



**THE EFFECT OF PRONUNCIATION ON
UNPLANNED AND PLANNED
SPEAKING EXAM SCORES**

**Yüksek Lisans Tezi
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**THE EFFECT OF PRONUNCIATION ON
UNPLANNED AND PLANNED SPEAKING EXAM SCORES**

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**Programme in English Language Teaching
Department of Foreign Language Education
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ABSTRACT

THE EFFECT OF PRONUNCIATION ON UNPLANNED AND PLANNED SPEAKING EXAM SCORES

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Department of Foreign Language Education, Programme in English Language Teaching
Anadolu University, Graduate School of Educational Sciences, December 2019

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This study aims to figure out the effect of pronunciation and its segmental and suprasegmental features on two different speaking exam tasks: unplanned and planned genres. For this aim, a mixed-method research design was used. For the quantitative part of it, a total of 82 Turkish EFL learners were invited to spontaneous tests and presentations. As for the grading, a speaking rubric including a detailed pronunciation part was developed and utilized. For the qualitative part of the data, 18 of the participants were invited to a semi-structured interview aiming to reveal their perceptions on their pronunciation performances and preferences regarding the test types. The results revealed that pronunciation has a significant effect on both the exam types and the most influencing aspect of it was found to be intonation. All the results were interpreted that suprasegmental features have a bigger role than segmental features on students' exam scores. Hence, allocating time for practicing suprasegmental features in the classroom was suggested. Strikingly, the results also revealed that students perform better in unplanned exam task in terms of pronunciation compared to their performances in planned exam tasks. The present study also showed the interference of orthography, limited attention capacity and anxiety on pronunciation performance and possible solutions were suggested. Implementing audio articulation method for fossilized errors that the students complained about and as a result of the participants' suggestions, teaching International Phonetic Alphabet in the lessons for phonemes and word stress were recommended, as well.

Keywords: The effect of pronunciation, Pronunciation testing, Planned speaking exam scores, Unplanned speaking exam score.

ÖZET
SESLETİMİN PLANLI VE PLANSIZ KONUŞMA SINAVI SONUÇLARI
ÜZERİNDEKİ ETKİSİ

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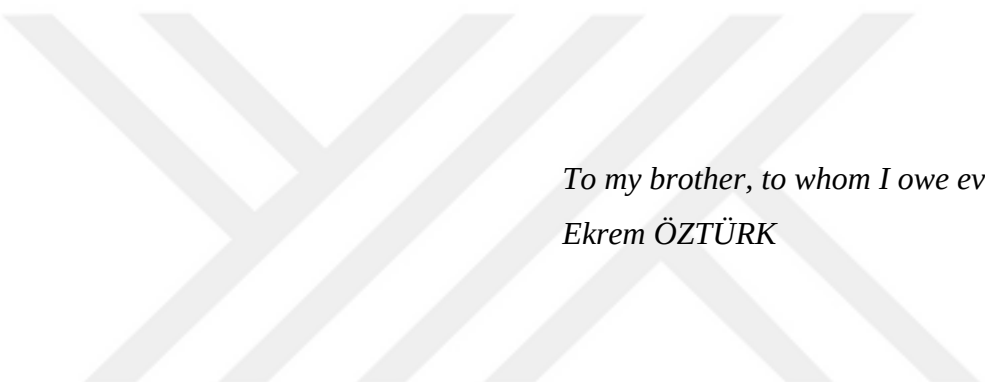
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Bu çalışma, parçalı ve parçalar üstü sesletim öğelerinin planlı ve plansız konuşma sınavlarındaki etkisini ölçmeyi hedeflemektedir. Bu amaçla, bir karma araştırma yöntemi desenlendi. Araştırmanın nicel tarafı için, İngilizce öğrenen 82 Türk katılımcı spontane konuşma sınavına ve sunumlara çağırıldı. Notlandırma süreci için, sözlü anlatım performanslarını değerlendirmek üzere detaylı telaffuz kısmı içeren bir rubrik hazırlandı ve kullanıldı. Araştırmanın nitel kısmı içinse, gösterdikleri telaffuz performanslarıyla ilgili görüşlerini ve sınav tipine dair tercihlerini belirlemek amacıyla, 18 katılımcı üç sorudan oluşan yarı yapılandırılmış görüşmeye davet edildiler. Araştırma sonuçları sesletimin iki sınav tipinde de önemli bir rol oynadığını ortaya koydu ve iki sınav üzerinde de en büyük rolü oynayan faktörünse tonlama öğesi olduğu anlaşıldı. Tüm sonuçlar değerlendirildiğinde, sözlü performansı ölçen sınav sonuçları üzerinde, parçalar üstü sesletim öğelerinin parçalı sesletim öğelerinden daha büyük bir role sahip olduğu görüldü. Bu sebeple, derslerde parçalar üstü sesletim öğelerinin pratik edilmesi önerildi. Dikkat çeken başka bir bulgu ise, öğrencilerin hazırlanarak geldikleri sınavlardansa, spontane konuşmalarını gerektiren plansız sınav türünde, telaffuz bakımından daha iyi performans göstermiş olmalarıdır. Bu çalışma, bunların yanı sıra, ortografinin, sınırlı dikkat alanının ve kaygının negatif etkilerini ortaya koymuş ve bazı çözüm önerileri sunmuştur. Öğrencilerin yakındığı kemikleşmiş hataların düzeltilmesinde Duy-Seslet Metodunun kullanılması ve yine öğrencilerin tercihi üzerine derslerde seslerin ve kelime vurgularının Uluslararası Fonetik Alfabe ile öğretilmesi önerilmiştir.

Anahtar Sözcükler: Sesletimin etkisi, Sesletim ölçme değerlendirme, Planlı konuşma sınav sonuçları, Plansız konuşma sınav sonuçları.



*To my brother, to whom I owe everything,
Ekrem ÖZTÜRK*

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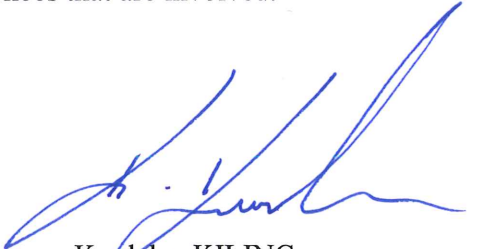
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STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.



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TABLE OF CONTENTS

	<u>Page</u>
COVER PAGE	i
FINAL APPROVAL FOR THESIS	ii
ABSTRACT.....	iii
ÖZET.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES.....	vii
TABLE OF CONTENTS.....	viii
APPENDICES.....	xi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
1. INTRODUCTION.....	1
1.1. Background to the Study	1
1.2. Statement of the Problem	4
1.3. Aim and Significance of the Study	5
2. LITERATURE REVIEW	7
2.1. The Scope and History of Pronunciation in ELT	7
2.2. What Is Pronunciation?	10
2.2.1. Segmental features of pronunciation.....	11
2.2.2. Suprasegmental features of pronunciation.....	12
2.2.2.1. Stress.....	12
2.2.2.2. Rhythm.....	14
2.2.2.3. Intonation.....	15
2.3. Principles to Consider for Testing Pronunciation.....	16
2.3.1. Intelligibility, comprehensibility and accentedness.....	17
2.3.2. English as a Lingua Franca.....	18
2.4. Potential Student Problems Faced by Turkish EFL Learners.....	20
2.5. Testing Pronunciation	22

	<u>Page</u>
2.5.1. Testing approaches	22
2.5.2. Pronunciation as a component of speaking assessment	24
2.5.3. Speaking test types	24
2.6. Previous Studies	26
2.6.1. Studies on the role of pronunciation	26
2.6.2. Previous studies on planned and unplanned speech	29
3.METHODOLOGY	33
3.1. Research Design	33
3.2. Setting	33
3.3. Participants	33
3.4. Instruments	34
3.4.1. Data collection instruments	34
3.4.2. Data analysis instruments	34
3.4.2.1. Rubric development	36
3.5. Data Collection Procedure	38
3.6. Data Analysis Procedure	39
4. RESULTS	41
4.1. The Effect of Pronunciation in Unplanned and Planned Speaking Exam Tasks.....	42
4.2. The Aspect of Pronunciation Influencing the Overall Rating Most in Unplanned and Planned Exam Tasks.....	44
4.3. The Students' Perspectives and Preferences.....	45
4.3.1. Students' perceptions on problematic aspects of pronunciation in unplanned exam task.....	46
4.3.2. Students' perceptions on problematic aspects of pronunciation on planned exam task.....	48
4.3.3. The reasons behind the issues on unplanned exam task.....	49
4.3.3.1. Focusing on other skills during the exam.....	49
4.3.3.2. Difficulties Related to Language.....	50
4.3.3.3. Problems related to individuals.....	51
4.3.4. The reasons behind the issues on planned exam task.....	52

	<u>Page</u>
4.3.4.1. Focusing on other skills during the exam.....	53
4.3.4.2. Difficulties related to language.....	53
4.3.4.3. Problems related to individuals.....	53
4.3.5. Strategies affecting unplanned performances positively	54
4.3.6. Strategies affecting planned performances positively	55
4.3.7. Preferences regarding the test types	56
4.3.8. Other Findings	57
5. DISCUSSION	58
6. CONCLUSION	64
6.1. Summary of the Study	64
6.2. Implications of the Study	66
6.2.1. Implications for intonation teaching	66
6.2.2. Implications for exam task types	67
6.2.3. Implications for the Interview Findings	69
6.3. Limitations and Suggestions for the Further Study	70
REFERENCES	
CURRICULUM VITAE	

APPENDICES

	<u>Page</u>
Appendix A. Unplanned Test-Questions	85
Appendix B. Presentation Topics	89
Appendix C. Interview Questions	90
Appendix D. TOEFL IBT Speaking Rubric.....	91
Appendix E. IELTS Band Descriptors.....	92
Appendix F. ESOL Guidelines.....	93
Appendix-G. Rubric Developed by Ma (2015).....	94
Appendix H. Rubric Developed for the Current Study.....	95
Appendix I. Semi Structured Interview (Sample).....	97
Appendix J. Rater Handout.....	99
Appendix K. Pronunciation Learning Strategies.....	104
Appendix L. Etik Kurul İzni.....	106

LIST OF TABLES

	<u>Page</u>
Table 2.1. Content words vs. function words.....	14
Table 2.2. Intelligibility, comprehensibility and accentedness	18
Table 2.3. World Englishes speaker-listener intelligibility matrix	19
Table 2.4. Error analysis findings: Turkish students’ pronunciation problems.....	20
Table 2.5. Previous studies on the effect of pronunciation and planning speech.....	31
Table 3.1. Interrater reliability.....	40
Table 4.1. Mean scores.....	42
Table 4.2. The effects of all the components on speaking exam scores.....	43
Table 4.3. The effects of pronunciation aspects on two exam tasks.....	45
Table 4.5. Main categories.....	46
Table 4.6. Students’ perceptions of problematic aspects of pronunciation on unplanned exam task	46
Table 4.7. Students’ perceptions of problematic aspects of pronunciation on planned exam task.....	48
Table 4.8. Focusing on other skills during the exam.....	50
Table 4.9. Difficulties related to language.....	51
Table 4.10. Problems related to individuals.....	51
Table 4.11. Focusing on other skills during the exam.....	53
Table 4.12. Problems related to individuals.....	54
Table 4.13. Strategies affecting unplanned performances positively.....	55
Table 4.14. Strategies affecting planned performances positively.....	56
Table 4.15. Preferences regarding the test types.....	57
Table 5.1. Summary of the quantitative results.....	58
Table 5.2. The order of significance.....	61

LIST OF FIGURES

	<u>Page</u>
Figure 2.1. A required knowledge base for teaching pronunciation.....	10
Figure 2.2. Example written test-a.....	23
Figure 2.3. Example written test-b.....	23
Figure 3.1. Designing scoring rubrics: step by step procedure	37
Figure 3.2. The sequence of rubric development.....	38
Figure 6.1. Musical scores	66

LIST OF ABBREVIATIONS

ACTFL	: American Council on the Teaching of Foreign Languages
CEFR	: Common European Framework of Reference for Languages
CLT	: Communicative Language Teaching
ELF	: English as Lingua Franca
ELT	: English Language Teaching
ESOL	: English for Speakers of Other Languages
ETS	: Educational Testing Service
IELTS	: International English Language Testing System
IPA	: International Phonetic Alphabet
LFC	: Lingua Franca Core
RP	: Received Pronunciation
TOEFL IBT	: Test of English as a Foreign Language Internet Based Test
TOEIC	: The Test of English for International Communication

1. INTRODUCTION

1.1. Background to the Study

It is widely acknowledged that pronunciation teaching in Turkey is an ignored area of ELT as a result of its controversial situation all over the world. Lack of time allocated for pronunciation in the classroom leads to the problem of poor speaking skills of Turkish students. Their anxiety of speaking and avoidance of practicing it are closely linked to their fear of making pronunciation mistakes (Subaşı, 2010). As they do not feel confident, they tend not to take risks and it results in their remaining silent.

As the place of pronunciation throughout the history is investigated, the attitudes and practices towards that can be resembled a pendulum swing as Isaacs reported (2018). Researchers used many terms to describe its place at different times across the world. Pronunciation has been labelled as marginalized, glamorous (Isaacs, 2018), Cinderella of ELT (Celce-Murcia, Brinton & Goodwin, 2012), unteachable, meaningless (Walker, 2010) and so on. Not only has it been deserted thoroughly, since some believed that it is pointless to spend time and energy for teaching that, but it has been regarded as an invaluable and indispensable component of language from time to time, as well. Hence it is defined as “*a study in extremes*” by Levis (2005).

After the appearance of Communicative Language Teaching (henceforth CLT), pronunciation gleaned a focus in the field and studies were conducted on how to teach that efficiently by some methodologies. Teaching pronunciation found a place in the field, albeit it is still very rare compared to other areas of language, yet testing pronunciation is a brand-new area to carry out studies. Kang and Ginther (2018) state that pronunciation testing has gained importance since 2005; however, empirical studies are very limited and can hardly be found in the literature. Especially, in Turkish context, studies on pronunciation testing is a complete deserted area. The need for studies on testing is related to its association with teaching in the very first place. Being a twofold discipline, English Language Teaching needs to be saturated by two sides. What makes testing crucial for teaching process is about the washback effect of it. Testing outcomes show both the effectiveness of teaching and the problematic areas that are needed to be focused, and therefore it is beneficial in terms of the outcomes (Alderson & Wall, 1993). Moreover, comparing the test results of different evaluation ways also provide valuable information about the test types chosen.

As it is necessary to be guided about pronunciation, the informative scheme that Celce-Murcia, Brinton and Goodwin (2012) drew by the name *What the teacher needs to know?* presented in Figure 1 can be followed. They listed three subheadings in an order to show the knowledge that is necessary for teachers to be able to allocate room for pronunciation in the classroom. The first item in the list is *Knowledge of the pronunciation features*. The authors emphasize on the segmentals and suprasegmental features of pronunciation, along with articulation knowledge:

“ First and foremost, teachers must have a thorough command of the English sound system and possess a principled methodology for teaching it effectively. This includes knowledge of how the various organs of speech are involved in the articulation of individual vowel and consonant sounds as well as the ways in which sounds vary in context. It also involves an awareness of features of stress, rhythm and connected speech along with how these features function to express meaning within discourse. (p. 43). ”

There still has not been a consensus on the priorities for which one to focus on. Pennington and Richards (1986) emphasize that segmentals are not targeted to teach as it was in the past since there is not enough research on indicating its significant effects on intelligibility. On the other hand, Levis (2005) reports that teachers, now, focus on suprasegmental features more than segmentals due to the view scholars cite in the articles that they are more crucial for intelligibility; however, there is not enough empirical study to support the idea.

The second item in the list is about the errors that students commonly have and might have. Awareness of potential student problems is of prominent importance in terms of planning the lesson for the teachers. As long as they know the problems students might face, they can plan their lessons and reflect on their teaching accordingly. Celce-Murcia, Brinton and Goodwin (2012) believe that these potential problems are usually caused as a result of L1 interference. Knowing that Turkish and English have many different sounds and prosodic features, it is not surprising to observe the difficulties faced on pronunciation issue. To guide both teachers and this research, the present study provides a summary of error analysis research done in Turkish context presented in Table 4 in the review of literature chapter. The common outcome of the analyses is the fact that learners' errors stem from L1 interference and especially due to orthography effect of language.

Last but not least, section three is about the priorities the teachers need to know in the scheme. What to teach and when are the crucial pieces of knowledge they should acquire to plan their lessons. How much emphasis needed for each component of it and,

especially what features of it are more important to teach for their intelligibility are the main issues to be discussed before starting to teach pronunciation (Celce-Murcia, Brinton & Goodwin, 2012). At this point, pronunciation becomes a complex aspect of language for most of the teachers. Including a number of components such as vowels, consonants, word stress, sentence stress, rhythm and intonation, pronunciation makes teachers feel confused about what to give priorities to.

Studies investigating the teacher's knowledge on what to teach, when it comes to pronunciation, show their lack of knowledge on the area (Brown, 2008). Derwing and Munro (2005) put forward that teachers are really confused about what is expected and achievable about pronunciation to include in the curriculum. Although to answer the first two questions in the scheme is possible by the findings of the studies done before, the third question about the priorities and what to teach is an ignored part and a lack in the literature.

Unlike grammar and vocabulary, pronunciation is not an aspect that is tested individually. Instead, it is mostly tested as a component of speaking in EFL contexts and therefore pronunciation performances of the test takers are affected by speaking exam task types. In most of the contexts, speaking skills are tested as individual and paired interviews or presentations. In interviews, the students are expected to speak spontaneously by answering the given questions instantly. But in the presentations, they give a speech which they prepare and rehearse in advance. In these two different task types, they perform their skills by giving a planned and unplanned speech.

Valette (1977) cited that tests assessing oral performances should enable students to produce more and enhance their performances. Related to this view Luria (1961) supported students to show their potential performances instead of actual ones by assisting them to get help from experts or some aids (Poehner & Lantolf, 2005). Considering the time allocated for them to get ready and get help to show their enhanced performances, testing their skills through planned speech instead of spontaneous one is more appropriate according to this view; nevertheless, empirical studies are needed to support that. The effect of exam task type on their pronunciation performances has not been examined in this area. Furthermore, the students' perceptions or preferences on this has not been an area investigated before. All these lacks in the literature created the problems to conduct this study. The next section gives information about the problems this study is based on.

1.2. Statement of the Problem

It is asserted that Turkish students suffer from speaking anxiety and their oral skills are not adequate according to their scores in speaking exams (Asmalı, Bilki & Duban, 2015). To figure out the reasons behind their failures in these tests, the components of speaking skills should be analyzed and the ones influencing their scores should be revealed, but in the literature, it is a missing point. Moreover, in the EFL curricula, pronunciation is not an area given sufficient place to improve students' intelligibility, yet on the other hand, the effect of pronunciation on speaking exam scores is not known in Turkish context. If the role of pronunciation on overall speaking scores can be revealed, the necessary steps to design the curricula can be taken afterwards.

Secondly, as it is pointed out previously, teachers' confusion about what to teach in terms of pronunciation, since it is a broad term, is an unsolved problem. Among all the segmental and suprasegmental aspects of pronunciation, which components should be focused more is a question mark among teachers since they are not ranked according to their effect on students' performances. Furthermore, to conduct studies on pronunciation in Turkish context is a challenging work because there is not a well-detailed rubric designed to use as an instrument in research.

Thirdly, the effect of speaking test types has not been investigated and the exam tasks are usually chosen intuitively instead of basing on empirical studies. The students and the teachers need to know the effects of speaking components and the test type on their scores hence the lessons can be designed accordingly and grounding on the exam tasks promoting students' performances. By the same token, students' perceptions and preferences regarding exam tasks are not known even though it is an important criterion to design tests.

To sum up, there are a set of problems motivating to carry out this study. Students' poor speaking skills and low scores are one of those and the reasons behind that can be understood by analyzing their performances in each component of speaking skills. Also, empirical studies can be utilized to design the curricula in terms of their pronunciation sections, accordingly. Teachers' confusion about which pronunciation features to focus on more in the lessons is another problem need to be solved by empirical studies. A challenge to conduct studies on pronunciation due to the lack of a well-detailed rubric designed for Turkish students has also been one of the reasons for conducting a study on this area. The last problem mentioned above has been related to speaking test types. The

effects of those on students' performances is another question mark since the studies showing their effects can hardly be found in the literature. Students' perceptions of their performances on different exam tasks or their preferences with regards to test types are not known, either. The aims of this study are grounded on all these problems.

1.3. Aim and Significance of the Study

The first aim of the present study is to reveal the weight of pronunciation on speaking exam scores. By doing so, both teachers and students will benefit from the findings. Teachers can decide how much room to allocate for pronunciation practice in the classroom and plan their lessons accordingly. Students will be aware of the possible reasons for their low scores and know what to focus on to improve their skills and get higher marks on the exams. If it is figured out that the role of pronunciation is not significantly high, they can, thus, spend their time and energy on studying other aspects of language such as grammar and vocabulary. On the other hand, if it is found to be appreciably influencing, the findings can be a motivational tool to encourage them to practice their pronunciation.

The weight of pronunciation overall is not an enough piece of knowledge to plan their lessons and curriculum for teachers; and therefore, the second aim of this study is to unravel the effect of each segmental and suprasegmental components: vowels, consonants, intonation, word stress, sentence stress and rhythm. The importance of this part of the study is closely related to time problem teachers complain about. The studies show that one of the reasons behind their lack of pronunciation practices in the classroom is the limited time factor (Foote, Holtby & Derwing, 2010; Albağlar, 2015). That's the reason why the present study aims to show the most influencing aspects on students' intelligibility and exam scores. Hence, they can decide which aspects and activities to focus on within that limited time.

