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A COMPARISON OF TWO DIFFERENT APPROACHES IN TEACHING AND ASSESSING YOUNG EFL LEARNERS' PRONUNCIATION

The present study aims at comparing the effects of the application of various carefully selected techniques of the two distinct teaching approaches, Communicative Language Learning and Kagan's version of Cooperative Language Learning, on enhancing young Serbian EFL learners' pronunciation of allegedly problematic sounds, such as interdental fricatives /ð/, /θ/ and approximants /r/ and /w/. In order to answer the proposed research questions a preliminary quasi-experiment was conducted in which the aforementioned techniques were applied consistently for three months during the private English lessons to twelve nine- and ten-year-olds, who have been learning English for almost four years. The possibilities for the assessment of pronunciation were further explored by examining the teachers' views regarding which applied approach facilitated more appropriate evaluation of the learners' pronunciation of target sounds. The findings of pre-test and post-test examinations were analysed, and the results show positive effects in favour of Kagan's Structures. Even though the present study can be regarded as a pilot study due to a relatively small number of participants, based on the findings of the conducted investigation, suggestions are provided to teachers for the reintroduction of the slightly marginalized segment of EFL teaching, i.e. the almost entirely neglected phonetic instruction.

Key words: EFL pronunciation, young learners, communicative, cooperative, assessment

1. Introduction

Regardless of whether students and teachers strive to achieve native-like proficiency or intelligibility, pronunciation remains an indispensable part of successful target language attainment, even though it has often been neglected in modern EFL classrooms. Pronunciation of a target language is the first thing we hear when a person speaks, hence it represents the most

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conspicuous segment of language proficiency according to which speakers are often judged by others and it is reportedly the most difficult segment to acquire. Various factors contributed to the afore mentioned state of affairs, especially the history of different teaching methods that either completely disregarded pronunciation exercises, like the Natural Approach (TERRELL 1977), or exaggeratedly emphasized them through minimal pair drills and teacher imitation, as was the case with the Audiolingual Method (RICHARDS, ROGERS 2001).

With the increase of studies supporting the necessity of pronunciation teaching incorporation in everyday school curriculum (KENNEDY 2008; FOOTE ET AL. 2011; MUPRHY 2014), scholars started paying greater attention to the design of pronunciation instruction material, and there is general agreement that, if it is impossible to attain native-like pronunciation, then the goal should be to make students aware of the significance of the appropriate use of L2 pronunciation features in diverse communicative situations (MUNRO, DERWING 1995). Recent studies support explicit pronunciation training because it has been recognized that erroneous articulation often leads to communication breakdown, thus pronunciation should become one of the foci of communicative instruction with equipped teachers who received adequate training and materials beforehand (GOODWIN 2005; LEVIS 2005; DERWING, MUNRO 2005; FOOTE ET AL. 2011). In teaching pronunciation realistic and reasonable aims should be set, i.e. teachers should not underscore perfect pronunciation, yet, their students' pronunciation is to satisfy communicative needs and be applicable in real-life situations, since intelligible articulation represents a part of communicative competence (RAJADURAI 2001). Not only is it important for comprehension, but it also contributes to successful command of other skills, such as reading and writing (BADIAN 1998). The focus of studies regarding pronunciation training should diverge from emphasizing the importance of pronunciation to figuring out most appropriate methods and materials for teaching it (FRASER 2000). Both students and teachers should be provided with paper or computer-based practice including audio materials for classroom application or self-implementation at home.

The most favourable period for starting pronunciation instruction in order to reach target language pronunciation as closely as possible to native speakers, seems to be the earliest possible stage in learner development since children are incredibly capable of imitating sounds since it is easier to correct potential errors than when they become fossilized through time (KUĆ 2008). Young learners are believed to more readily receive pronunciation pattern rules and are less inhibited by the issues with self-confidence than adults (NIXON, TOMLINSON 2005).

