Teaching English Pronunciation at University Level in Vietnam

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Certificate of Original Authorship

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

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Dedication

I dedicate this thesis to the memory of my beloved father, whose love and support will forever be a source of power for his children to go far and live happily, whatever ways they choose to live.

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Abstract

The development of L2 pronunciation has long been considered a challenge for adult learners. Vietnamese students of English in particular face difficulties because of the phonological distance between the two languages. This issue is especially significant in ELT because learners who are proficient in other aspects (grammar, vocabulary, etc.) of an L2 may be much less so in their pronunciation resulting in problems of intelligibility, and thus face problems of access to social, educational and occupational opportunities. While L1 influence is a major factor in developing L2 pronunciation, factors such as teachers' and learners' views of the importance of pronunciation, pedagogical practices, the affordances and constraints of a particular pedagogical context are equally as important, however under-researched they are.

The present study is located at a Vietnamese university and investigates pronunciation pedagogy in an English Preparation Course at this university, which prepares undergraduate students to do subjects of their majors instructed in English. It is principally qualitative in approach, drawing on data from the observation of 20 classes and the interviews with 10 teachers. The findings from these data are complemented by the analysis of data gathered in focus groups and via survey questionnaires administered to 87 students across different levels of English proficiency, as well as the analysis of curriculum documents. The thesis draws upon several theories of language teaching and language learning. Its fundamental focus is on teachers and learners, their views and experiences.

The study provides deep insights into pronunciation pedagogy at the university level in Vietnam. This knowledge was gained through the exploration of teachers' beliefs, knowledge and practice as well as students' beliefs, practice, and aspirations concerning pronunciation learning. The study first revealed that in contrast to the official curriculum in which pronunciation was absent, teachers and students placed a high value on improving pronunciation. Secondly, the study investigated what teachers and students viewed as varieties of English that were appropriate as instructional models, and varieties that were desirable and realistic targets for students' production. By interviewing teachers and observing their classroom practices, aspects of English pronunciation which were taught and how they were taught were able to be identified

and analysed in detail. Also, the study uncovered many kinds of constraints that impacted on both teachers and students in pronunciation teaching and learning including: the curriculum, teacher training, teachers' knowledge and confidence, and teaching resources. Consequently, the treatment of pronunciation was found to be less than what both teachers and students felt was necessary. However, the study also revealed the potentials and opportunities for the development of pronunciation in Vietnamese ELT; these were found in the interest and strong efforts of several teachers to teach and, especially, of learners to learn English pronunciation both within and beyond the classroom. Finally, this study identified learners' subjective needs and interests in pronunciation learning, and their sense of 'selves' when using English as important areas that should be granted due attention in Vietnamese EFL classes.

Chapter One – Introduction

I started learning English in junior high school in Vietnam at the age of 15 but my experience of instruction in English pronunciation did not start until my first year at the College of Foreign Languages in Hanoi. My most memorable recollection of the subject Pronunciation is that it was taught with the aid of very early editions of pronunciation books *Tree or Three?* (Baker 1983) and *Ship or Sheep?* (Baker 1981) in the first two semesters of the course through a lot of listen-and-repeat exercises, a technique that many Vietnamese teachers continue to use with their students to this day. As a learner of English myself, I remember how much I aspired to sound like native-English speakers and spending many hours recording and repeating short pieces of VOA (Voice of America) news, one of the most accessible sources of English for Vietnamese students like me. I never achieved my goal of native-like English pronunciation, but I did achieve confidence in the quality of my English pronunciation. It was not until some years after my graduation, when I had more contact with foreigners in my teaching job in a joint training program between a Vietnamese university and an Australian university in Hanoi that I recognised my pronunciation was not as good as I had thought it was. Since this realisation, I have learnt to appreciate better the struggles that my own students were experiencing with English pronunciation in my classes. I also came to understand how much more difficult it was going to be for my students to make themselves intelligible in English in international contexts beyond the classroom where they may be communicating with users of English from various first language backgrounds and who may make use of various varieties of English. Considering the stage of Vietnam's national development, these international encounters can only increase. Unfortunately, as a university lecturer teaching English pronunciation, I had too little experience and knowledge to sufficiently assist my students to overcome their difficulties in English pronunciation. Moreover, I could not find programs in other Vietnamese universities that appeared to be addressing this gap any better than I had.

My decision to pursue this doctoral study of pronunciation pedagogy in Vietnam was motivated by my desire to understand the experiences of English pronunciation teaching and learning in my country, beyond the knowledge and sense I had from my own experiences of teaching. While I felt that changes in pedagogical approaches are much needed, such changes, in my view, could only be successful if they built on teachers'

existing knowledge and practice, and took into account the goals and aspirations of the students as users of the English language. As such, I decided to research how teachers and students at university level in Vietnam have been addressing the development of English pronunciation skills in their English classes; what they feared, believed and hoped for in improving their English pronunciation; and what opportunities and challenges both teachers and students encountered in the teaching and learning of this aspect of English.

While my initial motivation for research was to better inform pronunciation teaching in my country, I was struck by the dearth of research in this area. There has very recently been interesting masters and doctoral research into this topic in Vietnam (for example, there has been interesting work being carried out at Macquarie University (Vu 2016) on Exploring English Pronunciation Teaching in Vietnam: Time for a New Approach?; at Victoria University of Wellington on EFL Pronunciation Instruction Practiced at a Vietnamese Tertiary Institution (L.T. Nguyen, in progress) and at the University of Wollongong on Speaking Pedagogy: Insights from Vietnamese EFL Teachers' Cognitions and Classroom Practice (H.Q. Nguyen, in progress). However, to my knowledge there do not yet seem to exist publications in refereed international journals. In the broader context of Southeast Asia, research in this field is also limited. Moreover, among the few studies in the region which do investigate pronunciation pedagogy, none, to my knowledge, has included observation of classes. Generally, the neglect of pronunciation in ELT research in Vietnam and Southeast Asia is surprising given the critical role of pronunciation in successful communication in English, and given the targets set by all governments in the region to enhance their peoples' ability to use English competently (see Ho & Wong 2000, 2003; Kirkpatrick 2012). In this study, therefore, I aimed to address this gap in Vietnamese and the regional ELT research base and to shed light on an important aspect of Vietnamese ELT that has been largely neglected.

In the following sections I provide some contextual information related to English language teaching in Vietnam and the current policy mandate regarding ELT revitalisation in the country, the rationale for my research, my research questions, my research approach, the setting in which the research took place and finally an outline of the thesis.

1.1 ELT in Vietnam

As a result of globalisation, there exists an unprecedented demand for English competency in Vietnam. The acknowledgement of English as a strategic international language was clearly reflected in the government's decision to launch the most costly and impactful project for English teaching and learning to date titled, "Teaching and Learning Foreign Languages in the National Education System, Period 2008-2020", generally known as the 2020 Project (Vietnamese Government 2008). The project aims to achieve substantial improvement in foreign language education in general and ELT in the national education system. The central mission of the project is to enhance Vietnamese youths' capacity in international communication in foreign languages.

However, the outcomes of the 2020 Project to date have been generally regarded as limited (Hoang, Nguyen, & Hoang 2006; Le 2013). In addition, English pronunciation still remains a major challenge which has limited Vietnamese learners' access to social, educational and occupational opportunities (see, for example, Le 2013).

1.2 Rationale for my research

As mentioned above, this study was inspired by my own difficulties as a learner of English and my observations as a teacher of my own students' struggle to master English pronunciation. In the context of globalisation, the ability of Vietnamese learners to conduct successful communication in English has been recognised as so important that it has been highlighted as the primary goal of *Project 2020*. To achieve that communicative competence, of course, pronunciation teaching should require adequate attention.

However, in the bigger context of Asia, pronunciation pedagogy has not yet been a focus of attention in ELT research; this is even more so in the case of Vietnamese ELT. As a result, pronunciation teaching in the region, if provided in classrooms at all, has been strongly influenced by the practices of ESL pronunciation pedagogy in all aspects from teaching materials to teaching methods. Such attempts to emulate ESL practices have not attended to the unique features of Asian EFL, the challenges and opportunities of learners in different Asian contexts in learning English pronunciation, and consequently has even generated resistance among Asian learners in some cases (see Robertson 2003). In Vietnam, research on pronunciation mostly focuses on contrastive analysis between Vietnamese and English phonological systems. Such research efforts are valuable, but

may only partially address the developments that are needed. This research, therefore, aims to fill the gap in the literature and hopefully to contribute to the process of improving pronunciation pedagogy in Vietnam.

1.3 The research questions

My study focused on the following four research questions:

1. What degree of importance is placed on pronunciation learning and teaching by both teachers and students at a metropolitan university in Vietnam?
2. Which varieties of English do teachers and students regard as appropriate teaching models; and which varieties of English do teachers and students prefer as pronunciation goals for EFL?
3. What are the techniques and foci of pronunciation teaching?
4. What opportunities and constraints for pronunciation teaching and learning characterise the EFL classes in the Vietnamese university?

1.4 Research approach

My study is located at a private university in Hanoi. The university provides courses in several majors other than English language studies. The ten teachers who agreed to take part in this study were all experienced in teaching English at university level, with their teaching experience ranging from five to ten years. The study also involved the participation of 87 students who were enrolled in an English Preparation Course (EPC) which is a six-month intensive English course which prepares students for English medium instruction subjects in their major.

This study synthesised qualitative data from several sources including interviews with teachers, focus groups with students, classroom observations, questionnaire responses from students, and analysis of teaching resources. These multiple sources of data were critical to an analysis of the pedagogical practices and how they interacted with teachers' knowledge, confidence and beliefs about teaching pronunciation and similarly with students' goals and beliefs about learning pronunciation.

The data sets were analysed through several lenses, drawing on literature on pronunciation pedagogy and several theories of language learning which include

Halliday's (1967, 1985) systemic phonology, language learner motivation (Dörnyei 2005), World Englishes and its implications on models and targets for EFL pronunciation pedagogy (Jenkins 2000, 2002; Szpyra-Kozłowska 2015), and taxonomies of pronunciation teaching techniques (Baker 2011; Celce-Murcia et al. 2010; Kelly 2000).

1.5 Organisation of the thesis

Following this Introduction, Chapter Two, provides a review of the studies into the state of ELT and pronunciation pedagogy in general, before focussing on Asia and then Vietnam. Chapter Three, Methodology, sets out the different methods employed in the data collection and data analysis. Chapters Four to Eight report and discuss research findings which have been structured into individual chapters around five main themes. Chapter Four, Values of Pronunciation Teaching/Learning, considers the importance of English pronunciation and pronunciation pedagogy from the perspectives of teachers and students. Gaps in teachers' knowledge of their students are also discussed. Chapter Five**,** Models and Goals of Pronunciation Pedagogy, examines the impacts of the globalisation of English on pronunciation pedagogy at university level in Vietnam in terms of pronunciation models and targets. Chapter Six, Constraints in Pronunciation Teaching, identifies and analyses different layers of constraints on pronunciation pedagogy in Vietnam which serve as a foundation for interpreting participants' experiences which are discussed in Chapters Seven and Eight. Chapter Seven, Frequency, Extent of Pronunciation Teaching and Students' Learning Experience, considers how constraints of the teaching conditions impacts on the frequency and extent of pronunciation instruction. The chapter also describes the efforts of both teachers and students to maximise learning within and/or beyond the classrooms. Chapter Eight, Techniques and Foci of Pronunciation Teaching, analyses the teaching techniques and pronunciation content in classes. The thesis concludes by discussing its contribution to the field. The chapter highlights the challenges as well as the strengths experienced by Vietnamese teachers and learners in the development of English pronunciation at tertiary level in Vietnam. It also presents suggestions for further research and improvements of pronunciation teaching practice.

Chapter Two – Literature Review

Part 1 – Global ELT, Regional ELT, and the Context of English Teaching in Vietnam

2.1 The Global ELT

2.1.1 The global spread of English

The spread of English is historically viewed as occurring via two main diasporas (Kachru & Nelson 1996), created by the migration of English speakers from the British Isles to Australia, New Zealand and North America, and by the colonisation of Asian and African countries. Recently, the spread has been rapidly accelerated under powerful socio-economic drivers including globalisation and international communication. The diffusion of the language across many borders has spontaneously given birth to several English varieties and different groups of English users; the latter are conventionally described using three concentric circles in Kachru (1985): an Inner Circle, an Outer Circle and an Expanding Circle. According to Kachru's model, the Inner Circle presents Western countries which are traditional bases of English such as the UK, USA and Australia; the Outer Circle includes countries where English is a second language such as Singapore, Malaysia and India; and the Expanding Circle refers to the rest of the world where English is a foreign or additional language. However, the grouping of countries in the world into one of the three circles has, for some time, been claimed to limit the explanatory power of the model (Bruthiaux 2003). By taking a political/historical view, the model has been critiqued to fail to depict the development of English in countries which were not subject to colonialisation, and it ignores the dynamic status of English and the multiplicity of English speakers within any locale. Nonetheless, the model has long been and is still currently considered useful in providing a diachronic description of the spread of English and a useful classification of English speakers. Kachru and Nelson (1996) also argue that the model avoids any dichotomy between native and non-native speakers and does not exclude the dynamic global development of the language. The classification provided by the three circles is still relevant with regard to the introduction, spread and current status of English as a foreign language in Vietnam.

Although not spoken by the majority of the world's population, no language has ever got close to English regarding the extent to which it has been taught and learnt worldwide as a second and foreign language. Almost two decades after Kachru (1982) speculated that the rapidly increasing number of people speaking English as a second/foreign language would exceed those who speak English as their mother tongue, the number of non-native English speakers is almost double that of native English speakers (Brutt-Griffler & Samimy 1999). This ratio continued to rise and by 2008, it was estimated that there were four non-native speakers of English for every one native speaker (Crystal 2008). In recent decades, English has also come to be considered across the world as the language of education, science and technology, international commerce and communication (Crystal 2003; Graddol 1997). In addition, proficiency in English is currently recognised, especially by Asian countries, as "a competence for nations' survival and success" (Butler 2011, p. 305).

However, the views held of what the globalisation of English means vary greatly. According to one perspective, the global spread of English is a consequence of people seeing the language as a means of "progress" and voluntarily adopting its use (Crystal 1997). According to this view, the spread of English is often seen as undoubtedly a force for the good and associated with opportunities, equality, knowledge of all forms and thus freedom and progress (Kachru & Nelson 1996). A representative of this view is Crystal (1997), whose work, however, has been critiqued by Phillipson (1999) and Widdowson (1997) as being simplistic because it ignores the multiplicity of discourses about the status of English in the world, and the complicated ecology in which the language is spread and used. These optimistic claims of what English can do are, furthermore, doubted to be based on inflated assumptions, "in the nature of a promise", and "may turn out to be as unredeemable" (Phillipson 1992b, p. 13).

An alternative view of English globalisation considers the spread of English as the result of active language promotion by powerful nation states, most noticeably in recent years by the United States for socio-political domination (Phillipson 2008). As certain varieties of the language are promoted, the spread of English in turn leads to the privileging of particular dialects or groups of speakers over others. Thus, according to this perspective, the globalisation of English, far from being a progressive phenomenon, is one that increases inequalities and social exclusion. In fact, English appears to have functioned as

a means of gate-keeping which affords further educational, professional and social opportunities to some, and denies them to others (Pennycook 2001). On a larger economic scale, claims about the role played by the spread of English in poverty reduction and increasing equity has also been openly regarded as a subject requiring greater scrutiny (Bruthiaux 2003). Taking an even harder stance, Phillipson (1992b, 2008) associates the globalisation of English with the US's attempt to manipulate the world and to advance imperialism. The promotion of English via the support of government agencies such as the British Council and the US Information Agency is, thus, considered another form of neo-colonialism.

Taking into account the complexity of global flows, including the desire for appropriation of English in a more democratic and socio-culturally inclusive way, and also the resistance to English hegemony, some scholars have critiqued the view of linguistic imperialism. Pennycook (2011) proposes a view that the spread of English worldwide is complicated and so is the relation it holds with equity; however, he says it would be inappropriate to attribute the spread of English as the cause for or the tool of neo-imperialism. This perspective has also been shared by Brutt-Griffler (2002), who openly challenges the view that non-native English speakers are simply passive recipients of English; rather she argues that English globalisation is a process, in which non-native English speakers spread and insert their own agency in the language.

2.1.2 ESL and EFL

English Language Teaching (ELT) is traditionally divided into two domains, English as Second Language (ESL) and English as Foreign Language (EFL). The former refers to the contexts where learners are immigrants in countries where English is the (a) dominant language. The latter is taken to refer to contexts of ELT where English is not the dominant language. In some cases, the concept of EFL has recently been extended to also include overseas students from L1 backgrounds other than English, who study in an Inner Circle country like the UK (Forman 2005). It is probably because even studying English in an English-speaking country, learners' use of the language can be very limited outside classroom walls. As such, English teaching in ESL and EFL contexts reflect significant contextual differences, which, in turn, configure teaching practices in different ways. However, current ELT methodology largely addresses needs in ESL contexts rather than in EFL contexts. It is then not surprising to find a common practice of imposing Anglo-

centric teaching methods which are from and for the former on the latter. This practice has been critiqued by Phillipson (1992a) and Forman (2016), among others, as inappropriate. In the search for more practical methodological solutions for ELT in the Expanding Circle, Forman (2016) calls for not only more attention to but also respect for EFL contexts and EFL teaching practices.

Given the spread of English, its dynamic status within and across communities all around the globe, the validity of classifying ELT into the two sub-domains, EFL and ESL, has become debatable. The boundary between the two has been claimed as blurred (Jenkins 1998, 2000, 2002; Quirk 1991); or at best there is significant doubt about the simple binary of ESL and EFL (Crystal 1997). The literature also records some alternative ways to categorise global ELT contexts from different perspectives. These include: a focus on functions of English in instruction – *English as medium of instruction* versus *English as a subject*, a geo-political view – Kachru's Three-Circle Model, and a macro-political view – ELT in *Centre* and *Periphery* countries (Canagarajah 2002; Galtung 1981; Phillipson 1992b). Different categorisations may have values to different extents depending on their aim and use (see Seargeant 2010 for a detailed review of more classifications). However, the fading boundaries between and the inconsistent naming of ELT domains have led to increasing ambiguity and obfuscation of differences, and, thus, perhaps ironically, giving rise to the advancement of an Anglo-centric view in English teaching (Phillipson 1991).

While drawing on the ideas afforded by the Three-Circle Model (Kachru 1985) noted above, the current study also draws upon making a distinction between EFL and ESL. Although this binary may be considered problematic in several aspects of ELT as the acquisition of several aspects of the language are claimed to be similar in both ESL and EFL, the failure to recognise the differences between these two ELT domains, however, would be deemed a "retrograde step" in pronunciation teaching (Szpyra-Kozłowska 2015, p. 33). Szpyra-Kozłowska also points out that pronunciation teaching/learning in EFL and ESL are based on two distinctive sets of factors with regard to: contexts (potential interlocutors, extent of English experience, settings of pronunciation instruction), learners (motivations and targets in L2 pronunciation learning), and teachers (qualifications, L2 pronunciation proficiency). As several tenets of pronunciation teaching in ESL may possibly be inappropriate if extended for EFL contexts, the mentioned contextual differences then entail important pedagogical distinctions such as the English models

chosen for instruction, teaching priorities and teaching methods. The necessity of this distinction will be progressively analysed in this study.

2.2 ELT in Asia

Most countries in Asia belong to the Expanding Circle in Kachru's (1985) three circles of Englishes. Even some former colonies of the UK and the US in the region such as Myanmar are currently being pushed towards the boundary of the third circle rather than the second one for different reasons (see Nunan 2003 for a review). Generally, English proficiency of most countries in the region is widely recorded in the literature as lower than the countries' own expectations (Nunan 2003).

With the global spread of English, Asian countries, where English is not the national language, are said to be facing the choice of raising English proficiency levels among their people or losing their political, socio-scientific and economic advantage (Kirkpatrick 2012). In response to such a pressing demand for improvements in their people's English proficiency levels, governments have made intensive efforts in response, including the implementation of costly NES-teacher recruitment projects such as JET in Japan, NET in Hong Kong, curriculum reforms, textbook revisions and teacher development programs (see Nunan 2003).

The most prominent tendency recorded across the region is the lowering of age for the initial introduction of English in schools. In fact, when children reach a certain stage of their primary school education, some schools have made English an elective or compulsory subject despite the lack of empirical support for the extension of "the younger the better" principle in ESL to the EFL setting (Muñoz 2006, 2008). When investigating the impact of globalisation of English on language policies in the Asia-Pacific, Nunan (2003) found that all seven countries under investigation introduced English into the primary curriculum, and as a compulsory primary school subject in five countries, namely China, Hong Kong, Korea, Taiwan and Malaysia. However, it should be noted that the tendency to lower the age for initial English instruction exists in contexts where there are insufficient resources; for example, there is a serious shortage of qualified teachers, and lack of appropriate textbooks for the very young age groups (Kirkpatrick 2012; Nunan 2003).

Another common trend in this region is the adoption of Communicative Language Teaching (CLT). While the approach is strongly endorsed, its implementation is claimed to be limited due to constraints at all levels of implementation. The approach has become alien while its implementation is enforced in a setting of grammar-translation approaches, including in text books and teaching methods, together with larger class size and poorly trained teachers (Butler 2011). The implementation of CLT in Asia is also closely bound up with an ideological conflict between the imported Western methodological approach and Eastern culture (Carless 2007; Littlewood 2007; Wang 2008). CLT is claimed to be deeply rooted in Western theories and ideologies (Hu 2002b). Its principal goal is the development of learners' communication competence instead of linguistic competence (Brown 2001; Widdowson 1990) via meaningful language experience (Finocchiaro & Brumfit 1983). Thus, CLT promotes learner-centred classes with the teachers' role being one of facilitators. However, teaching and learning norms in Confucian countries are conceptualised otherwise: the teacher–learner relation is that between knowledge possessors/messengers and knowledge recipients, thus Asian classrooms are typically observed to be teacher-centred and focus on academic knowledge rather than knowledge acquisition for practical purposes (Hu 2002a, 2002b; Rao 1996). Also, the concept of good communication is claimed to be significantly culturally dependent. That is, while speaking much English in the classroom is the expected outcome in CLT instruction, achieving harmony with teachers and peers can be considered a higher priority in English classes in Asia in several situations (Harumi 2010; Liu 2002). Thus, the mismatch has resulted in learners' and teachers' resistance to CLT classroom activities that has been reported in different contexts including Japan (Honna 1997 quoted in Ho & Wong 2003, p. 7), China (Chunrao & Carless 2009; Hu 2002b) and Korea (Defeng 1998; Do 2001; Robertson 2003). The limitations in successful implementation of this approach in the region have given rise to the need for a revision of CLT that allows for greater flexibility and due regard to context. Thus, CLT, or its newer manifestation, Task-Based Language Teaching (TBLT) (Richards & Rogers 2014) is suggested to also include exam requirements where English teaching and learning are exam-based, and an appropriate amount of L1 use in language analysis activities (Carless 2008). Taking account of local cultures may mean, as Butler (2011) also pointed out, that communicative class activities are not desirable in all cases.

Improvements in ELT provision in the region is also uneven in the different sectors of education. Quality ELT provision is featured more strongly in the private education sector; however, the cost associated with accessing this sector means that only learners from wealthy backgrounds can benefit. Thus, concern has been raised about how this could promote a deepening of the gap between the rich and the poor in countries in this region (Nunan 2003). This is an example of a larger set of difficulties facing the region.

Generally, despite governments' urgent attempts to improve English teaching and learning, ELT in the region is still facing numerous difficulties; these are claimed to be the consequence of inadequate attention paid to the specificities of the local contexts, and to the interests of local stakeholders during the policy-making and policy-implementation processes (Szulc-Kurpaska 1996). In addition to the common issues facing the whole region, there are specific matters of concern and different degrees of success and difficulties regarding their ELT practices that face each country. In two book series by Ho & Wong (2000, 2003), which examine English teaching in the East-Asian region, countries under investigation fall into three groups according to their levels of economic development, namely developed countries, developing countries and newly-joined open-market members. The last group, which includes Cambodia, Vietnam and Laos, is at the relatively early stage of ELT development and millions of learners there are struggling to pick up the language in the face of a serious lack of essential resources. Dealing with this scarcity is, therefore, the most urgent mission facing their governments. Meanwhile, countries with a longer history of English teaching and at a more advanced stage of ELT development are working their way out of the conflict between existing traditional pedagogy and the officially adopted Western ones. In search for a contextually suitable pedagogical solution, these countries are going through the task of adaptation and all its complicated implications.

In summary, the whole region of Asia is going through an important period in history as countries prepare for their people's English proficiency improvement in response to global economic and political pressures. While there are local differences in the nature and extent, all nations in the region are faced with challenges in responding to this felt demand for ELT provision.

2.3 The context of English teaching in Vietnam

While a regional perspective informs our understanding of ELT development in Vietnam, Vietnam's turbulent history has created a distinctive socio-economic context for the status of ELT in this country.

English language teaching in the country has gone through several stages of development, each of which is critically dependent on changes in the country's economic-political relations with the US. Significant growth of ELT in Vietnam can be initially dated back to the late 1950s when the US entered the Vietnam war, though at this stage English was more widely taught and learnt in the South rather than in the North. In the South, English was considered one of the two main foreign languages, the other being French (Do, 1996). The influence of the latter was more powerful in this early period of the war, due to continuing economic and political relations with France, and the provision of French aid to the South of Vietnam. After the arrival of American armed forces in 1965 and up to 1975, English was promoted by the South Vietnam government as the most important foreign language which was taught at most schools and universities, while the role of French remained significant (Dang 1986). At junior secondary level, students could choose to learn either English or French as a foreign language; moreover, they could study English as the first foreign language and French as the second at senior secondary schools. English was also the most popular foreign language taught at universities in the South. Outside class, English was spoken wherever American service personnel were present, and used on some selected mass media. English language competence was considered to make applicants into both Vietnamese and American companies more competitive. However, the language was taught only to a limited extent in the North, where four foreign languages were recognised: Russian, French, Chinese and English, with Russian taking the most favoured and dominant position (Denham 1992) .

In 1975, Vietnam gained independence and achieved reunification. From this point until 1986, the role of English declined considerably in Vietnam (Denham 1992; Do 1996). In its place, Russian, thanks to Vietnam's close relation with the former Soviet Union, thrived as a strategic foreign language throughout the country.

With the weakening of the former Soviet Union and other members in the Eastern European bloc in the middle of the 1980s, aid and trade connections contracted between

Vietnam and the Soviet Union, leading Vietnam to restructuring its economy. The Russian language rapidly lost its value, and there began a new era of ELT in the country (Mydans 1995; Shapiro 1995). English started to be promoted in the national education system and became a compulsory subject in senior secondary schools. However, not until 1994 was English explicitly acknowledged as the most important foreign language (Prime Minister of Vietnam 1994). From then on, English began to be promoted as the medium of international relations and communication for technology and became a compulsory subject in junior secondary schools.

Since 2001, a range of important diplomatic developments, including particularly the US-Vietnam Bilateral Trade Agreement, and Vietnam's membership in the WTO in 2007, have contributed to invigorating the country's economy and stimulating the demand for English. The language, thus, has asserted its role not only as the most important foreign language but also as an international language for Vietnam. The acknowledgement of English as a strategic international language was clearly reflected in the government's decision to launch the most costly and impactful project for English teaching and learning to date titled "Teaching and Learning Foreign Languages in the National Education System, Period 2008-2020" (henceforth *2020 Project*) with Decision No. 1400/QD-TTg signed by the Prime Minister of the Socialist Republic of Vietnam on 30 September 2008. As indicated in the title, the project aims at a breakthrough development of foreign language teaching and learning in the whole national education system via a thorough renovation in the tasks of foreign language teaching and learning and the implementation of a new foreign language program at all education levels and training degrees. The goal to reach by 2020 is to equip Vietnamese youth with an appropriate level of competency in a foreign language so that they can communicate confidently, study in multi-cultural environments, and be competitive in the international work force (Vietnamese Government 2008).

Despite the unprecedented attention given to ELT by the government, the achievement of English teaching practice in Vietnam is, however, still remarkably limited. It is claimed that the quality of ELT in both general and tertiary education is still far below what is required to meet the country's socio-economic development goals (Hoang, Nguyen & Hoang 2006). The low quality is evidenced in learners' poor vocabulary and grammar, incorrect pronunciation and below-standard listening and speaking abilities (Le 2013).

Also according to Le (2013), most school leavers and university graduates have difficulties in reading simple texts or carrying out the most basic communication in English; this in turn makes them less competitive in the labour market.

Such a disheartening situation is claimed to come from constraints at all levels of policy implementation and teaching practice. The first and foremost obstacle, as noted by Butler (2011) in relation to several other Asian countries but true for Vietnam as well, is the serious scarcity of essential resources, especially the lack of qualified teachers (Hoang 2010). This problem, in part, is the direct consequence of teacher training systems that while greatly improved in recent years, have not been able to meet the current demand for English teachers, either in quality or quantity. Another challenge facing the country is the legacy of the extensive English teacher training which was conducted mostly with limited quality during the 1990s and the early 2000s to meet the booming demand for English teachers in the early stages of *Doi Moi* (Innovation, the name chosen by the Vietnamese government to indicate a period of development from 1986, which features dramatic changes in Vietnam's economic and diplomatic policies to open the country to the world). Furthermore, in a context where English use is mostly limited to classrooms, the lack of facilities to compensate for learners' insufficient exposure to the language limits the effect of English instruction (Hoang 2010).

The disjunction between modern language teaching approaches and traditional concepts of teaching and learning is another challenge for the success of ELT in Vietnam. After centuries of domination by foreign countries and their cultures, Vietnamese education has been profoundly impacted by Chinese and French colonial educational systems, and more recently by the Soviet education system. As a result, education in general and foreign language education in particular is typically textbook-based, teacher-centred and mostly academically focused rather than practice-focused. Against this backdrop, the Western approach of CLT was incongruent to established teaching practices in Vietnam (Butler 2011; N. Ellis 1996; Pham 2007). Consequently, long after the adoption of and constant emphasis on CLT, current teaching practice in Vietnam is reported to reflect the traditional approach (Le & Barnard 2009; Nguyen 2014; Nunan 2003). On the other hand, the traditional approach employed by teachers is perceived by learners as a demotivating factor for their learning (Tran 2013; Trang & Baldauf 2007). While many teachers are claimed to be reluctant to change their teaching methods (Khoa 2008; Tomlinson & Dat

2004), and while teacher-training courses at colleges and universities are increasingly highlighting CLT, the transfer of this approach into teachers' classroom practices is still reported as significantly limited (Hoang 2010; Nguyen 2014).

In search for a teaching approach appropriate for the context, and given that the original version of CLT has been found to culturally mismatch the ELT context of Vietnam (G. Ellis 1996), there has been a call for CLT *adaptation* rather than *adoption* in the country with a fuller attention to cultural and contextual sensitivity in the implementation of the approach (Bock 2000; Pham 2000, 2007). Some initial evidence of successful adaptation has been recorded in a limited number of contexts (Phan 2004).

As indicated above, one of the most significant efforts to find solutions for challenges facing ELT in Vietnam is the implementation of the 10-year 2020 Project. This project features the early introduction of English as a compulsory subject at primary level from grade 3 (starting with some selected schools in big cities in 2003), and the use of English as a medium of instruction at tertiary level for some courses which belong to certain fields identified by the government as of critical importance for the country's development in the current period. The project also highlights the application of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* as a standard for curriculum design, textbook and teaching methodology development, and assessment of both teachers' and students' competency in a foreign language (see Hoang 2010).

The project consists of three phases. The 2008-2010 stage prioritises the development and completion of curriculum and foreign language textbooks as well as necessary preparation for the trying-out of the 10-year foreign language program. The second phase from 2011 to 2015 focuses on the implementation of the 10-year foreign language program at all levels of the general education system. The last stage from 2016 to 2020 is to complete the 10-year program and also to develop intensive foreign language programs for vocational and tertiary levels.

A decade after the launch, the project has gained some achievements. However, also largely revealed are several existing challenges of all sorts including teacher supply, teaching methods, materials, teacher training and professional development. The practice-policy mismatches in those aspects present and hinder the effectiveness of the

implementation of the 2020 project at different levels of education including especially primary level regarding the early introduction of English from grade 3 (see Nguyen 2011; Trang 2012) and tertiary education regarding the target of using English as medium of instruction (see Vu & Burns 2014). Most of the targets of the 2020 project have been claimed to be too ambitious in Vietnam within the timeframe and concerns about the feasibility of the project have been raised among ELT professionals (see Le 2013). As such, it is suggested that a thorough analysis would be necessary before the implementation of any further steps of the project (Le 2013). However, in the long run, the 2020 project is believed to have a positive impact on Vietnamese ELT and to benefit the Vietnamese job seekers in the global job market.

Part 2 – Pronunciation Pedagogy

2.4 The value of pronunciation teaching

Notwithstanding the fact that the value of direct instruction in language education has been well settled for a while with strong supportive evidence, the debate over the value of pronunciation instruction continues.

The role of pronunciation instruction has, in fact, constituted a fundamental part both of Reform Method and Audiolingualism, while having been marginalised by linguists such as Krashen (1982) and VanPatten (2002), who respectively advocate the sole importance of sufficient input and a meaning-based approach. The idea that learners can acquire a second language effectively without instruction provided that they have enough exposure has invited an interpretation that pronunciation instruction, sharing the same fate as other linguistic feature training, is of little value.

Research across a range of learners, contexts, approaches, linguistic features and outcome types has been conducted. Many of these studies have come to quite positive findings on the efficacy of pronunciation instruction. Early studies which were conducted under highly controlled conditions, based on short-term instruction, and exploring immediate outcomes (de Bot 1983; de Bot & Mailfert 1982; Gilbert 1980; Neufeld & Schneiderman 1986) all found instruction to be effective for different aspects of pronunciation. Taking longer treatments into account, Perlmutter (1989) reported a remarkable improvement in learners' speech intelligibility, which was evident to naïve native listeners. That study, however, selected speaker participants who were all newcomers in the United States at the time. Their speech intelligibility improvement, therefore, is claimed to be possibly attributable to factors other than the intervention (Derwing, Munro & Wiebe 1998).

Some more carefully planned research in the field has come to more convincing findings. These have shown that pronunciation training is valuable to the extent it improves learners' speech comprehensibility and fluency at both controlled production level (Derwing, Munro & Wiebe 1997, 1998; Saito 2011) and extemporaneous level (Derwing, Munro & Wiebe 1998; Derwing & Rossiter 2003), as well as enhancing learners' controlled segment production (Couper 2003, 2006; Elliott 1997; Lord 2005) and spontaneous segment production (Saito & Lyster 2012). As well as these studies, which examined the immediate effect of pronunciation training, Couper (2006) investigated the

longitudinal improvement of learners' speech and found that the effect is durable. In a synthesis research reviewing 15 quasi-experimental and experimental studies on pronunciation instruction effect, Saito (2012) found that 13 reported substantial improvement on different aspects of learners' speech at both controlled and spontaneous levels. Overall, then, there is extensive evidence for the impact of instruction on learners' L2 pronunciation development.

However, it seems that the debate over the efficacy of pronunciation is far from settled. Lee, Jang & Plonsky (2014) conducted a meta-analysis of 86 studies on the efficacy of pronunciation instruction; though they found that the majority of these studies showed a large effect for pronunciation teaching, they argue that most research is based on underpowered samples, which are of small size and limited diversity, with inappropriate designs and inadequate attention given to different phonetic and phonological aspects. The authors thus question the efficacy of pronunciation training as reported by previous studies and indeed doubt the validity of synthesis studies of pronunciation teaching. The authors argue that the poor validity of such studies arises from their interpretive nature and limited power in presenting true effects, as most are based on secondary reports, and these show low internal validity or do not make validity information available for further analysis. They then suggested that more longitudinal studies, conducted on a larger population and with a wider range of learners in terms of age (preferably including pre-puberty participants), L1 backgrounds and languages (other than English), would necessarily permit more accurate measurement of pronunciation instruction efficacy as well as the extent to which different factors may moderate any pronunciation instruction effect.

In addition, Thomson and Derwing (2015) survey much of the same research and argue that only seven out of 75 studies show a significant effect of pronunciation instruction and raise concerns about the limitations of existing research in the field in terms of methodology. Derwing (2018) asserted that the effectiveness of pronunciation instruction should be determined by the extent of learners' communication improvement and raises several critical questions that should be properly addressed in research methodology so that research findings really indicate the extent to which instruction in pronunciation contributes to learners' communication improvement.

2.5 The changing focus of pronunciation teaching

Although most researchers and language teachers agree upon the value of pronunciation training, one major question to face is what to focus on. Darcy, Ewert and Lidster (2012) point out: "To date, there is no agreed upon system of deciding what to teach, and when and how to do it" (p. 91). Without an appropriate answer to that question, valuable time, energy and other resources may end up being wasted on salient-but-not-crucial features and resulting in little or no improvement in learners' speech (Derwing & Munro 2009).

For the past decades, there has been a shift in pronunciation training from segmentals to supra-segmentals. For a long time before that, pronunciation teaching was significantly assisted by both behaviourist psychology, and by structural linguistics in the form of the Contrastive Analysis Hypothesis (CAH) (Lado 1957), which put L1 interference at the centre of attention. Because supra-segmentals were under-researched and poorly known, drills focusing on the discrimination and production of phonemes used to be dominant practices in pronunciation class. Although minimal pairs and sound drillings are still widely used, there has been recently a strong belief that training on supra-segmentals benefits learners more than that on segmentals despite the scarcity of supporting empirical evidence (Hahn 2004).

To explore this issue, a few studies have looked at the effect of both segmental and suprasegmental-focused instructions. Such studies serve as a good basis for the comparison between the relative effectiveness of one instruction type compared to another. Several of these have led to valuable findings, which show that teaching segmental aspects results in accentedness reduction in controlled practice (Derwing, Munro & Wiebe 1998) while instruction on supra-segmentals not only has significant effects on both comprehensibility and fluency of extemporaneous speech (Derwing, Munro & Wiebe 1998; Missaglia 1999) but also significantly reduces listeners' negative impression on learners' speech (Derwing & Rossiter 2003). As a result of such findings, more attention has shifted to supra-segmentals. This trend is clearly reflected in recently published textbooks whose content features the dominance of prosody over segmentals (Szpyra-Kozłowska 2015).

While it is difficult to establish the optimal balance between the teaching of segmentals and supra-segmentals, it is not an easier task to establish such a balance between the teaching of different supra-segmental features. A wide range of studies have been

conducted in an effort to provide guidelines for teachers' practices concerning which supra-segmental elements to teach. The three elements of *speech rate*, *intonation* and *rhythm* are argued to be important by Pennington & Rechards (1986), Firth (1992), Gilbert (1993) and Celce-Murcia et al. (2010). Teaching *tonic stress* is claimed to improve learners' recognition of meaning distinctions and meaning recall (Hahn 2004; Pennington & Ellis 2000). *Contrastive stress* was also proved to be teachable with long-lasting effect on learners' oral production (Levis & Levis 2012). Furthermore, a large number of researchers also advocate the worthiness of teaching *lexical stress* for its value in remarkably enhancing both native and non-native listeners' perception of speech intelligibility (Benrabah 1997; Field 2005; Zielinski 2006) and comprehensibility (Isaacs & Trofimovich 2012).

While the present study has found a Hallidayan model of intonation to be valuable and convincing, particularly when comparing stress-timed and syllable-timed languages (Abercrombie 1949; Halliday 1985), there is another position that should be noted, which opposes the distinction between these two types of phonological patterning. Some recent studies, which measure inter-stress intervals within languages and across languages using both instrumental means (Roach 1982; Dauer 1983) and human perception (Cauldwell 2002; Couper-Kuhlen 1993) have come to the conclusion that there are no so-called stress-timed and syllable-timed languages. Inter-stress intervals are found to vary regardless of whatever language is under investigation (Roach 1982) and across individual speakers within a language (Dauer 1983). The perception of "stress-timing", according to Cauldwell (2002), is simply due to the fact that it is "deceptively clear-cut" (p. 3), "too tenacious, attractive, convenient to abandon" (p. 4). Looking at different definitions of tone units and a variety of different methods of rhythmicality identification, Cauldwell (2002) concluded that spontaneous speech is irrhythmical by nature. The irrhythmicality is the manifestation of speakers' intention to convey different meanings in different contexts of natural speech. As such, it is irrhythmicality, not rhythmicality that accommodates comprehension. From this point of view, instruction on speech rhythm may be seen as of less value in English pronunciation teaching.

Nevertheless, no matter what counter-evidence of stress-timing theory says, most of which was based on instrumental measurement, spontaneous speech in English is mostly rhythmic to people's auditory perception. This is evident in several studies including

those by Couper-Kuhlen (1990, 1993). Halliday points out that in syllable-timed languages, the length of all syllables is "more or less" the same (p. 50); in stress-timed languages such as English, the length of feet are "more or less" the same. Technically, the length of feet varies upon the number of syllables within each of them, but the length of each syllable will accommodate to keep the differences slight enough, and that utterances sound rhythmic to human's perception. Overall, despite quite well technically supported counter-evidence, the theory of stress-timing in English by Abercrombie and Halliday still claims its value as a solid theoretical background, in which contemporary research on English pronunciation pedagogy is widely grounded.

Regarding the shift in pronunciation teaching focus, it is also important to consider the Lingua Franca Core (LFC) created by Jenkins (2004). Taking account of English teaching in international contexts, Jenkins emphasises the specific phonetic and phonological features which may be more important in communicating across international contexts rather than within a certain EFL context. On that ground, the LFC was proposed with quite a bit of contradiction to the current trend of moving from segmentals to supra-segmentals in pronunciation pedagogy. Jenkins (2002) argues that most supra-segmental features, which are considered important in native speakers' speech comprehension, may no longer be useful in a new context of English as International Language (EIL) communication, in which much accommodation and adjustment are required in accordance with different contexts. Jenkins (2000, 2002) then opposed the teaching of almost all supra-segmental aspects of English except for tonic stress and contrastive stress. She either considered these as unhelpful (weak forms, features of connected speech), unteachable (word stress, pitch movement), or not existing at all (stress-timing). Instead, Jenkins suggested a high concentration on segmentals except for some problematic sounds including /θ/, ð/, dark /[ɬ]/ and non-rhotic /r/. The LFC also emphasises the importance of vowel length contrast and aspiration of /p, t, k/. In addition, this framework gives greater leeway for regional accents in terms of vowel quality as long as there is consistency among speakers.

Since its birth, Lingua Franca Core has attracted a range of controversial responses. On the one hand, the framework is highly appreciated for its support of the EIL mission, as it advocates tolerance towards regional accents, may reduce the workload of both pronunciation teachers and learners, and seeks to restore segmental features to the

position many believe they deserve. Jenkins' LFC has set a solid foundation on which several other studies have been conducted to develop systems of core phonological features for learners from particular L1 backgrounds or regions including those by Deterding (2010), Rajadurai (2001) and Saito (2014). On the other hand, some question the validity of LFC because it was originally composed on the basis of one study with participants who were limited in both number and diversity. Claims of LFC's workload reduction, and enhanced teachability/learnability are also under much doubt. Dauer (2005), noting that LFC suggests elimination of two consonant phonemes (/θ/, /ð/) from the inventory, argues that the workload reduction is insignificant. Also, the LFC proposal of consonant omission appears inconsistent as it recommends the omission of /θ/ and /ð/ because they are problematic for many learners and are said to have low impact upon intelligibility, but other consonants which are said to have a similar profile, such as /ʒ/ and /ʃ/, remain. Regarding the teachability of the LFC, Dauer points out that what Jenkins claims to be easy to learn and teach including long-short vowels and contrastive stress are not only challenging for learners but also require much skill on the part of teachers. In addition, the neglect of word stress seems hard to justify while this feature is so closely related to the formation of vowel length and tonic stress, both of which are among the focal points of the LFC. However, it should be emphasised again that Jenkins' proposal has value, as it initiates a new approach which is more realistic and affordable to pronunciation instruction, providing core phonological features, many of which are undoubtedly appropriate foci of pronunciation instruction, and also in serving as a solid platform for further research to develop suitable systems of specific core features for learners from certain L1 backgrounds.

Despite strong supportive findings, there are still arguments that there is not enough evidence to claim the superiority of supra-segmental tuition over segmental. Saito (2012) reviewed 15 studies on the effect of pronunciation instruction and found no clear pattern supporting the claim that focusing on supra-segmentals is more worthwhile. Thus, there exists a third view that balances the focus on prosody and segmentals (Rogerson-Revell 2011). According to Jenkins (2004), pedagogical practice is currently informed by both segmental and supra-segmental approaches and normally covers items from both systems in the usual order of consonants, vowels, connected speech, rhythm and intonation. Researchers, even those who have found strong evidence supporting the effect of either

instruction approach, still advocate focusing on both levels instead of favouring one and abandoning the other (Derwing & Munro 2009; Jenkins 2000; Levis 2005).

Nevertheless, there is another view that intelligibility in L2 communication cannot be obtained simply by focusing on both aspects. On the basis of empirical evidence presented in the studies by Szpyra-Kozłowska and Radomski (2012) and Radomski and Szpyra-Kozłowska (2014), Szpyra-Kozłowska (2015) argues that intelligibility-hindering phonetic features are L1-specific. That means the essence of obtaining intelligibility in L2 communication does not reside in the debate of suprasegmentals versus segmentals but in the juxtaposition of L1 and L2. As it is, there is also no universal rule of what to teach that is applicable for learners from all L1 backgrounds. In addition, it should be stressed that there are L2 features which challenge learners due to their L1 interference but are not necessarily intelligibility threatening. Therefore, research is required to identify the most critical areas to focus on for learners of each L1 background (Szpyra-Kozłowska 2015).

Regarding these recent debates, pronunciation practitioners may at times feel disoriented by so many conflicting views. Indeed, as Levis (2005) claimed, pronunciation pedagogy has been shifting and many assumptions relating to the field are being challenged.

2.6 Forms of pronunciation teaching

It is necessary to acknowledge the disjunction between much pronunciation instruction and the communicative approach in the history of language teaching. Differently from the instruction of other linguistic aspects, pronunciation teaching has often been neglected or ignored in communicative approaches (Celce-Murcia, Brinton & Goodwin 1996) and traditionally relied on de-contextualised practices including mimicry, imitation and minimal pair contrasts, which have often led pronunciation teaching to be viewed as consisting of outdated practices. At the same time, the communicative approach often downplayed the importance of accuracy, and thus somehow overlooked the critical role of pronunciation in successful communication. Even now, teachers of English often seem not to have been well prepared to teach this aspect of language communicatively. The absence of or limited training in phonetics, phonology and pronunciation teaching in English teacher education has been widely reported in different contexts including the U.S. (Murphy 1997), Canada (Breitkreutz, Derwing & Rossiter 2001; Foote, Holtby &

Derwing 2011), the UK (Burgess & Spencer 2000) and Australia (MacDonald 2002). The fact that pronunciation instruction may be ignored in several contexts and ineffectively done in others may be the consequence of teachers having been left alone unarmed or poorly armed in the field.

On the other hand, it is widely agreed upon that pronunciation teaching, in common with grammar and vocabulary, lends itself to a form-focus approach (DeKeyser 1998). DeKeyser also emphasises explicit instruction as the only treatment that may work when other approaches fail in pronunciation pedagogy. In support of this view, he refers to cases of immigrants who made very little progress without formal pronunciation instruction. The efficacy of explicit pronunciation training is also supported by studies conducted by Derwing, Munro and Wiebe (1998), Couper (2003) and Saito and Lyster (2012). However, the extent to which form-focused instruction as advocated by DeKeyser influences pronunciation acquisition has sometimes been questioned. Munro and Derwing (2008), for example, argue that adult learners in the early stage of immersion in a target language environment could improve their speech intelligibility remarkably, through exposure and interaction alone. Trofimovich and Baker (2006) also found that some supra-segmental aspects can be acquired by adult learners over long exposure without being taught.

While there may be differences in emphases, it is acknowledged in language learning research that knowledge of and about the target language is achieved through a combination of different learning processes: explicit and explicit learning (Krashen 1982; R. Ellis 1994), which are initiated by different educational experiences (N. Ellis 2008). Importantly, these different types of knowledge are claimed to be dissociated but mutually influence. Thus, in language pedagogy the different contributions of explicit and implicit learning are well acknowledged and the consensus is that a curriculum ought to provide a balance between meaning-focused and a form-focused learning (N. Ellis 2008). With regard to pronunciation pedagogy, it can be thus said that focus-on–form instruction is usually a necessary but not sufficient part of pronunciation pedagogy. The over-expansion of DeKeyser' point of view may sustain the divorce of pronunciation teaching from communicative approaches, for which pronunciation has long been blamed. In addition, focus-on-meaning instruction, as reported in Derwing & Munro (1997) and other research, does not appear to represent the optimal approach for

gaining pronunciation accuracy. Thus, the challenge of pronunciation pedagogy is to reconcile form-focus instruction and a communicative approach.

A major problem seems to lie in the point that repetition is, on the one hand, said to benefit pronunciation and fluency, but on the other hand, is seen to be non-communicative and closely associated with traditional rote learning (Isaacs 2009). In response to this issue, Gatbonton and Segalowitz (2005) have proposed ACCESS (Automatisation in Communicative Context of Essential Speech Segments). This is a pedagogical framework that revisits the concept of CLT and allows explicit explanation and drills to work under CLT principles without diminishing or changing its nature. As such, repetition needs not to be mechanical or incompatible with communicative principles. ACCESS was found to be an effective pedagogy in a later study by Trofimovich and Gatbonton (2006, which confirmed the possibility of reconciling form-focused instruction and the CLT approach in pronunciation teaching. In that light, Saito and Lyster (2012), when synthesising a number of studies, found a clear pattern that form-focused instruction is most effective when it is implemented in tandem with communicative tasks. From such a communicative perspective, Celce-Murcia et al. (2010) proposed a pedagogical framework according to which pronunciation instruction proceeds through five steps, from form-focused to meaning-focused. As such, instruction starts with oral and written description of how specific features are produced in isolation and connected speech, followed by listening discrimination of phonological features, which are accompanied with feedback. After that, production follows with controlled practice, guided practice, then communicative practice, which aims at building fluency.

2.7 Targets of pronunciation teaching

Pronunciation teaching has been characterised by two different instructional goals: *nativeness* and *intelligibility*. Nativeness, with its native or native-like pronunciation goals, has been dominant in pedagogy until recently. In this approach, a person's accent may be blamed for communication failures and thus may enable some forms of discrimination (Green 2004; Saito 1991, Timming 2017). As a result, reducing or removing an L2 accent has been positioned as a goal for learners, which, indeed, has led to the thriving of a profitable business of accent reduction.

A whole body of empirical evidence, however, has proved that elimination of L1 accent is rarely possible for adult L2 learners: the "critical period" has set a biological constraint on L2 pronunciation (Dörnyei 2009; Ioup 2008; Levis 2007; Lightbown et al. 2006; Piske, MacKay & Flege 2001), which exists regardless of other factors including motivation, aptitude, language use habit and training. Some rare cases of adult learners who achieve native-like pronunciation, therefore, should be considered an "exception" rather than an "achievable ideal" (Levis 2005, p. 370). This goal is also claimed to be undesirable. Many learners would like to maintain their own accent as a feature of their identity and evidence of loyalty to their home communities (Gatbonton, Trofimovich & Magid 2005). On the whole, achieving native-likeness seems to be an unrealistic goal and an unnecessary burden for both language teachers and learners.

However, despite this evidence, the native-likeness principle is still strongly influential in pronunciation teaching materials, which still provide standard American English (SA) and standard British English as models for classroom practice even though these particular models are not spoken by most of those who are known as native English speakers (Levis 2005). Furthermore, teachers seem to be quite reluctant to turn away from the native-like target (Kanellou 2011; Sifakis & Sougari 2005; Timmis 2002). Or alternatively, they tend to support non-native-like principles theoretically but emulate native models in their own pronunciation as well as in their judgments of students' speech (Jenkins 2004).

An alternative goal of pronunciation teaching has been intelligibility. As Abercrombie (1949) argued a long time ago: "language learners need no more than a comfortably intelligible pronunciation" (p. 120). This principle has more recently been taken up as a realistic and valuable one in a world where communication in English occurring amongst non-native interlocutors far exceeds that taking place between non-native and native speakers. As target interlocutors are native speakers, EFL learners are expected to acquire all speech features which matter in native listeners' speech perception. Interlocutors from different L1 backgrounds, however, may need to rely on a different range of speech aspects for successful communication with each other. Thus, pronunciation teaching is supposed to focus upon key features that are required for intelligibility (Jenkins 2002). Accents, additionally, are considered to be a matter of the learner's own choice, and should be treated as a natural manifestation of learner identity and language variation as

long as the speaker is intelligible to their international interlocutors (Pakir 1999). The role of English Speaker of Other Languages (ESOL) teachers, therefore, is to respect learners' rights to adopt/preserve their own accent, and at the same time help them to be intelligible.

Jenkins's (2000, 2002) LFC, as noted above, is a curriculum proposal that sprang from the desire to support non-native speakers to be mutually intelligible while preserving their local identity. LFC provides teachers and learners of English a system of core features for successful communication and is strongly supported by some scholars including Celik (2008) and Walker (2010), who made an effort to apply the LFC for Spanish and Turkish learners of English respectively. FLC has been considered an instructional model for pronunciation pedagogy to date (see, for example, Deterding and Kirkpatrick 2006; Dauer 2005). However, Szpyra-Kozłowska (2018) points out that this is a misconception "since there is no accent of English that contains all and only LFC features" (p. 233) and that FLC is a set of pronunciation priorities instead.

Given that native speaker norms are still the favoured choices for many learners and teachers of English in different contexts (Dalton & Seidlhofer 1994; Kanellou 2011; Sifakis & Sougari 2005; Timmis 2002), it would be inappropriate to ignore this desire, especially in an era of learner-centred curricula. There is also a concern that the removal of native models from pronunciation class could lower the standard of pronunciation (Keys & Walker 2002). As a result, language teaching and learning is currently under the influence of both nativeness and intelligibility principles. The influence of the former seems to be still more significant in practice though there exists a wide recognition of feasibility and suitability of the latter in theory. Not only is this preference revealed within learners' and teachers' personal views, it is also presented in some key textbooks and teachers' guidebooks. Pennington (1996), though clearly claiming her international English stance theoretically, promoted native-speaker (NS) elements in production and brought non-native speaker (NNS) elements forwards to just the level of awareness raising. McKay's (2002) handbook, which is considered "the closest thing available yet to a book on ELF for teachers" (Jenkins 2005) promotes LFC items but still maintains NS norms as a point of reference in class. The LFC itself has been recently adapted to include some features of native norms (see Walker 2010). The selection of so-called core features from native norms as models for pronunciation teaching, however, is claimed to make LFC an incomplete and artificial model which leads teachers and learners of

English to more confusion rather than facilitate their pronunciation learning and teaching (Szpyra-Kozlowska 2015).

A third approach, which seeks to move away from nativeness, and which is located specifically in non-ESL contexts, has been proposed by Szpyra-Kozlowska (2015), with her pedagogic goal of *Native English as Lingua Franca* (NELF). This new approach emphasises the distinction, formerly disregarded, between the concepts of model and goal. According to NELF, *model* functions as a point of reference in L2, based on which learners can pursue a range of *goals* according to their ability and personal desire. In that light, NELF advocates native norms as model systems for pronunciation pedagogy and identifies a variety of different goals that can be pursued in pedagogical process. It should also be noted that the advocacy of native norms as models in NELF is said not to be a choice of convenience due to the popularity of native norms in existing ELT materials. Rather, it is grounded in empirical evidence that with proficiency in native accents, learners stand a better chance of succeeding in adapting their English accent to effectively communicate with international interlocutors.

2.8 Pronunciation teaching and identity

Until recently, pronunciation was still treated as one clear-cut linguistic domain rather than a flexible sociolinguistic phenomenon, which shapes and is shaped by language users in different contexts of language use. Several studies, however, have lately forged a link between pronunciation teaching and other socio-psychological factors. As a result, pronunciation can be seen as the centre of an intricate network of L2 contexts, i.e. learner identity.

According to postmodernist views, language use, in which pronunciation is a prominent feature, is the expression of how a language user views and presents her/himself. As well, on the basis of language performance, one is perceived and judged by others whose attitudes or prejudices in turn will affect what roles a learner would like to take and how s/he would like to voice her/himself in L2. As such, identity can be seen as the product of both inner drives and outer forces. Language pedagogy in general and pronunciation pedagogy in particular, therefore, can hardly succeed without attending to the relationship between L2 learning and identity. More broadly, if we look at L2 motivational studies,

we find that now identity is placed at "the core of L2 motivation theorizing" (Dörnyei 2009, p. 2).

