EFFECTIVENESS Of LANGUAGE LAB ACTIVITIES IN DEVELOPING THE PRONUNCIATION SKILLS

2017-18

विद्यया ऽ मृतमश्नुते

NCERT

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Preface

Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning has therefore become a must for any Indian student today.

Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of listening, speaking, reading and writing have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or an institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation.

The language laboratory plays an important role in the language learning process. As it is a technological aid for learning, it has a number of advanced facilities that can help students to learn a language with proficiency to communicate. It has become inevitable in today's context but, at the same time, it poses certain challenges.

It is required of any learner to have a good command of language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What helps one to acquire such proficiency in a language is the process and the method of learning that language.

The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very

common in Western countries to train children in the laboratory to enrich their language learning experiences.

Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room grading and distance learning.

The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

Acknowledgement

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CHAPTER 1
INTRODUCTION

1.0 Introduction

With the pervasive influence of technology on education-relationship between language ability and lab use have gained more attention during the last decade. Lab assisted language learning (L-A-L-L)is often perceived as an approach to language teaching and learning in which the lab is used as an aid to the presentation reinforcement and assessment of material going to be learned. As Hashemi and Aziznezhad (2011) stated one of the advantages of L-A-L-L is that it helps to generate autonomous learners. Another merit is that it has a new crucial role in teaching material. In other words using L-A-L-L in learning pedagogy reinforces current practices and promotes curriculum. They also believed that before applying lab in learning pedagogy, teachers should consider many important factors. First of all they should evaluate the learners-lab skills to make them aware of the basic lab skills. The second factor is the learners language level and navigation on the web. As far as most of the web sites are in English the students require high knowledge of the English language. The last but not the least factor is some technical issues which should be taken into account such as access to network environment, use of modern equipments and software awareness of basic internet technology and potential problems faced by teachers.

1.1 Effect of Using Labs on Learning English Language Pronunciation

Most current teachers resources are designed to provide E-S-L instructors with guidance in how to learn pronunciation. One thing notable is that these resources take departure from earlier texts in that they place more emphasis on supra segmental aspects of speech(rhythm, intonation and stress)which are perceived to be more important from communicative point of view. Many new resources intended for use in classroom also reflect the increased emphasis on supra

segmental features, Most of the pronunciation materials still reflect strong audio lingual focus despite efforts to include more communicative activities. Although second language learners are often able to modify their pronunciation to the accent that native listeners find their production significantly easier to understand. Nonetheless given that comprehensibility can be enhanced it is important to know that which aspect causes the most problems for listeners. In 1992 Anderson-Heich and others stated that prosodic factors are more important than segmental. Although segmental learning was beneficial when learners were asked to read sentences aloud, they advocated an approach to pronunciation instruction in which segmental are included but prosodic elements receive the major emphasis. In the pedagogy of learning through language lab there are guided exercises that help learners to assimilate phonetics:

- the guided mode: offers a step by step study course organized into learning paths. This mode focuses on acquiring pronunciation by practicing and applying the rules.
- the free to room mode : it gives learner option of learning by topic and linguistics skills are useful for this level
- the dynamic mode : Advanced learners can immediately in authentic learning context through various dialogues and videos which illustrates everyday and professional life and are in line with current pedagogical trends familiarizing learners with the voicing of the language using recording mode by native speakers.

1.2 Use of language lab with teachers console

Language lab can be used for learning pronunciation through teachers console and language learning software. It acts as platform for language practice by correcting pronunciation through interactive lessons and communicative ways at the pace of the learner. Language lab may have following objectives, purposes and functions to work upon-

- to maintain good linguistics competence through accuracy in pronunciation.

- to develop pragmatic competence to understand and correct pronunciation of words.

- to enrich the discourse competence so as to prepare learner to be able to produce and contextualize clear speech.

- to acquire strategies competence for spoken language and to use it in a wide range of communication strategies.

Teacher's console help in learning pronunciations

- by introducing audio and video broadcasting so as to provide live video and audio from educational channel of TV or internet and to broadcast audio and video from any analog source such as DVD, MP3 or CD.

- by speech drill exercises .

- by practicing voice based activities like speech drill through model imitation, voice recording, voice graph and variable speed playback to neutralize accent and acquire fluency.

- group discussion: To bring learners in to random or standard groups and to conduct group discussion and role play from their work stations. Live recording of discussion content for each group should be separate so that teachers can provide feedback on their performances.

1.3 Language Labs: An overview of The Trends

1-Behaviourism and constructivism:

Although recording technology during the 1970s and 1980s continued to progress, language-lab approaches apparently began to fall out of favour . The reason for this perceptible loss of self-efficacy for language labs most likely had its roots partly in the methodological move away from structural approaches to language learning, to a flurry of novel, outwardly sturdy but often transient techniques for second

language acquisition. Well-known such approaches include: The Silent Way (Gattegno 1972); Total Physical Response (Asher 1969); Community Language Teaching (Curran 1976); Suggestopedia (Lozanov 1978); Communicative Approaches (Brumfit and Johnson 1979, Widdowson 1978, Yalden 1983); The Natural Way (Krashen and Terrell 1983).

Even though behaviorist theory with its asserted "filling-the-blank-slate" (Beatty 3001: 94), rote-learning and repetitive drilling (pejoratively known as "drill and kill" (Warschauer and Healey 1998) came under a cognitive attack from Chomsky in 1964, strangely it is still discussed and compared to the now trendy and dominant constructivist model in modern CALL literature. Beatty (2003: 91) for instance attempts to elucidate how constructivism differs radically from behaviorism suggesting that learning is a process by which learners construct new ideas or concepts by making use of their knowledge and experience; the learner "has greater control and responsibility over what he or she learns" (Beatty 2003: 91). Beatty (2003: 99-100) also asserts that collaboration is an important activity in CALL as it encourages social skills and thinking skills and it mirrors the way in which learners often need to work once they leave the academic setting. There is also an imposing and compelling literature base that discusses the benefits of collaboration (e.g. Candlin 1981; Chaudron 1988; Ellis 1998; Nunan 1992). Modern language-lab Web pages also often refer to the concept of taking control and responsibility over learning; for instance in the programmer on the Yale University's Web page, it is stated that students "must be self-directed and self-disciplined, and they must be willing and able to assume full responsibility for their learning".

2. Autonomous learning as a construct

Autonomous learning is now a language-lab buzzword; it has therefore become a feature of self-access centers or language labs. For instance, the University of Hull's states that students can work independently on language learning in a

comfortable and well-resourced environment or the University of Nebraska-Lincoln's maintains that lab work is of an individual, independent nature and that instructors "may check" lab work. Moreover, et al. (3005: 30) state that with regard to complete commercial language courses (courseware) to be used online, facilitated through a language lab, the general consensus of opinion is that one principle of usage should reflect the need to allow the learner to proceed from dependence to autonomy in any learning activity. Benson (2001) states that recent research in the field of autonomy has drawn freely on research in the constructivist tradition within which works of Kelly (1963); Barnes (1976), Kolb (1984), Vygotsky (1978) have been especially influential. Benson (2001) maintains that autonomous learning is learning in which the learners themselves determine the objectives, progress and evaluation of learning; autonomy refers to the learner's broad approach to the learning process, rather than a particular mode of teaching or learning. It also has a robust literature base (e.g. Breen and Candlin 1980; Little 1997; Riley 1988). Benson (2001: 22-46) holds that the "concept of autonomy in language learning has influenced and has been influenced by a variety of approaches within the field" (e.g. Kilpatrick 3933; Freire 3974; Rogers 1969). Yet, Benson (2001), who maintains a comprehensive on autonomy, in his book on autonomy in language learning is somewhat tentative when he summarizes that-We still know relatively little about the ways in which practices associated with autonomy work to foster autonomy, alone or in combination, or about the contextual factors that influence their effectiveness. We are also unable to argue based on empirical data, that autonomous language learners learn languages more effectively than others, nor do we know exactly how the development of autonomy and language acquisition interact. (Benson 2001: 224)

Personalised learning is about tailoring education to the individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest possible standards, it is therefore closely associated with autonomous learning in

which the learners themselves determine the objectives, progress and evaluation of learning, Personalisation of learning connotes learning targeted at specific needs or specific interests of the learner, whereas autonomous learning broadly speaking requires learners to become more pro-active about what they learn. The Oxford University Language Centre for instance is in effect personalising learning when it investigates how learners can best maintain and develop their French or German language skills independently. In this project, students, whose language level is initially assessed using a placement test, have the opportunity to liaise with a language adviser and work out a programme to suit their own needs. Moreover, the British Educational Communications and Technology Agency seems to be propagating the construct of personalised learning; yet personalised learning might also be mutating the learner-teacher bond.

A persistent theme is the extent to which ICT can make the learning experience more personalised, more targeted at the needs of the individual learner. Combinations of technology and applications give greater choice in relation to what, when and where to study, selecting according to interests, learning styles and preferences and need. Such systems can give the pupil more autonomy and independence with regard to learning and a range of sources to draw on. This can be unsettling for some teachers and may well change the dynamics of the pupil-teacher relationship. There is little in the literature on the potential impact on relationships in the classroom as schools develop e-capability and use ICT to support the learning process more widely. (Condie and Munro 2007: 6-7)This asserted potential change of classroom dynamics is all the more relevant when the impact of ICT on attainment is considered, Condie and Munro (2007: 4) for instance with regard to the impact of ICT on attainment appear tentative when stating that "at present the evidence on attainment is somewhat inconsistent, although it does appear that, in some contexts, with some pupils, in some disciplines, attainment has been enhanced".

3. The digital revolution and self-access:

The onset of the digital revolution in the early 1980s with, Apple Computer iPods (2001) and the comprehensive advancement in computer reliable Internet services and devices provided new tools for language labs .Benson (2001: 114) argues that historically "self-access centres (or language labs) have occupied a central position in the practice of autonomy and many teachers have come to the idea of autonomy through their work in them". A self-access centre is essentially a language lab in which learning resources such as audio, video and computer stations, audio/videotapes, computer software and printed materials are made directly available to learners. However, whether or how the users of such self-access centres use materials in a way that enables them to construct new ideas and so take control over their own learning (autonomy/constructivism) or drill and repeat (behaviourism/audio-lingual) seems less relevant than whether there is any measurable outcome for the learner or tutor.

4. Language-lab facilities:

Modern language labs offer an extensive and growing range of services to users. Most of the services relate to offering a variety of modes of learning foreign languages and developing a corresponding assortment of materials for such languages. As a result, such language labs often have a developed administrative and state-of-the-art technical infrastructure. Another area that modern language labs are widening pertains to innovation and development.

5. Language-learning materials' related:

Language labs offer a broad range of learning materials and modes of language learning. Language labs also usually offer a variety of online language links. The relatively recent emergence of numerous methods that transfer and receive information and the appearance of progressively more sophisticated e-learning platforms and authoring tools is pushing the evolution of ICT up a gear making it increasingly challenging for language labs to keep up or increasingly risky for

them not to. The escalation of technological innovations however may be redounding to the benefit of those that create the technologies and is opening a Pandora's e-box of wonders and wizardries .Some of the latest buzzwords include Autonomous language learning is now the vogue and the con learner and the felicitous advancements in ICT have become seemingly ideal partners for marriage, though it might be worth remembering that not every marriage works out happily in the end. Thus language labs in this eddy of ICT change will need to make brave and thoughtful decisions regarding why new technologies should be promoted and whether the theoretical constructs for which these new technologies are supposedly suitable can be operationalised effectually. One substantive realization for language-lab researchers in the current torrent of technological change should concern the relevance of the "human ware", More explicitly, how new technologies might strengthen the age-old and multifaceted bond between the pupil and human-teacher. There is also a danger in the current and innovative drive to brand-stretch key language-lab services, with the possible effect of enabling a language lab to take on a more prominent role in its educational institution, that the language lab may lose its traditional

identity as a place to learn foreign languages. Moreover, it is in this area that innovative research regarding what is effective and practicable is needed. Finally, research is also required to assess, in spite of all the new lab gadgets and theoretical constructs, how prevalent audio- lingualism still is in the learning of foreign languages in modern language labs.

1.4 Need and justification of the problem

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Correct pronunciation is a basis for effective communication in English. Improper pronunciation can lead to negative or gaps in efficient communication. Proper pronunciation can be defined as a reproduction of language sounds in such a way that the intended message is passed

easily and is properly understood by a fluent speaker of the language. The prospective teachers enrolled in the Institute come from different regional and educational backgrounds since the nature of the Institute is Regional. It is seen that prospective teachers face problems in pronunciation which is a very integral aspect of effective communication and is required in dealing with all other subjects as the medium of instruction in most of the schools is English. Therefore it is necessary to equip prospective teachers with skills of effective pronunciation.

1.5 Statement of the Problem

After going through various studies and also seeing the needs of the present scenario it is found that pronunciation holds a place of vital importance in classroom transactions. Therefore it should be the focus of all pre service teacher trainees to train themselves in accurate pronunciation. Language teacher educators also have to cater to this requirement. The language lab can play an important role in helping students with difficulties in pronunciation. With emphasis on the above problem the present study is entitled "Effectiveness of Language Lab activities in Developing the Pronunciation Skill" of prospective teachers of R.I.E. Bhopal.

1.6 Objectives of the study

The objectives of the study are-

1. To identify the students' awareness on the importance of learning pronunciation.
2. To determine the problems that the students faced in pronunciation.
3. To discover the effectiveness of the Language Lab in developing pronunciation skill.

1.7 Research Questions

The proposed study emerges from the following Research Questions-

1. How aware are the students about the importance of learning pronunciation?
2. What are the problems that the students face in pronunciation?
3. How can Language Lab help in developing the Pronunciation Skill?

1.8 Scope and delimitations of the study

The scope of the study covers a wide range. It tries to determine the problems that students face in pronunciation and also tries to find methods to solve those problems. However, due to time and budgetary constraints the study was delimited on different aspects as follows-

1. The study is confined to B.A. B.Ed Ist year of the four year integrated programme of R.I.E. Bhopal.
2. There are a number of factors affecting pronunciation; the aim of the study was confined to study the effect of Language Lab activities on pronunciation.

