



Teaching Practices for English Pronunciation among Higher Secondary Students at District Kotli

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Abstract: The primary goal of teaching and learning English is to enable students to communicate effectively. Teachers place a strong emphasis on vocabulary and grammar, and pronunciation is kept at low priority. This study analyzed the current status of English pronunciation among students and identified common pronunciation errors. This study was descriptive in nature, and the target population consisted of students at nineteen public higher secondary schools in the district of Kotli. Keeping in view the location and situation at LOC, only thirteen schools were found accessible. A sample of 325 students enrolled in 12th grade was considered for data collection. A self-developed questionnaire for students titled “Challenges and Complications in English Pronunciation Questionnaire (CCIEPQ)” was used, comprising three main categories of challenges, support, and teaching practices for English pronunciation. Pilot testing was done on twenty students and validity was improved by experts’ opinion. The reliability of the questionnaire was determined by Cronbach alpha and found to be 0.960. For data collection the researcher personally visited schools of district Kotli AJ&K with the prior permission of the concerned administration. It was found that students faced many difficulties to pronounce particular words or phrases correctly, cultural and regional factors also influenced their pronunciation. Teachers have great classroom teaching practices for clear and consistent pronunciation by providing feedback and correction is crucial for students’ progress important Regular practice and repetition helps to improve pronunciation skills. It was concluded that teachers possessed a solid foundation in language instruction, but they neglected to appropriately implement these strategies in their classroom instruction. It is recommended that English language learning be made easier for students by encouraging perfect context in the English books, integrate technology, utilize pronunciation apps or online tools for additional practice.

Keywords: Pronunciation, Teaching practices, Higher secondary

1. Introduction

The goal of teaching English pronunciation to upper secondary students is to help them become more proficient language users and better communicators. Teaching is a cognitively linked practice. During learning activities, teachers and students both go through a cognitive process. Teaching is a cognitive activity, and instructors make decisions in the classroom based on their views. Teaching and learning second languages are a sophisticated mental process. Active, thoughtful decision-makers, teachers base their instructional decisions on complex, practically-

oriented, individualized, and context-sensitive networks of ideas, beliefs, and information. It's true that educators hold a variety of complex views regarding pedagogic issues, including views about students and learning. These ideas, which are claimed to be based on a teacher's unique personality, school procedures, and past experiences, constitute an organized system of principles. English language teaching is careful as a lingua franca all over the world. This is an extensively educated language in a diversity of settings, cultures, societies and in similar with a number of languages. Students can comprehend English sounds more precisely with the aid of an instructor with solid training in English phonetics. They can devise exercises and activities to help students overcome their challenges using their phonetic knowledge to pinpoint the areas in which pupils are having difficulty (Abercrombie, 2019).

English pronunciation experts in the classroom can serve as role models for their students. This implies that they can give examples of how to pronounce particular sounds, words, and sentences properly. Then, in an effort to enhance their own pronunciation, students can strive to mimic their teacher's pronunciation. A knowledgeable teacher can offer advice to students on how to pronounce words clearly. They are able to listen intently to their students and pinpoint areas that require development (Wang & Lee, 2012). Experienced educators can generate a safe learning environment for their students. They can urge pupils to work on their pronunciation without worrying about criticism or judgment. Students may feel more assured and willing to take chances when speaking English as a result of this. Skilled educators can modify their program to accommodate the requirements of certain pupils. They are able to pinpoint particular areas of each student's weakness and design activities and exercises that specifically target those weaknesses. Students' pronunciation may significantly improve as a result (Clapper, 2010). Not just designated pronunciation exercise, but all lessons should include pronunciation. Students will be able to practice pronunciation in context and learn the value of precise pronunciation thanks to this. Promote practice outside of the classroom: To improve their pronunciation, students can practice outside of class.

