Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students

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Abstract

Pronunciation plays a vital part in employability. Graduates are often unfairly judged when they fail to convince others of their capabilities due to poor pronunciation and not having the language to express themselves well. In order to present confidently to impress potential employers or enhance mobility, it is important to improve students' pronunciation, especially those with low oral proficiency level. The primary step to counter this matter is finding out students' problems in their pronunciation. The aim of this study is to identify the specific sounds that are commonly mispronounced by low oral proficiency Malaysian students. This study employed the qualitative methodology where data came in the form of reading aloud voice recordings. Based on the thematic analysis conducted, the sounds that were commonly mispronounced by the students were vowels (pure short vowels, pure long vowels and diphthongs), consonants (plosives, fricatives and affricates), silent letters, and the '-ed' form. From the findings, this study recommends the use of the commonly mispronounced sounds as the content in producing an instructional pronunciation video for helping low oral proficiency students of the 21st century to address their pronunciation problems.

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Keywords: Instructional pronunciation video; Oral proficiency; Pronunciation problem

INTRODUCTION AND BACKGROUND OF THE STUDY

Often fresh graduates are unfairly judged when they fail to impress or convince others of their capabilities due to poor pronunciation. In most cases, these students do not lack the knowledge or skills but rather they are put at a disadvantage because they do not have the language to express themselves well, including having poor pronunciation. To counter this, it is vital that students improve their pronunciation in order to present confidently, persuade others or win over prospective employers.

Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities, and indicates our association to particular communities (Seidlhofer, 2001). For university graduates, clear pronunciation during job interviews, proposal presentation, negotiation and other professional instructions is vital to ensure their successful transition into the professional realm. For tertiary students, making pronunciation errors can be embarrassing especially when they are often required to make presentations and oral reports in various subjects in the higher education classroom. As a result, many are self-conscious and this in turn affects their confidence when presenting. Due to this, helping university students, especially those with low oral proficiency level to improve their pronunciation is crucial.

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In Malaysia, English language instructions have focused in general in the teaching and learning of four major skills, namely reading, writing, listening and speaking. Although the aspect of pronunciation is included in the English language textbook of Malaysian secondary education, Rajadurai (2007) stated that "pronunciation is often taught with a rigid adherence to prescribed norms" (p.3) due to the reasons as follows:

a) Pronunciation is viewed as a most resilient to change component in the second language (L2) due to the influences of age and the first language (L1), thus leaving teachers to have very little control in teaching.
b) As many ESL classrooms have embraced the communicative paradigm that emphasizes fluency, meaning and authenticity, the teaching of discrete sound elements does not seem to fit comfortably in those classrooms.
c) Teachers do not find themselves well-equipped and comfortable to teach pronunciation, and it is also hard for them to incorporate pronunciation with other language skills.
d) The oral proficiency of native speakers is used as the yardstick for many oral proficiency assessments.
e) Pronunciation is directly linked to social, cultural and individual identity issues.

Nonetheless, sufficient emphasis should be given to pronunciation teaching. As asserted by Gilakjani (2011), good pronunciation increases students' self-confidence as they are more able to participate in discussion in class as well as interact with fellow classmates. He further emphasized the importance of having students recognize the necessity of having good pronunciation and how it can contribute to the overall sense of achievement.

The ability to convey meaning using L2 is in itself a skill which L2 learners must acquire. Conducting successful communication involves being able to pronounce one's words intelligibly as this signifies whether we are able to convey our intended meaning (Seidlhofer, 2001). Rajadurai (2006) explained that inadequate pronunciation skills may severely impede communicative skills, and there may be hitches in the conversation due to lack of intelligibility and thus straining the listener. She further stressed that as English is generally accepted as an international language, it is crucial for people to understand each other's English (Rajadurai, 2006). The main objective of this study is therefore to identify the specific sounds that are commonly mispronounced by low oral proficiency Malaysian students, and it raises this specific research question; what are the specific sounds that are commonly mispronounced by low oral proficiency students?

