

Finnish and Spanish university students' self-perceived English pronunciation proficiency and its effects on their speaking confidence - A comparative study

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Tiivistelmä – Abstract <p>Ääntämisellä on erityisen tärkeä merkitys puheen sujuvuuden kannalta, sillä se määrittelee puheen ymmärrettävyyttä. Tämän lisäksi ääntäminen myös paljastaa puhujasta paljon ja muodostaa usein tärkeän osan niin tämän henkilökohtaista- kuin sosiaalistakin identiteettiä. Ääntämisen merkitys painottuu usein vieraisissa kielissä, ja sen onkin ehdotettu olevan yhteydessä itsevarmuuteen vierasta kieltä puhuttaessa.</p> <p>Tämän tutkielman tarkoituksena oli selvittää yliopisto-opiskelijoiden näkemyksiä heidän englannin kielen ääntämisestään sekä niiden mahdollisia vaikutuksia heidän itsevarmuudelleen englantia puhuttaessa. Tutkimus toteutettiin vertailuna suomalaisten ja espanjalaisten opiskelijoiden välillä, ja sen kiinnostuksen kohteina olivat erityisesti osallistujien koettu ääntämisen sujuvuus ja tyytyväisyys omaa ääntämistä kohtaan sekä heidän valmiutensa ja halukkuutensa kommunikoida englanniksi.</p> <p>Tutkimus osoitti, että molemmissa osallistujaryhmissä parhaiten ääntämistään arvioineet osallistujat arvioivat myös puhevarmuuttaan parhaiten, kun taas koettu puhevarmuus oli alhaisinta heikoimmin ääntämistään arvioineiden keskuudessa. Erot itsevarmuudessa olivat selkeämpiä suomalaisessa osallistujaryhmässä, jossa parhaiten ääntämistään arvioineet osoittivat tuntevansa itsensä varmemmiksi jokapäiväisissä ja yllättävissä englanninkielisissä tilanteissa heikommin ääntämistään arvioineisiin verrattuna. Lisäksi molemmissa osallistujaryhmissä suurempi osa heikoimmin ääntämistään arvioineista osoitti hermostuvansa ja pelkäävänsä virheitä englantia puhuessaan. Tutkimus osoitti myös, että suomalainen osallistujaryhmä kokonaisuudessaan arvioi englannin ääntämistään paremmaksi kuin espanjalainen osallistujaryhmä. Merkittävimmät ryhmien välillä ilmenneet erot liittyivät arvioihin oman ääntämisen sujuvuudesta sekä englannin ääntämisen vaikeudesta.</p>	
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1 INTRODUCTION

Fluent communication is usually a desired goal of both foreign language teaching and learning. When it comes to oral skills, pronunciation plays a significant role in achieving this goal. In fact, pronunciation is responsible for intelligibility and therefore a key factor in defining whether we can or cannot convey meaning (Seidlhofer 2001: 56). However, pronunciation's role in communication is remarkable not only because of intelligibility but also due to its social impacts; it projects both our personal and social identities and therefore forms a part of our personality (Seidlhofer 2001: 56).

From the point of view of foreign language learners, pronunciation's role is especially important; it is a noticeable part of speech and one of the first things people usually pay attention to, especially when one's pronunciation is distinct to a native's. Furthermore, our pronunciation often reveals many of our important personal features and partly determines how others think and feel about us (Derwing and Munro 2015: 131-133). Considering all this, it is not surprising that a lack of confidence in pronunciation is one of the reasons why learners often feel anxious when speaking a foreign language (Nakazawa 2012). Furthermore, there are certain challenges when it comes to pronunciation in a foreign language; a limited knowledge of pronunciation, as well as a strong accent, might affect the intelligibility of speech and lead into communicational difficulties (Lu 2002). It is, therefore, understandable that pronunciation might affect one's speaking confidence and willingness to speak, especially in a foreign language.

The social aspects of pronunciation as well as the negative effect of pronunciation difficulties on communication have been highlighted in many studies (Derwing 2003; Zielinski 2012). Furthermore, it has been suggested that increased instruction in pronunciation might positively contribute to learners' speaking confidence (Atli and Bergil 2012; Nakazawa 2012; Varasarin 2007), and that pronunciation might be related to one's experienced foreign language anxiety (Szyszka 2011). These findings suggest that a connection between pronunciation and speaking confidence exists, yet little attention has been paid to it in previous research. The aim of this study is to fill that gap by investigating EFL speakers' self-perceptions of their English pronunciation skills and the possible effects those might have on their English speaking confidence.

