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Managing Classroom Practices Involved in English Pronunciation Instruction

Samia Qaseem ¹ Mahjabeen Babar ² Memoona Khalid ³ M. Imran Yousuf ⁴

Abstract: *The primary goal of teaching and learning English is to enable students to communicate effectively. This study analyzed the English teachers' own practices in pronunciation instruction. The study was descriptive in nature, and the target population consisted of higher secondary school English teachers at District Kotli. A sample of thirty teachers was considered for data collection. A semi-structured interview was designed in light of research objectives and questions. Simple random techniques were used for this study. For data collection, the researcher personally visited schools in the district Kotli AJ&K with the prior permission of the concerned administration. It was found that teachers have great classroom teaching practices for clear and consistent pronunciation. Providing feedback and correction is crucial for students' progress; regular practice and repetition are important 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, integrating technology, and utilizing pronunciation apps or online tools for additional practice.*

Key Words: Teaching Practices, Pronunciation, Teaching & Learning, Communication, Language

Introduction

The part of teaching English pronunciation to higher secondary students is to help them become more capable language users and improved communicators. Teaching is a cognitively linked practice; during learning activities, teachers and students both go through a mental procedure. Instruction is a mental movement; besides, instructors make decisions in the classroom based on their views.

The English language is regarded as the only vital instrument still in use for the advancement of the modern world. The goal of this study is to discuss contemporary English teaching practices by presenting evidence from classroom activities and language education at the primary level and the barriers to applying them in higher secondary school level schools. Furthermore, this study draws attention to the lack of attention given to the difficulties, roadblocks, and issues English teachers encounter when teaching the language in classroom instruction (Kaseem et al., 2024). Notably, this study's primary focus is on teachers' professional development and the absence of technological integration. The majority of higher secondary school students struggle to keep up with difficult coursework in higher education and lack basic language acquisition skills (Vancova, 2019).

Intentionally extending the teaching of English involves a number of factors, including the attitudes, strategies, obstacles, and forms of instruction used by teachers. In light of this, it's critical to evaluate the effectiveness of teaching and learning techniques in public elementary schools, where teachers and students must overcome a number of challenges, such as a shortage of supplies, integrating technology, having qualified staff, and creating a welcoming learning environment. Elementary schools handle issues related to substantive English language learning (Nguyen & Burri, 2024).

¹ M.Phil. Scholar, Department of Education, PMAS–Arid Agriculture University, Rawalpindi, Punjab, Pakistan.

² M.Phil. Scholar, Department of Education, PMAS–Arid Agriculture University, Rawalpindi, Punjab, Pakistan.

³ M.Phil. Scholar, Department of Education, PMAS–Arid Agriculture University, Rawalpindi, Punjab, Pakistan.

⁴ Professor, Department of Education, PMAS–Arid Agriculture University, Rawalpindi, Punjab, Pakistan.

▪ **Corresponding Author:** M. Imran Yousuf (dr.imran@uaar.edu.pk)

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The increasing need for English language skills has driven the global economy. In recent years, the government, as well as the government of Pakistan in general, has begun to prioritize the instruction and acquisition of the English language. However, despite the academic success of English-language instructors and students, the level of English performance has continued to be below expectations. A lot of work is done in this aspect, yet some institutions continue to portray a vile perspective on how students are doing in the English course. Gaps are still present; the bulk of students are declared in between the document and reality as they appear to be inept in the acquisition (Foote et al., [2016](#)).

Teaching and learning second languages is a sophisticated mental process. Active, thoughtful decision-makers, teachers base their instructional decisions on composite, 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 (Ismail et al., [2022](#)).

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 et al., [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 (Tegnered & Rentner, [2021](#)). 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. 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 (Wang & Lee, [2012](#)).

