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Teaching English Pronunciation to Prep-Class Students: A Needs Analysis Study

Hazırlık Öğrencileri İçin İngilizce Telaffuz Öğretimi: Bir İhtiyaç Analizi Çalışması

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Abstract

In the 21st century, learning a foreign language and being able to communicate in that language has become a very important competence. Therefore, it becomes very important for an individual who learns a foreign language to acquire the main skills (listening, speaking, reading, and writing) and sub-skills (grammar, vocabulary, and pronunciation) in language education, but it is also clear that not much importance is given to pronunciation skill compared to other skills. Thus, the purpose of the research was to find out the opinions of the prep-class university students regarding their foreign language pronunciation skills, and to analyze their needs related to teaching pronunciation skills, and to use the research as a needs analysis of the curriculum design that will be prepared following the current study. The study was designated according to qualitative research methods, and the case study model was applied. The research data was collected from 213 students through the form consisting of five open-ended questions prepared by the researcher, and the data obtained were analyzed by the content analysis method. As a result of the research, it was determined that the students have some important problems with pronunciation skills and that they find this skill highly important in terms of language learning.

Öz

21. yüzyılda bir yabancı dil öğrenmek ve o dilde iletişim kurabilmek hayatta oldukça önemli bir yetkinlik haline gelmiştir. Bunun için de yabancı dil öğrenen bireyin dil eğitimindeki ana (dinleme, konuşma, okuma ve yazma) ve alt (dilbilgisi, kelime ve telaffuz) becerileri edinebilmesi oldukça önemli hale gelmektedir. Tüm bu beceriler içerisinden telaffuz becerisine diğer beceriler kadar önem verilmediği anlaşılmaktadır. Bu yüzden bu araştırmanın amacı; bir üniversitenin İngilizce hazırlık biriminde öğrenim görmekte olan öğrencilerinin yabancı dil öğretiminde telaffuz becerisiyle ilgili görüşlerini belirleyip onların bu alandaki ihtiyaçlarını incelemek ve araştırmayı daha sonra geliştirilmesi planlanan bir öğretim programı için ihtiyaç analizi olarak kullanmaktır. Araştırma, nitel olarak tasarlanmıştır ve durum çalışması modeli uygulanmıştır. Bu kapsamda araştırmacı tarafından hazırlanmış olan ve açık uçlu sorulardan oluşan form yardımıyla 213 öğrenciden araştırmanın verileri toplanmıştır ve elde edilen veriler içerik analizi yöntemiyle incelenmiştir. Araştırma sonucunda öğrencilerin telaffuz becerisi ile ilgili önemli sorunlarının olduğu ve telaffuz becerisi ile ilgili birtakım ögeleri bilmedikleri ve bu beceriyi dil öğrenme açısından oldukça önemli buldukları ortaya çıkarılmıştır.

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INTRODUCTION

Due to the rapid change in the world, it is an undeniable fact that in order to keep up with the developments in various fields such as technology, medicine, and social issues, individuals must have certain competencies like the ability to communicate in a foreign language, and the need for people all over the world to communicate with each other has increased much more than before. Given the fact that English is the lingua franca nowadays, it becomes much more important to be able to communicate in English with both people whose native language is English and those whose native language is not (Kirkpatrick, 2007).

Today, in foreign language teaching, it is accepted by language educators that there are four basic skills (reading, writing, listening, and speaking) and three sub-skills (grammar, words, and pronunciation), which are also called macro and micro-skills (Aydoğan and Akbarov, 2014). Language teaching programs and methods differ from each other according to the importance or the weight they attach to these skills. These skills in language teaching are highly interconnected and intertwined with each other. Pronunciation is a skill that should be emphasized in this respect. Pronunciation is one of the important cornerstones of language that allows people to communicate in a foreign language (Akıncı, 2015) and is a cognitive and learnable skill (Gilakjani & Ahmadi, 2011). Pronunciation actually plays a vital role in efficient oral communication (Setter & Jenkins, 2005).

Pronunciation, which does not disturb the listeners and does not negatively affect the message to be transmitted but is easily understood, is called 'intelligible pronunciation' (Derwing, Diepenbroek & Foote, 2012). For an individual who can actively engage in English-speaking societies and communicate properly, it must be clearly known that intelligible pronunciation is a vitally important part of communication (Isaacs, 2008). For those who try to learn a foreign language, it seems impossible to have a pronunciation skill as native people do. In this sense, intelligible pronunciation aims to achieve successful communication and attempts to eliminate factors that negatively affect communication, such as accents (Munro & Derwing, 1995). If language learners fall short of intelligible pronunciation, it is clear that they will not be able to communicate with the foreign language they are trying to obtain and will not be able to use the language properly (Hinofotis & Bailey, 1980).

