

**EXPLORING EFL TEACHERS' VIEWS ON INTERMEDIATE STUDENTS'  
PRONUNCIATION DIFFICULTIES IN BENINESE SECONDARY SCHOOLS:  
CASE OF THE LITTORAL REGION**

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**ABSTRACT**

This paper explores EFL teachers' views on the intermediate students' pronunciation difficulties in Beninese secondary schools of the Littoral region. A questionnaire was distributed to sixty (60) EFL teachers selected from six schools of the said region. The data obtained were analyzed through Microsoft Excel<sup>®</sup> 2007 and rendered in the form of figures. The study results show that participants agree that pronunciation should be taught first before grammar and vocabulary. They indicate that pronunciation is the most difficult aspect to be taught because there are no fixed rules that may help them to do so and more importantly to know that they are not doing it well. The great variability and personal preferences and views attached to this issue seem to have determined answers. That may be why they also agree that the intermediate level is appropriate for teaching pronunciation. However, some participants claim that teaching pronunciation should be for beginners. We believe that beginners should learn simple things about pronunciation, such as vowels and consonants. On the issue of suitability, teacher participants answered diversely. For some of them, the English curriculum goes with the learners' abilities and there is no problem faced. Others answered "no" and explained that the curriculum should be reduced. The time devoted to teaching pronunciation is insufficient and has to be augmented. This is because the longer time devoted to teaching pronunciation the better it is for the learners. As far as the correction of learners' pronunciation is concerned, teachers indicated that correction is useful. But over-correction is to be avoided so as not to make the learners unwilling to speak.

**KEYWORDS:** Pronunciation Difficulties, EFL Teachers, Perspectives, Intermediate Learners