

**ERRORS COMMITTED IN PRONUNCIATION BY THARU
STUDENTS OF ENGLISH**

**A Thesis Submitted to the Department of English Education
In partial Fulfilment for the Master of Education in English**

**Submitted by
Jaya Ram Chaudhary**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2017

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2017**

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 6-4-2017

Jaya Ram Chaudhary

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jaya Ram Chaudhary** has prepared this thesis entitled **Errors Committed in Pronunciation by Tharu Students of English** under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 7-4-2017

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Prof. Dr. Anjana Bhattari

Head

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Chairperson)

Dr. Ram Ekwel Singh

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Member)

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Member)

Date :

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Chairperson)

Dr. Anju Giri

Professor

Department of English Education

And

Chairperson

English and other Foreign Languages

Education Subject Committee

Faculty of Education

T.U., Kirtipur

(Member)

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

(Member)

Date : 12-4-2017

DEDICATION

Dedicated

to

My Parents and Maternal Uncle

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Jaya Ram Chaudhary

ABSTRACT

This thesis entitled "Errors Committed in Pronunciation by Tharu students of English" was carried out to find out the errors committed by the Dangaura Tharu speakers. I collected the data from both primary and secondary sources. The sample population of the study consisted of 40 students of class eight. I took a test consisting of 70 different types of words to collect primary data. I used the simple random sampling procedure to sample the population. After the analysis of the data, I found that the student committed the errors due to mother tongue influence, analogical creation, overgeneralization and erroneous input. The maximum participants had committed the error in pronouncing the words like 'orchid', 'village' and 'virtue' due to analogical creation. A major reason to commit the error was due to mother tongue influence. The Dangaura Tharu language has no labiodental and dental sounds. So the respondents had committed the error in pronouncing the words which are formed by the sounds /f/, /v/, /θ/ and /ð/.

This thesis consists of five chapters. Chapter one deals with introduction. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with review of the theoretical literature, introduction of Tharu community, review of the empirical literature, implications of the literature review and conceptual framework. Chapter three deals with the design and methods of the study, population, sample and sampling strategy, study area, data collection tools and techniques and data collection procedures. Chapter four deals with analysis of

data and interpretation of the result and summary of findings. The last chapter deals with conclusion, recommendations, references and appendices.

LIST OF ABBREVIATION

BBC	:	British Broadcasting Corporation
CBS	:	Central Bureau of Statistics
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For Example
GA	:	General American
M.Ed.	:	Masters of Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OALD	:	Oxford Advanced Learners Dictionary
OUP	:	Oxford University Press
P	:	Page
Prof.	:	Professor
Reg.	:	Registration
SN	:	Serial Number
T.U.	:	Tribhuvan University
UK	:	United Kingdom
USA	:	United State of America
VDC	:	Village Development Committee
%	:	Percent

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LIST OF SYMBOLS

Consonants of English

/p/	as in 'pier'
/b/	as in 'beer'
/t/	as in 'tier'
/d/	as in 'deer'
/g/	as in 'gear'
/tʃ/	as in 'cheer'
/f/	as in 'fear'
/z/	as in 'baize'
/ʒ/	as in 'beige'
/k/	as in 'bake'
/v/	as in 'veer'
/ð/	as in 'bathe'
/θ/	as in 'wrath'
/m/	as in 'mere'
/n/	as in 'near'
/ŋ/	as in 'wrong'
/ʃ/	as in 'sheer'
/s/	as in 'base'
/r/	as in 'rear'
/l/	as in 'leer'
/h/	as in 'heat'
/w/	as in 'weir'
/j/	as in 'year'
/dʒ/	as in 'jeer'

Vowels

/ɪ/ as in 'fill'

/i:/ as in 'feel'

/ʊ/ as in 'full'

/u:/ as in 'fool'

/e/ as in 'fell'

/ɔ:/ as in 'fall'

/æ/ as in 'fat'

/ɑ:/ as in 'cart'

/eɪ/ as in 'fail'

/aɪ/ as in 'file'

/ɔɪ/ as in 'foil'

/ʌ/ as in 'cut'

/ʊə/ as in 'tour'

/aʊ/ as in 'foul'

/eə/ as in 'tear'

/ɪə/ as in 'tier'

/ɜ:/ as in 'curt'

/əʊ/ as in 'foal'

/ɒ/ as in 'cot'

/ə/ as in 'ago'

(Peter Roach, 2009)

CHAPTER - I

INTRODUCTION

This study is entitled "Errors Committed in Pronunciation by Tharu Students of English." This introduction part consists of background of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Language is specific and species uniform possession of man kind. It is a means of communication. It is used in society not in vacuume. Wardhaugh (2006, p. 1) says, "A language is what the members of particular society speak." Similarly, Romaine (2009, p. 1) says, "Language as an abstract object which can be accounted for social concern of any kind." Crystal (2003, p. 85) says:

Language is the 'arbitrary, voluntary, vocal system of human communication. The term 'arbitrary' is suggestive of the fact that language has its own set of rules against which it will not be suitable to argue 'why' ? 'Voluntary' means, we use language only if we wish. It is not obligatory to the speaker. "Vocal' refers to the fact that language is the sum total of sounds made by human organs of speech, 'system' refers to the fact that it is made up of some other subsystem such as phonological, grammatical and semantic systems, 'Human' refers to it is a human property and 'communication' means transmitting information of some kind from a source to a receiver.

According to Chomsky (1968, p. 100) as cited in Gass and Selinker (2008), "When we study human language, we are approaching what some might call the human essence, the distinctive qualities of mind that are, so far as we know, unique to human." Dahit (2070) defines language as human express their intention and feelings through different ways as touching, pocking, winking, sign, gesture and producing voice. Among them only speech is known as language.

Wardhaugh (2006, p. 1) says, "When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most case that code will be something we may also want to call a language."

Generalizing the above definition we can say that language is the human unique property. It is used to express somebody's feelings and emotions.

1.2 Statement of the Problem

Pronunciation is an integral aspect of language. Every fields have their own problem. This study was dealt with the errors of Tharu students in pronunciation of English words. Teaching pronunciation basically involves the task of making the students able to make use of sounds, stress and intonation accurately. At the same time teaching pronunciation helps in developing linguistic awareness on the part of the students.

Despite being small in size 1,47,181 sq. km., Nepal is full of diversity. It is a multi-racial, multi-cultural, multi-religious and multi-lingual country. It has an amazing cultural diversity including linguistic plurality. There are one hundred twenty six castes and one hundred twenty three languages which are spoken in Nepal (CBS Report, 2011). However, most of them do not have their own script. They are still confined to their traditions. Some of them are in the condition of extinction because of lesser number of speaker, migration to urban

areas or foreign countries, language contact, lack of language transmission to younger generation and so on. Therefore if we do not focus our effort on the preservation of such languages, we will lose our culture, traditions, identities, values and beliefs, etc.

Tharu language is a language which is spoken by the fourth largest population in Nepal. Even if large population speaks this language 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 language are members of the same language family, 'Indo-European language.' There is wide difference between them, English is a stress timed language whereas Tharu language is a syllable timed language. English is different from Tharu language and other languages too because of its different vocabulary, grammar, pronunciation, language function.

I was interested to do the research entitled "Errors Committed in Pronunciation by Tharu students of English" because as a native speaker of Tharu language, I have 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 pronunciation dental sounds of Nepali language /t̪/, /θ/, /ð/ and /ð^h/. Similarly because of their native language influence they pronounce dental sounds /θ/ and /ð/ as alveolar sounds in English

It is necessary to be competent, fluent and utter the words with correct pronunciation for successful communicator. Incorrect pronunciation diversifies the meaning of an utterance and communication becomes failure. So I want to do research to find out the errors committed by Tharu students in pronouncing English words.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To identify the errors committed pronunciation by Tharu students in pronouncing English words,
- ii. To find out the most frequent errors committed by Tharu students in pronunciation of sounds,
- iii. To find out the most problematic sounds to the Tharu students and
- iv. To suggest some pedagogical implications.

1.4 Research Questions

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

- i. What are the errors committed by the Tharu students in pronunciation of English words ?
- ii. What are the most frequent errors committed by Tharu students ?
- iii. What are the most problematic sounds to them?

1.5 Significance of the Study

This research will be helpful for the teachers who teach English language. It will be helpful for the teachers in the sense that it will find out the errors committed by Tharu students in pronunciation and the teachers will pay attention for solution to the problem. It will be benefited to the text book writers and curriculum designers to write and design curriculum focusing to the errors committed by the Tharu students. This study will be useful to those researchers who will conduct research in this field for further investigation.

1.6 Delimitations of the Study

The study had the following limitations:

- i. The research was limited to Dangaura Tharu native speakers of Dhansinghpur VDC of Kailali district.
- ii. The research was confined to only Dangaura Tharu dialect.
- iii. Only a test consisting of 70 different words from compulsory English of grade eight was administered to test the students.
- iv. Further the students' sound was recorded in the cell phone.
- v. The words uttered by the respondents was transcribed being based on the book phonetics and phonology by Peter Roach.

1.7 Operational Definitions of the Key Terms

Consonant : A consonant is defined as sound unit other than a vowel.

Dangaura Tharu language : A dialect of Tharu language which is basically spoken in western Terai region of Nepal. It is also called Dangaura Tharu language.

Error : It refers to the mistakes committed by second language learners in speaking or writing.

Pronunciation : The Pronunciation is a beauty of speaking and a part of speakers' image. It is one of the most important aspect of language which includes production and perception of both segmental and supra segmental features of a particular language in order to achieve meaning and communicate with other people.

Tharu : 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.

Vowel : A vowel is defined as syllabic vocoid.

CHAPTER - II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of the theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework of the study are mentioned as below:

2.1 Review of the Theoretical Literature

This section includes the language families in Nepal. The English language, segmental and supra-segmental sounds, introduction of Tharu community.

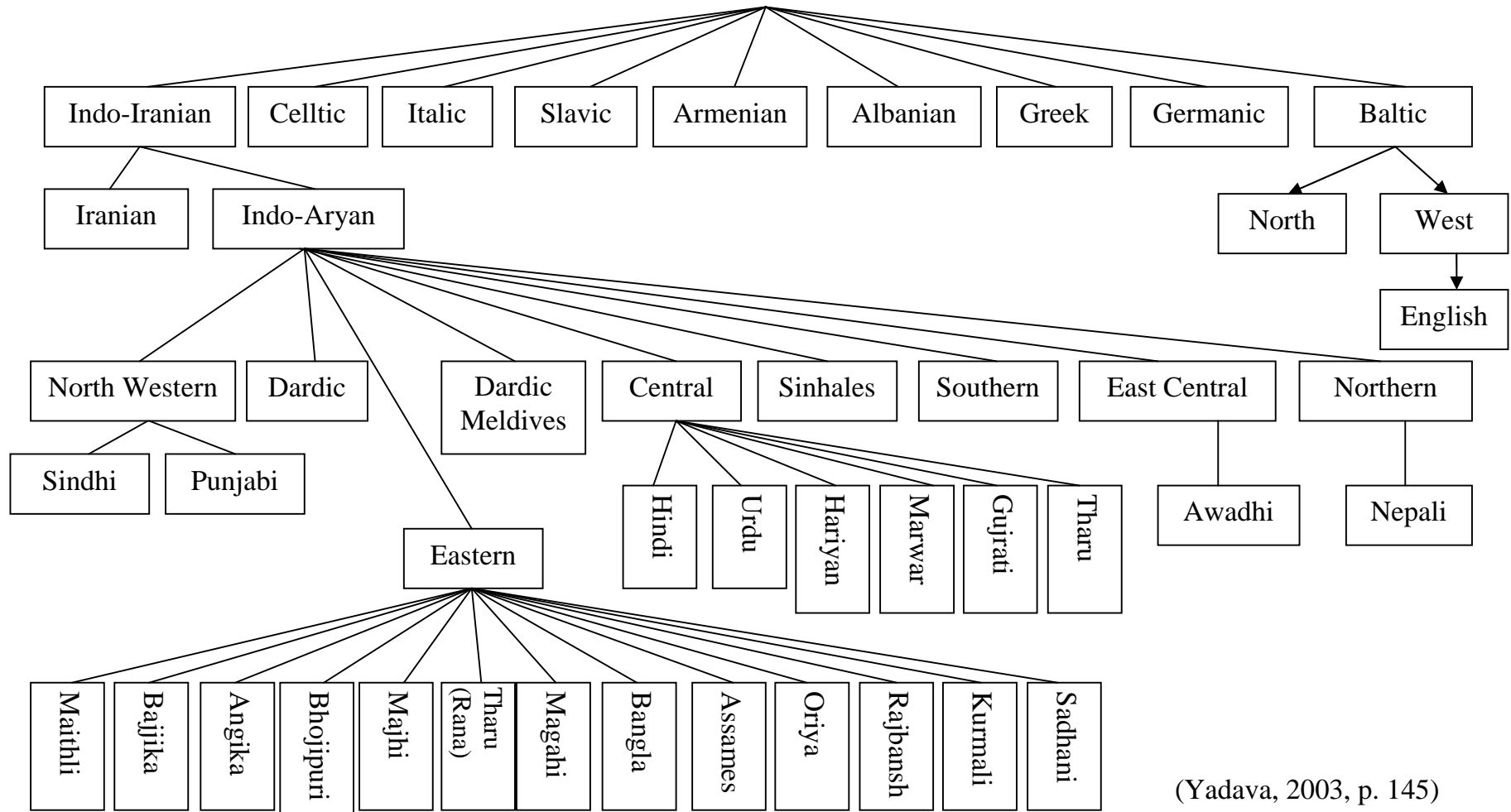
2.1.1 Language Families in Nepal

Though Nepal is confined to small area of 1,47,181 km², it is full of diversity. According to Yadava (2003) on the basis of genetic affiliation of the languages in Nepal they are classified into four broad families: Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian, which are mentioned as follows:

2.1.1.1 Indo-European Languages

The languages of the Indo-European family are spoken by the largest group of the speakers. The languages of this family mainly include; Nepali, Awadhi, Sindhi, Punjabi, etc. English is also one of them which is used as a second or a foreign language by the speaker of different languages of Nepal. The Indo European languages are presented in the figure on the next page.

