

CHAPTER 2

LITERATURE REVIEW

This chapter described review of related literature as the foundation to get better understanding of present study. It is organized into some parts. Every part discussed below in term of its basic concept.

2.1 Teaching English Pronunciation

Pronunciation is how to pronounce the word. Pronunciation is an acting manner of producing word articulation and sound generally accepted by giving the proper accent, sound, and utterance as the pronunciation of syllables of words, distinct or indistinct (*Lincoln, A.*, n.d.). In addition, Penny (2019) stated, "...the sound right, to use the words to express the appropriate meaning or to construct their sentence in a way that sounds" (p.103). In summary, pronunciation is the process of producing word articulation and sound with the correct accent and utterance, ensuring clarity and accurate communication.

Pronunciation is the most critical and significant challenge that non-native English speakers must confront while teaching-learning the language, as it may lead to favourable or wrong impressions, misunderstandings, and unsuccessful communication. Considering learners' pronunciation errors and how they might hinder effective communication is a valuable foundation for evaluating the significance of addressing pronunciation in the classroom (Kelly, 2000). Although Morley's (1991) insistence on teaching English pronunciation in ESL or EFL classrooms, this crucial aspect continues to be overlooked or disregarded at several educational institutions worldwide. Lin, Fan, and Chen (1995) suggest that certain teachers in Taiwan may contend that English pronunciation has less importance, as only a small number of assessments assess students' abilities in pronunciation or speaking. In the United States, numerous students and teachers hold the belief that dedicating time to improving pronunciation is futile, cause due to the perceived difficulty, if not impossibility, for students to discern distinctions in sounds, such as those between "ship" and "sheep" (Wong, 1993). In conclusion, pronunciation

remains a critical challenge for non-native English speakers, significantly affecting communication and often overlooked in educational settings despite its importance.

It has never been simple to teach pronunciation and even experience. According to Wong (1987), non-native speakers with solid vocabulary and grammatical skills may struggle to communicate successfully if their pronunciation is below a particular threshold. Wong (1993) state the significance of pronunciation becomes even more evident when analyzed the relationship between pronunciation and listening comprehension. Well-trained non-active English-speaking teachers may have anxiety when using their speech as a pronunciation model in teaching. As a result, many English language teachers avoid teaching pronunciation because they lack skills, knowledge, and confidence (Brown, 1992; Claire, 1993; Fraser, 2000; Yates, 2001). To communicate successfully, speakers must utilize the expected patterns of rhythm and intonation that listeners anticipate in spoken English. If the rhythm and intonation diverge, listeners are unable to comprehend the intended significance. Similarly, to comprehend speech effectively, listeners must possess knowledge of how speech is structured and the significance of intonation patterns. Therefore, acquiring knowledge about pronunciation enhances learners' capacity to understand spoken English. In summary, effective pronunciation is crucial for successful communication and listening comprehension in English, yet it remains a challenging area for both learners and teachers, often due to a lack of skills, knowledge, and confidence.

The interplay between grammar and pronunciation profoundly affects overall comprehensibility. Varonis and Gass (1982) investigated the variables that influence the ability of English native speakers to understand spoken language in accents that are foreign or a second language (L2). Varonis and Gass (1982) determined that the relationship between grammar and pronunciation impacts overall comprehensibility. Consequently, native English speakers frequently perceive non-native English speakers as incoherent if the latter's pronunciation is substandard. Without prioritizing early attention to pronunciation, advanced students may discover that they may enhance all areas of their English ability except pronunciation. Notably, faults ingrained for years may prove challenging to

eliminate (Baker, 1992). In conclusion, the critical role of pronunciation in overall comprehensibility, highlighting the necessity for early attention to pronunciation to avoid long-standing issues that can hinder effective communication for non-native English speakers.

