EXPLORING ENGLISH PRONUNCIATION TEACHING IN VIETNAM: TIME FOR A NEW APPROACH?

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A thesis submitted in partial fulfillment of the requirements of the degree of Master of Research

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April, 2016

STATEMENT OF CANDIDATE

This thesis has not been submitted for a higher degree at any other university or institution.

To the best of my knowledge and belief, the thesis contains no material previously published or written by another author except where due reference is made.

An approval for the research has been obtained from the Macquarie University Ethics Committee. The protocol number is: 5201500766.

Signature of the candidate:

Date: 26/4/2016

ACKNOWLEDGEMENTS

I would like to thank with all my heart my principal supervisor – Dr. Stephen H. Moore – who have patiently spent a lot of his time and energy reading, editing, guiding, supporting, encouraging and keeping me on the right track throughout my one-year Master of Research program. Without his extensive expertise and professional guidance, my thesis could have never been done.

I wish to express my gratitude to the Vietnamese Government, who granted me the Vietnam International Education Development (VIED) scholarship, which has enabled me to pursue a research degree at this world-class university.

I also would like to send my sincere thanks to the CEO who gave me permission to conduct my research at his ELC and supported me enthusiastically with all related tasks; to the other administrator, teachers, learners and support team at the ELC who contributed to this research in one way or another and gave me priceless responses; to my Vietnamese colleague – Ms. Hong Van Bui – who did not mind travelling so many times to the ELC where my research was conducted, to deliver and collect the questionnaires. Without her help, my data could not have been collected so easily or so fast.

Thank you all of my friends here in Australia: Ms. Phuong Huyen, Hoang Ngoc, Anh Thu and My Truong, and in Vietnam: Ms. Thanh Lan; Huong Hoa who have all offered me great emotional support during my hard times until now; my landlords – Mr. and Mrs. Kreicers and their children, who have been providing me a real home away from home.

To someone special, who has guided me wisely and has been with me from my very first day in Australia, I would like to express my deep gratitude.

Lastly, my biggest thanks go to my two beloved daughters who have forgiven me for leaving them in Vietnam to study, and have supported me so much every time when I called home; and to my parents who are taking care of my daughters and offering me the warmest and safest place in the world to return to.

To all of my other students, friends, colleagues and relatives, thank you!

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ABSTRACT

This thesis explores the issue of Vietnamese learners' pronunciation of English and why, despite great effort, it seems such an intractable problem. The study is inspired by the argument made by Saraceni (2015) that takes a critical approach to World Englishes and the central dilemma of reconciling language as system with language as social practice.

Because the examination system in Vietnam's public education sector favours written over spoken work, English speaking skills, including English pronunciation, have become marginalised in the school curriculum. Paradoxically, driven by globalisation, there has been an increasing need for Vietnamese to be able to function (i.e. communicate) in English with a variety of English speakers from around the world. To meet the demand for learning communicative English, the private sector in Vietnam has created hundreds of 'English Language Centres' (ELCs) nation-wide. These centres have become crucial sites for the teaching and learning of English speaking and pronunciation, however, virtually none has been investigated as a site of research into teaching and learning practices.

This thesis is a case study that investigates the teaching and learning of English pronunciation at one ELC in Hanoi. Rather than add to the already substantial existing literature on comparative phonology between English and Vietnamese, (i.e. language as system) (such as Cunningham, 2009, 2010; Tweedy, 2012; Nguyen, 2015; Nguyen, 2007; Ha, 2007 etc.), the study focuses on social, psychological and cultural aspects impacting Vietnamese learners of English (i.e. language as social practice). A mixed-methods qualitative approach is followed investigating attitudes, perceptions and beliefs of three key stakeholder groups: learners, teachers and ELC administrators. The findings show how the language as system versus language as social practice dilemma plays out in conflicted responses regarding goals, difficulties and possible solutions.

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LIST OF ABBREVIATIONS

CEFR	:	Common European Framework of Reference for Language English
EFL	:	English as a Foreign Language
ELC	:	English Language Centre
ESL	:	English as a Second Language
EP	:	English Pronunciation
L1	:	First Language
L2	:	Second Language
NEST	:	Native English Speaking Teacher
NNEST	:	Non-native English Speaking Teachers
SSIs	:	Semi-structured interviews
SPSS	:	Statistical Package for the Social Sciences

Chapter 1: INTRODUCTION

1.1. Statement of problem

As evidenced in a growing body of research worldwide, English Pronunciation (EP) teaching and learning is largely neglected in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts (Canagarajah, 2005; Hismanoglu, 2006; Isaacs, 2009; Hismanoglu & Hismanoglu, 2010; Gilakjani & Ahmadi, 2011; Hismanoglu & Hismanoglu, 2013; Ketabi & Saeb, 2015). Indeed, EP is not only avoided by teachers (Brown, 1992; Claire, 1993; Fraser, 2000; Yates, 2001) but also by learners (Gilakjani, 2012), many of whom believe EP to be "so difficult to learn" (Gilakjani & Ahmadi, 2011, p. 74), and to present many difficulties in learning it (Gilakjani, 2011).

In Vietnam, EP shares the same humble status it has in various nations the world over. Like most other countries in East Asia, Vietnam has historically used "teacher-centred, book-centred, and grammar-translation methods" to teach EFL (Liu & Littlewood, 1997) (cited in Son, 2011, p.37), where learners showed "a great deal of dependence on the teacher" (Tomlinson & Dat, 2004, p. 200), and were positioned to receive knowledge, mainly from their teachers. Learning and teaching activities put great emphasis on grammar, reading and writing, while oral skills seemed to be ignored by both teachers and learners. EP, therefore, became an aspect of language learning that was not important and little time was devoted to it. The main aim of learning and teaching at that time was to pass examinations or get certificates. The result of this approach was that "students may achieve the highest scores in the exams but fail to show their excellence in real life performance" (Hoang, 1999, p.79) (see also Huy, 2006).

In contemporary EFL in Vietnam, many teachers no longer rely exclusively on grammar-translation methods, but complement them with other teaching methods with English being recognized to play an increasingly important role in Vietnam's communication with the outside world, EP has now received more attention as Vietnamese people know it is a crucial factor that can help contribute to their success in communicating well in English. However, EP is not easy to learn, especially by Vietnamese people (Cunningham, 2009). Scholars have shown that though Vietnamese learners spend many years learning English in school domestically (or overseas), they still find it hard to be understood by foreigners (Huy, 2006; Nguyen, 2007; Cunningham, 2010; Tweedy, 2012; Lin, 2014).

In an attempt to clarify what makes EP so difficult for Vietnamese people to master, many studies have been conducted, and most of them focus on the phonological differences between English and Vietnamese. Nguyen (2007) investigated Vietnamese learners and their

difficulties in pronouncing English final consonants; Ha (2007) discovered that Vietnamese learners of English have three common errors when pronouncing English: sound omission (medial and final sounds), sound confusion (e.g t=/ʧ/, tr = /ʧ/ or z/d = /ð/) and sound redundancy (e.g s, z); and Nguyen (2015) found that Vietnamese learners have troubles with both English vowels and consonants. Findings from these studies are valuable to all types of Vietnamese learners, whose dreams are to be better at EP, in providing them knowledge about phonological aspects of English. Unfortunately, despite the availability of this knowledge, Vietnamese learners of English still record little improvement in learning EP; and, in some recent research, scholars still note that Vietnamese learners encounter problems with it (Lin, 2014; Nguyen, 2015). Thus, it raises the question of what exactly hinders Vietnamese learners in learning EP if it is not only EP knowledge that matters.

This study therefore aims to investigate the goals and difficulties (other than English phonological knowledge) that learners and teachers have when learning and teaching EP. It is inspired by the argument made by Saraceni (2015) that takes a critical approach to the central dilemma of reconciling language as system with language as social practice. The EP teaching approach to date in Vietnam has largely focused on English as a system of sounds to be deconstructed and mastered individually, whereas communicative English demands a focus on socially purposeful uses of English in Vietnam. Ultimately, this study hopes to shed light on aspects of EP that could enable better facilitation in learning and teaching practices.

1.2. Personal motivation

A strong motivation for this research is grounded in my personal teaching experience and observations. Before coming to Australia to enrol in the Master of Research degree, I never had a chance to study abroad and be taught by foreign teachers. What I have learned in my English teaching career has all come by way of my Vietnamese teachers of English, and my EP is not an exception. In my very first years of teaching, I rarely used English to explain matters to my students as I myself thought that my EP did not sound good enough. Many years later, I used English more often and felt more comfortable and confident to speak it in front of my students of all ages from all regions of Vietnam though I knew for certain my EP still needed improvement. I realized that that significant change happened to me due to my own long-time exposure to and use of English. It was not a matter of my knowledge about EP such as phonology, phonemes or stress and intonation, but more a matter of confidence, self-esteem or personal attitude and belief in my English oral skills; efforts to use English in my real life practices; and the impact of social and cultural conditions associated with the entire environment in which my English could be used. I felt that other learners, including my own

students, might have the same difficulty as I had with EP, or their difficulties could be even more serious. I witnessed my students struggling with English oral skills every day, some of them hating it, some others liking it but not knowing how to improve. They spent many years studying English, but what they normally achieved was some knowledge of grammar and vocabulary – they were rarely heard speaking even a single word in English. Many of my students complained that they knew how to pronounce a word but when they opened their mouth to produce that word it became a completely different one. They asked me to explain why they had such difficulties, why they spent years learning English but their English did not improve and asked me to show them how to learn and speak English well. With all that I have seen and heard from my students, I really want to do something to help them with their EP.

Since arriving in Australia to study, I have been even more aware of Vietnamese accented English and the troubles that Vietnamese native speakers have with EP when communicating with others. I myself also experienced difficulties in making myself understood. Thus, I became even more determined to act so I decided to research the topic of teaching and learning EP to investigate the difficulties that my students and colleagues encounter when working with EP.

1.3. Goals and significance of the thesis

1.3.1. Goals of the thesis

The first goal of this study is to clarify and extend the findings of previous research concerning learner and teacher perceptions about the learning and teaching of EP in ESL/EFL contexts. The second goal is to fill a gap left unaddressed by the previous research which has focused on the phonological and phonemic aspects of EP, rather than on English usage in specific everyday contexts, where factors such as learner and teacher attitudes, perceptions and beliefs are crucial to language development. Saraceni (2015) notes that one perspective on language learning sees language "as a system which can be described and studied in its own right. The other considers language a form of social practice, that is, inseparable from any human activity that it is used as an integral part of it" (p.10). Concerning the former view, language is formally described as "the system of spoken or written communication used by a particular country, people, community, etc., typically consisting of words used within a regular grammatical and syntactic structure" (The Oxford English Dictionary, cited in Saraceni, 2015, p.11), or " a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements" (Chomsky, 1957, p.13). However, "the nature of language is in fact extremely complex" (Saraceni, 2015, p.10); it is also seen as "a tool for

communication …. for achieving ends that go beyond the language itself" (Nunan, 2012, p. 5-9), and "[language] doesn't consist of sentences; it consists of text, or discourse – the exchange of meanings in interpersonal contexts of one kind or another" (Halliday, 1978, p.2). By this last definition, language is seen as a social semiotic, that is, "language within a socio-cultural context, in which the culture itself is interpreted in semiotic terms" (Halliday, 1978, p.2). It is clear that studies so far on EP teaching and learning have put the main focus on the language itself with sounds, words and sentences (i.e. language as a system). Factors related to EP teaching and learning in a socio-cultural context (i.e. language as social practice) have been largely unexplored and, therefore, need to be examined by research.

The third goal of the current study is to investigate the difficulties in learning and teaching EP in an unexplored but crucial research site in Vietnam – an English Language Centre (ELC)[1]. Due to "traditional pedagogy [in Vietnam], emphasizing the acquisition of grammar and vocabulary rather than communicative competence" (Pham, 2005, p.3), a large number of graduates with years of learning English still have such poor English listening and speaking skills that they cannot put them to practical use, for example, to get a position in a foreign company in Vietnam (Ha, 2007; Vu & Shah, 2016). With the wish to have better futures in terms of career, many learners in Vietnam are turning to thousands of ELCs in order to improve their oral skills in English, since these skills are inadequately taught and developed in the public education sector. These learners have indeed been spending a lot of time and investing a lot of money and effort in ELCs with the hope to become better at speaking English. A case study conducted at such a site, thus, would provide useful insights on the research topic which might help educators have more effective strategies to improve EP learning and teaching practices. Moreover, as far as the researcher is aware, although there are studies about learner and teacher views on learning and teaching EP, there has rarely been a Vietnamese study investigating the opinions of administrators on EP learning and teaching though these people often make decisions that deeply impact learning and teaching practices. Studies that have dealt with administrators normally emphasize their opinions about NESTs versus NNESTs (Mahboob, 2003); and their hiring-practices (Moussu, 2006).

Fourthly, my thesis has the goal of finding answers to three main research questions:

1. What is the main goal of Vietnamese learners in terms of learning English pronunciation?
2. What are the difficulties that Vietnamese learners and teachers of English encounter when learning and teaching English pronunciation?

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[1] In Vietnam, private sector English language institutions that cater to all levels of learners are known as "English language Centres or English Centres".

3. Who do Vietnamese learners/teachers/administrators think can best teach English pronunciation to Vietnamese learners? Why?

By answering these questions, this research first aims to gain a deeper understanding of what really is the main goal of learners in learning EP (whether they want to achieve native-like pronunciation, or just intelligible English, defined "as the extent to which the speech signal produced by the speaker can be identified by the listener as the words the speaker intended to produce" (Zielinski, 2006, p.23)); then to identify the difficulties that learners and teachers encounter when learning and teaching EP; and lastly whether local or foreign teachers are considered the best teachers of EP for Vietnamese learners. The findings will hopefully provide all three stakeholders with better information to understand each other's problems, and to determine whether learners need to revisit their goal; teachers need to adjust the way they normally teach or give learners more direction to help them with their learning and setting of realistic and achievable goals; whether administrators need to change the way they manage to better support teaching and learning practices; and, ultimately, whether it is time for a new socio-cultural approach to be implemented to teach EP in Vietnam.

1.3.2. Significance of the thesis

As mentioned above, much research has been conducted worldwide in order to demonstrate the phonological and phonemic differences between English and the L1 to help learners have a better understanding of what EP is with the hope to gain a higher level of English. Undoubtedly, this knowledge is necessary and important for any learner of English. However, knowing EP with only knowledge about sounds, words, phrases and sentences is not enough since there are many factors that can have a considerable impact on the learning and teaching of EP, such as learning and teaching methods, the language environment to practice and use English, or teachers' confidence and understanding of their students' needs. These factors, unfortunately, are largely neglected especially in the context of the researcher's country and its large number of ELCs. It is, therefore, important to conduct this study and share its results with educators in order to contribute to setting better strategies for teaching (such as providing teachers with training courses which balance "linguistics knowledge and skills" and "methodology and practicum experience" to ensure the "quality and the usefulness of the linguistics training they impart to their students" (Chappell & Moore, 2012, p.589)) as well as learning of EP, and to help administrators provide better support for learning and teaching practices, and to help ESL/EFL learners perform better in their learning.

1.4. Outline of the thesis

The thesis consists of six chapters. In this first chapter, the problems that many teachers and learners are facing when teaching and learning EP today have been discussed, and factors that

personally motivated the researcher in conducting this study were explained. Also, the goals of this project were given and the significance of the project has been presented. In Chapter 2, a thorough review of relevant literature will be presented including studies of EP teaching and learning, teachers, learners and administrators in ESL/EFL contexts. A discussion of the historical development of EP teaching, which contextualized, nurtured and shaped the present project, is also included in this chapter. Chapter 3 will provide the research methodology, with detailed descriptions and explanations about the selection of research methods, participants, instruments and ethics matters. Chapter 4 will present the data collected and the findings of the analyses performed on the data. Chapter 5 follows with a discussion of these results and their implications. Chapter 6 concludes the study and will summarize the whole thesis, address the limitations of the present study and suggest ideas for future research in the field.

Chapter 2. REVIEW OF THE LITERATURE

2.1. Introduction

This chapter reviews the literature on the teaching of pronunciation in general, and of English in particular. After setting the scene by way of background and what is involved in teaching English pronunciation, a history of approaches and methods of pronunciation teaching will be presented, then difficulties and goals of learners and teachers will be discussed, and views of administrators noted. Lastly, a focus on pronunciation teaching in the Vietnamese context will be provided.

2.2. Background

"Pronunciation, despite being known as an important component of language learning, has not been awarded due attention within the field of language education" (Ketabi & Saeb, 2015, p.182). Hismanoglu and Hismanoglu (2010) also note that while it is undeniable that pronunciation is an important component in learning to speak a second language, its role in English programs varies greatly and time dedicated to it largely depends on the language teachers themselves, and there is no certainty that pronunciation is a part of regular class activities and student self-study. Even long before the advent of the communicative era, many scholars posited that pronunciation was not paid as much attention to as other skills (see Isaacs, 2009; Gilakjani, Ahmadi & Ahmadi, 2011; Hismanoglu & Hismanoglu, 2013). Kelly (1969), for example, suggests that pronunciation was the "Cinderella of language teaching" (p. 87) i.e., kept behind doors and out of sight. Similarly, Celce-Murcia, Brinton and Goodwin (1996) echo that pronunciation was suffering from "the 'Cinderella syndrome' " (p.323). Gilbert (1994) considers pronunciation to be "an orphan in English programs around the world" (p.38). Clearly, scholars have recognized that pronunciation teaching in English language classrooms is typically not what it should or could be, and the implications for learners could be profound. According to Canagarajah (2005):

> "Pronunciation is perhaps the linguistic feature most open to judgment. As a surface structure phenomenon that is most noticeable, one's accent easily evokes people's biases. For the same reason, pronunciation has been the most pre-scriptively taught aspect of language instruction". (p.365)

2.3. Teaching English Pronunciation

Teaching pronunciation has never been an easy task (Ross, 1992) and even experienced and well-trained non-native English speaking teachers (NNES) may feel insecure with the situation in which they use their own speech as a pronunciation model in teaching

(Canagarajah, 2005). As a result, many English language teachers show a tendency to avoid teaching pronunciation because they lack skills, knowledge and confidence (Brown, 1992; Claire, 1993; Fraser, 2000; Yates, 2001). Apart from these issues, Burgess and Spencer (2000) argue that teachers indeed face many difficulties in teaching English pronunciation including the selection of features of pronunciation; the ordering of the features selected; the type(s) of discourse in which to practise pronunciation; the choice of methods which will provide the most effective results; and the amount of detail to go into at different stages (p.193). Burgess and Spencer also assert that it is crucial and useful to mark the difference between phonology and pronunciation when it comes to the matter of teaching English pronunciation. They state that "phonology of a target language (TL) consists of theory and knowledge about how the sound system of the target language works, including both segmental and suprasegmental features" whereas "pronunciation in language learning is the practice and meaningful use of TL phonological features in speaking, supported by practice in interpreting those phonological features in TL discourse that one hears" (pp.191-192). Accordingly, phonology refers to 'a particular stretch of sound' which encompasses a 'series of phonemes' (which can be identified and defined by sufficient labels), whereas, pronunciation, on the other hand, refers to the practice of listening, speaking, interpreting and producing phonological features appropriately. Therefore, it would be helpful to keep foremost in mind that most students need to learn how to pronounce the sounds of TL rather than exploring in depth the nature of these sounds themselves (Burgess and Spencer, 2000). This distinction, one that characterizes language as system versus language as social practice, is often mixed and mudded in language classrooms.

2.3.1. Pronunciation teaching approaches and methods through time

Humans have learned additional languages for thousands of years, but according to Celce-Murcia et al. (1996), the modern history of pronunciation teaching dates back approximately 200 years (see also Howatt (2006); (2014); Murphy & Baker, 2015). During this historical period, pronunciation teaching has constantly changed its position due to the ebb and flow of different methods of language teaching. Indeed, it has been either accorded the highest status by some methods and approaches such as the Reform Movement (introduced in the 1890s), the Audiolingual Method and Oral approach (developed in the 1940s and 1950s), and the Silent Way method (appearing in the 1970s), or "has been assigned the back seat in the language classroom" (Ketabi and Saeb, 2015, p.182) as in the cases of Grammar-Translation Method; Cognitive Approach (appearing in the 1960s), and Communicative Language Teaching (CLT) (emerging in the late 1970s). (See Table 2.1 in Appendix 1 for further details of these different methods and approaches)

During the 200-year historical development of EP teaching, the most noteworthy issues debated in contemporary linguistics circles have been the intelligibility versus nativeness debate; the segmentals/suprasegmentals focus; and Jenkins' (2000) ideas of a Lingua Franca Core (Ketabi & Saeb, 2015).

Intelligibility versus Nativeness Debate

In discussions about the main aim of pronunciation teaching, according to Ketabi and Saeb, 2015, p.184, there are two opposing "principles" (or 'positions') that are widely supported: the nativeness and the intelligibility principles (see also Levis, 2005). The former proposes that the goal of pronunciation teaching is to help learners achieve native-like mastery of the target sound system. The latter maintains that it is only realistic for foreign language learners to achieve a functional comprehensible speech and that learners with foreign accents are able to achieve fluency as long as their accents do not impede the intelligibility of their speech. In recent times when English has become an international language and native-like pronunciation seems to be out of reach for most English as a second language (ESL)/ English as a foreign language (EFL) learners, there is a need to revisit the goals for pronunciation learning and teaching in specific learning contexts.

Segmentals/Suprasegmentals Focus

Until the 1970s, pronunciation teaching mostly focused on segmental features (i.e. sounds of phonemes at word level as shown in Figure 2.1). However as the communicative approach to language teaching emerged in the late 1970s, most techniques and materials to support segmental features were abandoned as they were thought to be incompatible with the principles of CLT. Thus, during the 1990s and the early 2000s, suprasegmental features received the central attention of pronunciation teachers and researchers (Levis, 2005; Foote et al., 2011). However, also in the 1990s, studies recognized the importance of segmental features in the achievement of intelligibility (Bent, Bradlow and Smith, 2006; Hahn, 2004). From the early years of the new millennium, pronunciation seemed to move from the Segmentals/Suprasegmentals Focus toward a more balanced view which recognised that both segmental and suprasegmental features can impact on intelligibility, and therefore both need to be addressed by language teachers.

Figure 2.1: Various Features of English Pronunciation
(Source: Gilakjani, 2012:120)

Lingua Franca Core

At the turn of the millennium, in ground-breaking research, Jenkins (2000) identified core areas of English pronunciation that, she argues, need to be taken into consideration in order to have effective communication. She proposed them as a list which is known as the Lingua Franca Core (LFC). The purpose of this list is to identify which features of English pronunciation have an effect on the intelligibility of communication in an international context where English is used as a lingua franca. Jenkins (2000) also asserted that LFC "is neither a pronunciation model nor a restricted simplified core" (p.158). Indeed, it recommends English pronunciation features which help speakers from various L1 backgrounds become more intelligible to one another (Setter, 2006). Though there are proponents of LFC who emphasize "its concern for intelligibility, its value for international communication, and its learnability" (Wach (2012) cited in Ketabi & Saeb, 2015, p.186) and its advantages in encouraging negotiation between learners and introducing the fundamentals for an effective pronunciation syllabus (Matsumoto, 2011), LFC is controversial and openly criticized by opponents. These critics believe LFC de-emphasizes the suprasegmentals (Dauer, 2005), discounts some perception issues which they insist are necessary for learners in order to communicate with native speakers, and that LFC makes language become artificial and unnatural by narrowing the sound system to just key elements (see Dauer (2005);

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Dziubalska-Kolaczyk (2005); Sobkowiak (2005)). Despite seemingly endless controversy concerning the value of LFC, it has continued to be one of the most influential ideas to originate from the intelligibility principle in the 2000s (Ketabi and Saeb, 2015).

In a broader sense, these three important debates can be seen as examples of the dichotomy of language as system versus language as communicative resource for social practice, which is also a feature of endless debate in linguistics circles (Saraceri, 2015).

