**RJSSER**

*Research Journal of Social Sciences & Economics Review*

# Effects of Tongue Twisters on the Pronunciation of Elementary Students

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## Abstract

*In contexts where English is utilized as a Second or a Foreign Language, pronunciation in having read has become a major problem for teaching staff of English as a Foreign or second language. The purpose of the study was to examine how tongue twisters effected elementary school students' pronunciation development of the English language. The study's goal was to determine how tongue twisters effected the development of English pronunciation. In order to achieve the aim, the null hypothesis that there is no discernible difference between the mean scores of the control group and the experimental group on the enhancement of English language pronunciation of elementary pupils was investigated. The study sample consisted of a total of 30 fifth-grade pupils. For the conduction of study pretest- posttest experimental equivalent group research design was used. The acquired data was analyzed to determine the pupils' performance using statistical tools including mean, standard deviation, and t-test. The study's findings showed that the tongue twister approach had a considerable impact on pupils' performance. This study is significant for curriculum developers, teachers, students and other researchers.*

**Keywords:** English Language, Pronunciation, Tongue Twister

**Introduction**

In Pakistan, English is spoken not as a foreign tongue but as a second language. Because of political, decision or official policies, in Pakistan the English language has been taught in our schools, colleges and universities as a second language. Now the English language has become the language of mass media, including newspapers, television and radio. The English language plays an important role in providing high-quality education in prestigious institutions. For industrial organizations, the English language is also essential and significant. As the small detail highlights the facts of developing countries, those who are fluent in English may be granted a permit for socioeconomic prosperity. Due to the rising demand for this language, there is also a greater need for competent learners. Students who possessed a strong command of the English language had a better chance of succeeding in their educational career (Awan & Shafi, 2016).

According to Yates and Zielinski (2009) When we talk, how we make the sounds that give our words meaning is referred to as our pronunciation. It comprises a language's characteristic consonants and vowels (known as segments), as well as features of speech that go beyond the level of particular segments, such pressure, time, pace, intonation, and framing, and how the sound is produced (voice quality). However, we frequently refer to them as separate concepts, when we speak, they all function as a unit. As a result, problems in one area may have an effect on others, and it is the overall effect that determines how simple or difficult it is to comprehend someone's pronunciation.

Gilakjani and Ahmadi (2011) noted that pronunciation significantly impacts learners' communicative competence as well as performance, making it an essential component of learning a foreign language. Limited pronunciation skills can make speakers appear less competent and well-received, limit social contacts, and help learners feel less confident.

Tongue-twisters provide a useful role for the development of language and speech in addition to being fun and games for language learners. Students can build their speech abilities and enhance their pronunciation by repeatedly practicing them. When concentrating on a few linked phonemes or sounds, they are helpful for pronunciation. A tongue twister focuses on the minute adjustments in the mouth needed to switch between various sounds. Students can have a better understanding of the

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precise physical actions necessary for the particular phoneme set by switching back and forth between the various sounds several times. The fact that they allow pupils to practice vowel sounds as well as prefixes and suffixes is another advantage of using them to improve pronunciation abilities. Speaking and listening are both extremely effective and practical methods for learning and achieving any difficult sound.  (Underhill, 2007).

## Statement of the Problem:

Due to difficulty in pronunciation these students confronted many problems in class. They lack the ability to read texts accurately, quickly and with the appropriate expression. Because they are not exposed to effective language teaching techniques that concentrate on the improvement of pronunciation, they lack the tools which are necessary to improve their pronunciation. Teachers play a significant role in learning process for foreign language. They have to choose appropriate method for teaching language. There are many causes of this problem such as Pakistani learner have few opportunities to use English outside the classroom; furthermore, lack of skillful teachers can be an effective point in this regard. Theexamination system at all levels focuses on vocabulary, grammar and reading comprehension only. This study tried to explore how the teacher can use this method of tongue twister to teach English language pronunciation.

## Objective of the Study

To explore at how tongue twisters, effect the development of English pronunciation.

## Hypothesis of the Study

For the study's expected outcomes to materialize, following null hypothesis was examined:

**H01:**	The control as well as experimental groups' mean scores on the improvement of elementary learners' English language pronunciation do not substantially differ from one another.

## Significance of Study

This research was important for curriculum developers, teachers, elementary students and other researchers.

