

“THE KEY IS AWARENESS RATHER THAN REPETITION”
**- a Multisensory Pronunciation Teaching Intervention in a Finn-
ish EFL Context**

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Tämän tutkimuksen tarkoituksena oli kehitellä ja toteuttaa englannin ääntämisen opettamisen opetuskokeilu peruskoulun kolmannen luokan oppilaille. Tutkimuksen tavoitteena oli selvittää, kuinka oppilaat kokivat heidän ääntämistaitonsa ennen opetuskokeilua, minkälaisella toiminnalla ääntämisen oppimisen tietoisia prosesseja voi lisätä sekä millä tavoin lyhytaikainen opetuskokeilu vaikuttaa oppilaiden ääntämistietoisuuteen ja -taitoihin. Myös yksilöllisen ääntämisen kehittymisen tutkiminen tämän opetuskokeilun aikana oli yksi tutkimuksen tavoitteista. Tutkimus toteutettiin kahdessa koulussa samassa keskisuuressa suomalaisessa kaupungissa. Tutkimukseen osallistuvat oppilaat (n=52) olivat ensimmäistä vuotta englantia opiskelevia kolmannen luokan oppilaita. Tutkimus koostui ääntämisen opettamisen jaksosta, havainnointimateriaaleista, kahdesta kyselylomakkeesta sekä kahdesta äänityksestä. Aineisto analysoitiin teoriaohjaavasti ja aineistolähtöisesti ja aineiston sisältä nousseiden teemojen mukaisesti.

Tulokset osoittavat, että tutkimuksen päätavoite saavutettiin, sillä oppilaat olivat tietoisempia ääntämiseen liittyvistä asioista opetuskokeilun jälkeen. Myös yksilöllistä kehitystä ääntämisessä oli huomattavissa. Ääntämisen harjoittelu kiinnosti opetuskokeilun jälkeen aiempaa enemmän. On huomattavaa, että kiinnostuksen kasvaminen ääntämisen harjoittelua kohtaan johtaa myös parempiin oppimistuloksiin. Käytetyt opetusmenetelmät vaikuttivat tukevan sekä ääntämistietoisuuden että ääntämistaitojen kasvua. Tiedostaminen ääntämiseen liittyviä asioita kohtaan on ensimmäinen askel kohti kokonaisvaltaista ääntämisen opettamista. Monikanavaiset eli multisensoriset menetelmät vaikuttivat lisäävän kiinnostusta ääntämisharjoitteluihin.

Hakusanat: ääntäminen, opettaminen, opetuskokeilu, monikanavainen, tiedostaminen

ABSTRACT

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The goal of this study was to conduct a pronunciation teaching intervention in English as a foreign language class with third graders. The study also aimed to research how the pupils view their pronunciation skills before the teaching experiment as well as what kind of actions can help to raise awareness in pronunciation learning in a short-term intervention. In addition, the ways a short-term intervention can influence pupil awareness and skills in pronunciation were also researched. Researching the individual development of pronunciation during the teaching experiment was another goal of this study.

The study was carried out in two schools within the same middle-sized Finnish city. The pupils participating in the study (n=52) were third graders in their first year of learning English as a foreign language. The study consisted of a pronunciation teaching period, observations, two questionnaires and two recordings. The dataset was analysed using a theory-driven and content-based analysis methods. The themes arose from the content.

The results show that the main goal was achieved as the pupils were more aware of pronunciation after the teaching experiment. Also, individual development in pronunciation was noticeable as well as increased interest towards pronunciation practicing. It is noticeable that raising awareness of pronunciation practicing supports learning. The teaching methods used in the intervention support both the awareness of pronunciation as well as the actual pronunciation skills.

Raising awareness of pronunciation practicing is the first step towards a holistic approach to pronunciation teaching and multisensory methods seem to raise interest towards practicing pronunciation.

Key words: pronunciation, teaching, intervention, multisensory, awareness

TABLE OF CONTENTS

LIST OF FIGURES, PICTURES AND TABLES:	5
1 INTRODUCTION	6
2 LANGUAGE DEVELOPMENT	8
2.1 Language acquisition and learning	9
2.1.1 Consciousness in language learning	13
2.1.2 Metalinguistic knowledge in language learning	17
2.1.3 Language learning as a social activity	20
2.1.4 Learning styles	21
2.2 Aspects of pronunciation teaching	22
3 PRONUNCIATION TEACHING OF EFL IN FINLAND	27
3.1 Problematic features of pronunciation	27
3.2 Current state of EFL pronunciation teaching in Finland	29
4 THE PRESENT STUDY	31
4.1 The research questions	31
4.2 Designing the pronunciation teaching intervention	32
4.3 Participants of the study	35
4.4 Data collection and research methods	36
4.4.1 Participatory case study	38
4.4.2 The questionnaires	39
4.4.3 The observations	40
4.4.4 The recordings	41
4.5 Data analysis methods	42
4.6 Reliability and validity	46
4.7 Ethical issues	48

5	RESULTS	VIRHE. KIRJANMERKKIÄ EI OLE MÄÄRITETTY.
5.1	How do the pupils view their pronunciation skills of English before the teaching intervention?	49
5.2	What kind of actions can help to raise awareness in pronunciation learning in a short-term teaching intervention?	52
5.3	In what ways can a short-term intervention influence pupil awareness and skills in pronunciation?	58
6	DISCUSSION	64
6.1	The outcomes of the study	64
6.2	The limitations of the study and further research ideas	67
6.3	Conclusions	69
	REFERENCES	70
	APPENDICES:	76

LIST OF FIGURES, PICTURES AND TABLES:

FIGURE 1. Speech production and perception

FIGURE 2. The process of Phonological awareness

FIGURE 3. Metacompetence developing techniques for adult pronunciation learners

FIGURE 4. Methods and the data gathering process of the study

FIGURE 5. The data collecting methods in relation to the research questions

PICTURE 1. An example of marking the intonation in questions.

TABLE 1. The analysis of the recordings

TABLE 2. Responses from the first questionnaire including pupils' views on pronouncing and speaking English

TABLE 3. Explanation of the categorisation in the open question responses

TABLE 4. The findings of the recordings

1 INTRODUCTION

It is essential in foreign language learning to learn how to pronounce the language in order to be understood in communication situations. Intelligibility is tightly connected with pronunciation of the language and in order to increase intelligibility it is important to concentrate on pronunciation. Traditionally, pronunciation teaching of English as a Foreign Language in Finland seems to be neglected and learners do not always gain the level of pronunciation they might wish for. This leads to communication problems if the learner has not learned the correct ways to produce sounds and is misinterpreted (Sajavaara & Dufva, 2001). It is especially important to pay attention to pronunciation when the pronunciation of the target language differs greatly from the written format (Lintunen, 2014). In the new Core Curriculum (2014) pronunciation, word and sentence stress, rhythm and intonation are mentioned as goals of learning. Recognition of the phonemic script is also one of the goals (Finnish National Board of Education, 2014). This study aims to represent an example of a pronunciation teaching outline that acknowledges the emphasis of pronunciation in the new Core Curriculum. It also provides an overview of the topics that should be taken into account when planning pronunciation teaching of English in Finland.

Primary school teachers in Finland are very independent in their work and can plan the teaching, not only according to the Core Curriculum as well as the curriculum of the school, but also according to their own emphasis and interests. This leads to situations where the amount of pronunciation teaching may rely on the interest of the teacher. After the new curriculum takes effect this inequality should decrease since the curriculum sets more specific goals for pronunciation.

Pronunciation teaching can be viewed as integrated teaching, which means that pronunciation is taught through all teaching regularly, or via specific pronunciation related tasks. It is known that if pronunciation is not included in the teacher's range of interest, the result may be that the teacher relies completely on the textbooks in pronunciation teaching (Tergujeff, 2013). From that viewpoint it is essential to introduce other possible ways to carry out pronunciation teaching of EFL. This study aims to view

the important aspects on pronunciation teaching, discuss the role of awareness in learning pronunciation as well as to provide a sample of pronunciation teaching sessions. The teaching intervention developed for this study was based on theoretical knowledge of pronunciation learning and teaching as well as the current knowledge about Finnish EFL teaching methods. The awareness of the pronunciation processes was emphasized both in the teaching material as well as in the research questions. The topics concerning awareness and consciousness in language learning are presented later in this study.

Finnish teachers seem to have a tendency to follow the textbooks very precisely (Tergujeff, 2013) and it is known that teachers use textbooks extensively in foreign language instruction (Luukka et al., 2008). However, no authorities inspect the textbooks anymore (Tergujeff, 2013), which means that the textbooks should be critically viewed. This study aims to contribute on the situation by presenting an introduction to pronunciation teaching outside the formal textbook environment. The teaching sessions emphasized multisensory methods and the pupils were engaged in practicing the new sounds and other pronunciation related topics by moving, visualizing, acting and repeating.

2 LANGUAGE DEVELOPMENT

To be able to understand the development of pronunciation learning it is essential to view the process of first language acquisition (hereafter = L1) as well as the learning of a second or a foreign language (hereafter = FL). In addition, it is important to acknowledge varying learning styles since all pupils are individuals and acquire or learn the language differently. Therefore, this section provides a brief overview of different learning styles. The various learning aptitudes introduced in the forthcoming section (2.3) build a pedagogical bridge to the multisensory methods that are used in the teaching intervention.

EFL teaching in Finland is usually planned to begin in the third grade when the learner is approximately 9 years old. However, the new Core Curriculum (2014) addresses the topic of foreign language learning from earlier grades as language “showering”, a term for language exposure. This addition to the curriculum means it is possible for a Finnish school to decide to begin EFL teaching in the second grade. Early years learning processes of language and pronunciation should thus be discussed in order to be able to design and carry out effective, learner friendly teaching environments. It is important to acknowledge the language learning processes also when reviewing pronunciation teaching. Learning of pronunciation relates with learning a foreign language, but the basics of pronunciation are built during the acquisition process of the first language (Kuhl, 2004). In the following chapter I will discuss the main features of L1 and FL acquisition and learning as well as the differences and special features. This chapter summarizes the main ideas behind language learning in general and L1-learning in particular. It also aims to emphasize the special features of L1 acquisition in contrast to FL learning and attempts to clarify the process of pronunciation learning in both situations. Nevertheless, the matter of consciousness in language learning and especially in pronunciation learning in this study is highly emphasized and thus also discussed in the forthcoming chapter.

2.1 Language acquisition and learning

In response to the question ‘how does a child learn language’, Chomsky suggested that a child has an innate capability to acquire a language, a language acquisition device “LAD” (Chomsky, 1965). According to this idea a child has pre-knowledge of the first language. A small child is trying to figure out their first language without anyone explaining the rules of grammar (Hulstijn & Graaff, 1994) or vocabulary and it is intriguing to notice how children try to generalize a certain rule they have once acquired. If they learn a specific way to produce a plural, for example, children usually try to overgeneralize (Brooks et al., 1999) the pattern in other situations, as well, although the pattern does not always function.

It is known that the first language vocabulary during childhood and adolescence grows incidentally and implicitly taking meanings straight from the context. A child learns approximately 1000 words of L1 in a year and by the age of six a child knows around 14 000 words of L1 (Järvinen, 1999.) The average high school student knows approximately 40 000 words of their first language. These amounts cannot be attained through vocabulary teaching and the majority of the learning must happen by acquisition without any instruction. The amount of words a child has learned from their L1 implicitly is impossible to teach only explicitly. Thereby, this is an important viewpoint when discussing language learning and teaching. If a child is capable of acquiring thousands of words by the age of 6 only by naturalistic input then what is the role of input in foreign language learning? Thus, the matter of input in pronunciation learning is discussed later in this study.

The acquisition of the first language is not largely completed by the age of 5, as some research suggest (Cameron 2001). Cameron describes the learning process from the learner’s point of view and notes that certain structures in speech are obtained later because of the structure connections of written language which means that acquisition of a spoken language should not provide all required tools for understanding a language as a whole. However, the beginnings of learning can be traced back to the early years when children are actively listening to children’s literature. That point emphasizes the notion of lifelong learning and that the child is an active participant in a social learning

occasion (Cameron, 2001.) It is commonly known that children need various sources of input to acquire the L1 and listening to children's literature is an important addition to that. However, it is evident that a child's capability to acquire first language vocabulary does not have a correlation with the child's explicit learning abilities. (Ellis, 1994:40)

These aspects are also very significant when learning a foreign language. A child uses previous information of languages in order to make sense of the new language. In pronunciation practice this occurs as well and can also lead to difficulties when trying to develop a totally new set of phonemes for a foreign language. Transfer from one language to another and the 'perceptual magnet effect' are significant issues regarding language learning and will be discussed further in the present study. Perceptual magnet effect means that a learner collects information of the mother tongue in their brains and the prototypical phoneme of the mother tongue attracts similar sounds like a magnet (Lintunen, 2014).

A connection between the native language and the target language learning can be seen in the transfer or "interference" from one language to another. Johnson (2008) suggests that the transfer between the first and the second language can be either positive or negative. Transfer means that a person will use their previous knowledge of a certain topic and use that knowledge to learn a new matter. Similarities in the two languages in question can help in the learning process: the learner can use the structures of one's native language to understand those in the target language. Transfer can also be negative and in that case the learner has difficulties to unlearn some of their first language's approaches making the process of learning a new language more complex. Learning the pronunciation of a second language might suffer from the negative transfer of the learner's first language. Unlearning the certain styles to pronounce phonemes and learning a new way for pronouncing is a challenge for a learner at any age (Johnson, 2008, p. 66-69). However, younger children can learn a second language more effectively because their brains are able to take advantage of the mechanisms used in first language acquisition. Children try to use the cues of their first language to understand the second language (Cameron, 2001.)

The implication that a relationship between language and cognition occur is mentioned in various sources (e.g. Johnson, 2008; Lintunen, 2014). When FL is acquired in a

similar way to the L1 the processing differs from other cognitive structures. General cognitive learning has a role in the learning process in foreign language learning. A learner is not capable of cognitive problem solving system before Piaget's formal operations stage which means that a learner under 12 years old is mostly using language specific system. The language specific system is a system occurring in L1 acquisition. Furthermore, a pathway of some language specific system for second language acquisition exists. (Johnson, 1996.)

The previous idea has been criticized in various sources but the main critique concerns the idea of learning a second or a foreign language only through a sufficient amount of naturalistic input (Roiha, 2012). The importance of naturalistic input in language learning is undeniable but the viewpoint of total acquisition of foreign language only through input is questionable. However, a learner cannot learn all features of the target language only by listening since, for example the phonemic coding ability of the learner varies (Lintunen, 2014). Furthermore, it should be acknowledged that individuals differ greatly in their abilities to make meanings of new content regardless of the way of providing the information either by explaining it, defining it or via context (Nagy, 2007). When someone is capable of learning by listening, another needs visual support in order to understand the process. These aspects are called learning styles and are described in the chapter 2.3.

Language perception and production can also be considered from a neurological perspective. Kuhl (2004) has demonstrated the idea of universal speech perception and production of babies from the age of 0 months to 8-10 months. Furthermore, infants are capable of producing vowel-like sounds when they are three months old, but language-specific perception of vowels develops around the age of 6 months. The following illustration (FIGURE 1) represents an overview concerning language perception and production of babies (0-12 months). (Kuhl, 2004.)

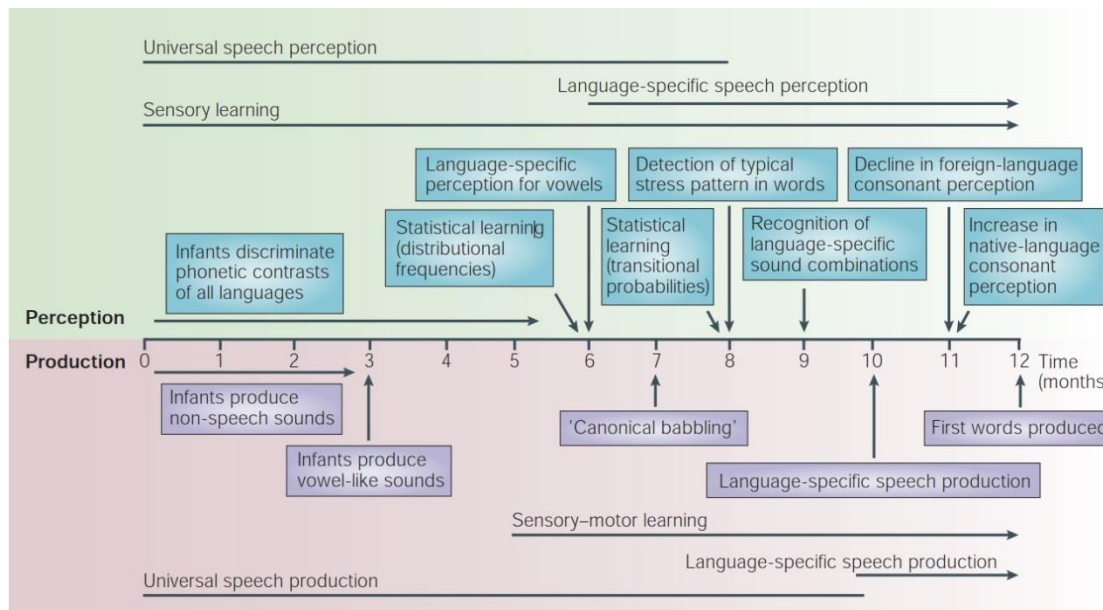


FIGURE 1 Speech production and perception (Kuhl, 2004: 832)

According to Kuhl (2004) universal speech production and perception begin at birth. However, sensory learning in perception is also described to begin at birth when sensory-motor learning in speech production appears later at the age of five months. Language specific speech perception begins at 6 months but language specific speech production follows four months later. From this viewpoint it is possible to draw connections with foreign language learning as well. Perception and recognition seem to become before production. However, some researches also present a contradiction concerning the fact that perception should precede production. According to Richards and Renandya (2002) the ability to hear sounds correctly does not always predict the ability to produce the sounds.

