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## Swedish Second Language Learners' Ability to Pronounce English Contrastive Consonant Phonemes

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## Abstract

The purpose of this study is to investigate sixth form students' pronunciation, and their exposure to English during their English lessons in school. The focus of the study is to investigate whether or not the students have problems with pronouncing the contrastive consonant phonemes that do not exist, or are rarely used in the Swedish language (i.e /z/).

In order to investigate the students' pronunciation, questionnaires were handed out, followed by a reading exercise that was recorded. Also, a questionnaire was handed out to the students' teachers in order to investigate their thoughts about the importance of teaching pronunciation. The participating students and teachers in this essay were chosen from a school in the south-west part of Sweden.

The results in this essay show that the majority of the students participating had difficulties pronouncing the English consonant phonemes which do not exist, or are rarely used, in Swedish i.e /z/, /tʃ/ and /dʒ/. Furthermore, the results in this essay show that the students are more likely to pronounce English words with consonant phonemes similar to those used in Swedish.

Keywords: Contrastive phoneme, Pronunciation, Sixth form



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## 1. Introduction

It is my belief, and also experience, that students during their time in compulsory education and in the sixth form in Sweden tend to be taught about the English language through Swedish rather than English. Students do get to hear examples of spoken English through films and CD recordings, which are often connected to textbooks, but all information regarding the way the language works and how to carry out language related exercises are often given by the teacher in Swedish. Because students are exposed to so much spoken English through undubbed films, and since Swedish students are said to be really good at spoken English, why do they really need to work on pronunciation at sixth form? Do those few sounds really matter?

The idea for this essay was thought of when attending a linguistic course at university. During a specific lesson there were discussions regarding accents, dialects and different English pronunciation. Among the different topics of discussions, there was a point where the focus was put on sixth form education, and sixth form students' ability to pronounce certain sounds correctly.

This following essay will examine students' self-graded ability to pronounce different English consonant phonemes, and compare them with their actual ability to pronounce them. Also, there will be an analysis of how the students prefer to learn English, in relation to their experience of what they usually do during the English lessons. Moreover, there will be an analysis of teachers' use of English in the classroom.

In the sixth form curriculum, The Swedish Agency for Education states that students studying in both occupational and university preparatory programs shall be well prepared for future professional careers or further studies at university (Skolverket, 2011, p. 9). In the curriculum for the English subject in the sixth form, the Swedish Agency for Education states that students shall be able to express themselves clearly and with fluency in spoken language when doing oral presentations or interactions. Moreover, the Swedish Agency for Education also says that the education shall contain spoken English with some social and dialectal distinction. Through teaching, students shall also be given the opportunity to develop a linguistic security in both speech and

writing, and also the ability to express themselves with variety and complexity (Skolverket, 2011, p. 53-55). Furthermore, the curriculum also states that, in order for a student to pass the English course level 5 (grade E and C) in the sixth form, the student needs to be able to express himself relatively clearly, with variety and coherence (Skolverket, 2011, p. 56). In order to receive the grade A, the student needs to be able to express himself clearly, coherently and with variation (Skolverket, 2011, p. 57).

The purpose of this essay is to investigate sixth form students' pronunciation of English, and relate it to their exposure to English during their English lessons in school. The hypotheses that permeates the essay are that students pronounce the English consonant letters as they are pronounced in the Swedish alphabet (H1), and that English consonant phonemes that are similar to Swedish phonemes are more correctly used by the students than those phonemes that do not exist in Swedish phonetics (H2). Furthermore, the following questions have also been developed from the hypotheses:

1. Which of the chosen consonant phonemes, that do not exist in the Swedish language, do the students have most problems with?
2. Are there any patterns in the students' pronunciation errors regarding contrastive consonant phonemes?

## 2. Theoretical Background

In her book, Sylvén (2013) mentions that when learning a new language we tend to put a lot of emphasis on the written form, grammatical correctness and spelling. Even though she agrees on the importance of the written form of a language, she also points out that the primary forms of communication are listening and speaking, and that the key to successful communication is good pronunciation (Sylvén, 2013, p. 13). She says:

Written language was introduced late in the history of language, and in thousands of languages there is still no written form. When writing was invented it was a means of capturing what was said. Thus, writing was from the start a replication of

speech and not the other way around, a good pronunciation is at least as important for a language learner as grammar. (Sylvén, 2013, p. 13).

The English language is used in more than 70 countries as either an official or semi-official language. Therefore, there is no doubt that English is the most important foreign language to know and master. According to the authors Rönnerdal and Johansson, the minimum demand for English users is intelligibility. By that, the authors believe that English users should prevent misunderstandings by mastering the contrastive, or distinctive, consonant phonemes such as /z/, /s/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/. ”Intelligibility is at least sufficient when conversing in ordinary interactions” (Rönnerdal & Johansson, 2005, p. 11).

According to Swan and Smith, Scandinavian languages belong, like the English language, to the Germanic branch, which means that there are similarities between the languages. However, there has been a development of change in, for example, phonology between the Scandinavian languages (such as Swedish) and the English language (Swan & Smith, 2001, p. 21). Phonologically, Swedish and English are broadly similar and Swedes do generally not have serious difficulties pronouncing English, especially when it comes to vowel sounds. However, the English language has consonant sounds that do not exist in the Swedish language, which, therefore, have been proven to be difficult for Swedes to pronounce. Some of these sounds are /z/, /tʃ/ and /dʒ/. According to Swan and Smith /z/ is often replaced with /s/ when English is spoken by a Swede. Even though students have learned to pronounce /z/ in English, they still commonly have difficulties remembering to pronounce the letter *s* as /z/ when it is placed in words like, for example, *cousin* and *president*. Also, the authors claim that /tʃ/ is often replaced with /tj/, and /dʒ/ is often replaced with /dj/ (Swan & Smith, 2001, p. 22-23).

Rönnerdal and Johansson mention that one must vary the language according to the situation, but one must also distinguish phonemes and have, at least some control of intonation in order to make comprehension easier. Furthermore, the authors also say that one must try to pronounce individual sounds correctly, reduce vowels in unstressed positions and place stress correctly, speak fluently, and with intonation. It is the authors’

belief that if the above mentioned parts are fulfilled, the speaker will feel more secure about the language, and will also be more easily accepted in a native environment (Rönnerdal & Johansson, 2005, p. 11).

When Rönnerdal and Johansson discuss which model of pronunciation should be used in our education, their opinion is that, since English is the mother tongue of about 400 million people, the model of pronunciation in teaching English in schools should be one that is not regionally or socially limited. It should also be a model that is easy to understand in most situations, and a form of English that the students come into contact with through media and travel (Rönnerdal & Johansson, 2005, p. 12).

## 2.1 Phonetics and phonology

According to Clark and Yallon (1995), phonetics involves speech. Talking and listening often seem unremarkable since it is such a big part of our everyday life. Furthermore, as in any scientific field, speech can be complex even in the most simple form. Even the simplest conversation or exchange, such as greetings, presuppose that the people in the conversation make sense to each other and understand each other (Clark & Yallon, 1995, p. 1). Gerald Kelly describes phonetics as the study of speech sounds, which involves both (1) physiological phonetics - the physiological ability to put the speech organs in action in order to create sounds, (2) articulatory phonetics - the actual movements in the speech organs which produce the different sounds in our languages, (3) acoustic phonetics - the sound waves that, put together, creates the sounds, (4) auditory phonetics - the way the speech is received by the ears of the listener from the mouth of the speaker, and perceptual phonetics - how the brain perceives the speech. (Kelly, 2000, p. 9).

