



## INVESTIGATING TRAINEE TRANSLATORS' VIEWS ON THE PRONUNCIATION OF ENGLISH: A SLOVENE PERSPECTIVE

### 1 INTRODUCTION

English has long been recognised as a global language (*cf.* Crystal 1997), adopted as the leading means of international communication. This is why Lord (2008: 374) maintains that “the increasing demand for global competence and international communication and collaboration in today’s world makes achieving proficiency in a second or foreign language increasingly more prominent,” foregrounding the importance of accurate and acceptable pronunciation in addition to vocabulary and grammar.

Pronunciation is a central factor in communication settings where learners wish to be successful communicators (*cf.* Elson 1992). English language learners with a good grammatical and lexical proficiency feel frustrated when communication breaks down due to their poor pronunciation (*cf.* Kelly 2000; Hismanoglu 2006). This is why pronunciation teaching needs to play a major role in language teaching. While excellent pronunciation skills for language professionals are indisputable, research attention has focused mainly on the pronunciation skills in the training of EFL teachers (*cf.* Abercrombie 1991; Brazil 1994; Collins et al. 2014; Crystal 2000, Cruttenden 1986; Celce-Murcia/Brinton/Goodwin 1996; Fraser 1999; Gimson 1980; Jenkins 2000; Kenworthy 1987; Morley 1998; Roach 1991; Tench 1996; Wells 2008; to mention just a few), while translator training has been somewhat neglected in this respect. However, it is not only the teachers of foreign languages who are engaged in cross-cultural communication; translators and interpreters are also faced with a tough competition in the global market, and those with poor pronunciation skills are at a considerable disadvantage.

Developing good pronunciation skills should therefore not be neglected in translator and interpreter training. It is undeniable that learner needs of future teachers of English, who will be instructors on proper communication skills, are quite specific. Their attention in phonetics courses has to be drawn to a detailed knowledge of the phonemic system, as well as prosody and intonation patterns associated with standard English pronunciation required for language teaching. Learner needs of future translators and interpreters are quite different: the issues of intelligibility, communicability and familiarity with both native and non-native English are foregrounded. While pronunciation skills are important for professional translators, as they are directly related to their prospects of employment, they are even more essential for interpreters.

In his AIIC<sup>1</sup> report, Moser highlights the importance of issues such as speaking “in a lively and animated way” (1995: 28), and having “a pleasant voice” was deemed

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1 International Association of Conference Interpreters

much more important to the users of interpreting services than speaking with a native-sounding accent (*ibid.*: 28). In addition, intelligibility, a key element of communicability, needs specific attention both in research and pedagogy (*cf.* Halliday, McIntosh/Stevens 1964), in particular since “[i]ntelligibility is the single most important aspect of all communication. If there is no intelligibility, communication has failed” (Munro 2011: 13). It is thus surprising that the subject of phonetics and phonology in translator and interpreter training remains so under-researched.

This paper discusses the relevance of pronunciation to trainee translators at the University of Ljubljana in Slovenia by highlighting the importance of pronunciation instruction in translator training.

## 2 LITERATURE REVIEW

### 2.1 Pronunciation Teaching in EFL

Language contacts in the globalized world and multi-lingual communication have resulted in many new varieties of English (Jenkins 2000; Vishnevskaya 2009). The pronunciation norm of English constantly changes under the influence of various speech variation factors (Wells 2008). Taking into account an abundance of English accents, it is valid to raise the question of which variety to choose in the teaching of English as a foreign language (EFL). Following the attempts to foreground either segmental or supra-segmental features an integrative communicative approach was made prominent in English pronunciation teaching in the late 1980s (*cf.* Morley 1991; Celce-Murcia/Brinton/Goodwin 1996; Himanoglu 2006), which has somewhat diminished the role of pronunciation teaching *per se* and made it part of other language classes promoting communicative competence. Yet it has also led to the turning from the ideal of perfect native-like pronunciation to the more realistic goal of developing functional intelligibility (*cf.* Abercrombie 1991; Morley 1991; Celce-Murcia/Brinton/Goodwin 1996; Jenkins 2000).