Furthermore, the fact that a language is at first acquired universally and after that language-specifically raises an interesting viewpoint about language acquisition in general. This suggests that babies are constantly producing sounds and trying to make combinations of the sounds they learn. This viewpoint emphasizes the importance of vocal engagement in language learning from the beginning. Although a baby is capable of learning a language implicitly, pronunciation of the first language may also pose difficulties. For example, the phoneme /r/ is a motoric challenging phoneme and the Finnish

/r/ especially can require explicit practicing (Lintunen, 2014). These difficulties imply that the motoric aspect of pronunciation is also important and the processes should be viewed through motoric abilities as well. Furthermore, the learners may require explicit guidance in the motoric processes of pronunciation in L1 as well as in FL learning.

The similarities and differences between L1 and FL acquisition are interesting since the first language seems to mostly develop naturally, unconsciously or implicitly, as opposed to learning or acquiring a foreign language which is more of a conscious and an explicit process. Strong evidence is not presented about the role of consciousness in language acquisition (Järvinen, 1999: 49) but many authors have introduced their views on the matter. Consciousness and awareness in language learning are further discussed in the following chapter (2.1.1).

When acquiring a first language a child encounters various uncertain situations. For example, the previously mentioned issue of generalization and being uncertain whether the rule applies in a new situation or not. However, research has shown that children seem to have a strong tolerance of ambiguity which also appears to have an effect on the second language learning (Chapelle & Roberts, 1986; Oxford, 1994; Reid, 1995). Nevertheless, the tolerance of ambiguity is essential in pronunciation learning as it provides tools to accept errors and learn from them instead of losing motivation and will to try again.

In the following chapter I will describe some of the background theory with regards to the teaching intervention and the aforementioned point of consciousness and awareness.

2.1.1 Consciousness in language learning

A second language can be either learned or acquired. If a second language is acquired, it follows the systems of acquiring the first language and is not consciously focusing on linguistic forms (Johnson, 1996.) Consciousness is mentioned in a significant amount of research and it is commonly seen as a part of the explicit mechanism of learning a second or foreign language. Implicit learning mechanisms do not include conscious processing of rules and structures; instead they are more intuitive and unconscious. Implicit

acquisition occurs in first language learning as mentioned earlier. A number of theorists seem to propose that in order to learn the learner must be conscious of their role as a learner (e.g. Gass, 1988; Schmidt, 1990; Van Patten, 1994).

Järvinen (1999) critiques the role of consciousness by noting that most of the evidence concerning consciousness comes from laboratory studies. In that case the viewpoint of authentic language learning and acquisition fails to be reflected (Järvinen, 1999). The matter of consciousness is a difficult issue to research since it is a learner's objective view of what is happening. Research on consciousness as well as the term "consciousness" has been brought into question with arguments, such as 'Theory cannot capture a first person perspective, consciousness is causally inert with respect to explaining cognition, the notion "consciousness" is too vague to be a natural kind term' (Schmidt, 1990: 4). With the arguments of consciousness and the possibility to study that issue objectively it is essential to acknowledge the limitations of the current study. Awareness or consciousness in language learning can only be reflected within limits and it is not possible to evaluate objectively the actual amount of awareness or consciousness in the learning process. This study, however, aims to discuss the possibility of raising awareness within learners and observations as well as other data provide information on that matter.

The question of implicit and explicit, conscious and "unconscious" learning occurs also in pronunciation learning since pronunciation can be either practiced explicitly or, when integrating pronunciation practice to all oral communication, implicitly. Also, one can view all input of the target language as implicit pronunciation learning since the pronunciation model arises from the received model instead of a certain explicit formula that the learner is expected to learn.

First language is also learned or acquired mostly by naturalistic input, without formal and structured guidance whereas foreign language is usually taught and learned in formal learning situations. A second language can also be acquired, for example when a child attends to daycare or school which is operating in another language than the child's home language. In this case the process is mostly implicit. The questions of formal and informal learning as well as consciousness in language learning are important when discussing language learning and the matters will be further discussed in this study.

In addition, the influences of naturalistic input in learning a foreign language are considerable (Järvinen, 1999). Krashen has used these ideas to build his input-theory which suggests that the learners acquire the foreign language, unconsciously, from the input they are exposed to and that the learners are capable of learning consciously only some of the simplest features of the language. Krashen (1985) also introduces the idea of not teaching grammar explicitly and that all language learning should be acquiring. The input-theory could be one basis for the integrated approach in pronunciation teaching as well. If a teacher works from this perspective, pronunciation is taught implicitly via naturalistic input. This perspective suggests that explicit training is not required although other studies confirm that not all features of pronunciation are possible to be learned without conscious processes (Lintunen, 2014). The present study is concentrating on the view of raising awareness and consciousness in pronunciation learning processes instead of relying only on input and the capability to hear and repeat correctly after the modelled sound. Which of human cognitive capabilities are acquired implicitly and which learned explicitly? This question is of both theoretical and practical pedagogic importance since teaching interventions are less relevant to implicitly learned skills but essential to explicitly learned ones (Ellis, 1994).

Ellis (1994) describes the different occasions of learning in various examples. At first, he explains incidental learning - Consciousness as intentionality - to refer to situations where a person who has no intention to learn is in fact learning. Also a situation where a person is aiming to learn another thing but ends up learning something else is an incidental learning situation. This has also been named as unconscious learning in the past. It is worth noticing that assuming that the process or the product of unconscious learning would be unconscious in any other sense is not valid. Moreover, learning without attention - Consciousness as the product of attention - can be connected to learning that has occurred without explicit attention (Ellis, 1994).

Implicit learning, however, is an unconscious process and it will lead to a broader amount of knowledge than the learner realizes. In addition, implicit memory means that the person encounters a stimulus which raises an older stimulus in their awareness without consciously recalling the event. Instructed learning or explicit in-

struction consists of situations where formal teaching is occurring, for example in a classroom or in experimental studies (Ellis, 1994). Finally, explicit memory -Consciousness as control - requires a person to consciously remember an experience from the past.

Furthermore, it is important to view how these aspects of consciousness can be acknowledged when considering the possible raise of awareness of the learner participating in the pronunciation teaching intervention? It is important to understand these various types of consciousness and also to admit that it is not possible to objectively analyse the specific type of consciousness a learner is adapting. In this study the idea of conscious learning is emphasized but for the purposes of this study the previously mentioned types of consciousness are tied together as one larger idea of consciousness or awareness.

The present study concentrates on the suggestion that similarities take place between the acquisition of a language and the acquisition of other skills (Johnson, 2008, p. 99). The connection between cognition and language learning is also discussed in other studies (Lintunen, 2014). Both cognition and motoric skills are needed in the process of language and pronunciation learning (Lintunen, 2014) and the learning process itself is explicit and thus conscious. The main difference between learning and acquiring appears in the awareness of the learner. In explicit language learning the learner is, at all times, aware of the learning process when in language acquisition the person acquiring the language is usually not aware of the process (Krashen, 1982). "Explicit knowledge is knowledge that we know that we know" (Dienes & Perner 1999, cited in Williams 2009: 319).

Furthermore, in addition to the present views of conscious and unconscious processes in language learning, Total Physical Response (TPR) was introduced by Asher in 1966. TPR could be seen as a pre-stage of multisensory language teaching since it emphasized the physical dimension in learning. However, in TPR it is not essential to explain the learning processes explicitly, in fact Asher believes that language is learnt mostly by listening to the language (Asher, 1966). Similarly, the input theory by Krashen emphasizes listening of a language, too. Both theories are based on the L1 language acquisition and are applied to foreign language learning.

2.1.2 Metalinguistic knowledge in language learning

If the students know something about the grammatical rules of the L2, would it be possible to learn or acquire the language more easily (Clapham, 2001)? The knowledge of language can be described as metalinguistic knowledge. Furthermore, metalinguistic approaches can be used to reflect on and to develop spoken language. Individual phonemes and other small utterances are usually not noticed when using a language if the language user does not consciously concentrate on the matter. The following figure (FIGURE 2) explains the relationship between normal language processing and metalinguistic operations. Four categories of metalinguistic awareness can be drawn from the following framework: phonological, word, syntactic and pragmatic awareness. (Tunmer, Herriman & Nesdale, 1988:136.) Metatextual and metalexical categories are also suggested by other researches (Nagy, 2007:54).

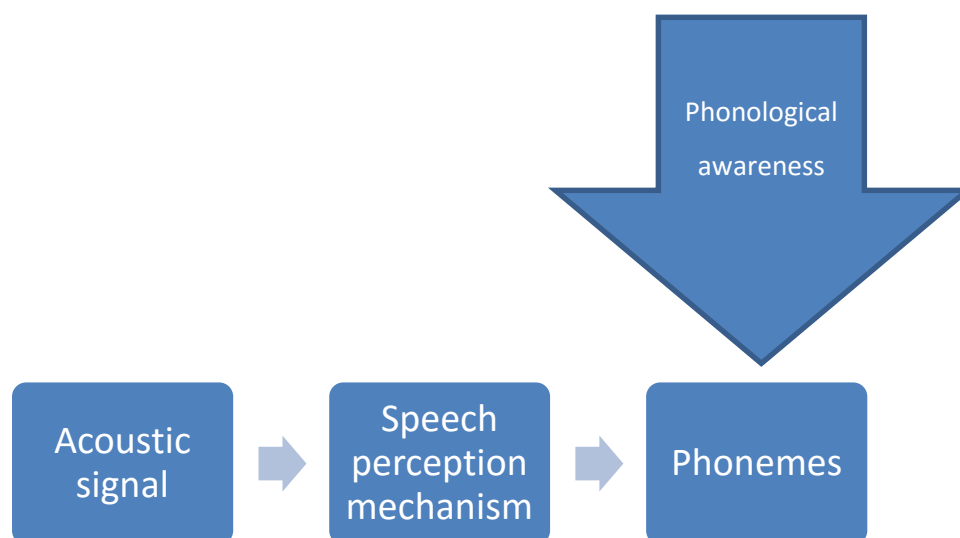


FIGURE 2. The process of Phonological awareness according to Tunmer, Herriman & Nesdale, 1988:136

The ability to work with and to recognize the smallest units in spoken language, such as phonemes, can be described as phonological awareness. Tunmer, Herriman and Nesdale also describe other metacognitive skills such as word awareness, syntactic

awareness and pragmatic awareness. Word awareness refers to the capability to reflect words when syntactic awareness concerns groups of words and their structural representations. Awareness of relationships between sentence and the context is called pragmatic awareness (Tunmer et al., 1988:136). Different explanations of the development of metalinguistic abilities have been discussed in existing research. The key feature of developing metalinguistic skills narrows down to the capability of controlling one's thoughts and with Piagetian terms the ability to *decenter* (Tunmer et al., 1988:137).

Tunmer et al. propose, for example, that a child becomes more metalinguistically aware when learning to read. A certain level of cognitive development may be required to be reached before the ability to process metalinguistic knowledge is possible. Nagy (2007) claims that "word consciousness" is essential in vocabulary learning. However, the possible contradiction between metalinguistic demands and metalinguistic abilities (Nagy, 2007) should be acknowledged in teaching either vocabulary or pronunciation. This leads to the question of phonological awareness in pronunciation learning. Furthermore, phonological awareness is the main focus in the teaching intervention in the present study.

In addition to phonological awareness, also phonological acquisition is essential in the present study. Phonological acquisition can be described through phonological meta-competence as well. Metacompetence can be viewed as conscious knowledge of the language. Wrembel (2005) describes the three steps of phonological acquisition in the following way:

- 1) **facilitator of intake** - operating at the level of perception and helping input to become conscious intake through formal explicit instruction and guided ear training
- 2) **acquisition facilitator** - forming adequate representations and preventing the mapping into L1 system owing to the conscious analysis of the underlying process
- 3) **monitoring device** - providing reflective feedback on the production by equipping L2 learners with necessary tools for self-monitoring and self-correction as well as promoting conscious awareness of the influencing potential of socio-and psychological factors. (Wrembel, 2005: 2)

These three steps represent different levels of phonological language development. When teaching beginner-level pupils, it should be acknowledged that the level of

phonological language development is mainly on the facilitator of intake-level. However, the further levels also provide usable tools for beginner level pupils as well, for example in raising consciousness in the processes. Adult learners who have achieved full cognitive skills can benefit from a certain metacompetence-oriented pronunciation teaching approach presented by Wrembel (2005: 3). In the following figure (FIGURE 3) four approaches are introduced on a scale of adding elaboration and explicitness.

Elaboration	B Articulatory control Articulatory warm-up exercises Drama voice techniques: Articulatory setting exercises: * voice quality * imitation and oral mimicry Mnemonic devices * anchoring sound patterns	D Multimedia learning aids Animated views of the articulators Video close-ups of the mouth Computerised displays of speech Palatograms Spectrograms Self-monitoring techniques
	A Basic awareness-raising Relaxation, breathing, visualisation Sensitisation: * perceptual tuning-in Awareness raising activities: * discussions * questionnaires * metaphonetic trivia * concern for pronunciation * pronunciation and identity	C Informed teaching techniques Theoretical foundations (rules) Contrastive information Articulatory descriptions Sound classification tables, vowel charts Charts of the vocal apparatus Snapshots of lips position Pitch-contour notation Guided ear-training - analytic listening Transcription practice Elaborate phonemic charts

Explicitness (covert - overt)

FIGURE 3. Metacompetence developing techniques for adult pronunciation learners (Wrembel 2005: 3)

Although the metacompetence approach for pronunciation teaching is aimed at adult learners, many views can be acknowledged when planning the teaching for younger learners as well. For example, techniques which do not require a high cognitive capacity such as warm-up techniques and drama as well as relaxation and breathing exercises can benefit the young FL pronunciation learners.

Furthermore, according to this model, learning and teaching of pronunciation should rely on conscious processes and awareness building, but in addition to that also a favourable frame of mind and the articulatory and auditory apparatus preparation should be acknowledged. As can be seen in the Figure 3 it is essential for the learners to gain awareness of pronunciation through various methods such as walking the rhythm, exploring the physical features of word stress as well as sounds (Wrembel, 2005). Another physical element to pronunciation teaching is relaxing the articulatory apparatus muscles for gaining the optimal sound forming situation (Wrembel, 2005).

In the previously described pronunciation teaching model also conscious training of auditory skills are essential. The teacher can approach auditory skill training by simple discriminating and identification tasks. The teacher can also provide more detailed ear-training as well. Also, the individual learning styles are acknowledged in this model since it includes multisensory teaching methods such as visual, kinaesthetic and tactile reinforcements (Wrembel, 2005).

The metalinguistic approach is emphasized in the present study as the participants were asked to evaluate their oral skills of English as well as to concentrate on certain processes of pronunciation during the teaching experiment. Metalinguistic considerations were also a key feature of the teaching intervention outlined in chapter 4.2.

2.1.3 Language learning as a social activity

The view of a child as a social learner is originally presented by Vygotsky (Kozulin, 2003). Piaget, however, presents the idea of a child as an active learner but leaves out the importance of communication and social views and underlines the children's cognitive development (Jarvis et al 2003, p. 32). Both social and active learning could be emphasized in a classroom when studying EFL pronunciation, if only the teacher is capable of taking these issues into consideration while teaching. The present study was also based on the view of child as an active learner as can be seen in the descriptive section of the teaching intervention.

Another important issue regarding language learning is scaffolding, also described as a support system for helping the learner to achieve a task too demanding to perform on their own. Scaffolding was developed on the basis of Vygotsky's theorisations of child

development (Jarvis et al, 2003; Wood, Bruner & Ross, 1976). It is also known as assisted learning. When a learner receives assistance in a task which would otherwise seem too demanding the learner can be able to proceed and succeed in it. It is something that is crucially important in all learning, not only language learning. Scaffolding in pronunciation teaching can include presenting learning strategies and cues for the learners. Multisensory methods can also be seen as scaffolding, since the teacher offers the learner various methods for achieving the goals.

2.1.4 Learning styles

As previously mentioned, it should be acknowledged that just as many personality-related variables occur in the learning processes as there are learners. The general approach to learning, also referred to as a “learning style”, is directly tied to learning strategies according to Cohen (1998). Different descriptions of learning styles are presented in a number of studies (see Dunn, R., Beaudry, J. S., & Klavas, A., 2002; Allwright & Hanks, 2009; Cohen, 1998). Furthermore, learning aptitudes are also mentioned. In addition to *innate* aptitude for language learning, learned aptitudes concerning language learning methods may occur (Allwright & Hanks, 2009-). These individual differences can be relevant to language learning. However, they mostly affect the rate of learning as opposed to general cognitive processes (Allwright & Hanks, 2009).

Three main findings about a learner’s cognitive styles and personality traits are also presented in research: the tolerance of ambiguity, field independence and a general measure of attitude which correlates with success (Johnson, 2008). These learning styles may guide the learner to find a suitable learning strategy and the teacher can use this knowledge when planning the teaching. Johnson (2008) questions the term “learning strategy”, as a strategy is something that requires conscious action but regarding language learning the strategies might also come naturally and subconsciously.

