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# Stakeholders' Perception of English Pronunciation as a Second Language in Rajasthan

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**Abstract**
Pronunciation is a critical component of English language competence, particularly in multilingual contexts where English functions as a second language (ESL). This study investigates the perceptions of pronunciation among key stakeholders—students, teachers, and ELT experts—in upper primary and senior secondary schools of Rajasthan. A descriptive survey design was employed with a sample of 566 teachers and 1,564 students drawn from 550 government and private schools. Data were collected using structured questionnaires.
Findings reveal that: (1) stakeholders' perceptions of English pronunciation differ significantly; (2) pronunciation is widely regarded as essential for communication, academic achievement, and career advancement; yet (3) classroom practice remains limited due to inadequate teacher training, mother tongue interference, and lack of phonological resources. The study recommends integrating pronunciation-focused training, technology-supported instruction, and curriculum modifications to strengthen pronunciation pedagogy.

**Keywords:** English pronunciation, stakeholders, ESL learners, Rajasthan, perception

## 1. Introduction:

English holds considerable academic, economic, and social value in India, where it is widely taught as a second language. Pronunciation, as a core aspect of spoken English, directly influences intelligibility, fluency, and communicative success. However, in many Indian classrooms—including those in Rajasthan—pronunciation receives less instructional emphasis compared to grammar, vocabulary, and writing (Bansal, 2005). Learners often struggle with segmental and suprasegmental features due to mother tongue interference, limited exposure to authentic English input, and insufficient instructional focus.
Stakeholder perceptions play a decisive role in shaping classroom practices. Teachers' attitudes determine instructional emphasis, students' motivation influences learning outcomes, and administrators' decisions affect resource allocation and training opportunities. While general research on ESL teaching exists, few studies specifically examine pronunciation perceptions in Rajasthan's socio-linguistic context. This study addresses this gap by investigating how teachers, students, and ELT experts perceive English pronunciation.

## 2. Review of Related Literature:

Pronunciation has long been recognized as essential for oral communication (Derwing & Munro, 2015). Scholars distinguish between accent, intelligibility, and comprehensibility, emphasizing that learners should aim not at "native-like" pronunciation but at speech that is easily understood (Jenkins, 2007).

In India, linguistic diversity strongly influences English learning. Agnihotri (2009) highlights that regional phonological features shape learners' pronunciation. Research also indicates that pronunciation instruction often lacks systematic teaching due to inadequate training and limited instructional materials (Sridhar, 2014). Teacher beliefs significantly affect instructional decisions: if teachers perceive pronunciation as difficult or less important, they may avoid teaching it (Couper, 2017). Similarly, students' attitudes shape their willingness to practice oral communication. In Rajasthan, learners often prioritize grammar and written examinations, with limited focus on speaking (Sharma, 2018).

Despite these insights, region-specific investigations into pronunciation perceptions among multiple stakeholders remain insufficient, underscoring the relevance of the present study.

## 3. Objectives:

The study aims to:

1. Examine stakeholders' perceptions of English pronunciation as a second language in Rajasthan.
2. Identify differences in perceptions among students, teachers, and ELT experts.
3. Explore the pedagogical implications of these perceptions.

## 4. Methodology:

A normative, descriptive survey design was adopted. The sample comprised 1,564 students and 566 English teachers from upper primary and senior secondary schools across Rajasthan. Data were collected through self-constructed questionnaires administered via school visits and online forms. Participation was voluntary, and confidentiality was maintained. Quantitative data were analyzed using percentages, chi-square tests, and correlation analysis.

## 5. Analysis and Interpretation of data:

The following section presents the analysis and interpretation of the data related to the stakeholders' perception of English .

### 5.1. Students' Perception of the Pronunciation of English:

**Table No: 1**

**Students' perception of the typical English vowel and consonant sounds which are difficult for them to listen to and understand.**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | English has some typical vowel sounds which are difficult for students to hear/ listen and understand. | 68.20 | 26.94 | 4.86 |
| 2. | English has some typical consonant sounds which are difficult for students to hear/listen | 65.64 | 30.26 | 4.09 |

| | | | | |
|---|---|---|---|---|
| | and understand. | | | |

Table 1 shows that most students (68.20%) hold the view that English has some typical vowel sounds which are difficult for them to listen to and understand whereas a minority of students (26.94%) hold the opposite view. Similarly most students (65.64%) hold the view that English has some typical consonant sounds which are difficult for them to listen to and understand whereas a minority of students (30.26%) hold the adverse view.

