The acquisition of English pronunciation: learners' views

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This paper aims at describing English learners' views on the acquisition of the phonetic component of English by focusing on their awareness of the difficulty and importance of English pronunciation as well as their beliefs about influential factors in the acquisition of pronunciation and their attitudes towards English accents. It also aims at examining the differences in phonetic awareness, beliefs and attitudes between learners of English with different first languages (Basque and Spanish). All the participants (n=86) were asked to complete several questionnaires, including a background questionnaire and a specific questionnaire on awareness, beliefs and attitudes. The results indicate that pronunciation is a difficult and important skill for all learners. It was also found that learners consider contact with native speakers and ear training as the most influential factors in the acquisition of pronunciation and that the difficulty of some English accents is related to learners' attitudes towards these accents. The results also indicate that all learners tend to share the same awareness of difficulty, importance of, beliefs about and attitudes towards different accents independently of their first language.

Introduction

It is widely recognized that language comprehension and production are complex phenomena which involve the interaction of phonetic, semantic, syntactic, pragmatic and discourse elements. The perception and production of speech sounds is, therefore, an integral part of the processes of language comprehension and production in human communication. Apart from its role in the comprehension and production of linguistic messages, the phonetic component of linguistic communication is immediately observable and can provide information about the speaker's geographical and social origin, and it is in most cases
the most salient characteristic of non-native speakers. The phonetic component in linguistic communication is also related to the affective domain, particularly to identity and attitudes. In many cases, speakers tend to adopt more or less successfully the pronunciation they value as more positive or the pronunciation they identify with for both their first and second language (Guiora & Schonberger 1990). Pronunciation can also cause different reactions on the part of the listener and, along with errors in other linguistic elements, sound production and perception errors can lead to misunderstanding.

English is nowadays the most important language of intra-European communication, although there are differences in this between northern and southern European countries (Hoffmann 1998). English is in contact with other languages, and for many bilingual and multilingual Europeans English is one of the languages in their linguistic repertoire.

The most common native varieties of English, British and American English, include a large number of accents2 that differ from the standard accents, Received Pronunciation (RP) and General American (GA) (Wells 1982), respectively. The international status of English is reinforcing non-native varieties such as Indian English, Nigerian English or even European English (Berns 1995). In this situation, the native models of pronunciation may not always be considered as necessary or even desirable goals for learners of English (Morley 1991). The most influential model of English pronunciation in Europe is still RP (Wells 1990; Trask 1996), but other native and non-native accents are also being included in textbooks and other educational materials.

As a result of historical and social events, the English language shows frequent lack of correspondence between sound and spelling. This lack of correspondence contributes to making pronunciation one of the most difficult areas in the acquisition of English as a foreign language. On the other hand, acquisition errors at the prosodic level can also hinder communication. The incorrect articulation of an individual sound is not very likely to produce a breakdown in communication because the listener can usually rely on other clues in order to understand the speaker’s intended meaning. Errors of intonation may be more serious because they can produce misunderstandings at the pragmatic level when the specific context may not help to disambiguate the intended meaning.

Researchers have devoted less attention to the acquisition of the phonetic component by second language learners than to the acquisition of other linguistic areas. As far as second language teaching is concerned, pronunciation is becoming more important in language classes and teaching materials (Fitzpatrick 1995; Laroy 1995), but it is still considered more a supplementary activity rather than a central part of the syllabus. In general terms, more attention is devoted to segments (vowels and consonants) than to suprasegmentals (stress, rhythm, intonation).

Problems in the acquisition of pronunciation have provided the main arguments to support the critical age hypothesis (Singleton 1989), as it has been observed that most adult learners of a second language retain a foreign accent (Flege 1987; Major 1987a). Nevertheless, it has been argued that adults have the...
same ability as children to discriminate speech sounds (Schneiderman, Bourdages & Champagne 1988), but they perceive new sounds in terms of the categories of their first language (Best 1994; Polka 1995). It has also been suggested that age is not necessarily a causal factor in the acquisition of pronunciation and that motivation and identity are also influential (Major 1987a).

