

## Teaching and Learning Foreign Language Sounds: Students' Perspective

The following article presents the results of a questionnaire study regarding Polish students' perceptions of English sounds learning and teaching. In the first part of the article, the theoretical background is delineated. The most crucial definitions of attitudes and beliefs in the context of foreign language learning and teaching are also provided in the introductory section. The article discusses the role of pronunciation training in the foreign language classroom. Namely, what goals and priorities of phonetics should be incorporated in language teaching. The main objective is to present the attitudes towards teaching and learning foreign language sounds from the students' perspective. The findings provide essential insight into the notion of self-reflection, and its impact on the overall language attainment process. Students' reflective thoughts on their education experience appears to be highly significant, especially in the current situation of distance and remote learning. Teenage learners, mindful of the communication skills priority, seem to represent positive attitudes towards phonetics training in the classroom. The participants acknowledge not only the necessity of proper foreign sounds imitation in communicative situations, but also the equal status that pronunciation has among all the other language elements taught at schools such as grammar or vocabulary. The study also intend to explore learners' beliefs about the sufficient level of pronunciation proficiency (comfortable intelligibility vs. native-like pronunciation), as well as preferred phonetic models and favored sound practice techniques. Researching attitudes and beliefs (of both learners and teachers) is contributory to understanding individual differences and educational needs of learners, as well as it is necessary for discerning and establishing appropriate teaching goals and priorities; not only in terms of sounds training, but also in the overall foreign language attainment process.

**Keywords:** pronunciation, attitudes to pronunciation learning and teaching, perceptions of foreign language sounds, foreign language learning and teaching, phonodidactics

### Unterricht und Lernen von Sprachlauten einer Fremdsprache: Schülerperspektive

Der Artikel stellt die Ergebnisse der Umfrageforschung zum Thema: das Verhältnis der polnischen Schüler zum Erlernen und zum Unterricht der Sprachlaute der englischen Sprache in einem formalen Kontext dar. Im ersten Teil des Artikels wird der theoretische Hintergrund dargelegt. Die wichtigsten Definitionen von Einstellungen und Überzeugungen im Zusammenhang mit dem Lernen und Lehren von Fremdsprachen werden ebenfalls im einleitenden Abschnitt erläutert. Der Artikel erörtert die Rolle des Aussprachetrainings im Fremdsprachenunterricht. Insbesondere wird erörtert, welche Ziele und Prioritäten der Phonetik in den Sprachunterricht integriert werden sollten. Das Hauptziel besteht darin, die Einstellungen zum Lehren und Lernen von Lauten in Fremdsprachen aus der Sicht der Schüler darzustellen. Die Ergebnisse geben einen wesentlichen Einblick in den Begriff der Selbstreflexion und ihre Auswirkungen auf den gesamten Spracherwerbsprozess. Das Nachdenken der Schüler über ihre Bildungserfahrungen scheint von großer Bedeutung zu sein, vor allem in der gegenwärtigen Situation des Fernunterrichts und der Fernlehre. Die jugendlichen Lernenden, die sich der Priorität der Kommunikationsfähigkeiten bewusst sind, scheinen eine positive Haltung gegenüber dem Phonetikunterricht im Klassenzimmer einzunehmen. Die Teilnehmer erkennen nicht nur die Notwendigkeit einer korrekten Nachahmung fremdsprachlicher Laute in kommunikativen Situationen an, sondern auch den gleichberechtigten Status, den die Aussprache neben allen anderen in der Schule gelehrt Sprachelementen wie Grammatik oder Wortschatz hat. Im Rahmen der Studie sollen auch die Überzeugungen

der Lernenden hinsichtlich des ausreichenden Niveaus der Aussprache (bequeme Verständlichkeit vs. muttersprachliche Aussprache) sowie die bevorzugten phonetischen Modelle und die bevorzugten Lautübungsmethoden untersucht werden. Die Erforschung von Einstellungen und Überzeugungen (sowohl der Lernenden als auch der Lehrenden) trägt dazu bei, die individuellen Unterschiede und Bildungsbedürfnisse der Lernenden zu verstehen, und ist notwendig, um angemessene Unterrichtsziele und -prioritäten zu erkennen und festzulegen; nicht nur im Hinblick auf das Lauttraining, sondern auch auf den gesamten Fremdspracherwerbsprozess.

