



The Comparative Effect of Kinesthetic Reinforcement and Drama on Pronunciation

Saeed Mirzaei*

* Corresponding author Department of language, Islamic Azad University, Ilam, Iran

Abstract

The purpose of this study was to evaluate the impact of kinesthetic reinforcement and drama on pronunciation of Iranian EFL learners. Administrators and educators are constantly looking for ways to increase student pronunciation achievement, especially since the development of EFL learning. A comparative literature review was conducted as the basis of this study. It showed that regardless of the content area, pronunciation is a tool that can be used in a variety of ways to avoid students from understanding and learning of subject matter. Experiments conducted indicated that both kinesthetic reinforcement and drama culminated in increases in pronunciation of the words they uttered. It was found that the students who were subjected to the kinesthetic reinforcement and drama class scored higher on pronunciation standardized test (OPT) than those students who were taught in the traditional way.

Keywords: kinesthetic reinforcement, drama, pronunciation