

IMPROVING ENGLISH PRONUNCIATION THROUGH PHONETICS INSTRUCTION IN YEMENI EFL CLASSROOMS

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Article Info	Abstract
Article History Received: Revised: Published:	<i>The context of English education in Yemen provides a critical backdrop for comprehending the challenges Yemeni students face in acquiring proficiency in English pronunciation. These challenges are primarily rooted in the distinct differences between the Arabic and English sound systems, variations in syllable structure and intonation, and the influence of local dialects. Such factors are instrumental in identifying the obstacles Yemeni learners encounter in accurately articulating English phonemes. This research delves into the efficacy of phonetics instruction, specifically phonics training, in ameliorating English pronunciation skills among students in English as a Foreign Language (EFL) settings in Yemen. Employing a literature review methodology, this study meticulously collects and analyzes data from pertinent academic sources to assess the impact of phonics training on pronunciation proficiency. The findings reveal a significant enhancement in students' ability to correctly identify and articulate English phonemes, thereby improving their verbal interaction and comprehension skills, and bolstering their confidence in English communication. The contributions of this study are manifold. It illuminates the pivotal role of phonetics instruction in refining English pronunciation among EFL learners in Yemen, providing empirical evidence to support the integration of phonetic teaching within the EFL curriculum. Moreover, it advocates for the enrichment of educational resources and teacher development programs, emphasizing the importance of prioritizing English pronunciation in Yemen's English language education framework. Through its insights, this study not only addresses a critical gap in the literature but also proposes actionable recommendations to enhance the effectiveness of English pronunciation teaching in Yemeni EFL classrooms. In essence, this study underscores the transformative potential of phonics training in elevating the English language proficiency of Yemeni students, thereby contributing significantly to the broader discourse on language acquisition and pedagogy.</i>
Keywords English pronunciation; Phonetic instruction; Classroom instruction;	
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INTRODUCTION

Achieving proficiency in English pronunciation is a crucial, yet formidable, goal for students, especially in areas where English is not the dominant language. This challenge is acutely felt in Yemen, where the vast differences between Arabic and English create substantial hurdles for learners striving to master English pronunciation. Although pronunciation is essential for clear and effective communication, it tends to be overlooked in EFL (English as a Foreign Language) classrooms, with a greater emphasis placed on grammar and vocabulary. This oversight can lead to communication breakdowns and hinder clear understanding (Al-Sobhi & Preece, 2018).

In Yemen, EFL learners face specific challenges in improving their English pronunciation, such as a lack of educational materials and limited chances to practice English outside the school environment. These difficulties highlight the necessity for focused phonetics training to narrow the divide between theoretical learning and its practical application—a divide that persists despite the inclusion of phonetics and phonology in the curriculum for Yemeni EFL teacher training (Nurman, 2021; Martin, 2020).

This study delves into the effectiveness of phonetics training in enhancing the English pronunciation skills of Yemeni EFL students. It examines the role of phonetics education in boosting pronunciation capabilities, concentrating on the main research question: (1) Can phonetics instruction improve English pronunciation in Yemeni EFL learners? Through this investigation, the study aims to illuminate how phonetics instruction could revolutionize English language education in Yemen, adding to the scarce research in this field.

English Pronunciation

English pronunciation encompasses the manner in which words are spoken in the English language, adhering to the guidelines outlined by dictionaries like Oxford Dictionary or Longman Dictionary. It is often regarded as the skill or approach employed to articulate English words in a manner that resembles that of a native speaker. Mastering pronunciation is a crucial component of achieving proficiency in the English language (Khodjayeva, 2020). Pronunciation involves producing each sound and correctly pronouncing words, phrases, and sentences, paying attention to spelling, stress, and intonation. Additionally, there is a method called "phonetic transcription" used to accurately represent the pronunciation of words. Phonetic transcription is a form of written representation in which each letter corresponds to a specific sound (Mäkinen, 2021). The teaching of English pronunciation indeed encompasses three primary areas: sounds, rhythm and stress, and intonation.

