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**Explicit pronunciation instruction in the Hungarian EFL
classroom**

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1 Introduction

Explicit pronunciation instruction had been regarded as the “Cinderella of language teaching” (Kelly, 1969, p. 87) as it was side-lined in favour of teaching other skills. However, considering that the main aim of language learning is to communicate successfully, explicit pronunciation teaching cannot be ignored. In today’s professional discourse, pronunciation inclusion is strongly promoted since it ensures intelligibility (Jenkins, 2000), helps to develop the learners’ listening comprehension skills (Gilbert, 1995), and it also lowers the learners’ anxiety level when speaking along with boosting their confidence (Baran-Łucarz, 2011). Moreover, it can contribute to the learner’s level being perceived as proficient (Baran-Łucarz, 2017).

Nonetheless, in the Hungarian educational context, the benefits and relevance of pronunciation integrations have failed to take place. The fact that pronunciation teaching is severely understudied showcases that many teachers and researchers still fail to recognise its value in the English as a foreign language (EFL) classroom. Only a few papers mention the learners’ attitude towards pronunciation briefly (Kontráné Hegybíró & Csizér, 2011; Nikolov 2003).

Therefore, to explore the possibilities of pronunciation integration and the effects of pronunciation instruction in the Hungarian secondary educational context, a qualitative case study was designed. For the purposes of this research, five pronunciation activities have been tailored from an international coursebook to specifically meet the needs of Hungarian learners of English. Then, these activities were integrated into the lessons during my long-term teaching practice. In order to gain an insight into the factors contributing to the success of integration and the learners’ perceptions, the case study sought to answer the following research questions:

In the given case of a group of Hungarian English as first foreign language learners:

1. What kind of factors can be connected to the success of explicit pronunciation integration?
2. How can explicit pronunciation instruction improve the learners’ pronunciation over the course of eleven weeks?
3. What are the learners’ views on the importance of pronunciation instruction and pronunciation integration into the EFL classroom?

The paper is structured as follows: after the introduction, the theoretical and empirical background of pronunciation teaching is reviewed. Next, Chapter 3 describes the research setting, introduces the participants and gives a detailed description of the pronunciation

activities that were tailored for the purposes of this study. Then, the different data collection instruments and methods of data analysis are presented. Chapter 4 is divided into three subsections; each presents and discusses the results of the three research questions. Lastly, in Chapter 5, conclusions are drawn, the limitations of the study are addressed, future research suggestions in the field are provided, and finally, the pedagogical implications of the study are considered.

2 Theoretical and Empirical Background

The aim of the paper is to scrutinise the effects of explicit pronunciation integration in an EFL environment. Therefore, this chapter reviews the relevant literature on pronunciation instruction in English Language Teaching (ELT). In the first subsection, the theoretical background of pronunciation teaching is discussed, while the second subsection deals with current pronunciation practices.

2.1 Pronunciation Instruction in English Language Teaching

2.1.1 A Brief History of Pronunciation Teaching

In the history of language teaching, pronunciation has been referred to as “the Cinderella of language teaching” (Kelly, 1969, p. 87) as it has received no attention until the end of the 19th century (Murphy & Baker, 2015). Later, the Direct Method focussed on repetition and imitation, while the Audio-Lingual Method relied on the use of oral drills and placed heavy emphasis on teaching segmental elements (Brinton, 2012), although none of these methods aimed to integrate pronunciation into the EFL lesson. With the emergence of Communicative Language Teaching (CLT), pronunciation was only taught overtly as meaning over form was emphasised (Pennington & Richards, 1986). Since then, the relevance of pronunciation has been reevaluated within the framework of CLT, and it has been established that pronunciation integration is vital for successful communication (Celce-Murcia et al., 2010, p. 8). Pronunciation teaching within the framework of CLT aims to achieve a balance between targeting both segmental and suprasegmental features, taking into consideration the learners’ L1 (Szpyra-Kozłowska, 2015).

Two competing principles have defined pronunciation instruction throughout the history of language teaching: the nativeness principle and the intelligibility principle. While the former aims towards achieving a native-like pronunciation, the latter places emphasis on intelligibility as the primary goal for a language learner (Levis, 2005). Before the method of CLT, the main guiding principle was to use the native English speaker as the idealised standard for pronunciation teaching. Challenging this, teaching pronunciation to achieve intelligibility started to gain ground (Murphy & Baker, 2015). Opting for intelligibility means that the teacher must prioritise which features they choose to teach (Levis, 2018, p. 34).

2.1.2 *Intelligibility, Comprehensibility and Accentedness*

To be able to define pronunciation teaching goals, the interaction between intelligibility, comprehensibility and accentedness must be discussed. Kenworthy (1987) defined intelligibility as “being understood by a listener at a given time in a given situation” (p. 13). Nevertheless, intelligibility does not necessarily equal high comprehensibility, i.e., a speaker can be intelligible, albeit difficult to understand. Thus, comprehensibility refers to the amount of effort required to understand the speaker (Derwing, 2018). Accordingly, a learner exhibiting low comprehensibility can still be intelligible, although it would require more effort to process their utterance. Accentedness can also influence intelligibility to some extent, however, heavily accented speech can still be understood if the learner otherwise exhibits high intelligibility (Munro & Derwing, 2015). Therefore, Munro and Derwing (2015) suggested that accent reduction should not be prioritised. Instead, forms that contribute to intelligibility should be included in the curriculum. Despite not impeding intelligibility, a heavy accent is the most salient feature noticed by the listener (Foote, 2018). For this reason, some language learners feel the urge to devote time to changing their accents, but their speech may not be more understandable as a result. Foote’s (2018) claim is supported by Thomson (2014), who argued that accent reduction and pronunciation integration do not aim towards the same goal. Additionally, Jenkins (2000, p. 120) asserted that L1 transfer does not jeopardise intelligibility in all cases.

To conclude, targeting intelligibility and comprehensibility is far more profitable to teach for the learner than accent reduction (Foote, 2018), and explicit pronunciation integration into ELT might have the result of the learners realising that there is no need to attend specific programs targeting accent reduction (Thomson, 2014).

2.1.3 *The Role of Pronunciation in Speaking English as a Lingua Franca*

When discussing the role of pronunciation, the different settings in which English is spoken should be considered. Kachru (1992) established three circles according to the sociolinguistic profile of English (i.e., type of acquisition, social status, and language use). The *Inner Circle* consists of countries where English is used as a native language. English is spoken as a second language (ESL) in the *Outer Circle*, while in the *Expanding Circle*, English is learnt as a foreign language (EFL). This categorisation highlights the diversity of English as, by far most speakers of English belong to the *Expanding Circle*. That is, the number of non-native speakers with different L1’s surpasses the number of native speakers of English (Crystal, 2003). Hence, learners will likely interact with non-native speakers. For this reason, English as a lingua

franca (ELF) is used to communicate within the three circles (Walker & Zoghbor, 2015). A lingua franca is the language used between speakers with different L1's (Seidlhofer, 2008), therefore, it includes interactions with native and non-native speakers alike (Walker & Zoghbor, 2015).

Acknowledging that the majority of English speakers are non-native and belong to the *Expanding Circle*, Jenkins (2000; 2002) argued that ELT should adapt to the shifting paradigm and pronunciation should focus on achieving intelligibility rather than trying to strive for a native-like pronunciation. However, discarding the goal of sounding native-like does not mean that pronunciation should be side-lined since pronunciation is an integral part of communication (Celce-Murcia et al., 2010, p. 8). Pronunciation errors can “seriously impede intelligibility” (Sicola & Darcy, 2015), consequently, an intelligible pronunciation is vital for basic communicative competence (Levis, 2018, p. 215). Accordingly, teachers should target pronunciation to ensure the learners will be able to successfully use English to communicate with speakers within the three circles.

2.1.4 The Role of Pronunciation in Developing Listening Comprehension

It is widely accepted that pronunciation awareness plays a pivotal role in developing listening skills (Darcy, 2018; Gilbert, 1995; Nunan & Miller, 1995). Listening comprehension and pronunciation are closely intertwined as the “knowledge of a word’s pronunciation is very important in listening” (Brown, 2011, p. 58). Learners can encounter comprehension issues if they are only familiar with the dictionary form of a word and are not aware that certain affixes might change the stress pattern. Brown (2011, p. 40) pointed out that, among other phonological processes, changing stress patterns with derivational affixes and vowel reduction in connected speech can make recognising a word challenging for a student who is not aware of its pronunciation. Gilbert (1995) also concluded that learners fail to understand rapid connected speech mainly because they are not aware of the weak forms of grammatical function words. This is supported by the findings of Ak (2012) and Ahangari et al. (2015), which revealed that pronunciation instruction could aid EFL learners in developing their listening skills. Moreover, Morley (1991) advised utilising the existing link between pronunciation and listening when teaching pronunciation since exposing the learners to a variety of different speakers and accents aids their active listening skills.

Consequently, teachers should ensure that their students can identify new vocabulary items by their pronunciation as well as their orthographic form (Brown, 2011, p. 30; Levis,

2018, p. 190), and as there is merit in including activities that target pronunciation awareness, their integration should also be considered.

2.1.5 Guidelines for Pronunciation Integration

In today's professional discourse, the importance of incorporating pronunciation into the ELT syllabus is strongly advocated (Pennington, 2021; Szpyra-Kozłowska, 2015), and most researchers in the field agree that intelligibility should be prioritised over the nativeness principle (Gajewska, 2021; Jenkins, 2000; Jenkins, 2002; Kenworthy, 1987; Levis, 2005; Levis, 2018; Nádasdy, 2006; Pennington, 2021; Szpyra-Kozłowska, 2015). Nevertheless, the question of which features should be integrated into the curriculum is widely debated.

Szyszk (2017, p. 10) suggested that pronunciation goals should be tailored to the learners' needs. This is in accordance with Szpyra-Kozłowska's (2015) approach, who acknowledged that learners' different aims would hugely influence pronunciation teaching goals. In addition, the listener's perspective should be considered when clarifying the objectives of pronunciation instructions (Kenworthy, 1987, p. 4), and mispronunciations that are difficult to process should be given attention (Levis, 2018, p. 186). Correspondingly, Szpyra-Kozłowska (2015) distinguished basic intelligibility from comfortable intelligibility. With the former, understanding the speaker can pose a challenge to the listener, while with the latter, comprehension does not require special attention on the listener's part. Therefore, aiming for comfortable intelligibility is encouraged (Kenworthy, 1987, p. 3; Szpyra-Kozłowska, 2010), especially in an ELF context, where the learner can encounter native and non-native speakers alike (Gajewska, 2021).

Dalton (1994, pp. 72–73) and Gajewska (2021) emphasised taking into consideration the teachability and the learnability of the features as well when deciding on what to include. Jenkins (2000) devised a phonological core that consists of features that are essential for an intelligible pronunciation, also considering the teachability and learnability of the features. The *Lingua Franca Core* (LFC) aims to strike a balance between segmental and suprasegmental elements (Jenkins, 2000, p. 136). However, of the main core features (for a summary, see Jenkins, 2002), only one is suprasegmental, more specifically, word stress with stress-fixing suffixes. Furthermore, the LFC does not target a specific pronunciation model. It takes a more flexible approach and uses the two reference varieties (Received Pronunciation and General American) as the basis (Jenkins, 2000, p. 131). It includes features that are of relevance to international intelligibility, e.g., it recommends teaching a rhotic pronunciation as it is easier to acquire and understand (Jenkins, 2000, p. 139). In contrast, Gerald (2000) suggested opting for

one variant, preferably Received Pronunciation (RP) or General American (GA), but ultimately advises that teachers should teach the accent they use.

However, the LFC only targets phonological pronunciation errors, and it does not consider the impact of lexical pronunciation errors on intelligibility. Granted that lexical pronunciation errors (e.g., *various* *[və'raɪəz]) can impede intelligibility to a far greater extent than phonological errors (Nádasdy, 2006, pp. 24–25), the correction of these should receive more emphasis. Consequently, when dealing with new lexical items, pronunciation should also be incorporated into the lesson (Gerald, 2000, p. 13), and teachers should ensure that lexical pronunciation errors are corrected.

Instead of prioritising the inclusion of segmental elements over suprasegmental ones (or the other way around), Celce-Murcia et al. (2010, p. 11) and Szpyra-Kozłowska (2015) proposed a balanced approach. Time should be devoted to segmental and suprasegmental features alike according to the learners' needs (Celce-Murcia et al., 2010, p. 11). Moreover, when deciding on segmental elements, ones with a higher functional load must be opted for (Gajewska, 2021; Levis, 2018, p. 201). Phonemes that have a higher functional load distinguish minimal pairs that are more common than others (e.g., *lead* – *read*), thus, their mispronunciation can cause fundamental intelligibility issues (Levis, 2018, p. 201).

To conclude, aiming for intelligibility in pronunciation teaching requires the teacher to prioritise certain features over others so that the instruction fits the learners' needs (Levis, 2018, pp. 214–215). Therefore, when deciding on what features to teach, the following guidelines should be taken into consideration:

- the learner's goals;
- the feature's relevance to comfortable intelligibility (prioritise lexical pronunciation errors over phonological ones);
- the listener's perspective;
- the teachability and learnability of the feature;
- the functional load of segmental elements.

2.1.6 How to Integrate Pronunciation into ELT Classroom

Contrary to popular belief, pronunciation integration does not mean that other skills do not receive enough focus (Darcy et al., 2021). Since pronunciation is crucial for the development of speaking and listening skills (Darcy et al., 2021; Levis, 2018, p. 190), its integration benefits the learners as it helps to develop their communicative and listening

competence alike. Consequently, Levis (2018, p. 215) argued that pronunciation should be treated and taught the same way as other skills. It is not enough to address arising pronunciation issues, just as it is not enough to teach speaking and listening only when the learners encounter difficulties (Levis, 2018, p. 215) – pronunciation should be a regular component of the lesson from an early age (Sicola & Darcy, 2015; Zielinski & Yates, 2014). It cannot be ignored until the learners reach an advanced level to correct errors (Levis, 2018, p. 216) because it is more difficult to improve an advanced learner's fossilised pronunciation as they often exhibit an inflexible attitude towards change (Acton, 1984).

Furthermore, it is not sufficient to teach pronunciation implicitly only since it is explicit pronunciation instruction that raises the learner's awareness (Darcy, 2018), thus, pronunciation activities should be an integral part of the lesson (Celce-Murcia et al., 2010, p. 303). Sicola and Darcy (2015) and Darcy (2018) argued that pronunciation should be incorporated into meaning-focussed communicative activities. Tasks that focus heavily on form only (e.g., minimal pair drills) are considered ineffective (Sicola & Darcy, 2015). In contrast, Pennington (2021) advocated that a combined approach, focussing on form and meaning within a task-based framework, is the most effective way of integration. Explicit pronunciation instruction on form prepares the students for the communicative practice that takes place later. Additionally, providing oral corrective feedback during the production phase is also proved to improve the learner's pronunciation (Darcy, 2018; Lyster et al., 2012). Moreover, Couper (2015) and Sicola and Darcy (2015) stressed that pronunciation should be integrated into other activities to provide opportunities for further practice.

