

Inflection of Training Through Language Laboratory on Linguistic Performance and Retention of IXth Graders of Kashmir Valley

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ABSTRACT: Today besides possessing good qualifications in hand still a lot of youth is facing unemployment. So, the question arises, has education been able to justify its functional nature and if the educators are equipping their students with the skill of self expression? As a remedy for this problem, language teachers have been using technological aids for many years, some of which have been around since the beginning of the 20th century like Radio, TV, Language lab, Computer & internet and Satellites. Extensive trend of using Language labs by foreign educators has proved that language can best be taught to students by following basic laws of linguistics through language laboratories. Therefore through this paper my intention is to present the condition of language laboratories in Srinagar, the summer capital of J&K state and its impact on developing various linguistic skills which ultimately affects the achievement & retention levels of the child.

KEYWORDS: Language Labs, Linguistic skills, word-accent, accent & rhythm, achievement & retention levels.

I. INTRODUCTION

The pronunciation of a language varies every six miles because of geographical and cultural reasons. The speaker of one and the same language will vary in the standard pronunciation. On the basis of their standards of education and living a villager may speak a different variety from a man from the city. The pronunciation of English also varies from one geographical entity to the other, from one country to another. There are marked and distinct phonetic features associated with English spoken in the English speaking nations such as UK, the USA, Canada and Australia. Even within the UK, there are variation between England, Scotland, wales and Northern Ireland.

GIMSON,

“Great prestige is still attached to this implicitly accepted social standard pronunciation also called received pronunciation to indicated that it is the result of social judgement and wide acceptance, but faulty pronunciation of the sound of english, replacement of english sound by their indian equivalents, wrong accentual pattern, leaving important were unaccented in connected speech faulty rhythmic patterns, faulty division of a long utterances into a tone group wrong location of the nucleus or the tonic syllable in a tone group are the main reasons of the unintelligibly of Indian English to foreigners”.

Hence the investigator planned to study the impact of systematic technique of training in language labs on the pronunciation of ixth graders.

II. OBJECTIVES OF THE STUDY

1. To study the impact of learning through language lab on achievement in English grammar of ninth graders.
2. To study the impact of learning through language lab on word accent of IXth graders.
3. To study the impact of learning through language lab on accent and rhythm in sentences.

III. HYPOTHESES

1. Training through language laboratory does not yield higher achievement scores as compared to conventional teaching.
2. Training through language laboratory does not yield higher retention scores as compared to conventional teaching.
3. Training through language laboratory yield higher scores on word accent.

4. Experimental group of students learning through language lab score higher on retention test of word accent.
5. Experimental group of students learning through language lab score higher on word accent and rhythm.
6. Experimental group of students learning words accent and rhythm through language lab scored higher on retention test.

IV. TOOLS

1. A criterion test, developed by the investigator to obtain information from the sample selected. The test was divided into three sections for:

- * WORD ACCENT
- * ACCENT and RHYTHM

The test was used as pre-test, post-test and retention test.

2. An instructional programme for ixth graders pertaining to their particular deficiencies in pronunciation for word accent and accent & rhythm. The programme was developed by the investigator herself.

V. SAMPLE

The sample was a purposive sample since the investigation demanded the schools be equipped with a language laboratory. A survey of srinagar schools revealed that only two schools were equipped with the same these were:

- Delhi Public School
- Simin Rose Garden Montessori School

However, delhi public school was contacted and dates were finalized. It was a convenient sample. Since the investigator had easy access to the school and also got cooperation of the principal and the language teacher. initially purposive sample 90 students was selected from three sections of ixth grade 45 students were selected for experimental treatment who were imparted the training in language lab and 45 were those to who no training was given through language lab. Taking up 45 students was imposing some problems. Thus for final experiment an intact class of 30 students was chosen. This constituted the experimental group. For the control group sample, the students from the same school were finally not selected as every one of them had some access to the language laboratory and more over there was a fear of intermingling of students, thus the sample for control group i.e. another 30 students were taken from simin rose garden montesori school due to easy and early availability of dates. The final sample therefore consisted of 30 students each for experimental and control group.

