The Complex, Dynamic and Co-adaptive Relationship between Pronunciation Teachers' Cognitions, Pedagogical Practices and Wider Contexts: A Case from Vietnamese Tertiary Education

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ABSTRACT

Although pronunciation has until recently been widely neglected in both teaching and research, there is universal acknowledgment of its importance in effective communication. This applies too in Vietnam, where good English pronunciation is seen as imperative in accessing social, educational, and occupational opportunities (Kieu, 2010; Vallely & Wilkinson, 2008; P. A. Vu & Nguyen, 2004). Because of this importance, attention needs to be given to the way in which pronunciation is taught in the Vietnamese EFL context. Evidence, however, appears to suggest that this instruction is often problematic and peripheral to the teaching of speaking and listening. Although there are many facets to this complex situation, one way to unpack it and explore possible solutions is to increase our understanding of pronunciation teachers' cognitions, practices and contextual factors that might influence teachers' thinking and their actual teaching. Despite an increasing research interest in teachers' cognitions and practices in many international contexts (Couper, 2016a, 2016b; Foote, Trofimovich, Collins, & Urzúa, 2016), relatively little attention has been paid to the mental lives and actual teaching practices of pronunciation teachers at universities in Vietnam.

The study reported in this thesis scrutinized the relationship between teachers' cognitions of pronunciation teaching, their practices, and wider contexts at the tertiary level in Vietnam using a multiple case study design. The research involved four teachers. The data were obtained through four teachers' initial interviews, classroom observations, stimulated (post-observation) recalls, and document analysis. This set of data was complemented by focus group discussions with a self-selected number of the teacher participants' students (n = 20). The study found that the teachers and students held conflicting views on the value of pronunciation and pronunciation teaching at university. The Nativeness principle seemed to dominate in the teachers' and students' choice of goals, models and in their view of good pronunciation teachers. The teachers in this study employed traditional teacher-centred approaches to pronunciation teaching; their teaching was textbook driven with most classroom activities being controlled. The teachers' cognitions and their teaching practices were diverse and influenced by a number of contextual factors at teacher-intrapersonal, micro, meso, and macro levels. Moreover, a complex, dynamic, and co-adaptive inter-relationship was found between the cognitions, practices of the teachers and these multi-layered contexts.

The study has made important empirical, theoretical and methodological contributions. Empirically, it confirms findings of prior studies that (1) pronunciation teaching is often neglected due to teachers' lack of confidence and training, (2) their practices feature controlled-practice and listen-and-repeat tasks, (3) the teachers advocate intelligibility in theory but follow nativeness in practice and (4) a number of factors mediate the teachers' cognitions and practices, among others. Theoretically, it confirms the existing conceptualization of teachers' cognitions as consisting of four constructs: knowledge, beliefs, attitudes, and identities, and highlights the interactive nature of the four components. It also confirms that teachers' cognitions can be explicitly professed or implicitly interpreted from teaching practices; they can also be core or peripheral in nature. Methodologically, the study sees the benefits of incorporating professional conversations rather than interviews in conducting qualitative research. The study provides a number of implications and suggestions for different stakeholders at different contextual levels, including EFL teachers, teacher educators, curriculum and course designers, university authorities, researchers and national policy makers.

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ATTESTATION OF AUTHORSHIP

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signature:  (Anh Ngoc Dinh)

Date: 16 November 2021

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LIST OF ABBREVIATIONS

BBE	Bachelor in Business English
BELTE	Bachelor in English Language Teacher Education
EFL	English as a foreign language
ELT	English language teaching
ESL	English as a second language
ESP	English for specific purpose
L1	First language
L2	Second language
MOET	Ministry of Education and Training (Vietnam)
NELF	Native English as a Lingua Franca
NESTs	Native-English-Speaking Teachers
NNESTs	Non-native-English-Speaking Teachers

CHAPTER 1 – INTRODUCTION

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1.0 Chapter overview

Research into pronunciation teaching has shown that pronunciation is a core element in effective language teaching and learning, especially in the teaching of speaking and listening skills as it dramatically affects the ability of language learners to make their speech understood and to help them understand the speech of others (Levis, 2018). This is probably why there is an increasing demand for pronunciation instruction (Couper, 2003; Derwing & Rossiter, 2002; Newton & Nation, 2020). To improve the quality of pronunciation teaching, it is advisable to investigate what teachers think, know, believe, and do (i.e., teachers' cognitions and practices), and relevant mediating factors. Although research into teacher cognition in general has been well-established (e.g., Borg, 2015), scant attention has been given to teacher cognition of pronunciation teaching. This study is an attempt to take teachers' cognitions of pronunciation instruction into account and unpack factors that influence both their mental lives and their teaching practices. This introduction chapter (Chapter 1) describes the theoretical and practical context that the current study is situated in. It also briefly introduces the issues that motivate the study, the aims of the study, and its significance to teacher cognition and pronunciation research. The chapter ends with an overview of the thesis.

1.1 Context of the study

This section details the contextual features of the research topic. It presents briefly the international context regarding pronunciation teaching and teacher cognition research, the current status of English as a foreign language (EFL) in Vietnam, practical issues in pronunciation teaching and articulates the need for this research.

1.1.1 International context

The current literature has demonstrated that pronunciation plays an important role in oral communication for mutual understanding (Derwing & Munro, 2015; Foote & Trofimovich, 2018; T. Jones, 2018). Derwing and Munro (2015) and Szpyra-Kozlowska (2015), to name a few, have exemplified circumstances in which breakdowns in daily conversation happen due to pronunciation problems. In second language learning, a number of scholars have argued that pronunciation instruction helps promote listening skills (e.g., Kissling, 2018), speaking skills (e.g., Saito, 2007) and even grammar and vocabulary knowledge (e.g., Newton & Nation, 2020). In this case, pronunciation should not be ignored in English as a second or foreign language (ESL/EFL) classroom.

Nonetheless, many ESL/EFL teachers pay little or no attention to pronunciation and many language curricular offered by various institutions neglect this aspect of English. This situation is found in different teaching contexts such as Australia (Macdonald, 2002), New Zealand (Couper, 2017), Malaysia (Rajadurai, 2001), and Uruguay (Couper, 2016b). There are a number of possible reasons for this situation. These might be a lack of knowledge, training and/or confidence to teach the skill, limited teaching time, outdated teaching materials or teachers' prior perception of pronunciation instruction as ineffective. In this respect, Vietnam may not be an exception. Teachers, at different levels of training including higher education, tend to have a common belief that a mastery of grammar and a high achievement on written tests (rather than an ability to communicate with good pronunciation) should be the main focus of instruction (Denham, 1992; T. L. Nguyen, 2019). This is probably the reason why the majority of Vietnamese EFL learners have inadequate knowledge of pronunciation and poor L2 communicative competence after a long time of studying EFL at schools and universities (Kieu, 2010; V. C. Le, 2015; Vallely & Wilkinson, 2008).

Teacher cognition, an umbrella term for what teachers think, know and believe (Borg, 2003), determines teaching quality and has a strong impact on the pedagogical choices teachers make in the classroom (Borg, 2015). In addition, understanding of language teachers' mental lives is important for curriculum designers because objectives of a curriculum can be fully achieved when teachers' cognitions are taken into consideration (Macalister, 2012).

To this extent, an understanding of pronunciation teachers' cognitions is an indispensable starting point to help teachers improve their pronunciation instruction and, as a result, improve students' pronunciation. This comprehension also serves as guidance and support for EFL teacher training programmes in terms of pronunciation pedagogy. Yet, there is limited research into the cognitions of EFL teacher trainers and EFL language teachers who are responsible for training pronunciation teachers and English language users respectively, especially in the Vietnamese tertiary context.

1.1.2 Vietnamese context

English including teaching English has gained its important position and growing popularity in Vietnam since Vietnam embarked on its "Đổi Mới" (Renovation and Renewal) period in 1986 and joined a number of international organizations (To, 2010). This open-door policy, which referred to "the country's policy of opening up to the outside world, mostly in terms of foreign investment and the global market" (ibid. , p. 100), led to a proliferation of commerce relations and capital flow from diverse nations (Q. T. Nguyen, 2012). As a result, there was a boost in the number of foreign tourists to Vietnam and a growth of international businesses and trades which increased the demand for learning English (Lam & Albright, 2019b). People needed English to

communicate and apply for a variety of jobs offered in the tourism and hospitality industry and elsewhere.

The ascendant need to acquire English was also spurred on at the political and diplomatic level. Vietnam joined a number of organizations in which English is used as a means of communication. These include the Association of Southeast Asian Nations (1995), Asia-Pacific Economic Cooperation (1998), World Trade Organization (2006) and Trans-Pacific Strategic Economic Partnership Agreement (2016). The nation also developed its diplomatic relations with the USA whose language of business is mostly English (Wright, 2002). These changes led to English becoming the foreign language that most Vietnamese wish to acquire (Djité, 2011). At tertiary level, English, is the most recommended and preferred foreign language for students with approximately 90% of language and non-language majors opting to study English (Do, 2006; Hoang, 2010; Kirkpatrick & Liddicoat, 2017).

Vietnamese students choose to learn English for a variety of reasons but primarily to qualify for better employment or to undertake further study (Hoang, 2010; Lam & Albright, 2019b; V. C. Le, 2001). First, Vietnamese students choose to learn English to boost their employability. T. H. Phan (2009) argued that English language has influenced employment opportunities in Vietnam and international labour markets, especially in sectors that offer well-paying jobs. Similarly, Lam and Albright (2019a) claimed that having a labour workforce that is fluent in English is a foundation for social and economic development in the era of international integration of Vietnam. In this sense, Vietnamese labour-exporting businesses, overseas enterprises and joint ventures are found to primarily select skilled workers with good English competence to boost their competitiveness in the specialized fields and the international labour market (L. T. Nguyen, 2007; T. H. Phan, 2009). T. T. A. Nguyen, Vu, Tran, and Nguyen (2006) also add that the income of employees who work in industries with foreign direct investment can double that of employees in other enterprises. Thus, learning English has become a priority or in some cases, a must for learners who want to get better jobs and receive higher salaries in a foreign working environment.

Second, English proficiency is increasingly significant for Vietnamese learners in their study, either abroad or in Vietnam. Certificates of English proficiency, such as IELTS or TOEFL, have become a requirement for school admissions, visas, and scholarships (H. Phan, 2007). Students are also expected to meet certain English requirements to "successfully navigate their studies (listening to lectures, discussing, presenting, and completing assignments)" (T. T. Le & Chen, 2019, p. 19). In domestic university programs, learners are also required to demonstrate a degree of English mastery to either enter or graduate from the universities or to pursue further studies.

Because the Vietnamese government understands the importance of English not only for individuals but also for the whole nation, it has made significant investments towards the encouragement of English language education through numerous laws and policies. In early 2000s, the authorities launched a number of general curriculum and English language policy reforms such as Decrees Nos. 14/2001/CT-TTg, 201/2001/QD-TTg, 06/2003/QD-BGDDT (MOET, 2003; Vietnamese Government, 2001a, 2001b) to "urgently develop and implement the curriculum nationwide to meet the needs of the country's modern development" (M. H. Nguyen, 2017, p. 3). These policies were implemented with (1) a nationwide application of a new series of English textbooks regardless of differences in students' educational and socio-economic backgrounds, (2) requirements for high school students to learn English to communicate and conduct simple research in their fields and (3) a request for innovation in teaching and learning methodology.

To further demonstrate the strong determination to improve English education in Vietnam, the Vietnamese government issued Decision 1400-QD-TTg and launched the National Foreign Language Project (often known as Project 2020) (Vietnamese Government, 2008). Project 2020 expected that by 2020, the majority of Vietnamese graduates from high schools, colleges, vocational schools and universities "will be able to use English to communicate confidently and be able to study and work in a multilingual and multicultural environment" (To, 2010, p. 106). To achieve the communicative competence highlighted as the primary goal of Project 2020, of course, pronunciation teaching requires adequate attention. However, Project 2020 has been extended to 2025 (refer to Decision 2080 issued by Vietnamese Government, 2017). This extension followed the Minister of Education and Training's admission that this ambitious goal was not achievable within such a short timeframe from the initiation of the project in 2016 (V. C. Le & Nguyen, 2017). X. M. Ngo (2019) is concerned that Decision 2080 "is basically a reincarnation of Decision 1400 with a five-year extension" (p. 117) and that criticisms from language teachers and the academic community do not appear to have received adequate consideration.

Despite considerable efforts by the Vietnamese government to promote English language education, research has revealed that many university graduates are unable to use English to communicate appropriately in everyday communication or use the language socially in the workplace (Kieu, 2010). Their pronunciation is also often perceived as unintelligible for native and non-native listeners (V. C. Le, 2015; Vallely & Wilkinson, 2008; P. A. Vu & Nguyen, 2004) including Vietnamese listeners (Cunningham, 2009b, 2013), and this indirectly hinders the country's integration into the world. This problem appears to be rooted in several critical factors.

First, language education in Vietnam, as a country with a Confucian heritage culture, is traditionally characterised by an approach in which teachers are seen as expert knowledge providers while learners are expected to be passive receivers (N. L. Pham & Iwashita, 2018). This prevents a communicative approach to pronunciation teaching (M. H. Nguyen, 2017). In other words, English education, under the strong influence of traditional grammar-translation teaching methods and lecturing techniques (V. C. Le & Barnard, 2009; T. N. Nguyen, 2011), appears to provide few opportunities to teach and practise pronunciation in class.

Second, Vietnam is in the Expanding Circle where English is only a foreign language, and where learners have little or no occasion to use English outside the classroom (Lam & Albright, 2019a; M. H. Nguyen, 2011). As a consequence, Vietnamese students lack practical skills and strategies to communicate effectively in English.

Third, English teaching tends to focus on training students for examinations. In contrast to the government's attempts to improve communicative and pronunciation abilities of Vietnamese learners, Vietnamese EFL instructors mainly aim at developing students' mastery of grammatical structures and syntactic rules i.e., linguistic competence for success in exams (T. L. Nguyen, 2019). This is pervasive in the Vietnamese education system including tertiary programs and prevents teachers from teaching English for communicative purposes and improving students' English pronunciation (M. H. Nguyen, 2017; T. N. Nguyen, 2017; P. Tran & Tanemura, 2020). It also prevents Vietnamese learners from showing their competence in real-life performance (Trinh & Mai, 2019).

Last but not least, it appears that teacher-related factors have a role to play in the poor pronunciation of Vietnamese learners. Pre-service teachers receive training in linguistic knowledge of pronunciation but with limited pedagogical knowledge and insufficient consideration of their future teaching contexts (T. Bui & Nguyen, 2016; V. C. Le, 2002; H. H. Pham, 2002). Also, student teachers have short teaching practicum periods which typically last between six to eight weeks, accounting for approximately 5-6% of the whole four-year training program. As the teaching-practicum credits do not count towards the overall results students require to graduate from universities (M. H. Nguyen, 2017), student teachers tend to dismiss its importance. In addition, in-service teachers report little or no professional development activities such as classroom observations, seminars, reflective or informal talks among colleagues in their teaching career. This can mean they do not adapt to meet the instructional needs of students (M. H. Nguyen, 2017; H. H. Pham, 2002). A further complicating factor is that a large number of teachers who are currently teaching English have a Russian teaching background. After the disappearance of Russian in the Vietnamese education system, teachers of Russian received a two-year training program to be eligible for English teaching (H. H. Pham, 2002). However, they

report their lack of confidence and consider themselves not qualified enough to teach English pronunciation (ibid.). These factors have a significant influence on the quality of English pronunciation teaching in Vietnam. Other factors such as limited class hours, large class sizes, poor classroom infrastructure and acoustic quality also appear to restrict the implementation of communicative activities and hinder the improvement of students' pronunciation abilities (see Hoang, 2013; H. Phan, 2004; Trinh & Mai, 2019).

It can be concluded from the above discussion that attaining communicable English pronunciation remains a major challenge for Vietnamese students. Also, different contextual factors are intertwined with pronunciation teachers' thinking and practices which in turn, influence the teaching and learning of pronunciation. Therefore, it is argued a greater understanding of the complex relationships between what teachers think and do and their surrounding contexts is essential to finding a workable solution for effective pronunciation instruction in Vietnamese tertiary education.

Currently, the two most popular official programs of English education at tertiary level in Vietnam are the **Bachelor in English Language** and **Bachelor in English Language Teacher Education**. The former program, offered at several **multidisciplinary universities,** aims to produce high quality graduates who have mastered the knowledge of the language and culture of English-speaking countries, as well as having the necessary knowledge and skills to work in areas such as translation, office administration, language and international studies. The latter program, offered at some **pedagogical universities,** aims to produce high-school teachers and university lecturers who are proficient in English. They are also expected to have knowledge about teaching activities; an understanding of learners in specific situations; an awareness of local, national and international environments where English is taught; and a broad comprehension of society and culture. They should be flexible, communicative, and competent in identifying, supporting and solving problems. Until now, there has been no research investigating how the aforementioned complex inter-relationships and problems in pronunciation teaching vary across these two different contexts. This underlines the importance of the study.

As far as I am aware, there has been only a small amount of research which has examined how Vietnamese tertiary EFL teachers teach pronunciation and how their cognitions inform their classroom decisions (see T. L. Nguyen, 2019; Phuong, 2018). Hence, more empirical research on pronunciation instruction and related issues in Vietnam is essential. Additionally, what has been under-researched until recently is (1) factors influencing pronunciation instruction and (2) if teachers' cognitions shape or are shaped by their practices under these impactful factors. This is, therefore, a good reason to unpack teachers' cognitions, their teaching practices, influential

factors of pronunciation training and the relationship between them in the Vietnamese tertiary education.

1.2 Rationale of the study

Apart from the aforementioned contextual issues related to teachers' cognitions and pronunciation teaching globally and in Vietnam, this study was also inspired by personal reasons. Dalton-Puffer, Kaltenboeck, and Smit (1997) argue that teaching pronunciation for L2 learners is crucial and is even more strikingly obvious in the context of language teaching in tertiary settings including those which involve pre-service language teachers. Nevertheless, working as a tertiary EFL teacher for nearly ten years, I have seen that pronunciation has not received adequate attention in EFL classrooms. From my experience, many lecturers typically teach what is stated in the syllabi and pronunciation teaching is often neglected due to its absence in the curriculum. There is also limited empirical evidence of how pronunciation instruction is implemented in the classroom. As far as I have observed, tertiary teachers' pronunciation teaching practices tend to be ad hoc and focus on error corrections. This is perhaps attributable to their unawareness of the significance of pronunciation training in enhancing learners' oral communicative competence and their lack of guidance on how to teach pronunciation effectively.

As a teacher of English, I was, to some extent, confident in the quality of my English pronunciation. However, it was not until I started my higher education in a foreign country and had more contact with foreigners that I realized my pronunciation was not as good as I believed. As a result, I have learnt to appreciate more the struggles that my students have with English pronunciation in my classes and in international contexts beyond the classroom. I became motivated to improve my own teaching and to investigate the experiences of English pronunciation teaching and learning especially at tertiary education level. I decided to conduct a study on how teachers at universities in Vietnam address the importance of pronunciation instruction, their fears, hopes and beliefs in improving their pronunciation teaching, coupled with the opportunities and challenges they encounter in their teaching practices.

1.3 Aims and Research question

This research focuses on examining teachers' cognitions related to EFL pronunciation teaching at the tertiary level in Vietnam. It also aims to explore the factors that mediate teachers' cognitions and practices. Using a qualitative case study approach, this study addresses the overarching research question, as follows:

"What is the inter-relationship between the teachers' cognitions of pronunciation teaching, their instructional practices and wider contexts in tertiary education in Vietnam?"

1.4 Significance of the study

First, this study makes a significant contribution to the current limited literature on teachers' cognitions of pronunciation teaching. It adds an understanding of teachers' mental lives on pronunciation instruction in different educational contexts i.e., EFL tertiary environments in Hanoi, Vietnam.

Second, the importance of this research is that it provides an in-depth understanding of what teachers are doing in the classroom and why. For participants of this study and the wider teaching community, this portraiture of pronunciation teaching offers them reflective practice opportunities to better develop their profession. For me as a practitioner, this research helps broaden my knowledge to be a more successful teacher of pronunciation.

Third, the local contribution of the study is that it offers essential information for teacher education, material developers, curriculum and syllabus designers and national policy makers in Vietnam to solve local problems related to pronunciation teaching and to promote teacher change. In addition, it accumulatively builds international perspectives on English pronunciation education. Specifically, the findings of this research provide a richer understanding of teachers' cognitions on pronunciation instruction and students' perceptions about pronunciation teachers, their teaching practices, and the students' pronunciation instructional needs.

Fourth, while most studies are situated in either teacher education training or a language teaching context, this study is significant in dealing with the two contexts at the same time and provides a thorough comparison through a cross-case analysis. By doing this, a holistic understanding of teachers' cognitions of pronunciation instruction in Vietnamese tertiary education is revealed. In addition, this study using a qualitative case study method is of relevance for similar contexts such as some Southeast Asian nations and global communities in that it provides a within and cross-case comparison in two different teaching contexts, so this fosters the external validity, stability and generalizability of its findings. In other words, the study is locally situated and researched but globally relevant.

1.5 Structure of the thesis

The thesis includes six chapters. Chapter 1 provides an overall picture of the research context, the rationale, research aims, research question and the significance of the study.

Chapter 2 reviews the current literature which is relevant to the focus of this study. Particularly, the chapter reviews research on three main aspects, namely (1) theory and research related to pronunciation teaching and learning processes (e.g., teaching goals and models, teaching priorities, teaching approaches), (2) an overview of teacher cognition theory and the notion of teachers' cognitions used in the current study and (3) a review of teachers' cognitions studies into pronunciation instruction worldwide and in Vietnam. This chapter ends with gaps in the current literature and the research question.

Chapter 3 presents research design and the methodology employed for this study. It starts with an explanation of the constructivist paradigm and qualitative research design underpinning the study, followed by a full description of the research settings and participants. It then discusses the research process and methods of data collection. Following that, the chapter addresses data management and data analysis procedures including coding and analyzing data. Finally, the chapter describes how the trustworthiness of the study was achieved and how ethical issues were considered.

Chapter 4 reports on the findings of the study. Specifically, it contains extensive information concerning teachers' cognitions and practices of the four teacher participants from both the teachers' and students' perspectives. It also includes a synthesis of the findings in which the descriptions of cognitions and practices of the four instructors are combined and compared and a number of major themes are identified.

Chapter 5 provides a detailed account and interpretation of the findings according to themes. The findings are discussed with reference to previous literature addressed in Chapter 2. Especially, this chapter discusses a data-driven framework for teachers' cognitions of pronunciation teaching. This framework features teachers' cognitions and their teaching practices as core elements which are influenced by a number of layers of micro, meso and macro contextual factors.

Chapter 6 summarizes the key findings, highlights the significance, contributions and implications of the study to theory, research and practice related to teachers' cognitions of pronunciation instruction. It also identifies the limitations and gives recommendations for further studies.

CHAPTER TWO – LITERATURE REVIEW

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2.0 Chapter overview

The cross-disciplinary nature of the subject of this thesis necessitates a broad-ranging review of numerous related areas involving pronunciation teaching pedagogy, teachers' cognitions, and the inter-relationship of the two both worldwide and in the Vietnamese teaching context. This Literature Review chapter begins with the theory and research related to pronunciation teaching and learning. Several aspects of pronunciation instruction including teaching goals and models, teaching priorities, teaching approaches, teachers and factors in effective pronunciation teaching are reviewed and discussed in section 2.1. Next, the chapter presents an extensive discussion of the notion of teachers' cognitions used in this study including its constructs and definitions of key terms (section 2.2). These first two parts serve to provide a background to the review of teachers' cognitions studies into pronunciation instruction worldwide and specifically in Vietnam (section 2.3). Underlying the question of what teachers do and why is the important question of whether these practices are informed by theory and research. Finally, the chapter finishes with section 2.4 summarizing major gaps in the current literature of the field that provide the impetus for the current research. An overarching research question will be presented at the end of this section.

2.1 Pronunciation teaching and learning

The upcoming sections review key areas of knowledge including what theoretical and empirical evidence is available to guide pronunciation teachers in terms of what teaching goal(s) and model(s) to follow, what pronunciation aspects to teach, how to teach them, and who can teach pronunciation.

2.1.1 The changing focus of pronunciation teaching goals and models

2.1.1.1 Goals

Pronunciation goal is defined as "the learning target that the teacher or learner sets in terms of the level of proficiency which a pronunciation student will have to achieve in order to communicate effectively" (Pennington & Rogerson-Revell, 2019, p. 132). The two most cited underlying determinants of the goal of pronunciation instruction are the Nativeness principle and the Intelligibility principle[1] as named by Levis (2005).

[1] Capital letters adopted for the discussion dealing with the two principles proposed by Levis (2005)

Nativeness principle

The Nativeness principle demonstrates that achieving nativelike pronunciation in a foreign language is possible and desirable. In this approach, a student's accent[2] might be blamed for communication failures and thus may lead to some forms of discrimination (Lippi-Green, 2012; Munro, 2003; Timming, 2017). As a result, reducing or removing accents of the first languages (L1) has been positioned as an ultimate goal for language learners. This principle was the dominant paradigm in pronunciation teaching in the past and continues to be an attractive goal for many teachers and learners. In a study of 100 adult ESL learners in Canada, Derwing (2003) discovered that an overwhelming majority of the participants regarded perfect native pronunciation as their desired goal. In Uchida and Sugimoto's (2020) study, the majority of both teachers and students surveyed believed that non-native teachers and learners should strive to acquire native-speaker accents with some even expressing intolerance of pronunciation with traces of a Japanese accent.

Nevertheless, a whole body of empirical evidence has suggested that elimination of L1 accent is largely unattainable and unnecessary (Levis, 2020) and sometimes inappropriate for learners who would like to maintain their own accent as a feature of their identity and loyalty to their home communities (Gatbonton, Trofimovich, & Magid, 2005). In other words, attaining native-likeness seems to be unrealistic, unnecessary and burdensome for language teachers and students. J. Murphy (2014a) claims that it is unfair and unethical for teachers to make their learners believe that they will ever be able to achieve native-like pronunciation. Moreover, in light of a significant increase in the number of non-native speakers of English, "the whole idea of native speaker has been rendered somewhat blurred, if not hopelessly meaningless" (Rajagopalan, 2004, p. 112).

Intelligibility principle

Concerning the unattainable and inappropriate nature of native-like pronunciation, current research has suggested that the goal of pronunciation instruction should primarily be concerned with helping learners become more understandable (Fraser, 2001; Thomson & Derwing, 2015). That is to say, the Nativeness principle has gradually been replaced by the notion of Intelligibility (Levis, 2005). This construct remains central to contemporary pronunciation education (Munro & Derwing, 2011) and is defined by Derwing and Munro (2015) as the extent to which a speaker's message is received as intended by a listener. Szpyra-Kozlowska (2015) asserted that a distinction between basic or minimal intelligibility (i.e., communication which places a significant strain on the listener and necessitates a considerable amount of effort on their part to comprehend the conveyed message) and comfortable intelligibility (i.e., communication which puts little or no

[2] A non-native pattern of pronunciation (Derwing & Munro, 2005)

strain on the listener) is needed as it has important consequences for the pronunciation pedagogical process in terms of what models and teaching priorities as well as the methods that are used to help achieve each particular goal. This issue will be explored further in the upcoming sections.

In general, the Intelligibility principle has been taken up as a realistic and attainable aim i.e., helping learners to achieve functional and comprehensible communication by making traditional instruction and practices more meaningful and interactive. Conducted research with empirical evidence has supported the movement towards a focus on intelligibility. These studies claimed that few learners attain native-like speech in the second language (L2) acquisition (see Flege, Munro, & Mackay, 1995) and that intelligibility and accentedness are partially independent (see Munro & Derwing, 1995). Similar to J. Murphy (2014a) cited above, Szpyra-Kozlowska (2015) emphasized that imposing someone else's accent on learners is morally wrong and brings emotional harm to them. Therefore, it is vital that language teachers recognize the importance of the Intelligibility principle, make it the new teaching goal, increase learners awareness of this new target, help them to be intelligible and at the same time, and respect learners' right to preserve their own accent (Dao, 2018a).

2.1.1.2 Models

A pronunciation model is defined as "a set of pronunciation forms representing a particular language variety or accent which can be used as a reference point against which to measure pronunciation accuracy or appropriateness" (Pennington & Rogerson-Revell, 2019, p. 131). For years, the model of concentric circles (i.e., Inner, Outer and Expanding Circle[3]) of Kachru (1986) has been used as a reference point in discussing the types of English pronunciation adopted for teaching and learning purposes. In the Expanding Circle, target models in English language teaching usually include native speakers from Inner Circle countries such as the United States, Great Britain, Australia, Canada, New Zealand (Levis, 2005) with British and American English undoubtedly dominating the English teaching scene worldwide (Szpyra-Kozlowska, 2015). However, this native-speaker model is arguably not suitable, and several alternatives have been proposed.

As discussed in the previous section, striving for nativelike pronunciation is no longer considered appropriate; thus, native speakers should not be the only models for pronunciation instruction, particularly in EFL contexts such as Vietnam. First, English, by becoming a global language, serves millions of non-native speakers of English as a means of communication with other non-

[3] Capital letters used in situations referring to Kachru's model of concentric circles (1986). The capital letters have been used initially by the author.

native speakers of this language. One might well ask then why native speaker norms should be "valid if native speakers are not involved in many international exchanges in English?" (Szpyra-Kozlowska, 2015, p. 9). Second, the changing goal of modern pronunciation teaching towards mutual intelligibility of interlocutors questions the tradition of employing native accent models as appropriate for the purpose of international communication. Third, while "the best instructor is the person with a detailed practical knowledge of both the L1 and L2 phonetics" (Walker, 2001, p. 8), this is often not the case of too many native speakers (Setter, 2008) who for instance (1) have received insufficient training in English pronunciation and phonology, (2) have less knowledge of their learners' L1, and (3) lack awareness of and empathy with the learners' psychological difficulties in learning a second language pronunciation (Walker, 2001).

In addition, there are a number of supporting reasons why non-native English speakers should be used as models in pronunciation classrooms. J. Murphy (2014a) states the benefits of working with samples of non-native English speakers. These models, according to J. Murphy, appear to be more aspirational, accessible and relevant to the needs of pronunciation learners, especially when their learning goal is not to attain a native-sounding pronunciation. Moreover, Levis, Sonsaat, Link, and Barriuso's (2016) finding that pronunciation instruction seems to depend more on pronunciation teachers' knowledgeable teaching than on their native pronunciation offers encouragement to the non-native English practitioners. Nonetheless, J. Murphy (2014a) emphasizes that "samples of non-native English speech are useful as pronunciation models as long as they are intelligible and comprehensible" (p. 258).

As argued by Pennington and Rogerson-Revell (2019) and evidenced through many empirical findings (Buss, 2013; Lim, 2016; Sifakis & Sougari, 2005; Timmis, 2002), there is now a growing recognition of the relevance of intelligible pronunciation as a more appropriate goal for language learners though many EFL teachers and learners still consider the native-speaker norms to be the preferred point of reference. In addition, many EFL learners wish to learn a kind of English which will enable them to communicate both with native and non-native speakers. Standing between the cross-principle (i.e, Nativeness and Intelligibility), Szpyra-Kozlowska (2015) proposed an approach called Native English as a Lingua Franca (NELF) allowing EFL learners to be exposed to a variety of accents for the sake of intelligibility, but to a native model of pronunciation for the purpose of imitation. She commented further that accents chosen (whether American, British English or any others) as appropriate pronunciation models for EFL purposes should fulfil a number of important criteria concerning (1) the standard status of a selected variety, (2) its degree of intelligibility to users of English, (3) the availability of teaching resources in relation to that particular accent, and (4) a specific local education situation (for a full list of criteria see ibid., p. 30).

The current study is conducted in an EFL context with multiple layers of influential factors which mediate the teachers' cognitions and their practices regarding the English models as unpacked in the subsequent chapters.

2.1.2 Aspects of pronunciation to teach (what has the most impact on intelligibility)

As demonstrated in the preceding section, the need to master each phonetic feature natively is both unrealistic and unnecessary for the majority of EFL learners whose aim is to attain comfortable intelligibility in communication with other speakers of English. While the goal of intelligible pronunciation is widely accepted, there has been, until recently, no agreement as to how it can be achieved and what role specific aspects of English pronunciation play in ensuring or hindering the intelligibility of learners' speech (Szpyra-Kozlowska, 2015). This section discusses the complex and controversial issue of pronunciation priorities for English language learners.

In order to achieve the goal of intelligible pronunciation, research has shown that both segmental and suprasegmental instruction[4] are essential (Celce-Murcia, Brinton, Goodwin, & Griner, 2010; Derwing, Munro, & Wiebe, 1998; Zielinski, 2008). Nonetheless, it is advisable to set priorities for instruction as not all pronunciation features are equally important for intelligibility (Derwing & Munro, 2015). It is also suggested that no one can propose a list of pronunciation priorities that work for learners everywhere; hence, the burden mainly falls on pronunciation teachers to find out what matters for their students (Darcy, 2018).

One widely discussed proposal for setting pronunciation teaching priorities is Jenkins' (2000, 2002) Lingua Franca Core for users of English as International Language. She found that communication breakdowns were majorly due to segmental errors[5], or segmental combined with nuclear stress errors[6]. Therefore, Jenkins proposes to simplify the English consonant system by eliminating target language sounds or allowing learners to substitute sounds they feel comfortable with (e.g., no dental fricative - /θ/ and /ð/, as in "think" and "that" or some accepted allophonic variations as /v/ in "vowel" often heard as /b/ "bowel"). The core also calls for an inclusion of vowel length contrasts as in the pairs such as "seat/sit". Additionally, Jenkins restricts the focus on supra-segmental features to contrastive stress (e.g., "my daughter goes to *primary school"* with stress on the final word as a neutral fact vs. "my *daughter* goes to primary school" with an emphasis that it is my daughter not someone else who goes to primary school).

[4] Segmental instruction is the teaching of consonants and vowels while suprasegmental instruction is the teaching of a speech feature such as stress, intonation, rhythm, etc.
[5] Segmental errors are errors related to consonants and vowels such as substituting /l/ for /r/ in the word "low"
[6] Nuclear stress errors are errors where the stressed word within a tone group is placed inappropriately

Nevertheless, this proposal for pronunciation teaching priorities has not gone unchallenged. Dauer (2005) questions why Jenkins only qualifies interaction among non-native speakers as "International English" while native-nonnative communication also occurs frequently. Additionally, Lingua Franca Core has been criticized for (1) a lack of robust empirical support, and (2) the inconsistence and uncertainty of what should and should not be included in pronunciation teaching. Specifically, while some pronunciation features reflected in spelling should be preserved in the core, some similar features do not receive adequate attention and are excluded from the core. Szpyra-Kozlowska (2015) critiqued Lingua Franca Core for supporting a stance that "apart from nuclear stress and division of speech into word groups, the remaining prosodic features are not only irrelevant for international intelligibility, but are detrimental to it" (ibid., p. 83). According to Szpyra-Kozlowska, the core has pointed in the opposite direction with recent research emphasizing the crucial role of suprasegmentals in communication via English.

Pennington and Rogerson-Revell (2019) proposed another set of factors that should be considered in deciding pronunciation teaching priorities. The list includes error severity, functional load, fluency, impact, degree of tolerance, teachability-learnability, and goal. First and foremost, teachers need to base their list of priorities on their students' needs and wants within their contexts of language use with regards to teaching context, time and constraints (e.g., a context requiring teachers to follow a prescribed syllabus which features limited teaching time and resources and does not prioritize pronunciation skills). Pennington and Rogerson-Revell's proposal is quite similar to the criteria (i.e., needs, wants and contexts of instruction) mentioned in Derwing and Munro (2014) and Levis (2005). A learner's needs might depend on different factors such as their pronunciation proficiency level or difficulties at the beginning of a pronunciation course, their end-purpose of learning such as for prospective occupations or for academic exams, for local or international communication (Rogerson-Revell, 2011). A learner needs analysis could be done through diagnostic tests that assess the student's difficulties in perception and production of oral English (see examples of diagnostic tests in Couper, 2006; Derwing & Munro, 2015; Gilbert, 2012). Identified learner pronunciation errors might be the result of a phonological transfer and/or orthographic transfer from learners' L1 to L2 and interfere with a listener's ability to understand at different levels of severity. Pennington and Rogerson-Revell (2019) proposed that a serious error that makes it "impossible for a listener to extract an intelligible message" is "a high priority for instruction" whereas a less severe error that does not impede a speaker's message is of "less immediate importance in instruction" (p. 149).

Second, the concept of functional load, proposed by Catford (1987), has been well-documented in the literature as being a useful tool to help select pronunciation instruction priorities (Brown, 1988; Derwing & Munro, 2015; Munro & Derwing, 2006). The level of functional load is defined by the frequency of occurrence of minimal pair contrasts and the stability of contrasts across

regional varieties. According to pronunciation specialists, phonemic contrasts with high functional load (e.g., /e/ vs. /æ/, /l/ vs. /n/) should constitute a teaching priority while those with a low functional load (e.g., /d/ vs. /ð/, /ʃ/ vs. /ʒ/) are of secondary importance (Munro & Derwing, 2006; Suzukida & Saito, 2019). Nonetheless, despite the potential usefulness of the functional load concept in setting pronunciation teaching priorities, there has been little application of empirical results in this regard to classroom practices (Pennington & Rogerson-Revell, 2019).

Examples of other determining criteria for pronunciation priorities are also provided by Pennington and Rogerson-Revell. High priority should be given to (1) features that disrupt the flow of speech considerably (e.g., frequent pause) (*fluency*), (2) features that are (not) used which in turn, impact on the message significantly (e.g., insufficient distinction between stressed/unstressed words) (*impact*), (3) errors that are a source of irritation for listeners and require a high degree of tolerance (e.g., non-standard tone choice) (*degree of tolerance*), (4) the effort involved that merits the result achieved (e.g., stress placement) (*teachability-learnability*), and (5) the feature that would prevent reaching the level of competence required (e.g., lack of vowel lengthening before final voiced consonants) (*goal*). Several empirical findings have confirmed the need to put high priority on some mentioned pronunciation features such as primary stress (Hahn, 2004), lexical stress (Field, 2005), tone (Chun, Jiang, & Ávila, 2013), listeners' expectation (Zielinski, 2008).

Pennington and Rogerson-Revell (2019) illustrated how pronunciation teachers can address and meet their students' needs according to their own contexts through the analysis of two case studies in an Expanding Circle country (Singapore) and an Inner Circle country (the U.S.). However, from an empirical perspective, more research looking at pronunciation teaching priorities that teachers actually set in their classrooms and the reasons behind it is needed. The current research attempts to fill this gap.

2.1.3 Approaches to pronunciation teaching

Following Richards and Rodgers (2001), teaching approach in this study is conceptualized as general principles or theories underpinning a teaching method and thus informing the teaching techniques or procedures used in language classrooms. In other words, a teaching approach involves teaching methods and strategies, teaching activities, language of instruction, and corrective feedback. To provide the background for the current study, the following sections present approaches to pronunciation teaching in contemporary literature.

2.1.3.1 Proposed teaching approaches to pronunciation teaching

The current literature does not present one unified approach that is claimed to be effective to L2 pronunciation teaching. Rather, various and sometimes contradictory pronunciation teaching approaches have been proposed by researchers in the field. These teaching approaches are based on different factors such as the development and position of pronunciation in the history of language teaching and learning, priorities that teachers have in their teaching practice, learners' needs and wants as well as teaching contexts.

In literature on pronunciation teaching, two categories that have been frequently discussed are "Intuitive – Imitative" and "Analytic – Linguistic" approaches to the teaching of pronunciation (Celce-Murcia et al., 2010). The former, implying a more implicit approach, typically listen-and-repeat, depends on students' ability to listen to and imitate sounds and rhythms of the target language without the intervention of explicit instruction. The notion that explicit instruction does not help in pronunciation acquisition can be traced back to the idea of an innate Language Acquisition Device, often referred to as the nativist or generativist view (Ellis, 2010) of the cognitive domain of language learning. The nativist-related positions generally hold that it is the Language Acquisition Device that determines the order of acquisition and there is a transparent difference between uninstructed "acquisition" and taught "learning"(Krashen & Terrell, 1998). Moreover, it implies learned knowledge can never become acquired knowledge (Doughty, 2003). It is, therefore, noted that both explicit teaching and corrective feedback provision have no role in language acquisition. Pennington (2021) argued that this nativist view of language learning has largely been replaced by a usage-based view which sees the focus of language learning turning to context and meaning. The latter view stresses the importance of supra-segmental features and "top-down" teaching approach which will be discussed in the next paragraph. An analytic-linguistic approach, on the other hand, explicitly informs learners of information about the phonetic alphabet, articulatory descriptions, and tools to supplement listening, imitation and production (e.g., interactive speech websites, pronunciation software, practical exercises). This explicit approach is believed to complement rather than replace the intuitive one. The analytic – linguistic approach and its effect on pronunciation teaching and learning is detailed in the next section 2.1.3.2.

Another distinction, based on order and focus of instruction, is often made between "bottom-up" and "top-down" approaches. The traditional "bottom-up" or "building blocks" approach to pronunciation instruction (Goodwin, 2005) starts firstly with raising learner' awareness of the smallest elements (i.e., phonemes or language sounds in isolation), then moving to the formation of syllables, utterances and sentences and finally working up towards larger components such as word stress, intonation and features of connected speech. Meanwhile, a "top-down" perspective shifts the focus of attention in pronunciation instruction to suprasegmentals and other features of

the larger context of utterances such as voice quality, phonological fluency, and gestures (Pennington, 1989). The former conception has been criticized for its decontextualization, limited explanatory power and little relevance for language teaching (Pennington, 2019) whilst the latter was in part a response to studies which established the significant role of prosody in achieving intelligibility and comprehensibility among L2 users as discussed in previous sections (see Field, 2005; Hahn, 2004 for examples). As presented in section 2.1.2 (the teaching priorities), experts in the field began to call for a more-balanced approach where both features receive attention in pronunciation classrooms. Lee, Jang, and Plonsky's (2015) meta-analytical review of research into the effectiveness of pronunciation instruction showed that a greater effect was achieved when pronunciation teaching involved both segmentals and suprasegmentals. Nonetheless, how to incorporate these two approaches for efficient pronunciation training remains open to debate.

From a Cognitive Phonology perspective, Fraser (2001, 2010) and Couper (2011) approach pronunciation teaching through concept instruction, described as a "conceptual approach that is learner-centerd and discovery-oriented" (Couper, 2021, p. 3). According to Fraser (2000), the main focus of pronunciation instruction is to change a conceptual pattern that learners have internalized in childhood and is appropriate for their L1 to one that is as close as possible to the L2 concept. She suggests perceptual training with critical listening exercises to facilitate the process of concept formation (Fraser, 2010). Critical listening involves providing learners with ample opportunity to listen to their own speech and that of fellow learners, and with guidance from the teacher, to compare and contrast good with not-so-good examples of the target category. They learn to distinguish the aspects of learner pronunciation that make comprehension difficult for native speakers listening to them (Fraser, 2000). Empirical findings of Couper (2006, 2013) and Fraser (2009) for instance indicate the significant role of critical listening in helping learners form new phonological concepts. Beside critical listening, Couper (2018) argues that socially constructed metalanguage (i.e., a set of metalinguistic descriptions developed by students and teacher through classroom dialogue exploring learners' concepts and comparing them with those of the target language) enhances the process of pronunciation learning. Couper's research has shown that critical listening and socially constructed metalanguage are key variables in effective pronunciation instruction and the incorporation of these two helps boost learners' pronunciation development (Couper, 2011, 2012, 2014). These findings also support Kennedy and Trofimovich's (2010) findings that perceptions and pronunciation quality can be improved through awareness-raising activities.

It is clear that each of these approaches discussed above has its own merits. Especially, the technique that makes use of L1 concepts in building a socially constructed metalanguage with students in pronunciation teaching. In the past, much of the literature around language teaching and learning advocated an avoidance of using L1 in the classroom (e.g., Ellis, 2005). However,

L1 seems to be gaining popularity in language classrooms as, according to Bruen and Kelly (2017), the judicious use of L1 in limited instances could help reduce cognitive overload and anxiety in L2 classroom. However, what specific approach (or a mixture of approaches) is used in teaching practices in different contexts and teachers' cognitions about this are under research. The current study contributes to answering this question.

2.1.3.2 Explicit pronunciation teaching

Explicit pronunciation teaching refers to a form of instruction that builds up a greater awareness of pronunciation in learners by providing them with knowledge related to the phonetic alphabet and its description as well as rhythms and other features of the target language (Celce-Murcia et al., 2010). According to Fraser (1999), explicit pronunciation teaching is crucial and effective which concerns both "knowing-that" and "knowing-how". Fraser related the former to knowledge of English phonetics and phonology and acknowledged its usefulness in pronunciation classes. The latter, as argued by Fraser to be a more important aspect, involves pronunciation teachers' insights into learners' difficulties in pronouncing English and tools to support their pronunciation needs at different learning stages. As discussed by both A. A. Baker and Murphy (2011) and J. Murphy (2018), declarative knowledge about phonetics and phonology and procedural pedagogical knowledge comprise a knowledge base for pronunciation instruction and neither of them is sufficient on its own. Over 20 years ago, Derwing, Munro, and Wiebe (1997) and Derwing et al. (1998) started to provide evidence that it is possible to teach pronunciation and explicit instruction does have a positive impact on L2 learners' pronunciation improvement. This has been widely supported by recent researchers (Couper, 2003, 2006; Pardede, 2018; Saito, 2011, 2013b). Research across a range of learners, contexts, pedagogical approaches, linguistic features and outcome types has been extensively conducted (J. Lee et al., 2015) and compelling empirical evidence in both ESL and EFL contexts supporting this claim has been provided as the following examples show.

In the ESL context of New Zealand, Couper (2006) conducted a study with a baseline group of 50 high-intermediate learners. 12 training sessions (30 minutes each) specifically focusing on epenthesis (addition of a sound) and absence (inappropriate omission of a consonant) were provided to the student participants. The results showed that after two weeks of training, there was a significant decrease in error rate of the experimental group (i.e., from 19.9% in the pre-test to 5.5% in the immediate post-test and 7.5% in the delayed post-test). The findings confirm the short- and long-term changes in learners' phonological competence. Similarly in the ESL context of the U.S., Sardegna (2010), investigating the short- and long-term effects of pronunciation instruction on 38 international graduate students' linking skills while reading aloud, has arrived at similar conclusions.

Gordon and Darcy (2016) investigated whether rapid improvement in speech comprehensibility could be made through explicit pronunciation instruction. 30 ESL students were put into three groups. The first one had 12 learners who received 4 hours of explicit pronunciation instruction on suprasegmental features (i.e., stress, rhythm, reductions and linking). The second one had 8 participants who received the same amount of instruction time except that the focus of instruction was on four vowel sounds (i.e., /i/, /ɪ/, /æ/, and /ɛ/). The same content was presented to the third group without explicit instruction. In total, there were two experimental groups (suprasegmental and vowel groups) and a nonexplicit group. Through the pre-test and post-test sentence reading tasks, the researchers found that a significant improvement was recorded for the group receiving prosodic instruction. As a result, Gordon and Darcy concluded that in a short period of time, instruction on suprasegmental features could lead to quick improvement in speech production of learners.

Current research results also indicate that explicit pronunciation teaching is useful in EFL environments where learners do not use English to communicate daily (Saito, 2007). To illustrate, Saito (2007) compared two groups of Japanese learners with only the experimental one receiving one-hour pronunciation teaching on the production of /æ/ sound. Pre- and post-tests were utilized to test the effectiveness of the explicit phonetic training. The results showed that learners in the experimental group displayed a considerable improvement after the training whereas the control group did not. This finding supported the positive impact of explicit pronunciation teaching.

Peltona, Lintunen, and Tamminen (2014) investigated the effects of explicit pronunciation training on advanced Finnish EFL undergraduates' production of English vowel duration and quality. This study involved three groups of participants: Group 1 – Before teaching group (11 first-year students who had not participated in the pronunciation training course), Group 2 – After teaching group (9 second-year students who already passed the pronunciation course which consists of 42 contact teaching hours on English sound system and practical production training) and Group 3 – Comparison group (9 native speakers of British English). Each student group's recordings of isolated English monosyllabic words, which contained 10 English vowel phonemes, were analyzed and compared. The results showed that explicit pronunciation instruction made the learners' pronunciation of L2 vowel quality more native-like suggesting a positive effect of pronunciation teaching for advanced learners.

Generally speaking, research on the effectiveness and efficacy of pronunciation instruction shows that explicit pronunciation instruction is often necessary to help learners improve their pronunciation ability (Derwing & Munro, 2005; Fraser, 2000; Thomson & Derwing, 2015), and that more attention needs to be paid to pronunciation teaching (Couper, 2006; Foote, Holtby, & Derwing, 2011; Isaacs, 2009). In response to this call, the current study contributes to the literature

by looking at pronunciation teaching in the Vietnamese context from the perspective of teachers' cognitions.

2.1.3.3 Corrective feedback in pronunciation teaching

Corrective feedback used in this research refers to oral feedback as a teacher's and/or peers' response to a learner's pronunciation error. Corrective feedback takes different forms and has been shown to be effective in pronunciation teaching. Six types of corrective feedback that have been identified by Lyster and Ranta (1997) are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. These types of corrective feedback have later been further refined in Lyster, Saito, and Sato (2013) as either implicit or explicit feedback in the form of reformulations or prompts. Recasts may be in the form of implicit reformulations or explicit corrections where "the teacher says an utterance is incorrect, corrects it and may go on to provide an explanation" (Couper, 2019, p. 42). Prompts can include implicitly asking for meaning clarification or explicitly utilizing direct questions or metalanguage to elicit a correction. The current literature has shown that corrective feedback plays a significant role in pronunciation improvement (J. Lee et al., 2015). Specifically, empirical evidence suggests that explicit corrective feedback is more likely to result in learner uptake of the targeted phonological form than implicit feedback, and that the former is more effective in fostering L2 learners' pronunciation than the latter (see Dlaska & Krekeler, 2013).

Recent research has examined the effectiveness of corrective feedback on L2 learners' pronunciation development. For instance, Saito and Lyster (2012) investigated the effects of L2 pronunciation teaching with and without corrective feedback on pronunciation of 65 Japanese ESL learners in Canada. These students were divided into three groups: control group, form-focused-instruction-only group (FFI-only), and form-focused-instruction-and-corrective-feedback group (FFI+CF). Each group received four hours of meaning-based instruction about argumentative skills with vowels as the pronunciation focus for the first group while English /ɹ/ was the focus for the two experimental groups. The findings showed that while there were no significant changes in pronunciation performance of FFI-only learners, those of the FFI+CF group considerably improved their pronunciation of /ɹ/ under the form-focused-instruction treatment with corrective feedback. The group receiving both pronunciation instruction and corrective feedback also outperformed the control group in the picture-description task. The result indicated how explicit pronunciation instruction coupled with explicit corrective feedback has a strong influence on the development of learner pronunciation in both controlled and spontaneous speech level.

Another notable study is Dlaska and Krekeler (2013) who investigated the immediate effect of implicit and explicit feedback on L2 learners' comprehensibility of controlled speech production. In this research, 169 learners of German were divided into two groups: (1) listening-only group (i.e., students received implicit feedback interventions in the form of repetitions – listening to their own recorded pronunciation and recasts – listening to teacher's model pronunciation) and (2) ICF group (i.e., students received explicit individual corrective feedback including explicit metalinguistic information and a 'push' for output from their instructors in addition to the listening activities). The sequence of treatment for both groups was as follows: (1) reading/ recording, (2) listening to recording twice, (3) listening to the teacher reading the text twice, and (4) reading/ recording the same text again with teachers' explicit ICF provision in step 2 and 3 for the ICF group. The findings showed that individual corrective feedback is more effective than listening only interventions in improving L2 comprehensibility. As a result, the two authors suggested including explicit individual corrective feedback in pronunciation instruction to increase its effectiveness and efficiency.

The most important finding from the examples above is that corrective feedback tends to be effective if the item being corrected has been previously taught (Saito, 2013a). Nonetheless, most studies concerning corrective feedback in pronunciation teaching are experiments which examine the effect of feedback types in controlled contexts. More qualitative research exploring teachers' perceptions, beliefs and attitudes about corrective feedback in pronunciation teaching is needed.

2.1.4 Native-English-Speaking Teachers versus Non-native-English-Speaking Teachers (NESTs vs. NNESTs) in teaching pronunciation

Pronunciation teaching in general has been shown to be effective for the development of L2 learners' pronunciation in the previous section. This section deals with another important question that is what the relative merits of NESTs and NNESTs are in teaching pronunciation.

There has recently been much debate about who should teach English pronunciation and there is no doubt that unequal treatment occurs (Derwing & Munro, 2015). As observed by many researchers, the preference for NESTs and the hiring bias against NNESTs in many parts of the world is evident in advertisements for English teachers in both EFL and ESL contexts (Clark & Paran, 2007; Moussu & Llurda, 2008). For example, in certain EFL contexts, "native-English-speaking backpackers with no teaching qualifications or teaching experience are extended a warm welcome" and sometimes earn more money than well-trained local NNESTs (Medgyes, 2001, p. 433). This practice is based on the faulty assumption that having an L1 accent is wrong and that only a native speaker can effectively teach pronunciation (Derwing & Munro, 2015). Empirically, Levis et al. (2016) have reported that students, learning pronunciation from either a NEST or a

NNEST utilizing the same curriculum, teaching materials and activities, made similar significant improvements in their comprehensibility. The results offer encouragement to NNESTs in pronunciation.

In brief, as argued by researchers in the field of pronunciation teaching, the fact that a pronunciation teacher is a NEST or a NNEST should matter little. What is more critical and crucial is whether the instructor has the requisite skills and both linguistic and pedagogical knowledge to provide students with knowledgeable teaching practices and quality learning experiences (Derwing & Munro, 2015; Levis et al., 2016). The current study provides more insights into this debate of NESTs and NNESTs by unpacking teachers' cognitions and mediating factors in the Vietnamese teaching context.

2.2 The theory of teacher cognition

The aim of teacher cognition research is to understand why teachers do what they do in classrooms. The answer to this question could be found through the inter-relationships between different constructs of teacher cognition. This study focuses only on the four constructs that are commonly investigated in research i.e., teacher knowledge, beliefs, attitudes, and identities. Underlying those interdependences are factors involving teachers' experiences as language learners, student-teachers and language teachers as well as contextual issues. Borg's (2015) model, featuring language teacher cognition constructs about different aspects of language teaching and learning and a mix of promoting or hindering factors, provides guidance on the exploration of the teachers' cognitions discussed in this study. The framework is presented below.

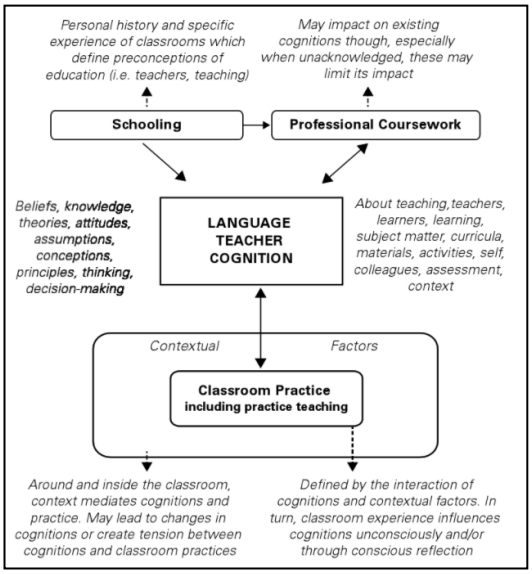

Figure 1 Language Teacher Cognition framework (Borg, 2015, p.333)

2.2.1 Conceptualization of teacher cognition in this study

The term "teacher cognition" is a sophisticated concept (Borg, 2003). In general, teacher cognition is "an often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic – that is defined and refined on the basis of educational and professional experiences throughout teachers' lives" (Borg, 2015, p. 40). Several terms have been defined differently and different expressions have been used for similar concepts by researchers (Clandinin & Connelly, 1987). Current studies mostly look at teacher knowledge and beliefs and embrace their complexity. They also address the relationship of these constructs to what teachers do in classrooms (Borg, 2003). The scope is expanded by Borg (2012) to recognize attitudes and identities as indispensable aspects of teacher cognition. Burri, Chen, and Baker (2017) argue that teacher cognition and teacher identity are two equally critical aspects that are intertwined in a complex and reciprocal relationship and thus, the authors question the need to incorporate teacher identity inside teacher cognition. Nonetheless, in his recent chapter, Borg (2019) appears to suggest that teacher identity defined as "teachers' perception and understanding of themselves and others" (Burri et al., 2017, p. 129) would fit under the umbrella term "teacher cognition". He further argues that separating these two concepts is not helpful but "exploring teacher identity and other specific areas of cognition such as teacher knowledge would, though, be more feasible" (Borg, 2019, p. 19). This thesis also attempts to explore different constructs of teacher cognition (see section 2.2.2).

According to Li (2013), many studies, mostly from a cognitive perspective, tend to view cognition as a fixed assumption which may be consistent or inconsistent with teachers' practices (e.g., Golombek, 1998; Sun, 2017). Also, Li points out that although research has to some degree acknowledged the influence of macro contexts (e.g., educational policy, school cultures) on teachers' cognition and practices, there is a lack of adequate insights into a micro context (i.e., classroom) which reflects teachers' interactive moment-by-moment decision-making. Thus, she sees a need for acknowledging the complexity of teacher cognition rather than treating it as a fixed object existing in teachers' heads (Li, 2017). According to her, teacher cognition is about the procedure of acquiring and understanding the varieties of knowledge required for effective teaching. It also relates to teachers' personal learning and professional experience which is gained on a daily basis through interaction with colleagues, students, themselves and others. Additionally, it is individual and social, fluid and changing, context-shaped and context-evolving at the same time (Li, 2017).

By understanding the importance of context and interaction on teacher cognition and in recognition of the call for broader understanding of teachers' mental constructs (Kubanyiova & Feryok, 2015), this study combines the definition of Borg (2012) considering teachers' knowledge, beliefs, attitudes and identities and that of Li (2013, 2017) acknowledging teachers'

mental lives as a complex interactive system[7], which can be studied through teachers' interactions with contexts at both macro (nation), meso (school) and micro (classroom) levels. This guiding definition also acknowledges that teachers' cognitions are dynamic (Borg, 2003; Feryok, 2010), systemic (Breen, Hird, Milton, Oliver, & Thwaite, 2001; Feryok, 2008; Phipps & Borg, 2009), complex and non-linear (Borg, 2015; Feryok & Oranje, 2015; Sun, 2017) and highly context-sensitive (Cross, 2010; Li, 2013, 2017; Moodie & Feryok, 2015).

In this study, the term "teacher cognition" is used as an umbrella term. The term "a teache**r's** cognition**s**" is used to emphasize that teacher cognition is composed of different constructs and that these constructs and their sub-categories dynamically interact with each other in teaching instances. The term "teacher**s'** cognition**s**" is used to acknowledge that each teacher has their own cognition which is different from others and that when cognitions of a number of teachers are mentioned, the plural form is used to recognize these differences. There are diverse ways to build understanding of teacher cognition and its constructs. The way that the notion of teacher cognition is formed in this study is discussed in the next section.

2.2.2 The main constructs of teacher cognition

This study provides an explanation of the four main constructs underpinning teacher cognition. They are teachers' knowledge, beliefs, attitudes and identities. Research into teacher cognition has acknowledged the importance of investigating these four commonly-researched constructs to better understand what teachers' do and why they do it. To name a few, Woods (1996) and Pajares (1992) emphasize the inextricable interconnection between knowledge and beliefs in interpreting teachers' actions. Ajzen (2005) features individual's attitudes as another major determinant of one's behaviors. Recently, Borg (2012) has asserted that beside the core constructs in his definition of teacher cognition (i.e., what teachers think, know and believe), it is essential to include constructs such as attitudes and identities as these are all aspects of the unobservable dimension of teaching. Until now, there are studies dealing with teacher cognition as an umbrella term including teachers' knowledge and/or teachers' beliefs together with either teachers' attitudes or teachers' identities (Couper, 2017; Morton & Gray, 2010). Nevertheless, none has explored these four main constructs at the same time. This study is conducted to accommodate this gap in the current literature and acknowledges that each construct has its own distinct elements and characteristics and that these distinct features inter-relate with those of the other constructs of teacher cognition thus making them inseparable whenever teacher cognition is mentioned. The following paragraphs briefly describe the four main constructs to provide a greater understanding of what they may entail.

[7] It is the system that is composed of different components or agents and whose components interact with each other leading to changing states (Feryok, 2010)

2.2.2.1 Teachers' knowledge

The knowledge pronunciation teachers possess is an important area emphasized in the literature on teacher cognition of pronunciation instruction. It includes his/her knowledge of pronunciation, an awareness of students' potential problems, and knowledge of pedagogical priorities (Celce-Murcia et al., 2010). It also encompasses knowledge about classroom-based research, knowledge of students' perceptions, knowledge about curriculum, knowledge about phonology and knowledge of techniques and approaches for teaching pronunciation (A. A. Baker & Murphy, 2011). These different types of knowledge feature in what have been discussed as the teacher knowledge base model in Shulman (1986, 1987) and Andrews (2001, 2003).

It is argued that first and foremost, pronunciation teachers should have teacher language awareness (Andrews, 2003). This includes a solid foundation in linguistic knowledge of phonology (subject matter knowledge) (Shulman, 1987), a thorough command of English and its pronunciation (language proficiency) (Andrews, 2003) and knowledge of pronunciation learners. Knowledge of learners in this sense is not only an awareness of issues that negatively affect students' intelligibility (Celce-Murcia et al., 2010), learners' prior conceptions and misconceptions of pronunciation (Shulman, 1987) but also learners' current stages of language learning (Andrews, 2003). Second, the teacher knowledge base should also include a pedagogical content knowledge featuring knowledge about pronunciation teaching goals, strategies and curriculum (A. A. Baker & Murphy, 2011; Shulman, 1987). Third, as pronunciation teaching involves accents, pronunciation teachers should have knowledge of context (i.e., ESL vs. EFL teaching contexts), knowledge of self (i.e., particular roles that teachers assign themselves in specific pronunciation teaching contexts and incidents) and general pedagogical knowledge dealing with teachers' understanding of L2 learners and learning in general and classroom management (i.e., a mixed or mono L1 class). Empirical research has highlighted the importance of these types of teachers' knowledge in effective pronunciation instruction (Buss, 2013; Couper, 2016b, 2017; Macdonald, 2002; Timmis, 2002).

2.2.2.2 Teachers' beliefs

Applying Zheng's (2015) classification of teachers' beliefs to the specific domain of pronunciation, there are five areas of beliefs with regards to pronunciation education. They are beliefs about the nature of pronunciation, pronunciation teaching and learning, and pronunciation teachers and learners. These beliefs might be either professed or in practice, explicit or implicit, and core or peripheral (Phipps & Borg, 2009; Zheng, 2015). The teachers' professed cognitions refer to the teachers' conscious expressions of what they believe while the teachers' cognitions in practice point to those that were elicited from the teachers' explanations of their practices (Zheng, 2013). The teachers' explicit cognitions are the teachers' professed cognitions that they were

willing to share, while the teachers' implicit cognitions relate to the teachers' cognitions in practice which the teachers were not aware of or that they were reluctant to share (Zheng, 2015). Finally, the teachers' core cognitions are those that are more stable and thus have a more powerful influence on the teachers' practices while the teachers' peripheral cognitions are less stable and thus less influential. Teachers are more likely to compromise on the latter when tensions arise between the two types (Birello, 2012).

According to Richards and Rodgers (2001) and Calderhead (2004), teachers' beliefs about the nature of pronunciation play a role in the development of beliefs about pronunciation teaching and learning as well as the roles of teachers and learners. Zheng (2015) notes that while teachers' past experience in teaching and learning contributes to teachers' beliefs and their enactment of particular practices, contextual factors play a significant role in changing their beliefs and practices. Contextual factors may promote or hinder teachers' efforts to implement their beliefs into actual teaching. Research on teachers' beliefs about pronunciation has been in line with Zheng's findings (A. A. Baker, 2011a; Buss, 2016). This indicates the importance of understanding wider contextual factors when teachers' beliefs and cognitions are investigated.

Based on Calderhead's (2004) argument, teachers' beliefs about pronunciation as a subject concern a range of epistemological issues: what pronunciation is about, what it means to know about pronunciation or to be able to carry out tasks efficiently within the pronunciation domain. Meanwhile, teachers' beliefs about language represent different orientations in their pronunciation teaching. Richards and Rodgers (2001) suggest three different views of language (structural – language as a system, functional – language for functional meaning and interactional – language for social relation maintenance) which will either explicitly or implicitly inform teachers' approaches and methods in pronunciation instruction.

Teachers' beliefs about pronunciation teaching relate to a notion of teaching purposes and the procedures to achieve these goals. Different teachers view the nature of pronunciation teaching differently. This leads to preferences for different teaching approaches and diverse classroom activities. Also, teachers' beliefs about their roles will influence their classroom management, curriculum and syllabus and eventually affect how they behave inside the classroom (Zheng, 2015).

Teachers' beliefs about pronunciation learning are shaped by beliefs about learning content and learning processes. While beliefs about pronunciation content are closely related to pronunciation teaching objectives discussed earlier, those about learning processes are linked to theories of learning including behaviorist, cognitive, humanistic and constructivist approaches. Accordingly, pronunciation teachers will view their students differently depending on their different

perspectives on learning theories. Their roles in the classroom will then be determined by those that they assign for their learners. Teachers' beliefs about pronunciation learning and learners can be reflected through interactions between teachers and students in the classroom (Zheng, 2015). It is also necessary to study core and peripheral, professed and in-practice and consistent and inconsistent beliefs as well as the harmonies and tensions between them for a holistic understanding of the complexity of pronunciation teachers' beliefs (Zheng, 2015). Research findings have shown that these belief types are interrelated and affect what teachers do in the classroom and therefore, should be explored not separately but all together (Zheng, 2015).

2.2.2.3 Teachers' attitudes

Teachers' attitudes towards pronunciation teaching are affected by three main sources of beliefs. They are behavioural, normative and control beliefs (Ajzen, 2005). *Behavioral beliefs* refer to a person's favorability towards a behavior and its outcome. For example, a pre-service teacher may have a positive attitude towards inclusive educational teaching if s/he believes that providing an inclusive educational environment (the behaviour) will be beneficial for students with academic learning disabilities (outcomes) (J. Jones, 2009). *Normative beliefs* are concerned with the amount of social pressure a person feels to perform a behaviour and his/her level of motivation to fulfil these expectations. When individuals believe that society has positive normative expectations towards a behaviour, they are likely to possess positive attitudes to carry out the behaviour or vice versa. Weekly's (2015) teacher participants were found to prefer native speaker models as both their students and people in their society all aspire to speak like "the English" (p. 192). That is, the social norm of wanting to speak like the English exerts an influence on the teachers' attitudes and decisions.

The third predictor of teachers' attitudes is *control beliefs* which describe the amount of control a person feels s/he has to perform or not to perform a behaviour. These control beliefs may be formulated internally through past experiences or externally by observing acquaintances or friends and the availability of resources and opportunities provided. For instance, a teacher in Karavas (1993) believes in the advantages of group-work activities whenever her classes are small. However, if class size increases, it is difficult to control what happens. This implies that at a certain level, she has a discipline problem in managing a big class and feels worried as she lacks pedagogical control strategies over what happens in the groups.

2.2.2.4 Teachers' identities

There has been research indicating the inter-dependent relationship between pronunciation teaching and teachers' identities and addressing the need to consider teachers' identities in research on pronunciation teachers' cognitions (Burri, 2016; Couper, 2017). Based on

Barkhuizen's (2017) definition, teachers' identities in pronunciation teaching are their ongoing and evolving understanding of themselves as pronunciation teachers across time and space, enacted through their participation in practices and negotiated by interrelationships with others in their specific contexts. Pronunciation teachers' identities in this study are best studied based on a model of teachers' identities from a frame perspective proposed by Pennington (2015). Pennington's (ibid.) model has two frames: Practice-centered and Contextual, each of which displays different facets of teachers' identities.

