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Teaching and learning English pronunciation in Finland

Bachelor's thesis
FACULTY OF EDUCATION
Intercultural Teacher Education
2019

Tämän kandidaatintyön tarkoitus on tarkastella olemassa olevaa kirjallisuutta englannin lausumisen opettamisesta ja oppimisesta Suomen koulutuksen näkökulmasta.

Koska englannista on tullut maailmanlaajuisesti käytetty kieli, ihmisten tulee tulevaisuudessa olla paremmin sopeutuvia sen monipuolisiin muotoihin. Tämä tarkoittaa, että englantia vieraana kielenä oppivan oppilaan tulee pystyä ymmärtämään ja puhumaan sitä ymmärrettävästi. Suurin osa suomalaisista oppilaista alkaa opiskelemaan englantia ala-asteen ensimmäisillä luokilla. Peruskoulun päättyessä heidän oletetaan myös ymmärtävän erilaisia englannin aksentteja ja puhesävyjä. Oppilaiden ei kuitenkaan tarvitse osata täydellistä englannin lausuntaa, mutta heidän toivotaan olevan itsevarmoja ja ymmärrettäviä englannin puhujia. Jo tämä vahvistaa englannin lausumisen opiskelun tarpeen.

Tässä kandidaatintyössä käydään läpi koulun vaikutusta englannin lausumisen oppimiseen vieraan kielen opetuksen näkökulmasta ennen lausumisen opiskelun tärkeyden ja ymmärrettävyyden käsittelyä. Tämän kirjallisuuskatsauksen tarkoitus on tarkastella suomenkielisten oppilaiden englannin lausumisen oppimisen menetelmiä ja toteutumista, sekä sen oppimisen mahdollistamista. Koulussa tapahtuvan opetuksen lisäksi tarkastellaan muita englannin lausunnan oppimiseen vaikuttavia tekijöitä, kuten oppilaan ikää, kielellistä taustaa sekä motivaatiota. Myös koulun ja opettajan rooleja oppimisen optimoinnissa käsitellään.

Lausunta on yksi kielen olennaisimmista osista, mikä tulee huomioida vieraan kielen opetuksessa ja oppimisessa, sillä se tukee oppilaan lausunnan ymmärrettävyyttä.

Avainsanat: englantia, vieraan kielen opiskelu, lausunta, ymmärrettävyys, suomalainen koulutus

The purpose of this Bachelor's thesis is to review existing literature regarding the teaching and learning of English pronunciation with the perspective of Finnish education.

As English has become a worldwide language, in the future, people will need to be more adaptable to the versatile front of international spoken English, leading to the need for English as foreign language students to be able to understand and speak a comprehensible variation of it. Most students in Finland start learning English in the beginning of elementary school, and by the time they finish comprehensive school, they will be expected to understand various accents, and speak an intelligible variation of English themselves. However, students do not need to become 'perfect pronouncers', but confident and comprehensive users of spoken English (Atli & Bergil, 2012). This, already, establishes the need for quality pronunciation education.

In this thesis, schools' explicit influence in the acquisition of pronunciation is looked through the general viewpoint of foreign language learning in Finland, before considering the importance and intelligibility issues of pronunciation teaching and learning. The aim of this literature review is to discover the methods and techniques used to teach English pronunciation to Finnish students, in addition to considering the various aspects affecting the optimization of the learning. Furthermore, it is found, that factors such as age, personal background and motivation affect the learning of English pronunciation. Also, the schools' and teachers' impact on the learning process are considered.

Pronunciation remains an integral part of language learning, and it should be given its due recognition in foreign language teaching and learning, as it paves way for intelligibility and comprehensibility.

Keywords: English, foreign language learning, pronunciation, intelligibility, comprehensibility, Finnish education

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1 Introduction

Wherever you go around the world, you will most probably get by with English. Either there is someone who speaks it, or you will be able to find someone who understands it. The English used in these situations might differ from the one you learn at school, especially pronunciation-wise, but with time, you will get used to the peculiar pronunciations of familiar words, and perhaps start to use one of them yourself. This, according to Schneider (2011), goes to show how English is no longer one language, but one that comes in various shapes and sizes. English is deemed the most widely used language out of 4,000 to 5,000 living languages all around the world, and it comes as no surprise as Holmes and Dervin (2016) state one in four to speak English as a second or foreign language around the world. It could thus be deduced, how many different ways there are to pronounce English.

The general definition of pronunciation is well summarized by AMEP (Adult Migrant English Program), as it is considered the production of sounds in order to make meaning. This includes intonation, phrasing, timing, rhythm and stress, in addition to gestures and expressions made while speaking and thus pronouncing (AMEP, n.d.). Originating from the Latin word /prōnūntiō/, which could be defined as announcing or reciting, pronunciation is considered an essential part of a language (Latdict, n.d.).

Although having its phonetic roots in Latin, the basis for pronunciation in English is often traced to the United Kingdom. This train of thought, however, is not entirely true as Schneider (2011) argues English as a second language speakers to have influenced the general pronunciation of this versatile language. Schneider refers to Bobda (2003) who argues that, for instance, “some features of African English pronunciations are actually not simplifications or innovations . . . but rather retentions of such British traces” (Schneider, 2011, p. 203). Thus, the pronunciation one learns in English as a second language is not, and perhaps should not be, one’s imitation of an English or American pronunciation, but a mixture of all influences affecting the outcome.

Various factors may affect one’s English pronunciation skills, and one of them is using it among other English speakers – by travelling. While travelling myself, I became fascinated with

English pronunciation, and how you can simultaneously tell so much yet so little about a person based on their pronunciation. Often one tends to assume the origin of a speaker merely based on their pronunciation of English (Davies, 2014). Whether these assumptions are about the

origin country or intelligibility of the speaker, these conscious or subconscious presumptions play a role in how the speaker is perceived. This, in my opinion, proves the importance of researching English pronunciation teaching and learning. Furthermore, while having some prior knowledge about the diversity of English and its pronunciations around the world, as a future English teacher, I find the development of pronunciation skills to be an integral part of language learning. Thus, this topic supports my learning of the development of linguistic abilities for foreign language learners, adding to my professional competencies.

My research questions are:

- i) How is English pronunciation taught in Finland, and what aspects should be considered in the planning and execution of pronunciation lessons?
- ii) How does English pronunciation learning occur, and what kind of aspects should be considered to optimize the learning, especially within the perspective of Finland?

My research questions lead us into a brief look into foreign language learning, namely English, in general and then more closely within the perspective of Finland. I then discuss the definitions, importance, and intelligibility of pronunciation learning, before reviewing the diversity of teaching and learning methods in English pronunciation education from the perspective of Finnish education.

This Bachelor's thesis is a literature review, more specifically a theoretical review (Creswell, 1994). This review looks into the existing research done on the definition, teaching, and learning of pronunciation in a foreign language, with attention to Finnish students' learning of English pronunciation as foreign language learners. I aim to offer a holistic review of the existing knowledge, and further explain certain aspects of pronunciation in education. There is little previous research on Finnish native speakers' learning of English pronunciation, and thus some general sources about pronunciation teaching or learning date back a few decades. However, the information from these references is ever more valid as I made sure that all sources used in this thesis were well-founded.