VI. DESIGN

The design composed of achievement scores and retention scores as two dependent variables. The impact of training through language lab was studied. Training through language lab was the independent variable which was studied at two levels i.e. with training and without training.

VII. PROCEDURE

The students of the control group as well as the experimental group were given a pre-test separately, and scored one mark each for every right response. They were then given a break for two weeks approximately. In the mean time the students of experimental group were given two weeks training in the language laboratory while the students of the control group were not given any training. After two weeks the students of the experimental group as well as the control group were tested for the gains. The scoring procedure remained the same i.e., one mark each for every correct response.

After about four weeks the students of both experimental as well as the control group were tested on the same criterion test for the retention scores. The scoring procedure remained same.

VIII. ANALYSIS AND INTERPRETATION OF DATA

Following analysis was done to investigate the impact of learning English language through language lab:-

- (i) t-test on Gain scores of final achievement test of experimental and control groups.
- (ii) t-test on gain scores on retention test of experimental and control group.
- (iii) t-test on gain scores separately on final achievement on word accent and accent and rhythm.
- (iv) t-test on gain scores separately on final retention test of word-accent and accent and rhythm.

Analysis Of Gain Scores On Achievement Test

For analyzing impact of training through language laboratory on achievement scores the t-test was used.

The analysis was done to test the following null hypotheses:

H.1. Training through language laboratory does not yield higher achievement scores as compared to conventional teaching.

Out of the two groups, one was the experimental group of 30 students who were imparted training through the language labs and the other group of 30 students were not given any such training. They were taught the lessons through regular conventional teaching. Two weeks training was provided to each individual student of the experimental group and a post test was administered. The gain scores were computed for each child pre and post testing was done for control group students as well. Means, pre-test scores, post test scores and corresponding t-ratio have been given in the Table 1.1

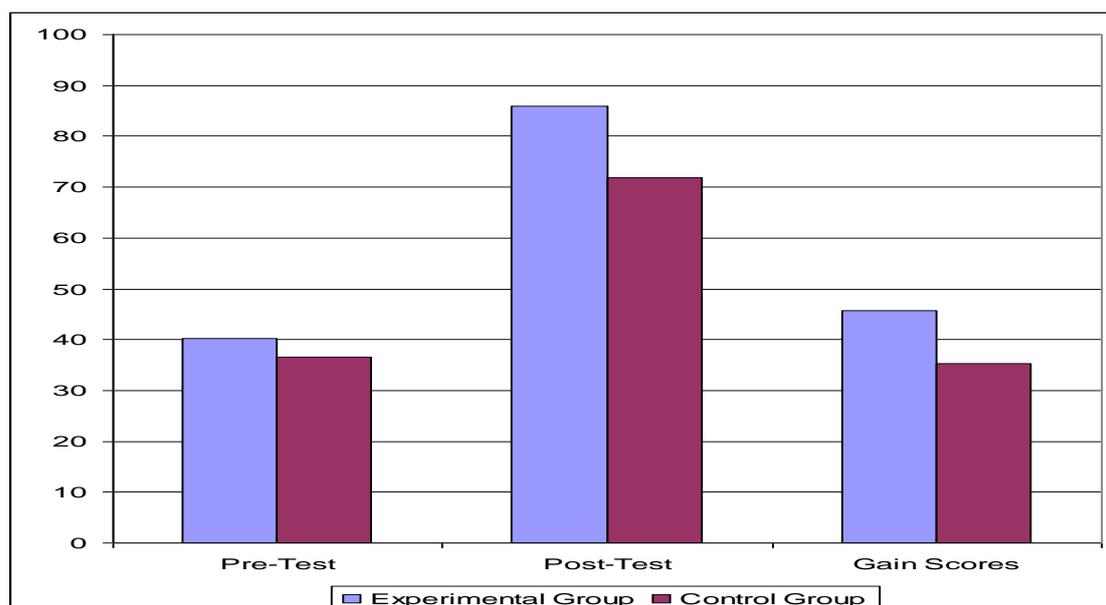
Table 1.1 Analyses of Gain Scores of Experimental and Control Groups on Achievement Test

