

Pronunciation Teaching: The Missing Link in English Teaching in Pakistani Schools

Muhammad Iqbal Majoka* Muhammad Javeed Khan**
& Muhammad Ilyas Khan***

Abstract

English in Pakistan is taught in the ESL and EFL contexts. Traditionally English language teaching methodologies adopted in Pakistan focus more on reading and writing and less on listening and speaking. Students get limited opportunities to practice speaking which results in inadequate speaking skills on their part. The present study was exploratory in nature and was conducted with 80 teachers in 29 secondary schools of District Swabi, in the North of Pakistan. Questionnaires were used to explore teachers' perceptions regarding the teaching of pronunciation and their knowledge and training about teaching English. The study examined the teaching methodology used in teaching pronunciation and explored the measures taken by the English language teachers in learning correct pronunciation. Simultaneously, through classroom observations the researchers examined pronunciation teaching practices adopted by the teachers. The study identified a number of problems faced by teachers in teaching pronunciation. It was found that lack of relevant knowledge; training and teaching methodologies were the main factors which resulted in imparting incorrect English pronunciation to students. The study suggests a number of strategies for improvement of pronunciation teaching at the secondary school level in Pakistan.

Keywords: Pronunciation teaching, Pakistani schools, English Language, Pakistan, Language skills.

*Department of Education, Hazara University, Mansehra, Email: Iqbalmajoka@yahoo.com

** Department of Education, Hazara University, Mansehra, Email: mjk_70@hotmail.com

*** Department of Education, Hazara University, Mansehra, Email: ilyasisa@gmail.com

Introduction

English is taught as a compulsory subject in schools in Pakistan and its objectives, according to the curriculum, include reading, comprehension of text and translation of English into Urdu and vice versa, understanding expression, communication, learning and practicing pronunciation (Warsi, 2004). Many government secondary schools do not meet these objectives laid down in the curriculum. The emphasis in these schools, usually, is on enabling students to learn grammar rather than focusing on an overall development of the English language. The objectives laid down in syllabi for English language teaching in Pakistan are often unrealistic in terms of the overall communication needs of the students (Warsi, 2004). Therefore, a greater need arises to concentrate more on student's verbal communication skills in English (Mahmood, 2001). The English pronunciation of Pakistani students is mostly incorrect primarily due to weak listening and speaking skills (Warsi, 2004; Rehman, 2010).

Listening and speaking facilitate communication and develop confidence among the learner through interaction with fellow learners (Rehman, 1991; Rehman, 2010). The usual sequence for learning any language is the acquisition of listening, speaking, reading, and writing (LSRW) (Richards, 2008). In Pakistan reading and writing are traditionally given preference over other skills. Speaking practice is ignored and speaking abilities are not assessed in general. The syllabus in vogue emphasizes reading and writing skills more than listening and speaking. As a result, the teachers focus on teaching grammar and language structure and allocate less time to the communicative aspects of language. Teaching of sound system is altogether ignored (Warsi, 2004). Most of the students are unaware of the correct pronunciation of words even till the graduate level. Students at times find themselves handicapped in putting across their point of view since they have weak verbal expression coupled with incorrect pronunciation. Listening and speaking skills are included in the curriculum but pronunciation is overlooked in the syllabus and in classroom activities since it is not tested and evaluated (Hawaladar, 2010; Rajadurai, 2001). Pronunciation carries an important link to communication through listening and speaking (Gilbert, 1984).

Syllabi and curricula of schools in Pakistan have undergone little or no change. These are in need of drastic changes to enable students to communicate in English language (Rehman, 1991). Few activities or practices regarding correct pronunciation of words and accent are being carried out by the teachers at secondary school level. Syllabi lay more stress on the theoretical aspects of language than

focusing on communication practice. The language learners may have a good command over the verbal usage of the language but may not be able to use the language with correct pronunciation (Moyer, 2008; Tahereen, 2015). There are calls for a shift from a focus on structural to a focus on functional syllabi (Rehman, Khan & Bukhari, 2015). Teacher-student and student-student communication in English is almost negligible (Rehman, 1991). Such teaching-learning process produces students who are unable to effectively use language. According to Mahmood (2001), there is call for the development of a balance between all four language skills. Students need listening skill to understand teachers and to follow instructions and speaking skill to express themselves by using language. But all these skills are improved through a good knowledge of pronunciation (Levis, 2005; Howlader, 2011;Howlader, 2010).