By changing the curriculum to meet the needs of the students, competent teachers can make adjustments to their lesson plans to meet the needs of specific students. They are able to identify each student's individual areas of weakness and create workouts and activities that particularly address those areas. As a result, students' pronunciation can considerably improve (Clapper, [2010](#)). The teacher should provide pupils plenty of opportunities to listen and repeat while also modeling proper pronunciation of words and sounds. The instructor should speak clearly, concisely, and consistently so students can better understand the articulation of sounds, stress patterns, and intonation with the aid of visual materials like charts, graphs, and films. Additionally, it is useful to give students textual phonetic transcriptions. To practice pronunciation, try some tongue twisters. Different tongue twisters that concentrate on particular sounds or intonation patterns might be used by the instructor. Recording and playback can be a powerful tool for civilizing pronunciation. The teacher can record pupils speaking and then play it back for them to listen to and assess their own pronunciation. Different tongue twisters that concentrate on particular sounds or intonation patterns might be used by the instructor, and for progress, regular feedback on pronunciation is crucial (Kaseem et al., [2024](#)).

The Rationale of the Study

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. 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 secondary schools.

Statement of the Problem

With a focus on teachers' 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.

Objectives

The objectives of the study were:

- To investigate the views of English teachers in secondary schools regarding pronunciation and pronunciation instruction.
- To investigate the English teachers' own practices in pronunciation instruction.

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 significant; undertaking less research on this topic examined issues in the context of Pakistan that may benefit the nation's educational system. Thus, this research could aid in the development of new tactics or recommendations about how to handle particular teaching deficits or strengths techniques used.

Literature Review

Teaching Practices

Teaching practice is the time a student teacher spends instructing at a school as part of their training. The process of teaching and learning has been fascinating and enjoyable. The main causes are the pupils' lack of interest and the professors' antiquated teaching strategies. Unfortunately, English is taught in Pakistani secondary schools in a very theoretical and unconnected manner with the official designation. English is taught extensively from kindergarten until matriculation, but students, especially those from rural backgrounds, rarely feel comfortable using the language (Alghazo, [2015](#)).

The relationship between instructors' behaviors and practices about teaching and learning is highly significant, as research indicates that teachers' practices can influence how they modify or alter their instructional ideas. The difference between instruction and practice supports the idea that instructors' views are merely hypotheses, while practice has always been the true foundation of the learning environment. Teachers' individual views about language and language learning have a significant impact on students' overall performance (Burri, [2023](#)).

Teachers' Instructional Practices and Competition

Effective language instruction necessitates both classroom procedures and teacher competency, particularly in elementary school when kids heavily rely on the training and expertise of their instructors. Furthermore, argues that English teachers' approaches and ways of thinking are fundamental to the topic. In order to improve performance, they emphasize how important it is to increase instructors' competence through skilled instruction and introduce students to global language education resources (Imran et al., [2024](#)).

Historical Perspective of Teachers' Practices

Teaching and learning have been exciting and entertaining. The primary factors are students' disinterest and teachers' outdated methods of instruction. Sadly, English is taught in Pakistani secondary schools in a way that is very disconnected from reality, and it is officially designated as the language of tests (Burri, [2023](#)).

Relationship between Instruction and Teaching Practices

According to research, instructors' behaviors and practices in teaching and learning are closely related and have a big impact on each other. There is a significant relationship between teachers' classroom practices



and their way of mentoring (Shahzadi & Afzal, 2024). Teachers' practices can, to a large extent, affect how they modify or alter their instructional ideas. The distinction between instruction and practice supports the idea that instructors' views are only hypotheses, whereas practice has always been the true foundation of the learning environment. 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. According to this, students perform better academically the more a teacher values language acquisition. A study was conducted to determine how a teacher's own teaching and learning experiences impact their practices in a language classroom (Kalsoom, 2009).

