increase in the percentage of their correct usage, while 5 (8.5%) showed no change and 5 (8.5%) showed a decrease in correct usage. Although there were some slight decreases in usage from the post-treatment recordings to the delayed recordings, the majority of contractions still showed an increase in correct usage compared to the pre-treatment recordings, suggesting that the treatment had a lasting effect on the participants' ability to use contractions correctly. Ebibi et al. (2018) also emphasize the importance of exposure to the contractions through 'interactive activities or events' across departments or in 'seminars, debates and quizzes' to reinforce the use of structures taught.

In the previous section, the most problematic contractions causing hesitations or pauses and the alternatives produced by the participants were discussed in detail. They included question words and auxiliary verb combinations such as 'Who'd', 'What'd', and 'What's (what + does)'. Other types included pronoun and auxiliary combinations including 'twas', 'D'ye', 'I'd (I + had or I + would)', and 'It'd' (it + would or it + had) (See Table 98, 'Pre- and Post-treatment Number of Pauses and Hesitations in Contracted and Non-contracted Texts' for details). It was observed that the participants showed improvements in the production of these structures. In other words, the number of hesitations, pauses, and alternative structures dropped in almost all problematic contractions observed in the recordings. There are a number of instances of the decrease. For example, 'wouldn't've been' dropped from 4 to 2 while the alternative 'wouldn't have' dropped from 20 to 12. The numbers for the contraction 'twas' dropped from 3 to 2 while the alternatives 'I was' and 'that was' dropped from 3 to 1 and 2 to 0, respectively. More participants in the EG started to produce 'who'd (had)' in its correct contracted form (the number of hesitations dropped from 8 to 2). Similarly, the number of hesitations decreased from 5 to 1 for 'I'd (had)' contraction. The alternative contractions 'would heard' dropped from 4 to 1. The number of changes is from 4 to 1 for 'who're'; 'what're' from 8 to 2; 'what's (does)' from 4 to 1 (the alternative productions decreased from 5 to 1); 'it'd (would)' 3 to 1 (the alternative productions decreased from 2 to 0); 'What've (have)' from 9 to 3.

To sum up, it was observed that the number of hesitations, pauses, and alternatively

used forms dropped noticeably after the treatment of the EG, which may imply that the changes are the result of the instructional process. Therefore, considering all the results discussed in this section, the findings suggest that the treatment was effective in increasing the ability of the EG to produce contractions. Therefore, as Ebibi et al. (2018) emphasized, *instructional activities* may ‘enable students to apply the knowledge of the use of contracted verb forms’. Dauer and Browne (1992) also found that teaching pronunciation may result in a ‘noticeable improvement’ in production. They reported that after some treatment, students could overcome their problems in producing sounds, which may support the positive effects of explicit instruction. Several factors stem from pronunciation, which affects listening and speaking, such as the changes of sound in CS and the rhythm of English. Training can help learners improve listening comprehension (Rixon, 1986).

Other scholars support the necessity of educational interventions but with a different perspective. Teaching pronunciation and contractions as the focus of the study are closely related to other language skills, including primarily listening (Celce-Murcia, Brinton, and Goodwin, 1996). However, some scholars advocate that the focus should also be on teaching cognitive strategies such as skimming, scanning, and listening for the main idea as well as details (Nunan and Miller, 1995). They also believe that authentic materials via technology may contribute to training. Some recommend comparing the native language and target language sounds to produce them better (Scarcella and Oxford, 1994). It can be alleged that the alternatives suggested here are significant assets to teach contractions in that they provide real-life sources of how contractions are used.

The increase in the use of contractions may reflect an improvement in the participants' knowledge and confidence in using contractions in English, but further discussion of the analyses needs to be done to conclude if these changes have been statistically important or not. The following section deals with the significance of the differences observed after the treatment.

#### **5.2.5. Evaluation of the Research Question 5**

The previous section dealt with the changes in the production of morpho-phonetic contractions after the treatment of the EG and tried to see if the learners could produce them. This part includes the discussion of the fifth research question, the scope of which is to discuss whether there is any statistically significant difference in the production of



morpho-phonetic contractions obtained through recordings before and after the treatment the EG received.

*RQ5: Can a statistically significant difference be observed in terms of the number and variety of morpho-phonetic contractions regarding read texts provided for the reading of Turkish EFL learners in the pre- and post-training periods?*

The tables in the findings (See Tables 28-48) provided the statistical analyses of the data obtained in pre-treatment, post-treatment, and delayed recordings. The analyses of the data acquired through recordings of the contracted and non-contracted texts before and after the treatment of the EG provided the statistical ground for answering the fifth question, which aimed to find the answer as to whether there is any significant difference in the production of contractions after the treatment period.

It was observed both in the *pre-treatment* and *post-treatment recordings* that the use of contractions in spoken language varies among individuals, with some using contractions more frequently and others using them less often.

