

Where does pronunciation teaching stand in the globalization and internationalization of English?

Master's thesis

Oona Hamm

University of Jyväskylä

Department of Language and Communication Studies

English

June 2020

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos – Department Kieli- ja viestintätieteiden laitos
Tekijä – Author Oona Hamm	
Työn nimi – Title Where does pronunciation teaching stand in the globalization and internationalization of English?	
Oppiaine – Subject Englannin kieli	Työn laji – Level Pro gradu -tutkielma
Aika – Month and year Kesäkuu 2020	Sivumäärä – Number of pages 56 + 1 liite
Tiivistelmä – Abstract <p>Englannin kielen asema on viimeisten vuosikymmenten aikana muuttunut huomattavasti, ja siitä on tullut kansainvälisen viestinnän kieli. Englantia puhutaan lähes kaikkialla maailmassa ja kielen käyttäjämäärä kasvaa koko ajan. Nykyään englantia puhutaan enemmän toisena tai vieraana kielenä kuin äidinkielenä. Muutosten takia myös englannin kielen opetus on ollut murroksessa ja on herännyt keskustelua siitä, miten globalisoitunutta kieltä tulisi opettaa. Muutokset englannin asemassa sekä opetuksessa haastavat myös perinteiset ääntämisen mallit. On epäselvää mitä ääntämismalleja opetuksessa tulisi käyttää, kun englantia halutaan opettaa kansainvälisenä kielenä.</p> <p>Tämän tutkimuksen tavoitteena oli selvittää Suomessa englannin kieltä opettavien opettajien mielipiteitä ja ajatuksia ääntämisen opetuksesta suhteessa englannin kielen asemaan kansainvälisenä kielenä. Tutkimus toteutettiin anonyymina nettikyselynä ja siihen vastasi 52 opettajaa. Kysymykset käsittelivät opettajien mielipiteitä ja kokemuksia ääntämisen opettamisesta yleisesti sekä englannin kielen kansainvälisyyden ja globalisaation näkökulmasta.</p> <p>Tutkimustuloksista kävi ilmi, että englannin kielen kansainvälisyys ääntämisen opetuksessa on havaittavissa sekä opettajien opetustavoissa että oppimateriaaleissa. Opettajat pitivät ääntämisen opetusta tärkeänä, mutta arvostavat enemmän ymmärrettävyyttä ja rohkeutta puhua kuin täydellistä ääntämystä. Myös oppikirjoissa on enemmän kansainvälisiä ääntämismalleja. Tulokset kuitenkin osoittivat, että ääntämisen opetus nähdään edelleen pitkälti minimiparien ja yksittäisten äänneiden harjoitteluna ja opettajien mielestä ääntämisen opetuksessa tulisi keskittyä erityisesti suomen kielen ja englannin kielen fonologisiin eroihin.</p>	
Asiasanat – Keywords English pronunciation, pronunciation teaching, English as an International Language, EIL	
Säilytyspaikka – Depository JYX	
Muita tietoja – Additional information	

TABLE OF CONTENTS

1	INTRODUCTION.....	3
2	THE GLOBALIZATION OF ENGLISH.....	5
2.1	The globalized English.....	5
2.2	English as an International Language (EIL).....	6
3	ENGLISH TEACHING TODAY.....	8
3.1	Communicative Language Teaching.....	8
3.2	English Teaching in Finland.....	9
3.3	Teaching English as an international language – shifting from EFL to EIL?.....	11
3.4	Teachers as gatekeepers.....	13
4	PRONUNCIATION.....	15
4.1	English pronunciation and its challenges.....	16
4.2	English pronunciation teaching.....	17
4.2.1	English pronunciation teaching in Finland.....	19
4.2.2	Effects of EIL to pronunciation teaching.....	20
5	THE PRESENT STUDY.....	23
5.1	AIM AND RESEARCH QUESTIONS.....	23
5.2	DATA AND METHODS.....	23
5.2.1	The questionnaire.....	23
5.2.2	The participants.....	24
5.2.3	Methods of analysis.....	26
6	ANALYSIS AND RESULTS.....	29
6.1	Descriptive statistics: importance of pronunciation.....	29
6.2	Fundamental features of pronunciation teaching – teachers’ views.....	32
6.2.1	Intelligibility.....	32
6.2.2	Understanding differences in phonology through single sounds and minimal pairs	34
6.2.3	Boundaries of the textbook.....	38
6.2.4	Pronunciation models and accents in teaching.....	40
6.3	Changes in pronunciation teaching.....	46
7	CONCLUSION.....	49
	BIBLIOGRAPHY.....	52
	APPENDICES.....	57

1 INTRODUCTION

The use of English has drastically changed during the past few decades. It has moved around the world along with globalization and it has affected many languages and cultures. It has become the language of the world and it is often chosen for intercultural communication, popular culture, and politics. The number of English speakers grows rapidly. In addition, English is currently used more as a second or a foreign language instead of a first language.

According to Sharifian (2009: 1) the spread of English has not happened without controversy: many people fear that English will take over other languages. English has impacted the lives of millions of people and their communities and the effects have been hegemonic and socially exclusive to some, yet empowering and upwardly mobilizing to others. Due to these transformational changes in the status and use of English, also the teaching of English has reached its culmination point, and it has raised the question how a globalized language should be taught (McKay 2018; Matsuda 2012; Sharifian 2009; Phan 2008; Canagarajah 2006).

Recently, the focus in teaching English has shifted to a communicative approach, and students are made aware of the status of English as an international or a global language. Writing skills and a native-like language competence are not the only objective in the center of teaching anymore, and communication skills and intelligible oral production have become one of the main goals. In addition, the usage of English has changed: English skills are no longer needed for speaking with natives only, but rather for speaking with non-native speakers as most of the communication in English happens between non-native speakers (Matsuda 2012: 5). Furthermore, because the communication between non-native speakers includes speakers of multiple languages and accents, it is not possible that everyone would pronounce similarly. This can create problems, because pronunciation affects intelligibility (e.g. Tlazalo Tejada and Basurto Santos 2014; Peltola, Lintunen and Tamminen 2014; Gilakjani, 2012; Rogerson-Revell 2011).

These transitions in the status of English and English teaching challenge the traditional pronunciation models (American English and British English). It is unclear which pronunciation models should be used when English is taught as an international language. Thus, it has raised the question, whether new standards for pronunciation should be chosen (e.g. Jenkins 2000; 2002). In Finland, some scholars have showed interest to pronunciation (e.g. Tergujeff 2013; Peltola et al. 2014; Ilola 2018; Tergujeff et al. 2019), and the growing interest

towards pronunciation is seen in recent BA and MA theses (e.g. Hietanen 2012, Rajamäki 2016, Oksanen 2016, Puskala 2016, Roivainen 2018). However, it has not been studied extensively from the viewpoint of English globalization. In this study, I will consider what do Finnish teachers of English think about the globalization and internationalization of English in relation to pronunciation teaching.

The reason for studying the opinions of teachers is straightforward: teachers are fundamentally in control of what goes on in the classrooms and how curriculums are executed in practice. Many scholars have studied the importance and impacts of teachers' beliefs to teaching in second language education (e.g. Richards 1996; Woods 1996; Borg 1998, Breen et al. 2001). Changes in teaching cannot be executed without teachers and their efforts. In addition, it is commonly accepted that for development and change to occur, teachers must acknowledge and uncover the theories, beliefs, and assumptions they base their work on (Donaghue 2003: 344). Thus, it is crucial to research teachers' attitudes towards teaching, and in the present study towards pronunciation teaching.

My interest in the topic draws from my BA thesis, which was also concerned with pronunciation. The theoretical framework of my thesis has been divided into three chapters (chapters 2-4). In chapter two, I shall consider the globalization of English: what it means and how it has happened. In addition, I will define what English as an International Language (EIL) stands for. In the third chapter, I discuss the current teaching of English (with a special focus on EIL) and English teaching in Finland. Then, the fourth chapter is dedicated to pronunciation and its teaching (overall and in Finland). In addition, the fourth chapter links together the globalization of English and the teaching of English pronunciation. The fifth chapter is concerned with the aim and research questions of this study as well as the data and methodology used for it. Furthermore, the sixth chapter deals with analysis and results of the study. Finally, chapter seven will serve as the concluding remark.

2 THE GLOBALIZATION OF ENGLISH

2.1 The globalized English

English has spread all around the world alongside with the globalization of the world. It is not clear anymore how many speakers of English there exists. Estimates go up around 2 billion speakers worldwide of whom majority is non-native speakers (Crystal 2008). English is widely spoken even in countries where it has no official status. It is the language of workplaces, official documents, popular culture, and economics. In addition, the continuous development and use of internet has helped English to spread around and become the means of international communication (Matsuda 2012: 2).

Traditionally, English-speaking countries have been divided into three circles according to the usage of the language: Inner Circle, Outer Circle and Expanding Circle (Kachru 1985). The Inner-Circle includes countries where English is used as the first language (e.g. the United States, the United Kingdom, Ireland, and Australia). The Outer Circle includes countries where English has an important historical role and is thus spoken as a second language and used on the institutional level (e.g. India and Singapore). The Expanding Circle includes countries where English is used as a foreign language or a lingua franca (e.g. China, Japan, Korea, and most of the Europe). Speakers in this circle can come from any cultural or national background.

According to Canagarajah (2006), the different circles of Kachru's paradigm have become heterogeneous as non-native speakers increasingly move into countries of the Inner Circle as well as native speakers move out of the Inner Circle. In addition, the goal of learning English is no longer to acquire sufficient skills to connect with native speakers, but to also communicate with users of English from all around the world (Matsuda 2012: 5). Thus, Canagarajah suggests that English can no longer be observed through the circles. Furthermore, he (2006: 233) points out that to be truly competent in English one must be *multidialectal* by which he does not mean that a speaker should master all dialects of English, but that a speaker should acquire the needed negotiation skills to move back and forth between the varieties and speech communities of English. Thus, the globalization of English has changed the notion of English: it is not only the language of certain nations, but a language of the international world.

2.2 English as an International Language (EIL)

The term English as an International Language (EIL) was already used in 1976 by Smith in the form of English as an International Auxiliary Language (EIAL). Early on he suggested that English should be denationalized as it belongs to the world instead of its native speakers. In addition, he argued that each nation uses English in their own right "...with different tone, color, and quality." (Smith 1976: 39). Furthermore, he stated that there is no need for anyone speaking English to try to remind the native speakers of English (Smith 1976: 39). However, until recently the teaching of English has firmly leaned on terms such as English as a Foreign Language (EFL) and English as a Second Language (ESL) suggesting that English still belongs to the nations where it is a native language.

Sometimes EIL is confused to another very similarly used term *English as Lingua Franca* (ELF). However, ELF refers to the use of English as a common language between speakers who do not share the same first language (Groom 2012). ELF is used internationally and interculturally similarly to EIL, but from the viewpoint of ELF English is seen as a necessary medium of communication, which is used between non-native speakers of English in order to convey a message. However, from the viewpoint of EIL English is seen as a language of the world that is spoken by both native and non-native speakers alike and it is a part of the world order, not only a necessary means of communication between people who do not share the same first language.

According to McKay (2018: 11), EIL also differs from ELF in that EIL is based on a particular set of principles such as local language needs, first language usage when learning EIL, development of strategic intercultural competence, and the cultural neutrality of EIL. Thus, in addition to being means of communication between people, EIL is also concerned with localness and the linguistic adaptation to the local norms and development of local Englishes in local communities. As Smith (1976) stated, English is used in local ways by each nation.

Nowadays, English is generally viewed as an international language and possibly even as *the* international language (Matsuda 2012: 1). Sharifian (2009) argues that from the viewpoint of EIL, the people in the Expanding-Circle (for Kachru's circle paradigm see above) should be called "speakers of World Englishes" instead of "English speakers coming from different cultural and national backgrounds" (Sharifian 2009: 3). He states that EIL is not one variety but "...a language of international, and therefore *intercultural* communication." (Sharifian 2009:

2). Thus, the EIL paradigm acknowledges the worldwide cultural constraints surpassing the use of Englishes. In addition, similarly to Canagarajah's idea about the *multidialectal competence*, Sharifian (2009: 4) mentions that *intercultural competence* is crucial to the new understanding of English proficiency. English language has become the language of the world, and it is evident that the ways it should be taught, learned, and perceived in order to achieve the intercultural competence must change.

Consequently, the EIL approaches are the response to the changes that have taken place in the development and spread of English. However, the teaching of English as EIL has raised some controversial questions: it is not clear which varieties, models, or cultures of English should be chosen for the EIL teaching (Matsuda 2012: 4). In addition, English teachers might be frustrated, because their current ways of teaching are said to be deficient when considering that students should be prepared for using English as EIL, yet the teachers are not given many guidelines for making the changes required (Matsuda 2012: 6). According to Matsuda (2012: 6), the reasons for this might be found in the lacking research and the lack of practicality in discussion concerning the subject. Furthermore, the contextual nature of teaching might prevent researchers from making specific suggestions for EIL pedagogy. For this reason, it is significant to research teachers' views on the issue.

3 ENGLISH TEACHING TODAY

3.1 Communicative Language Teaching

Traditionally, English has been taught as a second or a foreign language in countries where it is not the first language. The term *English as a Foreign Language* (EFL) refers to the teaching and use of English in countries where English has no crucial role on the national level or in people's social life (Broughton 1980). However, in many countries it is not clear whether English should remain a foreign language since its use has changed into more like a second language (national/official language). Consequently, the term *English as a Second Language* (ESL) is similar to EFL, but it is often used instead of EFL if English has an official status in the country where English is taught or spoken.

The EFL and ESL classrooms have usually concentrated on writing and listening skills, which are easily tested. Lately, Communicative Language Teaching (CLT) has become one of the central themes in language education. However, regardless of the anew interest towards it, CLT is not a new concept (see e.g. Littlewood 1981; Johnson and Porter 1983; Brumfit 1984; Nunan 1991; Byram 1997). The basis of CLT is in learning communication skills in interaction by using the target language authentically with an emphasis on the student's interests both inside and outside of the classroom (Nunan 1991: 279)

According to The Common European Framework of Reference for Languages (CEFR), communicative competences (CC) include linguistic competence (including lexical, grammatical, semantic, phonological, orthographic and orthoepic competences), sociolinguistic competence ("the knowledge and skills required to deal with the social dimension of language use" (CEFR 2001: 118)) and pragmatic competence (knowledge of contextual appropriateness). Furthermore, Richards (2006: 3) adds that CC includes knowledge on language usage in multiple settings and functions and with various speakers. In addition, it includes the ability to produce and comprehend diverse text types and the ability to uphold a discussion even with limited knowledge of the target language. It is evident that communicative teaching has many layers.