REVIEW OF THE LITERATURE

2.1   English as an International Language

For many years, English has been used globally by non-native speakers as an international language. As a result, the pedagogy of English teaching has also moved towards a higher emphasis on intelligibility rather than native likeness (Levis, 2005; Munro & Derwing, 2011; Pickering, 2006). Levis (2005) states that "…aiming for nativeness was an unrealistic burden for both teacher and learner" (p. 310). In her review of the status of intelligibility in English as a lingua franca, Pickering (2006) terms as a "revolutionary change" when non-native varieties are acknowledged as models instead of the native varieties of English (p. 1) and in a more recent article, Munro and Derwing (2011) observe that compared to native-like pronunciation, an aspect "most critical for successful communication in an L2" is intelligibility (p. 316-317).

In Malaysia, teaching pronunciation for the purpose of achieving native-like qualities is not emphasized. It is not uncommon to find that English teachers struggle in the English language classes to make their students understand them. Hence, in most language classrooms, attention is paid foremost to the intelligibility and the ability of students to express themselves in a way that is intelligible to their classmates and the class teacher rather than how much they resemble native speakers. As a result, in the Malaysian setting, striving for intelligibility is the main objective rather than aiming for accuracy (to sound

like a native speaker). The Standards-based English Language Primary School Curriculum (Ministry of Education, 2011), for instance, states that for speaking and listening skills the objective is that at the end of the children's primary education (Year 6), they should be able to "communicate with peers and adults confidently and appropriately in formal and informal situations" (p. 3). The standards document, which acts as a guide for English language teachers in Malaysian public schools, does not explicitly instruct teachers to aim for pupils achieving native-like pronunciation.

Jenkins' (2000) research on English as an international language found evidence that phonological problems often are reasons for unsuccessful communications in not only international contexts but also in intranational ones. English Language Teaching (ELT) professionals should stress that speaking is distinctive from pronunciation and they are not interchangeably used. This point is affirmed by Fraser (2000) who stated that being able to speak English includes a number of sub-skills (vocabulary, grammar, and pragmatics) and pronunciation is "by far the most important … with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas" (p.7).

This effectively means that the speaker would be unintelligible if he/she has poor pronunciation despite having excellent knowledge in grammar and vocabulary of the language. The inability to pronounce words well and accurately, particularly in job interviews for example, may cost the graduates' valuable employment opportunities. In a 2013 study of 295 companies from 14 different sectors, it was found that English pronunciation skill was among the most assessed (56.9%) during the companies' recruitment processes (Sarudin, Mohd. Noor, Zubairi, Tunku Ahmad, & Nordin, 2013). Pronunciation skills also featured heavily in 48.9% of the typical tasks required of interviewees during the job interviews which were essay writing (35.5%), face-to-face interview (26.1%), prompts/tasks (14.1%), impromptu speeches (12.5%), and oral presentations (10.3%) (Sarudin et al., 2013).

English pronunciation skills are vital even in technical fields and lack of it impacts graduate employability. In its 2014 national survey, Aspiring Minds - an employability and evaluation consulting firm - found that more than 51% of engineering graduates are not employable due to their spoken English scores and that the key problem is pronunciation, followed by fluency skills, grammar, and sentence construction. 30,000 engineering students across 500 colleges in India took part in the study. Similarly, graduates intending to find work in multinational companies inside or even outside Malaysia might consider taking a more serious look into their English pronunciation. A 2009 Australian study found that English language pronunciation appeared to be a hindrance for international students to obtain employment (Arkoudis, Hawthorne, Baik, Hawthorne, O'Loughlin, Leach & Bexley, 2009).