In addition, language identity is no longer seen as static or indissoluble. No matter how it manifests itself, identity is certainly fluid and constructed through discourse. Block (2007), therefore, defined identity as "socially constructed, self-conscious, ongoing narratives" (p. 27). Furthermore, one's identity may be affiliated with more than one language or cultural community (Norton 2000). Thus, when learning a new language and especially when penetrating into a new language community, one will experience some degree of self-renegotiation to ensure the maintenance of ego across boundaries (Marx 2002). At the same time, Edwards (2009) proposes that "…there may be some bedrocks of identity upon which, of course, many sorts of marker manipulation may be possible" (p. 167). As such, the fluid nature of identity does not exclude some fixity (Pennycook 2005). Thus Harissi, Otsuji and Pennycook (2012) offer a metaphor of sedimentation to describe the repeated language acts from which identity emerges, and suggest that in this way, identity can be seen as both the push and the pull of language performance.

Pronunciation, as the most prominent feature of language performance, is closely linked to identity. When the boundary of identity is more permeable, learners get a better chance to successfully develop L2 pronunciation. In their well-known research, Guiora et al. (1972) tested the effect of alcohol on learners' L2 pronunciation and came to the conclusion that when one's ego is assisted with a moderate amount of alcohol, the ego gets freer from the constraint of its defence and learners produced more native-like pronunciation. In addition, second language teaching research has also identified anxiety, another dimension of identity, as a factor that "most pervasively obstructs the learning process"(Arnold & Brown 1999, p.8). Horwitz, Horwitz and Cope (1986) conceptualized a situation-specific anxiety and named it *foreign language anxiety* which is defined by MacIntyre (1999) as involving "worry and negative emotional reaction aroused when learning or using a second language" (p.27). Research in the field of second language teaching has consistently found that language anxiety negatively affects second language performance (Horwitz 2001; MacIntyre 1999; MacIntyre & Gardner 1994; Oxford 1999).

To date, research on pronunciation and identity has been conducted mostly in informal settings when language learners immerse themselves in the target language and culture. In such a setting, learners are expected to unavoidably renegotiate their identities to some extent. This is the process sometimes known as person splitting (Lin et al. 2002), in which one may hear the voice which used to be her/himself get softer while another of someone else s/he has yet to know gets louder. This new identity construction, no matter if it is perceived as a gain or a loss, or normally both, is featured by transformation which accommodates the final end of survival. Indeed, findings from studies in these contexts have concluded that L2 learner identity is shaped under the effect of either or both their desire for integration (including the desire to be recognised, accepted, understood, liked, or sometimes disassociated with their home communities) or/and ego permeability as it is identified in Schumann (1986). Thus, a higher level of identity permeability will allow a higher level of successful L2 pronunciation acquisition to be achieved (Lybeck 2002).

Recently, the new globalised contexts of English use have drawn research attention to the issue of how the shaping of learners' identity in L2 pronunciation differs in EFL and ESL contexts. If in an Inner Circle setting, learners' identity changes so that it accommodates their survival in the new milieu, the consequence of which would seem to rarely apply in the Expanding Circle where there may be no reference community for the target language or the owners of the target language do not necessarily rest with any specific community (Dörnyei 2009). Instead, L2 identity construction in such a context has been found to be featured by different underpinning motivations and forces, which are sometimes opposite those driving the same process in the Inner Circle.

In fact, the pull of identity in NNS-NNS communication context can be strong (Levis 2005). Forman (2014), working on L2 identity in EFL classrooms in Thailand, found that the use of English was very limited in class on the part of both teachers and students. Teachers stated in interviews that, although they supported the use of English in class, they felt that the process was an artificial one for both themselves and their students. This EFL study strongly supported Block's (2007) view that in most foreign language classes, "the prospects for TL-mediated subject positions…are minimal to non-existent" (p. 137)

In addition, ethnic affiliation is another aspect of identity that may apply constraints on L2 learners' development of pronunciation. Gatbonton et al. (2005) found a strong link between learners' accentedness and their degree of ethnic loyalty as perceived by their

peers. High competence of target language pronunciation can possibly be accompanied with a cost for being marked as disloyal. This link as well as the behavioural consequence is stronger in cases where the group identity is under threat (see Gatbonton, Trofimovich & Magid 2005).

Jenkins (2000) also found that interlocutors in communication with same L1 peers speak English with more pronunciation deviations than in communication with interlocutors from other target language backgrounds. This is assumed to be driven by the sense of affiliation in addition to the reason that they are familiar with the accent of speakers from their own L1 background.

Furthermore, L2 identity has also been closely connected with language instruction. On the one hand, pursuing nativeness is claimed to not only be unnecessary but may also contribute to identity change. For this reason, focusing on only essential features of phonetics and phonology to ensure learners' speech comprehensibility while maintaining other aspects of learners' accent is considered a means of ethnic identity preservation. In this view, Jenkins (2000) proposed a five-stage approach to pronunciation teaching:

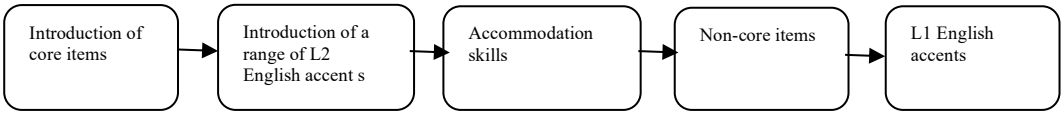

Figure 2.1: Five-stage approach to pronunciation teaching (adapted from Jenkins 2000, p. 104)

Most importantly, this process highlights the preservation of L1 repertoire in the three first stages and, thus, may encourage the preservation of L1 identity as well. The whole range of five stages is said to be appropriate for students who desire to achieve native-like pronunciation.

On the other hand, many researchers argue that targeting native-likeness does not necessarily go against identity preservation. Firstly, learners can develop more than one identity to fit different contexts (Derwing & Munro 2009). Also, acquiring more competent pronunciation would be a means for learners to better express their identities rather than "losing" them. Finally, many speakers claim that they are more than happy with their own identity that has been already well presented via their L1 and they desire

to achieve high competence in their L2 without the demand to maintain it in L2 (Derwing & Munro 2009).

Part 3 – Pronunciation Pedagogy in Asia and Vietnam

2.9 Pronunciation pedagogy in Asia

Pronunciation teaching in Asia is in its infancy compared to the development in other parts of the world, the evidence of which is partially reflected in the relatively small number of published research studies on pronunciation teaching compared to studies on other aspects of ELT in this region. Due to the paucity of empirical evidence, it is difficult to gain a reliable picture of how English pronunciation teaching and learning are currently being conducted in Asia. However, some general trends in pronunciation pedagogy have been uncovered.

Firstly, the absence of pronunciation is clearly evident in curriculum-design processes in several countries including Cambodia (Lim, 2016), China (Robertson 2003; Liu 2011) and Korea (Robertson 2003). Where pronunciation is a part of the syllabus, its limited scope has been noted. The focus of instruction is normally on segmental aspects while supra-segmental features and speech intelligibility are not emphasised and sometimes totally neglected (Deterding 2005; Qi-ming 2011; Robertson 2003). In addition, if textbooks address pronunciation, this content is far from being presented in a holistic manner (Jones & Evans 1995). It should also be noted that in a region where the education systems are known to be test-driven, and where pronunciation hardly ever constitutes a component of examinations (Liu 2011; Idris & Ibrahim 2016; Lim 2016), teachers' and students' attention to pronunciation content can be easily shifted towards the examinable aspects of the curriculum (Liu 2011).

Secondly, obstacles to promoting pronunciation teaching arise from teacher training. Despite the critical role that teachers play in modelling spoken English, they appear to be poorly prepared to teach this sub-skill; in some contexts, they are even reluctant to speak English in class (Le 2011; Robertson 2003). Even in cases where teachers are confident with their command of English and willing to teach pronunciation, they are not properly trained as to how to do so (Robertson 2003). Recently, with the increasing awareness of the importance of pronunciation teaching, pronunciation programs have been included in pre-service teacher training courses in some contexts including China and Korea (Robertson 2003). While teachers may be gaining greater knowledge of English pronunciation, there has yet to be a successful transfer of this knowledge to their teaching

practice (Robertson 2003) despite the highlight of pronunciation in English curriculum (Hui 2008; Idris & Ibrahim 2016). In response to teachers' avoidance or limited instruction of pronunciation, learners in several contexts seem to have developed a certain level of autonomy and seek learning opportunities beyond class as compensation (Liu 2011; Idris & Ibrahim 2016).

Pronunciation teaching has also been hampered by the limited implementation of CLT, despite its endorsement as a principal ELT approach. English classes in the region are normally reported to be large, teacher-centred and content-based, with extensive L1 use, and thus critically limited in their capacity for language practice (Butler 2011; Dash 2002; Forman 2016; Nunan 2003). Thus, the need for meaningful student-centred communicative activities into which pronunciation practice and teaching could be integrated (Celce-Murcia et al. 2010; Morley 1991) is not met. The few studies which have investigated pronunciation teaching practices in some Asian contexts found that if pronunciation is taught, the instruction is normally delivered in the form of "listen-and-repeat" (Hui 2008; Idris & Ibrahim 2016); this has recently been claimed as ineffective (Messum & Young 2012), or at best of marginal effect if used as the only method. Also, the shift of class activities including pronunciation-related activities from teacher-centred to student-centred ones remains to be seen (Robertson 2003). As a result, pronunciation teaching is often evaluated by learners as unsatisfactory in these contexts including China (Liu 2011).

In addition to the above-mentioned obstacles facing pronunciation teaching and learning in Asia, another prominent feature to be noted is an emerging tendency to see Asian learners of English pronunciation as linguistically and culturally distinctive rather than as members of the entire international cohort. In support of this tendency, Robertson (2003) claims the adoption of a one-true-for-all principle in pronunciation pedagogy would be inherently flawed.

Some linguistic research has been conducted in an effort to tailor teaching foci to regional or national needs on the basis of the phonological features found in the spoken English of learners from different L1 backgrounds, and the specific challenges facing them. However, it has been pointed out that learners in Asia share several phonological features in their spoken English irrespective of their first language backgrounds. The first feature is the avoidance of reduced vowels which is found among learners in China (Deterding

2006), the Philippines (Tayao & Lourdes 2004), Malaysia (Baskaran 2004), Vietnam (Nguyen & Ingram 2004; Nguyen & Ingram 2005; Zielinski 2006) and other countries throughout South-East Asia (Deterding & Kirkpatrick 2006). As a result, Asian Englishes are claimed to be characterised as syllable-timed instead of stress-timed as the native varieties are (Baskaran 2004; Deterding & Kirkpatrick 2006; Nguyen & Ingram 2004; Tayao & Lourdes 2004). English spoken in Asia has also been widely reported to feature either the omission of final-syllable consonants (Baskaran 2004; Low & Brown 2005; Nguyen & Ingram 2004; Tayao & Lourdes 2008) and/or their insertion as in China (Deterding 2010) and Vietnam (Nguyen & Ingram 2004; Zelinski 2006). Misplacement of tonic stress and misuse of intonation patterns (Saito 2014) are also found to be common. This is possibly due to the significant phonological differences between Asian languages and English.

On the basis of findings from such linguistic research, some efforts have been made to identify core phonological features to be focused on by learners in parts of the region such as South-East Asia (Deterding 2010), and in specific countries including Malaysia (Rajadurai 2001) and Japan (Saito 2014). Findings from several of the mentioned research all converge at the point that for Asian learners instruction on both segmentals and supra-segmentals are useful; however, a focus on the former has been found to be of significant importance in promoting intelligibility of learners' speech (Deterding 2010; Qi-ming 2011; Saito 2014). As such, these studies serve to initiate a new approach to pronunciation pedagogy in the region, which is less bound to the pursuit of a native-speaker norm, and thus affords more space for regional and national identity to flourish in EFL use.

However, the shift away from adhering to the native-speaker norm is still in progress. On the one hand, some research has revealed positive evidence of appreciation of local varieties as models for classroom instruction (Rajadurai 2001). In some contexts, local teachers' English is appreciated as models, and rated more highly than the models provided by native teachers, particularly when pedagogical efficacy is taken into account (Hui 2008). On the other hand, research findings in several other contexts such as Cambodia and Thailand indicate that though teachers and learners may be tolerant of Asian English varieties and do not identify accented English as a source of unintelligibility (Jindapitak 2015; Lim 2016), the use of materials based on native-speaker models remains. Moreover, the preferred goal of students is still to achieve

native-like English pronunciation (Lim 2016). Lim (2016) also claims that teachers in the context of his research – EFL teaching in Cambodia – seem to be caught between two ideologies: well-established EFL approaches based on native-speaker pronunciation as the goal, and newly emerging ELF. This can possibly be the case in several other contexts in South-East Asia and Asia as well.

Another tendency that has been found in pronunciation pedagogy in Asia is the tailoring of the pronunciation pedagogy to the specific cultural contexts of Asia. Otlowski (1998) once suggested the inclusion of pronunciation into all English programs and at the same time emphasised that these programs should and can be successfully delivered only by native English teachers regardless of their qualifications. While there is no argument about the benefit of the first part of his proposal, there has been much doubt expressed about the latter part when seen from a cultural perspective. Dash (2002) argues that qualified bilingual teachers may benefit learners more to the extent that they possess culture understanding and ability to distinguish phonological features in English and in their native language inventory as well. Robertson (2003) also claims that when native-English speakers are allowed to voice their views about how pronunciation should be taught in the region, then efficacy would be limited due to their insufficient understanding of local cultural norms that may affect different aspects of pronunciation learning and teaching practice. Furthermore, taking into account that learners in the region do not constitute a homogenous cohort, many researchers including Carmicheal (2001) and Robertson (2003) have emphasised the importance of culture as a key factor in teaching pronunciation.

As it is acknowledged widely, the influence of Confucianism in many parts of Asia is profound and this may significantly constrain Asian learners' pronunciation acquisition. First, the learners' reluctance or shyness to speak in class may form an obstacle for them to get involved in communicative activities designed for pronunciation practice. Also, the fear of losing face can be more profound than that of performing poor pronunciation (Fu, Wang & Wang 2012, cited in Goble 2013, p. 59; Robertson 2003). With due attention to such cultural facets, there is a need for the re-consideration of both pronunciation teaching targets and the role of pronunciation teachers within the context of Asia.

Regarding learners' reluctance or shyness, difficulties in conducting holistic activities in pronunciation classes should be fully acknowledged and anticipated. As a matter of fact,

several pronunciation studies have reported that in some contexts a phonemic approach works more effectively for Asian leaners than a holistic approach (Goble 2013). Also, less than accurate pronunciation performance should not be perceived as failure. Globe (2013), from observing pronunciation training in China, suggests that in the context of Asia, taking the role of a teacher in a more traditional sense may benefit learners more than an insistence on taking the role of a facilitator that shifts the hierarchical power in the teacher–student relationship. As such, Robertson (2003) suggests, pronunciation pedagogy should fit in the boundaries of "cultural acceptability" (p. 18), and that this is also the crucial underpinning but much neglected essence of pronunciation pedagogy in Asia.

2.10 Pronunciation teaching in Vietnam

Facing the fact of poor English pronunciation among Vietnamese learners, concerted effort has been devoted to the exploration of its underlying causes. Much of the research conducted to date has thoughtfully acknowledged the interference of L1 phonology in English pronunciation acquisition of Vietnamese learners. Some light has been shed on the phonological distance between the two languages and some pedagogical implications have also been identified (Honey 1987; Hwa-Froelich, Hodson & Edwards 2002; Nguyễn 1970; Nguyen & Ingram 2004; Riney 1988). Initial research efforts have also been devoted to investigating the teachability and learnability of some challenging features of English pronunciation for Vietnamese learners (Cunningham 2009b, 2013), and also to locating aspects of English pronunciation which are critical to improve the intelligibility of Vietnamese learners of English (Zielinski 2006). These efforts, however, are limited and focus primarily on segmentals.

Although English teachers in the country may be well informed about the problematic areas of English phonology for their learners due to findings from a wide range of phonological contrastive analysis studies (Hwa-Froelich, Hodson & Edwards 2002; Nguyễn 1970) or from those that look at the transfer of learners' L1 to their English pronunciation (Nguyen & Ingram 2005; Zielinski 2006), they may not be as well informed about what to do to help their students to deal with these. To generate practical guidelines for pronunciation instruction in this context, it is critically of importance to first understand the current practices of pronunciation teaching with its specific features, strengths and challenges. Factors relating to the stakeholders including teachers, learners,

educational institutions and education authorities should be also taken into account. Unfortunately, there is a paucity of studies in the field of pronunciation teaching in Vietnam that are pedagogy-oriented. The only study of the kind to date, to my knowledge, is Vu's (2016) research. Vu employed questionnaires with students, interviews with teachers and administrators to get insight into pronunciation teaching practice at an English center in Hanoi. She found that despite the importance of English pronunciation that was confirmed by both teachers and students, English pronunciation teaching at that center was facing many obstacles including the limited time for pronunciation, the lack of teaching material, teachers' uncertainty in teaching pronunciation, which is especially due to the lack of teachers' knowledge of how to teach this aspect.

Not only poorly-guided in terms of how to teach pronunciation, teachers of English, as noted in studies in Vietnamese ELT in general, seem also to face a curricular constraint when pronunciation is not a part of the curriculum and not tested given that the focus of examination is mostly on lexico-grammar (Hoang 2010). In such a scenario, instruction on pronunciation teaching, if occurring, may be highly textbook-dependent as textbooks are the handiest sources of assistance teachers can rely on in the face of any limitations in their capacity to afford teaching, or in compensation of curriculum neglect. This is highly possible given that we are in an era of "textbook-defined practice" (Akbari 2008, p. 647), and especially in EFL contexts, where "the textbook is curriculum" (Forman 2016, p. 155).

When speaking of textbooks regarding pronunciation instruction in Vietnam, it should be noted that in the country there are two types of textbook: the locally-developed textbooks for lower levels of education, and Western imported textbooks for tertiary education (Hoang 2010). As for the latter, the choice of textbooks depends on each educational institution. However, those materials are all from the English-speaking world, predominantly from Britain or the U.S, and thus follow the native-norm approach. The integrative nature of those textbooks means that pronunciation is incorporated as one among several other components such as grammar, listening, speaking and reading. The extent to which textbooks are exploited as a source of pronunciation teaching materials at the tertiary education level in the country, the extent that pronunciation-related textbook contents facilitate or challenge teachers' pronunciation instruction, is unsurprisingly under-researched to date, and would require more investigative attention.

All in all, attributing phonological distance between English and Vietnamese as the primary cause of problematic pronunciation among Vietnamese learners is understandable but hardly sufficient as a way to develop a satisfactory approach for pronunciation teaching for Vietnamese learners. Thus, what this thesis aims to do is to bridge this gap: making classroom pedagogical practice available for analysis, which then serves as a realistic platform for discussing pedagogical implications and innovations.

Chapter Three – Methodology

3.1 Introduction

This study explored pronunciation pedagogy at university level in Vietnam, an area of TESOL that is arguably a major factor in the struggle of Vietnamese learners to communicate successfully in English; it, however, has attracted little attention to date and is often neglected in the curriculum. As a teacher of English in Vietnam for more than a decade, I have observed that instruction on pronunciation is strongly dependent on both the importance placed on it and the pedagogical approaches enacted by individual teachers. By investigating pronunciation pedagogy at university level in Vietnam, I aimed to contribute to a better understanding of this domain of Vietnamese ELT and thus inform the development of pronunciation pedagogy in Vietnam and other similar countries.

As outlined in Chapter One (Introduction), this study focused on four research questions as follows:

1. What degree of importance is placed on pronunciation learning and teaching by both teachers and students at a metropolitan university in Vietnam?
2. Which varieties of English do teachers and students regard as appropriate teaching models; and which varieties of English do teachers and students prefer as pronunciation goals for EFL?
3. What are the techniques and foci of pronunciation teaching?
4. What opportunities and constraints for pronunciation teaching and learning characterise the EFL classes in the Vietnamese university?

This chapter describes the methodology and methods I used in this research. Starting with the explanation of principles of research design in general and the design of this current project in particular, I then describe a qualitative researcher's roles. Following detailed documentation of methodological steps that were taken in data collection and analysis is a brief introduction of the theoretical frameworks the data analysis draws upon. This chapter concludes with some discussion of ethical issues relating to the conduct of this study.

3.2 Research design

The following subsections outline and discuss the approach, orientation and paradigm adopted in the design of this research.

Research approach

A traditional way of distinguishing between different research approaches has been to categorise them as either qualitative or quantitative. However, this distinction has been claimed as too simplistic and naïve because it is rare for researchers to strictly follow one tradition without "simultaneously assuming methods and values" of the other (Reichardt & Cook 1979, p. 232). Chaudron (1988) describes four approaches in applied linguistics. Psychometric and interactional analysis are typical for quantitative research while discourse analysis and ethnography involve mainly qualitative and descriptive methods. R.Ellis (2008b) adds a fifth, conversational analysis. Nunan (1992) adds three further research approaches that are common in language learning research: case studies, classroom observations and introspection.

This study mainly drew upon the principles of case study research. Yin (2013) provides a "twofold" definition of a case study:

1. A case study is an empirical inquiry that investigates a contemporary phenomenon (the "case") in-depth within a real-world context, especially when the boundaries between phenomenon and context may not be clearly evident (p. 16).
2. A case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis (p. 17).

This case study utilised and triangulated multiple sources of data, including interviews, group interviews, which is not uncommonly called focus groups in ELT research, survey questionnaires and document analysis. The data was collected from teachers and from students of different levels of English proficiency at a university in Vietnam. This research design allowed themes to emerge that were either anticipated based on theoretical propositions, or became of interest to the researcher.

In addition, the current project involved ethnographic methods to some extent. It was conducted in the natural settings of English-language classrooms, using "uncontrolled" observations (Chaudron 1988) and descriptions of classroom life. Additionally, participants' experiences and perceptions of English pronunciation pedagogy were elicited in their first language and interpreted within the cultural and educational context of Vietnam. To obtain multilayered descriptions and interpretations of pronunciation teaching and learning in this context, I collected data on, and analysed the views and practices of, both teachers and learners from classes of different proficiency levels. However, this case study does not claim to provide a comprehensive account of pronunciation teaching and learning in Vietnamese ELT contexts, nor does it claim findings that could only be possible through a longitudinal study.

Research orientation

Research orientations illustrate different purposes of enquiry, the kinds of knowledge a project aims to establish and the contributions it aims to make. Identification of research orientation is important because it determines methods of data collection, data analysis, interpretation and recommendations arising from the study.

Cumming (1994) places the multiple research orientations in TESOL into three principal categories based upon their purposes: descriptive, interpretive and ideological. The present study is interpretive in its nature as it explores teachers' and students' classroom practices, and interprets the significance and quality of their pedagogical experiences in the context of specific social and curricula frames.

Research paradigm

The term "paradigm" was introduced by Kuhn (1962) in his book *The structure of scientific revolutions*. According to Kuhn, a paradigm is the collection of underlying assumptions, beliefs and values that are shared by a community of researchers and is the intellectual structure on which their research inquiry is based. Since Kuhn first used the term, researchers have provided different meanings of a research paradigm. For example, Creswell (2009) and Patton (1990), among others, see paradigm as a worldview, while Guba (1990) defines paradigm as "a basic set of beliefs that guides action" (p. 17). Such expressions point to the assumptions about the nature of reality (ontology) that these researchers bring to their research, the nature of their knowledge and their ways of

knowing (epistemology), and the ways they know the world and gain further knowledge of it (methodology) (Gall, Borg & Gall 1996). As such, a research paradigm functions to frame the roles of researchers and the conduct of their research.

In classic Second Language Acquisition (SLA) research, there are two forms of inquiry: scientific and naturalistic. As pointed out by Guba and Lincoln (2005), scientific inquiry is influenced by positivist and post-positivist paradigms, which draw on the view that reality is "real" and "apprehendible" (p. 195) and knowledge is independently "out there" and value-free, to be explored by knowers. Scientific inquiry tends to focus on causal relations and targets generalisation, which is not time or context dependent. Related research mostly involves quantitative methods.

By contrast, naturalistic inquiry draws on the interpretivist paradigm, which views reality as multiple, holistic and co-constructed. Knowledge is considered to be subjective, contingent and co-created; thus, knowledge and knowers are interactive and inseparable. Naturalistic inquiry is typically pursued through qualitative research approaches (Guba & Lincoln 2005).

The present study took the form of a naturalistic inquiry. It neither sought to make generalisations nor aimed to intervene in classroom practices. With knowledge seen as constructed by both researchers and participants and profoundly contextual, it aimed to generate an in-depth understanding of how English pronunciation pedagogy may be seen as a process of interaction between interrelated factors rather than as the product of a particular causal relationship. Qualitative methods of data collection and analysis were therefore considered the most suitable.

Although a naturalistic approach was adopted, the study also included a small amount of quantitative data collected from survey questionnaires whose findings were then used to inform the further exploration into students' perspectives of pronunciation pedagogy through focus groups. Other qualitative-oriented ELT case studies (Baker 2011; Hawkey 2006) have employed questionnaire data to explore English-language pedagogy from students' perspectives. The combination of quantitative information (questionnaire data) and textual information (interview, observation, document review data) may strengthen research to the extent that the former adds precision while the latter enhances explanatory

power of research with rich detail. Thus, a combination of qualitative and quantitative methods can allow multi-level analysis of complex issues (Dörnyei 2007).

3.3 The design of this project: a qualitative case study

Qualitative case studies prioritise happenings rather than causes, the interpretation of events and relations rather than measurable data (Eisner & Peshkin 1990). A qualitative case study approach enables researchers to use different research methods, and one of its major strengths is its capacity to present multiple viewpoints and support different interpretations (Adelman, Jenkins & Kemmis 1976). It also enables a holistic approach to the treatment of phenomena by drawing on multiple sources of information from multiple participants (Stake 1995).

According to Yin (2013), a case study can involve a single case or multiple cases. The current research involved the single case of a university in the North of Vietnam with English pronunciation pedagogy as the primary unit of analysis. The qualitative case study approach was adopted because it enabled the capture of what happens in English language classrooms regarding pronunciation teaching and learning in the real-life context of the university. Two different qualitative data collection methods were used to provide a richly nuanced and holistic picture of the case: classroom observation provided slices of classroom reality, while interviews and focus groups provided multilayered perspectives of different participants' experiences of what was happening. These methods took into account the fact that the processes of people's thinking about and evaluation of an event or a phenomenon are by no means straightforward; they are highly situation-bound and may expose significantly different levels of depth depending on what the participants happen to take into account and the perspectives they bring. It was not unusual to find during the data collection and analysis that participants reported contradictory opinions regarding a single event. Therefore, the opportunity to obtain participants' views in multiple instances through multiple methods provided richness and deeper insight into their experiences.

According to Stake (1995) and Morse et al. (2008), it is the researchers' data collection and analysis procedures that ensure the rigor of a qualitative case study. Like other forms of qualitative research, a qualitative case study may exhibit limited capacity for generalisation but it may, nevertheless, gain strength through the richness of data and the

holistic approach of interpretation which serve to "sophisticate the beholding" of the world (Stake 1995, p. 43). To strengthen its own trustworthiness, qualitative research may seek to achieve triangulation of data in order to reduce possible shortcomings of subjective interpretations and secure an in-depth understanding of the phenomena under investigation. The next section discusses the use of triangulation to ensure rigor in this study.

Triangulation

Triangulation, as defined by Denzin (1978), is a validation strategy when researchers study a phenomenon from different perspectives with the combination of different methodologies. However, it is cautioned that the purpose of triangulation is not to reach consistency across different data sources or approaches; in fact, inconsistency can be seen as an opportunity for researchers to deepen their understanding of data (Patton 2002). Patton (2002) discusses four types of triangulation: data sources, evaluators, perspectives on the same data set, and methods. In the current study, triangulation is gained via the use of multiple data sources, which is claimed to increase the overall quality of case studies (Yin 2013). That is, data collected via multiple data collection methods and from multiple participants (both teachers and students) were triangulated to formulate the case study's findings.

One set of data was collected from students in the first stage of the study via survey questionnaires. Salient themes that emerged from the survey data served as a guide for exploring learners' perspectives of pronunciation pedagogy in more depth through four follow-up focus group interviews.

Data from teachers were collected through two rounds of interviews. The first round of interviews was conducted prior to the first set of class observations at the beginning of November 2015. The second round of interviews was conducted approximately four weeks later at the beginning of December 2015 and after class observations, which allowed the capture of recalled classroom events and the clarification of teaching points. Classroom observations were also utilised to provide another source of information, which enabled the comparison between participants' views and their practices.

The main purposes of triangulation

The triangulation of these different data sources was essential for achieving the two main aims of the current research: *1) the exploration of pronunciation pedagogy from both teachers' and students' perspectives;* and *2) the investigation into both teachers' perspectives and their classroom practices.*

The investigation into both teachers' and students' perspectives

Research in SLA that looks at the belief systems of both teachers and students strongly indicates that teachers and students may hold disparate notions in different aspects of language teaching (Bell 2005; Brown 2009; Horwitz 1985, 1988). While the intersection of teachers' and students' beliefs and expectations can contribute to the enhancement of learning and instruction effectiveness, the mismatch between the two sets of expectations can be a source of discouragement for students in language learning (Kern 1995; Schulz 1996).

In the field of pronunciation pedagogy, Pawlak (2005) suggests that learners' contributions to the success of pronunciation pedagogy may be of more significance than all other resources, including teaching methods, teachers' devotion, state-of-the-art materials, and cutting-edge educational facilities. It may therefore be argued that efforts to improve pronunciation teaching efficacy in EFL would yield better results if attention was given to learners' beliefs and expectations, and to the intersection of these with those of teachers.

Nevertheless, while reviewing research on pronunciation pedagogy since the 1980s, Kanellou (2011) points out that most of the studies are based on either teachers' or learners' views and rely on questionnaires as the sole means of data collection. A few more recent studies report both teachers' and students' accounts and utilise different sources of data, for example, those of Baker (2011) in ESL context of the US, and Kanellou (2011) and Al-ghazo (2013) in the EFL contexts of Greece and Jordan respectively.

As mentioned already, in this study data were collected not only from different sources (teachers and students) but also via multiple methods. These multiple sources of data

allow the depiction of the multi-layered and multi-angled reality of pronunciation pedagogy practices of a Vietnamese university.

The exploration of both teachers' perspectives and their classroom practices

This study examines teachers' perspectives on pronunciation pedagogy in their context through interviews, and their practices through classroom observations. The relationship between what teachers know and believe, and their practices, has been the focus of many studies in education, including language education. These studies have been presented as studies of teacher cognition in relation to practice (Baker 2011,2014; Borg 2003) and in some other cases as teacher beliefs in relation to practice (Basturkmen 2012; Tabachnick & Zeichner 1986). Teacher cognition encompasses a large spectrum of mental constructs, including knowledge, beliefs, perceptions and attitudes, which are "dynamic", "defined and refined on the basis of educational and professional experiences throughout teachers' lives" (Borg 2006, p. 35). Each notion of teacher cognition has been investigated to a different degree in both mainstream education and language teaching. A particular interest among researchers in this field has been the correspondence of different aspects of teachers' cognition and their teaching practices (see Basturkmen (2012) and Borg (2003) for reviews). Research findings consistently indicate that teachers' cognition has a powerful impact on their practices; however, what teachers say they know or believe is not always enacted in their classrooms (Borg 2003).

In the field of English pronunciation teaching, aspects of teacher cognition that have been focused upon include teachers' beliefs regarding English models for the classroom (Jenkins 2007; Sifakis & Sougari 2005), teaching techniques (Hismanoglu & Hismanoglu 2010) and features of pronunciation (Saito 2011). None of these studies examines the interplay between teachers' beliefs and their classroom practices. Moreover, most rely solely on questionnaire data, with a few based on teacher interviews. Two notable exceptions in which different aspects of teacher cognition are examined in relation to their classroom practice are the studies by Al-ghazo (2013) and Baker (2011).

To understand the complex ways teachers' perspectives are related to their classroom practices in pronunciation instruction, the inclusion of both classroom observations and teachers' self-reports via interviews is integral to the current study.

3.4 Case study researcher's roles

Qualitative case study researchers offer possible ways to interpret data. A researcher can play multiple roles, for example, teacher, interpreter and observer, and the emphasis on each role can be adjusted continuously according to the researchers' decisions (Stake 1995). This section explains the roles of the researcher in the current study.

Construction and co-construction

The qualitative researcher has been depicted as a "Jack of all trades" or "a kind of professional do-it-yourself person" (Lévi-Strauss 1996, p. 17), or a filmmaker, those whose practice is "pragmatic, strategic and self-reflexive" (Nelson, Treichler & Grossberg 1992, p. 2). In other words, a qualitative researcher flexibly deploys whatever methods, techniques, tools and empirical materials are available in the context of the research (Becker 1998), and puts slices of reality together into a logical unity that answers the questions asked. The qualitative researcher is also seen as the "creator" of knowledge rather than simply an "eye-witness" of a phenomenon (Brodkey 1987, p. 112). However, an important assumption is that the knowledge created by a qualitative researcher is not only interpretive; it also invites interpretation from its readers.

Additionally, qualitative research champions the interactions between researchers and both the phenomena and other people in the research setting. The process of knowledge creation can be seen as a co-construction process. The term "co-construction" here is used in a similar way to Forman (2005); it represents the multi-directional nature of researcher–participant interaction, in which not only collaboration but also resistance, opposition and avoidance all comprise parts of the knowledge-constructing process. In the current study, my data analysis and findings pay due attention to the participants' perspectives. In Brodkey's (1987) words, I am creating a "story" of classroom life by analysing participants' words, actions and views of what is happening.

Outsider/insider

A challenge for me as a researcher has been to find a middle road between distancing myself sufficiently from the participants' perspectives and penetrating deeply enough to gain an in-depth understanding of them. Such questions about the status of the researcher as an outsider/insider are often raised in relation to ethnographic research.

In the current study, I was both an insider and an outsider. Before commencing my doctoral candidature in Australia, I had been working at the university where the research was conducted for five years; by the time I returned for the data collection, I was still known as a lecturer of the university. Among the ten participating teachers, I had worked with eight for five years, and two others for two years; and three of the ten are friends with whom I kept in frequent contact during the two years I was away. To these teachers I was an insider. To the student participants, whom I had never met before, I was an outsider, known as a former lecturer in the English Department who was doing a research course overseas. As a researcher, this renewed relationship with the site presented me with advantages in two ways.

First, the teacher participants considered me as someone from the inside and my long time relations with them as a colleague strengthened their trust in me. However, by seeing me as an insider, these participants would sometimes skip valuable details that were perceived as already shared information and beliefs. For this reason, I frequently reminded them to be as detailed as possible in their replies because my research was intended for readers who would have no idea about the research context. It was also possible that my previous knowledge of the site would, to some extent, contribute to my bias as a researcher. It was therefore important to keep my ears and eyes open and attempt to report phenomena from an outsider's perspective.

Second, the student participants knew about me as a former lecturer at the university who was not currently working there. This insider-and-outsider status was useful. Considering me as a teacher/lecturer meant the students' trust was strengthened. However, knowing that I was not teaching at the university during this study created a safe space for students to express more freely what they thought and felt.

3.5 Data collection, theoretical frameworks and data analysis

This section first provides some description of data collection steps, which is followed by a brief introduction of theoretical frameworks upon which the data analysis draws. The section ends with a narrative of the procedures of data analysis.

3.5.1 Data collection

To explain better the process of data collection, some information of the site and participants are provided first. The collection of data from teachers and students then is described separately; in each section, methods utilised to collect data from each group of participants are explained in detail.

Setting

The site chosen for this study is a private university in Hanoi city that offers major studies in areas other than English language studies. I considered two main criteria when choosing it. First, it was convenient. Following Stake (1995), a site can be selected for reasons of convenience when it facilitates the researcher's access and maximises their learning. My long working relationship with the university helped me to gain access to the site and obtain strong support from the Head of the English Department and my teacher colleagues.

Second, the case was chosen for its uniqueness; it is one of Vietnam's leading universities within the private higher education sector. The university provides good facilities for language pedagogy, including but not limited to soundproofed classrooms, projectors, a high-quality sound system, a laptop for each student, unlimited Internet access, and a well-resourced library. An additional strength is its strong institutional emphasis on English language education. An English preparation course of six months is designed for students whose English proficiency is lower than IELTS 5.5 (TOEFL 46-59) at entrance. This course aims to prepare students with sufficient English to study selected subjects of their majors through the medium of English and, more importantly, to become competitive in the global job market after graduation. The university presents a prospective model of English training for other private and, possibly, public universities in Vietnam.

Participants

At the time of the data collection, the English Department had 17 full-time teachers, three of whom were from the Philippines. Because the Vietnamese teachers of English often outnumber teachers from overseas at this university and in Vietnam generally, foreign teachers were excluded from the current project. When entering the site, I expected

between six and eight teachers to participate. However, ten showed interest, thus allowing a larger number of teacher participants in the study. As noted previously, all ten teachers had been my colleagues for a while. They all had achieved their master's degrees in TESOL either from a domestic or an overseas higher education institute or university. The participants' ages ranged from 30 to 40 years.

I recruited student participants for focus groups and survey questionnaires from volunteers in the classes I observed. The students were from a range of study majors, including Computer Engineering, Telecommunication, Business Administration, Finance and Banking, and they were attending the English preparation course at different levels (Elementary – Topnotch 1 (TN1); Pre-intermediate – Topnotch 2 (TN2); and advanced level- Summit 1 (SM1)). I first delivered a survey questionnaire to three classes of 30 students each, and later sought out volunteers from these classes to take part in focus group interviews.

Teacher data collection

The methods used for teacher data collection included semi-structured interviewing and classroom observation.

Semi-structured interviews

Semi-structured interviews are conducted on the basis of a general guideline of what to focus on rather than on a list of predetermined questions (Nunan 1992). This form of interview can create a stronger sense of control for interviewees and more freedom for the interviewers to follow emerging issues and topics where appropriate. Dowset (1986, cited in Nunan 1992) considers semi-structured interviewing as a potential technique for obtaining profound insights into participants' beliefs and thought processes.

I conducted two rounds of semi-structured interviews with each teacher. The first round took place prior to the class observation and during the first two weeks of November 2015; the second round was five weeks after the first when all class observations had been completed. The second interviews were mainly intended for member checking, and to give me a chance to explore in more depth the issues raised in the first interviews. Coming after the classroom observation, the second-round interviews also enabled me to seek explanations/clarifications about questions emerging in relation to the classes observed.

As a researcher, sharing the first language of the participants, Vietnamese, provided me with a significant benefit. Although the teachers were all expert speakers of English, interviews conducted in their second language could have presented some barriers to them responding in full, especially given the in-depth discussion that ensued. For this reason, Vietnamese was selected as the language of the interviews.

Classroom observation

The classroom is where pedagogical ideas are realised and is a primary location for student interaction and learning development. Classroom observation is essential in any research that aims to explore classroom practice as it may serve as a "reality check" for second-hand data from teachers' and students' self-reporting (Cohen et al. 2013, p. 4).

I used classroom observation to search for an in-depth understanding of teachers' and learners' actual behaviours relating to pronunciation pedagogy in their natural setting. In every class, I was introduced to the students as a guest who was attending the class for research, not for the purposes of judging or assessing teachers' and students' performance. Observations took place in two classes of each interviewed teacher, with each observation lasting approximately 90 minutes. Altogether, I observed and analysed approximately 30 hours of lesson time taught by ten teachers.

When observing the class-rooms I did not predetermine the observation data structure. The focus of my class attendance was to capture any potential pronunciation related activities and features that could contribute to the understanding of how pronunciation pedagogy might interact with and be impacted by the classroom ecology. To lessen the level of invasiveness that could distort authentic disclosure of information, audio recording was utilised instead of video recording; important visual information was captured in the field notes. In addition, I used the field notes to record the structure of each lesson and to mark the presence of pronunciation related content within that frame.

All observed classes were conducted in similar-sized, 40-square metre, air-conditioned rooms with good soundproofing. The maximum number of students in each class was 30. Two audio recorders were used to catch the teacher's voice as well as students' interactions; one was placed on a front-row desk and the other on a back-row desk. The audio recordings were of good quality.

Despite measures to reduce invasiveness, my observation was overt rather than covert; thus it is possible that my presence in class had some impact on teachers' and students' performances.

Student data collection

The methods employed for student data collection include questionnaires and focus group interviews.

Questionnaires

Questionnaires are widely used in research that investigates language phenomena, especially when collecting information from learners' perspectives. The strengths of this method include time and cost efficiency in data collection (Brown 2001; Dörnyei 2003; Gillham 2000) and data processing (Dörnyei 2003, 2007). In addition, it can also allow researchers to collect large amounts of data from diverse population groups and locations (Brown 2001). My questionnaire was designed mostly on the basis of Likert-scale items aimed at eliciting information about students' perception of the importance of English pronunciation, pronunciation instruction efficacy, their learning habits/activities and their preferred English pronunciation norms and targets. I delivered a brief questionnaire to three of the observed classes, each of which was chosen randomly from one level that I observed. The questionnaire was designed to be completed in 15 minutes and paper-based. Eighty-seven completed questionnaires were returned from 90 delivered.

Focus group interviews

Questionnaires have been criticised for the superficiality and simplicity of data collected (Brown 2001; Dörnyei 2003, 2007; Gillham 2000). However, I employed focus group interviews to provide information from the perspective of generating a deeper insight into learners' beliefs and thinking processes. Thirteen students from three different levels of English who showed interest in participating were arranged into four focus groups: one advanced group (four students), two pre-intermediate groups (three students each) and one elementary group (three students). All participants in each group were volunteers from the same class; this was arranged in order to create a more relaxed atmosphere among peers and to encourage students to express their thoughts confidently. All focus groups were conducted in Vietnamese and audio-recorded.

3.5.2 Theoretical Frameworks

In an effort to examine pronunciation teaching/learning as a complex phenomenon from different perspectives, the analysis of data was based on a number of different frameworks, which are described below.

The theoretical approach of data analysis: socio-cultural approach

Research on pronunciation pedagogy in recent decades has mostly been based on either cognitive or socio-cultural approaches. The cognitive approach seeks to understand the acquisition of language in terms of the mental presentations and cognitive processes underpinning language learning. Borrowing from Property Theory (knowledge of an L2 and how this knowledge is presented) and Transition Theory (how the L2 knowledge is acquired), Cummins (1983), Gregg (1993) and N. Ellis (1998) claim that SLA theory is complete only if it consists of both Property Theory and Transition Theory. From this perspective, the cognitive approach to pronunciation pedagogy highlights input, language experience (both exposure and practice) and the ways in which instruction is effectively tuned to learners' cognitive development. Cognitive research on language pedagogy relies on large corpora of natural language collected via longitudinal observations, strictly controlled laboratory experiments and simulations in order to establish validity (N. Ellis 1999).

The socio-cultural approach in the study of language learning and development emerged from Vygotsky's theory of human consciousness (Lantolf 2000). According to the socio-cultural theory (SCT) of human development, human cognitive processes take place through human's "participation in cultural, linguistic, and historically formed settings" (Lantolf 2000, p. 197). SCT highlights two central notions: *mediation* and *internalisation*. Through interaction, human mental processes are materially and socially mediated, and we gain more control over them through the process of internalisation, which refers to the "organic connection between social communication and mental activity" (Yaroshevsky 1998, cited in the words of Lantolf 2000). Internalisation is thought to take place when interaction occurs within the learner's zone of proximal development (ZPD) (Vygotsky 1978).

SCT has been extended to SLA by Lantolf and Appel (1994) (see also Lantolf 2000; Swain 2000). From a socio-cultural perspective, L2 learning occurs as learners use the

target language to interact and collaborate with other people. The conceptualisation of ZPD in the context of SLA includes both expert–novice and novice–novice interactions (Lightbown et al. 2006).

In the current study, I considered the learning process within its social and material environments. Although the actual classroom events and teaching techniques observed and reported in my data may be informed by different theories and traditions of human cognitive development, in the process of data analysis, I looked at pronunciation pedagogy as a process in which learning is achieved through teacher–student and student–student interactions in the material and cultural environment within and beyond classrooms. For this reason, SCT was helpful for my data analysis.

Communicative Language Teaching

I also used in this study another framework grounded in SCT: CLT. As indicated in the Literature Review (Chapter Two), the CLT framework has been advocated as a set of principles to guide ELT practices in the world for some four decades. Even though it has evolved over this time in response to changes in views of L2 learning it still poses a challenge to ELT in Vietnam.

The CLT approach can be considered a comprehensive set of principles that determines teaching goals, the nature of learning and how to facilitate it, as well as the roles of teachers and learners in L2 teaching. In its most current view, CLT targets learners' communicative competence and highlights the meaningful interaction aspect of learning communicative competence (Littlewood 2014; Richards 2005; Savignon 2007). CLT proposes a wide range of activity types, including pair work, group work, role-play and project work, to enhance the chances of interaction and collaboration. From the perspective of CLT, learners are unique socio-psychological individuals who actively participate in pedagogical processes and co-construct knowledge rather than passively receive it. In addition, teachers are considered mediators of learning processes rather than knowledge holders and models for students' production of error-free speech and written products (Richards 2005).

Lingua Franca Core (FLC) and Native English as Lingua Franca (NELF)

In seeking an appropriate approach for pronunciation pedagogy in the context of global Englishes, Jenkins (2000, 2002) proposed the Lingua Franca Core (LFC) framework. More recently, Szpyra-Kozłowska (2015) introduced another framework called Native English as Lingua Franca (NELF). While both frameworks target the same general goal of intelligibility for English pronunciation pedagogy, their approaches to achieving this goal are different. As indicated in the literature review (Chapter Two), Jenkins proposed a system of core features of native English that are necessary to ensure intelligibility. Szpyra-Kozłowska argues that instead of taking the core features out of the whole body of a certain native accent, a native English accent as a complete system should be chosen as the model for English classes, while the core of pronunciation instruction should focus specifically on L1–L2 juxtaposition.

Regarding the goals and models for pronunciation pedagogy in this study, my analysis of data from all sources draws on these two frameworks; this is to assist with analysing the pedagogical implications of teachers' views and practices in terms of the selection of English models.

My study has therefore been framed by a number of theories. I selected a broad approach because the phenomenon under investigation – English pronunciation pedagogy – is "complex and multi-faceted" (Edwards & Westgate 1994, p. 59) and thus requires to be seen from different views.

L2 Motivational Self System

Learner motivation is one of the key dimensions of individual differences in SLA research, and this is reflected in the large number of publications on this subject (Boo, Dörnyei & Ryan 2015). Questions of learner motivation have emerged in my study as well, particularly in relation to the disparity between the teachers' and learners' views on the learners' motivation to improve their pronunciation skills,

In the analysis of learners' motivation and learning targets in English pronunciation, I draw on the L2 Motivational Self System (Dörnyei 2005). Dörnyei built on the earlier concept of integrative motivation posited by Gardner (1985, 2001), which refers to a language learner being motivated to get closer to the L2 community. However, what this

L2 community is for the EFL learner poses some difficulties, and this is what Dörnyei tried to address in his L2 motivational self system work, which looks at learners' motivation within what Dörnyei and Ushioda (2009) calls a *self*-framework that draws on psychological research on self and identity. The two central concepts of the theory are the *Ideal L2 Self* and the *Ought-to L2 Self.* The first concept refers to the "L2-specific facet of one's ideal self" (Dörnyei 2005, p. 106), that is, if one's "ideal self" entails using the L2, then this becomes an important motivator for learning. The second concept, Ought-to L2 Self, concerns the attributes that one believes one should possess to avoid possible negative outcomes. One antecedent of the Ideal L2 Self is the attitude towards the L2 and the L2 speaker community, so the concept correlates with the traditional integrative motivation proposed by Gardner but is broadened so that it is applicable in situations where integration with native English speakers is impossible or identification with members of the L2 community is not expected to occur, at least in the immediate future (Dörnyei 2005).

3.5.3 Data analysis

The analysis of qualitative data, according to Miles and Huberman (1994), consists of three concurrent flows of activities: Data Reduction, Data Display, and Conclusion Drawing and Verification. Data Reduction is the process of making sense of data by selecting data to code, and then explaining, transforming and organising the data. When researchers make methodological decisions about conceptual frameworks, cases and data collection approaches, a process of "anticipatory data deduction" (p. 10), including coding, can even precede actual data collection.

Data Display overlaps with Data Reduction to the extent that it is also part of the process of making sense of data; however, it is a further stage in which organised data is presented in "an immediately accessible, compact form (Miles & Huberman 1994, p. 11) that enables analysis or conclusion drawing. Data Displays may include matrices, graphs, charts and networks. Similarly, Conclusion Drawing and Verification are two inseparable parts of data analysis and they can be interwoven. Between these, the process of Conclusion Verification can occur in many instances ranging from some seconds of re-thinking to a lengthy review of data with extensive efforts (Miles & Huberman 1994). In summary, all three flows of activities are recurrent and complement each other.

The main method of qualitative data analysis I used in the current project is thematic analysis. This method highlights the use of a system of codes, which can be a "list of themes; a complex model with themes, indicators, and qualifications that are causally related; or something in between these two forms" (Boyatzis 1998, p.4). A code list can be developed inductively from raw data or deductively from theoretical frameworks and prior research. In this study, the code list was developed inductively rather than deductively, that is, coding drew upon raw data collected and the process was implemented alongside and after data collection.

Interview data analysis

The two rounds of teacher interviews were conducted in Vietnamese, audio-recorded and then transcribed in full by me. All together there were 11 hours of interviews. The transcriptions were read several times, and the comparison between the data collected from the teachers revealed 29 recurring motifs. Some of these motifs were discussed by all teachers (6 motifs) or the majority of participants (15 motifs), while five were mentioned by only one teacher, one was discussed by two, and another by three teachers. Nevertheless, the motifs that surfaced in the interview data of a minority of participants either raised matters of interest or matched the student data and classroom observation data and were retained for analysis. The 29 motifs were later categorised into four major themes. When data from teachers' interviews had been matched with other data sources, selected interview excerpts were translated from Vietnamese into English.

Survey data analysis

As indicated in Section 3.2, the purpose of survey questionnaires in this research project was to provide guidelines for the more in-depth discussions with students in the focus groups. As the survey data comprised a small part of the data, the results of the questionnaire were tabulated and analysed manually using Excel and then categorised in predetermined themes.

Focus group data analysis

In a similar procedure to that used in the analysis of the teacher interview data, the four focus groups were audio-recorded and then transcribed in full. The transcription of almost four hours of discussion was read several times and revealed 33 motifs, which were then

clustered into five major themes. Data from the focus groups were analysed and compared with those collected from the survey questionnaire and teacher interviews to bring out sharp contrasts, similarities and complementary information.

Classroom data analysis

The audio recordings of the classes each teacher taught were played several times. Field notes played a guiding role in helping me to locate and focus more on relevant parts of the lessons I attended. Classroom data was analysed with two foci in mind: to support/check motifs found in the data from teacher interviews and from students (including survey questionnaires and focus groups), and to reveal unreported patterns in other data sources. In this way, the process of classroom data analysis was guided, but not framed, by previously found patterns. During this process, I made several attempts to link classroom procedures and events with what teachers reported and to interpret them using the theories outlined above, namely SCT, CLT, Systemic Functional Phonology, FLC and NELF.

Classroom data analysis, besides testing and providing supplementary information for the motifs/themes uncovered in the student and teacher data, also revealed four new motifs relating to teachers' pedagogical techniques and feedback strategies. I translated into English sections of those manuscripts that were interesting or contributed to building up fuller and more vivid pictures of English classes.

3.6 Ethical issues

Important ethical issues in the current research were to respect participants' rights, feelings and anonymity when participating in the project. As indicated above, one of my advantages in conducting this research was the existing collegial rapport I already had with the teacher participants. Even so, I was aware the research subjects may feel tense and uncertain. I therefore took every chance before the data collection to clarify with all participants the exploratory nature of the research, and that it was not by any means an assessment of the teachers' and students' practices.

In accordance with the requirements of the Human Rights Ethics Committee of the University of Technology Sydney, I prepared four consent forms. Each teacher and student signed a consent form for audio-recorded class observations. A third form

recorded each teacher's permission for two rounds of interviews. The fourth was needed to gain each volunteer student's agreement to participate in a focus group (see Appendices 4-7 for copies of the consent forms). All consent forms were translated into Vietnamese to ensure that the information was clear to participants. In addition, I also reminded the participants that it was their right to withdraw from the research at any time.

I obtained ethics clearance from the Human Rights Ethics Committee, University of Technology Sydney, with ethics approval number UTS HREC REF No. 2015000416.

3.7 Conclusion

This chapter outlined the research methodology I adopted for this study of English pronunciation pedagogy at university level in Vietnam. After first documenting the principles of my research design, I argued that a qualitative case study involving the use of triangulation of different data sources was suitable for my aims. I also identified and explained the theoretical resources that I used to analyse the data. These included elements of the Socio-cultural Approach to Language Learning, Communicative Language Teaching, Systemic Phonology, Lingua Franca Core, and Native English as Lingua Franca. The chapter concluded with a discussion of the ethical issues I considered in the design and conduct of this research.

Chapter Four – Values of Pronunciation Teaching/Learning

In the field of ELT, the interplay between student and teacher beliefs and their learning/teaching behaviours have been intensively researched. Students' beliefs in language learning have been examined in relation to different aspects of learning including learners' readiness for autonomous learning (R.Ellis 2008a), the development of L2 proficiency (Cotterall 1995) and their learning practice (Wenden 1987). Research efforts have also focused on the interaction of teachers' beliefs and their teaching practice (Basturkmen, Loewen & Ellis 2004; Borg 2006, 2011; Breen et al. 2001; Phipps & Borg 2009). Importantly, SLA researchers also express caution that failure to critically analyse how teachers' and students' belief systems intersect can limit learners' satisfaction with courses (Kern 1995), generate anxiety for learners (Horwitz 1990) or even lead to discontinuity of learners' language study (Schulz 1996).

This chapter examines one area of teacher and learner beliefs in the Vietnamese EFL context, namely, the values they each place on the teaching and learning of English pronunciation. The three main sources of data are the questionnaires, interviews with teachers, and focus group discussions with students; however, classroom data is also examined where relevant. Although pronunciation teaching and learning was highly appreciated by both teachers and students, in this study, too, there are some discrepancies between the students' own valuing of pronunciation learning and the teachers' perception of the values students place on learning this aspect of their L2. This mismatch of perception may be limiting the extent to which teachers assist students to maximise their learning potential.

4.1 Values of pronunciation learning

4.1.1 Learners' views of the values of pronunciation learning

Findings from the student questionnaire and focus group interview data both confirm students' appreciation of the importance of learning English pronunciation.

Results of the questionnaires delivered to 87 students in classes ranging from elementary to advanced levels show that students associated significant values with developing their pronunciation in English, and they could identify its benefits in several different aspects

of their lives. When responding to statements about the role of English pronunciation on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree, a high percentage of students indicated either strong agreement or agreement that good pronunciation facilitates the following advantages: access to better job opportunities (90%), access to higher education (94%), and international communication (93%). Interestingly, the majority of surveyed students also positively associated good English pronunciation with higher social status (85%), students believing that better English pronunciation enhanced their social status. The importance placed on the achievement of good English pronunciation reported by the students is comparable with the finding of Nowacka's (2012) survey of EFL students in three European contexts (Spain, Italia, Poland). In the latter study, however, this value of good English pronunciation is attributed to a narrower range of reasons including communication success in English and the desire to sound more like native English speakers.

In the current study, considering the importance of pronunciation in relation to other aspects of English language learning, a significant minority of students (43.5%) strongly agreed or agreed that they placed more importance on pronunciation than on other aspects and skills of English. Out of the remaining 56.5% of participants, 40% were unsure, 15% disagreed and only 1% (one student) strongly disagreed with the statement. In addition, 95.4% of students agreed or strongly agreed that they had a desire to improve their own English pronunciation. This result is comparable with the findings of other research conducted on pronunciation pedagogy in both ESL (see Baker 2011; Kang 2009) and EFL contexts such as Jordan (see Alghazo 2013).

Table 4.1: Values of pronunciation learning

Statements	**Agree / Strongly Agree** (% (no) of responses)
5. I want to improve my pronunciation skills in English	95% (83/87)
6. Good English pronunciation can help me to find a job	90% (79/87)
7. Good English pronunciation can help me to communicate successfully with people from around the world	93% (81/87)
8. Good English pronunciation can help me to pursue higher education	94% (82/87)
9. Achieving good English pronunciation can enhance my social status	85% (74/87)
10. Pronunciation is more important than other English skills	43.5% (37/85)

The findings from the questionnaire which indicate the significant value students place on pronunciation learning are corroborated by the findings from the focus group data collected from the 13 volunteers of the 87 surveyed students.