Therefore, pronunciation is a vital factor in successful communication, particularly for individuals who are not native English speakers. One's perception and understanding of an individual are greatly influenced by their ability to enunciate words accurately, with the appropriate accent, sound, and intonation. Despite its significance, pronunciation is frequently disregarded in educational environments, resulting in obstacles to communication and misinterpretations. This difficulty is worsened by teachers' insufficient confidence and expertise in teaching pronunciation. The complex connection between pronunciation and other linguistic abilities, such as listening comprehension and grammar. Hence, it is crucial to tackle pronunciation mistakes at the early stages of language acquisition to guarantee that learners can successfully and comprehensively communicate in English. Emphasizing pronunciation not only improves understanding but also promotes general language skills, making it an essential aspect of language instruction.

2.2 Teaching Strategies in Pronunciation

Pronunciation is one of the most challenging aspects of English to acquire, and the target is comfortable intelligibility. Pronunciation is taught within the class as an activity (Kenworthy, 1988). Since the age of teaching English appeared, integrated teaching pronunciation has been implemented in some English classes. Teaching strategies are structured approaches educators use to promote learning, engage students, and achieve specific educational goals. Teaching strategies are structured plans, methods, tactics, or approaches educators use to promote learning, involve students, and accomplish specified educational objectives (Stone, Morris & Issac, 2010). The question is not whether pronunciation should be taught, but instead what should be taught in a pronunciation class and how it should be taught (Morley, 1991). The primary issues with teaching pronunciation are its tendency to be overlooked and its tendency to be responsive to specific classroom difficulties

rather than being strategically designed (Kelly, 2000). In conclusion, while teaching strategies are essential for promoting learning and achieving educational goals, the effective teaching of pronunciation requires strategic planning and should not be overlooked or merely reactive to classroom difficulties.

The range includes various activities, from specific strategies like drilling to comprehensive tasks such as identifying pronunciation features in listening materials. According to Kelly (2000), The range encompasses diverse activities, ranging from more specific tactics like drilling to more comprehensive tasks such as prompting students to identify certain pronunciation features in listening materials. Furthermore, there are two key sides to pronunciation teaching namely, the teaching of *productive* and *receptive* skills (Kelly, 2000). Regarding reception, it is important for students to be able to distinguish between phonemes, especially when such a distinction does not exist in their native language. They must then use that knowledge to produce their own speech. Kelly (2000) state once teachers have decided to prioritize pronunciation in their instruction and have established a policy on models, they can utilize several strategies and activities. The effective pronunciation teaching involves a range of activities, from drilling to identifying pronunciation features in listening materials, and requires a balanced focus on both productive and receptive skills to help students distinguish and produce phonemes accurately.

Some strategies used for teaching pronunciation by Kelly (2000):

1. Drilling

Drilling is a teaching strategy where the teacher presents a term or structure and prompts the class to repeat it. The aims of drilling are to facilitate students' attainment of improved pronunciation of language elements and aid them in retaining newly learned items.

Drilling frequently occurs after the act of eliciting, which involves encouraging students to bring back a word, phrase, or structure that has been previously studied.

The process of eliciting to drilling they are:

- 1) The teacher facilitates the process using prompts, visuals, and mime and can provide the relevant item to the students if none of them can offer it. Pre-emptive drilling is most effective when conducted before students are exposed to the language's written form.
- 2) After the item in question has been created teachers might proceed with drilling it intensively to improve pronunciation. The key role of the teacher in drilling is to provide an exemplar of the word, phrase, or structure for the students to imitate.
- 3) Teachers begin by using the choral method, in which the entire class is asked to repeat the item together in unison. Choral drilling is an effective method for boosting confidence and allowing students to practice pronouncing the drilled item in a reasonably anonymous manner, without feeling pressured.
- 4) Subsequently, individual drilling ensues select individuals at random, wherein students are sequentially encouraged to repeat. This allows the teacher to assess students' proficiency in pronouncing the practiced item. Additionally, it is observed that doing so helps to keep students alert and attentive.

