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SERBIAN EFL LEARNERS' PRONUNCIATION PROFICIENCY AND THEIR WILLINGNESS TO COMMUNICATE OUTSIDE THE CLASSROOM

ABSTRACT: Relevant studies have often focused on the relationship between students' willingness to communicate and pronunciation anxiety, yet there seems to be a lack of studies exploring the connection with actual pronunciation proficiency. The current paper explores the interconnectedness between Serbian English-major students' willingness to communicate outside the classroom and their pronunciation proficiency in the target language. In order to answer the proposed research questions, a total of 70 first-year students of the English Department at the Faculty of Philology and Arts, University of Kragujevac, participated in the study. The necessary data for analysis were obtained via a combination of relevant instruments: a questionnaire and pronunciation proficiency testing. The results showed a statistically significant positive correlation between students' willingness to communicate outside the classroom and their pronunciation proficiency. The findings of the present study underline important pedagogical implications for Serbian pronunciation instruction, emphasizing the need for consistency and integration of both perception and production practice.

Keywords: pronunciation, EFL, willingness to communicate, interlanguage, Serbian.

ПОСТИГНУЋЕ СРПСКИХ УЧЕНИКА ЕНГЛЕСКОГ КАО СТРАНОГ ЈЕЗИКА У ДОМЕНУ ИЗГОВОРА И СПРЕМНОСТ ДА КОМУНИЦИРАЈУ ВАН УЧИОНИЦЕ

АПСТРАКТ: Релевантна истраживања су се често фокусирала на однос између спремности ученика да комуницирају и анксиозности везане за изговор страног језика, али се чини да недостају истраживања која испитују везу са стварним постигнућем у домену изговора. Наш рад истражује међусобну повезаност између спремности српских студената англистике да комуницирају ван учионице и њиховог постигнућа по питању изговора циљног језика. Како бисмо одговорили на предложена истраживачка питања, у истраживању је учествовало укупно 70 студената прве године Катедре за енглески језик и књижевност Филолошко-уметничког факултета Универзитета у Крагујевцу. Неопходни подаци за анализу добијени су комбинацијом релевантних инструмената: упитником и тестирањем изговора. Резултати су показали статистички значајну позитивну корелацију између спремности ученика да комуницирају ван учионице и њиховог изговора. У раду се

подвлаче важне педагошке импликације за наставу изговора код српских ученика енглеског као страног језика, а при том се наглашава потреба за доследношћу и интеграцијом и перцепције и продукције.

Кључне речи: изговор, енглески као страни језик, спремност за комуникацију, међујезик, српски ученици.

1. INTRODUCTION

Willingness to communicate (WTC) in a target language is a dynamic and complex state that depends on numerous factors and changes from one situation to another. It basically represents a speaker's voluntary decision to speak or not speak in a multilingual context (MacIntyre 2007; 2020). Throughout the years of carefully designed and sedulous investigations, WTC was recognized as a significant factor shaping learner outcomes and it was demonstrated that learners actively engaging in communication in a second language enhanced their chances of progress appreciably (Peng et al. 2021). The connection between interaction in the classroom and student achievement was previously illustrated as well (Astuti 2011). One may be speaking of genuine communication only when there is a desire and purpose of interaction, focusing on content and not being controlled by a teacher or learning material (Bonavetti 2015). Thus, an ideal language class within the Communicative Language Teaching approach would be centred on the students engaged in meaningful communication where there is mutual encouragement for involvement.

In a practical foreign language classroom situation, the majority of students usually choose to remain silent, which is why developing willingness to communicate seems to be "the ultimate goal of instruction" (Dörnyei 2005: 210). The beginning of the research on WTC was focused on its presence in first language acquisition and the concept was considered a personality trait (McCroskey & Richmond 1990). The key components of WTC were communication apprehension, understood as anxiety related to oral communication, and self-perceived communication competence (McCroskey 1982). A WTC model was developed by MacIntyre (1994) based on the findings from speakers from various regions, such as the USA, Australia, Sweden, Micronesia and Puerto Rico (McCroskey & Richmond 1990), stating that WTC is a consequence of perceived competence and communication apprehension, with introversion and self-esteem shaping the latter. The concept was initially defined as readiness to communicate with a designated person at a particular time in L2 (MacIntyre et al. 1998), which was later elaborated into an opportunity to speak

and direct the readiness to speak at a certain time and a certain interlocutor (MacIntyre 2007). Additional modifications to the initial definition likewise included an involvement in communication at a certain time with a certain interlocutor (Wood 2016). Generally, some scholars accept the definition of students' intention to interact with others in a foreign language (Dewaele 2019).

