The purposes of this study are: to investigate the university students’ perspectives on using voice recordings and bulletin board system (BBS) and their perspectives on feedback in teaching and learning pronunciation. 128 university students in participated in 16-week classes. The data for this research were collected throughout 2 semesters. Data sources included weekly voice recordings, tag-line critiques on BBS, weekly journal entries, and the questionnaire. The results are as follows: 1) The majority of learners were interested in and all were satisfied with using multimedia; 2) the learners considered using multimedia and giving and receiving feedback to be positive; 3) the learners found individual work interaction to be difficult yet helpful multimedia resources were considered neither highly difficult nor helpful; 4) ‘Th,’ ‘R,’ ‘intonation expanding,’ ‘L’ and ‘authentic speech’ were considered to be difficult pronunciation features; 5) The learner perspectives on difficult pronunciation features displayed a pattern of high usefulness followed by improvement and low value in easiness, and activities with suprasegmental features were more positive than segmental features; and 6) the only area showing significant difference between gender was in motivation for voice recording where the females responded more positively than males. Therefore, based on the findings, it seems that using voice recordings and promoting interaction through BBS can help learners in learning English pronunciation.
I. INTRODUCTION

With the change in focus of English education—improving communicative performance, current university students’ problem in pronunciation is no longer the same as that of a decade ago. English language instruction has historically focused on the grammatical accuracy. However, with the rise of Communicative Language Teaching, the focus in language instruction has shifted to meaning and communicative fluency. Pronunciation instruction, traditionally focused on the accurate production of segmental features, has also come to focus on suprasegmental features of spoken discourse as well.

For learners of English as foreign language, it no longer suffices to produce spoken discourse that is grammatically and segmentally accurate, but it is desirable to be able to produce acceptable spoken discourse that does not deviate too far from understandable speech pattern of English in communicative situations that the learners may face. Teaching pronunciation, therefore, needs to take on a different perspective and method to meet the current needs of the learners and to promote realistic learner to learner interaction, especially in a large classroom setting. However, in a large university classroom setting, opportunities for interaction are limited. Such lack of interaction can become an obstacle in learning pronunciation due to inadequate exposure and restricted chances to produce speech sample.

Using multimedia can provide interactive environment that can extend the class to online community where the learners can utilize varied learning strategies and resources to meet the individual need by allowing degrees of control over level, pace, feedback types, and etc (Lee, 2006). It also can support native speaker teachers with variety of resources and non-native speaker teachers with appropriate multimedia contents that alleviate possible burden in teaching English pronunciation. Bulletin Board System (BBS), voice recordings, audio samples, etc were used in this study to provide interaction and opportunities for effective learning of English pronunciation. Therefore, the purposes of this study are two-folded: to investigate the university students’ perspectives on using voice recordings and their perspectives on using BBS and to examine learner perspectives in relation to feedback in teaching and learning pronunciation.