Understanding the difficulties in the pronunciation of ESL learners

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Abstract
This research aims at understanding the difficulties that ESL students have while trying to pronounce words, from the written and spoken form, in English. The research paper also hopes to shed light on the importance of pronunciation in both the teaching and the learning process,applicable to collegesthat haveEnglishas the medium of instruction and more importantly where English is offered as aprogram with credits. So, it is crucial tofigure out what is going wrong with the pronunciation of ESL learnersand in doing so help them pronounce commonly mispronounced words correctly, so as to enable them to communicate effectively with the rest of the world in an actual setting. Since the researcher had to deal with the issue of correcting the pronunciation errors of ESL students on a near-daily basis, she has chosen to look into its origins in order to discover useful acceptable answers and remedies.

Keywords: Teaching, learning, pronunciationdifficulties, ESL and effectively.

Introduction
Many issues have contributed to the widespread neglect of teaching pronunciation to ESLlearners. One explanation is that students are not learning proper pronunciation since their ESL professors are not native speakers themselves. Another contributing factor is that most instructors who are not native English speakers are not proficient in the language. This is because they have not spent enough time in an English-speaking nation or have not been sufficiently exposed to the Englishlanguage and its nuances. Third, many educators avoid teaching pronunciation because they find the process itself time-consuming and cumbersome. The fourth reason is because professors donot utilize real-world examples but rather use drills to teach pronunciation, turning it into a dry, academic class. The fifth factor is that the majority of educators still rely on a lecture-based method of instruction, which leaves students unengaged and uninspired in the classroom. In addition to the obvious importance of teaching speech for the purpose of communication, the importance of teaching good pronunciation cannot be overstated.

Assumptions about pronunciation
According to Mazouzi, as reported by Roach (2002: 61), many people assume that when we discuss "pronunciation" in the context of language acquisition, we are referring to the manner in which individual sounds are emitted. However, it does not assist to define pronunciation as the process of making linguistic sounds. Scholars have provided several, often conflicting, definitions of pronunciation. Pronunciation, according to Seidlhofer (2001: 56), "…theproduction and perception of the significant sounds of a particular language in order to achievemeaning in contexts of languageuse". Additionally, the pronunciation of a statement is usually indicative of its meaning (Harmer, 2001: 184). What this implies is that when students talk in an understandable way, they are able to both receive and pass on the intended meaning.
The way we pronounce words and phrases has a significant impact on how others perceive us and our participation in various social groups (Seidlhofer, 2001: 56). This may explain why educators see teaching pronunciation as such, a serious and complex endeavour.

Pronunciation variances
Learners of the English as a Second Language (ESL) might achieve greater success by focusing on acquiring correct pronunciation. But a lack of command over spoken English has a negative effect on the development of the interpersonal skills essential to establishing rapport with those with whom one

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is speaking.

According to (Gilakjani, 2011; Jahan, 2011) citing (Lin, 2014): To be more precise, native speakers of English have a far easier time being understood, whereas those with a limited command of the language are more likely to have their words misunderstood in conversation. It's not required that you sound like a native speaker, but you should be able to communicate "acceptably to be understood" (Jesry, 2005). Pronunciation has a strong and undeniable positive effect on a student's ability to learn and use English; as a result, ESL students should be taught conventional methods of English articulation (Gilakjani, 2011).

According to research (Lin, 2014) mentioned in (Charity, & Mallinson, 2011), kids' linguistic diversity has a significant impact on their academic performance throughout the K-12 years. Phonological variation is one such Linguistic characteristic that influences the learning process (Shastri, 2009). Learners' pronunciation in second languages is more likely to be influenced by the sound patterns of their first language (Jahan, 2011; as cited in Jesry, 2005; Zhang, 2009). Students who do not speak English as a first language naturally worry about being taunted or made fun of, if they attempt to pronounce English correctly (Nogita,2010).

Learning English pronunciation will be hampered, not helped, by variances in a learner's mother tongue's phonological system (Huang &Radant, 2009). Therefore, instructors of English as a Second language (ESL) should get insights into their students' pronunciation variances so that they may better address the unique difficulties that their students have while learning English pronunciation. Because of their familiarity with students' native tongues, instructors can better assist all pupils in mastering standard English without trivializing their linguistic origins (Charity &Mallinson, 2011). Therefore, rather than relying on universal standards, verbal assessments should accommodate for language variation and place a premium on student input. It goes without saying that instructors will benefit from understanding ESL students' English language variety in order to better prepare to educate their students, recognise learning issues, and help students find solutions to those problems (Dalle& Young, 2003). According to what Hazen said, "ifpeople had a better understanding of how language works, they would probably be less inclined to makenegative judgments about speakers of different dialects" (Hazen, 2001, p. 1). Undeniably, "language isintegral to both culture and identity, an understanding of language variation and language diversity is criticalto multicultural education" (Charity &Mallinson, 2011). We've all heard the expression, "We can't share what we don't know" (as cited in Charity &Mallinson, 2011). Teachers of English as a Second Language (ESL) may better accommodate their students' Linguistic variety and difficulties in acquiring Standard English articulation if they have a firm grasp of the pronunciation differences their students face.

