

Finnish upper comprehensive school students' conceptions and
opinions on using L2 digital learning materials and other resources
for pronunciation learning

Bachelor's Thesis

Linda Knuutila

University of Jyväskylä
Department of Language and
Communication studies
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<p>Englannin kieli on lisännyt suosiotaan suomalaisten nuorten elämässä. Ilmiö on huomioitu uudessa opetus suunnitelmassa, jossa todetaan, että nuorten informaali oppiminen vapaa-ajalla tulee ottaa huomioon opetuksen sisältöjä suunnitellessa. Lisäksi opetus suunnitelmassa painotetaan kommunikatiivista lähestymistapaa kielten opetuksessa ja tämä tulisi huomioida myös ääntämisen opettamisessa. Vaikka ääntämistä ja sen opettamista on tutkittu Suomessa jonkin verran, on oppimateriaalien suhde ääntämiseen jäänyt vähälle huomiolle. Tässä tutkimuksessa keskityttiinkin nimenoman digitaalisiin oppimateriaaleihin, sillä teknologian kehityksen myötä ne ovat saaneet jalansijaa kouluissa.</p> <p>Tämän tutkimuksen tarkoitus oli selvittää englannin digioppimateriaalien rooli yhdeksäsluokkalaisten englannin ääntämisen harjoittelussa. Lisäksi tässä tutkimuksessa haluttiin saada selville, millainen rooli muilla vapaa-ajan resursseilla (sovellukset, pelit, musiikki, suoratoistopalvelut, pikaviestinpalvelut, videot, sosiaalinen media) on englannin ääntämisen oppimisessa ja miksi ne ovat oppilaille hyödyllisiä keinoja oppia. Tässä tutkimuksessa pääpaino oli nimenomaan oppilaiden omissa mielipiteissä ja näkemyksissä, sillä oppilaiden omaa näkökulmaa heille hyödyllisistä ääntämisen keinoista ei ole huomioitu aiempia tutkimuksia tehdessä.</p> <p>Tutkimukseen osallistui 41 oppilasta: yksi luokka oli Keski-Suomesta ja toinen Etelä-Karjalasta. Tutkimus toteutettiin kyselytutkimuksena, jossa oli sekä suljettuja, että avoimia kysymyksiä liittyen digimateriaalien käyttöön ja niiden rooliin ääntämisen harjoittelussa. Lisäksi kyselyssä oli kysymyksiä liittyen toiseen pääteemaan, eli muihin vapaa-ajan resursseihin ja niiden rooliin ääntämisen harjoittelussa. Kysely toteutettiin helmikuussa 2020.</p> <p>Tuloksista selvisi, että digimateriaaleja käytetään nykypäivänä osana englannin opetusta, mutta ääntämisen opetteluun oppilaat eivät käytä materiaaleja suurissa määrin. Vapaa-ajan resurssit sitä vastoin osoittautuivat oppilaille hyödyllisiksi keinoiksi oppia ääntämistä. Tärkeimpiä ominaisuuksia sekä digimateriaaleissa- että muissa resursseissa olivat malliääntämisen kuuleminen ja niiden käytettävyys vapaasti ajasta ja paikasta riippumatta. Kielen oppimiseen tarkoitetut sovellukset eivät olleet suosittuja, vaan ääntämistä opittiin parhaiten sosiaalisen median, pelien, suoratoistopalveluiden ja videoiden kautta omien kiinnostuksen kohteiden mukaan.</p> <p>Tulokset antavat tietoa siitä, miten nykypäivänä yläasteikäiset oppivat englannin ääntämistä usein eri keinoin. Tätä informaalin oppimisen muotoa tulisi tukea myös kouluissa, sillä oppilailta itseltään saatu tieto voi kehittää digitaalisia oppimateriaaleja tulevaisuudessa ja antaa lisämahdollisuuksia ääntämisen opetukseen.</p>	
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1 Introduction

English has a popular position in Finland, and it is thriving in different areas in the Finnish society, including business and education. According to Leppänen and Nikula (2007), the use of English is particularly rising among young adolescents' spare time because English is mostly used in the activities they prefer as in music, games, videos, and blogs to name a few. In addition, the growing status of English is also acknowledged by the latest Finnish National core curriculum that learning English happens also informally and this form of learning should be considered while designing learning materials or contents of teaching (Perusopetuksen opetussuunnitelman perusteet, POPS 2014). Furthermore, the advanced technology of the 21st century has enabled various ways of learning informally. In addition to technology's advancement in free time activities, digital learning materials have become a part of today's teaching in the Finnish context.

With the rise of the Communicative Language Teaching (CLT), there has been a growing emphasis on pronunciation research and teaching. In the Finnish context, pronunciation has been studied from students' point of view by Tergujeff (2013). In her study, Tergujeff (2013) found out that Finnish students wished for more pronunciation teaching, since the pronunciation teaching had been rather spontaneous in nature instead of being systematically occurring. Furthermore, the results indicated that the students did neither wish to possess a native-like accent nor was it their main learning objective, instead, comprehensibility was favoured over a native-like accent (Tergujeff 2013). In addition, Tergujeff's other study (2012) reveals that teaching pronunciation is teacher-led in Finland even if the CLT approach emphasises learner-led communication. Tergujeff (2010) also points out that pronunciation activities in textbooks are lacking visual and game-like elements, and research on pronunciation activities in learning materials has been non-existent prior to her study.

Even if Tergujeff (2010) researched learning materials and the pronunciation activities in them, no recent research has been made regarding the connection between learning materials and pronunciation learning in the Finnish context. Furthermore, no prior research has been made regarding digital learning materials in relation to pronunciation learning even if they are actively used as a part of today's teaching. Digital learning materials are a new area in the field of research and not much research exists on the usefulness of the materials in relation to learning pronunciation. Derwing and Munro (2015) point out that even if technology has already created possibilities for learning pronunciation, the most dramatic changes are yet to come.

Therefore, the present study is interested in finding out the role digital learning materials have in pronunciation learning in upper comprehensive school students' opinion. In addition, because informal learning is a growing phenomenon in the lives of young adults (Leppänen and Nikula 2007), the present study aims to find out if upper comprehensive school students actively exploit other digital resources (applications, games, videos, chats, streaming services, and instant messaging services) to practise pronunciation in their free time. In addition, the present study investigates how often students use digital materials or other resources to practise pronunciation. This study also hopes to find out the main features in the digital materials or in the other resources that are useful for learning pronunciation.

The present study consists of a literature review that discusses the main theoretical concepts and recent research on pronunciation in the Finnish context. The third chapter presents the research questions, data gathering, and methods of analysis. The fourth chapter focuses on analysing and discussing the results, and the final chapter concludes the main points of this study in relation to literature and discussion for possible future research is included.

2 Key definitions and previous research

In this literature review, I will discuss previous research and the main concepts that are related to the present study. Firstly, I will discuss L2 pronunciation learning in relation to Communicative Language Teaching (CLT) on a general level. Secondly, I discuss L2 pronunciation research in Finland and thirdly, digital learning materials will be defined and presented as a part of the modern Finnish school system.

2.1 Communicative language teaching and pronunciation

Communicative Language Teaching has become a widely used approach in today's L2 teaching. Communicative Language Teaching (CLT) emphasizes the use of pragmatic, authentic and functional language for students to develop their communicative L2 competence. For instance, it is more important to be able to communicate than memorize grammar (Hummel 2014: 116-117).

According to Derwing and Munro (2009), Communicative Language Teaching derives from a theory by Dell Hyme. This original Communicative Competence framework theory from 1966 emphasises grammatical competence, sociolinguistic competence, and strategic competence. In classrooms, CLT activities are taught with the idea that students would learn all the main aspects of a language by communicative exercises. In addition, Derwing and Munro (2009) explain that pronunciation is seen as an aspect of grammatical competence, therefore it stresses oral communication skills over instructive pronunciation learning.

Hummel (2014) explains that in communicative classrooms authentic materials are often used. She specifies that authentic materials are not designed for language classrooms and authentic materials are, for example, newspapers, magazine articles, and reviews in the target language for students to practice diverse use of the L2 language. Hummel (2014) continues to clarify that since CLT does not have specific methodological guidelines, it is essential to notice that there is variation in the execution of the CLT approach in classrooms or in teaching contexts.

