Cultural Influences on Learners' Attitudes toward English Pronunciation: A Comparative Study

Nelson Balisar Panjaitan[1], Yenni Christina[2]
Corresponding author: nelson.panjaitan@unai.edu
Universitas Advent Indonesia
DOI: 10.35974/acuity.v11i1.3903

Abstract

This study explores the attitudes of 91 students at Universitas Advent Indonesia toward English pronunciation in the context of language learning. Using Likert scale questionnaires, the research examines the perceived importance of pronunciation, preferences for pronunciation models, confidence levels, and how cultural identity shapes these attitudes. Students' views on teaching methods, including technology-enhanced instruction and feedback mechanisms, are also analyzed. The findings underscore a strong acknowledgment of pronunciation's role in effective communication, with significant support for interactive and culturally sensitive teaching approaches. Students expressed a preference for pronunciation models that align with their cultural identity, indicating a need for more personalized and contextually relevant instruction. This study provides valuable insights for language educators and curriculum developers, emphasizing the integration of students' cultural backgrounds into pronunciation pedagogy. Pronunciation remains a critical yet often underexplored component of English language learning, particularly in multilingual settings where cultural identity strongly influences learner attitudes. This study investigates the attitudes of 91 students at Universitas Advent Indonesia toward English pronunciation, addressing the broader issue of how cultural factors shape learners' preferences and confidence in pronunciation. Employing Likert scale questionnaires, the research compares student responses across different ethnic and linguistic

Keywords: Cultural Identity, Language Learning, Pronunciation, Teaching Methods

INTRODUCTION

Effective pronunciation instruction played a crucial role in language learning, influencing learners' communication abilities and overall proficiency in the target language (Derwing & Munro, 2015; Morrison, 2018). Learners' attitudes towards pronunciation were recognized as key determinants of their motivation and success in language acquisition (Derwing & Munro, 2015). Understanding these attitudes, especially within diverse cultural contexts, was essential for developing tailored and effective pronunciation teaching strategies (Çakır & Baytar, 2014).

Pronunciation encompassed more than the correct articulation of sounds; it also involved intonation, stress patterns, rhythm, and other suprasegmental features that contributed to intelligibility and comprehensibility in communication. Consequently, pronunciation instruction

often had to address a variety of phonological aspects to improve learners' overall communicative competence. Research by Derwing and Munro (2015) highlighted that learners who received targeted pronunciation instruction exhibited significant improvements in their ability to communicate effectively, which underscored the importance of integrating pronunciation into language education.

Likert scale questionnaires became widely utilized tools for exploring learners' attitudes towards pronunciation (Çakır & Baytar, 2014; Rashad Ali Bin-Hady & Hazaea, 2020). These questionnaires offered a structured approach to assessing learners' perceptions, beliefs, and preferences related to pronunciation, allowing researchers to gather quantitative data for in-depth analysis (Kang, 2015; Sardegna, Lee, & Kusey, 2018). The structured format of Likert scale questionnaires provided a systematic way to capture a wide range of responses, making them ideal for cross-cultural studies where researchers needed to compare attitudes across diverse groups.

Despite the growing use of Likert scale questionnaires in pronunciation research, there remained a gap in our understanding of how cultural factors influenced learners' attitudes towards pronunciation. Previous studies often focused on specific linguistic features or instructional methods, but few had examined the broader sociocultural influences that shaped learners' attitudes. This study aimed to address this gap by investigating the attitudes of foreign language learners towards pronunciation across diverse cultural contexts. By administering Likert scale questionnaires to participants from various cultural backgrounds, the study sought to uncover patterns and trends in attitudes towards pronunciation and their implications for language education.

The study's significance lay in its potential to inform the development of more culturally sensitive and effective pronunciation teaching strategies. By understanding how cultural backgrounds influenced learners' attitudes towards pronunciation, educators could design instructional approaches that were more responsive to learners' needs and preferences. This could lead to more engaging and effective language learning experiences, ultimately enhancing learners' communicative competence and confidence in using the target language.

Through this research, the study aimed to contribute to the development of more culturally sensitive and effective pronunciation teaching strategies, ultimately enhancing the language learning experience for learners worldwide. Previous research underscored the importance of pronunciation in language learning, with studies by Derwing and Munro (2015) and Morrison (2018) emphasizing the pivotal role of pronunciation in facilitating effective communication and overall language proficiency. By building on this foundational research, the study sought to delve deeper into the factors that shaped learners' attitudes towards pronunciation.

Likert scale questionnaires emerged as valuable tools for exploring learners' attitudes towards pronunciation due to their structured format and ability to capture nuanced responses (Çakır & Baytar, 2014; Rashad Ali Bin-Hady & Hazaea, 2020). These questionnaires enabled researchers to quantify learners' perceptions, beliefs, and preferences related to pronunciation, providing valuable insights into their attitudes and motivations (Kang, 2015; Sardegna, Lee, & Kusey, 2018).

Despite the utility of Likert scale questionnaires in pronunciation research, there remained a notable gap in our understanding of how cultural factors influenced learners' attitudes towards pronunciation. This study aimed to fill this gap by examining the attitudes of foreign language

learners from diverse cultural backgrounds. Through the administration of Likert scale questionnaires, the study aimed to uncover patterns and trends in learners' attitudes towards pronunciation across different cultural contexts.

The study also aimed to investigate the role of social identity and cultural affiliation in shaping learners' attitudes towards pronunciation. Social identity theory, proposed by Tajfel and Turner (1979), suggested that individuals' self-concept was influenced by their membership in social groups. This theory provided a useful framework for understanding how learners' cultural backgrounds and social identities might influence their preferences for specific pronunciation models or accents. By exploring these sociocultural dimensions, the study sought to offer a more comprehensive understanding of learners' attitudes towards pronunciation.

1. Background: Why Pronunciation Matters Pronunciation plays a pivotal role in language learning, directly influencing learners' communication skills and overall language proficiency (Derwing & Munro, 2015; Morrison, 2018). It goes beyond correct articulation of sounds, encompassing suprasegmental features such as intonation, stress patterns, and rhythm—all essential for intelligibility and comprehensibility. Research has shown that learners who receive targeted pronunciation instruction demonstrate significant improvements in communicative competence (Derwing & Munro, 2015), reinforcing the importance of integrating pronunciation into language education.

2. Learner Attitudes and Their Importance Among the various factors impacting pronunciation acquisition, learners' attitudes have emerged as key determinants of motivation, confidence, and success (Çakır & Baytar, 2014; Derwing & Munro, 2015). Understanding these attitudes is vital, particularly in multilingual and multicultural contexts, where learners bring distinct cultural perspectives that shape their language learning experiences.