2 BACKGROUND

2.1 Pronunciation and identity

Pronunciation can reveal many of our important features, such as our origin, style, age and sex (Rigol 2005; Usó 2013). It therefore forms an important part of our personal identity (Seidlhofer 2001: 56), and it could be said that we share a part of that identity with the ones we communicate with. Furthermore, certain features of pronunciation, such as intonation and rhythm, are especially important in transmitting our feelings and attitudes to others (Verdía 2010), highlighting the importance of pronunciation for our self-expression.

However, learners of a foreign language might sometimes find it difficult to express themselves as they would like to; this can happen due to certain linguistic limitations, including pronunciation (Derwing & Munro 2015: 139). Learners do not, therefore, always succeed in projecting their L1 identity through the foreign language as they would like to, and the image others get of them might not correspond to the image they actually wish to share. For some speakers, these contradictions between their L1 and L2 identity can cause feelings of insecurity in the spoken language. (Usó 2013).

Pronunciation, being such an apparent part of speech, is also closely connected to the speaker's social identity. Especially accents, which Derwing and Munro (2015: 3) define as typical ways of pronouncing in specific speech communities, are important in distinguishing between different social and geographical groups. However, we do not only identify ourselves with certain speech communities but also tend to judge other speakers based on theirs, and even stereotypes are often associated with speakers solely based on their accent (Derwing and Munro 2015: 133). Poor pronunciation, as well as a strong accent, can therefore sometimes lead into negative social evaluations and further into discrimination (Munro 2003).

Finally, pronunciation's significance to intelligibility must be acknowledged when considering its social role in communication. A lack of knowledge in pronunciation, as well as a heavily accented speech can easily lead into misunderstandings, which are likely to increase the speaker's nervousness in the communicational situation (Lu 2002). It is probable that these kinds of negative social situations can make foreign language learners embarrassed or afraid of pronunciation

mistakes, further hindering them from speaking the foreign language (Varasarin 2007; Zielinski 2012).

As I have discussed so far, pronunciation is not only essential in building fluent communication but it might also relate to one's self-confidence through its connections to both our personal and social identities. I will now move on to discuss the role of L2 self-confidence in more detail.

2.2 WTC and L2 self-confidence

McIntyre et al. (1998) define willingness to communicate (WTC) as a “readiness to enter into discourse at a particular time with a specific person or persons”. They present and examine in their WTC framework various psychological, sociological and contextual factors that might affect and predict this willingness of L2 speakers. For the purposes of the current study, I will now focus on the role of L2 self-confidence and its relations to WTC.

According to McIntyre et al. (1998), L2 self-confidence is formed based on our prior language learning experiences. It can be seen as a result of both lack of anxiety and a sufficient level of communicative competence. The writers make a distinction between two aspects of confidence, *trait like self-confidence* and *state self-confidence*. Trait like self-confidence is understood as a wider, overall belief that the speaker has of his or hers L2 communication skills. State self-confidence, in turn, refers to a momentary feeling of confidence experienced in a specific situation, in this case when speaking the foreign language. This type of L2-confidence depends both on the speaker’s acquired language skills as well as their previous experience in similar communicational situations, and the writers suggest it to be one of the most determining factors in predicting one’s willingness to communicate.

Considering the close relation between L2 confidence and WTC, it seems relevant to explore the connections between pronunciation and self-confidence further; if pronunciation relates to learners’ self-confidence, as previous research suggests, increased focus on it might also contribute to their general willingness to speak in the foreign language. Increasing this willingness, according to McIntyre et al. (1998), should be seen as the main goal of language learning, as learners with high willingness to communicate are more likely to look for situations to do so and further develop their skills in the foreign language.

Having now discussed the possible connections between pronunciation, L2 self-confidence and WTC, I will move on to discuss previous research conducted on the topic.

2.3 Previous research

Little attention has been paid to the relation between pronunciation and confidence in a second or a foreign language. However, some research has been carried out regarding pronunciation's relation to language anxiety, which is one of the main factors affecting one's L2 self-confidence (McIntyre et al. 1998). Szyszka (2011) reported a negative correlation between these two factors; she found that students who experienced higher language anxiety assessed their pronunciation lower, whereas those who indicated a higher pronunciation competence also indicated lower levels of anxiety.

Most studies regarding pronunciation and confidence either focus on pronunciation instruction's effects on students' speaking confidence or on language students' perceptions of foreign accents. As for the previous one, a positive correlation between increased pronunciation training and increased self-confidence has been suggested. A small scale study by Varasarin (2007) indicated that pronunciation training helped EFL learners to gain more confidence when speaking the foreign language. Similarly, Atli and Bergil (2012) found that instructional pronunciation training helped learners to develop confidence when speaking English. These findings are consistent with the ones reported by Nakazawa (2012) who found that focused attention on pronunciation training contributed positively to the participants' awareness and confidence in their pronunciation.