CHAPTER 2
LITERATURE REVIEW

Chapter 2- Literature Review

2.0 Introduction

In the field of English as a Second Language (ESL) the necessity for, and method of, teaching pronunciation has become a controversial topic. Many second language educators have varied opinions on the importance of including pronunciation practice within their lesson plans. Classroom activities should cater to what their students consider their most important personal goals or reasons for learning the language. For example, students may wish to build their vocabulary skills or strengthen their testing skills in English. Regardless of current trends or what students may feel their selected needs are, it is safe to say that teaching pronunciation is often considered essential in an ESL class where survival skills are imperative to the students' daily lives. In an ESL setting, the students must not only increase their English comprehension for the classroom, but also need to communicate and interact in English outside the class in various situations.

Students need to understand and to be understood. If they cannot hear English well, they are cut off from the language except in printed form. If they cannot be understood easily, they are cut off from conversation with native speakers (Gilbert 1984). In the English as a foreign language (EFL) setting, survival skills play a less important role. English is not necessary for 11students to communicate with each other. English is not often used to make friends or to be understood outside of the classroom. It would be easy, therefore, for the teacher to neglect implementing pronunciation tasks in their lessons because they feel there is little or no need for the students to work on that aspect of the language. This attitude denies the students the opportunity to gain precise command of the English language (Gilbert 1984).The process of learning English is interconnected. This means that each area of the language that is being taught helps improve other aspect of the language. Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. Students need this sense

of a system in order to make sense of the separate pieces (Gilbert, 1984). If the students' English pronunciation skills are improved, clearly their listening skills and speaking skills become more refined. Spelling skills are also improved when the knowledge of English pronunciation has been increased. O'Malley and Chamot (1990:29) define learning strategies as

"special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" and classify these strategies into three major types: metacognitive strategies, cognitive strategies, and social/affective strategies. Drawing on the research by O'Malley and Chamot (1990) and Oxford (1990) enables us to compile a most comprehensive classification of language learning strategies with six major categories. The direct strategies consist of memory strategies, cognitive strategies, and compensation strategies; the indirect category contains metacognitive strategies, affective language learning strategies, and social strategies. Oxford (1990b:71) distinguishes between direct LLS, "which directly involve the subject matter", i.e. the L2 or FL, and indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless". One point to note about the learning strategies is that they "are not the preserve of highly capable 12 individuals, but could be learned by others who had not discovered them on their own" (O'Malley & Chamot 1990:31).

The argument that learning strategies are teachable also helps to break the myth that some learners have an aptitude for languages and thus achieve high language proficiency without too much effort. This preconceived notion may demotivate underachieving learners so much that they give up learning and teachers seem not to play a significant part in the language classroom.

In the late 1970s and early 1980s, development in the area of second language acquisition research turned attention away from a teaching-centred perspective to one which included interest in how the actions of learners might affect their acquisition of language. In other words, the belief that individual learners'

endeavours tend to be a governing factor in the language learning process gradually formed among a number of scholars (Schmitt 1997). Language teachers, therefore, were motivated to examine what individual learners, especially successful learners, do in their study in order to elicit useful information on the process of language acquisition. Rubin (1975) and Stern (1975) are two of the earliest researchers who shifted their focus from teaching methods and materials to a more learner-centred aspect, maintaining that successful language learners employ a variety of learning strategies in their study to facilitate language acquisition.

2.1 Review of Related Previous Studies

According to Mary Ann Cunningham (1998) observations that limited pronunciation skills can undermine learners' self-confidence, restrict social interactions, and negatively influence estimations of a speaker's credibility and abilities are not new,Morley (1998). However, the current focus on communicative approaches to ESL instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction. This digest reviews the current status of pronunciation instruction in adult ESL classes .a Pronunciation instruction tends to be linked to the instructional method being used (Celle-Murcia ,Brinton, & Goodwin, 1996). In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. With the emergence of more holistic, communicative methods and approaches to ESL instruction, pronunciation is addressed within the context of real communication (Celce-Murcia, Brinton, & Goodwin, 1996; Morley, 1991) and the factors. Factors Influencing Pronunciation Master Research has contributed some important data

on factors that can influence the learning and teaching of pronunciation skills. Celce -Murcia, Brinton, & Goodwin (1996), Gillette (1994), Graham (1994) The debate over the impact of age on language acquisition and specifically pronunciation is varied. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. Others refer to the existence of sensitive periods with various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree. Prior experiences with pronunciation interaction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners. Nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude towards the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm. In the pronunciation of any one of them the learner might be affected by a

combination of these factors. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners. For example, native-like pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language , will need assistance with different pronunciation features; and a young engineer who knows he will be more respected and promoted if his pronunciation improves is likely to be responsive to direct pronunciation instruction.

Two groups of features are involved in pronunciation: segmental and supra segmental. Segmental are the basic inventory of distinctive sounds and the way that they combine to form a spoken language. In the case of North American English, this inventory is comprised of 40 phonemes (15 vowels and 25 consonants), which are the basic sounds that serve to distinguish words from one another. Pronunciation has often concentrated on the master of segmental through discrimination and production of Supra segmental transcends the level of individual sound production. They extend across segmental and are often produced unconsciously by native speakers. Since supra segmental elements provide crucial context and support (they determine meaning) for segmental production, they are assuming a more prominent place in pronunciation instruction. Celce-Murcia, Brinton, & Goodwin, 1996; Gilbert,

In general, programs should start by establishing long range oral communication goals and objectives that identify pronunciation needs as well as speech functions and the context in which they might occur Morley, 39 1998). These goals and objectives should be realistic, aiming for functional intelligibility ability to make oneself relatively easily understood, functional communicability (ability to meet the communication needs one faces), and enhanced self-confidence in use (Gillette, 1994; Jordan, 1992 ;Moley, 1998). They should result from a careful analysis and description of the learners' needs (Jordan1992;Moley, 1998). This analysis should

then be used to support selection and sequencing of the level within the larger learner group (CelceMurcia, Bringon, & Goodwin, 1996). To determine the level of emphasis to be placed on pronunciation within to consider certain variables specific to their context the learners' (ages, educational backgrounds, experiences with pronunciation instruction, motivations, general English proficiency levels)the instructional setting (academic, workplace, English for specific purposes, literacy ,conversation institutional variables (teachers' instructional and educational experiences, focus of curriculum , availability of pronunciation materials, class size, availability of equipment, linguistic variables (learners' native languages, diversity or lack of diversity of native languages methodological variables), method or approach supports a communicative cognitive approach to teaching pronunciation. Preceded by a planning stage to identify pedagogical priorities, and teachers' readiness to teach pronunciation, stage of the framework offers a structure for creating effective pronunciation lessons and activities on the sound system and other features of pronunciation. Such activities may include-

- listening discrimination activities (learners listen for and practice recognizing the targeted feature

- controlled practice and feedback (support learner production of the feature in a controlled context

- guided practice and feedback (offer structured communication exercises in which learners can produce ad monitor for the targeted feature

- Communicative practice and feedback (provides opportunities for the learner to focus on content but also get feedback on where specific pronunciation instruction is needed.

In addition to careful planning, teachers must be responsive to learners' needs and explore a variety of methods to help learners comprehend pronunciation features. Useful exercises include the following-

- Have learners touch their throats to feel vibration or no vibration in sound production, to have learners use mirrors to see placement of tongue and lips or shape of the mouth.

- Have learners use kazoos to provide reinforcement of intonation pattern.

- Have learners stretch rubber bands to illustrate lengths of vowel sound.

- Provide visual or auditory associations for a sound. Ask learners to hold up fingers to indicate numbers of syllables in words.

Pronunciation can be one of the most difficult parts of a language for adult learners to master and one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power.

CHAPTER 3
DESIGN AND METHODOLOGY OF THE STUDY

Chapter 3- Design and Methodology of the study

3.0 Introduction

Although quantitative and qualitative research have traditionally been regarded as opposing schools of thought, numerous authors, such as Darnyei (2007), Creswell (2014) and Cohen et al. (2011), have commented that the two should be regarded on a continuum. Creswell (2008:46) points out that quantitative research can include a qualitative element and vice versa. Creswell and Plano Clark (2007) set out distinct research designs for mixed methods research. Their rationale is that 'mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research', that it 'provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone' and that it 'helps answer questions that cannot be answered by qualitative or quantitative approaches alone' (Creswell and Plano Clark, 9).

However, they are very specific about the research designs permitted within mixed methods research, stating that 'rigorous, high quality studies result from well-designed research procedures' (Creswell and Plano Clark, 2007:73) and that simply using quantitative and qualitative methods without mixing the data itself 'is simply a collection of multiple methods' (Ibid.:83). Whether seen as a mixed method design, or a primarily quantitative or qualitative design which includes an element of the other type of research, it is clear that quantitative and qualitative research can complement each other, as highlighted by McDonough & McDonough (1997), Wallace (1998), Darnyei (2007) and Bell (2010).

In this research, quantitative investigation will help to provide a reasonably broad understanding of students' perceptions. However, in order to gain a deeper understanding of individuals' perceptions and to avoid simplistic over-generalisations or the assumption of homogeneity, qualitative research will also be

utilised. However, in this research it facilitates both depth and breadth of understanding.

3.1 The Research Approach

The emphasis of this research is on gaining insight into students' experiences and perceptions of classroom pronunciation practice. To ascertain more about the range of perspectives, questionnaire was given out to students with different questions (see Appendices). Questionnaires are an efficient and effective means of achieving an insight into a number of viewpoints, potentially discovering patterns or contrasts. The questionnaire was designed using a five point scale. The statements were formulated based on the research questions themselves, and ideas which had developed from reading relevant literature relating to goals and identity. They dealt with the importance of pronunciation, perceptions of classroom practice and the time spent on it, as well as teaching and learning goals. Most statements required respondents to select one of five categories from 'strongly agree' – 'strongly disagree'. Space was available after each question to expand on any answers or add reflections or other comments. Questions to provide an understanding of the demographic were also asked, the aim of which was to investigate potential factors influencing students' beliefs. .

3.2 Sample

The target population consisted of the English Literature students of B.A B.Ed. Ist semester of the four year integrated B.A B.Ed. course of R.I.E. Bhopal. For the present study 25 male and female students of Ist semester were taken as the sample. The data was collected from these 25 students.

3.3 Tools Employed in the Study

A one day in-house workshop was conducted at the department level to develop the tools for the study. For collecting the data for the present study the following tools were developed and used.

(a) Pre Test

(b) Post Test

(c) Questionnaire for students

(a) **Pre Test-** The pre test was developed by the investigator. The test evaluated students on a total of 25 marks. It was a multiple choice test where four options were given and student was supposed to select the correct option. Time given for the test was 30 minutes. The test contained questions like (i) encircle the word that has a different first consonant sound, (ii) encircle the word that has a different final consonant sound, (iii) encircle the word which has different number of syllables, (iv) decide whether the word has a long or a short vowel, (v) encircle the word which has a different pronunciation. The purpose of the pre test was to determine the problem areas in pronunciation and what kind of activities should be devised for the intervention. A format of the pre test is attached in the appendix.

(b) **Post Test-** The post test was also developed by the investigator. The test evaluated students on a total of 25 marks. It was a multiple choice test where four options were given and student was supposed to select the correct option. Time given for the test was 30 minutes. The test contained questions like (i) encircle the word that has a different first consonant sound, (ii) encircle the word that has a

different final consonant sound, (iii) encircle the word which has different number of syllables, (iv) decide whether the word has a long or a short vowel, (v) encircle the word which has a different pronunciation. The purpose of the test was to determine whether the intervention of 3 months had served its purpose and to see the degree of change. A format of the post test is attached in the appendix.

(c) **Questionnaire for students-** A questionnaire was also prepared by the investigator to analyse the expectations of the students regarding the Language Lab, the difficulties that they face in pronunciation and what were the ways they had been using earlier to correct their pronunciation. The students were expected to answer questions on a five point scale by choosing one option. Apart from this the students were also asked to write few responses in their own words. Identity of the student was kept optional. A format of the questionnaire is attached in the appendix.

3.4 Data Collection Procedure

(a) Questionnaire was filled by students- the investigator met the students in the class and tried to create a rapport with them in the initial days. A few ice breaking sessions were also held through which it became easy for the investigator to analyse the problem areas in pronunciation to a certain extent. Thereafter a questionnaire was given to the students where they were expected to answer questions on a five point scale and others where they were expected to answer in their own words. The identity of the students was kept optional so that they could answer questions without any inhibition.

(b) Pre Test was conducted- A pre test developed by the investigator was conducted in the class. Multiple choice questions with options were given and

students were expected to choose the correct options. Time allowed was 30 minutes. The pre test gave a fairly good idea about the problem areas in pronunciation and also provided the investigator to design the intervention that was to follow.

(c) Intervention given by the investigator- after the pre test was conducted and gaps in pronunciation recognized, the investigator began the intervention in the class room as well as the Language Lab. The intervention was given for three months and was as follows.

(i) Description of Speech Organs

The organs which take part in the production of speech sounds are called speech organs. When we speak air comes out through the lungs and is interfered at various places for the production of sounds. These speech organs are called articulators and points of articulation. Sounds can only be produced by the process of inhaling and exhaling. The following are the important organs that assist in correct pronunciation-

1. Lips
2. Teeth
3. Alveolar Ridge
4. Tongue
5. Larynx
6. Vocal Cords
7. Epiglottis
8. Pharynx
9. Soft Palate
10. Uvula
11. Hard Palate

Below is a diagram of the organs of speech which assist in effective pronunciation.