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	40.197	36.494
POST-TEST	85.934	71.83
GAIN SCORES	45.737	35.336
S.D	2.76	3.08
N	30	30
SE _d = 0.775		
t-ratio = 13.77		

The Table 1.1 reveals that the t-ratio for the difference in means of experimental and Control group was found to be significant at the 0.01 level. It indicated that the two groups were different beyond the contribution of chance. The null hypothesis of equality viz. H₀1 therefore stands rejected at the specified level. An examination of means of the two groups suggested that the students of experimental group showed higher achievement scores as compared to their counterparts in the control group. It may be concluded that learning English pronunciation through language laboratory leads to higher achievement of IXth graders.

The results were further confirmed through bar graph given in Graph-8.1.

Graph – 1.1: Graphic Representation of Gain Scores Achievement Test



H₀.2. Training through language lab yields higher retention scores as compared to conventional teaching.

The students of both the groups i.e. experimental as well as the control group tested on the same criterion test after about four weeks gap to check their retention of matter. The mean scores on pre-test and retention test, SD'S and corresponding t-test were computed and have been given in the Table 1.2 below:-

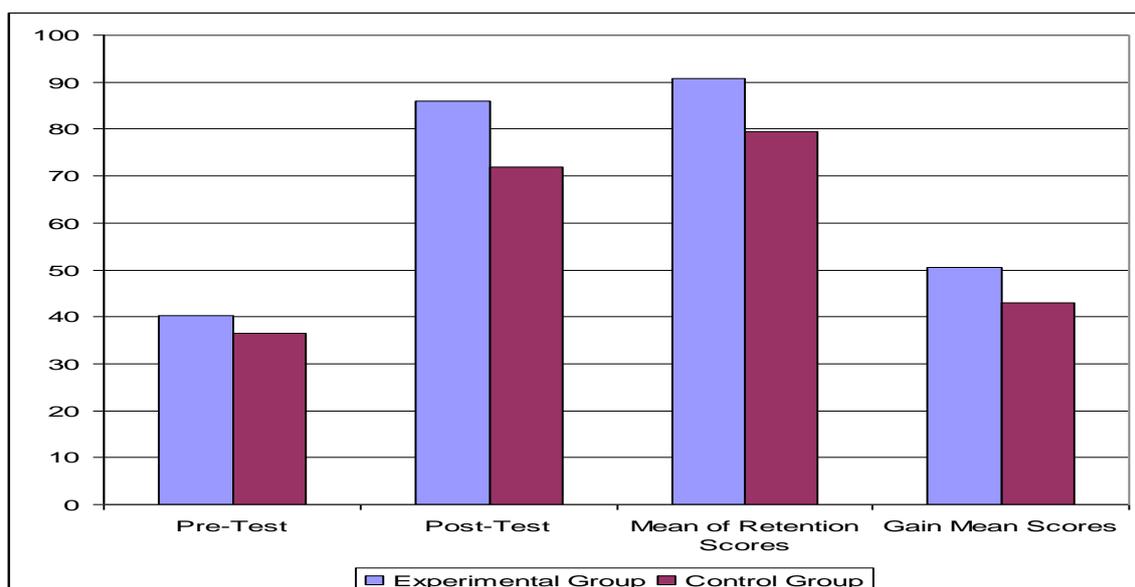
Table 1.2 t-ratio for mean gain scores on retention test

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE – TEST	40.197	36.494
POST-TEST	85.934	71.83
MEAN OF RETENTION SCORES	90.73	79.53
GAIN MEAN SCORES	50.533	43.0364
S.D.	1.81	2.04
N	30	30
SE _D = 0.4979		
t-ratio = 15.05		

The above table reveals that the t-ratio for the difference in means of experimental and control group for retention test-scores was found to be significant at the 0.01 level of confidence. It indicates that the two groups were different beyond contribution of the chance. The Hypothesis H₀.2 was therefore not rejected. An examination of means of the two groups suggested that the students of experimental group showed higher retention scores as compared to their counterparts in the control group. It may be concluded that learning English pronunciation through language laboratory leads to the higher retention for 9th graders.