Having taken the previously mentioned into consideration, the present study aims at comparing two different teaching approaches and their implementation on the improvement of the production of allegedly problematic sounds for young Serbian EFL learners, as well as to explore students' attitudes to the approaches applied during the testing period and teachers' views regarding the possibility of applying the approaches in assessing pronunciation. The applied approaches in the quasi-experimental periods were a form-based Communicative Language Learning and Spencer Kagan's version of Cooperative Language Learning.

2. Approaches to Teaching Pronunciation

Several factors are thought to predominantly affect target language pronunciation: mother tongue interference, students' age, amount of exposure, phonetic ability and certain affective factors such as motivation and personality. However, the influence of the aforementioned factors may be reduced by the implementation of an adequate teaching approach in a systematically applied pronunciation instruction.

Pronunciation often represents the part of an EFL lesson to which the least time is devoted, the reason for which may be the fact that the majority of teachers report lacking confidence and effective training for pronunciation instruction (CLAIRE 1993). It goes without saying that in order to overcome pronunciation difficulties students must be aware of the basic concepts of phonetics and phonology of a target language, however, frequent repetition of similar drill-based tasks may lead to students' boredom, disengagement and even resistance (CASTIGLIONI-SPALTEN, EHRI 2003). Furthermore, scholars have not agreed upon which approach to adopt in teaching, so some suggested bottom-up versus top-down approach: i.e. teaching the individual segments, such as phonemes at first, and then moving on to teaching accents and intonation, versus teaching intonation and stress patterns first, which corresponds to those teaching approaches focusing on communicative aspects of EFL (JONES 2002). Moreover, there are no prescribed phonological properties that are to be taught obligatorily, and teachers are left to adapt their instruction to specific articulation difficulties encountered by their students (KELLY 2000).

Continuing the trend of the Natural approach, Communicative Teaching underscored the need for contextualized language use and placed fluency over accuracy, which again led to the disregard of pronunciation, although the significant shift was made from segmentals to suprasegmentals, focusing on pronunciation instruction necessary for communicative purposes. However,

the advocates of the previously mentioned concepts never really provided adequate materials so teachers had to resort to their own resources, which anew resulted in occasional teaching of articulatory patterns of the target language through five-minute drills at the end of a lesson (GRANT 1995). Communicative Language Teaching lacks a widely accepted dogmatic model proposed by a group of prominent scholars, but it is supposed to accommodate to various learner needs and requirements, respecting, of course, the fundamental principles underlying its idea: the use of meaningful, authentic activities and materials linked to real-life situations requiring frequent interaction simultaneously promoting learners' creativity (WESCHE, SKEHAN 2002). By following these guidelines learners will eventually develop communicative competence necessary for successful interaction in L2, emphasizing thus fluency over pure linguistic, grammatical accuracy. Having this in mind, it seems logical that pronunciation are put aside since the most frequent types of exercises, such as repetition, do not go along the principles of communicative language use. However, with the latest versions of form-focused instruction included in Communicative approach, pronunciation gained the opportunity to be practised in meaningful contexts, for there is an underscored differentiation between mechanical and meaningful drills (GATBONTON, SEGALOWITZ 2005).

Kagan's version of Cooperative Learning (KAGAN 1992) is based on the notion that working in small groups increases the chances for students' thorough understanding of the subject matter and it revolves around the PIES principle: positive interdependence (members of the team depend on each other for the achievement of the goals set), individual accountability (all the members are responsible for success or failure), equal participation (all members equally contribute) and simultaneous interaction (face-to-face interaction). It is generally believed that by cooperation students would benefit from investing effort in completing activities since the final results depended on their common contribution. Furthermore, the approach in question is said to promote academic achievement and increase students' retention, self-esteem and pleasure with learning experience and supporting learning environment (JACOBS, HALL 1994). Spencer Kagan devised a diverse set of structures to be incorporated in lessons and the most applicable structures for pronunciation teaching having our participants' level of knowledge and age in mind were: Mix Pair Share, One Stray, Rally Robin, Pairs Check, Popcorn Share, Elbow Buddies, Learning Buddies, Learning Logs and Peer Tutoring[2].