Yule (2010) argues that phonology could be defined as the study of patterns and systems of speech sounds in a language. It is based on the theory that every speaker of the language unconsciously knows about the sound pattern in that language (Yule, 2010, p. 42).

### 2.1.1 Phonemes, allophones and minimal pairs

Sylvén (2013, p. 45) explains phonemes as sound units. They are the important sounds in a language - one single phoneme can change the meaning of a word completely (i.e. *pat* - *pet*).

Sylvén (2013, p.47-48) explains that minimal pairs are words where the only difference is one phoneme, otherwise the words are spelled the same, for example, *far-car*, or *hot-hat*. In addition, Sylvén points out that the set of used phonemes in a language differ between languages. Sylvén believes that knowledge about such factors facilitates the teaching for second language teachers with a multilingual mix of students in the classroom. In Swedish for example, the sounds /i/ and /y/ in the words 'r<sub>i</sub>ta' and 'r<sub>y</sub>ta' are phonemes, and the words themselves are minimal pairs. If you, for example, change /i/ for /y/ you get a change in meaning. As the sound /y/ does not exist in English, if you pronounced the word /pin/ with a Swedish /y/ sound, as in /pyn/, the word would still signify a sharp pointy object but said with an odd pronunciation; there is no change in meaning.

Allophones, on the other hand, refer to how the phonemes are conveyed by the speaker. In other words, allophones do not change the meaning of a word since the allophone is a realization of a phoneme, for example, difference in the English and American accent when pronouncing the word *bath* - /ba:ð/ and /bæð/ (Sylvén, 2013, p. 45-46). Moreover, a more basic explanation to allophones is that an allophone does not influence the meaning of a word, but concerns how the specific phoneme is pronounced. For example, take the word 'pin' /pɪn/. There are three different allophones to the phoneme /p/ in English; [p<sup>h</sup>], [p] and [p̚]. In this case, the word 'pin' is correctly pronounced with a [p<sup>h</sup>], but the meaning of the word would not change if the speaker would use the allophone [p] (as in the word 'spin' /spɪn/) and [p̚] (as in the word 'tip' /tɪp/). The incorrect pronunciation could either be depending on accent or influence from a first language.

It is a personal belief that correct pronunciation is important for students to learn in order to be properly understood when talking to another English speaking person.

Correct pronunciation is, therefore, also important in order to avoid misunderstandings. By changing a contrastive consonant phoneme some words will change meaning entirely. For example, there might be confusion if a person uses /ʃ/ instead of /tʃ/ when trying to tell someone that they found his/her hat at a bargain price; it was very 'cheap'. In this case 'cheap' becomes 'sheep' which instead will mean that the person has bought some headgear that resembles a farm animal. Also, if using /z/ instead of /s/ when ordering *ice* cream, the person taking your order might advise you to go to a pharmacy instead in order to buy cream for your *eyes*. Last but not least, if using /dʒ/ instead of /j/ when talking about the yellow part of an egg, someone might think you thought it was funny; 'yolk' /jɒk/ versus 'joke' /dʒɒk/.

### 2.1.2 Difference in English and Swedish pronunciation

As mentioned earlier, the sounds studied in this essay are /s/, /z/, /tʃ/, /dʒ/, /ʃ/ and /j/. Some of these sounds are pronounced similarly in Swedish and English. However, there are differences.

According to Rönnerdal and Johansson (2005, p. 49, 61), there is no real significant difference between the Swedish and English /s/. In English /s/ is pronounced as a voiceless apico-alveolar fricative. However, both Rönnerdal and Johansson (2005, p. 48) and Lundström-Holmberg and Trampe (1987, p. 80) agree that /s/ can be pronounced in two different ways; either as a voiceless apico-alveolar fricative, or as a voiceless predorso-alveolar fricative, which means that /s/ could generally be pronounced more dental in Swedish than in English.

The Swedish language has no equal sound to the English /z/, which generally generates a problem for Swedish people to pronounce this particular sound correctly. In English /z/ is a voiced apico-alveolar fricative (Rönnerdal & Johansson, 2005, p. 61, 49). However, Swedes tend to pronounce the letter 'z' unvoiced, which changes the phoneme to a /s/.

According to Rönnerdal and Johansson (2005, p. 68), /tʃ/ does not exist in the Swedish language. This means that Swedish people have a hard time pronouncing /tʃ/, and,

therefore, tend to use /ʃ/ or /tʃ/ instead. In English, /tʃ/ is a voiceless predorso palato-alveolar affricate.

The English /ʃ/ on the other hand, is similar to the Swedish /ʃ/ (*fors*) and /ç/ (*kjol*). The difference between English and Swedish in this case is that you pout your lips in order to pronounce a more strongly rounded sound when pronouncing /ʃ/ in English, In Swedish, however, there is no lip pouting, or very little. In English, /ʃ/ is a voiceless predorso palate-alveolar fricative, and in Swedish /ʃ/ is a voiceless retroflex fricative, and /ç/ is a voiceless dorso-palatal fricative (Rönnerdal & Johansson, 2005, p. 66-67, 48-49).

According to Rönnerdal and Johansson (2005, p. 69, 49), /dʒ/ is more common in the English language than /tʃ/. Instead of being able to use /dʒ/, Swedish people tend to pronounce the sounds as /ʒ/ or /dj/. In English, /dʒ/ is a voiced predorso palate-alveolar affricate.

In English, /j/ is a voiced dorso-palatal approximant (Rönnerdal & Johansson, 2005, p. 70, 48-49). Lundström-Holmberg and Trampe (1987, p. 59) mention that the English /j/ also can be called *frictionless continuant*. In Swedish, however, /j/ is pronounced with friction, which, in contrast to English makes a very strong sound. Moreover, this means that a Swedish /j/ easily can be mistaken by an English native speaker for /dʒ/, for example when pronouncing the word 'yellow'. A Swedish native speaker could easily put too much stress into the first phoneme which would make the sound easy to mistake as /dʒeləʊ/ instead of the pronunciation of the English native speaker /jeləʊ/. On the other hand, if /dʒ/ would be pronounced too weak, it could easily be mistaken by an English native speaker for /j/, for example the word 'John'. In English the name 'John' is pronounced /dʒɒn/, but could by a Swedish speaker be pronounced /jɒn/, which could be perceived by an American English native speaker as the word 'yawn'. In Swedish, /j/ is a voiced dorso-palatal fricative.

## 2.2 Learning the English Language and Pronunciation

In Chomsky's and Halle's (1991, p. 3) 'sound patterns of English', the authors state that English grammar is a system of rules that relates to sound and meaning. Harmer (2007, p. 38) on the other hand, states that grammar and words are represented orthographically through writing, and that, when speaking, words and phrases are constructed through different sounds, pitch changes, intonation and stress, which together can convey different meanings.