Regardless of the fact that the concept of willingness to communicate within the aforementioned framework has been extensively covered in research, there seems to be a growing need for further investigation, especially regarding its relationship with the actual students' performance.

With the new opportunities provided by various tools and applications online, pronunciation research has expanded its scope and areas of interest, no longer being the neglected part of ELT (Derwing 2018). The history of teaching approaches has of course regarded it differently, from making it an indispensable part of Audiolingualism to emphasizing fluency over accuracy in the core tenets of Communicative Language Teaching. The present study aims to connect the two seemingly discrepant ideas, i.e. to explore the relationship between English-major students' willingness to communicate and the actual pronunciation proficiency in L2.

2.   FACTORS AFFECTING WILLINGNESS TO COMMUNICATE

It is well known among practitioners that students exhibit different behaviour in and outside the classroom. Shvidko et al. (2015) found that sociocultural, linguistic, individual, and affective factors influence EFL students' choice of using English outside the classroom. Peer pressure, language proficiency, motivation, confidence and anxiety were some of the most significant predictors of variability.

The important question underlying the undoubtedly far-reaching research is how to measure WTC. Initially, a WTC instrument with a 20-item Likert scale to measure nature or personality was developed by McCroskey and Richmond (1990). This was followed by a scale of WTC in and outside the classroom designed by MacIntyre et al. (2001) in combination with the orientation scale by Clement and Kruidenier (1983). Conducting the research on Japanese students, Weaver (2005) used the WTC scale of 34 items including people's ability, threshold, and difficulties related to willingness to communicate in a second language. Khatib and Nourzadeh (2014) devised an Instructional Willingness to Communicate Scale (IWTC Scale) consisting of 24 five-point Likert-style items, divided into communicative self-confidence, integrative orientation, situational

context of L2 use, topical enticement, learning responsibility, and off-instruction communication.

Bearing in mind that speaking a target language represents one of the dominant learner goals, analysing the predetermining factors of WTC seems of utmost importance (Halupka-Rešetar et al. 2018). Namely, in a study with Korean students, Kim (2004) demonstrated that confidence and motivation were interconnected with WTC. In a study on students' attitudes to the international community and motivation, Çetinkaya (2007) found that Turkish students' WTC in English was directly connected to their attitudes toward the international community and linguistic self-confidence, through which both motivation and personality were indirectly related to WTC. Yu (2009) investigated teacher immediacy, communication apprehension, motivation, attitudes toward learning situations and integrativeness with Chinese learners. Attitudes and motivation were significant predictors of WTC, while communication apprehension and self-perceived competence were the only two direct effects on WTC. L2 self-confidence and attitudes toward the international community were statistically significant predictors of WTC in a study by Nasser (2014) as well. Denies et al. (2015) found the interconnectedness between listening proficiency and WTC. Furthermore, in the Iranian EFL settings, language proficiency influenced the confidence of communication, which ultimately had effect on WTC (Khajavy et al. 2016). Investigating the relationship between TOEFL test scores and situational WTC, Yashima et al. (2016) underscored the complexity of WTC by pointing to the lack of effect of language proficiency, but demonstrating that the participants with divergent scores behaved differently in the classroom.

Serbian scientific context was not deprived of research on this topic, either. The study with tertiary-level students in Serbia by Halupka-Rešetar et al. (2018) once again pointed to the significance of self-perceived competence and affective factors. Šafranj et al. (2021) underline the complexity of the concept by showing students' desire to progress toward an ideal L2 self, yet, there was a negative correlation between WTC and duration of language learning. The authors stress the need for reconsideration of the predictiveness of the ideal L2 self. Comparing the WTC concept in online and offline classroom settings, Topalov et al. (2022) concluded that students demonstrated greater levels of WTC in traditional classrooms than online. When students have to communicate online, they prefer communicating via messaging.