2 English Foreign Language Learning

2.1 Second Language Learning

Language learning could be considered a new phenomenon, according to Neri, Mich, Gerosa and Giuliani (2008), as a few decades ago people could get by as monolinguals in their everyday lives. However, now being able to communicate in a foreign language is highly valued, as governments, organizations, and even the European Union place importance on foreign language learning and are “taking measures to foster multilingualism” (Neri et al., 2008, p. 394). The Finnish National Agency for Education (hereafter EDUFI) also mentions language learning as an important part of developing thinking skills, learning to appreciate multiculturalism, and how “studying languages prepares the pupils for systematic and creative work in different types of groups” (2014, p. 136). Thus, in accordance with Neri et al. and EDUFI, Sardegna, Lee and Kusey (2018) start their research by stating how “today’s globalized world demands competent second language users who can communicate with people from diverse backgrounds” (p. 84). Hereby one can recognize how knowing another language – in addition to one’s native tongue – is appreciated and somewhat expected around the world.

Pihko (1997) refers to Kachru (1992) in categorizing the worldwide use of English into three circles: the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner Circle comprises of traditionally native-speakers of English, i.e. The United States, Great Britain, New Zealand, Australia, and Canada. The Outer Circle includes countries, where English is used intranationally, i.e. Singapore, Zambia, or India, for instance. These are all countries where English was introduced for administrative purposes but is now used in official settings and might be adapted to the country’s native language(s), i.e. “nativized”. Third, the Expanding Circle, consists of countries such as Russia, Germany, Brazil, or Japan, where English is learned as a second language and used mainly in international settings with a growing number of speakers (Pihko, 1997). According to this categorization, Finland would be in the Expanding Circle, as we don’t speak English natively nor administrationally. However, English remains one of the most used languages in Finland, in addition to Finnish and Swedish, the national languages (Pihko, 1997).

Moving on to the perspective of teaching a foreign language, with importance on pronunciation, Gumbertz and Cook-Gumbertz (1982) argue that no studies about language and communication can be done in isolation but must be studied with regard to the effect on just öol

people's lives. When discussing the research of communication, Gumbertz and Cook-Gumbertz state "rather than concentrating on ethnography, grammar, semantics, linguistic variation alone, we want to find ways of analyzing situated talk that brings together social, sociocognitive, and linguistic constructs" (1982, p. 1). Thus, researching a branch of communication, such as pronunciation, requires a look at the social environment, and other relevant linguistic features.

The social environment and its role in language acquisition has been studied by many. Jang and Jiménez's research focused on the impact of social context in second language learning. It was argued that by looking at language learning without this context, it cannot be fully understood. Furthermore, Jang and Jiménez argued that in addition to the social environment outside the language learning classroom, one must consider the effect of relationships between students in the same class. They state social activities to positively impact the acquisition of a foreign language and argue that all second language learners should have the opportunity to participate in an effective and social learning community (2011).

The social aspect of language learning is also recognized in the European framework for language learning, which has been discussed by various parties. The Council of Europe (hereafter COE), for instance, has provided the Common European Framework of Reference for Languages (CEFR). COE states to have played a "decisive role" in foreign language teaching, as they have, among other things, developed the communicative approach. COE's CEFR organizes language proficiency in six levels, namely A1 to C2, with further regrouping of "Basic User, Independent User and Proficient User". This CEFR system is widely used to evaluate students' abilities in foreign languages ("The CEFR Levels," n.d.). CEFR is also mentioned by the European Union (hereafter EU), that claims to support the learning of "at least two foreign languages from a very early age" ("Learning languages," n.d.). However, although the EU lists CEFR, for instance, as an integral part of language learning, Henderson, Kautzsch, Frost, Curnick, Levey, Tergujeff, Waniek-Klimczak and Kirkova-Naskova (2015), did a survey study with teachers from various countries regarding pronunciation teaching. Henderson et al. found that teachers don't use established assessment scales, such as the CEFR, as much as it is perhaps promoted and expected in European schools. It is then questioned, whether CEFR is relevant in the teaching of pronunciation altogether, or perhaps in some aspects, such as intonation and segmentation, rather than in the learning of phonetic symbols, for instance. Thus, although Henderson et al. found that CEFR could be regarded as an "unused

tool” in pronunciation teaching, it remains an integral part of language teaching, and merely as something that is encouraged to use, rather than an obligation.

The EU lists four challenges and action plans to offer a comprehensive approach to teaching and learning a foreign language, namely:

- i. “boosting language learning by focusing on reaching specific competence levels, based on the Council of Europe’s Common European Framework of Reference for Languages, by the end of compulsory education;
- ii. introducing the concept of language awareness in education and training, which provides an inclusive framework for language learning, taking the variety of learners’ language competencies into account;
- iii. ensuring that more language teachers benefit from opportunities to learn and study abroad;
- iiii. identifying and promoting innovative, inclusive and multilingual pedagogies, using European tools and platforms such as the School Education Gateway and eTwinning” (“Learning languages,” n.d.).

In addition to mentioning inclusion, competencies, and language awareness, the EU argues that knowing several languages is one of the skills “needed to meet labour market demands,” thus making both individuals and the economy increasingly competitive. The EU discusses the value of fluency, which highlights the role of pronunciation. Also, the Erasmus+ programme is mentioned. It provides students of various ages opportunities to use their language skills with people from different countries. Thus, there are possibilities offered to enable students to enhance their skills in pronunciation, as it could be said to be a skill that gets better the more it is used. All Nordic countries participate in Erasmus+, which leads us to the perspective of English learning in Finland (“Learning languages,” n.d.).

2.2 Perspective of Finland

One of the key aspects, when talking about language learning in Finland, is to consider Finland as a country and the languages that are most used – Finnish and Swedish. Finnish is one of the Finno-Ugrian languages, unlike English, which is considered to belong to the Indo-European language family, according to Laakso (n.d.). However, although Hungarian is also a part of the Finno-Ugrian language family, to compare Finnish and Hungarian would be the same as the

comparison between English and Hindi, argues Laakso. She continues, however, that some six thousand years ago the proto-language was spoken. This could be used as an argument to state that the most distant languages and language families, Finno-Ugrian and Indo-European for instance, could be very distantly related (Laakso, n.d.). Similarly, Broughton (1980) argues that “although the different languages of the world have all drawn on different sounds and sound features from the infinite range that the human vocal tract could produce, the underlying principle of system of distinctive contrasts with permitted variations is common to all” (p. 40).

Thus, the role of one’s native language on the acquisition of a foreign language is rather debatable, states Pihko (1997). She argues Finnish speakers to often have to process their native language word for word with special attention to word endings. Alternatively, in English, speech should often be handled in clusters of words, taking into account the rhythm and intonation of the speaker while simultaneously considering the lexical items above-all, Pihko continues and adds “Finnish is a syllable-timed language, whereas English is stress-timed” (p. 28). This type of qualities in these two languages affect the learning and acquisition of such different languages. Furthermore, as Finland is bilingual with Finnish and Swedish being the official languages, Pihko recognizes a difference between Swedish speaking Finns learning English, and Finnish speaking Finns learning English, as she argues having Swedish as your native language advances the learning of English, since they are both Germanic languages. This is reflected in vocabulary, structure, as well as pronunciation (1997).