The third aim of this study is to provide a rubric to conduct studies on pronunciation testing in Turkish context. It is indicated by Isaacs (2018) that pronunciation parts of the current speaking rubrics are not detailed enough:

” ...Current L2 speaking proficiency scales that do include pronunciation are also problematic. Some haphazardly reference behavioural indicators across scale levels (e.g., ACTFL, 2012). Others are so vague or general that the specific linguistic features that constitute level distinctions are often unclear (e.g., IELTS public version, IELTS, n.d.; TOEIC, ETS, 2010). The TOEFL iBT speaking rubrics arguably provide more concrete level distinctions than longer

scales (e.g., the scales cited earlier in this paragraph consist of 8–10 levels) by roughly associating “pronunciation,” “intonation,” “pacing,” and “articulation” with varying degrees of intelligibility across four bands (ETS,2014). However, there is no published guidance on how these terms are defined. Still other scales either implicitly or explicitly equate increasing intelligibility with a more native-like accent or present foreign accent-free speech at the high end of the scale (e.g., CEFR Phonological control scale, Council of Europe,2001; the now retired Cambridge ESOL common scale for speaking, Taylor, 2011) (Isaacs, 2012, p.14)...

It is especially crucial to have a rubric that is prepared by considering students’ L1 effect and therefore the rubric adapted to be as an instrument of this study can be a good tool for further pronunciation studies in Turkey.

The last aim of the present study is to figure out the effect of test type on students’ performances, along with the perceptions and preferences of students regarding this. Whether planning the speech induces better performances or not will give ideas on which test type to choose to assess their skills. If it is found that they perform better on planned speech, as Yang and Qian, (2017) proved by a study revealing the effects of dynamic assessment on students’ performances, hence we can reconsider the exam tasks used in speaking courses since testing enhanced performance instead of actual one is supported by the scholars. On the other hand, if it is found that they do not perform better when they plan their speech, the reasons behind them should be discussed and the possible problems should be refocused and concerned since the scholars estimate that they perform better when they use the aids such as dictionaries, technologies and get help from teachers or peers. Along with the effect of test type on scores, unravelling the students’ perceptions and preferences is another goal of this research. By doing so, designing more valid tests will be possible by depending testing procedure on a more student-centred environment than teacher-centered one.

Basing on all the aims mentioned, the present study seeks the answers to the following research questions:

1. What is the effect of pronunciation on overall scores in unplanned and planned speaking exam tasks?
2. What aspects of pronunciation influence the overall rating most in unplanned and planned speaking exam tasks?
3. What are the students’ perceptions of their pronunciation performances and preferences regarding the exam tasks?

2. LITERATURE REVIEW

2.1. The Scope and History of Pronunciation in ELT

Being one of the components of language, pronunciation seemed to have been vague in finding its place in ELT throughout the history. A number of scholars agreed on the description of *swings of the pendulum* (Prator, 1991) to explain the changing shifts in pronunciation teaching and testing in terms of research and practice in ELT (Isaacs, 2018, p.1). Experiencing both being deserted and being desired in a few decades of language pedagogy, pronunciation led confusions and controversies and turned to be the least area of language understood, unlike grammar and vocabulary (Celce-Murcia, Brinton & Goodwin, 2012).

As being labelled as “Cinderella” of the field (Kelly, 1969), how it was viewed in the past has been interpreted as “its potentially glamorous yet marginalized existence” by Isaacs (2018). Walker (2010) expresses the view that it is pointless to teach pronunciation with these words: “Neurolinguistically inaccessible, pedagogically unteachable, possibly meaningless... the teaching of tones is not a good investment of classroom time.” Moreover, constituting a segment of linguistics, it became an exclusion in communicative competence to teach for a very long time (Pennington & Richards, 1986); however, pronunciation has gained a growing interest not only in research but also among practitioners in time (Levis, 2005). Although there is no big room allocated for that in most of the approaches in the history of ELT, unlike the other areas of English, it is worthwhile scrutinizing how it has been dramatically evolved throughout the history.

In general, there are two main principles to pronunciation teaching as *intuitive-imitative* and *analytic-linguistic* approaches. Whilst the former relies on repetition of what students hear with no conscious learning or explicit teaching, the latter utilizes numerous tools such as IPA chart, articulatory descriptions, charts of the vocal apparatus and contrastive information (Celce-Murcia, Brinton & Goodwin, 2012). Until the late nineteenth century, the only present approach type was intuitive-imitative. One would consider, it could work out only for some learner groups who had naturally gifted mimics to learn how to sound accurately by exposure solely; on the other side, imitation couldn't be a fruitful tool to teach the majority (Dalton & Seidlhofer, 1994). Therefore, it has been a need to change the shifts to more explicit teaching ways to have the learners' attention drawn to pronunciation of target language and to employ analytical-linguistic approaches to complement the former since then (Celce-Murcia, Brinton & Goodwin, 2012).

As Otłowski (1998) states pronunciation had no role in the very early years of language learning, the era of Grammar-Translation Method. Following that, Direct Method became the prevalence during the late 1800s and early 1900s, embracing intuitive-imitative approach to teach pronunciation. Since, initiating steps for linguistic-analytic were taken by Reform Movement in 1890s and paved the way for Audiolingualism (Howatt, 1984). Hence, in the 1940s and 1950s, International Phonetic Alphabet, visuals and charts were benefited along with repetitions in the language curriculum. In the 1960s, however, by Cognitive Approach, pronunciation was deemphasized and couldn't find any place in language curriculum owing to two reasons. First of all, language was regarded as a rule-governed behaviour in lieu of habit formation as in the previous decades. Additionally, it was believed that nativelike pronunciation cannot be obtained (Scovel, 1969) and thus it is much more sensible to spend time on grammar and vocabulary teaching (Celce-Murcia, Brinton & Goodwin, 2012).

In the 1970s, methods like Silent Way and Community Language Learning came to attention. Despite its similarity to Audiolingualism in terms of placing emphasis on pronunciation through a variety of tools, in Silent Way, students were not responsible for IPA or any linguistic information. Instead, they were taught the sounds, stress and intonation by using sound colour charts (Gattegno, 1972) which show the vowels and consonants, Fidel charts that visualize the spellings of the phonemes and some coloured Cuisenaire rods to point each symbol. In view of special principles it had, the efficiency of Silent Way was believed to have had the students internalized "an inner resource to be used" (Stevick, 1980, p.46) to learn its "diction, rhythm and melody (Blair, 1991, p. 37)" (Celce-Murcia, Brinton & Goodwin, 2012).

Around the same decade, Community Language Learning developed by Curran (1976) became another popular method, which named the role of teachers as a counselor and used a technique, human-computer. Students were pushed to speak by sitting around a table and their utterances were recorded to be listened by themselves. Teachers stood just behind the individual who spoke in case they needed them to provide correct pronunciation of some words or phrases. They could ask the counselor to repeat as many times as they wished until they were satisfied with their own production after repetitions. Even though it was based on intuitive approach, it differed from Direct Method as being student-centered rather than teacher-controlled (Celce-Murcia, Brinton & Goodwin, 2012).

Until 1980s when Communicative Language Teaching (henceforth CLT) turned out to be the prevalent approach in ELT, teaching pronunciation either had a primary emphasis or ignored and fell out of vague (Isaacs, 2018). In this dominant approach, the perspective that main aim of learning a foreign language is speaking the language was accepted and pronunciation was proved to be the essential component of oral communication to be improved based on empirical and anecdotal sources. The primary notion that drew the role of pronunciation from backwards to the onward stages became the realization of the threshold level (Hinofotis & Bailey, 1980). It is stated that it is very likely for the nonnative speakers of English to have communication breakdowns unless their level of pronunciation is above that threshold level regardless of the individual's command of grammar and vocabulary.

Revealing the importance of having a reasonably good pronunciation by scholars arose some questions like whether it is teachable, or it is worth spending time in the classroom or not. As Derwing and Munro state (2005) teachers usually feel confused regarding what extent it is possible to teach pronunciation. Their lack of knowledge and practices in the classroom was found out by several studies conducted (Baker, 2014; Brown, 2008; Sarıkaya, 2013; Macdonald, 2002). Therefore, to lead the teachers, Celce-Murcia, Brinton & Goodwin (2012), listed some techniques and tools that could be used to teach pronunciation in the classroom: listen and imitate, phonetic training, minimal-pair drills, contextualized minimal pairs, using visual aids, tongue twisters, developmental approximation drills, practice of vowel and stress shifts related by affixation, reading aloud or recitation and recordings of learners' productions.

There have been studies conducted to show the significant effects of pronunciation training and the fact that practicing it improves oral productions (Couper, 2003; Derwing, Munro & Wiebe, 1997, 1998; Macdonald, Yule & Powers, 1994). The research showing the test results of different methods on pronunciation teaching indicates that it can be taught unlike the previous criticism on the issue. In Turkey, some prominent studies showing significant effects of pronunciation instruction on students' performance were carried out. The positive effects of using dramatic text (Gürler, 2013), listening aided teaching materials (Çerçi & Kırbıyık, 2013), spoken reading exercises (Kahraman, 2014), conceptualization method (Geylanoğlu, 2016), internet-based pronunciation lessons (Hişmanoğlu & Hişmanoğlu, 2011), and Audio-Articulation Method (Demirezen, 2005)

on pronunciation performance demonstrated the applicability of pronunciation instructions and its positive conclusions.

Although the studies show the significant effects of practicing for pronunciation performance in order to prove that it is teachable, many agree that it is still an exclusion in the classrooms since the teachers are confused about what exactly to teach when it comes to pronunciation, unlike other components of language. It is believed that pronunciation is the least understood part of the language to teach and test by the teachers and the scholars. Celce-Murcia, Brinton and Goodwin (2012) explained clearly what the teacher needs to know to teach pronunciation in Figure 2.1.

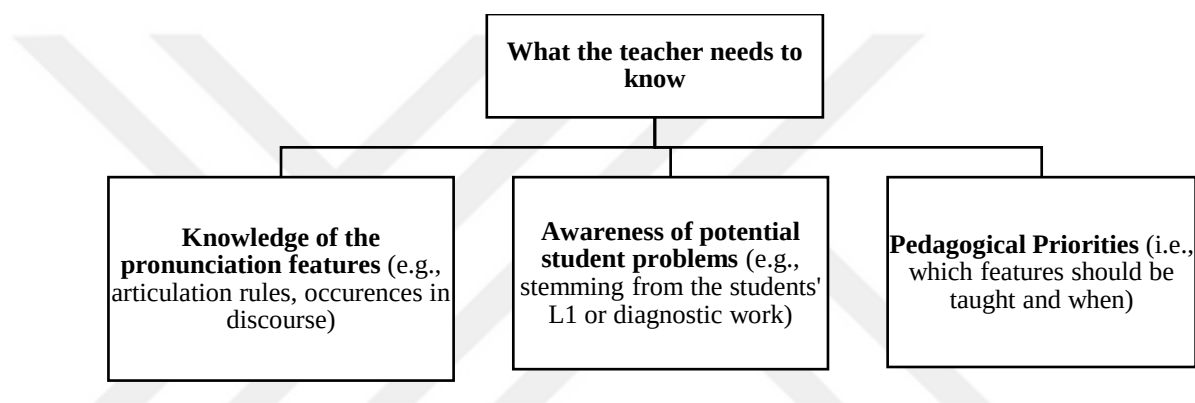


Figure 2.1. *A required knowledge base for teaching pronunciation (Celce-Murcia, Brinton & Goodwin, 2012, p. 44).*

In the figure above, it is highlighted that teachers should know which features of pronunciation to teach. Knowing that it is composed of a number of aspects, what components of it can be taught well or which ones are more critical to teach for efficient communication are the issues that still have not been agreed on. To solve the problem, it is necessary to know about what aspects of it we mean as we mention pronunciation.

2.2. What is Pronunciation?

In general terms, pronunciation is defined by Goodwin (2013) as accuracy in segmentals and suprasegmentals in speech (Ma, 2015). To elaborate the role of it, Stevick (1978) puts forward that: “Pronunciation is the primary medium through which we bring our use of language to the attention of other people.” Pennington (1996) explains pronunciation and its place in the classroom through this definition:

“...a primary medium for communication of information about ourselves as individuals and as representatives of different groups. Since it opens the way to a better understanding of how language works and how the different aspects of linguistic and social meaning are interrelated, an understanding of the phonology of a language is a necessary basis for a fully effective teaching of a spoken language.” (Pennington, 1996, p. 2).

As it is stated in the first definition, pronunciation composes of segmental and suprasegmental features. While the former is about the combination of consonants or vowels in other words, minimal independent units of sounds (Pennington & Richards, 1986); the latter is more about how the individual segments are organized in a speech (Wong, 1993). To elaborate the role of it, Halliday (1989) resembled pronunciation in speaking to punctuation marks in written pieces of language (Gültekin, 2002).

2.2.1. Segmental features of pronunciation

Since the segmental features are composed of vowels and consonants, which are more solid than suprasegmentals, these are better understood by the teachers. As consonants and vowels are the sounds of English, how these sounds are produced is crucial for teachers and learners since they can produce them accurately as long as they are aware of how to use articulators that are the movable parts of the mouth (Avery & Ehrlich, 2002). While producing consonants, the airstream is obstructed either partially or completely (Dalton & Seidlhofer, 1994) as a result of a narrow mouth position; as a contrary, air passes through freely due to the lack of narrowing while producing vowels (Avery & Ehrlich, 2002).

Cruttenden (2014) makes the difference between two types of segments on another point. Consonants are defined as the segments occurring at the edge of syllables; however, vowels are the ones occurring at the centre of those. Celce-Murcia, Brinton & Goodwin (2012) answer the question “What is a vowel?” in this way:

“...vowels are the tools of poets, since it is vowels that allow poets to create assonance and rhyme, and thus to shape language musically and make it pleasing to the ear. A more scientific answer would be that vowels are the core, or peak of the syllable ... (p. 113)”

Segmental features play an integral role in pronunciation seeing that these are the phonemes of a language and create a variety of differences in different languages, which

results in a lot of problems for nonnative speakers in communication. It is recommended to put emphasis on articulations of phonemes which are different from L1 of learners to help them be understandable in their utterances by the interlocutors. It is critical to be aware of the articulations of phonemes since segmentals play a crucial role in pronunciation.

2.2.2. Suprasegmental features of pronunciation

Suprasegmental features of pronunciation that are also called prosody or transsegmental aspects of speech (Pennington, 1996) can be described as the nuts and bolts of pronunciation since Avery and Ehrlich (2002) cite that these are the key elements of pronunciation. They even came to be regarded as of prior to the segmentals for comprehension in some contexts (Derwing, Munro & Wiebe, 1998; Moyer, 1999; Derwing & Munro, 1995; Pennington, 1989, Aktuğ, 2010). Although there is not enough statistical evidence to prove that, there are some scholars stating that a reasonable pronunciation is formed by suprasegmental features more than it is affected by segmental aspects and the focus of teaching should be directed to them accordingly (Dirven & Oakeshott, 1984; Pennington & Richards, 1986).

Suprasegmental features are defined as extending over more than one sound segment (Celce-Murcia, Brinton & Goodwin, 2012) and play another central role in speech along with segmentals (Brazil, Coulthard & Johns, 1980; Celce-Murcia, 2010; McNerney & Mendelsohn, 1992; Morley, 1991; Pennington & Richards, 1986; Ma, 2015). In general terms, the suprasegmental aspects of pronunciation that are commonly examined in studies, besides the present study, can be categorized as word and sentence stress, rhythm and intonation. It is necessary to clarify these and their roles in oral communication.

2.2.2.1. Stress

Stress as a prosody can be discussed as word and sentence stress separately. Dalton and Seidlhofer (1994) illustrated word stress as a prominence of some syllables over others in a word which is parallel with the *foregrounding function* of stress mentioned by Catford (1988). Hence, it can be inferred that word stress is all about the syllables in a word and stressed syllables are uttered longer, louder or higher in pitch,

which is relating more energy spent by the speaker to pronounce the stressed syllables (Celce-Murcia, Brinton & Goodwin, 2012).

What makes word stress important in communication is about the listeners' attitude since it was revealed that native speakers depend on the stressed syllables to get the clues to process meaning while listening. That's why, misplaced word stress might cause communication breakdowns (Zielinski, 2008; Ma, 2015). For nonnative speakers, word stress can be difficult to employ correctly insomuch as the difference between stressed and unstressed syllables is more in English than any other languages. Benrabah (1997) cited an example relating this issue. Misplaced word stress on the word *normally* (norMALLy) was understood as no money in a study they carried out.

Although there are three different levels of word stress and they all refer to the same types, labelling to stress patterns differ by scholars. They are categorized as strong, medial and weak; primary, secondary and tertiary or strongly stressed, lightly stressed and unstressed. In the pedagogy books, to highlight the stressed syllables based on this classification, capital letters, lowercase letters, small/large fonts or some spots above the syllables are used as in the given examples below (Celce-Murcia, Brinton & Goodwin, 2012).

● ● ● ● ●	● ● ● ●
PHIL o SOph ic al	DE mo CRAT ic

Sentence stress, on the other hand, deals with the words that need to be uttered more stressed in comparative with the others in the phrase, clause or sentence. These words usually carry the information and are aimed to get the attention (Hahn, 2004). That's the reason why they are called content words while the rest of those which signify grammatical relationships are called function words (Celce-Murcia, Brinton & Goodwin, 2012). In a sentence, content words are usually stressed while the function words do not carry the stress. In Table 2.1, content words and function words in English are listed. In the table, it is presented that nouns, main verbs, adjectives, possessive pronouns, demonstrative pronouns, interrogatives, not/negative contractions, adverbs and adverbial clauses are content words that are stressed. On the other hand, articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions and conjunctions are shown as function words that are usually not stressed, unless in final position or when used emphatically.

Table 2.1. *Content words vs. function words (Celce-Murcia, Brinton & Goodwin, 2012)*

Content Words Versus Function Words	
Content/Information Words (often stressed)	Function Words (usually unstressed, unless in final position or when used emphatically)
Nouns	Articles
Main Verbs	Auxiliary Verbs
Adjectives	Personal Pronouns
Possessive Pronouns	Possessive Adjectives
Demonstrative Pronouns	Demonstrative Adjectives
Interrogatives	Prepositions
Not/Negative contractions	Conjunctions
Adverbs	
Adverbial Particles	

2.2.2.2. Rhythm

Rhythm of a language as a branch of prosody (Crystal, 1979) is closely related to stress patterns used in speech. In other words, word and sentence stress of a language create the rhythm. Dalton and Seidlhofer (1994) think that stressed parts are the constituents which create the foreground and the unstressed parts are those which encompass the background of rhythm in a language. It is also emphasized that time is another factor in creating rhythm. To understand the rhythm of English better, it is necessary to illustrate two different rhythmical languages in the world. According to Abercrombie (1965) and O'Connor (1973), the languages have whether syllable-timed or stress-timed rhythm. The former occurs as the syllables are uttered at equal intervals of time while the latter occurs as the stressed syllables are uttered at equal intervals of time. One can infer that rhythm is the relationship between time and stress patterns of a language. Avery, Ehrlich and Jull (1992) summarize this explanation for syllable-timed rhythm clearly with these words: "...the amount of time required to say a sentence depends on the number of syllables... (p. 73)" Hence, it could be put forward that the number of stressed syllables is the factor affecting stress-timed languages, relatedly (Clark & Yallop, 1990; Chun, 2002). Considering the fact that English has a stress-timed rhythm, unlike Turkish that has a syllable-timed, the rhythm of English is another challenge for Turkish students (Bayraktaroğlu, 2008). Therefore, the rhythm pattern differences between the two languages should be taken into consideration by the practitioners.

2.2.2.3. Intonation

As the last aspect of suprasegmentals, intonation has a great priority in a speech in view of being dependent on the discourse context. It is important to know that intonation is related to pitch that is defined as highness or lowness of a sound by Oxford Dictionary. Also, Brazil (1997) agrees that intonation is related to changes in the pitch of the voice that differs throughout the whole utterance when someone speaks. How intonation differs from another prosodic feature stress is explained by Pierrehumbert (1980) in these words: “The same sentence with the same stress pattern, can be said with many different melodies in English and these melodies have an important role in its expressive force. (p. 7)” Thus, it can be summarized that intonation is the feature that gives the intended meaning of the speaker through the variations in pitch and creates the melody of language.

Pitch movements are categorized as five by Dalton and Seidlhofer (1994):

- | | |
|--------------|---|
| 1. fall |  |
| 2. rise |  |
| 3. rise-fall |  |
| 4. fall-rise |  |
| 5. level |  |

It is well known that intonation conveys a variety of functions in language such as grammatical and emotional. Celce-Murcia, Brinton and Goodwin (2012) illustrate some of these functions through the examples given below.

- | | |
|--------------------------|-------------------------|
| • Question: Now? | 1. Great. (perfunctory) |
| • Command: Now! | 2. Great. (enthusiasm) |
| • Statement: She's gone. | 3. Great. (sarcasm) |
| • Question: She's gone? | |

With all the segments shown in the preceding section, pronunciation should be considered within teaching and testing processes in ELT meticulously for pedagogical

purposes. The prominent question to ask is why we are concerned with teaching pronunciation. Thomson (2018) deals with this question by pointing out the problematic outcomes of non-target-like pronunciation during communication. It can be agreed with ease that pronunciation is a distinctive feature of language for successful communication. That's the reason why researchers have been concerned with the ways how to teach that effectively in the classroom and there have been a number of studies proving the effectiveness of training through various methods and techniques; nevertheless when it comes to testing pronunciation, studies can hardly be found in the literature. This has been the motivation for the recent study to fulfil the lack in the field.

Before making judgements on the issue, what exactly is meant by testing pronunciation must be pointed. Reminding of the first figure above by Celce-Murcia, Brinton and Goodwin, (2012) three steps to follow by the teachers to include pronunciation in ELT classrooms could be followed. Knowledge of the pronunciation features, the first ring of the chain, is summarized above and can be headed to the other steps which are being aware of potential students' problems and pedagogical awareness to decide what to teach and when to teach those features of pronunciation.

2.3. Principles to Consider for Testing Pronunciation

Teachers' goal of pronunciation instruction is to make learners understandable when they speak in English with speakers of other languages (Thomson, 2018). Does that mean that we should aim to teach them to sound like a native speaker? Or is it acceptable for them to have traces of their mother tongue in their accents? What do we aim when we teach them pronunciation at the very first place? All these questions have been answered through three different phenomena: Intelligibility, Comprehensibility and Accentedness. At this point, two umbrella terms are the main concerns as intelligibility vs. nativeness principle. These two contradictory terms have been discussed by the scholars for years and the current common view was decided to aim the students to become intelligible.