3.   WILLINGNESS TO COMMUNICATE AND PRONUNCIATION ANXIETY

More than two decades ago, in a study with one hundred migrants in Canada, Derwing and Rossiter (2002) drew attention to pronunciation problems as predominant causes of communication difficulties. The intertwined connection between pronunciation and motivation for language learning was recognized by Smit (2002) as well. Moreover, teachers usually support the belief that pronunciation is a crucial component of English learning and that it helps students develop communication skills (Couper 2017). Having in mind that teachers regard pronunciation as one of the most important language competencies, students with high levels of pronunciation anxiety could possess communication anxiety as well (Nguyen 2019). Nevertheless, more research is necessary to explain the relationship between pronunciation anxiety and communicative competence (Nguyen et al. 2021). A model of Phonetics Language Anxiety (PhLA) developed by Baran-Lucarz (2013) includes apprehension of oral performance and fear of pronunciation mistakes, pronunciation test anxiety, self-image, self-efficacy and self-assessment, as well as beliefs about the difficulty of pronunciation learning. Additionally, fear of negative evaluation, self-assessment, capability to communicate, self-confidence and motivation represent some of the most relevant factors further contributing to the development of pronunciation anxiety (Zhang et al. 2018).

4.   METHODOLOGY

4.1. Aims and Research Questions

Seeking to contribute to the existing research on the WTC concept and fill the gaps related to pronunciation instruction in Serbian EFL context, the present study aims to explore the potential connection between Serbian English-major tertiary-level students' willingness to communicate and pronunciation proficiency in the target language. In line with the proposed aims, the following research questions were formulated:
- What is the current extent of Serbian English-major students' willingness to communicate in English?

- What is the level of Serbian English-major students' pronunciation proficiency?
- Is there a correlation between Serbian English-major students' willingness to communicate in English and their pronunciation proficiency?

4.2. Participants

The sample comprised a total of 70 first-year students of English at the Faculty of Philology and Arts, University of Kragujevac, belonging to two generations (academic year 2021/2022 and 2022/2023). The population was divided into 15 male and 55 female students, average age=20.03. The students were selected due to the fact that they were all attending the *English Phonetics* course, which focuses on practising both perception and production. Furthermore, they were at the B2 level CEFR, which was tested before the examination at the very beginning of the course using a Cambridge[1] General English Proficiency Test online. Students at C1 level CEFR or higher were excluded in order to ensure the even distribution of the sample with regard to general language proficiency. The age of onset of learning was 6 (17.14%) and 7 (82.86%) years of age. Students received course credits for participating and signed a written consent before the beginning of the examination.

4.3. Instruments and Procedure

To obtain the results on the participants' WTC, a questionnaire was adapted from WTC Outside the Classroom scale by MacIntyre et al. (2001) consisting of 27 items focusing on four language skills: speaking (items 1-8), reading (items 9-14), writing (items 15-22), and comprehension (items 23-27). Students mark their willingness on a five-point Likert scale from 1 (I am never willing) to 5 (I am always willing). The scale was used in previous research (e.g. Yashima et al. 2016; Halupka-Rešetar et al. 2018, etc.) and was distributed in English. The very vocabulary used in the questionnaire was completely familiar to the respondents (based on the CEFR analyser[2] the items correspond to B1-B2 level CEFR), yet if there was a need for further clarification of a particular statement, it

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[1] Available at: https://www.cambridgeenglish.org/test-your-english/general-english/
[2] Checking the general CEFR level of the text was performed at https://www.cathoven.com/cefr-checker free of charge.

was provided on the spot. The focus was on communication outside the classroom because the author deemed it was important for English-major tertiary-level students, some of them being prospective teachers, to be able to freely communicate outside the formal settings. Therefore, checking their WTC during the first year of studies seemed like a logical means of obtaining information for the possible curriculum modification and enhancement.

Keeping in mind that pronunciation proficiency is rather an under-researched segment of overall language proficiency with standardized tests yet to be formulated, an instrument was designed to cover both perception and production including segmental and suprasegmental phonological levels. Furthermore, it is well established that pronunciation proficiency does not always positively correlate with the overall language proficiency. Thus, a test was designed by the author of the paper for the purpose of the present investigation and the students were divided into four groups based on their performance: excellent pronouncers (81-100% performance on the test), good pronouncers (61-80%), intelligible pronouncers (41-60%), and in-need-of-improvement pronouncers (less than 41%).

The test included six tasks: (1) phonemic identification task testing students' perception of target sounds (15%), (2) phonemic transcription task (10%), (3) intonation recognition task (15%), (4) sentence pronunciation task focused on problematic sounds for Serbian students (20%), (5) wordlist pronunciation task focused on correct stress placement (20%), and (6) intonation contour production task (20%). The relatively wide range within each group of pronouncers was given mostly because of the second task, since not all the participants were previously highly familiar with the IPA (even though they got acquainted with the symbols in dictionaries and in the introductory lessons of *English Phonetics* right before the beginning of the present investigation) and accustomed to doing exercises and transcribing words and sentences phonemically. What is meant by this is that they were all introduced to the symbols, but not all of them practised them enough to perform tasks with ease, which may be regarded as part of their overall pronunciation ability.

