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**INTEGRATING PRONUNCIATION INSTRUCTION IN ESL
CLASSROOMS: PRACTICES OF SECONDARY SCHOOL
TEACHERS**



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Abstract

Pronunciation has traditionally received less attention than other language skills in ESL instruction, and Pakistani secondary school classrooms are no exception. Although recent scholarship advocates integrating pronunciation with other language skills rather than teaching it in isolation, little is known about how ESL teachers actually implement this in practice. This study examined how 20 ESL teachers from government and private secondary schools in the Makran Division, Balochistan, incorporated pronunciation instruction into their classroom activities. Using a qualitative descriptive design, classroom practice was observed through a structured checklist, supported by audio recordings and photographs, and analyzed against Burgess and Spencer's (2000) Strategic Pedagogic Model. Teachers functioned overwhelmingly as error correctors and drill leaders (100% each), with just over half also modeling language (55%), while needs analysis (35%) and especially task design (10%) were far less common. Reading aloud (90%), discussion (85%), and listen-and-repeat (75%) dominated practice, while explicit instruction (15%) and word-level practice (10%) were rare, and no teacher used tongue twisters. Guided output (25%) and freer communicative output were considerably less developed than input and processing, revealing a marked discontinuity in the model's sequence. Reported difficulties concentrated on segmental features; sentence stress was never reported, and interaction remained teacher-directed with limited learner autonomy. The study calls for targeted teacher training in suprasegmental pedagogy and deliberate task design for guided and free production.

Keywords: *Pronunciation instruction, ESL teachers, Classroom practices*

Introduction

In the current educational scenario, the importance of English as a second language cannot be neglected in schools, colleges, and universities. English language is treated as a compulsory subject in primary to tertiary education systems in Pakistan. Teaching pronunciation plays a pivotal role in the Pakistani education system (Mansoor, 2005). Pronunciation Teaching has historically received less attention than other language skills and is treated as a separate aspect of English. Native-speaker pronunciation models were emphasized in pronunciation teaching approaches during earlier periods of English language learning and teaching, including British Standard English and Received Pronunciation (RP). Recent research on selecting a pronunciation model questioned the adoption of the native norm and prioritized a comprehensibility- and intelligibility-oriented approach for the Pakistani context. Ghulamullah (2019) emphasized the significance of explicit phonetic and phonological instruction for learners' intelligibility and comprehensibility. On the other hand, Khan et al (2023) noted that recent research shows a shift from native norms to international intelligibility of Pakistani English. The shift from native-speaker pronunciation models to an intelligibility-oriented approach has also influenced how pronunciation is viewed pedagogically. The researchers emphasized integrated pronunciation instruction and other language skills rather than focusing on isolated sets of sound-based pronunciation instruction. Morley (1991) stressed integrating pronunciation teaching into speaking activities. This pronunciation approach recognizes that authentic communication is not the goal of pronunciation learning until speaking and listening skills, vocabulary, grammar, and other linguistic resources are integrated to achieve the target goal.

Burgess and Spencer (2000) proposed the Strategic Pedagogic Model for integrating pronunciation with other language skills. The model recognizes the importance of pronunciation in language learning and teaching, and suggests that it must be through a sequence of input, processing, and output activities rather than focusing on single pronunciation strategies. This approach will enable learners to improve their pronunciation skills through listening and reading, processing them through meaningful activities, replicating visual representations with controlled practice, and then moving towards free oral communication skills.

Integrating pronunciation with other language skills ensures the credibility of a justified pedagogical approach. Despite the integrated pronunciation model, ESL teachers lack practical guidance in their pronunciation instruction for classroom activities. This may identify a gap between ESL teachers' actual classroom practice and the suggested pedagogical model of integrating pronunciation with other language skills. Pronunciation teaching may continue to be addressed through isolated strategies in the classroom, such as listen-and-repeat activities, drilling, and correction of pronunciation errors rather than integrating pronunciation skills with other language skills. This issue is well established, as English has traditionally been taught to ESL learners in a pedagogically insufficient manner. The instructional strategies predominately focus on teacher-centered approaches, and learners' access to communicative competence is marginalized. Siddiqui (2002) stated that teachers without professional training in English Language Teaching (ELT) utilize the Grammar-Translation Method in their classroom practices. As a result, most students from schools and colleges are dependent on memorization and unequipped to perform productive English language skills, such as speaking and writing. According to Coleman (2010), English Language Teaching (ELT) in Pakistan is taught to students pursuing higher education and job opportunities rather than focusing on their oral communication skills.

Pakistani ESL secondary school teachers face several challenges that influence their ability to implement pronunciation instruction. These challenges include Examination-oriented teaching, curriculum requirements, limited instructional resources, large class sizes, and lack of professional training, which may influence the use of pronunciation in communicative activities. Majoka, Khan, and Khan (2016) found that ESL teachers' inadequate professional training, insufficient knowledge of pronunciation teaching, examination pressure, lack of pedagogical resources, and traditional teaching strategies are the major constraints to effective pronunciation instruction (Khan et al., 2025). Recent research in the Pakistani context indicates an explicit gap between teachers' Curricular constraints for teaching the English language and classroom implementation, with several challenges, institutional pressure, examination burden, and limited instructional resources (Karim and Harwood, 2026).

The current study examines how ESL teachers integrate pronunciation instruction into their classroom activities. Building on the foundations of integrated pronunciation instruction, Burgess and Spencer's (2000) proposed the Strategic Pedagogic Model; the present study investigates how ESL teachers incorporate their instructional strategies in classroom activities and how teachers create learning opportunities for their learners to notice, practice, and produce several pronunciation features with other language skills. The study is based on understanding the integration of pronunciation in actual ESL classroom practices.