Some studies regarding pronunciation and speaking confidence have been carried out among immigrants. Zielinski (2012) investigated immigrant EFL students' perceptions of their pronunciation skills and how those affected their willingness to communicate in English. She found that both beginner and intermediate level students' perceptions of their pronunciation skills were utterly negative, and that their pronunciation problems often lead into difficulties in communication. However, the connection between these perceptions and the participants' willingness to speak was not as clear; the beginner level learners with negative perceptions about their pronunciation seemed to speak English less than those with positive ones, whereas in the intermediate level the situation was the opposite. The group who seemed the most willing to speak English was the one of intermediate students with negative perceptions about their pronunciation. Zielinski's findings are in line with the findings of Derwing (2003) who examined adult immigrants' perceptions of their pronunciation and the consequences of speaking with a foreign

accent. The majority of her participants also reported pronunciation difficulties to contribute to difficulties in communication. They did not report having faced discrimination because of their foreign accents, but still felt that native speakers would respect them more if they pronounced better. Furthermore, all participants considered pronunciation as a critical aspect of communication.

Based on previous research, it seems that learners are often aware of their pronunciation problems' negative impact on communication. To what extent this affects their speaking confidence is still somewhat unclear. Moreover, some studies have suggested that increased instruction in pronunciation might positively contribute to learners' awareness and speaking confidence, and that reduced pronunciation competence could increase experienced language anxiety. These findings suggest that a connection between pronunciation and L2 speaking confidence exists, yet few studies have approached the issue from the point of view of foreign language learners. Therefore, the present study aims to investigate EFL students' perceptions of their English pronunciation and the possible effects those might have on their English speaking confidence.

3 PRESENT STUDY

3.1 Aim and research questions

This research aims to discover Finnish and Spanish university students' perceptions of their English pronunciation and the possible effects those might have on their English speaking confidence.

The questions to be explored are the following:

1. What are the participants' perceptions of their English pronunciation skills?
2. How are those perceptions related to their English speaking confidence?

3.2 Data and participants

The data for this study was gathered with an online questionnaire. A questionnaire was chosen in order to obtain answers from a greater number of participants than with an interview. Also, as half of the participants lived in a different country and could not be reached personally, an online survey served better for the purpose. Furthermore, online surveys are known to minimize the possible errors that occur when filling a questionnaire as well as to help with the processing of the data (Denscombe 2010, 13).

The questionnaire (available in appendix) consisted of two parts. In the first part, the focus was on the participants' evaluations of their confidence and willingness to speak English, and in the second part on their perceptions regarding their English pronunciation. The two parts were similar in structure and they included statements, Likert-scale questions and open-ended questions.

This study was conducted as a comparison between Finnish and Spanish university students. The reason behind this was to obtain a wider perspective on the topic by including participants with different native languages as well as different educational backgrounds. Furthermore, the students were chosen from other study fields than English in order to obtain more generalizable results. To avoid misunderstandings and possible complications regarding the questionnaire, all participants had access to the questionnaire in their native language. Altogether, 30 Finnish and 30 Spanish students completed the survey.

3.3 Methods of analysis

The combination of closed and open-ended questions made possible both the quantitative and qualitative analysis of the data. First, the participants' answers regarding their pronunciation proficiency were analysed with the help of their open-ended responses. Based on their evaluated pronunciation proficiency, they were divided into smaller comparison groups. Each comparison group's answers to the questions in the first part of the survey were then analysed and compared in order to find possible connections between the participants' pronunciation and speaking confidence.

The analysis mentioned above was done to both participant groups independently, after which the results were compared between the two groups.

4 RESULTS

4.1 Pronunciation

In this first part of the results section, I will present the findings regarding the participants' perceptions of their English pronunciation. The results regarding the relation between those perceptions and the participants' speaking confidence are presented in section 4.2.

4.1.1 Fluency and satisfaction

Altogether, 90% of the Finnish participants and 60% of the Spanish participants felt that their English pronunciation was fluent. All the Spanish participants and nearly all the Finnish participants (97%) also reported that others can usually understand them without trouble when they speak English. Of the Finnish participants, 6 (20%) felt that the English pronunciation was difficult for them. In the Spanish group, the number was nearly the double, 11 (37%).

