

The English Pronunciation Teaching: EFL Learners' and Teachers' Perspective

Rajković, Ana

Master's thesis / Diplomski rad

2019

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:142:974355>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2024-12-28**



Repository / Repozitorij:

[FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek](#)



J.J. Strossmayer University in Osijek

Faculty of Humanities and Social Sciences

Study Programme: Double Major MA Study Programme in English Language and
Literature – Teaching English as a Foreign Language and Philosophy

Ana Rajković

**The English Pronunciation Teaching: EFL Learners' and Teachers'
Perspective**

Master's Thesis

Supervisor: Dr. Alma Vančura, Assistant Professor

Osijek, 2019

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet

Dvopredmetni sveučilišni diplomski studij engleskog jezika i književnosti –
nastavnički smjer i diplomski studij filozofije – nastavnički smjer

Ana Rajković

**Učenje engleskog izgovora u nastavi engleskog kao stranog jezika iz
perspektive učenika i nastavnika**

Diplomski rad

Mentorica: doc.dr.sc. Alma Vančura

Osijek, 2019.

J.J. Strossmayer University in Osijek

Faculty of Humanities and Social Sciences

Department of English

Double Major MA Study Programme in English Language and Literature –

Teaching English as a Foreign Language and Philosophy

Ana Rajković

**The English Pronunciation Teaching: EFL Learners' and Teachers'
Perspective**

Master's Thesis

Scientific area: Humanities

Scientific field: Philology

Scientific branch: English Studies

Supervisor: Dr. Alma Vančura, Assistant Professor

Osijek, 2019

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet

Osijek za engleski jezik i književnost

Dvopredmetni sveučilišni diplomski studij engleskog jezika i književnosti –
nastavnički smjer i diplomski studij filozofije – nastavnički smjer

Ana Rajković

**Učenje engleskog izgovora u nastavi engleskog kao stranog jezika iz
perspektive učenika i nastavnika**

Diplomski rad

Znanstveno područje: humanističke znanosti

Znanstveno polje: filologija

Znanstvena grana: anglistika

Mentorica: doc.dr.sc. Alma Vančura

Prilog: Izjava o akademskoj čestitosti i o suglasnosti za javno objavljivanje

Obveza je studenta da donju Izjavu vlastoručno potpiše i umetne kao treću stranicu završnog odnosno diplomskog rada.

IZJAVA

Izjavljujem s punom materijalnom i moralnom odgovornošću da sam ovaj rad samostalno napravio te da u njemu nema kopiranih ili prepisanih dijelova teksta tuđih radova, a da nisu označeni kao citati s napisanim izvorom odakle su preneseni.

Svojim vlastoručnim potpisom potvrđujem da sam suglasan da Filozofski fakultet Osijek trajno pohrani i javno objavi ovaj moj rad u internetskoj bazi završnih i diplomskih radova knjižnice Filozofskog fakulteta Osijek, knjižnice Sveučilišta Josipa Jurja Strossmayera u Osijeku i Nacionalne i sveučilišne knjižnice u Zagrebu.

U Osijeku, 27. Rujna, 2019.



Ana Rajković, 0122216961

Table of contents

Summary.....	I
Sažetak.....	II
1.Introduction.....	1
2. Theoretical overview	2
2.1 Defining accent and pronunciation	2
2.2.North American English (NAE) and standard British English accent.....	3
2.3. Why is pronunciation difficult to learn?	4
2.4. Teaching pronunciation	5
2.4.1 Native vs. non-native speaking English teachers.....	6
3. Methodology.....	7
3.1. Aim	7
3.2.Participants.....	8
3.3 Instruments and Procedure.....	8
4.Results.....	9
4. 1. Learners	9
4.1.1. Learners' perspective on pronunciation.....	9
4.1.2. Learners' perspective on English accents	13
4.1.2.1. The difference between British and American accent	17
4.1.3. Learners' perspective on pronunciation teaching	21
4.2. Teachers	25
4.2.1. Teachers' perspective on pronunciation.....	25
4.2.2. Teachers' perspective on accent.....	26
4.2.3. Teachers' perspective on teaching pronunciation	28
5. Discussion.....	32
6. Conclusion	36
7. Literature.....	37
8.Appendix.....	39
8.1 Upitnik za učenike	39
8.2 Upitnik za nastavnike.....	44

Summary

This study focuses on EFL learners' and teachers' perspectives of, pronunciation teaching, but also of pronunciation and accent in general, because of their importance and connection with pronunciation teaching in foreign language. The participants in the study were high school learners and teachers from Grammar school in Vinkovci, Croatia. The results have shown that the learners are keen on perfecting their pronunciation to sound as native-like as possible, but that they also do not really mind sounding foreign. When it came to pronunciation teaching, learners stated that they would prefer their teacher to speak with an American English accent, but would not mind her having a Croatian accent, as long as it did not make it hard for them to understand what she was saying. Almost half of the learners stated that they did not do pronunciation exercises for segments that differ from the sounds of the Croatian language in class. More than half (60%) of the learners do wish that they did the exercises. The results also show that the vast majority of learners think that the media has a greater effect on their pronunciation and accent than their teacher does. Teachers, on the other hand, expressed little interest in perfecting their pronunciation, and admitted that they did prioritize grammar and vocabulary over pronunciation when teaching.

Key words: pronunciation, pronunciation teaching, accents, perfecting, Croatian accent

Sažetak

Ovo se istraživanje bavi stavovima učenika i nastavnika engleskog kao stranog jezika o poučavanju izgovora, ali i o izgovoru i naglascima zbog njihove važnosti u poučavanju engleskog kao stranog jezika. Ispitanici istraživanja su učenici i nastavnici gimnazije u Vinkovcima, Hrvatska. Rezultati su pokazali da su učenici voljni usavršiti svoj izgovor kako bi zvučali što sličnije izvornim govornicima, ali i to da im ne smeta kada se iz njihovog izgovora čuje da su stranci. Što se tiče poučavanja izgovora, učenici bi više voljeli kada bi njihova nastavnica govorila s američkim engleskim naglaskom, ali ne bi im smetao ni hrvatski naglasak ukoliko im ne bi otežavao praćenje nastave. Skoro polovina učenika je izjavila da na satu ne rade vježbe izgovora za glasove koje se razlikuju od glasova u hrvatskom jeziku, ali je više od pola (60%) izrazilo želju za takvim vježbama. Rezultati također pokazuju da velika većina učenika smatra da mediji imaju veći utjecaj na njihov izgovor i naglasak nego njihove nastavnice. Nastavnice, s druge strane, nisu pokazale puno želje za usavršavanjem izgovora i priznale da su im gramatika i vokabular prioritet kada poučavaju engleski jezik.

Ključne riječi: Izgovor, poučavanje izgovora, naglasci, usavršavanje, hrvatski naglasak

1. Introduction

In order to successfully learn a second language, one needs to master the four different skills (speaking, reading, writing, and listening), language systems i.e. grammar, vocabulary, phonology, and discourse. Both teachers and learners are more or less familiar with, and have the same notion in their mind, when words like grammar and vocabulary are mentioned, but with the word pronunciation, and teaching pronunciation, things are not that straightforward. One of the first synonyms for the word “pronunciation” found in an online Thesaurus dictionary, other than “articulation” and “the way something is said”, is “accent” (Thesaurus.com). Some other synonyms mentioned are “diction”, “utterance”, and “inflection”. Therefore, it is no wonder that many learners of English as a foreign language often mistakenly say: I have a bad accent. However, only pronunciation can be considered “bad”, and even this is questionable, depending on the stand one takes: a) that the ideal speaker of a language is a native speaker (Chomsky, 1965) or b) that the non-native speaker uses some type of “International English” (Henderson et al., 2012:20). Even articles and books on pronunciation sometimes do not differentiate precisely enough between the two, because the line between pronunciation and accent is often blurred. This paper will try to shed some more light on the differences between the two by providing and comparing different definitions of both terms. After that, we will focus on pronunciation teaching, and try to explain why pronunciation is difficult to learn. We will talk about what the focus should be on when teaching pronunciation in class, and what exercises teachers use when teaching it. We will also discuss what qualities make a teacher a good role-model for pronunciation, and whether native speakers of English are automatically better and more suitable teachers than non-native speakers. The practical part concentrates on the research conducted in Grammar school in Vinkovci, Croatia, where 180 learners, and 3 teachers were asked to fill in a questionnaire, and give their opinions on accents, pronunciation, and pronunciation teaching. In the final section, findings are presented and discussed, and compared to a similar research done in Croatia, and other European countries.

2. Theoretical overview

2.1 Defining accent and pronunciation

In order to show why accent and pronunciation are often connected and used almost synonymously, we are going to provide some definitions and explanations for both.

Crystal (2003:3) defines accent as “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially”. It is obvious from his definition that pronunciation and accent are intertwined and cannot be completely separated from one another, and that one even helps to define the other. Wells (1982) also included pronunciation in the definition of accent. For him, the short definition of accent is “a pattern of pronunciation used by a speaker for whom English is the native language or, more generally, by the community or social grouping to which he or she belongs” Wells (1982:1). Dictionaries (The online Cambridge dictionary and The online Oxford Learner’s Dictionary) also state that there are two general factors that define accent, and these are the geographical position of a person and his/her social background. The Merriam-Webster online dictionary gives a dual definition: “a distinctive manner of expression: such as a) a way of speaking typical of a particular group of people and especially of the natives or residents of a region, and b) an individual’s distinctive or characteristic inflection, tone, or choice of words”. This definition is important, because The Merriam-Webster online dictionary is the only dictionary out of these three which included the phonetic part of the definition of accent.

When it comes to pronunciation, dictionaries (The online Cambridge dictionary and The online Oxford Learner’s Dictionary) stated that pronunciation is the way in which a word is said, or the way in which a language is spoken. Cambridge online dictionary also mentioned that, when pronouncing, a word had to be said correctly, but there was no further explanation or example for what is considered to be correct. The Merriam-Webster online dictionary provided an even simpler definition and described pronunciation as “the act or manner of pronouncing something”. However, Seidlhofer (2001) goes beyond the actual act and the way of pronouncing. For her, production of the significant sounds is inseparable from their perception when talking about language use and learning. The perception of the pronounced sounds is the key to achieving meaning and using a language. She states that “pronunciation is responsible for intelligibility” (ibid., 2001:56). Similarly, Jones (1909) also acknowledged that intelligibility cannot be overlooked when speaking about pronunciation in language.

Simply put, when talking about pronunciation, we can talk about words as sound waves which have different acoustic properties, and we can also talk about the way those waves are organized to represent a system of a specific language. We can conclude that pronunciation is actually more close to general term speaking, because each person pronounces words in his/her way, no matter where they come from or which social group they belong to, because pronunciation, in the sense of speaking, is influenced by many factors like biology, culture, imitation, lifestyle, diseases etc. (Škarić, 2000). Therefore, the definition *pronunciation is the act of pronouncing* is no longer precise enough. And phonology, although primarily concerned with the way sounds are organized, is also concerned with “describing pronunciations but, more than that, with accounting for what is relevant in pronunciations, what makes it possible to communicate, what makes one utterance different from another” (Kreidler, 2004:5). Consequently, we can conclude that it is no wonder that people mix the two terms because the line between them is not that clear, and it does not help that the two terms can never really be separated from one another when trying to define them.

