



Lao Social Science Journal

ISSN: 2664-6331 Homepage: lssj.sjnl.la



A Study on First year English Majored Student's Phonetics Problems at Savannakhet University academic year 2019-2020

Souliyavong.S, Thonlamee.K and Inthavong.S

English Department, Faculty of Linguistics and Humanities Savannakhet University

E-mail: sisonosouliyavong@gmail.com

ARTICLE INFO

Article History:

Submitted: December 30, 2023

Revise: February 15, 2023

Accepted: May 15, 2023

Available online: 30 June 2023

Keywords:

Phonetic, pronunciation, accents

ABSTRACT

English phonetics, especially English pronunciation is difficult for a lot of EFL students, and first year English students at Savannakhet University (SKU) are not exceptional. To realize that problems, this research aims to find out how EFL students and English teachers at English Department, Faculty of Linguistics, and Humanity, SKU feel about difficulties and significances in recognizing different phonetics features in English and to help EFL English first year students at SKU overcome those difficulties so that they can be more self-confident in English speaking.

The findings show that the students face a lot of difficulties when they communicate in English speaking environment of different English varieties. The study also explains why students still face phonetics problems.

Last but not least, a number of solutions are suggested to help students improve their knowledge of English phonetics and thus further develop their language competency.

The knowledge can help them overcome the difficulties in dealing with various dialects of English and be capable of identifying different English accents effectively.

© 2024 Center for Scientific Journal Promotion

Cite this article: Souliyavong.S, Thonlamee.K and Inthavong.S. (2023). A Study on First year English Majored Student's Phonetics Problems at Savannakhet University academic year 2019-2020. *Lao Social Science Journal (LSSJ)*, 1, 1, 7-14, ISSN: 2664-6331

Background of the study and statement problems

Pronunciation is one of the components of English language teaching and should be an attainable goal for foreign language teachers. The aim is not to achieve the native-like pronunciation, but to make learners aware of the importance and usefulness of appropriate pronunciation and give it in correct phonetic during class-work. Furthermore, phonetics is definitely the first aspect that people can notice in English as foreign language (EFL) learners when they speak English. Nation (2009) stated: "When some teachers and students complain about difficulties in speaking, they are often talking about pronunciation" (p.75). Previous study in Laos especially at Savannakhet University (SKU), Faculty Of Linguistics (FOL), English Department (ED) In discussions with members of the

Welling on Lao community, similar comments were made about the "Sunday school" courses which are provided in the community. A particular problem noted was the difficulty of obtaining suitably motivating materials for the classes. Anecdotal evidence suggests that the level of English acquisition by the Lao community has not been very high. Various reasons have been proposed for this, some relating to the availability, cost and location of courses, as well as to the pace of teaching and methodology used. A further problem of motivation is identified by Vanvilay (1990).

As an English teacher at SKU, Faculty of Linguistics English Department, Savannakhet Province, Laos, the researcher examines problems in English learning in the classroom specifically, students' phonetics. Most first year English students lack English, particularly English

pronunciation and sound articulation. As a result, they are not able to use English to communicate in everyday life, especially to English native speakers. Previous studies have shown that many Lao EFL University students at all educational levels face difficulties in learning a language and that one their problems is a lack of pronunciation skills. For example, many Lao learners cannot distinguish between voiced and voiceless consonants in the English language. This study showed that the English sounds /ʃ/-/ʒ/, /tʃ/-/dʒ/, /I/-/i:/, and /e/-/æ/ are problematic for first year English students at SKU to recognize, distinguish and pronounce as these eight sounds do not exist in the Lao phonetic system (Duong, 2009; Luu, 2011). Consequently, this problem is to be addressed in this research. In this paper, the researchers explore some common problems in pronunciation that first year English students at Savannakhet University face when learning English dealing with the complexity of tense and lax vowels in English, consonant clusters, stress and tones. For these reasons, the researchers have chosen the research topic “A study on first year English majored students’ phonetics problems in speaking at Savannakhet University”.

Objective: To address and identify the phonetic problems facing first year English students when speaking English.

Review of Theoretical Background

Importance of phonetics.

