ACQUISITION OF CORRECT PRONUNCIATION BY DINT OF MULTIMEDIA INSTRUCTIONAL DEVICE

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ABSTRACT

Students need excellent pronunciation skills to succeed in their studies. Pronunciation skills are required to students this will help them in the future. A common mistake made by the students who are studying English as their second language is they are not paying enough attention to English Pronunciation. This underestimation of the importance of pronunciation is because the student considers the other aspects of the English language such as grammar, lexicology and vocabulary are important but not pronunciation.

The investigator wanted to enhance the pronunciation skills of the prospective teachers as she had understood through a survey study conducted earlier by her that they lack command over English

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language. The investigator being an English Teacher wanted to do an experiment with the help of multimedia in helping the prospective teachers acquire skills in pronunciation. In colleges of education, the prospective teachers are not given much importance to practice pronunciation as they do not make them learn and practice these skills very easily, interestingly and effectively. Since the traditional teaching lacks behind all these salient features, the prospective teachers as well as lack in their communication skills. In order to solve this problem the investigator wanted to introduce Multimedia Instructional Device in the place of conventional method. The investigator realized the need and importance of pronunciation skills which every prospective teacher should acquire so as to strengthen his or her communication skills, she wanted to perform this piece of research work on Effect of Multimedia Instructional Device on the Acquisition of English Pronunciation Skills of Prospective Teachers.

The investigator employed experimental method and used intelligent test to establish homogeneity.The population was the prospective teachers from a college of education.The sample size was 62.Hypothesis were framed affirmatively in the light of the objectives with essential background variable.The major objective of the study was to find There is significant difference between the pretest scores of pronunciation skills of the control and experimental group.There is significant difference between the pretest scores of the control group and experimental group with regard to the level of intelligence.There is significant difference between the posttest scores of the control group and the experimental groups.There is significant difference between the posttest scores of the control and the experimental groups with regard to the level of intelligence.Appropriate and relevant statistical techniques were administered to analyze the data.The findings of the study showed that the experimental group performed well than that of the control group.Based on the findings of the study the researcher bestowed recommendations to prospective teachers,parents,teachers and other organisations.

Keywords: Acquisition, Correct Pronunciation, Multimedia , Instructional Device

Introduction

English is an international language has developed more than 1,400 years. It is the most spoken language in the worldand the third-most spoken native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. There are more people who have learned English as a second language than there are native speakers. As of 2005, it was estimated that there were over 2 billion speakers of English. (Bernard Bloch).Pronunciation plays an important role in English speaking to express our ideas. English is not native language for everyone and hence the pronunciation of Indian speakers of English is different from that of the native speaker. Some speakers of the English language attract us with their good command of English language. It is their pronunciations that leave impact on us as listeners. It is an essential part of every speaker to speak with the right pronunciation. Since we are not native speakers of English, there exists a very serious problem with regard to the pronunciation of the Indian speaker's English. English is widespread language. Because of a variety of English spoken in different parts of the world, there is no purity of pronunciation.

Prospective teachers need good pronunciation.They must learn to speak with proper pronunciation, hence inturn when they go to different schools they will teach the students with proper pronunciation.

NEED AND SIGNIFICANCE OF THE STUDY

Prospective teachers needs excellent pronunciation skills to succeed in their career. Pronunciation skills are required to prospective teachers this will help them in their future. A common mistake made by prospective teachers who are studying English as their second language is they are not paying enough attention to English Pronunciation. This underestimation of the importance of pronunciation is because they consider the other aspects of English Language such as grammar, lexicology and vocabulary are important but not pronunciation. Pronunciation plays a vital role in proper communication because incorrect use of pronunciation will lead to the message being misunderstood by the person who listens.

Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will often not change the words meaning and content drastically thereby irreversibly altering the meaning of the sentence being communicated. Prospective Teachers whose grammar and vocabulary are good he or she may write good English, but if the same teacher lacks fundamental knowledge in pronunciation it is very difficult for the teacher to communicate effectively. However those who wish to excel at the English Language will always have to give the knowledge of pronunciation a high priority. Prospective Teachers need excellent pronunciation skills to excel in their profession. Skills are required by teachers to facilitate understanding of teaching and the ability to accomplish their responsibilities effectively. Teachers must possess highly developed pronunciation skills to become successful in their profession (Sailaja, 2015). Prospective teachers must have good leadership, public speaking and overall pronunciation skills. The present study is an attempt to find out "The Effect of Multimedia Instructional Device on the Acquisition of Pronunciation of Prospective Teachers in English".

OBJECTIVES OF THE STUDY

Research objectives describe concisely what the research is trying to achieve. They summarize the accomplishments a researcher wishes to achieve through the project and provides direction to the study

1.	To develop a multimedia instructional device on the acquisition of pronunciation skills of prospective teachers in English.

2.	To find out the significant difference ,if any, in the pretest scores of the pronunciation skills of the control group taught by conventional method and experimental group taught by multimedia instructional device approach with regard to the level of intelligence.