A practice-centered frame can be deconstructed into five sub-categories. *Instructional identity* defines classroom persona and roles of teachers in class. *Disciplinary identity* is concerned with a connection between the teacher and a specific field and its areas of knowledge and research. It can be his/her academic qualifications, a department s/he is affiliated with and the extent that his/her work relates to research. *Professional identity* evolves over an entire career through self-conception, ongoing interactions with diverse groups of students and various collegial relations at different levels (i.e., field and discipline level). *Vocational identity* encompasses teachers' dedication to students and the teaching profession both in general and in particular subjects in specific contexts. This affective element is driven primarily by the intrinsic satisfaction of facilitating students to achieve their goals. *Economic identity* indicates a teacher's work-related academic and economic position. Well-compensated job and highly reputed status in the field contribute a significant value to an educator's high level of work satisfaction and positive self-image, hence boosting their identity.

A contextual frame mediates five elements of a practice-centered frame. The global dimension of a teacher's identities refers to his/her international orientations towards global trends. It asks for a teacher's mastery of both subject and pedagogical knowledge and relates to the instructional facet of teachers' identities. Moreover, a global identity links a teacher's practice to that of educators and scholars around the world and to the milieu of international education and business; thus, it has a relationship with professional, disciplinary, vocational and economic identity. The local facet refers to "departmental, institutional, community, and national" (Pennington, 2015, p. 48) environments and teachers' awareness of promotions or constraints as well as priorities and proper actions under these contexts. The local context is said to have immediate and constant impact on all aspects of teachers' identities. The socio-cultural frame refers to "linguistic, ethnic, racial, and gender features of identity which are operative in the teaching context" (ibid., p. 49). Teachers' socio-cultural identity is inclusive and diverse and dependent upon the people with whom they interact in different contexts.

Based on a model of teachers' identities from a frame perspective, Tao and Gao (2018) show a disjointed picture of ESP teachers' identity development, largely constrained by the institutional

facet of the context. The uncertain disciplinary status of ESP and the lack of collegial community cause the participants to struggle to pursue their disciplinary, professional and economic identity. In contrast, their vocational identity is promoted through a sense of fulfilment with a recognition of the significant usefulness of ESP to learners' careers and to public demand. Also, teachers' participation in teaching courses to professionals from various industries provides them with a sense of positive self-realization and thus construct the economic frames. With reference to instructional identity, the informants' experiential accounts highlight the importance of prior learning and teaching experiences in shaping their teaching persona and informing their choices of teaching materials and methods of instruction.

To fit with the purpose of this study, I have modified Pennington's (2015) contextual frames. This refinement acknowledges the global frame as the macro level (global and national context), and the local frame as meso level (departmental, institutional (school) and community (family and society) milieux). This adapted model also takes the micro level (classroom practice) into consideration when teachers' identities are studied.

2.3 Research into teachers' cognitions of pronunciation teaching

Pronunciation is no longer the "Cinderella" (Kelly, 1969; Underhill, 2010) but the "Belle of the Ball" (Derwing, 2019) in applied linguistics. Also, research into teachers' cognitions of pronunciation teaching is no longer as "limited" as it was ten years ago (A. A. Baker & Murphy, 2011, p. 29), but has proliferated. Various studies have been conducted in different contexts, highlighting a number of issues regarding teachers' cognitions of pronunciation instruction. The following sections review notable studies in international and Vietnamese contexts which are relevant to the current study.

2.3.1 Research into teachers' cognitions of pronunciation teaching in international contexts

Research into teachers' cognitions of pronunciation teaching in international contexts has revolved around a number of common topics. First, pronunciation is often neglected in teachers' teaching practices. Second, if pronunciation is taught, its instruction is frequently ad hoc, focusing mainly on segmentals, correction of errors and the pursuit of native-speaker goals and models. Third, there are a number of factors that impact pronunciation teachers' cognitions and practices. The following sections unpack these issues respectively.

2.3.1.1 The neglect of pronunciation instruction

Numerous investigations have revealed that pronunciation instruction tends to be neglected in both ESL and EFL contexts (A. A. Baker, 2011a; Breitkreutz, Derwing, & Rossiter, 2001; Foote et al., 2011; Macdonald, 2002) and that there are various reasons for this neglect.

First, a number of English language teachers remain sceptical about the efficacy of pronunciation instruction (Celce-Murcia et al., 2010) because their experience in teaching pronunciation has not been successful (Fraser, 2000; Szpyra-Kozlowska, 2015). This is probably due to the fact that pronunciation is often regarded by the teachers as the most difficult and problematic area to master, especially when native-like speech is seen as the goal of teaching and learning (e.g., Couper, 2016b). Second, many instructors claim a lack of confidence, adequate teacher training and professional development opportunities to develop the necessary knowhow to teach pronunciation (A. A. Baker, 2011a, 2011c; Burns, 2006; Couper, 2017; Foote et al., 2011; Henderson et al., 2012). Third, many language practitioners admit that an absence of pronunciation in curricular, teaching materials and assessment framework are reasons why they tend to avoid teaching pronunciation (Macdonald, 2002). Many ESL and EFL contexts are characterized by a system of written exams with grammar and vocabulary being primarily tested. As a consequence, intensive pronunciation training is subsequently viewed by teachers and learners as a waste of precious class time. Pronunciation instructors have also suggested that frequently very little attention is given to pronunciation in English textbooks (Breitkreutz et al., 2001). Szpyra-Kozlowska (2015) found that many teachers believe that textbook authors are highly qualified specialists in ELT who know best how much attention should be given to various language components, and therefore, "follow the contents of such publications faithfully and tend to devote insufficient time to pronunciation training" (p. 6).

Fourth, the negligence of pronunciation instruction might be attributable to the assumption of the communicative approach, which is dominant in modern language teaching (Szpyra-Kozlowska, 2015). According to the communicative language teaching principle, good pronunciation is regarded as necessary for effective communication; nonetheless, emphasis is placed on fluency rather than accuracy and pronunciation errors are consequently tolerated. In other words, pronunciation teaching tends to be fairly limited as "communicatively adequate pronunciation is generally assumed to be a by-product of appropriate practice over a sufficient period of time" (Celce-Murcia et al., 2010, p. 449). Some teachers also believe that pronunciation instruction is not appropriate because it is not related to the communicative competence of language (Morley, 1991).

However, teachers are now more aware of the importance of pronunciation teaching and try to tackle the problems more than ignoring them (Yokomoto, 2016). Thus, many teachers express a

need for better training, more locally relevant teaching materials and an appropriate inclusion of pronunciation in the curriculum (A. A. Baker, 2014; D. Murphy, 2011). To provide a more comprehensive picture of pronunciation teaching, the current study explores the extent to which pronunciation teaching is considered in the Vietnamese EFL curriculum through teachers' cognitions and practices.

2.3.1.2 Ad hoc teaching, Segmental focus and Native-speakerism

Research has shown that pronunciation teaching is often ad hoc, segmental focused and native-speakerism oriented. Teachers do not appear to teach pronunciation systematically; thus, the nature of addressing pronunciation is reactive and mostly in response to errors (Couper, 2016b, 2019; Macdonald, 2002). For example, Couper (2016b) found that the teaching practices of 18 out of 28 experienced and well-qualified Uruguayan teachers were unplanned and as a response to students' pronunciation mistakes. Whenever their learners' errors occurred, these teachers either modeled and let them repeat several times or gave them some tips and solved their difficulties. Additionally, teachers seem to limit their lessons around listen-and-repeat activities (Buss, 2016; Foote et al., 2016) although some research (e.g., A. A. Baker, 2014) has reported a wide range of techniques amongst highly experienced teachers.

If teachers do teach pronunciation they have been found to concentrate more on segmentals rather than suprasegmentals (Burns, 2006; Buss, 2016; Couper, 2017) and sometimes solely focus on phonemes (Foote et al., 2016). Buss (2016) studied the beliefs and practices of 60 Brazilian EFL teachers through an online survey on pronunciation teaching. Most of her teacher participants said that they spent around 0% to 40% of the teaching time on prosody. This finding suggested a preference for word-level features. Others studies report their attempts to teach prosody often lead to ignoring it as they find it difficult to teach or do not know how to teach it (Burgess & Spencer, 2000; Foote et al., 2011).

Another issue which is frequently discussed has been the question of what goals and models to pursue given the growing acceptance of English as an International Language and intelligibility as a more appropriate goal for pronunciation teaching (Grant, 2014). In principle, teachers mostly report their support for the goal of intelligible pronunciation; however, in practice, the vast majority of them still prioritize native speaker norms when it comes to pronunciation (Henderson et al., 2012; Sifakis & Sougari, 2005; Weekly, 2015). This contradiction might be attributable to NNESTs' unnecessary insecurity about their own pronunciation (Couper, 2016b; J. Murphy, 2014a), an acceptance of native speaker norms as a more rational expectation (Timmis, 2002), and negative pressure from higher levels of administration (government, and educational institutions) and parents who prefer the modelling of native speaker accents (Jenkins, 2007).

2.3.1.3 Factors that impact teachers' cognitions on pronunciation teaching and teaching practices

According to Borg (2015), two notable factors that influence teachers' cognitions and classroom practices are personal experiences and professional coursework. The importance of these aspects has been underscored by several teachers' cognitions studies involving general pre-service and in-service L2 teachers. This list of influential factors is also applicable to the case of ESL and EFL pronunciation instructors.

The first factor influencing teachers' cognitions and practices is teachers' personal experiences. Investigating the relationship between teachers' beliefs and their prior language learning experience, Uchida and Sugimoto (2020) revealed that Japanese teachers' experience of staying abroad was associated with different levels of confidence in their own pronunciation. The teachers with higher levels of confidence were also likely to believe in the effectiveness of pronunciation teaching. In other words, teachers might gain confidence in their self-perceived pronunciation and believe in the efficiency of pronunciation instruction through their personal overseas experience in which the target language is used for communication.

Another factor that can influence teachers' cognitions of pronunciation instruction is professional coursework. A. A. Baker (2011b) investigated cognitions and teaching practices of five experienced ESL practitioners and searched for sources of teachers' knowledge of pronunciation pedagogy. She found that, for three out of the five participants, an MA course related to pronunciation pedagogy had the greatest influence on their pronunciation instruction. Many of the techniques and activities learnt in the MA course are used in their current classes. A. A. Baker (2014) reported that those three teachers used a wider range of pronunciation teaching techniques compared to the other two teachers without MA professional coursework. Burri (2015a, 2015b) and Burri, Baker, and Chen (2017), through a longitudinal case study, have found that teacher training had positive effects on 15 ESL student teachers' cognitions and practices during a 13-week graduate course in pronunciation pedagogy. Specifically, data from various research instruments (i.e., interviews, focus groups, questionnaires and classroom observations) confirm a significant uptake of knowledge and change in cognitions of the teacher participants when learning to teach pronunciation. The findings from these studies suggest that graduate education has a direct and positive influence on the teachers' knowledge base for pronunciation instruction.

Burri and Baker (2021) found a number of influential factors that are particularly relevant to teachers' cognitions and classroom practices of pronunciation teaching. The factors are teacher preparation factors, personal-professional factors, language factors, and contextual factors. Teacher preparation factors featured for example assignments, readings and collaborative

activities in the teachers' graduate courses. Personal-professional factors included personal interests, teaching experience, and participation in the study, among others. Language factors comprised several issues such as phonological awareness, ambiguity of spoken language, complexity of intonation, and participants' own L2 learning. While the first three factors influenced considerably the participants' cognitions and practices over the entirety of the research (i.e., from the beginning of the pre-service training to the in-service experience), contextual factors emerged as the teachers started teaching. Contextual factors involved two categories i.e., learner needs and program. The authors concluded that their findings have complemented prior studies' results and suggested that pronunciation teaching is susceptible to a wide range of factors and pertinent implications for the preparation of pronunciation practitioners have been made.

Reflective practice is another factor that could influence language teacher cognitions and their practices. It has been reported in the current literature that teachers' unconsciously held assumptions are important and need to be brought to the level of conscious awareness (Borg, 2015). One way to accomplish this is to encourage teachers to articulate their cognitions to themselves and others through the practice of reflection (Farrell, 2007). Teachers who adopt a reflective practice approach examine their teaching interrogating what, how and why they take particular types of actions inside or outside the classroom, and then evaluate the impact of their instruction practices on student learning (Farrell, 2015). According to Farrell and Ives (2015), the results of such engagement with concrete evidence might mean an affirmation of teachers' current practices or demonstrate the need to make necessary changes.

2.3.2 Research into teachers' cognitions of pronunciation teaching in the Vietnamese context

This section focuses on research into teachers' cognitions of pronunciation teaching in the Vietnamese context. It starts with a brief contextualization of this line of research in Asian contexts and continues with different sections dealing specifically with issues related to Vietnam.

There have been a number of studies into teachers' cognitions of pronunciation teaching in East and Southeast Asian contexts such as those by Wahid and Sulong (2013) in Malaysia, Lim (2016) in Cambodia and Bai and Yuan (2019) in Hong Kong. These researchers conducted studies on tertiary teachers, pre-service teachers, primary and secondary teachers respectively. A number of data collection methods were used to elicit teachers' cognitions and their pedagogical practices (e.g., surveys, classroom or practicum-teaching observations, semi-structure interviews and written reflections). These studies discovered that

(1) the teachers generally acknowledged the importance of pronunciation instruction but either taught it at a minimal level or avoided teaching it,

(2) the teaching of pronunciation was mainly textbook-bound and spontaneous with a focus on error correction,
(3) more emphasis was put on segmental features,
(4) the teachers agreed in principle that intelligibility is a more appropriate goal but still adhered to the native-speaker norms as a point of reference,
(5) the teacher believed that NESTs are better models and more suitable to teach pronunciation,
(6) there were a number of factors influencing the teachers' cognitions and practices (e.g., time constraints, no representation of pronunciation in the curriculum, insufficient pre-service education and lack of professional development opportunities, lack of confidence about their own pronunciation and ability to teach, students' attitudes and motivations to learn pronunciation).

These issues are all relevant to the Vietnamese teaching context and are investigated in the following sections which provide a review of studies into pronunciation teaching and/or its specific aspects (e.g., goals and models, NESTs vs. NNESTs, explicit instruction, corrective feedback) from the perspectives of either Vietnamese teachers and/or students.

2.3.2.1 Difficulties in learning English pronunciation in Vietnam

In contemporary EFL education in Vietnam, pronunciation has received more attention in recent years as English curricula have been geared more towards communication (Ha, 2005). Both teachers, students and school authorities highly value the importance of pronunciation and its teaching (T. L. Nguyen, 2019; Phuong, 2018; H. Y. Vu, 2016). Nevertheless, Vietnamese learners still find it hard to be understood by foreigners despite years of learning English (M. H. Nguyen, 2017; Tweedy, 2012). Research has shown that Vietnamese EFL learners have major difficulties in learning English pronunciation. More specifically, Vietnamese EFL learners are found to experience various challenges related to phonemes and prosody. The main difficulties are often related back to mother tongue interference or differences between Vietnamese and English languages. Sometimes, these involve sounds that do not exist in Vietnamese tongue (e.g., /θ/, /ʒ/), sounds that are similar in both (e.g., /tr/ vs /tʃ/, /d/ vs /ð/), or unfamiliar sound combinations that only exist in English (e.g., consonant clusters) (D. M. Dang, 2000; Luu, 2011).

The difference between English and Vietnamese in terms of syllable structures, rhythm and intonation could be another major difficulty (D. T. Dang, 2013a). According to D. T. Dang (2013b), syllable structures in the English language are diverse including consonant vowel (CV) then CVC, CCVC, CCCVC, CCCVCC. Meanwhile, a basic syllable in the tonal Vietnamese language is composed of two compulsory elements: a tone and a nuclear vowel with optional components such as an initial consonant, and a final consonant or semi vowel (B. Ngo & Tran, 2005). As a result of a common CV-with-a-tone syllable structure, Vietnamese learners have a

tendency to use the Vietnamese syllable CV to produce the English syllable CVC (i.e., omission of final consonants). This replacement makes it hard for interlocutors to recognize the target words (D. T. Dang, 2013b). For instance, Vietnamese language learners often produce "smile" /smaɪl/ and "heal" /hɪl/ as [smai] and [hiu], sometimes with different tones added. The differences between two languages lead to a sound omission (e.g., final consonants), a substitution for similar features in Vietnamese language or a schwa addition.

Several studies found a number of non-standard features[8] in the pronunciation of Vietnamese EFL learners that hinder the intelligibility of Vietnamese accented English. The most notable features include (1) non-standard syllable stress patterns[9], (2) non-standard production of singleton or group of consonants (i.e., substitution, addition, reduction, deletion or a combination of these processes[10]), (3) non-standard vowels (in strong and weak syllables, vowel quality as in "ship" and "sheep", vowel contrasts as between "worm" and "warm") (Cunningham, 2009b, 2013; Zielinski, 2006). The ability to teach or improve these features was found to vary widely. For example, findings from Cunningham (2013) revealed that while the difference between "sheep" and "ship" (vowel quality) or the substitution from /f/ to /p/ in "often" were most susceptible to change due to intervention of explicit pronunciation teaching (i.e., significant improvement in student participants' pronunciation), some features could not be mastered at all by the end of the study (e.g., no improvement in students' ability to produce consonant clusters). These features are deemed to result from the difficulties discussed above.

To deal with these issues, domestic teachers should (1) provide segmental instruction with articulatory explanation and presentation of the human head, seen from the side, displayed as if it had been cut in half, (2) increase learners' awareness of sound differences, (3) create sufficient opportunities for students to practise both inside and outside the classroom, and/or (4) identify, explain and correct learners' mistakes (D. T. Dang, 2013b; Duong, 2009; Ha, 2005). Local teachers are also advised to combine in-class instruction and home practice using mobile apps for the best results in pronunciation development (T. K. Bui, Su, Lung, & Dang, 2021). On the other hand, they suggest foreign teachers should be hired to make students feel more confident as this enables them to learn from authentic sources.

It is worth noting that the aforementioned researchers interpret data mainly based on their own knowledge of the Vietnamese language (L1) or from their observations of learners' performance.

[8] Non-standard features of speech production are those that are different from what would be expected if the same section of speech was produced by a native speaker of English (Zielinski, 2006, p. 42)

[9] (1) Non-standard syllable strength (e.g., "economics" /iːˈkɒnəmɪks/ instead of /iːkəˈnɒmɪks/), (2) non-standard additional syllables (e.g., "have" /hævə/ instead of /hæv/), and (3) non-standard deletion of syllables (e.g., "five and above" produced as "five above") (Zielinski, 2006)

[10] Leve**l** => /levə**n**/ (substitution), sitting => /ˈsɪ**s**tɪŋ/ (addition), ki**nd** => /kaɪ/ (deletion), chi**ld** => /tʃaɪ**s**/ (reduction and substitution)

Few empirical research has been undertaken from the viewpoints of Vietnamese learners to identify the struggles they actually experience (Dao, 2018b) or from both teachers' and students' stances to see if their views are congruent with each other regarding pronunciation difficulties (Truong, 2018). This gap motivates the current study which makes use of different perspectives because "only when we are informed by both the researchers, teachers and the learners about potential difficulties, will we be able to plan for more effective learning and teaching" (Dao, 2018b, p. 88).

2.3.2.2 Goals and models

A recent line of research in Vietnam has focused on what teachers and/or learners perceive of goals and models of English for pronunciation, and the incorporation of World Englishes into their teaching and learning.

A number of EFL teachers and students in the Vietnamese context favour native-speaker norms, specifically either American or British English, and consider nativelikeness to be an ultimate teaching and learning goal (see Mai, 2017; Martins, 2016; Phuong, 2018; H. Y. Vu, 2016). Phuong (2018) explored 10 teachers' and 87 students' perceptions of pronunciation teaching at tertiary level in Vietnam through the use of interviews and classroom observations with teachers and questionnaires and focus group discussions with students. Findings of this study revealed that all the teacher participants expressed a strong personal preference for nativelike pronunciation attainment and for native English accents (i.e., American and British English). Similarly, regardless of their proficiency level, the students favoured native-sounding accents over those of non-native speakers. On the contrary, all six teachers in T. L. Nguyen and Newton (2020b) "viewed intelligible pronunciation as an achievable goal for their students, and rejected the goal of accent reduction or native-like pronunciation" (p. 10). This finding was stated explicitly by the teacher participants in the interviews; however, in the observations, there was no evidence to support their claimed focus on intelligibility. It is unclear whether there was a match or mismatch between these teachers' cognitions and their practices in this regard.

Various studies being conducted in different teaching contexts (e.g., public and private universities, international schools or English language centers) showed that there are many factors that influence teachers' and students' choices of goals and models in pronunciation teaching and that these factors come from different sources. These include time constraints, lack of materials promoting accents outside the Inner Circle, difficulties in choosing the kind of English to be introduced (Ton & Pham, 2010; T. H. Tran & Moore, 2015), teachers' own desire to have native-like English proficiency (C. M. Nguyen, 2017) and their reluctance to accept pronunciation targets other than native pronunciation (Phuong, 2018). Also, the feeling of having no power before

institutionally fixed teaching principles and syllabi, teachers' previous training in Standard English(es) for their degrees and students' resistant attitudes (Mai, 2017) are claimed to be possible reasons. In short, these teacher, student, institutional and contextual factors cause the teachers and students to adhere to the Nativeness principle.

Research findings have shown that Vietnamese tertiary teachers' and learners' awareness of an existence and importance of varieties of English has increased over the last few years (e.g., Ton & Pham, 2010; T. H. Tran & Moore, 2015; T. H. Tran & Ngo, 2017). For example, Vietnamese teachers in Martins (2016) generally have a positive outlook on different models of English for language instruction. To further promote the teachers' and students' awareness of other varieties of English, participants in Ton and Pham (2010) recommended that teachers should encourage students to "explore other varieties of [English] through out-of-class learning opportunities" (p. 59). Teacher participants in Martins (2016) suggested that peripheral Englishes (i.e., varieties outside of the Inner Circle) should be introduced once the students reach a certain level of knowledge or proficiency on the Inner Circle varieties of English. It could be interpreted from these suggestions that Inner Circle Englishes are still primary in EFL classrooms in Vietnam. As Phuong (2018) argued, "even though the awareness of World Englishes did exist among some teachers, the presence of this view was found to be very limited or non-existent in the teachers' classroom practices" (p. 117).

2.3.2.3 NESTs vs. NNESTs

Another focus of research into teachers' cognitions of pronunciation teaching is the debate around native- versus non-native-English-speaking teachers. Research has presented the evaluation of Vietnamese teachers and learners on native-speakerness in comparison with other qualities or skills that characterize a competent language teacher. There are a number of advantages and disadvantages of learning English from NESTs and/or NNESTs (C. M. Nguyen, 2017; Walkinshaw & Duong, 2012, 2014). Out of 50 surveyed students in Walkinshaw and Duong (2014), most favoured the NESTs for their provision of natural and authentic pronunciation as a model for linguistic output. Meanwhile, they considered NNESTs' pronunciation as the most salient disadvantage to pronunciation teaching. Other than that, NESTs are blamed for (1) creating greater difficulties to understand when speaking, (2) not being able to understand students' L1 and cultures, (3) not being capable of explaining complex language items, and (4) lacking qualifications and teaching experiences. These disadvantages may influence student-teacher interaction and students' learning outcome. For these qualities, NNESTs seem to be highly evaluated by the participants in comparison with their counterparts (NESTs) (Walkinshaw & Duong, 2012, 2014).

Regarding who can best teach English pronunciation to Vietnamese learners, almost all of the Vietnamese teacher participants in H. Y. Vu (2016) chose NESTs to be responsible for pronunciation instruction. This is because they believed that even the best Vietnamese teachers still have noticeable Vietnamese accents. This seems to suggest that the Vietnamese teachers perceive NESTs as legitimate models and lack confidence in their own pronunciation teaching. Meanwhile, considering both strengths and weaknesses of foreign and local teachers, most learner participants in this study selected Vietnamese teachers with overseas training in English pronunciation as the most suitable pronunciation instructors. Differently from H. Y. Vu's (2016) teachers' opinions, the teacher participants in C. M. Nguyen (2017) showed strong support for an equal footing between NESTs and NNESTs and became more concerned about their own role and worth in the workplace in comparison with their native counterparts.

These findings challenge the notion that NESTs are ideal pronunciation teachers, especially when Vietnamese students have a tendency to rate English teachers more on qualities such as teaching experience or an understanding of students' local culture than on the teacher's linguistic background (i.e., native-speakerness) (Walkinshaw & Duong, 2012).

2.3.2.4 Factors that influence pronunciation teaching in Vietnamese context

Several recent studies on pronunciation teaching at tertiary level in Vietnam revealed a number of factors that influence teachers' instructional practices. The first factor is time constraints. The teachers in Phuong (2018) and T. L. Nguyen and Newton (2020b) reported that they had to cover an overloaded curriculum teaching content within limited teaching time. As a consequence, their pronunciation teaching did not happen on a regular basis. The second factor is textbooks in which pronunciation either had limited space (Phuong, 2018) or none at all (T. L. Nguyen & Newton, 2020b). This lack of attention to pronunciation in the main textbooks and supplementary materials in these two studies led to the teacher participants' low aspiration to give instruction on pronunciation.

The third factor is related to the learners. The fact that the students lacked motivation and interest in learning pronunciation discouraged the teachers' teaching (Phuong, 2018). T. L. Nguyen and Newton (2020b) found that level of awareness, types of errors, proficiency level and age of the learner participants also influenced the teachers' instructional practices. For example, one teacher in this study believed that adult learner pronunciation has already been shaped and therefore is impossible to improve. Therefore, she only focused on giving corrective feedback on her students' errors instead of explicit pronunciation teaching. The fourth factor that could impact pronunciation teaching practice is related to the teachers. It was the teachers' lack of confidence and professional knowledge, coupled with their negative attitude towards themselves (as non-

native teachers) that hindered their pronunciation teaching (Phuong, 2018). Moreover, inadequate teacher education (for pre-service teachers) (Phuong, 2018) and a shortage of professional training (for in-service teachers) (T. L. Nguyen, 2019) had an impact on their practices. In a later study, T. L. Nguyen and Newton (2020a) found that certain types of teacher preparation (such as pronunciation teaching workshop) could effectively improve the teachers' pronunciation knowledge, pronunciation pedagogy and confidence in teaching pronunciation. However, these studies examined pronunciation teaching in integrated courses (in which multiple skills or aspects of English are taught in one lesson). Teachers' cognitions, instructional practices and influential factors on pronunciation teaching in a stand-alone course have remained under-investigated. The current study attempts to fill this gap.

2.4 Synthesis, Gaps and Research question

This chapter has reviewed and discussed theories and research relevant to teachers' cognitions, pronunciation teaching and learning, and teachers' cognitions of pronunciation instruction. The most important and relevant points are summarized below.

In the past, there was a domination of the Nativeness principle in pronunciation teaching which focuses on reducing L1 accent and acquiring a native accent. This principle has been found to not be feasible because a very small number of learners could achieve it. It is also unnecessary as the majority of communications seem to be conducted among non-native English speakers. However, this principle has been found to be followed by many current teachers and learners. An alternative to the Nativeness principle is Intelligibility, which focuses on helping learners to become more understandable and able to conduct functional and comprehensible communications. The Intelligibility principle is documented as being attainable, realistic and promising by a large body of empirical research. An increasing number of teachers and learners are aiming at intelligibility (as against nativeness). Regarding who should teach pronunciation, although native English speaking teachers (NESTs) are preferred, many are found to have various disadvantages compared to their non-native counterparts. Also, relevant research has provided inconclusive findings on the debate about the relative merits of the two types of teachers.

There is no consensus on the core (or prioritized) features of pronunciation that should be taught. However, researchers have pointed out a number of criteria (or starting points) to consider when determining priorities for pronunciation instruction. These include learners' needs and wants, level of proficiency, and context of instruction. Several sets of core features have been proposed, such as the key features identified by Jenkins (2000, 2002) that are based on the notion of English as a lingua franca. These suggestions are mostly from a theoretical perspective. There is a need

for more empirical research into the priorities that teachers set and the underlying reasons for those priorities.

A number of approaches to pronunciation instruction have been proposed, such as intuitive-imitative, analytic-linguistic, bottom-up, top-down and cognitive phonology perspective, among others. Each has its own advantages, and no final conclusion has yet been made regarding their suitability and/or effectiveness. More research is needed to scrutinize what teachers and learners think of them, and what specific approaches or a mixture of them are used, and how. Regarding explicit pronunciation teaching, extensive empirical evidence suggests that explicit teaching is useful and effective. Most of the relevant studies are experimental, examining the effectiveness of explicit teaching and/or corrective feedback. Qualitative research is thus required to uncover perceptions, beliefs, and attitudes related to explicit instruction and corrective feedback.

This chapter has also provided a conceptualization of how "teacher cognition" is viewed in the current study. This working definition acknowledges that teachers' cognitions include teachers' knowledge, beliefs, attitudes, identities and all of their sub-categories and that teachers' cognitions are individual and social, fluid and changing, context-shaped and context evolving at the same time. This conceptualization sees the need for acknowledging the complexity of teachers' cognitions rather than treating it as a fixed object existing in the teachers' head. This conceptualization also acts as an answer to the call for a broader understanding of teachers' mental constructs in the extant literature.

Research into teacher cognition of pronunciation teaching in international contexts has shown that pronunciation teaching is largely neglected, ad hoc, focuses on segmental features and error correction and that nativeness is opted for in many of these contexts. An ecology of factors mediating teachers' cognitions and practices has also been explored. These factors belong to learner (motivation and interest), teacher (attitudes towards themselves as a NNEST, professional training), context (e.g., institutions), and reflective practices (workshop, action research). These factors normally interact with one another while mediating teachers' cognitions and practices (rather than in isolation).

Relevant studies conducted in the Vietnamese context have revealed a number of difficulties, largely the differences between Vietnamese and English language, and these are deemed to have resulted in a number of non-standard features in Vietnamese EFL learners' pronunciation (such as the omission of word-final sounds). One important finding is that despite teachers' and learners' awareness of different varieties of non-native Englishes and their benefits, many teachers and learners opt for native speaker models, making non-native teachers peripheral. Also, research in the Vietnamese context has revealed mixed findings related to the debate between

NESTs and NNESTs. Many teachers and learners prefer NESTs, rejecting NNESTs while others support NNESTs who are increasingly becoming more confident in their teachers' identities. Research has also found a number of factors specific to the Vietnamese context that influence the teachers' cognitions and practices. Notable factors are time constraints, textbooks, learners' interest in learning pronunciation, and teachers' confidence in pronunciation teaching.

An attempt has been made to present all the concepts related to teachers' cognitions, and the factors that might influence their mental lives and practices discussed in the previous sections in Figure 2 below.

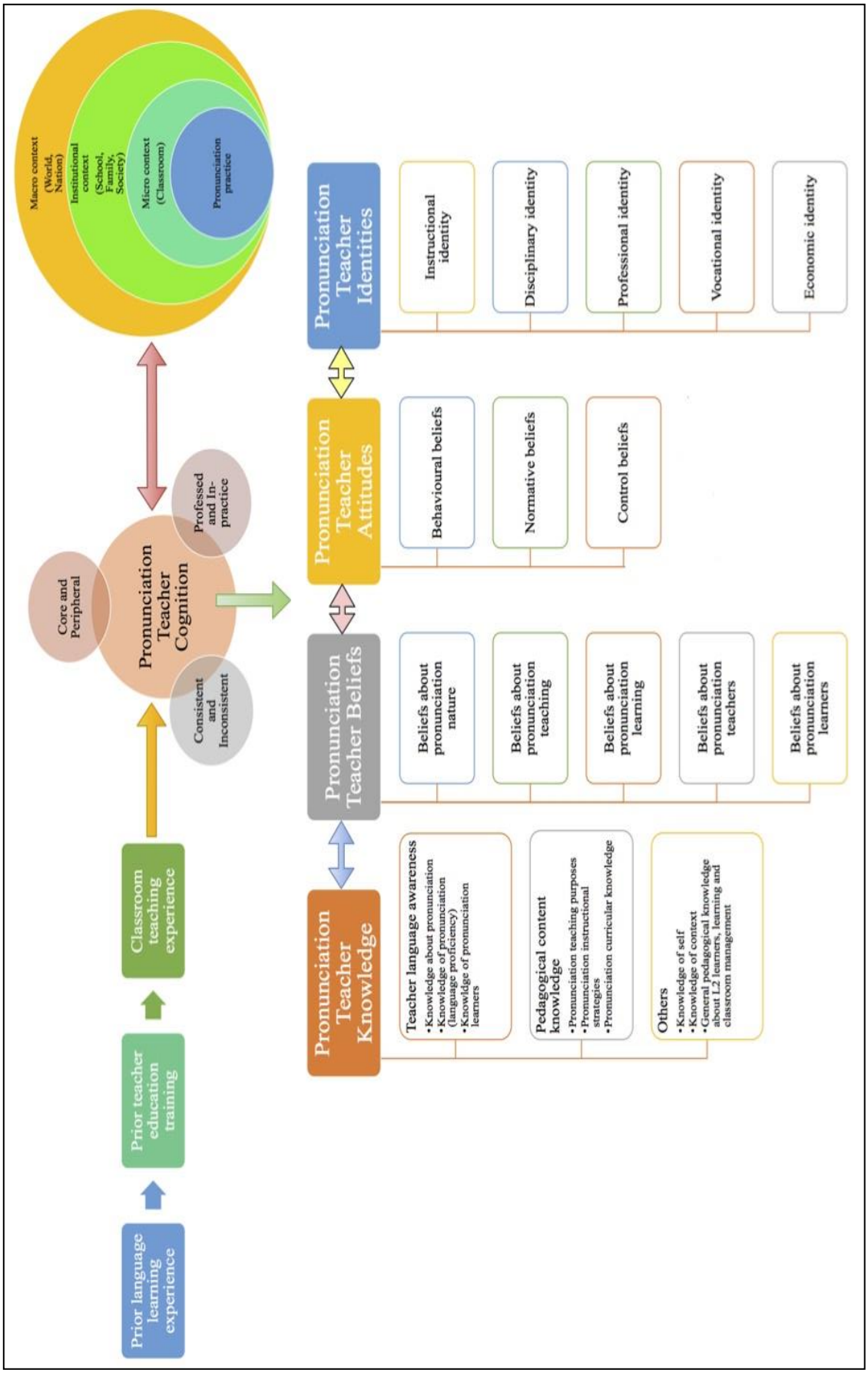

Figure 2 Teacher cognition of pronunciation teaching - Initial framework

The review has revealed gaps in the existing research that motivated the current topic. In the international context, firstly, the majority of the existing studies have explored teacher cognition unsystematically in terms of various constructs, such as knowledge, beliefs, attitudes, and/or identities. Also, these constructs seemed to be used interchangeably and synonymously. It was not clear how these constructs interrelated with each other. In fact, as argued earlier in this chapter, these constructs are distinctive from and interrelated to each other. Secondly, most teacher cognition studies focusing on teacher education examined the cognitions of pre-service teachers as participants. The cognitions of teacher trainers/educators have remained largely underexplored. Moreover, although cognitions of both experienced and/or inexperienced teachers have been investigated in numerous existing studies, few have covered a comprehensive comparison between the two groups. The possible similarities and/or differences might provide more insightful understandings of teachers' cognitions.

In the Vietnamese context, existing teacher cognition research is quite narrow in scope. Most studies have focused on several aspects such as goals, models, pronunciation value, and constraints. Other important areas of pronunciation instruction (e.g., how to teach, what to teach, and who to teach) have not been examined in great depth. Also, it would be useful to understand about the various potential factors influencing these aspects which are currently missing. There is also a methodological limitation in prior teacher cognition research in Vietnam. Current findings seemed to highlight the beliefs of pronunciation teachers, match and/or mismatch between their cognitions and practices as well as between teachers' and learners' views. These were often done using interviews combined with observations once at the beginning and at the end of the course. However, during the course, there is a likelihood that teachers and/or learners change their cognitions or practices, or both, creating a complex interaction among these variables. Uncovering this complexity requires multiple repeated data collection occasions at different times during the course.

The current study attempts to address those gaps by conceptualising teachers' cognitions as a term over its four interrelated components (teachers' knowledge, beliefs, attitudes, and identities) and by scrutinizing their inter-relationships. It comparatively investigates cognitions and practices of teachers in both pedagogical and non-pedagogical settings through various interviews, classroom observations and focus group discussions with their students. It addresses this overarching question: **"What is the inter-relationship between the teachers' cognitions of pronunciation teaching, their instructional practices and wider contexts in tertiary education in Vietnam?"**

CHAPTER THREE – METHODOLOGY

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3.0 Chapter overview

This research project is a classroom-based qualitative case study. The purpose was to obtain an in-depth understanding of the inter-relationship between the teachers' cognitions on pronunciation instruction, their teaching practices and the wider contexts at Vietnamese tertiary level. A combination of diverse qualitative measures was employed to reveal changes in teachers' cognitions and to capture and understand the influences impacting on the development of the teachers' cognitions and their teaching practices. By doing this, I aimed to contribute to a better understanding of this domain of Vietnamese ELT and thus inform the development of pronunciation pedagogy in Vietnam and in similar contexts.

In the following sections, I first provide the rationale for using a constructivist paradigm and a qualitative approach which underpins the case study design in the research (Section 3.1). Second, the chapter presents the details of all stages taken in the data collection process with its particular research settings, research participants and research instruments (Section 3.2 and 3.3). Third, details of the data analysis process are provided (Section 3.4). The issue of trustworthiness of the findings in the study and ethical considerations are addressed in Section 3.5 and 3.6, followed by a summary (Section 3.7) of the chapter.

3.1 Methodological background

3.1.1 Research paradigm and approach

The current study employed a case study design following a constructivist paradigm and qualitative approach.

This research opted for a constructivist paradigm as an underpinning philosophy. Ontologically, constructivist researchers embrace the idea that reality is subjectively-defined and socially-constructed (Denzin & Lincoln, 2018). Reality in this sense (1) is an internal product of one's own where individuals assign meaning to their experiences and (2) is multiple because meanings are born in and out of the interactions and the experiences of individuals when they engage with the world they are interpreting. It is possible for different individuals to construct multiple interpretations of the same phenomenon at different periods of time in different contexts (Mertens, 2015). Epistemologically, knowledge is gained through unpacking individual experiences. In order to do this, research underpinned by the constructivist paradigm needs to be conducted in the field where its participants live and work as this helps provide important contexts for

understanding and interpreting their words and worlds (Creswell & Poth, 2018). The current study which aims at understanding (1) English pronunciation teachers' cognitions as a social phenomenon from past to present and (2) the way the teachers make sense of their cognitions in natural contexts, is well served by the constructivist paradigm.

Following the constructivist paradigm, this study adopted a qualitative approach. There are several justifications for the use of the qualitative research approach in the current study. First, the qualitative research design is widely regarded as being the appropriate way to investigate teachers' beliefs and their relationships with classroom interactions and professional practices (A. A. Baker, 2011c, 2014; Couper, 2016b; Li, 2013; Li & Walsh, 2011). Second, a qualitative design suits the aims and scope of the present research as it provides an in-depth understanding of (1) experiences and actions of research participants, (2) particular contexts the participants are in and the influences that these have on the participants' actions, (3) the complexity of events taking place and (4) unanticipated phenomena (Maxwell, 2013).

In brief, a constructivist paradigm and qualitative design provided the present study with an appropriate avenue to obtain insights into the teaching of pronunciation in Vietnamese universities.

3.1.2 Case study

3.1.2.1 Definitions and classifications of case study research

The current study opted for the use of a case study. Case study research has been largely employed in the social science disciplines and found to be of great value in practice-oriented fields such as education (Starman, 2013). Also, according to Starman (2013), the constructivist paradigm and qualitative research are closely connected to the definition and features of case studies. This method of inquiry (i.e., case study), nonetheless, is diverse in definition and design (Patton, 2015).

A number of researchers have attempted to define a case study. For example, Stake (2005) states that case study research is a choice of what is to be studied (i.e., a case within a bounded system) rather than a methodology. Similarly, Simons (2009) considers case study as "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life" (p. 21) and emphasizes that a case study is a design frame incorporating a number of methods. Creswell and Poth (2018) define case study research as an approach in which the investigator explores a real-life bounded system (a case) or multiple bounded systems (cases) over time, through in-depth data collection methods (e.g., observations, interviews, and document analysis). Case study research also includes reports of (a) case(s) description and case-based themes. According to Yin (2018a), a case study is an empirical

method that investigates a contemporary phenomenon (the case) in-depth and within its real-world context. He also emphasizes that a case study relies on multiple sources of evidence especially when the boundaries between the phenomenon and context are not always clearly distinguishable. Though differences exist among various definitions of a case study, they all share a commitment to the in-depth investigation of identified complex problems and decision-making scenarios in a real-life context (Baron & McNeal, 2019; Starman, 2013).

Delving deeper into definitions of a case study, researchers need to consider two important steps: defining the case and bounding the case (Yin, 2018a). The case being studied can be an individual person or individuals, some event or entity (e.g., families, communities, programs, decisions) (Merriam & Tisdell, 2015; Stake, 2005). Yin (2018a) suggests that the tentative definition of the case could derive from research question (s) of the study. Bounding the case is also necessary as this step helps determine the scope of the data collection process and tighten the connection between the case and the research questions (Merriam & Tisdell, 2015; Yin, 2018a). There might be spatial, temporal, or contextual boundaries to consider (Creswell & Poth, 2018).

Classifications of a case study design are also diverse. Stake (2005) categorizes case study research into three different types: intrinsic, instrumental and collective case study. While an intrinsic case study attempts to gain better insights into a particular case, an instrumental case study is implemented if understanding of an issue or generalization is to be gained through an examination of a particular case. A collective case study is an instrumental study extended to several cases as "it is believed that understanding them will lead to better understanding and perhaps better theorizing about a larger collection of cases" (ibid., p. 446). In a collective case study, the researcher may select to study one phenomenon from several research sites or multiple phenomena within a single site. Yin (2012) classifies case study research according to case analysis purpose (exploratory vs. descriptive vs. explanatory). An explanatory case study explains a presumed complex phenomenon. A descriptive case study depicts a phenomenon in a real-life context. An exploratory case study explores a phenomenon of which there is only limited knowledge.

3.1.2.2 Benefits and challenges in undertaking a case study approach

There are certain advantages of employing a case study. First, a case study design enables researchers to use multiple data collection instruments which allow an understanding of a real-life event or entity from various perspectives (Simons, 2009). The different datasets collected from various sources could provide the researchers with holistic in-depth information on specific processes in particular contexts including findings that were not initially anticipated (Flyvbjerg, 2006; Simons, 2009). Second, a case study approach could be beneficial in that it facilitates the

generation of rich theoretical insights that can transfer to other times and places (Barlett & Vavrus, 2017; Yin, 2018a). Yin (2018a) refers to this as analytic generalization which is contrasted with statistical generalization. The latter is clearly explained in the next paragraph. An analytic generalization is composed of a careful theoretical statement at a conceptual level (e.g., a lesson learnt or working hypothesis) that is believed to be applicable to other situations (Yin, 2018b). This generalization could be based on either (1) modifying or advancing theoretical propositions in the initial design of the case study or (2) new concepts that emerge from the case study's findings (Yin, 2018a).

Adopting case study research is also open to some criticism. First, the amount of data collected from different sources might be daunting (Duff, 2008). As already mentioned, to gain a thorough understanding of a particular case, it is often best to conduct a case study using a variety of data collection instruments. Nonetheless, the employment of various data collection methods and the resulting collection of multiple datasets might become cumbersome and hard to process (Cohen, Manion, & Morrison, 2018). Second, a major critique of a case study design is that it often offers a poor basis for statistical generalization (Yin, 2018a). According to Yin (2018a), statistical generalization refers to a way of generalizing the results from empirical research. It is an inference that "is made about a population (or universe) on the basis of empirical data collected from a sample from that universe" (ibid., p. 37). The challenge of generalizing findings to a wider population may result from the case under exploration being linked to a specific time, space and context. Nevertheless, as argued earlier, a case study's findings usually generalize to theory rather than populations. According to McLeod (2010),

> In case study research, generalizability is not achieved through counting (this statement must be true because it is supported by data from 1000 therapy clients), but by the development of theory. The key idea here is that what is learned from any case study is not a statistical generalization, but a way of making sense (i.e., a theory or model), and that it is this theoretical construction that can be generalized to other cases. (p. 22)

3.1.2.3 A case study approach in the current study

The current study represents the typical features of a qualitative case study mentioned in Merriam (2009). First, the study is particularistic as it focuses on a particular phenomenon i.e., teachers' cognitions. Second, the study is descriptive because it depicts an interconnection between teachers' cognitions, possible issues associated with their teaching practices and wider contexts. This description is thick, thorough and triangulated by the use of semi-structured interviews including stimulated recalls and focus group discussions and classroom observations. Third, the study is heuristic because it (1) provides participants of this study and other pronunciation teachers insights into teachers' cognitions and their complexity and (2) offers a thorough comparison with their own experiences in real world settings. Last, the study is inductive as the researcher combines various types and sources of data to build concepts, theories or themes with

reference to teachers' cognitions and their complexity related to pronunciation instruction in Vietnam rather than verification of pre-determined hypotheses.

With reference to the typologies of case studies above and the aim of the project (i.e., investigating cognitions and practices of tertiary teachers on pronunciation instruction in Vietnam and their relationship with wider contexts), this study opted for an exploratory collective case study based on Stake (2005) and Yin (2012). This seems to be the appropriate choice as it allowed me to study in an area that has received little attention in the current literature. Also, this type of case study allowed me to cover related contextual conditions and to explore the differences within and between the cases (Yin, 2003). A further advantage of using a collective case study approach is that it creates more robust and reliable data than a single case study as it explores the phenomenon with more than one case in more than one context (Yin, 2009).

I was also aware of the need to carefully manage a number of potential challenges in conducting this exploratory collective case study. These include its multisite nature (Merriam, 2009) and the need to arrange and coordinate the timing of data collection across different sites. Second, as multiple-perspective analysis is conducted, the amount of data from different sources to be analyzed and synthesized might be large as aforementioned in section 3.1.2.2. Third, the researcher's preconceptions can affect the interpretations of findings. Fourth, the case study results might be limited in generalizing the phenomenon as the study is exploratory in nature and only four participants were recruited for the purpose of the research.

Nonetheless, a number of thoughtful solutions have been implemented to minimize the effect of these limitations. First, I had carefully researched the courses' and teachers' timetables and talked to the participants about the tight schedules that might impact on the data collection. In the end, we came up with data collection procedures that minimized the overlap between the two research sites. Second, some of the data analysis (i.e., data transcriptions, brief summary and synthesis) was implemented during the data collection phase to avoid data congestion and confusion in the data analysis stage. Third, I have attempted to minimize prejudgment in my findings' interpretation and representation through validation in a way that other researchers have tackled their biases. Last but not least, as making statistical generalization from a qualitative case study is not viewed as reliable, in this study, I only aim to offer tentative indications of how a wider population of pedagogical and multi-disciplinary pronunciation teachers might hold cognitions on pronunciation teaching and learning, how they implement them in their teaching practices and the potential interrelationships between different related factors in this teaching field. In terms of analytical generalization, I conducted the case study with the hope of developing a theoretical framework which might assist further research in similar contexts to Vietnam. Overall, with the

above measures, the advantages of conducting an exploratory collective case study exceed the limitations stated.

3.2 Research settings

In this section, a detailed account of the research settings is provided. It comprises three sub-sections: research sites, research participants and the researcher's role. This description provides the foundation for the researcher's understanding and interpretation of the perspectives obtained from the participants.

3.2.1 Research sites

The present research was undertaken in two different universities. The first research site is a public pedagogical university called Lingua (pseudonym), a leader in training teachers of foreign languages (in this case, English) in Vietnam. The second research site is a public multidisciplinary university called Econ (pseudonym), one of the leading universities in the field of economic and management training. Both are located in Hanoi, the capital city of Vietnam. The former offers a four-year Bachelor in English language teacher education (BELTE) degree while the latter offers a four-year Bachelor in Business English (major: English Language) (BBE).

The BELTE program at Lingua aims to produce high-school teachers and university lecturers who are proficient in English. They are also expected to have knowledge about teaching activities; an understanding of learners in specific situations; an awareness of local, national and international environments where English is taught; and a broad comprehension of society and culture. The prospective teachers should be flexible, communicative, and competent in identifying, supporting and solving problems. The BBE program at Econ aims to produce high-quality graduates who have mastered the English language and culture of English-speaking countries, as well as having the necessary knowledge and skills to work in areas such as English translation and interpretation, English for business administration, banking and finance. Both programs are for English majors.

In the first two years, both programs share core groups of subjects including **pronunciation**. From the third year, the two programs diverge from each other in terms of specialized major knowledge. While the BELTE program focuses on courses relating to English language teaching issues, the BBE courses are divided according to the prospective professions of students. Shared and core courses of the two training programs are provided in Figure 3 below.

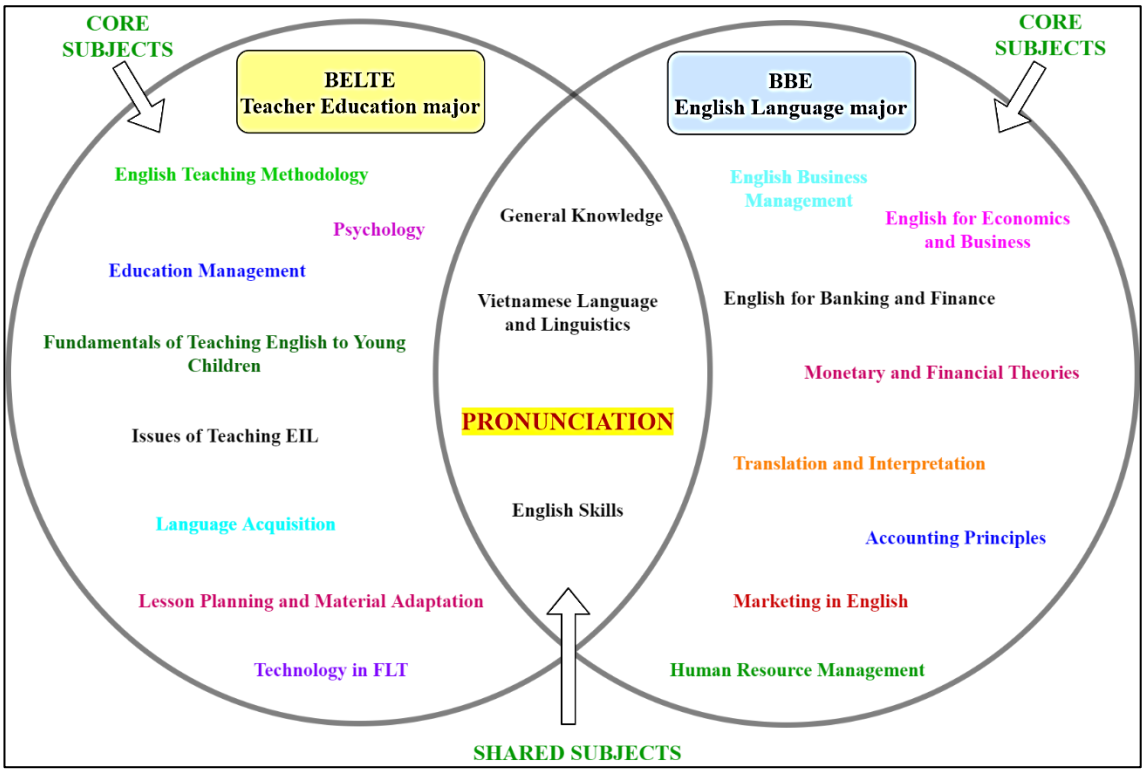

Figure 3 Shared and core groups of subjects between BELTE and BBE training programs

Pronunciation of English is taught separately at Lingua under the subject called English for Social Purposes. This subject is provided for first year students in their first and second semesters. The subject is divided into two stand-alone sections: (1) Listening-Speaking and (2) Reading-Writing. Within the Listening-Speaking section, pronunciation is taught as a separate sub-section. Teachers who teach listening and speaking normally have certain allocated times for pronunciation. The first semester covers segmentals while the second one introduces suprasegmental functions. The first semester under research ran from August to December 2018 and the second semester began in January 2019. Details of the pronunciation course and timing at Lingua are provided in Figure 4 below.

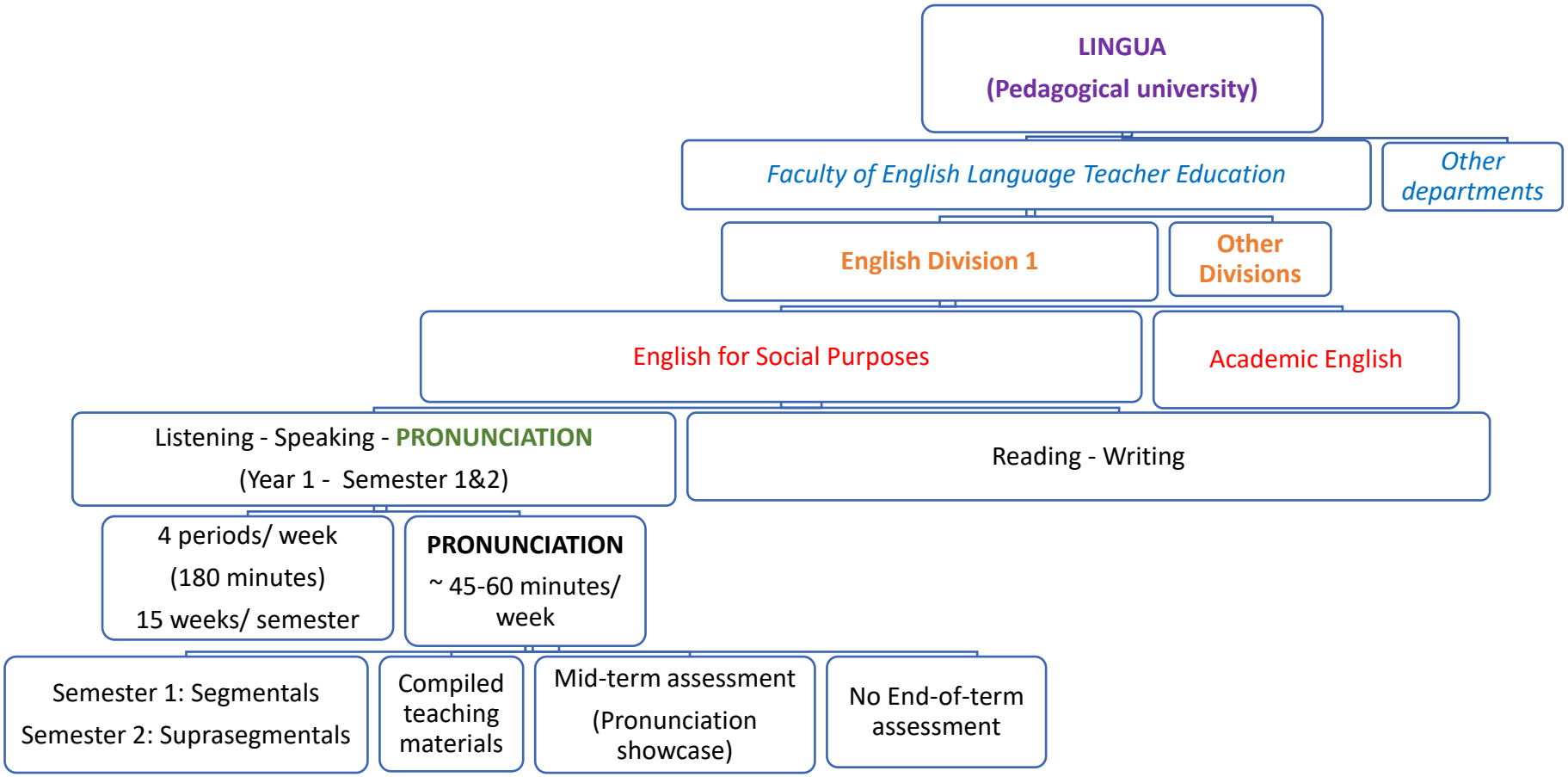

Figure 4 Position of Pronunciation component at Lingua

The stand-alone pronunciation course at Econ is provided for first year students in their first semesters covering both segmental and prosodic elements. The semester under research ran from September to December 2018. Details of the pronunciation course and timing at Econ are provided in Figure 5 below.

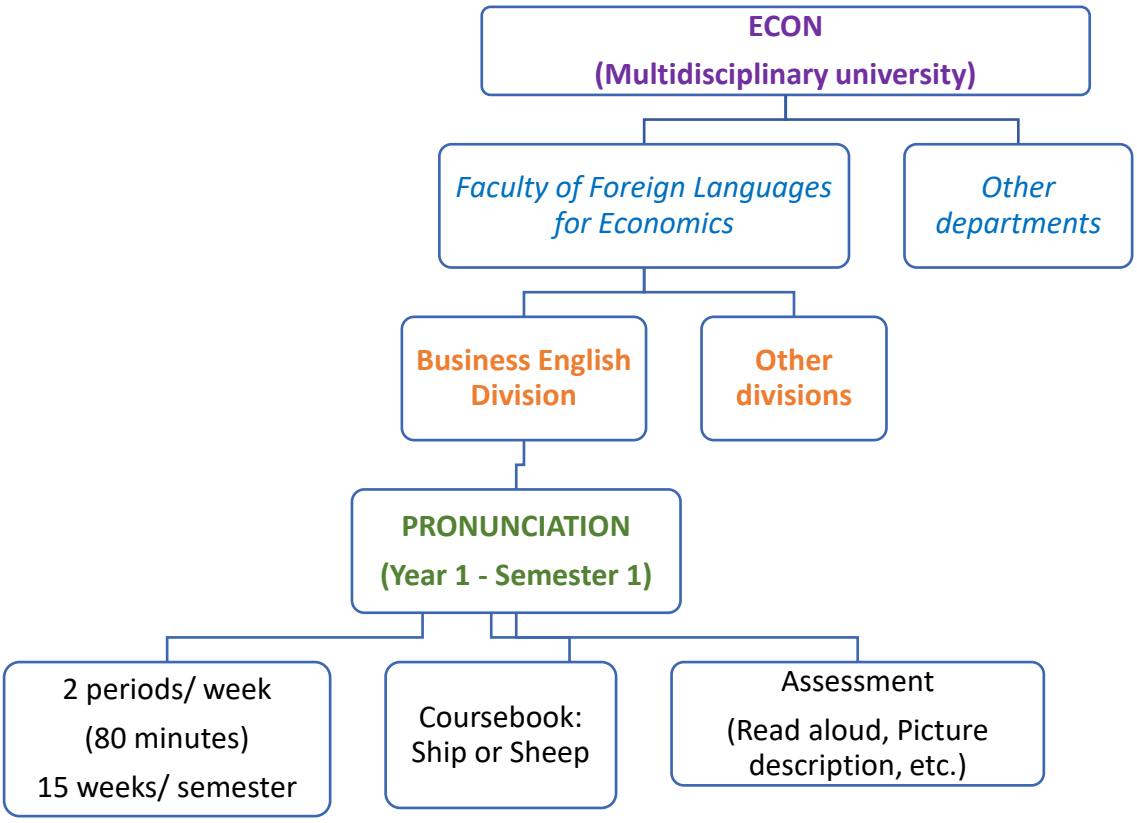

Figure 5 Position of Pronunciation course at Econ

3.2.2 Research participants

The research participants of this study are introduced in the upcoming sections. I begin with an explanation of how I recruited the research participants for this study before moving to an introduction of the four EFL teachers who volunteered to participate in this project. I also briefly describe the student participants who voluntarily took part in the focus group discussions.

3.2.2.1 Recruiting research participants for the current study

This study adopted a "criterion sampling strategy" (Dörnyei, 2007) in the process of recruiting research participants. The purpose of this strategy was to target in-service teachers of EFL, currently teaching pronunciation courses at pedagogical and multidisciplinary universities located in Hanoi, the north of Vietnam. I also looked for research candidates who worked at accessible teaching sites within my data collection timeframe (i.e., approximately 6 months from August 2018 – February 2019). The participant selection process was implemented according to the terms

outlined in the ethics approval (reference number 18/257) obtained from the AUTEC, Auckland University of Technology (see Appendix A).

At first, I mapped the universities offering pronunciation courses for the recruitment of prospective research participants. Through former teachers and friends working at the pedagogical university as well as available official information on other multidisciplinary school websites, I approached the Deans and the Department Heads of eligible institutions via email explaining the purpose and the nature of the research project. This proved to be an overly long process of contacting numerous educational institutions and teacher associations with less than satisfactory results. Among 5 universities I contacted, there was one institution whose teachers met all the criteria stated in the participant information sheet but who refused to participate in my study as they were at that time involved in another research project. Another university was keen to have me conduct research at their site, but their pronunciation course was not offered during the period allocated for data collection. In the end, there were only two universities that agreed to provide me with a list of their English teachers. Based on the provided list, a total number of 10 teachers from research site 1 (i.e., Lingua) and 4 from research site 2 (i.e., Econ) were identified as potential participants.

Next, I contacted potential participants at the two sites via email, clearly explaining my topic, the reasons I conduct my research, and a brief description of how things would likely happen if they agreed to participate in my study with the letter of invitation and participant information sheet in both Vietnamese and English attached. I also stated clearly that they could contact me anytime via email or through face-to-face meetings to address any questions. Nevertheless, I received only 1-2 replies from the potential participants. I decided to go to the sites and talk to them face-to-face as the semester had already begun. Thanks to the teaching schedules provided by the Heads of Department/ Division, I planned who to meet, where to go and when to approach the participants. All of the meetings happened in about 10-15 minutes during break time. Every time, I had a feeling that I had made the right decision to come and meet them in person as I could feel their interest and sometimes enthusiasm in asking questions related to my study. However, only three from the pedagogical university and one from the multidisciplinary one agreed to participate in the study after the information session. The teachers' profiles are briefly presented in Table 1 below.

Table 1 A summary of the four teacher participants' demographic details

Pseudonyms	**Flora**	**Bảo Khánh**	**Alex**	**Lan**
Gender	Female	Female	Male	Female
Age range	26-30	21-25	26-30	31-35
Teaching experience (years)	7	1	5	9
Numbers of pronunciation course taught	14	1	N/A*	5
Education/ Qualifications	Master (MTESOL) (joint-degree training)[11]	BA studying towards Master in English teaching	Master (MTESOL) (joint-degree training)	Master in English teaching
Place of study	Vietnam			
Institutions teachers currently employed	Pedagogical University			Multidisciplinary University
Types of students	Mainstream and Full-time			

* Alex did not state clearly how many times he has taught the pronunciation course.

3.2.2.2 Teacher participants' profiles

The four teachers' profiles were created based on the information they provided me via the initial profile form at the beginning of the data collection (see Appendix K). Similarly, all four participants received their teacher education from the same university (Lingua) at different periods of time.

Flora was in her late 20s at the outset of the study and this was the beginning of her seventh year in the current job. She obtained her bachelor degree in English Language Teacher Training from Lingua. Also, just before the start of the research, she earned her masters degree (MTESOL) in a joint program between one of the leading universities in Vietnam and one in Australia. Flora had spent six years teaching English for Social Purposes for Lingua's first year students and 4 years on the 2020 National Foreign Language Project (see Introduction chapter for more information of the project). At the time of her participation in the research study, she also worked part-time as an English teacher at a private English language center.

Alex and Bảo Khánh were Flora's colleagues. Alex, who was in his late 20s, got his bachelor and master degrees from the same places as Flora. His profile showed that he is active academically.

[11] Joint-degree training refers to academic programs delivered cooperatively by a foreign and a Vietnamese university (H. C. Nguyen, Nhan, & Ta, 2021)

He had attended and completed a course in Teacher Development with a certificate and presented at a number of educational conferences. He had taught (1) General English for two years at an institution, (2) English for Social and Academic Purposes for three years at Lingua and (3) English for University Entrance Examination for eight years at an English language center in Hanoi, Vietnam. In her early 20s, Bảo Khánh embarked on the project with a year of teaching experience gained at Lingua and another 1.5 years at private English centers and a high school in Hanoi. She graduated with a bachelor's degree from Lingua and was studying towards a masters degree at the same institution.

Lan from Econ, the multidisciplinary university, was the most experienced teacher among all of the research participants. At the time of data collection, she was in her early thirties and had taught English for 9 years. She came from a family with a strong teaching background. Like Bảo Khánh, Lan received her bachelor and masters education from Lingua. Lan was working towards her dream to follow a PhD degree and realized that participating in the study was a way for her to develop her understanding of research.

3.2.2.3 Student participants' profiles

As indicated in the Literature Review chapter, this study tries to fill a gap in teacher cognition research by including English learners' perceptions about pronunciation teaching and learning. Thus, students of participating English teachers were recruited for this study.

Specifically, I arranged a visit to four teacher participants' pronunciation classes at the beginning of the semester. All the visits happened during the 15-minute break time. The teacher participants introduced me and my project briefly before handing the classes over to me for the briefing sessions. I handed out the participant information sheet which was both in Vietnamese and English to all students in four classes, explained the purpose, timeframe and expected outcomes of the research as well as students' rights and responsibilities in taking part in the study. Students were given a period of time (1 week) to consider participating in the research and could reply to me via email, phone or face-to-face. My second visit happened a week after the first one with the hope of getting a list of students who wanted to take part in the research. Finally, four groups of 3-7 students (a total of 20 students with 4 males and 16 females) were recruited voluntarily for the focus group discussions and they were all around 18 years of age. Five of the student participants came from Flora's class, three from Alex's, seven from Bảo Khánh's and five from Lan's. They came from different areas of the country.

There is a special note related to students at Lingua, the pedagogical university that although they were being trained to become prospective English teachers at the time of the study, not all of them

intended to teach English in the future. There are several critical reasons for this fact. In some cases, the students said that they entered the pedagogical university either because of the no-tuition-fee policy or due to their parent's aspiration. For a handful of other students, their results in the university entrance exam were not high enough to gain them an entry to their desired schools. Instead, they had to pick the second or even the third choice despite the fact that the school's educational outcomes did not really fit what they aimed for. There were also some students who chose a university based on its reputation. These learners associated the bachelor degrees from prestigious universities with better opportunities in getting good jobs.

All the participants volunteered to take part in the study and signed a written consent form allowing the interviews to be used for research purposes. Their names have been changed to ensure participant anonymity. The students are coded in the data analysis and cited in-text in the Findings chapter as "Student number.Teacher's name" and "Student number" respectively such as Student1.Flora and Student 1.

3.2.3 Role of the researcher

In one respect, I have an insider role in the research. The relationships and age groups between me and the teacher participants might influence the study. Lan used to be an acquaintance at high school while Flora, Alex and Bảo Khánh were complete strangers. I am also in the same age group as the two older participants which perhaps made insights easier because I had a similar educational background as they did. Meanwhile, I had less familiarity with the two younger participants' training. I was aware that these differences would probably affect the nature of the interviews and the interpretation of the data. In order to mitigate this, I kept writing reflective and analytical memos to assist me in achieving transparency.

While I acknowledge the challenges inherent in this insider's status, it has enriched my attentiveness, knowledge, and sensitivity to various challenges and issues faced by pronunciation teachers at different tertiary settings. Moreover, the familiarity with contexts and mutual contact with teachers within university sites has helped me gain entry to the sites and make contacts with potential participants more easily. I was also able to establish a good rapport with both teacher and student participants; therefore, the level of their commitment with the study has been increased.

In another sense, I am an outsider. At the beginning of the semester, it was clearly communicated to teacher and student participants that I would not be involved in any of the assessments in the subject. This has been raised explicitly in the hope of establishing good rapport with the

participants and, at the same time, gaining their trust so that they would share their perspectives, beliefs and concerns freely (Merriam, 2009).

