



# The effect of cooperative teaching strategies to develop Pronunciation among Secondary school students.

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**Abstract**

The ability to communicate is unique to the humankind. The effect of cooperative teaching strategies to develop Communication skill among Secondary school students was investigated. The 80 8<sup>th</sup> graders were divided into two groups. The experimental group was taught using the cooperative teaching strategies while the control group was taught using the traditional approach. The instruments used were as follows: Communication skill rating scale, and the cooperative teaching strategies for the intervention. The findings revealed that: **a)** there is a significant difference in the pre-test and post-test of experimental group students, **b)** there is a

significant difference in the post test performance of experimental and control groups, **c)** there is no significant difference in the pre-test and post-test of control group.

Key Words: Cooperative teaching strategies, Pronunciation

**Introduction**

Language is the specific term which distinguishes humanity from the rest of A language becomes wholesome at its forms of sounds and conventional symbols. The system of communication comprises articulation of sounds, gestures, signs and symbols. It not only expresses ones ideas but also the moods, feelings and attitudes of the speaker. Roughly there are 6500 languages are being spoken by different groups of people across the world. Each language has its own speciality and beauty. One such language that dominates the world at the present time is English. English has become the world language. English is the first, foreign and second international language in the world. It is in fact the dominant language in the world. Phillipson, R (1992) comments that within a generation from now English could be a world language: a universal second language in those countries in which it is not already the native or dominant status among the world languages. It is the world language of the international community.

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it repeatedly and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language (Cook, 1996). Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as

intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers.

The rise in stature of pronunciation in the broader field of applied linguistics has recently been highlighted by the dedication of an entire special issue of TESOL Quarterly to pronunciation. The contributions focus on a range of topics, including the naiveness and intelligibility principles two contradictory ideologies that underlie much pronunciation research and teaching (Levis, 2005) the role of accent as a marker of ethnic group affiliation (Gatbonton, Trofimovich, & Magid, 2005), a research-oriented approach to developing instructional priorities (Derwing & Munro, 2005), and the effects of misallocation of lexical stress on intelligibility (Field, 2005).

### ***Core Elements of Proper Pronunciation As for the approaches to the pronunciation.***

As for the approaches to the pronunciation of English as a language of international communication, Jennifer Jenkins defines the "common core" of English pronunciation as a lingua franca and identifies four main characteristics (Shopov, 2013, p. 309):

- Inventory of consonants. All consonants are important except for the sounds 'th' (as in thin and this)
- Consonant clusters at the beginning and middle of a word are important. For example, 'string' cannot be reduced to 'sting' or 'tring'
- Quantitative sign of vowels: the contrast between long and short vowels is important
- Nuclear stress which is the stress on the most important word or syllable is important.

According to Stefanova (1999) pronunciation is one of the main prerequisites for successful speech communication and to achieve it the learners need to build habits of pronunciation themselves, i.e. they need to learn to pronounce the foreign sounds, especially those that are difficult and different from their native language" (p.92). According to Dalton and Seidlhofer (1994), there are two options to feature the pronunciation as production of meaningful sounds: "First, sound is significant because it is used as part of a code of a particular language. So, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech.

### ***Cooperative learning strategy***

Cooperative learning is simply the sum of definitions of two words, i.e. cooperative and learning (Tanner et al., 2003). Researchers have been defined cooperative learning in different ways. According to Johnson, Johnson and Holubec (1993) "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning". Further, Johnson et al. (1999) redefines cooperative learning as an instructional method in which, students work together in a small groups to maximize their own and each other's learning. Students perceive that they can reach their learning goals if and only the other students in the learning group also reach their goals. Olsen and Kagan (1992) described that cooperative learning is group learning activity. It is organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Jig saw technique was used for this study.

