



universität  
wien

# DIPLOMARBEIT

Titel der Diplomarbeit

„English Pronunciation Training in the Language Laboratory at  
the University of Vienna –  
An Analysis of Students’ Needs and Motivation“

Verfasser

Albert Müller

angestrebter akademischer Grad

Magister der Philosophie (Mag.phil.)

Wien, 17. 12. 2012

Studienkennzahl lt. Studienblatt:

A 190 344 353

Studienrichtung lt. Studienblatt:

UF Englisch    UF Spanisch

Betreuerin:

Ao.Univ.-Prof. Mag. Dr. Ute Smit



## **Acknowledgements**

The work presented in the pages that follow could not have been accomplished without the help, support, and sympathy - active or passive - of many others. I should like here to name and thank those people whose involvement was in the highest degree beneficial, indeed, essential.

First, my supervisor Ao. Univ.-Prof. Dr. Ute Smit of the Department of English at the University of Vienna. She managed to keep me motivated, accepted my - sometimes unorthodox - working methods and was at all times ready with encouragement and advice.

Next I would like to thank Dr. Bryan Jenner for getting me "hooked" on phonetics since I began to study English. This enthusiasm is material to my choice of subject for academic research.

I also wish to express my thanks to Dr. Gunther Kaltenböck for trusting me as a pronunciation tutor in the language laboratory for eight semesters. My work there provided in many ways the basis of what is written here.

Finally, I wish to thank my family and friends for their invaluable support during my time at university.

Having recorded these debts of gratitude I should like to make it clear that any deficiencies in this study are entirely my responsibility.

Vienna and Salzburg, December 2012



## Table of Contents

1. Introduction	1
2. Professional Pronunciation Teaching	3
2.1. General and historical overview	3
2.2. Pronunciation teaching today	5
2.3. The importance of pronunciation in teacher education	9
2.4. Differences between student teachers and BA students	13
3. The Language Laboratory	16
3.1. The language laboratory and pronunciation teaching in past years	16
3.2. The language laboratory and pronunciation teaching today	27
4. Motivation for Pronunciation Work	31
4.1. Promoting positive values and realistic beliefs	32
4.2. Increasing students' expectancy of success	35
4.3. Motivational aspects of the language laboratory	39
5. Pronunciation Teaching at the University of Vienna	43
5.1. The current pronunciation curriculum	43
5.2. The University of Vienna compared with other Austrian universities	45
5.3. The language laboratory component	47
6. Motivation Questionnaire and Personal Interviews	52
6.1. The questionnaire	52
6.2. Item design	55
6.3. Administration and setting	56
6.4. Personal interviews	57
7. Evaluation of Empirical Data	61
7.1. The participants in detail	61
7.2. General results of the study	62
7.3. Evaluation of personal interviews	70
7.4. Discussion of findings	73
7.5. Summary of findings	83
7.6. Guidelines for language laboratory pronunciation work	84
8. Conclusion	86
References	88
Appendix	93
Questionnaire - Responses to questions 1-23	93
Questionnaire - Responses to semi-open question 24	105
Questionnaire - Responses to semi-open question 25	116
Evaluation of questions 24 and 25	127
Full text of personal interviews	135



## **1. Introduction**

The learning of foreign languages has gained in importance over many decades. Over the years, many different approaches to language teaching have influenced foreign language education and continue to do so today. In the 1960s and 1970s, language laboratories were introduced and considered to be the solution to many educational problems. They were used most intensively for drill work, based on the behaviourist theories originating in the ideas developed by Skinner (1957).

However, it soon became clear that language laboratories were only as good as the programmes used and that they could not work language-teaching miracles. Moreover, behaviourist theories became unfashionable and were finally discredited. The language laboratory was an instrument that had been very closely attached to the audio-lingual approaches of the 1960s, and when, in the years that followed, publishers gave up producing new laboratory programmes, the demand for them also decreased. Besides, many of the established drill exercises used in the laboratories were felt to be demotivating for students and did not, in fact, effect the expected improvements in the learners' command of the language. Thus, the laboratories still installed in educational institutions were abandoned one by one and the laboratory almost disappeared from language education altogether.

However, the teaching of pronunciation, owing to its special character, continued to require a certain amount of repetition, ear-training and awareness-raising of students. As a result, the language laboratory was able to live on in this niche of language learning. Still, not many publications on using the language laboratory – even for pronunciation work – have been written in recent years. This again indicates the decline in popularity of this means of instruction among language-learning theorists today.

At the University of Vienna, students majoring in English studies have to take classes for improvement of pronunciation. One part of this pronunciation module within their studies is a language laboratory course. The target group of the empirical study within this thesis consists of all pronunciation students working in language laboratories at the English Department of the University of Vienna in the summer term 2012.

Besides giving an overview of the history of the language laboratory and the possibilities for using it today, the paper discusses the question of the possible factors of motivation or demotivation, as regards the students, operating in a language laboratory. As a related aspect, it also tries to establish the nature and number of learner needs in the language laboratory, and, further, explores the question of the difference between BA students and those students aiming to be language teachers. In terms of method, it has been attempted to find possible answers to these questions by handing out a questionnaire regarding motivation to all students currently working in the laboratories. In addition, a number of personal interviews were conducted to give students who wanted to provide more information the chance to do so.

To give an outline of its organisation: The thesis begins with an historical overview of language teaching through the laboratory and an analysis of the theoretical works published on the matter. Then, the study proceeds to detailed examination and the reader is given information on the design of items and the interviews. Finally, an analysis of the findings is provided showing the most interesting differences of the various specific groups among the learners.



## **2. Professional Pronunciation Teaching**

Unlike other areas of language teaching, pronunciation has always polarised the professional discussion. The following chapter will address some of the attitudes associated with professional pronunciation teaching during past years and will also give a brief overview of more recent developments.

### **2.1. General and historical overview**

Throughout the various heydays of most approaches to language teaching, pronunciation was seen as a factor that contributed to a clear and understandable communication. However, while in some periods in the past, explicit pronunciation teaching was very important, other decades were dominated by the belief that specific pronunciation tasks were outdated (Roach 2009: 5). After the grammar-translation method had been downgraded as not enhancing communicative competence, the centre of attention moved away from written forms of language use to the emphasis on oral skills. The then new direct and audio-lingual approaches to language teaching meant a big turning point for most parts of language teaching, including pronunciation.

When the audio-lingual method became fashionable during the late 1950s and 1960s, pronunciation was naturally put forward, the previously dominant grammar activities and writing exercises gave way to the training of oral skills. Theorists believed that with the training and automatising of predefined pieces of language, a language learner could reach a native-like performance in the second language. Learners were expected to overcome the habits of their native language by forming new speech habits as speakers of the target language (Larsen-Freeman 2000: 35).

Obviously, this extreme change did not result in an unquestioned and exclusively positive reaction but was criticised for bearing no resemblance to the interactional character of spoken language in real life, outside the laboratory (Yule 2006: 166). In the 1970s and 1980s a backlash against pattern-drills set in with

the communicative approaches that objected to the artificiality of the pattern-practice. Then, lessons were reorganised according to certain purposes such as 'asking for something' instead of being set up in accordance with grammatical rules, and the teaching materials were designed to cater for the needs of special groups of learners, such as people using English to communicate in their profession (Yule 2006: 166). However, beside all these changes caused by communicative approaches that succeeded the behaviourist affected audio-lingual approach, there was also the side effect of belittling pronunciation teaching as something obsolete and unpopular.

Even though the focus on oral skills has remained a strong one until today, it seems that the reputation of pronunciation teaching never really recovered from the rejection of behaviourism and pattern-drill exercises. This phenomenon may partly originate in the character of communicative language teaching (CLT) itself. While it was possible to adapt almost all aspects of language teaching and learning to guiding principles of CLT, some parts of pronunciation teaching never seemed to fit in. According to Larsen-Freeman, the basic principles of CLT always require a purpose in language teaching. An activity that lacks a purpose is said to be of little communicative use:

The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. Students *use* the language a great deal through communicative activities such as games, role plays, and problem-solving tasks. Activities that are truly communicative [...] have three features in common: information gap, choice, and feedback. (Larsen-Freeman 2000: 129)

This is an observation that does not hold true for all areas of pronunciation teaching, however. Many learners need the habituating effect of a repetitive drill much more than sentences with information gaps and multiple possibilities. Feedback is of the greatest importance, but once the students have become aware of the strengths and weaknesses of their own performance, they have to be given sufficient time for practising on their own. Therefore, clear guidance for the positioning of the articulators is necessary but there should also be the possibility of working repeatedly on problem areas.

The communicative purpose of such activities may not be visible at first glance. However, putting pronunciation teaching down as merely a collection of behaviourist drills might be an unjustified condemnation, as a certain level of pronunciation is crucial for any successful spoken communication (Dalton et al 1997: 115). Thus, the still frequently expressed opinion that pronunciation is something that is acquired “on the road”, just by listening to a teacher, must be doubted:

Some learners, it is true, are naturally gifted mimics and will ‘pick up’ a pronunciation by exposure. Many, perhaps most, however, need to have their attention drawn to what they have to do by explicit explanation. Making learners notice things by consciousness raising is as crucial to pronunciation as it is to the teaching of other aspects of language such as grammar and vocabulary. (Dalton/Seidlhofer 1994: 67).

Explicit pronunciation teaching will have to be an integral part of language teaching so that the students’ frustration about not being able to communicate successfully in their target language can be avoided. Thus, language teaching will need to put more emphasis on professional pronunciation teaching than before.

## **2.2. Pronunciation teaching today**

In recent years, the scientific discussion regarding pronunciation teaching has not only dealt with the problems of integrating pronunciation activities into a communicative curriculum, but also with the pronunciation models and standard varieties used by teachers around the world. Especially for a language like English, which is widely used among non-native speakers as an international means of communication, the question of the model to be used for pronunciation teaching is becoming more and more important.

The models used for pronunciation teaching have been a frequent subject of scientific debate. The centre of criticism is that learners are required to sound like native speakers of a standard pronunciation, which is considered a rather undesirable and unattainable demand by many. The matter seems to be delicate enough that an explanation or introductory passage dealing with this controversial issue

can be found in many teacher training books. The following paragraph taken from *A Course in Language Teaching* by Penny Ur may serve as an example:

It needs to be said at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers. 'Perfect' accents are difficult if not impossible for most of us to achieve in a foreign language anyway, and may not even be desirable. Many people – even if often subconsciously – feel they wish to maintain a slight mother-tongue accent as an assertion of personal or ethnic identity. This feeling should, surely, be respected. (Ur 1996: 52)

This statement shows how sensitive the matter of pronunciation teaching is. Some books for teachers as, for instance, Hedge (2000), even go as far as to omit a detailed discussion of pronunciation teaching altogether, while referring to the 'difficulties' the topic causes.

As already pointed out, the core of these problems or insecurities lies in the selection of the model that is used for teaching. While some theorists believe that the guideline should be the achievement of one of the "standard" forms of English, such as Received Pronunciation or General American, others tend to question this concept, especially in the context of English being used as an international language, or lingua franca. As some varieties and accents are seen as sociolinguistically more prestigious than others (Roach 2001: 65), they see the promotion of standard models of English pronunciation as highly problematic (Jenkins 2000: 196-199) and believe that the optimum – and maximum – models for pronunciation are those of fluent non-native speakers of English. They are of the opinion that students can more easily attain an accent spoken by teachers who come from a similar first language (L1) background and who therefore have a number of L1 features in their own pronunciation (Jenkins 2000: 226).

Those who object to this opinion say that it was never the aim of any pronunciation course to promote one model as the perfect ideal, but that a model, still, remains necessary:

The criticism was misguided, I believe [...]. No pronunciation course that I know has ever said that learners must try to speak with a perfect RP accent. To claim this mixes up models with goals: the model chosen is BBC (RP), but the goal is normally [...] effective communication [...]. [...] Pronunciation exercises can be difficult, of course, but if we eliminate everything difficult from language teaching and learning, we may end up doing very little beyond getting students to play simple communication games. (Roach 2007: 6)

One can see that the different opinions about models for pronunciation teaching in the linguistic discourse derive from different points of view. Celce-Murcia, for example, puts the focus on language learners' needs:

[The] focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicate that there is a threshold level of pronunciation for non-native speakers of English; if they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be. [...]

The goal of pronunciation teaching to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate. (Celce-Murcia et al. 1996: 7-8)

A more detailed picture of the discussion about the most "appropriate" model for pronunciation teaching and a discussion of the question whether an appropriate pronunciation of foreign learners can be defined at all, would, I believe go beyond the scope of this paper.

For practical reasons, a shorter attempt at such a definition following Celce-Murcia's lines will be made. A definition of good pronunciation given by Brazil seems to serve this purpose on a minimal level:

Good pronunciation is taken to be pronunciation which does not put an unnecessary barrier between you and your listener. (Brazil 1994: 7)

It is a fact that the training of pronunciation requires particular attention of the teacher and the student in order to enable communication that is understandable to most people (Roach 2007: 6). Speakers showing greater influence of their L1 in

their pronunciation of English as L2, will not be able to use the L2 in a satisfactory manner, because their pronunciation will lead to misunderstandings. If English is to be used as an international language, underestimating the importance of pronunciation could seriously endanger this function (Herbst 1992: 13). Thus, it seems important to motivate university students to work on their pronunciation and to prevent them from dropping the subject altogether. The latter would be especially disadvantageous for future language teachers, as they serve as a phonetic role model for future generations (Herbst 1992: 9).

In consideration of this fact, students of English, whether they are in teacher training or not, are future language professionals, who will need to pay more attention to formal pronunciation training and the position of their active articulators than most L2 learners of today are used to. To some of them, this form of language learning will appear unusual at first:

[A]ny pronunciation course must ask you to suspend what you normally do – that is, listen to what speakers mean – and attend to how they say it. (Brazil 1994: 2)

Still, Jenner argues that pronunciation teaching needs to do a lot more, if it does not want to be the source of demotivation that once made it so unpopular. Traditional approaches to pronunciation teaching dealt almost exclusively with details concerning the differences between the sound segments of a language. Such forms of training lead to students that master and automatise the differences between *sheep* and *ship*, but still sound entirely ‘foreign’ or ‘un-English’. Such bad results demotivate many learners, especially those wishing to become language teachers in the future. Thus, modern pronunciation teaching needs to take into account that apart from the training of the production of foreign sounds, a more general development of the articulatory setting<sup>1</sup> will be necessary (Jenner 1992: 38ff.).

Students will need information on the rules of pronunciation and the correct realisation of English words. However, the superficial knowledge of phonetics

---

<sup>1</sup> A detailed genealogy of the term articulatory setting can be found in Jenner (2001), in which Jenner states that the coinage of the idea accredited to Honikman (1964) proved to be unsustainable.

alone has proved quite inadequate when it comes to enabling students to communicate easily. According to Dalton and Seidlhofer (1994: 71ff.), professional pronunciation teaching basically needs to contain three procedures: exposure, exercise and explanation.

In the exposure element, students carry out activities that motivate the use of language, without paying special attention to pronunciation features. There, language use is motivated by a communicative purpose, which is believed to lead to the students' awareness of significant sounds. The exercise element comprises the identification of specific sound features and practice in listening and speaking. At this stage the focus is mostly on form. Finally, the explanation element is the part in which phonetic and phonological knowledge is built up, as inference and imitation may not function unaided. (Dalton/Seidlhofer 1994: 72).

The focus of this paper lies on the motivational aspects that are necessary for the work during the exercise element. Especially in teacher education, pronunciation teaching needs to go beyond basic awareness raising, because the students of future language teachers will expect them to use the correct pronunciation of the language they teach (Harmer 2007: 30).

### **2.3. The importance of pronunciation in teacher education**

The strong prejudices against pronunciation among many EFL teachers have lived on until today. Partly caused by methods used in traditional approaches, pronunciation is seen either as too complicated to be taught, or simply as not necessary. Morley points out what the four most used arguments against pronunciation teaching brought forward by teachers are and explains why they should be questioned:

- + Pronunciation isn't important.
- + Students will pick it up on their own.
- + You can't teach it anyway.
- + I don't know how to teach it, even if I wanted to (i.e. I do not have the training).

(Morley 1994: 66)

First, there is often the question whether pronunciation is really important. It can be answered with a clear and definite yes, as all spoken interaction involves the pronouncing of words, and language teachers will have to deal with questions relating to it, whether they like it or not. It has been shown empirically that speakers of English that fall below a threshold level of pronunciation are not able to communicate orally at all, even if their knowledge of grammar and vocabulary is very advanced (Hinofotis/Bailey: 1980). Therefore, knowledge of pronunciation seems to be indispensable for language teachers, not only for reasons of demonstration, but also for being able to correct students' errors and to provide guidance during oral training. Moreover, students lacking an L2 pronunciation that is comfortably intelligible are often known to avoid speaking interactions as often as they can, which is surely against the goal of any language teacher.

The second point often mentioned is that students would learn pronunciation by themselves. The problem with this assumption is that only very few learners are actually able to do so without guidance and help (Dalton/Seidlhofer 1994: 67) and that teachers not putting emphasis on pronunciation consequently ignore the needs of many of their students.

Another argument, even more drastic, is that pronunciation cannot be taught. The picture that many people obviously have in mind is that pronunciation does not require a teacher, but a drillmaster. However, modern teaching approaches see the teacher in the role of a facilitator, who helps each individual student in his or her development of new or altered speech-pronunciation patterns. Such an understanding of teaching pronunciation requires a different form of curriculum that does not only deal with the micro-level of distinctive sounds. The instructional model used in order to make meaningful pronunciation teaching possible is a dual one. It focuses on the micro-level of sounds as well as on suprasegmental features including the "global elements of communicability and oral discourse in specific settings" (Morley 1994: 68).

Finally, teachers not knowing how to teach pronunciation may not have had sufficient instruction during their own teacher training and therefore abandon it completely. However, a language teacher who denies the importance of pronunciation will feel uncomfortable in class and will also risk disappointing the students'



expectations (Harmer 2007: 30; Alfes 1982: 23). It is understandable that many future language teachers are therefore highly motivated to overcome their pronunciation problems. Not only because they want to sound more authentic (Jenner 1992: 39), but also because they will soon have to evaluate and correct their future students' pronunciation (Catford 2001: 1). Besides, the pronunciation of a teacher can cause – among other factors – a remarkable difference in the students' motivation and performance. It has been shown that the students of teachers with excellent pronunciation skills are generally much more likely to have a good pronunciation themselves. Moreover, in groups taught by competent teachers, even the weaker students show better pronunciation than comparable students taught by teachers with poor pronunciation qualities (Kucharek 1988: 146-147).

The pronunciation element of teacher education must not be omitted if the future teachers shall be able to teach pronunciation professionally. Apart from the general ability to perform sounds, teachers also need to be equipped with the phonetic background knowledge that makes it possible to select the features of pronunciation to be taught to a particular group of students. In other areas of language teaching, such selections have become a very usual thing. In pronunciation, however, there still is the risk that teachers do not know what to choose and thus either try to teach every tiny detail of pronunciation, or regard it as generally too complex and therefore omit it completely. (Catford 1987: 88)

As has been pointed out before, this would lead to an unsatisfactory result, especially as future language teachers have a great impact on their students over many years. Still, the belief that pronunciation teaching is either too complicated or that it cannot be integrated into communicative language teaching is very strong even today. It is surprising that this view exists parallel to the conviction that oral communication is highly important to L2 users (Celce-Murcia 1987: 5). Of course, the language teachers themselves will need a training in pronunciation that goes beyond the simple ability of sound production and intelligible pronunciation. Not only will they be required to know much about the practical areas of pronunciation, but also about the underlying theoretical principles. Thus, according to Morley, modern pronunciation teaching for teachers needs a double focus that in-

cludes the micro-level of discrete elements of pronunciation and the macro-level concerned with the “general elements of communicability in particular settings” (Morley 1994: 73).

Jenner suggests including the following features in a profound pronunciation curriculum, listing them in the order of importance:

- + The consonantal inventory
- + Vowel quantity: i.e. long and short
- + Syllabic structure: i.e. closed with clusters
- + Syllabic values: strong, weak, reduced
- + Rhythmic patterning: ‘stress timing’
- + Prominence and tonicity: i.e. location of pitch features
- + Tones: some binary opposition, such as fall vs. fall-rise
- + Articulatory setting: laxity and lack of movement
- + Vowel quality: all vowels should be drawled. The details of shape then follow.
- + Pitch levels: high, mid, low
- + Voice quality, if the learner’s native habits are disturbingly different from those of native varieties of English.

(Jenner: 1989: 4)

Jenner puts special emphasis on the development of the articulatory setting that contributes to the goal most motivated pronunciation students want to achieve: to sound authentical. The following features are considered to contribute to the development of an “English voice”:

Laryngeal position:	neutral or slightly lowered
Laryngeal tension:	low
Supralaryngeal tract:	neutral and relaxed
	tongue-tip active
Jaw:	loosely closed
Lips:	slight rounding and spreading, but without tension

(Jenner 1992: 42)

Basic changes in physical habits cannot be achieved overnight. The success of vocal training depends very much on practice so that the ability to use the vocal muscles in a particular way can be developed. Such exercises go beyond traditional pronunciation activities and not only depend greatly on the students’ moti-

vation, but also on their ability to perceive and imagine the sound that they want to produce, the way actors or singers do. Moreover, the exercises will have to be deliberately simple and global in order to enable students to practise not only in class, but also at home. (Jenner 1992: 42-43).

As has been indicated above, modern pronunciation teaching for student teachers must go beyond “getting-the-sounds-correct” by including the skills necessary to communicate a certain message (Morley 1994: 71). Then, they will feel confident and capable of teaching the pronunciation components and will manage to cater for the needs of their future students in a more satisfactory way. If the teachers were not motivated for pronunciation work during their own education, they would not be very motivating educators for their students either. It is very likely that such teachers then tend to omit a systematic teaching of pronunciation using one of the excuses mentioned before. All students majoring in English must be aware of the fact that they will use the L2 not only to express themselves in the normal everyday way, but as professionals, using language occupationally (cf. chapter 2.4). Such an awareness must be raised by teacher educators at an early stage, because excellence in pronunciation is among their assigned responsibilities in order to care for the needs of their students (Reschen 1987: 500; Herbst 1992: 9).

## **2.4. Differences between student teachers and BA students**

At the University of Vienna, all students of the Department of English must take the same classes and exams in practical phonetics in order to proceed with their studies. In other words, both the BA and teacher education curricula require their students to work on pronunciation in a similar way, with all classes in practical phonetics being compulsory components. BA students may, however, set out from a somewhat different starting point from that of their colleagues in teacher training because they may not have to serve as phonetic role models in their future professions in the same way as teachers. One could argue that this group of stu-

dents might not show so much interest in practical phonetics as their pedagogically orientated colleagues.

According to the study of Evans (1988), however, the assumption that the curriculum students choose could automatically provide insights into their fields of interest and particular talents is untenable. In his work, he developed psychological profiles of language students, showing that there were certain learners who found it motivating to modify their accent, while others did not. The decision for a certain curriculum is not listed among the reasons for students' willingness to "play with language" and their ability to acquire a certain accent more easily. Yet, the relevant factors are much more likely to be found in the students' psychology (Evans 1988: 50ff.).

Evans speaks of two basic clusters of character traits that he found among students, calling them "convergers" and "divergers". Among others, the traits of the converger are as follows: mathematically talented, cautious personality, who prefers precise, clear boundaries and is attracted to rules and written communication; those of the diverger contain a denial of precision, a talent for accents and language in general and an intolerance of boredom but a tolerance of ambiguity. A combination of the two is possible and even likely to occur (Evans 1988: 64ff.). In other words, there are groups of students who find pronunciation work more motivating than others but not all of them achieve a new accent in the same way.

In their research performed at the Department of English at the University of Vienna, Smit and Dalton (2000) have shown that the majority of all students tend to identify with the target accent they decided to acquire (General American or Received Pronunciation) and that they see an L1 influence (mostly southern/Austrian German) in a very negative light (Smit/Dalton 2000: 240). As the students of English at the University of Vienna usually plan to become language professionals of some sort or other, it can be assumed that both groups identify with the standard accent of the target language. This assumption is confirmed by Evans's findings about the general behaviour of "language people", which show that language professionals identify very strongly with the target culture in the initial stages of their career (Evans 1988: 79ff.). The research of Smit and Dalton has

also shown that the general motivational level for both theory courses and language laboratory sessions among all students is high (Smit/Dalton 2000: 243).

Still, the discussion of the findings of this study will also aim at highlighting the differences in motivation between the BA students and future language teachers working in the language laboratory.

### 3. The Language Laboratory

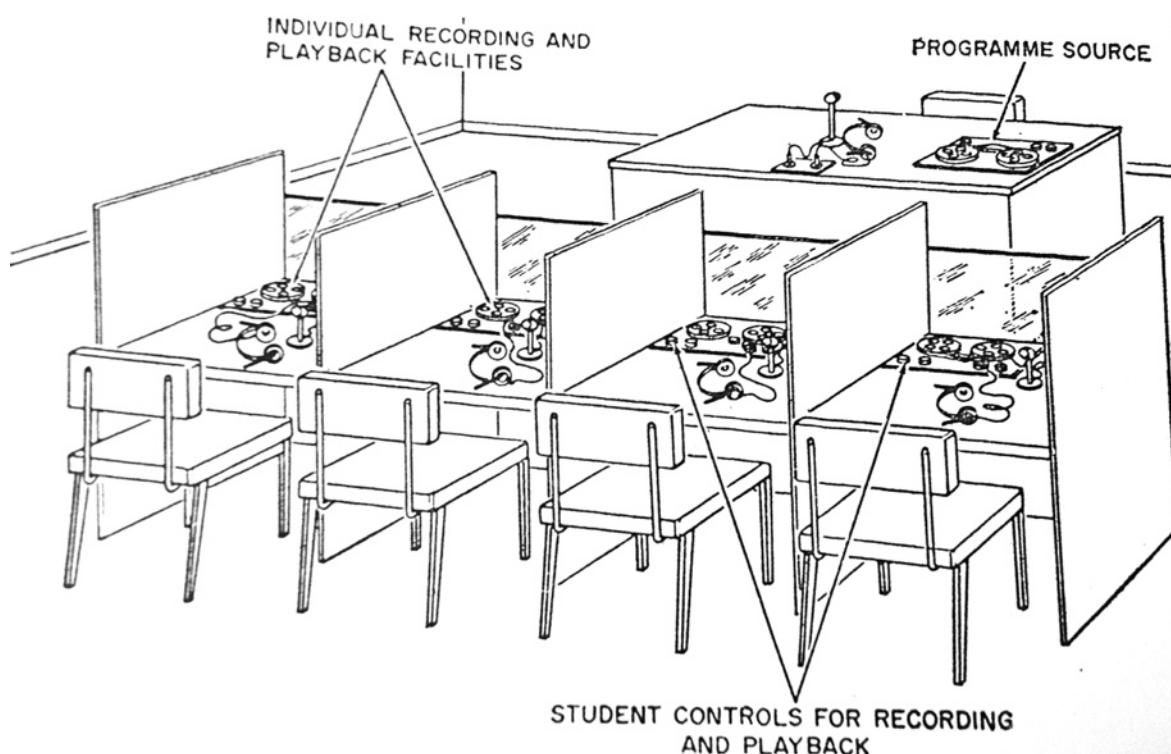
#### 3.1. The language laboratory and pronunciation teaching in past years

During the 1950s and 1960s – the prime years of the audio-lingual approach – the language laboratory became a very important teaching method. Its general layout and design remained more or less the same for a long time (Hayes 1968: 1ff). Usually, the equipment was set up in a room of its own with various possibilities for the positioning of master controls and students booths. Technically speaking, the following general types of laboratories were available:

Type	Requirements	Functions
I. Listening-speaking lab	Student: Headphones Teacher: Programme source (tape, etc.)	Students listen and repeat the target language exercises without being able to record their own voices.
II. Listening-speaking-recording lab (audio-active-lab)	Student: Headphones-microphone combination, tape recorder Teacher: Programme source, control panel	Students listen and repeat, with their repetitions being recorded on tape. By rewinding the tape they can compare their version with the model given by the professional speaker.
III. Listening-speaking-recording-listening lab (audio-active-compare-lab)	Student: Headphones-microphone combination, tape recorder with an additional second audio head Teacher: Programme source, control panel	Students can listen and record their repetitions on tape. By a mechanical loop system, the students' repetitions are automatically replayed and compared with the model. It is not necessary to rewind the tape.

Table 1: Language laboratory types available at the peak of the mechanical era. (cf. Hayes 1968: 24ff.; Wulf 1978: 11ff.; Anderson 1974: 17).

Systems that could record also the students' voices, were labelled "audio-active", a technical term that has been in use for such laboratories until today. This is due to the fact that the mode of operation of modern computer laboratories still follows the same basic principles. Picture 1 shows the setting of an audio-active laboratory (type II) from the 1960s onwards, a design existing in a modernised form until today.

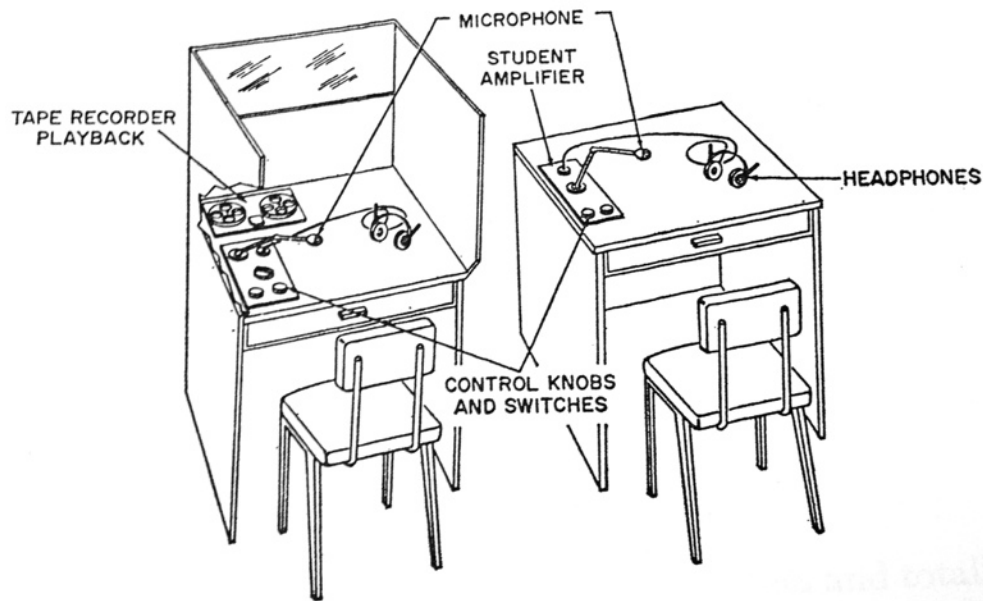


Picture 1: Audio-active language laboratory. (cf. Hayes 1968: 29).

After the introduction of the listening-speaking-recording technology, the listening-only type (I) was hardly used any more (Wulff 1978: 13ff.). Until the mid-1970s, almost all laboratories used magnetic tapes on reels instead of cassettes due to the latter's inferior sound qualities and short-livedness (Wulf 1978: 20).

The student booth of a mechanical language laboratory consisted of a head-set including headphones and microphone and – depending on the laboratory type – of a tape-recorder connected to the teacher's control desk.

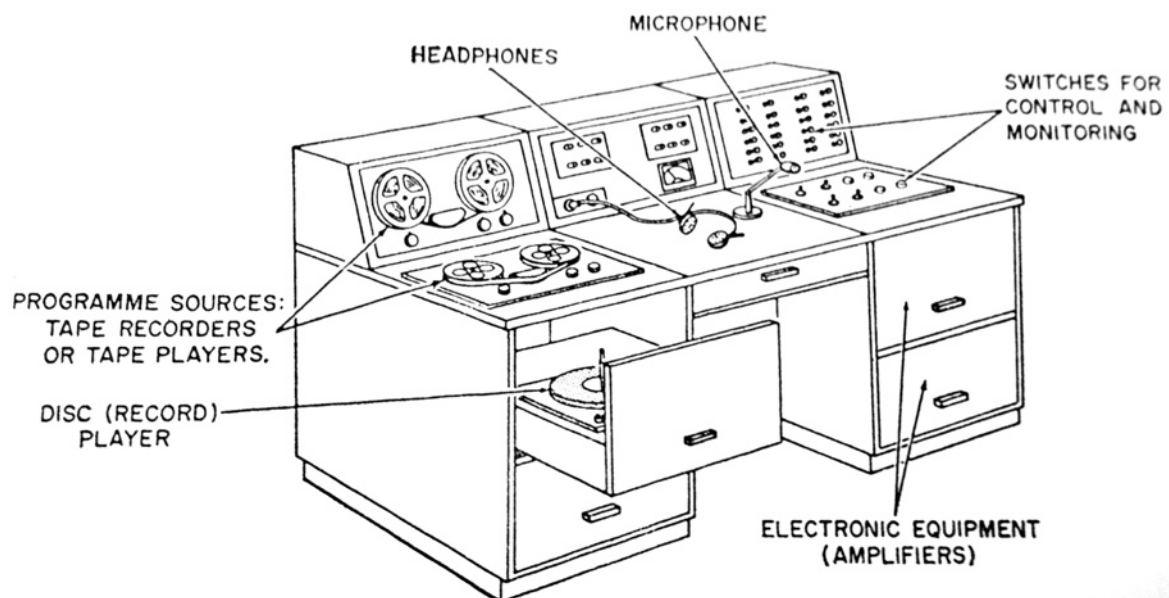
Picture 2 shows the two basic types of student booth, one with a student tape recorder for individual work (type II) and one for listening only without a student tape recorder (type I).



Picture 2: Student booths for laboratory type II (left) and type I (right). (cf. Hayes 1968: 3).

The programme of exercises was either relayed from the teacher's desk to the headphones of the student desks (type I laboratory) or copied onto the student tapes (type II – audio-active). In the audio-active laboratory the teacher was able to listen in to the individual student and intervene with help or corrections if necessary.

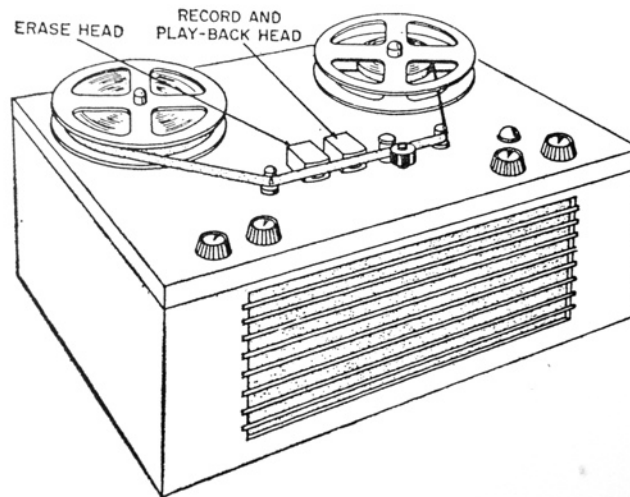
Picture 3 shows the basic functions of the teacher's switchboard that has, on the whole, remained the same until today.



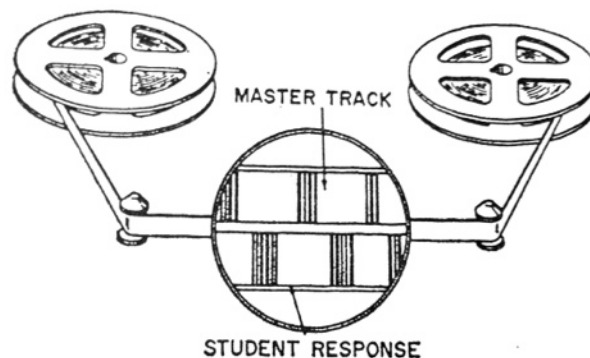
Picture 3: The teacher's control panel. Today, the programme source is usually the computer. (cf. Hayes 1968: 2).



In laboratory type II and III, the student tape recorders used the two-track recording technique. The teacher transferred the programme from the control-desk onto the student tapes where it was recorded on the master track. This could be done before the lesson started. As a result, the students were able to listen to the programme on the master track as often as they wanted and record (or erase) their own voices on the student track of their tapes. Pictures 4 and 5 show the function of this system.



Picture 4: The student tape recorder in laboratories of type II. (cf. Hayes 1968: 8).

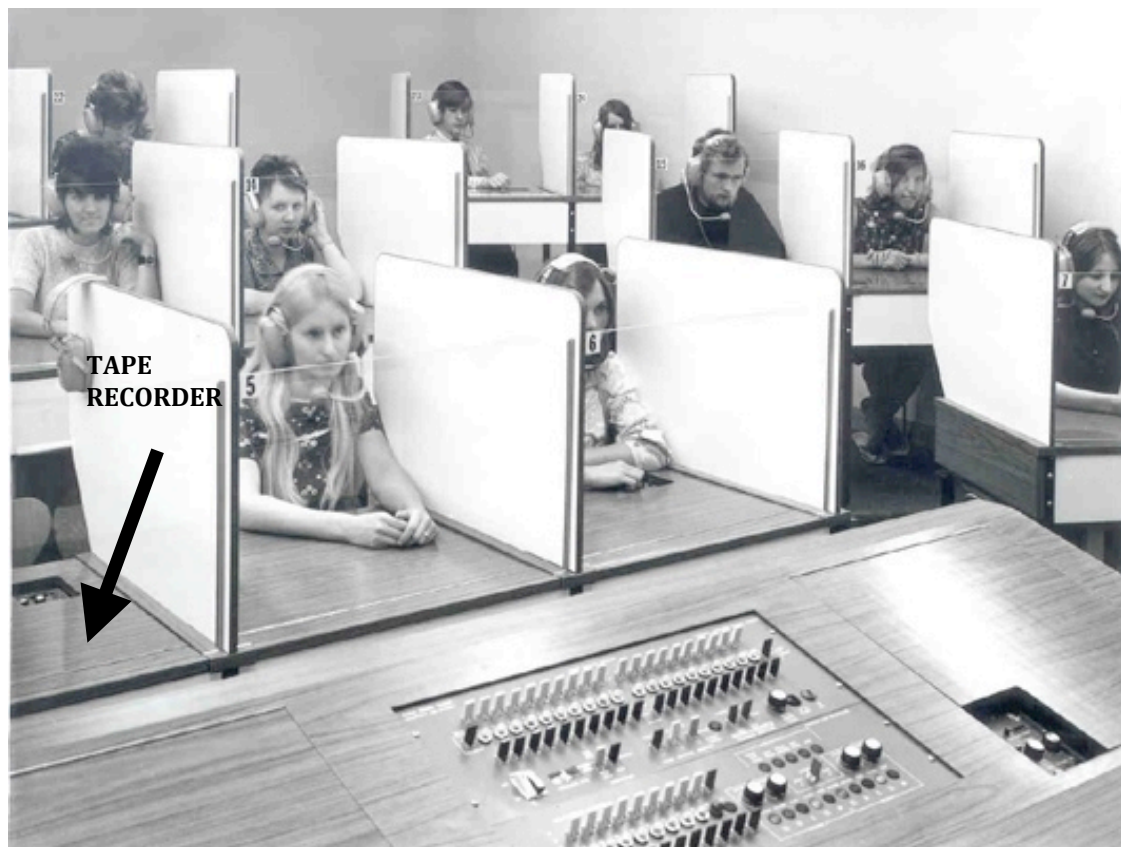


**NOTE: LESSON MATERIAL (SHOWN ON THE MASTER TRACK)  
CANNOT BE ERASED BY THE STUDENT**

Picture 5: The two-track recording on student tape recorders (type II laboratory).  
(cf. Hayes 1968: 33).

In the golden age of the language laboratory, almost all aspects of language teaching were transferred to the laboratory, including grammar, vocabulary, reading and even the teaching of literature (Lam rand 1971: 106ff.).