In the last two decades, theoretical discussions in English phonetics have revolved around two models of teaching pronunciation: teaching standard varieties of English, *i.e.* standard British or American, or teaching Lingua Franca Core (LFC) proposed by Jenkins (2000), who advocates teaching only a selection of phonetic features in English as an international language (EIL) or English as a Lingua Franca (ELF) settings. The LFC approach gives more prominence to the teaching of segmentals (individual vowels and consonants) rather than suprasegmentals (rhythm, words stress, and intonation), although, according to Dauer (2005: 543–545), the latter is otherwise favoured in the texts written from the native speaker (NS) perspective. Such texts generally foreground the teaching of prosody as “the most efficient way of achieving some measure of fluency, which seems to be highly correlated with NS’s perceptions of intelligibility” (Dauer 2005: 545) rather than focusing on the non-native speakers’ communication needs, adding that Jenkins “aptly notes that the research showing the importance of suprasegmentals in intelligibility has been based entirely on NS listeners, who may process speech differently from NNSs” (*ibid.*: 546).

Since the basic motivation for learning English in the 21st century is undoubtedly no longer communication with native speakers (NSs) alone, but much more

frequently communication with nonnative speakers of English (NNSs), this is a valid point.

Nonnative speakers need to acquire English for daily communication with both NSs and NNSs, which essentially makes intelligibility one of the major goals of English language acquisition (*cf.* Levis 2005).

As it seems unnecessary for all foreign learners, with the prominent exception of future language teachers, to acquire perfect English pronunciation, which, as suggested by Abercrombie (1991) is in fact an unrealistic goal, raising awareness about intelligible pronunciation is increasingly advocated as a key component of English pronunciation teaching. Thus Abercrombie (1991) defines *comfortable intelligibility* of spoken English as pronunciation understood with little or no conscious effort on the part of the listener; pronunciation teaching should therefore have “a *limited* purpose which will be completely fulfilled: the attainment of intelligibility” (Abercrombie 1956: 37). Similarly, Wells (2008: 109) suggests concentrating “on the matters that most impede intelligibility while encouraging fluency,” with Morley (1991) underlining that the overall aim is for the learner to develop spoken English that is easy to understand, serves the learner’s individual needs, and allows a positive image of a speaker (*cf.* also Elson 1992; Kelly 2000; Levis 2005; Hismanoglu 2006; Brawn 2010).

Wells rightly points out that “Jenkins’s proposals still require the mastery of a fair number of difficult pronunciation points that are not in practice mastered by many users of EIL” (2008: 106). Whether embracing the LFC approach or dismissing it altogether, it is necessary, however, to first establish the level of proficiency and expectations of the target audience. In the reflections on how to teach pronunciation in the EFL classroom Remiszewski (2008: 307) maintains that primarily

[...] the debate must embrace the attitudes and beliefs of the learner. Paradoxically, proposals centered around LFC are claimed to be designed for learner’s benefit, but at the same time we still know so little about the learner’s actual point of view. This must change, as the data which are already available show that a more thorough analysis of learners’ motivations and beliefs can cast some new light on the discussed problem.

It is increasingly argued that acceptable pronunciation for many professional domains is not necessarily synonymous with having a British or an American accent (Brawn 2010). Speakers actually attain acceptable pronunciation when other participants in a conversation can understand them without any major difficulties; the speakers are thus *comfortably intelligible* (*cf.* Abercrombie 1991). However, different students may have different “personal aims and aspirations in language learning” (*cf.* Wells 2008: 102). Thus, in certain areas of expertise, language mediators included, the learners’ accents should still be close to standard varieties, since “an accent that deviates too far from a recognized standard has the risk of becoming distracting and unpleasant” (Gilakjani 2012: 98). Any serious deviation from the standard may result in unsuccessful communication; even if communication is successful, the speaker may be judged

negatively (Brawn 2010). While poor pronunciation can devalue good language skills and deprive learners of their “deserved social, academic and work advancement” (Varasarin 2007: 45), good pronunciation can contribute to easier, more relaxed and more successful communication (*cf.* Morley 1998; Fraser 1999; Munro 2011).