2.2 Pronunciation Teaching Today

2.2.1 ELT Teachers' Beliefs and Practices

Internationally, pronunciation teaching is not considered to be the Cinderella of language teaching anymore as its inclusion is universally advocated (Darcy, 2018; Celce-Murcia et al., 2010; Couper, 2015; Jenkins, 2000; Levis, 2018; Szpyra-Kozłowska, 2015), and most instructors realise the value of pronunciation teaching (Bai & Yuan, 2019; Buss, 2016; Henderson et al., 2012; Huensch, 2019).

However, in practice, few teachers dedicate time to pronunciation integration (Foote et al., 2016; Huensch, 2019). Celce-Murcia et al. (2010, p. 277) mentioned that EFL teachers "have traditionally been reluctant to focus on pronunciation". This is emphasised by Zhang and Yuan (2020), who revealed that most of the Chinese students participating in their research had

never been exposed to pronunciation instruction before. The absence of pronunciation inclusion could be due to a number of factors. The lack of training they received in pronunciation teaching, the lack of time available, and their insecurities can all contribute to the teachers' hesitance regarding pronunciation inclusion (Bai & Yuan, 2019; Darcy, 2018; Gilakjani & Sabouri, 2016). Probably the most influential is insufficient training, as it is immensely difficult to integrate pronunciation without adequate knowledge of pronunciation teaching (Darcy et al., 2021). This is also supported by Henderson et al. (2012), who carried out a European survey scrutinising pronunciation teaching practices in Finland, France, Germany, Macedonia, Poland and Spain, and found that the main cause of not including pronunciation was the inadequate training instructors received in all of the countries.

The teachers who include pronunciation teaching in their lessons use a variety of methods. Nonetheless, traditional, pre-CLT techniques appeared to be widely implemented rather than activities that are integrated communicatively. Listen and repeat exercises (Buss, 2016; Tergujeff, 2012; 2013), read-aloud sessions (Tergujeff, 2012; 2013), oral corrective feedback (Hismanoglu & Hismanoglu, 2010; Tergujeff, 2012) and dictation (Hismanoglu & Hismanoglu, 2010) are used most frequently. Bai and Yuan (2019) reported that EFL teachers in Hong Kong formulated the need to include authentic and interactive tasks, however, they “found it difficult to implement their beliefs in practices” (p. 139). This mismatch between belief and practice can also be observed in the case of certain Brazilian teachers, who asserted that communicative pronunciation teaching should be targeted, although they mostly included repetition in their classes (Buss, 2016). Consequently, if teachers are not equipped with the necessary knowledge, they might find it challenging to integrate pronunciation communicatively.

While teaching practices tend to adopt the pre-CLT techniques, teachers do not set unattainable goals for their students; they mostly aim for successful communication, thus mutual intelligibility (Bass, 2016; Darcy et al., 2021; Huensch, 2019; Tergujeff; 2013). Nevertheless, Bai and Yuan (2019) found that in Hong Kong, the idealised native speaker model still holds high prestige, which contributes to the teachers being unconfident in their own pronunciation.

As far as the model of pronunciation is concerned, the European survey (Henderson et al., 2012) revealed a discrepancy between what the teachers are comfortable with teaching and what the learners are trying to pursue. While teachers mostly teach RP, younger generations are obsessed with General American (GA) as they are exposed to American TV shows more (Henderson et al., 2012). This might result in a conflict of interest in the language classroom if

learners desire to aim towards a GA-like pronunciation while teachers are not comfortable teaching it.

2.2.2 ESL and EFL Learners' Beliefs and Goals

The benefits of pronunciation integration are realised among ESL and EFL learners alike (Alghazo, 2015; Couper, 2003; Kang, 2015; Simon & Taverniers, 2011). Despite the fact that students in EFL environments are less likely to be exposed to English outside of the classroom, therefore, less likely to encounter real communicational failures, Alghazo (2015) observed that, in an EFL context, university students of English Studies were dissatisfied with time dedicated to pronunciation. This is in line with the findings of Kang (2015), who examined EFL and ESL adult learners' perceptions and reported that most learners from the *Outer Circle* thought that pronunciation instruction was insufficient.

Although Kang (2015) found that EFL learners exhibited a higher degree of dissatisfaction with pronunciation inclusion, a link could be revealed between the students' positive approach towards explicit pronunciation integration and the number of communication breakdowns they had experienced before. Derwing and Rossiter (2002) revealed that 55 out of 100 adult ESL learners participating in the study stated that their communicational difficulties were related to their pronunciation, and 90% of them stated that they would take a pronunciation course. In contrast, Simon and Taverniers (2011) uncovered that according to Dutch university students, an adequate vocabulary was more important for successful communicational encounters. However, they also argued that pronunciation, grammar and vocabulary should be equally dealt with during lessons.

However, not every learner's perception of pronunciation instruction is positive initially. Pardede (2018) monitored 21 EFL learners' attitudes over the course of a semester while integrating explicit pronunciation instruction into the lessons, and he observed that the students' negative approach towards pronunciation transformed by the end of the data collection period. The change in their demeanour was brought by them realising that pronunciation teaching was beneficial. Thus, it can be concluded that adult learners recognise the importance of pronunciation instruction (Alghazo, 2015; Couper, 2003; Derwing & Rossiter, 2002; Kang, 2015; Pardede, 2018; Simon & Taverniers, 2011). Nevertheless, it should be noted that more data is available on the attitudes of adult learners and students who attend tertiary education, and their opinions on pronunciation do not necessarily coincide with learners' in primary or secondary education.

Most EFL and ESL learners formulated the desire to achieve an intelligible pronunciation (Derwing & Rossiter, 2002; Terguijeff, 2013), which matches the teachers' aim. Nevertheless, pursuing a native-like pronunciation is still targeted by a few students (Simon & Taverniers, 2011).

Based on the empirical studies targeting learners' beliefs and goals regarding pronunciation, it can be concluded that teachers should dedicate more time to pronunciation integration as the learners clearly desire to improve and can see the benefit of integration.

2.2.3 The Hungarian Context

This shift from regarding pronunciation as the Cinderella of language teaching to accepting its importance has failed to take place in Hungary. While there is a paucity of empirical research on pronunciation teaching practices and teachers' beliefs up to date, Bárdos (2002) mentioned that pronunciation teaching is received with indifference and mockery among teachers, and they mostly do not believe that there is merit in including it in the lesson.

As far as the learners' beliefs are concerned, Piukovics (2015) revealed that secondary school students would prefer implicit pronunciation inclusion, more specifically oral correction, to explicit pronunciation instruction. In comparison, the findings of Kontráné Hegybíró and Csizér (2011) indicated that according to university students, pronunciation should not be targeted at all once intelligible. These are possibly the only studies that provide an insight into Hungarian EFL learners' attitudes on pronunciation inclusion, therefore, further research needs to be conducted to get a more accurate picture of their perceptions.

Moreover, two more studies mention the learners' attitude towards pronunciation in relation to motivation, however, none of these target pronunciation integration specifically. Nikolov (2003) stated that learners are more motivated to learn GA as American movies and the American pop culture fascinate them, while Kontráné Hegybíró and Csizér (2011) observed that learners do not necessarily perceive GA as their target accent. The findings of these two papers reveal that Hungarian learners of English are, in fact, interested in pronunciation to some extent, although further research needs to be conducted to uncover their attitudes towards pronunciation integration.

All in all, research on pronunciation teaching in Hungary is severely underrepresented, and this paper aims to fill the gap by providing empirical evidence on the learners' perception and attitudes towards explicit pronunciation integration and pronunciation activities.

3 Research Design

3.1 Research Setting

This research was carried out in a secondary grammar school in Budapest with a group that I was teaching during my long-term teaching practice. The school offers two different programmes for students; an eight-year one, to which the students can apply when they finish fourth grade, and a traditional four-year programme, to which the students apply after completing their primary education.

The two programmes the school offers do not differ regarding the system of foreign language education. The students have to choose their first FL when they start fourth grade and their second FL at the end of eighth grade. Thus, when the pupils enter their ninth grade in both programmes, they continue learning their chosen FL, and in addition, they start learning the second FL which they have opted for. Nonetheless, the ones who decide to take part in the eight-year programme might have the same teacher almost from the beginning of their second language acquisition journey until they finish their secondary education since this is the priority of the school. However, the facultative classes the pupils can take up in addition after tenth grade are usually taught by a different teacher.

In addition, students who choose the eight-year programme generally pursue higher education, as the main goal of the institutes that offer six- or eight-year programmes is to prepare their students more efficiently for tertiary education from an early age (Halász et al., 2001, p. 15). While the system of foreign language education is the same, in the nationwide foreign language assessment, students attending eight-grade grammar schools generally achieve higher results both in sixth and eighth grade than their peers who attend primary schools (Educational Authority, 2015; 2018; 2019). This is in line with the observation that, in the secondary grammar school where the research took place, pupils in the eight-year programme outperform the ones in the four-year programme.

3.2 Participants

Thirteen informants participated in the research altogether. All participants attended the same EFL group and had been taught by the same English teacher until I started teaching them at the beginning of September 2021. The case study was conducted in accordance with basic ethical principles (Dörnyei, 2007, p. 68). Firstly, the research was carried out with the knowledge and consent of the headmistress as well as the group's English teacher. Secondly, participation was voluntary and anonymous. Finally, because the informants were underage, a

consent form (see Appendix L) was sent out to the parents following the recommended guidelines (Dörnyei, 2007, p. 69) at the beginning of the teaching period. All forms were returned signed and indicating parental consent.

The students were in tenth grade at the time of data collection, and they had enrolled in the school's eight-year programme when they were fifth graders. Their mother tongue was Hungarian, and English was their first foreign language. The class had been divided into two groups for English lessons from fifth grade, however, the division was based on alphabetical order, not on language level because they had been learning English for only a year, and there was not a substantial difference between their level. When the pupils started eighth grade, they were reassigned into new groups according to language level as a considerable gap had formed between the two halves of the class. This was possible due to their English lessons being paired with their Mathematics lesson. The curriculum in Mathematics was the same for the whole class; thus, the rearrangement was feasible.

The participants of the case study got into the higher-level group. It must be highlighted that the language level of the informants was fairly above the average level that secondary students reach by the time they start tenth grade. Most of the students were proficient users of English, and more than half of the group could be categorised into level C1 according to the CEFR descriptors. Furthermore, it is to be noted that the students had been taught by the same English teacher from grade five, and they had not encountered explicit pronunciation teaching before.

Table 1 displays the pseudonyms (to protect the anonymity of the students), the age, and the level of English of the participants, along with a few pieces of relevant information to be able to introduce their characters traits more efficiently.

Table 1

Participants of the Study

Name	Age	Level of English	Relevant information
Anna	16	B2	Anna sometimes struggles to keep up with the group, and she is insecure about speaking in front of her peers, but she is easily motivated, and she works hard to catch up to the others.
Balázs	15	C1 (language exam certificate obtained)	Balázs contributes to the lessons quite a lot regardless of the topic of the lesson, and he has an excellent command of English.

Name	Age	Level of English	Relevant information
Bence	16	C1 (B2 language exam certificate obtained)	Bence, along with Kornél, can disrupt the lesson within seconds. However, when he fancies the topic, he can be inquisitive.
Dalma	16	C1 (B2 language exam certificate obtained)	Dalma is generally eager, although she is sometimes hesitant when answering questions or providing solutions.
Evelin	16	B2 (language exam certificate obtained)	Evelin does not speak voluntarily during lessons, but she has no problem voicing her opinion when asked. When she cannot keep up with the others, she is not afraid to ask questions or ask for further clarification.
Flóra	16	C1 (B2 language exam certificate obtained)	Flóra is always enthusiastic when it comes to participating in class. She enjoys taking part in challenging activities, as she has an excellent command of English.
István	16	B2 (language exam certificate obtained)	István hardly ever speaks voluntarily in class. He is a reserved but high-achieving student.
Judit	16	C1 (B2 language exam certificate obtained)	Judit is a quiet and immensely precise student. She is also methodical and sedulous.
Kinga	16	C1 (B2 language exam certificate obtained)	Kinga is a diligent student. She always knows what the current task or activity is.
Kornél	16	B2	Kornél can make fun of anything, and it is challenging to efficiently involve him in any type of activity.
Melinda	16	C1	It is rather difficult to awaken Melinda's curiosity, and she is not scared to voice her opinion if she is not pleased with something.
Péter	16	B2	Péter takes a keen interest in improving his English, probably because he feels that his level of English is not as high as his groupmates'. However, he is also prone to following his friends Bence and Kornél in creating disorder.
Zsófi	16	C1 (language exam certificate obtained)	Zsófi often asks relevant questions about the topic being discussed. She is also highly perceptive.

3.3 Pronunciation Activities

The group was learning from the *English file: Advanced student's book* (Latham-Koenig et al., 2015), which is a coursebook designed for an international audience. The activities aiming to improve other skills do not require major modifications for Hungarian learners of English. However, due to the international nature of the coursebooks, the pronunciation exercises target various features that might be problematic for learners with different L1's. Accordingly, not all features appearing in the coursebook need to be taught to Hungarian learners of English, while a few require modifications to suit their needs specifically.

During the timeframe of the research, four pronunciation activities from the coursebook were tailored to meet the needs of Hungarian learners of English, and one activity was designed in addition, and then the activities were integrated into the lessons. In the following subsections, each L1-tailored pronunciation activity is described in detail, as well as the procedure of integration. The activities are arranged in chronological order.

3.3.1 Homophones

The primary objective of the first activity was to introduce the concept of an activity that focuses explicitly on pronunciation. Moreover, its aim was to correct potential pronunciation errors and to spark the participants' interest by showing them both well-known and lesser-known lexical items that most Hungarian learners of English pronounce incorrectly.

The focus of the original activity (Latham-Koenig et al., 2015, p. 6) was on stress placement perception and IPA symbols along with IPA transcription. This was significantly modified because, in its original form, the activity would not have suited the needs of Hungarian learners of English, especially considering that the group had not been exposed to pronunciation activities and had never seen IPA symbols before (stress placement perception exercises are discussed in Section 3.3.4).

The title of the was *Using a dictionary*, thus, it was reconceptualised to highlight the value of a printed dictionary and introduce the notion as well as the utility of phonetic notation to the students. To achieve this goal, an activity targeting homophones was created. Homophones are pairs of words that are pronounced the same, e.g., *write – right*, *sew – so*, etc. They were selected keeping in mind the most frequent errors Hungarian learners of English make, which can be categorised into three error types. Firstly, letter-to-sound correspondences are closer to one-to-one relations in Hungarian than in English. Owing to this, learners might mispronounce words by applying the letter-to-sound rules of Hungarian relying on the spelling of the word. This results in L1-based spelling pronunciation errors. Secondly, minimal pairs

exhibiting a phoneme contrast that is not present in Hungarian might be perceived as homophones, and in production, this can lead to misunderstandings. These were specifically chosen to be able to demonstrate the advantage IPA symbols have to offer over audio materials found in online dictionaries since learners might not be able to detect the difference by listening. Thirdly, and finally, L2-based spelling pronunciation errors can occur when the student encounters a word that has an irregular pronunciation and applies a letter-to-sound rule of the L2 incorrectly. Table 2 organises the target words according to the error types mentioned above.