The first language laboratory at an Austrian university was manufactured by *Aveley Electric Ltd.* and was installed at the University of Salzburg in 1967<sup>2</sup>. The price of a language laboratory at that time was within the budget of about 50.000 Euro and above (Matthiesen 1977: 1). Pictures 6, 7 and 8 show the *Aveley Laboratory* (the same model that was first installed at an Austrian university) from the mid 1960s, and the *ReVox trainer A88*, an advanced language laboratory of the late 1970s, which was the first to use fully electronic controls on all switchboards<sup>3</sup>. The arrows indicate the position of the hidden tape recorder in the student booth.

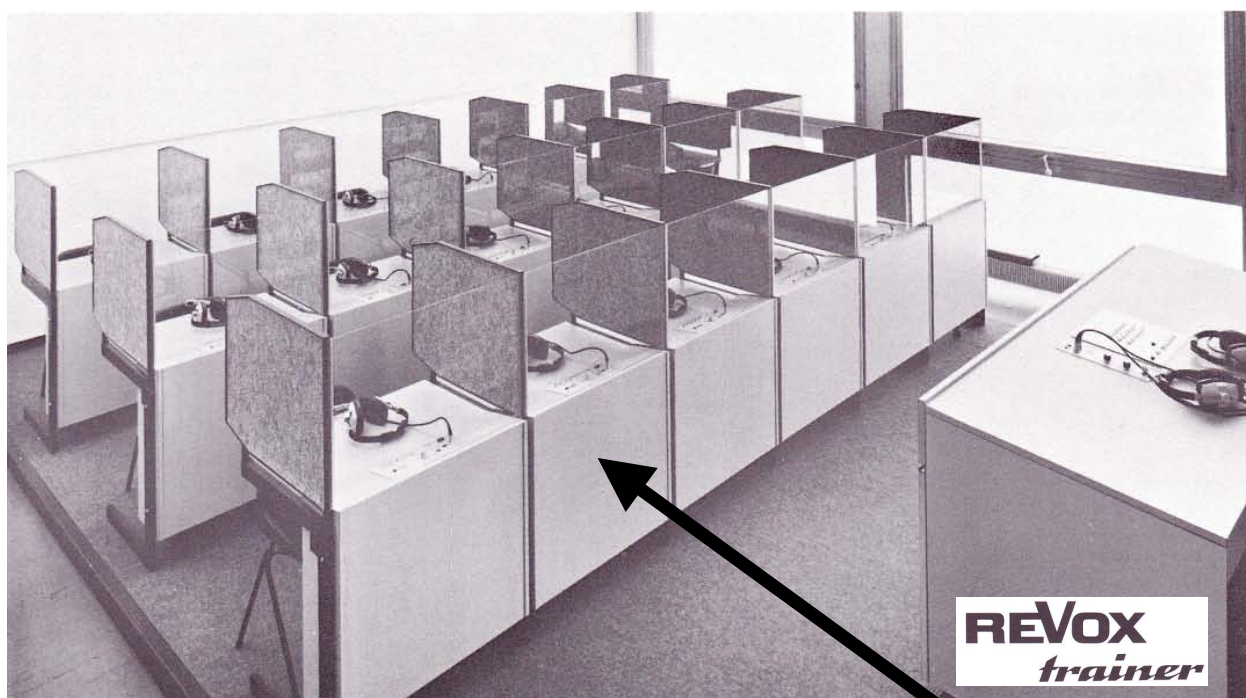


Picture 6: *Aveley Electric Laboratory* (audio-active), approx. 1965.  
(Manufacturer: *Aveley Electric Ltd.*).

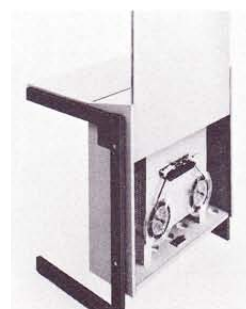
---

<sup>2</sup> Information provided by the University of Salzburg.  
[http://www.uni-salzburg.at/portal/page?\\_pageid=344,736706&\\_dad=portal](http://www.uni-salzburg.at/portal/page?_pageid=344,736706&_dad=portal)

<sup>3</sup> Information provided by *Studer GmbH*. (approx. 1975). *Informationsbroschüre ReVox trainer A88*. Zurich: ReVox.



Picture 7: Language laboratory *ReVox trainer A88* (audio-active), approx. 1975. (Manufacturer: *Studer GmbH*).  
(Both pictures taken from: *Informationsbroschüre ReVox trainer A88*).



Picture 8: Hidden student tape recorder.

With the shift from written to spoken communication pronunciation work in the laboratory became important. The extensive use of the laboratory for tasks way beyond its purpose during the audio-lingual period was, however, one of the main reasons for its falling into discredit in later years. When linguists turned away from behaviourist psychology, in the 1980s in particular, laboratory pronunciation work was said to be tedious and boring and was also criticised for the lack of contextual exercises. Only much later did it become clear that language laboratories could play a valuable part in pronunciation teaching, especially because the work involved a certain amount of mimicry, intensive practice and critical attention to one's own performance, desirable goals in language studies (Celce-Murcia et al. 1996: 311ff.).

In theory, the language laboratory provides an almost perfect counterpart to the conventional pronunciation lesson, making good its deficiencies. It enables a habituation of linguistic structures and intensifies training both in speaking and aural skills through increased speech opportunities, reactivation of the auditory memory, alternatives to the teacher's voice, etc. Like no other method of teaching, the laboratory can bring a great variety of native speaker voices directly to the classroom enabling the learners to train not only their active pronunciation but also their ears. Moreover, laboratory work can give all students an intensified pronunciation training with a number of speech opportunities and repetitions that is out of reach in any other form of language instruction (Barry 1978: 26).

Still, the criticism of traditional forms of language laboratory courses was then not insubstantial. The frustration of teachers using mechanical laboratories seems only understandable, both because of its little success rates in teaching and the high rate of technical failures that the mechanical equipment often caused. Especially at the time when the equipment consisted of mechanical tape recorders, laboratories were prone to fail. Teachers were frightened by technical problems, causing entire lesson plans to collapse, because there were not many possibilities for rearranging the programme. The tape recorders used did not only take up a lot of space, but also caused noise when in operation. Even worse, the regular handling of the machinery often proved to be tricky and many teachers spent more time figuring out how to set up a programme than working with it. Moreover, the reputation of the language laboratory was damaged by the exaggerated belief that it was a 'wonder weapon' of phonetics which could make it possible for all learners to achieve perfect pronunciation.

It was not only the technology and high expectancies that proved to be problematic, but also the materials used in the laboratory that created a negative image (Celce-Murcia et al. 1996: 311). The complaints especially concerned pronunciation programmes, as Anderson points out:

Ausspracheübungen [im Sprachlabor] wirklich anregend zu gestalten, ist sehr schwer. Leicht werden daraus Übungen von vorwiegend formalem und aussprachetechnischem Charakter ohne Verbindung zu einer Sprachsituation. (Andersson 1974: 97)

From today's point of view it appears logical that a room filled with tape recorders does not automatically lead to an improvement in pronunciation teaching. It must be emphasised that this fact had already been pointed out during the 1960s:

Die Vorstellung, daß mit der Benutzung elektronischer Geräte im Sprachlabor eine revolutionäre Lehrmethode im Fremdsprachenunterricht entwickelt worden sei, ist mit Sicherheit falsch. In einem Sprachlabor – und sei es noch so reichhaltig ausgestattet – kann gutes, schlechtes oder unzumutbares [...M]aterial zum Einsatz gelangen. (Lado 1967: 235)

However, with pronunciation teaching being as it was, many teachers were afraid to settle such questions on their own (Reschen 1987: 500), which resulted in an ineffective use of the language laboratories back in the 1960s and 1970s. The responsibility of good pronunciation teaching was taken away from the teachers and transferred to the machines. The students were left in the lurch, so to speak, and, as a consequence, did not achieve acceptable results:

Auch ein technisch noch so perfektes Sprachlabor wird keine signifikanten Verbesserungen in der Aussprache des Studierenden bringen, wenn es ihn bloß 'berieselt'. [...] Der Erfolg eines praktischen Phonetikkurses wird weitgehend von der Effizienz abhängen, mit der ein solcher Kurs vom Vortragenden gestaltet wird, von seiner Fähigkeit, ein phonetisch vorbildliches Englisch zu sprechen, und von seiner Begabung, Fehler genau zu erkennen [...]. (Rauchbauer 1976: 17)

The combination of demotivated teachers who were partly incapable of teaching pronunciation, poor and old-fashioned tape material, and students who were discontent with drill exercises lacking any purpose, led to a complete damage of the reputation of the language laboratory and of pronunciation activities altogether. Amongst other things, this development resulted in the erroneous belief that pronunciation was something that could not be taught; good pronunciation should be picked up by exposure during classes (Morley 1994: 66; Dalton/Seidlhofer 1994: 67).

In her article from the mid-1980s, Reschen lists a number of technical reasons why the language laboratory had, at that time, been a cause of demotivation rather than of motivation (Reschen 1983: 4-10):

- a) In some types of laboratories, students could not operate their tape machines – and, thus, the pace of their programme – individually. They all had to listen and repeat at the same time and speed.
- b) The teacher could not copy training programmes to the tapes in the students' training booths in an adequate time.
- c) The low sound quality of the master-tapes.
- d) The varying quality of teaching materials and speakers.
- e) The dependency on professional recording studios and technicians in order to modify or adapt laboratory training programmes.
- f) The high unreliability of the technical equipment, in particular, the students' recorders.

These and other problems users had to cope with contributed to the negative perception of language laboratories in real teaching situations. The central problem was the gap between theory and practice. Many of the programmes used in language laboratories over the years were of unacceptable quality. They either contained disturbing noises or were of a generally bad sound quality, lacked professional speakers or were organised in a such a way that they could not be adapted to learner needs. Wulf (1978) observed that in the language laboratory class teacher and students were more dependent on the quality of the teaching material than in conventional classes:

Ein der Situation in der Klasse angepaßtes Umschwenken des Lehrers ist nicht möglich. Die Klasse ist im Labor dem unmittelbaren Einfluss der Lehrperson entzogen. Der Lernwille, und damit der Unterrichtserfolg, hängt demzufolge im Labor viel stärker als in der Klasse von der Qualität des Lehrmaterials ab. (Wulf 1978: 104)

For a long time, teachers had to make do with mindless monotonous exercises, “parrot drills”, grounded in behaviourist and structuralist thinking. The sentences used were thematically disconnected and lacked all contextual relevance. If a teacher wanted to change a programme, the effort involved – even for very short passages – was too great. Therefore, most teachers and students had to put up with the existing exercises, causing the well-known bad results.

However, the great changes of the “digital revolution” have also affected the possibilities of the language laboratory. Computer laboratories of today no longer have most of the problems their mechanical predecessors had. Individual work of each student has become matter-of-course as well as the automatic copying of sound files without delay. Moreover, students who need to repeat a training session for whatever reason are able to do so while the rest of the group work on something else in the meantime. The teacher can deal with each student individually and the computer screen also allows sending written messages to each booth.<sup>4</sup>

Picture 9 shows one of the current language laboratories at the University of Vienna, manufactured by *Studer GmbH*, using *immac* software for language laboratory work.

---

<sup>4</sup> The system underlying these descriptions is the *immac* software/ *Studer Language Laboratory* currently in use at the language laboratories of the Vienna University.





Picture 9: Computer language laboratory using *immac-s* software (audio active), summer 2012. (Manufacturer: *Studer GmbH*).  
(Taken by Albert Müller)

The control panel consists of two computer terminals, one for monitoring the core functions of the lab, the other for communicating with individual students, whenever the teacher selects a particular booth. The laboratory allows the use of audio and also video material for individualised work, because all files can be transferred to each student terminal. Files used regularly can be stored on a central server and are accessed from the teacher's control desk. The time necessary to transfer a sound file to the student computers is minimised to seconds and the memory capacity of each student booth allows learners to have several sound files at their disposal, which enables them to choose a file and switch to another when needed.

As far as the preparation of material is concerned, most modern home computers give their users possibilities no recording studio twenty years ago would have dreamt of. It is possible to cut out pieces of an exercise or change the sequence of language training materials without any loss of sound quality. An example of such a system is the programme *Garage Band*<sup>5</sup>, which even provides the

---

<sup>5</sup> *Garage Band* is a programme for *Apple Macintosh OS X* and a part of the *i-Life* software package.



user with functions for improving sound quality of older recordings. Today, the expensive and cumbersome engagement of professional recording studios is mostly a thing of the past.

Attitudes to language laboratories since their inception have been varied. They have, at various times, been hyped as the philosopher's stone of language teaching and condemned as an instrument of behaviourist horror. Today, the new technical possibilities have led to a fresh assessment of the language laboratory as an effective tool in pronunciation teaching (Celce-Murcia et al. 1996: 311-312.).

### **3.2. The language laboratory and pronunciation teaching today**

Many generations of language teachers have had their confidence shaken by various claims, among others that the language laboratory helps learners to monitor "problems caused by the transmission of the articulatory features" (Barry 1978: 24). What this really means is that the laboratory is actually very limited in its mode of operation. The application of the stimulus-response drills to all kinds of language aspects did not, in fact, achieve the expected results. Students even made exactly those errors in real conversation that were intended to be eliminated by the extensive drill work performed in the language laboratory. Freudenstein (1978: 31) and Dakin (1977: 15ff.) see these problems in the artificiality of the stimuli used. They argue that such training cannot equip students with the ability to react appropriately in the context of a real communicative situation.

In pronunciation teaching, however, this limitation of the language laboratory is not without a corresponding advantage. In other words, the technical equipment helps to train the most crucial components of successful pronunciation work, namely a good ear and the articulation of new sounds. In order to pronounce appropriately in an actual conversation and to correct actual pronunciation errors, learners need to be aware of their pronunciation as they communicate (Barry 1978: 25). In pronunciation learning speakers need to develop a mechanism of self-correction that enables them to realise whether or not they pronounced correctly. This is important if they wish to make changes in their pronunciation required by correctness (Barry 1978:

26). Corrections from outside, e.g. from the teacher or tutor, can provide valuable guidance, but are no substitute for the structural training, required for the development of such a self critical awareness.

Such training not only requires an atmosphere, where undisturbed speaking and listening are possible, but also a considerable amount of repetition. Therefore, one part of such a pronunciation programme is ideally conducted in a language laboratory:

Um einen Laut richtig erkennen zu können, muss der Schüler ihn auch zu sprechen verstehen; um ihn imitierend nachsprechen zu können, muss er dazu in der Lage sein, ihn hörend richtig zu erkennen. Lauterkennungsübungen [...] können sinnvoll immer nur als Teil eines längeren Programms auftreten; in ihm müssen aktive und passive Diskrimination, Artikulation und graphische Wiedergabe (sowohl in der phonetischen Umschrift als auch in orthographischer Transkription) integrierender Bestandteil eines Gesamtvorgangs mit dem Ziel sein, den Phonembestand einer Fremdsprache umfassend und systematisch zu vermitteln, damit der Schüler ihn sicher beherrschen lernt. Für die Verwirklichung einer solchen Konzeption [...] bietet das Sprachlabor ideale Voraussetzungen. (Freudenstein 1967: 41)

An important reason that makes the use of the language laboratory so practical is the fact that pronunciation teaching requires a certain amount of formal training, especially as far as the micro-level is concerned, where the motor skill aspects of pronunciation are at the centre of attention. The students have to acquire completely new positions of their vocal organs in order to produce the new L2 sounds correctly (Catford 1987: 99).

As shown in chapter 2.2, pronunciation exercises ask learners to focus more on the production aspects of language than on the actual meaning of what is said. (Brazil 1994: 2). This awareness is especially important for training on the sound level. Naturally, pronunciation and intonation always require a context, but the part of training that concerns phonation does not. The language laboratory has advantages in the methodical training that enables a speaker to work on unfamiliar sounds or to distinguish between heard sound segments.

Yet it needs to be emphasised that the exclusive use of traditional forms of pronunciation teaching did not help learners very much (Jenner 1992: 39). Labo-

ratory training can only be a part of an approach as it is described in chapter 2.3 and must not serve as only means of pronunciation teaching (Pennington 1996: 218).

Another big advantage of the laboratory over other forms of formal pronunciation training is that students can work individually without disturbances by other group members. Thus, the modern language laboratory enables teacher and student to approach pronunciation from a variety of angles, which could not be done without technical equipment. Pronunciation work in individualised form, including the accurate training of the ear, is now possible:

In its updated version, the language lab is again serving a serious pedagogical purpose, particularly as it relates to the teaching of pronunciation. Given the availability of authentic audio material, the lab can provide almost unlimited access to native-speaker discourse in all its permutations (dialect, register, sex etc.). In addition, the lab can provide students with other desirable conditions: a large amount of practice not possible in the typical classroom environment; an uninhibiting environment for mimicry; a focused opportunity to compare their own production with a model; and [...] learner control of materials, sequence and pace.

(Celce-Murcia et al. 1996: 312)

As explained in 2.1, the technical aspects of the language laboratory today do not represent a challenge any more. The tracing of a certain part of a sound file is technically very easy and can be performed within seconds. The time needed for copying the master tapes to the student booths in the past is practically nil nowadays. Now all learners work at the pace that is best for them and there is no hazard of embarrassment in front of friends and colleagues when they first try to practise and produce exaggeratedly foreign-sounding pronunciations, because all students work individually in their booths, wearing headphones.

The availability of sound files that can be used for lab work has increased immensely with the triumphal progress of the internet. Moreover, teachers can choose from an increasing number of high-quality pronunciation courses. Once the choice has been made, teachers can easily cut and modify their lab material using an average home computer without the risk of any loss of quality (cf. chapter 3.1). The modern language laboratory will abide, because it was designed to

provide a training environment in the concentrated form that is necessary for success in pronunciation (Celce-Murcia et al. 1996: 312).

#### **4. Motivation for Pronunciation Work**

Beside the intrinsic motives for learning that relate to the actual process of learning the target language (Dörnyei 2001: 51), two basic types of motivation for second language learning can be distinguished. Instrumental motivation causes learners to desire the achievement of a certain goal. This could be a future job that can be attained with a good command of L2, or some other goal of ambition requiring the same motivation.

The second basic form of motivation is integrative motivation. In contrast to the first type, this form is based upon the learner's interest in and openness to the target culture, or even his or her wish to become an integral part of this culture (Gardner/Lambert 1972: 132; Dalton/Seidlhofer 1994: 11; Celce-Murcia et al. 1996: 19). This distinction is highly important for pronunciation teaching, as the will to change or overcome an accent, might not be equally strong among all students:

They may wish to preserve some vestige of a foreign accent as a mark of their identity or nationality, and as a signal to the listener to 'make allowances'. Such learners should be treated in the same way as native speakers with a distinct regional accent: the accent is inseparable from the personality, and changing it also involves changing the image which the speaker presents to the world. (Jenner 1992: 39)

From this follows that changing an accent should not force speakers to deplore a part of their personality they wish to retain. Following Jenner's argumentation it is therefore important to realise that speakers who wish to keep some features of a foreign accent must not be degraded. Moreover, it needs to be emphasised that pronunciation work is, to some part, dependent on the learner's personality. This can also serve as an explanation why the traditional approaches to pronunciation teaching that forced learners to adapt a perfectly natural native speaker accent were neither very successful (Jenner 1992: 39) nor, in today's terms, desirable. What can be achieved, however, is to socialise new values by modelling and by enabling students' participation in powerful learning experiences (Dörnyei 2001: 51). In other words, learners need to be motivated by teachers who can show

them how a new accent is produced so that their own accent might be successfully changed. Without motivation of some kind, students cannot be expected to improve their pronunciation.

#### **4.1. Promoting positive values and realistic beliefs**

The specific values that each of us upholds are a result of our upbringing and help us to decide whether we like something or not. Thus, motivating L2 learners very largely depends on the promotion of positive language-related values and attitudes (Dörnyei 2001: 51). In relation to the forms of motivation presented before, three general value dimensions can be distinguished:

- + actual process of learning the target language – *intrinsic value*;
- + target language itself and its speakers – *integrative value*;
- + consequences and benefits of having learnt the target language – *instrumental value*.

(Dörnyei 2001: 51)

For the individual student, individual aspects may be the most prominent. Therefore, a motivating form of teaching must be balanced and concerned with the individual interests of the students. Depending on their wishes, they can be motivated by different positive aspects of language learning.

The intrinsic value of language learning deals with the learners' interest in the process of learning itself. Teachers using this dimension to motivate their students, basically have to 'sell' a task to their students (Dörnyei 2001: 53). For pronunciation, a useful technique is the demonstration of particularly enjoyable tasks. Some pronunciation activities can be fun or – with their playful character – may represent a motivating variation in contrast to the rest of the curriculum. Moreover, pointing out the "exotic" or satisfying aspects of L2 learning can serve as an important factor of motivation when pronunciation is concerned. To some students, it may be curious to learn how the various accents in languages occur and that there are possibilities to imitate the accent of another person, like an actor (Celce-

Murcia 1996: 19). One of the most important things regarding intrinsic values and beliefs, however, is the creation of a good first impression. In other words, it has a great influence on the motivation of students if pronunciation lessons are motivating right from the beginning of a course. Once the students have had a positive encounter with an aspect of L2, this impression will continue to influence them in connection with this subject (Dörnyei 2001: 53). It can be assumed that a positive attitude towards pronunciation work is strongly connected with the form of the students' initial encounter with it.

Promoting integrative values means to enhance students' curiosity and openness to dealing with a foreign language and especially the culture it is connected to. When a form of teaching manages to raise cross-cultural awareness and interest among students, it can also be a great source of motivation to learn more. Especially with English, the internet today makes it very easy to make the L2 "real", as Dörnyei puts it (2001: 54). Pronunciation teaching here can benefit a lot from various authentic materials, be it in film/television recordings or audio material using native speakers. Such material can easily be used alongside the commercially produced courses and can be adapted to the teacher's purpose without difficulty (Celce-Murcia 1996: 299). Students can be encouraged to look for information on the internet themselves and to prepare presentations (Dörnyei 2001: 54). As English is clearly one of the most important languages used on the internet, students nowadays have access to an enormous variety of podcasts, websites, videos and streams full of authentic material corresponding to the bent of their own interests and thus enhancing their interest in the L2 culture.

Working with the instrumental values of pronunciation may serve as a good motivational technique for future language teachers because they concern not only the higher level of proficiency that can be reached but also better job perspectives. Still, also for the general student of English, values of this type may be an important reason to work on pronunciation skills, when the high level of L2 is seen as a desirable goal for social, financial or professional reasons. Especially when former students can show how their proficiency influenced their careers in a positive way, this motivational strategy can be very successful (Dörnyei 2001: 56).

The three values can be of varying importance depending on the individual students because they will have specific goals and wishes. Moreover, the individual student's beliefs about language learning itself play an important role when it comes to motivation. To establish what these beliefs are is useful when it comes to increasing motivation, because many students have unrealistic expectations about possible progress and outcome:

Unrealistic beliefs about how much progress to expect and how fast, can function like 'time bombs' at the beginning of a language course because of the inevitable disappointment that is to follow.

(Dörnyei 2001: 67)

Dörnyei suggests that teachers should "sort out" most of the students' far-fetched expectations right at the beginning of a course. When we further apply his suggestions to pronunciation, the most important aspects that should be dealt with in such a discussion are the following (Dörnyei 2001: 68):

- + How difficult is it to learn pronunciation and how difficult is English pronunciation in particular?
- + What is a realistic rate of progress that students can expect?
- + What do learners need to do for success?
- + How is pronunciation best learned?

It is clear that we do not yet know the perfect way in which pronunciation is best learned. Nevertheless, it needs to be pointed out to students what to expect and why certain methods are used instead of others. Moreover, learners should be encouraged to find out which learning strategies help them best to reach a certain goal (Dörnyei 2001: 68). With regard to the third item in the list, the focus of the discussion should not be on the tedious efforts that pronunciation learning will require, but on the outcome of such efforts that can be seen as a form of investment that pays off (Dörnyei 2001: 68). In order to initiate a discussion about learners' beliefs, teachers can use a form of questionnaire where students are



confronted with statements about pronunciation learning. The answers to such a questionnaire can then serve as a starting point for a discussion about the degree of truth in popular beliefs and myths about pronunciation learning. (Dörnyei 2001: 68ff.).

## **4.2. Increasing students' expectancy of success**

In many areas of life, people do things best when they believe that they can actually succeed. Similarly, we also learn things best when we are convinced of our success. Naturally, it is also necessary to accompany this expectancy of success with the matching positive values (Dörnyei 2001: 50ff.), as has been described in the previous sub-chapter. Such a combination of positive values and expectation of success can be created by “constantly arranging the conditions in a way that they put the learner in a more positive or optimistic mind” (Dörnyei 2001: 57-58).

This very important notion can be endangered by the previously mentioned prejudices that many teachers have against pronunciation work. In other words, when pronunciation is not valued and seen as something successfully achievable but as something that cannot be taught (from the teacher's point of view), and is not important anyway (Morley 1994: 66), it will most likely result in the demotivation of students who would otherwise be interested in working on improvements. Naturally, a positive environment that is necessary for creating an expectation of success requires that the students are not burdened with too difficult tasks. Besides, there are a number of techniques to enhance learner motivation (Dörnyei 2001: 58-59):

- + provide sufficient preparation
- + offer assistance
- + let students help each other
- + make the success criteria as clear as possible
- + model success
- + consider and remove potential obstacles to learning

Providing sufficient preparation for a particular task that students have to perform is something that is widely used in modern language teaching. Such measures relieve the students from feelings of incompetence and stress, both of which are not great motivators:


*Provide sufficient preparation.* The perceived likelihood of success does not depend only on how difficult the task is but also on how well the learners are prepared for the task. Pre-task activities have become standard features in modern language teaching methodologies, and these tasks increase success potential.

(Dörnyei 2001: 58)

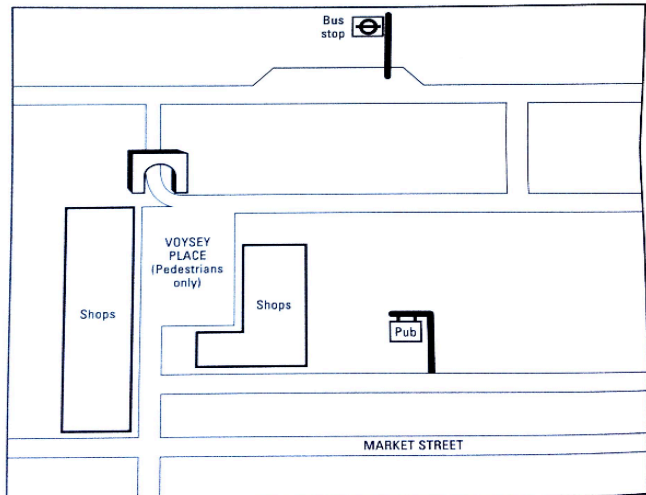
With an adequate form and amount of preparation, students will apply theoretical phonetic rules to the spoken word outside the laboratory. The following introductory activity (Exercise 1) used in intonation training serves as an example of such preparatory work in pronunciation teaching. Here, students first listen to a conversation and try to identify the meaning of what they have heard before paying particular attention to intonation. Then, they get the possibility to retell the story they have heard and can thereby already imitate the intonation. Finally, once they are familiar with the recording, learners are supposed to pay more attention to the actual intonation patterns.

**Part 1**

**Listening for meaning**

 You have probably had the experience, at some time or other, of finding your way about in a strange town. On the cassette you will hear Elizabeth describing a time when she had to do this. Listen carefully, paying attention to the meaning of what you hear, rather than to the pronunciation.

Now take the part of Elizabeth and retell the story to a partner. Use the map to help you remember the details.



## Listening to intonation

### I.1



Now that you are familiar with what the recording is about, listen to someone repeating a short extract from it.

1 the bus stopped we'd got to the terminus and everyone got out

Notice the way the speech is divided up into short pieces:

// the bus stopped // we'd got to the terminus // and everyone got out //



Listen to each of these short sections and try to mark the breaks for yourself.

2 but it was too late they'd gone the street was empty even the bus driver had gone

3 I hurried across and turned into an alleyway and started to walk

4 it was one of those pedestrian precincts no cars admitted with concrete benches to sit on and concrete tubs for plants



0-π Check your answers by listening again.

Try to read out (2)–(4) above, allowing yourself a pause wherever you have marked a break. Be sure that you do not pause anywhere else.

What you have just done is to break up a stretch of speech into pieces. We shall call these pieces **tone units**, and use the symbol // to show where there is a tone unit boundary. In this course you should think of the tone unit as the basic building block of spoken English. When language is written or printed, it appears to the eye as divided up into 'words'. When it is spoken it is heard by the ear as divided up into tone units. Notice that the sounds that make up a tone unit are usually run together in the way we are accustomed to thinking of the separate sounds of single words as being run together.

### I.2



Listen to each of these tone units and repeat them, trying to reproduce exactly what you hear, running the sounds together as if you were saying a single word.

- |               |                           |
|---------------|---------------------------|
| 1 they'd gone | 5 it was winter           |
| 2 it was dark | 6 she was a student       |
| 3 to sit on   | 7 where market street was |
| 4 for plants  |                           |

Exercise 1 (Taken from Brazil 1994: 14).

This approach does not only allow students to get familiar with the conversation they hear, but also gives them adequate time to notice certain patterns. Then they turn away from the (already well-known) sentence meanings and can now devote their attention to the contextualised intonation practice. Using this technique, students can gradually build up an awareness of the meaning of tone units and also practically work on reproducing them without being demotivated by the extensive demands of a course design that puts formal aspects right at the beginning. In other words, students are allowed to “play with language” (Evans 1988: 66) in a way that caters especially for the needs of those who are talented for picking up accents in this way. They can mimic the pronunciation patterns of the speakers

and are also asked to experiment with the suprasegmental aspects of the language (cf. exercise 1, “listening to intonation”).

Another technique to enhance the students’ expectancy of success is offering assistance. Given that consequent assistance leads to a feeling of security, even difficult tasks can be tried out without hesitation. This, of course, does not mean that assistance always has to come from the teacher. Letting students help each other can be particularly motivating because group tasks create a feeling of every-body working towards the same goal (Dörnyei 2001: 58). In pronunciation teaching, working together may be especially motivating, because it takes the focus away from difficulties of the individual that cause fear among many students (Reschen 1983: 4). Beside help by the teacher and the group, students may also need understandable and clear definitions and directions of what to achieve.

Making the success criteria as clear as possible is indispensable for language teaching as a whole, with pronunciation teaching being no exception. Students will only feel confident to succeed, when they know exactly how success in relation to a particular task is defined. Receiving clear criteria provides them with the possibility to monitor their own progress. Naturally this is especially important for exams, but it should also be part of the daily teaching routine (Dörnyei 2001: 58). When students know what the next goal is they may also get curious about how to reach it. If the success-criteria remain vague, such an interest is stifled from the first moment on.

After it has been made clear what should be achieved in a particular task, a demonstration can help more than an academic explanation. Therefore, modelling success is a technique that reduces doubts and shows students how they can cope. “They will find it very useful to see some ‘live demonstration’, that is, examples of students successfully performing the expected learning activity” (Dörnyei 2001: 58). It is important that teachers convey to their students that they can actually reach the intended goal in the given time and also show them how. Especially in pronunciation teaching, students often worry whether they will be able to make the required progress. Although personal talent may play an important role (Avery/Ehrlich 1992: xiii), it must be emphasised that certain goals can be achieved by almost all learners. Naturally, this calls for the elimination of possible

learning obstacles in advance, be it a lack of time, resources or the disturbance by others. Teachers could increase their students' expectancy of success by addressing these issues beforehand, thereby integrating them into solving the problems (Dörnyei 2001: 59).

Students who actually notice that they make progress and succeed in their learning will become more confident. When students feel that they do well, they will be more motivated, even for demanding tasks. Therefore, lessons should be carefully structured as regards the sequence of activities. Tasks that are likely to be mastered more or less easily can stand at the beginning of a teaching sequence in order to give the students a feeling of success right from the start. At later stages of the lesson, complicated and easier tasks should be well balanced in order to "administer frequent dosages of success" (Dörnyei 2001: 89). Many pronunciation teaching materials and especially their language laboratory parts used to lack this characteristic trait (Reschen 1983: 18ff.). Repetitious and boring tasks risk not only destroying students' motivation, but also causing a slackening of interest, which leads to minimised learning outcomes and the students' demotivation attendant on a sense of failure. Thus, varying the sequence of activity types and clearly explaining the purpose of a specific task to the students can make a significant difference in student motivation (Dörnyei 2001: 75ff.).

#### **4.3. Motivational aspects of the language laboratory**

Among the primary concerns of foreign language teaching in the 1960s and early 1970s there was the ideal of pronunciation approximating to native speaker standards. Today, we know that only some can achieve near-nativeness easily, whereas other learners lack the essential musical ear or do not want to achieve it due to socio-cultural and personality factors (Avery/Ehrlich 1992: xiii). This striking discrepancy, combined with the audio-lingual approach putting strong emphasis on native-like pronunciation, was a factor that made early language laboratories demotivating places for many students. Pronunciation teaching of English has not lost its importance today, because so many people around the world use it as a

lingua franca. For most of these speakers, the achievable goal will be improving communication by getting rid of the impediments caused by pronunciation problems due to influences of their L1 that may cause misunderstandings or even communication breakdown. (Avery/Ehrlich 1992: xiii; Reschen 1987: 501).

The language laboratory, a frequently used tool in pronunciation teaching (Celce-Murcia 1996: 311), has been known as a motivational hazard for a long time, which may also be the reason why so many educators have rejected it (cf. chapters 3.1 and 3.2). Even the modern digital lab is sometimes seen as far away from the "fulfilment of its promise" (Vanderplank 2010: 32). However, within the field of pronunciation teaching, the language laboratory is – as has been indicated before – a valuable means because it enables the students to work on certain problem areas individually and also to train their ear for alertness to particular phenomena (Celce-Murcia 1996: 312).

Still, even the modern digital language laboratory needs to be used with care in order to prevent the demotivation of students. Problems either lie on the technical level or concern the programmes used for teaching. A third problematic factor is the complete abuse of laboratories for parts of language learning that cannot profit from it at all (Dakin 1977: 162).

Für die eigentlichen Übungen zur fremdsprachlichen Kommunikation ist das Sprachlabor nicht gut geeignet. Gelegentlich kann es hier sogar hemmend sein.

(Macht/Schloßbauer 1978: 42)

As explained in chapter 3.2, the laboratory can only be used for a very limited part of language teaching, with pronunciation being one of the few areas. Generally speaking, the language laboratory must be seen as a means of practice and not of instruction. If this basic rule is neglected, the language laboratory will not be used appropriately (Dakin 1977: 15) and can lead to the demotivation of students. Teachers' motivational problems may also play a role in language laboratory work, but the main concerns with motivation lie at the level of the students and their dissatisfaction with the presented laboratory material (Reschen 1983: 21).

As has been indicated in chapter 3.1, the technical difficulties of the mechanical language laboratories have been eliminated to a large extent by the digitalisation of the medium. Thus, the remaining major concerns of motivation in modern laboratories will be the selection and provision of adequate teaching material that is not only linguistically effective but also presented in a motivating fashion. Whereas the teacher in the normal classroom may be able to work with materials that are not constantly motivating, the success of a language laboratory class is – as Wulf has pointed out – at high risk if the material used is inadequate:

Mit einem schlechten Lehrbuch kann ein fähiger Lehrer immer noch guten Unterricht geben; die Laborstunde ist bei schlechtem Material nicht zu retten.

(Wulf 1978: 104)

Thus, the emotional aspect of language learning and the prevention of boredom play an important role in the production of language laboratory programmes (Reschen 1983: 21). The risk of not explicitly preventing boredom in the language laboratory is a very high one, as the students' level of attention is much more dependent on the engaging qualities of the programme than it would be in a normal classroom (Wulf 1978: 104).

Today's computer technique makes this a much easier task than twenty years ago and the teacher can adapt programmes according to student needs without having to rely on the consistent quality of pre-produced material. Such adaptations can be made either in the length and progression of particular exercises or by the elimination of boring and monotonous speakers that need to be replaced by better ones (Reschen 1983: 21).

Boredom and monotony are among the greatest enemies of language learning (Dörnyei 2001: 72ff.). Therefore, breaking the monotony of laboratory programmes by varying the type of exercise and the type of speaker is an important prerequisite for making laboratory work a motivating and successful experience. This is especially important in the lab because teachers will there find it more difficult to monitor the motivational level of a whole group than in the classroom. Therefore, programmes should be checked concerning motivation before they are

used and, if necessary, should be replaced. If not, the resulting boredom can lead to the following problems (cf. Dörnyei 2001: 75):

- + Disruption. Bored students can hardly wait for the lesson to end and will not be able to concentrate.
- + Lack of maintained motivation. Boring programmes may show short-term results, but rarely inspire long-time commitment to the subject matter.

The laboratory work needs to be individualised to the needs of each student. This can be achieved by providing various training sequences that students can access individually via their computer terminals. This guarantees that students feel in control of their own learning process according to their needs (Celce-Murcia 1996: 312) and will not feel bored by exercises that make them repeat aspects they have already mastered well.

In order to establish a continuing level of motivation, constant attention on the part of the teacher working in the language lab is required. The students will not benefit from laboratory exercises when there is no monitoring and guidance provided by the teacher listening to parts of their work (Rauchbauer 1976: 17). Therefore, the role of the teacher in the language laboratory must not be underestimated, especially concerning the teacher's role of motivator. Even when students develop a certain ability to correct their own pronunciation errors it must be emphasised that the final responsibility to judge the students' progress will always remain with the teacher. It is not acceptable that laboratory teachers just press a few buttons and do not even bother to listen in on their students' work. Such behaviour is not only disrespectful to the students, but puts the latter at high risk to proceed too fast and thus ruin the outcome of their laboratory work (Reschen 1984: 216). Only when the teacher provides sufficient feedback on the laboratory pronunciation work, is it possible that the students achieve a level of individualisation and independence in their work that can contribute a lot to their motivation (Reschen 1984: 219).



## 5. Pronunciation Teaching at the University of Vienna

### 5.1. The current pronunciation curriculum

The University of Vienna is the largest educational institution for teachers in Austria<sup>6</sup>. All subjects taught at Austrian secondary schools can be studied here. The current curriculum for “English as a Foreign Language for Teachers” was worked out in 2006 and has been adapted and extended several times up to now. Pronunciation is a compulsory component of the teacher education programme, and students need to pass the pronunciation examinations which enable them to proceed with their studies. The core of the Vienna pronunciation programme was first designed in the 1970s (Rauchbauer 1976), but has undergone several changes and adaptations over the years. The classes preparing students for the pronunciation exams are called “Practical Phonetics and Oral Communication Skills - (PPOCS)” and are structured as follows:

course	short description	duration
PPOCS 1	Pronunciation class in small groups of up to eighteen learners. Students learn about segmental and suprasegmental features of pronunciation and have possibilities to practise.	1 term 2 hours per week
PPOCS 1 – LABORATORY	Compulsory pronunciation training in the language laboratory with a student tutor. Students deal with features of pronunciation introduced in PPOCS 1 and individually work on their problem areas. This class must be taken together with PPOCS 1	1 term 2 hours per week (accompanying PPOCS 1)
PPOCS 2 (general speaking skills)	A class concentrating on the stabilization of speaking skills, pronunciation and presentation skills. Students continue to work on their pronunciation throughout the course.	1 term 2 hours per week

Table 2: Components of the Vienna pronunciation programme; taken from *Vorlesungsverzeichnis der Universität Wien*.

All three course types are offered every term. Students can choose among classes with a lecturer speaking Standard British or American English. In PPOCS

---

<sup>6</sup> Information provided by: Statistik Austria – Hochschulstatistik, 22. 8. 2012

1, students meet once a week and learn about the theoretical background and the rules of pronunciation. Additionally, a number of exercises help the students to practise and try out what they have learned. This class does not take place in the language laboratory, but usually in a normal course room with the students sitting in horseshoe formation and the teacher in the centre. Beside regular check-ups, where students read to their teachers and get feedback on what to practise, the assessment during term comprises a short oral presentation and a written portfolio consisting of theoretical exercises such as schwa-spotting or the application of certain phonetic rules. At the end of term, students take a written theory test, before going on to the oral final exam. There, they have to read an English text of their choice that they could prepare in advance and they must talk freely about a given topic or answer questions asked by the examiners.