These multiple aspects of CC have become one of the central components of language teaching. According to Meriläinen (2010: 52) the movement towards communicative language teaching

has been positive in that it has, for example, created a more allowing atmosphere towards errors in the classroom. Students are not required to obtain all-encompassing skills in all areas of language but instead supported to use the language even when their language competency is inadequate. With this kind of tolerance in the classroom the possibility for students to establish a positive mindset towards using foreign languages, and interacting with foreigners, is greater (Meriläinen 2010: 52).

However, in addition to the positive remarks, CLT has also received criticism, especially from non-western countries. Phan (2008: 93) argues that CLT should not be seen as the best option in language teaching, because it signifies Western superiority; many of the teaching methods are designed for Western contexts and are thus, incompatible to other contexts (Phan 2008: 89) and consequently, they supplant other teaching methods. In addition, CLT creates problems for teachers who are trying to balance between the different teacher roles they have in their local communities (e.g. the role of a moral guide and educator). Furthermore, in Phan's view, CLT does not appreciate the diversity and implications of other cultures in language teaching methods, and it also discriminates non-native teachers as it prefers native teachers. In addition, Phan (2008: 94) reminds that many students and current teachers have received pre-CLT education and are fluent in speaking English. Thus, it is important to remember that other methods in language teaching are also acceptable when learning languages and even as indispensable as CLT methods. Next, I will move on to discuss English teaching in Finland.

3.2 English Teaching in Finland

English language has no official status in Finland. However, in general most Finnish pupils have started to study their first foreign language (A1 language) in the third grade of basic education at latest (from 2020 onwards the A1 language will be chosen in the first grade). In most cases the A1 language is English. In 2017 89.9% of Finnish students in basic education chose English as the first foreign language (Opetushallitus 2019: 2). All pupils study A1 language at least until the grade 9, which marks the end of basic education. Thus, most pupils study English for 6 to 9 years during their time in basic education. In addition, those who continue to upper secondary level will study English even longer. Despite the spread and wide usage of English being evident in Finland, the current Finnish National Core Curricula (POPS 2014; LOPS 2019) still perceive English as a Foreign Language. However, there have been discussions on the fact that the status of English has changed more to a second or a third

language in Finland and is even used in multiple settings to construct social identities (Leppänen et al. 2008: 422-427).

According to Meriläinen (2010: 51-52), the wide spread of English has created new and more diverse settings for Finnish students to learn English. Especially informal learning has become significant as students pick up English from the internet and mass media. In addition, different forums and fan communities online have increased the use of English among the youth. Furthermore, the shift to CLT has provided Finnish students with more desirable circumstances to acquire and use English. The constant surrounding of English may also help students to realize the globalized status of English.

In the newest curriculum for Finnish upper secondary schools (LOPS 2019: 174-177), foreign languages are seen, in addition to being subjects on their own, as a medium for studying other subjects. The competence on foreign languages includes learning about variation and different registers. In addition, the goal is to encourage students to appreciate and acknowledge all kinds of language competence and to acquire a diverse set of competencies.

The common goals for foreign language teaching include 1. cultural and linguistic diversity, 2. learning skills, and 3. interaction, text interpretation and production skills. The cultural and linguistic diversity section explicitly states that the goal of a language user in the global world is to acquire constructive discussion skills and to pay attention to the growth of mutual understanding. In addition, it includes the knowledge, ability and will to constructively function in the diverse world without forgetting the meaningful relation to growing one's linguistic repertoire. The learning skills include goals such as the ability to set goals and evaluate one's learning processes, the ability to identify one's advantages and disadvantages in language learning, the ability to use different tools and strategies for language learning, and the ability to develop one's language skills even after the education has ended. Finally, the interaction, text interpretation, and production skills' goals include the competence and courage to use language diversely, the possibility of experiencing a wide variety of situations for language usage, and the ability to compare one's skills to the framework of reference (LOPS 2019 p. 177) and to develop one's skills based on the references.

In addition, the Finnish national curricula acknowledge the status of English as a global language and the guidelines for teaching encourage students to view English as a globalized language: for example, the Finnish curriculum for basic education (POPS 2014, pp. 220, 350) states that throughout the grades 3 to 9 students will learn texts that take into account the spread

of English as well as its status as a means of global communication. Furthermore, the new LOPS 2019 (p. 181) includes a complete module for the subject *English as a global language*. These mentions in the curricula might implicate that teaching of English in Finland is taking its first steps towards EIL approaches.

3.3 Teaching English as an international language – shifting from EFL to EIL?

In this section, I will consider in which ways could EIL (or ELF) approaches be included in the traditional EFL (or ESL) classrooms. There is no denying that the traditional EFL and ESL teaching methods may have to adopt some of the new methods from EIL approaches. However, there are no commonly shared practices on how to teach EIL. The current methods of teaching are deficient, which has left teachers dissatisfied, especially because they have no clear guidelines on how to develop their teaching practices (Matsuda 2012: 6). However, some scholars have proposed models for teaching EIL. These models are often culture-centric and in this section, I shall present some of those models and discuss their applicability to English teaching.

Brown (2011) has suggested a curriculum for including EIL approaches to EFL classrooms. According to him, the guidelines for EFL teaching have traditionally come from the British and US native speaker models and standards. In addition, the teaching of English culture has also circulated around these few native speaking countries. However, according to Brown's curriculum, when introducing EIL to the language teaching, the teaching should be planned by the local communities, teachers, other educational administrators, and policymakers et cetera from all of the Kachru's circles. In addition, students should have a say in the curriculum. Furthermore, Brown suggests that there should be an inclusion of both international and local cultures when considering which cultures to teach in English classes. The emphasis in EIL classes could even be in the local cultures (Brown 2011).

Also, Sharifian (2013; 2016) has brought up a cultural perspective on the study of EIL teaching and he proposes that English teaching curricula should explicitly concentrate on teaching students skills that will help them successfully interact with speakers from different cultures. He suggests that *metacultural competence* by which he refers to the communication and negotiation of one's cultural conceptualizations, which include cultural schemas (culturally

mediated knowledge among members of a cultural group), cultural categories (cognitive categories with cultural basis), and cultural metaphors (metaphors that have their roots in cultural systems, such as traditions and religions), could be one of these skills (Sharifian 2013: 5-6). Furthermore, he suggests that *conceptual variation awareness*, by which he means the understanding that multiple speech communities can use a single language to encode and convey their cultural conceptualizations, could also be one of the skills needed for today's English skills (Shafirian 2013: 8-9).

In addition, Sifakis (2004) has proposed that in order to teach EIL successfully in EFL and ESL classrooms, the teacher must find out what are the students' reasons for learning English. For this he has coined two analyzing tools, which are called N-bound and C-bound perspectives. The first one, the N-bound perspective, "...emphasizes matters of regularity, codification and standardness" (Sifakis 2004: 239). It has a strong native speaker central emphasis and the main goal is to acquire a native-like competence, to communicate with native speakers, and to suppress the first language (L1) of the learner. The second one, the C-bound perspective, "...prioritises the process of cross-cultural comprehensibility between learners as a communicative goal in itself rather than on notions of accuracy and standards" (Sifakis 2004: 239). In addition, the C-bound perspective is associated with three c-terms: communication, comprehensibility, and culture. Its emphasis is opposite to the N-bound perspective and the goal is to successfully communicate with both native and non-native speakers without the need to adapt to the norms of the native speakers nor to hide one's L1. In addition, non-native speakers are more central in this perspective.

However, even if the above-mentioned propositions may work in theory, they might face resistance in the classrooms: Wang (2015) studied Chinese university teachers and students' opinions on China English (CE). The study included 1782 respondents of whom 193 were English teachers and 1589 were university students. The results of the study showed that both respondent groups, the teachers, and the students, felt that CE could not be used as a pedagogical model in teaching. However, reasons for this did not lie in the question of intelligibility to the outside world but rather in the ideologies on native speaker English and Chinglish (English that is affected by Chinese) stigma. Thus, it seems that even the speakers of an English variety do not always accept it as the target language for teaching and the standard forms (British, American) are more popular in pedagogy.

In order to move past these ideologies of native-speakerism, it would be beneficial for teachers of English to expose their students to multiple varieties of English instead of only American or British English, because that way students are able to realize the diversity of English and in addition, it will help students to view English from a wider perspective and form more diverse conceptualizing frameworks for themselves (Sharifian 2013: 9). The concentration should be on intelligibility instead of acquiring standard accents (Sharifian 2013: 9). Furthermore, the current goal of foreign language teaching should be in learning to communicate transculturally with people from different backgrounds instead of aiming at a native-like competence with the purpose to communicate with only native speakers of English (Sharifian 2013: 2). This subchapter has demonstrated that there are initial propositions for addressing EIL approaches to the traditional EFL classrooms. However, it is clear that the inclusion of EIL will not happen without controversy due to the persistent ideologies of native-speakerism. In the next section I shall argue why it is important to research especially teachers' views on the above-discussed issues.

3.4 Teachers as gatekeepers

Many scholars have argued for the importance and impacts of teachers' beliefs to teaching in second language education (e.g. Richards 1996; Woods 1996; Borg 1998, Breen et al. 2001). As already mentioned in introduction, teachers are first and foremost in control of what goes on in the classrooms. The changes in teaching would not occur without the contribution of teachers. According to Donaghue (2003: 344), it is commonly accepted that to be able to work towards development and change teachers must acknowledge and uncover the theories, beliefs, and assumptions they base their work on. In addition, Borg (2003) states that

“...teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs.”

Thus, teachers' perceptions about one's role in the classroom, teaching, and the learners affect the way they teach. These beliefs derive from one's background qualities, such as experience and personality (Donaghue 2003: 344).

Richards (1996: 284) has divided the knowledge that impacts the way teachers understand and practice teaching in two. Firstly, there is subject and curricula related knowledge, where the focus is on presenting lesson content effectively and coherently. Secondly, there is knowledge that is connected to the above-mentioned teacher's beliefs. This knowledge is concerned with the teacher's teaching philosophy, which is personal and subjective, and the teacher's views on what is included in good teaching.

Furthermore, according to Breen et al. (2001: 471-472), any reform in teaching, whether it be a new teaching technique, textbook or execution of a new curriculum, "...has to be accommodated within the teacher's own framework of teaching principles." (Breen et al. 2001: 472). It is evident that teachers have a crucial role in what goes on in the classroom and pronunciation teaching is no exception. Teachers' subjective view on teaching and the contents they teach have a fundamental impact on the teaching processes. Thus, it is justified to research teachers' perceptions: what they think about pronunciation teaching and do their views show signs of EIL. The following chapter is concerned with pronunciation and it links together the teaching of pronunciation and the globalization of English.

4 PRONUNCIATION

Pronunciation is part of a larger set of skills called oral skills. In addition to pronunciation, oral skills include speaking and listening skills (Murphy 1991). Furthermore, Thornbury (2005) adds that speaking also includes story formulation, articulation, self-monitoring, repair, automaticity, fluency, and turn-taking. Not to mention the significance of intonation and stress (Zhang 2009). Thus, oral skills are a multifaceted set of skills to acquire. In our native language, we usually acquire these skills automatically. We pick up the elements of speech after the people surrounding us. However, when considering learning foreign languages, learning this kind of a skill set can seem overwhelming to some learners.

Out of all the components included in oral production, pronunciation is often one of the first things people pay attention to when meeting someone new and hearing them speak for the first time. It is not uncommon that people judge each other by the way they speak (Luoma 2004; Peltola et al. 2014). Furthermore, pronunciation is also revealing in that the speaker's background, social status, attitudes, and reasons to speak and position oneself in a certain way in a discussion can be inferred from it (Pennington and Rogerson-Revell 2018: 8). According to Derwing and Munro (2015), pronunciation includes "All aspects of the oral production of language, including segments, prosody, voice quality, and rate" (Derwing and Munro 2015: 5).

Pennington and Rogerson-Revell (2018: 7) have made a comprehensive list on the features that pronunciation can indicate through which the speakers and listeners negotiate meanings. According to Pennington and Rogerson-Revell (2018: 6) pronunciation affects both the denotative (explicit or literal) and the connotative (cultural or emotional) meaning of a message. In addition, it gives a certain impression of the speaker whether the speaker wishes to do so or not. Thus, it can be said that pronunciation is not only crucial to the semantic understanding of what is being conveyed, but also to the pragmatic dimensions implied by the speaker and perceived by the listener. As mentioned previously in section 3.1, semantic, and pragmatic skills are part of the communicative competences.

According to Derwing and Munro (2015: 1), pronunciation mistakes can even cause considerable damage in human lives: when the mistake occurs somewhere where the intended message must be conveyed exactly the way it was meant (e.g. airline communication) there is no room for misinterpretations. Furthermore, Pennington and Rogerson-Revell (2018: 10-11) point out that even the slightest mistakes in the pronunciation of some phonemes can result in

severe misunderstandings, especially if the context is not enough to compensate for the mistake. In addition, they bring up the fact that some people might focus on the form of the language instead of the content if the speaker's pronunciation is distinctive or atypical. This in turn can result in irritation (Fayer and Krasinski 1987, cited in Pennington and Rogerson-Revell 2018: 11) or even avoidance of the speaker (Singleton 1995, cited in Pennington and Rogerson-Revell 2018: 11). Thus, pronunciation should not be taken lightly.