Place	Adjective
lips	labial
teeth	dental
alveolar ridge	alveolar
palate	palatal
velum	velar
uvula	uvular
pharynx	pharyrgeal
larynx	laryngeal
glottis	glottal

Nasal cavity

palate
velum
alveolar ridge
lip   teeth
uvula
Tongue (raised)
tongue tip
Tongue (rest position)
pharynx
teeth
lip
epiglottis
larynx
glottis
(space between vocal folds)
trachea

Raymond Hickey
December 2005

(ii) Identification of Consonant sounds

A speech sound produced by a partial or complete obstruction of the air stream by any of the various constrictions of the speech organs such as p, f, r, w, and h using

articulators and points of articulation. There are 24 consonant sounds in the English Language and each has its corresponding phonetic symbol.

Vowels		Diphthongs		Consonants			
iː	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
uː	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜː	shirt	əʊ	go	tʃ	church	n	no
ɔː	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑː	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

(iii) Identification of Vowel sounds

A speech sound produced by the passage of air through the vocal tract, with relatively little or no obstruction. Vocal cords vibrate while producing these sounds. Vowel sounds can be classified according to tongue height, tongue backness, lip rounding etc. There are 20 vowels in the English Language and each has its own phonetic symbol. The diagram below represents the range of movement of vowel sounds :

VOWELS

Front   Central   Back

Close   i ● ————— ● ————— ● u

I   ʊ

Close-mid   e ● —— ə ● —— ● o

ə

Open-mid   ɛ ● — 3 ● — ʌ ● ɔ

æ

Open   a ● —————— ɑ ● ɒ
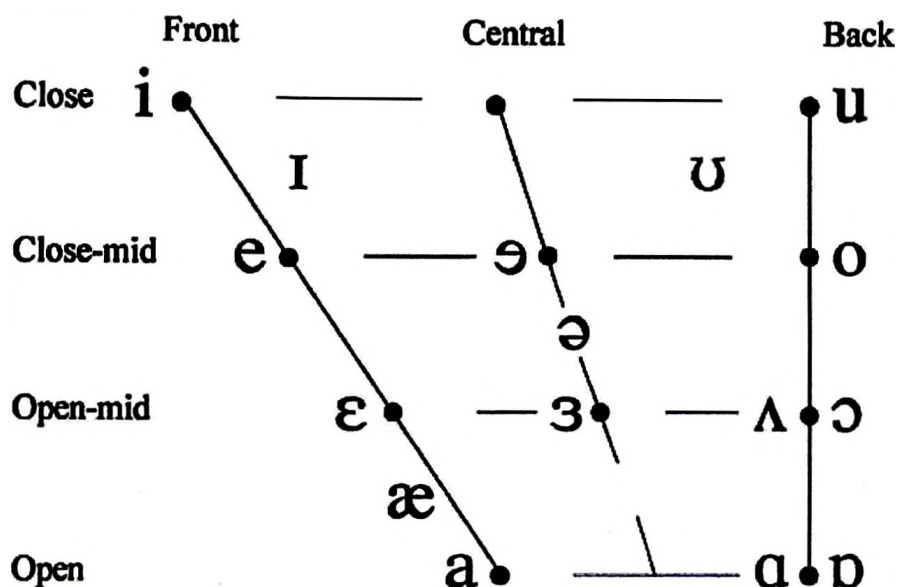
Where symbols appear in pairs, the one
to the right represents a rounded vowel.

(iv) Phonetic Transcription

Native speakers of a language do not pay attention to the sounds of that language. But for a beginner in foreign language learning it is essential to pay close attention to speech sounds. Phonetic transcription allows a learner to record symbolically the features of language. All phonetic transcription are put between slashes (//).

(v) Supra segmental phonemes

Vowels, consonants and diphthongs can be categorized under segmental phonemes. However apart from these there are other features of language also that affect the quality of pronunciation and play a vital role. These are the supra segmental phonemes such as stress, pitch and intonation. It is difficult to imagine human communication without these because a lot is said through these supra

segmental phonemes as compared to words comprising of vowel and consonant sounds.

(vi) Stress

When we apply greater articulatory effort we are actually applying stress and making it more prominent from the other parts of the word or sentence. There are two types of stress=

1. Word stress

We see that different parts or syllables of a word receive different kinds of stress. The syllable that receives more stress is called a strong syllable and the one that receives less stress is called a weak syllable. The strongest syllable is called the primary stress (marked by a half straight bar on the top before the syllable), secondary stress (marked by a half straight bar below and before the syllable), a tertiary stress and a weak stress.

Example- 'apple has a primary stress, 'father has a primary stress ,under'stand has both the primary and secondary stress.

English is a stress timed language where the stress pattern has to be learned. There is nothing in a word that indicates that it may receive stress or not.

2. Sentence stress

Although words have the same stress pattern usually, but when we put them into connected speech, the stress on individual words may keep changing according to the meaning intended by the speaker.

Example= the sentence below can be spoken with four different kinds of stress through which a change in meaning occurs.

Bring those chairs closer

Bring *those* chairs closer

Bring those *chairs* closer

Bring those chairs *closer*

Each of the above examples conveys a slightly different meaning when stress is applied to the words in italics.

Let us practice-

Try speaking these sentences, the pattern is indicated in brackets, I represents an accented syllable and U represents an unaccented syllable.

1. 'Try a'gain. (IUI)

2. 'Draw a 'line.(IUI)

3. 'Give me a 'book.(IUUI)

4. 'Leave him a'lone.(IUUI)

5. He 'wanted me to 'go.(UIUUUI)

6. I 'promised to be 'good.(UIUUUI)

7. The 'bus is 'very 'late.(UIUIUI)

8. I 'want to 'do it 'now.(UIUIUI).

(vii) Intonation

No language in the world is spoken in a monotone; it is rare to find an unvarying pitch in language utterances. The pitch or tone of our voice keeps on changing according to the meaning that is intended. Different pitches of the voice combine to form patterns of pitch variations or tones, which together constitute the intonation of a language.

The vocal cords vibrate at different rates for different individuals. This situation determines the pitch of an individual. Different pitches of the same individual combined to form different patterns of pitch, which together constitute the intonation of a language. The vocal cords of females are capable of vibrating at a rate of 70-125 times/sec; whereas that of males vibrates at around 150-200 times/sec.

Types of tones and their uses

1. Falling tone

(i). Statement which are complete and definite.

eg: He's 'just been pro'moted

          He 'made me 'feel at 'ease.

          I 'didn't do it on 'purpose.

(ii). Wh- questions which are matter-of-fact and intended to be neither polite nor impolite

eg: 'Where are you 'going?

          How 'long will it 'take you to 'come here?

          'Why should he 'grudge me my 'first pro'motion.

          'Who is knocking at the door?

(iii). Commands

eg: 'Shut the 'window.

          'Don't make a 'noise

          'Take the 'boy to the 'doctor.

(iv). Invitations

eg: Come 'over for a cup of 'tea

Why 'don't you 'come and 'dine with me?

(v). Exclamations

eg: 'Good 'heavens!

        Fan'tastic

        'What a 'fine 'weather

        Oh, 'this is 'too 'much!

        'How 'beautiful !

(vi). Tag-questions forcing the listener to agree with the speaker

eg: You're 'coming to ,day/aren't you?

        He 'can't 'help it/'can he?

2. Rising Tone

The Rising tone is used with following groups:

(i). Yes/no type question

eg: Are you 'leaving for 'Delhi to, day?

        Was he 'present , yesterday?

(ii). Statements intended to be a question

eg: You 'won't , come?

        He 'isn't ,going?

        You 'don't 'want to 'lend me the ,book?

(iii). Non-terminal tone group

eg: if you 'don't come in ,time...(I'll 'leave)

        When 'ever she, calls on us... (she 'creates problems)

Un"less you de'cide to suc,ceed...(you 'can't suc,ceed).

(iv). Request

eg: 'Pass me the 'salt please

       'Listen to me for a minute

(v).   Wh-question sowing politeness and warmth

       'How is your son

       'What is your name child.

3. Falling-rising tone

(i).   Incomplete statement leading to another

eg: If you 'don't behave, I'll punish you se'verely

(ii). Statement intended to be a correction

eg: He has three sons, no he has 'four.

       She teaches english. 'french.

(iii). Statement intended to be a warning

eg: You 'mustn't 'go like 'this.

       I'am going to jump over the wall. 'carefull.

4. Rising-falling tone

(i).   Statement showing enthusiastic agreement.

eg: It was ^horrid.

       Of ^course.

(ii). Question showing suspicion

eg: 'What has he been ^doing?

       'Will you be able to ^do it.

eg: Oh ^really.

        How ^good for you.

(viii) Minimal Pairs Activities

"Minimal pairs are words (or utterances) which differ only in one phoneme". Yet, this small difference changes the whole meaning and without sufficient context might also lead to misunderstanding. Minimal pair activities are useful when we need to focus on one or two specific sounds. To draw attention to the difference between these sounds he contrasts them using minimal pairs. From this exercise pupils should realize the importance of accurate sound production more easily than if they were only corrected. Minimal pair activities are also a good way to make students aware of English spelling rules (phoneme-grapheme correspondence). Furthermore, learners can be gradually introduced to the individual phonemic symbols relevant to English.

(ix) Drilling Activities

Drilling is a simple but very effective form of practising pronunciation. In its most basic form, it involves students in repeating words or structures containing the target feature after a model The model can be either a teacher or tape. Because students are at the same time made to listen as well as immediately repeat, both receptive and productive skills are trained.

Drilling can be carried out in two ways: individually or chorally. Choral work, that is of the whole group of learners, usually precedes individual drill as it builds students' confidence and gives them a chance to practise anonymously before they are put on the spot. The disadvantage of choral drill is that the teacher cannot check students' pronunciation. Nevertheless their pronunciation can be checked during individual drill, when students are asked to repeat one by one .

For this reason the teacher should use drilling activities sparingly or combine them with other activities which are not so monotonous.

(x) Chants, rhymes and songs

Children are really fond of music and rhythm so if we integrate it in our teaching in the form of songs, chants and rhymes they will most probably not consider it learning but only fun. By singing or saying a poem we can not only introduce or revise new grammar or vocabulary, but, above all we can help to improve all aspects of learners' pronunciation. Through repetition of songs, rhymes and chants children will develop their ability to imitate and produce problematic sounds. Moreover, they will acquire features of the supra-segmental level, such as connected speech, word stress, sentence stress, weak forms, rhythm and intonation . Especially with very young learners, all this happens unconsciously, in a natural way, because children focus on the rhyme or song and not on the correct pronunciation. To make the singing more lively, teacher can get the pupils to stand up and move around the classroom, to mark the rhythm by clapping his hands or tapping his foot or accompany the lyrics with corresponding actions .

(xi) Tongue Twisters

Tongue twisters are a great way to practise pronunciation. A common knowledge with teachers of most languages, these short and difficult to pronounce lines are often used by English teachers to help meet the pronunciation needs of the learners. They are especially helpful in teaching-learning pronunciation when catering to specific phonemes or sounds. When practised rapidly, tongue twisters allow the learners to focus on the mouth movements involved when the sounds are

produced. They are able to draw their attention to the variation in changes in the mouth when moving from one sound to the other, in the tongue twister.

The repetitive use of tongue twisters involves altering a number of times between different sounds, making the learners improve upon the physical movements needed to articulate the sounds in a particular phoneme set. This is especially of use when the particular sound pattern being practised is not present in the learner's mother tongue. Such phonemes or sounds when present in the tongue twisters give the learners to practise the sounds when they shift from one phoneme to another in a pattern that is not normal to the learner. They in this process learn to handle these shifts to produce accurate sounds.

Tongue twisters are also helpful aids to the teacher to demonstrate the differences between sounds especially those with minimal differences. The fun element associated with using them in the classroom scenario adds to their easy acceptance by the learners. While the use of tongue twisters helps in exercising the pronunciation muscles of the learners, they invariably enhance their pronunciation skills.

(xii) Presentations

Improper pronunciation, stress and intonation while making presentations can make the whole affair ineffective. Bad pronunciation may result in negative impression, misunderstanding and ineffective communication. Students were given ample opportunities to make presentations on varied topics.

(xiii) Listening activities

As it was indicated above successful production of language comes only after acquiring receptive skills. For this reason, listening activities make up an important part of teaching pronunciation. The main source of language that students can

listen to is undoubtedly the teacher. However, the more variations of pronunciation students hear the better (Harmer 22). It is therefore advisable to use as many other sources as possible – not only tapes that come along with textbooks but also authentic material which helps the students realize the existence of many varieties of English. There are lot of ways in which language can be practised through listening. Pupils can be assigned to listen for specific sounds (words), decide in which order they hear them, write down what they hear, etc.

(xiv) Practice in pronouncing difficult words

There are many difficult words in the English language which have a peculiar pronunciation. Enough practice was given to the students to practice such words in the Language Lab.

(d)   Post Test was conducted- After the intervention by the investigator for three months, the post test was conducted which was a multiple choice test and options were provided to the students. Time allowed was 30 minutes. The post test was conducted to see whether the intervention has been successful or not. The scores were tabulated thereafter.

3.5 Scoring, Tabulation and Analysis of the Data

After collection of data the scores were tabulated on the basis of the answers received. The scores arrived of pre test and post test were entered into excel sheets. Further the data were entered for mean analysis of pre test and post test scores through the Paired Sample t- test or the Co-related t- test on the SPSS software. The questionnaire filled in by the students were also thoroughly analysed through thick description.

CHAPTER 4
DATA ANALYSIS

Chapter 4- Data analysis

4.0 Introduction

The first chapter deals with the introduction, background, need and justification, objectives and research questions of the study. Reviews of related literature are present in the second chapter. In the third chapter, the methodology, sample, tools, procedure of data collection and the statistical techniques to be employed for the analysis of the data are presented. The analysis of results and its interpretations are presented under different headings in this chapter.

4.1   Students awareness on the importance of learning pronunciation

This section relates to analysis and interpretation of data pertaining to objective number 1 of the study that reads: 'To identify the students' awareness on the importance of learning pronunciation,' and seeks to answer the research question: 'How aware are the students about the importance of learning pronunciation?' The data for objective 1 was collected through a Questionnaire developed on a five point scale by the Investigator. The data collected is presented under different sections.

