

Title: Untangling the Tongues: Exploring Pronunciation Development Strategies for Learners of English at High Schools in Oromia Region of Ethiopia

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Abstract: One of the most important aspects of learning a new language is mastering the pronunciation of that language. It is crucial in helping second language learners improve their communication skills and overall performance. Mastering proper pronunciation is a difficult and subtle part of teaching English as a foreign or second language. The focus of this study is to assess the contributing factors affecting ESL students' pronunciation. The study used a quantitative research approach. A total of 189 students from Burayu High School were chosen at random sampling technique for this study. The researchers collected data through a questionnaire. SPSS version 26 was used to analyze the data obtained from the respondents of the survey. Factors influencing pronunciation that were identified in this study include poor motivation, lack of confidence, exposure, practice, interest, an unfriendly atmosphere, one's native language interference, age, personal traits of the learners, instructional approach, and feedback deficiency. The findings also provide valuable insights into preferred pronunciation learning strategies among students of English in the Oromia region of Ethiopia and explore the impact of individual and environmental factors, including first language influence, strengths, and weaknesses of current teaching methodologies in fostering pronunciation development in this specific context. This study will contribute to the development of more effective and learner-centered pedagogical approaches for pronunciation instructions in English language programs designed for English learners in the Oromia region of Ethiopia.

Keywords: English as a Second Language (ESL) Pronunciation Learning Second Language Acquisition Oromia Region, Ethiopia Learner Motivation First Language Interference

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