In his book, Gerald Kelly (2000, p. 11) speaks of how important it is to teach pronunciation. The author argues that pronunciation is essential to increase understanding and avoid misunderstandings. He says that a person who constantly mispronounces phonemes will be very difficult for the listener to understand. He uses the example of a learner wanting to order soup at a restaurant but uses an inaccurate phoneme which creates the word soap instead. This will, according to the author, only create misunderstanding and confusion for the listener, which in this case is the waitress.

Kelly (2000) argues that there are different techniques, activities and approaches for teachers to teach pronunciation; from the highly focused activities such as drilling the students with phonemes in order to teach them correct pronunciation (explicit teaching) to techniques that reach more broadly, such as making students find, or look out for, particular phonemes or pronunciation features while listening to texts (implicit teaching). Kelly mentions that there are two key aspects of teaching pronunciation - receiving and productive skills, which means that students both need to learn to be able to hear the differences between phonemes, especially where there are no contrastive phonemes in their first language, and they also need to learn to be able to transmit their knowledge to their own speech production. According to Kelly, examples of receiving activities could be to have the students doing listening comprehension exercises in the course books, since they are designed to sound realistic and with "natural" language. Moreover, Kelly argues that the exercises from the course books come with material, which eases the work for teachers so that the teacher does not always have to produce

his/her own material. As an example of teaching the students the productive skills, he mentions drilling. Drilling could involve the teacher saying a word or a structure, which the students then repeat. Kelly claims that drilling help students to develop their second language pronunciation (Kelly, 2000, p. 15-21).

Hedge (2000, p. 44-47) speaks about the fact that ability to communicate effectively in English is a well-established goal in English Language Teaching (ELT). She argues that many adults can identify the need to communicate in written as well as spoken English. Moreover, children in school are also more aware of the need of international communication and mobility that English can bring them in the future. Furthermore, Hedge argues that linguistic competence involves things such as, for example, grammar, vocabulary and pronunciation. She also argues that an important point for the teacher is knowing about linguistics as an integral part of communicative competence. In their book, Faerch, Haastrup, and Philipson mention that "It is impossible to conceive of a person being communicatively competent without being linguistically competent" (Faerch, Haastrup & Philipson, 1984, p. 168).

When introducing a chapter on 'Teaching pronunciation', Harmer presents his thoughts about, and to some extent the reason for why there is a the general lack of pronunciation teaching in education. He writes:

Almost all English language teachers get students to study grammar and vocabulary, practise functional dialogues, take part in productive skill activities and try to become competent in listening and reading. Yet some of these same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only make things worse. They may claim that even without a formal pronunciation syllabus, and without specific pronunciation teaching many students seem to acquire serviceable pronunciation in the course of their studies anyway. However, the fact that some students are able to acquire reasonable pronunciation without overt pronunciation teaching should not blind us to the benefits of a focus on pronunciation in our lessons (Harmer, 2007 p. 248).

Furthermore, Harmer reasons that the teacher should be the model that the students uses as inspiration and could aspire to sound like. Also, it might be asking too much to say that students should have the variety of English which makes us, when listening to them, assume that they are native British, American or any other English origin. Instead

the teacher should strive to make their students' pronunciation intelligible (Harmer, 2007, p. 248-249).

### 3. Previous Research

#### 3.1 Contrastive phonemes

Ellis (1994, p. 47) argues that language learners make errors when producing and comprehending the target language. It is his opinion that comprehension errors are made in connection to the learners' inability to separate different sounds.

In his book, Ellis (1994, p. 306) mentions that The Contrastive Analysis Hypothesis (CAH) is based on the assumption that every student who learns a foreign language will find some parts of the language easy, while other parts will be considered much more difficult. The features similar to the students' native language will be simple for them, and those features that are different from the native language will be difficult for them to produce and comprehend. Furthermore, it is evident that when language learners come into contact with bilingual situations, many of the errors or distortions that arise are traceable to the differences in the involved languages. Therefore, the CAH claim that all second language errors can be predicted by identifying the differences between the learner's native language and the target language (Ellis, 1994, p. 306-307).

The behaviorist theories claimed that the main difficulty to learn was interference from prior knowledge, also called *Proactive inhibition*. This occurred when the attempt of learning new habits connected to the second language was interrupted by old habits from the first language. For this reason, behaviorist theories emphasized that the idea of 'difficulty' depended on the amount of effort the learner required to learn a second language pattern. The degree of difficulty was primarily depending on the extent to which the target language pattern was similar and different to the first language pattern. If the pattern in the native as well as the target language were identical, the learning could take place easily through *positive transfer*, but if the pattern in the target language

differed from the native language pattern, difficulty arose resulting in *negative transfer*, which made it more likely for errors to occur (Ellis, 1994, p. 299-300).

### 3.2 Different varieties of English pronunciation

A study made by Rindal and Piercy investigated the pronunciation of English among Norwegian students (70 students; 38 females and 32 males) by applying a sociolinguistic method (in this sense meaning in which way English has become a part of the Norwegian society, and, therefore, how well Norwegian adolescents are accustomed to the English language) in a second language context. Moreover, the authors also investigated not only the participants' pronunciation, but their desired pronunciation. In their study Rindal and Piercy focused on the second language learners' choices of English native accents. It was their belief that students in Norway choose from more English accents than just standard British or American, for example they use Australian, cockney and something they define as 'Norenglish' (Rindal & Piercy, 2013, p. 211).

In order to test these two variables, they first examined the students by testing seven different pronunciation features; three vowel sounds and four consonant sounds. Since the authors also wanted to examine whether or not the students matched the English accent as they claimed to have as a target pronunciation, the authors chose to use pronunciation features that made a distinction between general American English and Standard Southern British, such as 'bath', 'lot' and 'goat' for the vowel sounds and features to test the absence or presence of non-prevocalic /r/, the presence of intervocalic /t/, the presence or absence of post-coronal /j/, and the voiceless *th* (Rindal & Piercy, 2013, p. 215).

In Rindal's and Piercy's study, results show, despite the authors' beliefs that the majority of the students, actually aimed for an American and British accent when speaking English. Moreover, a large minority of the Norwegian adolescents also chose to abandon the traditional variety of aiming towards native British or American accent, instead the students chose to answer that they prefer 'neutral' English - which is described as "pronunciation based on how it sounds in your head" (Rindal & Piercy,

2013, p. 221). However, American English was the most dominant pronunciation, which the authors suggest is coming from the imported American media. Furthermore, the authors argue that the variability of English reflects the transitional status of the English language in Norway. Moreover, the authors suggest that it contributes to the increasing diversity in the development of English as a global language (Rindal & Piercy, 2013, p. 224-225).

In their discussion of the results, Rindal and Piercy mention that even though the majority of adolescents in the study use phonological variables that can be found in general American and standard British English accents, the variables do not need to be entirely native-like, but also have some influence from the students' first language intonation. The authors also found that there was no significant influence from the students' first language when it came to voiceless *th*, the rhotic variants of non-prevocalic /r/ and tapped variants of intervocalic /t/. Moreover, the authors also found that the teachers or the school had no strong influence on the students' pronunciation or English accent (Rindal & Piercy, 2013, p. 223).