Transfer from the first language is usually recognized as playing an important role in second language pronunciation, both at the segmental and suprasegmental levels (Major 1987b; Ellis 1994). It has also been observed (Ioup 1984) that phonetic transfer is more easily identified than transfer at other levels and that the pronunciations of second language learners who share the same native language exhibit common features. Even though transfer from the first language is a common cause of errors in second language pronunciation, learners also use other communication strategies, such as overgeneralization or approximation (Major 1987a).

The acquisition of a second language phonetic component is a complex and dynamic process which is affected by the context and the conditions in which the second language is being learnt. Aptitude, affective and social factors have been pointed out as possible predictors of second language phonetic performance (Flege 1987; Schneiderman et al. 1988). The ability to mimic has been reported to exert a significant influence on second language pronunciation (Suter 1976; Purcell & Suter 1980; Thompson 1991). The same researchers have also observed the significant role that contact with native speakers plays in the acquisition of pronunciation in a second language. Other factors such as attitudinal and motivational variables have not always proved to be influential (Thompson 1991). Specific phonetic training has generally been found to be positively associated with phonetic development in a second language (Neufeld & Schneiderman 1980; Cenoz & García Lecumberri in press) with a few exceptions (Suter 1976). Recent interest in the learner as the centre of the language acquisition process has benefitted from research in language awareness, language attitudes, and beliefs about language learning (Gardner 1985; James & Garrett 1991; Wenden 1991; Garret, Coupland & Williams 1995). Learners' perspectives are relevant for second language acquisition not only because they provide information about learners but also because awareness, beliefs and attitudes are very likely to influence the second language learning process. Focusing on learners can provide answers to the following questions: How do foreign learners view the acquisition of English pronunciation? Are they aware of its difficulty? Which factors do they find to be good predictors of phonetic development? Which accents do they prefer? Do learners with different first languages perceive the acquisition of English pronunciation in the same way?

This study focuses on the acquisition of English pronunciation by native speakers of Basque and Spanish in the Basque Country (Spain). English segmentals and suprasegmentals differ in important ways from those of Basque and Spanish. Even though a detailed description of the segmental and suprasegmental elements which make up the phonetic component of these three languages is outside the scope of this study, we shall point out some of the main characteris-
tics. Basque comprises a large number of regional accents which, as far as the phonetic component is concerned, differ considerably from each other with respect to suprasegmentals, particularly prominence, placement and realization (see e.g. Michelena 1985 and Hualde 1991), which makes it impossible for us to present a single comparison vis-à-vis Spanish and/or English. As far as segment inventories are concerned, the varieties of Basque spoken in Spain display fewer differences amongst themselves: the vowel inventory is the same as the Spanish one, while the consonant system shows some differences among accents, particularly with respect to the number of coronal affricates and fricatives. Basque and Spanish vowel inventories include only five phonemic monophthongs as opposed to twelve in RP English, which makes these learners tend to neutralize some of the distinctions amongst English vowels (Flege, Munro & Fox 1994; Fox, Flege & Munro 1995; García Lecumberri & Cenoz 1997; Cenoz & García Lecumberri 1997). English consonants especially pose considerable difficulties for Spanish (Flege & Eefting 1987; Flege & Bohn 1989) and Basque learners because of phonotactic differences amongst the three languages: for instance, Spanish strong restrictions on clustering and on codas contrast with English possibilities, while Basque is more permissive than Spanish but less so than English (Guerra 1983; Michelena 1985; Quilis & Fernández 1985; Hualde 1991; Roach 1991). Differences in the suprasegmental systems of the three languages are also substantial: Spanish and Basque tend towards syllable timing whereas English tends towards stress timing (Cruttenden 1994; Roach 1991), and English makes a wider and freer use of intonational focus (García Lecumberri 1995).