Many factors contribute to the mispronunciation of English words in schools in Pakistan. These factors are based on misconceptions and lack of knowledge pertaining to English pronunciation. Teachers recruited in the teaching profession are not trained to teach English language (Derwing and Munro, 2005). Students have little opportunities to learn correct pronunciation. The teachers lack awareness of the English phonetic system. Thus the teachers often impart incorrect pronunciation and the students assimilate incorrect pronunciation (McMahon, 2001). Further, mother tongue interference has a direct bearing on the learning process of English language. The speech mechanism is always more suited to mother tongue being the first learnt language than any other language (Radhika & Mary, 2013). The influence of local language over English pronunciation of Pakistani teachers and students is a dominant factor. The current study, therefore aims to explore this interesting issue regarding teaching of pronunciation in selected Pakistani schools.

Methodology

This exploratory study was conducted in District Swabi in Khyber Pakhtunkhwa, Pakistan. The population of this study comprised of all the teachers of government secondary schools in district Swabi. The actual population consisted of 170 English teachers (both urban & rural) teaching the English subject to 10th class in 75 Government boys' high schools in Swabi. Twenty nine (29) out of 75 Government secondary schools in District Swabi were randomly selected for obtaining questionnaire data from 80 English teachers. The boys' schools scattered over the entire district were selected randomly for sampling. All the English teachers teaching to 10th class of all the 29 schools were part of sample.

Questionnaires and Classroom Observations were used to collect data about proficiency level in English pronunciation. A questionnaire for English teachers from government secondary schools was constructed to get data regarding teachers' competence in English pronunciation. The questionnaires probed teachers on training in pronunciation, background knowledge and teaching methodology adopted by teachers in teaching English pronunciation. The questionnaires at the same time explored the importance teachers attached to pronunciation teaching and their belief in this aspect of language. The questionnaire was close ended with a couple of open ended choices. It contained ten statements with 'Yes-No' options while 34 statements were constructed on Likert scale ranging from 'Always' to 'Never'.

Classroom observations were recorded on a checklist developed to observe teaching methodology of teachers with specific reference to pronunciation teaching and to identify the use of any special technique like teaching of phonetics sounds and symbols, imitation, repetition, reinforcement, description of vocal organs system, and sound articulation mechanism. The teachers were observed to find out their use of these techniques. Through classroom observations, the verbal English of the teachers was examined and teachers' proficiency level in English pronunciation was also determined by noting down and analysing mispronounced words during the classes.

Findings

Findings based on questionnaires

The following analysis is based on the views and opinions of teachers obtained through the questionnaire.

Table 1

Training about Pronunciation

Statements	Responses	
	Yes	No
1. I have attended pronunciation teaching course before joining service as English teacher.	1 (1.2%)	79 (98.8%)
2. I got training in pronunciation after becoming English language teacher.	2 (2.5%)	78 (97.5%)
3. During teachers' training courses, English pronunciation skills are particularly taught to English language teachers.	1 (1.2%)	79 (98.8%)
4. In-service refresher courses for English pronunciation are held on regular basis.	2 (2.5%)	78 (97.5%)
5. I have the knowledge of Phonology (Knowledge of sounds).	9 (11.2%)	71 (78.8%)

6. I can recognize 44 English sounds produced by 26 alphabets in English language.	11 (13.8%)	69 (86.2%)
7. I am aware of current instructional practices used to improve the pronunciation skills of students.	13 (16.2%)	67 (83.8%)

The above table indicates that a majority of teachers (99%) did not attend any pronunciation course before joining as English teachers and a majority (98.8%) were never taught pronunciation during teacher training courses. The education department did not take any steps to improve the respondents' pronunciation learning and teaching skills of teachers after joining the service. Further, the table shows that the respondents did not get pronunciation teaching training after and during becoming teachers (78.8%) and hence did not acquire the knowledge of phonetics. Teachers were unable to recognize the 44 fundamental English sounds identified with the 26 alphabets (86.2%). However, (13.8%) respondents who could recognize sounds had a master's degree in English. The lack of pronunciation training courses seems to have adversely affected teaching methodology and teachers' ability to have command of the current instructional practices used in pronunciation teaching (83.8%).