Table 1 provides percentage counts of students falling into different categories depending on their results on the test.

Group	Percentage of Students
Excellent pronouncers	21.4%
Good pronouncers	34.3%
Intelligible pronouncers	25.7%
In-need-of improvement pronouncers	18.6%

Table 1. Results of the Pronunciation Testing

As can be seen in Table 1, 21.2% of students can be classified as excellent pronouncers since their score was higher than 81%, which means that they are very close to native-like production. The greatest percentage of students belongs to the good pronouncers group (34.2%). 25.7% of the students have intelligible pronunciation, which means that there is room for making pronunciation more native-like and correcting mistakes at both perception and production levels. 18.6% scored less than 40% on the test, which points to the need to devote more time to practising both perception and production. The diversity in scores underscores the remark that pronunciation proficiency does not necessarily correspond to the overall language proficiency.

Both the questionnaire and the written part of the pronunciation test were distributed on two separate occasions at the beginning of the *English Phonetics* course (February 2022 and 2023). The oral segments of the pronunciation test were self-recorded by the participants with detailed instructions given beforehand. Three students were excluded from further analysis because they were not able to perform both the testing and the survey. Statistical processing of results was performed using SPSS, version 20.

5. RESULTS AND DISCUSSION

The results of the questionnaire designed to get more information on students' willingness to communicate outside the classroom are presented in Table 2.

Statement	Answers (%)				
	Never	Usually not	Half of the time	Usually willing	Always
1. Speaking in a group about your summer vacation.	2.9	17.1	15.7	18.6	45.7
2. Speaking to your teacher about your homework assignment.	4.3	20.0	32.9	20.0	22.9
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	15.7	20.2	28.6	18.6	17.1
4. You are confused about a task you must complete, how willing are you to ask for instructions/ clarification?	7.1	17.1	47.1	11.4	17.1
5. Talking to a friend while waiting in line.	/	/	12.9	47.1	40.0
6. How willing would you be to be an actor in a play?	18.6	31.4	20.0	17.1	12.9

7. Describe the rules of your favourite game.	/	/	8.6	42.9	48.6
8. Play a game in English.	/	/	17.1	40.0	42.9
Speaking: Median=4 SD=0.86					
9. Read a novel.	2.9	10.0	47.1	40.0	/
10. Read an article in a newspaper.	1.4	1.4	10.0	52.9	34.3
11. Read letters from a pen pal written in native English.	5.7	5.7	17.1	32.9	38.6
12. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions.	/	7.1	30.0	20.0	42.9
13. Read an advertisement in the paper to find a good bicycle you can buy.	1.43	4.29	7.1	41.4	45.7
14. Read reviews for popular movies.	/	4.3	14.3	27.1	54.3
Reading: Median=4 SD=0.83					
15. Write an advertisement to sell an old bike.	5.7	4.3	30.0	30.0	30.0
16. Write down the instructions for your favourite hobby.	5.7	18.6	44.3	24.3	7.1
17. Write a report on your favourite animal and its habits.	/	7.1	41.4	40.0	11.4
18. Write a story.	/	2.9	20.0	41.4	35.7
19. Write a letter to a friend.	7.1	25.7	14.3	44.3	8.6
20. Write a newspaper article.	11.4	21.4	55.7	4.3	7.1
21. Write the answers to a "fun" quiz from a magazine.	/	/	10.0	57.1	32.9
22. Write down a list of things you must do tomorrow.	18.6	27.1	51.4	1.4	1.4
Writing: Median=3.5 SD=0.90					
23. Listen to instructions and complete a task.	5.71	8.57	22.9	35.7	27.1
24. Bake a cake if the instructions were not in Serbian.	/	4.3	25.7	42.9	27.1
25. Fill out an application form.	7.1	48.6	37.1	2.9	4.3
26. Take directions from an English speaker.	/	5.7	50.0	31.4	12.9
27. Understand an English movie.	/	/	11.4	35.7	52.9
Comprehension: Median=4 SD=0.84					

Table 2. Results of the WTC Questionnaire

The majority of students (around 64%) claim to be usually or always willing to speak in a group about a summer vacation. About 43% do so when it comes to turning to the teacher about a homework assignment. Around 35% of the students feel willing to talk to a stranger, but this may not be the result of the very willingness, yet is probably caused by the relatively uncomfortable situation itself for some. Only half of the time is the majority (almost 50%) willing to ask for instructions, while about 28% are willing to do so usually or always. Around 30% are usually or always willing to be an actor in a play, which perhaps points to students' lack of self-confidence. However, more than 90% are willing to describe the rules of their favourite game and about 82% are usually or always willing to play a game in English. The median value is 4, which testifies to students' tendency toward usually being willing to speak English outside the classroom. The median was used as the preferred and more informative descriptive statistics measurement for the Likert scale as opposed to the mean value, following the recommendation by Sullivan and Artino (2013).

