Contents

1	Intr	roduction						
2		Pedagogical and Psychological Background of Pronunciation						
	Lear	rning a	nd Language Learning Strategies	5				
	2.1	Pronui	nciation and Language Learning	5				
		2.1.1	Different Approaches to Pronunciation Teaching—A					
			Historical Overview	7				
		2.1.2	Goals in Current EFL Pronunciation Teaching	10				
		2.1.3	Foreign Language Pronunciation and Cognitive					
			Processing	16				
		2.1.4	Selected Factors Affecting Pronunciation Attainment	17				
	2.2	_	age Learning Strategies (LLS)	26				
		2.2.1	Defining Language Learning Strategies	26				
		2.2.2	Selected Taxonomies of Language Learning Strategies	31				
		2.2.3	Factors Affecting the Choice of Language Learning					
		_	Strategies	35				
	2.3		nciation Learning Strategies (PLS)	38				
		2.3.1	The Typology of Pronunciation Learning Strategies	38				
		2.3.2	The Role of Pronunciation Learning Strategies					
			in Pronunciation Learning	48				
3	Fore	eign La	nguage Anxiety in the Context of Foreign Language					
	Oral	Perfor	rmance, Language and Pronunciation Learning					
	Stra	tegies .		51				
	3.1	The C	oncept of Anxiety as a Psychological Construct	51				
		3.1.1	Anxiety Types: Trait, State, Situation-Specific					
			and Performance	54				
		3.1.2	Selected Theories and Models of Anxiety	58				
	3.2	_	n Language Anxiety	63				
		3.2.1	Constituents of Language Anxiety	65				

x Contents

	3.3	Cause	s of Language Anxiety	70
		3.3.1	Internally Grounded Causes of Language Anxiety	70
		3.3.2	Externally Grounded Causes of Language Anxiety	74
	3.4	The Ir 3.4.1	mpact of Language Anxiety on L2 Learning Language Anxiety at Input, Processing, Output Stages	75
			and Pronunciation	79
		3.4.2 3.4.3	Language Anxiety and Pronunciation Language Anxiety, Language Learning and	81
			Pronunciation Learning Strategies	83
4	A R	eview (of Selected Empirical Research on Pronunciation	
•			Strategies and Language Anxiety	87
	4.1	Resear	rch Methods in Language Anxiety and Pronunciation	
			ing Strategies	88
	4.2		rch on Pronunciation Learning Strategies	91
	4.3		age Anxiety and Oral Performance	101
	4.4	_	age Anxiety and Pronunciation	110
	4.5	Langu	age Anxiety and Language Learning Strategies	114
5	Rese	earch o	n the Interplay Between Language Anxiety and	
5	Pro	nunciat	ion Learning Strategies	123
	5.1	Ration	nale of the Study	123
	5.2	Metho	od	129
		5.2.1	Participants	129
		5.2.2	Instruments	133
		5.2.3	Procedure	140
		5.2.4	Analyses	144
	5.3	Result	S	146
		5.3.1	Language Anxiety Levels of EFL Trainee Teachers	147
		5.3.2	Pronunciation Learning Strategies and Tactics of EFL	
			Trainee Teachers	149
		5.3.3	The Relationship Between Language Anxiety Levels	
			and the Deployment of Pronunciation Learning Strategies	
			and Tactics	151
	5.4	Discus	ssion	174
		5.4.1	Language Anxiety Levels of EFL Trainee Teachers	174
		5.4.2	Pronunciation Learning Strategies and Tactics of EFL	
			Trainee Teachers	176
		5.4.3	The Interplay Between Language Anxiety and	
			Pronunciation Learning Strategies and Tactics	180
		5.4.4	Deployment of Pronunciation Learning Strategies	
			and Tactics Amongst Groups of Trainee Teachers	
			Displaying Both High and Low Levels of Language	
			Anxiety	182

Contents	xi

6	Conclusions	191
Ap	pendix A	199
Ap	pendix B	203
Re	ferences	205