Language is a sort of speech that enables people to share their thoughts, ideas, and religious convictions. The most widely spoken language in the world is referred to as an international language. The majority of people in the globe speak English as a native tongue. English serves as a bridge between north and south and east and west. English is one of the core courses taught in schools nowadays. English is a compulsory subject at higher secondary level. It is considerable that pronunciation at this level can ensure the capabilities among learners chasing their higher-level studies or having their connections to other communities of the globe. Researchers have been examining instructors' attitudes and teaching strategies for more than three decades. It is still debatable if there is a gap between belief and practice, and this gap is related to the setting in which teaching is provided. The use of technological tools that could enhance students' learning outcomes and experiences has become increasingly common in study. The essential premise is that how teachers employ technological resources in their classrooms is influenced by their ideas of digital pedagogies and how they incorporate technology into education (Evers & Chen, 2021).

1.1 Rationale of the Study

The manner ESL teachers instruct has an impact on how well their pupils learn. The poor quality of instruction is due to the poor quality of teaching practice. An English language instructor must be an authority in their subject and possess pedagogical skills. Both of these elements have an impact on effective teaching methods. The high rate of failure in English classes at the secondary school level is evidence that teachers neglected to take linguistic concerns into account when lesson planning and failed to adequately take into account the diverse learning preferences of their students. The current study is widely used for two main reasons. The use of teaching methods and procedures that are inappropriate for the goal of developing spoken English competency is one of the major causes of failure in the study of English. In order to recommend potential changes in teaching and learning practices with the support of effective teaching practices, it was desirable to investigate and analyze the present methods used by English language instructors in Kotli district higher secondary schools.

1.2 Statement of the Problem

With a focus on teachers' and students' perceptions of English pronunciation at the secondary school level, this study intends to explore and investigate the perspectives of teachers on pronunciation. This study also investigates how English teachers feel about teaching pronunciation and whether they concur or disagree that this topic needs to

receive greater attention.

1.3 Objectives

The objectives of the study were:

- a. To identify the challenges and complication of English pronunciation at higher secondary school level
- b. To highlight support for improving English pronunciation for students
- c. To investigate the English teachers' teaching practices for English pronunciation

1.4 Significance of study

It is obvious that language acquisition abilities are essential for learning the English language. It shows that secondary school is not where pupils' learning skills are developed. This research study is very important since the end results show what kinds of teaching strategies work best for overcoming pronunciation issues.

1.5 Operational Definitions

1.5.1 Teaching Practices

A student teacher's time spent teaching at a school as part of their preparation is known as "teaching practice." (Noddings,2003).

1.5.2 Pronunciation

English pronunciation refers to the way that English words are spoken including the sounds of individual letters and combination of letters (Roach,2004).

1.6 Delimitation of Study

This study was delimited to thirteen higher secondary schools and 12th class students because of situation at LOC, and also because of short time allocation and limited resources.

2. Literature Review

Normally, it is targeted to keep teaching and learning exciting and entertaining. According to research, instructors' behaviors and beliefs about teaching and learning are closely related to one another and have a big impact on each other. Teachers' beliefs can, to a large extent, affect how they modify or alter their instructional ideas. The distinction between "belief" and "practice" supports the idea that instructors' views are only hypotheses, whereas practice has always been the true foundation of the learning environment. Teachers need to be fair in their communication with students for educational success (Yousuf & Ajaib, 2021). The general performance of students is significantly influenced by teachers' individual views on language and language learning. The opinions of teachers are directly tied to the academic performance of students (Arifin, et al., 2024).

Pronunciation is the production of specific consonants and vowels from the phonological inventory of a language. A comprehensive perspective, on the other hand, claims that pronunciation includes all aspects of the oral production of segmental (consonant and vowel sounds) and suprasegmental sounds, including stress, rhythm, and intonation. This broader view of pronunciation contends that realistic goals for second language pronunciation instruction should be intelligibility and/or comprehensibility rather than accent removal. In order to learn enhance the pronunciation, there is a dire need for arranging support service for learners. It can be effectively achieved by providing timely feedback to students (Burri, 2023). For better learning the language, pronunciation stands at priority to be considered (Yates & Zielinski, 2009). Furthermore, many teachers believe that teaching pronunciation to students is excessively difficult and boring. This could be the reason why educators are hesitant to instruct children on proper English pronunciation (Nguyen, 2023).