### 3.3 Pronunciation in the Classroom

According to Derwing, Diepenbroek and Foote (2012, p. 23-41) researchers and practitioners have, for several years, argued for more attention to be paid to pronunciation in classrooms of second language learners. There is also evidence for students wanting to have more opportunities to improve their pronunciation. Furthermore, the authors have found that the result of lack of attention to pronunciation in second language classrooms is that many students are unable to access stand-alone courses at university, as well as having limited career advancement opportunities and lower earnings. In their study, Derwing, Diepenbroek and Foote have analyzed to what extent pronunciation activities exist in popular textbooks, including CDs with listening activities that are not necessarily intended for pronunciation practice. The textbook series analysed were *American English File 1-4*, *American Headway Starter-4*, *Canadian Concepts 1-6*, *Interchange Intro-3*, *Passages 1 and 2*, and *Side by Side 1-4*. The results showed that the textbooks did not contain more than half a page for each

pronunciation activity entry which equals with 0.4% to 15.1% across the textbook series.

In a study made by Kennedy and Trofimovich (2010, p. 171), the authors examined the relationship between second language learners' quality in awareness and pronunciation regarding their English usage.

The study was carried out in a university in Montreal, it examined a course in English given by an experienced pronunciation instructor, and the class, containing both graduate and undergraduate students, which met once a week for 13 weeks. The focus of the course was to develop the students' effective oral academic skills by having the students work with suprasegmental aspects of English pronunciation, such as thought groups, word stress, rhythm, sentence stress and intonation. During these weeks the authors evaluated the students through three dimensions: accentedness, comprehensibility and fluency. (Kennedy & Trofimovich, 2010, p. 173-176).

However, the results from this study showed that there was no improvement in the ratings of the students' pronunciation from the beginning to the end of the course. However, those students who had logged the largest number of comments of qualitative awareness were those who were perceived as being less accented, more comprehensible and more fluent at the end of the course (Kennedy & Trofimovich, 2010, p. 179).

### 3.4 Studies of teaching pronunciation

A study made by Saito and Poeteren examined how 120 highly experienced English as foreign language (EFL) teachers in Japan adjusted their pronunciation in order to increase their students' learning skills and pronunciation, as well as approaching a mutual intelligibility in second language classrooms (Saito & Poeteren 2012, p. 369). The results showed that the majority of the participating teachers reported both conscious and intuitive efforts to make the classroom input more comprehensible to their students. Furthermore, the results showed that teachers in EFL classrooms can make lexical and sentences boundaries in their speech more clear for their students by slowing down their speech rate, enunciating each word, avoiding assimilation and

contraction, and use more pauses and repetition. Also, the results showed that the teachers were unlikely to exaggerate individual sounds during classroom discourse, which were probably due to the fact that the teachers thought it difficult or counter-productive to do so without breaking the communicative flow. To this, the authors argue that the teachers need to implement interventions to draw the students' attention to these sounds and push them to develop more details to their lexical-level of pronunciation (Saito & Poeteren 2012, p. 378-379).

## 4. Method

### 4.1 Participants

30 students between the ages of 16 to 19 were asked to participate in this study. The sample consisted of sixth form students from a school in the southwest of Sweden. In total, three sixth form classes were selected, from three different types of programs. The selection of participants was based on an availability sample. In total, 34 questionnaires were handed out to students, but only 30 were used in this study due to the students not completing the questionnaire or choosing not to participate in the reading part of the study.

The four teachers used in this study were the ones teaching the three different classes. All are women, all have Swedish as their mother tongue, and all have worked with the profession of teaching for more than eight years. In order to protect the teachers' identities, they have been given simulate names when presenting the result in the analysis chapter (chapter 5). Two of the teachers have worked between 9-11 years and will be called Jenny and Mary, one has worked between 12-14 years and will be called Lisa, and one has worked for more than 21 years and will be called Erica.

Among the participants, participant number 1-15 were studying on the construction program and had Mary as a teacher, participant number 16-24 were studying on the social-science program and had Lisa as a teacher, and participant number 25-30 were studying on the vehicles program and had Jenny and Erica as teachers.

## 4.2 Material

This following study has used three different kinds of tests in order to establish a result regarding the students' English pronunciation. First, a questionnaire with 12 questions was constructed for the students. The questions were created in order to make the students evaluate their own pronunciation, their preferred method(s) of learning English, their motivation towards learning English, their belief of English being hard or easy to learn, and how often they believe their teachers teach them pronunciation during class. The questionnaire was first created in English (See Appendix 8.1, p. 29). However, from the results of the pilot study done before the actual study, it was decided to let the students' questionnaire be in Swedish instead of English (See Appendix 8.2, p. 31).

Second, an exercise consisting of 12 sentences was constructed for the students to read aloud while being recorded (See Appendix 8.4, p. 35). The sentences used in this exercise were chosen from a London University reading comprehension test. Six different phonetic consonant sounds were selected to be focused on more carefully; /dʒ/, /j/, /z/, /s/, /tʃ/ and /ʃ/. The words for the different sounds could, for example, be 'juice' (/dʒ/), 'young' (/j/), 'music' (/z/), 'steal' (/s/), 'child' (/tʃ/), and 'ship' (/ʃ/) (See Appendix 8.5, p. 36).

The reason for using whole sentences when testing the students' ability to pronounce these selected consonant phonemes was to make sure that the students would not discover which specific words were studied. This way, chances were bigger that the students would make the 'regular' pronunciation errors as they they do when speaking, rather than if they would have been asked to pronounce single words. In order to make this experiment more reliable, the students ought to have been studied in regular conversations with another person. However, this type of experiment takes more time in both analyzing and planning - time that did not exist when executing this study.

Thirdly, in order to record the students while reading the sentences aloud, an iPhone 4s was used. Before starting the reading session, settings in the phone were changed in order to block incoming phone calls, messages and emails which could have interrupted

the students in their reading and, therefore, also have had a negative influence on the results.

Finally, the teachers were given a questionnaire containing 9 questions regarding their experience in the profession of teaching. The questions created for this questionnaire were more of the open kind as compared to with the students' questionnaire (See Appendix 8.3, p. 33).

### 4.3 Procedure

A pilot study for the students' questionnaire was done in order to make sure that no question was found difficult or confusing. This pilot study consisted of five students from a different school in a different city than the actual study. After having had the five students read the questionnaire in both a Swedish and an English version, a discussion established that the students found the Swedish version easier to understand. Therefore, it was decided to use the Swedish version in the actual study.

Contact was taken with the teacher participants in the school chosen for this study. Through e-mail, a date for meeting was made in order for the teachers to be introduced to the study, and approve of it, before taking it in to the students in the classroom. A decision was made that the study was going to be held during four different English classes. Moreover, it was also decided that the author of this study was going to return after all data had been collected in order to talk about pronunciation with the students. This was a show of appreciation for being able to collect data from the students during class.

During the collection of the material, the students were seated alone with the author of this study. This meant that the author of this study personally informed and handed out the questionnaires to the students, and was also able to answer if the students had any questions regarding the questionnaire or the sentence exercise. The students were informed that the questionnaire and exercise formed the basis for a c-essay, and that the results from their answers were not going to be graded. Furthermore, the students were informed that their reading aloud was going to be recorded for the purpose of being able

to listen to their readings more than once. The students were also told that their participation in the study was confidential and used for statistical computation only. The time for completing the questionnaire varied from 8 to 10 minutes.