Languages have different accents: they are pronounced differently due to people from different geographical place, from different social classes, of different ages and different educational backgrounds (Roach, 2000). Pronunciation is the way in which a language is spoken (Hornby, 1995). Dalton (1998) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is used to achieve meaning in contexts of use. In other words, pronunciation is the way to sound language understandably. Phonetics has always had applications. Traditionally it has been important

for language teaching, and for speech and language therapy. Nowadays it contributes to speech technology, and increasingly to forensic science (in cases, for instance, where speaker identification is at issue).

Henry sweet (1899) “phonetics is the study of speech-sound, or from a practical point of view, the act of pronunciation. Phonetics is to the science of language generally what mathematics is to astronomy and the physical sciences without it, we can neither observe nor record the simplest phenomena of language. It is equally necessary in the theoretical and practical study of language.

On phonetics

Phonetics is the study of pronunciation. Other designations for this field of inquiry include 'speech science' or the 'phonetic sciences' (the plural is important) and 'phonology.' Some prefer to reserve the term 'phonology' for the study of the more abstract, the more functional, or the more psychological aspects of the underpinnings of speech and apply 'phonetics' only to the physical, including physiological, aspects of speech. In fact, the boundaries are blurred and some would insist that the assignment of labels to different domains of study is less important than seeking answers to questions.

Phonetics attempts to provide answers to such questions as: What is the physical nature and structure of speech? How is speech produced and perceived? How can one best learn to pronounce the sounds of another language? How do children first learn the sounds of their mother tongue? How and why do speech sounds vary in different styles of speaking, in different phonetic contexts, over time, over geographical regions? How can one design optimal mechanical systems to code, transmit, synthesize, and recognize speech? What are the character and the explanation for the universal constraints on the structure of speech sound inventories and speech sound sequences? Answers to these and related questions may be sought anywhere in the 'speech chain,' i.e., the path between the phonological encoding of the linguistic message by the speaker and its decoding by the listener.

Table1: The lexical differences between British English, American English and Singapore English

British English	American English	Singapore English
accommodation	Accommodations	accommodation
action replay	instant replay	Replay
aerofoil	Airfoil	Aerofoil
aeroplane	Airplane	Aeroplane
agony aunt	advice columnist	aunt agony
Allen key	Allen wrench	allen key
aluminium	Aluminum	Aluminium
aniseed	Anise	Anise

Teaching English phonetics in Lao

The importance of English as a world language and advance of technology and education reform envisaged by the Lao constitution are the key determinants for new developments in English language teaching and learning in Laos in this decade, the role of English in Laos is as crucial as it is in many other developing countries. In 1997 English was made compulsory for all primary students who must pass an English component in government universities' undergraduate degrees. A national survey of English use revealed that English being used to communicate with native speakers and non-native speakers and that English is generally taught by Lao teachers in school and in higher education. Though English has been compulsory for all Lao students from primary school level to university level, they fail to enhance their English proficiency, especially their listening and speaking skills.

Factors that cause those difficulties in Laos especially in primary and secondary school are: the teachers face many obstacles including insufficient English language skills. As for learners, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from the mother tongue (Lao) particularly in pronunciation and being too shy to speak English.

Pronunciation is recognized as fundamental skill in which students should acquire. Many learners want to pronounce native-like, or more authentic (Brown, 1992). Most EFL teachers faced with students' pronunciation problems wants to find the answer to the question of how to help them improve phonetics or pronunciation successfully.

Document concerning

Factors affecting the learning of phonetics

In this section, the researcher mentions some of

the important factors that affect the learning of phonetic. They are as follows:

Motivation and exposure

The learner's motivation for learning the language and the cultural group that the learner identifies and spends time for will help determine whether the learner will develop native-like phonetics. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003). The review by Marinova-Todd et al., (2000) on adult acquisition of English concludes that adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so.

Exposure to Target Language

When we speak of the exposure to the target language, it may come in the form of their current day-to-day life as well as the amount of prior instruction a learner received in the target language. According to the language learning theories, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. Adult learners may have little opportunity to surround themselves with the native target language input. Whereas children who are possibly in English-speaking schools for hours during the day, their adult counterparts are likely to live and work in what these theorists call "linguistic ghettos" where they again have little meaningful exposure to the target language thus inhibiting their acquisition. Learning a new language and speaking it is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in a variety of interactions (Shumin, 1997).