The test is conducted by one main examiner, who is usually the teacher, and a co-examiner helping to coordinate the whole examination process. The oral exam takes about ten to fifteen minutes, after which the student leaves the room and the examiners discuss the final mark that the student will receive for the overall course. Immediately afterwards the student is told the result. Given the fact that the student has passed the theory test before the oral exam, the final mark will only derive from the student's performance during the oral examination, both the prepared and free speech part. However, if a student did not pass the theory test, he or she will still have the possibility to answer theory questions during the oral exam at the end of term.

Accompanying the PPOCS 1 class, students have to go to a compulsory language laboratory session once a week. In the laboratory class offering British and American English, learners work together with a student tutor, who operates the machinery and gives regular pronunciation feedback. A core reader is provided by the English Department, accompanied by sound files for the individual laboratory sessions. If a student feels the need to repeat a training segment, he or she has the opportunity to do so. The student tutors are in constant collaboration with the teachers of PPOCS 1, so that both work in harmony with each other.

Later, in PPOCS 2, students go beyond the previously acquired pronunciation skills and enhance them with techniques of presentation and characteristic

features of spoken language. Here the focus lies strongly on the features of spoken interaction with a conversation partner, including turn taking and intonation exercises. During term, students have to deliver an oral presentation and work on a portfolio that has to be handed in at the end of the semester. The final exam is also oral, consisting of a formal presentation and a spoken interaction of four students in front of the examiner.

## **5.2. The University of Vienna compared with other Austrian universities**

Pronunciation needs to be an inherent part of language teaching at university level, because good pronunciation skills are an indispensable qualification for future language experts (Dalton et al. 1997: 115) and particularly important for future language teachers (cf. chapters 2.3 and 2.4). It has been stated before that some learners may need considerably longer to achieve good pronunciation skills than others and that a pronunciation curriculum, always limited in time, will not help all learners to develop their skills in the same way. The question of what is the right amount of time to devote to pronunciation teaching is a complicated one that cannot be discussed here. However, it is unquestioned that university students of English require specific pronunciation education. A simple comparison of the various approaches to pronunciation teaching made at the Austrian universities will show the degree of its importance.

It is remarkable that all other Austrian universities provide fewer hours for the teaching of pronunciation than the University of Vienna. Moreover, some classes are not even a compulsory component of the teacher education programme. The following table gives an overview of the current situation at other institutions:<sup>7</sup>

---

<sup>7</sup> Cf. homepages of the Universities of Graz, Salzburg, Innsbruck and Klagenfurt.

Institution	Name of course	Hours per week	Compulsory
University of Graz	<i>Pronunciation</i>	1 hour	yes
University of Salzburg	<i>Pronunciation and Intonation</i>	2 hours	no
University of Innsbruck*			
University of Klagenfurt	<i>Pronunciation</i>	2 hours	yes

Table 3: Pronunciation teaching at other Austrian universities.

\* The University of Innsbruck does not provide a class dedicated to pronunciation. The area can be found among other bullet points in the description of the “Listening/ Speaking” courses.

As far as the content of these courses is concerned, the course descriptions provided by the English departments in Austria differ. Apart from Vienna, Klagenfurt is the only other university where two different accents (British and American) are represented. A language laboratory component is not compulsory in the pronunciation programmes, except for Graz where the whole class is taught in the laboratory.

The final examinations for all pronunciation courses are oral. In Klagenfurt, however, the reading task of the exam is to be handed in recorded on tape and is not delivered viva voce in front of the examiners. The University of Salzburg does not demand a compulsory pronunciation course for future language teachers. Students can avoid it by choosing another practical language course. This attitude seems questionable in so far as the significance of pronunciation for university education is endangered if it is not made a compulsory part of the curriculum. The same holds true for the University of Innsbruck, where pronunciation is not taught in an explicitly designed course but integrated into the general speaking classes.

### 5.3. The language laboratory component

The course *Practical Phonetics and Oral Communication Skills 1* (PPOCS 1) at the University of Vienna is accompanied by a language lab class that students need to attend regularly. Each of the sessions in the lab is linked content-wise to the rules and structures of PPOCS 1. Both the British and the American English lab classes are currently being revised as regards content, and the materials will be rearranged by spring/summer 2013. Currently, the basic structure of the laboratory course looks as follows:

Part	Description	Duration
Lab-work	Students work individually with their computers on pronunciation features that were also topic of the PPOCS 1 class. (Speaking and listening training)	20-25 min
Repetition	Students have the possibility to repeat features that were problematic for them.	20-25 min
Feedback	Practising of individual problem areas, feedback by tutor.	40-45 min

Table 4: Language laboratory course at the University of Vienna - British English.

Part	Description	Duration
Lab-work	Students work individually with their computers on pronunciation features that were also the topic of the PPOCS 1 class. (Mainly speaking training)	40-45 min
Repetition	Students repeat most of the programme from step one, listening to their own recordings and making possible adjustments to their pronunciation. (Mainly listening training)	40-45 min
Feedback	Additional feedback by tutor, if needed.	10 min

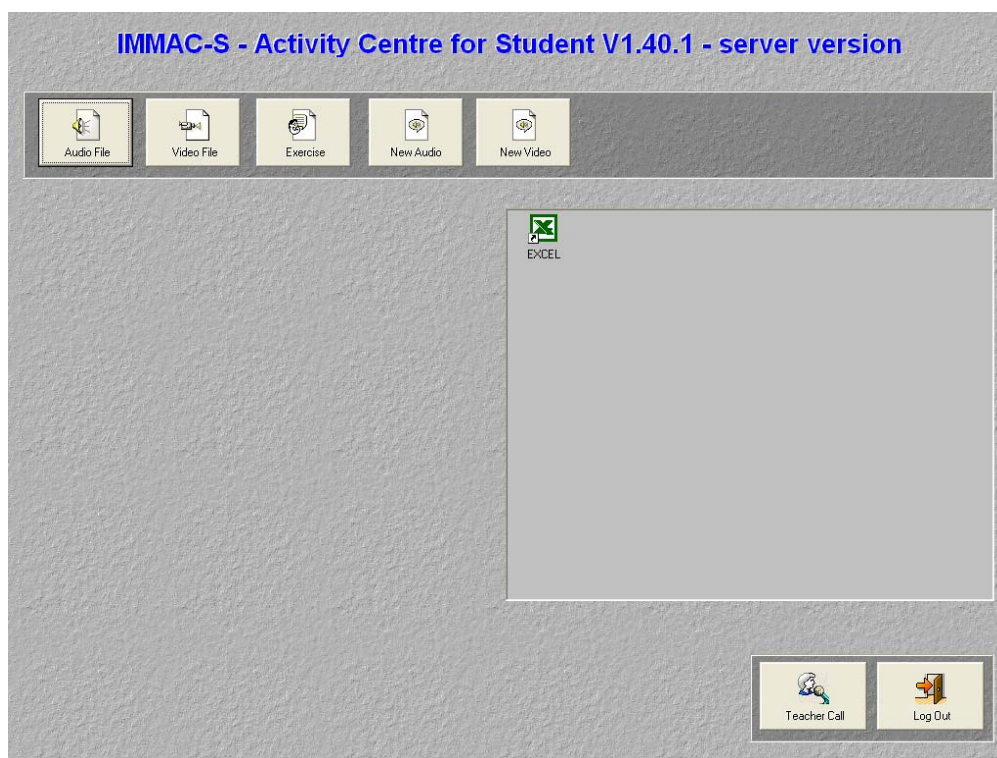
Table 5: Language laboratory course at the University of Vienna - American English.

The differences between the British and the American course are caused by the length of the American laboratory programmes. This difference will be eliminated in the revision of the curriculum for the PPOCS-laboratories.

Each of the laboratory classes consist of a group up to eighteen students working for a stretch of ninety minutes. They are accompanied by a student tutor, who gives them feedback and guidance throughout their laboratory work.

All technical processes described in this chapter can be performed in a *Studer-Language Laboratory* with *immac*-software currently installed at Vienna University. Each laboratory has twenty student booths, but in order to be prepared for possible technical problems, only eighteen students are permitted to work. All master copies of sound files are provided in a digital library that can be accessed from the computer in the teacher's desk. The copying of master sound files is not necessary, because students can access these sound files via their own computer terminals and the tutor only needs to select the files the students are to work on. In the first session, students receive a brief technical introduction to the language laboratory system and then begin with their course work.

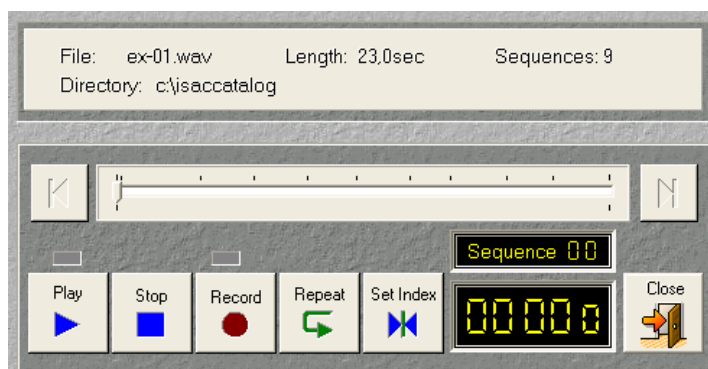
At the beginning of each class, students take a seat in their laboratory booths and the tutor starts the language laboratory. Then, each student booth receives a sound file that is labelled according to the session in question, which then appears on the student's screen as an icon.



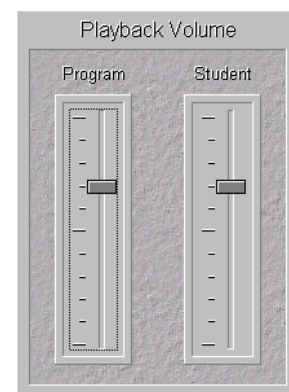
Picture 10: Student interface in the language laboratory.  
(Taken from: ICTS GmbH. User Manual. Version 1. Eschbach, Germany)

To begin their work, students click on the icon which gives direct access to the language laboratory audio recorder. In this mode, students can work individually and stop or repeat the programme whenever they like. No student is obstructed or in any way disturbed by the work of the other students, because each student booth runs the programme individually.

In the recording mode, the student can adjust the volumes of the master track as well as the volume that is recorded from the student microphone. When the student wishes to repeat only one segment (e.g. one word, one sentence) pressing the repeat button makes the recorder go back to the previous segment and the programme automatically restarts in the playback/record mode. Thus, no time is lost searching for the right segments. Naturally, the laboratory is also equipped with a teacher call and an intercom-system that allows the tutor to communicate individually with each student via the headphones.



Picture 11: Language laboratory recorder.



Picture 12: Volume adjustment.

(Both pictures taken from: ICTS GmbH. User Manual. Version 1. Eschbach, Germany)

Similar to the audio recording facilities, video material from dvd or other sources can be used, also films recorded on magnetic tapes, which, however, are not used for pronunciation training at the English Department at present.

In the introduction/revision stage, students either do short warm-up exercises to get their articulators in position or work on some pronunciation features that were dealt with in the previous session. This takes between five to seven minutes including pauses for repetition. Some additional time is provided for stu-

dents to repeat certain parts of the exercises and for the tutor to give feedback or to answer questions.

This sound file contains the new segmental and suprasegmental features to be practised. Again, the actual recording covers only half the time available (including pauses for repetition) so that the students can do some parts of the programme twice or listen to their own voices. The usual duration of such a core sound recording is not more than thirty minutes.

The tutors listen to their students practising and give them individual feedback on their laboratory work so that they become aware of the problematic areas in their pronunciation. The last part of the session is used to cater for the individual needs of each student.

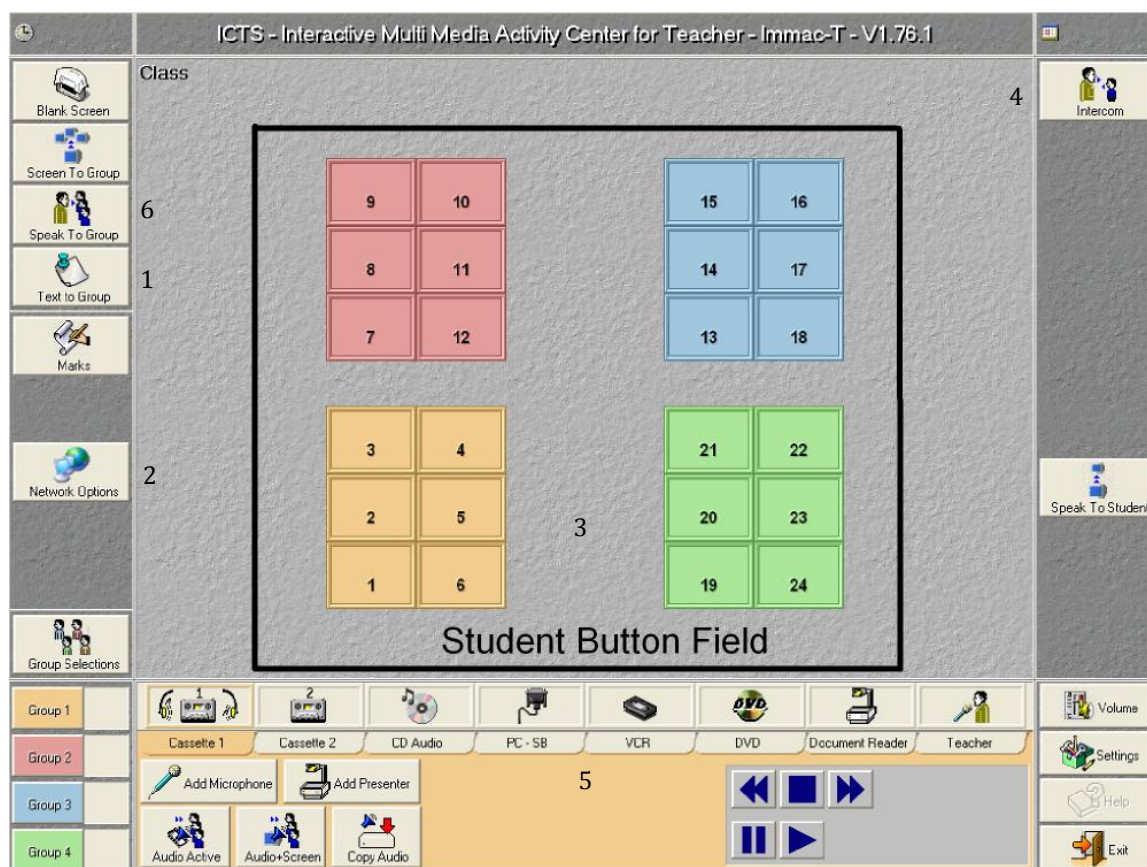
Whenever students need additional personal feedback, they can turn off the recorder during this third phase of the class and talk directly to their tutor, who is then not occupied by listening to the students' lab work any more.

The tutor has two basic options for providing feedback during the laboratory programme: One option is the intercom-system, which the tutor can start by clicking one of the students' desk icons on the teacher screen. The student's booth becomes linked to the teacher's desk and the tutor can listen to individual students without their noticing it. The lab recorder still remains under the student's command, but the tutor can access the student's recorder via a second screen on the teacher's desk. When the tutor presses an additional button he or she can interrupt the recording and communicate with the student.

The other option for feedback works with text messages. The student's audio-work is not interrupted by the tutor's voice. By using the text message system the tutor can make individual students aware of certain problems or ask for the repetition of a part or parts of the programme.

Picture 13 shows the facilities on the teacher's desktop including information on the features of the laboratory system:





Picture 13: Teacher interface.

(Taken from: ICTS GmbH. User Manual. Version 1. Eschbach, Germany)

#### Explanations:

- 1: Button for text messages.
- 2: Button for the digital sound file library.
- 3: Student button field, which gives the teacher access to the booth of a particular student; when activated, teacher can only listen.
- 4: To speak to one particular student via intercom, a student booth must be selected first; by clicking this button the teacher can communicate with one particular student.
- 5: Access to the different sources of audio and video material.
- 6: Intercom with all the language laboratory students at the same time.

## **6. Motivation Questionnaire and Personal Interviews**

In order to relate the preceding theoretical considerations to the students' actual motivation to improve their pronunciation in the language laboratory, an investigation involving students of English at the University of Vienna was carried out. The target group consisted of students of English who had registered either for the BA programme or the teacher education programme at the Vienna English Department.

### **6.1. The questionnaire**

As the survey was carried out within the regular language laboratory classes, it was necessary to keep it as short as possible in order to avoid spending too much class-time. So, the questionnaire was restricted to four pages plus one page for comments and personal information about each individual participant. Dörnyei (2010: 13) recommends printing questionnaires in the form of a short booklet to make them appear even shorter. However, for reasons of production costs, the questionnaire drawn up finally consisted of a set of five photocopied pages, and to make the matter less monotonous, varied question types were used (cf. appendix). The structure of the questionnaire and also the design of the particular items follow the basic principles developed by Gardner (2004) and Dörnyei (2007).

The questions related to the students' motivation come right at the beginning of the questionnaire, taking the participants directly into the core of the matter. This order was chosen, because the students should not be distracted from the actual task by answering a number of questions about their person and the situation of their studies (Dörnyei 2007: 111). Moreover, the section dealing with personal matters was restricted to those features that could be of certain interest in the course of the evaluation of the central questionnaire results. Of course, all participants were informed that all the material would be treated as strictly confidential and that answers expressing a negative attitude towards pronunciation work would not affect final marks or have any other negative consequences.

The main section of the questionnaire survey was concerned with the students' motivation for doing pronunciation work in the language laboratory and also with their respective needs and willingness to improve their pronunciation. The following four questions were the basis for the actual questions in the student questionnaire:

Category a) What is the students' general attitude towards LLPW<sup>8</sup>?

Category b) What is the students' motivation to improve their pronunciation?

Category c) What factors cause demotivation during LLPW?

Category d) What are the needs of students doing LLPW?

In questions belonging to category a, the participants were asked to convey their personal attitude towards the importance of pronunciation work in the language laboratory. The questions of category b were meant to provide a picture of the students' general level of motivation. The answers to both these categories were also linked to the personal information section in the course of the evaluation in order to find out whether there were any significant differences between the groups of future teachers and BA students, and in particular, if future language teachers see pronunciation as more important than those students not in teacher education (cf. chapter 2.4).

In category c, some questions were devoted to demotivation factors. The focus of interest was, of course, on showing possibilities to overcome or change settings that are demotivating, and whether the language laboratory itself could be seen as a factor of motivation or demotivation, as some authors tend to argue (Anderson 1974: 97).

Finally, category d dealt with the needs of students working in the language laboratory. As this field was one that was likely to show great differences among the students asked, it was also the only part that included open questions where students could actually express their needs and thoughts on the matter. For rea-

---

<sup>8</sup> LLPW = Language Laboratory Pronunciation Work.

sons of reassurance – to back up the student's answers – some fields of interest were addressed by more than one question.

The classification of questions according to the four different categories is not revealed by the questionnaire in order to prevent the students from losing interest too quickly and reading the individual items without the necessary care. The questions are rather grouped according to their format (question types) and each section is introduced by a short explanation. The questionnaire began with the most important behavioural questions, followed by attitudinal questions, and questions covering the field of motivation as well as students' personal attitudes and values concerning pronunciation improvement (Dörnyei 2007: 102). Finally, the factual questions concerning some personal details of the students (see text example below) were asked without the risk of biasing the motivational parts of the survey (Dörnyei 2007: 111). As shown above, the answers to these questions made it possible to group the participants according to the type of their study and curriculum, to their age and some aspects of their career. The question if and how often the student had already tried to pass the pronunciation course may be rather unpleasant, but is necessary as it may be closely linked to student's motivation to work on pronunciation. At the end of this section, students could indicate if they were willing to participate in a personal interview or not. In case they were, they received an e-mail after the evaluation of the questionnaire and the interview was conducted shortly after.

Age: \_\_\_\_\_ Sex: 

m	f
---	---

 Do you want to be a teacher? 

yes	no
-----	----

Your native language (L1): \_\_\_\_\_

This is my \_\_\_\_\_ attempt to take this course.

I have been to an English speaking country for how long? \_\_\_\_\_

I generally agree to taking part in a personal interview about my motivation for pronunciation training.

yes	no
-----	----

*If yes, please give your e-mail address. You will be contacted.*

e-mail: _____
---------------

**THANK YOU VERY MUCH!**

Personal information section of the questionnaire.

As frequently suggested (Dörnyei 2010: 21; Dörnyei 2007: 110), the questionnaire ends with thanking the students for their cooperation.

**6.2. Item design**

Most professional questionnaires consist of items that do not require any free writing. The most widely used format of such items is the so-called "Likert-Scale", named after its inventor Rensis Likert in 1932 (Dörnyei 2007: 103). Each of the possible responses is given a number in order to make results more comparable. True-false items are avoided, as they tend to simplify the situation in question and thus lead to misinterpretations of the data (Dörnyei 2007: 106). In the final version of the questionnaire two types of scale items were used, one based on the Likert-Scale (type A), and one being a mixture of semantic differentiation scale and numerical rating scale (type B), which the following two examples illustrate:

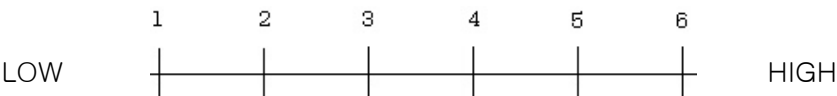
TYPE A

17. Every university student of English should receive practical pronunciation training.

strongly disagree	moderately disagree	slightly disagree	slightly agree	moderately agree	strongly agree
-------------------	---------------------	-------------------	----------------	------------------	----------------

TYPE B

23. My motivation to improve and work on my pronunciation is:



While the questions of type A were always used with the same scale using different levels of agreement or disagreement, the pattern for the answers to question type B varied according to the content of the actual question. Two open questions were also offered enabling students to give answers on aspects of special interest to them. These two questions were, however, supplemented by questions of a different format. Both open questions are so-called specific open questions, which “ask about concrete pieces of information, such as facts about the respondent, past activities, or preferences” (Dörnyei 2007: 107), because, naturally, motivational research requires much information about preferences and dislikes. In the following example question about motivation in the language laboratory, students could specify their reasons.

24. I find the language lab ☐ motivating ☐ demotivating.

Please give your reason for this answer. (8 lines given)

The opinions and ideas expressed in the answers were the basis for a possible interview.

### **6.3. Administration and setting**

In the summer term of 2012, there were nine language laboratory groups, five of them for British and four for American English. The questionnaire was administered at mid-term, so that students were already sufficiently familiar with the language laboratory environment at the time the survey was carried out. Each of the classes comprised a student tutor and between nine and eighteen students. The questionnaire was handed out at the beginning of a class and did not take up more than twenty minutes. Each student willing to take part in the survey received one questionnaire as well as detailed oral instructions.

Some students also took part in a qualitative personal interview, which gave a clearer picture of their situation. However, the more general results could be de-

duced from the written questionnaires. The actual number of evaluated questionnaires was 127. Tables 6 and 7 show the distribution of students in the language laboratory classes on the day the survey was carried out:

Course	Students
British 1	14
British 2	14
British 3	16
British 4	18
British 5	14

Course	Students
American 1	14
American 2	9
American 3	15
American 4	13

Tables 6 and 7: Student distribution.

All students in the nine laboratory courses took part in the survey; so the coverage was 100%. Incomplete questionnaires were included in the evaluation and unanswered questions were marked as zero.

#### 6.4. Personal interviews

Of the 127 students that handed in the questionnaire, 11 agreed to come to a longer personal interview. These interviews were a possibility to make the students talk more freely about their motivation and learner needs in the language laboratory. There were no fixed questions but guidelines used in the interview, which served the purpose of bringing students back “on track” when they talked about other matters than the ones necessary for the aim of the study.

The construction and formulation of these guidelines follows the work of Kvale (2007) and Dörnyei (2007). Their remarks on interview design did not only help to formulate appropriate questions during the interview, but also to make sure that the same general points were covered in each conversation, no matter on what the students' focus was. In the interview particular attention was paid to avoid questions that could have influenced the answers unduly and linguistic jargon which the stu-

dents might not have been familiar with (Dörnyei 2007: 138). After asking a few initial questions to break the ice and thanking the students for their participation, questions about their opinions and values were asked, with the focus on their motivation and learner needs. Of course, students were told that the interviews were conducted anonymously and that all information was treated strictly confidentially. To enable the students to talk without hesitation and language impediments, the interviews were conducted in German, unless the students specifically asked to speak English. The following table shows the guidelines for each of the nine interviews (cf. Kvale 2007: 56ff.):

### Initial part – Establishing rapport

General information about the interview
<p>Thank student for doing the interview.  Duration 10-15 minutes  confidential/anonymous</p>

### Main part – The interview

Researcher Questions	Interviewer Questions
Introduction	<p>Kannst du dich erinnern, wann dir Aussprache zum ersten Mal als Teil des Sprachenlernens aufgefallen ist?</p> <p><i>Follow up:</i> War das in der Schule oder an der Universität?</p>
Has the student changed his/her view on pronunciation during the university pronunciation classes?	Wie wichtig ist dir Aussprache heute, da du in PPOCS bist?
<p>What are the factors that contribute to a high/low ranking of pronunciation?</p> <p><i>Follow up:</i> Possible factors of motivation.</p>	<p>Was für einen Einfluss hat PPOCS auf diese Antwort gehabt?</p> <p><i>Follow up:</i> Also, nur weil du die Note brauchst?</p> <p>Aus welchen anderen Gründen willst du deine Aussprache verbessern?</p>
<p>What are possible factors of motivation for the student?</p> <p>Possible reference to the questionnaire.</p>	<p>Was motiviert dich, deine Aussprache zu verbessern?</p> <p>Was motiviert dich am Sprachlabor?</p>
<p>What are possible factors of demotivation?</p> <p>Possible reference to the questionnaire.</p>	<p>Welche Aspekte des Aussprachelernens demotivieren dich?</p> <p>Was sollte man deiner Meinung an den Sprachlaborkursen ändern?</p> <p>Was waren deine Erlebnisse bisher, die dich das sagen lassen?</p>



Researcher Questions	Interviewer Questions
What are the student's learner needs? Possible reference to the questionnaire.	Was ist dein Ziel im Ausspracheunterricht? Was erwartest du von gutem Ausspracheunterricht? Was würdest du am Sprachlabor ändern? Welche Aspekte des Sprachlabors sind für deine "learner needs" besonders wichtig? (Welche Aspekte sind relevant?) Passt das so, wie es unterrichtet wird, passt die Methodik? Kommt es raus, dass das lab eine relaxed atmosphere haben sollte?
Help for the interviewer during the interview. Extending the answers.	<b>Second questions:</b> <u>Follow up questions</u> Wie geht's dir damit? Was hast du für ein Gefühl dabei? Was ist deine Meinung dazu?  <u>Probing questions</u> Könntest du mir dafür ein Beispiel geben?  <u>Structuring questions/statements</u> Ich würd' jetzt gern zu einem andern Thema übergehen... Gehen wir jetzt weiter und reden einmal ein bisschen über...  <u>Interpreting questions</u> Meinst du damit, dass...? Ist das richtig, dass...? Könnte man sagen ... trifft, was du sagen willst?

## Conclusion

Final remarks
Thanking the student for participation.

Table 8: Guidelines for the personal interviews.

Before the interview commenced, the student was told that it would be of limited duration (about fifteen minutes). In the interview itself, the focus of interest was on the student's values and opinions. Answers of too great length, particularly when they tended to stray from the focus of interest, were cut short by the interviewer. Following Kvale (2007: 56), possible second questions that should help to extend an answer or

overcome silence were included, also phrases that helped to structure the interview and to lead to a new topic. Once the interview was concluded, the student was thanked for his or her participation.

The analysis of the qualitative data followed the directions provided by Cohen et al. (2007: 483ff.). First, so-called code words that most of the responses had in common were filtered out. Then, the material was organised in categories corresponding to the key areas. This led to the production of a “list of topics within each key area” (Cohen et al. 2007: 485) with indication of the frequency of their occurrence. (cf. chapter 7.4). The complete array of data and their detailed analysis can be found in the appendix (cf. 135ff.).

## 7. Evaluation of Empirical Data

Of the 127 questionnaires that were handed in, all were completed to an extent that they could be evaluated for the survey. However, not all students answered the open questions and the section concerning personal information at the end of the questionnaire. Therefore, in the following diagrams the percentages of student answers are based on the numbers of valid answers received.

### 7.1. The participants in detail

The research was carried out with a group of students aged between 19 and 34, most students were between 19 and 21. Around 74% of the participants were female, and 26% were male, which represents the normal gender distribution in the case of the Vienna English Department. The vast majority of the students will be English teachers in the future (77%). The proportion of those among the students who indicated that they spoke German as a first language is even greater (91%). Table 9 shows an overview of relevant data of the participants:

All students	127		not answered	percentage
Male:	33	}	3	26,60%
Female:	91			73,28%
Teacher "yes":	93	}	5	76,85%
Teacher "no":	28			23,14%
L1 German:	115	}	1	91,26%
L1 other:	11			8,70%

Table 9: The participants in detail.

As mentioned in chapter 6.3, there were slightly more students who wished to study the British accent in preference to the American. This resembles the general trend of the last few years<sup>9</sup>.

All students	127	not answered	percentage
British	76		59,84%
American	51		40,15%

Table 10: Student distribution between British and American accent.

A possible reason for this unequal distribution may be that many Austrian secondary schools traditionally prefer Received Pronunciation (RP) as the more prestigious accent (Dalton-Puffer et al. 1997: 126). The ongoing shift towards the American accent may also be caused by the influences of external models, the internet, in particular. The political situation in the United States may also have some influence on the choice made by students. Perhaps, we see something like an ‘Obama effect’ here, because in the era of George W. Bush, the demand for American PPOCS-classes was definitely lower.

## 7.2. General results of the study

In this chapter, the answers given to the questions asked in the questionnaire will be analysed and evaluated. A more detailed differentiation between the groups of student teachers and BA students – as well as between students of British and American English – will be made in chapter 7.3. Information on the item design and the construction of the questionnaire is provided in chapter 6.

Wherever students did not answer one particular question, this was taken into consideration in the calculations of the percentage rates. Questions one to eighteen

<sup>9</sup> A change is, however, already in sight. In the future, an equal distribution of courses between the two accents is expected.

were questions of type A (cf. chapter 6.2) and could be answered by choosing from a field on a Likert-scale that stayed the same for all questions of this kind. Questions nineteen to twenty-three were questions of type B (cf. chapter 6.2) and were answered by a cross on a numerical rating scale. Here, the labels below the actual scale changed according to the question asked (e.g. low – high, weak – strong).

The quantitative data were analysed following the principles formulated by Dörnyei (2010 and 2003). Each questionnaire was read and assessed and the scores were recorded in a numerical table. A list of all questions and their scores is provided in the appendix (cf. 93ff.). The scores for particular questions were combined with the assessment of personal information given by the students in order to establish the overall results of specific groups among the participants.

In general, 89% of the participants moderately or strongly agree that good pronunciation is a valuable and very important skill. 72% also believe (“strongly or moderately agree”) that pronunciation improvement can improve their communication with others. From this follows a strong desire to change and improve their pronunciation (88% strongly or moderately agree) and the belief that good pronunciation may be useful to their future careers (90% strongly or moderately agree). One question that did not achieve such a high percentage, however, was the question about the insecurities the participants felt in their communication due to pronunciation problems. Still, 68% of the students agree that an improved pronunciation makes them feel more confident when speaking English and only 3% moderately or strongly agree that pronunciation improvement is an unattainable goal for them.

Concerning the goals students want to achieve, an interesting observation could be made. Despite the shift from the traditional “native-speakerism” towards more open-minded models for pronunciation (cf. chapter 2.2), a large majority of students strongly wish to sound like a native speaker of English (64% strongly agree). Moreover, they believe that language teachers with a model-like pronunciation (models being RP or General American) are more credible to their students (54% strongly agree). This does, however, not mean that students think of pronunciation as something only necessary for future teachers. In fact, 52% strongly disagree to the point that only teachers have to pay attention to pronunciation.

As far as the language lab is concerned, some aspects seem to be worth a more detailed consideration. While the students admit that practical pronunciation training can be boring and repetitive (39% slightly agree), they still strongly agree that no pronunciation goal can be reached without this kind of training (67%). A large majority see the language laboratory in a positive light, agreeing that it is a useful tool in the cultivation of listening and speaking skills (66% strongly or moderately agree). Only 3% of the participants moderately or strongly hate laboratory work. Students also believe that the language laboratory is the right place to overcome L1 influences on their pronunciation (62% strongly or moderately agree) and a slight majority wish to spend more time there. In general, students think that the pronunciation course provided by the University of Vienna is challenging but not too challenging, as a majority of students slightly, moderately or strongly agree that they were able to reach the course requirements in the given time (71%).

The evaluation of all questions, including the two semi-open questions, yielded not only a picture of the general motivational level and the learner needs of the students, but also a detailed and personalised specification of the important factors that contributed to motivation and demotivation. In combination, the results show that the motivational level of students is high (question 24) and they also show a positive attitude towards learning English pronunciation. The same applies to the results of question 25, where students had indicated whether or not the language laboratory catered for their personal learner needs.

Graphs 1 and 2 on the following page show how students decided to tick the boxes in questions 24 and 25 before answering the open questions 24 and 25:

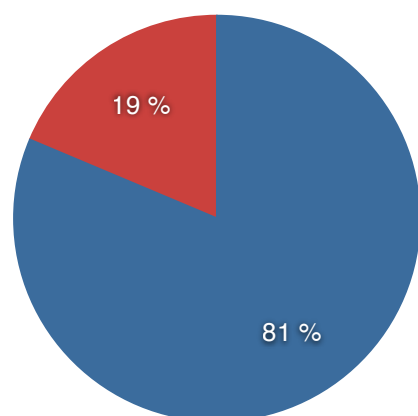
24. I find the language lab ☐ motivating ☐ demotivating.

Please give your reason for this answer.

25. The language lab course ☐ takes care of ☐ doesn't take care of

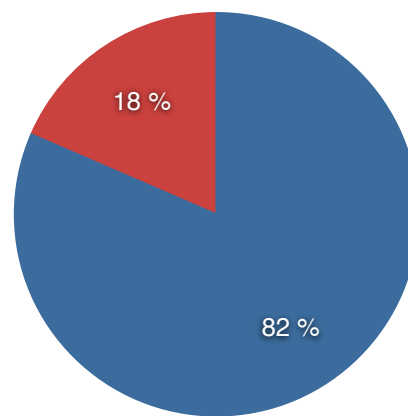
my pronunciation learning needs. Please describe your pronunciation learning needs.

● motivated ● demotivated



Graph 1: Motivational level of all participants (Q24).

● takes care ● doesn't take care



Graph 2: The language lab taking care of learner needs (Q25).

In general, students show a remarkably positive attitude towards pronunciation work in the language laboratory. The motivational level of all student groups was high (81%) and 82% of the students felt that the language laboratory course took care of their learner needs.

The analysis of the hand written answers to questions 24 and 25 provides deeper insights into the students' reasons for their attitudes. These are summed up in three lists, comprising factors of motivation, factors of demotivation and students' learner needs. These lists were then arranged in groups and are displayed in tables 11 to 13. Table 11 shows the list of factors of motivation in order of frequency of occurrence.

#### Factors of motivation in the language laboratory

##### 1) The tutor

###### Personal aspects

- The tutor is a nice person. (7)\*
- The tutor is encouraging. (6)
- The contact to the tutor is very personal. (2)
- The tutor does not grade. (1)

###### Professional aspects

- The tutor gives valuable professional feedback. (16)
- The tutor is more motivating than the lab equipment. (3)
- The tutor is a good educator. (2)
- Model function of the tutor's pronunciation. (2)

Factors of motivation in the language laboratory
<b>2) The language laboratory as pronunciation teaching method</b> The language lab is reason of improvement. (12) The language lab is a motivating form of learning pronunciation. (5) The language lab is encouraging. (5) The language lab provides a good learning atmosphere. (4) In the language lab you can practise appropriate forms of pronunciation. (3) The language lab helps students to sound like a native speaker. (1)
<b>3) The benefit for future teachers</b> LLPW is important for future teachers. (3) Good teachers need accurate pronunciation. (1)
<b>4) Improvement in pronunciation</b> Improving pronunciation successfully. (2) <i>*Numbers show frequency of occurrence.</i>

Table 11: Factors of motivation in the language laboratory.

As far as motivation is concerned, the most favourable answers given by the students related to the role of the tutor in the language laboratory. Among the factors of motivation listed by participants in question 24, a good tutor was mentioned most often as a motivating aspect of the language lab (16 times, 22%). Especially the professional aspect of giving feedback was a very important factor of motivation. On the personal level, students felt encouraged and motivated by the tutor, especially if they perceived him or her as a “nice person”. However, the language laboratory as means of pronunciation teaching also came up for favourable assessment and was adduced as a main reason for pronunciation improvement. Students liked the atmosphere in the laboratory and felt generally encouraged by their work there. In comparison with the large number of students who wished to sound like native speakers of English, it seems interesting that reaching the pronunciation level of a native speaker was not seen as an important factor of motivation but was, in fact, only mentioned once.

Factors of demotivation were not mentioned as often as motivational aspects, which resembles the generally high level of motivation described earlier. Still, demotivation occurred and was also mentioned by some students as can be seen in table 12.



Factors of demotivation in the language laboratory
<b>1) Boredom</b> The lab is boring and/or repetitive. (10)* RP is boring. (1)
<b>2) The tutor</b> <b>Personal aspects</b> Tutor as a person is demotivating. (2) Tutor does not communicate in a friendly way. (1) Tutor shows a lack of motivation. (1) <b>Professional aspects</b> Tutor does not give enough input. (3)
<b>3) The language lab material</b> The material is old. (2) The material is monotonous. (1) <i>*Numbers show frequency of occurrence.</i>

Table 12: Factors of demotivation in the language laboratory.

The greatest demotivating factor in the language laboratory was boredom caused by the kind of work done. A large majority of the negative comments on the laboratory concerned the structure of the lesson and its boring or repetitive character. As in the list of motivating factors, the model used for pronunciation (in this case, RP) was not an important reason for demotivation and only mentioned once.

Some students complained about their tutor having a negative influence on their motivation. Especially the lack of input provided by the tutor seemed to be problematic in this respect. Finally, the programme used was seen as a minor factor of demotivation, mainly as some of the material was said to be too old to be useful.

The written answers to question 25 concerned the students' learner needs. Here, the focus was on the segmental problems of pronunciation, but, of course, other aspects were mentioned, too, as can be seen in table 13.

Students' learner needs
<b>1) Segmental features of pronunciation</b>  /e/-/æ/ (16)* /θ/-/ð/ (16) /ɜ:/ (6) plosives (6) voicing in general (5) /w/-/v/ (4) /dʒ/ (4) vowels in general (4) /ɔ:/-/ɒ/ (3) post vocalic /r/ (3) /l/ (2) American /r/ (2) /ʌ/ (1) /tʃ/ (1) /u/ (1) segmental features in general (1)
<b>2) Suprasegmental features of pronunciation</b>  Intonation (8) Stress (8) Speed/clear speech (7) Linking (6) Quantities (4) Weak forms (4) American influence (2) Differences BE/AME (1)
<b>3) Being corrected</b>  Correction in order to enable students to detect errors themselves (6) Correction by a professional phonetician, such as a PPOCS teacher (1)
<b>4) Listening to one's own voice</b>  Listening and/or auto-correction of pronunciation (6)
<b>5) Awareness raising</b>  Finding out about habitual mistakes (5)
<b>6) Being able to pronounce well</b>  Pronouncing difficult words/phrases (3) Pronouncing correctly (3) Intonation competence (1) Repetition of mispronounced words – drill (1)
<b>7) Listening to a model pronunciation</b>  Listening to a model pronunciation (3)
<b>8) Conversational training</b>  Authentic speech training (3)
<b>9) Elimination of L1 influences</b>  Elimination of German accent (2) Elimination of French accent (1)

Students' learner needs
<b>10) Sounding like a native speaker of a standard form of English</b> Achieving near-nativeness (1) Listening to native speakers (1)
<b>11) Adjustment of articulatory setting</b> Accent training (2) Positioning the articulators (1)
<b>12) Fluency training</b> Fluency improvement (2)
<b>13) Reading of literary texts</b> Reading literary texts instead of dialogues (1)
<b>14) Opportunity for practice</b> Possibility for training (1) <i>*Numbers show frequency of occurrence.</i>

Table 13: Students' learner needs.