Figure 1 : Indo-European Languages

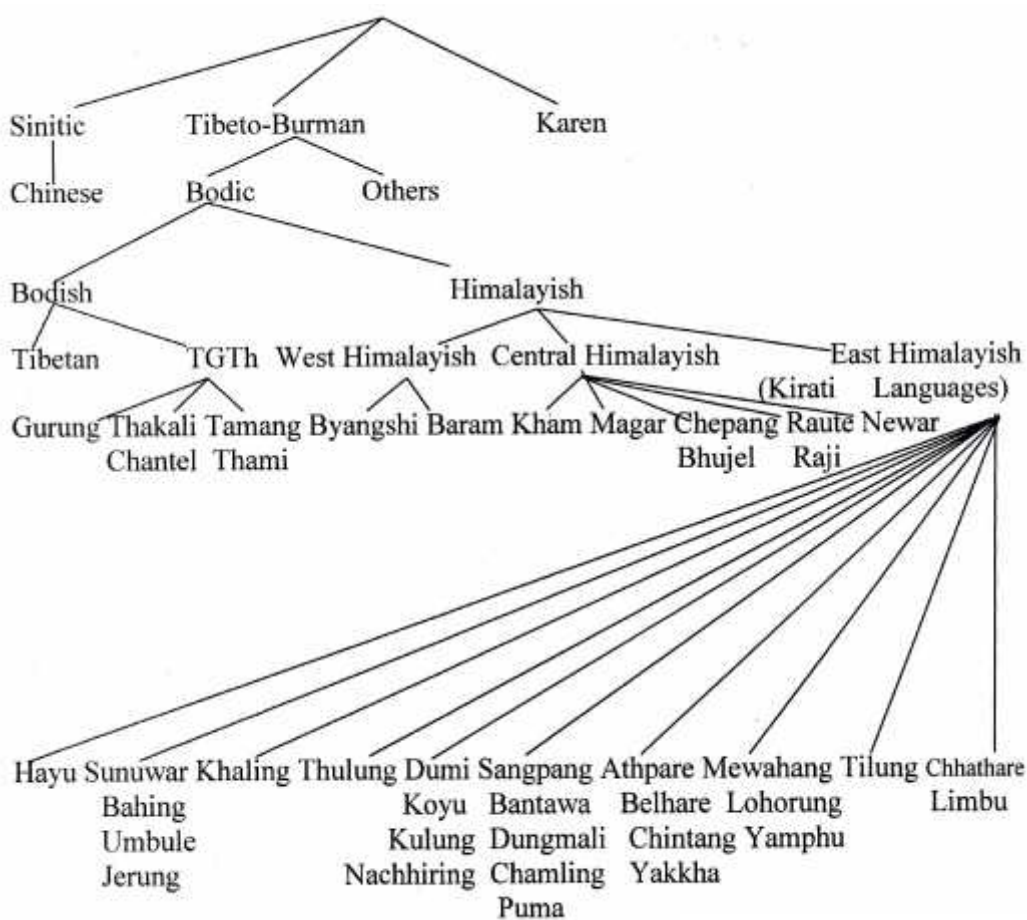


(Yadava, 2003, p. 145)

2.1.1.2 Sino-Tibetan Languages

The Sino-Tibetan languages are spoken by smaller group of population in Nepal, compared to the languages of Indo-European family. The diagram of Sino-Tibetan languages are presented below:

Figure 2 : Sino-Tibetan Languages

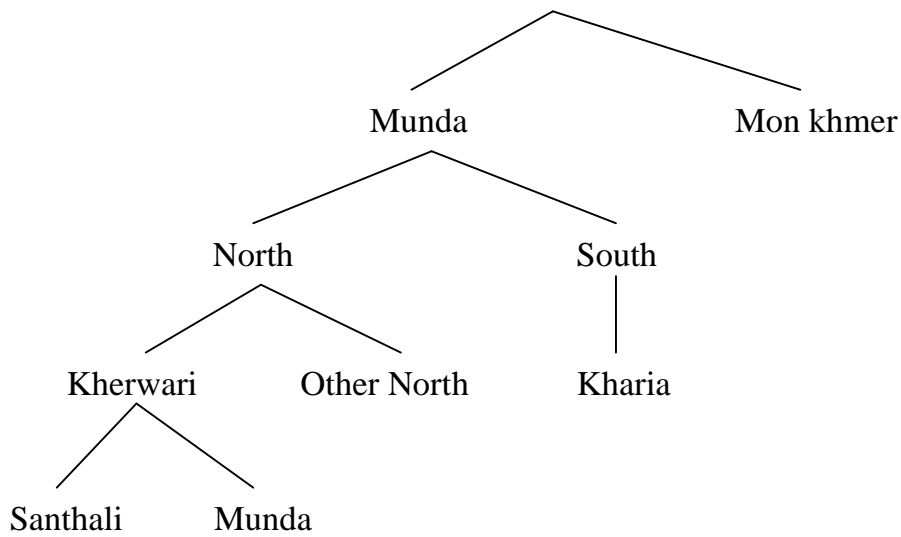


(Yadava, 2003, p. 146)

2.1.1.3 Austro-Asiatic Languages

The Austro-Asiatic languages includes Santhali, Munda, Kharia. The Austro-Asiatic languages are in 'endangered' condition in Nepal. The diagram of Austro-Asiatic languages are presented on the next page:

Figure 3 : Austro-Asiatic Language

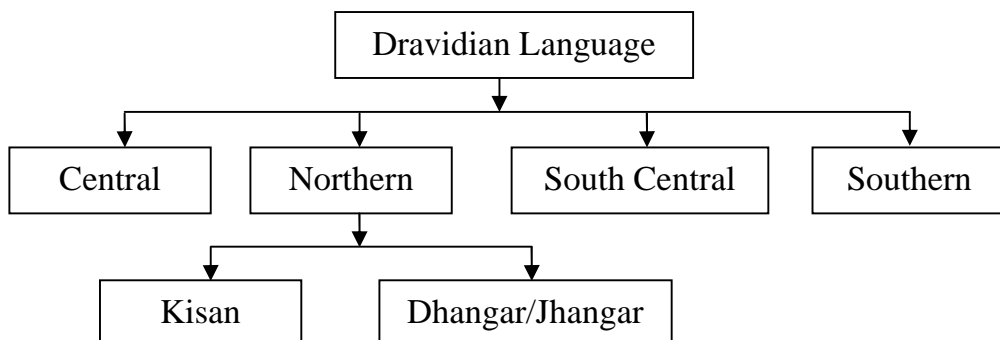


(Yadava, 2003, p. 147)

2.1.1.4 Dravidian Languages

Dravidian family is a minor language family that includes the two languages spoken in Nepal. Jhangar (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 diagram of Dravidian languages are presented below:

Figure 4 : Dravidian Languages



(Yadava, 2003, p. 147)

2.1.2 The English Language

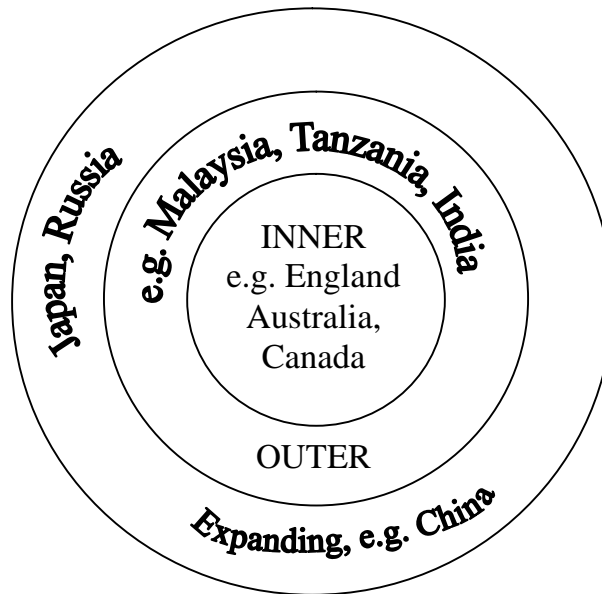
There are thousands of languages in the world. Some of them are prestigious and known as standard language whereas some others are limited within certain places. English is one of the prestigious languages. It is the world's most widely used language. It is also called as a world language.

If we go back to the history of English in Nepal, English was introduced formally in the school level in 1854 A.D. English has been learned and taught in Nepal since then Rana prime minister Jung Bahadur. Prime minister Rana who was extremely interested to teach his own children and Rana families, established Durbar school at Thapathali on Ashwin 27th in 1910 B.S. But now English is taught and learned as a compulsory subject from primary to graduate level in Nepal. English has got the status of foreign language in Nepal. It is a lingua franca which is used as the means of communication between the people of different nations. Regarding this, Jones (2011) says:

... English is spoken as a major first language in Australia, Belize, Canada, Guyana, Ire-land, Jamaica, UK, Newzealand, South Africa, USA, etc. It is used as second language in Bangladesh, Botswana, Ghana, India, Kenya, Srilanka, Zimbabwe (p. 151).

English language is also known as the visa and passport to travel the world. English is used by one in every seven people. Kachru (1985 as in Holmes, 2008, p. 79) has explained the world English in three circles; Inner, outer and expanding, which are given on the next page.

Figure 5 : Inner, Outer and Expanding Circles of English



Inner, outer and expanding circles of English, Kachru (1985 as cited in Holmes, 2008, p. 79).

English is used as one of the six languages of UN. It is most widely used in science and technology, education, tourism, engineering etc. So it is obligatory and important thing like air and water to live in this modern era.

2.1.2.1 Teaching Language Aspects

The aspects of English language teaching include: grammar, vocabulary, language function and pronunciation. Grammar is the skeleton of a language. According to Swan (2005, p. XIX), grammar is defined as "The rules that show how words are combined, arranged or changed to show certain kinds of meaning". Vocabulary is another significant aspect of a language. It functions as the flesh of a language body. A function of language refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behaviour e.g. request, offers, greetings and welcoming.

One of the vital teaching aspect of a language is pronunciation. My main concern of the research is errors committed pronunciation by Tharu students of English. Here is going to be elaborate about English pronunciation in detail.

2.1.2.2 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 sound knowledge of teaching pronunciation, teaching a 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."

Pronunciation includes segmental sounds and non-segmental features of language. Vowel and consonant are categorized under segmental sounds.

A. Segmental Sounds

Minimal distinctive unit of language is called segmental sounds. They are categorized as follows:

- i) Vowel
- ii) Consonant

I) Vowel

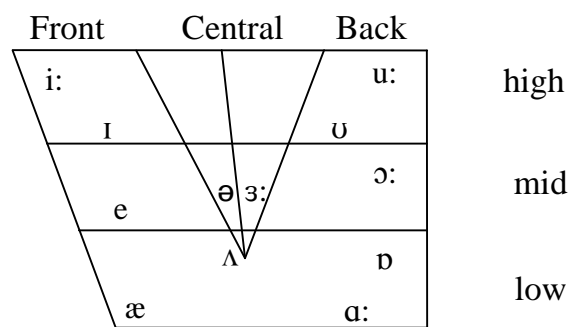
Vowel is regarded as the central part of the syllable. Ladefoged (2006, p. 18) says that "In the production of vowel sounds, the articulators do not come very close together, and the passage of the air stream is relatively unobstructed."

Vowels are further divided into monophthongs and diphthongs. Monophthongs can be classified and described into different types on the basis of the following three parameters.

- a) The tongue height
- b) The tongue position
- c) The lip posture

The usual system of English vowel sounds can be shown diagrammatically as follows:

Figure 6 : Positions of English vowels in the vowel quadrilateral



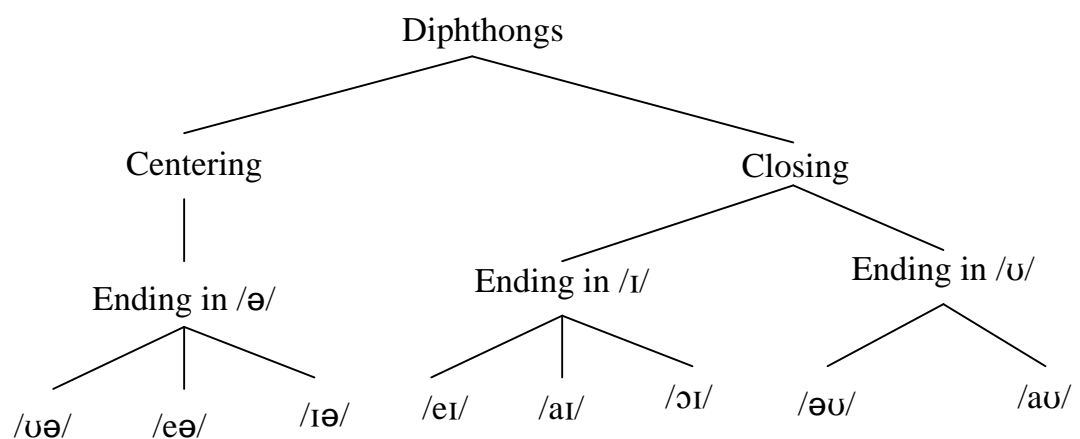
Source : Kelly, 2000, p. 5.

The three-term description of English vowels are given on the next page:

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
ʊ	high	back	rounded
u:	high	back	rounded
ə	mid	central	unrounded
ʌ	low	central	unrounded
ɜ:	mid	central	unrounded
ɔ:	mid	back	rounded
ɒ	low	back	rounded
ɑ:	low	back	unrounded

Diphthongs can be present as the following figure:

Figure 7 : English Diphthongs



Source: Peter Roach, 2009, p. 17.

II) 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
Nasal stop	m			n				ŋ	
Oral stop	p b			t d				k g	
Affricate						tʃ dʒ			
Fricative	(ʍ)	f v	θ ð	s z		ʃ ʒ		x ɣ	h
Approximant	(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 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/, /θ/, /s/, /ʃ/, /tʃ/, /h/ are voiceless and others are voiced.

B. Supra-segmental Features

There are some other important features of pronunciation like length, stress, tone, intonation, rhythm and juncture, which are beyond or above segmental features. Such features are termed as supra-segmental features. Ladefoged

(2006, p. 237) has 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 phenomena like stress, pitch, tone, and juncture are called supra-segmental.

i. 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 in English are produced with a stronger burst in initiatory energy - a more powerful contraction of the chest muscles than unstressed syllables are." Following Giegerich (2009, pp. 179-181), 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 segmentally identical pairs of words are distinct in terms of stress placement. For example:

<u>Noun</u>	<u>Verb</u>
'abstract	ab'stract
'import	im'port
'export	ex'port

ii. 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 shape in English as given in O'connor (2007, pp. 109-117):

- the glide-down
- the glide-up
- the take-off
- the dive

iii. Length

Length 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 /ə/ and /ɜ:/ are considered short and long respectively in English. Length is denoted by a colon (:) after a sound or letter. For example,

In English :

sit/sɪt/ - to take seat

seat/si:t/ -place to sit

iv. Juncture

Juncture refers to the phonetic boundary feature which may demarcate grammatical units such as morpheme, word or clause. For example:

camp us vs. campus

six tea cups vs. sixty cups

v. **Tone**

Tone 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 tone mean different things. e.g. Hyman (1975, p. 213).

high - high: [ákwá] 'crying'

high - low: [ákwà] 'cloth'

low - high: [àkwá] 'egg'

low - low : [àkwà] 'bed'

2.1.2.3 Introduction of Tharu Community

Tharus are categorized under Indo-Aryan ethnic group. They are one of the oldest aborigine people of Terai belt area of Nepal. According to Singh (1988, as cited in Dahit, 2062, p. 7) "Tharus are Mongolian pre-Aryan. Their original place is Kapilvastu of Nepal. They are fossils of Shakya."

According to census report (2011) the total population of Tharus in Nepal is (17,37,470) or 6.6 percent of the total population of Nepal. Tharu is a language in which there are several Tharu dialects. Dahit (2062, p. 267) has categorized Tharu dialects of Nepal as follows:

- i. Dangoriya/Dangaha Tharu
- ii. Rana Tharu
- iii. Saptariya Tharu
- iv. Chitauniya Tharu
- v. Deukhariya Tharu
- vi. Deshauri Tharu
- vii. Bhaurahya Tharu
- viii. Sunsariya Tharu

ix. Nawalpurya Tharu

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

In sum, there are 107 sub caste or surnames of Tharus in Nepal. There are several endogamous sub group of Tharu. They are given in the tabular form as bellow:

Tharu	District
Rana	Kailali and Kanchanpur also in India
Kathariya	Mostly in Kailali and in India
Soriaha	Surkhet
Dangaura	Dang, Banke, Bardia, Kailali and Kanchanpur
Paschuhan	Rupandehi, Nawalparasi
Rautar	Rupandehi, Nawalparasi
Purbaha Tharu	Rupandehi, Kapilvastu
Chitwania or Arkutwa	Chitwan, Sindhuli, Nawalparasi
Kochila	Saptari, Bara, Parsa, Rautahat, Sarlahi, Mahottari and Udaypur
Danuwar	Udaypur, Saptari and Morang
Lampuchhwa	Morang district

<https://en.wikipedia.org/wiki/tharu-people> retrieved 17 July 2016

Concerning deeply there are '30' consonants and only '6' vowels in Tharu language. They don't have their own written script system but they use Devanagari script for written system given in Dahit (2070, p. 2).

Now, Tharus are trying to upgrade their language standard. They are publishing different types of literary books, film documentary and audio albums. Tharus are one of the oldest and attractive ornaments of Nepal.

2.1.2.4 Errors: An Overview

Error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. While learning a foreign language, learner inevitably commits errors. It is an inherent feature of the process of foreign language learning. According to Crystal (2003, p. 165), “error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguists”. Similarly, Richards et al. (1985, p. 121) defines error analysis as the study and analysis of the errors made by the second and foreign language learners.

Error analysis may be carried out in order to:

- (a) find out how well someone knows a language
- (b) find out how a person learns a language
- (c) obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

Error analysis is the study of systematic nature of language and consequently of errors. “The objective of error analysis is to describe the nature of the learner’s inter language and to compare this with the target language. That is why, error analysis is a branch of comparative linguistic study” (Corder, 1981, p. 73).

Georg (1971, as cited in Richards 1974, P. 66) found that one third of the deviant sentences from second language learners could be attributed to language transfer. From his findings, we can infer that errors are also caused due to L1 - interference. To some extent, the first language also hinders in learning the second language. Hence, language transfer has also ascertain amount of role in committing errors while learning the second language.