**Schlüsselwörter:** Aussprache, Auffassung von Ausspracheerwerb, Fremdsprachendidaktik, Glottodidaktik, Phonodidaktik

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## 1. Introduction

In the area of second and foreign language learning and teaching, the aspect of pronunciation has frequently been neglected in the existing studies. Even a brief overview of its role in different teaching methods illustrates the problem very clearly. Nonetheless, phonetics training in students is of high importance. There are numerous factors that are considered potentially problematic in learning pronunciation of a second or foreign language. The most widely discussed are age, native language, and motivation. In this article, the author focuses on pronunciation learning and teaching from the perspective of students' attitudes.

An **attitude**, which is often interpreted as a psycho- or socio-linguistic term, is an individual's **tendency** (Coon/Mitterer 2012: 555), or **disposition** (Ajzen 1989: 241) to react in either positive or negative way to certain ideas, other people, or situations. The notion is complex and sophisticated and might be analyzed from both psychological and social perspectives. Thus, the categorizations may differ from one to another, depending on the researcher's focus of the investigation. Since attitudes cannot be easily categorized (Baker 1992: 11), they are neither easily measureable. Most commonly, attitudes are explored with the use of questionnaires.

In the context of foreign language learning and teaching, attitudes and beliefs<sup>1</sup> of both learners and teachers have been recognized as an important factor that influences the learning process and success. For attitudes are very individual issues, they may constitute a base for understanding differences that learners represent in developing language skills, or the reason for adopting particular methods in teaching

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<sup>1</sup> The term that is commonly referred to when defining attitudes is a belief. Namely, one may notice that an attitude encompasses a belief component (an inseparable part of the general concept of attitudes). Determined by various theoretical perspectives, the definition of beliefs varies in certain aspects. However, in numerous initial studies on beliefs in language learning, the term is frequently left for the intuitive definition of the reader. For the purpose of this article, the two terms will be used interchangeably.

environment. Students, as well as teachers, tend to hold personal opinions about not only the general process of language learning and teaching, but also about specific aspects of the target language.

As stated previously, the area of pronunciation has not been properly researched, in contrast to other language aspects. Thus, there is not much data on learners' attitudes towards phonetics training in the classroom (Alghazo 2015: 64). The most problematic issues seem to be which phonetic model (for instance General American/Received Pronunciation), or what principles (native-like proficiency or comfortable mutual intelligibility) should be embodied in language teaching. The objective of this research is to explore perceptions of the English pronunciation in foreign language learning and teaching represented by adolescent Polish learners. The lack of sufficient research data on views on pronunciation learning and teaching, especially in English as a foreign language environment, only upholds the negligence approach towards pronunciation and stimulates a need for reassessment of this specific linguistic area in language education.

## 2. Learner beliefs and attitudes

Numerous studies (Martin/Ramsden 1987, Ryan 1984, Schommer 1990, van Rossum/Schenk 1984, Weinert/Kluwe 1987, in: Bernat/Gvozdenko 2005) indicate the essential role that a wide and complex variety of language attitudes, beliefs, and perceptions of learners may have in language training. The previous linguistic experiences which students have gathered throughout their language learning process may predict their reactions to new experiences, including their expectations of the language course, their actions and approaches in certain areas (e.g. the use of metacognitive strategies; Abdi/Asadi 2015); and have an impact on students' motivation (Sadeghi/Abdi 2015). Students' attitudes towards the foreign language might be also closely related to their motivation level. For instance, they may be attracted to culture or people who live in the target language country. Students who represent positive attitudes and integrative motivation are believed to be more successful in learning a language (Brown 2000). However, attitudes differ among students with various cultural backgrounds and past experiences (Hosseini/Pourmandnia 2013, Nikitina/Furuoka 2006); which may lead to the conclusion that attitudes cannot emerge by accident but need to be triggered by some external factors.