## 2.2 The Role of Pronunciation in Translator and Interpreter Training

Although EFL pronunciation teaching has received wide research attention focusing on a variety of angles (Brazil 1994; Collins et al. 2014; Crystal 2000; Cruttenden 1986 Celce-Murcia/Brinton/Goodwin 1996; Fraser 1999; Gimson 1980; Halliday/McIntosh/Strevens 1964; Jenkins 2000; Kenworthy 1987; Jurančič 2007; Komar 2008a; Morley 1998; Roach 1991; Šuštaršič 2005; Tench 1996; Wells 2008), no specific studies have been conducted on the role of phonetics and phonology in translator and interpreter training. This is surprising considering the fact that pronunciation skills are undeniably crucial especially for interpreters. Apart from studies on the expectations of the users of interpreting services (Moser 1995: 8), where pronunciation is addressed only briefly, hardly any research has endeavored to provide an in-depth account of the issues relevant to pronunciation teaching. However, a recent report by the BBC<sup>2</sup> suggests that much more attention to issues connected with aural processing is required in interpreting, as it plays such a significant role in international institutions. In the exam mandatory for professional interpreters the AIIC tests the candidates’ pronunciation among other things. Some of the marking criteria focus on diction, accent, pace of delivery, use of the voice, intonation, whether the delivery was agreeable to listen to and fluency.<sup>3</sup> While pronunciation skills may appear somewhat less crucial for translators, they should certainly not be neglected. Good pronunciation is essential for all language professionals, as it is directly related to their prospects of employment: at job interviews, good oral communication skills are highly valued by most employers, and inadequate pronunciation skills can make job applicants appear less credible, no matter what their language proficiency might be otherwise. Thus EFL speakers with high language proficiency as well as suitable pronunciation skills are much more likely to make a good impression on their potential employers.

In recent decades a substantial body of research on English phonetics has given prominence to contrastive studies of English and Slovene and the teaching of EFL in Slovenia (*cf.* Srebot-Rejec 1988; 1992; Petek/Šuštaršič/Komar 1996; Šuštaršič 1995; Komar 1997, 1999; Šuštaršič 1999; Hirci 1999; Šuštaršič 2003; Komar 2004; Šuštaršič 2005; Komar 2006; Jurančič 2007; Komar 2008a, 2008b; Šuštaršič 2009, 2012; Jurančič 2012; Jurančič Petek 2014; Komar 2015; Stopar 2015 to mention just a few).

Šuštaršič and Komar, together with Collins (2014<sup>4</sup>), are also the authors of key literature on English phonetics designed explicitly for the Slovene students of English.

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2 For more details see <http://www.bbc.com/news/world-europe-35501198> (6 February 2016).

3 *Cf.* European Parliament: [http://europa.eu/interpretation/accreditation\\_en.htm](http://europa.eu/interpretation/accreditation_en.htm) (5 February 2016)

4 First edition in 2002.

Building on the findings of these studies, it seems necessary to address the specific aspects of English phonetics in translator and interpreter training.

### **2.3 The Study**

The present study is a first step towards gaining a better understanding of the specific needs of trainee translators/interpreters.<sup>5</sup> It aims to focus on trainee translators' perceptions of their own pronunciation and their views on the pronunciation requirements of professional translators and interpreters. The main research questions are:

- What are trainee translators' expectations with regard to learning English pronunciation?
- What are trainee translators' views on the role of pronunciation in translator training and the impact of English phonetics on their pronunciation?
- What is trainee translators' understanding of the significance of pronunciation skills and their relevance for professional translators and interpreters?
- What importance do trainee translators ascribe to intelligibility and good pronunciations skills?

## **3 METHODOLOGY**

### **3.1 Participants**

The participants of the study were first year undergraduate trainee translators of the University of Ljubljana in Slovenia enrolled in English phonetics. This course is offered at the Department of Translation as part of the English language course and covers 15 weekly 45-minute sessions dedicated to the theoretical background on English phonetics, and another 15 sessions dedicated to practical phonetics classes. Although eighty-three students were enrolled at the time of the study, those repeating the year, and international students on the Erasmus exchange programme were excluded from the study to ensure that the participants had very similar background and exposure to English phonetics. Thus fifty-seven students were invited to participate, of whom fifty-four filled out the questionnaire. In the course, students are introduced to basic segmental and supra-segmental features related to English phonetics: the system of English vowels and consonants, word stress, strong and weak fluency forms, as well as basic concepts related to the English intonation system.

### **3.2 Data Collection**

A questionnaire, designed to establish the trainee translators' perceptions of their pronunciation and views on the importance of English phonetics, was administered to participants during week 6 of their English phonetics. The questionnaire consisted of several 5-point Likert-type statements and additional open questions. In the Likert-type statements, the participants responded by using the scale with five description

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5 Henceforth the term trainee translators will be used to cover both trainee translators and trainee interpreters participating in this study. While the two groups of students have somewhat different learner needs, their training is not yet diversified at this level.

categories ranging from ‘extremely’ to ‘not at all’ (with ‘very’, ‘fairly’ and ‘not much’ options in between). In the open-ended questions the participants provided their own impressions.