There are two main reasons why English pronunciation is overlooked in EFL sessions. Numerous EFL teachers' lack of time for pronunciation lessons is one of the factors. Drills and practices take precedence if they have, which irritates both students and teachers when it comes to proper pronunciation in English (Gilbert, 2008). Students learning a second language encounter numerous difficulties in academic contexts ranging from secondary school to postgraduate study. These difficulties include the requirement for a broad, academically focused vocabulary, the

capacity for reasonable effectiveness in communication, the need for a set of techniques when dealing with challenging concepts, and the capacity to combine reading and writing. Such difficulty is even faced by students having English as their first language (Tai & Zhao, 2024).

In academic settings, second language learning students encounter a variety of challenges with reading and writing integration. Limitations in reading and writing ability, the difficulty of reading lengthy passages, a lack of background knowledge in second language learning causes difficulty. Second language learning reading and writing assignments that demand a significant amount of inference pose difficulties for pupils as well. Numerous studies have compared the conditions of L2 students with those of L1 students in an effort to determine the academic reading and writing difficulties they experience (Rukh & Raza, 2024). For second language learning synthesizing material, responding critically to text input, and other tasks that call for reading and writing integration take a lot of experience. Writing (reading/writing) abilities are necessary to understand and present content even in case of L2 learning contexts as well (Grabe & Zhang, 2013).

2.1 Problems in Pronunciation Teaching

The issues that keep the researchers in assessing the difficulty of pronunciation lies in position of a native speaker or otherwise. Both have to experience this consequence, which appears to be more or less consistent across nations. For instance, found that pronunciation instruction was not well-received by instructors polled, which had an adverse effect on classroom instruction (SINTA, 2024).

Although it is now commonly acknowledged that most non-native English speakers cannot achieve native-like pronunciation, many NNES teachers and preservice teachers still set this as their pronunciation objective. Nine phonetic characteristics were offered to junior high school instructors, but only four—"phonetic symbols," "phonemes," "phonics," and "chunking"—showed strong relationships between frequency of instruction and knowledge or skill level. However, the relationship between teachers' expertise and actual in-class instruction has not been fully elucidated, in part because not enough aspects have been examined. For instance, there may have been additional subcategories for the feature "stress," such as "word stress," "compound stress," and "content/function words" (Uchida & Sugimoto, 2018).

All voiced consonants that appear at the conclusion of a word in English are typically held and voiced. The situation is reversed in German and Slavic languages, where all voiced consonants that appear in final position are unvoiced. Many languages lack consonant clusters, which are groups of two or more consonant sounds without a vowel in between. As a result, words like street, risked, and sixth can be difficult for non-native speakers to pronounce (Norman et al., 2024).

Despite its importance, speaking is seen as a challenging talent to master. The majority of English language students continue to think that speaking is the most difficult skill to master. competence in a skill. People don't have time to understand the English language when they are conversing. They ought to prepare or reflect before speaking. Additionally, they rarely get the chance to elaborate on what they've said. As a result, several languages exist. Speaking is the hardest skill, according to the kids the two main categories of speaking difficulties that language learners have. The first problem is with linguistics. The linguistic difficulty refers to the performance components linked to linguistic abilities. Numerous studies have found that students struggle to speak English because they lack the vocabulary, the grammar skills, and the right pronunciation. The second problem is psychological in nature. For English language learners, psychological concerns have a significant impact on speaking ability (Ameen & Najeeb, 2023).