2.2   Teaching of English Pronunciation in Malaysia

At present, the Malaysian Examinations Council does not specifically list pronunciation in the scoring system for Malaysian University English Test (MUET) despite the findings by researchers that local students have poor English pronunciation (Jayapalan & Pillai, 2011;Yong, Tan, & Yong, 2012) and that teaching of pronunciation remains neglected by teachers in the English classroom (Nair, Krishnasamy, & De Mello, 2006). In Yong et al. (2012), some mispronunciations in English oral communication among Malaysian undergraduates were identified; which include the replacements of vowels, /dʒ/, /θ/, /ð/, /v/, and omission of sounds. It is evident in their discussion that students' L1 greatly influences L2 acquisition because the occurrences of these mispronunciations are predictable and support the Theory of Language Transfer (when certain sounds do not exist or rarely occur in the L1, adaptations to the L2 are made). Additionally, Nair et al., (2006) in their study found that despite recent interest amongst ELT professionals on pronunciation, lessons on phonology for trainee teachers in Malaysia are more focused on teaching them to be proficient in the English language and not so much on preparing them to teach pronunciation to their would be learners.

A similar observation was also found by Jayapalan and Pillai (2011) in that empirical evidence in the teaching and learning of pronunciation in Malaysia is also lacking despite "the attested importance of pronunciation in English Language Teaching" (p.67). The observation that pronunciation learning and teaching receive little focus is not exclusive in Malaysia. This exemplified what has been stated in Burns

(2006, p.34) that:

> Pronunciation has been described as the "Cinderella" of language teaching (Celce-Murcia, Brinton & Goodwin, 1996; Seidlhofer, 2001), an orphan in the world of language program development (Gilbert, 1994). Where oral communication skills are included, teacher education courses have typically highlighted components of grammar and vocabulary, or fluency in speaking and listening skills (Celce-Murcia et al., 1996), with the result that some language educators may have received little or no training in the teaching of pronunciation.

Burns is not alone in her view as a similar finding was found by Deng et al., (2009) in their review of pronunciation research articles in 14 applied linguistics journals from 1999 to 2008. Not only was pronunciation-related research under-represented in the literature, but only five articles (out of 2,912) were relevant for teachers interested in the teaching of pronunciation.

2.3   Difficulties in Learning English Pronunciation

Gilakjani (2011) stated that among the reasons ESL students have difficulties learning pronunciation are that they are not interested, not exposed to target language often, and that teachers do not highlight the importance of pronunciation nor have the right tools to help their students learn proper pronunciation. In order to draw attention to the importance of pronunciation, it is important that English language instructors use the right methods and utilize the right tools to bring attention to pronunciation practices in the language classroom.

Some proponents believe that difficulties in learning English pronunciation arise due to the differences between the target language and the mother tongue of the language learners. This field of research dwells into studying how the target language deviates from the mother tongue in order to predict the difficulties that language learners may face. In Malaysia, the national language – Malay language - is used as the main medium of instruction in national schools. English is taught as a compulsory second language subject in all Malaysian schools. From a contrastive analysis point of view, although English shares the same alphabet system as Malay, the pronunciation of these alphabets and phonemes are different. For example in Malay, the letter 'a' is pronounced as /ʌ/. However, in English 'a' may be pronounced as /ʌ/, / ɑː/, /e/, / ə/, / eɪ/ or even /æ/. It is therefore, anticipated that students are likely to be confused and make pronunciation errors when learning to pronounce English sounds and words.

On the positive side, insights from contrastive analysis will be able to not only explain the possible reasons behind pronunciation errors of Malaysian students, but will also allow language instructors to make use of this realization to inform them in their classroom pedagogy. Knowing which sounds are likely to be difficult for the students, language instructors will then be able to decide on how much time and which sounds should they focus on when teaching English pronunciation in the Malaysian classroom.

METHODOLOGY

This section of the paper focuses on the research design and provide descriptions of the participants involved, instruments utilized and procedures performed in the study. Conducted in a tertiary setting, two research instruments were employed and the processes involved are detailed in the sub-sections below.