Attitude

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. In a study on pronunciation accuracy of university students studying intermediate Spanish as a foreign language, Elliot (1995) found that subjects' attitude toward acquiring native or near-native pronunciation, as measured by the Pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation. In other words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones (Elliot, 1995).

Age

The influence of age on language acquisition and specifically pronunciation may

make adults find phonetic more difficult than children do and that they probably will not achieve native-like pronunciation. According to the "Critical Period Hypothesis" proposed by Lenneberg (1967, cited in Barros, 2003) there is a biological or neurological period, which ends around the age of 12; after this period, it becomes extremely difficult to attain the complete mastery of a second language, especially pronunciation. However, the degree of pronunciation accuracy, according to Avery and Ehrlich (1992, cited in Barros, 2003), varies considerably from one individual to another. To them, this discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students' pronunciation (Gilbert, 2003).

Learners' age has been identified by researchers – no matter whether their particular orientation is theoretical or applied – as one of the crucial issues in the area of second language (L2) acquisition. The effects of age have been the object of research predominantly in natural settings where the immigrants' level of proficiency in the target language has been examined on the basis of their age of arrival in the L2 community. The results of comparing younger and older starters have consistently shown an advantage for those who arrived early in life over those who arrived at an older age. These results have been thought to provide positive evidence for the Critical Period Hypothesis (CPH) according to which there exists a period in life after which language acquisition

may be imperfect or incomplete (Lenneberg 1967).

The native language

The native language will be the most influential factor affecting a students' pronunciation. If the students are familiar with the sound system of their native language, they will be able to diagnose own difficulties. Many L1-L2 carryovers can overcome through a focused awareness and effort on the learners part (Kenworthy, 1987).

The phonetics ability

The skill is sometime called "phonetics coding ability" (Brown, 1992). It is a common view that some people have a 'better ear' for a foreign language than others. Through students may have had exposure to a foreign as children and attune to phonetics discrimination, some studies have suggested that some elements of learning are a matter of awareness of the different sounds. Pronunciation can improve with effort and concentration on those sounds.

The motivation and concern for good phonetics

The learners' motivation can be the strongest factors. If the learners' motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or care about pronunciation, they may not be motivated to do well.

To conclude, these seven factors have some effects on pronunciation learning and improvement. Teacher can increase exposure to target language to a certain degree. Motivation seems to be the main factor for successful pronunciation or phonetics; therefore, teachers should promote it in their classroom. For this reason, innovation in teaching techniques can play an important role.

Materials and Methods

Both quantitative and qualitative methods were applied to the analysis of the data to make the result of the study more precise, objective and reliable. It is strongly convinced that this triangulation can be a valuable means to get the most precise and pertinent information for the study. Not only does it maximize the strengths and minimize those weaknesses of each approach, it strengthens research results and contributes to theory and knowledge development (Morse, 1991). According to Brown and Roger (2002, p.118), quantitative research methods are "any investigative procedures used to describe in numerical terms a setting and things going on in it". Therefore, quantitative research methods are based on the collection and analysis of numerical data obtained from questionnaires. A qualitative method, on the other hand, is considered a useful tool to check and increase the

validity and reliable of data from questionnaires as stated by Greenhalgh (2006, p.166): “Qualitative research seeks a deeper truth and can allow more personalized data to be collected”. The research was carried out with the help of 49 First year students of English at Savannaket University, Faculty of Linguistics, and English Department. There was a balance in gender, that is, 23 males and 26 females and they were of the same age group. All these participants helped to do the test and the questionnaires. Besides, 10 of them were invited to participate in the interviews. In addition, five teachers from Savannaket University, Faculty of Linguistics, and English Department were also invited for the interviews on their perceptions about students’ phonetics problems in English speaking.

Data collection

As mentioned above, a test, a questionnaire and interviews were employed for data collection process. The test was done by 49 students to find out the phonetics problems in English speaking. The same set of students also did the questionnaire after the test results had been processed. Finally, five teachers and 10 students who had different test results were chosen for the interviews.

