

“AI DOUNT VANT TU SAUND LAIK MIKA
HÄKKINEN”:

Finnish Upper Secondary School Students’ Perceptions
on English Pronunciation

Bachelor’s Thesis
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Englannin kielellisen kompetenssin ja ääntämisen merkitys on kasvanut niin työelämässä kuin yhteiskunnassamme yleisesti. Aiempi aihetta koskeva tutkimus on keskittynyt suomalaisten kielitaidon ja kieliasenteiden kartoittamiseen sekä lukiolaisten käsityksiin suullisen kielitaidon opettamisesta. Suullista kielitaitoa on kuitenkin tutkittu yllättävän vähän verrattuna muihin kielen osa-alueisiin. Suullisen kielitaidon merkitystä nyky-yhteiskunnassa ei kuitenkaan tulisi vähätellä ja siksi tutkimusta aiheesta tulisi lisätä.

Tämä tutkimus keskittyy yleisen suullisen kielitaidon sijaan tarkemmin ääntämiseen siksi, että ääntämyksellä on suuri vaikutus puheen sujuvuuteen, ymmärrettävyyteen sekä ensivaikutelman luomiseen, mutta sen merkitystä on pitkälti laiminlyöty aiemmissä tutkimuksissa. Tämän tutkimuksen tarkoituksena oli selvittää abiturienttien käsityksiä ääntämisen tärkeydestä yleisesti sekä heidän mielipiteitään heidän opettajiensa ääntämyksestä, ääntämyksen opetuksesta koulussa sekä natiivinomaisesta ääntämyksestä. Tutkimus käsitti myös kyseisten opiskelijoiden mielipiteitä siitä onko opettajien ääntämisellä mahdollisesti vaikutusta heidän innostukseensa oppia englannin kieltä.

Tutkimus toteutettiin pääkaupunkiseudulla melko suuren yhteiskoulun lukiossa. Vastaajina toimi yhteensä 67 abiturienttia, eli vastaajat olivat 18-19-vuotiaita. Tutkimusmateriaali kerättiin 22:lla viisiasteisella Likert-skaala väittämällä sekä yhdellä avokysymyksellä. Likert-skaalan väittämät oli muotoiltu neljän tutkimuskysymyksen mukaisesti. Tulokset analysoitiin tilastollisesti SPSS-ohjelmaa käyttäen.

Tulokset osoittivat, että oppilaat olivat yleisesti ottaen tyytyväisiä opettajiensa ääntämisen tasoon. Monet myös pitivät opettajaa hyvänä mallina omalle ääntämykselleen. Oppilaat kuitenkin myös mainitsivat, että mikäli yksittäiset opettajat olivat lausuneet huonosti, oli se yleisesti ottaen vaikuttanut negatiivisesti heidän innostukseensa, erityisesti siten, että opettaja oli vaikuttanut epäpätevältä. Oppilaat olivat sitä mieltä, että koulussa tulisi harjoitella enemmän ääntämystä ja he kokivat oikeanlaisen ääntämyksen tärkeäksi.

Tuloksia voidaan soveltaa aineenopettajien koulutusta kehitettäessä sekä lukion opetussuunnitelmaa muokatessa. Suullisen kokeen lisääminen ylioppilaskirjoituksiin hyödyttäisi varmasti opiskelijoita, sillä tämä lisäisi suullisen kielitaidon opetusta koulussa. Tämä puolestaan hyödyttäisi heitä myöhemmin työelämässä. Opetuksen taso myös nousisi mikäli opettajankoulutuksessa keskityttäisiin enemmän suullisen kielitaidon opetukseen.

Avainsanat: pronunciation, oral proficiency, teachers’ oral competence

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1 INTRODUCTION

Due to the increased globalization of the economical world, the general language demands for employees have changed quite drastically in the recent decades. These changes are also apparent in the Finnish economical life since an increasing amount of employees either works for a multinational company or in a multilingual environment. (Virkkula 2008, 382). Due to this development especially English has become a visible part of the Finnish working life and employees in many different sectors are expected to handle their job in some other language than their native one (ibid, 383). Moreover, international communication and contacts within the workplace are nowadays in large part handled orally (Salo-Lee 1991, 1). Hence, as the need for direct language communication increases, so does the need to be able to produce intelligible speech in the given language (Takala 1993). However, multiple studies and workplace language surveys have shown that communicative competence is the one aspect that proves to be problematic for Finns (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio 2006, 8). This does not, however, add up to the fact that the ability to speak and communicate orally have also been reported the most important goals in language learning by many studies (see for example Yli-Renko 1991 and Pietilä 1999), so one can wonder why these goals are not met or at least considered more when developing language education in Finland. One of the biggest reasons for this shortcoming is the washback effect of the matriculation exam of the upper secondary school, which does not test oral proficiency but has traditionally concentrated on other linguistic areas (Pietilä 1999, 1). However, in order for the changes to take place in elementary and upper secondary school curricula, teacher education should be altered first. Currently the amount of obligatory oral competence courses in the University of Jyväskylä, for example, is minimal and oral proficiency is not tested at any point. As language demands keep increasing for employees in other professions, they should do so for teachers as well, even more so due to the fact that being proficient in English is their profession. After all, besides being all-around, education should always reflect the demands of working life as well.

However, the teaching of oral proficiency in upper secondary schools and in universities has not been studied to a very large extent. Other linguistic aspects, such as grammar, have been studied quite much but aspects included in oral skills have been widely neglected, even though they ought to be considered an equal part of general language proficiency. In order to find out if there is need for change in teacher and upper secondary school education, the present study was conducted. It aims at revealing upper secondary school students' opinions

on the importance of pronunciation, as well as showing the need for further studies in the field. Due to the limitations of the study, the concentration will be on phonological competence, more specifically pronunciation, instead of oral competence in general. I chose pronunciation, since it is an important aspect in providing a first impression of the speaker, especially a teacher, and can thus affect the students to a very large extent. In the following sections I will deal with the aspect of pronunciation in language teaching in Finland and then move on to reporting more specifically on the present study.

2 THE PRONUNCIATION COMPONENT IN LANGUAGE TEACHING IN FINLAND

Before going into further details I want to point out the complexity of the issue of assessing speaking and specifically pronunciation. It is, without a doubt, a topic with many different aspects, which cannot be separated from one another. Luoma (2004, 11) for example describes speaking as consisting of features, such as interactional efficiency, expressiveness and accuracy, all of which must be taken into account when assessing speaking. Accuracy is often further associated with general comprehensibility, but comprehensibility itself includes many other aspects, such as speed, intonation, stress and rhythm, which are often more important for overall comprehension than individual sounds (ibid). Even though all these features are undeniably an essential part of general comprehensibility of speech, in this study I am going to concentrate on pronunciation merely due to the fact that it is an area of language proficiency that has been largely neglected in previous studies and in education in general. Moreover, the area of oral proficiency in general is so wide that it is simply too large for the scope of this study.

As mentioned, not many studies exist dealing with the area of pronunciation specifically. Therefore, in the following sections I am going to present support for the importance of pronunciation by referring to earlier studies, students' opinions and curricula by the European Union as well as the Finnish National Board of Education. I will also discuss the aspect of native speakers and attitudes that Finns have towards pronunciation.

2.1 The Teaching of English at Schools

According to the Finnish core curriculum for upper secondary school one of the goals for the A-level English courses is that the students can actively participate in a conversation by using natural and fluent pronunciation, stress, rhythm and intonation (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio 2006, 27). The same curriculum also states that A-level

English students ought to acquire Common European Framework of Reference (CEFR) level B2.1. in all four areas: speech comprehension, speaking, reading comprehension and writing (Lukion opetusuunnitelman perusteet 2003, 100). CEFR (2003, 166) defines a person that has gained a B2 level in *pronunciation* as having acquired a clear and natural sounding pronunciation and intonation. Other aspects of phonological competence that should be taken into account are for example the use of phonemes, allophones, nasal sounds, aspiration, prosodics, phonetic reduction and assimilation (ibid, 165). It goes without saying that if this is the level required of students, it should also be required of teachers, if not even more.

