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Introduction of English Phonemes in Curriculum of 6th Grade in Federal Government Schools

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ABSTRACT

The syllabus of English in Public Institutes is set in line with the Policy issued by the Ministry of Education in 2006. A very important factor, i.e., Teaching of Phonetics is missing from the syllabus prescribed in public schools. This paper recommends that Phonetics should be included in the curriculum of English in Federal government schools for making students communicatively competent. This paper uses the principles of The Reform Movement as the basis and Henry Sweet as theorist. To prove the hypothesis, data has been collected with the help of two questionnaires. The data was then analyzed by using IBM © SPSS and MS Excel. The

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analyses support the hypothesis of this paper and identify the need of Phonetics in the syllabi of Grades I – XII, prescribed by Ministry of Education, and as first initiative inclusion of 44 Phonemes in syllabus of English for 6th grade students of Federal government institutes.

Key words/Terms

Phonemic Awareness, Phonetics, Phonemes, Phonemic Chart, Communicative competence, 6th Grade Curriculum

ACRONYMS

MoE Ministry of Education

UNESCO United Nations Educational, Scientific and Cultural Organization

IT Division Information Technology Division, Ministry of Information Technology, Government of Pakistan

Types of Educational Institutions in Pakistan

Pakistan is a developing country. The education system in vogue is not a unified and standard one, rather assorted and perplexed. There are two types of Educational Institutes: Public and Private, having different syllabi, medium of instructions and teaching methodologies. Certainly, most of the students are enrolled in Public or Government educational institutes. The variation in medium of instructions, practiced in these educational institutes, is an issue that affects the understanding of students.

Recommendations of the Ministry of Education, Pakistan

Ministry of Education, Islamabad, recommends and designs curricula for the Government Educational Institutes from Ist to XIIth grade, throughout Pakistan. As per the National

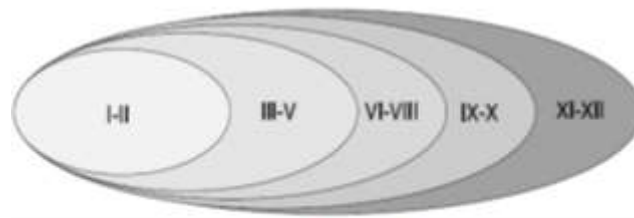
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Curriculum for English Language Grades I – XII, issued by the Ministry of Education (2006), the curriculum of English for these grades is set, while keeping in view the importance of English as a language of worldwide communication, which may lead the students towards better opportunities of getting higher education and career possibilities. English, hence, is required to be taught to masses, without discrimination of social class, for personal, professional and economic development. Keeping in view this aspect – as is claimed – English has been introduced from grade one and is compulsory till graduation.



(MoE, 2006; 4)

From Grade I – XII, five developmental levels have been identified in relevance with the age and intellectual level of students. These are divided with regard to different grades. Nevertheless, education from I – XII is fundamentally whole. And the curriculum designing for each grade is directly relevant to the other grades, and has an impression thereon. Of these levels, the middle school level, or Grade VI – VIII is of most importance. At this level, a lot of training is to be done, especially with the basics of language work to build a strong and suitable foundation with the language. Due consideration is given to comprehensive teaching instead of covering wide areas. This level marks a transitional point, where students move towards more practical education i.e. Secondary School and Higher Secondary School Level.

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Five Competencies

In designing of curricula for English through these grades, five (5) competencies and eight (8) standards have been marked (MoE, 2006; 7):

Competency 1: Reading & Thinking Skills

Competency 2: Writing Skills

Competency 3: Oral Communication Skills

Competency 4: Formal & Lexical Aspects of Language

Competency 5: Appropriate Ethical and Social Development

Summary of Competencies and Standards

C1	Reading and Thinking Skills	S1	All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment
		S2	All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.
C2	Writing Skills	S1	All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.
C3	Oral Communication Skills	S1	All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.
C4	Formal and Lexical Aspects of Language	S1	Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.
		S2	Vocabulary: All students will enhance vocabulary for effective communication.
		S3	Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written
C5	Appropriate Ethical and Social Development	S1	All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

English is Taught as a Subject, Not as a Second Language

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English, in Government institutes throughout Pakistan, in practice is not taught as a Second Language, rather as a subject that is divided basically in two parts: Literature and Grammar. In case of English Language Teaching (ELT), most important aspect of a language, i.e.. *a system of communication* (Richards & Schmidt; 2010), is neglected and not given due consideration.