The test had five parts focusing on what learners are often confused with such as vowel and consonant pairs, phonology, transcription and so on. The test included 40 questions with 10 multiple-choice questions and 23 open questions. It meant to measure the knowledge of the first-year students of English at SKU. The test score helped to find out their problems in English phonetics, which was the basis for designing the questionnaire and the interviews later. The questionnaire was designed with three types of questions: closed questions, partially open-ended questions, and open questions. The questionnaire included 20 questions with 3 closed questions, 15 multiple-choice questions and 2 open questions to collect the students’ opinions about the difficulties/ problems as reflected in the test results, as well as to collect some solutions to help them overcome those mentioned effectively. 40 questionnaires were delivered to first year students of English at SKU.

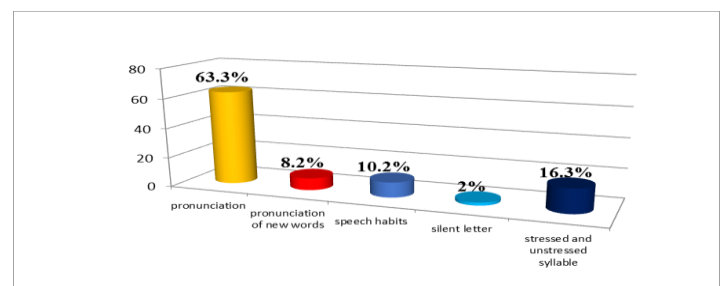
The researchers conducted the interviews with ten students and five English teachers at Savannaket University to get the insight about students’ problems in English phonetics and to take some suggestions in teaching and learning from the interviewees. The interview questions with open-ended format were designed to collect directly more information about the students’ difficulties in pronouncing and articulating English sounds, and then the teacher interviewees discussed how to solve these problems.

Data Analysis

After gathering the entire completed test, the researcher analyzed the data by describing all students’ problems reflected in the result of the test. Then, after gathering all the completed questionnaires, the researcher analyzed the data by using SPSS 16.0 software and listed the suggestions. Most data were calculated and processed in charts and graphs or tables to depict the findings. Besides, the opinions extracted in the interviews contributed to the analysis of the problems in recognizing phonetics problems via English speaking. Some expectations as well as solutions for these problems were also given. Finally, the researcher chose the feasible suggestions and drew a meaningful conclusion from the data.

Results and Discussions

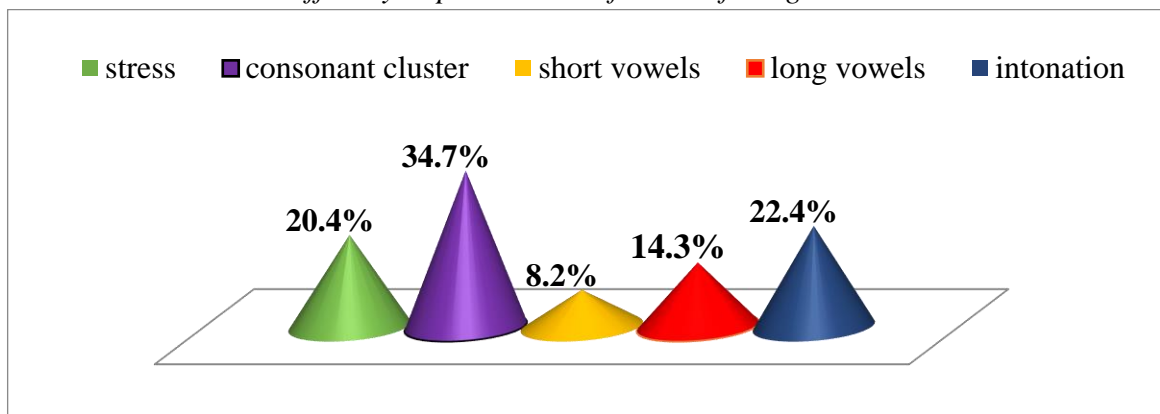
Chart1: Aspects in English phonetics that the participants consider difficult



As we can see from the chart 1, 63.3% of students admitted that in English phonetics, pronunciation was the most difficult aspect to learn. In class pronunciation was taught by teachers showing videos which performed a variety of English accents such as “Listen and repeat”. Do you watch TV shows or YouTube videos in English? Use them to improve your fluency. Choose a short part of a show and repeat it line by line. Try to match the tone, speed and even the accent (if you can). It doesn’t matter if you miss a few words; the important thing is to keep talking. Try to sound just like the native speakers on the show. All the other hand “Pay attention to stressed sounds”. English uses *stresses* in words and sentences. That means you’ll need to stress, or emphasize, certain words and syllables (sounds) to give words and sentences different meanings. Listen to where native speakers place the emphasis when they speak. Try to repeat it the same way. This won’t only help you speak well; it might even reduce misunderstandings. Sometimes the placing the stress on the wrong syllable completely changes the word. The word ADdress, for instance, isn’t the same as the word adDRESS. ADdress refers to a physical location where someone lives, and adDRESS means to formally speak to a group of people. Learn to hear the difference! Without these teachers can let students “Sing along to English songs”.

