



## **The Effect of Pronunciation Teaching with Self-Listening and Self-Assessment Model on Pronunciation Skills of Foreign Students Learning Turkish**

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### **ABSTRACT**

*This research was carried out to determine the effect of pronunciation teaching with self-listening and self-evaluation model on the pronunciation skills of foreign students learning Turkish. The quantitative dimension of the research, in which the mixed method was used, consists of the "pre-test/post-test random design with control group", and the qualitative dimension consists of the data obtained from the interviews with the experimental group. The research group consists of six foreign students whose mother tongue is Arabic. During the eight-week pronunciation teaching process, the participants in the experimental group recorded their own voices after listening to the model audio recordings in each study and corrected their pronunciation mistakes by listening to their own audio recordings. In addition, the participants in the experimental group evaluated themselves by filling out a self-evaluation form in each study. The participants in the control group, on the other hand, corrected their pronunciation problems according to the feedback given by the researcher after listening to the model audio recordings. The quantitative data of the study were evaluated by the evaluation of the audio recordings obtained from a story read aloud to the participants before and after the pronunciation training, and the self-evaluation forms that the experimental group filled in each study; The qualitative data were obtained through the interview questions directed to the experimental group after the applications. In the research, the audio recordings obtained from the audio readings of the experimental and control groups were analysed using the Praat 6.0.01 program. Quantitative data obtained were analysed with descriptive analysis technique. To determine the relationship between the self-evaluation scores of the experimental group and the post-test scores, the data of the experimental group were recorded in the Excel program and evaluated by calculating separately. The qualitative data obtained from the interviews with the participants in the experimental group were analysed with the descriptive analysis technique. At the end of the research, it was concluded that pronunciation teaching with self-listening and self-evaluation model increased the success in pronunciation skills and the participants expressed positive opinions about this method.*

### **INTRODUCTION**

In the age of globalization, technological developments have caused strong integration and effective interaction among people. Because of this interaction, it has become a necessity to know

a language other than the mother tongue. Many people learn foreign languages due to various reasons such as the increase in globalizations, the rapid development of technology, the increase in interest in tourism, and the development of education and job opportunities abroad. In recent years, there has been an increasing interest in learning Turkish as a foreign language. It is seen that there is an increasing interest in Turkish, especially in Europe and the Turkic republics. In addition, the number of students coming to Turkey for university education is increasing every year.

In addition to the interest in Turkish, some problems that arise in learning also draw attention. Studies have emphasized that one of the problems experienced by foreign students learning Turkish is pronunciation (Açık, 2008; Karababa, 2009; Kara, 2010; Tüm, 2014; Sancı Uzun vd., 2014; Demirci, 2015; Özkan, 2015; Yağcı, 2017; Moralı, 2018; Çelebi and Börekçi, 2020). In addition, it is stated that one of the problems arising from the effect of mother tongue in teaching English as a foreign and second language is pronunciation (Pennington, 1986; Derwing and Munro, 2005). Tüm (2014) in her study in which he examined the pronunciation problems encountered in multinational classrooms; She states that there is difficulty in pronouncing Turkish phonemes, especially in classes formed by students from different language families, and this may be due to the fact that the phonemes produced by the students in the target language are similar to, the same as, or different from the phonemes in their mother tongue or other languages they have learned.

