CHAPTER -VI

SUMMARY, FINDINGS AND CONCLUSION

6.1. INTRODUCTION

Language is the specific term which distinguishes humanity from the rest of the species in the world. It is the systematic expression of one’s countless feelings. A language becomes wholesome at its forms of sounds and conventional symbols. The system of communication comprises articulation of sounds, gestures, signs and
symbols. It not only expresses one's ideas but also the moods, feelings and attitudes of the speaker. Roughly there are 6500 languages being spoken by different groups of people across the world. Each language has its own speciality and beauty. One such language that dominates the world at the present time is English. English has become the world language. The books which are related to science, history, literature, commerce, economics, business and what not are being written in English. Besides the mother tongue one should learn English to live successfully in the long run. It has become the essential tool to share others’ experience; to establish our own views; to check the theories of foreigners and to propagate our theories among the international audience and readers. So it is very important to learn all the aspects of English correctly. One of the dominant aspects of English as far as speaking is concerned is pronunciation. Having good command over correct and standard (RP—Received Pronunciation) of English, one can be very confident in his career. As the standard of English pronunciation in Indian English classrooms is identified to be low, the researcher has undertaken the study to enhance English pronunciation among B.Ed., trainees through the selected strategies.

6.2. RATIONALE OF THE STUDY

The effectiveness of selected strategies will enhance English pronunciation among the B.Ed trainees. The researcher finds that the selected strategies are more appropriate in training the students in pronunciation than any other approach. She finds that the strategies are helpful in making clear the concept of pronunciation, the production of speech sounds, the organs involved in the production of sounds and to
retain the sounds in memory easily and to speak confidently in their day to day life. Hence the study is necessitated.

6.3. NEED AND SIGNIFICANCE THE STUDY

The level of achievement of the students in English examinations is low. The students who are learning English as a second language for their academic development are facing so many problems in getting English fluency. They do not develop language skills at the optimum level. The English language teachers use so many teaching techniques for teaching various types of lessons (prose, poetry, drama, fiction, grammar and linguistic items etc.). But still the students' level of achievement in English has not reached the desired level. This is caused by students’ improper pronunciation. The instructors do not bother about the art of pronunciation skill. So, they lose the main idea of the lesson. This causes the students’ problems in pronunciation.

Most of the English language teachers use the traditional method of teaching. The traditional methods are nothing but the lecture method because of the unavailability and underdevelopment of the scientific and information technology, the English teachers in the olden days used traditional methods of teaching. Now every institution has the computer facility. They use the available teaching equipments for teaching the subject at the maximum level. Most of the teachers do not utilize the new and modern methods of the teaching. The selected methods increase the effectiveness of pronunciation. If the method of teaching is effective consequently the learning too would be effective. The traditional methods could not maximize the students' ability in pronunciation. In the traditional methods of
teaching there were no expected outcomes from the students while in the process of enhancing pronunciation. In the research, the investigator identified the nuclear part i.e. the strategies to enhance pronunciation of the B.Ed., trainees. The further researchers can easily carry out their research works related to pronunciation in a multi dimensional way on the basis of this research study.

The review of related literature shows that though there were many studies on students’ language development, there were only minimum studies on English pronunciation. Especially no study throws light on the enhancement of English pronunciation among B.Ed., trainees who are actually going to lay the path for the children’s language development.

The selected strategies significantly promote English pronunciation among B.Ed., trainees. The findings of the study will help other teachers to use the selected strategies in enhancing their students’ pronunciation.

6.4. SCOPE OF THE STUDY

The study focuses mainly on pronunciation rather than any aspects of English. It is restricted to the B.Ed special and general English students of Sri Raja Raajan College of Education, Amaravadhipudhur. The sample size is restricted to 60 students.

6.5. STATEMENT OF THE PROBLEM

The language teacher and the students should be made know the importance of pronunciation and the various factors that improve pronunciation instruction which plays an important role in the present globalization scenario.
Pronunciation building strategies play a key role in the success of pronunciation development. So the students should understand the factors like, sounds in English, articulation of speech sounds, the air stream mechanism and the teaching strategies to enhance English pronunciation. The lack of achievement of the students in pronunciation is caused by the lack of knowledge in these areas among both teachers and students.

So the investigator made an attempt to find out the affecting factors which are related to pronunciation.