Speaking, however, has generally not been practiced to a very large extent on the upper secondary school level, due to the washback effect of the matriculation examination, which does not examine oral proficiency (Takala 1993). It has been noted, actually, that the general matriculation exam has deterred versatile teaching since the 1800s and continues to function as the 'true' curriculum of upper secondary schools (Saleva 1993, 2). This, however, is largely against the general feeling among the pupils, who state that conversational skills and the ability to communicate are, in fact, the most useful skills to be learned at school (Yli-Renko 1991, 27). According to Yli-Renko (1991), 90 per cent of graduating seniors reported that they were afraid of speaking foreign languages and they unanimously wanted more practice in the areas of fluent speech, vocabulary and practical conversation. However, they also recognized that a central goal in upper secondary school language teaching is the preparation for the matriculation exam, which they felt decreased their motivation to learn the language due to the lack of practicality in the teaching. They also felt that merely preparing the students for the matriculation exam or education that would take place after upper secondary school, further demotivated those students who did not plan to continue their studies after graduating. (ibid, 66-67). The addition of an oral proficiency test to the matriculation exam would, therefore, be very important. Firstly, it would emphasize the aspects that are needed in real life, since language learning is, ultimately, being able to communicate and being understood in everyday situations in both oral and written communication. Secondly, I believe it would increase equality among the learners, since the traditional model that is being used to evaluate the students is not, at the moment, supportive of those who are proficient in oral and communicative aspects of language.

Another justification for the addition of oral proficiency test is that at advanced levels, it is the pragmatic and sociocultural aspects of language use that differentiate the students, rather than the grammatical errors they make (Pietilä 1999, 5). In fact, the cultural and sociopragmatic

aspects are often the ones that make a second language user sound foreign and out of place and violating the pragmatic principles can be even more disturbing than poor command of foreign language grammar or vocabulary (ibid, 10). This point is relevant when analyzing both upper secondary school and university students. As the students' skills develop, the teaching should be adjusted to reflect their general proficiency level and needs. In 2006, 99,5 per cent of graduating seniors had studied English at some point of their school careers (Tilastokeskus 2006, as cited in Leppänen et al. 2008, 20). The majority of them have most probably studied English for approximately nine years, resulting in a conjecture that the Finnish upper secondary school students' proficiency in English could be expected to be quite high already. Hence, in this case it would be fairly reasonable to put more emphasis on the so-called 'fine-tuning' of their language skills. One way to do this would be the inclusion of teaching of pronunciation and the testing of oral skills in general. I recognize that at this point pronunciation cannot be the main aspect that is tested in the oral proficiency exam and it, of course, is not expedient. Even though I admit that it is definitely more important to get one's message across and to be understood, pronunciation should, however, be paid some attention to because it is a big part of comprehensible speech.

It would, thus, be highly justified to add an oral proficiency test in the matriculation exam, since it is what both the CEFR and the Finnish National Board of Education require and it would very likely benefit the students. Moreover, as was mentioned in the introduction, the importance of oral proficiency in any given language has increased in all aspects of life and education should meet these changed demands (Lukiokasvatuksen suullisen kielitaidon arviointiryhmän muistion 2006, 42).

2.2 Teachers' Pronunciation Skills and Oral Proficiency

A teacher can have a tremendous effect on the students' attitudes or motivation towards learning in general. Therefore, the first impression the teacher gives of him/herself is very important and I believe pronunciation plays a significant role in establishing an image as a language teacher. Ever since the 1960s English has been a part of the Finnish society due to television programs and the spread of popular culture in general (Leppänen et al. 2008: 20). Hence, it makes it almost impossible for an English major student to have been able to escape the exposure to the language in its authentic form, making it impossible to blame the lack of materials available for poor pronunciation skills. Moreover, this means that the students have many models of correct pronunciation at their disposal making it very embarrassing for the

teacher to have a poorer command of pronunciation than the students. This is especially true with the younger population as a large-scale study about Finns' attitudes concerning English in Finland showed. Unlike the older respondents who did not project very high expectations for others' pronunciation skills, the younger generation's (15 to 24-year-olds) demands were much higher and they felt ashamed or amused by those who did not pronounce English well in public. For them it was a self-evident fact that a public speaker should be well proficient in English pronunciation and in general they reported more negative attitudes towards those who did not speak English fluently. (Leppänen et al. forthcoming, 62). I am sure these opinions could be also applied to teachers and even though not everyone can be assumed to learn a language perfectly, for teachers knowing English is their profession and being proficient in as many areas as possible, should be a prerequisite. After all, the way a teacher speaks a language, especially in the case of pronunciation, functions as a model and sets the objective of language learning for the students. It is also true that when people speak, others automatically pay attention to what they sound like and subconsciously make judgments about the person according to these impressions (Luoma 2004, 9). Very often speaking provides the first impression of a person but for a teacher it also functions as an indicator of his/her professional skills. In my opinion, if a teacher has poor pronunciation or oral skills in general, it automatically gives a certain image of his/her professional proficiency.

Yli-Renko (op. cit, 27) also reports that according to previous studies, upper secondary school students are already capable of evaluating the teaching process and as mentioned, I believe a teacher can have a tremendous effect on the learning and attitudes of the students. If the students dislike the teacher or do not have respect for him/her, I assume that it can have a serious effect on the students' motivation to learn the language. Pietilä (1999, 13) confirms this in her study of advanced learners of English, which showed that 'those who had been satisfied with their English teaching at school were the ones who were satisfied with the teacher who taught them' whereas the other participants criticized that the teaching had been too theoretical. However, the aspect of motivation is too large for the scale of this study and cannot, therefore, be dealt with in more depth. Nonetheless, it does provide an interesting aspect for further studies.

As mentioned earlier, education should be changed so that it would answer to the changed demands presented by society and the working life. However, in order for this to happen higher education and especially that of teachers should be also changed to meet these demands. A study by Pietilä (1999) observed the speaking skills of advanced learners of

English in the University of Turku and it showed that the students had high motivation for improving and practicing their communication skills as most of them planned to become teachers after graduating. However, they reported a lack of opportunities to rehearse spoken English in their universities, which supports the fact that too little attention is paid to students' future careers by the subject departments (ibid, 2). In fact, due to the lack of teaching speaking skills generally at schools and universities, the pragmatic and sociolinguistic competence of these students was expected to show gaps and variance between students, unlike their grammatical competence, which was expected to be fairly good (ibid, 50). I am not saying that aspects such as grammatical competence or vocabulary are not important, I am merely saying that so is pronunciation. However, as mentioned, pronunciation is the one aspect that has been neglected in second language studies resulting in lack of information. Grammar and vocabulary, on the other hand, have been studied quite a lot making the field of study unbalanced. Some might say that not everyone has the intrinsic ability to learn pronunciation correctly but if other aspects of a language are expected to be learned, why not pronunciation as well.

Hence, to change elementary and upper secondary level education, the education of teachers should be altered first. Firstly, the amount of pronunciation courses should be added to the university curricula. Second, whether or not an oral proficiency exam is added to the matriculation exam, future teachers should, nonetheless, be tested on their pronunciation and oral proficiency skills before they graduate. Moreover, the teachers' personal oral proficiency as well as the skills that are needed in assessing and teaching oral skills should be maintained and a consistent continuum should be created between the basic and supplementary education. (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio 2006: 28). It is important for the teacher to have respect and credibility in the classroom, since this can have a tremendous effect on the students' motivation and attitudes towards learning the language.

2.3 Native-Like Pronunciation

Not a single individual knows a language or its communicative ways perfectly, even in one's mother tongue (Huhta 1993, 126). However, native speakers are highly likely to have a better, or in other words more 'idiomatic' command of their language, than second or foreign language speakers. This is largely due to them simply having a wider experience on the language, indicating that such features can only be acquired when one familiarizes with the target language and culture for an extended period of time. (ibid, 129). Since the Finnish

National Board of Education (Kouluhallitus 1981, 13, as cited in Yli-Renko 1991, 35) states that the general goal of language teaching is a wide-range communicative competence, including oral and linguistic communication skills and sufficient knowledge of pronunciation, vocabulary and structures, as well as cultural awareness, it should be crucial for those who plan to become English teachers to acquire this competence in order to transfer this knowledge and understanding forward to their students. Even though English is well present in its original form in the Finnish society, if we are to believe Huhta's claim above, a compulsory exchange year should nonetheless be added to the university curriculum in order for this to be possible. It is true that the goal of language learning has shifted so that knowing a single language in an ideal, native-like way is no longer the aim. Instead, the goal is to develop a wide repertoire of multiple languages so that each language has significance in the communication process. Therefore, the language selection should be diversified and provide the learners with the possibility to practice their individual multilingual competence. (CEFR 2003, 23-24). I acknowledge that this view is very true in case of most people but I would not, however, apply this to teachers who are expected to be professionals and should, thus, be widely proficient in their area of expertise.

