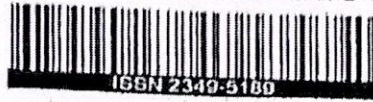


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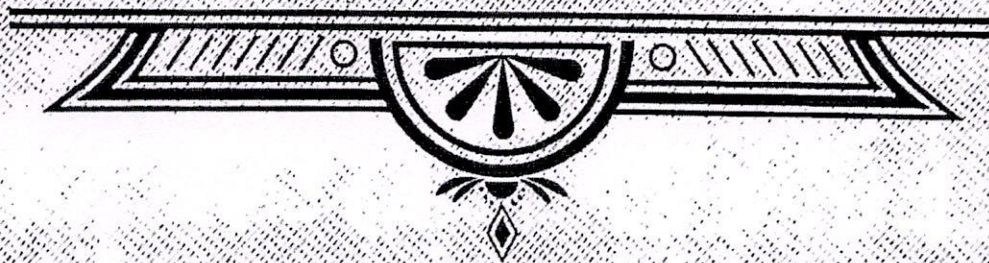


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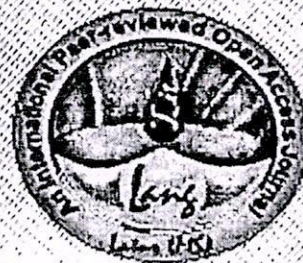
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**DIGITAL TECHNOLOGY IN TEACHING ENGLISH
PRONUNCIATION TO THE LEARNERS OF ENGLISH AS A SECOND
LANGUAGE****DR. D. S. CHOUDHARI,**Dept. of English,
Maharashtra Mahavidyalaya, Nilanga,
Dist. Latur (M.S.)**ABSTRACT:**

The present paper is an exploration of the various digital technologies, tools, and services available for teaching English as a Second Language. The study aims at providing a rationale for the application of digital technology in the English language classrooms. As there are numerous websites, software, and mobile applications designed in order to ease the pedagogy of teaching of pronunciation, it is required to first decide which tools, technologies and devices are the most suitable. Therefore, a list of criteria deemed appropriate in almost all ESL teaching conditions are added and are also elaborated on. The recent research dealing with teaching the pronunciation of the segmental elements of English in comparison to teaching of the pronunciation of suprasegmental elements are referred to in order to recommend a suitable element. The study mainly focuses on the select digital technologies, software, websites and mobile applications most useful in our learning conditions. Finally, recommendations are provided based on the study of teaching English pronunciation to the Learners of English as a Second Language.

Key-words: Teaching Pronunciation, Digital Technology in Language Teaching, Teaching English Pronunciation, and The Received Pronunciation of English.

Introduction:

Digital technology, especially Information and Communication Technology is being used in almost every field of study and pedagogy is no exception to it. Today, there are multitudes of digital gadgets, tools, and services to ease the pedagogical processes like teaching, learning and evaluation etc. They are easily accessible to all through computers, laptops, and handheld devices like mobiles. However, teaching a language is a highly complex process due to the complexity of the human and non-human factors involved in it. Teaching pronunciation is a semi-mechanical process. Some aspects of it are mechanically repetitive, while some others can only be effectively imparted through human involvement in it. Digital technology can be helpful in carrying out the mechanical and repetitive tasks where human interference or intelligence are not always demanded. Therefore, it is needed to decide the tools and techniques recommendable to the students. In today's global context, the intended consumers of a tool or technique are not always the one actually using them. Therefore, the task of the teacher will be to check if his or her students fit into the intended users of the tool or technique in question. First, it needs to be outlined what digital technology offers for English language teaching.



The present research article is divided into these sub-points

1. The Rationale and Significance of Using Digital Technology for Teaching Pronunciation
2. The Criteria for the Selection of the Tools and Technologies
3. Segmental and Supra-segmental Elements of Language and the Teaching of Pronunciation
4. Digital Tools and Technologies for Teaching Pronunciation
 - 4 A) Websites on Segmental Elements
 - 4 B) Mobile Applications about Phonology of English
 - 4 C) Audio-grammar and Audio Recording Facility Apps
 - 4 D) Video Flipping Websites and Applications
 - 4 E) Online Dictionaries Software and Applications
5. Pronunciation
6. Words Card

1. The Rationale and Significance of Using Digital Technology for Teaching Pronunciation

Besides the above mentioned reasons of using digital technology in teaching pronunciation, there are other major reasons, the use of it

1. To show the mechanics of articulation of a sound. Digital tools are very useful in showing the whole process of the articulation of a sound. Where a diagram can show only a position in the articulation, the technology can show the movements of the speech organs involved in the articulation. (Harvard & Dixon 2005).
2. The Ease of Teaching and Learning. Digital tools and services are accessible around the clock and at every corner of our planet. The lessons can be repeated over and over again till the learner masters the skill and the learners are more comfortable in learning through trial and error than in a classroom situation.
3. Easy accessibility of technology. The resource materials like standard books, audio and video CDs and DVDs etc. are not available to all and at all times. Digital tools have wide and deep reach across all the sections of society.