Students' learner needs are clearly dominated by the segmental and suprasegmental features of their pronunciation. Above all, students list problems created by the vowel differentiation between /e/ and /æ/ as well as the pronunciation of voiceless and voiced dental fricatives (/θ/ and /ð/), both typical difficulties for speakers with German as their L1. Some students wished to practise the long central vowel and voiced consonants, while others demanded to work on plosive sounds.

Generally speaking, voicing and vowel problems obviously cause the most trouble in pronunciation enhancement and therefore need the most work. In the suprasegmental area stress and intonation lead the results, followed by speed reduction. Fewer remarks concerned weak forms and linking. Apart from students' remarks on their pronunciation abilities, some students explicitly stated their need for acquiring self-correction abilities in the language laboratory and some others were particularly interested in finding out their habitual mistakes.

### 7.3. Evaluation of personal interviews

Eleven students agreed to come to an interview, which lasted about ten minutes. The general guidelines for this interview can be found in chapter 6.4. In order to make the participants feel at ease and to enable them to talk freely about their opinions, the interviews were conducted in German, the L1 of most students. Only one interview was, by the special request of the student, conducted in English. All interviews took place at the English Department of the University of Vienna in May and June 2012. All students interviewed had participated in the questionnaire survey and so had had time to think about the questions. Students' answers were recorded and then transcribed in their original form. Thus, colloquialisms or signs of hesitation have not been erased in the transcription, and were not taken into account in the analysis. The analysis of the interviews follows the pointers given by Kvale (2007: 104ff.) and Cohen et al. (2007: 483ff.) (cf. chapter 6.4) and was structured like that of the semi-open questions (Q24 and Q25). First, the complete response of a student was split up and grouped according to pre-defined categories and the summarised content of the actual statements was then assigned to the category in question (table 14).

Evaluation of personal interviews
<b>1) General view on pronunciation</b> Pronunciation needs to be emphasized more in Austria. (3)* Transcription makes it easier to learn pronunciation. (1)
<b>2) Reasons for considering pronunciation to be (not) important</b> PPOCS helps me to pay more attention to accurate pronunciation. (7) Good pronunciation is a part of language learning. (5) Good pronunciation enhances communication. (4) I want to be a teacher. (2)
<b>3) Factors of motivation</b> The feedback in the language laboratory. (8) Repetition and listening. (5) I want to sound like a native speaker. (4) Laboratory work is fun. (3) Laboratory work is individual work. (3) The laboratory does not cause embarrassment. (2) My personal wish to be good. (2) I want to talk to native speakers. (1) The laboratory work is pedagogically structured. (1) The laboratory work is practical. (1) The setting in the laboratory is informal. (1)

Evaluation of personal interviews
<b>4) Factors of demotivation</b> Inconsistent feedback by teacher/tutor. (3) There is not enough time for pronunciation work. (3) Boredom. (2) Language lab material inappropriate. (1) Persistent L1 influence. (2) Linguistic theory background. (1) Insecurities when deciding on an accent. (1) Classroom setting, air-conditioner set too cold. (1)
<b>5) Learner needs</b> Focus on one standard model of pronunciation. (4) Conversational practice. (3) Written feedback to take home. (2) Awareness raising. (2) Take home version of the sound files from the lab. (1) Transcription practice. (1) Drill work. (1)
<b>6) Additional comments</b> Pronunciation training should begin earlier than university. (3) Best would be speaking to a native speaker. (1) Received pronunciation is questionable. (1) <i>*Numbers show frequency of occurrence.</i>

Table 14: Evaluation of personal interviews.

The personal interviews showed results that were very similar to those of the questionnaire study (cf. chapter 7.2). Still, some points mentioned by the students may serve as valuable additional information. Above all, the students feel encouraged by the feedback they received from their tutor in the course of the language laboratory work. Students acknowledge that the tutor's feedback is the crucial motivation aspect. Most interviewees feel that their level of awareness has increased considerably since they started PPOCS classes. A point that had not been explicitly addressed in the questionnaire, but came up in half of the interviews, was the view that good pronunciation must be part of language learning and that it should be seen as a prerequisite for a professional L2 career. Moreover, some students expressed their wish to concentrate on one standard form of English pronunciation. One student, however, questioned RP as a model, but was not able to argue for a different approach to the matter. Others mentioned that they would thoroughly attempt to sound like a native speaker.

Beside the discussion regarding the teaching models used, the large majority of those interviewed said that the PPOCS classes made them pay more attention to the accuracy of their pronunciation. Moreover, some students argued that pronunciation instruction should begin at an earlier level than at university. In other words, they felt unhappy about not having received more English pronunciation education during their school years. Some students wanted a take-home version of the feedback provided by the tutor (at the moment, mostly given in oral form). One student also wished to receive a copy of the sound files used in the language laboratory in order to do additional work at home.

In the interviews, it became clear once again (cf. chapter 7.2) that students principally like to “listen and repeat” in the language laboratory, provided that they receive the necessary feedback from their tutor. What demotivates them is inconsistent and poor feedback given by some tutors and also the fact that they sometimes feel they run out of time before they have finished practising. Boredom in the language laboratory was also mentioned as a problem, mainly because of the waiting periods that develop due to the fact that some students need more feedback than others. Some students argued that it was really demotivating that they did not manage to overcome their L1 influences in English as fast as they wished. One student complained of the complicating presence of linguistic theoretical elements in the course, explaining that at his former university it played no such role.

Dieses Sprachtheoretische, was in Innsbruck gar nicht gemacht wird, das ist halt für mich immer sehr demotivierend. Wenn dann so Sachen kommen wie weak forms, transkribieren, stress etc, das haben wir [in Innsbruck, Anm.] in der Theorie nie gemacht. Für mich ist das immer sehr schwer, weil ich das einfach aus dem Gefühl heraus gemacht habe. [...]

(cf. Transcription in the appendix, 134ff.)

Obviously, the student feels demotivated by the necessity of linguistic background knowledge in practical phonetics that may have been neglected at Innsbruck University. Generally, however, the training of such features as the above mentioned weak forms and stress have been frequently listed among students' learner needs and not as demotivating factor. The rest of the interviews present a picture that is similar to the find-

ings of the questionnaire survey (cf. chapter 7.2). More students, however, explicitly put emphasis on the need for learning one standard model of English pronunciation, be it Received Pronunciation or General American. Again, some students asked for more conversational practice as early as the stage of PPOCS 1 and others wanted to receive more written feedback from their tutors to take home with them for closer study.

#### **7.4. Discussion of findings**

A large number of the questionnaires were fully completed. The personal interviews showed that the students took the matter seriously and wanted to talk about their views regarding the matter. Therefore, it is possible to draw significant conclusions with regard to motivation and needs in the language laboratory. However, a few general remarks concerning the arguments presented in chapter 2.2 seem appropriate before a detailed discussion of the findings.

In contrast to the extended discussions among theorists about the positive and negative aspects and impacts of certain models for pronunciation teaching (cf. chapter 2.2), most students do not experience this issue as problematic or controversial. A majority of students at the Vienna English Department wish to learn a standard variety of English pronunciation and try to overcome L1 influences if possible. Still, after a detailed analysis of publications on the issues involved (cf. chapter 2), the terms “nativeness” or “near-nativeness” are perhaps becoming problematic in this connexion, because not all learners are actually able to achieve such a level (Jenner 1992: 38ff.) and moreover, not many native speakers actually speak a clear form of RP or General American, which is true for most other standardised forms of language as well. Thus, the term “model-like” seems to be much more appropriate, as students can choose a model they wish to imitate.

The survey shows the participants’ belief that future language experts and, especially, teachers must have achieved a certain level of pronunciation skills themselves, and almost all students say that language teachers can only work professionally with the right degree of credibility when their own pronunciation is capable of serving as a

model. Most students feel generally motivated by the university courses giving them the possibility to overcome their L1 influences and some described the pronunciation courses as the most important classes they had had during their language education so far.

In this light, it seems rather strange that other Austrian universities seem to pay little attention to pronunciation teaching. This is, perhaps because it is thought to be out of date, or because of the ongoing controversies about models to use for professional pronunciation instruction (cf. chapters 2 and 3). According to the students, however, pronunciation teaching and accurate pronunciation of English is neither out of fashion nor a predominantly demotivating factor that strikes terror in the hearts of students.

The major motivation problems that pronunciation students seem to face arise from the language laboratory material used (boredom) and from tutors who do not provide enough or useful feedback. The language laboratory itself is not seen as a demotivating factor, but as a useful help. However, it needs to be emphasised that programmes that students considered as boring, old or repetitive have scored negatively and have been the cause of frustration.

Most students at the Vienna English Department study English for professional reasons. This perhaps explains why the large majority of them do not only have no problem in giving up their L1 accent, but also why they believe that professional speakers should not have the sort of German-influenced accent characteristic of most Austrian speakers of English. The question of accent change and identity loss, raised in linguistic publications over the last decades, does not seem to be of great importance to the students here at the Vienna English Department. The learners are not only willing to work on their pronunciation, but they also know and accept that some parts of this training can be repetitive and strenuous. This is shown in the results of the questionnaire, in the fact that students have a generally high level of motivation and willingness to work on pronunciation, although, as they say, it may sometimes be repetitive.

Generally speaking, Reschen's observations (1983: 4-6) were confirmed by the students' answers, especially as regards the teacher as the most important motivating factor in the language laboratory. Even students that complained about some of the material continued to be motivated when they had a professional and competent tutor. Thus, the tutor clearly has the greatest impact on student motivation. Beside personal



factors, such as encouragement, the participants valued the professional feedback by the tutor as the most important cause of motivation. The next important aspect that motivates students is the language laboratory itself. Students consider language laboratory training as a major factor in improving their pronunciation. They also like the relaxed learning atmosphere, which stimulates them to persevere in their work there.

Demotivating factors were mentioned less often than motivating ones. However, the strong influence of the tutor in this section remains as important as before: the tutor can also be a major reason for demotivation in the language laboratory. The most widely spread reason for demotivation, however, is boredom. When students experience the language laboratory as boring and repetitive they are not motivated to do more work. For a detailed discussion of the reasons for boredom among the participants of this study, see chapter 7.2.

Students' learner needs are clearly dominated by the segmental and suprasegmental features of their pronunciation. The major problems are clearly the sounds /e/-/æ/ and /θ/-/ð/, both typical difficulties for speakers with German as their L1. Generally speaking, the voicing and vowel problems obviously cause the most trouble in pronunciation enhancement and therefore need the most work. In the suprasegmental area stress and intonation lead the results, followed by speed reduction and linking. Among the other important needs of students in the language laboratory are the professional correction that helps students to become aware of mistakes and the auto-correction by listening to their own sound recordings. Also, the beneficial aspects of the individual and embarrassment-free practice provided by the language laboratory were confirmed by the students. A list of all learner needs is provided in chapter 7.2.

These first impressions can now form a basis for a more detailed analysis of the data. Among the participants, there are large differences among the various groups that are very likely caused by two important influences: The first influence that is obviously of great importance for the students' general judgement of the laboratory work and their motivation is the teacher, or, in this case, the student tutor. There could not be a clearer demonstration of the truth of Leonhard Alfes's contention in his – by now somewhat dated but nevertheless tried and tested – essay that the teacher is the main motivational factor, "whatever the method used" (Alfes 1982: 22-27). While most students assessed

their tutor as one of the most valuable and motivating factors, the ones that were discontent with their tutor also showed a lower motivation for pronunciation work in the language laboratory altogether. The following results are taken from those students who were very unhappy with their tutor's work:

Question →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
strongly disagree	7	14	0	7	0	0	0	29	21	0	93	7	14	7	64	0	0	7
moderately disagree	0	36	0	7	0	0	0	14	43	0	0	14	0	0	0	14	7	0
slightly disagree	0	14	14	7	0	0	0	0	14	0	0	21	0	0	7	7	29	7
slightly agree	14	21	29	7	0	0	7	14	22	0	0	44	7	14	22	29	29	14
moderately agree	36	15	36	36	29	29	7	22	0	36	7	0	0	36	7	36	21	22
strongly agree	43	0	21	36	71	71	86	21	0	64	0	14	79	43	0	14	14	50

*Numbers are percentages.*

Table 15: Results of students "unhappy" with the tutor.

Question →	19	20	21	22	23
1	0	7	0	0	0
2	0	21	0	0	7
3	0	21	0	0	21
4	29	30	16	21	50
5	21	21	38	50	15
6	50	0	46	29	7

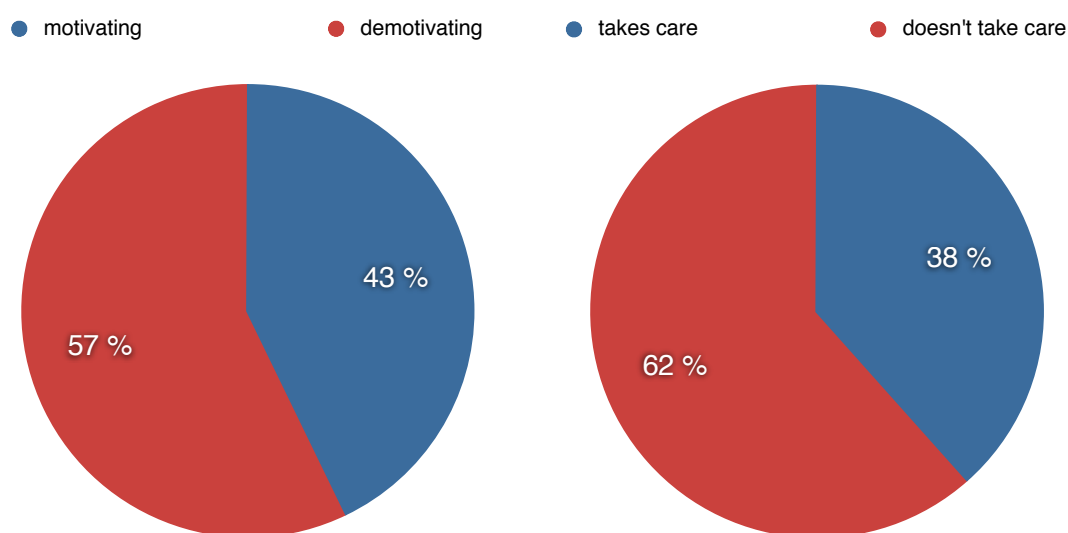
*Numbers are percentages.*

Table 16: Results of students "unhappy" with the tutor.

Tables 15 and 16 give the scores of students who either described the tutor as a factor of demotivation in their responses to the open questions (questions 24 and 25) or mentioned in the personal interviews that they felt unhappy about him or her. Each column gives the percentage rates for the answers to each of the 23 questions of the question-

naire. This shows a very different picture from the general result of all participants described in chapter 7.2. The detailed scores of all participants are presented in the appendix (cf. 93ff.). The group that was not satisfied with their tutor, showed a much higher demand for instruction as to how to master the practical exercises (question 4). 72% strongly or moderately agreed to the necessity of more input by the tutor compared with only 33% in the general results. Moreover, only 21% in the “unhappy” group disavowed any feeling of hatred towards the language laboratory in itself (question 9), whereas a total number of 47% ticked “strongly disagree” counting all students.

In questions 24 and 25, the picture again differs considerably from the results presented in 6.2. Graphs 3 and 4 show the results of the group that was unhappy with the work of their tutor.



Graph 3: Motivational level of students discontent with tutor. (Q24).

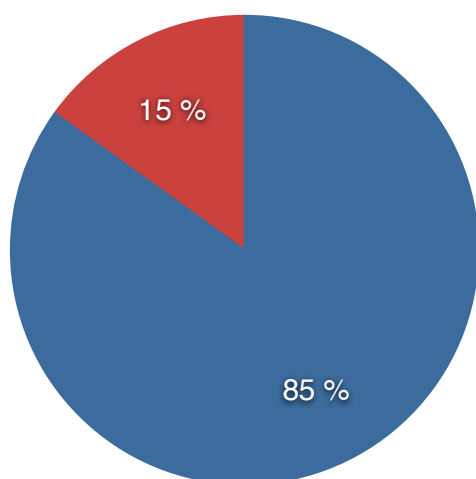
Graph 4: The language lab taking care of learner needs of students discontent with tutor. (Q25).

Although the students discontent with their tutor show a positive attitude towards pronunciation learning and state that the language laboratory helps them to overcome problems, the majority of them think that the language laboratory course is demotivating. The number of students that found the language laboratory generally motivating (43%) is almost 50% lower than the corresponding results of all participants (81%). A total of 72% in this particular group strongly or moderately agree as to the need for more instruction by their tutor. The negative feelings as regards the tutor, however, and the consequent dissatisfaction with the language laboratory course do not affect the

wish to improve pronunciation in general, as 100% strongly or moderately agree that they desire such an improvement.

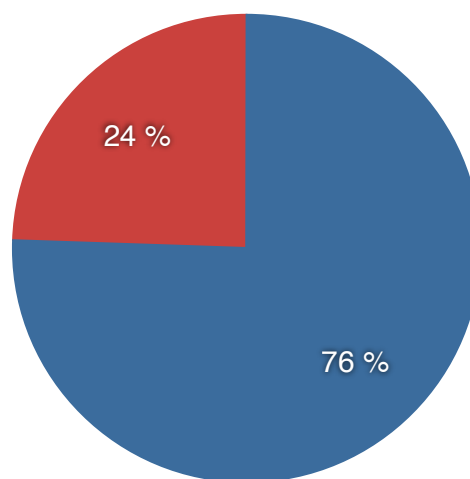
As has been shown in chapter 7.2, a second important influence on the students' motivation is the material used. In the PPOCS laboratory, two different collections of exercises are in use, one for American and one for British English pronunciation. Whereas the British material consists of revised and digitally improved sound recordings and is available as a photocopied reader, the American material does not exist in a "carry home" format but is handed out in the form of photocopies that have to be returned at the end of the lesson. Moreover, the American material consists of drill exercises that have been in use for many years and have not been revised so far. These different approaches of the British and American courses (cf. chapter 5) are reflected in divergent results for the two groups of students deciding on one accent. The students in the British English groups showed a motivational level of 85%, while only 76% of the American English students thought of the laboratory work as motivating (Graphs 5 and 6). This difference of 9% is, however, statistically not significant.

● motivated ● demotivated



Graph 5: Motivation of British English students.

● motivated ● demotivated



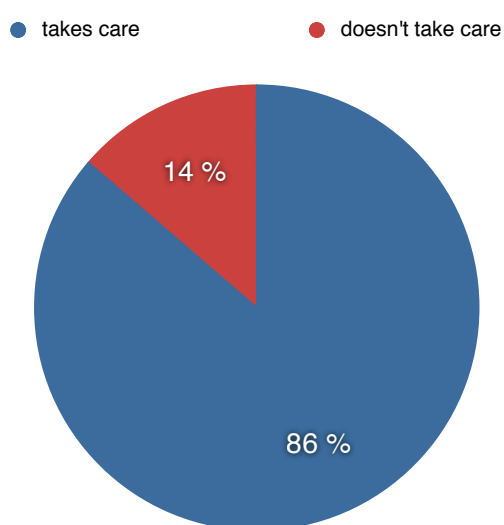
Graph 6: Motivation of American English students.

CHI-SQUARED VALUE	SIGNIFICANCE
2,580 (< 3,84)	NOT SIGNIFICANT

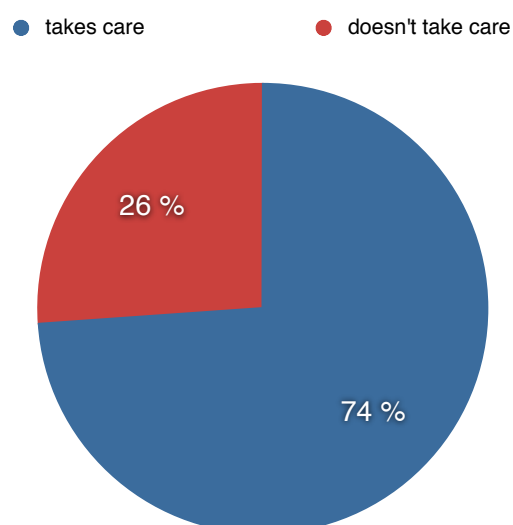
Table 17: Chi-squared test for British/American difference in Q24.

This difference did not prove to be of statistical significance in a performed chi-squared-test, as the value calculated for the comparison of these two results is 2,580 and, thus, not significant<sup>10</sup>.

A greater and significant difference among the British and the American groups can be seen in the answers to question 25, where the students had to indicate whether the language lab took care of their personal learner needs. While 86% of the British English students felt that their learner needs were taken care of, only 74% of the American English students gave an affirmative answer:



Graph 7: The language lab taking care of learner needs of British English students. (Q25)



Graph 8: The language lab taking care of learner needs of American English students. (Q25).

CHI-SQUARED VALUE	SIGNIFICANCE
4,198 (> 3,84)	SIGNIFICANT

Table 18: Chi-squared test for British/American difference in Q25.

The conclusion that these differences were caused by the differences in the laboratory material can be drawn from the answers in the open question parts. There, it was mainly the American English students who wrote negatively about the material used and also complained about the fact that they could not take home the exercises to repeat them after class.

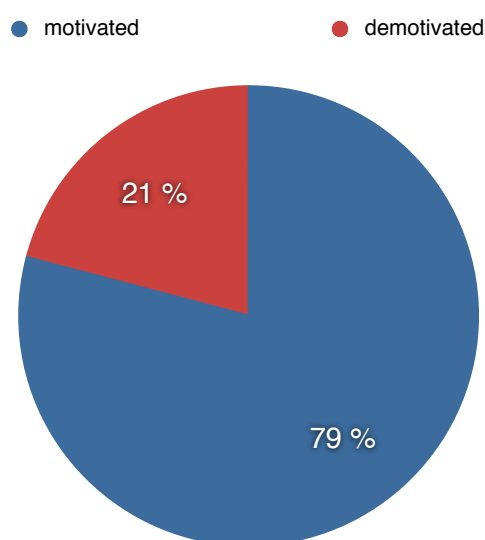
<sup>10</sup> Statistical information taken from: <http://www.daten-consult.de/forms/cht2x2.html>

The other reason that may have caused such a difference in opinion, namely the influence of a tutor with whom the students were not content, does not apply to the American English groups, because the tutor who received most of the negative comments was responsible for one British English group at the time.

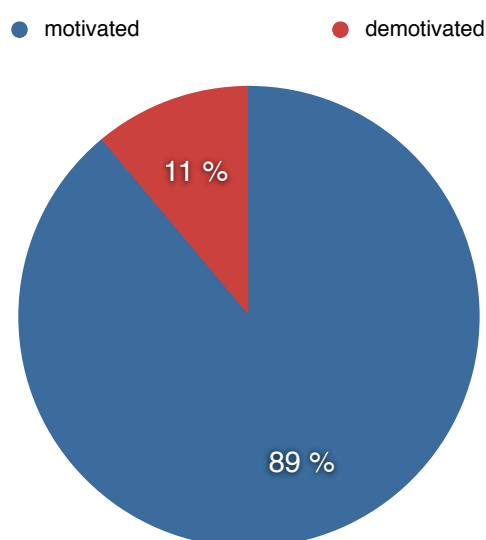
It must be pointed out, however, that the two laboratory programmes are undergoing a revision at the moment and for the winter term 2013 new exercises for American and British English are expected, including revised or new sound files for all language laboratory sessions. Then, both groups will receive a reader that they can take home for further practice.

As announced in chapter 2.4, another specific analysis of the data has been carried out regarding the variations between the answers of students in teacher education and those who had chosen the BA curriculum. There, an interesting difference was to be seen between the motivational levels of the students planning to work as language teachers and those not in the teacher education programme.

Around 77% of the English students in the PPOCS classes during the summer term 2012 were in teacher education (cf. chapter 7.1), finishing with the “Magister”/ “Magistra” diploma and only 23% were studying for bachelor. The two groups did not differ as regards the importance given to pronunciation, but there was a slight and statistically insignificant difference in their answers relating to motivation:



Graph 9: Motivation of future teachers. (Q24).

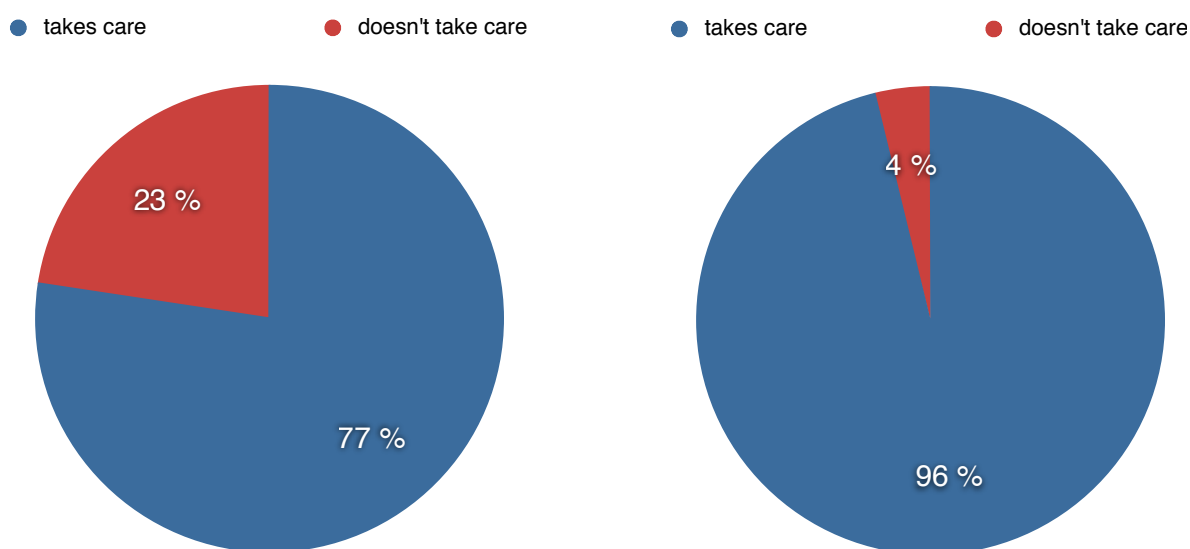


Graph 10: Motivation of students not in teacher education. (Q24).

CHI-SQUARED VALUE	SIGNIFICANCE
3,720 (< 3,84)	NOT SIGNIFICANT

Table 19: Chi-squared test for teacher/BA difference in Q24.

The general level of motivation indicated in question 24 was slightly higher among students of the BA curriculum. This difference is statistically of no relevance. The results concerning students' learner needs (Q25), however, showed more variation and were of greater significance in the chi-squared test.



Graph 11: The language lab taking care of learner needs of student teachers. (Q25).

Graph 12: The language lab taking care of learner needs of BA students. (Q25).

CHI-SQUARED VALUE	SIGNIFICANCE
15,457 (< 3,84)	HIGHLY SIGNIFICANT

Table 20: Chi-squared test for teacher/BA difference in Q25.

Graphs 11 and 12 show the scores for question Q25, where students were asked about whether the language laboratory took care of their learner needs. While only 77% of the future teachers express the view that the language laboratory course can cater for their needs, 96% of the BA students are of that opinion. The possible reasons for this difference are not as understandable as the differences described above. One explanation of the phenomenon could be that future teachers set themselves a higher

standard than BA students. Another possible speculation could be that among student teachers there are more “convergers”, who have a greater need for structure and rules (Evans 1988: 64ff.), than among BA students. As has been explained in chapter 2.4, following Evans’s work on “Language People” (1988), the student who is happier with a playful and rather unstructured approach to language teaching is also more talented when it comes to picking up strange accents. The results showing the differences between student teachers and BA students could, thus, be rated as evidence that there are more students of the “diverger” type among the BA students. This point is, of course, conjectural and may be confirmed - or not - in future research on the motives behind student decisions for or against a curriculum.

A clearer difference between these two groups can be seen in the questions concerning the importance of good pronunciation. A closer look at the results of the empirical study permits the assumption that student teachers are much more concerned with reaching a good level of pronunciation than BA students. The same applies to their wish to sound like a native speaker of English. With the help of the Chi-Squared-Fourfold Table Test, this can also be shown with mathematical precision. The results show that the responses of the student teachers are significantly ahead of the scores of the BA students.

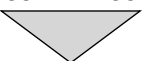
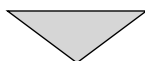
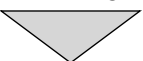
specific group →	Q6			Q13			Q17		
	teachers	BA	all	teachers	BA	all	teachers	BA	all
strongly disagree	0	3	1	3	3	3	4	0	3
moderately disagree	2	7	3	1	3	2	12	7	11
slightly disagree	0	0	0	1	10	3	14	18	15
slightly agree	6	7	6	5	16	8	35	4	28
moderately agree	23	23	23	19	26	20	23	39	27
strongly agree	69	60	67	71	42	64	12	32	16
									
Chi-squared test val.	5,674 (>3,84) [SIGNIFICANT]			6,438 (>3,84) [SIGNIFICANT]			0,627 (<3,84) [NOT SIGNIFICANT]		

Table 21. Results of specific groups compared. Numbers show percentages. (Significance values included).

Table 21 shows the differences between the groups of student teachers and BA students in relation to questions showing variation in the results. Question 6 concerns the



effects a good pronunciation might have on the career and is significantly more often answered positively by student teachers. This shows that future teachers are slightly more concerned with the effects good pronunciation could have on their professional career than are the BA students.

The results of question 13 show the variation among answers concerning the wish to sound like a native speaker of English. Here, student teachers are strongly ahead of BA students, the majority of the former clearly wish to sound like native speakers. Among the BA students this wish is expressed, too, but not as strongly. This could be regarded as an indicator of the stronger wish of student teachers to act as a phonetic role model in the future.

Concerning the students' estimate of their chances of reaching the course requirements within the given time (Q17), the results did not show significant differences. It can be said, however that the majority of students consider it generally possible to reach the requirements within the time frame given (1 term) and that the scores of BA students show a little more agreement than do those of student teachers.

Perhaps student teachers will, after all, show a generally greater need for pronunciation education than BA students. However, this does not clearly indicate that the pronunciation courses for BA students should be given up. Nevertheless, some extra training material for students to work on at home or some extra language laboratory hours in which students can practise is something that could satisfy the need for more pronunciation education. The setting of more realistic goals would also be a helpful factor in order to prevent demotivation.

## **7.5. Summary of findings**

A few remarks to close the chapter may be appropriate. First, it is interesting that quite a large number of students wish to sound like a native speaker of English (64%). It can be said that the majority of students, who wish, in some form or other, to use English as the core of their future professional career, may differ from the "average" language learners in secondary schools. This could be the cause for the students' general wish to overcome the influences of their L1 and to be credible and professional users of their L2

either as teachers or in other professions. It was, however, possible to show that student teachers have a stronger wish to sound like a native speaker of a standard variety of English than their colleagues in the BA curriculum. The possible reasons for this difference need to be researched more thoroughly, but it seems likely that future teachers are aware of their function as phonetic role models in the profession they are working towards.

Secondly, it was confirmed that the language laboratory can be a helpful tool in pronunciation teaching today (cf. chapter 3.2) and that students generally like to work there. Moreover, it was not proved that the language laboratory as a teaching medium is, as argued by some authors, an outdated and unwanted means of teaching pronunciation. The perceptions of success or failure of the work in the language laboratory depends on the material used as well as on the way in which the teacher or tutor makes use of the facilities available and gives the students appropriate feedback on their work.

## **7.6. Guidelines for language laboratory pronunciation work**

In order to maximise the output of language laboratory pronunciation work (LLPW), the following guidelines should be considered when designing a language laboratory curriculum:

### **Material design**

The materials designed for LLPW need to be spoken by competent and professional speakers with voices that do not exhibit monotonous intonation patterns. Moreover, the quality of the sound files should be consistent and not interrupted by noises or other forms of disturbance. Such problems can easily be cut out and eliminated on modern computers and do not require professional recording studios any more.

### **Lesson planning**

Each of the language laboratory lessons should follow a plan that is comprehensible to the learners. Exercise types should show as much variation as possible in order to avoid boredom (cf. chapter 4.3). After a short core section that all students do together, there needs to be the possibility for independent exercise on the part of each learner. This means that once learners have received feedback on their progress they can choose exercises corresponding to their own learner needs and problem areas. This not only

leads to a higher level of commitment on the part of the individual learner, but also to a fully individualised and thus much more motivating learning experience.

The course needs to provide a balanced mixture of segmental and suprasegmental pronunciation training, because the dominance of one or the other can lead to a monotonous and demotivating laboratory programme. Special emphasis needs to be put on the preparation of the final exam of the course, as students wish to feel well-prepared for their examinations.

### **Feedback**

The tutor needs to be attentive throughout the whole laboratory lesson. It is unacceptable that tutors sit in front of their students and do not listen to them via the headphones while they are working individually, because personal feedback and guidance are among the most motivating factors in the language laboratory. Thus, tutors need to pay attention to a student's problem areas and take note of these features so that they can talk about them with the student, when the opportunity arises. Moreover, students need to receive a copy of this written record to take home so that they can monitor their own progress in pronunciation.

### **Technical aspects**

Tutors and students need to be familiar with the technical equipment in the language laboratory so that later disappointments caused by technical problems can be ruled out. Although the digital version of language laboratories has made it possible to overcome most of the technical difficulties that appeared frequently in their mechanical predecessors, they still need to be handled with the appropriate knowledge and care. Thus, tutors need to be sure that the equipment works before the class actually begins and should instruct their students how to use the lab computers so that they will not be hindered by operating errors.

Of course, this short list is not complete. More research on the topic is necessary before a clearer picture of benefits and limitations of the language laboratory in pronunciation teaching can be had. Still, even here, it has been made possible to make it clear that pronunciation learning and teaching in general and the language laboratory in particular are not regarded by students with so many reservations as some of the linguistic debates of the last years would make us believe.

## 8. Conclusion

The main points of interest in this thesis were the students' learner needs and the factors of motivation in the language laboratory. To research these factors, an empirical study including quantitative and qualitative methods was carried out at the Department of English at the University of Vienna. The study has clearly shown that the language laboratory is accepted by students and that diversified programmes and a dedicated tutor are among the major factors of motivation. If these two fundamental requirements are met, learners like the atmosphere in the language laboratory and they prefer it to other forms of practical training. They value the possibility of practising in an environment where repetition and self-correction are possible, and where each student can work, alone and undistracted. Especially the feedback by the tutor and the possibility of training the ear have been confirmed as being positive aspects of language laboratory pronunciation work. Moreover, it has become clear that most students consider the reduction of their L1 accent to be a learner need or a goal they want to reach. In consideration of these findings, the degradation of practical phonetics that seems to have occurred in some Austrian universities (cf. chapter 4.2) must be deplored. It becomes obvious that the majority of students see themselves as future language experts, who want to work on their pronunciation and - as far as possible - overcome the influence of their L1. Thus, the most important learner needs of students are at the segmental and suprasegmental level and this is also the area with the highest demand for practical training.

In this context, the language laboratory has emerged not to be itself the cause of demotivation and was accepted as a means of teaching by most learners. However, the results of the study show that laboratory sessions can only be as good as the programmes used and that monotonous and outdated programmes bore and demotivate students. The tutor was listed as a crucial factor, as students tend to feel most demotivated by a tutor with whom they are dissatisfied.

The results provided in chapters 6.2 and 6.3 can, of course, not be considered final and complete. A great deal of intensive research will be necessary before the role of the language laboratory as an instrument of pronunciation teaching can be established in its full extent and within its limitations. Even in the limits of this smaller under-

taking, though, it has been possible to show that students do not regard pronunciation learning and teaching in general, and the language laboratory in particular, with so many reservations as some of the linguistic debates of the last years would make us believe. It has also been possible to demonstrate the need for a modern form of pronunciation teaching and to identify and distinguish the most important motivational factors in the language laboratory. There have not been many publications relating to programmes and laboratory teaching in recent years; so this will remain an interesting field for future studies and, hopefully, the study at hand will be able to contribute to the preparation and structuring of future pronunciation programmes for language laboratories.

## References

- Alfes, Leonhard. 1982. "Der Englischlehrer als Motivationsfaktor – whatever the method used". *English* 17(1), 22-27.
- Allen, William Stannard. 1954. *Living English Speech*. London: Longman.
- Anderson, Åke. 1974. *Sprachlaborpraxis*. Munich: Hueber.
- Arnold, Roland and Klaus Hansen. 1974. *Englische Phonetik*. Leipzig: Volkseigener Betrieb – Verlag Enzyklopädie.
- Avery, Peter and Susan Ehrlich. 1992. *Teaching American English Pronunciation*. Oxford: Oxford University Press.
- Barry, William John. 1978. "Fremdkontrolle, Selbstkontrolle und Ausspracheunterricht." In Udo Jung (ed.) *Das Sprachlabor – Möglichkeiten und Grenzen technischer Medien im Unterricht*. Königstein: Scriptor. 24-28.
- Brazil, David. 1994. *Pronunciation for Advanced Learners of English*. Cambridge: Cambridge University Press.
- Catford, John Cunnison. 2001. *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.
- Catford, John Cunnison. 1987. "Phonetics and the Teaching of Pronunciation: A Systemic Description of English Phonology". In Joan Morley (ed.) *Current Perspectives on Pronunciation*. Washington: TESOL, 87-100.
- Celce-Murcia, Marianne; Donna Brinton; Janet Goodwin. 1996. *Teaching Pronunciation – A Reference for Teachers of English to Speakers of other Languages*. Cambridge: Cambridge University Press.
- Celce-Murcia, Marianne. 1987. "Teaching Pronunciation as Communication". In Joan Morley (ed.). *Current Perspectives on Pronunciation*. Washington: TESOL, 1-12.
- Cohen, Louis et al. 2007. *Research Methods in Education*. London: Routledge.
- Dakin, Julian. 1977. *Vom Drill zum freien Sprechen. Übungsformen für Sprachlabor und Klassenraum*. Munich: Langenscheidt.
- Dalton-Puffer, Christiane; Gunther Kaltenböck; Ute Smit. 1997. "Learner attitudes and L2 Pronunciation in Austria". *World Englishes* 16(1), 115-128.

- Dalton, Christiane and Barbara Seidlhofer. 1994. *Pronunciation*. Oxford: Oxford University Press.
- Dörnyei, Zoltán. 2010. *Questionnaires in Second Language Research*. New York: Routledge.
- Dörnyei, Zoltán. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Dörnyei, Zoltán. 2003. *Questionnaires in Second Language Research*. London: Lawrence Earlbaum Associates.
- Dörnyei, Zoltán. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Evans, Colin. 1988. *Language People. The experience of teaching and learning modern languages in British universities*. Milton Keynes: Open University Press.
- Fangl, Walter. 1979. *Sprachwissenschaft und Sprachdidaktik im Sprachlabor*. Klagenfurt: Heyn.
- Freudenstein, Reinhold. 1967. "A Revised Reassessment of the Language Laboratory". *Das Sprachlabor und der audiovisuelle Unterricht*. 2(7/1967), 38-44.
- Gardner, Robert. 2004. *Motivation Test Battery*. University of Ontario, Canada. Unpublished.
- Gardner, Robert and Wallace Lambert. 1972. *Attitude and Motivation in Second-Language Learning*. Rowley: Newbury House.
- Harmer, Jeremy. 2007. *How to Teach English*. London: Longman.
- Hayes, Alfred. 1968. *Language Laboratory Facilities*. Oxford: Oxford University Press.
- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Herbst, Thomas. 1992. "Pro-Nunciation: Zur Bedeutung einer guten Aussprache in der Fremdsprache". *Die Neueren Sprachen* 91(1), 2-18.
- Hinofotis, Frances and Kathleen Bailey. 1980. "American undergraduates' reactions to the communication skills of foreign teaching assistants". In J. C. Fisher et al. [eds.]. *On TESOL '80*. Washington: TESOL, 120-133.
- Honikman, Beatrice. 1964. "Articulatory Settings". In Abercrombie, Fry, MacCarthy and Trim (eds.). *In Honour of Daniel Jones*. London: Longman, 73-84.
- Jenkins, Jennifer. 2000. *The Phonology of English as an International Language*. Oxford: Oxford University Press.

