IMPACT OF KEY DETERMINANTS ON THE INCORRECT ENGLISH PRONUNCIATION OF HIGH SCHOOL STUDENTS

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Abstract

In this study, the investigator made an attempt to study on the Impact of Key determinants of the Incorrect English Pronunciation of High School Students in Eight High Schools in Kanyakumari district. The objectives of the study were, to find out whether there exists any significant difference in the mean scores of Pronunciation skills of High School Students with regard to their gender, locality, Schools, Parents Education, Habit of Listening to English News or Talks, Habit of Reading Newspapers or Books, Habit of Speaking in English, the Knowledge of Phonetics, Learning Pronunciation through Mass Media, through Social Media, the home language and the learning process in L2. Normative Survey Method was used to select the sample. The sample for the study consisted of 600 students, in Eight Different High Schools in Kanyakumari District. Survey method was adopted for the present study. Stratified Random Sampling technique was used to select the sample. The findings revealed that majority of the high school students seem to have problems in pronouncing the language, It was also found that there exists significant difference between Masculine and Feminine, Rural and Urban, Government and Aided, Parents Education, Habit of Listening to English News or Talks, Habit of Reading Newspapers or Books, Habit of Speaking in English, the Knowledge of Phonetics, Learning Pronunciation through Mass Media, through Social Media ,the home language and the learning process in L2 of High School Students in their Incorrect Pronunciation Skills.

Key words: Impact, Key Determinants, Incorrect, English Pronunciation, High School Students

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Introduction

Language is the system of words that people used to express their feelings and thoughts to one another. The ability to speak a language is an attribute that distinguishes us from animals (Adam Szcegielniak 2015). It is a means of communication. More than 19,500 mother tongues are spoken in India according to the census by Indian Express, 121 languages are spoken by 10,000 people in India. Two hundred thousand people claimed English as their first language and 125 million people claimed it as a second language (India Today 2018). English is used as the official language of the Indian government. Many people in our country speak English. According to our Indian constitution, the rules and regulations of our country must be written in English. The English language has become familiar to almost all the people in India. The most important is how the language is being pronounced.

Pronunciation plays an important role in speaking English and to express our ideas, English is not our native language for everyone and hence the pronunciation of Indian speakers of English is different from that of the native speaker. Some speakers of the English language attract us with their good command of English language. It is an essential part of every speaker to speak with the right pronunciation. Since we are not native speakers of English, there exists a very serious problem with regard to the pronunciation of the Indian speaker's English. English is widespread language, Because of a variety of English spoken in different parts of the world; there is no purity of pronunciation. Therefore, we often come across alternate pronunciation; people always need to strive to acquire correct pronunciation. Many people learning and speaking English language often do not pay any attention in their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation is less important than grammar and vocabulary. But the fact is that pronunciation is extremely important. For example, if someone pronounces the words fog for fox, see and she, sick and six. Another example when one pronounces the word present with stress in the first syllable. It is very much essential to learn correct English and to perform every job in the social sphere. It is very much clear that communication is nothing but the correct pronunciation. (Pandya Disha Prashant.2018). Hence correct pronunciation must be given stress. In order to achieve in life, one has to speak the English language fluently and with correct pronunciation. It is very important to know the importance of speaking correct English with correct pronunciation.

IMPORTANCE OF ENGLISH PRONUNCIATION

English is the language of International communication. Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all; it is also the most common second language in the world. English Language is becoming more and more common in the world. As a result, increasingly people are dedicating time to study .English as their second language; In fact, many countries include it in their school syllabus to teach children this language from a young age. However, the true value of this language is that it helps remove many barriers from our life. Whether it is to find a new job or travel the world. In other words, it helps to progress in life on a personal and professional level. English has been regarded as the first global lingua Franca. It has become part and parcel of almost every existing field. We use it as the international Language to communicate and in many fields ranging from business to entertainment.

The English language opens an ocean of career opportunities to those who speak this language anywhere in the world. Similarly, it has turned into an inevitable requirement for various fields and professions like medicine, computing and more. With the fast-evolving world, it is essential to have a common language which we can understand to make the best use of the data and information available. As a result, the English Language has become a storehouse of various knowledge ranging from social to political fields.