4.1 English pronunciation and its challenges

Burns (2003: 6-8) illustrates the features of English pronunciation in the following way: there are two main features, which can be viewed as the micro level and the macro level. The micro level refers to the segmental features of language and the macro level refers to the suprasegmental features of language. The segmental features include phonemes (sound differences within a language), which are divided into consonant sounds and vowel sounds. The consonant sounds are further divided into voiced (e.g. /b/ /d/, /g/) and unvoiced (e.g. /p/, /t/, /k/) sounds and the vowel sounds are divided into single sounds (e.g. /a/, /e/, /i/) and diphthongs (e.g. /eɪ/, /aɪ/, /əʊ/). Furthermore, single vowels are divided into short (e.g. /æ/ in cat) and long (e.g. /a/ in cart) vowels. The suprasegmental features include e.g. linking of words, intonation, and stress. Stress can be further divided into sentence stress and word stress.

Phonemes under the segmental features include all single consonants and vowels as well as their combinations. According to Burns (2003: 7), a single phoneme, in other words a sound, can change the meaning of a word radically (for example pet/pat). In addition, the letter-sound correspondence is not apparent in English: the *IPA phonics: American English pronunciation guide* (2006: 3) takes an example of the letter g, which is pronounced differently in each of the following words: girl [gɜ:l], rough [rʌf], gel [dʒel], sign [saɪn]. Furthermore, Derwing and Munro (2015: 15) address the same issue and they also mention how the spelling of one sound can vary (e.g. the phoneme /ɛ/ is spelled (e) in bed, (ea) in bread, (ie) in friend, (a) in any, and (oe) in foetid). However, Lintunen and Dufva (2019: 52) point out that usually mistakes in phonemes can be disregarded as the context often reveals the meaning.

In addition, the suprasegmental features (linking, intonation and stress) can create further complications to learning English pronunciation. Burns (2003: 6) points out that in the English language words are joined together by the last and first sounds of words. This can include

linking of consonant to vowel (e.g. an Australian animal), consonant to consonant (e.g. next week) and vowel to vowel (Saturday evening). In addition, sometimes sounds are omitted altogether (e.g. does (h)e like soccer?).

Intonation and stress are also important in English pronunciation. Intonation can be described as the melody of the language: the way our voices move up and down depending on the context and meaning that is conveyed (Burns 2003: 7). Intonation is used to signal the purpose of the utterance (e.g. whether it is a question or a statement). For example, polar questions (questions requiring a yes or no answer) have a rising intonation, whereas statements have a falling intonation (Tergujeff 2019: 170). Furthermore, stress signifies the importance of a word or a meaning in a sentence (Burns 2003: 7). In addition, word stress can change the meaning of a word and turn, for example, a verb into a noun and vice versa (Tergujeff 2019: 170). As can be observed, English pronunciation includes multiple components.

In summary, English pronunciation is not necessarily a simple concept to understand let alone to acquire or learn as a non-native speaker. In addition, learning pronunciation can be especially challenging to learners whose first language pronunciation differs remarkably from that of English. Take for example, the Finnish language where words are usually said exactly as they are spelled, and the stress and intonation are placed differently than in English. As the native language always affects the way we learn other languages (Cook 2003: 1) it is possible that with languages such as Finnish as L1 it might be difficult to acquire the pronunciation of languages with distinctive pronunciation patterns, such as English. Especially without conscious concentration on the learning processes. Let us now turn to consider the teaching of English pronunciation.

4.2 English pronunciation teaching

According to Pennington and Rogerson-Revell (2018: 125) the interest towards pronunciation and its significance in teaching has changed from one end to another: sometimes it has been in the center of education and at other times it has been excluded altogether. Currently, due to the CLT gaining ground in language teaching, pronunciation has received greater attention among other oral competence and communication skills. However, in Pennington and Rogerson-Revell's view (2018: 125), the knowledge on pronunciation and its teaching is restricted and frequently outdated or incorrect: usually both, the teachers and students have a restricted view

of pronunciation, which leads to limitations in the way pronunciation is taught and learned. These beliefs are shaped by the speech communities in which the teachers and students belong to.

Some teachers may be insecure about their own pronunciation or fear that their knowledge on the subject is too scarce for teaching (Pennington and Rogerson-Revell 2018: 126). Consequently, many teachers find English pronunciation difficult or challenging to teach (Iivonen, Aulanko and Vainio 2005: 46; Rogerson-Revell 2011: 237; Pennington and Rogerson-Revell 2018: 126). Henderson et al. (2012) studied English pronunciation teaching in Europe. Their comprehensive online survey (The English Pronunciation Teaching in Europe Survey, the EPTiES) included respondents from Finland, France, Germany, Macedonia, Poland, Spain, and Switzerland. The results showed that many teachers see pronunciation teaching as a challenging task, because they have not had any training on how to teach it. However, even though the teachers felt that pronunciation is a challenging part of language teaching, many still regarded it as important as other language skills (e.g. reading or writing) (Henderson et al. 2012: 10-12).

In addition, other scholars have addressed the same issue (e.g. Tlazalo Tejada and Basurto Santos 2014; Gilakjani 2012). According to Tlazalo Tejada and Basurto Santos (2014: 155), many teachers confess that their knowledge on pronunciation is insufficient. Similarly, Gilakjani (2012: 1) states that there are no specific guidelines to how and what aspects of pronunciation should be taught. Similarly, Pennington and Rogerson-Revell (2018: 126) consider that teachers might be confused on what should be the goals of pronunciation teaching and which pronunciation models to choose for teaching.

According to Derwing and Munro (2015: 14), the teacher should have the basic knowledge of the target language's sound system in order to teach it. In addition, the teachers should be aware of the way consonants and vowels are articulated and how there is variation according to the context. Furthermore, for teaching and learning to be effective, teachers and students should become more conscious about the role of pronunciation as a significant feature of language and communicative competence (Pennington and Rogerson-Revell 2018: 125).

As stated earlier in chapter 3.2. there still exists a firm preference towards native-like models when it comes to learning English and this applies to pronunciation too. Despite of the growing recognition that intelligibility in international communication (international intelligibility) is enough and a more realistic aim for learning English (Pennington and Rogerson-Revell 2018:

133), the preference towards native-like accent and competence is evident in research (Jenkins 2005; Kuo 2006; Scales, Wennerstrom, Richards and Wu 2006). In addition, Pennington and Rogerson-Revell (2018: 134) suggest that teachers might want to concentrate on guiding the students into thinking that intelligibility and fluency can be reached despite the accent instead of trying to assure them about the unimportance of a native-like accent. Next, I will discuss pronunciation teaching in the context of Finland.

4.2.1 English pronunciation teaching in Finland

In Finland, pronunciation teaching has not had a significant status since it has not been tested in the matriculation exam, let alone in basic education. The teaching has usually concentrated on writing and listening skills, which are tested. In addition, the research on English pronunciation teaching in Finland has been minor until recently, when Tergujeff (2013) carried out an extensive dissertation on it. In her study, Tergujeff (2013) found out that pronunciation is taught very little and that the present recommendations on pronunciation teaching are not followed. Furthermore, phonetic training and symbols are not taught much. In addition to these findings, Tergujeff also found out that there are some implications towards EIL approach in pronunciation teaching in Finland. This comes up especially as the usage of different pronunciation models in pronunciation teaching. After her pioneering study, other scholars have also paid attention to oral skills and pronunciation in research (e.g. Peltola et al. 2014; Ilola 2018; Tergujeff et al. 2019). In addition, many BA and MA theses (e.g. Hietanen 2012, Rajamäki 2016, Oksanen 2016, Puskala 2016, Roivainen 2018) have concentrated on oral skills and pronunciation, which shows the growing interest towards the topic.

Lately, communicative competence, and pronunciation within it, has gained more ground. The current Finnish curricula acknowledge the importance of oral competence and there has been a shift to communicative teaching (Meriläinen 2010: 52). For example, the Finnish national core curriculum *Perusopetuksen opetussuunnitelman perusteet 2014* (Opetushallitus 2016: 22) mentions that during the grades 3-6 students are introduced to the basic rules of pronunciation and pronunciation is observed and practiced in multiple ways. Furthermore, attention is paid to stress, speech rhythm and intonation. Phonetic symbols are also a central part of the current pronunciation teaching in grades 3-6.

In grades 7-9 it seems that the focus is no longer in practicing pronunciation; according to the Finnish POPS (2014: 349) in grades 7-9 English teaching should guide students into good pronunciation and in the guidelines to achieve the B1.1 level of The Common European Framework of Reference for Languages (CEFR) it is mentioned that in order to achieve the grade 8/ good the student should be able to apply multiple basic rules of pronunciation that have been learned in class to new expressions that the student has not come across before. However, it is interesting to note that the POPS expects these skills from the 7-9 graders, but it fails to mention anything about practicing them aside from the guidance aspect.

The recently released new national core curriculum for the Finnish upper secondary schools *Lukion Opetussuunnitelman Perusteet 2019* (LOPS 2019) consists of eight modules for English teaching (ENA1-ENA8). Pronunciation is mentioned explicitly as part of the ENA2: English as Global language -module. As a part of this module pronunciation and English variants are inspected (LOPS 2019: 181). However, other modules' descriptions, not even the ENA8, which is concerned with oral skills, do not mention pronunciation explicitly. Still, communication and interactive learning are mentioned repeatedly. Furthermore, the new LOPS 2019 has its own section for the evaluation of oral skills (pp. 178-179). It explicitly states that oral skills can be evaluated with a separate oral test in the vocational modules. In addition, it also states that oral skills are evaluated throughout the studies, though there are no explicit examples on how this should be done. It can be said that pronunciation is gradually becoming more visible in the Finnish curricula: more extensively in the first half of basic education and more implicitly in the upper secondary level.

4.2.2 Effects of EIL to pronunciation teaching

Above, I have argued that intelligible pronunciation is important and can even prevent serious accidents. In addition, I have discussed the teaching of English pronunciation and the difficulties teachers might encounter in it. Now, I turn to consider what the effects of EIL are to pronunciation teaching. International English is spoken by billions of people and not all of them can or should pronounce the same. What are the most crucial aspects of pronunciation that should be considered when teaching EIL? There might not be an exhaustive answer, but Jenkins (2002) has proposed a phonology model called *Lingua Franca Core (LFC)*, which includes the features that are crucial for understanding in EIL contexts.

The LFC (Jenkins 2002: 96-97) consists of five main features, which are the following: 1. The consonant inventory, 2. Additional phonetic requirements, 3. Consonant clusters, 4. Vowel sounds and 5. Production and placement of tonic(nuclear) stress. For example, *the consonant inventory* of an EIL learner should preferably include rhotic 'r' instead of non-rhotic 'r' and British English /t/ in certain words (e.g. *latter* or *water*) instead of the American flapped /r/. In addition, phoneme variation is acceptable unless there is a possibility of misunderstanding. Also, fricatives /θ/ and /ð/ are not central to understanding in EIL communication. *The additional phonetic requirements* include, for example, aspiration after the voiceless consonants /p/, /t/, and /k/ in order to avoid mixing them with the voiced /b/, /d/, and /g/. Furthermore, in *consonant clusters* the concentration should be on word initial and word medial positions, whereas in *vowel sounds* the focus should be in the vowel length: short and long vowels should be clearly distinguishable. Finally, the production and placement of tonic(nuclear) stress is concerned with the correct placement of contrastive stress, which indicates meaning (Jenkins 2002: 96-97).

According to Jenkins (2002: 96) concentration on these five aspects is probably more beneficial than scrutinizing every single difference between native speaker (NS) and non-native speaker (NNS) pronunciation. Even though many of the LFC targets overlap with some of the traditional pronunciation instruction targets offered by British and American EFL and ESL textbooks, Jenkins points out that the EIL targets are not only a subset of the NS targets (Jenkins 2002: 98).

Jenkins' proposal has received attention from other scholars. For example, Seidlhofer (2005) and Trudgill (2005) have seen LFC as a positive remark for pronunciation teaching to some extent. However, in Trudgill's view (2005: 87-93) LFC is not necessarily needed as native models could also be used with the same results while bearing in mind that perfection in pronunciation is unlikely achieved. In addition, Remiszewski (2005) points out that models such as LFC might guide students into thinking that learning pronunciation can be neglected. However, according to Jenkins (2009: 14) many of the negative reviews arouse from misinterpretations such as thinking that LFC is meant to be a model for imitation or that LFC promotes errors, which is not the case: the point of LFC was to demonstrate what the necessary features for intelligibility in pronunciation are (in EIL settings).

Thus, the effects of EIL to pronunciation can be helpful in teaching and learning when interpreted correctly. However, it is crucial to keep in mind that EIL approaches do not equal

in neglecting pronunciation teaching and learning nor do they aim at making learning effortless. The next chapter describes the procedures and methods used in the present study.

5 THE PRESENT STUDY

5.1 AIM AND RESEARCH QUESTIONS

As stated in the introductory chapter, the use and function of English language has changed considerably. English has become a world language and it is spoken more between non-native than native speakers (Matsuda 2012: 5). Due to these processes its teaching has changed too, and English is now taught under the term English as an International Language (EIL) in addition to terms such as English as a Foreign Language (EFL) or English as a Second Language (ESL) (see section 2.2 for a more detailed discussion). In addition, oral skills and communicative competences have become more central in English teaching (see section 3.1). Furthermore, English pronunciation has become more manifold as more and more speakers from different nations emerge. This has raised the question whether the aim in learning English pronunciation should be in acquiring a native like pronunciation or intelligible pronunciation (see e.g. Jenkins 2002). The aim of the present study was to explore what do English teachers in Finland think about the globalization and internationalization of English in relation to pronunciation teaching. In addition, the purpose was to find out whether EIL approaches come up in the teachers' views and teaching, and if so, how.

Thus, the research questions are:

1. What do Finnish teachers of English think about the role of globalization and internationalization of English in relation to pronunciation teaching?
2. Are EIL approaches visible in English teachers' views and teaching in Finland and if they are, in which ways they are visible?

5.2 DATA AND METHODS

5.2.1 The questionnaire

The data for the study was gathered anonymously via Webropol online questionnaire (Appendix 1) during January and February 2020. The questionnaire was shared in three Facebook groups intended for English teachers and the participation for the study was

voluntary. The questionnaire included an introductory section where respondents were informed of the purpose of the questionnaire and the study.