Burns' (2009) study, which aimed at discovering Finnish business community's perceptions about the importance of native teachers, also showed that Finns actually wanted to develop their pronunciation into a more native-like direction and wished that their own pronunciation had less traces of the Finnish accent. Four out of five interviewees and 11 out of 12 respondents linked this issue to the importance of hearing their teacher produce accurate forms. Even though they felt non-native teachers to be capable of providing accurate models, 10 of the respondents also felt that they could reach their pronunciation goals only with the help of native speaker teachers. Moreover, seven out of 12 respondents and four out of five interviewees reported that if a teacher did not have a near native-like accent or used a strong Finnish accent, they saw the teacher as being less competent and felt that this affected their studies negatively. The importance of the teacher's knowledge and ability to project idiomatic information and proper pronunciation onto the students cannot, hence, be underrated.

Using native-like pronunciation as a starting point for assessing learner language is, of course, problematic. One of the counter-arguments is that there is no correct way of speaking English, as it is a language in which many phonological and grammatical differences exist between the native Englishes. In fact, in the contemporary world the majority of English speakers are not native speakers but use English as a second language (ESL), foreign language (EFL) or as

lingua franca (ELF). (Burns 2009). Some say, therefore, that native English forms no longer have such significance to the majority of English learners who can function well with the accepted lingua franca form (ibid). However, Kuo (2006, 216, as cited by Burns 2009) states that forms, such as past perfect progressive and question tags are not present in ELF communication of non-native speakers, leaving them with a reduced amount of descriptive tools at their disposal. This can manifest as a failure to communicate intention or politeness, for example and is thus an insufficient form of language. It can work for a specific community that has boundaries and a specific purpose but not for classroom learning, which aims at general language and communication proficiency. ELF aside, Salo-Lee (1991, 15) reports that pragmatic and idiomatic expressions are also often missing in the discourse of pupils and teachers, as well as in the study material. Pitkänen-Huhta (2008, 110) addresses this issue by saying that the material used in the classrooms differs from the material that we encounter in everyday situations, since books are built specifically for the use of teachers and students.

Nikula (2008, 66) also reports that in the discussion about the teaching of English in Finland a general concern is the quality of the language used in the classroom due to the fact that both the teacher and the students are speaking English as a second or foreign language. Often the different definitions and requirements of language proficiency are reflected to the language skills of native speakers. Behind this view is also the idea that learning a language is, above all, learning based on a model, making the teacher's example the most central part of the learning. Another counter-argument is that a good learner can have better proficiency in a given language, especially in reading and writing, than a native speaker of that language. This is because native speakers are not a homogenous group and some are very proficient in their mother tongue, whereas some are very poor, especially in writing. (Huhta 1993, 128). This is undoubtedly true but it is also true that students are, at least to some extent, learning from a model and besides the models that are present outside the classroom, teachers should be able to provide accurate models as well. The students being able to hear English elsewhere cannot be used as an excuse for lower proficiency. However, it must be also remembered that some might view authentic materials too difficult (Peacock 1997, 144) and this aspect is most definitely something to be considered when developing educational curricula. It is true that for students' who have poorer skills in English, listening to a native speaker or teacher who speaks in a native-like manner could be too difficult. However, language teaching is expected to prepare the students for real-life situations in which they will have to communicate with

native speakers as well. Furthermore, the teacher should have knowledge of the spoken language and its functions and be aware of the rules of natural oral communication, as well as the special communication methods that the classroom environment requires and be able to project this knowledge in his/her work (Edmonson and House 1981, as cited by Salo-Lee 1991, 2). Therefore, using native-like pronunciation as a starting point or requirement for teachers is not as problematic as using it for others would be.

3 THE PRESENT STUDY

In this study my intention is to try to get an idea of Finnish upper secondary school students' perceptions on the aspect of pronunciation in learning English. The main objective was to find out how they felt about their teachers' pronunciation and how they perceived the teaching of pronunciation at school. I also included questions on their attitudes towards the issue of pronunciation in general, for example if they found it necessary or difficult. Some of the questions had to do with their feelings about native speakers and authentic speech in general. However, the latter topic was not the main concern of the present study, since the issue of native-teachers and native-like language is so debatable and wide that the scope of this study is simply not wide enough to deal with it in further detail. I merely wanted to include that aspect in the prospect of possible correlations between the other topics.

Hence, in order to find out the students' perceptions on these issues the following research questions were drawn:

- 1) How important do the students' perceive the aspect of pronunciation?
- 2) How do the students perceive teachers' pronunciation?
- 3) What are their perceptions on the teaching of pronunciation at school/s?
- 4) How do they perceive native-like speech?

I also asked the participants' gender and the grade of the last English course in the prospect of being able to see if any correlation occurred with the answers. However, their significance will not be analyzed to further detail due to the limitations of this study.

4 DATA AND METHODOLOGY

This section will deal with the methods that were used to conduct the study as well as the data that was gathered. It has been divided in two sections of which the first one will provide

details of the participants and the second part will deal with the questionnaire, which was used to gather the data.

4.1 The Participants

The data was collected using a questionnaire in January 2010 in a rather large coeducational school in Helsinki. Altogether there were 67 respondents of which 29 were male and 38 female. As can be seen, the genders were not divided evenly but this factor was not relevant for my study, since the point was to merely look at possible gender differences. All respondents were candidates for the matriculation examination, i.e. were on their third year of upper secondary school and over, and they were all aged between 18 and 19. At this point the students had studied English for approximately nine years and I chose the final year upper secondary school students exactly for this reason. Since nine years is on average the maximum amount one studies a language at school I thought that they would be the most eligible to fill in this questionnaire. During that time they will have had multiple different English teachers and experience about different teaching and learning styles. They are also capable of reviewing the quality of the teaching, as I pointed out earlier in the paper. Moreover, they can already reflect their own learning and learning styles as well as their own feelings about different issues related to language learning. Therefore, I thought these students to be good participants for the study. The choice of school could have been different but I chose this one as it had quite a good amount of students guaranteed in order to gather a data as large as possible. Moreover, since the school has approximately 400 students studying in the upper secondary school, it was likely to have multiple English teachers. I also figured that the students would be more excited to participate in the study because the school in question was not used for training purposes.

4.2 The Questionnaire

In order to gather data for the study I composed a questionnaire. I chose to conduct a quantitative study using a questionnaire, as I felt that it would be the best way to reach as many respondents as possible simultaneously. The other option would have been to interview the respondents by which I most probably would have received more in-depth answers. Often the problem with questionnaires is that the respondents might not be motivated to participate in the study and do not, therefore, answer truthfully or carefully. In addition, in an interview the respondents are not restricted by the predetermined answering models provided in the questionnaire, but can answer more specifically instead. However, there is no way of

measuring if a person answers truthfully in an interview either and conducting an interview would have required much more time and resources that were not available for this study. Moreover, I felt that the sample would have been too narrow, as the aim of my study was to find as much correlations as possible. Hence, I came to the conclusion that using a questionnaire was the best means of data gathering for the present study. The questionnaire (see Appendix 2) consisted of five parts and was conducted in Finnish in order for it to be as comprehensible for the participants as possible. In the following paragraphs I am going to explain the structure of the parts in further detail and deal with some of the shortcomings of the questionnaire.

The first part consisted of the instructions in which the participants were explained the purpose of the study as well as the way the answering system worked. They were explained that the theme of the questionnaire was the pronunciation of the English language. Then it was emphasized that when answering, they should think of *all* of the English teachers that they have had during the years. Moreover, they were asked to answer as specifically as possible in the ten-minute timeframe that was given to them. Besides the written instructions, I was present in the classroom the whole time in case they had further questions, and explained the instructions orally as well.

The second part of the questionnaire was a five-point Likert-scale with which I aimed at finding the perceptions the students had on pronunciation in general; their teachers' pronunciation; the teaching of pronunciation at school; and authentic speech. The questionnaire had 22 questions in total and the above-mentioned four themes were spread out randomly throughout the questionnaire so that the aim behind the questions would not be too obvious. I will deal with the specific questions more in detail in the *results* section of this paper but all of them were different types of claims on the topic of pronunciation. The five response alternatives, from which the respondents were asked to choose the one that most closely reflected their opinion on the given question, were the following:

1. Totally disagree
2. Slightly disagree
3. No opinion
4. Slightly agree
5. Totally agree

The third part of the questionnaire was at the same time the 23rd question in addition to the 22 earlier ones. However, it was not a multiple-choice question but an open-ended one:

On a general level, evaluate your teachers' pronunciation and its possible effects on your enthusiasm to learn English.

In the beginning I had explained that in this section the students could, besides answering the question, also provide examples of some specific teachers that they remembered or further explain some of the answers they had given in the previous part of the questionnaire.