The variations of drilling can be seen bellows:

1) Chaining

Chaining can be utilized to support students in pronouncing challenging sentences, whether due to their length or the inclusion of complex words and sounds. The teacher demonstrates the process of isolating specific sentence components, instructing students to repeat them, and progressively constructing the sentence until it is fully formed. There are two types of Chaining:

a. Back Chain

The sentence is constructed by incrementally extending its length from the end. If some parts present difficulties, they can be drilled separately. The teacher demonstrates each part of the phrase, and students imitate.

<p>...told him. ...would've... ...would've told... I would've told him. If I'd seen him... If I'd seen him, I would've told him.</p>

Picture 2.1 The Examples of Back Chain (Kelly, 2000)

Back chaining is a very efficient instructional technique that systematically constructs a sentence starting from its final component, thereby facilitating students' mastery of intricate sentences. This technique guarantees that learners may systematically and confidently create the complete phrase by deconstructing challenging sections and imitating the teacher's explanation of each segment. The systematic method not only simplifies the process of learning but also improves students' pronunciation and general language skills.

b. Front Chain

The sentence is constructed and expanded incrementally from the beginning, progressively increasing its length. If some parts present difficulties, they can be drilled separately. The teacher demonstrates each part of the phrase, and students imitate.

<p>If I'd seen him... If I'd seen him, I would've... I would've... I would've told him. If I'd seen him, I would've told him.</p>

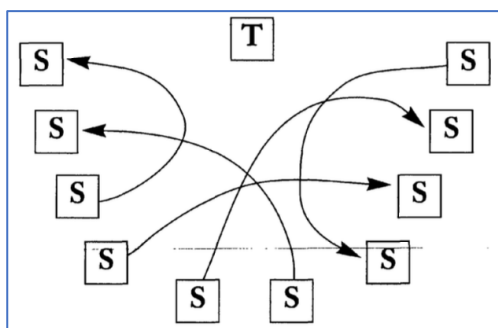
Picture 2.2 The Examples of Back Chain (Kelly, 2000)

Front chaining is a highly successful educational strategy that involves gradually building and expanding phrases starting from the outset. This approach enables students to gradually comprehend the arrangement of sentences by specifically focusing on and practicing challenging components individually, as required. Through the process of the teacher demonstrating each segment and the students imitating, learners can

cultivate robust comprehension and proficiency in creating sentences, thus enhancing their language skills.

2) 'Open pair' Drilling

One method of facilitating question-and-answer in the classroom is to organize drills where students (S) take turns asking and responding to questions. After conducting group and individual practice of a question-and-answer activity, the teacher (T) utilizes prompts and encourages students to engage in a class-wide exchange of questions and responses, as depicted in the diagram below.



Picture 2.3 Visual Representation of the 'Open Pair' Drilling (Kelly, 2000)

The concept of 'open pair' drilling is a highly effective method for promoting question-and-answer practice among students in the classroom. This strategy fosters active engagement and consolidates learning by facilitating drills in which students alternate between posing and responding to questions. After the initial group and individual practice, the teacher uses prompts to initiate a collective discussion in the class, which enhances students' confidence and proficiency in engaging language use. This technique not only promotes active participation but also enhances students' comprehension and proficiency in communication.

3) Substitution Drilling

It implicates drilling a structure but replacing items of vocabulary into the sentence under discussion.

Teacher:	It's in the corner.
Student 1:	It's in the corner.
Teacher:	It's on the table.
Student 2:	It's on the table.
Teacher:	It's under the chair.
etc.	

Picture 2.4 The Examples of Substitution Drilling (Kelly, 2000)

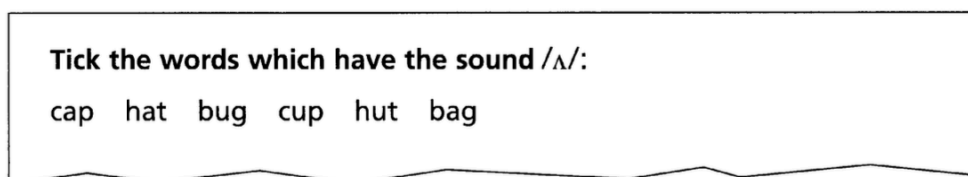
Substitution drilling is a highly efficient strategy for teaching language structures by methodically substituting vocabulary elements within a given sentence. This approach facilitates pupils' acquisition of diverse sentence structures while concurrently enhancing their lexicon. By prioritizing the replacement of various words, learners can improve their fluency and adaptability in generating sentences, thereby improving their overall language competency.

