

THE EFFECTS OF THE TEACHER ON L2 PRONUNCIATION LEARNING: A MIXED METHODS STUDY

Duc Nguyen Anh Dao, Banking University Ho Chi Minh City

This study investigates how the teacher affects what learners aim to achieve in learning the L2 phonology, what language model is considered more beneficial for pronunciation learning, how different the teacher's decisions on what to teach are from learners' needs, and what teaching techniques and activities are preferred by learners. In the quantitative stage, 157 English major students were asked to complete a survey. Then in the qualitative stage, eight of them were selected to join semi-structured interviews in which they discussed with the researcher the key findings from the survey. Results from both parts of the study show that the teacher's guidance on setting learning goals might have hindered the students from getting greater success in learning. They also reveal that these learners consider the non-native language model undesirable and thus unbeneficial for their study. Finally, findings also indicate that it is the teachers' lack of pedagogical knowledge about the use of teaching techniques and activities that discouraged the learners from choosing more innovative ways to study.

Cite as: Duc Dao, N.A. (2022). The effects of the teacher on L2 pronunciation learning: A mixed methods study. In J. Levis & A. Guskaroska (eds.), *Proceedings of the 12th Pronunciation in Second Language Learning and Teaching Conference*, held June 2021 virtually at Brock University, St. Catharines, ON. <https://doi.org/10.31274/psllt.13267>

INTRODUCTION

On September 30th, 2008, the Ministry of Education and Training of Vietnam launched the National Foreign Languages 2020 Project to reform the teaching and learning of foreign languages in the national educational system. Since then, English language teaching and learning in the country has experienced great changes (Hoang, 2010), one of which is the greater attention that pronunciation has received in the classroom.

According to a review of literature conducted by Thomson and Derwing (2015), learner factors, learning goals, teaching methodology and techniques, and the use of technology in teaching are popular trends in research on L2 pronunciation instruction. Yet, a closer look at the perspectives from which those studies were carried out reveals a big gap that demands more in-depth research: There is little literature surrounding the learner's perspective on how pronunciation teachers should approach this skill (Alghazo, 2015). To address this gap, this study aims to examine learners' view of the teacher's influence on shaping the learning goal and selecting the pronunciation model as well as their perception of the different teaching techniques and activities employed by their teacher.

The Goal of L2 Pronunciation Teaching

Earlier, the aim of English pronunciation instruction was to "achieve a native-like mastery of the target sound system. However, Ketabi (2015), Moghaddam (2012) and Setter (2008) claim that in an age when English functions as the basic channel of international communication, native-like pronunciation seems to be unrealistic, unnecessary, and undesirable. For successful

communication to take place, intelligibility – being comfortably understood by the listener – should be the priority (Levis, 2018; Munro & Derwing, 2015). In the classroom, Murphy (2014) states that it is unfair and unethical for teachers to make their learners believe that they will ever be able to achieve such a goal. Levis (2020) adds that intelligibility is the correct view to address pronunciation teaching and learning. In the research context, where pronunciation had gained more weight in the syllabus, it would be useful to see if this new goal has been recognized by both the teacher and learner as it may affect the learning outcome.

Pronunciation Models

Up to the present time, target models for teaching English have been native speakers from such countries as the United States, Great Britain, Ireland, Australia, Canada, New Zealand, and South Africa (Levis, 2005). However, there are good reasons why non-native teachers of English should be included as models for pronunciation instruction. According to Murphy (2014), nonnative English speaker teachers seem to be more aspirational and accessible models as well as more relevant to learners' pronunciation needs when their learning goal is not attaining a native-like accent. Moghaddam (2012) states that non-native teachers are better able to help learners with the same L1 build up their pronunciation abilities thanks to the possibility of making use of the L1 sound system, their knowledge of both the L1 and L2 phonological systems and their own experience in learning. More importantly, Levis, Sonsaat, Link, and Barriuso (2016) postulate that instruction on pronunciation skills is more dependent on knowledgeable teaching practices than on nativeness. Then, which model do learners consider to be more beneficial for them in learning the L2 pronunciation? This is a question that this study aims to answer.