Table 2
Beliefs about Teaching Pronunciation

Statements	Responses	
	Yes	No
1. The SSC English textbook contains pronunciation activities.	3 (3.8%)	77 (96.2%)
2. I consider pronunciation as an important aspect of language teaching.	79 (98.8%)	1 (1.2%)
3. I discuss with my colleagues how to pronounce certain English words.	57 (71.2%)	23 (28.8%)
4. Pronunciation drills polish the accent of the students.	78 (97.5%)	2 (2.5%)
5. English pronunciation taught to students in Pakistani schools is the localised version of English.	79 (98.75%)	1 (1.25%)
6. Pushto language influences English pronunciation of students	79 (98.75%)	1 (1.25%)
7. English and Pashto languages are pronounced in the same way.	15 (18.75%)	65 (81.25%)

A majority of the respondents (96.2%) believed that SSC English textbooks did not contain pronunciation based activities. A majority (98.8%) of teachers considered pronunciation as an important aspect of language. A majority (71.2%) of respondents openly discussed with their colleagues the pronunciation of English words. A majority viewed that students' accent could be improved through repeated

drills. Teachers believed that the pronunciation taught to students during English teaching and learning in Pakistan is the localized version (66.2%) and actual English pronunciation is far from the desired standard. A sizeable majority of respondents were of the view that L1 i.e. Pashto language influenced English pronunciation of students (75.0%). The teachers had the realisation that local language and English language are spoken and pronounced in a different ways.

Table 3

Class Practices

Key: 1= Always, 2= Frequently, 3= Occasionally, 4= Rare, 5= Never

Statements	Responses					Mean Score
	1	2	3	4	5	
1. I communicate with my students in English.	2 (2.5%)	12 (15.0%)	26 (32.5%)	33 (41.2%)	7 (8.8%)	3.39
2. I give special emphasis to teaching English pronunciation along with other skills.	6 (7.5%)	7 (8.8%)	31 (38.8%)	28 (35.0%)	8 (10.0%)	3.31
3. I teach correct pronunciation of words to my students.	31 (38.8%)	33 (41.2%)	11 (13.8%)	3 (3.8%)	2 (2.5%)	1.90
4. My students take interest in pronunciation activities in classroom.	5 (6.2%)	11 (13.8%)	15 (18.8%)	43 (53.8%)	6 (7.5%)	3.42
5. I provide sufficient time to my students to practice pronunciation in classroom.	2 (2.5%)	8 (10.0%)	24 (30.0%)	36 (45.0%)	10 (12.5%)	3.60
6. I encourage my students to learn correct pronunciation of words.	20 (25.0%)	31 (38.8%)	19 (23.8%)	9 (11.2%)	1 (1.2%)	2.25
7. I make students practice correct pronunciation of commonly mispronounced words.	11 (13.8%)	10 (12.5%)	17 (21.2%)	37 (46.2%)	5 (6.2%)	3.19
8. I give examples of other similar words following the same pronunciation pattern.	8 (10.0%)	13 (26.2%)	18 (22.5%)	33 (41.2%)	8 (10.0%)	3.25
9. I correct pronunciation mistakes of my students on the spot.	26 (32.5%)	30 (37.5%)	11 (13.8%)	11 (13.8%)	2 (2.5%)	2.17
10. I try to improve the pronunciation of my students.	19 (23.8%)	41 (51.2%)	12 (15.0%)	7 (8.8%)	1 (1.2%)	2.12

Teachers occasionally (41.2%, Mean= 3.39) communicated with students in English. Respondents stated that they occasionally (38.8%, Mean= 3.31) gave emphasis to pronunciation learning along with other aspects of language. Respondents frequently (41.2%, Mean= 1.90) considered that they taught correct pronunciation of words to students. They also viewed that students occasionally (53.8%, Mean= 3.42) take interest in pronunciation activities. On the contrary no such activity was generated during class observation. Teachers rarely (45.0%, Mean= 3.60) provided sufficient time for pronunciation teaching in classroom. Teachers considered that they frequently (38.8%, Mean= 2.25) encouraged students to learn correct pronunciation of words. The teachers considered the existing knowledge of pronunciation as sufficient to teach correct pronunciation to class.