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[2] More detailed descriptions for the strategies can be found on the website http://www.kaganonline.com.

3. Pronunciation Assessment in EFL Teaching Practice

Compared to the papers dealing with general issues related to benefits of teaching pronunciation, papers dabbling into pronunciation assessment and evaluation are even scarcer (CELCE-MURCIA ET AL. 1996). However, steps are being made to alter the current state of affairs which can be seen in the fact that IELTS examination introduced a revised pronunciation grading scale in 2008, comprising several aspects, such as intelligibility, listener's effort, clarity and accent. Nevertheless, since the present paper concentrates on young learners, we shall briefly describe the parts of speaking assessment related to pronunciation in Cambridge exams for lower levels of proficiency. The requirements for pronunciation proficiency are the following for YLE – Movers and Flyers[3] (corresponding to A1 and A2 levels CEFR respectively):

Movers (average mark (3)) - pronunciation is mostly intelligible, although some sounds may be unclear; (the speaker) has limited control of word stress;

Flyers (average mark (3)) – pronunciation is mostly intelligible; (the speaker) has limited control of word stress and intonation.

Judging by the experience and contact with EFL teachers in Serbia, the previously mentioned criteria are sometimes criticized for being impressionistic and too general, which stresses the need for careful investigation and design of appropriate assessment tools.

4. Methodology

The aim of the study

The aim of the present paper is to compare the effects of two different teaching approaches on young Serbian EFL learners' pronunciation of problematic L2 sounds interdental fricatives /ð/ and /θ/ and bilabial and alveolar approximants /w/ and /r/, as well as to explore teachers' views regarding the applicability of assessment techniques of the two approaches in question on the participants' pronunciation evaluation. More precisely, the aim of the research was to compare two approaches in order to establish how efficient they would prove in teaching target sounds. We likewise aimed to obtain students' opinion on the applied approaches to gain more insight into the practical aspects of the implementation of novel teaching approaches. The particular sounds were chosen considering the fact that the students' native

[3] The description of the criteria is available on Cambridge English Website, in teachers' handbook https://www.lttc.ntu.edu.tw/Cambridge/YLE/sample_papers_2018/young-learners-handbook-2018.pdf

phonological inventory lacks these sounds or possesses them in forms of allophones, hence students, based on our teaching experience, regard them as difficult, even though relevant literature suggests that similar sounds should be more problematic to acquire than sounds contrasted in the L1 and L2 phonological systems (FLEGE 1995).

Hypotheses and Research questions

In order to conduct the current research we proposed the following research questions:

What is the level of young Serbian EFL learners' pronunciation accuracy of /ð/, /θ/, /w/ and /r/ (only production was included in this study) after the systematic application of Communicative Language Learning approach?

What is the level of young Serbian EFL learners' pronunciation accuracy of /ð/, /θ/, /w/ and /r/ (only production was included in this study) after the systematic application of Cooperative Language Learning approach?

What are the learners' views regarding the applied approaches?

What are teachers' views regarding the application of assessment techniques on evaluating students' pronunciation?

Having the proposed research questions in mind we formulated the following hypotheses:

H1: The application of Communicative Language Learning approach will positively affect young Serbian EFL learners' pronunciation accuracy of /ð/, /θ/, /w/ and /r/.

H2: The application of Cooperative Language Learning approach will positively affect young Serbian EFL learners' pronunciation accuracy of /ð/, /θ/, /w/ and /r/.