Singing along to your favorite English songs will help you become more fluent.

Chart2: Difficulty in phonetic sub-features facing students at SKU



In terms of difficulty in phonetic sub-features, (20,4%), and long vowels (14,3%). Short vowels did not cause much trouble to them. 34.7% of the students think consonant clusters are the most difficult, followed by intonation (22,4%), stress

Chart 3: Aspects in English phonetics that participate pay more attention to

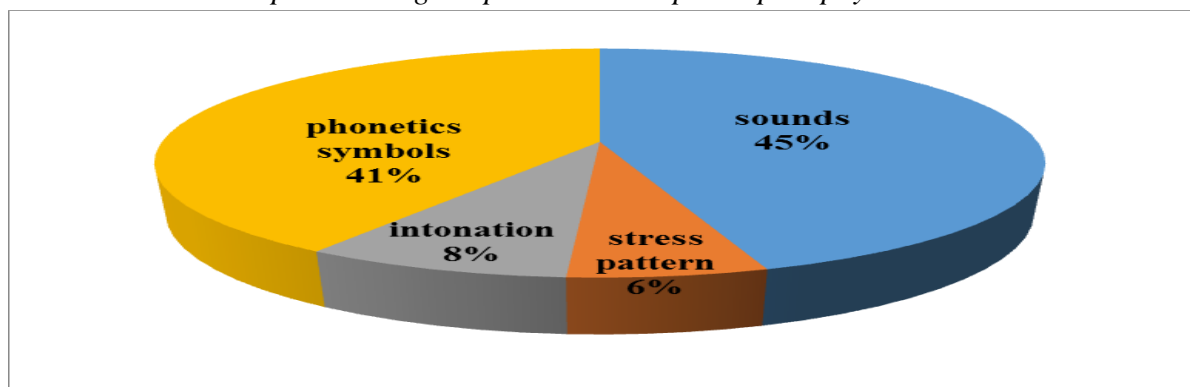


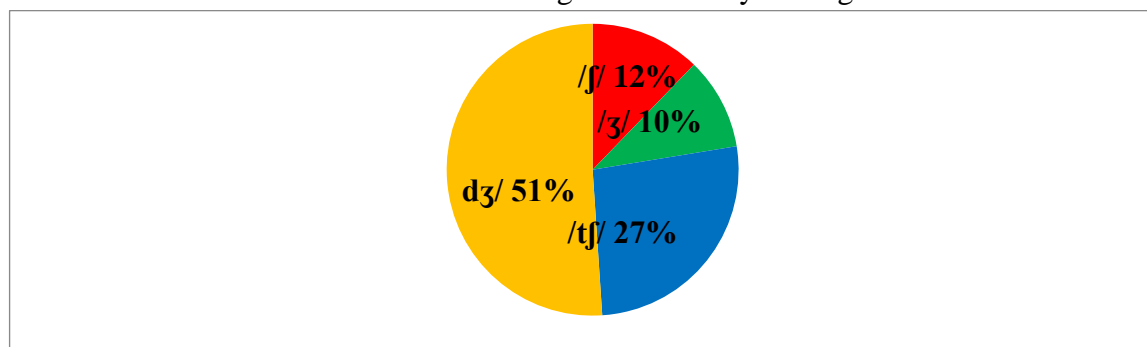
Chart 4.7.4 shows that 45% of students paid more attention to sound in pronunciation, followed by 41% who chose phonetic symbol. In fact, sounds and phonetics symbol are more important than other aspects because the English language has a lot of different sounds from Lao language. Hence, articulation is a real struggle for Lao learners of English. Only 8% of the student's thought intonation was important; the remaining 6% goes for stress pattern. All in all, the knowledge of English phonetics and phonology is equally crucial for all those who want to know the principles regarding the correct use of English speech sounds. It is important to learn English pronunciation in terms of phonemes rather than letters of the alphabet, because of the confusing nature of English spelling (Roach, 2000). A phoneme is one of the units of sound that distinguish one word from another in a particular language. In most dialects of English, the difference in meaning between the words *kill* /kɪl/ and *kiss* /kɪs/ is a result of the substitution of one phoneme, /l/, for another phoneme, /s/. Two words like this that difference in

meaning through a contrast of a single phoneme form what is called a minimal pair.