Several analyses of the *contracted* and *non-contracted texts* in the *pre-treatment recordings* revealed that there was not a significant difference between the two groups, with the CG having acquired a higher mean score on the *pre-treatment non-contracted text* compared to the EG, which meant that the CG preferred to use contractions more than the EG (Table 24). In a similar vein, it was concluded that there was not a significant difference between the *pre-treatment contracted text* scores in the EG and the CG, with the EG performing slightly higher scores than the CG (Table 28).

However, the findings of the *post-treatment recordings* indicated some changes in scores. It was seen as a result of the analyses that the CG had significantly lower scores on the *post-treatment non-contracted text* compared to the EG (Tables 31-33). This finding is important as it suggests that the intervention or treatment applied to the EG may have positively impacted the outcome. However, the CG also improved due to potential uncontrolled factors or interventions. Despite this, the difference between the *post-treatment non-contracted text* of the EG and the *post-treatment non-contracted text* of the CG was statistically significant (Table 34). In other words, EG performed significantly better than the CG on the *post-treatment non-contracted text*.

The analyses of the *contracted texts* obtained from the *post-treatment recordings* revealed similar results. The t-tests for Equality of Means indicated a significant difference in mean scores between the two groups, and the mean difference between groups was 4.25000 (Table 38). Therefore, the results suggested the EG performed higher

with a statistically significant difference in Post-Treatment Contracted Text Comparison scores between the EG and CG.

Findings of the *delayed recordings* revealed differing results. Despite the EG's slightly higher performance, the analyses of the *non-contracted texts delayed recordings* (Table 40 and 43) suggested no statistically significant difference in Delayed Non-contracted Text Comparison scores between the EG (Mean= 6,7143) and CG (Mean= 6,6000), indicating comparable performance levels across both groups. On the other hand, the analyses of the *contracted texts* (Tables 45-48) showed that the EG performed significantly better on average (Mean= 28,1071) on the *delayed contracted text* task compared to the CG (24,9667), although the scores of both groups increased. It was concluded that the finding might have implications for future research in this area, as it suggests that similar factors might be affecting the performance of both groups on this task.

The results discussed above explain the difference between the performances of the two groups before and after the treatment. There was also the need to observe any possible changes within the EG throughout the treatment.

The comparison of the findings of the recordings of the *non-contracted text before and after the treatment* obtained from the EG was also required. The test statistics (Wilcoxon signed-rank test: -5,378;  $p = .000$ ; Table 52) indicated a statistically significant difference between the *pre-and post-treatment non-contracted texts* in the EG. In other words, the *post-treatment non-contracted text* performance of the EG was significantly better than their *pre-treatment non-contracted text* performance. It is important to point out that although the performance of the CG was not focused on, it was observed that the comparison of the findings obtained from the CG did not reveal any significant difference in *non-contracted text recordings* before and after the treatment of the EG (Tables 53, 54 and 55).

When the findings of the recordings of the *contracted text before and after the treatment* obtained from the EG were compared, it was seen that the experimental treatment had a significant effect on the contracted text recordings of the EG (mean difference: -6.86842, Std. Deviation: 6.42281, Std. Error Mean: 1.04192,  $p = .000$ ; Table 59. See also Table 58), as there was a very strong positive relationship between the pre-and post-treatment measurements which were supposed to provide valuable insights into the effectiveness of the treatment and help inform future interventions aimed at improving contracted text recordings in similar contexts. To sum up, the results suggested that the

experimental treatment had a significant effect on the contracted text recordings of the EG. These findings can provide valuable insights into the effectiveness of the treatment and may help inform future interventions aimed at improving contracted text recordings in similar contexts.

Despite the fact that the research question did not focus on the comparison of the findings of the recordings of the *contracted text before and after the treatment* obtained from the CG, it was interesting to see that the CG outperformed themselves as there was *some* difference between the results obtained before and after the study. However, the t-test statistic with a p-value (Sig.) of .537 (Table 62) was greater than the conventional alpha level of 0.05, which meant we could reject the null hypothesis that there is a significant difference between the *pre-and post-treatment contracted text* recordings for the CG. That is to say, these results suggest that there is not a statistically significant difference in the *contracted text* recordings for the CG, as there is not a significant difference between the pre- and post-treatment measurements (Table 62).

Having observed that EG outperformed themselves after the treatment, it was important to see whether it had a long-term effect on the participants' read-speech performance. Therefore, it is relevant at this point to discuss the difference between contracted and non-contracted text performances both immediately after the treatment and after four weeks, which is meant by delayed performance.

When the findings of the *post-treatment and delayed recordings* of the *non-contracted text* obtained from the EG were analysed, it was observed that there is a significant difference between the *Post-treatment Non-contracted text by EG* and *Delayed Non-contracted text by EG* performances (Table 66:  $p = .000$ ). with the post-treatment recording performance outscoring the delayed recording performance. In other words, the EG generally performed lower in the delayed recordings (Table 68). However, the comparison of the findings of the post-treatment and delayed recordings of the *contracted text* obtained from the EG revealed a different result. It was observed that they performed almost equally, as the overall results suggest that there is no significant difference between the means of the "Post-treatment Contracted text by EG" and "Delayed Contracted text by EG" performance (Table 72). Still, the performance presented by the EG was slightly lower on average in the delayed recordings (Tables 73 and 74).