- Jenner, Bryan. 2001. "Articulatory Setting – Genealogies of an Idea". *Historiographica Linguistica* 28(1-2), 121-141.
- Jenner, Bryan. 1992. "The English Voice". In Adam Brown [ed.]. *Approaches to Pronunciation Teaching*. London: Macmillan, 38-46.
- Jenner, Bryan. 1989. "Teaching pronunciation: the common core". *Speak Out!* 4, 2-4.
- Keutsch, Muriel. 1974. *Praxis der englischen Aussprache*. Tübingen: Niemeyer.
- Koziol, Herbert. 1959. *Die Aussprache des Englischen*. Wien: Braumüller.
- Kucharek, Richard. 1988. *Untersuchungen zur englischen Schüleraussprache an Gymnasien in Oberbayern*. Augsburg: Augsburgischer-I&I-Schriften.
- Kvale, Steinar. 2007. *Doing Interviews*. New York: Sage.
- Lado, Robert. 1973. *Moderner Sprachenunterricht*. (transl. Reinhold Freudenstein) Munich: Hueber.
- Lamérand, Raymond. 1971. *Théories d'enseignement programmé et laboratoires de langue – Programmierter Unterricht und Sprachlabor*. Munich: Hueber.
- Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Macht, Konrad and Rudolf Schloßbauer. 1978. *Englischunterricht audio-visuell*. Donauwörth: Auer.
- Matthiesen, Hayo. 1977. "Didacta '77 in Hannover – Nun lesen sie wieder." In *Die Zeit* 1977 (13).
- Morley, Joan. 1994: "A Multidimensional Curriculum Design for Speech-Pronunciation Instruction". In Joan Morley (ed.). *Pronunciation Pedagogy and Theory*. Washington: TESOL.
- Pennington, Martha. 1996. *Phonology in English Language Teaching*. London: Longman.
- Rauchbauer, Otto. 1976. "Praktische Englische Phonetik an der Universität - Überlegungen zu einem Modell". *Neusprachliche Mitteilungen* 29(1), 17-22.
- Reschen, Sieglinde. 1987. "Stiefkind Aussprache – Zur Aussprache- und Intonationsschulung im Fachbereich Anglistik". *Die Neueren Sprachen* 86(6), 499-507.



- Reschen, Sieglinde. 1984. "Zur Rolle des Lehrers im Sprachlabor – Überlegungen aus der hochschuldidaktischen Praxis". In *Jahrbuch der Universität Salzburg 1981-1983*. Salzburg: Universitätsverlag, 216-219.
- Reschen, Sieglinde. 1983. "Sprachlabor im Zwielicht". *Moderne Sprachen* 27(1-2), 1-24.
- Roach, Peter. 2007. *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
- Roach, Peter. 2001. *Phonetics*. Oxford: Oxford University Press.
- Scherer, Günther and Alfred Wollmann. 1985. *Englische Phonetik und Phonologie*. Berlin: Erich Schmidt.
- Skinner, Frederic. 1957. *Verbal Learning*. New York: Appleton-Century-Crofts.
- Smit, Ute and Christiane Dalton. 2000. "Motivational patterns in advanced EFL pronunciation learners". *International Review of Applied Linguistics in Language Teaching* 38, 229-246.
- Ur, Penny. 2009. *A Course in Language Teaching - Practice and Theory*. Cambridge: Cambridge University Press.
- Vanderplank, Robert. 2010. "Déjà vu? A decade of research on language laboratories, television and video in language learning". *Language Teaching* 43(1), 1-37.
- Wulf, Herwig. 1978. *Sprachlaborkursbuch*. Paderborn: Schöningh.
- Yule, George. 2006. *The Study of Language*. Cambridge: Cambridge University Press.

## **Laboratory manual**

- ICTS GmbH. *Timaso-G with Immac-T Interactive MultiMedia Activity Centre – User Manual for Teacher*. Version 1. Eschbach, Germany.
- ICTS GmbH. *Timaso-G with Immac-S Interactive MultiMedia Activity Centre – User Manual for Student*. Version 1. Eschbach, Germany.

## **Internet**

- Picture 6: Picture of *Aveley Electric Laboratory* at the University of Warwick.  
<http://www2.warwick.ac.uk/fac/arts/languagecentre/about/history/archivepix/>  
 (18. 11. 2012).

University of Graz:

[https://online.uni-graz.at/kfu\\_online/lv.detail?clvnr=272262](https://online.uni-graz.at/kfu_online/lv.detail?clvnr=272262) (20. 8. 2012).

University of Innsbruck:

[http://orawww.uibk.ac.at/public\\_prod/owa/lfuonline\\_lv.details?sem\\_id\\_in=12W&lvnr\\_id\\_in=609601](http://orawww.uibk.ac.at/public_prod/owa/lfuonline_lv.details?sem_id_in=12W&lvnr_id_in=609601) (20. 8. 2012).

University of Klagenfurt:

[https://campus.aau.at/studien/ctl/lehrveranstaltung/karte?rlvkey=72983&sprache\\_nr=28](https://campus.aau.at/studien/ctl/lehrveranstaltung/karte?rlvkey=72983&sprache_nr=28) (20. 8. 2012).

University of Salzburg:

[https://online.uni-salzburg.at/plus\\_online/lv.detail?clvnr=228934&sprache=](https://online.uni-salzburg.at/plus_online/lv.detail?clvnr=228934&sprache=) (20. 8. 2012).

Newspaper:

*Die Zeit*. No. 13. March 25th 1977.

<http://www.zeit.de/1977/13/nun-lesen-sie-wieder/seite-1> (18. 11. 2012).

Statistik Austria:

Hochschulstatistik Österreich 2012.

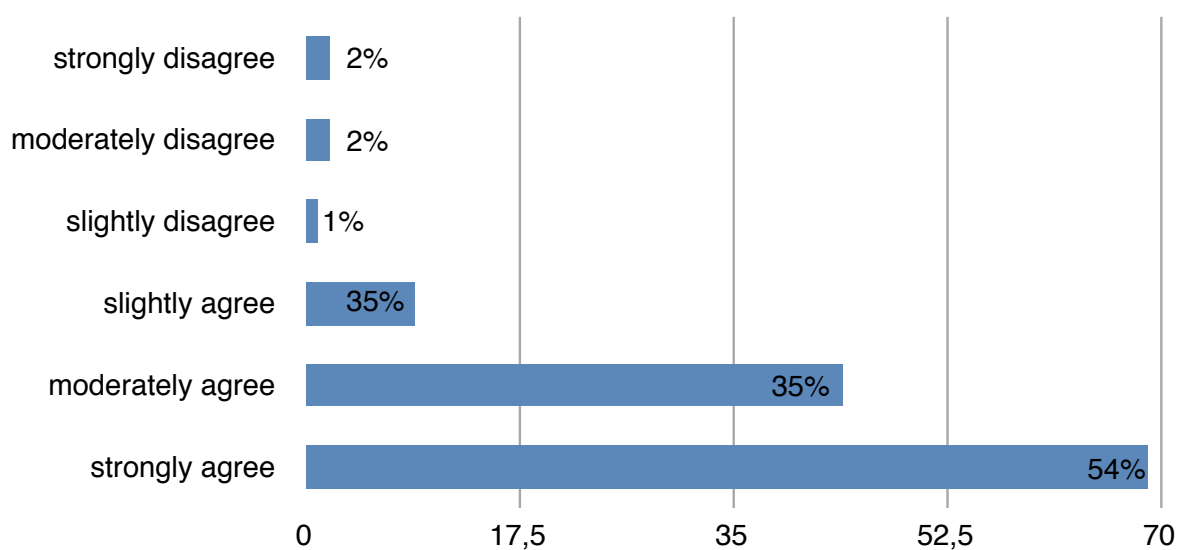
[http://www.statistik.at/web\\_de/statistiken/bildung\\_und\\_kultur/formales\\_bildungswesen/universitaeten\\_studium/021635.html](http://www.statistik.at/web_de/statistiken/bildung_und_kultur/formales_bildungswesen/universitaeten_studium/021635.html) (22. 8. 2012).

## Appendix

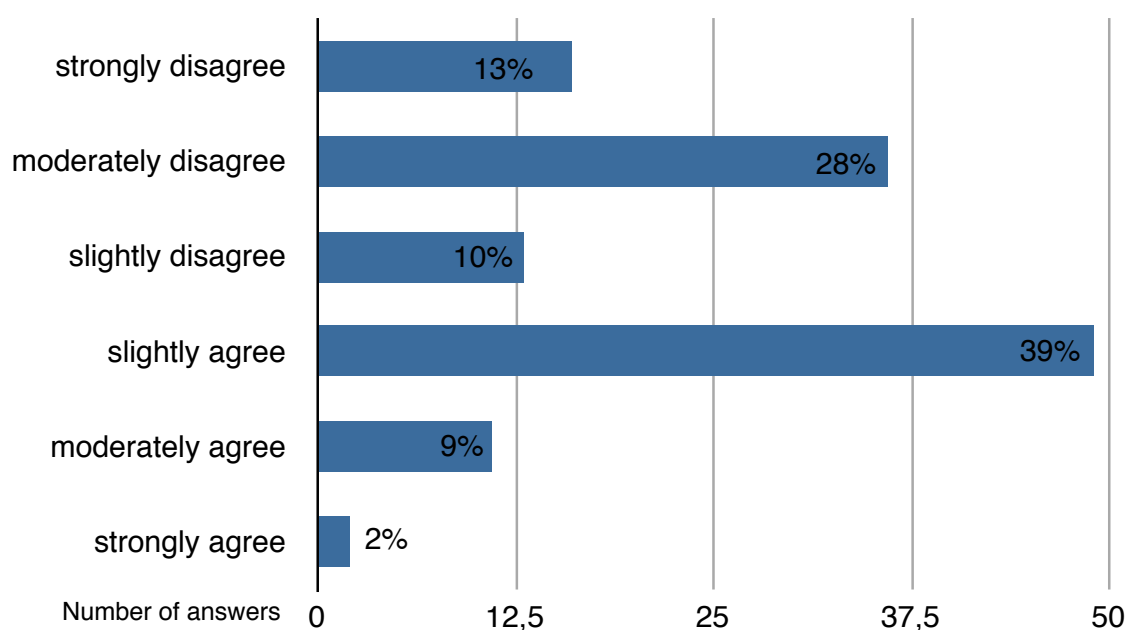
### Questionnaire - Results of Questions 1-23

Each graph gives the percentage rates for the answers to one question of the questionnaire. Questions are printed above the graph they are referring to. The missing percentages to 100% in some cases are caused by a very small number of students not answering that particular question.

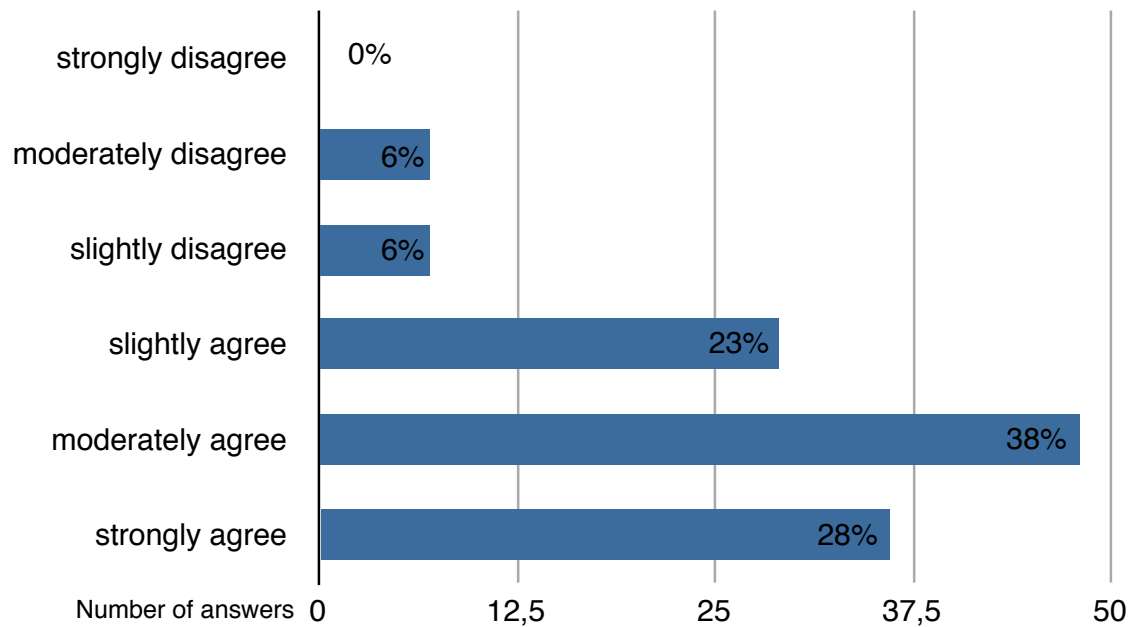
1. Studying pronunciation is important, because a good pronunciation of English contributes to my communicative abilities very much.



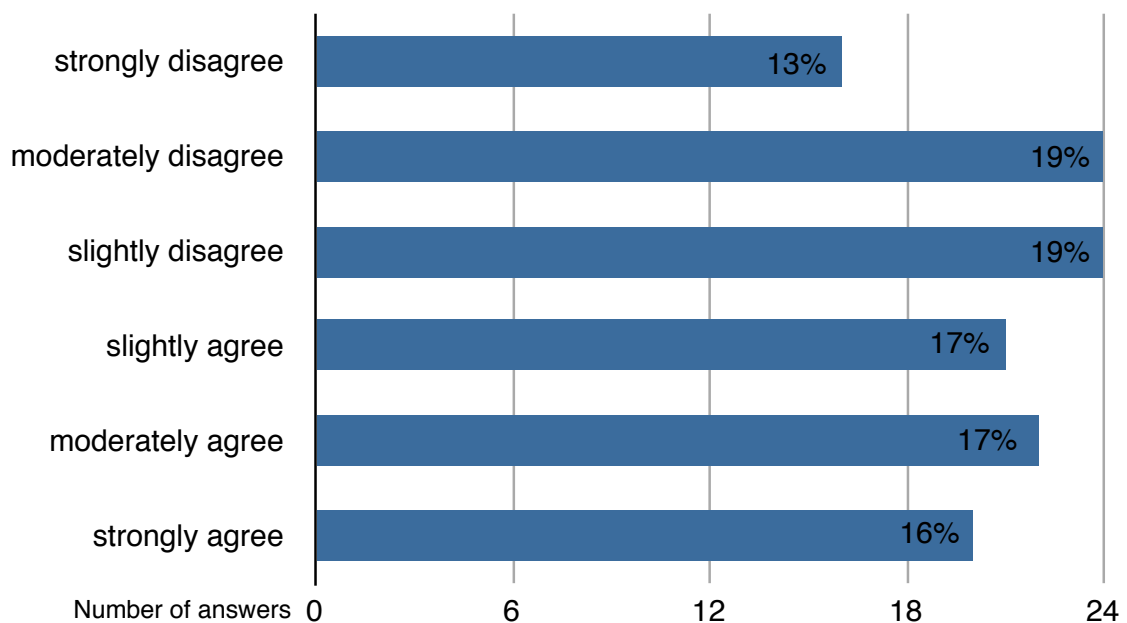
2. Practical pronunciation training is boring and repetitive .



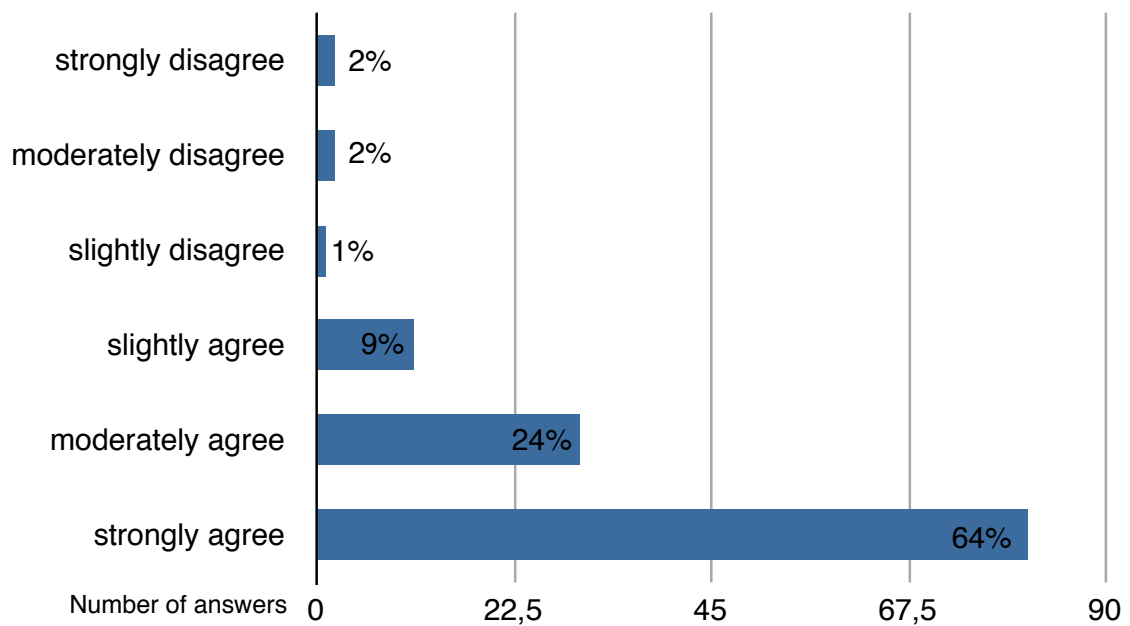
3. The language laboratory is a helpful tool to train listening and speaking.



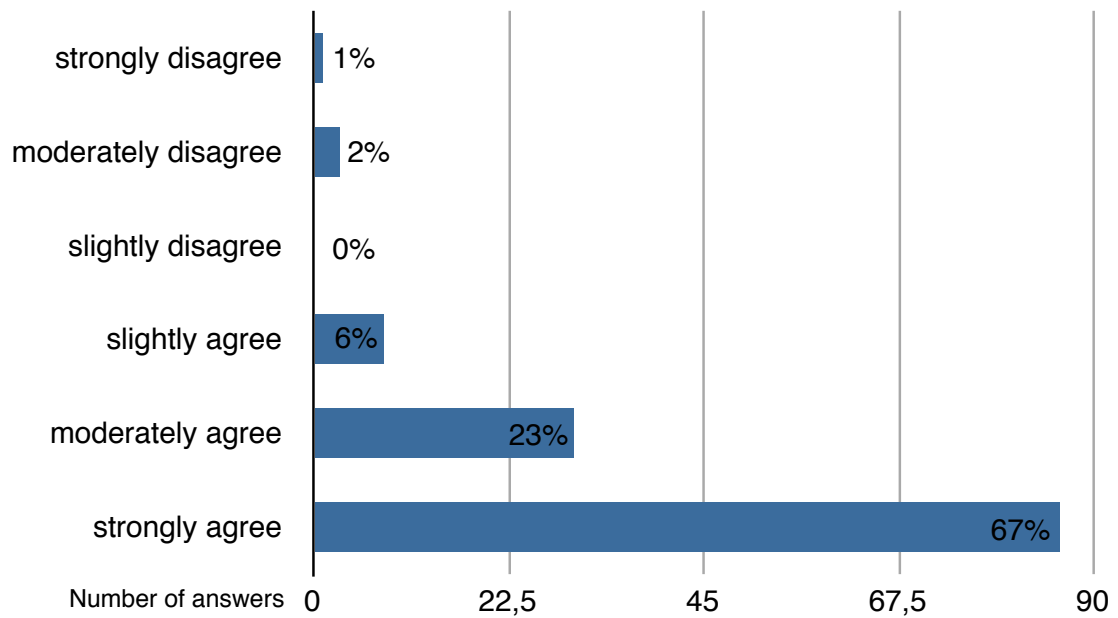
4. I would need more instruction by my tutor in order to successfully master the practical exercises.



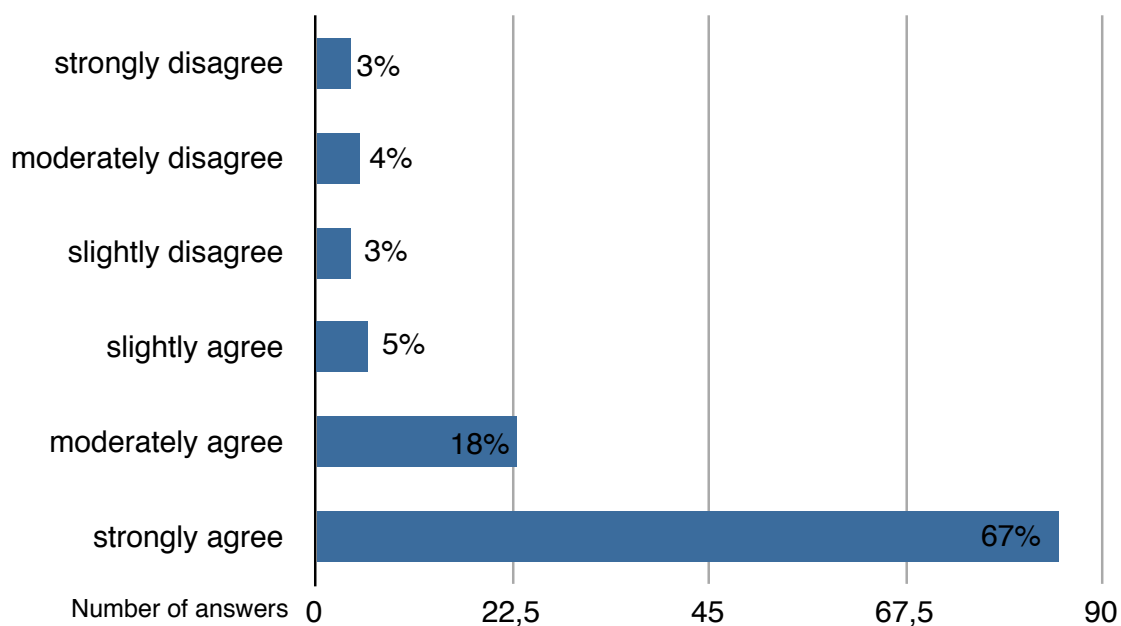
5. I have a strong desire to improve my pronunciation.



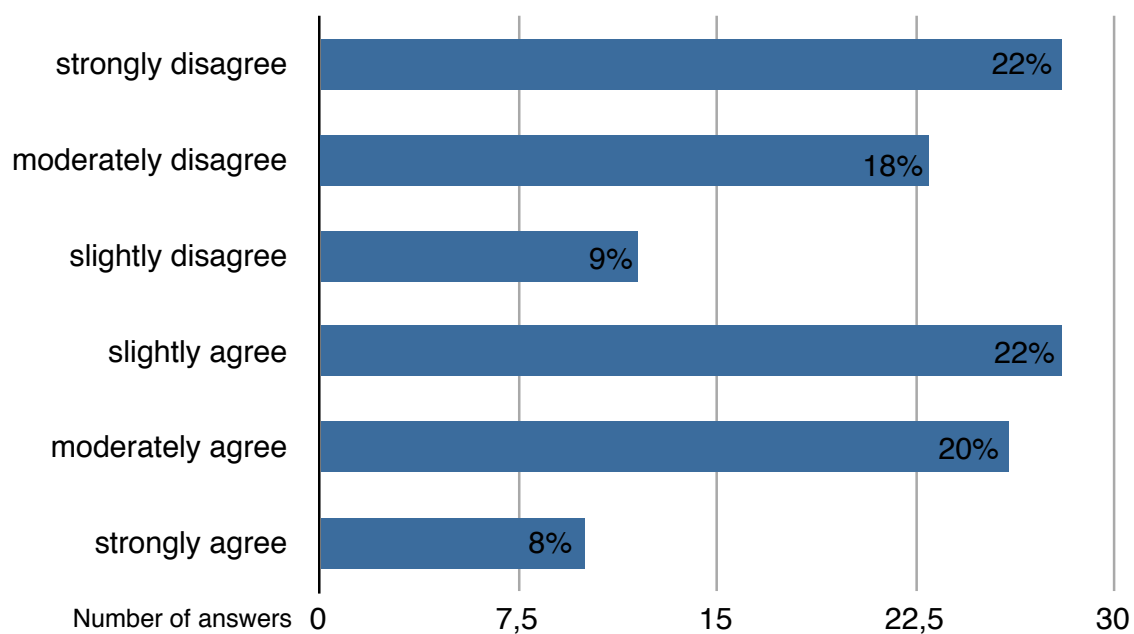
6. I believe that a good pronunciation can be helpful for my future career.



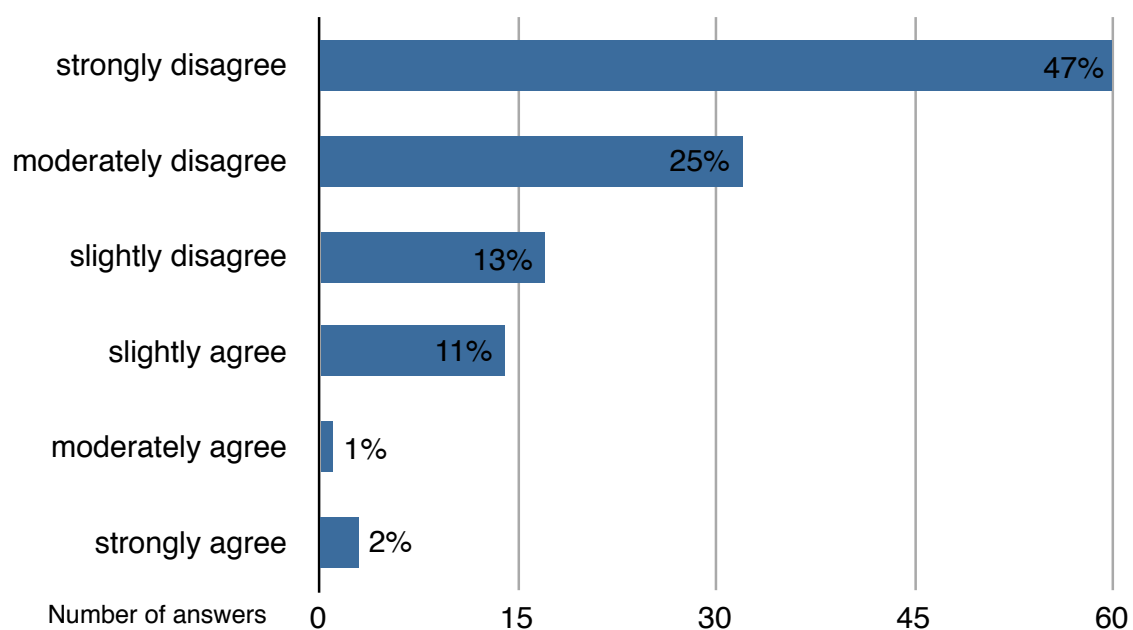
7. You cannot reach any pronunciation goal without practical training.



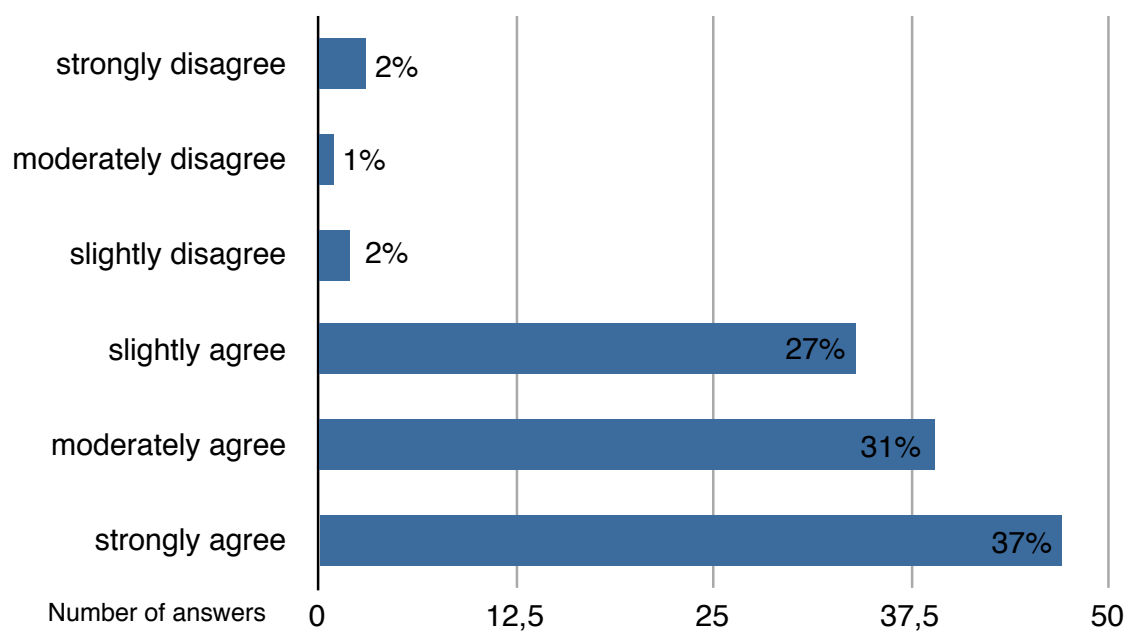
8. I feel insecure when I speak English due to pronunciation problems.



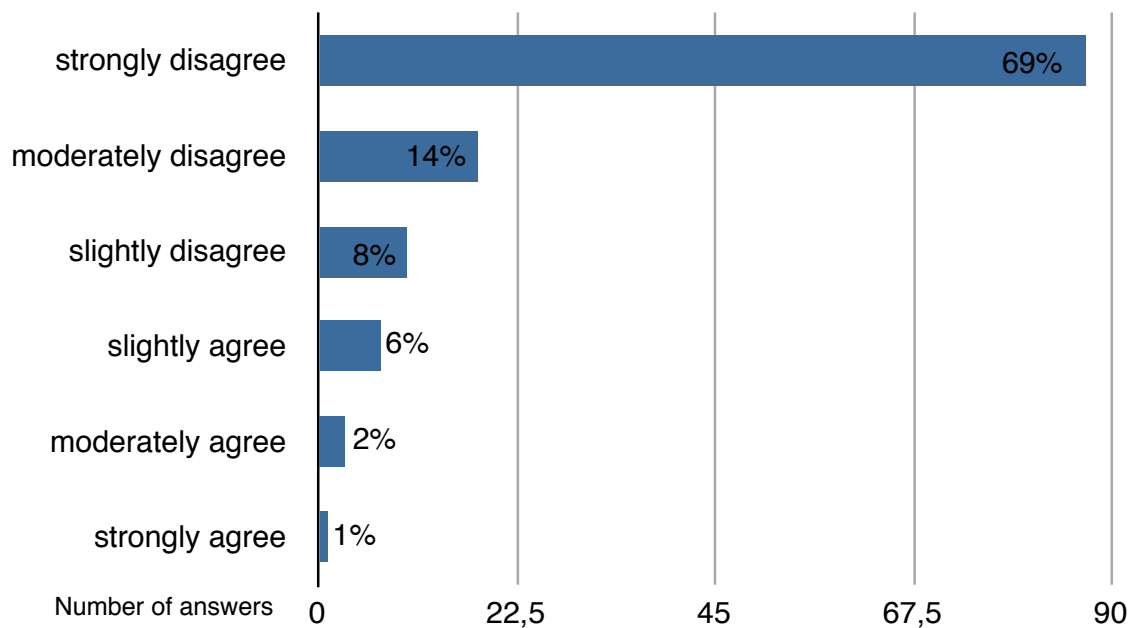
9. I hate the language laboratory.



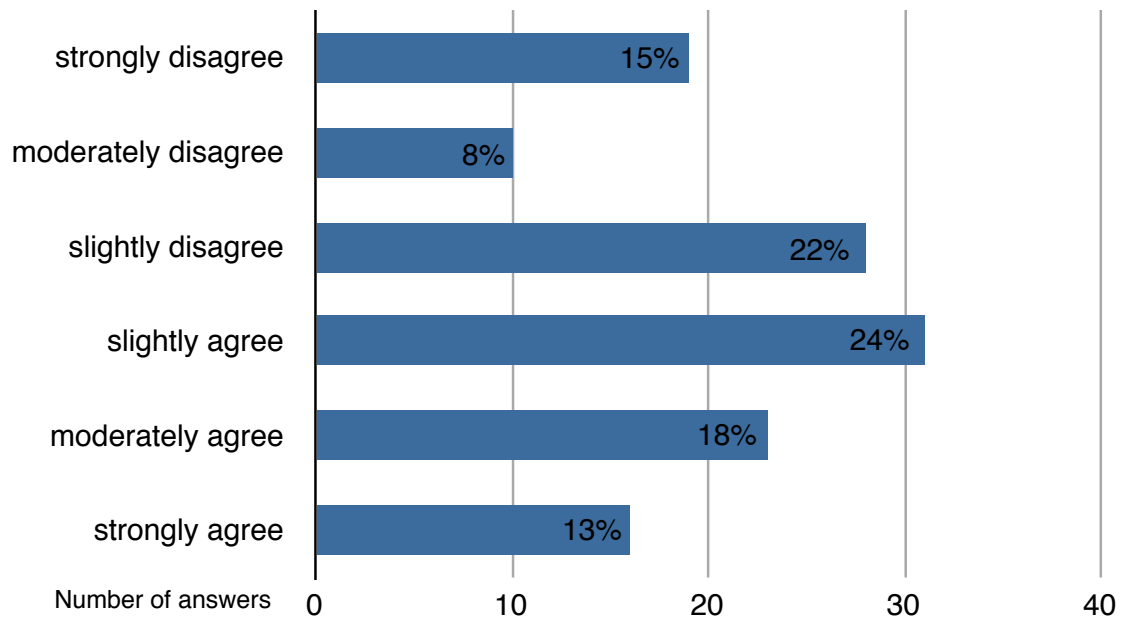
10. As my pronunciation improves, I begin to feel more confident using English.



11. My pronunciation cannot improve in any way.

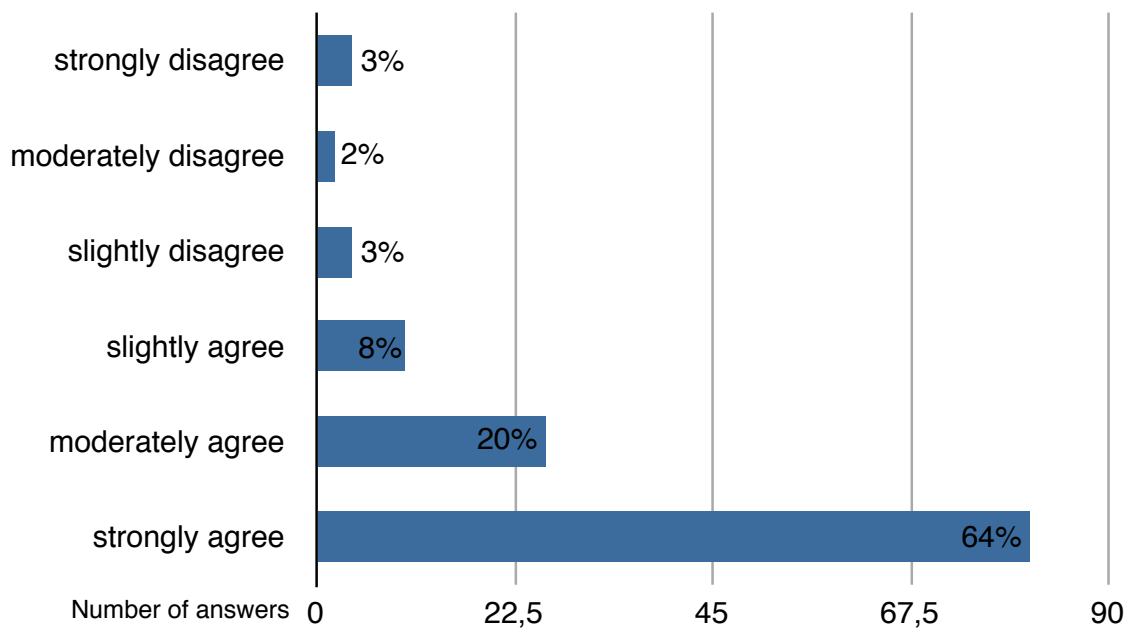


12. I would like to spend more lessons in the language laboratory.

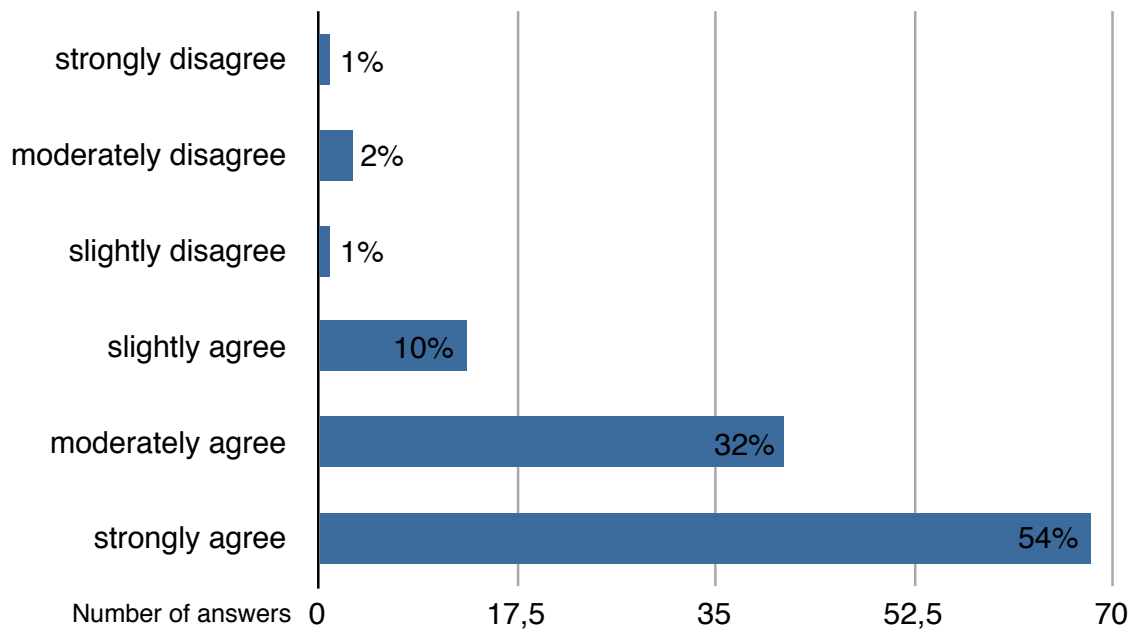




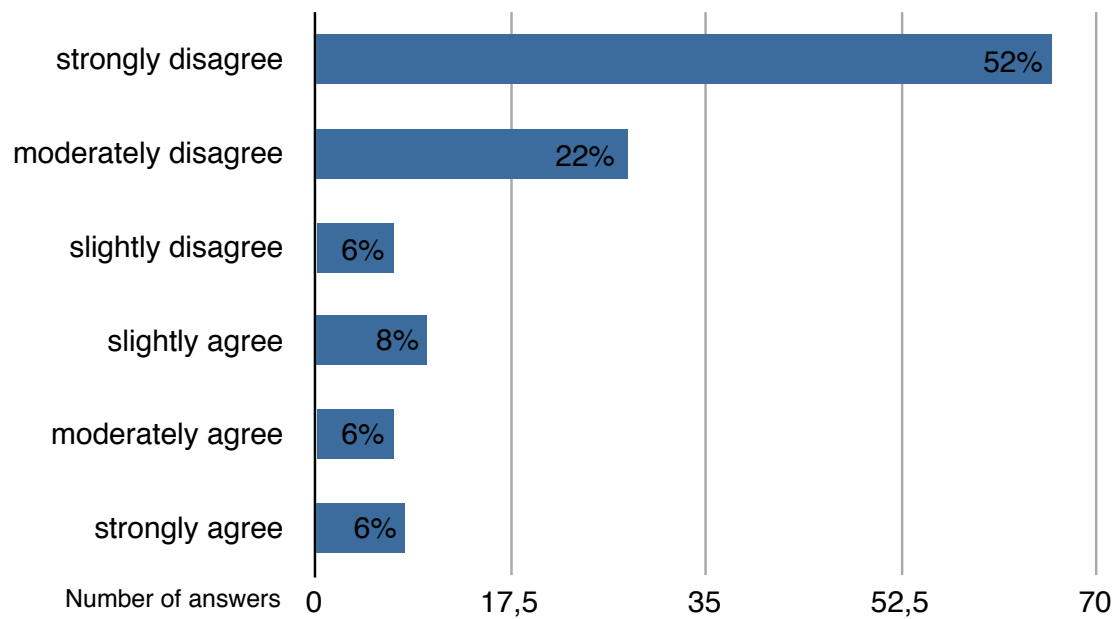
13. I want to sound like a native speaker of English.