Literature Review

Pronunciation Teaching Practices

English language teachers should emphasize the four major language skills when teaching it. Learners' communication skills can be made more effective when the four language skills are integrated with vocabulary and grammar. English language teachers pay less attention to pronunciation, and the majority of schools worldwide neglect the teaching of pronunciation skills (Morley, 1991). Neglecting learners' pronunciation needs is regarded as a professional failure in pronunciation teaching (Morley, 1991). English language learners should receive sufficient professional training in pronunciation and develop their communicative skills regardless of their language-learning aims (Morley, 1991). Morley (1991) stressed that it is extremely important that pronunciation teaching should ensure learners' oral comprehensibility, stating that teachers should support learners to be intelligible, effective, and confident in speaking English. Pronunciation teaching received great emphasis on accuracy during the 1940s–1960s; later in this period, communicative competence was more prioritized in English pronunciation teaching (Morley, 1991). Pronunciation teaching practices have shifted to the current goals of English language teaching, which focus more on communicative competence for ESL learners (Wong, 1986; Morley, 1987; Anderson-Hsieh, 1990; Celce-Murcia, 1991). This change had also shifted the teachers' perceptions of teaching pronunciation. At that time, pronunciation teaching was regarded as very important because it mainly focused on accuracy, teaching segmental features such as vowel and consonant sounds, as well as suprasegmental features, including stress, rhythm, and intonation. Teachers used various teaching techniques such as imitation, memorization, drills, and dialogues to explain how these sounds are produced (Morley, 1991). Learners' pronunciation errors were addressed during communicative activities (Morley, 1991). Pronunciation teaching changed from the 1960s to

the 1980s; many researchers have raised several questions regarding the pronunciation curriculum for ESL learners (Morley, 1991). English pronunciation materials received insufficient attention at that time to teach pronunciation to ESL learners, even though some ignored it (Morley, 1991). As a result, the traditional way of teaching pronunciation was widely rejected, and new pedagogical approaches were developed (Morley, 1991). Hashmi (1976) highlighted a major problem regarding the choice of pronunciation model in Pakistan. On the other hand, Rahman (1990/1991) noted that British Standard English and Received Pronunciation (RP) were predominantly associated with the traditional pronunciation model in Pakistan, and these models served as the ideal norms for pedagogical purposes (Rahman, 1990/1991). The selection of an appropriate pronunciation model also received attention in Pakistan. In response to traditionally associated pronunciation models, such as British Standard English and Received Pronunciation (RP). Recent research on selecting a pronunciation model questioned the adoption of the native norm and prioritized a comprehensibility and intelligibility-oriented approach for the Pakistani context.

Integrating Pronunciation

Pronunciation teaching should not be treated as an isolated component, but meaningful speaking and oral communication should be the main criteria for teaching pronunciation. Although this approach has been suggested for ESL teachers for more than a decade, policy-makers have not provided teachers sufficient guidance on how to use it in their classroom activities (Levis and Grant, 2003). The goal of teaching pronunciation is almost clear for most ESL teachers. Researchers have proposed that several pronunciation teaching methods are available to ESL teachers in textbooks and references on pronunciation. However, ESL teachers may have misunderstood the message or not fully understood how to deliver it. This indicates a severe gap between the designed pronunciation component of the curriculum and its usage in classroom strategies. Consequently, pronunciation receives inadequate attention in ESL teaching compared to other language skills. Murphy (1991) argued that English language teachers should have creativity in incorporating pronunciation components into speaking skills. In fact, Firth (1993, as cited in Levis and Grant, 2003) and Morley (1991) also advocated integrating pronunciation instruction into speaking components. This plays a significant role in enhancing learners' communicative competence in English. The pronunciation model alone cannot ensure the goal of English language proficiency; content and pedagogical knowledge are also important for an ESL teacher in classroom practice. ESL teachers often assume segmental features of English, such as vowels, consonants, and other sounds, are sufficient for English learners. Levis and Grant (2003) emphasized that suprasegmental features are very important in building learners' communicative competence in spoken English. Training on content and pedagogical knowledge is necessary for ESL in-service teachers. Policymakers and training institutions need to play a role in equipping teachers to integrate pronunciation skills in their classroom practices.

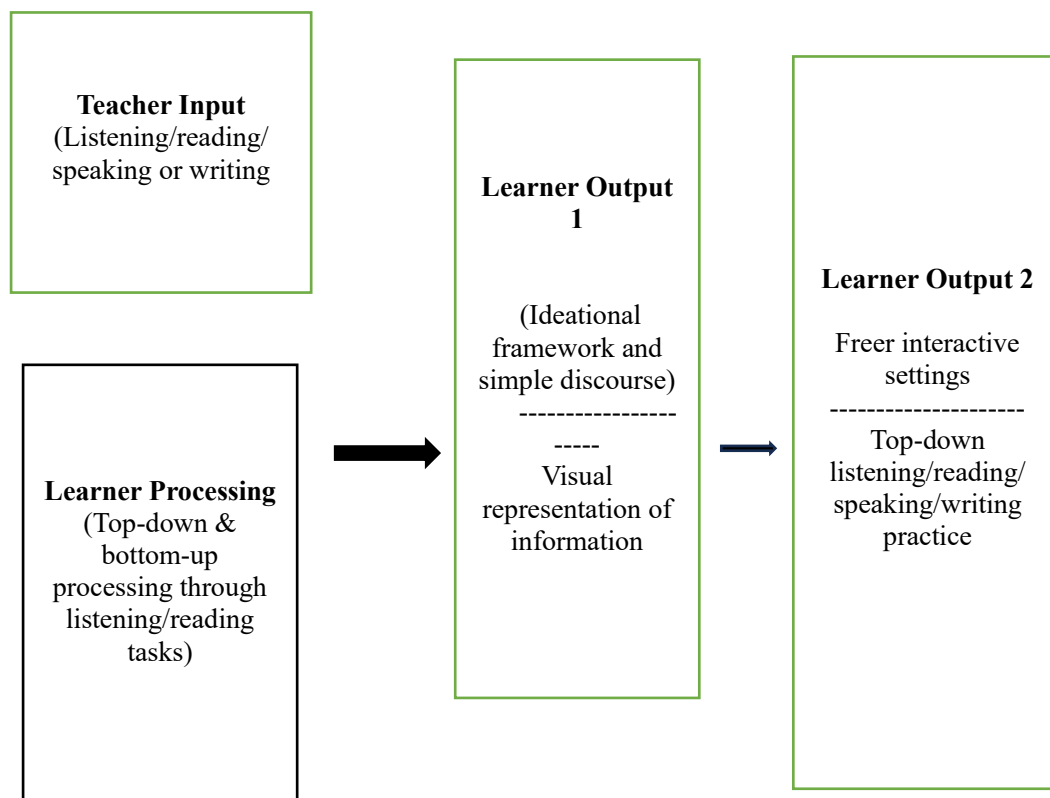
A Strategic Pedagogic Model for Integrating Pronunciation into Language Skills