Importance of English Language Teaching Practices in Pakistan

English language proficiency is required in the Pakistani context because, without it, it is difficult to succeed in any field, let alone the global market. For this reason, a number of academics have regularly highlighted instructional strategies and issues surrounding English language instruction to draw attention to the significance of English language instruction in Pakistan among higher authorities and policymakers. For instance, it shows that there are numerous obstacles that must be overcome for English language instruction in Pakistan to meet standards, including a lack of professional development opportunities for language teachers, inadequate infrastructure, cramped classrooms, reliance on a traditional examination system, teachers' heavy workloads, and a deficiency of professional qualifications (Imran et al., 2024). There is variation in the stated beliefs about learning in the actual classroom. The impact of situational and personal factors also affects teachers' performance in replacing their beliefs in classroom teaching; however, in certain cases, the personal factor enhances the application of beliefs in the classroom. This proves that organizational factors function as barriers to teachers implementing their beliefs in the actual classroom, the students, and institutions (Al-Azzawi & Barany, 2016).

Technologies in Teaching English Presentation

There were many teaching English techniques used for the English language.

Phonetic Transcription

A coding made up of phonetic characters is called phonetic transcription. Each symbol corresponds to a certain sound, which is distinct from a letter of the alphabet. Despite the fact that it is possible to acquire the articulation deprived of utilizing encryption, numerous linguists believe that it is beneficial for learning a foreign sound system (Arifin et al., 2024).

Visual & Auditory Reinforcement

Drills and rhymes are better suited for children, while this approach is more suitable for adult learners. On sound charts, which are divided by a line, vowels are at the top, and consonants are at the bottom. Diphthongs have two colors, but pure vowels only have one. It makes it easy for the reader to distinguish between the various noises (Field, 2005). The auditory tactics used in this method typically focus on production and try to improve students' spoken English. Many tactics take advantage of minimum pairs, which are words with numerous meanings but only a single pronunciation difference. Minimal pairings are groups of words or sentences that differ from one another only in one sound. As a result, the teacher makes sure that the students are aware of the basic relationships between each sound in the target language. In order for the kids to understand the difference in sounds, the teacher selects words that differ by a single sound and repeatedly drills them in class.

Tactile Reinforcement & Drama Voiced Techniques

This strategy works well for identifying voiced from voiceless consonants, which are typically hard to discern apart without a demonstration. Contrary to voiceless consonants, voiced consonants do not require the vocal cords to vibrate in order to produce their distinctive sounds. Both varieties further alter speech using their breath, lips, teeth, and upper palate. Teachers might employ tactile reinforcement even though it hasn't been mentioned much. In spite of this, reflective learners may experience self-consciousness when using the drama voice technique strategy. They can gain from listening exercises and teacher

demonstrations. Minimal pairings are groups of words or sentences that differ from one another only in one sound (Baker, [2013](#)).

Problems in Pronunciation Teaching & Speaking

The issue that keeps coming up in questionnaire research is the lack of confidence in instruction and resistance to start pronunciation instruction, which is often linked to a lack of training, a lack of teaching resources, and the difficulty of pronunciation assessment. Both native English speakers and non-native English speakers teachers experience this consequence, which appears to be more or less consistent across nations. For instance, they found that pronunciation instruction was not well received by half of the Japanese junior high and high school teachers polled, which had an adverse effect on classroom instruction (Uchida & Sugimoto, [2018](#)).

Researchers discovered that while teachers connected some ideas to different activities, they also shared some principles. Implicit beliefs are held subconsciously and can only be deduced from behavior, whereas endorsed or explicit beliefs are those that a person may easily state. It is well acknowledged that teachers' practices influence and direct their decisions, as well as serve as a foundation for action. It is acknowledged that the link is interactive in that while experiences and introspection on actions influence behavior, beliefs may also be added to or changed as a result of those experiences (Afrifa et al., [2021](#)). Nonetheless, teachers' professed ideas are not usually a "very reliable guide to reality. Discovered a relationship between teachers' planned lessons and their professed methodological philosophies; as a result, the teachers' beliefs seemed to be a trustworthy indicator of future practice. However, a study found that there was little correlation between rookie instructors' chosen orientations and their practicum practices, as observed in hindsight (Basturkmen, [2012](#)).

Materials and Methods

Research Design

For an in-depth study, the researcher used a qualitative research design by using a checklist and a structured interview to determine the teaching practices involved in English pronunciation. The qualitative research method was also applied to express the wisdom, depth of emotion, and experience of teachers regarding English teaching practices for language learning (Kaseem et al., [2024](#)).