The Finnish National core curriculum also supports the idea of CLT by stating that a student is an active individual working in interaction with other students, teachers, adults, communities, and learning environments (POPS 2014: 17). In addition, in L2 teaching, group and pair work highlights the idea of active communication and interaction and students are encouraged to use languages (POPS 2014: 221). However, it is acknowledged by Tergujeff (2012) that in the Finnish context

pronunciation teaching is extremely teacher-led even if the CLT approach highlights the idea of student-led communication in language learning. Tergujeff's study will be discussed in more detail below.

Due to growing emphasis on CLT, pronunciation gained more interest in L2 research since oral communication skills became more important. However, according to Derwing and Munro (2015: 1) the CLT approach neglected students' problems, for example, students' difficulties to be understood in their L2, since the CLT approach did not emphasise pronunciation and teachers are lacking proper education for teaching pronunciation.

To summarise, Communicative Language Teaching (CLT) is a popular approach in language teaching today and it highlights developing learners' communicative L2 skills. However, it has neglected instructive pronunciation learning, even though the approach has stressed oral communication. In Finland, curriculum supports the idea of communicative language learning but teaching pronunciation is still teacher-led.

2.2 Intelligibility in pronunciation learning

An important concept of pronunciation is intelligibility, how L2 speakers are understood while they communicate via L2. Derwing and Munro (2009) define intelligibility as the degree of a listener's real comprehension of an utterance. Derwing and Munro (2015) specify that intelligibility is the most fundamental feature for successful oral communication. According to them, intelligibility is extremely necessary in pronunciation learning, but it is challenging to assess it.

Assessing intelligibility must take both speakers and listeners into account by referring to listeners' perceptions in addition to L2 speakers and the produced speech (Derwing and Munro 2015: 8). Derwing and Munro (2015) explain that intelligibility is best measured by presenting speech to listeners and having them respond to it. For instance, the response may be writing down what the listeners have heard or filling in missing words in a cloze task (Derwing and Munro 2015).

Derwing and Munro (2009) discuss that not having a native-like accent in L2 pronunciation can affect both speaker and listener negatively, which in turn affects intelligibility. Nevertheless, in the Finnish context it seems that students themselves are not aiming to pursue a native-like accent and students highlight comprehensibility and intelligibility over learning a native accent (Tergujeff 2013).

The loss of intelligibility is connected to the social side of pronunciation learning. Even if a speaker possesses excellent control over grammar and vocabulary of the L2 language, not being understood can be both frustrating and embarrassing for the speaker and listener (Derwing and Munro 2009). Derwing and Munro (2015: 2) state that without intelligibility there cannot be genuine communication and listeners might misinterpret utterances so that the meaning changes. In addition, they highlight that listeners may not understand anything from utterances if the speech is incoherent.

In effect, intelligibility is defined by Derwing and Munro (2015: 5) as the degree of match between a speaker's intended message and how well the listener comprehends an utterance. Intelligibility is an important concept in relation to communicating via L2. It affects how a speaker and the listener comprehend each other and not being understood may lead to the loss of intelligibility. Yet, the present study does not aim to investigate intelligibility in great detail, but it is essential to acknowledge that in the Finnish context students have favoured intelligibility and comprehensibility over native like accent (Tergujeff 2013) as a starting point for pronunciation research.

2.3 Pronunciation research in Finland

Pronunciation in Finland is not investigated considerably, however, in the Finnish context there exists research on students' views on pronunciation teaching, methods teachers use in teaching pronunciation and how Finnish teachers assess their proficiency in teaching pronunciation. The recent research on pronunciation learning and teaching in Finland are presented and discussed below.

In her case study Tergujeff (2012) presents different methods teachers use in the Finnish EFL context to teach pronunciation. The results from her study showed that teachers used listen and repeat tasks, reading aloud, giving rules and teachers pointed out and corrected students' pronunciation. It was also clear from the results that teachers are aware of students' issues regarding pronunciation and the methods used in correcting students' problems seemed to be teacher centred (Tergujeff 2012). Yet, this teacher centredness does not match well with the CLT approach which emphasizes learner-led communication.

However, according to Tergujeff (2012) who refers to the results of English Pronunciation Teaching in Europe survey (EPTiES 2012) in her article, Finnish teachers imply that they are not satisfied with their teacher training due to insufficient tools for teaching pronunciation since the pronunciation training focuses more on their individual skills. Thus, this supports Derwing and Munro's (2015)

view that teachers feel inadequate in their pronunciation teaching skills even if they are aware of their students' issues in pronunciation.

Tergujeff's other study (2013) focused on students' personal views and opinions but students were to evaluate the quality and amount of pronunciation teaching they receive. In addition, students assessed their own learning objectives regarding pronunciation. The results showed that most of the students do not wish to either gain a native-like pronunciation or prefer any accents over their own. Instead, fluency and intelligibility in pronunciation were the most important factors for students. Pronunciation teaching was described to be spontaneous rather than systematic, and students wished for more pronunciation teaching. Yet, the results revealed that pronunciation is taught extensively at primary level. Students felt that their pronunciation had developed due to classroom activities, but more attention could be paid to learning pronunciation. However, it is mentioned only briefly in the study that students learn pronunciation informally outside school (Tergujeff 2013). Therefore, the present study wishes to elaborate the issue further.

Tergujeff's study from 2013 pointed out that textbooks carry out a significant role in pronunciation teaching. Nevertheless, technology has taken its place at schools and therefore digital learning materials have become widely used. The EPTiES survey (2012) results Tergujeff refers to in her article (2012) also brought out that Finnish teachers have increased the use of websites as pronunciation teaching materials even if those were not specifically aimed for that purpose. However, the survey still indicated that textbooks are the most useful option for pronunciation teaching and teachers prefer to use books the most.

In sum, L2 pronunciation research in the Finnish context shows results which indicate that teachers are aware of the problems their students face with pronunciation learning, however, teachers themselves have implied uncertainty in their own pronunciation teaching abilities. Textbooks are used in pronunciation teaching as an integral part. Pronunciation teaching has also been evaluated by students. Yet, the present study aims to deepen the relationship between students' own views and the use of materials they choose for developing pronunciation skills.

2.4 Informal L2 pronunciation learning

Nowadays it is common that learning is seen as a lifelong process and learning occurs outside formal settings in different forms. In this section, lifelong learning and different types of learning are defined since specifically informal learning is an integral part of the present study.

Singh (2015) defines lifelong learning as an implicit way of referring and connecting links between different learning environments while it serves social, economic, and personal development goals. In his article Singh (2015) refers to UNESCO Institute for Lifelong Learning's (UIL) Guidelines on the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal learning (2012) and uses its definitions to explain formal, non-formal, and informal learning. Formal learning takes place in institutions (education or training) and it leads to a qualification or diplomas that are given by national authorities. Hence, formal learning is shaped by curricula and necessities for teachers. Non-formal learning is learning that is alternative to formal learning in a more flexible manner and happens in community-based settings, workplaces, or organisations (Singh 2015).

The most relevant form of learning for the present study to define is informal learning. In Singh's (2015) article UIL (2012) has defined informal learning as a form of learning that happens in everyday life, in the family, workplaces, and communities. Individual activities and interests also belong to informal learning as an essential part. This definition in turn is consistent with the Finnish National core curriculum (2014) which supports the idea of informal learning as an integral part of language learning in the Finnish context. Still, Singh (2015) clarifies UIL's (2012) definition that the difficulty with informal learning is that it is hard for the learner to recognise since it is mostly an unconscious process and how it might be connected to a learning programme can be challenging to realise.

The role of individual pronunciation learning is supported by resources such as web-based software and smartphone apps, but teachers are recommended to read reviews from applications before recommending them to students (Derwing and Munro 2014: 124). In addition, The Ministry of Education in Finland has stated in the latest National core curriculum that the use of English has increased in students' free time and this informal way of learning should be taken into account while selecting and designing the contents of teaching (POPS 2014: 348). Nevertheless, there is not much research conducted on students' conceptions regarding pronunciation learning outside school context or on whether the learning materials are still the main source for pronunciation learning.

According to the EPTiES survey (2012) to which Tergujeff refers to (2012), Finnish teachers are also aware of the fact that their learners are exposed to English in their spare time via television, films, and the Internet. Hence, this supports the latest National core curriculum so that teachers are aware of students' exposure to English and teachers should acknowledge this when designing teaching contents. Yet, it has not been investigated whether Finnish teachers encourage students to actively engage with English in their spare time.