Moreover, four sensory preferences in learning styles can be specified: they are *kinesthetic (movement-oriented)*, *visual*, *auditory* and *tactile (touch-oriented)* (Oxford, 1994; Reid, 1987). The sensory preferences refer to the physical area of senses in which the learner is most comfortable learning in (Oxford, 1994). These sensory preferences can be acknowledged when teaching pronunciation. The tasks involving these different

sensory preferences are called multisensory tasks or methods and in the present study these aspects are acknowledged.

The idea of learner styles is also questioned (Allwright & Hanks, 2009), yet it is possible to argue that individual ways of learning exist and offering a multisensory approach to teaching provides learning possibilities to all learners. These issues should be taken into account when planning EFL pronunciation teaching, and different teaching methods that acknowledge these aspects should be created if they do not exist already. This study aims to contribute to this discussion by providing a sample of a multisensory based pronunciation teaching plan.

2.2 Aspects of pronunciation teaching

EFL pronunciation teaching in Finland should rely more on the findings of language learning and learning styles mentioned in the previous chapter. As previously mentioned, teachers in Finland seem to teach languages according to the textbooks, so the EFL teaching in Finland could be seen as textbook-oriented. The EFL textbooks in Finland are, in general, of good quality and follow the main ideas of the national curricula. However, the textbooks do not seem to emphasize the many aspects of learning that are mentioned in the previous chapter. (Tergujeff, 2013.)

The aims of pronunciation teaching in general should be discussed and clarified: is the main goal to achieve understandable pronunciation or should everyone aim to achieve fluent, natural-sounding capacity of speaking English? These two goals differ from each other in the matter of segmental vs. suprasegmental features. In order to achieve fluency in speech, the learner must also adapt the stress, intonation and rhythm of the target language. However, the learner can achieve an understandable level of pronunciation also without emphasizing the prosodic features, especially if the listener is not a native speaker either. Also many typical features of Finnish English that remain unnoticed by the Finnish EFL teacher are noticed by a native speaker. (Dufva & Sajaavaara, 2001.) The prosodic features, such as intonation and word stress, help the listener to expect the development of the communication in the situation. For example, each language has a specific *rhythm* in speech and according to some research (Pihko,

1994) an insufficient knowledge of rhythm may influence intelligibility and fluency. The rhythm of the language is tightly involved with the stressing of the words and those two together provide on part of the unique features of each language. However, the issue of *fluency* should be taken into more specific consideration. According to Pihko (1994) non-native speakers of English have a tendency of speaking rather slowly. Slow speech rate is connected with disfluency (Pihko, 1994) and that is important to acknowledge since at some occasions a more rapidly forwarding speech with more errors in pronunciation might be considered as fluent compared to a slow pace speech with no mispronunciations. However, if the speech rate is too fast, it may also influence intelligibility (Pihko, 1994).

The previously discussed matter of conscious and unconscious learning is also an important and interesting one. As previously mentioned, not all Finnish sounds (such as the phonemes /r/, /s/ or /l/) are naturally acquired by all native Finnish learners, and some learners require special training in order to achieve the “natural” sound of these Finnish phonemes. That gives an interesting addition to the conversation of EFL pronunciation teaching, as it should be noted that not all people are naturally capable of producing the exact same sounds. A learner has to become conscious of the way they produce the phonemes if there is a problem in the sound. By making the phonetic production conscious, the learning process changes from implicit to explicit and a learner is actually learning instead of acquiring the first language. These phonemes, especially the Finnish /r/, are also known as universally challenging phonemes as a result of the motoric difficulties producing the phoneme (Lintunen, 2014). In addition to that, letter-to-phoneme correspondence in English differs from the Finnish language, and can also be one reason for the difficulties in pronunciation for Finnish learners (Tergujeff, 2012). The English language has a comparatively low orthographic consistency. This accounts for a slower rate of reading acquisition in comparison to orthographically consistent languages such as Finnish (see Seymour, Aro and Erskine, 2003; Frith, Wimmer and Landerl, 1998; Goswami, Gombert and Barrera, 1998). For languages with transparent orthographies such as Finnish, decoding skills can be learned in 3 to 4 months. For English this may take between 2 and 3 years (Seymour et al., 2003; Abadzi, 2013). Bearing this in mind, the idea of learning pronunciation only via input without any conscious process seems to be questionable.

Couper (2006: 59) provides certain guidelines to plan pronunciation teaching effectively. According to his study, learners should be made aware of the differences between the pronunciation of the learner and the pronunciation of a native speaker. The learners should also be helped to hear the difference and provide possibilities to practice it. It is also important to help learners to find useful rules and patterns as well as to give feedback. Underhill (2005) also offers approaches to consider when planning pronunciation teaching. According to him pronunciation is experiential which means a learner learns by experiencing the matter personally. Pronunciation is also a physical activity and it is important to remember that *“the key is awareness rather than repetition”* (Underhill, 2005:8). Awareness is one of the main emphasis in this study and the teaching intervention was planned on the basis of this viewpoint. According to Bland (2015) young learners are capable of learning to understand foreign language in chunks which leads to the conclusion that the learners should be exposed to spoken language at sentence-level and short texts like poems or nursery rhymes are suitable teaching material. The prosodic features of the performance should be exaggerated in order to stimulate the learners’ ability to remember the spoken messages in poems or rhymes. Integrated with the vocabulary aspect of learning the language, poems can also enhance the understanding of grammar with for example occurring lexical patterns and latent structures. Repetition is a considerable part of language learning since language learning rely on repeated patterns (Bland, 2015). Repetition as a teaching method is not, however, adequate. The learners are usually asked to repeat a certain phoneme, word or a sentence but explanation of the pronunciation process may not be presented. Moreover, even the traditional repetitive methods can be transferred to more explicit ones by integrating a brief explanation of the topic in the teaching.

Teaching to recognize the phonemic script is somewhat common, but according to Tergujeff (2013) only few language educators actually teach the learners to actively produce it. The Core Curriculum (2014) mentions recognizing of the phonemic script and that seems to be the viewpoint in the teaching also. However, the sample in that study (Tergujeff, 2013) was rather narrow, consisting only of four teachers, suggesting that the result cannot be widely generalized. The phonemic script may seem irrelevant for the learner, so the teacher should find ways to attach it to a wider perspective of producing sounds. In that case, the learner might find the connection between abstract

phonemic script and the actual sounds produced, and thus make themselves more conscious of the process. One example of bringing the phonemic script closer to the learner's experiences could be introducing the phonemic scripted versions of words from their mother tongue. In that way the phonemic script, which can seem irrelevant, could begin to make sense to the learner. The role of phonemic script should not be underestimated since a learner can find it easier to decode the new word and its phonetic features if the phonemic script is being recognized.

When considering pronunciation as the physical side of language, it is natural to view it as a multisensory process. Pronunciation involves many physical features such as the breath, the muscles, harmonics and acoustic vibration and it is essential to pay attention to this when teaching pronunciation. Learners should be allowed to utilize their individual strengths in developing their learning styles (Underhill, 2005.) According to Underhill (2005: page), *"Pronunciation can become physical, visual, aural, spatial, and affective as well as intellectual."*

Naturally, different types of learners should also be noticed when teaching pronunciation. As mentioned earlier, the learning styles learners have, differ greatly, and concentrating on only some of them is not offering equal learning opportunities for the remaining learners. This aspect, as well as the aspect of pronunciation learning as a physical activity, seems to be neglected in teaching of pronunciation, since the teachers lean on the textbook materials. Thus, according to Tergujeff (2013) the materials do not provide tasks that take these aspects into account. Also a small study on EFL workbook material in Finland (Kunnari & Taali, 2013) suggests that the majority of oral tasks that involve integrated pronunciation teaching consist of the traditional "listen and repeat" – types of tasks. Another small study (Oksanen, 2015) concentrated on Finnish EFL Teacher guides, analyzing the pronunciation teaching materials in the third and fourth grade Teacher manuals. The results show that emphasis is heavily on segmental features as well as "traditional" pronunciation teaching methods, multisensory methods and focus on prosodic features are absent. Nor do the teacher guides provide specific material for explicit training of pronunciation.

One solution to this problem of acknowledging the various learner types may lie in multisensory pronunciation teaching. According to Odisho (2003), a multisensory approach combines different cognitive processes, such as visual, auditive, kinaesthetic and

psychological training. This allows the learner to comprehend the variety of aspects in producing pronunciation. The use of multisensory methods in pronunciation teaching is not commonly discussed, at least in Finnish literature, but for example Celce-Murcia et al. (1996) present some ideas regarding it. Various reinforcements such as visual and auditory, tactile and kinesthetic can be included in pronunciation teaching of EFL, and by doing so the language educator takes all the learner types into account. These suggestions correspond with a teaching method called “Jolly Phonics” developed in the United Kingdom in 1987 (Jollylearning.co.uk). Jolly Phonics aims at teaching the letter sounds in a multisensory way to the native learners of English. The letter sounds are not introduced in an alphabetical order since the order of the letter sounds taught aims at supporting the learner to build words in an early stage (Jollylearning.co.uk).

Furthermore, another multisensory teaching method called FELPS® was introduced in Austria in 2013. FELPS® (Fun with English: Learning with Phonic-jingles and Soundcards) is a method that concentrates on the 14 most difficult English phonemes from the German learner’s point of view and provides various visual, auditory and kinesthetic stimuli in order to help the learner to memorize the sounds. The method also connects a word and a jingle to a specific sound (Dokalik-Jonak, 2014).

The multisensory approach of pronunciation teaching of EFL in Finland should also be studied further and that is the main reason this research took place by introducing a multisensory method based “introduction” to pronunciation teaching.

3 PRONUNCIATION TEACHING OF EFL IN FINLAND

The new Core Curriculum (2014) emphasizes pronunciation teaching in foreign languages and thus it is important to discuss the current methods and issues concerning pronunciation teaching as well as the development needs of the field. Therefore, in this chapter I will discuss the current state of pronunciation teaching in Finland according to recent studies, include the viewpoint of teaching problematic features of pronunciation and end the chapter with an overview of pronunciation teaching methods currently used in Finland.

3.1 Problematic features of pronunciation

According to Sajavaara and Dufva (2001), pronunciation errors become a real problem when they have an impact on the comprehensibility or they irritate the listener. Problems of understanding occur especially in minimal pairs where the difference of only a single phoneme is essential (Lintunen, 2014). In many languages, intonation is a feature that separates a question from a statement, therefore intonation is also a possible reason for misunderstanding. It seems that both prosody and phonemes have an impact on intelligibility (Lintunen, 2014), and therefore both features should be taught when teaching foreign languages. Suprasegmental features, also known as prosody, include word stress, intonation and rhythm of the speech (Pihko, 1997, 39). Segmental features however concentrate in smaller units, usually phonemes (Lintunen, 2014, 165). In addition, research shows that most breakdowns between non-native English speakers are due to segmental, not prosodic features. Segmental features usually connect with accuracy in the spoken language and suprasegmental features connect with fluency (Lintunen, 2014). According to that specific finding, suprasegmental features should not be taught since the probability of learning them seems uncertain. (Dauer, 2005.) Furthermore, Laroy (1995) claims that suprasegmental features are closely linked with one's

identity and thus are not teachable. Suprasegmental features are said to operate on a subconscious level as such there are inherent challenges in the measurement of influence of these features (Setter & Jenkins, 2005:2). However, Sajavaara and Dufva (2001) suggest that suprasegmental features seem important in the theory of language learning but are very often not emphasized enough in practice.

It has been investigated that several challenging phonemes for a Finnish learner occur in the English language (Sajavaara & Dufva, 2001). The phonemes can be represented as problematic for several reasons: the phonemes can occur as motorically challenging or they can be rather similar to the phonemes of the learner's native language. Also major differences in pronouncing a phoneme may lead to problems in learning. However, one of the main reasons why pronunciation can turn out to be challenging is that a learner hears the language through their first language if a perceptual magnet effect has not developed yet. (Lintunen, 2014.) For example, if a learner hears the phoneme /y/ and that specific phoneme does not appear in the learners' L1, the learner can assimilate the phoneme /y/ to the phoneme /ɪ/ that occurs in the learners' native language. A Finnish learner might encounter problems with the English phoneme /z/ since it is similar to the Finnish phoneme /s/. (Lintunen, 2014.) This aspect resembles transfer which is previously discussed in the present study.

The teaching of pronunciation in Finland seems to be aiming at addressing the problematic features concerning phonemes that are also mentioned in Sajavaara and Dufvas (2001) research (Tergujeff, 2012). The comparative analysis of Finnish and English phonemes reveal that the Finnish language not only lacks affricates but also the amount of sibilant sounds differ in the language. In contrast to /s/ being the only sibilant sound in Finnish, four sibilants occur in English. Also the duration and quality of vowels may cause problems since in Finnish all vowels, regardless of the length, have approximately the same quality. The English stop system may also cause troubles with Finnish speakers of English. (Dufva & Sajavaara, 2001.) Practicing the difficult phonemes is important but according to various research (Tergujeff, 2012; Iivonen & Tella, 2009) suprasegmental and prosodic features are neglected in the pronunciation teaching. Although as mentioned previously, it seems evident that prosody also impacts on the comprehensibility of the language (Sajavaara & Dufva, 2001). In order to gain intelligible level of pronunciation, both aspects should be taught to the learner of EFL.

3.2 Current state of EFL pronunciation teaching in Finland

Viewing English as a *lingua franca* (Lintunen, 2014), an international language, seems valid from a Finnish point of view. The *lingua franca* core suggests that the learner could practice an international accent instead of a native-like accent. Native accent could exist as a goal if the learner is aiming at integrate in the culture of the target language (Lintunen, 2014). If non-native pronunciation is accepted in teaching, a risk that learners begin to learn a completely different way of pronouncing English may occur. In that case there is a possibility of facing problems in intelligibility, especially between a non-native and a native speaker. Also attitudes towards different accents of English may vary. Furthermore, according to Pihko (1997), listeners tend to evaluate native speakers in a more favorable manner than non-native speakers. That specific research showed that the Finnish listeners of English are commonly used to hearing British English and that is the accent that is mostly associated with EFL learning at school (Pihko, 1997). However, since most learners of English in Finland will encounter mostly non-native English communication situations, it is important to expose the pupils with nonstandard accents as well (Deterding, 2005)

Many studies emphasize suprasegmental and prosodic features as an important factor in the field of pronunciation. An interesting contradiction can be seen with Dauer's (2005) statement of the uselessness of teaching prosody, but as the literature supports the teaching of suprasegmental features, Dauer's viewpoint does not rise to overrule the ongoing emphasis. On the other hand, when two non-native speakers are communicating, intonation and word stress rarely have an effect on understanding. Teaching native-like intonation and stress is the traditional way, but the necessity of it could be questioned. Most Finnish learners will use the language skills with other non-native speakers and therefore English should be taught for international communication (Pihko, 1997). The goals of pronunciation teaching should be clarified in order to understand the level of pronunciation the learner is aiming at. Furthermore, a number of studies show that according to students, not enough pronunciation exercises are provided in EFL lessons (Leppänen et al., 2009; Ranta, 2010; Tergujeff, 2013).

A recent dissertation (Tergujeff, 2013) reported on the current pronunciation teaching methods and practices in Finland. However, the data includes only two teacher

guides and emphasizes the textbooks. Also an analysis of the amount of segmental and suprasegmental features that are acknowledged in pronunciation teaching is included in the study. (Tergujeff, 2013.) Segmental features such as phonemes seem to be brought into teaching but suprasegmental, or prosodic features, are rarely taught. Mostly traditional teaching methods for pronunciation are used according to four case studies in Finnish elementary school EFL teaching. (Tergujeff, 2012.)

Tactile reinforcement occurs only once in the results of the study (Tergujeff, 2012) even though, it is commonly known that all senses should be used in learning since different learning styles occur (Cohen, 1998; Pashler et al, 2008). The traditional “listen and repeat”-routine might not be the most effective way to learn pronunciation for all learners, it would be important to research how pronunciation could be taught in order to acknowledge the individual learning emphasizes of the pupils.

A workbook analysis of primary school English workbooks concerning tasks involving speech was conducted in 2013 as a part of a Master’s thesis in the University of Lapland (Kunnari & Taali, 2013). The workbook analysis provided interesting information about the amount and quality of speech tasks, but did not directly concentrate on pronunciation. Also, the small scale study concerning Teacher Guides of EFL in the Finnish context (Oksanen, 2015) presented a possible view of the current situation of teaching pronunciation if the teacher should follow the Teacher Guides when teaching.

Teaching pronunciation of the foreign language is very significant, however it would be impossible to do without the speech the students produce. From that point of view, it is also important to view the tasks that encourage the students to speak, and research what are the emphasized areas of speech in the tasks. Encouraging the students to provide speech freely as much as possible instead of only requiring them to repeat is also significant. However, Kunnari and Taali (2013) mention that over 50% of their analyzed materials include “listen and repeat”-tasks. The traditional “listen and repeat”-tasks are emphasizing mostly segmental features instead of suprasegmental since the repeated tasks are most commonly only short sentences or even single words (Tergujeff, 2012).

4 THE PRESENT STUDY

The aim of this study was to carry out a pronunciation teaching intervention and research awareness in the pronunciation learning process and the ways to effect it. The teaching intervention was planned according to current theory and research on pronunciation. It was essential to plan and carry out a short but effective introductory-type model for pronunciation teaching using multisensory methods as according to recent research that type of pronunciation teaching is lacking from the Finnish system. In this chapter I will describe the research questions, participants of the study and the research methods. I will also discuss validity and reliability and the ethical issues concerning the study.