The study reported here was designed to explore the awareness, beliefs and attitudes towards English pronunciation of Basque (L1) and Spanish (L1) learners of English. The specific research questions were the following:

1) Are Basque (L1) learners and Spanish (L1) learners aware of the difficulty and importance of English segmentals and suprasegmentals?
2) Do the two linguistic groups have the same beliefs about the factors that influence the acquisition of English pronunciation?
3) Is there a relationship between difficulty and importance of segmentals/suprasegmentals and the beliefs about the factors that can influence pronunciation?
4) Do the two linguistic groups present different perceptions of the relative difficulty of English accents and different attitudes to these accents?
5) Does the perceived difficulty of accents influence attitudes towards these accents?

Method

Participants consisted of 86 university students, 17 male (19.8%) and 69 (80.2%) female, whose mean age was 19.74 years. All the participants were in their first
year of English Studies at the University of the Basque Country, but they had studied English as a school subject in secondary school for seven years. Most of them (61.6%) had Spanish as their first language, while 38.4% of the students had either Basque or Basque and Spanish as their first language(s). Basque is the minority language at the community level, and all of the Basque L1 group were bilingual in Basque and Spanish. Participants with Spanish as their first language had different degrees of competence in Basque, and this competence was heavily dependent on the language of instruction used at school.

The questionnaires included several measures. All the participants were asked to fill in a background questionnaire and a specific questionnaire on difficulty, importance, attitudes and beliefs related to English pronunciation (see Appendix). The following variables were considered:

*Awareness of the difficulty of English pronunciation:* difficulty of segmentals (vowels and consonants) and difficulty of suprasegmentals (stress and intonation).

*Awareness of importance of English pronunciation:* importance of segmentals for comprehension and production, and importance of suprasegmentals for comprehension and production.

*Beliefs about factors that influence the acquisition of pronunciation.* Factors belonging to the same categories were grouped together for the analyses, and there were seven resulting factors: contact with native speakers (visits to English-speaking countries, interaction with native speakers, listening to the radio and TV), ear training exercises, motivation, general proficiency in English, other phonetic practice (transcription exercises, phonetic theory, non-phonetically-based pronunciation training), personal abilities (musical ear, ability to mimic) and knowledge of other languages.

*Difficulty of English accents:* RP, other British, American, Irish.

*Attitudes towards English accents:* RP, other British, American, Irish.

The data were collected during one of the learners' phonetics classes, and the results were codified and statistically analysed using the SPSS program.

**Results**

In order to answer the 5 research questions above, several analyses were carried out, and the results are presented in the following tables. T-tests were conducted to compare the two linguistic groups regarding difficulty and importance of English segmentals and suprasegmentals. The results are presented in Table 1 (next page).

The scores indicate that both linguistic groups seem to be aware of the difficulty and importance of segmentals and suprasegmentals. There are no significant differences between the two groups except that Spanish (L1) learners give more importance to segmentals than Basque (L1) learners.
Table 1. Awareness of difficulty and importance (min.=1, max.=10)

<table>
<thead>
<tr>
<th>Awareness of difficulty:</th>
<th>Basque L1</th>
<th>Spanish L1</th>
<th>t</th>
<th>(df)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>segmentals</td>
<td>6.4</td>
<td>6.5</td>
<td>-0.19</td>
<td>(83)</td>
<td>ns</td>
</tr>
<tr>
<td>suprasegmentals</td>
<td>6.0</td>
<td>6.4</td>
<td>-0.85</td>
<td>(82)</td>
<td>ns</td>
</tr>
<tr>
<td>Awareness of importance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>segmentals</td>
<td>7.9</td>
<td>8.7</td>
<td>-2.17</td>
<td>(50)</td>
<td>.03</td>
</tr>
<tr>
<td>suprasegmentals</td>
<td>7.5</td>
<td>7.3</td>
<td>0.47</td>
<td>(68)</td>
<td>ns</td>
</tr>
</tbody>
</table>

p<.05

In order to answer the second research question, several t-tests were carried out to compare the two linguistic groups with respect to the factors that influence English pronunciation (Table 2).