The investigator viewed that the students had improper utterance of some speech sounds. On the basis of this need the investigator thought that by changing the method of teaching, the achievement of students in pronunciation may be increased. So the researcher made an attempt to implement the selected strategies which were selected by reviewing the related literature in accordance with the opinions of the trainees on pronunciation. Hence the investigator attempted to apply these selected strategies among the B.Ed., optional I English teacher trainees.

The problem for the present study is based on the issue of “Effectiveness of Selected Strategies to Enhance English Pronunciation among B.Ed., trainees”

6.5.1 Definition of the Key Terms

Effectiveness

It is understood in terms of one’s capacity to fulfill the desired objectives with easiness and smoothness for producing favorable result.

Selected Strategies
It means the plans designed for a particular purpose.

Enhance

Enhance means to increase or to improve further the good quality or state of something.

Pronunciation

Pronunciation is the production of speech sounds during speech.

Trainees

It means the students who undergo the one year teacher training course in colleges of education.

6.5.2 Operational Definition

Effectiveness

It means the capacity of the selected strategies in developing English pronunciation.

Selected Strategies

This expression in the title means plans and operations used to enhance English pronunciation. The investigator selected the strategies by referring the previous researches, books and journals in accordance with the opinion of the teacher trainees on English pronunciation to enhance English pronunciation among B.Ed., trainees. The selected strategies are Segmentation and Blending, Pronunciation Drills and Audio Assistance.

Segmentation And Blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their separate phonemes to spell; spell.
Blending consists of building (synthesizing) words from their separate phonemes spell. Blending tends to be the neglected part of this process but it is very important that children secure the skill of blending in order to become successful readers. Blending can be modelled and practised in phonics and throughout the day whenever reading or oral blending is undertaken. Many classes include children who ‘sound out’ very well when reading but struggle to blend the sounds they have identified into a word. This makes reading a chore and can be exhausting for both reader and listener.

**Pronunciation Drills**

Correct pronunciation is an important part in learning to speak English. Pronunciation should be taught, and at least the worst errors corrected as a part of drills which center the students’ attention on pronunciation problems. These will be needed particularly by individual students who have more than average difficulty in correcting pronunciation errors.

Pronunciation Drills are all of the imitative-repetition type. They vary in the ways in which they center the attention on an isolated pronunciation problem or divide it between two or more. Drills can be arranged in the order of increasing variety of pronunciation problems they present at one time.

**Audio Assistance**
Audio based teaching of English speech sounds is very essential in the pronunciation classes. In this study the researcher recorded her own delivery of speech sounds. She also selected some of the pronunciation audio lessons used in the previous researches. She made use of the pronunciation dictionary while learning pronunciation of words. The audio lessons are given in the CD.

**Enhance**

The word enhance in the title denotes the improvement of English pronunciation.

**Pronunciation**

Pronunciation is the production of speech sounds in English and it is specifically the Received Pronunciation (RP) followed in UK. This study aims at getting a native like pronunciation only at segmental level and not exactly the native pronunciation.

**Received Pronunciation (RP)**

It is regarded as the standard accent of Standard English in the United Kingdom, with a relationship to regional accents similar to the relationship in other European languages between their standard varieties and their regional forms. RP is defined in the Concise Oxford English Dictionary as "the standard accent of English as spoken in the south of England", although it can be heard from native speakers throughout England and Wales.

**Trainees**

Trainees refer to Students who undergo the one year teacher training course in *Sri Raaja Raajan College of Education at Amaravathipudhur, Karaikudi.*
**Variables**

The present investigation is an attempt to determine the ‘Effectiveness of Selected Strategies to Enhance English Pronunciation among B.Ed., Trainees’. The variables involved are:

1. **Independent Variable**
   
   Implementation of selected strategies

2. **Dependent Variable**
   
   Enhancement of English pronunciation

**6.6. OBJECTIVES OF THE STUDY**

The present investigation aims at the following objectives.

- To enhance English pronunciation.
- To find out the opinion of the B.Ed., trainees on pronunciation instruction.
- To enhance English pronunciation of B.Ed., trainees.
- To test the effectiveness of selected strategies to enhance English pronunciation.
- To identify whether the optional-I English teacher trainees of different major subjects differ significantly in their pre-test.
- To identify whether the optional I English teacher trainees of different major subjects differ significantly in their post-test.
- To study whether the B.Ed., optional I English teacher trainees differ significantly in pre-test, progressive test and post-test.
- To identify the significant mean difference between the pre-test, progressive test and pos-test scores, with reference to their major subjects.
To identify the significant mean difference between the pre-test and post-test of optional I teacher trainees.