4.1 The research questions

The overarching question that this research seeks to answer is *To what extent can a short-term teaching intervention influence pupils' understanding of pronunciation?* This question has been divided into three subquestions:

1. How do the pupils view their pronunciation skills before the teaching experiment?
2. What kind of actions can help to raise awareness in pronunciation learning in a short-term intervention?
3. In what ways can a short-term intervention influence pupil awareness and skills in pronunciation?

This study consists of combining participatory observations during the teaching sessions as well as other data gathering methods such as questionnaires and voice recordings.

The first question is answered by the first questionnaire. The second question is answered by the observations and the third question is answered by the second recording as well as the second questionnaire. The teaching intervention is the core issue in this research and all other data gathering methods are based on the teaching intervention. The teaching sessions lasted for approximately 10 minutes each and were located at the end of a basic EFL lesson.

A variety of different approaches were chosen in order to be able to gather various sources of data in order to be able to analyse the teaching intervention and the possible effects it had. The questionnaires aimed to research the attitudes and views of the learners. The recordings then provided authentic information about pronunciation in practice with the group as well as a record of how the pupils' pronunciation changed over time. The teacher's notes, that is lesson plans as well as comments after lessons, provided information on the teaching sessions and the actual responses to multisensory methods.

The different data collection approaches are outlined in more detail below.

4.2 Designing the pronunciation teaching intervention

The pronunciation teaching intervention was designed using the theory of pronunciation teaching and learning as well as multisensory methods as outlined above. The current knowledge about pronunciation teaching in Finland was essential not only when evaluating the methods and contents of the teaching sessions, but also when carefully considering what to include in a short-term teaching intervention.

One important source was a multisensory and holistic approach, combining experiential and physical dimensions in learning pronunciation, developed by Underhill (2005). This approach includes a wide repertoire of techniques to use in pronunciation teaching. However, the material is too extensive to be used as it is in the Finnish context. Pronunciation teaching at this level is impossible to carry out within the Finnish National

Core Curricula, even with the emphasis on spoken language in the new curriculum. Nevertheless, Underhill (2005) presents various pronunciation practices that could be applied in this teaching intervention, for example explaining the process of the sound formation in the mouth and vocal chords. The aim of this study, however, was to point out some essential features from pronunciation teaching from various sources in order to develop a small introduction to pronunciation teaching opportunities. On this basis suggestions were gathered and modified from a range of sources, including the use of rhymes, songs, movements, tactile reinforcement, mental images and real life examples. The usage of music and songs relates to the idea of a child learning L2 through music effectively since music activates neural activities which seem to influence a wider area in the brain. The areas in the brain are related to attention as well as emotion (Fonseca-Mora, C., Toscano-Fuentes, C., & Wermke, K., 2011) By introducing songs as well it was possible to try to develop different learning opportunities for the learners. Kallio (2011) presented both nursery rhymes as well as suggestions for multisensory approaches in the book "Pronunciation poems for tots". The aforementioned book provided useful material for the teaching intervention. Also the existing teaching materials in the EFL textbooks for 3rd graders, slightly modified, provided useful material for the teaching intervention. For example, some movements and rhymes were taken from the All Stars 3 teacher guide (.

It was essential to introduce both segmental and suprasegmental features in this intervention. The skeletal outline was built on the constructivist idea of building knowledge on top of previous knowledge and that meant it was important to introduce the main issues of pronunciation in general first, then introduce some phonemes, go on with word stress, intonation, rhythm and some sounds, then combine all of them. The teaching intervention included 5-6 sessions lasting for approximately 10 minutes at a time. In the beginning of the intervention it was important to begin to raise the pupils' awareness about pronunciation by asking them to fill out a questionnaire considering their views on the topic. A nursery rhyme was also introduced and read out loud once. The pupils were then individually recorded (?) saying the rhyme for the purposes of this study at that point.

The actual teaching intervention began by introducing the topic briefly and explaining the main features of the current issue. The first session included a short introduction to acknowledging the mouth, tongue and vocal chords. After that some sounds and phonemes were taught and the physical elements of pronunciation were emphasised. For example, when teaching to produce the phoneme /p/ the pupils were guided to concentrate on the airflow by keeping their finger in front of the mouth. The first session concentrated on single sounds and phonemes as in the second session a minimal pair of p-b was introduced. The minimal pair was introduced via examples, adding the physical aspect to it by touching the throat when producing the /b/-sound and trying to feel the vibration in the vocal chords. A rhyme with the sounds included in it as well as a movement were also included in the session.

The next session developed the pupils' knowledge towards pronunciation by introducing the affricate /tʃ/ and connecting it with the rhyme that was chosen for the recordings in the beginning and end of the intervention:

"Charlie loves chocolate, Charlie loves cheese, Charlie loves children and chimpanzees"
Kallio, 2011

A movement and a mental image were included in the /tʃ/ -sound teaching as well and the pupils were asked to think of words including the sound. During the fourth session the first suprasegmental elements were introduced. Intonation and word stress were briefly explained and examples were given. An example of word stress in the native language was an important addition to the material after the co-teacher mentioned it during the teaching session at School B⁽⁵⁾. Word stress and intonation were combined with the fifth session which included the teaching of the rhythm. The essential point in the teaching of suprasegmental features was to raise the awareness and to enable the pupils to notice such elements occurring in the English language. The same nursery rhyme was used in the teaching of the rhythm as well as word stress.

When teaching the word stress some physical activities were included. The physical elements such as jumping when intonation was rising were included in the sessions. However, Underhill (2005) also advises the use of colours in demonstrating the places of

stressed syllables which is perhaps a useful alternative when working with older EFL learners. The final session was planned to combine all the previously learned features of pronunciation as well as introducing a new sound /th/. A rhyme and mental images were included in addition to an explanation and brief orientation to the topic. Lesson plans in detail are presented in appendix 6.

Awareness and consciousness were the key elements when designing the teaching sessions. According to Underhill (2005) awareness is more important than repetition in language learning. However, one cannot argue against the fact that repetition is important as well as this offers pupils... by selecting rhymes and poems for this teaching experiment both repetition and kinesthetic approaches were acknowledged (Bland, 2015). Nursery rhymes offer many aspects of beneficial sound patterning such as “dynamic rhythm and rhyme, parallelism, assonance, alliteration, onomatopoeia and refrains” (Bland, 2015: 151). Also the kinesthetic dimension is emphasized in the use of poems and rhymes since the stories in the poems can be acted out and thus they can provide a multisensory approach to language learning.

4.3 Participants of the study

The data consisted of two groups of students in two different schools within the same city. All students were in 3rd grade and had started to study English as a foreign language in the beginning of that school year. School A has ongoing research permission thus there was no need for additional permission for research. For School B research permissions had to be asked from the city as well as the principal of the school and the parents of the pupils. Only one pupil at School A did not have a parental permission to participate in the study, thus 21 pupils were allowed to participate at School A. Thirty-six pupils were allowed to participate at school B, but due to sudden changes in the schedule and also absence from class reduced the amount of participants to 31. The amount of participants was 52 in total at some parts of the study, excluding the final recordings where it was not possible to get recordings from 12 pupils.

Not all pupils answered all questions in the questionnaire and the amount of replies varied. The questions did not have a connection or correlation with each other and thus it was not essential to respond to every question.

4.4 Data collection and research methods

The research methods that could benefit the understanding in this area should be considered carefully. According to Harley (1994) a variety of methods can be used. Self-reports and quasi-experimental designs are mentioned when conducting research for awareness in a foreign language classroom. (Harley, 1994) This study consists mainly of classroom-related actions and that is why various data gathering methods were included. The data collection included, as previously mentioned, questionnaires, recordings as well as observation notes. The informative value of the data can be extended in the analysis by summarizing and finding generalisations. Coding and thematising the data provide a possibility to build a description concerning the key elements of the study. (Tuomi & Sarajärvi, 2003.)

In the following figure (FIGURE 4) I outline the data gathering process in total. The theoretical frame consists of previous research on pronunciation teaching as well as previous knowledge on EFL pronunciation teaching in the Finnish context. Based on the theoretical frame it is possible to design the teaching intervention, which proceeds to data gathering in various methods. After the data is analysed it is possible to evaluate the outcomes and consider the conclusions.

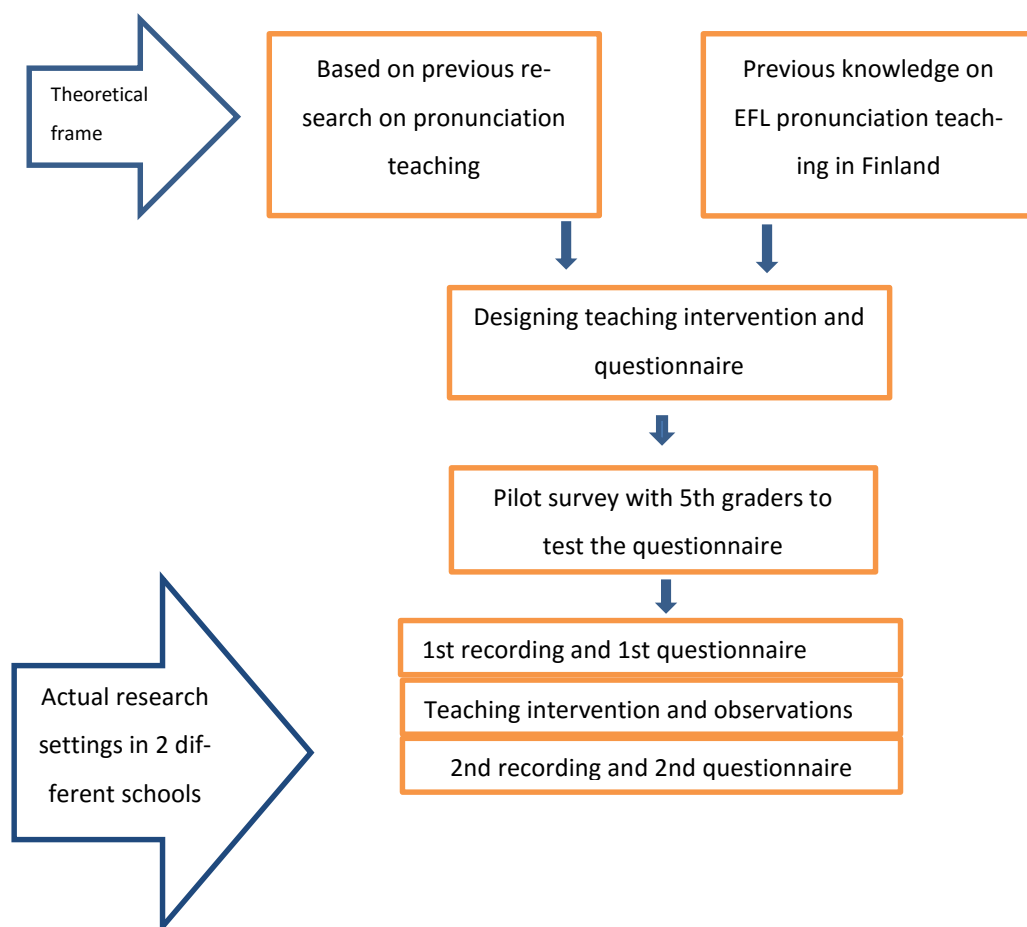


FIGURE 4. Methods and the data gathering process of the study

After completing the case study, it is possible to develop a new teaching routine following the outcomes of the study.

In the teaching intervention the role of the teacher was emphasized and the teaching sessions were completely teacher-guided with little or no pupil to pupil- activities. That is validated by the fact that the teaching sessions were relatively short (approximately 10 minutes per session) and the aim was to present informative and effective information for the pupils during the sessions. In further teaching sessions more learner oriented teaching would be appropriate to develop but in this small scale intervention teacher centred teaching was justified. The pronunciation teaching intervention consisted of different areas of focus. It was important to include suprasegmental as well as segmental features in the teaching and to raise awareness in producing and listening.

4.4.1 Participatory case study

The present study is a participatory case study in which the researcher is also the teacher of the foreign language class. A case study can be described in various ways. Merriam-Webster's dictionary (2009) describes it as: "An intensive analysis of an individual unit (as a person or community) stressing developmental factors in relation to environment." Multiple ways of studying the previously mentioned individual unit occur. Mixed methods, qualitative or quantitative methods are all mentioned. (Flyvbjerg, 2011; Hirsjärvi, Remes & Sajavaara, 2012.) A case study can be used to evaluate processes as well as in documenting the outcomes of interventions (Yin, 2011). The present study aims to research an intervention in a classroom environment in two separate settings and thus it is described as a case study.

If you want to understand a phenomenon in any degree of thoroughness [----] you need to do case studies. If you want to understand how widespread the phenomenon is [----] then you need to do statistical studies. (Flyvbjerg, 2011: 314).

When considering the strengths and weaknesses of a case study, it can be seen that understanding of context and processes is the main strength of the particular type of study. Also understanding the causes of a phenomenon and linking the causes and outcomes as well as high conceptual validity are mentioned as the strengths of a case study. However, selection bias and statistical significance that can be unknown or unclear are some weaknesses considering a case study. (Flyvbjerg, 2011: 314.)

The present study can be described as a participatory case study. The data gathering methods included observations, recordings and questionnaires. The data was collected during two separate 3 week teaching periods in two different Finnish schools in spring of 2016. The basis of the study is a pronunciation teaching intervention (see appendix 1) carried out in 5-6 sessions. Due to scheduling School B pupils participated only in 5 pronunciation teaching sessions whereas School A pupils participated in 6. In the following chapters I will describe the different data gathering instruments used in this study.

4.4.2 The questionnaires

The aim for the first questionnaire was to research the attitudes and thoughts concerning pronunciation of English. From School A all participants filled two questionnaires, one in the beginning of the teaching period and one at the end of it. One pupil moved away during the teaching intervention so that particular pupil's answers in the first questionnaire were left out of the data. Most of the pupils from school B filled the questionnaire in the beginning (31) and at the end (30), but due to schedule changes it was not possible to record the second recording with all participants. Thus the amount of those participants who participated in all parts of the study was diminished to 21 in School B.

The first questionnaire (appendix 3) was built on the basis of an existing Master's thesis (Hietanen, 2012) and the attached questionnaire in the material. It was translated into Finnish and slightly revised to be suitable for the young age group. The questionnaire was first tested with a pilot group of 5th graders and according to the pilot survey it was evident that the last, open question about developing pronunciation teaching had to be deleted. It was possible to evaluate from the pilot survey that if the 5th graders were not able to come up with answers for the open question, neither would be the target group of 3rd graders. The aim of the first questionnaire was to discover what the pupils thought about their own capacities in speaking English and pronouncing the language as well as how they view the current state of pronunciation teaching from their point of view. The questionnaires were mostly structured questionnaires with only one open question in the latter one.

The responses from the open question were categorized for the analysis. The categorization derives mostly from the data since the responses guided to divide the information in a certain way. However, when categorising the responses also the theory of pronunciation was acknowledged by separating segmental and suprasegmental features from the responses. The responses were divided into four categories as follows: 1. "everything", 2. a specific sound, 3. a certain prosodic element (such as intonation, rhythm etc.), 4. learning in general as well as learning of pronunciation. A total of 29 responses were received and the results were thematised by the content using the background theory as well as the answer types to guide the categorization.

The second questionnaire (appendix 4) carried out mainly as feedback from the teaching sessions but also provided important information of the meta-cognition of the pupils by revealing what they remembered they had been taught as well as what was the most interesting part of the pronunciation teaching sessions from the individual learner's point of view.

In the first question the pupils were asked whether they remembered certain topics had been addressed during the teaching sessions. However, the aim of the pronunciation teaching sessions was not to teach the terminology as much as the content, so some of the terminology was explained in the questionnaire. In the first set of questionnaires in School A, the explanations were limited and the pupils did not always know which term was in question. In that situation some examples were given and thus the reliability of that section suffered slightly. On the other hand, the main idea was to find out whether the pupils remembered these issues being addressed and that is why the responses are yet valid even after being explained. The meta-cognitive section of the questionnaire was built on the idea of a learner being able to passively recognise themes that had been carried out, and active producing of the terminology was not required. The open question included a remark on the first question where all the themes of the pronunciation teaching sessions were introduced. By offering the themes to the pupils it was possible for them to pick some topics that they remembered being interesting to learn, but what they might not have been able to name correctly without seeing the terminology and explanations. However, the replies where certain themes were mentioned in a very specific manner were in the minority whereas most of the replies were more general in their nature. The questionnaires provided information about the learner perspective which is important to acknowledge in the present study.

4.4.3 The observations

The observations were gathered throughout the teaching sessions by writing down notes in a notebook after each session. After the entire intervention the observa-

tion notes were typed into a Word document and translated into English for the purposes of this study. The original amount of notes includes six hand-written pages of a A5 notebook and the typed version include two A4 pages of field notes.

In the teaching sessions it was essential to concentrate on both physical as well as audible aspects of pronunciation. The ability of hearing different sounds varies (Wepman, 1960; Kuhl, 2004) and thus it is important to offer various methods to provide the possibility to understand the process and to be able to reproduce the sounds. Therefore, the teaching sessions were arranged so that the pupils were offered a diverse range of sources for gathering information of the sounds and sound production. The observations concentrated on the pupil reactions and actions concerning pronunciation learning as well as any extra interest towards pronunciation learning in general. All noticeable remarks considering, for example, kinaesthetic practice that had been carried out in the previous lessons were observed and recorded. In addition to that, any out-of-class commenting considering the examples of pronunciation or the actual rhymes, songs or poems that came across to the researcher were documented. Through the observations it was possible to gather data for the research topics concerning awareness in pronunciation as well as other aspects such as development and attitudes towards pronunciation.