Table 2. Learners’ beliefs about influences on acquisition (min.=1, max.=10)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Basque L1</th>
<th>Spanish L1</th>
<th>t</th>
<th>(df)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with native speakers</td>
<td>8.9</td>
<td>8.7</td>
<td>0.90</td>
<td>(82)</td>
<td>ns</td>
</tr>
<tr>
<td>Ear training</td>
<td>8.4</td>
<td>8.1</td>
<td>0.95</td>
<td>(83)</td>
<td>ns</td>
</tr>
<tr>
<td>Motivation</td>
<td>8.3</td>
<td>7.7</td>
<td>1.20</td>
<td>(83)</td>
<td>ns</td>
</tr>
<tr>
<td>Proficiency</td>
<td>7.8</td>
<td>7.7</td>
<td>0.20</td>
<td>(82)</td>
<td>ns</td>
</tr>
<tr>
<td>Other training</td>
<td>6.9</td>
<td>6.7</td>
<td>0.69</td>
<td>(82)</td>
<td>ns</td>
</tr>
<tr>
<td>Other languages</td>
<td>6.3</td>
<td>5.3</td>
<td>2.05</td>
<td>(82)</td>
<td>.04</td>
</tr>
<tr>
<td>Personal abilities</td>
<td>5.2</td>
<td>5.3</td>
<td>-0.24</td>
<td>(81)</td>
<td>ns</td>
</tr>
</tbody>
</table>

p<.05

These results indicate that contact with native speakers, ear training through phonetics, motivation and proficiency are the factors that are perceived as most influential by both linguistic groups. The factors that both groups consider less influential are other phonetic training, personal abilities and the knowledge of other languages. There are no significant differences between the two groups except in the case of knowledge of other languages, which is perceived as more important by native speakers of Basque.

To answer the third research question, difficulty and importance of segmentals and suprasegmentals were correlated with the four factors above that were considered most influential by the two linguistic groups: contact with native speakers, ear training, motivation and proficiency. The results of the correlation analyses for both linguistic groups are presented in Tables 3 and 4 (next page).

The results indicate that for the Basque learners there are only three significant correlations: a negative correlation between perceived difficulty of both segmentals and suprasegmentals and importance of ear training, and a positive correlation between importance of segmentals and contact with native speakers. Thus when segmentals and suprasegmentals are perceived as relatively more difficult, ear
training is perceived as less influential, and when segmentals are perceived as more important, contact with native speakers is perceived as more influential.

For the Spanish learners, there are no significant correlations between the perceived difficulty of pronunciation and any of the factors considered as influential in this study. However, there are significant correlations for Spanish learners between the perceived importance of segmentals and the influence of ear training and proficiency in English, and between the perceived importance of suprasegmentals and the influence of motivation.

Results for both groups for the fourth research question – the perceived difficulty of and attitudes towards English accents – are given in Table 5 next page.

These results indicate that there are no significant differences between the two groups in the perception of difficulty of different English accents, with the exception of Irish English, which is perceived as more difficult by Spanish speakers. The data also indicate that there are no significant differences in these learners’ attitudes towards different accents, and even though Spanish learners hold more favorable attitudes towards RP than Basque learners, the differences
between the two groups are only marginally significant. Both groups consider that British accents, including RP, present less difficulty than American English or Irish English. Both groups hold the most positive attitudes towards (non-RP) British English, and for both the least favourable attitude is towards American English.

Finally, in order to discover whether the perceived difficulty of these accents influences attitudes to them, linear regression analyses were carried out, with perceived difficulty of accents as the independent variable. The results are given in Table 6:

The regression analyses indicate that in some cases the perceived difficulty of the accents exerts a significant effect on the attitudes towards these accents. In the case of Basque learners, the influence of perceived difficulty on attitudes is significant for British accents (not RP) and for American English. For Spanish learners, the influence of perceived difficulty on attitudes is significant for RP, American English and Irish English.
Discussion

The results indicate that all participants are aware of the difficulty of English pronunciation. This awareness may be partly caused by the important differences between the English phonetic system and the Basque or Spanish systems both at the segmental level (Zuengler 1982) and at the suprasegmental levels. Nevertheless, whereas Hyde (1994) claims a more prominent role for suprasegmentals than for segmentals, our participants tend to consider segmentals more important than suprasegmentals. The learners who participated in this study had received very little phonetic training when the data were collected, but they had studied English for a number of years, so it is very likely that their secondary school learning experiences led them to identify pronunciation with segmentals.