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. The study population was comprised of all the teachers in higher secondary schools in District Kotli, Azad Jammu, and Kashmir. The target population of the study consisted of teachers at thirteen public higher secondary schools in the district of Kotli.

Samples and Sampling Techniques

A sample is a subset or a smaller representation of the population that is selected for study observation or analysis. It is drawing out the larger population to estimate or provide information about the whole population (Gay et al., [2012](#)). The study sample consisted of 13 higher secondary schools in the districts of Kotli Azad Jammu and Kashmir. The total sample size of the study was 30 teachers. Simple random sampling techniques were used for this purpose.

Research Tool

Research tools are devices that are used to gather information in order to evaluate the accuracy of a theory or hypothesis. Depending on the nature of the research issue and the kind of data that must be gathered, they come in a variety of shapes and sizes (Gay et al., [2012](#)). A semi-structured interview was developed in light of research objectives and questions and conducted on a total of 30 government higher secondary school teachers in each district. The interview held a total of 10 actions and was further elaborated in the form of statements. The interview was divided into different sub-sections. The purpose of the semi-



structured interview was to collect information from teachers about their teaching practices for English pronunciation at the higher secondary school level.

Pilot Testing

Pilot testing was done to ensure the validity and reliability of the instrument. Six teachers were selected to observe the validity of the interview schedule. The degree to which a test accurately assesses what it is intended to measure is known as validity. According to Cohen et al. (2017), a test is legitimate if it can be used to make predictions or significant judgments. For the validity of the interview, the researcher personally visited different educational research experts and supervisors. With the help of the expert's suggestion, the researcher omitted irrelevant and repeated statements from the interview.

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). With the prior consent of the relevant principals, the researcher conducted in-person visits to several specially chosen higher secondary schools within the Kotli AJ&K area in order to gather data. Building a rapport with the interview subjects prior to conducting the interviews was crucial. In light of this, the researcher met with the teachers who had indicated that they would be willing to participate in an interview. The researcher conducted a casual chat with each interviewee individually, covering the significance of the English language in the contemporary context as well as the role that teachers play in fostering English language proficiency. The significance of instructors' practices for teaching English was also discussed, and a number of problems pertaining to their teaching practices in the classroom were brought up.

A formal interview was conducted after a friendly exchange interview, including language learning objectives, foundational language skills, teachers, the goal of English teachers' education, and their assessment and input on their methods of instruction in the classroom. At the outset of the procedure, all interviewees were advised that the maximum length of each interview was 45 minutes. In order to obtain the interviewees' honest opinions about their methods of teaching English language acquisition, the interview questions were not disclosed to them in advance.

Analysis of Data

Data analysis is the procedure of methodically studying and interpreting data in order to develop conclusions and extract usable information. Data must be cleaned, transformed, and moved in order to find relevant information, make recommendations, and assist in decision-making (Ali & Bhaskar, 2016). The qualitative method was used to interpret the results in light of the literature after the interview material was transcribed and categorized into several themes identified through interview analysis.

Results and Discussion

In this section, the analysis of different components is elaborated to provide a clear presentation of the findings of the study and an interpretation of their significance.

Goal of English Teacher at Higher Secondary School Level

This section's examination reveals that proficiency in fundamental language skills is the sole thing holding this system together. Most educators clarified that they had acquired communication skills for teaching practices and English pronunciation at the higher secondary school level. They were well aware of their English communication skills. Most of the teachers stated that in teaching practices, they used different pronunciation skills for high school students to achieve better outcomes in the English language. Many of the teachers said that they used technology to enhance the English language at the secondary school level. A few teachers said that they developed language skills to promote English pronunciation. Regarding language acquisition, one teacher states that.

"There are many variables that play a crucial role in better pronunciation skills. Social interaction is the best way for us to learn a language because the psychological traits we acquire in our culture greatly aid in language acquisition."

