Danica M. Jerotijević Tišma[1]
University of Kragujevac, The Faculty of Philology and Arts

Original paper

Serbian EFL Teachers' Attitudes Regarding Their Students' Pronunciation Problems and Strategies for Overcoming Them

Extended summary

At the moment, there are generally accepted and reference books of inter-language philology, and some issues remain unsolved, concerning efficiency of teaching pronunciation of English as a foreign language, and there are not many papers referring to attitudes of teachers towards difficulties the students are facing when mastering pronunciation. In Serbian scientific context, this type of papers almost does not exist. It can be said that unsolved issues concerning the efficiency of approach to the teaching pronunciation is the consequence of misunderstand is considering aims of mastering pronunciation and that the debate is known what should be tended for in pronunciation of words in the foreign language – general understanding or pronunciation similar to native speakers (Scovel, 2000). The very term of comprehension pronunciation is rarely studies, so teachers are advised to study carefully what it means, so that in adequate way they can access their students' pronunciation, because some authors think that teachers are not adequate assessors of pronunciation, because they got used to their students' articulation (Munro, Derwing, 1995).

This is why our paper is on the studying of attitudes of Serbian teachers of English as a foreign language towards pronunciation difficulties, which their students face at everyday level. Nevertheless, we tried to reveal in which extent the teachers are aware of existence of pronunciation problem of students, as well as they are acquainted with possible strategies which the students use to overcome them, so we are once again focusing attention to a bit neglected segment of learning English as a foreign language, i.e. teaching pronunciation. For replying those stated research questions, we have done the questionnaire, i.e. the primal instrument for collecting data, was the questionnaire, modified from the previous study (Ahmad, Muhiburrah-

1   danicajerotijevic@gmail.com

man, 2013) which had functions with Licart's scale of questions and replies, as well as questions of the open type. The questionnaire was done during the second term on the school year 2012/2013, wither by e-mail or personally. Thirty-two high school teachers from Jagodina, Kragujevac, Niš, Kraljevo, Čačak, Leskovac and Belgrade participated in the Research. The given sample was chosen, so that we could obey the criteria of validity and security, because the chosen teachers had the last two years of secondary school to teach. For the analysis of the given data, we used quantitative and qualitative-descriptive method, i.e. percentage calculation was used for calculating replies of the Licert's scale, whereas replies were of the open type were qualifiedly explained.

Results of the questionnaire show that Serbian teachers consider Serbian students to have generally bad pronunciation of English, but in reality, not much is undertaken so that specially designed curriculum, or a part of it, the exiting problems should be milder. It is particularly warning, that particularities of a foreign language are almost neglected, concerning rhythm, accent and intonation. The given situation is one of the rare aspects in which results of our study do not match the previous one, in which a similar questionnaire was done, whereas most replies remained in coherence with the previous findings. (Ahmad, Muhiburrahman, 2013).

The number of respondents can potentially represent restriction to our research as well as the level of achievements in which they lecture. Different results could have been obtained if the questionnaire had been with university lecturers, and the students are at the advanced level.

Without mentioning this, the paper has stressed the significance of paying attention to systematical provocation teaching, and in this way marginalising teaching pronunciation in Serbian classrooms where English is taught as a foreign language. Results of the completed survey show that there should be careful approach to teaching pronunciation, not only at the level of phonemes but also at prosodic level, through different communicating and cooperative activities, with the aid of contemporary techniques and tools such as computers, the Internet and other available materials.

Key words: English as a foreign language, teaching pronunciation.

References

- Ahmad, J., Muhiburrahman, M. (2013). Teachers' Perspectives on Errors in English Consonant Sounds by Saudi EFL Learners . *Asian Journal of Humanities and Social Sciences (AJHSS) Volume 1---Issue 3,* November 2013.

- Bradlow, A. R., Pisoni, D. B., Akahane-Yamada, R., Tohkura, Y. (1997). Training Japanese listeners to identify English /r/ and /l/: Some effects of perceptual learning on speech production. *Journal of the Acoustical Society of America, 101,* 2299-2310.

- Brown, A. (1992). Twenty questions. In A. Brown, ed. *Approaches to pronunciation teaching*. London: Macmillan 1–17.

- Burns, A. (2003). Clearly speaking: pronunciation in action for teachers. National Center for English Language Teaching and Research, Macquaire Universaity, Sydney NSW 2109.

- Cohen, A. D., Fass, L. (2001). Oral language instruction: Teacher and learner beliefs and the reality in EFL classes at a Colombian university. *Journal of Language and Culture, 6,* 43-62.

- Dahmardeh, M. (2009). Communicative Textbooks: English Language Textbooks in Iranian Secondary School. *Linguistik online*40, 4/09.www.linguistik-online.com/40_09/dahmardeh. html.

- Derwing, T. M., Munro, M. J., Wiebe, G., (1998). Pronunciation instruction for „fossilized" learners: Can it help? Applied Language Learning 8, 185 - 203.

- Derwing, T.M., Rossiter, M., Munro, M.J. (2002). Teaching native speakers to listen to 2009 Working Paper Series 12 Prairie Centre of Excellence for Research on Immigration and Integration foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23, 245-259.