2.3.2. Techniques of pronunciation teaching

While methods of pronunciation teaching are informed by a theoretical stance (which has tended to vary over time), the techniques that language teachers used to teach pronunciation in the classroom also merit consideration. According to Hismanoglu and Hismanoglu (2010), language teachers traditionally make use of

> "the phonetic alphabet, and activities, such as transcription practice, diagnostic passages, detailed description of the articulatory systems, recognition/discrimination tasks, developmental approximation drills, focused production tasks (e.g., minimal pair drills, contextualized sentence practice, reading of short passages or dialogues, reading aloud/recitation), tongue twisters, and games (e.g., Pronunciation Bingo)" (p.985).

Celce-Murcia et al. (1996), also points out some other techniques for pronunciation teaching such as listening and imitating, using visual aids, the practice of vowel shifts and stress shifts related by affixation, and using recordings of learner's own production. However, it is obvious that one technique cannot suit all problems; some learners may find it beneficial to learn pronunciation through some of these techniques while others may find certain techniques not at all effective for them. Thus, determining which techniques to use for which learners is an important issue and largely depends on what is understood to be the main goal of the learners and teachers, to which we shall now turn our attention.

2.4. Learner perspectives

2.4.1. Goals in learning English pronunciation

According to Jenkins (1998), as English is now increasingly used as an international language, the goal to achieve a native-like accent is not the final target of a majority of learners, and communicating with native speakers is no longer their principal motivation for learning English. Jenkins argues what English learners need is to be successful in communication with non-native speakers with various L1 backgrounds. Thus, it is necessary to consider which pronunciation norms and models are the most suitable for learners of

English whose purpose is to use English as an international communication tool (Jenkins, 1998). Tergujeff (2013) observes that the literature on learners' self-reports on goals in English pronunciation so far has shown a number of interesting results. For example, Pihko (1997) and Dalton-Puffer et al. (1997) discovered that learners show negative attitudes towards (their own) non-native and outer-circle (Kachru 1985) varieties of English, and they tend to prefer accents that are familiar to them such as British Received Pronunciation (Dalton-Puffer et al. 1997; Waniek-Klimczak & Klimczak, 2005) (also see Janicka et al. 2005; Derwing, 2003). In Timmis's (2002) survey that examined attitudes of 400 students from 14 different countries towards native and non-native English, the results revealed that learners "saw native-speaker pronunciation as a benchmark of achievement" (p.242). Similarly, Rindal and Piercy (2013) found that American English was the preferred English pronunciation standard of Norwegian learners (29 out of 70 participants) followed by British English (23 participants). In contrast, Tergujeff (2013), in a more recent study on learner perspectives on English pronunciation teaching in an EFL context (Finland), found that fluency and intelligibility are reported as main goals in English pronunciation of the learners and that they show no ambition to learn a specific variety of English.

2.4.2. Difficulties in learning English pronunciation

Foreign language learners will inevitably encounter difficulties (Kucukoglu, 2012) especially in pronunciation (Gilakjani, 2012). While little research has been conducted on what English learners self-report about their own learning difficulties, many studies have used other research methods to investigate the difficulties experienced by second language learners when learning English pronunciation.

Chan (2010) found that advanced Hong Kong Cantonese ESL students have difficulties in producing English speech sounds, particularly the consonants which do not exist in the Cantonese phonological system and the vowels such as long and short vowel pairs. Chan also emphasized the need for speech training and that it should be an integral part of ESL curriculums for students of all levels. In the same vein, Hassan (2014) discovered that students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that can be pronounced in more than one way in addition to the consonant sound contrasts such as /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Ahmad (2011), in a study on English pronunciation among Saudi learners, focused on difficulties that Saudi learners have in pronouncing English consonants and the findings show that the Arabic speakers in this study had difficulties in pronouncing certain English consonant sounds, such as: /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/. More recently, Demircioglu (2013) in

an investigation on the pronunciation problems of Turkish learners of English, confirmed that the major articulation problems that Turkish learners have when learning English are diphthongs, and the voiced and unvoiced "th" sounds.

Sharing a concern for the same issue, Vietnamese researchers have conducted a number of studies on difficulties that Vietnamese learners have in learning English pronunciation. For example, Tam (2005), in her study on pronunciation problems of Vietnamese learners of English found three common errors when pronouncing English: (1) sound omission (medial and final sounds); (2) sound confusion (e.g t=ʧ, tr = ʧ or ð = z/d); and (3) sound redundancy (e.g s, z). Tuan (2011) conducted research to examine the most problematic English consonants facing Vietnamese students at Hung Vuong University in Ho Chi Minh City. The findings reveal that students have the most difficulty in pronouncing the English fricatives /ʃ/, /ʒ/ and the affricates /tʃ/ and /dʒ/ among the English consonants surveyed, and that they are likely to substitute Vietnamese sounds for the English sounds. Also, a study by Dang (2014) shows that Vietnamese learners of English have many pronunciation problems which can reduce their speech intelligibility.

In sum, the research reviewed above largely emphasizes investigating phonological problems learners have when they pronounce English. None of the studies pays attention to what learners themselves report regarding their own problems, including those which are non-phonological such as their attitudes and preferences. To fill this gap, this thesis focuses in part on revealing what learners self-report about their non-phonological problems in learning English pronunciation.

2.5. Teacher perspectives

2.5.1. Goals in teaching English pronunciation

Takagishi (2012), in research on non-native English teachers' views towards goals and models of pronunciation teaching, found that among six teacher participants three would target a native-like accent and the other three would target a non-native but intelligible accent for their teaching. In the same vein, Coskun (2011), in a study examining future English teachers' attitudes towards teaching pronunciation within an EIL perspective, found that there are more future English teachers (46 out of 47) who believe the goal of pronunciation teaching is to help students become clear and intelligible rather than to help students become as native-like as possible (41 out of 47). Jenkins (2005) in her in-depth interviews with eight non-native teachers of English about their attitudes toward their own accents and desire for native-like accents discovered that all participants show their "ambivalence" concerning their

attitudes toward their own accent and they consider native accents as "good", "perfect", "correct", "proficient", "competent", "fluent", "real" and "original" English whereas non-native accent as "not good", " wrong", "incorrect", "not real", "fake", "deficient" and "strong" (p.541). In a survey conducted by Timmis (2002), over 180 teachers of English from 45 different countries were asked about their attitudes toward "accented intelligibility" and "native-speaker pronunciation". The results show that teachers tend to perceive "accented intelligibility" as the most desirable outcome, and a number of them believe that "native-speaker pronunciation" is "the benchmark of perfection, and therefore it is axiomatic that this should [only] be the long-term goal" (p.243). Also, many teacher participants in this survey were reported to show no preference, and they considered the choice of pronunciation model as a decision for their students to make.

2.5.2. Difficulties in teaching English pronunciation

According to Gilakjani and Ahmadi (2011), "pronunciation can be one of the most difficult parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom" (p.81). Research has shown that problems encountered by English language teachers are varied, however, there are some more significant and more frequently perceived problems such as the lack of ability (i.e. pedagogical knowledge) to teach pronunciation and the shortage of sufficient teacher training programs (Foote, Holtby & Derwing, 2012). For example, Wahid and Sulong (2013), in their study on the gap between research and practice of pronunciation teaching, found that teacher participants show their reluctance to teach pronunciation which, the authors claimed, originates from teachers' inability to teach the required skills. In addition, Thomson (2012), in research to investigate ESL teachers' beliefs and practices in pronunciation teaching, discovered that many English language teachers are unlikely to have sufficient background knowledge, and lack the necessary confidence to critically assess questionable pronunciation beliefs and practices which they may discover in their teaching materials. Thomson further concludes that it is necessary for language teacher education programs to offer English language teachers courses on how to teach pronunciation.

2.6. Administrators' beliefs about who is "qualified" to teach English pronunciation

Very little research has been conducted with English language school administrators apart from Mahboob (2003), who asked language program administrators for their opinions about NNESTs, despite their important role in hiring teachers. A key issue for them to decide concerns, who can best teach English pronunciation to second/foreign language learners. In surveys to date, this involves the choice between native and non-native English speaking

ESL/EFL teachers (NESTs - NNESTs). Scholars so far have noted a strong discrimination against NNESTs. As summarized by Holliday (2008):

> " I have heard influential employers [in the English language teaching industry] in Britain say that while they would abolish the discriminatory differentiation between 'native speakers' and 'non-native speakers' tomorrow, they can't because their customers demand it". (p.121)

Likewise, Canagarajah (1999) states that NNESTs often find it difficult to find a job in comparison with NESTs, and if they do their salaries are often considerably lower (Celik, 2006; Le, 2011; Ngo, 2008) with fewer benefits than their counterparts (Walkinshaw & Oanh, 2014). In contrast, Mossu (2006) indicates that despite recognizing NNESTs' weaknesses, 55% of administrators in his study strongly agreed and the other 45% agreed that overall, NNESTs can teach English just as well as NESTs. Kamhi-Stein (2016) mentions the "movement" of NNESTs which in his own word has been creating "opportunities for leadership development, and research and publications" and partially "providing NNES professionals networking opportunities", but fail to promote "a more inclusive environment for NNES professionals" (see also Mahboob (2010); Rudolph, Selvi, Yazan (2015)).

2.7. Pronunciation teaching and learning in the Vietnamese context

English has become the foreign language of first choice in contemporary Vietnam as the international economic relations between Vietnam and regional countries and nations worldwide have been rapidly expanded. This expansion was marked by the participation of Vietnam in such organizations as the Association of Southeast Asian Nations (ASEAN), ASEAN Free Trade Area (AFTA) and the World Trade Organization (WTO). As a result, international investors are increasingly funding business opportunities in the country and seek a skilled labor force with a good command of English. "However, the communicative competence in English of Vietnamese workforce has not met the requirements of the employers" (Kieu, 2010, p.119). Indeed, a large number of new graduates from Vietnam's universities cannot get a position in foreign enterprises due to their poor English listening and speaking skills (Ha, 2007). Studies have revealed that "traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence" (Pham, 2005) can be considered as one of the main causes of this problem. Wright (2002), similarly, asserted that "the traditional emphasis on accuracy in the written language rather than the acquisition of fluency in the spoken language is inappropriate for many Vietnamese today" (p.242). Moreover, according to Cunningham (2009), English is not popularly used and has no official status in Vietnam, and the wider public does not have access to published or broadcast information in English. With the lack of English exposure and poor proficiency, the

need to improve Vietnamese learners' English competence, especially oral skills is a matter of concern for many stakeholders in Vietnam. Gilakjani (2012) though not writing specifically about the Vietnamese context, argues that

> "learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge" (p.96).

For these reasons, in order to foster Vietnamese learners' speaking skills, improving pronunciation should be positioned as a priority in any ELT curriculum. However, in spite of the recognition of the crucial role of pronunciation in language learning, Vietnamese learners find it troublesome and difficult (Cunningham, 2010). Research has also shown that whereas Vietnamese students spend "years of language study, many of them are unable to produce some native speaker targets" and they "may not be aware that their pronunciation is not intelligible" Florez (1998, p.3), "[Vietnamese] ESL teachers are often not trained in teaching pronunciation…. although research supports the teaching of pronunciation in ESL classrooms" (Tweedy, 2012, pp. 1-2). The issue of English pronunciation has received considerable attention from Vietnamese researchers so far, however, their studies virtually all focus on the phonological aspects of languages (see Hoa, (1965); Tam (2005); Nguyen, 2007) and few, if any, can be found on other pedagogical aspects. This thesis, thus seeks to address this gap in the literature.

2.8. Research questions

As discussed in the previous section, Vietnamese learners of English experience considerable difficulties in learning to pronounce English so that it is intelligible to other speakers of English (Cunningham, 2010). This project, therefore, will investigate the difficulties that Vietnamese learners and teachers perceive when learning and teaching English pronunciation. Rather than focus on phonological differences between Vietnamese and English (i.e. language as a system), this study is concerned with social and psychological factors (i.e. language as social practice) that appear to impact on learning and teaching as revealed in beliefs, opinions and attitudes. The project will focus on a case study of a typical ELC in Hanoi, where Vietnamese students go to learn speaking and listening skills not provided in regular school or university curricula (see Eslbase, 2016). Views from students, teachers and administrators will be collected to shed light on the issue of learning and teaching English pronunciation, and what is perceived to be the most appropriate English pronunciation model (goal) for

Vietnamese learners of English. Knowing this information would facilitate better targeted learning and teaching, and ultimately have implications for real-life English conversations in the Vietnamese context.

To achieve these goals, the study aims to answer the following key research questions:

1. What is the main goal of Vietnamese learners in terms of learning English pronunciation?
2. What are the difficulties that Vietnamese learners and teachers of English encounter when learning and teaching English pronunciation?
3. Who do Vietnamese learners/teachers/administrators think can best teach English pronunciation to Vietnamese learners? Why?

Chapter 3. RESEARCH METHODOLOGY

3.1. Introduction

In Chapter 1 underlying issues that generated this study were presented. In Chapter 2, a thorough review of literature was provided related to English pronunciation teaching and learning, and this study's research questions were set out.

This chapter will now present and discuss the methodology used for this thesis research. First, the research site is described in terms of suitability as a case study. This is followed by the explanation of the methodological approach used, the research design with details about the characteristics of the participating learners, teachers and administrators, and the data collection instruments. Lastly, the data analysis procedure will also be presented.

3.2. The research site

Because the examination system in Vietnam's public education sector favours written over spoken work, English speaking skills, including English pronunciation, have become marginalised in the school curriculum. Paradoxically, driven by globalisation, there has been an increasing need for Vietnamese to be able to function (i.e. communicate) in English with a variety of English speakers from around the world. To meet the demand for learning communicative English, the private sector in Vietnam has created hundreds of 'English Language Centres' (ELCs) nation-wide. These centres have become crucial sites for the teaching and learning of English speaking and pronunciation, however, virtually none has been investigated as a site of research into teaching and learning practices. This study, therefore, aims to research one such ELC in the capital city of Vietnam, to explore how ELCs go about teaching English speaking skills (i.e. English pronunciation). This centre can be considered a typical ELC in Hanoi in terms of its size, organization and the way it functions. Normally, ELCs provide learners with evening and weekend English classes of all proficiency levels. The main focuses of the classes are on improving communicative skills, achieving well on standardized international English proficiency tests (such as IELTS, CEFR (B1, B2 etc.)), and English for specific purposes (ESP) courses. ELCs employ both local and foreign teachers. Unlike their public counterparts, ELCs are flexible in curriculum design and material selection (i.e. textbooks), and it is not necessary that one ELC should use the same kind of materials as the other.

The ELC investigated in this study favours materials published by Cambridge University Press, thus, the materials selected are mainly British English. Learners in this centre are required to take a placement test before enrolling in any specific classes. Each class normally has from ten to 15 learners, and they are asked to take progress tests during the course of two

or three months. At the end of each course, learners have to take an end-of-course test to upgrade to a higher level; in some cases, more advanced learners are also advised to take international English proficiency tests.

3.3. Methodological approach

To answer the research questions posed at the end of Chapter 2, case study research is chosen as the most appropriate research strategy for this study. Like other ways of doing social science research, case study research has its own "peculiar advantages and disadvantages depending on three conditions: (a) the type of research question, (b) the control an investigator has over actual behavioral events, and (c) the focus on contemporary as opposed to historical phenomena" (Yin, 2003, p.1). Taking all three conditions into account, the current research benefits significantly from using case study as it offers several advantages, such as helping the researcher "understand complex inter-relationships" (in-depth understanding of what is to be studied) in "lived reality"; "facilitating the exploration of the unexpected and unusual"; and enabling research to "focus on the significance of the idiosyncratic" (Hodkinson and Hodkinson; 2001, p.3). By using case study research for this project, the researcher has a suitable and effective research tool to attain the research goals set out in the previous Chapter. Although we acknowledge that all the data are self-reported, due to time and resource constraints, and were not supplemented by, for example, classroom observations, it is nevertheless a clearly defined case study of one private-sector ELC that is indicative of how other ELCs also function.

This case study employs both qualitative and quantitative approaches within an interpretive research paradigm, collecting data by means of questionnaires and semi-structured interviews. A mixed-methods research methodology "uses the strengths of both quantitative and qualitative research. It aims to select the best methods, regardless of the qualitative-quantitative divide, to find the answers to research questions" (Kumar, 2014, p.14). In addition, Tashakkori and Teddlie (1998) assert that mixed methods provides a more comprehensive picture and understanding of the research matter from both qualitative and quantitative perspectives. Also, many scholars have supported the use of a mixed-methods approach, especially in social research. Bernard (1994), for example, noted that "whatever our theoretical orientation, a sound mix of qualitative and quantitative data is inevitable in any study of human thought and behavior" (p.1). Similarly, Brewer and Hunter (1989) assert that "since the [nineteen] fifties, the social sciences have grown tremendously. And with that growth, there is now virtually no major problem-area that is studied exclusively within one method" (p.22).

3.4. Research design

Data collection was carried out as shown in Figure 3.1. As the first step, the researcher contacted the CEO (owner/manager) of the ELC by email to get his permission to conduct the research at his centre. When the researcher received the CEO's approval email to allow the research, the research instruments were prepared for the data collection step, and then an ethics application to conduct human participant research was prepared and approved at Macquarie University (see Appendix 3). Noted previously, the research was conducted with participants in Vietnam while the researcher was based in Australia. Thus, the learners' and teachers' questionnaire was sent to Vietnam but distributed to participants by a colleague of the researcher. The questionnaires for learners were given at the end of a lesson and presented in both English and Vietnamese, and learners were free to select the version of their choice. Whilst no students were interviewed in this study, the questionnaires did have several 'open items' by which the respondent could provide further information or comments about their beliefs, opinions or attitudes. After being completed, questionnaires were posted to the researcher. The teachers' questionnaires, however, were distributed in a different way so that the identity of teachers, who took part in the study, would not be known to the centre's administrators. First, a pdf version of the questionnaire was sent to teachers after the researcher received their expression of interest emails to take part in the study. However, some of them asked for a hard copy of the questionnaire as they said it was more convenient for them to complete. Thus, both electronic and hard copy versions of completed teacher questionnaires were received by the researcher.

Data from interviews were collected directly by the researcher mainly by telephone and were audio recorded for accuracy. A few of the interviews were done by written mode and were followed up by emails, in keeping with the participants' preferences. With teacher participants, they were expected to take part in both interview and questionnaire, however, as the questionnaires were anonymous, there is no way that the researcher can match which questionnaire goes with which teacher interviewee. As the timing of the interviews largely depended on the availability of the interviewee, some interviews were conducted before and some were done after the analysis of questionnaires.

It is also notable that interviews with local teachers were conducted in Vietnamese, thus it was necessary to have them translated into English after transcribing. The researcher did the translation herself and had some samples of the translations checked and certified by an authorized translation company (see Appendix 3) (The selection of which sample to be verified was done by the researcher's landlord to ensure objectivity).

Figure 3.1 *Summary of data collection process*

3.4.1. Participants

To address the three research questions, three distinctive groups of participants are involved in this ELC case study: learners, teachers and administrators. (See Table 3.1)

Table 3.1 *Planned and actual number of participants*

Participants	Number of participants	
	Planned	*Actual*
Learners	50-100	81
Teachers	14 (10 local/ 4 foreign)	10 (8 local/ 2 foreign)
Administrators	2	2

3.4.1.1. Learner participants

Learner participants were drawn from a range of class types (i.e. general English, English for tourism workers, and IELTS preparation) and English proficiency levels (i.e. pre-intermediate to advanced). Of 81 student participants in total, 22 were male and 58 female (one did not identify their gender), aged largely under 25 (see Figure 3.2), and from different educational and professional backgrounds, such as university students, English teachers, managers and soldiers (see Figure 3.3). Their English proficiency is not at the same level (for further details see Figure 4.1.3 and 4.1.4 in Chapter 4). Given this situation, there is an expectation of a wide range of responses from these varied learners on the research topic. The researcher received 89 questionnaires, of which eight were only half or one-third completed. Therefore, 81 valid questionnaires were analyzed for this study.

Figure 3.2 *Learners' age*

Figure 3.3 *Learners' occupation*

3.4.1.2. Teacher participants

The researcher planned to have the participation of both Vietnamese and foreign teachers for questionnaires and interviews, so a group email was sent to all Vietnamese and foreign teachers at the research site to call for expressions of interest to participate in the study. The researcher then received ten reply emails from Vietnamese teachers and four from foreign teachers. Thus, 14 completed questionnaires were expected from teacher participants, however, there were actually only ten teachers who returned the questionnaires, and all of them were local Vietnamese teachers. One of the questionnaires was only half completed, thus the actual number of completed questionnaires valid for data analysis is nine. Of the nine teacher participants, three are males and six females, with age ranging from 20 to 49, but the majority of teachers (77.8% - 7 out of 9) are in the age range of 30-39. In terms of their English teaching experience these teachers differed considerably. As shown in Figure 3.4, about 56% of teacher participants have more than six years of teaching experience.

Figure 3.4 *Teaching experience (n=9)*

Regarding the interviews, the researcher made contact with the original ten and four consenting Vietnamese and foreign teachers in order to recruit for interviews. In the event, the actual number of teacher participants for interviews is eight for local teachers and only two for foreign counterparts (whose nationalities are British and Irish) as the other two foreign teachers did not reply to the researcher's email for interview arrangement though the researcher emailed them twice each.

3.4.1.3. Administrators

The last group of participants is administrators, comprising two people, one of whom is the CEO (who has a degree in business administrative) and the other (with previous English teaching experience) is the Dean of the Training, Learning and Development Department. As the current research focuses on the teaching and learning of EP in a specific ELC, learners and teachers are indispensable participants. However, apart from them, the administrators also have a great impact on teaching and learning EP. Without any direct involvement in the teaching and learning processes, their influence lies in setting the ELC's strategy, making important decisions concerning teacher employment, selecting teaching and learning materials and/or building up curriculum. Thus, it is worth including them as one of three main groups of participants and investigate their opinions on the research topic.

Administrators were expected to participate in the interviews which were to be audio recorded. In the end, both participated, however, only one audio recording (of the Dean) was made as the CEO preferred to answer the interview questions in written mode, but agreed follow up by further emails, if necessary.

3.4.2. Instruments

3.4.2.1. Rationale for using questionnaires and interviews

The present study, as detailed above, aims to investigate the research issues within the constraints of the researcher residing in Australia and the participants in Vietnam. They did not have face-to-face interaction and classroom observation was not possible. Therefore, in such circumstances questionnaires and semi-structured interviews are perhaps the two most favorable research instruments to use. Figure 3.5 sets out how the research instruments were used for each group of participants.

Figure 3.5 *Research instruments used for each group of participants*

Other reasons for choosing questionnaires and interviews as the two main research instruments will be discussed below.

Questionnaires are chosen as one of the two main research instruments due to their suitability and effectiveness for the particular case of this study. In addition, many projects which focus on investigating participants' beliefs, opinions and attitudes have been conducted with this type of instrument (Dornyei, 2003) and their usage in similar research has been validated by various scholars such as Mahboob (2003); Murphy (2011); and Coskun (2011). Therefore, this would allow comparisons with previous findings. Moreover, questionnaires are extremely efficient in terms of "researcher time, researcher effort and financial resources" as "by administering a questionnaire to a group of people, one can collect a huge amount of information in less then an hour" (Dornyei, 2003, p.9). Dornyei (2003) further states that if a questionnaire is well designed, then it can help the data processing stage be fast and relatively straightforward particularly by using modern computer software. Moreover, questionnaires can also help participants with poor English proficiency (especially learner participants at beginner and low-intermediate English levels) as questionnaires can be translated so that all participants can understand and respond accordingly. Also, as noted by Richards and Lockhart (1994), surveys are a useful tool to gather "information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivations, and preferences" (p. 10). Taking all the aforementioned advantages into account, a questionnaire was considered to be the most effective and suitable instrument for the current research.