Özkan (2015), on the other hand, in his study in which he examined the effect of intermediate diction education on reading aloud in teaching Turkish as a foreign language; He states that foreign students can see some different pronunciations coming from their own language characteristics, and the student who cannot make out the sound in the target language or makes wrong readings feels self-unsuccessful and may display a negative attitude towards that language. The most important tool of vocalization activities is listening/watching exercises. Listening, which is based on the interpretation of the sounds heard, is the first language skill to be acquired. Listening, which is one of the most used skills in almost every moment of life, begins to develop before being born and the individual uses this skill continuously until his/her death (Melanlıoğlu, 2012). An individual with advanced listening skills can perform an effective speaking action. The situation is no different in foreign language learning. The prerequisite for the student to gain familiarity with the language they will learn for the first time, that is, to recognize and understand the sounds specific to that language, and to be able to make the correct pronunciations is listening (Yalçın, 2018). Pronunciation learning occurs gradually and is largely dependent on students' self-regulated efforts and practice outside the classroom (Dickerson, 1994). Listening exercises for pronunciation should be carried out in language laboratories in an environment away from noise, by listening to and listening to the characteristics of sounds, paying attention to the pronunciation of words. In addition, sound recordings and videos should be listened and watched, and imitation and repetition studies should be done. Errors should be tried to be corrected by focusing on them one by one (Arı, 2018). Listening to the student's own voice and self-evaluation may allow him to notice and correct his mistakes more easily while listening exercises are carried out for a correct pronunciation. It is also stated that “self-assessment can be a valuable pedagogical tool to help second language learners acquire more authentic pronunciation (Lappin-Fortin and Rye, 2014). For this reason, self-listening/monitoring studies have an important place in foreign language teaching.

In the traditional pronunciation teaching process, the teacher is generally expected to show the correct pronunciation and the student is expected to correct the mistake by listening to the teacher. In the education carried out in this way, since students have difficulties in understanding

and correcting their mistakes, a lot of time is spent in the teaching process or the mistakes that cannot be corrected are not emphasized much (Tüm, 2014; Arı, 2018, etc.). “Assessment processes, in which the teacher holds all power and makes all judgments, limit the potential for learner development in all these aspects.” (Kolesnikova, Maslova and Mishieva, 2020). It is thought that for an effective pronunciation teaching to be carried out, the student's awareness of his own pronunciation problems will contribute to the solution of these problems more easily.

In pronunciation teaching, where the self-listening and self-evaluation model is used, students first listen to the correct pronunciation from the model audio recording. They then record their own voices with a voice recorder and listen to their own pronunciation and notice incorrect pronunciations.

Students who self-evaluate their own pronunciation work more diligently because they take responsibility for correcting their mistakes. By applying this model, students who have a better pronunciation over time will have higher self-confidence when speaking in public, as they are aware of how they speak, and they will be more willing to speak the language they have learned. It is thought that the practice of teaching pronunciation with the model of self-listening and self-evaluation in foreign language teaching will benefit students in many subjects such as pronunciation skills, social development, self-awareness, and learning to learn.

There are some studies abroad using the self-listening and self-evaluation model. For example, Kang (2016) evaluated the effect of incorporating metacognitive strategies into podcast activities in developing second language learners' self-regulation and listening skills. In this study, students in the experimental group received self-awareness strategy instructions and filled out the self-awareness questionnaire every week while listening to their talk via podcast. Hewitt (2000) aimed to examine the effects of self-assessment, self-listening and modelling on middle school students' musical performance and practice attitude. Zimmerman (2005) investigated the effects of self-recording, self-listening and self-assessment in the private lesson studio and found that there were positive differences in the participants who listened to themselves. İnceoğlu (2021), on the other hand, revealed the effect of pronunciation (self) awareness on pronunciation change because of his/her experimental study aimed at improving the pronunciation skills of students learning French.

When the literature is examined, it has been determined that the number of studies on self-listening and self-evaluation in teaching Turkish as a foreign language is limited. Although there are some studies on self-assessment (Şen, 2016; Çelebi, 2017; Kurnaz, 2019, etc.), the lack of an experimental study examining the effect of pronunciation teaching with self-listening and self-evaluation model on pronunciation skills in teaching Turkish as a foreign language has revealed the need to conduct this study. It is thought that the effect of teaching pronunciation with the self-listening and self-evaluation model on the pronunciation skills of foreign students learning Turkish is important. In this direction, the aim of the research is to try to determine the effect of pronunciation teaching with self-listening and self-evaluation model on the pronunciation skills of foreign students learning Turkish. For this purpose, answers were sought for the following sub-problems.

1. What are the words that the experimental and control groups had problems with pronouncing vowels in the pre-test reading aloud?
2. Is there a difference between the pre-test and post-test scores of the experimental and control groups?
3. Is there a difference between the post-test scores of the experimental group and the control group?