During the sentence exercise, I decided to be the judge of the students' pronunciations skills. This has both a negative and positive aspect. On one hand I am not an English native speaker myself, which means that there are possibilities that I might be judging incorrectly, which additionally affects the reliability of the study. On the other hand, I am an sixth form English teacher, which means that I have studied the English language and I am confident enough to believe that I am able to hear sound differences in the students' pronunciation. The reason for deciding to be the judge of the sentence exercise was basically because I did not have an English native speaker to get help from during the time of the study.

#### 4.4 Statistical Analysis

The material was analyzed in the computer program called SPSS (Statistical Package for the Social Sciences). To be able to detect any connection between the students' evaluation of their own pronunciation and their actual performance during the test of the study, the following tables will show means, standard deviation, frequency and percentage of the different variations.

A Chi square for Goodness of Fit test was used in order to evaluate which sounds the students had the most difficulties using when pronouncing the 12 sentences used in the study (see table 4).

The fact that the number of teachers in this study was low, and that the questionnaire was created with more open questions, means that the results, therefore, could not be presented through SPSS, but will instead be presented as if the teachers were interviewed.

## 5. Analysis

### 5.1 Correlations

As Table 1 presents below, the average student in this survey estimated his/her own pronunciation to approximately 3 in a scale of 1-5, where 5 was the highest and 1 the lowest. Results from the reading exercise show that the students master 3 out the of the 6 sounds examined in this study.

Table 1: *The table shows means (M) regarding the students' own evaluation of pronunciation, and the result of their actual performance during the study (N=30).*

	M
Own Evaluation	2.83
/dʒ/	0.46
/j/	1
/z/	0.04
/s/	1
/tʃ/	0.18
/ʃ/	1

If to translate the results, the table shows that the average student in this study evaluated himself/herself as intermediate (almost 3) when it comes to English pronunciation (the students could grade themselves from 1 to 5). Furthermore, the results show that all the students used the phonemes /j/, /s/ and /ʃ/ correctly, while fewer students managed to use the phonemes /dʒ/, /z/ and /tʃ/ less correctly (the higher the mean, the the more correct usage of sound).

One could say that the students in this study had good knowledge regarding their own pronunciation since the average estimated their oral performance to lie in the middle of the scale, and their actual performance showed that they had mastered half of the sounds presented in the study. However, it is important to mention that there were students who evaluated their own pronunciation highly, but performed poorly during the reading exercise. There were also students who evaluated their pronunciation as low, but performed well in the reading exercise.

Furthermore, these results also show that this study follows the result Swan and Smith represented in their study, as well as Rönnerdal's and Johansson's theory of mastering contrastive consonant phonemes. However, a more detailed presentation of this result will be presented in chapter 5.2 below.

## 5.2 Difference in Usage of Sounds

Just as Swan's and Smith's study as well as Rönnerdal's and Johansson's theory, this study's result shows that the students found it difficult to pronounce contrastive phonemes, and, therefore, did not master them in the reading exercise that they participated in during the investigation of this study. As Swan and Smith anticipated in their study, Table 2 shows that the sounds /z/ and /tʃ/ are the ones the students in this study found most difficult to use properly. 12 out of 30 students managed to express /tʃ/ correctly in their speech, and only 6 out of 30 students expressed /z/ correctly in their spoken English when reading the selected sentences. Furthermore, the sound /dʒ/ was, according to this study's results, moderately difficult for the students to use as a little less than half of the students, 17 out of 30 used the sound correctly in their speech (see Table 2).

However, the result also shows that the sounds /s/, /ʃ/ and /j/ are used most correctly as all of the students succeeded to pronounce these in the right place during the reading assignment in the study (see Table 2). This result might be due to the similarity in pronunciation sounds between the English and Swedish language.

However, it is relevant to say that, during the reading exercise, the student only had to pronounce one of the words that represented the phonetical sound once in order to be counted as passing the pronunciation of the specific sound. Therefore, it is difficult to say whether or not it was knowledge or good luck that made some of the students pass the contrastive sounds in the reading exercise.

Table 2: *The table shows a Chi Square for Goodness of Fit test regarding usage and non-usage of the sounds in the students' pronunciation. The table also presents the percentage (%) of which sounds the students had most difficulties pronouncing (N=30).*

	Using	Not using	Frequency (%)
/dʒ/	17	13	17 (57)
/j/	30	-	30 (100)
/z/	6	24	6 (20)
/s/	30	-	30 (100)
/tʃ/	12	18	12 (40)
/ʃ/	30	-	30 (100)

The results presented in Table 2 show that less than half of the participating students succeeded to pronounce /tʃ/ which does not exist in the Swedish language. This answers the first question in the purpose of this study. Furthermore, only six of the students achieved to use the sound /z/, which does exist in the Swedish language but only to the letter 'z', and is rarely used.

The students found it easiest to pronounce /ʃ/, /s/ and /j/. This result corresponds with H2 since /s/ is pronounced similarly in Swedish, and /ʃ/ is similar to the Swedish /ç/ (e.i the Swedish word 'check') (SAOS, 1998 p. 115). However, it was surprising that the students found it easy to pronounce /j/ since it is not similarly used in the Swedish language; in English, the phoneme /j/ is a approximant, while it is a fricative in Swedish. Moreover, this result could therefore answer to the H1 as almost every student used /s/ instead of /z/ in the reading exercise.

Table 3 shows the number of participants using the different consonant phonemes, and also the total number of possibilities the students' had to use the specific sounds in the reading exercise.

In total, the phoneme /dʒ/ occurred 5 times in the reading exercise. /j/, /z/ and /ʃ/ occurred 4 times each, /tʃ/ occurred 3 times, and /s/ 2 times.

Table 3: *The table shows the amount of participants using the sounds, the total amount of possibilities to use the sounds in the reading exercise, and percentage (%) (N=30).*

	Total (possibilities)	%
/dʒ/	62 (150)	41
/j/	114 (120)	95
/z/	9 (120)	8
/s/	90 (90)	100
/tʃ/	24 (90)	27
/f/	120 (120)	100

The results from this table show that it is perilous to confirm that the students possessed knowledge about how to pronounce some of the words, rather than seeing it as a 'lucky score'. As presented before, only 6 participants used /z/ once in the reading test (the word 'music'), though Table 6 proves that only one of the participants actually mastered the phonemic sound by using it throughout the whole reading exercise. Moreover, the same went for participant number 3, 16, 18 and 25, who showed that they mastered /tʃ/ even though 12 of the participating students used the sound at least once during the reading exercise.

### 5.3 Teachers' Use of English in the Classroom

Given the question how the teachers prefer to teach pronunciation, both Erica and Lisa use correction as a method of making the students aware of the errors. Moreover, Lisa said she uses repetition to make her students aware of how different words are supposed to be pronounced. Jenny also mentioned that she uses repetition with her students, as well as pronouncing the word aloud along with the students in order to make her students aware of the different sound in the English language. Mary, however, mentioned that she uses speaking exercises, as well as talking about different difficulties in the English language, she also gets the students to practice the different words and sounds to make them aware of different phonetic sounds (see Harmer, 2007 chapter 15, for a good selection of ideas for how to teach pronunciation). From these answers it is assumed that the teachers participating in this study use the same techniques as Harmer

(2007, p. 251-264). He explained that a teacher can approach the teaching of pronunciation in different ways; devote whole lessons to pronunciation, insert short bits of pronunciation, focus on pronunciation as a part of the lesson, or 'stray' from the original lesson plan.