As the main focus of this research is to investigate participants opinions, views and attitudes towards the research topic, the interview instrument is to selected as it is noted by Kumar (2014) that "a qualitative or unstructured approach is predominantly used to explore its (the

problem's) nature, in other words, the variation or diversity per se in a phenomenon, issue, problem or attitude towards an issue" (p.16). There are three types of interviews: structured, semi-structured and unstructured (Van Teijlingen, 2014). Regarding structured interviews, Van Teijlingen notes that they create little "relationship" between interviewer and interviewee and provide no flexibility since, in structured interviews, the interviewer uses a set of predetermined questions. Unstructured interviews, on the other hand, are well known for giving interviewer "complete freedom in terms of structures, contents, question wording and order" (Kumar, 2014, p.177). However, unstructured interviews, also referred to as "non-directive….non-standardized interviewing" (Van Teijlingen, 2014, p.25), require the interviewer to have a high level of skills to conduct them (Kumar, 2014). Semi-structured interviews (SSIs), as noted in Van Teijlingen (2014), not only ensure every participant gets the same key questions asked but also provide flexibility in how participants are asked and what follow up and probing questions to use. Also, semi-structured interviews are particularly useful for exploring views, attitudes and beliefs of a person towards a particular topic. In this study, therefore, SSIs are used to investigate more deeply the attitude and beliefs of teachers and administrators concerning EP teaching and learning. As discussed in the previous paragraph, regarding the number of participants and their geographical locations, interviews are used for teachers and administrators only (and not learners) as they are manageably small in number (two administrators, ten teachers) to complement the quantitative data.

3.4.2.2. Structures of questionnaires and interviews

Questionnaires

Data from students and teachers were collected from questionnaires and expected to provide the researcher with a broad range of information on what the students and teachers' views on the research issue actually are. The questionnaire for both student and teacher participants consists of five sections (see Appendices 5AA and 5AB) with many items extracted from instruments used in previous studies such as Jung (2010), Beinhoff (2014), Murphy, (2011), Tweedy (2012), Burgess and Spencer (2000), Yates and Zielinski (2009), Coskun (2011), Ma (2012), Walkinshaw and Oanh (2014), Ulate (2011) and Elliot (1995). Some items were modified and others were created and added to make the questionnaire relevant to Vietnamese students who are studying English as a foreign language.

It is also worth noting that as this thesis aims to discover real learners' attitudes toward EP learning, therefore, the Pronunciation Attitude Inventory (PAI) (Elliott 1995) was adopted. The PAI used in this study was adopted from Tweedy (2012) which was modified from Elliott (1995) by Singer (2006). In the PAI there are nine statements such as "Sounding like a native speaker is important to me", and "I believe I can improve my pronunciation in English".

Each statement is followed by the numbers one through five, and the participant decides among 5=strongly agree, 4=somewhat agree, 3=neither agree nor disagree, 2=somewhat disagree, or 1=strongly disagree. Before calculating the scores, some statements' ratings had to be reversed so that a high score always corresponded with a favorable attitude. Then, scores were added up to total a maximum of 45. The idea of the PAI is that the higher the score, the more positive attitude a participant has toward English pronunciation. A very low score would indicate a person with a very negative attitude, with a score in the middle range being somewhat neutral.

Semi-structured interviews (SSIs)

In this study, two versions of interview questions (designed by the researcher and informed by questionnaire questions and responses) were prepared – one for teachers (comprising five sections) and the other for administrators (comprising six sections) (see Appendices 5BA and 5BB). The first section in both versions focuses on participants' background information (e.g. teaching or managing experience etc.), while the remaining sections target different participant categories in order to investigate their views about the difficulties in learning as well as teaching EP, and the main EP goals of Vietnamese learners of English.

3.5. Data analysis

According to Dornyei and Taguchi (2010), "the standard method of analyzing quantitative questionnaire data is by means of submitting them to various statistical procedures" (p.114). Therefore, to analyze the data from questionnaires, the researcher used SPSS (Statistical Package for the Social Sciences) software. First, the data were coded according to two categories: "LP" for learner participants (which ranged from LP1 to LP81) and "TP" for teacher participants (which are from TP1 to TP9). In addition, the variables (such as learners' views on what is the most crucial factor in communicating with people from other cultures or learners' self-reports about their difficulties in learning EP etc.) were also created based on the content of each question in the questionnaires and the main research purposes. After coding and creating the variables, data were entered by the researcher and were double-checked to avoid missing data or wrong data entry. Each variable then was analyzed to find such indicators as Mean, Median, Frequencies or Standard Deviation to support the data interpreting process. Only descriptive statistical analyses were performed as they were sufficient for the goals of this study.

Regarding data collected from interviews, the researcher intended to use Nvivo for the data analysis process. However, as the sample is relatively small (only 12 interviews totaling less than two hours), the researcher decided to analyze the interview data manually. First, the data

were deductively coded through the identification of the main themes. Then the responses of participants were classified under these main themes. After identifying responses that fall within different themes, the frequency that a theme has occurred was counted and a sample of the responses provided in the data analysis as evidence.

Table 3.1 *Interview details*

Participant	No	Type of interview	**Duration** (minutes)
Local Teachers	LT1	Recorded	13.56
	LT2	Recorded	12.22
	LT3	Written	-
	LT4	Recorded	10.22
	LT5	Recorded	11.39
	LT6	Recorded	18.11
	LT7	Recorded	17.51
	LT8	Recorded	14.07
Foreign teachers	FT1	Written	-
	FT2	Written	-
Administrators	AD1	Written	-
	AD2	Recorded	15.11
Total	12	8 recorded / 4 written	112.19

3.6. Conclusion

This chapter has presented and discussed key aspects of the research methodology used for this study, including the research design, and descriptions of the research site, methodological approach and data collection instruments. In the next chapter, the findings will be presented from the data collected.

Chapter 4: DATA ANALYSIS

This chapter will present the analysis of data collected from three groups of stakeholders: learners, teachers and administrators. Due to word limits of the thesis, only the most significant results will be discussed here, and not all the statistical details pertaining to the research questions will be presented. Information not included here is available in appendices 3A to 3Z, in future publications, and upon request.

4.1. Learner perceptions regarding English pronunciation

The following section presents the findings of the data collected from learner participant questionnaires. There are five sub-sections based on the main research focuses and arranged according to the order of content as presented in the questionnaire.

4.1.1. Learners profile

In order to have a better understanding of learners' attitudes toward English pronunciation, some background information questions were asked. The first two concern the time that learners have spent acquiring English in general, and at the current ELC in particular. The results show that though most learners (63 out of 81) have learned English for many years (*more than six years*), the time they have learned English at the current English centre is relatively short for some, *less than a month (28%)* and *more than six months (35%)* for others (see Appendices 2A and 2B). It is also noteworthy that, despite spending years learning English, 79% of learners revealed that they *rarely* or *sometimes* use English (see Appendix 2C).

Learners were further questioned about their English class level as well as asked to self-report their proficiency level of EP. The results show that almost 88% of learner participants (70 out of 80) were in a *Pre-intermediate (B1-CEFR)[2]* or *lower* level class (see Figure 4.1.1), which seems to closely accord with what surveyed learners self-identified about their level of EP (nearly 84% of learners (64 out of 76) self-identified at *B1 (CEFR)* or lower) (see Figure 4.1.2).

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[2] The CEFR (Common European Framework of Reference for Languages) rating scale is increasingly used in Vietnam to rate levels of additional language proficiency.

Figure 4.1.1 *Learners' English class level*
(n=80)

Figure 4.1.2 *Learners' self-reports on their*
EP level based on CEFR for Pronunciation
(n= 76)

4.1.2. Learner views about the learning of EP

The survey asked learners to express their views on the learning of EP such that their difficulties in learning might be revealed. The results as presented in Table 4.1.1 illustrate that for 81 participants *English stress/rhythm/intonation* is problematic for the highest proportion of respondents (56 or 71.8%); the difficulty caused by *being heavily affected by mother tongue (Pronounce English but sounds like Vietnamese)* is next with 37 responses (47.4%); while problems with *perceiving and producing problematic sounds* and *correspondence between pronunciation and written forms* are reported by 32 (41%) and 33 (42.3%) learners, respectively. Other difficulties are also noted by a few respondents (3 learners – 3.8%), and one of these difficulties is remembering the stresses of English words after learning them.

Table 4.1.1 *Learners' difficulties in learning EP (n=78)*

		Responses		Percent of Cases
		N	%	
Learners' difficulties in learning EP	Learning English Stress/Rhythm/Intonation	56	34.8	71.8
	Perceiving and producing Problematic Sounds	32	19.9	41.0
	Correspondence between pronunciation and written forms	33	20.0	42.3
	Being heavily affected by mother tongue (Pronounce English but sounds like Vietnamese)	37	23.0	47.4
	Other difficulties	3	1.9	3.8
Total		**161**	**100**	

To have a better understanding about what learners think are the reasons for their pronunciation problems displayed above, they were asked about reasons for their learning difficulties. The data analysis suggests that the inappropriate *learning method* seems to be the most important reason to account for learners' difficulties in their EP learning with responses from 52 out of 80 participants (65%). The next most chosen reason (55 %) is *do not have chance to use English for communication in the real world.* Especially noteworthy, there were 25 learners (31.3%) who believe that they have difficulties in learning English pronunciation because of teachers' *ineffective teaching methodology.* Whereas, the reasons *do not have enough time to learn and practice EP* and *lack of sufficient materials and equipment* were supported by almost the same number of respondents 23 and 25, respectively. Other reasons are stated by only four out of 80 participants (see Table 4.1.2) including the language learning environment in Vietnam being not good enough and learners not knowing what is correct pronunciation as they are taught by many teachers and whose pronunciations vary considerably.

Table 4.1.2 *Reasons for the difficulties (n=80)*

		Responses		Percent of Cases
		N	%	
Reasons for the difficulties	Do not have enough time to learn and practice EP	23	13.5	28.7
	Do not have the chance to use English for communication in the real world	44	25.9	55
	Lack of sufficient materials and equipment	22	12.9	27.5
	Inappropriate learning method	52	30.6	65
	Ineffective teaching methodology	25	14.7	31.3
	Other reasons	4	2.4	5
Total		**170**	**100**	

4.1.3. Learner views about the teaching of EP

While the previous sub-section has presented the data analysis of learners' opinions about the learning of EP, this sub-section presents learners' views about the teaching of EP. Learners were first questioned about their preference between local and foreign teachers, and from whom (local or foreign teachers) they actually receive more English pronunciation teaching. The findings reveal that while a majority of learners (60 out of 81) want to learn EP from foreign teachers, they receive their EP mainly from local teachers (82% or 66 out of 81) (see Appendix 2J).

Learners were then asked to explain the reasons for their choice of either local or foreign teachers. Their answers generally show that the most important reasons for learners to choose local or foreign teachers to teach them EP are the teachers' ability to *understand and speak English fluently* (55 out of 79)*, teachers' friendly personality* (40), *interesting classes* (36), and *teachers' enthusiasm* (34), followed by teachers' *experience* in teaching, *qualifications* and *understanding of learners' culture* which are mentioned by 28, 31 and 25 learners, respectively (see Table 4.1.3).

Table 4.1.3 *Reasons for learners' preference of local or foreign teachers (n=79)*

		Responses		Percent of Cases
		N	%	
Reasons for preference of local or foreign teachers	Friendly personality	40	15.7	50.6
	Interesting classes	36	14.2	45.6
	Enthusiastic	34	13.4	43.0
	Experienced at teaching	28	11.0	35.4
	Good qualifications	31	12.2	39.2
	Understand students' culture	25	9.8	31.6
	Understand and speak English Fluently	55	21.7	69.6
	Other reasons	5	2.0	6.3
Total		**254**	**100**	

In order to have a deeper understanding of whether there are differences and priorities in reasons used to explain learners' preferences for local or foreign teachers, the data are presented together in Figure 4.1.3 (see also Appendices 2K and 2L). It is clear that the reasons that learners used to explain their selection of local teachers or foreign teachers are the same (eight main reasons), but the weight for each reason is largely different between the two types of teachers. Though it imprudent to compare the data collected from learners' choices of local teachers and their foreign counterparts as the sample sizes are significantly different (21 respondents for the former and 58 for the latter), it is important to note from Figure 4.1.3 that local teachers were chosen due to three main reasons: *friendly personality*, *enthusiasm*, and *understand learners' culture*, while foreign teachers were preferred because of three other reasons: *English fluency*, *qualifications* and *interesting classes*.

Figure 4.1.3 *Contrasting reasons for learners' preference*
between local teachers and foreign teachers

The survey also asked learners to give their opinions about difficulties that local teachers and foreign teachers may have when teaching EP. The data analysis shows that while a majority of respondents (74% or 54 out of 73) believe that local teachers have difficulty with their *teaching behavior*, 52 out of 64 (81.3%) and 30 (46.9%) hold the view that foreign teachers may *find it difficult to explain abstract things as not knowing students' mother tongue* and that foreign teachers might have difficulty in teaching EP as they *do not understand students' culture*, respectively. Other difficulties are of minor significance (see Table 4.1.4 and 4.1.5).

Table 4.1.4 *Local teachers' difficulties (n=73)*

		Responses		Percent of Cases
		N	%	
Local teachers' difficulties	Lack of confidence as English is not their mother tongue	18	20.2	24.7
	Poor English proficiency	13	14.6	17.8
	Teaching behavior	54	60.7	74.0
	Other difficulties	4	4.5	5.5
Total		89	100%	

Table 4.1.5 *Foreign teachers' difficulties (n=64)*

		Responses		Percent of Cases
		N	%	
Foreign teachers' difficulties	Do not understand students' culture	30	32.6	46.9
	Lack teaching pedagogy training	10	10.9	15.6
	Find it difficult to explain abstract things as not knowing students' mother tongue	52	56.5	81.3
Total		**92**	**100**	

Lastly, learners' views about who can best teach EP were asked. The results suggest that Vietnamese teachers with overseas training are learners' preferred choice, with nearly 54% respondents (43 out of 80 participants) in agreement. English native speaking teachers come second with 35% (28 respondents) learners asserting this position (see Figure 4.1.4).

Figure 4.1.4 *Who can best teach English pronunciation for Vietnamese learners (n=80)*

4.1.5. Learner opinions on their main goal in learning EP

Figure 4.1.5 presents data collected from learners' answers to the question of which models of English pronunciation they prefer. Forty-two out of 80 respondents consider *British pronunciation* as their preferred English pronunciation model. The number of learners who prefer other *varieties of English* is relatively high with 37 responses, while only one respondent chose for *American English*.

Figure 4.1.5 Learners' preference of EP model

(n= 80)

4.1.6. Learner attitudes towards EP according to Pronunciation Attitude Inventory (PAI)[3]

By using PAI, learners' attitudes toward EP will be uncovered. As shown in the Figure 4.1.6, the PAI overall scores of 79 respondents are normally distributed with M=31.9 and Std. Dev = 4.1. It is important to note that the number of participants who scored 28 overall scores (lower than Mean value one Std. Dev) and higher (69 learners out of 79) are far more than that of those who scored lower than 28 (10 learners), and this means that a majority of learners have positive attitudes toward acquiring EP. (For more details about learners' PAI overall scores (see Appendix 2M).

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[3] PAI: Pronunciation Attitudes Inventory is used to measure someone's attitudes towards English pronunciation.

Figure 4.1.6 *PAI overall scores*

4.2. Analysis and results of teachers' perceptions regarding English pronunciation

The previous section has discussed the quantitative data analysis from the learners' survey, and this section will now present findings from data gathered from questionnaires and interviews with teacher participants. The presentation of these findings integrates the quantitative and qualitative data.

42.1. Teachers' profile

As stated in Chapter 3, teacher participants in this study consist of nine people whose teaching experience varies greatly from two to more than ten years. When asked about qualifications that teachers have, the findings show that all nine teachers have a *master degree*, and two of them possess *post-graduate certificates*. Teachers were also asked whether they have any preferences to teach certain aspects of English. Most teachers confirmed that they did and the aspects that they favor the most are *grammar*, *reading* and *speaking* while *pronunciation*, *culture* and *vocabulary* are perceived as their less or least favored (see Figure 4.2.1). Nevertheless, teachers reported that they are responsible for a wide range of skills regardless of their preferences (see Appendix 2N).

Figure 4.2.1 *Skills that teachers prefer to teach (rank in order) (n=6)*

4.2.2. Teacher opinions on training for teaching EP

One of the main purposes of this study is to investigate the difficulties that teachers encounter when teaching EP. Thus, data about teachers' opinions on their training to teach EP is important to collect since inappropriate or insufficient training may hinder teachers from being successful in their teaching practice.

First, teachers were asked in the survey whether they had received any training on how to teach EP. Five out of nine respondents confirmed that they did, and were asked a further question (which allowed teachers to choose more than one answer) on the types of training that they had. The results reveal that all five teachers (100%) reported that they received the *training with more focus on phonetics and phonology,* four of them (80%) had the *training with more focus on pronunciation pedagogy,* and only two of the participants (40%) did *self-training as a requirement of your teaching job* (see Table 4.2.1).

Table 4.2.1 *Types of training that teachers have undertaken for teaching EP (n=5)*

		Responses	Percent of
		N	Cases
Types of training	Training with more focus on Pronunciation pedagogy	4	80
	Training with more focus on phonetics and phonology	5	100.0
	Self-training as a requirement of your teaching job	2	40

With the same question concerning teachers' opinions about their EP teaching training programs, the qualitative data collected from interviews reveal quite similar results as the responses show two opposing views: one which supports the training programs (n=3) and the other which denies the effectiveness or even the existence of these training programs (n=7). These views are illustrated in these excerpts:

LT1: "… **it** [a teacher education program] **provides teachers knowledge about English pronunciation that they need to teach learners**…"

FT1: "… **I think that pronunciation is unfortunately neglected**…"

Teachers' opinions on what kind of training they wished to be provided with were then sought, and the results (from both quantitative and qualitative data) suggest that a majority of teacher participants (eight out of nine teachers) thought that in order to teach EP, they should be provided with training that prepares them with *pronunciation pedagogy, phonetics and phonology knowledge* (see Appendix 2P).

4.2.3. Teacher views about EP teaching in Vietnam

The survey invited teachers to report their views about the teaching of EP in Vietnam. First, teachers were asked to report about the Pronunciation Teaching Methods (PTM) that they recently used and their opinions on the effectiveness of each PTM. The findings shown in Table 4.2.2 indicate that teachers did use various PTMs but the effectiveness of each method differs widely from teacher to teacher. For example, while most teachers thought that PTMs such as *learners practice one sound or word at a time*; *learners practice whole sentences together;* and *teacher encourages learners to think about whether their pronunciation goals are effective* or *quite effective*, there were still some teachers who reported that these PTMs were *not at all effective* to teach EP for learners (see Table 4.2.2). There were two teachers who noted that apart from the PTMs given by the researcher in the survey, they have their own ways to teach EP and they rated those methods to be the most effective. For example, one of those methods is the so called "shadowing technique" which allows learners *to watch segments of movies then imitate the characters' speeches or listen to an audio clip then read the text out loud.*

Table 4.2.2 *Pronunciation Teaching Methods (PTM) that teachers have recently used*

(n=9)

PTMs	Teacher opinions (Frequency (%))				Missing (not answer)
	Very Effective	Effective	Quite Effective	Not Effective	
Teacher speaks and learners repeat what teacher says	1 (12.5)	6 (75.0)	1 (12.5)	0	1
Teacher correct learners' pronunciation as they read out loud	0	4 (50.0)	4 (50.0)	0	1
Learners practice one sound or word at a time	0	4 (57.1)	2 (28.6)	1 (14.3)	2
Learners practice whole sentences together	0	3 (33.3)	5 (55.6)	1 (11.1)	
Learners practice intonation	1 (11.1)	4 (44.4)	4 (44.4)	0	0
Teacher encourages learners to think about their pronunciation goals	0	4 (57.1)	2 (28.6)	1 (14.3)	2
Other methods	1 (50.0)	1 (50.0)	0	0	7

In the qualitative data, teachers' responses also show that teachers normally teach EP by showing the *phonetic script* of the target words and then ask learners *to practice by imitating* their own modeling or native speakers' models in authentic materials such as CDs or videos.

LT5: "First, I write new words on the board, then write their **transcripts**. After that, **I read aloud and let my students read aloud after me** as a whole. I also call some of the students to read as models…"

FT1: "I normally introduce the **IPA** (International Phonetic Alphabet) and practice spelling simple English words to help the students master all of the sounds"

There were a small number of respondents (n=2) who mentioned teaching word and sentence stress in their responses.

LT8: "I present learners the International Phonetics Alphabet to help them know how to pronounce the words and **how to put the stress** correctly"

FT1: " … For **word and sentence stress I do a lot of read, listen and repeat**."

The survey then asked teachers about their main difficulties in teaching EP with a request to rank their problems in order of difficulty. The results show that most teacher participants have problems in managing time in class to teach EP, which nearly 70% of them chose and ranked as the most difficult. *Lacking sufficient materials and equipment* and *students' unawareness of EP's importance* are also two problems that are highly placed in teachers' ranking of the difficulties of their problems. Such matters related to teaching methods; teacher education; teachers' confidence and teachers' understanding of students' culture and difficulties in learning EP seem to cause teachers fewer troubles as they are placed mainly as lower ranking items by most of the teacher respondents (see Figure 4.2.2).

Figure 4.2.2 *Teachers' views on what are the main difficulties in teaching EP*
(selections are ranked in order of difficulties)

The same results were also found in qualitative data as teacher participants pointed out many difficulties which are related to learners' motivation (n=6); the differences between Vietnamese versus English (n=3); time available for teaching EP (n= 3); English environment in which to practice (n=3); learners' beliefs in their teachers (n=2); and teachers' lack of confidence in their own English pronunciation and in their teaching methodology (n=2). These views are evidenced in the following excerpts:

LT6: " … **I have difficulty with my pronunciation** because I know my pronunciation is not like the pronunciation of native speakers thus sometimes **I feel not confident enough with some certain words or sentences** … Another difficulty that I have is **I do not know how to deliver an**

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interesting pronunciation lesson to learners so that they can get involved in and feel excited at pronunciation activities …"

LT1: "… **learners lack belief in Vietnamese teachers' ability in teaching pronunciation** as they think Vietnamese teachers' pronunciation is not standard…"

LT2: "With Vietnamese learners, the first difficulty is **Vietnamese is so different from English** thus it is hard for them to imitate the way native speakers pronounce English sounds…"

LT3: "… **students here stand little chance of communicating with native speakers**…"

LT5: "… sometimes **students do not like pronunciation** because they don't have to take the exam…"

LT6: "…I also have difficulty in **managing the time in class for pronunciation teaching** as our English curriculum does not have much time for teaching pronunciation …"

Apart from all of the above perceived problems, there were a small number of teachers who mentioned such troubles as learner confusion between some sounds which are transferred from Vietnamese into English and are unable to be altered (n=1); and the relatively insignificant role that EP plays in the whole curriculum (n=1).

Teachers were subsequently asked (in both questionnaire and interview) to suggest what school administrators should do to best facilitate them in their teaching of EP. Most teachers (seven out of eight) raised the need for *appropriate training courses* and *sufficient materials and equipment* (four out of eight teachers). There were two respondents who believed that administrators should create chances for them to *share their experiences* with each other (see Appendix 2U).

4.2.4. Teacher views about Vietnamese learners' EP

In order to know what teachers think about Vietnamese learners' EP, a question about the intelligibility of Vietnamese learners' EP was posed. The quantitative data analysis shows that more than half of teacher participants believed that their EP is *understandable*, and 33.3% of them thought that Vietnamese learners' EP is *easy to understand* while there is only one teacher who reported that it is *difficult to understand* what learners say when speaking English (see Appendix 2V). The qualitative data, however, show that many teachers asserted that though it depended on the English level of learners to assess their EP, generally the EP of Vietnamese learners was difficult for foreigners to understand.

LT5: "… **may be not**. I don't know what about other students at other schools, but my students speak English [in a] very funny [way]. They don't speak words correctly. **Sometimes I don't understand what they are saying**…"

FT1: "… obviously, this depends on the level. Often I think that the **Vietnamese accent is difficult to understand**…"

A question about the difficulties learners have when learning EP was also posed. The quantitative findings show that the most problematic issues that learners may have when learning EP according to the teachers' perspective are *learning English stress/ rhythm/ intonation* and *being heavily affected by their mother tongue* with nine and six participants agreeing, respectively. *Perceiving and producing problematic sounds* was also reported as one of the main difficulties of learners by five out of nine teachers while three respondents thought that learners may have problems with *correspondence between pronunciation and written form* (see Figure 4.2.3).

Figure 4.2.3 *Teachers' perceptions on the difficulties that learners have when learning EP (n=9)*

The qualitative data, on the other hand, show that the most frequently mentioned problem is the negative effects of Vietnamese as L1 on the way learners pronounce English.

