



STRATEGIES FOR ENGLISH PRONUNCIATION

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Abstract

Rajasthan is basically a Hindi speaking state, in government offices and schools Hindi is main language, very few people use written and spoken form of English. Those who use English are not efficiently using it. Therefore it is an urgent requirement to study status of English pronunciation and also to suggest strategies for improving English standard (Pronunciation) in government schools of Rajasthan, here people speaks many languages and dialects. So, the correct pronunciation of the words is a major problem in teaching second language because the pronunciation is greatly influenced by the regional language and dialect. The sounds of words which are not used in the mother tongue, is difficult to pronounce correctly. The teacher should provide appropriate situation and opportunities to the students by imitating the words, by using lingua phone and language laboratory, drill technique in classroom the skill of correct pronunciation can be developed among the students. This paper will suggest various strategies for correct pronunciation of words in government schools of Rajasthan. Although the content given is of basic nature but should necessary be taken seriously by them. In order to improve correct pronunciation and their by help in upbringing the standard of English language in government schools of Rajasthan. The faculty of speech is a natural gift. Education plays an important role to polish and improve the speech in our schools. It provides various opportunities to its natural development. So the teacher is an ideal model before the students. Therefore an English teacher should be more careful to his own pronunciation for lying down the correct speech habits of his students.

Keywords: *Language, Language Laboratory, Dialects, Speech Habits*



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Proficiency in spoken English cannot be acquired without adequate theoretical knowledge, training and practice all put together. This is more or less true of all languages, but especially of English, as it is not a phonetic language like Hindi. One important reason being the apparent discrepancies between spoken and written forms of words that is between spelling and pronunciation. Glaring and ridiculous errors usually creep into student's speech owing to his/her inclination to visualize a straight relationship between spellings and pronunciation. There is no one to one relationship between phonemes, sound and graphemes (letters) in English. This all is due to consonances of mother tongue interference and over generalization. Therefore proficiency in the spoken aspects of English language requires sustained efforts and well planned practice sessions.

Phonetic transcription should be an essential feature for developing correct pronunciation among teacher and their by in students, especially while speaking simple English words, proper nouns and isolated English words.

One of the most serious drawbacks of the present system of teaching English in this country is that speaking skills are not treated separately and intensively except for few convent schools of big cities dealing with children of elite class. The average students at school level are not conversant with phonetic transcription. Even at university and college level, only students who opted English as their specialization are given baric of phonetic transcription rest of the student's community is not even aware of these terms.

English as second language would have been much more useful, had there been regular and linguistically well planned courses in spoken English that two specially designed for first generation learners. The absence of such courses also had devastating consequences for the vast majority of Indian students who aspire to attain proficiency in spoken English at a comparatively late age and under unfavorable circumstances.

The average students especially of govt. schools never find him in conducive environments either at home or at school, where in familiarity with conversational English can be developed to any extent therefore English is usually and manageable language by the common people in India.

This is an urgent need of present hours to devise and introduce a regular and well designed course in spoken English in different types of educational institutes dealing with students at primary, secondary and sr. secondary level. Teachers teaching English as a second language should provide conducive environment for developing basic skills of conversational English and slowly at advance stage should deal with theoretical treatment of spoken English.

In order to make students conversant with basic principles of spoken English, teachers can plan practice, exercise, discussions and group activities to boost their confidence and command over fluent English speaking.

The following activities and exercise are suggested for English teachers while developing speaking and reading

1. Teachers while ideal reading should take care of stress, intonation and rhythm.
2. Teacher should correct faulty pronunciation of words while reading text book and other unseen passages.