2.2. North American English (NAE) and standard British English accent

The questionnaires given to learners and teachers who participated in the research on pronunciation described later in the paper included statements and questions which required participants to know the basic differences between the American and the British English accent and to see which accent both learners and teachers prefer and why.

Throughout the world, various English accents are used, but in Croatia the two most common ones are Standard British English and North American English. According to Stevens (1977:148), “differences between English in the U.S. and Canada are such as to be indistinguishable to most speakers of English from other parts of the world”. For that reason, the differences will not be mentioned, and both the U.S. and Canada will be included when the term standard North American English is mentioned.

2.3. Why is pronunciation difficult to learn?

Gilakjani and Ahmadi (2011) list eight factors that affect the learning of pronunciation. The first one is *accent* which, as we have already shown in 2.1., is closely intertwined with pronunciation. The answer to why accent together with *age* affects learning can be found in The Critical Period Hypothesis, or CPH. It was first proposed by Penfield in a 1959 paper *Speech and Brain Mechanisms*, but popularised by Lenneberg in 1967 with *Biological Foundations of Language* (Zhu, 2011). The Critical Period Hypothesis claims that the human brain loses its ability for automatic acquisition of a foreign language at a certain age. After that, a person can only learn a language through conscious effort, and can never achieve native-like proficiency (Lenneberg, as cited in Zhu, 2011). As opposed to CHP theory, “more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition” (Marinova-Todd, Marshall, & Snow, as cited in Gilakjani and Ahmadi, 2011:76), which shows that *motivation and exposure* are equally important in learning pronunciation. *Stress, intonation, and rhythm* also greatly affect pronunciation. Munro and Derwing (1999:285) observed that “even heavily accented speech is sometimes intelligible and that prosodic errors appear to affect intelligibility more than phonetic errors.” Prosodic errors are those in stress, rhythm and intonation, and phonetic errors are those in single sounds. This was also evident in the results of O’Brien’s research (as cited in Gilakjani, Ahmadi 2011) where native speakers of German were asked to rate American learners’ reading aloud in German. They put more importance on stress, intonation, and rhythm than on individual sounds when rating speech as native-like. Learner’s *attitude* is another factor. Simply put, given the exact same conditions for learning pronunciation, learners who personally care more about their pronunciation will achieve better pronunciation. The authors highlight two types of motivation which affect a personal desire to better the pronunciation: “The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture.” (Gilakjani, Ahmadi, 2011:77). *Personality* as a factor is closely related to attitude. Learners who are more outgoing, open to new experiences, not easily ashamed, and more confident are more likely to get into situations in which they can practice their pronunciation, possibly with native speakers. Miller (as cited in Gilakjani, Ahmadi, 2011:78) stated that unlike them, “some learners feel uncomfortable trying out new speech rhythm and melody patterns”, and Laroy (as cited in Gilakjani, Ahmadi, 2011:78) added that “others feel stupid pronouncing weird sounds, and with time, they decide that it is futile and impossible to learn English pronunciation”. Many

studies were also done on the extraversion-introversion dimension of personality, and its effects on EFL learning. Kayaoğlu (as cited in Varšić, 2014:18) “concludes that it is incorrect to assume that extraverts are better learners on the basis of their readiness to engage in conversations and communication”, and Varšić (2014) mentions that the topic of personality is complex and its effects on language learning (and therefore also pronunciation learning) are not easily observed. *Instruction* is another factor that affects pronunciation learning. Foreign language instruction usually focuses on listening, speaking, reading and writing, but the focus is usually put on pronunciation only “in the first year of study as it introduces the target language’s alphabet and sound system, but rarely continues this focus past the introductory level” (Gilakjani, Ahmadi, 2011:77). The teachers later neglect teaching pronunciation to put more time and effort in teaching other areas of development. This is also confirmed by teachers who participated in the research for this thesis, as shown in the results in 4.2.3. Lastly, *mother tongue influence*, according to Avery and Ehrlich (as cited in Gilakjani, Ahmadi, 2011:78) “can influence the target language when there is a sound in the target language which is not a part of the native language, when the rules for combining sounds are different between the two languages, and when the patterns of stress and intonation are transferred from the native language”.

2.4. Teaching pronunciation

We have already showed that, when defining pronunciation, the act of pronouncing cannot be separated from understanding what is pronounced. Knowing the importance of intelligibility, teachers took a communicative approach to language teaching in the late 1970s, and the focus of pronunciation teaching was put on intelligibility (being understood), and not sounding as native-like as possible. They decided to focus on teaching suprasegmental features of language (i.e., rhythm, intonation, and stress), and organized short courses which were designed to quickly improve EFL learners’ pronunciation of the English language (Celce-Murcia, Brinton and Goodwin, 2006). Nowadays, the focus is put neither on segmental nor suprasegmentals, but the combination of most important aspects of both of those. In addition to that, teachers also put importance on “certain stereotypical features [of a language] such as pitch level, vowel space, neutral tongue position, and degree of muscular activity that contribute to the overall sound quality” (Celce-Murcia et al., 2006:10).

To help EFL teachers, Gilakjani and Ahmadi (2011) gave their suggestions for teaching pronunciation. They stated that teachers should have clear and realistic goals which they aim for when teaching, and

should strive for functional intelligibility, communicability and confidence. They suggest the focus to be put primarily on suprasegmental features of the language. They also state that there should be more academic research done on the topic of pronunciation teaching, that teachers should have access to professional training by specialists, and that they should be provided with more teaching materials and courseware.

Tergujeff (2012) also believes the *balanced approach* is the way to go, but at the same time she believes that the slight emphasis in pronunciation teaching is put on suprasegmentals. She states that the teacher should behave like a coach, and the lectures should be learner-centred, organized according to learners' needs, and focused on communicative teaching. She also states that intelligibility should be the aim of pronunciation teaching, and adds that learners should get familiar with many different non-native speakers' accents and pronunciations to broaden their knowledge of the language, and not focus only on native speakers. In her study on different types of pronunciation teaching methods, she noticed that teachers used: "imitation tasks, teacher corrections, teachers pointing out pronunciation issues, reading aloud, use of phonemic script and rhymes, presenting rules, dictation/spelling, sound discrimination, and tactile reinforcement" (Tergujeff, 2012:605). She came to a conclusion that, even though the classes were said to be communication oriented, they were teacher-oriented, which affected pronunciation learning.

In another research done by Henderson et al. (2012), which included various learners across Europe, some crucial issues regarding pronunciation teaching were raised: teacher training in pronunciation was inadequate, it was not clear if teachers should aim for intelligibility and communicative competence or native-like proficiency in pronunciation, there was a lack in variety of teaching materials, and the issue of learning pronunciation outside the classroom was not given enough attention.

2.4.1 Native vs. non-native speaking English teachers

Since English is popular and taught all over the world, there is a variety of EFL teachers from different countries. This raises a question: *Are native teachers the best teachers, and can non-native teachers ever be considered equal?* There are some scholars who deem that a native teacher (NT) of English is better than a non-native one (NNT), and some who oppose that statement. Here will be listed some of the research done on this topic, and give a brief overview of the findings provided mostly by Pae (2017). In 1999, Samimy and Brutt-Griffler (as cited in Pae 2017:165) found that NTs were more fluent and

accurate, and understood the differences between informal and formal language better than NNTs, while NNTs understood their learners' needs and background better. Inbar (as cited in Pae 2017:165) found that NTs were more confident when teaching both the language and culture, but NNTs were better at connecting with their learners in 2001. Cheung (as cited in Pae 2017:166) came to the same conclusion a year later. Mossou (as cited in Pae 2017:165) found that as time passed, and learners got to know NNTs better in class, they grew fonder of them and their accents, and Ballard (2013) concluded that accentedness did not translate to unacceptability, and that the more familiar the NNTs accent had been, the better it had been accepted by the learners. In 2003, Mahboob (as cited in Pae 2017:166) stated that the learners who participated in the research blamed NTs to have poor grammar knowledge and uncreative teaching methods. Liang's (as cited in Pae 2017:166) expectations that a NNT's accent will have a negative effect on learners' attitudes toward them proved wrong. More recently, Walkinshaw and Duong (as cited in Pae 2017:166) found that learners value understanding of their own culture, friendliness and enthusiasm for teaching more than the nativeness. Pae (2017) found that having a NT increased learners' motivation for learning English, but at the same time also increased their anxiety when speaking in class. To conclude, Nayar's quote (as cited in Jenkins 2015:122) is still an accurate representation of the situation in language teaching today: "Native speaker status is often [...] automatically bestowing authenticity and credibility on a teacher, as an English Language expert or even a teacher trainer[...] Nativeness can assume primacy over pedagogic expertise or actual language competence in the ELT enterprise." However, teachers' enthusiasm for teaching and learners' familiarity with their accent (native or non-native) play an important role in being considered a good teacher.

3. Methodology

3.1. Aim

The aim of this research is to explore learners' and teachers' perspective on pronunciation, accent and pronunciation teaching. The research wants to find out how important pronunciation is to the learners and teachers, which accent they prefer and what methods are used in the classroom for teaching pronunciation.

3.2.Participants

The sample included 180 high school learners and 3 teachers from Grammar School Matija Antun Reljković in Vinkovci, Croatia.

Out of 180 high school learners, 124 (69%) were female, and 56 (31%) were male. The average age of a participant was 17.2 years, 58 (32%) of all participants were 16 years old, 30 (17%) of them were 17 years old, 85 (47%) were 18 years old, and 7 (4%) of them were 19 years old. Out of 180 participants, 179 participants spent most of their lives in Croatia, while only one of them in Germany. On average, the participants have been learning English for 10.8 years. There were 3 high school teachers, all of which were female, and all of which studied English in Zagreb at the Faculty of Humanities and Social Sciences. On average, they have been teaching English for 28 years.

When asked how often they speak English, 78 (43%) of the learners answered that they speak English every day, 66 (37%) of them did it every week, 16 (9%) did it once a month, 9 (5%) did it a few times a year, and 4 (2%) of the participants hardly ever spoke English. Only 1 (0.6%) of the participants has ever stayed in an English speaking country for longer than 3 months, and he stayed in London, England. As for the teachers, 1 participant answered that she spoke English every day, 1 did it every week, and 1 did not give an answer. Only 1 of the teachers has ever stayed in an English speaking country longer than 3 months, and she stayed in The United States of America.