All of the aforementioned debates center on the premise that English language learners face challenges and obstacles while trying to perfect their pronunciation because of the influence of their native language. The above-mentioned synopsis of relevant theory is, without a doubt a necessary background for readers to grasp the article's intended response to the research topic. In the next part, the researcher willexamine the solution to the research question by discussing the literature that addresses the most pragmatic issues about pronunciation that ESLlearners encounter.

The value of instruction

Some educators, according to Mazouzi (quoted in Murphy, 2003: 116), believe that students would naturally acquire correct English pronunciation with little to no teaching. Some colleges focus extensively on pronunciation instruction. The importance of proper pronunciation in language instruction is emphasized by Celce-Murcia (1996). Although there has been much debate over whether or not it is necessary and important to educate the learners on pronunciation, the topic's significance cannot be understated. The ability to communicate is a common motivation for language study, and one of the most important factors in successful communication is appropriate pronunciation. The ability to understand one another is a result of proper pronunciation. While it is true that pronunciation classes are often held separately from other language courses, this does not indicate that they should be treated as unrelated subjects. It is possible to see them as threads that help make English what it is today (Broughton et al., 1980: 64). Pronunciation is what makes it possible for two people to understand each other; therefore, the goal of teaching pronunciation is not to achieve

a complete set of native speaker-like variations but to ensure intelligibility by enabling students to produce the English speech that is acceptable and understood in the setting in which they will use it (Broughton et al., 1980: 58).

According to a quote from Mazouzi found in (Bailey, 2003: 50), "We should make our words understandable to others" (emphasis added). When phonemes are mispronounced or suprasegmental parts are misused, communication breakdown happens. A speaker from a different linguistic group may have a very hard time understanding what is being said (Kelly, 2000: 11).Nevertheless, "a learner who is aware that their pronunciation is quite good may grow in confidenceandthenperformbetterinotheraspectsofspeaking,suchasmaintainingfluency" (Watkins,2005:50).

Segmental and suprasegmental characteristics of pronunciation

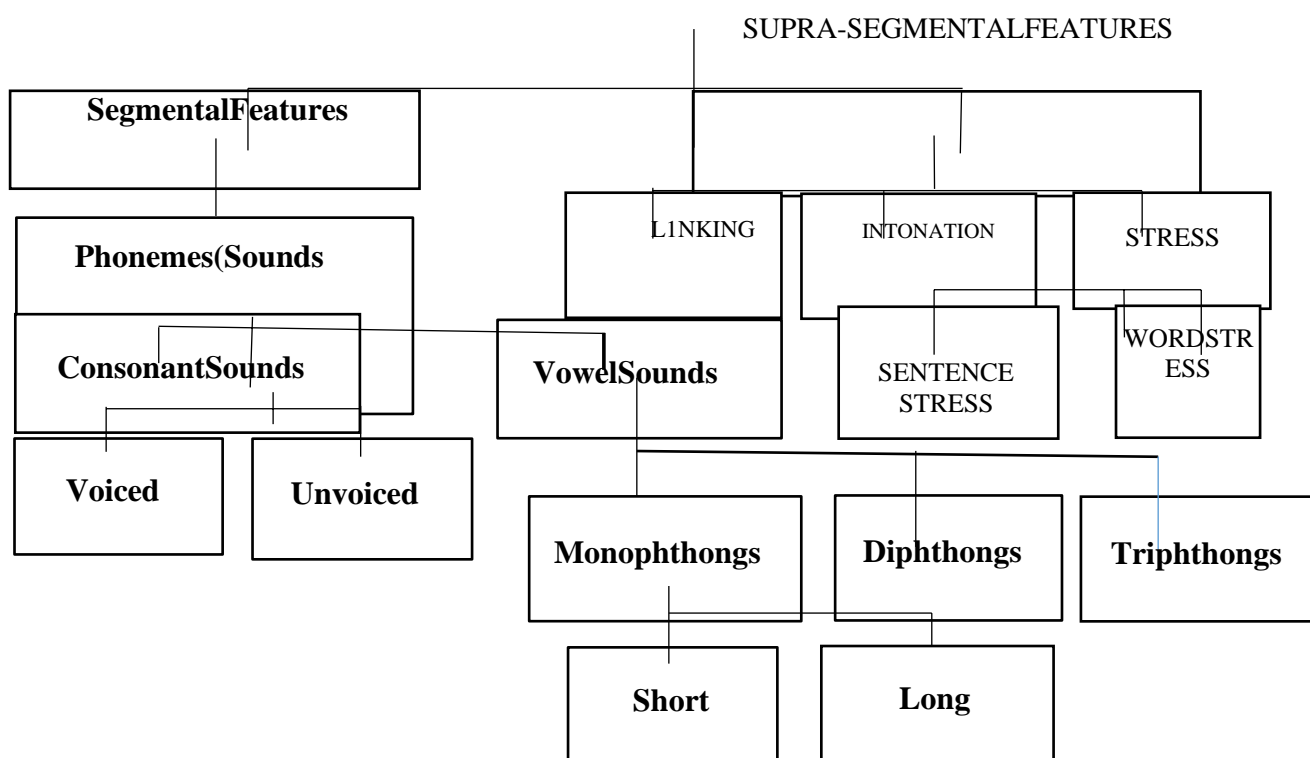Asclaimed byBurns.Aand Claire.S(2003:4):

