การพัฒนาการออกเสียงภาษาอังกฤษด้วยแบบฝึกหัดการออกเสียง: กรณีศึกษา นักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี

Improving English Pronunciation of Thai Undergraduate Students at Prince of Songkla University, Pattani Campus by Pronunciation Practice Tool

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บทคัดย่อ

การวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษาเสียงภาษาอังกฤษที่มักเป็นปัญหาในการออกเสียงของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี และศึกษาการใช้แบบฝึกการออกเสียงภาษาอังกฤษซึ่งเป็นแบบฝึกหัดเสริมการออกเสียงภาษาอังกฤษ โดยมีกลุ่มตัวอย่างเป็นนักศึกษาระดับปริญญาตรี ชั้นปีที่ 1 สาขาวิชาภาษาอังกฤษ จำนวน 27 คน เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) แบบประเมินการออกเสียงภาษาอังกฤษก่อนและหลังเรียน 2) แบบฝึกการออกเสียงภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์คือสถิติเชิงพรรณนา ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการศึกษาพบว่า ก่อนเรียน นักศึกษาออกเสียงพยัญชนะกลุ่มเสียงเสียดแทรกและเสียงกักเสียดแทรกไม่ถูกต้อง เช่น เสียง /θ, ð, ʃ, ʒ, tʃ และ dʒ/ ผลการทดสอบหลังเรียนรวมถึงผลการใช้แบบฝึกการออกเสียงภาษาอังกฤษแสดงให้เห็นถึงพัฒนาการการออกเสียงพยัญชนะกลุ่มเสียงเสียดแทรกและเสียงกักเสียดแทรกได้ดีขึ้นอย่างมีนัยสำคัญทางสถิติ

คำสำคัญ: เสียงภาษาอังกฤษที่เป็นปัญหา, การออกเสียงภาษาอังกฤษ, นักศึกษาไทย

Abstract

The objective of this research was to examine common pronunciation challenges, concerning English sounds faced by undergraduate students at Prince of Songkla University, Pattani Campus. Additionally, it sought to explore the effectiveness of English Pronunciation Practice Tool, an exercise designed to enhance English pronunciation skills. The study involved 27 undergraduate English major students who underwent pre- and post-pronunciation assessments, as well as utilised the Pronunciation Practice Tool. Descriptive statistics such as percentage,

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mean, and standard deviation were used for data analysis. Findings showed that participants initially struggled with fricative and affricate consonants /θ, ð, ʃ, ʒ, tʃ and dʒ/. Following the administration of the treatment, participants exhibited notable enhancements in their ability to pronounce these sounds. This improvement was evident through their post-test scores, which were significantly higher in comparison to their pre-test scores.

Keywords: Sound problems, english pronunciation, thai students

Introduction

English's global significance lies in its wide-ranging impact and usage (Finegan, 2014). It serves as a universal means of communication, connecting people globally. Proficiency in English enhances career prospects, fosters cultural exchange, and grants access to abundant resources. Mastering English pronunciation is crucial as it ensures clarity, reduces misunderstandings, and boosts confidence in communication (Ababneh, 2018). Accurate pronunciation facilitates interactions in various contexts and improves listening skills.

Effective communication relies heavily on accurate pronunciation (Harmer, 2001), as inadequate pronunciation can hinder comprehension of grammar and vocabulary. Therefore, pronunciation training is crucial for language learners. English teachers play a vital role in instructing students on the correct pronunciation of words, phrases, sentences, and intonation (Cedar & Termjai, 2021). It should be noted that not all English learners aim for native-like pronunciation, as some individuals value their own accents as part of their identity (Harmer, 2001; Pourhossein Gilakjani, 2016). Respect for accent diversity and individual identity is important in pronunciation instruction. Pronunciation refers to the way words and sentences are spoken, conforming to accepted standards, while accent reflects the unique speech patterns influenced by geographical, cultural, and linguistic factors. Although accurate pronunciation is important, recognizing and appreciating accent diversity is equally crucial. Accents are not inherently „good" or „bad," but rather contribute to language diversity and cultural backgrounds. Therefore, the focus of pronunciation instruction should prioritise clear and effective communication rather than conformity to a specific accent.