3.3 Instruments and Procedure

The instrument used in this research was an anonymous questionnaire (Appendix 8.) which was distributed to the participants in written form. The questionnaire was adapted and based on Henderson et al.(2012), Josipović-Smojver and Stanojević (2013), and Pae (2017). Due to the fact that all the participants were native speakers of Croatian and in order to avoid any misunderstandings, the above mentioned questionnaires were translated into Croatian before being distributed to learners. As the administered questionnaire was part of a larger study, only some parts of it were analysed for this thesis. A 5-point Likert scale was used (1 = strongly disagree; 2 = partially disagree; 3 = neither agree, nor

disagree; 4 = partially agree; 5 = strongly agree), as well as yes-no questions. There were some open questions, including questions with several answers chosen from the list to obtain both qualitative and quantitative data. The results were analyzed using the SPSS program.

4. Results

4. 1. Learners

Before proceeding to the results, we will present learners' self-evaluation. The participants were asked to self-evaluate their general knowledge of the English language, and their pronunciation of the English language. Only 3 (2%) of the participants rated their knowledge as very weak, 11 (6%) rated it as weak, 33 (18%) rated it as good, 84 (47%) rated it as very good, and 42 (23%) of the participants rated their knowledge as excellent. When it came to self-evaluating their pronunciation, 4 (2%) of the participants rated their pronunciation as very bad, 9 (5%) rated it as bad, 49 (27%) rated it as good, 80 (44%) rated it as very good, and 30 (17%) of the participants rated their pronunciation as excellent. It is visible from their answers that the learners were not overall highly critical of their pronunciation.

4.1.1. Learners' perspective on pronunciation

When asked about what is important to them when they speak English, most of the participants, i.e. 115 (64%) answered that it was highly important for them that they speak fluently, and 116 (64%) of them strongly agreed that using the correct pronunciation was important. The results were not the same regarding grammar, as only 64 (36%) participants wrote that they strongly agreed that it was important for them that their grammar was correct when speaking, while 67 (37%) of them partially agreed with that statement. This shows that, while the participants do think that fluency, pronunciation, and grammar are all important to them when they speak, they think grammar is the least important element.

When asked if they think about their pronunciation while speaking to native English speakers, 44 (25%) participants wrote that they did not, while 33 (20%) of the total number of participants wrote that they did not think about it because they focused on grammar and vocabulary. Only one of the participants wrote that focusing on grammar and vocabulary was not the reason why they did not think about their pronunciation. They stated that they did not think using the correct pronunciation was important when

speaking.

When asked if they would have perfected their pronunciation of English no matter how long and how hard they would have to work to achieve it, 137 (76%) of the participants stated that they would do it (see Table 1). This is a high percentage, considering only 8% of learners rated their pronunciation as weak earlier in the questionnaire. 119 (89%) of them stated that the reason behind it was to improve people’s impressions of them and their general knowledge of the English language. Only 54 (41%) of them stated that they would do so because they wanted to impress their interlocutor, and the total of 119 (89%) stated that they would perfect their pronunciation because it could be useful in any future business opportunities.

Table 1: Perfecting pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	42	23,3	23,5	23,5
Valid Yes	137	76,1	76,5	100,0
Valid Total	179	99,4	100,0	
Missing 99	1	,6		
Total	180	100,0		

Only 39 (29%) of the participants completely agreed with the statement: “I would like to perfect my pronunciation because I generally strive for perfection”, while only one participant had a different reason behind the wish to perfect pronunciation; he wanted to become a YouTuber. 42 (24%) of the participants do not want to perfect their pronunciation of English, no matter how long or how hard they would have to work to achieve it(see Table 1). Out of these, 17 (46%) think that native speakers do not like when foreigners try to sound native-like to the point of exaggerating, and therefore would not want to improve their pronunciation, and exactly 19 (50%) of them disagreed with the statement “I would not like to perfect my pronunciation because people would think I am trying to show off”. However, less

than half of the participants who would not like to perfect their pronunciation i.e. 16 (32%) of them, would not do it because they want it to be obvious from the way they spoke that they are from Croatia (see Table 2).

Table 2: Croglish

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	5,0	23,7	23,7
Partially disagree	6	3,3	15,8	39,5
Neither agree, nor disagree	7	3,9	18,4	57,9
Partially agree	4	2,2	10,5	68,4
Strongly agree	12	6,7	31,6	100,0
Total	38	21,1	100,0	
Missing 99	142	78,9		
Total	180	100,0		

More than half of the participants, i.e. 23 (61%) of them, who do not want to perfect their pronunciation think that it would be a waste of time, which could be instead spent on learning grammar and vocabulary, while one of the other participants wrote that there is just no need for them to perfect their pronunciation, and the other wrote that they did not want to waste time learning English.

Only 25 (14%) of the participants strongly agree that the student who has good pronunciation, knows English generally better than the one who has poor pronunciation, the participants were almost evenly split between agreeing and disagreeing with the given statement in the questionnaire (see Table 3).

Table 3: Relationship between pronunciation and knowledge of English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	25	13,9	14,3	14,3
Partially disagree	34	18,9	19,4	33,7
Neither agree, nor disagree	53	29,4	30,3	64,0
Partially agree	37	20,6	21,1	85,1
Strongly agree	26	14,4	14,9	100,0
Total	175	97,2	100,0	
Missing 99	5	2,8		
Total	180	100,0		

160 (89%) participants think that they could still correct their pronunciation if they wanted to, and only one of them strongly disagreed with the statement (see Table 4).

Table 4: The ability to perfect pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	,6	,6	,6
Partially disagree	4	2,2	2,2	2,8
Neither agree, nor disagree	15	8,3	8,3	11,1
Partially agree	38	21,1	21,1	32,2
Strongly agree	122	67,8	67,8	100,0
Total	180	100,0	100,0	

4.1.2. Learners' perspective on English accents

Participants were asked to answer questions about the pronunciation they would ideally like to use when speaking to native English speakers (either the Britons and/or the Americans). They were given a sentence “I would be bothered by a strong Croatian accent.”, and the most frequently circled answer was “I neither agree, nor disagree” (see Table 5). However, only 39 (22%) participants stated that they did not want to speak with a foreign accent; while almost a half of them stated that they did (see Table 6).

Table 5: Strong Croatian accent

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	10,6	11,0	11,0
Partially disagree	32	17,8	18,6	29,7
Neither agree, nor disagree	64	35,6	37,2	66,9
Partially agree	26	14,4	15,1	82,0
Strongly agree	31	17,2	18,0	100,0
Total	172	95,6	100,0	
Missing 99	8	4,4		
Total	180	100,0		

Table 6: Foreign accent

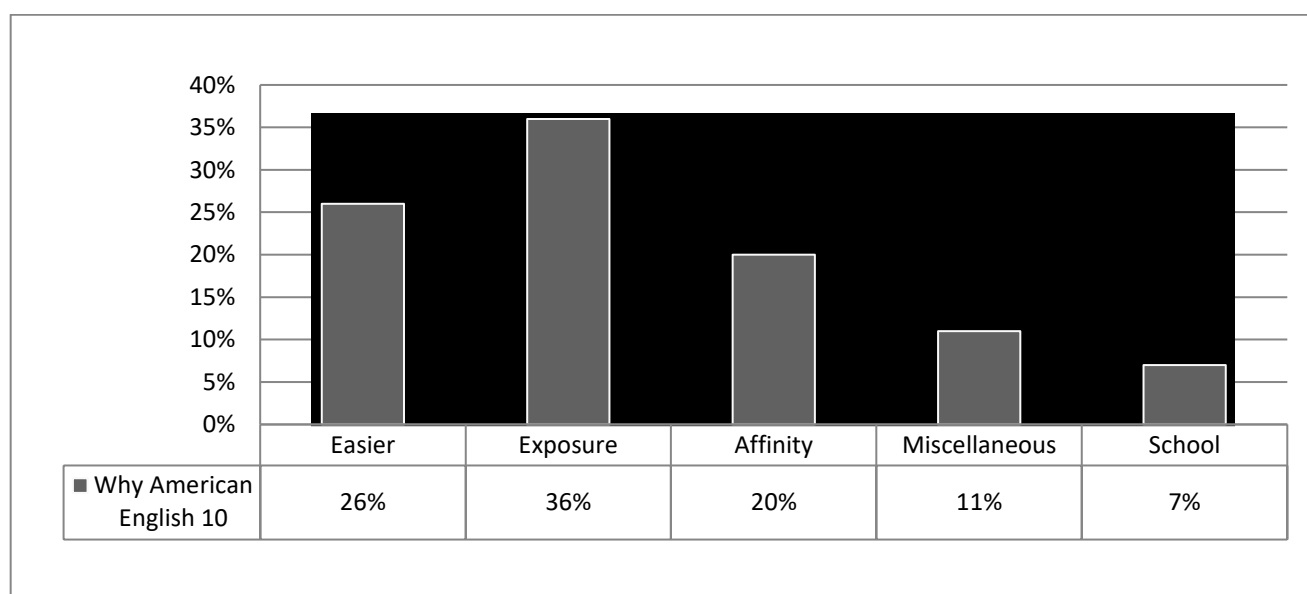
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	53	29,4	29,9	29,9
Partially disagree	36	20,0	20,3	50,3
Neither agree, nor disagree	49	27,2	27,7	78,0
Partially agree	14	7,8	7,9	85,9
Strongly agree	25	13,9	14,1	100,0
Total	177	98,3	100,0	
Missing 99	3	1,7		
Total	180	100,0		

When asked about the accent they would like to use when speaking English, the majority of the participants i.e. 106 (60%) of them wrote that they would like to speak with an American accent (see Table 7). They listed many reasons for that. 36% of them stated that they hear that accent everyday on TV or they watch American YouTubers' videos on a daily basis, 26% of them wrote that it is easier to learn, speak and understand, and that they like that it is spoken at a slower pace than the British accent. While 20% of the learners wrote that they simply like it better than any other accent, and 7% of them wrote that they speak in that accent because that is what they were taught in school, 11% of them had other reasons for speaking with an American accent such as that accent being the only one they can imitate. (see Table 8).

