

Vol 6 Issue 12 Sept 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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ATTITUDE OF TEACHERS TOWARDS TEACHING OF ENGLISH LANGUAGE SOUND AT SELECTED SCHOOLS IN PUNE CITY

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ABSTRACT :

Readng is a priceless skill that will have lifelong usefulness. Reading is also a source of great pleasure. Every language has its own sound system. People generally have various forms of communication through a system of sounds and symbols. In this study, the total sample was 28 teachers from Spicer Higher Secondary School and Dolphin's International School. The study was descriptive quantitative in nature. The research design was a survey of the attitudes of teachers towards English Language Sounds. It was surveyed by an attitude scale to obtain information needed for the study. It was found that the majority of the teachers have positive attitude towards inclusion of oral English in the curriculum.



KEYWORDS :Attitude, Teachers, Teaching Of English Language, Schools, Pune.

INTRODUCTION

It is amazing how most people take for granted those little black marks on paper. Twenty six different shapes, known as letters, arranged in endless combinations known as words. Reading is a priceless skill that will have lifelong usefulness. Reading is also a source of great pleasure. Through reading one can experience sitting in at a president's cabinet meeting or fleeing through a rain forest. Reading can stretch the emotions from laughter to tears, or cause one to reflect the warm glow of love (Fry 1977). English has spread to and is spoken over such a large part of the world that native speakers have developed slightly different accents in the USA,UK, Canada, Australia and New Zealand and large number of non-native accents have come into existence as well, each influenced by features of the speakers first language (R.K. Bansal 2013).

NEED FOR THE STUDY

English as spoken by educated people in India does not differ radically from native English in grammar and vocabulary, but in pronunciation it is different from both British and American English. Even with in India there are a large number of regional varieties, each different from the other in certain ways, and retaining to some extent the phonetic patterns of the Indian language spoken in that particular region. Language learning involves the reproduction by learners of the sounds and patterns used by other human beings around them (R.K. Bansal 2013). Every language has its own sound system. People generally have various forms of communication through a system of sounds and symbols. In fact, for any human language to survive, it must be primarily oral (J.B. Harison 2013). Teaching of English is very different in India than in Britain and America. Children are not very

fluent in English Language sounds and they are in vernacular language. Therefore the research focused on attitudes of teachers towards the teaching of English language sounds at selected schools in Pune City.

OVERVIEW OF LITERATURE

In the review of related literature, there seven elements were discussed. The Various researchers which exhibit the concept of English language were mentioned. Psychomotor coaching may be done if the attitude of teachers towards teaching of English language sounds.

POPULATION OF THE STUDY

The population consisted of all the LKG, UKG and I Standard English teachers of Spicer Higher Secondary School and Dolphin's International School. All the teachers were female.

SAMPLE OF THE STUDY

The total sample taken for this study was 28 teachers from Spicer Higher Secondary School and Dolphin's International School. The whole population was taken as the sample.

RESEARCH DESIGN

The study was descriptive quantitative in nature. The research design was a survey of the attitudes of teachers towards English Language Sounds. It was surveyed by an attitude scale to obtain information needed for the study.

DATA COLLECTION

The required data for the research was collected by means responses from the attitude Scale. The attitude Scale was administered personally by the researcher to all sample in the selected schools from Pune City.

OBJECTIVES OF THE STUDY

1. To find out the attitude of teachers from selected school in Pune city.
 - a. To find out the attitudes of teachers towards teaching of oral English.
 - b. To find out the attitudes of teachers towards teaching English language sounds.
 - c. To find out the teachers enthusiastic about teaching of English sounds.
 - d. To find out the students excitement to learn English language sounds.
 - e. To find out the teacher's interest to teach English language sounds practically.
 - f. To find out encourage the students to sound the English Symbols.
 - g. To find out the teachers allow students to speak in class.
 - h. To find out whether the school have instructional materials for teaching.
 - i. To find out whether teachers improvise materials.
 - j. To find out whether school have language laboratory.
 - k. To find out whether lack of language laboratory hampers the teaching.
 - l. To find out the teachers prefer to use charts or electronic gadgets.
 - m. To find out the participation of students in Phonetic class.
 - n. To find out teachers encourage the students in oral activities.
 - o. To find out teachers criticize and ridicule the students.
 - p. To find out the students activity will help to teach English sounds.
 - q. To find out using different methods to teach English sounds.
 - r. To find out the teachers create enough time to improve the teaching.
 - s. To find out the English sounds too difficult to teach.
 - t. To find out teachers obliged to teach to cover the syllabus.
 - u. To find out English sounds too abstract to teach.

METHODOLOGY

The research was descriptive quantitative in nature. The research design used was survey method which gathers data from a relatively large number of cases at a particular time. A sample of 28 teachers was studied in this research. An attitude scale was administered to each of them to collect data concerning their attitudes towards teaching of English language sounds. And the data were compared between yes or no and scored in terms of percentages.

Total No. of Teachers	Positive		Negative		Hypothesis
	No.	%	No.	%	
28	25	89.29	3	10.71	Accepted

Total No. of Teachers	Teachers Responses				Hypothesis
	Yes	%	No.	%	
28	26	92.86	2	7.14	Accepted

Total No. of Teachers	Theoretical		Practical		Hypothesis
	No.	%	No.	%	
28	9	32.14	19	67.86	Accepted

CONCLUSION

The following were the conclusions from the study:

1. Majority of the teachers have positive attitude towards inclusion of oral English in the curriculum.
2. Majority of the teachers find it interesting to teach English language sounds.
3. Majority of the teachers are enthusiastic about the teaching of English sounds.
4. Majority of the students are excited when teacher teach English language sounds.
5. Majority of the teachers are willing to teach the English sounds practically.
6. Majority of the teachers encourages their students to write and memorize the English symbols and sound them.
7. Majority of the teachers allow the students to speak in class.
8. Majority of the teachers do not find it time wasting.
9. Majority of the school have instructional materials for teaching English sounds.
10. Majority of the teachers improvise materials for teaching English sounds.
11. Majority of the school do not have language laboratory.
12. Majority of the school have lack of the language laboratory it does not hamper the teaching.
13. Majority of the teachers prefer to use electronic gadgets.
14. Majority of the students participate in a phonetic class.
15. Majority of the teachers encourage students in oral activities.
16. Majority of the teachers criticize and ridicule students.
17. Majority of the teachers think students activity will help to teach English sounds.
18. Majority of the teachers use different methods to teach English sounds.
19. Majority of the teachers create enough time to improve the teaching.
20. Majority of the teachers feel that English sounds not too difficult to teach.
21. Majority of the teachers obliged to teach to cover the syllabus.
22. Majority of the teachers feel that English sounds are not too abstract to teach.

RECOMMENDATIONS

Based on the study of this research, the following recommendations are suggested to the educators and

further research:

Recommendations to the administration

1. The administration at Spicer Higher Secondary School and Dolphin's International school should give note to the exiting attitudes of the teachers towards teaching of English sounds to find ways in improving the positive attitudes.
2. The administration at Spicer Higher Secondary School and Dolphin's International school should use the teachers' attitudes to English sounds Survey results as a foundation to enables a positive and productive learning environment.
3. The administration at Spicer Higher Secondary School and Dolphin's international school should use this survey in the identification of areas for improvement and professional development needs in sounds.

Recommendation for further study

The recommendations for further study in connection with the students' attitudes toward English sounds are as follows:

1. This research can further be done in a larger scale covering the many standards and sections.
2. This research can further study the attitudes of Sounds in many schools.

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