The fifth and sixth parts were not of much significance for my study but I included them out of interest. In the fifth part I asked which variety of English they thought was the most pleasant. The options were: American, English, Scottish, Australian, Irish, New Zealand, Canadian, Indian, and South African. I also included a line in which the students could place their answer if none of the above were of interest for them. In the last part I asked their age, gender and the grade of their latest English course. However, I am not going to look at the correlations any further but I asked them in the prospect of possible future studies. The scope of this study is too narrow for such an analysis and the answers are not relevant in the scope of this study.

Before moving on to dealing with the results I want to mention some of the shortcomings of the questionnaire. Even though I had piloted the questionnaire with 10 peers in advance and by the time it seemed to be functioning quite well, I did notice some shortcomings when I started looking at the answers provided by the students. I realized that the questions could have been outlined in a different manner because I noticed that some of them failed to answer my research questions. I had four themes into which I had divided the questions according to the research questions but I noticed that some of them did not belong to any category very specifically or were too general. Questions 15 and 22, for example, were dealing with the difference between the importance of grammar and pronunciation but since this was not the main objective of my study I could have used the space reserved for these questions to find out more about the research questions. Questions 1, 10 and 18 also turned out to be quite detached from the entirety and they could have been better formed to answer to the four categories. Hence, questions 1, 10, 15, 18 and 22 were omitted from the analysis and I am not going to present them in the results section of the paper either. The questions should also have had more counterparts that would have reinforced the consistency between the given answers.

5 RESULTS

Regardless of the shortcomings, useful answers were received as well and in this section I am going to present the results of the data that was collected. The section consists of five parts, each of which deals with the questions of that given category. The data was analyzed using the SPSS program so that percentages for each question were calculated. The percentages were then transferred into tables, some of which are going to be presented in the following sections. The tables are numbered chronologically and labeled according to the question to which the table refers. Even though the questions followed the four categories I am going to provide tables for individual questions as examples. I chose tables that were the most representative of the theme in question or had the highest distribution between the different answering alternatives. The other tables can be found in Appendix 1. I am also going to provide examples of some of the answers given in the open-ended questions that were the most illustrative of the topic in question. On a general note the answers received in the open-ended section could also be divided into four main categories but unlike the Likert-scale questions, they did not follow the research questions. Instead, the categories were determined according to the answers themselves and four themes kept re-occurring: teachers' proficiency, teachers' pronunciation functioning as a model, general perceptions of pronunciation and the effect of the teachers' pronunciation on the students' enthusiasm to learn English. Some of the answers, for example those that had to do with the students' perceptions on the teachers' pronunciation, could be related to the research question themes and whenever possible, I illustrated some of the tables by presenting some of these answers as well. However, those answers that formed a category of their own are more closely presented at the end of this section. A further analysis and interpretation of the results can be found in the *discussion* section of the paper.

5.1 The Students' Perceptions on the Importance of Pronunciation

The first theme of the questionnaire dealt with research question number one: the students' perceptions about the importance of pronunciation. Questions 2, 4, 8 and 12 were included in this theme of which questions 8 (Table 1) and 12 (Table 2) are presented below. Tables 11 and 12 can be found in Appendix 1.

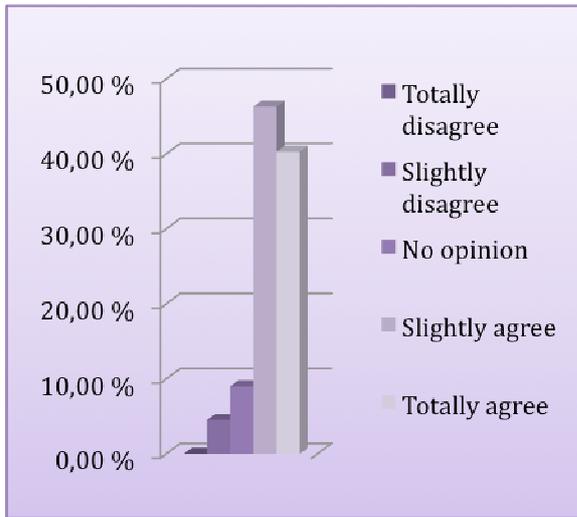


Table 1. Proper pronunciation is a very important part of fluent speech (Question 8).

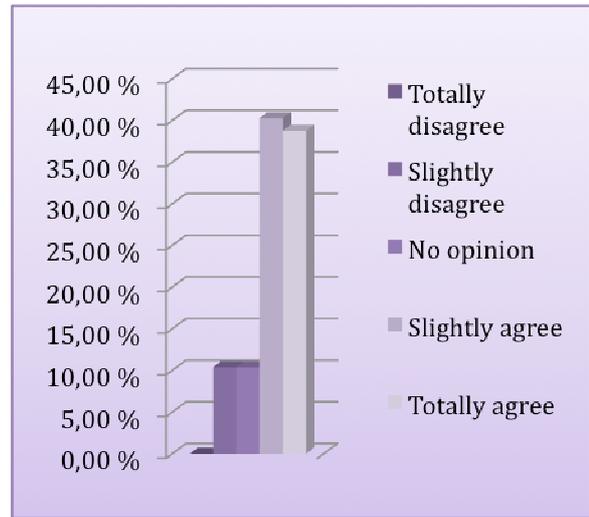


Table 2. Acquiring correct pronunciation is one of my main goals in language learning (Question 12).

Table 1 shows that over half of the students seemed to think that proper pronunciation is a very important part of fluent speech. 46.3 per cent slightly agreed and 40.3 per cent agreed completely. None of the respondents totally disagreed and only 4.5 per cent disagreed to some extent. 9 per cent of the respondents did not have an opinion on this matter. Almost the same division could be seen when asked if acquiring proper pronunciation was one of the main goals for the students (Table 2). No one completely disagreed and 10.4 per cent slightly disagreed or were undecided. 40.3 per cent agreed to some extent and 38.8 per cent agreed completely with the statement.

5.2 The Students' Perceptions on Their Teachers' Pronunciation

Questions 5, 7, 14, 17 and 19 were part of the second theme and all of them dealt with the students' perceptions on their teachers' pronunciation. Questions 7 (Table 3), 17 (Table 4) and 14 (Table 5) were chosen as the representatives of this category and the corresponding tables can be found on the following pages. For Tables 13 and 14 see Appendix 1.

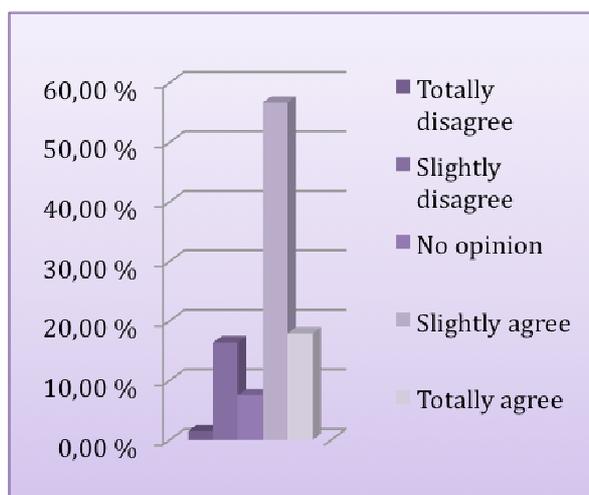


Table 3. I have been very content with my teachers' pronunciation (Question 7).

When asked about their teachers' pronunciation a clear majority of the respondents had been content with the way their teachers pronounced (Table 3). 56.7 per cent slightly agreed and 17.9 per cent agreed completely. Approximately the same percentage, 16.4, also disagreed to some extent but the emphasis is heavily on the agreeing side. This tendency was also clearly present in the open-ended answers in which it became apparent that the majority of the students had generally been very content with their teachers' pronunciation. Examples 1 and 2 show some of the students' thoughts on this issue. Each example has been presented with the student's identification code at the end of the answer in parentheses, e.g. S7.

Example 1. Lähes kaikki opettajani ovat ääntäneet erinomaisesti. Se on minusta tärkeää, koska silloin on itse helpompi oppia ääntämään (S7).

Almost all of my teachers have had an excellent pronunciation. I think it is important because then it is easier for me to learn to pronounce correctly.

Example 2. Englanninopettajani ovat olleet varsin päteviä ääntämisen suhteen. En muista kiinnittäneeni huomiota yhdenkään opettajan taitamattomuuteen. Kun huomaa, miten hyväksi voi harjoittelemalla tulla, niin tietysti se inspiroi (S42).

My English teachers have been very competent when it comes to pronunciation. I do not remember any one of my teachers as having incorrect pronunciation. It is inspiring to notice how good one can get with enough practice.