Teaching Techniques and Activities

As regards the teaching techniques and activities, those that focus on accuracy at the word level are considered traditional (Celce-Murcia et al., 2010) while those that help to build fluency and improve communication are classified as more innovative ones (Celce-Murcia et al., 2010; Goodwin, 2014).

While a large body of research has been done from the point of view of the teachers, learners have not often been asked for their opinions about what techniques can help them learn better and what activities they prefer to do in class. This issue is raised by Lear (2011) who notices that “there is a significant disparity between learner and teacher beliefs about the use of language learning activities” (p.131). In the Vietnamese context, where good pronunciation skills are becoming essential, learners should be consulted so that more appropriate teaching techniques can be adopted for better learning outcomes.

Research Questions

1. How do learners perceive of the teacher's influence on the L2 pronunciation learning goal?
2. What language model is considered by learners to be more beneficial for L2 pronunciation learning?
3. How do learners perceive the teacher's use of teaching techniques?

METHODS

A mixed-methods research design was employed, integrating a questionnaire survey and in-depth interviews.

Participants

The participants in the quantitative phase were 157 first-year English majors at a university based in Ho Chi Minh City, Vietnam who are aged 18 to 20 years old. At the time of the study, they were all enrolled in a compulsory Pronunciation Practice course. Among these learners, only four have been to an English-speaking country. Regarding their learning experience, 49.7% of them have received English instruction for eight years while 42.7% reported having English lessons even before secondary school, i.e., more than ten years. As freshmen at university, they are expected to be at CEFR level B1.

The subjects of the qualitative phase were eight students from the same group mentioned above. Invitations to join the interviews were sent out to all the students and the interviewees were those who responded to the invitations the soonest.

Instruments

There were three parts in the questionnaire, corresponding to three research questions. The first section was intended to find out whether nativeness or intelligibility is more preferable as a learning goal for the participants and whether the teacher influences them in setting a goal for learning pronunciation. The second section aimed to find out how the participants value the non-native speaker teacher. A four-point Likert scale was used in this part.

The last section asked the participants to evaluate the use of different teaching techniques and activities available in their classes. These items were identified from the review of the works by Celce-Murcia et al. (2010), Goodwin (2014) and Rogerson-Revell (2011). A semantic differential scale was employed, but the N/A (Not Applicable) option was also included in case a certain activity is not used in the surveyed classes. A list of the questions is provided in Appendix 1.

To conduct the semi-structured interviews, the researcher designed an interview protocol including two elements: stimuli and prompts. The interviewees were first asked to react towards the stimuli - the general trends emerging from the survey results. Then they were encouraged to give explanations and elaboration upon responding to the prompts. The interviews were conducted in Vietnamese for better understanding and expressions of ideas. For a copy of the stimuli and prompts, see Appendix 2.

Methods of data analysis

The data collected from the survey was fed into SPSS for analysis, from which key trends were identified and used as stimuli in the interviews. The data obtained from the interviews were transcribed, then translated into English, and cross-checked by a colleague who had experience of teaching English pronunciation, phonetics and phonology. The data were coded first manually and then with the aid of NVivo. At the same time, a sample of uncoded data and the relevant part of the codebook was given to the colleague mentioned above. She was asked to not only code the

sample using the codebook but also suggest new codes if necessary. The coding consistency in both procedures was measured using Cohen's Kappa coefficient (<http://dfreelon.org/utills/recalfront/recal2/>). Both the intra-coder consistency (0.83) and the inter-coder index (0.83) show good qualitative reliability (Creswell, 2014; Lombard et al., 2002).

RESULTS

L2 Pronunciation Learning Goals

In this section, the participants were required to state if the six statements are true for them by selecting Yes or No. However, in case they may not remember exactly, or even do not know whether their teacher has done the activity, a third option - D/K (Don't Know) - was included. Findings from the survey, which are presented in Table 1 below, reveal that a majority of the respondents aimed at nativeness in learning English pronunciation. More specifically, 75.7% of them stated that their goal is to have a native-like accent (Q1) and 70.4% disagreed that this goal is unrealistic (Q5). These learners also appear to be influenced by their teachers in targeting such a goal when 67.8% reported being told that the goal is not unrealistic (Q6) and 66.4% of them were encouraged to go for it (Q2).

