

Teachers' perspectives and Practices in Teaching English Pronunciation at Menglish Center

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ABSTRACT

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The unintelligibility of Vietnamese learners' English pronunciation has caused hindrances to their academic and career goals. Due to a lack of pronunciation-oriented lessons in the curriculum of junior, senior high schools, and even tertiary schools, teachers at English centers are supposed to provide their students with pronunciation training. This study aims to find out how English pronunciation is taught at an English center and accordingly what teachers think about their pronunciation teaching in terms of the role and goal of pronunciation, time allocation, and techniques. Data were collected from individual interviews with three teachers at MEnglish center and six classroom observations at the level of Foundation (IELTS band score 1.0 – 3.0) and Ground floor (IELTS band score 3.0-4.0). Findings from this study indicate the necessity of time contribution, corrective feedback and affirm the essential role of authentic materials.

1 INTRODUCTION

There has been a growing demand for commercial trading among nations across the world, and English, accordingly, has risen in status for the past few decades, making it a global language (Crystal, 1997; Graddol, 2006). Therefore, English has emerged as one of the most used languages for cross-cultural conversations. Regarding conversational aspects, many factors are contributing to the success of a conversation when interlocutors use English for communicative purposes. Among those, one key factor is pronunciation, which should not be ignored since communication cannot progress successfully and smoothly without understandable pronunciation from those involved (Celce-Murcia, Brinton & Goodwin, 2008). Considering the

significance of pronunciation in speaking, teachers are expected to provide pronunciation instruction to their students.

English pronunciation teaching has been largely ignored in Vietnam's formal education system (Nguyen, 2020). Thus, according to Tam (2005), a large number of Vietnamese speakers do not have intelligible English pronunciation, foreigners may have difficulty understanding them in real-life conversations. (p. 1). As a consequence, the intelligibility of Vietnamese learners' English pronunciation has caused hindrances to their academic and career goals. As a result, an increasing number of learners have turned to English centers in Vietnam in the hope that their pronunciation will be improved. Another factor contributing to this trend is that pronunciation is deemed "one of the key elements in the speaking component" of tests such as IELTS or TOEFL (Henderson et al., 2012, p.23). Additionally, these learners think that teachers at English centers are supposed to provide pronunciation training to their students. Those are the reasons why an increasing number of Vietnamese learners register for courses at English centers across the country.

Nevertheless, relatively little is known about the beliefs and practices of teachers on pronunciation teaching. Research has shown that teachers at secondary and tertiary levels had a tendency to view pronunciation teaching as an important part of their teaching (Shah, Othman, & Senom, 2017; Bodorík, 2017; Moedjito, 2016; Crofton-Martin, 2015), but they only had a vague idea of how to teach pronunciation (Uzun & Ay, 2018; Bodorík, 2017; Chiu, 2009; Macdonald, 2002). However, little research has been done on the beliefs real practices of teachers at English centers about teaching pronunciation, particularly in the context of Vietnam. Therefore, this study aims to find out how English pronunciation is taught at an English center and accordingly what Vietnamese teachers think about the teaching of pronunciation. Two research questions have been formulated to anchor this study:

- (1) How is English pronunciation taught at MEnglish center?
- (2) What are the perspectives of teachers at MEnglish center about teaching pronunciation?

2 LITERATURE REVIEW

English pronunciation is one of the trickiest skills to acquire, and learners are supposed to spend a great deal of time improving their pronunciation (Aliaga García, 2007; Martínez-Flor et al., 2006; Pourhosein Gilakjani, 2016). In addition, understandable pronunciation is one of the basic requirements of learners' competence. Good pronunciation promotes a smooth learning process, while wrong pronunciation may cause significant difficulties (Pourhosein Gilakjani, 2012). This chapter will provide a theoretical framework that includes key concepts: (1) definition of pronunciation, (2) role and goal of English pronunciation teaching, (3) time allocation in English pronunciation teaching, and (4) techniques in teaching English pronunciation.

