

Investigating the Impact of English Pronunciation Difficulties on Students' Academic Performance, and Self-confidence

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Abstract

A key element of spoken language proficiency is pronunciation, and mistakes in this area frequently result in miscommunication, decreased intelligibility, and obstacles in the classroom or in social situations. Based on information gathered from interviews, classroom observations, and pronunciation tests, the analysis shows that on-going pronunciation problems seriously impair oral communication abilities, frequently resulting in a decline in confidence and involvement in social and academic contexts. The study highlights the necessity of early intervention techniques and focused pronunciation training. Among the suggestions are incorporating phonetic instruction into language courses and utilizing technology-enabled pronunciation aids to enhance personalized education. The sample was chosen using a convenient sampling technique. Keeping in view the objectives of the study, a questionnaire was used for data collection. The findings highlighted that the long words are harder (4.47), some English sounds (4.45) and lack of English words (4.42) were revealed to first three important common pronunciation difficulties. Further, the findings showed that peer-pressure (4.47), English rarely (4.42) and lack of English class activities (4.40) as top ranked factors contributed in mispronunciation. Finally, the findings highlight the students are regularly assessed (4.52), teachers use activities (4.50) and teachers gives time (4.47) as revealed that effective strategies employed by teachers for improving English pronunciation skills.

Keywords: Investigates, Incorporating, Phonetic instruction, Pronunciation.

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Introduction

Pronunciation is even more difficult for students in nations like Pakistan where English is taught as a second or foreign language. Students' limited exposure to spoken English in the real world limits their capacity to hear and practice natural pronunciation, which is a major contributing factor in this. Pronunciation instruction is frequently overlooked in favor of teaching grammar and vocabulary in many educational settings. Because of this, students find it difficult to speak clearly and accurately, which can affect their confidence and communication effectiveness (Mahboob and Talaat, 2008).

Although Laboratory High School in Faisalabad is a respectable institution in Punjab, students there still frequently struggle with pronouncing words correctly in English. Language interference, which happens when a learner's first language characteristics influence how they acquire and use a second language, is one of the main causes of this. In this instance, not all of the English phonemes are present in the students' native Urdu and Punjabi languages. Because they are unfamiliar or missing from their own linguistic background, students thus find it difficult to produce or distinguish certain English sounds accurately. Who highlighted how first language influence (or interference) can significantly shape second language pronunciation challenges, supports this phenomenon? Consequently, the phonological differences between English and Urdu/Punjabi make it more difficult for these learners to pronounce words correctly and clearly (Odlin, 1989).

The sociocultural factors also influence students' persistent pronunciation issues in addition to linguistic or instructional flaws. For example, many students in places like Pakistan aren't exposed to many fluent English speakers in their daily lives. They find it more difficult to internalize the proper pronunciation of English sounds due to this lack of real-world listening input. Furthermore, active speaking is frequently discouraged in the classroom setting. Students' oral practice may be further restricted if they refrain from speaking aloud out of fear of making a mistake and receiving negative feedback from teachers or peers. These emotional and social barriers are important in shaping pronunciation highlights. For this reason, it is crucial for researchers and educators to look into the particular difficulties that students encounter in their local environments. Only then will it be possible to create instructional strategies that are both successful and considerate of the actual circumstances that students are facing (Gilakjani, 2016).

The latest studies bring to light a major issue in the teaching of English as a Foreign Language (EFL) teachers' lack of preparation in pronunciation instruction. Many English teachers, especially those at higher levels of instruction, frequently lack formal education or training in the study of phonetics and in efficient pronunciation teaching techniques, claim because of this shortcoming, these teachers might not have the knowledge or abilities

needed to appropriately or consistently correct their students' pronunciation errors. Teachers cannot systematically help students master the English language's sounds, intonation patterns and stress rules all of which are essential for effective and clear communication without this fundamental knowledge. Because of this, students might keep having difficulties. Another major issue is the lack of teacher preparedness. Many English language teachers at the higher level receive little to no formal training in phonetics or pronunciation instruction, leaving them ill-equipped to correct student's errors or teach pronunciation systematically (Gilakjani, 2012).