The practice of teaching pronunciation skill has changed significantly in English language teaching (ELT) over time, along with various approaches. While pronunciation has been superior to grammar and vocabulary in certain language teaching methods and approaches throughout history, it has not been given much importance or even excluded in teaching practices. Pronunciation is considered to have nothing to do with language teaching in grammar-translation method, and some other methods based on reading comprehension, while it is considered highly important in the methods in which communication and speech are emphasized (Larsen-Freeman, 2000). However, the communicative approach that emerged in the 1980s has begun to dominate ELT. This approach is based mainly on oral communication, and it aims to bring them to an adequate level of intelligible and achievable pronunciation so that learners can have a proper conversation in a foreign language since pronunciation forms an important part of communicative competence (Goh & Burns, 2012). However, although the comprehension of pronunciation has been determined as an important part of oral communication, pronunciation has not been taken as a separate field (Celce-Murcia, 1983; Pica, 1984). The main purpose is to ensure that learners use the language and are exposed to the language as much as possible during and outside the course. In this method, pronunciation is not fully expressed as a certain dimension, and what is important is to be able to use the language and focus on meaning and comprehension rather than form (Carey, 2002: Derwing & Munro 2005).

Pronunciation skill is also related to the case whether English is being taught in the context of a foreign language or a second language. Second language teaching refers to the contexts in which the language taught in the classroom is already spoken outside the classroom, while foreign language teaching refers to those where the learned language is mostly not spoken outside the classroom (Brown, 2001). In this sense, English is taught as a foreign language in Turkey, and the majority of studies on pronunciation skills come from the contexts of foreign language teaching.

Pronunciation skill is often neglected in foreign language learning and given less importance compared to the other skills in terms of theoretical and practical approaches due to the constant involvement of different variables and the difficulty of doing research on pronunciation (Derwing & Munro, 2005; Gilbert, 2010). It has been thought that focusing on pronunciation is inefficient and that pronunciation teaching cannot be integrated into skills such as reading and writing (MacDonald, 2002). Placement exams, in which students are assigned to different classes, do not usually include questions about pronunciation skills, and practitioners may not have the knowledge or the necessary tools to formally assess and evaluate pronunciation skills as needed (Baker & Burry, 2016; Derwing, Diepenbroek & Foote, 2012; Darcy, Ewert & Lidster, 2012; Levis & Grant, 2003; McDonald, 2002). Therefore, practitioners prefer not to pay attention to pronunciation because they will have trouble teaching a subject they do not know enough. It has also been found that students' motivations and attitudes regarding pronunciation are very important and that there may be learners in the same class whose pronunciation skills are at a very different level (Elliot, 1995; Gilakjani & Ahmadi, 2011). The age at which students begin to learn a foreign language is also effective in learning the pronunciation of words as necessary (Piske, MacKay & Flege, 2001). As a result, it could be said that teaching pronunciation skill has been disrupted in the language learning process for different reasons.

Turkish students who learn English as a foreign language have a lot of difficulty in obtaining pronunciation skills due to their mother tongue and the negative transfer resulting from their native language (Demirezen, 2010). In addition, the absence of some

special sounds in the Turkish language inventory makes it difficult to be effective in target language pronunciation (Çelik, 2008). Teaching pronunciation effectively is also an issue to be dealt with in Turkey, and phonetics is not properly processed in the ELT departments of Turkish universities, and also many teachers prefer not to teach pronunciation and not to integrate it into their courses since they are not content with their own pronunciation skill (Çakır & Baytar, 2014; Steel, 2008; Demirezen, 2010; Hismanoglu, 2012; Saran, Seferoğlu & Cagiltay, 2009). In addition, the fact that the national language exams in Turkey mainly focus on reading and do not include listening and speaking sections also makes teachers think that it is unnecessary to pay attention to pronunciation (Bekleyen, 2007). Nevertheless, pronunciation teaching has started to gain importance, and more studies have been carried out in this field. Numerous studies showed that pronunciation teaching should be part of foreign language education, that teachers should be especially interested in pronunciation throughout the foreign language teaching process, and those language learners should focus on teaching pronunciation skill (Cakir & Baytar, 2014; Darcy, Ewert & Lidster, 2012; Levis & Grant, 2003; Moedjito, 2016). Furthermore, having a sound pronunciation skill, which is needed for effective communication, positively affects the attitudes of learners (Celce-Murcia, Brinton, Goodwin & Griner, 2010; Gilakjani & Ahmadi, 2011; Lee, Jang & Plonsky, 2015; Saito & Lyster, 2012). Therefore, teaching pronunciation skill is as important as the other skills in the language teaching process.