2.1 DEFINITION OF PRONUNCIATION

According to Paulston and Burder (1976), pronunciation produces a coherent sound system that does not disturb the communication process. Cook (1996) proposed a definition of English pronunciation simply as the articulation of sounds. Richard and Schmidt (2002) also held the same definition, deeming pronunciation as a procedure of articulating particular sounds. Viewing pronunciation from a more communicative perspective, Otlowski (1998) considered pronunciation as a process of producing intelligible word and phrase utterances. Likewise, according to Yates (2002, as cited in Pourhosein Gilakjani (2016), pronunciation produces sounds to create meaningful utterances. In the study, the researchers see pronunciation as the production of understandable sounds to convey the speakers' meaning for a communicative purpose.

2.2 THE ROLE AND GOAL OF ENGLISH PRONUNCIATION TEACHING

2.2.1 *Role of English pronunciation teaching*

English pronunciation has a crucial role in English learning (Yates & Zielinski, 2009). Nevertheless, provided that the rules and principles to guide learners and help them improve their pronunciation are not provided to learners, not many learners will apply those instructions on their path to achieving understandable pronunciation. EFL teachers need to seek better methods of teaching pronunciation, namely presenting instructions or giving feedback to help learners to learn English pronunciation effectively.

Hismanoglu (2006) stated that oral communication could not be executed successfully without pronunciation instruction. Despite its importance in the English language, teachers largely ignore the teaching of this skill in English classes (Morley, 1991). Even worse, in the viewpoints of some teachers, English pronunciation is considered their most negligible favorite field to touch on (Pourhosein Gilakjani, 2012). It can be seen that English pronunciation teaching is not a significant concern of many English teachers.

2.2.2 *The goal of English pronunciation teaching*

With the influence of communicative language teaching, the main of teaching and learning English in today's classes is to help students communicate smoothly using English. Sadly, not every teacher is aware of the significance of pronunciation. Grammar and vocabulary are two features that teachers focus on, but that is not the case for pronunciation as it does not seem to be a priority, especially in Vietnam. Besides, by large numbers of teachers, pronunciation study is considered too complex and mundane for learners (Harmer, 2001). That may be the reason why teachers hesitate to teach their students English pronunciation.

In addition, the goals of teaching pronunciation should enable learners to develop English pronunciation easily for comprehension, thereby boosting their confidence, creating positive self-awareness, developing speech consciousness when they use English for communication (Butler-Pascoe & Wiburg, 2003).

2.3 TIME ALLOCATION

There are two key reasons why English pronunciation is ignored in EFL lessons (Gilbert, 2008). One of the causes is that many EFL teachers do not have enough time in their pronunciation lessons. If they have, drills and practices take precedence, which frustrates both students and teachers in English pronunciation. In the research about why teachers ignore their pronunciation teaching, Gilakjani and Sabouri (2016) asked 100 Iranian ELF teachers. The result exposed that 62% of teachers strongly agree with the statement that "I lack enough time in English pronunciation instruction." The majority of teachers responded that they would prefer to have more time in class but did not have enough time to teach pronunciation more effectively.

Time restriction is another factor that made the participants focus more on the teaching of the tested skills. Another research explored teacher's beliefs and practices (Shah et al., 2017). Data were collected through actual classroom observations and semi-structured interviews with five teachers. The result showed that there were a lot of topics and skills that needed to be taught. However, the time constraints for English sessions prevented them from training or concentrating on pronunciation, despite their indicated eagerness to do so if they had more time. Due to a lack of time, they were obliged to focus solely on the most crucial talents. As a result, they become exam-focused educators.

2.4 TECHNIQUES IN TEACHING ENGLISH PRONUNCIATION

2.4.1 *Phonetic Transcription*

Phonetic transcription is a code consisting of phonetic symbols. Each symbol describes a single sound, which is, in fact, different from a letter of the alphabet.

Although it is feasible to learn the pronunciation without using the code, many linguists consider it useful for learning a foreign sound system. The ability to look up the pronunciation of unfamiliar words in a dictionary is an obvious benefit of learning the code. Phonetic symbols are used in decent current learners' dictionaries to represent pronunciation, so learners must be familiar with them. Spiers (1900), in his research on *Phonetics in Class*, mentions, "The use of phonetics as an aid to the acquisition of the pronunciation of a foreign implies two things:

1. The teacher shall have made a study of phonetics as applied to the language he is teaching and shall have a good pronunciation.
2. He shall make such use of his knowledge in his classwork as he shall think best calculated to assist his pupils in acquiring a good". (p.54)

2.4.2 Visual Reinforcement

It is a method of teaching pronunciation that is entirely silent. This strategy employs word charts, color rods, drawings, props, sound color charts, and other tools to improve pupils' comprehension. The teacher primarily communicates with the students through gestures and encourages them to speak more in class. This strategy is more appropriate for adult learners than drills and rhymes, which are more appropriate for children. Vowels are at the top, and consonants are at the bottom of sound charts, which are separated by a line. Pure vowels have a single hue, but diphthongs have two. It makes it simple for the reader to recognize the different sounds. By creating a chart with annotated stress syllables, pupils will be able to understand stress patterns more simply.