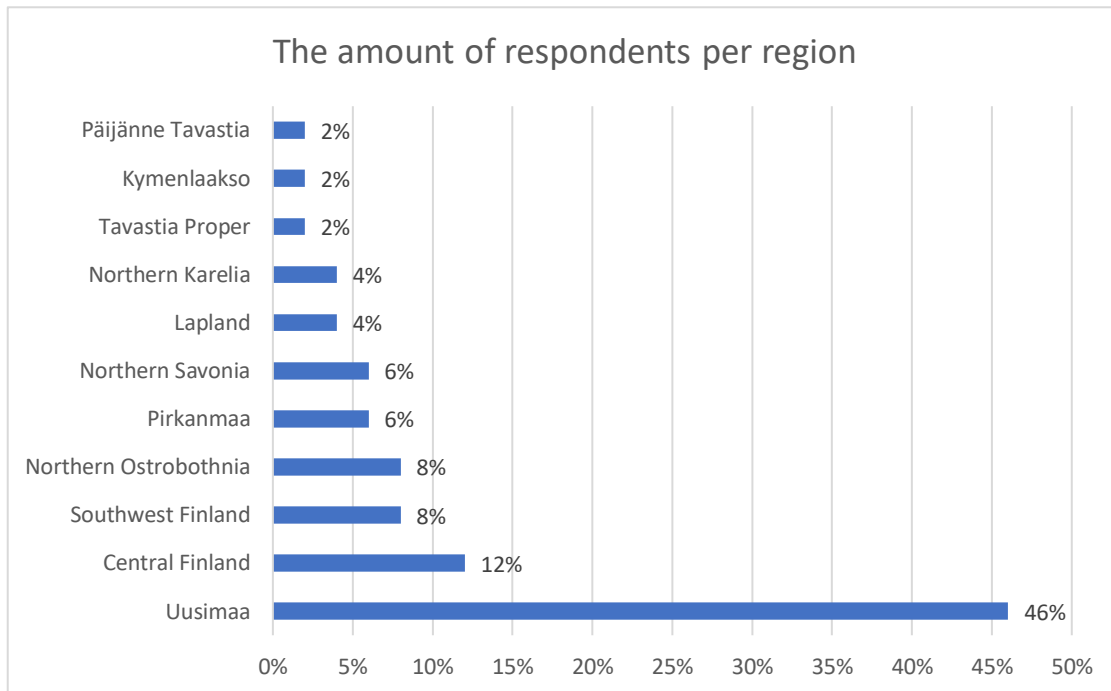
The questionnaire started with background questions and after the background information it included questions relating to English pronunciation teaching and its relationship to the globalization and internationalization of English. There were two types of questions: scale questions and open-ended questions. Questionnaire was chosen for the data collection for two reasons: firstly, because of the efficiency of an online questionnaire and the fast data procession (Dörnyei 2007: 115) and secondly, because a questionnaire can reach a wider variety of people than for example interviews.

5.2.2 The participants

There were altogether 52 respondents. As a background information, the teachers were asked which region they teach in, when were they born, how long have they been teaching, and which grades they teach. 50 out of 52 respondents answered all the background questions.

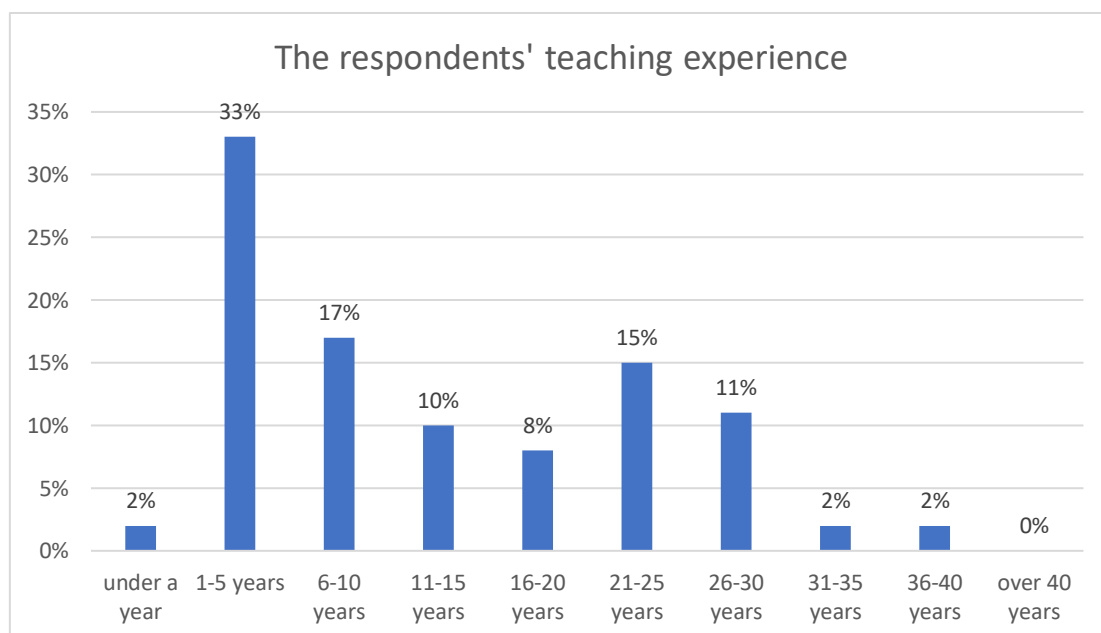
The 50 respondents taught in 11 out of the 19 regions of Finland. Most teachers taught in Uusimaa and the second and third most in Central Finland, Southwest Finland, and Northern Ostrobothnia. Other regions included were Pirkanmaa and Northern Savonia, Northern Carelia, Tavastia Proper, Kymenlaakso, and Päijänne Tavastia (see Table 1).

Table 1: Respondents per region



The respondents were born between years 1958-1994 and their teaching experience varied from less than a year to 36-40 years. A great deal of the respondents had been teaching for 1-5 years (33%). In addition, 17% had taught for 6-10 years and 15% had taught 21-25 years. In addition, 11% had been teaching for 26-30 years. 10% of the respondents had taught for 11-15 years and 8% for 16-20 years. Only one of the teachers had been teaching for under a year, 31-35 years, or 36-40 years (see Table 2).

Table 2: The respondents' teaching experience



The teachers were teaching in elementary schools (52%), upper comprehensive schools (38%), upper secondary schools (33%) and vocational universities (4%). In addition, 6% were teaching in adult education. Some teachers were teaching multiple grades.

5.2.3 Methods of analysis

The data was both quantitative (questions with a scale from 1 to 5) and qualitative (open-ended questions). Thus, it was analyzed both quantitatively and qualitatively. However, the main concern was on the qualitative analysis as the aim of the study was to find out teachers' personal perceptions on the issue. The quantitative questions were analyzed in descriptive means, indicating relative frequencies accompanied with median values.

Further, the quantitative data was processed through quantitative description. Quantitative description is a way of data summarizing that allows the researcher to find out the main points of the data. In addition, it enables the researcher "to identify characteristics that locate something (such as the degree to which a policy has been attained, practice improved or a social problem alleviated),..." (Newby 2010: 522-523). The description is simultaneously a process of reaching an understanding and a result of the understanding process. Furthermore, descriptive data can also develop one's thinking from considering the current understanding (e.g. "what is?") into thinking about the further possibilities (e.g. "what could/should/might be?"). (Newby, 2010: 523.) By describing the data, I was able to select the relevant points of the data and use them for the identification of the significant features to locate and understand the teachers' perceptions in the quantitative data.

The qualitative data was analyzed via content analysis. Content analysis is based on the combining of concepts found in the data. In addition, interpretation and deduction are in the center of content analysis. (Tuomi and Sarajärvi 2018: 94). The first step of content analysis is to decide what it is the focus of the analysis. The second step is to go through the data and pick up the relevant information. The third step is to codify or classify the data and finally, the fourth step is bringing it all together in the conclusion (Tuomi and Sarajärvi 2018: 78). Thus, as the focus of my thesis was to find out teachers perceptions on pronunciation teaching and possible

references towards EIL teaching, the focus of the analysis was to find out which themes related to pronunciation teaching and EIL came up in the teachers answers.

After deciding the focus, I went through the data and marked the relevant content. Then, I coded the open-ended questions in different colors. Because the questions had different aims, they were each coded on their own based on the findings. For example, question no. 6 (Which kind of aspects you think are important in teaching pronunciation?) was coded in the following categories found in the answers (see Table 3): differences between the Finnish and the English sound system, understanding/fluency, encouraging students to speak, teaching about variation, teaching students to use tools (e.g. internet or IPA) for finding models for pronunciation, teaching about accent's effect on intelligibility, teaching about intonation and word stress, and teaching about the difference between a written and a spoken form. In addition, there was a final category labelled "other", which included those aspects that were mentioned only once.

Table 3: Example of the coding process

Question 6: Millaisia asioita pidät tärkeänä ääntämisen opettamisessa? / What kind of aspects do you think are important in pronunciation teaching?

Coding color	Pink	Yellow	Blue	Green	Turquoise	Orange	Red	Grey	Black
Aspect that is important in pronunciation teaching	Differences between the Finnish and the English sound systems	Intelligibility	Intonation and word stress	Encouraging students to try and emphasizing that there is no need for perfection	Teaching students to use tools (e.g. internet or IPA) to find out models for pronunciation	Teaching about accent's effect on intelligibility	Teaching about variation	The difference between the written and spoken form	Other
Frequency in teachers' answers	35/52	18/52	16/52	11/52	7/52	6/52	5/52	4/52	10/52

Other questions were coded similarly but within their own categories that were found in the answers. After all the questions were coded, I searched for similarities both within and between the questions and counted how many times each aspect recurred. Based on the frequency I

concluded the importance of an aspect the teachers had mentioned. After the questions were coded, I searched the data for recurring themes.

The following themes concerning pronunciation teaching were found in the analysis: 1. Teachers want to concentrate on intelligibility in pronunciation teaching, 2. Pronunciation teaching is seen as the teaching of single sounds and minimal pairs, 3. Textbooks are seen as main sources for teaching pronunciation, 4. Bravery to speak is valued, but pronunciation models and accents divide teachers' opinions, and 5. Pronunciation teaching has changed: it has become more diverse than before.

As stated by Tuominen and Sarajärvi (2018: 94), the researcher makes conclusions to understand what the implications of the studied phenomena are. The major concern of content analysis is to aim at understanding the phenomena from the viewpoint of the respondents. Thus, in the analysis I described the recurring themes and considered what they might imply of the teachers' thinking. Finally, as the last stage of the content analysis process I put together my findings in the conclusion section.

6 ANALYSIS AND RESULTS

In this section, I shall present the results of the current study. This section has been divided into quantitative results and qualitative results. First, I shall present the quantitative data and then move on to the more detailed qualitative data. The qualitative data is divided into sections according to the five found themes (1. Teachers want to concentrate on intelligibility in pronunciation teaching, 2. Pronunciation teaching is seen as the teaching of single sounds and minimal pairs, 3. Textbooks are seen as main sources for teaching pronunciation, 4. Bravery to speak is valued, but pronunciation models and accents divide teachers' opinions, and 5. Pronunciation teaching has changed: it has become more diverse than before.) Each theme is discussed separately in their own paragraphs.

6.1 Descriptive statistics: importance of pronunciation

From the Table 4, it can be seen that most teachers participating the study feel that pronunciation is important ($\approx 46\%$) or very important ($\approx 35\%$). In addition, some regarded pronunciation to be somewhat important ($\approx 15\%$). Only two teachers thought that it is not that important ($\approx 4\%$). On a scale from 1 to 5 (1 = not important at all and 5 = very important) the mean of their answers is considerably high 4.12 and the median is 4. Thus, it is evident that most teachers participating the study think that pronunciation teaching is important. These findings are in line with the background theory where I stated that many scholars have argued for the importance of pronunciation (e.g. Gilakjani 2012; Tlazalo Tejada and Basurto Santos 2014; Derwing and Munro 2015; Pennington and Rogerson-Revell 2018).

Table 4: Question 5. How important do you think pronunciation teaching is on a scale from 1 to 5?

n = 52	1 not important at all	2 not very important	3 somewhat important	4 important	5 very important	mean	median
	0%	3.85%	15.38%	46.15%	34.62%	4.12	4

Due to the high appreciation towards pronunciation teaching, it is no wonder that 37% of the teachers estimated that they teach pronunciation almost on every lesson they give to a group (see Table 5). In addition, 31% estimated that they teach pronunciation every week. Thus, it is safe to say that over half of the teachers participating the study teach pronunciation often. Furthermore, 24% estimated that they teach pronunciation at least once a month. Only 8% estimated that they teach pronunciation a few times a year. The mean of their answers was 3.98 and the median was 4 (on a scale from 1 to 5 where 1 = never and 5 = almost every lesson), which indicate that the frequency of pronunciation teaching is rather high. However, these findings are contradictory when considering research findings on pronunciation teaching in Finland: studies have shown that pronunciation is taught only scarcely in Finland (Tergujeff 2013; Iivonen et al. 2005; Lintunen 2004). A possible explanation for this might be that teachers do not always do what they believe they do in the classroom (Donaghue 2003: 345). In addition, it should not be forgotten that the answers are based on the teachers' subjective experiences and the participants are most likely teachers who are interested in pronunciation teaching. Furthermore, the sample size is relatively small.

Table 5: Question 7. How often do you teach pronunciation related content to one teaching group? (note: one teacher left this question unanswered hence the n = 51)

n = 51	1 never	2 couple of times in a school year	3 every month	4 every week	5 almost on every lesson	mean	median
	0%	7.84%	23.53%	31.37%	37.26%	3.98	4

Almost all the teachers participating the present study thought that the globalization and the international status of English comes up in their teaching and that it should be included in teaching. Over half of the respondents (52%) felt that the international status of English and the varieties it has created are important in pronunciation teaching (see Table 6). In addition, 21% regarded it to be *very* important. Furthermore, 25% felt that it was somewhat important. Only one teacher felt that it is not that important, and none felt it to be not important at all. The mean and median of the answers were quite high: 3.92 and 4 (on a scale from 1 to 5, where 1 = not

important at all and 5 = very important). This suggests that the international status of English is seen as a significant aspect to pronunciation teaching.