73% of the Finnish and 60% of the Spanish respondents were satisfied with their pronunciation. A clear majority of those Finnish participants who felt that their pronunciation was fluent were also satisfied with it. However, there were five participants that were not satisfied with their pronunciation in spite of considering it fluent. As for the Spanish respondents, the division was clear; the ones who considered their pronunciation fluent were also happy with it, whereas those who felt that their pronunciation was not fluent were not happy with it either. On the contrary, no such cases were found in either group where a participant would have felt satisfied with a non-fluent pronunciation.

The participants were asked to evaluate their pronunciation on a scale from 1-5. The Finnish participants' evaluations can be seen in Table 1 and the Spanish participants' evaluations in Table 2. The average evaluation of the Finnish participants was 3.6 and the Spanish average a bit lower, 3.2. The lowest grading among the Finnish participants was a two and it was chosen by three participants, and the highest one was five, similarly chosen by three participants. Half of the participants gave their pronunciation a 4. Among the Spanish participants, one was the lowest and five was the highest, both indicated by one participant. The majority evaluated their level to be either three or four.

Pronunciation level	N	Percent
0	0	0.0%
1	0	0.0%
2	3	10.0%
3	9	30.0%
4	15	50.0%
5	3	10.0%

Table 1: Finnish participants' evaluations of their pronunciation level.

Pronunciation level	N	Percent
0	0	0,0%
1	1	3.5%
2	5	17.2%
3	11	37.9%
4	11	37.9%
5	1	3.5%

Table 2: Spanish participants' evaluations of their pronunciation level.

All participants, regardless of their evaluations, were asked whether they would speak more English if their pronunciation was better. Of the Finnish participants, 20% answered yes. Their evaluations of their pronunciation varied from 2 to 4, and the average was 2.7. Of the Spanish respondents, a notably higher number, 70%, indicated that they would speak more English if their pronunciation was better. Their evaluations varied from 1 to 4, and the average was 2.9.

4.1.2 Reasons for pronunciation level evaluations

The participants were asked to provide reasons for their pronunciation evaluations. Those Finnish respondents who evaluated their pronunciation level as higher than 3 mostly justified it with clear, intelligible pronunciation and knowledge of the English sounds. Many of them also mentioned that others had made positive comments about their pronunciation. Some mentioned that even though some individual words may result them difficult to pronounce, their pronunciation in general is fluent. Many of those who evaluated their pronunciation level as 3 or below 3 mentioned that they tend to pronounce some words incorrectly. They mostly regarded their pronunciation to be good but not close to perfect or native-like. Two of them also mentioned that even though they can usually pronounce fluently, their pronunciation might get worse depending on the situation.

The Finnish group as a whole seemed to emphasize the importance of intelligibility over native-like pronunciation. There were not many negative comments regarding the Finnish accent, however, some mentioned that their pronunciation should sound more native in order for it to be

better. All in all, 67% of the Finnish participants considered to have a foreign accent and only 10% of those found it disturbing. One of them explained that he feels like he cannot pronounce English words well, and that others have told him he speaks English with a French accent.

In the Spanish group, the majority focused on their accents when giving reasons for their evaluations. Many of those who evaluated their level as higher than 3 stated that their native language cannot be heard from their English. Intelligibility, positive comments from others and the effort put into pronunciation were also mentioned. Similarly to the Finnish respondents, a few of them mentioned that their pronunciation would be better if it sounded more native-like. In total, 63% of the Spanish participants considered to have a foreign accent and of those only 5% found it disturbing.

In the Spanish group, evaluations below 3 had mostly to do with the interference of the Spanish language and the tendency to “get stuck” when speaking. Also, insufficient pronunciation instruction at school as well as the fear of making pronunciation mistakes were mentioned.

4.2 Pronunciation and speaking confidence

For investigating the second research question, the participants were grouped based on their evaluations of their pronunciation level. The groups were formed depending on whether the participants’ evaluations were higher than 3 (Group A), 3 (Group B), or below 3 (Group C). This division was done independently to both Finnish and Spanish participant groups. The number of participants per each group is presented in the following Table 3:

	Finnish participants	Spanish participants
Group A	18	12
Group B	9	11
Group C	3	6

Table 3: The number of participants in comparison groups A, B and C.

4.2.1 Readiness and willingness to speak

In the first part of the questionnaire, the participants were given six statements (three positive and three negative) related to their speaking confidence. From those, they were asked to choose the ones they felt identified with. In this section, I will present and compare the elections of the participants. The groups indicated here stand for the participants' self-evaluated pronunciation proficiency as mentioned in 4.2 (Group A = high, Group B = intermediate, Group C = low).