## 3. Goals and priorities of pronunciation training

A question of how "good" the language learner's pronunciation should be, has regularly been asked and to this day a clear conclusion has not yet been reached. The problem appears to concern not only the level of perfection but also an ideal phonetic model – whether British, American, Australian or perhaps Jenkins's *Lingua Franca*

Core. All the possibilities seem to be taken into consideration, usually depending upon differences in global and local contexts.

In order to establish pronunciation priorities for students in the classroom, it is necessary to know their individual needs for learning the language, e.g. the goals will be different for business professionals and future students of universities in the English-speaking countries. An individual learner, due to the complexity of the pronunciation issue, should always be considered as the most essential variable. Since the goal of gaining a native-like pronunciation might be desirable and achievable only for particular learners, it is also worth mentioning that the vast majority could be satisfied with **comfortable intelligibility**. From a teaching perspective, attention has been paid to the notion of intelligibility along with the emergence of the Communicative Approach. The term **intelligibility** might be understood as “the degree of match between a speaker’s intended message and the listener’s comprehension” (Derwing/Munro 2015: 5). The speakers’ pronunciation should be proper enough to make them easily understood any time they talk to a native speaker of the target language, or use the language with speakers of other foreign languages. Pronunciation teaching principles are also dependent on settings in which formal instruction takes place, i.e. whether the syllabus is designed for learners of English as a second (ESL) or foreign language (EFL). This appears to be a crucial factor since both groups learn for a different purpose. In ESL linguistic environment, learners are surrounded by the native speakers of the target language, and thus, their goal may be to merge and immerse into that linguistic community. Whereas EFL learners may need the language (as a *lingua franca*) for international communication, usually with other non-native speakers. In the latter case, the need for native-like pronunciation seems irrelevant.

Another point to be taken into account is what pronunciation model should be taught. In the past, the most common model in Great Britain (and usually preferred one by British instructors) was Received Pronunciation (Kelly 2000); also considered the standard variety of English. However, again, the students’ preferences might differ significantly. Some of them may be aiming at achieving American, Irish or Australian pronunciation models for highly personal reasons. There have been several attempts to create an international model of English, such as Jennifer Jenkins’ “Lingua Franca Core”, which is said to focus only on fundamental and teachable items, relevant for communication (Jenkins 2000). Although based on the empirical research, the suggestions are still not universally incorporated in teaching practice. The main reason for neglecting Jenkins’ ideas might be the fact that exploring similarities between English varieties seems an unreasonable solution for overcoming problems of mutual intelligibility that most frequently derive from linguistic disparities. Additionally, the differences are noticeable not only on a global level, as Jenkins’ underlines, but also in local contexts. There is an ongoing necessity for research on difficulties that non-native speakers of English encounter in terms of pronunciation in communication.

#### 4. Research aims and design

The aim of the research was to investigate Polish students' attitudes towards pronunciation learning and teaching. The participants were students of a technical school in Wielkopolska. Due to the specific character of the school<sup>2</sup>, the questionnaire was designed in such a way to investigate the perceptions of this particular group of learners. What is more, the author also intended to explore learners' perceptions considering the level of pronunciation proficiency, and preferable phonetic models.

The study is of mixed type (qualitative and quantitative)<sup>3</sup> and its methodology included the use of questionnaires designed specifically for the purposes of the conducted research. Questionnaires<sup>4</sup> for the students were administered in paper form (see Appendix). They included 18 questions in the English language. Inter alia, the students were provided with the list of suggested answers to choose from or could add their own options. There were seven Likert-scale questions, and six open-ended questions. Questions 1, 2, and 4 were inspired by the survey items in the research by Baran-Łucarz (2008: 271–275). Questions 8 and 9 were based on Crofton-Martin's (2015: 51–52) questionnaire design; the remaining ones were self-prepared by the author.