'summer, report, 'beautiful, recommend

Usually, the stress sounds are represented by a dot below them, or stress syllables are capitalized.

PAtient, HAppy, rePLY,

According to Lin, Hsiang -Pao (1995), visual impacts are a way of emphasizing the stressed syllable by thickening, capitalizing, underlining, circling, or coloring it. Visual effects can assist pupils in recognizing the location of stress in each word and avoiding missing word stress.

For example: **today** toDAY today

2.4.3 Auditory Reinforcement

This method's techniques are frequently production-oriented and aimed at enhancing students' spoken English. Many strategies use minimal pairings, which are words with multiple meanings but only one sound difference in their pronunciation. During the Audiolingual era, minimal pair drills were introduced, and they are still employed in isolation – at a word level – and in context – at a sentential level. Through listening and discrimination exercise, the approach can help learners become aware of annoying sounds.

According to Lin, Hsiang -Pao (1995), Minimal pairings are pairs of words or phrases that differ only in one sound. As a result, the teacher ensures that the pupils comprehend the fundamental patterns of each sound in the target language. The teacher chooses words that differ by a single

sound and drills them repeatedly in class so that the students comprehend the difference in sounds. These activities help to enhance listening perception as well as your oral production.

E.g: ship - /ʃɪp/ & sheep - /ʃi:p/

Zip - /zɪp/ & zeep - /zi:p/

Pen - /pen/ & Pan - /pæn/

According to Isnani, Supardi, and Arifin (2016), the Minimal pairings drill can assist students with distinguishing and pronouncing words with similar sounds and training their accuracy and fluency in reading aloud and oral abilities. Students are thought to benefit from minimal pair drills to help them overcome their difficulties in English pronunciation.

2.4.4 Tactile Reinforcement

Language teachers prefer employing traditional classroom strategies that use a variety of techniques and resources considered effective for improving learners' pronunciation. One of them is tactile reinforcement. This technique is the use of the sense of touch (Winiewska, 1996). Additionally, laying a finger on the right position of the throat to feel the vibration of the vocal cords. Lin (1995) also agreed with this idea by expressing the teachers play a crucial role as a model when practicing how to produce a sound. Further, this method is appropriate for distinguishing voiced and voiceless consonants, which are commonly difficult to tell the difference unless the demonstration happens. Voiced consonants require the vocal cords to make signature sounds by vibrating, while voiceless consonants do not. Both types use the breath, lips, teeth, and upper palate to further modify speech. Though tactile reinforcement has been rarely mentioned, teachers might make use of it without notice.

2.4.5 Drama Voiced Techniques

In terms of bringing entertainment in the English pronunciation classroom, drama-voiced techniques are introduced as a modern interactive aspect to enhance learners' communication enthusiasm. To attain native-like proficiency in pronunciation, tongue twister is employed as a technique to expose different sounds as well as strengthen learners' motivation (Mu'in et al., 2017). On the other hand, it should be considered a close relationship between learning style and pronunciation teaching. Researchers assumed the significant advantage that tongue twister brings to active learning style students will be considerable. It helps improve their pronunciation and guides them to be actively in pairs practicing pronunciation activities. Nonetheless, reflective learning style learners might encounter self-consciousness while engaging in this technique. They can get the benefit from it through listening activities and teacher's demonstration.