- Elliot, A. R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(iv), 530-542.

- Fraser, H. (2002). *Change, challenge and opportunity in pronunciation and oral communication*. Plenary Address at English Australia Conference, Canberra, October 2002. Retrieved December 15, 2014, from http://wwwpersonal. une.edu.au/~hfraser/documents/ HFChangeChallengeOpp.pdf.

- Gelvanovsky, G. V. (2002). Effective pronunciation teaching: principles, factors, and teachability. In P. V. Sysoyev (Ed.), Identity, culture, and language teaching. USA: CREEES.

- Gilbert, J. (2001). *Clear speech from the start*. New York: Cambridge University Press.

- Gilbert, J. B., (1995). Pronunciation practice as an aid to listening comprehension. In: Mendelsohn, D. J., Rubin J. (Eds.), A guide for the teaching of second language listening. San Diego, CA: Dominie Press, Inc., San Diego, CA, 97 - 112.

- Gilbert, J.B (2008). *Teaching Pronunciation Using the Prosody Pyramid*. Cambridge University Press. New York.

- Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd edition. London: Longman.

- Jerotijević, D. (2014). The Marginalization of Pronunciation Instruction in Serbian EFL Classrooms. Zbornik radova sa konferencije *Jezik, književnost, marginalizacija* održane 25-26. aprila, 2013. Filozofski fakultet, Univerzitet u Nišu, 2014. 547-560.

- Johnson, D. M. (1992). *Approaches to Research in Second Language Learning*. London: Longman.

- Lado, R. (1957*). Linguistics across cultures.* Ann Arbor: University of Michigan Press.

- Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review, 56* (3), 390-420.

- Loiseau, Y., (2008). De la phonétique et de l'oralité dans le manuels de FLE : Le cas de Connexions 3. *Synergies Espagne, 1,* 123–132.

- Lyster, R. (1998). Recasts, repetition and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition*, 20: 51–81.

- MacDonald, S. (2002). Pronunciation-views and practices of reluctant teachers. *Prospect, 17* (3), 3-18.

- Molinié, L. (2010). *La pronunciación de ELE en los alumnos quebequenses. Dificultades concretas y pautas de corrección*. Unpublished MA thesis, University of Montreal, Canada.

- Morley, J. (1994). *Pronunciation, pedagogy and theory: New views, new directions*. Alexandria, Virginia: TESOL Inc.

- Morley, J (1998). Trippingly on the tongue: Putting serious speech/pronunciation instruction back in the TESOL equation, *ESL Magazine,* issue January/ February, 20-23.

- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. In: *TESOL*, vol. 25, n. 3, 481-521.

- Moyer, A., (1999). Ultimate attainment in L2 phonology: The critical factors of age, motivation, and instruction. Studies in Second Language Acquisition 21, 81 - 108.

- Munro, M. J., Derwing, T. M., (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. Language Learning 45 (1), 73 - 98.

- Murphy, John M. (1991). Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation. *TESOL Quarterly*, Vol. 25, No. 1, 51-75.

- Olsson, J.B., (2011) *À la Recherche d'Éléments de Phonétique. Une analyse de la phonétique comme outil de travail dans l'enseignement du français dans les lycées suédois.* Paper presented at UMEÅ Universitet, Sweden.

- Pennington, M. C., (1996). Phonology in English language teaching. Addison Wesley Longman, Harlow.

- Pennington, M.C. (1994). Recent research in L2 phonology: implications for practice. In: J. Morley (Org.) *Pronunciation pedagogy and theory: new ways, new directions*. Illinois: Pentagraph Print, 92- 107.

- Phipps, S., Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System, 37*(3), 380-390.

- Pica, T., (1994). Questions from the language classroom: Research Perspectives. *TESOL Quarterly* 28 (1), 49 - 79.

- Pourhosein Gilakjani, A. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science 2. 3,* 119-128.

- Purcell, E., Suter, R., (1980). Predictors of pronunciation accuracy: A reexamination. Language Learning 30, 271 – 287.

- Ryba, K., Anderson, B. (1990). Learning with computers: Effective teaching strategies. Euguen, OR. International Society for Technology in Education.

- Scovel, T., 2000. A critical review of the critical period research. Annual Review of Applied Linguistics 20, 213 - 223.

- Sifakis, N. C. and Sougari, A.M. (2005). Pronunciation issues and EIL pedagogy in the periphery: a survey of Greek state school teachers' beliefs. *TESOL QUARTERLY.* 39 (3): 467-488.
- Tice, J. (2004). Drilling 1. *British Council & BBC.* Retrieved on 15 December 2014 from http://www.teachingenglish.org.uk/articles/drilling-1.
- Walker, Robin (1999). Proclaimed and perceived wants and needs among Spanish teachers of English". *Speak Out! (Newsletter of the IATEFL Pronunciation Special Interest Group)* 24: 25-32.
- Yates, L 2001. *Teaching pronunciation in the AMEP: Current practice and professional development.* AMEP Research Centre. Retrieved October 16, 2014, from http://www.nceltr.mq.edu.au/conference2001/index.html
- Zhang, L. J. (2008). The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. *RELC Journal, 39*(1), 51–76.