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TOPIC: EXPLORING THE MULTIDIMENSIONAL CHALLENGES OF ENGLISH PRONUNCIATION AMONG SECONDARY-LEVEL LEARNERS IN RAHIM YAR KHAN

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Abstract

The purpose of this study is to explore the causes of pronunciation difficulties experienced by ESL learners and the study finds that there is no single factor which causes pronunciation difficulties but rather a combination of and interaction between psychological, linguistic and instructional factors. The main objectives of this research are: to examine the influence of psychological, linguistic and pedagogical variables on the pronunciation learning. A quantitative approach was thought to be suitable for this study. Data collected attempted to use a structured questionnaire to explore the attitudes of the learners with regard to pronunciation problems and the factors influencing their attitudes. The study reveals: Psychological factors such as fear, humility, lack of confidence has significant effects on the ability to speak. Linguistic factors such as spelling dependence and mother tongue interference are found to affect pronunciation correctness. Instructional components such as low levels of instruction, exposure, and practice limit learning possibilities. Finally, the main results of the study are in line with the fact that the errors in pronunciation are due to psychological, linguistic and instructional factors during the process of learning ESL. Based on these results, the study suggests that teachers use attractive and interactive teaching methods, give timely and frequent feedback and build a positive and encouraging classroom atmosphere. These measures should help alleviate student's anxiety, increase confidence and enhance pronunciation skills of students with an English as a second language.

INTRODUCTION

English is taught as a second language (ESL) in Pakistan's educational system, particularly at the secondary school level. However, many students face significant challenges in acquiring accurate English pronunciation and developing fluency in spoken communication. These difficulties negatively affect their self-confidence, speaking abilities, and overall communication skills. Therefore, it is essential to identify the common pronunciation errors made by ESL learners and suggest effective teaching strategies to improve their

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pronunciation skills in secondary schools of Rahim Yar Khan (RYK).

Several psychological, linguistic, and instructional factors contribute to pronunciation difficulties among ESL learners. Psychological factors, including shyness, fear of making mistakes, anxiety, hesitation, and lack of confidence, discourage students from actively participating in English-speaking activities. Furthermore, linguistic factors, particularly mother tongue interference, create additional challenges. Students whose native languages are Punjabi or Saraiki often struggle to pronounce certain English sounds because of differences between their native phonological systems and English pronunciation patterns. Additionally, dependence on English spelling rather than correct phonetic sounds leads to frequent pronunciation errors.

Instructional factors, such as inadequate pronunciation training, traditional teaching methods, limited classroom speaking opportunities, and insufficient exposure to standard spoken English, further intensify these problems. In Rahim Yar Khan, these challenges are particularly noticeable among secondary school students. Therefore, identifying these difficulties and implementing effective pronunciation teaching strategies can enhance students' speaking proficiency, communication skills, and confidence in using English effectively in academic and everyday situations.

1.1 Research Objectives

1. To analyze psychological factors affecting the ESL students to speak English at the secondary level in Rahim Yar Khan.
2. To examine the linguistic factors affecting the ESL students to speak English at secondary level in Rahim Yar Khan.
3. To investigate the impact of instructional factors affecting the ESL students at secondary level in Rahim Yar Khan.

1.2 Research Questions

1. How do psychological factors affect the ESL students to speak English at the secondary level in Rahim Yar Khan?
2. In what ways do linguistic factors affect the ESL students to speak English at secondary level in Rahim Yar Khan?
3. How does the impact of instructional factors affect the ESL students at secondary level in Rahim Yar Khan?

1.3 Rationale

English pronunciation is one of the biggest challenges of the secondary school students of multilingual areas such as Rahim Yar Khan, as it has a direct impact on their academic self-confidence and communication. These challenges are addressed in the study, as oral fluency is not always considered in the classroom and is frequently neglected in favor of written grammar. This study looks at psychological, linguistic and instructional issues as a whole to uncover the sources of pronunciation errors and the necessity of focused, evidence-based speaking interventions.