Plailek and Essien (2021) note that English is considered a foreign language in Thailand and is mandatory in the national curriculum from kindergarten to university. However, Thai students often face challenges in learning English, particularly in spoken communication, as pointed out by Prombut and McColl Millar (2020). Extensive research has been conducted to explore the difficulties and factors influencing English pronunciation among Thai learners. These studies aim to investigate the specific challenges encountered by Thai learners in pronouncing English sounds and identify the underlying factors contributing

to these difficulties. Piyamat and Deekawong's (2021) recent study focused on examining phonological variations and issues in English pronunciation among Thai EFL learners, specifically undergraduate students majoring in English Chinese at HuaChiew Chalermprakiet University. The study found that four consonant sounds, namely /θ/ and /ð/ as well as /ʧ/ and /ʤ/, posed particular problems for the students in this program. The findings also concluded that one contributing factor to the difficulties in pronouncing these consonant sounds among Thai EFL learners is the disparity between the sound systems of Thai and English.

Essien (2015) cited in Plailek and Essien (2021) emphasises the lack of effort among Thai students in pronunciation, leading to difficulties in learning and communicating effectively in English. Prombut and McColl Millar (2020) suggest that language differences, including phonology, word order, stress, and rhythm, contribute significantly to these challenges. Thai learners face specific difficulties in accurately pronouncing English words, particularly final consonant sounds and fricative sounds. Ratanajarana (1992) explains that the absence of fricative sounds in Thai leads learners to substitute them with the closest equivalents in their native language. For example, /v/ becomes /w/, /θ/ becomes /t/, and /ð/ becomes /d/. Additionally, Thai learners struggle with English final consonant clusters, a prominent pronunciation problem. Numerous academics, including Harmer (2001), Kanoksilapatham (2016), Plailek and Essien (2021), Pourhossein Gilakjani (2016), Prashant (2018), and Ronnakiat (2012), emphasise the importance of accurate English pronunciation and the need for pronunciation guidance.

This study investigates the specific challenges faced by Thai learners in English pronunciation, building upon previous research conducted by Attapol Khamkhien (2010) on word stress assignment, Piyavadee Apichatabutra (2011) on introducing articulatory phonetics, Teeraporn Plailek and Essien (2021) on pronunciation difficulties, and Chakma (2014) on specific consonant sounds. Other studies by Pawina Thindaeng, Tareerat Hirannukhro, and Boonlert Wongprom (2021), Nithiwaraphakun, Buasam-Ang, and Chumnumnawin (2020), and Cedar and Termjai (2021) have explored effective strategies and interventions for improving pronunciation skills among Thai learners. Moreover, Sa-e-dee's (2020) study highlighted issues in English phonetics among Thai learners, including limited pronunciation practice, teachers using the local language, Thai accents affecting pronunciation, teacher emphasis on pronunciation, student discomfort, lack of motivation, and disinterest in learning English.

Thus, the present study aimed to assess the English pronunciation proficiency of Thai students taking a Practical Phonetics course in their first year as English major students. Improving pronunciation skills is crucial for English majors, especially those aspiring to be English teachers. The researcher, an instructor at Prince of Songkla University, observed how

pronunciation difficulties impacted students' communication abilities and confidence. To address this, the researcher introduced a Pronunciation Practice Tool as an additional resource alongside standard course materials. The tool provided focused exercises and feedback to enhance students' pronunciation skills. By incorporating this approach, the study aimed to support students' overall development and improve their English pronunciation proficiency, acknowledging that pronunciation is a challenging aspect of learning English. (Pourhossein Gilakjani, 2016)

The findings hopefully offer insights into effective strategies for enhancing pronunciation skills and provide recommendations for improving English pronunciation instruction at Prince of Songkla University.

Research Objectives

This study aims to

1. examine the challenging aspects of English pronunciation, particularly among Thai students enrolled in the Practical Phonetics course at Prince of Songkla University's Pattani Campus.

2. investigate the effects of the pronunciation practice tool on participants' pronunciation performance through the use of both pre-and post-pronunciation tests.

Research Design

This research employs a descriptive approach to investigate the English pronunciation issues encountered by first-year English major students at Prince of Songkla University, Pattani Campus, Thailand. The study focuses on providing recommendations and guidelines for enhancing the English pronunciation skills of the students. The scope of the research is limited to the examination of English consonants and vowels, while other aspects of pronunciation, such as diphthongs, connected speech, word and sentence stress, and intonation, are not included.