Purpose

The purpose of this research was to find out the opinions of the prep-class university students regarding their foreign language pronunciation skills and to analyze their needs related to teaching pronunciation skill, and to use the research as a needs analysis of the curriculum design that will be prepared following the current study. The present study is important since it will set the basis for the curriculum design for teaching pronunciation skill courses to be prepared later and will determine whether teaching pronunciation as a separate skill is necessary.

METHOD

The study was designated according to qualitative research methods, and the case study model was applied. In qualitative research methods, events and perceptions are examined in a holistic manner in their natural environment as they exist in the real world (Yıldırım & Yıldırım, 2006, p. 39). Case studies are also a unique approach used to answer scientific questions with the aim of "evaluating an event" (Büyüköztürk et al., 2010, p. 273). The most important feature of the case studies is the investigation of situations in depth (Merriam, 2018). Factors related to any case are investigated holistically, and the key point is to focus on how they affect the case in question and how they are affected by it (Yıldırım & Şimşek, 2016, p. 73). Therefore, the students who participated in this study were asked to evaluate the case related to pronunciation skills.

Study group

The study group of this research consisted of the students studying in the preparatory classes of a university. The preparatory program, which consists of 24 class hours a week for one year, is optional, and students who do not want to enroll in the preparatory program start their departments directly. There were 251 students enrolled in this preparatory program during the implementation of the study. However, some students did not participate in the research because they had already given up the program or exceeded the absence limit. Therefore, 213 students were reached on a purely voluntary basis within the scope of the research in the middle of the fall semester. The information of the participants regarding their language levels according to their own perceptions, gender, and faculties are given in Table 1.

Table 1 Characteristics of the study group

Gender	f	Department	f	Language Level	f
Female	82	Business (B)	55	Low	83
Male	131	Politics (P)	28	Middle	127
		Engineering (E)	125	High	3
		Forestry (F)	5		
				Total	213

Data Collection and Analysis

The data of the research were collected through the Pronunciation Skills Questionnaire Form consisting of 5 open-ended questions. The form was prepared by the researcher after the relevant literature was examined, and in accordance with the recommendations of field experts the final form was created. After obtaining the necessary permissions from the institution where the research was carried out, the questionnaire form was applied to the students on a voluntary basis. The responses of the students were grouped on the basis of each question and analyzed using the content analysis method. The main process of content analysis is to collect similar data in the framework of certain concepts or themes and then organize and interpret them in a way that readers can understand (Creswell, 2002). The aim of content analysis is to reach concepts, categories, or relationships that are supposed to clarify the data to be obtained (Yıldırım & Şimşek, 2016, p. 242). In this study, the data collected from the students were analyzed relationally under certain themes. The questions on the questionnaire form are as follows:

1. What are your problems regarding pronunciation?

2. What do you do to learn the pronunciation of a new word?

3. How do you behave when you come across a word that you do not know how to pronounce?

4. Do you think pronunciation skill is important in foreign language learning? Why?

5. Do you think pronunciation skill is important in terms of your profession? Why?

The data of the study were analyzed by three researchers, and the formula developed by Miles and Huberman (1994) was used to calculate the reliability of the researchers (Reliability = Consensus / [Consensus + Disagreement]). According to the calculations, the reliability coefficient of coding was found to be 0.95, which showed that the analysis of the study was very reliable.

FINDINGS

The responses of the students were organized and analyzed using the content analysis method. Additionally, the direct excerpts of the participants were presented after each finding. For practicality, a number, a code for their gender (female: F and male: M), and also a code for their departments (Business: B, Politics: P, Engineering: E, Forestry: F) were assigned to each student respectively. For example, 1FB means the first female student studying at the department of business, and 112MF means the 112th male student studying at the department of forestry.

