



IMPACT OF KEY DETERMINANTS ON THE INCORRECT ENGLISH PRONUNCIATION OF HIGH SCHOOL STUDENTS

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Abstract

In this study,the investigator made an attempt to study on the Impact of Key Determinants of the Incorrect English Pronunciation of High School Students in Eight High Schools in Kanyakumari district.The objectives of the study were,to find out whether there exists any significant difference in the mean scores of pronunciation skills of High School Students with regard to their gender,locality,Schools,Parents Education,Habits of Reading Newspapers or Books,Habit of Speaking in English,the knowledge of Phonetics,Learning Pronunciation through Mass Media and the learning process in L2.Normative Survey Method was used to select the sample.The sample for the study consisted of 600 students,from eight different High Schools in Kanyakumari District. Stratified Random Sampling technique was used to select the sample.The findings revealed that majority of the High School Students seem to have problems in pronouncing the language,It was also found that there exists significant difference between Masculine and Feminine,Rural and Urban,Government and Aided,Parents Education,Habit of Listening to English News or Talks,Habit of Speaking in English,the Knowledge of Phonetics,Learning Pronunciation through Mass Media,through Social Media,Home Language and the learning Process in L2 of High School Students in their incorrect Pronunciation Skills.

Key Words: Impact, Key Determinants, Incorrect, English Pronunciation, High School Students.

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Introduction

Language is the system of words that people used to express their feelings and thoughts to one another. The ability to speak a language is an attribute that distinguishes us from animals (Adam Szcegieliak 2015). It is a

means of communication. More than 19,500 mother tongues are spoken in India according to the census by Indian Express, 121 languages are spoken by 10,000 people in India. Two hundred thousand people claimed English as their first language and 125 million



people claimed it as a second language. English is used as the official language of the Indian government. Many people in our country speak English. According to our Indian constitution, the rules and regulations of our country must be written in English. The English language has become familiar to almost all the people in India.

In almost all the fields such as Business, Education, Administration, and Law, English is widely used in India. English is used for the news, T.V shows, and movies in India. Most of the educated people try to speak English. Schools, colleges try to make it mandatory for students to communicate in English. The English language has been a language of the elite society. Knowing this language has become as important as living. Parents, teachers impose on their students that they must know to speak English. India is the third-largest English - speaking country in the world. It is a medium of communication amongst college-educated people. People try to speak British accents, some try to speak an American accent. Parents who belong to the upper and middle classes expect their children, to get the best type of education and hence they search for English-Medium schools. It is this demand that made up the mushrooming growth of English Medium Schools.

After Hindi, English is the most commonly spoken language in India. English is being the National Associate Official Language plays an important role in our country. In 1962 Pandit Jawaharlal Nehru on the floor of Lok Sabha gave an assurance stating that English may continue to be used in India until all the states in the Indian Union accept Hindi as the sole official language. Hence, English continues to be used as the National Associate Official Language. English promotes international understanding among citizens of the world.

PRONUNCIATION

Pronunciation plays an important role in speaking English and to express our ideas, English is not our native language for everyone and hence the pronunciation of Indian speakers of English is different from that of the native speakers. Some speakers of the English language attract us with their

good command of English language. 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. Therefore, we often come across alternate pronunciation; people always need to strive to acquire correct pronunciation. Many people learning and speaking English language often do not pay any attention in their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation is less important than grammar and vocabulary. But the fact is that pronunciation is extremely important. For example, if someone pronounces the words fog for fox, see and she, sick and six. Another example when one pronounces the word present with stress in the first syllable. It is very much essential to learn correct English and to perform every job in the social sphere. It is very much clear that communication is nothing but the correct pronunciation. (PandyaDisha Prashant.2018).Hence correct pronunciation must be given stress. In order to achieve in life one has to speak the English language fluently and with correct pronunciation. It is very important to know the importance of speaking correct English with correct pronunciation.

