

TEACHERS' INTERVENTION IN IMPROVING ENGLISH PRONUNCIATION SKILLS OF ELEMENTARY PUPILS: EXPLORATORY APPROACH

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ABSTRACT

This study determined the dimensions of improving English pronunciation skills of elementary pupils through interventions among public-school teachers. Ten participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers as respondents used for exploratory factor analysis in the Municipality of Matalam, Cotabato. The study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on improving English pronunciation skills of elementary pupils. The results revealed upon factor analysis that interventions in improving English pronunciation skills of elementary pupils have eight themes which include provision of teaching materials and techniques, showcasing expertise and social integration in work organization, enhancing engagement and participation, teachers' preparation and commitment, identifying problems and finding solutions, provision of support and technology integration for instruction, teachers' personality and teaching efficacy, and instructional design and methods. Teachers' Intervention in Improving English Pronunciation Skills Questionnaire with 81 items was developed. Reliability test revealed the results on teachers' intervention in improving English pronunciation skills the overall Cronbach's Alpha value of .837 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 81 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Teachers' Intervention, English Pronunciation Skills, Public-School Teachers, Exploratory Sequential Design, Exploratory Factor Analysis*

INTRODUCTION

The use of English is widespread in the Philippines. The majority of Filipino children are first naturally taught how to speak English in their homes as a foundational and preparatory step before formal instruction in schools. It is because English, which is the second official language in the nation, is used in trade and the legal system in addition to being the language of instruction in schools. However, the proficiency of the English language among Filipinos has significantly declined over time. In a 2019 article,

Valderama urged the Philippine education system to pay attention to the country's ongoing decline in the English Proficiency Index.

Fangzhi (2018) observed that English pronunciation is being unfairly neglected or even ignored in many universities and institutions in this manner. English phonetic courses are frequently ignored or given no place in teaching or learning since its value and necessity are not yet widely understood. According to Fangzhi (2018), advanced students understand that all aspects of their English proficiency—aside from pronunciation—can be improved, but flaws that have been made repeatedly over time cannot be fixed. Establishing a required phonetic course would be the long-term solution to this issue, as active pronunciation control will aid in the advancement of the entire learning process.

Preceding studies were being conducted related to pronunciation skills research in the Philippines concentrating on trends, prospects and challenges using quantitative approach, but there is no comparable study was being existed which investigated the issue in English pronunciation skills applying mixed method design. Therefore, the researcher is resolved to explore the pronunciation skills of Filipino pupils in Matalam, Cotabato utilizing qualitative research design. The intervention of teachers in increasing pronunciation abilities will also be studied. As a result of this, developing models and theoretical paradigms relevant to pronunciation research will be exhibited.

The findings of this study were valuable for both teachers and institutions because this study gained knowledge and understanding of teachers, school administrators and policy maker regarding the issues in the field of improving English pronunciation. This study also guides the institutions to help teachers working in better educational environment and will provide necessary data in identifying sources of these difficulties that was able to integrate new teaching approaches in the academia that would address the problems of this research study.

FRAMEWORK

This study was grounded on the Gagne's Theory (1970). According to him, the youngster learns to speak through listening and mimicking. His ability to learn skill is recognition, interpretation, and use of language in its visual form and is determined by the amount of his knowledge of spoken language. Listening and speaking have mutual interaction. In linguistic communication, speakers address listeners and listeners become listeners when they are attentive to speaker. Speaking and listening are largely phonological abilities; both are based on lexicon, syntax, and expressive sound patterns and sequences. Competency in speaking and listening requires auditory acuity, clarity in enunciation, and organization of thoughts. This reciprocal interaction implies the provision of instruction and practice in both skills. For students who like to talk instead of listen, listening skills are crucial. Given that the study includes the trainees' pronunciation, this is pertinent to the study. In order for the learners' early imitation to be accurate or suitable, they must have the acquired habit of listening to proficient English speakers in order to sound out the correct vowels and consonants.