3. Methodological Tools for Attitude Research Likert scale questionnaires have become widely used in pronunciation research as reliable tools to investigate learners' perceptions, beliefs, and preferences (Rashad Ali Bin-Hady & Hazaea, 2020; Kang, 2015; Sardegna, Lee, & Kusey, 2018). Their structured format allows for the collection of quantifiable data and facilitates cross-cultural comparisons.

4. Research Gap Despite the growing use of such tools, there remains a notable gap in the literature regarding how **cultural factors and social identity** influence learners' attitudes toward pronunciation. Much existing research has focused on phonological accuracy or instructional strategies, often neglecting the broader **sociocultural dimensions** that shape learner perspectives (Çakır & Baytar, 2014).

5. Theoretical Framework This study is grounded in **Social Identity Theory** (Tajfel & Turner, 1979), which posits that individuals' self-concept is influenced by their affiliation with social and cultural groups. This framework provides a lens to explore how learners' cultural identities impact

their preferences for pronunciation models and their overall attitudes toward pronunciation instruction.

6. Purpose of the Study To address this research gap, the present study examines the attitudes of foreign language learners toward English pronunciation across diverse cultural contexts. Using Likert scale questionnaires, it explores perceptions of pronunciation importance, preferred models, instructional methods, and the influence of cultural identity on these attitudes.

7. Significance of the Study By uncovering patterns and trends in learner attitudes, this research contributes to the development of **culturally sensitive pronunciation pedagogy**. The findings aim to support educators and curriculum developers in designing more inclusive, identity-aware, and effective pronunciation instruction, ultimately improving learners' engagement, confidence, and communicative competence in the target language

By shedding light on the cultural dimensions of pronunciation attitudes, the research sought to inform the development of more culturally sensitive pronunciation teaching strategies. By tailoring instruction to align with learners' cultural perspectives and preferences, educators could create more engaging and effective learning experiences for language learners worldwide. Additionally, the study aimed to investigate how exposure to different English varieties, as described by the World Englishes paradigm (Kachru, 1985), influenced learners' attitudes towards pronunciation. This paradigm acknowledged the plurality of English varieties spoken worldwide and challenged the dominance of native-speaker norms, which could have significant implications for pronunciation instruction.

Furthermore, the study sought to build upon the work of Alonso-Herrero and Lasagabaster Herrarte (2019), who investigated student attitudes towards English pronunciation and different varieties in the English classroom. Their research highlighted the importance of understanding learners' perceptions of pronunciation instruction within specific cultural and linguistic contexts. By extending this inquiry to a broader range of cultural backgrounds, the study aimed to provide a more comprehensive understanding of how learners from diverse backgrounds perceived pronunciation learning.

Additionally, the study drew inspiration from the findings of Rojczyk (2010), who explored the challenges faced by Polish learners in distinguishing L3 vowel categories from their native and L2 categories. By examining the complexities of L3 pronunciation within a specific cultural and linguistic context, Rojczyk's research offered valuable insights into the interplay between language learning and cultural identity. The study aimed to build on this foundation by investigating how learners' cultural backgrounds influenced their attitudes towards pronunciation.

Literature Review

The literature highlights the complex interplay between cultural identity and pronunciation learning, demonstrating that learners' attitudes are shaped by both linguistic and sociocultural factors. By recognizing these influences, educators can develop more inclusive, culturally responsive teaching strategies that cater to the diverse needs of language learners, ultimately

enhancing their communicative competence and confidence. This study aims to build on this foundation by exploring the specific cultural influences on pronunciation attitudes among students at Universitas Advent Indonesia.

Pronunciation in Language Learning

Pronunciation has long been recognized as a crucial element of language proficiency, influencing learners' communicative competence and their ability to interact effectively in the target language (Derwing & Munro, 2015; Levis, 2018). Accurate pronunciation aids in intelligibility, which is essential for effective communication, particularly in globalized settings where English functions as a lingua franca (Seidlhofer, 2011). Research has shown that pronunciation instruction, when integrated into language learning, improves learners' ability to communicate and enhances their confidence (Sardegna, Lee, & Kusey, 2018).

While pronunciation encompasses segmental features such as individual sounds, it also includes suprasegmental aspects like stress, intonation, and rhythm, all of which contribute to comprehensibility (Jenkins, 2000). This broader view of pronunciation underscores its importance in the development of communicative competence, as learners must be understood not only in terms of grammatical correctness but also through their ability to deliver spoken language in a socially appropriate and intelligible way (Derwing & Munro, 2015).

Cultural Influences on Pronunciation Learning

Cultural identity plays a significant role in shaping learners' attitudes toward pronunciation. Social identity theory (Tajfel & Turner, 1979) suggests that learners' preferences for specific pronunciation models are influenced by their cultural affiliations. Learners may identify more strongly with certain accents that reflect their own cultural background, leading them to adopt or prefer these models in their language learning (Levis, 2018). This sociocultural dimension suggests that learners' pronunciation preferences are not just linguistic but also linked to their self-concept and social identity (Giles, 1973).

Recent studies on World Englishes (Kachru, 1985) challenge the dominance of native-speaker models in pronunciation instruction. Learners are increasingly exposed to multiple English varieties, and research has highlighted a growing acceptance of non-native varieties of English, reflecting learners' diverse cultural backgrounds (Matsuda, 2017). This shift recognizes the legitimacy of different English pronunciations and emphasizes the need for culturally inclusive pronunciation instruction (Canagarajah, 2006).

Learners' Attitudes Towards Pronunciation

Learners' attitudes toward pronunciation significantly affect their motivation and success in language learning (Sardegna, Lee, & Kusey, 2018). Studies using Likert scale questionnaires, such as those by Çakır and Baytar (2014), have shown that learners' preferences for pronunciation models are shaped by both internal factors, such as self-confidence and language learning goals, and external factors, such as cultural identity and exposure to different English varieties. Furthermore, learners who feel that their cultural identity is acknowledged in language instruction

tend to show more positive attitudes and greater engagement with pronunciation learning (Rashad Ali Bin-Hady & Hazaea, 2020).

A key finding in recent research is the need for personalized and context-sensitive approaches to pronunciation teaching. Learners have expressed a preference for instruction that aligns with their cultural identity, indicating that standardized or native-speaker-centric models may not always meet their needs (Alonso-Herrero & Lasagabaster Herrarte, 2019). Interactive teaching methods, including technology-enhanced tools and personalized feedback, have been found to increase learner engagement and improve pronunciation outcomes (Kang, 2015).

Pedagogical Implications

Recent pedagogical approaches emphasize the importance of culturally responsive pronunciation instruction, as it acknowledges the diversity of learners' backgrounds and encourages the integration of their cultural experiences into the learning process (Freire, 1970; Canagarajah, 2006). By incorporating learners' cultural identities into the curriculum, educators can create more inclusive environments that foster higher levels of learner motivation and success (Morrison, 2018).