Regarding the positive statements, the percentages for Finnish Groups A and B were quite even. Of both groups, 89% indicated that they can manage well in everyday social situations in English. Group A seemed slightly more prepared to speak English in unexpected situations (94%) than Group B (89%). Group B, on the other hand, seemed to understand spoken English slightly better than group A. The percentages of Groups A and B in these statements were notably higher than those of Group C, 33% in each.

As for the negative statements, the percentages for Group C were higher than of those of Groups A and B. Furthermore, the percentages of Group B were higher than those of Group A. Compared to the positive statements, a notably lower number of participants from groups A and B chose negative statements (A 6-17%, B 11-22%). As for Group C, the only change could be seen in statement number five, *I often worry about making mistakes when speaking English*, which was selected by 67%.

There was more variety in the Spanish groups' answers. A high percentage (83%) of Group A indicated to manage well in everyday situations in English, whereas the percentages were lower for groups B (64%) and C (67%). Group A was also the one that seemed the most prepared to speak English in unexpected situations. The group with the lowest percentages in all the positive statements was Group B.

A small number of participants (17%) from Group A indicated that they often worry about making mistakes when they speak English, whereas this statement was chosen by a significantly higher number of participants from Groups B (64%) and C (83%). Furthermore, even a smaller number of participants from Group A (8%) indicated that they tend to get nervous when speaking English, whereas 55% of Group B and 50% of Group C indicated the same. The only participants that reported to avoid speaking English belonged to Group B.

4.2.2 Evaluations of speaking confidence

The participants were asked to evaluate their speaking confidence on a scale from 0-5. The evaluations of the Finnish comparison groups can be seen in Figure 4 and those of the Spanish comparison groups in Figure 5.

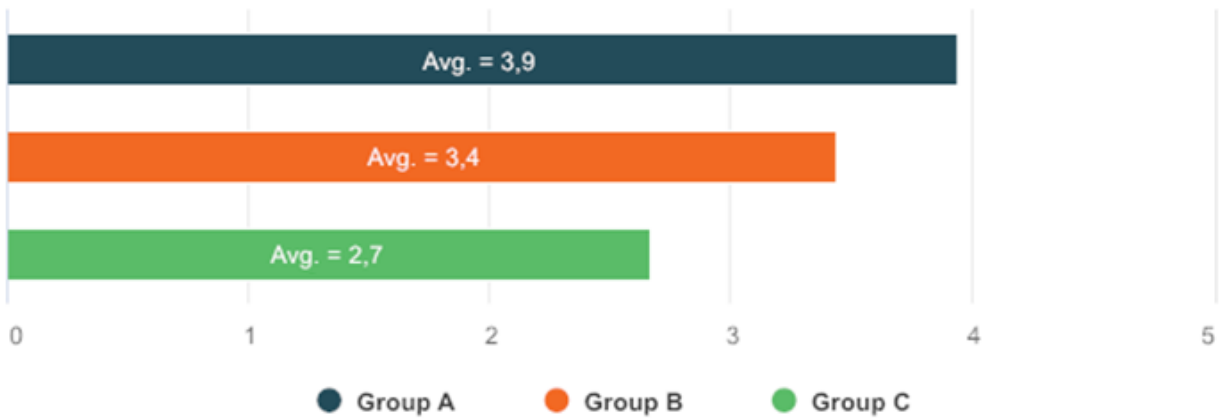


Figure 4: Finnish participants' evaluations of their speaking confidence. The groups indicate the participants' self-evaluated pronunciation proficiency as follows: Group A = high proficiency, Group B = intermediate proficiency, Group C = low proficiency.