Studies emphasize how important pronunciation is to effective oral communication. It makes the case that the primary objective of pronunciation training should be to make learners' speech understandable to listeners rather than to make them sound like native speakers. Being understood is more realistic and attainable for the majority of language learners, as this change in emphasis from accent perfection to intelligibility acknowledges. Additionally, they are better able to understand what other people are saying, which improves communication in both directions. Thus, communicative competence the capacity of a learner to use the language effectively and appropriately in everyday contexts is supported by proper pronunciation (Gilakjani, 2016).

These problems are often caused by first language interference, a lack of auditory exposure to standard English, and inadequate classroom instruction. It is noted that even intelligibility-oriented pronunciation training may be compromised if students are not aware of phonological differences that are necessary in English but absent in their L1. These prevalent pronunciation patterns among the students at the school suggest that a systematic diagnostic analysis is necessary and that phonological awareness should be included in the language curriculum (Jenkins, 2000). Many students at Laboratory High School in Faisalabad still have trouble pronouncing words correctly in English, even after years of English instruction. These issues frequently impede clear communication and have an impact on students' overall academic achievement in English. Limited exposure to native pronunciation models, poor teaching methods, and sociocultural elements that affect language acquisition all contribute to the issue. The problem is made worse by a lack of focused intervention for better pronunciation. Thus, it is critical to pinpoint the precise pronunciation issues that students encounter, comprehend the root causes, and assess the methods that educators are currently employing to improve pronunciation.

Celle-Murcia et al., (2010) described a key component of communicative competence is English pronunciation, which includes the appropriate use of stress, rhythm, intonation, and sounds to facilitate oral communication. Accurate English pronunciation is a major challenge for many students in Pakistani schools, especially in urban institutions. Pronunciation encompasses more than just accurately articulating individual sounds; it also includes intonation, rhythm, and stress patterns that support speech's organic flow.

Accurate pronunciation helps learners communicate effectively in social and academic settings by making their spoken English easier for others to understand. Instructors must give students a contrastive analysis between English and their native tongue and specifically address areas of phonological interference. Over time, students' spoken English proficiency can be enhanced and fossilization can be lessened with such targeted instruction.

Ali and Mahmoud (2019) provided these pronunciation issues frequently result in miscommunication, which lowers learners' confidence and speaking engagement. Pronunciation is crucial to overall language proficiency for second-language English learners, particularly in settings like Laboratory High School in Faisalabad. Pronouncing words correctly lowers barriers to communication, boosts confidence, and improves oral proficiency. Macintyre and Gardner (1991) explained that Pronunciation ability is closely related to psychological factors. Pupils who are self-conscious about their spoken English frequently refrain from participating in group discussions or speaking in class. This hesitancy results from a fear of mispronouncing words and receiving negative feedback from peers or teachers. Reduced practice opportunities can result from this anxiety, which impedes the development of speaking abilities. Gilakjani (2016) conducted a systematic and encouraging approach is necessary to improve pronunciation, and this includes regular speaking practice, pronunciation aids, and listening materials. Unfortunately, phonetic training receives very little instructional time in many Pakistani schools. However, to guarantee that students acquire both accuracy and fluency in speech, language experts support incorporating pronunciation into regular language instruction. When learning English, secondary school students in Pakistan frequently encounter a variety of pronunciation issues. Segmental errors (pertaining to specific vowels and consonants) and supra-segmental errors (pertaining to characteristics like stress, rhythm and intonation) are the two primary categories into which these problems can be divided. Swan and Smith (2001) discussed the both kinds have a substantial impact on intelligibility and can make it more difficult for students to speak English fluently.

Mahmoud (2018) explained these mistakes are sociolinguistic in addition to phonological. Due to a lack of exposure to real English pronunciation, students in many Pakistani schools especially those in urban areas like Faisalabad may imitate teachers or peers in an incorrect manner.