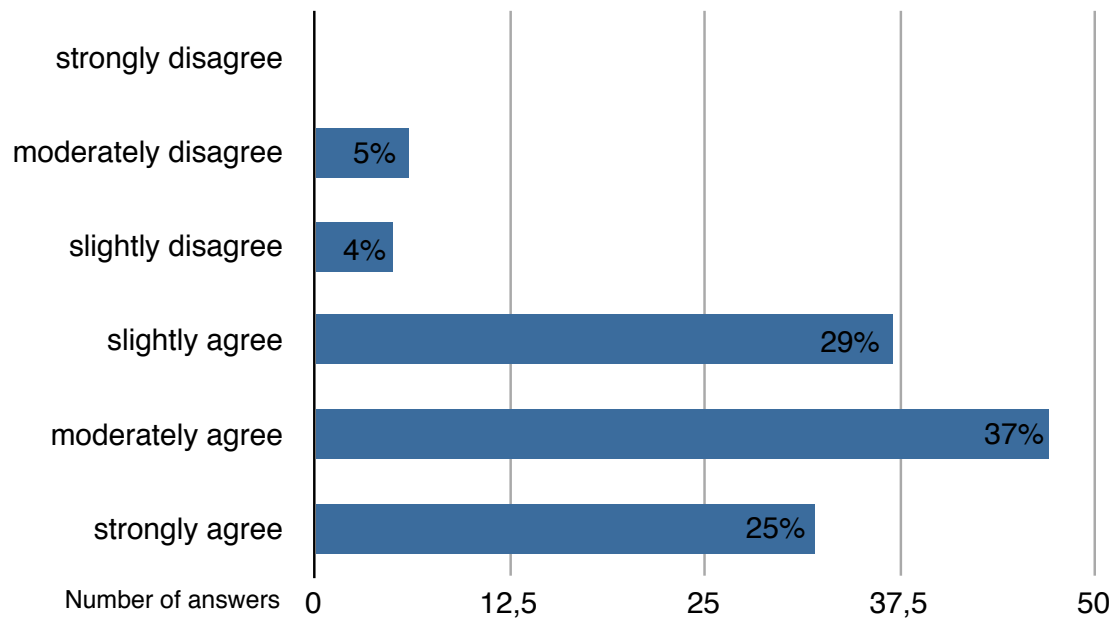
14. A teacher speaking a model/standard form of pronunciation is more credible to his/her students.



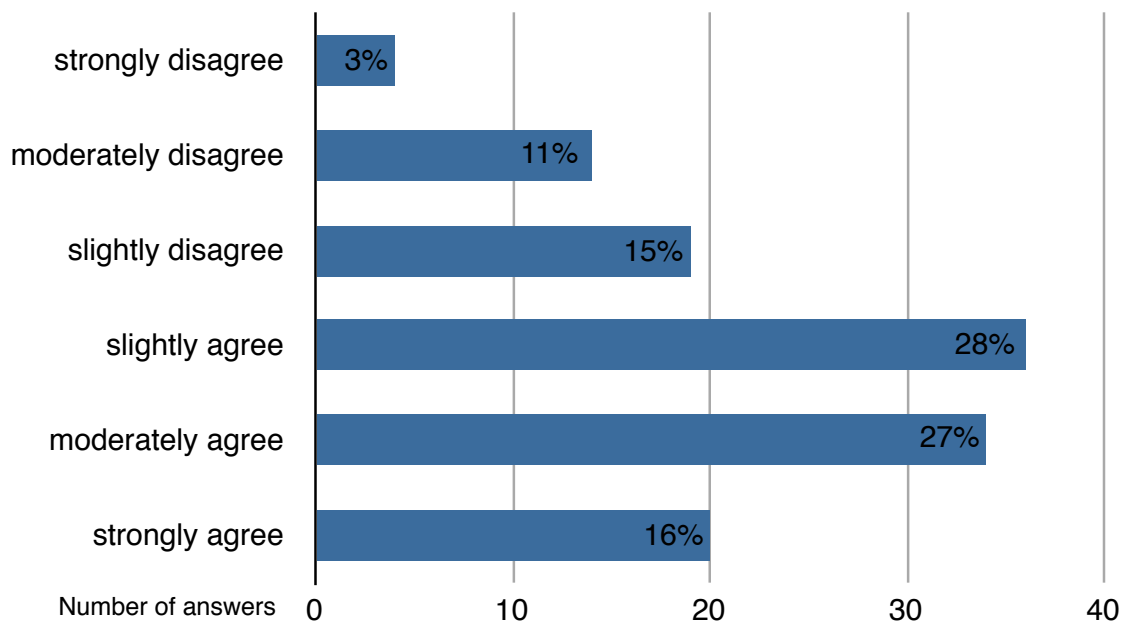
15. This course is only important for future teachers.



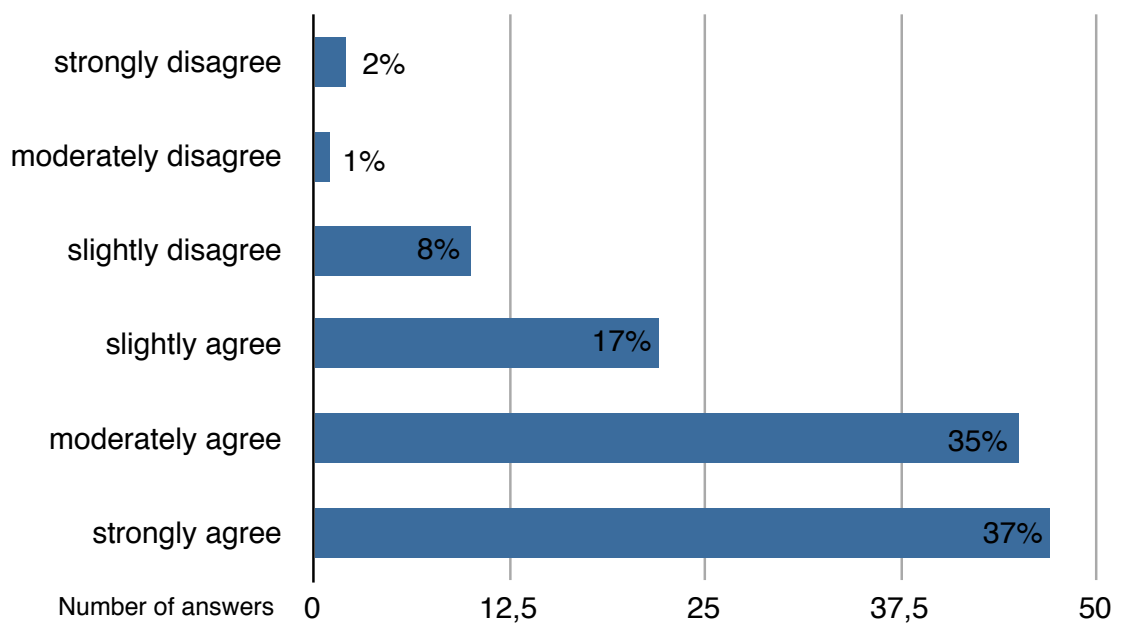
16. The language laboratory helps me to overcome the influences of my native language in my pronunciation.



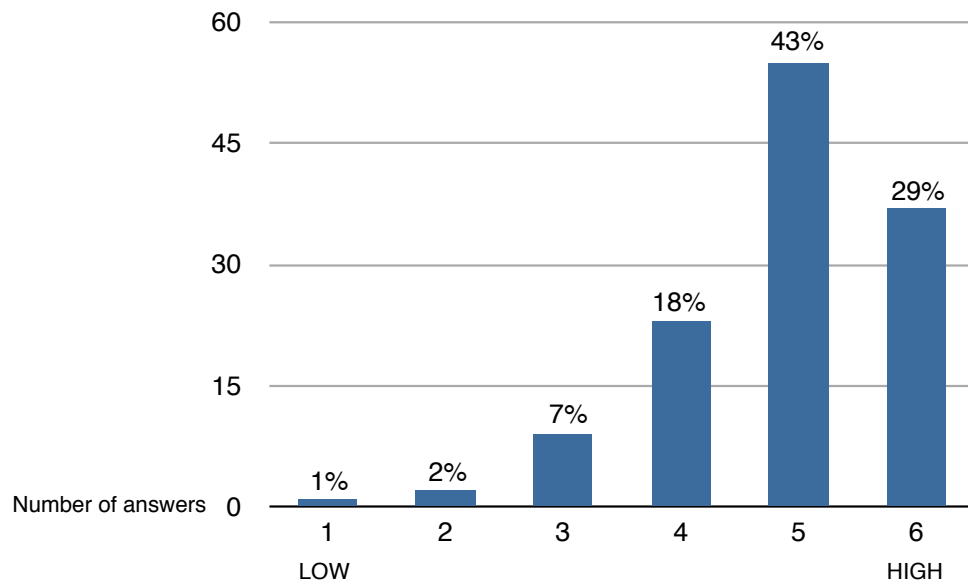
17. I feel that I can reach the course requirements within the given time.



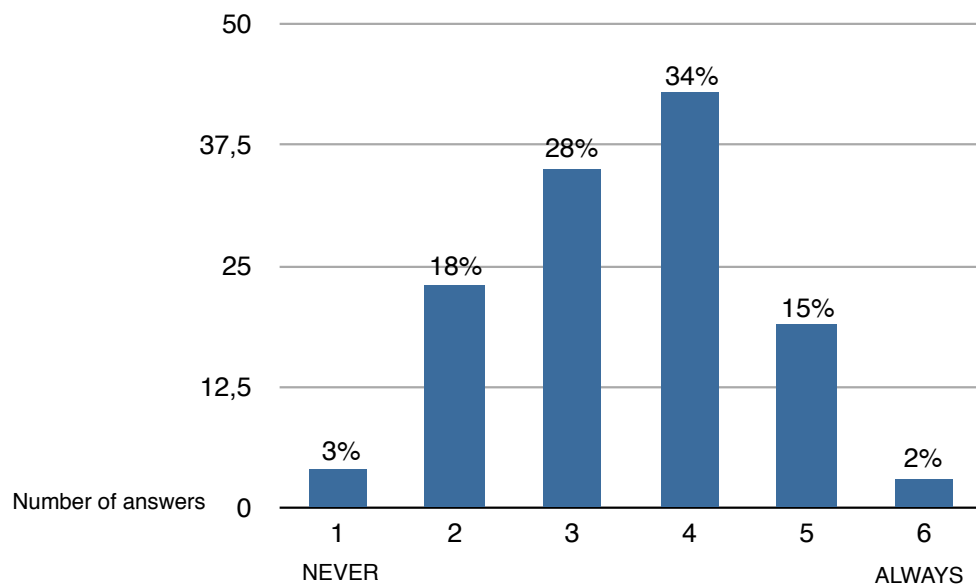
18. I want to improve my pronunciation in order to improve communication with others.



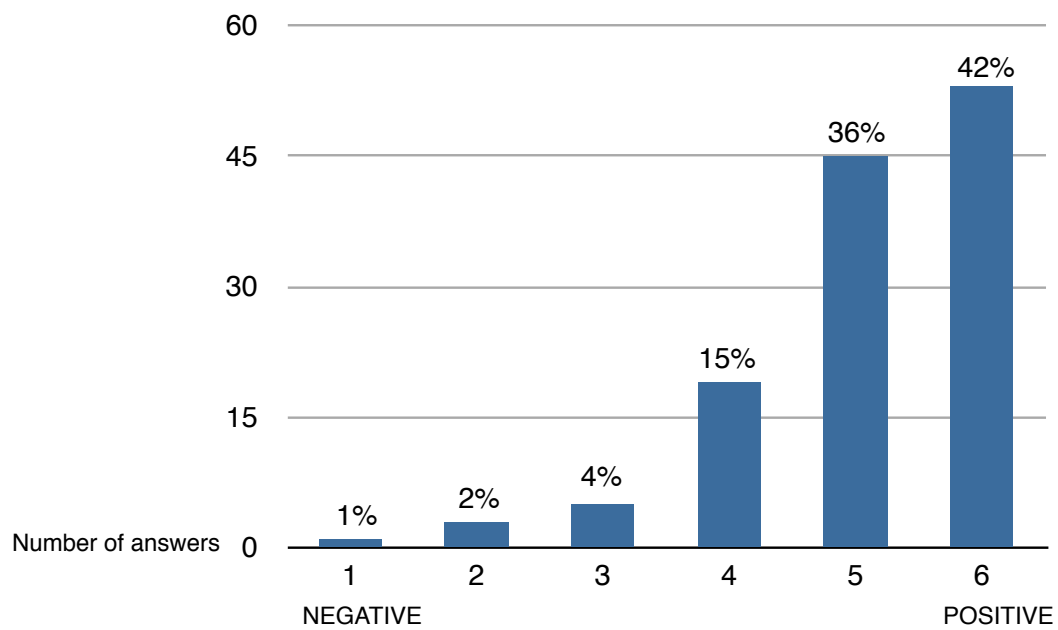
19. My motivation to improve and work on my pronunciation is:



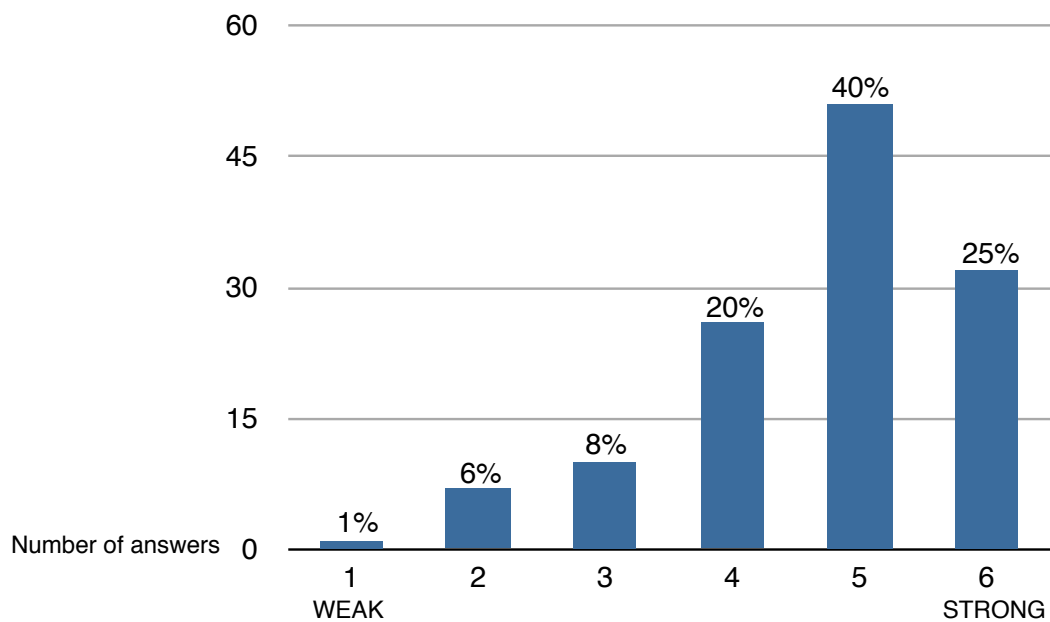
20. I practise my pronunciation daily.



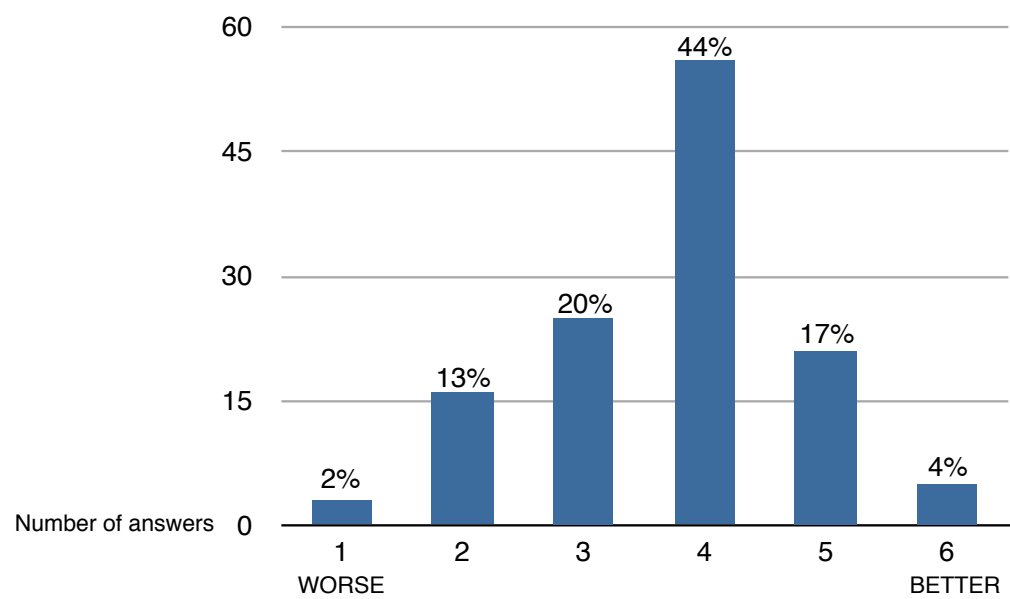
21. My attitude towards learning English pronunciation is:



22. My motivation to learn the practical aspects of pronunciation is:



23. In comparison to my colleagues in class, my pronunciation is:



## Questionnaire - Responses to semi-open questions (Q24) FULL TEXT<sup>11</sup>

BE = British English

AME = American English

NLA = Nicht Lehramt (not in teacher education)

LA = Lehramt (teacher education)

(CODES WERE ADDED FOR ORGANISATIONAL REASONS)

(MISTAKES – SPELLING, GRAMMAR ETC. – WERE LEFT UNCORRECTED)

1BE NLA

MALE

The 1 to 1 time with the tutor is much more personal than the contact to the PPOCS lecturers and so the tips are more tailored to the student's needs and so will have more effect.

2BE NLA

MALE

I get feedback on particular sounds so that helps. If the tutor is nice and helps you with problem sounds the lab can be pretty helpful. BUT I think there should be more personal time for each student and more feedback. Also I would welcome it if the teachers/tutors/professors could stress the differences between RP and regional dialects consequently. I also would like to have the option to do dialects instead or additionally to RP - it's British English after all. I prefer that to boring RP, please let me do it.

3BE NLA

FEMALE

The classes are fun and I like the fact that we get immediate feedback.

4 BE NLA

FEMALE

It is actually more motivating as the PPOCS course, as (although the teacher is nice) there is a strange atmosphere! You're always set under pressure to be good and you have the feeling that you'll never get better. That's better in the language lab, because the tutor is talking more with each student. But in my opinion the language lab helps only for isolated pronunciation problems, not in normal everyday speech.

5 BE NLA

MALE

You always come across things you didn't think of before, so it really helps me to find sounds etc. I need to improve and work on.

6BE NLA

FEMALE

I find the lab motivating as it really does help me improve. The practical work fits my needs, but I improve more when talking to my tutor instead of repeating after the computer. I enjoy improving very much, therefore I am keen on going to the lab.

7 BE NLA

FEMALE

Well, not super motivating, but it gives me time to think about my pronunciation properly. As I lived in England for a while after school, I feel pretty confident about the British pronunciation already. Thus, the lab sometimes is a bit boring.

8 BE NLA

FEMALE

Helps clearing up mistakes, because you can listen to yourself and hear the wrong or later right pronunciation for yourself.

9 BE NLA

FEMALE

because you get a one-to-one feedback

---

<sup>11</sup> It should be noted that the answers of the students are here printed as they were given without editorial interference.

10 BE NLA  
MALE

The lab tutor hardly mentions any theoretical background before the students start their sessions. Also, improvements are not really foregrounded during the personal conversations, which demotivates greatly.

11 BE NLA  
FEMALE

Generally, I think that the lab is a great way of how someone can improve English pronunciation. However, our language lab tutor is quite demotivating! She does not say hello when entering, she does not give us any instructions of any kind and does not explain any pronunciation aspects. Basically we just sit there, do our exercises and in the end we read to her for 5 minutes. I cannot understand how this is supposed to improve anyone's pronunciation. This is not teaching or tutoring, but just being present.

12 BE NLA  
FEMALE

There is no teacher standing in front of me, telling me theoretical instructions, but I can do the exercises on my own, as often as I want to and if I have questions I can ask. Also, the tutor's feedback does not feel like being graded. It's a very nice learning atmosphere.

13 BE NLA  
MALE

I have never really spent a lot of time on improving my pronunciation though I often feel insecure in conversations with English speakers. The language lab helps me to detect the mistakes I am making and, consequently encourages me to work on them.

14 BE NLA  
FEMALE

Every lesson only treats a small, manageable amount of sounds and I know I will get feedback instantly from my tutor. This is way better than trying to get feedback from a colleague who doesn't know how to do it "right" either.

15 BE NLA  
FEMALE

It gives a scale to measure how pronunciation is improving from week to week. The practical aspect of the lab encourages you to use the language more than the actual PPOCS class. You get positive feedback

16 BE NLA  
FEMALE

It's great to be made aware of mistakes. With a rather informal atmosphere, the language lab is a great place to practise. However, the course-book should be a bit more coherent. Maybe it could have certain (content/story) topic chapters, and, also information about how to produce certain sounds!

17 BE NLA  
FEMALE

I'm getting aware of my problems and I like the atmosphere at the language lab. It is quite motivating to get tips how to actually improve your pronunciation.

18 BE NLA  
MALE

The way our tutor handles the lab is  
a) very educational i.e. I learn much about my own pronunciation and how I can improve it

19 BE LA  
MALE

The tutor cares about your individual problems and spends much time for improving your pronunciation. The feedback is very useful since it makes you aware of mistakes. During the language lab session I am often not sure if I pronounce the words correctly.

20 BE LA  
FEMALE

but more actual teaching would be helpful.  
repetition as basis than practice conversations



21 BE LA  
FEMALE

cause sth wrong every time were doing the check-up.  
Nobody cares about improvement!

22 BE LA  
MALE

It's sometimes hard to get hold of a time slot for feedback due to lack of queuing.

23 BE LA  
FEMALE

The tutor is very helpful and supportive, she gives helpful advice so that I know on which aspects I need to work on. The exercises are fine but I think the most helpful and motivating resource is the tutor.

24 BE LA  
FEMALE

I can observe my progress.

25 BE LA  
FEMALE

Well, I'm not so sure if it is really motivating, but, actually, it isn't demotivating. The LL is very helpful, because there I can practise with a good computer programme and I would like to spend more time in here, because at home I cannot concentrate and motivate myself to practise my pronunciation

26 BE LA

FEMALE

You can clearly see an improvement of your pronunciation after every session.

27 BE LA

FEMALE

--> boring/repetitive

--> too long

--> should be twice a week an hour

--> tutor!

28 BE LA  
FEMALE

Although I very much want to improve my pronunciation skills, I feel that the tutor does not help me much/give helpful advice to achieve it.

29 BE LA  
FEMALE

At the end of each session I get feedback on what I did wrong, but never on what I did right. Sometimes when I get out of the language lab, I feel like my pronunciation is the worst in the world and like I will never reach the required goals. I don't think that my tutor has a friendly way to communicate her feedback, although I don't think that her intention is to be unfriendly. Additionally, I'm always told what I did wrong, but not how to improve it.

30 BE LA  
FEMALE

motivates me to improve my pronunciation step-by-step and not everything at the same time. I can focus more in details.

31 BE LA  
MALE

Though I make a lot of mistakes, it's helpful to improve my skills. Therefore it motivates me, because I can see the progress.

32 BE LA  
MALE

Hardly any instructions by the tutor.

33 BE LA  
MALE

too little theoretical input  
sometimes very demotivating (critique very negative)  
not enough positive critique (although I'm sure I improved over time)

34 BE LA  
FEMALE

I can see that I'm improving.

35 BE LA  
MALE

The major problem is the lack of motivation the tutor seems to face. It doesn't help me that much when sitting next to the tutor and reading out loud is not reflected. The tutor doesn't even know my name although we're going towards the end of the semester. Nevertheless, the feedback I get from my PPOCS teacher is ten thousand times more useful than the feedback I get from my tutor.

36 BE LA  
MALE

compared to the PPOCS course it's quite useful. Feedback is a lot better than in PPOCS.

37 BE LA  
FEMALE

because my tutor encourages me and tells me when I did something well; I can see improvement in my pronunciation because the lab takes place regularly; I can compare myself and my skills with those of other students which helps me because I can see they make the same mistakes I do.

38 BE LA  
FEMALE

My tutor also gives me positive feedback when I've improved some sounds. I receive a lot of helpful advice on how to work on my problem sounds. As my tutor seems very motivated she keeps sending us e-mails recent movies etc.

39 BE LA  
FEMALE

First, because I think that the tutor speaks a very very good English and she gives good tips. Moreover, in general I quite like practising my pronunciation.

40 BE LA  
FEMALE

I think it is very motivating as firstly, we have a very nice and motivated "teacher" and the work on the computer is fun too. The only thing I could criticize is that we are not really prepared for the speaking part in the PPOCS1 final exam. Sound cloud is cool the personal interviews with the tutor are great.

41 BE LA  
FEMALE

This depends, as sometimes it is motivating when I recognize that a certain sound improves, but sometimes it is also demotivating while practising sounds which just don't go right.

42 BE LA  
MALE

I can track my improvements when listening to the recording. Also I really like our tutor, her pronunciation is very good and her suggestions are helpful.

43 BE LA  
FEMALE

Great tutor. Always explains before practising the theoretical background.

44 BE LA  
MALE

The teacher illustrates the importance of an accurate pronunciation: to sound more "native-like" and less like a German speaker of English. The teacher is very humorous - the learning atmosphere is very pleasant.

45 BE LA  
FEMALE

As I get feedback every week, I know exactly where and also how I could improve. When we then read a text and the tutor realises that there's really some progress going on, he also mentions that which in, in my opinion, very motivating :-)  
What's more, I also realise myself that I'm improving when listening to the recordings.

46 BE LA  
FEMALE

Because the tutor gives useful tips (feed-back) in a very constructive and motivating way.

47 BE LA

MALE

This depends strongly on the tutor, the last time I did the language lab, I wasn't as motivated. However, I think the exercises on tape could be much more interesting and have more variety.

48 BE LA

FEMALE

Practical work, we don't just sit there and listen to something. Speaking, we can try out the language ourselves. We learn good techniques - useful to improve pronunciation.

49 BE LA

FEMALE

XXX

50 BE LA

FEMALE

I really like the individual feedback with the language tutor! In my opinion they are always very useful and motivating. Without them, I guess, the lab sessions would be quite boring and not so useful.

51 BE LA

FEMALE

It shows me my own problems and the tutor is very nice.

52 BE LA

MALE

Although the lab and the PPOCS course have been very demotivating at the beginning for me, I think it's still motivating in the end because once you know your problem sounds you can work and improve on them.

53 BE LA

FEMALE

The tutor does not only say what is bad, but also points out things you already learned and hence you can see a progress.

54 BE LA

FEMALE

- lang. lab teacher very very very friendly
- have the chance to practice
- have the chance to practice and being corrected (with other students)
- the lang. lab teacher really listens to me and tries hard to help me finding my problems and showing me how to do better.

55 BE LA

FEMALE

Friendly tutor, I like working on my pronunciation.

56 BE LA

FEMALE

I especially like the short interview every session. That's more motivating than the audio files.

57 BE LA

FEMALE

I really like the way our tutor teaches, she's very encouraging and friendly  
I never feel intimidated.

58 BE LA

MALE

First, I wanted to say "demotivating", but I came to the conclusion that it should be motivating to be shown ones flaws.

59 BE LA  
FEMALE  
XXX

60 BE LA  
MALE

Excellent feedback by tutor!  
Recordings on tape +

61 BE LA  
FEMALE

Language lab tutor tells me what I'm doing wrong and how to improve it but the tutor also points out my strength which increases my motivation to keep on working on my weaknesses in English pronunciation.

62 BE LA  
MALE

It's mostly boring and repetitive.

63 BE LA  
FEMALE

I find it motivating to get better in pronunciation and I actually do.

64 BE LA  
FEMALE

I find it motivating, because you wouldn't train that much at home and because it's easier to train the groups. Furthermore I really enjoy receiving instructions to the individual sounds and feedback every week. Because only with this feedback you can work on yourself and check how you have improved.

65 BE LA  
FEMALE

Tutor takes time to talk to every student individually and gives clear instruction like sentences to improve pronunciation.

66 BE LA  
MALE

Our tutor is funny and has a very good accent  
I think it's very helpful to hear my voice recorded  
The feedback is constructive  
As I prefer to speak English with others, the lab is much more motivating than learning how to pronounce alone at home.

67 BE LA  
FEMALE

It's something different. It is really practically oriented comparison to other courses. I think it is really great having the opportunity to focus on my pronunciation.

68 BE LA  
FEMALE

because our teacher gives positive and neg. feedback, but she tries to give the negative feedback a positive touch :-)  
because I can see my pronunciation improving, or at least my lab teacher does.  
individual slots for students --> more time than in PPOCS class.

69 BE LA  
FEMALE

I find the language lab motivating, although I think that it is absolutely easier than in PPOCS class, because we basically just repeat what we hear. When I am in language lab I feel more confident, and when the class is over and that and I speak English, my native accent (FRENCH) reappears! But it is obviously better than it would be without this class...

70 BE LA  
FEMALE

On the whole, the language lab is motivating for me, because hearing a correct pronunciation and repeating it just after hearing it sometimes gives me the feeling that I can do it quite well. Furthermore, our tutor motivates us and also me personally in my check-ups. However, it can sometimes be demotivating when I cannot produce the correct sounds.

71 BE LA

FEMALE

Our tutor is a wonderful, positive person - she encourages you to speak freely and enjoy the lab sessions. Compared to some other lectures, this one seems to be really helpful and important for being a teacher one day.

72 BE LA

MALE

I find this type of training useful and I also appreciate the feedback and the inputs of the tutor. I also like the personal approach as there is too little time for regular feedback in the PPOCS course.

73 BE LA

MALE

It's more practical compared to the PPOCS class; there is also a person who really takes time to listen and to explain.

74 BE LA

FEMALE

I like listening to BE in general and as those people in the tapes talk in beautiful RP, I really enjoy listening to them. It also raises the awareness of certain aspects, e.g. the minimal pairs (difference), sentence stress/intonation, linking in order to become more fluent, ...

Especially listening to oneself after recording is interesting although a bit strange at the beginning. I think there should be 2 lab sessions a week, at least in PPOCS 1.

75 AME LA

FEMALE

Here I can finally do something that will be relevant for my job as a teacher. It really helps to get the right pronunciation. Without a practical part, studying English would be boring and wouldn't make any sense. I wish there were more classes like PPOCS/tutorial.

76 AME LA

FEMALE

We mostly practice things I don't have problems with. Repeating the drills makes me drift off quite often - it's pretty boring and I don't know if repeating each sound a couple times once a semester is really helping to improve my pronunciation. I think more 'personal' training focussing on individual weaknesses would be more effective.

77 AME LA

FEMALE

I think the best way to improve one's pronunciation is by spending a long time in an English-speaking country. The language lab serves for practising certain sounds, but there isn't much room for spontaneous speech, like you find it in everyday communication

78 AME LA

FEMALE

It's the first time that somebody tells me what I pronounce wrong. As I really would like to be a role model for my future students and I can also imagine to work as a teacher in the US it is really helpful for my pronunciation and my future career. As I know about my mistakes by now, I'm really motivated to work on my pronunciation.

79 AME LA

FEMALE

because my pitfalls are detected  
and then I am motivated to work on them.  
It motivates me when I see my progress in the lab.

80 AME LA

FEMALE

overcome pitfalls  
cool tutor

maybe a different way of learning would be even more motivating - speaking to a computer isn't really the most motivating procedure

81 AME LA

FEMALE

teacher  
outcome

82 AME LA

FEMALE

It is very boring and I am not sure it is helpful in speaking.

83 AME LA

FEMALE

Because you hear yourself speaking and you hear your own mistakes - it helps to improve.

84 AME LA  
FEMALE

The lab helps me to improve both listening and speaking skills and it's interesting to learn about the details of the language. In the lab you can practice appropriate pronunciation.

85 AME LA  
FEMALE

It is basically always the same and you just have to repeat words which is not as demanding as speaking freely. More actual conversation would be needed and useful.

86 AME LA  
FEMALE

As a future teacher it is very important to have an accurate pronunciation, to be able to be a role model. Generally speaking, the language lab is motivating, however, I would love to have more personal feedback. I think it is really hard to improve pronunciation skills by listening to yourself. Maybe more partner work would improve this.

87 AME LA  
FEMALE

There are about 20 students sitting next to you, speaking at the same time (you also hear this on the tape recording). The feedback given is too short and you get no exercises for improving.

88 AME LA  
FEMALE

In the lab we work on every individual sound and I found out the sounds I have a problem with. Now I can focus on those in order to improve my pronunciation

89 AME LA  
FEMALE

Because we get regular feedback and have the possibility to ask questions at any time.

90 AME LA  
MALE

Just repeating gets boring and is not very motivating, but individual feedback is a positive aspect. Maybe there should be more individual pronunciation training and therefore improvement.

91 AME LA  
MALE

it helps to improve my pronunciation, because I can hear myself speaking and immediately know what I'm doing wrong.

92 AME LA  
MALE

It's kind of boring reading from a sheet and repeating after the computer. Then you have to listen to it all over again.

93 AME LA  
MALE

Cause you hear your improvements while listening to your recordings and can figure out where you need to improve and work on.  
But the headphones hurt. THAT SUCKS!!!

94 AME LA  
FEMALE

You realize mistakes in pronunciation you weren't aware of --> you want to correct them in order to sound more native.

95 AME LA  
FEMALE

General feedback concerning your own strengths and weaknesses  
train certain features of pronunciation and thus you become aware of your problems.  
you are only confronted with AE and not with a mix of AE and BE.

96 AME LA  
FEMALE

It helps to improve my pronunciation and to understand the rules.

97 AME LA  
MALE

Does not simulate real speaking situations.  
It is very time consuming.

98 AME LA  
MALE

In the middle! it is important to listen to your own sounds and language but it is also very important to communicate with your colleagues. But that is not a problem of the lab especially, but a problem of the whole study at university.

99 AME LA  
FEMALE

In the language lab I can work on these last features in my pronunciation that can distinguish me from a native. And most people are becoming aware of their mistakes here.

100 AME LA  
FEMALE

Actually I can't decide. It's quite demotivating to have no chance to correct you pronunciation and be given proper feedback. But as I get used to the procedure, it is motivating.

101 AME LA  
FEMALE  
XXX

102 AME LA  
FEMALE

On the one hand motivating because I learn how to do better

On the other hand demotivating because there is always that I pronounce incorrectly and I don't seem to get much better.

103 AME LA  
MALE

Some of the questions were harder to answer since they did not seem to apply to me. My pronunciation is already quite proficient and I don't feel like there is too much more I can learn in this classroom.

104 AME LA  
FEMALE

I find it quite impersonal to talk to a machine.

105 AME LA  
FEMALE

Our tutor always tries to give useful tips to improve our pronunciations and does not make us down if something's wrong.

106 AME LA  
FEMALE

I feel motivated to improve my pronunciation because I realized how many weaknesses I still have. I wasn't aware of them before as much but I wish to have some open tutor times to improve my E on a 1-1 base and get some more feedback.

107 AME LA  
FEMALE

It raised awareness to sounds I probably would never have articulated quite so accurately without going there.

108 AME LA  
FEMALE

I think the first part of each session, where we do the "pronunciation drills" is helpful, the second part with the intonation exercises, though, is not, because it's way too fast. I would also like to practise reading aloud in the language lab because that's what we have to do in the oral exam.

109 AME LA  
FEMALE

hear correct pronunciation  
read along  
in movies often too fast  
here time to concentrate  
find out own mistakes  
can work on them

110 AME LA  
MALE

When I can listen to my recording, I like that I can compare it with the native speaker. Also, when I know that I am recorded, I think I try harder. And the language lab also serves kind of like a checkpoint. When I practise my pronunciation at home. It's also motivating me to speak better in the lab.

111 AME LA  
FEMALE

I think it is motivating because it's the first time I really notice my wrong pronunciation. I especially like the personal feedback from the tutor as well as the PPOCS Professor. I don't like some tapes, because they're really too fast to concentrate on pronunciation.

I also would prefer some open talks to improve fluency and become even more confident in speaking of holding presentations.

112 AME LA  
FEMALE

In the language lab you can overcome your pronunciation flaws and therefore feel more confident when you talk English. Overcoming these flaws is a great success for me and success is still the best motivation.

113 AME LA  
FEMALE

It's not that demotivating than the exam, where every word you say is judged by a group of natives. Sitting in front of the PC and talking to myself is artificial and can get boring. Some audiofiles (stress intonation) are far too fast and it's simply impossible to listen to the speaker and afterwards repeat the sentence, that's demotivating. All in all the lab is still more motivating than demotivating.

114 AME LA  
FEMALE

It's motivating in a sense that something our tutor really gives us is helpful hints but I really don't understand why we have to listen to tapes from half a century ago. I could as well listen to updated tapes via moodle at home and really talk in class which would be helpful for the final exam. On the one hand it's motivating because our tutor helps us but on the other hand, the tapes are outdated and boring.

115 AME LA  
MALE

I think it's kinda boring to listen to yourself twice for appr. 20 min. Furthermore, the earphones hurt my ears. And also the texts we have to repeat are often way too fast.

116 AME NLA  
FEMALE

good and helpful feedback from the tutor  
we have the possibility to work on the individual problem sounds but also on sentence structure and we also learn how to reduce sounds etc.

117 AME NLA  
FEMALE  
XXX

118 AME NLA  
FEMALE

i get good feedback. I like working on my pronunciation. It's pretty much the first time in my life I get feedback on my pronunciation. Not really focus on that in school. Sometimes may be a bit dull.

119 AME NLA  
FEMALE

All the other courses and lectures are mainly theoretical. PPOCS and language lab is motivating and I like it.

120 AME NLA  
FEMALE

because you get told (by someone who knows this stuff) what it actually is you are doing wrong and how to improve it. I think the intonation training is meaningless though.

121 AME NLA  
FEMALE

Actually my opinion of the language lab is rather neutral. it is probably not the best way to learn pronunciation, because it is very artificial but under the circumstances at university (budget, lots of students) there is no real alternative. The lab setting and exercises have made me more aware of pronunciation differences, so that is good.

122 AME NLA  
MALE

tutor  
self reflection due to recordings

123 AME NLA  
FEMALE

You do not have a probability of feeling shy because the computer records. Also it is also good to be evaluated individually not in front of the class.  
I find it demotivating because the feedback session is not professional. You just forget about what you should have done after class.