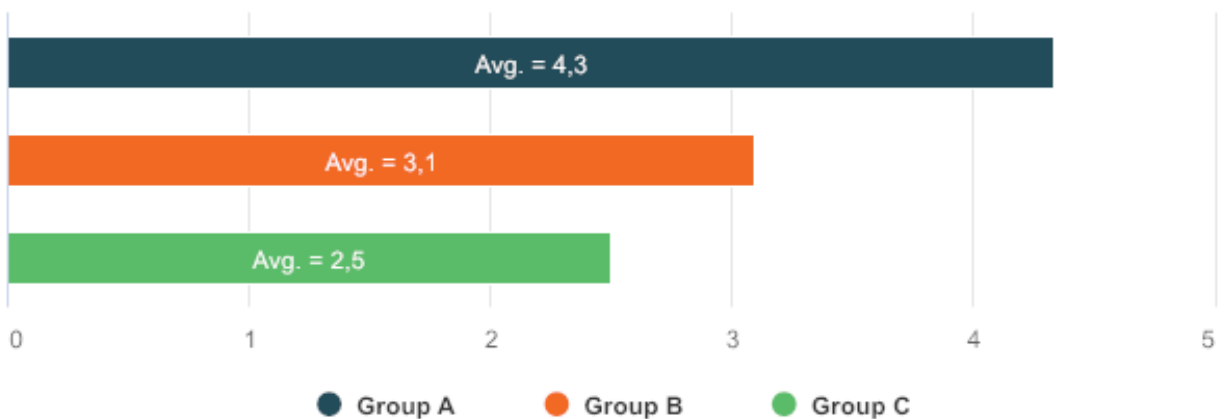


Figure 5: Spanish participants' evaluations of their speaking confidence. The groups indicate the participants' self-evaluated pronunciation proficiency as follows: Group A = high proficiency, Group B = intermediate proficiency, Group C = low proficiency.

Figures 4 and 5 show that among both Finnish and Spanish participants, the average evaluation of speaking confidence was the highest for Group A and the lowest for Group C. The difference

between groups A and B was bigger among the Spanish participants, whereas the differences between groups B and C were nearly the same.

Many Finnish participants from Group A stated that they have gained confidence in spoken English while studying/living abroad. Also, the general knowledge of the English language, studying other languages and not being afraid of making mistakes were mentioned. Of Group B, pronunciation was the reason for insecurity for two participants and the lack of vocabulary also for two participants. One participant from group C stated that he feels insecure because of his pronunciation and because he tends to compare himself to more fluent speakers.

The majority of the participants from Spanish group A stated that they feel confident because of the frequent use or contact with the English language. The lack of vocabulary, as well as the lack of adequate expressions, were mentioned as reasons for insecurity. In groups B and C, the fear of making mistakes as well as the lack of vocabulary and fluency were the most common reasons for insecurity. Also, three participants mentioned that they feel insecure because of their pronunciation.

5 DISCUSSION AND CONCLUSION

The first part of this research aimed to investigate Finnish and Spanish university students' perceptions of their pronunciation skills. It was found that in both participant groups the majority considered their pronunciation fluent and were also satisfied with it, yet the Finnish group as a whole evaluated their pronunciation better than the Spanish group in almost all sections. Even though there was little difference in the average number of evaluated pronunciation proficiency, notable differences between the two participant groups could be seen in evaluated pronunciation fluency and experienced difficulty of the English pronunciation; a greater number of the Finnish participants considered their pronunciation fluent, and more Spanish participants found the English pronunciation difficult. Gained experience in the spoken language could be one of the reasons to explain these differences between the participant groups; many Finnish participants reported having lived/studied abroad or using English in their studies, which is why they had gained experience in spoken English. There were fewer Spanish participants who reported the same, yet those who did also tended to evaluate their pronunciation highly.

The results also clearly showed that even though the majority in both groups considered to have a foreign accent, they did not find it bothering. Furthermore, those who did tended to feel so because of their pronunciation's negative effect on communication; many of them reported that others do not always understand them because of their pronunciation. This was expected to be seen in the participants' answers as Finnish and Spanish both have a rather distinct pronunciation from the English one. The findings do support the views that accented speech can be considered problematic and affect the speaker's feelings negatively when it interferes with intelligibility (Lu 2002), and highlights the need of instructed pronunciation teaching as a means for successful and fluent communication in the foreign language.

This study also aimed to investigate the relation between the participants' pronunciation and their English speaking confidence. It was found that in both participant groups, the evaluations of speaking confidence were highest for those who indicated a high level of pronunciation proficiency and lowest for those whose evaluations of their pronunciation proficiency were also low. What was especially noticeable was that the participants with the lowest evaluations of their pronunciation proficiency were more likely to feel nervous and worry about making mistakes when

speaking English. These findings seem to be in line with the ones of Szyszka (2011), who found that students with lower perceived pronunciation proficiency were more likely to experience foreign language anxiety than students whose evaluations of their pronunciation were higher. This is an important finding regarding that language anxiety has been identified as one of the main factors affecting one's speaking confidence (McIntyre et al. 1998). It is, therefore, important for language teachers to acknowledge the possible relation between pronunciation and language anxiety in order to support their learners' L2 self-confidence.

