



Enhancing English Pronunciation of Regional Medium Students through Reading Aloud

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ABSTRACT

Most of the Regional Medium students are not being selected for Multi-National Companies as they do not have competent skills as English medium students have. It is a known fact that the betterment of any second Language depends on the quality amount of time that we spend with the language. Regional Medium Engineering Students had a time (on an average 300 to 500 hrs.) to learn English in their schooling whereas English Medium students might have done (14000 hrs. in all streams in English); Regional Medium students cannot perform well in the classrooms as well as in the interviews with equaling the English Medium students. There are many imbalances in language teaching as the technical classrooms are heterogeneous in India, reading a loud can be the best solution to improve pronunciation of Regional Medium Students. These students are not bad at mastering the vocabulary, but acceptable enunciation is the big hurdle to them. The problem of poor enunciation can be rectified by reading it aloud. This paper is all about the how important of reading aloud for regional medium students for the betterment of their spoken skills.

KEYWORDS : Regional Medium students – unable speak – less amount of time (500 hrs.) – English Medium Students (14000 hrs.) - Aloud reading – enhancing enunciation

Introduction

Importance to English Language teaching has been getting less importance in a technical academic calendar. The more the world is looking at our Indian English variety, the lesser our universities have been giving the importance to English language learning in an academic schedule. The English language teaching has become just like a software that brings desirable changes in an electronic device. Matter of fact, students are not machines or chips to reboot with English language teaching App or better software. The working group of the university grants commission 1978 has advised English has the advantage in publications and reference materials over Regional Languages and employment prospects of students educated through English medium are better, the shift from Regional Languages to English in universities is a problem, English continues to be the status of symbol in society.

It is a known fact that the betterment of any second language depends on the quality amount of time that we spend with the language learning process. The more we spend our time to listen and speak, the better we the get the outcome in the process of any language learning. Language is the combination of words and sounds which can keep on changing as long as human beings exists. The aim of the present study is to evaluate the development and influence aloud reading to improve pronunciation of Rural Engineering Students who have done their schooling in Regional Medium. Regional Medium Engineering Students had a time (on an average 300 to 500 hrs.) to learn English in their schooling where as an English Medium student might have done (14000 hrs. in all streams in English i.e. a word stigma can be learnt in general science which can also be used in Spoken English); they cannot perform well in the classrooms as well as in the interviews with equaling the English Medium students. Reading aloud is a key component to aim at facilitating the development of fluency of Telugu Medium Engineering students. RGUKT students are residential campus students who have a reasonable amount of free time to practise reading aloud in order to improve their spoken skills.

The study was based on two hypotheses

1. There would be a better result in fluency by practicing reading aloud
2. Students' practice would benefit in the overall improvement language through reading aloud

Questions

1. Does using reading aloud have any significant effect on improving ESL learners' pronunciation?
2. Do students improve their English Pronunciation and fluency by reading it a loud?
3. Do students get benefitted through reading aloud for the

betterment/improvement of English pronunciation and fluency?

Context

The present study was performed in the school of language in RGU IIT Basar campus which locates in Basar, Telangana State, where 6000 students are from the regional medium background. The students' aged 15 to 21. Most of the students had studied English as their second language in schooling where they had a time of 500 hours of teaching for 10 years.

Theoretical Framework

The ability of communication skills can be measured by listening to one's ability in uttering the words. English pronunciation can be improved through practising a loud reading which makes a student to aware how she/he is uttering the words when they speak English. Most of the Regional Medium students cannot perform as competent as an English medium students due to less amount of time that they spend in the process of a second language learning. Reading a loud is a strategy that works by rereading aloud a short and meaningful text a few times; this allows the acquisition of a satisfactory level of expression and fluency in reading. This explains the effectiveness of oral reading improvement through

Method

Students are advised to master the basic vocabulary i.e. Oxford RC 3000 meanings as well as pronunciation. Students need to be aware the commonly mispronounced words in English, then, they need to practise them by reading it aloud. For the evaluation of the effectiveness of cooperative reading aloud to improve English pronunciation, fluency and clarity students are first given specific activities which are related to the expression of the text and comprehension of the background. To do so, students are given good amount of soft copies to practise in their free slots in the classroom and in their dorms. Students are taught phonetic sounds where they have to practise aspiration by placing a piece of paper in front of their lips to feel the air puff movement when aspirating. They have to practise voicing by feeling the vibration in their throat while reading aloud selected text. If there are any mispronounced words list, they need to select and practise the mispronounced words.

It is quite common to imitate native speakers of English when we are about to learn a language, but Students are instructed not to imitate any anchors/news readers/foreign speakers because it doesn't bring permanent change in the voice. They have to be very natural in practising the words in a sentence with proper pauses according the punctuation in the selected text. They are also intimated that changes cannot be expected within a few days; they need to spend 10 to 20 minutes a day to practise reading aloud. They need to

dedicate this much amount quality time as they have to get familiarized most of the words in selected texts. As most of the students are residential students who can utilise their free time in the Dorms for a loud whispering that can't disturb their roommates or dorm mates.

When they read aloud, **they don't have to:**

- **Think about what they are going to say** – they can focus on pronouncing the words and sentences instead!
- **Think about the correctness** of their speech – they can focus on getting the intonation right and making the speech flow!
- **Worry about anyone thinking a weirdo of practising reading aloud**- if they catch you doing your spoken practice – after all, reading aloud is perfectly fine, right

They can choose pretty much something as a source for your Reading aloud in English:

- **English fiction** – readable text;
- **English newspaper** articles;
- **Online news articles and other websites** that are interesting;
- They can also write something themselves and then read it out loud;
- They can even **read any blog articles**

Here are some commonly mispronounced words in English by a Regional Medium

1. Charisma
2. Debureaucratise
3. Candidate
4. Institution
5. Pronunciation
6. Debris
7. Cliché
8. Cache
9. Poignant
10. Teetotaler
11. Debut
12. Rendezvous

Results

After taking opinion from 450 students in an each semester for 4 months, the results are found the best. They have spent a reasonable amount of time in their free slots and got wonderful results in bettering the English pronunciation. Some of the names of the students (Engineering 1st year) are given from ECE, CSE, EE and ME Departments of RGUKT Basar campus.

1. GARDAS CHANDANA
2. GURAJAPU ANUSHA
3. KOTHAPALLI VIJAYA KUMAR
4. SABBANI SUSHMA
5. GANJA SAIRAM
6. KATIKENAPALLI SAI KIRAN
7. OLLAJI MEGHANA
8. YASA RANADHEER
9. ANGOTH DHANRAJ
10. KAASOJU SAIPRAKASH
11. KMANIKANTESHWAR GOUD
12. SAYED SAMREEN BEGAM

Discussion

It is observed that a regional medium engineering student spends less than 2 minutes for a day in speaking English in entire engineering colleges of Telangana. Reading it out/ reading aloud is process that includes utterance and voice-observation so that they themselves can be the best teachers. They listen to many English songs, their repertoire is rich in vocabulary, but they don't create enough exposure outside of the classroom to speak in English. Having not spoken good amount time in English, they themselves fear about the utterance of words. Reading aloud can boost their strength in pronouncing the words and sentences.

Conclusion

Having followed the guidelines, students got the better results in advancing the pronunciation through reading aloud. They knew the difference between English and Regional Medium students' spoken English. Students faced some trial problems like getting sore throat, spending their free time, looking up dictionary for correct pronunciation and so on.

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