3.3 Research process and Methods of data collection

3.3.1 Data collection procedure

The data collection process of this exploratory collective case study could be summarized as follows (see also Table 2): There was a data collection phase spread over the first semester of the school year 2018/2019 with one extended phase in the second semester of the same academic year involving Flora and Bảo Khánh from Lingua. The first phase started from late August 2018 and the second one took place in January 2019. Prior to each field visit, arrangements were made with the teachers and students regarding suitable meeting dates. These dates were either confirmed or revised via email or phone in Vietnam.

These field visits normally involved classroom observations, formal in-depth qualitative interviews with the teachers or student focus group discussions. However, these data collection activities were conducted flexibly depending on specific circumstances. This will be explained further in section 3.3.2.1. In the next part, I look at the procedures and individual research instruments in more detail.

Table 2 Data collection timeframe (August 2018 - February 2019)

	Timeline	**Research settings**	**Semester weeks**	**Data collection process**	
Semester 1	27 Aug – 2 Sep, 2018	Pedagogical	2	FLORA: ALEX:	Pre-observation interview Pre-observation interview
	3 – 9 Sep, 2018	Pedagogical	3	FLORA: ALEX: BẢO KHÁNH:	1st observation, 1st post-observation interview 1st observation Pre-observation interview
	10 – 16 Sep, 2018	Pedagogical	4	FLORA: BẢO KHÁNH:	1st student focus group discussion 1st observation
		Multidisciplinary	1	LAN:	Pre-observation interview
	17 – 23 Sep, 2018	Pedagogical	5	ALEX: BẢO KHÁNH:	1st post-observation interview, 1st student focus group discussion 1st post-observation interview, 1st student focus group discussion
	1 – 7 Oct, 2018	Multidisciplinary	4	LAN:	1st student focus group discussion
	22 – 28 Oct, 2018	Pedagogical	10	FLORA: BẢO KHÁNH:	2nd observation, 2nd post-observation interview, 2nd student focus group discussion 2nd observation, 2nd student focus group discussion
		Multidisciplinary	7	LAN:	1st observation
	29 Oct – 4 Nov, 2018	Pedagogical	11	ALEX: BẢO KHÁNH:	2nd observation, 2nd student focus group discussion 2nd post-observation interview
		Multidisciplinary	8	LAN:	2nd observation
	12 – 18 Nov, 2018	Pedagogical	13	FLORA: BẢO KHÁNH:	3rd observation 3rd observation
		Multidisciplinary	10	LAN:	2nd post-observation interview
	19 – 25 Nov, 2018	Multidisciplinary	11	LAN:	2nd student focus group discussion
	26 Nov – 2 Dec, 2018	Pedagogical	15	FLORA: ALEX: BẢO KHÁNH:	3rd post-observation interview, 3rd student focus group discussion 3rd student focus group discussion 3rd student focus group discussion
		Pedagogical	16	ALEX:	3rd observation, 3rd post-observation interview

	3 – 9 Dec, 2018			BẢO KHÁNH:	3rd post-observation interview
		Multidisciplinary	13	LAN:	3rd observation
	17 – 23 Dec, 2018	Multidisciplinary	15	LAN:	3rd post-observation interview, 3rd student focus group discussion
Semester 2	7 – 13 Jan, 2019	Pedagogical	2	FLORA:	4th observation
	14 – 20 Jan, 2019	Pedagogical	3	FLORA: BẢO KHÁNH:	5th observation 4th observation
	21 – 27 Jan, 2019	Pedagogical	4	FLORA: BẢO KHÁNH:	6th observation 5th observation, 4th post-observation interview
	28 Jan – 3 Feb, 2019	Pedagogical	5	FLORA:	4th post-observation interview

3.3.2 Research instruments

As previously discussed, the present study adopted a case study approach and in that approach, the following data collection methods (i.e., interviews, classroom observations, field notes and relevant documents) were employed. The following section elaborates the theoretical foundations of each method used in the study and explains why particular methods were chosen and what kind of data each of them was expected to yield.

3.3.2.1 Interviews

Interview is a process in which a researcher and participant(s) engage in a conversation focusing on questions related to a research study. The interviewing method is appropriate to this study as it helps the researcher obtain insights into the teachers' and students' thinking and information about past events relevant to the study (Merriam & Tisdell, 2015).

All of the interviews were conducted within the research sites at convenient places for respondents. The interviews were audio-taped, transcribed and returned to the participants for validation. The interview questions were in Vietnamese to ensure that difficulties with English and terminologies in the research did not interfere with the understanding of the questions and that the teachers and students had more space to express their own thinking. Before each meeting, the tentative interview questions were sent to the participants to give them an overview of what would happen during the discussions and also allow them to think about their responses in their own time. Although the tentative questions sent to the teachers and focus group participants were the same across both instructional contexts, different questions were raised in reality when necessary.

This study has employed different types of semi-structured interviews (i.e., pre-observation interviews and post-observation stimulated recalls with the teacher participants and focus group discussions with the student participants). A semi-structured interview involves more open-ended questions and has a less structured format than a structured interview. This type of interview is guided by a list of questions to be explored and neither the exact wordings nor the order of the questions is determined ahead of time. It is chosen because it not only enabled me to maintain consistency over the issues to be explored which made comparisons between individuals possible but also gave the participants enough freedom to express their views through the use of open-ended questions (Corbin & Strauss, 2015). It also provided me with the opportunity to respond to situations at hand, emerging worldviews of the respondents or new ideas on the topics (Merriam & Tisdell, 2015). Additionally, the semi-structured interview allowed me to ask for additional information when the initial responses were "vague, incomplete, off-topic, or not specific enough" (Mackey & Gass, 2016, p. 225).

Two broad types of questions were used in the semi-structured interviews: prepared and ad hoc probing questions. The questions used in the pre-observation interviews were prepared in advance with some changes added after an interview with each teacher participant. The tentative questions for each post-observation interview (i.e., stimulated recall) changed as they were formulated on the basis of the pre-observation interviews and classroom observations with the teacher participants. Similar processes were employed with the prepared questions for focus group discussions with the learners. The purpose of this question type was to elicit discussions of experiences the participants had described in previous meetings or incidents they had undergone during pronunciation lessons, or any matters related to the subject under research. The order of the interview's indicative questions was not strictly adhered to but was adapted during the discussions within each interview. When there was a need for more insight into critical events and participants' sharing, ad hoc probing questions, such as "Why do you think that happened?", were used.

In this study, there were 4 pre-observation and 12 post-observation interviews with the teachers which generally lasted for about 30-60 minutes. There were another 12 focus group discussions with the students which normally lasted for about 45-90 minutes. Therefore, in total, there were 28 semi-structured interviews in the datasets of both teacher and student participants. The following sections deal with each type of semi-structured interview used in detail.

Pre-observation interviews

Four individual pre-observation interviews with the teacher participants happened during the first few weeks of the pronunciation courses, generating data on the four teachers' background information and their existing cognitions on pronunciation teaching and learning. The indicative questions for the pre-observation interviews were mainly constructed based on a review of related literature on key aspects of pronunciation teachers' cognitions (e.g., teachers' prior English teaching and learning experience, the importance and explicitness of pronunciation instruction, what and how to teach pronunciation, goals and models in pronunciation teaching) (see Appendix F for tentative questions).

Post-observation stimulated recalls

In addition to the initial interview which explored the teachers' existing cognitions on pronunciation instruction, the teachers were invited to take part in post-observation interviews which took place after each of them was observed in the class. These interviews with the teacher candidates used data from the pre-observation interviews, critical episodes in classroom practices, my field notes and teaching documents as a guide to elicit cognitions-in-practice and factors

affecting the teachers' cognitions system. During these discussions, the recordings of the teachers' pronunciation practices were shown and the teachers were asked to give comments, a process known as stimulated-recall interview. A stimulated recall, according to Lyle (2003), is a research procedure "through which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event" (p. 861). Lyle (2003) argued that although stimulated recall method might be problematic in a sense that participants' narratives might not represent the cognitions taking place at the time of the video-taped incidents, it still has significant potential for studies into cognitive processes of teachers in complex and interactive contexts if carefully structured.

In the current study, the first post-observation interviews mainly dealt with critical incidents that happened in the first classroom observations that I and/or the teacher participants wanted to explore further. The second, third and fourth post-observation interviews had two main foci: (1) issues that had been noted during classroom observations and (2) general matters related to what had been discussed in previous meetings and what might happen in the upcoming lessons of the pronunciation subject (see Appendix G for tentative questions). The critical incidents in this study were "moments in which the researcher saw the teacher's implicit incremental or entity beliefs actualizing in the classroom" (Rissanen, Kuusisto, Tuominen, & Tirri, 2019, p. 208). Particularly, interactions between the teacher and student participants that trigger a good or bad learning experience, or that cause tension or promotion in learning; incidents that signal a failure in communication; or situations that might change the teacher's lesson plan, were considered to be critical incidents and noted by the researcher during the classroom observations. The researcher also used the time gap between classroom observations and stimulated recalls to rewatch video recordings and check if important critical incidents have been identified. The stimulated recalls allowed the teachers to verbalize their thoughts on their classroom practices. In cases where the teachers' cognitions from previous interviews diverged from their pronunciation teaching practices, they were encouraged to identify potential mediating factors that had prevented them from applying their cognitions in the classroom practices.

A stimulated recall with each teacher participant was originally planned directly after each classroom observation. However, due to a number of constraints, including personal and professional commitments of the participants throughout the project, such arrangements were not always possible. Specifically, Lan said that the first and second observations happened in two consecutive weeks; thus, it was more convenient for her if only one stimulated recall was conducted after those observations. As a result, Lan's dataset did not have the first stimulated recall. Alex could not arrange time for the second stimulated recall after the second classroom observation. Hence, the discussion of the second observation was combined in the third stimulated recall which was after the third observation. In the complementary phase (Semester 2 at Lingua),

both Flora and Bảo Khánh allowed me to do one stimulated recall after either three observations of the former or two of the latter. The delay between the teaching of the lesson and the follow-up interview might have impacted on the depth with which some themes could be tackled.

Focus group discussions

Focus group discussion is a method that involves a focus on a specific topic with a group of individuals assembled by a researcher participating in an interactive discussion (Hennink, 2014). This technique aims to uncover a range of complex personal perspectives, experiences and attitudes through a moderated interaction (Nyumba, Wilson, Derrick, & Mukherjee, 2018). The use of the focus group interview is advantageous as it provides high-quality data in a social context where people consider and clarify their own views in relation to the views of others (Patton, 2015). It also gives opportunities for participants whose voices are often marginalized to be heard and bring enjoyment to the whole group (ibid.). As it is presumed to provide diverse perspectives and increase the meaningfulness and validity of findings, focus group discussions could strengthen the findings of this study as they may elicit the issues related to teachers' cognitions and practices from students' perspective, the perspective that is mostly invisible in current teachers' cognitions research. Moreover, this type of interview had the potential to benefit the student participants of this study by enhancing greater peer understanding and helping the teacher informants attain clearer views of their students.

In the current study, student focus group discussions took place at the beginning, in the middle and at the end of the course. In total, there were 12 focus group discussions (i.e., 3 discussions/ student group/ teacher). Each meeting lasted for about 45 to 90 minutes. The first focus group discussion, in about week 3 or 4, elicited students' background information, their knowledge about and perceptions of pronunciation teaching and learning as well as their needs and wants in relation to the upcoming pronunciation course. The second and third focus group meetings happened around week 10 and week 15 of the semester respectively. The main foci of these later discussions were set up based on their first focus group discussions together with the content of interviews with their teachers and critical incidents in classroom observations. The topics discussed revolved around students' evaluations ofthe course, their teachers and themselves up to the time of the interviews (see Appendix H for tentative questions).

3.3.2.2 Classroom observations

Observation is a process of observing a phenomenon of interest in its natural setting. It provides researchers with a first-hand encounter with the phenomenon rather than a second-hand account obtained in an interview (Merriam & Tisdell, 2015). Also, observation provides researchers with

understanding of context and specific incidents and behaviours which can later be used as references in subsequent interviews in the form of visually and aurally live data. Thus, in this study, classroom observations helped me understand teachers' cognitions and practices from a different perspective compared to interview and documentary methods and allowed me to triangulate emerging findings and produce trustworthy results.

There are several types of observation based on purposes of studies ranging from complete participant to complete non-participant (Merriam & Tisdell, 2015). In this study, I attended the class solely as a non-participant observer. Specifically, I did not teach or participate in any of the lessons in order to be unobtrusive and to carefully observe the study participants (Creswell & Poth, 2018). Additionally, as a non-participant observer, I gave the teacher participants opportunities to carry on with their usual teaching practice. I acknowledge that on 2-3 occasions, I was questioned by the students. In these cases, I provided a brief answer as suggested by Borg (2015).

I also acknowledge that observation has several limitations; however, there are feasible ways that have been implemented to tackle these shortcomings. First, I might give incorrect meaning to witnessed events. In this study, the problem was handled by checking the veracity of my observations and interpretations during stimulated-recall interviews. Second, video recording and the researcher's presence might alter teachers' and students' behaviours. Borg (2015) suggests that informants often resume their normal behaviours in class after one or two video-taped and observed lessons. Before the data collection, it was hoped this would be achieved as each class in this study would be observed three times. In reality, I succeeded in avoiding this issue by spending several weeks before the first observation by coming to class and having informal conversations with students, to help them become accustomed to my presence in their classes. Additionally, during interviews, by using general questions around the matter of a stranger's presence in class and the filming process, I explained to the participants that there was no need to fear my presence in the classroom. I observed that most of the teachers and students' behaviours returned to normal after the first classroom observations.

In this study, each teacher was observed from three to six times throughout the course. Observed sessions were chosen either based on the pronunciation features that most influence Vietnamese learners' intelligibility as discussed in Literature Review chapter (see section 2.3.2.1) or in one case, on Lan's suggestions. This fact did not influence the data collected as my main focus was on how teachers teach pronunciation rather than the content of the lessons. Each video-recorded observation session lasted for around 45 to 90 minutes. In addition to the video camera located at the back of the room, I placed a voice recorder near the teachers' desks to record what they said during the lessons and some of the classroom exchanges that took place at the front of the

classroom. In the event that the video camera was unable to pick up the teachers' and learners' speech during the classes, the audio recorder functioned as a back-up source. All the classroom observations were transcribed in full for the purpose of data analysis.

3.3.2.3 Field notes

Field notes are the written account of observations and considered as another type of data collection which will later support the stimulated recalls. Field notes need to be in a format that allows researchers to find the desired information easily. It should include observation of physical settings, purposes and participants, direct quotations from the participants, and comments of the researchers (Johnson, 2017). In this study, the descriptive and reflective field-note format suggested by Creswell and Poth (2018) was used to record classroom activities, the flow of those activities and the reflection on activities which can be used for developing themes.

In this study, I used field notes to record critical incidents that needed further explanation and my comments and/or questions on those incidents. An example of the fieldnote (observation sheet) is included in the appendix (see Appendix I).

3.3.2.4 Documentary sources

Documents collected in this study relate to public records (e.g., policy, textbooks) and personal documents (e.g., lesson plans, handouts). In this study, documents as a source of data were useful as public records can "reveal aspirations, arrangements, tensions and relationships that might be unknown" of social activities on a person (Merriam & Tisdell, 2015, p. 145), meanwhile, personal documents can provide a snapshot into the participants' actions, experiences and cognitions (ibid.).

There are potential limitations with document data sources because most documentary data are not developed for research purposes. Thus, they may provide unrepresentative samples, the information they offer might not be in an understandable form or they may contradict emergent findings from observation and interview data (Merriam & Tisdell, 2015). However, in this study, as I sought to understand the phenomenon in different layers of contexts rather than seeking congruence among elements, document data became evidence as they did provide an additional understanding of the findings.

In this research project, the public records at the national level (i.e., education policies) were collected before the data collection and during the thesis completion while those at the institutional level (i.e., school policies) were obtained after I gained entry to the sites. Personal documents (i.e., teaching plans, handouts) were collected before and after each lesson depending

on teachers and the availability of materials. These documents and artefacts were used as references in stimulated-recall interviews.

3.4 Data analysis

The present study draws on three primary data sources: teacher and student interviews, classroom observations and documents to obtain a comprehensive picture of teachers' cognitions. This section discusses the methods used to analyze the collected data. It begins with a brief description of how data is stored and transcribed followed by a detailed explaination of a qualitative data analysis model used in the study.

3.4.1 Data storage and transcription

Both interviews and classroom observations were digitally recorded and electronically stored both offline in my personal computer and online in Onedrive. All the files were named with the pseudonym of the teacher participants and with other relevant information for easy identification purposes in separate folders allocated to individual participants (for illustration, see Figure 6). Interviews were transcribed verbatim and summaries were typed up as word documents. Similarly, observed lessons were transcribed in full and field notes made during classroom observations were word-processed. All of the transcriptions were also printed out and kept in a locker in my office as a back-up storage.

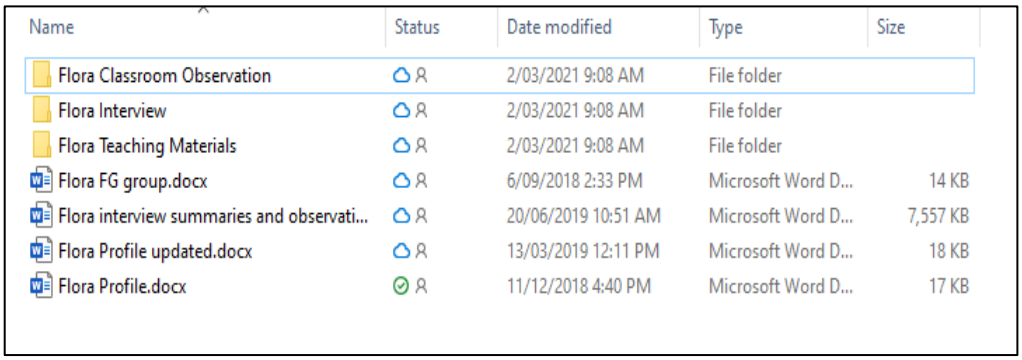

Figure 6 A computer screen shot displaying the storage of files of an individual

3.4.2 Data analysis procedure

Kalpokaite and Radivojevic's (2019) Foundational Model of Qualitative Data Analysis was used in analysing qualitative data collected. According to this model, analysis of data involves four interrelated stages, namely, the Inspection Cycle, Coding Cycle, Categorization Cycle and Modelling Cycle with memo-writing inherent to the entire analysis process (see Table 3 for more detail). This model is used to analyze both data from the teachers (i.e., interviews and observations) and that (i.e., focus group discussions) from the student participants. This model is

implemented as it combines both deductive and inductive analysis strategies in which it "facilitates a foundational understanding of the topic (via a literature review, for example) whilst allowing new, unanticipated information to emerge from the dataset" (Kalpokaite & Radivojevic, 2019, p. 46). Also, it is claimed that this is an easily understandable model for beginning researchers which integrates the advice of multiple qualitative research experts such as Miles, Huberman, and Saldana (2014) and Gibbs (2007). I considered this as an appropriate model for me to adopt in the current study.

At the beginning of the data analysis process, I was given guidance in this regard and had a coding practice run with my two supervisors. As all the datasets are in Vietnamese, I had chosen one case (i.e., Flora) and translated Flora's data fully into English so that my supervisors had access to the data. The translated data then had been given to each supervisor to code independently. After that, we got together, shared our codes and themes and discussed how we had reached them. This coding practice happened throughout the coding process with continuous discussions with my supervisors. As there were differences of opinions, we took many hours to look at the identification of the codes and themes. These supervision meetings forced me to justify the position that I took and made me reconsider some of the categories that I had identified myself based on the datasets and prior codes and themes from the literature. As a whole, the data analysis process is a thematic analysis enhanced through extensive engagement in debate with other academics.

Table 3 A foundational model of qualitative data analysis (Kalpokaite & Radivojevic, 2019, p. 49)

MEMOING: Research diary, methodological memos, and analytical memos	
	Inspection Cycle
	1. Basic quantitative content analyses 2. Initial phases of auto-coding
	Coding Cycle
	1. Pre-coding (Saldaña, 2013) 2. Initial coding (Charmaz, 2006; Corbin & Strauss, 2015; Glaser, 2005; Glaser & Strauss, 1967; Saldaña, 2013) 3. Elaborative coding (Auerbach & Silverstein, 2003; Miles, Huberman, & Saldaña, 2014; Saldaña, 2013)
	Categorization Cycle
	1. Revising and grouping codes to elaborate possible categories 2. Focused coding (Charmaz, 2006; Saldaña, 2013) 3. Defining dimensions and relations of categories 4. Displaying relations among categories in networks
	Modelling Cycle
	1. Elaboration of final conceptual framework

The data analysis dealt with different datasets (i.e., teacher interview data, teacher observation data and student focus group data, respectively) using the same model.

3.4.2.1 Inspection cycle

The Inspection phase is the first inductive approach to the data, whereby I was expected to familiarize myself with the dataset through preliminary quantitative content analyses (i.e., identify possible relevant concepts from data) and initial phases of coding to answer the "what" questions (Kalpokaite & Radivojevic, 2019, p. 50). This process of the initial analysis was not only simultaneous with but also undertaken after the transcribing process.

As part of the fundamental preparation procedure before returning to the research sites for the next data collection period, this type of analysis took place during and in-between each phase of data collection. It entailed going over the observation field notes and recordings, and listening to the previously recorded interviews with the teachers and students. I then wrote memos on potentially key emergent themes/topics that I felt needed following up on in the fieldwork's next phase.

Specifically, when transcribing the interview and observation recordings, I highlighted important segments in the transcripts, inserted my own comments in different fonts and colours and where necessary noted down my reflexive thoughts (i.e., memo writing) in my research diary. Simultaneously, I kept track of categories emerging from the data with brief descriptions and possible relationships if any.

As revealed in this description, by the time I finalized my transcriptions, I had, to some extent, familiarzied myself with the data in that I had developed an initial list of emerging categories and their possible relationships which, in turn, provided a guiding framework for a more interpretative and qualitative analysis of the subsequent analysis cycles.

3.4.2.2 Coding cycle

The Coding cycle, which is broken down into a series of methods (i.e., Pre-coding, Initial coding and Elaborative coding), is where the researcher begins to analyze their data in-depth (Kalpokaite & Radivojevic, 2019, p. 51). This cycle emphasizes the cyclical and iterative qualitative research feature involving multiple readings and reconsiderations of the data and the actual codes being developed. Following the coding practices that I discussed with my supervisors, I then proceeded to analyze the other cases in my study. An important note is that the original data was all in Vietnamese.

As previously mentioned, the pre-coding including circling, highlighting, bolding, underlining or colouring rich or significant segments of the data that capture the researchers' interest (Saldana, 2013) continued to happen in the Coding cycle. This step is considered my first full read-through of the dataset. At this stage, I kept myself working at a slow speed to develop a better understanding of the data and also continued with writing memos for each data segment to get myself used to reflective thinking. The pre-coding analysis in both the Inspection and Coding cycle was implemented using both paper-and-pen and Word/Excel methods. The second step is Initial coding which encompasses coding the data inductively. In other words, in this step, I paid attention to what is going on in my data and identified any emergent information in the data segments. The third step is Elaborative coding, whereby I started to deductively analyze my data and this involved taking priori codes from the literature review into consideration.

As I combined both inductive and deductive analysis approaches, the developed code list consisted of both previously-identified concepts and emergent codeable moments. For each participant, I had three different sets of data (i.e., teacher interview data, teacher observation data and student discussion data). Thus, I coded them individually and developed three different code lists using the same qualitative data analysis model of Kalpokaite and Radivojevic (2019). These code lists were not self-contained but were interdependent of each other. For example, a list of codes found in teacher interview data might play a role as a foundation for me to set up a similar code list in the student discussion data. In oder to form a code list, I firstly implemented paper and pen methods. In parallel, I used the comment functions in Word and table in Excel as supportive methods of coding. Each time that I turned from paper and pen to Word or Excel and vice versa, I found myself achieving a better code list. Below are examples of Word and Excel coding.

Table 4 Example of Excel coding

Importance of pronunciation and pronunciation teaching	*In her teaching:* Pronunciation is allowed to take up to maximum 2 periods of time <<<= **Why?** =>>> The overall teaching contents are very long. Has to allocate adequate time for other sections Lis and Speak more important than pronunciation <<<= **Why?** =>>> Appear in End of term exam <<<= T's own comment: It is better to reduce time of pronunciation for listening and speaking
Pronunciation assessment	1 bullet point: Pronunciation showcase: Work in pairs - Listen to one conversation - Write transcription - Practise - Perform - Assessed (even with the script in hands) Not directly evaluate individual sounds Ss learn in semester No unexpected situations (this is assessed in final Listening and Speaking exam) "Pronunciation không chiếm một phần quan trọng nên phần thi dành cho nó cũng chỉ chiếm 1 phần nhỏ thôi" *Why exist this assessment?* School policies: Everything that is taught must be tested.

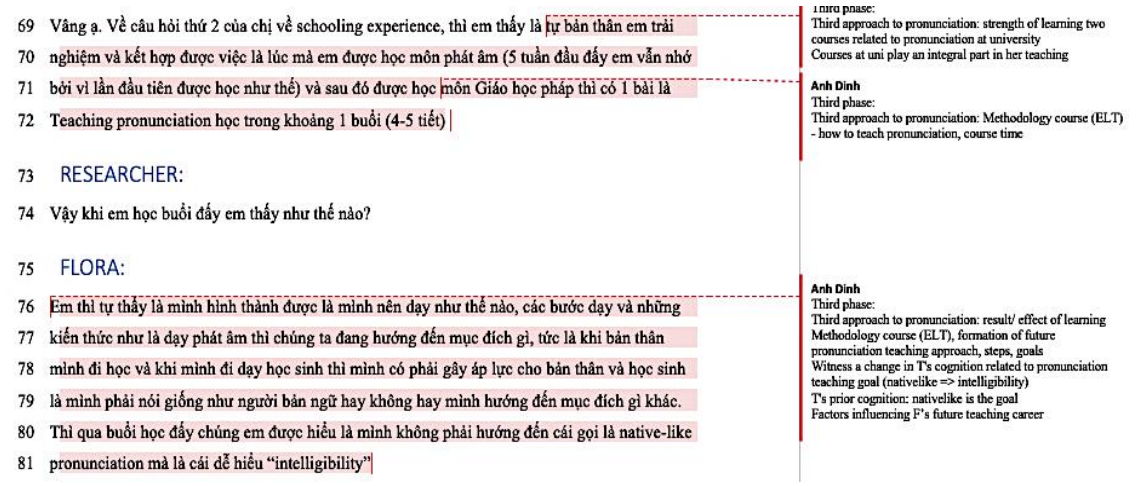

Figure 7 Example of Word coding

The unit of analysis for each theme ranged from short phrases to extended discourse. Units represented matters such as the teacher participants' prior learning experience, corrective feedback, course assessment, etc. Evaluative comments were coded together with the matters they referred to.

3.4.2.3 Categorization cycle

After developing initial code lists for different datasets by immersing myself in the data and revising the review of related litareture, I began the next cycle called Categorization phase. This cycle allowed me to revisit the codes created thus far and identify the overarching themes or categories. This was done by grouping together different inductive and deductive codes into possible categories, renaming, splitting or deleting some of the codes and identifying or modifying the relations among them. The Categorization cycle also provided me with an opportunity to go through the datasets to ensure the consistency of my coding. In other words, this phase helped me to polish my framework by clearly distinguishing the different dimensions of the categories as well as how they are related to each other. Below is an example of how different codes were grouped together and changed at different phases of the data analysis. As can be seen from Figure 8, after the Coding cycle, I initially developed a code list from different datasets of the four teachers and 20 student participants. It included for example "the importance of pronunciation teaching", "what is correct pronunciation", "Vietnamese or foreign teachers", "learning how to teach pronunciation", "difficulties in learning". I then rearranged codes which are similar into groups and identified the main ideas these codes represented. For instance, the codes related to the value of pronunciation, of theory and practice in pronunciation learning, occupational orientation or students' motivation to learn were grouped together and then named "Value of pronunciation teaching and learning". I used Xmind - the mindmap software which I downloaded free from https://www.xmind.net/download/ to support my Categorization cycle.

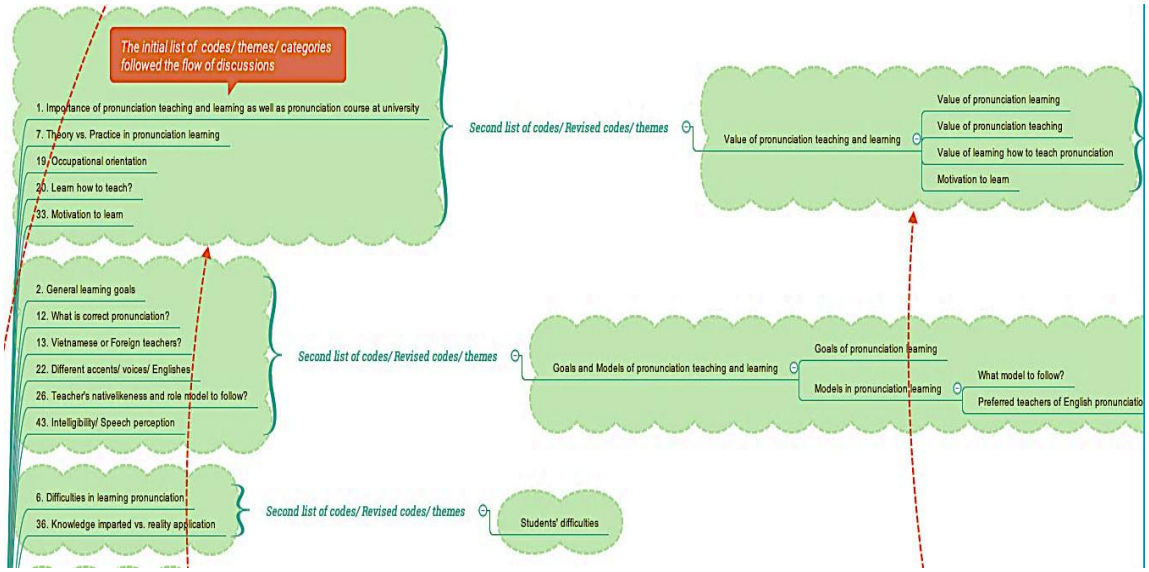

Figure 8 Example of code categorization

3.4.2.4 Modelling cycle

Finally, based on code lists with categories and empirical analysis, a conceptual framework was elaborated to provide a comprehensive picture of the research. This conceptual framework is introduced in the discussion chapter.

3.4.2.5 Reference for sources of data

Each teacher in the current study had three sets of data, namely, interviews and classroom observations with the teachers and focus group discussions with the students. Each teacher's dataset included one pre-observation interview and three student focus group discussions. There was only a difference in the number of post-observation stimulated recalls and classroom observations. For Flora, there were four post-observation stimulated recalls and six classroom observations. Respectively, there were two and three for Alex, four and five for Bảo Khánh and two and three for Lan. These datasets were coded and used in-text following the format "data collection instrument.teacher's name". The coding used for students was in a format of "student number.teacher's name". Following is an example of the coding for Flora's dataset.

Table 5 Flora's dataset coding

Codes	**Meaning**
Int1.Flora	Flora's pre-observation interview
Int2.Flora	Flora's post-observation stimulated recall 1
Int3.Flora	Flora's post-observation stimulated recall 2
Int4.Flora	Flora's post-observation stimulated recall 3
Int5.Flora	Flora's post-observation stimulated recall 4
Ob1.Flora	Flora's classroom observation 1
Ob2.Flora	Flora's classroom observation 2
Ob3.Flora	Flora's classroom observation 3
Ob4.Flora	Flora's classroom observation 4
Ob5.Flora	Flora's classroom observation 5
Ob6.Flora	Flora's classroom observation 6
FG1.Flora	Flora's student focus group discussion 1
FG2.Flora	Flora's student focus group discussion 2
FG3.Flora	Flora's student focus group discussion 3
Student1.Flora	Flora's student 1
Student2.Flora	Flora's student 2
Student3.Flora	Flora's student 3
Student4.Flora	Flora's student 4
Student5.Flora	Flora's student 5

3.4.2.6 Summary

The four cycles of the qualitative data analysis model have been explained. To sum up the whole data analysis, I first worked through the entire dataset of only one participant (i.e., the participant's responses to my interview questions, the videos of classroom observations and my fieldnotes, their student focus group discussions) with my supervisors' guidance. In this step, I coded for themes and identified patterns within these themes that revealed (1) teachers' cognitions about pronunciation instruction from both teacher's and students' perspectives, (2) how teachers' cognitions are represented in this teacher's practice as well as (3) the underlying interrelationships between different factors affecting the teacher's cognitions and practice. Then, after having an example of how a dataset should be dealt with, I extended my data analysis to other participants individually and then combined them to validate the existing codes or themes that I had identified from individual participants. I integrated the results into "a set of conclusions" (Ellis & Barkhuizen, 2005, p. 271), and subsequently described and explained them.

This whole data analysis process was not done by me solely. This is the contribution of both me as the main researcher and my two supervisors. The code lists, the methods used for the qualitative data analysis, etc. were formed gradually through each supervision meeting during my thesis completion process.

3.5 Trustworthiness

Lincoln and Guba (1985) propose four criteria that could form the framework for determining the rigour of a study. They are Credibility, Dependability, Confirmability and Transferability. Credibility refers to the value and believability of the research's findings. Dependability relates to how stable the data are. Confirmability is the neutrality and accuracy of the data and finally, transferability means whether or not particular findings can be transferred to a similar context or situation. Creswell (2014) claims that at least two of these four criteria are adequate to establish trustworthiness of good reseach. Lincoln and Guba (1985) also discuss specific strategies to ensure the credibility, dependability, confirmability and transferability of a study which are summarized in Table 6 below.

Table 6 Strategies to determine rigour (summarized from Lincoln & Guba, 1985)

Approaches to rigour	***Strategies***
Credibility	Prolonged engagement and persistent observation Triangulation Peer debriefing Member checking
Dependability	Audit trail Reflexivity
Confirmability	Audit trail Reflexivity
Transferability	Thick descriptions

In my study, trustworthiness was gained during both the data collection and analysis processes. Credibility was achieved as I spent sufficient time in case-study sites (i.e., 5-6 months) to gain full understanding of the phenomena being investigated. Also, over 3 to 6 hours of non-participant observations were conducted with each participant in two research sites. Credibility in my study had also been enhanced as I used several research methods (i.e., interviews, observations, focus group discussions) to study one phenonmenon (i.e., pronunciation teachers' cognitions). Additionally, credibility was attained through the "member checking" process in which the participants were provided with interview data to verify its accuracy.

Dependability and confirmability are closely linked to each other and were both established in a number of ways in this study (i.e., audit trail and reflexivity). On the one hand, the audit trail is maintained through comprehensive notes related to the data and all methodological decisions. In this study, field notes made during the classroom observations were used not only to document the events taking place but also to record thoughts that I had about various issues of the study. My memo-writing habit also provided an extensive "trail" of decisions made during data

collection and analysis. On the other hand, reflexivity was maintained by the use of a reflective diary. Particularly, I kept a diary and made regular attempts to record my interpretations and reflections of various stages of the research study.

Transferability or wider application, of the study was accomplished through "thick descriptions" provided by me. Rich and vigorous presentation of the contexts, participants, different stages of the study, the research methods and findings with appropriate quotations were issued to create a detailed account of the study to allow conclusions to be drawn to other similar contexts and participants.

3.6 Ethical considerations

The ethics committee of Auckland University of Technology's (AUTEC) approval of my research study was gained in July 2018 (AUTEC reference number 18/257). Prior to conducting the research, I sent formal emails to Heads of the Departments/Divisions at pedagogical and multidisciplinary universities and informed them of my research study and the stages involved in data collection (see Appendix J). Throughout the research, both data and participant privacy and confidentiality were considered as the number one priority. The teachers and students were initially sent participant information sheets of the research procedures and the nature of their participation in both Vietnamese and English and a consent form in Vietnamese. If the teachers and the students agreed to voluntarily take part in the study, they were asked to sign the consent form (see Appendix C and D) and return it through email or in the face-to-face meetings. Also, the teachers and students were reassured that there would be no consequences for their employment, social status or grades at their universities, and that they could stop participating in the research study at any time. The teachers and students were assured that any information or footage they provided would be used solely and exclusively for the purpose of the research. Overall, three principles were implemented from the start of the study, namely, principles of partnership, participation, and protection.

The principle of partnership was implemented by ensuring that there was respect and benefit for the participants. The study centered on English language teachers and students; therefore, the research participants all shared the same interest of improving their knowledge of language teaching and learning, and in particular, their interactions with each other to enhance the effectiveness of English language learning in general and pronunciation teaching and learning in particular. Given that the aim of the study was to investigate the relationship between pronunciation teachers' cognitions, their instructional practices and wider contexts from both teachers' and students' perspectives, the teachers' and students' involvement could have benefited their language teaching career as well as their learning path. Through their involvement, the

teachers gained deeper insights into their own personal cognitions and classroom practices together with students' opinions of and expectations about the course and their pronunciation teachers to develop a better understanding of the role of pronunciation teaching and learning, especially at tertiary level. Also, in post-observation interviews, I shared parts of my classroom observation notes with the teachers to inform them of my notes as an observer. The teachers claimed that their participation in the study, along with the notes that I shared with them, benefited them by increasing their awareness of their cognitions and practices in pronunciation teaching.

The principle of participation was implemented by clarifying to the teachers and students what their role was in the study and how data that they provided benefited the research study. The teachers were told that their main role was to provide data through responding to interview questions, allowing for classroom observations and recordings to be made of their teaching while that of the students was attending the focus group discussions and giving their own opinions about discussed topics. The information was initially conveyed to the teachers and students through a Participation Information Sheet (see Appendix B) and later explained in person during the first meeting with each group of participants.

The principle of protection was implemented by referring to the participants with pseudo names to protect their identity. Also, no mention of their school names was made. As for the students in each class, there are no mentions of any names except for pseudo names for students who partook in the student focus group discussions. For other learners, they have been referred to as simply 'students' in the study. In addition, member checking was conducted by giving the transcripts of the interviews to the teachers and students to allow them to delete any parts which they felt uncomfortable with. All participants stated that they completely agreed with the content of the transcripts and no changes had to be made.

3.7 Conclusion

The chapter presented a detailed description of the research approach, research participants, the data collection and analysis procedures, followed by a discussion of trustworthiness and related ethical issues. An exploratory collective case-study approach was chosen to investigate the teachers' cognitions on pronunciation instruction, their actual classroom practices, and the relationship between the two in two different instructional contexts (i.e., pedagogical vs. multi-disciplinary universities) in Vietnam. The study used a qualitative approach for data collection in order to enhance our understanding of the pronunciation teachers' cognitions, practices and wider contexts. The analysis of the data included solely qualitative procedures. The chapter finished with the study's ethical considerations and the steps taken to ensure the participants' privacy.

CHAPTER 4 – FINDINGS

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4.0 Chapter overview

As described in the Methodology chapter, the current study investigated teachers' cognitions and their practices. This included exploring factors that influenced teachers' thinking and teaching through the perspectives of pronunciation teachers and learners. The data came from five sources: initial interviews with the teachers, stimulated recall interviews with the teachers, classroom observations, focus group discussions with the students who volunteered to participate, and document analysis. This chapter (Chapter 4) presents the findings of the study for each of the four teacher participants (sections 4.1 – 4.4). The chapter finishes with a synthesis of the findings from the four teacher participants (section 4.5)

4.1 Lan

Lan is a pronunciation teacher at Econ, the multidisciplinary university, with nine years of teaching experience (see section 3.2.2.2 for more detailed information about this participant). This section describes her current pronunciation teaching practice from both her and her students' perspectives. Topics related to conceptualizations of pronunciation teaching, pronunciation teachers and students are discussed in-depth in the following sections.

4.1.1 Current teaching practice: Teacher's perspective

This section describes Lan's teaching, drawing on the dataset from an initial interview, classroom observations, stimulated recall discussions and teaching materials. The description is organized according to five categories: (1) the value of pronunciation instruction, (2) goals and models for pronunciation teaching and learning, (3) teacher-related issues (i.e., approaches to teaching pronunciation and corrective feedback), (4) student-related issues (i.e., learner autonomy and students' difficulties in pronunciation learning), and (5) the factors influencing Lan's cognitions and practice. The initial interview (conducted before the classroom observations) with Lan is coded Int1.Lan while the stimulated recalls are coded Int3&4.Lan (Lan did not have a stimulated recall after the first observation, see 3.3.2.1 for more detail) and the observations Ob1–3.Lan.

4.1.1.1 Value of pronunciation teaching and learning

Lan considered that pronunciation instruction at university level is crucial for English major students. She felt that people evaluate English major students' effort and success in their study according to their pronunciation ability. Meanwhile, since the goal of non-English major learners

is to achieve comprehensible pronunciation for communicative purposes, rather than to be completely accurate or sound like native speakers, she considered it inappropriate to put pronunciation into their official training program. Lan also stressed that both segmental and suprasegmental elements of pronunciation are vital for English language learners. Mastering segmental knowledge (e.g., voicing, articulations) helps students to pronounce individual sounds correctly while prosodic knowledge (e.g., intonation, prominence) boosts learners' ability to speak as naturally as native speakers.

4.1.1.2 Goals and models in pronunciation teaching and learning

Teaching goals refer to what teachers aim to achieve throughout their teaching of a pronunciation course; and models are the types/varieties of English that teachers use to teach throughout the course (here for example, the pronunciation of British, American or Australian English). To understand teachers' cognitions and what drives their behaviours, the study explored the teachers' goals and models based on their perceptions and teaching practices. Lan's ideal goal is helping her students to attain native-like pronunciation and she is trying to achieve that target. She claimed that "if students could attain native-like pronunciation, they will have no difficulties in any communicative environments and also be able to increase their own professionalism […] and success in whatever jobs they are going to pursue" (Int1.Lan). However, in practice, she has to take into account the actual level of students when setting her teaching goals. She said that intelligible pronunciation is acceptable for non-English major students while English majors should do their best to attain native-like pronunciation.

In terms of models for pronunciation instruction, there is a match between the models that Lan selected, and her teaching goals mentioned above. Lan claimed that ideally, students should be taught the English varieties that appear most in media and learning materials. These are mostly American and British English, with some possibility for an Australian accent to be introduced. However, during her teaching, she does not force her students to follow any particular accent. Lan thought that there is no official information and guideline related to the teaching of the English varieties other than British and American. That is also the reason why she found it hard to find suitable teaching materials and seemed unwilling to teach her students other English varieties. Moreover, Lan felt that she was not sufficiently experienced to distinguish one accent from another. In the second interview, Lan seemed not to consider her own pronunciation as an appropriate model for her students because, for her, the main duty of a teacher is to work as a facilitator to help students practise in the right way and use appropriate learning sources for their own study but not to act as a model.

4.1.1.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Approaches

First, one key theme that emerges from Lan's interviews is that, in general, she chose a teacher-centered over student-centered teaching approach. She said in the initial interview that when teaching a sound, she normally states the features of the sound (e.g., length of the sound, position and height of the tongue, and voicing) before she plays a video of a native speaker demonstrating the sound with some vocabulary examples. Then, she requires them to do a combination of exercises to get familiar with and practise the sound before wrapping up the lesson. This sequence is also applied to the teaching of suprasegmentals with a theory introduction, native speaker sample presentation and practice exercises. In the stimulated recalls, Lan stated that "basically, I have to make sure that all the required theories are delivered to students before any practice happens" (Int3.Lan) as "these pieces of knowledge will appear in their exams" (Int4.Lan) and she considered herself a "knowledge conveyor" (Int3.Lan). This statement indirectly confirmed her selection of a lecture mode teaching approach. Also, the low degree of learner autonomy played a part in her implementation of a teacher-centered teaching approach (this is explained more fully in section 4.1.1.4).

There was a good match between what Lan did (as recorded during the three classroom observations) and what she said (recorded during the interviews) in terms of teaching procedures. Her lessons usually started with (1) teacher reviewing previous lessons, (2) teacher introducing a new lesson and theories that go with it, (3) teacher showing a model video and student listening and repeating, (4) teacher asking students to practice or to do exercises either in books or in handouts and (5) teacher summarizing the lessons. Especially, in the first two lessons, Lan was the one who talked most of the time because of a vast amount of theoretical content she needed to cover.

During the interviews, I suggested several activities to Lan that follow a student-centered teaching approach and that can promote learner autonomy. It can be an activity that asks students to form a table themselves summarizing all the theories presented during the semester with assistance from their teacher. Another activity requires the teacher to divide her class into groups at the beginning of the semester. Each group will then be assigned a lesson according to the syllabus. Their duty is to research all related theories, prepare a lesson with different activities for their classmates to partake in and topics to discuss. The teacher plays a role in wrapping up what students need to remember. She advocated the advantages of these suggested activities which in the end help her students to be more active in their own learning. She claimed that "turning teacher's workload into students' job is great" (Int4.Lan).

Nevertheless, considering the actual context of her own teaching, Lan thought it seemed "impractical to apply student-centered approach" (Int4.Lan) and use the suggested activities above. Several reasons were cited during the discussions. First, she was worried about students' capability to choose suitable learning materials for their peers and about students' proficiency level. Second, Lan raised a question about her students' ability to assess their own pronunciation and check the pronunciation for other students in the class. In addition, those suggested student-centered activities would be extremely time-consuming if implemented and her students are actually not familiar with this learning approach. Other stated reasons involve the increase in teachers' workload, the level of cooperation and learning attitude of students.

The second key issue that emerges from Lan's dataset is that her teaching practice is observed to be textbook driven even though during our interviews, she pointed out disadvantages of strictly following the textbook. Lan thought that the lesson is fragmented and there is a lack of linking between different sections of the lesson. The excerpt in Figure 9 below exemplifies the textbook material and Figure 10 shows Lan's classroom procedure following the order of the textbook.

A mouse in the house

MR BROWN: *(shouting loudly)* I'VE FOUND A MOUSE!

MRS BROWN: Ow! You're shouting too loudly. Sit down and don't frown.

MR BROWN: *(sitting down)* I've found a mouse in the house.

MRS BROWN: A town mouse?

MR BROWN: Yes. A little round mouse. It's running around in the lounge.

MRS BROWN: On the ground?

MR BROWN: Yes. It's under the couch now.

MRS BROWN: Well, get it out.

MR BROWN: How?

MRS BROWN: Turn the couch upside down. Get it out somehow. We don't want a mouse in our house. Ours is the cleanest house in the town!

c **Practise reading the corrected dialogue. Record your voice to compare your production of the target sound with the recording.**

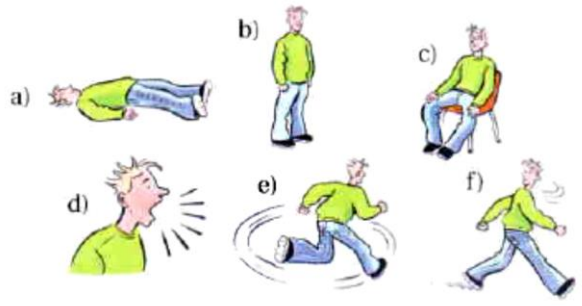
4 Stress in phrasal verbs

B52 **a** **EXAMPLE 1** Sit down.

Listen and repeat.

1 He's sitting down.
2 He's lying down.
3 He's standing up.
4 He's turning round.
5 He's shouting out.
6 He's running around.

b Match these pictures with the correct sentences in 4a.



B53 **c** **EXAMPLE 2** Get it out.

Listen and repeat.

1 Put it down.
2 Take it out.
3 Throw it out.
4 Turn it down.
5 Work it out.

Figure 9 Pronunciation book excerpt at Econ (Unit 18, page 64-65, Ship or Sheep Intermediate)

Teacher:	Now look at the dialog. This is the practice for the sound /aʊ/. So you will listen to the /aʊ/ sound only.
[Teacher plays audio]	
[Audio ended]	
Teacher:	"It's under the couch now". Which words receive the stress?
Students:	Under, couch, now.
Teacher:	Under, couch, now. OK. What about "well get it out"?
Students:	Out.
Teacher:	Out. Ok let's check.
[Teacher plays audio and check the stress]	
Teacher:	It must be "getitout". If you speak it out clearly, it will be like that. Which word receives stress? "Out" right? It receives primary stress and "get" has a weaker stress.
[Teacher introduces "stress in phrasal verbs" theory]	
[Teacher delivers handout and asks students to practice]	
Teacher:	I will go around and check for you. Please only the phrasal verb stress.
[Students practice and teachers goes around]	
Teacher:	OK. So that is all about the /aʊ/ sound.

Figure 10 An example of Lan's teaching procedure (Ob2.Lan)

Third, Lan believed that the best way to attain good pronunciation is through the "listen and repeat" approach with a variety of exercises revolving around listening. She commented:

> The best way is to ask students to listen a lot to authentic materials and teachers, to practice hard and to self-reflect on their own pronunciation. I usually introduce sounds, then let them watch model videos, listen to audios and maybe ask them to transcribe tapes. Also, I have exercises such as asking students to listen and learn how speakers divide sentences into chunks. Ultimately, it is to let students listen and watch videos, listen and repeat. (Int1.Lan)

Fourth, in relation to approaches to teaching components of pronunciation (i.e., vowels, consonants and prosodic features), Lan implemented different methods to teach each element of pronunciation. According to Lan, English vowel sounds are difficult for students to master, and thus she has to introduce them all. She explained that:

> Although they [students] feel more familiar with vowel sounds, they do not use different parts of the tongue to pronounce English vowels. Most of them use the tip of the tongue only because in Vietnamese language, we mainly use the tip of the tongue to produce sounds. Thus, for the vowel parts, I need to help them be aware of using either the tip, the middle or the back of the tongue to pronounce different English vowels. They also need to learn about strong and weak forms of vowels. (Int3.Lan)

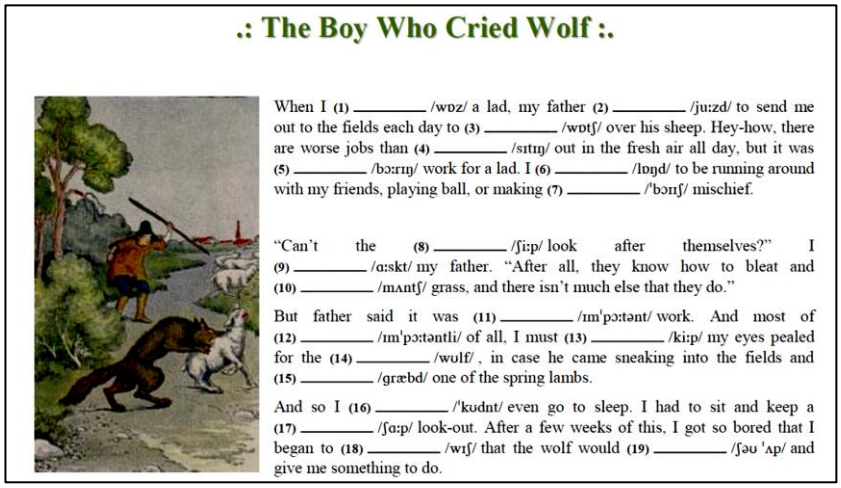
Lan mentioned this problem in her second observed lesson. Also, in the same observation, Lan was seen to omit the diphthong /ʊə/ in her teaching. She explained to her students that "because the textbook does not provide this piece of knowledge, you have to figure it out yourselves" (Ob2.Lan). In terms of English consonants, she reported that when teaching English consonants, she would omit the easy ones and pay more attention to the difficult or the ones Lan believes that her students have difficulties in pronouncing. Lan felt uncomfortable with the way in which the

prosodic knowledge component is divided into various sub-sections located in different units of the textbook. Nonetheless, she admitted it is impossible for her to officially rearrange the syllabus. As a result, without explicitly telling her students, she tried to group the relevant pieces of knowledge together and introduce them all at once. On a later occasion, she would remind her students of the theory whenever it appeared again in subsequent lessons.

Activities and techniques

The teaching techniques and activities used in Lan's class were consistent with her approaches to pronunciation teaching. Lan was observed to use different activities as means of increasing her students' awareness. As mentioned earlier, Lan relied on extensive listening. For instance, she had her students listen to native speakers' videos and audios and repeat in class and listen to tapes. The speed and level of difficulty of these listen-and-repeat activities increased as the lessons proceeded. She asked her students to transcribe them as verbatim as possible at home, record themselves, post on Facebook group, receive their classmates' feedback and comment on others' recordings. Additionally, she attempted to raise the learners' awareness by helping them to notice the difference between similar sounds which often cause difficulties. The interviews and observations also show that Lan utilized a number of written exercises and handouts that require the student to mark intonation or transcribe words/sentences phonetically.

Figure 11 and 12 below present examples of Lan's handouts which help learners recognize words from their transcriptions or question tags in a dialog.



.: The Boy Who Cried Wolf :.

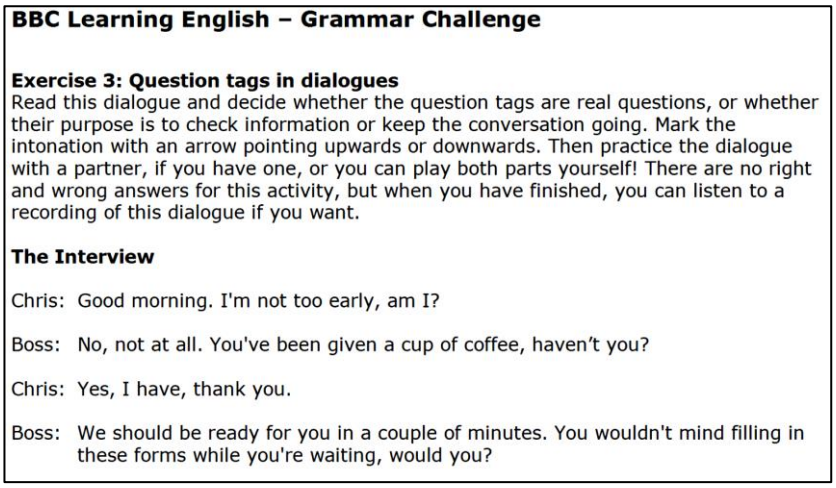
When I (1) _____ /wɒz/ a lad, my father (2) _____ /juːzd/ to send me out to the fields each day to (3) _____ /wɒtʃ/ over his sheep. Hey-how, there are worse jobs than (4) _____ /sɪtɪŋ/ out in the fresh air all day, but it was (5) _____ /bɔːrɪŋ/ work for a lad. I (6) _____ /lɒŋd/ to be running around with my friends, playing ball, or making (7) _____ /ˈbɔɪtʃ/ mischief.

"Can't the (8) _____ /ʃiːp/ look after themselves?" I (9) _____ /ɑːskt/ my father. "After all, they know how to bleat and (10) _____ /mʌntʃ/ grass, and there isn't much else that they do."

But father said it was (11) _____ /ɪmˈpɔːtənt/ work. And most of (12) _____ /ɪmˈpɔːtəntli/ of all, I must (13) _____ /kiːp/ my eyes pealed for the (14) _____ /wʊlf/ , in case he came sneaking into the fields and (15) _____ /græbd/ one of the spring lambs.

And so I (16) _____ /ˈkʊdnt/ even go to sleep. I had to sit and keep a (17) _____ /ʃɑːp/ look-out. After a few weeks of this, I got so bored that I began to (18) _____ /wɪʃ/ that the wolf would (19) _____ /ʃəʊ ˈʌp/ and give me something to do.

Figure 11 Lan's exercise to help learners recognize words from transcriptions (Ob3.Lan - Handout 1)



BBC Learning English – Grammar Challenge

Exercise 3: Question tags in dialogues
Read this dialogue and decide whether the question tags are real questions, or whether their purpose is to check information or keep the conversation going. Mark the intonation with an arrow pointing upwards or downwards. Then practice the dialogue with a partner, if you have one, or you can play both parts yourself! There are no right and wrong answers for this activity, but when you have finished, you can listen to a recording of this dialogue if you want.

The Interview

Chris: Good morning. I'm not too early, am I?

Boss: No, not at all. You've been given a cup of coffee, haven't you?

Chris: Yes, I have, thank you.

Boss: We should be ready for you in a couple of minutes. You wouldn't mind filling in these forms while you're waiting, would you?

Figure 12 Lan's exercise to help learners with question tags (Ob1.Lan - Handout 1)

Nevertheless, the three observations show that Lan used controlled activities[12] all the time in her lessons. All of Lan's teaching activities revolved around individuals and pairs. She did not believe in the effectiveness of group work to help students' pronunciation improvement. There was no single moment for guided or free activities. This is in line with her chosen teacher-centered teaching approach.

The use of L1 and L2 in class

Ideally, Lan wanted to use English (L2) all the time for teaching in class. However, in reality, she sometimes used Vietnamese (L1) to enhance students' understanding of complex and difficult terminology and to ensure the accuracy of answers when correcting exercises while L2 was used for theory delivery. Lan used simple L2, spoke slowly, used Powerpoint slides to support her teaching and left enough time for her students to absorb the knowledge before moving to other parts of the lesson.

In the interviews, Lan said that she switched between L1 and L2 in specific classroom situations to enhance her teaching; however, she was observed to use code-switching more flexibly and more diversely in her teaching practice. She often switched from L2 to L1 when the focus of the activities changed (topic switch), when an emotional experience emerged (affective switch) and when she needed to repeat or emphasize a point (repetitive switch). In topic switch, Lan altered

[12] The Communicative framework (Celce-Murcia et al., 2010) suggests a division of one pronunciation lesson into five phases including controlled, guided and free/ communicative practice. The authors define controlled practice as activities (e.g., oral reading of minimal pair sentences) with special attention paid to the pronunciation feature introduced. Guided activities are structured communication exercises (e.g., information gap) that allow students to monitor the taught feature. Communicative/ Free activities are less structured and fluency-building practice (e.g., role play) that asks the learner to focus on both form and content. (see page 45 of the book for more detail). The teaching activities in this study were categorized based on the framework of Celce-Murcia et al. (2010). The data recorded no free practice, only 2 guided practice activities, and the rest is controlled activities.

her language use according to topics discussed. Lan used affective functions to express her emotions at times and build a relationship between her and her students. In repetitive switch, L1 was used subsequently after L2 to clarify word meanings or stress the importance of the English language content for better comprehension.

Teacher's corrective feedback

What pronunciation errors teacher tends to correct

During the initial interview and stimulated recall discussions, Lan, generally, reported that in pronunciation class, she tended to address students' errors related to individual sounds located at the beginning, in the middle and especially at the end of words (i.e., final consonant sounds). The classroom observations showed that Lan gave feedback at the word level. She frequently corrected students who omitted sounds especially at the end of words or sometimes addressed phoneme level errors. She occasionally gave general reminders to the whole class, focusing on strong and weak forms of words, sentence stress and intonation but made no attempt to correct errors.

How teacher tends to correct

During the interviews, Lan talked much about her approaches to error correction provision. She showed her strong preference for feedback provision to each student in their own spaces or in smaller groups rather than individualized correction in front of the whole class. She did this in order to save face. Lan's planned procedure was (1) to go around and give immediate feedback to about a half of the class per lesson, and (2) to call one student at a time to her teaching space, then ask him/her to speak out loud some words and sentences in order to correct the errors.

Lan also asked her students to make recordings at home and post them online on a Facebook page for her feedback. She explained that "this type of activity is quite useful in a way that I can immediately post my comments on students' recordings regarding their pronunciation errors" (Int1.Lan). By doing this, she had hoped to motivate her students to learn more. Lan shared in the second stimulated recall discussion that up to week 10 of the semester, her students had done two recordings and she had provided feedback for at least one of them. She thought that this should be done more often to be more effective.

The classroom observation revealed an inconsistency in what Lan said she did and what she actually did in her classroom in terms of the frequency of error correction. Lan went around the class and corrected students' pronunciation errors during classroom activities but only a few error correction instances were made to a few students in a short time. For example, during the classroom observation 1, she spent approximately 2 minutes providing error correction once or

twice to about five students. In the second observation, she used six minutes correcting errors for nine students. Lan was observed to employ various techniques when correcting her students' errors. She usually used metalinguistic cues (i.e., providing information on the student's error without providing the correct form) to address her learners' mistakes in pronunciation in front of the whole class. Her frequently used comments, which were often in the format of an imperative clause, were, for example, "Q., Pronouncing like that makes you exhausted!" (Ob1.Lan) or "Q., Ending sounds!" (Ob2.Lan). The use of the students' name and naming their specific mistakes in front of the class seemed to contradict what Lan said. Another technique was to get her students to compare two different pronunciation versions of the same word (e.g.., cost: /kɔːst/ vs. /kəʊst/, decision: /dɪˈsɪʒn/ vs. /dɪˈsɪsn/) and decide which is the correct one with or without the help of a dictionary. Further explanation was sometimes brief or long depending on circumstances. The excerpt in Figure 13 below is an example of Lan's attempt to explain the problem of omitting final consonant sounds to her students. In this segment of the lesson, the whole class was listening and repeating after a video.

Teacher:	[play /aʊ/ video]
Students:	Listen and repeat [in chorus]
Teacher:	[pause the video] Please remember ending sound when you say the word. What sound does "clown" end with? /n/ right? It's not /klaʊ/ but /klaʊn/. Ending sounds! I have remined you many times that ending sound is very important. [continue the video] [point to left side of class] Ending sounds!
[Video ended]	
Teacher:	Now once again I have to remind you that [turn to left side of class]. The ending sound is very important and you forgot to say /t/. When you say it loud enough, the ending sound will be there. Don't say that because you speak softly, I couldn't hear the sound. No, it's not. If all of you speak /t/ softly, things will be different. But in this case, the /t/ has hidden somewhere. Is it dropped near Dong Tam market [market next to the university] or at our school's gate? Please pay attention.

Figure 13 Lan's attempt to explain the problem of omitting final consonant sounds (Teaching excerpt, Ob2.Lan)

Why were there discrepancies between Lan's cognitions and her practices?

During our stimulated recall discussions, Lan indicated several reasons hindering her approaches to providing individualized feedback on her pronunciation learners. They are inappropriate physical learning environments, limited teaching time and crowded classes. First, Lan had opportunities to experience two teaching and learning spaces provided by her university but both of them discouraged her pronunciation feedback provision. There is one class which has narrow aisles or almost no space between tables and another one which is approximately 4 times bigger than needed. These two settings had caused many difficulties for Lan and had prevented her from

going around the class and providing pronunciation correction to her students. As a result, fewer students than expected received individual feedback from the teacher. Second, Lan admitted that with about 30 students in her pronunciation class, she could not provide equal and enough feedback opportunities for each learner in 80-minute lessons. Therefore, she chose to address students' problems whenever possible in front of the class even though this correction technique went against her original desire. When being asked about why she spent so little time correcting individual students' errors in observed lesson 2, she stated

> Normally 5 or 6 students sit per row. I can only correct the first or the second one. From the third onwards, I have to shout at them if I want to give some feedback. Luckily, being their teacher for several weeks, I have familiarized myself with some students' voices. Then, I decide to remind them of their mistakes whenever I can. I don't have to wait until practice time. Later, I can focus on other students because I have corrected for some students using this method already. (Int3.Lan)

One theme that arose was Lan's doubt as to whether or not corrective feedback worked. She likened herself to "a cow chewing grass" (Int3.Lan) trying to correct the same mistake repeatedly but the students were still the same. Sometimes, she had questioned her own ability to convey knowledge to her learners.

4.1.1.4 Student-related issues

Learner autonomy

One issue related to the students that Lan noticed was their autonomy. She saw learner autonomy as being primarily associated with the notions of students' independence and control of their own learning. She considered it the capacity and motivation to complete tasks, either individually and/or collaboratively, in and/or outside the classroom and with no/little intervention of a teacher. At first, she thought that her students had a low level of learner autonomy and defined most of them as dependent and inactive learners in their own study. Lan believed that enhancing her students' autonomy would increase her workload. Towards the middle of the semester, Lan reported that her students were more active in their study. She recognized her students' activeness whenever practice activities were assigned, and their eagerness in doing in-class tasks. The students started to show that they could identify and correct their own errors without a great deal of assistance from her. She began to use the term "autonomous learners" when talking about her students.

Lan pointed out three major factors that hindered her students' autonomy. They are learner characteristics, the curriculum and pre-university education. First, the lack of motivation and independence and the differences in learner demographic information (i.e., urban vs. rural students) were seen as learner characteristics leading to their limited autonomy.

> Expecting students to ask questions during lessons is quite difficult. […] Moreover, although the course syllabus and textbook are readily available, they do not remember what they already learnt or research what they will study next. […] For the Facebook posts [recording activity], if they are allowed to choose to post or not, there is a situation in which some will do it, and some will never do it. […] That's a typical characteristic of all learners. (Int3.Lan)

Second, Lan saw that the curriculum was prescriptive, dense, exam-oriented, inflexible, and top-down and that this limited learner autonomy. Moreover, she hardly ever let her students do autonomy-enhancing activities (e.g., students researching, discussing, and wrapping up the lesson content themselves) in class because these activities would take time while there was a great deal of content to be covered. (Int3.Lan).

Third, prior education was another salient factor influencing the autonomy of the students. Lan stated that many of her students had not, prior to university, been taught or given opportunities to be autonomous. Thus, she felt she was inheriting a problem created in the lower education system.

> It's a great idea to ask students to form a table and systematically summarize all the knowledge they learn in a semester. Nevertheless, this kind of learning activity is very new to students. They were not familiar with self-researching in the past and thus aren't able to self-summarize knowledge learnt. […] If I let them self-study like this, it's hard to complete the teaching syllabus. […] That's why I have to spoon feed my students to be able to follow the mandated program. (Int4.Lan)

Students' difficulties in learning pronunciation

During the interviews, Lan shared the general difficulty for her students was that most of them came from rural areas and their pronunciation was very flawed. In the observed lessons, she was recorded mentioning some of the major difficulties for non-native speakers in learning English pronunciation. They are (1) the way to use different parts of the tongue to produce vowel sounds, (2) final consonant sounds, and (3) consonants such as /ʃ/, /ʒ/, /dʒ/, /tʃ/, /θ/, /ð/. She explained clearly how Vietnamese and English sounds are produced differently and required students to pay more attention to these problems. Other than that, there was no specific discussion on students' difficulties in learning pronunciation and how to deal with them.

4.1.1.5 Influences on current teaching practice

The findings in Lan's narrations demonstrated that her language learning experiences in the past, the pre-service education she had at university, and her language teaching experiences as an English teacher influenced the formation and changes of her cognitions on pronunciation teaching. During the first few years of being a language learner, Lan had had an experience that shaped her initial understanding of a good pronunciation of a sound. Among her English teachers

at primary school, only one, who she had in the fourth grade, provided her with a good model. She said that:

> He taught me how to pronounce /ʃ/ and /tʃ/. He taught very carefully, and I did not overreact when pronouncing these two sounds. I don't know much about the current education system but when I teach at university, I see that many of my students still pronounce "think" as /sink/. Luckily, even though I learned pronunciation from the old times, I do not have wrong pronunciation. (Int1.Lan)

During her pre-service education, not only courses related to pronunciation and teaching methodologies, but also teacher educators seemed to impact her development as a pronunciation teacher. She considered this influence as a foundation to develop her own teaching. In her teaching practices, Lan still made use of the pronunciation-related knowledge that she acquired at the university; she even re-used some Powerpoint slides from her university teachers. She also learned from deficits in her own teacher education that she should provide her current students with diverse activities (e.g., recordings, video imitating) as she hadn't had an opportunity to be exposed to those before. She specifically highlighted how her own reading habit and self-study techniques were beneficial for her knowledge about pronunciation during her tertiary education and later affected her current pronunciation teaching practice. This influence was reflected in homework activities she designed for her students. These activities often required them to listen to different audios from short to long, easy to difficult, slow to fast and transcribe them verbatim.