All participants stressed the importance of pronunciation as a part of improving their communication in English. As a result, good pronunciation was also further emphasised by some students as critical to bring them "wider socio-cultural knowledge of the world that is gained through international communication" (Sa, Focus Group 1, TN2) or more chances of widening their social network of international friends (Lan, Focus Group 3, TN1).

Five students additionally drew attention to the career and income benefits afforded to graduates who had developed a high level of proficiency in English pronunciation. Dang and Thong especially associated good English pronunciation with chances of getting highly-paid jobs (Dang and Thong, Focus Group 1, TN2). Nga (Focus Group 2, TN2) mentioned the role of good English pronunciation in the development of her future career, explaining that her study major was business administration, which requires good use of spoken English. Seeing themselves as businessmen in the future, Dai and Ha considered good pronunciation essential to ensure the accuracy and efficiency of business negotiations with international business partners (Dai and Ha, Focus Group 4, SM1).

Interestingly, possessing good pronunciation was also referred to as a means of constructing learners' identity as English users. On this aspect, one of the students noted that:

> Theo em học phát âm quan trọng. Đương nhiên là để học được một ngôn ngữ mới, muốn nói được thì mình phải phát âm đúng thì người ta mới hiểu mình được và mới giao tiếp được. Nó còn là một cái gì đó như là một cái bộ mặt của mình khi mình giao tiếp với người khác.
>
> In my opinion, learning pronunciation is important. Obviously, when we learn a new language, only if we pronounce it correctly, others can understand exactly what we mean, and so we can communicate successfully. Besides, pronunciation is something like our face when we communicate with others. (Dai, Focus 4, SM1)

Also relating pronunciation to the issue of "face" and learners' sense of identity but as a professional aspect, Thong added that:

> Với phát âm tốt mình không chỉ tự tin hơn trong giao tiếp, mà chẳng hạn sau này khi đi làm, nếu mình làm việc với đối tác nước ngoài mà phát âm của mình không chuẩn xác, họ có thể có những đánh giá sai lệch về năng lực chuyên môn và tính chuyên nghiệp của mình.
>
> With good pronunciation, we not only feel more self-confident in communication. Also in our future job, for instance, if we speak English with incorrect pronunciation we can be judged by foreign business partners to lack professionalism and professional ability. (Thong, Focus 1, TN2)

The students' strong sense of a connection between how they pronounced English and how they thought was seen by others as revealed in the comments above, and this resonates well with the close association indicated in the survey data between students' perception of their own English pronunciation with their social status.

In summary, students were well aware of the extent to which good pronunciation in English contributes to their success in different aspects of their life. In addition, they

also showed a high level of willingness and enthusiasm to improve their pronunciation skills.

4.1.2 Teachers' views of learners' motivation in pronunciation learning

As discussed above, the SLA literature has noted that teachers and students may hold different, even contrary beliefs (Brown 2009; Horwitz 1990). Discrepancies have been identified in several aspects of foreign language pedagogy such as teacher and learner beliefs about language learning (Kern 1995), teaching approaches (Brown 2009; Schulz 1996), teacher/student-role expectations in classrooms (McCargar 1993) and teaching intention versus learners' interpretation (Kumaravadivelu 1991).

In the current study, despite the high value the students placed on pronunciation, there was a common view among all ten interviewed teachers, who were teaching English Preparation Course (EPC) at the university at the time of this study, that pronunciation was not something which usually fell within their students' awareness or interest. Several reasons were provided by teachers in an effort to explain this. Some teachers stated that most students, other than those majoring in English, perceived English pronunciation learning as irrelevant and not essential for their future professions. Commenting on this, Dung said:

> …sinh viên nó không tự ý thức để tiếp thu được cái pronunciation… mình đã sửa cho các bạn rồi, nhưng rồi các bạn lại đọc theo kiểu cũ của mình. ... Có thể là do đây không phải là sinh viên chuyên ngữ nên họ không có tập trung vào pronunciation. Nhiều khi các bạn ý không muốn học đâu, nhiều khi chỉ muốn học cho qua môn Tiếng Anh thôi.
>
> …Students do not have a good attitude toward learning pronunciation so they cannot acquire it… I correct their mistakes and then they keep pronouncing in their own ways. ... Maybe they are non-English major students so they don't pay attention to pronunciation. Very frequently I think they do not want to learn, they just care about how to pass English tests. (Dung, Interview 1)

To illustrate this point more clearly, Dung provided an account of the pronunciation learning experience of a student of hers, who had joined an extra-curricular English class at an expensive English centre:

> … Bạn ấy nghĩ học pronunciation rất là ngớ ngẩn…Bạn ấy bảo là ông thầy ở lớp bạn ấy học cả buổi chỉ dạy học viên cầm tờ giấy đọc làm sao để cho tờ giấy nó rung thôi…
>
> …he thinks learning pronunciation is silly…he told me that the teacher at the night class he attended spent the whole duration of the lesson to ask learners to hold a piece of paper and make a sound in a way that makes the paper vibrate… (Dung, Interview 1)

In educational psychology, there exists a concept of *amotivation*, which indicates the state of learners having no intention to act due to their lack of beliefs in the value of an activity (Ryan 1995) or in the possibility of a desirable outcome that may be obtained from that activity (Seligman 1975). The concept seems to be useful in this case given that the student claimed the pronunciation activity in his class to be "silly". It is possible that pronunciation learning might not be within this student's interest and attention; or the tactile technique used in the mentioned class, though quite common in pronunciation pedagogy, might not be familiar enough in the usual Vietnamese English classroom, where lessons are often described as teacher-talk dominated. It is also possible that both of the mentioned reasons are in play. In any case, the student's interest and awareness of pronunciation learning can be seen as limited.

Some other teachers attributed learners' lack of interest in pronunciation to the neglect of this aspect in the curriculum and testing systems. On this point, Le commented:

> Các em có khuynh hướng chỉ học những gì có trong bài kiểm tra thôi. Nhưng mà hiện giơ mình không có phần nào về pronunciation trong speaking test của mình cả nên là sinh viên không thấy được tầm quan trọng của việc học phát âm. Nếu các em ấy có nói các từ sai thì cũng có sao đâu, cô vẫn hiểu mà, các bạn vẫn hiểu mà vậy việc gì phải học.
>
> In fact, our students have a tendency to learn only things that are included in the tests. … However, now we don't have anything like that in our tests so students don't see the point of learning pronunciation. If they pronounce words wrongly, it is not a problem at all to them because everybody understands, their teachers understand, and so do their friends. There is obviously no need to learn pronunciation. (Le, Interview 1)

In this context where pronunciation is not part of students' assessment, Hanh, who was in charge of two pre-intermediate classes that semester, added that "learning pronunciation is something of a luxury and irrelevant" for her students (Hanh, Interview 1). According to some teachers, students' attention to pronunciation, if any, is due to some external force such as being emphasised by their teacher:

> Khi em sửa lỗi cho sinh viên, các em ấy có đọc theo mình thì chả qua để cho cô giáo vui thôi chứ chúng nó không thật sự để tâm đến lỗi của chúng nó đâu. Thế cho nên là sửa rồi chúng nó vẫn mắc y những lỗi như thế.
>
> When I correct their mistakes, they repeat after me just to please me, not really paying attention to correcting their own mistakes. That is the reason why they make exactly the same mistake afterwards. (Hong, Interview 1)

Class observations show that repetition after either teachers or textbook audio files is typical pronunciation-related activities in class in the context of this study. The teacher's view in the above quote highlights the role of learners' consciousness in the success of this common type of explicit teaching. That is, repetition might not be effective if at all without learners' attention being voluntarily focused on the target language forms. However, it should also be noted that though students' lack of attention to the target forms being taught can be blamed for the limited progress in their pronunciation, it is also claimed that several aspects of pronunciation cannot be taught effectively just via listen-and-repeat, which is accompanied with teachers' corrective feedback; instead, it is sufficient input and sufficient practising time in real communication that may effectively help (Cunningham 2013)

The data presented in this section on the students' and teachers' views of how students value pronunciation learning suggest that there is significant misunderstanding by the teachers of the learners' appreciation of and interest in learning English pronunciation as revealed in the previous section.

4.1.3 Why the disparity?

If we consider motivation from a person's own perspective, Dörnyei (2005) in L2 Motivational Self System proposes two concepts, Ideal L2 Self and Ought-to L2 Self,

which are useful in explaining the different perceptions of teachers and students of students' pronunciation learning motivation.

As viewed in the Theoretical Framework section of Chapter Three, Ideal L2 Self presents the images learners aspire to have in the future in the L2 while Ought-to L2 Self is associated with learners' sense of duty, obligation or responsibility, of which learners try to possess certain attributes.

In the current study, students were well aware of the economic, academic, professional and social benefits of mastering English pronunciation, thus suggesting that they could be expected to have had a strong motivation to be successful learners. As indicated in the previous section, students reported several incentives for achieving good English pronunciation, including higher salaries, good jobs, professional success, successful communication in English and establishing a wider network with international friends. To realise these goals, students indicated willingness and enthusiasm to improve their English pronunciation. It could be suggested, therefore, that students' concept of their ideal L2 self acted as a motivator for their pronunciation learning.

However, in the interviews, the teachers saw their students as either demotivated or limited by the circumstances in achieving pronunciation improvements. The teachers seemed to be unaware of the students' ideal L2 self incorporating facets of pronunciation competence. Were they to characterise the students' motivation to learn any pronunciation skills, they might have suggested that they were motivated by their ought-to self, that is, to fulfil their obligations as students in their teacher's class.

This difference between teachers' and students' beliefs about the students' motivation raises the question what the underlying reasons could be. First, it should be noted that the teachers who reported students' poor appreciation of pronunciation learning are all currently teaching and have considerable experience with low-level classes. Thus, their perception may be accurate for this group of students who have not shown a high level of achievement in learning English and thus may appear to be or are in reality not interested in learning the language, including English pronunciation. From my experience as an English teacher at the university, though such low-motivated students may not necessarily make up a large part of the low-level groups, they are possibly more numerous at these beginner levels rather than at higher levels.

Secondly, in EFL contexts such as tertiary education in Vietnam where English learning and teaching are significantly examination-oriented and pronunciation is not acknowledged as a specific component in any test, students' may have difficulties in finding opportunities for expressing their desire for pronunciation learning, and this may consequently limit opportunities for teachers to become aware of their students' actual desires in relation to L2 pronunciation learning. As such, the high regard for pronunciation learning found in the students' focus group interviews and questionnaires may not necessarily be at odds with teachers' perception of demotivated learners. In some ways, the situation resembles the "iceberg" metaphor, where teachers can observe overt expressions of students' desire to learn pronunciation skills, but a large part of students' desires remain invisible.

Furthermore, this apparent contradiction could be associated with some other issues. The literature reveals that despite an awareness of the importance/benefits of learning a language or particular features of a language, learners can still be demotivated by other factors in the pedagogical process including teachers, school facilities, the compulsory nature of learning, course books and negative attitudes towards the L2 community (Dörnyei 1998). Research into EFL in Vietnam also found that teaching methods were the main demotivating factor for learning (Trang & Baldauf 2007).

My class observation data provide further support for this argument. Explicit pronunciation teaching in classes I attended was dominated by the strategy of listen-and-repeat. However, the repetition of this technique, either in pronunciation practices or teachers' correction, appeared to generate limited interest among students. It was frequently observed that while the teacher presented correct models of sounds/words/ phrases, some students would repeat in chorus with greater or lesser degrees of enthusiasm, while several others turned their attention to something else, varying from surfing the internet, reading a textbook or just looking out of the window.

This observation suggests that there may exist two layers of explanation. One, more on the surface, can be recognised by students' poor participation, which can be then perceived by teachers as resulting from students' low motivation to learn English pronunciation, or possibly to learn English in general. Another explanation lies somewhere deeper and is more likely to remain unseen, that is, as noted above, several students in the focus groups, especially those at advanced English levels, associated the

overuse of repetition with such adjectives as “boring” and “childish”, and indicated it was a factor that pushed them away from pronunciation learning. That means that several of the seemingly uninterested learners in observed classes may have had a strong desire for mastering English pronunciation; however, activities afforded in class had not been a source of stimulation.

A question arises: did teachers respond in the face of students’ poor participation during explicit pronunciation teaching sessions? My observation shows that little adjustment was made. Teachers were generally predictable in their choice of teaching techniques. For some teachers, the adoption of listen-and-repeat was confined by their own pedagogy. Commenting on this limitation, Hanh said:

> Hoặc nhiều khi dạy phát âm thì sinh viên cảm thấy chán vì thực ra mình cũng không nghĩ được cái game nào mà lúc nào cũng listen and repeat, nhìn từ điển, tra cái này check cái kia. Với lại nhiều khi em cũng không có kiến thức về việc làm thế nào để dạy phát âm cho sinh viên… và em không biết làm thế nào để cho nó active lên được...
>
> Sometimes when teaching pronunciation, I find that my students get bored because I cannot think of games or anything interesting but just ask them to listen and repeat, or to check this or that in dictionaries. I do not have much knowledge of how to teach pronunciation effectively or how to make the students’ learning more interesting... (Hanh, Interview 1)

In addition, teachers’ consistent use of some common techniques such as listen-and-repeat could be firmly rooted in their belief that such practices are effective for their students in improving their pronunciation, and that students may need a push to get over their lack of motivation when participating in such activities. For instance, when commenting on the use of listen-and-repeat, Thao said:

> … Em bao giờ cũng bắt chúng nó đọc đồng thanh, bao giờ cũng phải thực hành điều đấy. … Các giáo viên khác thì không thích phần đấy nhưng với em thì em vẫn bắt chúng nó đọc đồng thanh kể cả ở level cao, và bắt nó thực hành với nhau. …Nhiều khi chúng nó chán nhưng em bảo có những cái chán vẫn phải làm…

> ...I always require my students to repeat in chorus. This is a compulsory practice for my students all the time… Other teachers may not like this but I always ask my students to repeat in chorus, and then practise reading aloud the conversation with each other. This applies even to high level-students...Sometimes students get bored but I say it is a must and they have to do it even if they don't like it ... (Thao, Interview 1)

The application of this most frequently recorded pronunciation teaching technique can be described as somewhat teacher-belief driven, and thus it may be said that the pedagogical process features teachers "working on students" rather than "working with students".

Thus, factors that underlie the discrepancy between students' self-perception as highly motivated learners of English pronunciation and the teachers' perception of them as poorly motivated learners can be multiple and would warrant closer investigation, which could better inform English pronunciation pedagogy in the context of the present study.

This section shows students' high appreciation of pronunciation learning and their strong demand for improving this aspect of their English. However, an equally highlighted point is that learners' strong self-reported learning motivation is not recognised by their teachers. The data presented hereby indicate a variety of factors that might have attributed to the discrepancy. The concern raised here is how much learning potential has been wasted and how much of the perceived low-interest and amotivation teachers reported has resulted from learners' actual learning motivation being unseen or inappropriately stimulated.

4.2 Values of pronunciation teaching

4.2.1 Teachers' views of the value of pronunciation teaching

Another focus of this chapter is to look at the importance teachers place on pronunciation teaching and how much attention they pay to it in their classes. Of the ten teachers whom I interviewed, nine indicated they were aware of the value of teaching this aspect of English to their students, and reiterated the critical role of pronunciation instruction in students' development of listening and speaking skills, and in building learners' confidence in communicating in English.

First, all nine teachers highlighted a strong connection between pronunciation competence and both L2 reception (listening) and L2 production (speaking). As Thuy pointed out, "without appropriate pronunciation, students can conduct neither of their role as a listener nor as a speaker in communication" (Thuy, Interview 1). This connection is strongly supported and well documented in the literature. For instance, Gingras (1978) found that pronunciation improvement boosts the development of learners' speaking and listening skills. In addition, English instruction that strengthens the relation between speech perception and speech production is said to strongly afford improvement in learners' pronunciation (Burgess & Spencer 2000), especially in the achievement of native-like accent (Bongaerts 1999). As such, attention to the integration of speaking, listening and pronunciation is commented upon as critical in oral communication training in TESOL (Murphy 1991).

Second, the importance of pronunciation in successful communication in English was also mentioned by several of those teachers including Le, Thuy, Thao, and Dung. Thao noted the critical role of correct pronunciation in ensuring comprehensibility of learners' English speech:

> Cá nhân em cho là dạy phát âm rất quan trọng vì thậm chí sinh viên có biết từ nhưng phát âm sai thì người ta cũng không hiểu được và giao tiếp sẽ bị cản trở…Vậy nên em đặc biệt tập trung vào pronunciation từ các level đầu.
>
> Personally, I believe teaching pronunciation is important…because even if students know words but without correct pronunciation, people cannot understand them and their communication is affected…I especially focus on pronunciation at lower levels. (Thao, Interview 1)

In the field of ELT, research findings have strongly confirmed this crucial role of pronunciation. Mispronunciation is found to be a potential source of communication failure (Couper 2006; Levis & Grant 2003). In addition, heavy accentedness can enhance the perception of incomprehensibility (Derwing & Munro 1997; Munro & Derwing 1995), reduce intelligibility and generate different kinds of language-based discrimination (Lippi-Green 1997; Munro 2003). For these reasons, pronunciation instruction is crucial to help learners be more intelligible and more successful in interactions with both native and non-native English speakers (Derwing & Munro 2005). Recent research on pronunciation pedagogy has also indicated that teachers' awareness

of the importance of pronunciation competency and pronunciation instruction in communication success are increasing in different EFL contexts (see Alghazo 2013; Kanellou 2011).

Third, comments made by some teachers suggest that they associate pronunciation teaching with the construction of learners' self-confidence in L2 communication:

> Dạy phát âm là cần thiết vì nếu phát âm của các em không tốt, các em sẽ gặp khó khăn trong nghe, noí và mất tự tin trong giao tiếp.
>
> Teaching pronunciation is important because if their pronunciation is not good, students will have difficulties in both listening and speaking and lack confidence in communication. (Nu, Interview 1)

This view, besides acknowledging the role of pronunciation teaching in improving learners' communicative capacity in English, also highlights the perceived affective dimension of pronunciation on students. This finding can be related to the claim in SLA that pronunciation is the aspect of L2 speech which is the first and most frequent object of judgment, and consequently the aspect which strongly affects the way learners see themselves as L2 communicators (Darcy, Ewert & Lidster 2012; Levis 2007; Rogerson-Revell 2011). This point is also illuminated by the findings presented in the previous section that several students in the current study also associated the performance in English pronunciation with the issue of "face".

One teacher, Tu, made a further comment that assisting students to pronounce better means "helping them to remember words better" (Tu, Interview 2). This view aligns with that of Nation and Newton (2009) who asserted that pronunciation development prepares the ground for the development in other areas of language learning including vocabulary and grammar. Their assertion points to the role of pronunciation in the mechanism of working memory, that is, without a stable pronunciation, words and grammatical forms cannot become part of learners' long-term memory.

Given the importance of pronunciation teaching as it is perceived by the nine teachers, three of them including Anh, Nu and Thao recommended this sub-skill be taught to learners from the very beginning. Le argued for the importance of teaching pronunciation and mentioned how she had observed that "students' pronunciation is so seriously

incorrect that it hinders their communication" when pronunciation instruction was neglected (Le, Interview 1).

Of the ten teachers only one, Hong, disagreed with the others about the value of pronunciation teaching. She provided a nuanced view about the importance of pronunciation teaching, based on what occurs in the context in which she teaches:

> Em cũng không nghĩ nó quá quan trọng. Nó quan trọng cho sinh viên nghe tốt…chứ với việc nói trong cái ngữ cảnh của mình thì khi mà nói thì vẫn có thể hiểu được dù nói sai…
>
> I don't think pronunciation teaching is so important. It is only important for learners to understand spoken English better…but in our situation, even if they pronounce words incorrectly, they can still be understood. (Hong, Interview 1)

The literature in pronunciation pedagogy has noted that teachers who are against or place little value on pronunciation teaching are often those who are sceptical about the effect of pronunciation instruction (Barrera-Pardo 2004; Neri et al. 2002), or are poorly prepared to teach this skill (Breitkreutz, Derwing & Rossiter 2001; Foote, Holtby & Derwing 2011). However, in this case, Hong's comment seems to relate to other reasons. Given that the opportunities for Vietnamese learners of English to use and be exposed to English outside class is limited, Hong appears to have taken into account students' immediate context of English use, which is mostly confined within the classroom and with teachers and peers who share the same L1. This means that their English speech can be understood with little difficulty even when there are some pronunciation mistakes. In contrast to Hong, other teachers may have considered their students' English use in wider contexts with a larger range of interlocutors, particularly given the anticipated increased opportunities for intercultural communication in the country, which students should be prepared for.

Regardless of how important teachers believed pronunciation teaching was, given that English education in the current context is strongly examination-oriented but without the inclusion of pronunciation as an assessable skill, it is not surprising that instruction on pronunciation did not always stand out as a teaching priority. As such, several of the other nine teachers may have de-prioritised pronunciation teaching in favour of other aspects

which they considered to be more practical or important. For example, though asserting that pronunciation teaching was "very important" and should be "the first thing" to teach, Nu commented that this aspect of English could be the last she devoted time for:

> Trong khoảng thời gian như thế, chúng ta phải hoàn thành quá nhiều thứ. Vậy nên sẽ không có đủ thời gian nếu dạy phát âm…Do vậy chị chỉ chèn vào các bài luyện phát âm nếu chợt nhớ ra thôi. Nhưng bình thường thì nhiều thứ quá nên cũng quên đi…
>
> We have to complete so many things in that time. There is not enough time for pronunciation…so I include some pronunciation practices in my lesson if I suddenly remember. But because there are many things to cover I often forget… (Nu, Interview 2)

Thus, on the occasions when teachers mentioned "we have to complete so many things in that time" (Nu, Interview 2), or "there is not enough time for pronunciation" (Le, Interview 1; Binh, Interview 1; Dung, Interview 1), the teachers were weighing up the importance of pronunciation against that of other skills. Choosing to devote class time to instruction on other aspects of English rather than on pronunciation due to these time constraints, those teachers, just like Hong, de-emphasised pronunciation teaching notwithstanding their belief in its importance.

4.2.2 Learners' view of the value of pronunciation teaching

Regardless of their English levels, students in the current research widely acknowledged the critical contribution of explicit class instruction to their pronunciation development. From the questionnaire data, 86% of students either agreed or strongly agreed that pronunciation instruction was useful in improving their English pronunciation. Only a minority of 3 students (3.5%) disagreed or strongly disagreed with this statement (see Table 4.2).

Table 4.2: Value of pronunciation teaching

Statement	SA	A	U	D	SD
	(% (no of responses))				
2. Pronunciation teaching in class is useful for my pronunciation skills	55 (47/87)	30.5 (26/87)	10.5 (9/87)	2.4 (2/87)	1.1 (1/87)

Note: **SA** (Strongly Agree); **A** (Agree); **U** (Unsure); **D** (Disagree); **SD** (Strongly Disagree)

Focus group data further confirmed this. One common response to my question about the role of pronunciation instruction was that "it is very important". One representative student illustrated how valuable instruction was by contrasting the noticeable improvement in her own pronunciation when it was taught and when it was not:

> Em nghĩ là việc dạy trên lớp rất hiệu quả vì em quay lại với tiếng Anh sau khi vào đại học sau rất nhiều năm không học. Em nhận ra phát âm của em ổn hơn rất nhiều so với thời học phổ thôngthông. Khi ấy pronunciation không bao giờ được chú ý và rất ít khi bọn em nói tiếng Anh hay được sửa phát âm khi nói.
>
> I think the teaching [of pronunciation] in class is effective because I only came back to English when I got into university I had not continued to learn the language. I recognise that my pronunciation is now better in comparison with what it was when I was in high school. At that time, we rarely spoke English or got feedback on our pronunciation. (Tra, Focus 33, TN1)

This finding resonates with those reported in different EFL and ESL contexts. Rajadurai (2001) conducted a study on pronunciation instruction in a listening and speaking course for TESL trainees and found highly positive evaluation by participants of the usefulness of formal pronunciation teaching. Couper (2009) also reported students' strong belief in the efficacy of form-focus pronunciation instruction. Baker (2011) and Al-ghazo (2013) have also found similar high evaluation by ESL learners in the US and EFL learners in Jordan respectively. This suggests that no matter in which contexts learners are situated, they value their teachers' guidance and assistance in their development of second language pronunciation.

Interestingly, for most students including also those at lower levels, their appreciation of instruction does not mean they regarded it as the only decisive factor in their success as learners of English pronunciation. Several students pointed out that their self-directed learning complements their teachers' instructional efforts and brings them to greater effect. One elementary student commented:

> Em thấy việc dậy phát âm ở trường khá hiệu quả nhưng mình vẫn phải chủ động là chính, vì trên lớp các cô phải đảm bảo thời gian cover nhiều thứ khác, và nếu mình không tự luyện tập thì mình cũng không nhớ được những thứ thầy cô hướng dẫn.
>
> I think the teaching of pronunciation at the university is effective but our learning of it also depends very much on ourselves because there are so many other things beside pronunciation that teachers have to cover in class. Also without practising and learning by ourselves and self-learning, the instructions we get from teachers cannot be fully effective. (Lan, Focus 3, TN1).

This student was not only aware of the contribution of teachers' teaching to learners' autonomous development of their English pronunciation but also of the constraint affecting instruction, that is, he could see that not being a focal point of the curriculum, it is hard for pronunciation to attract much instructional efforts. As noted, students seem prepared to accept the challenge that pronunciation teaching presents for them.

Sharing a similar view about learners' own contribution to successful pronunciation instruction, another student added:

> … học trên lớp quan trọng nhưngnhưng chỉ là một phần thôi. Em nghĩ điều quan trọng nhất là phải học ngoài lớp nữa và vai trò quan trọng nhất của giáo viên là hướng dẫn và sửa lỗi khi bọn em nói sai thôi. Không cần phải cái gì cũng dạy chi tiết.
>
> …being instructed in class is important but is just one part of the learning process. I think the important thing is to learn outside class as well. The most important role of teachers is giving guidance and correction when we speak incorrectly. There is no need to teach everything in such detail. (Dang, Focus 1, TN2)

This view highlights the importance of teachers as guiders and sources of feedback. Besides that, learners seem to accept the need to exercise their own autonomy to learn more. This finding could be illuminating for several teachers in this context who reported that students are lacking in motivation and initiative in pronunciation learning. What has been found here is consistent with Nowacka's (2012) report in Europe where students stated that phonetic classroom training was not enough, and that they aspired to take more control of the development of their English pronunciation through applying various learning strategies (Nowacka 2012; Pawlak 2011).

What has been found also raises an important question of how to initiate and nurture the potential of self-directed pronunciation learning in these learners. This enquiry is especially important as it has been, on one hand, claimed that success in L2 phonological development is determined more by learners' self-directed learning rather than by pedagogical practice or teaching resources (Pawlak 2006), but, on the other hand, it has also been found that learners' self-directed pronunciation learning would possibly be fruitless without teachers' guidance (Szpyra-Kozłowska 2015).

4.3 Conclusion

This chapter has highlighted how both teachers and students in this EFL context place a high value on teaching and learning pronunciation. As such, a presupposition that EFL teachers and learners may not be fully aware of the role of English pronunciation in the successful use of the language is not the case here. However, another important finding that emerged is that students as autonomous and motivated learners of English pronunciation seem to be unrecognized by their teachers. Although such mismatch between teacher and learner beliefs is reported to be common in SLA research, the concern is that as students' motivation in the context is not properly acknowledged and responded to, they can become demotivated, with the outcome of pronunciation teaching and learning likely to be diminished.

Chapter Five – Models and Goals of Pronunciation Pedagogy

Chapter Four explored teachers' and learners' beliefs about the value of pronunciation teaching and learning in their context of Vietnamese EFL. The current chapter addresses the research question 2:

> Which varieties of English do teachers and students regard as appropriate teaching models; and which varieties of English do teachers and students prefer as pronunciation goals for EFL?

5.1 Theoretical framework of Chapter Five: Native English as Lingua Franca (NELF)

The traditional aim in pronunciation pedagogy is for learners to achieve native- or near-native-speaker pronunciation. However, in recent decades, such a target has come to be contested. Increasingly, there is a call for a shift from nativeness to intelligibility.

The choice of target clearly has important implications for the practice of pronunciation pedagogy, particularly for the choice of the model of English for instruction. On the one hand, when the target is chosen to be native or near-native-speaker pronunciation, all phonetic details of the chosen native model would have to be strictly followed and practised. On the other hand, when intelligibility is targeted, some native speaker features might be strictly required while others could be de-emphasised. However, Szpyra-Kozłowska (2015) points out that there is a common confusion, due to a lack of distinction made between "models" – a point of reference, and "targets" – goals that learners try to achieve. Consequently, there is an assumption that once a native speaker model is chosen, the implied target of instruction is native/near native speaker pronunciation. In fact, there are few scholars in the field of ELT who acknowledge the distinction between "models" and "goals" including Cunningham (2009a). However, it is not until Szpyra-Kozłowska that the distinction is brought out as the basis for a framework of pronunciation model choice, NELF, which opens up the possibility of adopting native speaker model(s) for pronunciation instruction and at the same time offering a wider range of goals which learners can choose to pursue depending on their personal needs, aspiration and stages of learning.

In this chapter, I examine, from both teachers' and learners' perspectives, the models and goals of pronunciation pedagogy, and the interplay between the learners' targets and the instructional models of pronunciation. The chapter draws on Szpyra-Kozłowska's (2015) Native English as a Lingua Franca (NELF) framework to analyse these dimensions of teacher and student perspectives.

The analysis will show that native English models are strongly favoured by both teachers and students in the context of this university. However, the investigation into pronunciation targets provides a picture of more diversity. That is, while teaching targets set by teachers tend to adhere to nativeness, there was a variety of different learning targets adopted by students in accordance with their own needs and ability. Also, teachers' choice of English models for instruction seems to correspond more to students' and teachers' preferred English models and their demand for a perceived comprehensible model to teach and learn rather than students' actual learning targets.

5.2 Models in pronunciation instruction

In an EFL context such as Vietnam, the classroom model of English pronunciation is typically SAE (Standard American English) or SBE (Standard British English), or sometimes both. These models are often adopted without critical appraisal, and both teachers and students in these classrooms endeavour to model their own speech accordingly. However, with the rapid and extensive spread of English around the world multiple non-native and native varieties of English in addition to the SAE and SBE have emerged. With such diversification of what is accepted as English, ELT need not, and practically cannot, ignore the growing diversity of pronunciations. To analyse the evolution of ELT in Vietnam, and pronunciation pedagogy in particularly, it is important to investigate the extent to which this diversification is being acknowledged by teachers and students. This section investigates the extent to which teachers and learners at this university are aware of the phenomenon of World Englishes and the extent to which this awareness manifests itself in their choices of English models for pronunciation instruction.

5.2.1 World Englishes

The teachers participating in this research were asked about their views on World Englishes. While most teachers showed some degree of understanding of this

phenomenon, the interaction between their awareness of it and its implications for their pedagogical practice was mixed.

First, their familiarity with the issue of World Englishes is evident in comments such as:

> Chị thấy kể cả người bản ngữ như người Anh, người Úc, khi họ sang mình, họ có thể hiểu tiếng Anh Việt Nam dễ dàng…Chị nghĩ vì tiếng Anh bây giờ phải gọi là World Englishes mới đúng, phát âm của những dòng tiếng Anh không phải chuẩn mực cũng đã trở lên quen thuộc và có thể hiểu được.
>
> I find that even native speakers such as Australian or British people coming to Vietnam can understand Vietnamese English easily… I think English nowadays is World English and non-standard Englishes pronunciation has become common and is understandable worldwide. (Thuy, Interview 1)

The comment acknowledges the existence and acceptance of a range of non-standard English varieties and also the possibility that these varieties do not necessarily impede successful communication in international contexts. Thuy was one of the teachers who highlighted the ability to comprehend different English accents as a critical requirement for her students because otherwise, students would face "the failure in both roles as listeners and speakers (Thuy, Interview 2).

Secondly, some teachers including Anh and Le indicated that they could recognise the impact of World Englishes on current ELT practices. On this point, Anh commented:

> Tiếng Anh đã được nói bởi quá nhiều người trên khắp thế giới. Sách tiếng Anh do đó cũng đang đi theo một hướng mới đó là bao gồm rất nhiều dữ liệu ngôn ngữ của người nói tiếng Anh không bản ngữ từ các nước khác nhau. Đó nó mới là tiêngs Anh authentic, và môi trường làm việc của các em sau này nó sẽ như thế.
>
> English now is spoken all around the world and there is a new trend where English textbooks incorporate the use of a larger proportion of non-native English spoken by people from many different countries. These are the authentic forms of English that students need to become familiar with, and these are the real Englishes they are going to encounter in their future work environments. (Anh, Interview 1)

In addition to noticing how the phenomenon of World Englishes is being reflected in teaching and learning resources, like Thuy, Anh further recognised the importance of students learning to comprehend the different varieties of "authentic Englishes".

However, their awareness of the significance of World Englishes did not translate uniformly among the teachers into an understanding of the implications for their learners. For a minority of the teachers, the implication of the phenomenon of World Englishes to their own pedagogical practice was a source of uncertainty. Several teachers expressed concern about what it meant to prepare their students to use the English language in such a diversified English-speaking world. Their concern contrasts with that of those teachers such as Thuy, Anh and Le who confirmed the necessity of exposing their students to a wider range of English accents and who had ideas about strategies that would help their students negotiate with interlocutors who are users of different varieties of English:

> Vì khi ra trường các em có thể giao tiếp bằng tiếng Anh với cả người bản ngữ lẫn người không bản ngữ… đó là lý do em nói rằng các em cần được tiếp xúc với hai phần ba là tiếng Anh chuẩn và một phần ba là các trọng âm khác.
>
> After graduating, students may use English to communicate with both native and non-native speakers of English…That is the reason why I said students need to be exposed to native accents up to two thirds of class time, and to other accents for the other third. (Le, Interview 1)

What could be seen in Le's comment, as well as in those from the majority of interviewed teachers, is her focus on teaching strategies that could assist learners when exposed to different English varieties. Le's comment suggests the importance of sharpening learners' ears to a variety of accents. What is not so evident from the interview data, however, is any emphasis on the production of intelligible speech for the variety of interlocutors the students are likely to encounter.

For a small group of the teachers, however, the implications of the phenomenon of World Englishes for their students' English language learning were of less urgent concern. In the interviews, Dung and Binh mentioned that they had never thought about who their students would be communicating with in English. Given the dominance of SAE and SBE as pronunciation models in their class, the question I raised for all teachers is whether students could face difficulties in communicating with non-native speakers or native

speakers who are other than American or British, and if anything might be done to facilitate learners' strategies in managing communication with such international interlocutors. However, Dung's response was: "I have never thought about that because I am not an expert in the field" (Dung, Interview 1); this suggests that the problem was one that was beyond her brief or her expertise.

Of the majority of the teachers taking part in this research, it could be concluded that there was awareness of the issue of World Englishes and the importance of giving students exposure to different English varieties. However, this was still an unfamiliar topic for some teachers. Brown (1993) argues that to get the knowledge of World Englishes infused into classes, it is critical that English language teachers, TESOL scholars and educational administrators have a role in promoting this knowledge. Considering that a group of teachers are still uncertain about World Englishes and may even consider themselves outsiders regarding this issue, the role of TESOL trainers and education administrators in raising the awareness of World Englishes clearly takes on greater significance.

5.2.2 English models: Teachers' views

Teachers' preferred English models

Numerous studies conducted in different contexts such as those by Timmis (2002) in 45 different countries around the world, Sifakis and Sougari (2005) in Greece, Jenkins (2007) in Europe, East Asia and Latin America, He and Zhang (2010) in China and Al-ghazo (2013) in Jordan, have reported a tendency for teachers and students to prefer a native speaker model. My interviews with teachers in the current study also reveal the preference of native English models for instruction.

Before discussing native-speaker English as models for instruction, it may be worth mentioning that all teachers expressed a strong personal preference for native English accents, especially British or American English accents, with a slightly higher status attached to the latter. The greater preference for American English may be attributed to the popularity of American media products in the country, and at least partially to the historical, economic and political connections between Vietnam and the U.S.A.

It is possible that the teachers' views of classroom models were strongly affected by their personal preferences for British or American English. In response to my question of what

English varieties should be chosen for teaching in the context of Vietnam, all teachers stated that these should be either American English or British English. In some teachers' views, these varieties are obvious choices:

> Theo em tiếng Anh chuẩn để dậy cho sinh viên là Anh, Mỹ. Em chưa bao giờ nghĩ đến các tiếng Anh khác.
>
> In my opinion, teaching standard English means teaching students American and British English. I have never thought about other. (Hanh, Interview 1)

For some other teachers such as Nu, the variety of native-speaker English to select as the instructional model was confined to only British English because according to her it is "the cradle from which other English varieties such as American and Australian accents have been derived" (Nu, Interview 1).

By claiming British English as a "cradle" of all Englishes, or American English as the "standard" for learners to follow, teachers actually implied a superiority of British and American English over other Englishes, and thus of American/British English speakers over those of other varieties including themselves and their students. Such bias may profoundly impact the way learners see themselves and English users around the world, nurture the native-speaker ideology and perpetuate current discrimination against non-native English varieties in a young generation of English users.

The inclusion of extra materials and the issue of English models

Although some of the teachers appeared to acknowledge the need to expose their students to a greater variety of English than the British and/or American English models, none could be said to have substantially addressed this need in their classroom practice. This failure can be attributed to a number of factors, and probably more than one factor might be in play at the same time.

The most significant reason is that diversifying models in class has not become a pedagogical aim that teachers intentionally set and seriously attempted to realise. When asked if they had ever purposefully searched for supplementary materials in "non-standard" accents, nine out of ten teachers said they had never done so. They stated that they often relied on their own evaluation of the content and speech quality (normally referred to in terms of speaking speed and intelligibility) of audio/video recordings which

are available to them to decide what extra materials to select. Interestingly, however, the supplementary materials that the teachers reported that they used, and those used in the observed classes were materials produced with native speaker British or American accents.

Another explanation for the absence of non-native speaker English resources in the classes observed is their scarcity or lack of availability to the teachers. Commenting on this, Le mentioned that even in a couple of instances where she had tried to search for materials that incorporated different accents for her class activities, none was readily available. She explained that it was hard to find extra materials that were produced with different accents and also had suitable content. She said that there was "limited availability and limited content diversity of those sources" (Le, Interview 2).

Another limiting factor could be the teachers' perception of students' unwillingness to embrace non-native English accents; this appeared to play a role in teachers' reluctance to source materials with diverse accents. Most of the teachers stated that their students perceived these English varieties as "difficult to understand" and they had been taking account of students' views in their selection of materials:

> Sinh viên của mình phần lớn đều kêu là tiếng Anh không bản ngữ rất khó nghe và không thích mấy cái tiếng Anh đấy, nên mình cũng tránh không chọn mấy cái tiếng Anh đấy.
>
> Most of my students often complain that non-native English is very difficult for them to listen to and that they don't like it. That is the reason why I never choose such English to teach in my classes. (Dung, Interview 2)

Resonating with this finding, Lim (2016) when investigating attitudes of pre-service teachers in Cambodia towards instructional English models, also reported teachers' avoidance of Asian English varieties due to learners' strong reaction against those as they are non-native Englishes.

What emerges from the data presented in this section is the following: 1) a tension between teachers' perceptions of the immediate and longer term expectations and needs of their students; that is, the learners' need for easily comprehensible materials and their longer term encounters with a variety of spoken English; 2) the practical difficulties

teachers have of accessing a variety of teaching and learning materials that reflect the phenomenon of World Englishes; and 3) a lack of consensus among the teachers about their role in preparing their students for using English in wider international contexts.

Teachers' attitudes towards textbook English models

The previous section investigated the inclusion of English models in supplementary materials teachers used in their classes that would serve as an indication of teachers' initiatives to shift from the traditional approach in pronunciation instruction that privileges standard British or American English. As shown by the data, the presence or absence of such efforts, however, may be affected by factors other than the strength of the teachers' motivation alone. This section looks at teachers' attitudes towards the English models in textbooks. The textbook series used at the time of the research are *Top Notch* and *Summit, 2nd Edition*. Both of these series utilise American English but include a small amount of spoken English of different varieties.

Teachers' evaluations of the textbook models indicate two opposite views. First, the majority of participants positively evaluated these series for including a variety of accents while maintaining the dominance of American English. Given that most teachers regarded their students' exposure to a diversity of accents in these textbooks as a benefit, I asked them what they thought about the possibility of students' pronunciation being influenced by some of the non-native speaker accents they would hear in the audio materials of the textbooks. The teachers were not forthcoming with a response. Dung appeared confused or made uncomfortable by the question and remained silent. Binh said, "it is a hard question". These two teachers might have been unsettled by what the question uncovered. The majority of teachers, however, seemed less troubled, although still not embracing the possibility of their students' English speech being influenced by the non-native English accents they were exposed to via the textbooks either:

> Không có ảnh hưởng gì nhiều tới phát âm của các em đâu vì thực ra lượng tiếng Anh không bản địa mà các em tiếp xúc trong sách nó chỉ chiếm không đáng kể với tiếng Anh của người bản ngữ.
>
> It is not a serious problem for students because the amount of non-standard English they are exposed to is insignificant in comparison with the amount of native-speaker English. (Thuy, Interview 2)

It is interesting that the question was assumed to be about a potential problem, which is that students' pronunciation being affected by the non-standard accents was an undesirable outcome. Thus, their response belies their belief that SAE was the model of English pronunciation that their students should follow.

One teacher who held an opposing view to those of all others is Le. She expressed criticism about the inclusion of non-native English accents in the textbook series because it presented a risk of confusing learners, especially beginners. She said that students would not be able to distinguish between "what is wrong, what is right" as a model of pronunciation (Le, Interview 1). Thus, Le stated that the series is "not good for students' pronunciation learning at all" (Le, Interview 1).

Therefore, the two seemingly opposing points of view, in fact, are underpinned by the same belief, which is the value of native-speaker English models, and the need to privilege these in instruction. Snapshots of the classes observed also reflect these teacher beliefs. Following is an extract from one of Anh's pre-intermediate classes:

Extract 1:

Top Notch 2, Unit 3. Staying at a hotel

The teacher is checking answers to a listening exercise in the textbook with students.

1	Audio	My name is Patel. P-A-T-E-L. *((The speaker speaks Indian-accented English, with the letter 'l' pronounced with a very strong clear /l/ sound))*.
2	T	So, what is the name? So P-A-T-E-…and? …What is the letter at the end?
3	Ss	I think it is /l/ *((some said))*…No, it is something else *((some others))*
4	T	No, normally we say /eɬ / but she says /el/. I think she made a kind of mistake...but she did curl her tongue when making the sound.

Clearly, unintelligibility was not really the case here because several students recognised the Indian accented sound /ɬ/, which was, however, identified by the teacher as a "mistake". In this situation, it could be said that the teacher had missed an opportunity to draw students' attention to their knowledge of the diversity of English in use. As Samimy and Brutt-Griffler (1999) and Jenkins (2007) note, teaching is not simply a process of

transmitting knowledge of the language but also a subtle process in which teachers' attitudes towards English are conveyed to their learners. In this case, the way the accented sound /l/ was treated may serve to perpetuate the teacher's bias against non-native English accents among students – the future users of English. This practice may occur for one of two reasons, one of which, as noted above, relates to the strong influence of native speaker ideology, and the other being the absence of a well-resourced and guided pedagogy that is inclusive of World Englishes.

There is, however, another reason, expressed by some of the teachers. One of them said:

> Chị nghĩ bao giờ cũng cần một cái chuẩn... Hay nói cách khác là những người dùng tiếng Anh từ những nơi khác nhau nếu được học theo cùng một chuẩn thì họ sẽ dễ gặp được nhau và hiểu nhau hơn.
>
> I think we always need a standard English model…That means if we're taught according to the same native-speaker model, English users from different places have one common standard to refer to and understand each other more easily. (Nu, Interview 2)

Sharing a similar view, Le is stating her considered pedagogical belief by saying: "I always prioritise the learning of standard models before students are expose to anything non-standard" (Le, Interview 1). This view concurs with that of Szpyra-Kozłowska (2015) who argues that SBE and SAE can be the most suitable models for EL instruction because they have "undoubtedly dominated the English teaching scene worldwide" (p. 20); and from that "idealised reference point", different goals can be pursued ranging from "minimal intelligibility" to native-like pronunciation. The question that arises here is the extent of flexibility in setting learning/teaching goals the teachers are prepared to accommodate, and indeed, who should be defining these goals. However, what was emerging in the data is that teachers assumed the role of determining what the students' goals should be in so far as the model of English language they should be learning is concerned, this being standard American or British English.

The possibility of using Vietnamese English as class pronunciation model

In the context of this study in particular and in Vietnam in general, English spoken by Vietnamese teachers is, for most students, the major source of exposure to spoken

English. Therefore, if the degree of exposure has the most significant impact on students' English pronunciation (an assumption made by teachers in response to a small amount of non-standard English in the textbooks) then the students' pronunciation can be expected to be most significantly influenced by their teachers' pronunciation. I asked the teachers for their views on the English spoken by Vietnamese teachers being officially used as the instructional model. Responses from teachers highlight two opposing views: one, supported by the majority, rejecting the idea, and another supporting it.

The view expressed by most teachers is against the idea of selecting Vietnamese teachers' spoken English as the norm for instruction. This is not surprising given the previous discussion of teachers' perspectives of World Englishes and standard English models. However, teachers as a group are not homogenous in terms of their self-confidence with their own English pronunciation. Teachers who were less confident stated that using Vietnamese teachers' English as the model would introduce a "high risk" (Hanh, Interview 1) because it would mean teaching students English that was "non-standard" (Hanh, Interview 1) and "not accurate enough" (Dung, Interview 1).

Those who were more confident mentioned their reasons for strong disagreement included first and foremost the concern about the prospect of their students' future English language use if they followed a less than perfect approximation of native-speaker English:

> Em không bao giờ đồng ý với quan điểm ấy cả… Theo em thì cứ phải theo trọng âm tiếng Anh chuẩn… Phát âm của các cô, hoặc của người Việt nói chung đã chỉ được 70-80% phát âm bản ngữ, giờ các em lại học từ các cô, vậy thì còn ra cái gì nữa. Em không bao giờ đồng ý với quan điểm ấy.
>
> I would never agree to such an idea…we should follow native-speaker standard accents…. We – teachers – can achieve only seventy or eighty per cent of native-speaker pronunciation, so if students learn from us, I wonder what their pronunciation will be like?... I will never agree. (Le, Interview 2)

These teachers further emphasised that once they departed from the common norms, learners would find themselves in deep trouble in contexts of international communication:

> Tiếng Anh Anh và Anh Mỹ thì là cái chuẩn mang tính toàn cầu nên khi học theo những tiếng Anh này nghĩa là học theo một hệ quy chiếu chuẩn. Chứ nói tiếng Anh Việt Nam thì những người giao tiếp quốc tế có hiểu đâu.
>
> British English and American English are global standards, so if they follow these models, they follow internationally recognised standard points of reference. If they learn Vietnamese English, international interlocutors will find it hard to understand them. (Tu, Interview 2)

Tu explained that she would never let her students repeat after her; rather she would ask students practise repetition only after the audio files spoken by native speakers, which were played in order to minimise the influence of her English on their pronunciation. This practice was also frequently observed in her two classes. When discussing the possibility of the influence that Vietnamese teachers' pronunciation might have on their students through daily class exposure, Tu seemed not to be overly concerned because she knew that "students now are very active in searching different sources of English to expose themselves to, and they actually have a lot of access to such sources. I believe there is a low risk that they will passively let their pronunciation be affected by their Vietnamese teachers' accent" (Tu, Interview 2). The point that deserves comment here is that while rejecting her own English as an adequate model, Tu expected her students to be compensating for what she could not provide by seeking exposure to alternative sources of standard English sources. As discussed above, the lack of confidence on the part of EFL teachers as norm providers in pronunciation instruction is not uncommon; the self-rejection as a norm-provider as found here was, however, striking.

With a similar level of assertiveness, Anh added:

> Ồ không không, giáo viên Việt chỉ là người guide thôi. Mình luôn nhắc các em là tiếng Anh của mình không phải là chuẩn mà các em nên theo.
>
> Oh no no, the role of Vietnamese teachers is just to guide students. I always remind my students that "my English is not the standard you should follow. (Anh, Interview 2)

Again, the perception of the authority of native speakers is so strong that teachers would not claim their right as legitimate norm providers despite Anh and Tu being two of the group of teachers who were confident with their English pronunciation. It is also

somewhat ironic that they stated that “it is good enough” if their students could achieve the same level of accuracy and fluency.

Le and Tu, however, provided further explanation about their rejection of Vietnamese English as an appropriate instructional model. They said that they needed to ensure that students were taught with models that were intelligible in international communication, and they believed that without doubt, these should be native speaker models. When discussing different proposals for instructional English pronunciation models, Szpyra-Kozłowska (2018) expressed concern that being provided with only English models by local teachers sharing students’ L1, students may, either, be unaware of how much their pronunciation departs from NES, or recognise it and “regard the quality of instruction as a flawed educational offer” (p. 239).

It should be noted that teachers’ lack of confidence in their own English pronunciation as an instructional model further illustrates a common hurdle facing NNES teachers in several other contexts such as in Hong Kong, where teachers may not legitimate themselves as adequate teachers of pronunciation (Ma 2012) or even doubt whether they should teach pronunciation at all, as Taiwanese teachers do (Golombek & Jordan 2005). However, Levis et al. (2016) point out that despite NNES teachers’ uncertainty about their role as adequate teachers of pronunciation and students’ preferences for NES teachers to teach them this aspect, pronunciation can be taught equally effectively by NNES teachers and/or NES teachers. Their findings suggest that the effectiveness of pronunciation instruction depends on teachers’ knowledgeable pedagogical practice rather than their English accents.

Nevertheless, the idea of Vietnamese teachers’ English being used as the instructional model did receive positive responses from three teachers. Nu noted that Vietnamese teachers’ English was “good enough” for students to imitate and acknowledged that “though liked or disliked, Vietnamese teachers’ English is already the English source for students’ daily exposure and its influence on students’ pronunciation is unavoidable” (Nu, Interview 2). Thuy added that Vietnamese English can be a good model for students to follow as long as teachers paid attention to “standardise their pronunciation according to a standard native-speaker model”. However, when asked what she meant by “standardise”, Thuy explained that it was a “must” for teachers to correct their pronunciation in terms of word pronunciation including word stress according to a British

or American dictionary. Hong, on the other hand, appeared to say that achieving English pronunciation that was similar to her own would be quite adequate; however, it was not up to her to decide for them:

> Tất nhiên mình nói thì không được tốt như người bản ngữ nhưng nếu sinh viên mà nói được chính xác như mình thì tốt lắm rồi. Tất nhiên các em không bắt buộc phải theo mình nhưng hoàn toàn ổn nếu các em học theo mình.
>
> Of course, I cannot speak English as well as native speakers, but if students can get the same level of accuracy as mine, then it is fine. Certainly, students shouldn't be forced to follow us, but if they choose to, then it is completely ok. (Hong, Interview 2)

This section has illustrated how the teachers in this study hold different positions about the model of English to be used in the classroom. There is, however, a common view that standard British or American English should be the reference point. Some teachers regarded their own English as inappropriate to be seen by the students as a model, while other teachers regarded it as adequate. Despite this lack of consensus, an overriding consideration by all teachers appeared to be the degree of intelligibility that the students would achieve.

5.2.3 English models: Learners' views

Interviews with students suggest that irrespective of their proficiency level, the students favoured native-speaker English accents over non-native speaker accents; however, the reasons for their preference diverged significantly across the different proficiency levels.

Lower-level students' views

Students from the lower level English classes generally preferred native-English speakers' accents and they attached negative associations to non-native speaker accents. In response to my question "What do you think about native and non-native speaker English accents?", a common answer was "I don't like non-native English", and "I like native English, especially American". Students mentioned a number of reasons to explain their rejection of non-native speaker accents. The reasons fall into two main categories.

Firstly, non-native speaker Englishes seem to be perceived as limited in their quality and/or aesthetic value. One of the students, Sa, commented:

> Nó không thực sự là tiếng Anh, nó thực ra là sự pha trộn của tiếng Anh với tiếng mẹ đẻ của người nói.
>
> It [non-native speaker English] is not really English, it is a mixture of English with speakers' mother tongues. (Sa, Focus Group 1, TN2)

According to this view, non-native speaker English is not even considered English. With a similar strong view, another student, Quang, further commented that non-native speaker accents of English "sound very annoying" (Quang, Focus Group 1, TN2).

Another reason mentioned by several students during the focus group discussions is the limited comprehensibility of these non-native Englishes. Most lower-level students confirmed that these accents were "very difficult to understand" (Sa, Quang, Thong, Focus Group 1, TN2), which is probably because students were not sufficiently "familiar" with these accents to understand them (Quang, Focus Group 1, TN2). When probed further whether it was the unfamiliarity or the perceived unappealing sound of the non-native speaker accents that caused their disfavouring of non-native Englishes, the students indicated that it was both. One student said:

> Chẳng hạn như em thấy ngữ điệu của tiếng Anh không bản ngữ nó bị kiểu biến dạng ý. Nói chung là em thấy những trọng âm này rất là khó hiểu và nghe rất khó chịu. Nếu những dòng tiếng Anh này mà được dùng trong bài thi thì em trượt mất.
>
> For instance, the intonation in these non-native speaker accents is kind of distorted. I find it so hard to comprehend those accents and it is also very unpleasant. If these English accents are used in listening tests then I will fail. (Quang, Focus Group 1, TN2)

Although students could not identify what matters more in their rejection of non-native speaker English, the difficulty in comprehending spoken English with unfamiliar accents was undoubtedly a significant factor. Students reiterated that non-native English was "very difficult to understand" (Thong), "too hard to understand" (Sa), or "not familiar" (Quang). Two students, Quang and Sa, even disclosed their fear of failing when listening

tests were conducted using non-native speaker English materials. All ten teachers in this study also confirmed that their students reported more problems comprehending non-native English compared to native-speaker English.

What stands out from the above data is a strong rejection of non-native speaker English accents from all lower-level participants. The students' responses indicate a sharp demarcation in their minds between "native" and "non-native" English accents. As shown in the previous section, there was, amongst teachers, a strong preference for "native accents" which was reinforced in their use of teaching materials developed in contexts where English was the dominant language. It may not be surprising therefore that students also assumed the view that native-speaker English was a more desirable model of English than non-native speaker English.

Advanced students' views

Advanced level students' responses concur with those of lower-level students in terms of favouring native-speaker English over non-native speaker English models. However, none of the advanced students in the focus group discussions identified the issue of comprehensibility as a reason for disfavouring the former or favouring the latter. At their higher level of English proficiency, there might be less trouble for them in understanding different English varieties. When discussing their preference of native English models, the idea of a standard to be used as a reference point appeared to be important for most of them:

> Em thì thích tiếng Anh Anh và nghĩ là nó là cái chuẩn nên theo khi học tiếng Anh…uhm…còn tiếng Anh Mỹ thì không nên vì dù sao nó cũng là sự tổng hợp và có sự sai khác rồi.
>
> I prefer British English and think it should be the standard model to follow when learning English because that is the standard…American English shouldn't be the model as it is a kind of mixture…uhm… a bit derived. (Vinh, Focus Group 4, Advanced)

Another student elaborated on the point about American English being "a bit derived":

> Theo em tiếng Anh Anh là tiếng Anh đầu tiên, rồi từ đó mới có những thứ tiếng Anh khác ra đời như anh Mỹ, Úc, Ấn, vân vân...Em nghĩ khi học phát âm chúng ta nên học theo tiếng Anh Anh vì nó chuẩn xác.
>
> In my opinion, British English is the first English, from which we have other English varieties such as American, Australian, Indian and so on. I think when learning pronunciation, we should consider British as the model because it is correct. (Hieu, Focus Group 4, Advanced)

That it is British English which is granted special status in the above comments and in comments from all advanced students was unexpected given that it is American English that the students reported to be exposed to on a daily basis, both within and beyond the classroom (see Chapter Seven). The above comments highlight two perceptions in students' minds: British English is the "original" or "first" English, and British English is the standard of accuracy. More importantly, the former is implied to justify the latter. Such a view that British English is the best because the language was born in the country is evident not only in this research alone but also reported by learner participants in Timmis (2002). In the field of applied linguistics, the term "standard" has been claimed to be problematic (Pennycook 2012; Quirk 1985; among others), thus, attributing the status of "standard English" to any particular variety of English is contestable. In addition, the status of being "original" or "first" English would not guarantee that a language variety is a "standard" given that several dialects of English spoken by people in Great Britain throughout the history of the language are not regarded as "standard English" at all. Despite that, British English seems ingrained in the minds of Vietnamese learners as the unrivalled standard of the language to teach and learn from.