124 AME NLA  
FEMALE

Since we're always so many students in your classes it's really helpful to get direct feedback on your pronunciation from a native speaker. We also get to learn and hear things we would not get to hear/learn in any other class.

#### QUESTIONNAIRES WITHOUT PERSONAL INFORMATION GIVEN

125 BE

time to practise pronunciation in a much nicer atmosphere than in the actual PPOCS class.  
additional feedback via soundcloud --> tutor takes her time to give us feedback.

126 BE



XXX

127 AME

The language lab is motivating me as our tutor is very helpful and tells me how I can improve my weaknesses in pronunciation.

## Questionnaire - Responses to semi-open questions (Q25) FULL TEXT<sup>12</sup>

(CODES WERE ADDED FOR ORGANISATIONAL REASONS)  
(MISTAKES – SPELLING, GRAMMAR ETC. – WERE LEFT UNCORRECTED)

1BE NLA  
MALE

- + To be made aware of systematic pronunciation mistakes that have fossilised in my usage.
- + To be given concrete examples on how to practise my problem areas.

2BE NLA  
MALE

Needs: yes  
Wants: no  
(see q24)

3BE NLA  
FEMALE

- Repetition
- Connection
- The possibility to listen to my voice

4BE NLA  
FEMALE

But only one-sided. I think it helps to raise awareness of the difference of pronunciation, but it doesn't really help to become fluent in everyday speech. Therefore the exercises are too artificial. I think without self practise and motivation one doesn't get a lot out of PPOCS and language lab!

5BE NLA  
MALE

I need to improve quantities and different lengths. I also have to be careful about final consonants followed by the sounds --> e.g. all these things.

6BE NLA  
FEMALE

I find it very helpful to be corrected by my tutor. I need regular personal feedback in order to improve. The computer does not correct me when I make a mistake, therefore it's less useful to me.

7BE NLA  
FEMALE

There are still a few segmentals I have to focus on when talking. If I think about them again and get told by my tutor how to improve them then I'm quite sure to produce them correctly in the future. At least I hope so.

8BE NLA  
FEMALE

- > Makes sure I do study pronunciation for a longer period each week
- > Makes sure I feel I know what I do, because I get told I do something right or how to do it better.

9 BE NLA  
FEMALE

XXX

10 BE NLA  
MALE

Even though it is mainly demotivating, I find each session highly informative and helpful, as I have several areas where my pronunciation needs improvement, e.g. *ð* or *dʒ*, aspiration and some notorious mistakes that are clearly of American descent.

11 BE NLA  
FEMALE

You probably need more constructive critique or input. Repeating a word a hundred times does not improve your pronunciation, when you mispronounce it.

12 BE NLA  
FEMALE

---

<sup>12</sup> It should be noted that the answers of the students are here printed as they were given without editorial interference.

Especially at the beginning, I did not hear what exactly I pronounced wrong, so the tutor helped me and told me what I have to improve and how I can do this. Furthermore, the reader provides further exercises which I can do at home as well.

13 BE NLA  
MALE

Because I can improve various areas in my pronunciation, the general approach of the lab suits my needs.

14 BE NLA  
FEMALE

I need to learn to talk more slowly and clearly. not matter what language I speak. The easiest way for me to learn is to copy the pronunciation of others so it's good to have a tutor around because the regular PPOCS classes are still too crowded.

15 BE NLA  
FEMALE

- + listening to someone who has good pronunciation
- + being able to speak certain difficult words
- + focussing on difficulties
- + getting feedback

16 BE NLA  
FEMALE

I can get concrete advice and example sentences for practising which is great! However, I think more group activities would give more opportunities to practise than recording on the PCs. This is something which can also be done at home with a practice CD. I think also extra activities and speaking with native speakers would be more helpful.

17 BE NLA  
FEMALE

As stated before, I like that I am getting concrete advice ho to improve. However, I don't think that the PC recording is as helpful as the actual check-ups.

18 BE NLA  
MALE

I tend to mix american and british english. Need to get rid of that.

19 BE LA  
MALE

The tutor gives me a personal feedback and so she makes me aware of certain mistakes which I wasn't aware of before. She often shows me how he sounds are produced correctly.

20 BE LA  
FEMALE

more feedback would be nice

21 BE LA  
FEMALE

I need to improve my pronunciation on plosives e.g. ts. I've said before, tutors should also point out your strengths.

22 BE LA  
MALE

It's possible to listen to your own speech in order to improve it.

23 BE LA  
FEMALE

I would love to improve my problems with /dʒ/ and /v/ and voicing in general. Moreover I'd really like to incorporate correct vowel length and weak sounds in my pronunciation so that I needn't think of those aspects when speaking. It would be great to come near a native speaker at the end but I don't think this is possible if I'm not in an English speaking country. I do watch a lot of British programmes but I haven't got a lot of opportunities to speak with natives. All in all, the lab takes care of numerous needs but taking care of all my needs might not be realistic, I guess.

24 BE LA  
FEMALE

mostly quantities. In the lab I can concentrate on these, no matter which sound I actually train at the moment.

25 BE LA  
FEMALE

It's very important for me that I get regular feedback about my pronunciation; in the PPOCS class I don't get it very often. Further, we are treated as individuals in the LL and therefore, we can improve of the feedback.

26 BE LA  
FEMALE

I rather improve my pronunciation at home listening to BBC radio or chatting with native speakers than in the language lab.

27 BE LA  
FEMALE

learning needs are individual.  
I should practice [s] + [dʒ] more

28 BE LA  
FEMALE

As mentioned before, repeating after the computer and reading for the tutor is one thing (which helps, at least at the start) but what I think the lab is lacking is a more personal component. I haven't heard a single practical! piece of advice from the tutor - I am just demotivated after I leave the class because I only get a list of what I pronounced the wrong way - and no helpful info on how I could improve.

29 BE LA  
FEMALE

aspiration, linking, /w/-/v/, /e/-/æ/

30 BE LA  
FEMALE

I would prefer more continuous feedback, which means the instructor should also pay attention to the mistakes of past lectures.

31 BE LA  
MALE

of course, it does not. It is not just for me, it gives an overview for all students how it should be done. After that they need to practise on their own.

32 BE LA  
MALE

need more/better instructions at the time I feel like learning by myself without any help from the tutor. The tutor makes me feel even more insecure.

33 BE LA  
MALE

aspiration  
/ɜ:/  
/ð/  
linking

34 BE LA  
FEMALE

I have problems with θ, ð and linking. not really while reading but while speaking  
--> maybe less reading and more speaking for conversations

35 BE LA  
MALE

As I've already noticed, the tutor doesn't have a clue on what level I find myself or where do I need to improve? In order to pass the PPOCS class we'll have to practice our individual texts. The tutor never mentioned that. She doesn't tell us anything.

36 BE LA  
MALE

intonation

linking  
th-sound ...

37 BE LA  
FEMALE

I need more practise concerning diphthongs and the "th" sound, the æ sound and the ʒ sound. I really like the sound samples recorded by native speakers. The personal talk with the tutor at the end of the lesson is also very helpful because she really focusses on me and tells me everything I need to be careful of.

38 BE LA  
FEMALE

Actually it depends. The problem is that not everyone has the same problem sounds, but everyone has to practise all sounds. What I mean is that I would benefit more from the lab if I could really concentrate on my problem sounds by working only on them and leave out sounds which I can produce easily anyway. I think, after the initial check-up, when one knows his/her good and bad sounds, one should have the possibility to choose the tasks on his/her own.

39 BE LA  
FEMALE

I think I have improved my pronunciation since the language lab started. However, in my opinion one semester is not enough to reach the level of pronunciation that is required.

40 BE LA  
FEMALE

Quantity (I'm too fast)  
post vocalic -r  
ʒ:  
some things improve but others do not get sufficient training.  
practising in front of the mirror is not affective ;-)

41 BE LA  
FEMALE

I still have a lot of things to improve, such as:

intonation  
certain sounds (ð, e, ...)  
--> of course the lab takes care of it, as I get to know which sounds are right or wrong.

42 BE LA  
MALE

There always could be more. I struggle with the "th" sound in not-initial position somewhat.

43 BE LA  
FEMALE

level of sounds: voicing, æ, ʒ:  
Each session deals with a certain set of sounds - that's great

44 BE LA  
MALE

prolonging the vowel sounds  
difference between e and æ  
th  
slowing down when reading

45 BE LA  
FEMALE

a/æ differentiation  
^  
linking  
a:

46 BE LA  
FEMALE

speaking more slowly  
making more pauses  
paying attention to the s-voicing

47 BE LA  
MALE

I think video recordings of proper lip-movement would be a useful thing to have. Would prefer more literary texts and less dialogs.

48 BE LA  
FEMALE

stress and intonation  
ʒ: and ʊ: sounds

49 BE LA  
FEMALE

XXX

50 BE LA  
FEMALE

length!  
post vocalic r!  
stress!

51 BE LA  
FEMALE

I would need more time to practice pronunciation for passing the exam than just 5 months.

52 BE LA  
MALE

I think the lab is useful but the main problem when studying English and especially pronunciation is that we are given so little time. For me it wasn't possible to get rid of all my problem sounds in one semester, it was just not enough time! It's also a problem that everybody is graded with the same key but that's nonsense because all of use don't have the same requirements. As my teacher in school never taught pronunciation I had and still have huge problems.

53 BE LA  
FEMALE

Speaking to somebody who can correct me is really important. It is not enough just to listen, I have to actively practise AND be corrected.

54 BE LA  
FEMALE

- sb. who listens to me bec. I cannot detect all my mistakes on my own.
- sb who tells me how to pronounce better when I don't get it
- read aloud a lot, listen to myself and a model --> compare

55 BE LA  
FEMALE

I can record myself and listen to it; feedback of the tutor helps.

56 BE LA  
FEMALE

- + the interview with my tutor helps me more than listening to the audio files.
- + I think it's important to get individual feedback

57 BE LA  
FEMALE

listening to audio files and recording yourself doesn't really work for me, but the personal feedback is helpful!  
I still have to work on several sounds æ, ʒ:, ɔ̃ and intonation/stress.

58 BE LA  
MALE

diphthongs, vowels in general

59 BE LA  
FEMALE  
XXX

60 BE LA  
MALE  
XXX

61 BE LA  
FEMALE  
- how to produce problem sounds correct

- practise talking

62 BE LA  
MALE  
XXX

63 BE LA  
FEMALE

We are able to spend more time on things we can't pronounce that well and get instructions how to pronounce them right.

64 BE LA  
FEMALE

voicing  
intonation  
stress  
level of sounds

65 BE LA  
FEMALE

Instructions how to move lips, tongue, jaw...  
clear instructions how to improve, work on "mistakes"

66 BE LA  
FEMALE  
vowel length  
e instead of æ  
pauses

67 BE LA  
FEMALE  
The tutor really shows you what to improve. It's great to know what to work on.  
slow down, vowel length, aspiration!

68 BE LA  
FEMALE

v/w, plosives, voicing, weak forms at the beginning.

69 BE LA

FEMALE  
I need to get rid of my French accent. The only problem is that as we are in Austria, the teacher mostly knows the difficulties for German speakers which are almost opposite than mine. However the teacher knows that I am an Erasmus student and helps me as she can. The sounds /ɔ:/-/ɒ/-/æ/-/ɔ/ are probably the most hard for me to do right.

70 BE LA  
FEMALE  
The language lab course takes care of my personal needs in the individual check-ups. I am a slow learner of pronunciation and up to now this has not caused any problems for me. The tutor explains me things as often as it is necessary for me very patiently. Without regular check-ups and the tips I would not have much chance to pass (I think).

71 BE LA  
FEMALE

I need to listen to native speakers  
I need to listen to my own voice!  
I need to be corrected as people from Britain would never correct my pronunciation!  
I need even more practice - PPOCS is not quite as "satisfying".

72 BE LA  
MALE

The tutor gives me feedback and points out my problems. She also gives me advice on how to improve.

73 BE LA  
MALE

to become more confident when it comes to intonation; my aspiration is too strong; I need to take care of weak forms.

74 BE LA  
FEMALE

Talking and repeating is nice but the most important part is the direct communication with the tutor, which reveals explicit input and gives correction. Actually, I think this is THE ONLY TIME EVER, when you get proper feedback on your pronunciation and therefore cannot be valued highly enough.

75 AME LA  
FEMALE

How I can pronounce a word correctly.  
What I can do to improve my skills.

76 AME LA  
FEMALE

see previous comment  
mostly I need to improve my "th" pronunciation in conversation.

77 AME LA  
FEMALE

pronouncing th after an s

78 AME LA  
FEMALE

In some cases, my pronunciation sounds too British. f.e. "good"  
I'm doing AmE.

79 AME LA  
FEMALE

I have mainly problems with voicing, for example /v/ and /f/ and /tʃ/ and /dʒ/. and with the "th" sound.  
however, the language lab doesn't provide the students with material with which they can practice.

80 AME LA  
FEMALE

vowel length post vocalic r

81 AME LA  
FEMALE

becoming aware of personal pitfalls  
working on specific sounds  
can't be really individual

82 AME LA  
FEMALE

XXX

83 AME LA  
FEMALE

It made me aware of some mispronunciations.  
I have problems with /w/-/v/ and /e/-/æ/

84 AME LA  
FEMALE

th sounds  
vowel lengthening  
sentence rhythm.

85 AME LA  
FEMALE

Reason see question 24

86 AME LA  
FEMALE

I would need more personal feedback

87 AME LA  
FEMALE

I need extra exercises and sessions for my problem areas.



88 AME LA  
FEMALE

the voiced th primarily, sometimes the r

89 AME LA  
FEMALE

mostly consonants /w/ and /v/  
/ð/

sometimes distinction between voiced and unvoiced sounds /s/ and /z/

90 AME LA  
MALE

Out tutor listens to us separately and helps us improve our skills on pronunciation and stress realization. I have to get more fluent by using language patterns regularly.

91 AME LA  
MALE

If my vowel and consonant sounds are accurate and if my intonation is good too.

92 AME LA  
MALE

I think I can learn more in the PPOCS sessions

93 AME LA  
MALE

Since I would never ever record myself and listen carefully to what I say...

94 AME LA  
FEMALE

Differences between BE and AE --> often learned BE (school) particular sounds  
/θ/ and /ð/

95 AME LA  
FEMALE

th pronunciation all the time  
differences AE - BE

96 AME LA  
FEMALE

dark l, aspirated t, vowels

97 AME LA  
MALE

Tutor gives a lot of feedback  
Would need more real life talking experience.

98 AME LA  
MALE

Again, it's in the middle. some problem as mentioned above. Sure it helps to improve pronunciation but it doesn't help to just listen to my own voice when having "fear" of using English language in everyday situations.

99 AME LA  
FEMALE

Especially the feedback of my tutor is helpful to realize mistakes and tendencies in my pronunciation and according to it, I can try to improve myself.

100 AME LA  
FEMALE

I would like to have the chance to repeat mispronounced words until I pronounce them properly. The listen to yourself is not that helpful for me as I am not always able to hear wrong sounds. Furthermore, I would like to do more authentic speech situations than just repeating.

101 AME LA  
FEMALE

XXX

102 AME LA  
FEMALE

Voiced and voiceless sounds are very important and difficult for me because we don't have those sounds in German and I didn't know they even existed until I went to university.

103 AME LA  
MALE

I pronounce an Irish th and am aware of it.  
I always preferred it that way.

104 AME LA  
FEMALE

voicing, American r  
you only get to know your learning needs but no special exercises you don't even get the worksheets so that you can repeat everything at home.

105 AME LA  
FEMALE

My biggest problems are vowel length and vowels generally.  
Especially the differences between /a/ and /æ/

106 AME LA  
FEMALE

stressed and unstressed syllables  
/s/ - /z/  
/θ/ - /ð/

107 AME LA  
FEMALE

More time with the tutor for each student would be tremendously effective.

108 AME LA  
FEMALE

voiced/unvoiced th  
r/l sounds

109 AME LA  
FEMALE

vowels  
short text reading fluently

110 AME LA  
MALE

I need more exercise on the transition from one sound to the other. e.g. /v-ð/ as in "of the"  
Here, the sounds are practised only isolatedly. If they are practised in sentences, no special attention is paid on the combination of specific sounds.

111 AME LA  
FEMALE

As I said, it's my first pronunciation course, therefore there is a lot to improve. The tutor as well as I could recognize my problems and I now try to work on them and improve my pronunciation by concentrating on my needs.

112 AME LA  
FEMALE

I have problems with the /u/ sound after consonants and voice word final consonants both in connected speech. In the lang. lab we mostly repeat single words and chunks, which does not help me improve my pronunciation in connected speech.

113 AME LA  
FEMALE

The personal feedback of the tutor is helpful. i try to work on my problematic sounds.  
I need someone to tell me with what sounds I've problems, because I can't always recognize my mistakes on the recording.

114 AME LA

FEMALE

Like I said before. It's basically 1,5 hours of repetition and listening. I would rather like to talk spontaneously about a topic in a group and get feedback as to listen to such helpless tapes.  
I think that moodle or frontier could really be helpful. Repetition training at home - speaking in class and feedback from your tutor.

115 AME LA  
MALE

I leave out the American /r/ sound and basically I like the theory background we get 'bout pronunciation

116 AME NLA  
FEMALE

The possibility to speak and read a text to the tutor and feedback  
work on the individual sounds  
work on reducing sounds in sentences

117 AME NLA  
FEMALE

XXX

118 AME NLA  
FEMALE

neither this nor that. Some exercises targeted my needs but most of them did not. More personalized trainings would be better, really focus on everyone's individual problems.

119 AME NLA  
FEMALE

As the tutor as well as the lecturer gives detailed information about what to change it is really helpful.

120 AME NLA  
FEMALE

There is no in between right?  
It does cover all sounds so there are also a lot of lectures where there are not sounds I have a problem with.  
Apart from that it's fine I guess.

121 AME NLA  
FEMALE

I don't have much problems with English pronunciation, I mainly tend to de-voice voiced consonants (from German) and hearing and recording myself has helped me at least to make me aware of this.

122 AME NLA  
MALE

particular sounds  
intonation  
rhythm

123 AME NLA  
FEMALE

accent  
better and correct pronunciation  
stress  
intonation

124 AME NLA  
FEMALE

XXX

QUESTIONNAIRES WITHOUT PERSONAL INFORMATION GIVEN

125 BE

problems with certain sounds e.g. /e/ - /æ/ --> additional feedback is possible  
intonation and linking, stress problems (sometimes)

126 BE

XXX

127 AME

The tutor points out mistakes that I did not know I make. The pronunciation drills are sometimes a bit boring and I would like to have actual conversations rather.

## Evaluation of questions 24 and 25

### Factors of motivation in the language laboratory

#### The tutor

##### Personal aspect

The contact to the tutor is very personal. (2)

The tutor does not grade. (1)

The tutor is encouraging. (6)

The tutor is a nice person. (7)

##### Professional aspect

The tutor is more motivating than the lab equipment. (3)

The tutor is giving valuable professional feedback. (16)

The tutor is a good educator. (2)

Model function of the tutor's pronunciation. (2)

**tutor** is much more personal than the contact to the PPOCS lecturers and so the tips are more tailored to the student's needs

better in the language lab, because the **tutor** is talking more with each student

I improve more when talking to my **tutor** instead of repeating after the computer

**tutor's** feedback does not feel like being graded. It's a very nice learning atmosphere

I know I will get feedback instantly from my **tutor**. This is way better than trying to get feedback from a colleague who doesn't know how to do it "right" either

The way our **tutor** handles the lab is a) very educational

I think the most helpful and motivating resource is the **tutor**

my **tutor** encourages me and tells me when I did something well

My **tutor** also gives me positive feedback when I've improved some sounds

personal interviews with the **tutor** are great

I really like our **tutor**

Great **tutor**

the **tutor** realizes that there's really some progress going on, he also mentions that which in, in my opinion, very motivating

the **tutor** gives useful tips

This depends strongly on the **tutor**, the last time I did the language lab, I wasn't as motivated

I really like the individual feedback with the language **tutor**! In my opinion they are always very useful and motivating

the **tutor** is very nice

The **tutor** does not only say what is bad, but also points out things you already learned and hence you can see a progress.

Friendly **tutor**

I really like the way our **tutor** teaches, she's very encouraging and friendly

Excellent feedback by **tutor**!

Language lab **tutor** tells me what I'm doing wrong and how to improve it but the **tutor** also points out my strength which increases my motivation to keep on working on my weaknesses in English pronunciation.

**Tutor** takes time to talk to every student individually and gives clear instruction

our **tutor** motivates us and also me personally in my check-ups

Our **tutor** is a wonderful, positive person - she encourages you to speak freely and enjoy the lab sessions

I find this type of training useful and I also appreciate the feedback and the inputs of the **tutor**.

cool **tutor**

Our **tutor** always tries to give useful tips to improve our pronunciations and does not make us down if something's wrong.

I especially like the personal feedback from the **tutor**

It's motivating in a sense that something our **tutor** really gives us is helpful hints

good and helpful feedback from the **tutor**

**tutor**

**tutor** takes her time to give us feedback

The language lab is motivating me as our **tutor** is very helpful and tells me how I can improve my weaknesses in pronunciation

I think that the **tutor** speaks a very very good English

her pronunciation is very good

## The benefit of future language teachers

LLPW is important for teachers. (3)

Good teachers need accurate pronunciation. (1)

Compared to some other lectures, this one seems to be really helpful and important for **being a teacher** one day. Here I can finally do something that will be relevant for my **job as a teacher**. It really helps to get the right pronunciation. Without a practical part, studying English would be boring and wouldn't make any sense. I wish there were more classes like PPOCS/tutorial

As I really would like to be a role model for my future students and I can also imagine to work as a **teacher** in the US it is really helpful for my pronunciation and my future career.

As a future **teacher** it is very important to have an accurate pronunciation, to be able to be a role model

## The language laboratory as pronunciation teaching method

Language lab is a motivating means of learning pronunciation. (5)

The language lab is encouraging. (5)

The language lab is cause of improvement. (12)

The language lab has a good learning atmosphere. (4)

In the language lab you can practise appropriate pronunciation. (3)

The language lab helps to sound like a native speaker. (1)

I think that the **lab** is a great way of how someone can improve English pronunciation.

The language **lab** helps me to detect the mistakes I am making and, consequently encourages me to work on them.

The practical aspect of the **lab** encourages you to use the language more than the actual PPOCS class.

With a rather informal atmosphere, the language **lab** is a great place to practise.

I'm getting aware of my problems and I like the atmosphere at the language **lab**.

I can see improvement in my pronunciation because the **lab** takes place regularly

As I prefer to speak English with others, the **lab** is much more motivating than learning how to pronounce alone at home.

I find the language **lab** motivating

On the whole, the language **lab** is motivating for me, because hearing a correct pronunciation and repeating it just after hearing it sometimes gives me the feeling that I can do it quite well.

I like listening to BE in general and as those people in the **tapes** talk in beautiful RP, I really enjoy listening to them. It also raises the awareness of certain aspects, e.g. the minimal pairs (difference), sentence stress/ intonation, linking in order to become more fluent, ...

Especially listening to oneself after recording is interesting although a bit strange at the beginning. I think there should be 2 lab sessions a week, at least in PPOCS 1.

It motivates me when I see my progress in the **lab**.

The **lab** helps me to improve both listening and speaking skills and it's interesting to learn about the details of the language. In the **lab** you can practice appropriate pronunciation.

In the **lab** we work on every individual sound and I found out the sounds I have a problem with. Now I can focus on those in order to **improve** my pronunciation

In the language **lab** I can work on these last features in my pronunciation that can distinguish me from a native.

And most people are becoming aware of their mistakes here.

When I can listen to my recording, I like that I can compare it with the native speaker. Also, when I know that I am recorded, I think I try harder. And the language **lab** also serves kind of like a checkpoint. When I practise my pronunciation at home. it's also motivating me to speak better in the **lab**.

In the language **lab** you can overcome your pronunciation flaws and therefore feel more confident when you talk English. Overcoming these flaws is a great success for me and success is still the best motivation.

PPOCS and language **lab** is motivating and I like it.

Helps clearing up mistakes, because you can listen to yourself and hear the wrong or later right **pronunciation** for yourself.

The LL is very helpful, because there I can practise with a good computer programme and I would like to spend more time in here, because at home I cannot concentrate and motivate myself to practise my **pronunciation** **motivates** me to improve my pronunciation step-by-step and not everything at the same time. I can focus more in details.

I can track my improvements when listening to the **recording**.

Practical work, we don't just sit there and listen to something. Speaking, we can try out the language ourselves.

We learn good techniques - useful to **improve** pronunciation.

I find it motivating to **get better in pronunciation** and I actually do.

It is really practically oriented comparison to other courses. I think it is really great having the opportunity to focus on my **pronunciation**.

It really helps to get the **right** pronunciation.

because I can see my pronunciation **improving**

I think it is it motivating because it's the first time I really notice my **wrong pronunciation**.

## **Improvement in pronunciation**

Success with pronunciation (2)

Overcoming these flaws is a great **success** for me and success is still the best motivation.

You can clearly see an improvement of your **pronunciation** after every session.

## **Factors of demotivation in the language laboratory**

### **The tutor**

#### **Personal aspect**

Tutor as a person is demotivating. (2)

Tutor does not communicate in a friendly way. (1)

Tutor shows lacks motivation. (1)

#### **Professional aspect**

Tutor does not give enough input. (3)

**tutor** hardly mentions any theoretical background before the students start their sessions

our language lab **tutor** is quite demotivating!

**tutor!**

I feel that the **tutor** does not help me much/give helpful advice

I don't think that my **tutor** has a friendly way to communicate

Hardly any instructions by the **tutor**

The major problem is the lack of motivation the **tutor** seems to face

### **The language lab material**

The material is old (2)

The material is monotonous (1)

I really don't understand why we have to listen to **tapes** from half a century ago. I could as well listen to updated tapes via moodle at home and really talk in class which would be helpful for the final exam.

the tapes are **outdated** and boring

Repeating the drills makes me **drift off** quite often

### **Boredom**

The lab is boring and/or repetitive (10)

RP is boring (1)

do dialects instead or additionally to RP - it's British English after all. I prefer that to **boring** RP, please let me do it. (BE)

the lab sometimes is a bit **boring**. (BE)

**boring**/repetitive (BE)

It's mostly **boring** and repetitive. (BE)

it's pretty **boring** and I don't know if repeating each sound a couple times once a semester is really helping to improve my pronunciation. (AME)

It is very boring and I am not sure it is helpful in speaking. (AME)

Just repeating gets boring and is not very motivating (AME)

It's kind of **boring** reading from a sheet and repeating after the computer. (AME)

artificial and can get **boring**. (AME)  
the tapes are outdated and **boring** (AME)  
I think it's kinda **boring** to listen to yourself twice for appr. 20 min. (AME)

## Students' learner needs

### Segmental features

Segmental features in general (1)

/e/-/æ/ (16)

/w/-/v/ (4)

/θ/-/ð/ (16)

/ɜ:/ (6)

/ɔ:/-/ɒ/ (3)

/dʒ/ (4)

/l/ (2)

/ʌ/ (1)

/tʃ/ (1)

/u/ (1)

voicing in general (5)

plosives (4)

vowels in general (4)

post vocalic /r/ (3)

American /r/ (2)

plosives in general (2)

There are still a few segmentals I have to focus on when talking.

/w/-/v/, /e/-/æ/

the "th" sound, the æ sound and the ɜ:

level of sounds: voicing, æ, ɜ:

difference between e and æ th

a/æ differentiation

I still have to work on several sounds æ, ɜ:, ð.

e instead of æ

The sounds /ɔ:/-/ɒ/-/æ/-/ð/ are probably the most hard for me to do right.

I have problems with /w/-/v/ and /e/-/æ/.

Especially the differences between /a/ and /æ/

problems with certain sounds e.g. /e/ - /æ/

ð or dʒ, aspiration

various areas in my pronunciation

I need to improve my pronunciation on plosives e.g. ts.

I would love to improve my problems with /dʒ/ and /v/ and voicing in general.

I should practise [s] + [dʒ] more.

aspiration

/ɜ:///ð/

aspiration

I have problems with θ, ð.

post vocalic -r

ɜ:

certain sounds (ð, e, ...)

I struggle with the "th" sound in not-initial position somewhat.

prolonging the vowel sounds

difference between e and æ

th

ʌ a:

paying attention to the s-voicing

ɜ: and ɔ: sounds

post vocalic r!

diphthongs, vowels in general

e instead of æ

aspiration



v/w, plosives

The sounds /ɔː/-/ɒ/-/æ/-/ɒ/ are probably the most hard for me to do right.

mostly I need to improve my "th" pronunciation in conversation.

pronouncing th after an s

post vocalic r

/v/ and /f/ and /tʃ/ and /dʒ/

"th" sound

post vocalic r

I have problems with /w/-/v/ and /e/-/æ/

th sounds

the voiced th primarily, sometimes the r

mostly consonants /w/ and /v/ /ð/

sometimes distinction between voiced and unvoiced sounds /s/ and /z/

/θ/ and /ð/

th pronunciation all the time

dark l, aspirated t, vowels

voicing, American r

vowels generally

/a/ and /æ/

/s/ - /z/

/θ/ - /ð/

voiced/unvoiced th

r/l sounds

vowels

I have problems with the /u/ sound after consonants and voice word final consonants both in connected speech.

I leave out the American /r/ sound.

work on the individual sounds

## Suprasegmental features

Intonation (8)

Stress (8)

Speed/clear speech (7)

Quantities (4)

Linking (6)

Weak forms (4)

American influence (2)

Differences BE/AME (1)

I need to improve quantities and different lengths.

some notorious mistakes that are clearly of American descent

various areas in my pronunciation

more slowly and clearly

I tend to mix American and British english. Need to get rid of that.

I'd really like to incorporate correct vowel length and weak sounds in my pronunciation so that I needn't think of those aspects when speaking.

mostly quantities. In the lab I can concentrate on these, no matter which sound I actually train at the moment.

linking

linking

linking

intonation

linking

I'm too fast

intonation

slowing down when reading

linking

speaking more slowly

making more pauses

stress and intonation

stress!

intonation/stress

intonation

stress

pauses  
slow down, vowel length  
weak forms at the beginning  
to become more confident when it comes to intonation, weak forms  
vowel lengthening  
sentence rhythm.  
differences AE - BE  
stressed and unstressed syllables  
I need more exercise on the transition from one sound to the other. e.g. /v-ð/ as in "of the"  
work on reducing sounds in sentences  
intonation rhythm  
stress, intonation

## **Awareness raising**

Finding out about fossilised mistakes (5)  
Awareness of L1 influence (1)

To be made aware of systematic pronunciation mistakes that have fossilised in my usage.  
The tutor gives me a personal feedback and so she makes me aware of certain mistakes which I wasn't aware of before.  
It made me aware of some mispronunciations.  
helpful to realize mistakes and tendencies in my pronunciation and according to it, I can try to improve myself.  
I mainly tend to de-voice voiced consonants (from German) and hearing and recording myself has helped me at least to make me aware of this.  
The tutor points out mistakes that I did not know I make.

## **Being corrected**

Correction in order to detect errors (6)  
Correction by a professional phonetician (1)

Speaking to somebody who can correct me is really important. It is not enough just to listen, I have to actively practise AND be corrected.  
- sb. who listens to me bec. I cannot detect all my mistakes on my own.  
sb who tells me how to pronounce better when I don't get it  
clear instructions how to improve, work on "mistakes"  
I need to be corrected as people from Britain would never correct my pronunciation!  
Actually, I think this is THE ONLY TIME EVER, when you get proper feedback on your pronunciation and therefore cannot be valued highly enough.  
I need someone to tell me with what sounds I've problems, because I can't always recognize my mistakes on the recording.

## **Listening to one's own voice**

Listening and/or auto-correction of pronunciation (6)

The possibility to listen to my voice  
It's possible to listen to your own speech in order to improve it.  
read aloud a lot, listen to myself and a model  
I can record myself and listen to it  
I need to listen to my own voice!  
Since I would never ever record myself and listen carefully to what I say...

## **Listening to models**

Listening to a model pronunciation (3)

listening to someone who has good pronunciation  
I really like the sound samples recorded by native speakers.  
read aloud a lot, listen to myself and a model

## **Being able to pronounce well**

Pronouncing difficult words/phrases (3)

Pronouncing correctly (3)

Intonation competence (1)

Repetition of mispronounced words - drill (1)

being able to speak certain difficult words

how to produce problem sounds correct

If my vowel and consonant sounds are accurate and if my intonation is good too.

I would like to have the chance to repeat mispronounced words until I pronounce them properly.

improve my pronunciation

better and correct pronunciation

How I can pronounce a word correctly.

## **Sounding like a (standard variety) native speaker**

Achieving near-nativeness (1)

Listening to native speakers (1)

It would be great to come near a native speaker at the end but I don't think this is possible if I'm not in an English speaking country.

I need to listen to native speakers

## **Adjustment of articulatory setting**

Positioning the articulators (1)

Accent training (2)

Instructions how to move lips, tongue, jaw...

In some cases, my pronunciation sounds too British. f.e. "good" I'm doing AmE.

accent

## **Reading of literary texts**

Reading literary texts instead of dialogues (1)

prefer more literary texts and less dialogs.

## **Elimination of L1 influences**

Elimination of French accent (1)

Elimination of German accent (2)

I need to get rid of my French accent.

Voiced and voiceless sounds are very important and difficult for me because we don't have those sounds in German and I didn't know they even existed until I went to university.

I mainly tend to de-voice voiced consonants (from German) and hearing and recording myself has helped me at least to make me aware of this.

## **Opportunity for practice**

Possibility for training (1)

I need even more practice - PPOCS is not quite as "satisfying"

## **Fluency training**

Fluency improvement (2)

I have to get more fluent by using language patterns regularly.  
reading fluently

## **Conversational training**

Authentic speech training (3)

Would need more real life talking experience.  
"fear" of using English language in everyday situations.  
Furthermore, I would like to do more authentic speech situations than just repeating.

## Transcription of the personal interviews<sup>13</sup>

### Categories for reference to the analysis:

G – general view on pronunciation

R – reasons for considering pronunciation to be (not) important

M – factors of motivation

D – factors of demotivation

L – learner needs

A – additional comments (Categorization letter printed **after** statements)

#### INTERVIEW 1

Studentin weiblich

Englisch Lehramt

*Gut. Fangen wir an. Kannst du dich erinnern, wann dir Aussprache zum ersten Mal als Teil des Sprachenlernens aufgefallen ist? Wann ist dir bewusst geworden, dass Aussprache ein eigener Teil des Sprachenlernens ist?*

Das war auf jeden Fall an der Schule. In der siebten oder achten Klasse, also das ist in Österreich das Äquivalent zur dritten Klasse, glaub ich. Ich war ungefähr vierzehn.

Ich habe nie in der Schule gelernt zu transkribieren, das wurde irgendwie übersprungen und das war für mich später ein Nachteil. Also, ich hab mich schwer getan, dass ich wirklich gesagt hab, okay.... also ich finde, jetzt tu ich mich leichter, dass ich die Wörter versuche richtig auszusprechen anhand von der Transkription eben. **G**

*Ja.*

Das hab ich früher nie gemacht, also nie mitgelernt.

Also, ich glaub, dass es nicht für jeden wirklich so relevant ist, wenn ich jetzt nicht Englisch studieren würd, würd ich es wahrscheinlich auch nicht vermissen.

*Ja, ich verstehe.*

Also ich glaub schon, dass es hilfreich ist, aber nur im begrenzten Maße.

*Gut. Gehen wir zum nächsten. Was mich interessieren würde ist im Vergleich, jetzt wo du in PPCOS drinnen bist, wie wichtig ist dir Aussprache im Vergleich zu früher?*

Das würd ich jetzt schon sagen, dass ich jetzt mehr Wert drauf lege, dass ich versuch richtig auszusprechen. **R**

*Mhm.*

Also ich hab mich vorher nicht damit beschäftigt und hab am Anfang vom Kurs dann auch halt die Panik gekriegt.

*Aber was ist es, das dich motiviert?*

Mich hat mein persönlicher Ehrgeiz gepackt. **M** Vor allem es ist so wichtig, also ich hab das gemerkt, dadurch wenn man ein Wort wirklich richtig aussprechen kann, dann verstehen einen die Leute und wenn man das nicht schafft, dann kommt es bei den "natives" nicht immer so an. **R**

*Ja okay.*

---

<sup>13</sup> It should be noted that the answers of the students are here printed as they were given without editorial interference.

Also das hat schon Vorteile.

*Ist das jetzt nur für die "natives", oder auch wenn die Leute Englisch als Fremdsprache verwenden?*

Wenn ich mit jemandem spreche, wo ich merke, der hat ein niedrigeres Level als ich, dann passe ich mich nicht in der Aussprache an, sondern eher meine Wortwahl. Aber deshalb würde ich jetzt nicht meine Pronunciation verändern.

Es wäre leichter, wenn man jetzt immer bei einem Standard bleibt, aber ich glaub, das ist unrealistisch, das zu erwarten. Ich hab auch gemerkt, dass das Australische Englisch anders ist als das Britische.

Ja.

Ich weiß nicht, ob es mit Englisch die Anforderung ist, dass man wirklich alle Wörter in allen Varianten weiß. Man sollte sich an einem Standard orientieren, sonst hat man irgendwie so einen Misch-Masch, der für niemanden dann irgendwie Sinn ergibt. **L**

*Ich verstehe. Also was könnte man unter dem Strich sagen motiviert dich, deine Aussprache zu verbessern?*

Ich seh Englisch nicht nur, also ich studier das nicht nur, weil ich es später zum Beruf machen will, sondern auch, weil ich persönlich für mich was gewinnen will. Da gehört auch die Aussprache dazu.

*Wenn wir jetzt speziell zu unserem Kurs gehen, welche Aspekte am Sprachlabor findest du motivierend oder demotivierend?*

Also was ich super finde ist, dass man einen Ansprechpartner hat. Was ich auch immer mache, dass ich Fragen stelle, wie mach ich das, ich brauch einfach jemanden, der mir sagt, so und so geht das, das hilft mir ganz viel. Was schon hilft ist, dass man einfach viel hört, also die Examples halt, die man immer wieder anhören kann und auch üben kann. **M**

Was ich mir denk, das hab ich auch reingeschrieben in den Fragebogen, was ich mir denk das man vielleicht anders nutzen könnte, dass man die CD zu Hause machen könnte und das irgendwie anders üben könnte, eher interaktiver. **L**

Ich lern halt Englisch eher dadurch, dass ich es irgendwie verwende, also schon eher Input, also zuhören aber schon auch viel zu sprechen.

Ich glaube, dass man die Zeit, die man an der Uni mit den anderen Leuten verbringt, glaub ich, mehr nutzen könnte. Also, dass jeder in der Box seinen Hörer aufhat, das kann ich ja zu Hause auch machen, aber dass das ich andere Leute um mich rum habe, die auch Englisch könnten, von denen ich ja auch was lernen kann, dass ich das besser nutzen könnte.

Ich glaube ich lerne mehr im Sprachlabor als im Theoriekurs, weil ich mehr üben kann. **M**

Also ich glaube, dass man die Übungen [im Sprachlabor] bissl mischen könnte, also nicht nur auf dem Wiederholen basierend, sondern auch noch sagt, wir machen jetzt einen Dialog und transkribieren den. Ich glaub, man könnte es insofern effizienter nutzen, dass man mehr Leute da hat, die Englisch können. **L**

*Wie würdest du die Atmosphäre im Sprachlabor beschreiben?*

Also mir macht es Spaß, ich find es ist recht locker **M**, nicht so, also ich weiß nicht, ich habe Spaß dabei. Es ist zum üben gedacht und das merkt man auch, jeder kann soviel einbringen, wie er will. Wenn man das will, dann kann man das auch machen. **M** Das finde ich eigentlich gut, denn die Uni ist so gedacht, dass jeder Lernen kann was er will.

Das finde ich gut, denn man kriegt auch Feedback und man kriegt gesagt okay, das und das und das ist falsch und das find ich eigentlich schon, dass das recht effizient ist, dass man was lernt.