One of the primary objectives of learning a second language is to be **communicatively competent** in the target language. Practically, the prescribed curriculum does not fulfill towards wholly accomplishing of this objective. The present curriculum is examination-based and the students only take it as a *difficult subject*, which they only have to pass at the end of the year in their final examinations. The emphasis on literature and grammar does make them good at writing and reading, though not up to par, yet no emphasis is given to speaking and listening. Even though English is the most popular second/foreign language in the world, the curriculum does not give due consideration to pronunciation despite the fact that the four main communication skills (reading, writing, listening and speaking) have equal importance.

This lack in the curriculum results in producing learners, who are not at all competent to speak or better apprehend speech in the target language, i.e., English language. They are hence low motivated and less confident. Even after attaining higher levels of education, such as Masters, such students fail to accomplish communicative proficiency in speaking and listening in English language. The lack of a strong base in English language obstructs their performance in practical life, no matter to what walk of life they belong to.

Courses to Overcome Such Deficiencies

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To eradicate this deficiency, such students – despite having bagged higher educational degrees – join different language courses of different institutions, such as National University of Modern Languages. A survey would reveal that most of such students have had their education in Government institutions. After facing obstructions in their practical life and identifying the need for being communicatively competent in English language, these students have to invest their time and financial resources. If this problem is addressed at the initial stage of education, given due consideration and English language is treated as a Second Language, it will certainly improve their competence and will indeed make them academically more prolific.

Theoretical Framework

The importance of Phonetics in the teaching of a second language is greatly discussed. A number of linguists believe that this is a definite necessity for improving the speaking and listening skills. Henry Sweet (1877) regarded Phonetics as “the indispensable foundation to all study of language”. He also identifies (1900) two fallacies pertaining to pronunciation:

- I. *Fallacy of Imitation*: Pronunciation can be learnt by mere imitation.
- II. *Fallacy of Minute Distinctions*: Such distinctions can be disregarded.

He nullified (1900) the thought that pronunciation can be learnt by mere imitation by presenting a sane fact that the nearer the approach to maturity the greater the difficulty to acquire new language sounds. The second fallacy was countered while claiming that disregarding minute distinctions is like asking that bad pronunciation doesn't matter, which clearly isn't the case.

Henry Sweet advocated the famous Reform Movement that emerged in the backdrop of creation of International Phonetic Association in 1886. The association designed International Phonetic Alphabet (IPA) that was to record the sounds of a language. Richards & Rodgers (1986) identify the goals of the association as under:

1. The study of the spoken language
2. To develop good pronunciation, proper training in Phonetics
3. The use of conversation texts and dialogues to introduce conversational phrases and idioms
4. An inductive approach to the teaching of grammar
5. Teaching of meanings by founding associations using the target language and not the native language

This clearly indicates that for better speaking and listening skills, a learner has to have good pronunciation that can only be gained if Phonetics is taught to them.

Objectives

This research paper shall not merely discuss the problems of students faced and the importance of introducing Phonemes of English language but it will also try to look into feasible methods of teaching these to students and different related activities.

The process of introducing Phonetics is a gradual process. This should start from basic level of 6th grade. This paper recommends that 44 phonemes, i.e., 24 consonants and 20 vowels may be taught to students of 6th grade initially and in higher grades the more complex phonetic ideas would be introduced following a gradual process.

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This paper discusses as to whether the curriculum of English, prescribed by MoE for the 6th grade may be modified and amended to better steer the teaching of English as a second language.