4. What is the contribution of the experimental group's self-evaluations in the process to their development?
5. What are the opinions of the experimental group about the self-listening and self-evaluation model?

## METHODOLOGY

### Research Model

In this study, which aims to determine the effect of pronunciation teaching with self-listening and self-evaluation model on the pronunciation skills of foreign students learning Turkish; The explanatory mixed method was used, in which quantitative data were collected and analysed first, and then qualitative data were collected to complement and refine these data (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2018). The quantitative dimension of this research, in which both quantitative and qualitative research methods are handled, consists of the experimental designs, "pre-test-post-test random design with control group", and the qualitative dimension consists of data obtained from interviews with the experimental group.

### Participants

The research group consists of six students whose mother tongue is Arabic and studying at the Turkish Teaching Application and Research Centre of Ondokuz Mayıs University (TÖMER) at B level. In the selection of the students whose mother tongue is Arabic in the research group, it was stated in the literature that these students have similar problems in the pronunciation of vowel sounds that are not in their mother tongue. To divide the research group into the experimental and control groups equally, the text named "Mevlâna" (YEE, 2014) suitable for the level of the students was read to 12 students whose mother tongue is Arabic and their voices were recorded. Of these 12 students, six students who had similar problems and volunteered to participate in the study were selected, and three were included in the experimental group and three were included in the control group. After examining the voice recordings of the students by experts in the field of Turkish education, the vowel sounds that had problems were determined, and students with similar problems were tried to be determined. It was determined that the research group generally used i instead of e, fine a instead of e, i instead of ı, u instead of ü, o instead of ö, u instead of o. In addition, it has been determined that pronunciation mistakes such as saying short vowels that should be said long, long vowels that should be said short, adding voices are made about vowels. The students who had similar problems in the pronunciation of vowels were equally divided into the experimental and control groups. As a result of these applications, three students were determined in the experimental and control groups.

### Application Process

In the application phase, students with the same pronunciation problems in the experimental and control groups were used for eight weeks, using the TDK voiced Turkish Dictionary, starting from the studies aimed at overcoming laziness in the speech organs, respectively, sound, phoneme, word, sentence, rhyme, and text reading exercises were carried out.

In this teaching process, while the experimental group was taught with the self-listening and self-evaluation model, the control group was taught traditional pronunciation.

The students in the experimental group, who were taught pronunciation with the self-listening and self-evaluation model, listened to the audio recordings containing the correct pronunciations prepared by an expert in the field of Turkish education, on the computer. Later, they made this pronunciation themselves and recorded their voices and tried to evaluate whether there was a similarity between their own voice and the model voice recording. At the end of each lesson, the students in the experimental group were given a self-evaluation form related to the topic covered that day to evaluate themselves, and the students evaluated whether they made the correct pronunciation in this way. Since the participants were foreign nationals, it was preferred to use the self-evaluation forms in the form of a triple Likert type scale.

The students in the control group, who were taught pronunciation in the traditional way, listened, and repeated the correct pronunciations from the computer in each study they did. They corrected the pronunciations, which were stated to be incorrect by the researcher who provided feedback.

During the application process, the same materials were used in both groups and the same subjects were covered. Topics covered each week are as follows:

1. Voice exercises (week 1)
2. Pronunciation exercises (2nd week)
3. Vocabulary exercises (3 and 4 weeks)
4. Sentence exercises (5 weeks)
5. Rhyme exercises (6 and 7 weeks)
6. Text reading exercises (8th week)

The implementation process was ended by teaching sixteen hours of lessons in eight weeks with two-hour lessons per week. During the application process, 200 words used in vocabulary studies were taken from Ölker's (2011) doctoral thesis named "Word Frequency of Written Turkish", and the last ten rhymes in the rhyme studies were taken from Eraslan's (2018) book "Turkish Diction for Foreigners".

### **Data Collection Tools**

In the research, to determine the text to be used to obtain the pre-test and post-test data, the five vowel sounds (e, ı, o, ö, ü) that the participants made the most pronunciation mistakes in the first text of "Mevlâna" were determined. The narrative text "Püf Noktası" (YEE, 2014), which contains enough words about these vowels and contains all the Turkish sounds, was chosen to be used in the pre-test and post-test by taking expert opinion in the field of teaching Turkish as a foreign language.