In other words, learning is seen as a lifelong process and there are different ways of learning. Formal learning, non-formal learning, and informal learning are three different types of learning that occur. Informal learning is supported by the Finnish National core curriculum (2014) so that teachers know their students are exposed to English in everyday life. Still, students' own opinions regarding their beliefs of informal learning as a tool for pronunciation learning in relation to the resources they use are not researched greatly.

2.5 Digital learning materials and pronunciation

In this section a study of the Finnish textbooks' pronunciation activities is discussed in relation to digital learning materials that are an essential part for the present study. In addition, this section focuses on defining the digital learning materials and the quality criteria in them. Furthermore, a discussion of possible pronunciation learning technologies is added below.

Some of the Finnish textbooks' pronunciation activities have gone under investigation. Tergujeff's study on textbooks (2010) pointed out that pronunciation exercises were designed learner-centred, and phonemic script was extensively used in materials. In the same study Tergujeff (2010) noticed that communication activities and games concentrating on pronunciation were non-existent in textbooks. Therefore, it could be assumed that due to technology's advancement, more visual and game-like exercises could be seen in digital learning materials, especially when the curriculum emphasizes that L2 language learning should be meaningful in regard to students' own interests.

Since digital learning materials are a relatively new area in the field of education, the contents of those may vary greatly depend on exercise types. Therefore, the content of pronunciation exercises can also be differing between material series. For example, Zimmermann (2018) states that online materials may often have only audio for listening activities and the textbooks have the rest of the

answers. However, she also states that digital materials have advantages for the materials to be organised clearly and exercises are easily located in digital form.

In addition, digital learning materials are a new area from a research perspective. Jaakkola et al. (2012) find that defining electronic learning materials as a concept can therefore be variable. For instance, digital learning materials are categorized into smaller areas that are assessment, drill and practice, information resource, glossary, guide, exploration, open activity, and tools. Furthermore, as any learning material, digital learning materials are a part of a learning environment and the learning environment should be a place for students to construct new information and detect development in their own thinking (Jaakkola et al. 2012).

According to Jaakkola et al. (2012), digital assessment materials are materials to evaluate the learner but also the learner can do self-assessment, for example in a form of digital portfolio. Drill and practice materials are simple practices and games usually for learning a specific phenomenon and feedback for the learner is included. Information resource refers to materials that are used to find information and glossary materials mean digital vocabularies and vocabulary related to specific content. Guide materials are handbooks or tutorials to clarify how something functions whereas exploration materials are interactional, usually simulations to increase the interaction between learners and content. Open activity materials are open and creative exercises for learners. Tool materials are applications for the user to create something new, edit something existing, and for interaction with others (Jaakkola et al. 2012).

Ilomäki (2012:11) defines e-learning materials high in quality if certain criteria of features are fulfilled. Firstly, digital materials should be used flexibly according to students' needs, level of learning, and interests and needs. Secondly, the materials should support communal, long-term effort in learning and activate students' thoughts and thinking in relation to the phenomenon at hand. Thirdly, e-learning materials should promote the development of students' attainments and be technically easy to use. According to her, supporting pedagogical and content objectives should be seen in the visual layout of digital materials.

Derwing and Munro (2015: 24-25) point out that the rapidly advanced technology has expanded the possibilities for pronunciation instruction. In the future, it is possible that new developments include automated assessment and tailored feedback for L2 pronunciation learners. However, Derwing and

Munro (2015: 24) also state that any dramatic benefits of new digital technology is yet to come since the topic is fresh in the field of research. Yet, in the Finnish context, as noted earlier, Tergujeff's (2012) study has shown that teaching pronunciation is still teacher-led even if the CLT approach emphasises learner-led communication.

To summarise the main points of this literature review, the CLT approach is supported by the Finnish National core curriculum (2014), thus emphasising learner-led communication in language learning. However, it was noted by Tergujeff (2012) that even if the CLT approach should be seen in pronunciation teaching, it has been more spontaneous in nature rather than systematically taught in Finland. In addition, Tergujeff's (2013) other study focused on students' opinions on the quality of pronunciation teaching they received and students wished for more pronunciation teaching at school, however, it was mentioned only briefly that students learn pronunciation informally outside school context. Since technology has enabled more diverse uses of learning materials, digital materials have become widely used in Finnish schools, however, they have not been under detailed research due to the materials being a new area in the field of education. The present study aims to find out the role of these digital learning materials or other electronical resources students utilize in their pronunciation learning. In addition, informal language learning outside school is supported by the National core curriculum (2014), yet it has not been researched prior to this study whether students themselves feel that they learn pronunciation actively in their free time. Furthermore, the present study wishes to find out the usefulness of the digital learning materials and other resources in relation to learning pronunciation.

3 The present study

In this chapter, I discuss the aims and research questions of the present study. Also, data collection and methods of analysis are discussed in more detail below in this chapter.

3.1 The aim and the research questions

As discussed above in the literature review, not much research exists from students' own conceptions in relation to the materials they use in pronunciation learning in the Finnish context. In addition, research on digital learning materials and informal learning in Finland has not been conducted prior to this study.

The aim of the present study is to shed light on students' own views and opinions on using English digital learning materials or other resources in developing their own English pronunciation. Other resources can be applications, games, videos, chats, or streaming services. The present study is also interested in the amount of time students invest in the informal learning of pronunciation and how useful students think these additional resources are for their own practising of pronunciation.

Research on pronunciation has revealed that learning materials are extremely essential in teaching pronunciation and pronunciation teaching is, for the most part, teacher-led in Finland (Tergujeff 2012). Hence, I wish firstly to find out the role that digital learning materials and pronunciation teaching have in students' pronunciation learning both at school and in their free time. Secondly, as the National core curriculum (2014) states, informal learning is a growing phenomenon in students' lives. Therefore, I aim to find out what kinds of opinions and conceptions students have of exploiting other resources for pronunciation learning in their spare time. Thirdly, the aim of the present study is to discover how students assess additional resources in terms of usefulness. I address these issues by seeking answers to the following research questions (RQ's):

1. Do Finnish students utilize digital learning materials or other digital resources (applications, games, streaming services, videos, chats, music, instant messaging services, social media, or other resources) in developing their own English pronunciation skills?
2. In students' opinion, what are the elements in digital learning materials or in other resources that are useful for their pronunciation learning?

3.2 The data

Data for the present study was collected by carrying out a survey in February 2020. According to Vehkalahti (2014: 12-13) survey is mostly quantitative, but the content and results can be analysed and presented qualitatively, and a survey is suitable for studying opinions, attitudes, or values. In the survey of the present study, I placed both closed-ended and open-ended questions to find out students' experiences and opinions. The survey was made with the Webropol-platform, which is provided by the University of Jyväskylä. A link of the survey was sent to two English teachers from two different schools so that they could share it to their students, the research participants.

The survey for the present study consists of sixteen questions, using Likert scale in six of the questions. Likert-scale is a five-point scale that allows individuals to convey how much they agree or disagree with different assertions (McLeod 2019). In addition, Likert-scales can be used to measure frequency, quality, importance, and likelihood (McLeod 2019). The present study used Likert-scale to measure agreement, frequency, and importance or usefulness. The rest of the questions were open-ended or closed-ended with yes and no options. In addition, a multiple-choice question was also included.

The participants were from two different secondary schools, one class of ninth graders is from South-East Finland and the other class is from Central Finland. Hence, there were in total 41 participants from two different classrooms. I chose ninth-grade students as participants due to their existing language learning experience from the English language. Finnish students start learning English at a relatively young age, usually in their third grade or even earlier nowadays. Thus, it could be assumed that ninth grade students can already assess pronunciation as an essential part of language learning and their own methods of practising pronunciation. Answering the survey was completely anonymous, and no personal data (gender, age, or name) was collected due to ethical reasons. The results of the survey cannot be generalized since the number of participants is not enough to do so, and no geographical generalizations will be made since one classroom from a certain area does not represent the whole region per se.

Altogether 41 students responded to the questionnaire, however, the total number of respondents to each separate question varied depending on the type of the question. For example, closed-ended questions were often answered by each participant, but open-ended questions did not always receive full response by each student.

