

Enhancing English Pronunciation Among B.Ed., Trainees by Implementing Selected Strategies



Education

KEYWORDS: Selected strategies, enhancing English pronunciation, B.Ed teacher trainees, vocabulary, thinking power, reading skills.

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ABSTRACT

In this article we have dealt with the concept of enhancing English pronunciation of B.Ed., optional I teacher trainees by implementing the selected strategies for pronunciation namely Segmentation and Blending, Pronunciation Drills and Audio Assistance. The non native speakers of English find English pronunciation very difficult as they do not receive any systematic pronunciation training from the basics. With proper guidance in articulation and drill and practice in English sounds through the selected strategies, we can enhance the learners' pronunciation. Pronunciation strategies are very useful in giving training and drill and practice. Along with the development in pronunciation learners acquire good reading skills, thinking power, correct spelling, vocabulary and interest to use English language. As these are learner centered the students use these activities freely without any fear or hesitation. These strategies can be used frequently in the English class rooms to motivate the learners to pronounce well.

INTRODUCTION

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. English language is one of the major tools to establish our viewpoint (Gowrie, S, Saravanakumar, AR and Dr.S.Subbiah, 2012). Through English we can learn from others experience; can check the theories of foreigners against our experience; can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers.

RATIONALE FOR THE STUDY

The effectiveness of selected strategies will enhance English pronunciation among the B.Ed trainees. The researcher finds that the selected strategies are more appropriate in training the students in pronunciation than any other approach. She finds that the strategies are helpful in making clear the concept of pronunciation, the production of speech sounds, the organs involved in the production of sounds and to retain the sounds in memory easily and to speak confidently in their day to day life. Hence the study is necessitated.

NEED AND SIGNIFICANCE THE STUDY

The level of achievement of the students in English examination is poor. The students who are learning English as a second language for their academic development are faced so many problems for learning English fluently. They do not develop language skills at the optimum level. The English language teachers use so many teaching techniques for teaching various types of lessons (prose, poetry, drama, fiction, grammar and linguistic items and etc.). But still the students' level of achievement in English does

not reach desired level. This is caused by students' improper pronunciation. They do not bother about the art of pronunciation skill. So, they lose the main idea of the lesson. This is caused by the students' problems in pronunciation.

Most of the English language teachers use the traditional method of teaching to teach a lesson. The traditional methods is nothing but the lecture method because of the unavailability and non development of the scientific and information technology, the English teachers in the olden days used traditional method of teaching. Now every institution has the computer facility. They use the available teaching equipments for teaching the subject at the maximum level. Most of the teachers do not utilize the new and modern methods of the teaching. The selected methods increase the effectiveness of pronunciation (Saravanakumar, AR and Dr.S.Subbiah, 2011). If the method of teaching is effective consequently the learning too would be effective. The traditional methods could not maximize the students' ability in pronunciation. In the traditional method of teaching there was no expected achievement outcomes exist from the students while in the process of enhancing pronunciation. In the research, the investigator identified the nuclear part of the strategies to enhance pronunciation of the B.Ed trainees. The further researchers easily proceed their research related to pronunciation in a multi dimensional way on the basis of their research study.

SCOPE OF THE STUDY

The study focuses mainly on pronunciation rather than any aspects of English. It is restricted to the B.Ed special and general English students of Sri Raja Raajan College of Education, Amarahipudhur. The sample size is restricted to 60 students.

Statement of the problem

The language teacher and the students should be made know the importance of pronunciation and the various factors that improve pronunciation instruction which plays an important role in the present globalization scenario.

Pronunciation building strategies play a key role in the success of pronunciation development. So the students should understand the factors like, sounds in English, articulation of speech sounds, the air stream mechanism and the teaching strategies to enhance English pronunciation (Gowrie, S, Saravanakumar, AR and Dr.S.Subbiah, 2012). The lack of achievement of the students in pronunciation is caused by the lack of knowledge of this area among both teachers and students.

So the investigator made an attempt to find out the affecting factors which are related to pronunciation.

The investigator viewed that the students have poor utterance of speech sounds. On the basis of this need the investigator thought that by changing the method of teaching, the achievement of students in pronunciation may be increased. So the researcher made an attempt to implement the selected strategies. Hence the investigator attempted to apply these selected strategies in the B.Ed., trainees.

OBJECTIVES OF THE STUDY

To develop, validate and test the effectiveness of the selected strategies in enhancing English pronunciation among B.Ed trainees.

ASSUMPTIONS OF THE STUDY

The present research investigation is based on the following assumption.

- It is possible to identify the factors affecting pronunciation.
- Pronunciation is depending on the language skills such as listening, speaking and reading.
- It is possible to enhance English pronunciation through the selected strategies.
- It is assumed that the B.Ed students' pronunciation in English is improper and they find it difficult to get their pronunciation right. They do not know the basic sounds of English and the symbols through which the sounds are represented. And it is assumed that the selected strategies will definitely enhance their English pronunciation

METHODOLOGY

RESEARCH METHOD

For the present study, parallel group experimental design has been chosen by the researcher. This design has the relative effect of two groups or application of two treatments on two different groups such as

- Control group
- Experimental group

The parallel group, pre-test, progressive test, post-test design was used in this study.

SAMPLE

The experimental method was conducted in this study. The experimentation was conducted in the teacher trainees of B.Ed., in SRI RAJA RAJAN COLLEGE OF EDUCATION at karaikudi in Sivagangai district. The teacher trainees were selected on the basis of purposive sampling technique. The total strength of the B.Ed teacher trainees were 60. The optional I (English) Teacher trainees were selected for the experimentation of this study. The pre test, treatment, progressive test treatment and post test were conducted in this study.

TOOLS

The following tools are used in the study

- Observation (Informal observation)
- Opinionnaire (Open-Ended questionnaire)
- Pronunciation Test
- Selected strategies.
- Segmentation and Blending.
- Pronunciation Drills.
- Audio Assistance

STATISTICAL ANALYSIS

The following statistical techniques are used for the analysis of data.

1. Descriptive analysis
2. Differential analysis

FINDINGS OF THE STUDY

1. The selected strategies significantly enhanced the standard of pronunciation of the experimental group optional I English teacher trainees
2. The selected strategies significantly enhanced the standard of pronunciation of both boys and girls equally.
3. The selected strategies significantly enhanced the standard of pronunciation of the Tamil medium and English medium students equally.
4. The selected strategies significantly enhanced the standard of pronunciation of the experimental group optional I English teacher trainees irrespective of their different major subjects.

CONCLUSION

In conclusion, it could be said that there are some factors which are important for pronunciation teaching and learning. The first one is correct pronunciation. Correct pronunciation has a significant role in a foreign language. This role should be known and comprehended by foreign language teachers. In addition, foreign language learners and language teachers should emphasize pronunciation. Secondly, in teaching pronunciation process, teachers should consider the factors that affect pronunciation teaching process. Pronunciation should be taught as possible as early, especially in the childhood. (Gowrie, S, Saravanakumar, AR and Dr.S.Subbiah, 2012). Finally, while teaching pronunciation, learners may encounter some problems and because of that situation, they may get bored. Hancock (1995) explains that language teachers should prevent this situation by using games and some effective activities such as drills and games. The pronunciation strategies are of better use in developing pronunciation. Thus, in the process of learning a foreign language, pronunciation should be considered as the most important element because, it affects all language skills such as; comprehension, listening and speaking.

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