The research group comprised 58 students of the technical school in Wielkopolska. Thirty-one participants were students of the first grade, attending either a food/catering services (38%) or economics (16%) class profile. Twenty-six respondents were students of the fourth (final) grade, attending an economics (14%) or logistics (31%) class profile. There was also a second-grade student of an economics profile. As far as students' experience in learning English was concerned, the vast majority of the subjects (97%) had been learning English for more than five years. Only two students claimed they had been studying English for no longer than a year. The participants' English teacher informed the author that some of the fourth and first graders had English phonetic transcription introduced earlier during their education in the technical school.

In order to collect the students' responses, the school principal's permission was necessary. The students who were over 18 years old were asked to voluntarily fill in the questionnaires. When it comes to younger participants, parents' approval signatures were obligatory. The permission papers were prepared by the author and distributed to the students. The responses from the fourth and first graders were collected during six English lessons in one day.

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<sup>2</sup> In technical schools, students are provided with extra English classes devoted to particular professional areas they have signed up for (e.g. economics, logistics, food services).

<sup>3</sup> The research results were analyzed only in a form of descriptive statistics.

<sup>4</sup> The abbreviated questionnaire sample can be found in the attachment section.

## 5. Students' responses: presentation and analysis

As main reasons for studying English the majority of the respondents indicated that every educated person should know the language these days (64%, N=37), the language is an obligatory subject at school (60%, N=35), and useful when spending holidays abroad (55%, N=32). The students also admitted that they intended to live and work abroad (33%, N=19). Only nineteen percent (N=11) claimed they learned English because they liked its sound, and seventeen percent (N=10) generally enjoyed learning foreign languages. Seven students (12%) of the fourth grade needed English to stay in touch with English-speaking friends abroad. There were also three additional responses. Two of the participants stated they learned English to be able to communicate with their idols. Only one student disagreed, and one was not sure. One student declared to study English because he or she was interested in the British culture. Fig. 1. shows the results in more detail.