3.3 Methods of analysis

The present study represents mostly a mixed-methods research approach. Williams (2007) explains that the mixed-methods approach connects methods of data analysis from both quantitative and qualitative analysis to even out the strengths and weaknesses of both research approaches. For instance, the present study is an example of displaying both quantitative questions to express numerical information and open-ended questions to represent qualitative information. In addition, researchers tend to capture a certain phenomenon at the moment by conducting a survey (Williams 2007). Thus, the aforementioned description was suitable for the present study as well since I conducted a survey to find out the role of digital learning materials and other digital resources in the participants' pronunciation learning both at school and in their free time.

According to Williams (2007), qualitative content analysis is useful when a phenomenon is studied from an individual's point of view to explain the phenomenon at hand. For the present study, the phenomenon at hand is the role of digital learning materials and other e-resources in the students' pronunciation learning from the participants' point of view. In addition, qualitative survey is used to gain information in specific space of time from a specific group of representatives of a community (Williams 2007). Therefore, open-ended questions were analysed qualitatively to see whether certain themes or topics are repetitive in the students' answers. The Webropol-platform provided quantitative data from the Likert scale questions.

4 Results and discussion

In this chapter, the results of the present study are discussed in three different sections to answer the research questions. Firstly, the role of digital learning materials is discussed in relation to the usage of the materials and pronunciation practising. Secondly, the usefulness of the digital learning materials and other resources is discussed in relation to learning pronunciation. The third section analyses students' open answers to questions that involved pronunciation teaching methods at school, opinions on the digital materials and other resources, and their own preferred methods to learn pronunciation.

4.1 The use of digital learning materials and pronunciation practising at school and in free time

In order to establish the general role of digital learning materials, the participants were asked about their use of digital learning materials in their English lessons and in their free time. The results indicate that digital materials are used actively in English lessons. Altogether 95% of the respondents from South-East Finland use digital learning materials at school. In addition, 83% of the students from Central Finland answered that digital materials are actively used in their English lessons.

The most popular material in Central Finland was SanomaPro's Spotlight series since 72% of the students replied that they use the series at school. In South- East Finland the participants had divergent views on the materials they use, with 27% of students replying that they use materials from SanomaPro. Other participants answered using Otava's materials (5%) and the most popular option "other" digital material was chosen by 68% of the students. Despite the clear division in the answers between areas, it can be said that digital materials are exploited as a part of today's English teaching and learning in the Finnish context.

However, the division with the percentages between different material series could be explained by the fact that students may define the concept of digital materials differently. As Jaakkola et al. (2012) state, defining of digital materials can vary because the materials are divided into smaller categories depending on the type of the material. Furthermore, Jaakkola et al. (2012) point out that digital learning materials should be parts of learning environments for students and it might have been difficult for the students to recognise the learning environments in them if the materials are used irregularly or are a new feature in classes. In addition, digital materials can be other types of digital

exercises that are done at school. Thus, digital learning materials are not tied to official digital materials series per se.

Despite digital materials being actively used in English lessons, altogether 93% of all the participants do not use digital learning materials in their free time to practice their pronunciation. This result could indicate that digital materials do not have activities designed for pronunciation practising or depending on schools, students may not have licences to access the activities. Also, Zimmermann (2018) explains that the digital material may only have audio materials as main types of pronunciation exercises so it might not be meaningful enough for the students to actively exploit in their spare time. Furthermore, digital learning materials have a quality criterion that is founded on students' own interests, thus increasing enthusiasm for more active usage. Ilomäki (2012) states that digital learning materials are high in quality if the materials support students' own interests and needs. Ilomäki's (2012) views are also in connection with the National core curriculum's views (2014) on informal learning and students' exposure to English in their spare time. Therefore, it could be said that the materials need to be meaningful for students in order for them to actively practise pronunciation in their free time.

To find out how often digital learning materials are used to practice pronunciation in English classes, the participants chose from different options regarding the time spent on using the materials. All 41 participants answered the question and dispersion in the percentages was divided fairly evenly between rarely, sometimes, and often. The results suggest that students may comprehend the definition of digital learning materials differently and therefore answering how often the materials are used can vary. Also, evaluating time that is spent on pronunciation activities can depend on individual impressions and it can be trickier for students to assess frequency. However, the results show that even if students do not often use digital materials at home to practise pronunciation, at school those are exploited to practise pronunciation to some extent. Yet, it can be seen from the results that digital materials are not the main source for pronunciation learning due to the division in the responses. The exact results are available in Figure 1.

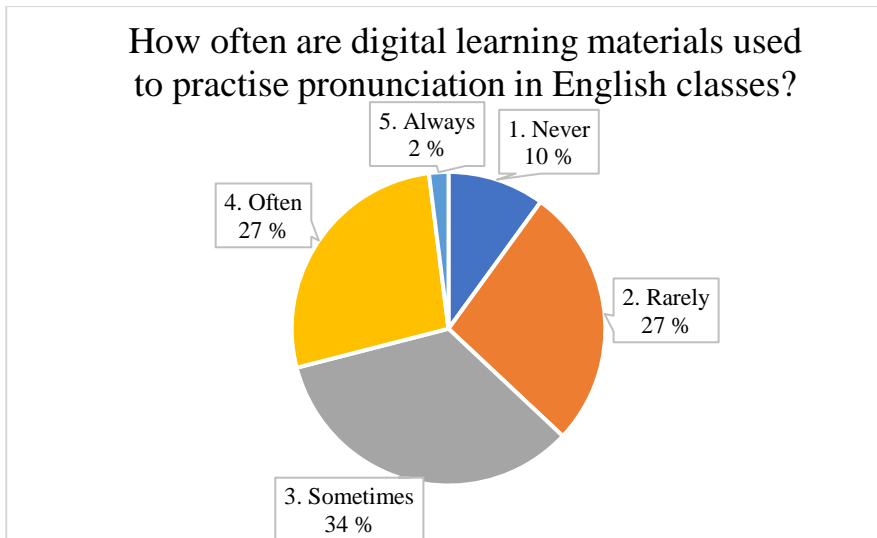


Figure 1: Responses to the question “How often are digital learning materials used to practise pronunciation in English classes?”

Furthermore, when asked about the participants’ usage of other resources in their spare time to practise English pronunciation, all 41 students responded to the question, and 83% answered that they use other e-resources in their spare time to practise pronunciation. From all the 41 students 35 answered using the other resources daily. Other resources were listed as applications, streaming services, music, videos, games, chats, social media, and instant messaging services. In addition, a list of different resources was given for the students as examples to make considering the question easier. The questionnaire’s list in its entirety can be seen in Appendix 1. The result is consistent with the Finnish National core curriculum as it has acknowledged that English has a growing role in students’ spare time and this form of informal learning should be considered (POPS 2014:348).

The frequency of the use of the additional resources was also of interest. The results of the 35 participants indicate that the aforementioned resources are used on a daily basis by 60% of the students. Surprisingly, this was the largest percentage. The rest of the answers received much lower number of responses, however, only 3% answered using the resources a few times a year. The results indicate that the participants are actively engaging with applications, streaming services, music, videos, chats, games, social media, or instant messaging services to learn English pronunciation in their free time. The results can be seen in Figure 2.

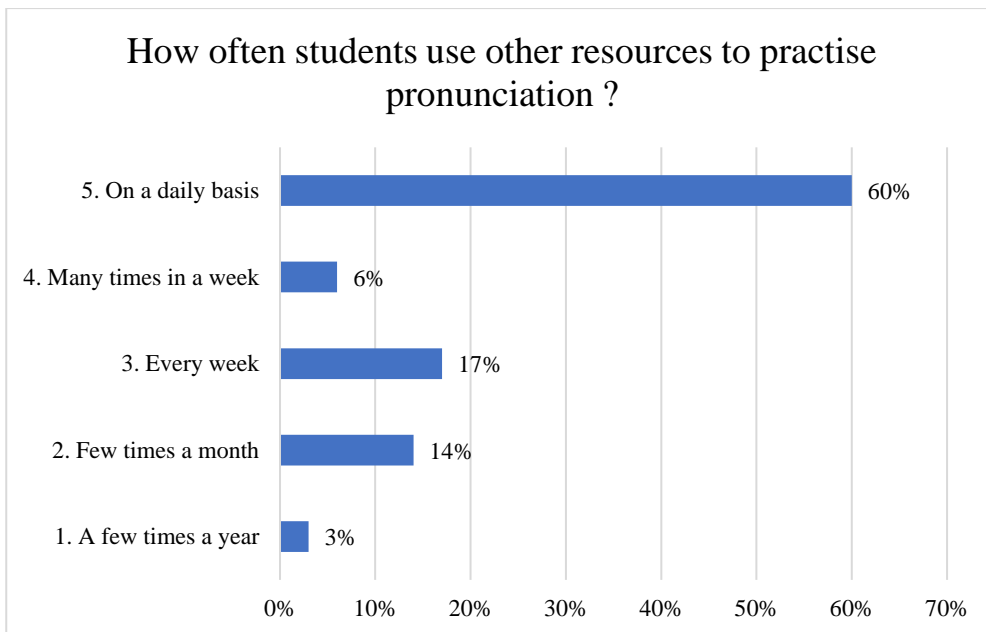


Figure 2: Responses to the question “How often students use other resources (applications, streaming services, music, videos, games, chats, social media, or instant messaging services) to practise their pronunciation?”