Table 2

The Target Words in the Homophones Activity According to Error Types

Error type	Target word
L1-based spelling pronunciation error	[k]now, [w]rite, s[o]n, w[o]n
L2-based spelling pronunciation error	sew s[u:], <i>they're</i> th[ei]'re, <i>suite</i> s[u:t], <i>pear</i> p[ɪə]r
No phoneme contrast in Hungarian	wet [v]et, <i>boat</i> b[o:]t, <i>bat</i> b[ɛ]t

The procedure of the activity was the following: the students received a handout with 18 pairs of words (see Appendix A) and a hardcopy dictionary. In pairs, they had to decide inductively whether the word pairs are pronounced the same or differently using only the dictionary. To ensure that the students used the dictionary and not just guessed the pronunciation of the words, the activity was introduced as a competition in which the first pair to finish filling out the handout without mistakes would be announced as a winner. The pairs had to realise that only by comparing the transcriptions of the words can one undoubtedly tell if they are pronounced the same or differently.

3.3.2 *Schwa*

The next pronunciation activity in the unit (Latham-Koenig et al., 2015, p. 11) focussed on the distinction between grammatical function words and lexical content words as well as on vowel reduction. This activity was discarded as it did not fit into the sequence of pronunciation activities properly because, in order to understand vowel reduction, the students should have been familiar with the most common reduced vowel in English, the schwa. Hence, an activity focussing on the schwa (Latham-Koenig et al., 2015, p. 77) from the coursebook was used as the basis of the activity.

In Hungarian, vowel reduction is unattested, therefore, students may not realise that, in English, unstressed syllables can only have one of the three weak vowels ([ə], [ɪ], and [ʊ]). Accordingly, Hungarian learners of English fail to produce reduced vowels in grammatical function words and, if not acquired correctly, in certain unstressed syllables of lexical content words as well. Both of these result in L1-based pronunciation errors (see Section 3.3.1). The absence of vowel reduction in function words does not hinder intelligibility, although during listening comprehension exercises, the learners can encounter difficulties since they might fail to perceive function words because they expect to hear their strong form (Gilbert, 1995). In view of this, as well as considering the substantial amount of practice required to successfully produce weak forms, the activity aimed at gaining perception rather than practising production in the case of function words.

The original activity introduced the schwa and provided a few examples of function words in the information box. Using this, the learners had to circle the words which are pronounced with the schwa in an example sentence. This was followed by a *Listen and check* exercise and a *Listen and repeat* production practice task with different sentences related to the topic. In the modified activity (see Figure B1 in Appendix B) three content words and three function words containing a schwa were provided as examples to ensure that the students realised that the schwa can also appear in content words. The procedure of the *English File* activity was mostly kept, although the sentences were replaced to integrate the task into the lesson and into the topic (the title of the unit was *Nice work!*, and its focus was on different professions). The example sentences were revised to contain lexical content words and grammatical function words in which the schwa is denoted by various vowel letters as Hungarian learners sometimes fail to believe that any letter in the English alphabet can denote a schwa. The redesigned listening material was read out by a native speaker of English¹ (see Figure B2 in Appendix B).

The activity was conducted in the following way: after demonstrating the difference between stressed and unstressed syllables using both Hungarian and English examples (e.g., *fántasztikus* – *fantastic*), the schwa sound was introduced. The students learnt how to pronounce it, draw its IPA symbol, and it was explained that the schwa can never appear in stressed syllables (in the two reference varieties). Then, it was discussed that the schwa can both appear in grammar words and content words, and the example words in the information box were used to demonstrate this. Next, the group listened to the sentences one by one, and they circled the

¹ I would like to thank Shanti Ulfsbjorninn for lending me his voice. Integrating this activity would not have been possible without his help.

vowel letters pronounced with a schwa – for all the schwas pronounced in the listening material see Figure B2 in Appendix B. This was followed by a frontal check after each sentence, then the sentence was played again to facilitate perception. A quick *Listen and repeat* practice was also included to reinforce the correct pronunciation of the most problematic content words, e.g., *peril*, *cauldron*, *frozen*, since the learnability of pronouncing a schwa in a content word is higher. During the lesson, it was also emphasised that being familiar with the schwa and recognising it contributes to understanding native speakers better so that the students saw the benefit the activity had to offer.

3.3.3 Accents

The unit in which the original activity (Latham-Koenig et al., 2015, p. 17) can be found is titled *Changing language*, therefore, it fitted into the topic by nature, and it did not require special modifications to integrate it into the lesson.

The idea behind the original activity, that students listen to six speakers with six different accents, and they guess which accent they hear, is inspirational, however, this activity in and of itself is not feasible in practice. The main flaw of the activity is that the information box does not aid the students in any way to accomplish the listening task, thus turning it into a guessing game without any real language aims. Moreover, the task is extremely difficult to accomplish even for those who have studied English dialectology before because the listening material does not contain lexical items in which the different features of the accents could be easily detected. In addition, the speakers mention their birthplace, which is replaced with a loud beeping sound making the listener think that they are using foul language. This last factor can also be problematic, especially when teaching teenagers, because there is a strong likelihood that they will find it rather amusing, and it will distract them from the task itself.

To resolve the issues mentioned above, six accents were chosen considering the recognisability of the features they exhibit (see Figure 1). Received Pronunciation and General American were introduced as they are the reference accents. Unsplit FOOT/STRUT accents found in the linguistic north were grouped under the same name; “North of England”, and they were included considering that it is an overtly less prestigious feature in the eyes of native speakers (Wells, 1982), and even non-native learners of English tend to mock it as they are not used to hearing it in class. Hence, teaching this feature provided an opportunity to discuss the equality of accents with the students, and to teach them that unusual features should not be condemned or laughed at. Scottish English also has characteristic features which are easily noticeable; the absence of the NURSE Merger, and the use of the coronal roll (it was ignored

for the sake of simplicity that the latter is rather stereotypical and that an *r* is frequently realised as a tap (Balogné Bérces, 2008, p. 39)). The Cockney accent was incorporated as the group had expressed curiosity towards H-dropping during a discussion, and with its diphthong shift, Cockney can be relatively simple to recognise. Finally, New Zealand English was picked because the raised DRESS vowel can be perceived and depicted without difficulty, and the centralisation of the KIT vowel was convenient as the students had already been introduced to the schwa, and it provided an opportunity to use their knowledge.

After selecting the accents, a chart was created to summarise the features as clearly and simply as possible (see Figure 1). Most features were described utilising representative lexical items, and the use of IPA symbols was avoided wherever possible so as not to overwhelm the students. Consequently, instead of the symbol of the tap or flap [ɾ], [ɾ] was adopted since Hungarian learners of English usually perceive a tap as [d], and teaching them the correct symbol along with providing sufficient explanation were beyond the scope of the research.

The procedure of the activity was the following: the participants received a handout of the summarised features, but with gaps (see Appendix C), and they had to fill these during a brief but necessary frontal explanation. After that, they were given time to read the extracts seen at the bottom of the handout to familiarise themselves with the context. Then, six listening samples were played, and the students had to guess which accent they heard relying on the information in the chart. Samples were taken from the International Dialects of English Archive (IDEA – <https://www.dialectsarchive.com/>) and the British Library Accents and Dialects collection (<https://www.bl.uk/british-accents-and-dialects/collection-items>). Except for one sample, the recordings of the IDEA were used, as the speakers are reading out a passage making their speech slower, therefore, their accents more recognisable. Additionally, the passage was constructed to contain keywords that display the features different accents exhibit. The Cockney sample was taken from the British Library Accents and Dialects collection as a perfect sample could not be found on the IDEA.

To practise recognising accents by internalising the features one needs to listen for, twelve additional listening materials were chosen as homework (see Appendix D). These were selected from YouTube, and a converted, audio-only format was sent to the students to ensure that they did not use the internet to search for the speakers' accents.

Figure 1

The Filled In Accents Handout

PRONUNCIATION – Understanding accents

Task 1: Complete the table.

1. <u>Received Pronunciation (RP)</u> • standard accent: England (BBC English) • yearf, carf, start, work • hand ≠ can't, dance → <i>I can't dance on my hands.</i> • city, better → [t]	2. <u>General American (GA)</u> • standard accent: US • yearr, car, start, work • hand = can't, dance → <i>I can't dance on my hands.</i> • city, better → [d]
3. <u>North of England</u> • push = crush e.g., much, money, blood, flood	4. <u>Scottish English</u> • Hungarian <i>r</i> • bid = bird • gem = germ • bun = burns
5. <u>Cockney</u> • working class accent – London • H-dropping: house, head, horse • [eɪ] → [aɪ] (éj → áj) • e.g., face, bay	6. <u>New Zealand English (NZE)</u> • [ɪ] → [ə] e.g., thing → th[ə]ng, dinner → d[ə]nner • [e] → [i] e.g., left → l[i]ft, mess → m[i]ss

3.3.4 Word Stress With Suffixes

This activity was included since stress placement poses problems for Hungarian learners of English. This stems from the fact that in Hungarian, word stress is always on the first syllable, while in English, primary stress may fall on any syllable in a word (while there are rules, these are beyond the scope of the discussion). Because of the fixed stress placement, Hungarian learners might be affected by stress deafness (Dupoux et al., 1997) making them unable to perceive the differences in stress degrees.

Correct stress placement greatly contributes to mutual intelligibility (Jenkins, 2000) as a mixed-up stress pattern distorts the words to such an extent that they might not be recognisable. The aim of the original activity was to introduce stress-neutral and stress-fixing suffixes with abstract nouns. Only exercise C from the activity had to be tailored to fit the needs of Hungarian learners. Considering that stress perception exercises (e.g., *Underline the stressed syllable*), in the case of Hungarian learners of English, have been proved to produce poorer results than production exercises (Piukovics, 2021), the latter method was used instead.

After teaching the pupils how to recognise primary stress when looking at IPA stress marking conventions, the students received an extended list of word pairs (see Appendix E),

and they had to underline the stressed syllable with the help of the transcriptions in Macmillan dictionary. Next, they had to circle the number of word pairs where the suffix changes the stress pattern of the word. The number of examples was doubled so that the students could confirm that stress-fixing suffixes do change the stress pattern. Then, a frontal check and a “listen and repeat” practice took place focussing on the examples where the stress changes. As a follow-up activity, a game called *Happy Families* (Hancock, 1995, pp. 28–31) was included to provide an opportunity to practise without the students losing interest.

The procedure was the following: the group was divided into two, and each group received a pack of cards. There was a word on each card, either one with a stress-fixing suffix or one without it. The students distributed the cards among themselves evenly. Their goal was to acquire the pair of their card from their peers by asking questions in turn, using the following pattern: “Ádám, have you got *civilisation*?”. The first person to obtain all the pairs won. Since they could not look at each other’s cards, it took them a few rounds to find the card they were looking for. This ensured that they practised saying the lexical items numerous times. Additionally, each group had a moderator (the mentor teacher observing the lesson stepped in to moderate) to guarantee that all target words were pronounced correctly. If a student pronounced the target word incorrectly, they were not allowed to keep the card. Hence, the students were motivated to pronounce the words accurately.

3.3.5 The -ed Suffix

The -ed suffix denotes the regular form of past tense verbs, past participle verbs and participle adjectives, however, the latter was purposefully excluded from the activity in the interest of not overwhelming the learners, and because part of the activity was integrated into the topic, which was a retold story.

The activity was incorporated into the course as the [t] pronunciation of the -ed suffix is likely to be mispronounced by Hungarian learners of English. This stems from the fact that the two languages exhibit a fundamental difference in voice assimilation. In Hungarian, the direction of the assimilation is fixed (it is always regressive), while in English, in the case of the -ed suffix, it is always the suffix that assimilates to the word-final consonant, making the direction of the assimilation progressive. Hungarian learners of English might be misguided by the principle of morpheme identity, which ensures that the orthography of the suffix remains unchanged regardless of the pronunciation. Therefore, they assume that the pronunciation of the suffix is [d] and resolve voiced-voiceless oppositions by assimilating the preceding voiceless consonant to the suffix, e.g., *pushed* *pu[ʒd], *kissed* *ki[zd], *stopped* *sto[bd], etc.

Thus, it is the pronunciation of verbs ending in voiceless consonants that is problematic even for advanced learners. Accordingly, the activity was designed to highlight the difference the two languages display, then provide ample opportunity for the students to practise applying the rule of progressive assimilation.

The procedure was the following: since making a distinction between voiced and voiceless consonants was crucial, a game in which the pupils had to sort obstruents according to voicing was included to refresh their memories. Next, the difference between the direction of voice assimilation in English and Hungarian was demonstrated with example words ending with the same two consonant letters (see Table 3). The learners filled in a handout summarising the rule (see Appendix F) after the frontal explanation, then they had to sort different verbs into the appropriate columns.

Table 3

The Difference in Voice Assimilation Between Hungarian and English

Hungarian	English
csuk+d → csu[gd]	pick+ed → pi[kt]
mász+d → má[zd]	kiss+ed → ki[st]

After making sure they had understood everything clearly, they were organised into groups of three and were given a pack of cards. On each card, there was a past tense verb and, on the back, the final consonant of the verb. The students took turns throwing a die and drew cards from the pack accordingly. Then they had to say a sentence with each word (later tell a story incorporating the words) while paying attention to the proper pronunciation. If they pronounced the past tense verb correctly, they could keep the card, and the student who had the most at the end won. The game was designed to make sure the learners practised the proper pronunciation without needing constant monitoring from the teacher. By establishing that the card cannot be kept when the word is pronounced incorrectly, peers effectively monitored each other in the spirit of competition.

3.4 Data Collection Procedures and Methods of Data Analysis

Data was collected during the first semester of my long-term teaching practice (from September to December 2021). The timeframe of the teaching period, thus the length of the research, was 11 weeks. To answer the research questions, and shed light on the case from

different perspectives and achieve triangulation (Duff, 2012, p. 105), different methods of data collection were used.

Two pronunciation tests were conducted to objectively measure the improvement of the participants' pronunciation. The first recording was made at the beginning of the teaching period, prior to the students being exposed to any explicit pronunciation teaching and the second recording at the end of the teaching period. Moreover, as the study was an action research in nature, the research design continually evolved during the teaching period. However, the main guidelines and the principle of accommodating the research to the teaching material remained unchanged (Dörnyei, 2007, p. 191). The participants filled out feedback forms before the unit tests to provide feedback on the lessons as well as the integrated activities so that their perceptions could be taken into account when designing the remaining pronunciation activities. Additionally, four semi-structured interviews were held at the end of the teaching period to gain a deeper insight into their views on pronunciation teaching and pronunciation integration in the EFL classroom. Lastly, the observations I made during classes were collected, thus providing data from my perspective as the teacher-researcher.