## Literature Review

A crucial component in many spheres of life, English has become a universal language. Nothing has escaped the significance of this language's feelers. An international language is English. There is an increased need for this language's proficiency due to the onset of globalization. It has become essential to have language skills in addition to technical or subject expertise in English (Arora, *et al.* 2017).

Shamim (2011) stated that today, English is acknowledged on a global scale as a lingua franca or "world language." At both the individual and governmental levels in Pakistan, English is a growing language. Without a doubt, Pakistan's linguistic landscape is complicated due to the sheer number of languages spoken there. Each province has a number of minority languages in addition to its own major language. Pakistani societies are, therefore, multicultural and multilingual. All languages are challenging to master correctly, but because English is a universal language, many people strive to learn it. The current "Education for All" policy in Pakistan concentrates on ESL instruction and learning to advance the usage of English on a global scale

According to Saeed, *et al.* (2016) English is a colonial and post-colonial legacy that connects strongly with Pakistan's global communication systems. At the same time, the 2009 National Education Policy (NEP) emphasizes the importance of English for competition in a globalized international system. The ability to speak and write in English is essential and a requirement for employment, knowledge generation, and social standing. Pakistan is not an exception to the rule that English is crucial for knowledge, technology, and international communication. The idea of using English as a global language is well-known.

According to Yollanda (2016) "How we pronounce words is called pronunciation."Language phonology, or the meaningful perception or creation of the voice of the language, and their effects on the listener, are referred to as pronunciation. A conversation's quality is influenced by its pronunciation".

Rohman (2016) to successfully communicate with listeners and impart their words, ideas, and views is a speaker's ability and depends on how well they pronounce their words. The act of pronouncing words in a way that makes them easy to understand is more precisely known as pronunciation.

It is clear that proper pronunciation is crucial for understanding others, communicating ideas, and maintaining good communication when speaking a foreign language. It ought to be covered as a

result in the curriculum for teaching foreign or second languages. Learning English pronunciation is a crucial and integral part of learning a language. Unfortunately, in most countries, teachers spend a lot of time teaching grammar or vocabulary instead of pronunciation, seemingly oblivious to the practical advantages of teaching pronunciation (Castillo, 2017).

Morris (1975) laid emphasis that words that are difficult to speak are known as tongue twisters. quickly, usually due to a series of similar consonantal sounds. These are the phrases that require us to quickly change our tongue position in order to correctly pronounce the words.

According to Shaffer (1995), A tongue twister is defined as "a statement or phrase that is designed to be difficult to utter, especially when repeated fast and repeatedly" with in Cambridge Advanced Learners Dictionary. Typically, it is made up of words with similar sounds. The words are spoken continually after being listed all at once in a phrase.

Teachers have a difficult time explaining pronunciation to their pupils. Despite years of instruction on proper pronunciation, the majority of pupils still make mistakes when asked to read or say an English sentence. As a result, a teacher must develop an effective pronunciation lesson plan. Many linguists have developed various methods, such as drilling, exercises in pronunciation and spelling, recording pupils' English, etc. The tongue-twister is one strategy that might be used. One benefit of employing tongue-twisters is that they may be a pleasant technique to encourage children to hone their articulation and boost their self-assurance while speaking English words (Rohman, 2016).

## Research Methodology
## Population of the Study
The population of the research consisted of all fifth-grade males and girls.

## Sampling
30 pupils from the Government High School Golra in Attock's fifth grade were chosen as the study's sample.

## Research Design
The following lines illustrate the research design that was employed for this investigation.

| R | E | = O1 | T | O2 |
|---|---|------|---|-----|
| R | C | = O3 |   | O4 |

| dRE | = O2 | - | O1 |
|-----|------|---|-----|

| dRC | = O4 | - | O3 |
|-----|------|---|-----|

| D | = dRE | - | dRC |
|---|-------|---|------|

## Research Instruments
Pre- and post-tests created by the teacher were employed as a research tool. The exam was created by the researcher using chosen English-related material from a fifth-grade textbook released in 2018 by the Punjab Curriculum and Textbook Board in Lahore. For measuring pronunciation, test has 50 words including all the 44 sounds. Each correct word marked 1 and incorrect word marked 0.

