

Chapter I

Introduction

This study is entitled **Influence of First Language in English pronunciation among the Tharu Learners**. This section consists of background of the study, statement of problem, objectives of the study, research questions, and significance of the study, delimitations of the study and operational definition of the key terms.

Background of the study

Language is a system of communication which we use to express our ideas, thoughts, feelings, emotions and experiences to communicate with others, to fulfill our wants and needs as well as to establish rule and maintain our culture. It is a dynamic and open system that makes human beings communicate their expressions and the possession of language makes the human being dominant to the rest of the creatures. Wardhaugh (2006, p.1) says, "A language is what the members of particular society speaks." Similarly, Romaine (2009, p. 1) says, "Language as an abstract object which can be accounted for social concern of any kind.

The term first language and second language are directly concerned with acquisition and learning respectively. First language refers to children's naturally acquisition of the language or language they hear from birth. It is the gradual development of ability in a language by using it natural in communicative situation. It is process of natural assimilation involving intuition and subconscious learning, which product of real interaction between people where the learners are in active participation. It is similar to the way children learn in native tongue.

Second language acquisition is distinguished from first language acquisition which begin later and from foreign language learning. It is generally refers to the learner of a nonnative language in the environment in which that language is spoken (e.g., German speakers learning Japanese in Japan or Panjabi speaker learning English in the United Kingdom). Cook (2008, p1) defines SLA as "an academic subject, recent emerged, which looks at second and foreign language learning." The important is that learning in a second language environment takes place with considerable access to speakers to the language being learned.

The role of first language in second language is most important at the early stage of learning. It facilitates to learners second language output in the classroom by students through interpreting because the beginning learners have not yet attained sufficient L2 literacy skill and thus they have to rely on their L1 literacy skill to try to understand the new language. Ronglin Yao (2015, p.9) says “L1 plays a most important role at the early stage of L2 development and in the L2 vocabulary learning.” Similarly, Ellis (1985) points out “L1 is a resource of knowledge which learner will use both consciously and subconsciously to help them sift the L2”. And also Krashen (1981) puts it right here, “L1 may substitute for the acquire L2 as an utterances initiator when performer has to produce in the target language but has not acquire enough of the L2 to do this.” In the respect, Lado (1957 as cited in Gass and Selinker 2008, p. 96) write:

We have here the major source of difficulty and ease in learning the structure of a foreign language. Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactory in the foreign language and will therefore have to be changed.

Statement of the Problem

Nepal is a full of diversity. It is a multi-racial, multi-cultural, multi-religious and multi – lingual nation. It has small area but amazing diversity including linguistic plurality. There are 142 ethnic groups, and 124 identified languages are spoken in Nepal (CBS Report, 2021). Many of them do not have their written script but they are only used in day to day communication. The major 5 ethnic groups on the basis of population are: Kshetry, Brahamin, Magar, Tharu and Tamang. On the basis of population, Tharu ethnicity stands on 4th number. The majority of Tharu speakers are found in Dang, Banke, Bardiya, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udaypur, Sunsari and Morang districts. Very few Tharu speaking people live in the hill and even fewer of them live in the high mountain. Tharus have their own language, culture, and the way of life. Tharu speakers give importance to their own

language but it is not codified and well developed language because very few research works are done and there is also lack of appropriate dictionaries, grammar, books and other books in Tharu language. Though both English and Tharu languages are member of the same language family, 'Indo-European language', there is wide difference between them, English is a stressed timed syllable language whereas Tharu language is a syllable timed language. English is different from Tharu language and other language too because of its different vocabulary, grammar, pronunciation, language function.

I was interested to do the research entitled “Influence of First Language in English Pronunciation among the Tharu Learners” because as a native speaker of Tharu language, I had realized that most of the Tharu people do not want to speak in Nepali as well as English for the fear of being ashamed of incorrect pronunciation. This is because Nepali is also second language for them. They commit errors in dental sounds of Nepali language /t/, / /, /ð/, /ð^h/. Similarly, because of their native language influence they pronounce dental sounds / /, /ð/ as alveolar sound in English.

A learner has difficulties in second language such as phonology, vocabulary and grammar due to effect of first language. But it is necessary to competent, fluent and utters the words with correct pronunciation for successful communicator. Incorrect pronunciation diversifies the meaning of an utterance and communication become failure. So, I want to do research to find out the affecting factors of English pronunciation in Tharu learners.

Objectives of the Study

The objectives of the study were as follows:

- i. To identify the influence of first language in English pronunciation in Tharu learners in phonemes.
- ii. To find out the most problematic sounds of English to the Tharu learners.
- iii. To suggest some pedagogical implications.

Research Questions

This study was oriented to find out the answer of following research questions:

- i. How does Tharu Language affect on the pronunciation of English words to the Tharu learners?
- ii. What are the most problematic sounds to them?

Significance of Study

This is a research study of influence of Tharu language in pronouncing English words by tharu learners. This research is helpful for the English language teachers who teach English language to understand influence of first language in second language learning in pronunciation and it is paid attention for solution to the problem. It is benefited to the text book writer and curricular designer to write and design curriculum focusing to influence of mother tongue (Tharu mother tongue). This study is useful to those researchers who will conduct research in the field pronunciation for further investigation.

Delimitations of the Study

This study had following limitations:

- i. The research was limited to Bhauraiya Tharu native speakers of Bardiya district.
- ii. The research was only confined to Bhauraiya Tharu language.
- iii. English pronunciation was only limited in segmental sounds.
- iv. Only reading test items consisting of 70 different words from compulsory English of grade ten was administrated to test the students.
- v. Further the students' sound was recorded in the cell phone and analyzed.

Operational Definitions of the Key Terms

The key term is keywords, which helps to increase the understanding about the research study. According to the time, situation and context, different terms have different meanings. So, in this section, I have defined the following terms used in this research.

Consonant: In this study, it refers to a speech sound made by completely or partly stopping the flow of air being breathed out through the mouth.

Vowel: In this study, it refers to a speech sound in which the mouth is open and the tongue is not touching the top of the mouth and teeth.

Segmental Sound: In this study, it refers to minimal distinctive unit of language.

First language: In this study, it refers to mother tongue which is acquired in natural setting

Tharu: In this study, it refers to one of the ethnic group indigenous to the Terai, the southern foothills of the Himalayas in Nepal and India, having their own language, culture, religion etc.

Bhauraiya Tharu: In this study, it refers to a dialect of Tharu language which is basically spoken in western Terai region of Nepal in Bardiya District.

Pronunciation: In this study, it refers to the way in which a language or a particular word or sound is pronounced.

Chapter II

Review of Related Literature and Conceptual Framework

This section consists of four subsections. They are: the review of theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

Review of Related Theoretical Literature

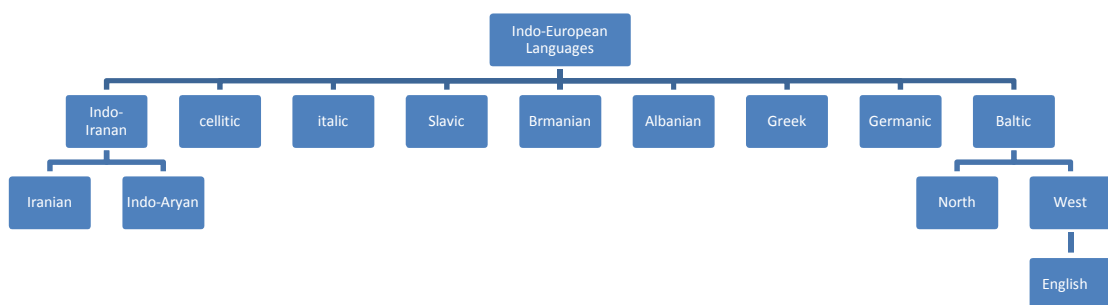
Theoretical knowledge is mandatory research for researcher to have enough knowledge about the selected topic the research. The researcher cannot go further in the research process without theoretical knowledge and concept or the research topic. The theoretical concept of the related study has been presented as follows:

Classification of Languages. On the basis of genetic affiliation of the language in Nepal, they are classified into four broad families. Yadava (2003) has classified as follows;

Indo-Aryan Group. Indo- Aryan languages are derived from Indo- Iranian language family, which are further derived from Indo- European family of language. It can be shown in the following diagram:

Diagram 1

Endo- European Group



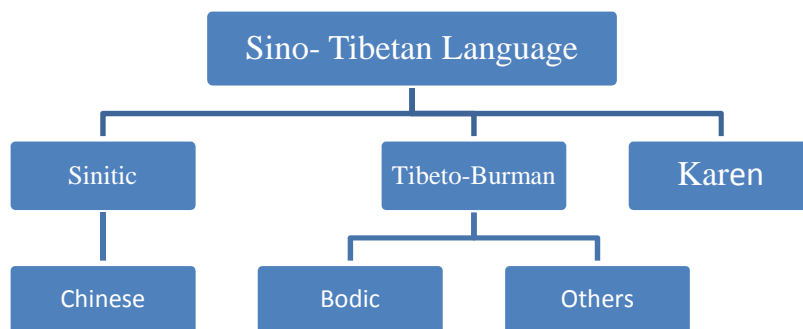
(Yadava, 2003, p. 145)

The following languages are spoken in Nepal under this family:

Nepali	Majhi
Hindi	Bhojpuri
Tharu	Maithili
Rajbansi	Hariyani
Magahi	Marwari
Urdu	Awadhi
Bangali	Bhojpuri
Kumal	Gujrati

Sino- Tibetan Group. Though Tibeto- Burman group of Sino- Tibetan family is spoken by smaller group of population than the Indo- European family, it consists of the largest number of language, viz. about 57 languages. It can be shown in the following diagram:

Diagram 2



(Yadava, 2003, p. 146)

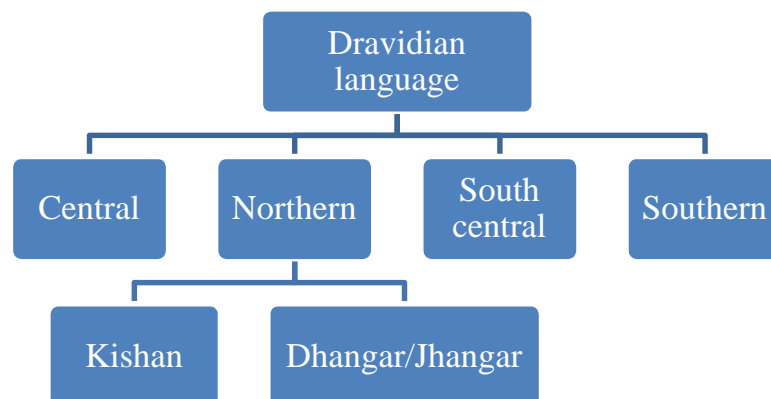
The Sino-Tibetan languages spoken in Nepal can be subcategorized as follows:

Tamang	Gurung
Dhimal	Thami
Limbu	Yhalmo

Tibetan	Chepang
Thakali	Raute
Yakka	Chantel
Newari	Hayu
Jirel	Raji
Magar	Kham
Bhujel	Sunuwar
Lepcha	Marpha
Manange	Koche
Dura	Chepang
Pahari	Kouu

Dravidian Group. Dravidian family includes only two languages spoken in Nepal; Jhangar (or, Dhangar) and kisan. Yadava (2003) point out that Jhangar/Dhangar is said to be variant of Kurux language, however it is distinctive in terms of vocabulary and grammar. The former one is spoken by 0.3 of total population of Nepal. Kisan is spoken by nearly 500 native speakers in Nepal. It can be shown in the following diagram:

Diagram 3



(Yadava, 2003, p. 147)

English Pronunciation. There are various aspects of language. Among them, pronunciation is the use of a sound system, stress, rhythm, intonation, fluency and pause in speaking. Ur (2012, p.128) defines the term 'pronunciation ' as " It was not only the sounds of the language, but also the rhythm, intonation and stress pattern". Without having the second knowledge of teaching pronunciation, teaching language becomes a complete failure.