Teaching Strategies to Engage Students in Learning English

The majority of the teachers described how they engaged students through different teaching strategies and methods, such as the discussion method, lecture method, storytelling, and role-play.

"I fervently urge that each student receive personalized attention and value throughout the educational process. We should give pupils every chance to discover their potential without judgment and with sincerity and honesty. Our true asset is them."

Most educators stated that teachers should foster a cooperative and welcoming atmosphere for students and inspire and support them in making communicative learning a habit. A democratic approach to handling, coping, and treating students is necessary. Nothing should be done harshly, and even punishment should be permitted. Many of them created a positive and healthy classroom environment for the engagement of students in English learning. Few teachers described how they motivated their students to learn the English language.

Assign Tasks and Provide Feedback on Language Skills

The opinions and procedures of teachers about the English language assessment and feedback of their students are presented in this section. Proportionate to the evaluation criteria they used. Expressed his opinions, saying they are quite limited because of our school's demanding schedule. In certain, by using diagnostic evaluation,

"I grade my class occasionally when it comes to the methods teachers employ to evaluate their pupils; she usually assigns her students to read a paragraph on their own, write questions about it, share it with their peers, and then compare the responses. It indicates the kinds of information that students should be studying and helps to extend their comprehension."

Most of the teachers proposed that teachers encourage their pupils to write daily diaries and anything that comes to mind in order to help them become better writers. Many teachers also suggested that the teachers should present a picture of anything to the children to practice speaking and then invite everyone to speak about it. This is a better way to assess students.

Instructional and Project Methods for the Effective Teaching of English

When documenting teachers' views regarding their knowledge of instructional techniques, they revealed that most teachers lacked suitable pedagogical abilities and that they were ineffective. Few teachers employed direct instruction, and most used the grammar-translation method approach to instruction. However, the way government school teachers perform,

"I am aware of around four or five various teaching approaches, including the GTM, DM, ALM, communicative approach, and structural approach."

The discussion approach is the most effective way to teach English since all lessons will be given in the language to the learner's advantage. Many teachers employed a variety of methods, and most of the techniques helped students as needed. "Employ the grammar-translation method and occasionally the project approach, in which the majority of the contact takes place in English. However, there are confounding results, such as the majority of pupils not knowing how to write or speak English, meaning that all the time is spent and little progress is made. Other approaches that are frequently employed in our schools include the grammar-translations strategy, where pupils demonstrate easy and minimal growth in their communication skills.

Approach and Method for Effective Teaching of English Grammar

Grammar instruction is just as vital as understanding the basic makeup and structure of the human body. This section focuses on the attitudes and methods used by government educators when instructing students in grammar. Most of the teachers stated that they used the grammar-translation method during their English class. Grammar instruction is just as crucial as understanding the anatomy and skeleton of the human body.



“Grammar instruction is just as crucial as understanding the anatomy and skeleton of the human body. In every language, it is the primary focus. It has been the main problem in our nation. Grammar is given more weight by teachers and even by someone who is regarded as an authority in English grammar.”

In the context of English language learning, the blending and integrating of grammar has been a highly contentious topic. There is, has been, and may continue to be (in the future) disagreement among educators on the inclusion of grammar in English Simple English. Every pupil should learn grammar during the complex grammar lesson. It ought to be avoided, as most educators do, while some just use tenses. It was causing more harm than good and being active, passive, direct, and indirect.

Techniques and Strategies for Improving English Reading and Writing

The opinions and procedures of teachers about improving the reading and writing skills of students in the English language were presented in this section. The majority of the teachers explained their regular reading activities and teaching practices for the English language at the higher secondary school level. They were well aware of their English-language activities.

“Writing is the most neglected basic skill, as, in our classroom, pupils simply copy what the teachers write in the form of challenging words on the whiteboard. I like to give the pupils the same assignment for writing as I do for reading.”

Most teachers expressed their sentiments, saying there are quite a few because of our school's demanding schedule. According to another teacher, I usually have my students read a text aloud, write questions about it, discuss it with their friends, and then compare their responses. It indicates the kinds of information that students should be studying and helps to extend their comprehension.