L1: "… Vietnamese learners often mispronounce English words and **they are affected heavily by their mother tongue** …"

FT1: "… I think that **when speaking Vietnamese a person uses his/her mouth (tongue, throat, breath, teeth, lips) in a totally different way than when speaking English. The tonality of Vietnamese also makes the sentence stress difficult to grasp** …"

Furthermore, there were some teachers who believed learners had difficulties in learning EP because they lacked motivation and awareness about the role of EP, as evidenced in the following extracts:

LT6: " … **they think it is not important… they do not learn it seriously**. That's why there are many learners at university do not know anything about English though they had spend ten or 12 years studying it before …"

FT2: "…**they give up to soon… they don't practice enough**…"

After being asked about the difficulties that teachers perceived the learners may have when learning EP, a further question about the reasons why learners encounter these difficulties (with a request to rank in order of importance) was posed. The quantitative results presented in Figure 4.2.4 below indicate that the reason considered to cause the most troubles for learners from the teachers' perspective is the *lack of opportunities to use English*, with nearly 80% of responses from teacher participants. The reason that is ranked the second by almost 55% of the teachers is learners' *insufficient learning method,* followed by *ineffective teaching method* which is viewed as the least important reason which causes difficulties in learning EP of learners (by 50% of the teacher respondents). The learners' *unawareness of the importance of EP* was also mentioned as one of the main reasons for learners' difficulties in learning EP, however, its importance was ranked differently amongst teachers. As shown in Figure 4.2.4, while more than 30% of the teachers chose learners' *unawareness of EP importance* as the their second important reason, the same number of teachers placed this reason as the least important one.

Figure 4.2.4 *Teachers' views on the reasons for learners' difficulties in learning EP (n=9)*

While responses to interviews show that teacher participants proposed that learners had difficulties in learning EP due to the lack of an appropriate English environment, teacher ignorance of EP, uninteresting ways of teaching EP, and the education system as a whole which paid little attention to EP.

LT3: "… first and foremost, **students are given little chance of learning pronunciation and speaking at high school**…"

LT5: "…Sometimes, **teachers also affect students' pronunciation learning**. **Their way of teaching is not interesting**. Because, teachers also teach based on the contents of the exam, based on their students' demand…"

LT6: " … **it is because of the education system in Vietnam with many years of secondary and high school when English is not treated right** … **the curriculum is not suitable**…"

LT8: "…I think it is learners' **awareness and attitudes**… and **teachers do not pay much attention to English pronunciation**…"

Teachers were also asked to suggest ways to help learners overcome the difficulties that teachers believe learners have when learning EP by selecting some given options and ranking them in order of effectiveness. The quantitative results reveal that teachers have different opinions on the effectiveness of each suggested solution. Most teachers hold the view that *spending more time to practice English* and *make use of chances to use English* are the most effective ways to help learners overcome their difficulties in learning EP. *Using internet for exposure to English* is ranked in the second position by nearly 40% of the teacher respondents. There is a clear contrast between teachers when it comes to the solution where learners are advised to *share their difficulties with teachers* as there are nearly 40% of participants who nominated it in the second place while there are the same number of respondents who considered it as the least effective solution (see Figure 4.2.5).

Figure 4.2.5 *Teachers' views on how learners can overcome their difficulties*

Apart from all the aforementioned solutions, in qualitative data teachers added that they themselves should be the first to improve their knowledge and skills in order to overcome difficulties. Furthermore, they suggested that by sharing, encouraging and being patient and inspiring their learners, teachers might deal with problematic issues.

4.2.5. Teacher beliefs about Vietnamese learners' main goal in learning EP

In order to know what teachers think is their learners' main goal when learning EP, the survey posed questions which focus on goals when learning EP. First, teachers were asked about the people with whom they think learners can communicate with and will communicate with more in English *now* and *in the next five years*. The results show no difference in teachers' answers for *now* and *in the next five years* as most teachers hold the view that learners will communicate more in English with non-native speakers (see Appendix 2X). However, six out of nine teachers believed the level of EP that most learners want to achieve is to be *clear enough to be understood by native speakers* (see Appendix 2Y). Also, six out of nine teacher respondents agreed that the main goal that learners have when learning EP is *to sound nearly native-like* (see Table 4.2.3), and eight out of nine teachers considered English native-speaking teachers as the ones who can best teach EP to Vietnamese learners.

Table 4.2.3 *Teachers' views on learners' main goal in learning EP*

		Frequency	%
Valid	To be intelligible	3	33.3
	To sound nearly native-like	6	66.7
	Total	**9**	**100**

In the qualitative data, teachers' responses reveal that all of the participants agreed that most Vietnamese learners should aim to achieve the goal of intelligible pronunciation (n=9) and some also mentioned gaining confidence in communication (n=1), improving other English skills (n=2) or pass exams (n=1) as sub-goals of learners when learning EP (n=2). These views are evidenced in the following excerpts:

LT6: "… I think most of learners want to learn **English good enough to communicate with and be understood by foreigners**…"

FT2: "…They should be able to understand the main content of English and just **try to speak clear enough for people to understand them**…"

Concerning opinions about who can best teach EP to Vietnamese learners, teachers' opinions revealed in interviews are quite mixed. Most of the participants, however, agreed that it should be teachers with native-pronunciation (n=5), as shown in the following comments:

FT1: "…I think that because English and Vietnamese are so different **it is better to have a native English speaker for pronunciation**. Often, even the most fluent Vietnamese still have an accent…"

Nevertheless, there were some respondents who believed that Vietnamese teachers should be the ones who teach EP to Vietnamese learners (n=3).

LT4: "… **I don't want foreign teachers to teach this part**. **I think Vietnamese teachers with their good knowledge of pronunciation can teach pronunciation well**…"

Also, there were teachers who thought that in order to provide the most effective EP teaching, Vietnamese and native-English speaking teachers should cooperate as both local and foreign teachers have their own strengths and weaknesses (n=1).

LT6: "… I think **each teacher has his/ her own strengths and weaknesses**… therefore, I believe **it is better if there are both Vietnamese and foreign teachers in an English class to cooperate in the teaching process**…"

4.3. Analysis and results of administrator perceptions regarding English pronunciation

This section presents an analysis of the qualitative data obtained from interviews with two administrator participants (i.e. the full administrative team at the ELC research site). Three main themes were investigated: administrators' views about the difficulties in teaching and learning English; the English pronunciation main goal of Vietnamese learners; and their beliefs on who can best teach EP to Vietnamese learners.

4.3.1. Administrator views about difficulties in learning and teaching EP

Administrators were asked about the difficulties that they thought teachers and learners might have when learning EP. Responses from the two administrators reveal significant differences in their viewpoints.

While AD1 believes time is the most important difficulty that teachers encounter when teaching EP, AD2 held a different point of view as she stated: "teachers do not know how to teach EP".

AD1: "I think the most significant difficulty for pronunciation teaching is the **matter of time** because pronunciation teaching needs teachers' patience and passion for teaching career. The way Vietnamese learners pronounce English is not the same as the way native speakers do, as the result, teaching Vietnamese learners to know how to pronounce English correctly is **very time-consuming**."

AD2: "In terms of teachers, the difficulty results from their **teacher training programs** that **lack a real English environment**, thus teachers **do not know how to teach learners** to achieve native-like pronunciation."

Their views about learners' difficulties in learning EP are also considerably different. AD1 thought that learners find it difficult to learn EP mainly due to their lack of practice, whereas AD2 pointed out two major difficulties that she believed learners were facing such as identifying whose (teachers') English to follow; and their long exposure to being taught EP inaccurately.

AD1: " They **do not have enough practice**. They just learn EP in class for a few hours a week and then do not practice EP at home, thus they find it difficult to learn EP and their EP doesn't improve though they have learned English for many years"

AD2: "… As learners are taught English pronunciation by different teachers whose English pronunciation is widely varied therefore they have difficulties in **identifying whose English pronunciation is standard to follow** … some students may find learning pronunciation is difficult especially those whose English pronunciation is incorrect because of a **long exposure to**

being taught English pronunciation inaccurately. When they are taught the standard English pronunciation, they may find it is really difficult to learn again…"

In suggesting some solutions to help teachers and learners overcome their difficulties, a question about administrators' views on what they can do to support teachers and learners was posed. Responses from the two participants suggest that while AD1 paid more attention to providing teachers with up to date materials, equipment, and creating a friendly learning environment for learners, AD2 put a higher value on teachers' qualifications and learners' awareness of EP's importance.

AD1: "As for my centre, we **provide teachers with modern computer applications** which helps to teach students how to pronounce English, we also **invest in importing pronunciation books** and **other materials** published by famous publishers such as Cambridge, Pearson, MacMillan, Oxford… to teach our learners. Especially, we **create a friendly** and **close environment** between foreign teachers and learners to help learners with their pronunciation."

AD2: "… regarding local teachers, we will **employ teachers who have high qualification** in the field especially whose English pronunciation is native-like. For foreign teachers, it is a must that 100% of them come from countries where English is mother tongue such as Britain, America or Australia and **they need to have certificate, degree** in teaching English as second language … in terms of learners, we will **raise their awareness of the importance of English pronunciation** to speak English better."

4.3.2. Administrator views about Vietnamese learners' main goal in learning EP

Before encouraging about what the administrators believe to be Vietnamese learners' main goal when learning EP, they were questioned about with whom Vietnamese learners communicate more in English. AD1 thought that learners used English to communicate with foreigners (both native and non-native speakers), whereas, AD2 stated that learners tried to communicate with native speakers rather than non-native counterparts though she admitted that there were more non-native than native English speakers in Vietnam.

AD1: "…most Vietnamese learners use English to communicate with **foreigners** (both **native and non-native speakers**) who live, work or study in Vietnam…"

AD2: "…most of Vietnamese learners speak English with **native speakers**. Though many of learners are not really good at English, they still try to speak with native speakers and do not want to speak with non-native speakers whose English is considered as non-standard…"

Lastly, the two administrators were asked about their beliefs concerning what the main EP goal of Vietnamese learners is. Their responses reveal that despite sharing the view concerning the goal of improving listening skills through learning EP, administrators held

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different views on the main EP goal for learners. As illustrated in the following excerpts, while AD1 believed the realistic goal for Vietnamese learners is to be confident in communication with foreigners, AD2 thought that most learners aim to "speak English accurately according to British English".

AD1: "As far as I know, the English pronunciation main goal of the majority of Vietnamese learners is to **have confidence in communicating with foreigners** as well as **improve their listening skills**…"

AD2: " … English pronunciation main goal of the majority of Vietnamese learners is to **speak English accurately according to British-English pronunciation** as well as **improve their listening skills**…"

4.3.3. Administrator views about local/foreign teachers and EP in Vietnam

In response to a question about the preferences between local and foreign teachers to be responsible for teaching EP, the two administrators had very similar viewpoints as both of them emphasized the cooperation of local and foreign teachers in teaching EP, as shown in these excerpts:

AD1: " … Between foreign teachers and local teachers, I give local teachers priority to teach pronunciation because local teachers understand learners' difficulties and can explain in more detail about English pronunciation techniques that foreign teachers cannot do as well as local ones… However, in order to teach English pronunciation more effectively, it is necessary to have the **combination between foreign and local teachers** as foreign teachers have an advantage that is standard pronunciation from which learners can learn…"

AD2: "… For the fundamental English pronunciation class, Vietnamese teachers will be in charge, classes with practice focus will be the responsibility of foreign teachers. In general, **Vietnamese teachers will be responsible for teaching learners knowledge about English pronunciation such as IPA, words stress, sentence stress and then foreign teachers will do the practice with learners to revise all the theory that Vietnamese teachers already teach**. With advanced level pronunciation class, 100% teachers are foreigners…"

The two administrators were also questioned about who they supposed were qualified to teach EP. Their answers reveal that they shared the same opinions on this matter as both of them valued teachers' qualifications and training in teaching EP as well as a passion for their teaching job. As shown in the following comments:

AD1: "…first and foremost, he/she must have **deep training on English pronunciation**, **great passion with teaching career**, **be patient** and that teacher has to be able to pronounce English correctly because teachers with incorrect pronunciation will take away learners opportunities to learn from their own teachers…"

AD2: "…Firstly, they need to have a **degree in English teaching as second language**, have a Master degree from an English speaking country and **approach to new teaching methods** used in English speaking countries in order that they can teach learners of different English background from low level to advance level. Thirdly, they need **to love, have passion with their teaching career** and be **patient in teaching** their learners…"

To sum up, regarding the views of the three categories of participants (learners; teachers and administrators) about the research topic, this study has clearly shown how they share certain views about some issues and how they disagree about others. There is no clear overall alignment between students and teacher views; teacher and administrator views; or students and administrator views.

4.4. Conclusion

This chapter has provided the analysis and most important findings of the quantitative and qualitative data collected from three key stakeholder groups: learners, teachers and administrators. In Chapter Five, these results will be discussed and interpreted in relation to the research questions and relevant literature.

Chapter 5: DISCUSSION

5.1. Introduction

As noted in Chapter 3 this thesis is a case study of one ELC, amongst hundreds that exist in and around Hanoi. ELCs are where most Vietnamese learners go when, after years of schooling, they realize that they cannot actually communicate in English. Thus, how ELCs go about teaching speaking skills such as EP is crucial to English language development in contemporary Vietnam. This case study research is intended to provide a better understanding of the perceptions, attitudes and beliefs of three groups of key stakeholders (learners, teachers and administrators) about the main goal(s) and difficulties in the teaching and learning of EP.

As stated in the literature review in Chapter 2, there is a large body of research that has been conducted on the teaching and learning of EP throughout the world. However, the vast majority of these studies focus only on phonological aspects. Studies about teaching and learning EP in Vietnam also share this same phonological emphasis. Non-phonological aspects (such as socio-cultural factors) that are equally important to effective teaching and learning EP, however, have received little attention from researchers. Therefore, the current study's investigation focuses on non-phonological factors that may have considerable impact on teaching and learning EP in a specific ELC in Vietnam. The argument made by Saraceni (2015) regarding the tension and conflict between viewing language as system versus language as social practice is highly relevant here, and is drawn upon to interpret and explain this study's findings. This chapter will discuss the results presented in the previous chapter by reference to the study's three research questions and relevant literature, particularly that concerned with socio-cultural aspects of the research topic. Following the discussion, the implications of the study for teaching and learning will consequently be set out.

5.2. Discussion

5.2.1. Research question 1

"What is the main goal of Vietnamese learners in terms of learning English pronunciation?"

The learners' questionnaire data revealed that though a plurality of learners (nearly 49%) affirmed that they were only able to understand less than 30% of what native speakers said, most (69 out of 79 learners, who got 28 and higher Pronunciation Attitudes Inventory (PAI) scores) held positive views about EP. Their primary goal in learning EP was to achieve native-like pronunciation such as British pronunciation (42 out of 80). This preference is very much in line with Saraceni (2015)'s critical argument that geographical demarcations of

languages is 19th-century thinking in today's multilingual globalized world, and unhelpful 'baggage' for language learners to bear. It is another aspect of 'language as system', i.e. an enclosed entity that can be deconstructed, taught and learned. It is also notable that despite being considered as one of the two favored EP models in many studies (eg. Rindal & Piercy, 2013; Timmis, 2012; and Derwing, 2003), American pronunciation was less favored in the current study as only 1.3% of the surveyed learners chose it as their preferred EP model. This can be explained by the dominance of the British pronunciation model in textbooks, books and materials used in this study's particular ELC, and the tendency to favor what one has more contact and familiarity with.

The data analysis of this study also highlights the learners' recognition of the increasingly important role of varieties of English, as there were a significant number of learner participants (46.3%) who expressed their wish to learn varieties of English rather than British or American standards. This findings suggests that learners have become more aware of the reality that they will use English to communicate mainly with non-native speakers (whose English pronunciation is neither British nor American – like). Thus, the more varieties of English they know about, the more successful they might be in their overall communication.

Teacher participants were also well aware of the reported main goal of learners since both quantitative and qualitative data from teachers reveal that most teachers perceive their learners' wishes to achieve the pronunciation model of native or near native-like speakers (six out nine teachers). However, regarding the question of the most realistic goal for learners in general, the teachers believed that Vietnamese learners should aim for intelligible pronunciation.

Concerning administrators' views on this issue, the data show their varied opinions possibly due to differences in their experiences with English teaching (one administrator had previous experience in English teaching, while the other did not).

Generally, the findings with learner participants seem to accord with what has been found in published studies by Timmis (2002); Derwing (2003); Janicka et al. (2005); Huong and Hiep (2010); Takagishi (2012); and Rindal and Piercy (2013), all of which show that most learner participants target native speakers' pronunciation, when learning EP. This popular preference among ESL/EFL learners may well result from a language as system view that native speakers' pronunciation represents the only legitimate target that is worth aiming for.

It is interesting to note the fit between the current study and the study by Huong and Hiep (2010) which found that students and teachers believe students use English more with non-

native speakers (NNS) than with native speakers (NS) outside the classroom, but British and American English tend to be the preferred models, at least in the classroom. Huong and Hiep's research included perceptions of students and teachers about EP goals but in public institutions only; those of learners and teachers in private ELC and schools were not studied. Thus, as stated by the two authors, it would be wrong to interpret their findings as being representative of all learners and teachers in Vietnam. However, the study by Huong and Hiep (2010) and the current study are like two pieces of a whole, and provide a more complete picture in spite of the five-year gap between the studies.

It is clear from the findings in the present study, which align with those of Huong and Hiep (2010), that Vietnamese learners' main goal in learning EP is to achieve native-like pronunciation though they are well aware of the reality that they will communicate in English with more non-native speakers than native ones and that targeting intelligible pronunciation would seem to be more realistic and achievable for them. Psychologically, it seems that Vietnamese learners always desire to achieve the best outcomes possible when learning. Thus, aiming to have native-like pronunciation when learning EP is an understandable goal of such learners. However, Vietnamese learners are living in settings where conditions are those of English as a Foreign Language (EFL), not English as a Second Language (ESL). With the minimal presence of English outside classroom walls, learners have little or no chance to communicate with foreigners. Most of them can only use English to talk with classmates, or sometimes with their Vietnamese teachers of English. In these cases, understanding what others are saying and being understood are the primary goals. As stated by Bruthiaux (2010), "to learners in developing [countries], resource-poor EFL settings especially, it matters very little who says *tomahto* and who says *tomayto*. Knowing the word *tomato* is achievement enough" (p. 368). Thus, when setting EP goals (individually, institutionally, and nationally) taking the socio-cultural conditions where the EP learning takes place and English will actually be used must be taken into account, and realistic goals need to be understood, accepted and targeted for achievement.

5.2.2. Research question 2

"What are the difficulties that Vietnamese learners and teachers of English encounter when learning and teaching English pronunciation?"

The results of the present study show that learners and teachers faced many troubles with EP that need to be treated seriously in order to improve the effectiveness of EP learning and teaching.

In terms of learner difficulties, the analysis of responses of the quantitative data collected from teachers and learners reveals the high agreement among them about the difficulties that learners encounter when learning EP including learning English stress/ rhythm/ intonation, being heavily affected by their mother tongue, and perceiving and producing problematic sounds. These difficulties, however, can be seen as exclusively concerned with the view of English language as a system and contrasting L2 with L1 at a phonemic level, as manifestations of the limitations of understanding language in a narrow sense, as argued by Saraceni 2015). Accordingly, they do not focus sufficiently on the suprasegmental aspect of English used in actual connected speech. Also, these difficulties have already been identified by many previous studies dealing with the same matter, such as Hoque (2011); Alimemaj (2014); and Burgess and Spencer (2000) and can perhaps best be considered as the visible part of the EP problem 'iceberg' for Vietnamese learners. The invisible social-psychological and cultural part has largely been ignored.

The results gathered in the current study from the qualitative data with teachers and administrators help to uncover the hidden part of the 'iceberg' of EP problems in Vietnam. Regarding teachers, they emphasized the difficulties caused by learners' motivation, learners' lack of awareness of the importance of EP, and their reluctance to speak English because they are afraid of making mistakes and feeling frustrated. Teachers also pointed out that Vietnamese learners found EP difficult because of the lack of an appropriate English environment where they could use what they had learned in real communication. They also noted the heavy influence of Vietnamese as L1, which reinforces the findings from the quantitative data.

In terms of administrators, they believed that the main problems of learners when learning EP were due to their lack of practice, the confusion with the variety of teachers' pronunciation models, and their long-time exposure to non-standard English. In terms of this latter point, the administrators raised the problems of fossilization in pronunciation which, indeed, "can be a considerable hindrance to attaining pronunciation goals" (Tweedy, 2012, p.13). Likewise, other researchers exhort "don't wait for fossilization to happen" (Derwing & Munro, 2014, p.51) as "once you have been speaking a second language for years, it's too late to change your pronunciation" (Derwing & Munro, 2014) (cited in Sakai, 2015, p119).

It is clear from the data analysis that there exists a mismatch between learners' self-reports and teachers' perceptions on the matter of learners' difficulties in learning EP. More specifically, while learners' quantitative data show that they were highly aware of the importance of EP in both communication and language learning (with 62 of 80 learners

reporting that EP is very important, and 18 other learners reporting it is important or somewhat important), teachers' quantitative and qualitative data, however, revealed that they believed learners did not value and spend enough time on EP. Also, the findings from learner quantitative data suggest that a significant number of learners (65%) reported to have problems with learning methods when acquiring EP, whereas teacher participants did not identify that as a serious problem either in their responses to questionnaires or interviews. There is evidence here of confusion concerning learning and teaching English as a body of knowledge and as a resource for communication. A clearer alignment is needed between learner and teacher expectations regarding responsibilities for learning and teaching EP. Again, this echoes the arguments so convincingly made in Saraceni 2015.

Concerning teachers' difficulties in teaching EP, though administrators and teachers had similar views on the difficulty regarding time management to teach EP in class, they held considerably different viewpoints about teacher education and the sufficiency of teaching materials. While administrators believed that inadequate teacher education caused teachers the most problems, teachers reported that time and lack of sufficient materials were their greatest difficulties. From the learners' perspective, difficulties believed to cause the most troubles to teachers included teaching behavior (local teachers), and poor explanations for abstract concepts where teachers did not know the learners' L1 (foreign teachers).

It is also notable that despite recognizing teachers' weaknesses and strengths, administrators showed no discrimination in hiring practices between NESTs and NNESTs, which seems not to conform to Holliday's (2008) findings noted in the literature review in Chapter 2. Also, findings from teacher participants in both questionnaires and interviews show that teachers did not report any experience of discrimination except for some cases when some local teachers felt a lack of confidence in themselves and experienced doubts from learners about the accuracy of their EP. Although these cases were insignificant in number, it does not mean that other participants did not also experience this feeling. It is, therefore, important to offer training that can help teachers improve pronunciation accuracy and become highly proficient users of English. This can help them gain learners' confidence in their linguistic ability as well as in teaching.

In sum, the findings concerning the difficulties in learning and teaching EP reveal and confirm that apart from phonological troubles, learners and teachers are facing many problems which seem to have a great influence on their learning and teaching EP. Among these are learning and teaching methodologies (though there are a signs that a small number of teachers in the current study are trying to use new techniques (which aim to help learners

put their English to use) to teach EP); time to teach and learn EP, the amount of exposure to English; and the context or language environment where their English can be practiced and used. In other words, to improve learning and teaching EP; it is important to take into account not only the knowledge of pronunciation (such as phonological aspects) but also the aforementioned factors as they can become great barriers that hinder learners and teachers from attaining their EP goals. Realistically, these issues need to be addressed from the bottom up, with learners being clear about achievable goals and possible contexts for practicing using English; with teachers working in different ways that are most appropriate to a particular cohort of students; and administrators being less directive and more facilitative in how English is taught in their institutions. In short, a greater focus on English as social practice and less focus on English language as a system would help address the current learning and teaching difficulties identified in this study.

5.2.3. Research question 3

"Who do Vietnamese learners/teachers/administrators think can best teach English pronunciation to Vietnamese learners? Why?"