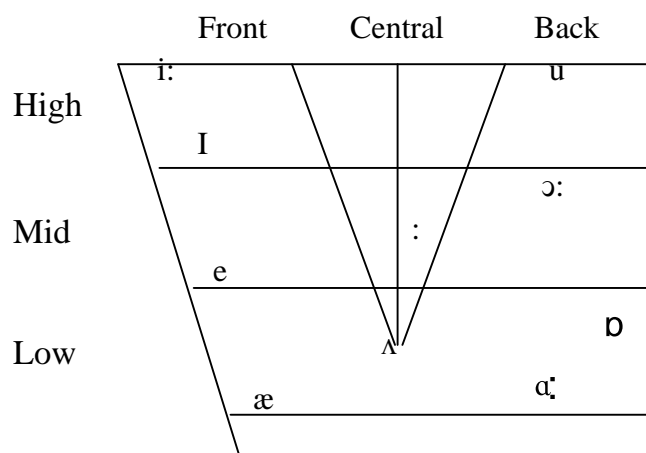
Similarly, Harmer (2008, p. 248) has highlighted the importance of pronunciation by saying, "For all the people, being made aware of pronunciation issues will be of immense benefit not only to their own production, but also to their understanding of spoken English."

Features/ Aspects of Pronunciation. Pronunciation teaching involves different features or aspects. It includes segmental sounds and non-segmental features of language. Kelly (2000:1) presents the features of pronunciation as follows:

Segmental Sounds. The minimal distinctive unit of language is called segmental sound or segmental feature. All Phonemes (vowel and consonants) are segmental sound/ feature. They are categorized as follows;

Vowel. It is regarded as the central part of the syllable. Ladefoged (2006, p.18) says that "In the production of vowel sounds, the articulators do not come very close together, and passage of the air stream is relatively unobstructed." Vowels are further divided into monophthongs and diphthongs.

Position of English vowels in the vowel quadrilateral

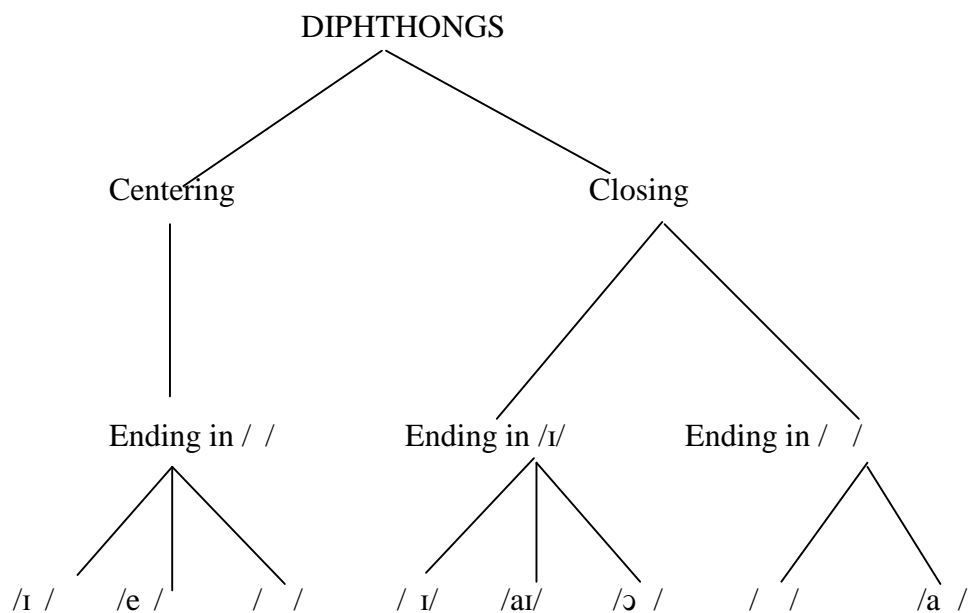


source : Kelly, 2000, P.5.

The three-term descriptions of English vowels are given the below;

Symbol	Tongue position along the		Lip posture
	Vertical axis	Horizontal axis	
i:	High	Front	unrounded
ɪ	High	Front	unrounded
e	Mid	Front	unrounded
æ	Low	Front	unrounded
	High	Back	rounded
u:	High	Back	rounded
	Mid	Central	unrounded
ʌ	Low	Central	unrounded
ɜ:	Mid	Central	unrounded
ɔ:	Mid	Back	rounded
	Low	Back	rounded
ɒ	Low	Back	unrounded

Source: Peter Roach, 2009, P. 17



Source: Peter Roach, 2009, P. 17

Consonant .Consonant sounds are the sounds that are produced with some kind of obstruction in the vocal passage. They are classified in terms of the following criteria:

- i) Place of articulation
- ii) Manner of articulation
- iii) Voicing quality

Here is the table of English consonant sounds.

	Bilabial	Labio Dental	Dental	Alveolar	Post Alveolar	Palato Alveolar	Palatal	Velar	Glottal
Oral stop	P b			t d				k g	
Nasal stop	M			n					
Fricative									
Affricative	()	f v	ð	s z			x	H	
Approximate	(w)				r		j	w	
Lateral Approximant				l					

(Giegerich, 2009, p. 113)

In the above table, horizontal axis shows the place of articulation, the vertical axis shows manner of articulation and left or right or right hand side of the each box indicates whether the phoneme is voiced or voiceless. The left hand side phoneme indicates voiceless and right hand side indicates voiced. The sounds/ p/,t/,k/,f/, / / /,are the voiceless and other are voiced.

Supra-segmental Features. There are some other important features of pronunciation like length, stress, tone, intonation, rhythm and juncture. Crystal (2003:446). Such as length, stress, tone, intonation, rhythm, and juncture which are beyond or above segmental features. Such features are termed as supra-segmental features. Ladefoged (2007, p. 225) said, "Supra-segmental features are those aspects of speech that involve more than single consonants or vowels". Similarly, Hyman (1975, p. 187) defines supra-segmental as "both phonological and grammatical units larger than the segments." Similarly supra-segmental sound is defined as "Stress, tone,

and duration are often claimed to be properties of supra segmental unit" (Firth, 1948; Robins, 1975, as cited in Hyman, 1975, p.186).

Supra segmental features are those features of speech which spread over more than one segments in an utterance. Vowel and consonant are segmental sounds whereas other prosodic phenomenon like stress, pitch, tone, and juncture are called supra segmental.

Stress and Rhythm. Stress is an extra force used in a particular syllable of an utterance of a word or a sentence and rhythm is the pattern of stress. Giegerich (2009,p. 179)describes "stressed syllables is in English are produced with a stronger burst in initiatory energy – a powerful contraction of the chest muscles than unstressed syllables are". Following Giegerich (2009, p. 179-189), the nature of stress in English can be expressed in the following points;

- a. There are various degrees of stress in English.
- b. Stress is a phonetic as well as a phonological unit in English.
- c. The main function of stress is instrumental in the maintenance of rhythm in connected speech, rather than the function of differentiating words.

Some segmental identical pairs of words are distinct in terms of stress placement, For example:

Noun	Verb
'abstract	ab'stract
'import	im'port
'export	ex'port

Intonation. The rise or fall of pitch or tone in the utterance of a sentence or the variation of tone or pitch level in a sentence is called intonation. There are four types of tune in English as given in O'connor (2007, pp. 109-117)

-the glide down. The falling tune consist of a fall in the voice from a fairly high pitch to a very low one and is indicated by putting (v) before the stress syllable when the voice falls. Eg: He seems very nice.

-the glide up. The first rising tune ends with a rise in the voice and is indicated by putting the mark () before the stress syllable of the last important word where the rise starts. Example: Can you here by five?

-the take-up. The second rising tune also ends with a rise in the voice but it differs from the first rising tune in that any words and syllable before the rise are low in it where they are high in the first rising tune. Eg. I was only trying to help.

-the dive. The tune consists of a fall from rather high to low and then a rise to about the middle of the voice. This is indicated by () if it falls and rises on the single syllable, that being the last stressed syllable. Eg: that was nice.

Length. It is one of the important supra segmental features of language. Mainly length is the quality of vowel though it is found in consonant in some languages. Length can be phonemic in English such as / / and /3:/ are considered short and long respectively in English. Length is denoted by colon (:) after a sound or letter in English. Ladefoged, 2007):

weak /wi:k/ (having little physical power)

week /wik/ (a period of seven days)

Juncture. It refers to the phonetic boundary features which may demarcate grammatical units such as morpheme, word or clause. . Ladefoged, 2007):

Camp us vs. campus

Six tea cups vs. sixty cups.

Tone. It refers to the linguistic use of pitch at word level; whereas its use at sentence level is termed as intonation. For example standard Chinese is one of the tone languages in which the word [akwa] produced with different tones mean different things. e.g . Hyman (197, p. 213).

High- high: [ákwá] 'crying'

High- low: [ákwà]'cloth'

Low- high: [gàkwá] 'egg'

Factors Affecting Pronunciation. Pronunciation is one of the most important aspect of language. It plays a vital role in communication. In the absence of correct pronunciation, effective communication cannot take place. Therefore, correct pronunciation should be highly emphasized in classroom teaching. Kenworthy (1992:4), points out the following factors that affect pronunciation learning.

Native Language. It is concerned with the mother tongue influence while learning foreign or second language. When a child starts to learn a foreign or second language his/ her mind is already occupied with his/ her first language. His native language plays an important role in second or foreign language.

Age Factor. Generally, it is believed that children learn better pronunciation than adult. Oyama (as mention in Kenworthy, 1992:4) carried out research out a study of Italian learners of English in USA. The result showed that younger a person was when he started learning English more native like was his accent.

Amount of Exposure. It is generally believed that the more exposure the better the language learning take place. However Kenworthy (1992:6) believes that amount of exposure, though clearly a contributory factor is not necessary factor for the development of pronunciation skills. He opines that it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English is more important.

Phonetic Ability. Research have shown that some people are able to discriminate between to sounds than others and one study has indicated that those with good phonetic abilities benefit from pronunciation drill, the task in which particular sounds are heard and the learner have to imitate those sounds again and again.

Attitude Identity. It has been claim that factors such as a person's sense of identity and feeling of group affiliation are strong determiners of the acquisition of accurate pronunciation of foreign language learning. Those learners who show positive feelings toward the speakers of the new language tend to develop more accurate, native like accents.

Motivation and Concern for Good Pronunciation. Some students seem to be more concerned with their pronunciation than the others. If a person is very much

concerned with his pronunciation, he must be highly motivated. The desire to do well is a kind of achievement motivation.

Introduction to Tharu Language and their Community. Tharus have been living particularly in the Terai belt of Nepal. They are original inhabitants of the forest of Terai and Dune valley of Nepal. They speak their own mother tongue which is called Tharu language. (Chaudhary,2016, P.8)All languages have their own historical back ground. Hence, Tharu language has a long history but it does not possess its own script and uses Devanagari script. The etymological name of the term 'Tharu' is that is derived from 'Thar' which means a man of the forest (Katuwal, 2006, p.3). The language of the Tharus of mongoloid stock is related to Indo-European family of languages.

Tharu is one of the language varieties spoken mainly on the southern part of Nepal in twenty two districts. They are Jhapa, Morang, Sunsari, Udaypur, Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara, Parsa, Chitwan , Nawalprasi, Rupandehi, Kapilvastu, Dang, Surkhet, Banke, Bardiya, Kailali, and Kanchanpur. The Tharus speak hybrid language which resembles Bhojpuri, Awadhi and Magohi (Katuwal, 2006, p.3). Tharu language seems to have regional effect: in the east which is influenced by Maithili, in the central by Bhojpuri and Awadhi, in the west and far western by Magohi (Chaudhary, 2005). This tribe is recognized as hard worker and laborious. They are able to make their own identity and to keep harmonious relationship among various ethnic communities. They are rich in culture and religion. Their houses roofs, arts and other household materials deserve distinct culture.

Tharus are categorized under Indo-Aryan ethnic group. They are one of the oldest aborigine people of Terai belt area of Nepal. According to (Dahit, 2062, p.7) says "Tharus are Mongolian pre-Aryan. Their original place is Kapilvastu of Nepal. According to census report (2011), the total population of Tharus in Nepal is (17,34,470) or 6.6 percent of the total population of Nepal. There are 107 sub casts surnames of Tharu in Nepal. There are several endogamous sub group of Tharu. Dahit (2006, p. 267) has categorized Tharu dialects of Nepal as follows:

- i. Dangaura/DangahaTharu
- ii. RanaTharu
- iii. SaptariyaTharu
- iv. ChitauniyaTharu
- v. DeukhariyaTharu
- vi. Deshauri Tharu
- vii. Bhauraiya Tharu
- viii. SunsariyaTharu
- ix. NawalpuriyaTharu

There are not much wide differences between the above mentioned Tharu dialects. But because of language contact and cultural transfer it is influenced by Nepali, Hindi and other languages.