3.1   Participants

The participants were students taking university English courses selected via purposive sampling. Twelve low oral proficiency students were identified and invited by their English course instructor to participate in the study. The identification of low oral proficiency students is based on: i) their Malaysian University English Test (MUET) results and; ii) the instructor's classroom interaction experience with the students. Before enrolment into universities, students are required to sit for MUET. MUET was implemented in 2000, and is used to measure English Language skills of pre-university students

(Rethinasamy & Chuah, 2011). MUET scores are graded into six bands, Band 1 to Band 6. Band 1 being the lowest (extremely limited user of English) and Band 6 is the highest (very good user of English). All twelve participants in this study are those who scored Band 2 and below and are regarded as students with low proficiency in English.

3.2 Instruments

For the purpose of this study, two research instruments were utilized. The first was a questionnaire designed to collect background information of the participants. This questionnaire provided basic background data of the participants including age, sex, nationality, language spoken at home and MUET band score. The second instrument was a reading aloud test based on a reading text entitled The North Wind and the Sun. The full text was adopted from the Handbook of the International Phonetic Association (IPA) (International Phonetic Association, 1999). The reading text has been chosen as the instrument in the research because it has been widely used for phonetic research (Deterding, 2006). According to Deterding (2006), The North Wind and the Sun is an exceptional resource in phonetic research as it is a much more compact text which allows pronunciation comparisons. Linguists have been invited to contribute phonetic versions in different languages and dialects of The North Wind and the Sun by the International Phonetic Association since 1912, and its transcriptions for many accents of English have also been provided (Deterding, 2006).

3.3 Procedures

There were three main research phases in this study. It began with the preliminary phase of research instruments development and the identification of a reading aloud text for the reading test. It then moved on to the next phase, which was data collection. Finally, data analysis and presentation followed. The research procedures are presented in Figure 1.
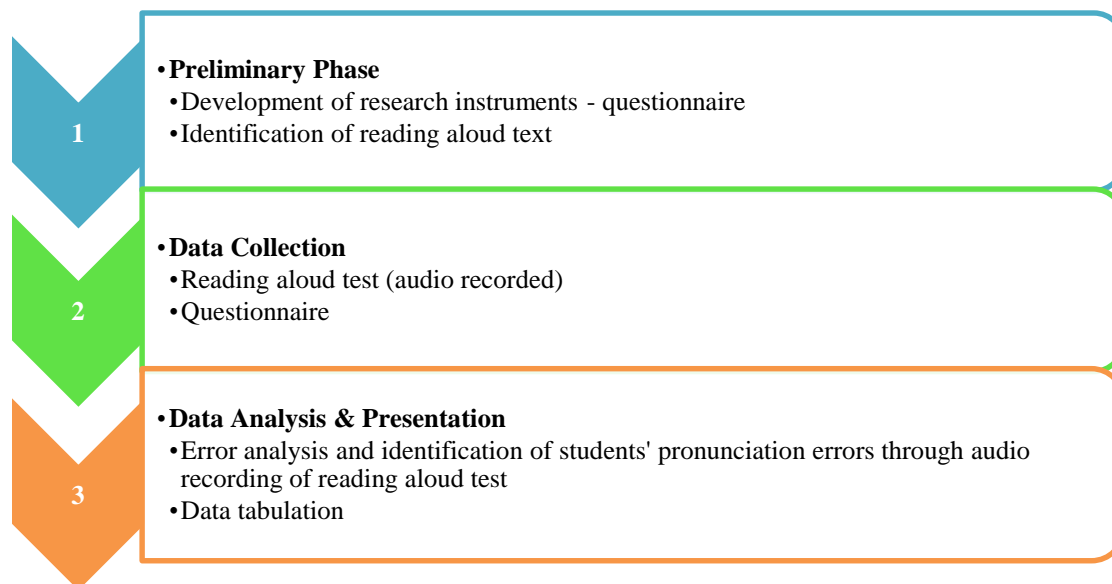
1
- **Preliminary Phase**
  - Development of research instruments - questionnaire
  - Identification of reading aloud text

2
- **Data Collection**
  - Reading aloud test (audio recorded)
  - Questionnaire

3
- **Data Analysis & Presentation**
  - Error analysis and identification of students' pronunciation errors through audio recording of reading aloud test
  - Data tabulation

Figure 1. Research procedures

At the beginning of data collection, respondents were asked to fill in the questionnaire. Once they have completed the questionnaire, the respondents proceeded with the individual reading aloud test. In order to identify pronunciation problems of students, this study gathered its data from audio recordings of respondents' reading aloud tests. In the reading aloud test, students were required to read aloud twice. All the reading aloud tests were audio recorded on digital recording devices.