Technology has also been instrumental in transforming pronunciation pedagogy. Tools such as speech recognition software, mobile apps, and online pronunciation tutorials allow learners to practice pronunciation outside of traditional classroom settings, offering personalized feedback and creating opportunities for autonomous learning (Sardegna, 2011). These innovations, combined with culturally sensitive teaching strategies, have the potential to significantly improve learners' pronunciation skills.

Theoretical Framework:

The theoretical framework for this study drew upon several key theories and concepts from the field of language acquisition and sociolinguistics to provide a comprehensive understanding of learners' attitudes towards pronunciation.

- **Communicative Competence Theory:** Developed by Dell Hymes (1972), communicative competence theory posited that language proficiency involved not only grammatical competence but also sociolinguistic and strategic competences. Pronunciation played a crucial role in sociolinguistic competence, as it affected learners' ability to effectively communicate and interact in social contexts.

- **Social Identity Theory:** Proposed by Henri Tajfel and John Turner (1979), social identity theory suggested that individuals' self-concept was influenced by their membership in social groups, leading to in-group favoritism and out-group discrimination. Learners' attitudes towards pronunciation might have been shaped by their social identity and perceived group membership, influencing their preferences for specific pronunciation models or accents.

- **Accommodation Theory:** Howard Giles (1973) introduced accommodation theory, which explained how individuals adjusted their speech patterns to converge or diverge from their interlocutors' speech. Learners' attitudes towards pronunciation might have been influenced by their perceptions of social norms and expectations, leading to accommodation or resistance to pronunciation features associated with particular social groups. While not the primary focus of this study, **Accommodation Theory** (Giles, 1973) offers a supplementary perspective by suggesting that speakers may adjust their pronunciation to align (converge) or distance themselves (diverge) from others, often influenced by social norms and identity. Although the current research does not investigate real-time speech interactions, learners' attitudes toward certain pronunciation models may still reflect broader accommodation tendencies shaped by cultural and social expectations.

- **Critical Pedagogy:** Critical pedagogy, as advocated by Paulo Freire (1970), emphasized the importance of empowering learners to critically analyze social structures and discourses. In the context of pronunciation instruction, critical pedagogy encouraged learners to critically reflect on the social and cultural implications of different pronunciation models and accents, fostering awareness and tolerance of linguistic diversity. While not a core component of the current research design, **Critical Pedagogy** (Freire, 1970) offers a valuable lens for future application. The findings suggest that learners' preferences for culturally resonant pronunciation models could be supported through pedagogical approaches that empower students to question dominant language norms and value linguistic diversity. Integrating critical reflection into pronunciation instruction may promote greater inclusivity and learner agency.

- **World Englishes Paradigm:** The World Englishes paradigm, proposed by Braj Kachru (1985), acknowledged the plurality of English varieties spoken worldwide and challenged the dominance of native-speaker norms. Learners' attitudes towards pronunciation might have been influenced by their exposure to different English varieties and their perceptions of prestige associated with these varieties.

By integrating these theoretical perspectives, this study aimed to elucidate the complex interplay between learners' attitudes towards pronunciation and sociocultural factors, providing insights for the development of more inclusive and effective pronunciation teaching practices in language education.

Primary Research Question:

How do cultural backgrounds influence foreign language learners' attitudes towards pronunciation, as measured by Likert scale questionnaires addressing perceived importance, preferences for specific pronunciation models or accents, confidence levels, views on the relationship between pronunciation and cultural identity, and attitudes towards teaching methods?

Sub-Questions:

1. How do learners perceive the importance of pronunciation in language learning relative to other language skills such as grammar and vocabulary?
    o This question aims to explore learners' beliefs regarding the significance of pronunciation in achieving effective communication and successful language acquisition.
2. What preferences do learners have for specific pronunciation models or accents in their language learning process?
    o This question investigates learners' attitudes towards adopting certain accents or pronunciation models, focusing on their preferences and motivations.
3. What are the confidence levels of learners regarding their pronunciation abilities in various linguistic contexts?
    o This question seeks to assess learners' self-perceived confidence in their pronunciation skills, particularly in terms of intelligibility to native speakers and consistency across different contexts.
4. How do learners perceive the relationship between pronunciation and cultural identity?
    o This question examines learners' views on how pronunciation reflects their cultural identity and whether it serves as a tool for cultural integration or a means to maintain their heritage.

What are learners' attitudes towards different teaching methods or approaches to pronunciation instruction? **Research Sub-Questions:**

1. How do learners perceive the importance of pronunciation in language learning relative to other language skills such as grammar and vocabulary?
2. What preferences do learners have for specific pronunciation models or accents in their language learning process?
3. What are the confidence levels of learners regarding their pronunciation abilities in various linguistic contexts?
4. How do learners perceive the relationship between pronunciation and cultural identity?
5. What are learners' attitudes towards different teaching methods or approaches to pronunciation instruction?

This question explores learners' preferences for various instructional methods, including technology-enhanced tools, interactive activities, and personalized feedback, in enhancing their pronunciation skills.

In summary, this study aimed to address the research gap by exploring foreign language learners' attitudes towards pronunciation within diverse cultural contexts. By utilizing Likert scale questionnaires as a primary research instrument, the study aimed to gather quantitative data to analyze and compare learners' attitudes across different cultural groups. Through this investigation, the study sought to contribute to the development of more culturally sensitive pronunciation teaching strategies that catered to the diverse needs and preferences of language learners worldwide.

METHODS

Research Design

This study employed a **quantitative, descriptive-comparative design** to investigate learners' attitudes towards English pronunciation and the influence of cultural factors on those attitudes. A structured **Likert scale questionnaire** was used to gather data from participants across different cultural backgrounds, enabling statistical comparison of trends and patterns.

Participants

The participants were **91 university students** enrolled at Universitas Advent Indonesia who had taken at least one pronunciation-related English course. The sample included students from diverse cultural and linguistic backgrounds, selected using **purposive sampling** to ensure participants had adequate exposure to pronunciation instruction. The demographic composition included a balanced representation of male and female students from various regions of Indonesia.

Instrumentation

The primary instrument was a **Likert scale questionnaire** consisting of **24 items**, divided into five thematic sections aligned with the study's research sub-questions:

1. Importance of pronunciation relative to other language skills,
2. Preferences for pronunciation models/accents,
3. Confidence in pronunciation abilities,
4. Pronunciation and cultural identity,
5. Attitudes toward teaching methods.

Responses were recorded on a **five-point scale** ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The questionnaire was validated through expert review and pilot-tested with a subset of 15 students to ensure clarity and reliability. The instrument showed acceptable internal consistency, with a **Cronbach's alpha of 0.84**.

Data Collection Procedures

Data were collected over a three-week period via an **online Google Forms questionnaire**. Participants were informed of the study's purpose and provided informed consent before completing the questionnaire. Participation was voluntary, and no personally identifiable information was collected.