NEED AND SIGNIFICANCE OF THE STUDY

High School Student needs excellent pronunciation skills to succeed in their studies. Pronunciation skills are required to students this will help them in the future. A common mistake made by students who are studying English as their second language is they are not paying enough attention to English Pronunciation. This underestimation of the importance of pronunciation is because the student considers the other aspects of the English Language such as grammar, lexicology and vocabulary are important but not pronunciation. Pronunciation plays a vital role in proper communication because incorrect use of pronunciation will lead to the message being misunderstood by the person who listens. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will often not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated. Students whose grammar and vocabulary are good he or she may write good English, but if the same student lacks fundamental knowledge in pronunciation it is very difficult

for the student to communicate effectively. However, those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. The researcher wanted to identify how students are acquiring the wrong pronunciation. They are acquiring wrong pronunciation because of their teachers, as they take whatever they teach them, Students believe whatever the words come from the mouth of their teacher's stands as gospel for them. They believe in their pronunciation and speak accordingly. Even after learning for 14 years of English the students are not able to speak correct pronunciation of each and every word in English. The key factors, for this kind of wrong pronunciation rest on the irresponsibility of the teachers irrespective of their disciplines.

The researcher wanted to do justice to the student community in doing a piece of research on what are the reasons which are hindering the students from acquiring correct pronunciation. As far as high school students are concerned, they are hailing from various backgrounds, they come from homes where the parents are uneducated. The school they learn, the social background, friends influence etc. make a lot of impact of the student's spoken language. Mother tongue influence to play a great role in speaking, wrong pronunciation. The present study is an attempt to find out the impact of the key determinants on the English pronunciation of high school students.

OPERATIONAL DEFINITIONS OF KEY TERMS

One of the keys to successful research, in addition to careful planning, is the use of operational definitions in measuring the concepts and variables we are studying or the terms we are using in our research documents. The specific way in which a variable is measured in a particular study is called the operational definition.

a) **Impact**

The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.

b) **Key Determinants**

A determinant of something causes it to be of a particular kind or to happen in a particular way. Key determinants, refers to the major causes which makes an impact (Collins Dictionary).

c) **Incorrect**

Incorrect means, not in accordance with fact; wrong.

d) English Pronunciation

Like many other languages, English has wide variation in pronunciation, both historically and from dialect to dialect. In general, however, the regional dialects of English share a largely similar (but not identical) phonological system. Among other things, most dialects have vowel reduction in unstressed syllables and a complex set of phonological features that distinguish for this and consonants (stops, affricates, and fricatives). Good pronunciation means being understood; not necessarily sounding like you were born in London. Good pronunciation is not just 'how words and letters sound'; there are equally important features to consider, like intonation (how the tone of voice changes during a sentence, going or down), stress etc.

e) High School Students

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and Higher Secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two (Kumar 2021).

OBJECTIVES OF THE STUDY

The investigator formed the following objectives for the study they are:

1. To find out whether there is any significant difference between the Masculine and Feminine Gender of High School Students with regard to their level of English Pronunciation.

2. To find out whether there is any significant difference between the students of Rural and Urban localities with regard to their level of English Pronunciation.

3. To find out whether there is any significant difference between the Aided and Government Schools of High School Students with regard to their level of English Pronunciation.

4. To find out whether there is any significant difference between the Literate and Illiterate Parents of High School Students with regard to their level of English Pronunciation.

5. To find out whether the students are significantly different in the Habit of Listening to English News or Talks with regard to their Pronunciation.

6. To find out whether the students are significantly different in the Habit of Reading Newspapers or Books with regard to their Pronunciation.

7. To find out whether the students are significantly different in the Habit of Speaking in English with regard to their Pronunciation.

8. To find out whether the students are significantly different in the Knowledge of Phonetics with regard to their Pronunciation.

9. To find out whether the students are significantly different in the Learning Pronunciation through Mass Media with regard to their Pronunciation.

10. To find out whether the students are significantly different in the Learning Pronunciation through Social Media with regard to their Pronunciation.

11. To find out whether the students are significantly different in the Home Language with regard to their Pronunciation.

12. There is no significant difference between the Teaching and Learning Processes in L2with regard to their level of English Pronunciation of High School Students.

