

Suudi Öğrenenlerin Arapçada Olmayıp Türkçede Olan Ünsüz Seslerde Yaptığı Telaffuz Hatalarının Analizi

Error Analysis of Pronunciation in Turkish Consonant Voices not Existing in Arabic of Saudi Learners

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EXTENDED SUMMARY

The purpose of this study is to illustrate how Saudi students, who are native Arabic speakers, pronounce Turkish consonant voices that do not exist in Arabic, and observe if they show improvement after the teaching process. In this study, Robert Lado and his contemporary Fries' contrastive analysis method is used to solve the difficulties faced by learners during language learning. According to Lado, similarities and differences between the mother tongue of the learner and the target language affect the learning process. Lado's strong version theory stands for this fact. With regard to strong version, for the learners, similar forms and patterns to mother tongue are easier to learn during target language learning process. However, the different forms and patterns of the target language from the mother tongue are difficult to learn. During this study, strong version of Lado was taken into consideration. Therefore, the different Turkish constant sounds from Arabic language were picked and these constant sounds which Saudi students who are learning Turkish as a foreign language have difficulty in pronouncing were designated with contrastive analysis, and the learners were made to pronounce these voices in the beginning, middle and end of chosen words. Study group of this study was chosen from only Saudi students because homogeneous study group was important to get the best and similar pronunciation results. With the help of Stephen Pit Corder's error analysis method, the reasons of pronunciation errors of the learners were tried to be found and teaching process focused on pronunciation was applied to solve these mistakes. Error analysis helps to find the causes and solutions of pronunciation errors. According to this theory, there are three different reasons for pronunciation mistakes: sounds that are not found in the native language, sound transmission from the mother tongue to the target language and over-generalization of the pronunciation rules of the target language. In this study, it was not enough alone to make the contrastive analysis of the sounds in Turkish and Arabic to find the reasons of pronunciation mistakes, so the error analysis of pronunciation mistakes of Saudi learners was performed. It is necessary to see the error analysis as complementary and supporter of contrastive analysis, not as an alternative. For this reason, it is necessary to study error analysis that will verify the assumptions of contrastive analysis. In the light of these facts, in this study the sources of the pronunciation mistakes were identified and extra pronunciation studies were applied during the learning process to eliminate them. The study was conducted as a pre-testing, a learning process and a post-testing, and it was measured if the learners overcome the pronunciation mistakes with the help of learning process. The voice recordings of the pre-testing and post-testing were evaluated by the evaluation group of five lecturers who have language education backgrounds and the effect of the learning process on the pronunciation problem was tested. The voice recordings of the pre-testing and post-testing were listened to the evaluation group and two alternative tests were presented to them to identify the sound they heard and they were requested to circle the sound they heard on the test. Evaluation note for the target sound was 1 and for the wrong sound was 0. In the end, the total scores for pre-testing and post-testing were compared and it was revealed that for which sounds the learning process is effective and for which sounds is not. According to this, it can be said that, as a result of pronunciation studies, Saudi learners have succeeded in pronunciation of Turkish sounds which do not exist in Arabic. However, during the study it was understood that using comparative analysis and error analysis is impossible to be performed in mixed class because of different patterns and forms of the mother tongues of the learners. Therefore, it is quite obvious that to improve the pronunciation with the help of contrastive analysis and error analysis methods, homogenous study group is a must.