4.4.4 The recordings

The pupils also recorded a reading of a nursery rhyme twice; during the first lesson and the last. The recordings were made with an iPad by an application called QuickVoice. The recordings were also saved in iCloud as a backup. The recordings were carried out in order to be able to notice any possible development in pronunciation during the rather short intervention. The most common sounds in the rhyme were not taught in advance, however the rhyme was read out loud together in class once before the recordings. After that the pupils went to record the rhyme either in small groups when the recordings were however set individually (School A), or one at a time (School B). The recordings took place outside the classroom and was monitored by another teacher. This arrangement was a practical way for the teacher to remain responsible for the rest of the class with the second teacher acting as a research assistant. The setting has to be considered when evaluating the results since the possibility of anxiety is present when

the recording situation differs from a normal classroom situation. Not all pupils participated in both recordings due to different reasons (scheduling, absence from school etc) and in order to detect any development it was essential to analyse only the sets of recordings where it was possible to listen to two recordings from one pupil. A total of 43 recordings were analysed, 21 from School A and 22 from School B.

When recording the rhyme for the second time, the pupils had already practiced it via many multisensory methods during the pronunciation teaching sessions. The effectiveness of the methods used can be partially analysed from the recordings. When comparing each set of individual recordings, it is possible to detect minor changes in the pronunciation. Both suprasegmental and segmental features were taught during the experiment so both aspects were analysed from the recordings as can be seen in the following chapter of the analysis methods.

4.5 Data analysis methods

The dataset consisted of two questionnaires and two recordings as well as teacher observations during the teaching intervention. The designing and carrying out of the teaching intervention provides the foundation for the data collection. In the following figure (FIGURE 5) the data collection methods are described in relation to the research questions.

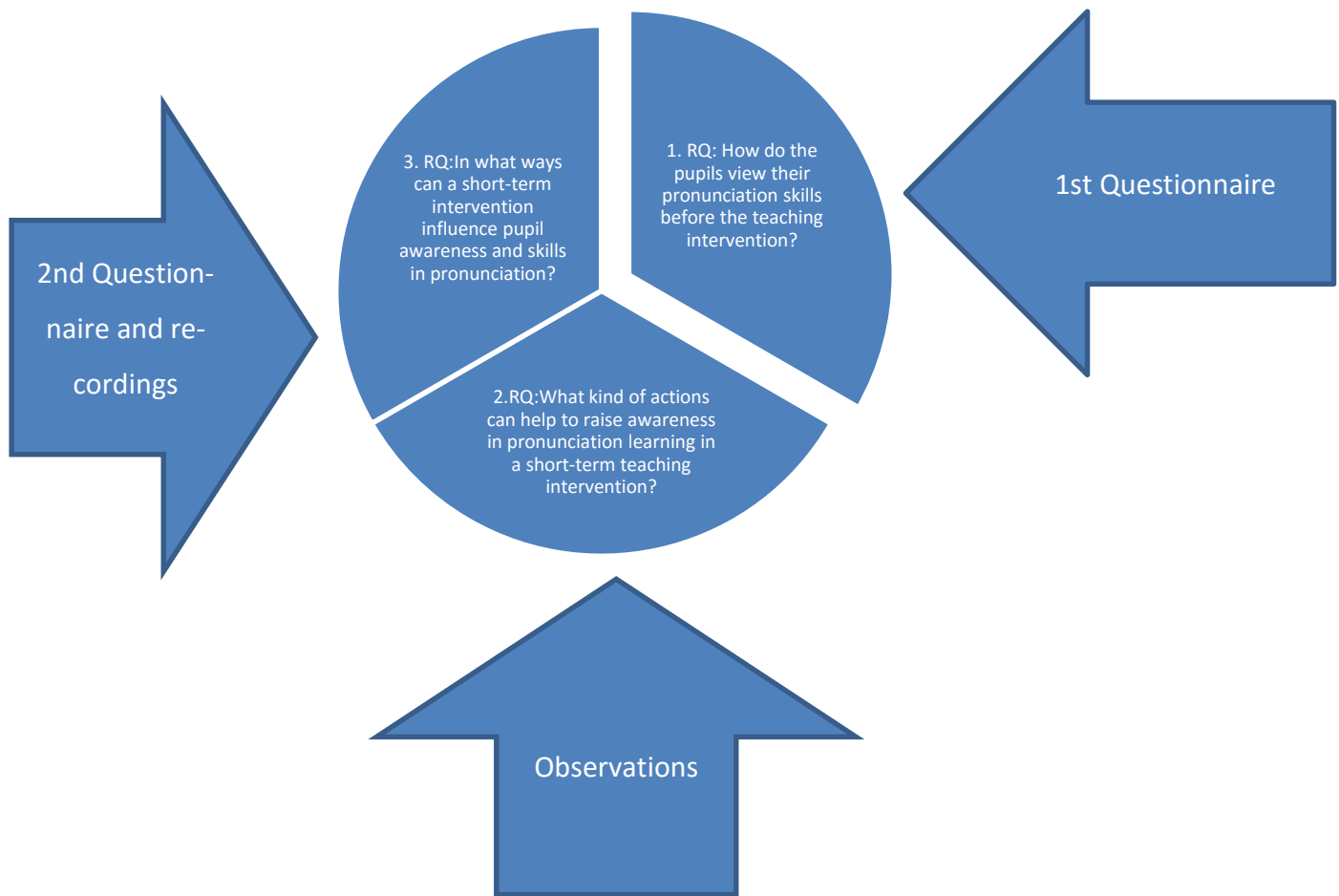


FIGURE 5. The data collecting methods in relation to the research questions

As can be seen from the figure above, three research questions are included in the present study and three different types of data collection are executed. The analysis of the data aims to find answers to the research questions mentioned above and thus it is essential to analyse the data accordingly.

The questionnaires are coded by quantities but then the results are analysed in a qualitative manner to be able to answer the research questions. Since the main goal of the present research was to build an understanding, a mainly qualitative approach was chosen (Hirsjärvi, Remes & Sajavaara, 2012). Furthermore, in this research the data was analysed in a mostly qualitative approach with some quantitative features as well when calculating the amount of answers in the questionnaires. The methods

were chosen to help in the solving of the research problem, making the approach problem-driven instead of method-driven (Flyvbjerg, 2011: 313). First, the questionnaires were analysed in order to find out the overall attitudes and views from the participants. At first, the questionnaires were analysed by calculating the answers in each category and after that tables were compiled. Furthermore, the questions were divided in to themes and the responses analysed via thematic analysis. In the second questionnaire the open question responses were also thematised according to the type of the answer. After analysing the questionnaires, the recordings were analysed. Finally, the observation notes from the teaching sessions were added in the analysis. The aim of the recordings was to be able to notice individual development in pronunciation in the light of the information that the pupils were given throughout the pronunciation teaching intervention. Thus, the recordings were analysed by listening to them twice at the least. Some recordings were more demanding to analyse due to lack of volume in the voice of the speaker or other recording related issues. The notions of the recordings were typed and analysed using five categories in the pronunciation: overall fluency, rhythm, word stress, intonation and the /tʃ/-sound. The development in the previously mentioned areas of pronunciation were detected by carefully listening to the recordings and charted in the following manner. The notions were used in the analysis of the results to clarify the overall development of awareness in pronunciation. Also some recordings were linked with the questionnaire responses of the same pupil to research possible connections. The analysis of the recordings can be clarified in the following example:

TABLE 1. The analysis of the recordings, pupil 1. (School A)

The analysed aspect:	Increasing (↑)	No noticeable difference (—)
Overall fluency	x	
Rhythm		x
Word stress	x	

Intonation		x
/tʃ/-sound	x	

Since no decreasing of any area of research could be detected, the third original column with “decreasing” was eliminated.

The observation notes consisted mostly on notions during the pronunciation teaching experiments but since the experiment was integrated in formal EFL teaching it was possible to gather observations throughout the entire lessons, Some observations were also made during other lessons with School A pupils since other lessons than EFL was taught to them by the researcher, as well. The observations provided important information concerning the effectivity of the teaching and the multisensory methods being used. Examples from the observation notes are presented next. A small index number is added after each quote from the notes in order to be able to refer to a certain observation note in this text.

Intonaatio-> hyppy kun nouseva intonaatio, myöhemmin saman lauseen kuullessaan yksi poika hypähti tuolillaan. (School A)¹

Intonation -> jumping when intonation was raising, a boy jumped a little in his seat when we repeated the same sentence later. (Translated from observations)

Intonaation opetuksessa B-koulussa jotkut oppilaat tekivät hyppäämis-elettä hyppyharjoituksen jälkeen kun kuulivat nousevaa intonaatiota muissa yhteyksissä. (School B)²

Intonation teaching at School B some pupils did the gesture of jumping after the practice and when coming across raising intonation soon after that. (Translated from observations)

The observation notes were collected after each teaching session, but occasionally some notifications were added in the previous notes if the information was similar in the nature. For example, the idea of blowing air when saying the phoneme /p/, it was possible to notice that in both schools the pupils acted similarly. In those cases the original note was revised to apply to both schools.

Ilman puhaltaminen kun sanotaan /p/, joko sormeen tai paperille, molemmissa kouluissa oppilaat alkoivat tehdä puhallusliikettä kun huomasivat saman äänteen sanottavan myöhemminkin. Kun kerroin että joidenkin muidenkin äänteiden kohdalla puhalletaan, he halusivat kokeilla tuntuuko ilma kun niitä sanoo ja laittoivat sormen suun eteen. (School A, School B)³

Blowing air when saying /p/, either to your finger or to a paper, in both schools the pupils started to do so when noticing the same sound was said. When I told that also some other sounds act alike, they tried to keep their finger in front of their mouth and saying the sound, and trying if it makes a puff of air. (Translated from observations)

The observation notes were thematised into four categories according to the emphasis of the notes. The categorisation was content driven and formulated as following: the physical aspect, the teacher explanation, awareness and raising interest.

4.6 Reliability and validity

In qualitative research the researcher is bound to analyse the decisions concerning the study. The coverage of the study as well as reliability and validity are important features that should be discussed (Eskola & Suoranta, 2008: 208–210). The data was collected from two different schools and from a total of 52 pupils. The selection of the sample was not completely random since it was clear that third grade pupils were needed for the purpose of this study and the location was also set in advance. The size of the sample, however, was random since it was impossible to know the quantity of pupils allowed to participate in the study in advance.

To increase the reliability of the results, triangulation in the data collection methods was used (Hirsjärvi, Remes & Sajavaara, 2012). A ready-made questionnaire was used as a starting point but after noticing the problematic issues in the questionnaire it was modified to fit for the purpose of the research. After editing, the final open question was excluded. The second questionnaire was not tested with a pilot group because it was considering the actual content of the teaching sessions and in that sense not possible to test with other pupils. Thus the first group of pupils (School A) acted as a test group with the second questionnaire since after their participation it was noticeable that the first question had to be specified. By planning the questionnaires accurately it is possible to promote the successful outcome of the study (Hirsjärvi, Remes & Sajavaara, 2012).

The recording method was very suitable for the research purpose of this study. The application (QuickVoice) provided a possibility to rename the recording easily so

most of the recordings were named according to the reader. In addition to that, the name of the pupil in turn was mentioned in the beginning of each recording. Total of 21 recordings from School A and 21 recordings from School B were conducted and analysed carefully. The analysis of the recordings drew up to the researcher's previous knowledge of English pronunciation and the readings were analysed by listening to the recordings one pupil at a time, starting with the first recording and continuing to the second one after that.

In addition to the questionnaires and recordings, also observations were made. Since the researcher was also the teacher, the observations are considered as participatory observations. By observations it is possible to research the actions of the participants instead of only their perceptions of their actions. (Hirsjärvi, Remes & Sajavaara, 2012.) Observations concentrated on the pupils and their commenting, acting and learning throughout the teaching experiment. Observations were written by hand on a notebook and collected from there to a Word-document and then used to complement the analysis. Videotaping the lessons would have given a lot more information about the teacher who is also the researcher in this study, but since that was not possible, the analysis of teaching itself has been excluded of the study.

It was noticeable that the recordings differed greatly from the pupil performances in class. The situation of reading a rhyme outside classroom with another teacher could have resembled for example a test situation and thus the recordings might not provide accurate information about the real potential of pronunciation. Also, the rhyme used in the recordings was used in the teaching sessions as an example as well so the pupils learned the rhyme in question by heart. It seems obvious that the second recording showed progress since the rhyme was practiced in many ways during the teaching sessions. If another rhyme would have been used in the recordings it could have provided more reliable information about the development of the pronunciation skills.

Repeating the same teaching experiment in another school setting increases the reliability of the study. It should be acknowledged in the results that during the sessions at School B the core of the study and the teaching sessions were already carried out once and thus it can effect on the results: the teacher had experience on the topic compared to the first teaching experiment with School A when the pronunciation teaching model was carried out for the first time.

4.7 Ethical issues

The ethical issues concerning researches conducted in school environments should be acknowledged carefully. Both research methods as well as the research questions should be carefully considered when researching in the school environment. Burgess (2005) mentions various concerns related to the ethical issues in educational research, such as confidentiality and anonymity. In the present study the anonymity was guaranteed by not mentioning the participatory schools by name or specific location and the pupils cannot be identified by their responses. Confidentiality, however, is an important part of any teacher's ethical standards and when the research was conducted, the role of the researcher was also the role of a teacher. Naturally confidentiality was highly emphasized. Qualitative research methods encounter more ethical problems than quantitative, survey-based researches (Burgess, 2005). Furthermore, when conducting a qualitative research, the aforementioned as well as other ethical issues should be guiding the designing of the study.

The participation in the teaching intervention was not voluntary, as it was a part of the ongoing lesson plan. However, using the teaching intervention as data for research required permission from the parents and that was the factor that separated the participation from a teaching session from participation for a study. It is essential to inform the participants carefully concerning the study and their right to withdraw from the study at any stage. In addition, it was volunteer to participate in the survey by filling the questionnaires. The participants at School B were informed in advance about the study (see appendix 1). School A has an ongoing research permission so the participants did not receive an information letter similar to School B. However, the pupils were informed that a research is connected with the teaching sessions before they responded to the first questionnaire. School B students only received 5 teaching sessions due to lack of time. Thus, it is not ethically valid to compare the individual progress in pronunciation between the pupils at School A and School B since School B pupils received less instruction. All the recordings will be deleted after finalizing the study and the questionnaires will be eliminated.

5 RESULTS

The overarching question that this research seeks to answer is *To what extent can a short-term teaching intervention influence pupils' understanding of pronunciation?* This question has been divided into three subquestions:

1. How do the pupils view their pronunciation skills before the teaching intervention?
2. What kind of actions can help to raise awareness in pronunciation learning in a short-term teaching intervention?
3. In what ways can a short-term intervention influence pupil awareness and skills in pronunciation?

These questions are addressed in turn in the following chapter.

5.1 How do the pupils view their pronunciation skills of English before the teaching intervention?

The first set of pupil questionnaires are the main data used to answer this question. In the following chapter I will discuss the results from the first questionnaire and present a table of the findings. The results concerning this research question are essential for analysing the outcomes of the intervention as well.

According to the responses it is obvious that the pupils have an overall positive attitude towards their pronunciation and oral skills in English. That could also be noticed in the classroom since whenever the pupils were asked to participate in a

specific pronunciation related task, almost all of them were excited to do so and participated actively. The teacher was always participating in the actions as well and thus showing an example the pupils could follow.

In the first questionnaire the pupils were asked to evaluate their attitudes and views towards speaking English, the pronunciation and sounds of English. The questions were thematised in three categories: Perception of difficulty, emotional intonation and importance of pronunciation. In the following table results from both schools are presented and the results are categorised according to the themes in the following chapter:

TABLE 2. Responses from the first questionnaire including pupils' views on pronouncing and speaking English.

Question:	Almost every time	Sometimes	Never
1. It's easy to repeat words after hearing them (in English)	38	15	0
2. It's easy to remember how words are pronounced	23	29	0
3. It's difficult to hear where a word ends and another one begins	9	21	23
4. Sounds in English are so different I don't know how to say them	10	30	12
5. I like to speak English	41	10	1
6. I feel embarrassed when I have to speak English	8	9	35
7. It confuses me when people pronounce words in different ways	9 (<i>School A: 1, School B: 8</i>)	23	20
8. It's easy to pronounce one or two words, but it's difficult to speak longer sentences	4	30	17

Question:	Yes	No
9. I think it's impossible to learn to pronounce English	2	48
10. I think pronunciation is taught enough	45	4

Perception of difficulty

Questions 1, 2, 3, 4, 8 and 9 can be viewed as perception of difficulty. As it could be seen, the starting point for the pronunciation teaching experiment was positive as a vast majority of the pupils had a positive attitude towards speaking English and repeating words in English. Total of 38 out of 53 responses (including both schools) were indicating “almost every time” when asked if it was easy to repeat English words. The overall result from this theme is that the majority of pupils consider most pronunciation related issues as easy or moderately easy. In question three the pupils were asked if it was difficult to hear where the word ends and another begins and the results indicate that the pupils vary highly in their hearing skills. Hearing abilities seem to vary also according to the results on question 4.