In the following subsections, each data collection method and procedure is described in detail, as well as the methods used for data analysis.

3.4.1 Pre- and Post-Pronunciation Test

A pronunciation test (see Appendix G) was designed to be able to measure the participants' progress objectively. It was essential that the students did not realise the focus of the research so as not to compromise the study. For this reason, the target words were integrated into context, and the students had to read out a passage at the beginning and the end of the teaching period.

Before constructing the pronunciation test, the target features were collected and grouped according to pronunciation error types. In the case of pronunciation errors that were closely linked to lexical items (i.e., homophones, vowel reduction in lexical items, weak forms of function words and the one stress minimal pair), the words appearing in the activities were integrated into the text. While in the case of phonological pronunciation errors (i.e., stress-fixing suffixes and the [t] and [d] pronunciation of the *-ed* suffix), accidental gaps were included to be able to measure whether the students could internalise the rules without the interference of incorrectly fossilised lexical items. The [d] pronunciation of the *-ed* suffix was incorporated as a distractor to prompt the learners to make a distinction between the two different pronunciations of the suffix.

In the parental consent form (see Appendix L), the participants were only informed that their progress was to be measured during the teaching period to prevent them from detecting the exact nature of the study while getting enough information about the tasks they had to carry out (Dörnyei, 2007, p. 69). To divert attention from the real purpose of the pronunciation test, a few potentially unknown vocabulary items were integrated into the passage as distractors. Moreover, a tale was chosen as the genre of the text so that the pupils would not find the inclusion of accidental gaps too strange.

Both the pre-test and the post-test were recorded during an English lesson; this way, the students could be monitored during the recording process. As it was crucial that the participants did not inform their peers about the content once they had seen the passage, the ones who read the text could go home. The informants were given time to familiarise themselves with the text, then they were asked to read out the text articulately and loudly. Data was recorded with a smartphone, and it was evaluated by listening to the target words. The results were entered into a Microsoft Excel spreadsheet and later transferred to Microsoft Access for analysis.

3.4.2 Unit Tests

The group took a unit test after completing each unit in the coursebook to measure the students' overall progress. During the timeframe of the research, the group took two unit tests (see Figures H1 and H2 in Appendix H), both of which included pronunciation exercises. This was necessary as the material of the test has considerable influence on what the students learn due to the backwash effect (Hughes, 2002, p. 1).

The other purpose of including pronunciation exercises in the unit tests was to be able to compare the results of the unit test and pronunciation tests, thus being able to compare the participants' competence with their performance (Chomsky, 1965). After the marked unit tests were viewed by the students, they were collected, and the scores that pupils had reached in the exercises were entered into Microsoft Excel for analysis.

3.4.3 Feedback Forms

Two feedback forms were handed out to the group during the timeframe of the research and an additional evaluation form at the end of the teaching period (see Appendices I and J). The feedback forms were administered to shed light on the informants' perceptions of the lessons and the activities so that, whenever judged necessary, the upcoming pronunciation activities could be tailored based on the feedback provided by the group. The open-ended questions both in the feedback form and the evaluation form did not target pronunciation

activities specifically, they aimed to procure the learners' unbiased and unguided opinion of the lessons and the activities.

The feedback forms were completed by the informants at the end of the lesson, prior to the unit tests, so that the tasks and results of the test would not influence the participants when answering the questions. The students were asked to answer each question in detail, and they were reassured that their anonymity would be protected. The evaluation form was administered during the last lesson before the participants took the post-pronunciation test (only Questions 1–4 from the evaluation form are relevant to the current study). The language of the feedback forms was Hungarian, and the students also answered the questions in Hungarian since they were most comfortable using their L1. The students' answers were digitised, and the relevant comments were organised into three categories:

1. the pronunciation activities that the students perceived to be beneficial;
2. the pronunciation activities that the students perceived to be superfluous;
3. relevant comments connected to the pronunciation activities.

3.4.4 Interviews

After the end of the teaching period, it was deemed essential to conduct in-depth interviews with a few volunteering students from the group to yield further insight into their perceptions about the pronunciation activities that had been integrated into the lessons and about pronunciation teaching in the EFL classroom in general. Semi-structured interviews were conducted to allow potential deviation from the questions in case new themes emerged and to encourage the participants to express their views freely on arising topics (Dörnyei, 2007, p. 136).

An interview guide was designed (see Appendix K) consisting of 14 questions. In accordance with Dörnyei's (2007, p. 137) recommendation, the questions were arranged to proceed from general to specific, slowly narrowing down the focus to the pronunciation activities so that a good rapport could be established with the interviewees, ensuring that they presented their views without reservations.

Participation was voluntary as the interviews had to be conducted after school hours. Four students volunteered to take part: Dalma, Flóra, Kinga and Judit. Considering that permission for the interviews was not included in the initial parental consent form, another consent form (see Appendix M) was sent out to the parents of the volunteers, and the interviews took place after the consent forms had been sent back. To make them feel that they could share their opinions candidly, at the beginning of the sessions, the students were reassured that their

answers would not get repeated to their peers, nor would I be offended if they expressed criticism.

The interviews were held online on Zoom for convenience. A voice recording was made of the conversations to be able to transcribe and analyse them later. The length of the recorded sessions was approximately 30 minutes. Only the interview conducted with Judit was longer, about 60 minutes long. Hungarian was used as the language of the interviews since this was the learners' mother tongue, and it was the language they were most competent in.

By listening to the voice recording of the interviews, the relevant comments and the statements that were deemed important were typed in at the end of the research. Next, these notes were processed in two different ways. Firstly, data was organised according to activities and within the activities, according to participants to be able to differentiate the individual responses. Then, the method of thematic analysis (Xu & Zammit, 2020) was implemented to determine emerging themes. As the first step of thematic analysis, initial codes were generated, which were used to define the themes after organising the data. As a result of this process, the following themes have been named:

1. perceptions of the integrated pronunciation activities;
2. the importance of an intelligible pronunciation;
3. arguments for and against pronunciation inclusion in the future;
4. the role of previous experiences;

3.4.5 The Teacher-Researcher's Journal and Observations

Being the teacher-researcher allowed me to make continual observations during the timespan of the study. These observations greatly contributed to developing the research as they were taken into consideration when designing the subsequent activities. Furthermore, they provided information regarding the success of the integration.

Data was recorded in the following manner: after the lessons that included pronunciation activities, I typed in the observations I had made and reflected on the aspects that needed improvement in the future. In addition, I noted down relevant comments students made during lessons. The notes were organised according to pronunciation activities, and then the few comments that were not strictly connected to the pronunciation activities were categorised into the themes that were created when analysing the interviews (see Section 3.4.4).

4 Results and Discussion

4.1 Contributing Factors to Successful Integration (RQ1)

To answer the first research question, what kind of factors can be connected to the success of explicit pronunciation integration, successful integration must be defined. The integration of an activity can be considered successful from a pedagogical perspective if the activity is seamlessly fitted into the learning process as well as into the topic of the lesson. Additionally, the activity has to fulfil its objectives, otherwise, no matter how well-structured it is, the integration cannot be considered successful. Unless the learners fully understand the aims, the purpose and the utility of the activity, they will not be engaged during the lesson, and later their lack of interest will undoubtedly influence their improvement.

In this subsection, the factors related to the integration of the L1-tailored activities are discussed primarily with the help of the teacher-researcher's journal and the observations made during the lessons. The feedback forms, the interviews, and the results of both the pronunciation and the unit tests are also utilised, whenever applicable, to provide different perspectives.

4.1.1 Homophones

The first activity fulfilled its aim to introduce pronunciation activities. The learners were engaged during the lesson, and since the concept of the activity was entirely new to them, they were interested in it. Once the learners realised that only by comparing the IPA symbols in the dictionary can they tell whether the words are homophones or not, they became competitive, and they were engaged during the whole lesson. Moreover, the inductive approach posed a challenge to students, which guaranteed their involvement. Flóra accentuated this aspect of the activity; “it was really interactive that we had to look up the rule in the dictionary”.

Therefore, in light of the observations made and the results of the interviews, the activity targeting homophones successful in terms of integration, and the competition aspect of the activity and that it challenged the learners played a pivotal role.

4.1.2 Schwa

Based on the feedback provided by the students, my observations and the results of the pronunciation test (see Figure 3 in Section 4.4.2), the activity focussing on the schwa was not successful in terms of integration. The frontal explanation of the activity was designed so that the students would understand the concept of the schwa, nevertheless, it might have been too abruptly conducted. The informants interviewed stated in unison that they did not understand

what the schwa was and why we devoted time to learning it. Dalma noted that the pronunciation activities had been rather difficult at first, adding that “[e]specially when we were discussing the schwa sound”. She also voiced that “it was challenging to comprehend what it was because there is no such thing in Hungarian”.

The difficulties the learners encountered stem from the fact that the frontal explanation was too short and direct. It should have been taken into consideration that the participants might need more time to understand that the schwa is simply the most common sound in English. Furthermore, the practicality of knowing about the schwa did not receive enough emphasis; thus, the pupils felt that it was not in their interest to devote energy to learning it. The results of the pronunciation test as well as the unit test (see Figure 3 and Table 4 in Section 4.2.2) coincide with this; the students’ development cannot be considered substantial.

To achieve greater development and to make the integration of the activity successful, a different approach should have been taken when introducing the schwa. The approach with which an activity is conducted also contributes to it being successfully integrated.

4.1.3 Accents

The activity targeting accents was the most successfully integrated. When introducing the activity, careful attention was devoted to discussing the benefit of being aware of the different features that native accents display. The students were enthusiastic to learn about accents, and even the frontal introduction captured their attention. Furthermore, this was the first occasion the participants realised the value pronunciation activities carry. The vast majority of the students categorised the activity as their favourite from Unit 2. One student commented that they had enjoyed the activity as they had found it very informative, and it had surprised them that English could be so diverse. Only four learners expressed their dislikes in the feedback form. The activity also fulfilled its aim to teach the learners the equality of accents. In the interview, Judit stated, “[i]t was interesting to see that English can be spoken with several different accents, all of which are accepted, correct and understandable”.

The favourable outcome of the activity was due to a flexible approach adapted during the procedure. The features the learners found intriguing were discussed longer, and the expected pronunciation was demonstrated with the help of the example words. When the participants had difficulty comparing the two reference accents using the features of RP, GA was used as the basis of comparison as the learners were more familiar with it. In addition, upon noticing that the learners seemed weary, when listening to passages the second time, the second listening was skipped in order to keep them motivated.

As the results of the task focussing on accents (see Table 4 in Section 4.2.2) reveal, the whole group managed to learn the most salient features the included native accents exhibit. The success of integration could be seen during the subsequent lessons likewise. The group brought up R-dropping during lessons frequently with different example words. Even more, they made discoveries of their own utilising the knowledge they had obtained. Flóra added during the interview that “I have just realised that *surprise* has an R at the beginning as well”, revealing that she was familiar with the non-rhotic pronunciation of the word and that she had understood why the first <r> is not pronounced in non-rhotic accents.

4.1.4 Word Stress With Suffixes

Based on the results of the pronunciation test, the *Word stress with suffixes* activity can be considered successful as stress placement displays superior results compared to the other features (see Figure 3 in Section 4.2.2). Nonetheless, the procedure of the activity was not logically structured as the planned exercises were rearranged due to the participants’ disinterest. Because of this, the introduction of the activity was not conducted systematically. Instead of reflecting on the lesson devoted to the schwa and explaining the concept of stress again, firstly, increased emphasis was placed on the significance of stress placement, and the concept was only mentioned later. Therefore, the concept of stress placement had to be explained repeatedly since the learners showed signs of confusion. Integration failed in this aspect because the pupils did not see the purpose of the activity. This could be noticed during the lesson, and the results of the feedback forms confirm the observation. One student commented that they had been bored during the activity, while seven informants mentioned that they had disliked the activity because they considered it superfluous.

The students who volunteered for the interview had opposing views. All of them asserted that the activity had been useful and that the explanation of the stress-fixing suffixes was perfectly understandable. Dalma highlighted that it was the most practical activity. Judit, one of the most critical students, was also satisfied with the explanation. She added that it was great that the rule had been discussed in detail because it facilitated understanding. Their positive perceptions of the activity can be attributed to the extensive production practice (see Section 3.3.4) that followed the *Underline the stressed syllable* exercise (see Appendix E). The repetition exercise might have been tedious, however, it supplemented the insufficient frontal explanation well. Although most of the learners did not appreciate the *Happy Families* game that followed, all of the students were engaged to some extent, and the activity fulfilled its objective as the students *did* pay attention to stress placement when playing. These findings are

supported by the results of the two tasks focussing on stress-fixing suffixes in the unit test (see Table 4 in Section 4.2.2), from which it can be observed that the learners internalised the rule.

All things considered, the integration of the activity was relatively successful as it achieved its aim in spite of the flaws mentioned above; both the participants' competence and performance improved. The fact that the sequencing of the individual components of the activity was not implemented in a logical order did not hinder the learners' improvement compared to the other features. However, to fully involve the group, thus, increasing the efficacy of the activity, a warmer should have been included as raising the learners' interest also proved to be a key aspect for successful integration.

4.1.5 The -ed Suffix

The activity was introduced with the help of a matching game, which would have been successful in awakening their interest had it not been for the fact that the learners were deeply prejudiced against Hungarian grammar in general. Upon introducing the terms voiced and voiceless consonants, a few participants lost their enthusiasm, and it could be observed that they were the ones later who were not fully engaged in the practice game. During her interview, Kinga admitted that she did not like Hungarian grammar, and it had been challenging for her to connect English with Hungarian, and this was the reason why she did not like the activity. In contrast, Dalma commented that the reason why she had specifically enjoyed learning about the -ed suffix was that the lesson had started with revising Hungarian grammar, which motivated her. She also added that "[i]t was quite difficult to comprehend, but I think this activity was more important than the others because of Hungarian." Most of the group adopted the same hostile approach towards the warmer as Kinga because of their dislike of Hungarian grammar lessons. Due to this reason, the lead-in was not successful in motivating the whole group, however, it was successful in providing the background information needed to understand the divergence the two languages display. Therefore, low motivational levels can negatively influence integration, and teachers must take into account their learners' views when designing an activity.

Despite the learners not being enthusiastic at the beginning, the integration of *The -ed suffix* activity was successful. The activity included a considerable amount of practice that was intertwined with a communicational goal. During this, the students were mainly engaged. Since telling a story was challenging for them, this aspect distracted the pupils from the fact that they were playing a game primarily targeting pronunciation. The success of the story-telling game

is reflected in the results of the pronunciation test (see Figure 3 in Section 4.2.2); the pronunciation of the *-ed* suffix improved considerably compared to the other features.