Participants

A total of 12 participants (mean age=9.67) attending private school English lessons in Jagodina and Kragujevac for almost four years participated in the study. The roughly estimated average vocabulary level for all the participants ranges from 700 to 900 words, tested at the beginning stages of research using a vocabulary test[4], and the words were tested by the teacher reading and the students choosing the correct picture from a flashcard. All the participants passed Cambridge YLE: Movers test distributed by the teacher in class although some of them showed elements of performance corresponding to YLE: Flyers. The learners belonged to three classes slightly uneven in number: a group of five and a group of three and four, taught by different teachers, but with the pre-planned design of the application of the

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[4] The test was taken from http://testyourvocab.com.

same approach. The participants were chosen because they have been learning English in an optimal learning environment (considering the number of students and the setting) and their age is quite favourable for beginning to pay attention to the pronunciation of sounds if their aspirations reach as high as the attainment of native-like production. Furthermore, their level of motivation is supposedly high and the affective filter is low, since they are attending stress-free private school lessons with children appealing rewards for knowledge and no rigid evaluation in terms of school marks.

Instruments

To answer the suggested research questions we conducted a study consisting of several parts. The first part related to pre-test and post-test examinations of the target sounds production. The second part consisted of an interview with both the students and the teachers participating in the study.

The primary instruments in the study were word lists and flash cards for production tasks. The words were compiled based on the previously done vocabulary test, teacher material used in class and the relevant textbooks and audio material *English Adventure Starter A and B*, and *Our Discovery Island* to make sure that the meanings and form of words are familiar to participants. For the second part of research, eliciting students and teachers' attitudes, we used a set of prepared questions in an interview after the quasi-experimental period. The questions were reformulated and adapted to the present study from a previous investigation (ECKSTEIN 2007).

In the production tasks, the teacher showed a flash card with the target word and asked the participant to pronounce it. In cases where it was impossible to make a flash card, teachers imitated the action to demonstrate the word, e.g. breathe, or walk. The included target tokens were interdental fricatives /ð/ and /θ/ and bilabial and post-alveolar approximants /w/ and /r/.

The wordlist included target sounds in initial, medial and final position where allowed by phonotactic rules in English. R-colouring was present in the pronunciation of all the participants, probably due to the fact that all three teachers preferred American English variety, so the approximant /r/ was included in final position, as well. The total number of tokens was: three for initial /ð/, three for final /ð/, four for initial /θ/, four for final /θ/, four for initial /r/, four for final [ɚ], and five for initial /w/, twenty-seven tokens in total. The words containing target sounds were different in the two quasi-experiments but were the same in pre-test and post-test examinations. The accuracy of pronunciation was measured using auditory technique by the examiner consulting with a native American English speaker.

The list of questions for the interview with students had the aim to elicit learners' views regarding the very approach, whether they thought it was

interesting and if they wanted to repeat it. The interview with teachers comprised questions related to the application of approaches on assessment of students' progress predominantly. The interview was recorded and later analysed. Teachers formed rubrics and monitored students' progress in all aspects of learning except that in the second quasi-experiment self and peer assessment, as well as group assessment, were added. Teachers commented on the ways in which each of the approaches facilitated evaluation of students' pronunciation, as well.

Procedure

The participants underwent a three-month long instruction that included the perception and production training along with other skills training during the regular classes when teachers applied Communicative Language Teaching and Kagan's version of Cooperative Language Learning, for six weeks each (12 one-hour classes). The research was conducted in real classroom conditions and there was no experimental procedure in a strict scientific sense but an actual implementation of two approaches within the regular teaching procedure.

The teachers were carefully advised and provided with materials beforehand, so they devoted ten minutes of the regular class for specific phonetic training through various activities, along with the occasional emphasis on certain aspects of target sounds during the rest of the class. The activities were pre-planned and collected in advance in order to be suitable for both pronunciation teaching and the age of participants. In consultations with the teachers before the quasi-experimental period, we discovered that their preferable teaching approach was a sort of a mixture between Grammar-Translation and meaning-based Communicative Language Learning, so we provided materials for form-focused instruction through communicative activities, as well as Kagan structures that the teachers used for the first time.