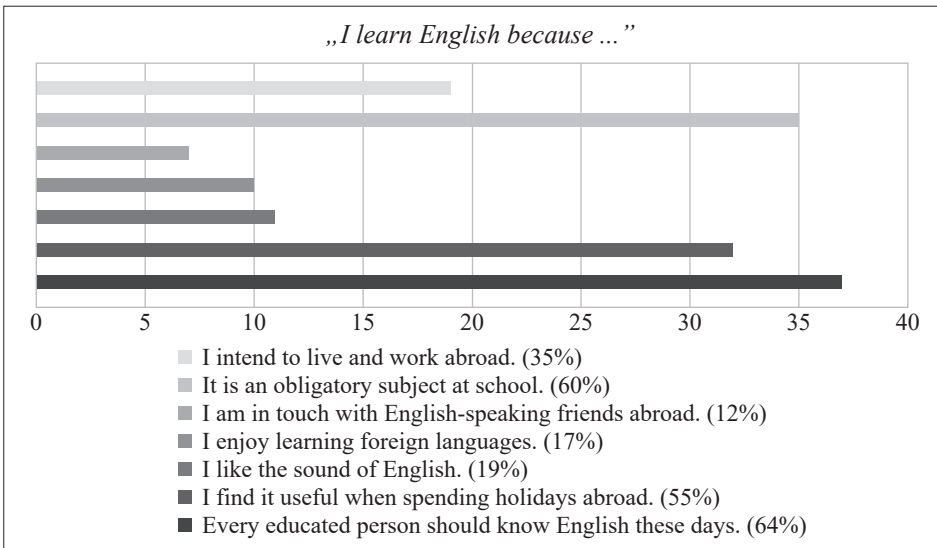


Fig. 1. Students' responses: Question 1

The second question aimed to determine how students perceive their pronunciation skills among other language competencies (Fig. 2.). Thirty-eight percent (N=22) of the respondents thought their lowest language skill was grammar, seventeen percent (N=10) considered listening to be at a lower level than the other English skills. Six students (10%) claimed that they would have to improve their speaking/communication abilities. Similarly, six learners (10%) chose pronunciation as an ability they still had to work on. Ten percent (N=6) of the subjects stated that all their language skills were at a similar level. The remaining results were the following: writing (9%, N=5), *I do not know* (3%, N=2), reading (2%, N=1).

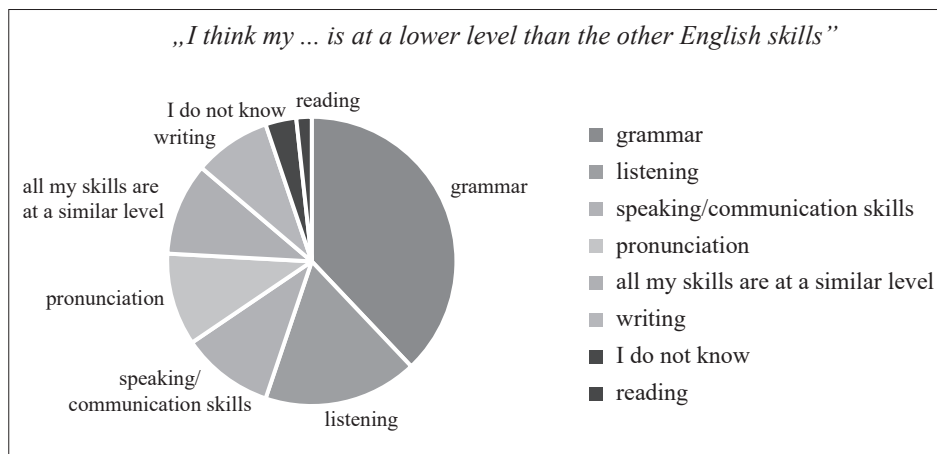


Fig. 2. Students' responses: Question 2

Surprisingly, more than half of the participants (55%, N=32) believed that pronunciation was not difficult to learn, whereas thirty-four percent (N=20) claimed it was. The received justifications were the following: the sound of English pronunciation is *soft*; the language itself is very *common*, i.e. one can hear it almost every day on TV, the Internet, in songs, etc.; thus it is not difficult to get familiar with English sounds; one can learn the pronunciation if he or she is adequately *motivated*. However, some students indicated that correct English pronunciation is challenging to attain since: (1) there is often no clear correspondence between a word's spelling and its pronunciation, (2) there are too many differences between the target and the Polish language in terms of pronunciation, (3) English has different accents, (4) students lack knowledge of English phonetics, and there is no pronunciation teaching provided at schools. Six students (10%) were not certain, provided ambiguous replies, or did not answer at all.

### 5.1 Phonetic models preferences

Over sixty percent (N=36) of the participants would like to speak English without a Polish accent (including fifteen individuals who chose the option *yes, very much*). More than twenty percent (N=14) did not care about the accent when learning English. The remaining fourteen percent (N=8) would not or would definitely not like to dispose of their Polish accents. The bigger group of students (79%, N=46) also claimed that English teachers should speak with a native-like accent. Seven participants did not agree, whereas five did not care about the issue. The most frequently provided reason was: *a Polish teacher with a native-like English accent is a model speaker who helps students get familiar with a sound of the language* (in a form of an ear training). Moreover, the participants also indicated that the native-like accent of the teacher would ease the process of developing students' own pronunciation and that it looks

*professional*. Nevertheless, several learners stated that the teacher with a Polish accent would be far easier to understand.