3. Teachers should develop fluency, clarity, speed, accuracy, pauses etc while reading oral text.
4. Correct articulation of different types of vowels, consonants and dip thongs should be taken care of while reading and speaking by students.
5. Training of rhyming words is necessary by proper demonstration. Different looking words may rhyme together and similar looking words may not for example school -route and new-sew respectively.
6. Students should be trained in homophones and homographs. Homophones are those with having same pronunciation but different spellings and meanings like flour- flower, site -sight. Whereas homographs are words having same spellings but different pronunciation and meaning.
7. Correct pronunciation could be assured to a considerable extent by exploring student's proper nouns (persons and places)
8. Teachers should make efforts in helping students in learning correct pronunciation of commonly pronounced words.
9. Teachers should give their students practices of possible sound variations of different vowels, consonants and clusters for examples has three different sounds /s/, /z/ and /sh/ which are commonly pronounced as silence, business and shoes respectively 'c' has three different sounds like car, cinema and cello similarly 'ch' has three different sounds like chemistry, charm and machine,
10. Teachers should teach students pronunciation of words in which at least one consonant remains silent (such as half, receipt, knife and debt etc.)
11. Teachers should discuss with students about equivalence between English, sounds and Devnagari, letters, which is quite useful for students belonging to Gujarat, Maharashtra, Bengal and Bihar
12. The Sound /z/ requires specific and careful acquisition as there is no letter in the Devnagari alphabet to represent this sound, although it has four orthographic equivalents in Urdu, e.g. Business, centuries such /z/ sound is commonly mispronounced even by people with high status in their own fields, due to regional speech habits.
13. Teachers should discuss with students regarding how to pronounce the inflexions of words, that is, the past tense of verbs and the plurals of nouns sometimes even advanced level

of students are unwilling to believe that two words have the same pronunciations 'past and passed', mist and missed, pact and packed etc.

14. The plural nouns like girls, fans and beds, ends in the letter 's' but the terminal sound is not /s/ but /z/ such articulations should be taught to students for developing correct pronunciation not only at higher level but also at primary so that student develop sound structure with strong root base.

Although English is more difficult to learn than Spanish as far as pronunciation is concerned unlike Spanish, English is a language of Germanic origin but also of influence of Latin and French, which is not read as it is written as it is mostly done in Spanish, that is why English is said to be little phonological. There is no one to one relation between phonemes (sounds) and graphemes (letter) in English. We can distinguish 12 vowels sounds in English but only in Spanish, 8 dip thongs sound and 24 consonants sounds (including the two semi vowels.)

But a teacher with strong positive mindset can enlighten students that English spelling is actually not as un phonetic as it is usually believed to be. It is possible to frame, within limits, some definite relationships between letters (cluster of letters) of the English alphabet and their sounds teacher should teach students the following rules in order to learn correct pronunciation.

The cluster 'stion' at the end of a word always gives sound of /tʃ/, most of the students mispronounce the words 'suggestion' and digestion

Any 'd' followed by 'j' or 'g' is always silent, as in judge, adjourn and fidget. Therefore some students also mispronounce simple words like 'Adjust' and adjectives, therefore teachers should make their students aware of such traits of letter sound correspondence by which number of pitfalls related to pronunciation could be avoided. Schools of different stages should provided students sufficient with theoretical details and subtleties of spoken English in linguistically planned manner with required practice.

Teachers should make their students aware about IPA (International Phonetic Alphabet) symbols. So as to be able to learn the student pronunciation of words and transcribe words and sentences in phonetic script.

Sometimes situation specific traits of spoken English with proper stress and intonation should be practiced with the help of audio-visual aids.

English pronunciation is also dependent on etymology of words; this should be taught to students by giving references of root words. French words constitute a large part of English vocabulary. Students should be made aware of the important differences between British and American Trends of pronunciation and at the sometimes they must be familiar with (IRP) Indian Recommended Pronunciation. Teachers should keep in mind the phonological limitations and speech habits of average Indian student. Teachers should follow native model while not deviating too much from (BRP) British Received pronunciation.

The kind of spoken English that we actually need is to be based on what we now call Indian recommended pronunciation (IRP).. This is a model based on Educated Indian English (EIE) which, while, retaining, the essentials of British stress, rhythm and intonation, obviates some of the unnecessary strains imposed by BRP as far as pronunciation of isolated words are concerned. Indian schools should opt a middle path for learning standard pronunciation i.e. to practice a model of pronunciation which is neither pedantically and painfully correct nor ridiculously and unintelligibly deviant when we refer to BRP as the standard school should guide students towards standard pronunciation fluent speech and good oral expression. The present paper attempts to pave the way of teacher educators, teachers and students of government schools in learning correct English pronunciation. Although the content given is of basic nature but should necessary be taken seriously by them. In order to improve correct pronunciation in upbringing the standard of English language in government schools of Rajasthan, if such errors are not rectified during school years, they will certainly become permanent blocks in student's English learning.

Child's linguistic growth offshoots from modeling of and interaction within the zone of proximal development with parents at home, adults in the immediate environment and teachers in schools. Scaffolding is frequently provided in the form of instructive correction, certain questions form the backdrop of language and their by provide holistic development.

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