The findings of this study reveal participants' mixed opinions regarding the value of foreign and local teachers. On the one hand, most teacher participants proposed that it should be teachers with native pronunciation who teach EP to Vietnamese learners as they believe even the best Vietnamese teachers still have noticeable Vietnamese accents. This finding is consistent with previous studies reporting that NESTs were perceived as helping learners improve pronunciation skills (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005; Mahboob, 2004). It also reveals teachers' beliefs in the native-speaker as linguistic model and their lack of confidence about their own pronunciation teaching. Thus, it is understandable that when teachers have a choice, they choose their foreign colleagues to be responsible for teaching EP – a duty that they may face at least once or twice a week.

On the other hand, most learner participants who received all their EP from local teachers (32 participants out of 80), while mainly preferring to be taught by foreign teachers (74.1% learners), they actually chose Vietnamese teachers with overseas training in EP as the ones who can best teach them EP due to their advantage in knowing their L1 and understanding learners' difficulties. This finding also accords with previous empirical studies conducted in EFL contexts (Ling & Braine, 2007; Lasagabaster & Sierra, 2005; Ma, 2009) but not those conducted in ESL contexts (Mahboob, 2004; Pacek, 2005). It not only suggests traces of learners' beliefs in the native speaker model (which is similar to their teachers' beliefs), but also shows their perceptions of local teachers' advantages (ability to use students' L1, their

understanding of student learning difficulties).

The analysis of participant responses also shows that though learners had their own preferences between local and foreign teachers, they held both positive and negative views about their teachers. While foreign teachers were praised for their English fluency, qualifications and interesting classes, they were criticized for their poor understanding of the learners' culture, difficulties in explaining abstract concepts, and their teaching methodology. Local teachers were valued for their understanding of learners' culture, friendliness and enthusiasm, but they were thought to have difficulties with their teaching behavior, a lack of confidence and poor English proficiency. These results strongly corroborate the findings from Moussu (2006) and Walkinshaw and Oanh (2014).

Regarding the two administrator participants, they held quite different opinions from those of teachers and learners, as they acknowledged the effectiveness of the combination of both local and foreign teachers in teaching EP. According to them, learners at different levels of English will need specific assistance from either local or foreign teachers. Thus if local and foreign teachers can be assigned at the right place and time in the teaching process, this will meet the needs of learners, and make the learning and teaching more effective than the sole employment of local or foreign teachers. Again, this research question and the data analysis relevant to it show the struggle between the view of language as a system, and language as social practice. If communicative English is the primary goal, then the latter should be the main determiners of what and how students learn and are taught. The matters of NESTs and NNESTs, as a result, will become even less important.

5.3. Implications

The discussion above has addressed the three research questions of the current study, and now several implications can be made concerning learning, teaching and managing activities in English Language Centres (ELCs) in Vietnam. It is acknowledged that these implications might not fit all ELC contexts at all times, however, they can provide ideas for discussions and modifications at all levels and contexts of EP teaching in the ELT profession in Vietnam.

First of all, as shown in this study, learner participants reported targeting different goals when learning EP, however, at the same time they were also found to encounter many difficulties in achieving those goals. Setting goals, which are realistic and achievable in learning EP, is therefore crucial as it will decide the learners' learning methods, the selection of materials purchased by ELCs and the types of teachers employed as well. Therefore, learners need to be persuaded to accept an achievable goal in learning EP before commencing their English

studies at ELCs. No matter what the main goals may be (intelligible, nearly native-like or native-like pronunciation), factors such as the socio-cultural conditions where their learning takes place, and the environment where their English will be used should be taken into account. For teachers, in order to help learners achieve their own goals in learning EP, the class goals should be set out from the start of a course. Tweedy (2012, p.57) cites Morley (1998) and Florez (1998) who note that there are four key components that the goals of a pronunciation class should aim for: functional intelligibility (the ability to make oneself relatively easily understood); functional communicability (the ability to meet the communication needs one faces); increased self-confidence in speaking; and the development of speech monitoring abilities and speech modification strategies for use outside the classroom. The attainment of native-like pronunciation should not be the goal (Otlowski, 1998).

Secondly, difficulties in learning and teaching EP are unavoidable, the results of this study also show that learners and teachers faced many difficulties with EP thus learners as well as teachers need to be clear about their own troubles so that they can be well prepared and know how to address and hopefully overcome them. These difficulties also need to be understood by administrators in order that they can set the strategies to best facilitate the work of learners and teachers. For example, teacher participants in this study flagged the need for further sufficient materials, while administrators believed they had provided teachers with at least enough materials and equipment for their teaching. Obviously, there is a misunderstanding between teachers and administrators in this matter, and if it cannot be resolved, administrators will provide teachers with materials which actually are not needed. This mismatch will sooner or later hinder the effectiveness of the teaching process.

Thirdly, teacher education focused on how to teach EP is reported to be very important and much needed, but unfortunately inadequately provided for. Teacher participants in this study pointed out that the training program that they undertook mainly focused on phonological aspects of EP, while knowledge about how to teach EP was largely neglected. As a result, teachers tend to teach pronunciation to their learners in the same way that they were taught, with an emphasis placed on phonology and the employment of such traditional techniques as dictation, reading aloud, and dialogues. In this sense, language is taught and learnt as a system of sounds and words. Generations of Vietnamese learners have been taught EP in this way, but it seems not to have resulted in the expected outcomes. Thus, it is time to change EP teaching with new training programs which should be much more radical by focusing on the "language as social practice" demands of EP. That is what teachers need to know how to teach. In addition, like the old adage "practice makes perfect", if teachers want to help

learners improve their EP, they need to create opportunities for learners to put their English to use and practice by using such techniques as: speaking to mirror (advisable for beginners), role plays and simulations, group discussions/presentations (in-class activities) or field-trip encounters (out-class activities) etc. As stated by Grant (2014), "students would make better progress in pronunciation if they just practiced more" (p.137).

In addition, the time available for teaching and learning EP is another big problem reported by participants in the current study, and they raised the need for increasing time for EP learning and teaching. However, it is acknowledged that the final outcome of second/foreign language study is to help learners being able to use that language in communication. Thus, no matter how EP is learnt and taught and how much time is spent on learning and teaching EP, it necessarily leads learners to their final goal – being successful in using English in communication. In order to achieve that, EP should be taught through integration with other skills such as listening and speaking, since in this way the gap between pronunciation and communication will be bridged. Therefore, increasing time spent on learning and teaching EP in isolation seems unlikely to solve the problems; instead, increasing the integration of EP with other skills in learning and teaching can be an effective solution in this case.

Above all, it is necessary to raise the awareness of learners, teachers and administrators about the issues related to two opposing views of language: language as a system and language as social practice. With a better understanding of these two views, they will be better informed that language is not primarily sounds, words and sentences, but is a tool or instrument (Nelson, 2011) for human communication which aims to attain ends that go beyond language. In this sense, learning EP is not just trying to memorize how a word is pronounced, instead it really means learning to use English effectively in communicating with others from anywhere in the world. With such understanding, it will be easier for learners to be persuaded about what their EP main goals should be, for teachers to be more flexible and confident with their pronunciation and teaching, and for administrators to provide more effective management, support, and facilitation for better learning and teaching processes and outcomes.

5.4. Conclusion

This chapter has outlined the main findings in relation to the three research questions posed at the beginning of this study, taking into account two views of language: as a system and as social practice. It also discussed the main points that are believed to be helpful for learning and teaching practices and corroborated findings from previous studies. Lastly, implications have been set out based on the discussion, to facilitate better teaching and learning of EP in Vietnam.

Chapter 6: CONLUSION

6.1. Summary of the study

Learning and teaching EP are not easy tasks for learners or teachers. Scholars worldwide have conducted a large number of studies which have shown that learners and teachers face many problems in learning and teaching EP. However, the main focus of these studies is on the troubles that learners and teachers have with phonological aspects of English. It is also important to note that despite the current availability of research studies, books and textbooks, all of which provide learners with comprehensive knowledge about English phonology, learners still find it difficult to learn EP. Thus, it can be inferred that knowledge itself about phonology is not a unique factor that causes difficulties for learners and teachers when working with EP. Indeed, there are other factors that have crucial impact on the final outcome of second or foreign language study and need to be examined by research, but little attention has been given to them in relation to EP. These factors may include personality, self-esteem or personal attitudes or the social and cultural contexts where language learning and teaching takes place.

This study, therefore, has investigated the main goals and non-phonological aspects of difficulties that learners and teachers have when learning and teaching EP. It has used the argument made by Saraceni (2015) about the dilemma between two opposing views of language: language as system and language as social practice, and focused on the perceptions, beliefs and attitudes of three groups of stakeholders: learners, teachers and administrators in a particular ELC among thousands that exist in Vietnam. The choice of this kind of site for research was based on its growing importance in the English teaching and learning environment in Vietnam. Since the demands for improving English in general and English oral skills in particular are increasing and unfortunately seem unable to be met by the inadequate teaching in public education sector, ELCs have become the choice context for many learners to pursue their English dreams. Thus, the question of how English is taught and learned in an ELC in Vietnam is very important and certainly worth being examined by research.

The current study is also believed to be the first that recruits administrators – whose decisions can deeply impact teaching and learning practices by setting strategy and making important decisions concerning teacher employment, teaching and learning materials or curriculum development, but are normally neglected – as one of three major groups of participants for researching the thesis topic. Therefore, this study is hoped to offer a better understanding of what really are the factors other than English phonological aspects that contribute to

difficulties for learners and teachers regarding EP, especially from the perspectives of learners, teachers, and administrators in an ELC.

The findings of this study can be categorized into three main themes which accord with the three research questions, namely the main EP goal of Vietnamese learners; the difficulties that teachers and learners have when teaching and learning EP; and the teachers who are considered to be best to teach EP for Vietnamese learners.

Concerning Vietnamese learners' main EP goal, the results have shown that though learners wished to achieve native-like pronunciation, intelligible pronunciation was believed to be more realistic and achievable for them according to teachers and administrators. Therefore, learners need to be persuaded to accept an achievable goal before commencing their EP learning. Native-like pronunciation again should not be the goal since key EP scholars such as Cecil Nelson state that "the native speaker was always found to be among *the least intelligible* speakers" (Nelson, 2011, p.40), and Smith and Rafiqzad (1979) add that "there seems to be no reason to insist that the performance target in the English classroom be a native speaker" (p.380).

Findings related to the difficulties in teaching and learning EP suggest that there are indeed non-phonological factors that were reported to have a considerable impact on the learning and teaching of EP by many learners and teachers such as learning and teaching methods, time for exposure to English, the confusion in choosing which EP models to follow, and the environment needed to put learnt English to practice and use. These difficulties need to be recognized and seriously taken into consideration by teachers as well as teacher educators, as they not only show the problems that can be visibly noticed but also reveal the problematic issue hidden behind, that is that EP learning and teaching in Vietnam have been putting too much focus on the language as system view. As a result, learning and teaching EP merely involves teachers trying to teach sounds and words and learners trying to imitate and memorize those sounds and words with little effort being made to bring what learners have learned into lived-reality communication. Thus, troubles persist with learning and teaching methods and poor performance of EP learners. It is therefore time to consider a new approach with a much greater focus on English as social practice and less focus on English language as a sound system.

The results of the current research also point out that though the NEST or NNEST issue seems to be important to teacher participants, it does not have a significant impact on the determination of learners and administrators about who can best teach EP to Vietnamese learners as both learners and administrators recognized the strengths and weaknesses of local

and foreign teachers. These two groups of participants, therefore, emphasized the co-operation and collaboration between local and foreign teachers in the teaching process for better results of learners in learning EP. Taking the goal and the main focus of EP teaching and learning into account, the issue between NESTs and NNESTs will become less important if intelligible pronunciation is set as the goal and a greater focus is put on English language as social practice.

From the discussion of the main findings, some implications concerning the main EP goal(s), learning and teaching methodologies, teacher education programs, and the issues of raising learners, teachers and administrators' awareness about the views of language as a system and language as social practices are set out with the hope to provide learners, teachers and administrators with suggestions for realizing more practical goals in their learning, teaching and management responsibilities. Although this study is based on one particular ELC, its findings and implications should be of relevance to other ELCs within similar contexts.

Overall, the results of this study have helped the researcher achieve the goals previously set out in Chapter 1.

6.2. Limitations of the study

The current case study research enabled the researcher to intensively explore the issues related to teaching and learning EP in a particular ELC in Vietnam with various groups of participants. The findings have revealed some previously unstudied aspects of the research topic, but which have a crucial impact on the final outcomes of teaching and learning EP. Based on the discussion of the results, some significant implications, which were believed to be helpful to the teaching and learning of EP in Vietnam, were also set out. However, limitations are still present and some of them open up several possibilities for future research.

One of the original intentions of the study was to recruit both local and foreign teacher participants for interviewing and answering the questionnaire survey. In the end, the teacher participants for the questionnaire survey turned out to be all local teachers. Foreign teachers were few in number (two participants) and took part in interviews only by written mode. This imbalance in number between local and foreign teachers makes it impossible to draw any meaningful contrast between these groups. Also, though teachers were expected to do the questionnaires before participating in the interviews, in some cases teachers were interviewed prior completing the survey due to their travelling at the time when questionnaires were administered.

Lacking a pilot run of the questionnaire and interview is also one of the weaknesses of this study. Due to time constraints, the English version of questionnaires for both teacher and learners were not properly piloted, unlike for the Vietnamese versions. This can explain some of the confusion experienced by a few teachers with some expressions used in the English version of teacher questionnaires.

Also, using mostly a multiple-choice survey to collect data limited the learner respondents' choices and did not provide them many opportunities to express their own opinions and thoughts. Thus, in future studies, it could be more beneficial to also conduct a focus group of learners and let them explain in detail some of the issues raised in the study. This could provide additional valuable information for the research.

Another limitation is the technical problems experienced by some teachers in the interviews. Since the interviews were conducted by phoning overseas, interruptions due to signal loss occurred a few times, and that interrupted the flow of the interview.

The final drawback of this study is typical of all case study research. This study was conducted in one specific ELC in the capital city of Vietnam and at one particular point in time. Therefore, the results of this study may not reflect the reality in ELCs in other cities in different parts of Vietnam, especially ELCs in rural areas or even ELCs in the same city at different points in time. Future research, thus, highly recommended in the same topic area, should collect data from a variety of ELCs and do so longitudinally to confirm, extend, or even amend the results of the current research.

6.3. Future research

A large body of research has shown that learners of EP encounter many problems related to phonological aspects of English. This study, however, has pointed out that apart from troubles with English phonology, learners have no less important problems with learning methods, which EP models to follow, or their exposure to inaccurate English. Thus, future research is also needed to focus on individual learner EP learning methods, their effectiveness and how to improve them. The results of such research could be useful for teachers and learners.

Another type of study that could be conducted in the future is one that puts emphasis on EP assessment methods and feedback on how teachers inform learners that their pronunciation has improved and whether the current use of EP assessment methods are effective for learners. Indeed, research on EP assessment has been conducted by many scholars worldwide (Yates, Zielinski & Pryor, 2011; Peabody, 2011; Isaacs, 2008), however, in the Vietnamese context, this issue seems to have received little attention. As stated by an administrator in this

study, the EP assessment methods used in many schools and universities in Vietnam currently are "temporary" and "not effective". Thus it is worthwhile to have research with a deeper focus on this issue.

Lastly, as stated in the previous section, studies that would take individual themes of this study (such as main goals in learning EP; difficulties encountered by learners and teachers in learning and teaching EP or the overall issue of language as a system and language as social practice etc.) and investigate the issues on a larger scale are strongly recommended.

6.4. Conclusion

This chapter has summarized the main points of the current study, followed by a consideration of the limitations of this study and suggestions for research in the future are also presented.

This thesis has built on previous findings from other research regarding the issues related to learning and teaching EP to present a clearer picture about learning and teaching EP in an ELC in Vietnam. It has demonstrated the differences in perceptions, beliefs and attitudes of learners, teachers and administrators about learner's EP main goals, learner and teacher difficulties in learning and teaching EP, and teachers who can best teach EP for Vietnamese learners. Beyond this, the current study has pointed out that the teaching and learning of EP in Vietnam (with evidence from a particular ELC) have been putting most emphasis on viewing language as a system and paying little attention to language as social practice. Generations of Vietnamese learners and teachers have been taught and trained in this same way, yet the same problems are still present regardless of the time and effort that educators and scholars have devoted to solving them. As stated by Nelson (2011):

> "No one can pronounce English in all the ways in which it is (or may be) pronounced; no one can know all the lexicon of an unfamiliar variety. But we can be attitudinally open and equipped with the skills that allow us to explore possibilities in order to achieve effective communication with users of other Englishes." (p.91)

It is therefore time to seriously consider a new approach to be implemented with a focus squarely placed on gaining a better balance between the two opposing views language as a system and language as social practice, in order that learners are provided not only enough knowledge about EP (eg. phonology; phonemes, intonation) but also more useful skills and opportunities to put their learnt English to practice and use in communication. There is still a long way to go as changing a system (i.e. the way Vietnamese people learn and teach EP) that has existed for generations is enormously difficult and time consuming, but sooner or later it

needs at least to be started if Vietnam's educational system is to truly address the needs of its English language learners.

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APPENDICES

Appendix 1

Table 2.1: Approaches to Teaching Pronunciation

(Source: Hismanoglu and Hismanoglu, 2010: 985)

Year	Approach	Definition
The late 1800s and early 1900s	*Direct Method*	Teachers provided students with a model for native like speech. By listening and then imitating the modeler, students improved their pronunciation.
(1940s-1950s)	*Audiolingual Method in USA, Oral Approach in Britain*	Pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or a recording model. Teachers used a visual transcription system or articulation chart. Technique: minimal pair drill
(1960s)	*Cognitive Approach*	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words
(1970s)	*Silent Way*	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. Tools: sound-color chart, the Fidel charts, word charts, and color rods.
	Community Language Learning	The pronunciation syllabus was primarily student initiated and designed. Students decided what they wanted to practise and used the teacher as a resource. The approach was intuitive and imitative.

Mid-late 1970s (1980s-today)	*Communicative Approach*	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recordings of learners' production
20th century More recent	*Grammar-translation and reading- based approaches*	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation.
	Total Physical Response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them.
	Natural Approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system.
Today-	*New directions*	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation

Appendix 2: RESULTS

Appendix 2A

Figure 4.1.7**:** *How long learners have learned English (n=81)*

Appendix 2B

Table 4.1.6 *How long students have learned at the current English language centre (n=81)*

		Number of learners	%
Valid	Less than 1 month	23	28.4
	2-3months	23	28.4
	3-5 months	7	8.6
	More than 6 months	28	34.6
	Total	**81**	**100**

Appendix 2C

Table 4.1.7 *How often students use English currently (n=81)*

		Number of learners	%
Valid	Frequently	17	21
	Sometimes	45	55.6
	Rarely	19	23.5
	Total	**81**	**100**

Appendix 2D

Figure 4.1.8*: Learners' study focus when learning English (n=81)*

Appendix 2E

Figure 4.1.9 *Learners' recent English Proficiency Test (n = 74)*

Appendix 2F

Figure 4.1.10 *Learners' opinions on what is the most crucial factor in communicating with people from other cultures (n = 81)*

Appendix 2G

Table 4.1.8 *Students' views about the importance of English Pronunciation Learning (n=80)*

		Number of learners	Valid %
Valid	Very Important	62	77.4
	Important	17	21.3
	Somewhat important	1	1.3
	Total	**80**	**100**
Missing	Not answer	1	
Total		81	

Appendix 2H

Table 4.1.9 *How learners learn EP outside class-time (n=55)*

		Responses		Percent of Cases
		N	%	
How learners learn EP outside class-time	I practice EP with friends and/or teachers	17	21.8	30.9 (17/55)
	I practice EP by talking with foreigners	8	10.3	14.5
	I practice EP on my own	42	53.8	76.4
	I practice EP by other ways	11	14.1	20
Total		**78**	**100**	

Appendix 2I

Table 4.1.10 *What teachers should do to help learners with EP (n=81)*

		Responses		Percent of Cases
		N	%	
What teachers should do	Give learners more pronunciation exercises	41	15	50.6
	Understand learners' needs and difficulties	40	14.6	49.4
	Create friendly learning environment	59	21.5	72.8
	Correct learners' pronunciation mistakes	67	24.5	82.7
	Enhance teachers' knowledge and skills	35	12.8	43.2
	Participate in teacher training courses	29	10.6	35.8
	Other	3	1.1	3.7
Total		**274**	**100**	

Appendix 2J

Figure 4.1.11 *From whom learners receive more EP (Local teachers (LT) or Foreign teachers (FT))(n= 80*

Appendix 2K

Table 4.1.3.1 *Reasons to choose foreign teachers (n=58)*

		Responses		Percent of Cases
		N	%	
Reasons to choose local teachers	Friendly Personality	27	14.4	46.6
	Interesting Classes	32	17.1	55.2
	Enthusiastic	21	11.2	36.2
	Experienced at Teaching	20	10.7	34.5
	Good Qualifications	29	15.5	50
	Understand Students' culture	7	3.7	12.1
	Understand and Speak English Fluently	50	26.7	86.2
	Other reasons	1	0.5	1.7
Total		**187**	**100**	

Appendix 2L

Table 4.1.3.2 *Reasons to choose local teachers (n=21)*

		Responses		Percent of Cases
		N	%	
Reasons to choose foreign teachers	Friendly Personality	13	19.4	61.9
	Interesting Classes	4	6	19
	Enthusiastic	13	19.4	61.9
	Experienced at Teaching	8	11.9	38.1
	Good Qualifications	2	3	9.5
	Understand Students' culture	18	26.9	85.7
	Understand and Speak English Fluently	5	7.5	23.8
	Other reasons	4	6	19
Total		**67**	**100**	

Appendix 2M

Table 4.1.11 PAI overall scores in details

PAI overall scores		Number of learners	%
Valid	17	1	1.3
	21	2	2.5
	22	1	1.3
	24	1	1.3
	27	5	6.3
	28	3	3.8
	29	5	6.3
	30	3	3.8
	31	9	11.4
	32	8	10.1
	33	13	16.5
	34	8	10.1
	35	5	6.3
	36	7	8.9
	37	5	6.3
	38	1	1.3
	39	2	2.5
Total		**79**	**100**

Appendix 2N

Figure 4.2.6 *Teachers' main responsibilities when teaching English (n=9)*

Appendix 2O

Figure 4.2.7 *Learners' levels*

Appendix 2P

Figure 4.2.8 *Teachers' views on kind of training that they should be provided (n=9)*

Appendix 2Q

Figure 4.2.9 *Teachers' views on what are the two most important aspects to teach English in EFL contexts (n=8)*

Figure 4.2.10 *Teachers' views on which factor is crucial to communicate with people from other cultures (n=9)*

Figure 4.2.11 *Teachers' opinions on the extent to which EP teaching is paid much less attention to by teachers than other skills (n=9)*

Figure 4.2.12 *Teachers' reports on which model of English they teach learners (n=9)*

Figure 4.2.13 *Teachers' opinions on what administrators should to best facilitate them in their EP teaching (n=8)*

Appendix 2V

Figure 4.2.14 *Teachers' views on the intelligibility of Vietnamese learners' EP (n=9)*

Appendix 2X

Figure 4.2.15 *Teachers' views on with whom learners will communicate more in English (n=9)*

Figure 4.2.16 *Teachers' perceptions on what level of EP that the majority of learners would like to achieve (n=9)*

Figure 4.1.7 *Learners' reports on how much they understand when communicating with native speakers (n = 78)*

Appendix 3: ETHICS APPROVAL

Dear Dr Moore,

Re: "Vietnamese learners' difficulties and goals in learning English pronunciation: learners' self-reports, teachers' perceptions and administrators' beliefs"(5201500766)

Thank you very much for your response. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 23rd October 2015. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Stephen Moore
Ms Hai Yen Vu

Please note the following standard requirements of approval:

1.The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2.Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 23rd October 2016
Progress Report 2 Due: 23rd October 2017
Progress Report 3 Due: 23rd October 2018
Progress Report 4 Due: 23rd October 2019
Final Report Due: 23rd October 2020

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/application_resources

3. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Sub-Committee to fully re-review research in an environment where legislation, guidelines and requirements

are continually changing, for example, new child protection and privacy laws).

4. All amendments to the project must be reviewed and approved by the Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/m anaging_approved_research_projects

5. Please notify the Sub-Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

6. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/ human_research_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide the Macquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies will not be informed that you have approval for your project and funds will not be released until the Research Grants Management Assistant has received a copy of this email.