To answer the fourth question in this study, two of the teachers, Lisa and Mary, said that they always try to speak English with the exception of using Swedish when it comes to teaching English grammar. The other two teachers, Jenny and Erica, said they mostly speak Swedish due to the students' lack of motivation and knowledge to the English language. As Harmer mentions that the teacher should be a model that the students could use as inspiration and aspire to sound alike, it could be assumed that Lisa's and Mary's students might be more motivated toward the English subject and speaking English since Erica and Jenny mentioned that they rarely speak English during the English lessons. Furthermore, it is an interesting fact that none of the teachers answered the fourth question, but answered 'around' it. Was it because they usually do not teach pronunciation explicitly, or because they teach pronunciation implicitly? They might use implicit English pronunciation teaching in their 'regular' teaching, instead of having whole lessons about pronunciation. However, it personally seems odd to use implicit pronunciation teaching if the teachers (such as Erica and Jenny) do not speak English during their English lesson. On the other hand, the results from Rindal's and Piercy's study show that the students' pronunciation and accent is not strongly influenced by the teachers, or the rest of the school, which in this sentence would mean that the teachers' pronunciation, accent or even use of English(?) does not matter as much as one might believe. In that case, the question is where do the students get their accents from? One could argue that their accents might come from being exposed to the English language through, for example, films, tv-series, computer games or internet networks.

Two of the teachers, Erica and Jenny, said that they only teach English pronunciation once every course, while Mary and Lisa said that they teach pronunciation whenever it is necessary, or if a problem arises. Also, in a scale of 1 to 5 how important the teachers believe it is for the students to learn pronunciation (where 1 being not important at all, and 5 being very important) two of the teachers, Lisa and Mary, filled in a 3, while both Erica and Jenny filled in a 5. However, all four teachers said that it is important to learn

pronunciation in order to be understood properly, and to prevent misunderstandings. Moreover, Mary was the only teacher who mentioned that the students need to master pronunciation in order to reach higher grades according to the curriculum.

According to Harmer and the results from this study, it might be more effective to focus more on pronunciation in teaching English, especially if one should believe Rønnerdal and Johansson when they claim that the student must, to some extent, gain control over the phonemes in order to be intelligible. Hedge, and Faerch, Haastrup and Philipson mentioned that pronunciation and linguistic competence is crucial in order to be intelligible when attending conversations.

Of the four teachers, three of them; Jenny, Lisa and Mary, graded their own pronunciation with a 4 in a scale between 1 and 5 (with 1 being the lowest score, and 5 the highest), and Erica was the only one grading herself with the highest score. However, it is difficult to say whether the teachers has graded their own pronunciation in line with how they actually pronounce different phonemes in reality since the teachers were not asked to do the reading exercise.

#### 5.4 Preferred Methods and Methods Used in the Classroom

During the survey the students were asked to fill in which techniques (reading, listening, writing or speaking) they preferred when being taught English as a second language. In this question, the students were allowed to fill in as many options of their choice. The results showed that 11 out of 30 students (37% of the participants) preferred reading, 13 out of 30 (43% of the participants) preferred writing, 17 out of 30 (57% of the participants) preferred listening, and 21 out of 30 (70% of the participants) preferred speaking activities during their English lessons (see Table 4).

Table 4: *The table shows each student's own evaluation, preferred English learning techniques, and the estimated frequency of the different techniques that are used during the English lessons (question 5, 6 and 7 in Appendix 1). Due to some incorrectly executed answers, four participants (number 2, 11, 21 and 26) have been deleted from the calculations (N=26).*

	Sex	Own evaluation	Prefer reading	Prefer listening	Prefer writing	Prefer speaking	During class Reading	During class Writing	During class Listening	During class Speaking
1	Female	3		x	x	x	1	2	3	4
2	Male	2		x			1	2		
3	<b>Female</b>	<b>3</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>
4	Female	3	x		x	x	1	2	3	4
5	Male	3		x		x	2	1	4	3
6	Male	3	x	x	x	x	2	1	4	3
7	Male	3	x	x			2	1	3	4
8	Male	2	x	x	x	x	1	2	4	3
9	Male	3			x		2	1	4	3
10	<b>Male</b>	<b>2</b>			<b>x</b>	<b>x</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>2</b>
11	Male	4		x				1		
12	Male	3		x			1	2	3	4
13	Male	1		x			3	2	3	2
14	Male	4	x		x		1	2	3	4
15	Male	1		x		x	4	2	1	3
16	<b>Female</b>	<b>5</b>		<b>x</b>	<b>x</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17	Female	4	x		x	x	2	1	2	3
18	Male	4			x	x	4	3	1	2
19	Male	4	x			x	4	2	1	3
20	Male	2		x		x	1	3	2	4
21	Female	2				x	1			
22	Female	4	x			x	2	1	4	3
23	Female	3		x		x	3	1	4	2
24	Female	3			x	x	3	2	3	1
25	Male	3	x	x		x	1	3	2	4
26	Male	3				x		1		
27	<b>Male</b>	<b>2</b>	<b>x</b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
28	Male	2			x	x	3	2	1	4
29	Male	2		x		x	2	1	3	4
30	<b>Male</b>	<b>2</b>		<b>x</b>		<b>x</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>

Furthermore, the students were asked to grade 1-4 (1 equals most often) which techniques they thought were used most frequently by the teacher during their English classes. The results are presented in Table 5 below. Of the 30 participants who participated in this survey, four have been removed from this calculation either because they did not respond to the question correctly, or because they decided to desist from answering a question.

Table 5: *The table shows how the students graded the frequency of the four techniques used in the classroom when learning English as a second language (Grade 1 equals that the technique i used most often) (N=26).*

Grade	Reading	Writing	Listening	Speaking
1	9	9	5	1
2	8	14	4	6
3	5	3	10	9
4	4	0	7	10
N	26	26	26	26

Also, one of the questions in this survey was how many times during a semester the students believe their are taught pronunciation in class. The results varied; 7% answered that they were taught pronunciation every lesson, 10% answered that they were taught pronunciation now and then, 7% answered that they were taught 4 times per semester, 33% answered 3 times per semester, 13% answered 2 times per semester, 23% answered 1 time per semester, and 7% answered that they never received any teaching of pronunciation.

In order to see if the students' preferred methods correlate with their actual result on the pronunciation test, a comparison between Table 4 and 6 has been carried out. Since the majority of the students preferred speaking and listening, the main focus has been on these methods. The results vary regardless which program the students attend, or which of the four teachers they have. Participant number 10 (Mary's student) is one example of how the results varied; the student preferred to write and speak during the English lessons, and believed that those two methods were most often used during the English lessons (see Table 4), yet he does not use all the contrastive consonant phonemes correctly during the reading exercise (see Table 6). Another example is participant number 3 (Mary's student) who preferred both reading, writing, listening and speaking as teaching methods during the English lessons, and participant number 27 (Jenny's and Erica's student) who preferred reading before the other methods during the lessons (see Table 4). Results show that these two participants did well during the reading exercise, since they used the majority of explicit phonemes correctly (see Table 6). In addition, there is participant number 16 (Lisa's student) who believed that Lisa rarely lets her

read during the English lesson, which was one of her preferred methods, but still performed excellently by mastering all the explicit phonemes tested in this study (see Table 6). Finally, there are participants like participant number 30 (Jenny's and Erica's student) who prefer listening and speaking, and believe that they often listen but rarely speak during the English lesson (see Table 4), and performed poorly during the reading exercise (see Table 6).