Additionally, schema theory of Savage (1995) was also used in this study and entails that knowledge already stored in the reader's memory or orderly summaries of prior experiences are crucial in the child's learning. Prior knowledge, experiences, and expectations will most surely alter how and what one comprehends. In pronunciation, the learners must have prior information on how the vowel and consonant sounds are to be enunciated correctly in words made of two or more syllables. In order to understand new information in light of personal experiences and forecast word meaning, learners use their schemata. This approach stressed the value of giving kids a solid foundation in linguistic communication as well as the capacity to learn skills through the understanding, application, and use of language in its visual form. Learners pronounce, comprehend, and recall what they sound out by utilizing both textual features and prior knowledge. Students sound more fluent right away, interpret and fill in from context and understanding of grammar thanks to the learners' spoken language schemata, which are an excellent source for language skill tasks. The fact that students can perceive an immediate and useful result from learning grammar is an extra bonus.

This study was also be supported by Foster's (1986) Metacognitive Theory. Students understand specialized learning strategies and are able to recognize when they are not learning or having difficulty learning thanks to an enhanced cognitive process. This is exercising deliberate, conscious control over one's cognitive functions while reading and being more engaged in the learning process. In this study, metacognition is defined as the awareness of one's own speech while speaking. According to research, those who are fluent in a language have high pronunciation skills, whereas people who are not familiar with the sounds of the language have trouble pronouncing it. Metacognitive readers are aware of the meaning they are deriving from the text, and they will use the proper techniques to improve their comprehension. They will read slowly, go over passages again, and put forth a lot of effort to understand. Poor students do not use these techniques.

The variations in English pronunciation are the cause of all the theories presented in this study. Given that the goal of this study is to identify the learners' perceived pronunciation errors, the theories are connected in one way or another.

METHODS

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of elementary schools in Matalam, Cotabato.

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their interventions in improving English pronunciation skills. The interview provided an insight into how a group of teacher thinks about interventions in improving English pronunciation skills, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based from the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the approaches in strengthening reading fluency scale. This tool was subjected to dimension reduction to look for the factors that constitute the teachers' interventions in improving English pronunciation skills.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teachers' interventions in improving English pronunciation skills. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Data Analysis

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for

conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

KMO (Kaiser-Meyer-Okin measure of sampling adequacy) was used which signals in advance whether the sample size is large enough to reliably extract factors (Field, 2009). In this phase, Barlett's Test of Sphericity will also be used. It tests whether the correlation coefficients are all zero. The test computes the probability that the correlation matrix has significant correlations among at least some of the variables in a dataset, a prerequisite for factor analysis to work (Hare, 1998).

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct, and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Teachers' Intervention in Improving English Pronunciation Skills

There are eight themes that emerges from in-depth interview and focus group discussion with the selected elementary and secondary public-school teachers in North and South district of Matalam, Cotabato that put emphasis on provision of teaching materials and techniques, showcasing expertise and social integration in work organization, enhancing engagement and participation, teachers' preparation and commitment, identifying problems and finding solutions, provision of support and technology integration for instruction, teachers' personality and teaching efficacy, and instructional design and methods.

Provision of Teaching Materials and Techniques. For most participants, provision of educational materials and methods to increase learning participation of the students in a classroom is necessary. It helps teachers to identify what needed resources should be implemented based on the ability and skills of the students that's why the participants believed that reading aloud the words and pointing out unfamiliar terms can help them to determine what aspect of pronunciation does the student cannot easily catch up. In addition, they said that creating relevant exercises such as tongue twisters and minimal pairing and browsing sites for pronouncing techniques could be a great help for them to improve the English pronunciation skills of their students.

Meanwhile, the participant also believes that use of gadgets like tablets, smartphones, internet database and some interactive websites are the relevant source of their teaching in pronunciation. They also added that the implementation of repetition drills during teaching process helps them to improve students' English pronunciation skills.