LITERATURE REVIEW

As per the Natural Order of language acquisition in accordance with the Naturalistic Principles of language learning, a child acquires listening and speaking skills much earlier than reading and writing skills. The primary objective of learning a second language is to speak it with competence and proficiency, pronouncing the words properly and accurately. All the ESL learners dream to have native-like spoken accuracy and fluency in the target language. This aspect is directly linked to a better pronunciation. Undoubtedly, poor pronunciation results in incomprehensible understanding between the speaker and listener, resulting in loss of self-confidence (Morley 1998).

Pronunciation has a close relation between the cognitive and physiological processes, as while acquiring new sounds, learners reorganize the articulatory processes (Lund; 2003). Hence, better pronunciation develops ease in understanding each other and motivates the participants to listen, whereas bad pronunciation would only confuse listeners and cause misunderstandings. Despite the acquisition of advance grammatical structures and rich arsenal of vocabulary, without proper pronunciation these are of no use.

Pronunciation is related to prestige, relating to competence, intellect and social status (Gelvanovsky; 2002). It can provide basic information about the orator's social origin. A widely discussed example in literature is the work by George Bernard Shaw's Pygmalion (1916), where

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he opines that most important and vital component of gentility is the flawless speech, which can make an untidy flower girl to be seen as an equal of a duchess. It is also most noticeable distinction for non-native speakers. It also is related to the vital factors for social and economic success including intelligence, diligence, persuasiveness, etc. (Hudson, 1980; Dalton & Seidlhofer, 1994).

Kelly (1969) regarded pronunciation as the '*Cinderella of Language Teaching*' mainly because of its complex nature. Not all learners can get native-like pronunciation in a second language and that also if they learn a second language after attaining puberty (Lenneberg; 1967). The age of learners is of vital importance in learning pronunciation (Harley, 1986; Mackay, Flege & Imai; 2006). The general agreement in different researches is that the younger a learner is the better. Younger learners tend to learn a second language quickly and easily than the adult learners (Mayberry & Lock, 2003; Ellis, 2008; Larsen Freeman, 2008). Hence, the learners will be more competent in speaking, if they are taught phonemes at an early stage or in schools. Not necessarily speaking and listening, teaching of phonemes and phonemic awareness improves, undeniably, reading proficiency as well (Lesaux & Siegel; 2003). A strong correlation exists between a child's phonemic awareness and later reading achievement (Klett Gyovai, et al., 2009).

Phonemic Awareness

Research reveals that young students first hear individual phonemes and afterwards become able to identify the printed symbols (Klett Gyovai, Cartledge, Lourea, Yurick & Gibson;

2009). The students are first required to segmenting words into phonemes and blending these into words. This is what we refer to as Phonemic awareness.

International Reading Association (IRA) (1998) describes Phonemic awareness, especially Phonemic Segmentation (Klett Gyovai, et al. 2009), as the single most powerful forecaster for reading and spelling skills in the initial years at school. The ability of a learner to disintegrate a word into phonemes and integrate these into word is called Phonemic Segmentation.

Children would feel it difficult to distinguish and pronounce English phonemes may be because some of these are not present in their native language such as Urdu, or may be because some of these conflict with the phonemes of native language (Antunez, 2002; August, 2003).

Teaching Phonemes

Teaching of phonemes would require the students to know about the relation between letters and sounds. A certain consonant or vowel would depict one or more sounds. Since the 6th graders know how to write and use Urdu and to some extent English as well, it would be difficult for them to anticipate similar symbols producing different sounds. Since Urdu and English have different writing forms, (i.e., Arabic and Roman respectively) students would require detailed descriptions regarding the similarities and differences between Urdu and English (Peregoy & Boyle, 2000).