Table 7: Speaking in English

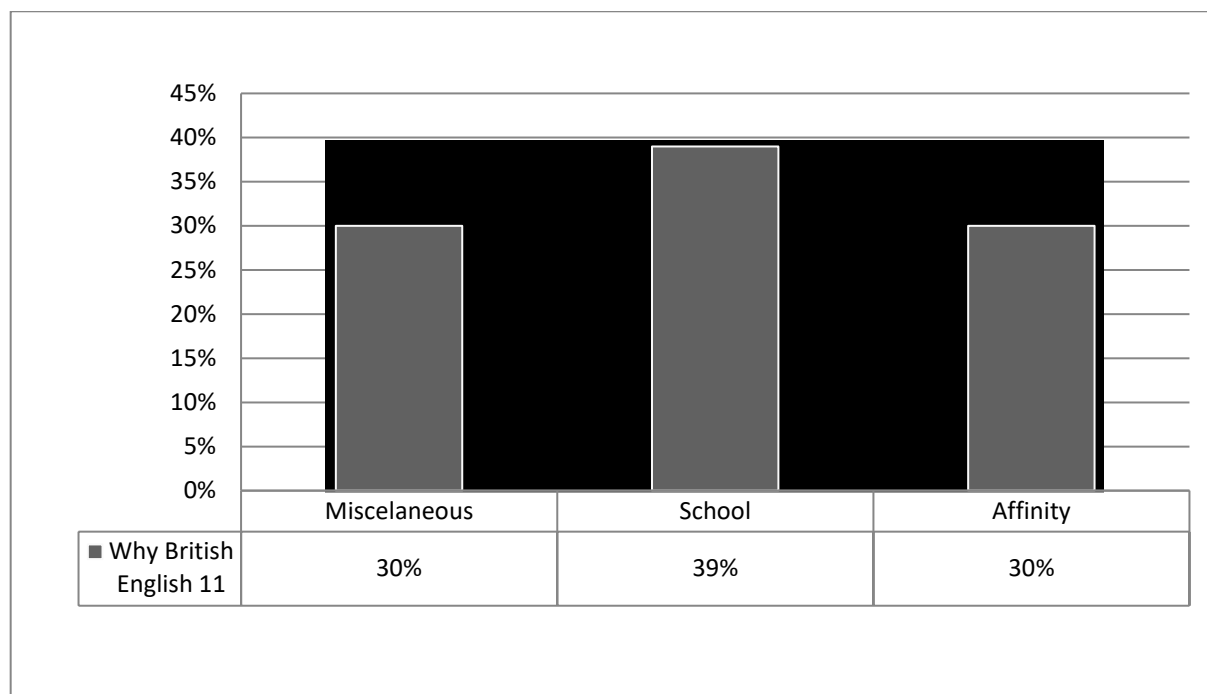
	Frequency	Percent	Valid Percent	Cumulative Percent
British English	22	12,2	12,4	12,4
American English	106	58,9	59,9	72,3
English with a Croatian accent	27	15,0	15,3	87,6
Something else	10	5,6	5,6	93,2
I do not know the difference between British and American English	12	6,7	6,8	100,0
Total	177	98,3	100,0	
Missing 99	3	1,7		
Total	180	100,0		

Table 8: Reasons why learners speak with American English accent



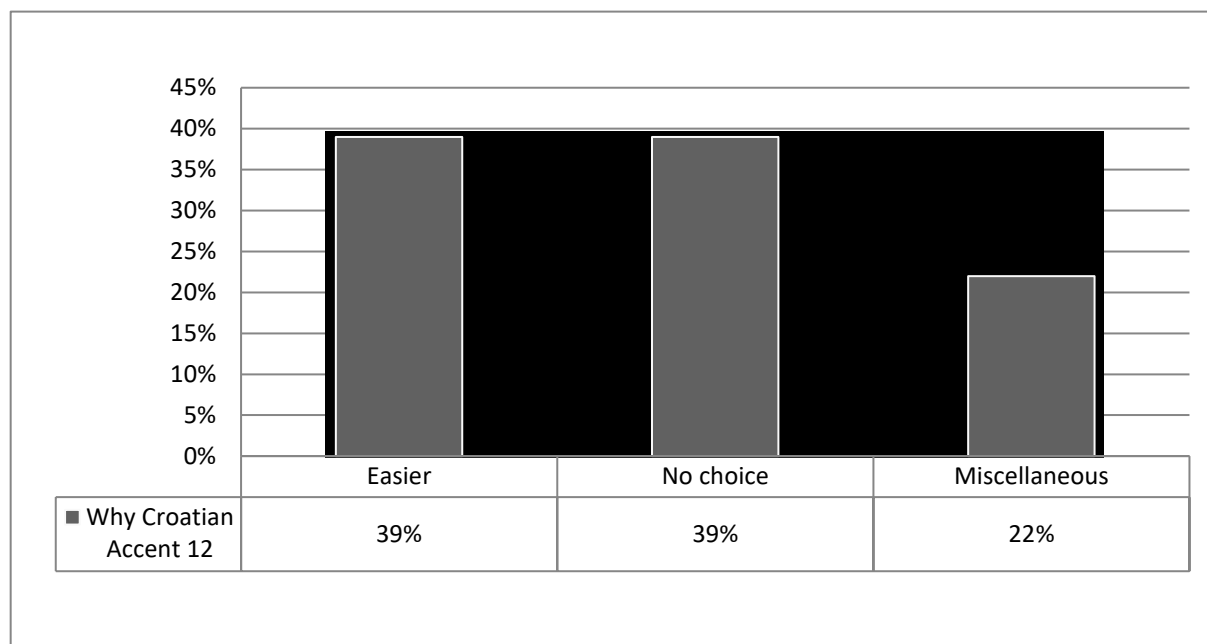
Only 22 (12%) of the participants chose the British accent as the one they would like to use, 39% of them use this accent because they learn it in school (their teacher speaks with a British accent), and 30% because they think it sounds the best. The other 30%, which we categorized as miscellaneous answers, listed different reasons, such as *I sound more educated when speaking it; it sounds correct; sounds more professional; sounds sophisticated* and *it is the original English* (see Table 9). 12 (7%) of the participants stated that they do not know the difference between British and American English.

Table 9: Reasons why learners speak with British English accent



27 (15%) of the participants stated that they use a Croatian accent while speaking, mostly because it is the easiest one for them to use, or they simply do not know how to imitate any other accent. 22% of them listed various reasons such as *I cannot focus on pronunciation and vocabulary at the same time; I want people to know where I am from; and I do not want to sound fake* (see Table 10).

Table 10: Reasons why learners speak with Croatian accent



Only 4 of the participants stated that they use a combination of British and American accents. Their answers varied from *I use a combination of both; depending on how I feel at the moment;* to *I just try to speak fluently.*

4.1.2.1. The difference between British and American accent

To see if they really know the difference between British and American accent, participants were asked to write down one or two names of famous people who speak with British and American accents. It is interesting that Donald Trump's name appeared the most (23 times) when it comes to American English. The president of The United States of America is known for his New York accent. Other people whose names were frequently mentioned were: Justin Bieber (15 times), Brad Pitt (11 times), Lady Gaga (9 times), Kim Kardashian (7 times), Selena Gomez (7 times), and Jennifer Lawrence (5 times). All of these people are extremely popular celebrities, their songs and movies are well known hits, and in addition to that they often appear in the media, which is probably why learners thought of them. One of the obvious mistakes the participants made was putting Felix Kjellberg and Melania Trump's names on this list. Felix Kjellberg is a YouTuber. He was born in Gothenburg, Sweden in 1989 and moved to

Brighton, England in 2013. Although his accent has improved since he moved to England, he still has a strong Swedish accent. Melania Trump, the First Lady of the USA, was born in Novo Mesto, Slovenia in 1970, moved to New York, The USA in 1996, and still has a very thick accent.

Harry Styles is the person whose name appeared 21 times as an example of a person speaking with a British English accent. He is a singer from Redditch, a town near Birmingham, England. Other people whose names were written down the most were: Queen Elizabeth II (14 times), Daniel Radcliffe (11 times), Adele (10 times), Ed Sheeran (7 times), and Prince Harry (6 times). The only obvious mistake the participants made was putting Meghan Markle’s name on the list. She was born in Los Angeles, California in 1981, and moved to England in 2018, and has an American accent. She married prince Harry and became the Duchess of Sussex in 2018, which is why her life has been a frequent news topic for the past two years, and is probably why learners associated her with England and the British accent. Other than that, one of the participants put his teacher as a British speaking person, and her accent contains both American and British accent features.

When asked which accent they would like their teacher to use, 89 (50%) of them stated that they did not care (see Table 11). The American accent got more votes than the British one, 49 (28%). Out of 8 (5%) people who circled “something else”, 4 wrote that they just wanted their teacher to speak correctly (implying that they also did not care which accent their teacher used).

Table 11: Accent the learners would like their teacher to use

	Frequency	Percent	Valid Percent	Cumulative Percent
Standard British accent	30	16,7	16,9	16,9
Standard American accent	49	27,2	27,7	44,6
Something else	8	4,4	4,5	49,2
I do not care	90	50,0	50,8	100,0
Total	177	98,3	100,0	
Missing 99	3	1,7		
Total	180	100,0		

When asked to explain why they wanted their teacher to speak American English, the participants listed various reasons, but the ones that came up the most were: *because it is the easiest to understand*; *because it sounds the best*; and *because they are exposed to it the most* – which are the same reasons as the ones they listed when asked why they wanted to speak American English (see Table 12).

When asked to explain why they wanted their teacher to speak British English, the participants again listed the same reasons as before: *it sounds better*; *it is the original English*; and *we learn British grammar in school* (see Table 13).

Table 12: Reasons why learners want their teacher to speak with standard North American accent