Nativeness principle is known as aiming the learners to sound like a native speaker due to native-speaker norms. However, it is asserted that expecting learners to hold a native-like accent is an unrealistic goal (Jenkins, 2000; Munro & Derwing, 2011; Singleton, 2005; Bøhn & Hansen, 2017). Furthermore, Cook (1999) also questions who counts as a native speaker in case nativeness principle is applied and it is a fact that most of the speakers of English are non-native and this makes the nativeness principle

unnecessary (Jenkins, 2000; Kirkpatrick, 2007; Seidlhofer, 2001; Bøhn & Hansen, 2017). On that account, intelligibility principle which puts forth aiming students to become understandable when they speak surpassed the nativeness principle in the field.

2.3.1. Intelligibility, comprehensibility and accentedness

Intelligibility mentioned above is one of the three concepts relating to testing pronunciation and the meanings they carry are found a bit challenging to distinguish by the scholars. Intelligibility is explained as a key concept, along with comprehensibility, as a conclusion of this globalized world by Zhong (2019). As a widely cited definition by Munro and Derwing, “the extent to which a speaker’s message is actually understood (1995, p. 76)” explains what the terms stand for. Thomson interprets the definition and states that intelligibility is more related to recognizing individual utterances as opposed to comprehensibility (2018).

While intelligibility is used to explain the extent to which an utterance is understood, comprehensibility is opted as a term to clarify how much effort is needed to understand that utterance by the listener (Thomson, 2018). Munro and Derwing (1995) exemplify a situation to help distinguish these two terms. Two different accents are put forward as understood by the listeners and intelligible notwithstanding, one may need to put more effort than another and this makes the latter more comprehensible. They also link comprehensibility with listener’s subjective perception, yet intelligibility is related to objective proportion of speech.

On the other hand, accentedness as the third dimension is reported as the extent to which an L2 learner’s utterance is distinguished from native-speaker norms (Munro & Derwing, 1995; Riney, 2005; Kang, 2010). Considering the ones who speak a second or foreign language have the effects of their L1 in their interlanguage, it can be concluded that, all those have an accent to a degree. Table 2.2 summarizes the definitions of these three phenomena.

Scholars attempted to measure relationships of these three dimensions and found that comprehensibility and intelligibility are closely related; however, accentedness has no correlation with the other two. This means that an accented speech can be highly intelligible and comprehensible (Derwing & Munro, 1997; Munro & Derwing, 1995, 1999; Ma, 2015). By these definitions and explained relations, one can infer that accentedness is tied up to nativeness principle and we can conclude that the results of the

studies helped to change views of teaching and assessing focuses from nativeness principle to intelligibility (Ma, 2015).

Table 2.2. *Intelligibility, comprehensibility and accentedness (Derwing & Munro, 2005)*

Term	Definition	Measure
Intelligibility	The extent to which a listener actually understands an utterance	Transcription task % words correct
Comprehensibility	A listener's perception of how difficult it is to understand an utterance	Scalar judgment task 1 = extremely easy to understand 9 = extremely difficult to understand
Accentedness	A listener's perception of how different a speaker's accent is from that of the L1 community	Scalar judgment task 1 = no accent 9 = extremely strong accent

2.3.2. English as a lingua franca

It is stated that one of the arguments opposed to nativeness principle and causing the shifts to change to intelligibility principle is people who speak English and their L1. Setting a target for learners to speak according to native norms is found unnecessary since the majority of people whom those learners speak English are not native speakers (Jenkins, 2000; Kirkpatrick, 2007; Seidlhofer, 2001; Bøhn & Hansen, 2017). According to Crystal (2003), three out of every four users of English in the world is non-native speaker (Seidlhofer, 2005). That shows us, people learn English to speak to nonnative speakers of the language more than to native speakers. In such realia, adhering native norms strictly has been found pointless by scholars. Even Walker (2010) puts forward that "...what native speakers cannot do...is to impose their particular set of native-speaker norms. Nor can they expect the members of the ELF community to adjust to these norms."

The word English as a Lingua Franca (henceforth ELF) in the quotation was set forth by Jenkins (2000), then agreed and asserted by a number of scholars., In Table 2.3, a matrix developed by Kachru, (1986) represents a variety of communication between different types of listeners and speakers.

In the table, inner circle is used to mean native speaker and outer circle for nonnative one. Apart from those two, expanding circle stands for the speaker of nativized variety (Levis, 2005). Hence, it can be assumed that the members of expanding circle are placed as between those two. In the quadrant 1 and 2 where NS and NNS communicate,

context plays an important role. In quadrant 3, interlocutors may have the same intelligibility problems as a result of communication breakdowns. As the last two parts, quadrant 4 and 5 include expanding circle and they are likely to use top-down and bottom-up processing to decode the utterances (Levis, 2005). Through such a matrix, we can see that the intelligibility problems in all different contexts are likely to cause communication breakdowns. To ease such a problem, Jenkins (2009) expanded to Lingua Franca Core (henceforth LFC) which support ELF approach to guide the teachers about what components of pronunciation to focus in the classroom to enable learners to become intelligible in such an ELF world. In the list of LFC, the main components of pronunciation to teach, the important ones for intelligibility, are shown as below:

- 1- Consonant sounds, except /θ/, /ð/ and dark /ɪ/.
- 2- Vowel length contrasts (e.g., the difference between the vowels in “pitch” and “peach”).
- 3- Restrictions on consonant deletion (in particular, not omitting sounds in the beginning and in the middle of words).
- 4- Nuclear (or tonic) stress production/placement.
- 5- The vowel /ɜ:/ (as in RP “fur”).

(Jenkins, 2009, p. 12).

Table 2.3. *World Englishes speaker-listener intelligibility matrix (Kachru, 1986)*

	LISTENER		
	Inner-Circle (IC)	Outer-Circle (OC)	Expanding Circle (EC)
SPEAKER	Inner-Circle	IC-IC (NS-NS)	1.IC-OC IC-EC (NS-NNS)
	Outer-Circle	2. OC-IC	3.OC-OC 4. OC-EC
	Expanding Circle	IC-IC (NNS-NS)	5.EC-OC EC-EC (NNS-NNS)

Even though this core is helpful for teachers to guide them which parts of pronunciation to give emphasis, LFC has been criticized by other researchers due to several reasons. First, as it can be noticed, the only suprasegmental feature is the fourth item nuclear tonic, so-called sentence stress, and this gives us the message that the other prosodic features are not necessary to teach according to this core (Bøhn & Hansen, 2017). Moreover, this 5-item list has been found too limited for pronunciation teaching and not grounded on scientific studies (Isaacs, 2014). Trudgill (2005) also claims that narrowing down the aspects to teach as in this core may not help EFL or ESL learners

since they have to talk to native speakers of English, albeit one out of four speakers they come across will be native speakers. Also, it should be kept in mind that L1 of each learner has got individual effects and leads to different problems in students' interlanguage. Yet still, as Bøhn & Hansen (2017) state this list provides some key features of pronunciation aspects and enables teachers to notice what to focus on as priority in their lessons.

2.4. Potential Student Problems Faced by Turkish EFL Learners

In Table 1, what the teacher needs to know regarding pronunciation was shown and in the first part of this chapter, knowledge of pronunciation features is covered. The second part of the diagram is awareness of potential student problems. Thus, the pronunciation problems of Turkish students that have been studied by error analysis so far are examined and listed in Table 2.4.

Table 2.4. Error analysis findings: Turkish students' pronunciation problems

Study	Findings
Gültekin (2002)	Turkish students were found to have displacements in word stress, failures to blend well to make smooth transitions, unnatural intonation at the end of statements and general questions, improper division of sentences into thought groups and misplaced sentence stress.
Demirezen (2006)	Turkish students use /e/ or /ʌ/ instead of /æ/; /v/ instead of /w/. They tend to pronounce silent /l/ and /b/. They pronounce /dʒ/ as /ʒ/ when there is letter j in the word (e.g. jury). Due to orthographic differences, they have problems with /s/ and /z/ diversity.
Bayraktaroğlu (2008)	They mispronounce the syllables with schwa sound. They have problems pronouncing interdental sounds correctly, they usually substitute them with /t/ or /d/. They speak English which has a stressed timed rhythm as syllable-timed as in Turkish.
Demirezen (2009)	Turkish students' intonation is problematic.
Hişmanoğlu (2009)	They have problems with interdental sounds.
Türker (2010)	Problems with interdental sounds, /ɜ:/, /ɒ/, /ə/, /ʌ/, /ɔ:/, /æ/, /ɪ/, /w/ and diphthongs such as /aʊ/, /ʊə/, /ɪə/ and /eə/.

Table 2.5. (Continued) *Error analysis findings: Turkish students' pronunciation problems*

Geylanioglu & Dikilitaş (2012)	Problems with interdental sounds, / ə/ and /ŋ/.
Varol (2012)	Due to the differences in Turkish sound system, students have difficulties pronouncing interdental sounds, velar approximants (/w/ and /r/) and ash sound (/æ/).
Demircioğlu (2013)	Problems with interdental sounds, /u:/, /ə/, /ʌ/, /ɔ:/, /æ/, /ɑ:/ and /i:/. Problems with diphthongs.
Aktuğ (2015)	Problems with vowels /v/, /ʌ/, and / ə/; silent letters, word final / dʒ// sounds since it doesn't exist in Turkish in that position. Problems with /s/ and /z/ diversity; interdental sounds and /w/.
Albağlar (2015)	Since Turkish language has got stress on the last syllable most of the time, they apply the same to English. Because of mental orthographic representation, they pronounce diphthongs with w letter as /v/ (e.g. lower, how, now, own).
Bardakçı (2015)	Problems with word-final diphthongs (go, so), one vowel diphthongs. Triphthongs are difficult to pronounce correctly for Turkish students. Because of vowel harmony in Turkish language, they can't pronounce /æ/ when there is / ə/ in the same word. / θ/ and / ŋ/ are problematic.

As shown in Table 4, it can be inferred that the problems Turkish students face regarding pronunciation are usually caused by L1 interference and orthographic differences. This analysis can provide teachers to become aware of the potential problems of students in Turkish context. By this way, the teachers can be aware of the potential problems that Turkish students might face because of the differences between their mother tongue and the target language. This section serves the answers for the second part of *What the teacher needs to know?* question.

The third part of it is about which features should be taught. In this sense, it is necessary to know which segmental and suprasegmental features are more crucial to teach in the classroom. To answer such a question, we need to know which ones affect intelligibility of students more than the other aspects. In other words, which components of pronunciation affect their speaking skills more than the others should be revealed. This means, in consequence, that it is necessary to skip from teaching to testing. By doing so, it will be possible to focus on the pronunciation aspects affecting intelligibility problems. Therefore, the rest of this chapter will give details about how to test pronunciation.

2.5. Testing Pronunciation

2.5.1. Testing approaches

Regarding testing performances, there are two main formats shaping the whole procedure as holistic and analytic testing. The former refers to scoring procedure in which raters evaluate the performance overall regardless of individual's specific adequateness (Alderson & Wall, 1996, as cited in Kozłowska, Frankiewicz, Nowacka & Stadnicka, 2005). The latter is used as a term to define the process of rating in which examiners rate the performance by focusing on divided aspects of skills. For pronunciation, it is meant that vowels, consonants, intonation, stress and rhythm are evaluated separately to give a whole score at the end.

It is apparent that these two testing procedures have different advantages and disadvantages to prefer. The remarkably positive side of holistic approach is the advantage of administering many students in a shorter time as opposed to analytic format (Kozłowska et al., 2005). It is obvious that this type of testing serves a time and energy-saving method for examiners. However, it is not without drawbacks. Holistic approach is criticized due to being a too general way of evaluation and remains too much room for the rater to use their own criteria and that results in issues with inter and intra-rater reliability (Kozłowska et al., 2005). According to Underhill (1987), it is also a big trouble for raters to decide on scores even though they are experienced.

On the other hand, analytic approach has got positive and negative sides, as well. First of all, because of providing a detailed means of testing, it is regarded as a much more objective way of evaluation. In a recent study examining the consequences of two approaches, it was revealed that (Metruk, 2018), the scores given by holistic rating are significantly higher than the scores given by analytic rating. The same conclusion was drawn in another study and the researchers reported that "...raters generally tend to be more lenient in their overall impressions than in judgements made on the basis of more specific criteria..." (Kozłowska et al., 2005). In conclusion, we can estimate that, analytic scoring is more reliable and objective although being time and energy-consuming.

Although studies are very limited in testing pronunciation, the two main approaches are holistic and atomistic ones. Nevertheless, apart from that, there is another classification about the task type as recognition and production-based tests. In fact, this classification was made after paper and pencil pronunciation tests were recommended by Lado (1961) and these types of tests started to be used commonly. After years, by

criticizing the validity of this type of tests, Buck (1989) offered test types evaluating oral production of students and finally, such a classification entered in the literature (Koren, 1995).

Written tests of pronunciation aim at the students' ability to recognize the sound-symbol correspondences. They are expected to listen to the recordings and opt the correct answer on the paper. Two examples of written tests by Celce-Murcia is given in Figure 2.2 and 2.3. Apparently, written tests are much easier to administer in the large groups; however, they were criticized by researchers for not being valid. Considering the nature of pronunciation is based on oral production, the criticisms have a point on this issue.

Directions: Check the box that corresponds to the intonation pattern used (final fall for tag questions if the speaker is unsure).

Utterance	Sure ↗ ↘	Unsure ↗ ↘
1. He hasn't finished fixing the car, has he?	☐	☐
2. The situation's getting worse, isn't it?	☐	☐
3. The stores will be really crowded this time of year, won't they?	☐	☐

Figure 2.2. Example written test- a (Celce-Murcia, Brinton & Goodwin, 2012, pg. 311)

Directions: Listen to the following utterances and mark the contour that best represents the intonation pattern of the speaker.

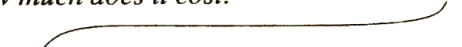
1. *Would you like some coffee or tea?*
 - a. 
 - b. 
2. *How much does it cost?*
 - a. 
 - b. 

Figure 2.3. Example written test-b (Celce-Murcia, Brinton & Goodwin, 2012, pg. 311)

The validity problems of written tests brought about production-based pronunciation exam in which the testees are supposed to give their performances orally. These types of tests are exemplified as reading words, sentence repetition and free talking by Buck (1989). Testing pronunciation separately is not an area that mass of information

can be reached due to the fact that pronunciation is an area of language which is usually tested within speaking skill rather than separately.

2.5.2. Pronunciation as a component of speaking assessment

According to Cambridge English Language Assessment (2008), the components of speaking skill to test are grammar and vocabulary, discourse management, pronunciation and interactive communication. Among these traits, grammar, vocabulary and pronunciation are language areas which constitute speaking skill. Although grammar and vocabulary are the ones that are also tested and evaluated separately in EFL and ESL classrooms, pronunciation is usually tested only in speaking integratedly. The reason behind that is not, of course, it is less important than the other areas; however, as discussed in the previous chapters, it is the least understood and most neglected area in the field. As researchers also report that, teachers cannot find any room to give emphasis on pronunciation activities in limited lesson hours and crowded classrooms and they also complain about how they feel lost when it comes to pronunciation since they are not aware of what exactly to teach and how. Therefore, it is tested alone only in pronunciation courses of foreign language programs at the universities.

While evaluating speaking skills in EFL classrooms, the expectation is communicative effectiveness in the very first place and as Luoma (2004) states communicative effectiveness and intelligible communication are two interwoven facets, which is related to the idea that specific patterns of pronunciation affect the overall assessment in speaking (Celce-Murcia, Brinton & Goodwin, 2012). Additionally, it is asserted that, contrary to grammar and vocabulary, pronunciation is a much more challenging area of language to improve and intelligibility of speaking is more likely to be affected by pronunciation issues (Bang, Kang & Lee, 2013). Hence pronunciation, as a subskill of speaking, needs to be advanced to show successful performances in speaking tests. However, little research can be found on this issue and no consensus has been reached on the effect of pronunciation on speaking assessment (Kang, 2013; Ma, 2015).

2.5.3. Speaking test types

Despite being the most predictive factor of success on speaking tests, putting enough energy on improving pronunciation and other areas of speaking test is not the

only factor inducing success. The way of assessing is another element influencing the results of the tests. Speaking test types are listed by Underhill (1987) as follows:

- sentence completion,
- sentence construction,
- translation and interpreting,
- reading a blank dialogue,
- oral presentation,
- verbal essay,
- using picture and picture story,
- giving instructions,
- explanations and descriptions,
- information-gap,
- oral interview,
- controlled interview,
- free interview,
- role-playing,
- simulation and discussion
-

Similarly, Fulcher (2003) exemplified speaking exam tasks as follows:

- Repeating the sentence,
- Picture Story
- Picture Prompts
- Presentation
- Oral Proficiency Interview,
- Information gap
- Translating/Interpreting
- Discussion

Among all types of exam tasks given above, the most preferred ones by the examiners and the most studied ones by the researchers are paired and individual interviews (Lambert, 2003). Even though they are very demanding to administer, in terms of providing rich information about the test takers, they are preferred by most of the institutions. Hence, limited number of studies regarding speaking exam tasks have focused on individual and paired types (Brooks, 2009; Öncel 2016). However, apart from being individual or paired, another dimension, which is of high value, is the genre of speaking itself. That is to say, whether students plan their speech in advance, or they are supposed to speak spontaneously to be evaluated.

Being mostly tested as individual or paired format, unplanned speech occurs through interaction with other speakers (Luoma, 2004) On the contrary, in planned speech, such as lectures, conference presentations and expert discussions, students

prepare and rehearse their performances beforehand. (Luoma, 2004). They are also defined as “unplanned discourse is discourse that lacks forethought and organizational preparation... planned discourse is discourse that has been thought out and organized (designed) prior to expression” (Ochs, 1979, p.55).

Designing and administering authentic exam tasks is of paramount importance (Brown, 1993). Knowing that people speak both spontaneously and as planned on daily life, two of the tests are appropriate to be chosen as a way of evaluating oral skills in this sense. Researchers, however, have been discussing these two types of exam tasks to decide which one is more valid.

Thornbury (2005) puts forward that unplanned speech shows us test-takers’ performance “under real operating conditions” described as “urgency, unpredictability and spontaneity” (p. 90). It is apparent that authenticity feature of unplanned speech was emphasized, which makes this exam task more valid than the ones evaluating planned speech. On the other hand, according to Valette (1977), speaking exam tasks should be designed in support of students’ talk and to promote their performances. This is related to enhanced performance view. As Luria (1961), grounding on Zone of Proximal Development (Vygotsky, 1978), suggests having students show their enhanced performances by benefitting from other people or some aid such as technology to show their potential mediated performance instead of testing their actual competence immediately (Poehner, & Lantolf, 2005, as cited in Yakışık, 2012). In this sense, testing students planned speech can be inferred as more valid, as well.

Apparently, both exam tasks have got their strengths and weaknesses. It should be pointed out that the reason to choose appropriate one must be dependent on how students perform on these different exam tasks; nevertheless, there is a lack of study on this discussion in the literature.

2.6.Previous Studies

2.6.1.Studies on the Role of Pronunciation

Although the number of studies examining the role of pronunciation aspects on speaking is limited, it is necessary to scrutinize their findings in order to compare the results of them with those of the present study. Even though it has not been studied in Turkish context before, the effect of pronunciation has been a research area in some other contexts all around the world. In the early years of pronunciation studying, two parallel

comprehensive studies including the level factor in their research unravelled similar results. Jong, Higgs and Clifford (1982) studied with five levels of learners as participants and their hypothesis was gathering inconstant results in level 1 and 5 comparing the others in terms of the effect of different speaking aspects on overall scores. They aimed to reveal the effect of speaking subskills - vocabulary, grammar, pronunciation, fluency and sociolinguistic. A total of 50 teachers rated the recordings of German learners. Vocabulary was found to be the most influencing factor at lower levels and pronunciation was found to have a greater role at the beginning levels. However, pronunciation was found to have less importance on speaking scores at intermediate level than the other levels.

Secondly, a similar study by De Jong and Van Ginkel (1992) was conducted with 25 Dutch learners of French as a foreign language. Through different speaking tasks, their performances were scored by using a 4-point comprehensibility scale. For the qualitative part of the study, the raters were also asked to contribute with their impressions after giving the scores. The results supported the previously mentioned research findings. In the low levels, pronunciation was found to have the biggest role compared to other facets of speaking. In higher scores, on the other hand, all aspects were revealed to be equal.

As more recent research, to compare the findings with the previously mentioned two studies, De Jong, Steinel, Florijn, Schoonen and Hulstijn (2012) studied with 181 learners of Dutch and 54 L1 speakers of Dutch. The number of the learners' mother tongue in the study was reported as 46. The most common ones among all were German, English, Spanish, Polish, French and Russian. They were invited to a set of tests as speaking task, picture naming task, sentence completion task, pronunciation task and grammar and vocabulary tests. The performances of the participants were recorded and analyzed through structural equation modelling. The findings unravelled that all linguistic skills, in most of the test types, explained the 76% of the variance and lexical knowledge and correct intonation were found to be the best indicators of speaking proficiencies. In this study, it is concluded that suprasegmental aspect had a great role in the overall speaking skills.

Apart from those three, there are some other studies integrating different principles in their investigation. For example, Munro and Derwing (2006) studied the effect of functional load principle on accentedness and comprehensibility of students. Functional load is described as a ranking system about phonemes to measure their

importance in language (King, 1967; Brown 1991; Catford,1987; Munro and Derwing (2006). The researchers aimed to investigate whether high functional load consonant errors affect comprehensibility and accentedness more than low ones, or not. By this goal, they chose 40 English sentences and made a total of 80 Cantonese speakers of English read them aloud. The sentences had six patterns of segmental substitutions and one pattern without a segmental substitution. Then, the recordings were listened to in order to categorize the errors based on their functional load to be given to the listeners. 13 different raters used a 9-point scale for each recording to score both their accentedness and comprehensibility for each sentence they heard. Inter-rater reliability was found high and the results were calculated to see the functional load effect. They showed that high functional load errors affect both accentedness and comprehensibility more than low functional load errors. Based on the results, the researchers showed that segmental features, only consonants in this study, have got a significant role in comprehensibility and accentedness of speech.

