

VIETNAMESE STUDENTS' ATTITUDES TOWARDS PRONUNCIATION LEARNING

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ABSTRACT

Pronunciation has been neglected in second language teaching and learning in Vietnam despite its significant role in communication and interactions. Realizing the impact of pronunciation on the improvement of mutual intelligibility in communication, in the last two years, the new Pronunciation module named Speech Training was introduced at the Language Major University in Danang, Vietnam with the purpose of enhancing students' pronunciation competence. However, it is believed that Vietnamese students do not see pronunciation as a top priority in their second language learning and hold unfavourable attitudes towards pronunciation. In reality, they encounter with pronunciation problems which may result in communication breakdowns. Therefore, this research is conducted to examine 154 Vietnamese students' attitudes towards pronunciation learning in terms of teachers' teaching practices, teachers' pronunciation knowledge and skills, their expectation for native-like pronunciation or intelligible pronunciation. The mixed methods approach including questionnaires and interviews is employed in this study in order to increase the reliability and validity of the study. Apart from the questionnaires and interview for students, three teachers from the University also participate in the project in order to give the confirmation and reason for their teaching pedagogy. The findings from the study reveal that although they find pronunciation instruction useful, they hold negative attitudes towards teachers' pedagogical pronunciation practices. This leads to the fact that students show their preference for practicing pronunciation with native English speaker teachers (NESTs) over non-native speaker teachers (non-NESTs) and express a wish to achieve native-like pronunciation. The research also proposes some recommendations for improving teachers' pronunciation knowledge and skills as well as changing their teaching style by providing pronunciation-training course for non-native speaker teachers in order to meet students' needs.

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