2.4.6 Audio Feedback

Besides using a few methods mentioned above in pronunciation classes, one of the most frequent traditional techniques teachers prefer is audio feedback, which involves tape or video records from native speakers. These materials are authentic and have unlimited access. According to Peacock (1997), using authentic materials increases learners' on-task behaviors and orientates them to the assignment's focus. First, learners can listen to the way foreigners produce sounds and then imitate as a shadowing technique. This process might happen several times like a spiral activity inquiring listening to the model, taping voice, replaying, and revising until learners feel satisfied with their pronunciation

2.5 RESEARCH QUESTIONS

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. How is the English pronunciation taught at Menglish center?
2. What are the perspectives of the teachers at MEnglish on teaching English pronunciation?

3 METHODS

3.1 PEDAGOGICAL SETTING AND PARTICIPANTS

The study involves three Vietnamese EFL teachers at Menglish center who volunteered to participate in the study. The participants included one female and two males, aged from 25 to 35. All of them have over two-year teaching experience, a BA degree in TESOL, and an IELTS certificate over 7.5. Three of them were given the pseudonyms Teachers 1, 2, and 3 for the purpose of the research. In terms of setting, three classes observed are at the Foundation level (band 1.0 – 3.0) and Ground floor level (band 3.0-4.0), and when the research was conducted, the classes were in the middle of the whole course. Each pronunciation lesson lasted around 15 to 20 minutes, and each class was observed twice by the researcher.

3.2 DESIGN OF THE STUDY

The study applies a qualitative approach that is suitable for collecting, analyzing, and interpreting data. This study also chooses to use a case study design to gather deep information on a particular case. In terms of research tools, interviews and observations are the two principal sources of data. According to Yin (1994), various sources of data provide more detailed information about the problem and contribute to different perspectives on it.

3.3 DATA COLLECTION AND ANALYSIS

Data were collected from non-participant classroom observations (15-20 minutes for each lesson and twice for each class) and three individual interviews (approximately 30 minutes each). Classroom observations were all noted down in unstructured field notes by the researcher. For interviews, the researcher chose a semi-structured interview design and conducted the interviews in English in a private room at the Menglish center. All interviews were recorded with interviewees' permission. Before analysis, the interviews were transcribed in full and sent back to the teachers for confirmation, clarification, and/or modification.

In total, the data included 2 hours of classroom observations followed by 90 minutes of individual interviews with the teachers. Both observations and individual interviews produced a rich, detailed, and triangulated data set as summarized in Table 1.

Table 1. Tools used in answering research questions

Tools	Participants	Research questions answered
Classroom observations	Three classes (twice for each class)	Research question 1 + 2
Semi-structured interviews	Three teachers	Research question 2

Qualitative thematic analysis was used for the examination of the data collected. For observation data, this process involved identifying and categorizing all classroom events that happened in pronunciation classes observed, such as how the teacher instructed students on a new sound, how the teacher asked students to practice their pronunciation skills, and so on. The researcher transcribed and read the transcripts to find out themes and subthemes in terms of interview data. Through these steps, initial themes and subthemes emerged, and then they were refined many times before having the final framework.

To answer the two research questions, the researcher chose the two main themes: teachers' real practices in pronunciation classes and their perspectives on teaching pronunciation. After analyzing the first central theme, there are four subthemes: time allocation, materials, teacher's correction, and teaching method. The second central theme involves two subthemes, namely, the role of pronunciation and the role of teachers in pronunciation classes.

4 FINDINGS AND DISCUSSION

The data analysis reported teachers' pronunciation teaching practices (PTP), and those are identified in the observation. PTP are described following: (1) how much time they spent, (2) the materials they use, (3) how they correct student's mistakes, and (4) what techniques they applied. The observation is summarized in Table 2.

Table 2. The teachers' observed PTP

Class	Time Spent (minutes)	Materials	Correction	Techniques
1A	30	-Ship or Sheep -American	- Recast - Explicit	Visual Reinforcement Audio Feedback
1B	35	Accent Training	- Repetition	Visual Reinforcement Phonetic Transcription
2A	30	-Internet resources	- Repetition - Explicit	Visual Reinforcement Audio Feedback
2B	40		- Explicit - Repetition	Phonetic Transcription
3A	30		- Repetition	Audio Feedback Drama Voiced Technique
3B	20		- Explicit	Auditory Reinforcement Audio Feedback

4.1 TIME ALLOCATION

In the interview, 2 out of 3 teachers reported that time restriction is one of the reasons they have to integrate pronunciation correction while teaching other skills. For example, teacher 3 incorporates the pronunciation into reading by asking students to read out loud the passages, and then he will correct their mistakes.

