

Attitudes and Present status of Senior college Teachers towards Teaching of Phonetics at Senior Colleges: A Study

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Abstract:

This research paper focuses on Attitudes of Senior College teachers in teaching of Phonetics at colleges. Teaching English Phonetics is now basic. Not only the ESL teachers are into teaching phonetics, but for young learners, phonetics is essential to language learning. Among the importance of communication skills, Reading, Writing, and Speaking come in a bundle. Phonetics is defined as the branch of linguistics that studies the production and classification of human sounds. Phonetics pays special attention to the influence that vocal organs (such as the lips and tongue) have in the formation and annunciation of sounds. Present research reveals that how phonetics is being taught by the senior college teachers in the colleges. The picture of English in India where a child starts his/her education in English medium. It is a view among the citizens that a child's bright future lays in good knowledge of English. All the standard texts and study materials are available in English. An English-speaking person is regarded as a scholar and an intelligent person. There are several institutions where subjects are taught only in English. The importance of English is increasing day by day. English readership is increasing. It shows aptitude for English knowledge. People prefer English to other languages. It is accepted as an international language. It is seen as a symbol of elegance and smartness. English speaking is a sign of status. It adds to the personality of a person. Its place in India is momentous.

Keywords: English, English Teachers, Phonetics

Introduction:

English as stated by Timothy J. Scrase *"is not only important in getting a better job, it is everywhere in social interaction. If you can't speak it then you are a nobody"*.

We all know about varieties of English. Indian English is one such variety. The "Indianisation of English" involves adaptations of existing features of British English and the use of transferred mother-tongue items where British English is 'deficient'

Aim and Objectives of Teaching English: The objective of teaching English in India, should not be 'producing bookworms' or 'linguistic robots. What is important is to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal. The basic objective should thus be, to make the student independent. The aim of teaching English in India is to help students to acquire

practical command of English. In other words, it means that students should be able to understand and speak English, read and write English

1. Rationale: English uses different speech sounds than other languages. For example, the first sound in the word thin and the first sound in the word away are never spoken in many languages. Senior college students have to know all the English sounds and also have to practice pronunciation. There are 44 sounds in English Language. 24 sounds are Consonants and 20 sounds are Vowels. Further vowels are divided into two types' pure vowels and diphthongs. All students of senior colleges have to acquaint themselves to these sounds for better pronunciation of any word among them.

So, learning of Phonetics is really helpful for everyone and a good grasp of phonetics is a bonus and gateway to the fields such as Linguistics, Phonology, Phonetics, Speech and Language Therapy, audiology, forensic phonetics, voice and accent coaching and Speech and Hearing Sciences.

2. Theoretical base: This research study has the base of psychological theories like, Edwards Thorndike’s **Learning by trial & error**, means for learning mistakes are committed and after much practice are reduced it means that in Phonetics, pronunciation of English and its related components trial and error method is followed correctly. Theory of Pavlov’s **classical conditioning** of learning. While studying of phonetics symbols and signs, there is need of response by the learners and in Phonetics signs and symbols are like stimulus and learner has to respond quickly. Theory of David Ausubel’s **Cognitive theory of learning** deals with the identify the symbols and signs for the sake of understanding the meaning of specific concept.

Statement of Problem: “To study Attitudes and Present status of Senior college Teachers towards Teaching of Phonetics at Senior Colleges”

3. Operational Definitions:

- a) **Attitude:** Personal style of thinking & teaching of English of a Senior college teacher
- b) **Present Status:** Current status of Teaching of Phonetics by the Teacher.
- c) **Views:** Attitude or thinking towards teaching of Phonetics to the student-teachers.
- d) **Senior College Teachers:** Teachers who teach English language and linguistics to the students at under graduate and post graduate level.
- e) **Phonetics:** Description of speech sounds i.e. vowels and consonants are taught properly to the students who had opted English for specialization at their graduation.
- f) **Colleges:** The educational institute where students get formal education.

4. Objectives:

- 1) To study the attitudes and present status of senior college Teachers towards teaching of Phonetics.
- 2) To know the strategies and techniques used in teaching of Phonetics.
- 3) To suggest the remedies on teaching of Phonetics at graduation level.

5. Scope: Research is related to senior college teachers of English language of Maharashtra state.

6. Limitations:

- 1) Sample was selected from 10 senior colleges from the Maharashtra State.
- 2) The results of research are depended on the responses received from the senior college Teachers.

7. Delimitations:

- 1) Present Research study is delimited only for Teaching of Phonetics.
- 2) Senior college Teachers who teach English were considered for the research

8. Methodology:

Survey method was used for the present study which is a type of Descriptive research.

Procedure: Selection of Research area---review of related literature---defining the Problem---Developing the data collection tool---Data collection--- data analysis---Results---Report writing.

9. Population & Sample: Teachers from various senior colleges of Maharashtra State.

Sample: 10 senior college teachers have been selected by using purposive sampling method for the data collection. Total 10 teachers have been selected by using incidental sampling method.