Farooq (2015) stated that in the context of Pakistani public schools like Laboratory High School in Faisalabad, the passage highlights how the classroom environment has a major impact on students' ability to practice and improve their English pronunciation. The frequency of speaking opportunities, class size, and noise levels all have a direct effect on how well students develop their oral language skills. Overcrowded classrooms are a

common problem because they frequently limit the amount of time each student has for individual speaking.

Qadir et al., (2020) stated that exposure to native English speech is essential for English language learners to acquire precise pronunciation. Pupils are better able to internalize the natural characteristics of spoken English, such as intonation, rhythm, stress, and proper pronunciation, when they regularly interact with authentic language models—whether through media, conversations, or multimedia resources.

Rahman and Riaz (2019) narrated that students' difficulties learning proper English pronunciation are greatly exacerbated by the dearth of multimedia resources in many Pakistani schools. Learners are deprived of frequent and varied exposure to native English speech because essential resources like language labs, online platforms, and audio-visual aids are frequently lacking. These resources are essential for improving the effectiveness and engagement of pronunciation practice because they mimic language use in everyday situations and offer a variety of auditory stimuli. Without them, language instruction frequently relies on rote memorization, which hinders the development of communicative competence, particularly in pronunciation. Junaid and Husain (2015) explained that educational researchers are beginning to recognize the benefits of using technology to improve pronunciation training and learning. They contend that interactive, learner-centered resources, like digital pronunciation software, language labs, and multimedia materials, can greatly enhance students' phonetic proficiency.

Khan and Mahmoud (2014) highlighted the main problems with teaching pronunciation, particularly in Pakistani schools, as well as the benefits of using computer-assisted pronunciation teaching (CAPT) tools and language labs. These technological interventions allow students to experiment with language in a safe and accepting environment without fear of making mistakes in front of their peers or teachers. This supportive atmosphere increases students' motivation and engagement, which is essential for effective language learning.

Khan and Akhtar (2020) explained the English language curriculum should include communicative and peer-based learning activities since they are in line with contemporary learner-centered teaching methodologies. These interactive teaching methods are essential for raising students' confidence and motivation to use English successfully in everyday contexts, in addition to helping them pronounce words more accurately. The authors contend that these techniques create a more stimulating and encouraging learning atmosphere where students are motivated to engage and take charge of their language development. Rahman (2004) investigated how students' attitudes toward learning English pronunciation in Pakistani classrooms are influenced by deeper sociocultural dynamics. He explains that a larger cultural context where language is strongly linked to national and

ethnic identity is frequently the cause of students' reluctance to adopt native-like English pronunciation.

Kissling (2013) investigated how well Spanish consonants that are usually difficult for native English speakers can be taught using explicit versus implicit instruction. The basic idea is to investigate whether explicit language instruction such as describing phonetic concepts and pronunciation rules actually aids learners in developing their abilities or if implicit learning which occurs through exposure and practice without formal explanation is more successful. Results from the study were not entirely consistent.

Munro et al., (2015) explained the teachers can use contrastive analysis, which compares the target language (L2) with the native language (L1), as a tool to predict the pronunciation issues that language learners might face. The theory behind contrastive analysis is that teachers can more accurately identify which sounds or patterns might be problematic by comparing and contrasting a learner's first language with the language they are attempting to acquire. Munro and associates, however, point out two significant drawbacks of this strategy students may have a variety of native language backgrounds in many classrooms, which makes it challenging for teachers to use contrastive analysis consistently. What might be difficult for one student (for example, a native speaker of Urdu) might not be a problem for another. While contrastive analysis presumes that the primary challenges will arise from the disparities between the two languages, this isn't always the case. Munro et al. claim that while learners may find it difficult to grasp features that appear to be only marginally different from their native tongue, they can occasionally pick up entirely new sounds or structures in the target language with surprising ease. This implies that not all pronunciation errors can be accurately predicted using contrastive analysis alone. All things considered, although contrastive analysis can be a useful tool, educators should exercise caution when using it excessively because it might not take into consideration all the nuances and individual variances associated with learning pronunciation of a second language.