4.1.1   Percentage of students who said that practicing pronunciation in LL is useful

Table 4.1 Percentage of students who said that practicing pronunciation in LL is useful

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
56% (14)	32% (8)	12% (3)	-	-
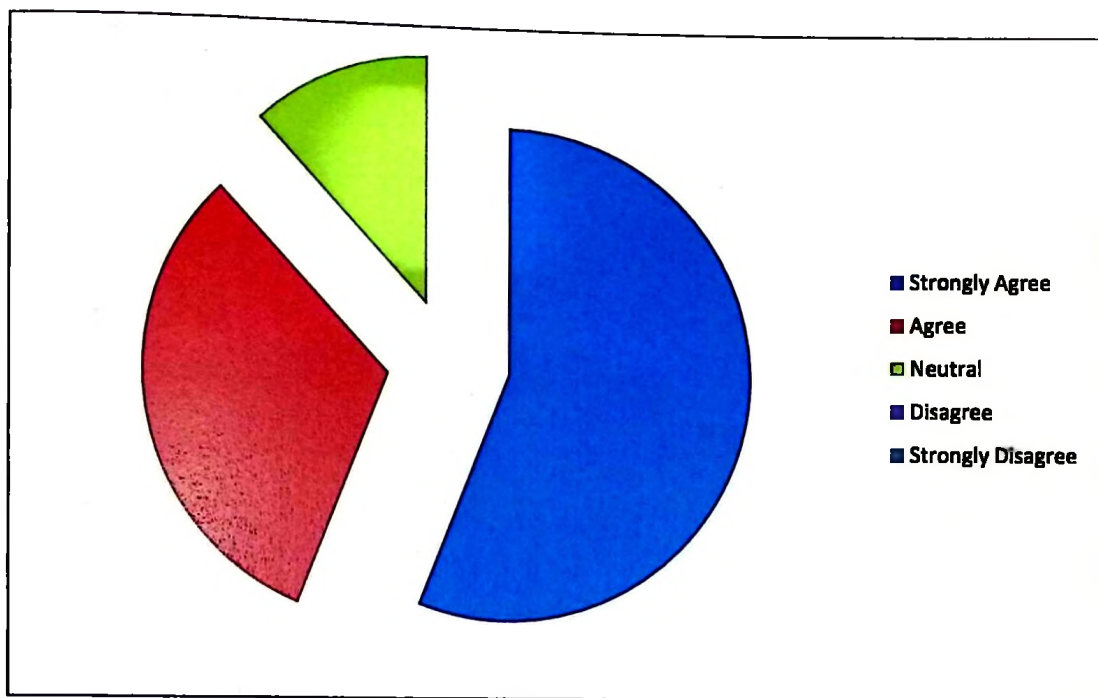
Figure 4.1 Percentage of students who said that practicing pronunciation in LL is useful

From the results of table 4.1 and the corresponding figure 4.1 it can be seen that 56% students strongly agree, 32% students agree and 12% students are neutral to the question that they think practicing pronunciation in LL is useful. While none of the students disagree or strongly disagree,

4.1.2 Percentage of students who said that working on pronunciation will help people to understand them.

Table 4.2 Percentage of students who said that working on pronunciation will help people to understand them.

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
20% (5)	56% (14)	24% (6)	-	-

Figure 4.2 **Percentage of students who said that working on pronunciation will help people to understand them.**
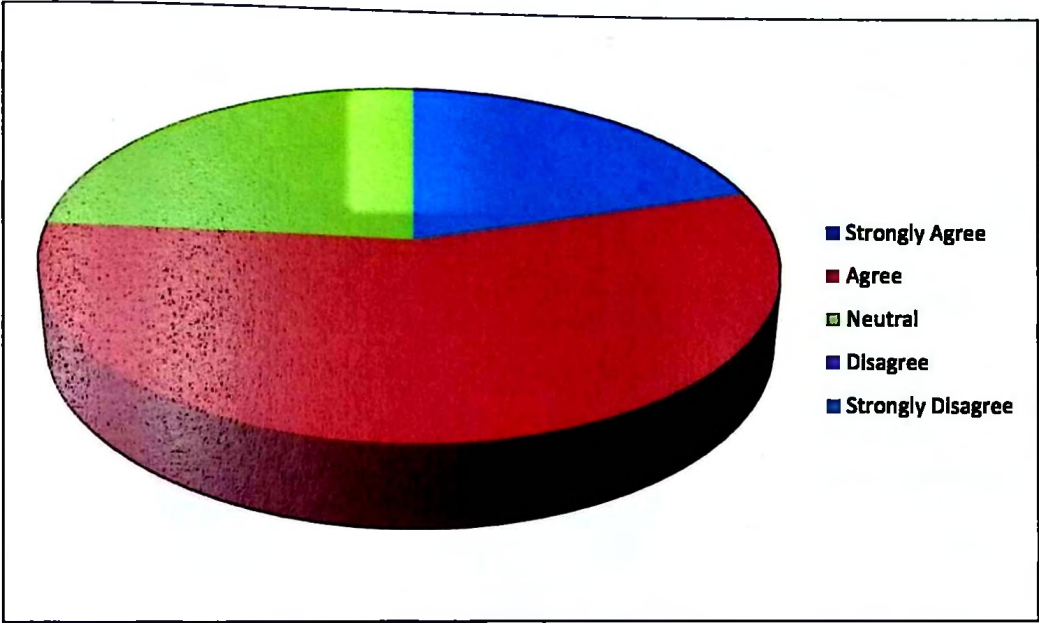
From the results of table 4.2 and the corresponding figure 4.2 it can be seen that 20% students strongly agree, 56% students agree and 24% students are neutral to the question that they think working on pronunciation will help people to understand them. While none of the students disagree or strongly disagree,

4.1.3 **Percentage of students who said that working on pronunciation will help them to understand others.**

Table 4.3 Percentage of students who said that working on pronunciation will help them to understand others

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
28% (7)	40% (10)	32% (8)	-	-

Figure 4.3 Percentage of students who said that working on pronunciation will help them to understand others
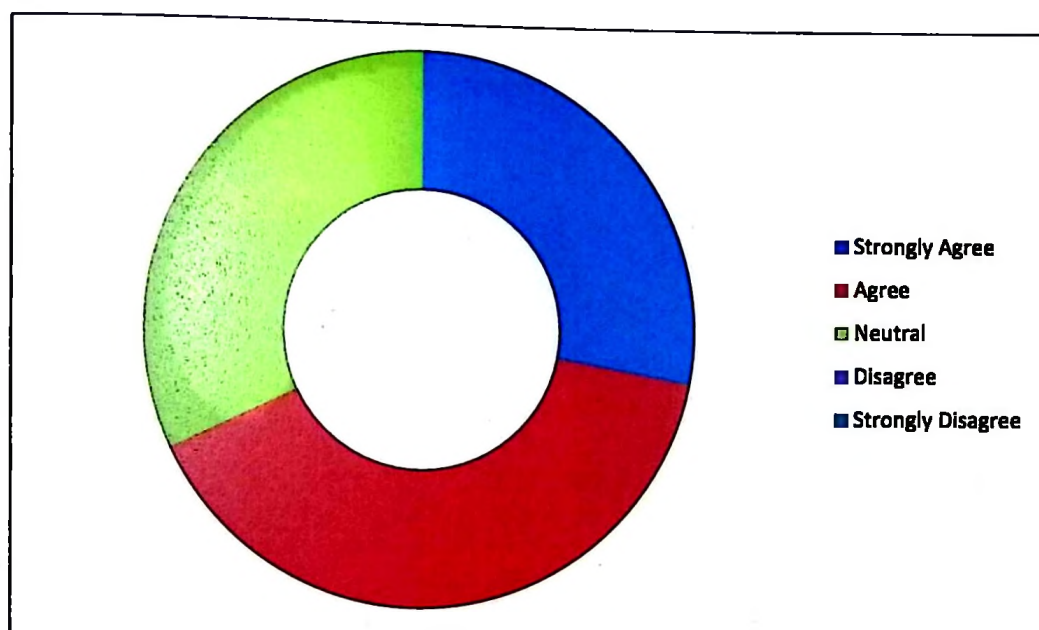
From the results of table 4.3 and the corresponding figure 4.3 it can be seen that 28% students strongly agree, 40% students agree and 32% students are neutral to the question that they think working on pronunciation will help them to understand others. While none of the students disagree or strongly disagree,

4.1.4   Percentage of students who said that they like practicing pronunciation in the Language Lab,

Table 4.4 Percentage of students who said that they like practicing pronunciation in the Language Lab,

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
32% (8)	48% (12)	16% (4)	4% (1)	-

Figure 4.4 Percentage of students who said that they like practicing pronunciation in the Language Lab,
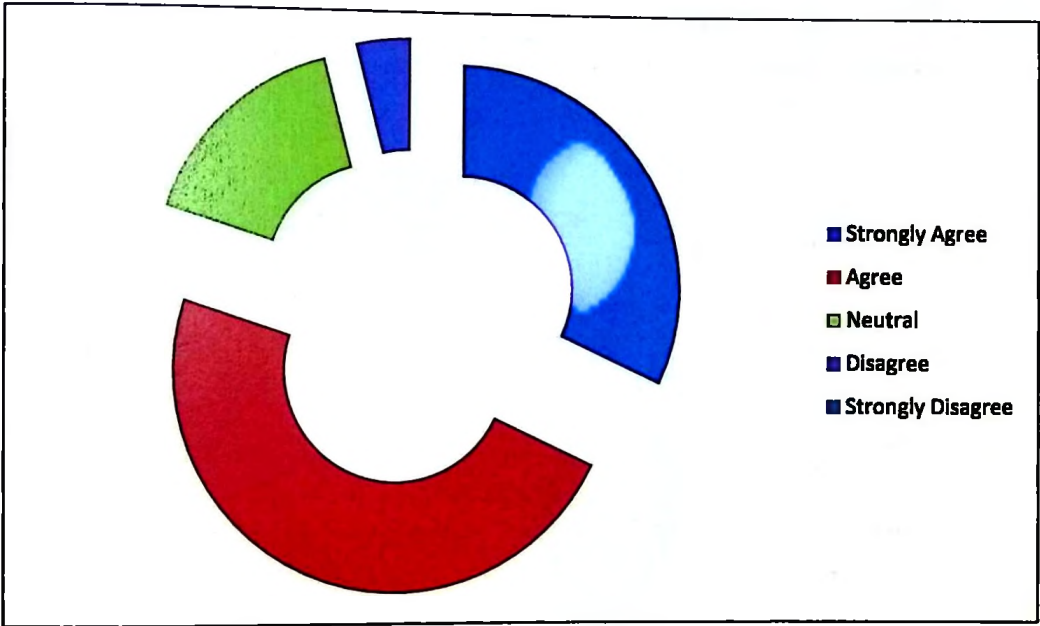
From the results of table 4.4 and the corresponding figure 4.4 it can be seen that 32% students strongly agree, 48% students agree and 16% students are neutral to the question that they like practicing pronunciation in the Language Lab. 4% students disagree while none of the students strongly disagree,

4.1.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.

Table 4.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
32% (13)	40%(10)	8% (2)	-	-

Figure 4.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.

From the results of table 4.5 and the corresponding figure 4.5 it can be seen that 32% students strongly agree, 40% students agree and 8% students are neutral to the

4.1.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.

Table 4.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
32% (13)	40%(10)	8% (2)	-	-

Figure 4.5 Percentage of students who said that they would like to spend more time on practicing pronunciation in the Language Lab.
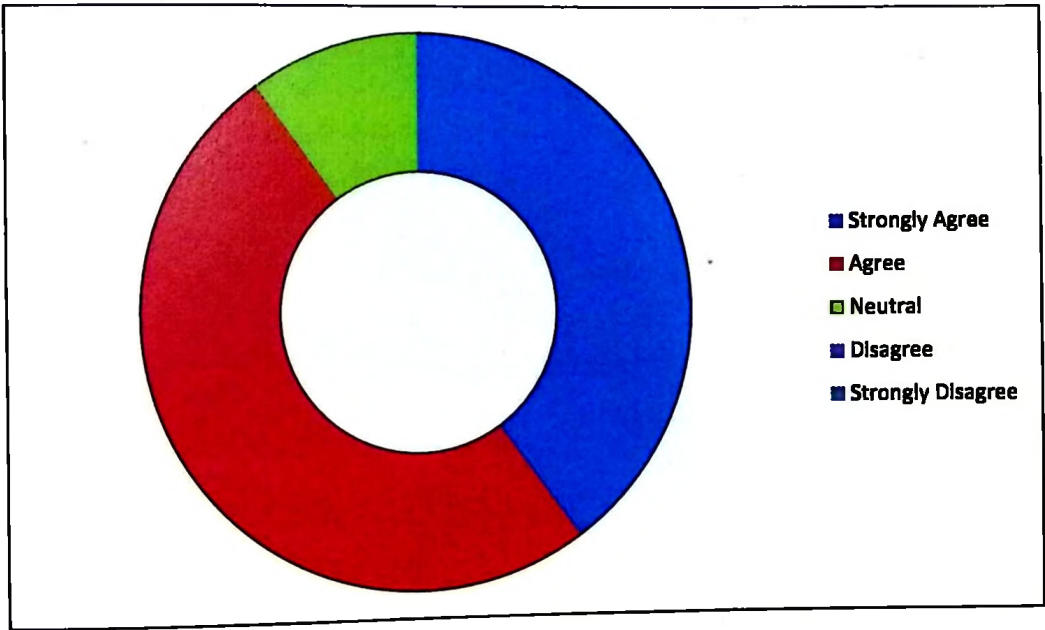
From the results of table 4.5 and the corresponding figure 4.5 it can be seen that 32% students strongly agree, 40% students agree and 8% students are neutral to the

question that they would like to spend more time on practicing pronunciation in the Language Lab. While none of the students disagree or strongly disagree,

4.1.6 Percentage of students who said that sounding like a native speaker of English is important to them.

Table 4.6 Percentage of students who said that sounding like a native speaker of English is important to them