After the control and experimental groups were formed, the "Tip" text was first read silently to both groups, and then the audio readings were recorded with the Audacity audio recording program using a professional microphone. In this way, pre-test data of the participants were obtained. At the end of the study, to obtain the post-test data of the participants, the text called "Tip" was read silently to both groups, as in the pre-test, and then the voice readings of the participants were recorded with the Audacity audio recording program.

To obtain the self-evaluation data of the experimental group in the study, a self-evaluation form prepared by the researcher in the form of a 3-point Likert-type scale was given to the participants at the end of each lesson for eight weeks. In the forms, the statements "I pronounced

in accordance with the model sound recording, I did it partially, I could not” were included and the participants themselves evaluated the similarity of their own pronunciation to the model sound recording. In the self-evaluation forms, the evaluations of the participants for each week were collected and scored. Thus, the self-evaluation data of the experimental group were obtained.

Five interview questions were prepared to reveal the opinions of the experimental group about teaching pronunciation with the model of self-listening and self-evaluation, and they were applied at the end of the application process. The opinions of the experimental group were recorded and transcribed.

## Analysis of Data

### • Quantitative Data Analysis

In the research, the audio recordings obtained from the audio readings of the experimental and control groups were analysed using the Praat 6.0.01 phonetic analysis program. In the " Püf Noktası" text, which was used as a pre-test and post-test to reveal the difference between the pre-test and post-test oral readings of the experimental and control groups in the research, the study group compared the five vowels (e, ı, o, ö, ü) 10 words for each related vowel, a total of 50 words were identified. These words were examined and evaluated in terms of vowels in the Praat 6.0.01 phonetic analysis program. Both the pre-test and post-test audio recordings of the experimental and control groups were scored separately, with a score of 1 for correct pronunciations and 0 for incorrect pronunciations. The obtained data were analysed with descriptive analysis technique. In the analysis of quantitative data, percentage, frequency, and arithmetic mean were used. Frequency and percentage values of the data were calculated. Thus, it was tried to determine whether there was an improvement in pronunciation between the pre-test and post-test readings of the study group.

To determine whether there is a relationship between the self-evaluation scores of the experimental group and the post-test scores, the data obtained from all the students in the experimental group for eight weeks were recorded in the Excel program, and tables were created by calculating the self-evaluation scores of each student separately.

### • Qualitative Data Analysis

The experimental group's views on teaching pronunciation were analysed using the descriptive analysis technique. Since the participants were foreign nationals, and their numbers were low, the answers given by the experimental group to the interview questions were recorded with a voice recorder and then transcribed using the Word program in the computer without any changes.

## RESULTS

### Results on the first research question

**Table 1.** Pre-Test and Post-Test scores of the experimental group

Participant	Pre-Test		Post-Test		Difference
	Correctly pronounced word	%	Correctly pronounced word	%	

<b>K1</b>	15	%30,0	27	%54,0	%24,0
<b>K2</b>	23	%46,0	43	%86,0	%40,0
<b>K3</b>	18	%36,0	35	%70,0	%34,0

When Table 1 is examined, it is seen that Participant 1 correctly pronounced 15 words out of 50 words, Participant 2 pronounced 23 and Participant 3 correctly pronounced 18 words in the pre-test. Participant 2 is the person with the highest number of correct pronunciations in the pre-test. In the post-test, it is seen that Participant 1 pronounces 27 words correctly, Participant 2 pronounces 43 words, and Participant 3 pronounces 35 words correctly. Considering the number of words that the participants pronounced correctly in the pre-test and post-test, it can be said that there is a positive development. The scores indicated under the achievement heading in the table also show that there is a positive difference.

