

Pronunciation Instruction in German Studies: A Persistent Challenge or a Learning Opportunity? *

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Abstract

The present paper deals with two questions. First, the acquisition of pronunciation in the first language is discussed about learning pronunciation in foreign language instruction. It examines which acquisition processes can be transferred to foreign language learning. Second, various aspects that significantly slow down the acquisition of a foreign language's pronunciation are addressed. Finally, a two-semester plan for a phonetics course within German Studies for learners with Polish as their first language is presented.

Keywords: Pronunciation, German language, Phonetics, Pronunciation Pedagogy, Language Acquisition