4.1.6 Summary

In this subsection, the integration of the L1-tailored activities is examined, devoting particular attention to the factors which contribute to the success of integration. On the basis of the data, the students were more motivated to participate actively during the lesson if the procedure of the activity included a warmer that challenged them in any way. After the dictionary race, which was implemented at the beginning of the *Homophones* activity, the participants became immersed; hence, they were engaged during the frontal discussion as well. Accordingly, incorporating a challenging warmer guaranteed successful integration.

Furthermore, the logical sequencing of the activities and that they were integrated into the teaching process did not automatically ensure that the activity was successfully integrated. When working with EFL learners who have never encountered explicit pronunciation teaching before, an extremely flexible approach should be adopted with each activity. In the case of the activity dealing with accents, the procedure of the activity was only used as a guideline, and whenever it was necessary, arising issues and interesting topics were dealt with. As a result, it managed to awaken the students' interest, and the activity was not met with resistance. In consequence, for successful integration to occur, the objectives of the activity might need to be changed during the lesson according to the response the group displays.

It is also essential that the learners are provided with an ample amount of explanation as to how they can benefit from the activities. As students mostly thought the pronunciation activities were irrelevant to their development, placing more emphasis on the importance of an intelligible pronunciation from the beginning of the study might have got the learners actively involved during the lessons. This, however, should not be conducted in an entirely frontal approach since it could be observed that a frontal discussion focussing on pronunciation did not engage the learners. Demonstrating how an unintelligible pronunciation can prevent effective communication with examples or asking the students to provide personal experiences when an unintelligible pronunciation was a barrier to understanding could have helped to showcase the importance of pronunciation inclusion.

Finally, the amount of time spent on pronunciation integration was substantial, considering that the learners were not used to it. They gradually lost interest and started to turn hostile towards pronunciation activities. The participants became exasperated, and most of them lost their motivation immediately at the beginning of the activities by the end of the data

collection period. However, this can be connected to the fact that the students were aware that after the end of the semester they would continue learning with their previous teacher, who never taught pronunciation explicitly during her lessons.

With a group that has reached such a high level without being exposed to explicit pronunciation integration, a more careful approach should be taken to avoid overwhelming the students. Including fewer activities at the beginning or combining pronunciation with vocabulary or other communicative exercises could prevent the students from developing a negative mindset.

4.2 The Improvement of the Students' Pronunciation (RQ2)

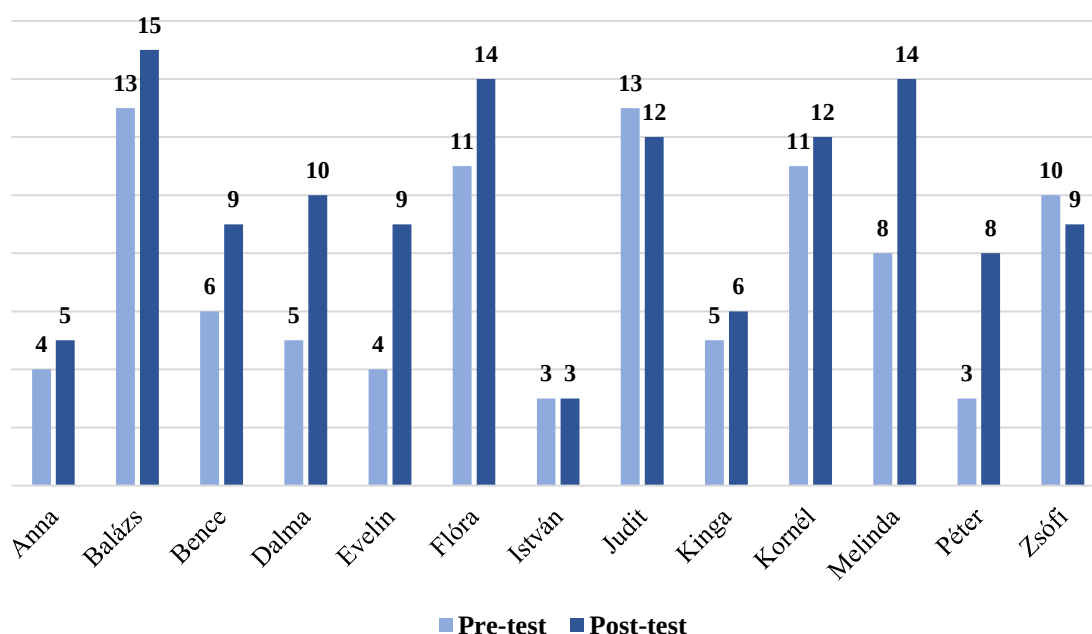
This subsection answers the second research question, how explicit pronunciation instruction can improve the learners' pronunciation over the course of eleven weeks. The improvement of the students' pronunciation is examined by presenting and interpreting the results of the pronunciation tests as well as the unit tests. The results of the unit tests show the learners' competence, whether they had internalised the rule or the proper pronunciation in the case of individual lexical items. In comparison, the pronunciation tests display the development in the learners' performance. The results of the feedback forms and the interviews are utilised occasionally to shed light on the findings from different perspectives.

4.2.1 Individual Results

The pronunciation of the individual students exhibits different degrees of improvement. Figure 2 displays the individual results of the students; it shows how many words they pronounced accurately out of the 42 target words in the pronunciation tests.

Figure 2

The Individual Results of the Pronunciation Tests



Three participants' pronunciation did not develop in any way. István, Zsófi and Judit produced the same or worse results in the post-test. Their lack of progress can be attributed to the disinterest they showed during lessons. Judit voiced this in her interview: "I think we know these [the proper pronunciation], we were not told explicitly, but we figured these out by practising". She also added that she thought the group's pronunciation was not in dire need of improvement. Five learners managed to correct one to three pronunciation errors, while four students' pronunciation improved considerably with pronouncing five more, in Melinda's case six, target words accurately in the post-test.

Melinda's pronunciation improved the most, although she did not take particular interest in the pronunciation activities, nor did she show dedication towards improving her pronunciation. Her outstanding results, compared to her peers', can be attributed to the fact that she had an inherent talent for acquiring languages with ease. In addition, she mentioned being exposed to English more than the average student, which might have contributed to it as well.

Looking at the results and considering the observations made during the lessons, a connection can be detected between the participants' level of English and their development. The pronunciation of certain lower-level students displays more improvement than those whose level was near proficient. Evelin and Péter were not among the best students in the group, therefore, they constantly needed to work hard to be able to keep up with the others, and this motivated them immensely. Even though they were not particularly interested in the

pronunciation activities, perceiving that the others did not struggle as much likely encouraged their development. The same situation is applicable to Dalma's case as well. Her level of English was C1, however, her best friend, Flóra, was among the most talented students, which challenged Dalma on a daily basis.

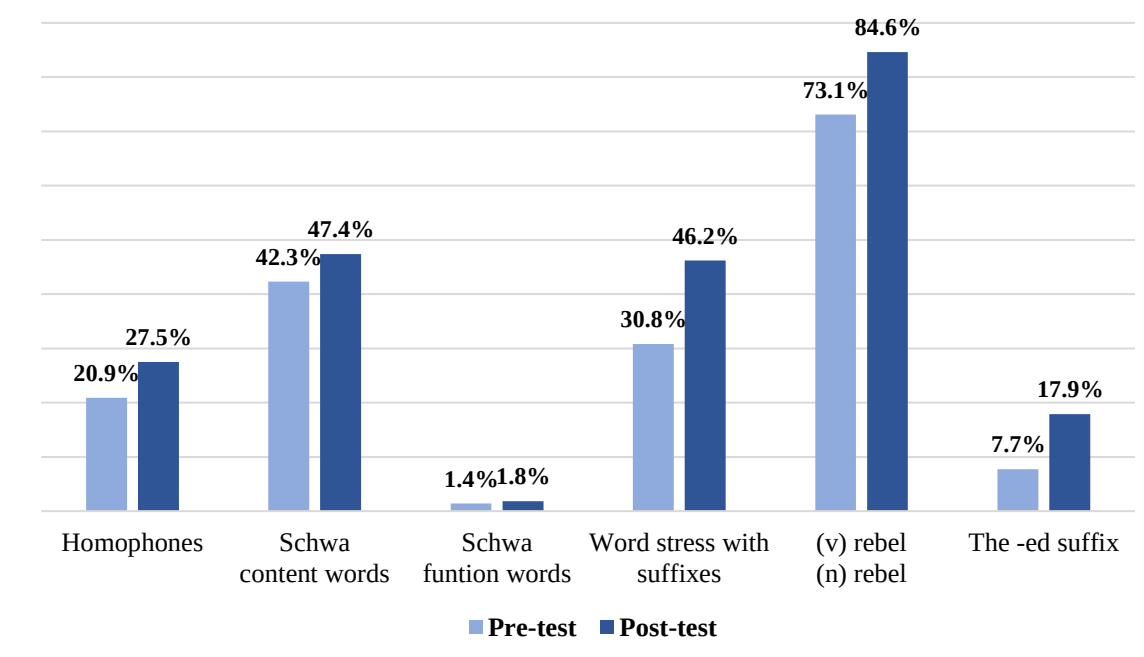
The pronunciation of the students who participated actively during lessons and took an interest in the pronunciation activities also show improvement to some extent. Balázs and Flóra took part in every exercise enthusiastically, and while Bence was not always involved fully during the activities, he was occasionally curious about the integrated features. Internal motivation, therefore, heavily contributed to the pronunciation development of the individual students. Only the results of the learners who were motivated display improvement, either because they found the activity engaging or because they wanted to reach the level of their peers.

4.2.2 The Improvement of the Target Features

Similar to the results of the individual participants, the pronunciation of the different features exhibits varying degrees of development. Figure 3 shows how the target features improved over the timeframe of the research.

Figure 3

The Results of the Pronunciation Tests Categorised According to Target Features



Whereas the results of unit tests can be seen in Table 4 to be able to compare the learners' competence with their performance.

Table 4

The Results of the Pronunciation Tasks in the Unit Tests

The focus of the task	Total points	M	SD
Homophones	5.00	4.08	0.86
Schwa – content words	6.00	4.23	1.09
Word stress with suffixes 1	2.00	2.00	0.00
Word stress with suffixes 2	3.00	2.92	0.28
Accents	5.00	5.00	0.00

As expected, the pronunciation of the schwa in grammatical function words did not improve over the course of 11 weeks. Only a few grammatical function words were pronounced with a schwa both in the pre-test and the post-test, and the 0.4% improvement (see Figure 3) can be considered incidental. Since no production exercise focussing on function words was integrated into the lesson, similar results were anticipated. Moreover, stemming from the fact that Hungarian has not got reduced vowels, a substantial amount of practice would have been necessary to be able to pronounce a schwa in function words, especially when reading or speaking fluently.

The pronunciation of the schwa in function words shows slightly better development, although it is also infinitesimal; only 5.1% (see Figure 3). No consistent change can be observed by looking at the results of the individual participants. This can be due to the limited time dedicated to production during the lesson (see Section 3.3.2) and the fact that the students did not understand the purpose and, in certain cases, the concept of the activity (see Section 4.1.2). The last one corresponds with the result of the task focussing on the schwa in the unit test (see Table 4), which has the lowest scores ($M=4.23$) compared to the others. Additionally, it displays substantial individual differences ($SD=1.09$), which can be attributed to the fact that most of the learners did not grasp the concept of the schwa (see Section 4.1.2), and they blindly circled silent vowels in the example words as well.

Nonetheless, the inclusion of an increased amount of production practice might not be essential. In the pre-test, the pronunciation of content words including the schwa reached the second-highest percentage (42.3%) since the target words were commonly used lexical items, and in certain cases (e.g., *open*, *frozen*), the learners acquired the correct pronunciation prior to

data collection as it can be seen in Figure 3. Thus, activities targeting the pronunciation of the schwa in lexical items might not be as productive as focussing on the correct pronunciation whenever the learners encounter a new item (Brown, 2011).

In the case of the homophones, the learners' pronunciation improved by 6.6% (see Figure 3). The development is approximately the same as of the schwa in content words, nevertheless, with the homophones, a tendency can be observed. Mainly, the pronunciation of *son* and *suite* improved in two and three cases, respectively. The lack of progress might be owing to the fact that during the lesson, there was no emphasis on production as this was an introductory activity. However, the irregular pronunciation of the word *suite* captivated the learners, and they showed considerable interest, which might explain why the participants remembered how to pronounce it correctly. The word *son* was also mentioned during Kinga's interview. She cited the homophones *son* – *sun* as an example that she was surprised by.

The [t] pronunciation of the *-ed* suffix was the last activity integrated into the lessons, and the feature was practised on two occasions. The improvement is greater (10.3%) compared to the previous features (see Figure 3), albeit still negligible considering the time dedicated to it. The results, however, can be misleading as the contextual placement of three target words in the pronunciation test made it impossible to evaluate the audio recordings in several cases. Overall, six students' pronunciation improved, and the results of four learners exhibit consistency to some extent. The pronunciation of the words *neafed*, *frussed*, and *wesped* developed most, and interestingly, none of the students pronounced the *-ed* suffix correctly after the sound [ʃ].

The target feature that improved the most was stress placement. The pronunciation of the stress minimal pair (i.e., (v) *rebel* – (n) *rebel*) by 11.5%, and stress placement with stress-fixing suffixes by 15.4% (see Figure 3). Altogether eight students out of the 13 participants managed to get better results in the post-test, and one participant pronounced all the target words accurately. The observations made during the lesson, along with the results of the tasks focussing on stress placement in the unit test (see Table 4) demonstrate that almost all of the students internalised the rule, even though less than half of the words were pronounced correctly in the post-test.

In the case of the *Accents* activity, the learners only needed to internalise the features of the different native accents to be able to recognise them in the future. Therefore, their results can only be observed by scrutinising the outcome of the task in the unit test (see Table 4). Remarkably, all the informants completed the task without mistakes ($M=5.00$, $SD=0.00$), which indicates that all of the participants learnt the features of the different accents.

The activities that were integrated closer to the end of the teaching period exhibit noticeable improvement compared to the ones that were included at the beginning of the data collection period. Both the [t] pronunciation of *The -ed suffix* and the *Words stress with suffixes* exercises were integrated during the last weeks, and the students had more vivid memories of them. The interviewees talked about these last two exercises with ease, but they could hardly remember the *Homophones* activity. In addition, these two activities included the most practice. Consequently, the higher development of these features can also be connected to the fact that the participants were provided with a substantial amount of production practice integrated into a communicative task.