10. Tools of Data Collection:

A questionnaire is developed by researcher, 25 multiple choice questions were included in the questionnaire. Questionnaire having three parts like a) The nature of Learn ability of Phonetics b) In your teaching c) Teaching material Around 30 minutes were allotted to Teachers to place right tick mark for appropriate answer. But only few questions have been included in this paper.

11. Data Analysis: The data of this study analyzed by the researcher using tabulation techniques and percentage in the following way....

Q.No.1 How many phonemes are there in English?

No.	Answer	No. of Respondents	Percentage
1	44	10	100
2	26	00	00
3	22	00	00
4	20	00	00

Observation: 100% Teachers know the exact number of Phonemes.

Q.No. 2. How many pure vowels are there in English?

No.	Answer	No. of Respondents	Percentage
1	21	00	
2	20	01	10
3	8	01	10
4	12	08	80

Observation: 80% Teachers responded correctly to this question.

Q.No.3 What level of pronunciation competence do you think your student should achieve?

No.	Answer	No. of Respondents	Percentage
1	Intelligible, although not necessarily pleasant to listen	4	40
2	Intelligible, as well as pleasant to listen	4	40
3	Native like	2	20

Observation: Only 2% teachers believe that student should have the pronunciation like native English speakers.

Q.No.4. In my teaching

No.	Answer	No. of Respondents	Percentage
1	I teach pronunciation systematically with planning and preparation.	3	30
2	I teach pronunciation randomly.	4	40
3	I don't teach pronunciation at all.	1	10
4	I rarely focus on pronunciation.	2	20

Observation: Only 30% teachers teach pronunciation systematically.

Q.No.5. How often do you teach pronunciation?

No.	Answer	No. of Respondents	Percentage
1	In every lecture	01	10
2	Once in week	05	50
3	Once in month	2	20
4	Never	1	10

Observation: Only 50% Teachers teach pronunciation once in a week.

Q.No.6 What type of activities do you mostly use to teach pronunciation?

No.	Answer	No. of Respondents	Percentage
1	Imitative (Listening and Repeat)	2	20
2	Analytical (Transcription)	2	20
3	Combination of above both	6	60
4	None of the above	0	0

Observation: Most of the Teachers follow the combination to teach it.

Q.No.7. What materials do you most often use when teaching pronunciation?

No.	Answer	No. of Respondents	Percentage
1	The spoken English book.	8	80
2	Readymade material	1	10
3	Self prepared material	0	00
4	Mobile apps.	1	10

Observation: Only 10% teachers use mobile apps for teaching pronunciation.

Q.No.8. According to you, the errors in pronunciation made by students may be the result of?

No.	Answer	No. of Respondents	Percentage
1	A lack of theoretical knowledge.(Students don't know the rules)	2	20

2	A lack of practice.(they know the rules, but don't practice them)	7	70
3	The influence of other language.	1	10
4	Other.	0	00

Observation: 70% Teachers believe that due to lack of practice errors in communication is committed by students

Q. No. 9. Have you completed any course in phonetics from any Indian or foreign university?

No.	Answer	No. of Respondents	Percentage
1	Yes	2	20
2	No	8	80

Observation: 80% Teachers have not completed any course of Phonetics.

Q.No. 10. Do you encourage your students' involvement in authentic audio and video material in order to improve their pronunciation skills.

No.	Answer	No. of Respondents	Percentage
1	Yes	05	50
2	No	05	50

Observation: All teachers encourage students to use audio and video material for improving pronunciation skills.

Q.No. 11. In teaching which strategies do you prefer best?

No.	Answer	No. of Respondents	Percentage
1	Just oral explanation	3	30
2	Oral and written work on the blackboard	3	30
3	Learners practice in the classroom	4	40

Observation: Only 30% teachers conduct oral and written work.

Results:

- 1) Knowledge of Phonetics is transferred among the students in traditional way only.
- 2) Pronunciation is not taught seriously by the teachers to the students.
- 3) Teachers are unable to spare more time in teaching of phonetics and pronunciation.
- 4) Use of means of ICT like Mobile apps & technical material are not used regularly in teaching of Phonetic by the senior college teachers.
- 5) Teachers are not much serious about teaching of phonetics effectively to the students.
- 6) No proper use of English language laboratory by the teachers.

Conclusion:

- 1) English language competency is an integral part of communication.
- 2) Students are from rural area are not given proper training of phonetics.
- 3) No Special efforts and strategies are used by the teachers for teaching of Phonetics.
- 4) No proper reference Books on Phonetics, self-study material and online resources are given to the students to learn phonetics.
- 5) All English and other Teachers have to complete Post graduate courses in Phonetics, Linguistics from the institute like English and Foreign Language University, Hyderabad (EFLU)

Discussion of the Results:

Learning of Phonetics is essential to each one and should be given proper theoretical knowledge as well as training. Competency in English language is essential in teaching and learning process. As per NEP 2020 foreign universities will be established in India, there is need of accepting multilingualism approach and need to get command over all aspects of English language, Linguistics, Phonology and Phonetics.

Contribution:

- This will be helpful for the Teachers of all levels to teach Phonetics with innovative activities to students.

- Teaching of Phonetics should be made compulsory course from the classes K.G.to P.G.

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