Burgess and Spencer's (2000) Strategic Pedagogic Model is used to integrate pronunciation skills with other language skills. Learners' communication skills can be improved through the simultaneous use of listening, speaking, reading, writing, pronunciation, grammar, and vocabulary. Meaningful and communicative activities should be a major element of pronunciation teaching. The following are the four main advantages of the model.

- a. Meaningful Communication:** Integrated pronunciation teaching enables learners to use authentic language and provides learners with opportunities to apply pronunciation features in meaningful contexts.
- b. Motivation:** Language learning should be based on motivating learners for oral communication skills rather than treating it as an academic subject.
- c. Development of Multiple Skills:** Teachers monitor and develop learners' learning skills in various ways, allowing learners to improve their weaknesses by using their communication skills
- d. Authentic Learning:** Integrated instruction shows the natural use of language in communication, and it is based on realistic situations rather than individual language skills.

This model is used as a theoretical framework to guide the current study on pronunciation teaching approaches in the classroom. The model consists of four stages. The model suggests that learners are given input from a lesson that should include listening and reading texts based on sophisticated discourse (Burgess and Spencer, 2000, p 202). Relatively sophisticated discourse means that learners should be given listening and reading texts so they can integrate receptive skills (listening and reading) with productive skills (speaking

and writing). Pronunciation integration should include fluent phonological features such as assimilation and elision in good listening texts (Burgess and Spencer, 2000, p. 202). This is consistent with Krashen's Input Hypothesis; learners should be provided with new language items they already know or have never seen before. The processing stage represents learners' engagement with the input task for meaningful activities. Learners work on different activities and visual representations. The Output 1 process guides and controls learners' speaking activities, using visual representations such as flow diagrams, grids, and tree diagrams. It controls learners' oral communication skills, and the input stage reproduces the original text through visual representation. The Output 2 process involves understanding of the visual representation presented in the input process. Learners are encouraged to use freely communicative activities, and pronunciation is practiced more independently. To address the research question, the following Burgess and Spencer's (2000) Strategic Pedagogic Model is used to integrate pronunciation skills with other language skills.



Strategic Pedagogic Model incorporating pronunciation into integrated Skills (Burgess and Spencer, 2000)

Research Question

1. How do the teachers in higher secondary schools integrate the teaching of pronunciation features of the target language in their classroom instruction?

Research Design

The current study employed a qualitative descriptive design to examine how secondary school ESL teachers integrate pronunciation instruction into their classroom practices. The researcher observed the participants' actual classroom practices in pronunciation teaching through a structured observation checklist (adopted from Shah, 2014). This study draws on established frameworks of pronunciation teaching, particularly Burgess and Spencer's (2000) Strategic Pedagogic Model, which conceptualizes integrated pronunciation instruction as a four-stage sequence: input, learner processing, learner output 1, and learner output. The study involved 20 ESL teachers who were selected through purposive sampling from different government and private schools within the Makran Division, Balochistan. Participants were selected according to the study criteria and teaching experience. Participants were observed during their selected English lessons in their selected classes. The data

were analyzed descriptively using a structured observation checklist, supplemented by audio recordings and some pictures of classroom activities.

Findings

Classrooms Observation Report

To answer the research question, participants were observed during their chosen English lesson in classroom activities. Participants. Teachers were informed before observing classroom activities. The study employed the established frameworks Spencer's (2000) Strategic Pedagogic Model to answer the research question. The following are the observational findings of a descriptive analysis of 20 ESL teachers. The adopted observation checklist includes different pronunciation teaching techniques and content, which is included in different observation sections

Teachers' Roles in Pronunciation Instruction

Table 4.1 below shows the roles of teachers when teaching pronunciation. The table consists of five different roles that teachers performed during the classroom observation. The findings were analyzed descriptively.

Table 1. Teachers' Roles in the Teaching of Pronunciation

<i>Participant</i>	<i>Error Corrector</i>	<i>Language Modeler</i>	<i>Drill Leader</i>	<i>Needs Analyst</i>	<i>Task Designer</i>
<i>R1</i>	√		√	√	
<i>R2</i>	√	√	√	√	
<i>R3</i>	√		√		
<i>R4</i>	√	√	√		
<i>R5</i>	√	√	√		
<i>R6</i>	√	√	√	√	
<i>R7</i>	√	√	√		√
<i>R8</i>	√		√	√	
<i>R9</i>	√	√	√		
<i>R10</i>	√	√	√	√	√
<i>R11</i>	√	√	√		
<i>R12</i>	√		√		
<i>R13</i>	√	√	√		
<i>R14</i>	√		√		
<i>R15</i>	√		√		
<i>R16</i>	√	√	√		
<i>R17</i>	√	√	√		
<i>R18</i>	√		√	√	
<i>R19</i>	√		√	√	
<i>R20</i>	√		√		
<i>Total (n)</i>	<i>20</i>	<i>11</i>	<i>20</i>	<i>7</i>	<i>2</i>
<i>Percentage</i>	<i>100%</i>	<i>55%</i>	<i>100%</i>	<i>35%</i>	<i>10%</i>

Note. A checkmark (√) indicates that the respective role was observed for the participant (R1–R20).