Table 6: Question 14. How important do you think it is to consider the international status of English and the new variations it has brought about in pronunciation teaching?

n = 52	1 not important at all	2 not very important	3 somewhat important	4 important	5 very important	mean	median
	0%	1.92%	25%	51.92%	21.16%	3.92	4

However, regardless of the high assessment on the importance of the international and globalized status of English, the teachers' estimates on how often they take it into account in their own teaching varied considerably (see Table 7). On average, 10% estimated that they consider it on almost every lesson, whereas 29% estimated that they consider it every week. Furthermore, 25% estimated that they consider it couple of times in a month. In addition, another 29% considered that they take it into account few times a year and 8% estimated that they never consider it.

Table 7: Question 15. How often do you take into account the international status of English in your own teaching?

n = 52	1 never	2 couple of times in a school year	3 couple of times in a month	4 every week	5 almost on every lesson	mean	median
	7.69%	28.85%	25%	28.85%	9.61%	3.04	3

Thus, it seems that teachers regard both, pronunciation teaching and the international status of English, as important. In addition, the opinions on the importance of pronunciation correspond with the teachers' estimated amounts of pronunciation teaching. Furthermore, the international status of English is also seen important. However, regardless it is not considered in teaching as often as pronunciation. Next, I will discuss the four features concerning pronunciation teaching

that came up repeatedly in the teachers' answers: intelligibility, single sounds and minimal pairs, textbooks, and pronunciation models.

6.2 Fundamental features of pronunciation teaching – teachers' views

6.2.1 Intelligibility

In line with the background literature, majority of the teachers agreed that pronunciation has an impact on intelligibility (see e.g. Tlazalo Tejeda and Basurto Santos 2014; Peltola et al. 2014; Gilakjani, 2012; Rogerson-Revell 2011). In addition, similarly to many scholars' arguments the goal of pronunciation teaching is to reach an intelligible proficiency in pronunciation instead of aiming at acquiring a perfect standard accent (see e.g. Jenkins 2000, 2002; Sharifian 2013; Rogerson-Revell 2018). Thus, many teachers felt that there is no need to correct students' pronunciation if it is intelligible: teachers correct their students only when a sound might be confused to another one or when the pronunciation is otherwise unintelligible. When asked what they think is important in pronunciation teaching, many teachers mentioned intelligibility and features that affect intelligibility (such as intonation and word stress):

Example 1:

Sanojen ääntämisen siten, että sana tulee ymmärretyksi. Korjaan oppilaan ääntämistä, jos oppilaan tuottama ääntämisasu muuttaa sanan toisen sanan kuuloiseksi.

Pronouncing words in a way that it is understood. I correct student's pronunciation if the sound produced changes the meaning of the word.

Example 2:

Puheen ymmärrettävyys (siihen vaikuttavat äänneet ja sanapainot), Sujuvuus, intonaatio, rytmitys, sellaiset yksittäiset äänneet, jotka aiheuttavat väärinymmärryksiä.

Speech intelligibility (sounds and word stress affecting it). Fluency, intonation, rhythm, single sounds that cause misunderstandings.

Example 3:

Ymmärrettävyys; sanapaino, lausepaino; intonaatio kysymyksissä; oikeat äänneet silloin kun on väärinymmärryksen mahdollisuus.

Intelligibility: word stress, sentence stress; intonation in questions; correct sounds when there is a possibility for misunderstanding.

The teachers' views on intelligibility are strongly linked to the ideas of EIL teaching, where pronunciation teaching should not be about acquiring a certain standard way of pronunciation, but about reaching intelligibility (e.g. Jenkins 2002; 2009, Sharifian 2013). When asked in which ways the teachers take into account the globalization of English in their teaching, many teachers said that they emphasize to their students that there are different accents and that English is spoken around the globe (see Examples 4-6). In addition, it seems that the spread and status of English is explicitly discussed in classrooms. However, interestingly, few teachers pointed out that the spread and status of English as well as the occurrence of different varieties are obvious to their students and there is no need to purposely bring them up. In their view the students are already aware of these aspects and they come up in the students' own experiences.

Example 4:

pyrin näyttämään videoita, joissa tulee esille erilaisia aksentteja ja jos oppilailla herää kysymyksiä niistä, kerron mistä puhuja on ja pyrin muistuttamaan, että englantia puhutaan ympäri maailmaa.

I try to show videos where different accents come up and if students have any questions about them, I will tell them where the speaker is from and try to remind that English is spoken around the world.

Example 5:

Korostan ettei ole yhtä oikeaa tapaa ääntää englantia, vaan eri maissa puhutaan eri tavoin ja kaikilla kuuluu oma aksentti läpi ja se on ok.

I emphasize that there is no one correct way to pronounce English but in different countries it is spoken in various ways and everyone has their own accent and it is ok.

Example 6:

Mainitsen oppilaille, että englantia puhutaan monella lailla ja ei haittaa vaikei kieltä puhukaan kuin syntyperäinen.

I mention to students that English is spoken in various ways and that it is okay if you do not speak like a native.

It seems that intelligibility has become one of the main goals for pronunciation teaching. In addition, teachers want to teach their students to realize that native-like accent is not required for pronunciation to be intelligible (Pennington and Rogerson-Revell 2018: 134). In addition,

the teachers were asked what kind of skills they hope their students have acquired when leaving their current schools and over half of the teachers participating in the study (27 out of 51) hoped that when their students leave their current schools, they would have acquired intelligible skills in pronunciation.

6.2.2 Understanding differences in phonology through single sounds and minimal pairs

In addition to the emphasis on intelligibility, the teachers felt that the most important things to adduce in pronunciation teaching are the differences between the Finnish and English sound systems (e.g. practicing phonemes that do not exist in the Finnish language and identifying and practicing the most difficult sounds to Finns or placement of sounds, for example, the *th* fricative sounds in words such as *this* or *think* (some teachers think that the learning of these sounds is central in their teaching. However, according to Jenkins (2002: 98) neither one of these sounds is necessary for intelligible EIL communication. Nevertheless, the value put on them might stem from the fact that they are very common in English.)), aspiration of /p/ /t/ and /k/ sounds or sibilants such as /s/, /z/, /ʃ/ and /ʒ/).

Moreover, it is important to focus on the differences between languages and to simply understand that the phonology of English and Finnish is different and that in English there are phonemes that do not exist in the Finnish language and vice versa (see examples 7-9). These findings are in line with Tergujeff's (2013) findings as she also found out that the differences between English and Finnish phonologies are frequently taken into account in teaching. In addition, the concentration on challenging sounds, such as sibilants, follows Tergujeff's (2013: 47) findings. However, the findings are interesting, because some scholars (e.g. Atli and Bergil 2012) have found out that students are seldom aware of the English sound system (Atli and Bergil 2012: 3670). It is possible that the teachers' values do not directly reflect into their teaching.

Example 7:

Suomen ja englannin äänteiden eron ymmärtäminen, äänteiden harjoittelu, eri ääntämistyylien huomioiminen.

Understanding the difference between the Finnish and English sounds, practicing sounds, taking into account different pronunciation styles.

Example 8:

Niiden äänteiden harjoittelu, jotka poikkeavat äidinkielestä.

Practicing sounds that differ from the mother tongue.

Example 9:

Englannin äänteet ja niiden ero suomen äänteisiin, äänteiden tuottaminen.

The English sounds and the difference between them and the Finnish sounds, the production of sounds.

In addition to practicing single sounds separately and learning about the differences between the English and the Finnish phonology the most often mentioned exercise the teachers use in their classrooms was drilling of minimal pairs (see examples 10-11). Minimal pairs are words that are “identical in form except for a contrast in one phoneme, occurring in the same position...” (Yule 2017: 46) such as big [/bɪg/] and pig [/pɪg/]. Drilling of certain sounds whether in minimal pairs or separately was mentioned in over half of the answers (27 out of 52). In addition, some teachers pointed out that pronunciation should be taught often and in small amounts, to which the minimum pairs fit well.

Example 10:

Tärkeää on tuoda esille ääntämys niissä sanoissa, jotka helposti menevät sekaisin: pig - big. Minimiparien vertailu ylipäänsä on hyödyllistä.

It is important to bring up the pronunciation in words that are easily mixed: pig – big. Overall comparing minimal pairs is useful.

Example 11:

Vertailemalla minimipareja esim. big - pig ja kokeilemalla niiden ääntämistä Luemme paljon kirjan kappaleita ja sanastoa ääneen, sekä teemme suullisia pariharjoituksia.

By comparing minimal pairs, e.g. big – pig and by trying to pronounce them. We read aloud the texts and vocabulary from the book a lot and do oral pair work.

In addition, to drilling minimal pairs, many teachers (25 out of 52) mentioned that they practice the target sounds by repeating them after a tape or the teacher. Other pronunciation exercises repeatedly mentioned were songs, poems, tongue twisters, speaking assignments, reading, and listening exercises (see examples 12-15).

Example 12

Yleensä kirjasta löytyvät ääntämistehtävät. Kurssi on englannin alkeita, joten harjoituksissa keskitytään yleensä yhteen-kolmeen äänteeseen kerrallaan, ja niitä harjoitellaan sanoissa ja sanaparien (myös minimiparien) avulla.

Usually the pronunciation exercises found in the book. The course is concerned with the basics of English so during the exercises we concentrate on one to three sounds at a time and they are practiced in words and with the help of word pairs (also minimal pairs).

Example 13:

Open mallin mukaan ääntäminen, ääneen luku, IPA:n perässä ääntäminen parin kanssa, tongue twisters.

Repeating after the teacher, reading aloud, repeating after IPA with pairs, tongue twisters.

Example 14:

Pelkkä kuunteleminen on jo ääntämisen harjoittelua (ei voi tuottaa, jos ei kuule), luetaan ääneen, harjoitellaan yksittäisiä (hankalia) äänneitä sanoissa, äännetään yksittäisiä sanoja.

Just listening is already practicing pronunciation (you cannot produce if you do not hear), we read aloud, practice single (challenging) sounds in words, pronounce single words.

Example 15:

Mm. Riimejä, sanojen eroja, lauluja, intonaatio, kehon liikkeen yhdistäminen lausuntaan

Inter alia rhymes, word differences, songs, intonation, combining body movement to pronouncing.

What is interesting is that the International Phonetic Alphabet (IPA) or the help of internet were mentioned only by 8 teachers even though the national curriculum for basic education (POPS 2014) explicitly mentions the learning of phonetic symbols (see section 4.2.1 above) and digital learning environments have been a significant part of education for some time now. Furthermore, this collides with the above-mentioned desire that students would be aware of the differences in the Finnish and English phonology; without the introduction of IPA and the phonetic symbols learning about the differences in phonology may be quite challenging. Other new ways of learning, but mentioned only by few teachers, were tape-recording one's own pronunciation, and finding pronunciation help online (see examples 16-18).

Example 16:

Luemme ääneen, suulliset harjoitukset, sanojen toistaminen, keskustelu ääntämisestä, ääntämisohjeiden hakeminen internetistä.

We read aloud, oral exercises, word repetition, discussion on pronunciation, searching pronunciation instruction online

Example 17:

Esim. Uuden oppikirjan uusia mallistaoppimistehtäviä videoineen ja vertaisarvioineen, paljon open ja äänitteen perässä toistoa, opelle oven ulkopuolella ääneen lukemista, opelle tekstien äänittämistä WhatsAppiin.

For example, the textbook's new "learn from a model"-exercises with their videos and peer evaluations, a lot of repeating after the teacher and the tape, reading for the teacher outside of the door, recording texts to WhatsApp.

Example 18:

Pareittain, open johdolla, äänitteen perässä, äänityksiä, kielistudiossa oman ääntämisen kuuntelua, toistoa, dialogeja yms. Äänne-, sanapaino, lausepaino ja intonaatioharjoituksia.

In pairs, led by the teacher, after the tape, recordings, listening to one's own pronunciation in the language studio, repetition, dialogues etc. Sound, word stress, sentence stress and intonation exercises.

Overall, it seems that as the goal of their pronunciation teaching, many teachers want their students to reach a certain kind of understanding of the differences between English and Finnish phonology and to concentrate on learning the phonemes that do not exist in the Finnish phonology or are difficult for Finns. The preferred methods of teaching these differences seem to be drilling of minimal pairs and single sounds.

As pointed out earlier in section 4, even the slightest mistakes in pronunciation may cause severe misunderstandings (Derwing and Munro (2015: 1; Pennington and Rogerson-Revell 2018: 10-11) and a single sound can change the word's meaning radically (Burns 2003: 7). Thus, the importance of practicing minimal pairs and single sounds might stem from the fact that teachers connect them to intelligibility. However, as stated in section 4.1, mistakes in single

sounds are usually compensated by the context (Lintunen and Dufva 2019: 52). In the next section, I will discuss the use of textbooks in pronunciation teaching.

6.2.3 Boundaries of the textbook

Out of the 52 respondents, 50 used a textbook in their teaching. Textbooks often guide which teaching contents, and pronunciation models, are introduced to students. Tergujeff (2013) has pointed out that the Finnish pronunciation teaching strongly relies on textbooks. Thus, it is no wonder that when asked which kind of pronunciation practices they do in their classes many teachers pointed out that they take the pronunciation exercises straight out of the textbook:

Example 19:

Toistattamista opettajan mallin mukaan lähinnä, kaikki kirjan ääntämisharjoitukset aina.

Mainly repeating after the teacher, all the textbook's pronunciation practices

Example 20:

Oppikirjoissa esiintyvät harjoitukset, open perässä toistaminen

Practices from the textbooks, repeating after the teacher

Example 21:

Kirjan tehtäviä, open lyhyitä improvisointeja

Textbook exercises, teacher's short improvisations

Example 22:

Otan ääntämisharjoitukset suoraan Spotlight-kirjasta. Siellä on sekä äännetason tehtäviä että kokonaisuun lauseisiin liittyviä tehtäviä (esim. intonaatio). Uusia sanoja opeteltaessa käymme hankalimmat sanat yhdessä läpi.

I take the pronunciation exercises straight out of the Spotlight-textbook. There is both exercises related to single sounds and to whole sentences (e.g. intonation). When learning new words, we go through the difficult ones together.