Phonology of Tharu language. There are variations in the Tharu language spoken at different places. These different varieties represent the linguistic continuum of the Tharu. According to Dahit (2070) “there are 30 consonants and only 6 vowels in Tharu language”. According to Chaudhary, Khadka, and Chaudhary (2010) concerning deeply "there are 29 consonants and 8 vowels in Tharu language". Nasalization is also contrastive in this language. Tharus has two numbers (singular-plural) and two gender (feminine-masculine) system. There are nominal classifiers in the language. There are three tenses (past, present and future) and four moods (indicative, interrogative, imperative and optative). There is S(subject) – O(object) and V(verb) which have interrogative, negation, causatilization and passivization syntactic process. Subordination and coordination as clause combining process found in the language. According to Chaudhary (2077) “there are 24 consonant sounds and only 8 vowels in tharu language”.

Contrastive Analysis (CA). It is a branch of applied linguistics. It is a way of comparing languages in order to find out similarities and differences between them. And special focus is on differences. According to Gass and Selinker (2007, p.96), " Contrastive analysis is a way of comparing languages in order to determine potential error for the ultimate purpose of isolating what need to be learned and what does not need to be learned in second language learning situation. It is a comparison of the

sound system, morphological system, syntactic system, and even the cultural system of two languages for the purpose of discovering similarities and differences. Its goal to language teaching is find out or predict the area of difficulties for possible errors committed by language learners. It follows the exploration of the ideas or remedies on this regard.

The assumption of CA as mentioned by Gass and Selinker (2007) are as follows:

Assumptions -1. CA is based on the theory of language which claims that language is habit and that language learning involves the establishment of a new set of habit.

Assumption – 2. The major resource of error in the production and reception of a second language is the native language.

Assumption – 3. One can account for error by considering differences between L1 and L2 .

Assumption -4. The greater the differences, the more errors will occur in this assumption.

Assumption- 5. What is dissimilar between two languages is what must be learned.

Assumption – 6. Difficulty and ease in learning is determined respectively by differences and similarities between the two languages in context.

There are two views developed regarding the contrastive analysis hypothesis. They are:

Prior view / strong view / predictive view: It is also termed as strong views or predictive view. In this level one could predict the learning and about the success of language.

Posterior view/ Weak view / Explanatory view: It is also termed as weak view as well as explanatory view. In this level analysis begins with teachers actual errors.

There are the following four stage that develop in CA

- a. *Description:* Two languages are described for comparisons.

- b. *Selection*: Certain items are selected for comparison.
- c. *Comparison*: the identification of area of similarities and differences.
- d. *Prediction*: identification which areas are likely to cause errors.

In general, CA is comparison of first language and second language in order to describe similarities and differences to identify difficulties in language teaching and learning. In this regard, Crystal (2003, 2007) states:

A general approach to the investigation of language, particularly as carried on in certain areas of applied linguistics, such as foreign language teaching and translation. In a contrastive analysis of two languages, the points of structural differences are identified, and these are then studied as areas of potential difficulty in foreign language learning. The claim is that these differences are the source of difficulty in foreign language learning, and thus govern the progress of learner.

Johnson (2008) concludes the basic ideas of CA as following:

- i. Describe and compare the mother (first) language and second (target) language.
- ii. Predict points of difficulty.
- iii. Use the result in order to improve teaching materials.

When learners of second language want to write or speak in target language, they tend to rely on first language structure. If structures are different, then a lot of error occur in L1 thus this indicates an interference of first language on second language (Dechert & Dillis, as cited in Derakhshan & ElhamKarimi 2015).

Interference is error that can be traced back to the first language, while the learners use the second language (Lott, as cited in Derakhshan & Karimi 2015). Interference is the result of old habits of the first language and it must be unlearned before the learning of new habits second language(Krashen, 1982). Learners of second language tend to transfer the form meaning and culture of their L1 to the foreign language and culture and culture when attempting to speak the language. By learning L2 habits, L1

habits are also transferred and then the error occurs. (Gass and Selinker 2007) points out that there are two types of transfer in learning a second language.

- i. *Positive Transfer* :In this transfer, L1 facilitates the acquisition of second language.
- ii. *Negative Transfer* :In this transfer L1 has negative impact on L2 and interference in L1.

CA is the important for the present day world in teaching learning second language. The finding of CA can help teachers to come out of problems in difficulties found in students' learning. Moreover, it is the first and for most important work for language policy makers, curriculum developers, textbook writers and stakeholders and present better way to attend in the class of language teaching. The procedure and the implications of CA is summarized as in the following figure:

Review of Empirical Literature

There are some researches on ELT pronunciation; those have carried out in the department of English Education. Some of the studies carried out on proficiency, accuracy, fluency, comparative and error analysis which are more or less related to this study.

Pandey (2007) conducted a research on “Effectiveness of imitation in teaching pronunciation”. His main objective of the study was to find out the effectiveness of imitation in teaching pronunciation and compare the student’s pronunciation in terms of boys’ versus girls’ performance. He conducted research by using the experimental method upon 30 students of grade 5 in Rukum district. He followed fish bowl draw techniques for his procedures of sampling. He conducted that the experimental group was found much better than the control group. The experimental group excelled the control group in the total performance. Moreover, he conducted that the boys of experimental group performance is better than the boys of controlled group and the girls of experimental group performed better than girls of controlled group. In total performance of girls of experimental group performed better than the boys of experimental group.

Dahal (2010) carried out a research entitled “A study on proficiency in pronunciation.” It was an attempt to determine the proficiency of Bachelor first year

students in pronouncing the selected words and stress pattern. The researcher had used both primary and secondary source of data. He had selected seventy two students of the valley studying in Bachelor level. Two B.Ed campuses from each district: Kathmandu, Lalitpur and Bhaktapur. Six campuses were selected in the range of stratified random sampling procedure and twelve students were selected purposively from each campus, focusing on their linguistic background and sex. The researcher found that the overall pronunciation ability of the Nepalese learners of English at the Bachelor level in the Kathmandu valley was determined to be 53.68 percent. The pronunciation ability of the learners belonging to different district were found to be 55.12 percent, 54.16 percent and 52.75 percent in Lalitpur, Bhaktapur and Kathmandu respectively. Regarding the vowel sound on which the student committed error more time form the highest to the lowest was / /, /ɪ/, /i:/, /u /, /a/, /e/, /e /, /ɔɪ/, /ɔ/, /ɪə/, /eɪ/, /eɪ/ , /ʌ/, /u/, /au/. and regarding the difficulty level of consonant sounds the order of difficulty from the highest to the lowest was /f/, /v/, / /, /ð/, /p/, /t/, /k/, / /, /j/, /s/, / /, /z/, and / / . In terms of gender wise comparison the performance of the boys was found better than those of the girls. The boys were 57.77 percent proficient, whereas the girls were 53.58 percent in pronouncing non segmental sounds. But the boys were found less proficient than girls in segmental sounds. The boys were 57.18 percent, whereas girls were 58.09 percent proficient in pronouncing segmental sounds.

Similarly, Pun (2011) carried out a research on " Interlingual errors committed by Tharu learners of English." The objective of the study was to identify the interlingual errors committed by Tharu learners of English. It was survey research. The researcher had selected only ten graded of 80 Tharu students purposively from four public secondary schools of Kapilvastu district. He had used the written test only to collect data. The test items were limited to transformation, translation and free composition. There were altogether 40 items in the test of transformation including passivation, yes/no question and wh-question. A set of 30 Tharu sentences were given to translate into English and an Essay on 'Holi Festival' was given to test free composition error. He found that among 125 errors 46.40 percent errors were found to be committed by the students in negation item due to the interference of their mother tongue. Similarly, among 108 errors 42(i.e. 38.89) interlingual errors were found to be committed by the Tharu students studying in grade 10 in passivation the total number of errors committed in yes /no question was 23 and among 123 errors 29.27 percent

error was committed by the Tharu students because of mother tongue influence. The percentage of interlingual errors was 48.03 percent of total 152 errors. Out of 947 error in wh question, 39.28 percent errors were committed in translation and out of 307 errors, 36.48 percent errors were in free composition item due to their mother tongue.

Chaudhary (2015) has carried out a research on "Tharu learners' challenges in learning English'. The main objective of the study is to identify the Tharu learners' challenges in learning English the classroom. The sample of population of purposive non random sampling procedures to select 8 Secondary level English teachers and 40 secondary level of Tharu learners of English from Deukhuri Valley, Dang district. The data were collected by open ended and close ended questionnaire. The data were analyzed descriptively and interpreted using simple statical tools. The researcher found that Tharu learners introvert and feel shy. Due to fear of committing errors they did not like to take risk and active participation, drop out the class is higher, and linguistic and culture background along with economic status are main challenges. Regarding the challenges most of teachers do not use proper and suitable teaching material, curriculum is not useful and appropriate, not using audio visual materials for teaching listening skills, teacher use GT method while teaching, not giving opportunity to interact with native English speaker. Book is not available in time. English vocabulary, grammar, pronunciation comprehension were also the challenges of Tharu learners. The RP (Received Pronunciation) was the pronunciation model of the test items.

Likewise, Gautam (2016) carried out a research on title "Effectiveness of audio materials in teaching pronunciation". The objective of the study was to find out effectiveness of audio material in developing pronunciation and speaking skill. It was an experimental research. The researcher had selected fifty students of grade eight by using simple random sampling procedure. He had collected data by administering pre- test and post test of different vocabulary. The words for the test items were selected from the glossary of our English book of grade eight. Information and data were analyzed and interpreted by qualitative and quantitative approaches. Form the analysis the interpretation data and information; researcher came to fine out teaching pronunciation through audio dictionary is found more effective than the teaching pronunciation without using audio dictionary. Experimental group has better

performance and result. And audio dictionary is also seemed significant in girls' performance.

Similarly, Lama (2016) has done a research entitled "A study on the speaking ability of grade nine examines the speaking" in Ramechhap district to check ability of their pronunciation, accuracy, fluency and vocabulary. This study was carried out based on the primary source of data. The sample of population of the study consisted of forty students of grade nine from four schools of Ramechhap district. This study carried out by using a survey research design. The required data were collected by administering test items such as interview and picture description. The research found that students' performance were not satisfactory. He found that pronunciation ability was 47.2% which was higher than ability, accuracy, fluency and vocabulary percent. Students committed errors in the use of auxiliary, subject- verb agreement, tense, voice and mostly used mother tongue.

Rai (2016) has carried out a research entitled "Phonemic Analysis of Bantawa and English Sounds". The main objective of the study was to identify consonant sound in Bantawa and compare and contrast of those with the consonant of English language. It was survey research. The sample population was purposive non random sampling procedure to select 40 fluent speakers of Bantawa native people from the Amchok area of Bhojpur district. The informants were 25 years above aged, where 50% were women. The researcher found that there are distinct feature of Bantawa and English languages. The number and their place and manner of articulations of Bantawa and English are varied. Bantawa has 29 consonants. It has phonemic aspiration like /p/ ~/ph/, /t/ ~/ th/, /k/ ~/ kh/, Bantawa does have more oral plosive sound ; 16 fricative sound only 2. But it has not labio dental, dental and palate – alveolar sound. All stop sound do have voiced aspirated phonemic feature. It has 17 voiced consonants.

Implication of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and established the relevance of this information to our own research. This review of the study may obtain from the variety of sources including book, journals, articles, reports etc. These entire sources help me bring the clarity and focus on the research problem, improve methodology and contextualizing the finding.