The results suggest that the EG performed lower than themselves four weeks after the end of the treatment. However, it is crucial to see if they performed better one month

after the end of their treatment than their pre-treatment scores in order to understand if the treatment had any significant effect on their read-speech execution. Hence, the findings of the *pre-treatment and delayed recordings of the non-contracted text* obtained from the EG were compared (Tables 76 and 79). The results of the test showed that there was a significant difference between the *pre-treatment and delayed non-contracted text* by the EG (negative rank sum of 703 and a mean rank of 19.00 for negative ranks, and zero positive ranks,  $p = .000$ ; Table 76 and 77). The EG outperformed themselves significantly (Table 90:  $p = .000$ . See also Table 79)) one month after the end of the treatment, which may indicate that the treatment affected the rise in the use of contractions even when the non-contracted text was provided for them to read aloud. Similar results were observed when the findings of the *pre-treatment and delayed recordings of the contracted text* obtained from the EG were compared (Tables 80, 81, 82, 83 and 84). It was concluded that there was a significant difference in the performance of the EG in the contracted text task before and one month after the treatment (Table 84). This indicates that the treatment may be an important factor in understanding why participants performed higher on the delayed task.

In summary, the analyses of the data acquired through recordings of the *contracted and non-contracted texts* before and after *the treatment of the EG* have shown that although the participants in the EG performed similarly to the CG before the instruction of contractions, they outperformed both themselves and the CG significantly immediately after the treatment. However, there was a slight fall in the production of the contractions when the performance of the EG immediately after the treatment was compared with the delayed recording performance. The decrease in the results may originate from the effect of time. Despite the fact that the EG produced fewer contractions in their delayed recordings, the statistics revealed that the EG improved significantly when their results were compared with the pre-treatment statistics obtained from them. The EG also outperformed the CG, who also improved in their performances; however, the EG surpassed the level of increase in CG's scores significantly, which may suggest that the intervention was the main factor that had a positive effect on the production of contractions by the EG. The study findings are consistent with prior research, providing further evidence for the efficacy of explicit instructional methods in facilitating learners' mastery of contraction usage. Musfirah et al. (2019) observed enhanced listening comprehension and increased interest subsequent to contraction instruction. Mahmood et al. (2012) documented augmented levels of confidence and motivation, resulting in

improved listening proficiency.

Similarly, Baghrahi et al. (2014) and Khaghaninezhad and Jafarzadeh (2014) corroborated heightened awareness following instructional interventions. Brown and Hilferty (1986) documented substantial enhancements in comprehension abilities following a structured training regimen spanning four weeks. Norris (1995) advocated for exposure to authentic linguistic materials alongside teacher guidance as pivotal factors contributing to enhanced comprehension. Field (2005) proposed the importance of teaching accurate word stress patterns to facilitate contraction perception and alleviate communication barriers. Rosa (2002), through a survey of ESL instructors, revealed unanimous support for the efficacy of reduced-form instruction in enhancing learners' comprehension, notwithstanding instructors' limited training in this domain. Collectively, these scholars underscore the pivotal role of explicit instructional approaches in bolstering learners' proficiency in relevant areas, which has direct and indirect implications for the teaching of contractions.

#### **5.2.6. Evaluation of the Research Question 6**

The previous section dealt with the statistical changes in the production of morpho-phonetic contractions after the treatment of the EG and tried to see if the learners could produce the contractions after the intervention. This part includes the discussion of the sixth research question, the scope of which is to discuss the reflections of Turkish EFL learners on the training.

*RQ6: What are the reflections of Turkish EFL learners on the training provided?*

Table 87, which was presented in the Findings Chapter, provided the statistical analyses of the data obtained via student journals and researcher observations. It highlighted the importance of naturalness, fluency, and comprehensibility in spoken language, as well as the need to differentiate between formal and informal language use. It also suggested that social image plays a role in language learning motivation.

Based on the data presented in Table 87, it appeared that students had both positive (384 instances) and negative remarks (38 instances) about the use of contractions. The most frequent positive remarks were related to the benefits of using contractions for speaking (180), such as being more natural (38), fluent (52), and comfortable (32). In contrast, negative remarks are mostly related to issues with pronunciation (20) and formality (18).

Some participants declared (20 instances) that they would be able "to understand what is being said by a speaker" or "to understand listening texts". The finding is harmonious with Musfirah, Razali, and Masna (2021), who concluded in their study that students were helped to resolve listening comprehension difficulties and their listening capacity by CS education in the listening classroom.

It is interesting to note that some students mentioned that they previously had difficulty (28) with contractions, but after learning about them in the treatment, they found them easy and useful (44). Additionally, some students had a change in their views (34) towards contractions, where they became more accepting and willing to use them. The findings of the journals are in line with the study carried out by Ebibi et al. (2018), who also found that the participants' fluency was affected by contractions. The ease of pronunciation might be due to the use of read speech rather than spontaneous speech, as the cognitive pauses required in reading are claimed to be less than spontaneous speech (Goldman-Eisler, 1968; Oliveira, 2002; Bada and Genç, 2008). According to Gustafson-Capkova and Megyesi (2001), spontaneous speech involves a complex process of planning.