Emotional intonation

In the questions 5, 6 and 7 the aim was to view on the emotional intonation of the pupils towards speaking English and the pronunciation of it. It can be seen that the majority of (n.41) the pupils consider speaking English as something they like and also the majority (n.35) feels it is not embarrassing to speak English in front of other people. These results can be seen as overall view of the responses from both participant schools. However, in question 7 it is visible that an interesting variation between the School A and School B occurs. Out of the nine (9) responses to “almost every time” in that question eight (8) were marked at School B. Only one (1) response from School A indicated that it is confusing to listen when English is pronounced in different ways. This could suggest that School A students are more exposed to varieties of English than School B students.

Importance

In the third category only one question is presented and that is the question of pronunciation being taught enough. Most of the responses (n=45) indicate that pronunciation

is taught enough, but four (4) pupils disagree. In one of the forms a large sad face was drawn next to the “no” answer.

5.2 What kind of actions can help to raise awareness in pronunciation learning in a short-term teaching intervention?

Another key question in this research was to find out how multisensory pronunciation teaching methods could help to raise awareness in English pronunciation with Finnish 3rd grade students and what kind of awareness can, in fact, be supported by it. For the purpose of researching the raise of awareness, the observation notes were thematised in four categories and are presented in the following chapters. The categories are: the physical aspect, teacher explanation, awareness and raising interest. The categories were developed after recognising themes from the content of the observation notes. In the following chapters I will describe the themes of the observations and present essential findings.

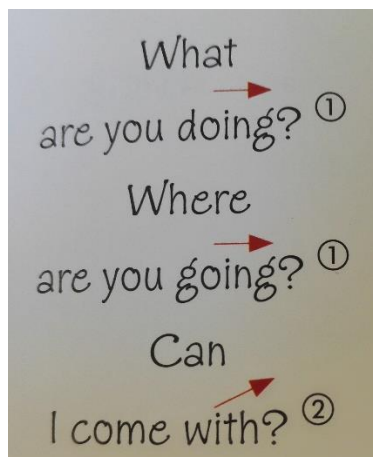
The physical aspect

The nursery rhyme was read out loud once with the group before the first recording. During the teaching intervention the same nursery rhyme was used as an example and issues like rhythm and word stress were taught via the rhyme as well. In addition to that particular rhyme, other sources were used as well as teaching material.

The multisensory methods that were used during the teaching were mostly visual and auditional as well as kinaesthetic and spatial. For example, when teaching raising intonation, the teacher jumped a little and the pupils were asked to follow. In the observation notes ⁽²⁾ it was noticed that some pupils jumped a little in their chairs later on when a raising intonation question for example came along. Furthermore, the tactile

reinforcement had an effect and the learner was repeating the physical movement when hearing the raising intonation again. In addition to physical movement, also arrows of raising intonation were drawn above words.

PICTURE 1 An example of marking the intonation in questions.



(Kallio, 2011: 37)

The sound connected to a certain movement seemed to add awareness of the process when pronouncing the word. The similar experience can be seen in the following example of a /z/ sound with the mental idea of a bee flying, accompanied with a physical movement.

Yhdistämällä /z/-äänteen ja mehiläisen surinan opetuksessa, oli helppoa aina muistuttaa äänteestä näyttämällä kädellä mehiläisen lennon liikehdintää. Useimmat oppilaat muistivatkin sen aina siitä. (School B)⁴

When teaching the kids /z/-sound with the connection to bees, it was easy to notice that whenever I needed them to say the sound correctly, I showed with my hand how the bee flies and most of them remembered the sound from that. (Translated from observations)

As can be seen from the observation notes, the pupils seemed to associate the physical action with the correct sound after a short amount of practice.

Awareness

In the teaching of word stress, the pupils were first given a short explanation about the subject. After that some examples of words and how they are stressed were given. When possible, real life examples were used and it seemed obvious that the pupils were very interested in such examples. At school B the pupils were also given an example in L1 as how words are stressed and how a foreigner might stress a word. A co-teacher noticed a difference in word stress when arriving to class.

Maahanmuuttajaoppilas toivotti mulle huomenta, niin se sanoi huoMENTA. Me sanotaan HUOMenta. Miltäs kuulostaa? (School B, co-teacher)⁵

An immigrant student said (good) morNING to me. We say (good) MORning. How does that sound? (Translated from the observations)

That example was effective since after the example was given, pupils seemed to be more aware that their word stress might have an effect on how the receiving person interprets the message. The visualisation of word stress included words written on board with the stressed part in larger letters. When teaching the rhythm, some pupils noticed that clapping hands occurred simultaneously when a stressing a syllable. Furthermore, it could be noticed that the pupils seemed to want to combine clapping with stressing a syllable in other occasions, too.

Oppilas hokee itsekseen Charlie-runoa rytmissä taputtaen, ja sanoo hiukan kovemmin taputtamansa kohdat. (School B)⁶

A pupil is chanting the Charlie-poem by himself and clapping, repeating the parts of the words a little louder that are simultaneous to clapping. (Translated from observations)

Multisensory methods offered various possibilities to connect different aspects in pronunciation as can be seen from the previous example. A pupil in the example is repeating both the rhythm and the correct word stress when chanting the rhyme himself, but without the other aspect, for example clapping, there might not be occurrence of the other aspect (word stress), either. It seems noticeable that the pupils in both schools were

able to connect word stress with clapping very easily. In many occasions it was a clear sign for the pupils to stress the syllable if the teacher was pretending to clap.

Muistutin sanapainosta sillä, että esitin taputtavani, ja samalla oppilas tajusi painottaa tavua kovemmin. (School A)⁷

I reminded the pupils about the word stress by pretending to clap and then the pupil understood to stress the syllable a little more. (Translated from the observations)

It could be noticed that the pupils were chanting the rhyme by themselves occasionally in both schools. Rhymes are effective in teaching also because of the repetitive aspect (Bland, 2015) and it was inevitable that some pupils caught the rhyme so intensively they wanted to repeat it independently.

Teacher explanation

It is evident that in some particular cases of pronunciation teaching the teacher explanation was essential in order for the learners to understand the process. For example, in the case of word stress the pupils seemed to need specific explanation on the matter. In the following observation notes an example of such occurrence can be seen:

Kun kerroin, että englannin kielessä painotetaan sanoja eri tavalla kuin suomessa, oppilailla oli yleensä sen näköinen ilme, että asia oli täysin vieras. Vasta kun pyysin oppilaita sanomaan esimerkiksi sanan "police" (kirjoitin taululle), ja sen jälkeen lausuin sen itse painottaen jälkimmäistä tavua, he alkoivat ymmärtää asian. Sanapainoon liittyen tulikin selostettua aika paljon, mutta esimerkit pitivät mielenkiinnon yllä. (School A, School B)⁸

When I told them that the English language stresses the words differently from Finnish it looked like the pupils were not familiar with the issue. When I asked the pupils to repeat the word "police" after writing it on the board and repeating it then myself, stressing the latter part of the word, they seemed to understand the issue. Many things related to word stress were explained rather thoroughly, but examples were maintaining the pupils' interest. (Translated from the observations)

Also other pronunciation related issues, such as rhythm, seemed to require teacher explanation in the beginning of the teaching session. In the observation notes it could be noticed that both types of sounds, L1-like and the ones that do not occur in L1 were

somewhat challenging to produce if not explicitly explained and taught in certain occasions.

Kummassakin koulussa v:n ja w:n harjoittelussa menee äänteet sekaisin alkuun monella. Sen jälkeen, kun on selostanut monilla eri tavoilla niiden erot, näyttänyt hampaiden paikan huulen päällä v:ssä ja suun o:n muodon w:ssä alkaa äänteet vähän sujua. Silti ne sekoittuu myöhemmin taas, mutta muistuu äkkiä mieleen kun näytän hampaita huulen päällä tai laitan suun o:ksi. (Observations School A & B)⁹

When practicing v and w in both schools it can be noticed that many pupils mix them in the beginning quite a lot. After explaining the differences and showing the place of teeth on top of the lower lip as well as how the lips form an "o"-shape in w-sound the sounds begin to form okay. However, they get mixed later on again but are quickly remembered when showing the teeth above the lower lip or forming an "o" with my mouth. (Translated from the observations)

The /v/-sound is somewhat similar to the Finnish version of that sound whereas the sound /w/ is not common in the Finnish language at all. In Finnish, /v/ and /w/ are allophones, meaning that they represent two variations of the same phoneme, when, in contrast in English they are two different phonemes (Dufva & Sajavaara 2001). However, it could be noticed that producing the /v/-sound was challenging for some learners no matter how familiar the basis of the sound was. It could be noticed that even some of the familiar sounds needed explicit explanation and teacher guidance in order to be produced accordingly.

In the traditional listen and repeat-tasks the word or sentence is usually expected to be repeated by the pupils without the teacher explaining the process thoroughly. In this study it was essential to break down the process of pronunciation in order to offer pupils as many ways to rehearse and understand the entire phenomena as possible.

Perinteinen kuuntele ja toista- harjoittelu sujuu kaikkien kanssa mutta vaikeimmista äänteistä kuulee, että niihin tarvitsisi kiinnittää huomiota ja antaa selostusta. Yritän aina ehtiä selittämään äänteet, jos huomaan ettei ne onnistu pelkällä kuulemisella. (School B)¹⁰

The traditional listen and repeat- practicing is going okay with everyone but it can be heard from the most difficult sounds that they should be concentrated on and I should explain the formation of them. I try to have the time to explain the sounds if I notice that only listening to the example is not enough. (Translated from the observations)

Huomaan jääväni selittämään ääntämistä helposti myös kuuntele ja toista-harjoitteissa, vaikkei aina ehkä olisi aikaakaan. Kuitenkin tuntuu, että monesti oppilailla jää oikea ääntämismalli saamatta, jos luotetaan vaan siihen, että se kuullaan heti oikein. (School A)¹¹

I notice I start to explain the pronunciation in the listen and repeat-tasks although the time is limited sometimes. It feels like the pupils don't get the correct pronunciation always if only trusted on their hearing abilities. (Translated from the observations)

The pupils began to expect explanations and also started to ask for them after the first pronunciation teaching sessions.

Raising interest

In addition to raising awareness, one goal of the teaching intervention was to raise interest towards pronunciation as well. It was noticeable that using material outside textbook was an important in the raising of interest since whenever another source (a book, a web page) appeared on the screen, the pupils' attention was guaranteed. The rhyme used in the recordings as well as teaching included pictures of monkeys and that also seemed to be interesting.

Runokirja tuntuu kiinnostavan oppilaita, ja he haluaisivat nähdä myös muut runot ja lorut kirjasta. Kirjan kuvitus kiinnostaa myös ja monesti kuulenkin toiveita nähdä taas "se apinaruno". (School B)¹²

The rhyme book seems to interest the pupils and they would like to see other rhymes as well. The pictures in the book is also interesting and many times I hear the wish to see "the monkey poem". (Translated from observations)

The addition of pronunciation practicing in class was, at first, raising some questions from the pupils but after some sessions the pupils started to wait for the pronunciation parts of the lesson.

Oppilaat tajuaa jo, että kun sanon että laittavat kirjat pois mutta ei lopeteta vielä, alkaa ääntämisosuus. (School A, applied to School B as well)¹³

The pupils realize that when I ask them to put away the books the pronunciation part of the lesson is beginning. (Translated from the observations)

Viimeisen tunnin lopuksi ei ollutkaan ääntämistuokiota, osa oppilaista oli selvästi pettyneitä. (School B)¹⁴

After the last lesson I didn't have the pronunciation session and it could be seen that some of the pupils were disappointed. (Translated from the observations)

Also examples from everyday life were raising interest. Especially an example of not being understood in the U.S when stressing the name of a fast-food restaurant incorrectly seemed to be memorable.

Jotkut oppilaat hokevat tunnilla opeteltua McDONalds:ia matkalla lounaalle. ¹⁵

Some pupils seem to chant the McDONalds-example on their way to lunch. (Translated from the observations)

5.3 In what ways can a short-term intervention influence pupil awareness and skills in pronunciation?

The dataset used to answer the third research question includes the second questionnaire and the final recordings. The second questionnaire was carried out during the last pronunciation teaching session in both schools. For School B the questionnaire was revised and short explanations of the terminology were added. The focus on the second questionnaire was not in the terminology used in the teaching sessions as much as the understanding of the processes.

The pupil perspective on learning

The second questionnaire aimed to research the possible influence of the teaching intervention from the learner viewpoint. A meta-cognitive view on the questionnaire can be presented from the question "I feel that I learned new things considering pronunciation". In that question the pupils were required to analyse their personal learning outcomes and mark the responses according to it. In the results it is evident that the majority of the pupils (36) agreed completely with the statement of learning new pronunciation related things during the teaching intervention. "Somewhat agree" was marked in

14 papers. No references to “disagree” could be found from the responses. The recordings support the fact that the pupils were learning new pronunciation related issues as it was noticeable that the overall fluency was essentially higher in the second recording compared to the first recording. Also the segmental level of pronunciation improved significantly. Furthermore, in the second questionnaire the pupils were asked if they are more interested in learning pronunciation after the teaching experiment than they were before. The results show that 20 pupils agreed completely with the argument, 27 responded “somewhat agree” and only 3 responses disagreed.

The goal of the only open question in the second questionnaire was to research the most interesting topic during the pronunciation teaching intervention in order to reveal the attitudes and views towards the entire teaching intervention. The umbrella term for all the answers was pronunciation teaching, and the responses described either single or multiple pronunciation related issues. 1. “everything”, 2. a specific sound, 3. a certain prosodic element (such as intonation, rhythm etc.), 4. learning in general as well as learning of pronunciation.

TABLE 3. Explanation of the categorisation in the open question responses

Category:	Explanation:	An example:	Quantity:
1. “Everything”	When the response included the word “everything”	“kaikki” “everything” (translated)	7
2. A specific sound	When the response included a mentioning of a specific sound or a phoneme	“p, th”	3
3. A certain prosodic element	When the response included a mentioning of a prosodic element including intonation, rhythm or word stress	“sanapaino, rytmi” “word stress, rhythm” (translated)	4

4. Learning (in general or pronunciation)	When a response included anything related to learning in general or pronunciation learning	"englannin oppiminen" "learning English" (translated)	10
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The responses in the first category were usually single word responses consisting only of the word "everything". Seven (7) pupils overall responded "everything" in the question. The second typical response was a reference on a single sound or phoneme. Many sounds and phonemes were taught during the teaching experiment but only sounds /p/ and /th/ were mentioned in the responses. Third category includes references to suprasegmental features. In the teaching sessions intonation, rhythm and word stress were introduced. All of the previously mentioned aspects of prosody were mentioned in the responses as well as a notion of "the pitch of the speech in a sentence" ("lauseen puheen korkeus", School B). The typical answer in the fourth category included references to pronunciation learning and learning in general.

"ääntäminen ja puhuminen ja sanominen", "osaako ääntää oikein", "ääntäminen", "koska uusia äänteitä on hauska opetella", "että oppii ääntämään", "runot, ääntämiset", "että opin jotain", "englannin oppiminen" (x2). (School A, School B) ¹³

"pronouncing and speaking and saying", "if you can pronounce correctly", "pronouncing", "because it is fun to learn new sounds", "that you can learn to pronounce", "poems, pronunciations", "that I learn something", "learning English" (twice). (Translated from the responses)

Responses referring to the fourth category were most frequent in the answer sheets since ten (10) responses could be categorised into that. From the responses it can be seen that many of the pupils seemed to find pronunciation practicing interesting and were interested in learning more.

The analysis of the recordings

The recordings show that development is obvious in the pronunciation skills of the pupils. It can be underlined that in the first recordings some pupils are hesitating with pronunciation, they lack rhythm and correct sounds, and there is usually no hint of word stress in the first reading. Also, fluency was highly varied in the first recordings.

In the second recordings it was clear that in the incidents of increasing awareness of word stress the practices with rhythm and clapping were important. In some cases, it could be heard that the pupils had the correct rhythm in their speech when reading the rhyme and in addition to that, words were stressed accordingly. In those cases, where rhythm was not presented it was clear that also the word stress was absent. In the following table the main findings from the recordings are presented. The symbols in the table are representing either increasing ability(↑) or no noticeable difference (—) in the researched aspect.

TABLE 4. The findings of the recordings

	Fluency		Rhythm		Word stress		Intonation		/tj/ sound	
	↑	—	↑	—	↑	—	↑	—	↑	—
School A	18	3	17	4	11	10	3	18	18	3
School B	18	4	16	6	11	11	3	19	19	3
Total:	36	7	33	10	22	21	6	37	37	6

The nursery rhyme used in the recordings was introduced to the pupils and read through together one time before recording it. It can be noticed in the recordings that one to five factors changed over the teaching period. The most common factor to change was the overall fluency of the reading. In the first recordings the readings were rather slow and many pupils hesitated with the words. Also, the difference in fluency can be noticed by observing the time spent on the reading. In the first set of readings

many of the recordings lasted approximately 15-18 seconds. During the second time the time had diminished in to half (8-9 seconds) of the previous recording time. The development in fluency can be explained by the fact that the rhyme was more familiar to the pupils at the end of the teaching period since the rhyme had been used in many different pronunciation practices in many different ways. Most of the pupils seemed to learn the rhyme by heart and maybe fluency could have improved more in the recordings if the pupils had not read the rhyme from the book at all.