Richards (1974, p. 68) found systematic intralingual errors to involve overgeneralization, ignorance of rule restrictions, incomplete application of rules and semantic errors. He means to say that errors are caused due to the target language itself and sometimes due to the learners themselves. The learners generalize rules even in the exceptions and they commit the error it is found that some learners learn few rules and apply those rules in all the contexts and they commit the errors. If the target language has a lot of exceptions, the learners of that language also commit many errors.

In course of learning a foreign language, learners frequently make errors. Generally, the term 'error' and 'mistake' are taken as synonymous in dictionaries but technically speaking; not all the mistakes are errors. Errors occur in learner's spoken or written language and consist of deviations in phonology, grammar, lexical system and orthography of target language. Mistake may occur at performance and competence levels; the mistakes at competence level are known as errors. Errors are always systematic and consistent. They are made due to linguistic reasons. Such errors are mostly committed by non-native speakers because of incomplete knowledge. Those errors are serious systematic and frequent in nature. Corder (1973, p. 257-61) refers to errors as "breaches of code." His term is used to refer to learners' errors which they can not correct themselves. The majority of the learners' errors are linguistically quite difficult from those made by native speakers of English. These errors are systematic in nature and occur regularly, they reflect the strategies adopted by the learners in their learning process.

Corder (1973, p. 267) says, "The study of learners' errors is a part of the methodology of language learning." He further says, from the study of his errors we are able to infer his learners' knowledge at that point in his learning carrier and discover what he still had to learn. By describing and classifying his errors in linguistic terms, we built up a picture of the features of the language, which are causing him learning problems. Corder (1973, p. 123), however

differentiates an error with a mistake saying that an error is committed at the competence level which results from the imperfect knowledge of the learners, whereas, a mistake occurs at the performance level that exists in speaking or writing or the learners caused by lack of attention, fatigue, mental stress, or any other causes.

So, errors are systematic and occur frequently. He further says that learner's errors provide evidence of the system of the language that s/he possesses.

2.1.2.5 Stages of Error Analysis

Error analysis is the systematic stepwise study and analysis of the errors made by second or foreign language learners. According to Abbott et al. (1981), "Error analysis involved collecting errors, studying them, classifying them in the various ways and suggesting possible causes" (pp. 212-3). Therefore, error analysis can be seen as a series of successive stages. There are mainly six stages of error analysis. They are as follows:

- a) Collection of data
- b) Recognition of errors
- c) Description of errors
- d) Explanation of errors
- e) Evaluation of errors
- f) Remediation of errors

a) Collection of Data

Collection of data is the first stage of error analysis. The researcher must have reliable data to describe and analyze data. The data not only consists of errors but also includes the examples of correct usage. They can be categorized on the basis of texts, approaches they involve, models and tools they use.

i) Text: Spoken or Written

Error analysis is mainly concerned with the study of expressive errors. The expressive errors may be spoken or written. Therefore, the data for error analysis may be spoken or written. Spoken data is elicited through interview, discussion and written data is collected through composition or set of questionnaire.

ii) Approaches: Subjective or Objective

While collecting data, we can use subjective and objective approach. A subjective approach includes subjective questions. An objective approach contains objective questions. Usually, the subjective questions are less in numbers and cannot cover the comprehensive areas of languages. Objective test items are more in numbers and can cover different areas of language.

iii) Modes: Free or Guided

Allen and Corder (1973) distinguish free and guided writing on the basis of mode. The written works produced by learners may be in the form of free writing or guided writing, which are termed as spontaneous production and controlled production (p.1 26). Free writing contains free composition - a written work by someone on his own or any given topic and guided writing may contain transaction, paraphrasing, selecting paper word/sentence from the given options. The main distinction between free and guided work is that in former case, the learner has to create his own message and in later case, he has to process the already given message.

iv) Tools

We can use different tools in particular situation. The error elicited by one tool can also be different from that of using another tool. We can use interview

discussion and speech to elicit spoken errors and composition and questionnaire to elicit written errors.

b) Recognition of Errors

At this stage, the errors existing in the collected data are identified. Identification/recognition of errors indicates distinguishing error from what is not error. For this, we have to define and classify mistake in general and distinguish between performance mistake and errors, minor and major mistakes, lapses and uncontrollable mistakes.

Allen and Coder (1974) distinguish:

the mistake and error with the examples of native speaker and learner. He further says that the mistake made by a native speaker should be called lapse or slip which is his own term called ill-formed utterances. These ill-formed sentences cannot be called errors because the speaker himself can readily correct them. These can be slip of tongue as well as slip of pen. There may be slip of ear. eye etc (p. 127)

Generally, mistakes and errors are taken synonymously, but technically speaking, they are different since errors are mistakes but not all mistakes are errors. Mistakes may be at either competence level or performance level. Mistakes are committed at competence level are called errors and mistakes which are committed at performance level are called mistakes, lapses or slips. Errors occur repeatedly, so they are said to be systematic.

c) Description of Errors

Description means what type of something. Therefore, a description of errors is also referred to as classification of errors. At this stage of error analysis, the errors identified at the first stage are categorized and kept under different headings.

According to Richards et al. (1985):

Errors are classified according to the vocabulary (lexical error), pronunciations (phonological error), grammar (syntactic and morphological error), misunderstanding of speakers (receptive error), and production of the wrong communicative effects e. g. through the faculty we use of a speech act or one of the rules of speaking .(p. 95)

Generally, errors are classified into following types.

i) Group and Individual Errors

The errors common to all the learners of particular group are called group errors and the errors that are not common to all the members of the group are called individual errors.

ii) Productive and Receptive Errors

The errors in speaking and writing are productive errors. The errors in understanding or interpreting while listening and reading are called receptive errors. Receptive error refers to misunderstanding of a speaker's intention or meaning. It is easier to detect imperfect knowledge in case of productive behaviours than in case of receptive behaviour.

iii) **Overt and Covert Errors**

This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open, whereas a covert error is not easily detectable, it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context. Overtly erroneous sentences are those, which are appropriate in the context in which they occur. Covertly erroneous sentence are those, which are not relevant, intelligible in the specific context.

iv) **Local and Global Errors**

Local errors can be pinpointed and corrected as well because such errors do not prevent the message from being understood. Local errors do not cause the problems of comprehension. Global error, on the other hand, is an error, which makes a sentence or utterance difficult or impossible to understand or interpret. Global errors hinder communication. They prevent the hearer from comprehending some aspects of the message.

v) **Inter-Lingual and Intra-Lingual Errors**

This distinction is made on the basis of presence and absence of mother tongue interference in learning the target language. The error resulted from transfer of rules from the mother tongue is inter-lingual error. The intra-lingual errors are the one, which result from faulty or partial learning of the target language. Intra-lingual errors are caused due to overgeneralization of second language rules.

Moreover, errors can be classified in the following way.

- 1) **Phonological errors** are resulted from the inability to pronounce correctly. Phonological error is, thus, an error in pronunciation. For example, the pronunciation of school is /isku:l/.

- 2) **Graphological errors** are resulted in writing or perceiving letters or alphabets. For example, writing p as q and b as d or vice versa.
- 3) **Grammatical errors** are resulted from the breaking of grammatical system in morphology and syntax. The following utterances illustrate grammatical error.
 - * Who is the taller student in the class? (morphological error)
 - * Mina has finished reading the novel, isn't she? (syntactic error)
- 4) **Semantic/Lexical errors** refer to the error in the understanding or carrying meaning. Semantic error is also referred to as lexical error. The following error illustrates semantic/lexical error. For example, Skin shoes for leather shoes.
- 5) **Pragmatic/Socio-linguistic errors** are resulted from the inability to make relation between language and context. For example, the girlfriend saying to her boyfriend I will kill you does not actually mean that she will kill him. It can be an expression of love, threaten, or any.

d) Explanation of Errors

At this stage of error analysis, the errors are classified on the basis of their sources or causes. Under this heading, the researcher describes the different reasons, which are responsible for committing the errors. The errors on the basis of their sources are as follows.

- i. Overgeneralization
- ii. Analogical creation
- iii. First language interference
- iv. Hyper correction
- v. Inherent difficulties

i) Overgeneralization

Overgeneralization is the incorrect application or negative transfer of previously learned second language material to present second language context. Overgeneralization is the result of the learner's strategy of ignoring exceptions in the interests of simplification. These errors reflect the faulty generalization about the rules of second language. For example, oxes and goed instead of oxen and went.

ii) Analogical Creation

Analogical creation refers to the overgeneralization of the learners' rules without considering exceptions because his/her exposure to the language is limited and he has insufficient data from which he can derive more complex rule. The learner produces an erroneous expression analogous to the correct one. For example, the expression 'she explained me the meaning' may be based on the correct sentence she told me the meaning.

iii) First Language Interference

Errors due to the presence of mother tongue interference in learning the target language are the first language interference. Such errors are resulted from transfer of rules from the mother tongue. For example, pronouncing the labiodental sounds /f/ and /v/ as /p^h/ and /b^h/ respectively and dental sound /θ/ and /ð/ as /t^h/ and /d/ respectively is the result of first language interference of Tharu language.

iv) Hypercorrection

Hypercorrection refers to the wrong way of making correction of what is already learned correctly. What a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. The learner commits the errors due to the extreme care in language use in the

attempt of using it correctly. For example, there may be danger of saying ‘onty-three’ for ‘thirteen’ due to the overemphasis given while teaching twenty-three.

v) Inherent Difficulties

It is also believed that some portions of language are so difficult that not only the learners but also the native speakers too find them difficult to master. They are called inherent difficulties in the language. For example, it is generally agreed that English pairs /v/-/f/ are very difficult to distinguish not only for Nepali or other language speakers but also for native speakers. English articles and preposition are also considered inherently difficult items.

e) Evaluation of Error

This section concerns with the determination of seriousness of errors. The seriousness of error is also termed as error gravity. The greater the degree of error gravity, the more serious, and the error tends to be. It tries to find out the answer to questions, viz, what is error gravity?, who finds/determines it? etc. The evaluator may be the teacher, examiner, educationist, layman and native speakers. The errors gravity should be evaluated very objectively.

There are different criteria to evaluate the seriousness of errors (James, 1998, pp. 206-260):

- i. Linguistic criterion
- ii. Communicative criterion
- iii. Attitudinal criterion
- iv. Pedagogical criterion

i) Linguistic Criterion

Linguistically, inter-lingual errors are considered to be more serious than the intra-lingual ones because intra-lingual errors are comparatively light or less common, but inter-lingual errors are more common and are difficult to wipe out. Grammatical errors are more serious linguistically than lexical errors. It is because grammar is more general and predictable and lexis is more idiosyncratic and fine-gained.

ii) Communicative Criterion

Error is assessed in terms of degrees of communicativity of the learner's speech or language. It is the fact that greater degree of communicativity of language ensures greater efficiency in communication.

iii) Attitudinal Criterion

This criterion maintains that the matter of seriousness of an error is highly subjective. It depends upon the attitude of the people towards the errors made by language learners. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. It is found that use of nativism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hamper the communication.

iv) Pedagogical Criterion

This criterion maintains that those errors which are directly related to the teaching items are more serious than the others. No error is more or less serious inherently. If we are teaching pronunciation then error in that area is certainly more serious than, error in the area of reading comprehension.

f) Correction and Remediation of Error

There are two opposing views regarding the question of correction of errors. The first view holds that there is no need to correct the learner's errors. The other view holds the opinion that errors must be corrected every time. Regarding the correction of errors, who, what, when and how to correct the errors are controversial to the teachers. There are mainly three techniques of correction, viz., self-correction, peer correction and teacher correction. But, emphasis should be given to self correction.

2.2 Review of the Empirical Literature

Several studies have been carried out in the Department of English Education to mastery over the English pronunciation. Some of the studies carried out on proficiency, achievement, comparative studies and error analysis, which are more or less related to this study.

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 sources of data. He had selected seventy two students of the valley studying in Bachelor level. Two B.Ed. campus 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 abilities of the learners belonging to different district were found to be 55.12 percent, 54.16 percent and 51.75 percent in Lalitpur, Bhaktapur and Kathmandu respectively. Regarding the vowel sounds on which

the students committed errors more time form the highest to the lowest was /ə/, /ɪ/, /i:/, /ʊə/, /a/, /e/, /eə/, /ɔɪ/, /ɔ/, /ɪə/, /eɪ/, /ʌ/, /ʊ/, /ʊə/ and /aʊ/. And regarding the difficulty level of consonant sounds the order of difficulty from the highest to the lowest was /f/, /v/, /θ/, /ð/, /p/, /t/, /k/, /ʒ/, /j/, /s/, /z/, /ʃ/ and /dʒ/. 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 the girls in segmental sounds. The boys were 57.18 percent, whereas the 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 80 Tharu students purposively from four public secondary schools of Kapilvastu district. He had used the written test only to collect the data. The test items were limited to transformation, translation and free composition. There were altogether 40 items in the test of transformation including passivization, 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 passivization. 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 errors 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.

Focusing on effectiveness of recorded materials in pronunciation Gyawaly (2011) did an action research entitled "Use of recorded materials to improve pronunciation skills." The objective of the study was to find out the effectiveness of recorded materials to improve pronunciation skill. The population of the study comprised grade seven students of government aided school of Kailali district. He had selected 21 students of grade seven through judgmental sampling procedure. He had used a pre test, two progressive tests and a post test to collect the data. The researcher had took the class for four weeks and a class was of 25 minutes. The researcher had used the audio cassette attached with the book (English phonetics and phonology) by Peter Roach. The finding showed a remarkable progress made by the students in pronunciation. The researcher found 34.09 percent proficient in the pre-test and 60.2 percent in the post test. In the first progressive test 38.44 percent responses were correct whereas 61.55 percent were incorrect. Similarly, 54.66 percent responses were correct and 45.33 percent were incorrect in second progressive test.

Chaudhary (2012) carried out a research entitled "Proficiency in using English phrasal verbs: A Case of Tharu and Nepali Speakers." His main objective of the study was to compare the proficiency of Tharu speaking and Nepali speaking students in the use of phrasal verbs. The researcher had collected the data from five schools of western part of Nawalparasi district. He had selected ten Tharu and ten Nepali speaking students randomly from each school. In total the sample population was hundred students from grade nine. The researcher had used matching items, fill in the blanks, multiple choice and sentence making for the purpose of their proficiency in using phrasal verbs. He had allotted 10 marks for matching items, 10 marks for fill in the blanks, 10 marks for multiple choice and 20 marks for sentence making. The researcher found that the

average score of total Tharu speaking students in all the test items was 4.12 and the average score of all Nepali speaking students in all the test items was 5.16. There was 1.02 marks difference in average score. Thus, Tharu speaking students were found weaker than Nepali speaking students.

Gurung (2014) has done a research entitled "Errors committed by Gurung speaking learners of English on subject verb agreement." The main objective of the study was to find out the errors on subject, verb agreement committed by Gurung students. The study was limited to the errors committed by Gurung students in subject verb agreement in English language. The study was confined to the Gurung students of grade IX from the three public schools of Syanja district. The researcher had selected to Gurung students through purposive random sampling procedure. The primary data for the study was only collected from the written responses. The researcher found from the research that, the students committed more errors in main verbs and errors in common rules in the subject verb agreement.

Chaudhary (2015) has carried out a research on, "Tharu learners' challenges in learning English." The main objective of the study was to identify the Tharu learners' challenges in learning English in the classroom. The study was limited to the eight government aided schools of Deukhuri valley of Dang district. The sample population was 8 secondary level English teachers and 40 Tharu students of grade ten. The researcher selected the 8 secondary English teachers through purposive non-random sampling procedure and five Tharu learners of English from each school. The data were collected by open ended and close ended questionnaire. It was restricted to both school environment and students' socio-cultural environment. The data were analyzed and interpreted by tables. The researcher found that all English teachers (100 percent) said that the Tharu learners were introvert and felt shy. Due to the fear of committing errors, they do not like to take risk in English language classroom. All English teachers (i.e. 100 percent) viewed that financial status has great impact on Tharu learners.