## 4 RESULTS AND DISCUSSION

The results of the study are presented and discussed in sections 4.1 to 4.3. Section 4.1 provides data on the participants’ background with their self-perception on pronunciation and attitudes towards English accents. Section 4.2 covers results on the participants’ expectations related to pronunciation instruction, while Section 4.3 presents their views on the skills required for professional translators.

### 4.1 Participants’ Background, Self-perception and Attitudes towards English Pronunciation

#### *Age and Gender*

Almost three quarters of the participants were 19 at the time of our study, while other participants’ age ranged from 18 to 22. Of the 54 participants who completed the questionnaire, 45 were female and 9 male.

#### *Years of Learning English*

Half of the participants (n=27) have been learning English for 9 or 10 years, 11% for 8 years, while 17% have had English for over 11 years. The remaining 22% reported learning English for over 12 years.

#### *Participants’ Perception of their Own Pronunciation Skills*

Table 1 reports on the participants’ perception with their own intelligibility; 70% stated they have never been misunderstood due to their NNS English accent, while about one third admitted to having been misunderstood, but only occasionally.

Table 1: Participants’ perception

|       | Ever misunderstood (%) | Mind being recognised as NNSs (%) |
|-------|------------------------|-----------------------------------|
| Yes   | 16 (30)                | 11 (20)                           |
| No    | 38 (70)                | 43 (80)                           |
| TOTAL | 54 (100)               | 54 (100)                          |

Most participants (80%) responded they actually do not mind being recognised as NNSs; those who do, mind it only when NSs recognise them as NNSs, but are not pre-occupied with this issue in communication with NNSs.

#### *Contact with and Attitudes towards Different NS Varieties of English*

The participants replied they have had most contact with British (41%) and American (53%) speakers of English, some in fact with both these groups, while 6% also reported having contact with Irish, Australian and Scottish varieties (*cf.* Table 2).

Table 2: Varieties of English

|          | Most contact (%) | Variety liked most (%) |
|----------|------------------|------------------------|
| British  | 26 (41)          | 43 (80)                |
| American | 33 (53)          | 8 (15)                 |
| Other    | 4 (6)            | 3 (5)                  |

When asked about the English accent they like most (*cf.* Table 2) the vast majority (80%) expressed British English was their favourite accent, compared to the 15% with a preference for American English. The remaining 5% like Australian, Irish and Scottish, while Canadian and other varieties were not mentioned. The responses on why they favour a particular accent ranged from “it is sophisticated,” “elegant” and “classy,” “sounds more polite,” “it is pleasing to the ear” or “it sounds the best” for British English, to “it’s funny” for Scottish and “sounds interesting and amusing” for Irish varieties. Those who prefer American English find this accent most natural due to hearing American English in films and music. However, some added they would prefer to adopt a British accent, since “we live very near.” This shows a great discrepancy between the variety of English they most frequently encounter through the mass media, mainly TV and the Internet (i.e. 41%), and the variety of English they like best (i.e. 80%). Although over one half of the participants had most contact with American English, only 15% actually favour this accent.

In light of considerable exposure to the American film and music industry and wide accessibility of new technologies, somewhat different results were anticipated: they were expected to be more in line with other studies observing “the influence of exposure to the most popular English variety, namely American English” (*cf.* Jurančič Petek 2014: 47). The results suggest, however, that the participants of this study are aware of the geographical proximity of Great Britain and its role within the European context. The results perhaps also reflect the educational settings related to phonetics instruction in Slovenia where Standard British English is “the established variety of English taught in Slovene schools” (Jurančič Petek 2014: 49); as evident from the literature required in English pronunciation instruction in Slovenia, this is the case not only at primary and secondary levels, but also at the university level pedagogy, having Collins et al. (2014) set as key literature in teacher training as well as translator training at major Slovene universities.

## 4.2 Expectations Related to Pronunciation Learning

### *Participants’ Awareness of IPA*

Almost three quarters of participants (39 out of 54) stated they had been unaware of all the phonemes in English prior to English phonetics, and only 15 knew all the phonemes.