The problem that prevents language learners from talking is a linguistic one with speaking. Speaking students run into a few particular problems. These problems include the absence of the appropriate pronunciation, syntax, and vocabulary for speaking. First, there is a grammar mistake. Grammar is one of the most crucial aspects of learning the English language. English language learners will never be able to interact and participate in conversation effectively if they lack grammatical knowledge. The second issue is a lack of vocabulary. Lack of vocabulary is a problem for many language learners. They find it confusing when they are conversing. They will halt the conversation while speaking to think about the vocabulary they should use. How successfully English language learners learn to communicate has a big bearing on psychological disorders. This problematic resolution has detrimental belongings on language learners as they study. Psychology is fraught with problems. They are anxiety,

lack of confidence, and inadequate practice. A student's emotional reaction to learning a foreign language in class is referred to as anxiety (Wulandari et al., 2022).

Students across the globe experience speech difficulties., according to studies conducted thus far, learners have a variety of speaking problems. Speaking is an interesting skill with many problems and difficulties. The information issues besides competence features are the two chief problems that learner speakers deal with. One of the knowledge elements is the language proficiency a speaker employs for oral production. Due to the skill components, learners' knowledge is not sufficiently mechanical to guarantee articulacy. Consequently, English reciters need partake language information. They must understand how communication is used in both interpersonal and transactional contexts. The ability of the speakers to link and structure various utterances is governed by their discourse competence, which is the second requirement. Third, students need to have practical knowledge of a particular language, the contexts in which it is used, as well as how the words are meant to be employed. In addition to using good grammar, English speakers need have a large vocabulary and clear pronunciation (Islam et al., 2022).

To assist students in achieving their speaking learning goals, English teachers should concentrate on a variety of speaking-related topics. As a result, English as a Foreign Language teachers must produce English teaching materials that are user-friendly and enable students to successfully finish the learning process. The teacher, in their capacity as an academic leader, must be able to employ a variety of theories and instructional media to assess the efficacy and efficiency of the teaching approach (Parveen et al., 2023). When the writer does an observation while working there, several concerns with the pupils are found because the researcher teaches English at that school. The inability to communicate oneself clearly, the fear of making a mistake, the infrequent practice, the limited vocabulary, and the lack of confidence are a few of these problems. There are many factors, such as student motivation, interesting teaching methods, and resources. It can cause the teacher to give the kids more writing than speaking practice. It is true that the teacher finds writing assignments more fulfilling than speaking tests. Children don't practice speaking in front of their classmates in the school as frequently because of this (Jupri & Haerazi, 2022).

3. Materials and Methods

3.1 Research Design

The research was descriptive in nature and survey was run for conduct of study.

3.2 Population of the Study

The term "population" refers to the complete collection of people, things, or events that a researcher is interested in studying. It encompasses all the members that possess the characteristics that the researcher wants to investigate and for whom the findings are intended to be applied (Gay et al., 2012). Population of study comprised of all the students in higher secondary school of District Kotli, AJ&K. Whereas, the target population of the study consisted of students at nineteen public higher secondary schools in the district of Kotli. 3250 students enrolled in higher secondary classes at targeted schools.

3.3 Sample and Sampling Technique

A sample is a subset or a smaller representation of the population that is selected for study observation or analysis. It is drowning out the larger population to estimate or provide information about the whole population (Gay et al., 2012). Keeping in view the distribution of targeted schools and the situation at LOC, only thirteen schools were found accessible. The students enrolled in class 12th were considered a sample of the study, and the total sample size of the study was 325 higher secondary school students.

3.4 Research Tool

The questionnaire was preferred as the tool for this research. A self-developed questionnaire for students titled "Challenges and Complications in English Pronunciation Questionnaire (CCIEPQ)" was administered. There were three main categories: i) challenges and complications of English pronunciation; ii) improving English pronunciation; and iii) teaching practices for English pronunciation. Further, each main category contained five

items; in this way, a total fifteen items were available in the said questionnaire.

3.5 Pilot Testing

Pilot testing was done on twenty students studying at the higher secondary level randomly selected from one higher secondary school other than the sample schools.

3.6 Validity & Reliability

The validity of items in the questionnaires was improved by experts' opinions. The regularity or dependability of a test or measurement is referred to as reliability. If a test yields consistent findings across time and among several raters or observers, it is said to be trustworthy. Because a test cannot be relied upon or utilized to guide decision-making, reliability is crucial (Cohen et al., 2017). The reliability of the questionnaire was 0.960. For reliability and the results of the study, the researcher used Cronbach alpha for reliability.