The segment of the quasi-experiment in which communicative approach was applied comprised various activities, such as role play, identifying differences, ranking, drawing, assembling an object, flash card games, listening tasks etc., while the second segment of the training period included Kagan's structures, such as Timed Pair Share, Mix Pair Share, One Stray, Rally Robin, Pairs Check, Popcorn Share, Elbow Buddies, Talking Chips, Learning Buddies, Learning Logs and Peer Tutoring. Since our groups of participants were odd in number, the teacher joined as a pair if necessary. The teachers assessed their students' performance by forming rubrics that included pronunciation evaluation among other segments, but were asked to include students' self-assessment, peer-assessment and group assessment. The quasi-experiment was done in September/October 2012 and March/April 2013. During the pauses the students went back to their usual activities with no special focus on pronunciation. Pre-tests were done before the commencement

of the training period to measure the progress in pronunciation proficiency after the application of both approaches, and we took into consideration that before Cooperative Learning application students had already participated in a specific kind of phonetic training.

Data analysis

Percentage counts were calculated both for the perception and production accuracy and the paired t-test was performed to compare the mean values of the pre-test and post-test in perception and production, using SPSS, version 20.0. The data from the interview were qualitatively analysed.

5. Results and discussion

The ensuing segment of the paper presents the results of both quasi-experiments separately before the description of the results for the students and teachers interviews.

Results of the Communicative Language Learning Quasi-Experiment

Figure 1 presents the percentage of accuracy in pre-test and post-test examinations for Communicative Language Learning approach.

Figure 1: Results of the pre-test and post-test examination during the Communicative Language Learning quasi-experiment
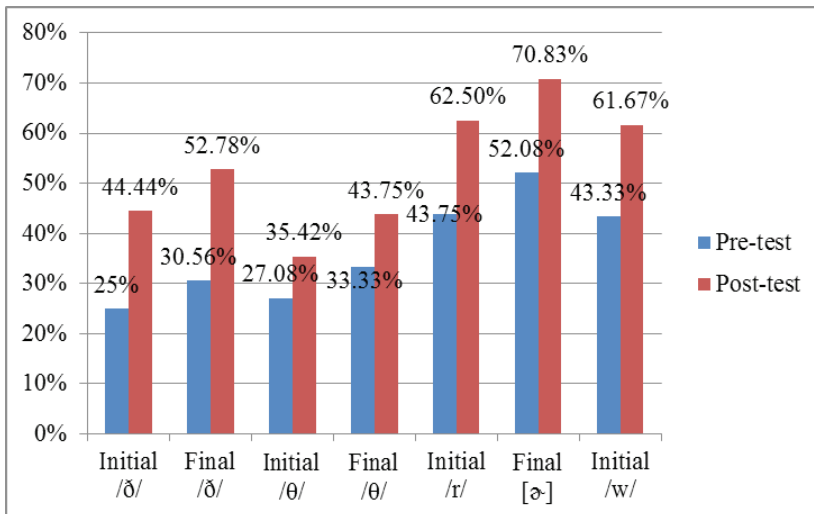
The output of statistical data processing aimed to find whether there is a statistically significant difference between the two tests applied before and after the quasi-experimental period is presented in Table 1.

Table 1: Results of the Paired T-test for Communicative Language Learning Quasi-Experiment

Pre-Test Data	Post-Test Data	Results of T-test
Mean of Accuracy 9.72 SD=1.95 Standard Error of Mean=0.59	Mean of Accuracy 14.31 SD=1.51 Standard Error of Mean=0.43	t = 8.0816 p=0.0002 df = 323 Standard Error of Difference = 1.967

The results of the pre- and post-test examination during the quasi-experimental period with Communicative Language Learning showed statistically significant difference ($p<0.05$) in students' progress with all examples of target tokens, which means that the applied approach and its activities had positive impact on students' production. The greatest enhancement of performance was noticed with the voiced variant of interdental fricatives in word final, as well as word initial position, which is surprising since this sound is reportedly difficult for Serbian learners to acquire. However, students made the smallest progress with the voiceless variant of interdental fricatives in word initial position. Such results point to the possibility of introducing Communicative Language Learning techniques in everyday curriculum to increase the chances for mastering target language pronunciation.