**Table 2.** Pre-Test and Post-Test scores of the control group

Participant	Pre-Test		Post-Test		Difference
	Correctly pronounced word	%	Correctly pronounced word	%	
<b>K4</b>	18	%36,0	28	%56,0	%20,0
<b>K5</b>	14	%28,0	19	%38,0	%10,0
<b>K6</b>	22	%44,0	30	%60,0	%16,0

When Table 2 is examined, it is seen that Participant 4 pronounces 18 words out of 50 correctly, Participant 5 pronounces 14 words and Participant 6 pronounces 22 words correctly in the pre-test. The person with the highest number of correctly pronounced words in the pre-test is Participant 6. In the post-test, it is seen that Participant 4 pronounces 28 words correctly, Participant 5 pronounces 19 words, and Participant 6 pronounces 30 words correctly. Considering the number of words correctly pronounced by the participants in the pre-test and post-test, it is noticed that there is a positive development, albeit at a low rate.

### Results on the second research question

**Table 3.** Post-test pronunciation scores and general achievements of the experimental and control groups

	Post-Test	%	Overall Success
<b>Experimental</b>	104	%69,3	%32,0
<b>Control</b>	78	%52,0	%15,3

When Table 3 is examined, the post-test pronunciation score of the experimental group is 104 and the percentage rate is 69.3%. The final test vocalization score of the control group was 78 and the percentage rate was 52%. The overall success of the experimental group between the pre-test and the post-test was found to be 32.7%, and the control group 15.3%. Based on these findings, it can be said that the experimental group, which was taught pronunciation with the self-listening and self-evaluation model, was more successful in the post-test than the control group. Although there is a positive improvement in the control group, which is taught pronunciation in the traditional way, this improvement is less than in the experimental group.

## Results on the third research question

**Table 4.** Post-test scores and self-evaluation scores of the experimental group

	Post-Test	Self-assessment scores	Difference
K1	%54,0	%86,0	%32,0
K2	%86,0	%99,7	%13,7
K3	%70,0	%81,5	%11,5

When the post-test scores of the experimental group are compared with the self-evaluation scores, Participant 1's post-test score is 54.0%, while the self-evaluation score is 86.0% and the difference is 32%. Participant 1 evaluated himself as 86.0% successful in the process, but achieved a little less success than his own evaluation. Accordingly, it can be said that there was a positive improvement in the pronunciation of Participant 1 in the process and this improvement was less than his own evaluation.

It is seen that the self-evaluation score of Participant 2, who had the highest post-test score, was also the highest with 99.7%. Although he evaluated himself very close to 100% in his self-assessment, he achieved 86.0% success in the post-test. In other words, although Participant 2 could not achieve as high a level of success as he/she evaluates himself/herself, there is only a 13.7% difference between the self-assessment score and the post-test score, and it can be said that Participant 2 is successful in assessing his own success.

Participant 3, who had the lowest self-evaluation score of 81.5%, had a post-test score of 70% and the difference between the post-test score and the self-evaluation score was 11.5%. It can be said that Participant 3, who was found to have a positive development in his pronunciation during the process, was also quite successful in self-evaluation like Participant 2.

## Results in relation to the fourth research question

### *Responses of the participants to the first question*

*What feelings and thoughts did listening to your own voice create in you? Have you heard your own pronunciation before?*

Participant 1: "I feel like my self-confidence is increasing when I listen to my own voice. When talking to others, I realize how badly I speak. For this, I always do something that I ask myself a question that I will ask two or three times before I ask my teacher while I am in class. After that, I turn on my microphone and start arguing with my teacher."

Participant 2: "I wasn't listening to my pronunciation before. Instead, I was asking the opinions of the people I spoke to about my pronunciation. Now that I listened to my voice, I realized mistakes that I had never noticed before and felt that I needed to speak and practice more."

Participant 3: "It felt good to listen to my voice and I felt that I wanted to improve my speaking even more, yes I have listened to it before."