IMPORTANCE OF ENGLISH PRONUNCIATION

Pronunciation plays an important role in English speaking to express our ideas, English is not our native language for everyone and hence the pronunciation of Indian speakers of English is different from that of Importance of 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 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

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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. Therefore, we often come across alternate pronunciation is, people always need to strive to acquire correct pronunciation. Many people learning and speaking English language often do not pay any attention in their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation is less important than grammar and vocabulary. But the fact is that pronunciation is extremely important. For example, if someone pronounces the words fog for fox, see and she, sick and six. Another example when one pronounces the word present with stress in the first syllable. It is very much necessity to learn correct to perform every job in the social sphere. And it is very much clear that communication is nothing but the correct pronunciation. (Pandya Disha Prashant. 2018) "Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English is not to mention the way, we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or at least more respect in the work place. Effective communication is of greatest importance". So we should choose first to work on problems that significantly hinder communication and the rest go initially. Sometimes the students will be able to identify specific problem sounds, and sometimes they won't. It is often, difficult for a student to reach in which the spellings are in practice.

NEED AND SIGNIFICANCE OF THE STUDY

High School Student needs 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 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. 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 context drastically thereby irreversibly altering the meaning of the sentence being communicated. Students whose grammar and vocabulary are good he or she may write good English, but if the same student lacks fundamental knowledge in pronunciation it is very difficult for the student to communicate effectively. However those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. The researcher wanted to identify how students are acquiring the wrong pronunciation. They are acquiring wrong pronunciation because of their teachers, as they take whatever they teach them, Students believe whatever the words come from the mouth of their teacher's stands as gospel for them. They believe in their pronunciation and speak accordingly. Even after learning for 14 years of English the students are not able to speak correct pronunciation of each and every word in English. The key factors, for this kind of wrong pronunciation rest on the irresponsibility of the teachers irrespective of their disciplines.

The researcher wanted to do justice to the student community in doing a piece of research on what are the reasons which are hindering the students from acquiring correct pronunciation. As far as high school students are concerned they are hailing from various backgrounds, they come from homes where the parents are uneducated. The school they learn, the social background, friends influence etc. make a lot of impact of the student's spoken language. Mother tongue influence to



play a great role in speaking, wrong pronunciation. The present study is an attempt to find out the Impact of the Key Determinants on the Incorrect English Pronunciation of High School Students.

SCOPE OF THE STUDY

The study focuses on the impact of Key Determinants on the Incorrect English Pronunciation of High School Students. Students face a lot of difficulties in acquiring correct pronunciation. The study is restricted to High School Students especially in Grade Nine. The study is focused on to find out what are the key determinants which are hindering the students from speaking Correct Pronunciation. Each key Determinant will be identified and what is the impact of the key determinants on the high school students will be discussed and on the basis of the findings suggestions will be given with the recommendations.

OPERATIONAL DEFINITIONS OF KEY TERMS

One of the keys to successful research, in addition to careful planning, is the use of operational definitions in measuring the concepts and variables we are studying or the terms we are using in our research documents. The specific way in which a variable is measured in a particular study is called the operational definition.

a) Impact

The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.

b) Key Determinants

A determinant of something causes it to be of a particular kind or to happen in a particular way. Key determinants, refers to the major causes which makes an impact.

c) Incorrect

Incorrect means, not in accordance with fact; wrong.

d) English Pronunciation

Like many other languages, English has wide variation in pronunciation, both historically and from dialect to dialect. In general, however, the regional dialects of English share a largely similar (but not identical) phonological system. Among other things, most dialects have vowel reduction in unstressed syllables and a

complex set of phonological features that distinguish for this and consonants (stops, affricates, and fricatives). Good pronunciation means being understood; not necessarily sounding like you were born in London. Good pronunciation is not just 'how words and letters sound'; there are equally important features to consider, like intonation (how the tone of voice changes during a sentence, going or down), stress etc.

e) High School Students

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two.

OBJECTIVES OF THE STUDY

The investigator formed the following objectives for the study they are:

1. To find out whether there is any significant difference between the Masculine and Feminine Gender of High School Students.
2. To find out whether there is any significant difference between the students of Rural and Urban localities.
3. To find out whether there is any significant difference between the Aided and Government Schools of High School Students.
4. To find out whether there is any significant difference between the Literate and Illiterate Parents of High School Students.
5. To find out whether the students are significantly different in the Habit of Listening to English News or Talks.
6. To find out whether the students are significantly different in the Habit of Reading Newspapers or Books.
7. To find out whether the students are significantly different in the Habit of Speaking in English.
8. To find out whether the students are significantly different in the Knowledge of Phonetics.