Teacher Practices for English Language Learning

The opinions and procedures of teachers regarding their own teaching practices as English teachers at the higher secondary school level are presented in this section. Most of the teachers stated that they used many effective teaching practices for better pronunciation of the English language. One of the government's school teachers gives his view about his teaching practice for the English language.

“I have a few methods that I find work well for teaching English to students. First and foremost, I think it's important to foster a welcoming and inclusive learning climate in the classroom where students aren't afraid to take chances and make errors.”

The majority of teachers stress the value of consistent practice and exposure to the language through media such as reading, viewing TV series or movies in English, and listening to English music or podcasts. In order to help my pupils stay motivated and engaged, they are also encouraged to set goals and monitor their progress. Finally, in order to keep learning interesting and fun, I make an effort to include a range of interactive and engaging activities in my English classroom.

Role and Significance of Basic Language Skills in Language Learning

The opinions and procedures of teachers about the significance of basic language skills are presented in this section. Learning the fundamentals of a language is essential. They act as the cornerstone around which language learners can advance in their language skills.

“I think speaking, writing, listening, and reading are some of these abilities. Gaining proficiency in these areas helps students comprehend and interact with the language.”

Most of the teachers stated that in addition to helping students understand written texts, basic language proficiency also enables them to articulate their views clearly and participate in meaningful dialogues. It can be difficult to advance in language learning if these core abilities are not well developed. Therefore, it's critical to concentrate on enhancing and developing these abilities from the outset. As long as you practice, you'll make excellent improvements.

Critical Thinking and Problem Solving for English Pronunciation Skills

This section focuses on the development and promotion of critical thinking and problem-solving skills in language learning. Most of the teachers stated that they include a number of tasks that call for problem-solving skills. One of the government teachers gives his own views about critical thinking and problem-solving skills.

"I help students develop critical thinking and problem-solving abilities in my English classes by pushing them to assess and analyze data, draw connections, and use their imaginations. During our talks, children are able to voice their thoughts, back them up with facts, and politely disagree with one another."

Most of the teachers stated that they include tasks that call for problem-solving, such as debating, completing linguistic riddles, and evaluating real texts. Students improve their English proficiency and sharpen their critical thinking abilities in a supportive and intellectually engaging atmosphere. It all comes down to motivating them to think creatively.

Resources and Material Most Effective for Teaching

This section focuses on a few resources that can be quite beneficial for learning English at the HSS level. Most teachers stated that they use online resources. Many teachers say that they use textbooks as a resource in language learning. One government teacher gives his views about materials and resources for language learning.

"Grammar rules can be easily understood by consulting textbooks such as "The Oxford English Grammar" and "English Grammar in Use" by Raymond Murphy. You can use vocabulary flashcards or applications such as Memories."

Most teachers stated that they improve students' language skills by reading books in English, watching films or TV episodes with subtitles, and conversing with native English speakers.

Findings

The findings of the study were the following:

- The mainstream of the teachers explained that they develop communication skills for teaching practices and English pronunciation at the higher secondary school level. They were well aware of their English communication skills.
- 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.
- Many teachers described how they help to develop students' critical thinking and problem-solving by pushing them to assess and analyze data, draw connections, and use their imagination.
- The majority of the teachers explained that they use regular reading activities and teaching practices to improve language skills. They were well aware of their English-language activities. Many teachers assign assignments and homework tasks for their students to improve their English language learning.
- Most of the teachers said they want 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.
- Most of the teachers stated that they used the grammar-translation method during their English class. Grammar instruction is just as crucial as understanding the anatomy and skeleton of the human body.
- The majority of the teachers stated that they provide individual feedback and correction during speaking activities. With the help of individual feedback from the teachers, a student learns more about the English language. Individual feedback is also helpful for improving the student's pronunciation.
- Most of the English teachers give their views about how they use effective teaching methods for effective teaching practices. Teachers always use the discussion method during their lectures because



the discussion method is the best choice for teaching English since everything will be instructed in English for the benefit of the learner.