The research methodology involved a sample of 27 first-year English major students selected through simple random sampling technique from a total population of 83 students enrolled in the Practical Phonetics course. Data collection included the use of three instruments: pre- and post-pronunciation tests, as well as a pronunciation practice tool. These instruments were employed to gather data and assess the participants' English pronunciation skills before and after implementation. The pronunciation practice tool aimed to provide students with exercises for improving their pronunciation of English consonants and vowels.

Data was collected from both the pre and post-pronunciation tests, as well as the utilisation of a pronunciation tool. The pre-pronunciation test was conducted at the outset of the study, prior to any phonetics instruction. Participants were provided with a pronunciation sheet containing a list of words to orally articulate, and they were requested to record themselves pronouncing the words, subsequently submitting the video clips to the researcher for evaluation. This test's objective

was to establish a foundational reference point for comparison with the post-pronunciation test.

The post-pronunciation test occurred at the end of the study, following the participant's completion of the course material. Much like the pre-test, participants were provided with a pronunciation sheet containing words to verbally express and record. The recorded video files were then submitted to the researcher for assessment, and the outcomes were compared to the initial baseline data acquired from the pre-test.

The pronunciation practice tool, created by the researcher, comprised supplementary materials and exercises for enhancing English pronunciation. This resource encompassed instruction on all English consonants, and participants were tasked with completing the exercises and submitting them to the researcher for evaluation and participation scoring. Furthermore, individual assignments were assigned, allowing participants to select a specific chapter from the tool and showcase their pronunciation proficiency by recording themselves while articulating words and sentences.

To collect the data, the students were instructed to take the pre-test during the first week of the semester. They were provided with a test sheet containing words to pronounce, and they were required to record a video of themselves pronouncing the words. The recorded videos were then submitted to the researcher. Throughout the semester, the students received instruction on English phonetics and were given additional practice materials.

At the end of the semester, during the final week, the students took the post-test. Similar to the pre-test, they had to pronounce words from a test sheet and record a video of their pronunciation. The videos were submitted to the researcher for evaluation and comparison with the pre-test results.

In addition to the tests, a satisfaction survey was conducted at the end of the semester. The survey aimed to gather the participants' opinions and satisfaction regarding the pronunciation practice tool. It was administered to evaluate their overall experience and provide insights for further improvement.

The data analysis procedure is as follows: The pronunciation pre- and post-tests, in addition to the pronunciation practice tool, were assessed by two phonetics experts. Subsequently, scores were computed to establish both means and standard deviations, providing insights into the students' pronunciation accuracy levels. Overall, the study utilised pre and post-pronunciation tests, a pronunciation practice tool, to investigate the English pronunciation skills of Thai learners and provide recommendations for improvement.

In this mixed-method study, both quantitative and qualitative data were collected. The quantitative data were obtained through the pre and post-pronunciation tests, which consisted of 68 English words covering all phonemes in initial and final positions. The validity and reliability of the tests were established by three English phonetic specialists, resulting in

an inter-rater agreement (IOC) range of 0.80-1.00. These tests were designed to identify the participants' English pronunciation difficulties and measure their progress.

Qualitative data were gathered through a student satisfaction questionnaire, which assessed the participants' satisfaction with the pronunciation practice tool. The questionnaire's validity and reliability were cross-checked by three specialists, resulting in an IOC range of 0.80-1.00. This questionnaire aimed to gather feedback on the participants' experience and satisfaction with the supplementary pronunciation practice tool.

By utilising a mixed-method design, this study incorporated quantitative data from the pre and post-pronunciation tests and qualitative data from the satisfaction questionnaire, allowing for a comprehensive analysis of the participants' English pronunciation difficulties, progress, and satisfaction with the pronunciation practice tool.

Findings

The recorded videos of the students' pre and post-tests were assessed by two lecturers specialised in phonetics to evaluate the accuracy of their pronunciation. The scores obtained were then analysed using means and standard deviations to determine the overall level of pronunciation accuracy. This statistical approach provides a quantitative measure of the students' performance and allows for a comparison between their pre-test and post-test results. It enables an assessment of the effectiveness of the pronunciation practice tool in improving the students' pronunciation skills.