9. To find out whether the students are significantly different in the Learning Pronunciation through Mass Media.
10. To find out whether the students are significantly different in the Learning Pronunciation through Social Media.
11. To find out whether the students are significantly different in the Home Language.
12. There is no significant difference between the Teaching and Learning Processes in L2 with regard to English Pronunciation of High School Students.

HYPOTHESES OF THE STUDY

A hypothesis is a statement that introduces a research question and proposes an expected result. It is an integral part of the scientific method that forms the basis of scientific experiments. On the basis of the objectives, the following hypotheses were formulated by the investigator for the present study.

- Ho1. There is no significant difference between the Masculine and Feminine Gender of High School Students in their English Pronunciation.
- Ho2. There is no significant difference between the students of Rural and Urban localities in their English Pronunciation.
- Ho3. There is no significant difference between the Aided and Government Schools of High School Students in their English Pronunciation.
- Ho4. There is no significant difference in the Habit of Listening to English News or Talks of High School Students in the English Pronunciation.
- Ho4. There is no significant difference in the Literate and Illiterate Parents of High School Students in the English Pronunciation.
- Ho5. There is no significant difference in the Habit of Listening of High School Students with regard to the English Pronunciation.
- Ho6. There is no significant difference in the Habit of Reading of High School Students with regard to the English Pronunciation.
- Ho7. There is no significant difference in the Habit of Speaking of High School Students with regard to the English Pronunciation.
- Ho8. There is no significant difference in the Knowledge of Phonetics of High School
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Students with regard to the English Pronunciation.

Ho9. There is no significant difference in the English Pronunciation of High School Students with regard to Learning Pronunciation through Mass Media.

Ho10. There is no significant difference in the English Pronunciation of High School Students with regard to Learning Pronunciation through Social Media.

Ho11. There is no significant difference in the English Pronunciation of High School Students with regard to their Home Language.

Ho12. There is no significant difference in the Teaching and Learning processes in L2 with regard to the English Pronunciation of High School Students.

present study

METHOD ADOPTED FOR THE STUDY

The investigator adopted the normative survey method of research in the present study.

POPULATION

The population of the present investigation comprises of High School students especially Standard 9 in Kanyakumari District. According to the present study, the size of the population comprised Eight High Schools in Kanyakumari Districts in the Academic Year 2019-2021

Sample

The sample size for this study consists of 300 Masculine and 300 Feminine students in Eight High schools from Kanyakumari District

Pilot Study

The pilot test was made to find out the students will be able to pronounce all the sixty words. Words were selected from the prose, poetry and drama books of their English books. The researcher selected sixty hard words and the students will have to pronounce all the sixty words one by one. If they pronounce the word correctly they will be given a score of one mark and if they pronounce the word wrongly then they will be given a score of zero.

Item Validity

After content validity of the tool was established, the tool was administered with 60 students of High Schools in Kanyakumari District to establish item validity of the tool. Among the sixty ten Hard words which the

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students were totally wrong were removed from the tool.

Table -1
Sample Selected for Pilot Study

S.NO	Name of the Institutions	No of Students
1	Yettacode Higher Secondary School	50
2	Duthie girls Higher Secondary School	50
	Total	100

The administered tools were collected and the scores were used to compare Item Total Correlation. The items which secured the correlation coefficient value above 0.30 were retained in the tool, and the other items were discarded.

The final tool consisted of 50 items.

Scoring Procedure

The tool consists of fifty hard words selected from the test books of the prose, poetry and drama. The researcher gave a chance to each and every student to pronounce the words. If the student pronounce the word correctly a mark of one will be given, instead if the students pronounced the words wrongly then they will be given a score of zero. This is how the tool was completed personally student wise. The students too cooperated with the researcher.

RESEARCH TOOLS USED

Research tool may be defined as: Anything that becomes a means of collecting information for your study is called a research tool or a research instrument. For example, observation forms, interview schedules, questionnaires, and interview guides are all classified as research tools. Research tools are used to collect relevant information of a research problem. They can be used for gathering both quantitative and qualitative data.