As Finnish and Swedish are the official languages of Finland, Pihko (1997) states English to be used in cross-language communication. This role is prevalent when it comes to media, advertisements, computers, and music, not to mention TV and news (1997). The amount of exposure, according to Kenworthy (1987), does not relate directly to the country the learner lives in, as they could be living in an English-speaking country, but live their whole lives in a non-English speaking environment. Moreover, it is not enough for a language learner to live in a certain environment, but the amount of their independent and active participation affects their language development. Overall, Kenworthy states the amount of exposure to be a contributory, but in no way necessary, factor in pronunciation learning (1987). Additionally, the Finnish National Core Curriculum also recognizes the use of English outside the classroom as it is stated that “Many pupils increasingly use English in their free time. This competence acquired by pupils through informal learning is taken into account in the planning of instruction and when selecting contents” and it is mentioned that the personal interests of students are also taken into consideration in the choosing process of texts to use in class (2014, p. 375). However, the

amount of exposure differs depending on the student in question as students in the same classroom might have similar skills in the classroom, but versatile circumstances in terms of learning outside the classroom.

Pihko (1997) states that “for Finnish learners, English is a foreign language, and their context of learning English is that of a typical Northern European foreign language learning context in which English is studied as a separate school subject” (p. 22). According to the Finnish National Core Curriculum (EDUFI), most Finnish students start their first foreign language in the 3rd grade in elementary school. However, some students may start as early as 1st grade if they wish to complete A-level language studies in their chosen first foreign language. Although English learning often begins in the third grade, English can be cooperated into teaching earlier by using songs, games, physical education, and playing. EDUFI uses the term “language showers” for this type of activation of language learning. Overall, EDUFI acknowledges language learning as an important aspect of education – students are encouraged to appreciate all languages, including the cultures and speakers of them. Furthermore, equality of genders and awareness of international mindedness is mentioned in the aims for foreign language learning (2014).

Regarding grades 1-2, EDUFI does not offer objectives, assessment criteria, or teacher’s aims for English teaching and learning (2014). In grades 3-6, EDUFI (2014) mentions pronunciation learning as one of their aims for language learning. Furthermore, pupils’ objectives include learning to listen to, speak, write, and read in English with key subjects such as family, friends, school, hobbies, and other directly student-relative themes. Also, it is stated in the curriculum, that “the pupils observe and get plenty of practice in pronunciation, stressing words and sentences, the rhythm of speech and intonation” (EDUFI, 2014, p. 238).

The assessment section of the Finnish National Core Curriculum includes a syllabus at the end of grade 6, that recognizes the need for pronunciation learning and the importance of it, however also supporting the process of development:

“07 – to guide the pupil to practice interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication” with level of proficiency: “The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.”

“011 – to offer the pupil opportunities for producing speech and writing on expanding subject areas, also paying attention to essential structures and the basic rules of pronunciation with level

of proficiency: “The pupil is able to describe everyday and concrete topics and those important to him or her using simple sentences and concrete vocabulary. The pupil masters an easily predictable basic vocabulary and many key structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practiced” (EDUFI, 2014, p. 239-240).

Similarly, EDUFI also lists objectives for grades 7-9 and their learning, teaching, and assessment. Regarding pronunciation, it is stated:

“010 – to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation with level of proficiency: The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest him or her using a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The pupil is able to apply a number of basic rules of pronunciation also in expressions that have not been practiced” (EDUFI, 2014, pp. 376, 379).

By the end of the 9th grade, if the student receives the number 8 as their final grade, their English skills should be directly comparable to CEFR level B1.1. Thus, with grades 9 or 10, the student could reach levels B2 or even C1. However, the overall aim is for students to be independent users of English language. This includes the skill to understand written and spoken English, a moderately wide range of vocabulary, and a good sense of English phrases and idioms, in addition to sufficient pronunciation skills (EDUFI, 2014). Perhaps due to these aims, it is stated by YLE (2018) that Finns are known for their good English skills, as they rank sixth in a survey of 80 countries (“Finland ranks sixth in English skills,” 2018).

Thus, although most Finns are deemed ‘excellent’ in some studies, there are some differences within the education systems in Finland. In addition to the schools using the Finnish National Core Curriculum along with the school’s own curriculum, there are some schools that use different methods. Namely, Steiner schools are known for their alternative curriculums, and thus teach English differently. In Tampere Steiner school, for instance, all students have English as their A1 language, starting on the 1st grade and continuing up until the end of 9th grade. Furthermore, all teachers are considered language teachers, as it is stated that English classes aim to teach vocabulary and grammar, but also interaction. Between grades 3-6, the aim is for students to be able to discuss topics, such as family, friends, hobbies, school and free time with each other. Furthermore, it is stated that students will observe and practice pronunciation a lot

– in addition to stress, rhythm, and intonation. Also, diligent articulation is mentioned, and rhythm is taught with the help of tapping, clapping, and other elements used in music (“Tampereen Rudolf Steiner-koulun perusopetuksen opetussuunnitelma,” 2018). Thus, it could be stated that while these curriculums have some differences, the basic aim of pronunciation learning remains similar.

Thus, regardless of the school, most Finnish students learning English as a foreign language encounter the same framework. For one, there are various factors that affect pronunciation learning with the student’s native language being the prominent factor, states Kenworthy (1987). Pihko (1997) adds to this by arguing how foreign language speaker’s conversation is often easily distinguishable from that of a native speaker. This is because speaking and listening in a foreign language often requires more of a conscious effort, whereas speaking in your mother language often happens rather automatically. Thus, it is likely for the language learner to face more comprehensibility problems than a native speaker (Pihko, 1997). Kenworthy (1987) agrees as she states how the more differences there are between the native language and the learned foreign language, the more there will be difficulties in pronunciation. However, regardless of your native language, it is possible to achieve a native-like level in pronunciation of a foreign language, she continues. O’Connor also discusses the effect your native language has on your English pronunciation learning. He states one of the key reasons pronunciation in a foreign language might prove to be difficult to be that “our native language won’t let us [learn it]” (O’Connor, 1982, p. 2). Other important factors in pronunciation learning are the age of the student, the amount of exposure the student gets, student’s phonetic abilities, attitudes, motivation, and identity, states Kenworthy (1987) as Pihko (1997) also suggests that “the most important single factor influencing learning is what the learner already knows” (p. 27).

This leads to the factor of personal attitude and identity. Kenworthy states how “it has been claimed that factors such as a person’s ‘sense of identity’ and feelings of ‘group affiliation’ are strong determiners of the acquisition of accurate pronunciation of a foreign language” (p. 7). The country someone lives in or the ideas they have of certain accents, for instance, might affect their learning and acquisition of certain characteristics in pronunciation, states Kenworthy (1987). Sardegna et al. (2018) agree as they indicate the connection between language learners’ attitudes and beliefs with the learning outcomes. The association between learner’s positive attitude towards the learned language, in addition to “self-efficacy beliefs on their choice, amount, and frequency of pronunciation strategy,” seems to influence the overall learning of a language, argue Sardegna et al. (p. 84). Similarly, if the language learner has positive feelings

towards the language they are learning, their pronunciation is studied to be more native-like, which is something connected to 'integrative motivation', according to Kenworthy. In other words, the language learner wants to be integrated into the new speech community, and genuinely wants to learn more about the culture and the language's speakers (1987).

In Finland, the English lessons often focus on the British variety of English in terms of vocabulary and pronunciation, states Pihko (1997). However, the national curriculum objectives for upper secondary school discuss the importance of both – British and American English – in the classroom, as Pihko refers to EDUFI in stating "students should be able to understand both British English and American English as spoken by educated speakers. Students should also have the possibility to listen to other varieties of spoken language and to get acquainted with the most important regional varieties" (p. 59). However, Pihko discusses how a Finn might have difficulties understanding a French person speaking English with a French influence, if the student has no prior knowledge or experience with French. This may thus decrease the intelligibility of the French English speaker. Overall, however, it is stated that Finnish students should be able to understand more complex English than they are able to produce themselves, meaning they should be able to understand a variety of accents, whether they are traditionally native English accents or not (Pihko, 1997). This enables us to move on to the theory of importance of pronunciation teaching and learning.