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
28% (7)	48% (12)	8% (2)	12% (3)	-

Figure 4.6 Percentage of students who said that sounding like a native speaker of English is important to them

From the results of table 4.6 and the corresponding figure 4.6 it can be seen that 28% students strongly agree, 48% students agree an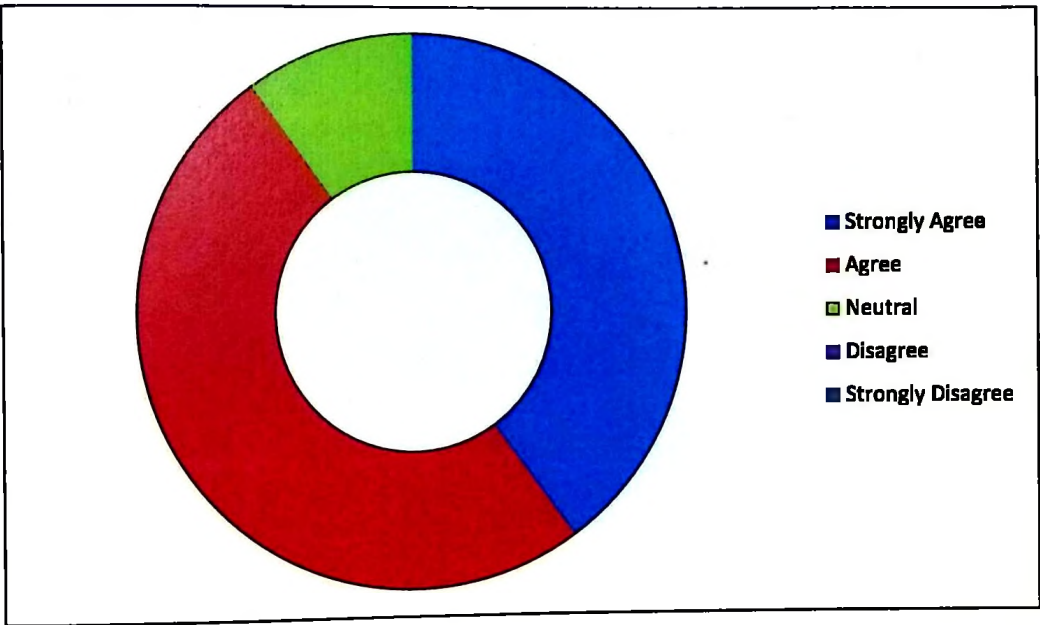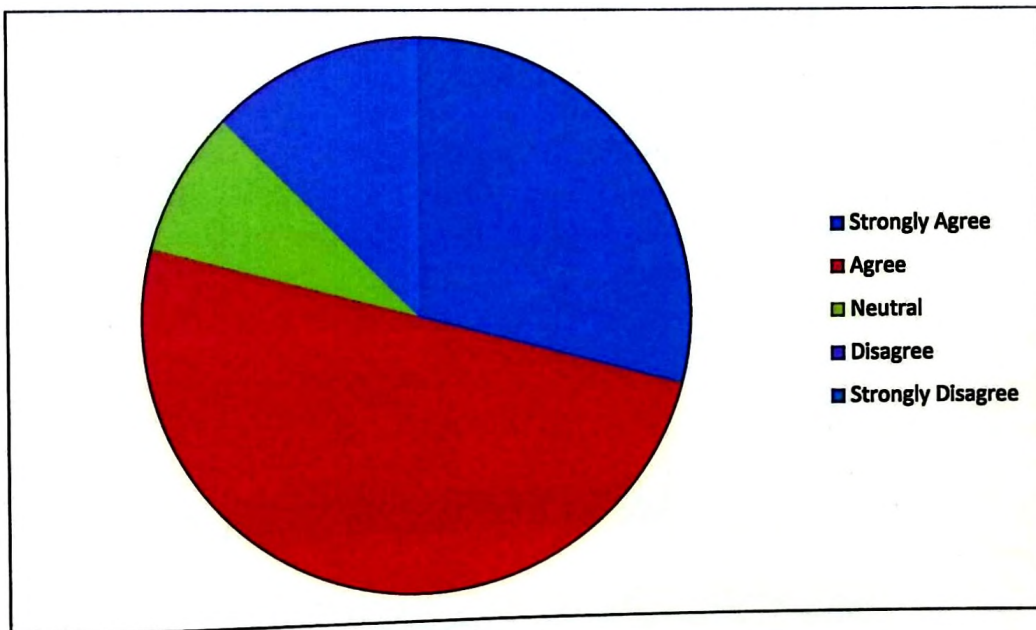d 8% students are neutral to the question that sounding like a native speaker of English is important to them. 12% students disagree while none of the students strongly disagree,

4.1.7 Percentage of students who said that they would like their teacher to correct their pronunciation mistakes in the Language Lab.

Table 4.7 Percentage of students who said that they would like their teacher to correct their pronunciation mistakes in the Language Lab

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
60% (15)	40% (10)	-	-	-

Figure 4.7 Percentage of students who said that they would like their teacher to correct their pronunciation mistakes in the Language Lab

From the results of table 4.7 and the corresponding figure 4.7 it can be seen that 60% students strongly agree, 40% students agreel to the question that they would like their teacher to correct their pronunciation mistakes in the Language Lab. While none of the students are neutral, disagree or strongly disagree,

4.1.8 Percentage of students who said that they think focusing on pronunciation is useful

Table 4.8 Percentage of students who said that they think focusing on pronunciation is useful

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
60% (15)	36% (9)	4% (1)	-	-

Figure 4.8 Percentage of students who said that they think focusing on pronunciation is useful
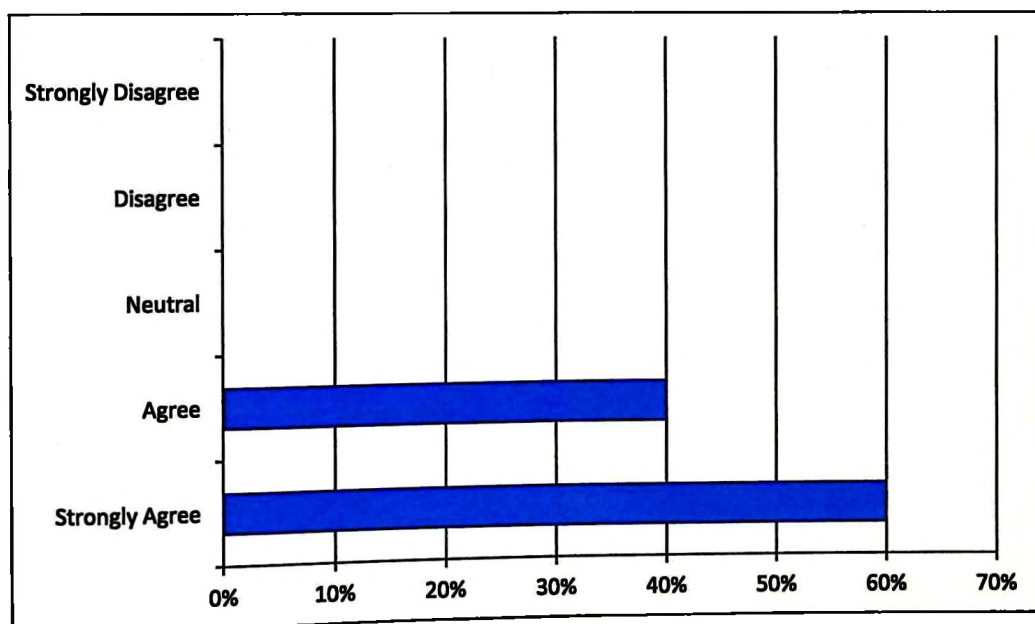
From the results of table 4.8 and the corresponding figure 4.8 it can be seen that 60% students strongly agree, 36% students agree and 4% students are neutral to the question that focusing on pronunciation is useful. While none of the students disagree or strongly disagree,

4.1.9   Percentage of students who said that they feel comfortable dealing with pronunciation activities in the Language Lab.

Table 4.9   Percentage of students who said that they feel comfortable dealing with pronunciation activities in the Language Lab

N=25

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
28% (7)	60% (15)	4% (4)	8% (8)	-

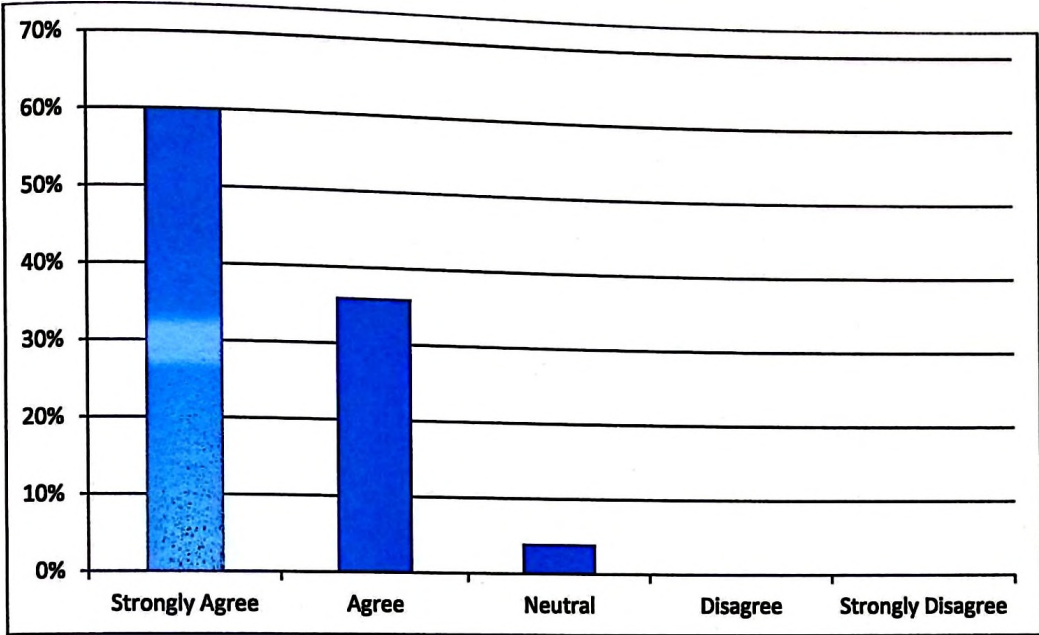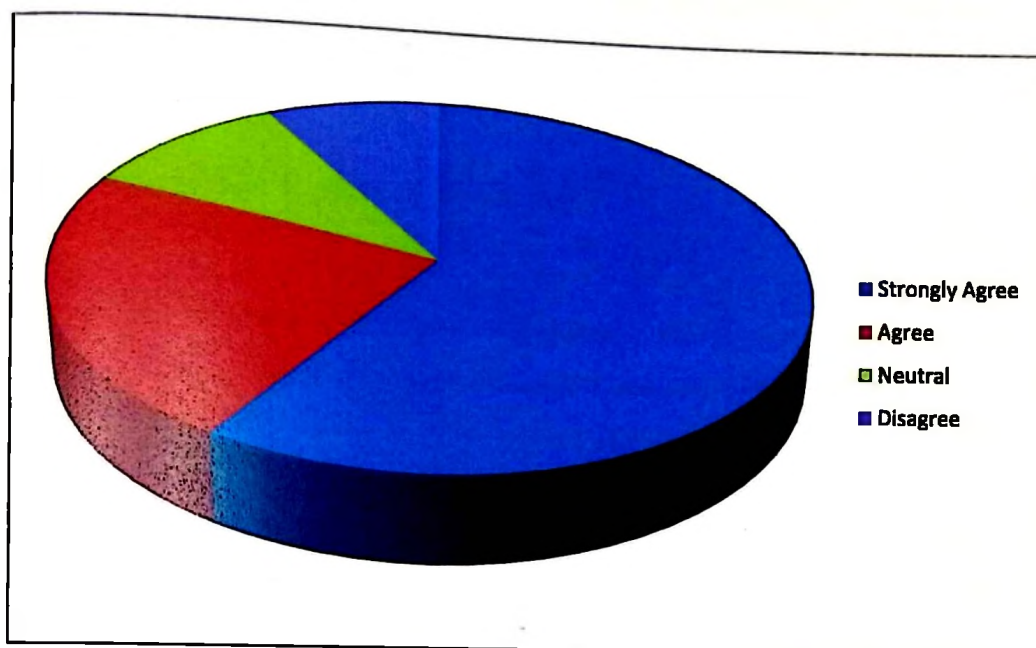**Figure 4.9 Percentage of students who said that they feel comfortable dealing with pronunciation activities in the Language Lab**

From the results of table 4.9 and the corresponding figure 4.9 it can be seen that 28% students strongly agree, 60% students agree and 4% students are neutral to the question that they feel comfortable dealing with pronunciation activities in the Language Lab. 8% students disagree while none of the students strongly disagree,

4.2   Problems faced by students in pronunciation

This section relates to analysis and interpretation of data pertaining to objective number 2 of the study that reads: 'To determine the problems that the students faced in pronunciation,' and seeks to answer the research question: 'What are the problems that the students face in pronunciation?' The data for objective 1 was

collected through a Questionnaire developed by the Investigator. The data collected is presented under different sections.

4.2.1 Main goal for learning pronunciation

It was seen that the main goal of students for learning pronunciation was to increase their competency in the English language. English is a foreign language and the foremost problem that arises is of acquiring pronunciation of new words, sometimes the pronunciation of certain words is entirely different from what is expected. Therefore the main goal of students is to acquire the pronunciation of new words in the language lab. The language lab would help them to listen to native speakers of English. It would also give them an opportunity to record themselves and compare their recordings with that of the native speakers.

4.2.2 Identifying areas of pronunciation that might cause problems while communicating

On the analysis of answers given by students it was seen that words which had silent letters posed major problems for students. Other areas that caused problems in pronunciation while communicating are consonant sounds at the end of a word, the "th" sound, glided vowels and the 'schwa'of the English language. Many students also face problems while listening to people speaking in English. Many a times they also have problems in comprehending because of improper listening.