Graph-1.2 shows bar diagram for mean scores of pre-test, post-test and retention tests,. It may be seen that there is not much difference in the mean scores on post-test and retention scores suggesting that the gains achieved through training in language lab were retained longer with experimental group children.

Graph – 1.2: Graphic Representation of Gain Scores (Retention Scores) for Experimental Group and Control Group



A further probe into the results was made by analyzing separately the gain scores for:–

* WORD ACCENT

* ACCENT and RHYTHM

Both the gains in achievement and retention were analysed through t-test.

H_{0.3}: Training through language laboratory yields higher scores on Word accent.

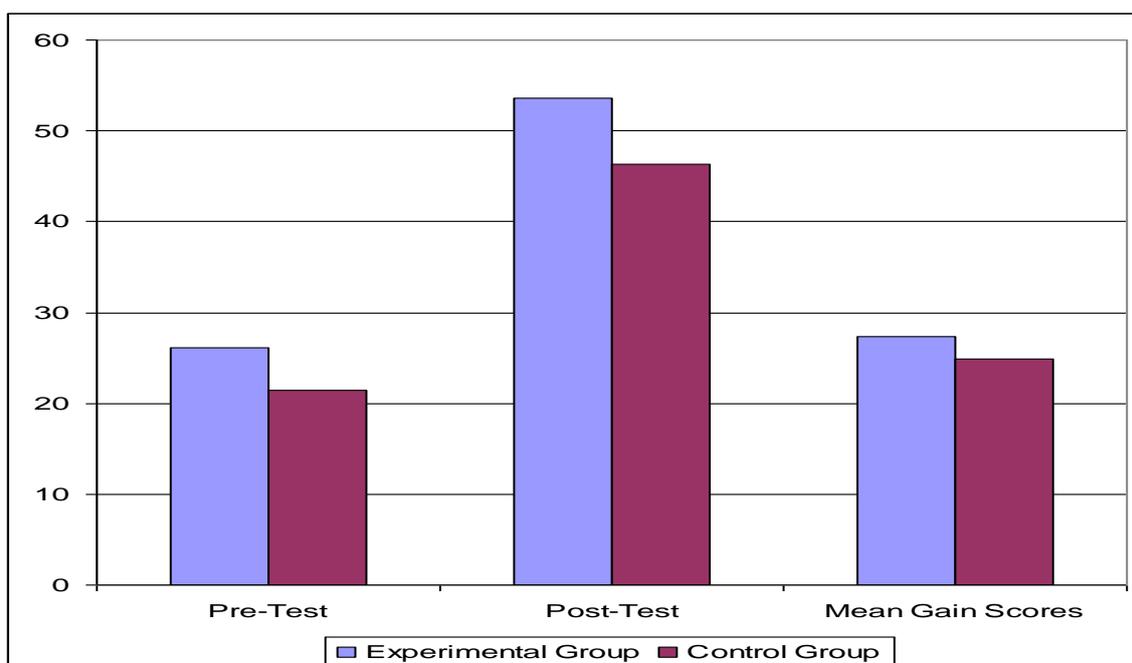
Table 1.3: Mean, S.D. And Gain Scores On Word Accent For Experimental Group And Control Group

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	26.17	21.397
POST-TEST	53.567	46.33
MEAN GAIN SCORES	27.397	24.936
S.D	4.3	4.4
N	30	30
SE _D = 1.12		
t-ratio = 2.19		

The table reveals that the t-ratio for the difference in means experimental and Control group for word accent was found to be significant at 0.05 level. It indicated that the two groups were different beyond the Contribution of Chance. The hypothesis H_{0.3} was therefore not rejected at the specified level.