When it comes to native English accents the subjects would like to learn, twenty-two (38%) did not matter which of the accents they were taught. Nineteen participants (33%) would like to speak with an American accent, fifteen (26%) with a British accent. One student indicated he or she would like to learn Australian English, and one of the subjects claimed he or she would like to study more than one accent. The results are also presented in Fig. 3. below.

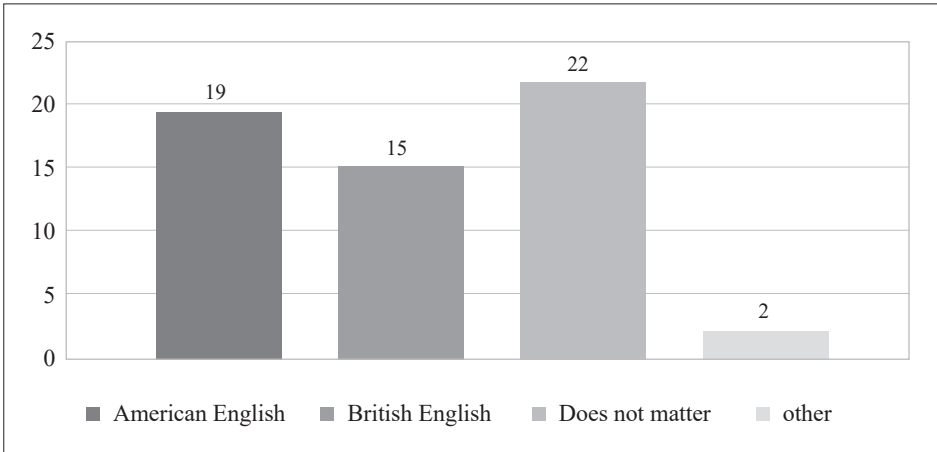


Fig. 3. Students' responses: Question 5 (accent preferences)

The students were also supposed to give reasons for their accent choices. Numerous participants indicated similar justifications for American as well as British accent. For instance, the sound of the accent (19% of the subjects indicate that one of the main reasons for learning the English language, in general, is its sound), a trip to/vacation in the United Kingdom or in the United States, a possibility of living and working in one of these countries. Several students watched American movies and TV series and claimed American English is easier to learn and less difficult to understand and communicate with. Few participants pinpointed that there are no significant differences between English accents.

## 5.2 Level of proficiency perceptions

The participants were also asked to indicate if working on pronunciation might contribute to mutual intelligibility and overall communication with English-speaking people (questions 8 and 9). The learners turned out to be fairly consentaneous regarding the issue. The vast majority (86%) agreed with the first statement *I think working on pronunciation will help English people to understand me*, as well as with the second one *I think working on pronunciation will help me to understand English people* (93%).



Only one person disagreed with the first statement, eleven (19%) neither agreed nor disagreed with any of the statements.

Moreover, as the following questions were considered, ninety-six percent of the learners (N=56) agreed that pronunciation would be useful, for example in their future professional careers. The participants were students of specific class profiles where they were provided with extra occupation-related English classes. Additionally, they were obliged to serve an apprenticeship throughout 4 years of education, occasionally abroad. In their responses, the students very frequently indicated that they would like to work abroad and to do so, appropriate pronunciation skills might be desirable. All students seemed to notice the importance of the ability to speak the English language itself. Still, some of them claimed better pronunciation skills might bring more job opportunities and well-paid positions. The learners of the catering services profile also paid attention to pronunciation in communication with customers when working as waiters in restaurants abroad. The economics and logistics profiles students regarded pronunciation necessary in contacting international clients even when working in companies in Poland. Numerous participants noted that the way one speaks is more significant than writing abilities, thus pronunciation seems to play a role in one's positive image as a future employee.

