English Pronunciation Learning Strategies among English Major Students

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Abstract: The acquisition of accurate pronunciation skills is a crucial aspect of language learning, particularly for English major students who aim to achieve proficiency in the English language. This paper explores the various strategies employed by English major students to enhance their English pronunciation skills. By examining the learning strategies used by these students, this study aims to provide insights into effective techniques for improving English pronunciation and contribute to the existing body of knowledge in the field.

1. Introduction

English pronunciation plays a vital role in effective communication, and English major students recognize the importance of mastering this aspect of the language. However, due to the inherent complexity and diversity of English pronunciation, many students face challenges in achieving native-like fluency. Therefore, understanding the strategies employed by English major students to enhance their pronunciation skills is of significant interest to educators and language researchers.

Effective communication in English encompasses not only grammatical accuracy and vocabulary proficiency but also clear and intelligible pronunciation. English major students, who are studying the language at an advanced level, are aware that their pronunciation skills greatly influence how they are understood and perceived by native speakers and other English speakers.

English pronunciation poses unique challenges due to its complex phonetic system, irregularities, and various accents and dialects across English-speaking regions[15]. This complexity often leads to difficulties for English major students in achieving native-like fluency. Factors such as differences in sound inventories, intonation patterns, stress, and rhythm between English and students' native languages contribute to these challenges.

Recognizing the significance of pronunciation proficiency, English major students actively seek strategies to enhance their pronunciation skills. They are motivated to bridge the gap between their current pronunciation level and native-like pronunciation, aiming for clearer and more natural-sounding speech[16]. Understanding the strategies employed by these students can offer valuable insights into effective instructional approaches, curriculum design, and support systems for pronunciation learning.

Educators and language researchers are particularly interested in these strategies to enhance the

pedagogical methods and materials used in teaching English pronunciation. By identifying the strategies that English major students find effective, educators can tailor their instruction to address specific pronunciation challenges. Additionally, language researchers can explore the effectiveness of these strategies in different contexts, investigate potential cultural and linguistic influences on pronunciation learning, and contribute to the ongoing development of pronunciation teaching methodologies [17].

By gaining a deeper understanding of the strategies employed by English major students to improve their pronunciation skills, educators and language researchers can collaborate to develop targeted interventions, resources, and assessments. This collaborative effort can foster an inclusive and supportive learning environment that acknowledges the complexity of English pronunciation and empowers English major students to achieve their desired level of proficiency in spoken English.

2. Methodology

For the survey component, a structured questionnaire was developed to gather quantitative data on the frequency and perceived effectiveness of different pronunciation learning strategies. The questionnaire was distributed to a representative sample of English major students from various universities, ensuring a diverse range of participants.

3. Results and Discussion

Based on the provided information, it seems that the strategies mentioned are effective for self-monitoring and improving English pronunciation skills. However, it's worth noting that the information you provided doesn't specify the source of Table 1 or provide any further details or context. Without additional information, it's difficult to verify the accuracy or reliability of the information in Table 1.

Nevertheless, the strategies mentioned in Table 1 can be beneficial for learners looking to improve their English pronunciation skills. Regularly reviewing the pronunciation of recently learned words helps reinforce and solidify pronunciation patterns. Writing phonetic transcriptions can enhance awareness of the specific sounds and pronunciation features of words, phrases, and sentences. Memorizing by associating the pronunciation of a given word with similar-sounding words can aid in retention and accurate pronunciation. To improve English pronunciation, one can try incorporating these strategies into language learning routine. Regular practice, focused attention on pronunciation, and creating connections between words can contribute to overall pronunciation skills. Additionally, it can be helpful to listen to native English speakers, mimic their pronunciation, and seek feedback from teachers or language exchange partners.

Overall, English pronunciation learning strategies are a crucial aspect of language learning that can help learners to develop accurate and natural pronunciation skills. Teachers and educators can play a vital role in helping learners to identify and use effective pronunciation learning strategies that suit their individual needs and goals [18].

Self-monitoring strategies in English pronunciation learning refer to techniques and methods that learners use to evaluate and reflect on their own pronunciation skills. These strategies involve learners being actively engaged in the process of monitoring and evaluating their own pronunciation, rather than relying solely on external feedback from teachers or peers.