An examination of means of the two groups suggested that the students of experimental group showed higher achievement scores on word accent as compared to their counterparts in the control group. It may be concluded that learning word accent through language laboratory leads to higher achievement among IXth graders. The results were further confirmed through bar diagrams as in Graph-1.3.

Graph – 1.3: Graphic Representation of Gain Word Accent



H₀.4: Experimental Group of students learning through language lab score higher on retention test of word accent.

For analyzing the impact of training through language lab on retention scores, again t-test was used. The students of both the groups i.e. experimental and the Control group were tested on the same criterion test after 4 weeks gap to check their retention of the subject matter related with word accent. The mean scores on pre-test and retention test; SD's and corresponding t-ratio were computed and have been given in the Table 8.4.

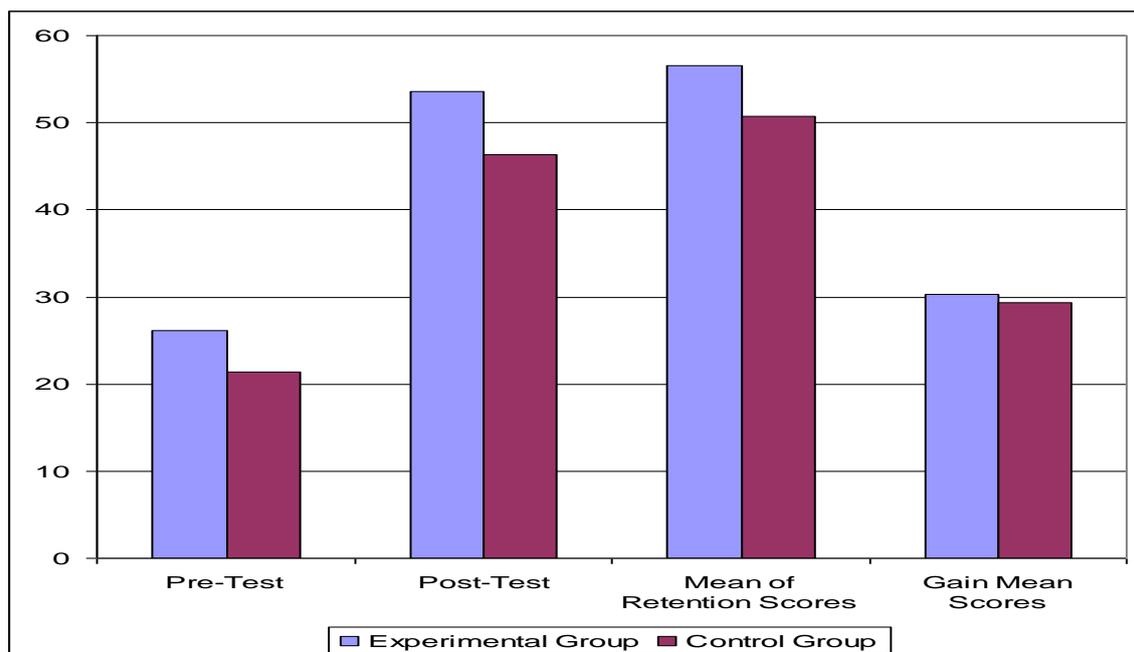
Table 1.4 T-Ratio for Mean Gain Scores on Retention Test of Word Accent

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	26.17	21.397
POST-TEST	53.567	46.33
MEAN OF RETENTION SCORES	56.507	50.697
GAIN MEAN SCORES	30.337	29.3
S.D.	1.82	1.6
N	30	30
SE _D = 0.4137		
t-ratio = 2.51		

The above table reveals that the t-ratio for the difference in means of experimental group and control group for retention test-scores was found to be significant at the 0.05 level. It indicates that the two groups were different beyond the contribution of the chance. The Hypothesis was not rejected at the specific level.