In conclusion, drilling serves as a fundamental strategy in language teaching, particularly for improving pronunciation and aiding in the retention of newly learned language elements. It involves systematic repetition and practice of language items, starting with eliciting and progressing through various methods such as choral, individual, chaining (both back and front), 'open pair', and substitution drilling. These variations not only enhance students' pronunciation skills but also promote active engagement and confidence in using language structures effectively. By integrating drilling effectively into classroom activities, teachers can create a supportive learning environment where students can systematically build their language proficiency and communication skills.

2. Minimal Pairs and Related Activities

Teachers can effectively utilize minimal pairs in the classroom to focus on sounds that students are struggling with. The phonemic principle appears when changing a single sound causes a change in meaning. Here are some suggestions for activities focused on minimal pairs:

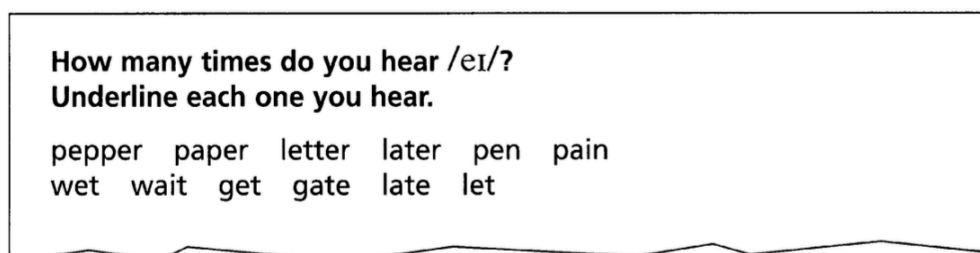
- 1) Students can get word lists and collaborate with a partner to determine which words feature a specific phonetic sound.



Picture 2.5 The Example of Activity 1 (Kelly, 2000)

An effective learning technique involves providing students with word lists and promoting collaboration with a partner to identify specific phonetic sounds. This methodology encourages active participation, collaborative learning, and a more profound comprehension of phonetics. Through collaboration, students can augment their listening abilities, strengthen their comprehension of sound patterns, and boost their overall pronunciation.

- 2) Students can also engage in auditory analysis by listening to several words and determining the frequency of a certain sound.



Picture 2.6 The Example of Activity 2 (Kelly, 2000)

Encouraging students to engage in auditory analysis by having them listen to different words and identify the frequency of distinct sounds is a highly beneficial learning practice. This approach improves their auditory comprehension, phonological consciousness, and capacity to differentiate nuanced auditory patterns. These exercises enhance language and sound comprehension, leading to better pronunciation and listening skills.

- 3) Sounds can also be distinguished by their proximity. The teacher can drill these utterances together and individually through repetition.
- 4) Similarly, deviating slightly from the concept of minimal pairs, teachers can also prompt students to identify the variance within a given list of words by listening attentively.

In conclusion, the use of minimal pairs in language teaching provides valuable opportunities for students to refine their pronunciation skills by focusing on subtle differences in sound that can alter meaning. Activities such as collaborative word list analysis and auditory discrimination exercises foster active engagement and deepen students' understanding of phonetic distinctions. By incorporating these activities into classroom practice, teachers not only enhance students' ability to perceive and produce sounds accurately but also promote their overall phonological awareness and listening comprehension. This systematic approach empowers students to improve their pronunciation proficiency effectively within the context of meaningful language learning activities.