The pronunciation test indicated respondents' lack of pronunciation knowledge. Teachers occasionally (46.2%, Mean= 3.19) made students practice correct pronunciation of commonly mispronounced words since they themselves seemed to have no idea about its correctness. Teachers (41.2%, Mean= 3.25) occasionally adopted the practice of giving examples of pronunciation of similar words pronounced after the same practice. Teachers frequently (37.5%, Mean= 2.17) corrected the pronunciation mistakes of students on the spot. Teachers viewed that they frequently (51.2%, Mean= 2.12) focused to improve the pronunciation accuracy of students which meant that they helped in reading and pronouncing words based on their knowledge of pronunciation.

Table 4
Methodology for Teaching Pronunciation

Statements	Responses					Mean Score
	1	2	3	4	5	
1. Teach phonetic sounds and symbols to students.	-	2 (2.25%)	3 (3.38%)	14 (17.5%)	61 (76.2%)	4.68
2. Use imitation, repetition and reinforcement method.	7 (8.8%)	13 (16.2%)	14 (17.5%)	15 (18.8%)	31 (38.8%)	3.63
3. Describe vocal organs system in the making of sounds.	1 (1.2%)	-	5 (6.2%)	16 (20.0%)	58 (72.5%)	4.71
4. Make students understand sound articulation mechanism.	-	1 (1.2%)	5 (6.2%)	16 (20.0%)	58 (72.5%)	4.63
5. Use audio visual aids.	-	-	5 (6.2%)	21 (26.2%)	54 (67.5%)	4.61

6. Make students practice pairs of identical word affixes.	2 (2.5%)	7 (8.8%)	20 (25.0%)	26 (32.5%)	25 (31.2%)	3.81
7. Isolate a particular sound from other sounds in a word.	2 (2.5%)	8 (10.0%)	14 (17.5%)	20 (25.0%)	36 (45.0%)	4.00
8. Make students practice tongue twisters.	-	-	7 (8.8%)	13 (16.2%)	60 (75.0%)	4.67
9. Make them practice how to pick the odd word out.		3 (3.8%)	6 (7.5%)	21 (26.2%)	50 (62.5%)	4.48
10. Teach syllable stress pattern in words.	2 (2.5%)	4 (5.0%)	11 (13.8%)	24 (30.0%)	39 (48.8%)	4.18
11. Make relationship between spellings of words with pronunciation of words.	16 (20.0%)	14 (17.5%)	14 (17.5%)	21 (26.2%)	15 (18.0%)	3.06
12. Teach the difference between vowel and consonant sounds by the position of vocal organs.	3 (3.8%)	11 (13.8%)	30 (37.5%)	19 (23.8%)	17 (21.2%)	3.45

Respondents were inquired about methods of teaching English pronunciation in class room. Teachers never (76.2%, Mean= 4.68) taught the basic phonetics sounds and symbols to students during English class. Respondents rarely (38.8%, Mean= 3.63) used imitation, repetition and reinforcement method in teaching correct pronunciation of words. Teachers never (72.5%, Mean= 4.71) described speech organs. Sound articulation mechanism was never taught to students (72.5%, Mean= 4.63) in the class. Teachers never (67.5%, Mean= 4.61) used audio-visual aids.

Teachers rarely (31.2%, Mean= 3.81) made students practice identical word affixes. Respondents never (45.0%, Mean= 4.00) practiced to isolate a particular sound from other sounds in a word. Teachers never (75.0%, Mean= 4.67) practiced tongue twisters in the class. Similarly, a considerable majority of teachers never (62.5%, Mean= 4.48) made student rehearse how to pick an odd word out from a group of similar pronunciation of words. Teachers (48.8%, Mean= 4.18) rarely taught syllable stress pattern in words. Teachers reported they occasionally (26.2%, Mean= 3.06) made a relationship between spelling and pronunciation of words. However, pronunciation test and class observation revealed that they mostly followed spelling-pronunciation correspondence which was primarily responsible of incorrect pronunciation. Teachers altogether ignored the fundamental concept of identifying the place of articulation. Respondents never taught vowels and consonants by the position of vocal organs (37.5%, Mean= 3.45).

