

## **AN ANALYSIS OF EFFECTIVE METHODS FOR TEACHING ENGLISH PRONUNCIATION TO NON NATIVE SPEAKERS**

**Fusvita Sari**

*STAI AL-Azhary Mamuju Sulawesi Barat, Indonesia*

\*Corresponding Author: [fusvitasari9@gmail.com](mailto:fusvitasari9@gmail.com)

*Article Submission: 28 August 2025    Article Revised: 10 September 2025    Article Accepted: 10 September 2025    Article Published: 11 September 2025*

### **ABSTRACT**

The present investigation examines pedagogical strategies for enhancing English pronunciation skills among non-native speakers, focusing on the linguistic barriers encountered in phonetic mastery. Given the expanding role of English as a global lingua franca, pronunciation competency has emerged as a critical component of successful intercultural communication. This research evaluates diverse teaching methodologies, encompassing systematic phonetic instruction, digital learning platforms, and communicative speaking activities. Utilizing a mixed-methods research design, data were gathered from language educators and students across multiple institutional contexts. Results demonstrate that integrated approaches combining conventional phonetic methods with contemporary digital resources significantly improve pronunciation outcomes. Furthermore, immersive learning techniques, including mimetic exercises and collaborative peer evaluation, create conducive learning atmospheres for pronunciation development. The investigation reveals that personalized instruction aligned with learners' individual requirements yields superior pronunciation achievement. These findings advance language pedagogy by establishing evidence-based frameworks for pronunciation instruction targeting non-native English speakers..

**Keywords:** English Pronunciation, Language Pedagogy, Non-Native Speakers, Teaching Methods.

### **INTRODUCTION**

In today's interconnected world, mastering English has become essential for non-native speakers who must navigate diverse cultural and professional environments (Kachru & Nelson, 2017). However, achieving proper pronunciation remains among the most challenging aspects for English as a Second Language (ESL) students. Accurate pronunciation functions beyond mere communication-it builds speaker confidence and enhances mutual understanding during spoken interactions (Derwing & Munro, 2015).

Though critically important, pronunciation teaching often receives inadequate attention in language programs, leading to persistent student struggles (Foote et al., 2016). Research demonstrates that poor pronunciation hinders message clarity and reduces speaker authority in

communicative situations (Thomson & Derwing, 2015). Consequently, language teachers must adopt effective pronunciation teaching strategies that address the unique challenges faced by non-native speakers.

Modern teaching methods range from traditional phonetic approaches to cutting-edge technology-based learning systems (Pennington & Rogerson-Revell, 2019). Each approach presents particular advantages and drawbacks, requiring careful assessment of their success across different learning contexts. The intricate nature of pronunciation learning demands thorough comprehension of elements that influence effective teaching (Celce-Murcia et al., 2020).

This study aims to explore and evaluate successful approaches for teaching English pronunciation to non-native speakers. By examining diverse teaching methods, including phonological awareness building, interactive communication activities, and technology incorporation, this research determines best practices for improving pronunciation abilities. A combined quantitative-qualitative methodology allows extensive data gathering from students and teachers, offering complete insight into elements that contribute to effective pronunciation teaching.

This research ultimately enhances language education knowledge by providing evidence-based suggestions for successful pronunciation instruction, thus equipping non-native speakers with skills needed for confident and clear English communication (Walker, 2020).

## **RESEARCH METHOD**

This study employs a combined quantitative-qualitative research design to examine successful English pronunciation teaching methods for non-native speakers. The research structure integrates both numerical and descriptive data collection techniques to develop thorough understanding of teaching approaches across different educational settings (Creswell & Plano Clark, 2018).

### **1. Participants**

The research includes a diverse group of non-native English speakers, consisting of adult students and university learners enrolled in English language courses. English language teachers with varying levels of experience were also included to contribute educational insights regarding their teaching methods.