> I followed "listen and transcribe" method when I was a student. It is quite effective. Thus, when becoming a teacher, I share this learning method with my students. I also assign them some relevant work. (Int1.Lan)

Lan's current teaching was also affected by the experiences she accumulated during nine years of teaching. She said that through teaching several pronunciation courses to different groups of students, she learned more about the types and expectations of learners, common mistakes they make, and that to be a pronunciation teacher, she needs to possess standard pronunciation, together with keeping her knowledge wide and updated (Int1.Lan).

Several other factors were found to have an impact on Lan's teaching. For example, as mentioned earlier, the inappropriate class settings prevented her from going around and providing feedback to her students. Also, due to time constraints and pre-determined and exam-oriented curriculum, Lan did not have the opportunity to promote her students' autonomy. Instead, she had to spoon feed her students most of the time in order to fulfil the prescribed program. The fact that she did not introduce different varieties of English to her students resulted from a lack of reliable referencing sources and her limited confidence. She realized that some of her teaching materials (i.e., audios and handouts) were too difficult for her students to follow and were not used in appropriate lessons. Nevertheless, her current excessive workload did not allow her to implement any revision to her teaching.

When being asked about whether she dares to change anything to align her current teaching practice with her own ideal version, she expressed her wish to do so but she thought that there are many obstacles that cannot be overcome. She commented

> The feasible change that I can make is to alter my teaching materials to suit the current situation. There are others changes I'd like to make but they seem impossible. Can we transform our class setting? That's difficult. Can we allocate more time for students to practice? It's hard, too. Or can we innovate our teaching curriculum? It's also burdensome. If I decide to change the curriculum myself to make it better but my students do not understand the purpose behind it, they will say bad things about me and question my teaching too. Consequently, I will be notorious for a good thing I intend to do. If I want to do it officially, then it takes such a long time and goes under different layers to get approval. [..] I need a partner to experiment the proposed syllabus for several teaching semesters, collect feedback from students and other teachers if possible before finalizing it and submitting to the responsible authorities (i.e., leader of pronunciation course, head of division and faculty, and board of school). If it is approved, then I need to organize some training for teachers in my faculty. Basically, it's not fair to say impossible but it is time and energy consuming. And it can be the case when no one wants to make alterations except me. (Int4.Lan)

In summary, Lan's current teaching practice was influenced by various teacher, learner, institutional and contextual factors.

4.1.2 Current teaching practice: Students' perspectives

4.1.2.1 Value of pronunciation teaching and learning

Apart from the interviews with Lan, the study collected data from her students. Three focus group discussions were conducted with several of Lan's students at the beginning, in the middle and at the end of the course. All of them volunteered to participate in the current research. These discussions revealed similarities and differences in the value placed on English pronunciation.

While Lan believed that pronunciation is essential for English major students but should be optional for non-English majors, her students, in the initial focus group discussion, thought that it is vital for every English learner regardless of their major. They stressed that good pronunciation brings valuable advantages such as better job opportunities and wider relationships with others. Above all, it helps enhance successful communication. During the discussion, the students repeatedly emphasized the phrase "correct pronunciation" when talking about the benefit it could bring to them. The following extracts from focus group discussion 1 exemplify this.

> Pronunciation is very important. It helps us communicate better with foreigners and in our jobs. Correct pronunciation will increase our occupational opportunities. (Student3.Lan)

> With correct pronunciation, we can convey our messages accurately to listeners or recruiters. It will definitely become a plus for us. (Student1.Lan)

> The greatest purpose of learning English is to be able to communicate with people. Correct pronunciation is a decisive factor that determines whether or not foreigners can understand what we are talking about. (Student5.Lan)

When asked about the importance of segmental and suprasegmental elements of pronunciation, only one student answered this question. He said that sounds and stress are important and that while sounds are a foundation for English learners, correct stress helps them avoid misunderstandings in conveying messages. Even though he did not mention the other elements (e.g., intonation, linking, etc.), he implied that both segmental and suprasegmental features are important.

4.1.2.2 Goals and models in pronunciation teaching and learning

Pronunciation teaching and learning goals

The discussions with Lan's students revealed that they aimed to achieve native like pronunciation, which matched Lan's teaching goal. In the first focus group discussion, a common response among Lan's students was that they want to improve their pronunciation ability in a way that is as much like native speakers as possible. Nevertheless, the student participants had different opinions on when to focus on native-like pronunciation. Student 2 stated that to pronounce 100% like a native speaker of English is a difficult process which takes a long time. As a result, what people should do is to achieve intelligible pronunciation first and then gradually improve to native-like accents. In contrast, Students 1&3 believed that correctness must be focused on from the initial steps of pronunciation learning. Student 1 seemed to be obsessed with achieving a native-speaker English pronunciation. He commented:

> I don't want intelligibility but accurateness in communication. There are some words that Vietnamese people often pronounce incorrectly, and foreigners can still understand what we want to say. I feel tremendously irritated with that. Thus, no matter who is a pronunciation teacher, he/she must help me to pronounce every single word continuously, 40 or even 400 words, exactly the same as native speakers. (FG1.Lan)

In discussing future careers, all Lan's students agreed with their teacher that correct pronunciation will be of great help in their prospective jobs. Nonetheless, one student disagreed with Lan's idea that with native-like pronunciation, students will not have any problems in communication. Student 1 explained that students' native-like pronunciation only ensures their comprehensibility for listeners. If their interlocutors do not possess the same level of accurate pronunciation, this will cause difficulties for both of them.

Models in pronunciation teaching and learning

The first focus group discussion with Lan's students reveals that native English models are still preferred for pronunciation teaching and learning. All the students stated that the English varieties in the countries where English is either frequently used or the first language should be chosen for pronunciation teaching in Vietnam. These include American, British and Australian English, with the first two being obvious choices. English varieties as the second language (e.g., Indian and

African English) are not considered to be appropriate models. This finding is reflected in multiple quotes from the students, as follows:

> In my opinion, we should learn the English varieties that are popular widely. Beside American and British English, there is Australian English as well. (Student3.Lan)

> People often relate standard English and its pronunciation to that of foreigners. It is the case that everyone born outside of Vietnamese territory is called foreigners. Thus, we should narrow it down to the American and the British. Brazilian or African English is very different from what we want. (Student2.Lan)

> In general, apart from America and Britain, other countries are not often mentioned. For example, you should never learn Singlish as their citizens are mainly Chinese. They mostly used Chinese, about 90%. (Student1.Lan)

By claiming American or British English as a standard to follow, both Lan and her students are actually implying the superiority of these two accents over other Englishes. Student 1 emphasized that "the pronunciation course at university should provide correct and standard Englishes only" (FG1.Lan). All participants in the discussion also stated that English varieties other than American and British English might be important for future careers but they should only be self-discovered when needed.

Students' preferred teachers of English pronunciation

Generally, Lan's students believed that teachers of pronunciation, whether they are native or non-native speakers, must possess (1) correct pronunciation, (2) knowledge about pronunciation (subject matter knowledge) and (3) pedagogical knowledge (how to teach pronunciation). From the students' perspective, there were two different views related to who should teach English pronunciation in the context of Vietnam. The first school of thought rejected the role of NESTs. This is because NESTs do not speak the Vietnamese language, nor fully understand the Vietnamese culture and daily communication styles which, in turn, hinder their teaching from being successful. As a result, the pronunciation instruction of NESTs is considered to be less effective in comparison with that of NNESTs. The second view supported a combination of NESTs and NNESTs (or local teachers) in pronunciation teaching (rather than NESTs only). Particularly, this view preferred NESTs to take a primary role and NNESTs a secondary (i.e., native teachers must be assisted by local teachers to maximize pronunciation teaching). It is noted that although these students recognized the strengths of NNESTs, they still opted for and pursued native accents of NESTs. This second view is represented in the students' quotes below (extracted from the focus group discussion 1).

> It's better to have both Vietnamese and foreign teachers in the pronunciation course as students have opportunities to learn theory and to be exposed to English. I think Vietnamese teachers do not focus much on improving their intonation and natural speaking skills. In other words, their pronunciation hasn't reached the standard. (Student2.Lan)

> Vietnamese teachers have interesting tips for students. As having the same L1 with students, they know which words we often pronounce wrongly. […] Nevertheless, foreign teachers are the best option for us to achieve correct pronunciation. In general, I reckon that the best way to solve these problems is to join Vietnamese and foreign teachers in teaching pronunciation. (Student4.Lan)

Whether Lan is a model to follow?

In the focus group discussion 2 with Lan's students, some claimed that at the time of the research project, many of them had problems with word-final consonant sounds while Lan's pronunciation of ending sounds is very clear. Therefore, they would like to take her as their English pronunciation model until they can master their ending sounds. On a later occasion, they said that they would like to find another model for their pronunciation because Lan is only "professional of Vietnamese English" (Student4.Lan) and her pronunciation is "clear but not as natural as native speakers" (Student3.Lan).

4.1.2.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

While Lan chose to adhere to a teacher-centered approach, her students expressed a desire to be immersed in a student-centered learning environment where they are allowed to self-discover, grasp knowledge by themselves, make and learn from mistakes. Student 1 commented that:

> To me, it's good to make mistakes first. If my pronunciation is wrong from the beginning, I will be well-prepared for error correction from other people and gradually I will become more confident. (FG1.Lan)

Student 3 also stressed an independence of the teacher: "Letting us do the job ourselves is good for us. If we make any mistakes, our teacher is there to help" (FG1.Lan)

The discussions with her students show that they held different views on and preferences for individual, pair and group activities. Some supported and preferred individual and pair work, and they expected to learn pronunciation through these activities. The following quote from Student 5 exemplifies this.

> Our teacher needs to promote our self-study ability and let us master the theory first. When it's time to apply and practice the theory, she should ask us to work in a group of 2-3. It's time for us to exchange the information we have acquired ourselves, to practice, to correct each other's mistakes and to practice natural speaking. (FG1.Lan)

Some students prefer the use of group activities over pair and individual ones as it allows mutual learning. Also, face-saving is ensured if several students make the same mistakes. Pair activities are perceived to be less interactive. The students however agreed on the effectiveness of diversifying classroom activities. They expected to have more interactive games or competitions

instead of merely exercises. They believed that a diversity of activities would motivate them and make Lan's lesson more interesting.

Regarding the language of instruction, Lan's students expected to have a 100% English environment in their pronunciation class. Nevertheless, they supported a utilization of L1 in some situations in which explanations of difficult issues are required. They also confirmed that Lan used simple English to teach, and this made her lessons quite easy to understand and follow.

Teacher's corrective feedback

The three focus group discussions with Lan's students revealed mixed findings in relation to error correction. The students said that Lan had provided feedback to individual learners by going around the class in practice time. However, there were several concerning issues such as a limited number of students corrected by the teacher participant, and time limitations, among others. Moreover, some reported that their teacher's current corrective feedback technique was ad hoc and in response to learners' difficulties in pronunciation. The common comment recorded in the focus group discussion 1 was that if a student practises pronunciation and makes mistakes while the teacher is around, Lan will correct it. Otherwise, if no one says anything, she will not do it. The students also thought that their teachers' comments were often superficial rather than being detailed.

Lan's student participants also expressed their desire to be corrected in front of the whole class. Accessing this issue from a different angle, Lan's students considered this technique as a positive pressure for them to attain better pronunciation skills compared to Lan's concern over damaging students' confidence if the same technique is implemented. As Student 1 emphasized

> She shouldn't use general feedback to cover students' errors in front of class. She needs to indicate the name of whoever is making mistakes. For example, "Today, we have learnt 4 sounds and L., you have problems with 3 of them". The whole class will then know I am the one whose pronunciation is wrong, and I will be put under pressure to correct myself. Next time, if I make the same mistakes, everybody will speak ill of me. Gradually, I will be better. (FG1.Lan)

Another reason for their choice of being corrected in front of the class relates to time limitations. They agreed that there is not enough time for the teacher to go around and check for each student's mistakes. Thus, addressing individual problems in front of everyone is an appropriate alternative.

When being asked about making recordings as homework, many students raised doubts about the actual purpose of this activity. To them, this activity was a way for their teacher to mark class attendance. According to their utterances, Lan had promised to comment on her students' recordings on Facebook. Nonetheless, until the end of the semester, there was only one recording

submitted by Lan's students and no explicit comments from Lan were recorded. This sharing is the opposite to what Lan shared in our stimulated recall 2 where she said that she had provided comments for at least one of the recordings. Some students reckoned that their teacher was too busy with the school workload to reply to their recordings while some thought that she had never listened to them.

The student participants indicated other desires regarding their teacher's corrective feedback. They wanted Lan to set aside more time for them to do oral practice and less time to do written exercises during pronunciation lessons. Lan was also expected to change the way she provides corrective feedback. Instead of reading out loud answer keys of (homework) exercises for the whole class herself, she should call individual students to read out loud each question, identify and correct their mistakes and let others learn from it. Student 1 said "if this is implemented, we will feel like we are actually involved in the lesson" (FG3.Lan).

4.1.2.4 Student-related issues

Learner autonomy

Throughout the focus group discussions, Lan's students admitted that they did not possess a high degree of autonomy in their learning which is in line with their teacher's perception. The reasons underlying the low level of learner autonomy were also similar to those presented by their teacher. They confirmed a lack of autonomous learning in their past education at high school and a shortage of motivation during the current pronunciation course. For example, Student 1 said that "in lower education levels, we were not allowed to contribute our ideas in lessons. We keep that habit when we come to university" (FG1.Lan). For other students, university is a whole new environment with new subjects and new learning styles and this is totally different from their high school. Therefore, it was hard for them to adapt to this new learning atmosphere in just a few weeks. Until the middle of the semester, Lan's students seemed to have not found the motivation to study yet. This time, it was found that the lack of teacher's awareness of discrepancies between urban and rural students was responsible for the students' low learning motivation. Student 4 commented that:

> She does not recognize that weaker [rural] students in class need more attention. The students with inferiority complex feeling like us will participate less in the lesson. […] We are now in the mood that if we "die" [fail the course], we die together. We don't care much about that anymore. […] Maybe because of that, what happened in class or what we have learnt just slipped away. Nothing left. (FG2.Lan)

Besides, it was claimed that Lan, as their pronunciation teacher, contributed to her students' demotivation. Lan was described by her students as "a strict teacher who at the beginning of the semester had created a stressfull learning environment" (Student1.Lan, FG1.Lan) and maintained

it until the middle of the semester which made her students "not want to go to class to study" (Student3.Lan, FG2.Lan).

Students' difficulties in learning pronunciation

The focus group discussion 1 went through students' views about their learning of English pronunciation and revealed various difficulties in learning this subject at tertiary level. Several general issues were recorded as problematic by the majority of the participants. They came from (1) a lack of communicative environment which in turn, limits their opportunities to use English for communication in the real world, (2) prior teachers' ineffective teaching methodology (e.g., wrong information about pronunciation imparted to students) and (3) inappropriate learning methods (e.g., imitation, listen and repeat). In the following extracts, two students described their own difficulties in learning English pronunciation.

> In fact, the university hasn't provided us a good environment and many chances to talk with foreigners. Instead, we have to go to private English teaching center or go out and find some native speakers to have a chat. (Student2.Lan)

> I started my English language learning in the countryside. The teachers there, especially those in the secondary and high school, taught us the English which was far from the standard. Because I was taught wrongly from the beginning, my inaccurate pronunciation had fallen into a wrong habit. It is very difficult to fix now. Additionally, in the past, I used to believe that by speaking and listening a whole lot, I could attain correct pronunciation. Now studying at university, I know that to achieve standard pronunciation, I need more than that. (Student1.Lan)

In particular, the students shared some of their problems involving specific segmentals (i.e., vowels and consonants) and suprasegmentals (e.g., linking, intonation). One problem was that it was difficult for them to differentiate the long and short vowels. They explained that, in learning, their teacher used to exaggerate how to produce these sounds. However, in real-life communication, the students had to contend with normal speed and speaking styles which are totally different from their teacher's overstatement. To a certain extent, the use of this technique became an obstacle to students' correct pronunciation attainment. Student 1 suggested a solution for this problem

> I hope the teacher allocates a fixed time for each sound. For example, with this particular sound, I have to spend 2-3 seconds to produce it individually, but I should reduce it to may be 1 second when it appears in a word or a sentence. Generally, I want to have specific advice to stick with to improve my study. (FG1.Lan)

For other individual sounds, they acknowledged little or no difficulties. Another issue is that all the participants had problems with some prosodic features such as putting sounds together in connected speech. They admitted that it is difficult to speak as naturally as native speakers when they combine sounds into words and words into sentences. In their minds, they always had to

revise their knowledge about phonemes before they could produce any larger chunks. This caused moments of hesitation in their speech.

4.1.3 Summary

Bringing together the findings for Lan, it can be seen that Lan perceives pronunciation teaching to be essential for English major students and that these types of students should try their best to attain native-like pronunciation. However, for students of other majors, it is more suitable for them to achieve intelligible pronunciation (clear and easy to comprehend). Lan aims to teach her students the native-like pronunciation by using Inner Circle varieties of English. She considers herself as a facilitator to help the students attain their expected target, but not as a model. Lan's attempts at explicit pronunciation teaching tend to involve teaching phonetics and phonology rather than pronunciation. This could be likened to a focus on declarative rather than procedural knowledge. When she does address pronunciation, it is strongly teacher-centered and textbook dependent, using very controlled activities and listen-and-repeat or other listening practices. Her feedback strategies, when used at all, appear to be poor and do not build on prior teaching. Notable historical factors that affect her thinking and teaching include her own language learning experience in the past, her pre-service teacher training at university, and her accumulated teaching experiences. There are also a number of contextual factors shaping her cognitions and practices, such as, the exam-oriented curriculum, her heavy workload, the students' low learner autonomy, the unsuitable classroom settings, the current level of the learners, among others. Her students focus on correct/accurate (native-like) pronunciation. Apart from American, British, Australian, they are not open to other varieties of English, including Vietnamese variety of English. The students claim that they expect a learner-centered approach, and that Lan is very strict and not very motivating. An in-depth discussion of Lan's cognitions, practices under the influence of multi-layered factors is presented in the Discussion chapter.

4.2 Flora

Flora is a pronunciation teacher at Lingua, the pedagogical university providing pre-service English teacher training, with seven years of teaching experience (see section 3.2.2.2 for more detailed information about this participant). The dataset for Flora includes one initial (pre-observation) interview, six classroom observations, four stimulated recall discussions and three focus group discussions with Flora's students. This section provides descriptions of Flora's current teaching practice from both her and her students' perspectives. Topics related to conceptualizations of pronunciation instruction, pronunciation teachers and learners are presented in-depth.

4.2.1 Current teaching practice: Teacher's perspective

This section describes Flora's teaching based on the initial interview, classroom observations, stimulated recalls and an analysis of teaching materials. The description follows the same theme organization as that of the first teacher – Lan in the previous section, which involves (1) the value of pronunciation instruction, (2) goals and models in pronunciation teaching and learning, (3) teacher-related issues (e.g., approaches to teaching pronunciation and corrective feedback), and student-related issues (i.e., learner autonomy and students' difficulties in pronunciation learning). The pre-observation interview with Flora is coded as Int1.Flora while stimulated recall discussions and the classroom observations are respectively Int2-5.Flora and Ob1-6.Flora.

4.2.1.1 Value of pronunciation teaching and learning

This section focuses on the importance that Flora placed on pronunciation instruction and how much attention she paid to it in her classroom.

As a lecturer of English at tertiary level for seven years, Flora saw that pronunciation teaching had become increasingly important to her students. In the pre-observation interview, she explained that due to significant changes in the National High School Graduation Examination in the last four years (2015-2018), many high school students with insufficient knowledge and skills of English had entered Lingua (to be trained as pre-service teachers of English). Hence, the implementation of a pronunciation course is essential in providing learners with foundational knowledge about English pronunciation. She also reiterated the critical role of explicit pronunciation instruction in building students' awareness of correct pronunciation, directing their practice plan as well as boosting their confidence in communicating in English. Especially, for pre-service teachers, the significance of pronunciation instruction is even greater. She said that

> For those who later become teachers, they have to study this subject as they will teach it in the future. They need to go through the learning process to know the requirements of the subjects, together with the difficulties they have themselves and then decide which

> ways of instruction fit their teaching principles. First and foremost, they need to experience themselves as learners. (Int1.Flora)

Since Flora considered pronunciation teaching as essential, she repeatedly emphasized her seriousness in delivering pronunciation lessons. She also showed her commitment to provide high quality lessons in all six classroom observations. Her continuous eagerness in finding solutions for more efficient teaching was recorded during the interviews. Nonetheless, in one moment of stimulated recall 2, Flora expressed doubt about the effectiveness of classroom instruction as her students still made mistakes when they were asked to produce speech without preparation. Her uncertainty about whether or not explicit pronunciation instruction is effective is considered more deeply in section 4.2.1.3 (Corrective feedback).

Further discussion in the first interview revealed that Flora's high appreciation of pronunciation and its explicit instruction at tertiary level might originate from her teacher education experience in the past. Flora talked extensively about pursuing her bachelor degree in English language teaching at Lingua (Flora was a former student at Lingua). In her bachelor program, there were two courses that played a part in shaping her current pronunciation knowledge and skills. One focused entirely on pronunciation (i.e., Pronunciation course) and another (i.e., English Language Teaching methodology) partially covered how to teach pronunciation.

During her pre-service training at university, Flora broadened her basic knowledge about the system of English sounds and prosodic features. She indicated in the pre-observation interview that as a student at Lingua she experienced a new teaching approach which she felt was more formal, structured and effective compared to repetitive drills she encountered in lower education levels (e.g., high school). Her pronunciation lecturer was different from her prior English teachers in terms of his careful lesson planning with slides, the preparation of diagrams and videos, together with informative teaching content. Moreover, she had more opportunities to practise and receive formal feedback from the lecturer and his two teaching assistants. As a result, she recognized an improvement in her own pronunciation ability and an increase in her understanding about pronunciation. During her studies, her lecturers explained which pronunciation instruction goal teachers and students should follow, what to teach, and how to teach pronunciation. She gradually formed her approaches to teaching pronunciation. She commented that

> I had formed the way how I should teach [pronunciation] and what goal I should aim at. […] Through the session ["How to teach pronunciation" in ELT], we [Flora and her classmates] understood that we do not aim at nativelikeness but understandable "intelligibility". Also, from my teachers' critical comments, I realized that instead of being nativelike, I should talk in a way that makes me feel confident and allows people to understand me. (Int1.Flora)

The interviews with Flora show that there was a contradiction in her cognition regarding pronunciation teaching and this contradiction was caused by features of the current curriculum.

On the one hand, having perceived pronunciation teaching as important, Flora consistenly expressed her expectation for pronunciation to be taught as an independent course rather than to be integrated with listening and speaking lessons (as in the current syllabus). She believed if this was the case, teachers would be able to provide their learners with more practice activities and corrective feedback; thus, more effective teaching and learning would be achieved. On the other hand, because the curriculum is exam-oriented and because pronunciation (unlike listening, speaking or writing) is not tested, she would rather move the focus to listening and speaking to better serve learners' interest. She commented that

> They [Listening and Speaking] are actually more important because the content of Listening and Speaking will be tested in the final exam. […]. It is better to reduce the time of Pronunciation in favour of Listening and Speaking. (Int1.Flora)

During the pre-observation interview, Flora struggled to decide the true value of pronunciation and seemed to be wavering between whether to consider pronunciation as an independent course or as a part of one subject. She took into account different factors such as teachers' and students' workload, teaching and learning facilities, timetables and finally concluded that "integrating pronunciation into others [listening and speaking lessons] is so neat […] and no learning content is missing" (Int1.Flora).

In the stimulated recall 3 & 4, Flora came back to this issue, still wondering if pronunciation should be taught separately or as part of speaking-listening sessions. She seemed not to have an adequate answer regarding this matter. Past language learning experience and current teaching context seemed to have an impact on the value Flora placed on pronunciation instruction. These influences were seen to cause a divergence in Flora's beliefs.

Regarding the focus on the two main elements of pronunciation (segmentals and suprasegmentals), Flora said she expected to have a curriculum that focuses on suprasegmentals which includes some work on segmentals as she thought the former is much more important and necessary than the latter. This belief is quite different from Lan. While Lan stressed the importance of teaching both features equally, Flora saw the greater importance of prosodic elements in successful communication. She explained

> I think suprasegmentals are more important and I prefer to teach stress and intonation with the incorporation of relevant vowels and consonants knowledge. Students don't really need to learn such a small unit as phonemes separately. In other words, I would like to teach things that directly influence the meaning of communicative speech. If learning this way, students could be aware that pronunciation of individual sounds could be altered in different circumstances. (Int5.Flora)

Nonetheless, despite her aspiration to focus on prosodic features in her teaching in our fourth post-observation interview, she expressed her uncertainty about her knowledge of suprasegmentals as well as her worries about how to teach them. She claimed her lack of experience in teaching this aspect of pronunciation was the root of her lack of confidence.

To briefly summarize, Flora seemed to have conflicting opinions on the real value of pronunciation teaching at tertiary level. On the one hand, from her past learning perspective, she highly appreciated the teaching of this English skill at her workplace. On the other hand, based on her current teaching context, she claimed to prioritize other English skills (i.e., Listening and Speaking) whenever possible. Additionally, despite her lack of confidence in teaching suprasegmentals, Flora expressed her preference for teaching them with some related focus on segmental issues.

4.2.1.2 Goals and models in pronunciation teaching and learning

The previous section presents Flora's perception of pronunciation and pronunciation teaching. This part explores another important theme regarding pronunciation teaching: goals and models in pronunciation instruction from the teacher participant's perspective.

Pronunciation teaching and learning goals

In our pre-observation interview and some subsequent stimulated recalls, Flora revealed her long-term objective in pronunciation instruction. She aimed to guide her students to achieve intelligibility and confidence in communication rather than nativelikeness. Flora's choice made her totally different from the other three participants who aim at helping their learners attain nativelikeness. She explained her selection of intelligibility as a teaching goal was mainly influenced by the time she was trained to become an English teacher and by her increasing awareness of her students' feelings of inferiority due to their local accents. She reported continuously encouraging her students to be confident in themselves and their local accents provided that they could convey successfully their messages to listeners. Interestingly, Flora, as a teacher at tertiary level, admitted that she sometimes was not confident in herself and attempted to copy native speakers. This fact, to a certain extent, is contrary to what she had advised her students.

Our first post-observation discussion revealed more about Flora's goals of teaching both segmentals and suprasegmentals. She identified several course-specific objectives for her learners: (1) to master knowledge about sounds and their articulation, (2) to be able to pronounce better and more accurately at word and sentential levels, and (3) to realize and fix their

pronunciation errors at the end of the semester. In this regard, Flora is similar to the three other teachers. Flora also reported encouraging her students to be aware of the importance of maintaining and applying what they have achieved in the course into their future career rather than only focusing on getting high scores.

From the classroom observation dataset, Flora was seen to stick to the goal of providing her students with as many details as possible regarding sounds and their articulation and the prosodic aspects of pronunciation (i.e., syllables and word stress). Sometimes, this was implemented with a support of videos showing clear positions and changes of articulatory parts or slides with illustrations and key notes to remember. The other two learning targets (among the three stated above) were not captured clearly in Flora's teaching practice as she seldom allowed her students to speak up and rarely provided corrective feedback out loud. This is reported in more detail in section 4.2.1.3 about the teacher's corrective feedback.

Models in pronunciation teaching and learning

Our discussions throughout the semester have revealed some important information about English pronunciation models Flora believed students should follow. Flora's comments on this topic were relatively consistent with her teaching goal of intelligible pronunciation attainment.

In the first stimulated recall, Flora said that she mentioned the existence of different varieties of English to her students and advised them to maximize their familiarity with different accents rather than adhering to only standard Englishes (i.e., American and British English). Based on classroom observation data, Flora was observed to utilize only the recordings provided in the coursebook or videos from British Council learning websites which feature either American or British English. The use of book audios as a primary source of model(s) for her students to follow reflected her textbook-driven approach (which is described more in section 4.2.1.3 (Approaches to pronunciation teaching). The utilization of British Council videos mirrored her former teacher (whom she had in her pre-service training program) who teaches pronunciation using these videos, which she felt was effective. Additionally, in our fourth stimulated recall, Flora said that when preparing lessons for both segmental and suprasegmental features she usually referred to one English teacher's videos and websites, which focus mainly on American English. There was no single moment when Flora was seen to mention different types of English to her students or to advise them to get accustomed to various English accents.

The classroom observation data seemed to reveal Flora's tendency to use standard Englishes in her teaching rather than providing her students with a variety of accents. This is quite contrary to what she said during our interviews. In the first post-observation discussion, Flora admitted that

it was difficult for her to differentiate American and British English. She seemed to avoid teaching other varieties of English to her students. This might stem from the perception of herself as a "fake" native speaker. The next section will provide further explanation of this matter.

Does Flora use her own pronunciation as a model?

In the initial interview, Flora saw herself as a model in showcasing an appropriate teaching style to her students (who are pre-service teachers). She wanted to raise her students' awareness about prerequisite characteristics and pedagogical strategies needed for their future careers as English teachers. However, in terms of English pronunciation, she avoided using herself as a model except when there was no other way due to technical problems not allowing her to show the native-speaker models. She saw her pronunciation as a "fake" native pronunciation. She said that:

> Instead of myself being a model, I will find authentic materials (tapes, videos, articles, etc.) to bring to class. Instead of me pretending to be a native speaker, I am kind of fake, I will use other resources to support me. (Int1.Flora)

> I always keep in mind that if I'm not a good model, I will find videos featuring accurate pronunciation for my students to practise with. (Int3.Flora)

Also in our first meeting, Flora commented further on her non-native speaker status:

> Until now, there have been no students telling me to my face that I am not nativelike. However, I could feel that kind of attitude with some classes whose students are good at pronunciation and possess strong personalities. I am not sure if my feeling is right. But, I know who I am and where I am at; thus, those attitudes are acceptable and I need to bear with them. (Int1.Flora)

Flora seemed to believe that the most important thing for her students is that they are intelligible. Nonetheless, because she harboured suspicions about herself and worked in a context where the native speaker is almost worshipped, it is very difficult for her to put her beliefs into play. What she was trying to do in this environment seems to be relatively at odds with her thinking.

4.2.1.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Beside our substantial discussions about values of, goals and models in pronunciation instruction, Flora and I also explored the teaching approaches, techniques and activities that Flora used in her pronunciation class at Lingua.

<u>Approaches</u>

The first key theme is that, in general, Flora chose a traditional teaching approach (i.e., teacher-centered) over learner-centered (student-based) method. She claimed in our first stimulated recall that normally in her lessons, she introduced what a sound is, how to articulate it and modelled it

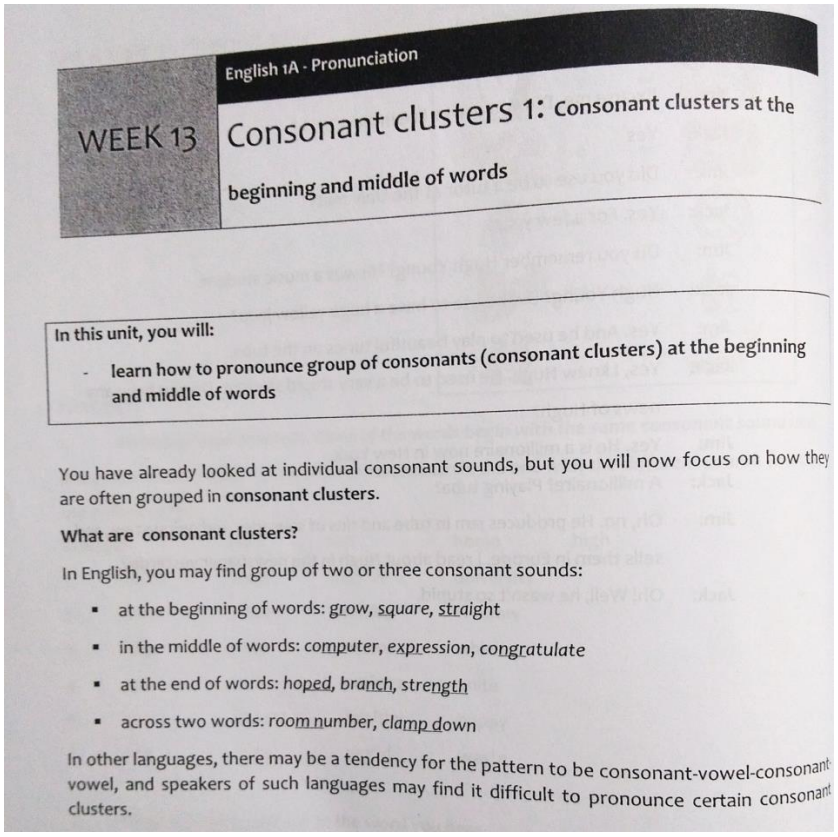
to her students through videos. Then, she assigned them a number of activities to practice the taught sound at word, sentential and conversational level. This lesson procedure was comparable to that of Lan. In the pre-observational interview, Flora regarded herself as a facilitator and learning resource. However, she was observed to dominate the talking time in all of the four classroom observations due to a vast amount of knowledge she had to deliver to her students.

As with Lan – the first teacher participant, in the last interview, I suggested to Flora some activities that she might use to promote student-based instruction in her future teaching. An example was an activity that asks her students to form a table, summarizing all the theories taught during the semester with the teacher's assitance. It could also be an activity in which she divides the class into groups and assigns them an aspect of pronunciation (e.g., consonant clusters). The students are required to research all related knowledge, prepare a lesson with different activities for their classmates to partake in and topics to discuss. Flora then should conclude with what students need to remember.

Flora advocated the advantages of those suggested activities which she thought would help her students to be more autonomous and be able to retain the knowledge longer. Nonetheless, Flora thought that it was impractical to apply student-led learning in her actual teaching context. She was unsure about her students' ability to choose appropriate materials for their peers and about their own proficiency level. Those activities, with their time-consuming nature, also concerned Flora that her workload would increase considerably, coupled with the tight schedule planned for her heavy syllabus. However, she showed an interest in applying those activities in her future classes.

The second key issue emerging from Flora's dataset is that, like the other three teacher participants, her teaching was syllabus- and textbook-driven, with some support from external teaching materials. Flora did not adhere completely[13] to the coursebook when she felt the amount of knowledge and practice provided in the book was not sufficient. Her Powerpoint slide (Figure 15) exemplifies how she taught consonant clusters following the coursebook (Figure 14). Figure 16 is an excerpt of the textbook and Figure 17 shows Flora's slides to teach stress patterns.

[13] The researcher counted the number of activities delivered by the teacher (i.e., Flora), the number of activities from the textbook, and the number of activities outside the book. From that, the researcher was able to calculate the ratio of different types of activities used. Flora adhered to the textbook around 90% of the time.



English 1A - Pronunciation

WEEK 13

Consonant clusters 1: Consonant clusters at the beginning and middle of words

In this unit, you will:

- **learn how to pronounce group of consonants (consonant clusters) at the beginning and middle of words**

You have already looked at individual consonant sounds, but you will now focus on how they are often grouped in **consonant clusters.**

What are consonant clusters?

In English, you may find group of two or three consonant sounds:

- at the beginning of words: *grow, square, straight*
- in the middle of words: *computer, expression, congratulate*
- at the end of words: *hoped, branch, strength*
- across two words: *room number, clamp down*

In other languages, there may be a tendency for the pattern to be consonant-vowel-consonant-vowel, and speakers of such languages may find it difficult to pronounce certain consonant clusters.

Figure 14 Pronunciation book at Lingua - Semester 1 - Week 13 Consonant clusters

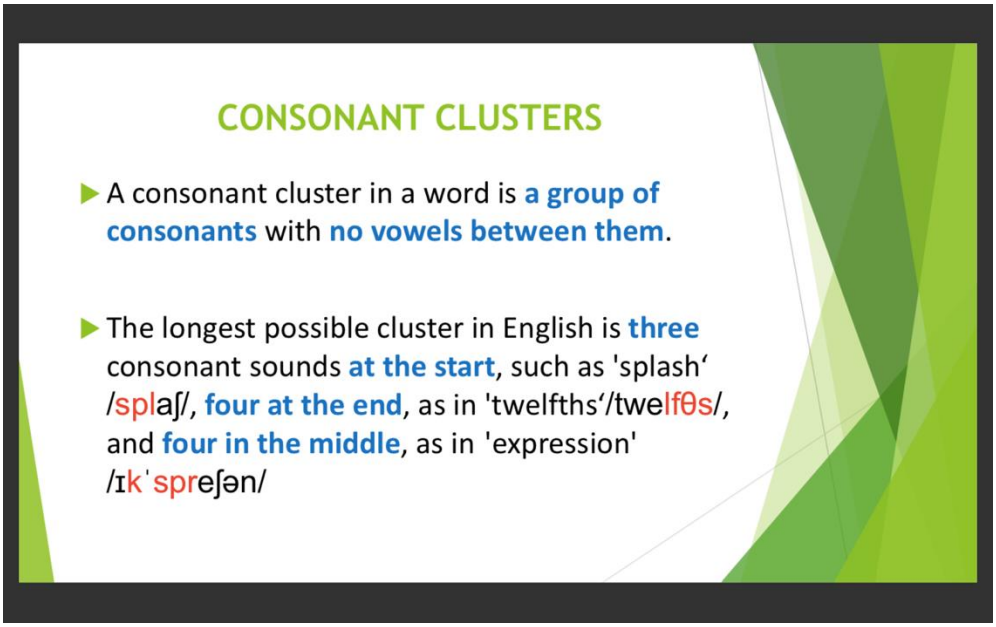
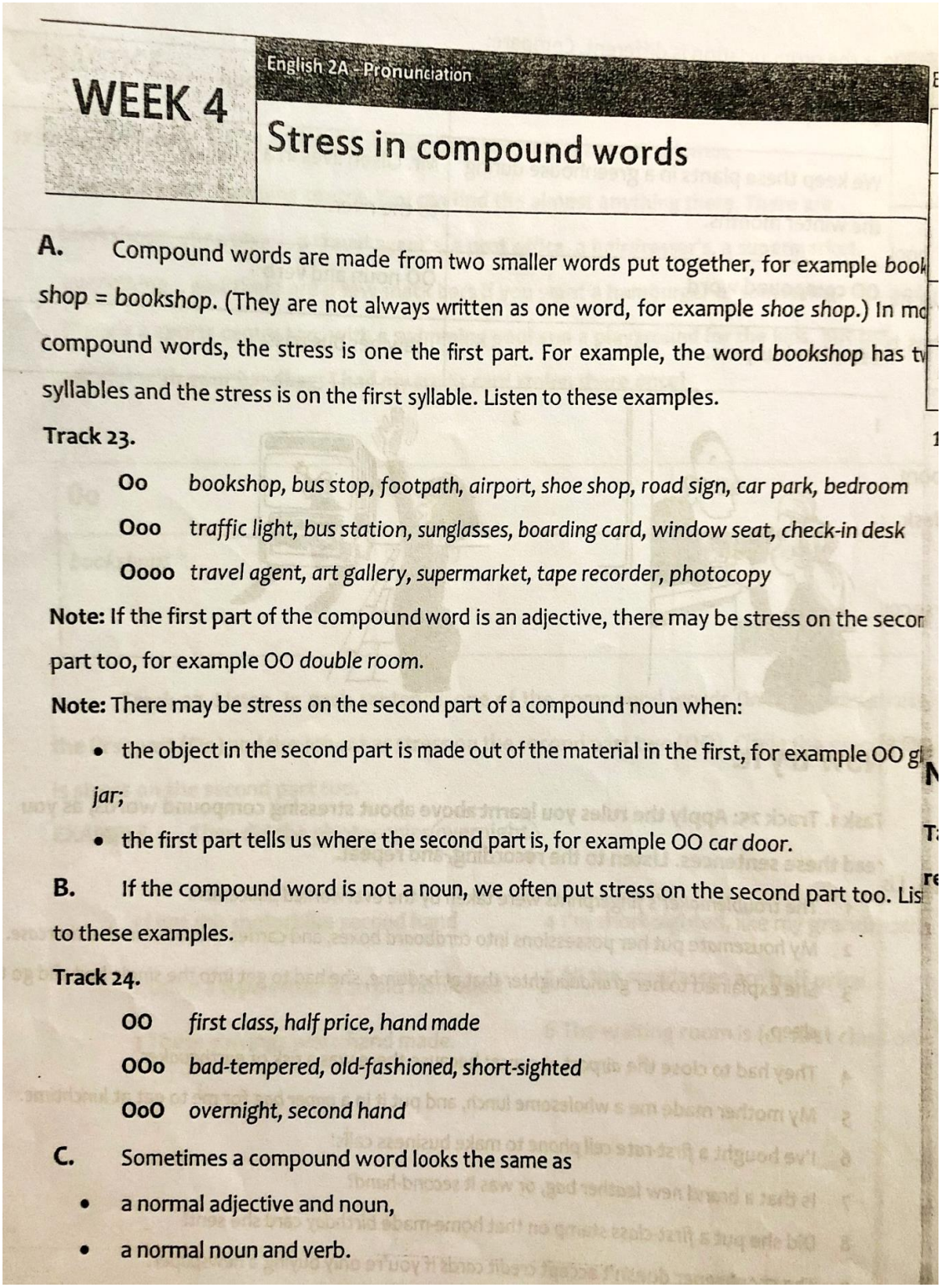


Figure 15 Flora's teaching slides - Semester 1 - Week 13 Consonant clusters



WEEK 4

English 2A - Pronunciation

Stress in compound words

A. Compound words are made from two smaller words put together, for example *book shop* = *bookshop*. (They are not always written as one word, for example *shoe shop*.) In mo compound words, the stress is one the first part. For example, the word *bookshop* has tw syllables and the stress is on the first syllable. Listen to these examples.

Track 23.

Oo *bookshop, bus stop, footpath, airport, shoe shop, road sign, car park, bedroom*

Ooo *traffic light, bus station, sunglasses, boarding card, window seat, check-in desk*

Oooo *travel agent, art gallery, supermarket, tape recorder, photocopy*

Note: If the first part of the compound word is an adjective, there may be stress on the secon part too, for example OO *double room*.

Note: There may be stress on the second part of a compound noun when:

- the object in the second part is made out of the material in the first, for example OO gl *jar*;
- the first part tells us where the second part is, for example OO *car door*.

B. If the compound word is not a noun, we often put stress on the second part too. Lis to these examples.

Track 24.

OO *first class, half price, hand made*

OOo *bad-tempered, old-fashioned, short-sighted*

OoO *overnight, second hand*

C. Sometimes a compound word looks the same as

- a normal adjective and noun,
- a normal noun and verb.

Figure 16 Pronunciation book at Lingua - Semester 2 - Week 14 Stress in compound words

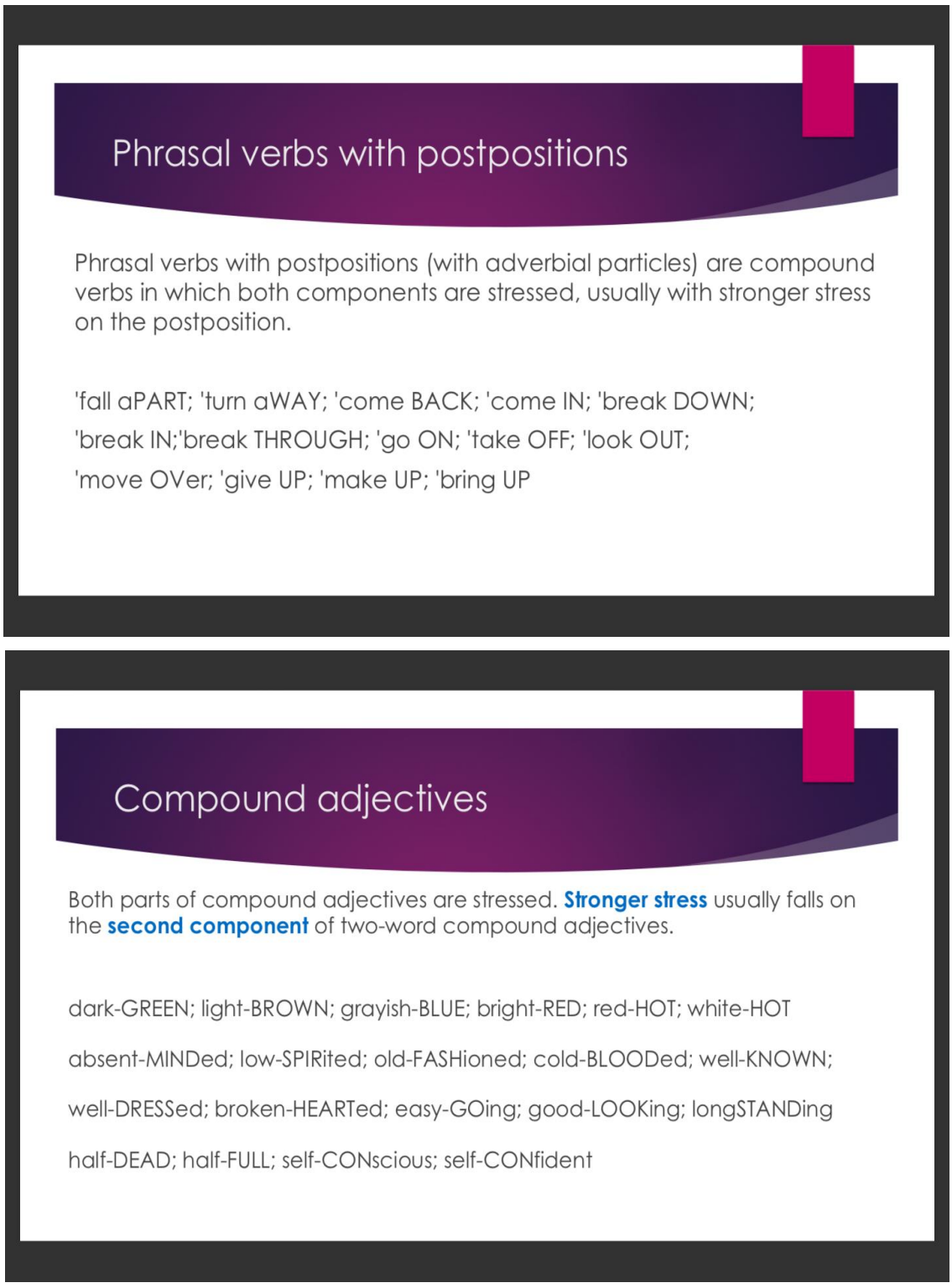


Figure 17 Flora's teaching slides - Semester 2 - Week 14 Stress in compound words

Several reasons for Flora's adherence to the prescribed curriculum were cited during our discussions. These reasons were related both to herself as a teacher and the teaching context she was in. Flora admitted that she had not been able to find appropriate materials (e.g., videos of native speakers demonstrating sound production and comparison) that match her expectations even though she acknowledged the repetitive and tedious nature of book tasks and yearned to

provide her students with more authentic materials. Hence, she had to stick with the coursebook. Also, Flora acknowledged that with limited teaching time (i.e., approximately 45-60 minutes for pronunciation) and too much teaching content (i.e., 4-8 sounds per lesson), she had no room to conduct outside activities. The interviews also revealed Flora's self-perception of having limited understanding of and competence in designing useful, competitive or interactive teaching activities. As a consequence, she found herself textbook-oriented. In later discussions, Flora indicated more critical factors that contributed to her textbook dependence. They related to school policies, school administrators' attitudes and students' feedback towards the issue of following what the course had provided (i.e., syllabus and textbook). These factors are considered in detail in the following paragraphs regarding the choice between teaching the whole prescribed syllabus or just selected parts of it.

In our second and third post-observation discussions, Flora repeatedly asserted her attachment to the pronunciation curriculum with its predetermined material (i.e., Pronunciation coursebook). She felt that it was a normal practice as "… here [at Lingua], I realize that so far, every teacher has complied exactly with what the curriculum offers when teaching their students" (Int4.Flora).

I asked her about two teaching approaches. One allows teachers to teach everything in the course guide with different time and focus allocations (i.e., less time on and brief mention of easy sounds compared to more dedication to the phonemes students have trouble with). The other enables the teacher to teach only sounds that he/she believes to be suitable for the students' needs. Flora advocated the first choice since she thought it is more flexible and less boring than her current teaching method. In contrast, she regarded the second one as absolutely unacceptable. In the fourth stimulated recall, Flora explained

> Once the program has been officially approved by the university, teachers must comply with what has been proposed. In every professional development meeting, our group leaders have emphasized that teachers are not allowed to skip any lesson contents. It is the teacher's fault if he/she arbitrarily discards the lesson. Those teachers will have to accept any negative feedback from students. Therefore, I always remind myself of strictly following what has been planned to avoid bad consequences later. (Int5.Flora)

She also mentioned an example of her administrator's warning about one teacher who did not return students' work on time and received negative comments from her students. She admitted being terrified and pressured if she were in the situation to receive students' negative feedback and the Dean's official notice. It seems that Flora had been trapped in a system that she did not really believe in; however, she did not really have the support to explore her ideas and was worried about "bad consequences". In other words, Flora's teaching practice had been influenced by a norm of conforming to rules and regulations that her educational society had created.

The third theme emerging from Flora's dataset is that she had a different approach to and cognition of teaching different pronunciation classes. In the pre-observation interview, Flora indicated her preference for teaching at least two pronunciation classes per semester so that she would have an opportunity to self-reflect on her own teaching. She said "my inferiority complex drives me to seek better teaching all the time. Thus, I always want to teach one lesson twice to identify the aspects I need to improve" (Int1.Flora). In general, she usually felt happier and more satisfied with the teaching of the second class. Prior to this study, Flora had been teaching the pronunciation course at Lingua for seven years and coincidently, she had always been assigned a class on Tuesday and another one on Wednesday. Interestingly, Flora's feelings for Tuesday classes compared to Wednesday ones seemed to be consistent across the years. She commented in our fourth post-observation interview

> I always feel dissatisfied with the Tuesday classes every year. I don't understand why. For those classes, I choose to teach pronunciation in the last period (i.e., about 35-45 minutes at the end of the lesson) of the whole learning session (i.e., 180 minutes). It seems like I am trying to solely fulfil my teaching task. It's a bit embarrassing but I get used to telling myself that the students' job is to decide themselves what they can take away from my lessons while my job is to solely complete all the teaching tasks. On the contrary, I always put pronunciation sessions forward when it comes to the Wednesday classes. It takes me approximately 60 minutes or more to deliver pronunciation lessons as I want them to master the pronunciation knowledge. (Int5.Flora)

It apppeared that the perception about what Tuesday and Wednesday pronunciation classes are like has been deeply rooted in Flora's mind which in turn, affects her teaching practice for those classes.

Flora's different attitudes towards different pronunciation classes were reflected in classroom observation 4 (Tuesday class) and 5 (Wednesday class) in the second semester. The Tuesday class's pronunciation lesson happened in the last 45 minutes of the whole teaching session. She only used the textbook and textbook-based practice activities regarding stress in two-syllable words, assisted by brief and simple blackboard writing (Figure 18). Meanwhile, the Wednesday class's pronunciation teaching happened in the first 60 minutes of the whole teaching period where Flora used well-prepared slides with colour-highlighted details (Figure 19).

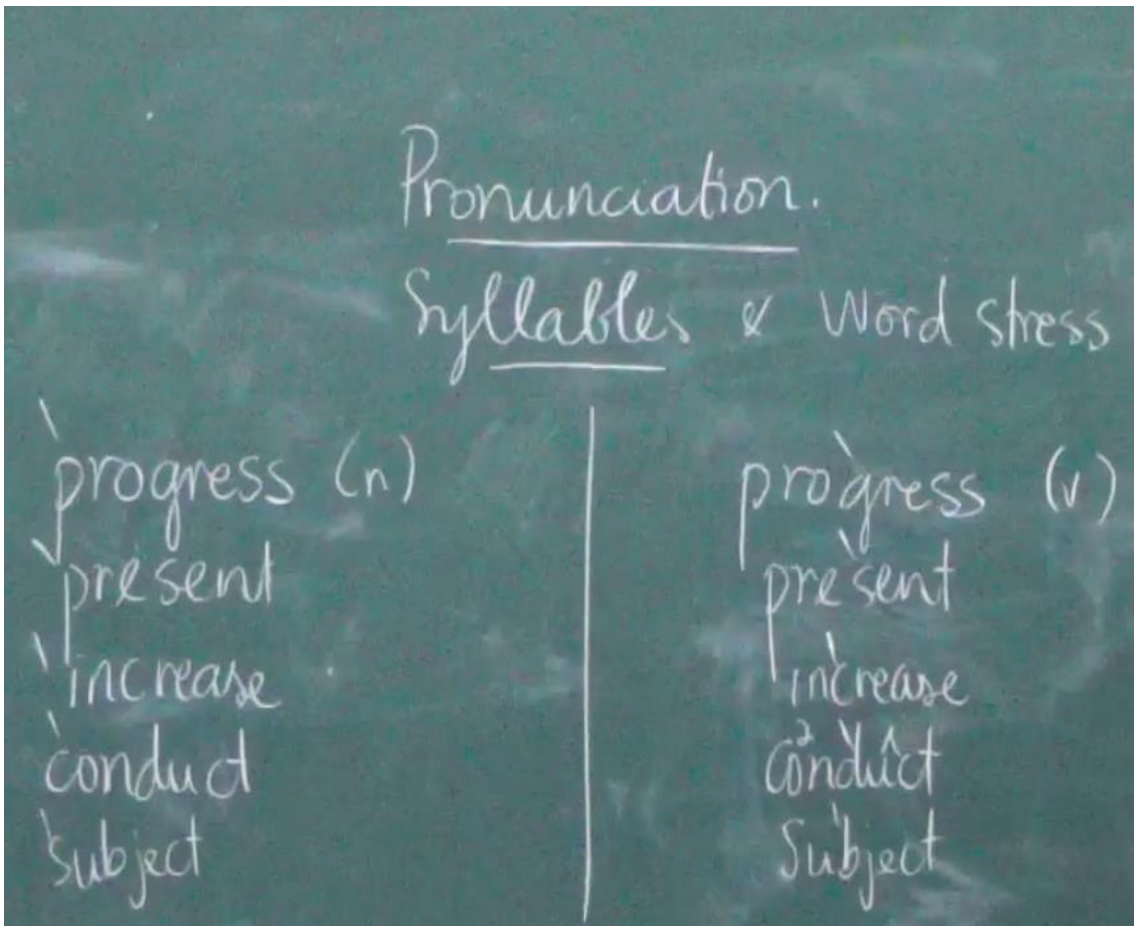


Figure 18 Flora's simple and brief blackboard writing for pronunciation teaching in Tuesday class

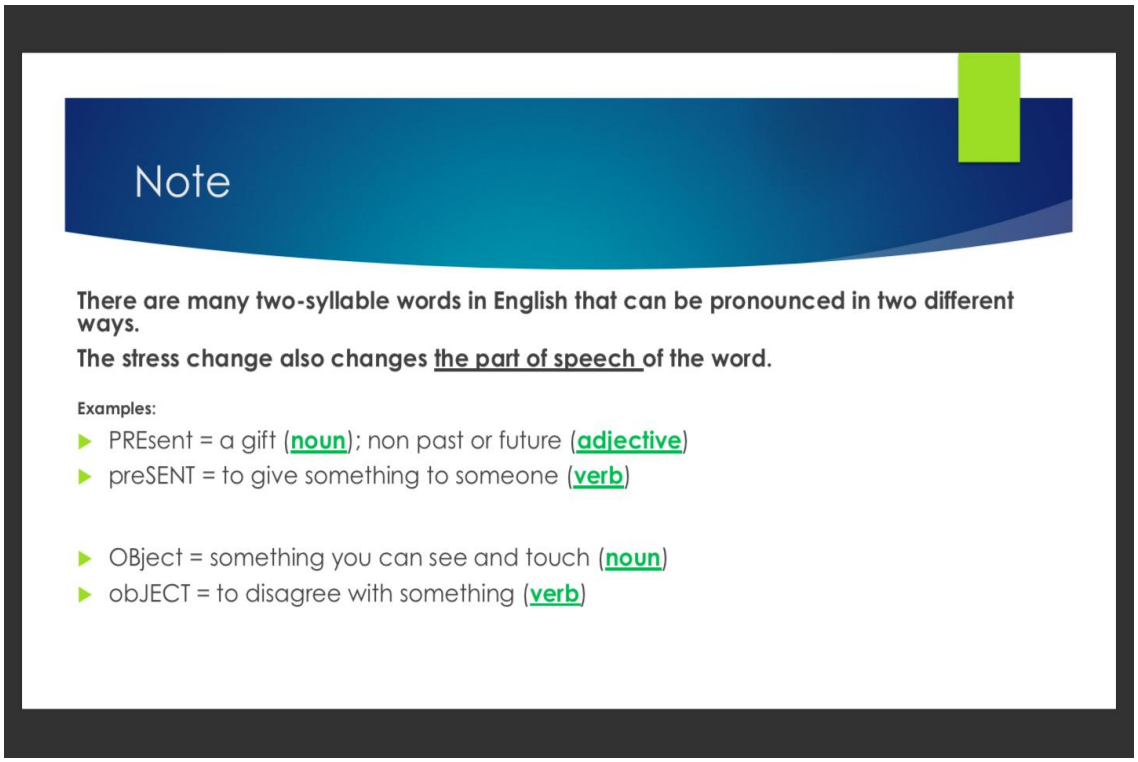


Figure 19 Flora's well-prepared slide for pronunciation teaching in Wednesday class

Teaching techniques

The study found that the teaching techniques and activities that Flora used in her classes were in accordance with her pronunciation teaching approaches. The interviews with Flora revealed an overall picture of the teaching techniques she applied in her pronunciation classrooms. She stated in the pre-observation meeting that her teaching varied depending on the learners' level. For good students, she expanded the knowledge provided in the book, assigned them more activities to practise, and suggested more reliable learning sources for their home practice. For weaker students, she focused on delivering the basic knowledge (the core knowledge identified by the syllabus and textbook) and provided them with as many opportunities to practise as possible. However, these stated techniques were not observed to be in use in any of the six classroom observations.

In the following interview, Flora described another teaching strategy which concentrates on individuals and maximizes their learning benefits and which still "saves their faces". She provided corrective feedback to individual students at their own seats. She also used choral checking (the whole class are required to give answers) for this purpose. This will be explored further in section 4.2.1.3 about teacher's corrective feedback. Flora also said she used individual, pair, group and whole-class practice. She believed that group and whole-class tasks help to maintain students' positive motivation to partake in the lesson while individual and pair work ensure the effectiveness of practice tasks. She claimed to use group and whole-class practice at phoneme level while assigning individual and pair work when it came to the sentence and conversation level. She believed that

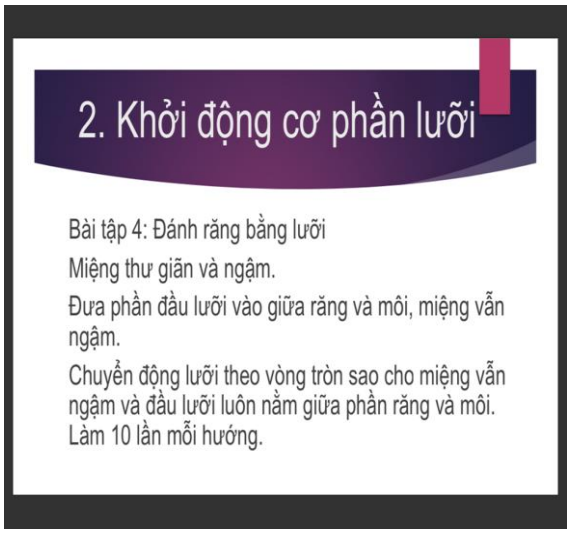
> When students have to read long sentences out loud, their pronunciation mistakes will be revealed. Thus, I let them practice either by themselves or with their peers rather than in bigger groups. I will go around and check for them. This guarantees their success in knowing and fixing their specific errors. (Int2.Flora)

Teaching activities

The six classroom observations showed that Flora's lesson procedure seemed to be consistent across lessons. Typically, Flora was seen to start a pronunciation lesson with a brief revision of the previous lesson and a warm-up activitiy. The lesson then continued with Flora delivering teaching content to her students. This step might or might not involve a video of a native speaker (normally from BBC Learning English) which demonstrates how to produce a single sound or compares two similar phonemes. Next, her students were required to fulfill practice tasks. The sequence of teaching suprasegmental features was also noticed to be similar to that of segmentals. All the required theory was delivered to the students before any practice tasks.

Similar to Alex who will be explored in the next section (see section 4.3), Flora was seen to frequently perform lead-in activities. Flora said that her mentor at Lingua introduced her to the

concept of warm-up exercises when she attended an in-service training session. Flora remembered her mentor mentioning the function of this type of exercise as helping students activate their articulatory parts (e.g., tongue, lips) and feel comfortable in delivering speech. Nonetheless, Flora revealed that she applied these warm-up exercises solely as a lead-in activity to create a smooth transition to the lessons (see Figure 20).



[translation of the slide]

Warming up your tongue muscle

Exercise 4: Brush your teeth with your tongue

- *Relax and close your mouth*
- *Put the tip of your tongue between the teeth and the lips, mouth still closed.*
- *Move your tongue in a circular motion providing that the mouth is still closed and the tip of the tongue is always between the teeth and the lips.*
- *Do 10 times in each direction.*

Figure 20 Flora's example of warm-up exercise

Regarding other lead-in activities that Flora could do, she stated that she might include a video with relevant content to the lessons or a song to uplift students' mood before she started her teaching. She also confessed her lack of ability to tell jokes or to talk about trending topics with her students to lead in her pronunciation lesson. Thus, Flora said that she would stay safe rather than being at risk with what she is not good at. She commented that

> I couldn't do that [telling jokes]. I find myself not having a great sense of humor to start my lessons with funny stories. Instead, I would conform to safe choices which allow my lessons to flow in a right direction. (Int1.Flora)

In other words, Flora chose to stay in her comfort zone and implemented the activities that she was confident with. Out of six classroom observations, Flora was seen to use a warm-up exercise twice, to utilize words related to teaching content and their phonetic transcriptions to lead in her pronunciation lesson of consonant clusters once. She used some lead-in questions regarding students' prior knowledge about the teaching contents in the other three observations.

Flora's teaching practice was filled with a dominant utilization of textbook and listening activities which is much the same as the other three teacher participants. The classroom observations saw that almost all of the while-teaching tasks were controlled-practice moving from word, sentence to conversation level and taken from the provided textbook. There was one guided-practice activity in observed lesson 3 in which Flora used her own prepared handout and required students to practise from that. The practising procedure enacted by Flora was similar to that of Lan in which the students were solely tasked with practising to produce all the items individually or in

pairs without being called to perform in front of the class. The way Flora executed the practice phase revealed her belief in promoting individual learning without influencing their public image as mentioned earlier in the teaching approaches section.

With regards to home practice, Flora indicated that it was only optional though she always encouraged her students to practise as much as possible at home. She said she used revision weeks in class (i.e., week 5, 10, 15 of the semester) to increase her students' awareness of the importance of maintaining self-practice at home. She asked them to share what they had and had not achieved in terms of pronunciation during the past five weeks and to plan what they would do in the upcoming five weeks. By doing this, Flora hoped that her students would take advantage of home practice. Flora had difficulty in including extra-curricular activities in her current teaching practice. In the third stimulated recall, she stated that

> If including any types of extra-curricular activities in my teaching, to some extent, I am afraid that my teaching career will be influenced. The teaching contents are fixed in the course guide. The teaching time and classroom number are also predetermined. The teacher has to teach the right lesson according to the syllabus within the allotted time at the assigned classroom. If the educational inspector knows that in the learning time, I let my students out of class to do activities even related to pronunciation, I would be in big trouble. (Int4.Flora)

This reflection indicates that Flora is trapped in her teaching system. School regulations and educational inspectors were a hinderance to her application of extra-curricular activities.

During the interviews, we also discussed Flora's evaluation of how efficient the activities she used were and how she would change to make them better. She was open to this topic and showed that she is an avid learner. Data from in-depth discussions with Flora revealed her acknowledgment of a number of limitations in the activities she implemented. She admitted that her teaching was sometimes lengthy, complicated and unclear, and this might lead to students' confusion in the classroom tasks. Her whole-class exercise-checking activities might not be effective in helping the students to recognize and correct their mistakes. She also did not make (full) use of available supporting tools to maximize her teaching. Other limitations involve the absence of pre- and post-task activities leading to lower students' learning efficiency or the repetition of tedious practice exercises. Flora also claimed her ill-prepared lesson planning, her shortage of knowledge about pronunciation, her lack of understanding of students' needs, her avoidance of embarassing students in front of their classmates and limited teaching time were several critical causes of the deficiencies in her teaching practice. The teaching excerpt below (Figure 21) is an example of Flora's lack of adequate knowledge and well-prepared lesson planning which leads to her inability to provide an adequate explanation for her student's question regarding the stress pattern of the phrase "wholesome lunch". The activity asked the students to identify correct stress patterns of given compound words. In this case, the compound word causing confusion among students and challenge for Flora was "wholesome lunch". In this

interaction, Flora checked the exercise and provided the answer with the stress on the 1st syllable of the word "WHOLEsome" as it is an adjective. One student questioned her why it is not "wholeSOME" as she thought it is a compound adjective. Flora tried to explain based on the rules for compound noun stress. However, her explanation only revolved around why, in the tape, students could hear the woman stressed on both "whole" and "lunch". No direct explanation was given to the student's question. At the end, she asked the student to simplify things and consider the word as an adjective only in order that the answer key matches with the rules she provided earlier.

[Semester 2 – Week 4: Stress in compound words – Activity checking]
[Task: Apply the rules you learnt above about stressing compound words as you read these sentences. Listen to the recording and repeat]
[Listening tape] 5. My mother made me a **wholesome lunch**, and put it in a **paper bag** for me to eat at **lunchtime**.
T: "Wholesome lunch". This is a compound noun. Its first part is an adjective. Thus, the stress will be on "whole" of "wholesome".
S1: I think it's [wholesome] is a compound adjective. The stress should be on the second syllable, right?
T: No. "wholesome lunch" is a compound noun.
S1: I mean if we only focus on "wholesome", why is the stress not on "some"?
S2: "wholesome" is not a compound!
S1: "wholesome" is a compound adjective!
S2: "wholesome" is only an adjective, I think.
T: Now, if you consider "wholesome" as a compound adjective, what would the stress be?
Ss: [no reply]
T: We should not complicate things like that. If we consider the "wholesome lunch" as a compound noun, its stress will be on the adjective, the first part, right? And the stress of this word [wholesome] will be the stress of the compound and it is "whole". If we still think that the tape emphasizes "lunch", we could explain that "whole" will receive….stress…[T confused]. OK, this [wholesome lunch] is a compound noun, its primary stress will be here [whole] and secondary stress is on here [lunch]. If we consider it like this, we still can hear "WHOLEsome LUNCH" as in the listening. OK? So, we will agree that the stress of this compound will be on "whole" to make it fit with the rules we mentioned earlier, so that the rules do not get too contradictory. At least, by doing this [agreement on "whole" as the stress], we could explain why the stress of "wholesome lunch" will be on "whole". Agree?

Figure 21 Flora's teaching excerpt - Observed lesson 6 Stress in compound words

Throughout the four stimulated recalls, Flora presented a positive attitude towards changes for more effective and efficient pronunciation instruction. Her statement "I will change" was recorded many times during our discussions. In classroom observations, Flora was seen to apply modifications to her teaching practice such as calling some individual students to perform their pronunciation in front of class, using more blackboard and slides, and frequently utilizing pre-task activities. She said that the discussions with me – the researcher – after each observed lessons had great impact on her cognitions and led to many changes in her teaching practices. Below are some of her comments regarding this.