The most difficult sounds to recognize for first year English students at SKU

Some sounds are very difficult for 1st year students to distinguish. For Items 2, 4, 8, 10 in the phonetic test, most students did not have the right answers. It is clear that those students have problems with such pairs as /s/ - /z/; /f/ - /v/; /u/ - /u:/; /sh/ - /s/. Can see on Chart 4: The most difficult sounds to recognize for first year English students at SKU see on Chart 4: The most difficult sounds to recognize for first year English students at SKU.

Chart 4: The most difficult sounds to recognize for first year English students at SKU



/dʒ/ appeared to be the most difficult for them; 53% of the students in the study chose this item, followed by /tʃ/, /f/, and /z/. Previous studies have shown that many Lao learners cannot distinguish between voiced and voiceless consonants in the English language. This data also showed that these pairs of English sounds /f/-/z/; /tʃ/-/dʒ/, /I/-/i:/, and /e/-/æ/ are problematic for first year English students at SKU to recognize, distinguish and pronounce because these eight sounds do not exist in the Lao phonetic system (Duong, 2009; Luu, 2011). Consequently, this problem is to be addressed in this research. In the interview with teacher D - a native English speaker, she confirmed: "I believe most Lao students have trouble recognizing these pairs because they don't have those sounds in the Lao language. If you don't have certain sounds in your native language, it's much harder for you to recognize and produce the sound".

In fact, several students shared the same opinion: "I think these pairs s-z; f-v; u-u;;sh-s have the same sound; many students just don't know how to pronounce these sounds correctly. We speak English in Lao style; we don't pronounce like foreigners at all. I don't know how to recognize long or short sounds". This problem is explained by their teacher: "Many students always make mistake pronouncing these pairs of sounds, most of them are affected by their mother tongue when speaking English, such as air control is a good reason. Students never know the difference between these pairs' sounds, which are articulated with weak air and voiced; and which with strong air and unvoiced

Problem with phonetic symbols

The results from the test also show that most students have problems with phonetic symbols. Up to 90% the participants could not use symbols to transcribe the words. This lack of knowledge would obviously result in incorrect pronunciation.

Conclusion

This research has found that the difficulties facing English first year students in speaking to different English phonetics symbols in terms of pronunciation. The results show that English first year students have

For Items 1, 4, 5, 8 and 10 in the test, most students had wrong answers; they were very confused with such phonetic symbols as /v/, /ə/, /dʒ/, /tʃ/ and /z/. Student B explained: "Students are bad at phonetics symbols because they don't pay enough attention to learning English phonetics symbols in class. Most of students like learning grammar more than pronunciation or phonetics". From this point of view, it is clear that students almost think phonetics is difficult for them to recognize or pronounced, that is why they do not like to pay attention to phonetics at all, but they do like grammar, because it is easier than phonetics because it has the rule of usage to remember.

Some others complained: "There are too many phonetic symbols I think, so I even cannot remember how to pronounce each symbol". One teacher felt sympathetic for such problem saying that "Because some students still confuse between different words of the phonetics sounds, which word sound shorter or which word sound longer, so when they pronounce it is quite hard for them and perhaps, they think it is not important, but in fact it is more important to do this correctly, they have to practice more. For me I had problems like this too. When I was a student, I had to identify their sound (phonetics) and then practices, by using mouth, tongue and lips smoothly". Teacher D added her opinion: "Students need to constantly be exposed to and constantly review phonetics symbols in order to remember them. When I teach a new sound, I always teach the phonetics symbols with the sounds. Then I give homework where students have to find a word with phonetic symbol. Then, the next lesson I will review the symbols, I don't only review once, but many times. It's also important for students to hear the sound correctly, if they hear the sound wrong, they will match the sound with the wrong symbols".