Personal Data Sheet

The personal data sheet is used to get general information of the nine standard high

school students. The investigator has prepared the personal data sheet by keeping all the background variables of the study in mind which included the following categories such as, Gender, Locality, Type of School, Parental educational status, Habit of listening to English News or Talks, Habit of Reading English Newspaper or Books, Habit of Speaking in English, Knowledge of Phonetics, Learning Pronunciation through Mass Media, Learning Pronunciation through Social Media, Home Language, Teaching & Learning Process in L2.

The investigator has used two tools for her study. They are

- i) **Personal Data Sheet**
- ii) **Questionnaire on Pronunciation test**

In the present investigation, to know about the pronunciation of High School Students especially of class 9, the researcher has prepared a tool called Questionnaire on Pronunciation Test which is also validated by the investigator. **(Appendix – I1)**

STATISTICAL TECHNIQUES USED

In this study, the following statistical techniques were used. They are:

1. Mean
2. Standard Deviation
3. Percentage Analysis
4. t-test

Results and Discussion



Table 2.Details Regarding The Sample Selected For The Present Study Is Given Below:

S.NO	Name of Schools	No of Sample Boys	No of Sample Girls
1	Government High School,Villunnikonam,Attoor	25	25
2	Yettacode Higher Secondary School	100	100
3	Government Higher Secondary School,Kulasekaram	25	25
4	Government High School,Kottar	25	25
5	Government Higher Secondary School,Sundapattivilai	25	25
6	Government Higher Secondary School, Eathamozhi	50	50
7	Duthie Higher Sec. School for Girls	50	50
8	Scott Christian Higher Sec. School,Nagercoil	50	50
Total		600	

Source: Primary Data

DISTRIBUTION OF SAMPLE

The distribution of the sample was done according to the various background variables and category. The sampling was done in such a way that an adequate

proportion of the sample was included in each categories of the variable and the important categories were presented in the following table:

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**Table -3
 Background Variables – Wise Distribution of the Whole Sample**

S.No	Variables	Sub Category	Count	Total
1	Gender	Male/Female	300/300	600
2	Locality of the school	Urban/Rural	300/300	600
3	Type of School	Govt./Aided	312/288	600
4	Parents Education	Literate/illiterate	545/55	600
5	Habit of Listening to English News or Talks	Yes/No	149/451	600
6	Habit of Reading Newspaper or Books	Yes/No	514/86	600
7	Habit of Speaking in English	Yes/No	392/208	600
8	Knowledge of Phonetics	Yes/No	177/423	600
9	Learning Pronunciation through Mass Media	Yes/No	93/507	600
10	Learning Pronunciation through Social Media	Yes/No	133/497	600
11	Home Language	English/Vernacular	14/586	600
12	Teaching - Learning Process in L2	English/Tamil	529/71	600



PERCENTAGE ANALYSIS

Table-4
Level of English Pronunciation of High School Students with regard to Gender

<i>Gender</i>	<i>N</i>	<i>Low</i>		<i>Average</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Masculine	300	72	24.0	204	68.0	24	8.0
Feminine	300	28	9.3	209	69.7	63	21.0

It is inferred from the above table that 24.0% of the Masculine Gender High School Students have LowLevel of English Pronunciation, 68.0% of them have AverageLevel of English Pronunciation and 8.0% of them have a High Level of English

Pronunciation. It is also inferred that 9.3% of the Feminine Gender High School Students have Low Level of English Pronunciation 69.7% of them have AverageLevel of English Pronunciation and 21.0% of them have High Level of English Pronunciation.

Table -5
Level of English Pronunciation of High School Students with regard to Locality

<i>Locality</i>	<i>N</i>	<i>Low</i>		<i>Average</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Rural	300	70	23.3	185	61.7	45	15.0
Urban	300	30	10.0	228	76.0	42	14.0

It is inferred from the above table that 23.3% of the Rural Area High School Students have LowLevel of English Pronunciation, 61.7% of them have AverageLevel of English Pronunciation and 15.0% of them have a High Level of English Pronunciation. It is also

inferred that 10.0% of the Urban Area High School Students have LowLevel of English Pronunciation, 76.0% of them have AverageLevel of English Pronunciation and 14.0% of them have High Level of English Pronunciation.