There is another study revealing the role of a suprasegmental feature. Isaacs and Trofimovich (2012), aimed to figure out the linguistic traits influencing listener's judgements of comprehensibility across four levels. In the methodology part, they report that 40 French learners of English were asked to hand over speech samples to be analyzed by 19 measures including segmental and suprasegmental features of pronunciation, as well. 60 different listeners' judgments and three English teachers' introspective reports were used to obtain the results. Among all features, word stress was found to be significantly discriminative in all levels.

As a more recent and guiding study, Ma (2015) studied the role of pronunciation in speaking test ratings. For this reason, the researcher collected the data at an Intensive English Program in America from a proficiency exam of 226 Spanish learners of English who were novice, intermediate and advance level. It was aimed to reveal the effects of vowels, consonants, intonation, word stress, sentence stress and rhythm. A total of 27 raters scored the performances and the results were gathered through regression analysis. Sentence stress was found to be the most effective factor in speaking ratings. In general, suprasegmental features were found to have a higher weight than segmental features and among those, sentence stress, intonation and rhythm explained the 42% of the variance of speaking scores.

The common point of the studies mentioned in this section is what they figured out: pronunciation has got a discriminative role in speaking skills. This finding supports the idea that it is not true that all the components have got the same weight and effect on speaking abilities (Iwashita, Brown, McNamara & O'Hagan, 2008). Nevertheless, the findings given here are very limited to reach a consensus. Furthermore, there is not any study examining the effect with Turkish learners of English. Knowing that pronunciation is shaped by L1 to a very large extent, it is a necessity to conduct studies to both compare the results with the findings in other contexts and to reveal the changes, if there is, in this context.

2.6.2. Previous studies on planned and unplanned speech tasks

In the very early years of planned speech studies, Ellis (1987) investigated the effect of planning factor with regard to past tense morphemes to see the results in terms of accuracy. A total of 17 intermediate level EFL students participated in this study and they were assigned to a narrative discourse task. The results of the study showed that the accuracy of the students improved by planning their speech in advance according to their use of past tense morphemes in this study. However, in two years, Crookes (1989) conducted a similar study obtaining different results. The research was conducted with 40 learners of English in two groups and their order of planning was counterbalanced. As a different matter, in this study, the researcher aimed to reveal the effects of planning speech on both accuracy and complexity. The results gathered revealed that planning speech induces better performances on complexity, yet not in accuracy. In a few years, another study yielded parallel results with that. William (1992) added discourse level to accuracy and complexity and the results supported the previous research. It was found that planning phase contributed the performances in terms of complexity and discourse level, but not accuracy.

Foster and Skehan (1996) examined the effect of planning a speech on accuracy, complexity and fluency performances on students through assigning them tasks with different functional loads that were personal information exchange, a narrative based on pictures, and a decision-making task. A total of 31 pre-intermediate level students were divided into three groups to name as one control and two experimental. In the control group, participants were not given a planning time for their speeches. In one of the experimental groups, on the other hand, 10 minutes preparation time given without any

guiding explanation. In the third group, whereas, the students were guided about what to be careful in planning their speech for ten minutes. During three weeks, the groups were counterbalanced and the data was collected to analyze the results. The findings indicated significantly positive effects of planning on fluency and complexity level of the performances. Strikingly, the accuracy level of the students did not improve by planning according to the results. Also, the task type and planning conditions were found to be influencing the performances in this comprehensive research. In the following year, the researchers conducted another study with the same aim, but the results were found to be different (1997). Accuracy, complexity and fluency were all found affected by planning speech positively in at least two task types. They asserted a trade-off effect between complexity and accuracy in which only either of them can be stronger in a task.

In a more recent study, the effect of planning on accuracy and complexity was tested in Korea (Tajima, 2003). A total of 61 Korean learners of Japanese who were post beginner level participated in this study as four groups. They were introduced two different types of speaking tasks in one of which they were required to leave a message on an answering machine and in the second task, they were supposed to ask how to get from an airport to a university. They were given maps for these parts of the research after ten minutes planning. They were invited to the room individually and their performances were recorded to be typed later. The results were calculated by the researcher and indicated that planning has positive effects on fluency; however, it doesn't induce a significantly better performance in terms of complexity.

A fluency-based study took place in Puerto Rico and was carried out by Martinez (2004) with bilingual speakers of Spanish English who took English lessons at the university. The purpose of this study was to figure out fluency profiles and socio-demographic characteristics of Spanish-English bilinguals, besides the effect of unplanned and planned speech on their fluency performances in speaking, the effect of gender on their fluency and comparing their planned speech with native speakers' performances. A total of 9 Intermediate level students participated in this study. They gave presentations as self-introductory and persuasive talk for between 3 and 5 minutes. Then, they talked about two given topics, euthanasia and death penalty- for two hours and also face to face talk to answer asked questions spontaneously. The data was analyzed as how Freed (2000) analyzed the research data based on Lennon (1990). The amount and

the rate of speech, unfilled and frequency of filled pauses, length of fluent speech, repairs, clusters of dysfluencies were calculated after transcriptions of video and audio recordings.

The results were compared with the findings of three native speakers' unplanned speech performances by applying the same method. The findings showed a set of outcomes: planned speech was twice as fast as unplanned speech and had more pauses compared to the latter. Students were found to speak with more repetitions, unfilled pauses and repairs in spontaneous contexts. The analysis of planned speeches of students and those of native speakers revealed that participants whose L1 was English spoke more fluently and with fewer repairs and pauses. The gender effect was also examined and the results showed that male participants spoke more fluently. However, male speakers used repetitions and filled pauses more. The number of unfilled pauses was higher among females, nevertheless, To sum up, the researcher reported that the more fluent the speech is, the higher amount of speech and speech rate; numbers of repetitions and numbers of pauses filled with lexical fillers and non-lexical fillers are observed in speeches.

All the studies analyzed in this section show the effects of planning speech on fluency, complexity and accuracy. As it can be seen, pronunciation has not been an area of research examined in terms of the effects of planning. Therefore, the lack in the literature has been the motivation to conduct this study. A summary of the previously conducted studies on both pronunciation effect on speaking in general and the effect of planning on language aspects are shown in Table 2.5.

Table 2.6. *Previous studies on the effect of pronunciation and planning speech*

Studies on the Effects of Pronunciation	Study	Findings
	Higgs& Clifford (1982)	Pronunciation was found to be influencing, especially in lower levels.
	De Jong and Van Ginkel (1992)	Pronunciation was found to be influencing, especially in lower levels.
	De Jong, Steinel, Florijn, Schoonen and Hulstijn (2012)	Intonation was found to be one of the two most influencing factors of speaking skills.
	Munro and Derwing (2006)	Consonants were found to have a significant role in speaking skills. Errors with high functional load affected comprehensibility more.
	Isaacs and Trofimovich (2012)	Word stress was found to be a discriminative factor among all other aspects.
	Ma (2015)	Suprasegmentals are more effective and the most influencing one was found to be sentence stress.

Table 2.7. (Continued) *Previous studies on the effect of pronunciation and planning speech*

Studies on the Effects of Planning Speech	Ellis (1987)	Accuracy improved as a result of planning the speech.
	Crookes (1989)	Complexity improved as a result of planning the speech, but that improvement was not observed for accuracy.
	William (1992)	Complexity and discourse-level improved as a result of planning the speech, but that improvement was not observed for accuracy.
	Foster and Skehan (1996)	Complexity and fluency improved as a result of planning the speech, but that improvement was not observed for accuracy.
	Foster and Skehan (1997)	Accuracy, complexity and fluency improved as a result of planning the speech.
	Tajima (2003)	Fluency improved as a result of planning the speech, but complexity did not.
	Martinez (2004)	Fluency improves by planning the speech in advance.

3.METHODOLOGY

3.1. Research Design

This study was carried out by following the phases of sequential mixed design (Tashakkori & Teddlie, 2009). Two strands of the data, quantitative and qualitative, occurred sequentially and the final outcomes were grounded on the findings of both the strands. The qualitative data was collected and analyzed to provide further explanation of the quantitative data, as well. By doing so, qualitative data findings both answered a separate research question and also elaborated the results obtained from quantitative results.

3.2. Setting

This study took place at a private language school in Turkey. At this institution, the students are placed in their level by results of Cambridge Placement Tests (2019) and study the levels of Beginner, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advance accordingly. The coursebooks followed are Face2Face series. In these levels, students have three different classes as Main Course, Skills and Communication. In main course lessons, A and B sections of the books are covered for 12 units, while in the skills lessons, C sections and in the Communication lessons, D sections are taught. All the lessons are planned grounding on CLT methodology, and pronunciation instructions and activities take place in all of the lessons.

In each level, students have an 8-week education and to pass their level they have to attend their lessons regularly and pass the exams besides submitting assignments. In the assessment system, there is a portfolio they are supposed to fill in by assignments and written tests, along with speaking tests they take. The portfolio includes a reading test, a written assignment and a presentation to give at the end of the term. Written tests assess their grammar, vocabulary, listening and reading skills. On the final day, they take both a writing test and a speaking test, respectively. The ones whose average score at the end of the term is at least 65 out of 100 can pass the upper level at this institution.

3.3. Participants

A total of 82 adult Turkish EFL learners participated in this study. 35 of them studied elementary and took the exams to pass to pre-intermediate level and 47 of them finished pre-intermediate level and took the exams to pass it and study intermediate. All

the students' mother tongue is Turkish, and they are learning English as a foreign language. Among those students, 18 students also participated in the qualitative part of the study. All the students were chosen by convenience sampling. Also, two nonnative EFL teachers, one of that is the researcher, participated in the rating procedure. The second rater was an MA graduate who studied accents in his dissertation study and had experiences on pronunciation research before. He has been teaching English for eight years and pronunciation is the major aspect of language that he teaches in skills and communication lessons.

3.4. Instruments

3.4.1. Data collection instruments

To enable students to show their unplanned and planned speech performances, some materials were utilized. In the unplanned test, they were asked questions adapted from Cambridge University Press Face2Face Elementary and Face2Face Pre-Intermediate materials (See Appendix A). In the planned test, they were given a set of topics to give a speech on the presentation day. For elementary level, there were five topics and for intermediate four topics were chosen by teachers at the institution according to their level expectations (See Appendix B).

To answer the third research question, students were invited to a semi-structured interview and the questions asked were as follows (See Turkish version in Appendix C):

- 1- Did you have pronunciation issues in the unplanned exam?
 - What type of mistakes did you make? What did they stem from?
- 2- Did you have pronunciation issues in the planned exam?
 - What type of mistakes did you make? What did they stem from?
- 3- Do you think there was an effect of the test type on your pronunciation performance?
 - Which test type would you prefer, considering your pronunciation performances?

3.4.2. Data analysis instruments

For the analysis of the quantitative data, the voice recordings of students, a rubric was needed to score their speaking performances. For the aim of the research, it was

crucial to analyze the pronunciation component as detailed as possible. However, the current rubrics did not serve for this aim since pronunciation part of those were not detailed yet too general as it was discussed previously.

Ma (2015) analyzed norm-referenced and-criterion referenced rubrics and discussed the pronunciation parts of those. In TOEFL rubric, the sections are general description, language use, topic development and delivery that includes criteria for pronunciation (See Appendix D). There are four categories in both rubrics of TOEFL-Independent and Integrated speaking rubrics. In these only four categories, pronunciation is defined with very subjective words such as telegraphic rhythm and awkward intonation (Ma, 2015).

In the IELTS descriptors, on the other hand, there are nine bands and four categories as fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Comparing it to the TOEFL, in IELTS rubric, pronunciation is a separate category. In the descriptors, there are phrases used such as “a wide range of” or “a full range of” pronunciation features and thus, it is not clear how to choose which category for the performances. Furthermore, not all the categories have descriptors (See Appendix E). In categories, 3, 5, and 7 the descriptors mean that the performance is between the upper and the lower category. Another issue mentioned by Ma (2015) In these two rubrics, there is not a guideline to be benefited by the raters to learn how to use them.

Based on proficiency guidelines of CEFR, Cambridge ESOL testing is a criterion-referenced test including separate descriptors for each level. (See Appendix F). There are, again, four components as grammar and vocabulary, discourse management, pronunciation and interactive communication. Category 2 and 4 are not defined. Instead, it is written that the performance is between upper and lower categories. In the fifth category, it is defined as pronunciation is intelligible. Intonation is generally appropriate. As Ma (2015) reports, it is not clear how to measure intelligibility or nativeness in this rubric.

It would not serve the aim of this study to use the current speaking scales since it was needed to analyze all segmental and suprasegmental features of pronunciation; and therefore, a speaking rubric including a detailed pronunciation component was developed by adapting Cambridge ESOL guidelines IELTS band descriptors and the pronunciation section developed by Ma (2015). The new rubric developed for the aim of this study served for the goal revealing the effect of pronunciation on speaking exam scores.

3.4.2.1. Rubric development

It was necessary to have an overall speaking rubric to analyze the recording in view of the fact that our goal was analyzing the weight of pronunciation aspects on speaking scores. That's why, first of all, Cambridge ESOL guidelines and IELTS band descriptors were analyzed and adapted based on the level of our participants in this study. However, only the parts grammatical range, lexical resource, and fluency and coherence were taken from the rubrics. For the pronunciation part, a more detailed rubric was used, instead. Ma (2015) developed a piloted and validated rubric for research purposes, that was chosen to adapt to this study (See Appendix G). Nevertheless, the rubric was needed to make lots of changes since the students L1 in that study was Spanish and knowing the considerable impact of L1 in pronunciation, the necessary changes in the categories based on the effect of Turkish language on English and Turkish students' common errors affecting intelligibility were made.

To do so, first of all, the steps of designing an analytical rubric (Mertler, 2001) was examined and all the steps in Figure 3.1 were implemented through evaluating the present rubric by making necessary changes. First of all, the learning objectives were searched based on what the students were taught according to the curriculum and the expectations. Then, specific observable attributes were decided considering the error analysis studies since they show the reason that they sound unintelligible when they speak. All the error analysis studies in Turkish context were examined and their results were summarized in Table 4 to use in the scale. Common mistakes of Turkish learners of English were identified and changed with those of Spanish learners of English in the rubric categories. Characteristics describing the attributes were decided; in some parts the ones in the main rubric were used, while in some changes were done accordingly. The other categories were also fulfilled and example student works were found out to use as benchmark samples. It was decided to be a 5-point scale rubric as in the main study since it is advocated that rubrics should be neither too short like 3-point or too long like 9-point (Brown, 2006; Cumming, Kantor & Powers, 2002; Alderson 1991, Flege & Fletcher, 1992; Fulcher, 1996; Van Moere, 2013; Zhong, 2019) and 5 is appropriate according to their view.

Apart from following the steps mentioned in the figure by (Mertler, 2001), the comments in the main study (Ma, 2015) were examined and the instructions for some changes recommended on the rubric for further study by the researcher were followed.

For example, it was reported that the categories in the word stress and sentence stress parts needed to be changed based on the opinions gathered from the raters and the statistical results and the suggested changes were done accordingly. Secondly, the researcher asked three experienced English teachers in testing to give comments on the rubric and also their experiences with students in terms of pronunciation. Lastly, opinions from three experts were taken and the necessary changes were made accordingly. All the steps followed to develop the rubric were presented in Figure 3.2. The expert opinions were taken for both the rubric and the interview questions. The experts were the academics working at Anadolu University ELT department and two of which were teaching testing and evaluation and one of which was teaching pronunciation to ELT students for approximately ten years.

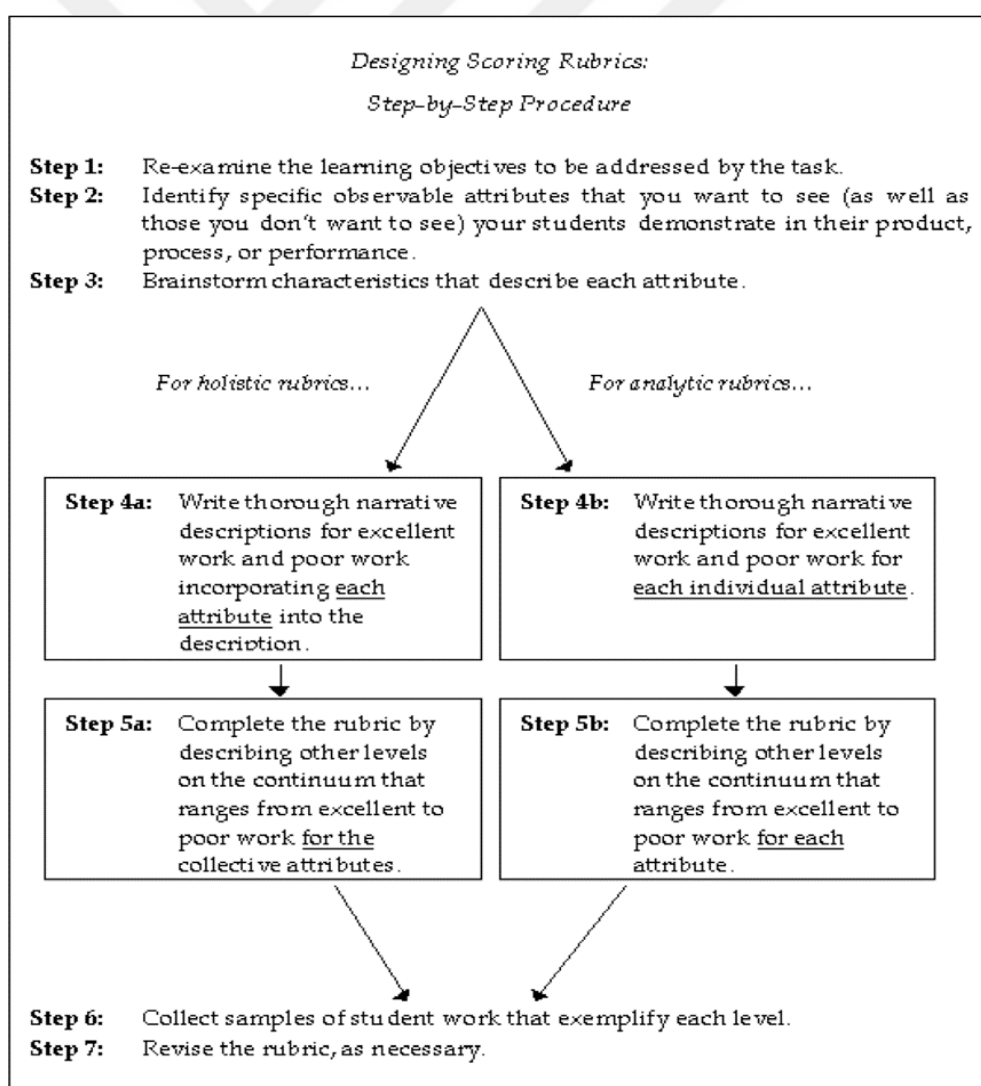


Figure 3.1. *Designing scoring rubrics: step by step procedure (Mertler, 2001)*

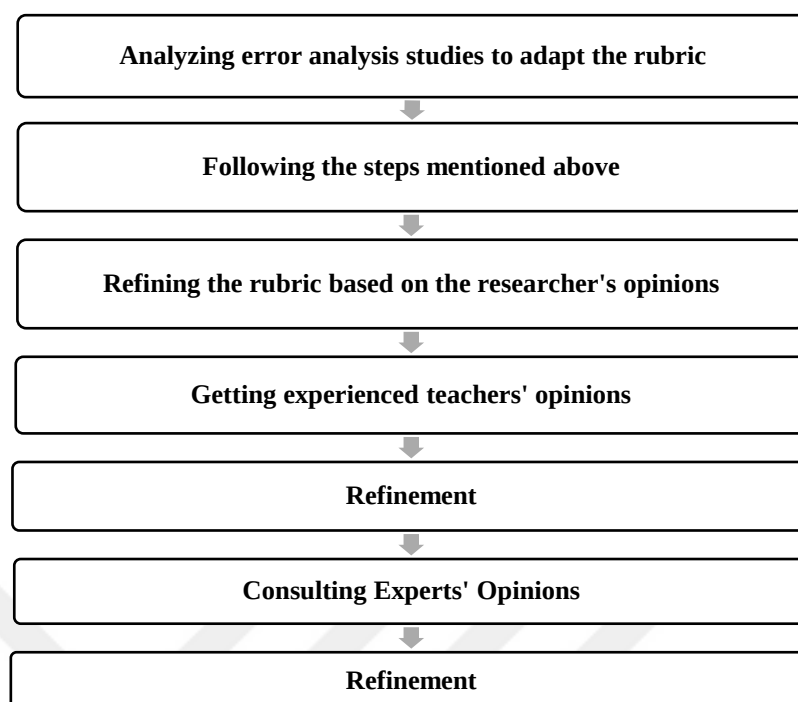


Figure 3.2. *The sequence of rubric development in the current study*

The reliability of the adapted rubric was calculated through Cronbach's alpha's and the results proved that the rubric's reliability is high for both the levels. Cronbach's alpha's for elementary and pre-intermediate level items were .82 and .83, respectively (See Rubric in appendix H).

3.5. Data Collection Procedure

To collect the data through two test tasks, the assessment procedure of the institution was utilized, and the students' performances were audio-recorded. Planned tests were administered four days before the unplanned tests and the topics were handed out two weeks before the presentation day. The students were allowed to ask their questions, show or send their presentation texts and get help from their teachers in these two weeks. They were also allowed to use pictures for presentations; however, no writings were allowed on those. They were not allowed to read from their notes during the presentation, either. The ones attempting to do that were excluded from the data. On the presentation day, they gave their speech by talking about one of the topics they chose in front of their classmates and two teachers. Their presentations took between five and eight minutes. They were told to prepare them accordingly and the ones lasting more or less

were excluded from the data, too. During the presentations, their performances were recorded by using the audio-recorded Sony Icd-Px440.

In four days, they took the speaking tests which were unplanned. They were invited to a classroom as paired and sat face to face. There were two teachers as jury in front of them and they had facedown cards on the desks on which questions were written. The students were asked to pick a card and read the question on it for each other to be answered. Each student answered four questions and follow-up questions were asked by the jury when it was necessary. There wasn't an interaction between the test takers and it was not evaluated. Their performances were also recorded by the teachers by using the same audio-recorder. Hence, a total of 164 recordings were gathered to be analyzed.