3 Pronunciation

3.1 Importance

Simon and Taverniers (2011) argue that the globalization of English has made it desirable for language speakers to have a native speaker's level in pronunciation, although they refer to Cenoz and Lecumberri in arguing that "pronunciation is often seen as a supplementary activity rather than a central part of the syllabus" (p. 898). Furthermore, Davies (2014) discusses Crystal's (1999) idea of a World Standard Spoken English (WSSE), which could be used as an international standard in a multi-dialectal world. This means that in the future people will need to be better able and more adaptable to the multifaceted front of international spoken English, which leads to the need for English as a second language students to be able to understand and speak a comprehensible variation of English thus proving the need for pronunciation teaching and learning (2014).

According to Howatt (1984), English was initially learned by imitation, or in other words – by repeating what someone else said. Thus, pronunciation has always been a key factor in language learning and teaching. Howatt states the first textbooks that were created to use in education were not created until the late 16th century, meaning phonetic aspects and pronunciation were mainly used until then. Although using textbooks was then integrated in to the teaching of English, the role of pronunciation was not forgotten, but transformed (Howatt, 1984).

Often it is thought that including pronunciation teaching requires extra effort from the teacher. However, it is a necessary aspect of language to recognize and include in language classes, argues O'Connor (1982). Overall, he states written and spoken English to be fundamentally different, as he criticizes how writing, which is essentially marks on paper, should help anyone to make their English sound better. Thus, while theoretical books can be of use, they need the support of hearing and using English on your own, which justifies the need for pronunciation teaching in schools.

Likewise, Rogers (2017) argues pronunciation to be a vital part of language studies. He states it to improve students' reading ability, as they will learn to speak more comfortably in listening comprehension practices. As English has words that look different, but are pronounced in a similar manner, such as 'eye' and 'rhyme', student can practice the pronouncement hand in hand with reading and writing exercises. Furthermore, Rogers underlines how pronunciation

education makes students feel more confident, as they are perceived as comprehensible and intelligible when speaking a foreign language (2017).

3.2 Intelligibility

From comprehensibility, comes intelligibility, as Kenworthy (1987) defines the term as “the more words a listener is able to identify accurately when said by a particular speaker, the more intelligible that speaker is,” in other words something close to native-like pronunciation and understanding (p. 13). Atli and Bergil (2012) seem to agree with Kenworthy as they reference Derwing (2010) and state intelligibility to refer to “the degree to which a listener understands a speaker” and further define comprehensibility as “a judgement of how easy or difficult an individual’s pronunciation is to understand (p. 3666). Pihko (1997), however, argues intelligibility to be a complex phenomenon – not one to easily define. She states how intelligibility is a matter of interaction: how one perceives another as intelligible. Intelligibility is affected by syntactic and lexical factors, in addition to phonetic speech signals, which all affects the definition of it. In practice, someone used to American English could have difficulties understanding someone with an Australian accent, no matter how clearly they are speaking. Thus, Pihko concludes by approaching intelligibility as a unitary concept, that needs to be considered with its interacting variable (1997).

Kenworthy (1987) recognizes various things that can affect foreign language user’s intelligibility, such as including numerous self-correcting words, or hesitations. This type of grammatical restructuring gives away the speaker’s lack of confidence. Another cause for intelligibility could be pace of speaking; if you speak too quickly, it might prove difficult to understand everything you’re saying. A sign of intelligibility, according to Kenworthy, is knowing the natural word and sentence rhythm and intonation (1987). Similarly, Broughton (1980) recognizes the impact of intonation and stress on intelligibility. He implies the learner must realize how stress and intonation are relative in discourse. However, using stress correctly might prove to be gratuitous if the student doesn’t use appropriate intonation, argues Broughton. He states intonation “conveys attitudinal or emotional meaning, which is very closely tied to the context of an utterance” (1980, p. 38). Tergujeff (2013) agrees as she confirms the importance of intonation teaching. She argues inappropriate intonation to disrupt communication, mislead participants, and cause annoyance, especially among native speakers. Intonation, whether it is attitudinal, accentual, grammatical, or a discourse function, conveys

the speaker's emotions, attitudes, and interest, according to Tergujeff. She adds that there have not been Finnish language learner studies regarding the Finnish accent intelligibility, which could give more information on the frequent, typical, and crucial mistakes Finns make in their pronunciation, thus affecting their intelligibility (2013).

When intelligibility is an issue, however, an important factor is whether the communication takes place by listening or in a face to face situation, states Pihko (1997). Eye contact has a facilitating influence as the visual support – in addition to non-verbal communication, such as hand gestures – as it aids the listener to concentrate on message comprehension. Especially in a situation, where intelligibility may not be prevalent, non-verbal communication may help both parties in comprehension, as hand gestures may get the message across. The visual part of a discussion could thus make it more comprehensive for the listener to understand all words, including the intonation, stress, and tone of the speaker, whether the speaker speaks the same mother tongue or not (1997).

However, regardless of non-verbal communicative aid, Broughton (1980) argues that “the native language habits of intonation and stress and general tone of voice are so all-pervading and deeply ingrained and further out of awareness than vowels and consonants which can often be physically demonstrated, that people find it difficult to accept that there is a systematic variation from one language to another” (p. 41). Thus, depending on the mistake a foreigner might make in speaking, they are often judged. In other words, “if a foreign speaker makes a segmental pronunciation error, he is excused as a foreigner and his speech is interpreted more or less correctly depending on the context [but] . . . if he makes a supra-segmental error, a judgment is made of his personality, not of his language” (Broughton, 1980, p. 41). This can add to pronunciation anxiety and be the reason why some students stress intelligibility in their objectives when learning a foreign language.

Furthermore, related to pronunciation anxiety, something that affects intelligibility noticeably is the amount of confidence the speaker has. Simon and Taverniers (2011) discuss the importance of the language learners' confidence and beliefs' impact on their success in acquiring their target language. Although often confidence is connected to vocabulary or grammar issues, it is present in pronunciation as well. When the student is unsure regarding the choice of words or similar, vocabulary can be easily looked up while talking. However, looking up the correct pronunciation of a certain word is not as easy, as often phonetic alphabets are needed. Also, looking up the pronunciation mid-conversation could cause the speaker to

experience more anxiety as it disrupts the natural flow of interaction, state Simon and Taverniers. By placing importance on intelligibility, the student will be more confident in speaking as it is no longer expected for them to have a native-like accent, but more so being comprehensible (2011).

In addition to the above-mentioned speaker-caused intelligibility issues, one must consider the other participant, the listener, according to Kenworthy (1987). If the listener has no prior experience with foreign accents or has a hard time with contextual clues, intelligibility can be caused by the listener, not the speaker. “In general, people find listening to the English of their fellow countrymen easiest, so a French speaker of English will find other French speakers of English easier to understand than, say, the English of Spanish speakers,” states Kenworthy (p. 15). Additionally, Kenworthy states it to be easier to understand someone familiar to you, rather than a stranger with similar language skills as your familiar (1987). Similarly, a Finn might experience the English pronounced by a Finn easier to understand, than that of a native speaker, and even more so with a familiar Finn, as their use of intonation, stress, and vocabulary are familiar to the listener. With this in mind, one can also consider how intelligibility in the absence of focused pronunciation instruction is also possible when the learners are young, have received a large amount of native speaker output, or are very motivated to learn the pronunciation, according to Dłaska and Krekeler (2013). Thus, it is important to consider the learner as an individual before deciding on the importance of intelligibility teaching and learning.