Moreover, the rhythm of the reading changed in the second recording and it was noticeable that the rhythm was more corresponding to the original rhythm in the second recording. Word stress and the rhythm are connected strongly and thus it was noticeable that when the rhythm of the speech improved, also improvement in word stress could be detected from the recordings. However, word stress and rhythm were not corresponding completely in the recordings as can be seen in the table. It could be noticed that it was easier to catch the correct rhythm than to include correct word stress in the reading as well. The third factor that could be noticed in the recordings was that the pronunciation of the affricate /tʃ/ improved notably among the pupils during the teaching period. The /tʃ/-sound was taught as a specific topic with multisensory methods. In addition, the specific rhyme was used in other practices as well, such as practicing the speech rhythm, so the sounds became more familiar. However, changes in intonation were minimal in the recordings. In this case, where the rhyme is strongly connected to the rhythm and there is not much variation in the intonation, it is possible that the pupils did not develop in that particular area concerning the rhyme and maybe the rhyme did not measure the development of intonation sufficiently. Also, it has to be acknowledged that the model for the reading came from the teacher who might not have emphasized the intonation in the readings.

A noticeable difference between the two schools can be heard in the first recordings. At School B most of the pupils hesitate with reading the rhyme for the first recording. The sound /tʃ/ is in many recordings pronounced as /kh/. In the second recordings the sound /tʃ/ is mostly recognised and produced correctly. However, the pupils seemed to produce the sounds slightly differently from the classroom environment when recording the rhyme outside the classroom with another teacher. The reason for such occurrence might be that nervous tension limited the pupils in the recording situation. Also,

it could be seen as a sign of a learning process happening but it had not become automatic yet. Furthermore, the recordings show slightly different pronunciation overview than what was possible to observe during the classes and it has to be taken into consideration when evaluating reliability. The participants at School B did not show as noticeable development in pronunciation overall compared to School A according to the recordings, although the overall fluency improved in both groups. The rhythm and intonation of the rhyme did not evolve as much as with the first group. This matter is taken into more detailed analysis in the discussion section of this paper. The recordings show that development is noticeable in overall pronunciation skills within the research group. Although individual development was not the main research topic in the present study, it is an essential add to the discussion of effectivity of the teaching experiment.

6 DISCUSSION

6.1 The outcomes of the study

This study aimed to shed a light on the question of raising awareness in pronunciation teaching with a short-term teaching intervention. In this section I will discuss the main outcomes of my study comparing them to previous studies as well as literature findings concerning the topic. The dataset consisted of recordings, observation notes and questionnaires. The responses were thematised according to the content. The references to the quotes from the observation notes and the open question in the second questionnaire are marked with a small index number within the text.

Pupil views considering pronunciation teaching

The first research question addressed the topic of pre-knowledge and views of the learners. The results show that the overall attitude was already positive and the learners viewed that the amount of pronunciation teaching was sufficient. However, this result contradicts with research that has shown the students feel that pronunciation is not taught enough (Leppänen et al., 2009, Ranta, 2010, and Tergujeff, 2013). The responses to the question *“I think that English pronunciation is taught enough”* were very homogenous: 45 out of 49 responded “yes” (see Table 1). Furthermore, the question can be viewed differently after analysing the final questionnaire and the views pupils had concerning the teaching intervention. In the second questionnaire it can be noticed that most of the respondents agreed on the proposition of learning new things during the pronunciation teaching intervention (totally agree n=36, somewhat agree n=14, disagree n= 0). This raises the question of the overall knowledge of possibilities in pronunciation teaching. Furthermore, it could be discussed if the pupils’ responses in the question *“I think that English pronunciation is taught enough”* rise from not knowing about the possibilities in pronunciation teaching since after a short but intense period of multisensory pronunciation teaching the respondents seemed to be satisfied with the outcomes of the experiment. It could be noticed that the small teaching sessions in the end of each EFL lesson were considered important and interesting. However, if the pupils

are not aware of diverse pronunciation teaching methods, they might feel content with the amount and methods they are given. In conclusion, raising awareness in various teaching methods also can connect to raising interest towards pronunciation learning overall.

Raising interest

Accordingly, it was also essential to examine the amount of interest towards pronunciation learning. According to the results the majority of the respondents (n=47) responded “totally agree” or “somewhat agree” in the question “I am more interested in pronunciation learning now than I was before the teaching intervention” and only three (n=3) responded “disagree” (see appendix 5 for the tables). Motivation and interest are essential elements in learning (Allwright & Hanks, 2009) and it can be noticed that the teaching intervention was successful in raising interest towards the topic. A possibility of higher motivation among the learners can be also discussed although it was not researched in detail in the present study. It could be noticed, however, during the teaching sessions, that the pupils had high motivation on learning pronunciation in different ways. Raising awareness was a key goal in this study but also raising interest was essential. It could be discovered that the amount of interest was higher when the teacher was presenting examples from everyday life ⁽¹⁵⁾. The multisensory methods used seemed to have an effect on the learning as well as the motivation. When adding visual, spatial and kinesthetic approaches to the traditional listen and repeat-drills, it is possible to make the practices livelier and more memorable (Richards & Renandya, 2002). Furthermore, in the case of reminding the pupils of word stress, it was noticeable that a physical movement attached to the learning situation helped the learners to remember how to stress a word ⁽⁷⁾. The multisensory methods are acknowledging the physical side of learning (Underhill, 2005) and provide various ways to learn the subject.

Explicit teaching of pronunciation

Relying only on listen and repeat-based tasks can leave a gap in the learners’ ability to produce the sounds correctly (Richards & Renandya, 2002) and explaining the pronunciation process explicitly is needed (Wrembel, 2005) as can be seen in the example of

teaching the minimal pair /v/ and /w/ ⁽⁹⁾. In the first questionnaire responses it can be seen that the pupils consider their listening and repeating skills as fairly good but in practice it was obvious that in many occasions further explanations about the pronunciation process was required. The results from the questionnaires can be seen in the classroom activities as well. For example, the pupils seemed to be able to repeat words after hearing the example, however repeating the rhyme after only one listening seemed to be challenging as could be noticed from the recordings. Traditional listen and repeat- tasks aim to practice this kind of pronunciation learning possibilities but repeating a word after a model requires that the pupil is capable of hearing the word correctly in order to repeat it. The pupils are not guided through the pronunciation process in listen and repeat- based tasks but only trusted to be able to do so. This finding agrees with Richards and Renandya (2002) in their view of the listen and repeat-drills facing limitations since students who are accurate in repeating after the teacher might not be able to transfer the skills into communicative situations (Richards & Renandya, 2002). Thus, explicit training of producing sounds (Lintunen, 2015) should not be left out from the teaching since it could be noticed that many pupils benefitted from the teaching.

When teaching raising intonation with physical movement ⁽¹⁾⁽²⁾, the exercise could have been expanded to a wider repertoire of movements with the pupils squatting when intonation is lower and then jumping when higher. Underhill (2005) mentions the usage of feelings in intonation teaching, and that could be added as well if more time was available for that issue. The “Finnish accent” of English derives from the rather level intonation of the Finnish speakers, since Finnish intonation does not have a specific grammatical function and thus is not emphasized in speech (Dufva & Sajavaara, 2001). Furthermore, intonation is a topic that Finnish learners should be aware of when speaking another language where the rises and the falls make a distinctive difference in the outcome.

Overall outcomes and effectiveness

As can be seen from the results, the pronunciation teaching experiment provided positive outcomes in many ways. Raising awareness of pronunciation was one of the main goals and it was evident that the level of awareness towards pronunciation of English

was higher after the teaching experiment than before, this could be seen from the observation notes as well the recordings and the second questionnaire. In the beginning of the teaching intervention it could be noticed that pronunciation related issues were not the centre of attention in the classes. The teaching had mainly followed the text books, as the tendency of the EFL teaching in Finland is (Tergujeff, 2013) and pronunciation was not emphasized explicitly. The pupils lacked some pronunciation related skills such as certain English phonemes and it was possible to detect positive changes in the overall pronunciation skills during the intervention in both participatory schools. However, the effectiveness of such a short term teaching intervention should be discussed. It is not possible to know the long lasting effects of the present study since researching the issue should require a longitudinal study with a control setting within a certain time limit. It is possible to assume that at least raising the awareness considering pronunciation is long lasting and that it is a useful tool in learning in the future as well. Some pupils might have learned certain pronunciation related topics thoroughly during the intervention but if the amount of awareness ended up being higher than in the beginning, it is a positive outcome and opens up possibilities to many learning occasions. Awareness is highly emphasized in some studies (Bland, 2015; Underhill, 2005) and in the present study it was the main emphasis as well.

6.2 The limitations of the study and further research ideas

The main limitation concerning this study was the amount of time that was possible to be spent on the intervention. Due to the schedules and curricula of the participatory schools it was possible to carry out only 5-6 sessions, lasting approximately 10 minutes each. It is important to acknowledge the short-term nature of this intervention and to discuss the possible long-lasting effects of the intervention. Furthermore, it is essential to discuss the fact that the teaching was not documented via videotaping and thus it is not possible to present objective notions of the teaching sessions. The research design where the researcher is also an active participant is naturally suggesting that a research bias is involved. This bias was taken into consideration when analysing the results.

Another limitation concerning the study was that the second questionnaire did not follow the themes of the first questionnaire entirely. However, the reason behind that was to collect feedback-type of responses in order to develop the pronunciation teaching intervention instead of collecting deep and thorough metacognitive analysis from the participants. After completing the study, it was possible to notice that such approach would have been beneficial for the purposes of the study as well.

Teaching word stress and intonation could have included different aspects if the time for the sessions were not as limited as it was in this study. For example, including the repertoire of emotions when teaching intonation would add a comprehensible and important viewpoint. In addition, the rhyme used in the recordings did not include a high variation in pitch and intonation and thus it was difficult to detect development in intonation in the recordings.

Also, with the arguments of consciousness and the possibility to study that issue objectively it is essential to acknowledge the limitations of the current study. Since consciousness is always a subjective view, a researcher can only suggest implications concerning the topic instead of presenting the findings as a fact. (Järvinen, 1999.) In the present study consciousness is implied to as it is described in the section 2.1.1.

Another important point considering this study is the variants of English that were introduced to the learners. Exposing the learners to variants of English when learning the language is important since a strongly differing accent can influence on intelligibility (Pihko, 1994). However, in this teaching experiment only British English and American English were addressed, but in the future it would be essential to introduce the varieties of English in order to raise the awareness of different dialects and different varieties in pronunciation of English. The pronunciation model pupils get is mostly received from EFL teachers (Pihko, 1994) and thus it is the responsibility of the teacher to expose the learners to different pronunciation models.

This study was built on individual, separate teaching sessions that were timed at the end of each EFL lesson. In the future it would be essential to develop an integrated teaching model which includes raising awareness in pronunciation with the multisensory methods introduced in this study as well as other suitable approaches. A model including multisensory pronunciation teaching model that could be integrated in the teaching

should be designed for Finnish EFL teaching purposes. Also, the future teachers of English should be trained to include multisensory methods in their language teaching and the various pronunciation teaching methods should be taught during the teacher training. At the moment, most pronunciation related training during language studies in University are addressing to practice the teachers' pronunciation abilities. In addition to that, pronunciation pedagogy should be emphasized and a wider repertoire of teaching methods should be introduced.

6.3 Conclusions

"The key is awareness rather than repetition" (Underhill, 2005) is the title of this Master's thesis and it was also an essential viewpoint when conducting the study. It was possible to notice that positive outcomes were presented after the intervention where awareness raising was the essential key point of the teaching. To me, as a future teacher, the present study offered an opportunity to design and test a certain view for pronunciation teaching and the results encourage me to continue such an approach in further EFL teaching as well. The multisensory pronunciation teaching intervention provided me a possibility to teach a little differently and the methods used in the intervention will be used in my future repertoire of teaching pronunciation, as well. The material is presented as an appendix (see appendix 6) and is available to be used in teaching of pronunciation when needed. It is interesting to see how the new National Curriculum (2014) effects the teaching of pronunciation in the Finnish classrooms and how much teachers of English and other foreign languages will be interested in developing their pronunciation teaching methods. The viewpoint of raising awareness rather than increasing the amount of listen and repeat-drilling would be important to emphasize when planning in-service training in Finland.

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APPENDICES:

Appendix 1. Research permission for School B students

Hyvät vanhemmat ja muut huoltajat!

Olen maisterivaiheen luokanopettajaopiskelija, ja teen Pro Gradu-tutkielmaani liittyen englannin ääntämisen opettamiseen alakoulussa.

Toimin xxxxxxx:n sijaisena viikoilla 6-8, jolloin opetan lapsellenne englantia.

Teen ääntämisen opettamiseen liittyen pienen opetuskokeilun, jossa kokeilen eri tavalla painotettuja ääntämisen opettamisen menetelmiä. Tutkimustani varten keräisin oppilailta pienen ääntämisnäytteen sekä pyytäisin heiltä vastauksia lomakekyselyyn englannin ääntämiseen liittyen.

Vastauksia ja ääntämisnäytteitä tullaan käsittelemään täysin anonymisti, eikä lastanne ole mahdollista tunnistaa jälkikäteen mistään tutkimuksen osasta.

Näytteet ja lomakevastaukset tullaan hävittämään analysoinnin jälkeen.

Tutkimukseen osallistuminen on täysin vapaaehtoista, ja siihen osallistumisen voi myös keskeyttää halutessaan. Ääntämisnäytteiden kerääminen kuuluu opetukseen, mutta käytän niitä aineistona tutkielmassani vain, jos saan luvan niin tehdä.

Palautattehan alla olevan lomakkeen joka tapauksessa, vaikka ette antaisi lupaa osallistua tutkimukseen! Kiitos! ☺

Lisätiedusteluja varten yhteystietoni löytyvät alta!

Ystävällisin terveisin:

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Opettajankoulutuslaitos

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Palautathan tutkimuslupalomakkeen JOKA TAPAUKSESSA / myös siinä tapauksessa, että oppilas ei saa lupaa osallistua tutkimukseen.

Viimeinen palautuspvm to 4.2.2016 (xxxxxxxxx:lle)

Oppilaan nimi _____ ja luokka _____

Annan luvan lapselleni osallistua tutkimukseen ☐

En anna lupaa osallistua tutkimukseen ☐

Päivämäärä ja paikka _____. ____ 2016 _____

Huoltajan allekirjoitus _____

Nimen selvennys _____

Hyvää kevään jatkoa! ☺

7. Hämmennyn, kun joku puhuu englantia eri tavalla kuin olen tottunut kuulemaan:

melkein aina joskus ei koskaan

8. Yhden tai kahden sanan ääntäminen on helppoa, mutta pitkien lauseiden sanoaminen tuntuu vaikealta:

melkein aina joskus ei koskaan

9. Ajattelen, että englannin ääntämisen oppiminen on mahdotonta:

kyllä ei

10. Mielestäni englannin ääntämistä opetetaan tarpeeksi:

kyllä ei

KIITOS VASTAUKSISTASI! 😊

Appendix 5. The responses to questionnaire 1 and 2 by schools

FIGURE 1. The pupils’ responses to questions about pronunciation and speaking English

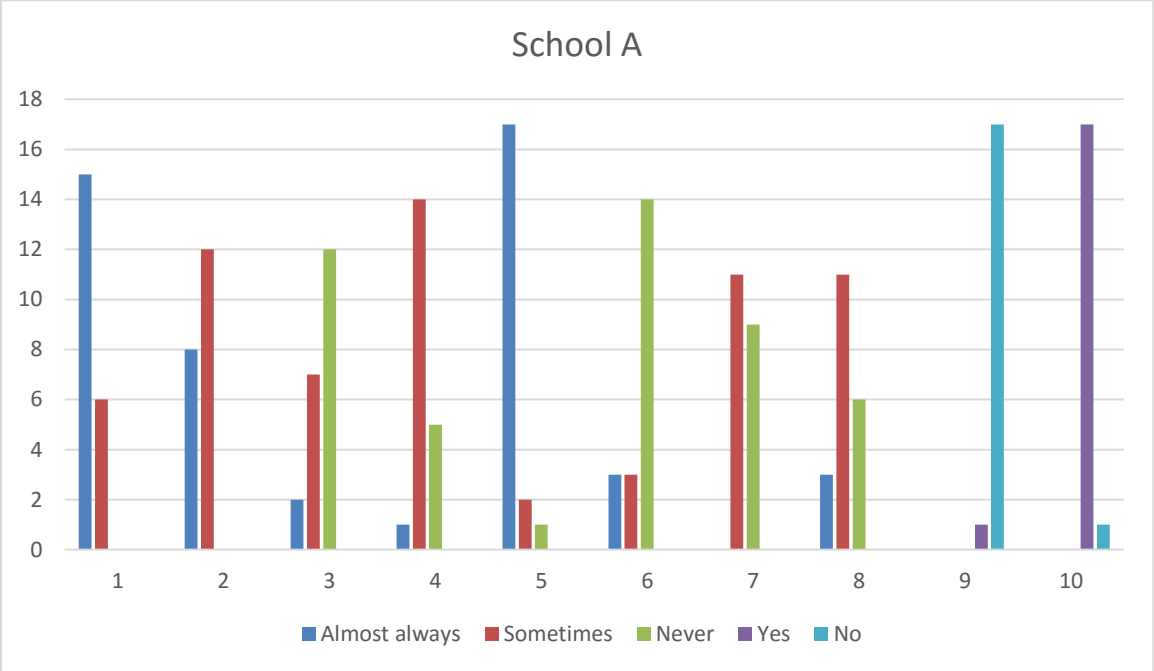


FIGURE 2. The pupils’ responses to questions about pronunciation and speaking English