Gilakjani (2012) stated that professionals like teachers in particular need to pronounce words clearly in order to communicate effectively. Poor pronunciation can make someone's speech sound awkward or even incomprehensible to listeners, even if they have a large vocabulary and good grammar. Brawn (2010) asserted that teachers may unwittingly convey to their students that pronunciation is unimportant when they neglect to teach pronunciation. Students may come to believe that their pronunciation mistakes are unimportant or acceptable as a result, which could impair their capacity to interact with others in authentic settings. Brawn basically contends that teachers risk undermining their students' overall language acquisition by failing to teach pronunciation.

Mahboob and Talaat (2008) stated that students' ongoing pronunciation issues are caused by a number of interconnected factors. Inadequate exposure to real spoken English both inside and outside of the classroom is one of the main problems. Learners hardly ever participate in meaningful oral interaction, which is crucial for improving pronunciation accuracy, because English is not frequently used in informal settings in our context.

Gilakjani (2016) stated that commonly acknowledged that phonetic training is an effective-method for helping L2 learners pronounce words more clearly. Students can identify and fix their own mistakes by learning how English sounds are produced through explicit instruction in articulatory phonetics.

Munro and Dewing (2015) stated that pronunciation problems have a big influence on students' academic achievement and overall communication skills. Pronunciation errors can make it difficult for students to express themselves clearly in oral exams, presentations, or class discussions, which can lead to lower academic performance and less involvement. Furthermore, unintelligible speech frequently results in negative perceptions from teachers and peers, which can discourage students from speaking and hinder their language development. In contexts where English is increasingly being used as a medium of instruction and assessment, these challenges may limit students' educational options. Gilakjani (2012) stated that how crucial pronunciation is to language acquisition in social and academic settings. Students can participate more confidently and communicate more effectively in a variety of contexts, including presentations, class discussions, and casual conversations, when they pronounce words correctly and clearly. Pronouncing words correctly reduces hesitation and increases fluency, which encourages students to speak up and participate. On the other hand, frequent mispronunciations can result in communication breakdowns, misunderstandings, and embarrassment. Due to their fear of making a mistake, students may become silent in class as a result of these unpleasant experiences, which can worsen language anxiety. However, teachers in many Pakistani schools, including Laboratory High School, frequently lack formal training in phonetics or effective teaching strategies for pronunciation (Mahboob & Talaat, 2008). This lack of teacher experience leads to an excessive dependence on antiquated techniques like rote memorization and repetition, which are insufficient for cultivating real-world pronunciation abilities.

Celce-Murcia et al., (2010) stated that more balanced approach to language instruction would be ensured by including speaking and listening components as well as focused pronunciation practice. Pronunciation is an essential component of total communicative competence rather than a stand-alone skill.

McCrocklin (2012) explained one of the main reasons why second language learners experience communication breakdowns is mispronounced words. These errors are

particularly troublesome since they frequently make it difficult for the listener to understand what is being said. Pronunciation requires retraining one's hearing and sound production skills as well as forming new muscle habits, in contrast to grammar and vocabulary, which can be learned through rules and practice. These physiological and perceptual difficulties make pronunciation problems a critical focus because they are not only common but also persistently challenging to correct area of emphasis in language instruction.

Sahatsathatsana (2017) highlighted that a major barrier to improving English pronunciation is a lack of practice opportunities, particularly for learners who do not reside in English-speaking environments. Al-Zaid (2017) highlighted how crucial it is to incorporate listening and pronunciation exercises into the English language curriculum in order to aid students' development of oral skills. He recommends that students do a range of focused exercises that concentrate on pronunciation, especially voicing distinctions, which can be difficult for non-native speakers. When articulating certain consonants, such as the distinction between /p/ and /b/ or /t/ and /d/, the vocal cords vibrate, a phenomenon known as "voicing."

Research Methodology

The study proceeds with the major objective of to identify the common pronunciation difficulties, to examine the contributor factors to mispronunciation and to explore effective strategies employed by teachers for improving English pronunciation skills in high school students. The type of research is quantitative research. Quantitative approach involves the collection of numerical data in order to explain, predict or control phenomenon of interest. This study was designed to find out Analysis the English pronunciation issues faced by students in laboratory high school city Faisalabad. Through a questionnaire administered to a sample of participants, the study was developed into various aspects of teacher-students interactions related to issues of English pronunciation. For this purpose, the type of research (questionnaire) was developed, verified by testing and used to collect the necessary data from the appropriate respondents.