Students were asked to stay more for an interview after the classes for the research purposes and the ones who were appropriate accepted the offer. Approximately in two weeks, all the interviews were done and a total of 18 students were involved in the semi-structured interview part. The sessions were held in the participants' mother tongue i.e. Turkish. The interviews were carried out individually by asking the questions and recording their answers using the same previously mentioned audio-recorders to be transcribed later (See Appendix I).

3.6. Data Analysis Procedure

For the quantitative part of the data analysis, blind scoring was done for objectivity. In doing so, students' names were not used, and the tracks in both planned and unplanned performances were shuffled so that the raters would grade them randomly. After the development of the rubric, the researcher organized a training session with the second rater which lasted for approximately two hours. First, the aim and methodology of the study were introduced to the second rater before the way as to how to use the rubric was discussed by pointing out all the segments. A handout used during the session was also given to the second-rater. (See the handout in Appendix J). Owing to the suggestion in the further study part of the research conducted by Ma (2015), benchmark samples were also done with the second-rater. Four sample recordings were listened to, discussed and scored together to show the procedure better. After the training session, a total of 164 recordings with the rubric were shared with the second-rater.

The rating took approximately one month for both the raters to complete. Later, the interrater reliability was calculated for each segment on the rubric as it is shown in

Table 3.1. Each sample's scores given by two raters was compared and the ones which had minimum 10 points difference were discussed to reach a mutual ground. Six recordings were re-listened to and re-scored together. For the other scorings, average scores were used for the data analysis. To provide the reliability of scoring, an expert who had been teaching pronunciation courses at the ELT Faculty of Anadolu University for over ten years was also asked for some contribution. A total of 20 recordings of unplanned and planned performances were scored by the expert and Spearman rank-order correlation was conducted. Inter-rater reliability was found high to assert the reliability of the rating procedure ($r_s(20)=.758$, $p<.01$). After the rating procedure, all the results were analyzed through Pearson's Correlation to reveal the effect of pronunciation and all its aspects on speaking scores. Besides, through Paired Samples T-Test, the differences between the mean scores of two test types were also calculated.

Table 3.1. *Interrater reliability of the current study*

Interrater Reliability	
Grammatical Range	,868*
Lexical Resource	,872*
Fluency and Coherence	,899*
Vowels	,812*
Consonants	,814*
Intonation	,863*
Word Stress	,804*
Sentence Stress and Rhythm	,807*

The qualitative part of the data was analyzed based on Constant Comparative method of grounded theory. The steps of the process introduced by Glaser and Strauss (2017) were followed to explore the data. After the transcription of the interviews, all the communication units were analyzed to develop codes with the help of the keywords uttered by the students and the codes were used to develop the themes. All the communication units were compared to each other to develop new groups. In each group, sub-groups were developed based on the existing data set. The frequencies of the codes were calculated and noted for the interpretation. To validate the reliability, a second rater who is also an MA student analyzed 30 % of the whole data to calculate the interrater reliability. The formula suggested by Tawney and Gast (1984) was used to find out that and the result was found to be 92,72.

4. RESULTS

To elaborate the results analyzed in the following subheadings, mean scores of students' marks were calculated to compare first. In Table 4.1, the mean scores of four components of speaking performances in two tests are summarized. To reveal whether the difference is significant or not, Paired Samples T-Test was conducted. The mean score of planned test ($M=54.280$, $SD: 8.3519$) was found to be significantly higher than the mean score of unplanned test ($M= 48.921$, $SD: 10.6454$) conditions; $t(82)=5.822$, $p<.01$. That's to say, the total scores were found to be increased in planned exam tasks. In order to comprehend the changes better, it is also necessary to explore all the components' mean scores in both test types.

The mean score of grammatical range in planned speech ($M= 14.701$, $SD: 2.3751$) is significantly higher than the mean score of unplanned speech ($M=12.817$, $SD: 2.8540$) conditions: $t(82)= 6.691$, $p<.01$. Similarly, the mean score of lexical resource in planned exam task ($M= 15.530$, $SD= 2.1934$) is significantly higher than the mean score of unplanned exam task ($M= 13.195$, $SD= 2.7686$) conditions: $t(82)= 8.350$, $p<.01$. The similar results were found for the next component. The mean score of fluency and coherence in planned exam task ($M= 14.762$, $SD=14.762$) is significantly higher than the mean score of unplanned exam task ($M= 12.628$, $SD= 3.0900$). Contrary to these three, pronunciation was not found to be increased in planned speech, and even it was revealed that the participants performed less successfully in planned exam tasks. The mean score of pronunciation in unplanned exam task ($M= 10.280$, $SD: 2.8611$) was found to be significantly higher than the mean score of planned exam task ($M= 9.287$, $SD= 2.2264$) conditions: $t(82)= -4.830$, $p<.01$.

In order to unravel the reasons behind the less successful performances in terms of pronunciation, it is important to explore the aspects of that. According to the test results, almost all the aspects were found to have a lower score when the speech was planned. The mean score of vowels in unplanned speech ($M= 2.256$, $SD=.7905$) was found to be significantly higher than the mean score of planned speech ($M=1.848$, $SD=.4694$) conditions: $t(82)$, $p<.01$. Another segmental feature, consonants, showed a similar result. The mean score of consonants in unplanned speech ($M=2.098$, $SD=.6452$) was found to be significantly higher than the mean score of consonants in planned speech ($M=2.000$, $SD=.4082$) conditions: $t(82)$, $p<.01$.

Table 4.1. *Mean scores*

	Unplanned Test Mean Scores	Planned Test Mean Scores
Total Scores	48,921	54,280
Grammatical Range	12,817	14,701
Lexical Resource	13,195	15,530
Fluency and Coherence	12,628	14,762
Pronunciation	10,280	9,287
Vowels	2,256	1,848
Consonants	2,098	2,000
Intonation	1,921	1,768
Word stress	2,287	1,921
Sentence stress and rhythm	1,720	1,750

The suprasegmental features showed similar results to segmentals. The mean score of intonation in unplanned exam task ($M= 1.921$, $SD= .8183$) was found to be significantly higher than the mean score of intonation in planned exam task ($M=1.768$, $SD=.7825$) condition $t(82)$, $p<.01$. Additionally, word stress was found to be decreased in planned exam tasks. The mean score of word stress in unplanned exam task ($M=2.287$, $SD=.7245$) was found to be significantly higher than the mean score of word stress in planned exam task ($M= 1.921$, $SD= .5239$) conditions $t(82)$, $p<.01$. On the other hand, the mean score of sentence stress and rhythm in planned exam task ($M=1.750$, $SD=.5945$) was found to be significantly higher than the mean score of sentence stress and rhythm in unplanned exam task ($M=1.720$, $SD=.5276$) conditions: $t(82)$, $p<.01$.

Considering the total scores showed a significant difference in the planned speech, the situation in which only pronunciation was not increased should be discussed and to do so, the research questions of this study that are effect of pronunciation and its aspects should be answered first and all the findings are to be interpreted accordingly.

4.1. The Effect of Pronunciation in Unplanned and Planned Speaking Exam Tasks

To answer the first research question, Pearson's Correlation was run, and the results are summarized in Table 4.2. First of all, as shown in the table, all the components

of speaking were found to be significantly effective on both the speaking exam scores. However, it is also necessary to compare the changes to discuss the findings more detailed. When all the components are compared, it is obvious that the only trait which increases its effect in planned speech is fluency and coherence.

Table 4.2. *The effects of all the components on speaking exam scores*

Components	Unplanned Total Score	Planned Score	Total
Grammatical Range	,932*	,931*	
Lexical Resource	,945*	,924*	
Fluency and Coherence	,953*	,972*	
Pronunciation	,847*	,804*	

*. Correlation is significant at the 0.01 level (2-tailed).

Grammatical range and speaking score were found to be strongly positively correlated, $r(82) = .932$, $p < .01$. in unplanned exam task and the correlation of those were found to be decreased but still strongly positive, $r(82) = .931$, $p < .01$ in planned exam task, as well. Lexical resource, on the other side, showed a higher change. Lexical resource and speaking score were found to be strongly positively correlated, $r(82) = .945$, $p < .01$ in unplanned exam task, and the correlation of those was also found to be decreased but still strongly positive, $r(82) = .924$, $p < .01$ in planned exam task. It was found to be more effective than grammar on scores, but its effect also decreased as the speech was planned by the participants. Pronunciation, as another trait in this group, and speaking score were found to be strongly positively correlated, $r(82) = .847$, $p < .01$ in unplanned exam task, and the correlation of those were also found to be decreased but still strongly positive, $r(82) = .804$, $p < .01$ in planned exam task. As a different matter, *fluency and coherence* was found to be increased in its effect. Fluency and coherence and speaking score were found to be strongly positively correlated, $r(82) = .953$, $p < .01$ in unplanned exam task, and the correlation of those was also found to be increased and strongly positive, $r(82) = .972$, $p < .01$ in planned exam task. To sum up, the answer of the first research question is the statistical result that the effect of pronunciation on overall scores is .847 in unplanned exam task and .804 in planned exam task, which means although the

score is lower than the other components, pronunciation is still strongly correlated with total speaking scores. In other words, the effect of it on both the exam types show a significant effect on speaking scores.

4.2. The Aspects of Pronunciation Influencing the Overall Rating Most in Unplanned and Planned Exam Tasks

The second research question was also answered by calculating the results through Pearson's Correlation test. The results can be seen in the Table 4.3. As it is shown, there are increased or decreased influences of aspects when the speech was planned. While the importance of vowels, consonants and word stress decreased in planned speech, intonation and sentence stress and rhythm increased their role in planned performances.

The first one in the table i.e. *vowels* and speaking score were found to be strongly positively correlated, $r(82) = .841$, $p < .01$ in unplanned exam task, and the correlation of those were also found to be decreased but still strongly positive, $r(82) = .701$, $p < .01$ in planned exam task. The second segmental feature of pronunciation, consonants, and speaking score were found to be strongly positively correlated, $r(82) = .764$, $p < .01$ in unplanned exam task, and the correlation of those were also found to be decreased but moderately positive, $r(82) = .604$, $p < .01$ in planned exam task.

Suprasegmentals, on the other hand, increased their role in planned performances. The biggest influence in both exam types was found to be intonation and it increased its role from unplanned speech to planned speech contrary to segmentals. Intonation and speaking score were found to be strongly positively correlated, $r(82) = .859$, $p < .01$ in unplanned exam task, and the correlation of those was found to be increased and strongly positive, $r(82) = .907$, $p < .01$ in planned exam task. Sentence stress and rhythm showed a similar result to intonation. It increased its effect with a big change. Sentence stress and rhythm, and speaking score were found to be strongly positively correlated, $r(82) = .727$, $p < .01$ in unplanned exam task, and the correlation of those were also found to be increased and strongly positive, $r(82) = .850$, $p < .01$ in planned exam task. While word stress is the second most influencing aspect among all the features in unplanned speech, it decreased its effect in planned performances. Word stress and speaking score were found to be strongly positively correlated, $r(82) = .851$, $p < .01$ in unplanned exam task., and the correlation of those was found to be decreased but still strongly positive, $r(82) = .832$, $p < .01$ in planned exam task.

Table 4.3. *The effects of pronunciation aspects on two exam tasks*

Pronunciation Aspects	Unplanned Pronunciation Score	Planned Pronunciation Score
Intonation	,859*	,907*
Word Stress	,851*	,832*
Vowels	,841*	,701*
Consonants	,764*	,604*
Sentence Stress & Rhythm	,727*	,850*

*. Correlation is significant at the 0.01 level (2-tailed)

To summarize the findings, the aspects which showed a different change should be pointed. In overall speaking scores, it was found that all the components, including pronunciation, has a significant effect on speaking exam scores. As two exam types compared, it can be seen that only the effect of fluency increased in planned speech, and the others decreased. When the subskills of pronunciation are examined it is obvious that intonation is the most influencing factor in both the test types. To explore the effect of test type on components, two of them, intonation and sentence stress and rhythm were found to have changed positively by planning. In conclusion, the answer of the second research question is intonation.

4.3. The Students' Perspectives and Preferences

The interview results were analyzed, and seven different main categories with a total of 182 communication units were generated to answer the third research question. According to the qualitative data set, main categories as **students' perspectives on problematic aspects of pronunciation in unplanned** (n=31) and **students' perspectives on problematic aspects of pronunciation in planned exam task** (n=28) were questioned. Based on the answers, **the reasons behind the issues in unplanned** (n=36) and **the reasons behind the issues in planned exam task** (n=42), **strategies affecting unplanned** (n=7) and, **strategies affecting planned performances positively** (n=19) were investigated. Finally, **their preferences regarding the test type** (n=18) were created and they are examined in the subheadings as presented in Table 4.5. The results generated through constant comparative method were illustrated in the following sections.

Table 4.5. *Main categories*

Main Categories	N*
Students' Perceptions of Problematic Aspects of Pronunciation in Unplanned Exam	31
Students' Perceptions of Problematic Aspects of Pronunciation in Planned Exam	28
The Reasons Behind the Issues in Unplanned Exam	37
The Reasons Behind the Issues in Planned Exam	42
Strategies Affecting Unplanned Performances Positively	7
Strategies Affecting Planned Performances Positively	19
Students' Preferences Regarding the Exam Types	18
Total	182

4.3.1. Students' perceptions of problematic aspects of pronunciation in unplanned exam task

The students reported that they had issues on different aspects of pronunciation in the spontaneous exam. According to the frequencies of problematic aspects they thought they had, sentence stress and rhythm was the biggest issue. Most of the students mentioned the problematic parts on sentence stress and rhythm when they spoke spontaneously as shown in Table 4.6.

The table shows that most of the participants reported that their low scores usually stemmed from their mistakes of **sentence stress and rhythm** (n=12). It was reported that linking was a critical issue while they were speaking spontaneously since they were not capable of linking the words correctly. Furthermore, it was said that misplaced sentence stress was another problematic area since they mistakenly stressed the less important words or function words in sentences. One reported that they saved time in this way since they were thinking about their following utterances while pronouncing each single word stressed. Two of the participants expressed their views as follows:

Table 4.6. *Students' perceptions of problematic aspects of pronunciation on unplanned exam tasks*

Students' Perceptions of Problematic Aspects of Pronunciation on Unplanned Exam Tasks	N*
Sentence Stress and Rhythm	12
Word Stress	9
Segmentals	8
Intonation	2
Total	31

“[...] For example, **I had linking mistakes**. Maybe I couldn't say 'Have you ever' correctly and the ones like 'a little bit' ... I couldn't pronounce at once in spontaneous speech...” (S18 – Semi-structured Interview).

“[...] I might have had **problems with stress**. Although I should have stressed the most important words in a sentence, **I sometimes stressed less important words like small words or word endings...**” (S4 – Semi-structured Interview).

“[...] **correct stress in a sentence**, especially the verbs. Instead of not putting emphasis on small words like ‘and’ or ‘of’, I might have stressed them because I saved time in this way while thinking about what to say next in spontaneous speech...” (S6 – Semi-structured Interview).

Secondly, students reported that **word stress** (n=9) was another issue they had. One student pointed out that they knew the correct stress of words that they were taught by their teachers but they never learned the stress of words they learned by themselves. Following excerpts illustrate the students’ ideas.

“[...] If I learnt that word in the class and studied, I would know the word stress of that but **if I didn’t, I would never notice where the stress is on...**” (S13 – Semi-structured Interview).

“The biggest problem I had was **word stress...**” (S5 – Semi-structured Interview).

Two of the students talked about their **segmental problems** (n=8) during the interview as in the following. To emphasize on the importance of imitating skills, one of them mentioned that they were not capable of repeating what they heard accurately to produce the vowels and consonants correctly.

I: What sort of pronunciation issues did you have?

S: **Sounds**. I always think that I sound the same as the correct version, but how I sound is always different from how I should. I need to practice a lot.” (S7 – Semi-structured Interview).

“I think the **correct sounds of the words** were problematic since it was spontaneous...” (S10 – Semi-structured Interview).

Intonation which has the biggest impact on their scores was one of the aspects they saw problematic, however, only two students expressed their opinions about **intonation** (n=2). One of them generalized the intonation issue to all Turkish speakers of English in these words:

“We, of course, had issues, especially, I don’t remember what we call it, we **sound up and down** to sound more polite or kind...”

I: Intonation?

S: Yes. I think we all had problems with that in spontaneous speech. I think it is about Turkish people. We speak like a robot in English. This is the biggest problem.” (S15 – Semi-structured Interview).

“Depending on the answer, **I couldn’t adjust my pitch up and down in sentences**, I only tried to say the sentence...” (S16 – Semi-structured Interview).

4.3.2. Students' perceptions on problematic aspects of pronunciation on planned exam task

The second interview question was asked to unveil the students' perceptions of the problematic aspects of pronunciation they had during the planned test i.e. presentations. As shown in the results of the previous section, what they mentioned was sentence **stress and rhythm** (n=18) in this one, too. However, it is presented in Table 4.7 that the frequency of it increased this time. Students reported that they couldn't focus on linking due to concentrating on other issues such as completing the task or segmentals. Following three excerpts illustrate their ideas:

"[...] It could be in terms of **linking** because at that time I focused on finishing my speech in time and sometimes I had wrong linking parts." (S4 – Semi-structured Interview).

"**I couldn't notice linking during the presentation.**" (S13 – Semi-structured Interview).

"I forgot **linking and stress** as I focused on the correct sounds in the words." (S6 – Semi-structured Interview).

Table 4.7. *Students' perceptions of problematic aspects of pronunciation on planned exam task*

Students' Perceptions of Problematic Aspects of Pronunciation on Planned Exam Task	N*
Sentence Stress & Rhythm	18
Intonation	4
Word Stress	3
Segmentals	3
Total	28

According to the students, **intonation** (n=4) has become the second mentioned most problematic aspect in planned speech. They mentioned that they couldn't adjust correct intonation during the presentation. From the excerpt, it is inferred that the student studied for correct sounds of the target words but not for intonation of the utterances. One reported his opinion as in the following:

"It was only me who was aware of that it was the end of the sentence while speaking, **I had lots of intonation mistakes** but didn't make segmental mistakes because I studied for them a lot." (S1 – Semi-structured Interview).

Word stress (n=3) and **segmental mistakes** (n=3) at word level turned out to be the third problematic ones according to them. As in the unplanned speech, some thought they had similar kind of issues. One believed that cognates were problems since they

always tended to pronounce the Turkish version of those as it is demonstrated in the following excerpts:

“For example, I **said /kʌnʌdʌ/ instead of /'kæn.ə.də/** despite the fact that I knew the correct pronunciation. Because we are used to saying those in Turkish. Or I usually **say /dʌtʌ/ as in Turkish, not /'deɪ.tə/**. It is difficult to say these words in English.” (S3 – Semi-structured Interview).

“Especially **word stress**. I missed which syllable should be stressed in words and I think I had issues about **correct pronunciation of sounds**.” (S15 – Semi-structured Interview).

4.3.3. The reasons behind the issues on unplanned exam task

The data set provided the reasons behind the problematic aspects the students had. They commented on possible reasons for what those problems stemmed from and a category related to those was created accordingly. In this category, there are three subcategories about the types of reasons as follows:

- a- Focusing on other skills during the exam
- b- Difficulties related to language
- c- Problems related to individuals

4.3.3.1. Focusing on other skills during the exam

They reported that they couldn't show a good performance in terms of pronunciation during the unplanned exam since they were focusing on other skills, instead, as presented in Table 4.8. Some students mentioned they were aiming to use **correct sentence structures and make accurate sentences** (n=6) and that's why they couldn't focus on correct pronunciation at a time. They believed that, it was difficult to focus on both correct tense choose and correct intonation at the same time.

“At the time I was speaking, **I was thinking about which tense to choose** to express my ideas, like ‘simple present’ or ‘past tense’. This affected my pronunciation negatively since it is about human mind...” (S15 – Semi-structured Interview).

Another factor causing some failures in terms of their pronunciation performances was the fact that they focused on **being fluent** (n=4) as much as possible instead of showing a good pronunciation performance based on their utterances. Therefore, the segmental and supraegmental features in their pronunciation performances were affected negatively while they became more fluent in their utterances in unplanned performance tasks.

Table 4.8. *Focusing on other skills during the exam*

Focusing on Other Skills During the Exam	N*
Focusing on Accuracy	6
Focusing on Being Fluent	4
Focusing on Comprehending the Questions Asked	2
Focusing on Being productive	2
Total	13

“To be able to **speak more fluently**, I didn’t mind my pronunciation a lot.” (S5 – Semi-structured Interview).

Facing questions spontaneously and struggling to **comprehend and answer the questions** (n=4) became another factor they had to focus at a time and resulting them in being unsuccessful in pronunciation aspect of the target language.

“We had to **understand the question and answer it at a time in spontaneous speech** and that’s why it affected our pronunciation performances negatively.” (S8 – Semi-structured Interview).

The participants also mentioned that they usually focused on their **productivity** (n=2) and couldn’t concentrate on pronunciation at a time while speaking spontaneously.

“When it was spontaneous, I **wanted to speak as much as possible** and didn’t mind about my pronunciation. That was the reason for my mistakes.” (S2 – Semi-structured Interview).

“I only focused on my sentences, I **wanted them to be long enough**, I didn’t focus on my pronunciation.” (S16 – Semi-structured Interview).

4.3.3.2. Difficulties Related to Language

To point out the reasons why they made such kind of mistakes in their utterances, the participants referred to **language difficulties** (n=3), as shown in Table 4.9. The **orthography effect** (n=2) was reported by two students. They reported that at the time of speaking, the first thing coming to their mind was the written form of the words instead of their pronunciation and this affected their pronunciation performances negatively. Additionally, one of the participants also mentioned the difficulties related to **words with similar pronunciation** (n=1). Apparently, this type of words resulted them in making pronunciation mistakes, as well.

“Sometimes **two words’ pronunciations are too close to each other as in ‘release’ and ‘realize’**. I had issues in those.” (S4 – Semi-structured Interview).