Unlike Table 3, which showed a clear division between the opposite ends, a very different distribution was seen when asked if, in the students' opinion, teachers should pronounce better (Table 4).

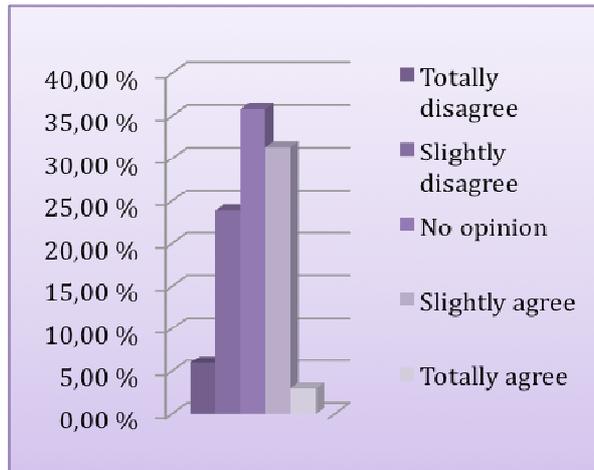


Table 4. Teachers should pronounce better (Question 17).

The highest amount, 35.8 per cent, did not have an opinion and 31.3 per cent slightly agreed with the statement. However, at the same time 23.9 per cent slightly disagreed making the distribution quite equal between the two ends. Question 7 (Table 3) and 17 (Table 4) were supposed to function as counterpoints for each other and were thus expected to show equal percentages but in reverse. Of course this can be due to the phrasing of the question or some other scarcity/deficiency of the questionnaire.

When asked if their teachers' pronunciation had functioned as a good model for the respondents' own pronunciation (Table 5) 40.3 per cent agreed to some extent. However, as can be seen from the table below, the second highest percentage, 31.3, did not have an opinion and 16.4 per cent disagreed to some extent.

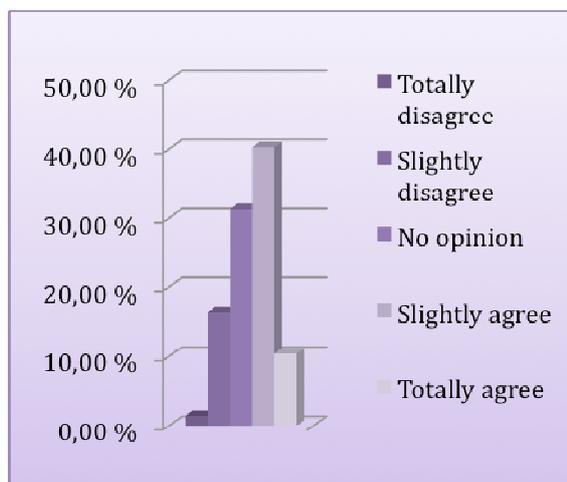


Table 5. My teachers' pronunciation has functioned as a good model for my own pronunciation (Question 14).

In this case the answers given in the open-ended question also supported these figures, since most the students who had commented on the matter, agreed. However, most of the students did not comment on this issue so the answers can be considered quite marginal. Examples 3 and 4 illustrate some of the students' opinions on the matter.

Example 3. Opettajieni ääntämys on ollut mielestäni hyvää ja selkeää ja siitä on voinut ottaa mallia, jolloin oppiminenkin on mukavaa (S63).

In my opinion the teachers' pronunciation has been good and clear and it has functioned as a model, in which case the learning has been nice too.

Example 4. Melkein kaikilla on ollut hyvä englannin ääntäminen muutamaa poikkeusta lukuun ottamatta. Sen vaikutus on ollut suuri. Sillä opettajan puhuessa hyvin olen itsekin oppinut ääntämään paremmin, sekä olen ollut motivoitunut oppimaan (S44).

Almost all of them have pronounced English well apart from a few exceptions. It has had a great effect because when the teacher has pronounced well I myself have learned to pronounce correctly and it has motivated me to learn.

A couple of the students also disagreed with the statement. One of them said that television was as a better teacher for pronunciation and that the teachers' pronunciation did not have any further effect (Example 5). However, only one of the students mentioned this sort of other 'learning environment' in their answers, whereas others seemed to regard the teacher as the model.

Example 5. Opettajien ääntämyksellä ei suurta merkitystä. Englannin kielen kuuleminen TV:stä toimii yhtenä parhaimpana opettajana (S66).

Teachers' pronunciation does not have a great amount of importance. Hearing English from TV is one of the best ways to learn.

Against the general feeling, one of the students also stated that there are, in fact, big differences between the teachers and that it would be important to pay attention to the way teachers speak, since it affected the learners' ability to recognize correct forms in English (Example 6).

Example 6. Opettajien ääntämyksen taso ja sanavarasto voivat vaihdella laidasta laitaan. Toiset kuulostavat lähes natiiveilta ja toisilla on suuria vaikeuksia hallita perusasiatkin. Englanninopettajien ääntämiseen tulisi kiinnittää huomiota, koska sillä on vaikutusta esim. opiskelijoiden "kielikorvan" kehitykseen (S28).

The level of the teachers' pronunciation and vocabulary can vary quite a lot. Some of them sound almost native-like and some have great difficulties with even the basics. More attention should be paid to the way English teachers pronounce, since it has an effect on the development of the learners' 'kielikorva'.

5.3 The Practicing of Pronunciation at School

The questions in the third theme were designed to determine the students' opinions about the teaching of pronunciation at schools. In this case questions 6, 9, 16 and 21 were analyzed and

the percentages for questions 9 (Table 7), 16 (Table 6) and 21 (Table 8) can be seen below. For question 6 see Appendix 1 Table 15.

When asked if an oral proficiency test should be added to the matriculation exam there was quite a lot of variation between the options (Table 6).

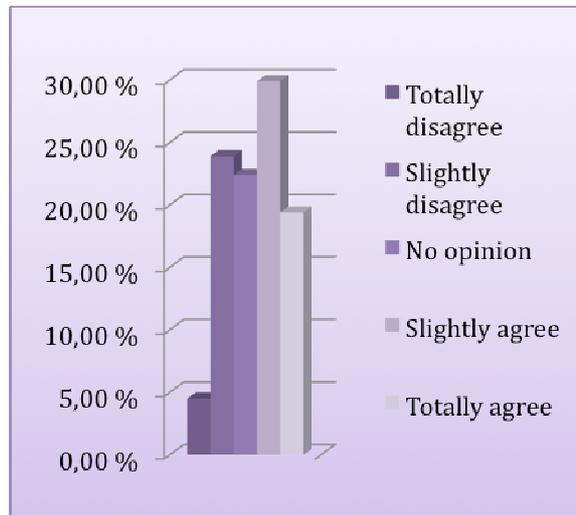


Table 6. Oral proficiency test should be added to the matriculation exam (Question 16).

As can be seen above, 29.9 per cent slightly agreed, whereas 23.9 per cent slightly disagreed and 22.4 per cent were undecided. The reasons for this sort of distribution are further analyzed in the discussion section of this study.

An interesting variation was found when asked about the amount of pronunciation practice provided in upper secondary school. Questions 9 (Table 7) and 21 (Table 8) were designed to answer this question and like questions 7 and 17 above, these two were also intended as each other's counterpoints. The percentages for both questions can be seen in the tables on the following page.

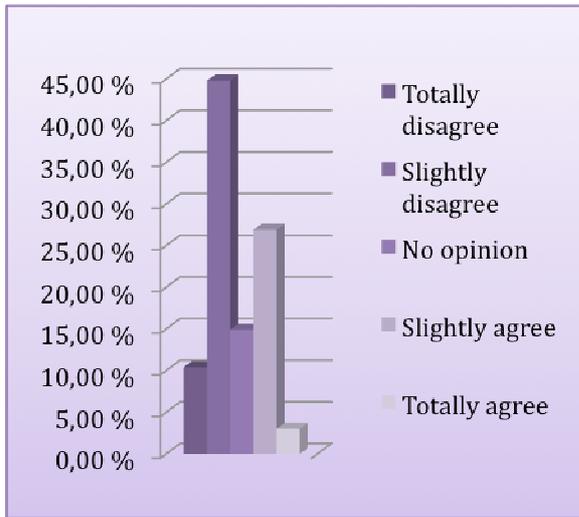


Table 7. Pronunciation has been sufficiently practiced in upper secondary school (Question 9).