Overall, Dłaska and Krekeler (2013) argue that most students are willing to learn pronunciation in foreign language learning as they want to be understood, thus bringing out the stress on intelligibility. They argue that “non-native speakers with low intelligibility are frequently perceived as less intelligent . . . and as less suitable for some occupations” (p. 25). Students are often aware of these preconceptions on language abilities, and thus motivate themselves to do better in the field of pronunciation, state Dłaska and Krekeler. However, attitudes about having the perfect pronunciation are changing as according to Atli and Bergil (2012), there is a decrease in the importance of native-like pronunciation as more researchers are rather highlighting intelligibility and comprehensibility in language learning. Atli and Bergil thus cite Jenkins (1998) in saying “with an increasing focus on communication, it has become of critical importance to provide instruction that enables students to become, not ‘perfect pronouncers’ of English, but intelligible, communicative, confident users of spoken English for whatever purposes they need,” which leads us to the perspective of teaching English pronunciation (2012, p. 3666).

3.3 Teaching English pronunciation

How to teach something like pronunciation comes down to the teacher in question, according to Broughton (1980). “The teacher’s choice of what to teach and in what order to teach it, depends partly on his decision as to what sound features are essential for intelligibility in the variety of English he has to teach,” argues Broughton as he adds the teacher to know the students and thus determine how and what should be taught (p. 40). Overall, the teaching sequence of a language must be organized according to priorities, states Broughton. The time devoted to pronunciation can be just a few minutes, but ultimately depends on the teacher’s own perspectives, and the school’s curriculum. However, Broughton doesn’t seem to support specific pronunciation classes, but more so involving it in grammar work with, for instance, learning past tense or plural endings (1980).

Ultimately, Broughton questions the reason for teaching English the same way someone would question teaching mathematics or physics: language learning is an instrument “by which the individual grows into a more secure, more contributory, more total member of society” (1980, p. 12). By using another language, Broughton argues us to face the world from a different standpoint, thus structuring its conceptual pattern slightly differently. Often a student chooses a foreign language to learn out of curiosity towards a neighboring nation’s language, or a significantly international language (1980).

Within the perspective of English pronunciation being taught in Finland, where native speakers are not the mainstream population, Atli and Bergil (2012) discuss English pronunciation teachers, that are not native speakers of that language, and how it affects the teaching of this aspect of language. Learners of pronunciation need models and sources of input in English, which is something second language teachers may not be able to provide, state Atli and Bergil. They continue to argue pronunciation instruction to be an integral part of the curriculum in any English teaching programs (2012). Overall, especially in pronunciation teaching, one must consider whether the teacher is a native speaker, or whether they also learned the taught language explicitly or implicitly. Also, in addition to the nationality of the teacher, Sardegna et al. argue “a refined understanding of the complex associations among learners’ self-efficacy beliefs, attitudes, and choice of strategies for improving English pronunciation skills” to be

helpful for any language teacher to familiarize themselves with, as it will enable the teachers to further advance their student's learning (2018, p. 85).

However, although the teacher would actively seek information about the foreign language they are teaching, there is an issue, that is something rather characteristic in language learning: how native speakers and foreign language learners might view features of a common language very differently. Broughton (1980) suggests native speakers might not recognize all aspects of their language and might deny a foreign language learner of their awareness of varying phonemes, for instance. Something English pronunciation teachers need to be aware of, according to Broughton, is how to exact their own pronunciation. Broughton offers the example of using /r/ between idea and of in the example the idea of it or the omission of /h/ in I don't like him. This type of additions or omissions can seem automatic for native speakers, but can confuse language learners, Broughton adds. He argues how teachers should acknowledge their allophonic variations in pronunciation teaching and keep it in mind when planning to have students read aloud for pronunciation practice, as it gives a consistent picture of the phonemes of the language but fails to showcase allophonic variations (1980).

In consideration of the linguistic aspects in teaching English pronunciation, Broughton (1980) gives attention to the role of stress and intonation in the teaching and learning of pronunciation in English, as he states English to lack in a rigid system of stress, unlike other languages, such as Polish or Persian. There are, however, some generalizations as well, for instance stress falling on the first syllable of word ending in '-otion'. Thus, Broughton states the need for all students to simply learn and memorize the sound shape of a certain word with its stresses, as using wrong stress patterns might come across as unintelligible. Kenworthy (1987), on the other hand, states there to exist rules and patterns in stress in English for a reason. For instance, certain suffixes determine where the stress falls, which is something the student can then be made aware of. However, Kenworthy highlights the importance of not merely showing these rules to the students but giving students opportunities to discover and realize these rules for themselves (1987). Alternatively, Broughton (1980) suggests that the teacher should consider two levels, when teaching stress in English: in one word, there might be one or more syllables that have heavier stress, and similarly phrases and sentences have the same function. Thus, the learner needs to understand how they themselves can change the meaning of a sentence by changing the stress, as Broughton offers an example:

"I expect you to bring John,"

“I expect you to bring John,”

or “I expect you to bring John” (1980, p. 37).

In addition to stress and intonation, another important aspect of foreign language teaching, especially in pronunciation, is imitation, continues Broughton (1980). He recognizes the importance of hearing correctly in order to be able to repeat it or, essentially, imitate it. Broughton suggests the teacher could try to direct students’ attention to “sound differences, [and] give them plenty of opportunities to listen” or separate certain words or parts of sentences (p. 39). Overall, however, the teacher cannot only rely on teaching tongue positions, or how the students should shape their mouths in order to make the right sound in front of a mirror, says Broughton. He brings out an interesting phenomenon; often students might seem like they are not able to mimic the teacher’s way of pronunciation when they really are trying, but in cases where they try to ‘mock’ the teacher’s pronunciation, they ace the whole word. This leads to Broughton’s deduction of pronunciation inabilities being psychological rather than physical (1980).

Broughton (1980) lists his seven key principles, that should be followed in pronunciation learning and teaching:

1. “Recognition practice should precede production practice.
2. But since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.
3. The sounds to be heard and spoken should be clearly highlighted in short utterances.
4. But this should not be taken to the extreme of tongue-twisters like Peter Piper.
5. Students should be given the opportunity to hear the same things said by more than one voice as the model.
6. The English sounds can be demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.
7. The target sound contrast should be shown to function meaningfully, i.e. students should realize that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teacher’s approval or disapproval, to a simulated

communication situation like a picture-word matching exercise, or a game, and then to a real communication situation like the understanding of a story or joke where the meaning might depend on the sound contrast being taught” (Broughton, 1980, p. 41).

Additionally, Broughton sees the importance of contrasting in pronunciation learning and teaching, but highlights the importance of minimal pair, e.g. part vs. port or a tack vs. a tag. Ultimately, the first step is recognition and using sound features in normal discourse. At this stage, pronunciation is completely unconscious and relies more on observation by the teacher. Also, Broughton considers it important for the teacher to always speak at a normal pace, avoiding repetition until being understood (1980). Tergujeff (2013) also discusses the need for Broughton’s contrasted traditional segmental training in pronunciation learning, as she refers to the CLT framework in suggesting that “. . . emphasis should be laid on teaching suprasegmental features of speech, as these seem to play greater a role in intelligibility than segmentals” (p. 25). Communicative approach, according to Tergujeff, highlights the importance of fluency and intelligibility, in addition to learner autonomy and involvement (2013). Thus, the traditional way of teaching a foreign language is challenged.