> After the first stimulated recall, I learnt that I should let students read words and sentences themselves before listening to the audio. It actually worked. I saw them behave more calmly and proactively in tackling different exercises. (Int3.Flora)

> I now advocate the use of slides with key information highlighted. Following your suggestion, I feel my teaching is much easier and more comfortable than before. (Int4.Flora)

> Last semester, through our discussions, I figured out that my lesson planning was not sufficient and effective. I did not put myself into the students' position to understand their needs. Thus, I confused them most of the time. When I come to suprasegmental teaching, I try to see myself as an English learner, point out what I might need, and then amend my teaching materials and slides to make them clearer. (Int5.Flora)

L1 and L2 in class

No specific discussion was made with regards to Flora's thoughts about the use of L1 (Vietnamese) and L2 (English) as language of instruction and how they should be used in the pronunciation class. Nonetheless, data from classroom observations recorded Flora's flexible use of both languages with the dominance of L1. She was observed to speak in L2 then translate into L1 in some situations or to use mainly L1 when explaining complicated pronunciation theories and providing her students with corrective feedback.

Pronunciation assessment and teacher's corrective feedback

The preceeding sections have discovered key issues in relation to Flora's teaching approaches, teaching activity and technique applications, and the language of instruction in her pronunciation classes. This forthcoming section unpacks teacher's cognitions on how to assess learner pronunciation and to provide corrective feedback. Specifically, this section outlines the instruments used to assess student pronunciation, what the teacher focused on when assessing pronunciation, and how feedback was given to students.

Types of pronunciation assessment

In our pre-observation meeting, Flora presented her perception on both diagnostic, formative and summative assessment tools. Later in the discussion, she said during the first few weeks of the semester, she often utilized informal assessment instrument (i.e., going around and listening to students' speaking) to identify her students' problems in pronunciation through their speaking tasks in class. In terms of summative assessment, Flora stressed that the purpose of the mid-course evaluation regarding pronunciation (i.e., pronunciation showcase) was not related to the teaching content. It was instead prescribed to fulfill the school's regulations and policies (i.e., "everything that is taught must be tested" (Int1.Flora). She, through her implementation of the assessment, questioned the effectiveness of this type of evaluation. She commented in our second stimulated recall that:

> The students had to focus only on two paragraphs with an extensive home practice for the showcase; thus, they made almost no mistake in the presentation. […] Meanwhile during the class time, they still had problems with pronunciation in words and sentences

> if no preparation was provided. […] In fact, the showcase could not provide any actual assessment on students' pronunciation. (Int3.Flora)

Instead, in the same interview, she revealed her advocacy of on-going assessment that focuses more on the actual classroom performance of the students. One method that Flora used in the past was that she asked the students to set specific targets for their pronunciation learning and practise by themselves at home, try to achieve the targets and correct their own mistakes within a certain amount of time. In this process, Flora was the supervisor, tracing the progression of students. She said,

> Last year, I required three students to practice one sound at home because they repeatedly made mistakes related to that sound. I set a goal that by week 10, they had to master it. [...] I have noticed that my students had practised at home and made progress. (Int1.Flora)

She also suggested her students record themselves, send the recordings to their friends and seek for advice to obtain better pronunciation.

Corrective feedback

Flora's feedback provision was unfocused. She aimed to correct all students' pronunciation problems related to the aspects taught during the current lesson and those taught in previous lesson(s) or sometimes semester(s). In classroom observations, Flora was observed to repeatedly address and correct final consonant sound mistakes when teaching vowels or to provide comments on errors related to consonant clusters during the lesson on affricate and fricative sounds.

Flora said that the types of feedback she used varied from one-on-one during pair and small group activities to whole-class comments. In six classroom observations, Flora was seen to provide correction with detailed explanations when she was at students' seats. She preferred to implement whole-class choral checking in order to avoid face-threatening circumstances. This perception is similar to Lan's who also strongly supported feedback provision to each student in their own spaces or in small groups to ensure the matter of face saving. Flora's remark about this issue is as follows:

> There is no guarantee that everyone produces correct pronunciation with whole-class choral checking. But I try to limit situations where students feel shy or are afraid of losing face if they have to provide answers by themselves in front of the class. […] So, I will not call individuals. (Int2.Flora)

In our second stimulated recall, we came back to the matter of whether or not Flora should implement individual error correction in front of the whole class. She acknowleged that the benefits of applying this technique to her students appeared to outweigh its limitations and expected to experiment with this in her upcoming lessons. However, she expressed again her concern related to 'face-saving' issues, especially with less advanced students who make a number of mistakes. She said that

> On the one hand, I think it [providing individual feedback in front of the class] will help my students to be more active [...]. On the other hand, I'm still worried [...]. The students with pronunciation problems are those who are quite reserved and shy [...]. Next week, I think I will try to call some advanced students to perform in front of the class first and give them comments. This should help avoid the problem of embarrassment. I want to prepare the weak students and make them ready for the situations where their mistakes may be addressed in front of the whole class. (Int3.Flora)

There was no moment in the first and second classroom observations in which Flora was seen to verbalize her feedback to students in front of the class. It was also noted that Flora's participation in the research seemed to have an impact on her development of cognitions on giving feedback. She went gradually from an avoidance of individual error correction to addressing some mistakes of advanced students and finally targeting individual mistakes of less advanced students in front of the class.

In terms of immediate and delayed feedback, Flora strongly showed her preference for the former to the latter. She thought that immediate feedback had several significant benefits for her students, as follows

> I will remind my students of their errors immediately even if I have to stop their speaking. If I don't do that, I am afraid that first, I will forget what their problems are and second, they will form a bad habit which is difficult to change later. Also, I don't want my students to have troubles in getting others to understand them; thus, I will correct them whenever I could. (Int2.Flora)

Regarding the use of peer feedback, while Lan (the first teacher participant) hardly implemented this technique in her pronunciation teaching, Flora endorsed its merits for her students' learning development. In the first post-observation interview, she said

> [Random group division] is for them [students] to interact with [...] more people in order to [...] learn more from each other [...]. If I don't have a lot of time to check and give feedback, their friends can help. [...] They also learn different things from new friends, not just those who sit next to them. (Int2.Flora)

Flora held a belief that students should be encouraged to work with different students to address their difficulties with pronunciation and not to always rely on the teacher for help. In this sense, peer comments seemed to play a significant role in supporting Flora's corrective feedback.

Flora was also seen to use implicit recasts without expecting the learners to repair. Another type of feedback provision involves more explicit methods. She modelled the correct pronunciation and gave them opportunities to repeat or repeated students' incorrrect pronunciation with a questioning tone or even asked them questions such as "Is this correct?"

Teacher reflective practices

In the present study, Flora's type of reflective practices and the amount of time spent on reflecting about her teaching varied. She sometimes did self-reflection, or reflection with her colleagues, and even with me – the researcher. She asserted that the habit of reflective practice helped improve her pronunciation teaching. Most of her reflections happened informally. For example, she often asked herself multiple questions in her mind while teaching and/or after her teaching sessions. She said in the initial interview and stimulated recall discussion that,

> I have a habit of self-reflecting each week. During that time, I tried to reimagine what had happened in the class and compare the same lecture of two different classes. […] The Tuesday class would be for me to experiment teaching ideas. (Int1.Flora)

> [During the lesson] I kept wondering if they wanted to hear more of the theory as the first theoretical part was already complicated for them to understand. Then, I actively decided to instruct briefly and spend more time on practice. (Int2.Flora)

Flora was particularly interested in making use of the ideas and/or comments we had during our discussions. As mentioned in teaching techniques and activities section, she was quite engaged in the current research project right from the beginning and found the participation in the research helpful for her teaching. During the interviews, she often sought my advice for better teaching and/or the types of activities that might make her class more joyful and efficient. More importantly, what she stated she learnt from our discussions were observed in her teaching practices.

Besides, Flora said that she learnt from and highly appreciated what her colleagues shared (including personal experiences, reflection, and knowledge) through informal and formal teacher talks, training sessions, or debriefing. However, there were some times when she sought assistance and/or personal reflections regarding pronunciation teaching from other teachers but she received no feedback and/or contribution. In our fourth stimulated recall, she explained that there seemed to be a hidden obstacle making her colleagues not want to talk about their problems in pronunciation instruction. She commented

> I feel that people [...]do not want to talk about pronunciation teaching. They might not be confident in teaching or maybe they do not consider pronunciation teaching as serious as me. In other circumstances, I think they were afraid that their job might be influenced if they made any negative comments on the program and syllabus. People were hesitant to reply to my comments [...]. Maybe it's because I'm not a leader [...]. (Int5.Flora)

It seemed that Flora's colleagues were also working under different types of pressure like her aforementioned concern about obeying school regulations, and making judgements within a permissible authority. Flora expressed her great expectation to have more reflective practices, knowledge sharing and collaboration among colleagues and was willing to be the pioneer in these activities. If these became a common practice, it, she thought, would be very beneficial for her teaching and the school.

4.2.1.4 Student-related issues

Throughout the interviews, Flora consistently expressed the belief that her students had low-to moderate autonomy. She felt that pronunciation was not of interest to them. They neither actively raised related questions even though they did not understand (part of) the teaching foci, nor did they practise tasks on the pronunciation features which were not tested. Sometimes they were found not to follow her instructions. Flora also thought that the curriculum was dense, exam-oriented, and inflexible, which prevented the students from being exposed to autonomy-enhancing activities (e.g., students self-prepare learning contents and materials). She also claimed that the curriculum assigned the students an enormous workload (large volume of learning content), and this seemed to discourage the learners and made them exhausted. She said that "it's just the second week of the semester and I already saw many haggard faces. I think only the good students with great time management skills can "survive" (Int1.Flora).

The second reason that Flora thought contributed to the low learner autonomy was her textbook-led teaching. In the second post-observation interview, she was straightforward when pointing out that she was not able to make her lessons more attractive and create engaging practice tasks due to her perceived lack of knowledge and/or competence in pronunciation teaching. She felt that she could not promote the learner autonomy nor keep them "alive" in the classroom. There was a moment in the observed lesson 2 when Flora had to warn a student who was beginning to sleep on the table. Flora also believed that it was the students' prior education (i.e., high school) that influences their current level of autonomy. In our third post-observation interview, Flora said that many of her students had not, prior to university, been taught or given opportunities to be autonomous, as in raising their problems or controlling their own learning. To a certain extent, she felt that she had inherited a problem created by lower education systems. Later in the third stimulated recall, Flora claimed learner characteristics as a salient contributing factor to her students' low level of autonomy. She perceived that the learner's stereotype of being inactive in their learning made them less autonomous. To make sure the assigned learning content was covered within the allocated timeframe, Flora admitted that she kept spoonfeeding her students throughout the semester. This admission was similar to that of Lan, the multidisciplinary teacher.

Another student-related issue is the difficulties that the students deal with in pronunciation learning. Flora believed that as long as her students were willing to speak up, she could identify their weaknesses in pronunciation. Differently from Bảo Khánh (the fourth participant, see section 4.4) who only spent a certain amount of time listening to students' introductions to identify their difficulties, Flora usually devoted the first two weeks of the semester to listen to her students, to take notes of their problems and sometimes, to make an action plan for them. With regards to specific pronunciation problems of her students, Flora revealed some of their significant and frequent errors related to final consonant sounds, africates and fricative sounds, consonant clusters

and intonation. The classroom observations showed that she regularly reminded her students of final consonant sounds and producing sentences with chunks and rhythms.

4.2.2 Current teaching practice: Students' perspectives

The following sections explore the key topics such as value, goal, model, teacher- and learner-related issues from the perspective of Flora's students. Five students (Student1-5.Flora) volunteered to attend the three focus group discussions (FG1-3.Flora).

4.2.2.1 Value of pronunciation teaching and learning

One of the main themes discussed during the focus group discussions was the appraisal they made of (1) pronunciation learning (i.e., how useful pronunciation learning was for the students), (2) pronunciation teaching (i.e., how beneficial pronunciation teaching at university was for the students' learning), and (3) the pedagogical knowledge (i.e., knowledge and skills related to how to teach pronunciation). In this section, findings are organized according to these three categories.

Value of pronunciation learning

It was found that Flora's students recognized and highly appreciated the importance of learning English pronunciation, especially at tertiary level. They perceived pronunciation as beneficial in several ways. For example, in the first meeting, Student 2 and 5 said that pronunciation learning at university is essential for every single English learner because, from their personal experience, learners at high schools were exposed to and taught grammar and vocabulary without pronunciation being considered. This type of education has generated generations of students with poor pronunciation and listening skills. Student 3 added that for pre-service teachers (like her), pronunciation learning is a must as it is one of the required aspects of English that they have to teach in their future career. These students' opinions are quite in line with the data elicited from Flora. In addition, Student 1 associated correct pronunciation with better examination results. According to him, without good pronunciation, a high grade will not be secured in exams, especially in listening and speaking tests. For most of the students, correct pronunciation guarantees communication success in English. Pronunciation is seen as a foundation of other English aspects and skills; only after mastering correct pronunciation can students become fluent in speaking and listening.

Flora's learners thought that their university (Lingua) placed great value on the pronunciation subject. This, according to them, had been clearly demonstrated through the guidelines and implementation of the actual course. It was represented through the time allocation for pronunciation teaching and the proportion of assessment for it. All the students agreed that the

devotion of their pronunciation teacher (i.e., Flora) to the course made them feel that pronunciation learning is crucial. As Student 2 said, "our teacher's dedication to the subject makes me feel that pronunciation is definitely essential" (FG3.Flora). The students' statement regarding Flora's seriousness in her teaching again confirmed what Flora talked about her teaching practice in section 4.2.1. It can be seen that the students seemed to be well aware of the benefits that correct English pronunciation could make to their success in different aspects of life.

Value of pronunciation teaching

Flora's students acknowledged the critical contribution of classroom instruction to their pronunciation development and how it should be implemented to maximize the effectiveness of pronunciation teaching. Student 3, for example, highlighted the importance of pronunciation teaching, which, at least, provided her with subject matter knowledge.

> I think having theories provided to the students is better. Physically, we may not produce sounds correctly but at least mentally we know how to place our tongue and teeth. It helps us avoid insecure feelings. (FG1.Flora)

Student 2 illustrated how valuable the pronunciation instruction was for her by contrasting the noticeable improvement she gained in taught and untaught condition.

> I think the class time for pronunciation is necessary. […] Now, I know how to distinguish between /θ/ in "think" and /ð/ in "mother". Without the course, things are still unclear to me when someone mentions pronunciation. […] If the teacher skips the theory and focuses only on the practical part, students will find it difficult to follow. We need theory to understand the overview. Otherwise, there will be a lot of problems. (FG2.Flora)

Since explicit pronunciation instruction is essential for students' pronunciation achievement, Flora's learners thought that their teacher's practice needs to incorporate several things such as the provision of authentic materials, corrective feedback together with communicative learning environment and the promotion of students' self-directed learning in order to attain the highest pronunciation teaching efficiency. For example, Student 3 thought that explicit pronunciation teaching and learning will be more effective if students are immersed in an interactive learning environment which is full of English. She related the problem of having no suitable surrounding conditions at lower levels of education as support for her argument.

> I think the prerequisite for effective pronunciation instruction is the learning environment. If we practice as hard as possible but in a non-English environment like in high school, this will be ineffective. (FG1.Flora)

Particularly, Flora's students valued the use of videos of foreigners illustrating how to articulate sounds accurately. They found having model videos for every sound to be effective. They also believed that the effort that Flora put into her teaching, coupled with her encouragement for self-directed learning would be effective for their learning. Student 5 valued pronunciation teaching in a way that teachers assisted her with providing suitable materials and sufficient error correction.

She said, “Teachers can find more helpful materials for us since there are too many learning sources on the Internet and we don’t know what is suitable to choose. […] The more feedback is provided, the better it is” (FG1.Flora).

To some extent, the efficiency of explicit pronunciation teaching also depends on the amount of time devoted to this type of instruction in the classroom. The majority of Flora’s learners expressed their dissatisfaction with the current time allocation for pronunciation teaching at tertiary level. They stated that this component (i.e., pronunciation) had not been dealt with sufficiently, and they hoped for more pronunciation in their curriculum.

Value of learning how to teach pronunciation

Beside the insights regarding the value of pronunciation learning and pronunciation (formal) teaching, the interviews with Flora’s students revealed their appraisal on learning how to teach pronunciation (i.e., pedagogical knowledge and skills). Currently, there is a general teaching methodology course allocated in the third year of their bachelor program. As they are being trained to teach English, all Flora’s students believed that it would be better to incorporate pedagogical knowledge specifically related to pronunciation teaching in their current pronunciation course. Student 4 indicated that

> It is a bit late to learn about pedagogical techniques in our third year at the university. Also, that course only provides general strategies for all subjects. If it [pedagogical knowledge] happens in this pronunciation course, we have an opportunity to apply our understanding in specific situations related to pronunciation teaching. (FG1.Flora)

The students also expected to learn how to teach pronunciation informally from their teacher, that is, learn from teachers’ unplanned talks about teaching methodology during normal pronunciation lessons. They expected their teacher (Flora) to informally share her experience on how to teach pronunciation and sometimes provide them with opportunities to practise teaching in class. As pre-service teachers, this is a way for them to accumulate experience for future tutoring or assistant teaching. In addition, Student 2 thought that informal sharing could reduce the burden for both teachers and students.

4.2.2.2 Goals and models in pronunciation teaching and learning

Section 4.2.1.2 uncovered the cognitions and practices of Flora related to the goals and models for pronunciation teaching and learning. The following sections also explore these topics, but from the students' perspective.

Pronunciation teaching and learning goals

Flora's students' views about their immediate and long-term goals in learning pronunciation seemed to match with their teacher's perception. Particularly, for a short-term goal, all students expected to produce correct sounds at word, sentence and conversation levels without any hesitation after completing the course. For the long-term goal, most of the students did not appear to target native-like pronunciation but rather aimed at achieving intelligible and fluent speech. There was only one of the student participants who showed preference for a native-like accent. According to the majority of Flora's students, native-like pronunciation appears unattainable because people all around the world are different and no one can speak exactly the same as others. Therefore, there is no ambition for the achievement of native-like pronunciation. Student 3 and 1 respectively pointed out that:

> There is no need to speak like a native. It is enough if people can understand us and we can catch their messages at about 70-80%. […] In class, she [Flora] also admitted that her pronunciation could never be nativelike. […] Thus, even if we have a chance to learn pronunciation with foreigners, we cannot speak as naturally as them. We can develop our skills, but it is difficult to speak as native speakers. (Student3.Flora)

> I have the same opinion. Each person is born in a different country. A Vietnamese person cannot pronounce exactly the same as an American or British who speak standard English. Just like a situation when foreigners learn Vietnamese, there will be times when they lisp or cannot produce standard Vietnamese. Thus, what is more important is that we can speak our thoughts and the listeners can understand what we mean. That is when effectiveness in communication is achieved. (Student1.Flora)

The students claimed that native English pronunciation is difficult to achieve even for teachers of English. Thus, attaining nativeness has been switched to attaining intelligibility as this is feasible for students.

Models in pronunciation learning

As stated in the previous section, Flora's learners do not appear to have great ambitions towards achieving a nativelike pronunciation. However, when it comes to what models to follow, they have diverse opinions on their preference for a specific accent. For example, Student 3 and 4 in the first focus group interview agreed that "pronunciation teachers should choose one out of the two: American or British English" (FG1.Flora). From their points of view, different accents might appear in the classroom, but their pronunciation teacher should orient them to follow only one

type of model. Unlike Student 3 and 4, Student 2 thought that it is not a matter of what specific accent to follow but familiarity students have with the accent used. She decided to follow her teacher's (Flora's) choice of English accent. She claimed

> We should learn and use things that are familiar with us and used by our teacher. […] I think I will follow whatever [pronunciation accent] our teacher opts for. (FG1.Flora)

In the second meeting, Flora's students stated that sometimes, they recognized different accents in their listening activities but did not raise any questions related to accent differentiation. They explained it was not their main target. An example of comment is as follows

> We only focus on what type of exercise we are doing (e.g., fill in the blank or listen and repeat) but do not pay attention to what types of English varieties or accents used in the recordings. (Student4.Flora)

Preferred teachers of pronunciation

In the current study, there was one dominant view reported by students in relation to native/non-native speakers (NESTs/NNESTs) as teachers of pronunciation. This study found that they favoured NESTs over NNESTs. There are different reasons attributed to this view. In our first focus group discussion, Student 4 reiterated that NESTs provide "standard English". Students only need to learn once in their lifetime to achieve correct pronunciation and they would be "worry-free" about making mistakes. The perception of native speakers as providers of "standard English" appeared to reassure this student. She also used her negative experience with NNESTs in the past as one piece of the evidence that generated stronger trust for NESTs. She continued to comment that

> I think in the past, I was provided with inaccurate pronunciation of words. It might be because of my previous teachers who taught me to pronounce those words incorrectly. (FG1.Flora)

In addition to the appreciation of NESTs for their standard pronunciation, some students claimed to prefer NESTs for having better methods of pronunciation teaching and creating motivative and fun learning atmosphere. As a result, the students feel free to express themselves. Some comments recorded in the second focus group discussion are as follows:

> [At a private English center] The teacher taught in a very fun way […]. The atmosphere was super nice when everyone including the teacher talked and laughed with each other. […] He took different funny examples. Then we did a fast-reading activity. Then another game with phonetic symbols. And next we worked in a group and competed with each other. There were rewards and punishments as well. (Student3.Flora)

> Our high school once hired a foreign teacher. In general, he brought a totally refreshing atmosphere once he entered the class. It made us feel excited with his upcoming lesson. If we felt bored, we could tell him. And immediately, he would change to make his lesson more attractive. I can't help getting myself into it. Each lesson was different, and we could not imagine what the lesson would be like. Very surprising! (Student2.Flora)

Other reasons nominated by most of the students in the interviews were that NESTs provide them with better English skills, more natural and attractive intonation and more context-appropriate word use.

The students also expressed several concerns about Vietnamese teachers of English. In our first meeting, most of Flora's students were afraid of having potential problems when communicating with foreigners if they only learn English pronunciation with Vietnamese teachers. They explained that this fear might be because most Vietnamese teachers do not possess standard pronunciation. Another concern is that generally, Vietnamese teachers are picky or sometimes obssessed with learners' mistakes, which makes the students uncomfortable in their speaking. Consequently, the students did not see Vietnamese teachers as appropriate for pronunciation teaching. In the second focus group discussion, Student 5 said that

> Vietnamese teachers often negatively scrutinize everything little by little. […] It becomes a nightmare if you have that teacher. (Student5.Flora)

When responding to a question about whether or not their current teacher could be a model for them to follow, they stated that Flora was not their first choice since "apart from correct pronunciation, she did not have a nativelike accent" (Student4.Flora). Instead, they referred to another Vietnamese teacher whose "accent is closest to native speakers" (Student1.Flora) and one more who "speaks English fast and expresses ideas in English as naturally as in Vietnamese" (Student3.Flora).

In general, even though the students claimed to aim for intelligible pronunciation attainment, they seemed to be attracted by foreign teachers who are native speakers or local lecturers who possess nativelike competence. It appeared that Flora's and her students' thoughts were alike in explicitly indicating their selection of intelligible pronunciation but implicitly working toward nativelikeness achievement.

4.2.2.3 Teacher-related issues

The previous sections present students' perceptions of goals and models in pronunciation instruction. It can be seen that although the students stated aim was attaining intelligible pronunciation, they had a tendency to seek nativelike models in their learning. The following sections will provide important information related to Flora's teaching approaches, and corrective feedback related to pronunciation instruction from her students' perspectives.

Approaches, activities and techniques in pronunciation teaching

In our second focus group discussion, Flora's students confirmed their teacher's dependence on the predetermined syllabus and textbook. Student 5 commented "she [Flora] just tried to cover all the book activities. If she had more time, she would assign us more activities. If she had less time, all she does is cutting them [activities] down" (FG2.Flora). To their disappointment, there was no change in Flora's textbook-based teaching approach until the middle of semester 1. They repeatedly used negative-sounding adjectives, such as boring, uninspired, dry, and form-following, to describe Flora's teaching method. Further discussion in the same meeting recorded Flora's students' desire to have their pronunciation teacher focus more on difficult sounds while spending less time on the other phonemes. Their expectation, to some extent, matched with Flora's consideration for a teaching approach in which different amounts of time would be alloted to different sounds based on students' needs or the phonemes' level of difficulty.

With regards to teaching activities and techniques, Flora's students were dissatisfied with the way she used terminology in explaining pronunciation theory which prevented them from understanding the lessons. The students claimed their desire to learn the theory but would like their teacher to use simple language rather than terminology. Her textbook-based tasks, to some extent, demotivated them to learn pronunciation. Flora's whole-class choral checking without the support of blackboard or slides also seemed to hinder their recognition of possible pronunciation errors. The dominant use of L1 (Vietnamese) was another feature that was not very welcomed in her pronunciation classroom by her students. All of these problems were also recorded and discussed by Flora.

In both the first and second focus group interviews, these students expected that Flora would utilize simple language and provide tips while teaching theoretical parts. She should also diversify classroom activities which ideally are teacher-designed and associated with practical world (e.g., livestreaming on facebook to get feedback from peers and teacher, playing competitive games or designing creative postcards using phonetic transcriptions). The students also expected more opportunities to speak up individually in the pronunciation classroom to make sure they are aware of what their difficulties are. The use of available supportive tools (i.e., blackboard and slides) when correcting exercises and the use of more L2 in class, with the support of L1 translation, in the delivery of complicated pieces of theories were what the students wanted to experience.

The third focus group interview recorded a significant change in Flora's students' attitudes towards their teacher's pronunciation instruction. They revealed Flora's positive and proactive modifications of teaching strategies to meet students' needs. Some notable remarks from students are as follows.

> After the second focus group discussion, I realize that she asked us more about what we need and actively organized more learning activities. (Student4.Flora)
>
> She is more proactive about discussing the limitations in her teaching with us face-to-face. In the second half of the semester, I saw that she let us do various learning activities. I myself prefer our class and how we learn pronunciation now compared to that at the beginning of the semester. It's important when she [Flora] is the one who actively adapts herself to fit our expectations. (Student3.Flora)

From the students' recognition of Flora's amendments in her teaching, it can be seen that there is a concensus between what the teacher said she did, what she actually did in pronunciation lessons and what the students revealed about her teaching.

Teacher's corrective feedback

Generally, Flora's students highlighted the importance of feedback provision in pronunciation teaching and learning. In our first focus group discussion, Student 1 emphasized that "no matter what activities teachers and students do in classroom, reflection is a must" (FG1.Flora). In other words, the students wished to do activities that elicit corrective feedback from both their teachers and friends. They believed that learning through reflection is a good way to improve their pronunciation.

Notwithstanding their agreement on the general importance of feedback to the learning process, Flora's learners, in this present study, had different opinions regarding the types of feedback their teacher should provide. In the first focus group interview, there was a view that Flora should give individual and direct feedback rather than indirect and whole-class comments as "sometimes when she uses whole-class chorus, it is difficult to identify exactly who has accurate or inaccurate pronunciation" (Student4.Flora) and also "when general feedback is provided, most of the students will think that they are excluded from that comment" (Student2.Flora).

On the other hand, there was another school of thought in which they advocated both types of feedback. However, they would like their pronunciation teacher to apply different types of feedback in certain situations. Specifically, three out of the five students agreed that their teacher should provide delayed feedback when students are performing conversational talks or presenting a topic (i.e., noting down all the mistakes and wrapping up at the end of the talk) but immediate feedback when pair and small group work are involved. Flora's students reported that Flora gave immediate feedback to individuals and small groups frequently when she went around the class during practice time. Throughout the other two focus group discussions, the students had confirmed this regular feedback type used by Flora.When the issue of face threatening was discussed, some students expressed their embarrassment while some were not afraid of being critiqued in front of others.

4.2.2.4 Student-related issues

Learner autonomy

In the current study, there was a significant change in Flora's students' enthusiasm towards pronunciation learning throughout the semester. In our first focus group discussion, Flora's students expressed their interest in learning pronunciation at the start of the semester. They associated it with the development of their motivation to learn English in general and the curiosity of learning something new. For example, Student 2 and 3 respectively said that,

> I have been studying here [at Lingua] for about a month. I see that my teachers focus a lot on pronunciation. It makes me feel interested in learning English and pronunciation. (Student2.Flora)

> It is like I have not learnt or been taught about this type of knowledge [pronunciation] before thus I paid high attention to several first pronunciation lessons. (Student3.Flora)

Nevertheless, they felt demotivated towards the middle of the semester. They attributed this situation to the teacher's "dry" teaching methods and her firm adherence to the course book that features the same lesson format and poor activity ideas. From the learners' perspective, the course book only provided them with limited types of activities, which were repetitive, ranging from word, sentence to conversation practice. Student 3, in the second focus group discussion, commented that "the book is designed following a rigid and boring form and our teacher's typical classroom procedure is firmly following the book" (FG2.Flora). "Boring" was frequently cited by the learners when discussing their motivation to learn, the pronunciation course book or the teacher's way of teaching throughout our focus group meetings. Consequently, they saw themselves to (1) have a tendency to do private stuff rather than focusing on their pronunciation lessons, (2) show their tiredness in class or (3) be absent from class frequently.

In the second focus group discussion, when being asked about their willingness to share opinions with Flora to make their learning more effective and fun, some of the students revealed their reluctance to do so since they were afraid that their suggestions might not "be suitable with the teacher's teaching approach" (Student4.Flora), "might displease the teacher" (Student2.Flora) or might lead to the face threatening issue. Student 3 commented

> There are some of our classmates who want to but do not dare to [speak up]. If they do so, it will be similar to telling the teacher directly in her face that her teaching has been boring during the whole semester and she has to change. (FG2.Flora)

There was one noteable moment in the observed lesson 2 in which Flora's students felt that the knowledge provided by their teacher [how to produce /ʃ/ sound] was incorrrect; nonetheless, they did not have the courage to say it out loud. The students thought that prior education, which was profoundly influenced by Confucianism, seemed to be a salient factor influencing their autonomy. It is believed that under the influence of Confucianism in education, students are expected to be

recipients of knowledge and must strictly follow what their teacher expects them to do while the teacher is assumed to be a source of knowledge. A comment from Student 3 in the second focus group discussion had represented fully their experience of not being allowed to speak up and the Confucianism view of teacher and student role in the teaching and learning process.

> [Flora introduced articulation of /ʃ/ sound]
> She said the tongue touched the root of the upper teeth but we [the students] found it somewhere else. Nevertheless, we didn't dare to say anything. I think she is the one who teaches me, thus, her knowledge is ABSOLUTELY correct. Our duty is to try our best to imitate her. Since I think she's right, I MUST think I'm wrong. (FG2.Flora)

Flora's students appeared to have the same problem as Lan's and Bảo Khánh's learners in relation to Confucianism. The quote by Student 3 above showed that there was a lack of communication between the teacher and her students when problematic issues emerged during the lesson. This might in turn, have great impact on the effectiveness and efficiency of the teaching practice. Until the end of the semester, none of the student participants in the focus group had contributed any ideas to their pronunciation teacher. Nonetheless, there was an increase in students' interest in pronunciation lessons towards the end of semester thanks to Flora's active changes. The acknowledgment of Flora's self adaptation (e.g., more games and activities) to make her lessons more interesting was recorded in the last focus group discussion. The learners highly appreciated her willingness to change and make lessons more stimulating. Student 3 indicated that

> She delivers more games in the lessons, […], I feel that learning is better having those additional activities, […] and more importantly, she actively does everything [talk about problems and change]. (Student3.Flora)

Student difficulties in learning pronunciation

Similar to students of the other three teacher participants, Flora's learners experienced persistent problems involving both segmentals (i.e., vowels and consonants) and suprasegmentals (e.g., linking, intonation). They acknowledged in the first and second focus group discussions that the length of vowels, some individual consonants and consonant clusters (e.g., /l/, /tʃ/ vs. /dʒ/, /θ/ vs. /ð/) and prosodic features prevented them from producing accurate and natural speech in practice tasks and in daily situations. According to them, their current difficulties in learning pronunciation might stem from influences of L1 either because the sounds do not exist in L1 or because similar sounds are pronounced diffirently in the two languages. The lack of opportunities to use English for real communication was also deemed to create learners' difficulties. Other influential factors include inaccurate knowledge gained from prior educational levels and insufficient practice.

4.2.3 Summary

In summary, this section has presented issues related to the second teacher participant (Flora) including the value she puts on pronunciation instruction, the goals and models she follows, her pronunciation teaching approaches, corrective feedback, and reflective practices. Though Flora highly values the importance of pronunciation teaching, she is, in practice, found to not give it importance in her teaching. Also, Flora is seen to recognize in principle that intelligible pronunciation is the goal of instruction but to adhere to nativelike pronunciation and standard English models in practice. Flora chooses to stick with a traditional and curriculum-oriented teaching method. All the teaching techniques and activities are also recorded to be consistent with her selection of approaches towards pronunciation instruction. This section also reveals Flora's preference for individual and immediate feedback as well as frequent reflective practices with her colleagues. A number of factors affecting her cognitions and practices are revealed, including teacher-related factors (e.g., past teacher education, personal experiences, professional and pedagogical knowledge and skills), contextual factors (e.g., the syllabus, colleagues), and learner-related factors (e.g., learner autonomy, difficulties), among others.

Flora's students seek to attain correct pronunciation of sounds and produce intelligible speech which is feasible for them rather than nativelike pronunciation. The students hold mixed views on the model of English in their pronunciation classroom. While several students prefer American and British English, others focus more on familiarity with the accents taught. However, they expect that Flora should orient them to follow one variety of English. The students confirm their teacher's textbook-based teaching and expect to have more authentic materials, corrective feedback, communicative environment and the promotion of their self-directed learning. They also want more teaching of pronunciation in terms of allocated time and content. They hope that pedagogical knowledge and skills related to teaching pronunciation are integrated into their current course. Flora's students are not happy with her teaching of theory; they expect Flora to use simple language for them to easily understand the teaching points. Overall, they appreciate the effort she puts into the teaching and her encouragement throughout the course, which contributes to their motivation to learn.

4.3 Alex

Alex (the third teacher participant) has been teaching English at Lingua (the pedagogical university) for five years (see section 3.2.2.2 for more detailed information about this participant). This section explores Alex's current teaching practice from both his and his students' perspectives, revolving around topics such as conceptualizations of pronunciation instruction, pronunciation teachers and learners.

4.3.1 Current teaching practice: Teacher's perspective

This section describes Alex's teaching using the dataset from the interviews with Alex, classroom observations and teaching materials. The description explores the value Alex places on pronunciation instruction, his goals and models in pronunciation teaching and learning and how he approaches pronunciation teaching and corrective feedback. The pre-observation (or initial) interview with Alex is coded as Int1.Alex while those for the stimulated recalls and the classroom observations are respectively Int2&4.Alex (Alex was not available to participate in a stimulated recall interview following the second observation) and Ob1-3.Alex.

4.3.1.1 Value of pronunciation teaching and learning

Alex saw pronunciation instruction at the tertiary level as introductory and fun for English major students. He felt that students are able to communicate perfectly well without a pronunciation course. He said pronunciation is still taught as a subject in the training program because of two reasons. One is that it helps some students who do not know how to pronounce phonetic transcriptions presented in English dictionaries. Another reason is that it brings relaxation for students' in-class learning. He believed that explicit pronunciation instruction is not effective and does not improve students' proficiency. He asserted that

> For the mainstream [major] students who have done so well with their pronunciation, the more I teach pronunciation, the more bored they get […]. In this situation, I will reduce the time for pronunciation, skip some pronunciation practice and increase the time for listening and speaking instead. (Int1.Alex)

By claiming this, Alex has indirectly devalued the importance of pronunciation teaching in comparison with the teaching of other English skills.

The belief that pronunciation is no more than an introductory and fun subject and that it is not effective might stem from Alex's past experience as an English language learner. From his experience, English pronunciation had been little taught, and no teachers could provide correct pronunciation. His current success in attaining good pronunciation was because of his effort in self-learning and imitating native speakers. He saw that although the pronunciation course at the tertiary level provided some students with fundamental pronunciation knowledge and practice, it

was mainly entertainment for him. Alex seemed to bring his prior perceptions about pronunciation instruction to his current teaching practice.

With regards to teaching how to teach pronunciation to his pre-service teachers, Alex maintained that his learners are too immature to learn about this. Also, he would like them to figure this out by themselves when they move to the third year of their tertiary journey, studying about pedagogical methodologies. He thought that at that time they would be mature enough to absorb this type of knowledge.

4.3.1.2 Goals and models in pronunciation teaching and learning

Pronunciation teaching and learning goals

In the pre-observation discussion, Alex stated that pronunciation is only a small section of the Listening and Speaking subject; therefore, he did not put too much emphasis on nativelike pronunciation attainment. He shared that for his current pronunciation learners, pronouncing words correctly (i.e., clear and easy-to-understand pronunciation regardless of accent/style) is much more important and is satisfactory enough. However, he would prefer his students to employ a little intonation in their speaking. Throughout our first stimuated recall, we discussed more about Alex's pronunciation teaching aims and he talked about short- and long- term goals. Alex expected that after each pronunciation lesson, his students would acquire articulatory knowledge related to the taught sounds and be aware of their own pronunciation errors which support and orient their practice at home. Alex also expressed his desire to provide more practice for his students at not only word, sentence but also short paragraph and conversation levels. He revealed that in his teaching practice, this long-term target has not been achieved because of "the predetermined time allocation and prescribed heavy curriculum" (Int2.Alex).

In our third meeting at the end of the semester, Alex reaffirmed that he comes to the pronunciation course with no specific expectation of what students need to achieve or how they have progressed after the course. When we talked about the goals that pronunciation learners should set for themselves, Alex stated his opinion regarding English major and non-English major students, which is similar to Lan's, that

> Intelligible pronunciation is appropriate for English non-major students because their learning purpose is not to become a model but to be able to communicate. For the pre-service teachers, they are trained to be models for their prospective students; thus, they need to achieve nativelike pronunciation. Correct pronunciation is the least attainment while nativelikeness is a higher step which is essential for them to accomplish. (Int4.Alex)

Models in pronunciation teaching and learning

Because Alex did not have clear goals for his pronunciation teaching, the question as to what pronunciation model he and his students should follow was not directly discussed in our meetings. Throughout our discussions, Alex only mentioned American and British English and his confirmation of distinguishing the two whenever possible in his pronunciation class. He stated that he did not intend to introduce other varieties of English because he wanted to avoid confusing students. Alex was observed to consistently use videos from BBC Learning English website showing how to produce different English sounds and to teach using his American accent. He claimed the speaker in the videos who has a British accent was an expert and a native speaker. He also stated the choice of accent to follow depends on each student but only named two varieties in his selection list.

> It's really up to you. You can follow British accent or American accent. I follow the second one. So it depends on you. (Ob1.Alex)

Implicitly, Alex has asserted his preference for native-speaker models (in this case, either American or British English) in teaching pronunciation. In the excerpt below (Figure 22), Alex was trying to differentiate the two types of English in his pronunciation class.

[Teacher introduces the /æ/ sound with "cat" as an example]

Teacher:	When I hear the /æ/ sound, I hear the differences. The first one is [pointed to the student] like /e/ and the second one you say is more /a:/. Why?
Student:	I mean between
Teacher:	Between? So anyone here can you tell me exactly what it is?
[No reply]	
Teacher:	How to produce this sound? Why at first she says /ka:t/ and then /ket/. Is she wrong?
[No reply]	
Teacher:	In fact, they are one but divided into American and British English. The word in British English will be like /ka:t/ while like /ket/ in American one.
[…]	
Teacher:	Once again, we pronounce /kæt/ with more either /a:/ or /e/, there is no difference here. If you follow British accent, it is /kæt/ (more /a:/) and if you follow American accent, it is /kæt/.

Figure 22 Alex's teaching excerpt - Observed lesson 1- Time out

Does Alex use his own pronunciation as a model?

While Lan (the first teacher participant, see section 4.1) avoided answering directly the question whether or not she is a model for students to follow, Alex, on the contrary, believed he is good enough to be a model. He commented

> In some communicative situations, I will show my true self as a Vietnamese when I have to talk too long. However, I think my pronunciation of individual sounds is all good and I imitate the way native speakers speak. In general, I could become a model for students. (Int4.Alex)

4.3.1.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Approaches

First, one of the key themes that emerged during our interviews was that Alex claimed he used both teacher- and student-centered teaching approaches with the former outweighing the latter. Three classroom observations of Alex revealed that he normally started his lessons with a warm up activity which either led to the teaching focus of the lesson or provided his students with a certain amount of time to revise their prior understandings of sounds. Subsequently, he modelled and provided knowledge related to sound production. The typical lessons continued with videos of native speakers, students' practice and teacher's wrap-up of common mistakes among learners. Some opportunities for students to comment on their classmates' pronunciation were also provided. This pattern of lesson procedure confirmed the supportive role of student-centered approach towards the lecture mode.

Our further discussion in the first stimulated recall revealed the reason why Alex utilized this combination of teaching approaches. He explained that basically he modelled the assigned tasks for students. He used a student-centered approach when he wanted his students to revise their prior learning, link it to positions of articulation parts or elicit knowedge about pronunciation features from their own practice. He said

> I tend to ask students what they already know about the sounds. Students will definitely provide me with incorrect knowledge. That's when I come in with the valid knowledge. My teaching's always like going from the wrong to the right. I want to know how they [students] initially understand it. (Int2.Alex)

The second key issue that emerged from Alex's dataset is that his teaching practice is pretty much the same as Lan's and Flora's textbook-driven teaching method even though he claimed the format and activities in the book are repetitive and tedious. Alex explained in the second interview that the prescribed textbook normally introduces theory (i.e., the component of the lesson that explains and/or describes the features of sounds) first with diagrams on how to produce sounds. This resulted in his step-by-step instruction on how each articulatory part (e.g., tongue, teeth, lips) is operated and how to combine them together to produce one sound. Nonetheless, to him, the

theoretical components provided in the book are long, complicated and difficult to understand. Figure 23 below is an example of a theoretical part of the sound /æ/ and /ɒ/ presented in the book at Lingua.

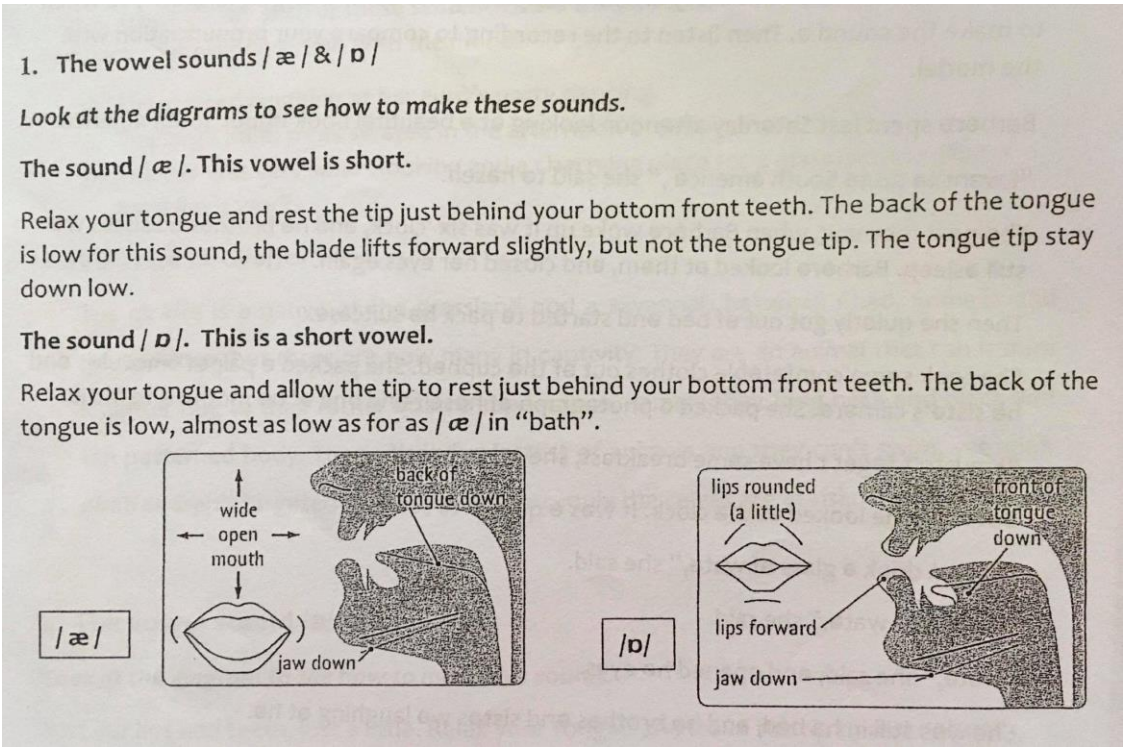


Figure 23 Pronunciation book at Lingua - Semester 1 - Week 3 Monophthongs

Third, in harmony with the little value he placed on pronunciation teaching, Alex believed that the best way to attain good pronunciation is not through explicitly delivering theoretical knowledge to students but through an "imitation" approach. This belief originated from his own experience as an English language learner in the past since imitation was very important and beneficial to him and that he had succeeded in obtaining good prounuciation thanks to this learning approach. Throughout our discussions, Alex showed that pronunciation teaching in class plays the role of providing a knowledge base for students to practise "imitation" at home and progress. Alex repeatedly mentioned the issue of increasing students' awareness, as follows.

> In class, I try to introduce theories to them and let them know what their errors are. This helps their home practice […] They do not make progress through in-class pronunciation instruction. Instead, I assign them a text and an audio to read and record at home. If they practice hard at home, their pronunciation will improve. To me, in-class teaching is not efficient. (Int1.Alex)

> I go to class hoping to help students acquire knowledge about sound articulations and instruct them how to practice at home. (Int2.Alex)

> I think providing background knowledge to students is an advantage of pronunciation training. From that, our learners can self-study and research more at home. (Int4.Alex)

Activities and techniques

The teaching activities and techniques utilized were in accordance with Alex's pronunciation teaching approaches with some similarities and differences compared to Lan's and Flora's (the first and second participants). In general, Alex was observed to sometimes enact student-centered approaches in which he gave the students opportunities to verbalize their existing knowledge related to the taught sounds and, together with him, build new and valid understanding of articulations of the sounds. However, most of the time, he, using his authority, assigned different practice tasks to his students.

Different from Lan but similar to Flora, Alex was seen to frequently perform lead-in activities. Typically, he wrote two to three example words on the board, required his students to identify what phonemes they had already learnt and what they were going to study and elicited what they had already known before moving to the main focus of the pronunciation. Other than that, Alex's teaching practice was quite comparable to Lan's and Flora's in terms of his dominant utilization of textbook and listening activities. All of Alex's while-teaching activities during the observed lessons were controlled-practice, which were also from the compiled material. The only exception was one guided-practice task in the observed lesson 3 in which he asked two students to listen to words that their classmates pronounced and write them on the board. In addition, the implemented exercises exclusively revolved around listening. Alex's typical class involved procedures such as listening to the teacher's pronunciation and identifying articulatory knowledge, listening to model videos and repeating after the speaker, and fulfilling a number of listening activities in the coursebook.

Alex provided three reasons that led to his adherence to the prescribed teaching material and controlled practice. They are limited pronunciation teaching time compared to the vast amount of knowledge to be covered, his anxiety about things being out of his control and his consideration of philosophies of coursebook designers. He justified

> Time and curriculum allocation do not match each other. This fact does not allow me to use anything else outside the coursebook […]. Moreover, whenever a book is published, I believe that its authors have researched carefully what is core and what is needed. It's not proper if we [teachers] use other materials. […] I want my students to use whatever is provided in the book for their practice. Otherwise, it will be like out of my control and this is not good.(Int4.Alex)

Alex also made sparing use of home assignments especially those which are not stated in the predetermined syllabus. He revealed his worry about receiving negative feedback from students which subsequently might influence his teaching career. This perception is similar to that of Flora.

Additionaly, Alex believed that pair work was more effective than group work in improving students' pronunciation. This is in line with Lan's view. Alex commented that

> In pronunciation teaching, I only use pair work. If they [the students] are asked to practice in a group, there will be someone who does nothing. A pronunciation task is not like a discussion. It only needs one student to speak out loud and the other to listen and check. (Int2.Alex)

Alex's practising stage went a step further compared to Lan's and Flora's in that he always called some students to stand up and demonstrate their pronunciation in front of the whole class for teacher and peer feedback after their personal practice.

Throughout the first classroom observation, Alex was seen to employ extensive tasks that helped the students to practise the targeted phonemes at not only sound, word, phrase, sentence but also dialog levels. Nevertheless, he reduced the number of activities in the two subsequent classes with the focus solely at sound and word levels and he lengthened the time spent on each task in the last observed lesson. Alex's lack of confidence in teaching consonant clusters (i.e., lesson 3) might play a part in his actions. In our informal conversation before the third observation, Alex messaged me that

> I don't know how to teach this lesson because it's full of theories and nothing to practice. To me, it's too boring. I am not confident to teach and to be videoed.

With regards to teaching techniques, one of the notable strategies that Alex used in his pronunciation class was putting English sounds into Vietnamese sentences in daily contexts and asking the students to practise in Vietnamese for one week before using them in English. Several examples were "/ɜː/, mày bị đ/ɜː/ à?" (Ơơơ(r), mày bị đơơơ(r) à?), "/e/m sợ" ("Em sợ"), "Mặt mày t/ɔː/ thế!" ("Mặt mày tooooo thế"). Alex claimed that he invented this technique himself to take advantage of the similarity of some sounds in Vietnamese and in English. In the first classroom observation, Alex was observed to be serious in requiring his students to follow the instruction of how to practise taught phonemes in Vietnamese. He reminded them at the end of the lesson that

> At home you need to practice /ɜː/ and /ɔː/. Put them into Vietnamese. Next time, I want to hear you talking and see your improvement. Remember, practice the sounds in Vietnamese for one week only. If you practice them for too long, it will affect your pronunciation in English. (Ob1.Alex)

Nevertheless, in our stimulated recall, Alex revealed his true opinions about this technique.

> In fact, it is inapplicable in their real learning. In one lesson, there will be many students who cannot produce sounds accurately; hence, I ask them to think of some examples in Vietnamese such as the names "Thanh or Thái" to practice the /θ/ sound. This is actually not formal and not congruent with any pedagogical approaches. Even the fact that I ask them to practice within one week to avoid errors is also for fun. (Int2.Alex)

Similarly, the difference between Alex's actual teaching practice and his thinking happened with the issue of using bonus points. In classroom observations, Alex used bonus points to encourage

his students to partake in classroom activities while the stimulated recall revealed that it was "a complete fabrication". He said

> Bonus point is a complete fabrication. Those given to my learners are actually not added to any official assessment points. It is in the nature of things that every student loves points and will try their best to get them. If not, they have no motivation to learn. (Int2.Alex)

Another highlighted teaching strategy used by Alex is directing students to practise from the smallest to bigger units (i.e., from individual sounds to sentences). Alex mentioned this technique in our third meeting and used it in his teaching practice. Alex illustrated this technique in an example of him teaching the /l/ and revising the /ɜː/ sound. First, he asked his students to speak out loud the word "girl". Next, he combined the taught sounds with /d/ (i.e., world). Last, he put these words into sentences for students to practise. According to him, "practice at increasing levels as soon as they [students] finish studying one sound avoids fragmented learning" (Int4.Alex). In other words, Alex tried to isolate the sound first then practise it in context. Below is a teaching excerpt exemplifying this teaching technique (Figure 24).

[Teacher asks students to stand up and practice /l/ and /ɜː/ sound]
Teacher: This man, please.
[Teacher points to "girl"]
Student: Girl
Teacher: OK. Next word, "world"
Student: World
Teacher: Now "Hot girl in the beautiful world"
Student: Hot girl in the beautiful world

Figure 24 Alex's teaching excerpt - Observed lesson 2 Nasal and other sounds

L1 and L2 in class

Alex confirmed his utilization of both L1 (Vietnamese) and L2 (English) in the pronunciation class with the former as the dominant language. This is different from the other three teacher participants. To explain this, Alex claimed that the use of L1 in the pronunciation section is to balance out the amount of L2 used during Listening and Speaking classes and to make it more comfortable for his learners. Additionally, L1 is used to explain terminology and theories related to pronunciation which enhance his students' understanding. Meanwhile, L2 was used when Alex wanted his learners "to listen and perceive how sounds are produced" (Int2.Alex). Alex also reported using simple L2 language, speaking slowly and using gestures for the theory component of the lesson before using L1 to synthesize all related knowledge. He concluded that "L1 is important to help students memorize and absorb knowledge while L2 plays a preparatory role before any official theory delivery happens. Utilizing L2 only is not effective" (Int4.Alex).

Teacher corrective feedback

This section unpacks matters related to corrective feedback and how Alex perceived this issue. Throughout the interviews, Alex's general purpose of corrective feedback provision in class is to raise his students' awareness of their own and peers' pronunciation mistakes and to provide essential preparation for their self-practice at home.

What teacher tends to correct

Alex provided corrective feedback on selected pronunciation errors. Through our pre-observation interview, Alex shared that he aimed at checking individual sounds for students. Specifically, he focused on and corrected sounds taught in a lesson rather than providing corrective feedback for all errors students make during the pronuciation class. He explained that his choice of what to correct in a lesson was firstly to avoid students' confusion as they might not be aware of what errors are being fixed if all errors are addressed at the same time. The second reason was limited teaching time. No intention to correct students' errors related to suprasegmental elements was mentioned. This is quite different from Lan's comprehensive approach to pronunciation errors in which she tries to provide as much feedback as possible on every aspect of pronunciation. This discrepancy could be explained in a way that while the pronunciation course at Lan's university focuses on both segmentals and suprasegmentals, that at Lingua for which Alex was responsible only concentrates on phonemes.

How teacher tends to correct

During our first meeting, Alex discussed various approaches to pronunciation teaching in relation to errors. Alex claimed he used both immediate and delayed feedback. He also used individual, in-front-of-class feedback, and peer feedback. Regarding immediate correction, he reported that he went around the class during practice time and provided feedback to individual students. He claimed this was useful to the student he provided feedback to and to those around, as they can listen to his comments and correct their own mistakes if similar. Regarding delayed feedback, Alex had a habit of calling several students (i.e., at least 2 pairs or students per sound) to stand up and present their pronunciation practice to the whole class. He said this technique adds to the effectiveness of his corrective feedback. Alex commented

> I usually use in-front-of-class feedback. For students, their pair practice in class is mostly impromptu. Any pronunciation mistakes existing before are still there during practice time. As a result, I decide to call some of the students to stand up and practice their pronunciation in front of the class. By doing this, everyone knows about the errors and I can provide general correction for them. (Int1.Alex)

Regarding the use of peer feedback, Alex explained that he would like his students to be in a position of listeners to evaluate what they have listened to and give comments to their classmates before he gives any feedback. It seemed that Alex wants his students to provide corrective

feedback in terms of how they perceive what their friend has said, comparing and discussing the differences. This peer correction technique is in line with his observed teaching approach in which he frequently asks his students to identify their own concepts of sounds heard before introducing theoretical knowledge to them. The use of peer feedback and Alex's perception in this regard seemed to mirror what happened in Flora's pronunciation class.

Alex's other correction techniques ranged from implicit recasts with no expectation of learner repair to more explicit cues involving modelling, articulatory explanation, and an opportunity for students to repeat. Implicit recasts were applied to the pronunciation errors outside the scope of teaching while explicit cues were used to address errors related to taught phonemes. Alternative explicit approaches involved explanation such as comparing the problem word with another (e.g., "award" vs. "a word") or providing more common words to demonstrate the sound being targeted (e.g., "girl", "world" and /ɜ:/, /l/ sound). In the third stimulated recall, Alex confirmed his typical procedure of feedback provision, starting from going around and giving correction for individuals and pairs to calling students to present in front of class and providing both specific feedback to presenters and general comments to everyone.

In classroom observations, Alex was observed to be consistent with what he shared during interviews. He was seen to follow the procedure of providing individual and general feedback respectively. Nevertheless, the feedback given to individual students seemed to be limited due to a large class size (i.e., 30 students) and a fixed classroom setting with 5-6 students sitting in one table. He was also seen taking advantage of peer comments. Sometimes, his intention to elicit students' feedback was not successful because the students were not active in giving comments. He ended up doing the job himself or on some occasions, he had to require some students to stand up and provide feedback. Alex was also witnessed applying a flexible use of code switching while correcting pronunciation mistakes for his students. Throughout the observations, Alex was seen to occasionally provide feedback on not only phonemes but a prosodic feature (i.e., intonation) as well. This observation reflects Alex's desired pronunciation teaching goal which is focusing on not only correct sound production but also intonation. Below is an example of a teaching excerpt illustrating Alex's corrective feedback provision (Figure 25).

[Class listens to dialogue with /æ/ sound]
Teacher: OK now you work in pairs in three minutes. After that I want to hear from you.
[Teacher goes around and gives feedback]
Teacher: OK have you finished? Which pair volunteer?
[Two female students volunteer]
Teacher: OK this pair please. I want you to speak slowly and correct.
Students: [say out loud the conversation]
Teacher: OK thank you so much. Everybody, can you give comments for this pair?
[No reply from students]
Teacher: First, I want to congratulate you in your correct pronunciation especially the sounds we study today /æ/. However, you should pay a little bit attention to the intonation to make it better next time because this is a conversation. Right? We need to have intonation. The girl on my right-hand side has done a good job. She has pronounced words accurately and had intonation. The other has also had good word pronuciation but lacked intonation.
Teacher: Another pair? How about a pair of 2 men?
Students: [start the conversation]
Teacher: OK thank you so much. Everyone give comments for the pair. How do you feel? [point to one student]
Student: Fast and furious
Teacher: Fast and furious. Ok first expression
Teacher: Others? Now, we focus more on the sounds. The girl sitting next to the pair please. How do you feel about what you hear?
Student: I think one of them speaks with a monotone voice while the other speaks too softly.
Teacher: OK intonation. That's good. Thank you so much. My feeling is I could only hear clearly one third of the conversation. The most important thing in pronunciation is that you have to enunciate each word clearly so people can hear you. OK so at home you should practise the sound /æ/ more.

Figure 25 Alex's teaching excerpt - Observed lesson 2 - Nasals and other sounds

When being asked about the effectiveness of corrective feedback provision in class, Alex did not really think it works and stated that corrective feedback is efficient in raising students' awareness of their errors and will be more effective if combined with students' home practice.

4.3.2 Current teaching practice: Students' perspectives

After a comprehensive discussion about Alex's teaching practice from his own perspective, the following sections are going to consider the same issues using the dataset from focus group discussions with Alex's students. There were three students who agreed to attend focus group discussions pseudonymed Student1-3.Alex. The three focus group discussions are respectively coded as FG1-3.Alex.

4.3.2.1 Value of pronunciation teaching and learning

The focus group discussions reveal significant values that Alex's students placed on developing their pronunciation ability in English. In opposition to Alex's opinion, pronunciation learning at tertiary level is crucial to the learners.

In our first discussion, Student 2 stated that the university is the only place that teaches pronunciation and that learning pronunciation has helped increase her motivation to learn English in general. Other students stressed the importance of pronunciation as a part of assessing one's English level. Further discussions recorded the learners' desire to have a seperate pronunciation course at their university considering its prominent role in English learning. Their teacher – Alex – also wanted to have pronunciation seperated from Listening and Speaking.

When responding to the question related to the link between pronunciation skill and prospective occupations, all students said that it plays an important part but this depends on each occupation. Two students regarded correct pronunciation essential to ensure the accuracy and efficiency of business negotiations with international business partners, to gain trust from partners and to increase their own reputation in their professional fields. In this case, these students associated good pronunciation capability with the construction of their "face" and sense of identity in professional contexts. They commented in our first discussion that

> If we pronounce incorrectly, people could not understand us. This misunderstanding will affect not only their trust in us but also our partnership. (Student1.Alex)

> In my opinion, correct pronunciation is essential no matter what profession people do. If I am a businessman, I must possess correct pronunciation. If I mispronounce even the simplest ones, I will lose my credibility. Correct pronunciation helps me to present my professional working style. (Student2.Alex)

Coming from a different perspective, Student 3 stated that different occupational directions require different levels of correct pronunciation. She explained as follows

> You are a teacher of English, thus, your pronunciation must be extremely correct. But it also depends on what you are going to teach. If it is a Speaking course, you have to pay attention to your speaking and pronunciation. If you only teach Writing or Reading, vocabulary will be your main focus. In my case, as a tour guide, I don't have to pronounce the language as clearly and correctly as you. People can rely on the context of communication to identify what I am trying to say. (FG1.Alex)

At the end of the semester, the focus group discussion came back to the issue of whether or not pronunciation learning is valued as important at Lingua by the student and teacher participants. The students consistently expressed their appreciation of pronunciation learning at tertiary level. Through the students' views, Alex was seen as inconsistent about the value of pronunciation. He sometimes showed them that pronunciation is essential compared to other English skills but at another time, he did not take it seriously. This seems to be in line with Alex's viewpoint considering a pronunciation course as fun as discussed in section 4.3.1.1.

In our focus group discussion, we also raised an issue related to learning how to teach pronunciation. None of Alex's pre-service students expressed a wish to pursue English teaching as their future occupation. As a result, when asked about learning how to teach pronunciation, they, on the one hand, acknowledged its benefits for a short-term purpose but on the other hand, did not value its importance in the long run. Student 3 said:

> I reckon that sometimes our teacher can include some tips on how to teach pronunciation in his lessons since many of us [students] are working as English tutors at the moment. However, he should not pay too much attention to it as only some of us want to become teachers. If he does this, it will waste time of other students. (FG1.Alex)

4.3.2.2 Goals and models in pronunciation teaching and learning

Pronunciation teaching and learning goals

Alex's students' opinions about the goal of pronunciation learning were diverse in the first focus group discussion. There was a school of thought that voted for nativelike pronunciation. Two student participants believed that the prerequisite condition of being successful English language learners is that their pronunciation of individual sounds and intonation must be correct. This can be attained by "taking notice of the way foreigners speak English with intonation and then imitating them. Imitation is the most crucial skill in learning a language" (Student2.Alex). This matches with Alex's belief about imitation and its efficiency towards pronunciation proficiency. Having a more flexible view, Student 1 seemed to be realistic in setting her actual pronunciation learning goals in accordance with her prospective career. She commented that:

> Humans are distinct individuals. We cannot always imitate others. Our pronunciation should depend on the persons we talk to and the context we are in […]. In my case, I will determine my pronunciation based on the group that I work with […]. Whatever nationalities they are, I will flexibly use their English variety to communicate. (Student1.Alex)

Models in pronunciation learning

There was no specific discussion related to models in pronunciation learning during focus group meetings. Nonetheless, what Student 1 shared in the first disscussion was quite congruous with her target in attaining various types of pronunciation according to her interlocutors. She expected her pronunciation teacher (i.e., Alex) to introduce different varieties of English. She commented

> I know introducing varieties of English is hard and confusing but it's essential. The communication will be ineffective if any misundertanding happens between two interlocutors because of their different English accents. (FG1.Alex)

All three students confirmed their teacher's sole differentiation between the two most common types of English (i.e., American and British English) and expressed their desire to know more about others.

Preferred teachers of English pronunciation

The issue of who should be a teacher of pronunciation was discussed in the first meeting with Alex's students. The students had the same thought in which they preferred a combination of Vietnamese teachers and NESTs in pronunciation instruction.

At the beginning of this discussion, all of the participants considered the advantages and disadvantages of both Vietnamese teachers and NESTs. According to Student 1, NESTs are suitable for pronunciation teaching as they are able to address students' mistakes and provide correct pronunciation in comparison with Vietnamese teachers who are too familiar with Vietnamese learners' errors to be able to recognize and fix them. Nevertheless, she acknowledged Vietnamese teachers' valuable assistance which they could not seek from NESTs. Specifically, Vietnamese teachers are familiar with Vietnamese learners and thus can understand students' psychology. Also, Vietnamese teachers share the same L1 with learners and can use it as an optimum tool in explaining complicated knowledge when other instructional techniques failed to help. Student 1 said,

> Foreign teachers will help Vietnamese learners to improve their pronunciation and intonation a lot because they are native speakers. […] They have an ability to listen to the sounds we [students] make and correct them toward standard English. […] Meanwhile, Vietnamese teachers will understand our psychology and can explain our problems in Vietnamese. Many foreign teachers don't know Vietnamese, thus, it's difficult for them to be sociable with Vietnamese students. (FG1.Alex)

Student 3 expressed a similar thought regarding the strengths and weaknesses of Vietnamese and foreign teachers. She indicated that:

> Vietnamese teachers speak English with Vietnamese accents. It's easier to guess what they want if we can't catch up with what they are saying. Foreign teachers are different. It's hard for us to get their intended messages. (FG1.Alex)

At the end of the discussion, taking into account both accuracy and pedagogical effectiveness, all students agreed that it would be best if there was a combination of Vietnamese and foreign teachers in pronunciation teaching. In this combination, Vietnamese teachers should deliver the theory components of the lessons (i.e., features of sounds and how to pronounce sounds) while NESTs help learners to practise and put the theory into practice.

Whether Alex is a model to follow?

With regards to whether Alex, their current pronunciation teacher, is suitable to be a model to follow, all students stated that he would not be appropriate. They explained that apart from accurate pronunciation of individual sounds and words, they were unsure if Alex could speak as naturally as native speakers. They attributed their uncertainty to the fact that Alex's mostly used Vietnamese (L1) as the language of instruction. This is consistent with what Alex said in his interviews regarding which language to use in the pronunciation class and his actual observed practice.

4.3.2.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Approaches

At the beginning of the course, Student 1 and 3 expressed their hope to see a student-centered teaching approach applied in their pronunciation classroom. They expected to have a pronunciation teacher as a facilitator who lets them do most of the work in class and is around helping them whenever needed. In contrast, Student 2 reckoned that their pronunciation teacher needs to play a modelling role when it comes to difficult sounds to master. In our second focus group meeting, Student 1 endorsed Alex's use of teacher- and student-centered approach combination. She also confirmed the typical teaching procedure that Alex followed. She said

> First, he lets us [students] raise our own opinions about learning contents. Then, he comments on what we have perceived inaccurately and provides us with the valid knowledge. I am satisfied with his current teaching method. (FG2.Alex)

Activities and techniques

In general, the focus group discussions confirmed the typical teaching activities used by Alex. They claimed that Alex consistently used textbook tasks throughout the semester. Student 2 thought that "perhaps due to lengthy lessons, our teacher had to stick to what is provided in the book. Sometimes, I saw that there was not enough time even for book activities" (FG3.Alex). With regards to in-class individual, pair and group tasks, while Student 1 believed that group work brings greater value to her study, Student 2 and 3 agreed on the value of both pair and group

activities with bigger impact being placed on the former. To them, pair work is more specific and practice-friendly.

In terms of home practice, Student 2 reported that Alex had assigned several projects (e.g., role play, video filming) outside the prescribed curriculum to do at home and she felt unhappy with this. She considered those tasks as time wasting and inefficient. This seemed to match with Alex's worry about employing activities that are not assigned in the syllabus. Related to the technique for pronunciation practice at home (i.e., putting English sounds into Vietnamese sentences), in contrast to Alex's perception of this strategy as fun and having no actual effect, his students pinned much faith on this technique and appreciated the fact that Alex had introduced this for them. They shared that they had practised hard at home following their teacher's instruction and seen some progress.

When being asked about the observed lesson 3 (i.e., Week 13: Consonant clusters), Alex's students revealed that Alex used only one activity for the whole lesson which according to them, had no connection to the learning content. They said that he used a role play task but provided no consonant-cluster theory. Also, no activities in the textbook were dealt with. This fact seemed to confirm Alex's uncertainty when teaching consonant clusters and his worry about losing face in front of the students.

L1 and L2 in class

From our second focus group discussion, Alex's students supported the use of L2 first in combination with L1 translation later in delivering theoretical parts and implementing practice exercises. They believed that this combination promoted their thorough understanding of lessons and familiarized them with the target language. They also confirmed their teacher's use of both L1 and L2 in class, with which they were satisfied.