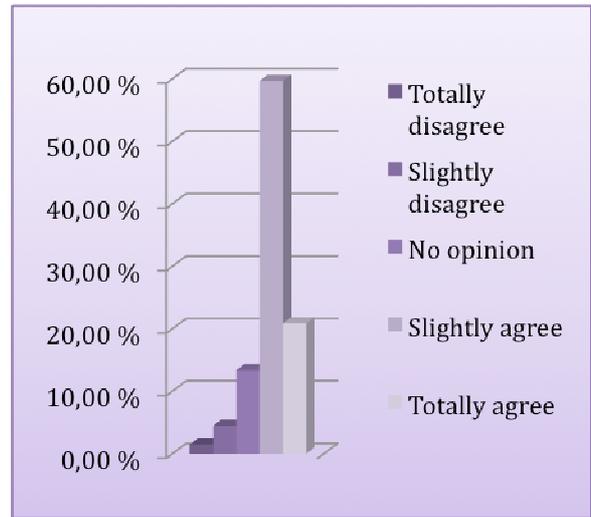


Table 8. Pronunciation should be practiced more in upper secondary school (Question 21).

In question 9 (Table 7) 44.8 per cent slightly disagreed when asked if pronunciation was sufficiently practiced in upper secondary school, whereas 26.9 per cent slightly agreed. However, in question 21 (Table 8) a clear majority of the students agreed that pronunciation should be rehearsed more. In this case 59.7 per cent slightly agreed and 20.9 per cent agreed completely. Only 4.5 per cent slightly disagreed and one respondent i.e. 1.5 per cent was of the opposite opinion.

5.4 The Students' Perceptions on Authentic Speech and Native Speakers

The last theme dealt with the students' perceptions on authentic speech and native speakers in general. Questions 3 (Table 9) and 13 (Table 10) were chosen to represent this theme and the tables for questions 11 (Table 16) and 20 (Table 17) can be found in Appendix 1.

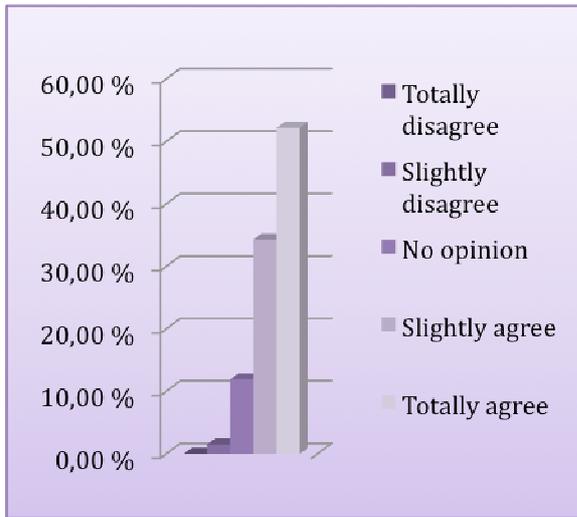


Table 9. I especially enjoy listening to authentic speech (Question 3).

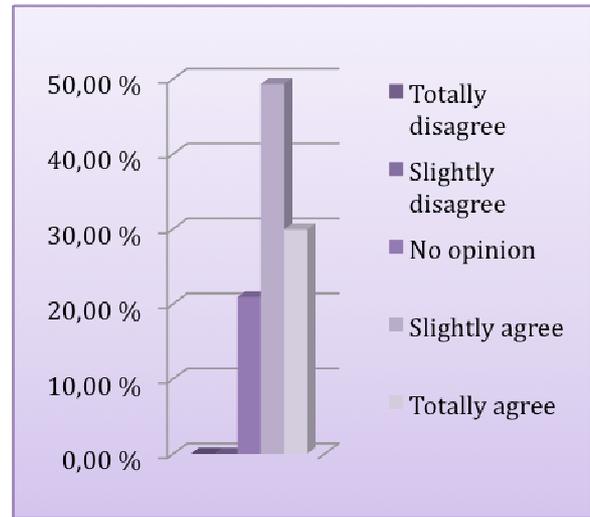


Table 10. Authentic speech is really important in teaching (Question 13).

The majority of the students reported that they especially enjoyed listening to authentic speech as 52.2 per cent completely agreed and 34.3 per cent agreed to some extent (Table 9). In fact, no one reported to completely disagree with the statement and only one student i.e. 1.5 per cent disagreed to some extent. A clear majority also agreed when asked if they considered authentic speech important in teaching, 49.3 per cent slightly and 29.9 per cent completely and no one disagreed to any extent (Table 10).

5.5 Answers to the Open-Ended Questions

As was mentioned in the beginning of this section, the open-ended answers did not follow the four categories determined by the research questions. Some of the answers could be linked to the topic that dealt with teachers' pronunciation but other categories also occurred. Since the question itself dealt with the possible effect of the teachers' pronunciation on the students' enthusiasm to learn English, quite many answers dealt with that specific topic. Even though the answers that were given were obviously individual students' opinions, most of them followed the ideas that are presented in examples 7 and 8.

Example 7. Ennen lukioon tuloa englannin opettajilla ei ollut hajuakaan ääntämyksestä. Onneksi tilanne lukioon tullessa muuttui ja suoraan vaikutti kiinnostukseen englannin taitamista kohtaan (S53).

Before studying in upper secondary school the teachers had no clue of pronunciation. Fortunately the situation changed in upper secondary school and directly affected the enthusiasm to learn English.

Example 8. Jotkut opettajat ääntävät englantia huonommin kuin suurin osa oppilaista, mikä ei todellakaan innosta kielen oppimiseen, toisaalta ne opettajat jotka puhuvat hyvää englantia innostavat taas oppimaan (S34).

Some teachers pronounce English worse than most of the students, which definitely does not inspire to learn the language. On the other hand the teachers who do speak English well, encourage the learning.

Quite many of the students also commented on the fact that if a teacher pronounced incorrectly, it had a negative effect on their enthusiasm to learn, because it seemed that the teacher was incompetent or inconclusive. In fact, this was the second highest theme commented on in the answers. Examples 9, 10 and 11 provide some idea of this issue.

Example 9. Yleisesti varsin kohtuullista mutta eräässä tapauksessa niin huonoa, että vaikutti motivaatioon sekä keskittymiseen tunnilla, koska opettajan ääntämys sai aikaan tuntemuksen, että opettaja epäpätevä (S57).

In general it has been very decent but in one case so bad that it affected my motivation and concentration in class, because the teacher's pronunciation evoked a feeling that s/he was incompetent.

Example 10. On helppo huomata, että opettajan ääntämisen taso vaikuttaa. Hyvä ääntämys luo opettajasta osaavan kuvan. Lisäksi se auttaa minuakin oppimaan oikeanlaisen ääntämisen. Ääntämisen tasossa tuntuu olevan valitettavan suuria opettajakohtaisia eroja (S56).

It is easy to notice that the standard of the teacher's pronunciation has an effect. Good pronunciation creates a competent image of the teacher. In addition, it helps me to acquire correct pronunciation. Unfortunately there appear to be great differences between different teachers.

Example 11. Minulla on ollut kolme opettajaa, joista yksi on mielestäni ääntänyt todella hyvin. Opettajan auktoriteettiasema kärsii, jos oppilaat voivat ajatella ääntävänsä lähes aina häntä paremmin. Hyvää lausuntaa on helppo ymmärtää, jolloin kieltä on myös helpompi oppia (S18).

I have had three teachers of which one has pronounced extremely well. The teacher's authority suffers if the students think that they are able to pronounce better than the teacher in almost every occasion. It is easier to understand proper pronunciation, which makes it easier to learn the language.

Ten of the respondents also reported that the teachers' pronunciation had not affected their enthusiasm in any way, but the majority seemed to comment otherwise. A few examples of this can be seen below.

Example 12. Yleisesti ottaen opettajani ovat osanneet ääntää hyvin, eivät kuitenkaan kaikki. Oikeanlaiseen ääntämiseen ja sen oppimiseen on eniten vaikuttanut oma intoni ei niinkään opettajat (S45).

Generally speaking my teachers have pronounced well but not everyone. Instead of the teachers my learning and pronunciation have mostly been affected by my own fervor.

Example 13. Minua opettaneet opettajat ovat muutamaa poikkeusta lukuun ottamatta ääntäneet englantia hyvin tai erinomaisesti. Tämä ei ole kuitenkaan vaikuttanut opiskeluuni innostavasti, mutta huono ääntäminen on sen sijaan laskenut motivaatiani kielen opiskelussa (S59).

The teachers who have taught me have been good or excellent at pronouncing English, apart from a few exceptions. This, however, has not affected my learning exuberantly but poor pronunciation has had a demotivating effect instead.