Ten teachers mentioned that in the textbooks they use only the British and American models are present and that there are no other models to be found in their textbooks. Overall, 38 out of the 50 teachers using a textbook mentioned that their textbooks use British English pronunciation model and 31 mentioned that their textbooks use American English pronunciation model (note: some have books which use both). It seems that these two are still the dominating English pronunciation models in Finnish textbooks. These results are in agreement with Brown's (2011) claim that the guidelines for EFL teaching traditionally come from the British and US native speaker models and standards.

However, a considerable number of teachers (20 out of 52) mentioned that their textbooks include Australian English pronunciation model and surprisingly fourteen teachers mentioned Indian English model. Other models mentioned were the different African variations (9 mentions), the Scottish English (6 mentions), Irish English (5 mentions), New Zealand English (5 mentions) and Canadian English (4 mentions). In addition, the following variations were each mentioned once: Welsh English, Finnish English, Asian English, Pidgin English, Jamaican English, and Caribbean English. These results are also in line with Tergujeff's (2013) findings.

Furthermore, 22 teachers said that their textbooks include a wide variety of pronunciation models as samples in listening exercises and additional information even though the main models are British and American English. Some teachers pointed out specific book series which have great examples of different accents (Spotlight, Yippee, Scene, Go for it). It seems that some specific Finnish textbooks are slowly adopting other models on the side of British and American English (see examples 23-25).

Example 23:

Vuosiluokilla 3-6 kirjoissa liikutaan eri englantia puhuvissa maissa, joten ääntämismalleja löytyy niin Briteistä, Yhdysvalloista, Australiasta, Uudesta-Seelannista ym.

In grades 3-6 the books cover different English-speaking countries so pronunciation models can be found from the Britain, United States, Australia, New Zealand etc.

Example 24:

Go for it minulle uusi, mutta puolen vuoden tuttavuuden perusteella ollut monenlaista. Britti, Amerikka, Aussi, Uusi-Seelanti, Intia...

Go for it (book series) is new to me, but during the six months there has been many kinds (of pronunciations). British, American, Australian, New Zealand, Indian...

Example 25:

Ääntämisohjeet vain brittienglanniksi. Materiaalia (kuuntelujen ääninauhat) monipuolisesti erilaisilla aksenteilla.

The pronunciation guides are only in British English. Materials (audiotapes for the listening exercises) are various including different accents.

Seven teachers mentioned that their textbooks explicitly mention and discuss the globalization of English alongside the introduction of different varieties. Even though the standard British and American varieties are clearly persistent in English pronunciation teaching (Wang 2015; Brown 2011), the great deal of pronunciation examples from other varieties in the Finnish textbooks made for English teaching might signal a transition towards EIL and acceptance of other varieties suitable as pedagogical models. As mentioned in section 3.3, it is beneficial for the students if they are exposed to different varieties of English, because it will help them understand the diversity of English (Sharifian 2013: 9). In addition, it will help them reach intercultural competence (for more detail see section 2.2) and possibly understand the cultural neutrality of EIL (McKay 2018). The following section gives a more detailed account of which pronunciation models are actually taught.

6.2.4 Pronunciation models and accents in teaching

So far, the findings have suggested that the international position of English comes up mostly as concentration on intelligibility and as an introduction of different pronunciations in the teachers' teaching. When asked how the global status of English comes up in their pronunciation teaching, some teachers mentioned that different pronunciation models come up alongside with other teaching materials and others mentioned that they intentionally introduce multiple varieties and discuss them with their students (see examples 26-28). In addition, some said that they introduce a variety of speakers from a tape to their students and ponder together with the students which accent the introduced speakers have and where are they from (see example 28-29).

Example 26:

Esim. Puhumme siitä, kuinka englanti kuulostaa erilaiselta eri puolilla maailmaa, miten esim. oma äidinkieli vaikuttaa puheeseen, kuuntelemme malleja (niin autenttisia sekä oppikirjojen materiaaleista löytyviä)

For example, we discuss how English sounds different around the world, how for example one's own mother tongue affects the speech, we listen to models (both authentic and ones found in the textbook materials).

Example 27:

Esimerkiksi erilaisten videoiden kautta, joissa puhuu ei-natiivit kielenkäyttäjät

For example, through different kinds of videos where the non-native language users speak.

Example 28:

Katsotaan videoita eri maailmankolkista liittyen englannin kielen puhujiin/kulttuureihin ja monenlaisiin puhujiin

We watch videos related to English speakers/cultures and various kinds of speakers from around the world.

Example 29:

Joskus huomautan oppilaille äänitteistä, että pystyivätkö kertomaan mikä aksentti kyseessä ja mistä sen tunnistaa.

Sometimes I point out (an accent) from the recordings and ask whether students can tell which accent is in question and how it can be recognized.

Furthermore, some teachers consciously emphasize that there exists variation in pronunciation even within the native speakers. In doing so, teachers can help students to move past native-speakerism ideologies and realize how diverse English language is (Sharifian 2013: 9). When practicing pronunciation in their classes, many teachers pointed out that they wish their students to bravely try out new phonemes and engage in practicing speaking without the need of feeling embarrassed if pronouncing incorrectly:

Example 30:

Tärkeää myös, että oppilaat uskaltavat heittäytyä ääntämisharjoituksiin.

It is also important that students dare to engage in pronunciation exercises.

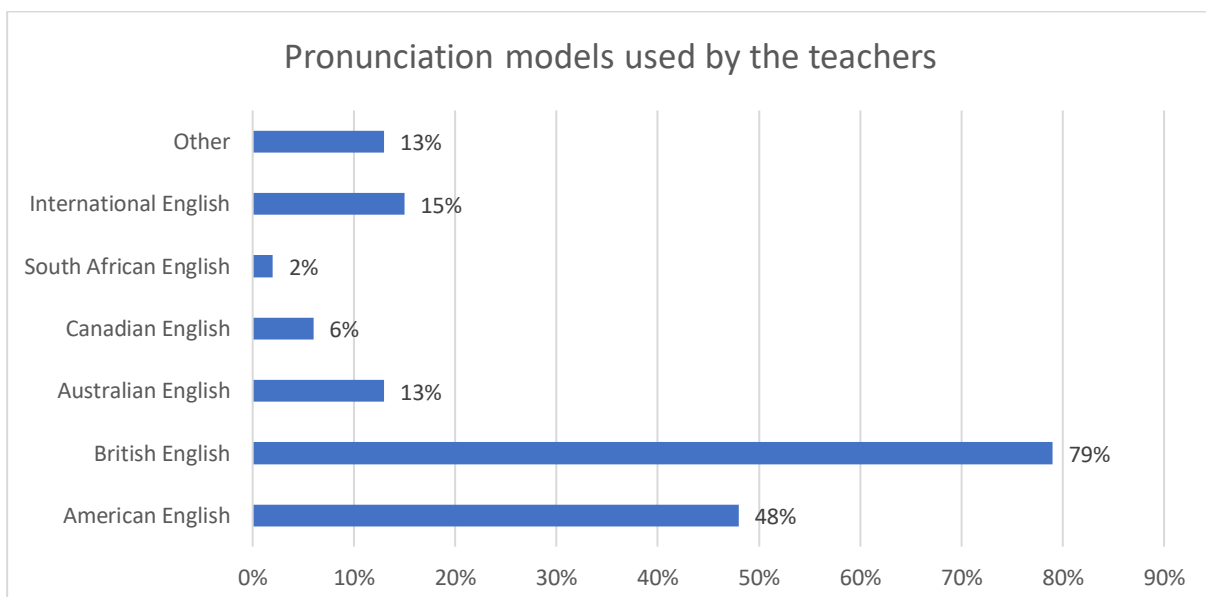
Example 31:

Tärkeää on myös ymmärtää, että taito karttuu vähitellen ja tärkeämpää kuin kaunis ääntämys on rohkeus puhua.

It is also important to understand that the skill accumulates gradually, and it is more important to have the bravery to speak than pronounce beautifully.

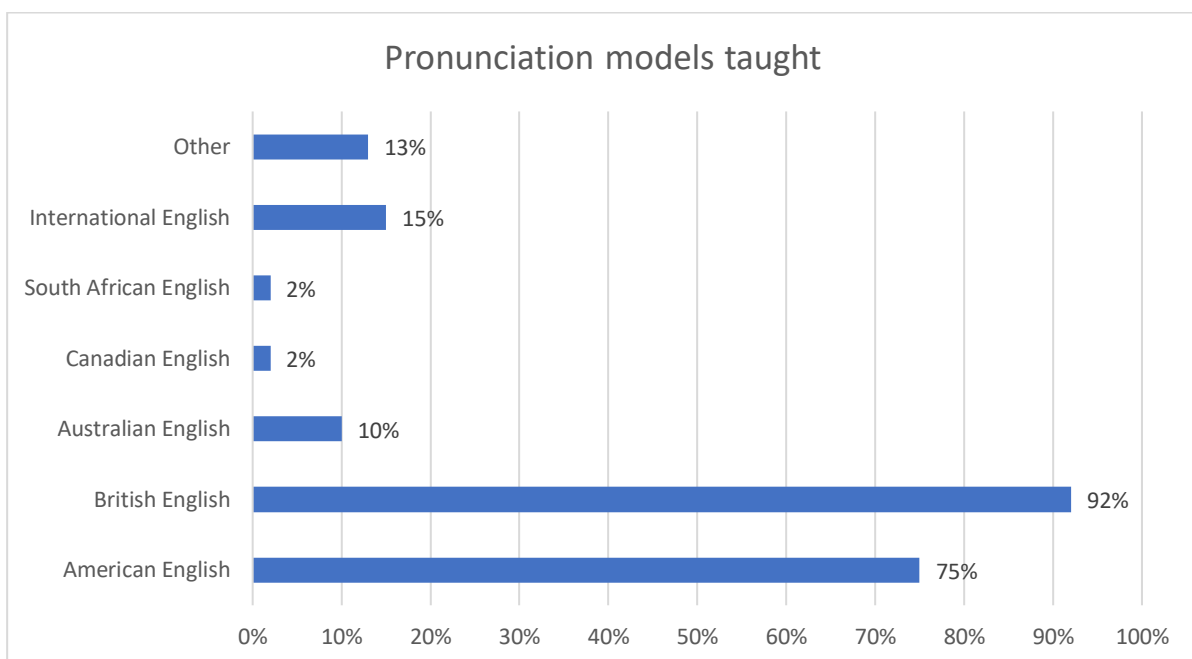
However, as most of the teachers participating in the study have received their education before the culmination point of EIL, it is not a surprise that most used pronunciation models they themselves use are British English (79%) and American English (48%). This can be observed from the Table 8. Some use also International English (15%), Australian English (13%), Canadian English (6%) and South-African English (2%). In addition, 13% stated that they use other models (Scottish English, New Zealand English, Irish English, and Indian English). It would be interesting to investigate further what the reasons behind the teachers' answers are (e.g. do they switch between varieties for demonstration or other reasons). According to Tergujeff (2013: 51), who found similar results on the use of different varieties, the increased use of different pronunciation models implies that the demographic changes within speakers of English are acknowledged in teaching. In addition, it signifies a more accepting view towards accents.

Table 8: Question 9. Which pronunciation models do you use?



Consequently, as presented in Table 9, the teachers teach their students mostly BrE (92%) and AmE (75%). Furthermore, International English is taught to some extent (15%) and AuE, which was included as an alternative pronunciation model in many of the textbooks the teachers use, is taught too (10%). In addition, two teachers mentioned that they teach CanE (2%) and SAE (2%). However, it did not come up in the teachers' answers whether the teaching includes production of the different varieties or only listening to them. It is likely that the teachers have understood the question differently.

Table 9: Question 12. Which pronunciation models you teach to your students?



Majority of the teachers aim at consistency in their pronunciation (79%) (see Table 10 below). However, when asked if they guided their students to consistency when choosing a pronunciation model, the number of “yes” answers was reduced to 40% (see Table 11 below). Vice versa the amount of those teachers who stated that they do not aim at consistency (21%) was tripled (60%) when the consistency concerned their students.

Table 10: Question 10. Do you aim at consistency in your pronunciation?

	n	percent
Yes	41	78.85%
No	11	21.15%

Table 11: Question 13: Do you guide your students into consistency when choosing a pronunciation model?

	n	percent
Yes	21	40.38%
No	31	59.62%

It seems that not all teachers guide their students into consistency even though they themselves aim at it. These results might be due to the education the teachers have received. The demand of using only one model, either the British or American pronunciation, may have been stricter before the EIL era. Not guiding their students into consistency when choosing a pronunciation model might suggest a subtle movement in the teachers' thinking towards EIL pedagogy, where focus lies in intelligibility instead of learning a standard pronunciation (Sharifian 2013: 9). However, as observed above, similarly to the textbooks, also teaching is dominated by the British and American pronunciation models with some glimpses of other models.

Rally English

Regardless of the more accepting views towards the different varieties of English, not all teachers accept any type of attempt to speak English: seven teachers explicitly mentioned that they cannot stand the Finnish “rally” accent (rally English is English that is affected by the Finnish language and has gotten its name from the Finnish rally drivers speaking with a heavy Finnish accent) or hiding behind it, and in their view, students should avoid speaking with a heavy Finnish accent. These teachers thought that even trying to produce the right sounds is better than playing it safe and purposely using rally English (see examples 32-33).

Example 32:

Rallienglanti pois! Oppilaat piiloutuvat usein rallienglannin taakse, mutta yritän opettaa heidät pois siitä.

No rally English! Students often hide behind rally English, but I try to teach them off of it.

Example 33:

Moni puhuu tahallaan "rallienglantia" kun ei uskalleta ääntää kunnolla epäonnistumisen pelossa.

Many speak rally English on purpose, because they are afraid of pronouncing properly due to the fear of failing.

The teachers in the present study did not state explicitly why rally English is not suitable, but as Wang (2015) pointed out, varieties with heavy influence from speaker's L1 may not be seen as suitable for pedagogical models because of native speaker ideologies or a certain stigma. However, on the contrary, some teachers stated that they encourage students to speak even with a rally accent, because in their view it is better than not speaking at all and as one teacher wrote "there is no need to try to mimic a native accent as long as something comes out of the student's mouth" (see examples 34-35).