Cooperative Language Learning Quasi-Experiment

Cooperative Language Learning quasi-experiment results are presented in Figure 2, and even without incorporating statistical data processing, we are able to detect considerable differences in pre- and post-test accuracy percentages, i.e. students' progress. Of course, we have to take into consideration that the students have already had a phonetic training experience, as well as testing experience, that they encountered for the first time after the quasi-experiment with Communicative Language Learning. We likewise see that the initial accuracy percentage is increased compared to the initial measurements before the beginning of the first quasi-experimental periods, which may point to the fact that the first applied approach had long term effects on students' pronunciation learning.

Figure 2: Results of the pre-test and post-test examination during the Cooperative Language Learning quasi-experiment
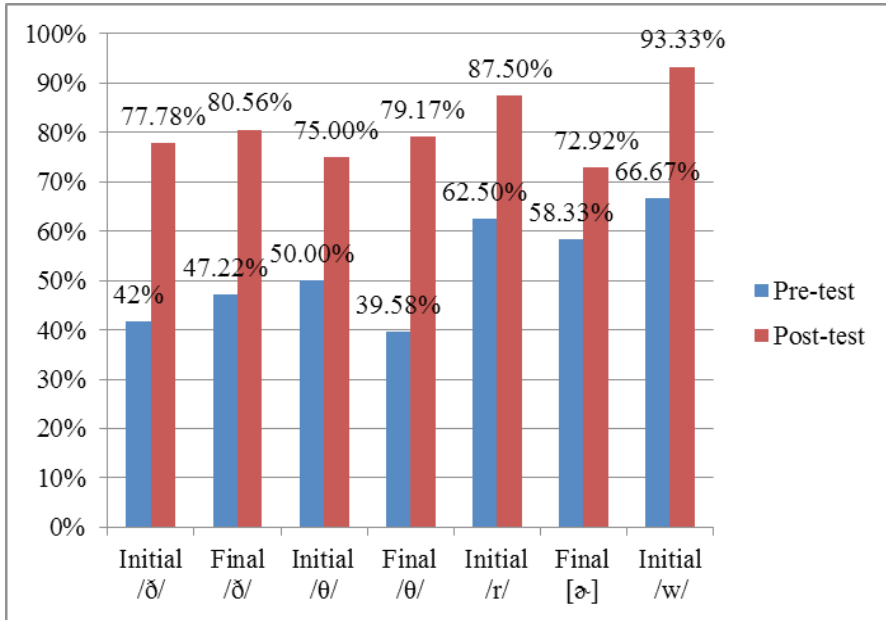

Table 2: Results of the Paired T-test for Cooperative Language Learning Quasi-Experiment

Pre-Test Data	Post-Test Data	Results of T-test
Mean of Accuracy 14.2 SD=1.89 Standard Error of Mean=0.48	Mean of Accuracy 21.87 SD=1.18 Standard Error of Mean=0.33	t = 9.0252 p=0.0001 df = 323 Standard Error of Difference = 3.165

Statistical analysis showed that there was a significant difference ($p<0.05$) in the production of target sounds before and after the quasi-experiment with Kagan's version of Cooperative Language Learning, which means that the results are favourable due to the effectiveness of the approach and not due to chance. Interestingly enough, the greatest progress, unlike Communicative approach, was noticed with the voiceless interdental fricative in word final and initial positions, which might point to the fact that the activities in the second quasi-experiment were oriented towards this target sound or facilitated its pronunciation better than during the first experiment. Furthermore, the lowest progress can be noticed with /r/ in final position, i.e. with r-coloured vowels, which is also interesting to note down as a kind of opposition to the Communicative approach.