6 DISCUSSION

In this section I will further analyze the results that were presented in the previous section. I will also discuss some of the shortcomings of the study in addition to the ones that were presented earlier. Finally, some suggestions for further study will be offered.

As was seen in the previous section the students seemed to think that pronunciation is an important part of fluent speech and many of them wanted to acquire good pronunciation. However, at this point it must be remembered that these answers were to be expected, since not many would specifically state that pronunciation is not important at all. Moreover, these questions lacked a point of comparison, since, as mentioned, I had omitted questions 15 and 22, which inquired the importance of pronunciation compared to grammar and vocabulary. Had I included them, the analysis would have been more directional, since it would have possibly showed which aspect the students considered more important. However, I chose to omit the questions due to their superficial nature and because it is not actually possible to measure which aspect, grammar, vocabulary or pronunciation, is more important for intelligibility. The students did, however, seem to think that pronunciation was important, and this could suggest an interesting point of view for further study; the matter of these three aspects could be dealt with in more detail.

As for the teachers' pronunciation, there was no doubt about whether or not the students had been generally content with it, which was clearly seen in Table 3 and in some of the answers given in the open-ended questions as well. However, as mentioned, Table 4 was supposed to show reverse percentages for those in Table 3 but instead, there was much more distribution between the answers. One might deduct that the students were undecided with the issue but what I believe happened, is that the in question 17 (Table 4) the students were thinking of individual teachers, whereas in question 7 (Table 3) they thought of them in more general terms. As some of the students mentioned in their written answers, they had also had individual teachers who had had poor pronunciation, even though the level would have been generally good. Therefore, those students most probably thought at this point that *some* of the teachers should pronounce better. This confusion could, thus, have been avoided if the question had been phrased differently. Hence, it can be deducted that on a general level the students have been fairly content with the way their teachers pronounce. This does not, however, change the need for ensuring that future teachers have a certain level of proficiency in pronunciation, since the students also reported as having had teachers who had a poor

command of pronunciation. As the answers given in Table 5 and in the open-ended questions showed, some of the students *did* consider the teacher as a model. Even though the results can be considered quite marginal, it does not change the fact that the teacher should be able to provide a proper example, since that is what at least some students require. Regardless of the presence of English language in the Finnish society, one cannot expect everyone to acquire pronunciation from the models that are present elsewhere. Moreover, as quite many of the answers showed, even though the majority of the students might not have considered the teacher the model, the way the teacher pronounced *did*, however, have an effect on them. Especially if the teacher's pronunciation was poor, the effect was most often negative.

Earlier in the study I referred to Luoma (2004, 9) by saying that when people speak, others automatically make subconscious judgments about the speaker and I believe that especially with teachers it gives a certain image of their competence. This seemed to be true according to the answers, since the students reported that if the teacher pronounced poorly, he/she appeared unqualified, incompetent or even had less authority. As mentioned earlier, it is very important for the teacher to have respect and credibility in the classroom, since this can have a tremendous effect on the students' motivation and attitudes towards learning the language. The teacher can, of course, have an effect on the motivation of the students on a more general level as well and it is possible that some of the answers could have been affected by the students' general disliking of the particular teacher, making them partial. However, it cannot be belittled that according to the answers, poor pronunciation can also have a demotivating effect on the students and it should, thus, be paid more attention to. This aspect provides an interesting viewpoint for further studies and the effects of pronunciation on motivation and learning could be studied in more depth.

The majority of the students seemed to think that pronunciation should be practiced more in school (Tables 7 and 8). They also were unanimous about authentic speech being very important in teaching. However, at this point it must be noted that question 13 did not ask whether it should be important for a teacher to speak in a native-like manner. Hence, the students could have understood the question so that it is important to use authentic materials in teaching but not for the teacher specifically to speak in a native-like manner.

As for the answers dealing with whether or not an oral proficiency test should be added to the matriculation exam, there was a wealth of distribution between the answers (see Table 6). I believe that this is due to the methods used and the amount of oral practice provided currently

in teaching, which do not prepare the students for the testing of oral proficiency in the matriculation exam. At the moment the students are used to a certain type of model and I assume it is difficult for them to think of a system that would be different. Moreover, since the participants were graduating seniors on the eve of the exams, they might have felt that they already had enough studying to do. On the other hand they might not have found oral tests necessary, in which case adding them could be unnecessary. However, I believe that were the whole upper secondary school curricula different so that it would prepare the students for this kind of testing, it would benefit them in the end by increasing equality and better preparing them for the real-life communicative situations.

Generally speaking the study has showed that the majority of the students have been rather content with their teachers' pronunciation. However, they also reported having had teachers whose command of pronunciation was poor, which often had a negative effect on them. Most often the negative effects had to do with the students' perceptions on the teachers' professional competence and to some extent their enthusiasm to learn English. However, at this point it must be considered that the present study has many flaws that affect the reliability of the results. Besides the limitations and shortcomings of the questionnaire and the methods that were dealt with earlier, the study itself was narrow in range, resulting in smaller data and more strict demarcation of the topic. Moreover, due to the lack of previous studies the theoretical background was rather constrictive and the topic of pronunciation in general is hard to separate from other aspects of oral proficiency. Hence, the results must be considered with caution and not too many generalizations can be made.

However, regardless of its shortcomings, the present study has showed that there are aspects that could be improved in both upper secondary school teaching and in teacher education. In order to improve the teaching in upper secondary schools, teacher education should be altered first. The amount of obligatory courses that raise the oral awareness of the students should be increased, for example. Moreover, in order to ensure that the graduating students, especially those who plan on becoming teachers, have a certain level of oral proficiency, an advanced level oral proficiency exam could also be added to the language departments curriculum. As was mentioned earlier, regardless of the system that is being used to evaluate the oral proficiency of the students, the teachers' personal oral proficiency as well as the skills that are needed in assessing and teaching oral skills should nonetheless be maintained and a consistent continuum should be created between the basic and supplementary education. (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio 2006: 28). As for the

changes in the upper secondary school curricula, a committee for evaluating the state of teaching of oral skills in upper secondary schools has suggested that at least one obligatory course in the A- and B-level language curricula should be changed into an oral proficiency course (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio 2006: 42). I believe this would be a very useful change that would benefit the students in many ways, since it would require a change in teacher education ensuring a better quality of teaching and it would better prepare the students for different language using situations.

Since the present study has only dealt with the aspect of oral proficiency from the point of view of pronunciation, which is a very narrow outlook of the topic, further studies should be made in the field. Firstly, the aspect of pronunciation could be broadened to cover the fields of communicative effectiveness and oral skills in general, meaning that aspects such as intonation, rhythm and stress would be included in the analysis. The field could also be approached from the point of view of motivation and learning, so that the impact of oral skills on these two would be measured.

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8 APPENDICES

Appendix 1: The Tables

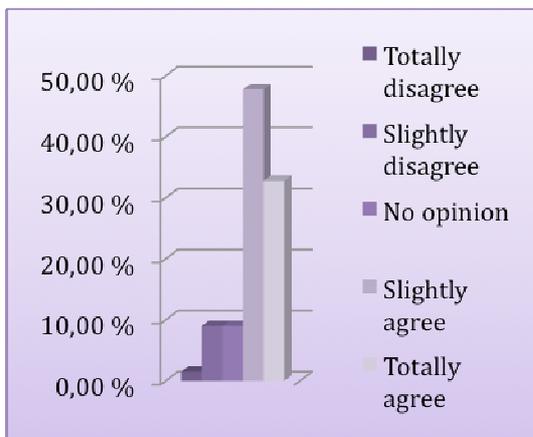


Table 11. Proper pronunciation is one of the most important aspects of general language proficiency (Question 2).

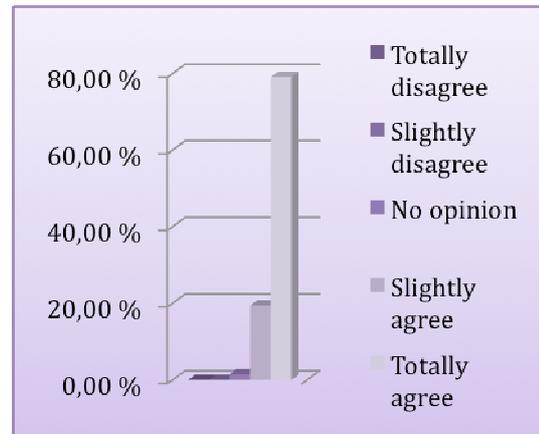


Table 12. In order to learn pronunciation it is very important to hear it in its correct form (Question 4).

