

Pronunciation Difficulties of Tamil Speaking Bilingual Students: A Study Based on Akkaraipattu Zone

SMBM Arshad ¹

¹ arshad.smbm@gmail.com

Abstract

Purpose: This's to investigate reasons for the difficulties of learning pronunciation of bilingual students and to provide students with ways to build up their pronunciation ability well to speak accurately and understand native speakers.

Methodology: There are eight schools that conduct bilingual education and have 35 teachers teach bilingual subjects in the sample region. Pronunciation difficulties of bilingual students are taken to study based on four different aspects such as students' ability, interest and exposure to English, parents' educational level, home atmosphere, teachers' ability to teach pronunciation and school text book, teachers' guideline and government's support. Data were collected in both qualitative and quantitatively providing questionnaires with at least 200 students on random sampling basis then conducted interviews with teachers and the data collected from the interview were analysed thematically.

Findings: This study unearthed the following that bilingual students, unlike ESL students, don't have fear of speaking but are confident enough and motivated. Home atmosphere will not be immediately changed but as the generation changes. Teachers encounter lack of ability, skills and proficiency to become a pronunciation model to bilingual learners. Besides, bilingual text books or teachers' guidelines help learners pronounce words well or appropriately. The Education Administration should take action to teach and train bilingual teachers to pronounce and teach pronunciation to students. And, it would be great if the education ministry or National Institute of Education mention accurate pronunciation of words as an appendix or have a vocabulary section on the very same page.

Originality/Value: This study would help learners be motivated and be informed of other ways they can improve their pronunciation. Parents will be imparted their contribution towards the better pronunciation of their children. This study further increases teachers' awareness of teaching appropriate pronunciation. Moreover, the authority and government bodies related to the education and school administration would get an idea about what things need to be done in bilingual textbooks and other facilities concerned.

Research limitation: Apart from the availability of previous research on this topic, sample size was a real limitation. The researcher could meet at least a

minimal number of parents to hear from them. Teachers during the interview could not speak well.

Keywords: Pronunciation difficulties, Bilingual education, Bilingual teachers, Parents' education, home atmosphere, Teachers' ability, school text book, teachers' guideline