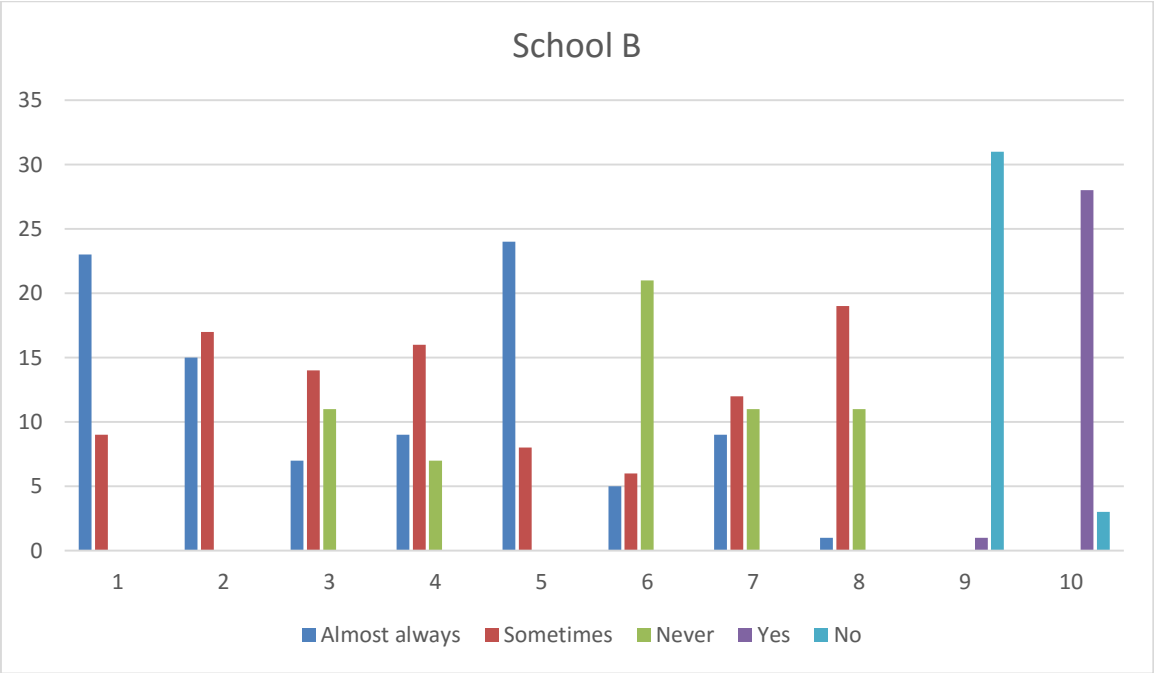


FIGURE 3. The pupils’ responses to questions about pronunciation teaching experiment

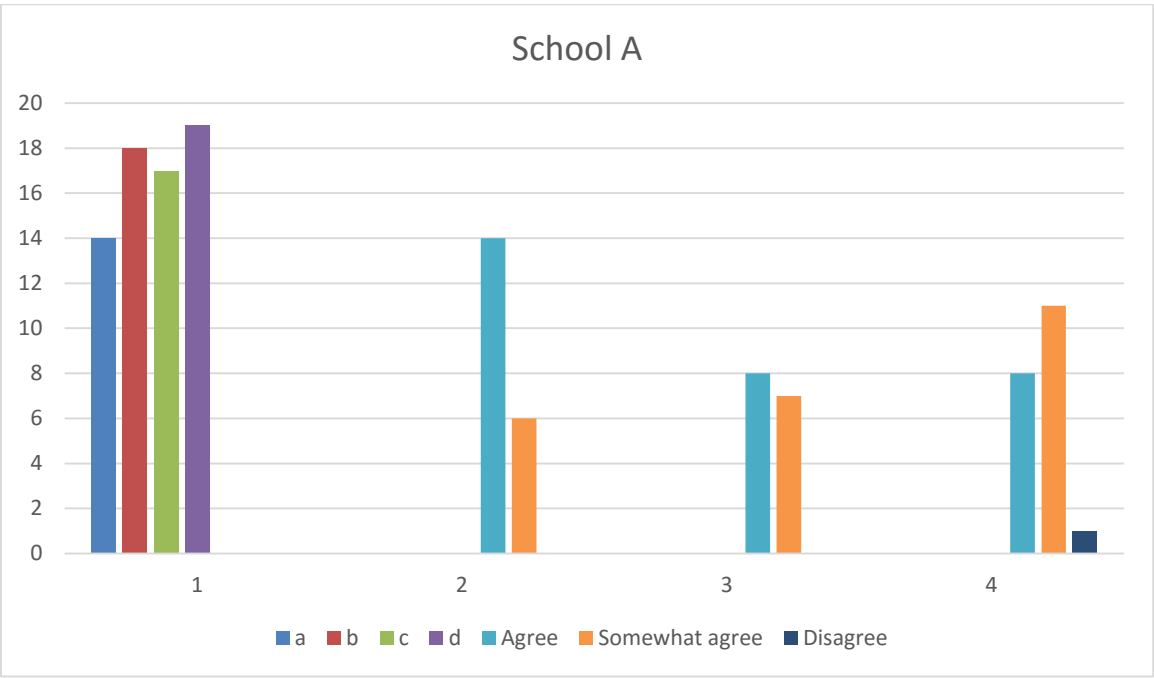
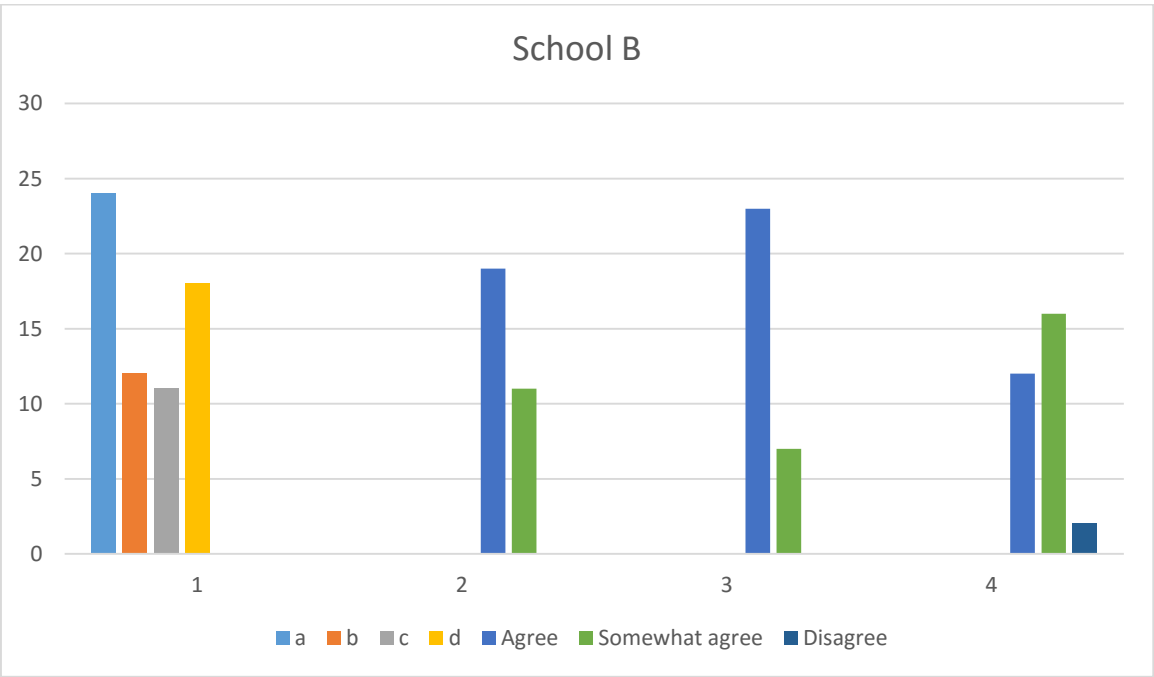


FIGURE 4. The pupils’ responses to questions about pronunciation teaching experiment



Appendix 6. A material package for a pronunciation teaching intervention

A MATERIAL PACKAGE FOR A PRONUNCIATION TEACH- ING INTERVENTION FOR 6 SHORT INTRODUCTORY SES- SIONS

BY: PAULA OKSANEN, 2016

1. SESSION: DURATION: 10-15 MINUTES

**GOAL: AWARENESS OF MOUTH, TONGUE AND LIPS AND
THE VOCAL CHORDS, INTRODUCING THE FORMATION OF
SOUNDS /P/, /K/, /V/, /W/, /S/ AND /Z/**

LESSON PLAN

The teacher begins the lesson by mentioning that the pupil, as well as everyone else, has a mouth. In that mouth there lives a tongue. The tongue comes all the way from the throat. In the throat there is a gate what can be called the vocal chords. Now it is time for the tongue to do a little exercise in the mouth! First go all the way to the roof of the house (palate), then the tongue should check how the walls are doing (cheeks) and after that the tongue can look out from the window (between the lips).

After raising the awareness of the parts of the mouth and throat the pupils are asked to take a piece of paper (given by the teacher) or a finger in front of their mouths. Then the teacher tells them to blow a little puff of air and see if the paper moves at all, or does the puff of air feel in the finger? After trying the little puff of air the teacher tells the pupils to repeat the sound /p/. It is useful to show the letter similarly from the board to add visual aid to understanding what letter sound should be formulated.

Next the teacher will introduce the minimal pair /v/ and /w/. The teacher can write words like "very well" on board and ask the pupils to say them aloud. After trying a few times the teacher can give a model how the words are pronounced and

explain the process similarly. When saying /v/ it is easy to see that the upper teeth go on lower lip. There is a vibration in the vocal chords when saying /v/.

With /w/ the teacher can clarify that the sound is really like the name of it, “double-u”. The teacher can explain the pupils to pronounce W like this: round your lips as if you are going to pronounce Long U. Vibrate your vocal cords for a very short U sound, then open your lips to pronounce the next sound in the word. This can be practiced with either the words “very well” or if only wanting to practice the /w/-sound, a short word like “wow” works as well.

Then the /s/ and /z/ sounds are introduced. The teacher can ask the pupils before introducing the sound if they know how the snake sounds like. When saying “ssss” the pupils can pretend to make a sound that a snake makes. Then changing to a bee, how does a bee sound? The teacher can ask the pupils to put their fingers on their throat to feel the difference in s and z sounds. The pupils can pretend to be bees and go around the classroom making the sound or the teacher can ask them to move their hand like a bee when doing the sound.

At the end of the first session a rhyme can be introduced. An example rhyme “Charlie” from the book “Pronunciation poems for Tots” (Kallio, 2011) is presented in this material. The teacher can choose a suitable poem or rhyme from other sources as well.

**”CHARLIE LOVES CHOCOLATE, CHARLIE LOVES CHEESE,
CHARLIE LOVES CHILDREN AND CHIMPANZEES”**

The teacher reads the poem aloud once and shows the text similarly to the pupils. The poem can be translated first by asking the children if they know what the words in the poem mean. After that the poem can be read together once as an introduction.

METHODS:

- A paper in front of the mouth when saying /p/
- Location of your teeth and lower lip when saying /v/
- The difference between /v/ and /w/ in the words very and well (w pronounced more like u)

- A finger on throat, saying ssss—zzz and feeling the difference
- Zzzzzz like a bee
- The rhyme "Charlie" all together

2. SESSION:

DURATION: 5-10MINUTES

GOAL: LEARNING THE MINIMAL PAIR P-B

LESSON PLAN:

The teacher reminds the pupils about the process when producing the sound /p/ and the aspiration in that. A finger in front of the mouth helps to understand. The pupils can come up with words where the /p/ sound can be detected in (a pig, a post office, a pen). After that the teacher asks what is the difference when saying /b/? What does it look like? How do the lips go with /p/ and with /b/? The pupils can put their finger on their throats and feel the vocal chords vibrating in /b/. The teacher explains the process in pronouncing /b/: keeping lips closed, blowing some air, opening the lips really fast and the vocal chords vibrating.

The mental images attached to the sounds could be blowing a candle (with /p/) and pouring water from a bottle (/b/). These actions could be practiced alongside with the sound.

Some examples of misunderstandings with minimal pairs can be used: pig-big, pear-bear etc.

A short rhyme including popcorn popping with movement can be introduced in the end of the session. ADD IT

METHODS:

- remembering what happens when saying p (aspiration)
- what about when saying b? what does it look like? (Same physical actions but b needs vocal chords as well)
- p "blowing the candles", b "pouring from a bottle"
- b: keeping your lips closed, blowing some air, opening your lips really fast
- a rhyme and a movement

3. SESSION**DURATION: 5-10MINUTES****GOAL: LEARNING THE SOUND tʃ (CH)****LESSON PLAN:**

Introducing the affricate tʃ by first asking the pupils what is the sound an old train makes? The pupils can walk around a while and perform the sound and the train movement (Tsukutsukutsuku). After that the teacher explains how the lips are formed in producing the sound and the pupils try the same. The teacher explains how to pronounce CH: press the whole width of the tongue against the roof of the mouth behind top front teeth, then release the tongue just enough to let a wide hiss of air come out.

After practicing a little the teacher asks the pupils if they know any words that include this sound. If no examples are given, the teacher can give a hint (is there any in the poem we have practiced?). After collecting some words on board (the pupils can go and write the words on the board) the teacher shows “Charlie”-poem again and it is read together, remembering the formation of the “train-sound”.

METHODS:

- pretending to be a train “tsukutsuku” and the movement at the same time
- noticing how your lips are when saying the sound
- asking words including the sound? ch- cheese- lunch- Charlie, Chicago, chat...

4. SESSION**DURATION: 10-15 MINUTES****GOAL: INTRODUCING INTONATION AND WORD STRESS****LESSON PLAN:**

In the beginning of the session the teacher tells the children about the differences in the Finnish and English language concerning pitch and the sound of the speech. Also word stress is introduced. An example of a Finnish phrase “hyvää huomenta” can be given in a following manner:

Teacher says: HYvää HUOmenta, and then the teacher changes the stress in the same phrase: hyVÄÄ huoMENTA. After that the pupils are asked how the phrases were different and how did it make them feel about the phrase to hear it differently. By showing the difference in word stress in L1 the pupils understand the difference in stressing the words differently.

Word stress can also be taught by other examples such as a familiar fast food restaurant Mc Donald's. The teacher can ask a child to say the name as they would say it normally. Finnish people stress the beginning of the word but in the English speaking world the second syllable of that name is stressed. The teacher can show the Finnish way: MAC Donald's and write it on board, and then show the English way: Mac DONald's and write it also on board. Another example could be "hotel" or "police". The pupils can try to stress the words differently and listen to the sound of it.

In intonation practices the pupils are standing. The teacher can show a text from the book (Kallio, 2011) where intonation is presented with arrows above the words. When the intonation is raising, the pupils are asked to jump (the teacher jumps as well). The teacher and the pupils are reading the text together and jumping when the intonation is raising. Also, a hand gesture showing the raising or lowering the intonation can be used.

If the teacher has more time it is possible to introduce emotions to intonation practice. How would a pupil say "This is important" if feeling enthusiastic? Or angry? Or scared? Or very determined? Another sentences can be used as an example as well.

METHODS:

- introduce intonation with an example
- use of hand to show intonation
- show rhyme from the book, with arrows when intonation rises
- jump when rising intonation

5. SESSION**DURATION: 5-10 MINUTES****GOAL: RHYTHM****LESSON PLAN:**

The session begins by introducing the difference in the speech rhythm in English and in Finnish. Explain stress timing versus syllable timing and that in English the words are stressed according to the timing instead of the syllables. The rhyme that was chosen to be the example rhyme can be as a practice rhyme here also.

Clapping after the example of the teacher the group is repeating the rhyme. Clapping is in rhythm so that in the Charlie-rhyme the clapping occurs like this (clapping when capital letters):

“CHARlie loves CHOcolate, CHARlie loves CHEese, CHARlie loves CHILDren and CHIMpanZEES. “

After repeating this a couple of times the teacher can show the lyrics to the first verse of “Twinkle twinkle little star” and tell the pupils that next they will sing the song and do the “twinkle”-hand gesture in rhythm.

“TWinkle TWinkle LITtle STAR, HOW I WONder WHAt you ARE, UP aBOVE the WORLD so HIGH, LIKE a DIAMond IN the SKY...”

After these two practices the teacher can ask the pupils if they noticed anything else happening when clapping or doing the twinkle-movement. The goal is to raise awareness of the connection between word stress and rhythm.

METHODS:

- Explaining about the rhythm of English
- Using the rhyme “Charlie” with clapping
- Song “Twinkle twinkle little star” with hand movement

6. SESSION:**DURATION: 5-10 MINUTES****GOAL: COMBINING SOUNDS, RHYTHM AND INTONATION****LESSON PLAN:**

During this session the information from the previous sessions is drawn together and combined. At first a new sound, unvoiced th is taught. To pronounce the Unvoiced TH, the tip of the tongue is between top and bottom front teeth, letting air escape around the tongue, without the vocal cords vibrating. Example words: thank, thin, think, thought. A mental image of spraying a parfyme bottle is introduced. Pupils can try the action and say the sound.

After introducing the sound, a rhyme is presented. First reading by the teacher, no clapping, second reading altogether with clapping.

After doing the rhyme the teacher can go through the different aspects of pronunciation that has been addressed throughout the sessions.

METHODS:

- th-sound first, practice it with pretending to use a parfyme bottle
- recognising where teeth and tongue are, air coming out between your teeth and tongue
- Family- rhyme from the book (Kallio, 2011), first with clapping then without