An examination of means of the two groups suggested that the students of experimental group showed higher retention scores on Word Accent as compared to their counterparts in the Control group. It may be concluded that learning word accent through language laboratory leads to the higher retention for IXth graders. Graph-1.4 shows bar diagram for each mean scores of pre-test, post-test and retention tests,. It may be seen that there is not much difference in the mean scores on post-test and retention scores suggesting that the gains achieved through training in language lab were retained longer with experimental group children.

Graph – 1.4: Graphical Representation of Retention Gain Scores for word accent for experimental and control group



H_{0.5}: Experimental group of students learning through language laboratory score higher on word accent and rhythm.

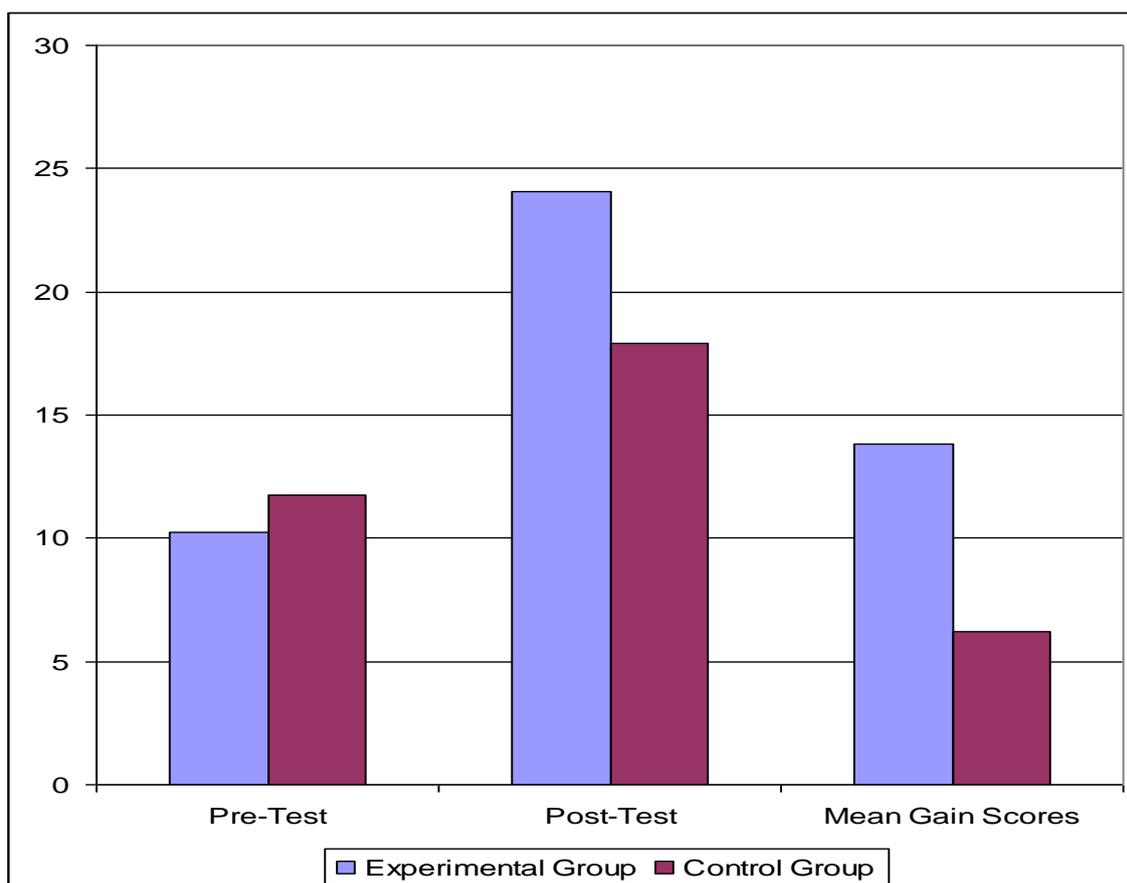
Table 1.5 Mean, S.D. and gain Scores of experimental and control group for word accent and rhythm