Further discussion with the group of advanced students revealed more reasons for their preference British English. One of them, Dai, said:

> Theo em, học tiếng Anh là để giao tiếp, để diễn đạt mọi ý nghĩ của mình dưới góc nhìn cảm xúc của cá nhân mình nên cũng không cần giống hệt một mẫu nào nhưng để có một giáo trình để dạy tiếng Anh rộng khắp thì phải có môt cái gốc là tiếng Anh Anh. Mình phải tôn trọng họ vì đó là ngôn ngữ của họ. Và khi người học có thể giao tiếp thành công được rồi thì không nhất thiết là tiếng Anh chuẩn nó như thế này thì nhất thiết mình phải như thế này.

> In my view, we learn English to communicate, to express our own thoughts, our own emotions. So, it is not necessary for our English to be exactly the same as a certain model. However, to be taught English around the world as we are doing today, we need to rely on British English, the original English. We need to respect British people because that is their language, and then, when learners can communicate successfully, of course there is no need for us to speak only in this or another way because it is like that too in standard English. (Dai, Focus Group 4, Advanced)

Although in the context of global Englishes, English is claimed to have emerged into a language that can no longer be attributed to some groups of "native speakers" (Rajagopalan 2004; Widdowson 1994), several students, especially those at advanced level, such as Dai still asserted that British people have ownership over the language and that there is some respect due to the British people because of that.

An interesting point also indicated in the above comment is that advanced students may be keen to adopt British English as their learning model; however, this adoption does not necessarily mean they aim to reproduce this model. Instead, the adoption is grounded in their goal of learning to communicate successfully in the language, not to emulate an ideal model. As such, the quotation indicates the students' considered views about the language that they are learning and also about the significance to them for learning it, and the importance they place on having a good model to guide their learning.

Third, the comment also reveals learners' consideration about the pedagogical benefits of choosing a common native-speaker English variety, such as British English, as the model in "large scale" ELT. The comment suggests the learner's belief in a causal relation between the consistent choice of standard British English for pedagogy and a higher chance that learners in different contexts of "large scale" English teaching can more effectively communicate with each other. When examining this issue, Szpyra-Kozłowska (2015) also claims that the selection of a native English model is appropriate for pronunciation teaching in EFL contexts given these English varieties are still widely adopted as instructional models worldwide, thus serving as a common frame of reference in international communication in English.

In summary, the findings in this section indicate that learners in the context of the current research adhere to native-speaker English norms in their choice of a learning model. It is also found that at a lower level of English proficiency, learners seem to be primarily concerned to become comprehensible and accepted when speaking English; however, when their English advances, their desire for constructing and presenting their own identity in English gets stronger though they remain consistent about adopting native English to learn from. Drawing on the NELF framework by Szpyra-Kozłowska (2015), learners' demand for a space to present their L2 identity would not conflict with their choice of a native-speaker model given that pronunciation models and targets are two distinct concepts.

Preferred teachers of English pronunciation

Another dimension of students' preferred instructional English models is the concern over NESTs versus NNESTs. It has been well documented why many ESL/EFL learners favour native-English speaker teachers over non-native English speaker teachers of English pronunciation. The reasons include English accent and proficiency (Mahboob 2004; Timmis 2002) and some non-accent-related factors such as the teachers' race (Amin 1997). Williams and Kelch (2002), while exploring ESL learners' attitudes toward native and non-native speaker teachers of English, found that their attitudes were determined by the perception of whether teachers were native or non-native speakers rather than by whether they actually had native speaker accents. There has been increasing attention given to the unique and complementary strengths of NNS English teachers, which has led to their repositioning in the EFL teaching profession (Forman 2016); however, this research attention does not include focus on the strengths of those teachers in pronunciation teaching except in a few studies including Mahboob (2004).

In the current study, there were three main views reported by students in relation to NS/ NNS teachers of pronunciation: those who favoured NS teachers, those who favoured a balance between the two, and those who preferred foreign teachers with good English pronunciation irrespective of whether they are native or non-native speakers of English.

Table 5.1: Preferred teachers of English pronunciation

#	**Statement**	**(Strongly) Agree**	**Unsure**	**(Strongly) Disagree**
16	I prefer native-speaker teachers of English to teach me pronunciation.	80.4%	13.7%	5.7%

The dominant view expressed in both the survey and interviews was the one which favoured NES teachers as teachers of English pronunciation. Eighty per cent of surveyed students indicated they agreed or strongly agreed with the statement *"I prefer a native speaker teacher of English to teach me pronunciation*". The reason nominated by the majority of participants in interviews is their preference for native teachers' English accent. Though this view was strong among both lower and advanced students, it was more frequently cited by students of lower levels. One stated:

> Em thích giáo viên bản ngữ vì phát âm của họ chuẩn và khi em có 3 tiếng học với họ mỗi ngày thì phát âm của em sẽ cải thiện rất nhiều.
>
> I prefer native-English speaking teachers because their pronunciation is standard and if I have three hours with them in every lesson, my pronunciation will improve much. (Thong, Focus Group 1, TN2)

Again, the perception of NESTs as providers of "standard English" appeared to reassure this student. Several other lower-level students reiterated that native-speaker English teachers speak "original" (Nga, Focus Group 2, TN2) and "accurate English" so they were "worry-free" (Lan, Focus Group 3, TN1) about the models they were taught and exposed to.

Some negative experience with non-native speaker pronunciation teachers in the past was also reported as one of the reasons that generated stronger trust for NESTs by some students. One of these students commented:

> Em có kinh nghiệm là ở những cấp học dưới, lúc đầu một giáo viên dạy bọn em đọc từ này thế này xong rồi một giáo viên khác lại dạy bọn em đọc đúng từ đấy theo cách khác. Em thấy rối tung hết cả lên và không biết phải như thế nào. Thế nên em thích người bản ngữ vì em sẽ chắc chắn được một điều là những điều họ dạy em là chính xác.

> When learning pronunciation at previous education levels, one teacher taught me to pronounce something in one way while another teacher taught me to pronounce the same thing in a different way. Everything seems to be so confusing and I was disoriented. So I prefer native-English teachers because I know for sure that what they teach me is accurate. (Tra, Focus Group 3, TN1)

In addition to the appreciation of native speaker teachers for their standard pronunciation, some students also claimed to prefer native speaker teachers for having better methods of pronunciation teaching, which is similar to the finding reported in Williams and Kelch (2002). One student said:

> Về phát âm thì em đã có kinh nghiệm học với một số giáo viên nước ngoài và họ dạy bọn em cách điều chỉnh miệng như thế nào, cong lưỡi như thế nào và phát âm ra sao em thấy rất hiệu quả.
>
> As to pronunciation, I would rather have native-English teachers teach me because I had some experience learning pronunciation with some in the past and they taught us to adjust our mouths, curl our tongues and articulate sounds in ways that I found very effective. (Hoang, Focus Group 3, TN1)

It should be noted that though the vast majority of students from lower-level English classes expressed a strong preference for native-English speaker teachers to teach their pronunciation in the focus group interviews, comments from some of them also acknowledged Vietnamese teachers' strength in providing assistance which they could not seek from NES teachers; that is, the teachers' sharing the same L1 with their students served as the optimal tool in teachers' guiding and explaining complicated matters when other instructional techniques of pronunciation pedagogy failed to help. One of the students commented:

> Giáo viên bản ngữ dậy phát âm thì chắc chắn là tốt rồi, nhưng nếu có khó khăn về phát âm thì giáo viên người Việt có thể giải thích cho mình bằng tiếng Việt như thế sẽ dễ hơn cho sinh viên.
>
> Having native-English teachers to teach pronunciation is of course the best. However, when we have problems in learning pronunciation, Vietnamese

> teachers can explain in Vietnamese, and it is much easier for us to understand. (Quang, Focus Group 1, TN2)

Due to this valuable assistance that same-L1 teachers can provide, another lower-level student, Tam, believed learning pronunciation with Vietnamese teachers can be a necessary preparation for beginners before they are linguistically ready to learn with native-English teachers of pronunciation afterwards:

> Em nghĩ với sinh viên ở trình độ khởi đầu thì nên học phát âm với người Việt vì có chỗ nào ko hiểu thì cô thầy có thể dùng tiếng Việt để giải thích do đó học sẽ hiệu quả hơn. Nhưng với level cao hơn thì mình nên để giáo viên người nước ngoài dạy.
>
> I think students at beginner levels should learn pronunciation with Vietnamese teachers so that teachers can use Vietnamese to explain and help them study more effectively. At higher levels of proficiency, they should learn pronunciation with native-English speakers. (Tam, Focus Group 2, TN2).

Another pattern which emerged from the data is a preference for a combination of Vietnamese and native-English speaker teachers in pronunciation instruction. This pattern is found mainly among advanced learners, who took into account both L2 pronunciation accuracy, and pedagogic effectiveness. A student's comment was:

> Em muốn xen kẽ, một buổi người Việt, một buổi bản địa. Với người bản địa bọn em được nghe trực tiếp cách phát âm từ, cách nhấn chuẩn xác nhất khi nói. Còn các thầy người Việt sẽ giải thích là tại sao nó lại như thế, cùng là ngừoi Việt các thầy cô sẽ chỉ ra được ra những lỗi hay sai và làm sao đẻ sửa cho hiệu quả nhất
>
> I want the combination of one lesson with a native English-speaking teacher and then one lesson with a Vietnamese teacher because with native teachers I can learn the most correct pronunciation of words, placement of stress and so on. On the other hand, Vietnamese teachers can explain why these are so in the most comprehensible way. Also, as Vietnamese learners of English, they can help to locate our most problematic fields and help to correct our mistakes most effectively. (Ha, Focus 4-SM1)

What comes up in the data is that though the higher-level students value both native English and local teachers for their specific strengths, these students still traditionally pursue English accents provided by native-English speaker teachers. The point of difference between them and the majority of lower-level learner respondents in this research may be that more advanced English knowledge and abilities may result in greater confidence and control over the learning process; this in turns may enable such students to recognise more profoundly how their learning could benefit from local teachers as well.

A third response was expressed by a minority of students as follows:

> Em thích giáo viên người nước ngoài không quan trọng là người bản ngữ hay không.
>
> I like foreigners to teach me pronunciation no matter whether they are native-English speakers or not. (Dang, Focus Group 1, TN2)

When discussing further the reasons for this response, the student said that teachers' pronunciation must be good to be models for students, whether their accents are native or not. In addition, he added that teachers should be foreigners who are not strong users of Vietnamese because they would then maximise learners' exposure to and use of L2:

> Học với người nước ngoài sẽ có môi trường giao tiếp tốt. Trong khi đó nếu học với người Việt thì đôi khi vẫn dùng tiếng Việt và nó ảnh hưởng đến đến cơ hội được nói tiếng Anh.
>
> Learning with foreign teachers will create a good environment to communicate in English whereas when the teachers are Vietnamese, Vietnamese is still used sometimes and it limits our opportunities to communicate in English. (Hoang, Focus 3, TN1)

As noted above, some "foreign" but non-native speaker teachers employed at the research site were local teachers from the Philippines. As such, it seems to matter less which nationalities are represented in the teaching staff than the teachers' provision of good models to follow and sufficient opportunities to practise.

There exists a tendency for the students in this study to adopt NES teachers to teach them pronunciation in pursuing good models to learn from. Foreign teachers with good English pronunciation are also valued for not only bringing good pronunciation models but also

more chances of practising spoken English with pronunciation included. However, learners, at the same time, tend to seek for assistance from someone who knows well their language, understands their challenges in learning English pronunciation, and for this reason, local Vietnamese teachers are appreciated.

5.3 Goals of pronunciation teaching and learning

5.3.1 Teaching goals

For most of the teachers, there exists a double set of targets for pronunciation instruction: the target they aspired to and the target they actually adopted. The boundary between the two is not always clear-cut because most teachers seemed to be in a continuous process of goal negotiation, in which they may consciously and unconsciously switch back and forward frequently between nativeness (aspired target) and intelligibility (normally adopted target) in their practice.

Data from the interviews consistently showed that all teachers had a strong desire for their students to achieve native or near native-speaker pronunciation. However, in practice, teachers were divided into two groups: a majority of seven teachers who claimed to compromise to some extent in setting nativeness as the actual teaching goal, and a minority of three teachers who were persistent in pursuing their desired target. The first group of teachers, with varying degrees of reluctance, opted to shift away from nativeness in teaching their current students, being aware of the tempting but ambitious nature of the given target. One teacher commented:

> Thích thì tất nhiên là em thích sinh viên của em nói được như người bản địa hoặc gần giống như người bản địa rồi. Nhưng thực tế thì các em nói người ta nghe hiểu được dễ dàng là tốt lắm rồi và vì như thế nó thực tế hơn.
>
> Of course, I want my students to speak with native-like or near-native-like pronunciation. However, if they can speak an understandable English with their interlocutors, it is good enough for me, and it is a realistic goal. (Le, Interview 2)

The comment presents both the desired and the actual targets of the teacher. What has also been revealed here is a reality that in an EFL context such as Vietnam, the major struggle of teachers for the vast majority of class time is possibly to deal with the

intelligibility of their students' English speech rather than to help them achieve nativeness.

The flexibility of these teachers in goal choice tends to depend on the students they teach. Some teachers mentioned students' major areas of study (English majors versus non-English majors) as a criterion for switching from nativeness to the more realistic intelligibility:

> Mình chỉ target cái mục tiêu là sinh viên hiện tại của mình có thể nói được tiến Anh hiểu được là được…Tuy nhiên sinh viên chuyên ngành tiếng Anh thì phải đạt được 70-80% phát âm giống người bản địa.
>
> For my current students The Current Situation and Issues of the Teaching of English in Vietnam [non-English majors], my target is for them to speak English in a comprehensible way. …However, English majors must achieve at least 70% or 80% of a native accent. (Tu, Interview 2)

Some other teachers such as Thao, Le and Binh also took account of learners' ability in English when considering which goal to set. They explained that it would be "useless" (Thao, Interview 1) or "unrealistic" (Le, Interview 1) to force students of very limited English ability to speak like native people. They, however, still noted that native or near-native pronunciation is "the best" (Thao, Interview 1) or "desirable" (Le, Interview 2), especially for learners of high English proficiency. It seems that intelligibility is adopted by teachers in several cases but anything less than native-speaker or near native-speaker pronunciation is not their preference.

The second view is held by a minor group of three teachers including Nu, Anh and Thuy, who were very consistent in pursuing their aspirational goal. Nu commented that once learning English, "learners have to speak English the way native people do" (Nu, Interview 2). Anh further emphasised:

> Các em cần một cái đích nào đó để hướng tới và trong quan điểm của mình thì đó là phát âm bản ngữ. Nếu mình xuề xòa và cho phép các em phát âm thế nào cũng được miễn cô hiểu được thì không ai có thể biết tiếng Anh của người Việt sẽ đi về đâu.

> Students need a goal to reach. In my opinion, that goal should be native speakers' pronunciation. If we are tolerant and tell our students that they can speak in their own ways as long as we understand, then no one knows where Vietnamese English will head off. (Anh, Interview 1)

On the one hand, a view such as Anh's contrasts with a common belief in ELT that targeting native-speaker pronunciation in instruction means setting an impossible challenge for both teachers themselves and their students (Derwing 2003; Jenkins 2002). Also, goals that are too ambitious can be a source of disappointment and discouragement for learners (Pawlak 2011). As such, the choice of teaching targets is said to need thoughtful consideration of factors which may influence students' pronunciation learning process (Pawlak 2011) and its outcomes.

On the other hand, the above quote from Anh and similar ones from other teachers are not simply an expression of native-speaker ideology. In Anh's view, the pursuit of nativeness as a target for her instruction is also to ensure that the development of Vietnamese learners' pronunciation moves toward a common framework of international intelligibility.

An interesting note is that teachers may hold different views of what is meant by "native-speaker pronunciation". In the discussion with one of the teachers, Nu, who is very keen on pursuing native-speaker pronunciation in her teaching practice, claimed that intonation was not important. In response to my question about that seemingly contradictory point of view, Nu explained that:

> À, khi nói phát âm giống bản ngữ ý chị là ngữ điệu thì không quá quan trọng nhưng phát âm từ và trọng âm thì phải chuẩn như người bản ngữ. Sinh viên có thể nói cả câu kiểu đều đều cũng được.
>
> Well, by targeting native-speaker pronunciation, I mean that intonation is not very important but word and word stress must be produced correctly as native speakers do. And if students can speak a whole sentence with an even rhythm, it is fine. (Nu, Interview 1)

Here, correct word pronunciation is emphasised as an essential point to ensure the teacher's impression of near-native pronunciation. Thus, Nu's comment suggests that any

discussion and conclusion about targets of pronunciation teaching requires probing to uncover teachers' actual understanding of the nature of the targets they pursue.

To further explore how teachers negotiated their teaching targets in practice, I also investigated the assessment of pronunciation in learners' speaking performance given that there is no concrete pronunciation component in any test in the context of the current research There is a marking guideline from the English Department, according to which two out of the total 20 scores in the speaking test are allocated for pronunciation; however, there is no further guidance as to how pronunciation should be assessed in detail. All teachers stated that they assessed aspects of learners' speaking flexibly in allocating scores to different aspects of students' speaking and just considered the marking guideline a point of reference when necessary. However, teachers uniformly reported a general frame of assessment which consists of three main components, listed here in the order of importance as indicated by teachers: 1) what students have to say (ideas), 2) the way they say it (logic, grammar, vocabulary), and 3) if what they say is understandable to the teachers (intelligible pronunciation).

As such, pronunciation does matter in the speaking assessment though it seems to be emphasised the least. In addition, as teachers claimed to be flexible in their assessing different aspects of learners' speaking performance, I assume that the weight placed on pronunciation in the speaking test assessment would vary from teacher to teacher.

As for the focal point of my investigative interest – the pronunciation targets that frame teachers' assessment of the pronunciation component in students' spoken English – a common view expressed in the interviews was that teachers found intelligible pronunciation acceptable. Some teachers, including Hong, Hanh, Tu, Dung and Thao, further clarified that correct word pronunciation with or without word stress takes a vital role. Commenting on this, Hong said:

> Với em thì sinh viên, đặc biệt là các em ở những level thấp, miễn là các em có cái để nói và nói ra được với phát âm giáo viên hiểu được là được.
>
> As far as I'm concerned, as long as my students, especially those at lower levels, have something to say and can say it to the teachers with an understandable pronunciation, they're doing fine. (Hong, Interview 1)

Hong's view is shared by Le, who accepted learners' "understandable English" (The Current Situation and Issues of the Teaching of English in Vietnam (Le, Interview 1), and Tu, who claimed that she requires of her students at the speaking test that "they speak English *without serious pronunciation mistakes*" (Le, Interview 1), defining "*without serious pronunciation mistakes*" as without incorrect word pronunciation.

However, a question which arises here is whether teachers' acceptance of learners' "understandable" or "acceptable" pronunciation is an indication of their belief in intelligibility as an appropriate pronunciation target or whether it is simply an indication of teachers' tolerance of an aspect that is minor in the curriculum and testing and thus in teachers' assessment. That concern is illuminated by a comment such as Dung's below:

> Thường thì mình khá tolerant với phát âm mà chú trọng hơn vào ý tưởng, từ vựng và ngữ pháp. Thực ra thì khả năng về phát âm của các em nó đã thể hiện rất rõ trong kết quả bài nghe của các em rồi nên trong bài nói các em nói hiểu được là được.
>
> Normally, I am often quite tolerant regarding pronunciation and focus mainly on students' ideas, vocabulary and grammar. Students' ability in pronunciation in fact has been illustrated in their listening-test results. Therefore, in the speaking test, they just need to speak understandably. (Dung, Interview 2)

The comment shows two things: First, as I argued above, learners' pronunciation as part of their speaking-test performance is perceived as of less significance in comparison with other aspects such as the content of their speaking and the language they use (including vocabulary and grammar), and thus, can be more tolerated in assessment. Secondly, the significance of pronunciation is mainly associated with its facilitating learners' listening comprehension rather than improving their spoken English. The data also suggests that the great importance given to pronunciation in learners' successful communication in English as reported by teachers in Chapter Four might not have always been well translated into teachers' practice. The factors which might have impacted this translation deserves further research in the future.

It is also notable that while all teachers highlighted good pronunciation as an important strength which increases their chances of getting higher marks in speaking tests, four

teachers including Binh, Thuy, Anh and Le explicitly defined "good English pronunciation" as meaning native or near-native English speaker pronunciation. On this, Anh commented:

> Các em có phát âm hay và chuẩn thì sẽ được điểm cao hơn…Hay và chuẩn ở đây là theo giọng Anh Anh hoặc Anh Mỹ, hoặc ÚC cũng được. Nếu các em mà nói tiếng Anh với trọng âm Sing, Phllipin mà fluent thì cũng tốt…nhưng để mình xem nào… không, nói chung các em nói trọng âm tiếng Anh Châu Á thì mình không ưng lắm và tất cả đều ảnh hưởng đến điểm.
>
> Students with correct and good pronunciation will get a higher mark… "Correct" and "good" here means students can speak with British or American accents. Australian accent is fine, or if they can speak fluent Singaporean, or Pilipino English… let me see… No, Asian Englishes I'm not in favour of. It all affects students' marks. (Anh, Interview 2)

Sharing the same view of assessment, Thuy added:

> Khi nghe các em nói, chưa cần biết các em nói ra sao nhưng phát âm mà native-like là mình nghe đã thích rồi và chắc chắn là các em ấy sẽ được bonus.
>
> When marking students' speaking, not even when I don't know what they are talking but if they have a native-English accent, I'm impressed. I really like it and the students will surely get extra marks. (Thuy, Interview 2)

Native-speaker like English pronunciation is an unrivalled privilege because it is native-speaker English pronunciation, no more or less.

Generally, the high status of native-speaker ideology is still strongly evident in the context of this study regarding the aspirational targets for students. This finding is consistent with what Jenkins (2006) reports about the preferred target of pronunciation instruction in the EFL world, especially in East Asian EFL contexts (Boun 2014; Jenkins 2009). However, in her study of comparing the contexts of English use in Vietnamese and Swedish EFL, Cunningham (2009a) argues that setting native English speakers' pronunciation for Vietnamese students is ill-advised and suggests intelligibility as the target. In my current study, although nativeness, whether explicitly targeted or implicitly favoured by teachers, still functions as a standard that influences teachers' instruction and assessment to a

certain extent, flexibility in setting targets for pronunciation teaching and assessment are clearly evident with the teachers having regard to the attainability of goals, learners' abilities and potential professional needs. The process of compromising on the desired target of nativeness may seem to be more or less unenthusiastically embraced by several teachers but there exist a wider range of pronunciation goals that teachers considered acceptable for learners to pursue rather than only nativeness.

5.3.2 Learning goals

The previous section explored pronunciation teaching goals. However, what may matter even more in pronunciation pedagogy is to find out whether these pronunciation instruction goals are what learners also aim to achieve. To do so, an investigation of learning targets is essential.

In this section, learning targets will be looked at from the "self" perspective, drawing on Dörnyei's (2005) L2 Motivation Self System, with its two central constructs: Ideal L2-Self and Ought-to L2 Self. This "self- system" is adopted because it allows me to analyse better the thoughts and feelings which are associated with learners' visions of themselves as an L2 speaker in the future, which also motivate them in their on-going learning behaviours.

Intelligibility or nativeness?

It emerges from all sources of data that most students, regardless of their levels of English proficiency, preferred native-English speaker accents. This preference is consistently evident in students' preferred learning models, i.e. having teachers who can teach them pronunciation and get them to reach their learning target. When discussing the preferred learning target, a common response in the students' focus groups was "what I really want is a native or near-native English speaker pronunciation". In the survey questionnaire, a question was also designed to collect students' views of this issue using a five-point Likert scale. In response to the statement "I want to sound like an American, British, Canadian, or Australian speaker of English", 52% of surveyed students (45/87) strongly agreed, 33% (29/87) agreed, whereas only 4.6 % disagreed and no participant strongly disagreed with the statement. The data suggest that there is a tendency for students to associate their ideal L2-speaking selves with the traditional images of native-English speakers.

Table 5.2: Desired targets of English pronunciation learning

#	**Statement**	**SA (% (no))**	**A (% (no))**	**U (% (no))**	**D (% (no))**	**SD (% (no))**
12	I want to sound like an American, British, Canadian or Australian speaker of English	52% (45/87)	33% (29/87)	10% (9/87)	4.6% (487)	0% (0/87)

Note: **SA** (Strongly Agree); **A** (Agree); **U** (Unsure); **D** (Disagree); **SD** (Strongly Disagree)

Interestingly, focus group data show that students were realistic when setting their actual learning goals. No student reported to pursue native-speaker pronunciation. However, specific goals which were set by different groups of students varied in accordance with their English proficiency.

The first group included all four advanced students and two lower-level students, who, though claiming that native English pronunciation was both "too hard" and "not necessary" (Dai, Focus Group 4, Advanced), still aimed at a high level of English pronunciation: "70-80% native-speaker-like pronunciation" (Dai & Ha, Focus Group 4-SM1). It is unclear from the data alone whether the figure of 70-80% reflects a desire to sound almost like a native English speaker, or whether it reflects a belief that this level would achieve the intelligibility that they would need as English language speakers in the future. In contrast, only two lower level students, as mentioned above, reported to pursue the same target.

The second group consisted of the majority of the lower-English-proficiency group (five out of nine) who targeted an understandable English despite their strong desire for a native pronunciation. The students were generally aware of a clear boundary between a "desirable" and an "achievable" pronunciation. One student, Sa, commented that:

> Tất nhiên thích thì em thích cái mục tiêu số một rồi (phát âm như người bản ngữ), nhưng chọn thì em chọn cái số ba (nói hiểu được) vì nó là cái có thể làm được.
>
> Of course, I love the first goal [native pronunciation, but I choose the third [intelligibility] because it is achievable. (Sa, Focus 1, TN2)

As such, the aspirational goal of nativeness has been exchanged for intelligibility so that the students could achieve some of their goals, such as those that were reported in Chapter Four, including successful communication in English, employment, higher salary, professional success, and higher education among many other goals.

Apart from the majority of low-level students, who either chose to target near-native speaker English pronunciation or to settle for intelligibility with some hesitation, two lower English-level students stated that intelligibility was their first choice rather than a second best:

> Em thì chọn mục tiêu số ba (phát âm dễ hiểu) vì em đặt mục tiêu giao tiếp lên hàng đầu, nói để giao tiếp được chứ không phải là để giống một ai đó.
>
> My target is the third one [intelligibility] because my top priority is to learn English to communicate, not to sound like anyone in particular. (Vu, Interview 1, TN2)

Vu's view is shared by Nga (Focus Group 2, TN2) who identified herself as an English user in a "globalised world", who faced both the need and the opportunity to communicate with interlocutors from a variety of different L1 backgrounds (Nga, Focus Group 2, TN2). Vu's comment is interesting in two ways: first, it emphasises the importance placed by the student on the communicative aspect of English use; second, while not seeking to "sound like anyone" in particular, the student suggested a desire to develop his own L2 identity. The first point in Vu's comment may be underpinned by the sentiments found in the focus group and classroom data, namely the deeply felt concern and struggle to make themselves understood in spoken English. Several students reported that they were "unconfident" (Nga, Focus Group 2, TN2), or "unable to express what I think" (Tra, Focus Group 3, TN1) when speaking English. As such, the desire to achieve intelligibility is a strongly felt pressure for many of them.

Clearly, for this third group, the concept of an "ideal L2-self" needs interpreting in a different way from what it was for the second group and may be the first group as well. That is, these students imagine their future English-speaking selves as someone who possesses intelligible English pronunciation to communicate successfully, rather than as someone who speaks with a native-English speaker pronunciation. This finding can be linked to Choi's (2015) study which indicates that in the contemporary discourse of

native-speakerism, English Korean bilinguals legitimise themselves as "good" bilinguals, who "don't want to speak like a native speaker of English" (p. 72). This finding reflects a trend that is emerging in ELT in a globalised world, where integration and identification with native English speakers in several ELT contexts may be impossible or not expected (Dörnyei 2005), and where the communication in English occurring among non-native English users far exceeds that between non-native and native English speakers.

In summary, for most learners in the context of this study, their ideal L2 selves may or may not coincide with their actual learning targets. In addition, the distances between learners' current L2 proficiency and ideal L2 selves take a significant role in their decision of what learning target to adopt. For example, advanced learners, due to a high level of English proficiency, aspire to achieving a near native-English speaker accent while most lower-level students are focused on a more realistic target of intelligibility. However, an important finding in this section is that students are not obsessed with achieving a native-speaker English pronunciation though that is what they prefer. Instead, students are clear about what they want and what they think they can realistically achieve and are decisive in the pursuit of their goals.

Sound like Vietnamese speakers of English?

The student questionnaire asked the respondents if preserving a Vietnamese-accent in English was an interest or a learning goal of students in the current context. A question in the survey questionnaire was designed with a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. A related question was also asked in the student focus groups: whether they wanted to preserve their Vietnamese accent in English so that they could be recognised by international interlocutors as Vietnamese speakers of English.

Students' responses in the questionnaire diverged but their level of agreement showed a strong correlation with their English proficiency as presented in Table 5.3 below. To bring out the sharp differences in the views of students from different levels, I opt to examine only responses to (Strongly) Agree or (Strongly) Disagree.

Table 5.3: Desire for the preservation of L1-accented English

#	Statement	Students' responses			
13	I would like to keep a Vietnamese accent when I speak English	(Strongly) Disagree		(Strongly) Agree	
		Advanced students (No (%))	Lower-level students (No (%))	Advanced students (No (%))	Lower-level students (No (%))
		4/17 (24)	35/70 (50)	9/17 (52)	17/70 (24)

As Table 5.3 shows, most advanced students (52%) agreed or strongly agreed that they wanted to keep their L1 accent in English and only 24% did not. However, half of the students from lower English levels expressed a (strong) disagreement with the statement. Only 24% of this group said they wanted to preserve their Vietnamese accent in English.

These sharply distinctive views between advanced and lower-level students are further illuminated by focus group data. From the perspectives of advanced learners, the importance of maintaining some aspects of their Vietnamese accent in English was emphasised despite their wanting to pursue a high target of 70 or 80% native-like pronunciation as reported in the previous section. For some of these students, retaining their L1 accent was explained in the following way:

> Em nghĩ mình biết ngay từ đầu là mình không thể nói y hệt như người bản ngữ được, nên thay vì thế tại sao mình không học theo họ những yếu tố quan trọng để đảm bảo tiếng Anh của mình đúng, rồi trên cơ sở đó xây dựng cách nói tiếng Anh của người Việt, tạo ra cái gì đó của riêng mình như người Sing người ta có tiếng Anh Sing chẳng hạn.
>
> From the beginning, we know that we cannot pronounce English exactly the same way native-English people do. So, instead of trying to copy their accent 100%, why don't we try to learn from them the core features to ensure that our English is correct, then we can speak English in a Vietnamese way. That means we can create something of our own, like Singaporeans have Singaporean English. (Dai, Focus Group 4, SM1)

Dai's comment touches upon three main issues: the threshold level for English pronunciation for Vietnamese learners when learning the language as EFL adult learners; the choice of native-speaker English as a model for learning; and the development of Vietnamese English as an English variety. Thus, the student was realistic about the limited extent of native speaker pronunciation that he could hope to achieve as an EFL adult learner. Importantly, the threshold level is not perceived from a deficit perspective but as an opportunity to express a Vietnamese English speakers' identity in English, and part of a possible emergence of a variety of Vietnamese English.

Secondly, the data here is consistent with data presented throughout the thesis regarding advanced students' preference for native-speaker English models as a way to improve the intelligibility of their English. This perception may reside in the fact that native-speaker English varieties have been widely adopted as models for English teaching worldwide, and thus can be a common frame of reference that facilitates mutual comprehension between international interlocutors in English communication. However, the above comment emphasising the learning of core features of a chosen native speaker accent touches upon a question that scholars in pronunciation pedagogy (such as Jenkins 2000; 2001; Walker 2010; Deterding 2010; Kirk Patrick 2006; Szpyra-Kozlowska 2015; among others) are still wrestling with: what are the "core features" of a native accent that teachers and learners should focus on?

The aspiration for preserving a Vietnamese accent in English is also explained by some other advanced students as a way to retain their Vietnamese identity in international contexts:

> Em muốn giữ bản sắc của mình qua phát âm tiếng Anh để khi mình đi ra khỏi Việt Nam, người ta không nghĩ mình là người Trung Quốc hay người Nhật Bản. Người phương Tây họ luôn đánh đồng mình là người Châu Á, người Trung Quốc. Nhưng em muốn cho họ thấy rằng, người Việt nói tiếng Anh rất khác biệt và chuyên nghiệp.
>
> I want to keep my Vietnamese identity in my English pronunciation so when I go overseas, people will not think I am Chinese or Japanese. Westerners often think of us all as just Asian or Chinese. But I want to show that our English is unique and of high quality. (Dat, Focus Group 4, SM1)

Differently from commonly reported trends in which second/foreign language learners often want either to become a native speaker or be able to pretend to be a native speaker in the L2, several students of high English proficiency in this study aspire to be distinctive through their Vietnamese identity. Their views suggest pride in their Vietnamese identity, and possibly even a role in the development of a distinctive variety of Vietnamese English.

However, in line with the survey result, discussion with students of lower English proficiency showed that the desire for the preservation of L1-accented English surfaces in the data by only two students (Vu and Nga, who was quoted in the previous section) while all the others claim to dislike their own accented English. The first reason mentioned is the fear of being disliked or not being accepted. One of them said:

> Em không thích tiếng Anh có trọng âm Việt, vì đến chính em còn khó chịu với nó thì tất nhiên là người nước ngoài người ta sẽ không thích tiếng Anh Việt Nam của mình rồi.
>
> I don't like my Vietnamese-accented English. I am myself annoyed with it so foreigners will of course not like it. (Quang, Focus Group 1, TN 2)

As already discussed, lower-level students often reported a negative attitude towards accented English, related to difficulties in comprehension and their own uncertainties as beginning learners.

Some other members of this lower-proficiency group associated Vietnamese accentedness in English with a higher risk of inaccuracy and unintelligibility in international communication. One of the students, Hoang, said it would be "incorrect" when bringing features of Vietnamese into English while another, Trang, added that the maintenance of an L1 accent can be a "source of misunderstanding and miscommunication" (Focus Group 3, TN1). Regarding this concern, research has pointed out that while there is no correlation between accentedness and intelligibility, accented English may require more time for listeners to process, and, thus, can significantly enhance listeners' perception of incomprehensibility (Derwing & Munro 1997; Munro & Derwing 1995).

Clearly, the acceptance and perhaps even desire for the presentation of L1 identity via accented English grows stronger when students advance in their levels of English proficiency. A paradox is that lower-level students, though claiming to target intelligibility as discussed in the previous section, were uncomfortable about producing accented English, or even tend to reject it due to the fear of being unsuccessful in communication, being judged as unqualified speakers of English. For advanced students, it may be their higher proficiency in English that enables them to be more confident about presenting their L1-identity by means of an accented English and being a successful communicator in English are not mutually exclusive.

In conclusion, nativeness still evokes a strong temptation among all teachers and most students. On the one hand, this finding is contrary to those of related research which points out that continued insistence on this desired target may lead to a number of difficulties including burdening teachers and students with an impossible mission (Derwing 2003; Jenkins 2002) and thus generating discouragement for students (Pawlak 2011). On the other hand, the emphasis on nativeness as a teaching target is not unexpected in ELT considering the implications of dominant native-norm ELT materials and textbooks worldwide, the discrimination of all sources against accented Englishes (see, for example, Green 2004; Saito 1991), or the strong preference of both students and teachers in different contexts worldwide (see Jenkins 2004; Kanellou 2011; Sifakis & Sougari 2005; Timmis 2002; among many others).

However, it deserves comment that while teachers appeared committed to their desired teaching target, despite making adjustments in practice, students were more decisive and realistic in adopting intelligibility (lower-level students) or near-native-like pronunciation (advanced students) as their target. All advanced students and some lower-level ones even expressed a desire for and pride in their own English accent.

Regarding a learning target specifically, a range of learners' L2 selves are presented via different learning targets. Looking at how students visualised themselves in English in future, I find that multiple factors such as learners' desires, English ability, their contexts of English learning and English use have been considered and negotiated by the students. Like any other psychological construct, the L2-selves of learners in the context of this study can be complicated, multi-faceted and require close scrutiny to interpret them. Advanced learners' Ideal L2-self is an example. That is, while these students seemed to

strongly aspire to follow a native model and achieve a high level of nativeness, their actual ideal English-speaking selves are associated with the images of people who have good spoken English and also proudly present their Vietnamese identity via aspects of their English accent.

5.4 Conclusion

Two main findings have been discussed in this chapter. The first concerns the selection of English models for teaching and learning. It became clear that neither teachers nor students were willing to give up native-speaker English as their models. The first likely reason is that the choice of these native English-speaker models had been unquestioned in ELT practice for so long that for teachers and students to think otherwise in the context of this study would be surprising. Even though the awareness of World Englishes did exist among some teachers, the presence of this view was found to be either very limited or non-existent in the teachers' classroom practice. For this same reason Vietnamese English was strongly rejected as instructional models by most participants in this study, especially teacher participants. Regarding this concern, Szpyra-Kozłowska (2015) argues in her proposal for the NELF framework that native English-speaker models provide a common frame of reference given that native speaker models are still selected for instruction worldwide. This is an important consideration for Vietnamese learners who are likely to be using English with people who have learnt English in a variety of different contexts.

The second finding shows that despite an adherence to native-speaker models, the desire among both teachers and students to achieve native-speaker English pronunciation is tempered by an understanding of what is realistically attainable, and, interestingly among the advanced level learners, a desire to retain some of their Vietnamese accents. The latter desire is related to their wish to be recognised as a Vietnamese speaker of English and also to see the emergence of a distinctive variety of Vietnamese English. The current study also linked the issue of English pronunciation models and that of who should teach English pronunciation. Though most teachers were hesitant to claim themselves as adequate teachers of English pronunciation, students highly appreciated the strengths of local teachers especially for their understanding of learners' difficulties in learning English pronunciation and the appropriate pedagogy they could provide to best facilitate their learners' English pronunciation learning.

Chapter Six – Constraints in Pronunciation Teaching

Chapter Five investigated models and targets of pronunciation teaching and learning of EFL at a university in Vietnam. The analysis found that both teachers and students believe that native-speaker English ought to be used as the model in pronunciation; however, their views on whether this should also be the target to be achieved were more varied. In the teachers' explanations about the difficulties or the inappropriateness of pursuing native-speaker English pronunciation as the target, numerous aspects of the constraints within which the teachers are working emerged, with some of these related to the constraints that influenced the teachers' beliefs about the importance of teaching pronunciation discussed in Chapter Four. This chapter delves more deeply into the exploration of the constraints facing teachers of English pronunciation in the context of this study. The analysis is based on two main sources of data: teacher interviews and textbook analysis. The chapter will show that a range of obstacles including time constraints, the focus and style of textbooks, teachers' perceptions of their learners' motivation, and teachers' lack of confidence in teaching pronunciation are in play.

The findings in the current chapter will be discussed in relation to obstacles that both native and non-native English-speaking teachers are struggling with in the field. Those challenges which stand out as salient in the literature of the field, as indicated in Chapter Two, include mainly poor teacher training (Breitkreutz, Derwing & Rossiter 2001; Burgess & Spencer 2000; Henderson et al. 2012; Murphy 2014b; Robertson 2003), the downplay of pronunciation in the CLT approach (Celce-Murcia, Brinton & Goodwin 1996; Foote et al. 2016), unsystematic pronunciation content in textbooks (Derwing, Diepenbroek & Foote 2013). Especially in EFL contexts, a major hurdle for pronunciation teachers is the neglect of pronunciation in curriculum (Lim 2016; Liu 2011) and assessment (Idris & Ibrahim 2016). Also strongly evident is a tendency of teachers to avoid pronunciation instruction due to their low confidence in their own spoken English among many other contributing factors (Golombek & Jordan 2005; Levis 2016; Ma 2012).

6.1 Time constraint

Not being a component of the curriculum, teachers in the current research are not officially afforded instruction time. As a result, six teachers including Le, Thuy, Binh, Nu, Thao and Dung claimed that they did not teach pronunciation on a regular basis or to a significant extent. Commenting on this constraint, Nu explained that "in such a limited amount of time, we have to complete so many things" and thus, "there could be not enough time for pronunciation" (Nu, Interview 2).

The absence of pronunciation in the curriculum has had the effect of making the teaching of pronunciation optional, and into something that is addressed only when there is time left for it, and only when teachers are willing to use any available time for it. Nu further commented that this "discourages not only teachers from teaching but also learners from learning this aspect" (Nu, Interview 1). Even those teachers who expressed a high level of confidence in their ability to make pronunciation instruction as "stimulating and effective" as their instruction of any other English aspects or skills (Le, Interview 1), and were motivated to teach this aspect, found themselves restricted by the lack of time. Le captured the sentiments of many of her colleagues: "all we need is time" (Le, Interview 1).

To understand better teachers' comments concerning time constraints, I carried out a small investigation of the curriculum for the English Preparation Course at the site of this study. As indicated above, the course consists of six levels from beginning to advanced. Students were assigned to their right level based on their English placement test results at the entrance to university. The course curriculum can be described as coursebook-led. Each level followed a corresponding textbook in the series Top-notch and Summit by Saslow and Ascher, 2nd edition, Pearson Longman Press. The total teaching time allocated for each level is 105 hours within six weeks, and students had a 3-hour class every day for six days a week. Out of the total teaching time, five hours were for on-going assessment consisting of five progress tests, each of which was conducted at the end of every two textbook units. It is important to note is that these progress tests were to assess students' achievements in all aspects and skills of English including vocabulary, grammar, listening, reading and writing, but not speaking and pronunciation.

Given that each unit had to be completed in 10 hours, students were introduced to a great amount of English knowledge every day and sat for a test every three days. This means

they were under much pressure to do well in the test and much pressure on their teachers to prepare them well for the tests. While pronunciation was not an aim of the on-going assessment, it is understandable why teachers claimed "there would be not enough time", or "all we need is time" when discussing instruction in pronunciation.

The curricular challenges facing pronunciation instruction are certainly not unique to this context. It has been noted that English teachers often report having insufficient time to pay proper attention to pronunciation (Gilbert 2008), especially when pronunciation is not a part of the curriculum as in some Asian EFL contexts (see, for example, Lim 2016; Liu 2011; Robertson 2003) or not a component of the examination (Idris & Ibrahim 2016; Lim 2016; Liu 2011). In these situations, instruction in pronunciation has been found to be often neglected (Liu 2011).

6.2 Textbooks

As discussed above, textbooks, on the one hand, are claimed to define teaching practice in the majority of EFL contexts (Forman 2016) and in global ELT generally (Akbari 2008). On the other hand, English textbooks have been found not to have appropriately acknowledged and addressed contextual features and the needs of EFL contexts (Forman 2016; Phillipson 1992a; among others). Therefore, the extent to which textbooks facilitate teaching is a matter which should be examined in close relation between textbooks and particular ELT contexts in which they are used.

In fact, Western-produced English textbooks have been criticised for their mono-cultural perspective and methodological incompatibility with several EFL contexts. Exploring the discourses of identity presented in internationally distributed UK-produced English textbooks, Kullman (2013) argues that though learners' centrality appears to have become more significant in the content of English course books published since the late 1980s, these course books still "not only present very narrow slices of life, but embody, and often impose, peculiar and partial discourses of identity" (p. 38). Nault (2006) claimed that "no well-designed ELT course books exist that explicitly focus on cross-cultural and multicultural themes from a global perspective" (p. 323) while Tomlinson (2008) described current ELT textbooks as ethnocentric. In Asia, Shin, Eslami and Chen (2011) investigated seven internationally distributed English textbooks in use in the region and conclude that these series are Inner-Circle-culture dominated. Such "a strange lack of

awareness of and interest in second language learners, their teachers, their cultures, their languages", as Forman (2016, p. 185) described them, has been reported to impede teachers' classroom effectiveness (Forman 2016), and learners' learning (Boriboon 2004) in such contexts as rural Thailand. Regarding teaching methodology, English textbooks, as argued by Gray (2012), have become a commodity which promotes certain Western teaching methods, which are generally based on the use of the L1 only. Such prescribed monolingual textbooks, with their linguistic and cultural content and embedded Western teaching methods, have also generated resistance among learners in Sri Lanka to both US-produced textbooks and to communicative teaching approaches (Canagarajah 1993a, 1993b).

Given that pronunciation teaching has been reported to be the area for which teachers are least prepared and most challenged, the reliance on textbooks could be expected to be more significant than it might be in other aspects of English language teaching. At the same time, however, teachers are also reported to neglect pronunciation textbook content in part or altogether due to, among other factors, the lack of guidance provided to teachers in the textbooks or how to exploit pronunciation-related knowledge/activities in other resources available to them.

This sub-section looks at how teachers in the current research context discussed and negotiated the constraints they experienced when working with textbooks. An analysis of the *Top Notch* and *Summit* textbook series they used is included to provide a context for this analysis. The findings will show that the textbooks in use, on the one hand, are not the most suitable resource, but on the other hand, textbooks still serve as the curriculum which frame the teachers' classroom practice.

6.2.1 Teachers' views

The textbook constraints identified by the teachers are mostly related to their content. First, the textbook series is reported to be limited, not only in terms of its pronunciation focus but also in the range of pronunciation-related activities it provides. Either or both of the above short-comings were mentioned by all ten interviewed teachers; among them, Anh, Binh, Hong and Hanh (Interviews 1 and 2) reiterated how challenged they were to give variety to the pronunciation teaching activities in light of the limited range of activities which was used throughout the textbook they used. Consequently, teachers felt

their instructions based on pronunciation-related textbook activities are not only 'ineffective' but 'boring'. Despite the limitation they were aware of, the teachers relied on and followed the textbook activities most of the time due to the limited pronunciation teaching technique repertoire they possessed (Hanh, Binh, Interview 1). Anh further commented that the lack of attention to pronunciation in the textbook series had diminished her desire to give instruction on pronunciation:

> Những cuốn giáo trình hiện đang dùng không tập trung vào pronunciation. Thế cho nên ở trường này hiện bọn mình dạy pronunciation rất ít. Với giáo trình đang dùng ở đây, mình chả có cảm hứng gì với việc dạy phát âm cả.
>
> These textbooks do not focus on pronunciation. So, at this university we are currently teaching very little pronunciation …With the current textbooks, I have no inspiration to teach pronunciation at all. (Anh, Interview 2)

Anh's view resonates with Nu's comment which was previously quoted and which emphasises the minimal focus on pronunciation in the curriculum as a source of disincentive for both teachers and students to focus on pronunciation. In regard to this issue, Jones and Evans (1995) note that pronunciation content, if included in ELT textbooks, is often presented in a far from comprehensive way. This finding here aligns with those of previous research that pronunciation content presented in integrated-skill ELT textbooks is often far from systematic (Derwing, Diepenbroek & Foote 2013) or holistic (Jones 1997; Jones & Evans 1995).

Secondly, the textbook series in use has also not been received as a teacher-friendly resource by teachers. This is evident in interview data from one teacher, Thao, who disclosed that:

> Nói thực thì em chả biết là những phần liên quan đến phát âm trong giáo trình này tốt hay không nữa. Có lẽ nếu có them thời gian giành cho pronunciation thì giáo viên có thể khai thác những nội dung đó tốt hơn.
>
> Frankly speaking, I have no idea whether the pronunciation-oriented content in the textbook is good or not. Maybe if we had more time for it, we would possibly find ways of exploring it better. (Thao, Interview 1)

What is evident here is the consequence of the conflation of the constraint in time that could be invested in pronunciation teaching and the lack of useful pedagogical teacher resource and guidance that teachers could exploit the limited time they have to teach pronunciation.

As such, when discussing the pronunciation aspect of the series, teachers expressed their dissatisfaction with the breadth of pronunciation content, variety of activities and guidance to make these activities engaging for the learners. Although the differences would be huge regarding pronunciation in ESL versus EFL as well as course-book led curriculum versus designed curriculum, some ESL teachers of pronunciation in the USA in Baker's (2011) study also raised concern about their textbook-driven teaching and emphasised the necessity of introducing extra pronunciation teaching activities into their classes.

6.2.2 Textbook analysis

In light of the teachers' negative views about textbooks regarding pronunciation instruction, I conducted a small investigation into the textbook series that is currently being used at the site of this study. Student books were chosen for analysis instead of teacher books because instruction was observed to be strongly based on the former while the latter is rarely drawn upon by teachers. This has been noted in research in other Southeast Asian EFL contexts (see, for example, Forman 2016). During my own experience as a teacher of English for several years at this university I also found that the teachers' books were not very useful due to their densely worded information and suggestions of teaching procedures, several of which are unfamiliar to teachers and not appropriate for the Vietnamese EFL classroom.

The *Top Notch* and *Summit* series (2nd Edition) under investigation consist of five integrated-skills textbooks by Saslow and Ascher (2011); they range from *Top Notch Fundamental* (beginning level) to *Summit 2* (upper-advanced level). The analysis of the textbooks focused on two main aspects: pronunciation content and teaching methods.

Content

Pronunciation content knowledge

As integrated-skill textbooks, pronunciation comprises a part, albeit a small one, that is interwoven with other linguistic items and skills in each unit of every book in the series. Pronunciation content in the series covers both segmentals and supra-segmentals as summarised in Table 6.1:

Table 6.1: Pronunciation features in textbooks

#	**Supra-segmentals**	#	**Segmentals**
1	Blending (TN1)	1	Schwa (TN2)
2	Reduction (TN2, TN3, SM1, SM2)	2	Some vowel sounds (TNF, TN1, SM1)
3	Contraction (TN2, TN3)	3	Voiced and voiceless th (TN1, TN3)
4	Assimilation (TN2)	4	Verb endings (third singular and past tense: TNF, TN1, SM2)
5	Contrastive stress (TN1, TN3)	5	Plural endings (TNF)
6	Emphatic stress (TN2, TN3, SM2)	6	Syllables (TNF)
7	Sentence stress (TN3, SM)	7	Linking sounds (TNF, SM1, SM2)
8	Word stress (TNF, SM1)		
9	Rhythms (TNF, TN1, TN2, TN3, SM1, SM2)		
10	Intonation (TNF, TN1, TN2, TN3, SM1, SM2)		
11	Thought groups (TN3)		

Note: TNF - *Top Notch Fundamental***,** TN1 **-** *Top Notch 1*, TN2 - *Top Notch 2*; TN3 - *Top Notch 3*, SM1 - *Summit 1*, SM2 - *Summit 2*

Table 6.1 shows that the series cover a wide range of features. However, each individual textbook covers only some of these features and there are overlaps across several books in the series. In addition, there is a clear emphasis on aspects of connected speech in the whole series. This finding can be linked to the finding of Szpyra-Kozłowska's (2015) investigation into 20 popular English textbooks currently in use in the EFL world, which shows a predominant emphasis on supra-segmentals. In the current series, special attention is extended to intonation and rhythm with two sections, namely Conversation Models (in *Top Notch*), and Conversation Snapshot (in *Summit*), focusing on these two features in every unit. This may reflect recent research findings which highlight the

importance of rhythm and intonation in successful communication in English (see Roach 1991).

In addition, each pronunciation feature is organised, so it can be taught in stages over several units in the same textbook, or in different books. For example, rising/falling intonation which accompanies questions is introduced in *Top Notch 1*, while the use of those two patterns for tag-questions appears much later in *Top Notch 3*. This is an example where pronunciation knowledge supports learning for specific communicative situations in each lesson. As a result, pronunciation content can be presented and practised in communicative contexts. However, from the teachers' perspective, distributing aspects of the same knowledge across a number of units may present them with difficulties in synthesising the knowledge for themselves and their students. This may explain several teachers' comments in interviews that the pronunciation content in textbooks was "fragmented" (Anh, Interview 1), "unsystematic" (Hong, Interview 1) or "not comprehensive" (Nu, Interview 1).

Despite the emphasis placed on supra-segmentals in the textbooks, class observations found that teachers' instruction often focused on aspects of segmentals; few supra-segmental features were taught on a regular basis except for intonation. While a close analysis of teachers' pedagogical practice is the subject of Chapter Eight, it should be noted that teachers avoiding giving instruction on certain pronunciation features is often an indicator of either their perceived limited importance of instruction (Barrera-Pardo 2004; Neri et al. 2002) and/or their lack of confidence in teaching these (Breitkreutz, Derwing & Rossiter 2001; Foote, Holtby & Derwing 2011). In the current project, the absence of instruction on supra-segmentals was not specifically investigated but emerged as a prominent pattern from classroom data. Teachers' comments while discussing different aspects of pronunciation pedagogy practice indicate that their avoidance of several supra-segmentals might be for both of these reasons.

Regarding teachers' perceived limited importance of teaching some supra-segmentals, two teachers, Anh and Le, stated that phenomena of connected speech such as reduction, assimilation and elision seem to be "too specialised" (Le, Interview 1) and "too complicated" to teach non-major English students (Anh, Interview 1). This may partly explain why these textbook contents were often skipped and only twice in all the classes

I attended did one teacher, Anh, give her pre-intermediate students some instruction on one of these super-segmentals, the reduction of "have to" and "would".

As for teachers' confidence in teaching English prosody, most explained that they had never been properly taught about English pronunciation when they were learners of English; some of the teachers specifically identified their lack of training in prosodic features such as rhythm, assimilation, blending or contraction (Dung, Hong, Interview 1). As native speakers of Vietnamese, which is a syllable-timed language compared to English which is a stress-timed language, the lack of training in English supra-segmentals could be expected to generate difficulties for teachers as English users themselves. As teachers of English pronunciation, the challenges are multiplied given the lack of training teachers had received on how to teach these as indicated above. The brief introduction of supra-segmentals in their current textbooks may not have been sufficient for teachers to feel ready to give instruction on these supra-segmentals. Although the textbooks cannot be blamed for the teachers' neglect of supra-segmental aspects, the focus of the textbooks on English prosody appears not to match the importance placed by teachers' on those prosodic features, nor the extent of instruction teachers were prepared to give on these features.

Content in context

Like many imported textbooks from the Western world, the textbook series used at the university under investigation in this study foregrounds Western middle-class lifestyles and values through the use of themes such as "travel" and "eating out" in all the activities including those which are pronunciation-oriented. Although it is widely claimed that such Western value-imbued content may not be familiar to the lives of most EFL students, this mismatch was not mentioned in the interview data collected from the teachers. My classroom observations also reveal that while explanations of culturally specific terminology and contexts were sometimes supplied in the L1 or L2 by the teachers, there was little evidence of teachers adapting the textbook content to make the kinds of English spoken by the students more relevant to their real-life context.

The closest evidence of such adaptation was found in some instances when teachers reminded their students to improvise their role plays in any way they liked. There was, however, little evidence of students responding to such a call, nor were the students

provided with examples or any strong encouragement or guidance on how to improvise. Given that the vast majority of students at this university were of limited English proficiency at the point of entrance (approximately 70 per cent of all English classes at the time of my data collection were pre-intermediate or lower), students might have felt more at ease not to depart from the textbook models in the absence of any strong recommendation to do so. Indeed, my field notes and class observations reveal that most of the students' English, especially that of lower-level students, was simply a copy or a very close version of textbook models. Generally, for all the teachers, the context presented in the Western-norm-bounded textbook content was not believed to pose a problem. However, another important reason why textbook examples were not adapted may be the function of the textbook as the curriculum, and an authoritative source of guidance for their instruction, as has been found to be the case in other EFL contexts such as Thailand (Forman 2016).

Although it should be noted that not all of these Western norms may pose an interference to students' comprehension of the textbooks given that Western ways of life somehow become familiar to students via media, which has not been the case in the past, this foreign content may generate some challenges for them in relating to the world presented in English when they are speaking. The mismatch between the realities presented in the textbooks and those of the students was commented upon by one student, Tam. Tam stated that during pronunciation-related speaking activities, he often had the feeling of "playing fictional roles of someone else" and that he was "acting out a textbook situation" rather than really speaking English; and for that reason, he added, "I often do not feel I am myself' (Tam, Focus Group 1). Tam's comment is similar to that made by a Korean student quoted in Robertson's (2003) study, in which the student felt s/he was like a "puppet with a talking mouth" (p. 14). While the point Robertson was making about the quote relates to the incompatibility of CLT in English pronunciation classes in Korea where a more traditional culture of teaching and learning is still prevalent, Tam's comment signals the tensions arising from importing CLT "wholesale" (including the contexts of communication) into a different EFL context.