Exploring these dimensions is essential to support teachers in replacing the accent reduction approach with functional intelligibility. Native-language interference is known, and teachers can create supportive environments, provide regular, communicative feedback, while address performance anxiety. Finally, this research contributes to the institutional value by giving guidance to curriculum designer and language teachers on how to incorporate pronunciation drills systematically in the curriculum, increase learner's

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confidence in using English as a language for communication, and create a connection between the classroom language and real English.

1.4 Delimitation of the study

The study is restricted within certain boundaries and limits to ensure focus and manageability. Secondary ESL is the only type of ESL and the study is limited to secondary level ESL students (Grade 9 & Grade 10) from Rahim Yar Khan. Secondly, the study is geographically restricted the Rahim Yar Khan district. the research only includes students from Rahim Yar Khan's public and private schools. Thirdly, only three major factors that affect pronunciation problems such as psychological factors, linguistic factors and instructional factors are included in the research. This study does not consider other factors like socio-economic background, teacher qualifications and learning styles. In addition, the study adopts a quantitative research approach and only uses a structured questionnaire to gather data. For this study, there are no qualitative methods applied such as interviews, observations and experimental methods. Only 300 students have been sampled and included in the research, some who speak the Punjabi Saraiki and a few others who speak other languages such as Urdu or Pashto. Further, the paper highlights the general issues with correct pronunciation of English including vowel and consonant sounds, word stress and silent letters in the English language. Other language skills (reading, writing, grammar, vocabulary) are not assessed.

2. LITERATURE REVIEW

2. 1 Concept of Pronunciation in ESL Learning

The part of pronunciation where segmental features (consonants and vowels) and suprasegmental features (stress, rhythm, prominence and intonation) contribute to the comprehensibility of the spoken language is central. While the study of contemporary pronunciation aims to understand the factors that affect intelligibility and comprehensibility, it is not designed to mimic an idealized native speaker pronunciation. This orientation is in line with Levis's (2005) intelligibility principle and with the findings of Munro and Derwing (1999) and Derwing and Munro (2015) that accentedness, comprehensibility, and intelligibility of L2 speech are interrelated but different dimensions of speech. Therefore, it is possible for an ESL student to have a discernable accent and still convey meaning well. In a similar vein, Gilakjani (2016) points out that there are segmental and suprasegmental features that must be addressed when pronunciation issues hinder communication.

Listeners may have difficulty understanding of L2 speech if suprasegmental features play a significant role. Field (2005) found that lexical stress may de-intelligible speech, and Kang (2010) found that temporal and prosodic factors (speech rate, pausing and intonation) affect listeners' perceptions of oral proficiency. The general pedagogical literature thus suggests a need to integrate work on challenging sounds with stress, rhythm and connected speech, as well as communicative practice (Reed & Levis, 2015; Pennington & Rogerson-Revell, 2019). In multilingual ESL settings, it is especially important to pay attention to the goals for pronunciation, which should be focused on successful communication with a variety of speakers, rather than accent elimination (Jenkins, 2000).

2. 2 Theoretical Foundation

For the present study, the integrated theoretical perspective was chosen since the processes of pronunciation development are the result of interacting psychological, linguistic, and instructional processes. Krashen's Affective Filter Hypothesis (1982) provides an explanation for how anxiety, low

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confidence, fear of error, and decreased willingness to communicate might be a cause of meaningful language use being limited. The psychological aspect has been well documented in the literature regarding foreign-language anxiety. Horwitz, Horwitz, and Cope (1986) defined language-classroom anxiety as a unique anxiety type of communication apprehension, evaluation anxiety, and fear of negative evaluation in the language classroom, and Woodrow (2006) discovered that speaking anxiety can negatively affect oral performance. Young (1991) also claims that classroom procedures and teacher/learner interaction can increase or decrease anxiety level.

The language transfer and contrastive analysis approaches are used as guides for the linguistic component. Lado (1957) argued that L1/L2 differences could explain L2 areas of difficulty, and subsequently Odlin (1989) stated that transfer is a "general cross-linguistic influence on L2 learning. The amount and pattern of foreign accent learners develop are confirmed by pronunciation research to be a function of their L1 phonological categories, age of learning, amount of L1/L2 use, motivation, and exposure (Piske, MacKay, & Flege, 2001). In cases where the sound systems of the learner's first language (either Punjabi, Saraiki, Urdu or other language) are different from English, transfer can influence consonants, vowels, syllable structure and stress, and the effects of such transfer must be viewed as systematic cross-linguistic influence and not as random error.