As seen in Table 4, the learners mostly managed to learn the material of the pronunciation activities. However, compared to their competence, their performance did not improve as rapidly. As Judit mentioned, the short time period could be accounted for their lack of development: “[o]bviously, we won’t be able to improve during this short of a time, we would need to practice for years [to achieve better results]”. She continued by saying that they had been learning English for a long time, and they would not improve a lot due to their high level of English and because they did not see the relevance of pronunciation integration. Her comment is related to a phenomenon that could be observed during the lessons: the participants’ excellent command of English made them believe that they were not in need of development.

4.2.3 Summary

Overall, the pronunciation of the group *did* exhibit improvement, however, it cannot be considered substantial. The participants who were enthusiastic about the pronunciation activities or who were dedicated to catching up with their peers got better results in each observed category. None of the pupils mastered the features enough to achieve outstanding results, although this can be attributed to the short timeframe available and that the students were proficient speakers with fossilised pronunciation errors. It can also be perceived that active participation during the activities is directly linked with slightly improved pronunciation. The learners who expressed dissatisfaction with pronunciation integration but were active during the production exercises performed better than the ones who were not active during the lessons.

4.3 The Learners’ Views of Pronunciation Instruction and Integration (RQ3)

This subsection answers the third research question; what the learners’ views on the importance of pronunciation instruction and pronunciation integration are. This research

question is answered by utilising the results of the feedback forms, the interviews and the teacher-researcher's journal.

4.3.1 The Perceived Utility of Pronunciation and the Pronunciation Activities

For the most part, the informants did not see the relevance and the usefulness of the pronunciation activities. This negative perception of pronunciation is in opposition to the views of ESL and EFL students in international contexts. Numerous studies found that learners consider pronunciation beneficial (Alghazo, 2015; Couper, 2003; Derwing & Rossiter, 2002; Kang, 2015).

The only activity that was categorised as useful and enjoyable was the *Accents* activity, which can be attributed to the fact that this was the only one that deliberately excluded production practice, thus, the learners might not have considered it a pronunciation activity in the first place. In total, the uselessness of pronunciation integration was noted ten times in the feedback forms. Most of these comments targeted the *Word stress with suffixes* activity, probably because it was the activity that incorporated the most production practice in Unit 2. The two main arguments supporting the superfluity of the pronunciation activities were connected to the lack of pronunciation integration previously; e.g., “I don’t see the relevance of practising stress placement if I could survive for years without it”, and to the fact that the participants believed their pronunciation was sufficient to achieve mutual intelligibility; e.g., “[i]n my opinion, if we go abroad, our accents will be understood, and that is the only thing that matters.”

In contrast, the three interviewees stated that they perceived the pronunciation activities as useful. Flóra argued that “the activities actually helped to develop my pronunciation”. Kinga mentioned the same reason, although adding that “in an international environment, it [mispronouncing a word] would not make a difference if they understood you anyway”. While Judit pointed out that all the activities would have been useful if they had learnt the features when they were supposed to, adding that “the main problem is; we learnt these [features] too late”. She also mentioned asking their teacher why they were skipping the pronunciation exercises in the book as she did not understand why the activities were deemed unimportant. Furthermore, Judit realised that knowing the pronunciation of a word can aid the learner when doing a listening comprehension task “because you know what you need to hear”, however, she also mentioned that this was two years prior to data collection and back then, they just practised with listening exercises and not by doing pronunciation activities. Her observation highlights

the fact that explicit pronunciation hugely contributes to the development of listening skills (Darcy, 2018; Gilbert, 1995; Nunan & Miller, 1995).

The factors influencing the learners' opinions are manifold. Firstly, reaching a near-proficient level without being exposed to explicit pronunciation inclined them to believe that their pronunciation was sufficient. Nine out of the 13 participants had passed either a B2 or a C1 level language exam (see Table 1), and as language exams put little to no emphasis on the candidate's pronunciation the students could rightly assume that the pronunciation activities were not necessary for their development. Language exams and the Matura Exam organised in Hungary frequently discriminate pronunciation by awarding fewer points than they do for accuracy or fluency or by incorporating pronunciation into the fluency component.²

Accordingly, this made the group overly confident, and they mostly believed that their pronunciation was sufficient to achieve comfortable intelligibility. Kinga categorised the pronunciation activities as "high-level", which indicates that she got the impression that the activities targeted fine-tuning pronunciation rather than fundamental features. This sidenote reveals that even students who did not actively voice that their pronunciation was not in need of development felt that the activities were not vital. Moreover, it was also uncovered during the teaching period that learners considered that only lexical pronunciation errors should be corrected, which corresponds to Kinga's categorisation of the activities. However, due to their high language level, they thought that they did not commit errors of this nature, additionally, phonological errors were considered superfluous.

Secondly, in a foreign language environment, the students can rarely have the opportunity to experience real communicational encounters and not being exposed to the target language outside school can lead to a misguided belief that they would certainly be understood in an international setting as well. Dalma, who had experienced a communication failure with a non-native speaker of Hungarian, firmly believed that pronunciation should not be ignored. In contrast, Kinga mentioned that she had listened to her mother's international meetings and had observed the attendants' pronunciation, which was barely intelligible, and the participants still managed to communicate successfully. Thus, she concluded that for people who do not

² See the assessment criteria for the language exams below.

ECL: <https://ecl.hu/a-beszedkeszseg-ertekelesi-kriteriumai/>

TELC: <https://telc.hu/hogyan-zajlik-az-ertekeles-szobeli-nyelvvizsgan/>

O-Level Matura Exam:

https://www.oktatas.hu/bin/content/dload/erettségi/nyilvános_anyagok_2022tavasz/angol_nyelv_kozep_szobeli_ertekelesi_utmutato_2022maj.pdf

A-Level Matura Exam:

https://www.oktatas.hu/bin/content/dload/erettségi/nyilvános_anyagok_2022tavasz/angol_nyelv_emelt_szobeli_ertekelesi_utmutato_2022maj.pdf

have international goals, pronunciation development is unnecessary since she could observe that pronunciation did not cause major communicational defects even in an international setting. Previous experiences, therefore, considerably influenced the participants' view of the activities.

Thirdly, not being in a multicultural environment also made the respondents question the practicality of the activities. One student wrote in the feedback form that the *Accents* activity was irrelevant in Hungary and that they did not understand how they could profit from recognising the different accents. Additionally, Kinga also articulated that “in Hungary, it is more important for learners to understand written texts” than to know how to pronounce words properly.

Lastly, their attitudes towards the activities also influenced their opinions on the utility of the activities. The learners who displayed a positive attitude towards the activities were more likely to realise the usefulness and the value of pronunciation inclusion. In one of the feedback forms, someone argued that the stressed syllables activity was “completely pointless” since they “will never use it”. Dalma, however, highlighted that “the most useful activity was the *Word stress with suffixes* because stress placement in English is entirely different”. That is, the students who had an open mind towards pronunciation were more likely to realise the utility of the activities.

4.3.2 Future Perspectives

All participants interviewed emphasised the significance pronunciation plays during communication. “Often, the success of communication depends on your pronunciation”, Flóra pointed out. Kinga added that “with a strong Hunglish [Hungarian accented English] accent, nobody will understand you”. Flóra, Kinga and Judit's views are in line with the intelligibility principle (Levis, 2005), which states that achieving a native-like pronunciation is not necessary as long as it does not hinder communication. Dalma, however, presented a view closer to the nativeness principle (Levis, 2005):

“We learn languages to get to know new cultures and to be able to use the language and talk to others, therefore, it is important to polish our accents. It shows our respect towards the language if we attempt to imitate its pronunciation as accurately as we can.” Her opinion can be attributed to the fact that Dalma had encountered a situation in which she misunderstood a Hungarian as a foreign language speaker. During a brief information exchange, she had a chance to experience a communicational breakdown from the native speaker's perspective, and this might have influenced her views.

Despite acknowledging the fundamental role pronunciation plays in achieving mutual intelligibility, the students suggested different degrees and methods for pronunciation integration in future classes. Kinga acknowledged that problems could emerge from pronouncing something inaccurately, especially when talking to a foreigner, although she stressed that she would rather focus on other aspects of the language; “for me, understanding grammatical structures and developing vocabulary is far more important than pronunciation”. Although she did not explicitly state that she would not include pronunciation in the future, her remark indicates that she did see the merit in the pronunciation activities.

Likewise, Flóra emphasised the utility of pronunciation: “[i]t is important to integrate pronunciation into the lessons otherwise, students who do not listen to native speakers need to realise how to pronounce words”. Still, she suggested an implicit approach for the future; she recommended using listening materials, e.g., movie clips and songs. Dalma also accentuated the importance of pronouncing lexical items correctly. She argued that “learning the proper pronunciation of vocabulary items when encountering them would be the bare minimum” as it can be the basis of miscommunication. Flóra’s opinion is in line with Brown’s (2011) and Levis’ (2018) views on the importance of devoting time to pronunciation when dealing with new lexical items.

Furthermore, Flóra commented that in addition to dealing with lexical items, it would be useful to include aspects that could be beneficial for the learners. It is of utmost importance to mention that Dalma recognised that pronunciation is just as important as the other language skills. She said that “pronunciation is interesting and useful; then why should I deprive them of the opportunity [of developing their pronunciation]”. Only Judit opted for continuing to integrate explicit pronunciation activities the same way, just less frequently and with more frontal explanations. “[T]here is merit in it [pronunciation inclusion], so I would not leave it out completely”, she concluded. She also mentioned that immediately correcting pronunciation errors is a necessity. Interestingly, she also stated that the group was not in favour of immediate pronunciation error correction.

To conclude, all the interviewees stated that an intelligible pronunciation is beneficial, while only Dalma, Flóra and Judit expressed a desire to continue pronunciation integration in the future. Nonetheless, their viewpoints did not represent the general opinion of the group. Based on the observations made, the majority of the group would not aspire to improve their pronunciation in the future. This can be attributed to their attitude perceptions (see Section 4.3.1) towards pronunciation integration.

4.3.3 Summary

The group mostly viewed the activities as useless, and the majority of the group considered the activities superfluous. Their inhospitable views can be attributed to various external factors. The novelty of the activities, their overly confident attitude, their lack of experience with communication failure due to an unintelligible pronunciation, and not being in a second language environment contributed to their perceptions alike.

In spite of the group's general dissatisfaction with the integrated pronunciation, a number of participants, including the informants interviewed, managed to grasp the necessity and utility of pronunciation integration. Dalma, Flóra, and Judit all stated that they would include pronunciation in the future, although in different ways. Their views seem to point to the international tendency of learners wanting to devote more time to pronunciation (Alghazo, 2015; Bass, 2016; Kang, 2015).

5 Conclusion

5.1 Brief Summary of the Main Findings

On the one hand, this research aimed to investigate Hungarian EFL learners' views on pronunciation integration and pronunciation teaching as well as the factors connected to successful pronunciation integration. On the other hand, it aimed to examine how L1-tailored and integrated pronunciation activities can develop the group's pronunciation. The first research question set out to explore the different factors that can be connected to the success of integration. The findings revealed that emphasising the pedagogical rationale can greatly contribute to successful pronunciation integration. When the group realised the benefits the activity had to offer, they participated more willingly during the lesson, e.g., in the case of the *-ed* suffix. Additionally, the way in which the activity was conducted also played a crucial role in successful integration. When a challenging warmer was included, it ensured the learners' engagement throughout the exercises. Furthermore, if pronunciation was integrated into a meaning-focussed activity with a communicative objective, it guaranteed the immersion of the learners in the lesson as their attention was diverted from the fact that they were practising pronunciation.

The second research question aimed to investigate whether the learners' pronunciation had improved over 11 weeks. With the integration of activities, the students' pronunciation did not develop substantially during the 11-week data collection period, and this can be attributed to their negative perceptions of pronunciation inclusion, their high level of English, and the limited time that was available. The participants whose pronunciation could be associated with slight improvement were willing to develop, or their level of English was lower compared to their peers, thus, they were motivated to catch up with them in all skills. Most of the informants in the group displayed an inflexible attitude towards change, which is in line with Acton's (1984) observations of advanced learners, hence, their lack of development could be connected to their unwillingness to change. Moreover, the pronunciation of the features that included production practice and were integrated at the end of the research period showed slightly better results in the post-production pronunciation test.

The third research question targeted views on the importance of pronunciation instruction and pronunciation integration. The learners mostly categorised the pronunciation activities as superfluous and irrelevant, which is in contrast with the findings of Pardede (2018), as only a few students expressed that the activities were beneficial. Moreover, the learners' perceptions of the importance of pronunciation coincided with the intelligibility principle

(Levis, 2005). They recognised the importance of pronunciation, although they thought they did not need any development in this respect. The group's disregard of the pronunciation activities could have been related to the lack of pronunciation integrated into lessons before, the excellent command of English they had and the lack of communication failures they had previously experienced in an EFL environment.

5.2 Limitations of the Study

The study has several limitations which must be acknowledged. Only a few informants participated in the study, who were all part of one EFL group taught by one teacher before the research. Therefore, the learners' negative perceptions could be connected to the fact that they were not accustomed to the new teaching style. Their hostility towards pronunciation integration could be partially attributed to their knowing that this teaching arrangement was temporary.

Furthermore, the pronunciation test was not piloted beforehand, and because the contextual placement of three target words did not prove to be ideal, the results could not be analysed on several occasions. Additionally, the recording of the final pronunciation test took place at the end of a long day, and since the students were allowed to go home after reading out the passage, many of them were in a hurry to complete the task, which resulted in them rushing the process.

Another limitation is that only the *Homophones* activity was piloted beforehand with another group. The other activities could not be piloted due to the limited time and the lack of available participants who would fit the criteria. However, when designing the activities, the observations from the previously integrated activities were taken into consideration to improve the integration process, and each activity was expert reviewed by one of the supervisors.

Lastly, participation in the interviews was on a voluntary basis, and most of the students who volunteered thought that the pronunciation activities were beneficial. Thus, only their perceptions could be scrutinised in detail, and data on opposing views could only be gathered from the feedback forms, which did not specifically focus on pronunciation. However, as every measure was taken to eliminate further limitations, hopefully, the results of this case study can be transferrable to other educational contexts as well, despite its ungeneralisable results.

5.3 Suggestions for Further Research

Further research needs to be conducted to reveal how the tailored activities of this study could be implemented in the Hungarian secondary educational context with another advanced

or lower-level group using the present study as a pilot. The integration process and the structure of the activities could be improved by employing the guidelines defined in Section 4.1.6. Furthermore, a redesigned pre-test would increase the validity of the results.

The replication of this case study in a tertiary educational context could be beneficial as well. These activities could be integrated into first-year language development courses in an English Studies BA programme and a Teaching English as a Foreign Language teacher education programme alike. As this case study has revealed, there are even advanced learners who have not been exposed to explicit pronunciation instruction before, thus, integration could be beneficial as it would develop their pronunciation and prepare them for linguistics courses on the pronunciation of English.

Additionally, as pronunciation teaching in Hungary is severely underresearched, a large-scale survey would be necessary to get insight into current pronunciation teaching practices in Hungary and to fill the existing gap in the literature. A similar study on the learners' perceptions of the importance of pronunciation in an EFL context and pronunciation integration would also be of use.