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	10.26	11.73
POST-TEST	24.067	17.93
MEAN GAIN SCORES	13.807	6.2
S.D	2.13	2.205
N	30	30
SE _D = 0.059		
t-ratio = 10.97		

The above table reveals that the t-ratio for the difference in means experimental and Control group for accent and rhythm was found to be significant at 0.01 level. It indicated that the two groups were different beyond the Contribution of Chance. Therefore, the H_{0.5} was therefore not rejected at the specific level.

An examination of means of the two groups suggested that the students of experimental group showed higher achievement scores in word accent and rhythm as compared to their counterparts in control group. It may be concluded that learning word accent through language laboratory leads to higher achievement among IXth graders. The results were further confirmed through bar diagrams as given in Graph-1.5

Graph – 1.5: Graphic Representation of Gain Scores on Achievement Test of Accent and Rhythm



H_{0.6}: Experimental group of students learning words accent and rhythm through language laboratory scored higher on retention test.

For analyzing the impact of training through language lab on retention scores again t-test was used to test the hypothesis stated above. The students of both the groups i.e. experimental and the Control group were tested on the same criterion test after 4 weeks gap to check their retention on word accent and rhythm. The mean scores on pre-test and retention test, S.D's and corresponding test t-ratios were computed and have been given in the Table 1.6 below:-

Table 1.6 T-Ratio for Mean gain Scores on Retention Test of accent and rhythm

	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	10.26	11.73
POST-TEST	24.067	17.93
MEAN OF RETENTION SCORES	26.463	21.004
GAIN MEAN SCORES	16.203	9.47
S.D	1.8564	2.4675
N	30	30
SE _D = 0.559		
t-ratio = 11.95		

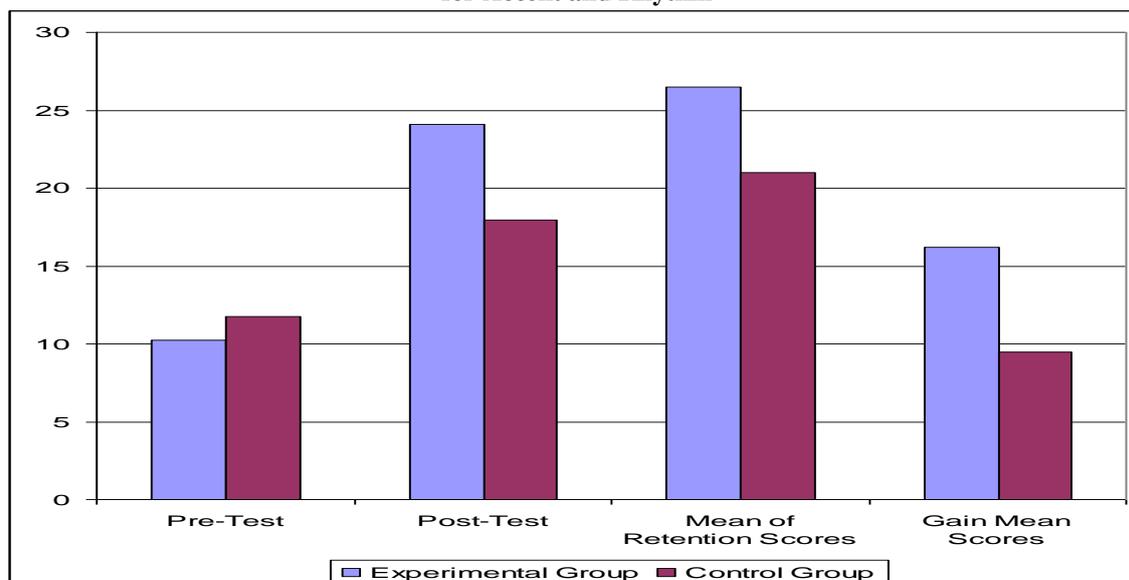
The above table reveals that the t-ratio for the difference in means of experimental and control group for retention test-scores was found to be significant at the 0.01 level. It indicates that the two groups were different beyond the contribution of the chance. The H_{0.6} was not rejected at the specific level.