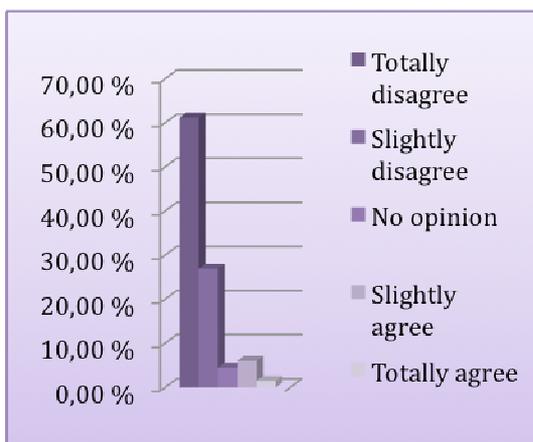


Table 13. I do not pay attention to the way teachers pronounce (Question 5).

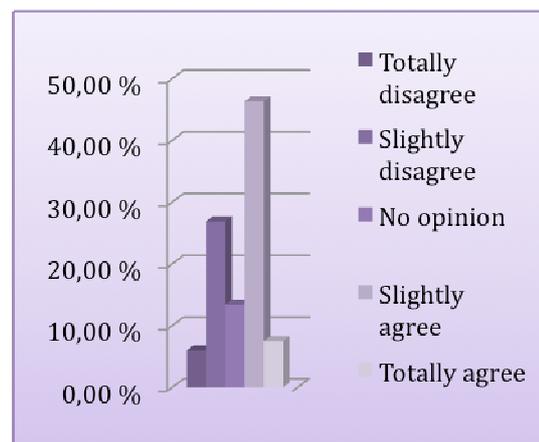


Table 14. Teachers' pronunciation has been comparable to native speakers (Question 19).

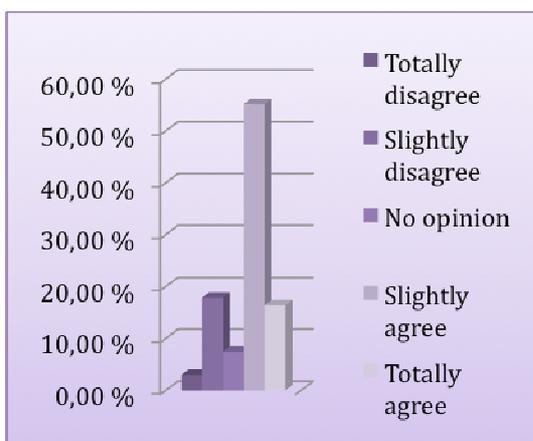


Table 15. Enough examples on correct pronunciation have been provided at school (Question 6).

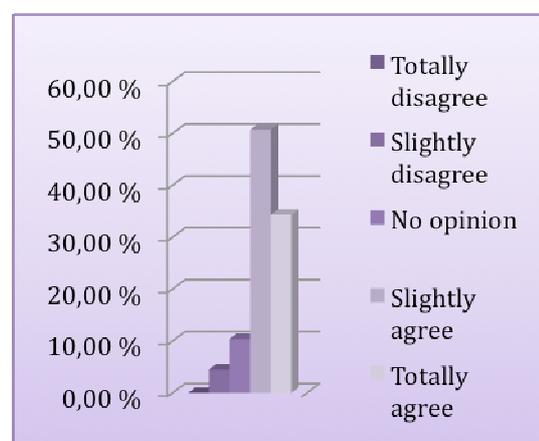


Table 16. Hearing authentic speech is important for its learning (Question 11).

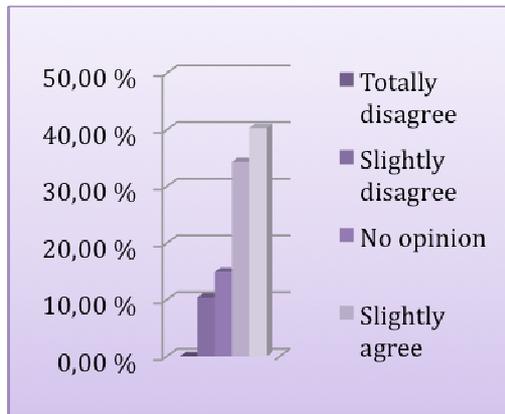


Table 17. I especially enjoy talking to a native speaker (Question 20).

Appendix 2: The Questionnaire

Arvoisa vastaaja!

Teen Pro seminaari -tutkimusta Jyväskylän yliopiston kielten laitoksen englanninopettaja-linjalla. Kyselyn aiheena on englanninkielen ääntäminen. Pyydän että vastatessasi muistelet **kaikkia** Sinua opettaneita englanninopettajia ja heidän ääntämyksensä vaikutusta oppimiseesi. Tutkimukseni onnistumiselle on tärkeää, että pyrit vastaamaan kaikkiin kysymyksiin mahdollisimman huolellisesti.

Vastaa alla oleviin väittämiin ympyröimällä mielipidettäsi parhaiten vastaava numero asteikolla 1-5, jossa 1 tarkoittaa ”täysin eri mieltä” ja 5 ”täysin samaa mieltä” tai kirjoita vastaus sille varattuun tilaan. Aikaa vastaamiseen on 10 minuuttia.

	Täysin eri mieltä	Hieman eri mieltä	Ei mieli- pidettä	Hieman samaa mieltä	Täysin samaa mieltä
1. Minulle englanninkielen ääntäminen on helppoa.	1	2	3	4	5
2. Minusta oikeanlainen ääntämys on yksi tärkeimmistä kielenosaamisen osa-alueista.	1	2	3	4	5
3. Pidän erityisesti autenttisen puheen kuuntelusta.	1	2	3	4	5
4. Oikeanlaisen ääntämyksen kuuleminen on erittäin tärkeää sen oppimiselle.	1	2	3	4	5
5. En kiinnitä huomiota opettajien ääntämiseen.	1	2	3	4	5
6. Oikeanlaisesta ääntämisestä on koulussa ollut tarpeeksi esimerkkejä.	1	2	3	4	5
7. Olen ollut erittäin tyytyväinen englanninopettajieni ääntämykseen.	1	2	3	4	5
8. Minulle oikeanlainen ääntämys on erittäin tärkeä osa sujuvaa puhetta.	1	2	3	4	5
9. Lukiossa harjoitellaan tarpeeksi ääntämystä.	1	2	3	4	5
10. Opettajien ääntämisellä on ollut suuri vaikutus innostukseeni oppia kieltä tunnilla.	1	2	3	4	5
11. Autenttisen puheen kuuleminen on minulle erittäin tärkeää kielen oppimisen kannalta.	1	2	3	4	5
12. Hyvän ääntämisen oppiminen on yksi tärkeimmistä tavoitteistani kielen oppimisessa.	1	2	3	4	5
13. Minulle autenttisen kuuloinen puhe on erittäin tärkeää opetuksessa.	1	2	3	4	5
14. Opettajieni ääntämys on toiminut erittäin hyvänä mallina omalle puheelleni.	1	2	3	4	5
15. Virheet ääntämyksessä vaikeuttavat ymmärrystä huomattavasti enemmän kuin kielioppivirheet.	1	2	3	4	5

Käännä →

	Täysin eri mieltä	Hieman eri mieltä	Ei mieli- pidettä	Hieman samaa mieltä	Täysin samaa mieltä
16. Ylioppilaskirjoituksissa tulisi mitata myös puhetaitoa.	1	2	3	4	5
17. Minusta opettajien tulisi ääntää paremmin.	1	2	3	4	5
18. Ääntämisvirheillä ei ole suurta vaikutusta ymmärrykseen.	1	2	3	4	5
19. Mielestäni englanninopettajien ääntämys on ollut verrattavissa syntyperäisen puheeseen.	1	2	3	4	5
20. Minusta on erityisen mukavaa keskustella syntyperäisen puhujan kanssa.	1	2	3	4	5
21. Lukiossa pitäisi harjoitella enemmän ääntämystä.	1	2	3	4	5
22. Virheetön kielioppi on tärkeämpää kuin oikeanlainen ääntäminen.	1	2	3	4	5

23. Arvioi yleisesti Sinua opettaneiden opettajien ääntämystä ja sen mahdollista vaikutusta innostukseesi oppia englantia.

24. Mikä englannin aksentti kiehtoo Sinua eniten?

- amerikkalainen
- englantilainen
- skotlantilainen
- australialainen
- irlantilainen
- uusiseelantilainen
- kanadalainen
- intialainen
- eteläafrikkalainen
- joku muu, mikä?

Ikä: _____

Sukupuoli: nainen / mies

Englannin edellisen kurssin arvosana: _____

Kiitos vastauksistasi!!! ☺