During the data analysis phase, the audio recordings were analyzed for mispronounced sounds based on the categorization of the English Sounds System. When error analysis was performed, each student recording was listened to and analyzed by two raters to confirm the mispronounced sounds. Once the mispronounced sounds were confirmed, they were transcribed phonetically and tabulated. The analyzed data are quantified to illustrate the pronunciation errors and their frequencies.

Oral reading through the diagnostic reading passage allows diagnostic testing to be controlled and includes many important vowels and consonant sounds (Levis & Barriuso, 2012). Moreover, it is an important first step to identify the kinds of errors in learners' oral production when teaching pronunciation to non-native speakers of English as some errors may be more important than others. Error analysis (EA) is a process of identifying and recording the errors made by a learner. According to Khansir (2012) through EA, "teachers can be made aware of the difficult areas encountered by their students and devote special care and emphasis on them" (p. 1029). He further highlighted that EA provides the much needed data in the planning of pedagogical strategies in the language classrooms. In language learning, error analysis enables language instructors to make informed decision about the problems and weaknesses of their students. Upon recognizing these problems, the language instructor should then be able to pay attention to what are the problematic areas to be tackled and work towards improving these aspects.

The results of the analysis will later be used in the second phase of this study to design a pronunciation teaching module specifically for the participants. To be truly effective, classroom pedagogy and teaching decisions should be guided by the needs of the students. Language instructors should identify what are students' weaknesses and how to tackle them. Once the students' needs were identified, a suitable teaching module can then be designed and customized especially to help them practise English sounds and improve their English pronunciation.

FINDINGS

Data collected from the questionnaire revealed that two of the twelve participants scored Band 1 in MUET while the other ten scored Band 2 in MUET. Out of the twelve participants, three were males while nine were females. The participants ranged from the age of 19 – 24 years old. Except for one Chinese student who spoke Cantonese and Hokkien at home, all the other participants were native speakers of Malay.

Of the pronunciation errors analysis, it was identified that students have problems in pronouncing fricatives (/v/, /θ/, /ð/, /z/), plosives (/t/, /d/, /g/), affricates (/dʒ/), silent consonant (/w/), diphthongs (/eɪ/, /aɪ/, /əʊ/), pure short (/ɪ/, /e/, /æ/, /ɒ/, /ʊ/, /ə/) and long vowels (/iː/, /ɑː/, /ɔː/, /uː/). Table 1 presents the number of errors made in the reading aloud test. The results supported Yong et al. (2012) research data where Malaysian undergraduates had problems in replacements of vowels, /dʒ/, /θ/, /ð/, /v/, and omission of sounds.

Table 1. Number of pronunciation errors made in the Reading Aloud Test.

Pronunciation Errors	Number of Pronunciation Errors	Percentage (%)
Fricative Consonant (/v/, /θ/, /ð/, /z/)	44	30.77
Plosive Consonant (/t/, /d/, /g/)	17	11.89
Affricate Consonant (/dʒ/)	12	8.39
Silent Consonant (/w/)	2	1.40
Pure Short Vowel (/ɪ/, /e/, /æ/, /ɒ/, /ʊ/, /ə/)	22	15.38
Pure Long Vowel (/iː/, /ɑː/, /ɔː/, /uː/)	15	10.49
Diphthong (/eɪ/, /aɪ/, /əʊ/)	31	21.68
Total	143	100

In the reading aloud test, the top three pronunciation errors made were fricatives (30.77%), diphthong (21.68%) and followed by pure short vowels (15.38%). Table 2 depicts examples of words from the reading aloud text which were mispronounced by the students.

Table 2. Examples of mispronounced words.