3. Pronunciation and Spelling Activities

Integrating pronunciation practice with spelling work is logical, as it allows exploring how sounds might be depicted in written form. There are a few fundamental concepts:

1) Homographs

Homographs are words featuring the exact spelling but have distinct pronunciations. [*Alina read this book frequently and I've already read it a year ago*]

2) Homophones

Homophones are words featuring the same sound but have distinct spellings. [*fair and fare, right and write*]

In conclusion, integrating pronunciation practice with spelling exercises provides a comprehensive approach to understanding how sounds are represented in written language. Concepts such as homographs, which have the same spelling but different pronunciations (e.g., "read"), and homophones, which have different spellings but the same sound (e.g., "fair" and "fare"), highlight the intricacies of English pronunciation and spelling. By exploring these concepts together, students not only improve their pronunciation accuracy but also enhance their spelling skills and overall language proficiency. This integrated approach encourages a deeper understanding of phonetic patterns and strengthens students' ability to communicate effectively in both spoken and written English.

4. Taping Students' English

Frequently taping students' spoken English can yield significant benefits.

Some suggested ways of recording students are as follows:

- 1) Tapes can be created during students' language practice activities to figure out various language challenges, with a specific focus on pronunciation.
- 2) Tapes of completed tasks of entire activities can be compared to, for instance, a cohort of native speakers or a more advanced set of students attempting the same task.
- 3) Students may undertake the identical task twice, using a tape of their initial 'attempt' as a basis for pronunciation practice. The second subsequent assignment is expected to be more effective, allowing for a comparison between the two tries.
- 4) Every student can also be taped, especially if they have persistent pronunciation difficulties that are challenging to overcome.

In conclusion, incorporating frequent recordings of students' spoken English into language practice activities offers substantial benefits, particularly in improving pronunciation. By utilizing recordings to identify and address pronunciation challenges, comparing students' recordings with those of native speakers or more proficient peers, and using recordings for students to self-assess and improve their pronunciation over time, educators can effectively enhance students' speaking skills. This method not only provides valuable feedback and opportunities for targeted practice but also encourages self-reflection and continuous improvement in pronunciation proficiency.

5. Listening Activities

Listening activity in coursebooks are typically crafted to emulate real-life scenarios, where participants engage in conversation regularly and employ authentic language. These can be crucial in facilitating students' awareness of a pronunciation characteristic. Some suggested ways of listening activities are as follows:

- 1) Before engaging in a listening activity, students can be introduced to and practice the meaning and pronunciation of a specific language element in a highly regulated manner. The problem may lie in the structural and phonetic features of the third present simple tense or, at a more advanced level, of the third conditional.
- 2) The listening exercise might prompt students to actively attend to this specific aspect of language, focusing on its usage and pronunciation within the context of a narrative or a conversation.
- 3) Alternatively, a prolonged listening period can come preceding a stage of eliciting and drilling.
- 4) Initially, students must actively listen and interpret the language and pronunciation aspects chosen for study to accomplish a series of activities. Subsequently, they can focus on improving their pronunciation and usage of the specific language area through listening exercises.

In conclusion, incorporating listening comprehension exercises into coursebooks is essential for enhancing students' awareness and proficiency in pronunciation. These exercises simulate real-life conversations and authentic language use, providing students with opportunities to practice and improve their pronunciation within meaningful contexts. By focusing on specific language elements and their pronunciation through structured activities, students can develop a deeper understanding of how language is spoken and used naturally. This approach not only strengthens their listening skills but also supports the accurate production of sounds and intonation patterns, ultimately contributing to their overall language proficiency and communicative competence.

6. Reading Activities

While reading activities mainly involve written text, pronunciation practice can also be effectively incorporated. Like listening, reading is a passive activity in which students absorb the language rather than produce it. Therefore, it is an effective way to draw students' attention to the features of the language. Some suggested ways of reading activities are as follows:

- 1) Teachers sometimes organize reading exercises in two ways: by providing a first activity to help students understand the text's central idea or by identifying the type of text and then engaging in deep analysis to focus on specific elements during a second reading. The opportunity to incorporate pronunciation exercises may arise while reading aloud, whether the teacher or the students do it.
- 2) Texts such as poems, rhymes, passages from plays, and song lyrics can be creatively used within the classroom, providing enough opportunities for pronunciation exercises. Depending on personal inclination, a wide range of literary works can be effectively used, including those by Shakespeare, Dr. Seuss, Longfellow, and even Limericks.
- 3) Reading aloud during study provides opportunities to examine the connections between spelling and pronunciation, the patterns of stress and intonation, and the way sounds are related between words in spoken language. Teachers must have a good understanding of whether a text is suitable for pronunciation practice.
- 4) It is crucial to include light-hearted pronunciation activities that provide an enjoyable approach to practicing the production of difficult sounds.

In conclusion, within the field of English, mastering pronunciation provides a significant obstacle, but the ultimate objective is to attain effortless comprehension. Integrated teaching strategies, such as the drilling strategy and minimal pairs activities, are critical to overcoming these issues. The focus is not solely on whether to teach pronunciation, but rather on the most effective method to address it in the classroom. Through the utilization of systematic techniques such as practicing different versions of words and including the act of speaking clearly in activities that involve listening and reading, educators can significantly improve students' ability to pronounce words accurately and facilitate more successful communication in English language learning settings.

2.3 The Principles of Teaching Pronunciation

The principles of teaching pronunciation are fundamental to developing effective communication skills in ESL/EFL learners. In the realm of ESL/EFL

teaching, teaching pronunciation is widely regarded as both very intricate and exceptionally important, and it is no wonder that it has been referred to as the "Cinderella" of language teaching (Kelly, 1969; Dalton, 1997). Moreover, it is important to stay aware that below a certain threshold, even if grammar and vocabulary are error-free, effective communication cannot occur without accurate pronunciation because incorrectly spoken segments and suprasegments can confuse the listener and significantly impede their understanding of the information (Celce-Murcia, Brinton & Goodwin, 1996). To the effectiveness of teaching pronunciation, there are general principles that can be used as follows:

- 1) Acquire the ability to explain how sounds are produced and teach students the physical process of articulating sounds in a second language. Phonetic or phonemic symbols and a schematic of the mouth can be beneficial in this context (Wharton and Race, 1999).
- 2) Record your students' speech and allow them to listen to their own recordings. When individuals are actively engaged in speaking, they may not have sufficient time to perceive some aspects of their pronunciation, but they are more likely to become aware of these traits throughout the listening process (Wharton and Race, 1999). This tool has the potential to be beneficial for actively addressing areas of weakness, particularly using oral discussion journals (Allan 1991; Duke-Lay, 1987; Goodwin, 1988), Assessment of voice recordings by peers (Dan, 1999), utilizing modern facilities and pronunciation software (Eskenazi, 1999; Chun, 1998) or by Internet (Donahue, 2000).
- 3) Exercise caution on your pronunciation. Your accent may deviate from the Received Pronunciation (or General American), which your students may see as the standard, then engage in a conversation with them regarding various dialects, emphasizing the notion that there exists more than one valid standard (Gelvanovsky, 2002).
- 4) Foster a serene and self-assured ambiance in your classroom to promote a sense of ease and confidence among students. Utilise suggestopedia methods, incorporating English tuning-in strategies such as "Put on your English shoes", "What I can do in English," and "Relaxation." (Laroy, 1995:19-20).

- 5) Gradually instruct in the ability of pronunciation. Allocate five to ten minutes for each instruction because it is crucial to prevent beginners from developing persistent mistakes, and excessive correction could be more productive (Laroy, 1995:12).
- 6) Enhance the engagement of the entire group by incorporating interesting techniques in teaching pronunciation and establishing a clear connection to effective communication. Enhancing pronunciation comes naturally when you guarantee that your learners engage in sufficient listening and speaking activities (Dalton, 1997).
- 7) Highlight the importance of suprasegmentals, which include intonation, pitch, and word stress. As previously mentioned, suprasegmentals play a crucial role in communication, although they pose significant challenges regarding instruction. Therefore, allocating significant time and effort to honing this skill would be prudent (Gelvanovsky, 2002).
- 8) Establish realistic goals. Establishing realistic goals is crucial for ensuring consistent growth and attainable success. (Gelvanovsky, 2002).