When we look at the answers of the participants to the first question in general, the participants stated that listening to their own voices increased their self-confidence, they noticed their own pronunciation, they noticed mistakes that they had not noticed before, they felt how important it was to practice for themselves, it was nice to listen to their own voice and they wanted to improve their speaking more. they have stated. The participants, who did not have the opportunity to listen to their own pronunciation before, listened to their own pronunciation and tried to realize and



correct their own mistakes, thanks to the pronunciation teaching carried out with the self-listening and self-evaluation model, which shows that the research contributed positively to the development of the students. In addition, considering the opinions of the participants, it can be said that the participants will try to improve themselves more in speaking and pronunciation after this study. Considering that one of the biggest problems experienced by foreign students when speaking Turkish is the lack of self-confidence, the fact that the students' self-confidence increased thanks to this study shows that the study contributed positively to the personal development of the students.

### ***Responses of the participants to the second question***

*What kind of differences do you think have occurred in your speech after doing this study?*

Participant 1: “I had problems with some letters. Now I can say that I have partially solved these problems. For example, the letters ü, ö and ı. Another change is that I can say that my ability to read faster has been improved.”

Participant 2: “I started to pay more attention to vowels and especially letters that are not in my native language (ı, ö, ü).”

Participant 3: “The difference between vowels became clearer. I think I'm speaking more clearly.”

In the answers given by the participants to the second question, the participants stated that working with vowel sounds, especially sounds such as "ü, ö, ı", which are not in their mother tongue, had a positive effect. Since the main focus of this research is to contribute to the development of the participants about vowel sounds, the fact that the participants stated that there was a positive development in their pronunciation in this sense shows that the study was successful at the point it wanted. In addition, when looking at the answers, the participants stated that they noticed that their reading was faster and their speaking was more understandable thanks to this study. This shows that the pronunciation teaching, which is carried out with the self-listening and self-evaluation model, contributes positively to the development of the language skills of the participants.

### ***Responses of the participants to the third question***

*After this pronunciation practice, what kind of feedback did you get from the people around you about your speech?*

Participant 1: “I started to notice that I was speaking better. Moreover, I can now argue with others without fear of making mistakes.”

Participant 2: “I can't give an answer about this issue as there are very few people I have spoken to in Turkish lately.”

Participant 3: “They said that my pronunciation was clearer. They said that my speech became clearer and I spoke more fluently”

Considering the answers given to the third question, Participant 2 could not answer this question because he could not receive feedback from the people around him about his speech due to the Covid-19 global epidemic. Looking at the answers of Participant 1 and Participant 3, the participants stated that they could discuss with others without fear of making mistakes, and that the pronunciation of the people around them was clear, understandable and fluent. The fact that

students receive positive feedback from the people around them while speaking Turkish causes them to be more self-confident and more willing to speak Turkish. In this respect, it can be said that this pronunciation study contributed to the social development of the participants.

#### ***The fourth question and the answers given by the participants***

*What do you think are the positive and negative aspects of this study?*

Participant 1: “I think it was good work overall. However, we can achieve better results if done face to face. Also, long sentences and texts should have been more than what you offered.”

Participant 2: “The positive side is that the work progresses gradually, starting from letters to sentences and rhymes. I did not see the negative side, but I think it would be more useful if there were supporting videos about tongue and mouth movement in the letters section.

Participant 3: “Very good work, I think it does not have any negative aspects. It helped me a lot, there were no disadvantages. I never thought I would get such correct pronunciation before.”

When the answers given by the participants to the fourth question are examined, it is seen that Participant 1 found the study good in general, but negatively stated that the study was not done face-to-face and that long sentences and texts were not enough. Participant 2 stated that the positive side of teaching pronunciation with the self-listening and self-evaluation model is its gradual progression from sound studies to text studies. Participant 2 stated that he did not see the negative side of this study, but stated that he thought it would be more beneficial to have supporting videos. In this model, for the time being, only sound recordings were used in the research process, and more activities for the sense of hearing were carried out. A more effective learning will take place since there are videos that include mouth movements as well as sound recordings. In this respect, as stated by Participant 2, the development of this model with supporting videos will contribute to a more effective pronunciation teaching. Participant 3, on the other hand, stated that the study was very good and did not see the negative side, and expressed his satisfaction with the teaching of pronunciation.

#### **Responses of the participants to the fifth question**

*Do you think that this method should be used in Turkish teaching centers?*

Participant 1: “Yes, especially in reading classes.”