Only 15 minutes. You know, we only have a limited time for the speaking section in my class. So I'll only allocate the time for only 15 minutes. I also integrate a lot of pronunciation correction while I'm teaching. So I don't think 15 minutes for pronunciation is not a big problem. (Teacher 2)

Reading or like the reading or the listening, it's kind of hard, but I tried to give them a task, like, can you read out loud these passages, this paragraph for me? And then, I tried to correct their mistakes in front of the class. So the other student can see that and work on their own. (Teacher 3)

Besides, one instructor stated that it is enough to teach pronunciation in 15 to 30 minutes. If not, students will get bored; he often shows the instruction and let students practice at home.

My classes would be around 15 to 30 minutes only because if you teach the pronunciation for a really long time, they will get bored. So I just want to show them the principle, you know, the way of the basic way to say it, and then let them practice at home with my speaking exercise more. (Teacher 1)

However, turning to the observation data shows that the majority of teachers spent more than 20 minutes teaching pronunciation at the end of the lesson. Excepting class 3B with 20 minutes for teaching pronunciation, the other class spent more from 30 to 40 minutes instructing students on the tasks on their materials. Although they said that 15 minutes is limited, teachers tried to exert the rest of the time in the lesson to focus on pronunciation.

4.2 MATERIALS

The materials are the same in Table 1 because all classes are in MEnglish center. Teacher's material is almost combined between public textbooks and Internet resources such as practices and audio to find the appropriate practices for students. This center uses textbooks including Ship or Sheep, American Accent Training to develop pronunciation curriculums. All of those textbooks are in Phonetic Training Materials that enhance students recognize, understand, practice, and internalize the phonetic terminologies by using IPA as an additional role.

From the teacher's perspective about materials, the official textbooks are reliable resources to design and develop the teaching materials. Teachers can apply it directly into teaching content or research many public resources from the Ministry of Education that depend on their teaching topic.

Well, because published ones are the official ones. So using the official ones and I would say it would save a lot of time because they don't have to search. (Teacher 1)

I try to research every source that I can, not only the public one provided that the ministry of education is, uh, it depends on what type of topics I want to teach them. (Teacher 3)

Teachers try to apply the phonetic alphabet in learning content to help students be aware of different sounds then they can learn phonetics by themselves. It is complicated to teach IPA because not all students are interested in phonetics.

It depends on the student; actually, it no longer depends on the level, but it is more individual because not every student, they interested in phonetics. So if a student asks me how they can study phonetics, I will show them everything I've got. (Teacher 1)

4.3 CORRECTION

Through the observation of pronunciation class, three corrective feedback (CF) teachers use in teaching include repetition, explicit, and recast, which most appeared during pronunciation is explicit and repetition. Students receive the corrective form of pronunciation and perceive clues as to the exact location of the error with explicit technique. Furthermore, two teachers integrated

the IPA during the explanation process by writing phonetics transcription on the board. In repetition, all teachers emphasize or intonate the error words and let students respond to the correct forms.

In contrast to the planned and techniques teachers applied in independent pronunciation classes. If the classes are integrated with other skills, teachers often notice and explain the common mistake in front of the class.

They were talking directly to me, or sometimes I feel I heard a mistake, I would just put it on a board to notice and to teach like a whole class the same thing. (Teacher 1)

It is impossible to correct every one of them, but I'm trying to mime in front of the class for the common mistakes. (Teacher 3)

4.4 TECHNIQUES

Three teachers always exert both audio and pictures into lesson content to highlight and describe the minimal pairs. Visual reinforcement, audio feedback, and phonetic transcript are combined to facilitate students' ability to detect the difference in sounds. In teaching intonation and stress, visual reinforcement is applied to use the dot below or capitalize on the stress syllabus. On the other hand, one of the techniques teachers often use to draw students' attention to errors is audio feedback. Students can imitate the way foreigners produce sounds and identify their mistakes.

Another methodology I usually apply to my teaching is audio feedback, which is very important if I don't want to say is how to improve. So for my students, because we are the L2 speakers, we somehow have to mimic or imitate the nature speaker in some way to sound more native. (Teacher 2)

Following three teachers' perspectives, teacher 1 followed the Presentation – Practice – Produce approach (Ellis, 2009) to lesson design for all skills. But in pronunciation teaching, different cases are appropriate with different techniques.