HYPOTHESES OF THE STUDY

A hypothesis is a statement that introduces a research question and proposes an expected result. It is an integral part of the scientific method that forms the basis of scientific experiments. On the basis of the objectives, the following hypotheses were formulated by the investigator for the present study.

Ho1.   There is no significant difference between the Masculine and Feminine Gender of High School Students in their level of English Pronunciation.

Ho2.   There is no significant difference between the students of Rural and Urban localities in their level of English Pronunciation.

Ho3.   There is no significant difference between the Aided and Government Schools of High School Students in their level of English Pronunciation.

Ho4.   There is no significant difference in the level of English Pronunciation with regard to Literate and Illiterate Parents of High School Students.

Ho5.   There is no significant difference in the level English Pronunciation with regard to Habit of Listening to English News or Talks of High School Students.

Ho6.   There is no significant difference in the level of English Pronunciation with regard to Habit of Reading of High School Students.

Ho7.   There is no significant difference in the level of English Pronunciation with regard to Habit of Speaking of High School Students.

Ho8.   There is no significant difference in the level of English Pronunciation with regard to Knowledge of Phonetics of High School Students.

Ho9.   There is no significant difference in the level of English Pronunciation with regard to English Pronunciation of High School Students.

Ho10.   There is no significant difference in the level of English Pronunciation with regard to English Pronunciation of High School Students.

Ho11.   There is no significant difference in the level of English Pronunciation with regard to of High School Students in their Home Language.

Ho12.   There is no significant difference in the level of English Pronunciation with regard to Teaching and Learning processes in L2 of High School Students.

Method

Normative Survey Method was adopted for the study.

Sample

The sample size for this study consists of 300 Male and 300 Female students in Eight High Schools in Kanyakumari District. Stratified Random Sampling technique was used to select the sample.

Tool Used

The tool used for this study was

  i)   Personal Data Sheet
  ii)   Questionnaire on Pronunciation test (constructed and validated by the investigator).

Statistical Techniques Used

For analysis of data the following statistical techniques were used:

1. Mean
2. Standard Deviation
3. Percentage Analysis
4. T-test

Results and Discussion

Table 1 . Details Regarding the Sample of Schools Selected for the Present Study is given below

School Wise Distribution of Sample

S. NO	Name of Schools	No of Sample Boys	No of Sample Girls
1	Government High School, Villunnikonam, Attoor	25	25
2	Yettacode Higher Secondary School	100	100
3	Government Higher Secondary School, Kulasekaram	25	25
4	Government High School, Kottar	25	25
5	Government Higher Secondary School, Sundapattivilai	25	25
6	Government Higher Secondary School, Eathamozhi	25	25
7	Duthie Higher Secondary School for Girls	25	25
8	Scott Christian Higher Secondary School, Nagercoil	50	50
	Total	600	

Distribution of Sample

       The distribution of the sample was done according to the various background variables and category. The sampling was done in such a way that an adequate proportion of the sample was included in each category of the variable and the important categories were presented in the following table:

Table 2

Background Variables – Wise Distribution of the Whole Sample

S. No	Variables	Sub Category	Count	Total
1	Gender	Male/Female	300/300	600
2	Locality of the school	Urban/Rural	300/300	600
3	Type of School	Govt./Aided	312/288	600
4	Parents Education	Literate/illiterate	545/55	600
5	Habit of Listening to English News or Talks	Yes/No	149/451	600
6	Habit of Reading Newspaper or Books	Yes/No	514/86	600
7	Habit of Speaking in English	Yes/No	392/208	600
8	Knowledge of Phonetics	Yes/No	177/423	600
9	Learning Pronunciation through Mass Media	Yes/No	93/507	600
10	Learning Pronunciation through Social Media	Yes/No	133/497	600
11	Home Language	English/Vernacular	14/586	600
12	Teaching - Learning Process in L2	English/Tamil	529/71	600

Table 3

Gender Wise Distribution of the Sample

Category	No of Respondents	Percentage
Masculine	300	50%
Feminine	300	50%
Total	600	100%

Source: Field Survey

It is inferred from the above table that the sample consists of 50% of Masculine Gender High School Students of Standard Nine and 50% of Feminine Gender High School Students of Standard Nine.