Table 4.9. *Difficulties related to language*

Difficulties Related to Language	N*
Effect of written forms of the words	2
Words with similar pronunciation	1
Total	3

4.3.3.3. Problems related to individuals

As they are pointed out in Table 4.10, participants also mentioned **reasons related to individuals** (n= 20) such as some psychological effects or fossilizations. In this category, **lack of regular practice** (n=9) was mentioned frequently. One of those is given below as an example:

“It stemmed from the lack of practice I had. This is the first time I’ve had a chance to practice my oral skills in the lessons and in time, by practice, my mistakes are getting less.” (S12 – Semi-structured Interview).

“Because I don’t practice enough. I knew how to say those correctly. But I didn’t practice enough before and when I spoke spontaneously, I made mistakes again. (S2 – Semi-structured Interview).

Table 4.10. *Problems related to individuals*

Problems Related to Individuals	N*
Lack of Regular Practice	9
Anxiety	7
Fossilizations	3
Using Bilingual Dictionaries for Pronunciation	1
Total	20

Anxiety (n=7) became one of the mentioned reasons for being unsuccessful in the exam according to the students.

“I might have had errors because of my anxiety in spontaneous speech.” (S16 – Semi-structured Interview).

Another reason they reported was **fossilized features** (n=3), they noted that it gets more difficult to change a mistake in time in terms of pronunciation. They also said that they learned lots of erroneous pronunciations before and they were the problematic parts in the exam.

“When I learned something mistakenly before, it is very difficult to change it.” (S13 – Semi-structured Interview).

“Erroneous pronunciations I learned before...” (S17 – Semi-structured Interview).

The last reason reported by the participants was about **dictionary use** (n=1). As far as the interview is concerned, they usually use dictionaries in order to learn the correct pronunciation of the words and they say they don’t always prefer monolingual ones and learn erroneous pronunciations of words placed in bilingual dictionaries.

“I sometimes look up bilingual dictionaries and learn the wrong pronunciation of a word and I use them in the exams...” (S14 – Semi-structured Interview).”

4.3.4. The reasons behind the issues on planned exam task

As it was done for unplanned exam, this category was generated to show the reasons behind the problematic aspects in planned exam tasks according to their perspectives. The same subcategories were created in this group, as well.

- a- Focusing on other skills during the exam
- b- Difficulties related to language
- c- Problems related to individuals

4.3.4.1. Focusing on other skills during the exam

The codes differed in the subcategories in planned exam. The biggest reason for their problems during the exam was reported as **focusing on remembering the planned sentences** (n=7), as shown in Table 4.11. **Focusing on time management** (n=3) became a mentioned reason, too. The participants also talked about **focusing on completing the task** (n=3) as a negative effect on their pronunciation performances. Similar to the reasons for their failures in unplanned exam, they also reported that **focusing on accuracy** (n=2) became one of the reason of their failures in planned exam task. Lastly, they concentrated more on **using complex structures and different vocabulary** (n= 1) based on the interview results. The example excerpts are given below for each subcategory in this section.

“I think I conjured up the words’ mental pictures and I was speaking like I was reading because I memorized them. For example, simple past form -ed...” (S9 – Semi-structured Interview).

“Because of limited time, and there was an audience, I just thought of finishing it immediately.” (S12 – Semi-structured Interview).

“I was too fast at the beginning then I had to slow down a lot and the speech was too slow, as well”. (S13 – Semi-structured Interview).

“When it was planned, it was more difficult since **I had to remember everything and stick to what I studied for by uttering the sentences in that order.**” (S9 – Semi-structured Interview).

“**I usually focused on grammar.** I was thinking about what to say more, I didn’t mind my pronunciation a lot.” (S11 – Semi-structured Interview).

“In spontaneous speech, I used the words and phrases I knew well so it was easy in terms of pronunciation but when I was prepared, **I wanted to make complex structures and use different vocabulary and it was more difficult to focus on pronunciation.**” (S9 – Semi-structured Interview).

Table 4.11. *Focusing on other skills during the exam*

Focusing on Other Skills During the Exam	N*
Focusing on remembering the planned utterances	7
Focusing on time management	3
Focusing on completing the task	3
Focusing on accuracy	2
Focusing on using complex structures and different vocabulary	1
Total	16

4.3.4.2. Difficulties related to language

Only the effect of **written forms of words** (n= 3) was reported by three students as a reason for their problematic utterances in planned exam task. They pointed out the negative effect of orthography on their pronunciation.

“**I always remembered the written form I had prepared and focused on it** while speaking.” (S6 – Semi-structured Interview).

4.3.4.3. Problems related to individuals

It is indicated in Table 4.12 that the most frequently mentioned reason behind their failures in the exam was **anxiety** (n=16). A total of 16 students out of 18 uttered that anxiety during the exam task resulted in them having pronunciation issues. The following example illustrates that anxiety affected their intonation, especially:

“**S: Intonation stemmed from anxiety**”, I think.

I: Were you better while rehearsing at home?

S: Yes, I was better. It became worse because of anxiety.” (S1 – Semi-structured Interview).

Table 4.12: *Problems related to individuals*

Problems Related to Individuals	N*
Anxiety	16
Fossilizations	3
Total	19

Three students said that pre-knowledge affected them negatively. They believe that it is difficult to undo **fossilized errors** (n=3).

S: Even though I had checked them before, I forgot the correct way at that time and **pronounced the erroneous way I had learned before.**

I: Why do you think it happened?

S: To speak more fluently and due to anxiety, I think.” (S5 – Semi-structured Interview).

One of the students pointed her age as a reason for her fossilized errors about strong and weak forms and simple past -ed forms of pronunciation.

“[...]Because **I am 47 years old now. It is very difficult for me to change what I learned before.** It’s /wɒz/ for me I can’t make it /wəz/ or those ‘t’ and ‘d’. It remains as what I learned before.” (S18 – Semi-structured Interview).

4.3.5. Strategies affecting unplanned performances positively

While comparing their performances in two test types, the students also pointed out the reasons for their success in unplanned and planned test types as indicated in Table 4.13. For unplanned exam task, they mentioned that **choosing the words they can pronounce very well** (n=2) at the time of speaking affected their performances positively (See Table 18). Except for this strategy they had, they also mentioned some strategies they preferred to improve their pronunciation before the exam. Practising pronunciation through **audio readers** (n=2), **studying International Phonetic Alphabet** (n=1), watching **youtube videos** on pronunciation (n=1) and using **ghost reading strategy** (n=1) became the reasons for their success during the exam as they mentioned. The following excerpts demonstrate their strategy use:

“I: Do you think the exam type affects your performance in these two tests?

S: When it was spontaneous, **I preferred the words I knew I could pronounce well.** In presentations, preparing stage affected my performance well.” (S12 – Semi-structured Interview).

“S: Since I started learning English, **I have been studying pronunciation through IPA**. I always learn new vocabulary through IPA transcription of those. Hence, I remember the word, I automatically pronounce it correctly. When I started studying here first, I even studied for words like ‘her’ or ‘girl’ for hours on YouTube. When I learned IPA for the first time, I felt it like an invention because the biggest problem is not being able to express yourself in English. Moreover, I use **audio readers**. I read a book every day and repeat what I hear. This is called **Ghost Reading Technique**. It helps me very much.” (S3 – Semi-structured Interview).

Table 4.13. *Strategies affecting unplanned performances positively*

Strategies Affecting Unplanned Performances Positively	N*
Choosing the words that they can pronounce well	2
Audio Readers	2
Studying IPA	1
YouTube Videos	1
Ghost Reading	1
Total	7

4.3.6. Strategies affecting planned performances positively

Table 4.14 shows that not only the strategies they used in unplanned exams, but also the ones they preferred in planned performances were reported by the students. **Listening to the pronunciation of words or phrases on dictionaries or YouTube (n=5), reading aloud the presentation text (n=3), asking the pronunciation of words to teachers or friends (n=5), recording voice and listen (n=3), listening and practicing (n=2), watching videos on pronunciation topics (n=1)** became the strategies mentioned by the participants. The following excerpts illustrate the effects of each strategy in the table:

“While preparing my speech, **I tried to imitate the pronunciation of unknown words by listening on dictionaries like Cambridge or Oxford.**” (S10 – Semi-structured Interview).

“**I listened to the pronunciation of words on Google Translate or Tureng. For sentences, I listened to them on Yandex Translation to learn the intonation.**” (S15 – Semi-structured Interview).

“If I didn’t have a teacher around to ask, **I listened to the words on dictionaries and imitate.** And I practiced on the sounds like schwa, /ɔ:/ or /u:/ that we learn in the lessons. I try to read and sound correctly those sounds on dictionaries.” (S4 – Semi-structured Interview).

“Instead of writing my presentation text, **I preferred to practice it orally. I recorded my own voice and listened to it three or four times...**” (S6 – Semi-structured Interview).

“[...]I recorded my voice several times and listened to my mistakes and tried to correct them. And I read the text aloud by timing 12 or 13 times.” (S7 – Semi-structured Interview).

“For vocabulary pronunciation, I used Cambridge and Longman Dictionaries. What was the name of that alphabet?

I: IPA

S: Yes, I checked their IPA.” (S1 – Semi-structured Interview).

“Reading the pronunciation parts, audio-readers and I watched videos relating my presentation topic on YouTube.” (S11 – Semi-structured Interview).

Table 4.14. *Strategies affecting planned performances positively*

Strategies Affecting Planned Performances Positively	N*
Listening to the Pronunciation of Words/Phrases on Dictionaries/YouTube (with IPA)	5
Reading Aloud the Presentation text	3
Asking the pronunciation of words to teachers/friends	5
Recording voice and listen	3
Listen and Practice	2
Watching videos on pronunciation topics	1
Total	19

4.3.7. Preferences regarding the test types

The last question in the interview aimed to figure out the participants’ preferences regarding the test type considering their pronunciation performances and the results are given in Table 4.15. Out of 18 participants, 11 of those preferred to be tested through **planned exam task** (n=11) since they believed that they were more successful as they planned their speech on the contrary to the study results. Six students, on the other hand, chose **unplanned** (n=6) one since they believed that they got more anxious in planned performances, which affected their pronunciation negatively. One of those remained **neutral** (N=1) since he believed that it didn’t affect his performance a lot.

The results showed that the majority of the participants preferred to be tested through planned test type since they believed that they performed more successfully as they planned their speech. Considering the statistical results showed in this study, it is apparent that the reality is just the opposite of what they perceive themselves. They performed less successfully as they planned their speech. This contradict should be taken into consideration to decide on the test type and students should also be aware of their performances on two different tests.

Table 4.15. *Preferences regarding the test types*

Preferences Regarding the Test Types	N*
Planned	11
Unplanned	6
Neutral	1
Total	18

4.3.8. Other Findings

Apart from these, there are some other contributions of the interview to this study. For example, three students found unplanned task more valid:

“Considering the grade I will get, I would choose presentations but **if we aim to see my real pronunciation performance I would choose unplanned test because how we speak in English at work will be spontaneous.**” (S6 – Semi-structured Interview).

“I would choose presentations, but **spontaneous speech will show you my mistakes better if you want to test me.** But I get better scores in presentations.” (S4 – Semi-structured Interview).

“By unplanned test. Because **how we will speak daily life is spontaneous.**” (S12 – Semi-structured Interview).

Secondly, 2 of the participants noted that they believed they should have pronunciation courses:

“Especially for word stress, **I think the errors stem from the lack of lessons for pronunciation. The alphabet for pronunciation should be taught, I believe. Pronunciation teaching in Turkey is very limited I think, it is always grammar-focused.**” (S14 – Semi-structured Interview).

“I had mistakes because of the biggest problem with English, the sounds they have but we don’t in Turkish. **It is a problem that we are not taught these.** We don’t know what to do for similar sounds.” (S17 – Semi-structured Interview).

Lastly, one of the participants asked for feedback after tests:

“I get ready for presentations. But it is still on my own. If I know the erroneous way, it doesn’t change. **Maybe it would be better if we got feedback after the tests.**” (S14 – Semi-structured Interview).

5. DISCUSSION

In this chapter, the results reported previously was discussed. The findings of the quantitative results are summarized in Table 5.1 to comprehend the differences with ease. Throughout the chapter, the results of the quantitative data analysis were discussed through the contributions of previously conducted studies and of the qualitative data findings to elaborate the statistical findings and answer the questions thoroughly.

Table 5.1. *Summary of the quantitative results*

Mean Scores		Effects	
Grammar Fluency & Coherence Lexical Resource	Their mean scores increased by planning	Grammar Lexical Resource Pronunciation	Their effect decreased by planning
Pronunciation		Fluency& Coherence	
Its mean score decreased by planning.		Its effect increased by planning	
			
All the aspects of pronunciation, except for sentence stress & rhythm decreased by planning.		Suprasegmental features were found to be more effective than segmental features. The biggest role – Intonation By planning, the effect of intonation and sentence stress & rhythm increased.	

In the table above, the findings of Paired Samples T-Test are summarized on the left side. According to it, three aspects of speaking - grammar, fluency and coherence, and lexical resource were found to increase in the mean scores significantly in planned speech by comparing unplanned test conditions. On the other hand, the mean score of pronunciation was found to be significantly decreased by planning the speech in the exam task. To unravel the reasons behind the low score of pronunciation, its aspects were also analyzed, and it was found that all the traits, except for sentence stress and rhythm, were found to be decreased significantly in planned speech. The reason for the increase of sentence stress and rhythm can be explained by the relationship between fluency and rhythm. According to the results of the study conducted by Valls Ferrer (2011), rhythm

and fluency performances are related and they raise hand in hand; therefore, in the present study, rhythm might have been affected by the increase of fluency performances. Apparently, the more the performance is fluent, the better rhythmic patterns are demonstrated by the students. Hence, it can be inferred that practicing and improving fluency has positive effects on rhythm performances, as well.

Considering the findings of the previous studies, it is obvious that results related to accuracy and fluency are in parallel with those. Both Ellis (1987) and Foster and Skehan (1997) found that accuracy improves by planning the speech as the previous study shows. Moreover, the results revealed by Foster and Skehan (1996, 1997), Tajima (2003) and Martinez (2004) related to fluency improvement by speech planning were also supported by this study. Hence, it can be inferred that the findings regarding accuracy, vocabulary, and fluency and coherence were found to be parallel in the results of the studies conducted so far. In view of the absence of research on pronunciation, the present study provides fulfillment in the literature regarding pronunciation component of speaking. Strikingly, even though all other traits improved by planning, pronunciation showed an adverse change. It is known that the exam types providing students to show their potential performance instead of actual ones are suggested since they help them perform more successfully (Valette, 1977; Poehner, & Lantolf, 2005; Yakışık, 2012). However, the results of the present study do not prove this view. In order to discuss the possible reasons behind this, it is necessary to explore the ways they use the aids to show their enhanced performances. To figure out that, interview results should be examined.

The reasons behind the problematic aspects in planned speech were reported by the students. Most commonly explained one was not being able to focus on a number of aspects at a time. Although it was also one of the reasons for their failures in unplanned one, the frequency of it highly increased when they mentioned planned speech. They reported that they mostly concentrate on remembering the planned utterances, time management, using complex structures and different vocabulary, accuracy, fluency and productivity, hence there is no room left for pronunciation during the exam. At this point, Limited Attention Capacity Hypothesis (henceforth LAC) proves the reason for their struggle. According to Skehan (2015), attention is limited and allocating it for multitasks at a time usually results in failing in some. Considering planned speech with its components of grammar, vocabulary, fluency and pronunciation; and other skills such as retaining the planned utterances and time management, one should agree that it is a

multitask for learners. Thanks to LAC hypothesis, the reasons why they couldn't be successful in pronunciation as they focused on other areas in planned test can be answered.

Once their reports about how they used the aids to study for planned exam considered, the second reason for the decrease in their performance in presentations can be appreciated. It can be realized that they mostly focused on improving their performances in segmental features and ignored the other part. They reported that they listened to the pronunciation of words on some digital aids, asked the pronunciation of words to teachers or friends and listened to and imitated the pronunciation of the words. For suprasegmental features, eight of them reported that they read the text aloud, recorded their voices and listened to them; and one of them noted the positive effects of watching videos on YouTube related to presentation topic. When the students' answers to interview questions were examined, it could be seen that in the planning stage i.e. before the presentations, the frequencies showed that most of them studied for segmental features and ignored practicing suprasegmental features for their speech. As a result, the low scores they got from suprasegmentals resulted in them getting low scores in planned performances since the effect of suprasegmentals were found to be higher than segmental features. Additionally, their preferences regarding the test type were asked and the majority of the participants preferred planned exam task since they believed that their pronunciation was better as they planned their speech. Nevertheless, the findings showed just the opposite of this view and that's why the ways to improve their enhanced performances needs to be searched and possible suggestions should be discussed.

The right side of the table illustrates the results regarding the first and the second research questions. The first one seeks the answer for the effect of pronunciation in two exam tasks. It was found to be strongly correlated in unplanned and planned speaking scores. Thus, it is asserted that pronunciation has got a significantly strong effect on speaking scores in both the exam types. The reason behind the gap between two types can be answered by tradeoff effect (Skehan, 2015). The increase of the effect of fluency in planned performances affected not only the role of pronunciation, but also all other three aspects-accuracy, lexical resource, and fluency & coherence since their influences also decreased in planned speech.

Tradeoff effect is used as a term related to limited attention capacity hypothesis. It is believed that there is a competition between the language areas in speaking task

performances and it is asserted that “tradeoffs between performance areas are pervasive and unavoidable” (Skehan, 2015). CALF is used as a term to express the tradeoff effect between complexity, accuracy, lexis and fluency. Skehan (2015) believes that in oral tasks complexity and fluency usually go hand in hand, and accuracy and fluency also raise or lower together unlike accuracy and complexity, which seem not to go hand in hand. Surprisingly, pronunciation is not mentioned in this article by emphasizing its role and its relationship with other areas in LAC hypothesis. It is suggested to test the areas in planning conditions to see the tradeoff effect and Skehan (2015) based these assumptions on several studies. It is pointed out that more empirical research is greatly needed for solutions. The present study, thus, fulfills a lack in the literature in terms of the place of pronunciation in oral tasks. The mentioned tradeoff effect was also observed in this research in terms of the effect of language areas. When the place of fluency increased, the other areas including pronunciation lowered in planned performances.

The second research question was answered by examining the pronunciation aspects and their roles in speaking exam scores. It was figured out that in unplanned exam, the most influencing component was intonation. the second aspect is word stress, which is followed by vowels, consonants and sentence stress and rhythm. On the other hand, the order in planned performances changes to some extent yet the first one is the same: Intonation followed by sentence stress, word stress vowels and consonants, which were found to be significantly effective, as shown in Table 5.2.

Table 5.2. *The order of significance*

Unplanned Tasks		Planned Tasks
1	Intonation	Intonation
2	Word Stress	Sentence stress and rhythm
3	Vowels	Word stress
4	Consonants	Vowels
5	Sentence stress and rhythm	Consonants

It is crucial to compare the findings with the results of the previous studies. The findings of the present study support all the results proved by research done on the field so far. First of all, Higgs and Clifford (1982), De Jong and Van Ginkel (1992) and, De Jong, Steinel, Florijn, Schoonen and Hulstijn (2012) proved that pronunciation has got a

significant role in speaking skills, which is parallel with the findings of this study. Moreover, Munro and Derwing (2006) found that consonants have got a significant effect on overall speaking skills and the present study also showed the same results. Isaacs and Trofimovich (2012) proved that word stress has a discriminative role among all other speaking aspects. It was also found as significant in this study; however, the most significant effect was found to be another suprasegmental feature: intonation. This finding supports the results of the study conducted by Ma (2015). In that research, suprasegmentals, especially sentence stress was found to be the most influencing factor. While intonation is the most influencing factor among the others, sentence stress and rhythm is the second in order of importance in the planned performances. Additionally, the findings also support the view cited by Levis (2005) that suprasegmental features are more crucial in speech than segmental features.

Regarding the results, the general view should be the fact that the role of suprasegmentals surpassed that of segmentals in speaking exam scores. Among those, intonation was the discriminative one in both the test types. Surprisingly, even though ‘sentence stress and rhythm’ was the least influencing factor in unplanned one, it turned to be the second major effect in planned performances.

When the interview results are examined, both parallel and conflicting findings with the quantitative data can be observed. The students, in both unplanned and planned exam tasks, were aware of the problematic areas of segmental and suprasegmental features. However, the point needs to be made is about intonation since the number of codes for intonation was low comparing its effect in exam tasks. It was also noted that the difference in intonation patterns between Turkish and English was given as a reason for their struggle by one student. In conclusion, they need to be aware of the effect of intonation and their problems related to it. Sentence stress and rhythm which is one the most influencing aspects was reported as problematic by the participants. Their awareness about it increased in planned exam task as the increase of its effect in the quantitative results.

It was reported that, when it comes to word stress, they usually place that correctly on words they learnt in class. However, if they learn the vocabulary on their own, they only focus on the sounds but not the stress. Additionally, they reported that when they try to imitate, they usually do not sound the same compared to what they hear. That’s why it is of great importance that they should be taught how to learn the pronunciation of new

vocabulary outside the classroom. A trait affected the scores of vocabulary became the duration of the performances. The raters noted that longer performances were marked with higher scores due to the wider vocabulary range use. However, apparently, as they took higher scores in vocabulary, the scores they took in pronunciation lowered due to their mispronunciations.

Lastly, the results should be interpreted in the light of ELF. Previously, it was noted that Lingua Franca Core was criticized by the scholars due to including a very limited extent of suprasegmental features. In the present study, the importance of suprasegmental features were proven and the results support the view that Lingua Franca Core is inadequate. It was also believed that the issues of pronunciation features are unique to speakers of each language. Obviously, in Turkish context, the effect of suprasegmentals, especially intonation, matter more than segmental features. In this sense, considering the differences in first languages to build norms based on ELF could be suggested.

To sum up, the effect of pronunciation was proved to be strongly high on speaking exam scores in both unplanned and planned exam tasks. However, their performances decreased, and the effect of pronunciation was found to be less when they planned their speech, which is contrary to the suggestion for strong oral performances. Behind their decreased mean scores, their lack of focus on suprasegmental features was pointed out since the effect of those were found to be higher and according to their reports, the participants mostly studied on segmental parts of the pronunciation of their speech. The decrease of the effect of pronunciation is explained by the tradeoff effect. In planned speech, the effect of fluency increased dramatically, and the other areas were found to be decreased; but still, their effects were still significantly high.