The instructional component is based on Vygotsky (1978)'s stress on the socially mediated learning and Hymes' (1972) communicative competence. Pronunciation is developed during a process of guided practice, interaction, feedback and noticing/self-correction. Studies on pronunciation instruction reveal that such instruction is generally effective, particularly when long-term and with feedback (Saito, 2012). Thomson and Derwing (2015) also find that instructional outcomes vary as a function of the focus, duration, assessment task, and type of practice. These views promote the need to consider psychological, linguistic and instructional issues in conjunction with each other, and not to view the problem of pronunciation difficulty as a one-dimensional issue (Lee, Jang, & Plonsky, 2015).

2. 3 Psychological Factors Affecting Pronunciation

The psychological factors are directly relevant to pronunciation because they involve repeated public production, feedback, and taking communicative risk to improve pronunciation. Anxiety can take up mental energy and result in less participation, and fear of negative evaluation could result in not speaking. There is strong support from Horwitz et al. (1986) and Woodrow (2006) for the relationship of speaking-related anxiety with difficulty in oral language performance. From a practical perspective, a learner who grasps a pronunciation target could not be said to have achieved it if he or she is nervous or embarrassed or lacks confidence in practicing it.

These barriers can be lessened in a supportive classroom. Teachers' actions, classroom routines, test-taking experiences, and learner attitudes are cited as factors that contribute to anxiety (Young, 1991), and low threat engagement opportunities are suggested. Finally, individual differences are important: Piske et al. (2001) found that pronunciation outcome is related to more factors than just phonology, such as motivation and extent of L2 use. In secondary schools, pair work, non-punitive correction, realistic pronunciation target, and feedback on intelligibility can facilitate students to speak more often and more confident.

2. 4 Linguistic Factors

Linguistic factors occur when the phonological and orthographic structures of the learner's L1 are applied

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to the structures of English. When there is no contrast or a different one in L1, cross-linguistic transfer can produce substitutions, deletions, or changes in timing in L2 (Lado, 1957; Odlin, 1989). Avery and Ehrlich (1992) offer extensive examples of the ways in which the difficulties in L2 pronunciation of English can be caused by students' initial sound systems in their L1. It can include consonant contrasts, vowel quality and length, consonant clusters, word stress and connected speech. Learners can also vary from each other in multi-linguistic settings like Rahim Yar Khan, as each of the languages, Punjabi, Saraiki, Urdu, Pashto etc. has its own phonological starting points.

The difficulty of pronunciation should therefore be judged on the bases of communicative effect and not just by the presence or otherwise of an accent. Munro and Derwing (1999) revealed that an accent does not necessarily result in low intelligibility, and Field (2005) found that some prosodic errors can directly interfere with listeners' understanding, especially lexical-stress errors. In a similar vein, Jenkins (2000) also suggests that in international English, it is important to focus on the features with which a message is communicated rather than on its grammatical structure. The results do support targeting instruction to the most typical error patterns and intelligibility issues rather than trying to eliminate all L1 interference.

2. 5 Instructional Factors Affecting Pronunciation

The opportunities that are given for learners to hear, say and have feedback on pronunciation are strongly influenced by the instructional conditions. Pronunciation has been found to be a topic of teacher concern yet also one that teachers report that they have received little training for, little time to devote to, and uncertainty about how to fit it into their general language courses (Breitkreutz, Derwing, & Rossiter, 2001). Additionally, Baker (2014) discovered that teacher pronunciation knowledge and pedagogic skills may be focused on controlled activities, which reinforces the necessity of greater connections between explicit teaching and communicative use (Baker & Murphy, 2011).