Table -6
Level of English Pronunciation of High School Students with regard to Type of School

<i>Type of School</i>	<i>N</i>	<i>Low</i>		<i>Average</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Govt.	312	49	15.7	252	80.8	11	3.5
Aided	288	51	17.7	161	55.9	76	26.4

It is inferred from the above table that 15.7% of the Government High School Students have LowLevel of English Pronunciation, 80.8% of them have AverageLevel of English Pronunciation and 3.5% of them have a High Level of English Pronunciation. It is also

inferred that 17.7% of the Government Aided High School Students have LowLevel of English Pronunciation, 55.9% of them have AverageLevel of English Pronunciation and 26.4% of them have High Level of English Pronunciation.

Table -7
Level of English Pronunciation of High School Students with regard to Parents Education

<i>Parents Education</i>	<i>N</i>	<i>Low</i>	<i>Average</i>	<i>High</i>
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		No.	%	No.	%	No.	%
Literate	545	87	16.0	380	69.7	78	14.3
Illiterate	55	13	23.6	33	60.0	9	16.4

It is inferred from the above table that 16.0% of the high school students whose parents are Literate have lowlevel of English Pronunciation, 69.7% of them have averagelevel of English Pronunciation and 14.3% of them have a high level of English Pronunciation. It is also inferred that 23.6% of

the high school students whose parents are Illiterate have lowlevel of English Pronunciation ,60.0% of them have averagelevel of English Pronunciation and 16.4% of them have high level of English Pronunciation.

Table -8
Level of English Pronunciation of High School Students with regard to the Habit of Listening

Habit of Listening	N	Low		Average		High	
		No.	%	No.	%	No.	%
Yes	149	16	10.7	82	55.0	51	34.2
No	451	84	18.6	331	73.4	36	8.0

It is inferred from the above table that 10.7% of the high school students who have the habit of listening have lowlevel of English Pronunciation, 55.0% of them have averagelevel of English Pronunciation and 34.2% of them have a high level of English Pronunciation. It is also inferred that 18.6% of

the high school students who didn't have the habit of listening have lowlevel of English Pronunciation, 73.4% of them have averagelevel of English Pronunciation and 8.0% of them have a high level of English Pronunciation.

Table -9
Level of English Pronunciation of High School Students with regard to the Habit of Reading

Habit of Reading	N	Low		Average		High	
		No.	%	No.	%	No.	%
Yes	514	78	15.2	366	71.2	70	13.6
No	86	22	25.6	47	54.7	17	19.8

It is inferred from the above table that 15.2% of the High School Students who have the Habit of Reading have LowLevel of English Pronunciation, 71.2% of them have AverageLevel of English Pronunciation and 13.6% of them have a High Level of English Pronunciation. It is also inferred that 25.6% of

the High School Students who didn't have the Habit of Reading have LowLevel of English Pronunciation, 54.7% of them have AverageLevel of English Pronunciation. and 19.8% of them have a High Level of English Pronunciation.

Table -10
Level of English Pronunciation of High School Students with regard to



Habit of Speaking

Habit of Speaking	N	Low		Average		High	
		No.	%	No.	%	No.	%
Yes	392	67	17.1	257	65.6	68	17.3
No	208	33	15.9	156	75.0	19	9.1

It is inferred from the above table that 17.1% of the high school students who have the habit of speaking have low, 65.6% of them have average and 17.3% of them have a high level of English Pronunciation. It is also

inferred that 15.9% of the high school students who didn't have the habit of speaking have low, 75.0% of them have average and 9.1% of them have a high level of English Pronunciation.

Table -11
 Level of English Pronunciation of High School Students with regard to Knowledge of Phonetics

Knowledge of Phonetics	N	Low		Average		High	
		No.	%	No.	%	No.	%
Yes	177	23	13.0	89	50.3	65	36.7
No	423	77	18.2	324	76.6	22	5.2

It is inferred from the above table that 13.0% of the high school students who have the knowledge of phonetics have low level of English Pronunciation. , 50.3% of them have Average level of English Pronunciation. 36.7% of them have a High Level of English Pronunciation. It is also

inferred that 18.2% of the High School Students who didn't have the Knowledge of Phonetics have Low Level of English Pronunciation, 76.6% of them have Average Level of English Pronunciation and 5.2% of them have a High Level of English Pronunciation.