The effects of direct and systematic phonological awareness instruction for 7th grade students were examined by Swanson, Hodson & Schommer (2005). Most of the students had opted English as L₂. The study settled that the systematic instruction, emphasizing mainly on the Language in India www.languageinindia.com

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phonological awareness, supported the students to be efficient in reading as well as speaking i.e. reading expression (Swanson, Hodson & Schommer, 2005; 339). A study by Stuart (1999) found encouraging results of the systematic phonological program for the Bangladeshi children in England. Most relevant is the program discussed in *Success for All* (Slavin & Madden; 2001) that provides a model wherein schools are to be provided with the curriculum material emphasizing systematic phonics for 2nd – 6th grades students (Slavin & Cheung, 2003; 23).

In nutshell, students have to have knowledge of English letters (alphabet) and sounds (phonemes) as it is imperative for auditory discrimination of sounds. A learner needs to have working knowledge of sounds of L₂ for better speaking (Grabe; 2009).

DATA COLLECTION

It is a blend of quantitative and qualitative methods. It is quantitative as the validity of the hypotheses is principally dependent on the statistical data acquired through questionnaires. The analysis and commentary over the statistical data collected makes it qualitative. The data was analyzed using software designed with a perspective of research, e.g., IBM © SPSS and Microsoft Excel. The data was arranged in Frequency Tables for analysis.

The data collected is two dimensional. Two questionnaires were distributed, each having ten questions. One was made for and served to 28 teachers, who teach English to the 6th grade students in Federal Government institutes of Islamabad/Rawalpindi. The second questionnaire was made for and served to 100 students, who are enrolled in ‘Special Diploma in English Language Course at National University of Modern Languages (NUML)’.

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The first questionnaire included questions specific to the personal skills of the teacher e.g. as to whether the teacher has learnt Phonetics and has knowledge about the phonemes? It also encompasses questions that are related to the progress of such students in practical life, who are unaware of Phonetics and are not taught this at school level. The teachers were expected to answer and envisage that as to what extent English language leads the students towards better opportunities in professional fields.

The second questionnaire was supposed to provide the data imperative to understand as if lack of communicative competence in English has been a hindrance in their professional development and is this the primary reason for which they have enrolled in language courses? The questionnaire was served to those students who have some know-how about Phonetics.

DATA ANALYSIS

1. Questionnaire for Teachers

The data obtained from first questionnaire, distributed to the teachers, was fairly in agreement with the hypotheses of this paper.

Age of the Participants

Age	20-25	26-30	30-40	40-50	50 >	TOTAL
Frequency	8	8	4	4	4	28

Experience of the Participants

Years	1-4	5-8	9-10	10-20	20 >	TOTAL
Frequency	6	12	3	5	2	28

Q1. You teach Phonemes of English Language to your students of 6th Grade

Option	Frequency	Percent
Yes	8	28.6
No	20	71.4
Total	28	100.0

Despite non-inclusion of the phonemes in the English syllabus of 6th grade, prescribed by the MoE, 29% teachers opted that they do teach phonemes to their students. This shows that teaching of Phonemes does have practicality and positive implications.

Q2. You have studied Phonetics as a subject.

Option	Frequency	Percent
Yes	20	71.4
No	8	28.6
Total	28	100.0

Most of the teachers (71%) have studied Phonetics as a subject themselves whereas the remaining of the participants (29%) have not. This is remarkable to show that teachers without being trained properly to teach Phonetics at public schools are able to perform this task well as they already have studied Phonetics as a subject.

Q3. Lack of proper communication skills in English language obstructs learners' advancement in professional and practical life.

Option	Frequency	Percent
Strongly Agree	22	78.6
Agree	4	14.3
Not Sure	2	7.1

Option	Frequency	Percent
Strongly Agree	22	78.6
Agree	4	14.3
Not Sure	2	7.1
Total	28	100.0

In principle, almost 93% of the participants believed that lack of communication skills in English language hinders the advancement of Students in practical and professional life, wherein, 79% of the participants ‘Strongly Agreed’ with this statement.

Q4. Teaching of phonemes improves the pronunciation and speaking skills.

Option	Frequency	Percent
Strongly Agree	19	67.8
Agree	9	32.2
Total	28	100.0

Q5. Comprehension of phonemes improves the listening skills.