Teaching methodology

In terms of assumed teaching methodology, like most recently published integrated-skill English textbooks, the current series is communicative in approach. All books in the

series are consistently designed with three pronunciation-related sections: two "Conversation Models" as they are called in *Top Notch*, and "Conversation Snapshots" as they are called in *Summit*, and a small section specifically labelled "Pronunciation".

In each Conversation Model section, the conversation is followed by three pronunciation activities, each of which constitutes a stage in the communicative approach of instruction. The first is a highly-controlled practice activity which explicitly highlights rhythm and intonation. In this activity, students are required to listen to a dialogue and practise it in pairs, focusing on the production of rhythm and intonation patterns appearing in the model conversation. Teachers were sometimes observed to have their students repeat after each sentence in the audio file to imitate the intonation and pace of speech before practising the production of the target features in a larger chunk of a full dialogue. This activity should be clearly recognisable by both teachers and students as pronunciation practice; techniques in use normally include listening and repeating, or reading aloud, or both. The activity that follows involves guided practice. Students work in pairs on a similar dialogue that contains some information gaps on which students need to cooperate with their peer to complete. The last is a free activity where students can create a similar dialogue by adding any details of interest to them.

The guided and free practice activities can be described as targeting multiple goals including the enhancement of the learners' ability in using English rhythm, intonation as well as grammatical and vocabulary items introduced in the previous activities. As such, pronunciation is one of several goals addressed in these communicative activities. However, both teachers and students appeared not to notice the pronunciation target in these activities; rather they considered those activities as speaking activities without specific pronunciation outcomes. Only on very few occasions did teachers seem to realise that those activities were further steps to reinforce students' use of rhythm and intonation in more extended spans of spoken English. Even then, these activities were still treated as speaking practices with little or no attention given to the target pronunciation in both students' production and teachers' feedback.

My field notes show that in guided and free practices, the majority of students in classes I attended, especially those of lower English levels, often spoke English without using correct English intonation patterns or rhythmic speech; many even sounded like they were reading aloud a conversation they had prepared in written form and then learnt by heart.

It deserves comments that in these cases, neither the conduct of English intonation nor rhythm was highlighted as a task requirement in teachers' instruction nor was students' neglect or faulty production of these features given any feedback. The only exception to this was when the teacher explicitly drew students' attention to these features, which occurred in one of Thuy's high-intermediate classes. She emphasised the use of intonation as one of the key requirements of the task and this was also a focal point in her comments on the students' performance.

The above observation is collaborated by my focus-group data from lower-level students, several of whom disclosed that they often focused more on what to say and aspects of English to express their ideas but not on intonation or rhythm. One representative student, Thong, said:

> Khi lên trước lớp làm các hội thoại em vẫn còn run lắm, và lúc ấy chỉ nghĩ đến nói cái gì, dùng từ gì để nói. Em cũng đôi lúc còn ậm ừ vì phải nghĩ từ này phát âm như thế nào nhưng cái ngữ điệu lên xuống thì em chưa để ý tới.
>
> When I come to the front of the class to engage in a conversation, I often tremble with fear. I only think about what to say and what words to use. Sometimes I have to stop to think how to pronounce words, but I don't pay attention to intonation much. (Thong, Focus Group 1, TN2)

It is possible that intonation and rhythm were highlighted in task instruction. Otherwise, as it appears in the above comment, what concerns the students most at their current level of English proficiency is how to get their messages through, and in their classroom context, intonation is not a critical element.

A similar pattern was also found in the teaching of the specifically identified Pronunciation section of the textbooks. The usual structure of this part follows the Presentation – Practice – Production pattern of Communicative Language Teaching. A target pronunciation feature is presented first, followed by a controlled practice activity, then a guided practice activity, and finally a free practice activity. However, practice activities other than controlled practice activities were often considered separate speaking activities rather than as systematically designed production tasks to reinforce learners' learning of the target pronunciation features by the teachers. This finding about the neglect of guided and free pronunciation practice activities resonates with the finding of

Levis and Grant (2003) that even in pronunciation classes, instruction time is mainly allocated to controlled practice activities and less to the communicative end of the spectrum, and speaking activities are normally not linked to pronunciation learning.

6.2.3 Textbook analysis findings versus teachers' comments on textbooks

The findings of the textbook analysis provide some insights into the teachers' complaints about the constraints the textbooks imposed on them. First, as integrated-skills textbooks, the series contains limited activities focused on forms for pronunciation. The inclusion of pronunciation with multi-purpose activities diminishes the focus on pronunciation. Additionally, in the hands of teachers who are not fully trained to teach the skill, it can become completely invisible as Derwing (2018) notes: "Without adequate education in this particular area, teachers tend to refrain from doing more than correcting individual words as they come up in class" (p. 325).

Secondly, the same pattern of pronunciation-related activities is repeated in every lesson. Given the high dependence of teachers on textbooks as the main or the only source of pronunciation teaching activities, it is not surprising that teachers felt that textbook activities for pronunciation were "boring" (Hanh, Interview 1).

Thirdly, all pronunciation-related sections in the textbook series are designed to follow a communicative approach. As discussed in Chapter Two, CLT as an ELT methodology is still developing in the Vietnamese EFL context, and a communicative approach to teaching pronunciation is unfamiliar to most teachers. Consequently, systematic activities designed to teach pronunciation communicatively were often not recognised or treated in the way they were intended to be. This may have contributed to entrenching teachers' impression that pronunciation-related practices in the textbooks were limited in both quantity and activity range, with mostly repetition drills.

It should be further noted that pronunciation teaching has long been misunderstood as only focusing on form and not related to CLT (see Celce-Murcia, Brinton & Goodwin 1996). This belief remains strong to date among many language practitioners in different contexts and serves as one of the reasons which lead to the avoidance of pronunciation instruction (Foote et al. 2016). In Vietnam, where teachers are still struggling to apply CLT in their English classes in general, it is understandable that pronunciation is hardly afforded appropriate time in English classes. In the interviews, several teachers claimed

not to know how to make pronunciation learning more communicative and stimulating for students (Hong, Hanh, Thao, Dung, Interview 1). Others assumed that teaching pronunciation means doing drills, sound-recognising tasks and dictation, and, thus, worried about teaching pronunciation separately and on a regular basis, claiming that it would inevitably become monotonous (Thuy, Thao, Nu, Interview 1). One teacher, Thao, said:

> Khó nhỉ…Em thì em hiểu dạy pronunciation là dạy các âm riêng lẻ, các hiện tượng phát âm như linking sounds, đúng không?...(silent) Vậy thì nó rất khó gắn với các hoạt động giao tiếp. Không, em nghĩ là không.
>
> It [teaching pronunciation communicatively] is very hard…I understand that teaching pronunciation means we teach separate sounds…, or some phenomenon like linking sounds, is that right?... So, it is very difficult to embed the teaching of these in communicative activities…No, I think not. (Thao, Interview 2)

As such, it is not surprising that the textbook approach to pronunciation instruction was not recognised or successfully exploited by most teachers.

In conclusion, the reliance of teachers on the current textbook series exacerbates the challenges faced by them in teaching pronunciation. The teachers were not well prepared to address the textbooks' pronunciation focus. In addition, though EFL constitutes the major part of the world of ELT, socio-cultural features of EFL world have not been properly acknowledged in terms of textbook content (Forman 2016). Although this mismatch has not been identified by teachers as a challenge, it has been noted here and there by students in the current context as a factor that impeded them from expressing themselves naturally in spoken English, including via their English pronunciation.

In terms of teaching methodology, the massive import and use of internationally distributed ELT textbooks and materials such as the series used in the classes observed suggest the promotion of a globally standardised curriculum, as claimed by (Gray 2012), in which certain ESL methodologies such as CLT are advocated. In an EFL context such as Vietnam where CLT approaches are still being interpreted and adapted, and teachers' training and knowledge of pronunciation pedagogy are limited, teachers' reliance on textbooks such as *Top Notch* and *Summit* can be expected to pose problems.

In addition, a pattern that was observed in the lessons is that where teachers felt confident about the content knowledge and pedagogical approach suggested in the textbooks, they tended to follow the textbooks closely. On the other hand, where they were not confident about the knowledge itself or how to deal with what was suggested in the textbooks, they were found to skip those sections.

It has been reported that in recent years, print and online resources have become more available for pronunciation teaching (Derwing 2013) and would serve as good supplementary resources for teachers. However, in a context where teachers are constrained in time, and are not necessarily confident about their own knowledge of pronunciation pedagogy, it is unlikely that they would be able to spend the time and effort to access and adapt those materials. In fact, in the interviews teachers were also asked about extra materials they used to teach pronunciation; their responses all indicate movies/cartoons in English, English songs, and listening exercises from internet websites or listening textbooks as the dominant or the only supplementary materials. Such audio/video files may be the most accessible and ready-for-use extra materials for the teachers given that the main reason they used extra pronunciation-related material is to enhance students' pronunciation via exposure to "authentic English" (Anh, Interview 1; Binh, Interview 2).

6.3 Students' lack of motivation in pronunciation learning

As discussed in Chapter Four, most teachers commented during the interviews about their students' poor interest in pronunciation learning. Despite this perception being incongruent with the students' own views of their motivation, the teachers said that the students' lack of motivation discouraged several teachers from teaching pronunciation. Dung and Hong explicitly identified students' poor motivation as an obstacle that they failed to overcome. Dung said that "after I correct their mistakes, they keep pronouncing in the same way". As a result, "I sometimes find it a waste of time teaching them pronunciation" (Dung, Interview1). As for Hong, her perception that students lacked interest and seriousness in learning pronunciation has led her to some critical self-reflection:

> Em nghĩ đối khi sinh viên có ý thức học không nghiêm túc chắc cũng là do phương pháp của mình chưa tốt thôi…Em nghĩ cần làm thế nào đó để sinh

> viên hiểu được rằng học pronunciation là rất quan trọng…Các em cần sư định hướng từ ai đó, có thể là một giáo viên nhưng người đó phải am hiểu về dạy phát âm. Còn em thì cũng chỉ biết nói với sinh viên rằng nó quan trọng, thế thôi chứ cũng không biết nói hay làm làm cách nào khác để thuyết phục các em hơn...
>
> I think students' poor attitude towards learning pronunciation may be due to our inadequate teaching methods…We need to do something to make students understand that learning pronunciation is very important…They need some orientation from someone, may be a teacher with good knowledge of teaching pronunciation. But all I can do to persuade my students is just telling them that this skill is important, that's all… (Hong, Interview 1)

The teacher seems to be conflicted between her desire to inspire students to learn pronunciation and her limited capacity to do so. The data here suggest that several teachers, of whom Hong may be typical, may not see themselves as adequate teachers of English pronunciation, and thus are unable to present a compelling case to students about the importance of pronunciation learning. As such, teachers may need assistance not only in terms of how to teach pronunciation as discussed in the previous section but also in terms of how to present the rationale for learning pronunciation to their students. Given the data showed that the students were in fact not demotivated to learn pronunciation, the teachers' attribution of the students' lack of interest as a source of demotivation for the teachers themselves is arguably misplaced, and not a factor that should be limiting the teaching of pronunciation. However, in the course of this analysis, what has emerged as a constraining factor is the teachers' lack of self-confidence about teaching pronunciation, which will be discussed in details in section 6.4.3 below.

6.4 Teachers' lack of confidence in teaching English pronunciation

How confident and willing teachers at this university are to teach pronunciation is a pertinent question to ask, given the challenges already identified for teachers in this context, and also given the avoidance exercised by many teachers even in ESL contexts such as Canada and Australia (Foote, Holtby & Derwing 2011; MacDonald 2002). My data indicate that most teachers (7 out of 10) reported some degree of lack of confidence in teaching this sub-skill due to knowledge limitations including insufficient knowledge

of pronunciation teaching methods and/or teachers' own difficulties in English pronunciation as non-native English speakers.

6.4.1 Teachers' perception of their own non-native English accent

Teachers' own struggle with some aspects of English pronunciation as non-native speakers was found to be significant for some. For Hanh, the perception of her spoken English has had some negative impact on her willingness to teach pronunciation:

> Em cũng không tự tin về phát âm của em. Vì là phát âm của em không được chuẩn lắm và vẫn có nhiều lỗi sai. Chính vì thế mà em không muốn dạy phát âm là vì thế.
>
> I am not confident with my own pronunciation. It does not sound standard and I still make mistakes sometimes, so these things discourage me from teaching pronunciation. (Hanh, Interview 1)

Literature on pronunciation pedagogy has noted that NNS teachers often want to identify themselves as having native or native-like accents to legitimise their status as qualified teachers of English (Golombek & Jordan 2005; Ma 2012). For a similar reason, Hanh seems to feel she lacks legitimacy or credibility to be a teacher of English pronunciation.

Hanh is not alone regarding her dissatisfaction with her own English pronunciation. This difficulty was acknowledged by several other teachers, among them Anh and Tu who said they explicitly tell their students not to consider their English pronunciation as a model to follow. In the classroom, Tu was observed to never let her students repeat after herself, and told them to repeat only after recordings spoken by native speakers. However, the acknowledgement of the limitations of their own English pronunciation did not mean teachers avoided teaching pronunciation as a result:

> Thực ra tiếng Anh của mình thì không phải là chuẩn nhưng tiếp xúc mãi thì sinh viên nó cũng bị ảnh hưởng…nếu mình đọc sai thì thái độ các em cũng sẽ khác… vậy nên mình phải luôn chú ý để hoàn chỉnh phát âm của mình.
>
> In fact, my English is not standard but my students are exposed to it all the time and they will be affected to some extent…and if I make mistakes, then their attitude to me will be different…so, I always pay attention to perfecting my own pronunciation. (Tu, Interview 2)

To further explain why she claims her pronunciation is "not standard", Tu said she was not a native speaker, and several sounds she makes were incorrect or "unattractive as those by native speakers" (Tu, Interview 2). Here, again, the issues of standard English and the attraction of native-speaker English arise; in addition, Tu was highlighting an important tenet of ELT: exposure affects production. As such, the perceived weakness of her pronunciation appears to be motivating her to improve her own English pronunciation.

6.4.2 Inadequate teacher training for pronunciation instruction

As indicated in Chapter Two (Literature Review), though pronunciation is claimed to be a critical aspect of ELT, teacher training regarding pronunciation instruction remains largely neglected (Foote, Holtby & Derwing 2011; Henderson et al. 2012; Murphy 2014b). While the question about teachers' training in phonology and pronunciation pedagogy was not directly raised by me in this study, six of the ten teachers interviewed, including Nu, Dung, Hong, Hanh, Tu and Thao, volunteered information about the lack of training in both areas in their education as teachers. Tu said:

> Hồi học đại học, mình được dạy về phương pháp dậy tất cả các kỹ năng khác trừ pronunciation.
>
> When I was at the university, we were taught about teaching methods for other skills, but not for pronunciation. (Tu, Interview 2)

All six teachers highlighted their inadequate training in pronunciation teaching methods as a major dilemma in teaching pronunciation, and as the main reason for their low self-confidence as indicated in Hanh's comment below:

> Đôi khi em nhận ra rằng sinh viên của em chán khi mình dạy phát âm bởi vì em không biết techniques nào để dạy các em ngoài nghe và đọc theo, hay bảo các em tra cái này cái kia trong từ điển... Nghĩa là em không biết làm sao để mà dạy phát âm cho thú vị được...
>
> Sometimes I find that my students get bored with pronunciation instruction as I have no techniques to teach them except "listen and repeat", or to ask them to check this and that in dictionaries… In fact, I don't know any way that is more stimulating to teach… (Hanh, Interview 1)

A similar teaching practice with heavy dependence on "listen and repeat" was reported by some other teachers, who shared Hanh's self-evaluation of their own teaching as "boring" and making "students fed up" (Hong, Interview 1). They also expressed a feeling of helplessness in instances when they had "no idea about how to make my teaching more interesting" (Hong, Thao, Interview 1).

One teacher, Thuy, though claiming teaching pronunciation to be "interesting" and not explicitly naming teaching methods as a difficulty, showed a reluctance regarding teaching pronunciation separately from other skills. She was concerned that regular lessons exclusively for pronunciation may turn into "boring" experiences for both teachers and students (Thuy, Interview 1). This fear may indicate the limited preparation she had to address pronunciation instruction in addition to preparing for the other assessable components of the curriculum. As such, Anh may not be alone in her enthusiasm for teaching pronunciation intermittently in her classes while having reservations about the idea of teaching pronunciation as a separate subject.

Even putting the lack of training in pronunciation teaching methods and phonology aside, instruction on pronunciation teachers received when they were students of English was also far from systematic or sufficient:

> Hồi đi học chả ai dạy đồng hoá hay xoá âm, giảm âm là như thế nào...hay trọng âm nhấn vào đâu. Tôi phải tự mình mò hết tất cả những cái đó...
>
> Nobody taught us what is assimilation, elision, reduction… or where to stress. I had to figure out how to pronounce things on my own. (Dung, Interview 1)

Sharing a similar learning experience with Dung, Hanh, as quoted elsewhere in this thesis to support another point, commented that as a student at the university, she was taught pronunciation with "ship or sheep" through a lot of "listen and repeat"; also, her teachers had often shown sounds using the phonetic alphabet. She claimed to apply those techniques in her own practice on a regular basis while claiming that such an approach was "boring" and that her instructional reliance on these techniques turned her students into "tired" and "passive" learners (Hanh, Interview 1).

The literature in both SLA and pronunciation pedagogy in particular has frequently indicated that teachers' cognition and teaching practice are significantly influenced by

their prior language learning experience. In this case, prior learning pronunciation experience does not seem to serve as a helpful source of reference and guidance for several teachers in the context of the current research regarding how to teach pronunciation.

6.4.3 Teachers' confidence and willingness to teach pronunciation

Challenges both in terms of their limited repertoire of teaching methods and with English as non-native English speakers have impacted upon teachers' confidence in teaching pronunciation. It was common to hear comments such as "I am not so confident about how to teach" (Binh, Interview 1), "I find we are not so well prepared to teach it" (Thao, Interview 1) or "It (the teaching of pronunciation) is more difficult than teaching other skills and aspects of English" (Dung, Interview 1). Hanh, due to the perception of having a deficit and poor preparation as reported above, claimed that she was "discouraged" from teaching pronunciation:

> Từ kinh nghiệm của em em thấy là phát âm thường bị ghẻ lạnh hơn các kỹ năng khác…
>
> In my personal experience, pronunciation is often neglected in comparison with other skills…(Hanh, Interview 1)

For similar reasons, Hong also disclosed being "reluctant to teach this skill sometimes" (Hong, Interview 1).

As such, despite their acknowledgement of the importance of pronunciation instruction, several teachers felt reluctant to teach this skill. This is, as noted by Derwing (2018), also a critical issue facing pronunciation instruction in other contexts, even in the ESL world (Foote, Holtby & Derwing 2011; MacDonald 2002). However, it should be noted that while the reported dilemmas are strong enough to generate some reluctance, they do not wholly diminish their enthusiasm for teaching the subject matter. Le emphasised that "all we need is time for it (pronunciation teaching)", and once the issue of time constraints could be addressed, she was confident that pronunciation classes would be as "stimulating and effective" as those of any other skills. Anh and Thuy found teaching pronunciation "interesting", and Nu claimed she was "eager" to teach pronunciation. Seemingly, the

reputation of pronunciation as a “grey” area of ELT was not the case for these three teachers.

Furthermore, few teachers, though disclosing some lack of confidence and reluctance in giving instructions on pronunciation, also reported actual efforts to teach it as regularly as possible. Thao is one teacher who was trying to overcome perceived obstacles to figure a way out for her own teaching:

> …Khi dạy phát âm thì dạy phát âm chủ yếu ở các level thấp và tập trung vào linking và phát âm từ. Em nghĩ em dạy phát âm thì không được chuyên nghiệp lắm nhưng vì nó cần thiết nên cứ phải dạy thôi…
>
> …I am mostly teaching pronunciation at low levels and focus on linking and word pronunciation. I think my pronunciation instruction is not very professional but because it is necessary, I try to teach it as best I can… (Thao Interview 1)

As Levis (2005) points out, when being left unprepared and guided teachers follow their beliefs and intuition to make decisions about what and how to teach. In this case, regardless of how successful Thao’s teaching is, her efforts to teach reveal courage and willingness to delve into uncertain and unknown territory, possibly risking much frustration on many occasions.

6.5 Conclusion

This chapter has found that teachers are working in an environment that limits their opportunities and efficacy as teachers of pronunciation. The salient constraints are: time for instruction, textbooks, students’ low motivation, and teachers’ lack of confidence which are attributed mainly to their poor training in pronunciation instruction and their uncertainty about the legitimacy of their own English pronunciation. However, it is notable that teachers have a clear awareness of the importance of pronunciation and also a strong awareness that they need to make the teaching effective for their students. Although instruction is reported to occur neither regularly nor systematically, teachers nevertheless have not abandoned their efforts to teach pronunciation where and when they can.

Chapter Seven
Experiences of Teaching and Learning Pronunciation in a Constrained Environment

Chapter Six investigated the constrained environment in which pronunciation is taught in the EFL classrooms at this Vietnamese university. Findings indicate that teachers of pronunciation at this university are encountering many of the common dilemmas faced by teachers in the EFL field elsewhere, including limited and out-dated teacher training, teachers' low confidence and curricular constraints. The teachers also mentioned that students' low motivation is an additional obstacle although students themselves asserted otherwise. Facing such difficulties, teachers adopted a range of practices to overcome them, and these have been identified in the data. The most salient teacher practice was teaching pronunciation only reluctantly; however, there was also evidence in the data of teachers making a conscious effort to attend to pronunciation, regardless of the obstacles faced.

This chapter continues with the exploration of the extent to which pronunciation was actually taught in the EFL classrooms in the current study, drawing on data from survey questionnaires, focus groups, class observations and teacher interviews. The data reveal how teachers negotiate the different challenges and constraints they face in addressing EFL learners' needs for the teaching of English pronunciation, a negotiation that also involves their students of course.

7.1 Frequency and duration of pronunciation teaching

In this section, the findings indicate that students' satisfaction with the frequency and the amount of time that pronunciation was taught depends on students' English levels. Also, a significant disparity was found between teachers' classroom practices (as observed) and teachers' perceptions on the one hand, and students' perceptions of how often and how much pronunciation was taught on the other. The findings suggest that learners' experiences of pronunciation teaching, their autonomy in learning English pronunciation and their learning needs must be fully considered to appreciate the appropriateness or otherwise of the teachers' pedagogies.

7.1.1 Classroom snapshots

In this section, I draw on my observations of the teachers' classroom practices to analyse how the extent and frequency of pronunciation teaching correspond to the views teachers expressed about their teaching.

As indicated in Chapter Six, teachers expressed various reservations about the utility of their textbooks for pronunciation teaching though textbooks seem to be the main source of material they could and actually did rely upon in their teaching. Thus I draw on the observational data to analyse two aspects of their pedagogy: 1) the extent to which the teachers utilise the textbooks when they teach pronunciation; and 2) the extent to which they compensate for the limitations of the textbooks. Data on observed pronunciation teaching practices were grouped into three categories: 1) activities that were designed by teachers for pronunciation; 2) pronunciation activities suggested in the textbooks; and 3) incidental teaching that occurred when pronunciation problems emerged in lessons. The activities in each teacher's class are summarised according to these categories in Table 7.1.

Table 7.1: Frequency and duration of pronunciation teaching by type of teaching

Teacher	**Teacher-developed activities** No. observed (time span)	**Textbook activities** No. observed (time span)	**Incidental instruction including corrective feedback** No. observed (time span)	**Total instruction time** Per 3 hours observed (%)	**Class levels**
Anh	1 (5m 40s)	3 (3 to 6m)	8 (2s to 1m)	21m 27s **(12%)**	Pre-inter
Binh		6 (1 to 3m)	0	13m **(7%)**	Pre-inter
Dung		1 (1m 50s)	13 (4s to 2m)	9m 47s **(5%)**	Ele
Hanh		1 (listen to audio and repeat word list: 1m)	10 (2 to 8s)	1m 25s **(0.8%)**	Ele
Hong		5 (2 to 23 23m 50s)	7 (44s to 15 s)	47m 20s **(26%)**	Ele
Le	3 (from 6 to 31m)		16 (3s to 3m)	1h 15s **(34%)**	Pre-inter
Nu		0	2 (2s each)	4s **(0%)**	Pre-inter
Thao		4 (1.5 to 6m)	11 (2s to 36s)	14m 46s **(8%)**	Ele
Thuy	3 (8 to 30m)		7 (20s to 1.5 m)	1h 12m 42s **(38%)**	Adv
Tu		2 (2 and 4m)	13 (3s to 1m 2s)	10m 32s **(6%)**	Pre

Note: h: hour; m: minute; s: second; Ele: Elementary; Pre-inter: Pre-Intermediate; Adv: Advanced

Table 7.1 shows that the time devoted to teaching pronunciation varies greatly from teacher to teacher, ranging from four seconds (Nu) to one hour and thirteen minutes (Thuy) out of three hours of class time observed per teacher; and that of the ten teachers, only three used activities developed by the teachers themselves for pronunciation. The time and frequency of pronunciation teaching can be discussed in relation to teachers' views about pronunciation instruction as below.

The values of pronunciation instruction and teaching practice

Although nearly all the teachers had highlighted the importance of pronunciation instruction, as indicated in Chapter Four, their actual teaching of pronunciation varied

greatly in the amount of time they devoted to it. For example, four teachers (Thuy, Le, Hong, Anh) spent much time on pronunciation-related activities, ranging from 12% to 37% of their observed classroom time, while others (Tu, Dung, Thao, Binh) spent less than 15 minutes out of the three hours (less than 9%) on pronunciation, and still others (Nu, Hanh) virtually skipped it altogether. However, this difference between the value teachers placed on pronunciation teaching and their actual practice is not unexpected. As noted, most teachers gave a number of reasons for not teaching pronunciation on a regular basis and/or to the extent they felt would benefit their students. Also, teachers' practices (like anyone else's) may differ from their expressed beliefs. For example, when investigating the practice of pronunciation teaching in Canada, Foot, Trofimovich, Collins, and Urzúa (2016) found that the time devoted to teaching pronunciation comprised an insignificant part of classroom time and much less time than the teachers believed they had devoted to pronunciation.

Teachers' confidence and teaching practice

The frequency and extent of the teaching of pronunciation seem to have a strong connection with the teachers' level of confidence in teaching pronunciation. On the one hand, three teachers who, in the interviews, showed a high level of confidence and willingness to teach pronunciation, Thuy, Le and Anh, were also among the four teachers who actually devoted the most time to pronunciation in their classes (38%, 34%, 12% respectively). Moreover, it was only in the classes of these three teachers where I could observe self-designed activities which specifically targeted pronunciation learning or which included a strong focus on pronunciation. These kind of activities were observed not only once, but three times in Le' and Thuy's classes. My field notes indicate that the students were highly engaged during these activities.

On one of the three occasions I observed Le's pre-intermediate classes, she organised a pronunciation practice in the form of a game known as "Chinese whispers". The class was divided in two, with each forming a queue; a sentence printed on a small piece of paper was shown to the first student in each line for 30 seconds. The message was then whispered from one student to the next until the last person in the line was reached, who then went up to the board to write the sentence s/he had heard. One bonus point was given to the group that completed first, and 10 points to each group that reported the sentence correctly. Each student was then asked to read the sentence aloud and one point was added

to the group's score when each member pronounced all the words in the sentence correctly. I could see that the competitive nature of the game kept the students interested throughout the 16-minute period of the activity. They worked enthusiastically and hurriedly with concentration showing in their faces while trying to convey the message to their friends in the most intelligible English they could. By requiring each member of the two groups to read aloud the original sentence to gain a bonus at the end of the game, Le was making sure that the students' speech was not only intelligible to their peers but also correct.

A shorter activity in the form of a running dictation was observed in Anh's class. The teacher stuck pieces of a story on different corners of the classroom walls. Students were then assigned to work in pairs, one of whom would run to different corners of the room to read and memorise parts of the story to tell the other, the "dictator", who jotted the story down on an A4 sheet of paper. The time allowed for this was ten minutes. Finally, while checking each pair's story in its written form with the whole class, the teacher would draw students' attention to incorrectly written words which had probably resulted from the runners' mispronunciation. A point was given to every correct sentence, and a bonus point was given to the pair who completed the task first. My field notes record a high-energy atmosphere and students' engagement during the activity.

Thuy, who was teaching two advanced classes, designed more phonologically and grammatically demanding activities. On one of these occasions, Thuy required her students to produce a parody of a talk show, in which three areas of pronunciation including intonation, word stress and linking sounds were highlighted as focal requirements. The students' advanced English language ability enabled them to turn their dialogues into creative language pieces that provided much entertainment for their peers and the teacher.

On another occasion, Thuy had her students listen and transcribe the words they heard. In another activity, students were asked to listen to words and then identify these words from a transcription that was provided to them. For these two activities, the class atmosphere was quiet, and students concentrated on their work of writing down the sounds they heard in phonemic symbols and turning the transcription back into words. Through repeated practice and feedback, they were given ample opportunities to consolidate their understanding of the sounds (spoken forms of words including the

position of word stress), the phonemic symbols and the written forms of words (spelling). Here it was not the fun but the challenging nature of the activities that engaged students.

It appears that it was their self-confidence that enabled these three teachers to move away from a reliance on textbooks to discover and bring more diverse activities into their classes that suited their particular students. Confidence also seemed to assist them to lead activities to some successful pedagogical outcomes.

On the other hand, teachers who felt less confident teaching pronunciation spent little time on pronunciation and relied heavily on textbooks. No self-designed activities for pronunciation were observed in the classes of the other seven teachers though they all acknowledged that the reliance on textbooks would not generate satisfactory pronunciation instruction and practices. For example, I witnessed classes by Hong, Thao and Binh which focussed on pronunciation on five, five and six occasions respectively, but all took the form of students listening to and repeating a vocabulary list; other classes took the form of students reading aloud a textbook model conversation.

The duration of pronunciation teaching also seemed shorter in the classes of teachers who were less confident about teaching pronunciation. For example, Hanh spent just one minute out of three hours of her class time on pronunciation. This was observed in the first of her classes when pronunciation teaching consisted solely of students reading aloud a new word list which was followed by the teacher's ad hoc corrections of pronunciation. In the second class of hers that I attended, no teaching or practising of pronunciation was done. The class took place in the last of three slots that afternoon and the teacher and the students were visibly tired. The lack of pronunciation teaching and practice in this class suggests that pronunciation might be the first subject to be dropped when there is pressure of time or when the teachers or students are exhausted; or where it is too challenging for teachers not confident with pronunciation teaching.

The relation between teachers' self-confidence in pronunciation teaching and their practice, however, is not straightforward, Nu being an example of this. Despite her eagerness to teach pronunciation, no instance of pronunciation teaching or corrective feedback was observed in her three hours of teaching. On the one hand, it seems that unfavourable conditions for pronunciation teaching can be strong enough to get in the way of teachers' willingness to teach pronunciation from being turned into practice. On

the other hand, Nu's avoidance of teaching pronunciation appeared to match her belief that fluency was more important than accuracy for lower level students as long as their speech was understandable to teachers and peers. The rationale underlying Nu's teaching practice mirrors the classic spirit of Communicative Language Teaching (CLT), according to which accuracy might compete for learners' attentional resources and thus prevent them from engaging in the cognitive processes which are necessary to achieve the communicative aims when using a foreign language. Nevertheless, it should be noted that the CLT approach today emphasises both accuracy and fluency (Richards 2005). The relationship between how willing and confident teachers are to teach pronunciation and how much they actually do teach should be carefully considered, having regard to the influences of other factors that may make the relationship more complex.

Another example of the complexity of the relationship between willingness to teach pronunciation and actual practice is Hong. Although she seemed to be one of those teachers who apparently had low self-confidence and was reluctant to teach pronunciation, she was one of four teachers who devoted the most class time to pronunciation (47 minutes, equal with 26% of her observed class time). Hong tended to make the most of textbook activities to teach pronunciation, with most of the 47 minutes spent on listening and repeating word lists, and reading aloud textbook dialogues in pairs to practise particular aspects of pronunciation. The data suggest that textbooks are an important resource for teachers when teaching pronunciation, especially when they are not sure what and how to teach.

The data summarised in Table 7.1 above also suggest that effort and time allocated to pronunciation are not clearly related to learners' English levels. The three teachers who spent the most time on teaching pronunciation were in charge of three different levels of English proficiency: Le with two pre-intermediate classes, Thuy with two advanced classes and Hong with two elementary classes. Their willingness to teach pronunciation and their self-confidence seem to be the key factors in their taking up the challenge of teaching pronunciation rather than who they were teaching.

In summary, the extent and frequency of teaching pronunciation, and the diversity of activities employed, vary from teacher to teacher. These aspects of their teaching show little or no correlation with the teachers' beliefs in the value of teaching pronunciation but relate more to their self-confidence and willingness to teach it. However, the

relationship between teachers' self-confidence and their practice is also complicated. While all self-confident teachers often devoted more time and effort to teaching pronunciation than those less self-confident, and included a greater and more creative range of activities, some teachers of limited self-confidence nevertheless kept trying to overcome both external and internal obstacles to maximise their students' chances of improving their English pronunciation. For other teachers, whether to teach pronunciation amounted to asking themselves whether to teach it explicitly or to focus on developing their students' fluency in English, hoping that their pronunciation would improve along the way. Generally, the data presented in this section show that teachers' beliefs in the importance of teaching pronunciation were not translated into their practices, confirming what has been noted for some time, namely that teachers' practices do not necessarily reflect their stated beliefs (e.g. Borg, 2003).

7.1.2 Students' views

From the students' perspective, pronunciation was taught frequently; however, the time devoted to instruction and the breadth of instruction seem not to have met learners' needs, especially those of lower-level students.

Regarding the frequency of pronunciation instruction, the questionnaire results show that a high percentage of surveyed students (82%) reported that pronunciation was taught in most of their classes. The frequency, however, varied in accordance with students' English proficiency. While 94% of advanced students (strongly) agreed that pronunciation teaching occurs in almost all lessons, only 79% of lower-level students (including elementary and pre-intermediate ones) did so and the rest (21%) either indicated a lack of pronunciation teaching in their class or were unsure whether pronunciation is often taught in their English classes at all.

Table 7.2: Frequency of pronunciation teaching

Level of English	**Statement**	**(Strongly) Agree** (No (%))	**Unsure** (No (%))	**(Strongly) Disagree** (No (%))
All levels	Pronunciation is taught in almost all my English lessons	71/87 (81.6)	13/87 (14.9)	3/87 (3.4)
Lower		55/70 (78.6)	13/70 (18.6)	2/70 (2.9)
Advanced		16/17 (94.1)	0 (0)	1/87 (5.9)

These data are also supported by findings from the four focus groups. All advanced students expressed their satisfaction with both the frequency and the extent of pronunciation teaching in their classes. But it was widely claimed by lower-level students that despite acceptable frequency, the teaching of pronunciation on the whole did not take up a satisfactory amount of time. Several elementary and pre-intermediate students also reported that some aspects which they considered important, such as phonemic symbols, were neglected, and that this made self-study and practice of pronunciation more difficult.

Noting the differing satisfaction levels reported by lower-level and advanced students, this begs the question as to what may be the reasons for this. Examining data from interviews with teachers and students revealed one important pattern, namely the pedagogical practice followed by their teachers. The higher level of satisfaction with the amount of pronunciation teaching by advanced students can be linked to the finding that teachers varied their pronunciation teaching and feedback on pronunciation in accordance with students' L2 proficiency. When asked why students with better English proficiency get more detailed and more frequent feedback and correction on pronunciation, Anh stated:

> Mình nghĩ trước hết ở level thấp thì kiến thức của các em về phát âm còn kém nên là nói chi tiết về những thứ chúng nó chưa biết, chưa được học thì cũng chỉ như nước đổ lá khoai thôi, nên chúng nó không hiểu được đâu nên mình chỉ nhận xét chung chung như là phát âm của em chua được tốt lắm. Còn với các em ở level cao hơn thì mình mới nhận xét khá là kỹ ví dụ cái stress của em chưa được, cái linking sounds của em chua được, tức là như thế mình mới nhận xét kỹ vì các em đã được học qua. Thực ra thì cái nhu cầu học pronunciation của các em thì thường ở các mức sau các em mới ý thức được nên khi mình thông báo cho các em rằng các em còn hổng chỗ này chỗ kia thì các em mới tìm tòi và học và cải thiện được…
>
> I think the first reason is when students' English ability is limited, if we give detailed comments on things they don't know and have not been taught yet, it is pointless. Because they cannot understand I often only give general comments like "your pronunciation is not very good yet". Only for students of higher levels, will I give detailed feedback like "your stress is not correct yet" or "your linking sounds are not really correct". That means I only give

> detailed comments on features they have learnt, so they can understand and benefit. In fact, the needs for learning pronunciation often presents only when students reach a high level of English, so at that time when we point out limitations in their pronunciation, they demand that we focus on these so they can improve them. (Anh, Interview 2)

Many other teachers also shared a common belief that, for beginning students, fluency should be prioritised over accuracy. Accordingly, pronunciation correction and feedback are minimised at these preliminary levels:

> Với sinh viên TN2 chẳng hạn, các em có nói sai thì chị cũng không sửa, chỉ trừ những lỗi về phát âm đối với những từ là key của bác bài đó thôi. Ngữ điệu hay là những yếu tố như là độ tự nhiên cũng có thể bỏ qua được…Ở trình độ này các em có cái mà nói và nói ra được là được rồi.
>
> For TN2 students (pre-intermediate students), for instance, even when they make a lot of mistakes, I will not correct them except for pronunciation mistakes of key words of the lesson topic. Intonation and factors that ensure the naturalness of their speech can also be neglected... At this level, students only need to be able to speak. (Nu, Interview 2)

With the belief that learners can only benefit from pronunciation teaching when their English is more advanced, teachers mostly limited pronunciation teaching and correction to lower-level groups. This may have contributed to lower-level students' belief that they received insufficient pronunciation instruction.

Interestingly, several teachers believing that students can only benefit from pronunciation teaching once they have reached a certain level of proficiency contradicts findings of other studies. Not only has pronunciation instruction been confirmed to be in high demand by beginning learners (see Baker 2011), it has been also been found that the development of pronunciation by beginning learners can be enhanced quite remarkably with explicit teaching (Couper 2006; Derwing, Munro & Wiebe 1997; Saito 2011; Saito & Lyster 2012), and may be quite limited without it (see Derwing, Munro & Thomson 2008; Derwing, Thomson & Munro 2006). Discussing the benefits of explicit pronunciation teaching for beginning learners, Yates & Zielinski (2014) also stated that it is hard "to imagine teaching beginning-level learners how to speak in English without teaching them

pronunciation" (p. 65). However, it should be noted that all these studies report the effectiveness of pronunciation teaching for beginning learners in ESL contexts. Regarding L2 learning under immersion conditions, teaching pronunciation from the beginning may create a foundation that fosters learners' learning through their experience with L2 on a daily basis in and beyond class. In contrast, a similar benefit of pronunciation teaching may not be gained by beginning learners in an EFL context such as in this study, where L2 experience is reported to be limited to the classroom for many learners.

Another point of interest is that though students generally reported that they experience a relatively high amount of pronunciation teaching, the teachers themselves claimed just the opposite. The class observations reported in section 7.1.1 also show that pronunciation teaching in some classes were very limited to nil. It appears that the two groups had different perceptions of what constitutes "pronunciation teaching". Several students of various English levels spoke of how they made use of several aspects of their English classes to improve their pronunciation. This may have served to compensate for the lack of explicit pronunciation teaching and enhance students' satisfaction with current teaching. When asked if current pronunciation teaching was adequate, one advanced student said that:

> … giờ học của mình thì hiện toàn bộ là bằng tiêgns Anh và các thầy cô thì cho các hoạt động nói bằng tiếng Anh rất là nhiều nen việc chỉnh sửa phát âm thông qua các hoạt động rất chi là dễ dàng. Ý em là phần dạy phát âm chỉ nên là chỉnh sửa những từ khó còn đâu việc học phát âm nó phải xuyên suốt toàn bộ buổi học khi bọn em nói chuyện với nhau bằng tiếng Anh và cứ thế mà chỉnh sửa khi cần thôi ạ…
>
> …currently, classes are conducted totally in English with a lot of speaking activities and so correcting pronunciation mistakes is easier and more effective. It means that pronunciation teaching should be in the form of teachers correcting difficult words, and pronunciation learning should take place throughout the lessons when students speak to each other in English, with correction interspersed when necessary like this… (Dai, SM1)

Another student, from a pre-intermediate class, remarked:

> Vì lớp học giờ toàn bằng tiếng Anh, và nghe rất nhiều nên em có thể học được phát âm rất nhiều từ việc nghe đó.
> Because all classes are conducted in English, listening will benefit my pronunciation a lot. (Dang, Group 1, TN2)

This belief seems to be shared even by elementary students. One told me:

> Em nghĩ việc dạy phát âm trên lớp rất tốt. Có rất nhiều hoạt động nghe và em có thể học được phát âm từ những hoạt động nghe này.
>
> I think the teaching of pronunciation in class is quite good. There are a lot of listening activities and I can learn pronunciation from them. (Hoang, Group 3, TN1)

Students of various English abilities seem to agree that exposure to spoken English satisfies to a large extent their desire for the teaching of pronunciation. This view of pronunciation learning, which occurs incidentally, does give us a valuable insight into students' perceptions. To most English teachers, of course, incidental learning would represent only a small part of what is regarded as pronunciation teaching. However, it is widely agreed up on in different disciplines including language education, applied linguistics, psychology and neuroscience that knowledge can be achieved either explicitly or implicitly (N. Ellis 2008). Though implicit and explicit learning are disassociated and have their own contribution to second language acquisition, the development of those two types of learning are found to mutually influence to some extent (R. Ellis 1994; Long 1991). Therefore, it is nowadays often suggested that a curriculum balances out the opportunities for both implicit and explicit learning (McGroarty 2004).

7.1.3 Learners' desire for more teaching time and content knowledge

Data from both the questionnaire and the focus groups, as mentioned in section 7.1.2 above, showed a strong demand by lower-level students for more teaching time to be allocated to pronunciation. They also sought more teaching of phonemic symbols, which they perceived to be critically important in helping them use dictionaries and with other aspects of self-study. One of the representative elementary students, Tra, said "sometimes I look at the transcriptions of words in dictionaries and I cannot understand anything" (Focus 3, TN1). Another student, Nga, added that "some of the phonemic symbols are very difficult and I don't know how to sound them" (Focus 2, TN2).

In dealing with this problem, the students reported that they relied on their own sound-sensitivity to approximate what they heard. However, there may exist differences between the target sound, what learners perceive, and the sounds learners then reproduce, especially if they get little or no informed feedback on their speech during that process. This is why Derwing & Munro (2015) pointed out that explicit and supportive feedback is critical in helping students struggling with intelligibility. The kind of pronunciation which may result from this process may be what teacher participants in the study often complained about in interviews as "students' own ways of pronunciation" (Dung, Nu, Interview 1). This may be especially problematic if students feel reluctant to approach teachers for help:

> Do tâm lý chung từ thời học cấp một cấp hai đến giờ, việc hỏi giáo viên là một điều rất xa vời.
>
> A common psychological feature that has been retained from my primary and secondary school education is that asking teachers is something very unusual. (Tra, Focus 3, TN1)

This is not an unexpected response by Vietnamese learners; it is rooted in a larger cultural and educational discourse where obedience and unquestioning deference to seniors and authority are considered to be manifestations of respect and good social conduct (Shapiro 2002). Thus, traditional values in Vietnamese culture have created the ground for learners' reticence to ask for help, which has been seen as a barrier in a communicative educational environment in general (Bao 2013; Phan 2003), and an impediment to an open teacher–student relationship in particular. Bao (2014) acknowledges that reticence can function both productively and counter-productively, and that the presence of a more interactive learning mode is dependent upon teachers' leadership and guidance. Thus, not only listening to students' voices matters but so does helping them to voice when necessary (Scarcella & Oxford 1992). In so doing, it is crucial for teachers to have an understanding of learners' cultural background, and to recognise the ways of seeking classroom assistance which are appropriate in that culture.

In my discussion with teachers, it appeared that given the number of pressures which they faced professionally, specific consideration of students' desires was not rated as a priority in planning/teaching. For example, in relation to the issue of teaching phonemic symbols, while students sought such instruction, only four teachers reported that they included

teaching it. Moreover, their teaching of phonemic symbols appeared in limited form, that is, as part of a brief introduction to some problematic phonemes, and presented only in the first lesson of the semester for lower-level classes. Otherwise, phonemes were only taught occasionally, and then implicitly, when teachers showed phonemic transcriptions of English words during new vocabulary teaching, but without drawing attention to the sound–symbol correspondence.

Thus, learning of phonemic symbols depends largely on learners' initiative. Learners seem to decide for themselves whether it is important for them to learn phonemic symbols, and to do what is necessary if they find the teaching inadequate for their needs. As one teacher put it:

> Em thường giành ra một buổi đầu tiên trong học kỳ để dạy những ký hiệu phiên âm và yêu cầu sinh viên học thêm ở nhà. Sau đó đôi khi em có thể kiểm tra một cách random thôi.
>
> I normally spend one lesson in the semester on those symbols and ask students to learn more at home on their own. After that I sometimes only check some sounds at random. (Le, Interview 1)

According to another teacher, Nu, checking what has been learnt by the students and consolidating their knowledge, nevertheless, occurs rarely:

> Đôi khi chị có chợt nhớ ra nội dung này và chèn vào một hoạt động luyện tập. Nhưng thường thì có quá nhiều thứ phải làm và có thể mình quên mất.
>
> Sometimes I suddenly remember these [phonemic symbols] and insert a related practice. But most of the time, there are so many things to do and I forget. (Nu, Interview 2)

I was not surprised that teachers had little idea whether their teaching of phonemic symbols was sufficient or effective. When I asked one teacher, Dung, whether the teaching helps the symbols and the corresponding sounds enter into the students' long-term memory and assist them to further learn English pronunciation by themselves, she told me:

> Thực ra thì mình cũng chưa bao giờ có test hay hoạt động gì để kiểm tra xem sinh viên có nhớ không.

> I actually have done no tests or any activities of that sort to check if they remember. (Dung, Interview 2)

Seemingly, teaching and learning often proceed as two processes which are not directly connected. Similar findings were reported in a Vietnamese study conducted by Tomlinson and Dat (2004), which showed that learners' needs were not addressed, due to a lack of feedback, as well as to teachers being constrained as to what they can do by their lowly place in the institutional hierarchy of the education system. The present study lends strong support to Tomlinson and Dat's recommendation to make a strong and explicit link between learners' views and teachers' practice in EFL.

In conclusion, the investigation of the extent and frequency of pronunciation teaching showed that teachers' confidence and willingness are a critical premise for spending more time on teaching pronunciation and teaching it more frequently, and also on raising its quality. However, despite the limited teaching of pronunciation claimed by most teachers and observed in most classes I attended, the data indicate a high level of satisfaction with the frequency of pronunciation teaching by students at all levels of English proficiency. The feedback on the extent of pronunciation instruction, however, was level-specific. Although autonomy was a key factor in students' saying that they got enough teaching of pronunciation regardless of their English proficiency, the level of satisfaction is found to be higher among advanced students; lower-level students, in contrast, said that despite pronunciation being taught frequently in their classes, the teaching was far from sufficient or comprehensive with some critical contents skipped or insufficiently addressed.

7.2 Pronunciation learning in a constrained situation

Students' development of L2 pronunciation in formal settings may occur both through simple exposure to the spoken L2 and through attention being drawn to its phonology/phonetics. Given the limited explicit teaching of pronunciation, and students' appreciation of its effectiveness, this section examines how students experience such teaching in relation to the use of the L2 (and their L1) in class and how this is related to the English proficiency levels of different student groups.

7.2.1 L2 experience and pronunciation learning within class

A stereotypical view of EFL classrooms in the Asian context which portrays learners as "passive" and classrooms as dominated by teacher talk has been contested for some time (Kubota 1999; Phan 2004; Savignon & Wang 2003). Nevertheless, EFL classrooms in Vietnam are still reported as providing learners with insufficient exposure to spoken English as a result of the extensive use of their L1 by both teachers (Le & Barnard 2009; see also Littlewood & Yu 2011 for a review) and learners (Carless 2008; Le & Barnard 2009), as well as a lack of communicative activities (Chunrao & Carless 2009; Hoang 2010; Le & Barnard 2009; Tran 2013). In this section I aim to provide a more nuanced account of EFL contexts, exploring the opportunities offered for L2 use, along with the ways in which learners do or do not take these up to improve their English pronunciation in particular and their spoken English in general.

It is a tenet of language teaching that "perception precedes production", that is, the receptive skill of listening is necessary to develop the productive skill of speaking. By the same token, the development of productive language skills requires that students not only listen to the L2 but also speak it (Swain 2000; Swain & Lapkin 1995). Given the general view, as noted above, that Vietnamese students speak relatively little in their L2 classes, it was a matter of interest to see how the balance between reception and production played out in the present study, and the implications for the development of pronunciation.

Although the matter was not directly raised by me in focus groups, a number of students did refer to the benefits in pronunciation which could be gained simply from exposure to spoken English in class. A pre-intermediate student, for example, commented:

> Vì lớp học bằng tiếng Anh và với việc nghe em có thể học phát âm.
>
> Because all classes are conducted in English, I can learn a lot about pronunciation just by listening. (Van, Focus 2, TN2)

An elementary student stated a similar view:

> Em nghĩ việc dạy tiếng Anh trên lớp tốt vì có rất nhiều hoạt động nghe và em có thể học phát âm từ các hoạt động đó.

> I think pronunciation learning in class is good because there are quite a lot of listening activities and I can learn pronunciation from these. (Hoang, Focus 3, TN1)

One advanced student, however, acknowledged the benefits of having the chance to speak English and get explicit feedback rather than simply listening to spoken L2:

> … giờ học của mình thì hiện toàn bộ là bằng tiêgns Anh và các thầy cô thì cho các hoạt động nói bằng tiếng Anh rất là nhiều nen việc chỉnh sửa phát âm thông qua các hoạt động rất chi là dễ dàng. Ý em là phần dạy phát âm chỉ nên là chỉnh sửa những từ khó còn đâu việc học phát âm nó phải xuyên suốt toàn bộ buổi học khi bọn em nói chuyện với nhau bằng tiếng Anh và cứ thế mà chỉnh sửa khi cần thôi ạ…
>
> …classes are currently conducted totally in English with a lot of speaking activities and so the correction of pronunciation mistakes is easier and more effective via these activities. I mean... pronunciation teaching should be in this form where teachers correct difficult words and so pronunciation learning goes along throughout lessons when students speak to each other in English and correction is interspersed when necessary like this.... (Dai, Focus 4, SM1)

The above comments seem to suggest that although lower-level students may be aware of the benefit of speaking the L2 as part of pronunciation learning, in their view exposure alone, that is, listening to the L2, seems to be regarded as the primary factor. For some advanced learners, however, oral English production and corrective feedback apparently are more important for learning pronunciation. The data suggest an interesting relation between the level of learners' second language proficiency and the value they place on listening and speaking in the process of mastering English pronunciation.

The relation suggested here, in fact, can be linked to supportive evidence from several studies. In the first place, comprehension practices including intensive listening to spoken L2 have long been reported as beneficial to L2 production of both young (Ervin-Tripp 1974; Winitz, Gillespie & Starcev 1995) and adult learners (Trofimovich et al. 2009) during the early stage of their L2 learning. In addition, it has been claimed that while accurate speech perception is essential for accurate speech production at any level of learners' L2 proficiency (Flege 1995; Wode 1996), inappropriate sound perception may

create more difficulties for beginning learners in sound production than it does for advanced learners whose abilities to accurately perceive and produce sounds are more developed (Baker et al. 2008).

Comments made by students in interviews will now be related to my class observations. As noted above, data were collected in 20 classes varying in students' English proficiency, including lower level (ten elementary and eight pre-intermediate classes) and advanced level (two classes). Two patterns common to all classes, and patterns different for each level, were observed. These relate to the provision of resources and L2 use.

Firstly, in most of the classes observed, students' listening experiences were enhanced multi-modally, when teachers provided resources which supplemented their textbook, in the form of both audio (songs, extra listening exercises) and sometimes also video (film trailers). These extra materials provided a range of choices in modality, of cultural contexts and of varieties of spoken English. These resources, apart from creating a richer experience of spoken L2, significantly enhanced students' motivation and engagement, particularly in the case of dramatic or otherwise entertaining material. As noted above, a number of lower-level students had expressed the view that listening alone was appropriate for their pronunciation learning at that level. Although students did not directly link that view to classroom resources, it appears that the rich resources which they experienced may have influenced their response.

Secondly, exposure to English is naturally conditional on how much students are being exposed to Vietnamese, a feature of particular relevance in EFL contexts where teachers and students share a common L1. In all classes, and at all levels, teachers made use of both L1 and L2. However, the amount of L1 use was reduced considerably as students' English proficiency went up. That is, at elementary levels, the use of Vietnamese was dominant, which of course served to limit students' exposure to L2 spoken English, potentially including the teaching of pronunciation. With pre-intermediate students, teachers mainly used English, and sometimes drew upon Vietnamese when necessary to facilitate clear and quick explanation. With advanced classes, English was used for the great majority of the time. These observations provide a more nuanced image of Vietnamese EFL classes that differs from what is often reported in research, according to which teachers are most concerned about covering the syllabus, use minimum English and are limited in their own command of English (Le & Barnard 2009).

While, as noted above, a great deal of students' pronunciation learning occurs through listening or exposure to the target language, clearly the role of speaking, which can also engender feedback, is a vital one. In the lessons observed, elementary level students produced very little English at all, using Vietnamese for all their communication with teacher and peers, and in most task preparations, even when they were expected to conduct them in English. The spoken English which elementary students did produce was very limited in terms of extent, fluency and linguistic complexity. In fact, at that level, the major speaking activity occurred when students read aloud their written preparation in pairs or in groups, which was rarely accompanied either by the English prosodic features of intonation and rhythm, or by a sense of interactivity as supported for example by eye-contact or paralinguistic features. It was common to find students engaged in practising textbook dialogues in that fashion, where language was limited to simple words in short phrases, and where students were not called upon to create fluent, intelligible and connected speech. An example is given below from Hanh's elementary class, based on the textbook *Top Notch 1*, Unit 5 (Saslow & Ascher, 2011, p. 53), where students were required to practise the model dialogue in pairs, then stand up at their desk to perform the dialogue to the class. In this dialogue one student wishes to buy a technological device and asks his/her friend for suggestions.

Extract 2:

1	S1	I am looking for a Blackberry. Do you have *(unclear)*….?
2	S2	… ((S2 *looked shy and he murmured something that was not audible to the researcher who sat two desks away from him))*
3	T	So you are looking for a smart phone, right? ((*The teacher looked at S1 with some confusion on her face))* and he recommended Black Berry and another brand CMT, right?

During the students' dialogue, the teacher herself seemed unsure of what the communicative intent was, although she stood directly in front of the two students. The rest of the class were not paying attention to what was going on though they were expected to do so. They were either continuing with their own preparations or surfing the internet on their PC.

While the communication in Extract 2 cannot be said to have succeeded, on other occasions, speaking, with good pronunciation, was produced successfully at this

elementary level, such as in Extract 3 below, where students were required to work in pairs to make up a conversation between a waiter/waitress taking an order from a customer in a restaurant. (Some parts of the extract were not audible to the researcher because of class noise; some were audible but unintelligible due to poor pronunciation; and some others were intelligible despite incorrect pronunciation.)

Extract 3: Hong's class (1 minute 22 seconds)

1 S1: Hello. Can I help you? *((rising intonation))*
2 S2: Yes, I'd like a...*à quên*…
ah I forget
3 Ss: *((Laughing at S2 for his forgetting the script))*
4 S2: I'd like ...*((inaudible)).*
I want the menu, please.
5 S1 OK…are you ready to order? ((*Rising intonation))*
6 S2: Yes, I'd like…. *((unintelligible))*
7 S1: What would you like for your main dish?
8 S2: I want to use...*((unintelligible))*
9 S1: OK. What would you like for the dessert [diˈʒit] *((wrong pronunciation))*?
10 S2: No
11 S1: Anything to drink? *((rising intonation))*
12 S2: No
13 S1: Anything else? *((rising intonation))*
14 S2: No. Thanks
15 S1: Would you….*((unclear because of the class noise))*
16 S2: ……..*((unclear because of class noise))*
17 S1: OK. Bye

Although this is a home-prepared task, which is likely to have been written and then orally rehearsed several times before class, still notable in the dialogue is good English performance including fluency, adequate performance of some aspects of English pronunciation including most segmental and some suprasegmental features, though lack of intelligibility due to pronunciation mistakes, mostly of word pronunciation, still occurred at some points. In particular, some basic intonation patterns were successfully produced by both students, which is significant given that the students were at a beginning level of English proficiency. Also, the two students spoke in a confident, fluent

communication style with frequent eye contact, in a way that was quite different from the fashion that is commonly observed in speaking activities at this level.