Table -12
 Level of English Pronunciation of High School Students with regard to Learning Pronunciation through Mass Media

Learning Pronunciation through Mass Media	N	Low		Moderate		High	
		No.	%	No.	%	No.	%
Yes	93	22	23.7	51	54.8	20	21.5
No	507	78	15.4	362	71.4	67	13.2

It is inferred from the above table that 23.7% of the high school students who learn pronunciation through Mass Media have Low Level of English Pronunciation, 54.8% of them have Average Level of English Pronunciation and 21.5% of them have a high level of English Pronunciation. It is also inferred that 15.4% of

the High School Students who didn't learn pronunciation through Mass Media have Low Level of English Pronunciation. , 71.4% of them have Average Level of English Pronunciation and 13.2% of them have High Level of English Pronunciation.



Table -13
Level of English Pronunciation of High School Students with regard to Learning Pronunciation through Social Media

<i>Learning Pronunciation through Social Media</i>	<i>N</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Yes	133	23	17.3	62	46.6	48	36.1
No	467	77	16.5	351	75.2	39	8.4

It is inferred from the above table that 13.7% of the High School Students who learn pronunciation through Social Media have LowLevel of English Pronunciation, 46.6% of them have AverageLevel of English Pronunciation and 36.1% of them have a High Level of English Pronunciation. It is also

inferred that 16.5% of the High School Students who didn't Learn Pronunciation through Social Media have LowLevel of English Pronunciation, 75.2% of them have AverageLevel of English Pronunciation and 8.4% of them Have High Level of English Pronunciation.

Table 14
Level of English Pronunciation of High School Students with regard to Home Language

<i>Home Language</i>	<i>N</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
English	14	5	35.7	4	28.6	5	35.7
Vernacular	586	95	16.2	409	69.8	82	14.0

It is inferred from the above table that 35.7% of the High School Students whose Home Language is English have LowLevel of English Pronunciation, 28.6% of them have AverageLevel of English Pronunciation and 35.7% of them have a High Level of English Pronunciation. It is also inferred that 16.2% of

the High School Students who know Vernacular Language have LowLevel of English Pronunciation, 69.8% of them have Averagelevel of English Pronunciation and 14.0% of them have a High Level of English Pronunciation.

Table 15
Level of English Pronunciation of high school students with regard to Teaching Learning Process in L2

<i>Teaching Learning Process in L2</i>	<i>N</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
English	529	81	15.3	367	69.4	81	15.3
Tamil	71	19	26.8	46	64.8	6	8.5

It is inferred from the above table that 15.3% of the High School Students whose Teaching Learning Process in L2 is English have Low Level of English Pronunciation, 69.4% of them have AverageLevel of English Pronunciation

and 15.3% of them have a High Level of English Pronunciation. It is also inferred that 26.8% of the High School Students whose Teaching Learning Process in L2 is Tamil have LowLevel of English Pronunciation, 64.8% of



them have Average Level of English Pronunciation and 8.5% of them have a High Level of English Pronunciation.

Findings and Conclusions

1. There is significant difference between Masculine Gender and Feminine Gender High School Students in their English Pronunciation. The mean scores show that the Feminine Gender students have higher level of English pronunciation.
2. There is no significant difference between Rural and Urban High School Students in their English Pronunciation.
3. There is significant difference between Government High Schools Students and Aided High School Students in their English Pronunciation. The mean scores show that the Aided School Students have Higher Level of English Pronunciation.
4. There is no significant difference in English Pronunciation of High School Students with Literate and Illiterate Parents.
5. There is significant difference in English Pronunciation of High School Students with regard to Habit of Listening. The mean scores show that the High School Students who have the Habit of Listening and Possess Higher Level of English Pronunciation.
6. There is no significant difference in English Pronunciation of High School Students with regard to Habit of Reading.
7. There is significant difference in English Pronunciation of High School Students with regard to Habit of Speaking. The mean scores show that the High School Students who have the Habit of Speaking Possess Higher Level of English Pronunciation.
8. There is significant difference in English Pronunciation of high school students with regard to knowledge of phonetics. The mean scores show that the high school students who have the knowledge of phonetics possess higher level of English pronunciation.
9. There is no significant difference in English Pronunciation of High School Students with regard to Learning Pronunciation through Mass Media.