Table5
Self Development for Teaching Pronunciation

Statements	Responses					Mean Score
	1	2	3	4	5	
1. I consult Oxford or Cambridge dictionary for exact phonetic transcription of words.	9 (11.2%)	11 (13.8%)	22 (27.5%)	25 (31.2%)	13 (16.2%)	3.27
2. I use electronic/ computerized talking dictionary for correct pronunciation.	4 (5.0%)	7 (8.8%)	17 (21.2%)	20 (25.2%)	32 (40.0%)	3.87
3. I listen to BBC news channel for the improvement of own my English pronunciation.	4 (5.0%)	2 (2.5%)	5 (6.2%)	18 (22.5%)	51 (63.8%)	4.38
4. I am eager to learn the correct pronunciation English of words.	64 (80.0%)	9 (11.2%)	5 (6.2%)	2 (2.5%)	-	1.31
5. I check and confirm the correct pronunciation of words in each lesson before going to class.	34 (42.2%)	20 (25.0%)	18 (22.5%)	8 (10.0%)	-	2.00

The data indicated that teachers occasionally (31.2%, Mean= 3.27) consulted dictionaries for pronunciation correction. Electronic dictionary was rarely used by the respondents to check and confirm the pronunciation of words (40.0%, Mean= 3.87). Respondents never (63.8%, Mean= 4.38) listened to BBC English news channel for improvement in pronunciation. A majority of teachers (80.0%, Mean= 1.31) were eager to learn the correct pronunciation of English words. The respondents stated that they frequently (42.2%, Mean= 2.00) checked and confirmed the correct pronunciation of words before teaching to the class.

Findings based on Open Ended Questions:

A majority of teachers acknowledged that pronunciation is an important aspect in language learning and teachers needed to develop correct pronunciation skills. Respondents suggested the use of different training aids in teaching English pronunciation. A few of the quoted opinions are as following:

- a. "Correct pronunciation is essential and it is the beauty of English language. Therefore, secondary school teachers must realise its importance and help the students to develop this skill."
- b. "Pronunciation is as important as English grammar. Teachers should be knowledgeable about correct pronunciation and should teach through training aids."

- c. “English pronunciation teaching practices should be given more time in the classes.”
- d. “Pronunciation teaching is very important for students. Students’ pronunciation needs to be improved.”
- e. “Pronunciation teaching aspect is fundamental to language learning. Hence, pronunciation need due focus.”

The provision and use of audio-visual training aids in teaching English pronunciation was stressed by a majority of teachers. Some of the comments are noted as below:

- a. “Electronic AV aids should be used regularly in the classrooms for better pronunciation learning.”
- b. “AV aids can help student listen properly and then try to pronounce correctly.”
- c. “AV aids must be frequently used during teaching. Teachers training and workshops should be arranged in this regard.”
- d. “Each school should have AV aids and multimedia facility.”
- e. “Students should practice pronunciation through AV aids.”

A number of respondents stressed the need for teacher training and refresher courses in pronunciation:

- a. “Training should be given to teachers in pronunciation.”
- b. “Trained teachers are needed for teaching correct pronunciation in English.”
- c. “Refresher courses need to be conducted regularly so that teachers gain efficiency in English pronunciation.”

The views of the respondents highlighted that pronunciation is an important skill in language learning. The provision and use of different training aids particularly AV aids in schools was associated with improvement in the pronunciation aspect of language learning. The teachers expressed their feelings regarding need for training and refresher courses of English language teachers in pronunciation. At the same time they emphasized the inclusion of pronunciation based exercises in text books, and adopting various teaching techniques and methodologies conducive to pronunciation learning.

Findings from data Collected through Classroom Observations

English classes of 20 teachers were observed covering three aspects of language teaching i.e. teaching methods and techniques; drills, practices and rehearsals; and mispronounced words observed other than the ones which were put across during pronunciation test. Analysis of each aspect of class observation is presented in the following table.

Table 6

Methods and techniques in pronunciation teaching observed in the classroom

Teaching Methods/ Techniques	Frequency in % (n=20)		
	Always	Occasionally	Never
1. Traditional method of teaching English.	100%	-	-
2. Grammar – translation method.	100%	-	-
3. Interactive class.	-	10%	90%
4. Teacher centered class.	75%	10%	15%
5. Student centered class.	-	15%	85%
6. Use of audio-video training aids.	-	-	100%
7. English language used as a medium of instruction.	-	-	100%
8. Group/pair work.	-	-	100%
9. Encouraged students to communicate in English.	-	-	100%
10. Described vocal organs and speech mechanism.	-	-	100%
11. Teaching pronunciation by vocal organs position.	-	-	100%
12. Describing vowel and consonant sounds.	-	-	100%
13. Teaching phonetics sounds and symbols.	-	-	100%
14. Practicing to identify odd word in a group of words.	-	-	100%
15. Practice words of similar sound pattern.	-	-	100%
16. Isolate a particular sound from other sounds in a word.	-	-	100%
17. Practicing tongue twisters.	-	-	100%
18. Use of dictionary to consult pronunciation of words.	-	-	100%
19. Conducting pronunciation exercises.	-	-	100%
20. Drawing and discussing speech organs.	-	-	100%