In conclusion, the principles of teaching pronunciation are integral to fostering effective communication skills in ESL/EFL learners. Pronunciation, often deemed the "Cinderella" of language teaching, remains a challenging yet crucial aspect of language instruction. Accurate pronunciation is essential for comprehension, as even flawless grammar and vocabulary cannot compensate for poor pronunciation, which can confuse listeners and impede understanding. Effective pronunciation teaching involves several strategies, such as explaining the physical production of sounds, using phonetic symbols, recording students' speech for self-assessment, addressing dialect variations, fostering a supportive classroom environment, providing gradual instruction, incorporating engaging techniques, emphasizing suprasegmentals, and setting realistic goals. By adhering to these principles, educators can significantly enhance their students' pronunciation skills, leading to more successful and confident communicators.

2.4 Teaching English Pronunciation in Vocational High School

Teaching English pronunciation in vocational high school presents unique challenges and opportunities that have been explored by various scholars. According to Gilbert (2008), effective pronunciation teaching requires a focus on both segmental and suprasegmental features of speech, which includes individual sounds as well as stress, rhythm, and intonation patterns. Gilbert emphasizes that students need consistent practice with these elements to improve their comprehensibility in English. This is particularly important in vocational settings where clear communication is crucial for future employment. Teaching English pronunciation in vocational high schools is essential, as it requires addressing both segmental and suprasegmental features to ensure students' clear communication and future employability.

Vocational high school students often require personalized pronunciation instruction that directly relates to their vocational contexts. Burns & Claire (2003) highlight that vocational high school students often need tailored pronunciation instruction that is relevant to their specific vocational contexts. For instance, students in hospitality or customer service programs benefit from learning the pronunciation of industry-specific vocabulary and phrases. This contextualized approach not only improves their pronunciation but also increases their confidence in using English in real-world situations. Personalized pronunciation instruction tailored to vocational contexts enhances vocational high school students' pronunciation and confidence in using English in real-world situations.

Explicit pronunciation instruction should be seamlessly integrated with other language skills rather than being taught in isolation. Furthermore, Derwing & Munro (2005) argue that explicit pronunciation instruction should be integrated with other language skills rather than taught in isolation. They found that when pronunciation is taught alongside speaking, listening, and even reading activities, students show greater improvement and retention. This holistic approach ensures that students are not only able to produce correct sounds but can also understand and respond appropriately in various communicative contexts. In addition, Celce-Murcia et al. (2010) suggest that the use of technology can enhance the teaching of pronunciation in vocational high schools. Tools such as pronunciation software,

language labs, and online resources provide students with additional practice opportunities and immediate feedback. This technological integration supports individualized learning paths and helps address the diverse needs of students. Explicit pronunciation instruction should be integrated with other language skills and supported by technology to ensure greater improvement, retention, and the ability to communicate effectively in various contexts.

In conclusion, teaching English pronunciation at vocational high schools has distinct obstacles and offers potential advantages, as highlighted by numerous experts. Pronunciation education that is effective should cover both the individual sounds and the overall patterns of stress, rhythm, and intonation in speech. Regular and disciplined practice with these elements is critical, particularly in vocational settings where precise and effective communication is required for future work. Providing customized pronunciation guidance that is applicable to professional settings, such as the hospitality or customer service industry, can greatly improve students' self-assurance and proficiency in utilizing the English language in practical scenarios. Furthermore, incorporating explicit pronunciation instruction alongside other language abilities rather than teaching them separately results in enhanced development and long-term retention. Technology, such as pronunciation software and online resources, can enhance individualized learning routes and address the diverse requirements of students. In summary, the literature suggests that incorporating focused practice, training that relates to real-life situations, the integration of various language skills, and the use of technology can greatly improve students' ability to pronounce words correctly, effectively communicate, and increase their chances of finding employment in vocational high schools.