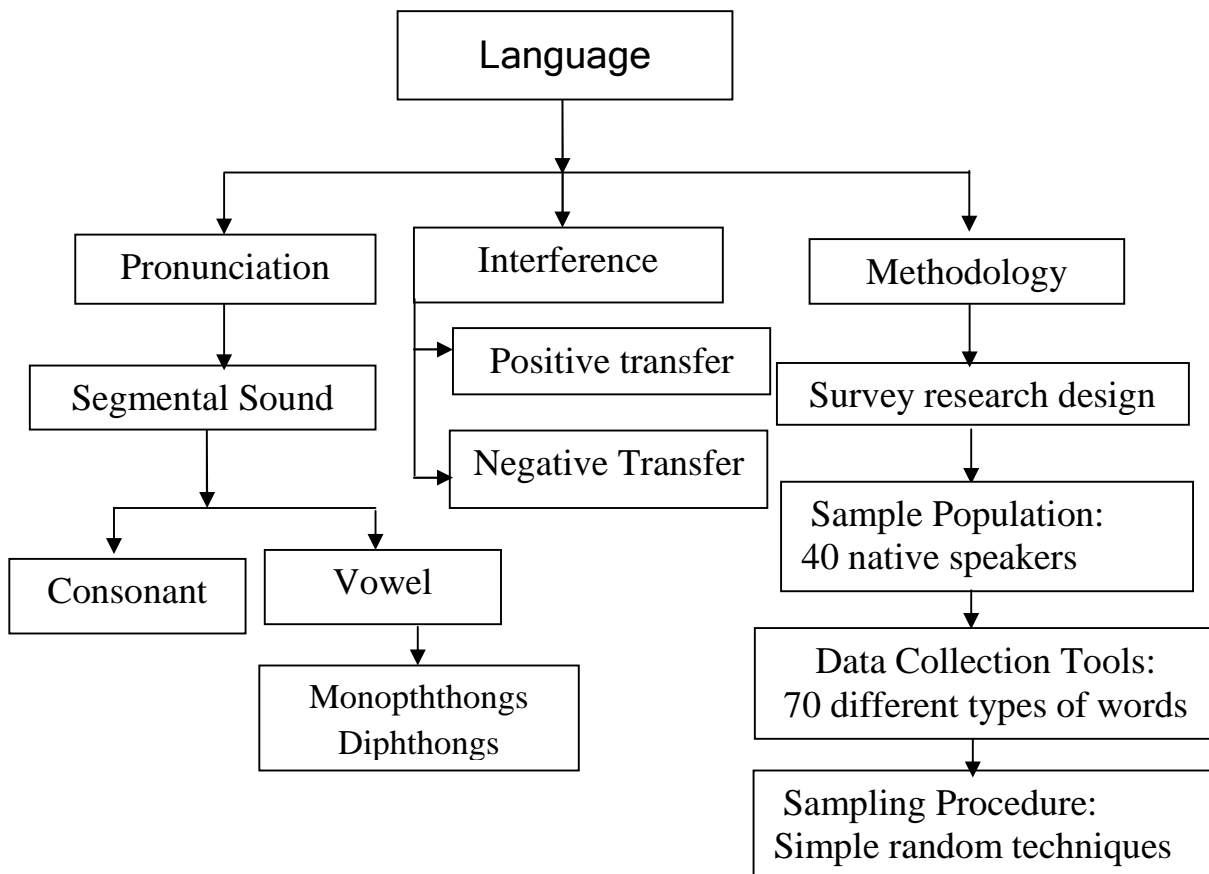
From the research of Pandey (2007), I found that experimental group was much better than controlled group. Experimental group of boys and girls can performance than controlled group of boys and girls. Similarly, from Dahal (2010) , I knew from the research that the teachers and students should focus on teaching and learning segmental sounds and supra- segmental features. It facilitated me to develop the theoretical back of the study.

From the review of Pun (2011), I came to know that Tharu learners should be proved rigorous practice with plenty of exercises from English grammar and OSS- approach, direct method and communicative approach should be applied to teach English grammar contextually and appropriately to the Tharu students who are learning English as a foreign language .A research of Chaudhary (2015), I knew that, all English teachers said that Tharu learners were introvert and feel shy. Due to the fear of committing errors, they do not like to take risk and active participation like others in English language classroom.

From Gautam (2016), I got idea of teaching pronunciation through audio dictionary more effective for getting result. From the study of Rai (2016), he informed me that there are distinct features of Bantawa and English language in term of their number, place and manner of articulation. And Bantawa speakers are not aware of the phonemes and their structure. So, the teaching pronunciation based on phonemes of target language should be carried out from beginning of Bantawa and English. Likewise, from Lama (2016) I got that the students' performances are not satisfactory in speaking (pronunciation, accuracy, fluency and vocabulary). So, the English class should be students centered rather than teacher centered, such as group work, pair work, role play and audio visual classes should be used to teach speaking skill.

Conceptual Framework

For the fulfillment of the research objectives, first of all review of both theoretical and empirical literature, decision on the sample and development of appropriate research tools was done for the effective conduction of this study. The following conceptual framework will be used to organize this study.



Chapter III

Method and Procedures of the Study

This chapter presents the methodological orientations that were adopted in conducting this study. Typically, this includes design and methods of the study; population, sample and sampling strategies; data collection tools and techniques; sources of data; data collection procedures; data analysis procedures; and ethical considerations.

Design and Method of the Study

Design of the study is a plan, structure and strategies of investigation. It helps to collect and analysis of the data and finds the solution to the research problem. It is a framework to complete the program of the study. According to Kerling (1986, p. 279 as cited in Kumar, 2009) "A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research question or problem. The plan is complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implication to the final analysis data." So there is different design used in applied linguistic are experimental survey, ethnographic, correlation research.

There are many research designs which are used to find out the truth to a problematic question. To conduct the research, the researcher has to follow the systematic process to make the research valid and reliable. Survey research design is a descriptive type of research design which studies large and small population and mostly used method of investigation in education and it can be carried out either by group of population, sampling is necessary to carry out the investigation. The concern is necessary to carry out investigation. Therefore, the following process will followed to find out first language influence of Tharu learner in English pronunciation.

Creswell (2015, p. 376) says, " Survey research design is procedures in quantitative research design in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinion, behaviours or characters of the population." Similarly Mukhopadhyay defines survey research as "Survey sampling is a method of drawing an inference about the characteristics of population or universe by observing only a part of the population."

According to Kothari (2009, p.37), "Survey research is descriptive research." He says, descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or of group."

According to Nunan (2010,p.140), " Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes or events at a single point in time."

Nunan has also clearly mentioned the steps in carrying out a survey. They are given as follows:

- | | |
|------------------------------------|--|
| Step 1: Define Objective | - What do we want to find out? |
| Step 2 :Identify Target Population | -What do we want to know about? |
| Step 3: Literature Review | -What have others said/ discovered about the issues? |
| Step 4: Determine Sampling | -How many subject should we survey and how will we identify these? |
| Step5:Identify Survey Instruments | -How will the data be collected? |
| Step 6: Design Survey Procedures | - How will the data be assembled and analyzed? |
| Step 7: Determine Report | - How will be written up and presented? |

The above discussion entails that survey research is a type of research which is carried out to find out people's attitude, opinion and specified behavior on certain issues, phenomena, events or situation. I have used survey research design in this research; I have visited the determined field to find out exiting data. Especially, it was carried out large number of population in order to find out influencing factors English pronunciation in Tharu native speaker students of grade 10. This survey research is the most suitable design to assess trends or characteristics of a population and learn about individual attitudes, opinions, belief and practice.

Population, Sample and Sampling Strategies

The population of my research consisted of the speakers of Bhauraiya Tharu dialect of Bardiya district. The population sample of the study was 40 Tharu native speakers of grade 10 students from government aided school. I selected 4 government aided school purposefully and 10 students from each school through simple random sampling techniques.

Data Collection Tools and Techniques

A test consisting of 70 different types of words were used as a research tool. The test items were consisting pronunciation of English sound in cluster. I had selected those words from Our English book of class 10.

Sources of Data

Both of primary and secondary sources of data have been used to carry out this study.

Primary Source. The primary source of data consisted Bhauraiya Tharu native speaker students of grade 10 from Bardiya district. The data from primary source was collected by recording of sound of English words of grade ten students.

Secondary Sources. In order to complete this study, I consulted various books, journal, articles and research works. Some of them are given below: Hyman (1975), Harmer (2008), Lado (1961), Richard and Rodger(2001), Ur. (2005), including other articles, written document available in printed form and electronic media related to my study.

Data Collection Procedures

I visited four government schools of Bardiya district. I met to the authorized personnel of the school and explained my purpose of visiting. I took permission from the head teacher and subject teacher for my purpose. After that, I introduced myself in front of the class and explained about my purpose. I selected 10 students from four schools each through simple random sampling technique. Then I distributed the test items to the respondents to read the words and then I recorded their voice one by one while they were uttering the words.

Data Analysis and Interpretation Procedures

The words were selected from Our English book grade ten and outside of the book. I will give the word to the students to pronounce one by one. I recorded the voice while the students were pronouncing the words. My purpose was to identify the influence of Tharu language on English pronunciation of English words in Tharu native speaker students and I transcribed the recorded voice being based on transcription model given in the book "Phonetics and Phonology" by Peter Roach. Then I analyzed the recorded voice being based on the English dictionary. The collected data will be transcribed, coded, analyzed, interpreted and presented descriptively using appropriately statistical tools and tables.

Ethical Considerations

This is the most important aspect to be considered while doing our research work. To be ethical, the research study should be more reliable and valid. So, the researcher should be conscious about ethical issues and take the responsibility of whole research. I took permission with the every individual teacher along with the school administration. I explained objective and purpose of my study clearly before starting my research. I was conscious and respectful regarding my respondents privacy in terms of their personalities, weakness and professional ethics. I picked up the main information in my dairy and observation checklist without including teachers and school identity like name, address and personal details. As a researcher, I assured the participants of my study that all the identifiable personal information would be strictly kept confidential and that no names would be mentioned in this thesis as well as in any publications resulting from the thesis.

Chapter IV

Analysis and Interpretation of Result

In this chapter, I have presented, analyzed and interpreted the data which were collected from the sample. The raw data are analyzed and interpreted both qualitatively and quantitatively.

Analysis of Data and Interpretation of the Results

The primary sources of data were forty students of grade ten students from four government aided school from Rajajpur Municipality of Bardiya district. A set of 70 words from compulsory English book were administered to find out the influence of Tharu language in English pronunciation in Tharu learners of grade ten. The data were analyzed on the basis of individual words, consonant and vowels. The holistic comparisons of a set of 70 test items are presented one by one below.

Students' Actual pronunciation of the Word 'Actual'. Different pronunciation of an individual word 'actual' by the 40 respondents is given in the following table:

Table 1

Students' Actual Pronunciation of the Word 'Actual'

	Word	Correct pronunciation	Incorrect		
			/æk uel/	/ek ual/	/ek uɔ:l/
Total	Actual	33	3	3	1
Percent		82.5	7.5	7.5	2.5

The above table shows that around 82.5 percent students pronounced the word 'actual' correctly as /æk ual/, but 7.5 percent students pronounced as /æk uel/, 7.5 percent as /ek ual/ and 2.5 percent as /ek uɔ:l/

Students' Actual Pronunciation of the Word 'Happy'. Pronunciation of individuals word 'happy' by the 40 respondents is given in the following table:

Table 2

Students' Actual Pronunciation of the Word 'Happy'

	Word	Correct Pronunciation
	Happy	/hæpi/
Total		40
Percent		100

Table 2 shows that 100 percent students from the total students pronounced the word 'happy' correctly.

Students' Actual Pronunciation of the Word 'Go'. Different pronunciation of an individual word 'go' by the 40 respondent is given in the following table:

Table 3

Students' Actual Pronunciation of the Word 'Go'

	Word	Students' pronunciation	
	Go	/g u/	/gɔ:/
Total		2	38
Percent		5	95

The above table shows that 5 percent students pronounced word 'go' correctly but around 95 percent students pronounced word 'go' as /gɔ:/ .

Students' Actual Pronunciation of the Word 'Cupboard love'. Different pronunciation of an individual word 'cupboard love' by the 40 respondents is given in the following table:

Table 4

Students Actual Pronunciation of the Word ' Cupboard Love'

	Cupboard love	/kʌb. dlʌv/	/k pɒɔ:dl b ^h /	/k bɔ:dl b/	/k bɔ:l b ^h /
Total			16	7	3
Percent			40	17.5	7.5

/kʌbɔ:dl b ^h /	/k pɒɔ:dl b ^h /	/k b dl b ^h /	/k bɔ:t ^h l b ^h /
6	3	4	1
15	7.5	10	2.5

The above table shows that 40 percent students pronounced the word 'cupboard love' as /k pɒɔ:dl b^h/, 17.5 percent students as /k bɔ:dl b/, 7.5 percent as /k bɔ:l b^h/, 15 percent as /kʌbɔ:dl b^h/, 7.5 percent as /k pɒɔ:dl b^h/, 10 percent as /k b dl b^h/, and 2.5 percent students pronounced as /k bɔ:t^hl b^h/. The students pronounced the word differently because of no correspondence between spelling and pronunciation.

Students' Actual Pronunciation of the Word 'Bad blood'. Different pronunciation of an individual word ' bad blood' by the 40 respondents is given table:

Table 5

Students' Actual Pronunciation of the Word 'Bad Blood'

	Word	Correct pronunciation	Incorrect pronunciation
	Bad blood	/bædblʌd/	/bædbl d/
Total		1	39
Percent		2.5	97.5

The above table shows that around 97.5 percent students pronounced the word 'bad blood' as /bædbl d/and only 2.5 percent students pronounced the word 'bad blood' as /bædblʌd/.