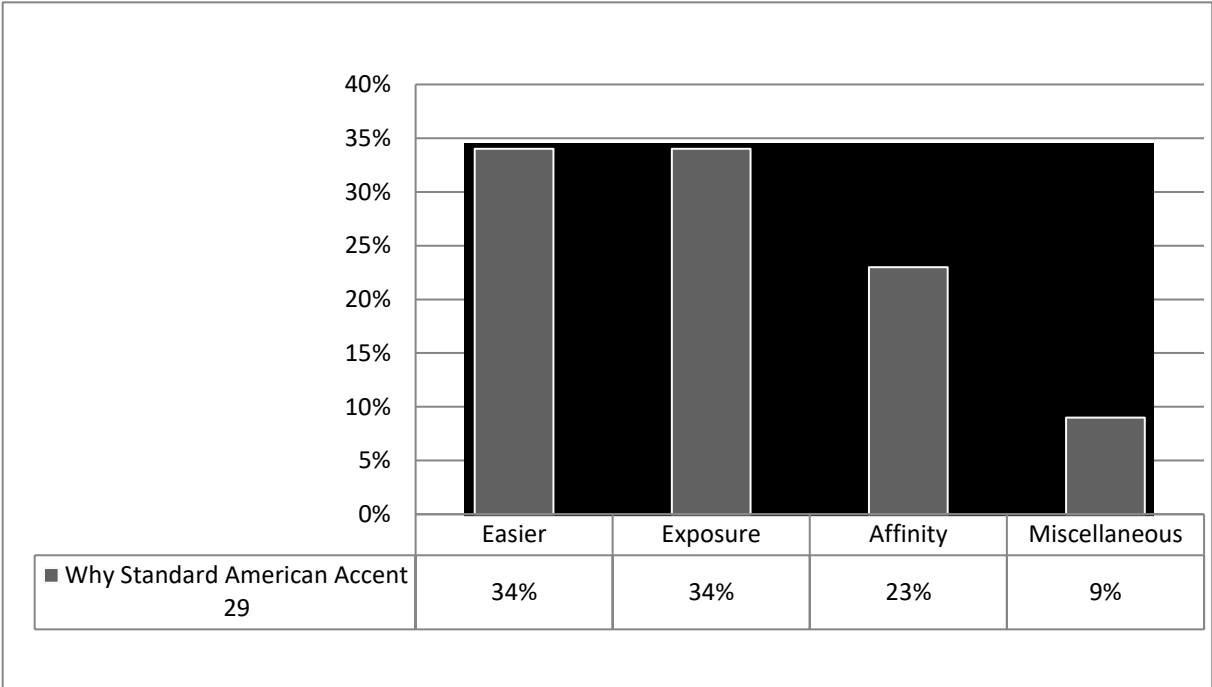
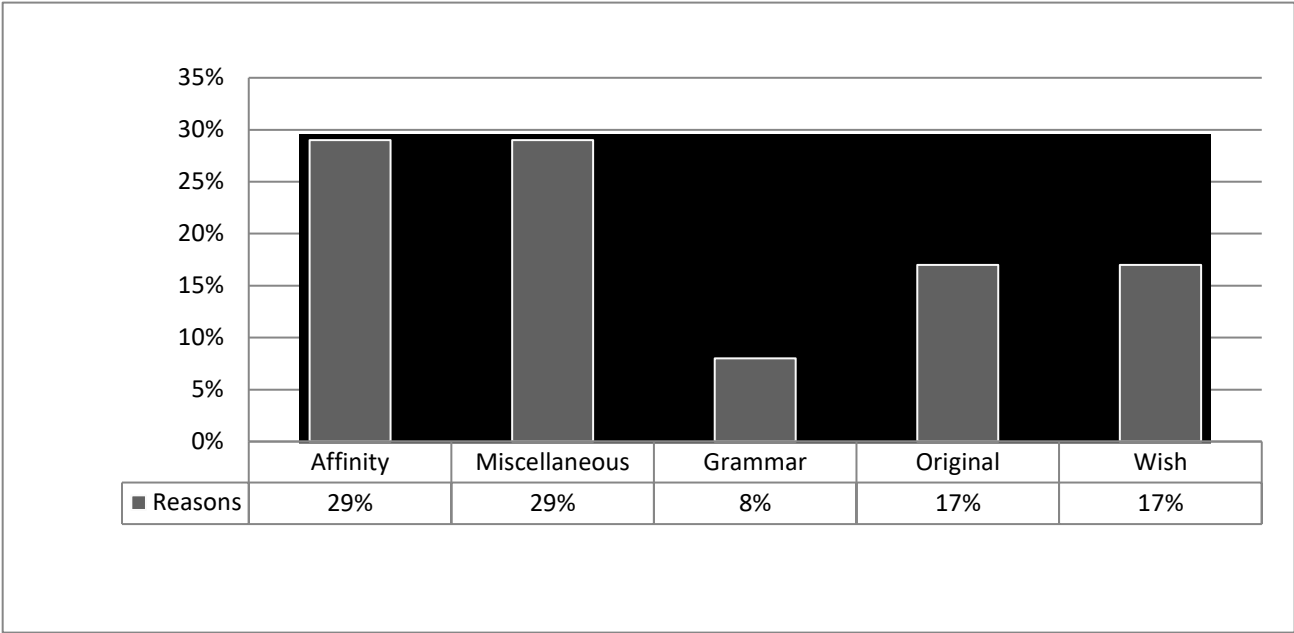


Table 13: Reasons why learners want their teacher to speak with standard British accent



Half of the participants, i.e. 93 (53%) of them, believe that a native speaker would teach them pronunciation better than an EFL speaking teacher, while as much as 26% of them are undecided (see Table 14).

Table 14:A native English speaker teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	21	11,7	12,0
	Partially disagree	16	8,9	21,1
	Neither agree, nor disagree	45	25,0	46,9
	Partially agree	35	19,4	66,9
	Strongly agree	58	32,2	100,0
	Total	175	97,2	100,0
Missing	99	5	2,8	
Total	180	100,0		

When asked about their teacher's pronunciation, 129 (73%) of the participants stated that a teacher's pronunciation must be as close to a native speaker's as possible. However, 94 (55%) of them wrote that a teacher should be allowed to have a slight foreign accent, while only 23 (13%) of them wrote that a teacher should be allowed to have a strong foreign accent. This research also showed that learners are polarized with having native (NT) or non-native speaking (NNT) teachers as their teachers, and that both of them have their advantages. NTs are overall considered better in teaching English culture, informal language, and getting learners interested in language learning, while NNTs are overall better at connecting with their learners, teaching grammar, and holding creative lessons.

4.1.3. Learners' perspective on pronunciation teaching

Almost half of the participants, 87 (49%) of them, wrote that they did not do pronunciation exercises for segments that differed from the sounds of the Croatian language in class, while 54 (30%) of them wrote that they did (see Table 15). 106 (60%) of the participants do wish that they did the exercises, while 23 (13%) do not.

Table 15: Pronunciation exercises for different segments

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	61	33,9	34,7	34,7
Partially disagree	26	14,4	14,8	49,4
Neither agree, nor disagree	35	19,4	19,9	69,3
Partially agree	30	16,7	17,0	86,4
Strongly agree	24	13,3	13,6	100,0
Total	176	97,8	100,0	
Missing 99	4	2,2		
Total	180	100,0		

107 (61%) participants wrote that their teacher corrects them if they make a mistake while speaking in class, while 48 (27%) of them wrote that their teacher does not correct them (see Table 16).

Table 16:Teacher correcting

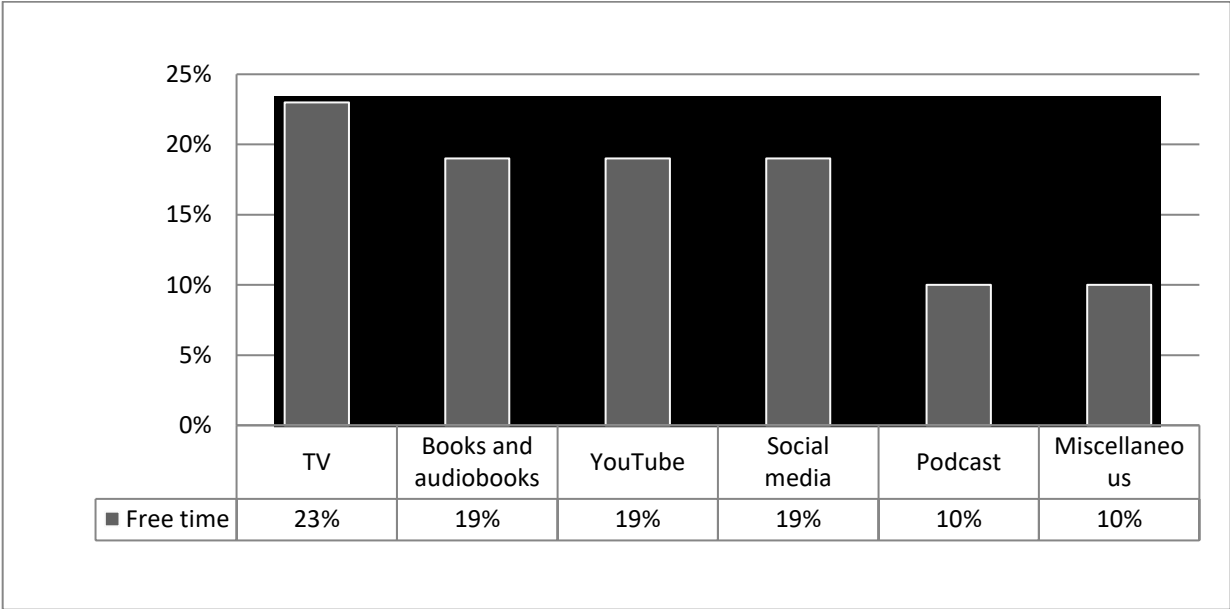
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	33	18,3	18,8	18,8
Partially disagree	15	8,3	8,5	27,3
Neither agree, nor disagree	21	11,7	11,9	39,2
Partially agree	27	15,0	15,3	54,5
Strongly agree	80	44,4	45,5	100,0
Total	176	97,8	100,0	
Missing 99	4	2,2		
Total	180	100,0		

The results show that 150 (88%) learners think that the media has a greater effect on their pronunciation than their teacher does, which is a large number, while only 2% disagrees with that (see Table 17). On average, learners are exposed to 2.89 hours a day of English in their free time. Other than watching movies, listening to music, and playing videogames, they spend that time watching YouTube videos and TV programmes (American TV shows), listening to audio books, reading books, and on social media (see Table 18). This means that they spend approximately 20.23 hours a week being exposed to English in their free time, while only spending 2.25 hours (three times a 45 minute class) a week being exposed to it in school. There is no wonder why learners believe that the media has a greater effect on their pronunciation than their teacher does.

Table 17: The media

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	,6	,6	,6
Partially disagree	3	1,7	1,8	2,4
Neither agree, nor disagree	16	8,9	9,4	11,8
Partially agree	44	24,4	25,9	37,6
Strongly agree	106	58,9	62,4	100,0
Total	170	94,4	100,0	
Missing 99	10	5,6		
Total	180	100,0		

Table 18: Free time



4.2. Teachers

4.2.1. Teachers' perspective on pronunciation

In their self-evaluation of English pronunciation, teachers were quite critical. Two of them rated it as good, and 1 (33%) rated her pronunciation as very good. All 3 of the teachers agreed with the statement “I believe the teacher’s pronunciation is as important as other language skills” (see Table 19).

Table 19: Importance of the pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Partially agree	2	66,7	66,7	66,7
Valid Completely agree	1	33,3	33,3	100,0
Total	3	100,0	100,0	

Only one of them stated that she wanted to perfect her pronunciation no matter how long or how hard she would have to work to achieve it. She stated that she believed it would help learners perfect their own pronunciation, and that it would be easier for them to pay attention in class. Out of the other two teachers, one stated that she believed her pronunciation was already perfect, and the other that her pronunciation was good enough for her and her learners. It is interesting that the teacher who believed her pronunciation was already perfect rated herself in self-evaluation as very good, not excellent. We believe it might be because she could have thought that her pronunciation was as good as a non-native speaker’s pronunciation. When asked to rate their learners’ desire to sound like a native speaker from 1 (no desire at all) to 5 (highly desire it), most teachers (67%) rated it a 5 (as high) (see Table 20).

Table 20: Learners' wishes

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	33,3	33,3	33,3
Valid 5	2	66,7	66,7	100,0
Total	3	100,0	100,0	

4.2.2. Teachers' perspective on accent

When asked if they thought they as teachers should strive to have an accent that is as close to a native speaker's as possible, all 3 of the teachers agreed, but only 1 of them completely (see Table 21). All of the teachers, i.e. all 3 of them agreed that a teacher should not be allowed to have a strong foreign accent (see Table 23). However, 2 of them stated that they believe that a teacher should be allowed to have a slight foreign accent when teaching (see Table 22).