Table 3: Differences in Accuracy Percentage in Pre/Post Tests (Progress) for Individual Sounds Between the Two Approaches

	Initial /ð/	Final /ð/	Initial /θ/	Final /θ/	Initial /r/	Final /ɚ/	Initial /w/
Difference in Progress (%)	19.44 35.78	22.22 33.34	8.34 25	10.42 39.59	18.75 25	18.75 14.59	18.34 26.66
Statistical Results	t =3.2745 p=0.0169 df=6 standard error of difference = 3.870						

To compare the differences in progress in both approaches we performed additional statistical analysis on the difference we got from subtraction where final scores on post-tests were taken as a minuend and the final score on pre-tests subtrahend, marking thus the progress in accuracy. The results show that there is significant difference between the results (p<0.05), which means that the overall progress of students was greater in the second experiment, which leads us to conclude that Cooperative Learning approach was slightly more beneficial for learners' pronunciation accuracy enhancement, even after we exclude the fact that the students have already gone through a similar quasi-experiment. However, we take into account that the students were already familiar with the procedure and the target tokens, which was advantageous for the second quasi-experiment, and it might have facilitated better performance overall. Nevertheless, we notice appreciable progress after Cooperative Language Learning quasi-experiment in all the cases except final r-coloured vowel, which is interesting and unexpected. Such a result may have been the consequence of students' hesitation and insecurity, increasing with the inflow of novel information regarding pronunciation. It is likewise surprising, yet encouraging, to see great improvement for the interdental sounds, non-existent in the participants' mother tongue phonological system.

Results of the Student Interview

Since the primary goal of the paper was not to investigate students' attitudes, we interviewed the participants only to discover their views regarding the innovations in teaching in terms of whether they liked it or not, how it affected their motivation and class participation, and whether they would like to repeat it or not.

In the interview, the students reported that the activities they participated in during both quasi-experiments were interesting and engaging, and that they were not bored. Seven students expressed slight preference for the Cooperative approach (58.33%) in terms of equality of participation, since they all had to contribute and pay attention because they depended on each other; three students (25%) liked Communicative approach better because they believed

they had played more, while two students could not decide between the two since they thought they were equally engaged and had enough fun with both of them. Nine students (75%) agreed that Cooperative learning was more demanding in the sense that they had to report all the work and could not avoid any tasks, however, eight (66.67%) of them believed that they had learned facts about pronunciation and had more time to practice it in this approach, as well. All of them agreed that they would like to repeat the quasi-experiments and they especially liked the part where they could assess themselves, and their peers. Five students (41.67%) did not like group assessment because they thought that they might get a lower mark if some of the partners did not participate, which points to the necessity of teacher's explanation about equal participation and contribution to group work.

Results of the Teacher Interview

The interview with the teachers who performed the quasi-experiment was supposed to provide insight into their observations regarding the effectiveness of the approaches concerning target sounds pronunciation, as well as students' motivation enhancement. The results of the interview will be qualitatively presented, due to a small number of participants (three teachers), hence percentage counts were deemed redundant. Furthermore, teachers were expected to answer questions concerning the novel forms of assessment they applied during the quasi-experimental period. Prior to the quasi-experiments, teachers reported that they had been aware of the rubrics assessment but that they had never actively used it, moreover, they had never previously attempted at letting students self-assess themselves, or assess their peers and get the total mark for the whole group's performance since they believed the students were too young. Moreover, they had not previously paid special attention to demonstrating or explaining the pronunciation of the sounds used in the present investigation and they had never specifically assessed students' pronunciation.

The teachers likewise reported that Cooperative learning quasi-experiment had enabled more equal participation and active involvement of students as well as students' desire to help each other especially during the activities with group assessment. They further noticed that the overall motivation for learning pronunciation had increased, unlike the past situations where, as they said, students had regarded pronunciation activities as boring and stressful. While both approaches were novel and interesting, teachers still believed that Cooperative learning made English pronunciation patterns easier since the students had helped each other out with demonstrations and explanations. Since the teachers had never discussed students' performance evaluation before, they reported that this particular activity was innovative

and useful, however, they would not include self- or peer-assessment results as part of their final mark in regular (non-private) schools since they did not think students were objective enough. They believed that group assessment might be beneficial since it increased the chances for equal participation. Kagan's structures allegedly enabled easier monitoring of students' participation and progress. Finally, they agreed that the rubrics represented the most objective way of assessing performance, yet they were not sure whether they could consistently use them.