The results show consistency with the Finnish National core curriculum (2014), which highlights informal learning occurring in students’ spare time but also with Leppänen and Nikula’s (2007) findings that especially among young adolescents the use of English is increasing. The results show that students are willing to actively engage with these resources to practise their pronunciation, which is a positive side of modern technology since it allows students to learn while they are engaging with something that is worthwhile to them. Even if Derwing and Munro (2015) discuss that technology designed specifically for pronunciation learning is yet to come, the Internet combined with today’s technology including smart phones, computers, and consoles are assisting tools in pronunciation learning.

To answer the first research question whether students use digital learning materials or other resources to practise their pronunciation, it seems that digital materials are exploited in Finnish schools actively, however, in relation to pronunciation the situation is different. Most of the participants answered that they do not use digital learning materials in their spare time, rather other types of resources are used by 83% of the participants to practise pronunciation in their free time. In addition, the resources are used on a daily basis by 60% of the students using them in the first place.

4.2 The usefulness of the digital learning materials and other resources in pronunciation learning

In this section, the participants' answers to the usefulness of digital learning materials and other resources in pronunciation learning are analysed. Firstly, answers to how useful the students assessed the digital learning materials for their pronunciation learning and the answers to what extent the students wished for more pronunciation teaching at school are presented and discussed. Secondly, answers to the participants' possible learning outcome for their pronunciation practising while using the other resources is presented, in addition to the usefulness of these other resources for pronunciation learning in the students' opinion.

To establish if the participants thought the digital learning materials are useful for their pronunciation learning, the students were asked to express their opinion by choosing a fitting alternative. Similarly to the previous question, the answers were divided evenly in the Likert-scale, especially in the middle. The extreme ends were answered by six students altogether, four students replying that the materials are not useful at all and two students replied that the materials are extremely useful. The results indicate that the participants consider the materials useful to some extent since there was only one alternative that implied that the materials are not useful at all. The results are at display in Figure 3.

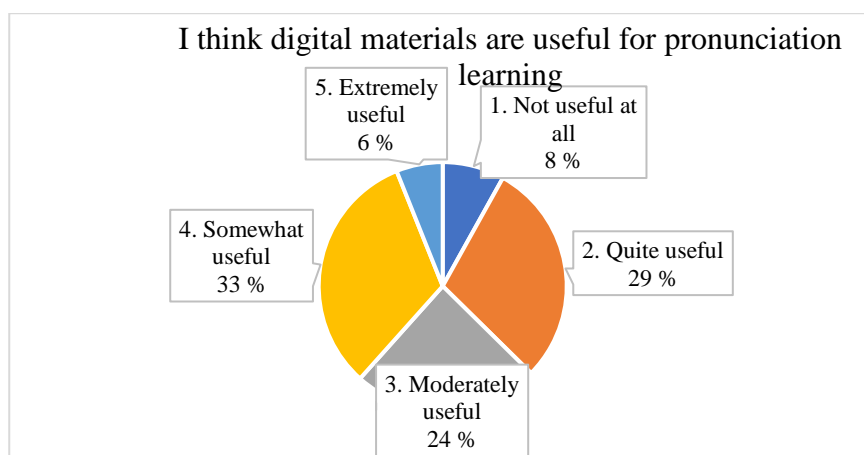


Figure 3: Responses to the statement “I think digital materials are useful for pronunciation learning”.

This division of answers shows that even if students think that digital materials are useful in some way for their pronunciation learning, it can be challenging to assess the usefulness of digital materials as a stable component in their pronunciation practising because digital materials are used in different forms at school and are a relatively new phenomenon. In addition, this could be consistent with

Tergujeff's (2012) study about pronunciation teaching being heavily teacher-led in Finland and teachers prefer the use of textbooks or official book series materials as a primary source for pronunciation learning. Also, the division could indicate that for students, digital materials are just one way of learning pronunciation among several methods.

In order to find out more about the students' opinions on pronunciation teaching and whether students thought it was necessary to add the amount of pronunciation teaching at school, the students chose between different alternatives expressing agreement. Over half of all the participants neither agreed nor disagreed with the statement "More pronunciation teaching should be added to English classes", however, the results show that 29% of the students agreed with the statement. This percentage was the second largest after the most popular option (neither agree nor disagree), indicating agreement that there could be more pronunciation teaching in English classes. The results of this statement are in Figure 4.

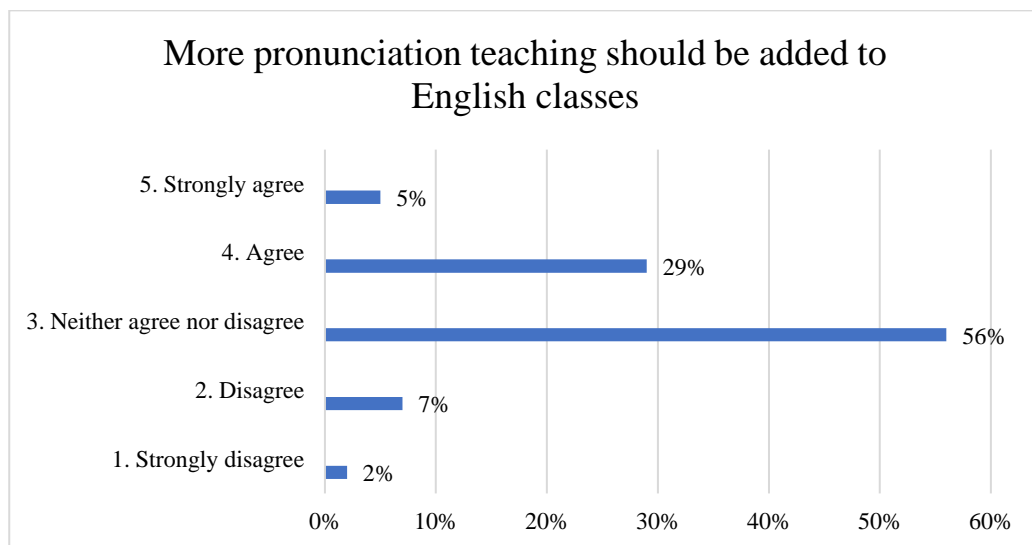


Figure 4: Responses to the statement "More pronunciation teaching should be added to English classes".

In Tergujeff's (2013) study, the results revealed that students wished for more pronunciation teaching or at least more attention could be paid to learning it due to pronunciation teaching being rather spontaneous in nature. The popularity of the third "neither agree nor disagree" option could suggest that the students may have thought the alternative as an easy choice if they have been uncertain of which to choose. However, the present study was interested in the students' own opinion or

conception and the third option may reflect the overall opinion from the students. Furthermore, assessing what is enough pronunciation teaching can be challenging for ninth grade students. Yet, important to note from the results is that 29% of the participants wished for more pronunciation teaching by agreeing with the statement. In addition, as can be seen from Figure 4, altogether 5% of the participants strongly agreed with the given statement.

The participants were also asked to assess the quality and amount of learning by answering a statement about how much they have learned pronunciation by using the other resources. The results indicate that the participants recognised that they have learned pronunciation by using the resources and the percentages were the highest in options that implied learning more than moderately (“I learned more than moderately” and “I learned a lot”). Essential to note from the results is that the lowest answer percentage was for the extreme-end option that stated that learning does not occur at all. The rest of the options imply that learning happens to some extent and that is a positive outcome for students to comprehend themselves that they actually have learned pronunciation via these resources. Figure 5 shows all the responses.

