Appendix A

Means, standard deviations (SD) of the frequency of pronunciation learning tactics deployed by female (F), male (M) and both groups (total), and t-test values indicating the difference in the use of pronunciation learning tactics in female and male groups.

<table>
<thead>
<tr>
<th>No.</th>
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<th>Means</th>
<th>SD</th>
<th>t-value</th>
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<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>Total</td>
</tr>
<tr>
<td>1.</td>
<td>I use phonetic symbols or my own code to remember how to pronounce words in English</td>
<td>3.29</td>
<td>2.53</td>
<td>3.14</td>
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<td>2.</td>
<td>I make up songs or rhymes to remember how to pronounce words</td>
<td>1.72</td>
<td>1.95</td>
<td>1.77</td>
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<td>3.</td>
<td>I associate words which I don’t know how to pronounce with the words I know how to pronounce</td>
<td>3.15</td>
<td>3.32</td>
<td>3.18</td>
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<tr>
<td>4.</td>
<td>I associate English pronunciation with Polish pronunciation (e.g., safe with a Polish word sejf)</td>
<td>2.37</td>
<td>2.16</td>
<td>2.33</td>
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<tr>
<td>5.</td>
<td>I try to recall how my teachers pronounced a given word</td>
<td>3.45</td>
<td>3.05</td>
<td>3.37</td>
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<td>6.</td>
<td>I repeat pronunciation of a difficult word over and over</td>
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<td>3.89</td>
<td>4.21</td>
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<tr>
<td>7.</td>
<td>I imitate native speakers’ or my teachers’ pronunciation</td>
<td>4.32</td>
<td>4.42</td>
<td>4.34</td>
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<tr>
<td>8.</td>
<td>I repeat pronunciation aloud after a teacher</td>
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<td>3.05</td>
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<tr>
<td>9.</td>
<td>I repeat aloud after tapes, television, a movie or electronic dictionaries</td>
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<td>10.</td>
<td>I repeat pronunciation silently</td>
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<td>M</td>
<td>Total</td>
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<td>M</td>
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<td>11.</td>
<td>I talk aloud to myself</td>
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<td>3.31</td>
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<td>12.</td>
<td>I say things silently to myself</td>
<td>3.07</td>
<td>3.00</td>
<td>3.05</td>
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<td>13.</td>
<td>I read words or text passages out loud</td>
<td>3.57</td>
<td>3.26</td>
<td>3.51</td>
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<td>14.</td>
<td>I do exercises/practice to acquire English sounds</td>
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<td>2.32</td>
<td>2.41</td>
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<td>15.</td>
<td>I practise sounds first in isolation (only sounds), and then in context (in words or sentences)</td>
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<td>2.16</td>
<td>2.45</td>
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<td>16.</td>
<td>I capture pronunciation errors made by other Polish speakers of English</td>
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<td>4.00</td>
<td>3.99</td>
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<td>17.</td>
<td>I notice mouth positions and watch lips</td>
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<td>1.95</td>
<td>2.51</td>
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<td>18.</td>
<td>I concentrate intensely on pronunciation while listening</td>
<td>3.43</td>
<td>3.26</td>
<td>3.39</td>
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<td>19.</td>
<td>I form and use hypotheses about pronunciation rules</td>
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<td>2.11</td>
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<td>20.</td>
<td>I try to imitate my teacher’s mouth movements</td>
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<td>1.68</td>
<td>2.36</td>
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<td>21.</td>
<td>I listen to tapes, television, movies or music in English</td>
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<td>4.74</td>
<td>4.65</td>
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<td>22.</td>
<td>I concentrate intensely on pronunciation while speaking</td>
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<td>3.89</td>
<td>4.00</td>
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<td>23.</td>
<td>I speak slowly to get the pronunciation right</td>
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<td>3.11</td>
<td>3.05</td>
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<td>24.</td>
<td>I record my own voice to hear my pronunciation</td>
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<td>1.79</td>
<td>1.46</td>
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<td>25.</td>
<td>I notice different English accents and dialects</td>
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<td>4.00</td>
<td>3.73</td>
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<td>26.</td>
<td>I practise word pronunciation first slowly and then faster</td>
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<td>3.00</td>
<td>2.98</td>
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<td>27.</td>
<td>I notice the difference between Polish and English pronunciation (e.g., in the word <em>pot</em>)</td>
<td>3.81</td>
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<td>28.</td>
<td>I mentally rehearse how to say something in English before speaking</td>
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<td>29.</td>
<td>I avoid saying words which I have difficulties in pronouncing</td>
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<td>2.32</td>
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(continued)
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<td>Total</td>
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<td>30.</td>
<td>I use mime or gesture for words when my pronunciation could make their meanings unclear my pronunciation</td>
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<td>2.79</td>
<td>3.22</td>
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<tr>
<td>31.</td>
<td>I use the synonyms for words that I have difficulty in pronouncing</td>
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<td>3.05</td>
<td>3.33</td>
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<td>32.</td>
<td>I use more words in place of a single word that I do not know how to pronounce</td>
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<td>2.89</td>
<td>3.11</td>
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<td>33.</td>
<td>I check the phonetic symbols of words from a dictionary when I have difficulty in pronouncing</td>
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<td>3.53</td>
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<td>34.</td>
<td>I listen to pronunciation of words from electronic/multimedia dictionaries to correct my pronunciation</td>
<td>3.99</td>
<td>3.37</td>
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<td>35.</td>
<td>I ask someone to pronounce words that I have difficulties in pronouncing</td>
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<td>2.84</td>
<td>3.30</td>
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<td>36.</td>
<td>I try to learn something about English phonetics</td>
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<td>3.05</td>
<td>3.05</td>
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<td>I read reference materials about pronunciation rules</td>
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<td>2.55</td>
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<td>38.</td>
<td>I try to pick up model English sounds</td>
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<td>2.95</td>
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<td>39.</td>
<td>I purposefully focus my listening on particular sounds</td>
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<td>2.68</td>
<td>2.88</td>
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<td>40.</td>
<td>I purposefully focus on learning particular English sounds</td>
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<td>2.47</td>
<td>2.73</td>
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<td>41.</td>
<td>I try to memorise English sounds well</td>
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<td>3.21</td>
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<td>42.</td>
<td>I choose to memorize, rather than read, a presentation</td>
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<td>3.42</td>
<td>2.56</td>
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<td>43.</td>
<td>While preparing for a presentation, I note down words that are difficult for me to pronounce</td>
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<td>2.32</td>
<td>3.52</td>
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<td>44.</td>
<td>I have a sense of humour about my mispronunciations</td>
<td>3.87</td>
<td>4.37</td>
<td>3.97</td>
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</table>