The Challenging Sounds of English Pronunciation among Thai students

The results of the pre-pronunciation test (Table 1) indicate that Thai participants encountered significant difficulty in pronouncing certain English phonemes, particularly fricatives and affricates. Specifically, the fricative /v/ in words such as „voice" and „live" had a mean score of 0.5 (SD = 0.4719). The fricative /θ/ in words like „think" and „health" had a mean score of 0.2917 (SD = 0.4622). The fricative /ð/ in words such as „they" and „bathe" had a mean score of 0.3333 (SD = 0.4523). The fricative /ʒ/ in words like „vision" and „beige" had a mean score of 0.1667 (SD = 0.2023). Moreover, the affricate /tʃ/ in words like „chick" and „beach" had a mean score of 0.4583 (SD = 0.4908), while the phoneme /dʒ/ in words such as „jump" and „age" had a mean score of 0.3750 (SD = 0.4045). These findings indicate the specific challenges Thai students face in accurately producing these English phonemes.

Evaluating the Pronunciation Practice Tool's Impact on Pronunciation through Pre- and Post-tests.

Table 2 displays the outcomes of the post-pronunciation test, revealing a noteworthy improvement in the pronunciation skills of the participants compared to their pre-test scores. The findings indicate that the majority

of students made significant progress in accurately pronouncing words containing fricative and affricate phonemes in both initial and final positions. Specifically, the post-test results demonstrate a substantial enhancement in the pronunciation of words with fricative manners of articulation. For instance, the phoneme /v/ in words like „voice“ and „live“ exhibited a sample mean of 0.792 and a standard deviation of 0.344. Similarly, the pronunciation of the fricative /θ/ in words such as „think“ and „health“ demonstrated a mean of 0.875 and a standard deviation of 0.323. The fricative /ð/ in words like „they“ and „bathe,“ as well as the fricative /ʒ/ in words like „vision“ and „beige,“ also displayed improved mean scores of 0.875 and standard deviations of 0.323. Additionally, the affricate phoneme /tʃ/ in words like „chick“ and „beach“ exhibited an average score of 0.958 with a standard deviation of 0.151, while the phoneme /dʒ/ in words like „jump“ and „age“ demonstrated an average score of 0.875 with a standard deviation of 0.234. These results indicate a notable advancement in the participants‘ ability to accurately pronounce words containing these challenging phonemes, reflecting the effectiveness of the course in improving their pronunciation skills.

In summary, the research findings reveal two key aspects. Firstly, the pre- and post-pronunciation tests shed light on the specific English phonemes and words that Thai learners of English struggle with in terms of accurate pronunciation. These tests provide valuable insights into the pronunciation challenges faced by the participants. Secondly, the research demonstrates a significant improvement in the participants‘ pronunciation skills following the completion of the course. The results of the post-pronunciation test indicate noticeable progress and enhancement in the participants‘ ability to pronounce English words more effectively. Overall, the findings highlight the positive impact of the course on the participants‘ pronunciation skills.

Table 1. Pre- Pronunciation Test Results

Manner of articulation	Phoneme	Words	$\bar{X}$	SD
Plosives	/p/	pin, map	0.9583	0.1508
	/b/	boy, cab	0.9167	0.2023
	/t/	tall, meet	0.9583	0.1508
	/d/	day, good	0.9167	0.2023
	/k/	can, luck	0.8333	0.2523
	/g/	girl, bag	0.8750	0.2335

Table 1. Pre-Pronunciation Test Results (cont.)