Due to the poor economically background the parent cannot afford money for their quality and higher education. Mainly the English teachers (i.e. 62.5 percent) never use audio, visual materials like tape recorder, pictures, cassette etc. Similarly the major findings from the students were, 87 percent students thought that they were not able to learn English complexities skilfully and quickly. 80 percent students said that they never got opportunity to interact with native English speaker. English vocabulary, grammar, pronunciation, comprehension were also the challenges for Tharu learners. The RP (Received Pronunciation) was the pronunciation model of the test items.

Similarly, Gautam (2016) has done a research entitled "Effectiveness of Audio materials in teaching pronunciation." The main objective of the research was to find out the effectiveness of audio materials in developing pronunciation and speaking skill. It was an experimental research. The study was delimited to Viswa Niketan Higher Secondary School in Kathmandu district. The population of the study consisted of 50 students through simple random technique. Among them 25 student were from experimental group and 25 students were from controlled group, 174 test items were administered for the test. The data of the study was collected from both pre-test and post-test only. Only the students of grade eight were taken and taught for 29 days. The study was concerned with the development of pronunciation skill. The students were taught only through imitation drill. The researcher had used the CD of Cambridge school's dictionary and make the computer pronounce the words while the experimental group students listen. The researcher found that the students felt very difficult to understand the native speakers' pronunciation as they are habituated in the non-native speakers' voice which is for more difficult than the native speakers' voice. The researchers observed that average score of controlled group in the pre-test was 25.06 percent and 66.85 percent in the post-test. The average score of experimental group in pre-test was 26.51 percent and 82.64 percent in the post-test. The experimental group had excelled

the controlled group by 14.35 percent total mean score. It has been prove that teaching pronunciation through audio dictionary has been effective over conventional way of teaching pronunciation.

Though some researches have been carried out on proficiency in pronunciation, proficiency in listening, speaking, reading, writing, grammar and other areas of language very few researches have done on the errors committed by Tharu students in pronunciation of English sounds. That is why, I was interested to carry out a research on Errors committed in pronunciation by Tharu students of English.

2.3 Implications of the Literature Review

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish 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 to bring the clarity and focus on the research problem, improve methodology and contextualizing the finding.

Dahal (2010) carried out a research on "A study on proficiency in pronunciation." From his study, 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 up of the study. Similarly, Gyawaly (2011) carried out the research entitled "Use of recorded materials to improve pronunciation skills." I knew from the research that various recorded materials which help to develop pronunciation like (audio cassettes, video movies) should be used while teaching pronunciation and speaking skill. The research helped me to prepare the test items for my research.

Pun (2011) carried out the research entitled "Interlingual errors committed by Tharu learners of English." I came to know from the research that, the Tharu learners should be provided 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 second language. It helped me to prepare the conceptual framework for my research.

Chaudhary (2012) carried out a research on "Proficiency in using English phrasal verbs: A Case of Tharu and Nepali Speakers." I knew from the research that Tharu speaking students were found weaker than the Nepali speaking students in all the test items; fill in the blanks, multiple choice, sentence making and matching items. The research helped me in sampling procedure. Another research was done by Gurung (2014) entitled "Errors committed by Gurung speaking learners of English on subject verb agreement." I knew from the research to develop theoretical backup of my research. Similarly, a research was done by Chaudhary (2015) entitled "Tharu learners' challenges in learning English." I knew from the research that, all English teacher 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. The research helped me to develop review of the empirical literature.

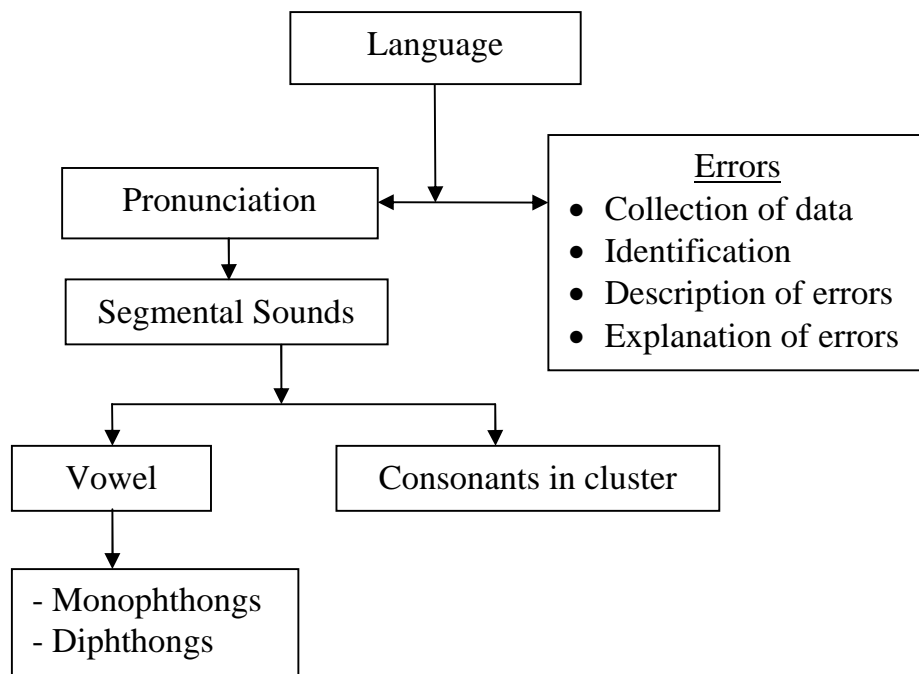
I got the information from the study of Gautam (2016) "Effectiveness of audio materials in teaching pronunciation." The research informed me that, students feel very difficult to understand the native speakers pronunciation as they are habituated in the non-native speakers' voice, which is far more different than the native speakers' voice. So the audio dictionary is able to improved the pronunciation of the students and arouse more interest of the students to learn. It helped me to elaborate the implication of the review for my research.

Therefore, my study is different in the field of English education especially in the department of English Education and this work is a new attempt in the exploration of above mentioned. This has been a single study to address the problems of Tharu students in pronunciation of English sounds.

2.4 Conceptual Framework

A conceptual framework is very important component of a research. It is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. After reading different theories, the researcher has to make a framework to guide his/her research. This is called the theoretical or conceptual framework. This study on Errors committed in pronunciation by Dangaura Tharu students of English is based on the following conceptual framework.

Figure 8 : Conceptual Framework



CHAPTER - III

METHODS AND PROCEDURES OF THE STUDY

The study of methods used in a field is called methodology. To achieve the set of objectives of this study, the following methodology was adopted.

3.1 Design and Method of the Study

The research topic determines the study design. To conduct successful research in this area, I adopted the survey research design. To define the survey research, various researchers have defined it differently.

Creswell (2015, p. 376) says, "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, 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."

Research design is a plan as stressed by Kerlinger (1986, p. 279 as cited in Kumar, 2011, p. 84). He defines research design as. "The plan is the complete scheme or program of the research. It includes an out line of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data."

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 individuals 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."

Nanan 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 – Who do we want to know about ?

Step 3 : Literature review - What have others said/discovered about the issues?

Step 4 : Determine sampling - How many subjects should we survey, and how will we identify these ?

Step 5 : Identify survey instruments - How will the data be collected ?

Step 6 : Design survey procedures - How will the data be collected questionnaire/interview ?

Step 7 : Identify analytical procedures - How will the data be assembled and analysed ?

Step 8 : Determine repertoire procedures - How will results be written up and presented ?

The discussion above entails that survey research is a type of research which is carried out to find out people's attitude, opinion and specified behaviour on certain issues, phenomena, events or situation. I have selected the survey research study design because I want to identify the errors of the Tharu students in English pronunciation. The survey research is the most suitable design to assess trends or characteristics of a population and learn about individual attitudes, opinions, beliefs and practice.

3.2 Population, Sample and Sampling Strategy

The population of my research consisted of the speakers of Dangaura Tharu dialect of Kailali district. The population sample of the study was 40 Tharu native speaker students of grade 8 from government aided schools. I selected the 4 government aided schools purposively. The selected schools were Shree Bhanubhakta Lower Secondary School, Khakraula, Shree Tribhuvan Higher Secondary School, Batanpur, Shree Setimaiya Chaudhary Secondary School, Jhunga and Shree Rashtriya Lower Secondary School, Suryapur and 10 Tharu students from each school through simple random sampling technique.

3.3 Study Area/Field

It is not possible to include all the population in the study because of the time and other constraints. Four secondary and lower secondary government aided schools of Kailali district were chosen as the focus area of this study.

3.4 Data Collection Tools and Techniques

A test consisting of 70 different types of words was used as a research tool. The test item was consisted of testing pronunciation of English sounds in cluster. I had selected those words from our English book of class eight through purposive sampling procedure.

3.5 Data Collection Procedures

I visited the four schools of Kailali 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 goal. After that, I introduced myself in front of the class and explained about my purpose. I selected 10 students from four school each through simple random sampling technique. Then I distributed

the test item to the respondents to read the words. Then I recorded their voice one by one while they were uttering the words.

3.6 Data Analysis and Interpretation Procedures

The words were selected from Our English book grade eight of government aided school. I gave the words to the students to pronounce one by one. I recorded the voice while the students were pronouncing the words. My aim was to identify the phonological errors of the 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 text in the dictionary was extracted from <http://wiktionary.org>. Wiktimary texts were under CC-BY-SA license according to the Wikimedia foundation licencing policy. I have followed the stags: identification of errors, recognition, description and explanation of errors to identify the errors committed in pronunciation by the Dangaura Tharu students of English. The collected data was transcribed, coded, analyzed, interpreted and presented descriptively using appropriate statistical tools and tables.

CHAPTER - IV
ANALYSIS AND INTERPRETATION OF RESULT

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

4.1 Analysis of Data and Interpretation of the Results

The primary sources of data were forty students of grade eight from four government aided schools from Dhansinghpur VDC of Kailali district. A set of 70 words from compulsory English book of grade eight were administered to find out the errors committed in pronunciation by the Tharu students of grade eight . The data were analyzed on the basis of individual words, on the basis of pronunciation errors in consonants and vowels. The holistic comparison of a set of 70 test items are presented one by one below.

1. Students' Actual Pronunciation of the Word 'Part'

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

Table 1
Students' Actual Pronunciation of the Word 'Part'

	Word	Correct pronunciation	Incorrect			
			/pa:rt/	/pərt/	/pɒt/	Total
	part	/pa:t/	/pa:rt/	/pərt/	/pɒt/	Total
Total		35	2	1	2	5
Percent		87.5	5	2.5	5	12.5

The above table shows that 87.5 percent students pronounced the word 'part' correctly as /pa:t/, but 5 percent students pronounced as /pa:rt/, 5 percent as

/pɒt/ and 2.5 percent as /pɔrt/. Generally the students pronounced the word erroneously because of rhotic /r/. The sound /r/ after vowel would be silent in 'part' but 7.5 percent students pronounced the word with clear /r/. If we compare the pronunciation /pa:rt/ according to GA it would be right. But the test item was analyzed and explained as erroneous being based on British English Dictionary.

2. Students' Actual Pronunciation of the Word 'Pop'

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

Table 2
Students' Actual Pronunciation of the Word 'Pop'

	Word	Correct pronunciation	Incorrect		
			/pɒp/	/pʌp/	Total
Total		38	1	1	2
Percent		95	2.5	2.5	5

Table 2 shows that 95 percent students from the total students pronounced the word 'pop' correctly. They pronounced the word 'pop' as /pɒp/. In contrast 5 percent students pronounced the word erroneously, 2.5 percent students pronounced as /pa:p/ and 2.5 percent as /pʌp/.

3. Students' Actual Pronunciation of the Word 'Tunnel'

Different pronunciation of an individual word 'tunnel' by the 40 respondents is given on the next page:

Table 3
Students' Actual Pronunciation of the Word 'Tunnel'

	Word	Correct pronunciation	Incorrect						
	tunnel	/tʌn(ə)l/	/tʌnel/	/tʊnel/	/tenel/	/ta:nel/	tunel	No	Total
Total		2	18	2	1	1	11	5	38
Percent		5	45	5	2.5	2.5	27.5	12.5	95

The above table shows that 95 percent students pronounced the word 'tunnel' erroneously. Among the 95 percent, 45 percent students pronounced as /tʌnel/, 27.5 percent students as /tʊnel/, 2.5 percent as /tenel/, 2.5 percent as /ta:nel/ and 12.5 percent students could not pronounce the word. Only 5 percent students from the total could pronounce the word errorlessly. The students pronounced the word erroneously because of no correspondence between spelling and pronunciation.

4. Students' Actual Pronunciation of the Word 'Tend'

The students also were asked to product the word 'tend.' Different pronunciation of an individual word 'tend' by the 40 respondents is given in the following table:

Table 4
Students' Actual Pronunciation of the Word 'Tend'

	Word	Correct pronunciation	Incorrect		
	tend	/ tend /	/tɪn/	No	Total
Total		36	1	3	4
Percent		90	2.5	7.5	10

The table 4 shows that the 90 percent students pronounced the word 'tend' successful. They pronounced s tend. In contrast only 2.5 percent students pronounced the word erroneously. They pronounced /tend/ as /tɪn/ and 7.5 percent students could not utter the word.

5. Students' Actual Pronunciation of the Word 'Keen'

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

Table 5
Students' Actual Pronunciation of the Word 'Keen'

	Word	Correct pronunciation	Incorrect			
			/kaɪn/	/kɪn/	/ken/	Total
	keen	/ki:n/	/kaɪn/	/kɪn/	/ken/	Total
Total		29	1	6	4	11
Percent		72.5	2.5	15	10	27

The table above shows that among the total number of students 72.5 percent students pronounced the word 'keen' correctly. They pronounced the word as /ki:n/. In contrast 15 percent students pronounced as /kɪn/, a little bit different from the vowel length /ɪ:/, 10 percent students pronounced the word as /ken/ and 2.5 percent students pronounced the words as /kaɪn/. As a whole 27.5 percent students pronounced the word 'keen' erroneously.

6. Students' Actual Pronunciation of the Word 'Cricket'

The students were also asked to product the word 'cricket' and recorded in the cell phone. Different pronunciation of an individual word 'cricket' by the 40 respondents is given on the next page:

Table 6
Students' Actual Pronunciation of the Word 'Cricket'

	Word	Correct pronunciation	Incorrect			
	cricket	/kɹɪkɪt/	/kɪrket/	/kɹɪket/	No	Total
Total			18	20	2	40
Percent			45	50	5	100

The above table shows that none of the students pronounced the word correctly. Among the total students 45 percent students pronounced the word 'cricket' as /kɪrket/. They pronounced the sound /ɹ/ after /ɪ/. But they would pronounce /ɹ/ before /ɪ/ and after /k/ as /kɹɪkɪt/. 50 percent students pronounced the word as /kɹɪket/. They pronounced the consonant sounds correctly but a little different in vowel. They pronounced /ɪ/ as /e/. Among the total students only 5 percent students could not utter the word.

7. Students' Actual Pronunciation of the Word 'Flora'

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

Table 7
Students' Actual Pronunciation of the Word 'Flora'

	Word	Correct pronunciation	Incorrect				
	flora	/flɔ:rə/	/p ^h lɔ:ra:/	/p ^h lɔ:r/	/flur/	No	Total
Total		6	21	7	1	5	34
Percent		15	52.5	17.5	2.5	12.5	85

The table 7 shows that 15 percent students pronounced the word flora successfully. They pronounced 'flora' as /flɔ:rə/. In contrast 52.5 percent

students pronounced the word as /p^hlɔ:ra:/ and 17.5 percent as /p^hlɔ:r/. They pronounced the sound /f/ as /p^h/ (bilabial). Among the total students, 2.5 percent students pronounced the word as /flur/ and 12.5 percent students could not pronounce the word. Mostly the word was pronounced erroneously because of different place of articulation of the sound /f/.

8. Students' Actual Pronunciation of the Word 'Find'

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

Table 8
Students' Actual Pronunciation of the Word 'Find'

	Word	Correct pronunciation	Incorrect			Total
			/p ^h aɪnd/	/p ^h ɪnd/	/fɪnd/	
	find	/faɪnd/	/p ^h aɪnd/	/p ^h ɪnd/	/fɪnd/	
Total			33	3	4	40
Percent			82.5	7.5	10	100

The table 8 shows that nobody could pronounce the word 'find' correctly. Among the total students, 82.5 percent students pronounced as /p^haɪnd/, 7.5 percent as /p^hɪnd/ and 10 percent as /fɪnd/. The first one pronunciation was erroneous because of different place of articulation of the consonant sound /f/. The students pronounced the labiodental sound /f/ as /p^h/. In the second pronunciation the students pronounced erroneously both in consonant /f/ and vowel /aɪ/. They pronounced /f/ as /p^h/ and /aɪ/ as /ɪ/. The last pronunciation was /fɪnd/. In which the consonant /f/ was pronounced correctly but the vowel /aɪ/ was pronounced as /ɪ/. They committed the error because of their mother tongue influence in pronouncing the labiodental sounds as bilabial sounds.