Experimental and synthesis research shows that systematic pronunciation instruction has been shown to enhance learner outcomes ((Foote, Holtby, & Derwing, 2012). Derwing et al. (1998) observed that pronunciation instruction that emphasized comprehensibility and accentedness facilitated these aspects of pronunciation, while broader prosodic instruction facilitated spontaneous speech. In intervention studies, Saito (2012) and Lee et al. (2015) found that the overall effect of pronunciation instruction is positive, and Thompson and Derwing (2015) pointed out that the magnitude of the change in pronunciation depends on both the design of pronunciation instruction and evaluation. Short-term gains in comprehensibility can also be achieved with explicit corrective feedback (Dlaska & Krekeler, 2013), and even in cases of relatively short classroom interventions, comprehension can be enhanced when instruction is carefully designed to include corrective feedback (Gordon & Darcy, 2016). The results confirm the importance of systematic pronunciation teaching as opposed to occasional pronunciation correction.

The principles of pronunciation teaching should be: perception, production, feedback, and communicative practice. There is a widely used framework that takes learners from description and listening discrimination to controlled, guided and communicative practice which is provided by Celce-Murcia, Brinton, Goodwin and Griner (2010). Similarly, Silica and Darcy (2015) suggest that pronunciation should be integrated with the other language skills instead of being taught separately. In the present study, instructional factors can thus be referred to as the frequency and quality of teacher feedback, the speaking practice provided and the amount of exposure to clear models, and the systematic way in which pronunciation is integrated into classroom teaching.

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3. METHODOLOGY

My study is quantitative in nature that investigates secondary level ESL students' pronunciation problems in Rahim Yar Khan. The study employed numerical data obtained by the questionnaire to evaluate the students' opinions and experiences about problems related to pronunciation, which included psychological (MacIntyre & Gardner, 1994), linguistic (Odlin, 1989) and instructional problems (Saito, 2012), without affecting any of the variables. This study was conducted on secondary level ESL learners in the public and private schools of Rahim Yar Khan. The students who were sampled in the study were 300 students of secondary schools. Convenient sampling strategy was used and it was appropriate to represent students in Rahimyarkhan from various linguistic backgrounds. The basic instrument used in collecting data in this research was the well-organized questionnaire. After collecting the data, all answers to the questions were carefully analyzed, coded and entered in SPSS (Statistical Package for the Social Sciences). The Likert response was numerically coded for each response.

4. DATA ANALYSIS

The quantitative findings for the three sets of factors studied are presented and analyzed in this chapter: psychological, linguistic, and instructional factors.

The first section covers psychological issues, including shyness, anxiety, fear of getting things wrong and lack of self-assurance. The second is related to linguistic aspects such as mother-tongue interference, unfamiliar sound patterns in English, and excessive dependence on spelling. The third one focuses on instructional factors, such as limited pronunciation instruction, inadequate exposure to clear English models, limited feedback, and inadequate practice opportunity. Percentages are understood in the context of the research goals and inquiries.

4.1 Interpretation of Findings

4.1.1 Psychological Factors

The results about psychological factors indicated that most of the students have lack of confidence, anxiety, nervousness and hesitation in their English speaking. The results show a general agreement with the statements concerning fear of making mistakes and reluctance to speak in front of others. Not all students face these challenges in the same way, as some students are "assured" and some students have a great deal of psychological problems.

Overall, Learners' Responses on Psychological Factors

Table 1 Learners' Responses on Psychological Factors

Response Category	Percentage
Strongly Agree	11. 91%
Agree	34. 16%
Neutral	25. 96%
Disagree	16. 39%
Strongly Disagree	11. 58%
Total	100%