At the pre-intermediate level, it was observed that students still used Vietnamese most of the time for class communication and in the task-preparation stage. However, English was more frequently used, and, as could be expected, it was more proficient. Extract 4 below is from a pre-intermediate class conducted by Tu, in which students were required to conduct a dialogue discussing a film they were going to see together at the weekend.

Extract 4: (two minutes 18 seconds)

1	S1:	What would you rather see, an action film or a horror *[ˈhʌrə] ((wrong pronunciation))* film?
2	S2:	It doesn't matter to me, to tell you the truth.
3	S1:	Well…What would you say to a documentary *[ˈdəʊkjʊmənt] ((incorrectly pronounced))*
4	T:	Documentary *[dɒkjəˈmentəri] ((repeating the word with correct pronunciation))*
5	S1:	…documentary *[dɒkjəˈmentəri] ((repeated with correct pronunciation))*
6	S2:	To tell you the truth, I am not an addict of documentary.
7	S1:	What about an animated film?
8	S2:	To tell you the truth, I am not a fan of animated films.
9	S1:	What about comedy films?
10	S2:	I am sorry I am not into that sort of film.
11	S1:	Oh….*((falling intonation- disappointment)).* What about a drama?
12	Ss:	*((Laughing))*
13	S2:	I am not a sort of love story, or drama…
14	S1:	What about a musical?
15	Ss:	*((A burst of long laughter))*
16	S2:	I don't like any film. I am very busy and tired. I am not seeing anything…. *((unclear because of the class laughing))*
17	Ss:	*((Laughing))*

Extract 4 illustrates the use of a wide range of lexical items previously taught to express opinions about different film genres. Although some aspects of pronunciation, especially suprasegmentals including word stress and intonation, were not always realised

successfully, the students demonstrated a relatively high level of language use, with fluency and accuracy in pronunciation. Students still referred to their written script but only sometimes during the dialogue. The effect of the speaking was communicative, with the use of paralinguistic features such as frequent eye-contact and appropriate facial expression.

Another notable feature here is the students' success in providing their peers with a communicative and engaging English dialogue. Instead of reproducing the textbook model, students demonstrated creativity of thought and expressiveness of performance as they turned the task into a playful language experience. The appeal of the dialogue could be gauged by the attentiveness of their peers, and the smiling and laughter which accompanied this performance.

In classes of advanced level students, a major difference was noted in the experience of the spoken English afforded the class. English was the principal means of class communication in both teacher–student and student–student exchanges. In almost every class, there were dialogues, discussions, presentations or formal speeches which illustrated a considerable range of spoken proficiency, including fluent and intelligible pronunciation, along with appropriate paralinguistic features. At this level, it was also common to witness an increase in students' language work that was created and improvised rather than consisting of simple reproduction of a given textbook model as is often seen at lower levels. Commenting on this aspect of their in-class English speaking practices, one advanced student said:

> Cái bài của nhóm em như hôm trước chẳng hạn thì bao giờ cũng có chuẩn bị trước rồi, và bọn em luôn có sự sang tạo, và các thành viêcn trong nhóm luôn nhớ đến đoạn nào là cao trào cần phải lôi cuốn người nghe. Và nhiều khi không cần nhắc đâu các bạn tự biết cái câu này ngữ điệu nó như thế nào, nhấn vào từ gì. Nó như một cái gì đó rất bản năng ấy ah. Câu chuyen là do mình sang tạo ra mìh muốn lôi cuốn thu hút người nghe vào chỗ nào thì các bạn ấy sẽ cứ nói thế thôi. (Vinh -Focus 4-SM1)
>
> Just like in our presentation that you saw, as usual, our speaking is always prepared a bit in advance and contains some sorts of creativeness. All members of our group always remember the places in the plot where dramatic highlights appear, and accordingly, we know what intonations to use, where

to place the emphasis to attract the audience without any reminders. These adjustments come to us very naturally. The story is what we created and so we knew where to attract audience and then we just act.

Extract 5 is part of a fictional radio call that calls for dramatic flair. In this task, students were required to act out a dialogue between a listener to a radio show, who was calling the host of a radio program called Money Talk for advice on saving money.

Extract 5: Advanced class by Thuy (2 minutes 30 seconds)

1	S1	Hello, welcome to Fiction Money Talk.
2		I am your host, Danny Cow.
3		Do you know me? *((rising tone – expectant))*
4	S2	No. ((*suppressed laughter))*
5	S1	Oh…(*((sudden falling tone – disappointment)).*
6		Why do you phone? (*((with small voice like whispering to himself))*
7		What can I help you? *((with louder normal voice))*
8	S2	I have a big problem with saving money.
9	S1	Why do you have to save money?
10	S2	Because I want to buy a dragon.
11	S1	What? (*((rising tone – astonished))*
12	S2	A dragon.
13	S1	Oh… *((lengthened voice – with tone of dawning comprehension))* Ok let me look at it. What colour do you want your dragon be?
14	S2	A pink one.
15	S1	Pink? ((*high rising tone- surprise))*
16	S2	Yes
17	S1	But that would cost you a lot of dollars. That is weird and weird. You should start saving money from now.
18	S2	Yes, I know.
19		But it is too hard, you know, my unicorn costs me a lot of money to feed her.
20	S1	an Unicorn?*((rising tone – surprised))*
21	S2	Yeah
22	S1	Wow *((lengthening voice –surprised)).*
23		Here are your solutions: First, you should cook for her. *((decisive voice))*
24		If you can do it, you will save a lot of money.

25		*And second, do you see her horn? ((rising tone)) It is beautiful. ((Rising-falling- exclamation))*
26	S2	Yes, it is very beautiful and it is also magical. It can turn you from black to white.
27	S1	Oh, that is why I think it can be sold with a big price. And then you can use that cash to buy your dragon.
28	S2	NO WAY! *((high falling - shocked))*
29		I can't do that *((high falling – strong disagreement))*
30		*((Some laughter in class))*
31	S1	Ha, please listen to me. *((A very calm slow voice with emphasis on each word to calm the other down)).*
32		Once you got your dragon, you can send him to steal your horse back.
33	S2	Is that ok? *((high rising- highly expectant, hopeful))*
34	S1	Of course! Believe me. *((laughter coming up in class))*
35	S2	I can't trust you. ((*sharp rising-falling tone))*
36		((much laughter))
37	S1	*((trying to stop himself from laughing))* So, why do you call me? *((High voice with rising tone – quite angry)).*
38		That…. wastes time. *((Strong raising voice- angry))*
39	S2	Uhm…oh…..*((Murmuring sounds expressing much confusion))*
40		Ok….Thank you…uhm goodbye
41		*((The whole class and both presenters burst into laughter))*

Moving beyond the boundaries of a conventional textbook task and into the realm of humour and creativity, this dialogue did indeed allow the speakers to create a dramatic performance for their peer audience and their teacher, presenting them with a fluent and entertaining piece of language. The talk lasted for quite some time, almost two and a half minutes, and revealed correct and appropriate spoken English in terms of semantics, grammar, phonetics and para-linguistics. As a parody of a radio talkback segment, the dialogue was dramatic, entertaining and affectively stimulating. The peer audience's engagement was observed in their alert postures, smiling faces and in laughter recorded on four occasions (ranging from two to four seconds). These positive emotional effects impacted not only on the listeners but also on the speakers. The intense attention and mounting laughter functioned as encouragement, the effects of which can be seen in the speakers' excitement and confidence, which increased as they continued to the end of

their performance. The presenters were amused by their own story, twice having to hold back their laughter in order to keep speaking. The impact of affective factors on L2 learning has been well documented (Dewaele 2005; Pavlenko 2012; Schumann 1999); students' own creation of and participation in a performance such as this is likely to provide strong support for their L2 learning.

The text created in the above class observation was engaging on a number of levels; the most relevant here is the use of intonation which was both salient and appropriate to the context. In my experience as a teacher of English in Vietnam, learners are often particularly attentive to the contours of English intonation, even at low proficiency levels. It may be that this results in part from the differing roles played by intonation in Vietnamese and English. The Vietnamese language is a tonal one, and its speakers are familiar with intonation mainly as a resource for lexical meaning, that is, at the word level; the role of intonation in Vietnamese connected speech is necessarily more limited. Thus, when Vietnamese learners hear a non-tonal language such as English, where intonation contours extend across phrases/connected speech, learners' attention may be drawn to the "exoticism" of this feature.

Generally, Extract 5 contributes a rare account of humorous language play in EFL contexts, which, to date, has been rarely reported except for some interesting observations by Forman (2011) in a Thai classroom and Kramsch and Sullivan (1996) in Vietnamese classrooms. As can be seen from these two cases, in the words of Sullivan (2000), "what might have been a dry practice" was transformed into "a clever exercise in imagination" (p. 83). And according to Forman (2011), humorous language play is "a form of verbal art which emerges from creativity, and shades into wit, into intelligence" (p. 562), and its values lie in the fact that language play can afford pleasurable language experience and stimulate deeper cognitive processes which, in their turn, may enable more effective and endurable learning.

In conclusion, though the exposure to spoken English as well as the chances of practising it, and, especially, the extent to which opportunities were taken up by students vary greatly depending on students' levels of English proficiency, what is significant is that several instances of English pronunciation being practised successfully and communicatively in speaking activities could be observed in classes at all levels. The data presented in this section also contest the claim that Vietnamese learners of English are

not keen on achieving communicative competence in English (Bock 2000). It was also illustrated that English pronunciation can be taught and learnt communicatively and highly engagingly so in classrooms.

7.2.2 L2 experience and pronunciation learning beyond class

In this section, I provide evidence that learners' beyond-class experience in English depends greatly on their own agency to maximise it, which, in its turn, is indicated by the data being highly correlated with students' English proficiency.

L2 exposure beyond class

In exploring learners' L2 exposure to English beyond the classroom, films and songs in English are found to be dominant over other sources. In the questionnaire survey, students were required to respond to questions about their exposure to different sources of English, using a 5-level Likert scale with answers from "never" to "very often". Participants reported that they experienced three resources "often" or "very often", including English-medium films with Vietnamese subtitles (75%), English-medium films without Vietnamese subtitles (70%) and English-medium songs (60%). A further 46% of participants indicated that they often or very often watched TV in English. Thirty-one per cent of participants declared to listen to radio programs in English often/very often. This finding is supported by the focus group data, in which all students interviewed claimed to watch movies and listen to English songs on a daily basis.

Unexpectedly, students of different English proficiency seem to differ in the extent of control they try to take over their exposure to English beyond the classroom. As illustrated in Table 7. 3 below, while only 12% of elementary and pre-intermediate students reported to join an English club for more exposure and practice of spoken English and English pronunciation, the percentage of advanced students who sought this chance is almost four times higher (46%). Also, the group of advanced students apparently showed a greater willingness to take on more linguistic challenges, with 76% of advanced students claiming to often or very often watch English-medium films with no Vietnamese subtitles in comparison with 56% of students at lower levels. It is expected that without the assistance of subtitles in students' first language, comprehension would be more demanding, and would consequently engage students in more intensive processing of the

L2. Additionally, a greater amount of attention is likely to be directed to linguistic and acoustic cues of speech, which may afford them more opportunities for learning.

Focus group data confirm the greater exposure to English experienced outside class by advanced compared to lower-level students. YouTube videos were reported to be seen sometimes by one third of the lower-level group (three out of nine participants), while these were claimed to be accessed on a daily basis by all four of the interviewed advanced students. In addition, three advanced students mentioned that they played games via online international game stations such as *Lordoflegend.com* in order to communicate with speakers of varieties of English from different parts of the world. This latter finding suggests that students can create opportunities to learn in a perhaps unexpected way. So in this case, students' access to English may initially be incidental when their L2 is advanced enough to allow them to join international game stations for the sake of entertainment, but then it may also become a purposeful act to additionally communicate in English with international players. Thus, advanced students have proved able to exploit both their stronger language ability and a capacity for self-directed learning. As such, they would have an advantage in pronunciation learning because success in this field is claimed to result more from learners' active contribution than from any other factor in the pedagogical process (Pawlak 2006).

Table 7.3: English resources frequently experienced beyond the classroom

Questions	**Very often / Often**		
	Advanced (No =17)	Lower levels (No = 70)	All levels (No = 87)
How often do you :			
listen to English songs?	82.3%	73.9%	74.7%
watch TV programmes in English?	47.0%	45.7%	45.9%
listen to radio programs in English?	29.4%	31.4%	31.0%
watch films in English? (with or without subtitles in English)	76.4%	55.7%	59.7%
watch films in English with subtitles in Vietnamese	68.7%	68.4%	69.4%
join an English club or outside-class activities to practise speaking English	41.0%	13.0%	18.3%

Communication in English beyond the classroom

One of the defining features of most EFL contexts is the limited range of opportunities for students to speak English beyond the classroom (Forman 2016; Szpyra-Kozłowska 2015). Data collected in the current research in general confirms this. However, it should be noted that there exists a distinction between what was reported by lower-level students (70 students) and those of advanced English ability (17 students).

Table 7.4: English communication beyond the classroom

Questions	**Very often/ Often**			**Rarely/Never**		
How often do you use English to interact with:	Advanced	Lower levels	All levels	Advanced	Lower levels	All levels
native speakers via the Internet?	52.9%	12.9 %	20.6%	11.7%	64.2%	54%
non-native speakers via the Internet?	35.2%	10 %	14.9%	29.4%	63.4%	57%
native speakers on the phone ?	41.1%	8.5%	14.9%	29.4%	81.5%	71%
non-native speakers on the phone?	29.4%	4.3%	9.1%	47%	81.5%	74.7%
native speakers face-to-face?	53.3%	8.6 %	17.2%	26%	70%	62.3%
non-native speakers face-to-face	35.2%	11.4 %	16%	41%	67.1%	62%

Note: The middle category of "sometimes" has been omitted as the percentage of responses in this category is small.

As can be seen from Table 7.4, communication in English with international interlocutors is limited among lower-level students. The percentage of those who claimed to often or very often talk to foreigners in English varies between 4% and 13% across all three channels of Internet, phone and face-to-face communication. In contrast, involvement with international interlocutors by advanced students was reported to be many times higher in all three communication modes. Specifically, talking to native English speakers via the Internet and face-to-face was cited most frequently, with approximately 53% of advanced learners responding with "often" or "very often". These rates are almost four and six times higher than those of lower-level students (13% and 9%).

It is also notable that there exists a trend among advanced learners to have more communication in English with native speakers of English than with non-native speakers

in all three communication modes. For instance, their interactions with native English speakers on a regular basis via Internet, phone and face-to-face are roughly 17%, 11%, and 18% higher than their interactions with non-native English speakers. It is possible that advanced learners are more active in their search for opportunities to engage with native speakers of English, and/or that it is their "advancedness" which provides them with the confidence to take up all the chances of practising English with native English speakers that are available to them. This also resonates with students' preferences for native English varieties over non-native Englishes, which were reported by all advanced students in focus group interviews. The finding can also be linked to Rubin's (1975) study, who claims that a good language learner employs a set of effective learning strategies which include efforts to maximise her/his communication with native speakers of the target language.

Eight of the nine elementary and pre-intermediate students in focus groups indicated that they did not have any relatives overseas, ever travelled overseas, or participated in any international game stations. All of these contacts, however, were mentioned by three of the four advanced students interviewed. The cultural and linguistic benefits of such interaction are well documented, but again, it is likely that their devlopment is both a cause and a result of L2 proficiency.

Other barriers for the lower-level group to speak English beyond the classroom were identified by several participants as their shyness and low self-confidence in their own spoken English proficiency. One said:

> Em biết mà. Vì em rất khi nói tiếng Anh, đặc biệt là với người bản ngữ nên em không quen và thường thấy ngại khi làm thế.
>
> I know [my English]. Because I rarely speak English, especially with native speakers, so I am not used to it and feel shy when doing so. (Lan, Focus Group 3, TN1)

Another student added:

> Em nghĩ em thiếu từ vựng. Và em sợ rằng khi mọi người nói thì em không hiểu được.

> I think I lack the necessary vocabulary. And I am afraid that when people speak, I cannot understand them. (Nga, Focus Group 2, TN2)

Students' roles both as listeners and speakers in international communication can be challenged by their English limitations, or their fear of these. This finding is well supported by evidence of a strong relation between language performance and learners' negative self-perception of their own L2 speaking competence (Kitano 2001; MacIntyre, Noels & Clément 1997; Piechurska-Kuciel 2008), and of their L2 pronunciation competence in particular (Szyszka 2011).

As well as having minimal L2 contact with foreigners, students were resistant to using their L2 to communicate with peers who share their L1 beyond the classroom:

> Theo em khi người Việt gặp nhau ngoài lớp thì không nên nói với nhau bằng tiếng Anh…vì sẽ tự nhiên hơn nếu thể hiện mình bằng tiếng mẹ đẻ. Với cả chúng ta nên tôn trọng tiếng mẹ đẻ của mình.
>
> In my opinion, when Vietnamese people meet outside class, we should not speak to each other in English as it is more natural for us to express ourselves in our mother tongue. And also, we should respect our own language. (Van, Focus 2, TN2)

In response to my question what he would do if one of his Vietnamese classmates met him elsewhere and initiated a conversation with him in English, Van said that:

> …Em hiểu tại sao bạn ấy làm thế nhưng em sẽ trả lời bạn ấy bằng tiếng Việt dù bạn ấy tiếp tục nói chuyện với em bằng tiếng Anh.
>
> …I understand why he does so but what I am going to do is to respond in Vietnamese even if he keeps talking to me in English. (Van, Focus Group 2, TN2)

The boundary of L1 identity in this case was clear, so was the desire to protect it. If resistance to compromise their L1 identity remains strong, it may be hard for students to master L2 pronunciation, as success in L2 pronunciation learning is claimed to correlate with the level of identity permeability (Lybeck 2002). Also relevant here is the work of Moyer (2014), which examined cases of exceptional success in L2 phonology from seven

studies and found that the learners' profiles converged at some critical points including an exceptionally high level of L2 use and the development of a strong sense of self in L2.

Generally, there is a large range of English language sources available for learners; however, the extent to which these sources are made use of for learning is not great and depends largely on how autonomous the learners are in their learning. While advanced students – who, unfortunately, normally are the minority of the total number of students at their entrance to the university – are actively and effectively creating and taking up chances to be exposed to and to practise spoken English and pronunciation, lower-level students were impeded not only by their own limited English proficiency but also by the psychological hurdle generated by that limited language capacity in searching for and taking up chances for practice. When discussing learners' pronunciation learning beyond class, it is, however, important to emphasise teachers' roles in encouraging and guiding their students. In their book *Language Learning Beyond the Classroom*, Nunan and Richards (2015) introduce a series of studies that investigate different channels through which learning can occur outside the classroom to improve different aspects of a foreign language, including speaking and pronunciation. They highlight the importance of getting learners involved in outside-class learning. Though the learning can occur via different channels, from extensive reading to outside-class projects, from using the internet and technology, via television or interacting with native speakers, there are principles that learners need to follow to maximise the effectiveness of learning. In the economically constrained conditions of L2 learning in Vietnam, where beyond-class learning is not yet facilitated to the extent necessary, the roles of teachers in encouraging and guiding are even more critical to increase the effectiveness of L2 learning.

7.3 The efficacy of indirect learning via beyond-class exposure and practice

An interesting pattern relates to students' and teachers' perceptions of the value of beyond-class experience to develop their L2 pronunciation. While most students considered the effect of beyond-class learning as being of importance, even considered it more effective than instruction in pronunciation in class, their teachers had the opposite point of view.

Learners' views of the effectiveness of pronunciation learning beyond class

Five of the thirteen students interviewed stated that learning pronunciation via exposure outside class was more effective than formal pronunciation teaching. Their reasons related to the contrast between the more serious nature of classroom learning and the more relaxed nature of indirect learning. In the latter context, they have access to a greater diversity of English sources, which are accessed by students on a voluntary basis. As one student put it:

> Học phát âm ngoài lớp nó tự nhiên hơn và kiến thức có thể được thẩm thấu một cách tự nhiên.
>
> Learning pronunciation outside class is natural and knowledge can be absorbed naturally. (Tra, Focus 3, TN1)

Another added:

> Từ vựng được dạy trong phần phát âm trên lớp quá nhiều trong khi đó những nguồn bọn em tiếp xúc ngoài lớp không nhiều từ mới như thế.
>
> English [pronunciation] teaching in class includes so much vocabulary while English sources we are exposed to outside class do not contain that much of vocab. (Nga, Focus 2, TN2)

Apparently, the focus on individual words, which was observed to form the major part of explicit pronunciation teaching in most classes I attended, seems to have created in some students a sense of being overloaded. Students' impressions of encountering less vocabulary in English sources outside class as reported here is interesting, for clearly, being exposed to English in use would normally provide a greater range of vocabulary. But the key difference may be that vocabulary outside the classroom is experienced in a communicative context, whereas the vocabulary they are exposed to in class is taught in an intensive fashion, and sometimes with limited or little context.

Students also cited the range of contexts which they experience beyond the classroom as better accommodating their purpose of learning English for real-life communication. On this, Tam commented:

> Các hoạt động nghe nói em được tiếp xúc bên ngoài lớp nó tự nhiên hơn và phong phú hơn. Chúng ta có thể học phát âm để giao tiếp tốt bằng tiếng Anh trong đời sống hang ngày nên là sẽ tốt hơn và hiệu quả hơn nếu học phát âm bên ngoài lớp học.
>
> Listening and speaking activities I am exposed to outside class are more authentic and more diverse. We learn pronunciation to be able to communicate well in English in daily interactions, then it is more natural and more effective to learn that outside class. (Tam, Focus 2, TN2)

A similar finding was reported in Szyszka's (2015) study, where highly proficient L2 English speakers claimed greater impact from outside-class exposure than from in-class exposure.

Aside from confirming that there are general effects that outside-class experience has on pronunciation learning, participants also nominated some phonological aspects that especially benefit from this mode of learning. Among those, intonation was mentioned by five out of 13 students interviewed. Three elementary students claimed that when watching American films, they were attracted by some short sentences or phrases with certain intonation patterns and could pick up and retain these in their own spoken English in similar situations, even though this aspect of pronunciation had not been introduced to them in class. One representative student said:

> Thường thì khi nghe một đoạn dài em thường không hiểu được tất nên em thường chú ý đến một số từ và ngữ điệu đi kèm chúng. Dần dần hình thành thói quen nói có ngữ điệu.
>
> Normally, when listening to a whole long piece of English, I cannot understand all. So, I focus on some words and their intonation. Gradually, it forms my habit of speaking with intonation. (Van, Focus 1)

Intonation, as explained by Halliday (1967) and Halliday and Greaves (2008), serves to highlight aspects of discourse, and particularly at the interpersonal, emotional level. When the student describes how intonation attracts his attention, it signifies an advanced awareness on his part, for as indicated above, intonation beyond the lexical level plays a more limited role in tone languages such as Vietnamese than it does in English (Halliday 1985). Linked to this is the self-directed aspect of the student's learning, which is quite

different from the stereotypical “Vietnamese” learners who are highly dependent on their teachers for knowledge as mentioned above (Le 2001; Nguyen 2014).

In addition to confirming the impact of intonation patterns when watching films, several students, both of low and advanced English levels, also expressed enthusiasm when successfully noticing and producing the patterns they heard in their own spoken English. A student from an elementary English class commented:

> When I can speak with these [intonation patterns], I find myself more stylish… That means I sound more professional, and different from others, and I am able to create a good impression...become more attractive in communication… (Quang, Focus Group 1, TN2)

Following is Quang’s original comment in Vietnamese:

> Khi nói như thế nghe nó **ngầu** hơn...Tức là nghe nó chuyên nghiệp hơn, khác người thường, và có thể tạo ra một ấn tượng tốt hơn, một cái gì đó khác biệt trong giao tiếp...và tạo ra sự hấp dẫn trong giao tiếp.

It will be useful to add a note on the word ‘ngầu’ in the above comment. The word originally describes the status of water when some soil is mixed with it. In this sense, it can be translated into English as “muddy”. Approximately for the past decade, a new meaning of the word has come into being, which has turned it into popular slang among Vietnamese youth. In this second sense, the word can be translated as “stylish”. However, the English translation may be limited in illustrating the complete sense of the original Vietnamese term as “ngầu” (translated by the researcher) is suitable mainly for young people whose appearance, styles or behaviour is attractive in a rebellious and playful way rather than suggesting sophistication.

Being able to speak with good English intonation seems to assist the learner in seeking a more positive self-image in their L2. This finding also resonates with what was identified in the previous section, where similar psychological experiences were observed when students were conscious of the impact they could have on their audience, thanks in part to their successful use of English intonation patterns.

Teachers' view of the effectiveness of pronunciation learning beyond class

Data from interviews with teachers, however, reveal a somewhat different perspective on the effects of incidental and informal learning beyond the classroom. Of ten teachers interviewed, only one expressed a strong belief in the value of beyond-class exposure for improving learners' English pronunciation. When responding to my question as to whether students' pronunciation was affected by English they were exposed to beyond class, Thuy said:

> À có chứ. Chị nghĩ là các em ấy ý thức được ảnh hưởng đó. Có rất nhiều từ sinh viên của chị nói hay tuyệt vời chỉ vì các em ấy bắt được chúng trong bài hát…
>
> Oh, yes. I think they are also aware of that effect. There are many words that my students pronounce perfectly just because they catch them in songs... (Thuy, Interview 1)

It should be noted that Thuy is in charge of advanced English classes, whose students can usually be described as self-motivated and keen learners with good English ability. Such factors, as indicated in the previous section, are likely to influence the extent as well as the effect of learning outside class.

However, of the other teachers, three expressed their doubt about the value of their students' beyond-class exposure, and six qualified their evaluation of the effect of exposure and indirect pronunciation learning outside class. One teacher from the former group, Thao, said:

> Tôi nghĩ là… à có thể cho học tiếng Anh nói chung, nhưng có thể không phải cho phát âm. Có lẽ cho kỹ năng viết, word choice cũng có thể được cải thiện từ những tiếp xúc đó nhưng mà phát âm thì…không.
>
> I think it [accidental learning via exposure] is effective for English language learning in general but may not really be so for pronunciation. Possibly students' writing, word choices can benefit from that exposure, but pronunciation…no. (Thao, Interview 2)

Teachers from the latter group claimed that its efficacy, if present, would only be evidenced in cases of learners with strong motivation in achieving a native accent:

> Em nghĩ tác dụng là rất lớn với một nhóm nhỏ thôi, đó là những sinh viên có đam mê theo đuổi một cái phát âm giống người bản ngữ.
>
> I think the effect is very strong but only among a small group who have a strong passion to develop a native-like pronunciation. (Le, Interview 2)

Or they could be keen learners who are attentive in listening to English media, as another teacher noted:

> Thực ra sinh viên tiếp xúc với các tài liệu tiếng Anh này thì uhm…mình nghĩ là…mình nghĩ hiệu quả cũng còn tùy lắm. Trong trường hợp mà sinh viên nó nghe rất consciously thì mình nghĩ là có tác dụng.
>
> The fact that students are exposed to these English materials, uhm…what I expect is…I think the effect really depends. In the case of students who listen to these very consciously, I suppose yes. (Tu, Interview 2)

Anh, another teacher, seemed to share a similar view with Tu but she was more sceptical about students' capacity to develop their pronunciation via exposure when unguided:

> …Mình nghĩ là nó không có tác dụng vì trong hầu hết các trường hợp các em ấy không biết chúng vần học gì hay nên học gì khi tiếp xúc với các nguồn tiếng Anh này.
>
> …I think it is not effective for them [students] to learn that way as in most cases they do not know what they need to/should learn when being exposed to these sources. (Anh, Interview 2)

The contrasts between teachers' and students' beliefs about the efficacy of outside-class pronunciation learning possibly indicates a gap in teachers' knowledge of students' views and practices in pronunciation learning. As second language teaching in general would be far from successful without taking account of learners' perspectives on teaching, these findings suggest a need for teachers to revisit the role of pronunciation learning outside class. Instead of discounting this aspect of learning, teachers may be able to assist students by providing guidance as to how to maximise out-of-class encounters with L2. Such guidance, according to Szpyra-Kozłowska (2015), can include identifying appropriate targets for outside-class learning, suitable tasks to achieve targets, as well as preparing students in how to approach these tasks.

7.4 How learners see themselves as English users outside the classroom

The literature has pointed out that in bi/multilingualism, speakers may experience a split of self and that some may go through much suffering in the struggle for wholesome oneness (see Pavlenko 2006). From reflections by translingual writers, this experience can be interesting and, at the same time, involve painful switches of multiple selves back and forth between languages (Green 1941; Todorove 1994 cited in Pavlenko 2006, p. 4). Pavlenko (2006) also points out that the division of the self can be experienced by not only immigrants and expatriates, but also by bi/multilingual speakers who learn another language from an early age, who may go through all sorts of feelings from enjoyment to anguish to pain.

The question raised by this is whether learners in an EFL context go through the same process of "splitting", or to what extent they may experience those feelings. My focus group data reveal some dimensions of learners' feelings when speaking English. The intensity of these feelings is found to situation-specific and significantly depend on learners' interlocutors when communicating in English and also on their English proficiency.

Learners' English proficiency

Responses from most students, regardless of their level of English, show a significant loss of self-confidence when switching from their mother tongue to English; however, this trend is more prominent among lower-level students. Quite commonly, this loss is claimed to be attributed to the fear of "wrongly pronouncing something" (Quynh, Focus 1, TN2), and the interfering thoughts/worries about how to pronounce words (Sang, Focus 1, TN2). Some students are said to go through "a mild degree of tension" during the switch, the major part of which is caused by "concerns over inaccuracy" as mentioned by Sang (Focus 1, TN2). Others reported a feeling of being "upset" (Vinh, Focus 2, TN2) or "uncomfortable" (Ngoc, Focus 2, TN2) about being unable to express themselves. This suggests the influence of foreign language anxiety (MacIntyre 1999) which is generated from the learners' fear of being "wrong" or being "imperfect" that constrains them from producing spoken English with correct pronunciation. This finding supports the conclusion of Guiora et al. (1972) that when learners' language ego is free from constraints, they are more successful in conducting more native-like pronunciation.

Despite the general trend of losing some fraction of confidence, students claimed to experience different degrees of a loss depending on whom they are talking to.

Same-L1 interlocutors

A group of participants reported to feel quite at ease when speaking English in class, that is, speaking English with their Vietnamese friends and teachers:

> Em có thế nào nói thế, cả về phát âm hay ngôn ngữ bởi vì các bạn cũng như mình thôi, và nếu em sai thì cô sẽ sửa cho.
>
> I speak with whatever pronunciation or language I have because my friends are just like me. And if I make mistakes, the teacher will help by correcting me. (Quang, Focus 1, TN2)

Other students also shared the view that making pronunciation mistakes when speaking English in a class of same-L1 friends can lead to the positive experience of getting feedback and having fun together rather than it being a face-losing threat:

> Em chả sợ khi các bạn cười em lúc em nói sai (cười). Khi chúng nó lên trước lớp và nói sai, em sẽ cười lại (một vẻ mặt rất thích thú, cười lớn).
>
> I am not afraid of being laughed at by my friends when pronouncing something wrongly in front of the class (laughs). When they come to the front of the class and speak wrongly, I will laugh back at them (with a very amused face and cheerful burst of laughter). (Dang, Focus 1, TN2)

The feeling of being one among similar others seems to matter greatly in relieving learners' tension when speaking in a foreign language. There is also strong evidence in the literature that in communication with same-L1 interlocutors, learners of English practise less pronunciation accommodation (Jenkins 2000) and feel a stronger sense of affiliation with their home communities when using more L1-accented English (Gatbonton, Trofimovich & Magid 2005).

Different-L1 interlocutors

In response to the question whether this feeling of comfort changes when interlocutors change, focus group data show that significant changes do occur when interlocutors

change. The variation, however, is complicated and cannot be neatly categorised in a couple of patterns. Some lower-level students report a tendency to avoid speaking to foreigners altogether. Trang, one of those students, said:

> Thing thoảng có các bạn sinh viên quốc tế ở trường mình có bắt chuyện với em, nhưng mà em chỉ cười thôi. Em cũng chả hiểu lắm các bạn nói gì và cũng không nói gì vì sợ nói ra các bạn cũng chẳng hiểu mình nói gì.
>
> Sometimes, international students at our university approach me and initiate a conversation but all I often do is just smile. In fact, I don't really understand what they say. I also say nothing because I am afraid that even if I say something, they will not understand me. (Tra, Focus 3, TN1)

In such a case, EFL learners, especially those of limited English ability, are experiencing their failure in the roles of both listener and speaker. The communication breakdown can be blamed on various factors, but poor pronunciation will have played the major part in hindering the student from understanding her interlocutors and from being self-confident enough to participate in a conversation for fear of not being understood. As such, it is not the experience of being a divided self that is the source of embarrassment and possibly discouragement, it is that their expression of self is being reduced in the foreign language. Tra's comment is also consistent with responses from several other students who stated their discomfort when being unable to speak English fluently and accurately due to limitations in their English language and especially in their pronunciation.

Learners are found to be often discouraged from engaging in international communication due to the perception that their own pronunciation is a limitation; however, this is exactly what reassures and encourages them to speak providing they recognise that their interlocutors are facing the same challenges:

> Em thì đã từng nói chuyện với vài khách du lịch nước ngoài. Vì họ phát âm cũng không chuẩn lắm, và cả 2 bên cùng mắc lỗi nên tự nhiên nó lại thành rất hoà đồng.
>
> I have experienced talking to some foreign tourists. Because they also pronounced English not very well, which means that all of us make mistakes, I feel we are in the same boat. (Vu, Advanced, Focus 4)

This view suggests that it may not be how good learners' pronunciation is what matters, but how much tolerance and sympathy are felt by interlocutors.

Interestingly, other students also reported more ease and a boost in confidence when speaking to interlocutors of some physical and racial similarities:

> Khi em ở Singapore, em thấy họ khá giống người Việt nên em cảm thấy thoải mái hơn khi nói chuyện với họ mà không phải lo lắng nhiều về phát âm cũng như tiếng Anh của mình nói chung. Khi em sang Mỹ, họ cao to quá nên em cảm thấy mình bị lấn át và lúc đầu em thấy lúng túng hơn khi nói, và phát âm cũng không được tốt như em nghĩ em có thể làm được...
>
> When I was in Singapore, I found that people looked really like Vietnamese, so I felt more comfortable speaking to them in English without caring so much about my pronunciation or my English skills in general. When I was in the US, people were too tall and big, so I felt overwhelmed and sort of embarrassed, and couldn't pronounce as well as I normally do. (Hoang, Focus 3, TN1)

Physical and racial features of interlocutors are sometimes associated with an assumed level of English proficiency, and thus can affect learners' confidence when speaking English. Commenting on this, another student added:

> Em thì cảm thấy căng thẳng hơn khi nói chuyện với người Phương Tây vì không biết mình nói thế có đúng không. Trông họ khác mình quá.
>
> I am a bit more anxious even when I speak correctly when talking to Westerners… They look so different. (Hoang, Focus 3, TN1)

Experiencing a feeling of being "anxious" is not surprising since research into ELT has found that the concepts of "whiteness" or "Western" are often, sometimes incorrectly, perceived as indicators of native English speakers. In this case, such an impression makes learners feel more tense and puts more pressure on their production of English.

Given that such EFL learners, especially those of lower English proficiency, may have little experience speaking English in international contexts, similar physical features in their interlocutors may be perceived as the interlocutor being sympathetic and trigger a sense of belonging and safety; as a result, speaking is facilitated and anxiety is reduced.

Another group of students reported finding more courage and comfort in their interlocutors' open and interactive communication style rather than being affected by their appearance. One of these students claimed that:

> Em thì lại thích nói chuyện với người Phương Tây vì văn hoá của họ cởi mở hơn nên em thấy thoải mái hơn khi nói nên thành ra em cũng không lo lắng nhiều về việc khi em nói với họ em nói đúng hay sai. Trong khi đó người Châu Á trông họ giống mình nhưng họ cũng e ngại giống mình nên nhiều khi em lại cẩn trọng hơn khi nói.
>
> I prefer speaking to Westerners because their culture is more open so I feel more comfortable. I don't worry much about the accuracy of my English. Asian people look like us, but they are also shy and reserved like us so I have to be more careful when speaking. (Tra, Focus 3, TN1)

No matter what information resources learners rely on, it is clear that they all seek sympathy, cooperation or acceptance from their interlocutors to build up their own comfort and confidence in international communications in English. The data support the contention that listeners must take up important roles in communication in another language if it is to be successful, and that equipping them with the necessary communication skills is as important as teaching learners how to speak.

Clearly, the way students see themselves when using English is greatly situation-specific. The level of anxiety they go through depends on especially how good they believe they are in English and how much commonality and cooperation they find in their interlocutors. Reflecting a whole pool of findings in SLA and language teaching research such as Horwitz (2001), MacIntyre (1999), MacIntyre & Gardner (1993), Oxford (1999), the data in the current research also indicates that the more stress-free learners are, the better pronunciation and spoken English they perform.

7.5 Conclusion

This chapter has demonstrated that an EFL context such as that found in Vietnam is affected by many constraints which in turn affect the pronunciation pedagogy that can be employed, including the extent to which and the frequency with which pronunciation is taught. The provision of pronunciation teaching was found not to be connected with how

important the teachers believed pronunciation teaching was but closely linked to how willing and confident teachers were to teach this. Although most students expressed some degree of satisfaction with the amount of instruction they received in pronunciation, the teaching of this aspect was claimed to be insufficient for students of lower-level students who might be in the process of figuring out how to learn English pronunciation and might be in need of more guidance and help.

However, in such an environment of multiple constraints, there will be teachers who are challenging themselves to create more learning opportunities for their students, some of which were observed to be very creative and engaging. In addition, even under the less than ideal learning conditions, several students, especially those at an advanced level of English, were found to develop their autonomy as learners of pronunciation, take advantage of the available opportunities for such learning and create more of them both inside and outside class to develop their English pronunciation. Additionally, identified among a number of students, most of whom were those of advanced English level, was a strong desire to construct an identity as a Vietnamese English speaker through their English accents. The study also highlighted that the way learners imagine themselves as English users should be granted with due attention in order to improve the efficacy of pronunciation pedagogy in the current context.

Chapter Eight
Techniques and Foci of Pronunciation Teaching

Chapter Seven examined teachers' and learners' perceptions and experiences of the extent and frequency of pronunciation teaching in what was shown in Chapter Six as a teaching context with multiple constraints. This chapter more closely analyses the pedagogical practice in terms of the pronunciation foci and teaching techniques deployed by the teachers.

As indicated in the literature review in Chapter Two, despite the need for greater research attention to pronunciation pedagogy (Levis 2005), investigation, particularly classroom-based research, into this field is still limited to studies of the effectiveness of teaching pronunciation. Based on my literature survey, few studies investigate the different dimensions of classroom practices that could provide insights into what to teach and how to teach it.

The analysis in this chapter draws on data from three sources. Firstly, I examine interview data on the teachers' knowledge of and beliefs about the teaching techniques they used and the pronunciation features they taught. Secondly, I examine data from my classroom observations to see how and what teachers teach. Thirdly, I examine data from the focus-group interviews with students about their teachers' techniques and practices, on the understanding that students' capacity to identify and evaluate their teachers' techniques and the pronunciation features they are taught is limited.

8.1 Teaching techniques currently in use

This section presents the findings concerning the techniques used by the teachers which show that although the total range of teaching techniques used was a wide one, each teacher usually relied on a limited number of techniques, most of which were tightly controlled in their design. The teachers' repertoires of techniques are shown to correlate with the degree of confidence they have in teaching English pronunciation. Also, the gap between the number of teaching techniques which were reported to be used and observed to be used suggests that there might be several factors at work that prevent teachers from turning their pedagogic knowledge into actual practice.

In order to respect teachers' knowledge of teaching, I first asked them in the interviews about the techniques they used to teach pronunciation and then analysed what I observed in each teacher's class. Table 8.1 below summarises techniques that were reported by the teachers and observed by me. It should be noted that the teachers possibly also used techniques that were neither mentioned by them nor observed by me.

Some of the techniques that were reported and observed were well described by Baker (2011); for this reason, I drew primarily upon Baker's taxonomy to analyse and categorise the data in this chapter. Table 8.1 was constructed from Baker's (2011) categories with the addition of those adapted from the studies by Seidlhofer (2001), Celce-Murcia et al. (2010) and Kelly (2000), and categories created by me to capture techniques in my data that were not described in previous studies. Thus Table 8.1 reflects the techniques used in the context of my research that are similar to the techniques found in ESL contexts by other researchers, as well as techniques distinctive in my EFL research context.

Table 8.1: Summary of all pronunciation teaching techniques in use

#	**Abbreviation**	**Categories**	**Brief Description**
Controlled Practice			
1	EX-R**	Explanations-giving Rules	Teacher explains, gives examples of a feature of pronunciation and how to use it.
2	EX-L1/L2 C**	Explanation-L1/L2 Comparison	Teacher compares L1 and L2 phonology systems.
3	EX-PT**	Explanation-Phonetic Training	Teacher explains uses of articulatory descriptions, articulatory diagrams, and phonemic symbols for English sounds.
4	FB**	Feedback	Teacher checks students' work and gives feedback on their pronunciation (to individuals privately and in class, to groups / to whole class).
5	TAC**	Tactile	Teacher draws students' attention to physical sensation of producing a sound (by teachers' verbal description or students' touching some articulatory organs when sounds made).
6	KP**	Kinesthetic Production	Speech production is accompanied by a physical movement (teachers and/or students clap their hands or beat a ruler when reading a word, a sentence, or jazz chant).

7	READ-RE**	Reading aloud/ Recitation	Students read aloud a (written or a memorised) text/script focusing on a certain feature.
8	REP*	Repetition drill	Students repeat a target form to learn a certain feature.
9	MI-REP**	Minimal pair Repetition drill	Students repeat word pairs which have one different sound.
10	SRE***	Sound Recognition	Students identify a certain pronunciation feature from an aural text or a printed text; responses can be verbal or non-verbal. (Eg. students pick an odd one with different pronunciation from a list with or without listening to an audio file; listen and write down words/word transcription, listen and mime words; identify a sound in a given printed text…)
11	SYMI***	Symbol Identification	Students identify words or certain features from given transcriptions (by pronouncing the target forms or non-verbal strategies like writing…).
Guided Practice			
12	P-SF*	Production-Student Feedback practice	Students read aloud/act out a conversation in the textbook in front of the class and other students give them feedback on their pronunciation
13	GRP***	Guided Role-Play	Students act out a conversation in the textbook with some changes in language and content.
14	P-REC***	Production-Record students' production	Teachers have students record their work including reading aloud or speak aloud a given text they learn by heart.
15	GG*	Guided Game	Students engage in a language activity that involves an objective, a set of rules, and a degree of competition. Teachers can anticipate their answers/responses.
Free Practice			
16	F-P-REC***	Free Production-Recording students' production	Students record written or oral texts that they have created as home assignment to get feedback and/or bonus marks from their teacher.
17	DRAM/PRE*	Drama Presentation	Students plan, practice and/or perform a scene from a movie, a radio/TV show, a speech / presentation.
18	F-RP***	Free Practice-Role Play	Students act out a conversation they have created to practise a certain feature of pronunciation.

Notes: * Adapted from Baker (2011); ** adapted from the literature; *** my own description

Table 8.2 shows which of the techniques in Table 8.1 were reported to be used by each teacher, and which were actually observed in their classes. Given classrooms were observed for only three hours for each teacher, it was to be expected that there would be differences between reported and observed techniques.

Table 8.2: Techniques used by each teacher categorised by data source (I: interview; O: Observation)

Techniques	Dung		Thao		Hong		Tu		Nu		Binh		Hanh		Anh		Thuy		Le	
	I	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**	**I**	**O**
EX-R	✓		✓	✓	✓	✓	✓	✓			✓					✓	✓	✓	✓	✓
EX-L1/L2C			✓				✓								✓				✓	
EX-PT	✓	✓	✓				✓						✓		✓		✓	✓	✓	✓
FB	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
TAC			✓	✓		✓	✓													
KP											✓				✓					
READ -RE			✓	✓	✓	✓	✓	✓						✓			✓			✓
REP	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
MI-REP																				✓
SYMI			✓				✓		✓				✓	✓		✓	✓	✓		✓
SRE									✓	✓	✓		✓	✓	✓		✓	✓		✓
P-SF								✓										✓		
GRP	✓				✓	✓	✓				✓									
P-REC					✓								✓				✓			
GG									✓							✓			✓	✓
F-P-REC									✓		✓						✓			
DRA/PRE																	✓	✓		
F-RP							✓	✓									✓			

Note: Horizontally, columns for techniques from interviews are in light grey; columns for techniques from classroom observations are not coloured. Vertically, the rows for guided techniques are in dark grey to be distinguished from those controlled techniques (above) and free techniques (under).

The observational data provided a small sample of teachers' classroom technique repertoires. For instance, Binh mentioned six techniques and Nu seven during interviews while class observations revealed only one of those reported in Binh's case and two in Nu's. Although the variation between observed and reported data is not so noticeable with the other teachers, there was still some disparity. For instance, Dung, Thao and Tu reported using six, nine and eleven techniques while my observations only captured four, six and seven respectively.

This tendency can also be seen when the data is examined by techniques, with most techniques far more often mentioned than observed. For example, three teachers said they often asked students to record their own English speech either during free practice (F-P-REC) or during guided practice (P-REC) as homework; however, there was no evidence of such homework being assigned in any of the classes observed. In addition, a

comparison of L1-L2 phonology (EX-L1/L2 C) and kinaesthetic practices (KP) were highlighted by four and two teachers respectively but neither technique was observed in the classroom.

However, in some cases, classroom observations functioned as a good supplementary data source for interviews; that is, some techniques were observed but were not mentioned in interviews at all. As a result, classroom observations added four techniques to those mentioned by Le and Anh, and one each to those mentioned by Tu and Hanh.

Generally, there was a noticeable disparity between teachers' reports and observations. This was to be expected given the limited number of observed classes. In addition, due to the limited time given to pronunciation teaching at the university, as indicated by teachers in Chapter Seven, there were few occasions for the techniques mentioned by the teachers to be observed in practice. I am also of the view that curricular constraints, including lack of attention and time given to the teaching of pronunciation, may have hindered teachers from using all of their pronunciation teaching techniques in the classroom. This view is supported by the literature which confirms that different aspects of teachers' cognition, including their beliefs and knowledge, are not necessarily reflected in their classroom practices dues to a range of interfering factors (Basturkmen 2012; Borg 2003).

While class observations and interviews may not show all techniques in use, it is of interest to collate the data from these sources (see Table 8.3). This provides a snapshot of teachers' knowledge regarding the teaching of pronunciation in the current English Preparation Course (EPC).

Table 8.3: Techniques used by teachers, derived from interviews and class observations

Techniques	Dung (6)	Thao (8)	Hong (7)	Tu (11)	Nu (6)	Binh (7)	Hanh (7)	Anh (9)	Thuy (12)	Le (10)
EX-R	✓	✓	✓	✓		✓		✓	✓	✓
EX-L1/L2 C		✓		✓				✓		✓
EX-PT	✓	✓		✓			✓	✓	✓	✓
FB	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TAC		✓	✓	✓						
KP						✓		✓		
READ -RE		✓	✓	✓			✓		✓	✓
REP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MI-REP										✓
SYMI		✓		✓	✓		✓	✓	✓	✓
SRE	✓				✓	✓	✓	✓	✓	✓
P-SF				✓					✓	
GRP	✓		✓	✓		✓				
P-REC			✓				✓		✓	
GG					✓			✓		✓
F-P-REC					✓	✓			✓	
DRA/PRE									✓	
F-RP				✓					✓	

Note: Controlled techniques: not coloured; guided techniques: light brown; free techniques: grey

The number of techniques employed by each of the teachers range from six to 12, with Thuy employing the largest number (12), followed by Tu and Le (11) and Anh (10). It is worth noting that Thuy, Anh and Le were those who also showed a high level of interest and confidence in pronunciation teaching in the interviews as indicated in Chapter Six. By noting this, I do not mean to imply that teachers who are more confident would also possess better knowledge of how to teach or vice versa. In fact, there are cases where teachers may have revealed some lack of confidence and are reluctant to teach pronunciation despite displaying good knowledge of how to do so. Tu, for example, is highly reflective when considering herself as a teacher of English pronunciation; she, however, illustrated the second largest repertoire of teaching strategies. Thao and Hanh commanded an average number of eight and seven teaching techniques respectively in comparison with their colleagues, yet lack the confidence to teach pronunciation.

In summary, while the number of techniques used by individual teachers varied, many employed a limited range of techniques. It should also be noted that although knowledge

of pronunciation pedagogy, and specifically of teaching techniques, may not be sufficient on its own to ensure teachers' readiness to teach pronunciation, there seems to be a strong link between this knowledge and teachers' confidence in teaching this aspect of English, given that the confident teachers all possessed a wide repertoire of teaching activities.

8.2 The distribution of teaching techniques

The analysis of teaching techniques draws on the framework of Communicative Language Teaching (CLT). Given that one of the principal aims of English teaching in particular and foreign language teaching in Vietnam in general, as stated in *Project 2020*, is to help Vietnamese learners to communicate confidently in the languages taught, CLT has been widely advocated throughout the country. The implementation of CLT, however, has been noted as facing several obstacles (Hoang 2011; Le & Barnard 2009; Nguyen 2014). Teachers of English pronunciation may encounter even more obstacles given that the instructions for pronunciation, as mentioned in Chapter Two, are considered the least relevant to CLT and therefore are often de-emphasised. The extent to which pronunciation is taught communicatively in Vietnam is under-researched to date though such research is clearly needed.

In this section, I investigate the use of each type of teaching technique – controlled practice, guided practice and free practice – and especially how teachers employed them to form a unified approach to pronunciation teaching. Data from the interviews with teachers, focus groups with students and class observations will be drawn upon in the analysis and discussion of each type of teaching technique.

8.2.1 Controlled practices

Controlled practices are the most commonly used type of teaching technique, used by all participating teachers. Below I discuss the different types of controlled practice used in the order of most commonly used to least used.

Feedback

This technique was highlighted by all teachers in the interviews and also observed in every class. Teachers usually delivered feedback as a recast, with the recast sometimes repeated by students. According to Yates and Zielinski (2009), it is more important to let students know that they have made a mistake rather than pointing out the mistake.

Lightbown et al. (2006) suggest that recasting is an effective way of indicating that a mistake has been made. I observed some teachers, especially Hong and Dung, pointing out mistakes, followed by students repeating the correct forms. Observational data indicate that feedback was normally given to individual students or groups. Common mistakes were also indicated and/or corrected for whole classes by Anh and Le.

Each teacher often combined several strategies for delivering feedback. Sometimes, especially for low-level students, teachers would interject to provide correction when errors were so serious as to cause comprehension problems; however, teachers' common practice was to give corrective feedback once students had completed their activity. As Lightbown et al. (2006) note, research into second language acquisition suggests that learners' mistakes be corrected as soon as they are made to avoid the adoption of incorrect pronunciation. Teachers in the classrooms observed seemed to be well aware of the benefits of such instant feedback when students' own errors are still fresh in their mind. One of the teachers commented:

> Thường các em thích feedback ngay sau khi nói, sau khi một nhóm hoạt động xong vì ngay khi đó các em còn nhớ là mình vừa nói như thế.
>
> Normally, students preferred feedback right after they have completed speaking because they then still remember their mistakes. (Nu, Interview 1)

Several students confirmed this in focus groups, saying they wanted to get corrective feedback immediately after speaking because "we can't remember our own mistakes to correct them" otherwise (Hieu, TN1).

Generally, students' reaction to this most frequently used technique is very positive. This finding is not only supported by interviews with teachers but also by focus group data. Several students reported that they were keen to get teachers' feedback on their own errors and were comfortable to receive it in front of the whole class:

> Em thích là sai mỗi hoạt động thì lỗi của ai sửa luôn cho người đó. Như thế tốt hơn là lọc lỗi của cả nhóm hoặc cả lớp vì nếu thế mình sẽ có cái tâm lý là đó có phải là lỗi của mình đâu mà nghe.
>
> I prefer that after each activity, teachers correct our pronunciation immediately. If they collect the common errors of a whole group or the whole

> class, then I often have the feeling that these are not exactly what I said wrongly but are someone else's errors and then I don't pay attention. (Trang, TN1)

Students even see getting corrective feedback as a chance not only to develop their own pronunciation but also to reinforce a connection with their teachers:

> Em thích được nhận phản hồi về phát âm từ thầy cô ở trên lớp. Em cảm thấy có hứng thú học hành hơn và cảm thấy gần gũi với cô giáo hơn.
>
> I enjoy getting feedback from my teachers on my own pronunciation mistakes in class. I feel more inspired to study pronunciation and that I am closer to my teachers. (Linh, TN1)

My field notes resonate with the other sources of my data by showing that no matter what form feedback is delivered in, it seems to be welcomed by students rather than making them embarrassed or uncomfortable. It appears that this is largely due to a warm class atmosphere and friendly teacher–student communication.

Several other studies have come to similar findings of students welcoming explicit corrective feedback on their pronunciation errors, including Baker (2011) and Ancker (2000). This should be encouraging to teachers in the context of the Vietnamese EFL classroom who may be concerned about the risk of embarrassing their students by correcting their mistakes in front of the class. It seems that it matters less whose mistake feedback is provided for or whether an individual's mistake is corrected privately or publicly than the manner in which feedback is delivered.

Repetition drill

Repetition drill is the second most frequently provided type of feedback. This is not surprising since repetition is also mentioned in the literature as one of the most commonly used techniques in teaching pronunciation (Jones 1997; Kelly 1971). The prevalence of repetition drills has also been reported in several EFL and ESL contexts including Jordan (Al-ghazo 2013), Poland (Szpyra-Kozłowska 2008), Finland (Tergujeff 2010, 2012) and the USA (Baker 2014).

The only teacher whose classes were observed without any repetition drills being used is Nu. However, although she mentioned using this technique in interviews, she qualified this by saying she did so only rarely:

> Chị ít cho làm cái này lắm vì nó hơi trẻ con và cứ đọc hội đồng xong các em ý quên ngay ý mà. Nó là cả một quá trình và các em phải tự lặp đi lặp lại rất nhiều lần.
>
> I rarely have my students listen and repeat in class because it sounds a bit childish. It is only effective if it is done as part of a process in which students repeat to themselves the words many times. (Nu, Interview 1)

It is a common tenet of pronunciation pedagogy that a target form should be repeated many times by learners (Celce-Murcia et al. 2010), or a couple of times then reinforced by further techniques (Nation & Newton 2009) to get it into learners' long-term memory. Nu did not deny the effectiveness of drills but emphasised the necessary condition to make repetition drills effective, that is, repetition is useful as frequent self-practice for students rather than as class practice. For this reason, she rarely used repetition drills in her class and the technique was thus not observed.

Other controlled practices

The use of other controlled techniques varied to some extent. At some point in their teaching, most teachers provided some explanation of aspects of pronunciation. Such explanation could be in the form of giving rules (eight teachers) or of phonetic training (seven teachers). Some teachers also provided their students with a comparison of the L1–L2 sound system. However, two teachers, Nu and Binh, neither provided any form of explanation in their classes nor mentioned explanation as a form of controlled technique in interviews.

Symbol Identification (SYMI) and Sound Recognition (SRE) were also used by seven teachers. SYMI encompasses a range of activities which focus on reinforcing learners' perception of the connections between phonemic symbols with word spelling and word sounds. Those tasks may require students to realise words or phrases presented in phonemic symbols into written or spoken forms. This kind of task is quite challenging but it was modified by teachers and used for students at different levels. In Tu's

elementary classes and Le's pre-intermediate ones, I observed the teachers showing online dictionary transcriptions of words and asking students to pronounce the words aloud. In Thuy's advanced classes, she provided a transcription of a list of words which students were not familiar with and asked them to work out the written form of the words, which could be followed or preceded by saying the words aloud.

SRE also encompasses a wide range of activities, varying as to how challenging they are. These may include dictation for lower-level students as observed in Anh's pre-intermediate classes, blank-filling when listening to a song or an audio file as in Nu's class, or listening to unknown words which were read by the teacher and writing down transcriptions of words as advanced students were required to do in Thuy's classes.