It is hard to determine whether or not the students' and the teachers' experiences of what is being taught and how often, corresponds with reality since the study has been narrowed down due to the limit of time. Otherwise it would have been interesting, or even relevant for the study to add observations of the lessons in order to get facts on the teachers' actual amount of teaching pronunciation.

Table 6: *The table shows each student's own evaluation, performance during the reading exercise, and the estimated amount of pronunciation teaching they receive each semester (N=30).*

	Sex	Own evaluation	/dʒ/	/j/	/z/	/s/	/tʃ/	/f/	Pronunciation /semester
1	Female	3	0	1	0	1	0	1	3
2	Male	2	0	1	0	1	0	1	1
3	Female	3	1	1	0 (1 music)	1	1	1	0
4	Female	3	0	1	0	1	0	1	3
5	Male	3	0 (1 jungle)	1	0	1	0 (1 chips)	1	now & then
6	Male	3	0 (1 jungle)	1	0	1	0	1	1
7	Male	3	1	1	0	1	0 (1 chips)	1	now & then
8	Male	2	0	1	0	1	0	1	1
9	Male	3	0 (1 jungle)	1	0	1	0	1	3
10	Male	2	0	1	0	1	0	1	Every lesson
11	Male	4	0	1	0	1	0	1	0
12	Male	3	0	1	0	1	0	1	1
13	Male	1	0	1	0	1	0	1	4
14	Male	4	1	1	0	1	1 (0 chips)	1	3
15	Male	1	0 (1 juice)	1	0	1	0	1	2
16	Female	5	1	1	1	1	1	1	3
17	Female	4	1	1	0	1	1 (0 chips)	1	1
18	Male	4	1	1	0 (1 music)	1	1	1	2
19	Male	4	1	1	0	1	0	1	3
20	Male	2	1	1	0 (1 music)	1	1 (0 chips)	1	2
21	Female	2	1	1	0	1	1 (0 chips)	1	1
22	Female	4	0	1	0	1	0	1	3

	Sex	Own evaluation	/dʒ/	/j/	/z/	/s/	/tʃ/	/f/	Pronunciation /semester
23	Female	3	1	1	0 (1 music)	1	0	1	1
24	Female	3	0	1	0	1	0	1	now & then
25	Male	3	1	1	0	1	1	1	3
26	Male	3	0 (1 juice +jungle)	0 (1 young)	0	1	0 (1 chairs)	1	4
27	Male	2	0 (1 jungle)	1	0	1	0	1	3
28	Male	2	0	1	0 (1 music)	1	0	1	2
29	Male	2	0	0 (1 yellow)	0	1	0	1	Every lesson
30	Male	2	0	1	0	1	0 (1 child)	1	3

If to divide the participants into two groups, one with the students that were taught by Jenny and Erica (participant 25-30), and one that were taught by Mary and Lisa (participant 1-24) (see Chapter 4.1), it is hard to determine whether or not it is more effective to use English or Swedish during class and concentrating the pronunciation teaching to once a course, or teaching it when necessary. Based on Table 6, 5 out of 24 participants (58%) used the phoneme /z/ in Mary's and Lisa's classes, while 1 out of 5 (50%) used it in Jenny's and Erica's. Furthermore, 9 out of 24 participants (37%) used /tʃ/ in Mary's and Lisa's classes, while 3 out of 6 (50%) used it in Jenny's and Erica's. However, it is relevant to point out that the division of participants for each teacher is uneven (more ideal would have been 10 students for each teacher). With a larger number of participants from Jenny's and Erica's class, the results might have been different.

## 6. Conclusion

Results in this study support the hypotheses H1 and H2. Table 2 shows that the participants found it significantly harder to use sounds such as /z/, /tʃ/ and /dʒ/ correctly than /j/, /s/ and /ʃ/. The former also are the phonemes that do not exist, or are rarely used in the Swedish language. Furthermore, this result answers the first question in the purpose of the study (Chapter 1) as it is the /z/, /tʃ/ and /dʒ/ phonemes that the Swedish students have most problems with pronouncing. In contrast, results showed that the participants found it most easy to use the sounds similar to their own first language (Swedish), such as /s/ and /ʃ/. This also supports the second question that was constructed in the purpose of this study. However, it was surprising to find that the students found it easy to pronounce the phoneme /j/ even though the phoneme is not similarly used in English and Swedish.

The results from what methods the students in this study prefer to use when learning English is interesting when comparing it to the participants' own evaluation of most frequently used methods in the classroom. The results show that even though the majority of the students prefer to learn English by listening and speaking, the majority also believe that reading and writing are the most frequently used methods in the classroom. Since it was mentioned by Erica and Jenny that their students' lack of motivation toward the English subject, it could be assumed that the motivation might increase if other methods were used in the classroom. Even though it is hard to predict whether or not it is more effective to teach English by speaking English during the lessons, and even though it can not be proven in this study, it might increase the students' motivation, as well as their development of knowledge within the English subject and English pronunciation.

Finally, the results shown in this essay can not be considered satisfied, but should be seen as proposals of topics for forthcoming studies. Hopefully, the results in this essay might contribute to increased understanding of Swedish students' English pronunciation, and might inspire future scientists to continue the research on second language learners' pronunciation in the English language. Therefore, the results presented in this essay could be retested again and developed further in future studies. A

suggestion for further studies is to have English native speakers judge whether or not the students pronounce the sounds correctly. That would increase the reliability of the study further in comparison to this study.

In my classroom I use humor in order to motivate my students, and by using clear, and often embarrassing, examples of how incorrect pronunciation can change the meaning of a word or sentence. For example, I might write some sentences down on the whiteboard, such as "As I bought such cheap shoes, may I buy you some fish n' chips John?", which I then ask the students to read aloud. Usually they either pronounce "cheap", "chips" or "John" wrongly, which leads us to discuss the difference of meaning it makes if we pronounce the word with /f/ instead of /tʃ/ - in this case, I bought fluffy animal shoes and would like to buy John fish and ships to sail with instead of bargain footwear and the dish with fried fish and french fries. We are also able to discuss the difference in pronouncing the name 'John' in Swedish and English - John pronounced with a /j/ will for a native English speaker sound like 'yawn' which could be confusing.

It is my experience that the students tend to believe that pronunciation is an interesting subject. Hopefully, this study might inspire other English teachers to reflect on their own teaching of pronunciation in the classroom; how to motivate students to believe that pronunciation is important, and how to make them aware and interested in pronunciation.

