

KARADENIZ TECHNICAL UNIVERSITY
FACULTY OF ARTS AND SCIENCES
DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE

TEACHING PRONUNCIATION: A CRITICAL APPROACH

GRADUATION THESIS

ERDAL AYAN

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TRABZON

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The examining committee appointed
by the Department of Western Languages and Literature
has read the graduation thesis of the student.

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For the graduation thesis of the student,
the committee has decided that the thesis of the student is satisfactory.

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ABSTRACT

This study aims to represent the developing status of pronunciation teaching in a context of comparison and contrast, and tries to illustrate the learners' and lecturers' positions, roles and most importantly responsibilities required by today's methodology of pronunciation teaching. In this context, it is argued that pronunciation teaching methodologies have changed over decades since the *Reform Movement*. The exact status of teaching pronunciation appeared first in the Audio Lingual Methods and continued in the Communicative Language Teaching methods; however, the ways of teaching pronunciation has explicitly a long history and the principles of *Reform Movement* affects the approaches of the following teaching methods. The current approaches provided the scholars with new perspectives, and Penny Ur is one of these scholars whose ideas and principles are analysed here. Even though Ur's claims about non-deliberate teaching of pronunciation, the results gotten from the questionnaire and sound analyses conducted in KTU-FEF show that pronunciation should be taught deliberately. More importantly, learners and lecturers' roles and responsibilities should be considered in terms of the learners' approaches towards the L2 and the course as well as following the current and upcoming technological developments in the methodology of pronunciation teaching, and furthermore, the individual problems dealing with pronouncing sounds revealed in the study. The study outlines the current conditions in the department and gives new insights into how to teach pronunciation. In this sense, the purpose of the study is to judge neither the learners nor the lecturers but it does reflect a critical perspective.

Key Words: Teaching pronunciation, approaches towards pronunciation, individual differences, pronunciation problems and sound analyses.

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AUTHOR'S DECLARATION

I hereby declare that this project is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this paper has not been submitted for any other degree or award.

Signed.....

Date.....

List of Abbreviations

CAH	: Contrastive Analysis Hypothesis
CAP	: Computer-Aided (Assisted) Pronunciation
FEF	: Fatih Education Faculty
GenAm. (or AA)	: American Accent
IDEA	: International Dialects of English Archive
KTU-DELL Technical University	: Department of English Language and Literature at the Black Sea
L1	: First Language or Mother Tongue
L2	: Second or Foreign Language
MI	: Multiple Intelligence
n	: Noun
N	: Number of Students
NNS	: Non-Native Speaker
NS	: Native Speaker
RP	: British Accent
v	: Verb