Participant 2: “I think it is absolutely necessary because such practices are very helpful for the student to realize his own mistakes.”

Participant 3: “Yes, it is a very useful method.”

Considering the answers given to the fifth question, all three of the participants think that this model should be used in Turkish teaching centers. Participants stated that pronunciation teaching with self-listening and self-evaluation model should be used especially in reading lessons, and such studies would be beneficial for students to realize their own mistakes.

When we look at the answers given to the interview questions in general, it can be said that performing the pronunciation teaching, which is often neglected, with the self-listening and self-evaluation model in Turkish teaching centers will contribute to the increase of self-confidence while improving the pronunciation of the students.

## DISCUSSION AND CONCLUSION

The results of the study, which investigated the effect of pronunciation teaching, which is carried out with the self-listening and self-evaluation model, on the pronunciation skills of foreign students learning Turkish are as follows:

Considering the number of words that the experimental and control groups made correct pronunciation of vowels in the pre-test audio readings, it was determined that the experimental group pronounced 56 (37.3%) words out of 100 correctly, and the control group voiced 55 (36%) out of 100 words. Based on these findings, it can be concluded that the two groups were equally similar to each other in the pre-test. In addition, the fact that the participants had difficulties in pronouncing the vowels [ü], [ö], [ı] and sounding these vowels similar to [o], [u], [i] shows that foreign students have more difficulty pronouncing sounds that are not in their native language.

When the differences between the pre-test and post-test scores of the participants are examined, it is seen that there is an improvement in both the experimental group and the control group. However, it is noteworthy that there was much more improvement in the pronunciation skills of the participants in the experimental group compared to the participants in the control group. As a result, it can be said that doing pronunciation exercises with foreign students, albeit with different methods, improves the students' pronunciation skills in a positive way. However, implementation of pronunciation teaching with self-listening and self-evaluation model instead of traditional pronunciation teaching contributes more to the development of students' pronunciation skills. In addition, the general success of the experimental group between the pre-test and the post-test is 32.7%, the overall success of the control group is 15.3%, and the success difference between them is 17.4%. shows that it is a viable model.

When the self-evaluation averages of the experimental group during the process and the post-test scores are compared, it is seen that the participants in the experimental group are in good condition in evaluating their own pronunciation. When the results of the research are examined in general, it has been concluded that the students' self-evaluation of each practice they do during the pronunciation teaching process contributes to their pronunciation skills and positively affects the increase in their self-awareness levels.

The fact that the participants, who could not listen to their own pronunciation before, stated that listening to their own voices increased their self-confidence and self-awareness, and that they became more willing to improve their speech, shows that pronunciation teaching with the self-listening and self-evaluation model contributes to the personal and social development of the students. The gradual progression of pronunciation teaching from sounds to text studies has positively affected the students' pronunciation skills. The participants stated that at the end of the eight-week pronunciation teaching process carried out with the self-listening and self-evaluation model, their reading was faster, their speaking was clearer and more understandable, and that they especially pronounced the vowels that were not in their native language more accurately, and that the applied model was effective in terms of language development and pronunciation skills. brought to its conclusion. This situation shows that the views of the participants on teaching pronunciation with the model of self-listening and self-evaluation support the quantitative results of the research.

In the study, when the pre-test voice readings of the participants were examined, it was determined that they made pronunciation mistakes especially in the words containing the vowels [ö], [ü] and [ı], and they made more wrong pronunciations in the words where the same vowel was followed one after the other. After the pronunciation teaching carried out with the self-listening

and self-evaluation model, it was determined that the mistakes made by the participants in the pre-test regarding the pronunciation of the vowels were greatly reduced in the post-test, and their reading and speaking were more fluent. Kang (2016) found in his research that students who use self-listening and self-regulation skills in second language learning are more successful than students who do not.