Difficulties with Pronunciation Skill

The students were asked to explain in general the problems they experienced with pronunciation skills in foreign language learning. It was found out that the responses of the students were gathered under two main themes, and they are shown in Table 2.

Table 2 Students' difficulties with pronunciation skills in foreign language learning

Theme		Problem
Learner - based	Cognitive	My vocabulary memory is poor
		I cannot talk
		Lack of practice
		Previous mislearning
		I do not know stress and intonation rules
	Affective	It does not come into my mind
		I do not have the ability to learn any language
		Not being able to memorize
		I am unable to articulate some words
		I am getting nervous.
Teaching-based & word-based		Spelling/pronunciation of words
		There are very unusual sounds
		It takes time to learn
		The pronunciation of some words are very similar to each other

As shown in Table 2, it was discovered that the difficulties experienced by the students in the study group regarding their pronunciation skills were gathered under two themes: 1) Learner-based difficulties, 2) Teaching/Word-based difficulties. Learner-based difficulties were also examined under two themes: a) cognitive factors and b) affective factors. In terms of cognitive factors in pronunciation, it was found out that the students had poor vocabulary memory, they were afraid of speaking in public because of having inefficient pronunciation knowledge, they did not have enough practice opportunities, they did not have enough information on the stress and intonation of the words, and their previous mislearnings affected their learning process adversely. For example, student 37ME *said, "I cannot articulate the words properly that are difficult to pronounce if I do not use them all the time because I forget how to pronounce them.*" In his statement, he stated that he had a problem with pronunciation because *his vocabulary memory* was poor. The examination of affective factors in pronunciation showed that when the students thought the pronunciation of some words was very difficult and could not memorize how to articulate them, they were getting nervous. Moreover, they felt like losing the ability to learn a foreign language, so they could not remember how to pronounce most words. For example, student 127FB said, *"I am unable to articulate some words."* Teaching/word-based problems were as follows: 1) The spellings of most words are different from their pronunciation, 2) English language has different sounds from those in Turkish language, 3) It takes time to learn the pronunciation of the words, and 4) The pronunciation of some words are similar to each other. It can be said that these problems are related to the pronunciation structure of the English language in general. Student 58FE *said, "The pronunciation of a letter can vary in each word. Sometimes a word has a lot of different pronunciations that may have different meanings. It's a big challenge.*" Therefore, it could be concluded that various pronunciations of a letter or a word also cause difficulty for language learners.

Ways to Learn the Pronunciation of a New Word

When students were asked what they did to learn the pronunciation of a word, it was found out that the responses given by the students were gathered under three themes, and they are given in Table 3.

Table 3 The Ways that students follow to learn the pronunciation of a new word

Theme	Learning Path
Individual Study	by listening by asking the teacher in class by repeating it continuously by asking friends by noting down the pronunciation of the word by reading aloud by using a dictionary
By Using Technology	by using internet/mobile applications (tureng, translate, yandex, etc.) by listening to music/watching movies
Reluctance	doing nothing unable to learn

As shown in Table 3, it was discovered that the ways or methods used by the students in the study group to learn the pronunciation of a word are gathered under the themes of *individual studies*, *use of technology*, and *reluctance*. Accordingly, it was found out that students mostly tried to learn the pronunciation of a word by doing individual studies. These studies include some efforts such as listening or repeating, learning by asking the teacher or a friend, noting down the pronunciation next to the word, reading it aloud, and using a dictionary. For example, student 3FE said, *"I try to repeat it all the time, or I type the word into a dictionary application on my phone and listen to its pronunciation."* He meant that he tried to learn the pronunciation of the word by repeating and listening to it. It is also understood that students tried to learn the pronunciation by using internet applications and listening to music or watching movies. For example, student 170MB said, *"I listen to the pronunciation of the word aloud from the Internet or ask my teacher or friend."* In other words, he meant that he tried to learn the pronunciation of a word by using the internet. It was also found out that there were students who did nothing about pronunciation and thought they could not improve their pronunciation skills. Instead of expressing a way to learn pronunciation, these students just expressed their problems. For example, student 15ME said, "*Frankly, I do not want to do anything, and I have difficulty pronouncing the words, so I cannot learn them.*" He expressed his reluctance to improve his pronunciation skill.

Students' Reactions When They Encounter a Word They Don't Know How to Pronounce

When students were asked what they did when they encountered a word which they did not know how to pronounce, it was found out that the responses given by the students were gathered under 3 different themes, and they are shown in Table 4.