Population is the collection of all the units that the study covers or to which it can be generalized; in other words, population is the area where the researcher wasl perform the research (Sanson, 2017). The population of this research study was female students. I selected 9th grade students of laboratory Girls High School Faisalabad which add three sections with a total strength of 75. Convenience sampling method is useful for the researcher in the research. The sample for this study will encompass 40 participants selected from 9th grades at the Laboratory High School, employing of convenience sampling. Convenience sampling will be used to ensure practical access to participants within the school environment. The questionnaire was featuring a mix of closed-ended

questions to gather a quantitative data, allowing for comprehensive insights into perception of English Pronunciation Issues Faced by Students at the Laboratory School. Data was collected by through a questionnaire. This questionnaire was included 50 items. The 75 students of Laboratory Girls Higher Secondary School Faisalabad considered as population of the study. It was told to students that all the data given by them will be used for research study. Every piece of information they supply will be kept confidential. After this they were agreed to provide all information. Population is the collection of all the units that the study covers or to which it can be generalized; in other words, population is the area where the researcher will perform the research (Sanson,2017). Reliability of the research (Questionnaire) was calculated by using Statistical Package for Social Sciences (SPSS). Reliability of each category of the respondents was presented in the following table:

Table 1:

Reliability of questionnaire

No. of Items	Cronbach's Alpha
7	.763

Results

The collected data from the respective respondents through research instruments were properly tabulated, analysed and interpreted by using appropriate statistical tools in terms of frequency, percentages, mean and standard deviation method to work out overall average value of each item in the light of objectives of the study. The present study employed Statistical Packages for Social Science (SPSS) to analyse the gathered quantitative data. The data analysis in this study focuses on understanding the frequency, mean and standard deviation of various strategies by issues of English pronunciation, as well as identifying the challenges faced by the students. Value assigned to each response was based on 5-points. Likert Scale Strongly Disagree ---Agree

Distribution of respondents regarding the common pronunciation issues faced by students in high school

Statement	Mean	Std. Deviation	Rank
Long words are harder to pronounce than short ones.	4.47	.598	1
Some English sounds are difficult to say correctly.	4.45	.552	2
Speaking English in front of others feels uncomfortable.	4.45	.594	2

English words with two or more syllables are difficult to pronounce.	4.42	.594	3
Speaking English feels difficult due to fear of making mistakes.	4.42	.635	3
Similar English words often sounds the same.	4.42	.594	3
Words with silent letters cause confusion in pronunciation.	4.40	.545	4
Mispronunciation causes problems in understanding by others.	4.40	.590	4
The rhythm and stress of English words are confusing.	4.37	.704	5
Fast speaking makes pronunciation harder.	4.37	.667	5
Spelling of a word often misleads pronunciation.	4.37	.627	5
Pronunciation mistakes are made even after learning new words.	4.27	.678	6
There is a little improvement in pronunciation over time.	4.10	.708	7
Listening to native English speakers is hard due to unclear pronunciation.	4.00	.905	8
Daily conversation in English is avoided due to pronunciation problems.	3.87	1.017	9

Scale: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

- Long words are harder to pronounce than short ones with a mean value of 4.47 and a standard deviation of .598.
- Some English sounds are difficult to say correctly with a mean value of 4.45 and a standard deviation of .552.
- Similar English words often sound the same with the mean value of 4.42 and a standard deviation of .594.
- Words with silent letters cause confusion in pronunciation with a mean value of 4.40 and a standard deviation of .545.
- The rhythm and stress of English words are confusing with a mean value of 4.37 and a standard deviation of .704.
- Mispronunciation causes problems in understanding by others with a mean value of 4.40 and a standard deviation of .590.

