

English Pronunciation Learning: Views From the EFL Freshmen

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English has become an indispensable medium for global information sharing and interconnections. However, despite years of English education in high school, the majority of Vietnamese students still struggle with effective English communication. Pronunciation stands out as one of the significant factors contributing to this issue. Indeed, intelligible pronunciation has always been a challenge for EFL learners, especially Vietnamese students. While English pronunciation has gained attention in Vietnam, there remains a noticeable gap in understanding it from the learner's perspective. This study investigates the perceptions of 129 English-majored freshmen at An Giang University towards learning English pronunciation. A mixed method using a survey and a semi-structured interview was designed to collect both quantitative and qualitative data. Through an analysis of the participants' perceptions, attitudes, and experiences, the research explores their understanding of pronunciation's importance, self-perceived proficiency, motivations, and challenges in learning pronunciation. By shedding light on students' views on pronunciation learning, this study is expected to inform language educators and stakeholders in better addressing the specific needs and preferences of EFL freshmen, and subsequently propose some possible solutions to enhance the effectiveness and quality of English pronunciation instruction in EFL settings.

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