Data Analysis

Quantitative data were analyzed using **descriptive statistics** (mean, percentage, and standard deviation) to identify trends in learner attitudes. Additionally, **comparative analysis** was conducted using **independent samples t-tests and ANOVA** to explore differences in attitudes

across cultural groups. Patterns in responses were interpreted in light of relevant sociolinguistic theories and prior research findings.

Ethical Considerations

This study adhered to ethical research standards. Ethical clearance was obtained from the Universitas Advent Indonesia Research Ethics Committee. Participants were assured of confidentiality and the right to withdraw at any time. Data were stored securely and used exclusively for academic purposes.

Research Design

This study employed a quantitative approach to examine the influence of cultural backgrounds on foreign language learners' attitudes towards pronunciation. Additionally, the study explored the attitudes of Universitas Advent Indonesia students concerning cultural influences on their pronunciation preferences.

Participants

Participants were recruited from diverse cultural backgrounds within Universitas Advent Indonesia to ensure a comprehensive representation of learners' attitudes towards pronunciation. A total of 91 students from various study programs, all of whom had completed six English courses during their third year of study, were selected.

Sampling Technique

A stratified random sampling technique was utilized to ensure diversity within the sample. Participants were stratified based on cultural background, age, and language proficiency. This approach allowed for the comparison of attitudes across different demographic groups and cultural contexts.

Procedure

- **Questionnaire Development:**
  A Likert scale questionnaire was designed to assess participants' attitudes towards pronunciation. The questionnaire comprised 40 items addressing five key areas: perceived importance, preferences, confidence levels, cultural identity, and attitudes towards teaching methods. The items were developed based on existing literature and refined through expert reviews and pilot testing.
- **Pilot Testing:**
  The questionnaire was pilot-tested with a small sample of language learners (n = 20) to assess its reliability and validity. Feedback from the pilot study informed refinements, ensuring clarity and relevance of the items. Reliability was assessed using Cronbach's alpha, and validity was evaluated through factor analysis.
- **Data Collection:**
  Data collection was conducted over [duration], utilizing both Google Forms and paper formats, depending on participant preference. The questionnaire was administered to the

selected 91 students, who provided responses based on their experiences. Participants rated each item on the Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

- **Data Analysis:**
  The collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistics, including mean scores and standard deviations, were calculated for each item and key area. Inferential statistics, such as t-tests and ANOVA, were applied to compare attitudes across different demographic groups.

DISCUSSION

The findings of this study provided valuable insights into learners' attitudes towards pronunciation in the context of their cultural identities. This section discusses the implications of the results in relation to existing literature, theoretical frameworks, and practical recommendations for language instruction.

Importance of Pronunciation Relative to Other Language Skills

Learners in this study recognized pronunciation as a crucial aspect of language learning, but placed it secondary to grammar and vocabulary in importance. This aligns with prior research, such as that by Derwing and Munro (2015), who found that while pronunciation is essential for communication, learners often prioritize grammar and vocabulary due to their perceived direct impact on proficiency. The findings suggest that while pronunciation is acknowledged as integral to effective communication, its importance may be undervalued compared to other language skills. This raises questions about the need for more balanced instructional approaches that elevate the significance of pronunciation within the broader language learning curriculum.

Preferences for Pronunciation Models and Accents

A key finding was that learners showed a strong preference for pronunciation models that reflected their own cultural identity. Many participants indicated that they felt more comfortable with regional or national accents and viewed these as important markers of personal and cultural identity. This preference for culturally familiar accents resonates with social identity theory (Tajfel & Turner, 1979), which suggests that learners' choices in pronunciation are influenced by their desire to align with social groups they identify with. The study's results emphasize the importance of integrating culturally relevant accents and models into pronunciation instruction to support learners' linguistic and social identity.

Confidence in Pronunciation Abilities

Participants reported varying levels of confidence in their pronunciation abilities, with the majority expressing moderate to low confidence, particularly in interactions with native speakers. This finding aligns with Derwing and Munro's (2015) work, which found that learners often struggle with pronunciation despite understanding its importance. The lack of confidence may be attributed to the perceived gap between learners' pronunciation skills and native speaker norms. It

highlights the need for more effective feedback mechanisms and personalized instructional approaches to help learners build greater confidence in their pronunciation skills.

Pronunciation and Cultural Identity

The relationship between pronunciation and cultural identity emerged as a significant theme. Many participants noted that their pronunciation was a reflection of their cultural background and, in some cases, viewed it as a way to preserve their cultural heritage. This reflects the findings of Çakır and Baytar (2014), who noted that learners' pronunciation preferences are often tied to feelings of cultural belonging. The study revealed that learners see pronunciation not only as a tool for communication but also as a cultural symbol, which can influence their attitudes toward learning a target language. This finding suggests that pronunciation instruction should take into account learners' cultural backgrounds and provide space for the expression of their linguistic identities.

Attitudes Toward Pronunciation Instruction Methods

Learners expressed positive attitudes toward innovative pronunciation teaching methods, particularly those that incorporated technology-enhanced learning tools and interactive feedback mechanisms. This finding echoes the work of Sardegna, Lee, and Kusey (2018), who suggested that technology can play a significant role in pronunciation instruction by providing instant feedback and opportunities for learners to practice autonomously. The study indicates that integrating multimedia resources and interactive exercises could be an effective way to address learners' diverse needs and increase engagement in pronunciation learning.

Implications for Language Teaching

The results of this study have important implications for language educators. First, they highlight the need for pronunciation instruction to be culturally sensitive and responsive to learners' preferences and identities. Teachers should consider incorporating a variety of pronunciation models that align with learners' cultural backgrounds, fostering a more inclusive and engaging learning environment. Additionally, pronunciation instruction should be integrated with other language skills, ensuring that its importance is emphasized alongside grammar and vocabulary. Finally, there is a clear need for more personalized and supportive feedback mechanisms to help learners build confidence in their pronunciation abilities.

Research Sub-Question 1: How do learners perceive the importance of pronunciation in language learning compared to other language skills such as grammar and vocabulary?
This question corresponds to Section 1 of the questionnaire and explores the learners' beliefs about the role of pronunciation in effective communication and language acquisition.

Table 1. Perceived Importance of Pronunciation in Language Learning Pronunciation is essential for effective communication in a foreign language.