- Pronunciation mistakes are made even after learning new words with a mean value of 4.27 and a standard deviation of .678.
- There is a little improvement in pronunciation over time with a mean value of 4.10 and a standard deviation of .708.
- Listening to native English speakers is hard due to unclear pronunciation with a mean value of 4.00 and a standard deviation of .905.
- Daily conversation in English is avoided due to pronunciation problems with a mean value of 3.87 and a standard deviation of 1.017. The results show that many respondents, with this result confirmed earlier studies that found a connection between language anxiety and poorer speaking abilities (Horwitz, Horwitz, & Cope, 1986). The results indicate that both problems are prevalent among students. This is corroborated by research, which shows that learners' ability to speak clearly is frequently hampered by irregular English spelling and pronunciation patterns (Kelly, 2000; Swan & Smith, 2001). Research shows that practice of spoken language can be limited by a lack of exposure and a fear of making mistakes (Brown, 2001; Kelly, 2000).

Distribution of respondents regarding the contributory factors of pronunciation mispronunciation among students.

Statement	Mean	Std. Deviation	Rank
Peer pressure or teasing affects pronunciation attempts.	4.47	.505	1
English is rarely spoken at home.	4.42	.635	2
English is not used during class activities and programmers.	4.40	.590	3
Lack of pronunciation practice during class time.	4.35	.662	4
Teachers focus more on grammar than speaking.	4.35	.662	4
English movies or songs are not used for learning pronunciation.	4.35	.735	4
No audio-visual material are used during lessons.	4.30	.723	5
Teachers do not correct pronunciation errors regularly.	4.30	.686	5
Pronunciation is not tested in school exams.	4.27	.678	6

No proper guidance is given for pronunciation improvement.	4.27	.750	6
Internet tools and mobile apps are rarely used for pronunciation.	4.25	.869	7
Mother tongue affects the English pronunciation.	4.22	.831	8
Students are not given enough chances to speak English.	4.10	.981	9
Local accent influences English pronunciation.	4.07	.828	10
Classroom environment does not support speaking practice.	4.02	.973	11

Scale: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

- Peer pressure or teasing affects pronunciation attempts with a mean value of 4.47 and a standard deviation of .505.
- Lack of pronunciation practice during class time with a mean value of 4.35 and a standard deviation of .662. Pronunciation is not tested in school exams with a mean value of 4.27 and a standard deviation of .678.
- Mother tongue affects the English pronunciation with the mean value of 4.22 and a standard deviation of .831.
- Students are not given enough chances to speak English with a mean value of 4.10 and a standard deviation of .981.
- Internet tools and mobile apps are rarely used for pronunciation with a mean value of 4.25 and a standard deviation of .869.
- No audio visual-material is used during lessons with a mean value of 4.30 and a standard deviation of .723.
- Internet tools and mobile apps are rarely used for pronunciation with a mean value of 4.25 and a standard deviation of .869.
- English is not used during class activities and programmes with a mean value of 4.40 and a standard deviation of .590.
- Teachers do not correct pronunciation errors regularly with a mean value of 4.30 and a standard deviation of .686.
- Classroom environment does not support speaking practice with a mean value of 4.02 and a standard deviation of .973, which indicates a comparatively wide range of opinions. Lack of interactive exercises, peer interaction, or a positive learning environment in the classroom can deter students from speaking, which is crucial for confidence and language fluency. These results emphasize the need for more

speaking-focused teaching methods and a more supportive atmosphere that inspires students to engage in spoken communication.

Distribution of respondents regarding the effective strategies employed by teachers for improving English pronunciation skills in high school students.

Statement	Mean	Std. Deviation	Rank
Students are regularly assessed for pronunciation progress.	4.52	.505	1
Teachers use activities like role plays or dialogues.	4.50	.506	2
Teachers use to videos or recording for sound correction.	4.50	.554	2
Mistakes in pronunciation are corrected politely.	4.50	.554	2
Teachers give time for pronunciation practice in class.	4.47	.554	3
Reading aloud is done to improve pronunciation.	4.47	.554	3
Practice with classmates is encouraged.	4.45	.552	4
Students are encouraged to ask about difficult words.	4.42	.635	5
Tongue twisters or fun drills are used.	4.42	.675	5
English speaking games are used to help learning.	4.40	.632	6
Pronunciation exercises are given as homework.	4.35	.662	7
Pronunciation rules are explained clearly by teachers.	4.32	.615	8
Listening practice is part of pronunciation lessons.	4.25	.630	9
Teacher use songs, rhymes or poems to teach sounds.	4.22	.697	10
Dictionaries or pronunciation apps are introduced by teachers.	4.22	.831	11

Scale: 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

- Teachers give time for pronunciation practice in class with a mean of 4.47 and a standard deviation of .554.