Some teachers may treat pronunciation as though it were unimportant or even unnecessary while instructing their students. There was some indication that professors didn't fully understand the many facets of pronunciation. Some teachers were also unsure whether it should be taught alone or integrated into the curriculum as a whole.

Those who want to study English as a second language may find it difficult to put out the work required to achieve their goal of fluent communication. The learners may have trouble in certain areas due to the English language's peculiar sound structure. Segmental and suprasegmental characteristics which are often treated as discrete things, merge and interact to provide insight into how the speaker and the listener contribute to English pronunciation. They play a crucial role in facilitating the acquisition of a language by exposing learners to crucial facets of the target language in a concentrated manner. The vowels and consonants that make up a syllable in a given language are examples of segmental aspects, as are the other phonemes that make up words in that language. The intonation patterns and stress placement, rhythm, and sounds that span beyond syllables, sentences, and phrases are all examples of suprasegmental qualities. Brown, A. (2014), quoted in (Laver 1994.p152), claims that supra-segmental are "factors which can potentially be prolonged beyond the domain ofthesegment, suchaspitch,rhythm, intonation,stress."

Segmentalvs.Supra-segmental features of pronunciation

Considering the complexity of the topics at hand, a very quick examination of the phenomena of single phoneme, word-stress, and intonation is all that is necessary to get some insight into the nuances of segmental and suprasegmental phonology in English. Since each phoneme is often treated as a separate segment of speech, studying at the segmental level is necessary for investigating details about particular sounds or phonemes. In contrast, suprasegmental characteristics concern themselves with bigger units of speech than segments,

such as words or phrases. The following diagram shows the features of the English language and how it is spoken.

FEATURES OF ENGL1SHPRONUNCIATION	(Differences within a language)

SUPRA-SEGMENTALFEATURES

SegmentalFeatures

Phonemes(Sounds

L1NKING   INTONATION   STRESS

ConsonantSounds   VowelSounds   SENTENCE STRESS   WORDSTRESS

Voiced   Unvoiced

Monophthongs   Diphthongs   Triphthongs

Short   Long

Figure(1):FeaturesofEnglishPronunciation (Burns,Aand Claire. S.2003:20).

Factors that influence the acquiring of correct pronunciation
O'Connor (2003) and Yule (2005), among others, cite several research in the area of second/foreign language acquisition that examine the obstacles to acquiring a native-like speakers' pronunciation by learners of other languages. Researchers and linguists have identified a number of causes, including the dissimilarity between the sound systems of the L1 and L2, the irregularity of some English sounds, the interference of the mother tongue, and the impact of writing on pronunciation. The following sub-topics are covered:

* Interference from the Mother Tongue
Several studies have looked at how a learner's L1 language affects their second language acquisition in English. Wilkins (1972, p.199) notes that a person's native tongue serves as a foundation for his or her foreign language study, with which the student strives to become fluent. When the two language structures are compared, we get a "positive transfer," also known as "facilitation," whereas when they're fundamentally different, we have "negative transfer," also known as "interference."
Learners of a second language seem to store away the constituent parts of the target language's grammar, but they struggle to put those parts together in meaningful ways. A learner's first language (L1) structures are often used as a fallback while using the target language. It seems to reason that a high rate of mistakes in L2 would point to influence from L1 if the two languagestructures are dissimilar. Interference is defined by Dulay et al. (1982, p. 25) as "the automatic transfer,duetohabit,ofthesurfacestructure ofthe firstlanguage onto the surfaceofthetarget language."