9. Students' Actual Pronunciation of the Word 'Virtue'

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

Table 9
Students' Actual Pronunciation of the Word 'Virtue'

	Word	Correct pronunciation	Incorrect					No	Total
			/b ^h ɜ:rtʃu:/	/b ^h ɪrtʃu:/	/vɜ:rtʃu:/	/vɜ:tu:/			
	virtue	/vɜ:rtʃu:/							
Total			15	12	5	3	5	40	
Percent			37.5	30	12.5	7.5	12.5	100	

The table above shows that none of the students could pronounce the word correctly. 37.5 percent of students pronounced the word 'virtue' as /b^hɜ:rtʃu/, 30 percent as /b^hɪrtʃu/, 12.5 percent of students pronounced as /vɜ:rtʃu: and 7.5 percent of students pronounced as /vɜ:tu/. Among the total students, 12.5 percent of students could not pronounce the word. The first pronunciation was erroneous because of the different place of articulation bilabial sound /b^h/ and rhotic /r/ after the vowel /ɜ:/. In the second pronunciation it was erroneous because of bilabial /v/ and wrong vowel. The third pronunciation was a little bit erroneous because of the pronunciation of /r/ after the vowel. The fourth pronunciation was correct in the consonant sound /v/ and vowel /ɜ:/ but incorrect in /tʃ/. The students pronounced /tʃ/ as /t/.

10. Students' Actual Pronunciation of the Word 'Very'

The students were also asked to pronounce the word 'very.' Different pronunciation of an individual word 'very' by the 40 respondents is given on the next page:

Table 10
Students' Actual Pronunciation of the Word 'Very'

	Word	Correct pronunciation	Incorrect	
	very	/verɪ/	/b ^h erɪ/	Total
Total		12	28	28
Percent		30	70	70

The above table expresses that among the total students 30 percent students pronounced the word 'very' successfully. They pronounced the word as /verɪ/. In contrast 70 percent students pronounced it as /b^herɪ/. They pronounced the labiodental sound /v/ as bilabial sound. They pronounced /v/ as /b^h/.

11. 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 11
Students' Actual Pronunciation of the Word 'Thrill'

	Word	Correct pronunciation	Incorrect						No	Total
	thrill	/θrɪl/	/t ^h rɪl/	/t ^h raɪl/	/trɪl/	/traɪl/	/tərel/			
Total		6	20	2	3	3	3	3	34	
Percent		15	50	5	7.5	7.5	7.5	7.5	85	

The table no. 11 that among the 40 respondents only 15 percent students pronounced the word 'thrill' correctly as /θrɪl/. Where as 7.5 percent respondents could not utter the word. Among the total students 50 percent students pronounced as /t^hrɪl/ and 5 percent students as /t^hraɪl/. They pronounced the dental sound /θ/ as alveolar sound. Among the total students

7.5 percent students pronounced as /trɪl/, 7.5 percent as /trail/ and 7.5 percent as //tɹeɪl/.

12. Students' Actual Pronunciation of the Word 'Health'

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

Table 12
Students' Actual Pronunciation of the Word 'Health'

	Word	Correct pronunciation	Incorrect			
			/helt ^h /	/held/	No	Total
	health	/helθ/				
Total		13	22	4	1	27
Percent		32.5	55	10	2.5	67.5

The above table clearly shows that among the 40 students 32.5 percent students pronounced the word 'health' as /helθ/. It means, they pronounced the word accurately. On the other hand, 55 percent students pronounced the word as /helt^h/, 10 percent students as /held/ and 2.5 percent students could not pronounce the word. Maximally the students committed the error because of different place of articulation. They pronounced the dental sound /θ/ as alveolar sound.

13. Students' Actual Pronunciation of the Word 'Then'

The word 'then' was asked to pronounce to find out the error in pronunciation of dental sound /ð/. Different pronunciation of an individual word 'then' by the 40 respondents is given on the next page:

Table 13

Students' Actual Pronunciation of the Word 'Then'

	Word	Correct pronunciation	Incorrect			
	then	/ðen/	/den/	/ten/	No	Total
Total			35	4	1	40
Percent			87.5	10	2.5	100

The table 13 shows that among the 40 students maximum students 87.5 percent pronounced the word 'then' as /den/, 10 percent students as /ten/ and 2.5 percent students could not utter the word. But none of the students pronounced the word accurately. The word was also pronounced erroneously because of different place of articulation of the students.

14. Students' Actual Pronunciation of the Word 'They'

The word 'they' was also asked to produce to find out the error in pronunciation of sound /ð/. Different pronunciation of an individual word 'they' by the 40 respondents is given in the following table:

Table 14

Students' Actual Pronunciation of the Word 'They'

	Word	Correct pronunciation	Incorrect				
	they	/ðei/	/dei/	/te/	/tɪ/	/tɔɪ/	Total
Total			36	2	1	1	40
Percent			90	5	2.5	2.5	100

The above table shows that 90 percent students pronounced the word 'they' as /dei/, 5 percents as /te/, 2.5 percent as /tɪ/ and 2.5 percent as /tɔɪ/. Nobody could pronounce the word correctly.

15. Students' Actual Pronunciation of the Word 'Surplus'

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

Table 15
Students' Actual Pronunciation of the Word 'Surplus'

	Word	Correct pronunciation	Incorrect							No	Total
			/sɜ:pləs/	/sɜ:rpləs/	/sɜ:rplɑ: s/	/sɜrpləs/	/sɜrplʊs/	/sɜ:plʊs/	/sɜ:rpəls/		
Total	surplus	2	21	2	7	1	3	2	2	38	
Percent		5	52.5	5	17.5	2.5	7.5	5	5	95	

The table 15 shows that among the 40 respondents only 5 percent respondents pronounced the word 'surplus' accurately. They pronounced it as /sɜ:pləs/. Whereas, 52.5 percent respondents pronounced as /sɜ:rpləs/. According to GA system it was right pronunciation. But according to BBC it is erroneous. They pronounced /r/ after the vowel /ɜ:/, 17.5 percent respondents pronounced as /sɜrpləs/, 7.5 percent as /sɜ:plʊs/, 5 percent as /sɜ:rplɑ:s/, 5 percent as /sɜ:rpəls/ and 2.5 percent as /sɜrplʊs/. But among the total students, 5 percent students could not pronounce the word. The word was pronounced erroneously because of rhotic /r/ and mismatch between the spelling and pronunciation.

16. Students' Actual Pronunciation of the Word 'Thank'

Different pronunciation of an individual word 'Thank' by the 40 respondents is given on the next page:

Table 16

Students' Actual Pronunciation of the Word 'Thank'

	Word	Correct pronunciation	Incorrect						
	thank	/θæŋk/	/t ^h æŋk/	/t ^h ɪŋk/	/tæŋk/	/dæŋk/	No	Total	
Total		2	29	1	4	3	1	38	
Percent		5	72.5	2.5	10	7.5	2.5	95	

The above table shows that among the total 40 students only 5 percent students could pronounce the word 'thank' correctly as /θæŋk/. In contrast 72.5 percent students pronounced the word as /t^hæŋk/, 2.5 percent as /t^hɪŋk/, 10 percent students as /tæŋk/, 7.5 percent as /dæŋk/ and 2.5 percent students could not pronounce the word. Because of mother tongue influence maximum students committed errors in pronouncing the word 'thank'.

17. Students' Actual Pronunciation of the Word 'Zoo'

The word 'zoo' was pronounced successfully by maximum students. Different pronunciation of an individual word 'Zoo' by the 40 respondents is given in the following table:

Table 17

Students' Actual Pronunciation of the Word 'Zoo'

	Word	Correct pronunciation	Incorrect	
	zoo	/zu:./	/zɔ:./	Total
Total		38	2	2
Percent		95	5	5

The above table shows that from the total students 95 percent students pronounced the word 'zoo' correctly as /zu:./. Whereas only 5 percent students pronounced the word erroneously. They pronounced the word as /zɔ:./.

18. Students' Actual Pronunciation of the Word 'Set'

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

Table 18
Students' Actual Pronunciation of the Word 'Set'

	Word	Correct pronunciation	Incorrect	
	set	/set/	/sit/	Total
Total		36	4	4
Percent		90	10	10

The table shows that 90 percent students from the total pronounced the word 'set' accurately. They pronounced the word as /set/. In contrast 10 percent students pronounced the word erroneously. They pronounced the word 'set' as /sit/.

19. Students' Actual Pronunciation of the Word 'Show'

The word 'show' was asked to produce to test the student's pronunciation of the sound /ʃ/. Different pronunciation of an individual word 'show' by the 40 respondents is given in the following table:

Table 19
Students' Actual Pronunciation of the Word 'Show'

	Word	Correct pronunciation	Incorrect			
	show	/ʃəʊ/	/səʊ/	/sɔ:/	/sʊ/	Total
Total			28	9	3	40
Percent			70	22.5	7.5	100

The table 19 shows that none of the students pronounced the word 'show' correctly. 70 percent students pronounced the word as /səʊ/, 22.5 percent students as /sɔ:/ and 7.5 percent students pronounced as /sʊ/.

20. Students' Actual Pronunciation of the Word 'Shame'

To test the palato alveolar sound /ʃ/ the word 'shame' was asked to pronounce the students. Different pronunciation of an individual word 'shame' by the 40 respondents is given in the following table:

Table 20
Students' Actual Pronunciation of the Word 'Shame'

	Word	Correct pronunciation	Incorrect					Total
			/seɪm/	/sem/	/seɪɪ/	/səm/	same	
Total	shame	/ʃeɪm/	13	20	1	3	3	40
Percent			32.5	50	2.5	7.5	7.5	100

The above table shows that nobody could pronounce the word 'shame' correctly. However there was similarity in vowel. 32.5 percent students from the total students pronounced the word as /seɪm/. 50 percent as /sem/, 7.5 percent students as /səm/, 7.5 percent students as /same/ and 2.5 percent students pronounced it as /seɪɪ/. The students uttered the word erroneously because of difficulty in utterance of palato alveolar fricative sound /ʃ/.

21. Students' Actual Pronunciation of the Word 'Television'

Different pronunciation of an individual word 'television' by the 40 respondents is given on the next page:

Table 21
Students' Actual Pronunciation of the Word 'Television'

	Word	Correct pronunciation	Incorrect			
			/telɪv ^h ɪʒn/	/telɪv ^h ɪsən/	No	Total
Total	television	6	32	1	1	34
Percent		15	80	2.5	2.8	85

The above table indicates that among the 40 students, only 15 percent students pronounced the word 'television' accurately. They pronounced as /telɪvɪʒn/. In contrast 80 percent students pronounced as /telɪv^hɪʒn/. They pronounced labiodental sound /v/ as bilabial sound, 2.5 percent students pronounced as /telɪv^hɪsən/ and 2.5 percent students could not utter the word. Most of the students pronounced the word erroneously because of different place of articulation of the sound /v/. In other word we say because of mother tongue influence the utterance was erroneous.

22. Students' Actual Pronunciation of the Word 'Check'

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

Table 22
Students' Actual Pronunciation of the Word 'Check'

	Word	Correct pronunciation	Incorrect		
			/tʃek/	/sek/	/sɪk/
Total	check	31	5	4	9
Percent		77.5	12.5	10	22.5

The result presented in the above table shows that most of the students pronounced the word 'check' with correct pronunciation. From the total students 77.5 percent students pronounced the word 'check' as /tʃek/. Whereas, 12.5 percent students pronounced as /sek/ and 10.5 percent students as /sik/. As a whole 22.5 percent students pronounced the word erroneously.

23. Students' Actual Pronunciation of the Word 'Teacher'

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

Table 23
Students' Actual Pronunciation of the Word 'Teacher'

	Word	Correct pronunciation	Incorrect				No	Total
			/tɪ:tʃə(r) /	/tɪ:tʃər/	/tɪ:tʃa:r/	/tɪtʃər/		
Total	teacher	/tɪ:tʃə(r) /	36	1	2	1	40	
Percent			90	2.5	5	2.5	100	

The table shows that among the total students 90 percent students pronounced the word 'teacher' as /tɪ:tʃə(r) /. According to GA the pronunciation was right, but being based on BBC dictionary I have kept under erroneous utterance. They pronounced the sound /ɪ/ after the vowel. Otherwise the pronunciation would be correct. Out of total students, 5 percent students pronounced the word as /tɪtʃər/, 2.5 percent as /tɪtʃa:r/ and 2.5 percent students could not pronounce the word.

24. Students' Actual Pronunciation of the Word 'Danger'

Different pronunciation of an individual word 'danger' by the 40 respondents is given on the next page:

Table 24
Students' Actual Pronunciation of the Word 'Danger'

	Word	Correct pronunciation	Incorrect					No	Total
			/deɪndʒə(r)/	/dendʒər/	/dændʒər/	/dæŋgər/	/dɔ:ŋgər/		
Total		3	5	28	2	1	1	37	
Percent		7.5	12.5	70	5	2.5	2.5	92.5	

The above table shows that among the 40 students, only 7.5 percent students pronounced the word 'danger' correctly. They pronounced as /deɪndʒə(r)/. In contrast 70 percent students pronounced as /dændʒər/. The pronunciation is right according to GA but erroneous on the basis of BBC dictionary, 12.5 percent students pronounced as /dendʒər/, 5 percent as /dæŋgər/, 2.5 percent as /dɔ:ŋgər/ and 2.5 percent students could not utter the word.

25. Students' Actual Pronunciation of the Word 'Village'

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

Table 25
Students' Actual Pronunciation of the Word 'Village'

	Word	Correct pronunciation	Incorrect					Total
			/vɪlɪdʒ/	/vɪledʒ/	/vɪlɑ:dʒ/	/vɪlɑ:ʒ/	/b ^h ɪlɪdʒ/	
Total		5	8	1	1	5	20	35
Percent		12.5	20	2.5	2.5	12.5	50	87.5

The table above shows that 12.5 percent students from the total pronounced the word 'village' accurately as /vɪlɪdʒ/. Whereas, 50 percent students pronounced it as /b^hɪledʒ/, 12.5 percent as /b^hɪlɪdʒ/, 20 percent as /vɪledʒ/, 2.5 percent as

/vɪlɑ:dʒ/ and 2.5 percent students as /vɪlɑ:ge/. Most of the students pronounced the word erroneously because of their mother tongue influence. They uttered the labiodentals sound /v/ as bilabial sound.

26. Students' Actual Pronunciation of the Word 'Body'

The word 'body' was preannounced correctly by the maximum respondents. Different pronunciation of an individual word 'body' by the 40 respondents is given in the following table:

Table 26
Students' Actual Pronunciation of the Word 'Body'

	Word	Correct pronunciation	Incorrect	
	body	/bɒdɪ/	/bədɪ/	Total
Total		38	2	2
Percent		95	5	5

The above table shows that the students felt easy and pronounced the word 'body' correctly by 95 percent students as /bɒdɪ/. On the other hand, only 5 percent of the total students pronounced the word erroneously. They pronounced the word 'body' as /bədɪ/.

27. Students' Actual Pronunciation of the Word 'Business'

Different pronunciation of an individual word 'business' by the 40 respondents is given on the next page:

Table 27
Students' Actual Pronunciation of the Word 'Business'

	Word	Correct pronunciation	Incorrect				
			/bɪznəs/	/bɪznes/	/bɪgnes/	/busnes/	No
Total		2	32	1	3	2	38
Percent		5	80	2.5	7.5	5	95

The table 27 shows that how the students pronounced the word 'business'. Only 5 percent from the total students pronounced the word with correct pronunciation. They pronounced the word as /bɪznəs/. In contrast 80 percent students pronounced the word as /bɪznes/. Among the total students 7.5 percent students pronounced the word as /busnes/, 2.5 percent students as /bɪgnes/ and 5 percent students could not pronounce the word. The students pronounced the word erroneously because of over generalizing the correspondence between the vowel 'e' and the letter /e/.