If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Anthony Miller
Chair
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Appendix 4: CONSENT FORMS

Appendix 4A

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Chief Investigator's / Supervisor's Name & Title: **Dr Stephen H. Moore**

Participant Information and Consent Form (Learners)

Name of Project: ***Vietnamese learners' difficulties and goals in learning English pronunciation***

You are invited to participate in a study of Vietnamese learners' difficulties and goal in learning English pronunciation. The purpose of the study is to investigate the difficulties that Vietnamese learners and teachers perceive when learning and teaching English pronunciation. Rather than focus on phonological differences between Vietnamese and English, this study is concerned with social and psychological factors that appear to impact on learning and teaching.

The study is being conducted by **Ms Hai Yen Vu** to meet the requirements of Master of Research Year 2 under the supervision of **Dr Stephen H. Moore** (tel: +61 2 9850 8742/ email address: Stephen.moore@ mq.edu.au) of the Department of Linguistics.

If you decide to participate, you will be asked to answer questions in a questionnaire which will take about 30 minutes and focuses only on research matters and some learning background information, and you will have no exposure to any kind of risk when taking part in this study.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results as participants will be called by a different name. There are only two people who have the right to access the data: Ms Hai Yen Vu and her supervisor Dr Stephen H. Moore. A summary of the results of the data can be made available to you on request.

□ Yes, I would like to receive a summary of results of this study. My email address is:

_____

□ No, I would not like to receive a summary of results of this study.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, _____ *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:_____
  (Block letters)

Participant's Signature:_____ Date:_____

Investigator's Name:_____
  (Block letters)

Investigator's Signature:_____ __ Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix 4B

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Faculty of Human Sciences
MACQUARIE UNIVERSITY   NSW   2109

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Email: Stephen.moore@ mq.edu.au

Chief Investigator's / Supervisor's Name & Title: **Dr Stephen H. Moore**

Participant Information and Consent Form (Teachers)

Name of Project: ***Vietnamese learners' difficulties and goals in learning English pronunciation***

You are invited to participate in a study of Vietnamese learners' difficulties and goal in learning English pronunciation. The purpose of the study is to investigate the difficulties that Vietnamese learners and teachers perceive when learning and teaching English pronunciation. Rather than focus on phonological differences between Vietnamese and English, this study is concerned with social and psychological factors that appear to impact on learning and teaching.

The study is being conducted by **Ms Hai Yen Vu** to meet the requirements of Master of Research Year 2 under the supervision of **Dr Stephen H. Moore** (tel: +61 2 9850 8742/ email address: Stephen.moore@ mq.edu.au) of the Department of Linguistics.

If you decide to participate, you will be asked to answer questions in a questionnaire of about 30 minutes and participate in an interview of up to 30 minutes which will be audio recorded. Both questionnaire and interview focus only on research matters and some teaching background information and you will have no exposure to any kind of risk when taking part in this study.

If you are willing to participate in a future study of English learning and teaching in Vietnam, also involving questionnaires and/ or interviews, please indicate below by ticking the relevant box:

□ Yes, I am interested in participating in a future research study.

□ No, I am not interested in participating in a future research study.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results as participants will be called by a different name. There are only two people who have the right to access the data: Ms Hai Yen Vu and her supervisor Dr Stephen H. Moore. A summary of the results of the data can be made available to you on request.

□ Yes, I would like to receive a summary of results of this study.
    My email address is: _____

□ No, I would not like to receive a summary of results of this study.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, _____ *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:_____
  (Block letters)

Participant's Signature:_____   Date:_____

Investigator's Name:_____
  (Block letters)

Investigator's Signature:_____ __   Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix 4C

Department of Linguistics
Faculty of Human Sciences
MACQUARIE UNIVERSITY   NSW   2109

Phone: *+61 2 9850 8742*
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Email: Stephen.moore@ mq.edu.au

Chief Investigator's / Supervisor's Name & Title: **Dr Stephen H. Moore**

Participant Information and Consent Form (Administrator)

Name of Project: ***Vietnamese learners' difficulties and goals in learning English pronunciation***

You are invited to participate in a study of Vietnamese learners' difficulties and goal in learning English pronunciation. The purpose of the study is to investigate the difficulties that Vietnamese learners and teachers perceive when learning and teaching English pronunciation. Rather than focus on phonological differences between Vietnamese and English, this study is concerned with social and psychological factors that appear to impact on learning and teaching.

The study is being conducted by **Ms Hai Yen Vu** to meet the requirements of Master of Research Year 2 under the supervision of **Dr Stephen H. Moore** (tel: +61 2 9850 8742/ email address: Stephen.moore@ mq.edu.au) of the Department of Linguistics.

If you decide to participate, you will be asked to answer questions in an interview which will last up to 30 minutes and will be audio recorded which focuses only on research matters and you will have no exposure to any kind of risk when taking part in this study.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results as participants will be called by a different name. There are only two people who have the right to access the data: Ms Hai Yen Vu and her supervisor Dr Stephen H. Moore. A summary of the results of the data can be made available to you on request.

☐ Yes, I would like to receive a summary of results of this study. My email address is:

_____

☐ No, I would not like to receive a summary of results of this study.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, _____ *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:_____
   (Block letters)

Participant's Signature:_____ Date:_____

Investigator's Name:_____
   (Block letters)

Investigator's Signature:_____ __ Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix 5: QUESTIONNAIRES/INTERVIEWS

Appendix 5A: QUESTIONNAIRES

Appendix 5AA

Questionnaire for learners

Section 1: *Background information*

1. Gender: □ Male   □ Female

2. Age: □ 18-20   □ 21-25   □ 25-30   □ 30 or above

3. What is your occupation?

□ University student   □ Teacher of English

□ Other (Please specify)

_____

4. First language:

_____

5. How many years have you been learning English?

□   less than 2 years   □ 2-5 years

□   6-10 years   □ more than 10 years

6. How long have you learned at your current English center?

□   less than 1 month   □ 2-3 months   □ 3- 5months   □ more than 6 months

7. How do you use English currently?

□ Frequently   □ Sometimes   □ Rarely

□ Other (Please specify)

_____

8. What is the focus of your study?

□ Vocabulary   □ Grammar   □ Reading

□ Writing   □ Listening   □ Speaking

□ Other (Please specify)

_____

9. What level of English is your class?

□ Beginner

□ Elementary

□ Pre-intermediate (B1)

□ Intermediate (C1)

□ IELTS (target 4.5-5.5)

□ IELTS (target 6.0-6.5)

□ IELTS (target 6.5 and higher)

10. What kind of English proficiency test have you undertaken recently?

(Please circle the level in CEFR and specify overall band score and approximate date when you took the test in the provided space)

	Overall band score	Month and year
□ CEFR (Level: A1 ; A2 ; B1 ; B2 ; C1 ; C2)	_____	_____
□ IELTS	_____	_____
□ TOEIC	_____	_____
□ TOEFL	_____	_____
□ Other (Please specify)		

_____

11. What level do you think your English pronunciation is at?

(Please tick the level that best fit your English pronunciation)

	CERF	Descriptions
□	C2	AsC1
□	C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
□	B2	Has acquired a clear, natural, pronunciation and intonation.
□	B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
□	A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
□	A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Note. The labels A1-C2 refer to the proficiency level of the learner, where A1 stands for beginner level, A2 for waystage or elementary, B1 for threshold or intermediate, B2 for upper intermediate, C1 for advanced and C2 for "mastery" level.

Section 2: *Your views on the importance of English pronunciation*

12. Which factor is the most crucial to communicate with people from other cultures?

□ Pronunciation

□ Grammatical aspects

□ Cultural aspects

□ English Fluency

13. How much can you understand when communicating with native speakers?

□ 100%   □ 80 %   □ 50 %   □ under 30 %

14. Do you think pronunciation can be a barrier to communicate with people from other cultures?

□ Yes   □ No

Why?/ Why not? (Please clarify)

_____

_____

15. How important do you think it is to learn English pronunciation?

□ Very important

□ Important

□ Somewhat important

□ Not important

Please explain why.

_____

_____

Section 3: *Your views on the learning of English pronunciation*

16. Are you taught English pronunciation in class every lesson?

□ Yes (Go to question 17)   □ No (Go to question 18)

17. How often are you (explicitly) taught pronunciation in your English class?

(*Select the option that is closest to your usual learning routine*)

□ More than once a week

□ Less than once a week but more than once a month

□ Approximately once a month or less

□ Never

18. Do you regularly learn English pronunciation outside class time?

□ Yes (Go to question 19)   □ No (Go to question 20)

19. In what way do you learn English pronunciation outside class time?

(*Please tick all items that are appropriate to your situation*)

□ I practice English pronunciation with friends and/or teachers

□ I practice English pronunciation by talking with foreigners

□ I practice English pronunciation on my own

□ Other (Please specify)

_____

_____

20. What are your difficulties in learning English pronunciation?

(*Please tick all items that are appropriate to you*)

□ Learning English stress/rhythm/intonation

□ Perceiving and producing problematic sounds

□ Correspondence between pronunciation and written forms

□ Being heavily affected by my mother tongue

(I pronounce English but it sounds like Vietnamese)

□ Other (Please specify)

_____

_____

21. What do you think are the reasons for such difficulties?

(*Please tick all items that are appropriate to you*)

□ I do not have enough time to learn and practice English Pronunciation

□ I do not have a chance to use English for communication in the real world

□ There is a lack of sufficient materials and equipment

□ My learning method is inappropriate

□ The teaching methodology is ineffective where I study

□ Other (Please specify)

_____

_____

22. What do you think teachers should do to help learners in learning English pronunciation?

(*Please tick all items that are appropriate to you*)

□ Give students more exercises to practice English pronunciation

□ Understand students' needs and difficulties in learning English pronunciation

□ Create a friendly learning environment in order to help students feel more confident to

speak

□ Correct students English pronunciation mistakes right away and more regularly in class

□ Enhance their English pronunciation skills and knowledge regularly

□ Take part in teacher training courses, especially those overseas

□ Other (Please specify)

_____

_____

Section 4: *Your views on the teaching of English pronunciation*

23. Do you prefer to be taught English pronunciation by a local teacher or by a foreign teacher? (*Select one only*)

□ local (Vietnamese) teacher   □ foreign teacher

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Why?

(Please tick the items that best fit you)

□ Friendly personality

□ Interesting classes

□ Enthusiastic

□ Experienced at teaching

□ Good qualifications

□ Understands students' culture

□ Understands / speaks English fluently

□ Other (Please specify)

</div>

_____

_____

24. From whom do you receive more English pronunciation teaching, local teachers or foreign teachers? (*Please tick the items that best fit you*)

	Local (Vietnamese) teacher	**Foreign teacher**
□	100%	-
□	80%	20%
□	60%	40%
□	40%	60%
□	20%	80%

□   -   100%

25. What do you think are the difficulties that teachers encounter when teaching English pronunciation? (*Please tick the items that reflects your experience*)

Local teacher	**Foreign teachers**
□ Lack of confidence as English is not their mother tongue	□ Do not understand students' culture
□ Poor English proficiency	□ Lack teaching pedagogy training
□ Teaching behavior	□ May find it hard to explain abstract things to students as they do not know students' mother tongue
□ Other (Please specify)	□ Other (Please specify)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

26. Is there anything that you would like teachers to change to improve their English pronunciation teaching?

□ Yes   □ No

If yes, what is this? (Please specify)

_____

_____

27. Who do you think can best teach English pronunciation to Vietnamese learners?

□ Vietnamese teachers with domestic training

□ English native speaking teachers

□ Non-native English speaking teachers

□ Vietnamese teachers with overseas training in pronunciation teaching

□ Other (Please specify)

_____

_____

Section 5: *Your views on Vietnamese learners' main goal in English pronunciation*

28. Which English pronunciation do you prefer to use?

□ Varieties of English pronunciation □ British pronunciation □ American pronunciation

29. Would you like to be taught varieties of English other than British and American English such as Singapore or Indian English?

□ Yes   □ No

Please explain why/ why not.

_____

_____

30. Please answer the questions using the numbers below, circle the number that fits your feelings best:

 5 = Strongly agree

4 = Somewhat agree

3 = Neither disagree or agree

2 = Somewhat disagree

1 = Strongly disagree

Pronunciation Attitude Inventory (PAI)	1	2	3	4	5
1. I would like to sound like native English speaker when I speak English	1	2	3	4	5
2. Good pronunciation in English is important to me.	1	2	3	4	5
3. I will never be able to speak English with a good accent.	1	2	3	4	5
4. I believe I can improve my pronunciation skills in English.	1	2	3	4	5
5. I believe my teacher should teach pronunciation more.	1	2	3	4	5
6. I try to imitate native speakers of English as much as possible.	1	2	3	4	5
7. For me, communicating is much more important that sounding like a native English speaker.	1	2	3	4	5
8. Learning good pronunciation is NOT as important as learning grammar and vocabulary.	1	2	3	4	5
9. Sounding like a native English speaker is VERY important to me.	1	2	3	4	5

If you have any other observations about EFL pronunciation teaching, or any of the

issues raised in this survey, please record them here.

_____

_____

_____

_____

Thank you for participating!

Appendix 5AB

<div align="center">

Questionnaire for teachers

</div>

Section 1: *Background information*

1. Gender: □ Male   □ Female

2. Age: □ 20-29   □ 30-39   □ 40-49   □ 50 or above

3. How long have you been teaching English to speakers of other languages?

□   Less than 2 years   □ 2-5 years   □   6-10 years

□   11-15 years   □ 16-20 years   □ more than 20 years

4. What kind of professional/institutional context do you work in (e.g. private language school, university, etc.)?

_____

5. How many years have you worked at your current English center?

□   Less than 2 years   □ 2-5 years   □   more than 5 years

6. What is your first language?

_____

7. What qualifications do you have?

(Please tick all the relevant items and list your major)

<div align="center">

Major

</div>

□ College of Education   _____

□ Bachelor degree   _____

□ Postgraduate Certificate   _____

□ Postgraduate Diploma Master degree   _____

□ Master degree   _____

□ PhD Degree   _____

□ Other (Please specify)

_____

_____

8. I am a *local* / *native* English teacher. (Please circle)

9. Do you have any preference for teaching certain skills?

(If your answer is negative, please go to question 11)

□ Yes   □ No   □ Somewhat   □ Not sure

10. From the following language skills, which ones do you prefer to teach?

(*Number them from 1 to 8 (or 9, if applicable) in order of importance, 1 being what you like teaching the most*.)

□ Grammar   □ Speaking   □ Pronunciation

□ Listening   □ Culture   □ Writing

□ Reading   □ Vocabulary   □ Other

Other (Please specify)

_____

_____

11. Your major responsibilities when teaching English are: (*Please tick all the relevant items*)

□ Reading   □ Writing   □ Listening

□ Speaking   □ Pronunciation   □ Grammar

□ Vocabulary   □ Culture   □ Other

Other (Please specify)

_____

_____

12. What levels of learners do you teach?

 □ KET (A2)

□ PET (B1)

□ FCE (B2)

□ CAE (C1)

□ CPE (C2)

□ Other (Please specify)

_____

13. Do you teach pronunciation as a separate lesson?

□ Yes   □ No

14. Do you integrate pronunciation teaching with other skills?

□ Yes   □ No

15. Do you have a systematic approach to pronunciation (such as a separate pronunciation syllabus), or do you deal with problems as they arise?

□ Systematic approach   □ Deal with problems as they arise

Section 2: *Training for English pronunciation teaching*

16. Have you received any training on how to teach English pronunciation?

□   Yes (Go to questions 17/ 18/ 19)   □ No (Go to question 19)

17. Which of the following types of pronunciation training have you undertaken?

(*Please tick all the relevant items*)

□ Training in university as a subject with more focus on pronunciation pedagogy

□ Training in university as a subject with more focus on phonetics and phonology

□ Self-training as a requirement of your teaching job

□ Other (Please specify)

_____

_____

18. To what extent do you think the training provided to you for English pronunciation teaching was appropriate? (Please tick)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
The content was appropriate						
Knowledge given was applicable						

19. What type of training do you think should be provided to teachers to teach English pronunciation?

□ Training that provides teachers with pronunciation pedagogy knowledge and skills

□ Training that provides teachers with phonology and phonetics knowledge

□ Training that provides teachers with phonology; phonetics and pronunciation pedagogy knowledge and skills

□ Other (Please specify)

_____

_____

Section 3: *Your views on English pronunciation teaching in Vietnam*

20. What are the two most important considerations to teach English in the EFL contexts? (*Choose two*).

□ Cultural aspects

□ Linguistic aspects

□ Phonology aspects

□ Socio-linguistic and pragmatic aspects

21. Which factor is crucial to communicate with people from other cultures?

□ Pronunciation

□ Grammatical aspects

□ Cultural aspects

□ English Fluency

22. Do you think pronunciation can be a barrier to communicate with people from other cultures?

□ Yes   □ No

Why?/ Why not? (Please clarify)

_____

_____

23. How important do you think it is to teach pronunciation in an English class?

□ Very important

□ Important

□ Somewhat important

□ Not important

Please explain why.

_____

_____

24. How often do you (explicitly) teach pronunciation in your English class? Select the option that is closest to your usual teaching routine.

□ More than once a week

□ Less than once a week but more than once a month

□ Approximately once a month or less

□ Never

25. To what extent do you agree that English pronunciation teaching is paid much less attention to by teachers than other skills like reading, writing, listening or grammar?

(*Please tick only one*)

□ Strongly disagree

□ Disagree

□ Neither

□ Agree

□ Strongly Agree

□ Don't Know

26. Do you like teaching English pronunciation?

□ Yes   □ No

Why?/ Why not? (Please clarify)

_____

_____

27. Which model of English pronunciation do you teach your learners?

□ British English

□ American English

□ I do not teach a specific model of pronunciation

□ Other (please specify)

_____

_____

28. On which model of English are most of your teaching materials based?

□ British English

□ American English

□ Other (please specify)

_____

29. Which of the following pronunciation teaching methods (PTM) have you used in your English class within the last three months? Select all that apply and indicate how effective you have found them to be at improving your learners' English pronunciation.

Pronunciation Teaching Methods	Very effective	Effective	Quite effective	Not effective
You speak and learners repeat what you say				
You correct learners' pronunciation as they read out loud				
Learners practise one sound or word at a time				
Learners practise whole sentences together				
Learners practise intonation				
You encourage learners to think about their pronunciation goals				
Other				

If you selected 'Other', please give details of other methods used:

_____

_____

30. What do you find are the main difficulties in pronunciation teaching?

(*Please rank in order of difficulties from 1 to 7 (or 8, if applicable), 1 being what you find the most difficult*)

□ I do not have enough time to teach and practice English pronunciation for students in class.

□ I do not understand students' culture and their difficulties in learning English.

□ There is a lack of sufficient materials and equipment for teaching pronunciation.

□ Students are unaware of the importance of English pronunciation and normally do not concentrate in class.

□ My teaching methodology is ineffective.

□ My teacher education on English pronunciation is insufficient to my real teaching now.

□ I do not feel confident when teaching English pronunciation as it is not my strength.

□ Other (Please specify)

_____

_____

31. What do you think the administrators should do to best facilitate teachers to teach English pronunciation better?

□ Provide teachers with appropriate training courses

□ Create chances for teachers to share experiences

□ Conduct surveys on students' needs when they learn English to help teachers better understand their students

□ Provide sufficient materials and equipment

□ Honor the teachers who perform outstandingly well, to motivate others

□ Other (Please specify)

_____

_____

32. Who do you think can best teach English pronunciation to Vietnamese learners?

□ Vietnamese teachers with domestic training

□ English native-speaking teachers

□ English non-native speaking teachers

□ Vietnamese teachers with overseas training

□ Other (Please specify)

_____

_____

Section 4: *Your views on Vietnamese learners' English pronunciation*

33. What do you think in general about Vietnamese learners (in your classes)' English pronunciation?

□ very easy to understand

□ easy to understand

□ understandable

□ difficult to understand

□ very difficult to understand

34. What do you think are the difficulties that Vietnamese learners encounter when learning English pronunciation? (*Tick all items that you agree with*)

□ Learning English stress/rhythm/intonation

□ Perceiving and producing problematic sounds

□ Correspondence between pronunciation and written forms

□ Being heavily affected by their mother tongue (They pronounce English but it sounds like Vietnamese)

□ Other (Please specify)

_____

_____

35. Why do you think they have such difficulties?

(*Please rank in order of importance from 1 to 4 (or 5, if applicable), 1 being what you find the most important*)

□ Students are unaware of the importance of English pronunciation thus they do not spend enough time to learn and practice it.

□ Students' learning method is insufficient

□ Teaching method is not effective

□ Students lack opportunities to use English in real life

□ Other (Please specify)

_____

_____

36. How do you think Vietnamese learners can overcome these problems?

(*Please rank in order of importance from 1 to 4 (or 5, if applicable), 1 being what you find the most important*)

They should:

□ Spend more time to learn and practice English pronunciation

□ Make use of chances to speak English with their friends and teachers

□ Use the internet as a source to expose themselves to real world English to practice English

□ Share their difficulties with teachers to find the best way to learn and teach

□ Other (Please specify)

_____

_____

Section 5: *Your view on Vietnamese learners' main goal in English pronunciation*

37. With whom do you think Vietnamese learners communicate more in English with? (Please tick)

Now

□ English native speakers   □ Non-native English speakers

In the next 5 years

□ English native speakers   □ Non-native English speakers

38. What level of English pronunciation do you think the majority of your learners would like to achieve?

□ To sound like a native speaker of British English

□ To sound like a native speaker of American English

□ To sound like a native speaker of any variety of English

□ To sound clear enough to be understood by other non-native speakers

□ To sound clear enough to be understood by native speakers

□ I don't know

39. Which of the following do you think is the appropriate and realistic goal for Vietnamese learners in learning English pronunciation? (*Please tick one only*)

□ To be intelligible   □ To sound nearly native-like   □ To sound native-like

If you have any other observations about EFL pronunciation teaching, or any of the issues raised in this survey, please record them here.

_____

_____

Thank you for participating!

Appendix 5B: INTERVIEWS

Appendix 5BA

<p align="center">**Interviews form for teachers**</p>

Section 1: *Background information*

1. What is your first language?

2. How many years have you been teaching English?

Section 2: *Difficulties in teaching English*

3. Do you typically teach pronunciation in your classes? Why? Why not? (Baker, 2014)

4. When you teach pronunciation, what do you normally do? (Baker, 2014)

5. What types of difficulties do you encounter when teaching Vietnamese learners English pronunciation?

6. What do you think teachers should do to overcome these difficulties?

7. Who do you think can best teach English pronunciation to Vietnamese learners?

Section3: *Teachers' view on teacher education programs*

8. What do you think about current teacher education programs for English pronunciation teaching?

9. What do you think teachers should know to be able to teach English pronunciation?

Section 4: *Teachers' view on Vietnamese learners pronunciation of English*

10. Do you think that Vietnamese learners' pronunciation of English is generally intelligible to foreigners?

11. What do you think contributes to the problems encountered by Vietnamese learners when pronouncing English?

12. Do you think that Vietnamese learners should be taught a variety of English other than British or American English?

Section 5: *Teachers' view on English pronunciation goals for Vietnamese students*

13. With whom do you think Vietnamese learners communicate most often in English?

14. What do you think is the English pronunciation main goal for Vietnamese learners? Why?

Appendix 5BB

Interviews form for administrators

Section 1: *Background information*

1. What is your position in the current English center?

2. How many years have you been in this position?

3. Could you share the mission and vision of your English center?

Section 2: *Administrators' view on the importance of English pronunciation*

4. Is it important to teach pronunciation? Why? Why not?

Section3: *Difficulties in teaching and learning English*

5. What types of difficulties do you think teachers and learners encounter when teaching and learning English pronunciation?

6. What do you think teachers and learners should do to overcome these difficulties?

7. What do you think you as a CEO should do to best facilitate your teachers and students in their teaching and learning?

Section4: *Administrators' preference between local and foreign teachers*

8. Who do you prefer to be in charge of teaching English pronunciation in your center local teachers or foreign teachers? Why?

9. Who do you think can be considered a qualified teacher for teaching pronunciation?

Section 5: *Administrators' view on Vietnamese learners' pronunciation of English*

10. What do you think about the pronunciation of Vietnamese learners of English?

11. What do you think contributes to the problems encountered by Vietnamese learners when pronouncing English? (Is it because of pronunciation or other factors?)