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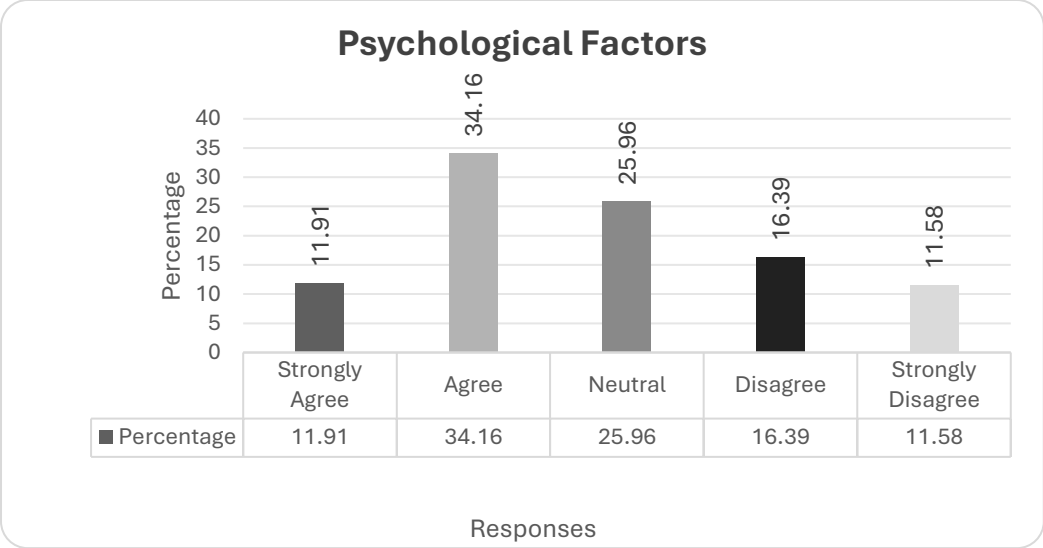

Figure 1 Learners' Responses on Psychological Factors

Interpretation

The findings indicated that differences were found among the respondents' perception regarding the psychological factors which contribute to their problems in English pronunciation. The results show that 11. 91% of the participants strongly agreed and 34. 16% agreed with the statements included in this section. In 46, these responses are found. Almost half of the responses (07%) said that psychological factors had a great effect on them when they pronounced English words correctly. This suggests that anxiety, lack of self-confidence, fear of making mistakes, nervousness and shyness may impact the students' pronunciation work and communication skills. In addition, 25. 96% of the respondents chose the neutral alternative, indicating that they had mixed or uncertain feelings about psychological factors. This may be due to varied learning experiences, personalities, interest and/or setting in which they were introduced to English speaking. The other 27. 97% (16. 39% disagree, 11. 58% strongly disagree) disagreed with the statements. Such learners can feel more confident in speaking English and so don't see psychological barriers as significant.

4.1.2 Linguistic Factors

The results related to linguistic variables indicate that pupils' problems involve the pronunciation of English sounds, the ambiguity of vowels and consonants and interference from their L2 native tongue (Punjabi/Saraiki/Urdu). A majority of products in this factor show mixed responses with a slight tendency towards agreement or neutrality, and students recognize that pronunciation is a problem, though not to the same extent. The range of responses suggests that some children have better phonological knowledge than others, and that others have received less than optimal phonetic instruction, and limited exposure to English sounds. Thus, the language variables are moderately but significantly related to pronunciation problems in this group of ESL learners.

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Overall, Learners' Responses on Linguistic Factors

Table 2: Learners' Responses on Language Factors

Response Category	Percentage
Strongly Agree	9. 94%
Agree	28. 03%
Neutral	27. 14%
Disagree	21. 55%
Strongly Disagree	13. 34%
Total	100%