*Limited opportunity to practice the target language
Askrashen's (1982) theory of second language acquisition holds that students need extensive "comprehensible input" before they can be expected to speak well. Therefore, it follows that hearing the TL spoken regularly is essential for proper pronunciation development. Today, however, this claim is more likely to be updated to include "proficient" rather than "native-speakers of the F/SL," which might include the non-native class instructor (Revell, P., 2012, p.9). In addition to traditional one-on-one communication, "comprehensible input" might come through other media such as

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television, radio, DVD, or real-time online chatting.
Several factors, including the complexity of the target language and the possibility of interference from the source language, may contribute to translation mistakes, as discussed by Ancker (2000:21). According to what Kenworthy said (1988:4-9) "Factors such as the native language, the age, amount of   exposure, phoneticability,attitudeandidentity,motivationandconcernforgoodpronunciationhavegreatinfluenceonp ronunciation learning".

* Differences between the L1 and L2 sound systems

Many scholars and linguists have pointed out that L1 and L2 use incompatible sound systems. It has been established via these analyses that the discrepancies between the English sound system and the original language's sound system provide the greatest challenge to the teaching and learning of proper English pronunciation.

As is common in English, there are silent letters and differences in specific sounds in a word. In cases when the sound systems of the L1 and L2 are different, it was shown that learners will make mistakes while attempting to speak the L2 using their L1 sound system.

The student of English should be able to create all 44 of the phonemes in the language, including the 24 consonants and 20 vowels. "Learners of different language back grounds will of course face some difficulties to pronounce them because of the irlanguage background" (O"Connor, 2003.p 22).

* InconsistencyofEnglishVowels

One of the important problems faced by the students of English is that, each English vowel has morethan one pronunciation. So, this causes many difficulties for the learners and thus leads them to mispronounce certain words, for example in words such as 'son/sʌn/, come /kʌm/, among /əmʌŋ/, blood /blʌd/ the letter /o/ and /oo/ stand for the same sound of /ʌ /. Unless learners' have a mastery in using the languagethey would mispronouncethosewords.

Since there are several acceptable pronunciations of each of the vowels listed above, it might be challenging for a student to master them all.

Englishspelling seems to be quite erratic. Furthermore, the visual depiction of sounds might mislead the student, and written English is not always a good guide to pronunciation. According to what has been written (Swan and Smith's 2002: 196), "English has 20monophthongs and diphthongs to 24 consonants".

How spellings affect pronunciation

Englishspelling is so sophisticated that it is difficult for even native speakers to master it. This is true even when learners have the ability to hear sounds in sequence and understand English rhythm. Learning to spell in English is far more difficult for native English speakers than learning to spell in many other languages where the sounds and the letters are more tightly associated. There is no sound to letter correspondence in English most of the time. Sounds are the focus of both phonetics and phonology. According to the authors (Forel, C. A., & Puskás, G. 2005.p.3):

The written and spoken forms of the English language are not interchangeable. Examples include the English word for "please," which uses the combination of the letters a, e, i, o, u, and y to form the 20 various vowels found in the language. To break it down phonetically, the letters in the word "please" are [p], [l], and [z], with the vowel **i**filling out the last spot.

(O"Connor, 2003) claimed that some words which are ordinarily spelt in the same way are different intheir pronunciation. Also, there are some words spelt in a different way, but have the same sound e.g., rain, rein,reign, all of them are pronounced /rein/. The student, who has not yet mastered proper pronunciation of such words, reads each word aloud and attempts to pronounce it based on its spelling. If a student doesn't grasp the connection between sound and spelling, he or she may mispronounce words based only on their written forms. For example, in the words knee, know, knot, and knight, the letter k is silent because it comes before the letter n. Except in cases when the learner had prior exposure, he will be at a loss as to how to pronounce such words and will instead resort to relying on a guess based on the spelling.

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* Negative impact because of a lack in motivation

The importance of intrinsic motivation in second/foreign language (L2) acquisition has been widely acknowledged by educators and scholars alike. All the other criteria in learning a second language are dependent on one thing alone: the learner's desire to learn the language.

According to Zoltan Dornyei (2009, 217): "Without sufficient motivation, even individuals with themost remarkable abilities cannot accomplish long-term goals, and neither is appropriate curricula and goodteaching enough on their own to ensure student achievement." However, a strong will to learn may compensate for a wide variety of language skills and environment shortcomings.

Considering the widespread usage of the word "motivation" in academic and professional settings, why is there so little consensus on how best to define this concept? According to Zoltan Dornyei (2009, p. 217);"Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction, but the great variety of accounts put forth in the literature of how this happens may surprise eventhe seasoned researcher."

Questions this study raises

This research aims at understanding the difficulties that ESL students have while trying to pronounce words, from the written and spoken form, in English correctly. The research also hopes to shed light on the importance of pronunciation in both the teaching and the learning process, applicable to colleges that have English as the medium of instruction and more importantly where English is offered as an elective with credits.

The article is structured to address the following questions in an effort to accomplish the aforementioned goals:When speaking English, what are the typical difficulties/road blocks thatESL students encounter?

The following questions are a form of the supplementary inquiry:

How can students be encouraged to improve their pronunciation? What strategies and methods have been successful in this regard?