One of the traditional parts of language teaching is feedback. The role of it in pronunciation learning is discussed by Dłaska and Krekeler (2013). In their study, students were given implicit feedback in the form of repetitions and recasts, and some students “also received individual corrective feedback [hereafter ICF] which included explicit metalinguistic information and a ‘push’ for output” (p. 26). Thus, the aim was to see how ICF affected the learning of pronunciation, and if it was sufficient in helping the student in improvement of foreign language comprehensibility. The results showed that including ICF in pronunciation teaching “significantly increased the effectiveness of pronunciation instruction” in comparison with learning by only listening to the teacher’s pronunciation (p. 30). Dłaska and Krekeler argue that “learners often lack the ability to self-assess their skills accurately and to draw relevant conclusions in the absence of additional guidance” (p. 33). Similar studies were also done by Lyster and Ranta (1997) and Yang and Lyster (2010), as Mitchell, Myles and Marsden (2013) give an example of various ways the teacher can choose to use feedback in English learning: explicit correction (i.e. learner clearly told they made an error, correction is provided), recast (i.e. teacher reformulates a part or all of the error), clarification request (i.e. teacher asks for clarification without indication of the presence of the error), metalinguistic feedback (i.e. teacher provides comments or questions of the utterance), elicitation (i.e. learner is prompted to reformulate the utterance), and repetition (i.e. teacher repeats learner’s utterance including

errors). Mitchell et al. thus provide a clear example of how the teacher can affect the use of feedback and how the student can learn from the occurrence of an error. It is argued that the use of feedback in language learning provides the learner with negative evidence making the student want to improve their statement (Mitchell et al., 2013).

Alternatively, it could be argued that direct feedback from the teacher or another authoritative could discourage the student if they are not confident or are in other ways insecure about their language skills. Thus, some students might profit from more private pronunciation learning, as students might feel ashamed or anxious pronouncing foreign words in front of others. Dłaska and Krekeler (2013) argue that participants in their study about the impact of feedback in pronunciation learning benefited noticeably when they participated in one-on-one sessions with the teacher. This enabled them to receive personal feedback from their teachers and comprehend it thoroughly without having to feel ashamed of making a mistake in front of classmates, reason Dłaska and Krekeler. Furthermore, the positive feedback the students received from their teachers lead to improvements in their pronunciation, thus exemplifying the effectiveness of implicit and explicit feedback in pronunciation learning (2013).

Likewise, Arora, Lahiri and Reetz (2018) agree useful feedback to provide the learner with positive consequences in the development of their pronunciation skills. However, this type of positive reinforcement and feedback seem to differ according to the approach taken in language learning and teaching. Simon and Taverniers (2011) claim the communicative language teaching approach to base second language learning on unconscious and implicit learning, where any type of corrective feedback is ineffective. Thus, the role of feedback and its benefits are still under debate, depending on the chosen learning and teaching approaches, which leads us to the learning perspective of pronunciation in English as a foreign language learner.

3.4 Learning English pronunciation

Broughton (1980) bases the learning of pronunciation on two required skills – recognition and understanding the flow of speech. Ultimately, he continues, pronunciation learning comes to practicing the listening and speaking of a certain language thus giving the learner the required skills. Furthermore, Broughton considers structure to be highly important in the area of sounds, whether it be the characteristics they show in isolation, or reciprocally in the context of neighboring sounds. Thus, although students might have studied all sounds with ample effort, it might still be difficult to understand some English speakers or try to speak like them (1980).

Arora, Lahiri and Reetz (2018) argue that this recognition and understanding of the flow of speech is often disrupted because of three typical mistakes; “insertions (usually vowels), deletions (both vowels and consonants), and substitutions (of phonemes)” in addition to cutting across several phonemes when making errors (p. 99, 107). As the student understands the mistakes they are making, and understands how they are wrong, it is more possible to fix these mistakes, state Arora et al. (2018).

This type of development of language learners’ pronunciation, vocabulary, and grammar overtime is common, regardless of teachers only using a certain type of language around them, states Broughton (1980). Whether it be conscious or unconscious, students seek “to speak in the way that is acceptable to the people he wishes to group himself with”, states Broughton (1980). Gumbertz and Cook-Gumbertz (1982) agree to some degree in saying that whatever the language is, the ultimate goal is to achieve a communicative flexibility. This means whether it is an official interview or a short discourse outside a local market, the aim for language learners is to be able to “adapt strategies to the audience and to the signs, both direct and indirect, so that the participants are able to monitor and understand at least some of each other’s meaning” (Gumbertz & Cook-Gumbertz, 1982, p. 14). Also, the objective of pronunciation learning is to not only be able to understand someone while speaking with them face to face, but also by only hearing the speech – the pronunciation. For example, the learner should be able to produce intelligible and comprehensive English while talking on the phone. In this case, the learner is unable to see the other participants’ facial movements or gestures, and thus must adapt with their use and understanding of English. However, someone with a different accent might be harder to understand, as the non-verbal communication cannot be a part of the discussion, which leads us into the importance of including various accents in the teaching of English pronunciation to foreign language learners.

Broughton (1980) states there to be various ways and reasons for different types of pronunciation, with dialectal variation being the most obvious one. Often a certain dialect is chosen for a classroom, with teachers reasoning it as coherence. Broughton, similarly to Gumbertz and Cook-Gumbertz, argues that students should always “be exposed to other dialects of English so that, at the very least, they will not be too narrowly restricted in their expectations of what English can sound like” (p. 38). Most often, students gain a diverse experience of a range of dialects from watching TV, listening to music, and hearing native speakers’ speech. This argument would work in favor of pronunciation learning (1980). In addition to a diverse experience in dialects and accents, Davies (2014) argues that students of

English pronunciation shall also learn the modification of the use of English. The needed spontaneous adjustments to not only vocabulary and grammar, but also to pronunciation, make one's language use context-appropriate, as Davies offers an example of using the same 'slang' or 'code words' with a youth gang and random passengers on a train might change the comprehensibility completely (2014).

Thus, when studying a language and learning pronunciation, it is not so much about perfecting a certain accent but aiding the students to be able to take part in active discourse although unprepared. This type of conscious participation has a significant role to play in pronunciation learning, but what about the factors that aren't directly influenced by the learner?

Kenworthy recalls a study done in the United States, where experts listened to sixty Italian language learners recite a story. These participants' skills were then evaluated, and the results showed that younger learners (those who started learning Italian as a child) would have the most native-like accent, whereas older participants (those who started learning Italian as adults) would have more difficulties in pronunciation. Kenworthy cites Oyama, the research conductor, in saying "really native-like pronunciation in a second language seems as rare in an adult learner as the ability to run the 4-minute mile" (1987, p. 5). O'Connor (1982) seems to agree in saying the habits of one's native language are hard to break. There are a number of sound-units that speakers of that native language put together in various combinations to form words and sentences, and when they try to learn another language, and its pronunciation system, this number of sound-units might remain the same, but have completely different rules, states O'Connor. He argues that these sound-units are often organized and utilized differently, thus complicating the acquisition of such system, especially since with older age your brain is used to a certain arrangement in your native language (1982).