The finding implies that employing several teaching methods and providing educational resources can create huge opportunity for teachers to diversify their learning materials, gain more knowledge, and identify what specific methods or materials should be given to the needs of the students. One of the methods proposed by Cheng (2019) to her study is the meaningful resources in which instructors might use authentic materials to have students practice linking, rhythm, stress, or intonation. As a result, students take an active role in their teamwork. In addition, on the study of Foote and McDonough, (2019) and Yoshida (2019) they asserted that students can receive instructional support to improve their English pronunciation through the use of technology including cellphones, audio and video classes, pronunciation software, and the internet.

Showcasing Expertise and Social Integration in Work Organization. It is both rewarding and overwhelming that in spite of heavy workloads and stress experienced by the teachers in teaching, they are still be able to show their expertise and good relationship with others. Some of the participants indicated that they show expertise by giving time for intensive research and training, reading books and articles as well as research papers related to pronunciation improvement. Some of them stated that they have done assessments for individual needs where intervention will be implemented and doing regular evaluation for students' pronunciation abilities and capacity of speaking.

Meanwhile, some participants emphasized that they are actively participated and interact with some stakeholders, parents, administrators and co-teachers as well as other members of the community and collaborate with school planning and design in the implementation of intervention for improving English pronunciation skills of the students.

The participants imply that having enough knowledge, understanding and good relationship with others can help them execute their ideas, identify problems and solutions as well as employing relevant teaching methods easily. In addition, to social interaction, the participants are able to communicate and interact with other people not just for socialization but for the benefit of improvement and development. One of the most beneficial contributions teachers can make to the teaching and learning of English pronunciation is to assist their students in producing understandable speech. In lieu of a huge number of pronunciation subjects, teachers should discover ways to demonstrate, practice, and provide feedback on pronunciation continuously (Yates & Zielinski, 2019).

Enhancing Engagement and Participation. Many participants believed that teaching and learning process requires essential engagement and participation between teachers and students. The participants reported that participating in various workshops and conferences helps them to gain knowledge on improving the English pronunciation skills of the students. They also added that giving students debates and presentations open an opportunity to make students speak English fluently and clearly.

In addition, the participants also believed that by listening to their students' conversation in the classroom they can easily address the problems and issues on their pronunciation. Also, they added that they students to pronounce words correctly by the use of technology and other necessary gadgets for learning.

This imply that establishing strong engagement and participation towards students learning and development build strong connection between two parties and provide a sense of purpose and fulfillment. By having this, participants will help students to gain valuable skills and learning experiences, as well as open a new door of improvement for the children. According to certain studies, learning how to pronounce words correctly requires a strong sense of motivation, engagement and participation (Luchini, 2019).

Teachers' Preparation and Commitment. The participants believed that helping students to become a great speaker in the future, they must be ready to provide the needs of their students. They also contend that preparing and facilitating students for their learning is one of their commitments as teacher.

On the other hands, the participants have a strong desire to help their students on their learning journey in English speaking and they believed that their motivation for themselves to help students speak clearly and fluently. They want to develop students and mold them to become a better English speaker in the future.

The participants imply that being prepared and committed for their students' learning needs increase their productivity and helps them to feel a sense of achievement and motivation for the day ahead. This result is supported by Elliot (2020) saying that if teachers are aware of the elements that affects their students' pronunciation, they can adapt their instruction to help students pronounce words more clearly.

Identifying Problems and Finding Solutions. Some of the participants experienced some problems and troubles in implementing intervention in improving English pronunciation skills of the students. It was reported that some of the problems is that students were show no enthusiasm in learning and failed to internalized words and sentences. They also added school workloads and demands hinders them to make intervention in improving English pronunciation.

However, despite of the challenges and problems faced by the teachers in implementing intervention for English pronunciation, they are still able to provide solutions for them. They reported that laying down all the objectives, purpose and details necessary for intervention, it will lead this to an effective and successful execution. They also added that they take advantage the opportunities given to them to participate in any professional development programs and utilize technological tools and resources to provide solutions in teaching English pronunciation.