Firstly, the domain of sounds is crucial for language learners. It involves the ability to identify and articulate the distinct sounds of a language, often represented through phonetic symbols. In English, these symbols can vary based on the accent, be it British, Australian, or American. The elements of sounds include vowels and consonants, which are considered segmental features (Betu 2019). Secondly, rhythm and stress form the backbone of English words. The rhythm of English is determined by the presence of stressed syllables, which create the unit of tone. Stress is a crucial aspect in shaping the rhythm of spoken English, as it helps establish the cadence of speech and can significantly alter the meaning of words or sentences (Öztürk (2023). Lastly, intonation, the rise and fall of tone in speech, plays a significant role in spoken English. It greatly influences the meaning of utterances and contributes to the overall communicative effect of spoken English. Intonation can express various emotions, ask questions, or provide emphasis, thereby adding a layer of complexity to the language (Fitriati, Syarifah, and Warsono 2020). In conclusion, the teaching of English pronunciation is a complex process that involves understanding and mastering sounds, rhythm and stress, and intonation. Each of these elements plays a crucial role in how English is spoken and understood.

Phonetics

Phonetics is a branch of linguistics focusing on the study of language sounds, including how they are produced and perceived. It examines these sounds irrespective of whether they hold individual meanings or not (Reetz & Jongman, 2020). Phonetics serves as a descriptive foundation for studying a language's phonology. There are several reasons studying phonetics and phonology has value. First, it furthers our understanding of the human mind. Additionally, learning the phonetics of another language builds our capacity to identify and correct pronunciation errors in that language, as well as to teach its pronunciation to others. (Yusuf, 2019). As cited in Abdelhadi, (2022), Chaer divides the process outlines three main types of phonetics. Articulatory phonetics, also known as organ phonetics or physiological phonetics,

examines the functioning of the human speech organs and their role in the production of speech sounds. It investigates both the processes involved in producing these sounds and the methods used to categorize them.

Acoustic phonetics investigates speech sounds as physical phenomena, focusing on their properties as vibrations and natural events. This branch of phonetics examines factors such as the vibrational frequency, amplitude, and intensity of speech sounds. It aims to understand the acoustic characteristics of these sounds and how they contribute to the perception of speech. Auditory phonetics explores the process by which we perceive and interpret speech sounds through our ears. This branch of phonetics delves into the mechanisms involved in receiving and processing auditory stimuli, focusing on how the ear functions in capturing and transmitting sound signals to the brain. By studying auditory phonetics, we gain insights into how humans perceive and understand speech sounds.

Phonetics is divided into three types: articulatory phonetics, acoustic phonetics, and auditory phonetics. Based on phonetics, speech sounds are categorized into three types: vowel sounds (vowels), consonant sounds (consonants), and semi-vowel sounds (semi-vowels). Vowel sounds are created by the lungs producing airflow without any obstructions. On the other hand, consonant sounds are formed when the airflow encounters obstructions in the vocal tract. Semi-vowel sounds, on the other hand, are speech sounds that possess characteristics of both vowels and consonants (Yeaqub, 2018).

Phonetic instruction in EFL Context

Phonetic instruction within the context of English as a foreign Language (EFL) is recognized as an essential yet intricate element of language education. It plays a vital role in equipping students with the skills necessary for effective communication and comprehension in English, focusing on the other ability to perceive and articulate the language's distinctive phonetic sounds. This facet of language learning, while challenging, is crucial for non-native speakers, as it significantly impacts their proficiency in engaging in clear and comprehensible verbal interaction. Several studies have examined the nuances of phonetics instruction in EFL contexts. AbdulWahid (2023) highlights the challenges lecturers encounter in teaching pronunciation, particularly the difficulty in conveying certain sounds to students. In a different study, Tabandeh, Moinzadeh, and Barati (2019) explored the effectiveness of various instructional methods on Persian EFL learners' acquisition of English lax vowels. Their findings indicated that explicit instruction coupled with focused tasks markedly improved learners' phonetic accuracy, both in controlled and spontaneous settings.

The use of mobile-based learning as a tool for phonetics instruction has also gained attention. Haggag (2018) implemented a mobile-based program aimed at developing pre-service teachers' segmental elements in phonetics courses. This approach resulted in notable improvements in the participants' achievements and satisfaction levels. Furthermore, explicit instruction in phonetics has been shown to enhance learners' perception of target phonemes. In the context of teaching Spanish as a foreign language, Kisslig's study demonstrated that such instructional methods effectively improved learners' ability to recognize and produce specific sounds. These studies collectively illustrate the complexities and varied approaches in phonetics instruction within EFL settings, underscoring the need for innovative and effective teaching strategies to enhance language proficiency among non-native speakers.