Table 1

Learning goals – Frequency counts

		<i>Nativeness</i>		<i>Intelligibility</i>			
		Q1	Q2	Q3	Q4	Q5	Q6
Frequency counts	<i>Yes (%)</i>	75.7	66.4	42.1	29.6	17.1	10.5
	<i>No (%)</i>	14.5	16.4	39.5	36.2	70.4	67.8
	<i>D/K (%)</i>	9.8	17.2	18.4	34.2	12.5	21.7

The interviewees were asked to discuss an important trend in the survey results: The majority of learners still want to speak like native people. Findings echo what is indicated by the survey results: seven of them reported themselves aiming for a native accent in learning English pronunciation. To explain their choices, three students said they would like to have a native accent as it could make them sound professional and feel more confident in communicating with others. Three others stated that being able to speak like native people was considered to be speaking better English.

L2 Pronunciation Models

The participants were asked to state how much they agreed or disagreed with four statements concerning the language model in a pronunciation class. The first two items in the section were intended to find out whether they would like to study with a native (Q7) or non-native model (Q8) while the last two investigated their attitudes towards the non-native pronunciation teachers' knowledge of both the L1 and L2 (Q9) as well as their shared learning experience (Q10). Table 2 shows the response percentages.

Table 2

Language models – Frequency counts

	Q7	Q8	Q9	Q10
Strongly agree (%)	6.0	69.7	15.8	28.3
Agree (%)	31.1	28.3	59.2	63.8
Disagree (%)	47.7	1.3	23.7	6.6
Strongly disagree (%)	15.2	0.7	1.3	1.3

On the one hand, responses to the first two items reveal that all learners still value native speaker teachers over non-native ones. To be specific, 63% of the participants reacted negatively (either Strongly Disagree or Disagree) when asked if it was acceptable for their pronunciation teacher to speak English with a non-native accent (Q7). More extremely, 98% of them said that they would like to study pronunciation with a native teacher, if possible, with 69.7% choosing “Strongly Agree”.

On the other hand, findings show that learners do acknowledge the benefits of studying with a non-native teacher. 75% of the respondents either agreed or strongly agreed that one of the strengths of non-native teachers is their knowledge of both English and Vietnamese while even a higher percentage – 92% – admitted that non-native teachers can be good models because they can share their learning experience with the students.

These participants all studied with Vietnamese teachers in their course, so the researcher would like to find out what has led to their reactions towards the non-native models. Findings show that for three of them, it does not matter what accent the teacher has, as long as it is accurate. However, the remaining five students appeared to be quite critical about the issue. For one thing, the presence of a native speaker in the classroom is a source of interest or even inspiration for them to learn. They said:

I am the kind of person who likes foreign things. I think a foreigner will be able to create more inspiration for me. (S2)

There is nothing wrong, but when I study, I mainly think that if I study with a native speaker, I will sort of like enjoy learning more than studying with a Vietnamese. (S8)

More seriously, a lack of trust in the teacher’s ability was mentioned as a reason for their view. A teacher with a non-native accent was even blamed for the learner’s inability to achieve nativeness in learning:

When I learn pronunciation, I want to speak like foreigners, but because my teacher does not speak that accent, I cannot imitate them. (S4)

The participants were also asked about any benefits they had from learning pronunciation with a Vietnamese teacher. The two most common benefits acknowledged by them are the teacher’s

knowledge of L2 learning and potential problems and the ability to pass on useful learning methods and experience.

L2 Pronunciation Teaching Techniques

In the last part of the survey, the respondents were asked to rank the techniques and activities that their teachers used in the classroom according to their usefulness in helping them improve their pronunciation (*1= Useless, 5: Useful*). They were also reminded that if a certain activity/tool was not used in their class, they should choose N/A (Not Applicable). Table 3 shows the mean scores for all items. The percentages of those who selected N/A are also listed in the table since they do raise some issues.

