

**AWARENESS AND USAGE OF MOBILE APPLICATIONS IN TEACHING
ENGLISH PRONUNCIATION AMONG FEMALE TEACHERS OF COIMBATORE
CITY**

Mrs.K.Deepa, Research Scholar

Department of Education, Bharathiar University

And

Dr.P.Janardhana Kumar Reddy, Associate Professor

Department of Education, Bharathiar University, Coimbatore

ABSTRACT

The present study is an attempt to inquire the awareness and usage of mobile applications in teaching English pronunciation among the female teachers of Coimbatore city. Survey method was adopted for the inquiry and it is a quantitative approach. 132 teachers from both Government/Aided schools and Private schools were selected for the study using the purposive sampling technique. The study was conducted using the questionnaire namely “Mobile Application for Language Teaching-Pronunciation” (MALT-P). The tool used was self-constructed by the investigator. Structural validity was established and internal consistency of the tool was also estimated. Descriptive and inferential statistics were applied for the data analysis. The study reveals that there is no significant difference in awareness and usage of Mobile Applications in teaching English Pronunciation among female teachers with respect to their qualification, type of school, location of school and designation. Also the study discloses that there is significant difference in awareness and usage of Mobile Applications in teaching English Pronunciation among female teachers based on their years of experience and tech knowledge. The investigator strongly believes that Mobile Applications, to a greater extent can assist the students in acquiring the pronunciation skill of any foreign languages especially English. There are lot of provisions available in the apps which could positively enhance the skill among the learners in an easy and entertaining manner. To execute this technique in an appropriate way the teachers should be aware of the available applications and they must be knowledgeable to choose the suitable applications for their students. Hence this study aims at finding out the awareness and usage of Mobile Applications by the teachers.

Key words: Mobile Applications, Awareness, Skill development, English learning, Pronunciation

Introduction

Speaking becomes an extraordinary skill when it comes to the learning of second or any foreign language. Languages consist of many aspects like vocabulary, grammar, syntax, semantics, pronunciation etc., and the learners must be good in all the aspects to express themselves clearly. We judge people by the way they speak. The speakers with poor pronunciation will be considered as uneducated or less competent. The listeners may not understand the people with poor pronunciation even though they are good in other aspects like grammar and vocabulary. This should be rightly focussed by the teachers and they should place more effort on the teaching of pronunciation. Mobile Application or Mobile app is a software application or simply a computer programme that is designed to run on a mobile device. It is user friendly which can be used even by a three year old child. Some of the most popular mobile applications are Whatsapp, Facebook, Instagram, Pinterest etc., which are commonly known as social media. Nowadays most of the specialized mobile applications are being used in the field of education as well. To mention few Biju's, Duolingo, Kahoot, edX, Photomath etc., in the same way there are some Mobile Applications to learn English Pronunciation. Those Mobile Applications will help the learners to get first-hand experience in acquiring the pronunciation skill. It will possibly increase the learning level among the learners, especially school children.

Need of the study

Any language learning is entirely different from the learning of subjects since the language learning is skill oriented and other subjects knowledge based. Hence teaching of languages should completely be done using different teaching strategies. English language teaching is exclusively grounded on the skill development and enhancing some of the language competencies which would help the learners to master the language based on their need. Language teachers highly fixed upon the LSRW skills and concentrating only on those skills, that too theoretically, where role of the teacher dominates. Both linguistics researchers and the educators botched to recognize the significance of pronunciation. Pronunciation is an important skill to be developed among the learners since it paves way for better understanding among the listeners. The speaker who speaks with good pronunciation can easily be understood by the listeners even if the speaker makes grammatical errors. Those

who have less confidence on the above aspect isolate him from the society and from seek jobs in reputed concerns. Hence teachers must consider this as an important skill and they need to teach in the classroom. As pronunciation is strongly based on phonetics teaching and learning should be more practical. To gain uniform and standard pronunciation teachers need to search for standard and authentic source for teaching. In the present scenario Mobile Applications play a vital role in the field of education especially language learning. This study focuses on the awareness and usage of such Mobile Applications among the teachers in the field of teaching English language pronunciation. This study can further be continued with assessing the effectiveness of the Mobile Applications in learning English pronunciation. Also research can be done on the teacher involvement in developing the Mobile Application with their specific objectives.

Objectives

1. To check the awareness about the Mobile Applications in teaching English Pronunciation among the Female teachers
2. To analyse the usage of Mobile Applications to teach English Pronunciation among the Female teachers
3. To find out the temperament of female teachers in using Mobile Applications in teaching English Pronunciation
4. To identify the interest level of students in using Mobile Applications in learning English Pronunciation

Hypotheses

1. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on qualification
2. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on designation
3. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on teaching experience

4. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on type of school
5. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on location of the school
6. There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on tech knowledge

Delimitations

1. The study was limited to Coimbatore city alone; it can be extended to district and state level as well.
2. The sample comprises of only female teachers and it can be done for male teachers also to make the study more appreciable.
3. The demographic variables selected can be widened to explore various attributes of the sample selected

Methodology

Survey method was adopted for the study.