- English language teachers stated that they always provide phonetic instruction. Teach students the different sounds and phonetic symbols in English to build their awareness and understanding of English pronunciation and also for the betterment of students' English language pronunciation.

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, Azad Jammu and Kashmir. The goal of teaching English pronunciation to higher secondary students is to help them become more proficient language users and better communicators. Teaching and learning second languages is a sophisticated mental process. In order to help students overcome these difficulties and advance their English-speaking skills, it is crucial for teachers to employ effective teaching strategies (Kaseem et al., 2024).

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.

It was found that most of the teachers desired to foster a welcoming and inclusive learning environment in the classroom where students are not afraid to take chances and make errors. 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). The study revealed that most of the teachers used the grammar-translation method during their English class. Grammar instruction is just as crucial as understanding the anatomy and skeleton of the human body. In the century, 20 more contemporary systems rely on reading and grammar-translation. The main objective of language instruction was not to improve oral communication. As a result, speech and pronunciation received little to no attention (Hismanoglu & Hismanoglu, 2010). The study revealed that the majority of the teachers explained that they use regular reading activities and teaching practices to improve language skills. They were well aware of their English-language activities. Many teachers assign assignments and homework tasks for their students to improve their English language learning. A study was conducted to determine how a teacher's own teaching and learning experiences impact their practices in a language classroom. Pre-service instructors served as the subjects of a comparable study. To learn what beliefs they have and how these beliefs are manifested in actions, he employed research journals, observations, and interviews as his methods for the study (Kalsoom, 2009).

Conclusions

The study's findings and the analysis of the data support the notion that effective English language teaching strategies are critical to language training. Excellent results can only be attained with strong, foundational teaching approaches. Without practice, teachers surely found it difficult to teach in the real world and wound up using English more as course material than as a language. The process of teaching and learning English is enhanced when both are combined.

The study's main conclusions include the following: In order to foster teaching practices about the English language, teachers had strong opinions about teaching English along with language and its learning, basic language skills, use of grammar-translation methods, grammar rules, students learning, inclusive learning environment, and students' assessment and feedback about language learning. To develop students' critical thinking and problem-solving skills in English language learning for English pronunciation, use regular reading activities and teaching practices to improve language skills practice and exposure to the language through media such as reading, watching TV series, or watching movies in English.

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. Because of the training, refresher courses, seminars, and workshops provided by governmental and non-governmental organizations, government teachers were expected to possess a high level of expertise. Teachers have great classroom teaching practices for clear and consistent pronunciation models, which 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.

Teaching Methods and Strategies Although some educators use successful methods, such as giving students personalized feedback, teaching phonetics, and creating a positive learning atmosphere, there are still some areas that require development. For instance, there's a difference between what instructors really do in the classroom and what they believe about language-focused instruction. Furthermore, there is a need for improvement in a few areas, such as encouraging peer practice and providing guidance on lip and tongue location.

Recommendations

The following were the recommendations of the study:

1. It is recommended that teachers facilitate their students' acquisition of the English language by promoting flawed text and context in English-language textbooks and integrating technology. For more practice, use internet resources or apps to pronounce words correctly.
2. Higher secondary school English teachers had a solid foundation in teaching English as a language, but they neglected to appropriately implement these teaching methods in their classroom instruction. Thus, it was highly recommended that English language instructors consistently employ classroom teaching techniques for accurate and reliable pronunciation models, which are crucial. Pronunciation abilities can be enhanced with consistent practice and repetition.
3. It is advised that English teachers employ a range of instructional strategies to provide their diverse teaching philosophies with an academic platform.
4. It is suggested that English language teachers teach phonetics. To increase pupils' awareness and comprehension, teach them the various English phonemes and sounds.
5. Future researchers can contribute to the advancement of knowledge in effective teaching strategies for upper secondary school English language learners, ultimately enhancing educational outcomes for this demographic.

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