28. Students' Actual Pronunciation of the Word 'Goal'

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

Table 28
Students' Actual Pronunciation of the Word 'Goal'

	Word	Correct pronunciation	Incorrect					
			/gɔ:l/	/gɔɪl/	/zɔ:l/	/zel/	No	Total
Total		7	26	1	3	1	2	33
Percent		17.5	65	2.5	7.5	2.5	5	82.5

The above table shows that only 17.5 percent students from the total students pronounced the word correctly. They pronounced the word 'goal' as /gəʊl/. It contrast 65 percent students pronounced as /gɔ:l/, 7.5 percent as /zɔ:l/, 2.5 as /gɔɪl/, 2.5 percent as /zel/ and 5 percent students could not pronounce the word. From the total, 67.5 students committed the error because of wrong vowel and 10 percent students committed the error because of hyper correction of the sound /g/.

29. Students' Actual Pronunciation of the Word 'Drab'

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

Table 29
Students' Actual Pronunciation of the Word 'Drab'

	Word	Correct pronunciation	Incorrect							No	Total
			/dra:b/	/drʌb/	/dɔrɒb/	/drɪb/	/da:rb/	/dɜ:rb/			
	drab	/dræb/									
Total		11	17	2	1	1	2	1	5	29	
Percent		27.5	42.5	5	2.5	2.5	5	2.5	12.5	67.5	

The table above shows the actual pronunciation of the students of the world 'drab'. Among the 40 students 27.5 percent students pronounced the word 'drab' as /dræb/. Whereas, 42.5 percent students pronounced as /dra:b/, 5 percent as /drʌb/, 5 percent students as /da:rb/, 2.5 percent students as /dɔrɒb/, 2.5 percent as /drɪb/ and 2.5 percent students pronounced as /dɜ:rb/. But 12.5 percent students could not pronounce the word. The word was pronounced erroneously by the respondents because of unable to pronounce the vowel accurately.

30. Students' Actual Pronunciation of the Word 'Man'

Different pronunciation of an individual word 'man' by the 40 respondents is given on the next page:

Table 30
Students' Actual Pronunciation of the Word 'Man'

	Word	Correct pronunciation	Incorrect			
	man	/mæn/	/men/	/ma:n/	/mən/	Total
Total		29	8	1	2	11
Percent		72.5	20	2.5	5	27.5

The table shows that 72.5 percent students pronounced the word correctly. They pronounced the word 'man' as /mæn/. In contrast among the total students, 20 percent students pronounced the word as /men/, 5 percent students as /mən/ and 2.5 percent students as /ma:n/.

31. Students' Actual Pronunciation of the Word 'Good'

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

Table 31
Students' Actual Pronunciation of the Word 'Good'

	Word	Correct pronunciation	Incorrect	
	good	/gʊd/	/gɒd/	Total
Total		38	2	2
Percent		95	5	5

The table above shows that maximum number of the students pronounced the word successfully. Among the total 40 students 95 percent students pronounced the word 'good' as /gʊd/. In contrast only 5 percent students pronounced erroneously. They pronounced the word as /gɒd/.

33. Students' Actual Pronunciation of the Word 'No'

Different pronunciation of an individual word 'no' by the 40 respondents is given in the following table:

Table 32
Students' Actual Pronunciation of the Word 'No'

	Word	Correct pronunciation	Incorrect			Total
			/nɔ:/	/nɒ/	/nu:/'	
	no	/nəʊ/				
Total		17	17	4	2	23
Percent		42.5	42.5	10	5	57.5

The table 32 shows that among the total students, 42.5 percent students pronounced the word 'no' correctly. They pronounced it as /nəʊ/. On the other hand, 57.5 percent students pronounced the word erroneously. Among the total 40 students, 42.5 percent students pronounced the word as /nɔ:/, 10 percent students as /nɒ/ and 5 percent students as /nu:/'.

33. Students' Actual Pronunciation of the Word 'Milk'

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

Table 33
Students' Actual Pronunciation of the Word 'Milk'

	Word	Correct pronunciation	Incorrect		Total
			/mɪlk/	/maɪlk/	
	milk	/mɪlk/			
Total		36	3	1	4
Percent		90	7.5	2.5	10

The above table shows that 60 percent of the total students pronounced the word 'milk' correctly. They pronounced as /mɪlk/. In contrast a little number of students pronounced the word erroneously. 7.5 percent of total students pronounced it as /mɪlɪk/ and 2.5 percent students pronounced as /maɪlk/.

34. Students' Actual Pronunciation of the Word 'Thing'

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

Table 34
Students' Actual Pronunciation of the Word 'Thing'

	Word	Correct pronunciation	Incorrect						
			/t ^h ɪŋ/	/t ^h ɪŋg/	/t ^h æŋ/	/tɪŋg/	/tɑɪŋg/	No	Total
Total			16	17	3	1	1	2	40
Percent			20	42.5	7.5	2.5	2.5	5	100

The table above shows that none of the respondents could pronounce the word errorlessly. Among the total students 20 percent students pronounced the word 'thing' as /t^hɪŋ/, 42.5 percent students pronounced the word as /t^hɪŋg/, 7.5 percent as /t^hæŋ/, 2.5 percent as /tɪŋg/, 2.5 percent as /tɑɪŋg/ and 5 percent students could not pronounce the word. The maximum number of students pronounced the word erroneously because of mother tongue influence uttering the dental sound /θ/ as /t^h/.

35. Students' Actual Pronunciation of the Word 'Number'

Different pronunciation of an individual word 'number' by the 40 respondents is given on the next page:

Table 35

Students' Actual Pronunciation of the Word 'Number'

	Word	Correct pronunciation	Incorrect			
	number	/nʌmbə(r)/	/nʌmbər/	/nʌmber/	/nember/	Total
Total		1	37	1	1	39
Percent		2.5	92.5	2.5	2.5	97.5

The table 35 shows that 92.5 percent students pronounced the word 'number' as /nʌmbə(r)/. Generally the pronunciation is not wrong. According to GA it is right pronunciation, but according to BBC dictionary it is a little bit erroneous, 2.5 percent students pronounced as /nʌmber/, 2.5 percent as /nember/. But only 2.5 percent students pronounced it accurately. They pronounced as /nʌmbə(r)/.

36. Students' Actual Pronunciation of the Word 'Lady'

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

Table 36

Students' Actual Pronunciation of the Word 'Lady'

	Word	Correct pronunciation	Incorrect						
	lady	/leɪdɪ/	/ledɪ/	/led/	/lɜ:d/	/la:dɪ/	/la:de/	No	Total
Total		1	33	1	1	2	1	1	39
Percent		2.5	82.5	2.5	2.5	5	2.5	2.5	97.5

The table shows that only 2.5 percent of the total students pronounced the word 'lady' as /leɪdɪ/. In contrast remaining all the students pronounced the word erroneously. From the total students, 82.5 percent students pronounced it as

/ledɪ/, 5 percent as /la:dɪ/, 2.5 percent as /la:de/, 2.5 percent as /led/, 2.5 percent as /lɜ:d/ and 2.5 percent students could not utter the word.

37. Students' Actual Pronunciation of the Word 'Long'

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

Table 37
Students' Actual Pronunciation of the Word 'Long'

	Word	Correct pronunciation	Incorrect				Total
			/lɒŋg/	/lʌŋ/	/lʌŋg/	/lɔ:ndʒ/	
	long	/lɒŋ/	/lɒŋg/	/lʌŋ/	/lʌŋg/	/lɔ:ndʒ/	
Total		22	11	5	1	1	18
Percent		55	27.5	12.5	2.5	2.5	45

The above table shows that more than half portion of the total students pronounced the word 'long' correctly. Among the total students, 55 percent students pronounced the word as /lɒŋ/. Whereas, 27.5 percent students pronounced it as /lɒŋg/. Because of utterance of /g/ after /ŋ/ it became erroneous. 12.5 percent students pronounced it as /lʌŋ/, a little bit difference in vowel, 2.5 percent /lʌŋg/ and 2.5 percent as /lɔ:ndʒ/.

38. Students' Actual Pronunciation of the Word 'Read'

Different pronunciation of an individual word 'read' by the 40 respondents is given on the next page:

Table 38

Students' Actual Pronunciation of the Word 'Read'

	Word	Correct pronunciation	Incorrect		
	read	/rɪ:d/	/rɪd/	/red/	Total
Total		31	4	5	9
Percent		77.5	10	12.5	22.5

The table above shows that there was difference in pronunciation of vowel but not in consonants. Among the total students, 77.5 percent students pronounced the word 'read' as /rɪ:d/, which was correct pronunciation. On the other hand, 10 percent students pronounced the short /ɪ/ in place of long /i:/. They pronounced the word as /rɪd/ and 12.5 percent students pronounced the word as /red/.

39. Students' Actual Pronunciation of the Word 'Ball'

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

Table 39

Students' Actual Pronunciation of the Word 'Ball'

	Word	Correct pronunciation	Incorrect				Total
	ball	/bɔ:l/	/bɜ:l/	/bəl/	/ba:l/	/bel/	Total
Total		26	3	9	1	1	14
Percent		65	7.5	22.5	2.5	2.5	35

The above table shows that among the total students 65 percent students could pronounced the word 'ball' as /bɔ:l/. In contrast 7.5 percent students pronounced as /bɜ:l/, 22.5 percent as /bəl/, and 2.5 percent as /ba:l/, 2.5 percent

students as /bel/. Generally the word was pronounced erroneously because of wrong pronunciation of the vowel.

40. Students' Actual Pronunciation of the Word 'Work'

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

Table 40
Students' Actual Pronunciation of the Word 'Work'

	Word	Correct pronunciation	Incorrect				
	work	/wɜ:k/	/wɜ:rk/	/wɔ:k/	/wek/	No	Total
Total		16	21	1	1	1	24
Percent		40	52.5	2.5	2.5	2.5	60

The result presented in the above table shows that 40 percent students pronounced the word correctly. They pronounced the word 'work' as /wɜ:k/. Whereas, 52.5 percent students pronounced the word with a little bit difference. They pronounced as /wɜ:rk/. Being based on GA it is right utterance but according to BBC dictionary it is kept under erroneous utterance. From the total, 2.5 percent students pronounced as /wɔ:k/, 2.5 percent as /wek/ and 2.5 percent students could not pronounce the word.

41. Students' Actual Pronunciation of the Word 'Correct'

Different pronunciation of an individual word 'correct' by the 40 respondents is given on the next page:

Table 41
Students' Actual Pronunciation of the Word 'Correct'

	Word	Correct pronunciation	Incorrect			
	correct	/kərekt/	/krekt/	/kɔ:rekt/	No	Total
Total		31	2	1	6	9
Percent		77.5	5	2.5	15	22.5

The above table shows that among the 40 students, 77.5 percent students pronounced the word successfully. They pronounced the word 'correct' as /kərekt/. In contrast 5 percent students pronounced it as /krekt/ and 2.5 percent as /kɔ:rekt/. Among the total students 15 percent students could not utter the word.

42. Students' Actual Pronunciation of the Word 'Weak'

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

Table 42
Students' Actual Pronunciation of the Word 'Weak'

	Word	Correct pronunciation	Incorrect			
	weak	/wɪ:k/	/wek/	/wʌk/	No	Total
Total		30	3	4	3	10
Percent		75	7.5	10	7.5	25

The table 42 shows that the maximum number of students pronounced the word correctly. Among the total students, 75 percent students pronounced the word 'weak' as /wɪ:k/. Whereas, 7.5 percent students pronounced it as /wek/, 10 percent students as /wʌk/. But 7.5 percent students could not pronounce the word.

43. Students' Actual Pronunciation of the Word 'Yes'

The least erroneous word was 'yes' among the 70 words. Different pronunciation of an individual word 'yes' by the 40 respondents is given in the following table:

Table 43

Students' Actual Pronunciation of the Word 'Yes'

	Word	Correct pronunciation	Incorrect	
	yes	/jes/	No	Total
Total		39	1	1
Percent		97.5	2.5	2.5

The table shows that the most easiest word among the total 70 words was 'yes'. 97.5 percent students pronounced the word 'yes' as /jes/. In contrast, only 2.5 percent students could not pronounced the word. As a whole the total pronunciation was correct expect the students who could not utter the word.

44. Students' Actual Pronunciation of the Word 'Habit'

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

Table 44

Students' Actual Pronunciation of the Word 'Habit'

	Word	Correct pronunciation	Incorrect			
	habit	/hæbit/	/hebit/	/haibit/	No	Total
Total		36	1	1	2	4
Percent		90	2.5	2.5	5	10

The above table shows that among the total students 90 percent students pronounced the word 'habit' correctly as phonetic transcription /hæbit/. In

contrast 2.5 percent students pronounced it as /hebit/, 2.5 percent as /harbit/ and 5 percent students could not pronounce the word.

45. Students' Actual Pronunciation of the Word 'Orchid'

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

Table 45
Students' Actual Pronunciation of the Word 'Orchid'

	Word	Correct pronunciation	Incorrect				
			/ɔ:rtʃɪd/	/ɔ:rkɪd/	/ɔ:kd/	No	Total
	orchid	/ɔ:kɪd/					
Total		2	33	1	1	3	38
Percent		5	82.5	2.5	2.5	7.5	95

The above table shows that among the total students, only 5 percent students pronounced the word successfully. They pronounced the word 'orchid' as /ɔ:kɪd/. In contrast 82.5 percent students pronounced the word as /ɔ:rtʃɪd/, 2.5 percent as /ɔ:rkɪd/, 2.5 percent as /ɔ:kd/ and 7.5 percent students could not pronounce the word. The maximum number of student committed the error because of over generalization. The students pronounced the combine letters 'ch' as /tʃ/.

46. Students' Actual Pronunciation of the Word 'Festival'

Different pronunciation of an individual word 'festival' by the 40 respondents is given on the next page:

Table 46

Students' Actual Pronunciation of the Word 'Festival'

	Word	Correct pronunciation	Incorrect			
	festival	/festɪvəl/	/p ^h estɪb ^h əl/	/p ^h estɪvəl/	No	Total
Total		9	15	15	1	31
Percent		22.5	37.5	37.5	2.5	77.5

The table above shows that, among the total students 22.5 percent students pronounced the word 'festival' correctly as /festɪvəl/. Whereas, 37.5 percent students pronounced the word as /p^hestɪb^həl/, 37.5 percent students as /p^hestɪvəl/ and 2.5 percent students could not pronounce the word. Generally the word was erroneous because of mother tongue influence. The students pronounced the sound /f/ as /p^h/ and /v/ as /b^h/.

47. Students' Actual Pronunciation of the Word 'Wisper'

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

Table 47

Students' Actual Pronunciation of the Word 'Whisper'

	Word	Correct pronunciation	Incorrect				
	whisper	/wɪspə(r)/	/wɪspər/	/waɪspər/	/wɪspre/	No	Total
Total			37	1	1	1	40
Percent			92.5	2.5	2.5	2.5	100

The above table shows that, none of the students could pronounce the word correctly. It was pronounced with a little bit erroneous because of utterance of /r/ after vowel. From the total students, 92.5 percent students pronounced the word wisper as /wɪspər/. According to GA system it is correct pronunciation

but being based on BBC dictionary it is kept under erroneous utterance. Out of total students, 2.5 percent as /waɪspər/, 2.5 percent /wɪspre/ and 2.5 percent students could not pronounce the word.

48. Students' Actual Pronunciation of the Word 'Sign'

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

Table 48
Students' Actual Pronunciation of the Word 'Sign'

	Word	Correct pronunciation	Incorrect					
	sign	/saɪn/	/sɪn/	/sɪŋ/	/sɪŋg/	/sæŋg/	/sɪnz/	Total
Total		22	5	2	9	1	1	18
Percent		55	12.5	5	22.5	2.5	2.5	45

The above table no. 48 shows that, 55 percent students pronounced the word correctly. They pronounced the word 'sign' as /saɪn/. In contrast 22.5 percent students pronounced as /sɪŋg/, 12.5 percent as /sɪn/, 5 percent students as /sɪŋ/, 2.5 percent as /sæŋg/ and 2.5 percent as /sɪnz/. There would be 'g' silent in pronunciation but the students generally pronounced the letter 'g' as /z/ and /g/.