Students' Actual Pronunciation of the Word 'Ladder'. Different pronunciation of an individual word 'ladder' by the 40 respondents is given in the following table:

Table 6

Students' Actual Pronunciation of the Word 'Ladder'

	word	Correct pronunciation	Incorrect pronunciation
	Ladder	/læd r/	/led r/
Total		4	36
Percent		10	90

The above table shows that 10 percent students pronounced the word correctly as /læd r/ and 90 percent students pronounced as /led r/.

Students' Actual Pronunciation of the Word 'Mosquito'

Different pronunciation of an individual word 'mosquito' by the 40 respondents is given in the following table:

Table 7

Students' Actual Pronunciation of the Word ' Mosquito'

	Students' pronunciation of the word 'mosquito'				
	/m skwitɔ:/	/m skwui:tɔ:/	/m skwutɔ:/	/m skiutɔ:/	/m skitɔ:/
Total	23	9	5	1	2
Percent	57.5	22.5	12.5	2.5	5

The above table shows that around 57.5 percent students pronounced the word 'mosquito' as /m skwitɔ:/, 22.5 percent students pronounced as /m skwui:tɔ:/, 2.5 percent as /m skiutɔ:/ and 5 percent pronounced as /m skitɔ:/. The students pronounced word differently because of on correspondence between spelling and pronunciation.

Students' Actual Pronunciation of the Word ' Autumn'. Different pronunciation of an individual word 'Autumn' by the 40 respondents is given in the following table:

Table 8

Students' Actual Pronunciation of the Word ' Autumn'

	word	Correct pronunciation	Incorrect pronunciation	
	Autumn	/ɔ:təm/	/ t m/	/et m/
Total			39	1
Percent			97.5	2.5

The above table shows that non of the students pronounced the word 'Autumn' correctly. Around 97.5 percent students pronounced as / t m/ and 2.5 percent students as /et m/.

Students' Actual Pronunciation of the Word ' Pneumonia'. Different pronunciation of an individual word 'Pneumonia' by the 40 respondents is given in the following table:

Table 9

Students' Actual Pronunciation of the Word ' Pneumonia'

	word	Correct pronunciation	Incorrect pronunciation		
	Pneumonia	/nju:m uni. /	/njimɔ:unia/	/nju:m uni. /	/nju:m uni. /
Total			36	3	1
Percent			90	7.5	2.5

The above table shows that non of the students pronounced the word 'Pneumonia' correctly. Around 90 percent students pronounced the word 'Pneumonia' as /njimɔ:unia/, 7.5 percent as /nju:m uni. / and 2.5 percent pronounced as /nju:m uni. /.

Students' Actual Pronunciation of the Word ' Think'. Different pronunciation of an individual word 'Think' by the 40 respondents is given in the following table:

Table10

Students' Actual Pronunciation of the Word ' Think'

	word	Correct pronunciation	Incorrect pronunciation
	Think	/ ink/	/t ^h ink/
Total			40
Percent			100

The above table shows that non of the students could pronounced the word correctly. 100 percent students pronounced the word ' think' as /t^hink/. All students pronounced / / sound as alveolar /t^h/ because of mother tongue.

Students' Actual Pronunciation of the Word ' This'. Different pronunciation of an individual word 'This' by the 40 respondents is given in the following table:

Table 11

Students' Actual Pronunciation of the Word ' This'

	word	Correct pronunciation	Incorrect pronunciation	
	This	/ðis/	/dis/	/di:s/
Total			39	1
Percent			97.5	2.5

The above table shows that non of the students could pronounced the word correctly. Around 97.5 percent students pronounced the word 'this' as 'dis' and 2.5 percent students pronounced as /di:s/ because of mother tongue.

Students' Actual Pronunciation of the Word ' Breath test'. Students were also asked to pronounce the word ' breath test'. Different pronunciation of an individual word 'breath test' by the 40 respondents is given in the following table:

Table 12

Students' Actual Pronunciation of the Word ' Breath Test'

	word	Correct pronunciation	Incorrect pronunciation	
	Breath test	/bre test/	/breat ^h test/	/bret test/
Total		1	32	7
Percent		2.5	80	17.5

The above table clearly shows that among the 40 students 2.5 percent pronounced the word 'breath test' as /bre test/. It means, they pronounced the word accurately. On the other hand, 80 percent students pronounced the word as /breath test/ and 17.5 percent students pronounced as /bret test/. Maximum students committed errors because of different place of articulation. They pronounce the dental sound / / as alveolar.

Students' Actual Pronunciation of the Word ' Take off'. Different pronunciation of an individual word 'Take off' by the 40 respondents is given in the following table:

Table 13

Students' Actual Pronunciation of the Word ' Take off'

	word	Correct pronunciation	Incorrect pronunciation	
	Take off	/teik f/	/tek p ^h /	/tek p ^h /
Total			38	2
Percent			95	5

The table no 13 shows that among the 40 students non of the students pronounced the word correctly. Around 95 percent students pronounced the word 'take off" as /tek p^h/ and 5 percent students pronounced as /tek p^h/. Students pronounced long diphthong sounds as monophthong and labio dental sound as bilabial.

Students' Actual Pronunciation of the Word ' Health'. Students were also asked to pronounce the word 'health'. Different pronunciation of an individual word 'health' by the 40 respondents is given in the following table:

Table 14

Students' Actual Pronunciation of the Word ' Health'

	word	Correct pronunciation	Incorrect pronunciation
	Health	/hel /	/helt ^h /
Total		3	37
Percent		7.5	92.5

The above table clearly shows that among the 40 students around 7.5 percent students pronounced the word 'health' as /hel /. It means, they pronounced the word accurately. On the other hand, 92.5 percent students pronounced the word as /helt^h/. Maximum students committed errors because of different place of articulation. They pronounced dental sound / / as alveolar sound.

Students' Actual Pronunciation of the Word 'Useful'. Different pronunciation of an individual word 'Useful' by the 40 respondents is given in the following table:

Table 15

Students' Actual Pronunciation of the Word ' Useful'

	word	Correct pronunciation	Incorrect pronunciation		
	Useful	/ju:sful/	/jusp ^h ul/	/ju p ^h ul/	/jusful/
Total			34	1	5
Percent			85	2.5	12.5

The table 15 shows that among the 40 students' maximum students around 85 percent pronounced the word 'useful' as /ju sp^hul/, 12.5 percent students as /jusful/ and 2.5 percent pronounced as /ju p^hul/. But non of the students pronounced the word correctly because of different place of articulation.

Students' Actual Pronunciation of the Word 'Family'. Different pronunciation of an individual word 'Family' by the 40 respondents is given in the following table:

Table 16

Students' Actual Pronunciation of the Word 'Family'

	word	Correct pronunciation	Incorrect pronunciation	
	Family	/fæm li/	/p ^h æm li/	/p ^h æmli/
Total		1	25	14
Percent		2.5	62.5	35

The above table shows that around 2.5 percent students pronounced the word 'family' accurately. 62.5 percent students pronounced as /p^hæm li/, 35 percent students pronounced as /p^hæmli/. Maximum students committed errors because of different place of articulation. They pronounced labio dental sound as bilabial.

Students' Actual Pronunciation of the Word 'Relation'. Students were also asked to pronounce the word 'relation'. Different pronunciation of an individual word 'relation' by the 40 respondents is given in the following table:

Table 17

Students' Actual Pronunciation of the Word 'Relation'

	word	Correct pronunciation	Incorrect pronunciation	
	Relation	/rilei n/	/riles n/	/rile n/
Total			39	1
Percent			97.5	2.5

Table 17 shows that non of the students pronounced 'relation' accurately. Around 97.5 percent students pronounced the word 'relation' as /rile n/ and 2.5 percent pronounced as /rile n/. Maximum student committed errors in monophthong and diphthong. And also they pronounced / / as /s/.

Students' Actual Pronunciation of the Word 'Serious'. Students were also asked to pronounce the word 'serious'. Different pronunciation of an individual word 'serious' by the 40 respondents is given in the following table:

Table18

Students' Actual Pronunciation of the Word 'Serious'

	word	Correct pronunciation	Incorrect pronunciation	
	Serious	/siri. s/	/si .ri. s/	/sires/
Total			38	2
Percent			95	5

The above table shows that non of the students pronounce the word accurately. 95 percent student pronounced the word 'serious' as /si .ri. s/ and 5 percent students pronounced as /sires/.

Students' Actual Pronunciation of the word 'Honour'. Different pronunciation of an individual word 'Honour' by the 40 respondents is given in the following table:

Table 19

Students' Actual Pronunciation of the Word 'Honour'

	word	Correct pronunciation	Incorrect pronunciation			No
	Honour	/ n. r/	/ n. r/	/ n r/	/hɔ:n r/	
Total			37	1	1	1
Percent			92.5	2.5	2.5	2.5

The table19 shows that non of the student pronounced the accurately. Around 92.5 percent students pronounced the word 'honour' as / n. r/, 2.5 percent pronounced as/ n r/, 2.5 percent pronounced as /hɔ:n r/ and 2.5 percent couldn't pronounced the word.

Students' Actual Pronunciation of the Word 'Interesting'. Different pronunciation of an individual word 'Interesting' by the 40 respondents is given in the following table:

Table 20

Students' Actual Pronunciation of the Word 'Interesting'

	word	Correct pronunciation	Incorrect pronunciation
	Interesting	/in.tres.ti /	
Total		40	0
Percent		100	0

The above table shows that 100 percent students pronounce the word 'interesting'. It means they pronounced as /in.tres.ti /.

Students' Actual Pronunciation of the Word 'Later on'. Students were also asked to pronounce the word 'later on'. Different pronunciation of an individual word 'later on' by the 40 respondents is given in the following table:

Table 21

Students' Actual Pronunciation of the Word 'Later on'

	word	Correct pronunciation	Incorrect pronunciation		
	Later on	/lei.t ^r . n/	/let r n/	/l t r n/	/let r n/
Total			36	1	3
Percent			90	2.5	7.5

The above table shows that among 40 students, no one could pronounce accurately. Around 90 percent students pronounced the words 'later on' /let r n/, 2.5 percent pronounced as /l t r n/ and 7.5 percent students pronounced as /let r n/. They pronounce /r/ sound after vowel sound. According to GA the pronunciation is right, but erroneous on the basis of BBC dictionary.

Students' Actual Pronunciation of the Word 'At last'. Students were also asked to pronounce the word 'At last'. Different pronunciation of an individual word 'At last' by the 40 respondents is given in the following table:

Table 22

Students' Actual Pronunciation of the Word 'At last'

	word	Correct pronunciation	Incorrect pronunciation
	At last	/et l :st/	/et l st/
Total			40
Percent			100

The above table shows that from the total student, 100 percent students pronounced the word 'at last' as /et l st/. They pronounced long sound in short. It can be say that there is lack of concentration in pronunciation.

Students' Actual Pronunciation of the Word 'Challenge'. Students were also asked to pronounce the word 'challenge'. Different pronunciation of an individual word 'challenge' by the 40 respondents is given in the following table:

Table 23

Students' Actual Pronunciation of the Word 'Challenge'

	word	Correct pronunciation	Incorrect pronunciation	
	Challenge	/ æli.n /	/ ælen /	/ ilen /
Total			39	1
Percent			97.5	2.5

Table 23 shows that non of the students pronounced accurately. Around 97.5 percent students pronounced the word 'challenge' as / ælen / 2.5 percent pronounced as / ilen /. They pronounce differently because of their sense of identity.

Students' Actual Pronunciation of the Word 'Of Course'. Students were also asked to pronounce the word 'challenge'. Different pronunciation of an individual word 'challenge' by the 40 respondents is given in the following table:

Table 24

Students' Actual Pronunciation of the Word 'Of Course'

	word	Correct pronunciation	Incorrect pronunciation	
	Of course	/əv kɔ:s/	/ p ^h kɔ:s/	/ p ^h kɔ:rs/
Total			9	31
Percent			22.5	77.5

The above table shows that no one could pronounced the accurately. Among the 40 students around 77.5 percent student pronounced the word 'Of course' as / p^h kɔ:rs/ and 22.5 percent students pronounced as /əp^h kɔ:s/. They pronounced labio dental sound /v/ as bilabial /p^h/ because of mother tongue.