12. Do you think that Vietnamese learners should be taught a variety of English other than British or American English?

Section 6: *Administrators' view on English pronunciation main goal for Vietnamese students*

13. Who do you think Vietnamese learners communicate most often with in English?

14. What do you think is the English pronunciation main goal for Vietnamese learners? Why?

Appendix 6: INTERVIEW TRANSCRIPTS

Local Teacher Participant 1 (code: LT 1 – Recording)

Re	Hi, Ms LT1. Thank you very much for participating in my interview. You will be expected to answer some questions related to Vietnamese learners' pronunciation learning problems and goals. Shall we start now?
LT1	Yes, of course.
Q1	Could you tell me how long have you been teaching English?
LT1	I have been teaching English for more than 3 years.
Q2	Ok, thank you. Now I will ask you some questions focusing on your English pronunciation teaching. The first question is do you typically teach English pronunciation in your class?
LT1	Can you clarify the question?
Q3	Yes, I mean do you often teach pronunciation in classes? How often do you teach? And how much time do you spend on teaching English pronunciation?
LT1	Yes, I do. I teach four lessons a week and I spend about 30-40 minutes for pronunciation teaching.
Q4	Thank you, what do you often do when you teach English pronunciation?
LT1	I teach students the transcripts of the words, teach them how to pronounce the words correctly.
Q5	Do you teach student pronunciation by saying long paragraph?
LT1	No, I don't. I only teach student how to pronounce separate words.
Q6	What are the difficulties that you have when teaching English pronunciation for Vietnamese learners?
LT1	As for me, the first difficulty is learners don't remember the transcript of the word, thus don't know how to pronounce the words. They often forget after they learn, always. And learners lack belief in Vietnamese teachers' ability in pronunciation teaching as they think Vietnamese teachers' pronunciation is not standard.
Q7	Apart from that, do you have any other problems such as learners are lazy or they don't want to learn pronunciation?
LT1	Yes, learners are afraid of learning pronunciation because they are afraid of making mistakes, and learning pronunciation is time consuming, you know.
Q8	What do you think teachers can do to over come all these problems?
LT1	I think teachers should update their pronunciation knowledge regularly and teachers should find authentic materials which is suitable for students level

	and knowledge for examples news from BBC… to help learners have chance to interact with English used by native speakers.
Q9	According to you who can best teach English pronunciation to Vietnamese learners
LT1	It's foreign teachers, especially teachers from Britain because English of British people is standard.
Q10	Now we are moving into another part of the interview which focuses on your view on teachers education program. Is that ok?
LT1	Yes
Q11	Ok, what do you think about the teachers education program for English pronunciation? Is it effective for the real teaching in class?
LT1	I think yes because it provides teachers knowledge about English pronunciation that they need to teach learners.
Q12	What do you think teachers should have in order to teach English pronunciation?
LT1	Teacher should have knowledge about pronunciation, and they should interact with native speakers more regular to have more experience in English pronunciation in the real communication. And of course they have to update their knowledge regular, too.
Q13	Thank you, now we move into the forth part of the interview with questions about your view on Vietnamese learners' pronunciation of English. Alright?
LT1	Ok
Q14	Do you think that Vietnamese learners' pronunciation of English is generally intelligible to foreigners?
LT1	No, I don't think so or if yes just a little
Q15	What do you think contributes to the problems encountered by Vietnamese learners when pronouncing English?
LT1	Vietnamese learners often mispronounce English words and they are affected heavily by mother tongue. When they speak English they lack intonation, stress and rhythm and that kind of thing.
Q16	Do you think that Vietnamese learners should be taught a variety of English other than British or American English? For example Indian-English, Singapore-English or Australian-English?
LT1	In my opinion, I think that learners should not be taught variety of English as they may find confused. In addition, some Englishes such as Indian-English. There are some drawbacks, I mean Indian people sometimes cannot pronounce some English words correctly as they are affected by their L1.
Q17	Thank you, now we are coming to the last part of the interview with

	questions about English pronunciation goals for Vietnamese students, the first question is with whom do you think Vietnamese learners communicate most often in English? For example with English native speakers or English non-native speakers?
LT1	I think Vietnamese learners use English to communicate with both English native speakers and English non-native speakers.
Q18	What do you think is the English pronunciation main goal for Vietnamese learners? Why?
LT1	It is a difficult question. I think some learners want to achieve native like pronunciation and some just want to achieve pronunciation that is understandable to foreigners. However, as I notice majority of learners want to have intelligible pronunciation because it is really difficult to speak English like native speakers.
Re	Thank you very much, Ms. LT1.
LT1	That's alright.

Local Teacher Participant 2 (code: LT 2 – Recording)

Re	Hi, Ms LT2. Thank you very much for participating in my interview. Shall we start now?
LT2	Yes.
Q1	How long have you been teaching English?
LT 2	I have been teaching English for 8 years from 2007 to 2015 … ah it's 7 years.
Q2	Ok, do you typically teach English pronunciation in your class? And why?
LT2	Ah... I sometimes teach pronunciation because I don't have enough time in class to teach pronunciation.
Q3	Uh, do you teach pronunciation because it is scheduled or because you find it essential to teach?
LT2	Ah… I teach pronunciation because I find it is necessary as it is not a must to teach pronunciation according to the curriculum.
Q4	How much time do you normally spend teaching English pronunciation?
LT2	Ah… I often spend little time on teaching English pronunciation because I do not have enough time in class and if learners have any problems in pronouncing a particular sound, I will help students with that sound, but I do not spend a long period of time to teach English pronunciation.
Q5	Thank you, what do you often do when you teach English pronunciation?
LT2	I often give students examples then I read the sounds out loud and contrast them with the similar sounds and use them in the full sentences to illustrate for students.
Q6	What are the difficulties that you have when teaching English pronunciation for Vietnamese learners?
LT2	With Vietnamese learners, the first difficulty is that Vietnamese is so different from English thus it is hard for them to imitate the way native speakers pronounce English sounds. Also, there is lack of an English language environment for learners to practice – it is a great trouble for them and make them not able to speak English.
Q7	Apart from that, do you have any other problems that come from learners' motivation such as learners are lazy or they don't want to learn pronunciation?
LT2	I think students want to learn English pronunciation but they are demotivated because they can not pronounce English sounds as teachers' requirements
Q8	What about the difficulties that come from the awareness of learners about the importance of English pronunciation?

LT2	Ah…students think that pronunciation is not as important as other English skills such as writing, reading or grammar, therefore, they do not pay attention to pronunciation and do not like to learn it.
Q9	Are there any other difficulties that you may think of?
LT2	Ah… it is the beliefs of students in the ability to teach English pronunciation. Some students want to learn English pronunciation from native English teachers. Sometimes, they doubt local teachers' pronunciation…that makes teacher lack of confidence to teach English pronunciation and avoid teaching it.
Q10	What do you think teachers can do to over come all these problems?
LT2	I think teachers should take part in some English pronunciation courses which focus on improving teachers' pronunciation accuracy. Apart from that, teacher should motivate students by using different teaching method and create friendly learning environment for students to practice English.
Q11	According to you who can best teach English pronunciation to Vietnamese learners
LT2	It's foreign teachers who are British because British English is the most standard. If students can be familiar with British English then they can handle well with other varieties of English.
Q12	Ok, what do you think about the teachers education program for English pronunciation? Is it effective for the real teaching in class?
LT2	Where is that program? Do you mean the program teachers are provided in universities?
Re	Yes.
LT2	I think teachers who want to teach English pronunciation need to have a separate training program which deeply focuses on how to teach pronunciation. Teacher training program in universities now is too basic and not enough for teachers to teach pronunciation…I mean the teacher program for teaching pronunciation can not help teachers be well prepared to teach.
Q13	What do you think teachers should have in order to teach English pronunciation?
LT2	First, I think teachers should know as much knowledge about pronunciation and pronunciation teaching as possible. Also, teachers should have some knowledge about English culture because cultural factors can have effect on the way people pronounce English words. Apart from that, teachers need to understand students' needs and their English background…which will help teachers to have the right teaching methods to a particular group of students…Ah… teachers should interact with native speakers regularly to improve their pronunciation and confidence in using English.
Q14	Thank you, when you listen to Vietnamese learners speaking English, what is your general comment?

LT2	Generally, I think their English speaking is understandable.
Q15	Do you think that Vietnamese learners of English encounter problems with pronunciation?
LT2	Yes, I can notice that they have many problems such as mispronunciation, lack of intonation and ending sounds, being unable to say in a long sentences, troubles with word and sentence stress, etc.
Q16	What do you think contributes to the problems encountered by Vietnamese learners when pronouncing English?
LT2	I think students have such problems with English pronunciation due to the lack of an English environment where they can put their English to practice and use. In some cases, it is because of teachers who do not pay attention to correcting learners' errors in pronouncing English at early stage…learners thus keep that errors as habits which can not be fixed now. Learners are also affected by their mother tongue.
Q17	Do you think that Vietnamese learners should be taught a variety of English other than British or American English? For example Indian-English, Singapore-English or Australian-English?
LT2	In my opinion, I think that learners at lower level of English, especially beginners should only be taught British English or American English which are standard. When they have acquired some knowledge of English and been able use English to communicate, they are advisable to interact with varieties of English.
Q18	Thank you, with whom do you think Vietnamese learners communicate most often in English? For example with English native speakers or English non-native speakers?
LT2	I think Vietnamese learners want to use English to communicate with English native speakers but in fact they do not have many opportunities to speak English with them. Normally, they speak English with non-native English speakers and their teachers of English.
Q19	What do you think is the English pronunciation main goal for Vietnamese learners? Why?
LT2	I think the goal of learners when learning English pronunciation is to have native-like pronunciation, they really want to achieve that goal, but I think it is better for them to have a kind of pronunciation which can help them be understood by foreigners.
Re	That's all for the interview. Thank you very much for participating, Ms. LT2.
LT2	That's ok.

Local Teacher Participant 3 (code: LT 3 – Written mode)

Q1	What is your first language?
LT3	I am speaking Vietnamese as my first language.
Q2	How many years have you been teaching English?
LT3	I have four years of experience in teaching English at tertiary level.
Q3	Do you typically teach pronunciation in your classes? Why? Why not?
LT3	My responsibilities include teaching listening and speaking to freshmen and sophomore. At the first year at university, students have to learn pronunciation as a part in a speaking-listening integrated lesson; meanwhile, they do not study pronunciation at the second year. That explains why I merely teach pronunciation to freshmen.
Q4	When you teach pronunciation, what do you normally do?
LT3	Upon delivering pronunciation lesson, I usually present the sound first by playing the video and let students watch how the sounds are produced. And then, I have my students pronounce several example words including the targeted sounds Next, tongue twisters are sometimes used in pronunciation lessons. At home, students are assigned some activities (e.g: role play) and required to record themselves. I will then provide feedback on their pronunciation, which lays emphasis on the targeted sounds only.
Q5	What types of difficulties do you encounter when teaching Vietnamese learners English pronunciation?
LT3	There are several factors, honestly. First and foremost, students at my university have different backgrounds, coming from various cities and countryside throughout Vietnam, where they have never had a chance to learn speaking, listening and pronunciation as well. It is such a fact that teachers at high school usually teach reading, writing and grammar only, for exam-orientation, and they omit speaking, listening and pronunciation. As a result, they have poor performance in speaking and pronunciation. Another factor is the influence of their first language accents. As we might know, most people in the middle of Vietnam cannot produce such sounds as /r/ (reduce), or some students from certain regions in the North cannot distinguish between /n/ and /l/ sound. Last but not least, students here stand little chance of communicating with native speakers.
Q6	What do you think teachers should do to overcome these difficulties?
LT3	
Q7	Who do you think can best teach English pronunciation to Vietnamese learners?
LT3	Qualified native speakers.
Q8	What do you think about current teacher education programs for English pronunciation teaching?
LT3	In my opinion, current teacher education programs do not lay much emphasis on teaching pronunciation. To be more specific, at our university, students have more or less six 50-minute periods for teaching English skills per week, among which three periods are spent on listening and speaking. In these three periods, teachers tend to pay more attention to fluency rather than pronunciation. And as far as I am concerned, several other universities share the same practice as mine.
Q9	Do you think that Vietnamese learners' pronunciation of English is generally

	intelligible to foreigners?
LT3	There are two major kinds of learners, English majors and non-English majors. Regarding English majors, the majority of students' pronunciation at my university and some other universities that I am in charge of is generally intelligible. In other words, they can make themselves understood without misunderstanding though their pronunciation does not sound native-like. Vietnamese students, however, encounter many difficulties producing good intonation due to the differences between their native language and the targeted one. Conversely, to non-English majors, pronunciation seems to be a huge challenge. Due to the lack of chances of learning and practice at high school, they can hardly understand what native speakers say upon listening, and hardly produce correct sounds upon speaking; hence, they have to struggle to get their message crossed.
Q10	What do you think contributes to the problems encountered by Vietnamese learners when pronouncing English?
LT3	I guess, there are a huge number of factors contributing to this problem. First and foremost, students are given little chance of learning pronunciation and speaking at high school. Instead, they primarily focus on reading, writing and grammar to prepare themselves for the exams which only test these language skills and component. Another reason for this stance is the differences in the two languages. There are some English sounds which can hardly be found in Vietnamese and vice versa. Also, in Vietnamese language, speakers do not produce ending sounds and intonation, explaining why they have to spend a great amount of time practicing these. Last but not least, Vietnamese learners do not have much chance to communicate with native speakers, and they usually learn with Vietnamese teachers, many of whom are not well-qualified.
Q11	Do you think that Vietnamese learners should be taught a variety of English other than British or American English?
LT3	Absolutely. The main aim of teaching English nowadays is preparing students for their work in the future which requires them to communicate and collaborate with people from every corner of the world. As a result, at university, they should get exposed to various accents rather than British or American English
Q12	With whom do you think Vietnamese learners communicate most often in English?
LT3	A majority of Vietnamese learners will not use English frequently after they graduate from university since they work in Vietnamese companies. And it is common knowledge that they only transact and work with Vietnamese partners. Some Vietnamese learners then stand a chance of working for international corporations in which they will speak to a number of partners coming from different parts of the world
Q13	What do you think is the English pronunciation main goal for Vietnamese learners? Why?
LT3	They wish to enhance their pronunciation so that they can gain confidence in their communication.

Local Teacher Participant 4 (code: LT 4 – Recording)

Q1	How many years have you been teaching English?
LT4	Since I graduated from university in 2000, so it's 15 years.
Q2	Do you typically teach pronunciation in your classes? Why? Why not?
LT4	Not very often. I only teach and explain when there are some problems that make my students confused.
Q3	When you teach pronunciation, what do you normally do?
LT4	I give examples of the sounds but not explain much. For examples, how many sounds are made from letter A. In this word, A is pronounced "a" while in others, it is pronounced like "e" or "o".
Q4	What types of difficulties do you encounter when teaching Vietnamese learners English pronunciation?
LT4	It depends on the people I teach. But I don't have many difficulties. Sometimes my students don't know whether teachers are right or wrong.
Q5	What about difficulties related to teaching materials or students' motivation?
LT4	Learning and teaching materials now are much more than in the past. When I was at school, we didn't have many learning materials. Besides, I was also taught only a little pronunciation. Most of the contents related to pronunciation were self-studied.
Q6	What about students' motivation?
LT4	In the past, people didn't take pronunciation into account much. But now, because in the examination, there is one point (on a scale of 10) for stress and one point for pronunciation, students take pronunciation into account. So, society demand is an important factor.
Q7	So what should teachers do to overcome those difficulties?
LT4	I myself had to study again. Besides, before teaching any lesson related to pronunciation, I have to plan the lesson carefully to teach well.
Q8	From your point of view, who is the most suitable teacher to teach pronunciation to Vietnamese students? Vietnamese teachers or foreign teachers? Or what qualifications should Vietnamese teachers have to have to teach pronunciation?
LT4	I don't want foreign teachers to teach this part. I think Vietnamese teachers with their good knowledge of pronunciation can teach pronunciation well. Because although foreign teachers pronounce well, their explanation is not easy for Vietnamese students to understand while Vietnamese teachers who studied pronunciation can understand difficulties and explain more easily. These Vietnamese teachers don't need to study abroad. Provided that they understand problems related to pronunciation and explain them well, they can

	teach better.
Q9	What do you think about Vietnamese training programmes for ELT teachers in general and in pronunciation in particular?
LT4	In the past, I was taught too little to be confident to teach pronunciation. I didn't have a single subject named pronunciation. I think what I was taught is not enough for the demand. So if I want to teach pronunciation, I have to self-study very much.
Q10	In your opinion, what do teachers need to teach pronunciation? Knowledge or teaching methodology?
LT4	First of all, they need to have good knowledge. Then with methodology, they can teach well. They cannot teach well when they do not have good knowledge.
Q11	What you think about Vietnamese students' pronunciation? Is it understandable to foreigners?
LT4	In the past, it was very difficult for foreigners to understand it. But now, students' pronunciation is very good so, it's very ok for foreigners.
Q12	What affected pronunciation learning of Vietnamese students?
LT4	In the past, transport between countries was limited, so there were not many foreigners and we didn't have communicating environment. As a result, learning pronunciation was not paid attention to by teachers while students thought it was not necessary. In fact, in the exam, we didn't have pronunciation part. But now, people all around the world are close to each other; more and more people go and study abroad. Consequently, pronunciation is more important, so it is inserted in teaching and as a result, students' ability of pronunciation is better. To sum up, society demand is a decisive factor.
Q13	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT4	It's good to know more but I think students should be excellent at one kind of English. With the goal of communication, I don't think it is necessary
Q14	To whom do Vietnamese students speak after learning English? Native speakers or others?
LT4	Students learn English to increase their opportunities of jobs. They often use at work. But most of the people talking to them are not native speakers (not American or British). They may come from countries like Taiwan, Japanese or China.
Q15	What are learners' main goals when learning English?
LT4	Each student has their own goal, but most of the goals are to communicate well. Besides, students sometimes want to pass the examination to get a good job.

Q16	Are there many students wanting to speak like native speakers?
LT4	Not many.
Re	Thank you very much for participating
LT4	Happy to help!

Local Teacher Participant 5 (code: LT 5 – Recording)

Q1	How many years have you been teaching English?
LT5	Since I graduated university in 2007, so it's 8 years.
Q2	Do you typically teach pronunciation in your classes? Why? Why not?
LT5	Yes, because in every lesson we have new words, so I have to teach to my students how to pronounce those words. Especially, in periods of reading articles and grammar, pronunciation is taught the most.
Q3	How much time do you spend on teaching such pronunciation?
LT5	With new words, I only spend 10 minutes.
Q4	When you teach pronunciation, what do you normally do?
LT5	First, I write new words on the board, then write their pronunciations. After that, I read and let my students read after me as a whole. I also call some of students to read as models.
Q5	When teaching pronunciation, what difficulties do you think your students have?
LT5	Students at my school are quite intelligent, so I don't see many difficulties. But they feel a little confused about stress.
Q6	What about you? Do you have any difficulties?
LT5	I feel normal but maybe I have some difficulties.
Q7	Do you have any difficulties related to equipment and materials?
LT5	No, because related to equipment, as a teacher, I have my own CD player. Besides, teaching pronunciation is not very complicated as you see when I talk about my way of teaching. If I want to let my students listen to native voices, I can play the CD player.
Q8	Do you have any difficulties related to students' motivation?
LT5	Sometimes students do not like pronunciation because they don't have to take the exam. Besides, when pronunciation is too difficult, some students don't like. Or when English is not a core subject to students, students don't consider it as important as grammar. In their exam, they still have pronunciation part, but the score for it is very little.
Q9	What should teachers do to overcome those difficulties?
LT5	I think we should make pronunciation teaching more interesting by using pictures or letting students listen native speakers so that students may like pronunciation more.
Q10	From your point of view, who is the most suitable teacher to teach

	pronunciation to Vietnamese students? Vietnamese teachers or foreign teachers? Or what qualifications should Vietnamese teachers have to have to teach pronunciation?
LT5	Of course teachers should pronounce well so that our students can, too. If we are wrong, our students will be, too. But if we use foreign teachers to teach pronunciation, I think we do not have enough human resources. Besides, when Vietnamese teachers teach pronunciation, it may be easier for students to understand. With foreign teachers, I think we don't have enough teachers to teach our students. In Hanoi, maybe there are enough, but in other provinces and cities, I don't think there are enough. So we only use videos or tapes, CDs.
Q11	What do you think about Vietnamese training programmes for ELT teachers to teach pronunciation?
LT5	I don't think we have such programmes. In the past, we were taught like now. Teachers read and then at home we listened to the tapes or CDs. So now sometimes we don't think we are right. Sometimes we still make mistakes with some words. Most of the teachers have to self – study. At university, we were taught pronunciation, but only a little.
Q12	What knowledge should teachers know to teach pronunciation?
LT5	Maybe, good knowledge of pronunciation. Besides, methodology is important.
Q13	Do you think Vietnamese students' pronunciation is understandable to foreigners?
LT5	Maybe not. I don't know what about other students at other schools, but my students speak English very funny. They don't speak words rightly. Sometime I don't understand what they are talking. Only 30-40 per cent of students can speak well.
Q14	What affects prununication of 60 – 70% of students who don't speak well?
LT5	First, they don't practise much. They don't think it is important. Besides, pronunciation is not emphasized in the exams. Sometimes, teachers also affect students' pronunciation learning. Their way of teaching is not interesting. Because, teachers also teach based on the contents of the exam, based on their students' demand.
Q15	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT5	I don't think so because with the two kinds of English, they still have to struggle. Besides, the other kinds of English may not be as popular as British English or American English, students do not like to study.
Q16	With whom do Vietnamese students use English to communicate after learning English? Native speakers or others?
LT5	With anyone who speaks English. But in fact, my students often use English to chat online or search learning materials. They seldom talk to foreigners

	outdoor. They often feel shy.
Q17	What are learners' main goals when learning English?
LT5	To say the word rightly, so that others can understand. Besides, to listen and speak well in their listening and speaking classes.
Q18	Are there many students wanting to speak like native speakers?
LT5	No. I don't think my students have such goals. They only want their teachers to understand what they say.
Re	Thanks a lot
LT5	Not at all. If you need further help, feel free to contact.