RESEARCH TOOLS USED

Research tool may be defined as: Anything that becomes a means of collecting information for your study is called a research tool or a research instrument. For example, observation forms, interview schedules, questionnaires, and interview guides are all classified as research tools. Research tools are used to collect relevant information of a research problem. They can be used for gathering both quantitative and qualitative data.

Personal Data Sheet

The personal data sheet is used to get general information of the nine standard high school students. The investigator has prepared the personal data sheet by keeping all the background variables of the study in mind which included the following categories such as, Gender, Locality, Type of School, Parental educational status, Habit of listening to English News or Talks, Habit of Reading English Newspaper or Books, Habit of Speaking in English, Knowledge of Phonetics, Learning Pronunciation through Mass Media , Learning Pronunciation through Social Media , Home Language , Teaching and Learning Process in L2.

The investigator has used two tools for her study. They are

   i). Personal Data Sheet

   ii). Questionnaire on Pronunciation test

Questionnaire on Pronunciation Test

In the present investigation, is to know about the pronunciation of High School Students especially of class 9, the researcher has prepared a tool called Questionnaire on Pronunciation Test which is also validated by the investigator.

PREPARATION OF THE TOOL

The researcher selected 50 difficult words from the Prose, Poetry and Drama books of Standard Nine of High School Students. The tool is prepared in such a way that the students have to pronounce all the 50 words one by one. If they pronounce the word correctly then they will be given a score of one mark, if they pronounce the word wrongly, then they will be marked zero. Thus, each and every student was given chance to pronounce all the words. All the students cooperated when the tool was used.

STASTISTICAL TECHNIQUES USED

In this study, the following statistical techniques used. They are: Mean, Standard Deviation, Percentage Analysis & t-test.

DELIMITATIONS OF THE STUDY

Delimitations are the restrictions imposed on the study by the researcher. It is the statement which determines the boundaries of the problem.

The following are the delimitations of the study:

1. The study was limited to High School Students of Standard Nine.
2. The study was limited to Kanyakumari District only.

LIMITATIONS OF THE STUDY

Limitations are the difficulties and problems faced by the researcher in scientific method of investigation.

The following are the limitations of the study.

1. The investigator felt difficult to visit the institutions in interior places.

2. The investigator find difficulty in finding the equal number of Masculine and Feminine Gender Students.

3. The study has been limited by using only two tools.

4. The investigator has to visit some schools twice or thrice.

Analysis of data means studying the tabulated material in order to determine the inherent factors of meaning. In the present study, the investigator analyzed the data by using the statistical techniques such as descriptive, differential and correlation analysis.

The data have been collected with the help of the tools. The next step in the research process is the analysis of data. Analysis of data means processing and studying the collected data and organizing material and thereby discovering the inherent facts. The data are studied from as many angles as possible to explore the facts.

The gathered scores are assessed, operated, statistically evaluated, interpreted and reported. The percentage analysis and 't' test, executed in this study construct the results of the study. It is a pre requisite of any successful research, for it enables researchers to get rid of vague approaches and meaningless interpretations (Garret 1955).

LEVEL OF SIGNIFICANCE

This is a very important concept in the context of hypothesis testing. It is always some percentage (usually 5%) which should be chosen with great care, thought and reason. In case, we take implies that the null hypotheses will be rejected when the sampling result has less than 0.05 probability of occurring if the null hypotheses is true (Kothari, 2008).

PERCENTAGE ANALYSIS

Table 4

Level of English Pronunciation of High School Students with regard to Gender

Gender	N	Low		Average		High	
		No.	%	No.	%	No.	%
Masculine	300	72	24.0	204	68.0	24	8.0
Feminine	300	28	9.3	209	69.7	63	21.0

It is inferred from the above table that 24.0% of the Masculine Gender High School Students have Low Level of English Pronunciation, 68.0% of them have Average Level of English Pronunciation and 8.0% of them have a High Level of English Pronunciation. It is also inferred that 9.3% of the Feminine Gender High School Students have Low Level of English Pronunciation 69.7% of them have Average Level of English Pronunciation and 21.0% of them have High Level of English Pronunciation.

DIFFERENTIAL ANALYSIS

Ho1.   There is no significant difference between the Masculine and Feminine Gender of High School Students in their level of English Pronunciation.