When it comes to reading, 47% are willing to read the novel half the time, and 40% are usually willing to read it. There are no students who are always willing to read a novel. Nevertheless, around 87% are usually or always willing to read a newspaper article and 71% are willing to read letters from a pen pal who is a native speaker. About 63% of the respondents are usually or always willing to read personal letters or notes written in simplified language, but 87% are usually or always willing to read an advertisement to buy a good bicycle which emphasizes the students' need for a clear purpose in order to read something in English. More than 80% are usually or always willing to read a movie review. Willingness to read outside the classroom likewise has a median value of 4, which indicates that students are usually willing to read outside the classroom.

Interestingly, exactly 30% of the participants stated that they would write the advertisement to sell an old bike half the time, usually and always. However, only around 31% would usually or always write instructions for their favourite hobby. This may be the result of lack of purpose or understanding. Around 51% are usually or always willing to write a report on their animals and around 77% are usually or always willing to write a story. Understandably, having in mind the current advances in technology, only 52% are willing to usually or always write a letter to a friend. The majority (55.7%) are willing to write a newspaper article half the time. 90% are usually or always willing to answer a fun quiz in the magazine. 51.4% of the students feel eager to write a to-do list half the time, which explains the students' planning habits. In general, writing outside the classroom shows a median value of 3.5, which points to the fact that students are

slightly less willing to write outside the classroom than perform the other three skills. Such a state of affairs may be the result of the particular statements in the questionnaire and not the students' general writing practices.

Finally, about 62% of students are usually or always willing to listen to the instructions and complete a task. 70% are usually or always willing to bake a cake if the recipe was not given in Serbian. 55% of the respondents feel reluctant to fill out an application form. About 44% are usually or always willing to take directions from a native speaker and about 88% are usually or always willing to understand English movies. The formulation of the last statement was fairly misleading. Thus, an explanation was offered in the sense that students were asked whether they would be willing to watch an entire movie without subtitles and be able to understand it for the most part.

The overall pronunciation proficiency of the participants was estimated by calculating the mean score of the results of the pronunciation test and it was 61.93/100 pts (N=70; SD=20.07; min=22; max=100). This leads to the conclusion that the majority of students performed relatively well by solving more than half of the tasks in the pronunciation test correctly, yet, evidently, there is an appreciable need for improvement.

In order to determine whether there is a relationship between students' WTC outside the classroom and their pronunciation proficiency, a Spearman's correlation test was conducted due to the fact that the data did not yield normal distribution (according to the results of the Shapiro-Wilk Test of Normality and Normal Q-Q Plots obtained from the outputs of SPSS). Willingness to communicate relative to each skill demonstrated a statistically significant positive correlation with pronunciation proficiency (speaking ($\rho_s(68)=0.891$ p=0.001); reading ($\rho_s(68)=0.796$ p=0.001); writing ($\rho_s(68)=0.918$ p=0.004); comprehension ($\rho_s(68)=0.943$ p=0.002)). This means that pronunciation proficiency correlates with willingness to speak, read and write outside the classroom, as well as perform tasks based on understanding the given instructions. Considering that all four sub-elements of WTC correlated with pronunciation proficiency, a conclusion can be made pertaining to the relationship between Serbian English-major students' WTC and pronunciation proficiency. Based on the particular sample chosen for the present research, students' willingness to communicate outside the classroom increases with the increase in pronunciation proficiency. This may be explained by the fact that students who score higher on a pronunciation test feel less anxious about their pronunciation, i.e. exhibit more self-confidence than the ones that score lower.