Percentages are based on the total number of participants (N = 20).

Teachers are considered important pillars in the transformation of knowledge and information for students. They serve as leaders and guides in helping students develop their English communication skills. Teachers were very positive during the observation of their pronunciation classroom practices. The ESL teachers were observed in their roles as teachers using a checklist adapted from Roger's (2023) framework. Teachers showed significant roles as error correctors at 100%. The majority of the teachers monitored their students' learning environment by correcting mistakes during pronunciation instruction. Teachers functioning as "needs analysts" — a role fulfilled by only 35% of participants — did not achieve satisfactory results in meeting learners' pronunciation needs. On the other hand, teachers' role as task designers also received less attention during classroom activities; only 2 of 20 (10%) performed this task. Learners were not provided with enough exercises regarding pronunciation. Teachers made great efforts with the students through various drills and exercises. Teachers were observed as facilitators and in command of the class. A teacher-centered approach

was evident during classroom observation periods. The overall results show that teachers with insufficient skills in pronunciation teaching may pose challenges for English language learners.

Method Used for Teaching Pronunciation

Challenges teachers face when teaching pronunciation are linked to teachers' teaching methods. Effective teaching methods ensure effectiveness and enable learners to achieve the target language. Table 2 below shows teachers' percentages of teaching methods used during the classroom observation.

Table 2: Teaching Methods Observed in the Classroom

<i>Classroom Practice</i>	<i>Observed (n = 20)</i>	<i>Percentage</i>
<i>Invited a class discussion on pronunciation</i>	<i>17</i>	<i>85%</i>
<i>Used explicit pronunciation instruction, including phonetic transcription</i>	<i>3</i>	<i>15%</i>
<i>Used games and interactional activities</i>	<i>7</i>	<i>35%</i>
<i>Used drill exercises</i>	<i>8</i>	<i>40%</i>
<i>Used pronunciation rules followed by practice</i>	<i>1</i>	<i>5%</i>
<i>Conducted listen-and-repeat activities</i>	<i>15</i>	<i>75%</i>
<i>Used tongue twisters</i>	<i>0</i>	<i>0%</i>
<i>Used silent practice</i>	<i>10</i>	<i>50%</i>
<i>Used reading aloud/recitation</i>	<i>18</i>	<i>90%</i>
<i>Used practice at the word, sentence, or paragraph level</i>	<i>2</i>	<i>10%</i>

Note. N = 20 classroom observations. Percentages reflect the proportion of observed lessons in which each practice occurred.

The table presents the findings on the teaching strategies employed by 20 ESL teachers during their classroom activities. Reading and repetition were observed as dominant teaching strategies among ESL teachers. 90% of teachers employed these strategies to teach pronunciation. On the other hand, 85% of teachers invited students to participate in classroom discussions through interactive activities. Teachers did not actively engage their students to achieve pronunciation skills. Listen-and-repeat activities were the most frequently employed strategy, accounting for 75% of the observed practices. Silent practice was used by 50% of the teachers, while drills and exercises accounted for 40%, and games and interactional activities for 35%. Explicit pronunciation instruction was observed in 15% of the cases. Practice at the word and paragraph levels accounted for 10%; none of the ESL teachers used tongue twisters. The overall findings indicate that teachers were unsuccessful in employing effective strategies for pronunciation teaching. Pronunciation teaching received less attention to engage students towards communicative competence.

Integration of Pronunciation Skills in English Language Learning

Burgess and Spencer's (2000) Strategic Pedagogical Model was used to examine how ESL teachers integrate pronunciation instruction into their classroom activities. The model has four stages: a sequence of input, processing, and output activities rather than focusing on single pronunciation strategies.

Table.3

Observed Input – Stage 1: Vocabulary, Pronunciation, and Grammar Content for Learners

<i>Participant</i>	<i>Lesson</i>
<i>P1</i>	<i>Vowel and consonant phonemes / long and short vowel contrasts</i>
<i>P2</i>	<i>Displayed English vocabulary on the board</i>
<i>P3</i>	<i>Pronunciation at the word level</i>
<i>P4</i>	<i>Vocabulary taken from the textbook</i>
<i>P5</i>	<i>Silent-letter pronunciation</i>
<i>P6</i>	<i>Reading the textbook text</i>
<i>P7</i>	<i>Syllable types and their definitions with examples</i>
<i>P8</i>	<i>Silent-letter pronunciation</i>
<i>P9</i>	<i>Pronunciation at the word level</i>
<i>P10</i>	<i>Reading the text and vocabulary</i>

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P11	<i>Reading selected words</i>
P12	<i>Segmental sounds</i>
P13	<i>Textbook-based reading / no specific focus</i>
P14	<i>Textbook reading only / no pronunciation focus</i>
P15	<i>Pronunciation at the word level</i>
P16	<i>Text reading and vocabulary focus</i>
P17	<i>Text reading and vocabulary focus</i>
P18	<i>Reading the text and vocabulary</i>
P19	<i>Vocabulary selected for the class</i>
P20	<i>Text reading with a focus on selected vocabulary</i>

The input stage consists of the pronunciation content that a teacher decides to teach students. Burgess and Spencer (2000) suggested that input should include sophisticated discourse; it should include reading and listening to the text. The input may be English pronunciation, grammar, vocabulary, and already known text or something new they have never seen. The teachers' chosen text for input is mostly based on reading and listening. They were observed in their single selected English pronunciation features. The majority of the teachers selected input text from their school textbooks. Out of 20 ESL teachers, only seven were observed teaching content based on the segmental features of English, such as vowels, consonants, silent letters, and syllables. In contrast, six participants (P2, P4, P9, P11, P15, P19) focused on selected English vocabulary from course textbooks, using the most common vocabulary items to enhance learners' understanding. Reading texts and focusing on implicit vocabulary was prominent among eight ESL teachers; they were observed to be less focused on explicit pronunciation vocabulary. The language content used by P13 and P14 could not be clearly identified. P14 was the only participant who did not use any specific pronunciation content with students.