To find out the factors affecting pronunciation among the B.Ed., optional I English teacher trainees.

To offer suggestions to combat problems related to pronunciation among the B.Ed., optional I English teacher trainees.

6.7. ASSUMPTION OF THE STUDY

The present research investigation is based on the following assumption.

- It is possible to identify the factors affecting pronunciation.
- Pronunciation is depending on the language skills such as listening and speaking.
- It is possible to enhance English pronunciation through the selected strategies.
- The post-test score is enhanced by the teaching of English pronunciation through the selected strategies.
- It is necessary to find out the general affecting factors of pronunciation.
- It is assumed that the B.Ed., students’ pronunciation in English is improper and they find it difficult to get their pronunciation right. They do not know the basic sounds of English and the symbols through which the sounds are represented. And it is assumed that the selected strategies will definitely enhance their English pronunciation.

6.8 HYPOTHESES OF THE STUDY
In order to answer the research questions the following hypotheses were formulated.

- There is no significant difference in the standard of pronunciation between the mean scores of control group in pre test and progressive test.
- There is no significant difference in the standard of pronunciation between the mean scores of control group in progressive test and post test.
- There is no significant difference in the standard of pronunciation between the mean scores of control group in pre test and post test.
- There is no significant difference in the standard of pronunciation between the mean scores of experimental group in pre test and progressive test.
- There is no significant difference in the standard of pronunciation between the mean scores of experimental group in pre test and post test.
- There is no significant difference in the standard of pronunciation between the mean scores of experimental group in progressive test and post test.
- There is no significant difference in the standard of pronunciation between Tamil medium and English medium teacher trainees.
- There is no significant difference in gender regarding the enhancement of pronunciation.
- There is no significant difference in the standard of pronunciation between the optional I English teacher trainees of different major subjects.
- This is no significant difference in the standard of pronunciation between control group and experimental group in pre test.
This is no significant difference in the standard of pronunciation between control group and experimental group in progressive test.

This is no significant difference in the standard of pronunciation between control group and experimental group in post test.

6.9. DESIGN OF THE STUDY

The researcher adopted experimental method hence the study is experimental in nature. Experimental is the name given to the type of educational research in which the investigation controls the factors to which a student or group of students subjected during the inquiry and deserved the resulting achievement. In the present study the researcher adopted pre-test- treatment- post-test experimental design as an appropriate design, since the investigation is focused on assessing the effect of the selected strategies in enhancing the English pronunciation of the B.Ed., trainees.

In the present study selected strategies were treated as the independent variable and the achievement of the teacher trainees in English pronunciation was treated as dependent variable. The researcher selected trainees in Sri Raaja Rajan College of Education at Amaravathipudhur, Karaikudi as sample of the study.

The investigator used observation in order to get a grip of the problem under investigation. She informally observed the errors in pronunciation of teachers in English classrooms. The teachers commit many mistakes without being aware of them. Due to this the students also follow the same improper and incorrect pronunciation.

In order to validate the above observation done by the researcher, she used the diagnostic test to the optional I English teacher trainees to get a valid result of
her observation. Through the diagnostic test the researcher came to a conclusion that
the standard of English pronunciation of the B.Ed., optional I English teacher
trainees were low. The scoring from the diagnostic test gave a clear idea that almost
all the trainees are same in their standard of pronunciation.

The researcher uses random method to distribute samples to experimental
and control group as all of them are equal in their standard of English pronunciation.

After the distribution the researcher conducted pretest with a pronunciation
test 1 to assess the common behavior of the B.Ed., trainees towards pronunciation.
The results are arrived with the help of the marking scheme.

After pre-test, the researcher collected data from the respondents regarding
the factors affecting pronunciation both in the classroom learning situation and in
common verbal situations by using an opinionnaire (Open-Ended Questionnaire).
The responses were distributed in the table by means of percentage of scores. These
responses by each teacher trainees were short listed from high to low percentage and
accordingly identified are three categories of major factors such as Teacher oriented,
Individual oriented and Environment oriented factors.