Option	Frequency	Percent
Strongly Agree	20	71.4
Agree	4	14.3
Not Sure	4	14.3
Total	28	100.0

86% participants agreed with the statement and opined that teaching of phonemes improves the pronunciation and speaking skills. Whereas 71% strongly agreed that teaching of phonemes also improves the listening skills of students.

Q6. Mastery in phonemes develops self confidence in the learners.

Option	Frequency	Percent
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Strongly Agree	24	85.7
Agree	4	14.3
Total	28	100.0

All the worthy participants agreed that teaching of Phonemes and Phonetics would develop self-confidence in the learners, an Affective Principle described by H. D. Brown (1994; 62) necessary for teaching of second language.

Q7. Teaching of Phonetics develops motivation in the learners to learn English (L2).

Option	Frequency	Percent
Strongly Agree	20	71.4
Agree	4	14.3
Not Sure	4	14.3
Total	28	100.0

85% of the participants believed that teaching of Phonetics motivates the students to learn English as a second language. Motivation is again an important factor to be considered in language teaching. 15% were not sure about it.

Q8. Knowledge of Phonemes also improves the Reading Skills.

Option	Frequency	Percent
Strongly Agree	8	28.6
Not Sure	20	71.4
Total	7	100.0

Only 29% agreed that Phonetics has a positive influence on Reading skills whereas the rest 71% believed it so to some extent.

Q9. Audio-Lingual method (ALM) facilitates the teaching of Phonetics.

Option	Frequency	Percent
Strongly Agree	4	14.3
Agree	4	14.3
Not Sure	20	71.4
Total	28	100.0

One of the objectives of this paper was to prescribe a suitable method of teaching for the Pakistani teachers. For this ALM was considered. However as evident from the analysis this is not the best option considered by 71% participants. 29% agreed with the statement.

Q10. Teaching of Phonemes should be included in the syllabus of 6th grade.

Option	Frequency	Percent
Strongly Agree	16	57.1
Agree	4	14.3
Not Sure	8	28.6
Total	28	100.0

Conclusively, the worthy teachers, participants of this survey, were asked to comment as to whether the teaching of phonemes should be included in the syllabus of 6th grade? 71% of the participants agreed with this idea whereas 29% were not sure about it.

Questionnaire for Students

The data obtained from second questionnaire, distributed to the students, also was in agreement with the hypotheses of this paper.

Age of the Participants:

Age	20-25	26-30	30 >	TOTAL
Frequency	41	52	7	100

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Education of the Participants:

Education	Master	Graduate	Undergraduate	TOTAL
Frequency	12	88	0	100

Q1. Lack of communicative competence in English obstructs progress in practical and professional life.

Option	Frequency	Percent
Strongly Agree	70	70.0
Agree	30	30.0
Total	100	100.0

Out of the 100% participants, who agreed with the idea that lack of communication skills in English language hinders advancement in professional and practical life, 70% strongly agreed with this statement.

Q2. Students enroll in language courses to improve their communicative competence.

Option	Frequency	Percent
Strongly Agree	60	60.0
Agree	10	10.0
Not Sure	30	30.0
Total	100	100.0

70% of the participants stated that they have joined the language course to improve their communication skills in English Language.

Q3. Phonetics is taught in this language course.

Option	Frequency	Percent
Strongly Agree	70	70.0
Agree	30	30.0

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Option	Frequency	Percent
Strongly Agree	70	70.0
Agree	30	30.0
Total	100	100.0

Q4. Phonemes of English language are taught in this language course.

Option	Frequency	Percent
Strongly Agree	63	63.0
Agree	9	9.0
Not Sure	28	28.0
Total	100	100.0

NUML offers teaching of Phonetics to the students of Special Diploma in English Language; hence 72% participants opined that they learn Phonetics/Phonemes of English language.

Q5. Phonetics improves the communicative competence.

Option	Frequency	Percent
Strongly Agree	57	57.0
Agree	13	13.0
Not Sure	30	30.0
Total	100	100.0

70% participants agreed with the statement that Phonetics does improve the Communicative Competence. 30% of the participants were not sure about it. No participant categorically disagreed.