Some participants (10 instances) view social images of themselves and express their aim to sound like native speakers, get accepted by the society around them, and become *cool*. The underlying reason might be the highly esteemed authentic language they come across while watching films, travelling or meeting foreign friends online. They need to listen to different accents, including the native speakers of English, and according to Rost (1994), authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it. According to Rost (2002), listeners have to understand spoken output and relate it to their background information, which includes knowledge of CS features such as intonation and stress, as well as other linguistic clues. The statement might support the necessity of creating some background knowledge of contractions in classrooms. The present study seems to have been effective in creating some infrastructure for this purpose, as many of the participants (32 instances) expressed that they were informed about the contractions, their use and advantages after the treatment. There were 18 instances where the participants hinted that they had some previous knowledge about contractions, but they remembered them throughout the study.

The results showed that there had been changes in the participants' attitudes towards the use of contractions in speaking and writing. In 34 instances, the participants reported that they were not prejudiced against contractions anymore or that using contractions

would not pose a problem. Some also stated that they would focus on using them as contractions do not sound weird any more because it is more and more common to use them in formal situations. There were two instances where the participants stated that they had no previous knowledge about the contractions. Teachers may make a difference by focusing on contractions more in their teaching. Gilakjani and Sabouri (2016) concluded in their review of the literature that teachers who know the difficulties their students face can solve their students' listening problems and enhance their learners' listening comprehension skills. The difficulties with contractions faced by students both in listening and speaking might be solved with the help of language teachers; as Goh (2000) suggests, teaching phonology, vocabulary, and grammar should include teaching listening strategies to improve listening.

Overall, it is noteworthy that the respondents' Time of Mention (ToM) reflects a higher frequency of positive remarks than negative remarks, which indicates a generally positive attitude towards contraction training among the respondents. The findings also suggested that the use of contractions in language learning and teaching can have both positive and negative implications, and it may be important to provide guidance on when and where to use them appropriately. These insights can be valuable for language educators and curriculum developers to tailor language learning programs that address the learners' needs and motivations.

## CHAPTER VI

### CONCLUSION

#### 6.0. Introduction

In this chapter, the whole study was summarised, and the implications that could be derived from the conclusions were discussed. Then, the limitations of the current research were explained. Finally, some suggestions for further research were presented to assist researchers who might intend to investigate the topic handled in this dissertation more deeply.

#### 6.1. Summary of the Study

There has been a continuous increase in research on CS. Some of these studies focus on the effects of teaching CS on learners' speaking production and listening comprehension skills. The present study was concerned with how the participants used or avoided contractions while reading a text aloud, and the main aim was to explore the effects of explicit instruction of contractions as a CS feature on Turkish EFL learners' read-speech performances in the context of Türkiye.

A group of B1 and upper English level (determined through Michigan EPT) Turkish EFL learners who were assigned with convenience sampling technique into an EG (N=28) and a CG (N=30) participated in the quasi-experimental (mixed-design research) study, and the EG was provided with some special training designed by the researcher. In contrast, the CG followed only the curriculum of their institution. An eclectic approach to the paradigms (from positivist to critical paradigms) was adopted in the study, and it benefits from both quantitative and qualitative data.

The study was piloted before starting the main study. The participants were asked to read aloud and record a text with contracted or non-contracted versions, which were provided by the researcher before and after the treatment as well as in the delayed recording stage one month after the treatment.

The lesson plan was created, and the content of the instruction was compiled from YouTube and other online resources by the researcher. The participants were instructed face-to-face through the PPP model; however, the participants sent their recordings through Google Classroom at their convenience.



The results were tried to be substantiated with a detailed statistical analysis of contractions as a feature of connected by utilising a speech analysis software called Praat and of the data obtained by utilising SPSS version 21. Tests of Normality, Paired Samples Statistics, Paired Samples Test, Wilcoxon Signed Ranks Test, Independent Samples t-test and Paired Samples Correlations were implemented to see the results obtained in the recordings. Thematic analysis was utilized to analyze the qualitative data derived from the journals kept and semi-structured interviews answered by the participants in the EG.

As a result, when the differences within and across the groups were analyzed and described both quantitatively and qualitatively, a statistically significant difference concerning the use or avoidance of contractions before and after explicit teaching of contractions was observed, with the EG outperforming significantly the CG after the treatment. It was also seen that the number of hesitations, pauses, and alternative forms dropped noticeably after the treatment. The participants in the study expressed a positive change in their approach to the use of contractions in different contexts after the treatment procedure, which aimed to promote the adoption of contractions in read speech.

The results and suggestions are expected to contribute to the educational and research sphere. The following section deals with implications and suggestions that may support the results obtained in the study.

## **6.2. Implications of the study**

The study showed that based on the data obtained from the journal of the participants as well as the analyses of the read speech, teaching contractions to learners might have several implications across various language skills.