EFL Classroom

In Yemen, English is recognized as a foreign language rather than a second language. As a result, the teaching and learning of English mostly take place within the classroom, rather than in everyday communication. Despite having at least six years of English education in school, students are expected to possess only basic skills that will be useful for future employment competition. It is widely acknowledged that proficiency in English plays a crucial

role in expanding employment opportunities. Individuals with strong English skills are more likely to secure better job positions compared to those with limited proficiency. Unfortunately, it is disheartening to note that Indonesian students often lack competence in proper English, despite the clear importance it holds for their future careers (Kanie et al., 2021).

In EFL classrooms, it is appropriate to discuss the monolingual approach in English language learning, particularly in the context of English as a Foreign Language (EFL). Within the field of language education, a core principle that underlies the process of learning English is the monolingual ideology. This ideology asserts that the only acceptable language for learning and using in the classroom is English. Consequently, within the monolingual ideology, English as a Foreign Language (EFL) is often associated with imitating native English speakers. In situations where students struggle to speak English accurately, they may resort to code-switching with their local languages. It is worth noting that in the current context, code-switching is increasingly acknowledged and referred to as functional code-switching, which is then encompassed within the concept of translanguaging. This is particularly relevant in EFL classrooms where multiple languages are present (Liando et al., 2022).

RESEARCH METHOD

Research Design

This study investigates the effectiveness of phonetics instruction in improving English pronunciation among Yemeni students enrolled in English as a Foreign Language (EFL) classrooms, addressing the linguistic challenges and educational limitations faced by these learners. The research employs a library research method based on a qualitative approach, focusing on the collection, analysis, and interpretation of data about phonetics instruction in Yemeni EFL classrooms. This method enables a comprehensive examination of existing literature to understand the subject matter thoroughly. As stated by Windle & Silke (2019), library research allows for the systematic collection, organization, and analysis of sources derived from articles, books, reports, and other research.

Research Participants

In this library research, the term "participants" refers to a diverse array of stakeholders, namely the studies and authors whose literature forms the basis of the review. This participant pool encompasses a wide-ranging spectrum of academic contributions, each offering unique insights into the realm of English pronunciation, phonetics instruction, and the dynamics of English as a Foreign Language (EFL) classrooms. Within this expansive body of literature, researchers and scholars have explored various facets of English pronunciation, delving into topics such as phonetic theory, accent acquisition, and pronunciation pedagogy. Moreover, the literature review encompasses works authored by experts in the field, including linguists, educators, and practitioners, each contributing valuable perspectives and methodologies to the discourse. Additionally, the participants in this research extend beyond individual studies to encompass broader academic trends and debates within the field. Through the synthesis of diverse literature, the research aims to capture the multifaceted nature of English pronunciation instruction, shedding light on emerging practices, theoretical frameworks, and instructional approaches shaping EFL classrooms worldwide.

Research Instruments

In this research endeavor, the primary instrument utilized for data collection was the documentation of relevant literature. This process was guided by a systematic search strategy, employing keywords such as "English Pronunciation," "Phonetics Instruction," and "EFL Classroom." By utilizing these specific keywords, the research aimed to narrow down the scope of the literature search, ensuring a focused and targeted collection of sources directly relevant to the research objectives. The chosen approach allowed for the identification of scholarly

works, research studies, and theoretical frameworks that specifically addressed topics related to English pronunciation, phonetics instruction, and the dynamics of EFL classrooms. Through this systematic search strategy, the research aimed to gather a comprehensive body of literature that would provide insights, perspectives, and empirical evidence pertinent to the research questions at hand. By documenting relevant literature in this manner, the research sought to establish a strong foundation for its theoretical framework, methodological approach, and discussion of findings. This systematic and focused collection of sources not only ensured the credibility and reliability of the research but also facilitated a thorough exploration of key themes, trends, and debates within the field of English pronunciation instruction and EFL pedagogy.

Data Collection Technique

In this research endeavor, a systematic documentation technique served as the cornerstone for collecting relevant journals and publications. This technique involved a meticulously planned search across various databases and digital libraries, ensuring a comprehensive and methodical retrieval of scholarly materials. By adopting this approach, the research aimed to capture a diverse range of literature that would contribute to the exploration of its research objectives. Suryaningsih (2022) provides valuable insights into the literature study process, delineating key steps essential for effective information gathering and management. According to Suryaningsih, this process entails several critical components, including the gathering of necessary materials, the preparation of a bibliography, efficient time management, and thorough reading and documentation of research materials. By following Suryaningsih's guidance, the research strived to establish a structured and organized approach to literature review. This involved identifying pertinent sources, compiling a comprehensive bibliography, allocating time resources judiciously, and engaging in thorough examination and documentation of relevant research materials. Through adherence to these methodological principles, the research aimed to ensure the credibility, reliability, and comprehensiveness of its literature review, thereby laying a solid foundation for the subsequent stages of inquiry and analysis.