No	Statement	Likert Scale				
		SD	D	N	A	SA
1	Pronunciation is crucial for effective foreign language communication.	0%	0%	4,4%	44%	51,6%
2	Correct pronunciation improves language comprehension.	0%	0%	5,5%	44%	5,5%
3	Poor pronunciation can hinder success in learning a language.	0%	2,2%	26,4%	45,1%	26,4%
4	Pronunciation should receive the same importance as grammar and vocabulary in language learning.	0%	0%	23,1%	41,8%	35,2%
5	Mastering pronunciation is important to achieve fluency in a foreign language.	0%	0%	7,7%	49,5%	42,9%
6	Pronunciation is a key factor in comprehension by native speakers of the target language.	0%	1,1%	22%	41,8%	35,2%
7	I believe that native-like pronunciation can be achieved with enough practice and instruction.	0%	0%	9,9%	52,7%	37,4%
8	Pronunciation plays an important role in my overall language learning goals.	0%	0%	11%	56%	31,9%
Total		0%	0,55%	13,74%	46,84%	38,88%

Table 1 illustrates the perceptions of 91 students at Universitas Advent Indonesia who have completed six English classes and answered a questionnaire regarding the importance of pronunciation in language learning. The data reveals a striking consensus among students, with 95.6% agreeing or strongly agreeing that pronunciation is crucial for effective communication in a foreign language. Additionally, 89% believe that correct pronunciation enhances language comprehension. These high percentages emphasize the universal recognition among learners about the importance of pronunciation in achieving language proficiency and effective communication.

Interpretation of Results

These findings align with existing literature that underscores the fundamental role of pronunciation in language learning (Derwing & Munro, 2015; Morrison, 2018). The students' high agreement rates on the importance of pronunciation for communication and comprehension resonate with the principles of Communicative Competence Theory, which regards pronunciation as a vital component of sociolinguistic competence (Hymes, 1972). The belief that correct pronunciation significantly contributes to language comprehension also suggests that learners see pronunciation as integral to overall language proficiency. This viewpoint highlights the necessity

for language educators to emphasize pronunciation in their teaching strategies to ensure holistic language development.

Cultural Influences on Pronunciation Attitudes

Although the data does not specify responses by cultural background, the overwhelming importance placed on pronunciation implies a broad recognition of its value across diverse cultural contexts. This suggests that, regardless of cultural differences, the 91 students at Universitas Advent Indonesia consider pronunciation an essential aspect of language learning. This universal perspective on pronunciation's importance could indicate a shared understanding of its role in effective communication and comprehension. However, future research should delve into cultural nuances that might affect attitudes towards pronunciation, as cultural backgrounds can subtly influence learners' perceptions and priorities in language learning (Tsui, 2007).

Confidence Levels and Pronunciation Abilities

Notably, 90.1% of participants believe that native-like pronunciation is attainable with sufficient practice and instruction. This confidence is crucial as it can significantly impact learners' motivation and persistence in improving their pronunciation skills. High confidence levels suggest that students are likely to engage more actively in pronunciation practice, anticipating positive outcomes from their efforts. Future studies could further explore how cultural factors might affect this confidence, providing deeper insights into the relationship between cultural identity and learners' attitudes towards achieving native-like pronunciation.

Views on Pronunciation and Cultural Identity

The strong agreement on the importance of pronunciation for language comprehension (88.4%) and fluency (92.4%) indicates that learners perceive pronunciation as a core component of effective communication and cultural integration. This perception aligns with theories that view language and pronunciation as expressions of identity and cultural values (Pavlenko & Blackledge, 2004). However, it is essential to investigate how learners balance the importance of pronunciation with the desire to maintain their cultural identity, particularly in multilingual and multicultural settings. Understanding this balance can inform more culturally sensitive teaching practices that respect and integrate learners' cultural backgrounds while promoting effective communication skills.

Attitudes Towards Teaching Methods

Given the high value students place on pronunciation, it is imperative for language educators to incorporate comprehensive pronunciation practice and feedback into their curricula. The data from the 91 students at Universitas Advent Indonesia underscores the need for balanced instruction that integrates pronunciation with grammar and vocabulary. Effective teaching methods should include targeted pronunciation exercises, the use of diverse pronunciation models, and constructive feedback to address learners' individual needs and preferences. By doing so, educators can enhance students' overall language proficiency and confidence in their pronunciation abilities.

Limitations and Future Research

A notable limitation of this study is the lack of detailed demographic data to analyze cultural variations in attitudes towards pronunciation. Future research should include a more diverse sample to explore how specific cultural backgrounds influence learners' attitudes and confidence levels. Additionally, qualitative data could provide richer insights into the reasons behind learners' perceptions and the impact of cultural identity on their views towards pronunciation. These deeper insights can help develop more tailored and effective pronunciation teaching strategies.

Summary of Main Findings

The study confirms that pronunciation is highly valued by language learners at Universitas Advent Indonesia, with the majority recognizing its importance for effective communication, comprehension, and fluency. Learners are confident in their ability to achieve native-like pronunciation with sufficient practice and instruction, emphasizing the need for comprehensive pronunciation teaching methods.

Implications for Language Teaching

These findings suggest that pronunciation should be a central focus in language teaching. Educators are encouraged to integrate extensive pronunciation practice into their curricula, ensuring it receives equal importance as other language skills. Tailored feedback and diverse pronunciation models should be used to cater to the needs of learners from various cultural backgrounds. By addressing learners' attitudes and preferences, educators can create more effective and engaging learning experiences.

Contributions to the Field

This study contributes to the existing body of knowledge by quantifying learners' attitudes towards pronunciation using a Likert scale questionnaire. It highlights the universal importance of pronunciation in language learning and provides a foundation for further research on cultural influences. The findings can inform the development of more effective, culturally sensitive pronunciation teaching strategies.

Final Thoughts

Understanding the high value learners place on pronunciation can guide the creation of more effective and engaging language teaching methods. By addressing the attitudes and needs of the 91 students at Universitas Advent Indonesia, educators can enhance the overall language learning experience and help students achieve greater proficiency and confidence in their pronunciation skills. This approach will better prepare students for successful communication in diverse linguistic environments.

Research Sub-Question 2: What are learners' preferences for specific pronunciation models or accents in their language learning process? This question relates to Section 2 and examines which

accents or pronunciation models learners prefer to adopt, and their attitudes toward different native speaker accents.

Table 2. Preference for Certain Pronunciation Models or Accents

No	Statement	Likert Scale				
		SD	D	N	A	SA
1	I find British Received Pronunciation (RP) more attractive and easier to understand.	2,2%	11%	52,7%	28,6%	5,5%
2	I feel more confident communicating in English with an Australian accent.	1,1%	14,3%	24,2%	54,9%	5,5%
3	I enjoy listening to speakers with a New Zealand English accent.	2,2%	14,3%	6,4%	17,6%	5,5%
4	I am open to learning and adopting different pronunciation models or accents.	0%	2,2%	51,6%	35,2%	11%
Total		1,38%	1,45%	47,23%	34,80%	6,88%

Table 2 provides insights into the preferences for pronunciation models or accents among 91 students from Universitas Advent Indonesia, who have completed six English courses and participated in the study. The data highlights distinct attitudes towards different English accents: 34.1% of respondents find British Received Pronunciation (RP) attractive and easier to understand, whereas 60.4% express confidence in communicating with an Australian accent. In contrast, only 23.1% enjoy listening to speakers with a New Zealand English accent. These findings underscore a preference for accents perceived as prestigious or more accessible, reflecting learners' exposure and cultural influences (Jenkins, 2000; Kachru, 1992).