Basque learners could be expected to be more aware of the difficulty and importance of suprasegmentals because they already know two languages which exhibit more important differences at the suprasegmental level than at the segmental level. Nevertheless, the data do not support this hypothesis. One possible explanation for these results is that Basque learners use Spanish, and not their experience of the difference between Basque and Spanish suprasegmentals, as a reference point when learning English pronunciation. This could be due to the minority status of Basque in the community and the typological distance between Basque and English.

Participants believe that the best way to acquire phonetic competence is to establish contact with native speakers of the language. These results confirm previous findings that an authentic linguistic environment is believed to be the best way to improve one's pronunciation (Chryshichoos 1991). Learners also believe that specific phonetic training plays an important role in the acquisition of pronunciation, which confirms previous findings on the role of phonetic training (Cenoz & García Lecumberri in press). In contrast, the fact that learners do not consider personal abilities important for the acquisition of English pronunciation does not support previous findings (Suter 1976; Purcell & Suter 1980; Thompson 1991).

The results indicate that both groups perceive the same factors as the most important and that these factors—contact with native speakers and ear training—are related to different learning situations: natural acquisition and learning through instruction. Both linguistic groups also agree on the importance of motivation and proficiency in English for improving pronunciation. Knowledge of other languages is more highly valued by Basque learners than by Spanish learners, but the results of this study confirm previous findings that learners do not consider knowledge of other languages to be one of the important factors in the acquisition of pronunciation (Suter 1976).

There is less agreement between the two linguistic groups when these factors are associated with the difficulty and importance of English pronunciation. The Basque group thinks that the best way to face the difficulty of English pronunciation is not ear training, and the association between importance of segmentals
and contact with native speakers indicates that if segmentals are perceived as important, interaction with native speakers is also considered more influential. These beliefs may reflect their own experience as language learners because they have acquired their second language 'naturally', through interaction with native speakers of Spanish. The fact that the Spanish group associates the importance of segmentals with ear training and proficiency could imply that they are more 'instruction oriented' than Basque learners, who could be more 'natural acquisition oriented'. This trend could also be related to the Spanish group's previous experience as second language learners of Basque at school. The association between the importance of suprasegmentals and motivation in the case of the Spanish group could reflect the trend for non-trained subjects to relate suprasegmentals to emotional behaviour (Tench 1996).

Learners are also aware of the different degree of difficulty of English accents, and they seem to rate this according to their own experience and their contact with the accent. Accents in the British Isles are considered easier than American accents, and this pattern corresponds to the popularity that English courses in the South of England and Ireland enjoy in the Basque Country and also with learning materials in which RP is used as a model. Learners hold more favorable attitudes towards those accents closer to their experience; British and Irish accents are rated more favourably than American accents. The two groups' shared attitudes and perceptions could reflect their similar learning experience and the fact that they are members of the same community.

The results also indicate that there is a relationship between perceived difficulty of accents and attitudes towards accents. Both groups tend to hold less favourable attitudes towards those accents that are perceived as more difficult. It is interesting to observe that even though Irish English is perceived as relatively difficult, both linguistic groups hold relatively positive attitudes towards this variety spoken by a community which is highly esteemed in the Basque Country.