Table 21: Accent close to a native speaker's

	Frequency	Percent	Valid Percent	Cumulative Percent
Partially agree	2	66,7	66,7	66,7
Valid Completely agree	1	33,3	33,3	100,0
Total	3	100,0	100,0	

Table 22: Slight foreign accent

	Frequency	Percent	Valid Percent	Cumulative Percent
Partially agree	1	33,3	33,3	33,3
Valid Completely agree	2	66,7	66,7	100,0
Total	3	100,0	100,0	

Table 23: Strong foreign accent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Completely disagree	3	100,0	100,0	100,0

When asked about the accent their college professors used, all 3 (100%) of the teachers stated that at least some of their professors had had a British accent (see Table 24). Only one of the teachers had had a native speaker as a professor in college, and he had been from the UK.

Table 24: Accents of their college professors

	Frequency	Percent	Valid Percent	Cumulative Percent
British	1	33,3	33,3	33,3
Valid British and American	2	66,7	66,7	100,0
Total	3	100,0	100,0	

Only one of the teachers speaks with a British accent, and none of them with an American accent (see Table 25).

Table 25: Teacher's accent

	Frequency	Percent	Valid Percent	Cumulative Percent
British English	1	33,3	33,3	33,3
Valid English with a Croatian accent	2	66,7	66,7	100,0
Total	3	100,0	100,0	

4.2.3. Teachers' perspective on teaching pronunciation

In order to get some insight into what teachers do in their own classrooms regarding pronunciation teaching, let us first focus on their own background. Two of the teachers disagreed with having pronunciation focused exercises in college, and stated that they spent zero time doing them in classes. None of the teachers agreed with the given statement, but later in the questionnaire expressed that they wished they had done pronunciation focused exercises in college.

All three of the teachers state that they do pronunciation exercises for segments that differ from the sounds of the Croatian language in class (see Table 26), but 1 (33%) of them agrees that there are no such exercises in the learners book she uses in class (see Table 27). When it came to prioritizing grammar and vocabulary over pronunciation in teaching, 2 (67%) of the teachers admit that they do prioritize it(see Table 29). However, when asked if they neglected those pronunciation exercises because they did not always have enough time to do them in class, all of them gave different answers (see Table 28).

Table 26: Pronunciation in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	100,0	100,0	100,0

Table 27: Student's book

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree, nor disagree	2	66,7	66,7	66,7
Valid Partially agree	1	33,3	33,3	100,0
Valid Total	3	100,0	100,0	

Table 28: No time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Completely disagree	1	33,3	33,3	33,3
Valid Partially disagree	1	33,3	33,3	66,7
Valid Partially agree	1	33,3	33,3	100,0
Valid Total	3	100,0	100,0	

Table 29: Priorities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree, nor disagree	1	33,3	33,3	33,3
Valid Completely agree	2	66,7	66,7	100,0
Valid Total	3	100,0	100,0	

All of the teachers (100%) state that they do believe that a student who speaks English well/uses good pronunciation knows English generally better than the student who does not use good pronunciation (see Table 30).

Table 30: Better pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Partially agree	3	100,0	100,0	100,0

We wanted to know what methods teachers use to teach pronunciation. They were given some answers in the questionnaire, but there were some open-ended questions as well to give teachers the freedom to write whatever they like. The results show that only one of the teachers frequently corrects learners when they pronounce something wrong, while others do not do it often. Tergujeff (2012) noticed that imitation tasks and teacher correcting were the most popular teaching methods in a Finnish school where she conducted her research, and the same results are true for teachers in this research. For all three teachers correction goes in the direction of asking learners to repeat after them and giving additional instruction. Only two of the teachers partially agreed that they ask learners to self-correct, which means that they do not always opt for this option, and decide how to correct depending on the situation. All of the teachers stated that they give additional instruction for pronouncing certain words' intonation and rhythm, and sentence rhythm.

Two(67%) of the teachers use phonetic transcription when teaching, but all of them use technology, specifically CDs and the Internet in teaching pronunciation (see Tables 31 and 32).

Table 31: Technology

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	100,0	100,0	100,0

Table 32: Which technology

	Frequency	Percent	Valid Percent	Cumulative Percent
CDs	2	66,7	66,7	66,7
Valid CDs and the Internet	1	33,3	33,3	100,0
Total	3	100,0	100,0	

Not all of the teachers agreed with the statement that the media has a greater effect on their learners' pronunciation than they do (see Table 33).

Table 33: Influence of the media

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree, nor disagree	1	33,3	33,3	33,3
Partially agree	2	66,7	66,7	100,0
Total	3	100,0	100,0	

5. Discussion

Teachers and learners were given similar, or in some cases identical questions in the questionnaire. Therefore, some of their answers and opinions on English pronunciation, accent and pronunciation teaching can be compared with one another. Their answers will also be compared to a research by Mandarić (2016), as well as Nowacka's (2012), Josipović-Smojver and Stanojević's (2013), and Talan's (2018) research.

Results in this thesis show that it is highly important for 64% of learners to speak fluently, and use the correct pronunciation, while only 36% of learners wrote that they strongly agreed that it is important for them that their grammar is correct when speaking. By looking at Mandarić's (2016) results, we can see that, on average, 25% less of her learners than those of this research stated that it is important for them to be fluent when speaking, to have correct pronunciation and use correct grammar. We can see from her results that learners who didn't put great value on these things were primary school learners. This age difference in participants between the two studies could be the reason for the difference in results. 23% of learners in this research would be bothered by a strong Croatian accent, which is 13% less than what Mandarić's (2016) results showed. The reason might be the age difference of participants (42% of Mandarić's participants were university students). Considering the age difference, it also makes sense that Josipović-Smojver and Stanojević's (2013) secondary school learners were the least bothered with a strong Croatian accent.

The majority of the learners of this research stated that they did not want their teacher to have a strong

foreign accent. It would make it harder for them to understand what their teacher is saying in class. There is also a great chance that they would model their teacher's pronunciation and accent when learning new words, and never correct their pronunciation to be more native-like, which is in line with Mandarić's (2016) report.

The statement "learners who have better pronunciation know English generally better than the ones who have poorer pronunciation" got opposing results. This shows that they have seen the cases where this is true, and the student who has better pronunciation probably has greater language skills, and consequently is better in overall language proficiency. Learners who both have good pronunciation, and know English generally well, might have started learning it at a private language school from a young age, or spent a lot of free time reading or watching movies. There could also be some other cases, where the reason behind learners having good pronunciation, but not knowing English generally well could lie in the fact that they are being naturally talented for speaking different languages. Another reason could be exposure to English from a young age without studying grammar for example. Teachers, who spoke from experience, say that a student who has good pronunciation generally performs better in English than the one who has poor pronunciation. Teachers had probably, having taught a large number of generations, spoken in general terms and out of experience, while the learners probably looked at around 25 of their classmates when they gave their opinions.

It is not surprising that, when asked if they would perfect their pronunciation of English no matter how long or how hard they would have to work to achieve it, most learners answered positively. In today's world, a lot of young people focus on studying language, especially broadening their vocabulary, because they plan to move abroad for work. A few participants wrote 'YES!', 'Dublin :)', 'Ireland, here I come', and the lyrics from the song Ireland by Postolar Tripper: 'we're flying for Dublin by Ryanair lalalala' next to this set of questions. It makes sense that they would want to perfect their pronunciation and sound as much native-like as possible, to blend in and not sound foreign. Gilakjani and Ahmadi (2011:76) also stated that "research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation". The learners were interested in improving people's general impressions of them, but not that interested in impressing their interlocutor with their speaking skills. The reasons could potentially lie in the fact that people are sometimes too proud to admit that they want to impress a specific person, but also are not ashamed to admit they want to be generally better in English and improve a general opinion about them. Improving their pronunciation for work is also important to people who plan on staying in Croatia, because it could make both their work and everyday life easier considering that the English language is so widespread,

and has become almost impossible to live without. This is in line with Mandarić's (2016), Nowacka's (2012) and Josipović-Smojver and Stanojević's (2013) results who found out that secondary school and university learners scored highest on wanting to sound like native speakers. Teachers, on the other hand, felt like their pronunciation is good enough for their needs. They seem to have lost the desire to improve. The only teacher who said that she would like to perfect her pronunciation would do it for her learners' benefit and not her own.

The majority of learners in this thesis say that they think that an English teacher's pronunciation must be as close to a native speaker's as possible, and all three of the teachers agree with them. Both learners and teachers think they should strive to pronounce words as correctly as they could, and try not to distort the meaning by having a strong foreign accent. Mandarić's (2016) participants confirm our results, which show that the tendency to be as close as possible to a native-like speaker has not changed. Even though most of the learners think that an English teacher's pronunciation must be as close to a native speaker's as possible, they still agree that their teacher should be allowed to have a slight foreign accent. Both learners and teachers agree that a slight foreign accent is not something that should confuse learners, on the contrary, it could sometimes help learners feel better about their own accent and pronunciation. It could make learners more confident and determined to speak in class if they knew that their pronunciation would not be compared to their teacher's perfect native-like pronunciation, which confirms Mandarić's (2016) results.

The learners in this study do not really care which accent their teacher uses, as long as she has correct pronunciation. Some learners in this study do have a preferred accent for their teacher. This goes to show that even though the American accent is the one they mostly hear in the media, learners are still open to other versions, and do give their teachers freedom in choosing an accent when speaking. Those who choose British English do so because it sounds better, they think it is the original English language, and they learn British grammar in school. Those learners who choose American English say that it is the easiest version to understand, it sounds the best, and they are exposed to it the most, so it is the most familiar accent to them. The rest of the learners comment that they only want their teacher not to have a distorted pronunciation when speaking, but do not care if she has a British or an American accent.

The teachers mostly state that they speak with a slight Croatian accent and think that other teachers should generally do the same. Their answers show that their college professors used either a combination of British and American accents, or a strictly British accent. 53% of participants of this research stated that they believed their English would be better if they had a native English teacher, which is significantly less than 75% of Mandarić's (2016) participants, while Josipović-Smojver and Stanojević's

(2013) participants who also slightly preferred native speakers as teachers.

It is interesting that even though almost all of the teachers believe that the media has a much greater effect on their learners' pronunciation than they do, they still believe that it is easier for learners to understand English with a slight Croatian accent which they listen to in school, than a clear American accent, which they listen to much more during their free time. Learners of this research confirm Nowacka's (2012) and Talan's (2018) findings that listening to authentic English outside of the classroom contributes much more to improving learners' pronunciation than listening to their teacher in class. This shows that learners are aware of the influence the media has on them, and realise that there is only so much that teachers can do in the classroom with the limited amount of time.

Even though some learners do not give pronunciation exercises much importance, most learners think that the classes should be more pronunciation teaching oriented. They do not think that they do enough pronunciation exercises for sounds that are different from the sounds of the Croatian language in class. On the other hand, teachers believe that they do as much as they can to teach pronunciation, even though they are more oriented towards teaching grammar and vocabulary.