The results of this study showed that pronunciation teaching with self-listening and self-evaluation model had a significant effect on the development of the pronunciation skills of the experimental group. Participants tried to improve their pronunciation by listening to model audio recordings and then recording and listening to their own voices. In this process, they evaluated the similarity of their own pronunciation with the model sound recording through self-evaluation forms prepared for each study. Thus, they took responsibility for their own learning and developed their self-criticism and self-awareness skills. Teaching pronunciation with the model of self-listening and self-evaluation provides important contributions to students in terms of improving their pronunciation skills, reading aloud skills, and personal and social skills. The results of studies using self-listening and self-evaluation methods (eg Kang, 2016; Zimmerman, 2005; Hewitt, 2000; Levis, 2007) support the results of this research. In addition, the results of this research show that listening skill in pronunciation teaching will contribute to the students' understanding of their mistakes more easily, that the use of technology in pronunciation teaching will make teaching more efficient and contribute to the development of the student's self-evaluation.

In the research, by using the model voice recordings prepared by the researcher, the students were provided to record their voices with a voice recorder. In researches, it has been observed that online language teaching applications such as “Macmillan English Campus” use time-saving self-listening activities through computer software. It is thought that the use of such online applications and software in the teaching of Turkish as a foreign language will contribute to the students' education of diction more efficiently, will allow them to repeat it whenever and wherever they want, and will help save time.

All these results show that the effect of the pronunciation teaching performed with the self-listening and self-evaluation model on the pronunciation skills of the experimental group is higher than that of the control group in which the traditional pronunciation teaching method was applied. In addition, the findings regarding the qualitative dimension of the research also support the quantitative findings.

It is thought that the use of pronunciation teaching with self-listening and self-evaluation model for effective pronunciation teaching in teaching Turkish as a foreign language will contribute to the development of students' pronunciation skills. By using the model voice recordings used for this study or the voice recordings recorded by another expert, it can be ensured that the students listen to the correct pronunciations and then record their own voices. They can be given the opportunity to repeat them until they notice and correct the pronunciation mistakes in their own voice.

Self-listening and self-evaluation model can be used effectively in other branches of diction education such as intonation, emphasis and pause, as well as pronunciation teaching.

Those who learn Turkish as a second language may have problems with pronunciation, as well as native speakers of Turkish may have many problems with pronunciation. By conducting research on this subject, the self-listening and self-evaluation model can be used when giving diction training to native Turkish speakers, and even while giving speaking training in front of the community.

Self-listening and self-assessment models can be used to develop fluent reading skills. The student's reading aloud is recorded via a voice recorder, and the student can listen to it, and it can be ensured that he/she evaluates his/her own reading. Thus, errors related to reading are resolved in a short time and permanently.

It is observed that the students who graduated from Turkish teaching centers have deficiencies in the pronunciation of Turkish. It is thought that teaching pronunciation by using self-listening and self-evaluation model while teaching Turkish in these centers will be significantly effective in improving students' pronunciation skills. Pronunciation and diction training can be given by using this model in Turkish teaching centers.

People who learn Turkish abroad acquire speaking skills later than people who learn Turkish in Turkey, since Turkish is not spoken around them. In addition, it is thought that people who learn Turkish abroad have more problems with pronunciation. For these reasons, teaching pronunciation with the model of self-listening and self-evaluation can also be used in institutions that provide Turkish education abroad.

The mother tongue of all participants in this study is Arabic. This study can also be done with foreign students whose mother tongue is different. In addition, the research was limited to vowel sounds, as the participants in this study had problems with the pronunciation of more vowel sounds. Therefore, another study using consonant sounds can be done.

Due to the Covid-19 global epidemic, this research was conducted with six participants. By applying this model in larger groups, it can be tried to determine the effect on the pronunciation skill.

It is very important to use materials that appeal to many senses in order for learning to become permanent in the education and training process. The self-listening and self-evaluation model, as used in this research, appeals to the ear more. The use of videos showing the origins of sounds can make learning more permanent. Therefore, this model can be further developed with supporting videos showing mouth-tongue movements by using technological possibilities.

Today, many people use smart mobile phones and many people learn languages through applications on their phones. Since the self-listening and self-evaluation model is very suitable for individual learning, it can be designed as an application that can be used on a mobile phone or computer. Thus, many people who want to learn Turkish can contribute to learning the language more easily.

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