3.7 Collection of Data

The organized procedure of collecting figures or data from various bases is known as data collection. It entails gathering unprocessed information or facts that are pertinent to a specific research project (Bell et al., 2019). For data collection, the researcher personally visited different selected higher secondary schools in district Kotli, AJ&K, with the prior permission of the concerned administration.

4. Data Analysis

The gathering and analysis of the data are covered in this chapter. The gathered data is presented in tabular form with additional explanation and discussion. The information is based on quantitative analysis.

Table 1: Challenges and complication of English Pronunciation

S #	Item	f (%)	Responses			Mean
			Always	Sometime	Never	
1	Feeling not confident in pronunciation	f 187 % 57	135	42	3	2.56
2	Find challenging to pronounce	f 225 % 69	99	30	1	2.68
3	Struggle with word stress or intonation patterns	f 241 % 74	83	25	1	2.73
4	Find difficulty to pronounce particular phrases	f 206 % 64	114	35	5	2.61
5	Practice to improve pronunciation outside classroom	f 146 % 41	172	52	7	2.42

Table 1 shows the challenges and complications of English pronunciation for high school students. It is obvious that fifty-seven percent of students were not always feeling confident in their pronunciation skills while handling English as a subject. While a considerable number of the forty-two students stated that they sometimes don't feel confident about pronunciation, only one percent of the students feel confident about their English pronunciation. The high mean score shows that most of the students feel unconfident in their pronunciation. Likewise, the majority sixty-nine percent of students find it challenging to pronounce English, while thirty percent of students stated that they find it more challenging sometimes. Only one percent of students agreed that they find it challenging to pronounce English. It is stated that seventy-four percent of students struggle with words or intonation patterns. While a considerable number of the students were in favor of that they sometimes find English language challenging the high mean score shows that the student always struggles with word stress and intonation patterns. Likewise, most of the sixty-four students stated that they always have difficulty to pronounce particular phrases; only one percent of the of the students stated that they don't find it difficult to pronounce particular phrases. It is

obvious that the majority fifty-two percent of students practice some time to improve pronunciation, while others forty-one percent were in favor of always the high mean score shows that most students agree that they sometimes practice to improve their pronunciation.

Table 2: Support for Improving English Pronunciation for high school students

S #	Item	f (%)	Responses			Mean
			Always	Sometime	Never	
1	I received guidance or support from my teachers in improving my pronunciation.	F 178 % 54	138 42	4 4	2.52	
2	I feel that English pronunciation affects my overall communication skills in English.	F 144 % 40	167 46	14 14	2.40	
3	Through English strategies I found helpful in improving my English pronunciation.	F 164 % 50	149 45	5 5	2.46	
4	I found interested in additional resources or activities to enhance my English pronunciation skills.	F 155 % 47	154 44	9 9	2.42	
5	I encounter while attempting to pronounce words more accurately in English.	F 181 % 50	133 44	6 6	2.52	

Table 2 shows the support for improving English pronunciation for high school students. It is obvious that fifty-four percent of students received guidance and support from their English teachers to improve their pronunciation; forty-two percent of students could receive support from teachers partially. The higher mean score shows that the majority of the students received guidance and support from their teachers. Forty-six percent of students agreed that pronunciation had an effect on their communication skills sometime, and forty percent of respondents had such an effect more frequently. Most, fifty students stated that through English strategies, they always improve their pronunciation. Forty-five students were in favor, of sometimes only five percent agreed with that through english strategies students improve their pronunciation. The mean score shows that most students feel that through English strategies, they improve their pronunciation.

Table 3 Teaching practices for improving English pronunciation.