However, Kenworthy also mentions other studies, such as British English speakers' learning of Dutch as a second language. In the beginning, older students seemed to do better in imitation pronunciation, but after four to five months, the difference of pronunciation abilities didn't vary noticeably between participants of 5 to 31 years old. Thus, Kenworthy states these studies to conflict, but simultaneously support one another, as there is no way to research participants' personal motivation or exposure to opportunities to hear or use the learned language. There seems to be a general consensus of children having a sensitive period for language learning, and having biological changes take place when they are 10-13-years old. This type of evolutionary changes have a clear impact on pronunciation learning, argues Kenworthy (1987).

The effect of age on language acquisition has also been studied by Rahman, Karim, Shahed and Pandian (2017). According to Rahman et al., age of acquisition and differences in second language acquisition seem to correlate, as they discuss if it is true that children could learn a language without further striving, whereas adults must study hard to be native-like in the pronunciation of the acquired language. Alternatively, Rahman et al. cite Ellis (1994) in arguing that some researchers think children don't have an effective advantage in language learning, and that adults might do better in a linguistic environment. However, Rahman et al. seem to agree with Kenworthy's general idea of language and its effects on language learning as they discuss the Critical Period Hypothesis in relation to language acquisition (2017).

A study done by Penfield and Roberts (1959) seems to prove the point made by Rahman et al., as it shows how children learn languages easier when they are under the age of nine. Around the time that the child has turned nine, it requires a conscious effort for foreign languages to be learned, state Rahman et al. In stating that the age of the child affects language learning, Rahman et al. add that most of the studies proving this point lack in considering learners' motivation and attitudes, in addition to factoring input and quality of education. Language has various aspects, and in research that is related to language acquisition, all of them should be taken into account, conclude Rahman et al. (2017).

Additionally, Päivi Koski, a board member of the Federation of Foreign Language Teachers in Finland, states that the overall good skills of English among Finns is because it is learned from a young age. As Finns were sixth among 80 countries in a survey, where the level of English abilities was researched, Koski argues that if Finns were to learn English from an even earlier age, the ranking could be higher. Consequently, more schools are starting to teach English from the first grade in Helsinki, "to boost internationalism". Furthermore, Koski mentions how pronunciation is one of the key factors that should be taught from a young age, as it could be difficult to "unlearn" the incorrect pronunciation afterwards ("Finland ranks sixth in English skills," 2018).

Although the above-mentioned studies seem to show the correlation between age and language skills, one of the most important aspects in pronunciation learning lies within practice, argues Broughton (1980). Constant and cohesive use of a language are key aspects of learning pronunciation. This also applies to those who have previously learned a type of pronunciation (a certain accent, for instance), since there is always a way of "growing out of it" or adapting a new accent, i.e. when moving to another area. Furthermore, a key aspect of learning

pronunciation is to acquire the pronunciation habits of a foreign language, adds Broughton (1980). The first step is to hear correctly, which can prove to be difficult at times due to “lack of knowledge of the new language in general” (p. 35). When hearing a language, it can be challenging to recognize vowels, verbs, nouns, grammar, and contextuality. This type of struggle with an entire language instead of a certain detail, such as consonants, is rather common amongst foreign language learners. Thus, in order to become good at pronunciation, one needs to become proficient in understanding and thus learning various skills simultaneously. Therefore, Broughton highlights the importance of pronunciation teaching and learning taking place “in a context of genuine language use” (1980, p. 35).

Similarly, within the topic of genuine language use, Pihko (1997) discusses the impact of the speakers’ native languages as she discusses input and output signals in terms of English foreign speakers’ pronunciation skills. She argues average non-native conversation participants to be more dependent on the form and quality of said ‘input signal’, whereas native speakers might not need these factors in order to comprehend the conversation. This is most prevalent in discussions where the language learner hears English being spoken in a way that differs from that they are used to, due to casual articulation or an unfamiliar accent, for instance. Especially in the situation of a Finnish learner of English pronunciation, the factor of what the students are used to, in terms of accents of their own or that of the teacher’s, has an impact on the learning as well.

Learning English pronunciation and the challenges of English phonology for Finnish students were studied by Tergujeff (2013). These challenges included sibilants (hissing sounds), affricates (plosive with following fricative, e.g. ‘chair’ or ‘jar’), dental fricatives (consonant pronounced with the tip of the tongue against teeth), and the tense-lax opposition of vowels (free vowels at the end of a syllable, e.g. ‘shoe’) (Tergujeff, 2013; Merriam-Webster, 2018; MSU, n.d.). Furthermore, Tergujeff adds how Finnish word stress is “physically weaker than English word stress, and less melodic” (p. 22). This difficulty is because in Finnish, the melody of Finnish is more syllable-timed, rather than stress-timed, as it is in English, states Tergujeff. Paananen-Porkka (2007) adds to this as she states Finnish English learners to often use a narrow distinction between unstressed and stressed syllables. In addition to stress, also intonation can be an issue for Finnish language learners, continues Tergujeff (2013). She argues English to have more of a tendency to use intonation in their speech, whether it is general speech, or questions. In Finnish, Tergujeff adds, the speech is often somewhat monotone and thus Finnish

learners might have difficulties in learning how to use intonation correctly in a foreign language (2013).

Furthermore, Pihko (1997) discusses her study with nine students from different countries and a diverse selection of native tongues. All participants had different variations of English, with variable intelligibility-levels. In her study, Pihko recognized that depending on the clarity of pronunciation and the familiarity of the variety to the speakers, Finnish pronunciation was easily intelligible. Furthermore, this study showed that most participants expected to understand English better when the speaker's pronunciation in English was close to that of their native language. Thus, most Finnish listeners preferred Finnish speakers as they seemed most intelligible and comprehensive (Pihko, 1997).

Finnish speakers finding the speech of each other the most comprehensive is expected, as most English language lessons in Finland seem to be with Finnish teachers and students. However, one could argue that having such homogenous surroundings could be disadvantageous. Mitchell, Myles and Marsden (2013) discuss the importance of interaction in pronunciation learning, that is, for instance, having a conversation in the objective language. Thus, if all students speak the same native language, as well as the teacher, they might not be able to provide the appropriate level of difficulty in order to maximize the learning of pronunciation. Mitchell et al. reference Long (1981) in saying that native speaker - non-native speaker interactions would be optimal in learning the oral aspects of language, namely pronunciation, intonation, and stress.

Furthermore, Mitchell et al. propose Swain's (1985) Output Hypothesis to be necessary in pronunciation learning. The hypothesis refers to the theory, where students should produce their own foreign language output, which plays an "important role in promoting noticing and intake of new language" (Mitchell, et al., 2013, p. 161). This interaction and output shouldn't necessarily be only positive, though, as self-correction or receiving correction from other speakers could inform the learner of the mistake they have made, and thus help in learning how to correct it, argue Mitchell et al. However, including extensive amount of pronunciation practice in the form of interactional practices, or having native speakers in all classrooms in Finland is not, perhaps, realistic, and thus other factors need to be involved in order to optimize learning (Mitchell et al., 2013).