As enhancing students' familiarity with sounds is necessary to help them produce those sounds, teachers provided their students with a whole range of SRE activities, which allow students to move back and forth several times between sounds, their written form and their coded form (phonemic symbols). In this way, the teachers constructed a solid ground for students' actual sound production with the consolidation of sound–symbol relations and sound–spelling relations.

Another technique, used by six teachers, is Reading aloud/Recitation (READ-RE). On most occasions observed, students were required to read aloud a textbook dialogue in pairs, a textbook reading text, or a list of new words in the textbook vocabulary section. Tactile and Kinaesthetic Practices (KP) were used by two and three teachers respectively. In my experience, activities which are accompanied with physical movements are not common in Vietnamese classrooms. I consider this to be mainly due to traditional expectations of classroom behaviours in Vietnamese culture, which highlights the value of order and discipline, and so most teachers are not familiar with getting students involved in some physical movements when learning.

The last type of controlled practice to mention is Minimal-Pair Drills (MI-REP). Surprisingly, this technique, which is considered the most commonly used in teaching segmental features, was only used by one teacher, Le. The limited extent to which this technique is utilised is possibly due to the fact that minimal-pair drills, as is widely pointed out in the literature, are principally a repetition drill and frequently attracted negative comments from both teachers and students. In addition, the teaching of

segmentals, as indicated in Chapter Seven, is neglected and patchy. For that reason, MI-REP, typically used for teaching sound distinction, does not attract much attention.

8.2.2 Guided practices

There are far fewer guided practices than controlled practices used in teaching pronunciation. Guided Role-Play (GRP) is the most frequently used technique of this type, used by four teachers. The term role-play is used in a variety of ways in the language education literature. In the present study, the term is to describe students performing dialogue following a textbook model or improvising a situation. Role-play can be controlled, guided, or free depending on the space students take up to create their own story and the amount of own language they use in comparison with textbook models. GRP is very often used in observed classes in this study, in which students were observed to work in pairs role-playing a textbook dialogue, which was usually changed to fit in with students' context while most of the language was retained.

The two next most frequently used guided practices are students recording their own speech (P-REC) and Guided Games (GG), each used by three teachers. As a form of P-REC, Hong, Hanh and Thuy reported that they sometimes asked their students to complete this task as a home assignment. The speech to record may include students role-playing a dialogue in their textbooks or reading aloud a memorised text. The audio/video-recorded production was then exchanged between groups or individuals for feedback by peers or teacher feedback on certain pronunciation features. Guided Games were mentioned by three teachers and observed several times in Anh's and Le's classes. Most of the games are highly guided because all of the students' speech production during the games could be anticipated. However, my field notes highlighted an atmosphere of strong competition, interest and engagement among students.

The last guided activity is Production-Student Feedback (P-SF) which was used by two teachers, Tu and Thuy. In this practice, students produce words or sentences individually, or role-play a dialogue in pairs to get their peers' feedback in class.

Not only is guided techniques in use in the current EPC quite small, the number of teachers who reported using them or were observed to use one or more of them is only six out of ten teachers doing so. When investigating pronunciation teaching techniques in the USA, Baker (2014) found that the use of guided practices is also limited among ESL

pronunciation teachers despite their previous training in pronunciation teaching. Baker suggests that further professional development is needed to enhance teachers' knowledge of guided pronunciation practices and how to use them more effectively. Given the poor training in pronunciation teaching reported by the participating teachers, the finding of limited number of guided activities is not unexpected.

8.2.3 Free practices

There are only a handful of free activities identified in my data including Free Production-Recording Students' Production (F-P-REC), Drama/Presentation (DRA/PRE), and Free Role-Play (F-RP). Of these techniques, Free Production-Recording Students' Production was used by three teachers, Free Role-Play by two, and Drama/Presentation only by one. Again, Thuy not only demonstrated the largest teaching repertoire as discussed above but also used the most free techniques (three). On several occasions in her classes, students had the chance to work in pairs and groups to make up their own conversations, stories or situational comedies and performed them in front of the class or recorded them at home for peer correction. Her using a greater variety of free practices may be due to the training in phonology she got in her TESOL Master's course in an English-speaking country. However, it could also be attributed to her students' advanced proficiency in English, which enables them to more comfortably and willingly get involved in free production practice.

In conclusion, only four of the ten teachers utilised the whole range of controlled, guided and free practices. Even those who covered the whole range used only a very limited number of guided and free activities. Generally, teachers appeared to heavily depend on traditional approaches in teaching pronunciation. From the perspective of CLT, most of the participating teachers seem to be only half-way on the road to taking a communicative approach to pronunciation teaching. Given that teachers of English in Vietnam in general are still searching for a way to use CLT in their classes (Pham 2007; Sullivan 2000; Tomlinson & Dat 2004) due to numerous constraints (Butler 2011), and given that pronunciation of language aspects and skills has been the least associated with CLT, this is not surprising. However, some teachers are making notable efforts to move towards more communicative teaching of pronunciation.

8.3 Evaluation of some commonly used teaching techniques

When I asked some teachers what were the technique(s) that they found the most useful, some of them could not really name any that they valued the most. Thao, Hanh and Hong said it was hard to compare techniques because they did not know many. Dung said that she had never really thought about this issue. I therefore drew on the data from the interviews with teachers and the focus groups with students to sketch a general impression of the most commonly used techniques instead of focusing on what techniques teachers and students considered the most effective in teaching pronunciation.

8.3.1 Corrective feedback

The importance of feedback is often highlighted in the pronunciation pedagogy literature. However, as discouragement can be a side-effect of corrective feedback on pronunciation errors, several researchers have warned against using this technique. Murphy (1991) argues that teachers should be "tactful" when giving feedback on pronunciation errors to spare students embarrassment, and Morley (1991) suggests substituting "correction" with "modification", which emphasises the learners' role in correcting their own mistake with their teachers' assistance.

In the current research, this technique was the one most observed in classes and mentioned by all teachers in interviews as important. However, some teachers also stated that they used this technique with a degree of caution:

> Mình nghĩ các em ý chả thích cái kiểu vừa nói mà cô vừa sửa …hoạc có 10 lỗi sửa cả 10 thì cũng chả hay ho gì, các em ý hay xấu hổ. Moi móc quá thì cũng chả hay ho gì nhưng noi chung thì cô có thể nhặt ra một 2 cái ví dụ, không thể sửa hết được, mà các em cũng không thích thế…
>
> I think students would not like if whenever they make a mistake, teachers will stop them to correct…or if they make ten mistakes and teachers correct them all. They will feel embarrassed. Generally, I think being too picky is not good, so I often choose to correct one or two typical errors. It is impossible to correct all, and it may not be what students like. (Anh, Interview 1)

Out of the same concern to avoid discouragement and embarrassment, corrective feedback was minimised so that only critical pronunciation errors identified in "key words" in a given lesson or activity were responded to with feedback (Nu, Interview 1).

Interestingly, despite a strong belief in the importance of feedback to improve students' pronunciation in general, several teachers, especially those who were in charge of lower-level classes, reported that they were not really positive about the effect that their feedback actually had on the majority of their students. One of the reasons that three teachers (Dung, Tu, Hong) mentioned this is that students did not take any action to correct their own errors on the basis of teachers' comments and corrections seriously. The underlying reason for this, as discussed in Chapter Seven, is students' low motivation to learn English as such and pronunciation in particular. In addition, some teachers, including Anh and Nu, believed that the effect of feedback depends on students' English levels. As quoted in Chapter Seven, Anh said that learners' demand for and ability to benefit from pronunciation feedback is only found at high levels of English proficiency (Interview 2). The perceived low motivation among beginning students and the perceived role of students' proficiency on the efficacy of corrective feedback have limited the extent to which this technique is used for lower level students. As a result, there is a clear tendency to focus on fluency rather than accuracy at beginning levels; as noted by Hong and Nu, lower-level students just need to have something to say, provided they can say it (Interview 1). Several other teachers, without stating a similar view, could be observed to frequently provide feedback on lower-level students' speaking without commenting on their pronunciation.

Learners at different levels of English proficiency considered feedback to be of high value, and an essential part of pronunciation teaching. Some high-level students, as illustrated above, even believed that pronunciation teaching was adequately provided through correction and feedback. Some lower-level students, as mentioned above, also valued the role of the technique not only for developing their English pronunciation but also for enhancing the teacher–student relationship.

In summary, the role of feedback was considered to be of great importance by both teachers and students for improving learners' English pronunciation. However, this importance, in the view of several teachers, varies in accordance with students' English proficiency. The positive evaluation of feedback explains its frequent use. However,

Derwing (2018) noted that there might be another factor in play, one rather less positive, which is that when teachers' knowledge of how to teach pronunciation is limited, they often give ad hoc correction and feedback on learner's spoken English.

8.3.2 Repetition drills

Repetition drills are the second most commonly used teaching technique, and teachers' comments on these can be divided into two main groups. The first group includes comments by five teachers (Anh, Thuy, Le, Tu, Thao), who considered repetition drills an integral part of teaching. Anh described the technique as an "optimal technique" for pronunciation teaching that cannot be sacrificed in favour of any other (Interview 2). Tu confirmed that she often had her students repeat after an audio file, then having them repeat the target features to themselves several times to get used to the way these are pronounced. This teaching practice was also observed several times in her classes.

The other group includes comments by four teachers (Nu, Hong, Hanh, Dung), who stated that they did not believe that this technique was effective in improving learners' pronunciation; however, they still used drills on a daily basis because it is the technique they know best among the very few within their repertoires of teaching techniques. Several EFL studies agree that teachers are highly dependent on repetition drills (Forman 2005; Szpyra-Kozłowska 2008; Tergujeff 2010, 2012), simply due to their limited repertoire of teaching techniques (Szpyra-Kozłowska 2008). As noted above, several participating teachers even considered their own teaching of pronunciation with its regular use of repetition drills as "boring" (Hanh, Hong), and felt incapable of diversifying their class activities and stimulating their students' interest in pronunciation (Hong). In several repetition drills I observed, both teachers and students were struggling with this teaching practice, as shown in an excerpt from Hong's pre-intermediate class.

Extract 6: Pre-intermediate class by Hong

This section of textbook presents rising intonation for information-confirming question through a conversation model.

1	Audio	***A: Where is the library? ((falling intonation))***
2		***B: Library? ((rising intonation))***
3	T	

		((The teacher stopped the audio file)) Rising *((using rising intonation))*, falling *((speaking with falling intonation))*. Now repeat, please.
4	Ss	((Silence))
5	T	Where is the library? ((with falling intonation))
6	Ss	((Silence))
7	T	'Where is the library?' ((the teacher repeated and raised her voice impatiently and waited))
8	Ss	((Silence))
9	T	Oh…everyone, repeat!!! LISTEN AND REPEAT please!
10	Ss	'Where is the library?' *((few students unenthusiastically repeat with low soft voices))*
11	T	*((Teacher plays the next sentence in the audio:*
12	Audio	***A: Let's meet at the mall***
13	T	*Let's meet at the mall ((the teacher repeat after the audio))*
14	Ss	*((Silent))*
15	T	*((No more teacher's effort to make students repeat))*

My general impression was that the constant repetition was tedious for both teachers and students. It was with some unease that I witnessed the teacher attempting to get her students involved, trying to get them to carry out the tasks involved. It is likely that the frequent use of the technique whenever pronunciation is focused on has reduced any pleasure students have in learning and minimised their participation.

Data from student focus groups show that though the effectiveness of this traditional teaching technique was acknowledged to some extent by students of all levels, it was more appreciated by beginning students. Advanced students, on the other hand, remarked that the overuse of this technique could be a demotivating factor:

> … Em thì cho rằng việc tách hẳn phát âm ra dạy thành một bài riêng biệt là điều không nên vì nó sẽ rất chi là nhàm chán… chứ tách riêng ra thì có khác gì trẻ con cứ ngôi lặp đi lặp lại cái này cái kia phát chán lên.
>
> ...I think if pronunciation is taught separately, it would be very boring. …if it is separated then it would be childish with a lot of listening and repeating, which can make us fed up. (Dai)

In conclusion, although the teaching of pronunciation makes much use of repetition drills, teachers' and students' views of the effectiveness of this technique vary greatly and even contradict each other. At times teachers attempted to reduce their dependence on this technique; however, they were clearly not able to do so.

8.3.3 Explanation – phonetic training

Of various techniques providing explanations, providing phonetic rules was used by the largest number of teachers (seven teachers). Providing such rules is seemingly considered a natural component of pronunciation teaching. Tu especially appreciated the effectiveness of this technique, using a poem of her own in Vietnamese to help her students remember English phonetic rules more quickly and for a longer time. The comparing the sound systems of L1 and L2 was only done by a few teachers but a teaching technique got a very positive evaluation from those who did this. Anh said that saying a Vietnamese words and replacing a Vietnamese sound with its closest counterpart in English often provides a playful element in the lesson and help students to distinguish the differences much better.

> Ví dụ 'con gà' mình đọc với âm trong tiếng Anh. Sinh viên thấy rất buồn cười và nhận ra sự khác biệt ngay.
>
> For example, I pronounce the word "con ga" in Vietnamese as / kʰɒn gɑː/ instead of / kɒn ɣɑː/. Students find it funny and recognise the differences very quickly. (Anh, Interview 2)

Phonetic training was used by seven teachers and evoked quite different opinions. Some teachers believed that knowledge of phonetics should be taught from the very beginning of a course of study (Anh, Nu, Thuy) in the hope that students would use this to practise pronunciation on their own with the assistance of dictionaries. Other teachers, however, worry that the introduction of phonemic symbols for beginning learners may lead them to confuse the code systems for written English (letters) with that for spoken English (phonemic symbols).

> Chị nghĩ là sẽ hơi rối nếu dạy cho sinh viên cả ký hiệu phiên âm khi các em còn đang làm quen với bảng chữ cái tiếng Anh. Trên thực tế là có không ít tình huống sinh viên của chị nhầm ký hiệu và bảng chữ cái với nhau.

> I think it can be confusing when students are taught with phonemic symbols at the time they are getting used to the English alphabet. In fact, on not very few occasions my elementary students made mistakes confusing letters and symbols for sounds. (Nu, Interview 1)

The bilinguality of the teachers who used explanation techniques seems to have functioned as a way of maximising their effectiveness, by using creative forms of explanation, for example, by providing a poem in Vietnamese, or by substituting English sounds in Vietnamese speech to bring out phonological differences in a surprising and interesting way. The data clearly illustrate the value of bilinguality in pronunciation teaching thanks to teachers' knowledge of Vietnamese, the L1 they shared with their students.

8.3.4 Sound recognition

In the interviews some teachers placed emphasis on techniques that develop listening comprehension in relation to pronunciation, especially for lower-level students. The point made is that without the ability to recognise sounds easily, students cannot pronounce correctly. In pronunciation pedagogy, a well-established tenet is that perception should precede production (see Derwing & Munro 2005; Gingras 1978). Paulston and Bruder (1976) and Stern (1992) also suggest listening as part of pronunciation training. Following that principle, when asked to describe activities she used to teach pronunciation, Nu highlighted sound recognition technique (SRE). In her classes, she was observed once to have her students listen to an audio file and fill in the blank with missing words. Similarly, Dung, who was in charge of two elementary classes, reported to often have her students listen to audio files provided by her and write down what was said as a home assignment. Both teachers explained that these activities benefit students' pronunciation by getting used to English sounds before practising producing them. In addition, they said that on the basis of students' mistakes, or words that they cannot write down, they can identify sounds which are a challenge for their students and provide help.

Generally, most of the commonly used techniques often get diversified evaluations from teachers, some of those are even opposite. However, my impression is that the success of each technique depends more on the creativity and flexibility with which each teacher applied those techniques. It also seems clear that the high frequency at which a technique

was used is not necessarily the indication of its perceived value but, rather, the familiarity the teachers had with it. As for students, the evaluation of the usefulness of different techniques illustrates some link to their levels of English proficiency.

8.4 Pronunciation features of focus in class

As noted in Chapter Two, one significant question of pronunciation pedagogy is what to teach to ensure intelligibility of learners' speech in international communication; and in search for an appropriate answer, scholars have been involved in an as yet unsettled debate about teaching segmentals versus suprasegmentals for decades. However, it seems that the essence of obtaining intelligibility in L2 communication does not lend itself to a focus on either suprasegmentals or segmentals, but rather on the relationship between sounds in the L1 and the L2 (Szpyra-Kozłowska 2015).

This section discusses which features of English pronunciation are currently taught in the EFL classrooms of this study and what informs teachers when choosing which features to teach. Table 8.4 presents the teaching techniques used by each teacher as revealed in interview and classroom data.

Table 8.4: Features of focus presented by data source (I: interview; O: observation)

Features	Dung		Thao		Hong		Tu		Nu		Binh		Hanh		Anh		Thuy		Le	
	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O
Segmentals	✓	✓	✓	✓	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓
Word pronunciation (including word stress)	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓	✓	✓	✓
Rhythm											✓				✓					
Linking	✓		✓		✓		✓						✓		✓	✓	✓		✓	✓
Intonation	✓		✓	✓	✓	✓	✓		✓		✓		✓		✓	✓		✓	✓	
Word pronunciation (without word stress)		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
Schwa							✓													
Reduction							✓	✓					✓							✓
Final-word consonant				✓		✓	✓	✓									✓			✓
Sentence stress							✓										✓			

Table 8.4 reveals that classroom observational data provide just some of what teachers claim to teach in their classes. For example, all teachers reported to teach the pronunciation of whole words including word stress; yet classroom observations showed

that although all teachers taught word pronunciation, only half of them (five teachers) drew students' attention to the placement of words stress at some point. Similarly, while nine teachers reported to teach intonation, my observations found that this was being done in the classes of only four teachers. In addition, although linking was highlighted by eight teachers in interviews, teaching of linking was observed in the classes of just two teachers.

Table 8.5: Features taught by teachers according to interviews and class observations

Features	Dung	Thao	Hong	Tu	Nu	Binh	Hanh	Anh	Thuy	Le
Segmentals	✓	✓	✓	✓	✓			✓	✓	✓
Word pronunciation (with word stress)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhythm						✓		✓		
Linking	✓		✓	✓			✓	✓	✓	✓
Intonation	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word pronunciation (without word stress)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Schwa				✓						
Reduction				✓			✓			✓
Final-word consonant		✓	✓	✓					✓	✓
Sentence stress				✓					✓	

Data collated from interviews and observations show that pronunciation teaching covers both segmentals and suprasegmentals. Clearly, all teachers taught word pronunciation and word stress. Most teachers (9 out of 10) also focused on intonation, separated sounds (8 teachers) and linking (7 teachers). More than half of the teachers were also observed to give instruction on final-word consonants or/and said they did. However, textbook contents including sound reduction, schwa, sentence stress and especially rhythm, were taught by few teachers.

It should be noted that though teaching covers both segmentals and prosody, the scope of such teaching appears limited. Attention given to different features of segmentals and/or prosody also varies greatly. In the following sections I will examine the extent to which each segmental or suprasegmental feature was focused on and the possible factors which might have determined how much or how often they were taught. Analysis and discussion will draw on data from interviews with teachers and classroom observation presented in Table 8.5 above, and class extracts and data from focus groups with students will also be drawn on where relevant.

Segmentals

All teachers focused mainly on sound combinations in the most basic form of the language, i.e. the whole word, rather than teaching sounds separately. The teaching of the pronunciation of words accounted for most of the time devoted to pronunciation teaching. Separate sounds were also claimed to be taught by eight teachers though much less often than claimed. This finding is further illuminated by the analysis of teacher interview and student focus group data in Chapter Four, which indicate that the teaching of separate sounds was mostly done with lower-level students, and was unsystematic, remedial by nature and unsatisfactory in terms of both extent and frequency.

The top priority for whole word production in the current study seems to align with the suggestion by Szpyra-Kozłowska (2013) regarding instruction for Polish learners. When investigating the relevance of local errors (mispronunciation of words) and global errors (accented sounds and prosodies without major distortion of words) to successful communication, Szpyra-Kozłowska made two main findings: First, the pronunciation of words is critical to ensure the comprehensibility of Polish learners' English speech , that is, speech samples with word mispronunciations were not only evaluated by native listeners as being of higher accentedness and lower comprehensibility, but were also associated with more severe annoyance for listeners; whereas speech with global errors (Polish-accented segmentals and prosodies) were evaluated as "fairly easy" to understand and were not considered to cause any irritation for listeners. Second, the mastering of segmentals does not guarantee the correct pronunciation of words, thus the role of training on word pronunciation does not overlap with the training on segmentals.

In the current research, the focus on word production was not informed by such research findings but by the teachers' own intuition. The majority of teachers emphasised that word pronunciation takes the decisive role in guaranteeing the comprehensibility of learners' speech in the teachers' own perception. One of the teachers, Hong, said:

> Dạy phát âm trên lớp thì chủ yếu nằm trong phần dạy từ vựng hoặc phần đọc. Trong những phần đấy thì sinh viên chủ yếu vấp phải vấn đề với phát âm từ....Nói chung em thấy các em nói thế nào cũng được, miễn là các em phát âm đúng từ là vẫn có thể hiểu được.

> Teaching pronunciation in class is most popularly integrated in the teaching of vocab and reading, where I have often found students to have problems in pronouncing words correctly…Generally, no matter how students pronounce, as long as they have correct word pronunciation, their speech is comprehensible. (Hong, Interview 1)

The data here indicate two things: First, (some) teachers still hold to a traditional approach to teaching pronunciation, having students read texts and vocabulary rather than employing communicative activities in which different aspects of speech can illustrate different contributions to meaningful communication. This explains why word pronunciation almost equals "pronunciation" for some of the participating teachers. More importantly, Hong's comment confirms an impression first created by several comments from other teachers, namely that the critical importance of word pronunciation is grounded in teachers' perception of what constitutes students' intelligible English.

This perceived importance of word pronunciation is not only the backbone of the teachers' teaching but also of their assessment of the students' English. When asked about the component of English speech they focus on in assessing their students' speaking, especially in the absence of detailed criteria for pronunciation in examinations of speaking, all the teachers identified word pronunciation, with or without correct word stress, as the first of the principal criteria they rely on. Proper conduct of any other aspects of English pronunciation, if present in students' speech, will be considered for a bonus to be added to the total score. A representative comment on this is from Le.

> Nói chung cứ understandable với em là được rồi… Như thế nào là understandable thì nghĩa là bạn ý phát âm đúng từ nhưng trọng âm ko đúng, nói không có nối âm, intonation ko đúng lắm…
>
> Generally, if their speech is understandable to me, it is fine…What is "understandable"? Well, I mean they need to pronounce words correctly. It is still acceptable even if word stress and intonation are incorrect, or there is no linking sound and so on… (Le, Interview 1)

I would note that Szpyra-Kozłowska (2013, 2015) suggests focusing on whole word pronunciation on the basis of empirical evidence of native listeners' evaluation of Polish-accented English. Given that her emphasis on what features to focus on in pronunciation

pedagogy is highly L1-dependent, a question which arises here is whether international interlocutors of Vietnamese learners with whom they interact in English also rely on whole word pronunciation to comprehend their English speech. More research is required to better inform the teaching of pronunciation to Vietnamese learners, specifically to understand what is required to ensure their English speech is intelligible, or at least to find out whether focusing on word pronunciation is a suitable approach.

Suprasegmentals

Suprasegmentals are not segments, i.e. vowels and consonants, but speech effects that extend over larger units, such as words, sentences, tone groups and the like. They comprise several features including, for example, intonation, tonic stress, contrastive stress, rhythm. Those features are often captured by the label prosody as well. Only some of these features were reported by teachers to be taught, fewer were observed in classrooms, and very few of these on a regular basis.

A quick comparison of the data displayed in Tables 6.1 and 8.5 shows that several features which are textbook contents were not taught in any of the classes. Interestingly, all of those features not taught are prosodic ones, including blending, assimilation, contraction, emphatic stress and contrastive stress. While some segmental features in textbooks including singular endings, past-tense-verb endings, “the” before a vowel or a consonant were not reported to be taught by any teacher, they were observed to be integrated as a part of teaching whole-word pronunciation and feedback thereon.

The question therefore arises is what determined how much – and what sort of – attention teachers were to spend on prosodic features. First, textbooks seem to have played some role in deciding on some particular components which otherwise might have been neglected or received little attention.

> Vì quyển sách nó thiết kế như thế nên em thực sự chú ý nhiều đến từ và trọng âm từ và intonation trong câu. …
>
> Because this textbook is designed with the focus on word stress and intonation, I often pay attention to those features… (Binh, Interview 1)

In response to my question if her decision to focus on those aspects depended entirely on textbooks or also took into account her own analysis of what is useful for her students,

Binh said that "I sort of rely on textbooks because these aspects have been found to be useful and were therefore chosen" (Interview 1). The data is consistent with Szpyra-Kozlowska's (2015) finding that teachers tend to place a strong belief in the expertise of textbook writers. Similarly, Forman (2016) asserts that there is hardly any chance in EFL contexts for teachers to find themselves with sufficient authority to deviate from textbooks. Following that understanding of her situation, intonation, word stress and sentence stress have all come to Binh's attention, and probably that of other teachers, while they would not have done so without being textbook content.

The role of textbooks in bringing teachers' attention to some particular content knowledge is clear. However, this is not enough to guarantee that textbook pronunciation content will receive the expected attention. For instance, rhythm and intonation are both highlighted in the textbook series *Top Notch* and *Summit* as focal features and there are practices focusing on both features in every unit of all the series textbooks in use in the EFL context under investigation; nevertheless, while intonation was taught quite often, only two teachers reported to teach rhythm and no occasions of instruction on this feature was observed. In addition, as noted, several textbook units teaching prosodies were completely skipped. The avoidance of these features is, however, not surprising. Burgess and Spencer (2000) when surveying teachers in the United Kingdom found that notwithstanding their awareness of the importance of suprasegmentals, the teachers reported those features as the most difficult to teach. In pronunciation pedagogy, pronunciation teaching is said to be adequate only if teachers master the target features (Celce-Murcia, Brinton & Goodwin 1996; Szpyra-Kozłowska 2015) and also know how to teach them (Celce-Murcia et al. 1996).

I agree with Burgess and Spencer's (2000) question: Does English prosody pose a major obstacle for teachers because of its inherent challenges, or is it the poor preparation of teachers to teach prosody which prevents them from teaching it? In the case of Vietnamese EFL teachers in this study, the explanation may be both. First, it is possible that due to the great distance between Vietnamese (a syllable-timed language) and English (a stress-timed language), knowledge of most connected speech phenomena such as English rhythm, blending and assimilation can be very complicated for Vietnamese speakers including several Vietnamese teachers of English. In a recent study which investigates the pronunciation teaching at an English center in Hanoi, Vu (2016) found

that prosodic features in English including stress, intonation, and rhythm are perceived as difficult by both Vietnamese teachers and students. In addition, most teachers reported to be poorly trained in both phonology and pronunciation teaching. These factors lead us to understand some of the reasons why many teachers have relatively limited expertise in this area, and why they subsequently hesitate to teach it.

Intonation, the only prosodic content taught on a regular basis, is the feature that was likely to have been less challenging to teach. My own experience as a native speaker of Vietnamese and as a teacher of English for Vietnamese learners for many years, suggests that producing English intonation patterns does not present a significant challenge for Vietnamese speakers. However, intonation functions strikingly differently in the two languages; for example, using English intonation to convey emotions is exotic for Vietnamese learners. Interview and classroom data analysis in Chapter Seven indicate that intonation teaching and learning are often associated with engagement and pleasure.

To sum up, the investigation of pronunciation features that were observed to be taught has led to two main findings. Firstly, pronunciation teaching in this EFL context shows a balanced focus on both segmental and supra-segmental features. This practice is different from what is reported in some other EFL contexts, where segmentals are found to be more emphasised (Tergujeff 2012), while aspects of suprasegmentals such as intonation and rhythm are largely or even totally neglected (Tergujeff, Ullakonoja & Dufva 2010). Secondly, the pronunciation features actually taught fall within a limited range and whether a given pronunciation feature is taught or not might be influenced by textbook content to some extent, more significantly the decision whether to teach it comes down to teachers' intuition as to what matters to ensure comprehensibility of the learners' speech, and to the teachers' familiarity with the feature at issue and their ability to teach it.

8.5 Conclusion

Findings in this chapter confirm that the teaching of pronunciation in the Vietnamese EFL context is limited in terms of both the range of pronunciation features teachers taught and the teaching techniques they used. Teachers appeared not to be well informed about both what should be taught and how to teach it. As such, teachers were left to their own devices, including their intuition, to teach pronunciation.

The chapter has also shown that the current approach to pronunciation teaching is very dependent on traditional teaching techniques with strong focus on word pronunciation and intonation at the expense of several other supra-segmental and segmental features. However, some positive signs of change have been observed; for example, one group of teachers are aware of the possibility of teaching pronunciation communicatively and expressed a strong desire to do so. Some evidence of a successful implementation of CLT has also been witnessed in observed classes. Data have also indicated a great deal of concern by teachers about what to teach and how to teach it, in order to help Vietnamese learners learn to speak intelligible English.

Chapter Nine – Conclusion

This final chapter synthesises the main findings of my research into pronunciation pedagogy at a Vietnamese university and identifies the contribution these findings make to the field of EFL in Vietnam. The chapter is organised as follows: Section 9.1 reviews my research aims and argues the case for it from two angles: one, the policy aspirations for English language teaching in Vietnam and its current state; and two, the available research base in pronunciation pedagogy, particularly in Southeast Asian EFL contexts. Section 9.2 distils the key findings of the study and points to the contribution they can make to knowledge building in the field as well as to those areas that require further research. Section 9.3 recaps the strengths of the study, while also noting its limitations. Finally, in section 9.4 section, I put forward some implications of the research findings and recommendations for policy, practice and future research.

9.1 Review of research aims and the case for this study

My study aimed to investigate pronunciation pedagogy in a Vietnamese EFL context by researching how pronunciation was taught and learnt at a metropolitan university in Vietnam. On the basis of classroom observations, interviews and questionnaire data from ten teachers and 87 students across different levels of English proficiency, I sought answers to the following research questions:

1. What degree of importance is placed on pronunciation learning and teaching by both teachers and students at a metropolitan university in Vietnam?
2. Which varieties of English do teachers and students regard as appropriate teaching models; and which varieties of English do teachers and students prefer as pronunciation goals for EFL?
3. What are the techniques and foci of pronunciation teaching?
4. What opportunities and constraints for pronunciation teaching and learning characterise the EFL classes in the Vietnamese university?

To date, classroom-based studies of pronunciation teaching and learning have been largely limited, leaving a noticeable gap in the ELT research base. The need to address this gap has been noted by several specialists in the field of pronunciation pedagogy

(Baker & Murphy, 2011; Derwing & Munro, 2005). My study was a response to this call for further research, and to my knowledge, it is one of a few classroom-based studies in this field in Southeast Asia. Thus, this study provides a rare classroom-based account of how pronunciation is taught and learnt in the EFL classrooms in the Southeast Asian region.

The methodology that I employed in the study gave robustness to the findings. Not only did I analyse the pedagogical focus and strategies of the lessons, but I also analysed the views of both teachers and students about pronunciation teaching and learning, using several methods of data collection: class observations, interviews, focus groups, questionnaires, and document analysis. This enabled the triangulation of different data sources and a rich picture to emerge. The use of classroom data together with teacher and student interviews is a method rarely found in pronunciation research in Southeast Asia today.

The study was also timely in that it was conducted midway through the period of the Vietnamese government's ambitious *2008-2020 Project* to significantly improve the quality of English language education, including teacher education (as described in Chapter Two). This study can contribute to the evaluation of the *2008-2020 Project* by adding in-depth, qualitative research insights in the specific area of pronunciation pedagogy.

9.2 Main research findings and the contribution of the research

The main findings of the study are discussed according to the four research question above.

Research Question 1:

What degree of importance is placed on pronunciation learning and teaching by both teachers and students?

The views of teachers and students on the importance of teaching and learning pronunciation were explored through data gathered via survey questionnaires and interviews. The views of both groups reflected the need to attend to the unprecedented demand for spoken English competencies in light of globalisation which has made English the language of business and increasingly also of education. My research

participants confirmed what has been widely noted in the literature about the importance of teaching and learning pronunciation, for example in the US (Baker 2011; Kang 2009), Spain, Italy and Poland (Nowacka 2012), Jordan (Alghazo 2013) and Greece (Kanellou 2011). However, in Vietnamese EFL, where instruction has traditionally been form-focussed, it is significant that the teacher and student participants in this study perceived the value of pronunciation teaching and learning, particularly when conducted in communicative ways, rather differently.

As noted, the teachers and learners regarded pronunciation as an important component of ELT; however, this study identified a discrepancy between teachers and students' views regarding students' motivation, which was also found in Vu's Master's (2016) study of English pronunciation teaching in Vietnam though no reason underlying the disparity is indicated in Vu's study. My concern is that teachers clearly often do not recognise their students' relatively high level of motivation in English pronunciation learning in Vietnam, and thus they may not have responded as well as they might to supporting students' learning in this area.

Research Question 2:

Which varieties of English do teachers and students regard as appropriate teaching models; and which varieties of English do teachers and students prefer as goals for EFL?

The English language pronunciation models and targets employed in the EFL classes were explored from the perspectives of teachers and students. These two aspects are closely associated with the question of "who should students be prepared to communicate with in English?". Historically, native-speaker English was the preferred and sometimes exclusive model for EFL instruction. This of course changed with the emergence of "World Englishes" (Kachru 1985) and later, by advocates of the notion of "Global Englishes" (Crystal 2007; Pennycook 2007). As indicated above, Szpyra-Kozłowska (2015) has made a useful distinction between models of L2 for student reception, and targets of L2 for student production.

The study has found that both teachers and students at this Vietnamese university maintained a strong preference for native-speaker Englishes as instructional models while the preferred teaching/learning targets varied from intelligible non-native English-

speaker to native English-speaker pronunciation. The actual targets set by the teachers and students have been found to be contingent on the students' abilities and needs. The pedagogic proposal of NEFL by Szpyra-Kozlowska's (2015) discussed in the Literature Review can be an important consideration for pronunciation teaching in this context given that native-speaker English being employed as instructional models can be a choice of satisfaction regarding both teachers' and students' favour of these accents. However, the framework at the same time can offer a range of different targets which are set in accordance with differing student needs and goals in the context of the current study.

Through exploring issues of pronunciation models and teaching targets, my research has revealed the limited extent to which the notion of World Englishes has entered into Vietnamese EFL classes. This limitation was evident in the reluctance by several teachers to accept any pronunciation targets that deviated from native English-speaker pronunciation, the rejection of teachers' own English as models for pronunciation teaching and some teachers' tendency to limit students' exposure to non-native English accents in the classroom. The finding implies that language pedagogy, and pronunciation pedagogy in particular, remains largely unaffected by the reality of English use in wider international contexts.

Although as indicated above, teachers were generally reluctant to move away from standard English pronunciation, students proved to be more flexible. More specifically, the students placed emphasis on achieving intelligibility in international communication. This finding is different from those of several studies which have shown that students in both ESL and EFL contexts often aspired to achieve native-speaker English pronunciation (see, for example, Baker 2011; Derwing & Munro 2003; Kang 2009; Timmis 2002, Vu 2016); this is a target which many pronunciation teachers and experts would agree as being largely unachievable for adult learners. A second finding was the preference shown by some advanced level students to be identified as users of Vietnamese English, rather than as native or native-like English speakers. This challenges the popular assumption that ESL/EFL learners want to be identified as native or near-native English speakers. A third finding was that teachers, though tending to favour native-speaker English, also recognised that this was not likely to be achieved and modified their teaching accordingly.

Research Question 3:

What are the techniques and foci of pronunciation teaching?

One of the major contributions of my study has been to document and analyse what aspects of pronunciation were being taught and how. These two research components were discussed at length in Chapter Eight.

Pronunciation foci of class instruction

One primary finding has been that teachers' practice followed a suprasegmental-segmental balanced approach. This contrasted with findings of a strong focus on segmentals in several other studies (see, for example, Tergujeff 2012; Tergujeff, Ullakonoja & Dufva 2010). However, the extent to which each area was addressed was found to be limited.

As noted in Chapter Two (Literature Review), there are limited research findings to date that inform Vietnamese teachers about which features of English pronunciation to teach. The only study of this field is Zielinski's (2006) which indicates the importance of producing English segments correctly, especially word-final consonants in improving the intelligibility of Vietnamese learners' English.

In the current study, teachers' decisions about what to teach appeared to be based on one of two principles: 1) teachers taught what they believed to be important, and 2) teachers taught what they knew well and knew how to teach. This finding is consistent with the well-established claim in pronunciation pedagogy that teachers would be reluctant to teach pronunciation if they were sceptical about its impact (Barrera-Pardo 2004; Neri et al. 2002) or if they did not know how to teach it (Breitkreutz, Derwing & Rossiter 2001; Foote, Holtby & Derwing 2011). Regarding the first point, teachers' intuition appeared to place importance on teaching word-level pronunciation, as illustrated in Chapter Eight with students' attention sometimes drawn explicitly toward word-final consonants. Although intuition may play a role in the teachers' decision about pronunciation pedagogy (Levis 2005), this may not always be a reliable indicator of what is needed. With the exception of the studies by Szpyra-Kozlowska's (2013, 2015), which were specifically focussed on Polish learners of English, there is little evidence to support the notion that teaching word pronunciation is effective in improving the intelligibility of English speech in international communication. Szpyra-Kozlowska is careful to say that

the choice of features of English pronunciation for instruction and emphasis ought to be highly L1-dependent. The investigation of what aspects of English pronunciation actually enhance the intelligibility of Vietnamese speakers' English remains an area ripe for further research.

Regarding the second point, that teachers often taught what they knew well and knew how to teach, the study has found that only a small number of features were taught on a regular basis, namely intonation, whole-word pronunciation (with or without word stress) and linking. A long list of other supra-segmental features, which are introduced in the textbook series in use, were not taken up. From the interviews, it was found that teachers avoided those features that were not familiar to them, thus revealing some gaps in teachers' content knowledge of English phonology.

Teaching techniques

The study has identified a wide range of pronunciation teaching techniques; however, most teachers relied on a limited number of these. While the small repertoires of techniques that most individual teachers employed appeared to mirror the issue of poor teacher training in pronunciation pedagogy, the rich pedagogical knowledge and classroom repertoires evident among a minority of teachers who were relatively confident and committed to teaching pronunciation cannot be ignored.

A related finding is the prominence in many teachers' classes of a traditional approach to pronunciation teaching characterised by a heavy reliance on controlled practices and a paucity of communicative activities. Given that the Vietnamese ELT field has been struggling with applying CLT approaches long after the official adoption of this approach (Le & Barnard 2009; Nguyen 2014), this was not unexpected. Despite the limited repertoires that were observed in many of the classrooms, some teachers were found to design and implement a broader range of activities that had learners assuming greater control and showing greater creativity, which visibly engaged the students. How the knowledge and skills that do exist could support and up-skill the other less confident and less equipped teachers of pronunciation is another area that could be a subject of further research.

Research Question 4:

What opportunities and constraints for pronunciation teaching and learning characterise the EFL classes in the Vietnamese university?

As a qualitative study seeking to investigate aspects of pronunciation in a Vietnamese EFL context, it was important to gain an understanding of the constraints and opportunities that were experienced by both teachers and students.

Constraints

Firstly, the study has shown that the dilemmas of pronunciation teaching and learning identified in other ELT studies were also present in the research site of this study. The limitations of the teachers' training in English pronunciation and phonology have been found to be linked to the lack of self-confidence and reluctance to teach pronunciation. Derwing (2013) and Derwing, Diepenbroek, and Foote (2013) have noted that in many parts of the world teachers of pronunciation are not or inadequately trained. It is notable that even in ESL contexts found in countries such as Australia and Canada, where teachers have access to a greater range of resources, they have been found to be wanting in their knowledge and confidence in pronunciation pedagogy (see, for example, Breitkreutz, Derwing & Rossiter 2001; McDonald 2002; Murphy 2014b).

Secondly, it is found that the English textbook series used did not provide adequate guidance to teachers in pronunciation teaching, nor did they present content in contexts that were familiar to the Vietnamese students, thus creating confusion and at times disengagement by the learners. These textbooks confirmed Forman's (2005) critique that English textbooks often present "a strange lack of awareness of and interest in second language learners, their teachers, their cultures, their languages" (p. 366). In terms of pronunciation content, this study serves to illustrate what has been reported in other studies (for example by Derwing, Diepenbroek & Foote 2013; Jones 1997; Jones & Evans 1995) that internationally distributed ELT textbooks rarely present pronunciation knowledge in a systematic and comprehensive way.

Thirdly, the interview and classroom observation data demonstrated a phenomenon that I have had opportunities to observe and experience myself as a non-native English speaker teaching English in Vietnam. That is, Vietnamese teachers of English rarely feel secure when teaching English pronunciation. With the popular assumption in Southeast

Asia that NESTs "are the gold standard of spoken and written English" (Walkinshaw & Oanh 2014, p. 1), it is understandable that the status of being a non-native English-speaking teacher appeared to contribute to some teachers' lack of confidence, a phenomenon also found among EFL teachers elsewhere as noted by Golombek and Jordan (2005) and Ma and Ping (2012). Unfortunately, there has been little research evidence that could help these teachers to reposition themselves as English pronunciation teachers as there has been in other aspects of English language teaching. It was not until Levis, Sonsaat, Link, and Barriuso (2016) undertook their study that the effectiveness of pronunciation teaching has been found to depend on teachers' pedagogical ability rather than on whether they were NES or NNES teachers. However, the impact of this encouraging finding has yet to be felt by the teachers in the Vietnamese EFL context.

Lastly and importantly, all teachers referred to the absence of pronunciation in the curriculum and testing system as the main reason why they avoided or limited the teaching of pronunciation in their classes. This, together with the pressures of time to address what was required by the curriculum appeared to have influenced the practice of even the apparently most confident teachers, as discussed in Chapter Seven.

In summary, the constraints of the curriculum, teachers' self-perception concerning their legitimacy as a NNES to teach pronunciation, the unsuitability of the textbooks and the limitations in teachers' knowledge and pedagogical repertoires have been found to affect pronunciation teaching practices, despite both teachers' and learners' awareness of the importance of mastering English pronunciation and the strong desire to teach and learn this aspect of English among many of the research participants. As mentioned in Chapter Two, Vu's (2016) research at another institute in Hanoi has also indicated some of these challenges for pronunciation teaching in Vietnam. Vu' study includes the data from student questionnaires and from interviews with teachers and administrators. The inclusion of the views of administrators in her study provided a valuable insight into the nature of several constraints. My current study strengthens Vu's findings and require a response in policy and curriculum spheres by adding evidence from classroom data. My classroom data enabled a deeper understanding of how teachers' limited pedagogical knowledge and discomfort with their own English pronunciation as well as material and curricular constraints were impacting teaching and learning practice. Such a

comprehensive set of evidence should add weight to calls for changes in pronunciation pedagogy in the country.

In other aspects of ELT, studies have identified a gap between teachers' stated beliefs and their actual teaching practices, leading Baker and Murphy (2011) to ask: "would similar inconsistencies be found between the beliefs and the instructional behaviours in relation to teaching pronunciation?" (p. 42). This study then contributes a possible answer to that question by demonstrating that the inconsistencies do exist and what are some of the key reasons behind them.

Opportunities of pronunciation pedagogy

Despite the multiple and, in some respects, systemic constraints with which teachers and students were faced, the study has found a number of opportunities that were being taken up to differing extents by the research participants.

First of all, the students have been found to exercise varying levels of autonomy in seeking opportunities to satisfy their learning needs and goals. Chapter Seven discussed how students at different levels of English language classes responded to the types of learning activities that their teachers designed, and the extent to which they viewed the value of these activities. However, it was also found that students, especially in the advanced classes, accepted the limitations in instruction time and activities and sought opportunities outside of class, including joining speaking clubs, playing with international game stations, and speaking with foreigners face to face or online. However, as Szpyra-Kozlowska (2008) argues, learners not only need to be encouraged to learn pronunciation outside class but also need to be guided in how to do so. My findings about the active role played by some of the students in seeking learning opportunities beyond the classroom challenges the view sometimes held of Vietnamese learners being passive or quiet (Bao 2014) and suggests that students themselves may be eager and capable of expanding their opportunities to improve their pronunciation. On the other hand, although teachers' agency has a significant role in the development of learners' autonomy in Vietnamese EFL (Phan & Hamid 2017), what was also found in this study was the lack of involvement by the teachers in creating and guiding students' out-of-class learning opportunities. This suggests that the opportunities that students exploit could be better

targeted to their particular needs and goals if there was appropriate guidance from their teachers.

As mentioned above, despite the heavy reliance by many teachers on controlled practice activities from their textbooks, some did design activities that were both suitable for the students' contexts and goals, and which gave greater room for students to innovate in the way they participated in the activities. In an environment that is limited in resources, the exploration of how less confident and skilled teachers could be mentored and supported by the more confident and skilled ones could make a contribution to further the development of English teachers. In Vietnamese ELT research, teachers have been found to be capable of exercising agency in assisting the development of learner autonomy (Phan & Hamid 2017) and appropriately implementing language policies (Nguyen & Bui 2016). This study strengthens these findings, particularly in relation to teachers' initiatives in pronunciation, an area of ELT that has been marginalised in the official curriculum and in teacher preparation but of significance to the students' goals in English language learning..

Although this study did not set out to examine the impact of bilingual instruction, the benefits were highlighted by some of the advanced level students, as discussed in Chapter Five. As Forman (2005) has asserted, every natural language has its own power in "enacting social relationships" and facilitating "the move into L2" (p. 363). In this study, sharing the Vietnamese L1 with their students has not only helped the teachers to strengthen their relationships with the students, as observed by some students, but it also enabled the teachers to explain complex aspects of English pronunciation and phonology that would have been difficult to explain and understand had they relied on English as the language of instruction. This strength of NNETs who shared the students' L1 with their students has also been acknowledged by EFL students in Japan and Vietnam as noted in Walkinshaw and Oanh (2014). Thus, the employment of local NNETs presented opportunities that otherwise would not have been possible.

9.3 Limitations of the current study

Firstly, as a researcher who shared the participants' L1, research participants were not faced with the challenges of expressing their views in English, or being interviewed in the presence of an interpreter. My experience and knowledge of the context, as an active

member of the academic staff of the research site until I commenced the research, meant that I had much contextual and nuanced knowledge of the context that informed both the design of the research questions and their analysis. However, I was mindful throughout the research about the care that needed to be taken in researching the views and practices of my former colleagues and the students in an institution that was very familiar to me. While I took every step to ensure that I did not pre-empt any findings, I could never be sure that my research participants' responses to interview questions and their practices were not influenced by their professional relationships with me.

Secondly, as in all classroom-based research, it must be acknowledged that my presence as an observer in the classrooms could have influenced either the teachers' or students' practices in ways that would not have otherwise occurred. For this reason, even though the classroom-based observations formed a key source of data in my study, my presence in the classroom is readily acknowledged.

Thirdly, only two class sessions of the same level per teacher were observed. It is therefore not possible to make any claims about any teacher's approach beyond what they did in the observed lessons. Furthermore, this research was conducted at a time when each teacher was assigned to teach two different classes of students at the same level, and no additional class at a different level. Therefore, it was not possible to see how the teachers may have varied their pedagogies according to students' different levels.

Fourthly, all teacher participants were female, who fell within a narrow age range and who had similar educational backgrounds except for one who had a master degree from an English speaking country. I cannot make any claim that this group was representative of English language teachers at the tertiary level in the country.

Bearing the limitations of the study in mind, however, as an exploratory study that investigated pronunciation teaching and learning in Vietnam, the findings of the current research adds to the research which is emerging about pronunciation in the Southeast Asian region.

9.4 Implications for further research and professional development

9.4.1 Implications for further research

Some of the implications for further research have been noted in the discussion above. These can be summarised as follows.

Firstly, while this study elicited and analysed students' views on pronunciation pedagogies and the importance of improving pronunciation skills, the study focussed more on teachers than students. The study uncovered some interesting discrepancies between the students' motivations for learning pronunciation and the teachers' perceptions of the students' motivation as noted above. This, and the students' views about being a Vietnamese speaker of English, and their sense of identity when communicating with English speakers who do not share their L1, could not be fully explored in this study, but this would be an interesting area of future research from a number of psychological and sociological perspectives.

Secondly, as noted, the participating teachers were poorly informed not only in terms of how to teach pronunciation but also as to what to teach. What would benefit classroom practice in Vietnam is research that could identify those critical features of pronunciation that are specifically related to Vietnamese speakers' development of intelligibility in their spoken English. Efforts along similar lines have already been made, for example, identifying a system of core features for learners from Southeast Asian countries (Deterding 2010), and a system of core features for Japanese learners (Saito 2014). In Vietnam, Zielinski's (2006) highlighted the importance of segmentals, especially consonants in final-word positions. Cunningham's (2009b, 2013) research has indicated the teachability/learnability of some challenging English pronunciation features for Vietnamese learners, with a focus on English segmentals. Given that not all English sounds that challenge Vietnamese learners are those which hinder their intelligibility in English, closer investigation into English pronunciation features, both segmentals and supra-segmentals, which enhances the intelligibility of Vietnamese learners' English is needed. This would enable a targeted pronunciation program to be developed in response to students' need (intelligibility in international contexts), rather than a general program driven by a deficit focus.

9.4.2 Implications for teacher education and professional development

It has become evident in this study that pronunciation and phonology are rarely included or only partially so in TESOL programs, especially in EFL contexts such as Vietnam. The lack of teacher training has presented itself as a source of insecurity and feeling of inadequacy for teachers in my study. Many teachers may have had insufficient knowledge of several aspects of English phonology, and most may not have been sufficiently aware of the availability of different approaches and techniques to teach pronunciation. Generally, teachers had too little to draw upon to make important decisions for pronunciation-related sessions of their classes. As a result, several teachers avoided teaching pronunciation except for making some ad hoc corrections or getting students to repeat words from a vocabulary list. These issues also suggest that teachers had not been assisted in making an accurate assessment of their own students' pronunciation challenges and learning needs. For all the reasons mentioned, it is necessary that TESOL programs in the country provide pre-service and in-service courses to prepare teachers with sufficient content knowledge as well as pedagogical knowledge to teach pronunciation.

Teachers would also need frequent opportunities to update their knowledge about advances in the field of pronunciation pedagogy. These may address topics such as new teaching techniques, the use of new technological devices and applications in their pronunciation teaching and new textbooks and other resources. These professional development opportunities could take the form of seminars, workshops conducted by researchers and specialists in the field, workshops among teachers themselves or online courses and resources. However, these opportunities require investment by the ELT providers in terms of money and time. It is also necessary to emphasize that to bring about all these opportunities, it is necessary that English curriculum be revised to give legitimacy to the teaching of pronunciation.

Given that Vietnam is in the process of implementing an impactful and costly project, Project 2020, to make a substantial improvement in the quality of ELT across the national education system, I would like to make some policy recommendations for Vietnamese ELT in relation to the main targets of that project:

Firstly, in achieving the aim of enabling all Vietnamese youths to confidently communicate in English, it is essential that English curricular at all levels of education include pronunciation as a core and assessable component.

Secondly, billions of Vietnamese Dong are being spent in training and re-training teachers of English so that they achieve a certain level of English according to the CEFR benchmark. It may be productive to invest a portion of this money into pre-service and in-service training of teachers with a focus on knowledge of phonology and pronunciation pedagogy so that their students will receive a better education in English language, including in pronunciation.

Thirdly, course book development is a major task of the Project. In many EFL contexts, textbooks drive the curriculum, and therefore can act as a major lever for change. Although textbooks have been developed within the scope of Project 2020 for school level education, no such textbook series have so far been developed for tertiary level. Given the high importance accorded to pronunciation by both teachers and students in ELT, my recommendation is that textbooks for all levels include pronunciation development. I also recommend that these textbooks be developed bilingually and bi-culturally. That is, the textbook development should be undertaken as a collaboration between local experts and international experts to ensure content appropriateness for the local context, but be informed by current research and the use of English language internationally.

Appendices

Appendix 1a: Teacher interview guidelines (English)

A. Importance of teaching English pronunciation

- Do you think teaching English pronunciation is important? Why?

B. Pedagogy

1. Frequency of pronunciation teaching
   Eg:
   - How often do you teach pronunciation in your class?
   - When do you teach pronunciation? (remedial or scheduled lessons)
2. Norms
   - Textbooks in use
     Eg:
     - To what extent are they good models for pronunciation teaching or otherwise? Why? (models, practice..)
   - Supplementary materials
     Eg:
     - What supplementary materials do you often choose to especially teach English pronunciation?
     - What models of English for these resources do you often choose? Why?
     - What English accent do you think your students like to listen and sound like? Does it affect your choice of supplementary materials to teach pronunciation? Why/ Why not?)
3. Pronunciation features of focus (sounds, word-stress, rhythm, or intonation)
   - What aspects of pronunciation do you often teach in your class? (reasons, advantages and difficulties teaching each of these, students' liking and disliking to learning each of these)
4. Strategy
   - Forms of instruction and teaching techniques
     Eg:
     - Do you often teach pronunciation separately or incorporate it as part of teaching other skills?
     - How do you often teach it? (Do you give students explicit instruction about each pronunciation feature or teach it implicitly? If yes, what activities do you use to teach pronunciation? Do you use any teaching aids to teach pronunciation?)
     - What techniques or activities do you think are the most effective? Why?
   - Feedback
     Eg:
     - Do you often give feedback to your students' pronunciation? How do you do it? (Do you point out mistakes or help students recognize these themselves? Do you correct the mistake? Do you correct students' mistake individually or in groups or whole class?)
     - Do your students like getting feedback for their pronunciation? Do they like being corrected? What forms of correction do they like? (privately, in groups, in class)
   - Emphasis on development of students' self-awareness and responsibility for their own development.
     - Pronunciation homework (recording their own speech, field assignment...)

C. Teaching pronunciation: advantages and challenges

- Good conditions for teaching pronunciation in this particular context
- Constraints (on the part of teachers, students, institution)

Appendix 1b: Teacher interview guidelines (Vietnamese)

CÂU HỎI HƯỚNG DẪN PHỎNG VẤN NHÓM GIÀNH CHO GIÁO VIÊN

A. TẦM QUAN TRỌNG CỦA DẠY PHÁT ÂM

- Theo quan điểm của bạn, dạy phát âm tiếng Anh có quan trọng không? Vì sao?

B. DẠY PHÁT ÂM

1. Độ thường xuyên của việc dạy phát âm
   - Bạn có thường dạy phát Âm trong giờ học tiếng Anh của bạn không? Bạn thường dạy bằng cách để học sinh tiếp xúc với tiếng Anh và tự thẩm thấu cách phát âm hay dạy bằng các hoạt động thiết kế riêng cho dạy phát âm?
2. Mẫu trong dạy phát âm
   - Sách giáo khoa đang sử dụng

     Ví dụ:
     - Các sách giáo khoa đang sử dụng có cung cấp mẫu tiếng Anh phù hợp cho việc học phát âm của sinh viên không? Những tài liệu này tốt hoặc không tốt cho việc học ngữ âm ở khía cạnh nào? (mẫu tiếng Anh, hoạt động thiết kế cho việc luyện phát âm…)
   - Tài liệu bổ trợ

     Ví dụ:
     - Bạn có thường sử dụng tài liệu bổ trợ nào để dạy pronunciation không? Đó là những tài liệu nào?
     - Khi chọn tài liệu bổ trợ để dạy phát âm, bạn thường chọn những tài liệu sử dụng loại trọng âm tiếng Anh nào?
     - Theo bạn, sinh viên của bạn thích nghe và thích phát âm giống loại trọng âm tiếng Anh nào? Sở thích của sinh viên ở khía cạnh này có ảnh hưởng tới việc lựa chọn tài liệu bổ trợ dạy tiếng Anh của bạn không?
3. Những đặc điểm phát âm được chú trọng trong lớp (âm riêng lẻ, trọng âm, ngữ điệu…)
   - Những đặc điểm phát âm nào bạn thường dạy trong lớp học (lý do chú trọng đến những đặc điểm này, thuận lợi và khó khăn giáo viên gặp phải khi dạy các đặc điểm phát âm, mức độ thích thú của sinh viên đối với việc học những đặc điểm phát âm này…)
4. Phương pháp dạy
   - Phương thức dậy phát âm và các kỹ thuật dạy cụ thể

     Ví dụ:
     - Bạn thường dạy phát âm riêng hay như một phần của kỹ năng khác?
     - Bạn có hay dạy phát âm không? (Bạn có dậy riêng từng đặc điểm phát âm một cách cụ thể trực tiếp hay dạy một cách dán tiếp? Nếu dạy trực tiếp bạn dùng những hoạt động nào để dậy?)
     - Những kỹ thuật hoặc hoạt động nào bạn nghi là hiệu quả nhất? Tại sao?
   - Phản hồi

     Ví dụ:
     - Bạn có thường cho sinh viên phản hồi về phát âm không? (Bạn có chỉ ra lôi của sinh viên hay giúp các em tự nhận ra lôi của mình? Bạn có sửa lôi cho sinh viên không? Bạn sửa lỗi cho từng sinh viên hay theo nhóm?)
     - Sinh viên của bạn có thích phản hồi không? Học có thích được sửa lỗi không? Họ thích hình thức sửa lỗi nào? Theo nhóm hay riêng từng cá nhân, hay lỗi chung của cả lớp?)
     - Bài tập về nhà về phát âm (Bạn có cho sinh viên tự thu giọng của mình không? Làm các bài tập thực địa?)