The participants imply that in every implementation of interventions, problems and issues are possible to arise. However, teachers are resilient to face the problems and able to provide solutions for it. Harmer (2021) claimed that the unavailability of high quality, adequate teaching and learning resources and the lack of time to practice pronunciation are the main reason why teachers do not give English pronunciation enough attention. Because they already have too much to accomplish, teachers feel that pronunciation courses are a waste of their time. Some teachers believe that without any formal teaching, their students will pick up the correct pronunciation.

Provision of Support and Technology Integration for Instruction. Many participants believed that giving support to the learnings of the students and integrating technology for their instruction open wide range of possibility to create an effective and efficient classroom interaction. To improve pupils' English pronunciation, the participants encourage them and evaluate their own ability to pronounce and they invest their time, energy and money to help students in their learning journey towards pronunciation.

Meanwhile, other participants share their ways of teaching students like employing voice records on their mobile phones and using other technological resources such as text, audio files, videos, presentation and websites. They also added that to help students in learning pronunciation, they give them freedom to use cellphones, computers and access of internets.

This imply that the provision of support and the integration of technology into instruction provides students and teachers easy-to-access information, accelerate learning and teaching and improve adaptability and collaborations. Coursebooks and other teaching tools should be carefully chosen, and they should be supplemented with resources like CD-ROMs and videos that expose students and teachers to real-world language input. It has been discovered that including authentic materials in the curriculum has a significant impact on encouraging correct pronunciation (Aufderhaar, 2019; Cakir, 2021).

Teachers' Personality and Teaching Efficacy. It is both overwhelming and rewarding that the participants respect their student's ability and desire to learn. They also added that for them to improve the skills and ability of the students in pronunciation, they conduct interventions and introduce various sounds and letters as well as managing their time enough to carry challenges on the implementation of intervention.

This implies that teachers' personality and efficacy influence students' behavior in learning. This attribute of the participants tells how they effectively influence the learning of the students and students sees them as an effective and efficient teacher. Teachers must persuade their pupils to take pronunciation seriously and help them master the pronunciation of English sounds. Teachers should let the students know that their first English class will be all about pronunciation. If they don't practice accurate pronunciation at the beginning of their learning process, students run the change of learning the incorrect things (Kenworthy, 2019).

Instructional Design and Methods. The participants believed that the use of reading resources and activities as well as further evaluation for students' performance improve their ability and skills to implement better English pronunciation to the students. In addition, they added that the use of tongue twisters, role plays, debates or discussions as well as speaking exercises will help them to determine the best practices for improving English pronunciation skills of the students.

Meanwhile, some of the participants reported that they record the performance of their students and inform them to be aware of their own pronunciation. Additionally, they construct exercises such as drills and twisters relevant for enhancing pronunciation.

The participants imply that the relevance of employing instructional methods and design ensures that learners receive instruction in a form that is effective and meaningful to them, help them better understand the topics and concepts being taught. As Thornbury (2019) illustrated, English pronunciation must be understandable. He provides some methods for teaching pronunciation, like creating cards with rhymes, narrating stories while pointing out and correcting learners' errors, and giving speaking exercises.

Construction of Teachers' Teachers' Intervention in Improving English Pronunciation Skills Scale

Based from the narratives of the participants, the teachers' intervention in improving English pronunciation skills scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. The 120-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to eight based on the priori qualitative analysis dimensions.

Dimensions of Teachers' Intervention in Improving English Pronunciation Skills

Testing of the Proposed Questionnaire consisting of 120-Item Scale on Teachers' Intervention in Improving English Pronunciation Skills. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 1 that KMO value is .871 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p < .05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.871
	Approx. Chi-Square	28846.146
Bartlett's Test of Sphericity	Df	7140
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 120-item teachers' intervention in improving English pronunciation skills scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teachers' Intervention in Improving English Pronunciation Skills. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are seven dimensions of teachers' intervention in improving English pronunciation skills. Hence, the eight-factor model exhibits clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 120 items, only 81 items passed the criteria then subject for rotation and analysis.

After which, the 120-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. The results show that the loadings of the eight factors' items are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Additionally, it is clear that there is no item cross-loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor correspond, with higher loadings making the variable more indicative of the factor.