Table 1: English Pronunciation in terms of Self-monitoring strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I use an English- English dictionary to memorize the pronunciation of a new word.	3.09	Agree	10
2. I memorize the pronunciation of a given word by associating it with words having the same rhyme and tone.	3.12	Agree	8
3. I repeat the new word several times aloud to memorize its pronunciation.	3.13	Agree	7
4. I repeat the new word silently to myself to memorize its pronunciation.	3.05	Agree	11
5. I associate the new word with a word in my native language (if there any) so that I do not forget it.	3.15	Agree	4
6. I listen to the recording (by a native speaker) to have native- like pronunciation.	2.84	Agree	15
7. I record my voice while producing the new words and listen to my record.	3.14	Agree	6
8. I use the new word in a context to remember it later.	3.00	Agree	12
9. I review the pronunciation of recently learned word regularly.	3.22	Agree	1
10. I try to guess the pronunciation of a given word before checking it in the dictionary.	3.15	Agree	4
11. I try to articulate my organs of speech like- native speakers during sound production to have native like pronunciation.	2.80	Agree	17
12. I use a mirror to watch how I articulate my organs when I produce a given sound and compare it with the articulation of the model in the books.	3.10	Agree	9
13. I compare sound articulation in my language with the articulation of the similar sounds in the target language.	3.17	Agree	3
14. I correct my pronunciation immediately when I commit a mistake.	2.96	Agree	14
15. I use a notebook to record the new word, that I have learnt with their transcriptions.	2.98	Agree	13
16. I ask my friends to correct my mispronunciation during speaking	2.84	Agree	15
17. I write the transcriptions of words, phrases, and sentence on a piece of paper before speaking.	3.19	Agree	2
Composite Mean	3.05	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The concept of self-monitoring in pronunciation learning is rooted in the idea that learners can become more effective and efficient in improving their pronunciation skills by actively monitoring their own progress and identifying areas for improvement. This process involves a certain level of self-awareness, which can be developed through various techniques such as recording and analyzing one's own speech, practicing with phonetic symbols and sound charts, and comparing

one's own pronunciation with that of native speakers.

Self-monitoring strategies can also involve the use of technology, such as pronunciation software or mobile apps that provide feedback on pronunciation accuracy. By actively monitoring their own progress and using these strategies to make adjustments and improvements, learners can become more confident and effective in their English pronunciation skills. Self-monitoring strategies are particularly useful for learners who are self-directed and motivated to improve their own pronunciation skills, as they provide a level of autonomy and control over the learning process.

Self-monitoring is an important strategy in language learning. It allows learners to monitor their own performance and make necessary adjustments to improve their pronunciation. According to Brown and Deterding (2015)[1] and Chen and Hung (2015)[2], self-monitoring strategies for English pronunciation involve the use of audio recording, video recording, or receiving real-time feedback from teachers or peers. These strategies help learners to identify their own pronunciation errors and take corrective action, leading to improved accuracy and fluency.Brown and Deterding, (2015); Darcy et al., (2012)[3]; Gao and Zhang, (2016) [4]shown that self-monitoring strategies are effective in improving learners' motivation and self-efficacy. They provide learners with a sense of control over their own learning process, leading to greater self-awareness and metacognitive development. For instance, learners reflect on their own learning process and identify areas for improvement .Brown and Deterding,(2015); Darcy et al.,(2012); Gao and Zhang, (2016) explored that self-monitoring strategies have been found to be an effective tool for improving English pronunciation learning. However, it is important to note that learners must be trained on how to effectively use these strategies. Self-monitoring can be challenging and requires a certain level of language proficiency and metacognitive awareness. Teachers and educators can play a crucial role in guiding learners on how to use self-monitoring strategies effectively.

Based on the information you provided, it appears that the three responses you mentioned reflect learners' positive self-esteem, motivation, and willingness to take risks in the process of learning English pronunciation [14]. These attitudes can be beneficial for learners as they work on improving their pronunciation skills. The first two responses, "I'm sure with practice I can achieve native-speaker-like pronunciation" and "I encourage myself to work on improving my pronunciation, even if others think I'm not good at it," indicate learners' belief in their ability to improve and their determination to continue practicing despite potential negative judgments from others. This positive mindset can help learners stay motivated and focused on their pronunciation goals.The third response, "I use difficult-to-pronounce words when I speak, even though I have difficulty pronouncing them," suggests that learners are willing to challenge themselves by incorporating complex words into their speech, even if they struggle with pronouncing them. This willingness to take risks and step out of their comfort zone can contribute to their overall pronunciation development.