Table 3: Pronunciation learning

|            | Happy with their accent | Learning IPA necessary  | Expectation of significant improvement | Enjoy pron. learning in class |
|------------|-------------------------|-------------------------|--|-------------------------------|
|            | No. of participants (%) | No. of participants (%) | No. of participants (%)                | No. of participants (%)       |
| Extremely  | 1 (2)                   | 15 (28)                 | 22 (41)                                | 23 (43)                       |
| Very       | 4 (7)                   | 28 (52)                 | 27 (50)                                | 22 (41)                       |
| Fairly     | 26 (48)                 | 7 (13)                  | 5 (9)                                  | 8 (15)                        |
| Not much   | 22 (41)                 | 4 (7)                   | 0                                      | 1 (2)                         |
| Not at all | 1 (2)                   | 0                       | 0                                      | 0                             |
| TOTAL      | 54 (100)                | 54 (100)                | 54 (100)                               | 54 (100)                      |

#### *Necessity of Pronunciation Learning*

When asked about the benefits of English pronunciation learning, 80% stated it was necessary to know all the phonemes (*cf.* Table 3). Another 13% believed this was fairly necessary, while only 7% ranked it as not very important.

#### *Participants' Views on Phonetics Class*

Only 9% of the participants (n=5) are happy with their current English accent (*cf.* Table 3), whereas almost half (i.e. 49%) are only fairly satisfied with it. About 40%, however, expressed a certain dislike of their accent. The information obtained from the open-ended questions reveals that the participants' reasons for such impressions ranged from their belief that their accent is "too non-native" to "not British enough." The participants reported they would like to change their accents so as "to sound more like a native speaker of English," "to sound like a professional/native speaker," "to sound more sophisticated," "to better fit in," "to sound more authentic," "to sound more educated," "to speak like native speakers," "to be a better speaker of British English," "to speak properly, with no hint of the fact that I'm a non-native speaker," "to have a feeling that I really speak proper English." An overwhelming majority (91% in all) agreed very strongly that they expect a considerable improvement of pronunciation skills after the English phonetics course. As evident from Table 3, a vast majority also responded that they enjoy learning English phonetics in class.

### **4.3 Requirements for Professional Translators and Interpreters**

As evident from Table 4, the participants ascribe great importance to good pronunciations skills of professional translators and interpreters: all the participants ranked good pronunciation skills as either 'extremely' or 'very' important. Even at this early stage, the participants are strongly relating good pronunciation with job opportunities, since almost all are convinced better pronunciation skills bring better chances of employment.



When asked about the variety of English required for professional translators and interpreters, 70% of the participants replied that it is ‘extremely’ or ‘very’ important that such professionals speak with a NS accent.

Table 4: Requirements for translators and interpreters

|              | <b>NS accent</b>               | <b>Easy to understand</b>      | <b>Good pron. skills</b>       | <b>Better pron.-better job</b> |
|--------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
|              | <b>No. of participants (%)</b> | <b>No. of participants (%)</b> | <b>No. of participants (%)</b> | <b>No. of participants (%)</b> |
| Extremely    | 10 (18)                        | 18 (33)                        | 38 (70)                        | 26 (48)                        |
| Very         | 28 (52)                        | 32 (59)                        | 16 (30)                        | 24 (45)                        |
| Fairly       | 12 (22)                        | 3 (6)                          | 0                              | 4 (7)                          |
| Not much     | 3 (6)                          | 1 (2)                          | 0                              | 0                              |
| Not at all   | 1 (2)                          | 0                              | 0                              | 0                              |
| <b>TOTAL</b> | <b>54 (100)</b>                | <b>54 (100)</b>                | <b>54 (100)</b>                | <b>54 (100)</b>                |

However, 92% of the participants maintained that it is ‘extremely’ or ‘very’ important for professional translators to adopt an easy-to-understand accent. This illustrates that while having a high regard for nativeness, the participants feel that intelligibility is even more crucial for professional translators and interpreters.

## 5 CONCLUSION

The main goal of this paper was to foreground pronunciation instruction relevant to trainee translators and to provide an overview of their perceptions and expectations related to this issue. The findings of the questionnaire administered to the trainee translators participating in the study suggest that they consider pronunciation as an important element of their speaking proficiency, highlighting both nativeness as well as intelligibility as essential components of communicative competence.

The results of the study reveal a prevalent liking for the British accent among the participants. Some believe that the aim of learning pronunciation is to acquire a NS accent. This is “a worthy individual goal” (Gilakjani 2012: 98), but it is not achievable for all learners (Abercrombie 1991). However, virtually all participants of our study consider intelligibility to be crucial for their future profession. Although they were not familiar with the concept of *comfortable intelligibility* (cf. Abercrombie 1991), this notion is clearly reflected in their responses.