5.4 Pedagogical Implications

A number of pedagogical implications can be drawn from the results of this case study that can be utilised when teaching EFL in a secondary educational context. Firstly, in the case of a highly advanced group who has not been exposed to explicit pronunciation teaching before, a more subtle approach should be adapted when integrating pronunciation activities (see Section 4.1.6). Before introducing pronunciation activities, the merit of dealing with pronunciation in the EFL classroom should be emphasised so that the students can comprehend the value of pronunciation inclusion. If the learners realised how the different pronunciation activities could contribute to their development, they might be more invested in improving their pronunciation, thus, it would ensure their development. Additionally, exercising increased flexibility when integrating pronunciation is also advised. Modifying the activity to address arising issues during the lesson might be required in order to maintain the learners' interest and motivation.

Secondly, the results of the pre-test indicate that the implicit pronunciation instruction (i.e., occasional corrective feedback) the participants had received before the data collection was not enough to acquire the appropriate pronunciation of the target features, even though their level of English could be categorised as C1 in all other aspects. This further demonstrates the need for explicit pronunciation instruction in the EFL classroom. Thus, including pronunciation when encountering potentially problematic lexical items or focussing on

anticipated phonological errors when first teaching a particular feature is strongly recommended.

Lastly, as it has proved particularly difficult to change the learners' already fossilised pronunciation in a short amount of time, especially since they exhibited unwillingness to improve, pronunciation integration should be considered in the case of lower-level students as well. Reaching a high level without being exposed to explicit pronunciation instruction can convey the impression to the student that there is no need for improvement. Therefore, establishing that pronunciation is just as essential to improve as other skills from the beginning of second language acquisition and devoting time to communicative pronunciation activities would ensure that the learners did not develop a hostile approach later.

Consequently, pronunciation teaching should not be side-lined in the EFL classroom, however, it must be acknowledged that ELT teachers might not have extra time available on their hands to tailor exercises from the coursebook to specifically meet their pupils' needs. Therefore, a more feasible solution would be to include a selection of exercises from the available coursebook considering the learners' L1, level, age, goals and the features' relevance to intelligibility.

Magyar nyelvű összefoglaló

Az explicit kiejtésoktatást a nyelvoktatás Hamupipőkéjének (Kelly, 1969) tekintették, mivel sokáig háttérbe szorult a többi készség tanítása mellett. Tekintettel azonban arra, hogy a nyelvtanulás fő célja a sikeres kommunikáció, az explicit kiejtéstanítás nem hagyható figyelmen kívül. Éppen ezért napjaink szakmai diskurzusában a kiejtéstanítás nagy támogatást élvez, mivel biztosítja az érthetőséget (Jenkins, 2000), segít fejleszteni a tanulók hallásértési készségét (Gilbert, 1995), valamint csökkenti a tanulók szorongási szintjét beszéd közben, mindeközben növeli önbizalmukat (Baran-Łucarz, 2011). Ezek alapján tehát fontos, hogy a nyelvtanárok belássák, hogy a kiejtéstanítással érdemes foglalkozni a nyelvórákon.

A gyakorlatban azonban kevés tanár fordít időt a kiejtésintegrációra (Foote et al., 2016; Huensch, 2019). Mi több, az angol nyelvtanárok általában vonakodnak a kiejtéstanítástól (Celce-Murcia et al., 2010). A közhiedelemmel ellentétben azonban a kiejtés integrálása nem jelenti azt, hogy más készségekre nem jut elegendő idő (Darcy et al., 2021). Mivel a kiejtés kulcsfontosságú a beszéd-készség és a hallás utáni szövegértés fejlődéséhez (Darcy et al., 2021; Levis, 2018), annak integrálása kifejezetten előnyös a tanulók számára, mivel segíti a kommunikatív kompetenciájuk és a hallás utáni szövegértésük fejlődését egyaránt. Következésképpen Levis (2018) amellett érvel, hogy a kiejtést ugyanúgy kell kezelni és tanítani, mint a többi készséget. Nem elegendő a felmerülő kiejtési problémákkal foglalkozni, ahogyan nem elég beszédet és a hallás utáni szövegértést sem csupán akkor tanítani, amikor a tanulók nehézségekbe ütköznek (Levis, 2018). A kiejtéstanításnak tehát már egészen korán az angolra rendszeres elemének kell lennie (Sicola & Darcy, 2015; Zielinski & Yates, 2014). Nem lehet figyelmen kívül hagyni, amíg a tanuló elér egy bizonyos szintet (Levis, 2018), mert egy haladó nyelvtanuló fosszilizált kiejtését nehezebb javítani, ugyanis gyakran éppen a rugalmatlanságuk és a változáshoz való hozzáállásuk miatt nehezebb bármilyen javulást elérni (Acton, 1984).

Annak ellenére, hogy a kiejtéstanítás kifejezett nemzetközi támogatást élvez, és egyre több empirikus kutatás érhető el, mely bizonyítja a kiejtésintegrálás hatékonyságát (Alghazo, 2015; Couper, 2003; Kang, 2015; Simon & Taverniers, 2011), a magyar közoktatási kontextusban a kiejtéstanítás és a kiejtésfeladatok nem kapnak kifejezett figyelmet. Mi sem mutatja ezt jobban, mint a kiejtéstantásra fókuszáló empirikus kutatások hiánya. Ezért ennek az esettanulmánynak a célja, hogy betekintést nyújtson az explicit kiejtésintegrálás hatásaiba magyar nyelvtanulóknál, akik eddig még nem foglalkoztak kiejtésfeladatokkal. Az esettanulmány a következő kutatási kérdésekre kereste a választ:

Az adott, angol mint első idegennyelvet tanuló diákokból álló csoport esetében:

1. Milyen tényezők hozhatók összefüggésbe az explicit kiejtésintegráció sikerével?
2. Hogyan javíthatja az explicit kiejtésoktatás a tanulók kiejtését tizenegy hét alatt?
3. Mi a tanulók véleménye a kiejtésoktatás és a kiejtésintegráció fontosságáról az angol mint idegennyelv órán?

A kutatásban tizenhárom nyelvtanuló és a tanulmány írója vett részt mint kutatótanár. A kutatás és 11 héten keresztül zajlott, ezalatt öt kiejtésfeladatot integráltam az órákba egy nemzetközi tankönyvből. A feladatok az integrálás előtt átalakításra kerültek, hogy megfeleljenek a magyar nyelvtanulók kifejezett igényeinek. Az adatgyűjtés eszközei a következők voltak: kiejtésteszt a kutatás előtt és után, két témazáró feladatsor, két kérdőív a témazáró dolgozatok előtt, osztálytermi megfigyelések, és négy önkéntes tanulóval készített félig strukturált interjúk. A különböző adatgyűjtési eszközök lehetővé tették, hogy az esetet, vagyis a csoport eredményeit több perspektívából lehessen vizsgálni, triangulálni.

Az első kutatási kérdés az integráció sikerességére fókuszált. Az eredmények tükrében kijelenthető, hogy a sikeres integrációhoz nagyban hozzájárult, ha a tanulók motiváltabbak voltak a feladatok alatt, ez pedig akkor valósult meg, ha a kiejtésfeladat tartalmazott olyan részt, amely valamilyen módon kihívást jelentett számukra. Továbbá érdekes megfigyelés volt a kutatás során, hogy a feladatok logikus felépítése nem biztosította automatikusan a sikeres integrálást, hiszen sok esetben a nyelvtanulókat nem érdekelték a feladatok, így helyenként szükség volt a feladat komponenseinek felcserélésére. Ebből következik, hogy amikor olyan angol mint idegennyelv tanulókat tanítunk, akik még soha nem találkoztak explicit kiejtésoktatással, rendkívül rugalmas megközelítést kell alkalmaznia a tanárnak. A sikeres integráció érdekében a tevékenység céljait az óra során esetleg módosítani kell a csoport igényeinek megfelelően.

A második kutatási kérdés a diákok fejlődését vizsgálta. A kutatás alatt a csoport kiejtése javult, de a fejlődésük nem tekinthető jelentősnek. Megfigyelhető volt emellett, hogy azok a résztvevők, akik lelkesedtek a kiejtésfeladatokért, vagy akik utol szeretnék volna érni társaik nyelvi szintjét, minden megfigyelt kiejtésjegynél jobb eredményeket értek el az utóteszten. Ugyanakkor egy tanuló sem sajátította el a tanult kiejtésjegyeket teljes mértékben. Ez betudható a rendelkezésre álló rövid időnek, valamint annak, hogy a tanulók igen magas szinten voltak és a kiejtészhibáik sok esetben fosszilizálódtak. Emellett az is megfigyelhető volt, hogy a feladatokban való aktív részvétel közvetlenül összefüggött a javuló kiejtéssel. Azok a

tanulók, akik elégedetlenségüket fejezték ki a kiejtésintegrációval kapcsolatban, de aktívak voltak a gyakorlatok során, jobban teljesítettek, mint azok, akik nem voltak aktívak az órákon.

A harmadik kutatási kérdés a diákok véleményét és nézeteit kívánta feltárni a kiejtéstanulásról és a kiejtésfeladatokról. A csoport legtöbb tagja haszontalannak és feleslegesnek tartotta az explicit kiejtéstanítást és a kiejtésfeladatokat. Negatív szemléletük különböző külső tényezőkre vezethető vissza. A feladatok újdonsága, a túlzottan magabiztos hozzáállásuk a saját kiejtésükhöz, az érthetetlen kiejtésből adódó kommunikációs zavarok hiánya, valamint az, hogy nem második nyelvi környezetben voltak (így csak a tanórán használták a nyelvet) egyaránt hozzájárultak a negatív megítélésükhöz.

A csoport jellemző szemlélete ellenére a résztvevők egy részének, köztük az interjúban résztvevő diákoknak is, sikerült belátniuk a kiejtésintegráció szükségességét és hasznosságát. Dalma, Flóra és Judit mindannyian kijelentették, hogy a jövőben is beépítenék a kiejtéstanulást az angolórákba, és bár mindannyian különböző módot javasoltak ennek kivitelezésére, ezen kijelentésük jól mutatja, hogy számukra fontos volt a kiejtésük fejlődése. Az ő véleményük mutat némi hasonlóságot a nemzetközi tendenciával, miszerint a tanulók több időt szeretnének szentelni a kiejtésfejlesztésnek és igénylik a kiejtésfeladatokat (Alghazo, 2015; Bass, 2016; Kang, 2015).

Az esettanulmány eredményeiből számos pedagógiai következtetés vonható le, amelyek felhasználhatóak az angol nyelvtanítás során. Egy olyan magas szinten lévő csoport esetében, amely korábban nem volt kitéve explicit kiejtésoktatásnak, kifejezetten hasznos, ha a diákok felismerik, hogy hogyan tudnak profitálni a feladatokból. Emellett a tanulók érdeklődésének és motivációjának fenntartása érdekében szükség lehet a feladat módosítására az óra során, az igényeknek megfelelően, hogy a diákok motivációját sikeresen fenn lehessen tartani. Továbbá, mivel különösen nehéznek bizonyult rövid idő alatt megváltoztatni a tanulók már fossilizálódott kiejtését, különösen mivel nem mutattak hajlandóságot a javulásra, a kiejtésintegrációt az alacsonyabb szintű tanulók esetében is meg kell fontolni.

Következésképpen a kiejtés tanítása nem szorulhat háttérbe az angolnyelv-tanításban, azt azonban tudomásul kell venni, hogy nem minden nyelvtanárnak van elegendő ideje a tankönyvben található feladatok átalakítására. Ezért megvalósíthatóbb megoldás az, ha a rendelkezésre álló tankönyvből válogat a tanár kiejtésfeladatok közül, figyelembe véve a diákok anyanyelvét, angol nyelvi szintjét, életkorát, céljaikat.

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Appendices

Appendix A

The Tailored Homophones Activity

Digital detox

Are they pronounced the **same** or **differently**? Write **S** next to the word pairs if they're pronounced the **same**, and **D** if they're pronounced **differently**.

1.	know – no		10.	cereal – serial	
2.	rain – reign		11.	boat – bought	
3.	pear – peer		12.	write – right	
4.	vet – wet		13.	so – sew	
5.	they're – there		14.	dock – duck	
6.	one – won		15.	sea – see	
7.	seam – seem		16.	suite – sweet	
8.	son – sun		17.	weigh – way	
9.	flour – flower		18.	bat – bet	

Appendix B

The Tailored Schwa Activity

Figure B1

The Schwa Activity Handout

SCHWA

1. Fill in the gaps.

PRONUNCIATION



Fine-tuning your pronunciation: the most common sound in English

/ / is the most common sound in English. Using it will help your word stress and sentence stress sound more native-like.

/ / is the vowel sound in many unstressed syllables e.g., _____, _____, _____
_____, _____, _____.

2. Listen to the sentences and circle the vowels letters that are pronounced with a schwa.

1. My dream is to buy a cauldron from an antique dealer.
2. You should open the store as soon as possible because customers must not be kept waiting.
3. London Underground workers were in great peril as a tunnel unexpectedly collapsed.
4. The prime minister of The United Kingdom said that MPs' salaries should be frozen.
5. Looking at my notebook, the teacher said that she would never use a pencil to take notes, but we could choose to do so.
6. Will it take long to recover from the effects of unemployment?

Figure B2

The Syllables in Which a Schwa was Pronounced

My dream is to buy a cauldron from an antique dealer.

You should open the store as soon as possible because customers must not be kept waiting.

London Underground workers were in great peril as a tunnel unexpectedly collapsed.

The prime minister of The United Kingdom said that MPs' salaries should be frozen.

Looking at my notebook, the teacher said that she would never use a pencil to take notes, but we could choose to do so.

Will it take long to recover from the effects of unemployment?

Appendix C

The Tailored Accents Activity

The keywords from which the accent can be identified are italicised and bold.

PRONUNCIATION – Understanding accents

Task 1: Complete the table.

1. _____ (RP) • standard accent: _____ • yearr, carr, startr, workr • _____ ≠ _____, _____ <i>I can't dance on my hands.</i> • city, bettter → []	2. _____ (GA) • standard accent: _____ • yearr, carr, startr, workr • _____ = _____, _____ <i>I can't dance on my hands.</i> • city, bettter → []
3. _____ • push crush - e.g., _____, _____, _____, _____	4. _____ • _____ • _____ = _____ • _____ = _____ • _____ = _____
5. _____ • working class accent – London • H-dropping: _____, _____, _____ • [eɪ] → [aɪ] (éj → áj) - e.g., _____, _____	6. _____ (NZE) • [ɪ] → [] - e.g., thing → th[]ng, - dinner → d[]nner • [e] → [] - e.g., left l[]ft, mess → m[]ss

Task 2: Listen to six people speaking with different native-speaker accents and try to guess which accent you hear with the help of the table above. The transcripts are provided to help you.