One of these important aspects in language learning altogether seems to be motivation, argues Broughton (1980). This either real or stimulated motivation can make students put more effort

into their conscious learning. This type of motivation-building can be achieved through actual contact with native language speakers, or games the whole class can take part in (1980). Sardegna et al. (2018) consider motivation and self-efficacy to have significant impacts on the learning outcomes. According to a study done by Smit (2002) and Smit and Dalton (2000), learners with “high levels of self-efficacy for acquiring a nativelike accent and doing well in a pronunciation course” had, ultimately, better chances in improving their pronunciation skills by the end of the course, as cited in Sardegna et al. (2018, p. 86). Students with such self-efficacy and personal motivation tended to imitate native speaker teacher and repeat these sentences, until they were happy with their pronunciation. Similarly, Simon and Taverniers’ (2011) research, where Dutch students were learning English vocabulary, grammar, and pronunciation, found that the students perceived native-like proficiency important to strive for, although it would require extensive attention and active studying.

When the students are motivated, there are various strategies the student may use in order to maximize their learning outcome. Sardegna et al. (2018) state the analysis of the foreign language sound system, self-evaluation, asking for help, and “representing sound in memory” as few that were brought up in Peterson’s (2000) research (p. 88). Other strategies, such as students noticing their mistakes, correcting them by adjusting facial muscles, for instance, and seeking help from peers and teachers, were connected to good learning outcomes in Kolb’s (1984) study, whereas students with lower results tended to resort to volume modification and repetition, as cited in Sardegna et al.. They concluded their research by stating that in pronunciation learning, higher achieving students would usually self-correct and find solutions. Furthermore, the more aware the students were of their mistakes, the more they would make an effort to improve it, thus leading to better results (Sardegna et al., 2018).

In relation to the previously mentioned correction of facial muscles, Hişmanoğlu (2006) discusses Thompson, Taylor and Gray’s (2001) presentation of using visual techniques in pronunciation learning. These techniques could, for instance, include mirrors, which could help students concretize their approaches to specific words. The student could watch how a teacher of theirs, or someone on a video, pronounces something, and then try to model it by imitating the movement of facial muscles and positioning of the mouth, in order to improve their technique. By observing the use of their mouth, lips, and tongue, and then comparing it to that of a native English speaker’s, the student could enhance their skills (2001).

In addition to the above-mentioned, traditionally conveyed methods for pronunciation learning, there exists a wide variety of technology made to improve the learning of pronunciation. Neri et al. (2008) discuss the role of computer assisted pronunciation training for foreign language learning and used CAPT (computer-assisted pronunciation training) and CALL (computer-assisted language learning) systems with ASR (automatic speech recognition) technology. In result, it was argued that the CAPT system with ASR technology had a significant pedagogical effectiveness in 11-year-old participants' learning of isolated words. However, Neri et al. recognize how these systems will not be able to outperform the effectiveness of an actual teacher but can enhance the training of pronunciation and thus benefit the teacher and the learner. Neri et al. also argue the use of the CAPT system to "free up time for the teacher, which could be employed to provide individual guidance on how to remedy specific pronunciation problems" (p. 405). Also, Arora, Lahiri and Reetz (2018) discuss the use of CALL and CAPT in pronunciation learning, but with more stress on phoneme-level corrections as well as systems that not only detect problems but also offer solutions, as they state "phonological features can also be used to find patterns of mispronunciations of a particular speaker that can be useful for designing his/her course based on the types of mistakes that occur" (p. 98). Furthermore, the use of technology, such as CAPT, could offer students who are 'lagging behind' an opportunity to activate different type of learning, and a more private form of training, according to Neri et al. (2008).

In conclusion, this chapter has provided various aspects in the subject of English pronunciation learning, with some examples for Finnish learners. Additionally, it has supplied the reader with the causes and reasons for various features in learning, in addition to different methods and techniques to improve a foreign language learner's English pronunciation learning.

4 Discussion

The aim of this literature review was to take a closer look at the English pronunciation learning and teaching in Finland. The literature used in this thesis was thoroughly reviewed and sharing this knowledge will hopefully serve as further information to English teachers, and perhaps, some students.

The first research question attempted to delve into the teaching of English pronunciation in Finland, and into the planning and execution of these pronunciation lessons. It was discovered how language teachers' own background affect their learning, in terms of their native language, teaching style, and student inclusion in the planning of their lessons (Broughton, 1980). Thus, the teacher should consider the versatility of students, and the different linguistic factors, such as intonation, rhythm, and stress of English, when compared to Finnish (Tergujeff, 2013). Also, the role of interaction in the classroom was considered, in addition to giving feedback to students, and how it may impact the learning process (Mitchell, et al., 2013; Dłaska & Krekeler, 2013; Arora et al, 2018).

Furthermore, the learning aspect of English pronunciation in Finland was discussed in the second research question, as the aim was to further study the diverse factors affecting the learning of said feature of language. The review showed how there are various factors, such as age, motivation, and the student's personal background influencing the outcome of pronunciation learning (Kenworthy, 1987; Pihko, 1997). How adult students might experience pronunciation learning differently was also discussed, as it was compared to doing the four-minute mile (Kenworthy, 1987). Also, the native language of said student was prominent, and with the perspective of Finland, it was discovered how although English and Finnish are from different language families, most Finns have a good, intelligible level of English after graduation from grade 9 ("Finland ranks sixth," 2018; EDUFI, 2014). The factors in this outcome were, for instance, how English is learned from a young age – implicitly and explicitly. Most children face English in their daily lives in the form of social media, TV, movies, advertisements and in public places, such as cafeterias or movie theaters. This early exposure could thus be given as one of the key factors in Finns' English skills' development (Kenworthy, 1987; Pihko, 1997).

Also, the importance and intelligibility of English pronunciation was discussed. The review found that most students want to make the effort to become better in pronunciation, as they are

worried about it affecting their intelligibility (Simon & Taverniers, 2011; Dłaska & Krekeler, 2013). Additionally, although the status of languages change over time, it is deemed important for the speaker to be comprehensive and one, that understands the speech of people from around the world, regardless of their accent, tone, stress, and intonation (Gumbertz & Cook-Gumbertz, 1982; Pihko, 1997; Broughton, 1980). Thus, it was determined how teaching pronunciation in schools, also in countries like Finland, remains an important part of language lessons and something, that will be appreciated in the years to come as well.

In this literature review, my aim was to offer a holistic review of existing literature on the topic of learning and teaching English pronunciation in Finland. I have attempted to do this as objectively as possible and have not let my personal opinions or views on the matter affect the presentation of my research.

Additionally, this literature review has some restrictions. Some of the sources used in this thesis date back a while, but it was ascertained that all references used in the review remained valid and appropriate for the context they were used in. Furthermore, all sources were supported by each other, thus verifying their legitimacy. Moreover, the context of the sources used in this thesis were all from similar lines of work. Most researchers and studies that were referred to, were western studies conducted in schools alike to each other, and furthermore, with students of similar ages and backgrounds. Therefore, further research in the field of pronunciation teaching and learning, especially with the perspective of Finland, is needed in order to better equip teachers and those soon-to-be to be better aware of the complexity of such an abstract aspect of language. English pronunciation learning could also be studied more from the perspective of adult students, or with students that do not receive explicit pronunciation education in language lessons. Also, alternatively, the country's impact on pronunciation teaching and learning could be looked at more closely, with a perspective of comparison of curriculums and their implementation, for instance. Furthermore, the pronunciation learning of Finnish students could also be compared with that of students from another country, with a similar or different mother tongue. Overall, research on the concrete aspects of Finns' learning of English pronunciation is needed. Perhaps, this literature review would thus inspire someone to proceed in this line of research.

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