### 5.3 Preferred pronunciation practice techniques

Nearly half of the group (46%, N=27) reported practicing pronunciation sometimes on their own. More than thirty percent (N=19) of the participants admitted they rarely or never work on pronunciation. The remaining twenty percent (N=12) claimed to always or often practice their pronunciation. The most favored techniques for phonetics practice were the following: singing songs (74%, N=43), ear (listening) training (62%, N=36), repetition (40%, N=23). As relatively important, the students also mentioned English phonetic transcription charts (27%, N=16), and conducting speeches and presentations (22%, N=13). According to the respondents, the least significant techniques seemed to be dialog memorization and recitation (14%, N=8), tapping the rhythm (7%, N=4), recording oneself, and practicing in the mirror (5%, N=3).

The Internet	Entertainment/Hobbies	Other
<ul style="list-style-type: none"> <li>• Watching YouTube videos in English (e.g. vlogs)</li> <li>• Chatting on social networking websites with native speakers of English</li> <li>• Using online dictionaries (e.g. Google translator)</li> <li>• Talking via Skype with English-speaking friends</li> </ul>	<ul style="list-style-type: none"> <li>• Playing/using voice chats in computer games</li> <li>• Watching movies/ cartoons/TV series or TV programs in English</li> <li>• Listening to e-Books</li> <li>• Listening to English songs</li> </ul>	<ul style="list-style-type: none"> <li>• Attending extra English courses/classes</li> <li>• Participating in group discussions</li> <li>• Visiting the target language countries</li> <li>• Reading English words aloud</li> </ul>

Tab. 1. Pronunciation practice: Students' own ideas

What is easily noticeable is that most of the listed suggestions are examples of listening training, which is an inevitable part of pronunciation skill development.

#### 5.4 Pronunciation in formal instruction

The vast majority of the respondents (88%, N=51) agreed that pronunciation should be taught in the classroom like other parts of the language, such as grammar, vocabulary, etc. Only one person disagreed, and the remaining six participants (10%) neither agreed nor disagreed. Additionally, more than half of the group (77%, N=45) would like to be taught pronunciation in the classroom. Twelve students (21%) were indifferent, while one person stated he or she would not like to have pronunciation elements introduced during English classes.

The learners also had to identify elements of pronunciation that appeared during their English classes. The four most commonly selected aspects were English phonetic transcription (36%, N=25), intonation and individual sounds (31%, N=18), word stress (26%, N=15). Over twenty percent of the subjects (N=12) admitted they did not have any of the listed elements introduced in their classes. Three students (5%) indicated rhythm, and one person chose the option "other" without specifying what exactly he or she was taught. The students were also to state how often they were corrected in terms of pronunciation. More than half of the group (79%, N=46) said they were either always or often corrected. The rest of the respondents (21%, N=12) claimed to be corrected from time to time, or rarely. None of the students stated their teacher ever corrected them.

As the frequency of pronunciation practice was concerned, the students' attitudes seem to be slightly varied. The fourth graders stated that pronunciation is *important*, *useful in the future* and *crucial in communication*, and that English teachers tend to focus more on writing than speaking and pronunciation. Nearly sixty percent believed there should be more pronunciation practice in their English classes. A group of the first graders (from both economics and catering services profiles) had English phonetic transcription introduced recently and most of the students claimed that they had *enough* pronunciation practice and would not like to spend more time on it. Still, nearly forty percent wish their teacher spent more time on practicing this particular aspect of the English language. Interestingly, numerous students, the fourth- as well as first-graders, noticed the importance of integrating and balancing all the language elements during English classes – grammar, vocabulary, pronunciation, etc.

### 6. Conclusions and limitations of the study

Frequently neglected, the role of pronunciation in formal instruction is undoubtedly important. The technical school students, who took part in the study, seem to represent positive attitudes and acknowledge the importance of pronunciation in the overall language learning process. Although many subjects do not consider the

English pronunciation system as difficult to attain, they perceive a relatively high level of this ability as important in their future professional careers (working as economists, logisticians, waiters, etc.). Numerous participants would like to speak English without a Polish accent (frequently without specified preferences for any accents) since it is believed to facilitate the process of communication. Similarly, the subjects agree that English teachers should sound native-like. Their most favored techniques for practicing pronunciation are singing songs, ear (listening) training, and repetition. The students are very willing to learn English pronunciation and would like their teachers to spend more time on teaching this particular element of the language during lessons.