Speaker 1: _____

<https://www.dialectsarchive.com/scotland-19> (from 00:13)

Well, here's a story for you: Sarah Perry was a veterinary **nurse** who had been working daily at an old zoo in a **deserted** district of the territory, so she was very happy to start a new job at a **superb** private practice in North Square near the Duke Street Tower.

Speaker 2: _____

<https://www.bl.uk/collection-items/cockney-dialect-mr-kent-horse-drawn-public-transport?fbclid=IwAR2CYj8oSZ4W6qryzV3lyvlVQY9eN7eRlqe0AcQFp4oVVZtWojgmWajcepc> (from 04:01 and 04:26)

Quite often a bus driver, when he has got his **day** off, he so much liked buses, that instead of driving the thing, he would get on the bus and go and sit at the top on the front seat alongside the driver and have a natter with him: that was a busman's **holiday**. ... We used to have one, **housed** opposite in the corner **house**. Whereas most of these **houses** down here, well not most of them, several of them, the people had their own carriages.

Speaker 3: _____

<https://www.dialectsarchive.com/new-zealand-15> (from 00:39)

Even so, on her first morning, she felt **stressed**. She ate a bowl of porridge, **checked** herself in the mirror and washed her face in a hurry. Then she put on a plain yellow **dress** and a fleece jacket, **picked** up her **kit** and headed for work.

Speaker 4: _____

<https://www.dialectsarchive.com/general-american-11> (from 00:51)

When she got **there**, **there** was a woman with a goose **waiting for her**. The woman gave Sarah an official **letter** from the vet. The letter implied that the animal could be suffering from a **rare form** of foot and mouth disease, which was surprising, because **normally** you would only expect to see it in a dog or a goat.

Speaker 5: _____

<https://www.dialectsarchive.com/received-pronunciation-1> (from 01:23)

First she tried gently stroking the goose's **lower** back with **her** palm, then singing a tune to **her**. Finally, she **administered ether**. Her **efforts were** not futile. In no time, the goose began to **tire**, so Sarah was able to hold onto Comma and give her a relaxing **bath**.

Speaker 6: _____

<https://www.dialectsarchive.com/england-60> (from 00:35 and 01:30)

That area was **much** nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the mirror and washed her face in a hurry. Then she put on a plain yellow dress and a fleece jacket, picked **up** her kit and headed for work.

Before long, that itchy goose began to **strut** around the office like a lunatic, which made an **unsanitary** mess.

Appendix D

Accents Homework

PRONUNCIATION – Understanding accents – Homework

Task: Listen to the speakers and with the help of the handout and try to guess their accent.

Speaker 1: _____

<https://www.youtube.com/watch?v=7O6j3eHsueM> (from 01:01 to 01:20)

Speaker 2: _____

<https://www.youtube.com/watch?v=GiRkTGgJDqQ> (from 00:31 to 00:45)

Speaker 3: _____

<https://www.youtube.com/watch?v=6XhdFxmpt58> (from 06:02 to 06:32)

Speaker 4: _____

<https://www.youtube.com/watch?v=n2D297DYEOk> (from 01:02 to 01:23)

Speaker 5: _____

<https://www.youtube.com/watch?v=OLb6ehPPc4E> (from 01:03 to 01:24)

Speaker 6: _____

<https://www.youtube.com/watch?v=Ak9QJFF73p0> (from 01:36 to 02:02)

Speaker 7: _____

<https://www.phon.ucl.ac.uk/home/wells/accentsanddialects/> (from 01:44 to 02:07)

Speaker 8: _____

<https://www.youtube.com/watch?v=sGvMFGdRmuk> (from 00:31 to 00:59)

Speaker 9: _____

<https://www.youtube.com/watch?v=nySZaXyMnJo> (from 14:21 to 15:41)

Speaker 10: _____

<https://www.youtube.com/watch?v=ZvrCI98094> (from 04:54 to 05:17)

Speaker 11: _____

<https://www.youtube.com/watch?v=EOLafh8DPFM> (from 00:45 to 01:23)

Speaker 12: _____

<https://www.youtube.com/watch?v=kWhmne1n70I> (from 00:14 to 00:46)

Appendix E

The Tailored Word Stress With Suffixes Activity³

c Underline the stressed syllable in these words.

Which endings often cause a change in stress?

- | | |
|-------------------|-----------------------|
| 1. mo ther | mo ther hood |
| 2. a maze | a maze ment |
| 3. com pete | com pe ti tion |
| 4. cu ri ous | cu ri o sity |
| 5. dic ta tor | dic ta tor ship |
| 6. e du cate | e du ca tion |
| 7. free | free dom |
| 8. go vern | go vern ment |
| 9. ha ppy | ha ppi ness |
| 10. king | king dom |
| 11. live ly | live li ness |
| 12. po pu lar | po pu la rity |
| 13. sis ter | sis ter hood |
| 14. spon sor | spon sor ship |

³ Adapted from Latham-Koenig, C., Oxenden, C., & Lambert, J. (2015). *English file: Advanced student's book* (3rd ed., p. 20). Oxford University Press.

Appendix F
The -ed Suffix Activity

Pronunciation: The past tense of regular verbs

 The *-ed* suffix has three different pronunciations:

/ɪd/ → after /t/ or /d/

/d/ → after _____ sounds

/t/ → after _____ sounds

Task: Add the *-ed* suffix to the verbs below, then put them into the appropriate column.

answer	arrive	call	damage	finish	grab	laugh
look	massage	need	pass	stop	want	watch

/ɪd/	/d/	/t/

Appendix G

The Story Used as the Pre- and Post-Pronunciation Test

An Unbelievable Story

Once upon a time, in a faraway **kingdom**, there lived two rebellious sisters. However, their lives were not **as** jubilant **as** one might imagine as they were destined to rescue their good-for-nothing uncle, who was cursed by the Witch **of** the Zirp because he led a group **of** **rebels** against her **sorgenity**.

One day, they **murked** to go on a **tormintic** adventure and fulfil their destiny. Emma, the oldest, agreed to **sew** two new dresses, then they **neafed** to walk towards the **frozen** mansion, which was **at** the edge **of** Laum. Not before long, Lucy, the younger sister, **frussed** to feel tired and her legs **rebelled**. She wanted to whirt, but Emma **would** not let her, so they **trizzed** the journey up north.

After two days **of** **fentority**, Lucy pushed **open** the gate **of** the estate and **at** last they **lirched**. The garden path leading to the house was **lestinsic**, and it made them feel eerie, so they briskly **whegged** into the house.

Their uncle was sitting on a bench crafted **from** **pencils** in the most beautiful **suite** **of** the building. He **fludged** all too woozy. His **son** was standing next to him petrified. “You **must** plown. The witch already knows **that** you’re here. You’re in grave **peril**, and you **will** be cursed.” he **wesped**.

Emma quickly hung a **cauldron** over the fire, while Lucy put snails, **flour**, and hair in it. The potion started to boil and **as** soon **as** it was ready, they **toshed** it on top **of** their uncle’s head directly from the maucher. The witch’s spell **chebbed** and they **won** their cousin’s admiration immediately. He was so pleased **that** he **wrote** a poem to chowl their victory.

Today **they’re** the happiest family in Laum.

The End

homophones

schwa in content words

schwa in grammatical function words

word stress with suffixes

stress minimal pair

-ed suffix – [t]

-ed suffix – [d]

Appendix H

Pronunciation Tasks in the Unit Tests

Figure H1

The Pronunciation Tasks in the Unit 1 Test

Task 7: Circle the letter of the word pairs which are homophones.

- | | | | |
|------------------|------------------|------------------|-------------------|
| a) there – their | b) write – right | c) boat – bought | d) peer – pear |
| e) bed – bad | f) sew – so | g) suite – sweet | h) flour – flower |

	/5
--	----

Task 8: Circle the vowels which are pronounced with a schwa.

- | | | |
|----------|-----------|---------|
| pencil | banana | frozen |
| cauldron | collapsed | kingdom |

	/6
--	----

Figure H2

The Pronunciation Tasks in the Unit 2 Test

Task 5: Circle the number of the word pairs where the suffix changes the stress.

1. friend – friendship
2. temp – temptation
3. ill – illness
4. curious – curiosity
5. amaze – amazement

	/2
--	----

Task 6: Underline the stressed syllable.

- | | | |
|-------------------------|--------------------|-----------------------------------|
| 1. na tio na lity | 2. sta bi lity | 3. hos pi ta li sa tion |
|-------------------------|--------------------|-----------------------------------|

	/3
--	----

Task 7: Answer the following questions.

1. A speaker of which accent would pronounce *can't* and *hand* differently?

2. A speaker of which accent would pronounce the same vowel in *foot* and *just*?

3. A speaker of which accent would pronounce an [i] in *red*?

4. A speaker of which accent would NOT pronounce the H in *happy*?

5. A speaker of which accent would pronounce the R's in *murder*?

	/5
--	----

Appendix I

Feedback Forms

1. Which was your favourite activity? Why?
2. Which was your favourite topic? Why?
3. Which task did you like the least? Why?
4. Which topic did you like the least? Why?
5. What did you want to do more often?
6. What did you miss?
7. Is there anything else you would like to tell me?

Appendix J
Final Feedback Form

Questionnaire on the Work of the Teacher Candidate

1. Which of our lessons do you remember the most?
2. What did you like about my classes?
3. What did we deal too much with?
4. What would you have liked to do more often?
5. Were my explanations understandable? Could you follow them easily?
6. Did I speak clearly and understandably?
7. Did I manage to engage everyone in the class?
8. What did you miss?
9. How much did you learn in my classes?
 - a) a lot
 - b) I could have learned more
 - c) a little
 - d) hardly anything
10. How much did you have to study for my classes?
 - a) more than I study for other teachers' classes
 - b) as much as I study for the other teachers' classes
 - c) less than I study for the other teachers' classes
 - d) I barely had to study
11. How did I evaluate you?
 - a) too strictly
 - b) strictly
 - c) like any other teacher
 - d) looser than other teachers
 - e) the assessment and evaluation could not be followed
12. What is your main advice for me?

Appendix K

Student Interview Guide

I would like to ask a few questions about my teaching practice and our classes in this interview. There is no need to meet any expectations, and there is nothing at stake, I am just curious about your honest opinion. My teaching practice is over, so here is your chance to tell me everything you might have kept to yourself so far. I am going to record our conversation (because by tomorrow, I will pretty much not remember to anything that was said), but I am the only one who is going to listen to it, and participation is completely anonymous.

1. How do you remember our classes?
2. What did you like specifically, and what did you not like?
3. Which classes did you like the most?
4. Which activities did you like the most?
5. Which tasks were new, ones you have not done in class so far, or not many times?
What did you think about these?
6. We have also dealt with pronunciation. Do you think it is important to improve your pronunciation?
7. There were also pronunciation activities. What did you think about them?
8. Which of the pronunciation tasks did you like the most? Why?
9. Which pronunciation tasks did you like the least? Why?
10. Overall, why have you / have you not found them useful?
11. Which one do you think was the most useful? How did you benefit from it?
12. How much time would you dedicate to pronunciation in the future?
13. Why is it / why is it not important to learn pronunciation in the English as a foreign language classroom?
14. Why do you think it is important for a non-native speaker to have a good pronunciation?

Appendix L
Parental Consent Form 1

Pázmány Péter Catholic University
Faculty of Humanities and Social Sciences
DECLARATION OF CONSENT



Dear Parents,

As a student majoring in Teaching English as a Foreign Language and Hungarian Language and Literature at the Faculty of Humanities and Social Sciences at Pázmány Péter Catholic University, I am conducting a language pedagogy research at your child's school. The research is carried out with the knowledge and consent of the head of the institution.

The focus of my study is to observe the English language proficiency development of the group that your child attends during the semester of my long-term teaching practice. During the data collection, your child's voice will be audio-recorded. I will not release the recording to any third party, and I will delete it after the research is completed.

The data collection takes about five minutes, and it will be conducted twice. Once at the beginning of the fourteen-week-long teaching period and once again at the end. Participation is anonymous and voluntary. I wish to present the results in an academic research paper.

I will treat the information received as confidential, keeping the marks of personal identification secret to protect your privacy. I will use the data for statistical purposes and to map general correlations.

Please return the signed consent form, indicating whether you consent to your child's participation in the research.

If you have any questions about the research, do not hesitate to contact me at the phone number or email address provided below. If you require further information, please contact one of my supervisors.

Student conducting the research: Noémi Gyurka

Student's contact information:

noemi.gyurka@gmail.com

+36304310070

Supervisors and their contact information:

Dr Ágnes Piukovics (PPCU Department of Theoretical Linguistics)

piukovics.agnes@btk.ppke.hu

Imre Fekete (PPCU Department of English Language Pedagogy and Translation Studies)

fekete.imre@btk.ppke.hu

I, the undersigned _____ hereby declare that I am aware of section 5 of Act CXII of 2011 on the right to informational self-determination and freedom of information. By signing this statement, **I give consent / do not give consent** to my child's _____ participation in the research and to having their voice recorded.

Budapest, _____, 2021

signature

Appendix M
Parental Consent Form 2

Pázmány Péter Catholic University
Faculty of Humanities and Social Sciences
DECLARATION OF CONSENT



Dear Parents,

As a student majoring in Teaching English as a Foreign Language and Hungarian Language and Literature at the Faculty of Humanities and Social Sciences at Pázmány Péter Catholic University, I am conducting a language pedagogy research at your child's school. The research is carried out with the knowledge and consent of the head of the institution.

The focus of my study is to observe the English language proficiency development of the group that your child attends during the first semester of my long-term teaching practice.

As the final step in my research, I will need to interview a few students from the group to ask their opinion on the classes I taught and the integrated activities. The interview will be conducted online, and the time will be agreed on with the student in advance. It will take approximately 20–30 minutes. During the interview, I will record your child's voice. I will not release the audio recording to a third party, and I will delete it upon completing the research. Participation in the interview is anonymous and voluntary. I wish to present the results in an academic research paper.

I will treat the information received as confidential, keeping the marks of personal identification secret to protect your child's privacy. I will use the data for statistical purposes and to map general correlations.

Please return the signed consent form, indicating whether you consent to your child's participation in the research.

If you have any questions about the research, do not hesitate to contact me at the phone number or email address provided below. If you require further information, please contact one of my supervisors.

Student conducting the research: Noémi Gyurka

Student's contact information:

noemi.gyurka@gmail.com

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Supervisors and their information:

Dr Ágnes Piukovics (PPCU Department of Theoretical Linguistics)

piukovics.agnes@btk.ppke.hu

Imre Fekete (PPCU Department of English Language Pedagogy and Translation Studies)

fekete.imre@btk.ppke.hu

I, the undersigned _____ hereby declare that I am aware of section 5 of Act CXII of 2011 on the right to informational self-determination and freedom of information. By signing this statement, **I give consent / do not give consent** to my child's _____ participation in the interview and to having their voice recorded.

Budapest, _____, 2021

signature