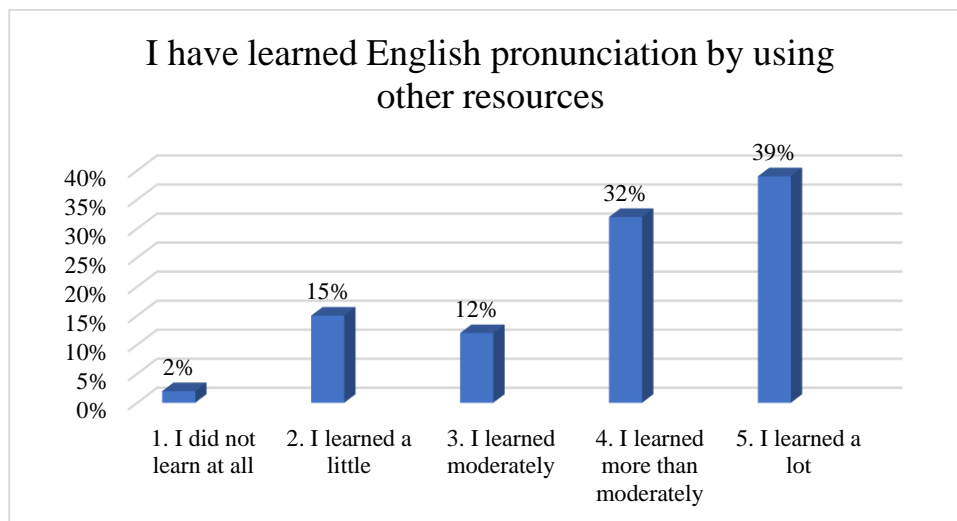


Figure 5: Responses to the statement “I have learned English pronunciation by using other resources”.

Even if Singh (2015) clarified UIL’s (2012) definition of informal learning by stating that it is mostly an unconscious process, it seems that the students have recognised the learning outcome in their pronunciation when they have used the resources in their spare time. The results also support Singh’s (2015) addition to the informal learning definition (UIL 2012) that own interests and activities play

an essential role in informal learning. Therefore, it could be suggested that students find these resources useful for their learning but also learning itself is meaningful since students can freely choose the resources they use according to their interests.

To clarify if the participants thought the other resources are a useful way to learn pronunciation, they were asked if they considered the other resources a helpful way to learn English pronunciation. This time, the results were increasing per each option indicating that students find these e-resources useful for their pronunciation learning. According to the responses, technology's role as a useful component in the participants' pronunciation learning is essential since it enables more diverse methods for learning according to the participants' own interests. The increasing percentages can be seen in Figure 6.

The findings show that the students have utilised these resources and have assessed them as a useful way for learning pronunciation. Similar to the earlier statement, only the first option implies that there is no usefulness at all, and the rest convey different degrees of usefulness. Therefore, it can be said that students comprehend their own pronunciation learning process with regard to the materials they exercise with. In addition, students consider that to some extent the resources are an assisting feature to practise pronunciation. The variation in students' answers is due to personal conceptions since the statement measured agreement and no generalisations can be made from these individual experiences.

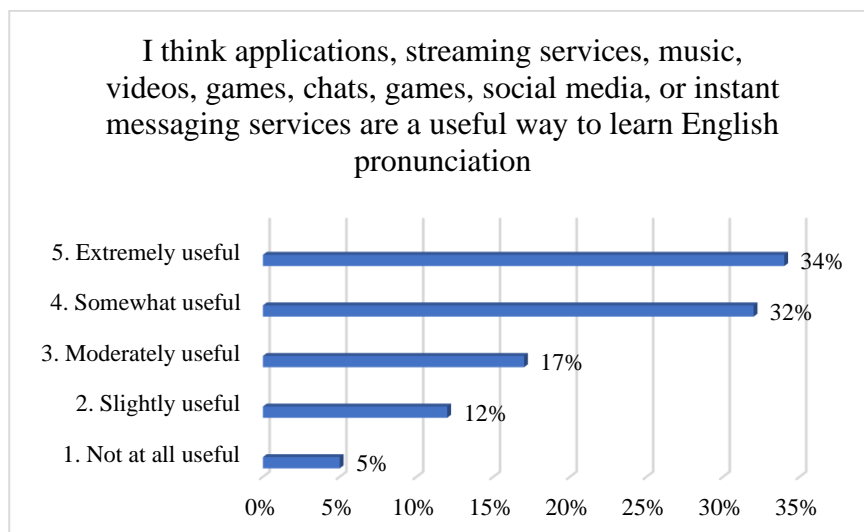


Figure 6: I think applications, streaming services, music, videos, games, chats, social media, or instant messaging services are a useful way to learn English pronunciation

This section supplements the first research question about the usage of digital learning materials and other resources in developing pronunciation skills. To clarify whether students use digital learning materials or other resources to improve their pronunciation, it can be noted from the results that students have learned pronunciation by actively engaging with other digital resources and consider them a useful way to learn. The answers indicate that the students considered digital learning materials somewhat useful for their pronunciation learning, however, most of the respondents have assessed applications, streaming services, music, videos, games, chats, social media, or instant messaging services particularly useful for their pronunciation learning. In addition, the participants have recognised the learning outcome in their own pronunciation, supporting the theory of informal learning that has been brought up by Singh (2015) and the National core curriculum (2014).

4.3 Pronunciation learning methods and conceptions on materials and resources

In this section, the findings of the open-ended questions are presented and discussed. The participants were asked to give their own opinions and conceptions on the usefulness of the digital learning materials and other e-resources. In addition, the participants told how pronunciation is taught in English classes and how they personally have learned pronunciation. The results of the multiple-choice question that asked about the resources the students' use in their free time to practise pronunciation are also discussed.

To find out the students' conceptions on the usefulness of digital learning materials in relation to pronunciation practising, they listed why the materials were useful and why not. The most common themes in students' answers were that the materials are useful since they include model pronunciation, the activities can be practised at home, the materials are practical when learning new vocabulary, and are useful in listen and repeat tasks. Most of the participants implied that model pronunciation in general was the most important factor for making the materials useful.

The most common themes in the participants' answers as to why the digital learning materials were not useful for pronunciation practising were related to vocabulary and the tasks themselves were sometimes difficult. The participants did not have clearly distinctive opinions, but the main reasons were that the vocabulary might be too difficult to understand, and the tasks might include a challenging accent to listen to. In addition, three students replied that because the materials are not used often to practise pronunciation, it is hard to assess how useful they are. One student replied that

according to their teacher there are mistakes in some of the pronunciation exercises in the digital material and therefore those are not a reliable source.

The results are contradictory since in Tergujeff's (2013) study Finnish students did not wish to possess a native-like English accent in general. Instead, comprehensibility was favoured over possessing a native-like accent (Tergujeff 2013). However, model pronunciation was the most popular theme in the present study's answers when students assessed why digital learning materials are useful for their pronunciation learning. This could indicate that there are different approaches to teaching pronunciation in terms of accents since some teachers might emphasise learning a native-like accent more than other teachers. In addition, there can be regional differences between schools as well. Essential to remember is that the present study focused on individual comprehensions and the students do not represent schools from particular regions per se.

Furthermore, as noted above in the first section of this chapter, only a small percentage of the participants used digital learning materials at home to practise pronunciation. Yet, the general accessibility of the digital materials regardless of time and place was assessed to be a useful feature even if the students did not use them to practise their pronunciation at home. Tergujeff (2013) points out that textbooks were used as a primary source for pronunciation teaching in the Finnish context and Zimmermann (2018) explains that sometimes the digital materials have only audio tracks and textbooks have the remaining parts of exercises. Therefore, it may be challenging for the students to consider digital learning materials as useful resources for their pronunciation learning if they are not used independently and the textbooks carry out the main role for that purpose.

In order to find out what kind of opinions the participants had on applications, streaming services, music, videos, games, chats, social media, or instant messaging services they were asked why they think the resources were useful for pronunciation learning and why not. The students assessed these resources useful in diverse ways. The themes that the students listed were unique in nature, however, some larger topics were possible to detect from the responses. Again, the most popular theme was model pronunciation since the participants often listened to people who speak English as their native language when using the resources. One student answered that in classes it is normal to exaggerate pronunciation and using the resources enables listening to ordinary English. Listening to everyday English was a useful way to learn new vocabulary according to two participants. Most of the participants implied that because the resources are used considerably, learning pronunciation was

practical and easy since accessing the resources is fast. Speaking English when playing or chatting was also mentioned as a useful way to learn pronunciation. The fact that the resources can be shared with friends was listed as a useful factor by two students. In addition, using the resources was a motivating factor because it is possible to choose between different resources according to one's own interests.