learnt with both native and non-native speakers from Laos and America in their English learning, however, they faced many difficulties in speaking to different English phonetics symbols in terms of pronunciation, i.e., speakers' accents, speakers' speed or linking

sounds. Because they paid little attention to various accents of English from their foreign teachers, they did not know much about those differences. For students, they are only familiar with “Lao” English accent, apart from American and British accents. Students may be confused when hearing those accents because each accent has its own features for people to recognize. Therefore, students should create chances to expose to various accents of English to be familiar with them; leaning with speakers of English may help listening improved.

The difficulties facing English first year students in recognizing the differences in Phonetics symbol of these pairs s-z; f-v; u-u.; sh-s. The findings show that most students get troubles with the teachers’ different regional words. It is because they know too little about those common phonetics symbols of English. Furthermore, most Lao students have trouble recognizing these pairs because they don’t have those sounds in the Lao language. If you don’t have certain sounds in your native language, it’s much harder for you to recognize and produce the sound. As Lao E first year students in SKU to be, they should know the differences in lexicon of various phonetics symbols of English so as to speak or produce the sound well.

Acknowledgments (Optional)

First of all I would like to sincere thanks to Savannakhet University and Hue University of foreign language to give me the chance to study and improve my knowledge.

I also want to send my sincere thanks to my senior students at SKU English Department, Faculty of Linguistics, and English first year students for their enthusiastic cooperation to complete my test, questionnaire, interview and their active contributions to suggest effective solutions for my research topic. My gratefulness similarly belongs to my colleagues who supported me and helped me in answering the interview.

Next, I want to thank all teachers in English Department, Faculty of Linguistics and Humanity, SKU for giving me an opportunity to do the research and in creating every condition for doing it well.

Last but not least, I would like to express my profound gratitude to my family, my friends and my classmates, who always supported, encouraged me not only physically but also mentally overcome difficulties to finish the research successfully.

References

Ahmadi. A. & Bajelani, M.R./ (2012). //Barriers to English for specific purposes learning//

- among Iranian Univerity Students. /*Precedia- Social and Behavioural Sciences*, 47, 792-796.
- Avery. P & Ehrlich S, (1992). //Teaching American English Pronunciation. //New York, NY:// Oxford University Press
- Attapol.k. (2010). //Teaching English speaking and English-speaking Tests in Thai Context: //A refection from Thai perspective. //English Language Teaching, 3(1), 184-190
- Barros. A. /(2003). // Pronunciation Difficulties in the Consonant System Experienced by Arabic Speakers When Learning English after the Age of Puberty. Unpublished M.A.Thesis,WestVirginiaUniversity,2003.http://etd.wvu.edu/ETDS/E2937/Barros_Ana_Marina_thesis.pdf; visited 15, 9, 2003)
- Bernaus. M., Masgoret, A., Gardner, R., & Reyes, E./ (2004). //Motivation and attitudes towards learning language in multicultural classrooms. *International Journal of Multilingualism*, 1(2), 75-89. <http://dx.doi.org/10.1080/14790710408668180>
- Bley-Vroman R. /(1989). //What is the logical problem of foreign language learning?. In S.Gass and J. Schachter (eds). *Linguistic perspectives on second language acquisition*. Cambridge: //Cambridge University Press, 41-68.
- Brown. J. D., & Rodgers, T. S. /(2002).// Doing second language research. Oxford: //Oxford University Press.
- Celce-Murcia. M. & Brinton, D. M., & Goodwin /(1996). //Teaching pronunciation: A reference for teachers of English to speakers of other languages. //Cambridge University Press.
- Cook. /(2016). //Basing teaching on the L2 user. V Cook. *Non-native language teachers*, 47-61, Performance and competence in second language acquisition, 57, 1996. 103, 1996
- Crystal.D. / (1997). // The Cambridge Encyclopedia of English Language. Cambridge: Cambridge University Press.
- Florez. M. C./ (1998). //Improving adult ESL learners’ pronunciation skills. ERIC Digest. //Retrieved December 12, 2005, //from [www.cal.org/caela/digests/ Pronun.html](http://www.cal.org/caela/digests/Pronun.html).