ABSTRACT

Present study investigates the effectiveness of Text to Speech (TTS) software for improving pronunciation of Graduation level students. This study was an attempt to scrutinize the efficacy of Text to Speech Software in decreasing the fear of the learners towards learning correct pronunciation. It is an experimental research. Two groups, twenty students each, were selected after a pre-test. Experimental group was taught English pronunciation through Text to Speech Software while the control group was taught using conventional teaching method. After this experimental study of twenty one days, both groups took post-test. Post-research questionnaire was also administered for experimental group students. Data was analysed statistically through SPSS version 21 for Windows. Comparison of results proves the effectiveness of Text to Speech Software. It was concluded that the integration of Text to Speech Software in pedagogy promotes learner autonomy, raises competence level and makes students’ pronunciation intelligible and comprehensible.