First of all, it may lead to improved reading comprehension. Contractions are commonly used in written language, and knowing how to recognize and understand them can help learners read more efficiently and comprehend texts more accurately.

Secondly, writing skills can be enhanced as knowing how to use contractions correctly can improve learners' writing skills by making their writing more natural and fluent. It can also help learners avoid common errors and make their writing more concise.

Next, better communication skills can be acquired by using contractions, which can help learners communicate more effectively in spoken language, as they can help speakers convey information more efficiently and make their language more natural. Moreover, being able to use contractions correctly can boost learners' confidence in their

language skills, making them more willing to engage in conversations and communicate more effectively.

Although the relationship between teaching contractions and language tests was not the focus of the study, it could be speculated that improved performance in language tests may also be observed as many language tests, such as the TOEFL and IELTS, require test-takers to use contractions correctly. Teaching learners how to use contractions can help them perform better on these tests and achieve better scores.

Teaching contractions to learners can also have several implications for their listening skills, including the following points.

- Improved comprehension: Contractions are commonly used in spoken language, and knowing how to recognize and understand them can help learners better understand what they hear.
- Enhanced pronunciation: Knowing how to use contractions correctly can improve learners' pronunciation and help them sound more natural when speaking.
- Better recognition of natural speech: Understanding contractions can help learners recognize and understand the natural rhythm and flow of spoken language.
- Improved listening skills: Recognizing contractions requires focused listening skills, and teaching learners how to recognize and understand them can help improve their overall listening skills.
- Better performance on listening tests: Many language tests, too, such as the TOEFL and IELTS, require test-takers to recognize and understand contractions. Teaching learners how to recognize and understand contractions can help them perform better on these tests and achieve better scores.
- Materials development: Based on the findings of this study, which demonstrate the beneficial impact of teaching contractions on language acquisition, there are several key recommendations for material developers to consider when designing instructional materials. Incorporate contractions systematically into lesson plans across various proficiency levels. It should be ensured that contractions are introduced progressively, starting from basic levels and advancing to more complex usage. Coursebooks may provide clear explanations of what contractions are and how they are formed. Include

ample examples and exercises that illustrate the use of contractions in different contexts, ensuring that learners understand the purpose and function of contractions. Contractions might naturally be integrated into reading passages, dialogues, and listening activities to show how contractions are used in authentic language use, allowing learners to grasp their usage in real-life communication situations. Incorporate Mechanisms for learners to receive feedback on their use of contractions ought to be incorporated into teaching. Whether through peer review activities, teacher feedback, or self-assessment exercises, learners need to have opportunities to correct errors and improve their accuracy in using contractions. Supplementary resources such as videos, interactive games, and online quizzes that focus on contractions should be provided. These supplementary materials can enhance learners' engagement and provide additional practice outside of the classroom setting. Assessments or progress checks that specifically evaluate learners' understanding and use of contractions need to be included. Monitoring learners' progress over time helps identify areas for improvement and ensures that learners are mastering the use of contractions effectively. By following these suggestions, material developers can create comprehensive and effective instructional materials that support the teaching and learning of contractions, ultimately enhancing language acquisition outcomes for learners.

In summary, teaching contractions to learners can have several positive implications for their listening skills, including improved comprehension, enhanced pronunciation, better recognition of natural speech, improved listening skills, and better performance on listening tests through authentic materials introduced to the teaching context. The implication is in line with Gilakjani and Sabouri (2016), who concluded that if teachers are informed about their students' challenges in learning, they can assist them in creating efficient listening techniques that would eventually address their listening difficulties and enhance their listening comprehension skills. Van Loon (2002) similarly supports that teaching phonological and prosodic aspects is neglected by language teachers and methodologies except for CLT. However, teaching these features helps the learners improve enormously in their speech. Similarly, Riazantseva (2001) advocates that pausing norms are able to enhance the perceived fluency of non-native speakers and

recommends that ‘Prosody Classes’ be integrated into teaching prosodics; therefore, one can raise awareness about aligning one's speech with native speakers, which can be conveyed to students by teachers through textbooks including the teaching of prosodic elements. This type of exercise could improve language learners' proficiency.

### **6.3. Suggestions for Further Research**

The study had several limitations, which were discussed in previous chapters. The limitations could be dealt with before starting similar research to overcome similar setbacks. For instance, the participants were asked to record two texts, including 38 instances of contractions. They recorded each text at least three times before and after the treatment, as well as the delayed recordings. Reading the same text aloud and, therefore, getting familiar with it may have affected the reliability and validity of the results. A possible solution to the potential weakness of the two texts could be a cross-sectioned text where the contractions might be provided together with their non-contracted forms in a systematically mixed and random manner (e.g., every third contraction may be presented in full form or vice versa) so that the awareness of the participants of the target analysis content or the focus of the study could have been inhibited to some extent.