Table 3

Teaching techniques and activities – Mean scores and percentages of N/A

<i>Teaching technique/activity</i>	<i>Mean</i>	<i>% of N/A</i>
Q11: Teacher’s explanation of concepts	3.14	6.6
Q12: Teacher’s use of visual aids	2.89	18.4
Q13: Repeating after models	4.17	0.7
Q14: Minimal pair drills	4.42	2.6
Q15: Use of clapping and tapping	2.48	21.1
Q16: Teacher’s use of songs, poems, etc.	3.22	13.8
Q17: Doing IPA transcription practice	4.36	3.3
Q18: Role-playing	3.59	6.6
Q19: Pair/group work	3.96	2.6
Q20: Watching films/video recordings	3.24	14.5
Q21: Dictation exercises	3.39	7.9
Q22: Playing pronunciation games	3.30	13.2
Q23: Teacher’s use of Internet materials	3.66	7.2

First, findings show that the most useful technique is minimal pair drills (Q14: $M=4.42/5$), followed by IPA practice (Q17: $M=4.36$) and repeating after models (Q13: $M=4.17$). In contrast, the three least useful ones are using clapping and tapping (Q15: $M=2.48$), visual aids (Q12: $M=2.89$), and teacher’s explanation of theoretical concepts (Q11: $M=3.14$).

The last part of the interviews was intended to seek understanding of the learners’ preference for traditional teaching methods. Three reasons were given, coded as EASIER/SAFER TO LEARN, TEACHER’S SOLE USE, and LESS TIME-CONSUMING. Results show that traditional methods

are considered more useful to most participants (6 out of 8) because they think it is easier or safer to learn pronunciation in those ways. Let's see how they explained their opinions.

First, it is easier to learn because:

... when I just started learning, I did not know much, did not understand much. So ... if I watch a movie, then I have to ... too many words, too many sentences, as a result, I do not study carefully. But when she uses the traditional style, it is shorter, there is less (material), so it is easier to learn. (S4)

And it is safer to learn:

In my case, I prefer traditional methods because I'm not confident about them. I still want to do repetition. It's like a safe solution. (S6)

Many responses echo survey findings, pointing out that students do not find modern techniques useful because they are not available. This is what happened in their classrooms:

I think it's not that students like the traditional methods; it's just that the teacher used only such methods. She did not use any modern ones at all, no songs, games, role play or any movies. Students do not know the modern ways of learning. (S1)

Two respondents (S4, and S5) also attempted to explain why their teachers did not use modern techniques in class, saying that playing games or watching a movie was very time consuming while they had too much to study.

DISCUSSION

First, the survey results show that the majority of the respondents aim at nativeness in learning English pronunciation and they find it comfortable trying to achieve such a goal. One possible reason for this is that they consider nativeness a practical target to aim for as well as an indication of their professionalism, confidence, and achievement in learning English, as revealed by the interviews. While a great deal of recent research (Ketabi & Saeb, 2015; Moghaddam et al., 2012; Murphy, 2014) claimed that this goal is unrealistic, irrelevant, and unfair, it is still quite popular in Vietnam.

Regarding the teacher's impact on how these learners determine their learning goals, the survey results show that their teachers did tell them a native-like accent is achievable and even encourage them to aim for it. Would it be more beneficial for them if the goal recommended were intelligibility, not nativeness, as they might be more motivated to learn when dealing with possibly easier tasks and feel more accomplished? In other words, the teacher's guidance on setting an unrealistic learning goal might have hindered their students from getting better results.

Secondly, there seems to be a conflict in the learners' responses to the questions related to pronunciation models. Why do they still find it unacceptable for pronunciation teachers to speak English with a non-native accent despite their acknowledgement that those teachers can be good models? Why do they still want to study with native teachers despite the distinctive benefits given by the non-native ones? The results from the interviews may provide possible answers to the questions, thereby raising several interesting issues.

On the one hand, the competence of the non-native teacher might become one of the biggest concerns once pronunciation is under discussion. The lack of trust in the non-native speaker teacher's accent may be caused by the learner's subjective belief that only the so-called native accent is correct pronunciation and thus should be the language model in the classroom. Alternatively, learners may have high expectations of their teacher, who, as a language model, should have a native-like accent, and if he or she does not, then their ability could be doubted, or even blamed for any low achievement in the students' studies, as revealed by the findings from the interviews.