The method that I usually use the most throughout or not under speaking, but every single skill is PPP. And also for pronunciation specifically that, uh, we usually use visual reinforcement, um, audio reinforcement for different cases. (Teacher 1)

Both teachers 2 and 3 agree that audio feedback and phonetic transcript are useful and widely techniques that help students enable to achieve pronunciation proficiency.

One of the very popular ways that I usually do is phonetic transcription when it comes to pronunciation teaching. So as I tell you in the previous, um, okay. It's like, for the very beginning section of my speaking lesson, I usually show them how to pronounce the pronunciation in English. (Teacher 2)

For me, I will use audio feedback and sometimes will only take transcription reinforcement. For the first one, the audio feedback, I think that is the most widely used technique for every teacher in the classroom activity. They will play that recording several times, help the students to listen, and let them guess the answer. (Teacher 3)

The data analysis revealed some evidence of teacher's perspectives about the role of pronunciation. All of the teachers do not refute the importance of pronunciation when a learner learns English. However, most of the teachers do not think that there should be a separate class on pronunciation teaching. In addition, teacher's perspectives about the role of teachers in teaching pronunciation were uncovered. Most of the teachers show their confidence in becoming an exemplar for students to learn and copy from.

4.5 ROLE OF PRONUNCIATION

(1) Significance of pronunciation

Two of the center teachers deemed pronunciation a crucial part of learners' language learning process. Pronunciation, one of the essential components of English speaking, can enable learners to convey what is on their minds to listeners. If learners communicate with quite bad pronunciation, this can cause hindrance in their commuting with others because listeners may struggle to process what is being said:

Pronunciation also does play a part in listening skills. Learners cannot comprehend what they are listening because they cannot process and differentiate the sounds, which may be due to their incorrect pronunciation (teacher 1).

One of the very important things when you learn English, is pronunciation. If your pronunciation is not clear or is kind of wrong, other people will not understand what you're saying. (teacher 2)

(2) Pronunciation as an integrative skill

Although pronunciation has been considered important to language learning, most teachers believe that the teaching of pronunciation, due to time constraints, should be incorporated in the teaching of speaking and other skills such as listening.

15 minutes because we only have a limited time for the speaking section in my class. So I'll only allocate the time for only 15 minutes. Having said that, I also integrate a lot of pronunciation correction while I'm teaching. (teacher 2)

However, surprisingly one teacher stated that even though pronunciation teaching can be integrated into teaching other skills, sometimes pronunciation can be taught as a separate class to serve a particular purpose, the need to study abroad, for example:

From my perspective, I think that we should separate them from the other it's very important. For the student that wants to study abroad is one of the most priorities for them. It can be included in a speaking class like we always do. For the other, I don't think we have much time for that to work. (teacher 3)

Role of teachers in pronunciation teaching

(1) Non-native teacher as a good model

All of the teachers think that non-native speakers are able to become a fine example for Vietnamese learners. Although the teachers are not native speakers, they have undergone the pronunciation learning process and have always practiced achieving good pronunciation. Thus, they are confident about becoming a good pronunciation model for their students:

I think that it is impossible to correct every one of them, but I'm trying to in front of the class for the common mistakes. I can act out with one of the students, tried to make them speak, answer some questions, and then work on the pronunciation as an example. (teacher 3)

(2) Teacher as a guide for students' pronunciation learning

Teachers of any language are learners at first. Unexpectedly, teachers at the center have also had to undergo the pronunciation-improving process. They are Vietnamese learners, and they know the problems Vietnamese learners often struggle with; therefore, it should be easier for them to help and guide students to achieve a better pronunciation:

So I think that teachers, we were students, initially. Hence, our role is to orient the students and, you know, help them overcome the difficulties that we understand very well because we have all already experienced that and overcome those. So actually our roles have enabled them to improve quicker. (teacher 1)