## Procedure of the Study
In this study, the experimental group received treatment using the Tongue twister technique while receiving English language instruction. With proper comparison and contrast of English vowel and consonant sounds in oral production, the study's learning aim was for learners to be able to speak English words and phrases with vowel and consonant phonemes. The focus of the treatment is on English pronunciation in order to achieve this aim. A PowerPoint presentation with 50 key words from a fifth grade text book that contained all of the English phonemes was created by the researcher as a pronunciation test for the pretest. The control group was left unmodified while the experimental group received instruction using Tongue Twisters. Bothe groups received instruction from teachers who were equally skilled and trained

## Data Collection
Primary data was collected through teacher made test.

## Analyses of the Data
The gathered data were examined in the manner below;
i.    With the use of statistical formulae, the marks' mean and Standard deviations were computed.
ii.   T-test was used to determine if there was a significant difference between the pupils in the control and experiment groups.

**Ho1:** The experimental group's mean score and the control group's mean score on the pre-test for English language pronunciation did not substantially differ from one another.

**Table 1:** significance of the difference here between mean scores of the experimental and control groups on the pre-test for English language pronunciation**.**

| Groups | N | Mean | SD | df | Sig-level | t-value | p-value |
|---|---|---|---|---|---|---|---|
| Control | 15 | 14.53 | 2.53 | 28 | 0.05 | 1.07 | 0.301 |
| Experimental | 15 | 13.46 | 4.357 | | | | |

table value of t at 0.05= 2.048                              * insignificant

The results of the students' pre-test on pronunciation are shown in Table 1. According to the pre-test results, the control group's mean score was 14.53. On this pretest, the experimental group's mean score was 13.47. Here, the average scores for both groups were quite close. In the experimental group, the S.D. was 4.53 while it was 2.53 in the control group. The table's t-value, at 0.05, was smaller than the t-value score's of 1.075. The null hypothesis was therefore accepted. The pronunciation pre-test significance was 0.301. This ratio is more than the 0.05 level of significance necessary. It demonstrates that the exam had no bearing.

**Ho2:** On the post-test for English language pronunciation**,** there is no discernible difference between the control groups and experimental group's mean scores from one another**.**

Table 2: Significance of the difference between the post-test mean scores for the experimental and control groups for English language pronunciation.

| Groups | N | Mean | SD | df | Sig-level | t-value | p-value |
|---|---|---|---|---|---|---|---|
| Control | 15 | 21.07 | 4.62 | 28 | 0.05 | 7.85 | .000 |
| Experimental | 15 | 40.53 | 8.42 | | | | |

table value of t at 0.05= 2.048                              * significant

The post-test results for the experimental group and control group students are displayed in Table 2. It demonstrates that now the mean score in the experimental group was 40.53 compared to 21.07 in the control group. The experimental group's mean score was greater than the control group's mean. The median scores of the two groups differed by 19.46. It demonstrates that the experimental group's therapy was more successful than that of the control group. S.D. in the experimental group was 8.42 while it was 4.62 in the control group. It had a t-score of 7.85. The pronunciation of the importance was.000. This discrepancy in pronunciation in between mean scores of the experimental group and control group in the English language rejects the null hypothesis and supports the alternative hypothesis.

**Discussion**

The purpose of the study was to examine how tongue twisters affected elementary school students' ability to pronounce English more clearly. The post-test result of pronunciation was different from the pre-test result. There was no significance at the pre-test level but the post-test result was highly significance. The t-score which was 1.075 at pre-test level, reached to 4.873 in post-test. It showed that the treatment was effective and tongue twister has a great effect on pronunciation of students. Thus the null hypothesis of the study was discarded and the alternate hypothesis was established.

**Conclusion**

The result of this study showed that the students taught through tongue twister method, got high score than the other students who were taught through grammar translation method. The collected data has confirmed that these students have made a remarkable progress in their pronunciation performance from the pre- test to the post test. Hence, the conclusions drawn from this experiment have confirmed that the English teaching method called "the tongue twisters" helps foreign language students in developing their pronunciation performance.

**Recommendation**

The finding of this study demonstrate that the students who were taught using the tongue twister approach scored higher than those students who were taught using grammar translation method. The data gathered has proven that these student's pronunciation performances between the pre-test and post-test has improved significantly. Thus, the inferences made from this experiment have shown that the English teaching strategy known as "the tongue twisters" aids students of other language in improving their proficiency in pronunciation words.

Therefore, it is recommended that in Pakistan English language teachers, curriculum experts, policy makers should take serious efforts to promote tongue twister method as a contemporary in

teaching English language at elementary level.

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