

EFFECTIVENESS OF A REMEDIAL PACKAGE IN TEACHING SUPRA-SEGMENTAL FEATURES IN ENGLISH AT THE B.ED. LEVEL

Research
Paper

ABSTRACT

This study focuses on the effectiveness of remedial package in teaching supra-segmental features in English. The sample consisted of 80 students studying in a college of education. The method adopted was the experimental method. The data were analysed by using mean, standard deviation and 't' test. It is proved that the remedial package is more effective in enhancing the performance of B.Ed students in learning supra-segmental features in English.

INTRODUCTION

In India English is being taught as a second language, in which students experience problems in learning even at the college level. Most English teachers are teaching English merely through the translation method. This helps the students to understand the concept but not to learn English. There are so many other methods, which can be adopted by the English teacher. But due to fear, the students are unable to learn English. They also do not know the proper way of learning English. Therefore, the English teacher should follow certain effective ways of teaching English so that students can learn English easily. In this article the investigators have made an attempt to make the learners learn supra-segmental features of English at the B.Ed. level through a remedial package developed by them.

The study of phonological features which apply to groups larger than the single segment, such as the syllable or the word are known as supra-segmental features. The study of these features is known as prosody. The informal definition of prosody is the 'music' of a language, its characteristic 'melody' and 'rhythm'. The formal definition of prosody is the study of the laws that govern the ways in which the regular patterns of sounds and beats are arranged. The following aspects constitute the supra-segmental features:

- ❖ Voice pitch
- ❖ Loudness or vocal effort
- ❖ Length or relative duration of a syllable
- ❖ Stress operators at the level of the word
- ❖ Rhythm

- ❖ Intonation operators at the level of the phrase or whole utterance
- ❖ Correct pronunciation

NEED FOR THE STUDY

Mere traditional method of teaching will not be effective in improving the learning of English, particularly the supra-segmental features of the language students. Therefore there is a need to employ a new approach in teaching English. In this juncture, the investigators have developed a remedial package in order to improve the learning of supra-segmental features in English at the B.Ed. level.

OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To find out whether there exist any significant difference between the control group and the experimental group in their performance.
2. To compare the pre-test and post-test mean scores of the control group.
3. To compare the pre-test and post-test mean scores of the experimental group.

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HYPOTHESES OF THE STUDY

1. There exists some significant difference between the control group and the experimental group in their post-test performance.
2. There exists some significant difference between the pre-test and the post-test mean scores of the control group.
3. There exists some significant difference between the pre-test and the post-test mean scores of the experimental group.

METHOD OF RESEARCH

The experimental method is employed in this study. Among the various experimental designs, only the non-randomised pre-test post-test control group design is employed.

COMPOSITION OF THE EXPERIMENTAL AND THE CONTROL GROUP

For this study, the investigators have chosen 80 students studying B.Ed. in Mahendra College of Education, Kallipatti. These eighty students were divided into two groups of 40 students based on their academic performance. One group was called the experimental group and the other was called the control group.

After composition of the experimental and the control group, a pre-test was administered to both the groups. Then the remedial package was used for teaching the experimental group and the control group was exposed to the traditional method. The experimentation lasted for one month. After the experimentation the post-test was administered to both the groups.

RESULT AND DISCUSSION

Mean, SD and 't' were employed for analysis and interpretation of the data. The results are given below.

The post-test scores of the control and the experimental group were compared. The values are presented in the following table.

Table 1

COMPARISON OF THE POST-TEST SCORES OF THE CONTROL GROUP AND THE EXPERIMENTAL GROUP

Group	N	M	SD	t
Control	40	23.22	3.07	22.29
Experimental	40	39.67	3.53	

Significant at 0.01 level.

FINDINGS

1. The control and the experimental groups differ in their post-test performance as revealed by the 't' value computed. The 't' value indicates a true difference between the groups.
2. When the control group is compared with the experimental group in its post-test performance, it is observed that the experimental group excels the control group in its performance.
3. The better performance of the experimental group in its post-test reveals the superiority of the remedial package in learning supra-segmental features of English at the B.Ed. level.

The pre-test and the post-test scores of the control group were compared. The values are presented in the following table.

Table 2

COMPARISON OF THE PRE-TEST AND THE POST-TEST MEAN SCORES OF THE CONTROL GROUP

Test	N	M	SD	t
Pre-test	40	19.35	2.6	6.25
Post-test	40	23.22	3.07	

Significant at 0.01 level.

FINDINGS

There exists significant difference between the pre-test and the post-test mean scores of the control group as evidenced by the computation of 't' = 6.257, which is significant at 0.01 level. When compared with the pre-test mean score, the control group performed better in its post-test.

The pre-test and the post-test scores of the experimental group were compared. The values are given in the following table.

Table 3
COMPARISON OF THE PRE-TEST AND THE POST-TEST MEAN SCORES OF THE EXPERIMENTAL GROUP

Test	N	M	SD	t
Pre-test	40	19.15	2.4	30.4
Post-test	40	39.67	3.53	

Significant at 0.01 level.

FINDINGS

1. There exists significant difference between the pre-test and the post-test mean scores of the experimental group as revealed by the 't' value (30.40) which is significant at 0.01 level.
2. The better performance of the experimental group in the post-test is observed when compared with its pre-test performance. This explains the effectiveness of the remedial package in teaching supra-segmental features of English at the B.Ed. level.

CONCLUSION

Due to the enormous development in Educational Technology, a lot of improvement has been made in the teaching of English by the introduction of new methods, strategies and techniques in the teaching-learning process. Therefore, instead of merely employing the traditional method, new strategies should be adopted in order to improve the effectiveness of the teaching-learning process. In this study, the investigators have made an attempt to find out the effectiveness of the remedial package developed for teaching the supra-segmental features of English at the B.Ed. level. Through this study, it is proved that the remedial package is more effective in enhancing the performance of B.Ed. students in learning the supra-segmental features in English.

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