Table 4 Students' behaviors when they encounter a word they do not know how to pronounce

Theme	Behavior
Making an effort to learn	I guess I start with the spelling I pronounce it as it is written I note down the pronunciation I mimic it I try to memorize it by repeating I listen to it
Feeling worried or nervous	I just make up the pronunciation I do not do anything I get stressed I cannot articulate
Searching and getting assistance	I ask somebody (teacher, friend) I look it up

As shown in Table 4, it was found out that the reactions or behaviors of the participants when they encountered a word whose pronunciation they did not know were collected under the themes of *effort to learn*, *anxiety*, and *research and assistance*. Accordingly, it was seen that they made an effort to pronounce the word correctly in some way. However, it was understood that they did not use any methods or techniques, and they did not consider examining the main pronunciation rules. When students encountered a new word, they made predictions based on the pronunciation of the individual letters, read it as it was written, tried to memorize it by repeating, and only mimicked and listened to it. For example, when student 113FE saw a word she did not know how to pronounce, she said, "I'm starting with the way the letters are pronounced." It was also found out that the students sometimes experienced much anxiety and therefore felt stressed and were unable to pronounce the word or were afraid of articulating it. For example, student 25ME said, "*I make up the pronunciation of the word, and sometimes it becomes correct, and*

sometimes I mispronounce it." when he saw a word whose pronunciation he did not know. It was also found out that there were students who asked their friends or lecturers about the pronunciation of the word or tried to find the correct pronunciation. For example, student 86FE said, "First, I try to understand its meaning from the context. If I still have not found it, I use a dictionary or ask my teacher."

Importance of Pronunciation Skill in Language Learning

When students were asked whether pronunciation skill was important in foreign language learning and why they thought so, the frequencies of their answers were calculated, and they are shown in Table 5. Accordingly, 25 students stated that they found it very important, 157 students thought it was important, 13 students found it partially important, and 12 students expressed they did not find it important. Seven students in the study stated that they did not know the importance of pronunciation skill.

Table 5 Importance of pronunciation skill in foreign language learning

Importance of pronunciation skill	f
Important	157
Very important	25
Partially	13
I do not think it matters anymore	12
I do not know	7

As shown in Table 5, it was understood that the majority of students considered pronunciation instruction important and considered following a pronunciation teaching program as necessary. For example, student 196FP said, *"Yes,* speaking a language and understanding what is spoken are as important as knowing a language. *In other words, I think the biggest factors in face-to-face conversations where you need to communicate instantly are pronunciation and fluency."* Some of the students in the study group said they found the ability to pronounce partly important. For example, student 149FB said, *"It's important, but I don't think it's the most important. Because billions of people speak English, and they do not speak the same English, but they can still communicate with each other*." Some students in the study group stated that pronunciation skill was not important. For example, student 125FE said, *"I do not think pronunciation is important because people from various nations learn and speak English. In today's world, the number of countries learning English as a foreign language is greater than the number of countries whose official language is English. Therefore, it will not be a problem with different pronunciation* patterns."

Importance of Pronunciation Skill in Terms of Students' Professions

Students were asked if they thought pronunciation skill was important for their profession and why they thought so. It was found out that the responses of the students were gathered under 3 different themes, and they are shown in Table 6.

Table 6 Importance of pronunciation skill in terms of students' future professions

Theme	Why?
Important for professional development	developing in my field/making a career/professionalism
	going abroad/improving myself/working abroad
	getting a job
	increasing my income
Important for professional communication	to be able to communicate with foreign people/English speakers
	to be able to learn foreign terms in my profession
	introducing/presenting my profession abroad
	to be able to follow innovations in foreign countries
Not important	it will not do me any good

As shown in Table 6, it was found out that the responses of the students in the study group to the question about the importance of pronunciation skill in terms of their professions were collected under three themes: 1) Important for professional development, 2) Important for professional communication and 3) Not important. Accordingly, it was found out that pronunciation was important in two dimensions in terms of a profession: a) Professional development and b) Professional communication. It was seen that there were reasons such as having a distinguished career, having a profession abroad and improving themselves there, and finding a job with a high salary. For example, student 29ME *said,* "*I want to be a computer engineer. It's important to be understood by others while speaking the foreign language because my profession requires teamwork*." When it comes to professional communication, it was found out that there were reasons such as speaking English with foreign people, learning professional terms in English, making professional presentations using a foreign language and following innovations in foreign countries. For example, student 86FE *said,* "*It's of great importance. Since my department is universal regardless of my country, it is very important to improve myself and follow the latest developments*." In addition, it was also found out that there were students who stated that pronunciation for their profession was insignificant. For example, student 150MB said, "*I do not think pronunciation skill will be of much use to me in my profession.*"