Similar discussions concerning pronunciation instruction are emerging among researchers from this field: an entire issue of *TESOL Quarterly* (39/3) was dedicated to nativeness and intelligibility, with a growing number of researchers also foregrounding pronunciation teaching as vital in gaining full communicative competence (Levis 2005: 370). While the NS model generally remains the norm for future language teachers, a focus on intelligibility may be even more important for professional language mediators. Achievable, realistic goals have to be set, which are suitable for the communication

needs of future translators and interpreters. These needs vary, as it is the listener and the context that “determine the extent of the listener’s tolerance towards the intelligibility of the speaker’s pronunciation” (Brown 1991: 48).

One of the limitations of this study is that the data are based only on the trainee translators’ self-evaluation and personal impressions. Additional studies on employer needs, market demands, and professional interpreters’ views would be needed to obtain a more complete picture. This study is thus the first step towards gaining a better insight into learner needs in translator training.

As professionals, trainee translators will eventually be working in an international environment which will require daily communication in English with both NSs and NNSs. This needs to be reflected also in their pronunciation instruction by focusing on intelligibility and communicability, vital for successful communication of professional translators and interpreters in the 21st century.

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#### Abstract

#### INVESTIGATING TRAINEE TRANSLATORS' VIEWS ON THE PRONUNCIATION OF ENGLISH: A SLOVENE PERSPECTIVE

While the importance of excellent pronunciation skills for language professionals is indisputable, research attention has focused mainly on the pronunciation skills of teachers. Nevertheless translators, and even more so interpreters, who are constantly engaged in multi-lingual communication with their clients, face a tough competition in the global market and those with poor pronunciation skills are at a considerable disadvantage. Developing good pronunciation skills is thus an aspect that should not be neglected in the training of translators and interpreters, since it may directly affect their prospects of employment. The paper explores the views of Slovene trainee translators on the pronunciation of English. Their self-perception of English pronunciation skills and expectations concerning their pronunciation are examined by using a questionnaire

administered to trainee translators at the University of Ljubljana. The questionnaire results provide an insight into the participants' perceptions of their attained pronunciation proficiency and their attention to pronunciation instruction. The analysis of the replies reveals that trainee translators view pronunciation as an important element of their speaking proficiency, highlighting the issue of intelligibility as an essential component of communicative competence. The findings raise interesting issues important for pronunciation teaching in translator training, underlining the necessity to identify specific learner needs of future translators and interpreters.

**Key words:** good pronunciation skills, English pronunciation learning and teaching, intelligibility and comprehensibility, translator and interpreter training

Povzetek  
POGLED BODOČIH SLOVENSКИH PREVАJALCEV  
NA SPECIFIKO ANGLEŠKE IZGOVARJAVE

Odlična izgovarjava je nedvomno eden od ključnih elementov jezikovnega znanja vseh, ki se profesionalno ukvarjajo z jeziki. Kljub temu, da se raziskave s tega področja večinoma osredotočajo na učitelje jezika, nikakor ne moremo mimo dejstva, da so v medjezikovno komunikacijo nenehno vključeni tudi prevajalci, še posebej pa tolmači. Ti so obenem izpostavljeni hudi konkurenci na mednarodnem trgu in se zaradi slabe izgovarjave lahko znajdejo v bistveno slabšem položaju. Pri izobraževanju bodočih prevajalcev in tolmačev torej nikakor ne bi smeli zanemarjati razvijanja govornih kompetenc in izgovarjave, saj so prav te veščine neposredno povezane z njihovo zaposljivostjo. V članku se osredotočamo na percepcijo govora in poglede bodočih slovenskih prevajalcev in tolmačev na angleško izgovarjavo. S pomočjo vprašalnika, ki smo ga razdelili med študente Oddelka za prevajalstvo v Ljubljani, raziskujemo, kakšno je njihovo zavedanje o lastni izgovarjavi v angleškem jeziku in kakšna so njihova pričakovanja. Rezultati vprašalnika ponujajo vpogled v to, kako študenti zaznavajo doslej usvojene govorne veščine in kakšno pozornost namenjajo izboljšanju svoje izgovarjave pri urah angleške fonetike. Analiza rezultatov kaže, da študenti prevajalstva dojemajo izgovarjavo kot izjemno pomemben element svojih govornih sposobnosti, jasnost in razumljivost pa se jim zdita ključna elementa komunikacijske kompetence. Rezultati raziskave obenem potrjujejo pomen specifičnih učnih potreb študentov, kar je nujno upoštevati tudi pri poučevanju izgovarjave v izobraževalnem procesu bodočih prevajalcev in tolmačev.

**Ključne besede:** odlične izgovorne sposobnosti, učenje in poučevanje angleške izgovarjave, jasnost in razumljivost, izobraževanje bodočih prevajalcev in tolmačev