

# Conclusion

The present monograph has aimed to explore whether pronunciation instruction is feasible in a Polish upper-secondary school and whether it is required by learners who come from a variety of backgrounds and whose general aptitude and English proficiency levels differ. It has done so by employing the approaches advocated in the field of pronunciation teaching/learning that form the framework for the study. A broad context for the study has been provided by the history of pronunciation teaching and a discussion of key concepts along with controversies in the field. Whenever teaching or learning are involved, it is necessary to overview materials and techniques that provide guidelines for teachers and lead them in the educational process. By the same token, studies concerning learners' and teachers' beliefs as well as learner-dependent factors facilitating or hindering the learning process have been analysed in order to give grounds for the design and execution of the empirical study discussed in Chaps. 4 and 5.

The study has set out to investigate the Polish upper secondary school reality in the context of possibilities of teaching English pronunciation. It has meant to analyse whether there is place for pronunciation in schools and whether pronunciation teaching is validated by exams and national curriculum criteria employed to denote the level of mastery in English. It has investigated learners' needs and their perceptions about their own pronunciation as well as the requirements and goals they have set to achieve. Whether their goals were achieved has been verified by the analysis of recordings and the assessment of the degree of improvement in both accuracy and fluency. Consequently, the study has suggested that there is a correlation between systematic and planned pronunciation instruction and learners' performance, their speaking confidence as well as fluency/accuracy enhancement.

Despite the fact there have been numerous studies related to pronunciation teaching and learning, few of them have investigated upper secondary school learners' beliefs, needs and expectations in a structured and principled way. The empirical study presented in this monograph has aimed to fill the gap and reveal a tiny bit of Polish school reality. It was held on the premises, in the learners' natural school environment, which makes the results more reliable and convincing.

Naturally, it is only the first step in the direction, mainly due to certain limitations and weaknesses of the instruments applied in the investigation (see Sect. 5.5). They, undoubtedly, need modification and validation, if they are to be employed in future studies.

The methodological considerations reflecting the possible limitations aside, the study is a worthwhile investigation that contributes significantly to pronunciation instruction research and literature. It sheds light on whether learners want to be taught pronunciation, which aspects they wish to learn and most importantly what motivates them to do so. It shows that upper-secondary school learners have the potential to develop their pronunciation skill and to immerse in phonetic practice. They exhibit willingness to improve their pronunciation and their accuracy of production. They realise pronunciation is a crucial element of the linguistic system and a vital component of oral communication. Therefore, they intend to master it with a view to becoming better speakers and to gaining inner confidence while communicating in English. Not only is pronunciation needed, but most importantly, as the study reported here proves, it is wanted by the students. Moreover, contrary to what some educators claim, time can be found even during the regular classes, especially when learners choose to study English at the extended level.

Thus, the reported study presents a picture of advanced and fluent learners of English with a high degree of linguistic awareness who contradict the commonly-spread belief that their pronunciation will take care of itself because of their relatively advanced level of proficiency. Their linguistic awareness propels them to perfect their pronunciation for a number of various reasons. Some of them want to sound native-like, whereas others desire to speak well in order to be understood and to communicate in multilingual contexts. Exams or other external factors were not mentioned as their motivation.

It bears pointing out that even though the study involved only ten participants, their needs cannot be neglected or marginalised as they might be representative of a larger group of learners and therefore, they should be addressed and satisfied. The fact that the study was successfully conducted, the participants did attend the extra pronunciation course and all of them expressed their eagerness to continue in the next year means that there are upper secondary school learners who wish to learn and practice pronunciation. They only should be encouraged to voice their expectations and needs. And someone ought to appreciate and listen to them.

In view of the above, it is hoped that this monograph can benefit pronunciation teaching practices in Poland as well as convince those teachers who are reluctant to focus on pronunciation practice that good pronunciation is what learners want and aim at, even if they do not explicitly say so. Consequently, a few pedagogical implications can be defined and considered in order to add to pronunciation learning efficacy, such as attentiveness to learners' needs and taking them into account while planning the teaching process, equipping learners with metalanguage indispensable to express their expectations in precise terms, making better use of pronunciation practice activities included in course books or searching for other resources.

As Szpyra-Kozłowska (2014) notices, “nothing will convince learners more about the importance of good pronunciation than regular and consistent phonetic training, carried out according to the earlier prepared syllabus” (p. 142). The presented study shows that at least some learners realise the relevance of pronunciation. However, it seems some teachers still need to be persuaded to believe pronunciation is vital, necessary and useful. To sum up, the pronunciation awareness raising process should involve both learners and teachers. It definitely needs to be stressed, however, that guidance, in-service training as well as assistance in pronunciation instruction ought to be provided with the aim of facilitating the teaching process and making teachers feel more secure in the field of phonetics.

