

## Didactic and sociolinguistic aspects of English pronunciation training through the eyes of university graduates

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Second language pronunciation teaching and learning has been surveyed in the context of secondary and tertiary education several times. The research has covered such topics as perception of one's own accent, the choice of a pronunciation model, and foreign-accentedness in English from the perspective of teachers and academic lecturers (Szpyra-Kozłowska 2002, Wrembel 2002, Wysocka 2003, Henderson et al. 2015), as well as students (Waniek-Klimczak 1997, Sobkowiak 2002, Janicka et al. 2005, Waniek-Klimczak et al. 2015).

The present study examined the program of pronunciation training at the Faculty of English (WA) at Adam Mickiewicz University from a new perspective, i.e. that of MA graduates. It focused not only on the phonetic content, but also on didactic and sociolinguistic aspects of the pronunciation course. The main areas of interest of the survey included the effectiveness of the teaching materials, the profile of a teacher, the choice of a model accent, social perception of a given accent, and feedback on pronunciation received by the graduates outside the academia. The study involved 65 graduates of the Faculty, most of whom graduated in 2015 and 2016, and were trained in either Standard British or General American accent. It took the form of an online questionnaire, which contained a set of open questions, forced-choice rating questions (7-point ordinal rating scale), and listing tasks.

The results of the study showed that the WA graduates were satisfied with the models taught during the pronunciation course. They positively evaluated the used materials in terms of variety, effectiveness, and being up to date, as well as showed a preference for drill-enforcing resources. Rather than teacher's age it was expertise and experience that were rated as the most desirable features of a pronunciation teacher. As for the content of class, the participants disclosed that they would welcome more attention on suprasegmental features of speech than they had received. The majority of the participants positively evaluated their own accent, however, those who were trained in Standard British accent reported more frequently anxiety or discomfort related to speaking performance. The graduates revealed a rather liberal attitude towards accents models, as they admitted to switching their accent to a variety which is more intelligible to speakers on/at lower levels of proficiency.

It is hoped that the study will contribute to a fuller picture of pronunciation teaching and its perception among students, which in turn could enhance the curricula of the relevant courses at university level.

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