

WHY SHOULD ONE USE LEARNING STRATEGIES IN ENGLISH PRONUNCIATION?

The present study aims to render the importance of pronunciation learning strategies used by 10 second year English Philology students. We intend to offer a comprehensive overview of the relation between pronunciation teaching and learning and analyse classroom preferences. We try to explore the effect of strategy instruction by introducing learners into pronunciation learning strategies (henceforward PLS) to make them aware of their existence, foment their use and practise pronunciation for communication. We discuss the implications that using PLS means for participants and suggest ways for teachers to facilitate students' efforts and make them successful in language learning, use and practice.