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The Cce in Enhancing English Pronunciation of Sl Learners

MS S.Gowrie Ph.D Scholar, Department of Education, Alagappa University, Karaikudi.

Dr.AR. Saravanakumar Assistant Professor in Education, DDE,Alagappa University, Karaikudi.

ABSTRACT

In this article we speak of the importance of English pronunciation and the activities of teaching pronunciation through the CCE (continuous and comprehensive evaluation) method. For many years, pronunciation has not been emphasized due to some limitations in practicing and lack of proficient personnel to teach English pronunciation. The CCE method has come to solve this problem by introducing the learners with lot of activities to learn pronunciation more meaningfully and joyfully. Continuous and comprehensive evaluation of students through activities makes way to gradual and steady growth of the skill of pronunciation which in turn leads to the development of reading and speaking skills simultaneously. This article deals with lot of pronunciation activities which can be incorporated in the English classrooms. We also listed some suggestions for its implementation.

KEYWORDS: The CCE, English pronunciation, pronunciation activities

Introduction:

Continuous and comprehensive evaluation is one of the most effective means of achieving the expected learning outcomes by all pupils of a particular class. The teachers must be clear about the skills, which are to be developed among his students. The skills help the teachers to decide the content, appropriate strategy, teaching, teaching - learning materials, evaluation techniques & also the remedial measures for those who fail to achieve the skills up to the mastery level. It is necessary to evaluate pupils attainment on regular basis in order to make a pupil master in developing the skills. The teacher helps the learners to acquire the skills through continuous assessments by conducting written, oral & performance tests in scholastic areas & following the continuous observation & interactional techniques in the co- scholastic areas. Progress cards representing the assessment of the child is conveyed through the gradeslike "A1" , "A2", "B1"etc,. More than 80% achievement of a particular skill is the performance target of the teacher. Re - evaluation is to be done to help the children to reach at the mastery level in achieving skills.

New scheme of evaluation:

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc.

Marks and grades:

This also has its own demerits; a child with 92 marks will get the same grade as the child with 100 marks and their talents cannot be recognized by anyone else other than their close ones. And with this system students find it difficult to study many chapters because of its so called semester system and engages the student mostly in projects than studying. More than 60% of the students were afraid to take board exams. Though this system might have some drawbacks it instills this value that students need to compete with themselves to get a better grade and not with others.

The grading system is-

MARKS	GRADE
91—100	A1
81—90	A2
71—80	B1
61—70	B2
51—60	C1
41—50	C2
33—40	D
21—32	E1
20 & below	E2

Use of cce in English classrooms:

In the present age, we need to impart language education in a way that learners find it meaningful and beneficial. Learners will be convinced of the benefits if they are able to use the target language (here, English as a second language) to communicate successfully. One of the ways of enriching language education is to use assessment in an ongoing form and capture learner growth. This assessment form, most often, would require learners to use the target language in an array of real life contexts with reference to specific language skills such as listening, speaking, reading and writing. The communicative approach to language teaching has emphasized on the integration of the above four components into the pedagogy of language teaching in classrooms. The learning of languages can occur both in the formal and informal contexts. The focus has to be on empowering the learner through vocabulary, phonetics, grammar and creativity.

The CCE provides ample opportunities for all the four dimensions at the same time empowering learning through role-play, theatre, debates, peer learning, group discussions and the like. All these activities facilitate both formative and summative modes of assessment. This article mainly focuses the ways in which English pronunciation can be enhanced through the activities in the CCE.

Language Skills

- Oral & Listening
- Writing
- Comprehension

Mode of Assessment

- Dialogue
- Conversations
- Speeches (Debating recitation)
- Quiz, Essays
- Research Projects
- Group work
- Assignments
- Research Projects
- Question papers

The CCE and English pronunciation:

The activities mentioned above are termed to develop the language skills in common. When we focus the skills of speaking and reading, pronunciation plays an important role in enriching them. The correct pronunciation psychologically makes the speaker or the reader more confident and enthusiastic in using the language for communication. So activities that promote English pronunciation of the learners can also be incorporated in the English language classes for the betterment of the learners and to make their learning process meaningful and

beneficial. In this article we suggest some activities that promote pronunciation of the second language learners. Through the CCE method, pronunciation of the learners can be enhanced gradually and steadily by incorporating the following activities in English classrooms. The continuous evaluation of the teacher and the remedial measures in the CCE can make the learning process easier.

Activities to develop pronunciation:
The following are suggested activities for teaching individual sounds as well as other aspects of pronunciation such as stress, rhythm, and intonation.

Backward buildup:
Learners practice a sentence or phrase by repeating the last word, then adding another word with each repetition until the whole sentence or phrase has been produced.

Bingo:
Play bingo using words or pictures that demonstrate a particular sound(s).

Brainstorming:
Choose a topic and ask learners to think of words containing the sound(s) to be practiced. Follow this with an activity using the words.

Categorizing:
Learners place words in columns according to the sound(s) being practiced (e.g., ed endings).

Chain stories:
In turn, learners contribute sentences containing words or phrases with the sounds being practiced to make a story.

Dialogues:
Learners create dialogues using words that contain the sounds being practiced.

Exaggeration:
Demonstrate a sound by exaggerating the actions and position of the tongue, teeth, lips, and mouth.

Identification:
Learners select the words or sentences they hear on a worksheet.

Information gap:
Learners practice target sound(s) by sharing information to complete a task.

Minimal pairs:
Learners identify which word of a pair has been spoken, indicate whether the two words spoken are the same or different, or which word in a list is different.

Mirrors:
Learners note the position of their lips and tongue in a mirror when producing a sound.

Pictures:
Learners describe a picture using words containing the target sound.

Create a page containing pictures of objects that contain the sound(s) being practiced. Dictate instructions for learners to follow (Circle the skirt, Put an x on the shirt, Check the stocking).

Reference words:
Learners associate sounds with words. See Vowel/Consonant Symbols and Keywords chart.

Rhyming words:
Learners create lists of rhyming words containing the sound being practiced.

Rules:
Provide learners with rules (e.g., pronunciation and spelling of third person, past tense, and plural endings).

Sammy diagrams:
Demonstrate the position of tongue, teeth, and lips by using diagrams of a cross-section of a head.

Spelling equivalencies:
Give examples of different ways of spelling an individual sound (e.g., we, see, tea, these, piece for the sound /iy/).

Tongue twisters:
Use sentences that are difficult to pronounce quickly and correctly to practice target sounds (e.g., She sells seashells by the seashore).

Advantages of the CCE in enhancing English pronunciation:
- Continuous evaluation makes the learning process gradual and steady.
- This learner centered method promotes individual skill development.
- The learners learn pronunciation joyfully in the CCE based class room.
- The learners apply the learning outcome in daily life situation without hesitation.
- Pronunciation activities promote simultaneously the skill of reading and speaking.
- Activities and pronunciation games keep the learners always enthusiastic to learn.
- Learns get gradually the love for learning English.

Suggestions:
- Pronunciation activities can be included in the CCE manual for English.
- Periodical training in pronunciation can be given for English teachers.
- Language labs can be established in all schools.
- Teaching learning materials specially designed for pronunciation development like audio visual aids, voice recorders can be used.

Conclusion:
CCE is leading the conventional classroom to become a collaborative classroom wherein the environment and the 'belief-change' in student-teachers constitute a more important aim. It is aimed at making students participative and self reliant and at developing specific skills and abilities in the concerned subject/language, which, if utilized correctly, can become a boon for English teachers.

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