Intonation was found to be the most influencing aspect of pronunciation in both the test types. The effect of sentence stress and rhythm increased tremendously in planned speech and the effect of segmentals were found to be the least effective. Behind their problematic pronunciation performances, according to the participants, focusing on other areas and anxiety were found to be the most frequently mentioned. While the former was explained by LAC hypothesis, the latter was supported by the findings of previous studies. Although they performed less successfully, the participants preferred planned exams since they believed that they were much better in those. In the light of quantitative data findings, reconsidering the ELF norms were suggested.

6. CONCLUSION

6.1. Summary of the Study

The present study aimed to figure out the effect of pronunciation in two exam tasks: planned and unplanned speaking tests. By doing so, the most influencing aspect of pronunciation was also aimed to be revealed. The motivation to test the performances in two test types was the view and suggestion that enhanced performances should be tested for oral skills to allow students to show their potential performances, by predicting that they would perform more successfully in these test types. To support the findings and elaborate on the results, unraveling the perceptions and preferences of the participants were also one of the goals of the research. For this aim, a mixed study design was planned to include both quantitative and qualitative data to be analyzed and interpreted.

The quantitative data included voice recordings of 82 students for both speaking test that was unplanned and presentations which was planned performances. To grade them, a rubric for speaking exam which including a detailed pronunciation was developed. The recordings were listened to and rated both by the researcher and a second-rater for the full data first. Then to validate the results, an expert also rated 20 of those and the interrater reliability was found to be high. Thus, the ratings were proved to be reliable to conduct the necessary tests for the quantitative part of the data. Paired samples T-Test was conducted to compare the mean scores and Pearson's correlation test was run to interpret quantitative data. For the qualitative part, 18 students were chosen by convenience sampling and they were interviewed separately. All the sessions were audio-recorded, transcribed and analyzed based on constant comparative method. A total of 181 codes were generated, grouped and sub-grouped to interpret the data.

The results obtained by quantitative part showed that the effect of pronunciation in both tests was significantly high. The effect of it is more significant in unplanned exam task and this was explained by the increase of the impact of fluency and its result in the decrease of all other components in planned tasks in view of the fact that the tradeoff effect between the areas was put forward by Skehan (2015). The second research question seeks the most influencing aspect of pronunciation and it was found that intonation in both the test types was found to be the highest correlated one. The results showed that suprasegmentals were more effective in speaking exams than segmentals and the results were in parallel with the previously conducted study by Ma (2015).

The perceptions of the participants on their performances were also investigated as the qualitative part of the study. It was found that they were not very aware of the effect of intonation and their issues. However, they mostly mentioned the effect of sentence stress and rhythm which is the second most influencing factor in planned exam tasks. They also mentioned word stress and segmental feature problems in two test types. They reported that they use online dictionaries to listen to the target words' pronunciations then imitate them, and one student benefits from the IPA transcriptions of those. Some students reported that they couldn't sound the same compared to what they heard when they tried to imitate them. In terms of word stress, it was reported that they do not mind the stressed syllables of the target words when they learn them outside the classroom.

The reasons behind their problematic aspects were also asked during the sessions and mostly repeated code was about not being able to focus on different aspects of language at a time and it can be clearly inferred that they prefer to allocate the limited attention room on accuracy, fluency and productivity more than they allocate for pronunciation. According to limited attention hypothesis, this is about human attention capacity and it is expected until they automatize some components of those.

The intervention of orthography (Albağlar, 2015) effect was also proven in this study since the students usually complained that when they attempted to speak what came to their mind first was the written forms of the words instead of their pronunciation. Except for the issues related to language itself, some psychological reasons were also reported. Among the problems related to students, anxiety became the most common aspect mentioned by the participants. The frequency of it increased when the participants talked about the planned exam task.

When their use of strategies to plan their performances was examined, it was unravelled that they studied for segmentals much more than they studied for suprasegmental features for presentations; in other words, they didn't practice for stress, rhythm and intonation patterns for their performances. This shows the possible reason leading their less successful performance in planned exam tasks. Even though they performed better in unplanned exam tasks, what the students preferred became planned exams since they believed that they were more successful in those. Considering the suggestion on designing the tests inducing potential, enhanced performances of students, and the test results related to it, the ways to enable students to use the aids and advantage of this test type should be discussed.

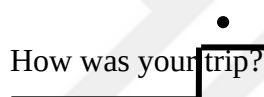
6.2. Implications of the Study

6.2.1. Implications for intonation teaching

Pronunciation is regarded as the most challenging part of language by the students and the least favoured facet of it to teach by the teachers (Gilakjani, 2012). Nonetheless, it was proven in this study that, pronunciation has got a substantial role in their speaking exam grades. Among all its features, intonation was found to be of great significance in both exam types. In conclusion, thus, it is of great importance to allocate time in the classroom and raise students' awareness through various ways to teach that. Some strategies and techniques suggested to teach intonation by researchers are searched and a summary is provided below.

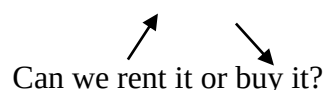
1. Drawing pitch lines/curves: It is known as one of the most common ones and also used in the coursebooks. Drawing lines and curves can be a good tool to show rising and falling intonation. Using a dot to show the stressed element and rising part of the intonation is another way of it

How was your trip?



2. Arrows: Drawing arrows in the place that intonation differs in the sentence is one of the commonly used strategies.

Can we rent it or buy it?



3. Musical Scores: Musical scores are an interesting way of teaching intonation.

Lisa: Is that Estelle with them?

	4	
High	3	telle with them?
Medium	2	Is that Es
Low	1	

Figure 6.1. Musical scores (Lin Fan & Chen, 1995 as cited in Wei, 2006)

The following technique was developed and suggested by Clennel (1996):

1. Record native-speaker students interacting during their chats in various genres, e.g. having a coffee; talking to a teacher; talking to a librarian, etc.

2. Transcribe those and show them to your students to illustrate important intonation patterns.
3. Ask them to perform the same interaction tasks among themselves, with the teacher acting as a native speaker. Record and transcribe those, as well.
4. Demonstrate them their own texts, then make them evaluate the texts. You may recommend some ideas for developing the communicative aspects of their language. Explain and emphasize on prosodic problematic parts as intonation patterns.
5. Play the native-speaker versions along with showing the transcription. Ask them to figure out the differences themselves. Hence, you can emphasize the pragmatic/discourse functions of English prosody in a meaningful context, make them aware of the salient features and pragmatic functions of English intonation (Clennell 1996).

The results also revealed that mean scores of sentence stress and rhythm increased as opposed to other aspects of pronunciation and it was explained by the increase of fluency level. Therefore, using fluency-based activities to improve rhythm in the lessons can be a promising source, as well.

6.2.2. Implications for exam task types

Speaking is a skill that requires to master a number of subskills to communicate orally. It is challenging for non-native speakers to focus on all those segments and being successful at a time. The results showed that the participants did not show a better performance in enhanced test conditions. Apparently, presentations didn't serve for the aim of designing a test type which induces enhanced performances. Reviewing the test type and improving it to enable students to show potential performances more easily could be a way to solve the problem. To help them utilize the aids more effectively and raise awareness on pronunciation, as in writing, a process speaking method can be used. After the students' first performances, feedback can be given on problematic parts including suprasegmental features. The students may review their presentations and perform their enhanced performances. By doing so, what the students asked for during the interviews, feedback after the tests, can also be implemented. However, knowing that this process necessitates much more time to allocate for testing, considering other ways to decrease

potential negative outcomes and designing more practical and feasible tests could be another way to solve this problem.

According to the suggestions mentioned in limited attention capacity hypothesis, it is necessary to automatize the skills to be able to shift the attention to the rest of those. Even though automatizing necessitates more practice which should be done during teaching process and testing process has not such an aim, Skehan (2015) suggests exam tasks which increase student engagement as much as possible during the exam to resolve this problem. To decrease the tradeoff effect which was observed in the results of the present study, designing performance tests for assessment is recommended.

Performance tests differ from tasks in terms of being process-centred contrary to being product-centred. Prominent features of performance tests are being problem-solving, including interaction, being challenging and real-world issues. However, the test takers are evaluated in terms of the language they use during the test instead of solving the problems (Brown, 2004). Skehan (2015) believes that this kind of tests have higher complexity than traditional exam tasks and thus the students use their memory and attention capacity as maximum which results in them using their maximum attention for language aspects of accuracy, lexical resource, fluency and pronunciation. The tradeoff effect is aimed to be decreased in this way since the performance tests include high level of student engagement. Considering some students who believed planned tests are not valid since they do not test real life issues, preferring performance tests can be more appealing to them, too because they include real-life tasks.

Brown (2004) examined and explored the existing literature in performance assessment and cited that a number of studies (Clark & Grognet 1985; Wesche 1987; McNamara, 1990; Shameem, 1998; North & Schneider, 1998) showing developed and validated performance tests in the field. Two developed and validated speaking performance tests were exemplified by the researchers as followings:

1. The students imagine that they visit their teacher after the first lesson in their offices. The teacher wants them to summarize the lesson and give them one minute to think. Later, they have three minutes to summarize and ask their questions to the teacher.
2. As a follow-up to the previous test, the students are required to think of their education or private experience which is related to the academic

lecture they had. They are given one minute to think and three minutes to speak later.

(Bachman, Lynch & Mason, 1995)

6.2.3. Implications for the interview findings

For the students who complained about not being able to pronounce the phonemes as they are and their incapability of figuring out the stressed syllables on their own, teaching International Phonetic Alphabet (henceforth IPA) explicitly in the lessons may cure their problem. Since IPA provides visual aids along with oral ones to help them learn the correct phonemes. By this way, teaching methods might serve students not only with auditory but also with visual learning styles (Gardner, 1993). Bearing in mind that some students also asked for IPA lessons in their courses, learning the rules could be appeal to them, as well. Meanwhile, emphasizing on how to use high quality dictionaries effectively to learn the pronunciation could improve their dictionary use skills.

The fossilized errors the students mentioned can be overcome by Audio Articulation Method proposed by Demirezen through some activities such as recognition drills, practicing with the minimal sentences and contextual clues, problem sound-concentrated sentences. Demirezen provides sample lesson plans to undo fossilized errors (Demirezen, 2005; 2006; 2007; 2009). Moreover, during vocabulary teaching parts, the phonemes and word stress need to be paid attention. Apart from these, in the results of the research, the effect of orthography was found to be another reason for students' problematic pronunciation. As Albağlar (2015) suggested, the teachers need to attract students' attention to sound-phoneme differences in the lessons.

The effect of speaking anxiety behind their pronunciation issues during the tests was also mentioned by the majority of the participants. The studies conducted before revealed that high speaking anxiety level is closely related to low strategy use among the learners (Martirosian & Hartoonian, 2015). Following that study in Egypt, the effect of teaching self-regulated strategies to learners on lowering their anxiety level was investigated (El-Sakka, 2016) and it was found that teaching strategies induce lower speaking anxiety among students. Not only were the effects of strategy teaching but also the effects of using some other classroom techniques were revealed as an effective way of lowering speaking anxiety level of students. For example, Bowen (2004) tested humanistic techniques that were journal writing, group work and created a classroom

environment in which affective needs of the learners were considered. As a result, these techniques were found effective to reduce the students' anxiety level. Additionally, Yalçın and İnceçay (2014) attempted to test the possible effects of using games in group work during spontaneous speech in the lessons on decreasing the level of speaking anxiety of learners and the findings showed significant results, as well. In conclusion, to rehabilitate speaking anxiety problem of the students and eliminate its negative effect on their performances, strategies can be taught, and techniques can be used in the classroom. Specifically, teaching pronunciation learning strategies can be helpful to reduce their anxiety and lower its negative effects in their speech. Pronunciation learning strategies are shared in the (Appendix K).

6.3. Limitations and Suggestions for the Further Study

The present study provides very fruitful findings and fulfils a lack in the literature; however, it is not without limitations. First of all, the study was conducted with 82 participants in a private language school, hence the results cannot be generalized to all Turkish students. Therefore, carrying out research in other contexts such as foreign language schools at universities and public schools with both adult learners and children can be a good suggestion for further study.

Secondly, even though the sufficient time was given and the students were allowed to get help from their teachers and peers, how much time each student spent to plan their speech for presentations was a point that couldn't be controlled in this study. For further research; however, controlling the planning stage by giving them sufficient time and aids can be more valid for methodology.

Thirdly, although the interrater reliability between the scorings was found to be significantly high, the number of raters in the grading part in the present study is limited to three one of which was only present for validation of scorings. Therefore, implementing the methodology of this study to replicate the research, having a higher number of raters could provide better sources.

Lastly, in this study, the participants' levels were not varied enough to test the effect of level on the results. Therefore, the level variety was not included in the study aims, yet for future research, having learners in different levels and testing the effect of pronunciation in unplanned and planned speaking exam tasks across different levels can be suggested. Hence, the possible differences between high mid and low level can also

be investigated. One more suggestion for future study is implementing the effect of performance tests on students' performances across different aspects of speaking skills as accuracy, fluency, lexical resource and pronunciation. By doing so, the effect of task engagement on reducing tradeoff effect can be investigated.



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APPENDICES

Appendix A- Unplanned Test-Questions (Elementary)

1. Are you an early bird or a night owl?
2. What did you do last New Year's Eve?
3. Are you going to have a holiday in the next three months?
4. What was the best film you saw last year? Why?
5. Do you spend much time on the phone every day? Who do you talk to?
6. What is a typical breakfast in Turkey?
7. Can you go to the cinema after 11 p.m. in Eskişehir?
8. What things do people win in competitions?
9. Can you describe your room?
10. Who is the oldest person in your family? Tell us about him/her?
11. What is your favorite season? Do you feel depressed in winter? Why/Why not?
12. Where do you usually get your news – the TV, the radio, newspapers or the Internet?
13. Can you travel by public transport after midnight in Eskişehir? How do you travel after midnight?
14. What are the good and bad things about being married?
15. What time do you usually go to bed?
16. What is the best café in Eskişehir? Why?
17. Can you compare the country life and city life?
18. Why do you want to learn English?
19. I am at work. I've got a terrible headache. Can you give me some advice?
20. Do you buy clothes online? Why/Why not?
21. What was the most interesting thing you did last week?
22. What prize would you like to win in a competition? Why?
23. When were you born? Where were you born?
24. What was the worst present you got last birthday?
25. How much time do you spend watching TV every day?
26. What is your favorite clothes shop? What do you usually buy there?
27. Would you like to be self-employed? Why/Why not?
28. Which is better: being married or being single?
29. What are the good and bad things about being self-employed?
30. Can you remember your first teacher? What was his/her name?
31. Talk about things you can do in Eskişehir? What about the things you can't do in Eskişehir?
32. How do people celebrate New Year in Turkey?

33. Can you play any musical instruments?
34. What was in the news yesterday?
35. Talk about your last holiday?
36. Do you know anyone who is self-employed? What do they do?
37. Do you like shopping? When do you usually go shopping?
38. Do you watch or listen to the news every day? If yes, what time of day?
39. What is important to you? Why?
40. What is your favorite comedy program or film? Why?
41. Where and when did you meet your best friend?
42. What is your best friend doing now? What do you think about it?
43. Talk about what you did last weekend?
44. Do you like eating out? Where? When?
45. Can you describe your best friend? What is he/she like? What does he /she like doing?
46. Have you ever lost anything important?
47. What do you usually do when you are ill?
48. What are you going to do after you finish this course?
49. How do you usually travel to UKLA?
50. When was the last time you stayed with a friend?
51. What was the most boring thing you did last week?
52. Have you ever stayed in a five-star hotel?
53. We are in front of UKLA. Can you give the directions to HALLER?
54. What things do people celebrate in Turkey?
55. Do you get up early or late at the weekend? Why?
56. How often do you go to the cinema? What was the last movie you watched?
57. What kind of music do you like most? Tell us about your favorites?
58. When did you last go to a wedding? Where was it? Whose wedding was it? What did/didn't you like about the wedding?

Unplanned Test-Questions (Pre-Intermediate)

1. How does your life change when you have your first baby, do you think?
2. Who goes shopping more in your country men or women? What do they buy?
3. Have you ever been abroad? If yes, where and when? If no, where would you like to go?
4. Do you think internet dating is a good idea? Why/Why not?
5. Is it easier to be a man or woman? Why?
6. When do you usually feel stressed? What do you do when you feel stressed?
7. Tell us about the last film you saw?
8. Why do you want to learn English?
9. If you could change one thing in the world, what would you change?
10. What are the good and bad things about fast food?
11. What was the last concert you went to?
12. Think of a job you would like to do and a job you would hate to do?
13. What was the last book you read? Did you like it? Why/why not?
14. What is your hometown like? What advice would you give to someone visiting your hometown?
15. How often do you go out with your friends? What do you do?
16. What is the best age to have children? Why?
17. Do you watch soap operas on TV? If yes, which ones?
18. Do you prefer going on holiday with your friends or family? Why?
19. Describe your home in detail. How long have you lived there?
20. Did you go on holiday last year? If yes, who did you go with?
21. What would you do if you hit a parked car in a car park?
22. If you had more free time what would you like to do?
23. What do you hate spending money on?
24. If you could have any job in the world, what would it be?
25. Think of a trip you have been on. Where was it? What did you do there?
26. Do you think we should protect the environment? How can we do this?
27. When did you last go out with friends? What did you do?
28. Where do people go in your country to see wildlife? Which animals can you see there?
29. Is it a good idea for men and women to go shopping together? Why/Why not?
30. What do you think you will do in the future?
31. What will your life be like in five years time?
32. What are the typical stories in soap operas?

33. Which is a better -, watching a film at the cinema or on DVD? Why?
34. Do you always phone people back? Why/Why not?
35. What were the last three things you bought (not food or drink)? Where did you buy them?
36. What do you think about the good and bad things about being retired?
37. How often do you go to the cinema or watch a film on DVD?
38. What are your dreams and plans for the future?
39. Do you think university education should be free? Why/Why not?
40. What do you think about eating fast food?
41. What were the last two CDs or DVDs you bought?
42. Who is the most important person in your life? Why?
43. When was the last time you went for a meal with friends? What did you have?
44. What did you do if you found £100.000 in a bag in the street?
45. How often do you go for a drink after school or work?
46. Do you think people spend too much money on clothes?
47. What kind of movies or TV shows do you watch?
48. When was the last time you ate out?
49. How did your parent meet?
50. Do you like watching TV crime dramas or programs about real life crime? If yes which ones?
51. If you could travel to any city or country, where would you go?
52. How long have you known your best friend? Describe him/her.
53. Which books or authors are your favorites?
54. Describe your ideal job.
55. Do you ever look after your children for friends or someone in your family? If yes, do you like doing it?
56. How would your friends/colleagues describe you?
57. What fast food companies are there in your country? What do they sell?
58. Which is the most difficult to be, a child, a teenager, a middle-aged person or an old person? Why?
59. Tell us about a place you have been to for holiday.

Appendix B- Presentation Topics

Elementary

1. Talk about your favourite things/singers/actors/sports, etc.
2. Talk about what you are planning to do next summer.
3. Talk about your best friend. What is he / she like? What's his / her job? etc...
4. Talk about your hometown.
5. Talk about what you did in your last holiday or last weekend.

Pre-Intermediate

1. Choose a country that interests you and talk about the differences in culture between your choice and Turkey.
2. Bring two photographs to the class. Speak about these photos for 5 minutes.
3. Talk about one of your favourite websites.
4. Where will you be in 10 years' time do you think? Will you be married? Where will you work? etc...

Appendix C- Interview Questions

Turkish Version

- 1- Girdiğin plansız sınavda telaffuz hataları yaptığını düşünüyor musun?
 - Ne tür hatalar yaptın? Neden kaynaklandı?
- 2- Girdiğin planlı sınavda telaffuz hataları yaptığını düşünüyor musun?
 - Ne tür hatalar yaptın? Neden kaynaklandı?
- 3- Sınav tipinin performansına bir etkisi olduğunu düşünüyor musun?
 - Telaffuz performansını düşündüğünde, hangi sınav ile test edilmeyi tercih edersin?

English Version

- 1- Did you have pronunciation issues in the unplanned exam?
 - What type of mistakes did you make? What did they stem from?
- 2- Did you have pronunciation issues in the planned exam?
 - What type of mistakes did you make? What did they stem from?
- 3- Do you think there was an effect of the test type on your pronunciation performance?
 - Which test type would you prefer, considering your pronunciation performances?