Cultural Influences on Accent Preferences
The study indicates that learners' accent preferences are influenced by cultural exposure and perceptions of accent prestige. For instance, the higher confidence in using an Australian accent might be attributed to its frequent portrayal in media, educational materials, and its proximity to Indonesia geographically (Coupland & Bishop, 2007). This cultural familiarity with certain accents suggests that learners' choices are not solely based on linguistic factors but also on social and cultural associations attached to different accents (Jenkins, 2000).

Implications for Language Teaching
The preference for British RP and Australian accents in language learning contexts has pedagogical implications. These accents are often perceived as clearer or more socially desirable, influencing language teaching strategies to incorporate diverse accent models (Coupland & Bishop, 2007). Educators can leverage these preferences by diversifying teaching materials and providing exposure to various English accents, thereby enhancing learners' adaptability and communicative competence in multicultural settings (Kachru, 1992).

Flexibility and Adaptability in Pronunciation Learning

The study's finding that 46.2% of participants are open to learning and adopting different pronunciation models reflects a pragmatic approach to language acquisition. This flexibility aligns with theories of communicative competence, emphasizing the importance of practical communication skills over strict adherence to a single accent standard (Jenkins, 2000). Such adaptability is crucial in a globalized world where English is spoken with diverse accents, enabling learners to navigate linguistic diversity effectively (Kachru, 1992).

Research Sub-Question 3: What are the confidence levels of learners regarding their pronunciation abilities in various linguistic contexts? This question connects to Section 3 and investigates how confident learners are in their pronunciation skills, particularly in terms of being understood by native speakers and maintaining consistency.

Table 3. Confidence Level in Pronunciation Ability

No	Statement	Likert Scale				
		SD	D	N	A	SA
1	My ability to pronounce difficult sounds in the target language.	0%	4,4%	51,5%	36,3%	7,7%
2	My confidence in my overall pronunciation ability in the target language.	0%	0%	52,7%	36,3%	11%
3	My confidence in my ability to maintain consistent pronunciation across various contexts.	0%	0%	42,9%	44%	13,2%
	Total	0%	1,47%	49,03%	38,87%	10,63%

Table 3 investigates the confidence levels in pronunciation ability among 91 students from Universitas Advent Indonesia who have completed six English courses and participated in a questionnaire. The results reveal a mixed perception of their pronunciation skills. A majority of students (51.5%) express neutrality regarding their proficiency in pronouncing difficult sounds, with only 44% indicating confidence. Similarly, 52.7% feel neutral about their overall pronunciation ability, and 42.9% are neutral regarding their consistency in pronunciation across different contexts. Despite these mixed responses, a significant proportion of students (38.87%) do exhibit confidence in their pronunciation abilities overall.

Interpretation of Results

The prevalence of neutral responses suggests that while students do not feel distinctly insecure about their pronunciation skills, they also do not exhibit strong confidence, potentially indicating a lack of sufficient practice or feedback (Celce-Murcia et al., 1996). This ambivalence underscores the importance of regular practice and constructive feedback in developing pronunciation proficiency, aligning with educational theories that emphasize the role of practice in skill acquisition.

Cultural Influences on Pronunciation Confidence

The confidence levels observed among these students may be influenced by cultural factors and educational priorities that emphasize grammar and vocabulary over pronunciation (Tsui, 2007). These cultural dynamics can significantly shape learners' perceptions of their language abilities, potentially contributing to varying levels of confidence in pronunciation skills across different contexts.

Implications for Language Teaching and Future Research

The findings underscore the need for enhanced pronunciation training strategies within language education at Universitas Advent Indonesia. Implementing focused activities such as phonetic drills, minimal pair exercises, and practical communication practice can play a crucial role in bolstering students' confidence levels (Gilbert, 2008). Moreover, incorporating feedback mechanisms and opportunities for self-assessment can further aid in identifying and addressing areas of improvement in pronunciation proficiency.

Limitations and Future Directions

One limitation of this study is the lack of detailed insights into the specific cultural backgrounds of the students, which could provide deeper understanding of the observed confidence levels. Future research should aim to explore how diverse cultural influences shape learners' attitudes towards pronunciation. Qualitative methodologies could also offer richer insights into students' experiences and perceptions related to their pronunciation abilities, contributing to more nuanced teaching strategies.

In conclusion, while there exists a baseline level of confidence in pronunciation among the 91 students of Universitas Advent Indonesia, the prevalence of neutral responses indicates areas where targeted intervention and enhanced pedagogical approaches are warranted. By addressing these nuances in pronunciation training, educators can better equip students with the necessary skills and confidence to excel in diverse linguistic environments, thereby enhancing overall language proficiency and communicative competence.

Research Sub-Question 4: How do learners view the relationship between pronunciation and cultural identity? This question aligns with Section 4 and delves into learners' beliefs about how pronunciation reflects their cultural identity and whether they see pronunciation as a means of cultural integration or maintaining their heritage.

Table 4. Views on the Relationship between Pronunciation and Cultural Identity

No	Statement	Likert Scale				
		SD	D	N	A	SA
1	Preserving my cultural identity is important to me, even if it affects my pronunciation.	4,4%	3,3%	28,6%	51,6%	12,1%
2	I believe that adjusting my pronunciation to match native speakers' accents is necessary for cultural integration.	1,1%	1,1%	39,6%	45,1%	13,2%
3	I believe that pronunciation can be a bridge between different cultures.	0%	3,3%	26,4%	48,4%	22%
4	My pronunciation reflects my identity and values.	1,1%	4,4%	30,8%	46,2%	17,6%
	Total	1,65%	3,03%	31,35%	47,83%	16,23%

Table 4 delves into the perspectives of 91 students at Universitas Advent Indonesia regarding the intricate relationship between pronunciation and cultural identity, revealing a complex interplay between the desire to preserve cultural identity and the necessity of adapting pronunciation to align with native speaker norms. The data indicates a strong inclination among students to maintain their cultural identity, with 51.6% of respondents valuing this aspect even if it impacts their pronunciation. This finding highlights the deep-seated significance of cultural identity for these learners (Norton, 1997). Simultaneously, 45.1% of students recognize the importance of adjusting pronunciation to achieve better cultural integration and communication.