Table.4

Learner processing- Stage 2 – Listening or reading tasks (focus on meaning through form, fluency, communication, and meaningful practice).

Participants	Lesson
P1	Teacher-led discussion and loud repetition of words
P2	Teacher-led repetition and oral reading of selected English words
P3	Group oral reading of selected words and teacher-led repetition
P4	Selected pronunciation features and words with teacher-led repetition and meaning.
P5	Task on identifying silent letters/ Understanding vowel sounds
P6	Reading the text aloud and repetition
P7	Teacher explanation of syllables and sounds with illustrative word examples.
P8	Silent-letter identification using flashcards and oral repetition
P9	The teacher read the text with the devices. Using software to pronounce the words
P10	Memorization and oral reading of words without contextual meaning.
P11	Repetition, reading aloud, discussing, and understanding meaning
P12	Basic concept of vowels and sounds, types of vowels without connecting to phonology
P13	Assignment of words without clear meaning or contextual understanding
P14	Paragraph reading

P15	Technology-assisted text reading, word pronunciation, and meaning discussion.
P16	Paragraph reading and finding meaning/ pronouncing
P17	Paragraph reading and finding meaning/ pronouncing
P18	Vocabulary discussion and oral reading
P19	Discussion on some vocabulary, reading aloud
P20	Vocabulary discussion and oral reading

The observations indicated that the processing stage was evident across the majority of the lessons, although its implementation varied in depth and pedagogical orientation. Teachers primarily engaged learners in controlled activities such as oral repetition, reading aloud, teacher-led discussion, vocabulary practice, and explicit explanation of pronunciation features. For example, several participants incorporated repetition with oral reading, while others focused on silent-letter identification, vowel sounds, syllables, and word pronunciation. Some lessons demonstrated a stronger connection between pronunciation and meaning, particularly where learners discussed vocabulary, interpreted texts, or combined pronunciation practice with meaning-focused activities. However, a considerable proportion of processing activities remained teacher-directed and form-focused. In some lessons, learners memorized or practiced words without contextual meaning, while others involved little more than reading texts aloud. Technology, where available, was mainly used to support pronunciation modelling rather than to facilitate communicative interaction. Overall, the findings suggest that although teachers generally moved beyond the provision of input towards learner processing, Stage 2 was predominantly characterized by controlled and accuracy-oriented practice. The limited evidence of contextualized and communicative processing indicates that the transition from input and controlled practice to meaningful language use was not consistently achieved.

Table. 5

Learner Output 1 – Stage 3: Guided Language Production Using Input Materials

Participants	Lesson
P1	Identifying long and short vowels/ writing and practicing sounds
P2	It was absent
P3	Text reading and repeating/understanding meaning/ struggling with pronunciation
P4	It was absent
P5	It was absent
P6	It was absent
P7	Example of words on the board to divide syllables
P8	Reading and speaking to recognize silent letters through flashcards
P9	It was absent
P10	It was absent
P11	It was absent
P12	Reading words and identifying vowel sounds
P13	It was absent

P14	It was absent
P15	It was absent
P16	It was absent
P17	It was absent
P18	It was absent
P19	It was absent
P20	It was absent

The findings in Table 5 reveal a substantial reduction in learner participation at the Output 1 stage. Of the 20 lessons observed, only five (25%) demonstrated activities that could be associated with Output 1, whereas 15 (75%) showed no identifiable evidence of this stage. The observed activities included identifying long and short vowels, practicing written sounds, dividing words into syllables, recognizing silent letters through flashcards, and identifying vowel sounds during reading. Although these activities provided learners with opportunities to work with language forms derived from the input, they were predominantly controlled and form-focused. In particular, the activities rarely required learners to independently reorganize, reconstruct, or meaningfully manipulate the input material. The absence of Output 1 in three-quarters of the observed lessons suggests a considerable discontinuity between the processing and output stages. Thus, while teachers generally provided learners with input and opportunities for controlled processing, these practices rarely progressed to learner-generated output. This pattern indicates that the Input–Processing–Output sequence proposed by Burgess and Spencer (2000) was only partially realized in the observed classrooms, with the transition from processing to learner output representing a major pedagogical gap.

Table. 6

Learner Output 2 – Stage 4: Freer Communicative Output

Participants	Lesson
P1	Students participated in group and individual discussions/
P2	Oral reading and teacher-led repetition
P3	Group participation, reading aloud
P4	Oral reading and teacher-led repetition
P5	Reading aloud the silent letter words in a group
P6	Not evident
P7	Discussion individually. Active participation
P8	Board-based oral reading and speaking practice.
P9	Some students participated in role-play.
P10	Limited student participation and teacher-led repetition
P11	Repeated after the teacher
P12	Oral production of vowel and consonant sounds.
P13	Few students participated in responding.

P14	Oral reading without pronunciation focus
P15	Some students participated in role-play.
P16	Reading text aloud
P17	Individual oral reading
P18	Reading aloud
P19	Reading aloud
P20	Reading aloud

Table 6 demonstrates that learner oral production was relatively frequent; however, opportunities for genuinely freer and interactive output were limited. Although learners participated in oral reading, repetition, discussion, and occasional role-play, most observed activities remained highly controlled by the teacher or the textbook. The clearest evidence of freer Output 2 was found in P1 and P7, where learners participated in discussions, and in P9 and P15, where some learners engaged in role-play. In contrast, activities such as teacher-led repetition, oral reading, and pronunciation of isolated sounds represented controlled forms of production rather than genuinely communicative output. In several lessons, participation was also restricted to a small number of learners, while one lesson showed no evident Output 2 activity. Thus, the findings suggest that although teachers frequently provided opportunities for learners to speak, these opportunities did not consistently develop into freer communicative pronunciation practice. The Output 2 stage was therefore only partially realized, with classroom production remaining predominantly controlled, teacher-directed, and text-dependent.