The limitation of this small-scale study (mainly qualitative type) is that several descriptive responses provided by the students were in Polish, vague, hard to comprehend and interpret. The research involved only a certain number of participants, and in order to gather even more representative results, a similar study on a larger scale needs to be conducted. What is more, the group of the researched students had English phonetic transcription introduced before participating in the study. This circumstance could have affected the students' results since in their answers phonetic transcription charts were ranked as the most frequent aspect of pronunciation taught by their teachers.

One may easily conclude that there is a need for exploring students' perceptions of language learning and teaching. Students' self-reflection on their education experience appears to be remarkably important, especially in the times of distance and remote learning. Attitudes and beliefs are contributory to understanding individual differences and educational needs of learners, as well as they are necessary for discerning and establishing appropriate teaching goals and priorities; not only in terms of sounds training, but also in the overall foreign language attainment process.

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**Appendix:**

Student questionnaire

This questionnaire is aimed for research purposes only. The questionnaire is anonymous and any information provided remains confidential. The questions were based on the studies by Baran-Łucarz (2008) and Crofton-Martin (2015).

1 ‘I learn English because ...’:

• Every educated person should know English these days.	• I find it useful when spending holidays abroad.	• I like the sound of English	• I enjoy learning foreign languages.
• I am in touch with English-speaking friends abroad.	• It is an obligatory subject at school.	• I intend to live and work abroad.	• Other reasons:

2 ‘I think my ..... is at a lower level than the other English skills.’:

• Grammar	• Listening	• Reading	• Writing	• Speaking/ communication skills
• Pronunciation	• Vocabulary	• All my skills are at a similar level.	• I don’t know.	

3 Do you think English pronunciation is difficult to learn? Why/Why not?

4 Would you like to speak English without a Polish accent?

Yes, very much / Yes / Doesn't matter / No / Definitely not

5 Which English accent would you like to learn?

American / British / Doesn't matter. / Other: ...

6 Please, justify your answer in question 5. (e.g. *I think American pronunciation is easier to understand than British pronunciation*).

7 Do you find learning English pronunciation useful, for example in your future profession/career? Why/Why not?

8 'I think working on pronunciation will help English people to understand me.'

Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree

9 'I think working on pronunciation will help me to understand English people.'

Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree

10 'I practice pronunciation on my own.'

Always / Often / Sometimes / Rarely / Never

11 Which of the following techniques do you find most useful in practicing English pronunciation:

• English phonetic transcription charts	• Ear (listening) training	• Repetition	• Singing songs	• Dialog memorization and recitation
• Recording oneself	• Practicing in the mirror	• Speeches and presentations	• Tapping the rhythm/tracing intonation	

12 Can you list any other forms of practicing English pronunciation?

13 'I think English pronunciation should be taught in the classroom as well as other parts of the language, such as grammar, vocabulary, etc.'

Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree

14 Would you like to be taught English pronunciation in the classroom?

Yes, very much / Yes / Doesn't matter / No / Definitely not

15 Which of the following elements appeared during your English classes:

• English phonetic transcription charts	• Rhythm	• Intonation	• Word stress
• Individual sounds (vowels and consonants)	• None of the above	• Other:	

16 'My English teacher corrects my pronunciation mistakes.'

Always / Often / Sometimes / Rarely / Never

17 Do you think English teacher should speak with a native-like English accent? Why/Why not?

18 Would you like your teacher to spend more time on pronunciation teaching? Why/Why not?

**ZITIERNACHWEIS:**

ZALISZ, Katarzyna. „Teaching and Learning Foreign Language Sounds: Students’ Perspective“, *Linguistische Treffen in Wrocław* 20, 2021 (II): 387–400. DOI: <https://doi.org/10.23817/lingtreff.20-27>.