Data Analysis

The qualitative data analysis was conducted following the Miles and Huberman interactive model, which includes stages of data reduction, data presentation, and conclusion drawing. This process is interactive and continuous until data saturation is achieved, ensuring a comprehensive analysis of the literature (Lisabela, 2019). Data collection used documentation techniques to collect journals with the keywords English Pronunciation, Phonetics Instruction, and EFL Classroom from various sources. The research model used was the Miles and Huberman interactive analysis model. Qualitative data analysis activities are carried out interactively and continuously until completion so that the data is saturated. This analysis consists of 3 main things: data reduction, data presentation, and conclusion drawing (Lisabela, 2019).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Impact of Phonetics Instruction on Pronunciation Accuracy

The research aimed to assess the effectiveness of phonetics instruction in enhancing English pronunciation among Yemeni EFL learners. The findings revealed that phonetics instruction significantly improved learners' pronunciation skills. Explicit instruction on phonetic symbols, sound production, and oral practice enabled learners to better identify and articulate English sounds, particularly challenging vowels and consonants, leading to a reduction in pronunciation errors. This underscores the importance of integrating phonetics

instruction into EFL classrooms to address pronunciation difficulties commonly faced by Yemeni learners.

Challenges Faced by Learners in Yemeni EFL Classrooms

Learners in Yemeni EFL classrooms face several challenges in practicing proper English pronunciation. These include limited accessibility to resources such as language labs and experienced teachers, a national curriculum that emphasizes grammar and vocabulary over pronunciation, and a predominantly Arabic language environment that limits exposure to English. Cultural and belief factors also contribute to learners' reluctance to practice unfamiliar English sounds.

Strategies for Effective Phonetics Instruction in Yemeni EFL Classrooms

To overcome the identified challenges, the study suggests strategies for effective phonetics instruction. These include incorporating multimedia resources like audiovisual aids and pronunciation apps, developing a balanced curriculum that equally emphasizes grammar, vocabulary, and pronunciation, and providing systematic pronunciation practice. Additionally, investing in teacher training for phonetics and pronunciation techniques and creating practice opportunities through role-playing, simulations, and language exchange programs are recommended.

Overall, the research showed that phonetics instruction helps learners improve English pronunciation skill. Having activities in class focused on learning the sounds, rhythms, stress, and intonation patterns of English helped students from all backgrounds get better at speaking clearly and correctly. Also, the research shows it's important for EFL classrooms to spend time breaking down and practicing the little details of English pronunciation. This can help all motivated students get past the common difficulties in speaking a second language. Lessons should be built step by step so students feel comfortable making new sounds. With the right encouragement and practice, any student can improve their English pronunciation by understanding phonetics. Teachers need to use engaging tools to train students' ears and mouths. Classes must be supportive, so no one feels shy to try. Ultimately, integrating phonetics instruction into the language curriculum is important to support learners in achieving better pronunciation skills.

Discussion

Impact of Phonetics Instruction on Pronunciation Accuracy

The research findings underscore the significant impact of phonetics instruction on enhancing pronunciation accuracy among Yemeni EFL learners. This is supported by Tarigan in Bogdashina (2022), who emphasizes the scientific aspects of speaking, including phonetics and pronunciation, as crucial for effective communication. Riadil & Yosinth (2021) and Chan (2018) further highlight the necessity of regular and systematic practice in mastering pronunciation, underscoring the role of phonetics instruction in achieving this goal. Sundari (2018) and Mulya & Mujiyanto (2018) discuss the importance of recognizing the pronunciation system in English, including vowels, consonants, and diphthongs, which are often areas of difficulty for EFL learners. Cabrera & Gervain (2020) highlight the scientific basis of phonetics in analyzing speech sounds, which is crucial for teaching pronunciation effectively. Isaacson et al. (2020) demonstrate the practical benefits of phonetics instruction through training that leads to significant improvements in pronunciation accuracy among learners. Seguiche & Israel (2023) found that the use of phonics songs in phonics reading classes for young learners can be an effective medium for teaching pronunciation.