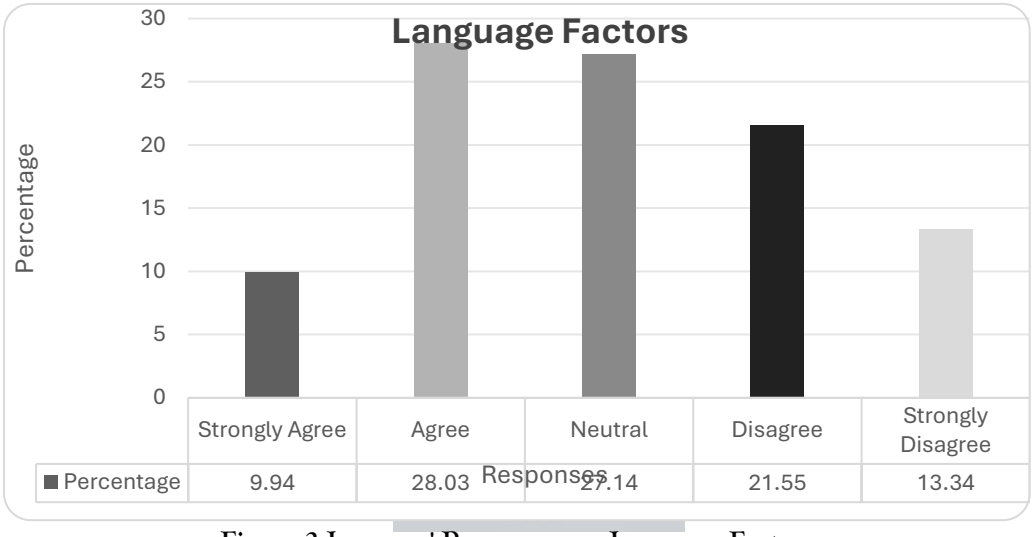

Figure 2 Learners' Responses on Language Factors

Interpretation

For the language factors there are some differences between the respondents in their perception of the effect of the factors on pronunciation of the English language. As indicated in the results, 9 is: 94% strongly agreed with the statements in this section while 28. 03% agreed with the statements in this section. These responses represent 37. 97% of the total and it shows that many learners think that language-related factors are responsible for pronunciation problems. They can include the following: differences in the first language, unfamiliar sound systems, problems with understanding the English sound system.

Further, 27. 14% of the respondents decided on the middle alternative, indicating either uncertainty or mixed feelings about the influence of language factors. This may be due to variations in the language environment or exposure to English of pupils and their own learning experiences. The relatively high neutral response rates indicate that there are learners who are not fully conscious of the differences in language and the implication of their capacities in pronunciation. 34. 89% (21.) disagreed or strongly disagreed with the statements: 55% disagreed, 13. 34% strongly disagreed). Such learners may perceive the language difficulties as not really having an impact on their pronunciation.

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4.1.3 Instructional Factors

The findings reveal the students' differing perceptions of the educational practices such as instructional techniques used in their lessons, teachers' comments, and pronunciation drill activities. Students feel they are not corrected regularly or receive any organized pronunciation instruction. The variety of responses indicates differences in teaching and learning in the classroom and school. General instructional elements have a slight impact on students' pronunciation development due to the inconsistent teaching methods and limited focused practice.

Overall, Learners' Responses on Instructional Factors

Table 3: Learners' Responses on Instructional Factors

Response Category	Percentage
Strongly Agree	17. 72%
Agree	22. 61%
Neutral	24. 86%
Disagree	19. 97%
Strongly Disagree	14. 85%
Total	100%