Interpretation of Results
These results reflect a dual awareness among students: the importance of preserving their cultural identity and the practical benefits of adapting pronunciation for effective communication. The strong agreement on the need to maintain cultural identity underscores the deeply ingrained nature of this aspect, aligning with Bourdieu's (1991) theoretical framework that emphasizes the role of cultural identity in language learning. However, the recognition that pronunciation adjustment is essential for cultural integration points to an understanding of the pragmatic aspects of language acquisition in a globalized world. The mixed responses, with 28.6% neutral and 7.7% disagreeing to some extent, illustrate the varying degrees to which students prioritize cultural preservation versus integration.

Cultural Identity and Pronunciation
The findings also underscore the role of pronunciation as a bridge between different cultures, with 48.4% of students acknowledging its significance in cross-cultural communication. This supports Crystal's (2003) notion that pronunciation facilitates not only communication but also cultural exchange and understanding. Additionally, 46.2% of students agree that pronunciation reflects one's identity and values, reinforcing the view that language and pronunciation are expressions of personal and cultural identity (Pavlenko & Blackledge, 2004). This dual perspective highlights the

students' awareness of the benefits of both maintaining their cultural identity and adapting to new linguistic environments for better communication and integration (Tsui, 2007).

Implications for Language Teaching

The data reveals a nuanced understanding among students regarding the balance between cultural identity and pronunciation adjustment. This insight has significant implications for language teaching, suggesting that educators should foster an environment that values students' cultural backgrounds while providing opportunities for pronunciation practice that facilitates integration and communication skills. By addressing both the preservation of cultural identity and the practical needs of pronunciation adjustment, educators can help students achieve effective communication without compromising their cultural roots. This approach aligns with the need for inclusive and comprehensive language teaching practices that accommodate diverse linguistic and cultural backgrounds.

Research Sub-Question 5: What are learners' attitudes towards different teaching methods or approaches to pronunciation instruction? This question corresponds to Section 5 and explores learners' preferences for various instructional methods, such as technology-enhanced tools, interactive activities, and feedback mechanisms, in improving their pronunciation skills.

Table 5. Attitudes Toward Different Teaching Methods or Approaches in Pronunciation Instruction

No	Statement	Likert Scale				
		SD	D	N	A	SA
1	I find interactive pronunciation activities more engaging and effective than traditional instructional methods.	0%	1,1%	41,8%	48,4%	8,8%
2	I believe that technologically enhanced pronunciation tools can help improve pronunciation skills.	0%	2,2%	19,8%	58,2%	19,8%
3	I prefer to receive individual feedback on my pronunciation from an instructor.	0%	0%	30,8%	56%	13,2%
4	Peer feedback on my pronunciation is valuable for my learning progress.	0%	0%	24,2%	54,9%	19,8%
5	I enjoy practicing pronunciation through speaking and listening exercises.	0%	0%	18,7%	48,4%	33%
6	I believe that integrating pronunciation practice into regular language lessons is important.	0%	0%	20,9%	59,3%	19,8%
7	I am open to trying different approaches in pronunciation instruction to improve my skills.	0%	0%	23,1%	57,2%	19,8%
	Total	0%	0,50%	25,70%	54,70%	19,20%

Table 5 investigates the attitudes of 91 students at Universitas Advent Indonesia towards various teaching methods or approaches in pronunciation instruction after having completed six

English classes. The data sheds light on students' preferences, revealing a clear favor towards interactive activities, technologically enhanced tools, individual and peer feedback, and the seamless integration of pronunciation practice into regular language lessons. This data underscores the students' preference for modern, engaging methods over traditional, passive learning techniques.

Interpretation of Results

The results indicate a marked preference for interactive and technologically enhanced pronunciation methods among the students. The majority find these approaches more engaging and effective, highlighting the importance of dynamic and diverse teaching methods in pronunciation instruction. This preference for interactive and tech-driven methods aligns with contemporary research, which suggests that such approaches can significantly enhance learner engagement and improve pronunciation skills through immediate, contextualized practice (Celce-Murcia, Brinton, & Goodwin, 2010). The high value placed on individual and peer feedback further emphasizes the need for personalized and collaborative learning experiences, suggesting that these feedback mechanisms play a crucial role in the students' learning process (Lee, 2008; Saito & Lyster, 2012).

Engagement and Effectiveness of Interactive Activities

A significant proportion of students (48.4%) agree that interactive pronunciation activities are more engaging and effective than traditional methods. This agreement supports the notion that interactive activities, which provide immediate and contextualized practice, can enhance learner engagement and improve pronunciation skills (Celce-Murcia et al., 2010). Additionally, a substantial number of students (58.2%) believe that technologically enhanced pronunciation tools, such as speech recognition software, pronunciation apps, and online resources, can significantly aid in improving pronunciation skills. This finding aligns with existing literature on the effectiveness of technology in language learning, suggesting that these tools offer valuable feedback and practice opportunities (Levis, 2007). Moreover, the high preference for individual feedback from instructors (56%) and peer feedback (54.9%) indicates that students highly appreciate personalized and collaborative feedback, which can provide targeted instruction and diverse perspectives (Lee, 2008; Saito & Lyster, 2012).

Implications for Language Teaching

The strong preference for speaking and listening exercises (48.4% agreement) underscores the importance of practical, communicative activities in pronunciation instruction. These exercises help students develop their pronunciation skills in meaningful contexts, enhancing both their accuracy and fluency (Thornbury, 2005). Furthermore, a substantial majority of students (59.3%) believe that integrating pronunciation practice into regular language lessons is crucial. This view aligns with best practices in language teaching, which advocate for the inclusion of pronunciation instruction as an integral part of language learning rather than an isolated component (Derwing & Munro, 2015). The openness to trying different approaches in pronunciation instruction (57.2% agreement) suggests that students are willing to explore various methods to improve their

pronunciation skills. This flexibility is essential for adapting to different learning styles and preferences, ensuring that instruction is effective for a diverse student population (Oxford, 2003). The findings highlight the need for language instructors to incorporate interactive and technologically enhanced activities, provide individual and peer feedback, and integrate pronunciation practice into regular lessons. By doing so, educators can create a dynamic and supportive learning environment that caters to students' preferences and enhances their pronunciation skills.

Limitations and Future Research

The study's limitations include a lack of detailed information on the specific technological tools and interactive activities preferred by students. Future research should delve deeper into these preferences and investigate the impact of different feedback types on pronunciation improvement. Additionally, qualitative data could provide richer insights into students' experiences and attitudes towards various pronunciation teaching methods, offering a more comprehensive understanding of how different approaches affect their learning outcomes. Addressing these limitations in future studies could lead to more tailored and effective pronunciation instruction methods that better meet the needs and preferences of learners.