Focused Areas of Pronunciation Teaching

Participants reported several areas in which learners experienced pronunciation difficulties, including sound discrimination, past-tense pronunciation, sentence stress, and homonyms.

Table. 7

Distribution of Reported Pronunciation Difficulties (N = 20).

Participants	Sound Discrimination	Past tense	Sentence stress	Homonyms
P1	√	√		
P3	√			
P7	√			√
P9		√		
Total (N= 20)	3	2		1

The table indicates that sound discrimination was the most frequently reported pronunciation difficulty, identified by three participants (15%). This was followed by past-tense pronunciation, reported by two participants (10%), while homonyms were identified by one participant (5%). No participant reported sentence stress as a pronunciation difficulty in the data presented.

The predominance of sound discrimination suggests that some teachers encountered difficulties related to learners' ability to distinguish between English sounds, particularly where differences in vowel or consonant sounds may affect pronunciation and comprehension. Past-tense pronunciation was reported less frequently, indicating that grammatical forms involving pronunciation were also recognized as an area of difficulty, although by fewer participants.

The absence of reported difficulty with sentence stress is noteworthy. However, this should not automatically be interpreted as evidence that sentence stress was unimportant or that learners experienced no difficulty with it. Rather, it indicates that none of the participants identified sentence stress as a difficulty within the categories captured by this table.

Overall, the distribution suggests that the reported pronunciation difficulties were concentrated mainly at the segmental and word/form levels, particularly sound discrimination and past-tense forms, rather than at the suprasegmental level of sentence stress. This finding can be compared with classroom observation data, where suprasegmental pronunciation features were largely absent from instruction. The two findings together may suggest a gap between the pronunciation difficulties teachers identified and the pronunciation features they addressed systematically in classroom practice.

Teacher–Student Interaction

This shows the observed teachers' interactional strategies for teaching pronunciation instruction.

Table. 8

Classroom Observation: Teacher-Student Interaction

Classroom Practice	Observed (n = 20)	Percentage
Solicits pupil input	10	50%
Involves a variety of pupils	15	75%
Presents difficult ideas using several different methods	5	25%
Relates concepts to pupils' experiences	3	15%
Learners are guided to assess their own work and encouraged to be independent learners	2	10%

Note. N = 20 classroom observations. Percentages reflect the proportion of observed lessons in which each practice occurred.

The observations revealed that teacher–student interaction was primarily characterized by teacher-directed participation rather than learner autonomy. Although a variety of pupils were involved in classroom activities in 75% of the observed lessons and pupil input was solicited in 50%, practices that promoted deeper learner engagement were considerably less frequent. Only 25% of teachers presented difficult ideas through multiple methods, 15% related concepts to pupils' experiences, and 10% guided learners to assess their own work and develop independence. These findings suggest that classroom interaction provided opportunities for learner participation but rarely extended to self-directed or reflective learning.

Discussion

This chapter discusses the findings of the present study in relation to existing theoretical and empirical literature on pronunciation instruction. The study set out to examine how secondary school ESL teachers in the Makran Division, Balochistan, integrate pronunciation instruction into their classroom practices, using Burgess and Spencer's (2000) Strategic Pedagogic Model as the single organizing framework for the analysis. The model's four sequential stages, input, learner processing, learner output 1, and learner output 2, structure both the observation checklist and the interpretation of findings offered below. The findings, drawn from structured observation of twenty ESL teachers, reveal a classroom culture in which pronunciation instruction is dominated by correction and drilling, delivered mainly through controlled, repetition-based methods, and only partially extended into the guided and free production stages that the model identifies as essential. The discussion below is organized thematically around five key findings: (a) the convergence of error correction and drilling as teachers' dominant instructional identity, alongside the comparative neglect of needs analysis and task design; (b) the prevalence of repetition-based, form-focused teaching methods; (c) the partial realization of the Input-Processing-Output sequence, with a marked discontinuity at the output stages; (d) the segmental bias and the relative neglect of suprasegmental features; and (e) the limited scope for learner autonomy in classroom interaction. Each theme is considered against relevant international and Pakistani literature to evaluate the extent to which the present findings corroborate, extend, or diverge from prior research.

Teachers' Dominant Role as Error Correctors and the Persistence of a Teacher-Centered Approach

The finding that all 20 teachers (100%) performed the role of error corrector, while only 35% acted as needs analysts and a mere 10% as task designers, is one of the most striking outcomes of the observation. This pattern indicates that pronunciation instruction in the sampled classrooms is reactive rather than diagnostic or planned: teachers intervene when learners produce an error, but rarely assess learners' pronunciation needs in advance or design tasks that would allow pronunciation to be practiced purposefully. This finding closely mirrors research from other EFL/ESL contexts. A study comparing L2 instructors' pronunciation practices with learners' perceptions similarly found that teachers relied primarily on controlled, teacher-centered techniques and oral corrective feedback, leaving little room for communicative pronunciation practice, a pattern the researchers linked to instructors' beliefs, confidence, and curricular constraints. Comparable evidence comes from a study of Vietnamese tertiary EFL teachers, which found that pronunciation instruction was typically unplanned and reactive, consisting largely of corrective feedback delivered through recasts or prompts in response to learners' errors, a pattern the researchers attributed to teachers' lack of initial training and professional development in pronunciation pedagogy. The convergence of these findings across very different educational systems suggests that error correction functions as a default, low-preparation strategy that teachers fall back on in the absence of structured pronunciation curricula, sufficient training, or institutional support for more proactive roles such as needs analysis and task design. Within the Pakistani context specifically, this pattern is consistent with earlier observations that teachers without dedicated training in English Language Teaching tend to rely on established textbook-driven habits, and it lends empirical support to Majoka, Khan, and Khan's (2016) contention that inadequate professional training and limited pedagogical resources constrain ESL teachers' capacity to move beyond corrective, teacher-centered instruction.

