

The Appraisal of Pronunciation Learning Strategies and Motivation

The present discussion is a part of a longer study which analyses in greater detail the correlation existing between pronunciation learning strategies (henceforward PLS) and the motivational orientation of English Philology students at the USC. The first part of the paper fleshes out a theoretical description of the terms PLS and motivation as literature explains them. Then, we present our own classifications and analyse the results of the correlation. The last chapter summarises our findings and provides some pedagogical implications.