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The findings of this study revealed that the students in the study group had problems with their pronunciation skills, which could be examined in two dimensions: learner-based problems and teacher/word-based problems. Students had some problems related to improving their pronunciation skills: They had poor vocabulary memory (according to their own expressions); they did not practice pronunciation of the words; they had mislearnt the pronunciation of some words in advance; and they did not have enough information on stress and intonation. Therefore, students had difficulty in improving their pronunciation skills, and they were unable to learn correct pronunciation patterns. Moreover, they were also unable to utter the pronunciation of some words correctly, so they got nervous. In addition, the students also found it very challenging to articulate some words that had very different spellings and pronunciations since the foreign language they were trying to learn consisted of sounds that did not exist in their native language. A study conducted by Bekleyen (2011) found that irregularities in English word spelling and excessive generalization of students played an important role in the pronunciation problems of the students. In order to learn the pronunciation of a word, students usually tended to listen to that word with the help of technological means, read it aloud and repeat it, ask the teacher or friends and write down its pronunciation or make predictions based on similar words. It was also found out that some students were not willing to learn the correct pronunciation of the words and did nothing related to this; they became stressed when they could not articulate the word; they did not try to learn the correct pronunciation, but they tried to articulate the word impulsively. In addition, it was concluded that the students did not know the general rules and principles related to pronunciation skills, phonetic alphabet, and the use and importance of stress and intonation, and this situation negatively affected their speaking skills in particular and caused negative affective attitudes such as excitement and inability to speak. A study of 230 students by Moedjito (2016) also found that students considered pronunciation skills to be extremely difficult, and they wanted it to be separately included in the program and perceived pronunciation as a very important skill. It can also be said that this can hinder students' motivations to learn foreign languages and lead to undesirable consequences. It was concluded that students used their own methods to articulate a word they did not know how to pronounce correctly and did not apply the rules or methods necessary for proper pronunciation, and did not know what to do. This conclusion was also supported by the study conducted by Bekleyen (2011), which concluded that practitioners did not teach pronunciation-related subjects and the students were not aware of these topics. A study of 100 adult English learners by Derwing & Rossier (2001) also found that students had serious problems with pronunciation and that students were not taught strategies related to pronunciation skills whereas students needed them. This indicates that students want to improve their pronunciation skill, but they do not know how to apply a method and that they do not have enough information on stress, intonation, and the meaning of phonetic symbols. Naturally, these problems negatively affect their foreign language learning process. Furthermore, the studies by Khaghainejad (2015) and Warren, Elgort, and Crabbe (2009) found that teachers did not take time to do pronunciation activities in class, and they considered giving feedback on students' pronunciation problems and correcting them as a waste of time. In some other studies, it was found out that although students had problems with pronunciation skills, teachers did not care about this skill because they did not have serious training regarding teaching pronunciation skills (Breitkreutz, Derwing & Rossiter, 2002; Burgess & Spencer, 2000; Derwing & Munro, 2005; Macdonald, 2002). Therefore, it can be said that the activities related to pronunciation skills in textbooks are not enough, and teachers who do not know enough training about pronunciation skills do not want to teach this skill; thus, they do not give importance to pronunciation.

It was found out that students thought pronunciation skill was very important and necessary in terms of foreign language learning and their profession in the future. They stated that correct pronunciation increased the ability to be understandable, and being understandable was the basis of communication. According to students, having a high-level pronunciation competence is much more necessary in face-to-face conversations, so it should be emphasized as well as vocabulary skills, and it is especially important for speaking exams.

Considering the problems of students about their pronunciation skills and the importance they attribute to their pronunciation skills, it is clear that they need a pronunciation teaching program that will bring them a lot of benefits and contribute positively to their language learning process. It is thought that preparing such a program will also contribute to the related literature. It is also thought that if teachers put a special emphasis on pronunciation skill and care about pronunciation in their lessons as much as other skills, it will be beneficial for students.

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