Table 5

Difference between Masculine and Feminine Gender of High School Students in their English Pronunciation

Gender	N	Mean	SD	t – Value	P-value	Remarks 5% level

Masculine	300	14.18	6.558			
Feminine	300	18.00	7.071	6.855	0.000	S

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (6.855) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p - value is 0.00. Hence the null hypothesis is rejected. This shows that there is significant difference between Masculine gender and Feminine Gender High School Students in their English Pronunciation.While comparing the mean scores of Masculine Gender (14.18) and Feminine Gender (18.00) students, the Feminine Gender students have higher level of English Pronunciation.

Ho2.   There is no significant difference between the students of Rural and Urban localities in their level of English Pronunciation.

Table 6

Difference between Rural and Urban High School Students in their English Pronunciation

Locality	N	Mean	SD	t – Value	P-value	Remarks 5% level
Rural	300	15.83	7.910			
Urban	300	16.36	6.132	0.917	0.359	NS

(Table value for df 600 at 0.05 level =1.96, NS – Not Significant)

It is inferred from the above table that the calculated 't' value (0.917) is lesser than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.359 (p>0.05). Hence the null hypothesis is accepted. This shows that there is no significant difference between Rural and Urban High School Students in their English Pronunciation.

Ho3.   There is no significant difference between the Aided and Government Schools of High School Students in their level of English Pronunciation.

Table 7

Difference between Govt. and Aided High School Students in their English Pronunciation

Type of School	N	Mean	SD	t – Value	P-value	Remarks 5% level

Govt.	312	14.24	4.764			
				6.927	0.000	S
Aided	288	18.10	8.495			

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (6.927) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.000. Hence the null hypothesis is rejected. This shows that there is significant difference between Government and Aided High School Students in their English Pronunciation.

While comparing the mean scores of Government (14.24) and Aided (18.10) School Students, the Aided School Students have Higher Level of English Pronunciation.

Ho4.   There is no significant difference in the level of English Pronunciation with regard to Literate and Illiterate Parents of High School Students.

Table 8

Difference in English Pronunciation of High School Students with Literate and Illiterate Parents

Parents Education	N	Mean	SD	t – Value	P-value	Remarks 5% level
Literate	545	16.07	6.852			
				0.279	0.780	NS
Illiterate	55	16.35	9.074			

(Table value for df 600 at 0.05 level =1.96, NS – Not Significant)

It is inferred from the above table that the calculated 't' value (0.279) is lesser than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.780 (p >0.05). Hence the null hypothesis is accepted. This shows that there is no significant difference in English Pronunciation of High School Students with Literate and Illiterate Parents.

Ho5.   There is no significant difference in the level English Pronunciation with regard to Habit of Listening to English News or Talks of High School Students.

Table 9

Difference in English Pronunciation of High School Students

with regard to Habit of Listening to English News or Talks

Habit of Listening	N	Mean	SD	t – Value	P-value	Remarks 5% level
Yes	149	20.08	8.301	8.383	0.000	S
No	451	14.77	6.081			

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (8.383) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.000. Hence the null hypothesis is rejected. This shows that there is significant difference in English Pronunciation of High School Students with regard to Habit of Listening.

While comparing the mean scores of listening (20.08) and non-listening (14.77) High School Students, the High School Students who have the Habit of Listening Possess Higher Level of English Pronunciation.

Ho6.   There is no significant difference in the level of English Pronunciation with regard to Habit of Reading of High School Students.

Table 10

Difference in English Pronunciation of High School Students

with regard to Habit of Reading

Habit of Reading	N	Mean	SD	t - Value	P-value	Remarks 5% level
Yes	514	16.19	6.886	0.854	0.393	NS
No	86	15.49	8.142			

(Table value for df 600 at 0.05 level =1.96, NS – Not Significant)

It is inferred from the above table that the calculated 't' value (0.854) is lesser than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.393 (p >0.05). Hence the null hypothesis is accepted. This shows that there is no significant difference in English Pronunciation of High School Students with Regard to Habit of Reading.

Ho7.   There is no significant difference in the level of English Pronunciation with regard to Habit of Speaking of High School Students.