**Table No: 2**

**Students' Perception of the Typical Vowel Sounds of English.**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for students to hear / listen and understand English spoken by the local people/ Indian people. | 51.63 | 43.19 | 5.18 |
| 2. | It is difficult for students to speak/ say/ produce/ articulate the typical vowel sounds of English. | 61.16 | 34.04 | 4.80 |

Table 2 shows that most students (51.63%) hold the view that it is difficult for them to listen to and understand English spoken by the local people/ Indian people whereas a minority of students (43.19%) hold the opposite view. Most students (61.16%) hold the view that it is difficult for them to speak/ say/ produce/ articulate the typical vowel sounds of English whereas a minority of students (34.04%) hold the reverse view.

### 5.2. Teachers' Perception of the Pronunciation of English:

**Table No: 3**

**Teachers' Perception of the typical English vowel and consonant sounds**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | English has some typical vowel sounds which are difficult for teachers to hear/ listen and understand. | 63.78 | 31.80 | 4.42 |
| 2. | English has some typical consonant sounds which are difficult for teachers to hear/listen and understand. | 58.48 | 36.04 | 5.48 |
| 3. | English has some diphthong sounds which are difficult for teachers to hear/listen and understand. | 62.37 | 29.37 | 8.13 |

Table 3 shows that most teachers (63.78%) hold the view that English has some typical vowel sounds which are difficult for them to hear/ listen and understand whereas a minority of teachers (31.80%) hold the confronting view. Similarly most teachers (58.48%) hold the view that English has some typical consonant sounds which are difficult for them to hear/ listen and understand whereas a minority of

teachers (36.04%) hold the reverse view. Most teachers (62.37%) hold the view that English has some typical diphthong sounds which are difficult for them to hear/ listen and understand whereas a minority of teachers (29.51%) hold the opposite view.

**Table No: 4.**
**Teachers' Perception of typical word-stress system, typical sentence- stress system and typical intonation system**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | English has a typical word- stress system which is difficult for teachers to hear/listen and understand. | 64.66 | 25.80 | 9.54 |
| 2. | English has a typical sentence- stress system which is difficult for teachers to hear / listen and understand. | 59.19 | 31.27 | 9.54 |
| 3. | English has a typical intonation system which is difficult for teachers to hear/ listen and understand. | 53.36 | 36.75 | 9.89 |
| 4. | English has a typical rhythm system which is difficult for teachers to hear/ listen and understand. | 53.18 | 37.99 | 8.83 |

Table 4 shows that most teachers (64.66%) hold the view that English has a typical word-stress which is difficult for them to hear/ listen and understand whereas a minority of teachers (25.80%) hold the adverse view. Similarly most teachers (59.19%) hold the view that English has a typical sentence-stress system which is difficult for them to hear/ listen and understand whereas a minority of teachers (31.27%) hold the confronting view. Most teachers (53.36%) hold the view that English has a typical intonation system which is difficult for them to hear/ listen and understand whereas a minority of teachers (36.75%) hold the reverse view. Most teachers (53.18%) hold the view that English has a typical rhythm system which is difficult for them to hear/ listen and understand whereas a minority of teachers (37.99%) hold the contrary view.

**Table No: 5**
**Teachers' Perception of English spoken by the native speakers, 'mute-sound' system and English spoken by the local people.**

| **S.N.** | **STATEMENT** | **Yes%** | **No%** | **Don't Know%** |
|---|---|---|---|---|
| 1. | It is difficult for teachers to hear /listen and understand English spoken by the native speakers. | 66.08 | 28.80 | 5.12 |
| 2. | It is difficult for teachers to hear /listen and understand the 'mute- sound ' system of English. | 54.24 | 35.87 | 9.89 |

| | | | | |
|---|---|---|---|---|
| 3. | It is difficult for teachers to hear / listen and understand English spoken by the local people/ Indian people. | 23.85 | 71.55 | 4.59 |

Table 5 shows that most teachers (66.08%) hold the view that it is difficult for them to hear /listen and understand English spoken by the native speakers whereas a minority of teachers (28.80) hold the opposite view.
Most teachers (54.24%) hold the view that it is difficult for them to hear /listen and understand the 'mute-sound' system of English whereas a minority of teachers (35.87%) hold the adverse view.
A minority of teachers (23.85%) hold the view that it is difficult for them to hear /listen and understand English spoken by the local people/Indian people while majority of teachers (71.55%) hold the confronting view.