(continued)
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<th>Pronunciation Learning Tactics (adapted from Berkil, 2008)</th>
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<td></td>
<td>F</td>
<td>M</td>
<td>Total</td>
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<tr>
<td>45.</td>
<td>I have fun with pronouncing English or Polish words, e.g., pronouncing a Polish word with an English accent or vice versa</td>
<td>3.25</td>
<td>3.58</td>
<td>3.32</td>
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<td>46.</td>
<td>I encourage myself by making positive statements, such as <em>My pronunciation is improving</em></td>
<td>2.85</td>
<td>3.05</td>
<td>2.89</td>
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<td>47.</td>
<td>I take risks in pronouncing words regardless of the possibility of making mistakes</td>
<td>3.45</td>
<td>3.74</td>
<td>3.51</td>
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<td>48.</td>
<td>I pay more attention to my pronunciation if my pronunciation is appreciated by others</td>
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<td>3.32</td>
<td>3.59</td>
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<tr>
<td>49.</td>
<td>I ask someone else to correct my pronunciation</td>
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<td>3.42</td>
<td>3.45</td>
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<tr>
<td>50.</td>
<td>I talk with people around me in English</td>
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<td>51.</td>
<td>I learn pronunciation with someone else</td>
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<td>2.53</td>
<td>2.43</td>
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<td>52.</td>
<td>I teach or help someone else with their English pronunciation</td>
<td>3.04</td>
<td>2.79</td>
<td>2.99</td>
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</table>

*p ≤ 0.05, **p < 0.01, ***p < 0.001
Appendix B

The t-test results for pronunciation learning tactics’ use in the LLA and HLA groups.

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<th>HLA (N = 34)</th>
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<td>Cognitive</td>
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