Only one teacher mentioned explicitly that in their school it is an ideal for students to achieve native-like skills in pronunciation, but nevertheless she continued that "the most important thing is for a student to be able to consider his or her accent *as valuable as any other accent*". This view is in line with Smith's (1976) arguments on that English should be used by each nation in their own right "...with different tone, color, and quality." (Smith 1976: 39) and that there is no need to try to mimic native speakers.

Example 34:

Olen alkanut kannustaa suomalaiseseen rallienglantiin, koska toivon sen rohkaisevan oppilaita aloittamaan puhumisen.

I have started to encourage students to speak Finnish rally English, because I hope it encourages them to start speaking.

Example 35:

Ensinnäkin rohkaisen niitä puhumaan, jotka häpeävät ralliääntämystään -kaikilla on aksentti! Toiseksi yritän aina löytää kuunneltavaksi ei-eurooppalaisia ja ei-amerikkalaisia puhujia.

First of all, I encourage those to speak who are ashamed of their rally pronunciation - everyone has an accent! Secondly, I always try to find non-European and non-American speakers to listen to.

The most beneficial solution for the students' progress as legitimate language users might be in-between these two approaches, because as Pennington and Rogerson-Revell (2018: 134) have pointed out, teachers should concentrate on guiding the students into thinking that intelligibility and fluency can be reached despite the accent instead of trying to assure them about the unimportance of a native-like accent.

Overall, teachers seem to appreciate the bravery to speak. However, differences of opinion arise when it comes to tolerance towards different accents. Some teachers require their students to try out "correct" pronunciation instead of hiding behind rally English whereas others feel that it is acceptable to speak with a heavy accent as long as something is uttered. However, what is in common in the views of these teachers with the differing opinions on the usage of rally English is the fact that they all want to encourage their students into communicating confidently regardless of the pronunciation mistakes. These views are also in line with the goals of the newest national core curriculum (LOPS 2019).

6.3 Changes in pronunciation teaching

Overall, half of the teachers (54%) felt that the globalization and internationalization of English has changed pronunciation teaching to some extent. In addition, 18% felt that it has changed a lot and 8% thought that it has changed very much. Some teachers thought that it had not changed that much (18%) and only one teacher thought that it had not changed at all. In addition, out of the 52 teachers 22 felt that the way they teach pronunciation has changed. Most notable change mentioned was the overall emphasis on oral skills and pronunciation teaching and the acknowledging of the global position of English (see examples 36-38). In addition, some teachers also mentioned that there is no more need to aim at perfect pronunciation (see example 39).

Example 36:

Kyllä. Nykyään opetan sitä enemmän, kun suullista osaamista korostetaan muutenkin enemmän.

Yes. Nowadays I teach it more (pronunciation) because oral competence is highlighted more too.

Example 37:

Totta kai olen oppinut paljon matkan varrella - en pelkästään itse ääntämään englantia paremmin tai opettamaan ääntämisestä monipuolisemmin, vaan myös tietoisuus englannin globaalista asemasta ja sen vaikutuksista opetuksen sisältöihin on kasvanut vuosien myötä.

Of course I have learned a lot along the way – not only to pronounce better myself or to teach pronunciation more diversely but also the awareness of the global status of English and its effect on the content of teaching has grown over the years.

Example 38

Ehkä painotan enemmän, ettei ole yhtä ainoaa oikeaa tapaa ääntää englantia.

I maybe emphasize more that there is not only one correct way to pronounce English.

Example 39:

Alussa pidin täydellistä ääntämistä tärkeänä, nyt vain ymmärretyksi tulemistä.

In the beginning I considered perfect pronunciation to be important but now only intelligibility.

In addition, the teachers mentioned that teaching includes more international connections (e.g. international correspondence such as Erasmus and visitors from foreign partner schools) and there is more authentic and more diverse material for teaching pronunciation (see examples 40-42). As mentioned in the background chapter, authenticity is a principal feature in learning communication skills (Nunan 1991: 279).

Example 40:

Kirjasarjoissa saa kuulla monenlaista englantia, brittienglanti ei ole se ainoa, jota oppilaat saavat kuulla.

There are many kinds of English to be heard in the book series, British English is not the only one students get to hear.

Example 41:

Monipuolistunut. Ja työskentelyvaihtoehtoja enemmän (esim. WhatsApp-ääniviestit - opiskelijalle saa henk. kohtaista suullista palautetta annettua helpommin).

It has become more diverse. And there is more choice in working methods (e.g. WhatsApp voice messages – it is easier to give students personal oral feedback).

Example 42:

On, koska nykyään sähköiset materiaalit antavat paljon hyvää valmista materiaalia, ei tarvitse itse vääntää kaikkea.

Yes, because nowadays electronic materials include a lot of good ready-made material, you do not have to make everything yourself.

It is obvious that many teachers acknowledge that there have been changes in pronunciation teaching. However, not all have noticed changes in their own teaching. Those who have, pointed out that the changes have mostly concerned the overall growth of emphasis on pronunciation and oral skills teaching. These findings are not surprising considering that CLT and the learning of communication skills (e.g. Nunan 1991; Richards 2006; Meriläinen 2010) is a major part of today's language teaching (see section 3.1). In addition to the concentration on oral skills, the teachers mentioned that the teaching materials and work methods have become more manifold.

7 CONCLUSION

This study set out to find out how Finnish teachers of English see the role of pronunciation teaching in relation to the international and globalized status of English. In addition, the purpose was to find out if and how EIL approaches are visible in pronunciation teaching in Finland.

Overall, the results indicate that pronunciation teaching is seen as an important aspect of language teaching and that teachers acknowledge the impact of the international status of English to pronunciation teaching. Over half of the teachers participating the study felt that English pronunciation teaching has changed due to the changed status of English: there is more emphasis on oral skills and more international connections. In addition, the results show that the concentration in teaching is on intelligibility rather than on acquiring the perfect pronunciation. However, pronunciation teaching is mainly carried out by practicing minimal pairs and furthermore, it seems that textbooks have a considerable role on what is taught about pronunciation. The results also revealed that the transparency of students' L1 when speaking English shares teachers' opinions.

The teachers want to emphasize the importance of intelligibility and the diversity of different pronunciation models and accents. Pronunciation teaching is mostly seen as learning about the differences between the Finnish and the English phonologies. In addition, this is carried out by practicing minimal pairs and single sounds that are different from the students' L1. However, as pointed out in chapter 4, pronunciation includes multiple aspects of oral production (see e.g. Derwing and Munro 2015) and practicing only individual sounds is not enough to cover all these areas of pronunciation. Furthermore, according to Gilbert (2008: 1, 42) too much drilling on single sounds or minimal pairs in isolation might give students the wrong impression on pronunciation and even lead teachers and students into thinking that pronunciation teaching is tedious. In addition, Fraser (2001: 17) points out that for pronunciation teaching to be efficient teaching should concentrate on speech chunks and larger units instead of single sounds.

The present study also showed that there are colliding views on the transparency of students' L1 when speaking English. Some teachers do not accept a heavy L1 accent, whereas others encourage their students to use it. However, regardless of the differing views, most teachers want to encourage their students into speaking and communicating bravely without the fear of pronunciation mistakes.

The findings have shown that the value put on pronunciation teaching corresponds with the teachers' estimation on how much they teach pronunciation. However, the same cannot be said about the international status of English: it is considered less than pronunciation. Nevertheless, teachers do acknowledge that the spread of English has changed English teaching towards a more oral skills centered view (Nunan 1991; Richards 2006; Meriläinen 2010). Yet still, controversially all teachers did not feel that the way they teach pronunciation had changed. A possible explanation might be the fact that oral skills have only recently become the center of language teaching (see section 3.1). In addition, the national curricula have only recently included broader guidelines for pronunciation teaching (see section 4.2.1). Thus, teachers may not have consciously paid attention to the way they teach pronunciation until now.

Two major indications towards a more EIL-centric pronunciation teaching can be pointed out from the findings. Firstly, the goal of pronunciation teaching seems to have shifted from concentration on acquiring a standard British or American pronunciation towards acquiring an intelligible pronunciation. As have been pointed out this is one of the main goals of EIL teaching (Jenkins 2002, 2009; Sharifian 2013) and a realistic aim for pronunciation teaching (Pennington and Rogerson-Revell 2018). Many teachers mentioned that they try to guide their students into thinking that intelligibility is more important than the perfect pronunciation.

Secondly, as observed earlier by Tergujeff (2013) the acceptance of variety and introduction of other models than British and American in the textbooks and teachers' teaching are promising markers of the EIL approach. Teachers introduced different pronunciation models of English to their students and emphasized that the bravery to speak is more important than pronouncing in a certain standard way. According to Sharifian (2013: 9) this kind of emphasis on teaching will help students to learn about the diversity of English and move over ideologies related to native-speakerism.

In addition to the teachers' efforts on introducing various pronunciation models to their students, the textbooks have started to adopt different models alongside the British and American models. According to Brown (2011) these two models still dominate the English pronunciation teaching, but as the current study has shown the Finnish teachers and textbooks have both taken initial steps towards the teaching and usage of other models. Teachers' attitudes are fundamental to the development of pronunciation teaching since as pointed out in the section 3.4 no new teaching method enters the classroom without the efforts of the teachers (Richards 1996; Woods 1996; Borg 1998; Breen et al. 2001).

However, there are also some limitations to this study. For example, the small sample size prevents further generalizations. In addition, the views presented here are based on the teachers' subjective views and the participants were most likely interested in the topic. Thus, the results do not represent the opinion of all English teachers in Finland. In addition, there was no classroom observation and consequently, for example, the amount of pronunciation teaching reported by the teachers might not be 100% accurate as teachers do not always do what they believe they do in the classroom (Donaghue 2003: 345). It would have been beneficial to also observe the teachers in action and then compare what they say and what they do in reality. A further study could include field work and interviews with the teachers to reach a deeper understanding on the teachers' individual views.

In addition, some ethical considerations are in place. The questionnaire was shared online and in principle anyone could have accessed it. However, the pages where it was shared were intended specifically to English teachers and none of the answers arouse any of my suspicions of being filled by someone not belonging to the target group. When it comes to the ethical treatment of the participants the study was conducted completely anonymously, and no teacher could be recognized from the answers. As of the choices regarding the writing process, I have tried to stay as objective as possible, but there is no denying that each researcher has their own subjective experiences that affect the research process.

The findings of the current study shed light on Finnish teachers' thoughts about pronunciation teaching and on the ways in which EIL is visible in it. It has shown that pronunciation teaching is still one-sided in that it concentrates mostly on practicing minimal pairs and single sounds. However, it has also shown that the Finnish teachers and teaching materials are adopting more EIL related views into teaching. The way pronunciation is taught, learned, and perceived is at its turning point. These findings can give future teachers some insights into what the stumbling blocks preventing EIL from the classrooms are and where the change should take place.

BIBLIOGRAPHY

- Atli, I. and Bergil, A. S. (2012). The Effect of Pronunciation Instruction on Students' Overall Speaking Skills. *Procedia – Social and Behavioral Sciences* [online] 46, 3665-3671. doi: //doi.org/10.1016/j.sbspro.2012.06.124
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109. doi:10.1017/S0261444803001903
- Borg, S. (1998). Teachers' Pedagogical Systems and Grammar Teaching: A Qualitative Study. *TESOL Quarterly*, 32(1), pp. 9-38. doi:10.2307/3587900
- Breen, M., Hird, B., Milton, M., Oliver, R. & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics*, 22(4), p. 470. doi:10.1093/applin/22.4.470
- Broughton, G. (1980). *Teaching English as a foreign language* (2nd ed.). London; New York: Routledge.
- Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University Press.
- Brown, J. D. (2011). How WE, ELF, and EIL affect EFL curriculum development. In *JALT International Conference, Tokyo, Japan*.
- Burns, A. (2003). Understanding pronunciation. In *Clearly speaking: pronunciation in action for teachers*. National Centre for English Language Teaching and Research. Macquarie University, Sydney.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Canagarajah, S. (2006) Changing communicative needs, revised assessment objectives: Testing English as an International Language. *Language Assessment Quarterly* 3 (3), 229–242.
- Cook, V. (2003). *Effects of the second language on the first*. Clevedon; Buffalo: Multilingual Matters.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe. Cambridge University Press.
- Crystal, D. (2008). Two thousand million? *English Today*, 24(1), pp. 3-6. doi:10.1017/S0266078408000023
- Derwing, T. M. and Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research* [online]. Amsterdam, Netherlands; Philadelphia, Pennsylvania: John Benjamins Publishing Company. <https://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=2083575>.
- Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumption. *ELT Journal*, 57(4), p. 344. doi:10.1093/elt/57.4.344

- Fraser, H. (2001). *Teaching Pronunciation: A handbook for teachers and trainers*. Sydney: TAFE NSW Access Division. <https://helenfraser.com.au/wp-content/uploads/HF-Handbook.pdf>
- Gilakjani, A. P. (2012). The Significance of Pronunciation in English Language Teaching. *English Language Teaching* [online] 5 (4), 96. https://www.researchgate.net/publication/267722924_The_Significance_of_Pronunciation_in_English_Language_Teaching.
- Gilbert, J. B. (2008). *Teaching pronunciation using the prosody pyramid*. Cambridge: Cambridge University Press.
- Groom, C. (2012). Non-native attitudes towards teaching English as a lingua franca in Europe. *English Today* [online] 28 (1), 50-57. doi: 10.1017/S026607841100068X.
- Henderson, A., Frost, D., Tergujeff, E., Kautzsch, A., Murphy, D., Kirkova-Naskova, A., Waniek-Klimczak, E., Levey, D., Cunnigham, U. and Curnick, L. (2012). The English pronunciation teaching in Europe survey: selected results. *Research in Language* 10 (1), 5-27. <https://content.sciendo.com/view/journals/rela/10/1/article-p5.xml>
- Hietanen, H. (2012). *Teaching the pronunciation of English as an international language: Suggestions for constructing a syllabus for Finnish learners*. Jyväskylä.
- Iivonen, A., Aulanko, R. and Vainio, M. (2005). *Monikäyttöinen fonetiikka* (3. p. ed.). Helsinki: Helsingin yliopisto.
- Ilola, M. (2018). *Oppilaiden käsityksiä englannin suullisesta kielitaidosta, sen oppimisesta ja arvioinnista* [online]. Jyväskylä: Jyväskylän yliopisto. <http://urn.fi/URN:ISBN:978-951-39-7548-7>.
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford: Oxford U.P.
- Jenkins, J. A. (2002). Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language, *Applied Linguistics*, Volume 23, Issue 1, 1 March 2002, Pages 83–103, <https://doi.org/10.1093/applin/23.1.83>
- Jenkins, J. (2005). Implementing an International Approach to English Pronunciation: The Role of Teacher Attitudes and Identity. *TESOL Quarterly*, 39(3), pp. 535-543. doi:10.2307/3588493
- Jenkins, J. 2009. (Un)pleasant? (In)correct? (Un)intelligible? ELF Speakers' Perceptions of Their Accents. In A. Mauranen and E. Ranta (eds.), *English as a Lingua Franca*. Studies and Findings. Cambridge: Cambridge Scholars Publishing, 10-36.
- Johnson, K. & Porter, D. (1983). *Perspectives in communicative language teaching*. London: Academic Press.
- Kachru, B. 1985. Standards, codification and sociolinguistic realism: the English language in the Outer Circle. In R. Quirk & H. Widdowson (eds.) *English in the World*. Cambridge: Cambridge University Press, 11–30.
- Kuo, I. (2006). Addressing the Issue of Teaching English as a Lingua Franca. *ELT Journal*, 60(3), p. 213. doi:10.1093/elt/cc1001