4.2.3 Students' expectations from the Language Lab

On analysis of answers given by students it was found that students had varied expectations from the Language lab. Some said that they want to acquire fluency and accuracy of speech and pronunciation. Some were of the view that through the

Lab they would be able to practice at their own pace and learn English through meaningful activities. Students also said that in the lab they will get to hear accents of native speakers and improve upon their listening skills which also pose a problem.

4.2.4 Methods used by students to correct pronunciation

Before coming to the Language lab students used to correct their pronunciation only by listening to others. Sometimes they also took help from their teachers. Many a times their pronunciation problems were left unattended. They also said that till date they have been pronouncing many words incorrectly. They also used online dictionaries and other web portals to correct and acquire pronunciation.

4.3 Effectiveness of Language Lab in developing the Pronunciation Skill

This section relates to analysis and interpretation of data pertaining to objective number 3 of the study that reads: 'To discover the effectiveness of the Language Lab in developing pronunciation skill,' and seeks to answer the research question: 'How can Language Lab help in developing the Pronunciation Skill?' The data for objective 1 was collected through a Pre-test and post-test developed by the Investigator. The data collected is presented under different sections. The objective was to discover the effectiveness of the Language Lab in developing pronunciation skill. This was done by comparing the mean scores of Achievement in the pre-test and post test conducted after intervention by the Investigator for a period of six months. The data were analysed with the help of t-test and the results are given in Tables 4.10 to 4.15

4.3.1 Change in analyzing first consonant sound: Compare the mean scores of post test Q1 and pre test Q1

This was done by comparing the mean scores of post test Q1 and pre test Q1. The data were analysed with the help of t-test and the results are given in Table 4.10

Table 4.10 Test-wise M, SD and t- values achievement of students

Test	M	SD	N	t-value	Remark
Post test Q1	4.32	.48	25	13.15	p<0.05
Pre test Q1	1.92	.91	25		

From Table 4.10, it can be seen that the t-value is 13.15 which is significant at 0.05 level. It reflects that the mean scores of Post test Q1 and Pre test Q1 differ significantly. Further the mean score of pre test Q1 is 1.92 which is significantly lower than that of the mean score of post test Q1 which is 4.32. It may, therefore, be said that post test Q1 scores were significantly higher than the pre test Q1 scores

Figure 4.10 Comparison of the mean scores of post test Q1 and pre test Q1

From figure 4.10, it is clearly illustrated that the post test Q1 scores are significantly higher than that of pre test Q1 scores. Therefore, it can also be said that there is a marked increase in post test Q1 scores as compared to pre test Q1 scores.

4.3.2 Change in analyzing final consonant sound: Compare the mean scores of post test Q2 and pre test Q2
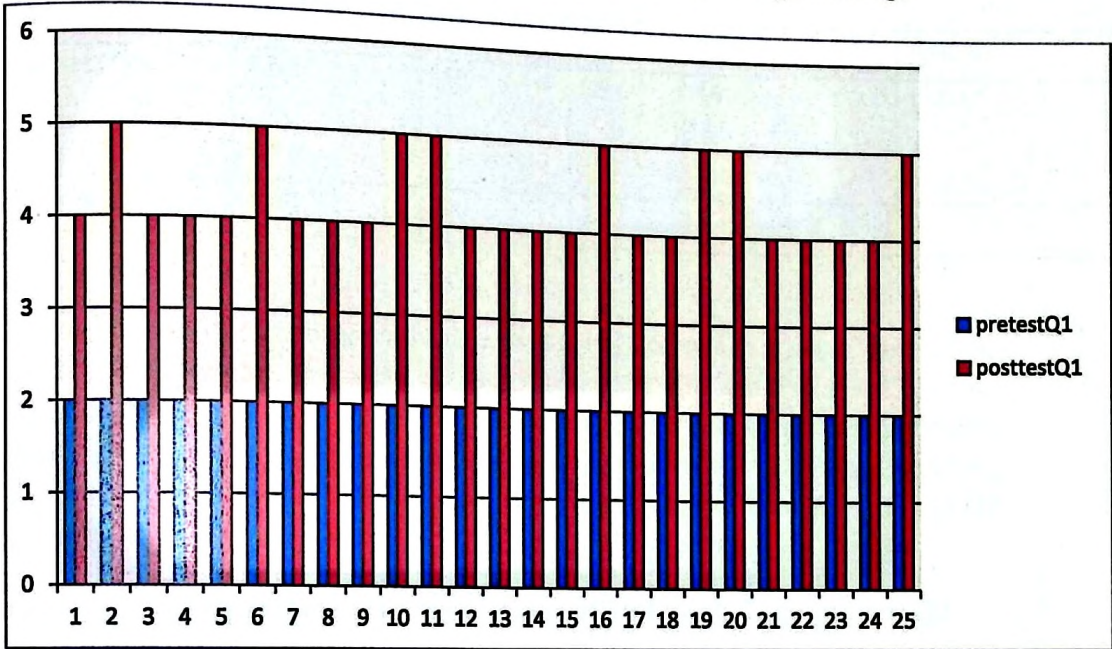
This was done by comparing the mean scores of post test Q2 and pre test Q2. The data were analysed with the help of t-test and the results are given in Table 4.11

Table 4.11 Test-wise M, SD and t- values achievement of students

Test	M	SD	N	t-value	Remark
Post test Q2	4.60	.50	25	14.65	p<0.05
Pre test Q2	1.68	.90	25		

From Table 4.11, it can be seen that the t-value is 14.65 which is significant at 0.05 level. It reflects that the mean scores of Post test Q2 and Pre test Q2 differ significantly. Further the mean score of pre test Q2 is 1.68 which is significantly lower than that of the mean score of post test Q2 which is 4.60. It may, therefore, be said that post test Q2 scores were significantly higher than the pre test Q2 scores.

Figure 4.11 Comparison of the mean scores of post test Q2 and pre test Q2

From figure 4.11, it is clearly illustrated that the post test Q2 scores are significantly higher than that of pre test Q2 scores. Therefore, it can also be said that there is a marked increase in post test Q2 scores as compared to pre test Q2 scores.

4.3.3 Change in analyzing number of syllables: Compare the mean scores of post test Q3 and pre test Q3

This was done by comparing the mean scores of post test Q3 and pre test Q3. The data were analysed with the help of t-test and the results are given in Table 4.12
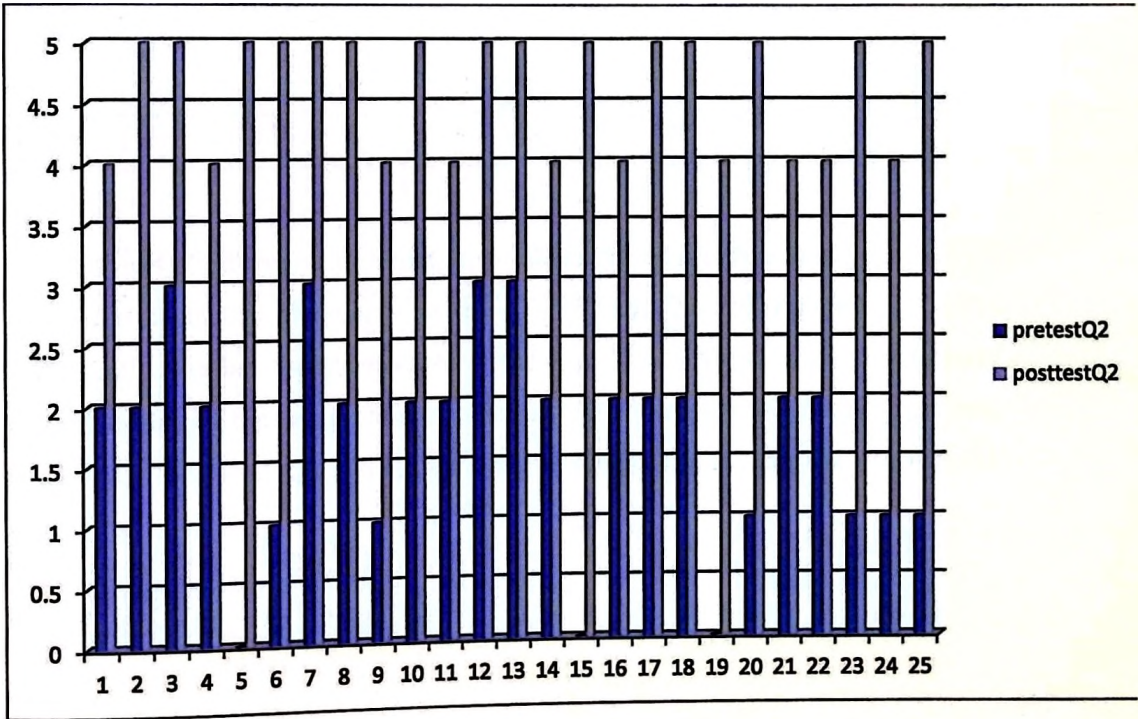
Table 4.12 Test-wise M, SD and t- values achievement of students

Test	M	SD	N	t-value	Remark
Post test Q3	4.44	.58	25	13.00	p<0.05
Pre test Q3	1.84	.94	25		

From Table 4.12, it can be seen that the t-value is 13.00 which is significant at 0.05 level. It reflects that the mean scores of Post test Q3 and Pre test Q3 differ significantly. Further the mean score of pre test Q3 is 1.84 which is significantly lower than that of the mean score of post test Q3 which is 4.44. It may, therefore, be said that post test Q3 scores were significantly higher than the pre test Q3 scores.

From figure 4.12, it is clearly illustrated that the post test Q3 scores are significantly higher than that of pre test Q3 scores. Therefore, it can also be said that there is a marked increase in post test Q3 scores as compared to pre test Q3 scores.

4.3.4 Change in analyzing long and short vowels: Compare the mean scores of post test Q4 and pre test Q4
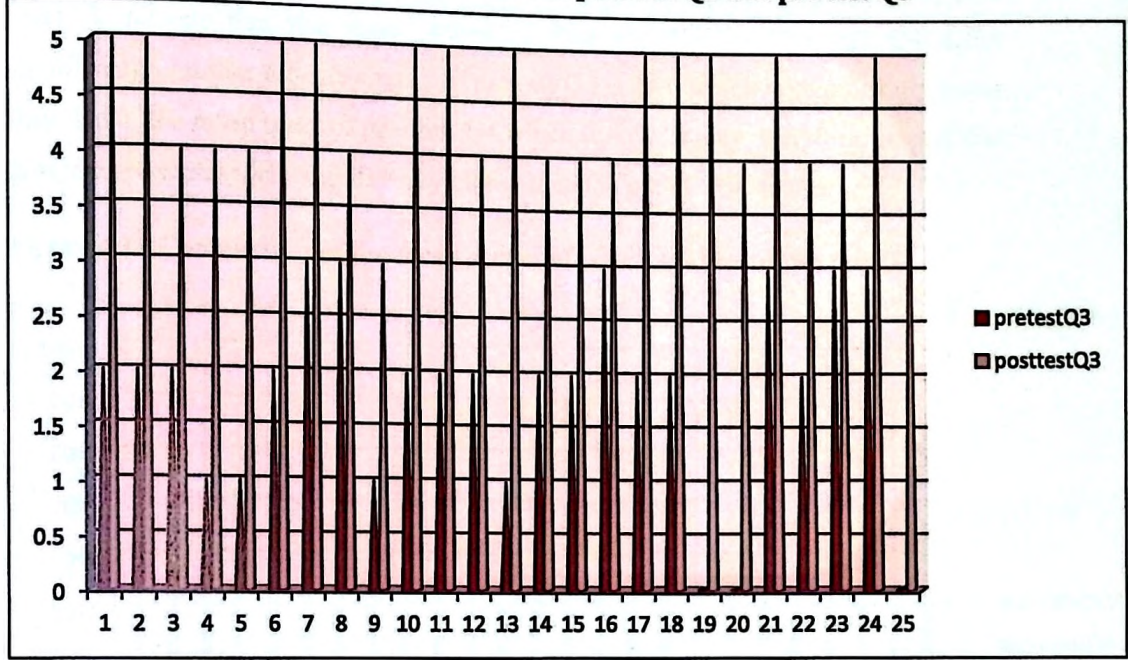
This was done by comparing the mean scores of post test Q4 and pre test Q4. The data were analysed with the help of t-test and the results are given in Table 4.13

Table 4.13 Test-wise M, SD and t- values achievement of students

Test	M	SD	N	t-value	Remark
Post test Q4	4.60	.71	25	8.52	p<0.05
Pre test Q4	2.40	.91	25		

From Table 4.13, it can be seen that the t-value is 8.52 which is significant at 0.05 level. It reflects that the mean scores of Post test Q4 and Pre test Q4 differ significantly. Further the mean score of pre test Q4 is 2.40 which is significantly lower than that of the mean score of post test Q4 which is 4.60. It may, therefore, be said that post test Q4 scores were significantly higher than the pre test Q4 scores.

Figure 4.13 Comparison of the mean scores of post test Q4 and pre test Q4

From figure 4.13, it is clearly illustrated that the post test Q4 scores are significantly higher than that of pre test Q4 scores. Therefore, it can also be said that there is a marked increase in post test Q4 scores as compared to pre test Q4 scores.