Teacher corrective feedback

In general, Alex's learners valued the importance of the teacher corrective feedback for their pronunciation improvement. For example, Student 1 said that "our classmates can correct mistakes for us. However, sometimes they provide us with wrong correction. Thus, getting feedback from our teacher is still better and more essential" (FG1.Alex). In our first discussion, Student 3 was opposed to the strictness in feedback provision. She explained that "too strict comments from teachers make students think negatively. If students receive too much criticism, they will feel inferior and lose their courage […]. The feedback should be like experience sharing solely" (FG1.Alex). In contrast, the rest of the focus group felt that the advantage of the Alex's harsh comments on their pronunciation errors outweighs its disadvantage. In addition, all of the

student participants indicated their wish to receive instant and specific individual feedback instead of general and whole-class correction.

Later on in the middle of the semester, the focus group discussion came back to the issue of corrective feedback. Student 1 saw that Alex frequently concentrated on general errors and corrected them in front of the class rather than correcting them at the students' place individually. Student 1 reckoned that this happened partly because of the limited teaching time which prevented their teacher from going around and providing feedback to the learners. Another reason was that she (the student 1) and other students did not verbally express that they wished to receive individualized feedback correction. Student 3 also longed for corrective feedback for individuals; nevertheless, she was concerned about the neccessary time for her teacher to implement that and also about what other students would do in that period of time. She said

> When he corrects mistakes for one student at a time, what will we [other students] do in that period? How can we practice? […] I think if we continue to practice while waiting for him to come and check our mistakes, it's likely that we have practiced in a wrong manner, and have familiarized ourselves with that inaccuracy. When he comes to help us, it causes him more trouble and is more time-consuming. (FG2.Alex)

Also in our second focus group meeting, the three students mentioned Alex's impatience in providing feedback to students compared to other teachers. This observation seems to be in tune with Lan's learners who also realize a lack of willingness to correct mistakes thoroughly from their pronunciation teacher. Some typical comments are as follows

> Our reading teacher will ask us to fix our mistakes until we get them right. Alex hasn't succeeded in doing this. I feel that he has not paid much attention to our errors. (Student1.Alex)

> If someone [student] makes mistakes, he [Alex] will correct. However, if it takes time and the student can only produce a similar sound, he will say "OK.OK. Practice more at home". […] I have experienced this several times and he left even when I haven't mastered the sound yet. (Student2.Alex)

4.3.2.4 Student-related issues

Through both the teacher's and students' datasets, there was no specific discussion around learner autonomy except for some comments on the changes in the students' awareness and confidence. Rather, the difficulties in learning pronunciation had been addressed by the student participants. Currently, Alex's learners had to struggle with particular aspects of pronunciation such as the length of vowels, specific consonant pairs and consonant clusters (e.g /θ/ vs. /ð/, /ʃ/ vs. /tʃ/, /ʒ/ vs. /dʒ/, /f/ vs. /v/), final consonant sounds, sound and word production and stress in long sentences. These have been shown elsewhere in the literature to be typical difficulties for Vietnamese EFL learners when it comes to pronunciation. Alex's students provided several reasons that created the difficulties they faced in the current pronunciation course. These reasons include (1) the differences between L1 and L2, (2) wrong knowledge gained from prior educational levels, (3)

their lack of ability to distinguish and produce English sounds and (4) their hesitance to ask for help from their current teacher. For example, Student 3 commented

> He [Alex] usually says words out loud for us to differentiate and we imitate him. If I don't know whether my imitation is correct or not, I will ask my friends. If they are also unsure, I will check the internet. Basically, I don't want to disturb my teacher and classmates and also don't want to influence the learning progress of our class. (FG1.Alex)

4.3.3 Summary

Drawing on his past experience of learning English, Alex considers pronunciation teaching at university as creating fun and relaxation for students. He perceives that success in pronunciation does not come from explicit pronunciation teaching at university but largely self-learning and imitation. His teaching is dominated by a teacher-centered approach and is textbook-driven. He largely follows the textbook although he is aware that textbook tasks are tedious and repetitive, and that the theory components are long and complicated to understand. Classroom activities are mainly listen-and-repeat. Also, he does not assign many home assignments to his students because he is afraid of negative feedback he may receive from the students. He tends to do everything to motivate students, including, for example, being dishonest about bonus points and a practice technique involving Vietnamese similar sounds. Because he believes that explicit pronunciation teaching is not important and is ineffective, he tends to skip or omit the teaching focus which he felt he is less experienced in and confident to teach. A student-centered approach is sometimes employed in Alex's class when the students are allowed to revise prior knowledge and relate it to the focus of the current lesson and provide peer reflection. Alex's feedback provision is selective. He provides feedback only on the errors related to the taught focus of the lesson. He employs a wide range of corrective feedback techniques, including individual, peer, and whole-class feedback. He also makes use of immediate and delayed feedback according to classroom circumstances. Throughout the course, Alex uses British English materials to teach and considers himself as providing English model for the students.

In contrast to Alex's undervaluation of pronunciation teaching at school, his students think that it is important for their development of English. The students want pronunciation to be separated from other skills (listening and speaking). Two of them aim for nativelike pronunciation while the other targets intelligible pronunciation (clear and easy to comprehend), and their goals are largely dependent on their future jobs. They express a desire to know about other English varieties rather than just British or American English. They are open to both Vietnamese teachers and native teachers and prefer a combination of the two in teaching a pronunciation course for a maximum effect. In the pronunciation class, they want Alex to use English (L2) first and translate it into Vietnamese (L1). The students see that their teacher's view on the role of pronunciation teaching is inconsistent; sometimes Alex makes it important while at some other times, he does not take it seriously enough. The students also confirm Alex's intermittent omission of the

teaching content and his teacher-centered approach. They expect to have more freedom and authority in the classroom. The students think that Alex is sometimes strict and impatient in providing corrective feedback and this demotivates them, but overall, they see that his feedback provision is useful and effective. They wish for more individualized feedback.

4.4 Bảo Khánh

Bảo Khánh is a pronunciation teacher at Lingua, the pedagogical university, with one year of teaching experience (see section 3.2.2.2 for more detailed information about this participant). This section presents descriptions of Bảo Khánh's current teaching practice from both her and her students' perspectives, following the same pattern as the other three teacher participants. Topics related to conceptualizations of pronunciation instruction, pronunciation teachers and learners are discussed in-depth.

4.4.1 Current teaching practice: Teacher's perspective

This section describes Bảo Khánh's teaching using the dataset of interviews, classroom observations and teaching materials. The description presents views on the value of pronunciation instruction, goals and models in pronunciation teaching and learning, teacher-related issues (i.e., approaches to teaching pronunciation and corrective feedback), and student-related issues. The pre-observation interview with Bảo Khánh is coded as Int1.BK while those for the stimulated recalls and the classroom observations are respectively Int2-5.BK and Ob1-5.BK.

4.4.1.1 Value of pronunciation teaching and learning

In our pre-observation interview, Bảo Khánh felt that the pronunciation course she taught provided a sufficient and solid grounding for articulatory phonetics. She also believed the key to pronunciation improvement lies in learners' extensive self-practice at home and that without this, increasing the amount of in-class instruction will not help. This is in line with Alex (the third participant) who believed in the efficiency of home practice more than in-class teaching in improving good pronunciation. Bảo Khánh added

> Pronunciation teachers cannot teach students how to pronounce correctly. They could only model for them. Whether or not the learners can follow instructions and pronounce properly relies predominantly on their own factors. (Int1.BK)

Her belief that this course is not going to help learners improve their pronunciation might stem from the wide range of English pronunciation abilities in her class (from the barely intelligible to the easily comprehensible). It might also be because of her difficulty in addressing the resultant wide range of needs her students had (this is explained more in section 4.4.1.3 about teaching approaches).

Additionally, Bảo Khánh thought that the time she spent on pronunciation instruction was limited compared to that for listening and speaking. The classroom observations showed that each pronunciation session last approximately 35-40 minutes in comparison with around 140 minutes for the other skills.

Bảo Khánh thought it was much more important to teach segmentals than suprasegmentals. In our fourth post-observation meeting, we discussed which shoud be taught first: consonants and vowels or prosodic features. Bảo Khánh revealed her preference for teaching individual sounds before introducing any suprasegmental elements. She said

> Even though sounds can be changed within words, their nature is still the same. Thus, we should teach them [students] how to produce individual phonemes first […]. When the students can pronounce single sounds accurately, they can activate their ability to perceive sounds and later can gradually imitate and speak correctly. In other words, the single sounds must be correct before they move to any bigger units. It [segmental components] is still the basis which is more important […]. When it comes to syllable, stress or linking, we could show them strong and weak forms of sounds in words and communication situations. (Int5.BK)

4.4.1.2 Goals and models in pronunciation teaching and learning

The previous section has dealt with Bảo Khánh's perception of pronunciation instruction and its value. To briefly summarize, Bảo Khánh seemed to (1) talk down the importance of pronunciation teaching in classroom compared to self-learning at home, (2) prioritize other English aspects (i.e., listening and speaking) in her teaching practice over pronunciation and (3) prefer to follow the segmental-then-suprasegmental teaching order. This following section explores another important topic related to pronunciation teaching: goals and models in pronunciation instruction from the teacher participant's perspective.

Pronunciation teaching and learning goals

In our pre-observation meeting, Bảo Khánh expressed the need and sometimes obligation for English major students to attain nativelikeness while it is sufficient for non-English major learners to aim at attaining intelligible pronunciation. This is in line with Alex's and Lan's thinking. In addition to their long-term goal, she identified several course-specific objectives for her students: (1) to be able to differentiate similar sounds, (2) to pronounce better and more accurately words and if possible, sentences, and (3) to realize and fix their pronunciation errors at the end of the semester. The way Bảo Khánh chose videos to teach her pre-service teachers supported her immediate and long-term goals for pronunciation instruction. In our first stimulated recall, she said that "whenever it comes to videos for teaching, I will choose those that model standard Englishes, clear pronunciation of words and clear differentiation between similar sounds" (Int2.BK).

Models in pronunciation teaching and learning

Our discussions throughout the semester revealed some valuable information about the English pronunciation models Bảo Khánh wanted her students to follow. There was a consistency between her teaching goals and the English model she taught her students. Fundamentally, Bảo Khánh chose English varieties from Inner Circle countries (i.e., American, British and Australian English) to introduce to her pronunciation learners. She emphasized that for pedagogical students who would become English teachers, it is essential for them to only follow Inner Circle "standard Englishes". She would try her best to increase their exposure and to raise their awareness of these English accents. Especially, she would "advise them to switch if any students follow Englishes outside the Inner Circle countries" (Int1.BK).

Bảo Khánh favoured American and British English and only occasionaly introduced Australian English. Nonetheless, in the first stimulated recall, she admitted that she did not know which English accent she was following and was not aware that she needed to differentiate different types of English (in this case American and British English) for her students. During the interviews, Bảo Khánh seemed not to be confident in distinguishing different varieties of English. In the first and second classroom observations, Bảo Khánh was observed to use two videos featuring either American or British accents without commenting to the class on the differences between the two. Apart from that, there were no other moments when Bảo Khánh was seen to differentiate between different English varieties. To answer my question on whether she used her own pronunciation as a model, she said that she was not sure if her pronunciation is nativelike or not. Nonetheless, she evaluated her own pronunciation as clear and accurate; thus her students could imitate her. In this case, Bảo Khánh is quite similar to Alex in terms of their self-confidence in their pronunciation.

4.4.1.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Beside our substantial discussions about the value of pronunciation, and goals and models for pronunciation teaching, we also explored some of the teaching approaches and techniques that Bảo Khánh used in her pronunciation class.

Approaches

There were three key themes that emerged from the dataset. The first one was that Bảo Khánh mainly used a traditional teaching approach (i.e., teacher-centered) with some support from student-centered method. This is much the same as what Alex executed in his pronunciation class. The five classroom observations revealed her typical classroom procedure. Typically, Bảo Khánh

started the lessons with a brief revision of the previous lesson(s) and introduced the new one. The class then continued with students working either individually or with classmates to elicit their prior knowledge related to the sounds to be taught, or to read and summarize what is provided in the book. The teacher then modelled and delivered teaching content. This phase might or might not consist of showing model videos of native speakers depending on the difficulty level of the taught sounds. She said "I used clips that introduced and differentiated sounds if they [phonemic sounds] are difficult for the students to master. I would not use them in my teaching if the sounds are easy for me to model" (Int3.BK). Next, students practiced by themselves and performed in front of the class. She used this sequence to teach both segmentals and suprasegmentals.

Our further discussion in the first and second stimulated recalls uncovered the reason why Bảo Khánh complemented the teacher-centered approach with the student-centered one. She explained that for the pronunciation subject, it is neccessary for her to model and assign tasks for students. She used interactive and student-based teaching when she wanted to "tap into their prior knowledge" (Int3.BK). She thought that teaching pronunciation is hard in terms of methodology, assessment, and complementary materials. At the time of the research, she was still in search of what type of instruction can help L2 learners acquire new sounds in the most effective manner in the current teaching context. She said the Ministry of Education launched a new format of Vietnam's National English test for high school graduates in 2015. She explained that this English test influenced the English quality of new university entrants, and it had much impact on tertiary English teaching. Bảo Khánh's concern bears a close resemblance to that of Flora regarding the new English examination for university entrance. She commented

> I still have many difficulties in choosing an appropriate teaching method. It is because English levels of university freshmen vary a lot due to the new format of the university entrance examination. There are students who have good pronunciation or already speak like native speakers. Thus, in essence, they do not need to be taught or assigned any more activities to practice. Nonetheless, there are those who are weak in pronunciation. Their pronunciation does not improve despite teacher modelling, lots of practice and corrective feedback. (Int1.BK)

A lack of teaching experience at the tertiary level might also be attributable to Bảo Khánh's difficulty in choosing adequate teaching approaches to accommodate the needs of her students who are at different English proficiency levels.

The second key issue is that her teaching is predominantly textbook-oriented even though she recognized the repetitive and boring nature of practice in the textbook tasks. This is quite similar to the other three teacher participants' approaches related to pronunciation instruction. The moments that Bảo Khánh did not stick to the textbook were when she wanted to scaffold her students by using complementary videos (e.g., videos from BBC Learning English website), to change the learning atmosphere (e.g., game implementation) or when she felt that the minimal

sound pairs in the book were inappropriate or did not match her teaching intentions (e.g., /æ/ vs. /ɒ/ in book replaced by /æ/ vs. /e/). In our second stimulated recall, she estimated that the ratio of utilized textbook's content to teacher-compiled materials is 70% to 30%.

Third, it was found that Bảo Khánh's teaching in the first semester (when she was teaching segmentals) was selective; she chose to teach the sounds that really mattered to her students. Instead of following the prescribed syllabus which allocated four to eight individual sounds to teach within one lesson, Bảo Khánh decided to choose sounds that, according to her, were difficult to master or that students often pronounced incorrectly, to teach. In the second semester, she covered all the prescribed suprasegmental teaching content. She associated the limited teaching time and overloaded teaching contents to her selective teaching approach. She said that

> I feel that my way [selecting sounds to teach] is reasonable. The teaching contents of this A [social] subject is overwhelming. I have to teach listening and speaking before pronunciation. I have to cover Speak Out book sections. Then I have to go through students' home listening and listening transcriptions. Moreover, I have to teach so many sounds in one pronunciation lesson. It is too much. Thus, I only can choose some significant phonemes to teach. I am unable to deal with everything in such a short 45-minute pronunciation teaching time. (Int3.BK)

In the next meeting, Bảo Khánh reaffirmed the appropriateness of her current teaching approach (i.e., teaching selected phonemes). It was observed that throughout the semester, there was a growth in her realization of the fact that most teachers could not finish the assigned teaching content. She felt more confident with her selection of the aforementioned teaching method as this was corroborated by her colleagues. She said

> In our professional development meetings, I have shared my problem of not being able to teach all sounds in one lesson as indicated in the syllabus. Everyone tells me that it's better to instruct my students to master one sound thoroughly rather than providing superficial knowledge of all individual phonemes. This makes me feel more confident with what I am doing now. (Int4.BK)

The five classroom observations confirmed her main use of the textbook with some support from clips found on the Internet and activities designed by Bảo Khánh as well as her selection of sounds for instruction.

Activities and techniques

The teaching activities and techniques used by Bảo Khánh were found to be in accordance with her stated teaching approaches, which are similar to what have been found in the case of Alex (the third participant). The five classroom observations showed that most of the time, Bảo Khánh assigned various activities to her students to complete during the lessons. She sometimes used student-based lead-in activities and gave her learners opportunities to activate their schema of sounds or their prior understandings related to the content of the lesson provided in the textbook.

Normally, three to five minutes were devoted to students' own working before Bảo Khánh delivered the main content of pronunciation lessons.

Bảo Khánh's teaching practice featured her dominant utilization of textbook and listening activities, which is much the same as the other three teachers. The classroom observations showed that almost all of her practice tasks were textbook controlled at word, sentence and conversation level. The activities in the observed lesson 1 were a little different from the rest. This happened since Bảo Khánh's desired teaching content of lesson 1 (i.e., /æ/ vs. /e/) were not provided in the prescribed textbook. In this lesson, she used a video clip showing the differences between the two sounds /æ/ and /e/, implemented listen and repeat exercises with the mininal pair and sentences and lastly, employed a guided-practice game. This game required students to verbalize phone numbers using given codes which contain similar pronunciations to their peers. The purpose of this game was to enhance students' awareness of sound differences. Figure 26, 27, 28 are examples of the main activities in the observed lesson 1.

Figure 26 Bảo Khánh's teaching video - Semester 1 - Observed lesson 1 /æ/ vs. /e/ Minimal pairs

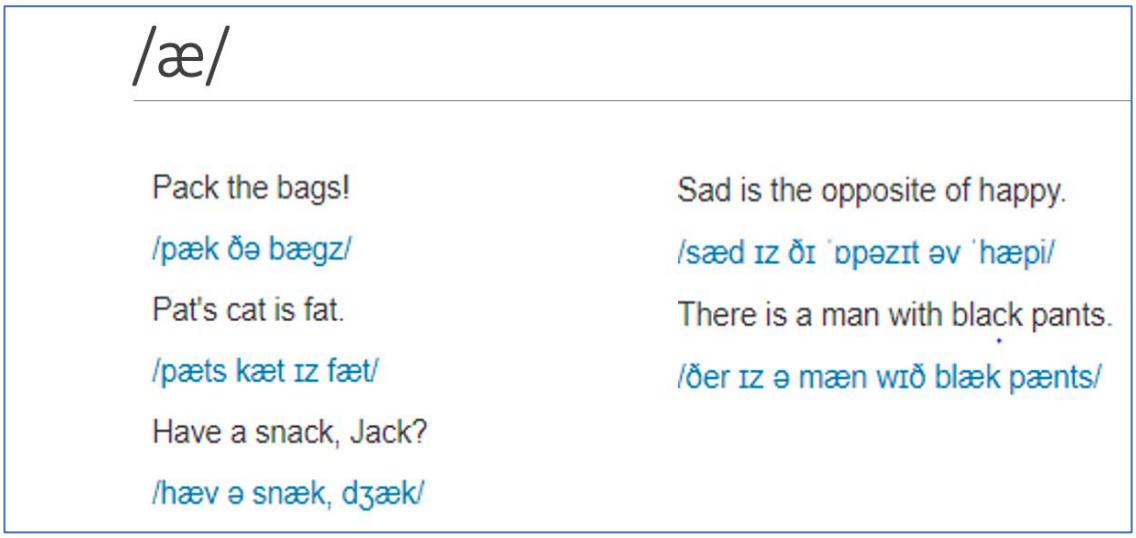


Figure 27 Bảo Khánh's teaching slide - Semester 1 - Observed lesson 1 /æ/ vs. /e/ Sentence practice

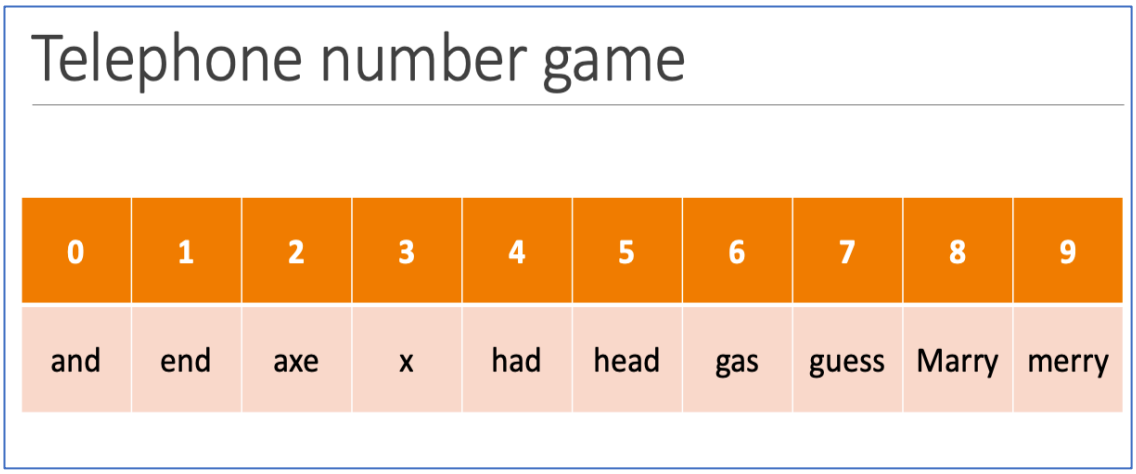


Figure 28 Bảo Khánh's teaching slide - Semester 1 - Observed lesson 1 /æ/ vs. /e/ Game

There was a match between Bảo Khánh's observed classroom practice and her comments in the interviews related to classroom activities. The practice stage of the lessons followed a pattern, which is identical to Alex's. The students first practised the taught sounds individually or in pairs, then performed in front of the class. Bảo Khánh said she always tried to call as many students as possible to stand up and demonstrate their practice. Also, she confessed to focusing more on weak students and sometimes called good ones if they volunteered. The number of students or pairs given opportunities to perform in front of the class depended on the available time and the involvement of learners.

In the pre-observation discussion, Bảo Khánh said she maximized the use of both individual, pair and group practice. In addition, she tried to team up good and weak students that could allow for mutual learning. Nonetheless, no specific benefits or students' actual improvement from this

teaching technique were discussed in the subsequent meetings. In the next meeting, Bảo Khánh revealed she favoured a tactile learning style. She explained

> Having students moving around the classroom and fulfilling their tasks makes my lessons more lively. Also my students will have more opportunities to interact and practice with different persons. It's a better learning environment which could improve their pronunciation (Int2.BK)

In the second stimulated recall, we talked about whether there is any useful technique that could be implemented in the classroom. Bảo Khánh mentioned an idea she received from her current university mentor, which is putting students in real situations to help them produce sounds naturally instead of depending on articulatory positions. A good example of this technique is the situation in which the teacher demonstrates a /ʃ/ sound by asking students to keep quite with the shush. Nevertheless, Bảo Khánh admited her lack of creativity in inventing these types of situations. As a result, she now still wondered how to check students' understanding of her lesson and their progress.

Regarding pronunciation practice at home, Bảo Khánh did not make it compulsory but optional for her students. She only suggested some useful practice activities, such as shadowing, recording and film dubbing, for her students do at home to improve their pronunciation. To encourage the students to do these activities, she gave them bonus points which were included in the assessment. Bảo Khánh was similar to Alex in applying a bonus point system in her teaching but was different from him because she actually included them in her assessment. For other extra-curricular activities, Bảo Khánh had difficulty in including them into her current teaching schedule. This was because of the strict school policies that required teachers to follow the curriculum.

During the interviews, we also discussed Bảo Khánh's evaluation of the effectiveness of her teaching and her consideration of possible changes in teaching practice. She was open to this topic and showed that she is a willing learner. She was willing to receive feedback or even criticism from me (the researcher) and always asked for my suggestions to promote her teaching. Bảo Khánh also revealed in our third post-observation interview that she kept a habit of self-reflecting on her own teaching after each lesson to make sure that anything that was not appropriate, ineffective or required methodological changes would be amended for future classes. In this regard, Bảo Khánh and Flora were alike. Nonetheless, Bảo Khánh indicated that there are some obstacles that are out of the teacher's control such as large class sizes and traditional table-and-chair class settings (see Figure 29 below).

Figure 29 Traditional classroom setting that is not convenient for language teaching

L1 and L2 in class

In the first post-observation interview, Bảo Khánh indicated that although it was not compulsory, it would be ideal if she could maximize L2 (English) in pronunciation teaching. She believed that a teacher's L2 speaking is a helpful source for students to learn from. This belief reflected her perception that she is good enough to be a model for her students to follow. However, in teaching practice, she was observed to use L1 and L2 flexibly according to specific classroom situations. When teaching easy sounds, she chiefly utilized L2. She used L1 but translated into L2 when teaching difficult phonemes, providing important or complicated instructions and giving corrective feedback. In the second stimulated recall, Bảo Khánh stated that there was one weak student who sent her personal messages and asked her to use L1 only in class. She commented on how she handled this issue

> I told her that it was impossible for me to use L1 solely for the sake of one student. I would try to balance the use of two languages and also simplify my L2 used. If she does not understand anything, she should actively ask me during and after class. (Int3.BK)

The classroom observations confirmed what Bảo Khánh said in relation to the use of L1 and L2 in her pronunciation teaching.

Teacher's corrective feedback

The preceding sections have described Bảo Khánh's teaching approaches, diverse teaching activity and technique applications as well as language use in her pronunciation class. The following sections unpack themes related to corrective feedback and how Bảo Khánh perceived this issue.

In our first stimulated recall, Bảo Khánh said that she aimed to correct all students' pronunciation errors at the phoneme level. She attempted to provide detailed feedback with articulatory explanation in relation to currently taught sounds while applying a listen-and-repeat technique with other phonemes. Besides, in the second post-observation interview, she stated that her correction of all pronunciation errors occured when students practised individually at their places (seats) while only providing corrective comments on students' performances of a particular pronunciation feature in front of the whole class. Other than that, no specific discussion on what the teacher tends to correct happened in our successive meetings.

Bảo Khánh preferred immediate and individualized feedback to delayed and general comments. She felt that the former is more beneficial and timely for the students than the latter despite the fact that it could create face-threatening issues. She explained that because pronunciation teaching focuses on accuracy, immediate feedback is essential while it is not necessary to employ this feedback technique with speaking which aims at fluency and content development. In addition, since pronunciation errors are not the same across students, individualized comments are much more appropriate and efficient. She also said that she used encouraging language in providing corrective feedback to comfort her students. In our second post-observation interview, Bảo Khánh reaffirmed her preference for immediate rather than delayed feedback. She said "once students have finished their speaking, everything is done. They do not remember what they said and what mistakes they made. I doubt if my comments work at that time" (Int3.BK).

The same meeting also revealed more information about how Bảo Khánh applied corrective feedback. She said that peer feedback was sometimes implemented on the days that students had to perform their pronunciation showcase; however, she admitted giving her students limited opportunities to comment on their classmates' presentations. She was also aware that her corrective provision targeted mainly the weaker students, who seemed to make more errors. This is in accordance with her teaching approach which focuses more on underachievers. She said "most of the time, I aim at correcting errors for weaker students. Sometimes, I call the better students to make them feel they are not being discriminated against and to ease weaker students' pressure of being corrected so many times" (Int3.BK). The five classroom observations show that Bảo Khánh was consistent with what she shared during our interviews. On the one hand, she was seen to come to weaker learners first whenever individual practice was assigned, to call them first

to perform in front of their class and to provide feedback specifically to individual students. On the other hand, she was observed to not spot all the mistakes her students made during their conversational practice. She explained her focus in feedback provision in our second stimulated recall that:

> I know it's impossible for my students to solve their pronunciation problems overnight. They need time to gradually improve. Thus, I choose to be sometimes tolerant of their mistakes (Int3.BK).

4.4.1.4 Student-related issues

Two student-related topics emerged from the interview data with Bảo Khánh: learner autonomy and an identification of students' difficulties in learning English pronunciation.

Regarding learner autonomy, Bảo Khánh consistently categorized her learners as having low or moderate autonomy. She indicated, in our first stimulated recall, that she frequently encouraged students to record themselves and submit the recordings for corrective feedback; nevertheless, no student had done that. When we talked about several activities that might be student-centered and autonomy enhancing (e.g., let students lead their pronunciation class, require students to form a table combining all the theories they learn, allow students to perform their home practice in class), she was not sure if these activities worked for her students. She felt that her students were not autonomous enough. As a result, she thought that her adherence to the current lecture mode was appropriate.

Another issue was how to identify the students' difficulties and/or weaknesses in pronunciation learning. Bảo Khánh believed that as long as her students speak up in class, she would be able to identify their weaknesses in pronunciation. Thus, she usually asked her students to informally introduce themselves in the first lesson so that she could know more about their pronunciation problems. Nonetheless, in our second stimulated recall, she felt that in the future, she should employ a diagnostic test or a survey to elicit pronunciation difficulties from the students' perspective. She thought that the results of the test or survey could be combined with her understanding about students' pronunciation problems, which could help her select the most adequate teaching procedures and content. No comments were made regarding specific pronunciation problems of her students.

4.4.2 Current teaching practice: Students' perspectives

The previous sections have presented a comprehensive description of Bảo Khánh's teaching practice from her own perspective. The following sections explore the current teaching practice using the dataset from focus group discussions with Bảo Khánh's students. There were seven students who agreed to attend focus group discussions pseudonymed Student1-7.BK. The three focus group discussions are respectively coded as FG1-3.BK.

4.4.2.1 Value of pronunciation teaching and learning

The focus group discussions revealed the significant value that Bảo Khánh's students placed on developing their pronunciation ability. In opposition to Bảo Khánh' opinion, pronunciation at university is crucial to the learners. In the first focus group discussion, all students agreed that to avoid miscommunications, their pronunciation must be correct. All the student participants recognized the important role of accurate English pronunciation in the development of their future career. For instance, Student 3 who wants to become an interpreter commented that:

> In our daily life, if I mispronounce some words, people can still understand me. But when doing interpreting job, if I mispronounce a single word, my business contract could be affected. (FG1.BK)

Student 1 added that "being an English teacher is stressful and hard. If you teach something wrong to your students, you will ruin a whole generation" (FG1.BK). Likewise, Student 6 stated "being an English teacher means your pronunciation must be extremely accurate then you are qualified to teach others" (FG1.BK). As a result, they all agreed that currently they might work as part-time English tutors, but do not want to become English teachers in the future because of the great pressure on attaining correct pronunciation.

Regarding the importance of teaching consonants, vowels and prosody, the majority of Bảo Khánh's students' viewpoints were in line with their pronunciation teacher's. Only one student (i.e., Student 2) thought that prosodic elements (such as stress and intonation) are more important. The majority of students agreed that consonants and vowels are the foundation for stress, linking and intonations. Not until the foundation is built firmly, could the other parts develop. Notable comments are as follows.

> Pronunciation of individual sounds should be acquired first. We need to understand fully how single phonemes are produced then we can link them naturally. It is like correct pronunciation of sounds is a prerequisite for a good speech. (Student7.BK)

> Individual sounds are the foundation. After mastering them, we could combine them together to make bigger units easily and correctly. (Student4.BK)

> If we master all the individual sounds, we could be able to learn stress and intonation even without a pronunciation teacher. (Student5.BK)

No further discussion about the role of pronunciation instruction happened in the second focus group meeting with Bảo Khánh's students. At the end of the semester, the students revealed that their teacher (Bảo Khánh) seemed to place limited value on pronunciation teaching in comparision with other English skills. They were not satisfied with the fact that Bảo Khánh only spent around 30-35 minutes at the end of the lessons to cover pronunciation teaching contents. Student 1, for example, commented "the last teaching period after the break seems to be used by the teacher to fulfill any unfinished parts of the lesson. It doesn't feel like she is teaching an important subject" (FG3.BK). Further discussions showed that the learners expected to have a seperate pronunciation course or subject, rather than the pronunciation component being integrated into other language skills.

4.4.2.2 Goals and models in pronunciation teaching and learning

Pronunciation teaching and learning goals

It was found that all Bảo Khánh's students generally aimed to attain nativelike pronunciation. Besides, each came to the course with other specific expectations. For example, Student 1 wanted to be aware of and fix all her pronunciation errors at the end of the course. Student 4 expected to be more confident with her own pronunciation. These two learners also focused on achieving correct word pronunciation with all phonemes pronounced clearly. Student 5 wanted to communicate clearly in situations where English is used as a means of communication. Almost all of the learners wanted to work in the interpreting sector rather than in education (e.g., teaching English). In order to be successful in their prospective occupations, it is essential to have a learning environment that is filled with real communication and that helps students achieve accurate pronunciation.

Models in pronunciation learning

Despite their diverse specific goals in learning pronunciation, Bảo Khánh's students agreed on the focus of obtaining correct pronunciation. During our first focus group discussion, the students pointed to the varieties in the countries where English is the native language as the models they expected to learn. They especially preferred British and American accents. Englishes that are not used as the first language were not considered to be appropriate models to follow. This is in line with their teacher's opinion and identical to what the students of the first teacher (Lan, see 4.1) said in their focus group discussions.

Also in the same meeting, Bảo Khánh's students wanted a distinction between native speaker models (i.e., American English vs. British English) and other English varieties. While the native varieties are models to learn, other non-native varieties need to be introduced and brought to

students' awareness. They thought that understanding or exposure to other varieties of English might be beneficial for their personal lives and careers. In addition, they would love to have this kind of knowledge officialy introduced in the curriculum. Some representative comments are as follows

> In real life, we cannot use our bookish language. Even the American and British English are so different with each other in reality. We need to have more opportunities to interact with different types of English. (Student7.BK)
>
> When we enter a workplace, we will have to interact with different types of people not just the American or British. The university learning environment should acquaint us with different English accents. As a result, we will not be astonished by situations that are easily misleading at work. (Student4.BK)
>
> It [English varieties distinction] should be officially included in the textbook. (Student5.BK)

In the second focus group interview, student participants from Bảo Khánh's class voiced their dissatisfaction with a lack of distinction and comparision between British English, American English and other English varieties in their teacher's classroom practice although these types of English do exist sometimes in textbook tasks. This might stem from the fact that Bảo Khánh "was not conscious of the need to distinguish different types of English in her pronunciation instruction" (Int2.BK). Bảo Khánh's pronunciation learners aimed to attain nativelikeness (i.e., either American or British English) and, at the same time, expressed their need to gain knowledge about other English varieties and how to differentiate them. Unfortunately, their teacher's current teaching practice had not met their expectations.

Preferred teachers of English pronunciation

The topic of who should be a teacher of pronunciation was discussed in the first meeting with Bảo Khánh's students. They revealed the same opinion on desired pronunciation teachers. They preferred a combination of Vietnamese teachers and NESTs in pronunciation instruction.

All student participants mentioned the advantages and disadvantages of both types of pronunciation teachers. For example, according to Student 1 and 4, Vietnamese teachers are superior to NESTs in that they share the same L1 with students, are aware of students' psychology and difficulties, and are able to explain theoretical components of lessons in an easily understandable way. Student 3 and 7, however, thought that NESTs obviously have better intonation and more natural language expression. At the end of the discussion, the students all agreed that knowledge about pronunciation (i.e., often referred to as theoretical component) provided by Vietnamese teachers is easier to absorb while students' actual pronunciation and language skills could be greatly developed if they are instructed by NESTs. As a result, all students expressed their agreement on the pattern of pronunciation instruction in which there is a

combination of both Vietnamese and foreign teachers. The former as teaching assistants would be responsible for theoretical sections and the latter would take a major role and be in charge of the practical side of pronunciation teaching. This school of thought is quite similar to the perceptions of Alex's and some of Lan's students.

Whether Bảo Khánh is a model to follow?

In answering the question whether or not the teacher (Bảo Khánh) should be considered an appropriate pronunciation model to follow, all the students agreed that Bảo Khánh is not suitable to be their model. They explained that apart from correct pronunciation of individual sounds and words, Bảo Khánh does not possess nativelike intonation. As a result, at the beginning of the course, they might take her as an initial model to attain accurate individual phonemes.

4.4.2.3 Teacher-related issues

Approaches, activities and techniques in pronunciation teaching

Approaches, activities and techniques

At the beginning of the course, Bảo Khánh's students expressed their desire to have a student-centered teaching approach in their pronunciation class. For example, Student 3 said that "when being allowed to be active in our own learning, we could remember the knowledge more deeply" (FG1.BK). In the second focus group meeting, the students felt that their teacher had provided them with a student-based learning environment; however, no specific explanations were provided. Bảo Khánh's enthusiasm for her work and her care for weak learners seemed to be appreciated by the students. The following comments by Student 3, 4, 6 and 7 respectively exemplify this.

> If we keep talking, she [Bảo Khánh] will keep providing us with feedback. (Student3.BK)
>
> She always tries to help us learn in the most exciting and lively way. (Student4.BK)
>
> Whenever it is a practice time, she will definitely come to their [weak students] place. She is also active in calling them to practice in front of the class. (Student6.BK)
>
> She has been commited to us since the beginning of the course. We love that. (Student7.BK)

Throughout the three focus group discussions, Bảo Khánh's students confirmed that their teacher followed the provided textbook closely despite her effort to bring some outside tasks into the lessons. The students also noticed that the proportion of textbook activities to teacher-made materials was 70%-30%, which was similar to what the teacher revealed. However, what the students wanted was the reverse order, that is, teacher-made activities to be 70% and textbook activities 30%. Specifically, Student 4 and 6 expected that the textbook teaching content was

shortened, and the teaching time was extended so that they were exposed to more out-of-textbook activities. Some students also expressed their wish to have more teacher-invented activities related to real communication and revolving around pair and group tasks rather than games. As stated by these learners, games acted solely as motivation boosters and were inefficient for pronunciation improvement. Instead, pair and group practice work better as they "provide interaction, encouragement and feedback from peers" (Student4.BK, FG1.BK) as well as "promote their teamwork skills which are important indicators for prospective occupations" (Student3.BK, FG1.BK). Specifically, Student 6 referred to students' general preference for kinesthetic learning activities, which is similar to their teacher's preference.

Also, in our first and second meetings, we talked about whether Bảo Khánh's current teaching approach (i.e., focus on selected sounds that mattered to the students) was appropriate. Half of the participating learners felt unsure about the effectiveness of this method and expressed their uncertainty of the actual amount of knowledge intake under their teacher's current teaching. Student 1, for example, felt worried that the teacher had only covered some lessons even though they had been at week 5 of the semester. Student 6 revealed the same feeling that their teacher had skipped several areas of teaching content. Coming from a different perspective, some other students thought that the teacher's current teaching approach was suitable because firstly, "as a university student, there is no need to be taught everything. We have learned English for so long. Thus, we possess the necessary skills to discover ourselves the things that she [Bảo Khánh] leaves out" (Student4.BK, FG1.BK) and secondly, Bảo Khánh, as a pronunciation teacher, "knows well what sounds that are confusing and difficult for students to master" (Student5.BK, FG1.BK). The divergence in students' views on this issue seems to relate to the level of students (i.e., good vs. weak students) and their confidence in their pronunciation ability. In our second focus group discussion, the students expected the teacher to conduct a survey so that she could know about the students' problems and select an appropriate teaching approach. As mentioned before, this is also what Bảo Khánh expected to do in her subsequent teaching semesters.

In terms of home practice, Bảo Khánh's students showed their preference for little or no homework because their workload was already overwhelming. They also confirmed that the teacher had advised them of some techniques (e.g., shadowing) to practise at home. Although the teacher suggested they watch and imitate the "Friends", an American sitcom TV series, the students stated that they chose to watch cartoons instead as it is easier for them. Student 7 commented that "I do not watch her suggested movies. I listened to some lines in the films but couldn't understand them. I got discouraged and frustrated and could not focus on the practice anymore. Instead, I choose to watch animated films" (FG2.BK).

L1 and L2 in class

Some learners wanted to be immersed in a 100% L2 (English) environment. These students believed that if the language of instruction was L2, their familiarity with English and vocabulary would be expanded. Additionally, they thought that using 100% L2 in pronunciation instruction could ameliorate the limitations that their prior education had created (e.g., a lack of communicative environment, a shortage of opportunities to talk with foreigners, or a dominant L1 use) and therefore they could enhance L2 skill development. The other students expressed a need for a combination of L1 and L2 in the pronunciation class. Student 1, for example, explained that

> If she [Bảo Khánh] keeps using L2 with heaps of new words in her speaking, consequently, we won't understand what the lesson is about. If she uses L2 and then say it again with L1, then we will know what the words she has used are. It will be more effective for our study. (FG1.BK)

Student 6 added "If I do not understand the knowledge in L2, gradually my L1 knowledge will also disappear" (FG1.BK).

Teacher's corrective feedback

In general, all Bảo Khánh's students expressed their wish to receive constructive comments which ideally target specific individuals and that this happens in front of the class. They believe this type of comment is beneficial in several ways. Firstly, it creates positive pressure which helps them build comfortable feelings with making mistakes and avoid developing feelings of inferiority. Secondly, it saves in-class time for other activities as "the teacher only needs to mention the error once and everyone can learn from one student's mistakes" (Student3.BK, FG1.BK).

In particular, these learners had diverse opinions regarding specific ways their teacher delivers corrective feedback. We had a lively discussion during our first meeting about whether immediate, delayed feedback or a combination of them should be implemented. Among seven students, Student 1, 4 and 7 supported immediate feedback while Student 3 and 5 preferred delayed feedback and the rest advocated a combination of error correction techniques. The first group based their choice on the deep and impressive memories that immediate feedback could bring to students. The second group countered that immediate feedback could "make students lose their confidence and they could not continue their talk after being corrected" (Student3.BK). Meanwhile, wrapping-up comments could "ensure the natural flow of students' speaking as well as create an overal picture of students' current errors which later could increase their own awareness of themselves" (Student5.BK). Coming from a more open perspective, Student 2 acknowledged the advantages and drawbacks of both types of feedback provision. He stated that "a teacher's use of immediate feedback helps students develop their self-correction techniques associated with words containing similar sounds to those corrected. In contrast, immediate

correction in a conversation is inappropriate as it seems impossible for students to remember too many errors in a short time" (FG1.BK). As a result, some of the focus group participants thought that their pronunciation teacher should consider the students' levels and characteristics together with the context in the classroom to decide suitable methods of corrective feedback to be employed.

The issue of corrective feedback had come back to our second focus group discussion with more insights into Bảo Khánh's feedback delivery. On the one hand, Bảo Khánh's students were satisfied with what their pronunciation teacher had done so far. They praised her consistent application of individualized feedback with careful consideration of the contexts and nature of each learning situation. They also endorsed the fact that she pointed out students' progress and compared it with their previous levels. However Bảo Khánh said she provided little or no comments on students' progressive improvement. In addition, the students complimented Bảo Khánh's effort to overcome the disadvantage of the physical learning environment (i.e., class setting) to reach the learners who sit in the corners of the class and give them opportunities to speak. On the other hand, they were not satisfied with her teaching priority given to weaker students. Some comments are as follows

> During practice, she will come to those [weaker] students to listen and correct their errors. We are not that good so we still need her [Bảo Khánh] feedback. (Student7.BK)
>
> Even if there are differences in our pronunciation and English levels, she should not focus too much on weaker students in every lesson. She should balance it out. (Student6.BK)

4.4.2.4 Student-related issues

Learner autonomy

One topic that was brought to the attention of the student participants was language learner autonomy. The focus group discussions revealed that the students' autonomy was at a low or moderate level, which matches their teacher's observation. The students said that the teacher usually applied the "Volunteers or Victims" technique[14] when she wanted to call students to answer her questions or to perform in front of the class. The classroom observations showed that the students tended to be victims; that is, they just waited to be picked by the teacher. Occasionally, one or two students who were believed to be good at pronunciation were observed to voluntarily raise their hands and participate in the lessons.

The students felt that their autonomy increased during the semester. In our second focus group discussion, some students revealed that they moved from being ashamed of to being more

[14] "Volunteers or Victims" technique is used when Bảo Khánh wants some students to perform their practice in front of the class. She allows her students to either volunteer to do this or to let her choose them.

confident in their pronunciation ability after several weeks of learning and had a tendency to use more English outside their classroom (e.g., with their roommates). Also in the same meeting, the learners revealed their willingness to do activities when they were compulsory and when they had opportunities to showcase their performances in front of the class.

In our third meeting, I asked the students to give comments on the possible learner-centered activities that I had suggested for Bảo Khánh (see section 4.4.1.4), which focus more on the students and develop learner autonomy. The students advocated the advantages of the suggested activities but were also concerned with its impracticality in the actual context of their learning. According to them, the biggest drawback lay in their "I don't care" attitude. Student 3 commented that

> It is common in Vietnam that if something is not a person's responsibility, he/she will not care about it. I am in the same situation. I do not care about other groups' work or even the work of members in my group. All I know and care about is my own work […]. The Vietnamese education is deeply rooted in one's grades and achievements; thus, everyone is only in the care of themselves. (FG3.BK)

Student 2 added that "sometimes, she [Bảo Khánh] mentions bonus points in doing extra curricular activities. Nonetheless, some students aren't even attracted to earning these. Whenever they have finished their work, they care about nothing else" (FG3.BK). As a result, Bảo Khánh's students believed that the simpliest thing she could change was to officially and compulsorily assign activities to her students. Nevertheless, if Bảo Khánh wanted her students to be more autonomous, she needed to show them that "the education training program and its profits focus on the students. This will promote students' self-discipline instead of having them follow responsibilities and obligations" (Student4.BK, FG3.BK).

Through Bảo Khánh's students' utterances, prior education seemed to be another salient factor influencing their autonomy. They had not, prior to university, been taught or given opportunities to be autonomous. Also, they were profoundly influenced by the philosophy of Confucianism which determines the roles and conduct of its stakeholders. In the classroom, students are expected to be recipients of knowledge and strictly follow what the teacher expects them to do. Meanwhile, the teachers' role is assumed to be a source and transmitter of knowledge. In this case, Bảo Khánh's students shared their experience of not being allowed to speak up freely (Student1,3&4.BK). Students 5 and 6 also saw the Confucianist view of the teacher-student relationship as an obstacle to their autonomy development.

Apart from the big issues discussed, the teacher's predominant dependence on lecture mode might contribute to the stagnation of Bảo Khánh's learners' autonomy. At some moments during the interviews, Bảo Khánh's students wanted their teacher to let them do more work themselves.

Student difficulties in learning pronunciation

Similarly to Alex's students, Bảo Khánh's students experienced problems with particular aspects of pronunciation such as the length of vowels, some consonant pairs and consonant clusters (e.g., /tʃ/ vs. /ʃ/ vs. /s/, /dʒ/ vs. /ʒ/, /θ/ vs. /ð/, /l/ vs. /n/), final consonant sounds, sounds in words and sentences in daily situations. According to them, their current difficulties in learning pronunciation might originate from (1) influence of L1 either because these sounds do not exist in the Vietnamese language or similar sounds are used in the two languages differently, (2) the mismatch between their pronunciation teacher's sound exaggeration in teaching and sound production in real life, and (3) inaccurate knowledge gained from prior educational levels. Some students were not satisfied with the fact that although they had difficulty with some aspects of pronunciation (e.g., consonant clusters), their teacher, in reality, solely provided superficial teaching.

4.4.3 Summary

Even though Bảo Khánh considers pronunciation as essential for English, she seems to undervalue pronunciation teaching at university, associating success in pronunciation with self-learning outside the classroom. She thinks that English major students should aim for nativelike pronunciation while non-English majors should attain intelligible pronunciation. She chooses to teach the sounds that she thinks are useful for the students. Her workload, limited time for teaching pronunciation, and the learners' mixed level of proficiency are believed to be the reasons that make her be selective. The materials that Bảo Khánh uses to teach feature English varieties of Inner Circle countries. Her teaching largely follows the traditional teacher-centered approach, with controlled textbook activities and fixed classroom sequences. She sometimes uses the learner-centered approach, allowing her students to activate their prior knowledge and relate it to the focus of the lessons. In some circumstances, she complements the textbook with lead-in activities, games and/or interactive tasks. Bảo Khánh employs individual, pair and group work activities to accommodate her students' needs. She only suggests useful practice for the students to do at home instead of assigning/requiring them to do assignments. In her pronunciation class, Bảo Khánh wants to maximize the use of L2 (English), to increase students' exposure to English. However, she uses L1 and L2 flexibly according to classroom circumstances. Bảo Khánh provides corrective feedback on all types of errors that the students make, not just the ones related to the focus of the lessons. She prefers individualized and immediate feedback provision because she believes these are more advantageous for the students than other types of feedback. Peer feedback is little used in her classroom. Unlike Alex, Bảo Khánh is open to feedback and/or critique and is always willing to learn from other teachers' experiences through reflective practice. A number of factors shape her thinking and teaching, including, the large class size, the classroom setting, the teaching workload, the students' autonomy, the strict syllabus, among others.

Bảo Khánh's students generally believe that accurate pronunciation can bring about advantages in their future jobs and they aim for native-like pronunciation. They prefer American and British English and do not consider the English varieties which are not used as the first language. However, they expect to know about other English varieties and are not happy with the lack of introduction of these varieties during the course. The students realize that Bảo Khánh's teaching is largely textbook-based despite her attempts to bring complementary tasks/activities to the lessons. They want 70% of the classroom activities to be teacher-made. The students hold mixed views on Bảo Khánh's selective approach to teaching. Some students are sceptical about the effectiveness of this approach, worrying if they can cover all the required content. Others support this approach, reasoning that there is no need to teach university students everything. The students hold a mixed preference for different feedback types, but they all want to receive constructive comments for individual students in front of the class. The students are aware of their low autonomy, and sometimes show "don't care" attitude towards learning activities.

4.5 Synthesis of the findings

This section synthesizes the findings in relation to four teachers' cognitions and their teaching practices of pronunciation instruction from both teachers' and students' perspectives. The structure of this section is identical to each teacher's findings, including values, goals and models of pronunciation instruction, approaches and teachers' corrective feedback in teaching pronunciation together with student-related issues (i.e., learner autonomy and students' difficulties in learning pronunciation).

4.5.1 The perceived values of pronunciation instruction

4.5.1.1 Teachers' perspectives

The four teacher participants had diverse opinions on the role of pronunciation in language teaching, the value of learning how to teach pronunciation and the degree to which they focused on segmentals and suprasegmentals.

Based on prior language learning experience, Flora believed that explicit pronunciation teaching was essential for all students, especially for pre-service teachers studying at Lingua – the pedagogical university. Meanwhile, her two colleagues (namely Alex and Bảo Khánh), based on their years of teaching and learning English, thought that the role of pronunciation instruction was only to provide a solid and foundational grounding for other English skills. According to these two teachers, the most important factor contributing to students' pronunciation improvement lies in their extensive home practice. Different from Flora, Alex and Bảo Khánh, the other teacher (Lan), considering her current multidisciplinary teaching context, thought that pronunciation learning was only crucial for English major students. She felt it was inappropriate to add a pronunciation course to the non-English major students' program, which was already an overloaded training program despite her great belief in the importance of correct pronunciation accumulated through years of learning and teaching English.

In terms of the value of pronunciation instruction[15] in relation to other English skills, all the teacher participants from Lingua – the pedagogical university were in agreement with each other that the teaching of pronunciation was not as important as that of listening and speaking. Pronunciation was superficially assessed through a mid-term assessment (i.e., pronunciation showcase) in the first semester (of the whole bachelor program) which, according to the pedagogical teachers, made no actual contribution to students' pronunciation development. Additionally, assessment for pronunciation did not exist in the end-of-term examination of

[15] Pronunciation instruction in pedagogical universities in Vietnam refers mainly to the teaching of pronunciation, with small additional introduction of phonetics and phonology.

subsequent semesters. This lack of attention to pronunciation in the school's assessment program has led to less teaching time for pronunciation in comparison with listening and speaking skills. This reality was a reflection of the influence of washback effects as a result of an exam-oriented education system. The assessment of pronunciation did not apply to Lan at Econ – the multidisciplinary university – as pronunciation teaching was not integrated with that of other English skills.

Regarding the instruction of the pedagogical component, Lan and Alex agreed that teaching pre-service teachers how to teach pronunciation was essential when they are in their third or fourth year of the bachelor program. The reason was that, at that stage, students will be mature enough to acquire pronunciation pedagogical knowledge and skills. Another reason was that the students only needed this pedagogical knowledge just before their practicum. As a result, Alex, for example, did not mention how to teach pronunciation in his pronunciation course. In contrast, Flora emphasized the importance of raising students' awareness of how pronunciation should be taught right from the start of their tertiary journey. To her, introducing pedagogical knowledge for students in their senior years was too late. She chose to pay attention more to her teaching, hoping that her students could learn and imitate her teaching. By doing this, she also wanted to share her valuable experience in relation to pronunciation instruction.

Regarding the importance of specific features (i.e., segmentals and suprasegmentals) in pronunciation teaching, Flora and Bảo Khánh from the pedagogical institution and Lan from the multidisciplinary university provided their insights on this issue. Flora, recognizing intelligible pronunciation as the goal of teaching and learning since she was a student at university, wished to have a pronunciation course focusing mainly on how to attain correct pronunciation that has a direct impact on successful oral interaction (i.e., prosody) with some inclusion of relevant knowledge about individual sounds. Bảo Khánh, in opposition to Flora's opinion, thought that segmental elements are far more important. To her, only when the base (i.e., phonemes) is firmly built, will other parts (e.g., suprasegmentals) be formed. Unlike the two teachers in the pedagogical teaching context, Lan stressed the equal prominence of both segmentals and suprasegmentals in pronunciation instruction. She claimed that while the teaching of phonemes guarantees the accuracy of individual sounds pronounced, that of prosody warrants the naturalness and smoothness of one's speech. Lan also emphasized that only when the teaching of both segmental and suprasegmentals was combined, would students' pronunciation improvement be attained. Alex had no comment on this as he said that he has never taught suprasegmentals. In brief, while Flora gave pre-eminence to suprasegmentals with some attention to segmentals and Bảo Khánh focused on segmentals leaving suprasegmentals until later, Lan treated them equally and Alex did not discuss their relative importance.

4.5.1.2 Students' perspectives

Despite the diversity of teachers' views regarding pronunciation teaching, all the student participants in this study agreed that English pronunciation instruction at the tertiary level was of great importance for their personal, communicational and professional development. While the learners from Lingua preferred a separate pronunciation course, those from Econ, whose current pronunication course was separated from other English skills and lasts for about 80 minutes, only hoped for more quality pronunciation lectures.

In terms of a course for learning how to teach pronunciation, Flora's students, who all aspired to become English teachers in the future, expressed their wish to have an informal section (e.g., teacher's experience sharing) incorporated into their current pronunciation subject rather than in the ELT course in their third year. They thought that better teaching skills would be attained if pedagogical knowledge was integrated into their pronunciation course. This is in line with their teacher's (i.e., Flora) thinking and what she claimed to do in her pronunciation class (i.e., implicitly providing a good model of teaching and explicitly sharing her experience about how to teach pronunciation). Meanwhile, as none of Alex's students wanted to become teachers of English, they acknowledged the temporary and short-term benefits of pronunciation pedagogy for students as part-time tutors but doubted the value of this type of knowledge in the long run. Lan's and Bảo Khánh's student focus groups made no comment regarding this matter.

Only Bảo Khánh's and Lan's students discussed the issue of segmental and suprasegmental teaching. Most of Bảo Khánh's students agreed with their pronunciation teacher in that the mastery of vowels and consonants, as the foundation of other pronunciation features, was more important than the acquisition of prosody. However, Lan's students had diverse views towards the acquisition of phonemes and prosody. Thus, no final conclusion was made on which is more important and should be a focus of the teaching and learning process.

4.5.2 Goals and models in pronunciation teaching and learning

4.5.2.1 Teachers' perspectives

Mentioning course-specific objectives, all pedagogical teacher participants commited to accomplishing three main targets: (1) students' acquisition of knowledge about the articulation of individual sounds, (2) students' better and correct pronunciation of words and sentences, (3) students' self-awareness of their pronunciation errors and their ability to fix them. These goals were an extension of what is stated in the prescribed course guides (i.e., students are able to differentiate and pronounce sounds correctly). No specific discussion regarding this issue was made by Lan.

For a long-term goal, Alex, Bảo Khánh and Lan said they targeted a goal of nativelikeness attainment for English major students and intelligible pronunciation for non-English students while Flora would like to help her students achieve intelligibility regardless of their majors. As all of their students specialized in English, observational data of Alex, Bảo Khánh and Lan seemd to reflect their consistency between the goals they set and the models they provided to the students. The three teacher participants were seen to use videos of native speakers, distinguish between American and British English and utilize either American or British English supplementary materials. Flora, albeit claiming to follow intelligible pronunciation, tended to use solely standard native speaker models and seek support from sources with Inner Circle Englishes in her actual practice. In brief, all the teacher participants either explicitly or implicitly directed their teaching work towards nativelikeness achievement and implied the superiority of American and British English over other English varieties.

Regarding the question of whether or not the teachers use themselves as a model in their pronunciation classes, the two younger and less experienced teachers (i.e., Alex and Bảo Khánh) were confident with their pronunciation competence and believed that their pronunciation was sufficient for students to imitate. Considering the case of the two more experienced teachers, while Flora avoided being a model in class as much as possible due to her perception of herself as providing "fake" native pronunciation, Lan evaded answering the question.

4.5.2.2 Students' perspectives

There were several similarities and differences in both pedagogical and multidisciplinary pronunciation students in terms of their immediate and long-term learning objectives.

Both Flora's and Bảo Khánh's pronunciation learners aimed to: (1) be able to produce accurate sounds at word, sentence and conversation levels without any hesitation, (2) be aware of and fix all pronunciation errors, (3) be confident with their own pronunciation and (4) be capable of communicating with people in English as their immediate goals for the pronunciation course. These goals were quite similar to their teachers' points of view.

In relation to a long-term target, on the one hand, Flora's, Bảo Khánh' and Lan's students were in line with their pronunciation teachers. Flora's students aimed for intelligible pronunciation while the others directed their learning towards nativelikeness. On the other hand, Alex's learners were diverse in their opinions. There were two students supporting nativelike attainment while the other one advocated comprehensible pronunciation.

Although Flora's focus group students believed in the importance of intelligible pronunciation in the current world over that of nativelikeness, they had a tendency to follow either American or British English as a model of pronunciation development. The mismatch between goals and models in pronunciation learning of Flora's students was identical to the discrepancy between Flora's statements and her actual teaching practice. Learners from Bảo Khánh's and Lan's classes also stated their preference for native-speaker models from countries where English is frequently used, commonly heard and the first language. The accents mentioned were American, British and on some occasions, Australian English. While Flora's and Lan's students did not aspire to learn about accent differentiation in their pronunciation class, Bảo Khánh's learners and one student from Alex's group who wished for intelligibility would like their teacher to incorporate an introduction of English varieties in pronunciation lessons as they believed in its necessity for their future career.

In terms of who is more appropriate to be teachers of pronunciation (i.e., NESTs vs. NNESTs), there was a broad and strong consensus among all the focus group participants. Taking careful consideration of the advantages and disadvantages of both types of teachers, there should be a combination of the two. However, the major role should be assigned to NESTs who are in charge of a practical part of pronunciation teaching and NNESTs taking a subordinate position should be responsible for a theoretical side of pronunciation instruction.

Another remarkable similarity among the four focus groups lay in their statements regarding the question of using their current pronunciation teachers as a model. All of the students praised their instructors for their accurate pronunciation of individual sounds. Nonetheless, none of them chose to imitate their teachers due to the teachers' lack of natural and nativelike speaking style as perceived by the students though Alex and Bảo Khánh were confident that they are good enough to be a pronunciation model for their students. The reasoning behind the students' decision reflects clearly their aforementioned preference for native speakers over non-native models.

4.5.3 Teaching approaches, techniques and activities

4.5.3.1 Teachers' perspectives

It was found that the four teacher participants were observed to mainly utilize a traditional teacher-centered teaching approach, with some support from a student-based approach recorded in pronunciation classes of the two younger and less experienced teachers (i.e., Bảo Khánh and Alex). They also claimed their teaching to be textbook- and exam-oriented even though they found that this way of teaching possessed a number of shortcomings such as the tedious nature of the textbook activities, an inappropriate organization of the syllabus, and/or an inadequate type of assessment.

Various reasons relating to the teachers, their students and external factors were cited for their boring but unavoidable teaching method. Regarding teacher factors, there were several key explanations as to why teachers avoided a communicative method. They were their lack of confidence in their own pronunciation, a shortage of knowledge about pronunciation, limited competence in finding external materials and designing interactive teaching activities. With regards to student factors, there were some concerns regarding students' English proficiency, learners' capability of executing student-centered activities, and learners' own autonomy which was not promoted in lower levels of education which in turn, hindered the implementation of interactive teaching. A number of key external factors that led the teachers to conform to what was prescribed in the syllabus and textbooks were identified through the data analysis. These included an overloaded teaching syllabus, limited teaching time, the universities' mandated policies, administrators' attiudes, and large class size. According to the four teacher participants, it is hard to change the current situation because there are some factors that could take a long time to improve or some components, especially those subject to higher level of authority, that are practically unchangeable. It was also because all the factors influencing effective pronunciation instruction at tertiary level need to be tackled simultaneously, but this is difficult to achieve.

The study found other similarities in the four teachers' teaching approaches, techniques and activities perceived and employed in their classrooms. For example, they often employed some type of lead-in activity either in the form of a revision of previous lesson(s), or lead-in questions related to students' prior knowledge. They also dominantly utilized controlled-practice textbook listening activities at word, sentence and conversation levels in their teaching. Moreover, the teachers were observed to organize different activities using individual, pair and/or group work and use a combination of L1 and L2 for specific teaching purposes. They had never assigned any kind of extra-curricular activities for their students.

There were also several differences in the teaching approaches, techniques and activities that the four teacher participants said they used or that they were observed using. First, unlike other teachers, Flora adopted different attitudes and teaching approaches to different pronunciation classes. She assigned students' enthusiasm towards her teaching and the learning of pronunciation as a main reason for this divergence. Second, while Flora, Alex and Lan chose to follow the syllabus strictly, Bảo Khánh was noticed to be occassionally selective in her teaching. She said that time constraints, a mismatch between her and the textbook designers' philosophy in what sounds to teach together and students' common difficulties in pronunciation learning were reasons for her chosen approach in the pronunciation course that I observed. Third, the two more experienced teachers (i.e., Flora and Lan) handled the practice stage by asking their student to practise either individually or in pairs while the other two teachers extended this phase by calling some students to perform their self-practice in front of the whole class. Fourth, while Flora, Bảo

Khánh and Lan practised some forms of reflection and amended their teaching accordingly, Alex did not show a great deal of reflection on his teaching practice. Fifth, although all four teachers believed in positive effects of home practice, only Lan assigned her students homework related to listening, transcribing and recording with the hope that her students' pronunciation ability would be promoted. Home practice was purely optional in the case of the three teachers at the pedagogical university. Alex, for example, associated his limited authority for assigning his students homework outside the prescribed curriculum with the main reason preventing him from allocating homework for his students. Last, though Bảo Khánh and Flora stated that they varied their teaching according to their students' levels, the observational data showed that only the former focused her teaching more on weak students while the latter displayed no differences in her teaching to students at different proficiency levels. Lan was observed to pay equal attention to all of her students regardless of their pronunciation competence or background contexts (i.e., urban vs. rural).

Changes in teachers' teaching approaches, techniques and activities were also recorded throughout the data collection process. While Alex was observed to reduce the number of activities assigned and extend the practice time for each task, Bảo Khánh seemed to be consistent in the practice procedure from words, sentences to dialogs with more time dedicated to students' own practice. Lan was noticed to use the textbook more at the beginning of the course and reduce the number of coursebook exercises towards the end of the semester and provide her students with more time to practice individually or in pairs. She said that she needed the textbook for the first several lessons to provide sufficient theoretical knowledge to her learners. Meanwhile, towards the end of the term, when her students had acquired enough theory, more handouts and other teaching sources were introduced to support their pronunciation practice. Flora was the only participant to record a significant and positive development in her teaching. She was observed to continue providing detailed theoretical knowledge but with a noticeable support of blackboard, slides and illustrative videos. She was also recorded to proactively modify her teaching by adding more motivating teaching activites which in turn, lead to a more positive attitude and motivation of her students towards pronunciation learning.

4.5.3.2 Students' perspectives

With regards to approaches to pronunciation teaching, all student participants recognized their teachers' commitment to a teacher-centered and textbook-driven instructional method apart from Bảo Khánh's student focus group who thought their teacher provided a student-based learning. They stated that this might be due to the positive energy Bảo Khánh brought to the class and her care of weak learners.

The four focus groups had diverse opinions on the effectiveness of individual, pair and group work. Some of the students believed in the efficiency of individual practice toward their pronunciation development. Other learners support their teachers' application of pair and/or group tasks which elicited feedback from peers, promoted important skills for future careers and were interactive and encouraging. The focus group learners confirmed a combination of individual, pair and/or group work in their teachers' teaching practice.

In terms of language of instruction, all student participants, even though they would like only English to be used in the classroom, advocated the use of L2 as the main medium of instruction with L1 translation to help students' thoroughly understand lessons. Teacher and student participant perceptions regarding the role of L1 and L2 in pronunciation instruction are quite similar. In relation to homework and extra-curricular activities, none of the focus groups wanted to have more work to do at home as their workload, at the time of the research, was already overloaded with deadlines, group projects, etc. Rather, they would like their teachers to invest more in in-class activities (e.g., teacher-designed, communicative, competitive, and practical) that help maximize students' pronunciation attainment.

4.5.4 Teachers' corrective feedback

4.5.4.1 Teachers' perspectives

The teachers' responses to a question of what pronunciation features they tended to correct were varied. Alex confirmed his main focus for in-class corrective feedback was only on sounds that were the focus of the particular lessons. In this sense, non-focused phoneme and prosodic errors would not be corrected. Nonetheless, Alex was occasionally noticed to provide his students with a "listen and repeat" correction technique for errors on non-taught individual sounds or to remind them about the use of intonation. The other three teachers claimed that they did not limit themselves to the lesson focus, addressing all students' pronunciation errors. Lan was observed to identify and fix her learners' problems related to individual sounds when approaching students at their own space while sometimes addressing errors related to strong and weak forms of words, final consonant sounds and intonation in front of the whole class. In contrast, Bảo Khánh tended to mention and correct all errors with either a detailed articulatory explanation or a listen and repeat method on an individual basis while solely focusing on problems with phonemes that were the focus of the lesson when her students performed their practice in front of the whole class. Unlike the others, Flora was observed through both interview and observational data to attempt to address as many segmental and suprasegmental mistakes as possible in her pronunciation class.

The four teacher participants were recorded using a variety of techniques in providing corrective feedback to their students. The main strategy was going around the class and giving immediate

and individualized feedback to learners either individually, in pairs or in small groups. They believed that this way of errror correction is beneficial and timely. Second, while Lan and Flora stated that they avoided giving individualized comments to their learners in front of the whole class because students' face might be threatened, Alex and Bảo Khánh employed this technique frequently in their pronunciation classes. The two younger teachers believed that it provided other students opportunities to learn from their classmates' errors and it sent the message that there was no need to feel embarassed about making mistakes. Third, while Flora and Alex advocated the use of peer feedback, Bảo Khánh and Lan were observed to utlize little or none of this technique. Last, other common techniques enacted by the four teachers were, for instance, implicit recasts with no expectation of repair and explicit methods involving (1) modelling, articulatory explanation and opportunities for students to repeat, (2) metalinguistic cues, (3) a utilization of different pronunciation versions of one word for students to compare, and (4) a provision of general corrective feedback on how the teachers perceived what the students said and together discussed differences.

4.5.4.2 Students' perspectives

The student participants from all four focus groups reached a strong agreement on the value of corrective feedback for their pronunciation development. Nevertheless, they had diverse opinions on the types of corrective feedback and correction techniques that should be implemented in their pronunciation classrooms. Half of the students supported the use of individualized, immediate comments on students' pronunciation problems rather than whole-class and delayed feedback. The other half would like their teachers to take students' characteristics and contexts of teaching situations into careful consideration before deciding appropriate strategies regarding corrective feedback provision.