Classroom observations supplemented the findings based on questionnaire. Grammar-translation and traditional methods of teaching were observed in most classes. Interactive classroom situation were rarely observed. The classrooms were primarily teacher centered. The teachers did not encourage students to communicate in English. Only about 10% classrooms were observed to have partially interactive

classroom situation. All the classrooms were teacher dominated giving less chances to students to get involved in class activities. None of the teachers encouraged students to communicate in English instead Urdu/Pashto language was used as a medium of instruction. The pedagogy excluded group/pair work among students under teachers' supervision. The teachers also did not mention position of vocal organs in making speech sounds. None of the classrooms was observed with teachers teaching specific phonetics sounds and symbols. The teachers did not apply various pronunciation teaching techniques like practicing to identify odd word in a group of words, practice words of similar sound pattern, isolate a particular sound from other sounds in a word, minimal pairs, practicing tongue twisters, use of dictionary to consult pronunciation of words, and conducting pronunciation drills which are essential to pronunciation learning. Mispronounced words were noted during class observation. These words are grouped together based on similarity of mispronunciation in Table No.7.

Table 7*List of mispronounced words observed in the classroom*

S.No	Mispronounced Words	Teachers' Pronunciation	Correct Pronunciation
1	Sharp	/ʃɑ:rp/	/ʃɑ:p/
2	Here	/heər/	/hɪə(r)/
3	Modern	/mɒdren/	/mɒdn/
4	Sugar	/ʃu:gr/	/ʃʊgə(r)/
5	Comfortable	/kʌmferteɪbl/	/kʌmftəbl/
6	Careful	/keərful/	/keəfl/
7	Tortoise	/tɔ:tɔɪz/	/tɔ:təs/
8	Hear	/hɪər/	/hɪə(r)/
9	Heart	/hɜ:rt/	/hɑ:t/
10	Creature	/kri:ætʃer/	/kri:tʃə(r)/
11	Park	/pɑ:rk/	/pɑ:k/
12	Car	/kɑ:r/	/kɑ:/
13	Fear	/feər/	/fiə(r)/
14	Work	/wɜ:rk/	/wɜ:k/
15	Alarm	/elɑ:rm/	/əla:m/
16	Saturday	/sætʃerdeɪ/	/sætədeɪ/
17	Wonderful	/wʌndəfʊl/	/wʌndəfl/
18	Successful	/səksesfʊl/	/səksesfl/
19	Pin	/pen/	/pɪn/
20	Women	/wɒmen/	/wɪmɪn/
21	Village	/vɪlɪdʒ/	/vɪlɪdʒ/
22	Reduce	/ri:dʒu:s/	/rɪdʒu:s/

23	Hymn	/hæmn/	/hɪm/
24	Publically	/pʌblɪkəli/	/pʌblɪkli/
25	Limb	/lɪmb/	/lɪm/
26	Dumb	/dʌmb/	/dʌm/
27	Any	/æni/	/eni/
28	Meadow	/mi:dəʊ/	/medəʊ/
29	Pleasant	/pli:znt/	/pleznt/
30	Says	/sæz/	/sez/
31	Many	/mæni/	/meni/
32	Truth	/truθ/	/tru:θ/
33	Group	/grʊp/	/gru:p/
34	Drew	/drew/	/dru:/
35	Mountain	/maʊntɪn/	/maʊntən/
36	Private	/praɪveɪt/	/praɪvət/
37	Fountain	/faʊntɪn/	/faʊntən/
38	Delicate	/delɪkət/	/delɪkət/
39	Moment	/mɒmənt/	/məʊmənt/
40	Ability	/æbɪlɪti/	/əbɪləti/
41	Honesty	/hɒnesti/	/ɒnəsti/
42	Innocent	/ɪnɒsɪnt/	/ɪnəsnt/
43	Thickness	/θɪknes/	/θɪknəs/
44	Photographer	/fəʊtəgrɑ:f/	/fəʊtəgrɑ:f/
45	Sensible	/sensɪbl/	/sensəbl/
46	Moderate	/mə:dəræt/	/mɒdərət/
47	Appreciation	/əpri:ʃi:ɪʃn/	/əpri:ʃi:ɪʃn/
48	Breakfast	/brekfɑ:st/	/brekfəst/
49	Body	/bɑ:di/	/bɒdi/
50	Dog	/dɑ:g/	/dɒg/
51	Honest	/ɑ:nɪst/	/ɒnɪst/
52	Coffee	/kɑ:fi/	/kɒfi/
53	Wash	/wɑ:ʃ/	/wɒʃ/
54	Hot	/hɑ:t/	/hɒt/
55	Ocean	/oʃən/	/əʊʃn/
56	Ancient	/ænjənt/	/emjənt/
57	Wool	/wu:l/	/wʊl/
58	Onion	/ɒnjən/	/ʌnjən/