On the other hand, the preference for native speaker teachers may have nothing to do with their competence in comparison with that of their non-native counterparts. As just presented in the first point, most of these students are aiming at achieving a native-like accent, and this target might have caused them to have a prejudice towards any non-native accent, especially the one spoken by their pronunciation teacher, who is supposed to speak the L2 natively. In addition, learning motivation may come into play. Native speaker teachers, carrying with them unfamiliar, supposedly interesting looks, characters, and stories, may become a source of motivation for learners to study better.

Thirdly, the findings from both the survey and the interviews show that the learners tend to value conventional techniques and tools (Celce-Murcia et al., 2010) over more communicative ones. Activities such as watching films and video recordings, playing games, and using materials from the Internet are not favored by these students. The question is whether the participants do not highly appreciate such techniques and tools because they are simply not very useful for learning English pronunciation, or because the learners do not have much experience learning with them due to the teacher's ineffective use or even non-use of them in the classroom.

Findings from the interviews actually reveal that the problem lies in the way these techniques are used by the teachers. Although some of them did attempt to use the techniques and tools in their classrooms, they may not have the necessary pedagogical knowledge and so do not know which technique to use for which purpose and in which situation, causing the students to feel unconfident or even insecure while learning in the new ways and eventually they did not benefit much from them. Moreover, the lack of sound pedagogy and practical guidance could also be the reason why the teachers even did not use these more innovative techniques and activities in class, despite their awareness of their availability and benefits. This phenomenon is not unusual, as Szyszka (2016) has described: many teachers report knowing a variety of techniques but still use reading aloud and repetition more often than other methods.

CONCLUSION

To sum up, this research has confirmed the findings of previous studies that L2 learners' perception and teachers' cognition are often dissimilar. There should be a follow-up study of the current project in which L2 pronunciation teachers are asked to talk about the same issues – the selection of learning goal and language model, the use of techniques and activities, and so on, and to explain why they do what they are doing. In so doing, the discrepancy between learners' and teachers' views of what to teach and how to teach it may be narrowed or erased, which will help improve the learning outcome.

ABOUT THE AUTHOR

Duc Nguyen Anh Dao has been teaching English for more than fifteen years and is currently a lecturer at Banking University of Ho Chi Minh City, Vietnam. She earned her Ph.D. from the University of Nottingham, Malaysia campus. She also holds an MA in TESOL Studies from the University of Queensland, Australia, and an MBA from Bolton University, UK. Her research interests are pronunciation, phonetics, phonology, and teaching methodology. She can be contacted at ducdna@buh.edu.vn.

REFERENCES

- Alghazo, S. M. (2015). Advanced EFL learners' beliefs about pronunciation teaching. *International Education Studies*, 8(11), 63. <https://doi.org/10.5539/ies.v8n11p63>
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching Pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage.
- Goodwin, J. M. (2014). Teaching pronunciation. In M. Celce-Murcia, D. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language*. National Geographic Learning ; Heinle/Cengage Learning.
- Hoang, V. Van. (2010). The current situation and issues of the teaching of English in Vietnam. *International Symposium on the Teaching of English in Asian* (2), 22(1), 7–18. http://www.ritsumei.ac.jp/acd/re/k-rsc/lcs/kiyou/pdf_22-1/RitsIILCS_22.1pp.7-18_HOANG.pdf
- Ketabi, S., & Saeb, F. (2015). Pronunciation teaching : Past and present. *International Journal of Applied Linguistics & English Literature*, 4(5), 182–189. <https://doi.org/10.7575/aiac.ijalel.v.4n.5p.182>
- Lear, E. (2011). Using guided reflective journals in large classes: Motivating students to independently improve pronunciation. *The Asian EFL Journal Quarterly*, 13(September), 113–137.
- Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 369–378. <https://doi.org/10.2307/3588485>
- Levis, J. (2018). *Intelligibility, Oral Communication, and the Teaching of Pronunciation*. Cambridge University Press. <https://doi.org/10.1017/9781108241564>
- Levis, J. (2020). Revisiting the intelligibility and nativeness principles. *Journal of Second*

Language Pronunciation, 6(3), 310–328.