Manner of articulation	Phoneme	Words	$\bar{X}$	SD
Nasals	/m/	may, warm	0.9167	0.2023
	/n/	nice, man	0.9167	0.2023
	/ŋ/	song	0.8750	0.1508
Fricatives	/f/	fix, goof	0.7917	0.4101
	/v/	voice, live	0.5000	0.4719
	/θ/	think, health	0.2917	0.4622
	/ð/	they, bathe	0.3333	0.4523
	/s/	see, miss	0.6667	0.4101
	/z/	zoo, cries	0.4583	0.4472
	/ʃ/	shore, bush	0.4167	0.4156
	/ʒ/	vision, beige	0.1667	0.2023
	/h/	home	0.8750	0.1508
Affricates	/tʃ/	chick, beach	0.4583	0.4908
	/dʒ/	jump, age	0.3750	0.4045
Lateral	/l/	like, fill	0.7917	0.3233
Approximants	/r/	ride	0.7917	0.4101
	/w/	wig	0.9583	0.1508
	/j/	yell	0.7083	0.4622

Table 2. Post-Pronunciation Test Result

Manner of articulation	Phoneme	Words	$\bar{X}$	SD
Plosives	/p/	pin, map	1.000	0.000
	/b/	boy, cab	1.000	0.000
	/t/	tall, meet	1.000	0.000
	/d/	day, good	1.000	0.000
	/k/	can, luck	0.958	0.151
	/g/	girl, bag	0.958	0.151
Nasals	/m/	may, warm	1.000	0.000
	/n/	nice, man	1.000	0.000
	/ŋ/	song	1.000	0.000

Table 2. Post-Pronunciation Test Result (cont.)

Manner of articulation	Phoneme	Words	$\bar{X}$	SD
Fricatives	/f/	fix, goof	1.000	0.000
	/v/	voice, live	0.792	0.344
	/θ/	think, health	0.875	0.323
	/ð/	they, bathe	0.875	0.323
	/s/	see, miss	0.958	0.151
	/z/	zoo, cries	0.875	0.323
	/ʃ/	shore, bush	0.792	0.344
	/ʒ/	vision, beige	0.875	0.323
	/h/	home	1.000	0.000
Affricates	/tʃ/	chick, beach	0.958	0.151
	/dʒ/	jump, age	0.875	0.234
Lateral	/l/	like, fill	1.000	0.000
Approximants	/r/	ride	1.000	0.000
	/w/	wig	1.000	0.000
	/j/	yell	0.917	0.302

Discussion

Problem Sounds In English Pronunciation

The present study revealed that the most common pronunciation errors made by the participants were related to fricative and affricate sounds. Specifically, the errors were predominantly associated with the production of sounds such as /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/, which is consistent with previous studies (Chakma, 2014; Plailek and Essien, 2021). Some Thai linguists have suggested that these errors may stem from differences in the production of these sounds between Thai and English, which could lead Thai learners of English to be less inclined to produce them due to a lack of familiarity. Instead, they may substitute these sounds with similar sounds from their native language.

In English, there are certain sounds that pose challenges for Thai learners. For example, the sound /v/ in English is different from the Thai sound /ว/ and should not be substituted for it. The /v/ sound is a voiced fricative sound that is produced by vibrating the vocal cords in the mouth. It is created through high-pressure airflow in a narrow space in the oral cavity, and the position of the lips and teeth plays a key role in its production. To produce the English /v/ sound, the upper backside of the bottom lip is lightly pressed into the bottom of the top teeth, and the air is forced out of the mouth

between the top teeth and the upper backside of the bottom lip (Roach, 2010).

Thai English learners often struggle with the sounds /v/ and /w/ in English and tend to replace them with the /ว/ sound in Thai. The Thai /ว/ sound is a semi-vowel that is produced by lifting the back of the tongue toward the soft palate, rounding the lips, and causing the vocal cords to vibrate. However, unlike the English /v/ sound, the Thai /ว/ sound does not require the touching of the lower lip to the upper teeth, which is a key feature of the English sound. The English /v/ sound is considered „labiodental" because of this contact between the lips and teeth. Thai speakers and learners of English often struggle with the pronunciation of the English sounds /θ/ and /ð/ (Khirin, 2011). These are both fricative sounds that require the tip of the tongue to be placed between the teeth, with air being forced out to produce the sound. In Thai, there is no equivalent sound, and so Thai learners often substitute these sounds with other sounds that are familiar to them in their native language. It is worth noting that the English sounds /θ/ and /ð/ are often spelt with the letters ‚th' in English, which can add to the difficulty for Thai learners of English. These two sounds are the only English sounds that share a single, common spelling. For example, the words ‚think' and ‚they' both begin with the letter ‚th-', but are pronounced differently. However, the issue of spelling and pronunciation will not be further discussed in this paper and will be addressed in a future study.