10. There is significant difference in English Pronunciation of High School Students with regard to Learning Pronunciation through Social Media. The mean scores show that the High School Students who Learn Pronunciation through Social Media Possess Higher Level of English Pronunciation.
11. There is no significant difference in English Pronunciation of High School Students with regard to Home Language.
12. Pronunciation of High School Students with regard to Teaching & Learning Process in L2. The mean scores show that the High School Students whose Teaching Learning Process in L2 is English Possess Higher Level of English Pronunciation.

RECOMMENDATIONS

To Teachers

- Teachers must encourage and motivate the students to learn the skill of speaking English.
- English teachers must make it mandatory to use Pocket Dictionary during Language class.
- Teachers must encourage the students to read Story Books, Autobiographies etc.
- Language teachers must teach Phonetics; this will help them to speak Correct Pronunciation.
- English teachers must give Language Games, drills exercises to students which will help them practice the language and minimize the pronunciation problems.
- Grammar must be given importance while teaching the English language.
- Teachers must avoid use of Vernacular Language while teaching English Language in the classroom.
- Teachers can teach pronunciation using Language lab.
- Teachers must give counseling and motivation to the students to speak the English language.
- Teachers can motivate the students to participate in Co-curricular activities such as debates, spell bee, speech, elocution competition, poetry recitation; essay writing can help the children to learn their language.



- Teachers must learn the proper pronunciation of each and every word before they teach the students.
- Teachers should be trained to improve their English language potency and pronunciation to enhance their teaching in classrooms.

To Parents

- Parents must encourage their children to communicate in English even at home.
- They must create an environment at home for the students to speak in English.
- They must buy story books, autobiographies and encourage their children to read at home.
- Even though the parents can't speak complete English they can try to converse with them in English.
- They can ask the younger siblings to converse with their elder ones in English at home.
- They can encourage their children to listen to B.B.C News.
- They can purchase books on pronunciation.
- They can ask them to learn ten new words every day.
- They can ask them to read books and newspapers loudly.
- They can purchase audio-video games which will help in pronunciation.
- They can take their children to the place where they can connect with English speaking people.
- They can encourage their children to participate in all the competitions related to English.
- They can arrange celebrations whereby they can invite children who can converse in English.

To Students

- Students can listen to native speaker's talks.
- They can practice saying tongue twisters.
- They must stand in front of the mirror and try to speak English.
- They must read English Language Newspapers, including Broadsheets as well as Magazines and Tabloids, Story

Books, Biographies which will help them to speak correct English.

- They must avoid speaking in Slang Words while speaking English.
- They must avoid using Vernacular Language both in School and Home.
- They must try to speak loudly and clearly.
- They must practice difficult sounds.
- They must converse in English with their friends while talking in Telephone.
- They can watch English movies and listen to great Peoples Talks.
- They must immerse themselves in English language News.
- They must update with Current Affairs which will also expand their Vocabulary.
- They will become more comfortable with how words are spelt and the contexts in which they are used.
- They can make a vocabulary book either in a Notebook or on your Computer, and make a list of useful Words and Phrases.
- Students while studying the English language they must not feel like a burden, they must feel fun while learning.
- They must ask lot of questions to either their Teacher or to their Friends. This will help them to improve their speech.
- They can label the name of the items in their houses such as phone, window, mirror etc. every time they use it will embed in your memory.
- Try to take notes of New Vocabulary.
- They can listen to British and American music, watch films, News, Entertainments, the radio, and TV shows, will help in improving the language.
- Purchase a good Bilingual Dictionary; it will be your best friend while learning the language.
- They can have a diary and write regularly, it is a great way to use new vocabulary.
- Learn English Idioms and Phrasal Verbs.
- Students must change the language on their social media or smart phone.
- Change the language on your Social Media or Smartphone.
- They can attend to plays, exhibitions, talks etc. organized by English communities.



- Join voice chats in order to improve language skill.
- Write in English blogs on websites.
- Talk to your classmates in English when you are not in class. make a group to play games, have a meal or just chat together.
- Male students should be given practices to improve their English Pronunciation.
- Audio-visual aids should be used in teaching to improve English Pronunciation among School Students.
- Teachers should be trained to improve their English language potency and Pronunciation to enhance their teaching in classrooms.

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