Here are further suggestions for future studies that aim to research the effects of teaching contractions in English:

1. Longitudinal study: The present study included a delayed test one month after the treatment was implemented. Future researchers may conduct a longitudinal study to examine a longer period of time to observe the long-term effects of teaching contractions on learners' language skills. This could involve tracking more participants than the present study, which was 58 in total, over some time (more than one month) and assessing their performance at various intervals to determine if teaching contractions has a lasting impact on their language development.
2. Cross-cultural study: The study took place in the context of a state university in Türkiye. An experimental study can be conducted in different contexts to compare the language skills of learners of different ages who have been taught contractions with those who have not. A cross-cultural study to examine the impact of teaching contractions on learners from different

cultural backgrounds is recommended. This could involve comparing the language skills of learners from different cultures before and after they have been taught contractions.

3. Mixed-methods study with different tools and participants: The present study was conducted in a mixed-methods manner to gather both quantitative and qualitative data from English learners. However, different tools can be used to obtain data, which could involve surveys and language assessments to gather data from learners at different levels, teachers, and language experts.
4. Technology-based study: The present study involved a treatment process where the researcher created his materials and content. A study that utilizes technology to teach contractions to learners can be utilized, which could involve developing an app or online program that teaches contractions and measuring the impact of the technology on learners' language skills.

Overall, these suggestions can help future researchers further explore the impact of teaching contractions on learners' language skills and determine the most effective teaching methods for enhancing learners' language proficiency.

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## APPENDICES

### APPENDIX A. Consent Form

#### CONSENT FORM

##### LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Sizi Kenan AKARSLAN tarafından yürütülen “THE EFFECTS OF EXPLICIT INSTRUCTION OF CONTRACTIONS AS A CONNECTED SPEECH FEATURE ON TURKISH EFL LEARNERS’ READ SPEECH” başlıklı araştırmaya / anket çalışmasına davet ediyoruz. Bu araştırmaya / anket çalışmasına katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını, bu araştırmanın gönüllü katılımcılara getireceği olası fayda ve rahatsızlıklarını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Anlayamadığınız ve sizin için açık olmayan hususlar varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Araştırmaya / anket çalışmasına katılmak tamamen gönüllülük esasına dayanmaktadır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır ve bilgileriniz kesinlikle gizli tutulacaktır. Ayrıca bu bilgileriniz hiçbir kurum ve kişi ile paylaşılmayacak ve çalışma sona erdiğinde niteliğine göre anonimleştirilecek veya imha edilecektir. Çalışmaya katılmama veya herhangi bir anda çalışmadan çıkma hakkına sahipsiniz. Her iki durumda da bir ceza veya hakkınız olan yararların kaybı kesinlikle söz konusu olmayacaktır.

"Ayrıca resim, görüntü ve ses kayıtları, kimlik, iletişim bilgileri ve mali bilgiler, grup üyelikleri, aile bilgileri, sağlık bilgileri, mülakat değerlendirme raporları, anket formları vb. dâhil olmak üzere kişisel veri içeren tüm bilgileriniz, 6698 Sayılı Kişisel Verilerin Korunması Kanunu dolayısıyla, hiçbir kurum ve kişiyle paylaşılmayacak ve çalışma süresi sona erdiğinde (resim, görüntü ve ses kayıtları, kimlik, iletişim bilgileri ve mali bilgiler, grup üyelikleri, aile bilgileri, sağlık bilgileri, mülakat değerlendirme raporları, anket formları dâhil tüm bilgiler) yazılı ve elektronik ortamda imha edilecektir."

#### Araştırmanın Amacı:

(Araştırmanın / Anket çalışmasının amacı, çalışmaya katılmayı kabul edecek olan gönüllünün anlayacağı bir dilde, kısa ve öz bir şekilde açıklanmalıdır.)

Bu çalışma ile, bağlantılı konuşmanın önemli bir ögesi olan kısaltmaların doğrudan öğretiminin İngilizce öğrenen Türk öğrencilerin sesli okuma performansları üzerindeki etkilerinin araştırılması amaçlanmakta ve özellikle Türkiye bağlamında bağlantılı konuşma ve parçalar üstü sesbirimsel özellikler literatüründeki bir boşluğun doldurulması beklenmektedir.

Araştırmanın Nedeni: ☐ Bilimsel Araştırma ☒ Tez Çalışması

Araştırmanın Muhtemel Süresi: 1 dönem- 10 hafta

Katılması Beklenen Katılımcı / Gönüllü Sayısı: 60



**Size Getirebileceği Olası Fayda ve Rahatsızlıklar:** Katılımcıların çalışma sonucunda telaffuzlarının gelişeceği dolayısıyla konuşma ve dinleme becerilerine katkıda bulunacağı öngörülmektedir.

**Araştırmanın Yapılacağı Yer(ler):** Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi  
**Çalışmaya Katılım Onayı**

Yukarıdaki metni okudum ve katılmam istenen araştırma / anket çalışmasının amacını ve gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. **Çalışma hakkında soru sorma ve tartışma imkânı buldum ve tatmin edici yanıtlar aldım. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım zaman herhangi bir olumsuzlukla karşılaşmayacağımı anladım.**

Bu koşullarda söz konusu anket çalışmasına kendi rızamla, hiçbir baskı ve zorlama olmaksızın katılmayı (çocuğumun/vasimin bu çalışmaya katılmasını) kabul ediyorum.