4.3.5 Change in analyzing different rhyming words Compare the mean scores of post test Q5 and pre test Q5

This was done by comparing the mean scores of post test Q5 and pre test Q5. The data were analysed with the help of t-test and the results are given in Table 4.14
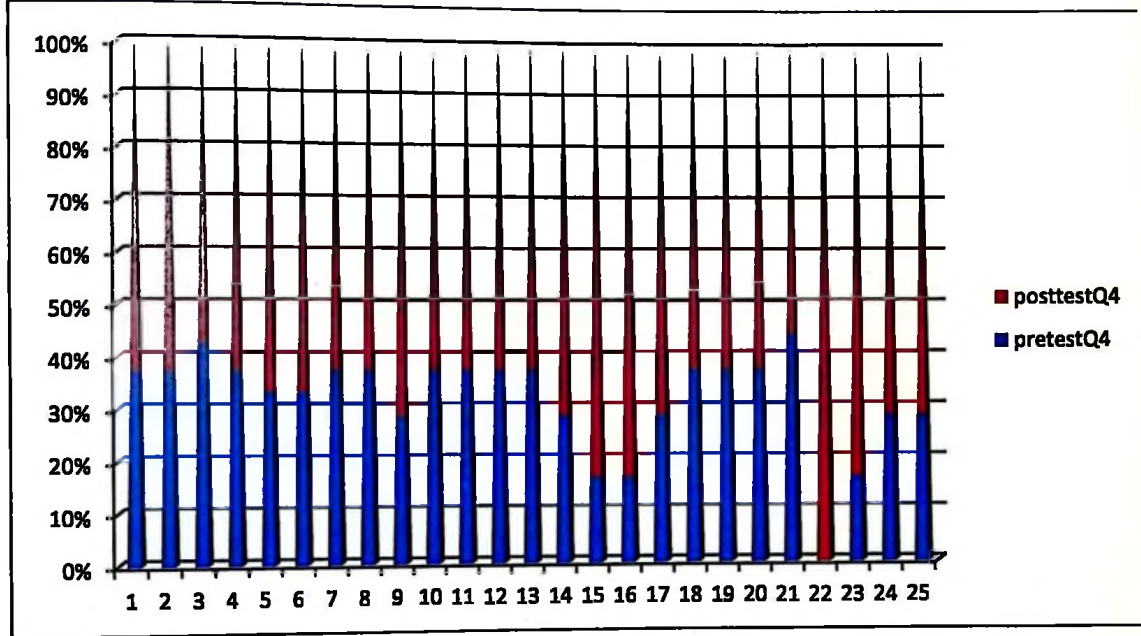
Table 4.14 Test-wise M, SD and t- values achievement of students

Test	M	SD	N	t-value	Remark
Post test Q5	4.32	.63	25	11.62	p<0.05
Pre test Q5	1.80	1.12	25		

From Table 4.14, it can be seen that the t-value is 11.62 which is significant at 0.05 level. It reflects that the mean scores of Post test Q5 and Pre test Q5 differ significantly. Further the mean score of pre test Q5 is 1.80 which is significantly lower than that of the mean score of post test Q4 which is 4.32. It may, therefore, be said that post test Q5 scores were significantly higher than the pre test Q5 scores.

Figure 4.14 Comparison of the mean scores of post test Q5 and pre test Q5

From figure 4.14, it is clearly illustrated that the post test Q5 scores are significantly higher than that of pre test Q5 scores. Therefore, it can also be said that there is a marked increase in post test Q5 scores as compared to pre test Q5 scores.

4.3.6 Effectiveness of Language Lab in developing pronunciation skill: Compare the mean scores of post test total and pre test total

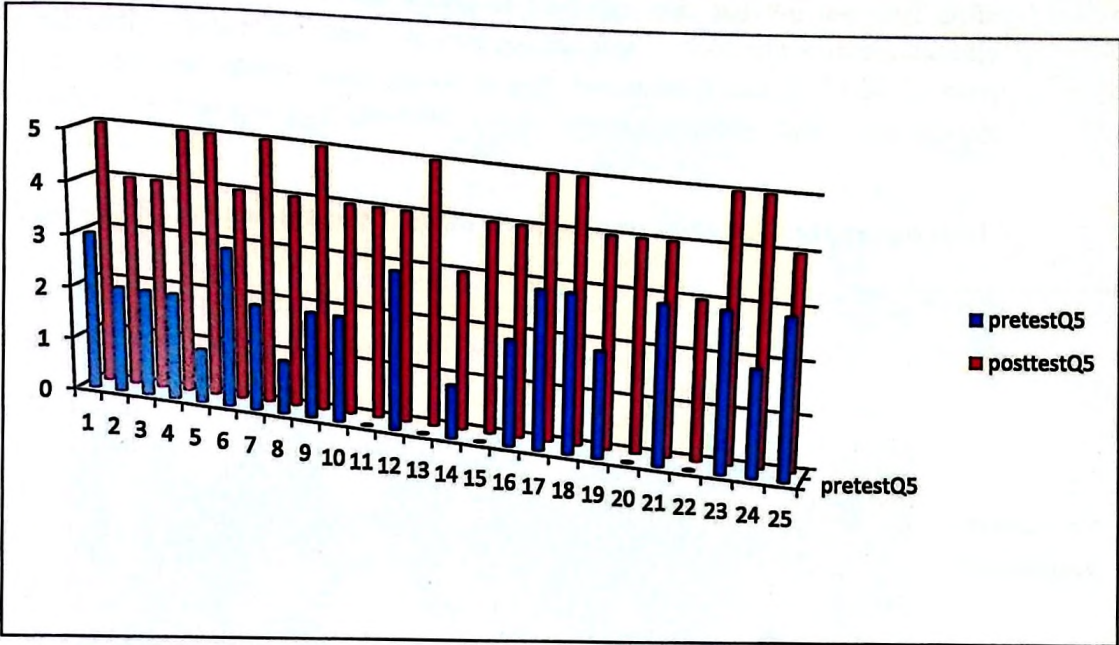This was done by comparing the mean scores of post test total and pre test total. The data were analysed with the help of t-test and the results are given in Table 4.15

Table 4.15 Test-wise M, SD and t- values of achievement of students

Test	M	SD	N	t-value	Remark
Post test total	22.24	1.39	25	24.10	p<0.05
Pre test total	9.64	2.66	25		

From Table 4.15, it can be seen that the t-value is 24.10 which is significant at 0.05 level. It reflects that the mean scores of Post test total and Pre test total differ significantly. Further the mean score of pre test total is 9.64 which is significantly lower than that of the mean score of post test total which is 22.24. It may, therefore, be said that post test total scores were significantly higher than the pre test total scores.

Figure 4.15 Comparison of the mean scores of post test total and pre test total
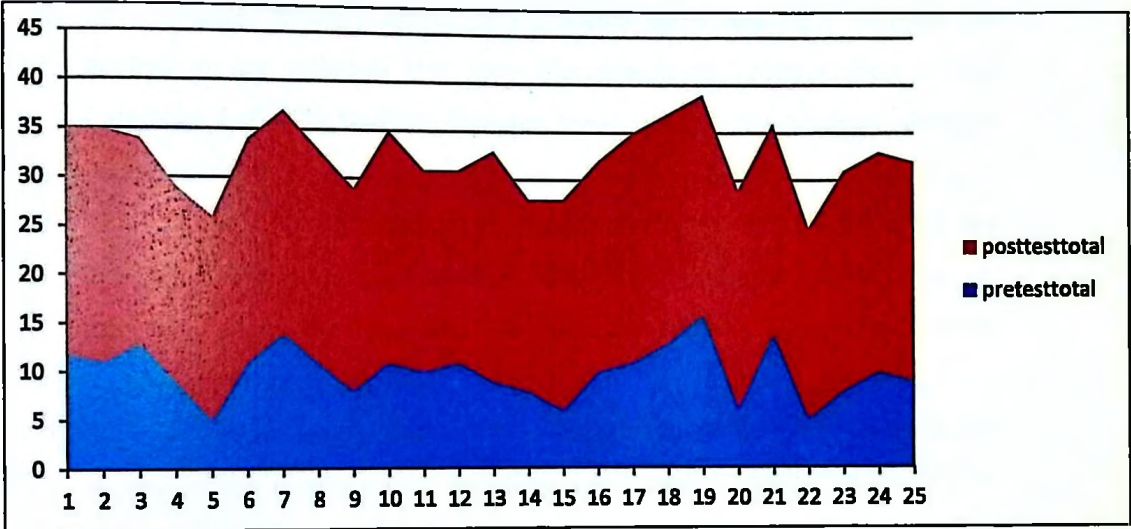
From figure 4.15, it is clearly illustrated that the post test total scores are significantly higher than that of pre test total scores. Therefore, it can also be said that there is a marked increase in post test total scores as compared to pre test total scores.

4.4 Findings

1. 56% students strongly agree, 32% students agree and 12% students are neutral to the question that they think practicing pronunciation in LL is useful. While none of the students disagree or strongly disagree,

2. 20% students strongly agree, 56% students agree and 24% students are neutral to the question that they think working on pronunciation will help

people to understand them. While none of the students disagree or strongly disagree,

3. 28% students strongly agree, 40% students agree and 32% students are neutral to the question that they think working on pronunciation will help them to understand others. While none of the students disagree or strongly disagree,

4. 32% students strongly agree, 48% students agree and 16% students are neutral to the question that they like practicing pronunciation in the Language Lab. 4% students disagree while none of the students strongly disagree,

5. 32% students strongly agree, 40% students agree and 8% students are neutral to the question that they would like to spend more time on practicing pronunciation in the Language Lab. While none of the students disagree or strongly disagree,

6. 28% students strongly agree, 48% students agree and 8% students are neutral to the question that sounding like a native speaker of English is important to them. 12% students disagree while none of the students strongly disagree,

7. 60% students strongly agree, 40% students agreel to the question that they would like their teacher to correct their pronunciation mistakes in the Language Lab. While none of the students are neutral, disagree or strongly disagree,

8. 60% students strongly agree, 36% students agree and 4% students are neutral to the question that focusing on pronunciation is useful. While none of the students disagree or strongly disagree,

9. 28% students strongly agree, 60% students agree and 4% students are neutral to the question that they   feel comfortable dealing with

pronunciation activities in the Language Lab. 8% students disagree while none of the students strongly disagree,

10. It was seen that the main goal of students for learning pronunciation was to increase their competency in the English language. English is a foreign language and the foremost problem that arises is of acquiring pronunciation of new words, sometimes the pronunciation of certain words is entirely different from what is expected. Therefore the main goal of students is to acquire the pronunciation of new words in the language lab. The language lab would help them to listen to native speakers of English. It would also give them an opportunity to record themselves and compare their recordings with that of the native speakers.

11. Words which had silent letters posed major problems for students. Other areas that caused problems in pronunciation while communicating are consonant sounds at the end of a word, the "th" sound, glided vowels and the 'schwa'of the English language. Many students also face problems while listening to people speaking in English. Many a times they also have problems in comprehending because of improper listening.

12. Students had varied expectations from the Language lab. Some said that they want to acquire fluency and accuracy of speech and pronunciation. Some were of the view that through the Lab they would be able to practice at their own pace and learn English through meaningful activities. Students also said that in the lab they will get to hear accents of native speakers and improve upon their listening skills which also pose a problem.

13. Before coming to the Language lab students used to correct their pronunciation only by listening to others. Sometimes they also took help from their teachers. Many a times their pronunciation problems were left unattended. They also said that till date they have been pronouncing many

words incorrectly. They also used online dictionaries and other web portals to correct and acquire pronunciation.

14. Post test Q1 scores are significantly higher than that of pre test Q1 scores. Therefore, it can also be said that there is a marked increase in post test Q1 scores as compared to pre test Q1 scores.

15. Post test Q2 scores are significantly higher than that of pre test Q2 scores. Therefore, it can also be said that there is a marked increase in post test Q2 scores as compared to pre test Q2 scores.

16. Post test Q3 scores are significantly higher than that of pre test Q3 scores. Therefore, it can also be said that there is a marked increase in post test Q3 scores as compared to pre test Q3 scores.

17. Post test Q4 scores are significantly higher than that of pre test Q4 scores. Therefore, it can also be said that there is a marked increase in post test Q4 scores as compared to pre test Q4 scores.

18. Post test Q5 scores are significantly higher than that of pre test Q5 scores. Therefore, it can also be said that there is a marked increase in post test Q5 scores as compared to pre test Q5 scores.

19. Post test total scores are significantly higher than that of pre test total scores. Therefore, it can also be said that there is a marked increase in post test total scores as compared to pre test total scores.

CHAPTER 5
SUMMARY

Chapter 5- Summary

5.0 Introduction

Humans possess in common with many animals the ability to produce different kinds of sounds. However humans also possess the ability to organize these sounds into an efficient system of communication. Speech which we often take for granted is a rather complex series of events. Pronunciation of these sounds plays a very integral part in the overall chain of events. In language teaching pronunciation is the term usually given to the process of teaching learners to produce the sounds of the language.

Once a teacher decides he or she will include pronunciation in his teaching plan, he or she should prepare the teaching procedure and activities thoughtfully. The first step is to select which features of pronunciation to teach. These should not be decided only by assuming common pronunciation problems of speakers, but should be determined by listening to the concrete group of learners and examining their problems.

Secondly, pronunciation activities tend to be used as fillers in the lesson which makes them isolated from other course work. As a result, students can pronounce practised features well during the pronunciation activities but then they might fail to do so in general class work. To avoid this problem, pronunciation should be linked with general language learning as much as possible.

5.1 Need and justification of the problem

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Correct pronunciation is a basis for effective communication in English. Improper pronunciation can lead to negative or gaps in efficient communication. Proper pronunciation can be defined as a reproduction of language sounds in such a way that the intended message is passed easily and is properly understood by a fluent speaker of the language. The prospective teachers enrolled in the Institute come from different regional and educational backgrounds since the nature of the Institute is Regional. It is seen that prospective teachers face problems in pronunciation which is a very integral aspect of effective communication and is required in dealing with all other subjects as the medium of instruction in most of the schools is English. Therefore it is necessary to equip prospective teachers with skills of effective pronunciation.

5.2 Statement of the Problem

After going through various studies and also seeing the needs of the present scenario it is found that pronunciation holds a place of vital importance in classroom transactions. Therefore it should be the focus of all pre service teacher trainees to train themselves in accurate pronunciation. Language teacher educators also have to cater to this requirement. The language lab can play an important role in helping students with difficulties in pronunciation. With emphasis on the above problem the present study is entitled "Effectiveness of Language Lab activities in Developing the Pronunciation Skill" of prospective teachers of R.I.E. Bhopal.