3.	To determine the significant difference ,if any, in the post test scores of the pronunciation skills of the sample groups with regard to the level of intelligence.

4. To discover the significant difference between the pretest and posttest scores of the sample groups with regard to the level of intelligence.

5. To ascertain the significant difference, if any, between the gain scores of the sample groups with regard to the level of intelligence.

6. To detect the significant difference, if any, between the scores of delayed posttests of the sample groups with regard to the level of intelligence.

7. To learn the significant difference, if any, in the attitude of the experimental group towards before and after the treatment.

HYPOTHESES FORMULATED

The hypothesis is a formal affirmative statement predicting a single research outcome a tentative explanation of the relationship between two or more variables (Best & Kahn, 1995;11).The hypothesis focuses the investigation on a definite target and determines what observations, or measures, are to be used. In light of the objectives, the following hypotheses were set up for the present study.

1. There is significant difference between the pretest scores of pronunciation skills of the control and experimental group.

2. There is significant difference between the pretest scores of the control group and experimental group with regard to the level of intelligence.

3. There is significant difference between the posttest scores of the control group and the experimental groups.

4. There is significant difference between the posttest scores of the control and the experimental groups with regard to the level of intelligence.

5. There is significant difference between the pretest scores and the posttest scores of the control group.

6. There is significant difference between the pretest scores and the posttest scores of the experimental group.

7.	There is significant difference between the gain scores of the control and experimental groups.

8.	There is significant difference between the gain scores of the control and the experimental groups with regard to the level of intelligence.

9.	There is significant difference between the scores of delayed posttest obtained by the control and experimental groups.

10.	There is significant difference between the scores of delayed posttest obtained by the control and the experimental groups with regard to the level of intelligence.

Method

Experimental method was adopted for the study.

Sample

The sample of the present investigation comprises of B.ED students of college of Education in Kanyakumari District. According to the present study, the size of the population comprised of students from a College of Education, in the Academic Year 2022.

Tool Used

This was a standardized tool entitled 'S.Jalota's Test of Intelligence for College Education Adults' and it was used to establish the homogeneity of both the control and experimental groups.Questionaire on pronunciation.

Statistical Techniques Used

For analysis of data the following statistical techniques were used

1.Arithmetic mean

2.Standard deviation

3.Percentage Analysis

4.t-test

5.ANCOVA

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Results and Discussion

Comparison of Pronunciation Skills score under Multimedia Instructional Device method and Traditional method at pre test level for High Intelligence

Ho.1. There is no significant difference between the experimental group and control groups in the pronunciation skills in the pretest level with regard to high level of intelligence.

Table:1

Significance of Difference between the Pretest scores of Pronunciation Skills of Experimental group and Control groups with regard to High intelligence

Group	Mean	SD	N	Mean Difference	t	p	Sig.level
Experimental	18.25	4.65	8	12.58	1.686	0.105	NS
Control	30.83	20.65	18				

In the above table,since p value greater than 0.05 with regard to high level of intelligence,the null hypothesis is accepted at 5% level of significance.Hence,it is concluded that there is no significant difference between the experimental group and the control groups in the pretest scores of pronunciation skills with regard to the high level of intelligence.

Comparison of Pronunciation Skills score under Multimedia Instructional Device method and Traditional method at pre test level for Medium Intelligence

Ho.2. There is no significant difference between the experimental group and control groups in the pronunciation skills in the pretest level with regard to medium level of intelligence.

Table :2

Significance of Difference between the Pretest scores of Pronunciation Skills of Experimental group and Control groups with regard to medium intelligence

Group	Mean	SD	N	Mean Difference	t	p	Sig.level
Experimental	21.80	12.79	15	1.40	0.226	0.824	NS
Control	20.40	8.85	5				

In the above table,since p value greater than 0.05 with regard to medium level of intelligence,the null hypothesis is accepted at 5% level of significance.Hence,it is concluded that there is no significant difference between the experimental group and the control groups in the pretest scores of pronunciation skills with regard to the medium level of intelligence.

Comparison of Pronunciation Skills score under Multimedia Instructional Device method and Traditional method at pre test level for Low Intelligence

Ho.3. There is no significant difference between the experimental group and control groups in the pronunciation skills in the pretest level with regard to low level of intelligence.

Table :3

Significance of Difference between the Pretest scores of Pronunciation Skills of Experimental group and Control groups with regard to low intelligence

Group	Mean	SD	N	Mean Difference	t	p	Sig.level
Experimental	26.00	13.48	8	7.87	1.519	0.151	NS
Control	18.13	5.77	8				

In the above table, since p value greater than 0.05 with regard to low level of intelligence,the null hypothesis is accepted at 5% level of significance.Hence,it is concluded that there is no significant difference between the experimental group and the control groups in the pretest scores of pronunciation skills with regard to the low level of intelligence.

Ho.4.There is no significant difference between the posttest scores of pronunciation skills of experimental group and control groups.