Tarih: / /

| <b>Katılımcının (kendi el yazısı ile)</b> | <b><u>Velayet veya Vesayet Altında Bulunanlar İçin;</u><br/>Veli veya Vasisinin (kendi el yazısı ile)</b> |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Adı Soyadı:                               | Adı Soyadı:                                                                                               |
| İmzası:                                   | İmzası:                                                                                                   |

**Not:** Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

**Sorumlu Araştırmacının:**

Adı Soyadı: Kenan AKARSLAN

İmzası:

## APPENDIX B. The non-contracted text

**Lütfen aşağıdaki metni kendi hızınızda ve rahat bir ortamda okuyunuz. Sesli kayıt yapmadan önce metni tanımak için okuma yapabilirsiniz. Satır başlarında konuşan kişiyi gösteren isimleri okumayınız. Ses kalitesi açısından kaydı sessiz bir ortamda yapmaya çalışınız. Değerli katkınız için teşekkür ederim.**

**Kenan AKARSLAN**

Jack : Hey, who is this, Matt?

Matt : That is my best friend. His name is Utku. I would not have been here if it were not for him.

Utku: Please, do not exaggerate!

Matt: No, I am not. It was you who had always been there whenever I needed.

Jack : Well, Utku, where are you from? You are not from Italy, are you?

Utku : No, I am from Turkey.

Jack : It is not a big country, is it?

Utku: Oh, it is not a small country, either. It is big! There are more than 80 million people, who are living there.

Jack: Wow, yeah, I had heard that. Well, what are you doing here?

Utku: My brother is learning English. He will be studying here and I am visiting my aunt.

Jack: What does she do?

Utku: Well, she does not work. She is retired.

Jack: Cool!

Matt: Jack has bought cinema tickets. It would be nice if you joined us!

Utku: Oh! I have got no idea! I have not got any plans, yet. Let us see what is on? What have you planned to watch!

Matt: The new Matrix film has arrived. You must not miss it!

Jack: You cannot find tickets easily these days.

Matt: I will not miss it! Let us go and watch it, Utku!

Utku: What did you say? Do you mean the latest Matrix film! Then, we will see you at the cinema!

Jack: Great!

## APPENDIX C. The contracted version of the text

Lütfen aşağıdaki metni kendi hızınızda ve rahat bir ortamda okuyunuz. Sesli kayıt yapmadan önce metni tanımak için okuma yapabilirsiniz. Satır başlarında konuşan kişiyi gösteren isimleri okumayınız. Ses kalitesi açısından kaydı sessiz bir ortamda yapmaya çalışınız. Değerli katkınız için teşekkür ederim.

**Kenan AKARSLAN**

Jack : Hey, who's this, Matt?

Matt : That's my best friend. His name's Utku. I wouldn't've been here if it weren't for him.

Utku: Please, don't exaggerate!

Matt: No, I'm not. 'Twas you who'd always been there whenever I needed.

Jack: Well, Utku, where're you from? You aren't from Italy, are you?

Utku: No, I'm from Turkey.

Jack: It isn't a big country, is it?

Utku: Oh, it's not a small country, either. It's big! There're more than 80 million people, who're living there.

Jack: Wow, yeah, I'd heard that. Well, what're you doing here?

Utku: My brother's learning English. He'll be studying here and I'm visiting my aunt.

Jack: What's she do?

Utku: Well, she doesn't work. She's retired.

Jack: Cool!

Matt: Jack's bought cinema tickets. It'd be nice if you joined us!

Utku: Oh! I've got no idea! I haven't got any plans, yet. Let's see what's on? What've you planned to watch!

Matt: The new Matrix film's arrived. You mustn't miss it!

Jack: You can't find tickets easily these days.

Matt: I won't miss it! Let's go and watch it, Utku!

Utku: What'd you say? D'ye mean the latest Matrix film! Then, we'll see you at the cinema!

Jack: Great!

## APPENDIX D. VLC102-Speech Science Statement of Accomplishment



supported by



### VLC102 – Speech Science

#### Statement of Accomplishment

For: **Kenan AKARSLAN**

Congratulations! You have successfully completed the free online course “VLC/LIN102 – Speech Science”. The course involves a workload of 90 hours and covers the following topics:

- The Speech Chain
- The Anatomy of Speech
- Airstream Mechanisms
- Phonation
- Consonants
- Vowels
- Suprasegmental Features
- The Physics of Speech
- Speech Analysis
- The Auditory System
- Speech Perception
- Phonetics vs. Phonology



Successful completion of the class required studying the online e-learning content and achieving at least 70% on the automatically evaluated mastery tests of the class. According to our electronic assessment system, your score is: **83.33 %**

November 11, 2021

Prof. Dr. Jürgen Handke,  
VLC Project Manager

## APPENDIX E. Ethics committee approval



T.C.  
ÇUKUROVA ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı :E-95704281-604.02.02-262201  
Konu :Etik Kurul Onay Belgesi