Type of Pronunciation Error	Phonetic Symbol	Words
Fricative Consonant	/v/	tra<u>v</u>el
	/θ/	nor<u>th</u>
	/ð/	<u>th</u>en, o<u>th</u>er, <u>th</u>ey, <u>th</u>at
	/z/	wa<u>s</u>
Plosive Consonant	/t/	attemp<u>t</u>
	/d/	fol<u>d</u>, aroun<u>d</u>
	/g/	stron<u>g</u>er
Affricate Consonant	/dʒ/	obli<u>g</u>ed
Silent Consonant	/w/	<u>w</u>rap
Pure Short Vowel	/ɪ/	w<u>i</u>nd
	/e/	conf<u>e</u>ss
	/æ/	wr<u>a</u>p
	/ɒ/	w<u>a</u>s
	/ʊ/	sh<u>ou</u>ld, c<u>ou</u>ld, t<u>oo</u>k
	/ə/	w<u>e</u>re, s<u>u</u>cceeded, <u>a</u>greed, <u>a</u>s, obl<u>i</u>ged
Pure Long Vowel	/iː/	succ<u>ee</u>ded
	/ɑː/	h<u>a</u>rd
	/ɔː/	w<u>a</u>rm
	/uː/	bl<u>ew</u>, disp<u>u</u>ting
Diphthong	/eɪ/	t<u>a</u>ke, m<u>a</u>king, c<u>a</u>me, g<u>a</u>ve
	/aɪ/	obl<u>i</u>ged
	/əʊ/	cl<u>oa</u>k, cl<u>o</u>sely

Apart from that, students also made pronunciation errors of the –ed form such as in the words 'succeeded', 'considered', 'agreed', 'shined' and 'wrapped' in the reading text (see Table 3).

Table 3. Pronunciation errors made in the -ed form.

Pronunciation Errors in the -ed From	Reading Aloud Test (No. of errors)
/ɪd/ (succeeded)	12
/d/ (considered)	12
/d/ (agreed)	12
/d/ (shined)	12
/t/ (wrapped)	12
Total	60

DISCUSSION

From the data presented earlier, it is found that participants are more likely to make mistakes in pronouncing fricatives consonants. Analysis of the errors indicated that among the problematic sounds are the voiced TH /ð/ (i.e. then, other, they, and that) and voiceless TH /θ/ sounds (i.e. north). These are sounds that are not found in Malay. Similarly, Yamaguchi (2014) stated that these TH sounds (/ð/ and /θ/) are not found in the sound inventory of any local languages in Malaysia. Hence, the participants made these mistakes as these sounds were unfamiliar, and they therefore faced problems when they were asked to pronounce these unfamiliar sounds. From this finding, language instructors should then be aware of the need to focus their attention on the teaching of these sounds to English learners.

Data obtained from this study have also indicated that Malaysian students have problems with pronouncing the /t/, /d/, and /g/ plosive consonants. This may seem peculiar as Malay has all three plosive consonants and yet they are listed as problematic for the participants. Nevertheless, one possible reason as to what makes these sounds problematic for the students may be that in Malay, these plosive consonants usually appear in the beginning and middle of a word, either preceded or followed by a vowel. In English on the other hand, the /t/ and /d/ sounds are placed at the end of a word and preceded by another consonant, i.e. /əˈtempt/, /fəʊld/. In English, consonant clusters (where two or more consonants are placed together with no vowels in between) are common. In Malay, the sounds /t/ and /d/ do not appear in consonants clusters, except in borrowed words. They are usually preceded or followed by a vowel, for example, tidur /tidur/ (sleep) and duta /duta/ (ambassador). Thus, this unfamiliar formation of consonant clusters creates confusion for the participants when they attempted to pronounce those sounds.

In addition, it can also be observed from the data collected that the participants have problems with deciding whether to use long and short pure vowel sounds. This could be attributed to the fact that there are only six vowels in Malay, namely /a/, /e/, /i/, /o/, /u/, and /ə/ (Tan & Ranaivo-Malancon, 2009). These six vowel sounds are short. In some dialects or instances, when long sounds are used in Malay, they are mainly used purposely to put stress on the word and carry paralinguistic meaning.