The results also showed that the participants with high evaluations of their pronunciation seemed to be more prepared to speak English as well as to manage better in everyday situations in English. This suggests a relation between pronunciation and speaking confidence. However, the results were not as clear regarding the Spanish intermediate group; in fact, those Spanish participants with intermediate evaluations of their pronunciation seemed the most uncertain about their spoken English skills as well as the least willing to speak English. This makes it somewhat difficult to draw wider conclusions of the relation between pronunciation and speaking confidence, and still leaves questions for future research to investigate.

Finally, some connections between the participants' pronunciation and WTC were seen in the results; a significant number of the Spanish participants, regardless of their pronunciation level, indicated that they would speak more English if their pronunciation was better. Of the Finnish participants a smaller number indicated the same, yet among those who did there were also participants with rather high evaluations of their pronunciation. Based on these findings, it seems relevant to highlight the importance of pronunciation instruction at all levels, as it could not only help learners to gain more confidence in spoken language (Atli and Bergil 2012; Nakazawa 2012; Varasarin 2007) but could possibly increase their willingness to speak as well. This is an important acknowledgment regarding that increased WTC encourages learners to seek for communicational situations and is therefore of utmost importance for their further linguistic development (McIntyre et al. 1998).

This study has certain limitations that must be taken into account in the interpretation of the results. There were few Finnish participants with low evaluations of their pronunciation and this might have affected the obtained results in the second part of the study. Furthermore, it needs to be

acknowledged that pronunciation is only one part of language skills, and that there might have been other more significant reasons behind the participants' speaking confidence than pronunciation. Those could not, however, be explored in this study. Similarly, the participants' self-evaluated pronunciation proficiency, which was used in this study to form comparison groups, is also a sum of multiple factors for each individual, and those should be further investigated in order to obtain more detailed information of the possible relations between pronunciation and speaking confidence.

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APPENDICES

Appendix 1: Questionnaire: The original versions

Kysely englannin kielen ääntämisestä ja puhevarmuudesta / Encuesta sobre la pronunciación del inglés

Hyvä vastaaja,

Kerään tällä lomakkeella tietoa kandidaatin tutkielmaani, joka koskee yliopisto-opiskelijoiden mielipiteitä heidän englannin kielen ääntämisestään sekä itsevarmuudestaan englantia puhuttaessa. Kysymyksiin vastataan anonyymina ja kerättyä aineistoa käytetään ainoastaan tämän tutkielman tarkoituksiin. Lisätietoihin ja mahdollisiin kysymyksiin liittyen minuun voi olla yhteydessä sähköpostitse: roanalko@student.jyu.fi

Estimado/a participante,

Esta breve encuesta tiene como objetivo investigar las percepciones de los estudiantes universitarios sobre su pronunciación del inglés y su confianza en el inglés hablado. La información obtenida se usará para desarrollar mi trabajo de fin de grado. Las respuestas serán totalmente anónimas y se utilizarán solamente para los objetivos de este estudio. Para más información y preguntas puede ponerse en contacto conmigo a través de: roanalko@student.jyu.fi

Kiittäen / Gracias por su tiempo,

Roosa Korhonen

Taustatiedot / Información general

1. Ikäsi? / ¿Su edad?

2. Sukupuolesi? / ¿Su género?

- Mies / Masculino
- Nainen / Femenino
- Muu / Otro

3. Kuinka usein puhut englantia? / ¿Con qué frecuencia habla usted inglés?

- Päivittäin tai lähes päivittäin / A diario o casi a diario
- Usein / A menudo
- Joskus / A veces
- Harvoin / Raramente
- En koskaan / Nunca

Itsevarmuus / Confianza

4. Pohdi itseäsi englannin kielen puhujana ja merkitse ne väittämät, jotka mielestäsi kuvaavat sinua. / Marque las opciones con las que mejor se identifique como hablante del inglés.

- Koen selviäväni hyvin jokapäiväisistä sosiaalisista tilanteista englanniksi. / Me manejo bien en situaciones sociales cotidianas en inglés.
- Tunnen olevani valmis puhumaan englantia odottamattomissakin tilanteissa. / Me siento preparado/a para hablar inglés incluso en situaciones inesperadas.
- Ymmärrän vaivatta englanninkielistä puhetta. / Puedo entender el inglés hablado sin problemas.
- Hermostun tai stressaanun usein puhuessani englantia. / Suelo ponerme nervioso/a o estresado/a cuando hablo inglés.
- Pelkään usein tekeväni virheitä, kun puhun englantia. / Suele preocuparme cometer errores cuando hablo inglés.
- Välttelen englannin puhumista, mikäli mahdollista. / Evito hablar inglés si es posible.