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the eight-factor model of teachers' intervention in improving English pronunciation skills with 120 items was developed as shown in table 4, namely, on provision of teaching materials and techniques, showcasing expertise and social integration in work organization, enhancing engagement and participation, teachers' preparation and commitment, identifying problems and finding solutions, provision of support and technology integration for instruction, teachers' personality and teaching efficacy, and instructional design and methods.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 1, 3, 4, 5, 9, 11, 12, 13, 15, 21, 22, 32, 34, 36, 39, 40, 41, 42, 45, 47, 48, 49, 50, 55, 59, 68, 77, 78, 87, 81, 89, 95, 100, 108, 109, 115, 117 and 120 does not fit the factor talking about on provision of teaching materials and techniques, showcasing expertise and social integration in work organization, enhancing engagement and participation, teachers' preparation and commitment, identifying problems and finding

solutions, provision of support and technology integration for instruction, teachers' personality and teaching efficacy, and instructional design and methods.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .837. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely provision of teaching materials and techniques ($\alpha=.786$), showcasing expertise and social integration in work organization ($\alpha=.839$), enhancing engagement and participation ($\alpha=.812$), teachers' preparation and commitment ($\alpha=.953$), identifying problems and finding solutions ($\alpha=.729$), provision of support and technology integration for instruction ($\alpha=.758$), teachers' personality and teaching efficacy ($\alpha=.846$) and instructional design and methods ($\alpha=.814$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 2
Reliability Analysis Teachers' Intervention in Improving English Pronunciation Skills Scale

Scale	Cronbach's alpha
Provision of Teaching Materials and Techniques	.785
Showcasing Expertise and Social Integration in Work Organization	.839
Enhancing Engagement and Participation	.812
Teachers' Preparation and Commitment	.953
Identifying Problems and Finding Solutions	.729
Provision of Support and Technology Integration for Instruction	.758
Teachers' Personality and Teaching Efficacy	.846
Instructional Design and Methods	.814
Overall Reliability	.837

Final Version of Teachers' Intervention in Improving English Pronunciation Skills Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 3. From 81 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best

represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teachers' Intervention in Improving English Pronunciation Skills Questionnaire was developed. This tool is consisting of 81 items which consist of eight themes. Eight themes were obtained after the qualitative results. Eight themes were developed which are provision of teaching materials and techniques with a total of seven (7) items, showcasing expertise and social integration in work organization (29) items, enhancing engagement and participation (7) items, teachers' preparation and commitment (11) items, identifying problems and finding solutions (7) items, provision of support and technology integration for instruction (5) items, teachers' personality and teaching efficacy (4) items, and instructional design and methods (11) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 23
Teachers' Intervention in Improving English Pronunciation Skills Questionnaire

ITEMS	
PROVISION OF TEACHING MATERIALS AND TECHNIQUES	
1	I create exercises that focus on particular pronunciation difficulties, including tongue twisters and minimal pairings.
2	I apply specific solution and offer monitoring and evaluation for the intervention.
3	I read aloud to the class several times while pointing out unfamiliar terms until they are pronouncing them correctly.
4	I make use of gadgets like tablets, smartphones, internet database, and interactive websites that provide pronunciation drills and real-time.
5	I am driven to help my pupils pronounce words correctly in English and to watch them confidently talk in public.
6	I look out various pronouncing techniques on social media sites that could really aid pupils in their education.
7	I implement repetition drills to improve students' pronunciation skills.
SHOWCASING EXPERTISE AND SOCIAL INTEGRATION IN WORK ORGANIZATION	
1	I instructed in English, and I required my students to practice pronouncing words correctly all the time.
2	In order to give teachers, access to the right materials, textbooks, audiovisual aids, and technological tools for teaching pronunciation, my school allots finances and resources for this purpose.
3	I review academic papers, research projects, and evidence-based procedures to obtain knowledge and guide the creation and application.
4	I introduce students to the pronunciation of native speakers through the use of audio recordings, videos, and other multimedia resources.
5	I listen how students speak when they are participating in class activities, discussions, or presentations.
6	I use audio recordings or videos with various accents and speech patterns, along with listening exercises that emphasize real English spoken.
7	My school assigns a language specialist or teaching assistant who can offer extra assistance in the classroom.
8	In order to provide teachers with the knowledge and skills they need, my school offers workshops, training sessions, and access to pertinent resources.
9	I actively involve and interact with a range of stakeholders, including community members, parents, administrators, and teachers.