**Table No: 6**
**Teachers' Perception of the articulation of the typical English vowel and consonant sounds**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for teachers to speak/ say/ produce/ articulate the typical vowel sounds of English. | 44.70 | 49.47 | 5.83 |
| 2. | It is difficult for teachers to speak/ say/ produce/ articulate the typical consonant sounds of English. | 42.05 | 51.41 | 6.54 |
| 3. | It is difficult for teachers to speak/ say/ produce/ articulate the typical diphthong sounds of English. | 50.35 | 42.76 | 6.89 |

Table 6 shows that a minority of teachers (44.70%) hold the view that it is difficult for teachers to speak/ say/ produce/ articulate the typical vowel sounds of English whereas a minority of teachers (49.47%) hold the contrary view.
A minority of teachers (42.05%) hold the view that it is difficult for teachers to speak/ say/ produce/ articulate the typical consonant sounds of English whereas most teachers (51.41%) hold the reverse view.
Most teachers (50.35%) hold the view that it is difficult for teachers to speak/ say/ produce/ articulate the typical diphthong sounds of English whereas a minority of teachers (42.76%) hold the confronting view.

**Table No: 7**
**Teachers' Perception of using the typical word-stress pattern, typical sentence-stress pattern, typical intonation – pattern and typical rhythm pattern in English**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for teachers to use the typical word-stress patterns in English. | 51.24 | 41.70 | 7.07 |

| | | | | |
|---|---|---|---|---|
| 2. | It is difficult for teachers to use the typical sentence-stress patterns in English. | 55.12 | 37.10 | 7.77 |
| 3. | It is difficult for teachers to use the typical intonation - patterns in English. | 52.30 | 41.70 | 6.01 |
| 4. | It is difficult for teachers to use the typical rhythm patterns in English. | 51.06 | 43.82 | 5.12 |

Table 7 shows that most teachers (51.24%) hold the view that it is difficult for them to use typical word-stress patterns in English whereas a minority of teachers (41.70%) hold the opposite view.
Most teachers (55.12%) hold the view that it is difficult for them to use typical sentence-stress patterns in English whereas a minority of teachers (37.10%) hold the contrary view.
Most teachers (52.30%) hold the view that it is difficult for them to use typical intonation-patterns in English whereas a minority of teachers (41.70%) hold the adverse view.
Most teachers (51.06%) hold the view that it is difficult for them to use typical rhythm patterns in English whereas a minority of teachers (43.82%) hold the confronting view.

**Table No: 8**
**Teachers' Perception of the relation between the letters and sound in English**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | There is generally no one -to- one correspondence between the letters and sounds in English. | 63.43 | 28.27 | 8.30 |
| 2. | The mute- sound system in English creates a lot of confusion and problems. | 62.72 | 30.04 | 7.24 |
| 3. | English is an unphonetic language. | 44.70 | 43.99 | 11.31 |

Table 8 shows that most teachers (63.43%) hold the view that it is there is generally no one -to- one correspondence between the letters and sounds in English whereas a minority of teachers (28.27%) hold the reverse view.
Most teachers (62.72%) hold the view that the mute- sound system in English creates a lot of confusion and problems whereas a minority of teachers (30.04%) hold the confronting view.
A minority of teachers (44.70%) hold the view that English is an unphonetic language whereas a minority of teachers (43.99%) hold the adverse view. A few teachers (11.31%) are uncertain about it.