Furthermore, the purpose of this study is to dig into the meat of the issue in an effort to unearth useful, relevant answers.

The research procedure and subjects

A questionnaire was sent out to a random sample of 100 college students, and the data was analysed using the statistical package SPSS.

A majority of the students are between the ages of eighteen and twenty-two. In a scholarly environment, they focus on English as a second language. They have a common linguistic background in which they all studied English for 7 years before enrollingin a college or a university. They had never visited a nation where Englishis the native language.

➤ **When learning English, students often struggle with pronunciation since they don't have enough opportunity to practice.**

With 70% of respondents showing extreme agreement with the statement, 20% showing agreement, and 10% showing no opinion at all, it may be concluded that "English language learners encounter pronunciation problems due to lack of practice "is valid.
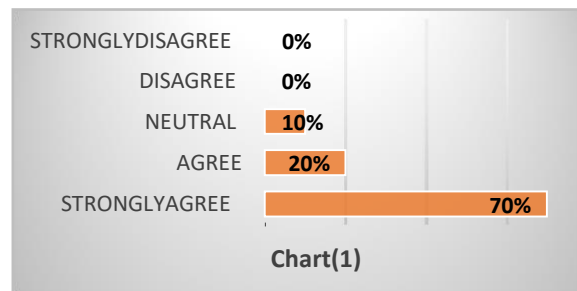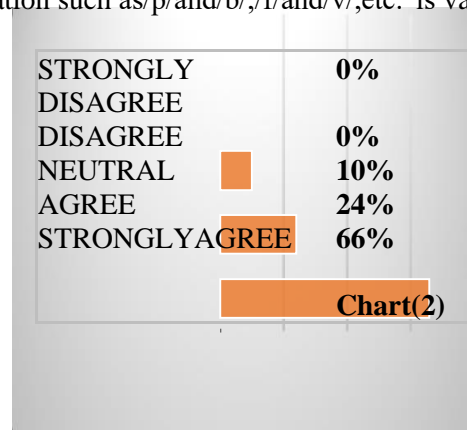
Chart(1)

It is clear from Chart (1) that poor pronunciation skills lead to communication difficulties.

➢ **In pronunciation, students of the English language often mix up the sounds /p/ and /b/, /f/ and /v/, etc.**
That 66% of respondents gave a strong affirmative response, 24% gave a positive response, and 10% gave a negative response demonstrates that "English language learners confuse between

Similar sounds in pronunciation such as/p/and/b/,/f/and/v/,etc."is valid.

STRONGLY DISAGREE	0%
DISAGREE	0%
NEUTRAL	10%
AGREE	24%
STRONGLYAGREE	66%

Chart(2)

Learners tend to mix together words that sound same, as seen in chart (2).

➢ **Problems in pronouncing words that contain silent characters are common.**
58 percent of respondents gave a strong agreement, 34 percent gave an agree, and 8 percent gave a neutral response, indicating that "Silent letters cause a major problem in pronunciation" is valid.


STRONGLDISAGREE	0%
DISAGREE	0%
NEUTRAL	8%
AGREE	

STRONGLYAGREE   **58%**
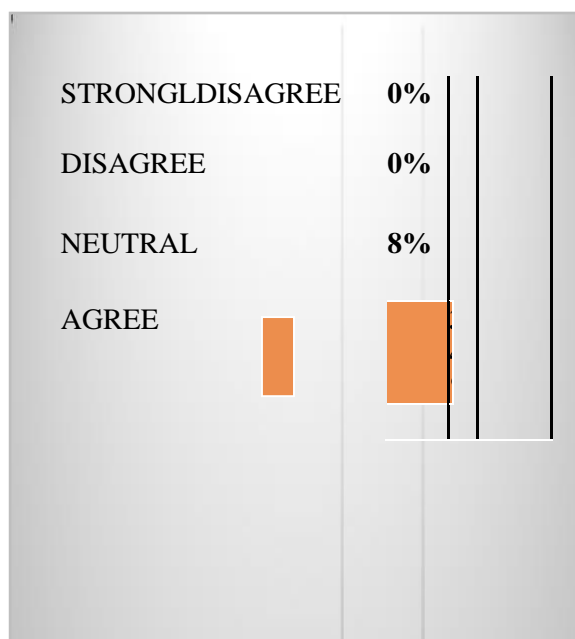
Silent letters are a big challenge for pronouncing words, as seen in chart (3).

➢ **Some students of the English language have difficulty in reading writtendigraphs.**

Statement: "Digraphs are regarded as challenging forEnglish learners in pronunciation" received mostly negative comments from respondents. For example, 'ea in bread, ai in dairy, ia in diary, ee in deer and ea in dear,'confuses the learner.The statement is acceptable since thirty percent of the respondents strongly agreed with it, twenty percent agreed, fourteen percent were unsure, sixteen percent disagreed, and twenty percent strongly disagreed.