Students' Actual Pronunciation of the Word 'Forgot'. Different pronunciation of an individual word 'Thrill' by the 40 respondents is given in the following table:

Table 25

Students' Actual Pronunciation of the Word 'Forgot'

	word	Correct pronunciation	Incorrect pronunciation	
	Forgot	/f g t/	/p ^h rg t/	/p ^h rget/
Total			39	1

Percent			97.5	2.5
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Table 25 shows that none of the students could pronounce the word 'forgot' accurately. Around 97.5 percent students pronounced as /p^h rg t/ and 2.5 percent pronounced as /p^h rget/. They pronounced rhotic /r/ which is silent after vowel sound.

Students' Actual Pronunciation of the Word 'Thrill'. Different pronunciation of an individual word 'Thrill' by the 40 respondents is given in the following table:

Table 26

Students' Actual Pronunciation of the Word 'Thrill'

	word	Correct pronunciation	Incorrect pronunciation	
	Thrill	/ ril/	/thril/	/threl/
Total			38	2
Percent			95	5

The above table shows that none of the student pronounced the word accurately. Around 95 students pronounced the word 'thrill' as /thril/ and 5 percent students pronounced as /threl/. They pronounced dental sound / / as /t^h/ because of mother tongue.

Students' Actual Pronunciation of the word 'Director'. The students were asked to pronounce the word 'director' and recorded in cell phone. Different pronunciation of an individual word 'director' by the 40 respondents is given in the following table:

Table 27

Students' Actual Pronunciation of the Word 'Director'

	word	Correct pronunciation	Incorrect pronunciation	
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	Director	/dairekt r̥/	/dairekt r/
Total			40
Percent			100

The table 27 shows that 100 percent students pronounced the word 'director' as /dairekt r̥/. They pronounced the rhotic sound /r/ after vowel sound. According to GA it is correct but it is not accepted in British English Dictionary.

Students' Actual Pronunciation of the Word 'Language'. The students were asked to produce the word 'Language' and recorded in cell phone. Different pronunciation of an individual word 'Language' by the 40 respondents is given in the following table:

Table 28

Students' Actual Pronunciation of the Word 'Language'

	word	Correct pronunciation	Incorrect pronunciation		
	Language	/læ gwɪ /	/læ ɡɔ: /	/læ ɡ /	/læ gw i /
Total			9	10	11
Percent			22.5	25	27.5

The above table shows that none of the students could pronounce accurately. Around 22.5 percent students pronounced the word as /læ ɡɔ: /, 25 percent pronounced as /læ ɡ / and 27.5 percent students pronounced as /læ gw i /.

Students' Actual Pronunciation of the word 'Perfect'. Different pronunciation of an individual word 'Perfect' by the 40 respondents is given in the following table:

Table 29

Students' Actual Pronunciation of the Word 'Perfect'

	word	Correct pronunciation	Incorrect Pronunciation	
	Perfect	/pɜ:fekt/	/pɜ:p ^h ekt/	/p r ^h ekt/

Total			34	6
Percent			85	15

The above table shows that around 85 percent students pronounced the word 'perfect' as /p3:p^hekt/ among the 40 students. 15 percent student could not pronounce the word. They pronounced sound /f/ as /p^h/.

Students' Actual Pronunciation of the Word 'In fact'. Different pronunciation of an individual word 'In fact' by the 40 respondents is given in the following table:

Table 30

Students' Actual Pronunciation of the Word 'In fact'

	word	Correct pronunciation	Incorrect Pronunciation	
		/in fækt/	/in p ^h ækt/	/in p ^h ekt/
Total			36	4
Percent			90	10

The above table shows that non of the students could pronounced the word 'in fact' accurately among the 40 students. Around 90 percent students pronounce as/in p^hækt/ and 10 percent students pronounced as /in p^hekt/.

Students' Actual Pronunciation of the Word 'Here and There '. Different pronunciation of an individual word 'Here and There' by the 40 respondents is given in the following table:

Table 31

Students' Actual Pronunciation of the Word 'Here and There'

	word	Correct pronunciation	Incorrect Pronunciation	
	Here and	/hi ^r ændðe ^r /	/hi rændde r/	/hi rendde r/

	There			
Total			30	10
Percent			75	25

The above table shows that around 75 percent students pronounced the word as 'Here and There' as /hi rændde r/ and 25 percent students pronounced as /hi rendde r/. They pronounced dental sound /ð/ as alveolar sound /d/. They pronounced rhotic /r/.

Students' Actual Pronunciation of the Word 'Nothing'. The students were asked to produce the word 'Nothing' and recorded in cell phone. Different pronunciation of an individual word 'Nothing' by the 40 respondents is given in the following table:

Table 32

Students' Actual Pronunciation of the Word 'Nothing'

	word	Correct pronunciation	Incorrect Pronunciation		
			/nʌt ^h i /	/n t ^h i /	/nɔ:t ^h i /
	Nothing	/nʌ i /	/nʌt ^h i /	/n t ^h i /	/nɔ:t ^h i /
Total			15	20	5
Percent			37.5	50	12.5

The above table shows that around 37.5 percent students pronounced the word 'Nothing' as /nʌt^hi /, 50 percent pronounced as /n t^hi / and 12.5 percent pronounced as /nɔ:t^hi / from the total students.

Students' Actual Pronunciation of the Word 'Important'. . . Different pronunciation of an individual word 'Important' by the 40 respondents is given in the following table:

Table 33

Students' Actual Pronunciation of the Word 'Important'

	word	Correct pronunciation	Incorrect Pronunciation		

	Important	/impɔ:t nt/	/impɔ:tent/
Total			40
Percent			100

The given table shows that 100 percent students pronounced the word 'Important' as /impɔ:tent/.

Students' Actual Pronunciation of the Word 'Exercise'. The students were asked to produce the word 'Exercise' and recorded in cell phone. Different pronunciation of an individual word 'Exercise' by the 40 respondents is given in the following table:

Table 34

Students' Actual Pronunciation of the Word 'Exercise'

	word	Correct pronunciation	Incorrect Pronunciation	
	Exercise	/eks saiz/	/eks sai /	/eks sais/
Total			34	6
Percent			85	15

The above table clearly shows that among the total students around 85 percent students pronounced the word 'Exercise' as /eks sai / and 15 percent students pronounced as /eks sais/.

Students' Actual Pronunciation of the Word 'Frequently'. The students were asked to produce the word 'Frequently' and recorded in cell phone. Different pronunciation of an individual word 'Frequently' by the 40 respondents is given in the following table:

Table 34

Students' Actual Pronunciation of the Word 'Frequently'

	word	Students' Pronunciation		
	Frequently	/p ^h rikwintli/	/p ^h rikw ntli/	/p ^h rikw intli/
Total		21	16	3

Percent		52.5	40	7.5
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The above table shows that from the total students around 52.5 percent students pronounced the word 'Frequently' as /p^hrikwintli/, 40 percent students pronounced the as /p^hrikw ntl/ and 7.5 percent students pronounced as /p^hrikw intli/.

Students' Actual Pronunciation of the Word 'Cheese'. The students were asked to produce the word 'Cheese' and recorded in cell phone. Different pronunciation of an individual word 'Cheese' by the 40 respondents is given in the following table:

Table 36

Students' Actual Pronunciation of the Word 'Cheese'

	word	Correct pronunciation	Incorrect pronunciation			
	Cheese	/ i:z/	/ i /	/ is/	/ es/	/ i: /
Total			27	9	3	1
Percent			67.5	22.5	7.5	2.5

The above table clearly shows that from the total students around 67.5 percent students pronounced the word 'Cheese' as / i /, 22.5 percent pronounced as / is/, 7.5 percent pronounced as / es/ and only 2.5 percent pronounced as / i: /.

Students' Actual Pronunciation of the Word 'Marriage'. The students were asked to produce the word 'Marriage' and recorded in cell phone. Different pronunciation of an individual word 'Marriage' by the 40 respondents is given in the following table:

Table 37

Students' Actual Pronunciation of the Word 'Marriage'

	word	Correct pronunciation	Incorrect pronunciation		
	Marriage	/mæri: /	/mæri /	/mære /	/mæris/
Total			32	5	3

Percent			67.5	12.5	7.5
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The above table shows that around 67.5 percent students pronounced the word 'Marriage' as /mæri /, 12.5 percent pronounced as /mære / and 7.5 percent pronounced as /mæris/ from the total students.

Students' Actual Pronunciation of the Word 'Motion'. The students were asked to produce the word 'Motion' and recorded in cell phone. Different pronunciation of an individual word 'Motion' by the 40 respondents is given in the following table:

Table 38

Students' Actual Pronunciation of the Word 'Motion'

	word	Correct pronunciation	Incorrect Pronunciation
	Motion	/m n/	/mɔ:s n/
Total			40
Percent			100

The above table shows that all students pronounced the word 'Motion' as /mɔ:s n/.

Students' Actual Pronunciation of the Word 'Sugar'. The students were asked to produce the word 'Sugar' and recorded in cell phone. Different pronunciation of an individual word 'Sugar' by the 40 respondents is given in the following table:

Table 39

Students' Actual Pronunciation of the Word 'Sugar'

	word	Correct pronunciation	Incorrect Pronunciation
	Sugar	/ g r/	/s g r/
Total			40
Percent			100

The above table shows that 100 percent students pronounced the word 'Sugar' as /s g r/. They pronounced sound / / as /s/. They also pronounced the rhotic /r/.

Students' Actual Pronunciation of the Word 'Picture'. The students were asked to produce the word 'Picture' and recorded in cell phone. Different pronunciation of an individual word 'Picture' by the 40 respondents is given in the following table:

Table 40

Students' Actual Pronunciation of the Word 'Picture'

	word	Correct pronunciation	Incorrect pronunciation	
	Picture	/pik r̄/	/pik r/	/pi r/
Total			38	2
Percent			95	5

The above table shows that around 98 percent students pronounced the word 'picture' as /pik r̄/ and 5 percent pronounced as /pi r/ from the total students. They pronounced rhotic /r/.

Students' Actual Pronunciation of the Word 'Suggest'. The students were asked to produce the word 'Suggest' and recorded in cell phone. Different pronunciation of an individual word 'Suggest' by the 40 respondents is given in the following table:

Table 40

Students' Actual Pronunciation of the Word 'Suggest'

	word	Correct pronunciation	Incorrect pronunciation	
	Suggest	/s est/		
Total		40		
Percent		100		

The above table shows that 100 percent students pronounced the word 'Suggest' as /s est/. They have pronounced the word correctly.

Students' Actual Pronunciation of the Word 'Island'. Different pronunciation of an individual word 'Island' by the 40 respondents is given in the following table:

Table 42

Students' Actual Pronunciation of the Word 'Island'

	word	Correct pronunciation	Incorrect pronunciation		
	Island	/ai.l nd/	/aisl nd/	/is.l nd/	/ail nd/
Total			31	7	2
Percent			77.5	17.5	5

The above table shows that around 77.5 percent students pronounced the word 'Island' as /aisl nd/, 17.5 percent pronounced as /is.l nd/ and 5 percent pronounced as /ail nd/.

Students' Actual Pronunciation of the Word 'Window'. Different pronunciation of an individual word 'Window' by the 40 respondents is given in the following table:

Table 43

Students' Actual Pronunciation of the Word 'Window'

	word	Correct pronunciation	Incorrect pronunciation
	Window	/win.d /	/win.dɔ:/
Total		1	39
Percent		2.5	97.5

The above table shows that 2.5 percent pronounced the word 'Window' as /win.d / correctly from the total. And 97.5 percent pronounce the word as /win.dɔ:/.

Students' Actual Pronunciation of the Word 'Please'. Different pronunciation of an individual word 'Please' by the 40 respondents is given in the following table:

Table 44

Students' Actual Pronunciation of the Word 'Please'

	word	Correct pronunciation	Incorrect pronunciation		
	Please	/pli:z/	/plis/	/pli /	/pliz/
Total			27	6	7
Percent			67.5	15	17.5

The above table shows that from the total students around 67.5 percent students pronounced the word 'Please' as /plis/, 15 percent pronounced as /pli / and 17.5 percent as /pliz/.

Students' Actual Pronunciation of the Word 'Danger'. Different pronunciation of an individual word 'Danger' by the 40 respondents is given in the following table:

Table 45

Students' Actual Pronunciation of the Word 'Danger'

	word	Correct pronunciation	Incorrect pronunciation		
	Danger	/dein. r/	/dein. r/	/d n. r/	/den. r/
Total			1	2	37
Percent			1.5	5	92.5

The above table shows that from the 40 students around 1.5 percent pronounced the word 'Danger' as /dein. r/, 5 percent as /d n. r/ and 92.5 percent pronounced as /den. r/.