By demonstrating confidence, self-encouragement, and a willingness to tackle challenging pronunciation tasks, learners are more likely to make progress in their English pronunciation skills. These attitudes can enhance their motivation, perseverance, and ability to overcome obstacles in their language learning journey.

It's important to note that the information you provided seems to be based on a table 2 or study, but without further context or details, it is difficult to verify the source or generalize the findings. Nevertheless, the underlying principles of positive self-esteem, motivation, and risk-taking can be valuable in various aspects of language learning, including pronunciation improvement.

Table 2: English Pronunciation in terms of Self-esteem strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
I'm certain that by practice I can get native-like pronunciation	3.19	Agree	1
I encourage myself to work to improve my pronunciation even if others think that my pronunciation is not good.	3.19	Agree	1
Before I start correcting any mistakes that I might be making, I must first familiarize myself with the rules of pronunciation.	2.98	Agree	12
I use the words that have difficult pronunciation during speaking, even if I have difficulty with their pronunciation.	3.13	Agree	4
I reward myself if I make progress in pronouncing difficult words or phrases.	3.17	Agree	3
I am not afraid of making pronunciation mistakes because I learn from my mistakes	3.1	Agree	7
I don't feel shy to ask my teachers and friends about the pronunciation of word(s) that I don't know	2.37	Agree	17
I I don't participate in class discussions to avoid making mistakes.	3.02	Agree	9
I substitute the words that I am not sure of their pronunciation by words with easy pronunciation during speaking.	2.91	Agree	15
I check the words that I want to use with myself or friends before speaking	3.12	Agree	5
I seek to find different strategies to learn English pronunciation for myself.	3.11	Agree	6
I correct my friends' mispronunciation if I know the correct pronunciation of the mispronounced words.	3.09	Agree	8
I often listen to programs that I will learn something from even if they require more time and effort	3.01	Agree	10
I want to learn English pronunciation to improve my speaking skill, not to pass the exam.	2.78	Agree	16
I work on practical exercises in pronunciation books at my leisure time.	2.94	Agree	14
Even when pronunciation materials are dull and uninteresting, I keep working until I learn.	2.96	Agree	13
When I find difficult word to pronounce, I repeat the difficult word over and over to myself until I memorize it.	3.01	Agree	10
Composite Mean	3.00	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Self-esteem strategies refer to techniques and approaches that learners use to improve their confidence and positive self-perception in relation to their English pronunciation skills. These strategies aim to address negative self-talk and self-doubt that may impede learners' progress in improving their pronunciation.

One self-esteem strategy is positive self-talk, which involves replacing negative self-talk with positive affirmations and encouragement. For example, instead of saying "I can't pronounce this word correctly," a learner may say "I am making progress and improving my pronunciation every day." This technique can help to build confidence and a positive mindset towards pronunciation learning.

Another self-esteem strategy is setting achievable goals and celebrating progress. By setting

realistic goals and acknowledging progress towards these goals, learners can build a sense of accomplishment and confidence in their abilities. This can be particularly effective for learners who may feel overwhelmed by the challenge of improving their pronunciation.

Additionally, seeking support from others can also be an effective self-esteem strategy. This can involve working with a language partner, a tutor, or a teacher who can provide feedback and encouragement. Seeking out positive and constructive feedback can help learners to build confidence and feel more motivated to continue improving their pronunciation skills.

The positive relationship between pronunciation learning strategies (PLS) and pronunciation learning developments has been demonstrated in a study by Himdad A. Muhammed[12] and Dlakhshan Y. Othman (2018)[11]. Self-confidence and self-monitoring strategies were found to be helpful in enhancing learners' pronunciation learning, and several strategies such as practicing, using an English-English dictionary, self-repetition, self-correction, and listening to recordings by native speakers were used repeatedly by participants as they offered additional pronunciation learning ideas.

Self-esteem is also an essential component of language learning, according to Jiang and Lian (2018)[13]. Learners who feel more comfortable and less anxious when speaking have better pronunciation accuracy and fluency, and it is important for them to develop effective self-confidence strategies. Various types of self-esteem strategies have been identified in the literature, including positive self-talk, visualization, relaxation techniques, and desensitization. Positive self-talk involves encouraging oneself and focusing on strengths, while visualization involves mentally rehearsing successful communication scenarios. Relaxation techniques such as deep breathing can reduce anxiety and increase confidence, and desensitization involves gradually exposing oneself to communication situations that may cause anxiety.