Conclusions

Following conclusions are drawn on the basis of findings of the study:

- i. Secondary school teachers lacked enough knowledge of English pronunciation. The teachers did not attend pronunciation courses before joining the teaching profession as teachers of English. Pronunciation teaching was also not included in pre-service training courses. The English teachers did not get pronunciation teaching training during the teaching profession as professional development courses. Teachers lacked the knowledge of phonetics and were found unable to recognize basic English sounds. Teachers were not equipped with current instructional practices used in pronunciation teaching.
- ii. The teachers frequently discussed the correct pronunciation of words among colleagues but lacked pronunciation knowledge which affected this exercise. The teachers were aware that English pronunciation taught to students in Pakistan was the distorted version of the actual pronunciation and the regional languages influenced English pronunciation.
- iii. The teachers rarely took steps for self-improvement with regard to correct English pronunciation learning. They seldom used to consult dictionary for pronunciation correction or listened to English news channels for improvement in their pronunciation.
- iv. The teachers did not use any explicit method for teaching pronunciation. Conventional grammar-translation and traditional methods of teaching were followed and the classrooms were mostly teacher centered. The teachers did not practice pronunciation drills, activities or rehearsals in classrooms, however, they considered these practices and techniques important for learning pronunciation. The teachers argued that English textbooks had no exercises on pronunciation teaching.
- v. The teachers rarely had time for pronunciation learning and the main focus was on teaching reading, translation, and grammar exercises. The teachers rarely communicated with students in English. They relied a great deal on spelling-pronunciation correspondence which resulted in incorrect articulation of words.
- vi. The teachers were unable to pronounce the primary consonants and vowels. The incorrect pronunciation of teachers' was indicative of the inadequate knowledge of pronunciation they had.
- vii. Teachers suggested that they ought to be imparted training and refresher courses in pronunciation learning skills. The provision of supportive audio-visual training aids in teaching English pronunciation was deemed essential in classrooms.

Recommendations

In the light of the findings of this study the following are the recommendations for a possible improvement in English pronunciation teaching at the secondary school level in Pakistan:

- i. Pronunciation teaching should be made a compulsory component of training courses imparted to teachers. Teachers training courses should include intensive pronunciation learning skills. Particularly, the courses should focus on prospective English teachers who must be skillful in teaching correct pronunciation to students.
- ii. Refresher courses in English pronunciation should be made compulsory for teachers annually. Provincial Institutes of Teacher Education (PITEs) in collaboration with Regional Institutes of Teacher Education (RITEs) and district education offices could be given responsibilities for arranging such courses.
- iii. Phonetic symbols should be taught to students and trainee teachers so as to enable them to consult dictionary for correct pronunciation of words through phonetic transcription. Teachers should be familiarised with phonetic symbols and it should be ensured that they use this practice in the classroom teaching.
- iv. Frequent pronunciation drills should be introduced in English teaching for better English sound teaching.
- v. Audio-visual aids needed for pronunciation teaching should be provided by provincial government whereas, training related to these should be given by PITE, RITEs and the district education offices.
- vi. Teachers should encourage students to use dictionary/digital dictionaries to learn correct English pronunciation.
- vii. Pronunciation should be tested, marked and evaluated during examinations so that teachers and students take its teaching and learning seriously.

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