10/12/2021

### YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

İlgi : 54767575 - 22/11/2021 tarihli, 247500 sayılı ve "Etik Kurulu (Kenan AKARSLAN)" konulu yazı,

İlgi yazınız ekinde Enstitümüz Müdürlüğüne gönderilen İngiliz Dili Eğitimi Anabilim Dalı Prof. Dr. Erdoğan BADA'nın danışmanı olduğu İngiliz Dili Eğitimi Anabilim Dalı doktora öğrencisi 2019931129 no'lu Kenan AKARSLAN'ın "The Effects of Explicit Instruction of Contractions as a Connected Speech Feature on Turkish EFL Learners' Read Speech" (Bağılantılı Konuşmanın Bir Türü olarak Kısaltmaların Doğrudan Öğretiminin Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrencilerin Okuma Etkileri) başlıklı tez çalışmasının "Etik Kurul Onay Belgesi" ekte sunulmuştur.

Gereğini bilgilerinize rica ederim.

Prof.Dr. Serap ÇABUK  
Enstitü Müdürü

Ek:Etik Kurul Onay Belgesi



T.C.  
ADANA ALPARSLAN TÜRKİŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ  
Bilimsel Araştırma ve Yayın Etiği Kurulu

Sayı : E-76907350-050.01.04-24762  
Konu : BAYEK Kararı

05.01.2022

**Sayın Öğr. Gör. Kenan AKARSLAN**

İlgi : 04.11.2021 tarihli ve 5418 kurum sayılı yazınız.

Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulunun 29.12.2021 tarihli toplantısında "Bağlantılı Konuşmanın Bir Türü Olarak Kısaltmaların Doğrudan Öğretiminin Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrencilerin Okumasına Etkileri" başlıklı Doktora Tez Çalışması Kurulumuzca incelenmiş olup katılacak olan kişilerden "Gönüllü Katılım Formu" alınması şartıyla uygulamanın yapılmasının etik açıdan uygun görüldüğüne ilişkin alınan 29.12.2021 tarihli ve 18/2 sayılı karar ekte gönderilmektedir.

Bilgilerinizi rica ederim.

Prof. Dr. Serdar YILDIRIM  
BAYEK Başkanı

Ek: BAYEK Kararı



## **CURRICULUM VITAE**

**Kenan AKARSLAN**

Adana

### **WORK EXPERIENCE**

#### **Instructor of English**

Adana Alparslan Türkeş Science and Technology University (2014-present)

#### **English Teacher (TEFL)**

Ministry of National Education (2004-2014)

### **EDUCATION**

#### **Master's in ELT**

Çukurova University - Adana

#### **Bachelor's in ELT**

Marmara University – Adana

### **SKILLS**

Web designing and Coding (Basic), Video-photo editing, YouTube creating, Languages (English, German, Turkish), Translation

### **LINKS**

<http://www.kenanakarslan.com/>

YouTube: AkarslanAkademi

## AWARDS

### Certificate of Merit

2006-11 Certificate of Merit (Governorship of Sakarya): November 24, 2006:  
Governorship of Sakarya

Parental Education At Schools (Mother-Father School). Lit. "Parents! Come on to the school!"

### Certificate of Merit

2006-11 Certificate of Merit (From the District Governorship of  
Kaynarca/SAKARYA), Reason for Delivery: "Diligence"

## CERTIFICATIONS/LICENCES

### Squaring the Digital Circle

2016-03 – Present-March 9th, 2016, CAMBRIDGE UNIVERSITY PRESS, by Brendan WIGHTMAN, 2016

### Shaping the Way We Teach English

2015-05 – Present, Webinar Course

### Improving Student Performance in Key for Schools and Preliminary for Schools

2015-10 – Present Cambridge English Teacher Training Roadshow

## SOCIAL MEDIA GROUPS

**Teachersenglish** 2014-01 – Present It is a Facebook group for English teachers. I am the admin and founder of the group where English teachers share their knowledge and experience.

## PUBLICATIONS

Akarslan, K. (2020). A critical reflection on the article by Péter Medgyes, "Point and counterpoint: The (IR)relevance of academic research for the language teacher." *Turkish Journal of Educational Research*, 1(1), 20–25.  
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retention of English vocabulary. *International Journal of Educational Spectrum*, 1(1), 1-11.

Akarslan, K. (2016). A1-A2 seviye türkçe Kelimelerin Tyd (TÜRKÇENİN Yabancı DİL Olarak öğretimi) öğrencileri için Ufa (Uluslararası Fonetik ALFABESİ) transkripsiyonu. *International Journal of Language Academy*, 4(11), 1-1. <https://doi.org/10.18033/ijla.387>

Akarslan, K. (2015). İngilizce öğretmenleri ve öğrencileri arasında latince ve yunanca kökler aracılığıyla kelime öğrenimi veya öğretiminin farkındalığını artırma. *International Journal of Language Academy*, 3(9), 84-84. <https://doi.org/10.18033/ijla.325>

Akarslan, K. (2013). Akarslan's affixionary: Kelimeleri böl ve yönet. *Akademisyen Kitabevi*.