Table : 4

Significance Difference between the Experimental Group and Control Groups in the Overall Posttest Scores of Pronunciation Skills

Group	Mean	SD	N	Mean Difference	t	p	Sig.level
Experimental	24.04	27.39	31	11.75	3.075	0.003	0.01
Control	12.29	17.49	31				

**Significant at 1% level

In the above table,since p value is less than 0.05,the null hypothesis is not accepted at 1% level of significance.Hence it is concluded that there is significant difference between the posttest scores of the pronunciation skills of experimental group and control groups.The mean scores show that the experimental group performed better than the control group in the pronunciation skills.

Comparison of Pronunciation Skills score under Multimedia Instructional Device Method and Traditional Method at Posttest level for High Intelligence

Ho 5: There is no significant difference between the control and experimental groups in the posttest scores of pronunciation skills with regard to high level of intelligence.

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Table: 5

Significance of Difference between the Posttest Scores of Experimental and Control Groups with regard to High Intelligence

Group	Mean	SD	N	Mean Difference	T	P	Sig.level
Experimental	53.63	4.63	8	21.74	3.011	0.006	0.01
Control	31.89	19.96	18				

**Significant at 1% level

In the above table, since p value is less than 0.01 irrespective of the level of intelligence, the null hypothesis is not accepted at 1%level of significance. Hence, it is concluded that there is significant difference between the control group and experimental groups in the posttest with regard to high level intelligence. The mean scores show that the experimental group performed better in the posttest scores in the pronunciation skills than the control group.

Comparison of Pronunciation Skills score under Multimedia Instructional Device method and Traditional method at post test level for Medium Intelligence

Ho 6: There is no significant difference between the control and experimental groups in the posttest scores of pronunciation skills with regard to medium level of intelligence.

Table :6

Significance of Difference between the Posttest Scores of Experimental and Control Groups with regard to Medium Intelligence

Group	Mean	SD	N	Mean Difference	T	P	Sig.level
Experimental	53.87	7.51	15	32.27	8.289	0.000	0.01

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Control	21.60	7.64	5				

**Significant at 1% level

In the above table,since p value is less than 0.01 irrespective of the level of intelligence,the null hypothesis is not accepted at 1%level of significance.Hence,it is concluded that there is significant difference between the control group and experimental groups in the posttest with regard to medium level intelligence.The mean scores show that the experimental group performed better in the posttest scores in the pronunciation skills than the control group.

Comparison of Pronunciation Skills score under Multimedia Instructional Device Method and Traditional Method at Posttest level for Low Intelligence

Ho 7: There is no significant difference between the control and experimental groups in the posttest scores of pronunciation skills with regard to low level of intelligence.

Table :7

Significance of Difference between the Posttest Scores of Experimental and Control Groups with regard to Low Intelligence

Group	Mean	SD	N	Mean Difference	T	P	Sig.level
Experimental	52.75	12.96	8	32.00	6.609	0.000	0.01
Control	20.75	4.43	8				

**Significant at 1% level

In the above table, since p value is less than 0.01 irrespective of the level of intelligence, the null hypothesis is not accepted at 1%level of significance. Hence, it is concluded that there is significant difference between the control group and experimental groups in the posttest with regard to low level

intelligence. The mean scores show that the experimental group performed better in the posttest scores in the pronunciation skills than the control group.

Findings and Conclusions

Pretest Analysis

1.There is no significant difference between the control group taught by traditional method and the experimental group by multimedia instructional device in overall pretest scores of pronunciation skills,

2.There is no significant difference between the control group taught by the traditional method and the experimental group taught by multimedia instructional Device in the pretest scores of the pronunciation skills with regard to the level of intelligence.

Posttest Analysis

3.There is significant difference between the posttest scores of overall pronunciation skills of the control and the experimental groups.The mean scores show that the experimental group performed better than the of the control group in the post test of the pronunciation skills.

4.There is significant difference between the posttest scores of the pronunciation skills of the control and experimental groups with regard to the level of intelligence.The mean scores show that the posttest score of the experimental group was more than that of the control group with regard to the level of intelligence.

Pretest –Posttest Analysis – Control Group

5.There isno significant difference between the pretest scores and the posttest scores of pronunciation skills of the control group.

6.There is no significant difference between the pretest and posttest scores of pronunciation skills of the control group with regard to the level of intelligence.

Pretest Posttest Analysis-Experimental Group

7.There is significant difference between the pretest scores and the posttest scores of pronunciation skills of the experimental group.The mean scores show that the experimental group performed better than that of the control group in the posttest.

8. There is significant difference between the pretest scores and the posttest scores of the pronunciation skills of the experimental group with reference to the level of intelligence. The mean scores show that the experimental group performed better than that of the control group in the posttest with regard to the level of intelligence.

Educational Implications

The study revealed that majority of prospective teachers need training in pronunciation.Prospective teachers should be encouraged to participate in various quiz programmes,extempore speech and group discussions which improve their pronunciation skill.They are also encouraged to develop a positive self image.Hence it can be concluded that pronunciation skills is necessary one which would increase the opportunities to succeed in life and career.

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