4.5.5 Learner autonomy and their difficulties in pronunciation learning

4.5.5.1 Teachers' perspectives

With regards to learner autonomy, all four teacher participants asserted a low or moderate level of autonomy among their students at the beginning of the course. They suggested several similar causes leading to this issue. First, the traditional, exam-oriented and textbook-based teaching approach of the four lecturers led to feelings of demotivation and discouragement about students' learning which in turn, limited the development of their autonomy. Second, lack of autonomy in student participants may have been the result of some learner characteristics (e.g., dependent and inactive in learning, different demographic backgrounds). Last but not least, prior education with the orientation of Confucianism which did not provide students with opportunities to be autonomous or allow them to voice their opinions in the learning process was believed to play a

significant part in the level of learners' autonomy. Nonetheless, there was a common agreement among the four teacher participants that there was a noteable change in their students' awareness and confidence showing the positive development in their autonomy towards the end of the semester.

In terms of struggles students encountered in pronunciation learning, several significant and frequent errors were reported by the four participant lecturers, including both segmental and suprasegmental features: (1) length of vowels, (2) some individual consonants and consonant clusters, (3) final consonant sounds (or syllable codas), (4) intonation and (5) sentence stress. Lan was the only teacher who mentioned the differences between L1 and L2 and the fact that most students come from rural areas where pronunciation of English teachers is mostly inaccurate as main causes for students' current problems in pronunciation learning at the teriary level. The teachers believed that the students, at the same time, had trouble transferring their pronunciation learning to real and spontaneous interactions.

4.5.5.2 Students' perspectives

Regarding learners' autonomy, all students from the four focus groups agreed with their teachers' views that they possessed either a weak or moderate level of autonomy at the start of the term. They also thought that their personal characterisitcs, prior education and current heavy curriculum together with their teachers' tedious and repetitive teaching strategies were crucial in shaping their learner autonomy. The student participants also reported positive changes in their attitudes and motivation to learn pronunciation and development in their confidence in using English to communicate. These positive changes were identified because of the knowledge gained and the proactive modifications in teachers' teaching.

All the student participants reported the same hindrances to their pronunciation attainment as their teacher did. In general, they did not possess the competence to successfully apply the theory acquired to real communication. In particular, the differentiation of long and short vowels, the production of specific consonants and consonant clusters, and the use of prosodic features (e.g., sentence stress, intonation, connected speech) were again mentioned. The students believed that these problems were attributable to (1) influences of L1 (i.e., some sounds do not exist in L1 or similar sounds in both languages are pronounced differently), (2) lack of opportunities to use L2 in real communication, (3) inaccurate pronunciation knowledge from prior education and (4) students' laziness in practice.

CHAPTER FIVE – DISCUSSION

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5.0 Chapter overview

In recent years, increasing attention has been paid to research into language teacher cognition by educational researchers who seek to respond to what teachers think, know, believe and practice (Borg, 2015). This is mainly because what practitioners think, know and believe has a direct impact on their decision-making and practices in the classroom (Basturkmen, 2012). Also, an increased understanding of teachers' cognitions can (1) prompt teacher educators to re-evaluate their pre- and in-service programs, (2) have implications for textbook writers and curriculum designers, and (3) inform researchers as to where there are gaps in the field that require further investigation (Couper, 2016a).

One example of this is pronunciation which has long been considered to be the "Cinderella" (Kelly, 1969; Underhill, 2010) or an "orphan" (Deng et al., 2009) of second language teaching. However, the recent focus on pronunciation teaching suggests that it is now "the Belle of the Ball" (Derwing, 2019), leading Levis (2019) to call for pronunciation practitioners to take charge and give pronunciation the focus it deserves. While there has been increased research attention on teachers' cognitions of pronunciation teaching, more work is still needed here (Derwing, 2019). This study is a response to the call for further research in this field.

This study aims to answer the overarching question **"What is the inter-relationship between the teachers' cognitions of pronunciation teaching, their instructional practices and wider contexts in tertiary education in Vietnam?"**. It provides a classroom-based account of how pronunciation is taught in EFL classrooms at Vietnamese pedagogical and multidisciplinary universities from teachers' perspectives with some complementary data from students. By using different data sources (i.e., semi-structured interviews with teachers, classroom observations, focus group discussions with students and related documents), various important themes have emerged from the current study:

- The teachers and students in this study held conflicting views on the value of pronunciation and pronunciation teaching.
- The Nativeness principle dominated in the teacher and student participants' choice of goals, models and those who are viewed as good pronunciation teachers.
- The teachers in this study employed traditional approaches to pronunciation teaching and acknowledged the ineffectiveness of their current error correction approaches.
- Internal (i.e., teacher-related) and external contextual factors (e.g., curriculum and exam pressures, workplace environment and students' low level of autonomy) affected the cognitions and pronunciation teaching of the teachers in this study.

- The teachers in this study held diverse and complex cognitions on pronunciation teaching and learning.
- A complex, dynamic and co-adaptive inter-relationship existed between the cognitions and practices of the teachers in this study and the wider contexts.

This chapter (Chapter 5) interprets and discusses the findings presented in chapter 4. First, it starts with unpacking the teachers' cognitions and their relationship to their practices and wider contexts (section 5.1). This section summarizes and compares the descriptions of the four teachers' cognitions and teaching practices, and the influence of wider contexts as identified in this study. The following section (section 5.2) deals with how the teachers' cognitions in this study are conceptualized in relation to their instructional practices and wider contexts. The complex, dynamic and co-adaptive inter-relationship between the teachers' cognitions, their practices, and the wider contexts that affect them and their teaching, is taken into careful consideration in the next section (section 5.3).

5.1 Discussion of the teachers' cognitions in relation to their teaching practices and wider contexts

In this section, I will be discussing the teachers' cognitions in relation to their instructional practices and wider contexts focusing on the following sub-themes:

- Conflicting views on the value of pronunciation and pronunciation teaching
- Dominance of the Nativeness principle in choices of goals and models and preferences for NESTs vs. NNESTs
- Traditional approaches to teaching and the ineffectiveness of error correction
- Diverse influential factors at different contextual levels

The discussions of these sub-themes follow a structure of presenting significant findings in relation to the current literature, discussing related concerns or reasons behind them and suggesting relevant solutions where possible.

5.1.1 Conflicting views on value of pronunciation and pronunciation teaching

5.1.1.1 Value of pronunciation teaching and learning

This study revealed that all four teacher participants agreed on the crucial role of pronunciation in the academic, professional and interactional aspects of their students' lives. Nonetheless, the instructors at the pedagogical university (Flora, Alex and Bảo Khánh) said they spent time that was scheduled for pronunciation on teaching other English skills (e.g., speaking) whenever possible. Flora and Alex summed it up, saying that:

> They [listening and speaking] are actually more important […]. It is better to reduce the time spent on pronunciation in favour of listening and speaking. (Int1.Flora)

> […] I reduce the time for pronunciation, skip some pronunciation practice and increase the time for listening and speaking instead. (Int1.Alex)

The finding that pronunciation did not always stand out as a priority in the teaching practices of the pedagogical teachers in my study is similar to some Canadian ESL teachers' responses in Foote et al. (2011). In the Vietnamese context, the situation in this study is also in line with the findings by Phuong (2018) where her teachers weighed up the importance of pronunciation against that of other skills and eventually decided to devote class time to the instruction of other practical and assessed English aspects. It is interesting to note that the teachers in the current study, who placed little value on the importance of pronunciation teaching in English classes, are all teacher educators who are responsible for teaching pronunciation and training pre-service teachers about how to teach it.

This paradox can be explained first by the fact that English education in EFL contexts including Vietnam is predominantly exam-oriented as indicated in the Introduction chapter. These exams do not typically include pronunciation, which is also the case with Lingua, the pedagogical university. Consequently, if teachers spend time teaching the non-assessed pronunciation skill, that is time they do not have for teaching assessed components such as listening and speaking. Therefore, it is often relegated to a subordinate role compared to other skill sets (Isaacs, 2009; Setter & Jenkins, 2005). Second, all three pedagogical teachers claimed that time constraint was one of the main factors limiting their instruction on pronunciation. Heavily prescribed teaching content together with a limited teaching time have forced the teachers to choose what is more important for them to teach and pronunciation in this case is not included. The situation at Lingua reflects Darcy's (2018) reference to obstacles such as time constraints, instructional and institutional considerations, and pedagogical priorities as reasons for the "pronunciation teaching paradox" (i.e., contradictory status of pronunciation which is widely recognized as important but does not receive equal attention in the language curriculum) (p. 16). The teacher participants desired a more pronunciation-related curriculum, and this is illustrated in the following quote:

> I want to have a stand-alone pronunciation course. This type of course provides learners with more time to practice and more opportunities to receive corrective feedback from teachers. Personally, I think it is more effective. (Int1.Flora)

This expectation is also noted in other studies in both ESL and EFL contexts (Breitkreutz et al., 2001; Macdonald, 2002). This recurrent concern as evidenced by a range of articles published in the literature on pronunciation teaching suggests the strong and urgent need to include more pronunciation in the teaching curricula in both ESL and EFL contexts, including Vietnam.

There are several possible solutions to the paradox between the value placed on pronunciation teaching and learning and its minimal representation in the curriculum and teachers' practices. For example, Darcy (2018) suggested integrating pronunciation into every English lesson so that there is no need to find extra time for pronunciation. Levis and Levis (2016) exemplified a way to integrate pronunciation with listening and speaking lessons. They proposed that in introducing a functional expression (e.g., teaching greetings and small talk with prominence on words "you/your"), teachers can provide controlled activities (e.g., an activity that asks students to listen to and repeat numerous questions with prominence on "you/your") for students to create a prosodic memory of what the phrase should sound like. Then, Levis and Levis mentioned the importance of bridging activities in which the learners start making the language their own while simultaneously thinking about pronunciation (e.g., an activity that requires students to fill the missing information into a given conversation with an emphasis on repeatedly using questions that have the words "you/your"). The teaching process finishes with a communicative activity promoting the use of a particular pronunciation feature (e.g., with a focus on prominence on "you/your", students are put in a situation where they need to prepare 5-8 questions to ask about somebody, go around the class to talk to others in 3 minutes each and think about who can be potential friends).

5.1.1.2 Value of explicit pronunciation instruction

Although as aforementioned, good pronunciation attainment is acknowledged by the four teacher participants as important, doubts about the efficiency of explicit pronunciation instruction were expressed in the case of the two less experienced teachers (Alex and Bảo Khánh). As Bảo Khánh pointed out:

> Pronunciation teachers cannot teach students how to pronounce accurately. […] Whether or not the learners pronounce properly relies predominantly on their extensive self-practice at home. (Int1.BK)

The viewpoint of Alex and Bảo Khánh regarding explicit pronunciation instruction seems to reflect the Intuitive-Imitative approach discussed by Celce-Murcia et al. (2010) in which students' pronunciation development "depends on their ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information" (p. 2). The perceptions of these two less experienced teachers are reminiscent of the doubt cast on the efficacy of classroom pronunciation instruction by some earlier studies (Kenworthy, 1987; Purcell & Suter, 1980). This thinking was supported theoretically by the nativist views of language teaching which disregard the role of explicit instruction (see section 2.1.3.1 in the Literature Review chapter). This finding is also similar to the responses of a small number of surveyed ESL teachers in Canada in Breitkreutz et al. (2001) and Foote et al. (2011). In these two studies, about 20% of the respondents were pessimistic about the ability of pronunciation instruction to create permanent changes in students' pronunciation though no specific reasons were stated. For the two

younger teachers in this research, the lower value they put on explicit pronunciation instruction could be explained by their own personal success with good pronunciation attainment (i.e., imitating native speakers or depending on intuitive feelings of what constitutes right or wrong pronunciation).

It is interesting to note that the other two more experienced teachers (Lan and Flora) considered teaching pronunciation explicitly to be crucial. What Lan and Flora claimed about the role of explicit pronunciation teaching in students' pronunciation development is representative of the most recent studies with a large number of researchers in ESL and EFL teaching contexts. They agree that instruction, either short-term or long-term, either on segmental or suprasegmental features, can make positive differences in students' pronunciation compared to an implicit approach or no pronunciation instruction at all (Couper, 2003, 2006, 2011; Derwing & Munro, 1997; Derwing & Rossiter, 2003; Gordon & Darcy, 2016; T. L. Nguyen, 2019; Saito, 2007; Thomson & Derwing, 2015).

For Flora, this perception might originate from the fact that almost all of her foundational cognitions about pronunciation and pronunciation teaching and learning were formed during her university learning. She believed that it is important for her pre-service teachers to understand the English sound system and other aspects of pronunciation, and to experience the pronunciation learning process along with the related difficulties. She saw a direct connection between her student teachers' knowledge of English pronunciation and their ability to successfully explain it to their prospective learners. This belief is similar to that of some teachers in A. A. Baker (2011c). For Lan, it might be because she applies some of the knowledge learnt from pronunciation and phonetics and phonology courses at Lingua to her current teaching at Econ and finds it helpful. Therefore, she sees this knowledge as important for her English major students.

It is also notable that the four teachers in this study seemed to confuse helping learners to improve their pronunciation (i.e., teaching pronunciation) with that of teaching phonetics and phonology. Through observational data, the teachers were found to mainly deliver phonetics knowledge to the students during pronunciation lessons. The teachers were rarely seen to identify the real pronunciation difficulties of their students and use different tools to help them improve. Lan's teaching excerpt dealing with students' errors in producing final consonant sounds is an example. This exemplifies how the teacher based her teaching on phonetics and phonology explanation rather than depending on why her students made that particular mistake and how to help them realize and improve their pronunciation in this regard (see Figure 13 in the Findings chapter). It is not surprising in the Vietnamese teaching context where the syllabus is laid out in terms of understanding phonetics and phonology knowledge rather than in terms of improving

pronunciation ability. A closer look at the syllabus and textbook content will be dealt with in section 5.1.4.3 (i.e., factors influencing the teachers' cognitions and practices at meso level).

This can also be explained by the idea of teaching the way they were taught: theory as stand-alone instead of theory in action. This is similar to what Henderson et al. (2012) found in their project. More information regarding teacher training of the four teacher participants in this study is in section 5.1.4.1 (i.e., teacher education and its influence on the teachers' cognitions and practices). The teacher participants in Henderson et al.'s study reported having little or no professional training that deals specifically with how to teach pronunciation. They also claimed their "first (and sometimes only) explicit instruction in pronunciation" was during their English phonetics and phonology course featuring "theoretical lectures on segmentals and prosody as well as various types of activities for practicing phonetic symbols, […], basic phonological rules as well as different types of intonation patterns" (ibid., p. 15). As a result, the teachers were found to draw on their own knowledge of phonetics and phonology when it came to teaching pronunciation.

As discussed in the Literature Review chapter (see section 2.1.3.2), both knowledge about phonetics and phonology and knowledge of learners' needs and how to support these needs are indispensable in effective pronunciation instruction with the latter being more practical and crucial. Meanwhile, the four teachers in this study showcased their teaching phonetics and phonology rather than teaching pronunciation in the assigned pronunciation course. A number of recommendations highlighting that theoretical knowledge should not be provided to pre-service teachers in isolation but in the light of known pronunciation difficulties are provided in section 5.1.4.1 and in the final chapter.

5.1.1.3 Value of pronunciation pedagogical knowledge

Even though all four teachers considered pronunciation pedagogical knowledge essential for pre-service teachers, this research found that about half of the 14 student participants from the pedagogical institution did not believe in the importance of this type of knowledge. As explained in the Methodology chapter, pre-service teachers in this research have different backgrounds and prospective career orientations regardless of their major as English language teachers. As a result, many students thought that learning about pronunciation pedagogy during class time is a waste of time. While a number of student participants did not see the need for pronunciation pedagogy, the teacher participants of the current study wished they had had more training on pedagogical knowledge. Without being equipped with this type of knowledge, they were uncertain about teaching difficult pronunciation features (e.g., differentiating English varieties in the case of Flora), and/or provided their students with superficial pronunciation instruction (e.g., teaching consonant clusters in the case of Alex), which is illustrated in the following quotes:

> […] Normally, I will not identify the differences between British and American English because it is my difficulty. (Int2.Flora)
>
> He [Alex] did not teach lesson 13, 14 [consonant clusters]. Instead, he asked us to practice different situations with different partners. (Student1.Alex, FG3.Alex)

It is interesting to note that the uncertainties or struggles that Flora and Alex had during their pronunciation teaching were different in nature. Flora realized that she lacked adequate understanding of specific pronunciation features (e.g., consonant clusters, word stress, or different varieties of English) and was also not clear as to how she could help students who struggle with these types of pronunciation issues. Thus, she felt uncertain about her teaching ability and was afraid that she might be shown up if she had to deal with those features without careful preparation.

Alex's unwillingness to allow me to observe him teaching consonant clusters was another example of teacher uncertainty. He felt the lesson was too theoretical and that he needed time to trial the lesson before my observation. However, his uncertainty seemed to relate more to his struggle to follow the theory of phonetics which the textbook/syllabus required him to teach rather than his teaching ability. As described in the Findings chapter, Alex associated success in pronunciation with imitation and self-practice and was sceptical about the effectiveness of explicit (theory) teaching as he was required to do in his class. When it came to a lesson 'full of theory', there might be a tension between teaching it to fulfil the lesson's requirement and his belief that the theory is not useful. He might also struggle to decide whether to replace the theory part of the lesson with other imitation or practice tasks, which is not allowed by the syllabus. These were the reasons why he wanted to defer my observation to a later lesson. He ended up, as his students revealed, providing a superficial lesson on the theory and replacing the practice tasks of consonant clusters with some role-play situations. This finding shows that although Alex had a lack of subject matter knowledge (about consonant clusters) and seemed to recognize this lack, he considered it unimportant and ignored it. This finding also indicates a need for Alex to have more pedagogical knowledge to deal with similar situations.

Alex's particular incident raises a question of whether there is any intervention or solution that might be useful in changing his cognitions and practices for better pronunciation teaching. T. L. Nguyen and Newton (2020a) conducted an intervention study with a three-hour workshop on teaching pronunciation communicatively provided to six Vietnamese university lecturers. All the teachers claimed that this type of professional learning opportunity is beneficial for them in reinforcing their knowledge of pronunciation theory, updating their pedagogical knowledge in relation to pronunciation teaching approaches and refining their pronunciation teaching skills. This type of training might be of great help to Alex and perhaps all the other teachers who tend to focus on teaching phonetic theory rather than helping learners improve their pronunciation. It

is important to note that a one-off intervention like the workshop in T. L. Nguyen and Newton (2020a) cannot solve the whole problem. Rather, there need to be on-going workshops and support for teacher development.

5.1.2 Dominance of Nativeness principle in choices of goals, models and preferences for NESTs vs. NNESTs

5.1.2.1 Native-speaker orientation in pronunciation teaching goals and models

The current study found that, for three teachers and most of the students, nativeness was the main criterion in setting up their objectives and models for pronunciation teaching and learning, and that there was a good match between their cognitions and practices. For the remaining participants (Flora and 6 pre-service teachers), even though they declared intelligibility as their goal of teaching and learning, their practices appeared to reinforce the importance of nativelike pronunciation.

Native-sounding pronunciation as a teaching and learning goal as found in the current research is not uncommon. In fact, attaining nativelikeness in English has long been a target of many learners and teachers of English (A. A. Baker & Burri, 2016). In this regard, this finding supports numerous studies in both ESL and EFL contexts which have demonstrated that English learners have idealized some forms of "standard" English and have nurtured their aspiration to develop a nativelike accent. These studies include those conducted both in international contexts, for example, Timmis (2002), Jenkins (2007), He and Zhang (2010), and in the Vietnamese context such as Ho and Nguyen (2019), H. Y. Vu (2016), and T. H. Tran and Ngo (2017).

Although this leads to the ongoing promotion of Inner Circle norms (i.e., American and British English) in pronunciation classrooms, the preference for nativelikeness as a goal of teaching and learning pronunciation in this research is incongruent with contemporary research evidence on ultimate attainment in pronunciation (i.e., intelligible pronunciation). It contrasts with a common belief in ELT that targeting nativelikeness in pronunciation instruction is similar to setting an impossible challenge for both teachers and their students (Derwing, 2003). Also, goals that are too ambitious can be a source of disappointment and discouragement for learners (Derwing & Munro, 2005). The authors stated that "it may do more harm than good for teachers to lead learners to believe that they will eventually achieve native pronunciation or to encourage them to expend time and energy working toward a goal that they are unlikely to achieve" (p. 384). Instead, teachers are encouraged to direct their students to the more realistic and useful target of international intelligibility.

5.1.2.2 A disregard for non-native English varieties

The current study revealed that although the teachers and students were well-aware of the relevance of non-native English varieties to language learners, both groups of participants appeared to disregard such varieties. All the teacher participants tended to avoid teaching those varieties while most of the student participants did not want to be taught varieties that do not belong to Inner Circle countries in their pronunciation classes. The students believed that native-speaker varieties are more important than the others and wished to learn only these varieties in their training programs. This finding diverges from what has been found in prior studies in the Vietnamese context such as Ton and Pham (2010) and T. H. Tran and Ngo (2017) where the participants recognized the importance of and expected more teaching of English varieties from other circles.

The study also found that the two more experienced teacher participants (Flora and Lan) neither saw themselves as suitable models for English pronunciation nor felt confident in teaching pronunciation. Flora, for example, saw her own pronunciation as 'fake' English which should not be taught to students. She rarely let her students repeat after her and encouraged them to repeat after listening to the recordings of native speakers. Besides, all the student participants also preferred native teachers to Vietnamese ones. It seems that they are the teachers' doubts about their ability to provide an acceptable pronunciation model and the learners' preference for nativeness that lead to the tendency to promote Inner Circle varieties.

The lack of confidence of EFL teachers as norm providers in pronunciation instruction is not uncommon; self-rejection as a norm-provider as found in this current study is, however, striking. It further illustrates a common hurdle facing NNESTs in several other contexts, such as Uruguay (Couper, 2016b), Hong Kong (Bai & Yuan, 2019; Ma, 2012), and Taiwan (Golombek & Jordan, 2005). However, Levis et al. (2016) point out that despite NNESTs' insecurity about their role as adequate teachers of pronunciation and students' preferences for NESTs, pronunciation can be taught equally effectively by NNESTs and/or NESTs. Their findings suggest that the effectiveness of pronunciation instruction depends on teachers' informed pedagogical practices rather than their English accents. From this suggestion, teacher education seems to play a critical role in addressing and hopefully being able to solve this NESTs and NNESTs dichotomy in the Vietnamese teaching context. Particularly, teacher education training programs should equip their pre-service teachers with confidence in their language skills together with better pedagogical knowledge.

5.1.2.3 Vietnamese contextual factors influencing the nativelike orientation

The aspiration of achieving nativelike pronunciation from both teacher and student participants (as discussed above in 5.1.2.1&2) is an unquestioned ultimate target (Cunningham, 2009a) and might be attributable to an issue of accent discrimination at governmental, industrial and classroom levels (P. Tran & Tanemura, 2020). The following sections discuss the roles of various factors at different levels in the context of Vietnam that influenced the participants' nativelike orientation.

The adherence to native speaker goals and models by both teachers and students in this study can be attributable to the preference for Inner Circle accents that is apparent at governmental levels. A number of official government documentation guiding English education in Vietnam, for instance the *Framework of Foreign Language Proficiency for Vietnam* (MOET, 2014) and the specifications for the implementation of *Project 2020* mentioned in Introduction chapter (Vietnamese Government, 2008), repeatedly referred to "người bản ngữ" (native speakers), "giáo viên bản ngữ" (native teachers) and "giọng chuẩn" (native accents) as "the benchmark for evaluating English users in Vietnam" (Ho & Nguyen, 2019, p. 166). The two authors also documented that at the National Conference about language teaching, the Director of a Regional Department of Education and Training in Vietnam criticized Vietnamese teachers of English for speaking the target language with a Vietnamese accent and argued that this might hinder students' English learning. This preference of the government and its authorities toward nativelikeness is quite understandable. From a historical perspective, Vietnam has a long history as well as a record of close cooperation with Inner Circle countries (namely the United States and the United Kingdom) and their organizations (e.g., Peace Corp., British Council) which provide English language teaching and learning programs for Vietnamese people. The relationship between Vietnam and the U.S. and the U.K. is explored further in the next section which deals with the preference for American and British English models in language classes.

The participants' nativelike orientation is also influenced by the accent discrimination that exists in the practices of many businesses and institutions in Vietnam. This is especially so in the English language industry where nativelike accents secure employees' benefits such as higher salaries, greater prestige, and higher management and academic positions (Walkinshaw & Duong, 2014). N. Nguyen (2012) found that in Vietnam, high market demand leads to the fact that "most English centers end up hiring anybody who is a native speaker regardless of their qualification and experience in teaching English" (p. 263) and just being a native speaker is sufficient to be a teacher and given a group of students to teach. Meanwhile, local teachers have difficulty finding jobs and when they do, their salaries are considerably lower and they receive fewer benefits compared to native speakers (T. S. Le, 2011; T. M. Ngo, 2011).

This situation has also been recorded in different contexts worldwide. Derwing (2003) found that one third of the respondents indicated some discrimination they had to experience because of their accents and thought that they would be respected more if they possessed better pronunciation and accent. Many other studies have also demonstrated that many L2 learners have to encounter foreign accent discrimination and that L2 accent is, in many cases, equal to an economic penalty for some individuals (Lippi-Green, 2012; Munro, 2003). Clark and Paran (2007) surveyed 90 higher education institutions in the United Kingdom and found that more than 70% of employers made hiring decisions based on native-speakerness. Young and Walsh (2010) revealed that many NNESTs in the ELT industry are disenfranchised especially in Asia, where native speakers are often the industry's ideal model.

Furthermore, similar to the perceptions of this study's participants regarding native speakers and pronunciation teaching goals and models, an orientation to subscribe to "native speaker model idealization" (Ho & Nguyen, 2019, p. 168) is also shared among other Vietnamese teachers and students at the classroom level. Do (1999) and Ton and Pham (2010) reported a strong preference for American and British English among their student participants. 60% of the Vietnamese student participants in Walkinshaw and Duong (2014) highlighted the value of innate native-speakerness for pronunciation improvement and one third of the same students praised NESTs for helping them speak natural and native-like English. A number of teacher participants in T. H. Tran and Ngo (2017) shared that students might show their reluctance, confusion or even boredom when non-native English varieties are introduced in the class and native speaker voices are the only thing they want to listen to. In the same study, one teacher participant commented on her colleagues' conservative attitudes towards native varieties and their attempt "to correct students' pronunciation, intonation to become native speakers" (p. 49). Ho and Nguyen (2019) surveyed and interviewed a group of 42 Vietnamese teachers and students about English as a Lingua Franca. They found that the majority of participants favoured Inner Circle norms and accents and thus, had a negative attitude towards English as a Lingua Franca. The results of the aforementioned studies have indicated an existence of native-speakerism among Vietnamese teachers and students within a classroom level; thus, making the findings of this current study unsurprising.

In exploring the various factors that influence teachers' cognitions of English pronunciation goals and models and their instructional practices, this study has found that these cognitions and practices have been significantly affected by national policies, government authorities and the demand of industry. There are a number of reasons that explain why this study, supported by the research cited above, has found American and British English to be the varieties that are most frequently taught in English classrooms in Vietnam.

To begin with, the preference for American and British English of the four teacher and 20 student participants may be attributed partially to the historical, economic, political and educational connections between Vietnam, the United States of America and the United Kingdom. These connections include the dominance of American and British organizations in the English education industry since Đổi Mới. For instance, there is the establishment and development of the British Council and its teaching centers in different regions of Vietnam since the 1990s featuring ELT workshops across the nation, training for Vietnamese government officials, scholarships for students and a donation of English materials to educational institutions (EVBN, 2018). There are also the educational exchange programs with the U.S. since the 1990s highlighting different types of scholarships, fellowships and assistantships (e.g., the Fullbright programs), and a voluntary agreement between Vietnamese and American government operating Peace Corp. programs with a focus on English education (H. Nguyen, 2020 ; U.S. Embassy website, 2016).

As mentioned in section 5.1.2.2, the four teachers were not familiar with other varieties of English; hence, they only used American and British English. Also, most teaching material uses either American or British English as found in this study and reported elsewhere (e.g.,Ton & Pham, 2010) so there were few opportunities for the teachers to improve their understanding and knowledge of other varieties of English. In this study, Flora avoided talking about English varieties with her students due to her inability to differentiate between them. Meanwhile, Lan claimed not to introduce those accents to her students because of (1) a lack of materials and (2) her inability to evaluate any available materials and the fact that (3) she does not have many opportunities to interact with different accents; thus, she finds it difficult to distinguish and name them. These examples mirror the findings found in Ho and Nguyen (2019) and T. H. Tran and Ngo (2017) in different Vietnamese teaching contexts. Additionally, the belief of Lan, the multidisciplinary teacher in this research, that only by learning either American or British English, will students be able to communicate with any English speakers in the world without any problems is similar to some teachers' viewpoints in Ton and Pham (2010).

The reasons discussed above for such selection confirm Setter's (2008) assumption that the approach to the selection of a model is a result of socio-historical, socio-cultural, political and market-driven choices.

5.1.3 Traditional approaches to teaching and the ineffectiveness of error correction

5.1.3.1 Traditional approaches to pronunciation teaching

First, the study found that the teaching practices of the four teacher participants are teacher-centered with a dominant use of controlled practice and a lack of guided and free practice in all the observed classes. The variety and types of pronunciation teaching techniques used in the classroom, and the teachers' beliefs about these techniques are similar to the findings of A. A. Baker (2011c) in an ESL context and Phuong (2018) in the Vietnamese context. Several studies discuss the importance of variety and how teachers tend to use controlled activities when teaching pronunciation. In his meta-analysis of pronunciation studies, Saito (2012) found that studies which used both controlled and communicative activities led to greater improvement in pronunciation within spontaneous speech. In A. A. Baker's (2014) study which looks at the cognitions of five practicing ESL teachers, one of the reasons given by the teachers for choosing a variety of activities is to avoid boredom in teaching and learning. Thus, the literature appears to suggest that it is crucial to make use of guided and free activities when teaching pronunciation (A. A. Baker, 2014). These free activities will allow learners to experience the communicative impact of more accurate pronunciation and to transfer learning to other contexts (Saito & Lyster, 2012).

Second, my research here found the teachers relied on prescribed textbooks which feature traditional techniques and activities. In this study, the four teacher participants strongly believed that an improvement in students' listening skills leads to an enhancement in their pronunciation ability. As a result, their teaching practice relied extensively on listening activities which were provided in large numbers in the coursebooks. Almost all of these listening tasks revolve around traditional techniques (e.g., listening discrimination, listen and repeat, listen and dictate). This finding is similar to that of Buss (2016) in Brazil in which 91% of surveyed teachers used listen-and-repeat. The over-dependence on the textbooks could be explained as the result of a lack of training in pronunciation pedagogy which is similar to Fraser's (2001) finding that limited teacher education training leads to an over-reliance on listen and repeat. Though extensive listening activities are considered to be a vehicle for awareness raising as reported by Couper's (2016b) teachers, the current literature, especially work in speech perception, has shown that traditional top-down listening practice in listening for comprehension does not improve pronunciation. Instead, what is needed is a bottom-up approach focusing on the way things actually sound in different contexts (Cauldwell, 2013; Couper, 2011; Field, 2008; Grant, 2014).

Third, the study discovered the traditional teacher-centered approach did not involve the use of diagnostic tests and the setting up of teaching priorities. Through the students' self-introduction in the first and/or following lessons, the four teachers listened and noted difficulties their students

have and worked on them during the course. It could be seen from the interview and observation data that the teachers primarily used this type of information to inform their teaching rather than sharing it with their students to raise an awareness of their pronunciation difficulties. Also found in this current study, the teachers (e.g., Bảo Khánh, Flora) were uncertain as to what they should prioritize in their own teaching practice and relied too heavily on prescribed teaching materials since they did not do a formal needs assessment. This finding is similar to what Couper found with his Uruguayan teachers (2016b) and is reflected in the sorts of questions that teachers in Uruguay and New Zealand have about pronunciation, as reported by Couper (2020).

In this regard, Derwing and Munro (2015) and other researchers argued that regardless of what type of pronunciation class (e.g., stand-alone vs. integrated) a teacher has, a needs assessment provides a basis for the development of lesson plans and suitable teaching techniques that address each student's needs. Thus, I would advise my teacher participants to implement formal diagnostic tests when it comes to pronunciation teaching. Examples of needs assessment tests could be found in section 2.1.2 in the Literature Review chapter. Couper (2020) also suggested that diagnostic tests need to be repeated to help learners hear their improvement and help teachers measure their success. The Vietnamese tertiary pronunciation teachers in this study should take this suggestion into consideration as most of them are concerned about how to assess improvement in their students' pronunciation and wondering if their teaching is effective or not.

Munro and Derwing (2006) argued for the importance of setting priorities for pronunciation instruction based on students' needs given that there is insufficient time to address every aspect of learners' phonological difficulties in the classroom. In the light of this argument, it would appear to be appropriate for Bảo Khánh to be selective in her teaching instead of covering every teaching requirement in the prescribed syllabus as the other three teacher participants did. Nonetheless, the adequacy of pedagogical choices that teachers make based on their intuition has been questioned (Derwing & Munro, 2005; Fraser, 2006; Levis, 2005). Derwing and Munro (2005) are concerned that pronunciation "instruction materials and practices are still heavily influenced by commonsense intuitive notions" and that such intuitions "cannot resolve many of the critical questions that face classroom instructors" (p. 380). As echoed in the earlier studies, Bảo Khánh, in this study, was guided by her own intuition and personal experience and felt doubtful about the effectiveness of her teaching approach. She frequently expressed her lack of knowledge about setting teaching priorities. Considering an existence of a number of research into priorities in pronunciation teaching and Bảo Khánh's lack of this type of knowledge, there seems to be a lack of connection between current research and the teacher's instructional practice. Further research in this regard will be canvassed in greater detail in the final chapter.

5.1.3.2 The provision of corrective feedback

First, this study showed that all the teachers and students shared the same belief that feedback plays an essential part in helping students develop their pronunciation and it should be delivered during class time. To achieve this end, the four teachers incorporated a number of techniques, including individualized feedback, whole-class feedback, recasting and prompting, peer comments, into their explicit pronunciation instruction as compared to solely relying on recasts and prompts as observed in Phuong (2018) and T. L. Nguyen (2019) in the Vietnamese tertiary teaching contexts. Each teacher often combined different strategies for delivering feedback. Sometimes, they would interject to provide correction while in other situations, they would give corrective feedback once students had completed their activities. The former was a common practice among the four teacher participants as they believed that instant feedback is more beneficial in helping learners correct their pronunciation errors when the errors are still fresh in the students' minds. The students also confirmed in focus group discussions that receiving feedback immediately is a good choice.

Second, my current research noticed that there was a need to be careful about how immediate correction was done. While the teacher participants in this study were mainly concerned about face-threatening issues when delivering explicit and instant corrective feedback, those in Couper's study (2019) reported other issues. These include damaging learners' confidence, interrupting the flow of the class and consuming teaching time. Despite some concerns by the teachers regarding instant and explicit corrective feedback and the embarrassment and/or discomfort it might create for students, this type of error correction was welcomed by the students. Several studies in the current literature, including those in the Vietnamese context, have also recorded students welcoming explicit corrective feedback on their pronunciation errors such as A. A. Baker (2011c), Phuong (2018) and T. L. Nguyen (2019). E. J. Lee's (2016) study involved participants mostly from Asian countries where oral English was deemphasized in their EFL classes. She found that teachers' oral corrections actually reduce their students' anxiety about speaking English. This should be encouraging to Vietnamese pronunciation teachers who may be concerned about the risk of embarrassing their students by correcting their pronunciation errors in front of the class. It seems that it matters less whose mistake feedback is provided for, or whether an individual's mistake is corrected privately or publicly, than the manner in which feedback is delivered (Phuong, 2018).

Third, this current study found that there were concerns among the teachers about the time-consuming nature of giving feedback and the overall effectiveness of the feedback provided. For instance, Lan was observed to frequently give feedback to individual students in front of the whole class. She explained in one stimulated recall that this is due to the shortage of teaching time. Lan also expressed her uncertainty about the efficiency of her feedback provision. She described

herself as a cow chewing grass and felt that for her students, her comments were like water off a duck's back. In the case of Alex, as observed in his teaching practice, Alex gave up on correcting students' errors after spending an amount of time on correction through listen-and-repeat and recognizing that it did not work.

The finding that the listen-and-repeat technique seemed to be ineffective in improving students' pronunciation errors is similar to that of Couper (2019). In Couper's study, one teacher participant was far from successful in using extensive listen-and-repeat to help his students understand epenthesis. As the students in the current study and those in Couper (2019) had not been able to hear the difference between correct and incorrect pronunciation, critical listening to support the teachers' provision of corrective feedback would help (Couper, 2011). Another suggestion might be that error correction could work when the students are helped to focus on the errors and engage with the correction (Couper, 2016b; Derwing & Munro, 2014; Dlaska & Krekeler, 2013; Fraser, 2009). It has also been suggested in the literature that self-recordings could be a good way to help learners improve their pronunciation and the teachers in the current study also mentioned this as a good approach they could use. Even though some of the teachers (e.g., Flora, Bảo Khánh) attempted to employ this in their practice, they did not follow up on this issue. It appears that the teachers have good intentions, but in reality, they are not able to implement these intentions.

Fourth, the study found that the practice of pronunciation instruction of the four teachers followed a pattern: teachers explicitly teaching specific features, students immediately practising the features and teachers using cued corrective feedback. Although, this pattern has been suggested as effective (e.g., A. A. Baker & Burri, 2016), it was believed to be ineffective by the teacher participants. There might be various reasons related to the teachers, the schools or teaching programs and the students that would account for this perception.

To start with, although the teachers provide explicit instruction and learners practice, there is a lack of consistent use of cued corrective feedback. The teacher participants in this current study were observed to occasionally provide cued comments while primarily utilizing plain recast or prompt techniques. The latter mentioned strategies were suggested to lead to little evidence of uptake in the current literature on pronunciation teaching (see Yoshida, 2010). Thus, a planned systematic utilization of cued corrective feedback rather than traditional techniques (e.g., recast) is suggested.

Additionally, the teacher participants paid little attention to and appeared to lack knowledge of how to employ corrective feedback techniques that depend on noticing and understanding the phonological concepts, and/or a co-constructed language which have been suggested to be effective with students' pronunciation improvement in the literature (Couper, 2011; Fraser, 2010).

This situation might be attributable to a limitation in accessing research-based resources. The universities could address this shortcoming by organizing workshops and professional development opportunities for teachers to increase their awareness of the importance of research results and providing them with readily available resources.

The third constraint might come from the degree of students' autonomy and their attitudes toward mistake correction and/or learning this subject. My study found that the student participants' low level of autonomy and feelings of boredom and dissatisfaction with the teaching approaches of their pronunciation teachers led to little or no notice being paid to pronunciation learning and error correction.

5.1.4 Diverse influential factors at different contextual levels

The above discussion revealed that the teachers did not teach in a context-free environment, rather they made different teaching decisions to reconcile different contextual issues coming from the intrapersonal-context of teachers, the micro-context of classrooms, the meso-context of society and institutions and the macro-context of nation and the world. Influences from these contextual factors can be divided into ones coming from **context agents** (here I am referring to people who play a role such as teachers, students, school colleagues and authorities) and those from **context elements** (here I refer to classrooms, schools, coursebooks, policies, etc.). The contextual factors identified in this study can be categorized according to contextual levels as displayed in the following list:

- Intrapersonal context of the teachers: prior beliefs and perceptions, teaching and learning experience, professional training, and level of confidence
- Micro context of the classrooms:
    - Influences from the learners: prior education, English proficiency level, level of autonomy, prospective professions, learners' responses to teachers' teaching and difficulties in relation to pronunciation
    - Influences from the classroom conditions: teaching resources (e.g., cassette players), classroom layouts, and class size
- Meso context of the society and institutions:
    - Influences from the society: social norms, cultures and conditions
    - Influences from the institutions: workplace cultures and policies, school authorities and colleagues, and teaching curriculum and time
    - Influences from research participation: classroom observations and semi-structured interviews

- Macro context of the nation and the world:
    - Global influences: English language history and development, Nativeness vs. Intelligibility principle, NESTs vs. NNESTs dichotomy, and segmentals vs. suprasegmentals debate
    - National influences: historical, political and educational connections with Inner Circle countries and educational law and policies.

The current study attempted to capture the interactions between the teachers' cognitions, their practices and the wider contexts as mentioned above rather than purely making a list of contextual factors as indicated in research in Vietnam and other contexts (A. A. Baker, 2011a, 2011b; Breitkreutz et al., 2001; Derwing, 2010; T. L. Nguyen, 2019; Phuong, 2018; H. Y. Vu, 2016). Additionally, this study sought to move beyond identifying factor(s) with the most significant influence on the development of teachers' cognitions and their practices (e.g., A. A. Baker, 2011b). Findings of this current study showed that each factor has different roles in different situations and their degree of impact might change due to the nature of the situations. At a certain time, under certain circumstances, different factors interact with each other and together influence the teachers' cognitions and teaching practices. My study appears to indicate that it is important to identify the reciprocal and opposing relationship among factors in different contexts. A factor that might be very influential in one context might be less important in another. This complex relationship of factors then could be showcased to teachers to more accurately assess their own situations and work out the best solutions. These interactions are inevitably localized as they occur in particular teaching contexts. Detailed discussions of contextual factors are presented in the following sections. Similar to previous sections, themes and sub-themes are presented in the structure of presenting findings of the research in comparison with the extant literature, providing explanations and suggestions whenever possible.

5.1.4.1 Intrapersonal level

The findings of this study indicate that there are a number of different personal factors affecting the pronunciation teachers' cognitions and their teaching practices. They could be teachers' prior beliefs and perceptions; learning and teaching experiences; personal preferences, moods and aspirations; economic needs; self-confidence and ability to teach, inter alia. The following discussion focuses only on a selection of significant influential personal factors.

To begin with, this study found that tertiary education had different effects on the teachers' cognitions and their practices. Even though all teacher participants received their tertiary education from the same institution (i.e., Lingua), the recollections of the participants in terms of what was the most memorable component of teacher education training in relation to

pronunciation instruction varied considerably. In looking at her current teaching practice, Flora realized the significant impact of her introduction of phonetic symbols and sound articulation, the provision of corrective feedback, the representation of intelligibility as an appropriate goal for pronunciation teaching, and some knowledge of how to teach pronunciation. This particular topic seemed to remind Lan of several negative moments of learning pronunciation, and phonetics and phonology at the university (e.g., her lecturers at university could not satisfactorily answer her questions). As a result, Lan saw herself in a position of always needing to update her knowledge to clear up students' queries as much as possible.

The other two teacher participants (Alex and Bảo Khánh) stated that their tertiary education had left no particular impression on them, especially courses related to pronunciation, phonetics and phonology or pronunciation pedagogy. Alex came to teacher education believing that his pronunciation of English was good and also that imitation is a key to success. Thus, to him, the pronunciation course at Lingua was fun and acted as a break between courses on other English skills rather than as knowledge input for students. This might explain why he has no specific memories about the course as Freeman and Richards (1996) demonstrated that language student teachers' well-rooted assumptions and experience about teaching and learning strongly influence what and how these teachers learn during their teacher education. This prior belief of Alex may outweigh the effects of teacher education on his teaching practice as in the example of him dealing with consonant clusters (see section 5.1.1). Bảo Khánh did not offer a reason why her teacher training at Lingua left no specific impression on her.

In brief, teacher education from Lingua seemed to bring negative feelings to the most experienced teacher of the four (Lan), positive emotions to the second most experienced (Flora) while providing the two less experienced teachers (Alex and Bảo Khánh) with no specific memories. Other studies in both ESL and EFL contexts have also looked into the impact of previous language learning experience on pronunciation teachers' cognitions and their practices (e.g., A. A. Baker, 2011c; Couper, 2016a; Phuong, 2018). The finding that the teacher participants found different aspects of an undergraduate course being more memorable than other components is similar to that of A. A. Baker (2011c). In her study, A. A. Baker discovered that despite similar education which suggests similar exposure to knowledge about language, teachers differed greatly in their teaching and the application of their knowledge to the ESL classroom.

Second, the study found that reflective practices had both positive and negative impacts on the teachers' cognitions and practices. In general, the types of reflective practice employed, and the amount of time spent on reflecting about their teaching varied considerably among the four teachers. Apart from Alex who seemed to practise no reflection, the other three teachers were engaged in reflecting on their teaching before, during and after class time; talking with colleagues

about problems in pronunciation teaching; asking the researcher questions with regards to how to better their teaching; collecting students' feedback via surveys and/or questionnaires. All the reflective practices found in the present study are quite similar to those employed by A. A. Baker's (2011c) teacher participants.

In particular, the study revealed that discussions with colleagues exerted an impact on three of the teacher participants' teaching (Alex appeared not to change) in different ways. Flora and Lan generally found that their colleagues were not keen to discuss any topics related to pronunciation teaching and learning. Consequently, a lack of professional development opportunities leads to uncertainty about teaching principles. Bảo Khánh sought advice from her colleagues to deal with a heavy teaching load within a limited teaching time. Different to the case of the two experienced teachers, Bảo Khánh's teaching approach of selecting problematic sounds to teach received support from her colleagues. She, as a result, felt more confident in her choice of teaching direction.

The study also showed that the participation in this research seemed to have a significant influence on the teacher participants which might have led to more effective teaching. The participants benefited from taking part in this research as a number of positive changes have been recorded through the analysis of interview, classroom observation and documentation datasets. Flora, for example, provided more interesting and systematic pronunciation lessons to her students after each stimulated recall. Lan and Bảo Khánh, through conversations with me – the researcher, realized strengths and limitations in their teaching and activity/material designing and set up a plan to make them better. Alex, through participation in this research, recognized his uncertainty in dealing with theory-focussed lessons and wanted an opportunity to trial the lesson before observation. The positive impact of being involved in research seems to mirror the results of Sengupta and Xiao (2002) concerning writing instruction, A. A. Baker (2011c) with pronunciation instruction, T. L. Nguyen (2019) about pronunciation workshop participation and Fraser (2000) dealing with project involvement. In their study, the notion of knowledge sharing, and research participation has been found to aid teachers in reflecting on their teaching and in learning from their teaching experiences. Findings of the current study echo Farrell's (2007, 2015) suggestion that teachers should be encouraged to articulate their cognitions to themselves and others including colleagues to improve their subsequent teaching practices. The positive and more questionable aspects about their practice which the teachers identified through reflection suggest that (1) more professional development opportunities should be delivered to pronunciation teachers especially those at the tertiary level in the Vietnamese teaching context and that (2) colleagues should perhaps be more supportive of each other in fostering professional development.

Third, this research revealed that the teacher participants' level of confidence in their pronunciation and the ability to teach this skill affected their pronunciation teaching. In this study, all four teachers indicated that they did not have a high level of confidence in their ability to teach pronunciation regardless of their qualifications, training in pronunciation pedagogy and years of teaching it at the tertiary level. Flora, for instance, showed that she felt uncertain about teaching suprasegmentals and distinguishing between American and British English. Lan's lack of knowledge about English varieties led to her lack of confidence in introducing them in her pronunciation classes. Interestingly, the two less experienced participants who despite asserting being confident in their pronunciation ability also felt insecure in some of their teaching practices. As a consequence, they sometimes avoided teaching certain pronunciation features (e.g., consonant clusters) and/or did not provide corrective feedback to students and described it as a "tolerance" of students' mistakes.

This finding mirrors the current literature. Only a few studies have found that teachers are relatively confident in their ability to teach pronunciation, for example, Burns (2006), A. A. Baker (2011c) and Buss (2016). NNESTs in many other studies have reported their insecurity about their own pronunciation and that they did not feel confident teaching it (A. A. Baker, 2011a; Breitkreutz et al., 2001; Couper, 2016b, 2017; Henderson et al., 2012; Macdonald, 2002; J. Murphy, 2014b; T. L. Nguyen, 2019; Phuong, 2018). Particularly, this result is in line with A. A. Baker (2011a) and Couper (2017) in that teachers, despite some training in phonetics and phonology, as well as pronunciation pedagogy, were uncertain about their ability to teach certain features of pronunciation in their courses. Fraser (2000) found that "widespread lack of confidence among teachers regarding pronunciation teaching [meant] it [was] often avoided" (p. 12).

The lack of confidence of the teacher participants in this current study might be attributable to two causes originating from their prior teacher education and their current working places where a lack of training in pronunciation pedagogy and an absence of professional development opportunities have been noted. In this particular context, Bảo Khánh stated that she learnt how to teach pronunciation through training at a private English centre where she worked part-time instead of gaining this knowledge through a teacher education program. Similarly, Alex claimed that there was no pronunciation pedagogical knowledge provided to him during his teacher training process. The methodology course at Lingua only instructed him how to teach English in general. In a similar manner, Lan revealed that instructors of the Methodology course at Lingua only provided examples of how to teach the four skills of English without mentioning pronunciation skills.

The teacher participants in the current research expressed their desire to have more training specifically related to pronunciation at teacher education level and more extensive discussion among colleagues about how to tackle problems in pronunciation teaching. This finding confirms prior research which has also concluded that ESL/ EFL teachers' feelings of uncertainty are frequently attributed to insufficient training and professional development opportunities in pronunciation teaching (Foote et al., 2011; Henderson et al., 2012). It also advocates that more training opportunities should be provided to ESL/EFL teachers so that they can feel completely comfortable teaching pronunciation in their language classes (Burns, 2006; Derwing & Munro, 2015; Foote et al., 2011; D. Murphy, 2011). Specifically, in the Vietnamese teaching context, Phuong (2018) and T. L. Nguyen (2019) are two authors who have recorded similar findings regarding teachers' training experience and confidence levels in pronunciation instruction.

In light of this, J. Murphy (2014a) suggests that a higher acceptance of non-native-speaker models may assist teachers in becoming more confident in their own pronunciation. Another suggested solution, also noted elsewhere (Burns, 2006; Foote et al., 2016; Henderson et al., 2012), is that teacher education and in-service professional development which focus more on how to teach pronunciation might better prepare teachers. J. Murphy (2018) argued for a pronunciation-centered teacher preparation course featuring both declarative and procedural pedagogical knowledge and practicum opportunities for student teachers to gain classroom experience. The definition and importance of these two types of knowledge have been discussed in the Literature Review chapter (see section 2.1.3.2 for more detail). Murphy also proposed in his chapter a number of practical recommendations for preparing prospective pronunciation teachers. These include, among others, a clear distinction between teaching the pronunciation of ESL, EFL and ELF, a selection of a core course text that pays attention to both knowledge about phonetics and phonology and pedagogical content knowledge, and utilization of contemporary journal articles, book chapters and pronunciation-centered activity recipe collections for ideas, inspiration and as reference points for making comparisons between research and practice.

Particularly in the Vietnamese context, the findings of this research raise a concern for the teacher education program and its authority board at tertiary level. The questions raised here might be, for instance, "What type of training to focus on with regards to pronunciation instruction? Should there be courses delivered in the teacher education training program or in-service training?" (i.e., training that happens within teachers' teaching context) as most teacher participants could not remember what they had been taught during teacher education. To this end, professional development workshops or seminars based on teachers' actual needs and teaching contexts might be more timely and more appropriate (see T. L. Nguyen (2019) for an example of the effectiveness of a workshop on Communicative language teaching framework in the teaching practices of six pronunciation teachers at a Vietnamese university).

5.1.4.2 Micro level

The classroom is a place where pronunciation teaching and learning take place. The collected datasets revealed a number of micro contextual factors which interact with the teachers' cognitions and practices. These have been grouped as influences from the learners and from the classroom conditions.

As mentioned in the list above (see section 5.1.4), learner factors include learner autonomy, learners' language level, learners' responses, prior education and prospective professions. In the stimulated recall interviews, the four teacher participants revealed that they paid attention to the students' verbal and paralinguistic feedback to activities in pronunciation classes and adjusted their teaching accordingly. For instance, commenting on one classroom incident related to the /dʒ/ and /tʃ/ sound pair, Flora said:

> There was a student sitting in the corner of the class who looked very confused about the word "jeer" and "cheer". So, I paused the lesson for a while and decided that I would let the whole class listen again. I also noted those sounds to come back to later in the semester. (Int3.Flora)

Similarly, Bảo Khánh mentioned in our first stimulated recall that she saw her students, the ones taking part in this research, felt confused about the rules of the Telephone game and often cheated during the activity. Therefore, she changed the activity procedure when she used it later with a different class.

Learner motivation to learn pronunciation and learner autonomy were also frequently mentioned as factors influencing the teachers' cognitions and pedagogical practices. This study found that the majority of the student participants, though regarding pronunciation learning as important, did not pay full attention to the pronunciation course. They had a tendency to learn things that are included in tests and examinations only. The "don't care" attitude of the student participants about their pronunciation course influenced their teachers' teaching practice. Bảo Khánh and Flora mentioned students' lack of attention and/or their ignorance of what is provided in their pronunciation course several times. This led to the fact that Flora did not want to invest much time preparing her pronunciation lessons and developed a routinized practice revolving around textbook and listen-and-repeat activities. Meanwhile, Bảo Khánh taught the "more important skills" (listening and speaking) first and only allowed approximately 30 minutes at the end of each 180-minute lesson for pronunciation teaching. Moreover, both of the teachers were found to willingly devote instruction time designated for pronunciation to teach listening and speaking skills.

In addition, as mentioned earlier in the Methodology chapter and section 5.1.1, students' prospective occupations influence their perceptions of the importance of pronunciation, pronunciation learning and pronunciation pedagogical instruction. This, in turn, impacts their attitudes in pronunciation class and their teachers' teaching practice.

Classroom factors include large class sizes, traditional classroom settings, outdated teaching tools (e.g., cassette players). This study found that these classroom factors affected both the teachers' and students' motivation to teach and learn as well as their level of participation in lesson activities. For example, a crowded pronunciation class (i.e., more than 30 students) with fixed table-and-chair settings prevented Lan from catering to the needs of each student and providing corrective feedback to each individual. This practice demotivated her students making them passive participants in the lessons. As a consequence, she chose to "spoon-feed" her students even though she acknowledged the disadvantages of this.

5.1.4.3 Meso level

The datasets of this study confirmed that there were a number of meso factors impacting the pronunciation teachers' cognitions and practices. The meso context included social norms, conditions and culture (i.e., social factors), workplace culture and colleagues, school authorities and policies, and teaching curriculum and time (i.e., institutional factors) and the participation in this research. Many of the factors have been discussed in the above sections (e.g., discussion about effects of participating in the research or impacts of different conditions in the workplace on teachers' thinking and their teaching). Some of the other notable factors are discussed below.

As previously mentioned, the teachers in this study claimed to have limited teaching time to convey pronunciation knowledge because this skill is not adequately represented in the curriculum and assessment. This finding is quite similar to those of Phuong (2018) and T. L. Nguyen (2019) who found their participants also neglected the teaching of pronunciation skills as a result of a lack of time in a tightly-packed and exam-oriented curricula. These curricular challenges facing pronunciation instruction in the Vietnamese teaching context are certainly not unique. It has been noted that teachers of English often report having insufficient time to pay proper attention to pronunciation (Gilbert, 2008), especially when pronunciation is not a part of the curriculum in some Asian countries or not a component of the examination (e.g., Lim, 2016). In these situations, instruction in pronunciation is often neglected (Liu, 2011). In this sense, curriculum designers in the Vietnamese tertiary teaching context might wish to consider giving a greater emphasis to pronunciation skills. Also, teachers are advised to use their time wisely by covering aspects of pronunciation that are most relevant for their students (Couper, 2020) as discussed in section 5.1.3.1 regarding teaching priorities and diagnostic tests implementation.

In the teachers' realization of their practices, time constraints were always connected with use of L1, teacher-controlled activities, and whole-class activities. Because of time constraints, some teachers (e.g., Alex) even skipped providing feedback on learners' performance. Time constraints also activated the tensions between teachers' cognitions about teacher-centered ways of teaching and that of more communicative and learner-centered method. Though Lan, Flora and Bảo Khánh acknowledged the weaknesses of teacher-led teaching (e.g., boring lessons, inactive students) and the strengths of learner-centered teaching (e.g., interesting lessons, student autonomy promotion), they were all concerned about the impracticality of implementing more student-led activities in their pronunciation classrooms because of time constraints.

The second noteworthy factor is the current prescribed textbooks used at the two universities. Analysis of the teachers' practices did reveal some tensions between the course books and the teaching reality. Though the coursebooks used by the participants in this study in both pedagogical and multidisciplinary universities are devoted solely to pronunciation, they were evaluated negatively by both teachers and students. The coursebooks were said to be unsystematic, trivial, and outdated; to isolate segmental and suprasegmental knowledge; to have limited teaching activities, among others. In other words, the textbooks currently in use in both universities are not perceived as teacher-friendly resources by the teacher and students. Nonetheless, the teacher participants were reluctant to restructure or adapt the coursebooks. For example, though Bảo Khánh felt the inappropriateness of the pairs of sounds introduced in the provided material, she did not make much effort to change it. Instead, she omitted the lesson. Bảo Khánh explained that she believed in the authority of the coursebook designers and she was not confident enough to make it more appropriate for her students.

The participants in this research expressed their desire for more materials to help them with pronunciation teaching. The situation in this current study is not an exception in the literature. Textbooks are claimed to define teaching practice in the majority of EFL contexts (Forman, 2016) and in global ELT generally (Akbari, 2008). Some research also showed that pronunciation content presented in ELT textbooks is often far from systematic (Derwing, Diepenbroek, & Foote, 2012), holistic (R. Jones, 1997) or comprehensive (R. Jones & Evans, 1995). Although the differences would be large regarding pronunciation in ESL and EFL contexts, some ESL teachers of pronunciation in the USA in A. A. Baker's (2011c) study also raised concerns about their textbook-driven teaching and emphasized the necessity of introducing extra pronunciation teaching activities into their classes. Other studies in different contexts have produced similar findings (Breitkreutz et al., 2001; Macdonald, 2002; D. Murphy, 2011). In the Vietnamese teaching context, Phuong's (2018) teacher participants felt challenged to give a variety to the pronunciation teaching activities in light of the limited range of activities provided in the textbook used. Her teachers were also found to rely on and follow the textbook most of the time,

consequently, making their teaching “ineffective” or “boring”. This happened due to their limited repertoire of pronunciation teaching techniques, and the time constraints mentioned above.

In light of the teachers’ negative views about teaching time and pronunciation textbooks, I conducted a small investigation into the syllabi for the pronunciation section at Lingua and pronunciation course at Econ and into the coursebooks used at the two research sites. As briefly mentioned in the Methodology chapter, pronunciation (i.e., phonemes) at Lingua is taught within the listening and speaking class. Each class lasts for 180 minutes with 30-60 minutes assigned for pronunciation teaching by the teachers. There are 11 weeks in which pronunciation components are taught. Each pronunciation lesson covers from three up to eight consonant or vowel sounds. It can be seen that in the lesson which has a maximum of 8 phonemes, the teachers have only three to seven minutes to deal with each sound including theory delivery and practice tasks. The pronunciation coursebook used at Lingua is a set of material for internal use only. No reference or source of material is identified. Each unit of the compiled textbook features two main parts: theory of sound articulation and practice tasks. There is at least one practice activity with a sound at word, sentence, dialog level and one practice involving role play or game. For the lesson of 8 diphthongs, there are approximately twenty practice tasks. In the situation that a teacher wants to cover all these tasks in about 30-60 minutes, there is only 2-3 minutes per activity.

Pronunciation is a stand-alone course at Econ focusing on both segmentals (consonants and vowels) and suprasegmentals (e.g., stress, intonation). Each class lasts for 80 minutes. There are 14 weeks that cover different pronunciation features. Each pronunciation lesson deals with two to five sounds and either intonation, word or sentence stress or linking components. Each suprasegmental feature is organized so it can be taught in stages over several units in the textbook. For example, intonation of question with “or” and word stress of numbers are introduced in lesson 1 while intonation to show a feeling of anger, intonation in a list and intonation in exclamations appear in lesson 3. From Lan’s perspective, distributing aspects of the same knowledge across a number of lessons may present her with difficulties in synthesizing the knowledge for herself and her students. The pronunciation coursebook used at Econ is a commercial “Ship or Sheep?: An Intermediate Pronunciation course” book (A. Baker, 2006). Each pronunciation lesson covers between two and six units in the textbook. Similar to the material used at Lingua, the pronunciation coursebook at Econ has two main parts: theory demonstration and practice tasks featuring pronunciation features at word, sentence, dialog and situational level. Each unit of the book has about eight to ten practice tasks. Thus, without considering teacher-designed activities, there are about 48 to 60 practice tasks in the book to cover for the lesson dealing with six textbook units. The time available for each task fluctuates between 2-3 minutes making it impossible to effectively teach the whole book.

Previous discussions have focused on how to help teachers improve their pronunciation teaching skills. Nonetheless, upskilling pronunciation teachers might be useless if they do not have enough time to put their newfound skills into practice. A suggestion for integrating pronunciation into every English class, especially listening and speaking to give extra time for pronunciation has been discussed in section 5.1.1.1. Another solution might be to deal with the representation of pronunciation in the curriculum, syllabus and examination system. Pronunciation, in this case, should be given more prominence and has its own position in the assessment. If this is implemented in this exam-oriented teaching context, wash back effects will handle the time factor. Further implications in this regard will be provided in the Conclusion chapter.

Regarding pronunciation materials, it has been demonstrated in this study that a pronunciation textbook which is solely compiled by the local Vietnamese teachers or is completely Westernized and commercial did not work in the particular Vietnamese teaching context. The teachers in this study were left questioning the philosophy of the textbook designers and sometimes disagreeing with the textbook content presented. Nevertheless, they still had to depend on the prescribed textbooks as they lacked training in pronunciation teaching, had less experience in pronunciation teaching and did not have the confidence to challenge the authority of the textbooks. This finding is similar to what has been found in Gray (2010) and Tomlinson (2005). It is suggested that pronunciation materials to be fully useable should be designed to meet the needs and wants of teachers who differ in their training, teaching experience and confidence level (Harwood, 2010). It is also recommended that if pronunciation is integrated into the teaching of other language skills, the presentation of pronunciation should be visual representation (Levis & Sonsaat, 2016). To illustrate the idea of visual representation, Levis and Sonsaat draw an analogy with food and visualize the table with pronunciation either fully integrated into the language teaching meal or being a side dish or presented as a garnish that "provides colour but is not expected to be eaten" (p. 114). It is also suggested that pronunciation textbooks should be written with reference to their context of use (Tomlinson, 2005). In this sense, locally produced pronunciation materials or handbooks that are designed by experts in the pronunciation field in consultation with local teachers might be useful for the local populations. Levis and Sonsaat (2016) advise that these materials should be informative with clear explanation of certain topics. They should include the reasons why the teachers should conduct particular pronunciation activities and how to best teach them as many teachers lack content knowledge and are uncertain about their ability to teaching pronunciation.

Another meso factor that influences the teacher participants' cognitions and teaching practices is limited opportunities for in-service professional development at both institutions. It was commented by Flora from Lingua that they did have professional meetings; nevertheless, only issues related to assessed skills (e.g., listening and speaking), and students' feedback about

courses and teachers were discussed. According to her, there was no practice such as discussing lesson plans, sharing teaching materials or attending other teachers' demonstration lessons among teachers who teach the same subject. This lack of professional development opportunities, as a consequence, contributed negatively to her pronunciation teaching. The need for more professional development opportunities and colleague support activities were recorded when the teachers were asked about in-service training programs.

5.1.4.4 Macro level

This study found some national and international factors at the macro level that either directly or indirectly impact the pronunciation teachers' cognitions and practices. National policies (e.g., Project 2020) regarding English language learning and the economic development and integration of Vietnam into the world influence the teachers' perceptions of the importance of pronunciation in language teaching. Also, as previously discussed in section 5.1.2, government and authorities' attitudes towards varieties of English as well as historical, economic, political and educational connections between Vietnam and the U.S. and the U.K. define teaching goals and models which in turn, lead to decisions in teaching practices that might be different from what the teachers believe.

5.2 Conceptualizing teachers' cognitions in this study in relation to their instructional practices and wider contexts

The following sections revisit how teachers' cognitions have been conceptualized in this study in relation to their actual teaching practices and wider contexts. In general, the current study, through prior discussions of the findings, confirms that (1) the four teachers' cognitions were complex and (2) this complexity was represented through the variety of the teachers' cognitions (i.e., four constructs: teachers' knowledge, beliefs, attitudes and identities) and through the interaction between different cognition constructs. Additionally, the current study exemplifies prior studies' results (e.g., Phipps & Borg, 2009; Zheng, 2015) that the teachers' cognitions were either explicit or implicit, and core or peripheral in nature which adds another layer of complexity to the teachers' cognitions (see Literature Review chapter section 2.2 for more detail).

5.2.1 Complexity within the four constructs of the teachers' cognitions

Complexity of teachers' cognitions was represented in their knowledge of phonetics and phonology, knowledge about pronunciation instruction and knowledge about teachers' roles and knowledge of self, to name a few. Lan, for example, claimed to have a solid foundation in phonetics and phonology (subject matter knowledge) and attempted to incorporate this type of

knowledge (e.g., vowel quality, lip rounding, place and manner of articulation) into her teaching. Meanwhile, Flora and Alex sometimes struggled to understand the theories themselves; thus, they had a number of problems when trying to explain knowledge related to phonetics and phonology. However, there was a difference in the way Flora and Alex responded to this issue. While Flora was always in search of more knowledge to improve her teaching, Alex did not seem to consider it important and tended to ignore problematic pronunciation features in his teaching. The teachers also showed that they possessed knowledge about teachers' roles and knowledge of self. For instance, Lan who sees her role as a knowledge conveyor was observed to be the dominant talker in the classroom, delivering knowledge to her students. Flora acknowledged that as a non-native teacher, she might possess some deficiencies that can influence her students' pronunciation development and hence, decided not to use herself as a model in her class.

Complexity was also seen in the beliefs that the four teachers held about pronunciation teaching and learning. With regards to the nature of pronunciation and what it means to know pronunciation as a subject, the teachers were found to believe in the importance of attaining good pronunciation; however, at the same time, undervalued the importance of pronunciation as a subject when it is compared to other English skills. The teachers also had a range of beliefs about pronunciation teaching objectives, the content of teaching and approaches to teaching. For example, Alex who aimed to help his learners achieve nativelikeness attempted to revolve his teaching around imitation activities following native speaker models or around the use of teaching materials featuring native speakers' accents. Meanwhile, Lan and Bảo Khánh recognized that different types of learners need to achieve different goals in pronunciation attainment (e.g., English majors aim for nativelike pronunciation and non-English majors aim for intelligibility); thus, they varied their teaching approaches and requirements.

In addition, the teacher participants' attitudes towards pronunciation instruction and related issues were complex. For example, Lan had a positive attitude towards a listening and transcribing activity as she had experienced herself that this type of activity is beneficial for the development of language competence (behavioral beliefs). Similarly, Alex who was successful with imitating native speakers and attaining good pronunciation adopted a positive attitude towards this approach to pronunciation learning. Flora, despite believing in intelligibility as an appropriate goal for pronunciation attainment, preferred the teaching practice using native-speaker models as she acknowledged that both her students and people in Vietnamese society aspire to speak like native speakers (normative beliefs). Flora avoided differentiating between American and British English as she felt she has an insufficient amount of knowledge to successfully differentiate between them (control beliefs).

Finally, complexity of the teachers' cognitions was displayed through the teachers' different representations of identities in their teaching of pronunciation. For instance, Flora presented two opposing vocational identities in her pronunciation teaching. The first one represented her positive identity with a group of students who are actively involved in her pronunciation lessons. She commented that she always wanted to find more information to share with this class. In contrast, she was found to be disengaged with another group of students who did not respond to her during the lessons. As a consequence, she only wanted to "fulfill" her teaching responsibility (i.e., only teaching content assigned in the syllabus and coursebook). Lan illustrated another aspect of identity (i.e., her economic identity) when we discussed her willingness to change the curriculum and teaching materials for the pronunciation course at her university. She expressed her hesitance to do it as she wondered if the school would be willing to pay her more for doing that. If not, she did not want to create more workload for herself.

