

Notice for the PhD Viva Voce Examination

Mr Diwakar P (Registration Number: 1730094), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend his PhD thesis at the public viva-voce examination on Tuesday, 27 August 2024 at 10.30 am in the Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis : **Effect of Phonological and Phonetic Intervention on Proficiency in English Pronunciation and Oral Reading among Bengaluru Teacher Trainees**

Discipline : **Education**

External Examiner - I : **Dr Sudhakar Venukapalli**
Professor
Department of Education
The English and Foreign Languages University
Hyderabad
Telangana State -500007

External Examiner - II : **Dr Nasrin Mujib**
Professor
Department of Education
Aligarh Muslim University
Uttar Pradesh - 202002

Supervisor : **Dr Kennedy Andrew Thomas**
Professor
School of Education
CHRIST (Deemed to be University)
Bengaluru – 560029
Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 21 August 2024



Registrar

ABSTRACT

The study investigated the effect of phonological and phonetic intervention in developing English pronunciation and oral reading proficiency among teacher trainees of Bengaluru. Employing a single-group pre and post-test intervention design, the researcher developed intervention modules focusing on phonology and phonetics, with a segmental approach targeting individual sounds. The research comprised five stages: initial expert opinions, a preliminary study, intervention modules development and validation, pilot testing for tool reliability, and the main study. Oscillo-graphic and observation methods were applied to assess participants' pronunciation and oral reading progress in proficiency levels, with Communicative Language Learning (CLL) and Audiolingual approaches adopted for intervention instruction.

The National Assessment of Educational Progress Scale for Reading and Pronunciation (NAEP) measured scores, supported by audio-to-text phonetic transcription software and Audacity recording software for analysis and determining the scores. The experimental study involved 104 teacher trainees from Bengaluru, India, selected through stratified random sampling from a population of 1470 English method students. Assessment tools demonstrated strong reliability (Cronbach Alpha = 0.873). Non-parametric tests revealed significant differences ($p < 0.05$) between pre and post-intervention scores in phonological and phonemic awareness and oral reading. Wilcoxon signed-rank tests indicated significantly higher post-intervention scores ($p = 0.001$), while tests on gender, age, and qualification revealed non-significant results. Progressive improvement during intervention was statistically significant ($p = 0.001$), positively impacting teacher trainees' proficiency. The study revealed the importance of language proficiency, particularly in English pronunciation and oral reading, among teacher trainees, advocating for technology-integrated interventions in phonology and phonetics. This research provides valuable insights for policymakers, universities, B.Ed. Colleges and teacher educators.

Keywords: Phonology, Phonetics, Intervention, Proficiency, Oral Reading

Publications:

1. Prahaladaiah, D., & Andrew Thomas, K. (2024). Effect of phonological and phonetic interventions on proficiency in English pronunciation and oral reading. *Education Research International*, 2024, 1–18. doi:10.1155/2024/9087087.
2. Prahaladaiah, D., & Andrew Thomas, K. (2018). Multilingualism in English language teaching: perceptions of students and teachers of Bengaluru on regional languages in ELT. *Smart Moves Journal IJELLH*, 6, (2).