STRONGLYDISAGREE	20%
DISAGREE	16%
NEUTRAL	14%
AGREE	20%
STRONGLYAGREE	30%
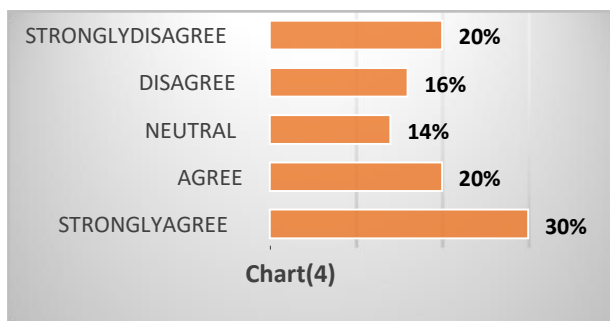
Chart(4)

Based on the data in chart 4, it seems that digraphs provide a serious pronunciation challenge for ESL students.

➢ **Learners' Linguistic phonological systems just do not accommodate for some English sounds.**

According to the responses in relation to the statement: "Some English sounds do not exist in learners' languagephonological systemlike the 'o'."36 % of the participants strongly agreed, 42 % agreed, 6 % disagreed, and 16 % were not sure, which proves that the statement is valid.

STRONGLYDISAGREE	0%
DISAGREE	6%
NEUTRAL	16%
AGREE	42%
STRONGLYAGREE	36%
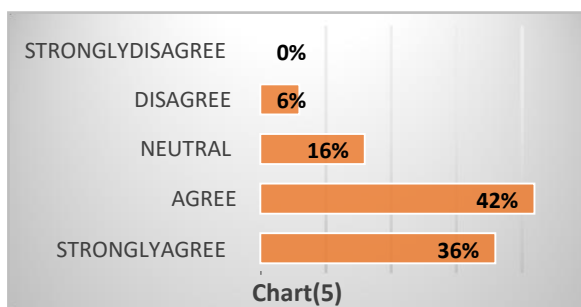
Chart(5)

➢ **Learners have difficulties pronouncing some idioms and phrases in English because certain sounds do not present in their native phonological system, as shown in chart (5).**

Students often struggle to correctly apply stress position to individual words.
It can be seen in chart (6) that all respondents agreed that they had made a mistake in stressing the right syllable, example in words 'present, record, produce when they functioned as nouns, adjectives or verbs and words with specific suffixes.' As a result, one of the most challenging aspects of pronunciation is the proper placing of stress on syllables in words.

STRONGLYDISAGREE 0%
DISAGREE 0%
NEUTRAL 0%
AGREE 22%
STRONGLYAGREE 78%
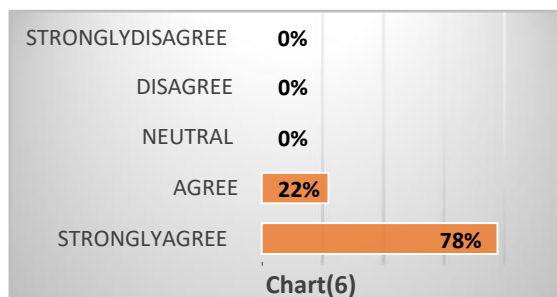
Chart(6)

Students have a hard time determining where to put emphasis on individual words, as seen in chart (6).

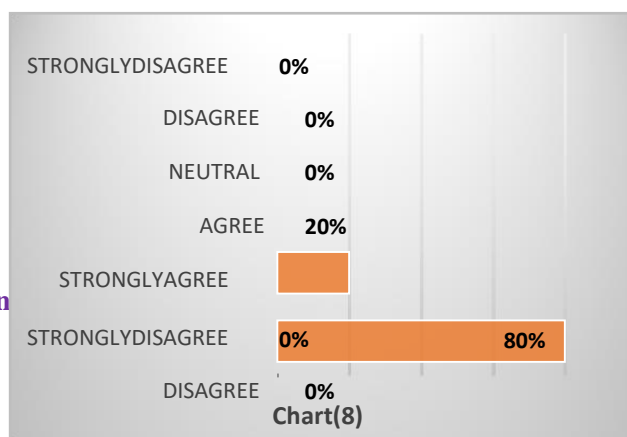➢ **Syllabication is the greatest challenge for students.**
As can be seen in graph (7), almost all respondents (98%) either strongly agreed or agreed that they had trouble dividing words into syllables. This showed that students were aware of their pronunciation issues. Fewer than 2% were unsure.