*Ich verstehe.*

Ich wollt noch sagen, ich finde man lernt am meisten, wenn man mit einem Native speaker reden kann, aber das ist Luxus. **A**

*Wie meinst du das?*

Ich glaub, man muss schon selber auch im Gespräch beteiligt sein, aber allein diese Intonation und einfach ein richtiger Dialog ist was anders als eine CD, die man wiederholt. Man kann leichter kopieren, wenn man ein Gefühl dafür kriegt, und das kann man am besten, wenn man das mit jemandem macht, der das wirklich automatisch kann.

Ich glaub, dass es generell, also dass man eher davon hören sollte, dass Aussprache wichtig ist **A**.

*Vielen Dank für dieses Interview.*

## **INTERVIEW 2**

Studentin weiblich

*Wenn du überlegst, in Bezug auf Aussprache, kannst du dich erinnern, wann dir Aussprache als eigener Teil der Sprachausbildung das erste Mal bewusst geworden ist?*

Ahm, so zum allerersten Mal, würde ich sagen, eh in Study of Language 1. Einfach weil du damit konfrontiert wirst, dass du transkribieren musst, du musst wissen wie du Sachen aussprichst. Aber das war nicht so stark, sondern eigentlich eher in diesem Kurs [PPOCS, Anm.], weil du dich wirklich darauf fokussierst, wie du sprichst, und das war davor nicht der Fall. In Wirklichkeit redest du am Anfang des Studiums fast nichts, also wenn du nicht reden willst, dann redest du nicht. Außer du hast Presentations oder irgendwas, aber das kommt dann auch auf den Lehrer an. Wenn du das nicht hast und du bist eher schüchtern, dann redest du einfach nicht.

*Ich verstehe.*

Aber in dem Sinne, wirklich in PPOCS 1.

*Und jetzt, wo du in PPOCS bist, wie wichtig ist dir da die Aussprache?*

Sehr wichtig. Weil das war eigentlich der Grund, also nicht die Aussprache aber das Reden generell, warum man leidenschaftlich für die Sprache wird, oder warum man das dann studieren will. Das ist jetzt nicht der Grund, dass ich studiere, dass ich jetzt unbedingt einen Essay schreiben will oder so. Einfach weil ich die Sprache so gern hab und weil ich so gern mit den Leuten reden können will. **M R**

Ja, ja okay.

Deswegen ist das auch voll cool, dass es sowas überhaupt gibt. Dass man die Chance hat, das zu lernen, so richtig zu lernen. Man wird verbessert bei allen diesen Kleinigkeiten. **M**

*Was sind die Gründe dafür, dass du dich verbessern willst?*

Das ist persönliche Motivation. Also, ich mein, sicher möchte ich auch eine gute Note haben, weil mir das eben wichtig ist, gerade dieser Kurs, weil ich das so gern mag, aber es überwiegt trotzdem die persönliche Motivation. Definitiv. **M**

*Was findest du motivierend daran?*

Motivierend.. hm.. einfach, dass man wirklich sich mal nur auf die Aussprache konzentriert. Dass man wirklich bisschen mehr eintaucht in das Ganze und wirklich auch mehr weiß nachher und auch viel wachsamer ist nachher. Weil, die Sachen, die fallen einem selber nicht auf, wenn man redet und, zum Beispiel bei mir, Vowel Length, das fällt mir nicht auf, darauf muss ich hingewiesen werden. **L**

*Ich verstehe. Sprechen wir jetzt einmal detaillierter vom Sprachlabor.*

Also das Sprachlabor selber, finde ich eigentlich sehr gut, weil man das dann zwei Mal in der Woche hat, dass man eben das übt. Ich meine, manchmal finde ich die Übungen vielleicht bisschen zu langweilig. **D** Manchmal auch zu kurz, je nachdem, wie viel Training man braucht. Manchmal sind sie halt wirklich etwas langweilig.

*Wie findest du die Atmosphäre im Sprachlabor?*

Sehr angenehm. Es ist lustig und man lernt auch was. Mir gefällt's sehr gut, ich find es eigentlich ziemlich cool. **M** Vor allem, wenn man dann auch die Chance hat, alleine und zu zweit vorzukommen und das dann eben noch besser zu üben. Also wirklich mit jemandem reden, der sich auskennt. Das ist es eigentlich, weil du kannst es nachsagen, aber du kannst es auch falsch nachsagen.

*Möchtest du noch etwas hinzufügen?*

Keine Ahnung. (Lacht)

*Dann vielen Dank für das Interview!*

### *INTERVIEW 3*

Student, männlich

*Dann fangen wir an. Wann ist dir das erste Mal bewusst geworden, dass Aussprache ein eigenständiger Teil des Sprachenlernens ist?*

Voll eigentlich erst beim Sprachenstudium. Beim PPOCS habe ich mir gedacht, ich kann kommunizieren und das passt eigentlich, wie ich rede. Eigentlich wirklich bewusst ist es mir in PPOCS geworden **R**.

*Wie wichtig ist dir heute die Aussprache, wo du in PPOCS bist?*

Ja schon wichtiger, weil halt auch diese Kommunikationsaspekte dabei wichtig sind. Dass halt, wenn ich irgendwas falsch ausspreche, wird das falsch verstanden werden. Das ist das, was ich am wichtigsten empfinde. Also jetzt irgendwie nachmachen, dass ich wie ein Brite rede, das finde ich eher weniger wichtig. **R**

*Ich verstehe. Ich verstehe.*

*Was motiviert dich, deine Aussprache zu verbessern?*

Erstens halt, weil ich Lehrer werden will, und da schon die Erwartung ist, dass man richtig ausspricht und dass man das auch weitergeben kann. Und zweitens dieser Kommunikationsaspekt, dass ich halt verstanden werde. **R**

*Reden wir jetzt einmal übers Sprachlabor, was sagst du dazu?*

Ich würde vielleicht mindestens einen Teil von den Materialien ändern.

*Ja? Warum genau?*

Was mir als Erstes vorkommt ist halt bei manchen Übungen, wo wir gefragt werden, dass wir erkennen sollten von den minimal pairs, dass da kein Schlüssel dabei ist und dass das dann nie gemacht wird, welche eigentlich gesagt werden. **D**

*Ich verstehe.*

Für mich ist das ein Problem, weil zum Beispiel zwischen d und t kann ich sehr schwer unterscheiden und habe dann keine Ahnung, ob ich das richtig gehört habe oder nicht.

Manche Übungen sind bisschen doof, aber ich könnte jetzt nicht eine genaue sagen.

Den Ablauf und wie es aufgebaut ist, das finde ich im Allgemeinen ganz gut, ich finde es halt relativ gut, dass wir die Möglichkeit haben, das zu üben, weil das motivierend ist. **M**

Und halt, die Feedbacks finde ich das Allerwichtigste, das finde ich am allerwichtigsten. **M**

*Was findest du motivierend am Sprachlabor? oder demotivierend?*

Es ist nicht das Allerspannendste in der Welt, aber dass ich wirklich mit einem Hass dort hinkommen würde, das ist auch nicht. Motivierend ist das Feedback, dass es persönlich ist. Also mit der Tutorin reden, da ist viel mehr Zeit.

*Wie beschreibst du die Atmosphäre im Sprachlabor?*

Jeder ist mehr oder weniger auf sich fokussiert, hat seine Kopfhörer, aber es ist nicht so, dass man sich irgendwie peinlich fühlen müsste, das finde ich ganz okay. **M**

*Was willst du im Ausspracheunterricht erreichen?*



Primärziel ist für mich die positive Note, das ist ganz klar. Und auch dass ich die Fehler die ich mache, die die Kommunikation gefährden könnten, beseitige.

*Ja, danke schön, das war es schon, vielen Dank!*

#### INTERVIEW 4

Studentin weiblich, Lehramt

*Wenn du an deine Sprachausbildung denkst, die du bisher gemacht hast, wann ist dir Aussprache als eigener Teil aufgefallen?*

Schwierig. Also wir haben schon am Anfang die Phonetik ein bisschen gelernt, bisschen Ausspracheregeln, ganz am Anfang in der ersten Klasse Gymnasium. Aber eher nur so nebenbei und nie so wirklich. Ich kann mich erinnern, dass mich meine Englischlehrerin, gerade in der Unterstufe, oft ausgebessert hat, wenn ich etwas falsch ausgesprochen habe. Es waren auch oft nur so Feinheiten dabei, die sie ausgebessert hat. Es war nie so der Focus auf Aussprache.

*Okay, also ist es dir in der Schule bewusst geworden?*

Ein bisschen, ja. Aber man hat wegen einer schlechteren Aussprache keine schlechtere Note bekommen oder Tests über Phonetik gehabt.

*Habt ihr die Lautschrift verwendet in der Schule?*

Höchstens ein bisschen angeschnitten, aber ich hab sie nie gelernt oder verwendet.

Ein bisschen mehr wäre da noch besser gewesen, weil es eigentlich egal war, wenn man es nicht gelernt hat. **A**

*Heute, wo du in PPOCS sitzt, wie wichtig ist dir Aussprache da?*

Mhm. Also mir persönlich ist es eigentlich sehr wichtig, es geht zwar im Moment nicht so viel weiter, aber PPOCS, da ist Aussprache schon das Wichtigste.

*Was sind die Gründe dafür dass dir Aussprache wichtig ist?*

Ich denke mir, wenn ich nur schreiben kann, dann kann ich die Sprache nicht wirklich. Nur wenn ich es richtig aussprechen kann und mich unterhalten kann, hab ich das Gefühl, dass ich die Sprache wirklich kann. **R**

Und bei mir ist es halt, weil ich auf Lehramt studiere, wenn ich vor der Klasse stehe und selber nicht richtig aussprechen kann, und ich finde das total wichtig für eine Lehrerin, einen Lehrer, dass man ein gutes Vorbild sein kann. Wie sollten es denn sonst die Schüler lernen, wenn ich es selbst nicht kann? **R**

Und ich denke mir auch generell, ich komme mir irgendwie blöd vor, wenn ich Englisch studiere und nicht geseit reden kann. Es gehört für mich dazu zur Sprache wie Grammatik richtig anwenden und schreiben können. **R**

*Ja, ich verstehe. Was motiviert dich besonders, deine Aussprache zu verbessern?*

Weil ich mich einfach selber besser fühle, weil ich das Gefühl habe, ich rede und es klingt halbwegs Englisch. **M**

*Was demotiviert dich?*

Es demotiviert mich, wenn ich was einfach nicht richtig machen kann. Da kann dann auch der Kursleiter nichts ändern. Zum Beispiel dieses dark-l, das demotiviert mich total, ich habe nicht das Gefühl, dass es besser wird. **D** Bei Selbstlauten habe ich jetzt schon das Gefühl, es wird schon besser, das motiviert mich. Wenn ich einen Dialog lese und das Gefühl habe, es hört sich jetzt ein bisschen englischer an als vorher, das motiviert mich einfach total. **M**

*Sprechen wir jetzt genauer über das Sprachlabor.*

Die Übungen finde ich grundsätzlich total super, das gefällt mir. Wenn wir dann nach vorne kommen zum Feedback, dann geht nicht wirklich was weiter, also bis man nach vorne kommt. Da wäre es vielleicht besser, irgendwelche speziellen Übungen zu machen, irgendwelche extra-Übungen noch machen könnte. Es ist eben nur bei

uns oft so, dass jeder sich irgendwie unterhält, aber da sind wir ja eigentlich selber schuld, wenn man das nicht nochmal übt. **M**

*Wie empfindest du die Atmosphäre im Sprachlabor?*

Die empfinde ich recht gut, weil man halt wirklich hört, wie man etwas aussprechen soll. Dass man das durch die Kopfhörer hört, das finde ich total super. **M**

*Welche Aspekte des Sprachlabors sind für deine learner-needs besonders relevant?*

Das ist eigentlich, wenn ich mich aufnehme, also auch direkt, wie es ich sage, den Unterschied zu hören. Auch dass ich mich immer wieder anhören kann, auch zehn mal, wenn es sein muss, das kann ich beim zuhören im echten Leben nicht. **L**

*Möchtest du noch etwas hinzufügen?*

Im Moment eigentlich nicht.

*Danke schön.*

Interview 5  
Studentin, weiblich

*When you think of your language training that you've had so far, when did you become aware that pronunciation is an extra part of the curriculum?*

Yes. I took also English classes in high school, but since my professors at the university use American English mostly, I unconsciously use American English myself.

*Now that you are doing PPOCS, how important is pronunciation to you at the moment?*

I really care about my pronunciation. Especially to raise my awareness. So in the presentation, during a presentation, for example, it is important to sound like a native. I think that is really important. **R, M**

*When you think of the language lab class, what would you say is motivating, and what is demotivating about it?*

Motivating is that you practise by yourself, nobody hears you and you don't have to feel shy about that. **M** Demotivating is that you don't get regular feedback, just at the end of the course. I realise that I mispronounce some items, but by the end of the course, I don't get any feedback for these items. **D**

*How would you describe the general learning atmosphere in the language lab?*

Tense. It is very cold, I don't know anybody. We go there and we deal with computers, that's all, it's not friendly. **D**

*Is there anything else you would like to tell me?*

Maybe the feedback part, I want more feedback. Something to take home on paper, something written. **L**

*Thank you very much, that was very helpful.*

Interview 6  
Student, männlich

*Wann ist dir Aussprache als Teil des Sprachenlernens aufgefallen?*

Ich würde sagen, ziemlich früh. Wir haben in der Unterstufe das *You and Me* Buch gehabt und da hat es immer diese Pronunciation-Übungen gegeben. Am Anfang, wenn man beginnt die Fremdsprache zu lernen, sei das jetzt Englisch oder Französisch, hält man sich einfach an das geschriebene Wort. Man spricht es dann genauso aus, wie es geschrieben wird, einfach weil in der Schule der Fokus doch auf dem Schreiben liegt. Dann gibt es eben hin und wieder diese Übungen, wo man dann sieht, hey, das ist kompletter Blödsinn, was ich da sage. In der Oberstufe ist das dann komplett in den Hintergrund getreten, da schreibt man dann irgendwelche Essays für die Matura. Bewusst war es mir schon relativ früh. So richtig damit beschäftigt habe ich mich jetzt seit März. **R**

*Das führt mich zum nächsten Thema. Jetzt, wo du in PPOCS bist, wie wichtig ist Aussprache heute für dich?*

Zwangsläufig sehr wichtig. Mir ist es schon wichtig, weil man sagt, man studiert Englisch und wenn man dann irgendwie so daher stottert, dann passt das auch nicht. **R** Was ich halt irgendwie nicht so toll an der Sache finde, ist, dass das ein Semester ist. Ich hab einmal den ganzen März, oder sagen wir, bis Mitte April gebraucht, damit ich reingekommen bin in das Ganze. Und es ist schon ziemlich stressig. **D**

*Ich verstehe. Was sind für dich im Sprachlabor motivierende und demotivierende Aspekte?*

Sprachlabor finde ich prinzipiell (verglichen mit PPOCS) extrem sinnvoll. **M** Ich meine, der einzige Kritikpunkt am Sprachlabor vielleicht ist, das man auf "record" drückt und sich das dann niemand wirklich anhört. Das wäre vielleicht sinnvoll, dass sich das wer anhört und man bezüglich der Übungen Feedback bekommt. **D**

*Okay, ich verstehe.*

Oder vielleicht auch, das man eben zu dem Portfolio mehr dafür machen könnte. Wir bekommen die drei Hefte da und dann heißt es wieder das Buch brauchst du jetzt nicht verwenden, von der Professorin.

Ich find auch das ganze mit dem RP irgendwie ungut, weil wieviele native speaker sprechen jetzt wirklich RP? **A**

*Was wäre ein Modell, an dem du dich orientieren würdest?*

Ich würde einfach sagen, wenn man dann diesen ersten check-up hat, das man dann die Leute danach bewertet, wie viel sie sich verbessert haben.

*Wenn du dir den Sprachlaborkurs vorstellst, wo ist der Punkt, der dir für deine learner needs wichtig ist?*

Das ist der check-up vorne. Wenn ich feedback bekomme. Im Kurs [Theoriekurs, Anm.] sind es auch die check-ups. **M** Dort nehme ich halt nicht so viel mit, weil es wird alles angerissen, dann übt man es und dann, es ist irgendwie die Atmosphäre in PPOCS selbst irgendwie komisch.

*Wie findest du die Lernatmosphäre im Sprachlabor?*

Es wäre vielleicht gut, wenn man auch Übungen einbauen würde, damit man mehr miteinander reden kann. Sonst sitz ich halt vor dem Computer und man ist die Situation auch einfach nicht gewohnt. **L**

*Was könnte man tun, um die Situation zu entspannen?*

Wie gesagt, Partnerarbeit. Ich mein, das ist jetzt leicht gesagt, keine Ahnung inwieweit man das umsetzen kann.

*Möchtest du noch etwas hinzufügen?*

Ich finde Aussprache wichtig, weil ich es aus dem zweiten Fach sehe. Ich studiere Deutsch und da gibt es auch Leute, die Deutsch als Zweisprache studieren und die haben so etwas gar nicht. Also der geht rein und redet, wie er eben redet. Der lebt natürlich in Österreich und wird sich vielleicht verbessern, aber wenn das ein Magister wird und hat dann irgendwie nichts dazu unternommen, dass das eben besser wird, dann...**G**  
Ich habe an der Schule auch grauenhafte Englischlehrer gehabt...

*Ist eine modellhafte Aussprache für Schullehrer wichtig?*

Sagen wir so, ich find es nicht das Wichtigste, aber ich finde, das es schon wichtig, dass das einigermaßen passt.

*Danke sehr.*

#### **INTERVIEW 7:**

Studentin, weiblich

*Wann ist dir Aussprache als Teil des Sprachenlernens bewusst geworden?*

Es war eigentlich schon immer ein bisschen klar, aber das erste Mal realisiert habe ich es in zwei Wochen Sprachferien. Ich habe zwei Wochen in England verbracht. Das war in der Oberstufe und dann bin ich halt dort gestanden und... naja... niemand versteht mich.

*Ja. Da hast du realisiert, das es wichtig ist, oder wie meinst du das?*

Nein, ich habe realisiert, dass es, so wie ich das in der Schule gelernt habe, eben nicht geht. **G**

*Das heißt, da hast du ein Problembewusstsein bekommen?*

Ja. (lacht)

*Was hast du gemacht, um dem Problem Herr zu werden?*

Das ist eine gute Frage, es hat dann irgendwie doch ein bisschen funktioniert. Es war halt das erste Mal.

*Ich verstehe. Wie ist deine Einstellung in Bezug auf Aussprache jetzt, wo du in PPOCS bist?*

Also, es ist mir auf jeden Fall sehr wichtig, und ich denke mir, dass PPOCS einer der wichtigsten Kurse ist. Ich denke mir, ohne gescheite Pronunciation in Englisch, das ist ein bisschen komisch. Es wirkt ja auch blöd, wenn man dann irgendwie im Ausland ist und erst recht nichts kann. **R**

*Was kann man noch zu den Gründen zählen, warum dir deine Aussprache wichtig ist?*

Ich möchte, da ich nicht Lehramt mache, auf jeden Fall ins Ausland gehen und auch im Ausland meinen Master machen. Und dann will ich nicht gleich abgestempelt werden, als, okay die kann es nicht. Ich will, das was ich lerne, einfach perfektionieren. **R**

*Kommen wir zu unserem Aussprachekurs im Sprachlabor.*

Ich finde das Sprachlabor gut, aber halt nicht nur für ein Semester, ich kann mir nicht vorstellen, dass man in einem Semester so viel, ... also dass es einfach so viel besser wird in einem Semester. **D**  
Es gut gewesen, zum Beispiel während Study of Language 1, dass es da, zwar nicht verpflichtend aber auch als eine Art Tutorium die Möglichkeit gegeben hätte, ins Sprachlabor zu gehen, also nicht dass man hingehen muss, aber man tut sich dann auch viel leichter, Transkription zu lernen, wenn man sich mehr mit der Aussprache beschäftigt. Weil es dann doch ziemlich trocken ist, die ganze Theorie zu lernen. Jetzt auf einmal ist es total logisch.

*Wenn du dir unseren Sprachlaborkurs vorstellst, wo ist der Punkt, der wichtig ist für deine learner needs?*

Auf jeden Fall beim Feedback-Teil. Ich glaub schon, dass diese Sprachlaborübungen am Computer ganz gut und praktisch sind, auch wenn man sich das wieder anhören kann und auch einfach, dieses immer wieder Wiederholen. **M**

Aber ich glaub so, in Wirklichkeit, beim one-one Interview, wenn man sich wo nicht auskennt, das hilft. **M**

*Gibt es etwas, was du als besonders motivierend oder demotivierend am Sprachlabor empfindest?*

Ich finde das Sprachlabor ist ein motivierender Teil dann nach PPOCS. Also PPOCS zieht einen immer so ein bisschen, nicht runter, aber das ist noch und das auch noch. Es wird einfach nicht besser, und im Sprachlabor hat man das Gefühl, man kann doch etwas tun. **M**

*Ich verstehe. Ja.*

Das ist dann halt doch eher positiv und das Feedback auch. **M**

*Wie würdest du die Lernatmosphäre im Sprachlabor beschreiben?*

Ich find es eben so nett, dass es eben ein bisschen informelles Setting ist und dass man auch die Möglichkeit hat, auch mit der anderen zu plaudern. **M**

*Das heißt, ihr redet untereinander auf Englisch?*

Ja, genau. Es ist einfach gemütlicher und ich finde, dadurch ist auch die Motivation höher, es kommt immer auf die Leute selber an, aber ich find schon, dass das ein großer Teil ist.  
Aus unserem Sprachlabor hat sich jetzt voll die Gruppe entwickelt und auch ein paar von PPOCS natürlich, wir gehen dann was trinken am Abend und machen dann so PPOCS-Sessions.

*Ah okay, ich verstehe.*

*Gibt es noch etwas was du hinzufügen willst?*

Vielleicht noch, das man ein bisschen früher mit Aussprache beginnen sollte. **A**

*Dann danke ich recht herzlich für dieses Interview!*

*Interview 8*

Student, männlich

*Wenn du dir deine Sprachkarriere vorstellst, wann hast du Aussprache als eigenen Teil des Sprachenlernens wahrgenommen?*

Das ist mir eigentlich in der Schule schon klargemacht worden. Teilweise von meinen Professoren und teilweise dadurch, dass ich an Sprachwettbewerben teilgenommen habe. Da war es ein sehr wichtiger Teil, wie man ausspricht, ob man jetzt American oder British English spricht, aber dass man halt zumindest eine grobe Richtung hat. Und so klassische Österreicher-Fehler durften dort halt nicht passieren. Das war böse.

*Ich verstehe.*

*Und jetzt, wo du in PPOCS bist, wie wichtig ist dir Aussprache heute?*

Mir ist zum ersten Mal in PPOCS bewusst geworden, dass es doch gravierende Unterschiede gibt zwischen dem, was ich gedacht habe, was ich spreche, und dem was dann tatsächlich British English ist. **R** Es ist auf jeden Fall so, dass dieser Kurs dir selber bewusst macht, dass das, was ich spreche, ein Misch-Masch ist, der wahrscheinlich für Engländer und Amerikaner sehr seltsam klingt. Ich denke, dass es sehr wichtig ist, dass man da.. also nicht sich komplett festlegt aber schon weiß, eine von.. ein Akzent sollte ich mir grob aneignen, sonst klingt das seltsam, dann wirst du nicht ernst genommen. **L**

*Ich verstehe. Aber würdest du sagen, dir ist Aussprache wichtiger oder eher unwichtiger geworden?*

Es ist auf jeden Fall wichtiger geworden, weil ich mir davor, also beim Studium in Innsbruck nie Gedanken darüber gemacht habe, es ist mir auch nie zugetragen worden in Innsbruck, und hier legt man sehr viel Wert darauf und das steigert dann natürlich auch die Wichtigkeit, die ich dafür empfinde. Ich mach das aber nicht wegen der Note. Ich denke schon, dass ich mich am Anfang relativ wenig drum geschert habe, weil mir das auch total unbekannt war die Art des Unterrichts und so, ab der zweiten oder dritten Stunde und dann auch im Language lab ist es mir schon auch selber wichtig geworden, dass ich mich verbessere, weil ich sowohl die Professorin als auch der Tutor es uns relativ anschaulich gemacht haben, warum das eine gewisse Wichtigkeit hat. Das war durchaus sinnvoll.

*Sprechen wir jetzt über unseren Aussprachekurs im Sprachlabor.*

Den Aussprachekurs finde ich gut, aber was ich schade finde, ist, dass es einer der wenigen mündlichen Kurse ist, die es gibt im Bachelor. Ich kenn das halt aus Innsbruck so, wir hatten jedes Semester einen mündlichen Kurs wo es nur darum ging, dass man Reden lernt. Das bringt den Leuten halt auch einfach sehr viel und ich denke, dass ein Kurs ein bisschen wenig ist, grad auch wenn man sieht, dass hier sehr viele sind, die Lehrer und Lehrerinnen werden wollen. **L**

Dann finde ich, dass Aussprache schon einen um einiges größeren Stellenwert einnehmen sollte im Vergleich zum Transkribieren oder so.

*Wie meinst du das?*

Es ist zu theorielastig, zu Linguistik-lastig und zu wenig mündliche Verbesserungsmöglichkeiten.

*Was würdest du verändern?*

Ich würde es ziemlich gleich machen, wie es in Innsbruck ist, also da gibt es „Speaking 1-4“ im Bachelor. Und da geht es einfach darum, das ist eine Mischung aus Listening Comprehensions, wo es darum geht, verschiedene Akzente zu verstehen, und dann einen zweiten Teil, wo man halt Dialoge führt miteinander, und am Schluss ist es eben eine geteilte Prüfung mit einer Listening Comprehension und einem Dialog mit einem Study Buddy.

(zögert)

Ich würde es ziemlich genau so machen, weil ich finde, das bringt den Studierenden sehr viel, und sie reden bei der Prüfung auch miteinander und nicht zu einem Professor.

*Wird bei der Prüfung speziell auf Aussprache Wert gelegt oder ist es eher Sprechen im Allgemeinen, das zählt?*

Es wird nicht darauf Wert gelegt, ob man jetzt RP spricht oder einen American Dialect hat, das überhaupt nicht. Es geht darum, dass man flüssig sprechen kann und ein großes Vokabular entwickelt, dass man sich auch in sehr spezifischen Gebieten verständlich machen kann.

*Kommen wir zurück zu unserem Aussprachekurs. Was findest du motivierend oder demotivierend daran?*

Äh, puh, demotivierend, das ist halt eher eine persönliche Geschichte. Dieses Sprachtheoretische, was in Innsbruck gar nicht gemacht wird, das ist halt für mich immer sehr demotivierend. **D** Wenn dann so Sachen kommen wie weak forms, transkribieren, stress etc, das haben wir [in Innsbruck, anm.] in der Theorie nie gemacht. Für mich ist das immer sehr schwer, weil ich das einfach aus dem Gefühl heraus gemacht habe.

Motivierend sind für mich einige der Übungen, die die Professorin mit uns macht, also wenn wir so short stories lesen, aufgeteilt nach Paragraphs, das .. weil sie da auch sehr... sie schafft es, den Leuten gut rüberzubringen, was sie verbessern können.

Sie sagt nicht nein, das ist falsch, das auch und das ist schlecht sondern sie sagt, okay, versuch es nochmal und dann .... das find ich gut, das ist sehr.. dass man es auch wirklich anwendet dann nachher und nicht so die sturen... Sachen, die klassisch vorgegeben sind.

*Wenn du dir unseren Sprachlaborkurs vorstellst, wo in dem Kurs könntest du sagen, dass deine learner needs bedient werden?*

Ich glaub so einfach kann man das nicht sagen, also bei den Aufnahmen kam es mir vor, da lernt man eher unterbewusst, dass man das quasi automatisiert und wenn man nachspricht und beim Feedback ist es halt sehr konkret. Was besser wurde, was man noch verbessern muss, also ich finde, dass die beiden Teile sich sehr gut ergänzen.

*Okay, ich bedanke mich recht herzlich für dieses Interview.*

*Interview 9*

Student, männlich

*Wann ist dir Aussprache als eigener Teil des Sprachenlernens bewusst geworden?*

Im Gymnasium eher. Also, wo ich dann die erste brauchbare Englischlehrerin gehabt hab und, weil in der Volksschule hat das unsere Lehrerin gemacht und da haben wir schon ziemlich... naja, irgendwas gelernt. Im Gymnasium was das eine sehr gute Englischlehrerin und die hat gesagt, so gehts nicht, also das kann man nicht einfach irgendwie machen.

*Wie wichtig ist dir heute die Aussprache, wo du in PPOCS bist?*

Schon wichtig. Mir ist richtig bewusst geworden, wie stark österreichische Fehler eigentlich sind. **G**

*Ich meine, was motiviert dich, an deiner Aussprache zu arbeiten?*

Ich möchte eine brauchbare Aussprache haben und... ja. Ich möchte, weil man eben doch irgendwie einen Stolz hat, ist es mir wichtig. Einfach generell. Ich möchte so nahe wie möglich an der Muttersprache sein, das ist mir wichtig. **R, M**

*Was motiviert oder demotiviert dich am Ausspracheunterricht?*

Motivierend finde ich das persönliche feedback und so. Ja und demotivierend..... naja.. (zögert) **M**

*Du kannst ehrlich antworten.*

Ich... ja dass es sich in der PPOCS Stunde nie ausgeht, dass alle drankommen und dass dann oft irgendwie dazwischen.. ja.. fad ist.. **D**

Wenn du fünf Dialoge hast, kannst du fünf Dialoge miteinander durchlesen, dir gegenseitig feedback geben und wenn dann der Lehrer auf der anderen Seite ist, dann ist das irgendwie, ja..

*Ich verstehe.*

Du kannst dich dann schon auch auf Englisch weiter unterhalten, aber es jetzt nicht.... das also.. naja..

*Okay.. Reden wir jetzt einmal vom Sprachlaborkurs.*

Ja. Vielleicht.. (zögert)

*Wo im Sprachlabor findest du dich mit deinen learner needs wieder?*

Also am sinnvollsten ist das Feedback und das Vorlesen. Sinnlos ist das, wenn man das Material durchgearbeitet hat, dass man dann wartet. **M, D**

*Wie würdest du die Lernatmosphäre im Sprachlabor beschreiben?*

In Ordnung.

*Das ist jetzt für mich eine schwierige Antwort, weil ich jetzt interpretieren muss, was nach deinen Maßstäben in Ordnung ist. (lacht)*

(lacht)

Ich studiere Biologie auch und wenn man sich da die Kurse anschaut, dann ist da weniger Pädagogik dahinter. Man muss schon sagen, dass das relativ.. also pädagogisch relativ sinnvoll aufgebaut ist. **M**

*Gibt es noch etwas, was du hinzufügen willst?*

Hm. Jetzt, es könnten die Gruppen kleiner sein aber das ist wohl nicht realisierbar.

*Ja, ich verstehe. Im Sprachlabor oder im Kurs?*

Im Kurs eigentlich mehr. Da bleiben die letzten immer über.

*Danke für das Interview.*

*Interview 10*

Studentin, weiblich

*Wann ist dir das erste Mal die Aussprache als eigener Teil des Sprachenlernens bewusst geworden?*

Hier auf der Uni?

*Nein, ich meine im Allgemeinen.*

Naja, also ich habe englische Verwandte. Ich bin nicht zweisprachig aufgewachsen, aber mein Onkel hat eine Engländerin geheiratet. Und sie haben ihre Kinder nicht zweisprachig erzogen, die können nur Englisch. Die Englischlehrerin, die ich in der Schule hatte, war furchtbar. Ich habe mir damals schon gedacht, das kann nicht sein. Das stimmt nicht überein, wie die so reden. Ich hab mir gedacht, sie macht was falsch. Es war ziemlich am Anfang, also vielleicht nicht mit zehn, aber es ist mir bewusst geworden.

*Ist es dir wichtig, Aussprache zu lernen, jetzt wo du in PPOCS bist?*

(seufzt)

Auf jeden Fall, ja. Ich meine, das ist jetzt sehr persönlich...

*Darum frage ich dich auch persönlich.*

Ja, für mich persönlich schon, weil ich eben, also um wieder auf meine damalige Englischlehrerin zurückzukommen.. es tut mir fast weh, wenn das jemand wirklich so gar nicht annimmt und so gar nicht kann. Das soll jetzt nicht arrogant wirken, dass ich so gut bin. Aber es ist immer, ja. Also für mich persönlich ist es schon wichtig. PPOCS hat viel dazu beigetragen, dass es besser wurde. **R**

*Ich verstehe.*

Also, ich hätte jetzt schon sagen können, das ist British English, das ist American English, aber ich hätte jetzt nie... Also der term "post vocalic r" ist naheliegend, aber wäre mir nicht sofort so eingefallen.  
(zögert) Unsere Professorin macht das recht gut, ich liebe es, wie sie redet. Also vom Reden ist sie einfach wirklich British. **L**

*Sprechen wir vom Sprachlabor. Findest du deine learner needs darin wieder?*

Auf jeden Fall beim Face to Face teil **M**

Es ist auch hilfreich, sich selbst aufzunehmen und zu hören, aber sich selbst zu korrigieren, ist immer so eine Sache. Selber höre ich was, aber...

*Ist das ein motivierender oder ein demotivierender Aspekt?*

Nein, das ist kein demotivierender. Weil ich jetzt selber finde, dass mein Englisch nicht so schlecht ist. Aber ich höre mir schon gern ab und zu zu und höre auch gewisse Dinge raus und denke mir dann, hm ich bin doch nicht so gut. Aber das Face to Face ist auf jeden Fall besser. **M**

Was ich da ein bisschen schade finde, unsere Tutorin schreibt sich dann schon immer auf, was da nicht passt, aber ich weiß nicht was sie dann nachher mit dem Zettel macht. Es ist nicht so, dass sie dann beim nächsten Mal wieder meinen Namen vor sich hat und das was sie geschrieben hat. **D**

*Ich verstehe.*

Eigentlich hätte ich den Zettel gern. **L**

Ich schreibe zwar immer halbwegs mit, aber wenn du da halt da sitzt und sie bessert bei jedem fünf, sechs Sachen aus, dann musst du Zuhören und Reden und da mitschreiben.. ich meine... Ich fände es besser.. Ich finde, sie sollte für jeden einen Zettel haben und auf dem schreiben und uns den Zettel dann geben.

*Ja. Ich verstehe was du meinst.*

Das wo wir selber ankreuzen müssen, das ist schön und gut, aber ich meine, das ist besser, wenn dir wer sagt hey, das ist falsch und das ist richtig.

*Ich verstehe.*

*Würdest du sonst noch etwas ergänzen?*

Was ich auch sagen muss, also die Zeit, die man bei ihr vorn sitzt, das sind zwei, drei Minuten und das ist sehr wenig, das muss ich schon sagen. Wenigstens zehn Minuten pro Person.. Also ich glaube, das ist ihre Idee dahinter, aber es geht sich sicher aus, dass jeder alleine vorgeht. **D**

Sie muss eh ein bisschen warten, bis jeder halt... also er könnte es auch lesen, wenn er...

Man könnte es schon anders machen. Es ist genug Zeit, alle gehen eigentlich um zwanzig oder fünfundzwanzig nach. Die ersten gehen überhaupt gleich, nachdem sie dran waren.

*Ich bedanke mich für das Interview.*

Interview 11  
Studentin, weiblich

*Danke fürs Kommen. Wenn du dich erinnerst, wann ist dir Aussprache als Teil des Sprachenlernens bewusst geworden?*

Wow. Ziemlich spät, nämlich eigentlich erst nach der Matura, wie ich in Irland war. Dort hat mich meine Gastfamilie auf so viele Sachen hingewiesen, wo Lehrer also nie eine th Aussprache gemacht haben. In der Schule war das eigentlich kein Problem, wir haben uns nie so auf Aussprache fokussiert.

*Jetzt, wenn du hier auf der Uni in PPOCS bist, hat Aussprache eine andere Wertigkeit bekommen?*

Ja, leider.

*Wie meinst du das?*



Es ist so, ich finde es super, dass wir das machen, ich finde es sehr wichtig. Einfach cool, wenn man das einfach kann und vor der Klasse steht und sagen kann, okay meine Aussprache ist super. Nur das Problem ist, ich finde der Druck, der dahinter ist, ist einfach zu viel. Einerseits heißt es, wir lernen euch RP und auf der anderen Seite sagt man wieder, ihr sollt euch euren eigenen Akzent irgendwie bewahren. Nur wenn ich es dann mache in der Klasse, dann ist die Auswirkung einfach viel größer. Es werden zwei verschiedene Sachen gesagt. **M, L, D**

*Reden wir jetzt vom Sprachlabor. Wo im Sprachlabor geht es am meisten um deine learner needs?*

Am meisten sicher, wenn ich vorne bin beim Feedback. Weil mir der Tutor zum Beispiel sagen kann, wie die Lip Movements sind und wo was welcher Part tut. Das ist das, was mir am meisten hilft, das sofortige Feedback. Dann ist das irgendwie anders. So einzelne Wörter, das bringt mir nicht so viel als wie ganze Texte lesen. Ich hätte gern mehr Texte, mehr Linking. Also ich weiß, dass das schwierig ist, aber die persönliche Arbeitszeit zu zweit wäre gut, wenn das mehr wäre. **L**

Also die Sprechzeit selber, nicht Computer-Aufnahme Sprechen, weil das ist einfach keine Konversation.

*Gibt es noch weitere Sachen die du sagen willst?*

Nein, das Wichtigste bin ich los geworden.

*Dann bedanke ich mich herzlich für das Interview.*

### **Abstract (English)**

The main focus of this thesis are the learner needs and factors of motivation of pronunciation students in the language laboratory. An empirical study was carried out among the students at the Department of English at the University of Vienna. The results show that the language laboratory is accepted by students and that diversified programmes and a dedicated tutor are among the major factors of motivation. Learners value the possibility of practising in an environment where repetition and self-correction are possible, and where each student can work undistracted. Especially the feedback by the laboratory tutor and the possibility of training the ear have been confirmed as being positive aspects of language laboratory pronunciation work. Moreover, the thesis shows that students generally wish to work on their pronunciation and also discusses differences between specific learner groups (future teachers, BA students).

### **Abstract (Deutsch)**

Das zentrale Thema der vorliegenden Arbeit sind die Bedürfnisse der Aussprachelernenden im Sprachlabor, sowie deren Motivation ihre englische Aussprache zu verbessern. Dazu wurde am Institut für Anglistik und Amerikanistik der Universität Wien eine empirische Studie durchgeführt. Diese zeigt, dass die Studierenden das Sprachlabor als Unterrichtsmethode schätzen. Eine bemühte Lehrperson und abwechslungsreiche Laborprogramme tragen stark zur Motivation der Lernerinnen und Lerner im Sprachlabor bei. Besonders geschätzt werden an der Laborarbeit die Möglichkeiten zur Selbstkorrektur und zum individuellen Arbeiten. Darüber hinaus zeigt diese Arbeit, dass Studierende ihre englische Aussprache generell verbessern wollen und behandelt auch mögliche Unterschiede zwischen verschiedenen Gruppen innerhalb der Lernenden (LehramtskandidatInnen, Bachelor-StudentInnen).

## **Lebenslauf**

### Persönliche Daten

Name: Albert Müller  
Geburtsdatum: 15. 1. 1984  
Email: [albert.mueller@reflex.at](mailto:albert.mueller@reflex.at)

### Ausbildung

1994-2002	Bundesgymnasium Salzburg Nonntal Josef Preis Allee 3, 5020 Salzburg
2002-2003	Zivildienst in Salzburg
2003-2006	Studium der Zahnheilkunde an der Medizinischen Universität Wien
2006-2012	Lehramtsstudium Englisch und Spanisch an der Universität Wien

### Besondere Berufserfahrung

2008-2011	Tutor für britische Aussprache am Institut für Anglistik und Amerikanistik der Universität Wien
-----------	--