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## 8. Appendices

### 8.1 Appendix I

1. How old are you?
2. Are you male or female?  
 male  
 female
3. What is your mother tongue?
4. Have you been abroad for a longer period of time (more than 3 months) where you had to use your English?  
 Yes  
 No  
If yes, when and where?
5. How do you prefer to learn English? Mark the alternative(s) that suits you the best.  
 by reading                       by writing  
 by listening                       by talking
6. What do you usually do in class? Grade your answer from 1 to 4 (mark all the alternatives, 1 being often and 4 not often at all).  
 read  
 write  
 listen  
 talk
7. Grade your own pronunciation between 1 and 5. (5 is the best)

1	2	3	4	5
---	---	---	---	---

8. How many times have you been taught pronunciation in school? Mark your answer below.

Never	1/course	2/course	3/course	4/course	5 or more	Other
-------	----------	----------	----------	----------	-----------	-------

If 'other', how often?

.....

9. Do you think English is easy or hard? Grade between 1 and 5 (5 is the easiest).

1	2	3	4	5
---	---	---	---	---

10. How motivated are you to learn English in the classroom? Grade between 1 and 5 (5 is the highest motivation).

1	2	3	4	5
---	---	---	---	---

11. Do you use your English during your spare time? In what way?

12. Do you consider yourself to be

Introvert

Extrovert

THANK YOU FOR YOUR PARTICIPATION!

## 8.2 Appendix II

1. Hur gammal är du?
2. Är du kvinna eller man?  
 man  
 kvinna
3. Vilket är ditt modersmål?
4. Har du någon gång varit utomlands under en längre period (mer än 3 månader) där du varit tvungen att använda din engelska?  
 Ja  
 Nej  
Om ja, när och var?
5. Hur föredrar du att lära dig engelska? Kryssa i det/de alternativ som passar dig bäst.  
 genom att läsa  
 genom att lyssna  
 genom att skriva  
 genom att prata
6. Vad får du oftast göra på lektionen? Markera ditt svar från 1 till 4 (markera alla alternativen, 1 innebär ofta och 4 innebär inte ofta alls).  
 läsa  
 skriva  
 lyssna  
 prata

7. Betygsätt ditt engelska uttal på en skala mellan 1 och 5. (5 är bäst)

1	2	3	4	5
---	---	---	---	---

8. Hur många gånger undervisas du i uttal på engelska lektionerna? Markera ditt svar här under.

Aldrig	1/kurs	2/kurs	3/kurs	4/kurs	5 eller mer	Annat
--------	--------	--------	--------	--------	-------------	-------

Om 'annat', hur ofta?

.....

9. Tycker du att engelska är lätt eller svårt? Betygsätt på en skala mellan 1 och 5 (5 är lättast).

1	2	3	4	5
---	---	---	---	---

10. Hur motiverad är du att lära dig engelska i klassrummet? Betygsätt på en skala mellan 1 och 5 (1 innebär lägst motivation och 5 innebär högst motivation).

1	2	3	4	5
---	---	---	---	---

11. Använder du engelska på fritiden? På vilket sätt?

12. Anser du att du är

Introvert = tillbakadragen

extrovert = utåtriktad

TACK FÖR DIN MEDVERKAN!

### 8.3 Appendix III

1. How old are you?

2. Are you a male or a female?

male

female

3. What is your mother tongue?

4. How do you prefer to teach pronunciation? Shortly, could you describe what methods you use to teach pronunciation?

5. How often do you speak English during your English classes?

6. How many years have you been teaching English? Mark your answer below.

1-2    |    3-5    |    6-8    |    9-11    |    12-14    |    15-17    |    18-20    |    21-

7. During each course, how often do you teach English pronunciation?

Never    |    1 /    |    2 /    |    3 /    |    4 /    |    5 or    |    Other  
            |    course    |    course    |    course    |    course    |    more    |

If you marked 'Other', how often?

.....

8. How important do you think it is for the students to learn pronunciation?  
Grade from 1 to 5 (1 being not important at all, 5 being very important)

1        |        2        |        3        |        4        |        5

9. If you think it is important for students to learn pronunciation, why do you believe it is?

10. Grade your own pronunciation between 1 to 5 (5 is the best)

1       |       2       |       3       |       4       |       5

THANK YOU FOR YOUR PARTICIPATION

## 8.4 Appendix IV

The young girl used to feed the yellow bird every day.

John took his glass of juice and put it near the jam jar.

We feel that a little child needs to sleep twelve hours a day.

With ice in his eyes he put the bag on his back.

Yale university seems like a great school.

It's easy to lose yourself in jazz music.

The kids sat on their chairs eating fish and chips.

He's no angel himself, but he feels he couldn't steal from a child.

What rotten luck you didn't see the eagle in the jungle!

The sun was shining on the great ship.

What other places are we stopping at?

I went to the shoe store, even though wasn't allowed to shop.

## 8.5 Appendix V

The young girl used to feed the yellow bird every day.  
John took his glass of juice and put it near the jam jar.  
We feel that a little child needs to sleep twelve hours a day.  
With ice in his eyes he put the bag on his back.  
Yale university seems like a great school.  
It's easy to lose yourself in jazz music.  
The kids sat on their chairs eating fish and chips.  
He's no angel himself, but he feels he couldn't steal from a child.  
What rotten luck you didn't see the eagle in the jungle!  
The sun was shining on the great ship.  
What other places are we stopping at?  
I went to the shoe store, even though wasn't allowed to shop.

Words = / dʒ /

Words = / j /

Words = / z /

Words = / s /

Words = / tʃ /

Words = / ʃ /

The young girl used to feed the yellow bird every day.  
John took his glass of juice and put it near the jam jar.  
We feel that a little child needs to sleep twelve hours a day.  
With ice in his eyes he put the bag on his back.  
Yale university seems like a great school.  
It's easy to lose yourself in jazz music.  
The kids sat on their chairs eating fish and chips.  
He's no angel himself, but he feels he couldn't steal from a child.  
What rotten luck you didn't see the eagle in the jungle!  
The sun was shining on the great ship.  
What other places are we stopping at?  
I went to the shoe store, even though I wasn't allowed to shop.

ðə jʌŋ gɜ:l ju:zd tə fi:d ðə jeləʊ bɜ:d evri deɪ  
dʒɒn tʊk hɪz glæs əv dʒu:s ənd pʊt ɪt niə ðə dʒæm dʒɑ:  
wi: fi:l ðæt ə lɪtl tʃaɪld ni:dz tə sli:p twelv aʊəz ə deɪ  
wɪð aɪs ɪn hɪz aɪz hi: pʊt ðə bæɡ ɒn hɪz bæɡ  
jeɪl ju:nɪvɜ:səti si:mz laɪk ə greɪt sku:l  
ɪts i:zi tə lu:z ʝo:self ɪn dʒæz mju:zɪk  
ðə kɪdz sæt ɒn ðeə tʃeəz i:tɪŋ fɪʃ ən tʃɪps  
hi:z noʊ eɪndʒəl hɪmself bʌt hi fi:lz hi kʊdnt sti:l frəm ə tʃaɪld  
wɒt rɒtn lʌk ju: dɪdnt si: ðə i:ɡl ɪn ðə dʒʌŋɡl  
ðə sʌn wəz ʃaɪnɪŋ ɒn ðə greɪt ʃɪp  
wɒt lðə pleɪsɪz ɑ: wi stɒpɪŋ æt  
aɪ went tə ðə fu: stɔ: i:vən ðeʊ aɪ wɒznt əlaʊd tə ʃɒp

Caroline Uggla



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