### **2. Data Collection**

- a. **Quantitative Data:** A detailed survey was administered to both students and teachers. The questionnaire included questions about the effectiveness of pronunciation teaching techniques, students' self-assessment of pronunciation skills, and teachers' views on student difficulties. Likert scale responses facilitated statistical analysis and measurement of participant opinions (Dörnyei & Taguchi, 2018)..
- b. **Qualitative Data:** Structured interviews and group discussions were held with selected participants. These conversations examined participants' experiences with different pronunciation teaching methods, preferences, and views on strategy effectiveness. Qualitative information provided detailed insights that supported quantitative results (Braun & Clarke, 2019).

### **3. Data Analysis**

- a. **Quantitative Analysis:** Survey information was examined using statistical software to discover patterns and relationships between teaching approaches and students' pronunciation results. Summary statistics described the data, while analytical statistics determined the importance of findings.
- b. **Qualitative Analysis:** Interview and discussion transcripts were analyzed thematically through systematic data categorization to identify repeated themes and patterns concerning effective pronunciation teaching (Nowell et al., 2017). Qualitative results were combined with quantitative findings to provide thorough research question examination.

### **4. Ethical Considerations**

The research followed ethical standards, obtaining informed agreement from all participants. Privacy was maintained throughout the study, and participants could withdraw without penalty. This combined methodology aimed to deliver thorough analysis of effective English pronunciation teaching approaches, adding valuable knowledge to language education research.

## **FINDINGS AND DISCUSSION**

### **1. Phonetic Training**

Survey results show that direct phonetic instruction significantly enhances students' pronunciation precision (Lee et al., 2015). Participants noted that learning the International Phonetic Alphabet (IPA) and practicing specific sounds through organized activities improved their ability to recognize and produce English sounds. Teachers found that phonetic training

creates essential knowledge that helps students tackle difficult pronunciation issues successfully (Szpyra-Kozłowska, 2015).

## **2. Technology-Enhanced Learning**

Technology use in pronunciation teaching appeared as an important theme in descriptive analysis. Many students showed positive responses to mobile apps and online systems offering interactive pronunciation activities with instant feedback (Golonka et al., 2014). Teachers highlighted the effectiveness of speech recognition programs, enabling students to practice pronunciation in comfortable settings. Instant feedback features support self-correction and motivate active pronunciation practice participation (Neri et al., 2016).

## **3. Interactive Speaking Practices**

The study found that engaging speaking activities, such as shadowing and role-playing exercises, greatly improve pronunciation skill growth (Hamada, 2016). Students reported that these activities enhanced pronunciation while increasing confidence in English speaking. Teachers emphasized creating supportive classroom atmospheres where students can practice pronunciation without fear of criticism. This result matches earlier research indicating social interaction's essential role in language learning (Long, 2015).

## **4. Peer Feedback and Collaboration**

Descriptive analysis showed peer feedback as an important element of pronunciation teaching. Students involved in cooperative activities, including group conversations and pronunciation sessions, showed better pronunciation improvement (Sato & Ballinger, 2016). Teachers observed that peer feedback promotes student responsibility for learning while building classroom community. This finding supports collaborative learning environments' ability to improve language learning results (Swain, 2014).

## **5. Individualized Instruction**

The research highlights customizing pronunciation teaching to meet different student needs (Murphy, 2014). Participants preferred personalized feedback and focused practice targeting specific pronunciation difficulties. Teachers recognized that understanding individual student characteristics allows for more effective pronunciation lesson planning. This personalized method reflects current language education approaches supporting student-focused teaching strategies (Brown & Lee, 2015).

## CONCLUSION

Research findings highlight the importance of using various effective approaches for teaching English pronunciation to non-native speakers. By combining systematic phonetic instruction, technology-supported learning, interactive speaking activities, peer feedback systems, and personalized teaching, educators can create comprehensive and motivating learning experiences that develop pronunciation skills (Sardegna et al., 2018). Research insights contribute to continuing language education discussions, offering evidence-supported recommendations for teachers wanting to improve pronunciation teaching methods. Future studies should continue investigating innovative pronunciation teaching approaches, especially considering rapidly advancing technology and varied student groups. The incorporation of artificial intelligence and machine learning offers exciting possibilities for developing personalized pronunciation instruction (Chiu et al., 2020). Furthermore, international studies examining pronunciation teaching effectiveness across various language backgrounds would provide useful comparative information for worldwide English education settings.

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