Table 11

Difference in English Pronunciation of High School Students

with regard to Habit of Speaking

Habit of Speaking	N	Mean	SD	t – Value	P-value	Remarks 5% level
Yes	392	16.77	7.489	3.264	0.001	S
No	208	14.81	6.036			

(Table value for df 600 at 0.05 level =1.96, S – Significant

It is inferred from the above table that the calculated 't' value (3.264) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.001. Hence the null hypothesis is rejected. This shows that there is significant difference in English Pronunciation of High School Students with Regard to Habit of Speaking.

While comparing the mean scores of Speaking (16.77) and Non-Speaking (14.81) High School Students. Hence the High School students who have the Habit of Speaking Possess Higher Level of English Pronunciation.

Ho8.   There is no significant difference in the level of English Pronunciation with regard to Knowledge of Phonetics of High School Students.

Table 12

Difference in English Pronunciation of High School Students with regard to

Knowledge of Phonetics

Knowledge of Phonetics	N	Mean	SD	t - Value	P-value	Remarks 5% level
Yes	177	20.31	8.647	10.232	0.000	S
No	423	14.33	5.413			

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (10.232) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.000. Hence the null hypothesis is rejected. This shows that there is significant

difference in English Pronunciation of High School Students with regard to Knowledge of Phonetics. While comparing the mean scores of the high school students who have the Knowledge of Phonetics (20.31) and who do not have the Knowledge of Phonetics (14.33) the High School Students who have the Knowledge of Phonetics possess Higher Level of English Pronunciation

Ho9.   There is no significant difference in the level of English Pronunciation with regard to English Pronunciation of High School Students.

Table 13

Difference in English Pronunciation of High School Students with regard to learning Pronunciation Through Mass Media

Learning Pronunciation through Mass Media	N	Mean	SD	t – Value	P-value	Remarks 5% level
Yes	93	16.53	8.375	0.645	0.519	NS
No	507	16.01	6.818			

(Table value for df 600 at 0.05 level =1.96, NS – Not Significant)

It is inferred from the above table that the calculated 't' value (0.645) is lesser than the table value (1.96) for df 598 at 0.05 level of significance. The p- value 0.519 (p > o 0.05). Hence the null hypothesis is accepted. This shows that there is no significant difference in English Pronunciation of High School Students with Regard to Learning Pronunciation through Mass Media.

Ho10. There is no significant difference in the level of English Pronunciation with regard to English Pronunciation of High School Students.

Table 14

Difference in English Pronunciation of High School Students with regard to learning Pronunciation through Social Media

Learning Pronunciation through Social Media	N	Mean	SD	t - Value	P-value	Remarks 5% level

| Yes | 133 | 19.35 | 8.869 | 6.196 | 0.000 | S |
| No | 467 | 15.16 | 6.181 | | | |

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (6.196) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.000. Hence the null hypothesis is rejected. This shows that there is significant difference in English Pronunciation of High School Students with regard to Learning Pronunciation through social media.

While comparing the mean scores of the High School Students who learn Pronunciation through social media (19.35) and who do not learn through social media (15.16), Hence, the High School Students who learn Pronunciation through social media Possess Higher Level of English Pronunciation.

Ho11. There is no significant difference in the level of English Pronunciation with regard to of High School Students in their Home Language.

Table 15

Difference in English Pronunciation of High School Students with regard to

Home Language

Home Language	N	Mean	SD	t - Value	P-value	Remarks 5% level
English	14	19.29	11.228	1.712	0.087	NS
Vernacular	586	16.02	6.944			

(Table value for df 600 at 0.05 level =1.96, NS – Not Significant

It is inferred from the above table that the calculated 't' value (1.712) is lesser than the table value (1.96) for df 598 at 0.05 Level of Significance. The p- value is 0.087. Hence the null hypothesis is accepted. This shows that there is no significant difference in English Pronunciation of High School Students with regard to Home Language

Ho12. There is no significant difference in the level of English Pronunciation with regard to Teaching and Learning processes in L2 of High School Students.

Table 16

Difference in English Pronunciation of High School Students with regard to Teaching and Learning Process in L2

Teaching and Learning Process in L2	N	Mean	SD	t - Value	P-value	Remarks 5% level
English	529	16.32	7.040	2.123	0.034	S
Tamil	71	14.42	7.173			

(Table value for df 600 at 0.05 level =1.96, S – Significant)

It is inferred from the above table that the calculated 't' value (2.123) is greater than the table value (1.96) for df 598 at 0.05 level of significance. The p- value is 0.034. Hence the null hypothesis is rejected. This shows that there is significant difference in English Pronunciation of High School Students with regard to Teaching and Learning Process in L2.