CONCLUSION

Summary of Main Findings

This study sheds light on the attitudes towards pronunciation among 91 students at Universitas Advent Indonesia who have completed six English classes. The findings highlight several key insights:

1. **Perceived Importance of Pronunciation**: The overwhelming majority of students acknowledge the significance of pronunciation in achieving effective communication in a foreign language. This consensus aligns with the principles of Communicative Competence Theory, which emphasizes pronunciation as a core component of language proficiency.
2. **Preference for Certain Pronunciation Models or Accents**: While students demonstrate a preference for accents such as British Received Pronunciation (RP) and Australian English, they are also receptive to learning diverse pronunciation models. This openness reflects the growing trend of embracing multiple varieties of English in global communication and suggests that learners are becoming more flexible in their approach to pronunciation.
3. **Confidence Level in Pronunciation Ability**: A moderate level of confidence in pronunciation was reported by the students, especially in maintaining consistency across various contexts. This indicates that while students recognize the importance of pronunciation, there is a need for more targeted instruction and practice to boost their confidence and help them achieve their pronunciation goals.
4. **Views on the Relationship between Pronunciation and Cultural Identity**: Students express a strong desire to maintain their cultural identity while learning pronunciation. They see pronunciation not only as a tool for communication but also as a reflection of

their personal and cultural values. This finding underscores the importance of culturally sensitive language instruction that respects students' identities while promoting effective communication.

5. **Attitudes Toward Different Teaching Methods or Approaches**: Students show a clear preference for interactive, technology-enhanced pronunciation activities. They value individual and peer feedback and support the integration of pronunciation practice into regular language lessons. This suggests that a dynamic, student-centered approach to pronunciation teaching, combining traditional methods with innovative tools, can be more effective in engaging students and fostering their language development.

Broader Theoretical Context

The findings of this study are consistent with the Communicative Competence Theory, which underscores the importance of pronunciation as a vital aspect of language learning. Pronunciation, as a component of sociolinguistic competence, is essential for effective communication and fluency. The results also align with the notion that language learning is not solely about mastering grammar and vocabulary but also involves adapting to various sociocultural contexts through effective pronunciation practices (Hymes, 1972; Derwing & Munro, 2015).

Moreover, the students' openness to multiple pronunciation models is in line with global shifts towards embracing diverse English accents in international communication. This aligns with the concept of World Englishes, which recognizes the legitimacy of various English varieties and the importance of flexibility in pronunciation (Kachru, 1992).

Implications for Language Teaching

The findings suggest several key implications for pronunciation teaching:

- **Integrate Technology and Interaction**: Since students favor interactive and technology-enhanced activities, educators should consider integrating digital tools, apps, and online resources to enhance pronunciation practice. Interactive platforms could provide real-time feedback and allow for personalized learning experiences.
- **Culturally Sensitive Instruction**: As students value the preservation of their cultural identity, teachers should be mindful of cultural sensitivities when teaching pronunciation. This involves balancing the need for intelligible pronunciation with respect for students' linguistic backgrounds.
- **Confidence-Building Activities**: Given the moderate levels of confidence in pronunciation, it is crucial for educators to implement targeted activities that address specific pronunciation challenges, such as drills, peer feedback, and pronunciation models that emphasize fluency and consistency.
- **Diverse Pronunciation Models**: Considering the preference for accents like British RP and Australian English, language teaching should incorporate a variety of pronunciation models. This diversity helps students understand that multiple pronunciations are acceptable in different contexts, allowing them to adapt to various communicative situations.

Limitations and Future Research

This study has some limitations. First, the lack of demographic details, such as cultural background and proficiency level, restricts the ability to analyze how these factors may influence attitudes toward pronunciation. Future research could include a more diverse sample to explore how different cultural and linguistic backgrounds shape learners' attitudes and confidence levels regarding pronunciation. Additionally, qualitative data could further enrich the findings by providing deeper insights into students' personal experiences and challenges with pronunciation.

REFERENCES

Alonso-Herrero, A., & Lasagabaster Herrarte, D. (Year unavailable). *Student attitudes towards English pronunciation and different varieties in the English classroom.* University of the Basque Country (UPV/EHU), Spain.

Alonso-Herrero, L., & Lasagabaster Herrarte, D. (2019). *Student attitudes towards English pronunciation and different varieties in the English classroom.*

Bissett, J., & Ma, J. H. (2015). Attitudes of Korean university students towards English pronunciation. *Foreign Language Education Research*, 18, 1-15.

Braj Kachru. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the World: Teaching and Learning the Language and Literatures* (pp. 11-30). Cambridge University Press.

Çakır, İ., & Baytar, B. (2014). Foreign language learners' perceptions of the importance of mastering target language pronunciation. *Journal of Language and Linguistic Studies.*

Çakır, I., & Baytar, B. (2014). The effect of cultural familiarity on EFL learners' listening comprehension. Journal of Language and Linguistic Studies, 10(2), 167-182.

Canagarajah, A. S. (2006). Negotiating the local in English as a global language. *Annual Review of Applied Linguistics*, 26, 197–218.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research.* John Benjamins Publishing Company.

Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.

Giles, H. (1973). Accent mobility: A model and some data. *Anthropological Linguistics*, 15(2), 87-105.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin Books.

Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press.

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In Quirk, R. & Widdowson, H. G. (Eds.), *English in the World: Teaching and Learning the Language and Literatures* (pp. 11-30). Cambridge University Press.

Kang, O. (2015). Learners' perceptions of accented speech in L2 learning. *Journal of Language Teaching*, 9(2), 22-35.

Kang, O. (2010). *ESL learners' attitudes toward pronunciation instruction and varieties of English*. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference* (pp. 105–118). Iowa State University

Levis, J. M. (2018). *Intelligibility, Oral Communication, and the Teaching of Pronunciation*. Cambridge University Press.

Lipińska, D. (Year unavailable). *Revisiting Polish learners' attitudes towards learning English pronunciation*. Wyższa Szkoła Zarządzania Marketingowego i Języków Obcych w Katowicach.

Morrison, S. (2018). Pronunciation in the language classroom. *Journal of Language Studies*, 30(1), 34-52.

Rashad Ali Bin-Hady, W., & Hazaea, A. (2020). Attitudes towards English pronunciation and their effect on EFL learners' success. *Journal of Applied Linguistics*, 9(3), 100-118.

Rashad Ali Bin-Hady, W., & Hazaea, A. N. (n.d.). *EFL students' achievement and attitudes towards flipped pronunciation class: correlational study*. Department of English Language, Hadhramout University, Najran University, Sana'a University.

Sardegna, V. G., Lee, H., & Kusey, C. (2018). Pronunciation learning strategies that improve ESL learners' linking. *Language Learning*, 68(1), 156-189.

Sardegna, V. G., Lee, J., & Kusey, C. (n.d.). *Self-efficacy, attitudes, and choice of strategies for English pronunciation learning*. University of Pittsburgh, Gyeongsang National University, University of Texas at Austin.

Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.

Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations* (pp. 33-47). Brooks/Cole.