As regards directions for further research, learner needs and their ability to self-assess their phonetic skill merit investigation, especially in a larger group of participants. In addition, juxtaposition of learners’ and their teachers’ opinions could lead to interesting conclusions since the studies are usually conducted in isolation and do not involve simultaneously learners and the teachers who teach them.

In conclusion, this monograph argues that modern approaches to pronunciation instruction which advocate adjusting the scope and content of pronunciation instruction to learner needs, beliefs and ambitions can be successfully implemented in a Polish secondary school. Thus, I hope that this work could be inspirational to teachers working in the state school system and could encourage them to include pronunciation into their coursework. The content of the phonetic training as well as the degree of accuracy/fluency intensity need to be negotiated with the learners. While many of them may wish to attain comfortable intelligibility, yet others may expect to reach native-like standards, which set the threshold of comfort much higher than merely at the level of being understood. If this work succeeds in constituting a worthwhile contribution to pronunciation research and if it manages to inspire at least a few teachers, its aim has been achieved.

## Appendix A

# Pronunciation Teaching Resources' List

1. Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation. A course book and reference guide*. Hong Kong, China: Cambridge University Press (AE).
2. Hewings, M. (2007). *English pronunciation in use. Advanced. Self-study and classroom use*. Cambridge, UK: Cambridge University Press (BE, but a great variety of accents).
3. Kelly, G. (2000). *How to teach pronunciation*. Malaysia: Pearson Longman (BE).
4. Mańkowska, A., Nowacka, M., & Kłoczowska, M. (2009). *'How Much Wood Would a Woodchuck Chuck?': English pronunciation practice book*. Podręcznik do nauki wymowy języka angielskiego. Kraków-Rzeszów-Zamość: Konsorcjum Akademickie (BE).
5. Porzuczek, A., Rojczyk, A., & Arabski, J. (2013). *Praktyczny kurs wymowy angielskiej dla Polaków*. Katowice: Wydawnictwo Uniwersytetu Śląskiego (BE).
6. Roach, P. (2009, first published 1983). *English phonetics and phonology. A practical course*. Cambridge, UK: Cambridge University Press (BE).
7. Sawala, K., Szczegóła, T., & Weckwerth, J. (2009). *Multimedialny Kurs Wymowy Angielskiej. Say It Right: podręcznik do samodzielnej nauki z kursem multimedialnym* (BE & AE).
8. Szpyra-Kozłowska, J., & Sobkowiak, W. (2011, first published 1995). *Workbook in English phonetics. For polish students of English*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej (BE, with AE variants).
9. Wells, J. C. (2006). *English intonation: An introduction*. Cambridge, UK: Cambridge University Press (BE).

## Appendix B

### Pronunciation Aspects Found in the Resource Books Analysed

The numbers in the columns correspond to titles in Appendix A. The list of features corresponds with Wrembel's list (2005).

	1.	2.	3.	4.	5.	6.	7.	8.	9.
Vowels—quality	+		+	+	+	+	+	+	
Vowels—quantity	+		+	+	+	+	+	+	
Weak vowel	+		+	+	+	+	+	+	
Diphthongs	+		+	+	+	+	+	+	
Consonants	+		+	+	+	+	+	+	
Aspiration	+			+	+	+	+	+	
Fortis/lenis	+/-		+	+/-	+	+		+	
Rhoticity	+		+		+	+	+	+	
Consonant contrasts (e.g. 'th')	+		+	+	+	+	+	+	
Dark/l/	+		+	+	+	+	+	+	
Consonantal clusters	+	+		+		+	+	+	
Suprasegmentals:									
Stress—word stress	+	+	+	+	+	+		+	+
Nuclear stress	+	+	+		+	+		+	+
Unstressed syllables	+	+	+			+		+	+
Weak forms	+	+	+	+	+	+		+	
Rhythm	+	+			+	+		+	
Assimilation	+	+	+	+	+	+		+	
Elision	+	+	+	+	+	+		+	
Linking	+	+	+	+	+	+		+	
Intonation	+	+	+		+	+		+	+
Spelling-sound correspondence	+		+	+/-	+			+	
Voice quality	+								

## Appendix C

# The Key Aspects of English Phonetics Covered During the Course

- the IPA transcription system and the phonetic transcription practice,
- the rhythm of English,
- English vowels:
  - trap,
  - sheep/ship,
  - Luke/look,
  - cord/cod,
  - schwa,
  - diphthongs,
- English consonants:
  - aspiration,
  - final devoicing,
  - pre-fortis clipping,
  - dental fricatives,
  - velar nasal,
- words most commonly mispronounced,
- homophones,
- word stress,
- stress shift,
- selected aspects of connected speech:
  - weak forms,
  - assimilation,
  - /t/ elision
  - linking.