Q6. Phonetics improves pronunciation and speaking skills.

Option	Frequency	Percent
Strongly Agree	60	60.0
Agree	13	13.0
Not Sure	27	27.0
Total	10	100.0

Majority of the participants (70%) can be seen to have agreed that Phonetics improves pronunciation and speaking skills.

Q7. Phonemes and Phonetics also improve reading skills.

Option	Frequency	Percent
Strongly Agree	47	47.0
Agree	12	12.0
Not Sure	13	13.0
Disagree	28	28.0
Total	100	100.0

69% agreed that knowledge of Phonetics improves the reading skills hence communication skills; Speaking, Reading and Pronunciation.

Q8. If you were taught Phonemes at school level, would you have taken admission in the language course?

Option	Frequency	Percent
Yes	11	11.0
Not Sure	19	19.0
No	70	70.0
Total	100	100.0

It was the only direct question to the participants to have a clear idea as to whether they would need any additional Language course if they were taught Phonemes (Phonetics) at school level. 70% categorically disagreed and believed that in such case they would not need any language course.

Q9. Teaching of Phonetics at school level would be very useful.

Option	Frequency	Percent
Strongly Agree	32	32.0

Agree	25	25.0
Not Sure	23	23.0
Disagree	12	12.0
Strongly Disagree	8	8.0
Total	100	100.0

57% of the participants agreed with the statement that teaching of Phonetics at school level would be useful. 23% were not sure about it, whereas 20% disagreed.

Q10. Phonemes of English language should be introduced in 6th grade curriculum.

Option	Frequency	Percent
Strongly Agree	48	48.0
Agree	12	12.0
Not Sure	18	18.0
Disagree	22	22.0
Total	100	100.0

A total of 60% participants conclusively supported the idea of introducing phonemes to the 6th grade students of public schools. 20% were not sure about it and 20% disagreed with the hypothesis.

CONCLUSION

Analysis of the data gathered via the two (2) questionnaires from teachers and students supports the hypotheses of this paper. The sole purpose of questioning and obtaining the worthy opinion from the teachers was to ascertain as to whether it is necessary to teach Phonetics, in general to students of Public institutes, and phonemes, in particular to students of 6th grade in public institutes.

It is an amazing fact to consider that 29% of the teachers, who participated in the survey, claimed that despite non-inclusion of Phonemes in the curriculum of English for 6th grade prescribed by the MoE, they still teach their students phonemes, specifically vowels, and go an extra mile to make their students better aware and communicatively competent. On interviewing such teachers, who teach phonemes to their students, it was told that vowel sounds are imperative to make students aware about using the article (an). If the traditional 5 vowels; i.e. a, e, i, o & u, are taught without telling them about the 20 vowel sounds, students will remain unable to correctly use this article before words like *Honour, Heir, Honest, Hour* etc.

The majority of the teachers believe that lack of proper communication skills hinders the performance and development of students in practical and professional life. They also agreed that teaching of phonetics is mandatory to improve pronunciation of students. Pronunciation not only is the most imperative element of speaking skills but also confers to students the confidence that makes them fluent and accurate speaker. Teaching of Phonetics not only improves Speaking Skills but positively influences other communication skills like listening and reading as well.

The idea of including Phonetics in the syllabus of English for 6th Grade was supported by the majority of English for Grades I – XII. Similarly, 71% of teachers also opined that teaching of phonemes would be useful for the students, and it should be included in the curriculum of 6th grade English.