STRONGLYDISAGREE 0%
AGREE 0%
DISAGREE 2%
NEUTRAL
AGREE
STRONGLYAGREE 22%
76%
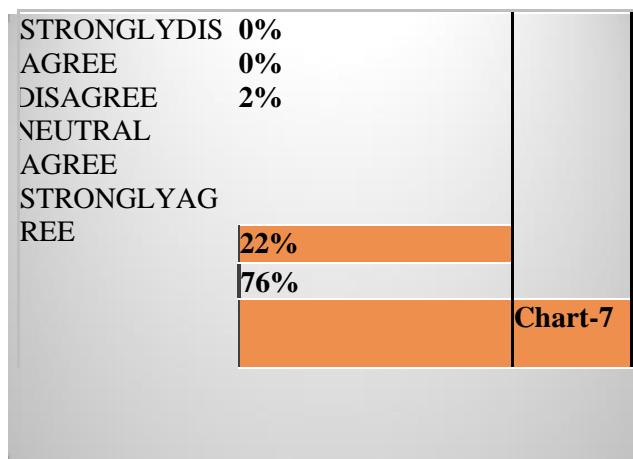
Chart-7

Syllabication is the most difficult region for students, as seen in chart (7).

➢ **Distinguishing vowel length is a challenge for students**
The data in chart (8) show that all participants struggled with the vowel length comparison between phonemes like/u/ and /u:/ as in foot and food. This indicates that differences in vowel length are seen as a big issue.


STRONGLYDISAGREE 0%
DISAGREE 0%
NEUTRAL 0%
AGREE 20%
STRONGLYAGREE
STRONGLYDISAGREE 0% 80%
DISAGREE 0%

Chart(8)

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Vowel length might be confusing to students, as seen in chart (8).

➢ **Problems with consonant clusters are a common source of frustration for students.**

90% of students had trouble with consonant clusters, as seen in chart (9), which includes words like'climb','lamp' and 'tasks. Only 10% of respondents said that they strongly disagreed or disagreed. What we may glean from this distribution is that difficulties with consonant pronunciation seem to be widespread.

Chart 9 demonstrates that students struggle with clusters of consonants.
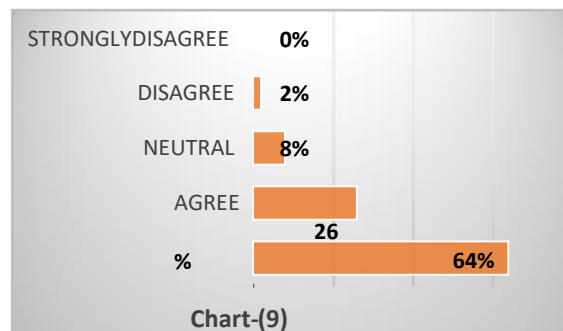
Chart-(9)

➢ **Learning perfect intonation is challenging for beginners**

Chart (10) shows that students have difficulty in learning and using intonation norms. What should be the tone of a 'WH question vs a 'question tag or an imperative statement vs an interrogative statement, is often a challenging task. Ninety percent of respondents either agreed or strongly agreed with the statement, while just six percent strongly disagreed. The rest of them weren't sure. For this reason, intonation is often cited as a source of difficulty while learning to speak English.
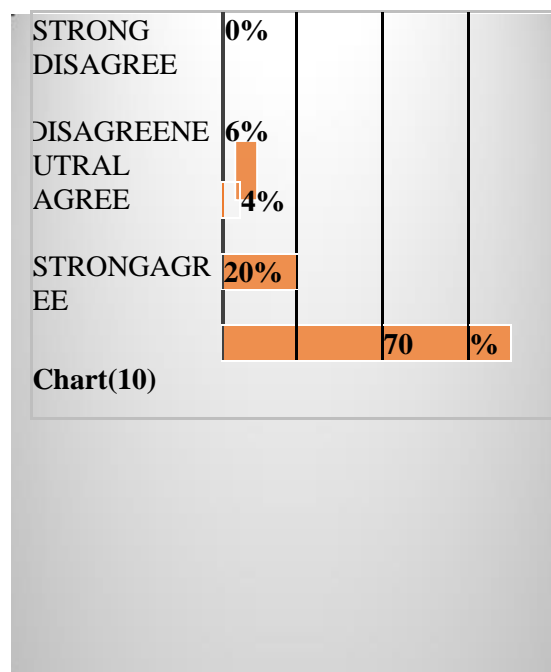
Chart(10)

As seen in chart (10) students often struggle to apply correct intonation norms.