- Levis, J., Sonsaat, S., Link, S., & Barriuso, T. A. (2016). Native and nonnative teachers of L2 pronunciation: Effects on learner performance. *TESOL Quarterly*, 50(4), 894–931. <https://doi.org/10.1002/tesq.272>
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2002). Content analysis in mass communication: Assessment and reporting of intercoder reliability. *Human Communication Research*, 28(4), 587–604. <https://doi.org/10.1111/j.1468-2958.2002.tb00826.x>
- Moghaddam, M. S., Nasiri, M., Zarea, A., & Sepehrinia, S. (2012). Teaching pronunciation: The lost ring of the chain. *Journal of Language Teaching and Research*, 3(1), 215–219. <https://doi.org/10.4304/jltr.3.1.215-219>
- Munro, M. J., & Derwing, T. M. (2015). Intelligibility in research and practice. In *The Handbook of English Pronunciation* (pp. 375–396). Wiley Blackwell.
- Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42, 258–269. <https://doi.org/10.1016/j.system.2013.12.007>
- Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*. Continuum.
- Setter, J. (2008). Theories and approaches in English pronunciation. In R. Monroy & A. Sanchez (Eds.), *25 Years of Applied Linguistics in Spain: Milestones and challenges*. Murcia: Universidad de Murcia de Publicaciones (pp. 447–457). Universidad de Murcia, Servicio de Publicaciones.
- Szyszkka, M. (2016). English pronunciation teaching at different educational levels: Insights into teachers' perceptions and actions. *Research in Language*, 14(2), 165–180. <https://doi.org/10.1515/rela-2016-0007>
- Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326–344. <https://doi.org/10.1093/applin/amu076>

APPENDIX 1 – LIST OF QUESTIONS

1. My personal goal in learning pronunciation is to have a native-like accent.
2. My pronunciation teacher encourages me to aim for a native-like accent.
3. I aim to be understood by other people rather than to have a native-like accent.
4. My teacher advises me to aim to be understood by others rather than have a native-like accent.
5. I think that achieving a native-like accent is unrealistic.
6. My teacher tells me that achieving a native-like accent is unrealistic.
7. It's fine when my pronunciation teacher speaks English with a non-native accent.
8. I'd like to study pronunciation with a native speaker teacher if possible.
9. Non-native teachers can be good models because they have knowledge of both the English and Vietnamese languages.

10. Non-native teachers can be good models because they have learning experience that can be shared with learners.
11. Teacher's explanation of theoretical concepts.
12. Teacher's use of visual aids (e.g. diagrams, charts, cartoons)
13. Repeating after the teacher or recorded materials
14. Doing minimal pair drills (*Examples: bat – bad, tree – three*)
15. Using clapping or tapping to learn syllables, stress and rhythm
16. Teacher's use of songs, poems, jokes, rhymes, and tongue twisters
17. Doing IPA transcription practice
18. Role-playing
19. Working in pairs or groups
20. Watching films or video recordings
21. Working on dictation exercises
22. Playing pronunciation games
23. Teacher's use of materials from the Internet

APPENDIX 2 – STIMULI AND PROMPTS

<i>Stimuli</i>	<i>Prompts</i>
<p>- Learning goals</p> <ul style="list-style-type: none"> • <i>The majority of learners still want to speak like native people and think it is possible to do so.</i> 	<ul style="list-style-type: none"> • <i>Do you want speak English with a native accent? Why / Why not?</i>
<p>- Learning models</p> <ul style="list-style-type: none"> • <i>The majority of learners are not happy with the teacher's non-native accent and almost all of them would like to study pronunciation with a native speaker.</i> 	<ul style="list-style-type: none"> • <i>What's wrong if your pronunciation teacher speaks English with a non-native accent?</i> • <i>What can be learnt from non-native teachers teaching English pronunciation?</i>
<p>- Teaching techniques and activities</p> <ul style="list-style-type: none"> • <i>Learners tend to prefer traditional techniques and activities (e.g. minimal pair drills, phonetic training, repetition) than modern ones (e.g. songs and games, role-playing, watching films).</i> 	<ul style="list-style-type: none"> • <i>Why is it so?</i>