The virtual absence of the task-designer role (2%) is particularly consequential when interpreted through the Strategic Pedagogic Model, since the model assumes that teachers actively construct a sequence of input, processing, and output tasks rather than allowing pronunciation practice to emerge incidentally from error correction. Without task design, pronunciation instruction in these classrooms is likely to remain opportunistic rather than developmental, a concern echoed by researchers who argue that policy-makers and materials writers have provided ESL teachers with insufficient practical guidance on how to translate the well-established principle of integrated pronunciation instruction into classroom activities. The present findings therefore corroborate a persistent gap identified across the literature between the pedagogical ideal of integrated, proactive pronunciation teaching and the reactive, corrective reality of everyday classroom practice.

Prevalence of Traditional, Form-Focused Teaching Methods

The predominance of reading-and-repetition (90%) and listen-and-repeat activities (75%), alongside the comparatively rare use of explicit pronunciation instruction (15%) and word/paragraph-level practice (10%), and the complete absence of tongue-twister activities, indicates that pronunciation teaching in the observed classrooms remained heavily reliant on imitation-based, accuracy-oriented techniques. This finding is consistent with a broader body of research documenting imitation and repetition as the most commonly used pronunciation teaching techniques internationally, even where teachers report only moderate confidence in their own preparation to teach pronunciation. It also aligns with Morley's (1991) historical account of pronunciation pedagogy, in which she notes that pronunciation teaching has long relied on imitation, memorization, and drilling as default techniques, particularly where structured curricula and specialized materials are lacking.

The relatively low incidence of interactive, game-based activities (35%) and the negligible use of explicit phonetic instruction reflect a pattern documented elsewhere as the Communicative Language Teaching paradox in pronunciation pedagogy: although communicative approaches dominate ESL curricula generally, pronunciation itself is frequently taught through non-communicative, form-focused drills, a discrepancy attributed in the literature to inadequate teacher training, an absence of systematic pronunciation assessment, and limited instructional resources. These same constraints have been identified repeatedly in the Pakistani context, where large class sizes, examination-oriented instruction, and curricular pressure have been shown to push teachers toward efficient, whole-class techniques such as repetition rather than toward more resource- and time-intensive communicative or game-based tasks. The current findings thus reinforce the

view that traditional, teacher-led techniques are not simply a matter of individual preference but a rational adaptation to structural and institutional constraints that recur across similar under-resourced ESL settings.

Partial Realization of the Strategic Pedagogic Model: Input, Processing, and the Output Gap

Mapping the observed lessons onto Burgess and Spencer's (2000) four-stage model reveals a clear pattern of pedagogical attrition as lessons progress from input to output. Input selection was reasonably well established, with the majority of teachers drawing content from school textbooks and roughly a third of participants explicitly targeting segmental features. The processing stage (Stage 2) was evident across most lessons, although it remained, as the findings note, predominantly controlled and accuracy-oriented rather than meaning-focused. The most pronounced gap emerged at Output 1 (Stage 3), where only 25% of lessons showed identifiable evidence of guided production, and at Output 2 (Stage 4), where freer, genuinely communicative output was similarly restricted to a small number of classrooms.

This progressive narrowing from input to output is consistent with Krashen's Input Hypothesis, referenced in the theoretical framework of the present study, insofar as teachers appear comfortable providing learners with comprehensible input but far less confident in structuring the guided and free production stages that later theorists have argued are equally necessary for language development. Swain's (1985) Output Hypothesis is instructive here: it proposes that comprehensible input alone is insufficient for full linguistic development, and that learners require opportunities to produce, notice gaps in, and refine their own output. Read against this theoretical backdrop, the discontinuity between processing and output observed in the present study suggests that pronunciation instruction in these classrooms may be facilitating learners' receptive awareness of pronunciation features without adequately developing their productive control of them. This pattern also resonates with findings from L2 pronunciation teaching research showing that instructors' use of primarily controlled, teacher-centered techniques leaves comparatively little room for the kind of communicative pronunciation practice that learners themselves report wanting, pointing to an incongruity between classroom practice and learner needs that mirrors the discontinuity identified here between the model's processing and output stages.

The comparatively better representation of Output 2 relative to Output 1 — that is, more evidence of freer oral production than of guided, form-focused output — is a nuanced finding worth noting. It suggests that when teachers did move beyond controlled processing, they tended to move directly to relatively unstructured discussion or role-play (as in the cases of P1, P7, P9, and P15) rather than through the intermediate guided-production stage the model prescribes. This may reflect teachers' familiarity with general communicative speaking activities from the wider ESL curriculum, even where they lack specific strategies for guiding learners through structured pronunciation production. Overall, these findings support the view, well established in the integrated-pronunciation literature, that the input-processing-output sequence proposed by pedagogic models such as Burgess and Spencer's is conceptually endorsed by teachers but only partially operationalized in day-to-day practice, reaffirming the gap between prescribed pedagogical models and observed classroom behavior that has been reported in previous studies of ESL teacher practice in Pakistan and comparable contexts.