In sum, the results indicate that both linguistic groups perceive the importance and difficulty of English segmentals and suprasegmentals in similar ways, and they also perceive the same factors as the most influential for the acquisition of pronunciation. Furthermore, both groups agree when rating the difficulty of English accents. These findings seem to indicate that the fact that both linguistic groups are members of the same community and have experienced the same type of exposure to English exerts a stronger influence on their awareness, beliefs and attitudes than their different linguistic backgrounds. The differences between the two groups in the relationship between awareness and beliefs need to be confirmed by further research, but they could be due to the students' previous learning experiences rather than to the influence of their first language.

Even though more research is needed in order to confirm the trends observed in this study, the results presented here provide information about phonetic awareness, beliefs and attitudes in second language acquisition and their relationship to the learners' first language. The study of learners' awareness, beliefs and attitudes is an important area of second language acquisition research not only because it provides information about the learners but also
because these elements can affect the process of language acquisition (Wenden 1986; Chryshochoos 1991). Furthermore, the study of the relationship between these elements and linguistic background can also contribute to the study of this particular area of the acquisition of pronunciation in a third language.

From a pedagogical perspective, this study provides information about the way the learner perceives the acquisition of pronunciation. This information is necessary for the teacher to assess his/her students’ needs and even to influence and change students’ beliefs in cases where wrong beliefs can negatively affect the acquisition process.

Notes

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1. The term ‘pronunciation’ is often used in a broad sense to refer to both the perception and production of the sounds of a language. We will follow this trend but we will also use the term ‘phonetic component’ when we want to underline our reference to both the perception (identification) and the production (pronunciation) of speech sounds, using the terms ‘production’ and ‘perception’ when we need to specify one or the other, avoiding the use of ‘pronunciation’ in its narrow sense to avert confusion.

2. The term ‘accent’ will be used to refer to pronunciation varieties, and not in its suprasegmental meaning.

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Appendix

1. Name ..............................................

2. Sex: Male .... Female ....

3. Age .........

4. Which is your first language?

   Basque .... Spanish .... Basque and Spanish .... Other ....

5. Which language were you taught in before coming to the university?

   Basque .... Spanish .... Others (Explain) ..................................

6. Evaluate the following areas of pronunciation according to their difficulty
   (1 = very easy; 10 = very difficult)

   Vowels   1 2 3 4 5 6 7 8 9 10
   Consonants 1 2 3 4 5 6 7 8 9 10
   Stress    1 2 3 4 5 6 7 8 9 10
   Intonation 1 2 3 4 5 6 7 8 9 10

7. I find the following accents easy/difficult (1 = easy; 10 = difficult)

   RP         1 2 3 4 5 6 7 8 9 10
   British (not RP) 1 2 3 4 5 6 7 8 9 10
   American 1 2 3 4 5 6 7 8 9 10
   Irish    1 2 3 4 5 6 7 8 9 10

8. Rate the importance of the following areas for comprehension and pronunciation
   (1 = not important; 10 = crucial)

   Comprehension
   Vowels   1 2 3 4 5 6 7 8 9 10
   Consonants 1 2 3 4 5 6 7 8 9 10
   Stress    1 2 3 4 5 6 7 8 9 10
   Intonation 1 2 3 4 5 6 7 8 9 10

   Pronunciation
   Vowels   1 2 3 4 5 6 7 8 9 10
   Consonants 1 2 3 4 5 6 7 8 9 10
   Stress    1 2 3 4 5 6 7 8 9 10
   Intonation 1 2 3 4 5 6 7 8 9 10
9. Evaluate the role of the following factors in the improvement of pronunciation
(1 = not influential; 10 = very influential)

<table>
<thead>
<tr>
<th>Factor</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to mimic</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Musical ear</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Proficiency in English</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Knowledge of other languages</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Individual motivation</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Living in an English speaking country</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Speaking to native speakers</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Listening to the radio and television</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Specific training in pronunciation through phonetics</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Specific training in pronunciation without phonetics</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Written transcriptions</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Phonetic theory (articulation, weak forms, etc)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Ear training (tapes)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

10. Evaluate the following English accents
(1 = I don't like it at all; 10 = I like it very much)

<table>
<thead>
<tr>
<th>Accent</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>British (not RP)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>American</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Irish</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>