To produce the /θ/ and /ð/ sounds in English, the tongue is placed behind the top front teeth and friction occurs between the tongue tip and teeth. These sounds are almost indistinguishable except for whether they are voiced or unvoiced. Thai learners of English tend to mispronounce words like „think" as /tîŋ/ instead of /θɪŋk/ because these sounds are absent in the Thai sound system. As a result, Thai learners of English usually substitute them with the Thai sounds /ต/ and /ด/, respectively. Hence, Thai English learners tend to substitute the English /θ/ and /ð/ sounds with the Thai /ต/ and /ด/, respectively, since these two sounds do not exist in the Thai sound system. Consequently, when Thai learners of English try to pronounce words like „think", they tend to produce /tîŋ/ instead of /θɪŋk/, and when they try to pronounce words like „they", they tend to produce /deɪ/ instead of /ðeɪ/.

The results of the pre-and post-pronunciation tests clearly showed that the participants' English pronunciation improved after studying the theory of articulatory phonetics and practising with pronunciation tools. This improvement was statistically significant. The major problems with English pronunciation for Thai speakers were identified and addressed, resulting in significant improvement in the English pronunciation of all participants in the study.

Pronunciation Practice Tool

As part of the practical phonetics class for Thai learners of English, a pronunciation practice tool was employed as supplementary teaching material. The enrolled students were

requested to complete the assignments and submit recordings of their pronunciation each week to the researcher for feedback and comments. The majority of participants in the study reported a noticeable improvement in their English pronunciation every time they submitted an assignment or a video for feedback. Additionally, they expressed satisfaction with the use of the pronunciation practice tool, stating that it helped them to accurately pronounce English words and sentences.

To summarise, the use of the pronunciation practice tool had a positive impact on the participants‘ English pronunciation skills, and it will be further evaluated, modified, and improved to enhance future learners‘ language learning outcomes.

Conclusion

English has more consonants than Thai, which can be a challenge for Thai learners due to the absence of certain English sounds in their language. They can overcome this by using Thai phonetics or omitting these sounds. By understanding these sound system differences, Thai learners can improve their pronunciation and gain confidence when speaking English (Kanokpermpoon, 2007; Wei & Zhou, 2002).

The data indicates that despite having significant difficulties with English pronunciation, particularly with words containing fricative and affricate sounds, students were able to overcome their challenges and improve their English pronunciation. The participants in this study were all enrolled in English phonetic courses, which covered various topics such as organs of speech, places and manners of articulation, English vowels, word and sentence stresses, connected speech, and intonation. A thorough understanding of these fundamental aspects of English phonetics could have played a significant role in helping the participants improve their English pronunciation. In addition to learning the contents of the English practical phonetics course, the participants in this study utilised an additional resource for practising their pronunciation, namely a pronunciation practice tool. This tool included various exercises such as English pronunciation drills and tongue twisters. The participants expressed satisfaction with the use of this tool and agreed that it had a positive impact on their English pronunciation skills.

Regarding teaching English as a foreign language in Thailand, it could be contended that English phonetics education is crucial for all Thai English learners, and mastering English pronunciation is important for everyone, not only those who are majoring in English. Proper pronunciation plays a vital role in effective communication. While preserving one‘s accent is still important, it is essential to speak with accurate pronunciation.

Furthermore, Wongsuriya‘s (2020) study „Improving Thai Students‘ English Pronunciation through a Mobile Application‘‘ suggests that incorporating technology into phonetics studies can be highly advantageous. Her research indicated that all participants, including those with limited English

pronunciation skills, experienced improved pronunciation abilities when using mobile applications.

Suggestion

To enhance the study's results and provide stronger evidence of the pronunciation practice tool's effectiveness, future research should consider a larger and more diverse sample size. This approach would address the current study's limitations and increase result reliability. Additionally, the integration of technology could greatly benefit learners. Furthermore, conducting a comprehensive analysis of language patterns and comparing multiple sample groups would enhance the findings' validity. Exploring various aspects of pronunciation, such as vowels, consonants, word and sentence stresses, connected speech, and intonation, would provide a more comprehensive understanding of the topic. Researchers could identify specific factors contributing to effective pronunciation and develop targeted interventions to improve pronunciation skills.

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