

Pronunciation Learning Strategies and Language Learning

The present study intends to identify the range, type and frequency of the pronunciation learning strategies (henceforward PLS) used by 30 students from the University of Santiago de Compostela. We classify the strategies mentioned and analyse whether such a typology appears to play a role in their pronunciation learning process to make it efficient. We also report which are the strategies preferred by participants and to what extent are they conscious of using them. Besides, we equally give a glimpse of the reasons why learners employ some strategies more than others and what kind of pedagogical implications can be gathered from this fact.

Key words: pronunciation learning strategies, typology, conscious, pedagogical implications