- Teachers use activities like role plays or dialogues with a mean of 4.50 and a standard deviation of .506.
- Pronunciation rules are explained clearly by teachers with a mean of 4.32 and a standard deviation of .615.
- English speaking games are used to help learning with a mean of 4.40 and a standard deviation of .632.
- Pronunciation exercises are given as homework with a mean of 4.35 and a standard deviation of .662.
- Teachers use to videos or recording for sound correction with a mean of 4.50 and a standard deviation of .554.
- Mistakes in pronunciation are corrected politely with a mean of 4.50 and a standard deviation of .554.
- Practice with classmates is encouraged with a mean of 4.45 and a standard deviation of .552.
- Dictionaries or pronunciation apps are introduced by teachers with a mean of 4.22 and a standard deviation of .831.
- Students are regularly assessed for pronunciation progress with a mean of 4.52 and a standard deviation of 5.05.

This implies that educators are working to support students' pronunciation learning by integrating technology and reference materials. Although many students have this experience, some might not have regular access to such tools and models of proper pronunciation, dictionaries and pronunciation apps can be very helpful to learners. These resources support classroom instruction and give students the confidence to take charge of their own education.

Discussion

The findings related to the long words are harder to pronounce than short ones, some English sounds are difficult to say correctly and English words with two or more syllables are difficult to pronounce were related to first three important. Further, the findings shows that Peer pressure or teasing affects pronunciation attempts, English is rarely spoken at home and English is not used during class activities and programmers as top related teachers contributing in mispronunciation. Finally, the findings highlight the students are regularly assessed for pronunciation progress, teachers use activities like role plays or dialogues and teachers give time for pronunciation practice in class as appreciated effective strategies employed by teachers for improving English pronunciation skills. The study carried out at Laboratory High School in Faisalabad makes it clear that secondary school pupils encounter a number of typical pronunciation issues when learning English,

such as mispronouncing vowel and consonant sounds, incorrect word stress, and issues with intonation patterns.

Conclusions

Pronunciation can be made easier by practicing breaking long words into their constituent syllables, listening to native speakers, and using resources like speech apps or online dictionaries with audio. Long words generally have more syllables, complex spelling patterns, and unfamiliar structures.

- Long words often have more syllables, complex spelling patterns and unfamiliar structures which can make pronunciation more difficult to improve practice breaking long words into syllables, listen to native speakers and use tools like speech apps or online dictionaries with audio.
- If you have trouble pronouncing certain English sounds, begin by determining which ones are difficult. Try recording yourself so you can compare, practice with similar word pairs, and listen to and repeat after native speakers.
- Create a welcoming learning atmosphere where errors are accepted as necessary to overcome this. Practice with language partners that support your progress or in small, reliable groups. Self-confidence and positive reinforcement are essential; concentrate on making progress rather than perfection and progressively venture outside of your comfort zone.
- Students are to be encouraged to speak up more if a supportive environment is established where errors are viewed as teaching opportunities. Speaking exercises can also become a natural part of learning if regular speaking assignments are given and English is incorporated into everyday classroom activities. (see table Give prompt, helpful feedback and then follow up with focused practice exercises. Incorporate technological resources such as speech analysis applications to monitor students' progress and maintain their interest.
- Students should be encouraged to utilize them frequently when participating in speaking and listening exercises. Choose apps that are easy to use and appropriate for the skill levels of your students to incorporate into your lessons as guided practice. Students can gain confidence and incorporate these resources into their independent learning routine by receiving brief tutorials or practice sessions in class.

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