Inculcation of Life Skill ‘Effective Communication’ through Teaching English Pronunciation to Secondary School Students

1Shaikh Ejaz A.A. Quddus  2Dr. Jadhav Vidya Namdev
1 Ph.D. Research student  2 Associate Professor
Savitribai Phule Pune University, Pune.  Savitribai Phule Pune University, Pune.
Email - Ejazahmed.shaikh@yahoo.in

Abstract: Education is an all-round development of the individual. But it has been observed that only student’s academic development is focused in schools. W.H.O. has emphasized on Life Skill Education programme and National curriculum framework also proposes the linking of education with life skills for all round development of the individual.

Life skills education is an approach to help students and adolescents learn how to deal with difficulties of daily life of growing up and risk situations.

English is an International language. Now a day’s effective communication of English is an essential aspect of Life. We, in India, learn English as a second or third language. So, there are many problems in effective communication of English. English pronunciation is one of them. The knowledge of phonetic script is useful to pronounce English words correctly which enables the students to communicate effectively.

Pronunciations of secondary school students are not correct, they follow wrong pronunciations, this creates obstacle in the way of effective communication. This is the problem which makes them bad speakers.

The researchers observed the same problem. So, the researchers decided to study on the research problem ‘Inculcation of Life Skill ‘Effective Communication’ through Teaching English Pronunciation to Secondary School Students’.

This paper focuses on problems of English pronunciations of Secondary School Students in the way of effective communication. This paper includes problem of research, operational definitions, objectives, assumptions, need and importance of research, hypothesis, and method of research, sample, and tools of research, data collection, data analysis, data interpretation, major findings and conclusions.

Key Words: academic development, Life Skill Education programme National curriculum framework, adolescents learn, phonetic script, assumptions, and hypothesis.

1. INTRODUCTION:
Life skills education is an approach to help students and adolescents learn how to deal with difficulties of daily life of growing up and risk situations.

English is an International language. Now a day’s effective communication of English is an essential aspect of Life. We, in India, learn English as a second or third language. So, there are many problems in effective communication of English. English pronunciation is one of them. The knowledge of phonetic script is useful to pronounce English words correctly which enables the students to communicate effectively.

English is the window to world. Now a day’s English is compulsory subject from primary education to higher education. So, students must have the knowledge of English. They should be fluent in English and should have good command over pronunciation. If their pronunciations are not correct, they don’t communicate in well manner. This is the problem with Secondary school students, they do not get knowledge about phonetic script and transcription in their education. So, they don’t have command over English language.

The researchers observed the same problem. So, the researchers decided to study on the research problem ‘Inculcation of Life Skill ‘Effective Communication’ through Teaching English Pronunciation to Secondary School Students’
2. PROBLEM OF THE RESEARCH:

   ✤ Operational Definitions:
   i) Life Skill:
      Skill which helps the trainees to behave in positive and adaptive manner is called ‘Life Skill’.
   ii) Effective Communication:
      Effective communication means an exchange of ideas, feelings, and emotions in effective manner.
   iii) Pronunciation:
      Pronunciation means knowledge of ‘Phonetic script’ to utter English correctly.
   iv) Phonetic script:
      ‘Phonetic script’ means alphabet or system of writing, which representing vocal sounds.
   v) Secondary school students:
      Secondary school students means the students who are studying in 8th and 9th standard of secondary schools.

3. OBJECTIVES OF RESEARCH:
   1) To inculcate Effective Communication through teaching phonetic script.
   2) To find out the level of knowledge about phonetic script amongst Secondary school students.
   3) To prepare a ‘teaching programme’ for teaching the phonetic script to Secondary school students.
   4) To implement the ‘teaching programme’ on Secondary school students.
   5) To study the effectivity of the ‘teaching programme’.

4. ASSUMPTIONS OF RESEARCH:
   Secondary school students do not pronounce many English words properly. The knowledge of phonetic-script is necessary to understand standard pronunciation.

5. NEED OF RESEARCH:
   For Effective Communication of English the knowledge of pronunciation is necessary. Pronunciation is an important quality of speaking. It is the most facing problem with English language in world. Speaking English with appropriate pronunciation and writing English with accurate spelling, deserve special attention.

   We can take the knowledge of English pronunciations by studying pronouncing dictionary or by reading phonetic transcriptions of the words from the dictionary. In order to understand English Pronouncing Dictionary, the knowledge of phonetic script and transcription is necessary.

   Present Secondary school students are tomorrow’s citizens. They have many career opportunities abroad. So, they should have command on English communication. The researcher observed same problem and decided to study on the same problem.

6. IMPORTANCE OF RESEARCH:
   This research focuses on inculcation of Life Skill ‘Effective Communication’ through teaching English pronunciation to Secondary school students who have English as a language as compulsory subject. They do not have the knowledge of pronunciation thoroughly. The present research helps and guide how to overcome on the problem of wrong pronunciation by knowing phonetic script and transcription. It gives an idea to learn the correct pronunciation by reading the ‘English Pronouncing Dictionary’ with the help of phonetic script. It helps to develop Effective Communication amongst Secondary school students. So, this research is very important.