Appendix D

TOEFL IBT Speaking Rubric

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Appendix E

IELTS Band Descriptors

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	- speaks fluently with only rare repetition or self-correction; - any hesitation is content-related rather than to find words or grammar - speaks coherently with fully appropriate cohesive features - develops topics fully and appropriately	- uses vocabulary with full flexibility and precision in all topics - uses idiomatic language naturally and accurately	- uses a full range of structures naturally and appropriately - produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	- uses a full range of pronunciation features with precision and subtlety - sustains flexible use of features throughout - is effortless to understand
8	- speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language - develops topics coherently and appropriately	- uses a wide vocabulary resource readily and flexibly to convey precise meaning - uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies - uses paraphrase effectively as required	- uses a wide range of structures flexibly - produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors - is easy to understand throughout; L1 accent has minimal effect on intelligibility	- uses a wide range of pronunciation features - sustains flexible use of features, with only occasional lapses - shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
7	- speaks at length without noticeable effort or loss of coherence - may demonstrate language-related hesitation at times, or some repetition and/or self-correction - uses a range of connectives and discourse markers with some flexibility	- uses vocabulary resource flexibly to discuss a variety of topics - uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices - uses paraphrase effectively	- uses a range of complex structures with some flexibility - frequently produces error-free sentences, though some grammatical mistakes persist	
6	- is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation - uses a range of connectives and discourse markers but not always appropriately	- has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies - generally paraphrases successfully	- uses a mix of simple and complex structures, but with limited flexibility - may make frequent mistakes with complex structures though these rarely cause comprehension problems	- uses a range of pronunciation features with mixed control - shows some effective use of features but this is not sustained - can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	- usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going - may over-use certain connectives and discourse markers - produces simple speech fluently, but more complex communication causes fluency problems	- manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility - attempts to use paraphrase but with mixed success	- produces basic sentence forms with reasonable accuracy - uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	- cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction - links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	- is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice - rarely attempts paraphrase	- produces basic sentence forms and some correct simple sentences but subordinate structures are rare - errors are frequent and may lead to misunderstanding	- uses a limited range of pronunciation features - attempts to control features but lapses are frequent - mispronunciations are frequent and cause some difficulty for the listener
3	- speaks with long pauses - has limited ability to link simple sentences - gives only simple responses and is frequently unable to convey basic message	- uses simple vocabulary to convey personal information - has insufficient vocabulary for less familiar topics	- attempts basic sentence forms but with limited success, or relies on apparently memorised utterances - makes numerous errors except in memorised expressions	shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	- pauses lengthily before most words - little communication possible	only produces isolated words or memorised utterances	cannot produce basic sentence forms	Speech is often unintelligible
1	- no communication possible - no intelligible language			
0	does not attend			

Appendix F

ESOL Guidelines

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

Appendix G-Rubric Developed by Ma (2015)

Category	Vowels	Consonants	Intonation	Word stress	Rhythm	Sentence stress
5	Mispronounced vowels are rare and cause no distraction or miscommunication.	Mispronounced consonants are rare and cause no distraction or miscommunication.	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)	Misplaced word stress is rare and causes no distraction or miscommunication.	Stress-timed rhythm is used naturally and consistently.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.
4	Vowel errors occur occasionally (especially in vowel dense contexts) but do not lead to miscommunication.	Most consonants are pronounced correctly most of the time, but troubles with consonant clusters, word-final consonants, etc. persist.	Intonation is employed effectively to express emotion, but one particular pattern is overused.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Stress-timed rhythm is employed naturally most of the time.	Sentence stress is placed correctly most of the time, but sometimes misplaced.
3	Vowel errors (such as /i:/, r/) occur frequently and inconsistently but do not usually cause miscommunication.	Frequent but inconsistent consonant errors occur, such as /w/, v/, /s/, z/	Intonation is usually correct but occasionally misleads listeners.	Misplacement happens in a variety of words, but meaning is not hindered.	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).
2	Some vowels (such as /i:/, r/, /e/, er/, /a:/, a/) are consistently confused or mispronounced and cause miscommunication or distraction.	Some consonants (such as /f/, h/, /t/, d/, /k/, g/) are consistently confused or mispronounced and cause miscommunication or distraction.	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Rhythm is heavily syllable-timed, but occasionally demonstrates stress-timing.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.
1	Vowel errors (such as /ε:/, æ/, /a:/, ʌ/, /u:/, /o:/, ou/) are frequent and distracting and often cause miscommunication.	Consonant errors (such as /p/, b/, /q/, /p/, /m/, n/, /n/, /l/, /r/) are frequent and distracting and cause miscommunication.	Intonation is used inappropriately and interferes with communication or is distracting.	Frequent word-stress misplacement causes miscommunication and annoys listeners.	Rhythm is predominantly and strongly syllable-timed (i.e., very "choppy").	Sentence stress is not used to indicate key words in thought groups.

Appendix H-Rubric Developed for the Current Study

GRAMMATICAL RANGE	LEXICAL RESOURCE	FLUENCY & COHERENCE
Shows a good degree of control of simple grammatical forms. May attempt to use some complex grammatical forms but make frequent mistakes with complex structures, though these rarely cause comprehension problems. 25	Uses a wide range of appropriate vocabulary to talk about familiar topics. 25	Produces extended stretches of language despite language-related hesitation or some repetition and/or self-correction. Uses a range of cohesive devices. 25
Shows a good degree of control of simple grammatical forms. May use a limited range of more complex structures but these usually contain errors and may cause some comprehension problems. 20	Has a wide enough vocabulary to talk about familiar topics at length and makes meaning clear in spite of inappropriateness. 20	Produces extended stretches of language but may lose coherence at times due to occasional repetition, self-correction or hesitation. Uses a range of cohesive devices. 20
Shows a sufficient degree of control of simple grammatical forms with reasonable accuracy. 15	Manages to talk about familiar topics but uses vocabulary with limited flexibility. 15	Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going. May over-use certain cohesive devices. 15
Shows only limited control of a few grammatical forms. Makes numerous errors except in memorized expressions. 10	Uses a limited range of appropriate vocabulary. 10	Speaks with long pauses. Has limited ability to link sentences. Gives only simple responses and is frequently unable to convey basic message. 10
Cannot produce basic sentence forms. 5	Only produces isolated words and phrases. 5	Pauses lengthily before most words. Produces responses which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic. 5

PRONUNCIATION				
VOWELS	CONSONANTS	INTONATION	WORD STRESS	SENTENCE STRESS & RHYTHM
Mispronounced vowels are rare and cause no distraction or miscommunication/ miscomprehension. 5	Mispronounced consonants are rare and cause no distraction or miscommunication/ miscomprehension. 5	Intonation patterns clearly reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.) 5	Misplaced word stress is rare and causes no distraction or miscommunication/ miscomprehension. 5	Sentence stress is almost always placed appropriately based on the speakers' communicative intent and stress timed rhythm is usually used almost naturally and consistently. 5
Vowel errors occur occasionally, especially in vowel dense contexts, diphthongs and triphthongs such as /au/, /eə/ and /oʊə/, but do not lead to miscommunication/ miscomprehension. 4	Most consonants are pronounced correctly most of the time but troubles with consonant clusters and word final obstruents (/b, p/, /dʒ, tʃ/, /d, t/, /g, k/). 4	Intonation is employed clearly to express emotion, but one particular pattern is overused. 4	Word stress displacement is rare. It only falls on secondary stress of multi-syllabic words. (e.g., advocate (v-n), associate (v-n) and graduate (v-a) etc.). 4	Sentence stress is placed correctly most of the time but sometimes misplaced. Stress-timed rhythm is employed naturally most of the time but with inconsistency at times. 4
Vowel errors (such as /e/ instead of /æ/, /ʌ/ instead of /ɒ/) occur frequently but do not usually cause to miscommunication/ miscomprehension. 3	Frequent but inconsistent consonant errors occur such as -ed verb ending in simple past forms (/d/, /t/, /ɪd/) or plural nouns and third person singular verbs (/s/, /z/, /ɪz/). 3	Intonation is usually correct but occasionally misleads listeners. Students' use of intonation may impede communication/ comprehension (e.g., the question "What do you do in your free time?" sounds like an affirmative sentence.) 3	Misplacement happens in a variety of words, including two- syllabled ones but meaning is not hindered. 3	Sentence stress is employed but not always correctly (e.g., function words receive stress inappropriately). Failures to blend well vowel-vowel linking. Stress timed rhythm sometimes appears but only with effort. 3
Some vowels (especially lax vowels instead of tense vowels such as /ɪ, ɪ:/, /ʊ, u:/, /o, ɔ:/ or /e/ instead of /ə/) are consistently confused or mispronounced and cause miscommunication/ miscomprehension or distraction. 2	Some consonants are consistently confused or mispronounced (such as /ŋ/, /θ, t/, /ð, d/, /t, d/, /r, ɹ/, /w, v/) and cause miscommunication/ miscomprehension or distraction. 2	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding (e.g., in general or special questions or indirect address). 2	Due to frequent and confusing word stress errors (it is usually placed on the last syllable as in Turkish), the whole context is greatly needed for the listener to understand the intended meaning. 2	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication /miscomprehension and confusion. Failures to blend well consonant-vowel linking. Rhythm is heavily syllable-timed but occasionally demonstrates stress-timing. 2
Vowel errors are frequent and distracting, and often cause miscommunication/ miscomprehension. 1	Consonant errors are frequent, distracting and cause miscommunication/miscomprehension. Silent letters are pronounced and lead miscommunication (such as hour, Wednesday...etc). 1	Intonation is used inappropriately and interferes with communication/ comprehension or is distracting. 1	Frequent word-stress misplacement causes miscommunication/ miscomprehension and annoys listeners. 1	Improper division of sentences into thought groups. Rhythm is predominantly and strongly syllable-timed. 1

Appendix I

Semi Structured Interview Transcription (Sample)

I: Instructor

I: İlk önce speaking sınavını düşünelim, yani spontane olan sınav. Bu sınavda telaffuz hataları yaptığını düşünüyor musun?

S1: Düşünüyorum. Yani speaking sınavında sunuma göre daha fazla hata yaptığımı düşünüyorum, çünkü anlık konuşuyoruz o anda İngilizce direk kelimeler gelmiyor aklıma. Şu anki aşamada o durumdayız o yüzden doğru pronunciation da doğru vurgu da çıkmıyor kelimeler. Bazen doğru gramerde bile çıkmıyor o yüzden speaking’de daha fazla zorlandım.

I: Peki ne tür telaffuz hataları yaptın?

S1: Schwa’larda hata yaptığımı düşünüyorum. Gramerde bir kere hata yapınca sonra düşünüyorum ve pronunciation’a artık aldırmiyorum. Speaking sınavında benim hedefim doğru gramerde cümle kurmak oluyor pronunciation’a çok takılmıyorum.

I: Şimdi girdiğin sunumu düşünelim. Orada telaffuz hataları yaptığını düşünüyor musun?

S1: Presentation’a ben çalışarak girdim. Daha önceden kelimelerin telaffuzuna çalıştım. Kelime telaffuzunda çok fazla hata yaptığımı düşünmüyorum ama cümle vurgularında cümledeki kelimeleri söylerken sıralama vurgusunda hata yaptığımı düşünüyorum. Mesela cümle sonlarında cümlelerin bittiğini ben biliyordum. Intonation hatası çok yaptım ama kelime telaffuzu hatam yoktu çünkü çalışmıştım.

I: Anladım, peki nasıl çalıştın o kelimelere?

S1: Kelime telaffuzlarına Cambridge Dictionary’den ve Longman Dictionary’den teker teker yazılımları, neydi o alfabetik?

I: IPA mi?

S1: IPA’ine baktım, telaffuzlarına baktım öyle çalıştım.

I: Anladım, o IPA işine yaradı mı?

S1: Evet işime yarıyor.

I: Intonation hatası yapıyorum dedin, bunun neden kaynaklandığını düşünüyorsun?

S1: Intonation bence biraz heyecandan kaynaklanıyor.

I: Evde pratik yaparken daha mı iyiydin?

S1: Evet daha iyiydim, heyecandan kaynaklı.

I: Peki Őimdi mesela bu sunumu ve konuŐma sınavındaki performansını karŐılaŐtırdıđım zaman ben senin telaffuz performansını bunlardan sadece biriyle  l ecek olsam hangisini isterdin?

S1: Telaffuz performansında sunumu tercih ederdim        alıŐarak gelmiŐtim, nasıl telaffuz edeceđimi biliyordum. Anlık o anki kelimelerle konuŐmadım. Yani speaking’de bir kelime bir anlama geliyor ama telaffuzunu o an tam  ıkaramıyorum. Ama sunumda onun telaffuzunu bilerek geliyorum, daha rahattım.



Appendix J

Rater Handout

The Effects of Pronunciation Aspects on EFL Learners' Speaking Exam Scores in
Unlanned and planned Speaking Exam Tasks

Aims:

The study aims to figure out:

- The role of pronunciation sub-scores in overall speaking scores in unplanned and planned speaking exam tasks,
- The weight of segmental and suprasegmental features in pronunciation sub-scores,
- The students' perceptions of their pronunciation performances and preferences regarding unplanned and planned speaking exam tasks.

Research Questions:

- 1- What is the effect of pronunciation on overall scores in unplanned and planned speaking exam tasks?
- 2- What aspects of pronunciation influence the overall rating most in unplanned and planned speaking exam tasks?
- 3- What are the students' perceptions of their performances and their preferences regarding unplanned and planned speaking exam tasks?

Setting & Participants:

- A private language school in Eskişehir
- 82 students (35 Elm – 47 Pre-Int level)
- 3 Teachers of English for rating procedure

Instruments:

- Students' presentation and paired speaking test voice recordings
- Speaking Rubric
- Semi Stuructured Interview

Data Analysis:

- Paired Samples T-Test
- Pearson's Correlation Test
- Qualitative Data Analysis based on the Constant Comparative Method

PRONUNCIATION RUBRIC

SEGMENTALS

Segmentals are minimal independent units of sounds which are vowels and consonants (Pennington & Richards, 1986).

In English, there are three subsections of vowels as monophthongs, diphthongs, and triphthongs (Geylanioğlu, 2016). On the other hand, the Turkish vowel system has only three-dimensional style, as high, back and round. Contrary to English, there are no diphthongs or triphthongs in Turkish (Yavuz & Balci, 2011).

- *Category 5 is not native level.*

VOWELS

5- Mispronunciation occurs rarely. Errors do not cause any distraction.

4- Turkish students usually mispronounce vowel dense contexts, diphthongs and triphthongs but don't cause any miscomprehension.

- /əʊ/ is problematic especially in word final position (e.g., go, so).
- Only one vowel diphthongs (home /hom/, open /opən/) hinder correct pronunciation while two-vowel diphthongs assist (e.g., soul /səʊl/, road /rəʊd/) it.
- Diphthongs with letter w (lower, slower, how, now.).
- Other diphthongs such as /ʊə/ (pure, tourist), /ɪə/ (near, here), /eə/ (where, air), /aʊ/ (now, out) and triphthongs such as /aʊə/ and /oʊə/ are also the mostly mispronounced ones (Albağlar, 2015).

3- The differences in the sound system of Turkish and English are the main factor of students' mispronunciations. As they have difficulties in pronouncing unfamiliar sounds, they tend to pronounce them as a similar one in their own sound system.

- /e/ instead of /æ/ (cat, black)
- /ʌ/ instead of /ɒ/ (hot, rock)

2- Students tend to pronounce lax vowels (/ɪ/, /ʊ/, /o/) instead of tense ones.
e.g. /i:/ (heat), /u:/ (blue), /ɔ:/ (call, four)

1- Mispronunciation examples given above are frequent and often cause miscomprehension.

CONSONANTS

5- Mispronunciation occurs rarely. Errors do not cause any distraction.

4- It is known that voiced obstruents /b/, /dʒ/, /d/, /g/ (cab, bag, head or found) in word final position are usually mispronounced as /p/, /tʃ/, /t/, /k/. Words with consonant clusters like twelfths, street, sky are also difficult for them to pronounce without vowels.

3- Mispronunciation in simple past -ed verb forms (pronouncing the word *worked* as /wɜ:kɪd/ instead of /wɜ:kt/).

Mispronunciation in plural nouns, forming possessive case or third person singular -s (pronouncing the word *watches* as /wɒtʃs/ instead of / wɒtʃɪz/).

2- Some consonants are consistently confused or mispronounced. Especially the sounds which do not exist in Turkish sound system are the ones Turkish students have difficulties such as /ŋ/ (as in the words *sing, finger*; and in -ing forms of the verbs as in *swimming*). Some other sounds which are substituted with other sounds:

- /w/ (walk) - /v/
- /θ/ (both) - /t/
- / ð/ (mother) -/d/

1-Silent letters do not exist in Turkish, which causes another problem for Turkish students in terms of pronunciation (e.g., debt, Wednesday, sandwich and hour).

SUPRASEGMENTALS

As Wong (1993) reported how the individual sounds are organized in a speech is about its suprasegmental features. The role of suprasegmental features is explained by Halliday (1989) as the effect of the punctuation marks in written pieces of language (Gültekin, 2002).

INTONATION

Intonation is defined as the pattern of pitch and stress in the flow of speech (Nicolosi, Harryman & Kresheck, 1989). It conveys the speakers' intention and emotions by tone choice as rising, falling or level pitch movement (Pickering, 2001; as cited in Ma, 2015). English speakers use rising tone to avoid the appearance of overt disagreement, to review, and to indicate the assumption that the listeners already knew (Ma, 2015).

In studies conducted with Turkish students, it was revealed that using unnatural intonation at the end of statements, in general questions, in special questions and direct address are common (Gültekin, 2002).

WORD STRESS

The amount of force or strength of movement in the production of one syllable as compared with another; it usually results in the syllable sounding longer and louder than other syllables in the same word (Nicolosi, Harryman & Kresheck, 1989).

Word stress is usually on the last syllable in Turkish language, which leads them to employ the same in English. Mispronunciation of sounds may cause employing word stress on wrong syllables when two or more syllables in a word. Similarly, mispronouncing the words with silent letters may cause the same problem (Aktuğ, 2015).

In Category 4, multisyllabic words were mentioned as a reason for misplaced word stress. This is usually related to misplacement of primary and secondary stress on words as in the following examples:

- Advocate (v) /'ædvəkert/
- Advocate (n) /'ædvəkət/
- Associate (v) /ə'səʊsiert/
- Associate (n) /ə'səʊsiət/

SENTENCE STRESS and RHYTHM

Sentence stress is used to draw attention to new or contrastive information through various stressed elements in a sentence (Celce-Murcia, Brinton & Goodwin, 2012; Hahn, 2004).

Words that carry the most information (content words) are usually stressed - the nouns, main verbs and adjectives. Interrogatives (who, what, why), demonstrative pronouns (this, these, that and those), possessive pronouns, adverbs and negative contractions are also stressed in English. Words that signify the grammatical relationship (function words) such as articles and auxiliaries and words used to signal previously mentioned information (pronouns, possessive and demonstrative adjectives) are usually unstressed. When the element is unstressed, the vowels are usually reduced (Celce-Murcia, Brinton & Goodwin, 2012).

Connected speech is used as a term in suprasegmentals which predominantly refers to linking. Studies conducted in Turkish context (Gültekin, 2002) show that the

lack of proper blending words and division of thought groups are one of the major issues affecting students' intelligibility.

In Category 3, vowel to vowel linking (/y/ glide as in three elephants; /w/ glide as in Have you ever?) is usually more challenging for the students than consonant to vowel linking (mentioned in category 2) as in the sentence *Time is money*.

The combination of unstressed, lightly stressed and strongly stressed elements in multisyllabic words combine to create the rhythm of English. English is a stress-timed language and syllables are grouped into metrical feet each of which contains one strong stressed, one slightly stressed and one unstressed syllable at regular intervals, which causes a regular rhythmic beat. Turkish language has a syllable-timed rhythm, which causes it to have a fairly regular stress on each syllable (Celce-Murcia, Brinton & Goodwin, 2012).

Notes for the raters:

- The code of the recording (e.g., 40A) should be written on the sheet for each one.
- During the presentations, the students give a preplanned speech on a topic they chose before.
- During the speaking tests, they are invited to the room in pairs and they choose a card to read the question to ask each other.
- Raters can listen to each recording as many times as they would like to score on their own computers. They should carry out the rating on their own pace.

Appendix K

Pronunciation Learning Strategies (Oxford, 1990; Peterson, 2000)

Memory	Representing sounds in memory	•making up songs or rhythms to remember how to pronounce words •<i>using phonetic symbols or one's own codes to remember how to pronounce something</i>
Cognitive	Practicing naturalistically	•trying to recall how a teacher pronounced something •trying to recall and imitate a teacher's mouth movements •listening to tapes/television/movies/music •concentrating intensely on pronunciation while speaking •speaking slowly to get the pronunciation right •noticing or trying out different TL dialects •mentally rehearsing how to say something before speaking •talking with others in the TL •<i>imitating a native speaker or teacher</i> •<i>talking aloud to oneself</i> •<i>talking silently to oneself</i> •<i>noticing mouth positions or watching lips</i> •<i>concentrating intensely on pronunciation while listening to the TL</i> •<i>trying to avoid producing inappropriate native language sounds</i> •<i>imitating the overall TL sound with native language words for fun</i>
	Formally practicing with sounds	•pronouncing a difficult word over and over •practicing words using flash cards •practicing saying words slowly at first and then faster •memorizing and practicing TL phrases •<i>repeating aloud after a native speaker or teacher</i> •<i>repeating aloud after tapes</i> •<i>repeating aloud after television or a movie</i> •<i>repeating silently</i> •<i>reading aloud</i> •<i>doing exercises/practicing to acquire TL sounds</i> •<i>practicing sounds first in isolation and then in context</i>
	Analyzing the sound system	•forming and using hypotheses about pronunciation rules •noticing contrasts between native and TL pronunciation •<i>listening to pronunciation errors made by TL speakers speaking one's native language</i>

Compensation	Using proximal articulations ^a	
Metacognitive	Finding out about TL pronunciation	• <i>acquiring a general knowledge of phonetics</i> • <i>reading reference materials about TL rules</i>
	Setting goals and objectives	• <i>deciding to focus one's learning on particular sounds</i> • <i>deciding to memorize the sounds (or the alphabet) right away</i> • <i>deciding to focus one's listening on particular sounds</i>
	Planning for a language task	• <i>preparing for an oral presentation by writing difficult-to-pronounce words very large in one's notes</i>
	Self evaluating	• <i>recording oneself to listen to one's pronunciation</i>
Affective	Using humor to lower anxiety	• <i>having a sense of humor about mispronunciations</i>
Social	Asking for help	• <i>asking someone else to correct one's pronunciation</i> • <i>asking someone else to pronounce something</i>
	Cooperating with peers	• <i>studying with someone else</i> • <i>teaching or tutoring someone else</i>

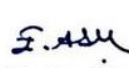
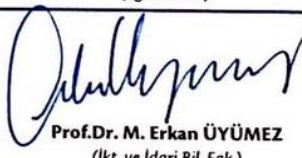
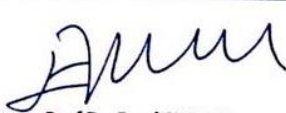
Appendix L
Etik Kurul İzni

Evrak Kayıt Tarihi: 14.02.2019 Protokol No: 13613

Tarih: 27.02.2019



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Sözlü İletişim Becerilerini Ölçen Sınav Türlerinde Sesletim Alt Becerilerinin Ölçüm Sonuçları Üzerindeki Etkisi
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TEZ YAZARI:	Kardelen KILINÇ
ALT KOMİSYON GÖRÜŞÜ:	-
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