Recommendation and Implications

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In view of the aforementioned discussion and data analysis, it would be safe to say that the hypothesis of this paper is supportable by facts and figures. This initiative is important because it would become a model to:

a. Eradicate the Discrimination Between Public & Private Institutes:

It is an awful fact that steep difference and discrimination exist between the prescribed curricula for English in Public and Private schools. In private institutes, emphasis is given on English as a functional language, stressing upon English as a Second Language and with a focus on strengthening the Communicative Competence of the students. Introduction of Phonetics in public schools would be a step towards the eradication of this discrimination. Specifically, after the devolution of Federal Ministry of Education as a result of 18th Amendment in the Constitution of Pakistan, all provinces have to develop their own curriculum policy and so its about time that this aspect of English language teaching is given due consideration.

b. Modernizing the Teaching Methods:

In public institutes, due consideration is not given to employ modernized teaching methods. Same teaching method is applied in all courses, at all levels. Teachers, while teaching Phonetics, would have to follow different methods. This would enrich their capabilities and teaching skills.

c. Using of Audio-Visual Aids (AVAs):

As per the Development of Education, National Report of Pakistan (July, 2004), issued in by UNESCO in collaboration with the Ministry of Education, Government of

Pakistan has provided 5,000 IT labs to Public schools in association with the IT Division. It would be apt and useful for the students, if AVAs are used to teach Phonetics to the students. Teaching of phonemes requires proper enunciation of phonemes. The more comprehensive is the input, the more quick would be the learning process (Krashen; 1982). Teachers may use Flash© Files (.swf) to show students the proper pronunciation of each phoneme. Internet is full of material that is relevant and helpful in teaching of Phonetics.

d. English as a Second Language:

In the introduction of this paper, it was discussed that in public institutes, English is not considered, taught and learnt as a second language rather as a difficult subject merely. Anwar Masood, a satirical poet of Urdu says:

دوستو! انگلش ضروری ہے ہمارے واسطے
فیل ہونے کو بھی اک مضمون ہونا چاہیے

[English is essential for us, my friends. There should be a subject to fail in.]

If practical aspects of English language, such as Phonetics, are taught to students, we can certainly help our students to study it as a second language and not just an annoying subject. Nonetheless, proficiency in English language is crucial for development in their professional and practical lives.

e. Opportunities and Advancement of Students:

The students, conclusively, would be better able to thrive and flourish in their respective walks of life, if they would be communicatively competent in English

language. Teachers as well as students believe thoroughly that lack of this competence may impede their development. One of the primary reasons for more students enrolling in English language courses each semester is the ‘Career Ambition’. Both in Private and Public sectors, English language proficiency is considered a must for professional success and growth. To be communicatively competent in English language, hence, benefits to avail the opportunities of higher education in foreign institutes and positively affects learners’ psychology by developing self-confidence and motivation.

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APPENDICES

MODEL QUESTIONNAIRE # 1

Name _____ Experience _____

Age _____ Institute _____

1. You teach Phonemes of English language to your students of 6th grade

Yes To some extent No

2. You have studied Phonetics as a subject.

Yes To some extent No

3. Lack of proper communication skills in English language obstructs learners' advancement in professional and practical life.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. Teaching of Phonemes improves the pronunciation and speaking skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. Comprehension of Phonemes improves the Listening skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. Mastery in Phonemes develops self-confidence in learners.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. Teaching of Phonetics develops motivation in the learners to learn English.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. Knowledge of phonemes also improves the reading skills.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

9. Audio-Lingual method (ALM) facilitates teaching of Phonetics.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. Teaching of phonemes should be included in the curriculum of English for 6th grade students.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

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MODEL QUESTIONNAIRE # 2

Name _____ Age _____

Qualification _____ Occupation _____

Language course _____ Institute _____

1. **Lack of communicative competence in English obstructs progress in practical and professional life.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. **Students enroll in language courses to improve their communicative competence.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. **Phonetics is taught in this language course.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. **Phonemes of English language are taught in this language course.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. **Phonetics improves the communicative competence.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. **Phonetics improves pronunciation and speaking skills.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. **Phonemes and Phonetics also improve reading skills.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. **If you were taught Phonetics at school level, would you have taken admission in language course?**

Yes Not Sure No

9. **Teaching of Phonetics at school level would be very useful.**

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Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. **Phonemes of English language should be introduced in 6th grade curriculum.**

Strongly Agree Agree Not Sure Disagree Strongly Disagree

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