49. Students' Actual Pronunciation of the Word 'Hug'

Different pronunciation of an individual word 'hug' by the 40 respondents is given on the next page:

Table 49

Students' Actual Pronunciation of the Word 'Hug'

	Word	Correct pronunciation	Incorrect						
	hug	/hʌg/	/hʊg/	/hʊdʒ/	/heg/	/hæg/	/hɪg/	No	Total
Total		27	8	1	1	1	1	1	13
Percent		67.5	20	2.5	2.5	2.5	2.5	2.5	32.5

The above table shows that among the total students more than half portion could pronounce the word successfully. From the total, 67.5 percent students pronounced the word 'hug' as /hʌg/. Whereas, 20 percent students pronounced as /hʊg/, 2.5 percent as /hʊdʒ/, 2.5 percent as /heg/, 2.5 percent as /hæg/, 2.5 percent as /hɪg/ and 2.5 percent student could not pronounced the word.

50. Students' Actual Pronunciation of the Word 'Write'

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

Table 50

Students' Actual Pronunciation of the Word 'Write'

	Word	Correct pronunciation	Incorrect				
	write	/raɪt/	/rɪt/	/ruɪt/	/wert/	No	Total
Total		36	1	1	1	1	4
Percent		90	2.5	2.5	2.5	2.5	10

The above table shows that, 90 percent of the total students pronounced the word successfully. They pronounced the word 'write' as /raɪt/. In contrast 2.5 percent students pronounced as /rɪt/, 2.5 percent as /ruɪt/, 2.5 percent as /wert/

and 2.5 percent of the total students could not pronounce the word. Generally the students uttered the word correctly.

4.2 Analysis of Vowel Sounds

1. Students' Actual Pronunciation of the Word 'Feel'

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

Table 51
Students' Actual Pronunciation of the Word 'Feel'

	Word	Correct pronunciation	Incorrect					Total
			/p ^h ɪl/	/p ^h ɪ:l/	/fɪl/	/fel/	/p ^h eɪl/	
	feel	/fɪ:l/						
Total		2	4	27	2	3	2	38
Percent		5	10	67.5	5	7.5	5	95

Holistically analyzing the data the table shows that only 5 percent of the total students pronounced the word 'feel' as /fɪ:l/. In contrast 67.5 percent of the total students pronounced the word as /p^hɪ:l/, 10 percent as /p^hɪl/, 5 percent as /fɪl/, 7.5 percent as /fel/ and 5 percent as /p^heɪl/. My research objective was to analysis the word and to find out the error committed in vowel. So concerning the vowel error, the variant way of pronunciation of vowel /ɪ:/ were, 72.5 percent students pronounced /ɪ:/ correctly as /ɪ:/, 15 percent as short /ɪ/ and 12.5 percent as /e/.

2. Students' Actual Pronunciation of the Word 'Fil'

Different pronunciation of an individual word 'fil' by the 40 respondents is given on the next page:

Table 52**Students' Actual Pronunciation of the Word 'Fil'**

	Word	Correct pronunciation	Incorrect								
	fill	/fɪl/	/fɪ:l/	/p ^h ɪl/	/p ^h aɪl/	/faɪl/	/p ^h ʌl/	/p ^h el/	No	Total	
Total		5	3	24	1	2	2	2	1	35	
Percent		12.5	7.5	60	2.5	5	5	5	2.5	87.5	

The above table shows that only 12.5 percent of the total students pronounced the word 'fill' correctly /fɪl/. In contrast 60 percent students pronounced the word as /p^hɪl/, 7.5 percent as /fɪ:l/, as 5 percent as /faɪl/, 2.5 percent as /p^haɪl/, 5 percent as /p^hʌl/, 5 percent as /p^hel/ and 2.5 percent students could not utter the word. Maximally the word was pronounced erroneously because of mother tongue interference. The students pronounced the labiodentals sound /f/ as allophone /p^h/. Concerning only in pronunciation of vowel sound I found that 72.5 percent students pronounced the sound /ɪ/ correctly. Whereas, 5 percent students pronounced as long /ɪ:/, 7.5 percent as /aɪ/, 5 percent as /e/, 5 percent as /ʌ/ and 2.5 percent could not utter the word which is mentioned above previously.

3. Students' Actual Pronunciation of the Word 'Feel'

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

Table 53**Students' Actual Pronunciation of the Word 'Feel'**

	Word	Correct pronunciation	Incorrect					
	fell	/fel/	/p ^h el/	/p ^h ɪl/	/fɪ/	No	Total	
Total		4	22	8	3	3	36	
Percent		10	55	20	7.5	7.5	90	

The above table shows that only 10 percent of the total 40 students pronounced the word 'fell' as /fel/. In contrast 55 percent students pronounced the word as /p^hel/, 20 percent /p^hɪl/, 7.5 percent as /fɪl/ but 7.5 percent students could not utter the word. The table shows that, how the respondents pronounce the vowel sound /e/ in cluster. From the total respondents 65 percent respondents pronounced accurately as /e/ and 27.5 percent as /ɪ/. But 7.5 percent students could not utter the word.

4. Students' Actual Pronunciation of the Word 'Fall'

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

Table 54
Students' Actual Pronunciation of the Word 'Fall'

	Word	Correct pronunciation	Incorrect								Total
			/p ^h ɔ:l/	/fa:l/	/p ^h a:l/	/p ^h aɪl/	/p ^h el/	/p ^h ʊl/	/p ^h əɪl/	No	
Total	fall	4	8	1	4	2	3	1	16	1	36
Percent		10	20	2.5	10	5	7.5	2.5	40	2.5	90

The above table shows that 10 percent students from the total students could pronounce the word 'fall' with correct pronunciation. They utter the word as /fɔ:l/. In contrast 40 percent students pronounced the word as /p^həɪl/, 20 percent as /p^hɔ:l/, 10 percent as /p^ha:l/, 7.5 percent as /p^hel/, 5 percent as /p^haɪl/, 2.5 percent as /fa:l/, 2.5 percent as /p^hʊl/ and 2.5 percent students could not utter the word. The above table shows that how the students pronounced the sound /ɔ:/. Among the total students, 30 percent students pronounced accurately as /ɔ:/. 12.5 percent as /a:/, 40 percent as /ə/, 7.5 percent as /e/, 5 percent as /aɪ/, 2.5 percent as /ʊ/ and 2.5 percent students could not utter the word.

5. Students' Actual Pronunciation of the Word 'Full'

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

Table 55
Students' Actual Pronunciation of the Word 'Full'

	Word	Correct pronunciation	Incorrect		
	full	/fʊl/	/p ^h ʊl/	/p ^h əl/	Total
Total			39	1	40
Percent			97.5	2.5	100

The above table shows that no one of the total participants pronounced the word accurately. 97.5 percent students pronounced 'full' as /p^hʊl/. But 2.5 percent as /p^həl/. The above table shows that 97.5 percent students pronounced the vowel /ʊ/ as /ʊ/ and 2.5 percent students as /ə/. As a whole the word was pronounced erroneous because of different place of articulation of /f/. But the vowel was pronounced correctly by 97.5 percent students.

6. Students' Actual Pronunciation of the Word 'Fool'

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

Table 56
Students' Actual Pronunciation of the Word 'Fool'

	Word	Correct pronunciation	Incorrect					No	Total
	fool	/fu:l/	/p ^h u:l/	/p ^h ʊl/	/p ^h ɔɪl/	/p ^h ɔ:l/			
Total		3	22	8	1	4	2	37	
Percent		7.5	55	20	2.5	10	5	92.5	

The above table shows that among the total students 7.5 percent pronounced the word /fool/ as /fu:l/. Whereas, 55 percent students pronounced as /phu:l/, 20 percent as /p^hul/, 10 percent as /p^hɔ:l/, 2.5 percent as /p^hɔɪ/ and 5 percent students could not utter the word. The above table shows that 62.5 percent students utter the sound /u:/ as /u:/, which was correct pronunciation. In contrast 20 percent as /ʊ/, 10 percent as /ɔ:/, 2.5 percent as /ɔɪ/ and 5 percent students could not utter the sound in cluster.

7. Students' Actual Pronunciation of the Word 'Fail'

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

Table 57
Students' Actual Pronunciation of the Word 'Fail'

	Word	Correct pronunciation	Incorrect						Total
			/fail/	/phel/	/p ^h ail/	/p ^h əl/	/p ^h ɪl/	/fɪl/	
Total	fail	/feɪl/	2	20	10	1	2	1	36
Percent		10	5	50	25	2.5	5	2.5	90

The above table shows that 10 percent of the total students could pronounce the word 'fail' accurately. They pronounced as /feɪl/. 50 percent students pronounced the word as /p^hel/, 5 percent as /fail/, 2.5 percent as /p^hail/, 2.5 percent students as /p^həl/, 5 percent as /p^hɪl/ and 2.5 percent students pronounced as /fɪl/. Mainly the word was pronounced erroneously because of mother tongue influence. The above table shows that how the students pronounced the sound /eɪ/. Among the total students 10 percent students pronounced as /eɪ/, 50 percent as /e/, 30 percent as /aɪ/, 7.5 percent as /ɪ/ and 2.5 percent students pronounced as /ə/.

8. Students' Actual Pronunciation of the Word 'Go'

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

Table 58
Students' Actual Pronunciation of the Word 'Go'

	Word	Correct pronunciation	Incorrect			
			/gɔ:/	/zɔ:/	/zu:/	Total
	go	/gəʊ/				
Total		5	32	2	1	35
Percent		12.5	80	5	2.5	87.5

The above table shows that among the total 40 students 12.5 percent students pronounced the word 'go' as /gəʊ/. In contrast 80 percent students pronounced it as /gɔ:/, 5 percent students as /zɔ:/ and 2.5 percent students as /zu:/. The above table shows that 12.5 percent students pronounced the vowel sound /əʊ/ correctly as /əʊ/. On the other hand, 85 percent students pronounced as /ɔ:/ and 2.5 percent students pronounced as /u:/.

9. Students' Actual Pronunciation of the Word 'File'

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

Table 59
Students' Actual Pronunciation of the Word 'File'

	Word	Correct pronunciation	Incorrect					No	Total
			/p ^h aɪl/	/p ^h ɪlɪ/	/p ^h ɪl/	/p ^h ɔɪl/			
	file	/faɪl/							
Total		3	25	1	5	2	4	37	
Percent		7.5	62.5	2.5	12.5	5	10	92.5	

The above table shows that how the students utter the word 'file'. Among the total students only 7.5 percent students could pronounce the word 'file' as /faɪ/. In contrast 62.5 percent students pronounced the word as /p^haɪ/. They pronounced /f/ as /p^h/. They pronounced /f/ as /p^h/, 12.5 percent students as /p^hɪ/, 5 percent students as /p^hɔɪ/, 2.5 percent students as /p^hɪɪ/ and 10 percent of the total students could not utter the word. The word was pronounced erroneously because of mother tongue influence for the sound /f/. Analyzing the vowel sound from the total students, 70 percent students pronounced the sound /aɪ/ as /aɪ/, 15 percent as /ɪ/, 5 percent as /ɔɪ/ and 10 percent students could not utter the sound in cluster.

10. Students' Actual Pronunciation of the Word 'How'

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

Table 60
Students' Actual Pronunciation of the Word 'How'

	Word	Correct pronunciation	Incorrect			
			/hu: /	/hɔ:/	No	Total
	how	/haʊ/				
Total		31	4	4	1	9
Percent		77.5	10	10	2.5	22.5

The above table shows that 77.5 percent of the total students pronounced the word 'how' as /haʊ/. In contrast 10 percent students pronounced the word as /hu:/ and 10 percent as /hɔ:/. Among the total students 2.5 percent students could not utter the word. The above table shows that as a whole 77.5 percent students pronounced the sound /aʊ/ as /aʊ/. In contrast 10 percent students as /u:/, 10 percent as /ɔ:/ and 2.5 percent students could not utter the sound in cluster.

11. Students' Actual Pronunciation of the Word 'Foil'

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

Table 61
Students' Actual Pronunciation of the Word 'Foil'

	Word	Correct pronunciation	Incorrect					No	Total
			/p ^h ɔɪl/	/p ^h ɔ:l/	/p ^h ʊl/	/p ^h aʊl/			
	foil	/fɔɪl/	/p ^h ɔɪl/	/p ^h ɔ:l/	/p ^h ʊl/	/p ^h aʊl/			
Total		2	27	5	1	2	3	38	
Percent		5	67.5	12.5	2.5	5	7.5	95	

The above table shows that, among the total 40 students only 5 percent students could pronounce the word correctly. In contrast, 67.5 percent students pronounced the word as /p^hɔɪl/. 12.5 percent students pronounced as /p^hɔ:l/, 5 percent students as /p^haʊl/, 2.5 percent as /p^hʊl/, and 7.5 percent students could not pronounce the word. The above table shows that as a whole 72.5 percent students pronounced the vowel /ɔɪ/ as /ɔɪ/ correctly. In contrast, 12.5 percent as /ɔ/, 5 percent as /aʊ/ and 2.5 percent as /ʊ/ and 7.5 percent students could not utter the sound /ɔɪ/ in cluster.

12. Students' Actual Pronunciation of the Word 'Bad'

Different pronunciation of an individual word 'bad' by the 40 respondents is given on the next page:

Table 62
Students' Actual Pronunciation of the Word 'Bad'

	Word	Correct pronunciation	Incorrect				
	bad	/bæd/	/bed/	/ba:d/	/bəd/	/bɜ:d/	Total
Total		29	4	2	4	1	11
Percent		72.5	10	5	10	2.5	27.5

The above table shows that among the total respondents 72.5 percent became successful to pronounce the word 'bad' as /bæd/. In contrast, 10 percent students uttered it as /bed/, 10 percent as /bəd/, 5 percent as /ba:d/ and 2.5 percent students as /bɜ:d/. As a whole 72.5 percent students uttered the sound /æ/ as /æ/ which was correct utterance. In contrast, 10 percent students uttered as /e/, 10 percent students as /ə/, 5 percent as /a:/ and 2.5 percent students could not utter the sound /æ/ in cluster.

13. Students' Actual Pronunciation of the Word 'Cot'

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

Table 63
Students' Actual Pronunciation of the Word 'Cot'

	Word	Correct pronunciation	Incorrect				
	cot	/kɒt/	/kʌt/	/kæt/	/ket/	/kɪt/	Total
Total		32	4	2	1	1	8
Percent		80	10	5	2.5	2.5	20

The above table shows that among the total respondents 80 percent pronounced the word 'cot' successfully. They pronounced it as /kɒt/. In contrast, 10 percent

of the total students pronounced the word as /kʌt/, 5 percent students as /kæʔ/, 2.5 percent as /ket/ and 2.5 percent students as /kit/. The above table shows that maximum number of students pronounced the sound /ɒ/ as /ɒ/ which was correct utterance. In contrast, 10 percent students pronounced /ɒ/ as /ʌ/, 5 percent as /æ/, 2.5 percent as /e/ and 2.5 percent students uttered the sound /ɒ/ as /ɪ/ in the cluster.

14. Students' Actual Pronunciation of the Word 'Cut'

The word 'cut' was also asked to utter to test the utterance of /ʊ/. Different pronunciation of an individual word 'cut' by the 40 respondents is given in the following table:

Table 64
Students' Actual Pronunciation of the Word 'Cut'

	Word	Correct pronunciation	Incorrect				
	cut	/kʌt/	/kʊt/	/sʊt/	/kit/	/ket/	Total
Total		30	5	1	3	1	10
Percent		75	12.5	2.5	7.5	2.5	25

The above table shows that, 75 percent of the total 40 students could pronounce the word 'cut' correctly. The students pronounced the word as the phonetic transcription /kʌt/. Whereas, 12.5 percent students pronounced as /kʊt/, 7.5 percent students as /kit/, 2.5 percent students pronounced as /sʊt/ and 2.5 percent pronounced as /ket/. The utterance of the vowel sound /ʌ/ by the students was 75 percent students uttered the sound /ʌ/ as /ʌ/. In contrast, 15 percent students uttered as /ʊ/, 7.5 percent students as /ɪ/ and 2.5 percent students uttered the sound /ʌ/ as /e/ in the cluster.