Several factors affect learners' self-confidence strategies, as pointed out by Chen and Yang (2020)[5], including motivation, anxiety, and feedback. Motivation plays a significant role in determining the extent to which learners engage in self-confidence strategies, while anxiety, particularly language anxiety, can impede self-confidence ability. Feedback from peers, teachers, or audio recordings is essential for learners to identify areas for improvement and progress in their self-confidence. Teachers also play an important role in guiding learners to develop effective self-confidence strategies, and studies by Huang (2019)[6] have shown that incorporating self-confidence instruction into language courses, providing feedback, and using technology can enhance learners' self-confidence skills.

In conclusion, self-confidence strategies are important for language learners to feel more comfortable and less anxious when speaking, as emphasized by Goh and Kwok (2019)[7]. Learners can enhance their pronunciation accuracy and fluency by incorporating self-confidence strategies such as positive self-talk, visualization, relaxation techniques, and desensitization. Motivation, anxiety, and feedback also play important roles in developing self-confidence skills, and effective self-confidence instruction by teachers and the use of technology can aid in learners' acquisition of self-confidence skills.

Table 3: Summary on English Pronunciation Learning Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
Self-monitoring strategies	3.05	Agree	1
Self-esteem strategies	3.00	Agree	2
Composite Mean	3.03	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 =Strongly Disagree

Based on the provided information, the table 3 indicates that both self-monitoring strategies and self-esteem strategies are considered effective for English pronunciation learning. The weighted mean for self-monitoring strategies is 3.05, indicating agreement among learners that these strategies, such as listening to their own pronunciation and comparing it to native speakers, are beneficial for improving pronunciation skills. Similarly, the weighted mean for self-esteem strategies is 3.00, suggesting that learners recognize the importance of building self-esteem and confidence in their ability to pronounce English accurately. This implies that learners value positive attitudes, motivation, and belief in their own pronunciation improvement.

The composite mean of 3.03 for all indicators falls within the "Agree" category, reflecting an overall agreement among learners that the strategies mentioned in the table are beneficial for English pronunciation learning. However, it's important to note that the information you provided doesn't specify the source of the table or provide any further details about the study or survey. Without additional context, it's challenging to validate the accuracy or generalize the findings. Nonetheless, the general notion that self-monitoring and self-esteem strategies can positively impact English pronunciation learning aligns with common understanding in language acquisition and can be useful for learners aiming to improve their pronunciation skills.

English pronunciation learning strategies refer to the specific techniques, methods, and approaches that individuals use to improve their English pronunciation skills. These strategies can be broadly categorized into two types: cognitive and meta-cognitive. Cognitive strategies refer to the conscious, deliberate techniques used to improve pronunciation skills, such as practicing individual sounds, imitating native speakers, and using visual aids or feedback. These strategies involve direct engagement with the language and may include drills or exercises aimed at improving specific aspects of pronunciation.

Metacognitive strategies, on the other hand, refer to the higher-order thinking skills involved in language learning, such as goal-setting, self-evaluation, and self-monitoring.[10] These strategies involve a more reflective and analytical approach to learning and may include techniques such as recording and analyzing one's own speech, seeking feedback from others, and setting specific pronunciation goals. Overall, the use of effective English pronunciation learning strategies can help learners improve their pronunciation skills more efficiently and effectively, and ultimately contribute to their overall success in learning the language. Several studies have investigated the effectiveness of various English pronunciation learning strategies. For example, Derwing and Munro (2013)[8] identified three main types of strategies: attention to form, attention to meaning, and attention to social aspects. Attention to form involves focusing on the sounds, stress, and intonation patterns of English, while attention to meaning involves understanding the meaning and function of English sounds in context. Attention to social aspects involves considering the social and cultural factors that influence pronunciation, such as the speaker's age, gender, and social background.

Other studies have looked into the effectiveness of specific pronunciation learning strategies, such as imitation, repetition, and feedback. Graham and Santos (2015)[9] found that learners who have a strong desire to communicate with foreigners may be more motivated to use pronunciation learning strategies that help them to sound more like native speakers.

4. Conclusion

English major students employ a variety of strategies to enhance their English pronunciation skills. This study highlights the significance of active listening, imitation, self-analysis, phonetics study, and interaction with native speakers. English language educators can utilize these findings to design effective pronunciation teaching materials and create a supportive learning environment that

caters to the needs of English major students. Further research can explore the long-term impact of these strategies and investigate potential cultural and linguistic influences on English pronunciation learning among English major students.

Acknowledgement

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