- 10 I set aside time for in-depth research and self-study on pronunciation training, reading books, articles, and research papers on various approaches to teaching pronunciation.
- 11 I was able to increase my students' confidence by actively participating in class discussions, striking up conversations, and taking chances when using the language.
- 12 I emphasize proper intonation and stress patterns, speak slowly, and enunciate words clearly in order to provide clear and accurate pronunciation models.
- 13 I listen to my students as they converse and create exercises specifically for pronouncing words correctly.
- 14 I taught pronunciation using phonics exercises, mouth positions, and tongue twisters, and I encouraged students to practice in front of a mirror.
- 15 My fellow educators have shared their knowledge with me in order to help students with their pronunciation.
- 16 I give the intervention time and concentrate on its positive results.
- 17 I used internet access, laptops, and smartphones to carry out the intervention.
- 18 I give my pupils the chance to put their speaking and listening skills into greater practice.
- 19 I assess students' pronunciation, clarity, and fluency as well as how well they mimic the intonation and sound patterns of English in their speech.
- 20 I utilized audio and video resources, tongue twisters, and drills to improve my students' pronunciation.
- 21 I assess the current skills, knowledge, and challenges of the individuals or groups for whom the intervention is intended, as well as their specific needs.
- 22 I use educational materials like worksheets, digital resources, and teaching aids to deliver effective interventions.
- 23 I collaborate with other educators to share teaching resources and strategies for pronunciation.
- 24 I may be motivated when I receive praise for my teaching methods from parents, students, or colleagues.
- 25 I use tongue twisters and articulation exercises to help students with their muscle control and speech clarity.
- 26 I regularly evaluate my students' pronunciation abilities, and I base my initial evaluation on their capacity for speaking and learning.
- 27 I started using tongue twisters and gave the students regular practice reading words they weren't familiar with or frequently mispronounced.
- 28 In my school, collaborative planning and design are practiced, along with idea and best practice sharing pertinent to intervention.

29 To make the intervention successful, I facilitate cooperation between the teacher and stakeholders.

ENHANCING ENGAGEMENT AND PARTICIPATION

- 1 I help my students pronounce words more correctly in English by using technology like laptops, cell phones, tablets, and internet access.
- 2 I listen to students' converse in order to analyze any pronunciation issues they may have.
- 3 I participate in various workshops and conferences to enhance my skills and knowledge in instructing correct pronunciation.
- 4 I get ready the supplies I'll need to carry out the interventions.
- 5 I assign reading exercises to my students that help them pronounce words correctly.
- 6 I am inspired observing my student's pronunciation skills improved.
- 7 I give students plenty of opportunity to practice speaking English when it comes to discussions, debates, presentations, and role plays.

TEACHERS' PREPARATION AND COMMITMENT

- 1 I tell my students to read a lot of simple English and practice pronouncing words correctly every day in order to help them get better at it.
- 2 I am motivated teaching my pupil's proper pronunciation that will help them develop in the future.
- 3 I urge pupils to develop a habit of reading by giving them more practice.
- 4 I provide students with reading materials like word charts in order to help them with their pronunciation.
- 5 I assign pronunciation drills and other reading materials to my students so they can improve.
- 6 I get ready and put in extra work to get my pupils' stuff ready.
- 7 I made it easy for the pupils to read and comprehend the words I gave them by using laptops and televisions.
- 8 I have a strong desire to help my students pronounce words correctly so they may speak clearly and successfully.
- 9 I want my students to pronounce words correctly when they are communicating with someone.
- 10 I facilitate group learning and offer my pupils feedback to help them pronounce words more correctly.
- 11 I offer my students time to peruse their notes and provide them with IRI reading materials.