5.2.2 Complexity between the four constructs of the teachers' cognitions

The complexity of the teachers' cognitions was not simply characterized by the range of cognition constructs but was also apparent in the interaction between the different areas of the teachers' cognitions. The examples provided in section 5.2.1 have displayed both positive connections and tensions arising between the four constructs of the teachers' cognitions. Sometimes, the connections between the four constructs were represented through the alignment of the teachers' cognitions about pronunciation teaching objectives and those about methods of pronunciation teaching and learning as in the case of Alex or the connection between knowledge of self as a non-native speaker and the choice of teaching models and materials presented to the students as in the case of Flora. At other times, there are tensions among the teachers' knowledge, beliefs, attitudes and identities. The contradiction between the high value placed on pronunciation attainment and the lower value placed on the teaching of this skill in comparison with other English skills or the clash between the teachers' beliefs in intelligibility and their favourable attitudes towards native-speakerism are among the best examples of the existence of tensions.

5.2.3 Complexity in the nature of the teachers' cognitions

The complexity of the teachers' cognitions was presented through the existence of both the teachers' professed and in-practice, explicit and implicit, and core and peripheral cognitions. These different types of cognitions were identified through the analysis of the teachers' cognitions in relation to their instructional practices and wider contexts. Stated cognitions reflect the teachers' explicit, conscious and idealistic cognitions about what things should be (Phipps & Borg, 2009). In contrast, in-practice cognitions represent implicit and unconscious cognitions about what things are actually being elicited through the discussion of actual classroom practices

(ibid.,). The current study's findings show that on some occasions, the teachers' professed and in-practice cognitions were aligned with each other.

For instance, interview data showed that the teachers' understanding of the principle of coursebook content arrangement was deeply rooted in their cognitions about the pronunciation learning process. All the teacher participants believed that pronunciation learning is a process of knowledge accumulation which proceeds from the simple to the difficult and involves intensive listening. In practice, the teachers primarily followed the sequence recommended by the prescribed textbooks which consisted of two main sections: Theory (i.e., knowledge about sound articulation and suprasegmental features) and Practice (including mainly listening discrimination and listen and repeat at word, sentence and dialog levels). The teachers' explanation of their agreement with the sequence of the unit of work indicated a positive connection with their cognitions about pronunciation learning.

The analysis of classroom observation data also revealed that the teaching procedures implemented by Alex, Lan and Bảo Khánh were in line with their existing cognitions. Alex, for example, expressed his trust in the effectiveness of a behaviorist approach to pronunciation learning. He saw the need to utilize every possible means to develop his learners' good language habits, mainly through pattern drills or choral repetition. As a result, his practices featured him being a model of accurate pronunciation and his students being the ones who try to imitate their teacher.

In many other circumstances, the teachers' stated cognitions and those found in practice were at odds. These contradictions resulted from situations that are similar to those identified in Phipps and Borg (2009). They are, among others, "I believe in X but my students expect me to do Y", "I believe in X but my learners are motivated by Y", "I believe in X but my curriculum requires me to do Y" (with X and Y representing divergent positions). The first situation can be exemplified through the teachers' use of L1 and L2 in class. At the beginning of the research, a general belief stated by the teacher participants apart from Alex was that ideally, L1 should be used as little as possible. Nevertheless, the teachers claimed in post-observation stimulated recalls that 100% of L2 utilization might cause problems for students and many of them (as a student in Bảo Khánh's class who sent her a text message and asked her to use mainly L1 in her pronunciation teaching) want the teachers to use L1. Thus, during classroom observation, L1 was found to be used on different occasions such as checking answers of exercises, ensuring students' understanding of complicated theories and teachers' corrective feedback.

The second situation is demonstrated through the case of Bảo Khánh in relation to error correction. Bảo Khánh believed that errors in pronunciation should be corrected immediately

otherwise they might become a habit and may not easily be changed afterwards. Nonetheless, in some teaching activities, she was found to neglect learners' errors in their oral practice. She later commented that teachers should be tolerant with learners' errors as long as they could make themselves understood. She added that the students would be encouraged to learn if they are not corrected at all time. The third occasion can be seen in Lan's corrective feedback practice. Lan, despite mentioning how on-the-spot error correction could kill learners' enthusiasm and confidence in learning and communication, was found to frequently practise this technique in her pronunciation classes. She not only identified the errors immediately and directly in front of the whole class but also shouted out the names of her students. She reasoned that the tight curriculum with limited teaching time forced her to go against her stated belief in this regard.

Another kind of tension, which emerges through the analysis of the teachers' cognitions in relation to their practices and wider contexts, relates to core and peripheral cognitions. This tension "takes the form of "I believe in X but I also believe in Y" with practice being influenced to a greater extent by whichever of these beliefs is more strongly held" (Phipps & Borg, 2009, p. 388). To illustrate, Flora attached importance to achieving intelligible pronunciation as she believed that intelligibility should be the ultimate goal of pronunciation instruction. However, she was observed to go against her stated belief and prioritized nativelikeness over intelligibility in her actual teaching where learners' aspirations, and social norms, among others, were concerned. Flora's belief that intelligible pronunciation functioned as the ultimate goal of learners' learning was overwhelmed by her normative belief concerning nativelike attainment which is the common aspiration of her students and sometimes herself as well. Another example concerns various cognitions held by Flora, Lan and Bảo Khánh on teacher-centered and learner-centered teaching approaches. Though they acknowledged the benefits of implementing student-led instruction (such as a promotion of autonomous learning and lively classroom atmosphere) and admitted the weaknesses of the traditional teaching methods such as boredom, they did not see a practical application of the learner-centered approach and hence hesitated to provide their students with more time and opportunity for independent learning. This happened due to the significant influence of a number of contextual factors such as time constraints and students' appraisal which are discussed in section 5.1.4.

It is evident from the above examples that some teachers' cognitions such as those about pronunciation teaching objectives and learning processes play a core role in their pedagogical approaches. If the teachers' interpretations of a particular teaching activity and approach did not contradict these core cognitions, they would adopt that activity and/or approach. If contradictions between cognitions existed, the teachers might choose to be consistent with their core ones. In the case of Flora, it could be seen that teaching towards intelligibility as the ultimate goal of a

pronunciation class became a peripheral cognition. In the situation of Lan and Bảo Khánh, the cognition of learner-centered teaching approach is peripheral to that of teacher-led practice.

5.3 Complex, dynamic and co-adaptive inter-relationship between teachers' cognitions, teaching practices and wider contexts

As previously discussed (section 5.1.4), the findings of this study have indicated that factors at different contextual levels influenced the teachers' cognitions and their practices in relation to pronunciation teaching. Moreover, the evidence also suggested that these factors were interrelated.

On the one hand, the findings suggested that there are positive connections between different factors which in turn, elevated the effectiveness of pronunciation instruction in this study. For instance, Flora's habit of self-reflection in combination with her participation in this project has encouragingly changed her cognitions and teaching practices and positively motivated her students to learn English pronunciation. On the other hand, the results of the current study revealed circumstances where tensions occurred between variables that negatively influenced the teachers' cognitions and their practices. For example, the data indicated that Flora's beliefs about intelligibility as a pronunciation teaching goal were negatively influenced by a social and institutional inclination towards nativelikeness as the appropriate norm. As a result, her actual practices were found to be nativelike-oriented. Additionally, her aspiration for more knowledge sharing is hindered by the refusal of her colleagues to practise this collaboration leaving her alone in her desire to discuss pronunciation teaching. Lan referred to her hesitation in changing towards a better pronunciation curriculum as a product of several factors (e.g., time constraint, her dissatisfaction with current payment, heavy workload, other teachers' participation in building course programs).

It also becomes clear that the teachers' cognitions and instructional practices are shaped by the contexts and also shape the contexts. For instance, data from classroom observations revealed Flora's more frequent utilization of blackboard and Powerpoint slides in delivering pronunciation theories to her students after each stimulated recall interview with the researcher. Her cognitions about the effectiveness of these supporting tools were also recorded to be more positive. The changes in Flora's practice were reported by her students in focus group discussions to be positive. They mentioned their higher motivation to learn pronunciation and their greater eagerness to participate in Flora's lessons towards the end of the semester. Accordingly, Flora's cognitions and practices were, on the one hand, influenced by the context element (i.e., research participation) and on the other hand, changed the context agent (i.e., the students). In another case, Lan mentioned that as she recognized her students' low level of autonomy and motivation to learn

pronunciation, she had to spoon-feed them with everything from theory to practice in her pronunciation classrooms though she believed that a student-led teaching approach is more beneficial. Lan's students expressed in the focus group discussions that they were demotivated to learn because of Lan's routinized teaching procedure going from delivering theories to asking them to practice and her dominance in talking in the pronunciation classrooms. It is obvious that a context agent (i.e., the students) hindered the implementation of Lan's cognitions and practices of the more appropriate teaching approach (i.e., learner-centeredness) and gave a rise to Lan's application of traditional teaching approach (i.e., teacher-centeredness). This practice (i.e., Lan's adherence to the traditional teaching procedure), as a consequence, led to a negative change in a context agent (i.e., a lower level of students' motivation and their "don't care" attitude).

This section (5.3) has identified that there were numerous contextual factors at different levels influencing the teachers' cognitions and practices in pronunciation instruction. Also, the teachers' cognitions and practices had some impacts on the context agents (e.g., students). These findings represent a complex, dynamic and co-adaptive inter-relationship between the teachers' cognitions, their instructional practices and the wider contexts.

5.4 Conclusion

Drawing on the findings of the study, it can be concluded that the cognitions and practices related to the values and models of pronunciation teaching, the teaching approaches and techniques and the feedback provision are widely diverse within and between teachers. There are also both consistencies and inconsistencies between the teachers' thinking and practices. The diversity in and connection between the teachers' cognitions and their practices of pronunciation teaching are shaped by various and multi-layered factors, grouped according to their levels. Group 1 are teacher-related factors (e.g., teachers' personal language learning experiences, their pre-service teacher training, their characteristics and their prior beliefs). Group 2 are classroom-related factors, including, students' autonomy, their level of proficiency, their performance in the classroom, their verbal and para-linguistic responses to teachers' teaching and physical classroom conditions. Group 3 consists of meso factors, such as, the curriculum and syllabus, their college and professional development activities conducted at the universities, their participation in this research and social norms. Group 4 includes wider macro features, including the national language teaching policies, the global debate between NESTs and NNESTs and between nativeness and intelligibility. It is important to note that these multi-layered factors do not affect teachers' thinking and behaviours in isolation but in combination; the influence of one factor cannot be separated from the others'. It is important to recognise that the teachers' cognitions, their teaching practices and contextual factors are complex, dynamic, co-adaptive and inter-related to each other. The study confirms the existing conceptualization of teachers' cognitions

as consisting of four constructs: knowledge, beliefs, attitudes, and identities, and that these four constructs are inter-related to each other. The study also confirms that teachers' cognitions can be explicitly professed or implicitly interpreted from teaching practices and can be core or peripheral in nature. In the next chapter, the significance of these conclusions is underscored, highlighting the study's contributions and the implications for different stakeholders at different contextual levels including policy makers, teacher training programs and their teacher educators, researchers and teachers themselves.

CHAPTER SIX – CONCLUSION

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6.0 Chapter overview

This chapter starts with the overarching aims and the methodological approach of the study (section 6.1), followed by a summary of the main research findings (section 6.2). The chapter then presents the potential empirical, theoretical and methodological contributions of the study to the field of teachers' cognitions and pronunciation teaching (section 6.3). Implications at different contextual levels related to different context agents (i.e., teachers, curriculum and material designers, institution authorities, researchers and policy makers) are provided in section 6.4. Finally, the limitations of the study are examined and directions for further research are detailed in the subsequent section (section 6.5).

6.1 Aims and methodological approach

This research aimed to explore teachers' cognitions on and practices of pronunciation teaching in the Vietnamese EFL tertiary context. This involved identifying the factors that influenced pronunciation teachers' cognitions and their teaching practices. It then mapped out the complex, dynamic and co-adaptive relationship between teachers' cognitions, instructional practices and wider contexts.

To achieve these aims, the study used a qualitative multiple case study approach. It involved four teachers, their classrooms and students; each constituted a case. Of the four teachers, three are teaching EFL at a pedagogical university (i.e., training pre-service teachers of EFL) and one is at a multidisciplinary university (i.e., teaching English for Business). The data were collected from various sources, including semi-structured initial interviews, stimulated recall interviews, classroom observations, and document analysis. These data were triangulated and extended by students' perspectives derived from focus group discussions with student volunteers from each teacher's class.

The data were collected in approximately 6 months. Each teacher was observed 3-6 times and interviewed 3-5 times depending on their availability. 3-7 students from each teacher's pronunciation class joined the focus group discussions at the beginning, in the middle and at the end of the semester. On each data collection occasion, the data for interviews and focus group discussions were audio-recorded and those for classroom observations were video-recorded. All of them were transcribed and analyzed qualitatively using a deductive-inductive coding process and thematic analysis. The results were presented for each teacher participant, and then synthesized for subsequent discussions. Triangulation of the methods of data collection and

analysis was achieved as the data obtained from one data collection method (e.g., observation) were supported and complemented by the use of the other methods (e.g., interviews and focus group discussions).

6.2 Summary of key findings

The study made a number of key findings, organized according to the following themes:

- There was a mismatch between the teachers' cognitions and their pronunciation teaching practices regarding the value of pronunciation and pronunciation teaching in the current study.
- There was a tendency for the teacher and student participants in the current study to favour nativelikeness as a goal and a model in their teaching and learning and this tended to determine the materials used.
- The teachers in this study employed traditional teaching approaches and error correction methods with a dominant use of listen-and-repeat activities and techniques.
- A number of factors at intrapersonal, micro, meso and macro levels of context influenced the teachers' cognitions and their instructional practices in the study.
- There was a complex, dynamic and co-adaptive inter-relationship between the teachers' cognitions, their practices and the wider contexts of the study.

These themes are briefly presented in the section below.

6.2.1 A mismatch between teachers' cognitions and practices regarding the value of pronunciation and the teaching of pronunciation

The study found that the research participants saw attaining accurate English pronunciation as crucial. Both teachers and students associated English pronunciation with significant academic, economic, social, and professional values. Most of the student participants indicated that accurate pronunciation facilitates access to better job opportunities, enhances successful oral communication in English, boosts their motivation to learn English, and helps them achieve higher examination results. As a result, all the student participants highly appreciated explicit teaching of pronunciation knowledge and expressed their desire for more teaching of pronunciation in the current curriculum. However, beliefs about explicit pronunciation teaching differed between experienced and less experienced teachers. While the two experienced teachers (i.e., Flora and Lan) believed quite strongly in the value of explicit pronunciation instruction in developing learners' pronunciation, the two less experienced teachers (i.e., Alex and Bảo Khánh) emphasised the importance of home practice for pronunciation development rather than formal teaching.

There was a consensus amongst Lan, Flora and Alex that pedagogical knowledge (knowledge about how to teach pronunciation) is essential for pre-service teachers. However, these teachers differed regarding when (at the beginning, in the middle or at the end of their students' four-year university program) and how (i.e., integrated into the pronunciation course or separated from other components as a stand-alone course) this pedagogical knowledge should be introduced to the students. On the one hand, Flora thought that it would be more effective to introduce pronunciation pedagogical knowledge in the first year and incorporate it into the pronunciation course. On the other hand, Alex and Lan suggested that the introduction of pedagogical knowledge should only occur in the third or fourth year when pre-service teachers are mature enough to understand it. Lan also stated that it would be even better to introduce pedagogical knowledge immediately before the students' practicum so that they could apply the knowledge in their practicum teaching practices. This theme did not arise with Bảo Khánh.

6.2.2 A tendency to favour nativelikeness in selecting pronunciation teaching and learning goals and models

The majority of the teacher and student participants said they aimed for a nativelike pronunciation while the remaining (i.e., Flora and 6 students from Lingua) claimed their inclination was towards intelligibility as the goal for teaching and learning English pronunciation. However, in reality, all the participants desired to be exposed to native-sounding models of English pronunciation. They considered American, British, and sometimes, Australian accents as the appropriate models to follow and learn from. Aligned with these perceptions, the teaching practices of the four teachers were found to be dominated by (1) materials that mainly represented American and/or British English, and (2) an identification and correction of pronunciation errors measured against the standard Englishes.

These findings probably led to the students' perceptions of who should teach pronunciation. Most of the student participants regarded their current Vietnamese teachers as not qualified to be their models mainly due to their lack of nativelike pronunciation. Interestingly, while all the students agreed that both native and non-native (i.e., Vietnamese) teachers should be employed, they felt the two types of teachers should have different roles. While the former was seen as having a primary (and significant) role in teaching the practical side (e.g., modelling, guiding how to pronounce specific sounds), the latter was seen as having a secondary role and being in charge of the theoretical side (e.g., phonological knowledge) of pronunciation courses.

6.2.3 Traditional approaches to pronunciation teaching and error correction

There were both similarities and differences in approaches, techniques and activities utilized by the four teacher participants. In general, each teacher often relied on a number of textbook activities, most of which were teacher-controlled. There was also a lack of diagnostic testing to set teaching priorities according to students' needs. Additionally, there was a mismatch between the teaching techniques and activities the teacher participants said they used and those observed by the researcher. This suggests that there might be factors that prevented them from transferring their pedagogical knowledge to actual practices (and these factors are summarised in the following sections).

In terms of corrective feedback, all four teachers and 20 student participants stressed the importance of feedback in the development of students' pronunciation. In this study, the teachers and students had diverse opinions on the types of feedback the teachers should use to correct students' errors. The participants also had differing views as to the efficacy of these types of corrective feedback. While the teachers considered that giving feedback to students in front of their classmates was a face threatening act, their students seemed to be happy with this technique. Also, while some students expected their teachers to try as much as possible to fix students' errors in class, their teachers chose to tolerate students' mistakes or ask them to practise more at home. The teacher participants were also concerned about the effectiveness of their feedback as students' pronunciation errors did not appear to be resolved.

With regards to language use in the pronunication class, the teacher and student participants stated different reasons why L1 or L2 or a combination of the two should be implemented in their pronunciation class. These included making students feel at ease, ensuring students thoroughly understood their lessons, and changing the classroom atmosphere.

6.2.4 Factors that influence teachers' cognitions and practices

There were a number of factors that influenced the development of the teachers' cognitions and their teaching practices. They can be categorized according to different ecological layers i.e., (1) intrapersonal factors, (2) micro – classroom factors, (3) meso – institutional, social and research participation factors and (4) macro – global and national factors.

Teacher-related factors include the teachers' prior beliefs, their learning and teaching experience, their personalities and their habit of reflection on their teaching practices. Significantly, the study found that the limitations of the teachers' knowledge and training about pronunciation linked with their lack of self-confidence and reluctance to teach specific pronunciation features, as reported in the case of Flora. It was also seen that in some cases, reflective practices (e.g., talking to

colleagues and the researcher in different interviews) had a positive impact on the teachers' cognitions and helped improve the quality of their pronunciation instruction. However, in another case, unsuccessful attempts at reflective practice led to an increase in the teachers' uncertainty about their pronunciation teaching. The positive results of reflective practices could be found in the case of Bảo Khánh who felt confident with her chosen teaching approach which was supported by her co-workers at Lingua or in the case of Flora whose teaching practices changed positively after each stimulated recall session with the researcher. In contrast, Lan's attempts to practise reflection with her colleagues to build a better pronunciation course were not successful as she received little or no support from her counterparts.

The two factors identified at the micro level were students and classroom conditions. Students' level of autonomy and their attitudes towards pronunciation teaching affected their learning process and in turn, impacted on teachers' cognitions and their practices and vice versa. For example, Lan claimed that though she wanted to employ more communicative activities in her pronunciation class, students' low level of autonomy forced her to spoon-feed them. Meanwhile, Lan's spoon-feeding practice made her lessons boring according to the students and this demotivated them in their learning of pronunciation. Large class sizes and inappropriate classroom settings prevented teachers from correcting students' pronunciation errors and catering to their individual needs despite the teachers' aspiration to individualize their practices.

Social, institutional and research participation factors were all located at the meso level. Either directly or indirectly, social norms favoring nativelikeness had an influence on the teachers' cognitions and in turn, informed their teaching practices. The teachers' thinking and practices were significantly influenced by their institutional norms of conforming to rules and regulations, as reported by Flora at Lingua. The teachers' cognitions and practices were also affected in the workplaces where the authorities put pressure on their teachers to adopt particular teaching approaches according to the students' feedback. Additionally, curriculum issues such as limited teaching time, under-representation of pronunciation in courses' descriptions and assessments were also found to play a role in making teachers' practices diverge from their cognitions. In this case, although the teachers and students acknowledged the importance of pronunciation acquisition, they agreed that in light of the mandated curriculum and assessments, it made more sense to prioritize other aspects of the curriculum.

Last, the teachers were found to receive mixed messages at the macro level. On the one hand, there was the global move towards intelligibility as an appropriate goal for pronunciation instruction. On the other hand, the Vietnamese authorities still appeared to be promoting the importance of nativelike pronunciation due to the country's economic, political and educational connections with English speaking countries. The conflicting factors appeared to exert

considerable pressure on the pronunciation teachers' cognitions and their practices in Vietnamese tertiary institutions.

There was a complex interaction among the factors at different layers. At one time, factors within one level interacted with each other and influenced the cognitions and practices of the teacher participants. At another time, factors at different levels combined and had an impact on the teachers' mental lives and their pedagogical decisions. As previously exemplified, Flora's cognitions and practices were influenced by several factors at the same intrapersonal level (e.g., her prior teacher education training and her level of confidence). Meanwhile, Lan's cognitions and practices were impacted by a combination of factors at different levels (e.g., her beliefs about an appropriate teaching approach to her current pronunciation students (intrapersonal level) and her students' level of autonomy and motivation to learn (micro level).

6.2.5 Complex, dynamic and co-adaptive inter-relationship between teachers' cognitions, pedagogical practices and wider contexts

The current study found that the teachers' cognitions of pronunciation instruction were complex in their nature, featuring both professed and in practice cognitions, explicit and implicit cognitions, and core and peripheral cognitions. The complexity was also found in the representation of the four constructs (i.e., teachers' knowledge, beliefs, attitudes and identities) and their sub-categories. This study showed evidence that these constructs and sub-elements were interrelated and inseparable. There were also connections and tensions between them. Flora's knowledge of self as a NNEST and her selection of teaching materials featuring native speakers or the clash between Flora's cognitions of intelligible and nativelike pronunciation as the ultimate teaching goal exemplified these connections and tensions. Finally, the current study revealed a complex, dynamic and co-adaptive inter-relationship between the teachers' cognitions, their instructional practices and the wider contexts.

6.3 Contributions of this study

6.3.1 Empirical contributions

The results of this study contribute to our current knowledge of teachers' cognitions on pronunciation instruction, their teaching practices in this regard and the relationship between the two. The study also makes contributions to knowledge of the inter-relationship between the teachers' cognitions, their instructional practices and the wider contexts. While some of my findings support the results of prior studies in both international and Vietnamese contexts, new findings also emerged which can add to the existing literature.

As for the similar results, some of my findings aligned with previous studies in different areas. For instance, in line with earlier studies (e.g., A. A. Baker, 2011a; Burns, 2006; Couper, 2016b, 2017; Macdonald, 2002; T. L. Nguyen & Newton, 2020b; Phuong, 2018), my study found that the teacher participants avoided teaching difficult pronunciation features and devalued the teaching of pronunciation in comparison with that of other aspects of English. These happened due to (1) the teachers' lack of confidence in their teaching ability, their lack of initial training and professional development, and (2) little or no representation of pronunciation in the curriculum and assessment framework.

Also, my study supported prior findings (e.g., Buss, 2016; Henderson et al., 2012; T. L. Nguyen, 2019; Sifakis & Sougari, 2005) that the teachers' teaching practices revolved around controlled-practice and listen-and-repeat activities. My study was also in line with the results of these same studies that in principle, some teachers reported their support for intelligibility as the ultimate goal of pronunciation instruction; nonetheless, in practice, they were found to adhere to nativelike pronunciation.

Similarly, my study confirmed that there were a number of mediating factors that can affect the teachers' cognitions of pronunciation teaching and their instructional practices as found previously in Burri and Baker (2021) for example. These factors include the teachers' prior language learning, teacher education and teaching experience, and contextual factors such as learner needs, teaching program, teaching time and textbooks, among others.

In addition to these findings, my study produced a range of new observations which provide a fuller understanding of the teachers' cognitions of pronunciation teaching and their practices. The first contribution is that a larger number of factors that influence teachers' cognitions and their practices have been found and these were categorized systematically according to different contextual levels. The second contribution is that instead of looking at the relationship between the teachers' cognitions and their instructional practice as a match or mismatch, this study has

demonstrated that this interaction should be seen as dynamic and complex and deserves more attention than a pure comparison. The third contribution is that this study found context is important in investigating the teachers' cognitions, their practices and the relationship between the two. Though the discussion of context is not completely innovative when compared to other studies, my study reported some new findings in this regard. These contributions will be discussed further in the next section regarding the study's theoretical contributions.

6.3.2 Theoretical contributions

The current study makes three major theoretical contributions. First, as discussed in the Literature Review chapter, definitions of teachers' cognitions in prior studies mainly focus on teachers' knowledge and beliefs (e.g., Sun, 2017) and, in some cases, teachers' attitudes (e.g., Couper, 2017). While the role of teachers' identities has been considered in many studies (e.g., Burri, 2016), it has not been explicitly included as part of teachers' cognitions. In fact, as noted in section 2.2.1, Burri et al. (2017) argue that identity should not be included within the umbrella term "teacher cognition". However, I believe that this argument does not stand up to scrutiny and defer to Borg (2019) who argues convincingly that identity does belong within this umbrella term. In the current study, teacher identity was added to, and thus extended, the existing conceptualization of teachers' cognitions. This study has also attempted to define more clearly the constructs and their related sub-categories and to put them under one framework in order to more explicitly trace the impact of all of those different elements. For example, teachers' knowledge encompasses teacher language awareness, pedagogical content knowledge, knowledge of context, knowledge of self and general pedagogical knowledge dealing with teachers' understanding of L2 learners and learning. This elaboration provides researchers and practitioners with a fuller understanding of teachers' cognitions which in turn, allows a more informed approach to attempts to improve teaching practice.

Second, this study highlights the interactive features of the teacher cognition components. There was an interaction between different constructs of the teachers' cognitions that defined the teachers' teaching practices. As presented in Chapter 5 (Discussion), the interaction between the teachers' core and peripheral cognitions exerted a strong influence on the teachers' practices. Core cognitions of teachers are those that are stable and possess a powerful influence on the teachers' practices while their peripheral cognitions are less stable and thus less influential (Birello, 2012). If the peripheral cognitions (e.g., intelligibility as the ultimate goal of pronunciation teaching and learning) were not as strong as the core cognitions (e.g., the aspiration to be nativelike), the former was, on some occasions, rejected. Such tensions between core and peripheral cognitions presented a constant challenge for teachers, requiring them to make choices among conflicting cognitions. Thus, future research on the relationship between teachers'

cognitions and practices should avoid the search for a match and mismatch between cognitions and practices. Rather, researchers should focus on exploring the interacting features of teachers' cognitions and how such interactions influence their teaching.

Third, in this research, context which interacts and co-adapts with teachers' cognitions and their teaching practices is considered a crucial component in research into teachers' cognitions. The co-adaption refers to the ways the contexts shaped the teachers' cognitions and practices and vice versa. These processes have been discussed thoroughly in the Discussion chapter (section 5.3) and summarized briefly in section 6.2.5 of this chapter. The contexts relating to the teachers' cognitions and practices in the study were the macro system of the world and nation, the meso system of society and schools and the micro system of classrooms including students and the intrapersonal system featuring factors related to teachers. As explained in the Discussion chapter, some context elements changed, such as the students' motivation level and the materials used, as a result of the changes in the teachers' cognitions and instructional practices. Therefore, to address the impact of contexts and the autonomy of individual teachers in reacting to those influences, it is critical to consider the link between teachers' cognitions, teaching practices, and wider contexts in a co-adaptive manner.

6.3.3 Methodological contribution

It was clear to the teacher participants (particularly Flora) that I had some experience in the field of pronunciation teaching and learning. As a result, during our interviews, they were often interested in my opinions and asked for advice to improve their teaching. To a certain extent, I shared my views and pointed to other sources that they could seek for further advice. This type of "constructive reflective practice exercise" as coded by the collaborator in Couper (2017, p. 9) has been found to exert a positive influence on the teachers' cognitions and their practices in Couper (2016b, 2017) and my study for instance. This, on the one hand, might be a limitation of my study as I was supposed to be an objective researcher during the course of my study. On the other hand, this practice, found in this study and others, could be seen as a contribution to methodological approaches to working with teachers to improve their practice during the research process. It is a move from an interview between researchers and participants to a professional conversation. This practice seems to act as an empowering tool for teachers who are being interviewed, lead to the emergence of ideas and make a more equal partnership between researchers and participants. Thus, I would suggest further studies take this professional conversation practice into serious consideration when conducting research with teachers.

6.4 Implications of this study

The study has various implications for stakeholders at different contextual levels in the Vietnamese context. However, these recommendations could be useful for other teachers finding themselves in similar situations around the world. The implications presented here move from detailed and specific to more generic as the level goes up from teacher intrapersonal level to macro level. Though these implications are presented individually according to contextual levels, it is noteworthy that they are all interrelated and the changes in one level need to be based on availability and capability of support from other levels.

6.4.1 Implications at teacher intrapersonal level

The study points out many issues related to the teachers, such as, their lack of pedagogical understanding of and skills in teaching pronunciation, their lack of subject matter knowledge and their self-confidence, among others. One approach that teachers could adopt would be keeping a reflective journal. This would allow them to record issues and concerns that emerge during their pronunciation teaching and provide them with an opportunity to reflect on these challenges. Hopefully, this internal reflective practice helps the teachers to identify gaps in their knowledge and skills and triggers their needs for self-learning and self-updating. Nonetheless, it is not always an easy job getting teachers to reflect actively and critically on their cognitions and instructional practices especially when the literature has noted that many teachers lack specific training in how to journal (Dyment & O'Connell, 2014). Hence, it could be helpful if their current workplace could hold a series of seminars at the beginning, in the middle and at the end of the academic school year. These seminars could cover topics about how to start a reflective journal, how to regularly write reflections and how to make it effective for their teaching and professional development.

Along with reflective journals, teachers can engage with available and relevant knowledge and skills sharing and collaborations. They need to proactively take part in and initiate either formal or informal discussions, presentations and/or talks related to teaching methods, materials and/or professional development. Schools or department can play a part in encouraging this external reflective practice by making it a regularly scheduled activity and by making teachers' participation and contribution part of teacher evaluation. For instance, once a month, teachers could be required to read a specific article related to pronunciation instruction. Each takes a turn and leads the discussion on the main points arising from that article and in relation to their own teaching. Advancing their own knowledge through professional reading and taking advantage of professional development opportunities like the example above will definitely benefit the teachers' instructional practices. The teachers should also consider undertaking advanced studies

such as doing a PhD and become involved in research projects as these will provide them with an understanding and evaluation of their cognitions and teaching practices from another perspective.

Teachers should also voice their opinions to higher authorities regarding their pronunciation teaching. In this study, Flora, for example, found inappropriate teaching content and several mistakes in the pronunciation compiled material used at Lingua but did not report this to the leaders of the course. Flora desired to have a collection of pronunciation Powerpoint lessons prepared by the whole faculty as a base for her teaching but did not state her aspiration to anyone. Flora, to a certain extent, did not 100% agree with the teaching approach that covers everything stated in the syllabus and prescribed textbook but was afraid that if she voiced her concerns, this would have a negative impact on her teaching career. Flora thought that intelligibility rather than nativeness should be the goal of pronunciation teaching and learning but the native norm that people around her follow appeared to make her silent and quietly influenced her teaching practice. All of these tensions have led to a number of uncertainties in Flora's pronunciation teaching. Flora is an example of teachers who do not have the confidence to voice their opinions in their workplace. Thus, it is suggested that if the importance of teachers' insights was recognized, this could make a major difference in their teaching. The school authorities in this case are advised to be more open in taking teachers' opinions, encouraging the teachers to express their insights especially regarding native speaker pronunciation and giving their teachers more autonomy in deciding what works for their teaching or what materials fit their practice.

6.4.2 Implications at micro level

The study found that all the teachers' teaching is textbook-based; most of the classroom activities are tedious, repetitive and tightly controlled and the teachers provide limited feedback. There are also tensions between what the teachers want to do and what they can actually do in the pronunciation classroom. The teachers' overuse of listen-and-repeat activities is sometimes because they do not have the right environment to conduct other types of activities. They do not feel confident in promoting their own ideas and the classroom physical settings, the class size and other classroom factors make changes in the teaching approach difficult. Teachers need to be able to alter the classroom settings and create a flexible, comfortable and student-friendly learning space. The importance of technological equipment (such as responsive boards and overhead projectors) in facilitating pronunciation learning and teaching should also be raised. Teachers need to suggest that class sizes be reduced. Alternatively, they can employ excellent students as teaching assistants, and assign them to be mentors of small groups. The suggestions for textbooks and materials used will be discussed in the meso level.

6.4.3 Implications at meso level

6.4.3.1 Implications for institution authorities, curriculum and coursebook designers

Based on the findings of the study, there are some feasible tasks that university authorities can undertake to improve pronunciation teaching and learning quality. They need to consider teachers' proposals for reducing class sizes and allow them to alter classroom settings to suit their teaching. Educational technological equipment should be made available as these would afford flexibility and creativity in teachers' practices. To afford teachers' reflective practice mentioned earlier, schools/departments need to create a transparent and straightforward plan for on-going professional development through regular workshops, seminars, conferences, teaching observations and mentoring practice.

In order to raise the status of pronunciation teaching and considering the fact that the current tertiary education in Vietnam still favours the "teach to the test" approach, the curriculum should give more weight and credit to pronunciation learning, making it part of the assessment of language proficiency. However, it should be noted that making it part of language testing will only help if the tests themselves are sound. These tests should be based on the students' pronunciation needs and assist their learning process. If such tests are implemented, the washback from examinations could actually be beneficial to the teaching.

This study found that teaching coursebooks used at the two universities were either chosen or compiled by people who are not actually involved in teaching students. These materials also heavily relied on American or British textbooks. As a consequence, the teaching materials in this study might not meet the needs of the Vietnamese teachers and learners. The best way to overcome this problem would be to listen to what students and teachers have to say. This is also suggested by the current literature (e.g., Levis & Sonsaat, 2016). Material development process needs to involve different stakeholders including learners, teachers, material designers and this process might produce materials that do not work well if one stakeholder ignore others' needs. Therefore, teachers should be allowed to participate in designing pronunciation teaching materials. This is because they are the first users of the materials, and they understand clearly what they need and want in conducting effective pronunciation teaching. It is also because they know their students and are therefore in the best position to select and compile suitable materials for them. If Flora, Alex and Bảo Khánh, the pedagogical teachers at Lingua had been included in the creation of their pronunciation textbook, they would not have had to question the philosophy of coursebook designers or have felt overwhelmed by complicated theories provided.

Literature has pointed out three important criteria for useful pronunciation teaching materials (Levis & Sonsaat, 2016). The first criterion is an emphasis on intelligibility. Although the debate

between intelligibility and nativeness is inconclusive (and this also happens among my teacher participants), intelligibility has been suggested as an appropriate goal for contemporary pronunciation teaching and learning (Derwing & Munro, 2015; Levis, 2005; Munro & Derwing, 2011). The second and third criteria include an explicit connection to other language skills, and the provision of sufficient and usable support for teachers. As against these three criteria, the current pronunciation teaching material textbook, which is compiled from different sources and used internally within Lingua, seems unsuitable for pronunciation teaching. It features (standard) American and British English only. Moreover, this textbook presents decontextualized lessons because there seems to be no connection between the lessons' focus and other language skills and/or aspects. It also provides limited support for both teachers and students. A good alternative textbook that is applicable to Lingua (and other similar universities) is Speakout, which is currently used to teach speaking and listening skills at Lingua. According to Levis and Sonsaat (2016), Speakout demonstrates an awareness of intelligibility. The pronunciation components of this textbook, though presented in a separate category from other skills, are well connected with other aspects (e.g., grammar and vocabulary). It is also companied by a set of extra pronunciation materials, detailing how to teach particular pronunciation features and thus provides good support for teachers. If Lingua considers replacing the current textbook to improve pronunciation teaching quality, Speakout would seem to be a good option.

6.4.3.2 Implications for teacher education and teacher educators

This study found that all the teacher participants had limited subject matter knowledge (i.e., knowledge about phonetics and phonology) and pedagogical knowledge (i.e., knowledge about pronunciation pedagogy) which, according to A. A. Baker and Murphy (2011) and J. Murphy (2014b), are essential to form the knowledge background for the instruction of pronunciation. As a result, if pronunciation teaching is to be improved, teacher education programs need to provide a systematic coverage of both types of knowledge.

As emphasized in the Discussion chapter, there is an imbalance and a lack of connection between theory and practice in teacher education training. That is, it focuses much on theory without sufficiently providing the student teachers with opportunities to study pronunciation teaching methodology-related subjects and to practise their learning-to-teach processes in real classrooms. The practicum at Lingua which features real-life teaching only accounts for 6 weeks over a 4-year training program or 3 credits out of 136 credits. Thus, it is suggested that teacher education programs, especially those at Lingua, provide student teachers with more hands-on experience about how to teach English pronunciation in the local context. This can be done by planning an annual practicum over the course of four years which lasts for 4-6 weeks instead of only one practicum in the students' final year. The practicum should also be conducted in different teaching

contexts to give pre-service teachers an understanding of diverse teaching environments. Teacher educators should also allow time in their own lessons for pre-service teachers to practise their teaching and be critiqued by their peers.

Also, as indicated in the Discussion chapter, there seemed to be no link between research and the teachers' practice. The teacher participants (Bảo Khánh for instance) were not aware of current research findings regarding pronunciation teaching priorities, or the effectiveness of the explicit pronunciation teaching; hence, they came to the teaching of pronunciation with some uncertainties and a lack of understanding of the importance of teaching pronunciation explicitly. In this regard, teacher training programs need to be based on existing research about pronunciation teaching and learning so that they provide a sufficient knowledge base for pre-service teachers. The pronunciation-led teacher education course in J. Murphy (2018) which acknowledges the importance of assigning empirical research reports, conceptual discussions (e.g., state-of-the-art articles), practical illustrations of pronunciation pedagogy to pre-service teachers might be relevant. For example, the teacher educators might assign their prospective teachers at least one item from either empirical studies or conceptual think pieces for a required weekly reading-for-discussion and/or one or more items from classroom pedagogy illustrations as these are often short and less complicated. The exploration of themes in pronunciation teaching such as corrective feedback, explicit teaching effectiveness, or different teaching approaches could be achieved through these reading-for-discussion opportunities. The teacher education programs should also consider building a database for pre-service teachers to do their own research.

My study found that the teachers held different types of cognitions which are sometimes consistent with but most of the time, contradictory to each other. The teachers sometimes were aware of their cognitions but quite often they were not. These cognitions have been found to affect the teachers' teaching considerably, especially with influences of wider contexts. Thus, it seems important for teacher educators to raise pre-service teachers' awareness of their cognitions and the inter-relationship between cognitions, practices and contexts. One way to do this is to provide student teachers with opportunities to work with their educators and fellow colleagues through different tasks and collectively reflect on their held cognitions, their learning and teaching experiences and critical teaching incidents that they might encounter. Another way to trigger prospective teachers' awareness of pronunciation teaching and related issues is that teacher educators could create a number of mock teaching opportunities for their students, observe them and provide them with valuable feedback. Through these hands-on experiences, student teachers would be expected to be more aware of their practice in real classrooms and what factors might influence their teaching. The feedback provided by teacher educators can further engage pre-service teachers to reflect on their practice.

6.4.3.3 Implications for research and researchers

Empirical findings in this thesis appear to demonstrate that there are some issues that have been repeatedly found over the period of about 20 years since research into teachers' cognitions of pronunciation teaching started to proliferate. They are, for example, the neglect of pronunciation teaching, pronunciation teaching priorities, explicit pronunciation teaching, nativeness or intelligibility as a goal. These are the topics that have important implications for current research and researchers in the field. For example, there is a need for researchers to provide more theoretical and empirical evidence to demonstrate what the best way to explicitly teach pronunciation is and how they actually conduct their own explicit teaching. Researchers also should disseminate their research findings to teachers, teacher educators and educational institutions more. One way to do this might be to set up a collaboration with textbook writers to explain the practical application of their research.

There are some implications which are particularly for the Vietnamese teaching context. First, there is a need for more research into how to overcome contextual obstacles (e.g., exam-oriented syllabus with little or no representation of pronunciation, limited teaching time, inappropriate Westernized coursebooks) and to best teach pronunciation for Vietnamese students. Second, in this study, Bảo Khánh was concerned with how to set up pronunciation teaching priorities in Vietnam; therefore, there is a need for more research into pronunciation difficulties of Vietnamese students. We also need to find out about the key aspects of pronunciation that will have a negative impact on Vietnamese speakers' intelligibility and comprehensibility. From those research findings, pronunciation teachers including Bảo Khánh could be expected to be able to set up their own teaching priority list. Last, as many Vietnamese teachers are found to avoid sharing knowledge and collaborating with their colleagues, there should be more research into the benefits of knowledge sharing and collaboration and how best to do this.

It has been demonstrated in this study that some of my participants (e.g., Flora) practised their professional development and reflection in the form of talking to me, the researcher. During the research process, they were in a cycle of taking my advice, experimenting with this advice in their classrooms and keeping what works for their students. This type of professional conversation appeared to bring about positive changes in the teachers' teaching and a richer dataset for the study. As a result, qualitative researchers should consider professional conversations as an alternative and better method than interviews to elicit fuller data or to gain good rapport with research participants (for more discussion see section 6.3 Contributions of the study).

6.4.4 Implications at macro level

The study identified a difference between the policies issued by the Ministry of Education and Training and teachers and students' cognitions and practices in relation to goals and models of pronunciation. While the policies orient pronunciation teaching towards nativelikeness, not all the teachers and students expect to follow this orientation. Instead of nativelikeness, they prioritize clarity and intelligibility. In another study, Cao, Ta, and Hoang (2017) also pointed out that MOET's policies are often top-down, lack a strong empirical base and ignore contextual factors and local needs. They are made without any systematic consultation with scholars and practitioners – the target audience of the policies (V. C. Le, 2007). It is therefore suggested that policy making procedures should be a combination of bottom-up and top-down. Simultaneously, policies makers should draw on needs analyses of students and teachers and constraints at the macro level such as how much funding is available. In addition, policies need to be accompanied by detailed guidelines for teachers to follow.

The findings and discussions of this study have revealed a dynamic and complex connection of different context agents at different contextual levels in influencing the teachers' cognitions and practices of pronunciation instruction. In other words, the success or failure of pronunciation instruction at the Vietnamese tertiary level concerns the proper involvement of all these relevant stakeholders in both the planning and implementation process. At present, the nature of English language education planning and implementation at the Vietnamese tertiary level "has been essentially top-down, from the macro level (the Ministries), with little or no proper consultation with agents/actors representing the meso and micro levels" (Tri & Moskovsky, 2019, p. 1342) and sometimes is described as "policy dumping" (Hamid & Nguyen, 2016, p. 26). Thus, regular interaction and collaboration across and within the macro, meso, micro and intrapersonal levels is suggested.

6.5 Limitations and suggestions for future research

First, the current study attempted to include the learner's perspective, which did indeed support many of the findings. However, it could have gone a little further. Future research could investigate the efficiency of explicit pronunciation instruction on learners' production of both segmental and suprasegmental features in this particular EFL context, especially those causing difficulties and communication problems for Vietnamese learners of English. Additionally, a fuller investigation of the inter-relationship between teachers' cognitions, practices and wider contexts is needed. It would be important to involve the perspectives from all context agents such as colleagues and institutional authorities as well as gaining further insights from the student participants. By doing this, a richer dataset and description might be obtained. This would be an interesting area for further research to explore.

Second, the study was conducted at two university settings in Vietnam, involving four teacher participants and 20 English-major students. These settings are likely to be different from other universities in terms of curriculum, teacher expertise and students' level of proficiency and motivation to acquire pronunciation. In addition, the two research sites were not represented equally (i.e., three teachers from Lingua and one teacher from Econ) and the actual years of teaching experience of the four participants (i.e., 1, 5, 7, 9 for Bảo Khánh, Alex, Flora and Lan respectively) made it impossible to categorize them into experienced and inexperienced groups as was the initial plan. As a result, the plan for a comparison between the two university settings and between experienced and inexperienced teachers could not be fully carried out. For these reasons, a larger and ideally, equal sample of pronunciation teachers from different universities with different ranges of teaching experience and non-English major students could be recruited to participate in future research to provide a firmer basis for comparison and generalization from research findings. A mixed-method approach with the implementation of a questionnaire that investigates teachers' cognitions on pronunciation teaching and their practice might be considered as one option for collecting a larger dataset.

Last, this research focused on teachers' cognitions, their practices of pronunciation teaching and the influential factors over a period of approximately six months. A more longitudinal study is needed with observations and interviews to provide deeper insights into how teachers' instructional practices and cognitions change and whether these changes are sustained over a longer period. For instance, it would be interesting to see how teachers translate the knowledge they received from taking part in the research and engaging in stimulated recall interviews into their actual teaching practice over a period of one or two years (i.e., equivalent to 1-2 more pronunciation courses). This may help different stakeholders such as education policy makers, curriculum planners, teacher educators or teachers themselves to work out a better way to teach pronunciation. Another potential topic for further exploration is what happens to the pre-service teachers once they become teachers in a long-term study in Vietnamese EFL context. This might be similar to the study of Burri and Baker (2021) in an Australian ESL context.

6.6 Final remarks

I conclude with my personal reflection on conducting this thesis. I began this PhD journey with a concern about how to effectively and efficiently teach pronunciation for university students. I remembered the joy I had when studying the pronunciation course in the teacher training program at Lingua and also the uncertainties when I started teaching it at my workplace. I, at that time, felt regret that I had not taken notes on how my pronunciation teacher delivered his lectures, what activities he had used and what software programs were used to practice pronunciation at home. Conducting this research project helped me to realize that other pronunciation teachers also

struggled in their pronunciation instruction like me. Their concerns throughout the research process reminded me of all the questions I used to have when it came to pronunciation teaching. Now, towards the end of this thesis, I see the need to bring research data into pronunciation classrooms to bridge the gap between research and practice as identified by my teacher participants. I also recognize the importance of conducting students' needs analyses, providing phonological knowledge and supporting tools to help students improve their pronunciation ability. I see the need to frequently practise different types of internal and external reflection. I now know how complex and inter-connected teachers' cognitions, practices and contexts are and to a certain extent, how to tackle the tensions arising from this inter-relationship. I believe that the findings, discussions and implications of this research are most directly relevant to me when I return to the position of an EFL teacher. I also believe that my research has made a worthwhile contribution to the practice of pronunciation teaching in the Vietnamese teaching context and to the field of teachers' cognitions on pronunciation instruction. I hope to see similar studies that will advance our knowledge of the field.

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APPENDICES

Appendix A: Ethics Approval

Auckland University of Technology Ethics Committee (AUTEC)

Auckland University of Technology
D-88, Private Bag 92006, Auckland 1142, NZ
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

19 July 2018

Graeme Couper
Faculty of Culture and Society

Dear Graeme

Re Ethics Application: **18/257 A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 18 July 2021.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/research/researchethics.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/research/researchethics.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: http://www.aut.ac.nz/research/researchethics.
4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

Kate O'Connor
Executive Manager
Auckland University of Technology Ethics Committee

Cc: kdf7353@aut.ac.nz; Pat Strauss

Appendix B: Participant Information Sheet for Teachers and Students

Participant Information Sheet

Date Information Sheet Produced:

dd mmmm yyyy

Project Title

A critical exploration of complex inter-relationships between teachers, students and wider socio historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices

An Invitation

My name is Ngoc Anh Dinh. I am a PhD candidate at Auckland University of Technology. I am inviting you to participate in my research program which will form the basis of a PhD thesis. Your participation will be to share what, why and how you are teaching pronunciation through interviews, classroom observations and your teaching materials. Your participation in this research is voluntary and you may withdraw at any time.

What is the purpose of this research?

The study aims to increase understanding of English pronunciation teaching in Vietnam at tertiary level by investigating complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts. These inter-connections are generally reflected through research on teacher cognition (i.e. teacher knowledge, beliefs, attitudes and identities). The results of this project will be written up in the form of a PhD thesis and may also be presented to conferences and published in journals which discuss English language teaching and learning in general or English pronunciation teaching particularly. Your identity will always be kept confidential.

How was I identified and why am I being invited to participate in this research?

You have been invited because you meet all the requirements of this project:

- ✓ be a Vietnamese native speaker,
- ✓ be a current EFL teachers at universities in Hanoi providing either Bachelor in English Language and Bachelor in English Language Teacher Education programs,
- ✓ currently teach pronunciation course,
- ✓ have 1-3 years or 7 and more years of teaching experience and
- ✓ hold at least an MA in TESOL or TEFL.

However, please note that participation is voluntary. You can withdraw from the research up to the end of data collection.

How do I agree to participate in this research?

If you have read the participant information sheet and agreed to participate in this research project, you will be given a consent form to sign on the first interview. Your participation in this research is voluntary and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What will happen in this research?

This research will include the following stages:

1. An initial semi-structured interview

2. Four classroom observations

3. Four stimulated-recall interviews

This initial 30-45 minute interview will be conducted before the start of your pronunciation course and will be audio-recorded.

The next stage will involve four observations of your classroom practices with four stimulated-recall interviews happening subsequently. Each classroom observation will be video-recorded. However, the videos are only viewed by me, the researcher and you. Care will be taken during the video recording to ensure that no students can be identified in the recordings. The videos are for analysis purposes only and will not be shown in any forum.

The stimulated recall interviews will take place shortly after the classroom observations (up to 24 hours after). I anticipate that each stimulated recall interview will last for about 45 minutes. The stimulated recall interview will be audio-recorded. Information from the initial interview, classroom observations and documents (e.g. policies, teaching documents) will also be used as references.

All the data will be transcribed by me and then returned to you for member-checking. If you are not happy with anything in the written transcriptions, it can be removed. At any stage, you can decide that you do not want to participate in the research and you will be offered

the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What are the discomforts and risks?

The only possible discomfort you might experience is when you talk about your classroom practice. During the classroom observations, there is the possibility that your students may feel uncomfortable having me in the class. There is also the possibility that you may fell a little uncomfortable about having your teaching practice observed, especially if the class does not go as you would like.

How will these discomforts and risks be alleviated?

I will explain to your students why I am there and give them the opportunity to refuse or allow me to observe. I hope to establish a friendly and constructive atmosphere during the interviews, classroom observations and following discussions. I would also like to reassure that you are in no way being evaluated. Your performance is not being reviewed and I will not discuss this with anyone.

What are the benefits?

You will have the chance to reflect on and discuss your ideas about pronunciation teaching and your teaching practice. You will also have the chance to find out about my ideas and reflections on pronunciation teaching.

How will my privacy be protected?

All the data collected from you will be kept on a memory stick and the transcriptions as a hard copy will be in a locked cabinet in my office (AUT, WT1115). You will be identified in the research by a pseudonym.

What are the costs of participating in this research?

The research will involve your time for attending interviewing sessions and doing member-checking for interview and observation transcriptions. The whole data collection process will last for one semester.

What opportunity do I have to consider this invitation?

Please let me know if you are willing to participate in the research project within one week of receiving the invitation.

Will I receive feedback on the results of this research?

Yes. A summary of the research findings will be given to all participants who indicate their interest on the Consent Form. Moreover, any journal articles published will also be forwarded to you.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisors, **Dr. Graeme Couper**, graeme.couper@aut.ac.nz, +64 9 921 9999 ext 6048

Assoc. Prof. Pat Strauss, pat.strauss@aut.ac.nz, +64 9 921 9999 ext 6847

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, **Kate O'Connor**, ethics@aut.ac.nz, +64 9 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Anh Dinh

Email: kdf7353@aut.ac.nz Phone: +64 20 4151 9003 (NZ)/ +8493 635 9698 (VN)

Project Supervisor Contact Details:

Dr. Graeme Couper
Faculty of Culture and Society
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Phone: +64 9 921 9999 ext 6048
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Assoc. Prof. Pat Strauss
Faculty of Culture and Society
AUT University
Phone: +64 9 921 9999 ext 6847
Email: pat.strauss@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on *type the date final ethics approval was granted*, AUTEC Reference number *type the reference number*.

Participant Information Sheet

Date Information Sheet Produced:

dd mmmm yyyy

Project Title

A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices

An Invitation

My name is Ngoc Anh Dinh. I am a PhD candidate at Auckland University of Technology. I am inviting you to participate in my research program which will form the basis of a PhD thesis. Your participation will be to share your opinions on pronunciation and pronunciation instruction through focus-group interviews. Your participation in this research is voluntary and you may withdraw at any time.

What is the purpose of this research?

The study aims to increase understanding of English pronunciation teaching in Vietnam at tertiary level. The results of this project will be written up in the form of a PhD thesis and may also be presented to conferences and published in journals which discuss English language teaching and learning in general or English pronunciation teaching particularly. Your identity will always be kept confidential.

How was I identified and why am I being invited to participate in this research?

You have been invited to participate in the study because you are

- ✓ a Vietnamese native speaker,
- ✓ a current EFL learners at universities in Hanoi providing either Bachelor in English Language or Bachelor in English Language Teacher Education programs and
- ✓ currently enrolled in a pronunciation course.

However, please note that participation is voluntary. You can withdraw from the research up to the end of data collection.

How do I agree to participate in this research?

If you are happy to participate in this research project, please contact me through my email address which is provided in this information sheet.

What will happen in this research?

This research will include three focus-group interviews.

The initial interview eliciting your expectations of a pronunciation course and pronunciation teachers will be conducted right after you agree to participate in the research. This interview will last for about 60 minutes and will be audio-recorded.

The focus-group interview (2) and (3) will take place in the middle and at the end of the course. Some follow-up questions will be asked based on what you discuss. I anticipate that each focus-group interview will take about 60 minutes and will be audio recorded.

All of the data will be transcribed by me. At any stage, you can decide that you do not want to participate in the research and you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What are the discomforts and risks?

The only discomfort is that you may feel uncomfortable sharing your opinions about your pronunciation course and teachers

How will these discomforts and risks be alleviated?

I would like to reassure that I will not discuss your input with anyone and you are in no way being evaluated based on what you discuss in a focus group.

What are the benefits?

You will have an opportunity to reflect on your own pronunciation learning.

How will my privacy be protected?

All the data collected from you will be kept on a memory stick and the transcriptions as a hard copy will be in a locked cabinet in my office (AUT, WT1115). You will be identified in the research by a pseudonym.

What are the costs of participating in this research?

The research will involve your time for attending interviewing sessions. The whole data collection process will last for one semester.

What opportunity do I have to consider this invitation?

Please let me know if you are willing to participate in the research project within one week of receiving the invitation.

Will I receive feedback on the results of this research?

Yes. A summary of the research findings will be given to all participants who indicate their interest on the Consent Form. Moreover, any journal articles published will also be forwarded to you.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisors, **Dr. Graeme Couper**, graeme.couper@aut.ac.nz, +64 9 921 9999 ext 6048

Assoc. Prof. Pat Strauss, pat.strauss@aut.ac.nz, +64 9 921 9999 ext 6847

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, **Kate O'Connor**, ethics@aut.ac.nz , +64 9 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Anh Dinh

Email: kdf7353@aut.ac.nz

Phone: +64 20 4151 9003 (NZ)/ +8493 635 9698 (VN)

Project Supervisor Contact Details:

Dr. Graeme Couper

Faculty of Culture and Society

AUT University

Phone: +64 9 921 9999 ext 6048

Email: graeme.couper@aut.ac.nz

Assoc. Prof. Pat Strauss

Faculty of Culture and Society

AUT University

Phone: +64 9 921 9999 ext 6847

Email: pat.strauss@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on *type the date final ethics approval was granted*, AUTEC Reference number *type the reference number*.

Appendix C: Consent Form for Teachers (for interviews and observations)

Consent form for teachers (Interviews and Observations)

Consent Form

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Project Supervisors: **Dr. Graeme Couper and Assoc. Prof. Pat Strauss**

Researcher: **Ngoc Anh Dinh**

- ○ I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.
- ○ I have had an opportunity to ask questions and to have them answered.
- ○ I understand that notes will be taken during the interviews and observations and that they will also be video/audio-taped and transcribed.
- ○ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- ○ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- ○ I understand that data will be kept for 6 years, after which they will be destroyed.
- ○ I agree to take part in this research.
- ○ I wish to receive a summary of the research findings (please tick one): Yes○ No○

Participant's signature: .....

Participant's name: .....

Participant's Contact Details (if appropriate):

.....

.....

.....

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on type the date on which the final approval was granted AUTEC Reference number type the AUTEC reference number

Note: The Participant should retain a copy of this form.

Appendix D: Consent Form for Students (for focus group interviews)

Consent form for students (Focus-group interviews)

Consent Form

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Project Supervisors: **Dr. Graeme Couper and Assoc. Prof. Pat Strauss**

Researcher: **Ngoc Anh Dinh**

- ○ I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.
- ○ I have had an opportunity to ask questions and to have them answered.
- ○ I understand that identity of my fellow participants and our discussions in the focus group is confidential to the group and I agree to keep this information confidential.
- ○ I understand that notes will be taken during the focus group and that it will also be audio-taped and transcribed.
- ○ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- ○ I understand that if I withdraw from the study then, while it may not be possible to destroy all records of the focus-group discussion of which I was part, I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- ○ I understand that data will be kept for 6 years, after which they will be destroyed.
- ○ I agree to take part in this research.
- ○ I wish to receive a summary of the research findings (please tick one): Yes○ No○

Participant's signature: .....

Participant's name: .....

Participant's Contact Details (if appropriate):

.....

.....

.....

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on type the date on which the final approval was granted AUTEC Reference number type the AUTEC reference number

Note: The Participant should retain a copy of this form.

Appendix E: Permission for access for Head of Department/ Dean of Faculty

Permission for Access

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Project Supervisors: **Dr. Graeme Couper and Assoc. Prof. Pat Strauss**

Researcher: **Ngoc Anh Dinh**

- ○ I have read and understood the information provided about this research project in the Invitation letter, have understood the nature of the research and why this department/ faculty has been selected.
- ○ I have had an opportunity to ask questions and to have them answered to my satisfaction.
- ○ I agree that you may conduct your research in this department/ faculty may approach the teachers who are interested in participating in your research.
- ○ I agree that any of the teachers who work for me and who agree to participate will be doing this on a purely voluntary basis.
- ○ I understand that the privacy of those who participate will be respected and that the school and the participants will not be identified in research reports.
- ○ I understand that your research will last for approximately one semester.
- ○ I am happy to grant you the access you need to our facilities, such as classrooms and language labs, in order to carry out your research.
- ○ I wish to receive a summary of the research findings (please tick one): Yes○ No○
- ○ I understand that data will be kept for 6 years, after which they will be destroyed.
- ○ I understand that participants are free to withdraw participation at any time. They will be offered the choice between having any data that is identifiable as belonging to them removed or allowing it to continue to be used. However, once after the commencement of data analysis, removal of their data may not be possible.
- ○ I understand that language teachers' and students' participation or non-participation will in no way influence their teaching and learning status in their course nor their relationships with their colleagues or the university.

Head of Department/ Dean of Faculty's signature: .....

Head of Department/ Dean of Faculty's name: .....

Head of Department/ Dean of Faculty's Contact Details (if appropriate):

.....

.....

.....

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on type the date on which the final approval was granted AUTEC Reference number type the AUTEC reference number

Note: The Participant should retain a copy of this form.

Appendix F: Indicative questions for pre-observation interviews with teachers

Indicative questions for initial semi-structured interviews

Interview protocol 1

(Before the observation)

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Indicative questions

1. Can you tell me about your experience as an English language learner and particularly as a pronunciation learner?
    a. As a learner, how did your school and/or English instructors teach pronunciation?
    b. How do you think your schooling experience as a learner has affected your pronunciation teaching style?
2. Can you tell me about your pre-service teacher education program and your experience related to pronunciation instruction as a student teacher?
    a. During your teacher preparation program, what were the most influential courses and experiences that have impacted your teaching, and how have they affected your pronunciation instruction?
3. How long have you taught English and pronunciation? Please describe details, where and when?
4. How long have you been teaching at the current school?
5. Have your teaching experiences throughout the years changed your cognitions pronunciation instruction in any way? Why? How?
6. What motivated you to become an English language teacher and/or pronunciation teacher?
7. How do you describe your style of teaching in general and particularly in pronunciation instruction?
8. What do you think are the factors contributing to your present way of EFL and pronunciation teaching?
9. Does the English language policy in Vietnam and/ or the school you work for and/ your students promote any particular philosophy and style of pronunciation teaching?
10. Are there any official policies or regulations that are used as a guide for pronunciation instruction at tertiary level?
11. Who do you assign yourself when you teach pronunciation?
12. Your general attitude towards pronunciation and pronunciation teaching at tertiary level?

Do you have any questions for me?

Thank you again for your time and participation. I will send you the transcript of our today's interview for you to check the accuracy.

Appendix G: Indicative questions for stimulated recalls

Indicative questions for initial semi-structured interviews

Interview protocol 2

(After the observation)

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Indicative questions

1. What is the purpose of this lesson? Do you think you have achieved it?
2. Did you change your plan in this lesson? If so, would you please explain a bit and tell me what makes you changes the plan?
3. As you watch, think about what was happening at that time. Try to remember what you were thinking at that time and how you wanted or expected the learner(s) to react.
4. Can you tell me what you were thinking during this activity here?
5. What were you thinking when you provided this particular type of instruction/ activity/ material/ feedback to the learner?
6. What factor(s) may have caused you to act the way you did?
7. Looking at how you taught pronunciation at this moment, if you could go back, would you provide the same type instruction/activity/ material/ feedback you initially provided or would you use another type to deal with the situation? Why?
8. Looking back at what happened during the classroom session which I observed, what do you think about the effectiveness of the pronunciation instruction you provided?
9. What do you think about the effectiveness of pronunciation instruction in terms of learners' language development? How do you think learners could have benefited more from the instruction you provided?
10. Is there anything that you want to change for the next lesson? Were you dissatisfied with any aspect of the student's or your own performance? Did you realise these issues then? If yes, what did you do to deal with it? What is the result?
11. Was there anything that was unexpected? If yes, how did you respond to it?

Do you have any questions for me?

Thank you again for your time and participation. I will send you the transcript of our today's interview for you to check the accuracy.

Appendix H: Indicative questions for focus group interviews

Indicative questions for focus-group interviews

Interview protocol 3

(Focus group)

Project title: **A critical exploration of complex inter-relationships between teachers, students and wider socio-historical and socio-cultural contexts in pronunciation courses at Vietnamese tertiary level: Teacher cognition and Pedagogical practices**

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Indicative questions

Focus-group interview 1

1. Do you think pronunciation and pronunciation teaching are important?
2. When you hear the word "pronunciation" what will you refer to?
3. Do you have any difficulties learning pronunciation?
4. What do you expect to learn in a pronunciation class?
5. What do you expect your pronunciation teacher to be like?
6. What factors influence the effectiveness of pronunciation teaching?
7. What is the goal of learning pronunciation in general and in your case?
8. Do you have any support from the school or family to better your pronunciation learning?
9. Are you confident using your pronunciation inside and outside classrooms (e.g. public places, on a street, in a restaurant)?

Focus-group interview 2, 3

1. Do the course and the teacher meet your expectation?
2. What do you want to change? Why?
3. How do you feel about your teacher's teaching approach?
4. Do you think you can have good pronunciation after receiving your teacher's instruction?
5. Do you feel more confident using English with your pronunciation outside classrooms?
6. What do you like/ dislike most in the lesson/ during the course?

Do you have any questions for me?

Thank you again for your time and participation. I will send you the transcript of our today's interview for you to check the accuracy.

Appendix I: Observation protocol

Observation protocol

Overview of steps involved (Also outlined on the participant information sheet):

The researcher will make contact with appropriate education providers to explain the project and request access to their teachers and classes.

Potential participants indicate their willingness to participate by completing the consent form and arranging an interview time.

At the end of the interview the researcher and the participant will discuss the possibility of a classroom observation. If the participant agrees to go ahead details of the observation will be negotiated and a consent form signed.

At the beginning of the first lesson, the teacher participant will introduce the researcher to the class who will explain "Your teacher has invited me to observe how (s)he teaches pronunciation. This information along with information from other observations will be used to help pronunciation teachers in Vietnam to be the best possible pronunciation teachers. I will be watching and taking notes. I will also video-record the lesson. Care will be taken during the video recording to ensure that no students can be identified in the recordings. The videos are for analysis purposes only and will not be shown in any forum. When I have finished my data analysis, I will erase the recording. I will be writing about what the teacher does and I will not mention any names which might be used during the lesson. I hope you will not mind me sitting in on your class. If you are very unhappy about this then please tell me and I will leave. Do you have any questions?"

After the observed lesson, a time for a stimulated-recall interview about the lesson will be confirmed.

Classroom observation field note

Name: _____ *School:* _____

Date: _____ *Time:*_____

Number of observation: */04*

The objectives of the lesson:

Physical setting			
Participants			
Time/ Activities	***Descriptive notes***	***Reflective notes***	***Direct quotes***
Pre-teaching			
While-teaching			
Post-teaching			

Appendix J: Letter to Head of Department

Invitation letter

Dear Head of Department/ Dean of Faculty,

My name is Anh Dinh and I am a PhD candidate at Auckland University of Technology. I am conducting a PhD research project which investigates complex inter-relationships between teachers, students and wider contextual factors in pronunciation teaching at Vietnamese universities. To collect data for my research, I would need your permission to gather data from two volunteer English language teachers from your department and their own students in pronunciation class. The study will involve the following stages:

1. Semi-structured interviews (teacher participants)

2. Classroom observations

3. Stimulated-recall interviews

4. Focus-group interviews (student participants)

The two volunteer teachers will initially be invited to take part in a semi-structured interview individually which will take about 30 minutes. The teacher participants will then be observed for four classroom sessions. Finally, the participants will be invited to a 45-minute stimulated-recall interview right after or within 24 hours of a classroom observation.

About 4-5 volunteer students will form a focus group and take part in three focus-group interviews. Each will last for approximately an hour.

All the interviews will be audio-taped, transcribed and then returned to the participants for "member-checking". If the participants are unhappy with any part of the written transcriptions, it will be removed. The classroom observations will be video-recorded. The videos will only be viewed by me and the teachers. Care will be taken during the video recording to ensure that no students can be identified in the recordings. The videos are for analysis purposes only and will not be shown in any forum. The participants can withdraw from the research project at any time. They will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once after the commencement of data analysis, removal of their data may not be possible.

As the initial step of the study involves inviting potential participants, I would be much appreciated if you could kindly circulate this invitation letter and the Participant Information Sheet to the lecturers who might be interested in this project.

Your valuable support would give me the opportunity to advance my research.

I look forward to your favorable reply. My contact details are: kdf7353@aut.ac.nz (Email), +6420 4151 9003/ +849 3635 9698 (Phone)

Yours sincerely,

Anh Dinh

PhD candidate AUT

Appendix K: Teacher participant profile

Teacher Profile

Participant:

Pseudo name:

Contact number:

Email:

Class:

University:

1.

Age range
21-25
26-30
31-35
36-40

2.

Teaching experience		
Courses/ Teaching areas	*Years of teaching*	*Places of teaching*

3.

Qualifications	
English certificates	