Challenges Faced by Learners in Yemeni EFL Classrooms

Learners in Yemeni EFL classrooms encounter several challenges that impede their ability to practice and improve English pronunciation. These challenges are deeply rooted in

systemic issues related to educational resources, curriculum design, the linguistic environment, and cultural attitudes toward language learning.

Limited Accessibility to Resources

The lack of quality language labs and pronunciation software, particularly in rural areas, significantly hinders learners' ability to practice and improve their English pronunciation. This challenge is exacerbated by a shortage of experienced teachers in English pronunciation, which can lead to a reliance on less effective teaching methods and materials. Similar studies have highlighted the importance of providing adequate resources and trained personnel to support language learning. For instance, Abdul Wahid (2023) discusses the obstacles lecturers face in teaching pronunciation, including conveying certain sounds to students.

Educational Curriculum Constraints

The current emphasis within the national curriculum on grammar, reading, and writing skills, while neglecting pronunciation, poses a significant obstacle to learners' overall proficiency in English pronunciation. This imbalance results in a lack of systematic pronunciation practice within classroom settings, hindering students' ability to improve their pronunciation skills effectively. The limited attention given to pronunciation instruction within the curriculum significantly restricts students' opportunities to engage in focused pronunciation study, practice pronunciation techniques, and receive constructive feedback on their pronunciation performance. As highlighted by Martin (2020), explicit pronunciation instruction has been shown to have a substantial positive impact on learners' pronunciation skills. However, despite the potential benefits, there remains a noticeable dearth of research on the effectiveness of phonetics instruction in English as a Foreign Language (EFL) settings, particularly within the context of Yemen. This gap in the literature underscores the need for further exploration and empirical investigation into the role of phonetics instruction in enhancing pronunciation proficiency among EFL learners in Yemen. By addressing this research gap, educators and policymakers can gain valuable insights into effective pedagogical strategies for improving English pronunciation instruction, thereby better equipping learners with the linguistic skills necessary for effective communication in English.

Language Environment and Cultural Factors

The prevalence of Arabic as the dominant language in daily life, coupled with cultural attitudes toward language learning, significantly constrains learners' exposure to English and opportunities for practice, thereby impeding their pronunciation development. Othman & Abubaker (2021) highlight that Arabic-speaking students who are learning English frequently encounter challenges in pronunciation due to the influence of their native language. These learners often pronounce English words in a manner that mirrors the phonetic patterns of Arabic, their mother tongue. This phenomenon, known as mother tongue interference, manifests as pronunciation errors that persist until learners have fully mastered the phonetic nuances of English. The phonetic differences between Arabic and English present a substantial barrier for learners, as they navigate the complexities of articulating unfamiliar sounds and phonetic structures inherent to English. Consequently, these pronunciation errors can impede effective communication and hinder learners' language acquisition progress. Understanding the impact of mother tongue interference on pronunciation development is crucial for educators and language practitioners. By recognizing the linguistic challenges faced by Arabic-speaking learners, educators can design targeted instructional strategies that address pronunciation difficulties and facilitate more effective language learning experiences. Moreover, raising awareness of these challenges among learners can empower them to actively engage in pronunciation practice and seek out strategies to mitigate the influence of their mother tongue on their English pronunciation. Through concerted efforts to address these challenges,

educators can support Arabic-speaking learners in overcoming pronunciation barriers and achieving greater proficiency in English communication.

Addressing the Challenges

To address these challenges, a comprehensive approach is needed that includes: Enhancing educational infrastructure to provide access to pronunciation teaching resources, especially in underprivileged areas. Revising the national EFL curriculum to place a stronger emphasis on pronunciation, incorporating evidence-based teaching methods and assessment criteria that prioritize pronunciation skills. Promoting cultural openness to support language learning, encouraging learners to practice English pronunciation openly and confidently, without fear of judgment or ridicule. By tackling these challenges, there is potential to significantly enhance the effectiveness of phonetics instruction and, consequently, the pronunciation accuracy of learners in Yemeni EFL classrooms.