According to Constantopoulos (1994:261) and Hertz-Lazarowitz et al. (1994:67), Elliot Aronson and his colleagues first developed the Jigsaw method of cooperative learning in 1978. In this method each learner becomes a specialist of a particular topic or activity that he teaches others in a group. The facilitator explains what will be done, structures the groups and facilitates the process. The procedure and sequence followed during the Jigsaw method of cooperative learning is outlined by the Northern Province Department of Education (2001:19) as follows: Task Division Divide the section to be learned into component parts. Home Groups Divide learners into groups of 4 to 6 and give each person a number. Expert Group Participants with

the same number from each of the groups meet in one group, the 'expert' group. Each expert group receives a separate section of the learning task and studies it within the group until they become 'expert' on the content and how to teach it. Home groups Experts go back to home groups and each member teaches the rest of the group the component he/she is an "expert" in. Some content will require to be dealt with in a specified order according to the facilitator's instructions.

### Statement of the problem

"The effect of cooperative teaching strategies to develop Pronunciation among Secondary school students."

### Objectives

- ✦ To enhance English pronunciation.
- ✦ To find out the of the impact of traditional method and Cooperative method on pronunciation.
- ✦ To test the effectiveness of cooperative strategies to enhance English pronunciation

### Hypotheses of the study

- ✦ There is no significant difference in the mean scores of the pre-test and post-test on pronunciation of the experimental group students.
- ✦ There is no significant difference in the mean scores of the pre-test and post-test on pronunciation of the control group students.
- ✦ There is no significant difference in the mean scores of the post test on pronunciation of experimental group and Control group students.

### Reviews

According to Ma (2020) pronunciation plays a pivotal role in ESL learners' learning methodology of the English language. The students' segment in the website is separated into five smaller segments: vowels, consonants, consonant clusters, rhythm and stress, tone, and intonation. The website solves the problems faced by Chinese students and offer materials to help students enhance their pronunciation skills.

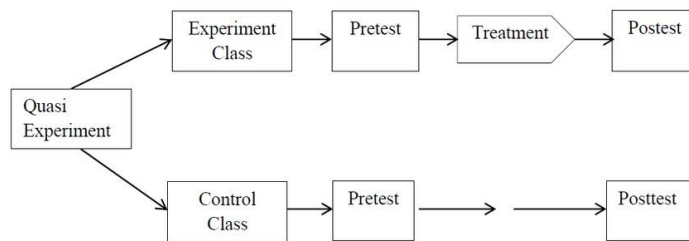
Cox et al. (2019) observe that ESL students consider proficiency in pronunciation to be a huge part of their English language teaching and mention that they need teacher's support in order to master pronunciation skills. ESL teachers can access online material that can help them improve their students' proficiency in pronunciation.

Abu Bakar et al. (2015) have tried to assess students' views on pronunciation and its importance in oral English communication. The significance of the study is developing dissatisfaction with regards to pronunciation skill in the ESL framework. No measures are taken in developing learners' proficiency in pronunciation skills. The study recommends that the participants should aim for bringing in accuracy in their pronunciation skills.

## Methodology

The research design was experimental in nature. Non-equivalent two groups pre-test and post-test design was used for this study.

**Figure-1**



## Sample

The secondary school class eight students were the population. Intact group was selected for the study by administering Ravence intelligence test.

## Tool

Tool was prepared by the researcher. The reliability of the tool was found to be 0.873 by using split half method. The content validity and concurrent validity was found. *Findings of the study*

- † There is significant difference in the mean scores of the pre-test and post-test on pronunciation of the experimental group students. ( $t'$  value- 27.051\*\*)
- † There is no significant difference in the mean scores of the pre-test and post-test on pronunciation of the control group students. ( $t'$ -.002)
- † There is significant difference in the mean scores of the post test on pronunciation of experimental group and Control group students. (19.402\*\*)

## Conclusion

It can be concluded that the cooperative learning strategies have better impact on developing pronunciation among students. Pronunciation is a basic hindrance which obstructs students to express their ideas. In any language classroom the method of teaching can be utilised properly.

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