The investigator adopted the selected strategies for the present study as a
treatment. She used the treatment only for the experimental group students. The
selected strategies such as “Segmentation and Blending”, “pronunciation drills” and
“Audio assistance” were used for the treatment. These strategies played a vital role
for the highest achievement of scores of the students in the experimental groups.
During the treatment, the investigator conducted a progressive test of pronunciation in order to determine the effectiveness of the selected strategies in enhancing English pronunciation for both control and experimental group students.

After the experiment was over, immediately the investigator conducted the Pronunciation Test. This pronunciation test for both experimental and control group students contain verbal (paper-pencil test) and non-verbal test items. The effect of the session was assessed immediately by the researcher.

The experimental group trainees have more achievement and they felt more confident in speaking English as their pronunciation was enhanced. They scored more marks in the final pronunciation test.

Pronunciation skills were in the above average level because of the implementation of the selected strategies of pronunciation.

6.10. RESEARCH IN PHASES

Phase i: Selecting the suitable B.Ed., teacher trainees for the experiment.

Phase ii: Conducting diagnostic test to analyse the trainees’ standard of pronunciation.

Phase iii: Conducting pre-test to the B.Ed., optional I English teacher trainees for the experiment.

Phase iv: Identifying the opinions given by teacher trainees, regarding the problems of pronunciation.

Phase v: Selecting and validating the strategies
Phase vi: Applying the appropriate strategies selected for teaching English pronunciation among the B.Ed., optional I English teacher trainees for pronunciation enhancement.

Phase vii: Conducting a progressive test to identify the effect of session.

Phase viii: Conducting post-test to the B.Ed., optional I English teacher trainees.

Phase ix: Identify the effect of the selected strategies in enhancing pronunciation among the B.Ed., optional I special English teacher trainees.

Phase x: Applying statistical techniques to determine the effect of the session.

Phase xi: Identifying educational implications and providing suggestions for further study.

Phase xii: Conclusion

6.11. SAMPLING TECHNIQUE

The experimental method was conducted in this study. The experimentation was conducted among the teacher trainees of B.Ed., in Sri Raaja Raajan College of Education at Karaikudi in Sivagangai district. The teacher trainees were selected on the basis of purposive sampling technique. The total strength of the B.Ed., teacher trainees were 100. The optional 1 (English) Teacher trainees were selected for the experimentation of this study. The strength of the trainees used in experimentation was 60. The pre test- treatment- progressive test- treatment and post test were conducted in this study.

6.12. CONSTRUCTION AND VALIDATION OF RESEARCH TOOLS

The researcher constructed the following tools for the study.

- Observation (Informal observation)
Observation

Observation as a tool has been consistently employed in all types of research: experimental, descriptive and historical. The present study being an experimental one dealing with language improvement, the observation technique was found to be ideally suited to identify the errors of the students and also teachers.

The validity and reliability of this tool has established with experts’ opinion. Thus the tool found to be valid and reliable.

2 Diagnostic Test

The investigator prepared the diagnostic test to diagnose the standard of English pronunciation among B.Ed optional I English teacher trainees. The main purpose of conducting the diagnostic test was to confirm the results from the informal observation and to get a valid reason to carry out the research work.

The validity and reliability of this tool has established with experts’ opinion. Thus the tool found to be valid and reliable.

Opinionnaire (Open-Ended Questionnaire)

The information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire, or attitude scale. Researches must depend upon what people say about their believes and feelings. This is the area of opinion. Through the use of questions and by getting people’s reaction to statements, a sample of their opinions is obtained. From this statement of opinion, one may infer or estimate their attitude, what they really believe.
The investigator prepared an Open-ended questionnaire to collect data from the respondents, regarding the factors affecting pronunciation. The trainees’ responses of each open-ended questionnaire were calculated by means of percentage of scores.

The content validity and reliability of this has established with the experts’ opinion. Thus, the tool was found to be valid and reliable.

**Pronunciation Tests**

The pronunciation tests were developed by the researcher which contains verbal test items and non-verbal test items. The verbal test items assess the learners’ knowledge in syllables and syllable division- vowel and consonant sounds- Identifying the difficult consonant clusters. All the verbal test items were objective as well as subjective in nature. The nonverbal test items contain story reading and dialogue delivery. These non-verbal test responses were recorded. The items’ validity and reliability were measured by experts. The marks were counted on the basis of the scoring key.