**The Materials Selected for the Course**

Baker, A. (1977). *Ship or sheep? An intermediate pronunciation course*. Cambridge, UK: Cambridge University Press (BE).

Hancock, M. (2003). *English pronunciation in use*. Cambridge, UK: Cambridge University Press (BE).

Hewings, M. (2007). *English pronunciation in use. Advanced. Self-study and classroom use*. Cambridge, UK: Cambridge University Press (BE, but a great variety of accents).

Lecumberri, L. G., & Maidment, J. A. (2000). *English transcription course: A practical introduction*. London: Hodder Arnold.

Mańkowska, A., Nowacka, M., & Kłoczowska, M. (2009). *'How Much Wood Would a Woodchuck Chuck?': English pronunciation practice book*. Podręcznik do nauki wymowy języka angielskiego. Kraków-Rzeszów-Zamość: Konsorcjum Akademickie (BE).

Roach, P. (2009, first published 1983). *English phonetics and phonology. A practical course*. Cambridge, UK: Cambridge University Press (BE).

Sobkowiak, W. (1996). *English phonetics for poles*. Poznań: Bene Nati (BE).

## Appendix D

# EWALUACJA II 2015

1. Które formy pracy oceniasz lepiej/ gorzej?
2. Które zagadnienia, problemy, ćwiczenia uważasz za potrzebne?
3. Które zagadnienia, problemy, ćwiczenia są według Ciebie interesujące?
4. Co jest przydatne w uczeniu się wymowy?
5. Które elementy wymowy opanowałeś/aś? Które dźwięki wymawiasz teraz poprawnie?
6. Które zagadnienia chcesz pogłębić i nauczyć się więcej?
7. Co uważasz za przydatne w nauce angielskiego?

## Appendix E

### EWALUACJA VI 2015

1. Dodatkowe zajęcia z fonetyki języka angielskiego uważam za przydatne.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
2. Dostrzegam poprawę swojej wymowy.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
3. Mam większą świadomość językową, jeśli chodzi o wymowę.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
4. Zwracam większą uwagę na poprawną wymowę, kiedy mówię po angielsku.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
5. Poprawna wymowa jest istotna, kiedy mówimy w obcym języku.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
6. Lubię głośno powtarzać słowa z trudnymi dźwiękami.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
7. Uważam, że transkrypcja fonetyczna jest potrzebna.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
8. Znajomość transkrypcji fonetycznej pozwala na umiejętne przeczytanie nowych słów.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
9. Omówione aspekty mowy łączonej były dla mnie nowością.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
10. Znajomość procesów zachodzących w mowie szybkiej jest potrzebna gdy uczymy się języka angielskiego.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
11. Akcent wyrazowy jest istotny dla właściwej wymowy.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
12. Akcent zdaniowy jest istotny dla właściwej wymowy.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
13. Wymowa 'th' była dla mnie trudna.
  - a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
14. Wymowa 'th' jest teraz łatwa.

- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
15. Miałem/-am problem z dźwiękiem ‘-ing’.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
16. Potrafię wymawiać teraz ‘-ing’.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
17. Samogłoski angielskie są trudne w wymowie.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
18. Mam teraz większą świadomość jeśli chodzi o samogłoski angielskie.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
19. Wymowa samogłoski ‘ash’ była dla mnie trudna.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
20. Wymowa samogłoski ‘ash’ jest teraz dla mnie łatwiejsza.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
21. Nie miałem świadomości, że dźwięczność na końcu wyrazów jest pokazana długością samogłoski poprzedzającej.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
22. Nauczyłem/-am się, że ‘schwa’ jest najkrótszą samogłoską angielską.
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
23. Czy dodatkowe zajęcia z fonetyki pomogły Ci w nauce języka angielskiego?
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
24. Czy chciałbyś uczyć się na dalsze zajęcia z fonetyki w przyszłym roku?
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie
25. Czy znajomość fonetyki jest istotna w uczeniu się języka obcego?
- a. Zdecydowanie tak b. tak c. raczej tak d. raczej nie e. nie f. zdecydowanie nie