All in all, the results indicate that the students assessed these resources useful in diverse ways. In fact, there was only one response that was about the resources not being useful. The student had replied that one should always consider whether the person who speaks English, for example in videos, has English as a native language. The response does not question the usefulness of the resources per se; it questions the quality of the language or the authenticity of the language that is heard. However, since model pronunciation has been the largest theme in the present study's answers it did not come as a surprise that the respondents find it important for their pronunciation learning to hear authentic English.

The participants were asked about the different methods of pronunciation teaching at school, and most of the responses shared common themes with Tergujeff's (2012) case study which revealed that teachers often used listen and repeat tasks, reading aloud exercises, and giving rules about pronunciation. The most common themes in the responses were repeating words after teacher, listen and repeat tasks, group or pair exercises from textbooks, reading aloud, and pronouncing vocabulary.

The answers indicate that the CLT approach supported by the National core curriculum (2014) is actively seen in English classes since the students listed communication exercises often as a way to practise pronunciation. However, as Tergujeff (2012) notes, even though the CLT approach supports learner-led communication, teaching pronunciation is heavily teacher-led in the Finnish context. Repeating after the teacher was by far the most common way to practise pronunciation according to over 50% of the participants in the present study, implying that the teacher-led method is popular in today's English teaching.

To clarify how the students have learned pronunciation, they were asked to give their own conceptions of the methods that have worked best for them. The two main themes included the aforementioned resources that can be used at home and practising during English lessons at school. Thus, it seems that ninth grade students can assess their own pronunciation learning and the role of

the materials they use in order to learn. Also, the fact that the students thought about their own pronunciation learning whilst completing the questionnaire could have had an influence on the outcome. The different resources that the students used can be seen in Figure 7 which depicts the results of the multiple-choice question.

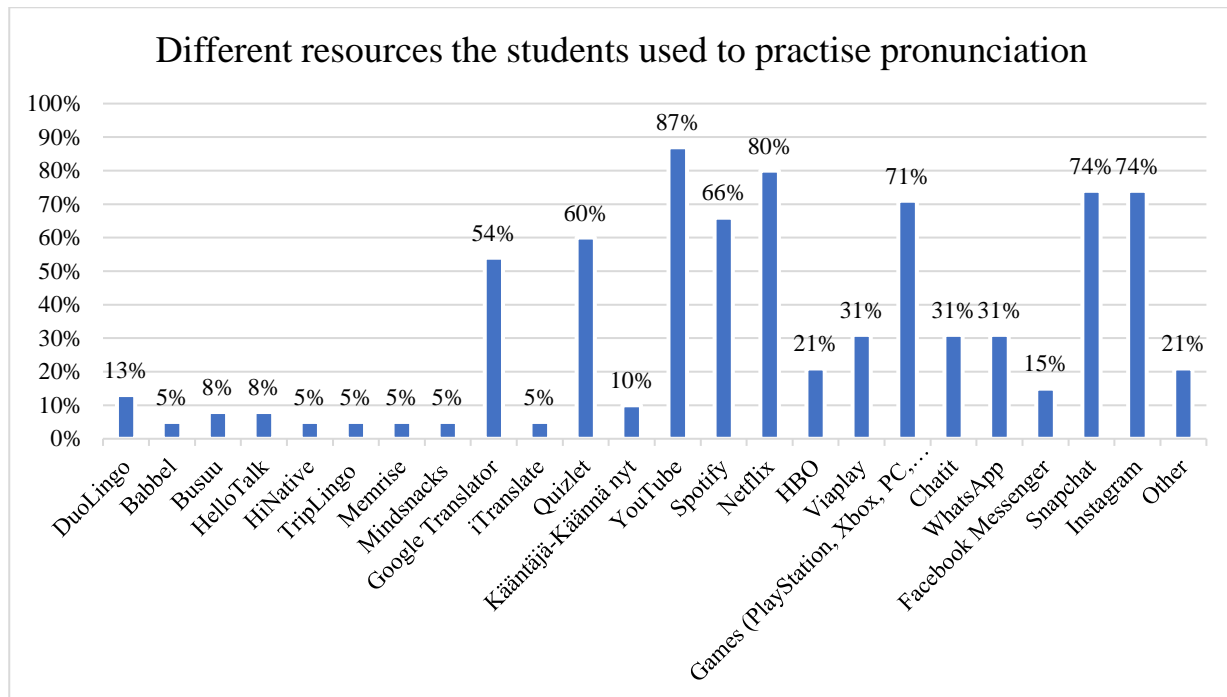


Figure 7: Responses to the multiple-choice question of different resources students use actively to practise pronunciation

As can be seen from Figure 7, the participants actively used many different resources to practise their pronunciation, however, the applications designed specifically for language learning were not popular among the students. Instead, the most used resources for pronunciation learning were YouTube, different social media platforms, and streaming services. The results support Leppänen and Nikula's (2007) findings that the use of English is growing in young adolescents lives outside school context and the National core curriculum's (2014) statements that this growing phenomenon is something that should be acknowledged in today's English teaching. Hence, the results of the present study have shown that pronunciation is learned both in schools and outside classrooms.

To answer the second research question that asked about the features the respondents find useful in digital learning materials or in other resources for their pronunciation learning in more detail, the participants named multiple positive features. According to the participants, the most useful feature

in digital learning materials and other resources was hearing model pronunciation. Particularly hearing people whose native language is English was an important feature in the other resources. In addition, the possibility to access the digital materials and the other resources regardless of time and place was a positive side named by the students. Both digital learning materials and additional resources were named as useful ways to learn pronunciation, however, the other resources were used much more actively than digital learning materials in the students' free time. Applications designed for language learning were not popular among the participants, instead social media, streaming services, and YouTube were the most used options.

5 Conclusion

With the rise of Communicative Language Teaching (CLT) that emphasises learner-led communication, the approach has become widely used in today's language teaching (Hummel 2014). In addition, the approach is supported by the Finnish National core curriculum (2014) since it highlights the idea of students being in active interaction with each other and communicative exercises should be used in language learning classes. However, Derwing and Munro (2015) bring out that the CLT approach neglected pronunciation as an important learning objective since emphasis has been on communicative skills and comprehensibility. In addition, Tergujeff (2012) points out that even if the CLT approach emphasises learner-led communication, teaching pronunciation is still teacher-led in Finland. Furthermore, students' opinions on pronunciation teaching and quality have been brought up by Tergujeff (2012), however, in her study it was only briefly mentioned that the students have learned pronunciation outside school. Thus, the present study wished to investigate pronunciation learning both at school and outside school in relation to learning materials or other resources.

Therefore, the main purpose of this study was to shed light on the role of digital learning materials and other resources (applications, games, videos, music, streaming services, instant messaging services) in upper comprehensive school students' pronunciation learning. The first goal of the present study was to find out whether ninth grade students use digital learning materials or other resources and how actively those are exploited. The second area was focusing on the features that the students thought were useful in the digital materials or in the other resources for their pronunciation practising. The present study was interested in students' perspective on this topic since it had not been researched prior to this study.

The results of the present study showed that digital learning materials are used in different forms in today's English teaching. However, the participants had different views on the digital materials they use at school since the materials can be book series and other types of digital exercises. Hence, there was not a clear answer to the question, indicating the difficulty in defining digital learning materials. Jaakkola et al. (2012) point out that defining digital learning materials can vary because the materials are divided into different types of activities depending on the type of the material. For instance, these can be drill and practise exercises, information exercises, and glossary exercises. Therefore, defining the materials as a concept can be challenging for ninth grade students since the official digital material

series are not the sole type of digital material that are used. However, the results showed that most of the students did not use the digital materials at home to practise pronunciation.

The participants of the present study implied that pronunciation teaching is still teacher-led in Finland. Furthermore, Tergujeff (2013) explains in her study that the most common teaching methods include repeating after the teacher and reading aloud, emphasising teacher-led pronunciation teaching. In the present study, over 50% of the participants answered that pronunciation is taught teacher-led in their classes as well, thus supporting Tergujeff's (2013) results. However, also the CLT approach could be seen from the students' responses since pronunciation was also practised by doing pair- and group work, emphasising learner-led communication. This implies that the National core curriculum's (2014) view on students as active individuals in collaboration with others is seen in classrooms.