5.3 Objectives of the study

The objectives of the study are-

1. To identify the students' awareness on the importance of learning pronunciation.
2. To determine the problems that the students faced in pronunciation.
3. To discover the effectiveness of the Language Lab in developing pronunciation skill.

5.4 Research Questions

The proposed study emerges from the following Research Questions-

1. How aware are the students about the importance of learning pronunciation?
2. What are the problems that the students face in pronunciation?
3. How can Language Lab help in developing the Pronunciation Skill?

5.5 Method of the Research

The emphasis of this research is on gaining insight into students' experiences and perceptions of classroom pronunciation practice. To ascertain more about the range of perspectives, questionnaires were given out to students with different questions (see Appendices). Questionnaires are an efficient and effective means of achieving an insight into a number of viewpoints, potentially discovering patterns or contrasts. The questionnaire was designed using a five point scale. The statements were formulated based on the research questions themselves, and ideas which had developed from reading relevant literature relating to goals and identity. They dealt

with the importance of pronunciation, perceptions of classroom practice and the time spent on it, as well as teaching and learning goals. Most statements required respondents to select one of five categories from 'strongly agree' – 'strongly disagree'. Space was available after each question to expand on any answers or add reflections or other comments. Questions to provide an understanding of the demographic were also asked, the aim of which was to investigate potential factors influencing students' beliefs. The present study is a mixed method research bringing in together the essential elements of both qualitative and quantitative research..

5.6 Data collection and analysis

(a) Questionnaire was filled by students- the investigator met the students in close and tried to create a rapport with them in the initial days. A few ice breaking sessions were also held through which it became easy for the investigator to analyse the problem areas in pronunciation to a certain extent. Thereafter a questionnaire was given to the students where they were expected to answer questions on a five point scale and others where they were expected to answer in their own words. The identity of the students was kept optional so that they could answer questions without any inhibition.

(b) Pre Test was conducted- A pre test developed by the investigator was conducted in the class. Multiple choice questions with options were given and students were expected to choose the correct options. Time allowed was 30 minutes. The pre test gave a fairly good idea about the problem areas in pronunciation and also provided the investigator to design the intervention that was to follow.

(c) Intervention given by the investigator- after the pre test was conducted and gaps in pronunciation recognized, the investigator began the intervention in the class room as well as the Language Lab.

(d) After the data was collected it was analysed through the paired sample t-test through SPSS. Qualitative data was also converted into percentages. While responses to open questions were put together and analysed .

5.7 Major Findings and conclusion

1. 56% students strongly agree, 32% students agree and 12% students are neutral to the question that they think practicing pronunciation in LL is useful. While none of the students disagree or strongly disagree,

2. 20% students strongly agree, 56% students agree and 24% students are neutral to the question that they think working on pronunciation will help people to understand them. While none of the students disagree or strongly disagree,

3. 28% students strongly agree, 40% students agree and 32% students are neutral to the question that they think working on pronunciation will help them to understand others. While none of the students disagree or strongly disagree,

4. 32% students strongly agree, 48% students agree and 16% students are neutral to the question that they like practicing pronunciation in the Language Lab. 4% students disagree while none of the students strongly disagree,

5. 32% students strongly agree, 40% students agree and 8% students are neutral to the question that they would like to spend more time on practicing pronunciation in the Language Lab. While none of the students disagree or strongly disagree,

6. 28% students strongly agree, 48% students agree and 8% students are neutral to the question that sounding like a native speaker of English is

important to them. 12% students disagree while none of the students strongly disagree,

7. 60% students strongly agree, 40% students agreel to the question that they would like their teacher to correct their pronunciation mistakes in the Language Lab. While none of the students are neutral, disagree or strongly disagree,

8. 60% students strongly agree, 36% students agree and 4% students are neutral to the question that focusing on pronunciation is useful. While none of the students disagree or strongly disagree,

9. 28% students strongly agree, 60% students agree and 4% students are neutral to the question that they feel comfortable dealing with pronunciation activities in the Language Lab. 8% students disagree while none of the students strongly disagree,

10. It was seen that the main goal of students for learning pronunciation was to increase their competency in the English language. English is a foreign language and the foremost problem that arises is of acquiring pronunciation of new words, sometimes the pronunciation of certain words is entirely different from what is expected. Therefore the main goal of students is to acquire the pronunciation of new words in the language lab. The language lab would help them to listen to native speakers of English. It would also give them an opportunity to record themselves and compare their recordings with that of the native speakers.

11. Words which had silent letters posed major problems for students. Other areas that caused problems in pronunciation while communicating are consonant sounds at the end of a word, the "th" sound, glided vowels and the 'schwa'of the English language. Many students also face problems while listening to people speaking in English. Many a times they also have problems in comprehending because of improper listening.

12. Students had varied expectations from the Language lab. Some said that they want to acquire fluency and accuracy of speech and pronunciation. Some were of the view that through the Lab they would be able to practice at their own pace and learn English through meaningful activities. Students also said that in the lab they will get to hear accents of native speakers and improve upon their listening skills which also pose a problem.

13. Before coming to the Language lab students used to correct their pronunciation only by listening to others. Sometimes they also took help from their teachers. Many a times their pronunciation problems were left unattended. They also said that till date they have been pronouncing many words incorrectly. They also used online dictionaries and other web portals to correct and acquire pronunciation.

14. Post test Q1 scores are significantly higher than that of pre test Q1 scores. Therefore, it can also be said that there is a marked increase in post test Q1 scores as compared to pre test Q1 scores.

15. Post test Q2 scores are significantly higher than that of pre test Q2 scores. Therefore, it can also be said that there is a marked increase in post test Q2 scores as compared to pre test Q2 scores.

16. Post test Q3 scores are significantly higher than that of pre test Q3 scores. Therefore, it can also be said that there is a marked increase in post test Q3 scores as compared to pre test Q3 scores.

17. Post test Q4 scores are significantly higher than that of pre test Q4 scores. Therefore, it can also be said that there is a marked increase in post test Q4 scores as compared to pre test Q4 scores.

18. Post test Q5 scores are significantly higher than that of pre test Q5 scores. Therefore, it can also be said that there is a marked increase in post test Q5 scores as compared to pre test Q5 scores.

19. Post test total scores are significantly higher than that of pre test total scores. Therefore, it can also be said that there is a marked increase in post test total scores as compared to pre test total scores.

5.8 Recommendations

The findings of the research clearly indicate that the Language Lab plays a unique and important role in developing the pronunciation skill of the students, it is also seen that when students had come to the class they had their own different standards of pronunciation but after the intervention a lot of improvement took place in the pronunciation of students. The errors and mistakes that students had been continuously making were resolved to a great extent. Moreover their listening skills and comprehension abilities were also developed. The students developed a keen understanding of not only the speech organs involved in the production of speech but also the sounds and symbols of the English Language. They also learnt to phonetically transcribe individual words and read transcriptions in the dictionary. Not only was the skill of pronunciation developed but also other skills of Listening, Speaking, Reading and Writing were also developed.

1. It was seen that if good quality time and efforts are put in by the students in the Language Lab it proved to be beneficial for the students.

2. A number of exercises different in content and methodology should be used in the Language Lab so that monotony does not set in and students are motivated to practice more,

3. Language is always learnt and acquired better when learners are placed in meaningful contexts.

4. Learning phonetic transcription always proves to be beneficial for acquiring better pronunciation,

5. The Language Lab places students and teacher into direct contact with each other. as a result students get immediate feedback on whatever work or exercise they might be doing. This also helps in better pronunciation.

6. Peer feedback is also important. Students are also connected to each other and can engage into a conversation with each other whereas teacher can keep a track.

7. Apart from the software being utilized in the Language Lab other open resources should also be accessed.

8. The teacher should make efforts by developing material and exercises in order to help students to learn the pronunciation of the English Language.

9. Students should be given ample opportunities to attend Lab classes which should also be reflected in the time table.

10. Language Lab modules can also be developed for different classes so that language acquisition becomes an organized and sequential activity.

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Appendices

PROFORMA FOR FORMULATION OF PROPOSAL FOR EDUCATIONAL RESEARCH

PAC- 16.13

Title of the Study/Project-

Effectiveness of Language Lab activities in Developing the Pronunciation Skill.

Introduction-

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Correct pronunciation is a basis for effective communication in English. Improper pronunciation can lead to negative or gaps in efficient communication. Proper pronunciation can be defined as a reproduction of language sounds in such a way that the intended message is passed easily and is properly understood by a fluent speaker of the language. The prospective teachers enrolled in the Institute come from different regional and educational backgrounds since the nature of the Institute is Regional. It is seen that prospective teachers face problems in pronunciation which is a very integral aspect of effective communication and is required in dealing with all other subjects as the medium of instruction in most of the schools is English. Therefore it is necessary to equip prospective teachers with skills of effective pronunciation.

Research Questions-

1. How aware are the students about the importance of learning pronunciation?
2. What are the problems that the students face in pronunciation?
3. How can Language Lab help in developing the Pronunciation Skill?

Objectives-

1. To identify the students' awareness on the importance of learning pronunciation.
2. To determine the problems that the students faced in pronunciation.
3. To discover the effectiveness of the Language Lab in developing pronunciation skill.

Methodology-

The experimental method will be adopted in carrying out the study. The details of research methodology, including the sample, the tools for data collection and the technique of data analysis is presented as follows:

(i) Sample: Sample will consist of 40 students of B.A/B.Ed Ist year of 2017.

(ii) Tools: A pre-test to assess the pronunciation will be conducted.

Intervention will be provided in the form of training and practice of pronunciation in the language lab.

A post-test will be conducted to assess the development of the skill of pronunciation.

Comparison of pre-test and post-test will be done by applying the T-Test.

Time Budgeting-

Present study will start in July 2017 and will be completed in March 2018. Thus the duration of the study will be nine months.

Organizational Framework-

1. Dr. Shruti Tripathi, Principal Investigator
2. Prof. Nidhi Tiwari, Member

Effectiveness of Language Lab activities in Developing the Pronunciation Skill
Pre-Test

Duration- ½ hour

Maximum Marks- 25

1. In each line, encircle the word that has a different first consonant sound.
   (5m)

a.	Plenty	prince	piano	pneumatic
b.	Number	know	Moon	gnaw
c.	Honest	how	hour	honour
d.	Universal	utopia	Ukraine	ulcer
e.	Sugar	silent	simple	sink

2. In each line encircle the word that has a different final consonant sound.
   (5m)

a.	Shock	music	arch	ache
b.	Batch	badge	hatch	touch
c.	Taught	yacht	fight	depot
d.	Bulb	bribe	comb	tub
e.	Measure	seizure	pleasure	razor

3. One word in each set has a different number of syllables from the others.
   encircle the odd one out. (5m)
   Note- One syllable is equal to one vowel sound.
   For example- 'touch' has one syllable or one vowel sound, 'mother' has
   two syllables or two vowel sounds.

a.	Altogether	avocado	banana	Argentina
b.	Mother	brother	father	together
c.	Zip	talk	fun	noisy
d.	Literature	Psychology	Economics	History
e.	Carnival	music	finish	cupboard

4. Read the following names and decide from their spelling, if the vowel is short or long. (5m)
   a. Ted
   b. Beth
   c. Joan
   d. Luke
   e. Pete

5. Each line contains three words that rhyme and one word that does not. encircle the odd one out. (5m)

a. Scene	sign	mean	convene
b. Laze	days	phase	size
c. Barred	bared	hard	yard
d. Prized	missed	fist	kissed
e. Soot	cut	shut	but

Effectiveness of Language Lab activities in Developing the Pronunciation Skill

Post-Test

Duration- ½ hour
Maximum Marks- 25

1. In each line, encircle the word that has a different first consonant sound. (5m)

   a. Friend   priest   physical   Philosophy
   b. Kettle   car   circle   catch
   c. These   thank   think   thread
   d. When   which   whose   where
   e. Church   choir   cheap   chart

2. In each line encircle the word that has a different final consonant sound. (5m)

   a. Picked   rubbed   fact   bought
   b. Dragged   road   dropped   hide
   c. Cough   safe   roof   of
   d. Packs   ox   begs   six
   e. Lump   chasm   limb   name

3. One word in each set has a different number of syllables from the others. encircle the odd one out. (5m)

   Note- One syllable is equal to one vowel sound.

For example- 'touch' has one syllable or one vowel sound, 'mother' has two syllables or two vowel sounds.

a. Destiny	chocolate	computer	afterwards
b. Stopped	smashed	wanted	tried
c. Leicester	Lester	Staffordshire	Manchester
d. Rhythm	chasm	through	thorough
e. Lengths	if	table	on

4. Read the following names and decide from their spelling, if the vowel is short or long. (5m)

    a.   Tim

    b.   Mill

    c.   Dean

    d.   Liz

    e.   Bert

5. Each line contains three words that rhyme and one word that does not. Identify the odd one out. (5m)

a. Steel	peal	stale	peel
b. Bert	Curt	shirt	Bart
c. Relate	fete	weight	height
d. Food	mood	chewed	good
e. Jerk	clerk	work	shirk

Questionnaire for students

This questionnaire is for research purposes only and the aim is to gain a better understanding of what students think about studying pronunciation. The questionnaire is anonymous and any information you provide will remain confidential.

Please tick one option for each sentence. If you are not sure, or if you think it depends, you can tick 'neither agree nor disagree'.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I think practicing pronunciation in the Language Lab is useful					
I think working on pronunciation will help people to understand me					
I think working on pronunciation will help me to understand other people					
I like practicing pronunciation in the Language Lab					
I would like to spend more time on practicing pronunciation in the Language Lab					
Sounding like a native speaker of English is					

Please write your comments below the questions.

1. What is your main goal for learning pronunciation?

_____

_____

_____

_____

_____

2. Can you identify any areas of pronunciation that might cause problems when you are communicating?

_____

_____

_____

_____

_____

3. What are your expectations from the Language Lab?

_____

_____

_____

_____

_____

4. What methods did you use prior to this for correcting your pronunciation?

_____

_____

_____

_____

_____

" *A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language.*"
— *Noam Chomsky*