Apart from that, in pronunciation research and pedagogy, Levis (2005) emphasized two primary principles, namely: (1) to achieve native-like pronunciation, and/or (2) to produce intelligible pronunciation. As the study embarked to identify the commonly mispronounced sounds by low oral proficiency Malaysian students, the issue of intelligibility is recognized. With regard to the students' status as non-native speakers of English, the intelligibility of pronunciation is more crucial, and thus problems related to pronunciation intelligibility should not be treated lightly as Levis (2005) stated "the intelligibility principle implies that different features have different effects on understanding" (p. 370). Rajadurai (2006) urged that it is important for people to understand each other's English because English is a global language and to prevent difficulties and misunderstanding in the conversation due to unintelligible speeches. Moreover, Jenkins (2000) pointed out that phonological problems often are reasons for unsuccessful communications. The subsequent discussion of this study will focus on pronunciation errors that may affect intelligibility; and in other words, they may affect the actual meaning of the words. The mispronunciation of a word could make it sound like another word altogether, or lead to a non-recognizable word. From the findings, it is identified that there were 12 mispronounced words made by students which may affect intelligibility (see Table 4).

Table 4. Pronunciation errors that may affect intelligibility.

No.	Words Pronounced Wrongly in Reading Aloud	Correct Sounds	Incorrect Sounds
1	fol<u>d</u>	d	t
2	<u>th</u>en	ð	d
3	tra<u>v</u>el	v	b
4	nor<u>th</u>	θ	t
5	stron<u>g</u>er	g	dʒ
6	whi<u>ch</u>	tʃ	ʃ
7	w<u>h</u>o	h	w
8	o<u>th</u>er	ð	d
9	w<u>r</u>ap	r	w
10	cl<u>oa</u>k	əʊ	ɒ
11	w<u>i</u>nd	ɪ	aɪ
12	w<u>ere</u>	ə	eə

The pronunciation problems of the 12 words included in Table 4 must be tackled as the intelligibility of pronunciation plays a crucial role in employability. Job-seekers are frequently misjudged when they fail to convince prospective employers of their capabilities due to poor pronunciation and not having the language to convey themselves well. Therefore, it is important to improve students' pronunciation, especially those with low oral proficiency level in order to for them to present themselves confidently to potential employers.

5.1   Limitations

In this study, there were a few limitations. As the sample size is small, a bigger sample size would possibly generate a wider range of mispronounced words and sounds. Nevertheless, subsequent plans to include a bigger sample size are already underway to further improve and strengthen the findings of this study. Besides that, errors involving the -ed form were quite difficult to identify as some sounds were pronounced not quite correctly but were not entirely incorrect either. This was mitigated through the use of two raters for the phonological transcriptions of the pronunciation errors.

CONCLUSION

In conclusion, the need for more in-depth research into students' pronunciation problems cannot be ignored. A thorough analysis of students' pronunciation problems should be conducted in order to find ways to help low oral proficiency students pronounce words more accurately. As much as it is important to know why students have pronunciation problems, it is of equal if not more important that ways on how these pronunciation problems can be corrected is dwelt into. In addition, special programs should also be introduced and implemented to help students improve their pronunciation.

Low oral proficiency students are often at a disadvantage when pitted against their more proficient counterparts both in the language classroom and outside. Therefore, ample attention should be given on how to enhance their general pronunciation intelligibility to help them improve not only their English language pronunciation but also help increase their confidence level in using the English language.

From the data gathered in this study, it is suggested that the use of specifically designed Instructional Pronunciation Video (IPV) that targets the sounds which students have problems with can improve and correct their pronunciation problems. It is believed that students' pronunciation errors can be corrected

should they be given exposure as to how the target sounds are made, and have the opportunity to practise those sounds. With suitable intervention, improving students' pronunciation is possible.

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