**6.13. DATA ANALYSIS**

The relevant data obtained from the responses through the pronunciation test for 60 B.Ed., optional-I English teacher trainees in the pre-test and post-test had been analysed by mean, standard deviation, and ‘t’ test to prove the significant effect of the learners’ pronunciation development. The responses of the B.Ed., optional-I English teacher trainees in the opinionnaire were also analysed, with percentage, to identify the affecting factors of their pronunciation.
6.14. FINDINGS OF THE STUDY

1. Diagnostic test scores show the standard of pronunciation among the B.Ed., optional I English teacher trainees.

2. Within the distribution of factors affecting pronunciation among the B.Ed., optional I English teacher trainees 15 out of a total number of 30 are ‘teacher oriented factors’.

3. Within the distribution of factors affecting pronunciation among the B.Ed., optional I English teacher trainees 7 out of a total number of 30 are ‘environment oriented factors’.

4. Within the distribution of factors affecting pronunciation among the B.Ed., optional I English teacher trainees 8 out of a total number of 30 are ‘individual oriented factors’.

5. The strategies significantly enhanced the standard of pronunciation in English among the B.Ed., optional I English teacher trainees.

6. There is no significant difference in the standard of pronunciation between the mean scores of control group in pre test and progressive test.

7. There is no significant difference in the standard of pronunciation between the mean scores of control group in progressive test and post test.

8. There is no significant difference in the standard of pronunciation between the mean scores of control group in pre test and post test.

9. There is a significant difference in the standard of pronunciation between the mean scores of experimental group in pre test and progressive test.
10. There is a significant difference in the standard of pronunciation between the mean scores of experimental group in pre test and post test.

11. There is a significant difference in the standard of pronunciation between the mean scores of experimental group in progressive test and post test.

12. There is no significant difference in the standard of pronunciation between Tamil medium and English medium teacher trainees.

13. There is no significant difference in gender regarding the enhancement of pronunciation.

14. There is no significant difference in the standard of pronunciation between the optional I English teacher trainees of different major subjects.

15. This is no significant difference in the standard of pronunciation between control group and experimental group in pre test.

16. This is a significant difference in the standard of pronunciation between control group and experimental group in progressive test.

17. This is a significant difference in the standard of pronunciation between control group and experimental group in post test.

18. Usage of the strategies resulted in the enhancement of pronunciation of experimental group than the control group in post test.

19. In general the study proves that how the factors affecting pronunciation can be broken by the strategies.

6.15. DELIMITATION OF THE STUDY
In the present study, the students who are undergoing UG degree (B.Ed.,) in teacher training in the colleges of education have been selected.

The investigation is confined to optional I English students except Commerce and Tamil.

The study was to be conducted only in a limited period. Due to time constrain more time could not be allotted for this purpose.

The study is limited to the optional I (English) teacher trainees of Sri Raajan College of Education at Amaranavathipudhir, Karaikudi.

The study is limited to pronunciation development and not other skills in English.

The study is limited to segmental levels of pronunciation.

The study is limited to only three strategies.

The study is limited to a very small sample.

6.16. EDUCATIONAL IMPLICATIONS

The main problem which concerns all teachers at all stages of teaching is the facilitation of learning, as teachers are regarded as the facilitators of learning. Only effective teaching leads to purposeful learning. For this teachers can use successful techniques of teaching. Teaching techniques may vary depending upon the language of subject we teach and largely depend upon the biological, psychological and environmental background of the learner. This new approach is expected to bring fruitful results to the students. The selected strategies develop the students’ pronunciation level.
These selected strategies enhance the standard of pronunciation of the trainees. Though this approach was used for experimentation only in teaching English among the B.Ed., optional I English teacher trainees, for enhancing pronunciation, it can be applied to teach other languages at all stages such as school, colleges and universities.

The selected strategies of pronunciation relieve the teachers from boredom of using traditional methods for a longer period. Along with the students the teachers too enjoy their teaching as it gives chance for them to practice their job on a new path.

The curriculum planners, educational thinkers, heads of the institution, have to take keen interest and provide continuous opportunity to the students for their pronunciation development.

The students’ health problem plays a vital role in affecting their pronunciation. So every institution can have medical specialists, especially in the field of ENT.