S #	Item	f (%)	Responses			Mean
			Always	Sometime	Never	
1	I feel that my teachers provide enough guidance and support for improving pronunciation.	f 160 % 49	133 44	7 7	2.39	
2	I encounter while attempting to pronounce words more accurately in English.	f 158 % 48	147 45	7 7	2.42	
3	I feel comfortable pronouncing words correctly in English.	f 177 % 54	132 40	6 6	2.49	
4	I found cultural or regional factors that influence my English pronunciation.	f 207 % 63	107 32	5 5	2.66	
5	I believe that clear	f 203	108	5	2.58	

pronunciation is necessary for efficient communication.	%	62	33	5
	English			

Table 3 shows the teaching practices for English pronunciation for high school students. It was stated that forty-eight percent students tend to agree that clear pronunciation necessary for effective communication while forty-five some time feel that it is efficient only seven percent students was in the favor of it. likewise forty-nine students always feel that teachers provide enough guidance and support for english pronunciation and forty-four percent sometime feel that only thirty percent were in favor of that their teachers provide enough guidance and support for improving pronunciation .Likewise fifty-four student agree that they always feel comfortable while pronouncing words while forty students sometime found it comfortable only five percent students feel comfortable pronouncing words correctly in English. Most sixty-two students believe that clear pronunciation is always necessary for efficient English communication while thirty-three students sometime believe it only five percent students believe that clear pronunciation is necessary for efficient English communication.

4.1 Findings

The findings of the study were the following:

1. It was found out that various challenges and complications were present among higher secondary school students for their pronunciation. Half of the students were not fully confident in their pronunciation skills, whereas others had confidence only partially. A satisfactory majority of the students found the English language more challenging during pronunciation. Three-fourths of the respondents had to struggle with word stress or intonation patterns in English. Almost two-thirds of respondents found it difficult to pronounce particular words or phrases correctly. The practice of improving pronunciation outside of the classroom was carried out by half of the students.
2. A substantial number of students (69%) expressed their opinion that they received guidance or support from their teachers in improving their pronunciation. The mean score of 2.40 shows that most of the students tend to agree that they always received guidance or support from their teachers in improving their pronunciation, which shows a positive mean score.
3. It was obvious that a substantial (74%) of the students expressed their opinion about how English pronunciation affects their overall communication skills in English learning. The mean score of 2.40 shows that most of the students agreed how always English pronunciation affects their overall communication skills in English learning, which shows a positive mean score.
4. Most (64%) of the students showed their opinion about that through English strategies they found helpful in improving their pronunciation. The mean score of 2.46 shows that most of the students agreed that they always found English strategies helpful in improving their pronunciation, which is a positive mean score.
5. The majority (41%) of the students expressed their opinion that they were interested in additional resources or activities to enhance their pronunciation skills. The mean score of 2.42 shows that most of the students agreed with that they always found additional resources activities enhance their pronunciation skills, which is a positive mean score.
6. It was obvious that (54%) of the students expressed their opinion about the problems they encountered while attempting to pronounce words more accurately in English. The mean score of 2.52 shows that most of the students agreed that always encountered problems while pronounce words more accurately.
7. A substantial (40%) of the students expressed their opinion that they found cultural or regional factors that influenced their English pronunciation. The mean score of 2.39 shows that most of the students agreed with that culture influenced their english pronunciation which is a positive mean score.
8. The majority (50%) of the students expressed their opinion that they feel comfortable pronouncing words correctly. The mean score of 2.42 shows that most of the students agreed with that they always feel comfortable pronouncing words correctly which is a positive mean score.

9. Mostly (47%) of the students expressed their opinion that they believe clear pronunciation is necessary for efficient English communication. The mean score of 2.49 shows that most of the students agreed that they always believe clear pronunciation is necessary for efficient English communication.
10. The majority (50 %) of the students expressed their opinion about the problems they encountered while attempting to pronounce words more accurately in English. The mean score of 2.66 shows that most of the students agreed with opinion about the problems they encountered while attempting to pronounce words more accurately in English which is a positive mean score.
11. The common (54%) of the students expressed their opinion that they feel that their teachers provide enough guidance and support for improving pronunciation. The mean score of 2.58 shows that most of the students agreed that their teachers provide enough guidance and support for improving pronunciation.