C. GIẢNG DẬY PHÁT ÂM: LỢI THẾ VÀ BẤT LỢI

- Những điều kiện thuận lợi trong bối cảnh day học tại trường
- Những khó khăn thiếu thốn (về phía giảng viên, về phía sinh viên)

Appendix 2a: Student focus group guidelines (English)

A. Students' perception about the importance of pronunciation

- Is good English pronunciation important to you or not? Why? Why not?

B. Students' perception of production of pronunciation teaching in the classroom

1. Activities

- Do your teachers teach pronunciation in English class? How often is it?
- What activities do you often do in class to practice pronunciation? (listen and repeat, drills, pair-work practice, reading texts in English out loud, have dialogues or conversation, game, drama…)
- How effective do you think pronunciation teaching in class is in helping to improve your English pronunciation? Do you think you need more help from your teachers to improve it or not? If yes, what should the help be?
- How do you feel about pronunciation learning in class? (fun, useful, boring, useless,….)? why?

2. Corrective Feedback

- How often do you get feedback for your pronunciation?
- How do teachers give you feedback? (privately, in class and everybody can hear, in group or in class without identifying whose mistakes are…). To what extent do you like or dislike the way feedback is given?

C. Students' activities outside the classroom

Outside-class activities to practice pronunciation

Entertainment:

- Do you have any entertainment activities that relate to English? What are they? Do they help your pronunciation in any way?

English practice activities:

- Do you join or do any activities outside class especially to practice speaking English and English pronunciation? What are they?
- Do you ever speak to yourself in English or record your own English speech to listen again, correct your mistakes, or practice pronunciation?
- Do you often speak English outside class? With whom do you often do so?
- Do you choose to do such outside –class activities on the basis of your own interest or follow your teachers' suggestions?

D. Students' preferred norms and sense of identity

- What kind of English do you like listening to? (British English, American English, Asian varieties of English….). Do you want to sound like that way? Why?
- How do you feel about your pronunciation in English now? How do you get to know about your own pronunciation?
- Who would you like to teach you English pronunciation, Vietnamese teachers or foreign English teachers? Why?
- What factors do you think affect your pronunciation most?

Appendix 2b: Student focus group guidelines (Vietnamese)

CÂU HỎI HƯỚNG DẪN PHỎNG VẤN NHÓM ĐỐI VỚI SINH VIÊN

A. NHẬN THỨC CỦA SINH VIÊN VỀ TẦM QUAN TRỌNG CỦA PHÁT ÂM

- Có phát âm tiếng Anh tốt có quan trọng với bạn không? Vì sao có? Vì sao không?

B. NHẬN THỨC CỦA SINH VIÊN VỀ VIỆC DẠY NGỮ ÂM TRONG LỚP

1. Hoạt động

- Giáo viên của bạn có dậy phát âm trong giờ học tiếng Anh không? Nếu có thì có thường xuyên không?
- Các bạn thường tham gia những hoạt động nào trên lớp để luyện phát âm tiếng Anh? (nghe và đọc theo,, cái bài luyện tập dựa trên sự lặp lại các âm hoặc các cụm, các cấu trúc câu đã dùng trước đó, luyện âm theo đôi, tiến hành hội thoại theo đôi, theo nhóm, đóng kịch…)
- Việc dạy phát âm trên lớp có giúp bạn cải thiện phát âm tiếng Anh của mình không? Nếu có thì ở mức độ nào? Bạn có cho rằng bạn cần thêm sự trợ giúp của giáo viên để cải thiện phát âm của mình không? Nếu có thì bạn cần trợ giúp cụ thể như thế nào?
- Bạn thấy việc học phát âm trên lớp như thế nào (vui, thú vị, hữu ích, tẻ nhạt…)? Tại sao bạn nghĩ vậy?

2. Phản hồi và sửa lỗi

- Bạn có thường xuyên nhận đượ c phản hôi từ giáo viên của mình đối với phát âm của bạn không? Nếu có thì mức độ thường xuyên như thế nào?
- Giáo viên của bạn thường đưa phản hồi về phát âm của bạn theo cách nào? (đưa phản hồi cho cá nhân bạn trong lớp và các thành viên khác trong lớp cũng có nghe thấy những phản hồi đó, đưa phản hồi về những lỗi chung cho cả nhóm hoặc cả lớp mà không chỉ rõ lỗi đó của ai, gặp riêng và đưa phản hồi riêng về lỗi của bạn…) Bạn thích hay không thích điểm nào trong cách đưa phản hồi của giáo viên của bạn?

3. HOẠT ĐỘNG NGOÀI LỚP CỦA SINH VIÊN

Hoạt động sau giờ học nhằm luyện phát âm

- Các hoạt động mang tính giải trí
  - Bạn có thực hiện các hoạt động giải trí liên quan tới tiếng Anh không? Những hoạt động này có giúp bạn cải thiện phát âm tiếng Anh của mình không?
- Các hoạt động luyện tiếng Anh nói chung
  - Bạn có tham gia hoặc thực hiện hoạt động ngoài lớp học nào để luyện tiếng Anh nói chung và phát âm tiếng Anh nói riêng không? Đó là những hoạt động nào?
  - Bạn có bao giờ nói to bằng tiếng Anh cho mình nghe hoặc thu giọng nói tiếng Anh của mình để luyện phát âm và sửa lỗi phát âm của mình không?
  - Bạn có thường nói tiếng Anh sau giờ học không? Bạn thường nói với ai?
  - Bạn thực hiện những hoạt động luyện tập kể trên do bạn tự thấy hứng thú hoặc thấy cần thiết hay bạn làm theo gợi ý của giáo viên?

4. NHỮNG MẪU TIẾNG ANH MÀ SINH VIÊN ƯA THÍCH

- Bạn thường nghe loại tiếng Anh nào(tiếng Anh Anh, Anh Mỹ, các biến thể tiếng Anh châu Á…)? Bạn có thích phát âm tiếng Anh của bạn nghe giống như vậy không? Tại sao?
- Bạn cảm thấy như thế nào về phát âm tiếng Anh của mình? Làm sao bạn có những đánh giá như vậy về phát âm của bạn?
- Bạn muốn ai dạy phát âm tiếng Anh cho bạn, giáo viên người Việt hay giáo viên nước ngoài?
- Yếu tố nào bạn cho là ảnh hưởng đến phát âm tiếng Anh của bạn nhiều nhất?

Appendix 3a: Student questionnaire (English)

1. Age:…….

2. Gender:

   Male: ☐ Female: ☐

3. Level of English you are studying:

   Elementary ☐
   Pre-intermediate ☐
   Intermediate ☐
   Upper ☐

Follow up interview

If you would be interested in taking part in a follow-up interview of around 30 minutes, please tell your teacher in person or by email.

The interview would be conducted in a group of 2-4 students. It would involve discussing questions similar to those in this questionnaire, but in greater depth.

Whether you take part in, or do not take part in the interview, your marks or performance will not be affected in any way.

PLEASE NOW COMPLETE THE QUESTIONS ON THE FOLLOWING PAGE – THANK YOU VERY MUCH

Please respond to each statement below using a check (✓) in the correct column. Choose from:
1 (Strongly agree), **2** (Agree), **3** (Maybe), **4** (Disagree), or **5** (Strongly Disagree).

		1	**2**	**3**	**4**	**5**
1	Pronunciation is taught in almost every my English lesson					
2	Pronunciation teaching in class is useful for my pronunciation skills					
3	My teachers give me feedback (positive or negative) on my pronunciation					
4	I think my teachers' feedback on my pronunciation is useful					
5	I want to improve my pronunciation skills in English					
6	English pronunciation skills help me to find a job					
7	English pronunciation skills help me to communicate successfully with people from around the world					
8	English pronunciation skills help me to pursue higher education					
9	Learning English pronunciation skills help me to sound more sophisticated in English.					
10	I am self-confident with my pronunciation skills in English now. (Other people understand my pronunciation)					
11	I want to sound like an American, British, Canadian, or Australian speaker of English					
12	I want to sound like a good Vietnamese speaker of English					
13	I want to speak English well as an international communicator without preferring any one accent					
14	I prefer good Vietnamese teachers of English to teach me pronunciation					
15	I prefer foreigner teachers of English to teach me pronunciation					

PLEASE TURN TO THE NEXT PAGE

Please respond to each of the questions below using a check (✓) in the correct column.
1 (Very often) **2** (Often) **3** (Sometimes) **4** (Rarely) **5** (Never)

	How often do your teachers:	**1**	**2**	**3**	**4**	**5**
1	- point out your mistakes?					
2	- say the correct forms, and you repeat the right forms to correct them?					
3	- let you work in pairs or groups to figure out and correct each other's mistakes?					

	How often do you:	**1**	**2**	**3**	**4**	**5**
4	- listen to English songs outside class?					
5	- access any electronic English outside class (movies, video, TV programs…)?					
6	- use English to talk to people via internet ?					
7	- use pronunciation teaching websites or programs on the internet					
	- use English to talk to non-native speakers of English					
8	- use English to talk to native speakers of English					
9	- record your own speech and listen again to correct mistakes					
10	- read texts in English aloud to yourself to correct pronunciation mistakes					
11	- join English clubs or outside-class activities in English to practice spoken English					
12	- use dictionary for transcription					
13	- use electronic dictionary for transcription and sounds					

THANK YOU

Appendix 3b: Student questionnaire (Vietnamese)

PHIẾU ĐIỀU TRA

1. **Giới tính:**

   Nam ☐ Nữ ☐

2. **Trình độ tiếng Anh mà bạn đang theo học:**

   Cơ bản ☐ Trung cấp cơ sở ☐ g cấp Nâ ☐ ập ☐

XIN VUI LÒNG HOÀN THÀNH NHỮNG CÂU HỎI SAU ĐÂY

Thông tin phỏng vấn nhóm

Tiếp theo bản câu hỏi điều tra này, tôi có mong muốn tiến hành một cuộc phỏng vấn với một vài nhóm gồm từ 3-4 sinh viên. Nội dung cuộc phỏng vấn có thể thảo luận xung quanh các câu hỏi trong bản điều tra này nhưng cụ thể và sâu hơn.

Nếu các bạn quan tâm tới việc tham gia cuộc phỏng vấn này, xin các bạn vui lòng nói với giáo viên của mình trực tiếp hoặc qua email.

Việc bạn có tham gia hay không tham gia cuộc phỏng vấn này sẽ không ảnh hưởng ở bất kỳ mức độ nào đến sự đánh giá kết quả học tập và rèn luyện của bạn.

Xin hãy trả lời các câu sau đây bằng cách tích (✓) vào cột thích hợp. Hãy chọn:
1 (rất đồng ý) **2** (đồng ý) **3** (không chắc) **4** (không đồng ý) **5** (rất không đồng ý)

		1	2	3	4	5
1	Phát âm được dạy trong hầy hết các buổi học tiếng Anh					
2	Việc dạy phát âm trong lớp có tác dụng với việc phát triển kỹ năng phát âm của tôi.					
3	Giáo viên của tôi đưa nhận xét (cả tích cực và tiêu cực) đối với phát âm của tôi					
4	Tôi cho rằng nhận xét của giáo viên đối với phát âm của tôi rất hữu ích					
5	Tôi muốn cải thiện kỹ năng phát âm tiếng Anh của mình					
6	Kỹ năng phát âm tiếng Anh có thể giúp tôi tìm được việc làm					
7	Kỹ năng phát âm tiếng Anh có thể giúp tôi giao tiếp thành công với mọi người trên khắp thế giới					
8	Kỹ năng phát âm tiếng Anh có thể giúp tôi học cao hơn					
9	Có được các kỹ năng phát âm tốt giúp tôi cải thiện vị thế xã hội của mình					
10	Phát âm quan trọng hơn các kỹ năng tiếng Anh khác					
11	Tôi tự tin với phát âm tiếng Anh của mình (mọi người có thể dễ dàng hiểu tôi nói gì)					
12	Tôi muốn phát âm giống người Anh, người Mỹ, Úc, Canada					
13	Tôi muốn giữ trọng âm của người Việt khi nói tiếng Anh					
14	Tôi muốn là một người giao tiếp quốc tế tốt bằng tiếng Anh và không đặc biệt thích một trọng âm cụ thể nào.					
15	Tôi muốn giáo viên tiếng Anh người Việt dạy phát âm tiếng Anh					
16	Tôi muốn giáo viên nước ngoài dạy phát âm tiếng Anh					

Xin vui lòng trả lời các câu hỏi sau đây bằng việc đánh dấu tích (✓) vào cột thích hợp.
1 (rất thường xuyên) **2** (thường xuyên) **3** (đôi khi) **4** (hiếm khi) **5** (không bao giờ)

Phản hồi và sửa lỗi

	Giáo viên của bạn làm những việc sau đây thường xuyên ở mức độ nào?	1	2	3	4	5
1	- Chỉ ra các lỗi phát âm của bạn					
2	- Làm mẫu cách phát âm đúng, bạn nghe, đọc theo, và sửa lỗi					
3	- Cho các bạn làm việc theo đôi hoặc theo nhóm, tìm lỗi và sửa lỗi cho nhau.					

Hoạt động ngoài lớp

	Bạn thực hiện các việc sau đây thường xuyên ở mức độ nào?	1	2	3	4	5
4	- Nghe bài hát tiếng Anh					
5	- Xem các chương trình TV tiếng Anh					
6	- Nghe các chương trình phát thanh bằng tiếng Anh					
7	- Sử dụng tiếng Anh nói chuyện với người bản ngữ qua internet					
8	- Sự dụng tiếng Anh nói chuyện với người không bản ngữ qua internet					
9	- Dùng tiếng Anh giao tiếp với người bản ngữ qua điện thoại					
10	- Dùng tiếng Anh giao tiếp với người không bản ngữ qua điện thoại					
11	- Dùng tiếng Anh nói chuyện trực tiếp với người bản ngữ					
12	- Dùng tiếng Anh nói chuyện trực tiếp với người không bản ngữ					
13	- Sử dụng các trang web hoặc các chương trình dạy phát âm trên internet					
14	- Ghi các đoạn nói bằng tiếng Anh của bản thân và nghe lại để sửa lỗi phát âm					
15	- Đọc to các đoạn văn bản bằng tiếng Anh và tự sửa lỗi					
16	- Tham gia các câu lạc bộ tiếng Anh ngoài giờ học để thực hành kỹ năng nói.					
17	- Sử dụng từ điển giấy để tra phiên âm					
18	- Sử dụng từ điển điện tử để tra phiên âm					

XIN CHÂN THÀNH CẢM ƠN

Appendix 4a: Consent form student interview (English)

Consent Form

I _____agree to participate in the research project *Teaching English Pronunciation at University Level in Vietnam* being conducted by Ms. Huyen Phuong (email: [redacted]) of the University of Technology, Sydney for his/her Doctoral degree.

I understand that the purpose of this study is to explore current practices of pronunciation pedagogy, as well as factors which shape learners' identity in a foreign language.

I understand that I have been asked to participate in this research because I will be able to provide the researcher the information she needs for her research about my English pronunciation learning experience and how I feel about presenting myself through English pronunciation, and that my participation in this research will involve a focus group interview which lasts for about 30 minutes. The interview will be audio-recorded and my voice in the recording will be transcribed. I understand that my participation in this interview could include risks of possible self-consciousness or embarrassment when revealing my English learning habits and my feelings when speaking English, particularly when discussing with a researcher not known to me.

I am aware that I can contact Ms. Huyen Phuong at [redacted], her supervisor, Dr Ross Forman at [redacted], or (+612) 9514 3869) (office), or her local contact Ms. Hoa Nguyen, Head of English Department, FPT University at [redacted]. if I have any concerns about the research. I also understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason. Any withdrawal from the research will not prejudice my future care or academic progress.

I agree that Ms. Huyen Phuong has answered all my questions fully and clearly.
I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

_____ ____/____/____
Signature (participant)

_____ ____/____/____
Signature (researcher or delegate)

NOTE:
This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 Research.Ethics@uts.edu.au) and quote the UTS HREC reference number 2015000416. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

Appendix 4b: Consent form student interview (Vietnamese)

CAM KẾT ĐỒNG THUẬN

Tôi _____ đồng ý tham gia vào nghiên cứu mang tên *Dạy phát âm tiếng Anh ở Bậc Đại Học tại Việt Nam* được tiến hành bởi cô Phương Huyền (email: Thi.T.Phuong@student.uts.edu.au) trường Đại Học Công Nghệ Sydney trong yêu cầu chương trình đào tạo tiến sỹ.

Tôi hiểu mục đích của nghiên cứu này nhằm tìm hiểu hoạt động dạy học phát âm tiếng Anh cũng như những yếu tố ảnh hưởng đến việc hình thành bản sắc của người học trong việc nói một ngôn ngữ khác.

Tôi hiểu rằng tôi được yêu cần tham gia nghiên cứu vì tôi sẽ có khả năng cung cấp những thông tin cần thiết cho nghiên cứu liên quan đến kinh nghiệm cá nhân của tôi trong việc học phát âm tiếng Anh và cảm nhận của tôi đối với cách thức tôi thể hiện mình trong tiếng Anh nói.. Việc tham gia của tôi trong nghiên cứu này bao gồm việc tham gia vào một phỏng vấn nhóm trong khoảng 30 phút. Cuộc phỏng vấn sẽ được ghi âm và lời nói của tôi sẽ được chuyển sang dạng văn bản. Tôi hiểu rằng việc tham gia vào nghiên cứu này của tôi có thể bao gồm khả năng tôi có thể cảm thấy ít nhiều không thoải mái khi chia sẻ kinh nghiệm cũng như cảm xúc của mình trong quá trình luyện tập kỹ năng phát âm, đặc biệt với nhà nghiên cứu, người tôi chưa tiếp xúc nhiều.

Tôi nhận thức được rằng tôi có thể liên lạc với cô Huyền hoặc giáo sư hướng dẫn của cô ấy, tiến sỹ Ross Forman khi có thắc mắc liên quan đến nghiên cứu. Tôi cũng nhận thức rằng tôi toàn quyền tự do rút lui khỏi dự án này ở bất cứ thời điểm nào tôi muốn và không có hậu quả hay phải đưa ra bất kỳ lý do nào. Sự rút lui của tôi cũng không có bất cứ ảnh hưởng nào đến kết quả học tập hay cách tôi được đối xử trong tương lai.

Tôi đồng ý rằng cô Huyền Phương đã trả lời đầy đủ và rõ ràng những câu hỏi mà tôi có về nghiên cứu này. Tôi đồng ý rằng những dữ liệu được thu thập từ dự án này sẽ được xuất bản theo những hình thức không làm lộ danh tính của tôi theo bất cứ hình thức nào.

_____ ____/____/____
Chữ ký (người tham gia nghiên cứu)

_____ ____/____/____
Chữ ký (nhà nghiên cứu hoặc người được ủy quyền)

GHI CHÚ:
Nghiên cứu này đã được chấp thuận bởi Ủy ban Nguyên Tắc Nghiên Cứu về Con Người, trường Đại Học Công Nghệ Sydney.Nếu bạn có bất cứ thắc mắc hoặc nghi ngại nào đối với bất cứ khía cạnh nào liên quan tới sự tham gia của bạn vào nghiên cứu này mà bạn và nhà nghiên cứu không thể thư xếp, bạn có thể liên lạc nhân viên Ủy Ban Xét Duyệt theo số điện thoại (+61 2 9514 9772 Research.Ethics@uts.edu.au) và cung cấp mã số xin cấp phép nghiên cứu tai hội đồng xét duyệt cấp phép nghiên cứu Đại Học Công Nghệ Sydney số 2015000416. Bất cứ phàn nàn nào của bạn sẽ được bảo mật và điều tra chi tiêt và bạn sẽ được thông báo về kết quả.

Appendix 5a: Consent form class observation – students (English)

Consent Form

I _____agree to participate in the research project *Teaching English Pronunciation at University Level in Vietnam* being conducted by Ms. Huyen Phuong (email: Thi.T.Phuong@student.uts.edu.au) of the University of Technology, Sydney for his/her Doctoral degree.

I understand that the purpose of this study is to explore current practices of pronunciation pedagogy, as well as factors which shape learners' identity in a foreign language.

I understand that I have been asked to participate in this research because I will be able provide the researcher the information she needs for her research relating to my English pronunciation learning experience and how I feel about presenting myself through English pronunciation. I understand that the researcher will observe two of my classes for 3 hours in total and audio-record them as part of the research. I also realize that voices in the recording will be transcribed (typed out into words), so that the researcher can look closely at the classroom language. I understand that my participation could include risks of possible discomfort when being observed by someone who is unknown to me.

I am aware that I can contact Ms. Huyen Phuong or her supervisor(s) Dr Ross Forman I am aware that I can contact Ms. Huyen Phuong at Thi.T.Phuong@student.uts.edu.au, her supervisor, Dr Ross Forman at Ross.Forman@uts.edu.au, or (+612) 9514 3869) (office), or her local contact Ms. Hoa Nguyen, Head of English Department, FPT University at hoantq@fpt.edu.vn. if I have any concerns about the research. I also understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason. Any withdrawal from the research will not prejudice my future care, or academic progress.

I agree that Ms. Huyen Phuong has answered all my questions fully and clearly.
I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

_____ ____/____/____
Signature (participant)

_____ ____/____/____
Signature (researcher or delegate)

NOTE:
This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 Research.Ethics@uts.edu.au) and quote the UTS HREC reference number 2015000416. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

Appendix 5b: Consent form class observation – students (Vietnamese)

CAM KẾT ĐỒNG THUẬN

Tôi _____ đồng ý tham gia vào nghiên cứu mang tên *Dạy phát âm tiếng Anh ở Bậc Đại Học tại Việt Nam* được tiến hành bởi cô Phương Huyền (email: Thi.T.Phuong@student.uts.edu.au) trường Đại Học Công Nghệ Sydney trong yêu cầu chương trình đào tạo tiến sỹ.

Tôi hiểu mục đích của nghiên cứu này nhằm tìm hiểu hoạt động dạy học phát âm tiếng Anh cũng như những yếu tố ảnh hưởng đến việc hình thành bản sắc của người học trong việc nói một ngôn ngữ khác.

Tôi hiểu rằng tôi được yêu cần tham gia nghiên cứu vì tôi sẽ có khả năng cung cấp những thông tin hữu ích cho nghiên cứu liên quan đến kinh nghiệm cá nhân của tôi trong việc học phát âm tiếng Anh và cảm nhận của tôi đôi với cách thức tôi thể hiện mình trong tiếng Anh nói. Tôi hiểu rằng nhà nghiên cứu sẽ dự 2 buổi học của tôi với tổng thời gian 3 tiếng. Các buổi học này sẽ được ghi âm và lời nói của tôi sẽ được chuyển sang dạng văn bản để nhà nghiên cứu có thể nghiên cứu ngôn ngữ và các hoạt động lớp học. Tôi hiểu rằng việc tham gia vào nghiên cứu này của tôi có thể bao gồm khả năng tôi có thể cảm thấy ít nhiều không thoải mái khi có người khác quan sát, đặc biệt với nhà nghiên cứu, người tôi chưa tiếp xúc nhiều.

Tôi nhận thức được rằng tôi có thể liên lạc với cô Huyền hoặc giáo sư hướng dẫn của cô ấy, tiến sỹ Ross Forman khi có thắc mắc liên quan đến nghiên cứu. Tôi cũng nhận thức rằng tôi toàn quyền tự do rút lui khỏi dự án này ở bất cứ thời điểm nào tôi muốn và không có hậu quả hay phải đưa ra bất kỳ lý do nào. Sự rút lui của tôi cũng không có bất cứ ảnh hưởng nào đến kết quả học tập hay cách tôi được đối xử trong tương lai.

Tôi đồng ý rằng cô Huyền Phương đã trả lời đầy đủ và rõ ràng những câu hỏi mà tôi có về nghiên cứu này. Tôi đồng ý rằng những dữ liệu được thu thập từ dự án này sẽ được xuất bản theo những hình thức không làm lộ danh tính của tôi theo bất cứ hình thức nào.

_____ ____/____/____
Chữ ký (người tham gia nghiên cứu)

_____ ____/____/____
Chữ ký (nhà nghiên cứu hoặc người được ủy quyền)

GHI CHÚ:
Nghiên cứu này đã được chấp thuận bởi Ủy ban Nguyên Tắc Nghiên Cứu về Con Người, trường Đại Học Công Nghệ Sydney.Nếu bạn có bất cứ thắc mắc hoặc nghi ngại nào đối với bất cứ khía cạnh nào liên quan tới sự tham gia của bạn vào nghiên cứu này mà bạn và nhà nghiên cứu không thể thư xếp, bạn có thể liên lạc nhân viên Ủy Ban Xét Duyệt theo số điện thoại (+61 2 9514 9772 Research.Ethics@uts.edu.au) và cung cấp mã số xin cấp phép nghiên cứu tai hội đồng xét duyệt cấp phép nghiên cứu Đại Học Công Nghệ Sydney số 2015000416. Bất cứ phàn nàn nào của bạn sẽ được bảo mật và điều tra chi tiết và bạn sẽ được thông báo về kết quả.

Appendix 6a: Consent form teacher interview (English)

Consent Form

I _____agree to participate in the research project *Teaching English Pronunciation at University Level in Vietnam* being conducted by Ms. Huyen Phuong (email: Thi.T.Phuong@student.uts.edu.au) of the University of Technology, Sydney for his/her Doctoral degree.

I understand that the purpose of this study is to explore current practices of pronunciation pedagogy, as well as factors which shape learners' identity in a foreign language.

I understand that I have been asked to participate in this research because I will be able to provide the researcher the information she needs for her research about my English pronunciation teaching experience and my belief of the extent to which pedagogy contribute to the development of students' English pronunciation, and that my participation in this research will involve two interviews, each of which lasts for about 30 minutes. The interview will be audio-recorded and my voice in the recording will be transcribed. I understand that my participation in this interview could include the risk of possible self-consciousness when sharing my own teaching experience.

I am aware that I can contact Ms. Huyen Phuong or his/her supervisor(s), Dr Ross Forman, if I have any concerns about the research. I also understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason. Any withdrawal from the research will not prejudice my future care, or employment, or relationship.

I agree that Ms. Huyen Phuong has answered all my questions fully and clearly.
I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

_____ ____/____/____
Signature (participant)

_____ ____/____/____
Signature (researcher or delegate)

NOTE:
This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 Research.Ethics@uts.edu.au) and quote the UTS HREC reference number 2015000416. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

Appendix 6b: Consent form teacher interview (Vietnamese)

CAM KẾT ĐỒNG THUẬN

Tôi _____ đồng ý tham gia vào nghiên cứu mang tên *Dạy phát âm tiếng Anh ở Bậc Đại Học tại Việt Nam* được tiến hành bởi cô Phương Huyền (email: Thi.T.Phuong@student.uts.edu.au) trường Đại Học Công Nghệ Sydney trong yêu cầu chương trình đào tạo tiến sỹ.

Tôi hiểu mục đích của nghiên cứu này nhằm tìm hiểu hoạt động dạy học phát âm tiếng Anh cũng như những yếu tố ảnh hưởng đến việc hình thành bản sắc của người học trong việc nói một ngôn ngữ khác.

Tôi hiểu rằng tôi được yêu cần tham gia nghiên cứu vì tôi sẽ có khả năng cung cấp những thông tin cần thiết cho nghiên cứu liên quan đến kinh nghiệm dạy phát âm tiếng Anh và đánh giá của tôi đối với hiệu quả của giảng dạy đối với sự phát triển phát âm tiếng Anh của sinh viên. Việc tham gia của tôi trong nghiên cứu này bao gồm việc tham gia vào hai phỏng vấn nhóm, mỗi phỏng vấn diễn ra trong khoảng 30 phút. Các cuộc phỏng vấn sẽ được ghi âm và lời nói của tôi sẽ được chuyển sang dạng văn bản. Tôi hiểu rằng việc tham gia vào nghiên cứu này của tôi có thể bao gồm khả năng tôi có thể cảm thấy ít nhiều không thoải mái khi chia sẻ kinh nghiệm cũng như cảm xúc của mình trong quá trình luyện tập kỹ năng phát âm, đặc biệt với nhà nghiên cứu, người tôi chưa tiếp xúc nhiều.

Tôi nhận thức được rằng tôi có thể liên lạc với cô Huyền hoặc giáo sư hướng dẫn của cô ấy, tiến sỹ Ross Forman khi có thắc mắc liên quan đến nghiên cứu. Tôi cũng nhận thức rằng tôi toàn quyền tự do rút lui khỏi dự án này ở bất cứ thời điểm nào tôi muốn và không có hậu quả hay phải đưa ra bất kỳ lý do nào. Sự rút lui của tôi cũng không có bất cứ ảnh hưởng nào đến kết quả học tập hay cách tôi được đối xử trong tương lai.

Tôi đồng ý rằng cô Huyền Phương đã trả lời đầy đủ và rõ ràng những câu hỏi mà tôi có về nghiên cứu này. Tôi đồng ý rằng những dữ liệu được thu thập từ dự án này sẽ được xuất bản theo những hình thức không làm lộ danh tính của tôi theo bất cứ hình thức nào.

_____ ____/____/____
Chữ ký (người tham gia nghiên cứu)

_____ ____/____/____
Chữ ký (nhà nghiên cứu hoặc người được ủy quyền)

GHI CHÚ:
Nghiên cứu này đã được chấp thuận bởi Ủy ban Nguyên Tắc Nghiên Cứu về Con Người, trường Đại Học Công Nghệ Sydney.Nếu bạn có bất cứ thắc mắc hoặc nghi ngại nào đối với bất cứ khía cạnh nào liên quan tới sự tham gia của bạn vào nghiên cứu này mà bạn và nhà nghiên cứu không thể thư xếp, bạn có thể liên lạc nhân viên Ủy Ban Xét Duyệt theo số điện thoại (+61 2 9514 9772 Research.Ethics@uts.edu.au) và cung cấp mã số xin cấp phép nghiên cứu tai hội đồng xét duyệt cấp phép nghiên cứu Đại Học Công Nghệ Sydney số 2015000416. Bất cứ phàn nàn nào của bạn sẽ được bảo mật và điều tra chi tiết và bạn sẽ được thông báo về kết quả

Appendix 7a: Consent form class observation – teachers (English)

Consent Form

I _____agree to participate in the research project *Teaching English Pronunciation at University Level in Vietnam* being conducted by Ms. Huyen Phuong (email: Thi.T.Phuong@student.uts.edu.au) of the University of Technology, Sydney for his/her Doctoral degree.

I understand that the purpose of this study is to explore current practices of pronunciation pedagogy, as well as factors which shape learners' identity in a foreign language.

I understand that I have been asked to participate in this research because I will be able to provide the researcher the information she needs for her research relating to my English pronunciation teaching experience and my belief in the meaning of pronunciation pedagogy in developing students' English pronunciation. I understand that the researcher will observe two of my classes, which last for 3 hours in total and audio-record them as part of the research. I also realize that voices in the recording will be transcribed (typed out into words), so that the researcher can look closely at the classroom language and activities. I understand that my participation could include risks of possible discomfort when being observed by someone.

I am aware that I can contact Ms. Huyen Phuong or his/her supervisor(s) Dr Ross Forman if I have any concerns about the research. I also understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason. Any withdrawal from the research will not prejudice my future care, or employment, or relationship.

I agree that Ms. Huyen Phuong has answered all my questions fully and clearly.
I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

_____ ____/____/____
Signature (participant)

_____ ____/____/____
Signature (researcher or delegate)

NOTE:
This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 Research.Ethics@uts.edu.au) and quote the UTS HREC reference number 2015000416. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

Appendix 7b: Consent form class observation – teachers (Vietnamese)

CAM KẾT ĐỒNG THUẬN

Tôi _____ đồng ý tham gia vào nghiên cứu mang tên *Dạy phát âm tiếng Anh ở Bậc Đại Học tại Việt Nam* được tiến hành bởi cô Phương Huyền (email: Thi.T.Phuong@student.uts.edu.au) trường Đại Học Công Nghệ Sydney trong yêu cầu chương trình đào tạo tiến sỹ.

Tôi hiểu mục đích của nghiên cứu này nhằm tìm hiểu hoạt động dạy học phát âm tiếng Anh cũng như những yếu tố ảnh hưởng đến việc hình thành bản sắc của người học trong việc nói một ngôn ngữ khác.

Tôi hiểu rằng tôi được yêu cần tham gia nghiên cứu vì tôi sẽ có khả năng cung cấp những thông tin cần thiết cho nghiên cứu liên quan đến kinh nghiệm dạy phát âm tiếng Anh và đánh giá của tôi đối với hiệu quả của giảng dạy đối với sự phát triển phát âm tiếng Anh của sinh viên. Tôi hiểu rằng nhà nghiên cứu sẽ dự hai giờ học của tôi, với tổng thời gian là 3 tiếng. Các giờ học sẽ được ghi âm và lời nói của tôi sẽ được chuyển sang dạng văn bản. Tôi hiểu rằng việc tham gia vào nghiên cứu này của tôi có thể khiến tôi cảm thấy ít nhiều không thoải mái khi bị quan sát bởi người khác trong giờ giảng của mình.

Tôi nhận thức được rằng tôi có thể liên lạc với cô Huyền hoặc giáo sư hướng dẫn của cô ấy, tiến sỹ Ross Forman khi có thắc mắc liên quan đến nghiên cứu. Tôi cũng nhận thức rằng tôi toàn quyền tự do rút lui khỏi dự án này ở bất cứ thời điểm nào tôi muốn và không có hậu quả hay phải đưa ra bất kỳ lý do nào. Sự rút lui của tôi cũng không có bất cứ ảnh hưởng nào đến kết quả học tập hay cách tôi được đối xử trong tương lai.

Tôi đồng ý rằng cô Huyền Phương đã trả lời đầy đủ và rõ ràng những câu hỏi mà tôi có về nghiên cứu này. Tôi đồng ý rằng những dữ liệu được thu thập từ dự án này sẽ được xuất bản theo những hình thức không làm lộ danh tính của tôi theo bất cứ hình thức nào.

_____ ____/____/____
Chữ ký (người tham gia nghiên cứu)

_____ ____/____/____
Chữ ký (nhà nghiên cứu hoặc người được ủy quyền)

GHI CHÚ:
Nghiên cứu này đã được chấp thuận bởi Ủy ban Nguyên Tắc Nghiên Cứu về Con Người, trường Đại Học Công Nghệ Sydney.Nếu bạn có bất cứ thắc mắc hoặc nghi ngại nào đối với bất cứ khía cạnh nào liên quan tới sự tham gia của bạn vào nghiên cứu này mà bạn và nhà nghiên cứu không thể thư xếp, bạn có thể liên lạc nhân viên Ủy Ban Xét Duyệt theo số điện thoại (+61 2 9514 9772 Research.Ethics@uts.edu.au) và cung cấp mã số xin cấp phép nghiên cứu tai hội đồng xét duyệt cấp phép nghiên cứu Đại Học Công Nghệ Sydney số 2015000416. Bất cứ phàn nàn nào của bạn sẽ được bảo mật và điều tra chi tiết và bạn sẽ được thông báo về kết quả.

Appendix 8a: Information sheet students – Class observation and Interviews (English)

PROJECT TITLE:
TEACHING ENGLISH PRONUNCIATION AT UNIVERSITY LEVEL IN VIETNAM

WHO IS DOING THE RESEARCH?

My name is Huyen Phuong and I am a PhD student at UTS. My supervisor is Dr Ross Forman of Faculty of Arts and Social Sciences, UTS.

WHAT IS THIS RESEARCH ABOUT?

This research is my PhD research project and it is to find about the ways in which English pronunciation is taught and learned at tertiary level in Vietnam and I would welcome your assistance.

IF I SAY YES, WHAT WILL IT INVOLVE?

I will ask to observe two of your classes, which will last for 3 hours in total and will also be audio-recorded and your voice in the recording will be transcribed so that I can have a close look at pronunciation teaching and learning practice in class.

ARE THERE ANY RISKS/INCONVENIENCE?

There are very few if any risks because the research has been carefully designed. If you agree to take part in the class observation, you may feel some discomfort when being observed by the researcher, who is not known to you.

WHY HAVE I BEEN ASKED?

You are able to give me the information I need to find out about pronunciation learning practice and factors affecting English pronunciation development of Vietnamese university students. This project is exploratory in nature and your skills and performance are not being assessed in this research.

DO I HAVE TO SAY YES?

You don't have to say yes.

WHAT WILL HAPPEN IF I SAY NO?

Nothing. I will thank you for your time so far and won't contact you about this research again.

IF I SAY YES, CAN I CHANGE MY MIND LATER?

You can change your mind and withdraw from the research at any time and you don't have to say why. Your participation in this research will not affect your course assessment.

WHAT IF I HAVE CONCERNS OR A COMPLAINT?

If you have concerns about the research that you think I or my supervisor can help you with, please feel free to contact me at Thi.T.Phuong@student.uts.edu.au or my supervisor on *Tel: 9514 3869 (off) or* at Ross.Forman@uts.edu.au.

If you would like to talk to someone who is not connected with the research, you may contact the Research Ethics Officer on 02 9514 9772, and quote this number 2015000416 or my local contact Ms. Hoa Nguyen, Head of English Department, FPT University at hoantq@fpt.edu.vn.

Appendix 8b: Information sheet students – Class observation and Interviews (Vietnamese)

THÔNG TIN GIÀNH CHO NGƯỜI THAM GIA: QUAN SÁT LỚP HỌC
TÊN ĐỀ TÀI:
DẠY PHÁT ÂM TIẾNG ANH Ở BẬC ĐÀO TẠO ĐẠI HỌC Ở VIỆT NAM

AI LÀ NGƯỜI TIẾN HÀNH NGHIÊN CỨU?
Tên tôi là Phương Huyền, nghiên cứu sinh tại Đại Học Công Nghệ Sydney. Giáo sư hướng dẫn của tôi là tiến sỹ Ross Forman, khoa Khoa Học Xã Hội và Nghệ Thuật, Đại Học Công Nghệ Sydney.

NỘI DUNG NGHIÊN CỨU NÀY LÀ GÌ?
Nghiên cứu này là đề tài cho luận văn tiến sỹ của tôi. Nghiên cứu này nhằm tìm hiểu về phương pháp giảng dạy phát âm Tiếng Anh ở các trường đại học tại Viet Nam.

NẾU TÔI ĐỒNG Ý THAM GIA THÌ ĐIỀU NÀY SẼ LIÊN QUAN ĐẾN NHỮNG ĐIỀU GÌ?
Tôi xin phép được dự hai giờ học tiếng Anh của các bạn. Hai giờ học này sẽ kéo dài 3 tiếng và sẽ được ghi âm. Lời của các bạn được ghi lại trong băng ghi âm sau đó sẽ được chuyển sang dạng văn bản để phục vụ cho việc tìm hiểu về các hoạt động dạy học diễn ra trong lớp.

CÓ RỦI RO HAY BẤT LỢI GÌ KHI THAM GIA NGHIÊN CỨU NÀY KHÔNG?
Những rủi ro nếu có khi tham gia nghiên cứu này này rất không đáng kể vì nghiên cứu này được chuẩn bị hết sức kỹ lưỡng. Nếu bạn đồng ý cho phép nhà nghiên cứu quan sát trong lớp học, bạn có thể đôi khi cảm thấy không thoải mái một chút khi bị một người bạn chưa tiếp xúc nhiều quan sát. Cần lưu ý rằng, bản chất nghiên cứu này là khám phá thực trạng dạy học phát âm ở Viêt Nam và các kỹ năng và thể hiện của bạn sẽ không bị đánh giá.

TẠI SAO TÔI ĐƯỢC YÊU CẦU THAM GIA NGHIÊN CỨU NÀY?
Bạn sẽ cung cấp được cho tôi những thông tin tôi cần để tìm hiểu về hoạt động dạy và học phát âm tiếng Anh ở các trường đại học ở Việt Nam.

TÔI CÓ BẮT BUỘC PHẢI ĐỒNG Ý?
Bạn không bị bắt buộc phải đồng ý tham gia nghiên cứu này.

ĐIỀU GÌ XẢY RA NẾU TÔI KHÔNG ĐỒNG Ý?
Tôi sẽ cảm ơn bạn vì đã giành thời gian cho tôi đến thời điểm này và sẽ không liên lạc lại với bạn về nghiên cứu này thêm nữa.

NẾU TÔI ĐỒNG Ý, TÔI CÓ THỂ ĐỔI Ý ĐƯỢC KHÔNG?
Bạn có thể đổi ý và rút khỏi nghiên cứu này bất cứ lúc nào bạn muốn và bạn không cần trình bày lý do. Sự tham gia hay rút lui của bạn vào nghiên cứu này không làm ảnh hưởng đến kết quả việc đánh giá học tập của bạn ở bất kỳ mức độ nào.

NẾU TÔI CÓ BĂN KHOĂN HOẶC PHÀN NÀN GÌ VỀ NGHIÊN CỨU NÀY THÌ SAO?
Nếu bạn có băn khoăn về nghiên cứu này mà tôi hay người hướng dẫn của tôi có thể giúp, bạn xin vui long liên hệ với tôi theo địa chỉ Thi.T.Phuong@student.uts.edu.au hoặc với giáo sư của tôi số điện thoại*: 9514 3869 (văn phòng) hoặc* Ross.Forman@uts.edu.au.

Nếu bạn muốn nói chuyện với ai đó không liên quan đến nghiên cứu này, bạn có thể liên hệ văn phòng phụ trách kiểm soát nguyên tắc nghiên cứu xã hội và con người theo số 02 9514 9772, và trích dẫn số 2015000416 hoặc người liên hệ tại Việt Nam của tôi, cô Hoa Nguyen, trưởng bộ môn tiếng Anh, Đại học FPT tại địa chỉ hoantq@fpt.edu.vn.

Appendix 9a: Information sheet students – Questionnaire and Focus Group Interview (English)

PROJECT TITLE:

TEACHING ENGLISH PRONUNCIATION AT UNIVERSITY LEVEL IN VIETNAM

WHO IS DOING THE RESEARCH?
My name is Huyen Phuong and I am a PhD student at UTS. My supervisor is Dr Ross Forman of Faculty of Arts and Social Sciences, UTS.

WHAT IS THE RESEARCH ABOUT?
This research is my PhD research project and it is to find out about the ways in which English pronunciation is taught and learned at tertiary level in Vietnam.

IF I SAY YES, WHAT WILL IT INVOLVE?
I will ask you to fill in a questionnaire, which may take 20 minutes of your time and also enquire if you would like to be a part of a focus-group interview, which will last for about 30 minutes.

ARE THERE ANY RISKS/ INCONVINIENCE?
There are very few if any risks because the research has been carefully designed. If you agree to be interviewed in a focus group, you may feel embarrassed about revealing your attitudes about English pronunciation learning experience in the presence of your peers and the researcher, who is not known to you. However, please note that this research is exploratory in nature and your skills and performance are not being accessed in this research.

WHY HAVE I BEEN ASKED?
You will be able to give me the information I need to find out about your English pronunciation practice and your feelings and their roles in developing your English pronunciation.

DO I HAVE TO SAY YES?
No, you don't have to say yes.

WHAT HAPPEN IF I SAY NO?
Nothing. I will thank you for your time so far and won't contact you about this research again. Your participation will not affect your course assessment.

IF I SAY YES, CAN I CHANGE MY MIND LATER?
You can change your mind any time and you don't have to say why. I will thank you for your time so far and won't contact you about this research again.

WHAT IF I HAVE CONCERNS OR A COMPLAIN?
If you have concerns about the research that you think I or my supervisor can help you with, please feel free to contact me at Thi.T.Phuong@student.uts.edu.au or my supervisor on *Tel: 9514 3869 (off) or* at Ross.Forman@uts.edu.au.

If you would like to talk to someone who is not connected with the research, you may contact the Research Ethics Officer on 02 9514 9772, and quote this number 2015000416 or contact Ms. Hoa Nguyen (M.A), Head of English Department, FPT University at hoantq@fpt.edu.vn

Appendix 9b: Information sheet students – Questionnaire and Focus Group Interview (Vietnamese)

BẢN THÔNG TIN: CÂU HỎI ĐIỀU TRA VÀ PHỎNG VẤN NHÓM
TÊN ĐỀ TÀI:

DẠY PHÁT ÂM TIẾNG ANH Ở BẬC ĐẠI HỌC Ở VIỆT NAM

AI LÀ NGƯỜI TIẾN HÀNH NGHIÊN CỨU
Tên tôi là Phương Huyền, nghiên cứu sinh tại Đại Học Công Nghệ Sydney. Giáo sư hướng dẫn của tôi là tiến sỹ Ross Forman, khoa Khoa Học Xã Hội và Nghệ Thuật, Đại Học Công Nghệ Sydney.

NỘI DUNG NGHIÊN CỨU NÀY LÀ GÌ?
Nghiên cứu này là đề tài luận văn Tiến sỹ của tôi và nhằm nghiên cứu về phương pháp giảng dạy phát âm Tiếng Anh ở các trường đại học tại Việt Nam

NẾU TÔI ĐỒNG Ý THÌ ĐIỀU NÀY SẼ LIÊN QUAN ĐẾN NHỮNG ĐIỀU GÌ?
Tôi xin phép được mời các bạn tham gia hoàn thành một bản câu hỏi điều tra sẽ kéo dài 20 phút, và nếu các bạn quan tâm, xin mời các bạn tham gia vào một phỏng vấn nhóm sau đó trong khoảng 30 phút.

CÓ RỦI RO HAY BẤT TIỆN GÌ KHI THAM GIA NGHIÊN CỨU NÀY KHÔNG?
Những rủi ro nếu có khi tham gia nghiên cứu này này rất không đáng kể vì nghiên cứu này được chuẩn bị hết sức kỹ lưỡng. Nếu bạn đồng ý tham gia phỏng vấn nhóm, bạn có thể đôi khi cảm thấy không thoải mái một chút khi chia sẻ về thói quen luyện tập phát âm tiếng Anh và cảm giác của bạn khi nói tiếng Anh trước mặt các sinh viên khác trong nhóm phỏng vấn và nhà nghiên cứu. Cũng cần lưu ý rằng, bản chất của nghiên cứu này là khám phá thực tiễn giảng dạy phát âm ở Việt nam, các kỹ năng và thể hiện năng lực của bạn sẽ không bị đánh giá.

TẠI SAO TÔI ĐƯỢC YÊU CẦU THAM GIA VÀO NGHIÊN CỨU NÀY?
Với việc tham gia hoàn thành bản điều tra hoặc/và phỏng vấn, bạn sẽ cung cấp cho tôi những thông tin cần thiết cho nghiên cứu này về hoạt động dạy và học phát âm tiếng Anh cũng như cảm nhận của bạn và vai trò của nó với việc phát triển kỹ năng phát âm của bạn.

TÔI CÓ BẮT BUỘC PHẢI ĐỒNG Ý KHÔNG?
Các bạn không bị bắt buộc tham gia nghiên cứu này.

NẾU TÔI ĐỒNG Ý RỒI SAU ĐÓ THAY ĐỔI Ý KIẾN THÌ SAO?
Bạn có thể rút lui khỏi nghiên cứu này bất cứ khi nào bạn muốn mà không cần đưa lý do.Tôi xin cảm ơn bạn vì đã giành thời gian của mình và sẽ không làm phiền bạn thêm liên quan đến nghiên cứu này. Việc tham gia của bạn vào nghiên cứu này sẽ không làm ảnh hưởng đến đánh giá học tập của bạn ở bất mức độ nào.

NẾU TÔI CÓ LO LẮNG HOẶC THẮC MẮC LIÊN QUAN ĐẾN NGHIÊN CỨU NÀY THÌ SAO?
Nếu bạn có bất cứ thắc mắc gì liên quan đến nghiên cứu này, xin hãy liên lạc với tôi hoặc giáo sư hướng dẫn của tôi theo địa chỉ email của tôi Thi.T.Phuong@student.uts.edu.au hoặc giáo sư hướng dẫn của tôi theo số điện thoại*: 9514 3869 (văn phòng) hoặc theo địa chỉ email* Ross.Forman@uts.edu.au.

Nếu bạn muốn nói chuyện với ai đó có chức năng và không liên quan đến nghiên cứu này, bạn có thể liên lạc nhân viên ủy ban kiểm soát Nguyên Tắc Nghiên Cứu tại số điện thoại 02 9514 9772, và cung cấp mã số 2015000416 hoặc người đại diện của tôi tại Việt Nam, bà Hoa Nguyễn, trưởng bộ môn Tiếng Anh, trường Đại Học FPT Hà Nội tại địa chỉ hoantq@fpt.edu.vn.

Appendix 10a: Information sheet teachers – Class observation and Interviews (English)

PROJECT TITLE:
TEACHING ENGLISH PRONUNCIATION AT UNIVERSITY LEVEL IN VIETNAM

WHO IS DOING THE RESEARCH?

My name is Huyen Phuong and I am a PhD student at UTS. My supervisor is Dr Ross Forman of Faculty of Arts and Social Sciences, UTS.

WHAT IS THIS RESEARCH ABOUT?

This research is my PhD research project and it is to find about the ways in which English pronunciation is taught and learned at tertiary level in Vietnam and I would welcome your assistance.

IF I SAY YES, WHAT WILL IT INVOLVE?

I will ask to observe two of your classes, which will be audio-recorded and your voice in the recording will be transcribed. I would also like to invite you to participate in an interview and a follow-up interview, each of which will take about 30 minutes of your time. The interviews will also be recorded and your voice in the recording will be transcribed.

ARE THERE ANY RISKS/INCONVENIENCE?

There are very few if any risks because the research has been carefully designed. If you agree to take part in the research, you may feel some discomfort when being observed by the researcher. It should be noted that your skills and performance are not being assessed in this research.

WHY HAVE I BEEN ASKED?

By participating in this research, you will be able to provide me the information I need about your classroom practice in relation with English pronunciation teaching and your belief of extent to which pronunciation pedagogy is effective in your context. The findings of the research will be published and shared with English Department of FPT University in the way that you will not be identified in any way.

DO I HAVE TO SAY YES?

Please note that you are under no obligation to participate in this research.

WHAT WILL HAPPEN IF I SAY NO?

Nothing. I will thank you for your time so far and won't contact you about this research again.

IF I SAY YES, CAN I CHANGE MY MIND LATER?

You can change your mind and withdraw from the research at any time and you will not have to say why. Your withdrawal from the research will not prejudice your future care, employment or relationship with any academic staff at FPT University.

WHAT IF I HAVE CONCERNS OR A COMPLAINT?

If you have concerns about the research that you think I or my supervisor can help you with, please feel free to contact me at Thi.T.Phuong@student.uts.edu.au or my supervisor on *Tel: 9514 3869 (off) or* at Ross.Forman@uts.edu.au.

If you would like to talk to someone who is not connected with the research, you may contact the Research Ethics Officer on 02 9514 9772, and quote this number 2015000416 or my local contact Ms. Hoa Nguyen, Head of English Department, FPT University at hoantq@fpt.edu.vn.

Appendix 10b: Information sheet teachers – Class observation and Interviews (Vietnamese)

BẢN THÔNG TIN: QUAN SÁT LỚP HỌC VÀ PHỎNG VẤN

TÊN ĐỀ TÀI:
DẠY PHÁT ÂM TIẾNG ANH Ở BẬC ĐẠI HỌC Ở VIỆT NAM

AI LÀ NGƯỜI TIẾN HÀNH NGHIÊN CỨU?
Tên tôi là Phương Huyền, nghiên cứu sinh tại Đại Học Công Nghệ Sydney. Giáo sư hướng dẫn của tôi là tiến sỹ Ross Forman, khoa Khoa Học Xã Hội và Nghệ Thuật, Đại Học Công Nghệ Sydney.

NỘI DUNG NGHIÊN CỨU NÀY LÀ GÌ?
Nghiên cứu này là đề tài nghiên cứu phục vụ luận văn Tiến sỹ của tôi, nhằm tiến hành tìm hiểu về phương pháp giảng dạy phát âm Tiếng Anh ở các trường đại học tại Vietnam và rất mong nhận được sự giúp đỡ của quý thầy cô.

NẾU TÔI ĐỒNG Ý THAM GIA THÌ ĐIỀU NÀY SẼ LIÊN QUAN ĐẾN NHỮNG ĐIỀU GÌ?
Tôi xin phép được dự hai giờ giảng của thầy/cô với tổng thời lượng là 3 tiếng. Hai giờ giảng này sẽ được thu âm và giọng nói được ghi lại trong băng ghi âm sẽ được chuyển sang dạng văn bản. Tôi cũng xin phép được mời các thầy cô tham gia vào hai buổi phỏng vấn, mỗi cuộc phỏng vấn sẽ kéo dài 30 phút và các cuộc phỏng vẫn cũng sẽ được ghi âm và lời nói của thầy cô sẽ được chuyển sang dạng văn bản.

CÓ RỦI RO HAY BẤT LỢI GÌ KHI THAM GIA NGHIÊN CỨU NÀY KHÔNG?
Những rủi ro nếu có khi tham gia nghiên cứu này này rất không đáng kể vì nghiên cứu này được chuẩn bị hết sức kỹ lưỡng. Khi thầy cô đồng ý tham gia nghiên cứu này, thầy cô có thể đôi khi cảm thấy không thoải mái một chút khi bị quan sát bởi người khác.

TẠI SAO TÔI ĐƯỢC YÊU CẦU THAM GIA NGHIÊN CỨU NÀY?
Với việc tham gia nghiên cứu này, thầy cô đã giúp cho tôi có được những thông tin cần thiết cho nghiên cứu này liên quan đến hoạt động dạy và học phát âm tiếng Anh cũng như đánh giá của thầy cô về vai trò của giảng dạy với việc phát triển kỹ năng phát âm của sinh viên. Kết quả nghiên cứu này sẽ được xuất bản và chia sẻ với khoa Ngoại Ngữ, trường đại học FPT nhưng sẽ tuyệt đối không để lộ thông tin về thầy cô theo bất cứ hình thức nào.

TÔI CÓ BẮT BUỘC PHẢI ĐỒNG Ý?
Quý thầy/cô không bị bắt buộc phải đồng ý tham gia nghiên cứu này.

ĐIỀU GÌ XẢY RA NẾU TÔI KHÔNG ĐỒNG Ý?
Tôi sẽ cảm ơn bạn vì đã giành thời gian cho tôi đến thời điểm này và sẽ không liên lạc lại với bạn về nghiên cứu này thêm nữa.

NẾU TÔI ĐỒNG Ý, TÔI CÓ THỂ ĐỔI Ý ĐƯỢC KHÔNG?
Thầy cô có thể rút lại quyết định tham gia nghiên cứu này vào bất kỳ thời điểm nào thầy cô muốn mà không cần trình bày lý do. Việc rút lui/ không tham gia của quý thầy cô vào nghiên cứu này sẽ không làm ảnh hưởng đến bất kỳ lợi ích nghề nghiệp tương lai hay mối quan hệ với bất cứ ai của thầy cô.

NẾU TÔI CÓ BĂN KHOĂN HOẶC PHÀN NÀN GÌ VỀ NGHIÊN CỨU NÀY THÌ SAO?
Nếu thầy cô có bất cứ thắc mắc gì liên quan đến nghiên cứu này, xin hãy liên lạc với tôi hoặc giáo sư hướng dẫn của tôi theo địa chỉ email của tôi Thi.T.Phuong@student.uts.edu.au hoặc giáo sư hướng dẫn của tôi theo số điện thoại*: 9514 3869 (văn phòng) hoặc theo địa chỉ email* Ross.Forman@uts.edu.au.

Nếu thầy cô muốn nói chuyện với ai đó có chức năng và không liên quan đến nghiên cứu này, bạn có thể liên lạc nhân viên ủy ban kiểm soát Nguyên Tắc Nghiên Cứu tại số điện thoại 02 9514 9772, và cung cấp mã số 2015000416 hoặc người đại diện của tôi tại Việt Nam, bà Hoa Nguyễn, trưởng bộ môn Tiếng Anh, trường Đại Học FPT Hà Nội tại địa chỉ hoantq@fpt.edu.vn.

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