IDENTIFYING PROBLEMS AND FINDING SOLUTIONS

- 1 I find it tough, when pupils show no enthusiasm in learning, and occasionally workloads make interventions more difficult.
- 2 I had a serious problem, when pupils failed to understand or internalize my lessons on how to improve pronunciation.
- 3 I'm constantly considering the best strategies to help my pupils become more proficient pronouncers.
- 4 I lay down the objectives, target audience, purpose, and expected results of interventions in detail and provide precise standards for their effective execution.
- 5 I take advantage of opportunities for continued professional development and research technological tools and resources that can help teach pronunciation.
- 6 I challenge myself to help my students pronounce words correctly in English and to teach them how to talk effectively.
- 7 I am motivated when my students enthusiastically desire to learn pronunciation and are engaged in our lesson.

PROVISION OF SUPPORT AND TECHNOLOGY INTEGRATION FOR INSTRUCTION

- 1 I employ voice or voice recording on my mobile phone that is functioning in the language I have selected.
- 2 I grant my pupils the freedom to use gadgets (such as computers, tablets, cellphones, and chrome books) and to access the internet.
- 3 I push myself to help students pronounce words more correctly in English by using a range of resources, including text, audio files, videos, presentations, and websites.
- 4 As I hear my pupils speaking, I encourage them to evaluate their own pronunciation.
- 5 I invest time and energy into helping children pronounce words correctly, and I also contribute money to support their educational needs.

TEACHERS' PERSONALITY AND TEACHING EFFICACY

- 1 I respect my students' aptitude for learning as well as their desire to learn.
- 2 I conduct interventions during my free time, and occasionally managing my time well enough to carry them out is a challenge.
- 3 In order to help the kids learn proper word pronunciation and grammar, I employed repetition drills.
- 4 I introduce various sounds and the letter combinations that correlate to them in a methodical manner when teaching phonics.

INSTRUCTIONAL DESIGNS AND METHODS

- 1 I successfully help my pupils pronounce words correctly in English by providing them with consistent practice and parental support.
 - 2 I implemented a pronunciation intervention using reading and repetition drills.
 - 3 Making a difference in my students' lives inspires me and gives me a sense of satisfaction and success.
 - 4 I use reading resources and pronunciation activities to evaluate my pupils' pronunciation.
 - 5 I use evaluation activities such as tongue twisters, role plays, debates and discussions to gauge how well my pupils performed.
 - 6 I conduct the necessary research to put the intervention into practice.
 - 7 I evaluate my students by having them record and evaluate themselves so they may become aware of their pronunciation.
 - 8 I organize various tasks and use them to carry them out.
 - 9 I use speaking exercises where students will recite words, sentences and phrases.
 - 10 I construct exercises that enhances students' pronunciation like tongue twisters and regular pronunciation drills.
 - 11 I exert more efforts and time management to put intervention into practice.
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IMPLICATIONS

Results on the study of teachers' intervention in improving English pronunciation skills of elementary pupils entails several implications for educational practices. As the study revealed that teachers were challenge on how to maintain their quality of teaching while facing different problems and issues, they have face in both personal and professional life as a teacher. However, despite of those struggles and difficulties, there are things that keeps them to motivated and inspired to continue to provide the best education for the young children. Teachers are able to provide different instructional

strategies and methods, show commitment and passion in teaching, build participation and engagement as well as strengthening expertise and relationship with others. The success of their students and their genuine commitment and interest to improve the pronunciation skills of their children serves as their strong foundation to continue to impart their knowledge and learnings in the mind of our young children and mold them into a better person in the future.

Findings on this study clearly indicate that in spite of everything, teachers were doing the best that they can to make children a better individual in the future not just on their learnings but also in speaking English fluently and appropriately. Teachers' strong sense of commitment and enthusiasm to make themselves better may create an essential contribution for both student academic achievement and personal life and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. Provision of support, motivation and encouragement coming from their respective school heads, co-workers, students and the community may create a significant impact on their lives and to their own professional development career.

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