7. HYPOTHESIS:
   There will be significant difference between the level of knowledge about phonetic script found in pre-test and the level of knowledge about phonetic script found in post-test.
8. METHOD OF RESEARCH:
In present research the researchers have selected the experimental method of research. Here in the present research the main aim is to study the effect of teaching programme for teaching the phonetic script to Secondary school students for development of Effective Communication.

❖ Experimental Design:
For present research Single Group Pre-test Post-test design has been selected.

❖ Sample:
The researcher has selected 40 secondary school students from Matoshri Urdu High school, Alamgir, Ahmednagar. The researcher have selected the sample by using Probability sampling based Simple Random Sampling method.

❖ Tools of Research:

• Data Collection Tool: Questionnaires:
  For present study researcher has made two questionnaires. The researcher has used one questionnaire as pre-test and other as post-test. Pre-test and post-test were based on phonetic script knowledge.

• Statistical tools:
The researcher has used statistical tool ‘mean’ and graphical representation for statistical analysis of the data.

❖ Planning of Teaching Programme:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Contents</th>
<th>Methods</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>45</td>
<td>Pure vowels</td>
<td>Showing cards, Explaining pure vowels in mother tongue, Reading pure vowels, Copying pure vowels</td>
<td>Rolling Board, Flash cards, Black Board</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>ɪ, e, æ, /, ɑ, ɔ, ɜ, ʌ, i, ɑ, ɒ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>45</td>
<td>Diphthongs</td>
<td>Showing cards, Explaining diphthongs in mother tongue, Reading diphthongs, Copying diphthongs</td>
<td>Rolling Board, Flash cards, Black Board</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>eɪ, aɪ, æɪ, əʊ, əʊ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>45</td>
<td>Consonants</td>
<td>Showing cards, Explaining consonants in mother tongue, Reading consonants, Copying consonants</td>
<td>Rolling Board, Flash cards, Black Board</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>p, b, t, d, k, g, f, v, θ, s, z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>45</td>
<td>Consonants</td>
<td>Showing cards, Explaining consonants in mother tongue, Reading consonants, Copying consonants</td>
<td>Rolling Board, Flash cards, Black Board</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>ʃ, ʒ, h, m, l, n, r, η, j, w, f, dʒ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>45</td>
<td>Phonetic</td>
<td>Taking individual reading of phonetic transcriptions of words from teacher</td>
<td>Daniel Jones’ ‘English Pronouncing Dictionary’</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>transcriptions of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>45</td>
<td>Phonetic</td>
<td>Taking individual reading of phonetic transcriptions of words from teacher</td>
<td>Daniel Jones’ ‘English Pronouncing Dictionary’</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>transcriptions of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>45</td>
<td>Phonetic</td>
<td>Taking individual reading of phonetic transcriptions of words from teacher</td>
<td>Daniel Jones’ ‘English Pronouncing Dictionary’</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>transcriptions of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>45</td>
<td>List of English</td>
<td>Transcribing English words into phonetic transcriptions</td>
<td>O.H.P. and Flash Cards</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
<td>words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tabulation, Graphical Representation of Mean of Tests and its Interpretation:

Table No 1: Mean of Tests

<table>
<thead>
<tr>
<th>Content</th>
<th>M1 (Mean of Pre-test)</th>
<th>M2 (Mean of Post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test based on pronunciation of phonetic script</td>
<td>78.60</td>
<td>124.77</td>
</tr>
</tbody>
</table>

Data Interpretation of Pre-test and Post-test:
The M1 (Mean of Pre-test) is 78.60 it means that the average score of total students in pre-test is 78.60. The M2 (Mean of Post-test) is 124.77 it means that the average score of total students in post-test is 124.77. The score in post-test is increased than pre-test. So, we can say that because of teaching programme Secondary School Students improved their level of knowledge about phonetic script and they increased their effective communication ability in post-test than pre-test.

Graphical Representation of Mean of Tests

Interpretation of graph:
There is significant difference in M1 (Mean of Pre-test) and M2 (Mean of Post-test) because M1 is 78.60 and M2 is 124.77.

9. MAJOR FINDINGS:

1. Major Findings in Pre-test:
The pre-test was completely based on the pronunciations of phonetic transcription of the words. Secondary School Students did not have the sufficient knowledge about phonetic transcription. So, they could not understand correct pronunciations of the phonetic transcription. So, their average score was only 78.60 Mean.

2. Major Findings in Post-test:
This test was based on pronunciations of phonetic transcription of the words given. Due to implementation of teaching programme secondary school students’ knowledge about pronunciation of
phonetic transcription was improved. Their mistakes were minimized. The average score of the post-test was 124.77 Mean. Difference between both Means is 46.17. So, we can say that there is significant difference between pre-test and post-test scores.

10. CONCLUSION:

1. The teaching programme prepared by the researcher was effective to acquire the knowledge of phonetic script for development of effective communication.
2. The effect of the teaching programme prepared by researcher was positive for teaching phonetic script and development of effective communication.
3. The pronunciations of phonetic transcription were improved due to implementation of the teaching programme prepared by researcher.

REFERENCES:

Reference Books:

Dictionaries:

Websites:
1. English Language and Teaching-English Phonology[online], Available from: http://www.btinternet.com/~ted.power/phonetics.htm
2. Life Skills [online], Available from: http://en.wikipedia.org/wiki/Life_skills