Local Teacher Participant 6 (code: LT 6 – Recording)

Q1	How many years have you been teaching English?
LT6	I have been teaching English for eight years since I graduated from University in 2007
Q2	Ok, now we move to the second part which focuses on English pronunciation. The first question is do you typically teach pronunciation in your classes? Why? Why not?
LT6	Ah… I do not teach pronunciation as a separate part, instead I integrate it with other skills such as reading or listening and speaking.
Q3	When you teach pronunciation, what do you normally do?
LT6	Ah… for example, as I said I teach reading, thus I often have to teach new words, and when I teach new words I teach learners pronunciation as well. I often ask learners to look the words up in the dictionary to know how to pronounce the words.
Q4	Do you teach learners phonetics to help them with pronunciation or just let learners look up in the dictionary and learn to pronounce the words themselves?
LT6	Ah…normally in the first lessons, I often give learners instructions and use the phonetics chart to help leaners with pronunciation such as vowel or consonant sounds, and then let them practice right away. These are things I do for the basic lessons which provide learners fundamental knowledge. When it comes to lessons such as reading when there are new words, I usually encourage learners to guess how the new words can be pronounced or ask them to look up in the dictionary and try to pronounce the word, then I will show learners how to pronounce the word correctly.
Q5	When teaching pronunciation, what difficulties do you think your students have?
LT6	There are many difficulties…
Q6	Uh can you tell me more about it?
LT6	Yes, first learners normally are not interested in speaking activities in general and pronunciation in particular, especially those at low level of English as they have poor pronunciation thus they feel shy when they have to speak.
Q7	Apart from difficulties that come from learners, do you yourself have any difficulties in teaching English pronunciation?
LT6	Yes, I have difficulty with my pronunciation because I know my pronunciation is not like the pronunciation of native speakers thus sometimes I feel not confident enough with some certain words or sentences. However, since I know well about that weakness, I highly encourage learners to be exposed to English from different sources such as British – English, American – English and varieties of English to help learners have better

	understanding of English pronunciation and to let them know that a teacher is not the only source of English pronunciation. Another difficulty that I have is I do not know how to deliver an interesting pronunciation lesson to learners so that they can get involved and feel excited with pronunciation activities … I do not know how to make learners enjoy my lesson.
Q8	Ok, so this is the difficulty which belongs to teaching methodology, is that right?
LT6	Yes … yes …
Q9	Are there any other difficulties that you still want to share?
LT6	Ahh… and I also have difficulty in managing the time in class for pronunciation teaching as our English curriculum does not have much time for teaching pronunciation but we still have to cover it. Besides, there are so many more important skills that learners have to know such as listening, reading and writing … therefore, pronunciation is normally not paid attention to as much as other skills.
Q10	Now we move to the next question. You have mentioned some ways to overcome the difficulties in teaching and learning English pronunciation. This question focuses on that issue. So could you give me some suggestions that can help teachers and learners to overcome all the difficulties that you have mentioned? The difficulties that you have listed out can be categorized in two types: one that comes from learners and the other comes from teachers. So let's talk about the suggestions for the learners first, ok?
LT6	Ah… I think learners can watch movies in English so that they can be exposed to native English speakers' pronunciation and then imitate them. Also, in class I often ask learners to work in groups to practice the dialogues appear in the textbook, record their dialogues then bring their recordings to class, play the recordings to others including teachers to check. Or they can participate in some English clubs or field trips to have chances to communicate English with many other people, especially foreigners to help them improve their English pronunciation and their communication skills.
Q11	Yeah, what about teachers? As we have just mentioned, teachers themselves also have their own difficulties, do you have any suggestions for teachers to overcome their problems?
LT6	That's right… with teachers I think they should take part in more training courses on teaching pronunciation which will provide teachers with methodologies to teach English pronunciation. For example, I participated in a course where teachers teach pronunciation just like the way I learn how to dance… that means it is not mental activities any more … it becomes physical activities which I think is very interesting and I like to take part in the courses with so many ideas like that. Or I would like to enroll in the course which can explain why Vietnamese people find it so difficult to pronounce English words while people from European countries seem not to have any problems with English pronunciation and they can speak English very well. I want to find out why we Vietnamese people cannot do the same.

	I really want to take part in these courses.
Q12	From your point of view, who is the most suitable teacher to teach pronunciation to Vietnamese students?
LT6	Ah… actually… ah I think each teacher has his/ her own strengths and weaknesses. For example, with foreign teachers, learners have chance to be exposed to the authentic source of English and standard English pronunciation, however, with low level learners, they often feel shy when they work with foreign teachers as they do not understand what teachers say, and if they have any questions they do not know how to express themselves and lack of confidence when learning with foreign teachers. With Vietnamese teachers, learners find it easier to work with them as they speak English in a way that they can understand better compared with foreign teachers. Also, in some cases teachers can use Vietnamese to explain if learners have troubles with understanding the knowledge. Nevertheless, not many Vietnamese teachers have a kind of English pronunciation that sounds good to learners. That is why everything always has two sides, therefore, I believe it is better if there are both Vietnamese and foreign teachers in an English class to cooperate in the teaching process.
Q13	Ok, thank you. We are now moving in to the next part which focuses on teachers' views about the teacher training to teach English pronunciation. Firstly, what do you think about Vietnamese training programs for ELT teachers to teach pronunciation?
LT6	I think the programs are very suitable as I learned from my first year at university such textbooks as Sheep or ship/ Tree or three…and I think these books are really good and provide me with useful knowledge to teach after graduating.
Q14	Do you mean that the knowledge you have from this program are significantly useful for your teaching at the moment?
LT6	Yes, it not only helps me with my teaching but also helped me a lot at the time I was still a student to improve my various English skills.
Q15	So we are mentioning about the knowledge you have for English pronunciation teaching, what about the methodology? Do you have any training on that?
LT6	Ah… that's right… actually I did not have any training on how to teach English pronunciation. Normally, the training focused more on developing such skills as reading, writing and listening. There was no training on how to teach pronunciation.
Q16	According to you, what knowledge should teachers know to teach pronunciation?
LT6	Ah… I think they should have knowledge about phonetics and know how to pronounce English words correctly then teachers should have knowledge on how to teach pronunciation… it's teaching methods… I think teachers need to have these two things.

Q17	Thank you, now we move to the last part about your views about Vietnamese learners' English pronunciation. The first question is do you think Vietnamese students' pronunciation is understandable to foreigners, in general?
LT6	Generally, it is difficult for foreigners to understand what learners are saying at the first time. I am mentioning here the learners at low level of English, when they speak English, most of the cases they omit the ending sounds. For example, Vietnamese learners pronounce the words "five" and "fine" the same therefore listener cannot distinguish whether they are saying the number "five" or "fine" in "he's fine".
Q18	What do you think contributes to the problems that Vietnamese learners with English pronunciation?
LT6	I think this is because Vietnam is geographically far from English speaking countries especially western countries. Secondly, it is because of the education system in Vietnam with many years of secondary and high school when English is not treated right… the curriculum is not suitable… that leads to the inappropriate attitudes of learners towards English … they think it is not important… they do not learn it seriously. That's why there are many learners at university do not know anything about English though they had spend ten or 12 years studying it before. The less they know English the more difficult they find it is when they learn. Normally, I realize that learners who speak English well are those whose English at high schools was good.
Q19	What about the difficulties which are caused by the effects of the mother tongue?
LT6	Oh … it is heavily affected… their speeches are all Vietnamese translated. Learners often say I have to think in Vietnamese first then translate before speaking any words in English.
Q20	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT6	I think learners should learn only one standard English such as American – English first and then be exposed to other types of English… that is good for communication and work in the future… because there are not many chances in Vietnam to work with native speakers such as British English…normally we communicate with non-native English speakers such as Singaporeans, Japanese, Indians so it is good to know these types of English… but when learning, learners should focus on a standard English only.
Q21	Ok, we come to the last question that is what are Vietnamese learners' main goals when learning English?
LT6	First, I think most of learners want to learn English good enough to communicate with and be understood by foreigners. Secondly, learners want to have good and accurate English pronunciation in order to improve their other English skills such as listening and speaking.
Re	That's all for my interview. Thank you very much

Local Teacher Participant 7 (code: LT 7 – Recording)

Q1	How many years have you been teaching English?
LT7	Ahh… seven years
Q2	Ok, thank you. Do you typically teach pronunciation in your classes? Why? Why not?
LT7	Sometimes… because I do not have enough time to teach pronunciation in class… and I only teach pronunciation when I notice learners have serious problems with it.
Q3	Do you mean that you teach pronunciation when problems arise and there is no official time for teaching pronunciation in the curriculum?
LT7	Yes…yes… that's right.
Q4	So how much time do you normally spend teaching learners when they have problems with pronunciation?
LT7	It depends on the problems. If it is serious such as learners confused between some sounds and cannot pronounce them correctly, I often spend one-third of class time to explain for them and let them practice…help them have better pronunciation. If the problem is not so serious … I mean a few learners have this problem… I usually spend about ten to fifteen minutes to clarify for them.
Q5	Ah … ok. When you teach pronunciation, what do you normally do?
LT7	I show student the transcript of the words or sounds, then I pronounce these sounds as a model, after that I ask learners to imitate and practice. In some cases, I let learners to listen to sounds in the CDs or audio tapes then ask them to imitate …
Q6	When teaching pronunciation, what difficulties do you have?
LT7	Learners even have problems when they speak Vietnamese, thus when they speak English their problems with Vietnamese still remains and affect their English. So it is really difficult to correct it for them. For example, learners confuse between "n" and "l" in Vietnamese, thus when they speak English they can not say correctly words that contain these letters such as "light" and "night"… they say them same.
Q7	What about difficulties that result from learners motivation or their unawareness of the importance of English?
LT7	Yes, of course. Learners normally do not like learning pronunciation as they find pronunciation is too difficult … and it is obvious that learners should learn pronunciation even at lower levels such as secondary or high school… they cannot wait until they enter university to learn it. Therefore, what learners are taught now is just temporary solution…I sometimes really annoyed when some of my learners with more five years of learning English

	pronounce the word " because" as "bi-cos-se" or "know" as "k-no"
Q8	Apart from the already mentioned difficulties, do you have any difficulties in teaching pronunciation that comes from learners' beliefs to their teachers?
LT7	Yes…but just few… for example, some learners who gain a certain level of English, often doubt teachers' pronunciation as they think teachers have never been overseas then teachers' pronunciation is not accurate … especially learners come from big city like Ha Noi. While learners from countryside … they are accept and believe in whatever teachers say… I think it is because learners in big city they have more chances to work with teachers graduated from universities in foreign countries and foreigners…thus they have more pronunciation models to compare.
Q9	Thank you. What do you think teachers should do to overcome these difficulties?
LT7	Firstly, teachers should communicate more… teachers themselves need to make use of chances to communicate with foreigners to practice and improve their speaking skill … because teachers do not speak English much as they teach English but use Vietnamese all the time … their English speaking skills their for becomes worse, thus they need to improve it. Teachers also need to gain knowledge from various materials that focus on pronunciation and spend more time to listen to English. Teachers should change their teaching methods, too… in short, teachers have to learn regularly.
Q10	From your point of view, who is the most suitable teacher to teach pronunciation to Vietnamese students?
LT7	Ah… actually… I think teachers that can best teach English for Vietnamese learners are Vietnamese teachers who graduated from overseas universities or Vietnamese teachers with domestic training but must have really good pronunciation of English
Q11	What are your reasons for your choices?
LT7	Because Vietnamese teachers can understand the sounds … when they hear the sounds they know what are they and can compare these sounds with Vietnamese equivalents, therefore, they explain and teach learners better.
Q12	Ok, thank you. What do you think about Vietnamese training programs for ELT teachers to teach pronunciation?
LT7	There is no such training programs … because when I studied at university, there was a subject called phonetics which provided us very basic knowledge about English pronunciation… and there was no cause that trained us how to teach pronunciation … mainly teachers do then learners imitate … that's it … overall the programs for teachers of English are inadequate
Q13	According to you, what knowledge should teachers know to teach pronunciation?
LT7	First, teachers themselves must be good at pronunciation … and in order to

	be good at pronunciation teachers need to listen to English a lot and practice speaking English more… then update and improve their knowledge of teaching methodology regularly … to change their teaching methods to attract learners' interests to participate in pronunciation lessons.
Q14	Thank you. Do you think Vietnamese students' pronunciation is understandable to foreigners, in general?
LT7	Generally, it is quite illegible to foreigners because in normal communication foreigners still understand what they are saying.
Q15	What do you think contribute the problems that Vietnamese learners with English pronunciation?
LT7	Ah … it is the differences between Vietnamese and English that make English pronunciation is difficult to Vietnamese learners. For example, English has ending sounds while Vietnamese doesn't or English stress and intonation.
Q16	Are there any other factors?
LT7	Learners are not aware of the importance of English pronunciation and they do not have many chances to practice English … this is the third factor.
Q17	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT7	No… learners should learn only one type of English to help them not to be confused … and I recommend British - English
Q18	With whom do you think Vietnamese learners communicate most often in English?
LT7	With Vietnamese people … with teachers of English … and rarely with non-native speakers
Q19	Ok, we come to the last question that is what are Vietnamese learners' main goals when learning English?
LT7	At that moment, I think learners aim to achieve intelligible English pronunciation that is easy to listen and understand … and correct … that means learners do not make so many serious mistake in pronunciation … and it is too difficult to be like native speakers in terms of pronunciation.
Re	That's all for my interview. Thank you very much
LT7	It's ok.

Local Teacher Participant 8 (code: LT 8 – Recording)

Q1	How many years have you been teaching English?
LT8	I have been teaching English for eight years
Q2	Ok, thank you. Do you typically teach pronunciation in your classes? Why? Why not?
LT8	Ah… actually … my learners are not English-majored students thus the time for teaching English pronunciation is not much. Normally, if there are new words in the lesson, I teach learners these words and the pronunciation for about five to ten minutes.
Q3	Ah … ok. When you teach pronunciation, what do you normally do?
LT8	I present learners the International Phonetics Alphabet to help them know how to pronounce the words and how to put the stress correctly. In each lesson, there is a list of vocabulary. I will read them out loud for learners to hear then ask them to imitate
Q5	When teaching pronunciation, what difficulties do you have?
LT8	My difficulties are … some of my learners are confused some sounds and can not distinguish these sounds in words. Though I have tried to correct, it does not work.
Q6	What about difficulties that result from learners' motivation?
LT8	Normally, learners are interested in learning pronunciation as they are curious about the words and how to pronounce them.
Q7	Do your have any difficulties that come from the lack of materials or equipment?
LT8	No, I don't… as I mentioned above … I do not have much time to teach pronunciation and teaching pronunciation is just like giving learners instructions and basic knowledge… so I think the materials and equipment now are ok for our teaching and learning pronunciation
Q8	Thank you. What do you think teachers should do to overcome these difficulties?
LT8	My main problem is that learners make mistakes even I tried so many times to correct… so my solution is asking learners to practice more often at home by listening more to authentic materials so that they can be familiar with the sounds and words then imitate the speakers … record what learners say and listen again to check whether their pronunciation is correct or not… as we do not have much time to practice pronunciation in class so teachers just show learners how to practice and it's learners' responsibilities to master it.
Q9	Which sources do you recommend learners to use to practice pronunciation?

LT8	For example, the "sheep" or ship book for beginners… and higher level learners can listen to the news in English on BBC or VOA channels.
Q10	From your point of view, who is the most suitable teacher to teach pronunciation to Vietnamese students?
LT8	In my opinion, teachers who are responsible for teaching pronunciation should be native speakers … for example … British or American
Q11	What are your reasons for your choices?
LT8	Because their English is standard… I know that it is not true that every British or American can have a standard pronunciation… I mention here the qualified teachers whose nationalities are British or American… their English pronunciation obviously really good. They are surely better than teachers who come from Philippines for example.
Q12	What about Vietnamese teachers?
LT8	Vietnamese teachers… I think will have difficulties in teaching English pronunciation… and if they want to teach pronunciation they need to be well trained and study overseas for some time.
Q13	Ok, thank you. What do you think about Vietnamese training programs for ELT teachers to teach pronunciation?
LT8	As far as I know, this kind of programs are not popular in Vietnam
Q14	There are many Vietnamese teachers now are teaching English pronunciation, do you think the training that they had is useful for their teaching?
LT8	In my opinion… in my case… what I had from university focuses much more in theory… I learn rules to pronounce English theoretically… it is the basic knowledge which is very good for me… but the problem is … I think future EFL teachers need more practice when they were at university
Q15	According to you, what knowledge should teachers know to teach pronunciation?
LT8	As I mentioned above, teachers first should have knowledge … and secondly, in reality though teachers may be well aware of how to pronounce an English word, they still say it not as accurately as expected… therefore, a teacher who wants to teach English pronunciation need, apart from knowledge, to be really good at pronunciation and speaking… that means they need to practice English a lot more. So I think teacher need to have two factors: knowledge and standard pronunciation.
Q16	What about teaching methodology?
LT8	I think future English teacher need to be trained on the teaching methodology, too… but they need to use these knowledge in the real practice.
Q17	Thank you. Do you think Vietnamese students' pronunciation is

	understandable to foreigners, in general?
LT8	Generally, I think Vietnamese learners' pronunciation is understandable to foreigners though it is not standard.
Q18	What do you think contribute the problems that Vietnamese learners with English pronunciation?
LT8	Ah … I think it is learners' awareness and attitudes… and teachers do not pay much attention to English pronunciation.
Q19	What about the effects of mother tongue?
LT9	Yes, of course
Q20	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT8	In my point of view… American English and British English are two standard Englishes … but in fact … because of globalization… for example in Singapore, there is Singlish… I mean there are many places where English is not considered standard but it is still used to communicate effectively… and I think we should expose to different sources of English like these to prepare ourselves for cases when we communicate with non-native speakers. After all, I think the final aim to learn English is we can communicate in English and be understood by foreigners, thus we should expose to varieties of English.
Q21	With whom do you think Vietnamese learners communicate most often in English?
LT8	As I notice, my learners often use English with non-native speakers… but most of them wish to speak to native English speakers.
Q22	Ok, we come to the last question that is what are Vietnamese learners' main goals when learning English?
LT8	I often tell my learners that we learn English pronunciation to help us to be understood by foreigners and can communicate with them… and my learners agree with me a bout that. So the main goal in learning English pronunciation is to be intelligible to foreigners.
Re	That's all for my interview. Thank you very much
LT8	That's alright

Appendix 7: INTERVIEW TRANSLATION VERIFICATION

I. Local Teacher Participant 1 (code: LT 1 – Recording)

Time: 0-5.50

Re	Hi, Ms LT1. Thank you very much for participating in my interview. You will be expected to answer some questions related to Vietnamese learners' pronunciation learning problems and goals. Shall we start now?
LT1	Yes, of course.
Q1	Could you tell me how long have you been teaching English?
LT1	I have been teaching English for more than 3 years.
Q2	Ok, thank you. Now I will ask you some questions focusing on your English pronunciation teaching. The first question is do you typically teach English pronunciation in your class?
LT1	Can you clarify the question?
Q3	Yes, I mean do you often teach pronunciation in classes? How often do you teach? And how much time do you spend on teaching English pronunciation?
LT1	Yes, I do. I teach four lessons a week and I spend about 30-40 minutes for pronunciation teaching.
Q4	Thank you, what do you often do when you teach English pronunciation?
LT1	I teach students the transcripts of the words, teach them how to pronounce the words correctly.
Q5	Do you teach student pronunciation by saying long paragraph?
LT1	No, I don't. I only teach student how to pronounce separate words.
Q6	What are the difficulties that you have when teaching English pronunciation for Vietnamese learners?

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LT1	As for me, the first difficulty is learners don't remember the transcript of the word, thus don't know how to pronounce the words. They often forget after they learn, always. And learners lack belief in Vietnamese teachers' ability in pronunciation teaching as they think Vietnamese teachers' pronunciation is not standard.
Q7	Apart from that, do you have any other problems such as learners are lazy or they don't want to learn pronunciation?
LT1	Yes, learners are afraid of learning pronunciation because they are afraid of making mistakes, and learning pronunciation is time consuming, you know.
Q8	What do you think teachers can do to over come all these problems?
LT1	I think teachers should update their pronunciation knowledge regularly and teachers should find authentic materials which is suitable for students level and knowledge for examples news from BBC... to help learners have chance to interact with English used by native speakers.
Q9	According to you who can best teach English pronunciation to Vietnamese learners
LT1	It's foreign teachers, especially teachers from Britain because English of British people is standard.
Q10	Now we are moving into another part of the interview which focuses on your view on teachers education program. Is that ok?
LT1	Yes
Q11	Ok, what do you think about the teachers education program for English pronunciation? Is it effective for the real teaching in class?
LT1	I think yes because it provides teachers knowledge about English pronunciation that they need to teach learners.

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Q12	What do you think teachers should have in order to teach English pronunciation?
LT1	Teacher should have knowledge about pronunciation, and they should interact with native speakers more regular to have more experience in English pronunciation in the real communication. And of course they have to update their knowledge regular, too.

II. Administrator Participant 2 (code: AD 2 – Recording)

Time: 5.03-10.06

Q9	How about learners?
AD2	Learners should be active, confident when learning with teachers. And they need to be fully supported from teachers in long time learning.
Q10	What do you mean by saying learners should being fully supported from teachers?
AD2	Teachers should motivate students and help them to aware of the importance of English pronunciation learning.
Q11	What do you think you as an administrator should do to best facilitate your teachers and students in their teaching and learning?
AD2	Regarding local teachers, we will employ teachers those have high qualification in the field especially whose English pronunciation is native-like. For foreign teachers, it is a must that 100% of them come from countries where English is mother tongue such as Britain, America or Australia and they need to have certificate, degree on teaching English as second language. In terms of learners, we will raise their awareness of the importance of English pronunciation to speak English better.

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Q12	Who do you prefer to be in charge of teaching English pronunciation in your center local teachers or foreign teachers? Why?
AD2	For the fundamental English pronunciation class, Vietnamese teachers will be in charge, classes with practice focus will be responsible by foreign teachers. In general, Vietnamese teachers will responsible for teaching learners knowledge about English pronunciation such as IPA, words stress, sentence stress and then foreign teachers will do the practice with learners to revise all the theory that Vietnamese teachers already teach. With advanced level pronunciation class, 100% teachers are foreigners.
Q13	Who do you think can be considered a qualified teacher for teaching pronunciation?
AD2	Firstly, they need to have degree in English teaching as second language, have a master course in an English speaking country and approach to new teaching methods used in English speaking countries in order that they can teach learners of different English background from low level to advance level Thirdly, they need to love, have passion with their teaching career and patient in teaching their learners.
Q14	How about Vietnamese teachers who don't have chance to go and study abroad?
AD2	With Vietnamese teachers who do not have opportunities to study overseas, they need to have Master degree in English language and graduate from languages colleges or universities. In addition, they need to have International certificate of English to show that they have enough ability to teach English.

III. Local Teacher Participant 8 (code: LT 8 – Recording)

Time: 9.00-14.07

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Q11	From your point of view, who is the most suitable teacher to teach pronunciation to Vietnamese students?
LT8	In my opinion, teachers who are responsible for teaching pronunciation should be native speakers ... for example ... British or American
Q12	What are your reasons for your choices?
LT8	Because their English is standard... I know that it is not true that every British or American can have a standard pronunciation... I mention here the qualified teachers whose nationalities are British or American... their English pronunciation obviously really good. They are surely better than teachers who come from Philippines for example.
Q13	What about Vietnamese teachers?
LT8	Vietnamese teachers... I think will have difficulties in teaching English pronunciation... and if they want to teach pronunciation they need to be well trained and study overseas for some time.
Q14	Ok, thank you. What do you think about Vietnamese training programs for ELT teachers to teach pronunciation?
LT8	As far as I know, this kind of programs are not popular in Vietnam
Q15	There are many Vietnamese teachers now are teaching English pronunciation, do you think the training that they had is useful for their teaching?
LT8	In my opinion... in my case... what I had from university focuses much more in theory... I learn rules to pronounce English theoretically... it is the basic knowledge which is very good for me... but the problem is ... I think future EFL teachers need more practice when they were at university
Q16	According to you, what knowledge should teachers know to teach

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	pronunciation?
LT8	As I mentioned above, teachers first should have knowledge ... and secondly, in reality though teachers may be well aware of how to pronounce an English word, they still say it not as accurately as expected... therefore, a teacher who wants to teach English pronunciation need, apart from knowledge, to be really good at pronunciation and speaking... that means they need to practice English a lot more. So I think teacher need to have two factors: knowledge and standard pronunciation.
Q17	What about teaching methodology?
LT8	I think future English teacher need to be trained on the teaching methodology, too... but they need to use these knowledge in the real practice.
Q18	Thank you. Do you think Vietnamese students' pronunciation is understandable to foreigners, in general?
LT8	Generally, I think Vietnamese learners' pronunciation is understandable to foreigners though it is not standard.
Q19	What do you think contribute the problems that Vietnamese learners with English pronunciation?
LT8	Ah ... I think it is learners' awareness and attitudes... and teachers do not pay much attention to English pronunciation.
Q20	What about the effects of mother tongue?
LT8	Yes, of course
Q21	Do you think Vietnamese students should be taught other kinds of English beside American English and British English?
LT8	In my point of view... American English and British English are two

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	standard Englishes ... but in fact ... because of globalization... for example in Singapore, there is Singlish... I mean there are many places where English is not considered standard but it is still used to communicate effectively... and I think we should expose to different sources of English like these to prepare ourselves for cases when we communicate with non-native speakers. After all, I think the final aim to learn English is we can communicate in English and be understood by foreigners, thus we should expose to varieties of English.
Q22	With whom do you think Vietnamese learners communicate most often in English?
LT8	As I notice, my learners often use English with non-native speakers... but most of them wish to speak to native English speakers.
Q23	Ok, we come to the last question that is what are Vietnamese learners' main goals when learning English?
LT8	I often tell my learners that we learn English pronunciation to help us to be understood by foreigners and can communicate with them... and my learners agree with me a bout that. So the main goal in learning English pronunciation is to be intelligible to foreigners.
Re	That's all for my interview. Thank you very much
LT8	That's alright

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