Most learners confirm that their teacher corrects them when they make pronunciation mistakes in class. They are aware that being corrected by their teacher is a positive thing, that they are in an environment that is meant for them to learn, and that they shouldn't be ashamed of making mistakes or afraid of their classmates laughing at them. The teachers are aware that they cannot and should not correct every mistake, and that they cannot correct every student the same way. Therefore, they use different methods when correcting. They most often opt for "repeating after the teacher" method, and give additional instruction only when necessary.

Not all learners agree that their teacher gives clear instructions for pronouncing new words. The reason behind this might be in the fact that the learners who are already fluent in English and know it generally better, need to put in less effort to pronounce new vocabulary than the learners who struggle with pronunciation, or generally with the English language. Teachers, on the other hand, believe that they give clear instructions on how to pronounce new words. Their answers show that they make sure their learners understand where intonation within the word or the sentence falls, and use phonetic transcription to assure that there are no misunderstandings.

6. Conclusion

It seems as if the learners do not really care which accent their teacher uses. Ideally they would like their teacher to sound as native-like as possible, but as long as she speaks fluently and grammatically, they wouldn't mind a slight foreign accent. The problem would arise if the teacher had thick Croatian accent which would make it hard for them to understand what the teacher is talking about. If they had to choose an accent for their teacher to use, they would pick the American accent. The learners want to sound as native-like as possible, and are ready to put in the effort to achieve just that, but would not be embarrassed of or bothered by their slight Croatian accent. Teachers, on the other hand, believe that their slight Croatian accent helps learners understand them better and devote as much time as they can to pronunciation teaching in class. Preferred pronunciation learning methods are correction and repetition after the teacher.

To have a greater effect on learners' pronunciation, teachers should be more creative with pronunciation exercises, and put more focus on pronunciation teaching by making their lessons communication-oriented, and less teacher-centred.

7. Literature

- Avery, P., Ehrlich, S. (1992). *Teaching American English Pronunciation*. New York: Oxford University Press.
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. (2006). *Teaching pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.
- Gilakjani, P. A., Ahmadi, M. A. (2011). Why is Pronunciation So Difficult to Learn?. *English Language Teaching*, Vol. 4, No. 3, pp. 74-83.
- Henderson, A., Frost, D., Tergujeff, E., Kautzsch, A., Murphy, D., Kirkova-Naskova, A., Waniek-klimczak, E., Levey, D.; Cunningham, U., Curnick, L. (2012). The English pronunciation teaching in Europe. Survey: selected results. *Research in Language*, Vol.10 (1), pp. 5-27.
- Jenkins, J. (2015). *Global Englishes: A Resource Book For Learners*. New York: Routledge.
- Jones, D. (1909). *The Pronunciation of English*. Cambridge: Cambridge University Press.
- Josipović Smojver, V., Stanojević M.M. (2013). *Stratification of English as a Lingua Franca: Identity Constructions of Learners and Speakers. Second Language Learning and Teaching*. Berlin Heidelberg: Springer-Verlag.
- Kreidler, C. W. (2004). *The Pronunciation of English: A Course Book*. Cornwall: Blackwell Publishing Ltd.
- Lenneberg, E. (1967). *Biological foundations of language*. New York: Wiley & Sons.
- Mandarić, I. (2016). EFL Learners' Attitudes Towards Various English Accents. Unpublished master's thesis. University of Osijek.
- Munro, M. J., Derwing, T. M. (1999). Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. *Language Learning: A Journal of Research in Language Studies*, Vol. 45.1, pp. 285-310.
- Nowacka, M. (2012). Questionnaire-Based Pronunciation Studies: Italian, Spanish And Polish Students' Views On Their English Pronunciation. *Research in Language*, Vol. 10.1, pp. 43-61. University of Rzeszow.
- Seidhofer, B. (2001). Pronunciation. In Carter, R., Nunan, D. (Eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages*, pp. 56-65. Cambridge: Cambridge University Press.

- Pae, T. (2017). Effects of the differences between native and non-native English-speaking teachers on students' attitudes and motivation toward learning English. *Asia Pacific Journal of Education*, Vol. 37, No. 2, pp. 163-178.
- Strevens, P. (1977). *New Orientations in the Teaching of English*. Oxford: Oxford University Press.
- Škarić, I. (2000). *Temeljni suvremenog govorništva*. Zagreb: Školska knjiga.
- Talan, D. (2018). EFL learners' perception of pronunciation instruction. Unpublished master's thesis. University of Osijek.
- Tergujeff, E. (2012). English Pronunciation Teaching: Four Case Studies from Finland. *Journal of Language Teaching and Research*, Vol. 3, No. 4, pp. 599-607.
- Varšić, N. (2014). The Role of Personality in EFL. Unpublished master's thesis. University of Zagreb.
- Wells, J. C. (1982) *Accents of English 1: An Introduction*. Cambridge: Cambridge University Press.
- Zhu, W. (2011). The Critical Period of L2 Acquisition Studies: Implications for Researchers in Chinese EFL Context. *Journal of Language Teaching and Research*, Vol. 2, No. 6, pp. 1217-1226.

On-line sources:

- Cambridge Dictionary Retrieved from <https://dictionary.cambridge.org>
- Merriam-Webster, Inc. Dictionary by Merriam-Webster: America's most-trusted online dictionary. Retrieved from <https://www.merriam-webster.com>
- Oxford Learner's Dictionaries.. Retrieved from <https://www.oxfordlearnersdictionaries.com/>
- Thesaurus.com. The world's favorite online thesaurus!. Retrieved from <https://www.thesaurus.com/>

8. Appendix

8.1 Upitnik za učenike

- 1 – uopće se ne slažem
- 2 – djelomično se ne slažem
- 3 – niti se slažem, niti se ne slažem
- 4 – djelomično se slažem
- 5 – u potpunosti se slažem

1) Kada govorim na engleskom jeziku, važno mi je:

- a. da tečno govorim 1 2 3 4 5
- b. da mi je izgovor ispravan 1 2 3 4 5
- c. da mi je gramatika točna 1 2 3 4 5

2) Kada govorim ili kada bih govorio/la na engleskom jeziku s izvornim govornicima (npr. s Britancima ili Amerikancima) (odgovaraš na pitanja a-c1, c2 samo po potrebi):

- a. smeta mi izgovor s teškim hrvatskim naglaskom 1 2 3 4 5
- b. ne želim govoriti stranim naglaskom 1 2 3 4 5
- c. ne razmišljam o mom izgovoru dok govorim 1 2 3 4 5
- c.1 ne razmišljam izgovoru dok govorim jer se koncentriram na gramatiku i riječi 1 2 3 4 5
- c.2 ne razmišljam izgovoru (dopiši koji je razlog , ako je različito od c1) _____

3) Kada govorim/ kada bih govorio/la na engleskom jeziku sa stranim govornicima (npr. Francuzima, Talijanima, Nijemcima):

- a. smeta mi izgovor s teškim hrvatskim naglaskom 1 2 3 4 5
zašto? _____
- b. želim govoriti sa stranim naglaskom 1 2 3 4 5
zašto? _____

4) Lakše mi je razumjeti izgovor stranih govornika engleskog jezika od izgovora izvornih govornika, pod uvjetom da govore tečno i da im je gramatika točna.

1 2 3 4 5

5) Kada govorim ili bih govorio/la na engleskom jeziku više volim razgovarati s drugim stranim govornicima (npr. Nijemcima, Talijanima, Francuzima, itd.) nego li s izvornim govornicima (npr. Britancima, Amerikancima) jer tada me ne brine moj izgovor.

1 2 3 4 5

6) Kada govorim na engleskom jeziku pokušavam govoriti (zaokruži), te napiši zašto govoriš baš tom varijantom

a) britanskim engleskim _____

b) američkim engleskim _____

c) engleskim s hrvatskim naglaskom _____

d)) nešto drugo _____

e) ne znam razliku između britanskog i američkog engleskog

7) Kada bih mogao/la usavršiti svoj engleski izgovor kako bi bio što više nalik onom izvornih govornika, učinio/la bih to bez obzira na potreban trud i vrijeme.

DA NE

7.1. Ako si odabrao/la DA: Zašto bi htio/htjela usavršiti svoj izgovor?

a. zato što znatno poboljšava opći dojam o meni i mom poznavanju engleskog jezika 1 2 3 4 5

b. jer želim zadiviti svoje sugovornike 1 2 3 4 5

c. zato što će mi to biti važno za posao u budućnosti 1 2 3 4 5

d. zato što sam općenito perfekcionista/ica 1 2 3 4 5

e. nešto drugo (napiši odgovor ukoliko se razlikuje od prethodno ponuđenih odgovora):

7.2. Ako si odabrao/la NE: Zašto ne bi htio/htjela usavršiti svoj izgovor?

a. zato što izvorni govornici ne vole strance koji pretjeruju u pokušaju da zvuče kao i oni sami
1 2 3 4 5

b. zato što želim da se čuje da sam iz Hrvatske čak i kada govorim na stranom jeziku 1 2 3 4 5

c. zato što je učenje pravilnog izgovora gubljenje vremena koje se može bolje iskoristiti, kao na primjer učenjem gramatike i vokabulara 1 2 3 4 5

d. zato što bi drugi mogli pomisliti da se pokušavam praviti važan/na 1 2 3 4 5

e. nešto drugo (napiši odgovor ukoliko se razlikuje od prethodno ponuđenih odgovora):

8) Smatram da američkim engleskim govori (1-2 osobe): _____

9) Smatram da britanskim engleskim govori (1-2 osobe): _____

10) Ne znam razliku između američkog i britanskog engleskog 1 2 3 4 5

11) Smatram da onaj učenik koji dobro govori/izgovara engleski zna engleski bolje od onog učenika koji ima loš izgovor. 1 2 3 4 5

12) Smatram da još mogu ispraviti svoj izgovor ukoliko bih to želio/la 1 2 3 4 5

13) Čini mi se da ostali učenici iz mog razreda govore engleski bolje nego ja 1 2 3 4 5

14) Bojim se da će mi se drugi učenici smijati kad govorim engleski 1 2 3 4 5

15) Postanem nervozan/na i zbunjen/a kad moram govoriti na satu engleskog 1 2 3 4 5

16) Osjećam nelagodu kad moram govoriti na engleskom, neovisno radi li se na satu ili negdje drugdje 1 2 3 4 5

17) Osjećam se nervozno kad me netko pita nešto na engleskom 1 2 3 4 5

18) Volio/la bih da nastavnik/ca govori (zaokruži), te napiši zašto:

a) 'standardnim' britanskim naglaskom _____

b) 'standardnim' američkim naglaskom _____

c) nešto drugo _____

d) svejedno mi je

19) Vjerujem da bih imao/la bolji izgovor kada bi me poučavao učitelj koji je izvorni govornik engleskog jezika nego li učitelj iz Hrvatske, kojemu je to strani jezik.