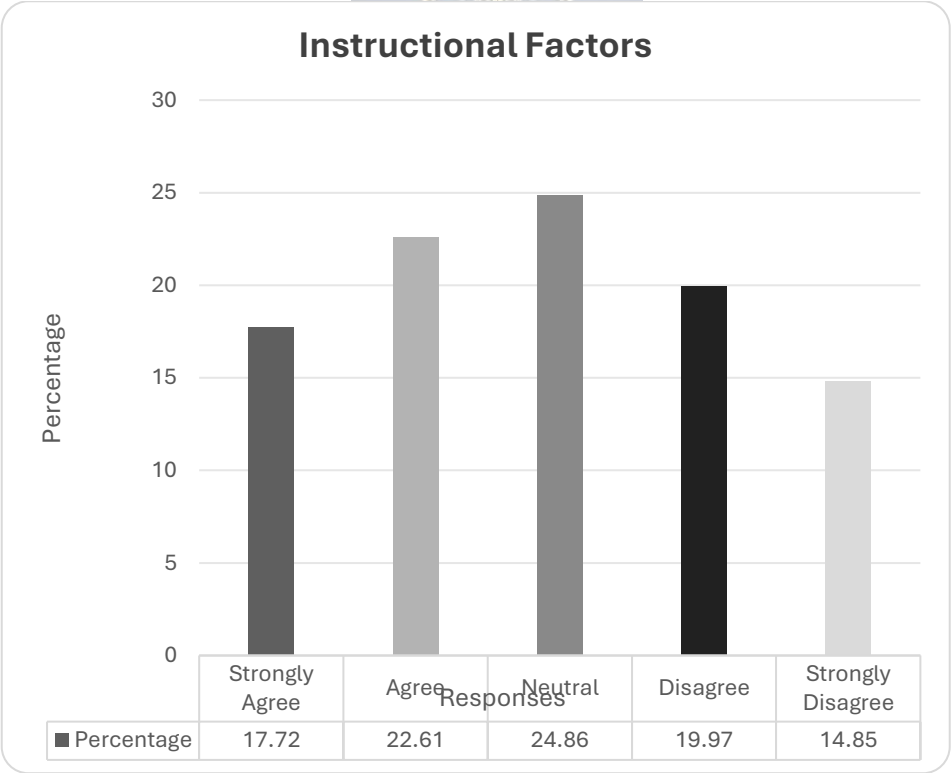

Figure 3 Learners' Responses on Instructional Factors

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Interpretation

The results of the items used in the instructional factors indicate that there are differences in respondents' perspective on how the instructional factors affect the pronunciation of English. 17% of the population is in statistics. 72% strongly agreed and 22. 61% were in agreement with the statements in this section. These answers add up to 40. This shows that a significant number of learners believe instructional factors influence their improvement of pronunciation: 33% agreed. These can be techniques used in the lesson, activities in the class, pronunciation practice, feedback by the teacher, etc. and the availability of learning materials.

In addition, 24. 86% of the respondents chose the neutral option which means that they were unsure or had mixed feelings concerning the importance of instructional factors. This may be because of the differences in classroom experiences, quality of teaching and opportunities for effective pronunciation instruction. It can be observed that there is a moderate percentage of neutral responses, indicating that more exposure to instructional practices that directly assist students in improving their pronunciation are needed for some students.

Conversely, 34. 82% disagreed or strongly disagreed with the statements (19. 97% disagreed and 14. 85% strongly disagreed). These learners might think that pronunciation is not influenced much by their learning environment at school or that their pronunciation skills can be acquired through self-learning and self-practice.

5. Findings

The general trend of the responses suggests that all three aspects play a role in pronunciation problems, although to varying extents. Psychological factors were the most highly agreed upon (strongly agreed 11.91% and agreed 34.16% for a total of 46.07% responding positively). Instructional factors had the second highest percentage of positive responses at 40.33% (17.72% strongly agree and 22.61% agree) and linguistic factors had the next highest percentage of 37.97% (9.94% strongly agree and 28.03% agree).

Psychological factors were therefore the most prominent in this sample. Almost half of the responses indicated that anxiety, lack of confidence, fear of getting it wrong, nervousness and shyness had an influence. Meanwhile, the percentage of learners that were neutral and disagreed or strongly disagreed was 25.96% and 27.97%, respectively, indicating that psychological barriers are not a universal experience among all learners.

The 37.97% of responses that fell into the 'linguistic factors' category argued for a rather low degree of agreement, given the nature of the category. The 27.14% neutral response and 34.89% combined disagreement indicate a great deal of discrepancy in learners' awareness of mother tongue influence, differences in English sound systems and spelling-pronunciation relationships. The findings in this study indicate that linguistic difficulty is not universal, but rather one that is learner and background-dependent.

Instructional factors reported a 40.33% level of agreement, a 24.86% level of neutrality, and approximately 34.82% level of disagreement; the difference from 100% is due to rounding of the category percentages reported. The results suggest that several of the factors investigated are pertinent to many learners, such as classroom opportunities, teacher feedback, pronunciation activities, and models of the English language; however, there are variations in the school and classroom experiences of the learners in the sample.

Combined, these results provide answers to the three research questions, namely: pronunciation problems

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are multidimensional among secondary level ESL learners in Rahim Yar Khan. Factors of psychological barrier are most strongly endorsed, and then factors of instructional and linguistic barrier. Since no category received a clear-cut majority on either of the responses, the findings are merely to be taken as an indication of interacting factors rather than as data supporting the hypothesis that any one of the factors is the sole cause of pronunciation problems.