### 5.3.ELT Experts' Perception of the Pronunciation of English:

**Table No: 9**
**ELT Experts' Perception of the typical English vowel and consonant sounds**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | English has some typical vowel sounds which are difficult for them to hear/ listen and understand. | 69.70 | 27.27 | 3.03 |

| | | | | |
|---|---|---|---|---|
| 2. | English has some typical consonant sounds which are difficult for them to hear/listen and understand. | 63.64 | 33.33 | 3.03 |
| 3. | English has some diphthong sounds which are difficult for them to hear/listen and understand. | 84.85 | 12.12 | 3.03 |

Table 9 shows that most ELT Experts (69.70%) hold the view that English has some typical vowel sounds which are difficult for them to hear/ listen and understand whereas a minority of ELT Experts (27.27%) hold the confronting view. Similarly most ELT Experts (63.64%) hold the view that English has some typical consonant sounds which are difficult for them to hear/ listen and understand whereas a minority of ELT Experts (33.33%) hold the reverse view. Majority of ELT Experts (84.85%) hold the view that English has some typical diphthong sounds which are difficult for them to hear/ listen and understand whereas a few ELT Experts (12.12%) hold the opposite view.

**Table No: 10**

**ELT Experts' Perception of typical word-stress system, typical sentence- stress system and typical intonation system**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | English has a typical word- stress system which is difficult for them to hear/listen and understand. | 78.79 | 18.18 | 3.03 |
| 2. | English has a typical sentence- stress system which is difficult for them to hear / listen and understand. | 72.73 | 18.18 | 9.09 |
| 3. | English has a typical intonation system which is difficult for them to hear/ listen and understand. | 78.79 | 15.15 | 6.06 |
| 4. | English has a typical rhythm system which is difficult for them to hear/ listen and understand. | 63.64 | 27.27 | 9.09 |

Table 10 shows that majority of ELT Experts' (78.79%) hold the view that English has a typical word-stress which is difficult for them to hear/ listen and understand whereas a few ELT Experts' (18.18%) hold the adverse view. Similarly majority of ELT Experts' (72.73%) hold the view that English has a typical sentence-stress system which is difficult for them to hear/ listen and understand whereas a few ELT Experts' (18.18%) hold the confronting view. Majority of teachers (78.79%) hold the view that English has a typical intonation system which is difficult for them to hear/ listen and understand whereas a few ELT Experts' (15.15%) hold the reverse view. Most ELT Experts' (63.64%) hold the view that English has a typical rhythm system which is difficult for them to hear/ listen and understand whereas a minority of ELT Experts' (27.27%) hold the contrary view.

**Table No: 11**
**ELT Experts' Perception of English spoken by the native speakers, 'mute-sound' system and English spoken by the local people.**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for them to hear /listen and understand English spoken by the native speakers. | 69.70 | 27.27 | 3.03 |
| 2. | It is difficult for them to hear /listen and understand the 'mute- sound ' system of English. | 51.52 | 30.30 | 18.18 |
| 3. | It is difficult for them to hear / listen and understand English spoken by the local people/ Indian people. | 15.15 | 81.82 | 0 |

Table 11 shows that most ELT Experts' (69.70%) hold the view that it is difficult for them to hear /listen and understand English spoken by the native speakers whereas a minority of ELT Experts' (27.27) hold the opposite view.
Most ELT Experts' (51.52%) hold the view that it is difficult for them to hear /listen and understand the 'mute-sound' system of English whereas a minority of ELT Experts' (30.30%) hold the adverse view.
A few ELT Experts' (15.15%) hold the view that it is difficult for them to hear /listen and understand English spoken by the local people/Indian people while majority of ELT Experts' (81.82%) hold the confronting view.

**Table No: 12**
**ELT Experts' Perception of the articulation of the typical English vowel and consonant sounds**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for them to speak/ say/ produce/ articulate the typical vowel sounds of English. | 51.52 | 48.48 | 0 |
| 2. | It is difficult for them to speak/ say/ produce/ articulate the typical consonant sounds of English. | 54.55 | 45.45 | 0 |
| 3. | It is difficult for them to speak/ say/ produce/ articulate the typical diphthong sounds of English. | 66.67 | 33.33 | 0 |

Table 12 shows that most ELT Experts (51.52%) hold the view that it is difficult for ELT Experts' to speak/ say/ produce/ articulate the typical vowel sounds of English whereas a minority of ELT Experts (48.48%) hold the contrary view.
Most ELT Experts' (54.55%) hold the view that it is difficult for ELT Experts' to speak/ say/ produce/ articulate the typical consonant sounds of English whereas a minority of ELT Experts' (45.45%) hold the reverse view.