1 2 3 4 5

20) Smatram da nastavnik engleskoga jezika:

- a. mora imati izgovor koji je što sličniji onom izvornih govornika 1 2 3 4 5
- b. može imati blagi strani naglasak u izgovoru 1 2 3 4 5
- c. može imati teški strani naglasak u izgovoru 1 2 3 4 5

21) Važan mi je izgovor nastavnika/ce engleskog jezika, ali na moj izgovor (kako govorim engleski) veći utjecaj imaju filmovi, glazba i igrice koje slušam na engleskom jeziku 1 2 3 4 5 Što još osim filmova, glazbe i igrica gledaš/slušam na engleskom _____ (napiši što). Tijekom dana, prosječno provedem _____ (koliko vremena) slušajući engleski izvan nastave.

22) Na nastavi engleskog jezika radimo vježbe u kojima se ciljano vježba izgovor nekih glasova koji su različiti od glasova u hrvatskom jeziku. 1 2 3 4 5

23) Volio/la bih kada bismo na nastavi engleskoga jezika radili vježbe koje se odnose samo na vježbanje izgovora i problematičnih glasova 1 2 3 4 5

24) Kada govorim na nastavi engleskog jezika, nastavnik/ca mi ukaže na izgovorne pogreške i ispravi me 1 2 3 4 5

25) Volim kada me nastavnik/ca ispravi dok govorim na engleskom 1 2 3 4 5

26) Osjećam sram kada me nastavnik/ca ispravi dok govorim na engleskom 1 2 3 4 5

27) a) Na nastavi engleskog jezika slušamo i druge varijante engleskog osim standardnog engleskog i američkog (npr. australski, irski, tekstaški, škotski...) 1 2 3 4 5

27) b) ... i govorimo o njihovim razlikama 1 2 3 4 5

28) Pri učenju novih riječi nastavnik/ca jasno daje upute kako se ta riječ izgovara 1 2 3 4 5

29) Naglasak koji moj/a nastavnik/ca koristi mi otežava praćenje nastave 1 2 3 4 5

30) Izgovor koji moj/a nastavnik/ca koristi mi otežava praćenje nastave 1 2 3 4 5

Podaci o sudioniku

Spol: Muški/ Ženski

Dob: _____

Gdje si proveo/la većinu svoga života: _____

Koliko dugo učiš engleski jezik? _____

Procijeni svoje znanje engleskog jezika (zaokruži):

1. vrlo slabo
2. slabo
3. dobro
4. vrlo dobro
5. odlično

Procijeni svoj izgovor engleskog jezika (zaokruži):

1. vrlo slabo
2. slabo
3. dobro
4. vrlo dobro
5. odlično

Koliko često govoriš na engleskom jeziku?

1. gotovo nikada
2. nekoliko puta godišnje
3. jednom mjesečno
4. svaki tjedan
5. svaki dan

Jesi li ikada proveo/la više od 3 mjeseca u zemlji u kojoj je engleski službeni jezik? DA NE Ako jesi, gdje? _____

8.2 Upitnik za nastavnike

Zaokružite odgovor koji se najviše podudara s vašim mišljenjem

- 1 – uopće se ne slažem
- 2 – djelomično se ne slažem
- 3 – niti se slažem niti se ne slažem
- 4 – djelomično se slažem
- 5 – u potpunosti se slažem

1) Kada govorim na engleskom jeziku govorim (zaokružite) te napišite zašto govorite baš tim naglaskom

- a) britanskim engleskim _____
- b) američkim engleskim _____
- c) engleskim s hrvatskim naglaskom _____
- d) nešto drugo _____

2) Smatram da nastavnik engleskoga jezika (odgovarate a, b,c):

- a. mora imati izgovor koji je što sličniji onom izvornih govornika 1 2 3 4 5
- b. može imati blagi strani naglasak u izgovoru 1 2 3 4 5
- c. može imati teški strani naglasak u izgovoru 1 2 3 4 5

3) Kada bih mogao/la usavršiti svoj engleski izgovor kako bi bio što više nalik onom izvornih govornika, učinio/la bih to bez obzira na potreban trud i vrijeme.

DA NE

3.1. Ako ste odabrali DA: Zašto biste htjeli usavršiti svoj izgovor?

3.2. Ako ste odabrali NE: Zašto ne biste htjeli usavršiti svoj izgovor

4) Smatram da je nastavnikov izgovor jednako važan kao i ostale jezične vještine 1 2 3 4 5

5) Dok sam studirao/la , na fakultetu smo imali vježbe koje su se fokusirale samo na izgovor

1 2 3 4 5

te napišite koliko vremena je tome posvećeno (sati, mjeseci, godine itd.) _____

6) a) Na fakultetu sam se upoznao/la s vježbama za izgovor koje bih mogao/la primjenjivati u nastavi 1 2 3 4 5

te objasnite sadržaj i/ili stil podučavanja na kolegiju (koji kolegiji, pristupi) _____

6b) Volio/la bih da smo na fakultetu imali vježbe za izgovor koje bih mogao/la primjenjivati u

nastavi 1 2 3 4 5

7) Profesori na fakultetu su govorili uglavnom _____ engleskim (naglaskom)

8) Imali smo izvornog/e govornika/e kao predavača/e na fakultetu DA/NE.
Ako DA, kojim je/su engleskim (naglaskom) govorio/li _____

9) Na nastavi engleskog jezika radimo vježbe u kojima se ciljano vježba izgovor nekih glasova koji su različiti od glasova u hrvatskom jeziku. DA/NE

10) Ako ste odabrali DA, koje su to vježbe, navedite _____

11) Volio/la bih kada bismo na nastavi engleskoga jezika radili vježbe koje se odnose samo na vježbanje izgovora i problematičnih glasova, ali u udžbeniku nema takvih vježbi 1 2 3 4 5

12) a) U udžbeniku se nalaze vježbe za vježbanje izgovora i problematičnih glasova, ali se zbog opsega gradiva ne stignem posvetiti podučavanju izgovora 1 2 3 4 5

12) b) Nabrojte neke od vježbi iz udžbenika koje se odnose na vježbanje izgovora _____

13) U nastavi engleskog jezika prioritet su mi gramatika i vokabular 1 2 3 4 5

14) Oni učenici koji imaju dobar izgovor su općenito bolji u engleskom od onih učenika koji imaju loš izgovor. 1 2 3 4 5

15) Primjetio/la sam da učenici ismijavaju onog učenika/cu koji/a nešto pogrešno izgovori ili ima loš izgovor 1 2 3 4 5

16) Dok učenik govori na nastavi engleskog jezika, ukazujem mu/joj na izgovorne pogreške i ispravljam ga/ju 1 2 3 4 5; a moje se ispravljanje sastoji od toga da (mogući višestruki odgovori):

a) Tražim od učenika da ponovi onako kako sam izgovorio/la 1 2 3 4 5

b) Izgovorim riječ i dajem dodatne upute kako da izgovori određeni segment 1 2 3 4 5

c) Kažem mu/joj da se sam/a ispravi tako mu/joj ne dajem odgovor, nego samo znak da je pogrešno izgovorio/la, a učenik se mora sam ispraviti 1 2 3 4 5

17) Nastava je tako organizirana da se potiču učeničke komunikativne kompetencije 1 2 3 4 5

18) U nastavi imamo dosta aktivnosti koje su govorne, kao npr. prezentacije i rasprave. 1 2 3 4 5

19) a) U nastavi koristim *listen and repeat* zadatke. 1 2 3 4 5

19.b) Model za izgovor u zadacima *listen and repeat* (moguć višestruki odgovor):

a) sam ja

- b) snimljeni materials CD-a (vezan uz udžbenik) koji puštam učenicima u kojem govornik/ci govori/e _____ naglaskom
- c) nešto drugo _____

20) U nastavi koristim fonetsku transkripciju 1 2 3 4 5

21) U nastavi dajem upute učeniku vezane uz intonaciju ako se radi o dužim govornim odsječcima (npr. ako intonacija ide u krivom smjeru, uzlazna umjesto silazna itd.) 1 2 3 4 5

22) U nastavi dajem upute učeniku vezane uz naglasak riječi (npr. učenik naglašava krivi slog u riječi umjesto comPUTER kaze COMputer) ili rečenični naglasak (npr. naglašava krivu riječ u rečenici) 1 2 3 4 5

23) Za podučavanje izgovora koristim tehnologiju (npr. CD, Internet, skype..) DA NE Ako DA, koju? _____

24) Za podučavanje izgovora koristim pomagala (ploča, tablice, slike..) DA NE Ako DA, koja? _____

25) Smatram da moji učenici u izgovoru najviše problema imaju kod (glasovi –koji? npr. zamjena dentalnih frikativa author, these s t i d; zamjena glasa w s v, 'hrvatski' izgovor glasa r., nerazlikovanje 'otvorenog' i 'zatvorenog' e kod npr. sad i said; dijelovi govora- koji? npr. pogrešan izgovor zbog interferencije npr. whole, ne izgovara se w...; pogrešna intonacija, ritam..)

26) Smatram da je učenicima važan izgovor predmetnog nastavnika, ali da veći utjecaj na njihov izgovor imaju filmovi, glazba, igrice itd. koje slušaju na engleskom jeziku 1 2 3 4 5

27) Na nastavi engleskog jezika slušamo i druge varijante engleskog osim standardnog engleskog i američkog (npr. australski, teksaški, škotski...) 1 2 3 4 5

28) ... i govorimo o njihovim razlikama 1 2 3 4 5

29) Ocijenite od 1(uopće ne žele) do 5 (100% žele) koliko smatrate da vaši učenici žele imati izgovor koji je što više nalik onom izvornih govornika 1 2 3 4 5

30) Ocijenite od 1(potpuno nemotivirani) do 5 (izuzetno motivirani) koliko smatrate da su vaši učenici motivirani govoriti na engleskom. 1 2 3 4 5

31) Koje varijante ili modele (RP, General American, Welsh, Scottish, Irish, Texan, British English, New Zealand, South African, Canadian...) engleskog koristite u nastavi jezika za slušanje, čitanje, govorenje i pisanje? (moguće više odgovora)

32) Koje varijante ili modele engleskog u nastavi jezika mislite da vole/ bi najviše voljeli vaši učenici?

33) Mislim da moji učenici ne znaju razliku između američkog i britanskog engleskog 1 2 3 4 5

Podaci o sudioniku

Spol: Muški/ Ženski

Dob: _____

Koliko dugo podučavate engleski jezik? _____

Kojoj dobnoj skupini predajete? _____

Zvanje i fakultet na kojem ste stekli diplomu _____

Procijenite svoj izgovor engleskog jezika (zaokružite):

1. loše
2. slabo
3. dobro
4. vrlo dobro
5. odlično

Koliko često govorite na engleskom jeziku?

1. gotovo nikada
2. nekoliko puta godišnje
3. jednom mjesečno
4. nekoliko puta tjedno
5. svaki dan

Jeste li ikada proveli više od 6 mjeseci u zemlji u kojoj je engleski službeni jezik?

DA NE

Ako jeste, gdje? _____