5. Kuinka varmaksi tunnet itsesi puhuessasi englantia? Vastaa seuraavalla asteikolla, jossa 0 = en lainkaan varmaksi, 5 = täysin varmaksi. / ¿Cómo de seguro/a se siente cuando habla inglés? Responda con la siguiente escala en la que 0 = nada seguro/a, 5 = completamente

seguro/a.



6. Miksi tunnet itsesi varmaksi / epävarmaksi? Perustele edellinen vastauksesi. / ¿Por qué se siente así de seguro/a o inseguro/a? Justifique su respuesta anterior.

Ääntäminen / Pronunciación

7. Pohdi nyt omaa englannin kielen ääntämistäsi ja vastaa seuraaviin kysymyksiin valitsemalla kyllä tai ei. / Piense en su propia pronunciación del inglés y responda si no a las siguientes preguntas.

	Kyllä / Sí	Ei / No
Osaatko mielestäsi ääntää englantia sujuvasti? / ¿Cree que sabe pronunciar inglés con fluidez?	<input type="radio"/>	<input type="radio"/>
Ymmärtävätkö muut sinua yleensä vaivatta, kun puhut englantia? / ¿Los demás le suelen entender sin problemas cuando lo habla?	<input type="radio"/>	<input type="radio"/>
Onko englannin ääntäminen sinulle vaikeaa? / ¿Le resulta difícil pronunciarlo?	<input type="radio"/>	<input type="radio"/>
Oletko tyytyväinen englannin ääntämiseesi? / ¿Está contento/a con su pronunciación?	<input type="radio"/>	<input type="radio"/>
Koetko, että sinulla on vieras aksentti? / ¿Considera que tiene un acento extranjero en inglés?	<input type="radio"/>	<input type="radio"/>
Häiritseekö aksenttisi sinua? / ¿Su acento le molesta?	<input type="radio"/>	<input type="radio"/>
Luuletko, että puhuisit enemmän englantia, mikäli ääntämisesi olisi parempi? / ¿Cree que hablaría más inglés si su pronunciación fuese mejor?	<input type="radio"/>	<input type="radio"/>

8. Kuinka arvioisit ääntämisesi tasoa asteikolla 0-5? (0 = todella alhainen, 5 = todella korkea)
/ ¿Cómo evaluaría el nivel de su pronunciación en una escala de 0-5? (0 = muy bajo, 5 = muy alto)



9. Miksi arvioisit ääntämistäsi näin? Perustele edellinen vastauksesi. / ¿Por qué lo evaluaría así? Justifique su respuesta anterior.

Appendix 2: Questionnaire: English translation

Questionnaire on English pronunciation and speaking confidence

Dear respondent,

The aim of this questionnaire is to collect data for my Bachelor's thesis regarding university students' perceptions of their English pronunciation and their English speaking confidence. All the information gathered will be anonymous and used solely for the purposes of this study. For further information and questions do not hesitate to contact me via e-mail: roanalko@student.jyu.fi

Kind regards,

Roosa Korhonen

Background information

1. Your age?

2. Your gender?

- Male
- Female
- Other

3. How often do you speak English?

- Daily or almost daily
- Often
- Sometimes
- Rarely
- Never

Self-confidence

4. Please mark the options that you think describe you as an English speaker.

- I feel that I can manage well in everyday social situations in English.
- I feel prepared to speak English even in unexpected situations.
- I can understand spoken English without trouble.
- I get often nervous or stressed when speaking English.
- I often worry about making mistakes when I speak English.
- I avoid speaking English if possible.

5. How confident do you feel when you speak English? Answer by using the following scale where 0 = not at all confident, 5 = fully confident.



6. Why do you feel confident / insecure? Please give reasons to your previous answer.

Pronunciation

7. Please think about your own English pronunciation and answer yes or no to the following questions.

	Yes	No
Do you think that you can pronounce English fluently?	<input type="radio"/>	<input type="radio"/>
Do others usually understand you without trouble when you speak English?	<input type="radio"/>	<input type="radio"/>
Is the English pronunciation difficult for you?	<input type="radio"/>	<input type="radio"/>
Are you happy with your English pronunciation?	<input type="radio"/>	<input type="radio"/>
Do you consider that you have a foreign accent?	<input type="radio"/>	<input type="radio"/>
Does your accent bother you?	<input type="radio"/>	<input type="radio"/>
Do you think that you would speak more English if your pronunciation was better?	<input type="radio"/>	<input type="radio"/>

8. How would you rate the level of your pronunciation on a scale from 0-5? (0 = really low, 5 = really high)

0

9. Why would you rate your pronunciation like this? Please give reasons to your previous answer.