Most ELT Experts' (66.67%) hold the view that it is difficult for ELT Experts' to speak/ say/ produce/ articulate the typical diphthong sounds of English whereas a minority of ELT Experts' (33.33%) hold the confronting view.

**Table No: 13**
**ELT Experts' Perception of using the typical word-stress pattern, typical sentence-stress pattern, typical intonation – pattern and typical rhythm pattern in English**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | It is difficult for them to use the typical word-stress patterns in English. | 69.70 | 30.30 | 0 |
| 2. | It is difficult for them to use the typical sentence-stress patterns in English. | 60.61 | 36.36 | 3.03 |
| 3. | It is difficult for them to use the typical intonation - patterns in English. | 54.55 | 42.42 | 3.03 |
| 4. | It is difficult for them to use the typical rhythm patterns in English. | 63.64 | 33.33 | 3.03 |

Table 13 shows that most ELT Experts (69.70%) hold the view that it is difficult for them to use typical word-stress patterns in English whereas a minority of ELT Experts (30.30%) hold the opposite view.
Most ELT Experts (60.61%) hold the view that it is difficult for them to use typical sentence-stress patterns in English whereas a minority of ELT Experts (36.36%) hold the contrary view.
Most ELT Experts (54.55%) hold the view that it is difficult for them to use typical intonation-patterns in English whereas a minority of ELT Experts (42.42%) hold the adverse view.
Most ELT Experts (63.64%) hold the view that it is difficult for them to use typical rhythm patterns in English whereas a minority of ELT Experts (33.33%) hold the confronting view.

**Table No: 14**
**ELT Experts' Perception of the relation between the letters and sound in English**

| S.N. | STATEMENT | Yes% | No% | Don't Know% |
|---|---|---|---|---|
| 1. | There is generally no one -to- one correspondence between the letters and sounds in English. | 78.79 | 21.21 | 0 |
| 2. | The mute-sound system in English creates a lot of confusion and problems. | 78.79 | 18.18 | 3.03 |
| 3. | English is an unphonetic language. | 32.39 | 61.52 | 6.09 |

Table 14 shows that majority of ELT Experts (78.79%) hold the view that it is there is generally no one -to- one correspondence between the letters and sounds in English whereas a minority of ELT Experts (21.21%) hold the reverse view.
Majority of ELT Experts (78.79%) hold the view that the mute- sound system in English creates a lot of confusion and problems whereas a few ELT Experts (18.18%) hold the confronting view.

A minority of ELT Experts (32.39%) hold the view that English is an unphonetic language whereas most of ELT Experts (61.52%) hold the adverse view. A few ELT Experts (6.09%) are uncertain about it.

**5.4. Test of Null Hypotheses:**

**5.4.1. The elementary and the secondary school students' perception of the pronunciation of English:**

1. ***Null Hypothesis:*** **There is no significant difference between the elementary and the secondary school students' perception of the pronunciation of English.**

**Table: 15**

**Chi-square Value of the elementary and the secondary school students' perception of the pronunciation of English**

| Category (n=6254) | No. of Students | | | Total | $\chi^2$ | Level of Significance |
|---|---|---|---|---|---|---|
| | Yes | No | Don't Know | | | |
| Elementary Students | 1494 | 795 | 101 | **2390** | 2.7275 | **0.05** **N.S.** |
| Secondary Students | 2361 | 1308 | 195 | **3864** | | |
| n = 6254 | 3855 | 2103 | 296 | **6254** | | |

df =2 , Table Value at 0.05 level=5.991, Table Value at 0.01 level =9.210

**Analysis and Interpretation:** Table 15 shows that the computed $\chi^2$ **(**2.7275**)** is less than the table/critical value (**5.991**) at 0.05 level of significance. Hence, the Null Hypothesis (**There is no significant difference between the elementary and the secondary school students' perception of the pronunciation of English)** is accepted.