Discussion:

The mispronunciation of spoken language is a significant barrier to effective communication, and this study helps to pinpoint some of the precise areas where progress has to be made. Challenges in

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English pronunciation that some students encounter was presented and explored here. This data shows that the researchers' assumptions that ESL students would have difficulties with English pronunciation were correct. Most students cite a lack of pronunciation practice as their biggest challenge, but other issues, such as trouble differentiating between pairs of sounds in Englishlike [p] and [b] or [f] and [v] or the disappearance of certain English sounds in students' Linguistic phonological system, and syllable division issues, also stand out as significant challenges. The placement of the emphasis in the words proved to be the main source of confusion. The preceding examples show that pupils have the greatest difficulty with the emphasis of syllables in words. In addition, students said that they struggled to apply intonation principles, despite the fact that in English, intonation plays a crucial role in altering the meaning of a phrase. In addition, the findings indicated that some circumstances may contribute to these difficulties.

The researcher agrees with the concept of recommending repair strategies to aid students in overcoming these challenges, noting that students would benefit from hearing teachers correct pronunciation as the first source of a model input and from being given opportunities to engage in minimal pair practice activities.

Findings

Analysis of the data obtained led to numerous conclusions that are presented in the study:

1. Vowels-recognition difficulties in which students were not able to differentiate between vowels of the TargetLanguage (TL) in terms of length. While virtually all vowels may cause problems, the most confusing ones were:[ɑ:]and [æ]in"lardand lad",studentstend topronouncethetwowords withthesamevowelquality,

2. Mispronunciation of consonants such as [p] and [v] in "park and very"werepronouncedas/bærk/and/feri/insteadof/pɑ:k/and/veri/.

3. Consonant clustering difficulty in which students usually tend to follow the strategy of epenthesisin Englishclusters i.e., inserting of short vowel when pronouncing words such as in "straight, diary, dairy" for the purpose offacilitatingtheirpronunciation.

4. Difficulties of placing stress at word level, for examplein the words "examination" and "present" functioning as a verb. Some students tendto pronouncethesewordswithwrongstressplacementasinthefollowingmanner:ˈexamination/andˈpresent/-,instead of/igzæmiˈnaition/and/preˈzint/.However,basedonthisstudy,thefindingsrevealedthatstressseemedtobethemostproblematicarea for students.

5. It seems that many students had difficulty using the proper intonation while carrying on a discussion. In general, they ask wh-questions in a rising tone (↑) and tag questions in a falling tone (↓).

6. Drawing on the comments of the participants, the researcher will attempt to offer the proposed pedagogical strategies that may aid in reducing the prevalence of pronunciation problems while learning to speak English. In order to help students learn and acquire proper English pronunciation, the researcher recommends the following practises: (i)allowing students to listen to Englishsounds, words and texts through multimedia platforms, recorders, or videos. They should be exposed to speeches by native speakers and ESL speakers who use native-like pronunciation. The learners shouldlisten to songs in English in the classroom breaking the monotony of the drill and lecture method of teaching as is done otherwise. (ii)adopting imitation and repetition as teaching techniques; and (iii)calling the attention of teachers to themselves to regulary update their knowledge and skills in the dynamic world where language is constantly evolving, besides ofcourse being well-qualified and well-trained in order to be models and guide their students.

Conclusion

A language is inarguably a tool of communication but it is definitely a personal decision to makethis tool accurate, appropriate and sharp. Today people need to use English almost everywherefor a number of purposes such as in business, higher studies, in tourism, in pursuing research, in building and working in teams, in being gainfully employed, in collaborative ventures in science and

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technologyetc. Thus,speaking intelligibly using correctpronunciation and intonation is essential sincemispronunciation of somewords couldpossiblyleadtoseriousmisunderstandings.In addition to looking good on a resume, being able to speak another language like a native speaker does, makes people more likely to talk to you in everyday situations, whether it's a job interview, a presentation, or just a casual conversation, because a native speaker will not adjust his language to fit your needs and rightfully so it is the speaker'sresponsibility and need to make himself understood.

Pronunciation instruction is extremely critical and so it deserves extra attention and accuracy. Minor aberrations maybe tolerated but not gross mispronunciations. Raising awareness of both teachers and learners to the significance ofcorrectpronunciationis fundamental.Investigatingthechallengesofcorrectpronunciation that students encounter requires further study, research, and practical workshops.Teachers should check their pronunciation before teaching them as what is taught and oft repeated gets fossilized in the learners' minds.

Recommendations

The researcherrecommendsthefollowing:

A. Teaching pronunciation requires highly trained teachers who are capable and adept at using the English language. In other words, teachers should be really proficient at the language skills: LSRW. They should consistently update their knowledge base by attending and conducting workshops and learn the nuances of language regularly, in addition to being skilled at teaching ESL learners.

B. Using multimedia, authentic materials and innovative methods is highly recommended in teaching correct pronunciation in the ESL classroom.

C. Students should be actively and practically engaged in the learning process since they are thetarget learners.

D. Teachers should know something about their students' native tongues so as to help them better grasp the similarities and contrasts between the languages.

E. Teachers of English should be allowed to teach relevant courses on a regular basis so that they may monitor their students' development. Language cannot be taught or learnt in a one-hour class.

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