6. CONCLUSION

The current study aimed to investigate the relationship between Serbian EFL learners' pronunciation proficiency and their willingness to communicate outside the classroom. The results of the questionnaire demonstrated an appreciable degree of WTC among the chosen sample of participants, with the only skill exhibiting a slightly lower median value being writing. This points to the conclusion that English-major students are generally willing to communicate outside the classroom, which is understandable given the philological orientation and their primary vocation. The general tendency to be willing to communicate outside the formal classroom seems of particular importance for them, since a notable number eventually end up teaching English in one way or another. When it comes to the pronunciation test scores, it seems interesting that the scores showed greater variability than the actual language proficiency (B2 CEFR). There were students belonging to every of the four categories of pronouncers. This may be explained by the fact that the instruction and input they receive are communicatively oriented, emphasizing fluency and interaction. Furthermore, it could draw attention to the fact that pronunciation proficiency should be viewed separately from the rest of the skills in terms of testing. Pertaining to the main research question of the present study, a positive statistically significant correlation was found between students' willingness to communicate and pronunciation proficiency, which means that higher scores on pronunciation tests are connected with an increase in the willingness to communicate in the target language. Again, this may be related to pronunciation anxiety and students' self-confidence resulting from high proficiency test scores. The results support previous findings by Lepore (2014), who established that pronunciation abilities in an online course positively corresponded to students' WTC in a French introductory course. The conclusions made here likewise follow previous studies in recognizing that motivation and pronunciation anxiety are interrelated (Smit 2002; Baran-Łucarz 2013). Moreover, the current findings underscore the role motivation and self-confidence have in regulating pronunciation anxiety (Zhang et al. 2018).

The findings obtained in the current analysis underscore important pedagogical implications for Serbian EFL pronunciation instruction. Both perception and production practice should be integrated into everyday teaching practice with relevant phonetic concepts introduced relatively early on during primary education. Structured practice of sounds, stress and intonation could lead

to higher pronunciation proficiency and eventually lower potential anxiety and fear of negative evaluation. These, in turn, result in self-confidence and motivation increase. Hopefully, WTC outside the classroom demonstrated by the particular sample here could be extended to other Serbian learners who do not major in English.

Several limitations of the investigation need to be addressed here. The design of the pronunciation proficiency test should be more extensive and provide more tasks related to authentic language use. The WTC scale for outside the classroom should be correlated with the results for inside the classroom. Other levels of proficiency should be included in future studies, as well. Future research may also focus on Serbian EFL learners' pronunciation anxiety and willingness to communicate and explore the differences between traditional face-to-face and online settings.

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ПОСТИГНУЋЕ СРПСКИХ УЧЕНИКА ЕНГЛЕСКОГ КАО СТРАНОГ ЈЕЗИКА У ДОМЕНУ ИЗГОВОРА И СПРЕМНОСТ ДА КОМУНИЦИРАЈУ ВАН УЧИОНИЦЕ

Резиме

Релевантне студије су се често фокусирале на однос између спремности ученика да комуницирају и анксиозности због изговора, али изгледа да још увек недостаје довољно студија које истражују везу са стварним постигнућем у домену изговора. Наш рад истражује међусобну повезаност спремности српских студената који студирају енглески језик да комуницирају ван учионице и њиховог познавања изговора циљног језика. Да бисмо одговорили на предложена истраживачка питања, у истраживању је учествовало укупно 70 студената прве године Катедре за енглески језик и књижевност Филолошко-уметничког факултета Универзитета у Крагујевцу.

Неопходни подаци за анализу добијени су комбинацијом релевантних инструмената: упитником и тестирањем изговора. Упитник је заснован на скали коју су предложили MacIntire et al. (2001), који садржи 27 изјава са петостепеном Ликертовом скалом које се односе на вештине говора, читања, писања и разумевања ван учионице. Тест познавања изговора осмислила је ауторка рада и он садржи шест задатака везаних за тестирање перцепције и продукције, као и сегменталног и супрасегменталног фонолошког нивоа. На основу резултата теста, ученици су подељени у четири категорије: они са одличним, добрим, разумљивим и изговором који је неопходно поправити. Судећи по резултатима упитника, српски студенти енглеског језика углавном су вољни да комуницирају ван учионице. Једина вештина са нижом средњом вредношћу било је писање. Иако су сви били на Б2 нивоу општег језичког постигнућа Заједничког европског референтног оквира за језике, резултати тестова изговора показали су већу варијабилност резултата. Такође, резултати су показали статистички значајну позитивну корелацију између спремности ученика да комуницирају ван учионице и њиховог нивоа изговора. Резултати до којих смо дошли у раду указују на важне педагошке импликације за наставу изговора енглеског језика, наглашавајући потребу за доследношћу и интегрисањем вежбања како перцепције, тако и продукције.