- Leppänen Sirpa, Nikula, T., Kääntä, L., Pitkänen-Huhta, A., Piirainen-Marsh, A., Leppänen, S., Virkkula, T. (2008). *Kolmas kotimainen: Lähikuvia englannin käytöstä Suomessa*. Helsinki: Suomalaisen Kirjallisuuden Seura.
- Lintunen, P. (2004). *Pronunciation and Phonemic Transcription: A Study of Advanced Finnish Learners of English*. Turku: University of Turku.
- Lintunen, P. & Dufva, H. (2019). Suullinen kielitaito: Mallit ja tavoitteet. In Tergujeff, E. & Kautonen, M., *Suullinen kielitaito: Opi, opeta, arvioi* (1. painos). Helsingissä: Kustannusosakeyhtiö Otava, 42-58.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Luoma, S. (2004). *Assessing speaking* [online]. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511733017>. (16 September 2018)
- Matsuda, A. (Ed.). (2012). *Principles and practices of teaching English as an international language*. Bristol; Buffalo: Multilingual Matters. <https://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=977733>.
- McKay, S. L. (2018). English as an international language: What it is and what it means for pedagogy. *RELC Journal* [online] 49 (1), 9-23. doi: 10.1177/0033688217738817.
- Meriläinen, L. (2010). *Syntactic transfer in the written English of Finnish students: Persistent grammar error or acceptable lingua franca English?* Centre for Applied Language Studies at the University of Jyväskylä.
- Murphy, J. (1991). Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation. *TESOL Quarterly* 25 (1), 51-75.
- Newby, P. (2014). *Research methods for education* (2nd ed.). Abingdon: Routledge.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly* [online] 25 (2), 279. doi: 10.2307/3587464.
- Oksanen, P. (2016). *"The key is awareness rather than repetition": A multisensory pronunciation teaching intervention in a Finnish EFL context*. University of Jyväskylä. Department of Teacher Education.
- Opetushallitus (2019). *Faktaa Express 1A/2019: Mitä kieliä perusopetuksessa opiskellaan?* Helsinki.
- Opetushallitus (2019). *Lukion opetussuunnitelman perusteet 2019*. Helsinki.
- Opetushallitus (2016). *Perusopetuksen opetussuunnitelman perusteet 2014*. Helsinki.
- Peltola, M. S., Lintunen, P. and Tamminen, H. (2014). Advanced English Learners Benefit from Explicit Pronunciation Teaching: An Experiment with Vowel Duration and Quality. *AFinLAE Soveltavan Kielitieteen Tutkimuksia* [online] (6). <http://journal.fi/afinla/article/view/46282>.
- Pennington, M. C. and Rogerson-Revell, P. (2018). *English pronunciation teaching and research: Contemporary perspectives* [online]. London: Palgrave Macmillan. <https://jyu.finna.fi/Record/jykdok.1905592>.

- Phan, L. H. (2008). *Teaching English as an international language: Identity, resistance and negotiation* [online]. Clevedon England; Buffalo, N.Y.: Multilingual Matters. <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=222243>.
- Puskala, E. (2016). *"Understand and be understood": English pronunciation teaching in Finnish upper secondary schools assessed by university students of English*. University of Jyväskylä. Department of Languages.
- Rajamäki, A. (2016). *Pronunciation teaching in a Finnish secondary school: A case study*. University of Jyväskylä. Department of English.
- Remiszewski, M. 2005. Lingua Franca Core: Picture Incomplete. In K. Dziubalska-Kolaczyk & J. Przedlacka (eds.), *English Pronunciation Models: A Changing Scene*. Bern: Peter Lang, 293-310.
- Richards, J. C. (1996). Teachers' Maxims in Language Teaching. *TESOL Quarterly*, 30(2), pp. 281-296. doi:10.2307/3588144
- Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. London: Continuum. <https://jyu.finna.fi/Record/jykdok.1152987>.
- Roivainen, S. (2018). *Learners' opinion on their English pronunciation formation*. University of Jyväskylä. Department of Language and Communication Studies.
- Scales, J., Wennerstrom, A., Richard, D. & Wu, S. H. (2006). Language Learners' Perceptions of Accent. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect*, 40(4), p. 715. doi:10.2307/40264305
- Seidlhofer, B. 2005. Language Variation and Change: The Case of English as a Lingua Franca. In K. Dziubalska-Kolaczyk & J. Przedlacka (eds.), *English Pronunciation Models: A Changing Scene*. Bern: Peter Lang, 59-76.
- Sharifian, F. (2009). *English as an international language: Perspectives and pedagogical issues*. Bristol, UK; Buffalo: Multilingual Matters.
- Sharifian, F. (2013). Globalisation and developing metacultural competence in learning English as an International Language. *Multilingual Education*, 3(1), pp. 1-11. doi:10.1186/2191-5059-3-7
- Sharifian, F. (2016). "Glocalisation" of the English Language: A Cultural Linguistics Perspective. *Kemanusiaan The Asian Journal of Humanities*, 23(Supp. 2), pp. 1-17. doi:10.21315/kajh2016.23.s2.1
- Sifakis, N. C. (2004). Teaching EIL—Teaching International or Intercultural English? What Teachers Should Know. *System*, 32(2), pp. 237-250. doi:10.1016/j.system.2003.09.010
- Smith, L. E. (1976). English as an International Auxiliary Language. *RELJ Journal*, 7(2), pp. 38-42. doi:10.1177/003368827600700205
- Tergujeff, E. (2013). *English pronunciation teaching in Finland*. Jyväskylä: Jyväskylän yliopisto.

- Tergujeff, E. (2019). Englanti. In Tergujeff, E. & Kautonen, M., *Suullinen kielitaito: Opi, opeta, arvioi* (1. painos). Helsingissä: Kustannusosakeyhtiö Otava, 170-171.
- Tergujeff, E., Kautonen, M., Ahola, S., Aho, E., Tergujeff, E., Ullakonoja, R., . . . Kara, H. (2019). *Suullinen kielitaito: Opi, opeta, arvioi* (1. painos.). Helsingissä: Kustannusosakeyhtiö Otava.
- Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman.
- Tlazalo Tejada, A. C. and Basurto Santos, N. M. (2014). Pronunciation Instruction and Students' Practice to Develop Their Confidence in EFL Oral Skills (la instruccin de la pronunciaicin y la prctica de los estudiantes para el desarrollo de la confianza en habilidades orales en ingls como lengua extranjera). *PROFILE: Issues in Teachers' Professional Development* [online] 16 (2), 151-170. <https://jyu.finna.fi/PrimoRecord/pci.ericEJ1053842>.
- Trudgill, P. 2005. Native-speaker Segmental Phonological Models and the English Lingua Franca Core. In K. Dziubalska-Kolaczyk & J. Przedlacka (eds.), *English Pronunciation Models: A Changing Scene*. Bern: Peter Lang, 77-98.
- Tuomi, J. & Sarajärvi, A. (2018). *Laadullinen tutkimus ja sisällönanalyysi* (Uudistettu laitos.). Helsinki: Kustannusosakeyhtiö Tammi.
- Wang, W. (2015). Teaching English as an international language in China: Investigating university teachers' and students' attitudes towards China English. *System*, 53, pp. 60-72. doi:10.1016/j.system.2015.06.008
- Woods, D. 1996. *Teacher cognition in language teaching: Beliefs, decision-making and classroom practice*, Cambridge: Cambridge University Press.
- Yule, G. (2017). *The study of language* (Sixth edition.). Cambridge, United Kingdom: Cambridge University Press.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum* [online] 47 (1), 32-34. <https://jyu.finna.fi/PrimoRecord/pci.ericEJ923446>.
- (2006). *IPA phonics: American English pronunciation guide*. [Cambridge, England]: Vocalis, Ltd.

APPENDICES

Appendix 1

Kysely englannin kielen ääntämisen opetuksesta

Arvoisa vastaaja,

Tällä kyselyllä kerään tietoa maisterin tutkielmaani varten. Tutkielmani koskee suomessa englantia opettavien opettajien mielipiteitä englannin kielen ääntämisestä sekä sen suhteesta englannin kielen kansainvälisyyteen ja globalisaatioon. Kysely koostuu sekä monivalinta- että avoimista kysymyksistä. Kyselyssä ei ole oikeita tai väärä vastauksia ja toivon, että vastaat kysymyksiin rehellisesti. Kaikkia keräämiäni tietoja käytetään anonymisti pelkästään tutkielmaani varten, eikä vastauksia voida yhdistää yksittäisiin henkilöihin. Taustatietoja käytetään vain tilastollisten eroavaisuuksien huomioimiseen. Kyselyyn vastaamiseen kuluu aikaa n. 15-20 minuuttia riippuen vastaustesi pituudesta.

Mikäli teillä herää jotain kysyttävää, voitte olla minuun yhteydessä sähköpostilla:
oona.r.j.hamm@student.jyu.fi

Kiittäen
Oona Hamm

1. Maakunta, jossa opetat

- Ahvenanmaa
- Etelä-Karjala
- Etelä-Pohjanmaa
- Etelä-Savo
- Kainuu
- Kanta-Häme
- Keski-Pohjanmaa
- Keski-Suomi
- Kymenlaakso
- Lappi
- Pirkanmaa
- Pohjanmaa
- Pohjois-Karjala
- Pohjois-Pohjanmaa
- Pohjois-Savo
- Päijät-Häme
- Satakunta

- Uusimaa
 Varsinais-Suomi

2. Syntymävuotesi**3. Kuinka kauan olet toiminut opettajana?**

- alle 1 vuoden
 1-5 vuotta
 6-10 vuotta
 11-15 vuotta
 16-20 vuotta
 21-25 vuotta
 26-30 vuotta
 31-35 vuotta
 36-40 vuotta
 yli 40 vuotta

4. Mitä luokka-asteita opetat?

- Alaluokat 1-6
 Yläluokat 7-9
 Lukio
 Ammattikoulu
 Ammattikorkeakoulu
 Yliopisto
 Muu, mikä?

5. Kuinka tärkeäksi koet ääntämisen opetuksen asteikolla 1-5?

1 ei lainkaan tärkeä	2 ei kovin tärkeä	3 jonkin verran tärkeä	4 tärkeä	5 erittäin tärkeä
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Millaisia asioita pidät tärkeänä ääntämisen opettamisessa? *

7. Kuinka usein opetat ääntämiseen liittyviä asioita yhdelle opetusryhmälle?

1 en koskaan	2 pari kertaa lukuvuodessa	3 kuukausittain	4 viikottain	5 lähes joka tunnilla
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Millaisia ääntämisharjoituksia teette oppitunneilla? *

9. Mitä englannin kielen ääntämismallia/malleja itse käytät?

- Amerikanenglanti
- Brittienglanti
- Australianenglanti
- Kanadanenglanti
- Etelä-Afrikan englanti
- Kansainvälinen englanti

Muu, mikä?

10. Pyritkö johdonmukaisuuteen omassa ääntämisessäsi?

- Kyllä
 En

11. Millaisia ääntämismalleja käytössänne olevissa oppikirjoissa on tarjolla? *

12. Mitä ääntämismallia/malleja opetat oppilaillesi?

- Amerikanenglanti
 Brittienglanti
 Australianenglanti
 Kanadanenglanti
 Etelä-Afrikan englanti
 Kansainvälinen englanti
 Muu, mikä?

13. Ohjaatko oppilaitasi johdonmukaisuuteen ääntämismallia valitessa?

- Kyllä
 En

14. Kuinka tärkeää mielestäsi ääntämisen opetuksessa olisi ottaa huomioon englannin kielen kansainvälinen asema ja sen mukanaan tuomat uudet tavat ääntää kieltä?

1 2 3 4 5

ei lainkaan tärkeää	ei kovin tärkeää	jonkin verran tärkeää	tärkeää	erittäin tärkeää
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Kuinka usein otat omassa ääntämisen opetuksessasi huomioon englannin kielen kansainvälisyyden?

1 en koskaan	2 pari kertaa lukuvuodessa	3 pari kertaa kuussa	4 viikottain	5 lähes joka tunnilla
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Miten englannin kielen kansainvälinen asema tulee esiin opetuksessasi?

17. Millaiset ääntämisvalmiudet toivot oppilailla olevan koulun/koulutuksen päättyessä? *

18. Miten paljon koet englannin kielen globalisaation ja kansainvälistymisen muuttaneen englannin ääntämisen opetusta?

1 ei lainkaan	2 ei kovin paljoa	3 jonkin verran	4 paljon	5 erittäin paljon
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Onko tapasi opettaa ääntämistä muuttunut työurasi aikana? Jos kyllä, miten? *

20. Tässä voit antaa palautetta kyselystä tai täydentää vastauksiasi.