While comparing the mean scores of the High School Students whose teaching Learning Process in L2 is English (16.32) and Tamil (14.42), Hence, the High School Students whose Teaching Learning Process in L2 is English Possess Higher Level of English Pronunciation.

Findings and Conclusions

1. There is significant difference in English There is significant difference between male and female high school students in their English Pronunciation. The mean scores show that the female students have higher level of English pronunciation.

2. There is no significant difference between Rural and Urban High School Students in their English Pronunciation.

3. There is significant difference between Government and Aided High School Students in their English Pronunciation. The mean scores show that the aided school students have Higher Level of English pronunciation.

4. There is no significant difference in English Pronunciation of High School Students with Literate and Illiterate parents.

5. There is significant difference in English Pronunciation of High School Students with regard to Habit of Listening. The mean scores show that the High School Students who have the Habit of Listening possess Higher Level of English Pronunciation.

6. There is no significant difference in English Pronunciation of High School Students with regard to Habit of Reading.

7. There is significant difference in English Pronunciation of High School Students with regard to Habit of Speaking. The mean scores show that the High School Students who have the Habit of Speaking possess Higher Level of English Pronunciation.

8. There is significant difference in English Pronunciation of High School Students with regard to Knowledge of Phonetics. The mean scores show that the High School Students who have the Knowledge of Phonetics possess Higher Level of English Pronunciation.

9. There is no significant difference in English Pronunciation of High School Students with regard to Learning Pronunciation through Mass Media.

10. There is significant difference in English Pronunciation of High School Students with regard to Learning Pronunciation through Social Media. The mean scores show that the High School Students who learn pronunciation through Social Media possess Higher Level of English pronunciation.

11. There is no significant difference in English Pronunciation of High School Students with regard to Home Language.

12. Pronunciation of high school students with regard to Teaching & Learning Process in L2. The mean scores show that the High School Students whose Teaching Learning Process in L2 is English possess Higher Level of English pronunciation.

RECOMMENDATIONS

To Teachers

- Teachers must encourage and motivate the students to learn the skill of speaking English.

- English teachers must make it mandatory to use pocket dictionary during Language class.

- Teachers must encourage the students to read story books, autobiographies etc.

- Language teachers must teach phonetics; this will help them to speak correct pronunciation.

- English teachers must give language games, drills exercises to students which will help them practice the language and minimize the pronunciation problems.

- Teachers must avoid use of vernacular language while teaching English Language.

- Teachers can teach pronunciation using language lab.

- Teachers can motivate the students to participate in Co-curricular activities such as debates, spell bee, speech, elocution competition, poetry recitation, essay writing can help the children to learn their language.

- Teachers should be trained to improve their English language potency and pronunciation to enhance their teaching in classrooms.

To Parents

- Parents must encourage their children to communicate in English even at home.
- They must buy story books, autobiographies and encourage them to read them at home.
- Even though the parents can't speak complete English they can try to converse with them in English.
- They can ask the younger siblings to converse with their elder ones in English at home.
- They can encourage their children to listen to B.B.C News.
- They can ask them to learn ten new words every day.
- They can ask them to read books and newspapers loudly.
- They can encourage their children to participate in all the competitions related to English.

To Students

- Students can listen to native speakers talks,
- They can practice saying tongue twisters.
- They must stand in front of the mirror and try to speak English.
- They must read English language newspapers, including broadsheets as well as magazines and tabloids, Story books, biographies which will help them to speak correct English.
- They must avoid using vernacular language both in school and home.
- They must try to speak loudly and clearly.
- They must converse in English with their friends while talking in telephone.
- They can watch English movies and listen to great peoples talks.
- They must update with current affairs which will also expand their vocabulary.
- They can listen to British and American music, watch films, news, entertainments, the radio, and TV shows, will help in improving the language.
- Purchase a good bilingual dictionary; it will be your best friend while learning the language.
- They can have a diary and write regularly; it is a great way to use new vocabulary.
- Audio-visual aids should be used in teaching to improve English pronunciation among school students.
- Teachers should be trained to improve their English language potency and pronunciation to enhance their teaching in classrooms.

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