## Appendix F

### The Results of the Questionnaire at the End of the Course

Statements	Agree (%)	Disagree (%)
1. I consider the additional English phonetics classes useful	10 (100%)	
2. I observe improvements to my pronunciation	10 (100%)	
3. My pronunciation awareness is raised now	10 (100%)	
4. I pay attention to correct pronunciation while I speak	10 (100%)	
5. Correct pronunciation is crucial when we speak a foreign language	10 (100%)	
6. I like to repeat out loud words with difficult sounds	8 (80%)	2 (20%)
7. I regard phonetic transcription as necessary	8 (80%)	2 (20%)
8. Knowing phonetic transcription helps read new words in a good way	9 (90%)	1 (10%)
9. The aspects of connected speech presented during the course were new for me	8 (80%)	2 (20%)
10. The awareness of connected speech processes is useful when we learn English	10 (100%)	
11. Word stress is essential for correct pronunciation	10 (100%)	
12. Sentence stress is essential for correct pronunciation	10 (100%)	
13. Pronunciation of 'th' was difficult for me	6 (60%)	4 (40%)
14. Pronunciation of 'th' is now easy	10 (100%)	
15. I had problems with the velar nasal sound	5 (50%)	5 (50%)
16. I can pronounce the velar nasal now	10 (100%)	

(continued)

(continued)

Statements	Agree (%)	Disagree (%)
17. English vowels are difficult to pronounce	4 (40%)	6 (60%)
18. I am more aware of the English vowels now	10 (100%)	
19. Pronunciation of 'ash' was difficult for me (9 answers only)	6 (66.6%)	3 (33.3%)
20. 20. Pronunciation of 'ash' is now easier (9 answers only)	9 (100%)	
21. I was not aware that voicing at the end of words is indicated by the preceding vowel length	8 (80%)	2 (20%)
22. I have learnt that schwa is the shortest vowel in English	9 (90%)	1 (10%)
23. Did the additional phonetics course help you learn English?	10 (100%)	
24. Would you like to continue the pronunciation course next year?	10 (100%)	
25. Is phonetics relevant in foreign language learning?	10 (100%)	

## Appendix G

### Speech Accent Archive (Weinberger, 2015)

Please call Stella.  
Ask her to bring  
these things with her  
from the store:  
Six spoons of fresh snow peas,  
five thick slabs of blue cheese,  
and maybe a snack for her brother Bob.  
We also need a small plastic snake  
and a big toy frog  
for the kids.  
She can scoop these things  
into three red bags,  
and we will go meet her  
Wednesday  
at the train station.

## Appendix H

### Assessment Criteria for the Recordings

Words given in the order in which they appear in the text

1. vowel length /i:/, /ɪ/, /i/  
please, bring, these, things, six, peas, thick, cheese, big, kids, these, things, three, will
2. vowel quality /æ/  
slabs, snack, plastic, bags
3. vowel length /u:/, /ʊ/  
spoons, blue, scoop
4. velar nasal /ŋ/  
bring, things, things
5. fortis dental /θ/  
things, thick, things, three
6. lenis dental /ð/  
these, the, brother, these
7. final consonant voicing  
please, these, Bob, big, frog
8. plural forms – final /s/, /z/  
things, spoons, peas, slabs, kids, things
9. words mispronounced  
Stella, ‘met’ instead of ‘meet’
10. weak forms  
her to, for her, for the kids
11. suprasegmentals: rhythm, pitch accent, word for word reading, pauses

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## Internet websites

- Informator o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/2015 opracowany przez Centralną Komisję Egzaminacyjną we współpracy z okręgowymi komisjami egzaminacyjnymi w Gdańsku, Jaworznie, Krakowie, Łodzi, Łomży, Poznaniu, Warszawie we Wrocławiu [http://zsnr4.edu.pl/images/za%C5%82%C4%85czniki/Dla%20rodzica%20i%20ucznia/egzaminmaturalny/2015/2105\\_02/informatory/Jezyk-angielski.pdf](http://zsnr4.edu.pl/images/za%C5%82%C4%85czniki/Dla%20rodzica%20i%20ucznia/egzaminmaturalny/2015/2105_02/informatory/Jezyk-angielski.pdf).
- Podstawa programowa kształcenia ogólnego dla gimnazjów i szkół ponadgimnazjalnych, których ukończenie umożliwia uzyskanie świadectwa dojrzałości po zdaniu egzaminu maturalnego. Załącznik nr 4 do Rozporządzenia Ministra Edukacji Narodowej z 27 sierpnia 2012 r. w sprawie podstawy programowej. <https://men.gov.pl/wp-content/uploads/2011/02/zalaczniknr4.pdf>.

The speech accent archive. Passage for reading: Please call Stella. [http://accent.gmu.edu/browse\\_language.php?function=detail&speakerid=145](http://accent.gmu.edu/browse_language.php?function=detail&speakerid=145).

Wykaz podręczników dopuszczonych do użytku szkolnego, uwzględniających podstawę programową kształcenia ogólnego określoną w rozporządzeniu z dnia 27 sierpnia 2012 r. (Dz. U. poz. 977 z późn. zm.), dostosowanych do wieloletniego użytku. [https://podreczniki.men.gov.pl/wykaz\\_dopuszczone\\_lista3.php](https://podreczniki.men.gov.pl/wykaz_dopuszczone_lista3.php).