4.2 Discussion

The main goal of the study was to investigate the teaching practices for English pronunciation among students at the higher secondary school level in the district Kotli, AJ&K. The goal of teaching English pronunciation to higher secondary students is to help them become more proficient language users and better communicators. Teaching is a cognitively linked practice. Active, thoughtful decision-makers and teachers base their instructional decisions on complex information. In order to help students, overcome these difficulties and advance their English-speaking skills, it is crucial for teachers to employ effective teaching strategies (Naser & Hamzah, 2018).

It was found that challenges and complications of the English language caused students to face many difficulties and problems. They did not feel more confident in their English-language communication. Students can comprehend English sounds more precisely with the aid of an instructor with solid training in English phonetics. They can devise exercises and activities to help students overcome their challenges, using their phonetic knowledge to pinpoint the areas in which they are having difficulty. (Abercrombie,2019).

It was found that most of the teachers stated that learning a language is essential. They act as the cornerstone around which language learners can advance in their language skills. Speaking, writing, listening, reading, or some of these abilities. The teacher should provide pupils plenty of opportunities to listen and repeat while also modeling proper pronunciation of words and sounds. According to Murphy (2014), the instructor should speak clearly, concisely, and consistently.

It was found that maximum of the teachers said to foster a welcoming and inclusive learning environment in the classroom where students are not afraid to take chances and make errors. They also stress the value of consistent practice and exposure to the language through media such as reading, watching TV series, or watching movies in English. After carefully compiling, reading, reviewing, and assessing the pertinent literature for the current study, which is focused on examining teachers' behaviors and views on teaching English at the secondary level, the researcher has created a conceptual basis in this chapter. The researcher has been able to pinpoint important gaps that may be present in instructors' practices and beliefs thanks to this probing and review. The investigation further aided in pointing the researcher in the direction of his own area of interest in the study, which was related to the teaching and learning of English (Muliyah & Aminatun, 2020).

5. Conclusion

Study's conclusions and data interpretation lead to the conclusion that English language teaching practices are important in the instruction of the language. Strong, solid teaching practices are the foundation for achieving excellent outcomes. If teachers don't practice, they will undoubtedly struggle with the practical side of teaching and end up teaching English just as course material rather than as a language. Educators who implement English language teaching practices can significantly improve their students' learning outcomes; however, these activities are not sufficient on their own and must be combined with classroom instruction. When both are combined, teaching-learning process can be improved.

It was also concluded that English teachers at the higher secondary school level possessed a solid foundation in language instruction, but they neglected to appropriately implement these strategies in their classroom instruction. Teachers have great classroom teaching practices for Clear and consistent pronunciation models are important Regular practice and repetition help improve pronunciation skills. Providing feedback and correction is crucial for

students' progress Integrating technology, like pronunciation apps, can enhance learning. Incorporating pronunciation into other language skills, like reading and writing, reinforces learning. It was concluded that students faced many difficulties to pronounce particular words or phrases correctly problems they encountered while attempting to pronounce words more accurately in English, cultural or regional factors are influenced their English pronunciation.

5.1 Recommendations

The following were the recommendations of the study:

1. Teachers are suggested to utilize pronunciation apps or online tools for additional practice and to seek solutions through organization of support services for students at their own level at classroom setting.
2. Higher secondary school level teachers recommended to use classroom teaching practices for clear and consistent pronunciation models. Regular practice and repetition may be focused to help students improve pronunciation skills.
3. It is recommended for English teachers that they use a variety of teaching practices for basic language skills, use of grammar translation methods grammar rules, students learning, inclusive learning environments, and students' assessment and feedback about language learning.
4. Teaching and learning are mutually beneficial, and modern psychology has emphasized the importance of the learner centeredness. Teachers should avoid imposing about phonological knowledge; therefore, it is recommended that English language teachers provide phonics instruction. Teach students the different sounds and phonetic symbols in English to build their awareness and understanding. Further teacher should use the discussion method during their lecture.

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