6. Conclusion

The present paper compared the effects of two different teaching approaches, Communicative and Cooperative Language Learning, on young Serbian EFL learners' pronunciation accuracy. The application of the two teaching approaches confirmed both hypotheses of the current study, i.e. both approaches had a positive effect at least to a certain extent on the pronunciation of target sounds. Due to a limited number of participants, the study can be regarded as a pilot investigation that may serve as an incentive for future research since the results demonstrated a slightly more successful production after the quasi-experiment with Cooperative learning, which may be explained by the beneficial influence of the approach itself, as well as by the familiarity of students with the testing tasks and previous pronunciation instruction regarding the same target sounds. The results of the interview with students point to the preference of Cooperative Language Learning, as well. Regarding the newly introduced assessment techniques in their teaching, the interviewed teachers emphasized the benefits of the innovations for the overall students' involvement and the increase of motivation for learning and participating in class activities.

The obvious limitations of the study were the number of participants relating both to students and teachers, however, the study may serve as a preliminary insight into the possibility of a successful application of both approaches to pronunciation instruction, at least in Serbian EFL learning context. Moreover, a more exhaustive study with a greater number of teachers is necessary to obtain more valid conclusions regarding the opinions about the proper assessment techniques. The design of the data gathering was slightly problematic, as well, since the participants were maybe too young for the interview form designed for investigating their attitudes. Additionally, the testing procedure should have included a control group for obtaining more valid conclusions pertaining to students' progress. Further research with a larger number of participants is necessary both for exploring the benefits

of Communicative and Cooperative Language Learning in the field of EFL pronunciation, and the usefulness of the assessment techniques applied in the current experiment.

Although the study may seem preliminary in character, it points to significant pedagogical implications regarding the necessity for implementing innovative approaches to teaching pronunciation in EFL classrooms. Even the production of notoriously problematic sounds can be improved with the introduction of different materials and techniques, which we could see in the application of Communicative Language Learning Approach, although Cooperative Language Learning yielded more beneficial results. Limiting pronunciation practice to automatic drills often results in fossilization, which can be avoided by redirecting classroom routines to more innovative, communicative and cooperative courses.

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ПОРЕЂЕЊЕ ДВА РАЗЛИЧИТА ПРИСТУПА НАСТАВИ И ОЦЕЊИВАЊУ ИЗГОВОРА КОД УЧЕНИКА МЛАЂЕГ УЗРАСТА КОЈИ УЧЕ ЕНГЛЕСКИ КАО СТРАНИ ЈЕЗИК

Рад истражује утицај техника два различита приступа у настави страног језика пажљиво одабраних за потребе тренутног истраживања, Комуникативног учења језика и Кејганове верзије кооперативног учења језика, на изговор проблематичних гласова, интерденталних фрикатива /ð/, /θ/ и апроксиманата /r/ и /w/, код српских ученика млађег узраста који уче енглески као страни језик. Како бисмо одговорили на истраживачка питања, спровели смо пилот експеримент током кога смо три месеца примењивали технике два поменута приступа ученицима старости девет и десет година, који већ скоро четири године уче енглески језик. У раду такође испитујемо могућности оцењивања изговора путем интервјуа са наставницима који су процењивали који од приступа има адекватнију примену на оцењивање продукције циљних гласова. Иако се због релативно малог броја испитаника рад може сматрати прелиминарним истраживањем, анализом резултата пре- и пост-тестирања утрдили смо позитивне ефекте Кејганових структура. На основу резултата истраживања, предлажемо педагошке импликације значајне за помало маргинализовану наставу изговора у српском контексту учења енглеског као страног језика.

Кључне речи: настава изговора енглеског језика, ученици млађег узраста, комуникативни приступ, кооперативни приступ, оцењивање