As the National core curriculum (2014) mentions, informal learning is a growing phenomenon in students' free time due to rapidly advanced technology. Over 80% of the participants used applications, games, videos, music, streaming services, and instant messaging services in their free time to practise pronunciation. In addition, the participants implied that they had learned pronunciation by using the resources in their spare time. Derwing and Munro (2015) point out that technology has created possibilities for learning pronunciation, however, larger developments are yet to come. Therefore, one reason for the active usage of other resources is the lack of specific pronunciation learning technology.

The reasons why digital learning materials and other resources were useful in the participants' opinion were regarding model pronunciation, easy access, and motivation. The most useful feature in digital materials and other resources was hearing the correct way to pronounce, especially hearing people who speak English as a native language was assessed to be useful. Derwing and Munro (2015) discuss that not having a native-like accent can affect both speaker and listener negatively, however, Tergujeff (2013) finds that in the Finnish context students favoured comprehensibility over intelligibility. Yet, the present study was interested in the participants' personal opinions and therefore the results can vary to some extent. Thus, in comparison with previous research, the results may be contradictory due to individual experiences.

Hence, as the results show, technology has made it possible for the students to learn English pronunciation in versatile ways regardless of time and place. At the moment, it seems that the digital

learning materials are actively used but in relation to pronunciation exercises, the content is not yet available. In the future, this topic could be researched further by examining digital materials and more detailed information on the pronunciation activities could be acquired this way. The usefulness of the other resources could be investigated in more detail by focusing on the most popular resources for pronunciation learning that were social media, YouTube, and streaming services.

The results of the present study offer information that could be used to develop new pronunciation activities for digital learning materials, however, more detailed research with higher numbers of participants is needed. Furthermore, informal learning is an essential part of the present study's results and it is essential that teachers continue to support their students to actively engage with English in their free time.

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Appendice

Appendix 1: The questionnaire

Hei!

Tämä kysely kartoittaa yhdeksäsluokkalaisten kokemuksia, mielipiteitä ja käsityksiä englannin digioppimateriaalien käytöstä ääntämisen opettelemisen yhteydessä. Lisäksi tässä kyselyssä on pyrkimys kartoittaa muita keinoja, joita opiskelijat mahdollisesti hyödyntävät englannin kielen ääntämisen harjoitteluun vapaa-ajallaan. Kysely tulee osaksi kandidaatin tutkielmaa Jyväskylän yliopistossa ja siihen vastaaminen on vapaaehtoista. Kyselyssä on erityyppisiä kysymyksiä, suljettuja ja myös avoimia. Vastaaminen on täysin anonyymiä ja osallistumiseen kuluu noin 5-10 minuuttia aikaa. Aineisto säilytetään Jyväskylän yliopiston tietosuojaohjeistuksen mukaisella tavalla. Oikeita tai väärää vastauksia ei ole! Lue kysymykset huolellisesti läpi ja vastaa mahdollisimman tarkasti.

Kiitos ajastasi ja vastauksistasi!

Kyselyn tekijään saa yhteyden laittamalla sähköpostia osoitteeseen linda.s.e.knuutila@student.jyu.fi, mikäli tulee jotain kysyttävää tai kommentoitavaa.

1. Käytetäänkö englannin kielen opetuksessanne digioppimateriaaleja? (SanomaPro, Otava, muu mikä?) Valitse sopiva vaihtoehto.

SanomaPro (Spotlight, On the GO, Key English)

Otava (Scene, Top, Smart Moves, Take Off!)

Muu. mikä?

2. Käytätkö koulun tarjoamia sähköisiä materiaaleja vapaa-ajalla?

Kyllä

Ei

3. Käytätkö digioppimateriaaleja erityisesti ääntämisen harjoitteluun vapaa-ajallasi? (Esim, Otava oppilaan maailman tehtäviä)

Kyllä

Ei

4. Kuinka usein käytätte digitaalisia oppimateriaaleja ääntämisen opetteluun englannin tunneilla asteikolla 1-5?

1. Ei koskaan

2. Harvoin

3. Joskus

4. Usein

5. Aina

5. Millä muulla tavalla harjoittelette tunneilla ääntämistä? Kerro lyhyesti omin sanoin, miten koulussa ääntämisen opettelu näkyy.

6. Koen digitaaliset oppimateriaalit hyödylliseksi englannin ääntämisen harjoittelussa.

1. Ei ollenkaan hyödyllinen

2. Hieman hyödyllinen

3. Kohtalaisen hyödylliseksi

4. Jokseenkin hyödyllinen

5. Erittäin hyödyllinen

7. Perustele mielipiteesi lyhyesti sanallisesti; miksi ovat hyödyllisiä tai miksi eivät.

8. Ääntämisen opetusta pitäisi lisätä englannin tunneille. Arvioi asteikolla 1-5.

1. Vahvasti eri mieltä

2. Eri mieltä

3. En osaa sanoa**4. Samaa mieltä****5. Vahvasti samaa mieltä**

9. Käytän vapaa-ajallani muita resursseja (sovelluksia / suoratoistopalveluja / musiikkia / videoita / pelejä / chatit / sosiaalisen median palvelut / pikaviestinpalvelut) englannin ääntämisen harjoitteluun.

Esimerkkejä resursseista:

DuoLingo

Babbel

Busuu

HelloTalk

HiNative

TripLingo

Memrise

Mindsnacks

Google Translator

iTranslate

Quizlet

Kääntäjä- Käännä nyt

YouTube

Spotify

Netflix

HBO

Viaplay

Pelit, joita pelataan esimerkiksi PlayStationilla, Xboxilla, tietokoneella, älypuhelimella

Chatit

WhatsApp

Facebook Messenger

Snapchat

Instagram

Muita, mitä?

Kyllä

Ei

10. Jos vastasit edellä olevaan kysymykseen kyllä, kuinka usein käytät sovelluksia / suoratoistopalveluja / musiikkia / videoita / pelejä / sosiaalisen median palveluita (Snapchat, Instagram) / pikaviestinpalveluita (WhatsApp, Facebook Messenger) / muita vaihtoehtoja ääntämisesi harjoitteluun asteikolla 1-5?

1. Muutaman kerran vuodessa

2. Muutaman kerran kuussa

3. Viikoittain

4. Monta kertaa viikossa

5. Päivittäin

11. Olen oppinut englannin ääntämistä käyttämällä sovelluksia / suoratoistopalveluja / musiikkia / videoita / pelejä / sosiaalisen median palveluita (Snapchat, Instagram) / pikaviestinpalveluita (WhatsApp, Facebook Messenger) / muita vaihtoehtoja

1. En oppinut ollenkaan

2. Opin vähän

3. Opin kohtalaisesti

4. Opin jonkin verran

5. Opin paljon

12. Jos vastasit edelliseen kysymykseen oppivasti ääntämistä käyttämällä sovelluksia / suoratoistopalveluja / musiikkia / videoita / pelejä / sosiaalisen median palveluita / pikaviestinpalveluita, mitä niistä käytät? Voit valita yhden tai useamman vaihtoehdon:

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Quizlet

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Snapchat

Instagram

Muita, mitä?

13. Jos edellisessä kysymyksessä rakensit vaihtoehdon ”Muita, mitä?”, niin mitä suoratoistopalveluja / musiikkia / videoita / pelejä / sosiaalisen median palveluita / pikaviestinpalveluita käytät Englannin ääntämisen harjoitteluusi? Kerro tähän omin sanoin.

14. Pidän sovelluksia / suoratoistopalveluja / musiikkia / videoita / pelejä / sosiaalisen median palveluita / pikaviestinpalveluita hyödyllisinä keinoina oppia englannin ääntämistä. Arvioi asteikolla 1-5.

1. Ei ollenkaan hyödyllinen

2. Hieman hyödyllinen

3. Kohtalaisen hyödylliseksi

4. Jokseenkin hyödyllinen

5. Erittäin hyödyllinen

15. Perustele mielipiteesi lyhyesti sanallisesti; miksi sovellukset / suoratoistopalvelut / musiikki / videot / pelit / sosiaalisen median palvelut / pikaviestinpalvelut ovat hyödyllisiä tai miksi eivät.

16. Mitkä asiat ovat auttaneet sinua parhaiten oppimaan englannin ääntämistä? Kerro vapaasti oma käsityksesi ja kokemuksesi siitä, mitä keinoja itse käytät ääntämisen oppimiseen ja mikä kohdallasi toimii parhaiten.