Sample

The purposive sampling technique was employed for selecting the sample. The sample comprises of 132 female school teachers of Coimbatore city, both from Government/Aided and Private Schools.

Tool

Mobile Application for Language Teaching – Pronunciation (MALT-P) was the questionnaire used for the study which was constructed by the investigator. The tool consists of 35 items which was recognized after the pilot study. The tool was established with the structural validity and internal consistency of the tool was also estimated.

Statistical technique

Descriptive and inferential statistics were applied for the data analysis. Mean, Standard Deviation, 't' test and ANOVA were used to analyse the data.

Table 1

Demographic profile of the samples

S.No	Factors	Classifications	No. of the Samples	Percentage
1.	Qualification	UG/B.Ed	92	69.4
		PG/B.Ed	34	25.8
		PG/M.Ed	4	3.1
		M.Phil	2	1.7
2.	Teaching experience	1-10 years	89	67.2
		Above 10 years	43	32.8
3.	Designation	SGT	92	69.6
		PGT	40	30.4
4.	Type of school	Government/aided	67	50.8
		Private	65	49.2
5.	Location of school	Urban	97	73.5
		Rural	35	26.5
6.	Tech knowledge	Good	74	56.1
		Developing	58	43.9

Data analysis/ Hypotheses testing

Hypothesis 1

There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on qualification

Table 2**Significance difference score based on qualification**

Source	SS	Df	MS	F – Value
Between-treatments	1152.3895	3	384.1298	1.55009*
Within-treatments	31719.8529	128	247.8114	
Total	32872	131		

*Non-Significant at 0.05%

Hypotheses 2-6

There is no significant difference in the awareness and usage of mobile applications in teaching English pronunciation among female teachers of Coimbatore city based on designation, teaching experience, type of school, location of school and tech knowledge.

Table 3**Significant difference score based on the variables**

Variable	Category	N	Mean	SD	't' Value	Significance at 0.05%
Designation	SGT	92	117.15	14.98	1.3728	NS
	PGT	40	113.22	17.48		
Teaching Experience	1-10 Years	89	123.44	8.56	9.7801	S
	Above 10 years	43	101.37	17.42		
Type of School	Govt/Aided	67	114.19	17.10	1.5130	NS
	Private	65	118.37	14.48		
Location of School	Urban	97	115.33	16.65	1.1044	NS
	Rural	35	118.82	13.68		
Tech knowledge	Good	74	122.91	8.72	6.1307	S
	Developing	58	107.75	18.87		

From the table 2 it is evident that there is no significant difference in the awareness and usage of Mobile Applications in teaching English pronunciation among female teachers of

Coimbatore city based on their qualification since the f-ratio 1.55009 is less than the table value. Hence the null hypothesis 1 is accepted.

Table 3 shows that there is no significant difference in the awareness and usage of Mobile Applications in teaching English pronunciation among female teachers of Coimbatore city based on designation, type of school and location of school. The t-values obtained are less than the table value and the null hypotheses 2, 4, and 5 are accepted. From the same table it is apparent that there is significant difference in the awareness and usage of Mobile Applications in teaching English pronunciation among female teachers of Coimbatore city based on teaching experience and tech knowledge. The values obtained are 9.7801 and 6.1307 which are higher than the table value and are extremely statistically significant. Hence the null hypotheses 3 and 6 are rejected.

Findings

1. There is no significant difference in awareness and usage of mobile application in teaching of English Pronunciation among female teachers of Coimbatore city based on qualification, designation, type of school, and location of school. This may be due to the exposure they get in using mobile phones especially smart phone applications in their daily routine. In spite of the difference in the above variables the teachers have the same awareness and usage of the mobile applications.
2. There is significant difference in awareness and usage of mobile application in teaching of English Pronunciation among female teachers of Coimbatore city based on teaching experience and tech knowledge. The investigator advocates that the reason may be the age difference in using the smart mobile phones. The young teachers are smarter than experienced teachers in using the mobile applications.

Conclusion

The study reveals that majority of the teachers are aware about the mobile applications and its usage. The investigator tries to focus on the need and significance of teaching aids in teaching the language especially foreign language like English. Pronunciation is a skill which can be enhanced through proper training. Since English language is highly phonetic, pronunciation should be taught with utmost care. Perfection in the speaking among the learners can be obtained only through consistent exposure to the language. The learners can be best given the native speakers voice to make them understand the stress and tone pattern. This provision is

available in most of the Mobile Applications prepared for teaching pronunciation. To make use of these applications in teaching and learning of pronunciation teachers must be aware of the available applications and they should learn how to use the applications in the classroom teaching. From this study the investigator made an attempt to prove that female teachers of Coimbatore city are aware of the mobile applications and its usage.

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