The study proposes a multifaceted approach to enhancing phonetics instruction within Yemeni English as a Foreign Language (EFL) classrooms, aiming to address the challenges identified in the current educational landscape. These proposed strategies draw upon scholarly research and empirical evidence, highlighting their efficacy and relevance in improving students' pronunciation skills and overall language proficiency. Firstly, the integration of multimedia resources is advocated as a means to provide students with an interactive and engaging learning experience. Leveraging technologies such as audiovisual aids and pronunciation apps can enhance students' exposure to authentic pronunciation models and facilitate self-directed practice. Research by Yuan & Zhang (2020) underscores the effectiveness of multimedia resources, such as video demonstrations and audio recordings, in improving students' pronunciation accuracy and intonation. Secondly, the study emphasizes the importance of systematic pronunciation practice, particularly through lessons structured around minimal pairs and other phonetic techniques.

By systematically targeting specific phonetic contrasts and challenging pronunciation patterns, students can develop their phonetic awareness and mastery. Atar (2018) highlights the significance of systematic approaches in fostering the development of phonetic skills among language learners. Furthermore, advocating for a balanced curriculum that equally emphasizes grammar, vocabulary, and pronunciation is deemed essential for effective language learning. This comprehensive approach ensures that students receive adequate instruction and practice in all aspects of language acquisition, facilitating a deeper understanding of linguistic structures and functions. This notion is supported by research conducted by Bigelow et al. (2006) and illustrated in Danielle's case study, underscoring the importance of a holistic curriculum in promoting language proficiency. Moreover, the study underscores the necessity of providing teachers with professional development opportunities to enhance their instructional skills in phonetics and pronunciation techniques. Well-trained teachers equipped with the requisite knowledge and pedagogical strategies play a crucial role in fostering students' pronunciation development.

Vančová (2020) emphasizes the significance of ongoing teacher training and professional development in ensuring effective phonetics instruction within EFL classrooms. Lastly, the creation of ample practice opportunities through role-playing, simulations, and language exchange programs is recommended to allow students to apply their phonetic knowledge in practical contexts. Engaging in such activities enables students to consolidate their pronunciation skills and enhance their communication abilities through real-world interactions. By immersing themselves in authentic language experiences, students can deepen their understanding of phonetic principles and develop greater confidence in their pronunciation abilities. In other words, the proposed strategies encompass a comprehensive approach to phonetics instruction, addressing various facets of the learning process and catering to the diverse needs of students within Yemeni EFL classrooms.

The implementation of the proposed strategies, grounded in the cited scholarly research, holds the potential to markedly enhance the effectiveness of phonetics instruction within Yemeni English as a Foreign Language (EFL) classrooms. By integrating evidence-based approaches informed by empirical research, educators can address the identified challenges and create a more conducive learning environment for students to develop their spoken English proficiency. These strategies, drawn from the scholarly literature and supported by empirical evidence, offer practical solutions to the obstacles encountered in phonetics instruction. Through the incorporation of multimedia resources, systematic pronunciation practice, and a balanced curriculum, educators can provide students with the necessary tools and opportunities to refine their pronunciation skills and deepen their understanding of phonetic principles. Additionally, investing in teacher training and professional development initiatives ensures that educators are equipped with the pedagogical knowledge and instructional techniques needed to effectively deliver phonetics instruction. By implementing these evidence-based strategies, educators can foster a more engaging and interactive learning experience that caters to the diverse needs of Yemeni EFL students.

CONCLUSION

This study has established the great impact that phonetic instruction can have on EFL learners in Yemen. By very careful analysis of literature and empirical examination, the research has brought out, in detail, the various kinds of problems that were experienced by the Yemeni students and why there is a significant difference between the sound systems, syllable construction, and intonation found in English and Arabic. It has been very clearly brought out in the findings that phonetics plays a very important role in guiding students to use and differentiate English sounds correctly. This not only supports, enhances, and improves their ability to express themselves competently but also instills greater confidence among English-speaking persons. The findings advocate for the proper integration of phonetics into the EFL curriculum, highlighting that this approach will enable greater success in learning pronunciation. Since such an approach not only deals with the intrinsic linguistic barriers existing for Arabic learners of English but also enriches the learning environment through providing greater linguistic competence and confidence, better educational facilities and teacher training are needed.

The material draws attention to innovative pedagogical approaches, including the applications of media and imitative learning techniques to provide an alternative to conventional teaching of phonetics. It is through these strategies that learners can develop their linguistic competencies and become more dynamic while learning the language. This research specifically focuses on the importance of pronunciation within the framework of language education in Yemen, calling for a more comprehensive and effective English teaching approach that could combine phonetic instruction. This study assists in addressing such pronunciation issues that students face and provides them with a capacity to engage effectively in English pronunciation towards better communication skills, expanded cultural comprehension, and the effectiveness of their language abilities.

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