Students' Actual Pronunciation of the Word 'Tension'. Different pronunciation of an individual word 'Tension' by the 40 respondents is given in the following table:

Table 46

Students' Actual Pronunciation of the Word 'Tension'

	word	Correct pronunciation	Incorrect pronunciation
	Tension	/ten. n/	/ten.s n/
Total			40
Percent			100

The above table clearly shows that from the 40 students 100 percent students pronounced the word 'Tension' as /ten.s n/. They pronounced / / as /s/.

Students' Actual Pronunciation of the Word 'Fantastic'. Different pronunciation of an individual word 'Fantastic' by the 40 respondents is given in the following table:

Table 47

Students' Actual Pronunciation of the Word 'Fantastic'

	word	Students' pronunciation			
	Fantastic	/p ^h entas.tik/	/p ^h æntæs.tik/	/fentas.tik/	/p ^h æntastik/
Total		27	5	2	6
Percent		67.5	12.5	5	15

The above table shows that around 67.5 percent students pronounced the word 'Fantastic' as /p^hentas.tik/, 12.5 percent pronounced as /p^hæntæs.tik/, 5 percent pronounced as /fentas.tik/ and 15 percent pronounced as /p^hæntastik/ from the total students. Most of the students pronounced /f/ as /p^h/.

Students' Actual Pronunciation of the Word 'Then Again'. Different pronunciation of an individual word 'Then Again' by the 40 respondents is given in the following table:

Table 48

Students' Actual Pronunciation of the Word 'Then Again'

	word	Correct pronunciation	Incorrect pronunciation	
	Then Again	/ðen gein/	/den gen/	/den gein/
Total			39	1
Percent			97.5	2.5

The above table shows that from the total students around 97.5 percent students pronounced the word 'Then Again' as /den gen/ and 2.5 percent pronounced as /den gein/. They pronounced sound /ð/ as /d/.

Students' Actual Pronunciation of the Word 'They're'. Different pronunciation of an individual word 'They're' by the 40 respondents is given in the following table:

Table 49

Students' Actual Pronunciation of the Word 'They're'

	word	Correct pronunciation	Incorrect pronunciation		
	They're	/ðe r/	/dear/	/di rar/	/der.ar/
Total			33	6	1
Percent			82.5	15	2.5

The above table shows that from the total students around 82.5 percent students pronounced the word 'They're' as /dear/ 15 percent pronounced as /di rar/, and 2.5 percent pronounced as /der.ar/. They pronounced sound /ð/ as /d/.

Students' Actual Pronunciation of the Word 'Thank you'. Different pronunciation of an individual word 'Thank You' by the 40 respondents is given in the following table:

Table 50

Students' Actual Pronunciation of the Word 'Thank You'

	word	Correct pronunciation	Incorrect pronunciation
	Thank you	/ æ kju: /	/t ^h æ kju: /
Total			40
Percent			100

The above table shows that 100 percent students pronounced the word 'Thank you' as /t^hæ kju:/. They pronounced sound / / as /t^h/.

Students' Actual Pronunciation of the word 'Very Good'. Different pronunciation of an individual word 'Very Good' by the 40 respondents is given in the following table:

Table 51

Students' Actual Pronunciation of the Word 'Very Good'

	word	Correct pronunciation	Incorrect pronunciation
	Very Good	/ver.ig d/	/b ^h er.ig d/
Total		2	38
Percent		5	95

The above table shows that around 5 percent students pronounced the word 'Very good' as /ver.ig d/ from the 40 students which is correct. And 95 percent students pronounce as /b^her.ig d/. They pronounced the sound /v/ as /b^h/.

Students' Actual Pronunciation of the word 'Today'. Different pronunciation of an individual word 'Today' by the 40 respondents is given in the following table:

Table 52

Students' Actual Pronunciation of the Word 'Today'

	word	Correct pronunciation	Incorrect pronunciation		
	Today	/t dei/	/tude/	/tudei/	/t de/
Total			33	5	2
Percent			82.5	12.5	5

The above table shows that from the 40 student around 82.5 percent pronounced the word 'Today' as /tude/, 12.5 percent pronounced as /tudei/ and 5 percent pronounced as /t de/.

Students' Actual Pronunciation of the Word 'Festival'. Different pronunciation of an individual word 'Festival' by the 40 respondents is given in the following table:

Table 53

Students' Actual Pronunciation of the Word 'Festival'

	word	Correct pronunciation	Incorrect pronunciation		
	Festival	/fes.ti.v l/	/p ^h es.ti.b ^h l/	/fes.ti.b ^h l/	/p ^h es.ti.b l/
Total		1	32	2	5
Percent		2.5	80	5	12.5

The above table shows that from the 40 students around 2.5 percent pronounced the word 'Festival' as /fes.ti.v l/ which is correct pronounced according to BBC dictionary. 80 percent student pronounced as /p^hes.ti.b^h l/, 12.5 percent pronounced as /p^hes.ti.b l/ and 5 percent /fes.ti.b^h l/. Most of student pronounced the sound /f/ as /p^h/ and sound/ v/ as /b^h/.

Students' Actual Pronunciation of the Word 'Climate'. Different pronunciation of an individual word 'Climate' by the 40 respondents is given in the following table:

Table 54

Students' Actual Pronunciation of the Word 'Climate'

	word	Correct pronunciation	Incorrect pronunciation
	Climate	/klai.m t/	/klai.met/
Total			40
Percent			100

The above table shows that from the 40 students 100 percent students pronounced the word 'Climate' as /klai.met/.

Students' Actual Pronunciation of the Word 'Received'. Different pronunciation of an individual word 'Received' by the 40 respondents is given in the following table

Table 55

Students' Actual Pronunciation of the Word 'Received'

	word	Correct pronunciation	Incorrect pronunciation
	Received	/risi:vd/	/risi:b ^h d/
Total			40
Percent			100

The above table shows that from the 40 students 100 percent students pronounced the word 'Received' as /risi:b^hd/. They pronounced the sound /v/ as /b^h/.

Students' Actual Pronunciation of the Word 'National'. The students were asked to produce the word 'National' and recorded in cell phone. Different pronunciation of an individual word 'National' by the 40 respondents is given in the following table:

Table 56

Students' Actual Pronunciation of the Word 'National'

	word	Correct pronunciation	Incorrect pronunciation			
	National	/næ n l/	/nesn l/	/nes n l/	/næs n l/	/næsn l/
Total			25	9	5	1
Percent			62.5	22.5	12.5	2.5

The above table shows that from the 40 students around 62.5 percent students pronounced the word 'National' as /nesn l/, 22.5 percent pronounced as /nes n l/, 12.5 percent pronounced as /næs n l/ and 2.5 percent pronounced as /næsn l/.

Students' Actual Pronunciation of the Word 'Thought'. The students were asked to produce the word 'Thought' and recorded in cell phone. Different pronunciation of an individual word 'Thought' by the 40 respondents is given in the following table:

Table 57

Students' Actual Pronunciation of the Word 'Thought'

	word	Correct pronunciation	Incorrect pronunciation
	Thought	/ð /	/dɔ:/
Total			40
Percent			100

The above table shows that from the 40 students 100 percent students pronounced the word 'Thought' as /dɔ:/. They pronounced sound /ð/ as /d/.

Students' Actual Pronunciation of the Word 'Thought'. The students were asked to produce the word 'Thought' and recorded in cell phone. Different pronunciation of an individual word 'Thought' by the 40 respondents is given in the following table:

Table 58

Students' Actual Pronunciation of the Word 'Thought'

	word	Correct pronunciation	Incorrect pronunciation			
	Thought	/ɔ:t/	/t ^h t/	/t ^h t ^h /	/t ^h g/	/t ^h aut/
Total			31	7	1	1
Percent			77.5	17.5	2.5	2.5

The above table shows that from the 40 students around 77.5 percent pronounced the word 'Thought' as /t^h t/, 17.5 percent pronounced as /t^h t^h/, 2.5 percent pronounced as /t^h g/ and 2.5 percent pronounced as /t^haut/. All students pronounced sound / / as /t^h/.

Students' Actual Pronunciation of the Word 'Lucky'. The students were asked to produce the word 'Lucky' and recorded in cell phone. Different pronunciation of an individual word 'Lucky' by the 40 respondents is given in the following table:

Table 59

Students' Actual Pronunciation of the Word 'Lucky'

	word	Correct pronunciation	Incorrect pronunciation
	Lucky	/lʌk.i/	/l k.i/
Total		7	33
Percent		17.5	82.5

From the above table it is clear that around 17.5 percent students pronounced the word 'Lucky' as /lʌk.i/, which is correct. And 82.5 percent pronounced as /l k.i

Students' Actual Pronunciation of the word 'Surprise'. The students were asked to produce the word 'Surprise' and recorded in cell phone. Different pronunciation of an individual word 'Surprise' by the 40 respondents is given in the following table:

Table 60

Students' Actual Pronunciation of the Word 'Surprise'

	word	Correct pronunciation	Incorrect pronunciation	
	Surprise	/s rpraiz/	/s prais/	/s rprais/
Total		1	7	32
Percent		2.5	17.5	80

The above table shows that from the 40 students around 2.5 percent pronounced the word 'surprise' as /s rpraiz/, which is correct, 17.5 percent pronounced as /s prais/ and 80 percent pronounced as /s rprais/.

Students' Actual Pronunciation of the Word 'Village'. The students were asked to produce the word 'Village' and recorded in cell phone. Different pronunciation of an individual word 'Village' by the 40 respondents is given in the following table:

Table 61

Students' Actual Pronunciation of the Word 'Village'

	word	Correct pronunciation	Incorrect pronunciation	
	Village	/vili /	/b ^h ili /	/b ^h ele /
Total		1	34	5
Percent		2.5	85	12.5

The above table shows that from the total students around 2.5 percent pronounced the word 'Village' as /vili / which is correct pronunciation. 85 percent pronounced as /b^hili /, 12.5 percent pronounced as /b^hele /. Most of the student pronounced the sound /v/ as /b^h/.

Students' Actual Pronunciation of the Word 'Fast'. The students were asked to produce the word 'Fast' and recorded in cell phone. Different pronunciation of an individual word 'Fast' by the 40 respondents is given in the following table:

Table 62

Students' Actual Pronunciation of the Word 'Fast'

	word	Correct pronunciation	Incorrect pronunciation
	Fast	/f :st/	/p ^h st/
Total		1	39
Percent		2.5	98.5

The above table shows that from the 40 students around 2.5 percent pronounced the word 'Fast' as /f :st/ which is correct. And 98.5 percent students pronounced as /p^hast/.

Students' Actual Pronunciation of the Word 'Morning'. The students were asked to produce the word 'Morning' and recorded in cell phone. Different pronunciation of an individual word 'Morning' by the 40 respondents is given in the following table:

Table 63

Students' Actual Pronunciation of the Word 'Morning'

	word	Correct pronunciation	Incorrect pronunciation
	Morning	/mɔ:ni /	
Total		40	
Percent		100	

The above table clearly shows that from the 40 students 100 percent pronounced the word 'Morning' correctly. They pronounced the word as /mɔ:ni /.

Students' Actual Pronunciation of the Word 'Five'. The students were asked to produce the word 'Five' and recorded in cell phone. Different pronunciation of an individual word 'Five' by the 40 respondents is given in the following table:

Table 64

Students' Actual Pronunciation of the Word 'Five'

	word	Correct pronunciation	Incorrect pronunciation			
	Five	/f :iv/	/p ^h aib ^h /	/p ^h aip ^h /	/faib ^h /	/faif/
Total			35	3	1	1
Percent			87.5	7.5	2.5	2.5

The above table shows that among the 40 student around 87.5 percent students pronounced the word 'Five' as /p^haib^h/, 7.5 percent pronounced /p^haip^h/, 2.5 percent pronounced as /faib^h/ and 2.5 percent pronounced as /faif/.

Students' Actual Pronunciation of the Word 'Three'. The students were asked to produce the word 'Three' and recorded in cell phone. Different pronunciation of an individual word 'Three' by the 40 respondents is given in the following table:

Table 65

Students' Actual Pronunciation of the Word 'Three'

	word	Correct pronunciation	Incorrect pronunciation	
	Three	/ ri:/	/t ^h ri/	/t ^h ri:/
Total			36	4
Percent			90	10

The above table shows that from the 40 students around 90 percent pronounced the word 'Three' as /t^hri/ and 10 percent pronounced as /t^hri:/. They pronounced sound / / as /t^h/.