6. DISCUSSION

This chapter presents the results of the questionnaire that was filled by the secondary school English language learners of Rahim Yar Khan. The results are analyzed in respect to the research problem, research questions and literature regarding English pronunciation challenges. The discussion is centered on psychological, linguistic and instructional issues influencing the learners' experience of their pronunciation.

6.1 Psychological Factors

The findings show that the psychological factors are received the highest responses when compared with the other two categories, with a total agreement of 46.07%. Students' reported shyness, fear of mistakes, anxiety and lack of confidence are in line with the research findings that language anxiety can limit students' willingness to communicate and oral performance (Horwitz et al., 1986; Woodrow, 2006). The results of the present study should not be taken to imply that all students feel anxious in the same way, as over a quarter of the student's responses were neutral and 27.97% were negative. On the contrary, psychological barriers seem to constitute an important source of difficulty for a significant sub-group of learners.

6.2 Linguistic Factors

Linguistic factors were found to have a combined agreement of 37.97% suggesting that there are many learners for whom the influence of the mother tongue, unfamiliar English sound patterns and the influence of spelling are relevant, but this is not the case for all learners in the sample. This pattern aligns with the language-transfer theory (Lado, 1957; Odlin, 1989) and studies that differentiate between accent and real intelligibility (Munro & Derwing, 1999). Predictable pronunciation patterns stemming from differences between English and Punjabi sound systems or others such as Saraiki / Urdu may account for the occurrence of a significant percentage of learners who chose neutral or disagreement responses, while individual exposure and phonological awareness may account for this.

6.3 Instructional Factors

Instructional factors had a combined agreement of 40.33%. This confirms that focused pronunciation instruction, speaking practice, feedback, and exposure to clear pronunciation models are influential in pronunciation development. There is positive evidence from previous study for pronunciation instruction and feedback (Derwing et al., 1998; Saito, 2012; Lee et al., 2015), but there are ongoing constraints in pronunciation instruction, as pointed out by teacher-focused studies, including training of teachers, time, and the incorporation of pronunciation into general ESL instruction (Baker & Murphy, 2011; Foote et al., 2012). The present study hence indicates an acknowledged need for pronunciation teaching in the regular classroom English lesson and not just in a special block of time.

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6.4 Conclusion

This study investigated the psychological, linguistic and instructional factors that influence the pronunciation problems of the secondary level ESL learners in Rahim Yar Khan. The findings indicate that the pronunciation difficulties are multi-faceted and not just a result of one single problem. Instructional factors (40.33%) and linguistic factors (37.97%) had the second highest level of combined agreement, while psychological factors had the highest combined agreement (46.07%). These proportions represent some significant influence, but also reflect significant neutral and disagreement responses and should be viewed as patterns within the sampled learners and not universal effects.

The most consistent pattern is related to anxiety, lack of confidence, fear of errors, nervousness and shyness. All of these can limit opportunities of oral practice and decrease learners' readiness to try out new sounds in English. Linguistic factors remain significant as the phonological system of the learners' L1 can impact the phonological system of English and this can affect problems with consonants, vowels, stress and spelling-pronunciation. Instructional conditions also are important: They must have regular exposure to a clear model, practice opportunity for pronunciation, and feedback.

Hence, the study indicates for an integrated pedagogical response. Explicit training of high-impact segmental and suprasegmental features and communicative speaking practice, communicative support and correction, listening discrimination, and regular feedback should be used in tandem with teachers. In the classroom, practices should work toward making intelligibility and comprehensibility easier for the learner to understand, not have the learner eliminate his or her accent. A low anxiety context, repeated chance to practice in the target language and focused pronunciation exercises will be more successful at solving the three types of difficulty than will individually exercises.

The study has been limited in its quantitative, questionnaire design, convenience sampling and the limited sample (300) of learners at secondary level in Rahim Yar Khan due to which limitations were drawn in the conclusion. Since it is not a direct study of pronunciation, interviews, classroom observations or experimental teaching, it is not a causal study, but a study that can be considered as a statement of what learner's report about the pronunciation. Future studies should also validate questionnaire results with observed speech analysis, teacher interviews, classroom observations, and intervention research and should investigate whether questionnaire results vary across school type, grade, gender, first language, and exposure to English.

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