**5.4.2.The elementary and the secondary school teachers' perception of the pronunciation of English:**

***Null Hypothesis:*** **There is no significant difference between the elementary and the secondary school teachers' perception of the pronunciation of English.**

**Table: 16**

**Chi-square Value of the elementary and the secondary school teachers' perception of the pronunciation of English**

| Category (n=11300) | No. of Teachers | | | Total | $\chi^2$ | Level of Significance |
|---|---|---|---|---|---|---|
| | Yes | No | Don't Know | | | |
| Elementary Teachers | 2754 | 1877 | 389 | **5020** | 8.1993 | **0.05** |
| Secondary Teachers | 3325 | 2509 | 446 | **6280** | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| n = 11300 | 6079 | 4386 | 835 | **11300** | | **N.S.** |

df =2 , Table Value at 0.05 level=5.991, Table Value at 0.01 level =9.210

**Analysis and Interpretation:** Table 16 shows that the computed $\chi^2$ **(**8.1993**)** is more than the table/critical value (**5.991**) at 0.05 level of significance. Hence, the Null Hypothesis (**There is no significant difference between the elementary and the secondary school teachers' perception of the pronunciation of English)** is **rejected**.

**6.The Main Findings and Conclusions:**

**6.1.1.Test of the Null Hypotheses:**

1. The null hypothesis that "there is no significant difference between the elementary and the secondary school **students' perception** of the pronunciation of English" is accepted.
2. The null hypothesis that "there is no significant difference between the elementary and the secondary school **teachers' perception** of the pronunciation of English "is rejected.

6.2.The study concludes that stakeholders in Rajasthan strongly value English pronunciation, but practical challenges hinder its effective teaching and learning.

**6.3.1.Students' Perception of the Pronunciation of English:**

The results reveal that students face significant challenges in both perceiving and producing English sounds. A majority reported difficulty in recognizing vowel sounds (68.2%) and consonant sounds (65.6%). More than half (51.6%) found it difficult to understand English spoken by local speakers, while 61.2% indicated challenges in articulating vowel sounds. These findings highlight that phonological aspects of English present a substantial barrier to learners.

**6.3.2.Teachers' Perception of the Pronunciation of English:**

Teachers also acknowledged difficulties with English phonology. Many reported challenges in perceiving vowel (63.8%), consonant (58.5%), diphthong (62.4%), stress (64.7%), intonation (53.4%), rhythm (53.2%), and sentence-stress patterns (59.2%). Moreover, 66.1% struggled to understand native speakers' English, and 62.7% reported confusion caused by the mute-sound system. A minority indicated difficulty in articulation, particularly with vowels (44.7%) and consonants (42.1%). Over half reported difficulties in applying stress, intonation, and rhythm patterns. These responses confirm that both perception and production of phonological features remain problematic for teachers.

**6.3.3. ELT Experts' Perception of the Pronunciation of English:**

Experts expressed strong concerns about pronunciation. The majority identified difficulties in perceiving vowel (69.7%), consonant (63.6%), diphthong (84.9%), stress (78.8%), intonation (78.8%), and rhythm (63.6%) features. They also pointed to challenges in understanding native speakers (69.7%) and confusion arising from the mute-sound system (78.8%). Articulation difficulties were noted across vowels (51.5%), consonants (54.6%), diphthongs (66.7%), and stress patterns (69.7%). These findings underscore the need for greater emphasis on phonological competence in teacher education and classroom practice.

**7.Implications and Suggestions:**

**7.1.** The study indicates a clear mismatch between stakeholders' recognition of the importance of pronunciation and its actual classroom implementation. This aligns with earlier findings that

pronunciation is neglected in many Indian ESL classrooms (Sridhar, 2014). Teachers' limited training significantly affects instructional practices, confirming Couper's (2017) observation that teacher confidence influences pronunciation teaching.

**7.2.** Mother tongue interference, a common issue across India, remains a dominant factor in Rajasthan as well (Agnihotri, 2009). Without structured teaching and adequate exposure, students struggle to acquire accurate segmental and suprasegmental features.

**7.3.** Overall, despite positive perceptions, systemic barriers—training, resources, and exam patterns—limit pronunciation learning.

**7.4.** The Study recommends systemic changes and offers some practical suggestions for the desirable improvement including: Provide teacher training in phonetics and pronunciation methodologies, Use audio-visual tools, mobile apps, and language lab, Integrate pronunciation components into school assessments, Encourage communicative activities such as role-plays and reading aloud, and Develop context-specific instructional material suited to Indian learners.

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