Students' Actual Pronunciation of the Word 'Virtue'. The students were asked to produce the word 'Virtue' and recorded in cell phone. Different pronunciation of an individual word 'Virtue' by the 40 respondents is given in the following table:

Table 66

Students' Actual Pronunciation of the Word 'Virtue'

	word	Correct pronunciation	Incorrect pronunciation		No
	Virtue	/vɜ: u:/	/bʰɜ: iu/	/bʰɜ: u:/	
Total			31	8	1
Percent			77.5	20	2.5

The above table shows that from the 40 students around 77.5 percent students pronounced the word 'Virtue' as /bʰɜ: iu/, 20 percent pronounced as /bʰɜ: u:/ and 2.5 percent could not pronounce the word.

Students' Actual Pronunciation of the Word 'Very'. The students were asked to produce the word 'Very' and recorded in cell phone. Different pronunciation of an individual word 'Very' by the 40 respondents is given in the following table:

Table 67

Students' Actual Pronunciation of the Word 'Very'

	word	Correct pronunciation	Incorrect pronunciation
	Very	/veri/	/bʰeri/
Total			40
Percent			100

The above table shows that from the 40 students 100 percent students pronounced the word 'Very' as /bʰeri/. They pronounced the sound /v/ as /bʰ/.

Students' Actual Pronunciation of the Word 'Eight'. The students were asked to produce the word 'Eight' and recorded in cell phone. Different pronunciation of an individual word 'Eight' by the 40 respondents is given in the following table:

Table 68

Students' Actual Pronunciation of the Word 'Eight'

	word	Correct pronunciation	Incorrect pronunciation			
	Eight	eit /	/et/	/et ^h /	/eit ^h /	/eit/
Total			7	22	9	2
Percent			17.5	55	22.5	5

The above shows that from the 40 students around 17.5 percent pronounced the word 'Eight' as /et/, 55 percent pronounced as /et^h/ 22.5 percent pronounced as /eit^h/ and 5 percent pronounced as /eit/.

Students' Actual Pronunciation of the Word 'They'. The students were asked to produce the word 'They' and recorded in cell phone. Different pronunciation of an individual word 'They' by the 40 respondents is given in the following table:

Table 69

Students' Actual Pronunciation of the Word 'They'

	word	Correct pronunciation	Incorrect pronunciation
	They	/ð i/	/de/
Total			40
Percent			100

The above table shows from the 40 students 100 percent pronounced the words 'They' as /de/. They pronounced dental sound /ð/ as /d/.

Students' Actual Pronunciation of the Word 'Tooth'. The students were asked to produce the word 'Tooth' and recorded in cell phone. Different pronunciation of an individual word 'Tooth' by the 40 respondents is given in the following table:

Table 70

Students' Actual Pronunciation of the Word 'Tooth'

	word	Correct pronunciation	Incorrect pronunciation	
	Tooth	/tu: /	/tu:t ^h /	/tut ^h /
Total			6	34
Percent			15	85

The above table shows that 15 percent pronounced the word 'Tooth' as /tu:t^h/ and 85 percent pronounced as /tut^h/. They pronounced dental sound / / as /t^h/.

Chapter V

Finding, Conclusion and Recommendations

In this chapter, I've presented the finding and conclusion on the basis of analysis, interpretation of collected data and drawn result. Likewise, I have recommended some pedagogical implications for practical level and also suggested some applications for the policy level and further research area.

Findings

Studying the words, not an individual sound, the required data were mainly taken from audio recording. The finding and discussion are elicited clearly in the following sections:

- The most problematic sound to the Tharu learners were /f/, /v/, /θ/, /ð/.
- The most frequently difficulties pronouncing of English sounds to the Tharu learners were / /, /ð/, / /, /f/, /v/ and /z/.
- Generally, the consonant sound /p/, /t/, /k/, /b/, /d/, /g/, /m/, /n/, / /, / /, /s/, /l/, /r/, /j/, /w/ had not great difficulties while pronounce in isolation as well as cluster.
- Regarding the sound /z/, different Tharu learners pronounced in different ways as /z/, / /, / /.

- Regarding the sound / /, 100 percent pronounced the sound / / as /s/.
- Regarding the labio dental sound /f/, 93.33 percent learners pronounced the sound /f/ as /p^h/ (bilabial /p^h/) in different words.
- Regarding the sound labio dental sound /v/, 96.66 percent students pronounced the sound /v/ as /b^h/ (bilabial b^h) in different words.
- Regarding the sound / ð/, 100 percent learners pronounced the sound / ð/ as /d/ (alveolar /d/) in different words.
- Regarding the sound / /, 98.57 percent student pronounced the sound / / as /t^h/ (alveolar /t^h/) in different words.
- Regarding the sound /z/ 65 percent students pronounced the sound /z/ as /s/ in different words.
- Regarding the sound /z/, 42 percent students pronounced the sound /z/ as / / in different words.
- Regarding the word 'Honour', among the 100 percent student 2.5 percent could not pronounced the word because of soun /h/ is silent.
- In the word 'Virtue', among the 40 students 2.5 percent could not pronounced the word.
- The word such as language, frequently, fantastic, different student pronounced the word differently.
- Some words such as interesting, important, Happy, suggest 100 percent students pronounced correctly.
- Some words such as sugar, motion, window, thank you, very good, though, very, they, fast, morning, student pronounced wrong way even though they pronounced as same way.

Conclusion

The data collected and analyzed are used to find out the answer the research question and to fulfil the objectives of the study. On the basis of the primary data, some significant findings are mentioned in the previous chapter. As a whole, I'm going to present here some reasons to committing the errors by the participants.

- Form the 70 words most of the participants got difficulties in pronouncing labio dental sound /f/ and /v/. They pronounced as

bilabial because of unavailability of labio dental sound in Tharu language.

- Dental sound /θ/ and /ð/ participants felt difficult. They pronounced the dental sound as alveolar sound (/t^h/ and /t^h/) because there is not dental sound in Tharu language.
- Among the 70 words, the plosive sound /p/, /t/, /k/, /b/, /d/, /g/, are easily pronounced by participants. In these sounds played positive influence in acquisition of second language.
- From the total 70 words, almost all the students pronounced the nasal sounds /m/, /n/, /ŋ/ correctly. So these sounds have positive impact on learning second language sound system.
- The word such as /s/, /ʃ/, /r/, /j/, /w/, had not great differences in isolation as well as cluster.
- From the 40 students 100 percent students pronounced the sound /z/ as /s/ because of old habit of first language.
- The English sound /h/ is voiced but Thaur participants pronounced as voiceless /h/. Because there is not voiced /h/ sound in Tharu language.
- The sound /z/ is pronounced as differently as /z/, /ʒ/, /ʒ/ by different students because of lack of amount of exposures.
- Some words such as 'interesting', 'happy', 'important', pronounced easily because of enough exposure.
- Some words such as 'sugar', 'motion', 'window', 'thank you', 'very', 'very good', 'though' pronounced same way even wrong because of old habit.

Recommendations

On the basis of above results and conclusions, the following recommendations have been proposed. The recommendations have been categorized into three different categories which are briefly discussed below.

Policy Related . In Nepal, government and authorized people are the policy makers in the field of language education. Ministry of education and government are the major responsible factors to advocate the policy. Under this sector, book writers, book publication and curriculum development centre are also responsible factors for policy making. So these factors should have sound knowledge about importance of pronunciation and ways to improve the pronunciation of different ethnic group. So, I would like to suggest the following recommendations for the policy makers.

- The teacher should be trained to use audio visual materials in classroom.
- Experts, syllabus designers and methodologist must consider pronunciation as an important aspect and provided a lot of provision for the use of authentic audio video materials in classroom.
- It would be to increase the weight of the speaking test. The course book writer should give more emphasis on pronunciation and the phonetic transcription should be involved in the course book.
- Universities established in Nepal should take responsibility for producing competent English language teachers. Thus, these universities should develop their curriculum paying attention to

the effectiveness of teaching pronunciation for the marginalized ethnic group.

- Supervision should be implemented time and again.

Practice Related. The major implications from the findings of this study in practical or day to day life are recommended under the practical field. This study may be significant for the textbook writer, language teacher, curriculum designers, trainers, students. Some useful practice related recommendations have been suggested as follows.

- The teacher should respect the diversity of the classroom and pay attention to improve the pronunciation of the Tharu students.
- The teachers should use the audio video materials like electronic dictionary with sound system and give emphasis on tongue twister activities for correct pronunciation.
- The teacher and students should not dominate the poor linguistic background students. The teachers should be cooperative and innovative in their field. Students' diversity, emotion, imagination and intuition should be paid attention in the classroom and give emphasis on communicative language teaching.
- Teacher should use different teaching method and techniques while teaching in classroom. The teacher should use imitation

drill in teaching English pronunciation. Teaching English through audio dictionary and English movies with written script should be shown in the classroom.

- It is also useful to make child centred class. The main activity of teaching pronunciation using audio dictionary is practicing the pronunciation.

Further Research Related. No research is complete in itself.

This study also could not cover all the areas of research. There might have some limitation as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. So, I recommended following further research related recommendation.

- This study attempt to see the influence of Tharu language native speaker in English pronunciation only class ten. So, further researches should be done in others grade.
- The present study was basically related to the government aided schools of Bardiya district. So, further research should be related to any government aided and private school of other district.
- The present study was limited to only influence of mother tongue of Bhauraiya Tharu students on English. So, further study should be different ethnic group as well.

- The present study was limited to survey research design so, further researches should be adopted other than survey research.
- This research will provide valuable secondary sources for the further researchers to carry out their study.
- It will provide new research areas which are left to be investigated other languages, aspect and field.

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APPENDIX- I

Question for the Test

Name of students:

Date:

School name:

Class:

Pronounce the following words.

S.N.	Word	Correct Pronunciation	Students Pronunciation
1	Actual	/æ k u l/	
2	Happy	/hæ pi/	
3	Go	/g u/	
4	cupboard love	/kʌ b. dlʌ v/	
5	bad blood	/bæ db lʌ d/	
6	ladder	/læ d. r/	
7	mosquito	/m ski:t u/	
8	Autumn	/ɔ:təm/	
9	Pneumonia	/nju:m uni. /	
10	Think	/ ink/	
11	This	/ðis/	
12	breath test	/bre test/	
13	take off	/teik f/	
14	health	/hel /	
15	useful	/ju:sf l/	
16	Family	/fæm li/	
17	relation	/rilei n/	
18	Serious	/si .ri. s/	
19	Honour	/ n. r/	

20	interesting	/in.tres.ti /	
21	later on	/lei.t ^r . n/	
22	at last	/et l :st/	
23	Challenge	/ æli.n /	
24	of course	/əv kɔ:s/	
25	forgot	/f g t/	
26	thrill	/ ril/	
27	director	/dairekt ^r /	
28	language	/læ gwi /	
29	perfect	/pɜ:fekt/	
30	in fact	/in fækt/	
31	here and there	/hi ^r ændðe ^r /	
32	nothing	/nʌ i /	
33	important	/impɔ:t nt/	
34	exercise	/eks saiz/	
35	frequently	/fri:kw ntli/	
36	cheese	/ i:z/	
37	marriage	/mæri: /	
38	motion	/m n/	
39	sugar	/ g r/	
40	picture	/pik ^r /	
41	suggest	/s est/	
42	island	/ai.l nd/	
43	window	/win.d /	
44	please	/pli:z/	
45	danger	/dein. ^r /	
46	tension	/ten. n/	
47	fantastic	/fæntæs.tik/	
48	then again	/ðen gein/	
49	they're	/ðe r/	

50	thank you	/ æ kju: /	
51	very good	/ ver.ig d /	
52	today	/ t dei /	
53	festival	/ fes.ti.v l /	
54	climate	/ klai.m t /	
55	received	/ risi:vd /	
56	national	/ næ n l /	
57	though	/ ð /	
58	Thought	/ ɔ:t /	
59	lucky	/ lʌk.i /	
60	Surprise	/ s rpraiz /	
61	Village	/ vili /	
62	Fast	/ f :st /	
63	Morning	/ mɔ:ni /	
64	five	/ f :iv /	
65	Three	/ ri: /	
66	Virtue	/ vɜ: u: /	
67	very	/ veri /	
68	Eight	/ eit /	
69	They	/ ð i /	
70	Tooth	/ tu: /	