The Segmental Bias and the Relative Neglect of Suprasegmental Features

A recurring pattern across several data sets in this study is the disproportionate attention given to segmental features (vowels, consonants, silent letters, syllables) relative to suprasegmental features (stress, rhythm, intonation). This is evident in the input-stage findings, where segmental content was the most frequently targeted category, and it is reinforced by the difficulties data, in which sound discrimination and past-tense pronunciation were the most commonly reported learner difficulties, while sentence stress was not reported by any participant. This segmental bias is well documented in the pronunciation-teaching literature. Fraser (2001) argued that suprasegmental features should, in principle, be prioritized in pronunciation teaching because of their disproportionate impact on intelligibility and comprehensibility, and Derwing, Munro, and Wiebe's (1998) frequently cited experimental study found that learners who received suprasegmental instruction showed greater gains in spontaneous production than those receiving only segmental instruction. Despite this evidence, researchers have consistently observed that suprasegmental features continue to be neglected in actual classroom practice, a gap attributed to insufficient attention to suprasegmentals in teacher-training programs and to many teachers' resulting sense of being ill-equipped to teach them.

The Pakistani literature situates this pattern within a longer historical narrative. Pronunciation instruction generally has been described as the 'Cinderella' of English language teaching in Pakistani schools, chronically overshadowed by grammar and vocabulary instruction, and where pronunciation is addressed at all, it has tended to privilege segmental accuracy and native-speaker norms over the suprasegmental and intelligibility-oriented approaches that recent Pakistani-context research has increasingly recommended. The absence of sentence stress from the reported difficulties in the present study should therefore be interpreted cautiously, as the discussion in the findings itself notes: rather than indicating that learners have no difficulty with sentence stress, the finding more plausibly reflects that suprasegmental features are not being systematically taught, assessed, or attended to by teachers in the first place, and are consequently less visible to them as areas of learner difficulty. This interpretation is consistent with research on stress-pattern acquisition among Pakistani ESL learners, which has called explicitly for the integration of suprasegmental elements into the standard curriculum on the grounds that such features are currently under-represented despite their documented importance for pronunciation accuracy and communicative competence.

Limited Learner Autonomy in Teacher-Student Interaction

The interaction data reinforce the broader picture of a teacher-directed classroom culture. While a majority of lessons involved a variety of pupils in classroom activities (75%) and solicited pupil input (50%), practices associated with deeper learner engagement — presenting ideas through multiple methods (25%), relating content to pupils' experiences (15%), and guiding learners toward self-assessment (10%) — were markedly less frequent. This pattern is consistent with the wider finding, discussed in Section 5.2, that teachers overwhelmingly occupied the error-corrector role rather than roles that foster learner reflection and independence. It also aligns with research on oral corrective feedback in EFL/ESL classrooms, which has shown that while immediate teacher correction is often the default and even the preferred mode of feedback among students, over-reliance on teacher-centered correction can inhibit the development of learner autonomy and self-monitoring skills that are increasingly emphasized in communicative and learner-centered pedagogy. Given that Burgess and Spencer's (2000) model explicitly positions the later output stages as opportunities for learners to manipulate and reconstruct input independently, the comparatively low incidence of self-assessment and experience-related teaching in the present data helps explain why the Output stages of the model were the least fully realized: a classroom culture with limited scope for learner reflection is unlikely to support the kind of independent, learner-generated production the model's final stage requires.

Theoretical and Pedagogical Implications

Taken together, the findings suggest that while Burgess and Spencer's (2000) Strategic Pedagogic Model provides a coherent theoretical account of how pronunciation should be integrated into language skills, its practical uptake among the observed teachers remains partial and uneven, particularly at the production stages. This has two main implications. First, at the level of teacher education, the findings reinforce calls in the literature for pronunciation-specific components within pre-service and in-service ELT training programs, since several studies cited above trace the segmental bias, the reactive-correction pattern, and the general neglect of suprasegmental features directly to gaps in teachers' professional preparation. Second, at the level of curriculum and materials design, the findings suggest that textbooks and lesson materials in the sampled schools may themselves under-specify guided and free-production pronunciation tasks, since teachers relied heavily on textbook-derived input but rarely designed their own output-oriented tasks. Addressing this would require materials that operationalize the later stages of the Strategic Pedagogic Model more explicitly, rather than assuming teachers will independently bridge the gap between receptive input and productive output.

Limitations

As with any classroom-observation study, several limitations should be acknowledged when interpreting these findings. The sample of twenty teachers, while providing a rich descriptive account of practice within the Makran Division, Balochistan, is not intended to be statistically representative of ESL teaching across Pakistan, and the findings should therefore be read as indicative rather than generalizable in a strict statistical sense. Observations captured single lessons per participant, which may not fully represent the range of pronunciation-related practices a given teacher employs across a term or academic year. Finally, because the study relied on observation rather than teacher interviews or think-aloud protocols, it can describe what teachers did but offers more limited insight into why particular choices were made, a question that future research combining observation with teacher cognition data could usefully address.

Conclusion

This chapter has situated the study's descriptive findings within the wider body of research on ESL pronunciation instruction. Across nearly every dimension examined — teacher roles, teaching methods, the input-processing-output sequence, the segmental/suprasegmental balance, and classroom interaction — the findings converge on a single overarching pattern: pronunciation instruction in the observed classrooms is more strongly oriented toward controlled, teacher-directed, and segmentally focused practice than toward the communicative, learner-generated production that both Burgess and Spencer's (2000) Strategic Pedagogic Model and the broader integrated-pronunciation literature identify as necessary for developing learners' oral intelligibility. This pattern is not unique to the Makran Division or to Pakistan; it recurs, with local variation, across ESL and EFL contexts internationally, suggesting that it reflects structural constraints — limited teacher training, curricular and examination pressure, and insufficiently developed pronunciation materials — rather than a failing specific to the teachers observed in this study. The findings therefore reaffirm the continuing relevance of calls in the literature for targeted teacher training, output-oriented materials design, and greater curricular attention to suprasegmental features, while also demonstrating the practical value of the Strategic Pedagogic Model as a diagnostic lens for identifying precisely where, in the instructional sequence, such interventions are most needed.

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