To answer the first research question about how English pronunciation is taught at MEnglish, the findings of this study show the alignment with previous research in terms of time allocation, correction, materials, and techniques. The literature emphasizes the necessity of time contribution in enabling the teachers to allocate diverse skills and knowledge, not only important key points (Gilbert, 2008; Shah et al., 2017). In the observation process, most of the teachers faced constraints of time in delivering a lecture. It was less than 30 minutes to conduct a pronunciation class which is not enough to express all the aspects of the lesson. The teachers desire to freely emerge in the content and correction time as those services to improve learners' pronunciation. In light of the correction, most of the teachers applied repetition, recast, and explicit feedback from the review of Lyster and Ranta (1997) and Rezaei (2011). Whenever learners had trouble with difficult sounds, corrective feedback was given immediately to adjust the mistakes. Besides, this study also reaffirms the essential role of authentic materials within

many of the characteristics of traditional audiolingual texts, which have been begun to incorporate more meaningful and communicative practice. Textbooks, an audio file, or internet resources were combined to come up with systematic and informative materials drilling in the pronunciation section. This also aligns with the conclusion of Zacharias (2005), which states the effectiveness of phonetic training in pronunciation teaching materials. Typically, the teachers in this research demonstrate how to distinguish sound by using phonetic symbols to catch the learner's attention. Further, this finding is not much different from other research (Freed (1995); Lin (1995); Peacock (1997); and Nabila (2012) with the strategies applied in pronunciation class. Visual reinforcement, audio feedback, and phonetic transcription are meant to facilitate students and encourage them to produce accurate sounds.

In keeping with the teacher's perspectives about the role of teachers in teaching pronunciation, the findings of this study show that the pronunciation of a learner in a foreign language must be taught in accordance with communicative activities for the learner to be able to interact effectively with native speakers, according to recent studies and the current trend reversal in the thought of pronunciation. Gilbert (1984) believes the skills of listening comprehension and pronunciation are interdependent. Teachers should include pronunciation in their courses and expect students to do well in them. Without adequate pronunciation skills, the learner's ability to communicate is severely limited. It is parallel with the emphasis on meaningful communication and Morley's (1991) premise that 'Intelligible pronunciation is an essential component of communication competence.'

Nooteboom (1983) also suggests that speech perception affects speech production; listening is an important factor in communication discourse. This shows the need to combine pronunciation with communicative activities; to offer the student situations through listening and speaking to improve their pronunciation.

The teacher also has a special role in the communicative learning program, a role that Morley describes as 'speech coach or pronunciation coach' (1991). Rather than correcting the errors of the learner, the teacher should supply information, give models from time to time, offer cues, suggestions, and constructive feedback about performance, set high standards, provide a wide variety of practice opportunities and overall supports.

Last but not least, it can be seen that the teacher's role is not only to 'teach' but also to facilitate learning by monitoring and modifying English. The role of teacher's speech monitoring abilities and speech modification strategies for students beyond the classroom provide the needs to students' awareness and allow learning opportunities outside the classroom environment. The teacher's role is to develop the learning process, so the learner has the most excellent chance to develop the learning strategies that are unique to each learner.

5 CONCLUSION

The literature review has also documented the overview of pronunciation teachings such as role, goal, techniques, and problems in this research. In the situation that English pronunciation is an independent class in MEnglish, the findings also show the difference in this study about preparation and techniques with previous studies (Tam, 2005 and Nguyen, 2020). Although most teachers agree that pronunciation should not be separated from primary skills like listening, speaking, reading, and writing because of time restrictions, it is not denied that an independent pronunciation class brings some benefits to students. First, teachers have more time to focus on an individual's problems. They use not only recast in corrective feedback but also explicit techniques to clarify the mistakes in detail. Second, the variety of materials is one of the advantages of pronunciation classes. Teachers can combine audios and phonetic alphabet to enhance their lesson content and draw students' attention. All of the teachers stated that non-native speakers could become models for Vietnamese learners. They are confident because they have pronunciation knowledge and effort to practice to achieve good pronunciation. Finally, pronunciation presents unique challenges; we should provide controlled and bridging pronunciation practice before asking students to take on the extra load of communicative activities that also target pronunciation. It can be integrated with other skills, but integrating it takes some care for students can learn pronunciation successfully.

It is a case study, which means that the samples are not large enough for generalization. In other words, the results found in our study may be aligned with those in further research. For future research, it is recommended that teachers' beliefs and students' beliefs be regarded as the main subjects for study. This action may enable researchers to gain an overall picture of pronunciation teaching at an English center.

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Biodata

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