The teacher oriented affecting factors play a vital role in the poor standard of pronunciation. So Tamil Nadu teacher Education University and UGC academic staff college can conduct refresher courses for the teachers with respect to their performance in the classrooms.

English language clubs and labs can be established in every teacher education institutions under the guidance of experts in English language.

Lack of proper pronunciation limits an individual’s scope of conveying his ideas to others. So continuous training in pronunciation development can be undertaken.
Audio visual aids can be maintained and used frequently in the English classes. Ample opportunity for each student can be given to speak in English.

Language classrooms can be well equipped with mikes, television, DVD players, headphones, speakers, UPS, computers etc.,

The present study reveals that the standard of pronunciation of the B.Ed. optional I English teacher trainees was good because of the utilization of the selected strategies.

6.17. SUGGESTIONS FOR FURTHER RESEARCH

This study provides the researcher a new line of thought in English teaching. This study also provides an opportunity for the researcher to identify the learners’ practical difficulties in acquiring pronunciation. The teacher oriented factors are identified as mainly responsible in affecting the pronunciation of the learners.

The following suggestions for further research are evolved from this study.

The present study was aimed only at teaching English pronunciation especially the sounds in English pronunciation among the B.Ed., optional I English teacher trainees. Similar studies may be carried out in teaching suprasegmental features of pronunciation such as stress patterns, intonation, and other features such as prose, poetry, drama, fiction, grammatical items, and basic skills of the language listening, speaking, reading and writing.

The present study was carried out only with a very limited sample. The sample size may be increased to generalize the findings.
The study has been limited to the B.Ed., optional English teacher trainees and it can be expanded to DIET teacher trainees, primary school, secondary school, higher secondary schools, colleges and university classes also.

Separate studies may be carried out for boys and girls.

The study may be conducted in the other B.Ed., colleges in Tamil Nadu.

Though the study was designed for the benefit of the B.Ed., teacher training of Non-English speaking areas, it can be carried out in the English speaking areas as well.

A survey study can be undertaken to assess the awareness of students and teachers on the importance of pronunciation and pronunciation strategies.

The same study can be done in other Indian languages as well.

A textbook analysis study can be done to assure the level of importance of pronunciation in English text books.

A follow-up study can be undertaken to improve the academic achievement of the students.

6.18. INSIGHT BASED ON THE REVIEW

The study was concerned with B.Ed., optional I English teacher trainees who achieved better in English pronunciation only due to the selected strategies. At first the teacher trainees had felt some difficulties in pronunciation due to lack of knowledge in speech sounds. After knowing the rules and principles of pronunciation they equipped themselves better with pronunciation. This coincides
with the concept of James, Rusman and Evans (1994) who stated that students with prior exposure to phonological rules and principles although they do not always produce more accurate pronunciation seem to be better equipped to assess their own speech.

The investigator found that the students taught through the selected strategies exhibited more confidence than the control group students. This finding coincide with the concept of Fraser (1999) who stated that having confidence in articulation, students get room to express themselves in conversation without any hesitation or fear.

The teacher trainees who were taught through the selected strategies are very interested to teach what they have learnt. This is coinciding with the statement of Jenkins (2005) that the more teachers learn the more likely they will implement it in their classrooms.

Gilbert (1984) said that if learners cannot hear English well and cannot be understood easily, they are cut off from the conversation. This coincided with the students at the initial. After implementing the strategy audio assistance, the students got ample opportunities to listen to sounds and understood the way the sounds are produced. This helped them to acquire confidence to indulge in conversations.

The strategy segmentation and blending made the teacher trainees good at phoneme discrimination. This associated with the concept of Celce Murcia (1991) who stated that without phoneme discrimination skill, students can neither express themselves nor understand others.
6.19. CONCLUSION

As English has become the language of the world, it is very essential to attain mastery over the language, in order to get frictionless flow of communication. Pronunciation catches the vital position in accelerating both academic and field excellence of the students. It is helpful not only in improving the academic aspects, but also in making our knowledge wider than ever. The selected strategies of pronunciation are being a great tool in getting spontaneity in reading and speaking and also enrich the fluency of the student further and further. The selected strategies clear all the stumbling blocks and make the process of pronunciation ever smoother. Therefore regular practice in reading, based on the strategies could be encouraged, promoted and rewarded.

The researcher wishes to conclude that this study is only the beginning and not the end as there is a wider scope for further continuation in this area of research.