An examination of means of the two groups suggests that the students of experimental group showed higher retention scores as compared to their counterparts in the Control group. It may be concluded that learning accent and rhythm through language laboratory leads to the higher retention for IXth graders.

Graph-1.6 shows bar diagram for means scores of pre-test, post-test and retention tests,. It may be seen that there is not much difference in the mean scores on post-test and retention scores

suggesting that the gains achieved through training in language lab were retained longer with experimental group children a compared to that of control group.

Graph –1. 6: Graphic Representation of Gain Scores (Retention) for Experimental and Control Group for Accent and Rhythm



IX. RESULT

Analysis of gain scores on achievement test led to following conclusions:

- It was inferred that learning English pronunciation through language laboratory leads to higher performance for IXth graders.
- Higher retention scores were English pronunciation through language laboratory. A further probe into the results into the results was made by analyzing separately the scores for
*WORD ACCENT
*ACCENT & RHYTHM in sentences

Analysis of gain scores on achievement test WORD ACCENT led to the following conclusions:

1. It was inferred that learning word accent through language laboratory leads to the higher performance for IXth graders.
2. Higher retention scores were records for the students who learned English pronunciation through language laboratory.

Analysis of gain scores on achievement test (ACCENT and RHYTHM) led to the following conclusions:

- a. It was inferred that learning Accent and Rhythm through language laboratory leads to the higher performance for IXth graders.
- b. Higher retention scores were recorded for the students who learn accent and rhythm through language laboratory.

X. EDUCATIONAL IMPLICATIONS

The results of the investigation revealed that the students who were taught pronunciation through language lab performed better on both achievement as well as retention test. It may thus be inferred that if a proper care is taken to teach a language similar kind of achievement can be had throughout. The scholars of CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES HYDERABAD have put forward the following suggestions for the improvements of Indian English in order to make it internationally intelligible.

1. The correct pattern of English word Accent should be maintained.
2. The correct pattern of sentence stress and rhythm should be maintained.
3. The consonants should be clearly articulated.
4. English vowels and diphthongs must be given correct length. If (o:) and (e:) are used in place of (ou:) and (ei) respectively they, should be sufficiently long.
5. The voiceless plosives (p, t, k) should be aspirated at the beginning of accented syllables.
6. The reading of a set text should be done carefully with proper grouping of words.

7. The correct distribution of (S) and (Z) in inflexional suffixes should be maintained.
8. (m) before (b) is sometimes not pronounced when (b) happens to be the final letter of the words e.g. lamb, comb, bomb, tomb.
9. Such pronunciation is taught in the schools but results of present investigation reveal that training in language labs leads to far better performance of students as compared to conventional teaching. It may somehow be made a part of essential curriculum of English language that all children get training in language labs. It may be suggested that the teachers should recommend to their respective organizations to establish language labs in their schools.

XI. SUGGESTIONS FOR FURTHER STUDIES

The researcher is well aware of the limitation of the investigation and the study was not a very comprehensive experiment to lead to very wider generalizations. Hence the investigator feels that:–

1. Studies with large samples should be conducted to arrive at some authentic generalization.
2. The students of primary classes should be given training through language labs and the results may be compared.
3. Gender differences in learning pronunciation should also be explored.
4. Students can make use of following websites and e-mail address to collect data and information regarding English language lab.

E-mail — info @ language lab.in
— language lab software @gmail.com
→ www.wiziq.com/public

→ www.studygroup.com/eng.USA

→ www.ipc.dk

→ www.orientav.com

→ www.acenindia.com

→ www.winta.com

→ www.robotel.com

→ www.centre44.com

→ www.sanako.com

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