15. Students' Actual Pronunciation of the Word 'Bird'

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

Table 65
Students' Actual Pronunciation of the Word 'Bird'

	Word	Correct pronunciation	Incorrect							No	Total
			/bɜ:rd/	/berd/	/brɪd/	/bred/	/brəd/	/bʌd/			
	bird	/bɜ:d/									
Total		19	8	2	5	2	1	2	1	21	
Percent		47.5	20	5	12.5	5	2.5	5	2.5	52.5	

The above table clearly shows that among the total respondents only 47.5 percent students pronounced the word accurately. They pronounced the word 'bird' as /bɜ:d/. In contrast, 20 percent respondents pronounced the word as /bɜ:rd/ which was a little bit different than the correct utterance. according to GA it is right pronunciation. Among the total students, 12.5 percent students pronounced the word as /brɪd/, 5 percent students uttered as /berd/, 5 percent students as /bred/, 2.5 percent students as /brəd/, 5 percent students as /bʌd/ and 2.5 percent students could not utter the word. The above table shows that as whole 67.5 percent students uttered the sound /ɜ/ correctly. But 12.5 percent students uttered the sound as /ɪ/, 10 percent students as /e/, 5 percent as /ʌ/, 2.5 percent as /ə/ and 2.5 percent students could not utter the sound in the cluster.

16. Students' Actual Pronunciation of the Word 'Park'

Different pronunciation of an individual word 'park' by the 40 respondents is given on the next page:

Table 66
Students' Actual Pronunciation of the Word 'Park'

	Word	Correct pronunciation	Incorrect				
	park	/pa:k/	/pa:rk/	/pɜ:k/	/prɔk/	/pɪk/	Total
Total		15	22	1	1	1	25
Percent		37.5	55	2.5	2.5	2.5	62.5

The table given above shows that 37.5 percent students could pronounce the word 'park' as /pa:k/. Which was correct utterance of the students. In contrast, 55 percent students pronounced the word as /pa:rk/, uttering rhotic /r/. It is right according to GA system but in my study I have kept the utterance as erroneous. Because it did not match with the BBC dictionary. Among the total students 2.5 percent pronounced as /pɜ:rk/, 2.5 percent /prɔk/, 2.5 percent as /pɪk/. The above table shows that 92.5 percent students uttered the sound /a:/ as /a:/ which was 100 percent true. But 2.5 percent students uttered as /ɜ:/, 2.5 percent as /ɒ/ and 2.5 percent students uttered as /ɪ/.

17. Students' Actual Pronunciation of the Word 'Tier'

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

Table 67
Students' Actual Pronunciation of the Word 'Tier'

	Word	Correct pronunciation	Incorrect					
	tier	/tɪə(r)/	/tɪər/	/ter/	/tɪr/	/tre/	No	Total
Total		1	25	3	9	1	1	39
Percent		2.5	62.5	7.5	22.5	2.5	2.5	97.5

The table above represents the result of the word uttered by the students in this research. Among the total students only 2.5 percent students could pronounce the word exactly. But more than the half portion of the total respondents pronounced the word with uttering the sound /r/ clearly after the vowel. Among the total students, 62.5 percent students pronounced the word 'tier' as /tɪər/. According to GA it is right pronunciation. But being based on BBC dictionary I have kept the pronunciation as erroneous. Out of total students, 22.5 percent students uttered the word as /tɪr/, 7.5 percent /ter/, 2.5 percent as /tre/ and 2.5 percent students could not utter the word. As a whole maximum students, 65 percent students uttered the sound /ɪə/ as /ɪə/. Which was the accurate utterance. But 22.5 students uttered the sound as /ɪ/, 10 percent as /e/ and 2.5 percent students could not utter the sound.

18. Students' Actual Pronunciation of the Word 'Tear'

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

Table 68
Students' Actual Pronunciation of the Word 'Tear'

	Word	Correct pronunciation	Incorrect						No	Total
			/teər/	/tɪər/	/tɪr/	/ter/	/tər/			
Total	tear	/teə(r)/	21	4	1	10	1	3	40	
Percent			52.5	10	2.5	25	2.5	7.5	100	

The above table shows that no one of the participants could pronounce the word 'tear' as correct phonetic transcription. In contract, 52.5 percent students pronounced the word as /teər/, uttering the sound /r/ clearly after the vowel, 25 percent students pronounced the word as /ter/, 10 percent students as /tɪər/ It is correct utterance according to GA system but not in BBC dictionary. Out of

total students, 2.5 percent as /tɪr/, 2.5 percent as /tɔr/ and 7.5 percent students could not utter the word. The above table shows that 52.5 percent students uttered the sound /eə/ correctly as /eə/. Whereas, 25 percent students uttered as /e/, 10 percent students as /ɪə/, 2.5 percent students as /ɪ/, 2.5 percent students as /ə/. But 7.5 percent students could not utter the sound in cluster.

19. Students' Actual Pronunciation of the Word 'Tour'

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

Table 69
Students' Actual Pronunciation of the Word 'Tour'

	Word	Correct pronunciation	Incorrect						
			/tʊə(r)/	/tʊər/	/tʊr/	/tʊɪr/	/tɜ:r/	/taʊr/	No
Total	tour	/tʊə(r)/	19	12	2	1	4	2	40
Percent			47.5	30	5	2.5	10	5	100

The above table shows that no one of the total respondents could pronounce the word 'tour' exactly like BBC electronic dictionary. But their actual pronunciation is presented in the table above. From the total students, 47.5 percent participants pronounced the sound /tour' as /tʊə(r)/. 30 percent students as /tʊr/, 10 percent /taʊr/, 5 percent as /tʊɪr/, 2.5 percent students as /tɜ:r/ and 5 percent students could not utter the word. The above table shows that 47.5 percent students pronounced the sound /ʊə/ accurately. In contrast, 30 percent students pronounced as /ʊ/, 10 percent as /aʊ/, 5 percent as /ʊɪ/, 2.5 percent as /ɜ:/ and 5 percent students could not utter the word.

20. Students' Actual Pronunciation of the Word 'Banana'

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

Table 70
Students' Actual Pronunciation of the Word 'Banana'

	Word	Correct pronunciation	Incorrect	
	banana	/bana:nə/	/bana:na:/	Total
Total		31	9	9
Percent		77.5	22.5	22.5

The above table shows that generally most of the respondents uttered the word 'banana' easily with correct pronunciation. Among the total 40 students 77.5 percent students could utter the word correctly as /bana:nə/. But only 22.5 percent students uttered the word as /bana:na:/. The sound /ə/ or schwa was pronounced by the students differently in cluster. The table shows that 77.5 percent students pronounced /ə/ accurately as /ə/. But only 22.5 percent students pronounced as /a:/.

4.3 Summary/Discussion of Finding

Studying the words, not an individual sound, the most to the least erroneous words are given in the following table:

Table 71
The Most to the Least Erroneous Words

S.N.	Word	Percentage errors
1.	cricket	100%
2.	find	100%
3.	full	100%

4.	then	100%
5.	they	100%
6.	show	100%
7.	shame	100%
8.	thing	100%
9.	tour	100%
10.	tear	100%
11.	teacher	100%
12.	wisper	100%
13.	virtue	100%
14.	lady	97.5%
15.	number	97.5%
16.	tier	97.5%
17.	feel	95%
18.	foil	95%
19.	business	95%
20.	tunnel	95%
21.	thank	95%
22.	orchid	95%
23.	surplus	95%
24.	fool	92.5%
25.	file	92.5%
26.	danger	92.5%
27.	fail	90%
28.	fall	90%
29.	fell	90%
30.	fill	87.5%
31.	village	87.5%
32.	go	87.5%

33.	flora	85%
34.	thrill	85%
35.	television	85%
36.	goal	82.5%
37.	festival	77.5%
38.	very	70%
39.	health	67.5%
40.	drab	67.5%
41.	park	62.5%
42.	work	60%
43.	no	57.5%
44.	bird	52.5%
45.	long	45%
46.	sign	45%
47.	ball	35%
48.	hug	32.5%
49.	keen	27.5%
50.	man	27.5%
51.	bad	27.5%
52.	weak	25%
53.	cut	25%
54.	check	22.5%
55.	read	22.5%
56.	correct	22.5%
57.	how	22.5%
58.	banana	22.5%
59.	cot	20%
60.	part	12.5%
61.	tend	10%

62.	set	10%
63.	milk	10%
64.	habit	10%
65.	write	10%
66.	pop	5%
67.	zoo	5%
68.	body	5%
69.	good	5%
70.	yes	2.5%

The table above clearly shows the order of the most to the least erroneous words uttered by the students. Among the total 70 words; 13 words were found as the most erroneous. The words were pronounced erroneously by the total respondents. So on the words 'lady', 'number' and 'tier' were pronounced erroneously by 97.5 percent respondents. Among the all, 95 percent students committed error in pronouncing the words 'feel', 'foil', 'business', 'tunnel', 'thank', 'orchid' and 'surplus'. The three words fool, file and danger were pronounced erroneously by 92.5 percent students. The serial number of words and the error percentage of the number of students are given orderly in the table above. Among the 70 words, the least erroneous word was 'yes'. It was wrongly pronounced only by 2.5 percent respondents.

- i. The most frequent errors committed by Tharu students in pronunciation of sounds were /ʃ/, /ð/, /θ/, /f/, /v/, /dʒ/ and /ʒ/.
- ii. The most problematic sounds to the Tharu students were /f/, /v/, /θ/ and /ð/.
- iii. Generally, the consonant sound /p/, /t/, /k/, /b/, /d/, /g/, /m/, /n/, /tʃ/, /s/, /l/, /r/, /j/, /w/ had not great difference in isolation as well as in cluster.

- iv. The sound /z/ is pronounced from three different place of articulation. They are pronounced as /z/, /dʒ/ and /ʒ/. These /z/^s are pronounced with different parts of the tongue on the basis of its occurrence. It depends on the spelling of the words.
- v. Regarding the sound /ʃ/, the 100 percent students pronounced the sound /ʃ/ as /s/.
- vi. Regarding the sound /ð/, the total students pronounced the sound /ð/ erroneously. They pronounced /ð/ as /d/. It means they pronounced dental /ð/ as alveolar /d/.
- vii. Regarding the sound /ŋ/, the students pronounced /ŋ/ as /ŋg/. They uttered 'g' after /ŋ/. Among all the despondence 72.25 percent students pronounced /ŋ/ as /ŋg/, 2.5 percent students could not pronounce the word and 21.25 percent student pronounced the word as well as the sound successfully.
- viii. Among the total students, 93.75 percent pronounced the sound /dʒ/ successfully. But 5 percent students pronounced /dʒ/ as /g/ and 1.25 percent students could not pronounce the word.
- ix. Regarding the sound /f/ - from the total students only 12.91 percent students pronounced the sound /f/ successfully. But 84.91 percent students pronounced the sound /f/ as /p^h/ (bilabial /f/) and 2.18 percent students could not pronounce the word.
- x. Regarding the sound /θ/, 13.12 percent students pronounced the sound /θ/ successfully but 63.75 percent students pronounced /θ/ as /t^h/, 9.38 percent as /t/, 8.75 percent as d and 5 percent students could not pronounce the words.

- xi. Regarding the sound /v/, 34.17 percent students pronounced the sound /v/ successfully in contrast, 65.83 percent students pronounced /v/ as /b^h/ (bilabial /v/).
- xii. In the word 'orchid' the 82.5 percent students pronounced the combine letter 'ch' as /tʃ/, 7.5 percent students could not pronounce the words and only 10 percent students pronounced the sound successfully as /ɔ:kɪd/.
- xiii. Regarding the sound /j/, 97.5 percent students pronounce the sound /j/ correctly but 2.5 percent students could not pronounce the word.
- xiv. In the word 'write' for /r/ sound, 95 percent students pronounced the sound successfully, 2.5 percent students uttered the sound /w/ before /r/ and 2.5 percent students could not pronounce the word.
- xv. Regarding the vowel sounds in cluster the most erroneous vowels were /eɪ/, /əʊ/, /ʊə/ and /eə/. Their error percentage are 90 percent, 87.5 percent, 52.5 percent and 47.5 percent respectively. Generally, other vowels were uttered correctly in the word cluster.
- xvi. Regarding the vowel sounds on which the students committed errors more times from the highest to the lowest was /eɪ/, /əʊ/, /ɔ:/, /ʊə/, /eə/, /u:/, /e/, /iə/, /ɜ:/, /aɪ/, /ɪ/, /ɪ:/, /æ/, /ɔɪ/, /ʌ/, /aʊ/, /ə/, /ɒ/, /ɑ:/ and /ʊ/.

CHAPTER - V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The data collected and analyzed are used to find out the answer of the research questions 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.

- i. Among the 70 words, 23 words which were formed by the sound /f/, /v/, /θ/, /ð/ were pronounced erroneously because of mother tongue influence.
- ii. From the total 70 words, 11 words were pronounced erroneously because of erroneous input by their teacher.
- iii. Among the total 70 words, 6 words orchid, virtue, village, business, surplus and tunnel were pronounced erroneously because of hyper correction.
- iv. Other words were pronounced a bit erroneous because of uttering the vowel differently and students' over generalization.
- v. The words teacher, whisper, virtue, tear, number, danger, park, work and bird were pronounced erroneously according to the BBC dictionary. According to GA accent they had pronounced the words accurately.
- vi. The letter 'g' is pronounced sometimes as /g/ and sometimes as /dʒ/, it depends on the arbitrariness of the word. For example, the letter 'g' is uttered in the word 'bag' as /bæg/, but the same letter 'g' is uttered as /dʒ/ in 'village' as /vɪlɪdʒ/. So, in isolation the students did not utter the sound erroneously. But in cluster the errors committed by the respondents are given in the table no. 24, 25, 28, 37, 48 and 49 previously.

- vii. The students pronounced the word 'orchid' as /ɔ:tʃɪd/, but the correct pronunciation of the word is /ɔ:kɪd/, the word 'tunnel' as /tʊnel/, 'virtue' as /vɜ:tʃu:/. The learners may have committed the errors because of incomplete knowledge, over generalization and their mother tongue interference.

5.2 Recommendations

On the basis of findings and result, I have drawn some conclusion above. Now, in this section, I would like to suggest some recommendation for different levels.

5.2.1 Policy Related

Policy in general, is a rule to organize and maintain the action and functions in arranged manner. Policy is maintained by so called authorities and government. Policy is general rule to systematize the functions and to achieve the goals stated. 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 sector and curriculum development centre are also responsible factors for policy making. So this factors should have sound knowledge about importance of pronunciation and ways to improve the errors in pronunciation committed by the students of different ethnic group. So I would like to suggest the following recommendations for policy makers.

- i. Tharu Students' level, language background, capacities, interests should be paid attention by course designers.
- ii. The teacher should be trained to use recorded materials in his/her classroom. The school should manage at least the minimum requirement of physical facilities for teaching purpose. The recorded materials should be made easily available in the local market.

- iii. Experts, syllabus designers and methodologist must consider pronunciation as an important aspect and provide a lot of provision for the use of authentic audio video materials in classroom while designing the syllabus and deciding the methods to teach it.
- iv. It would be better to increase the weight of speaking test. The course book writers should give more emphasis on pronunciation and the phonetic transcription should be involved in the course book.
- v. 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.
- vi. Supervision should be implemented time and again.

5.2.2 Practice Related

Teaching and learning is a complex process. It is not just the transferring the knowledge from the sources to the goals. For the successful application of teaching and learning, practitioners should play vital role. Because the practitioners are the real drivers of it. Some useful practice related recommendations have been suggested as follows:

- i. The teachers should respect the diversity of the classroom and pay attention to improve the pronunciation of the Tharu students. Because the students had committed the errors because of mother tongue influence.
- ii. The teachers should use the audio video materials like electronic dictionaries, movies and give emphasis on tongue twister activities for correct pronunciation.
- iii. The teachers and students should not dominate the poor linguistic background students. The teachers should be cooperative, and innovative in their field. Students' diversity, emotions, imaginations and

intuition should be paid attention in the classroom. and give emphasis on communicative language teaching.

- iv. The teachers should be provided the opportunities to join different organizations like NELTA.
- v. English language teachers should have enough knowledge to all the existing methods and should not depend on only limited methods. 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.
- vi. It is also useful to make child centred class. The main activity of teaching pronunciation using audio dictionary is practicing the pronunciation in pair.

5.2.3 Further Research Related

Research is an continuous process. It is always oriented to finding a new fact. An educational research is limited in terms of time, money and locality. So, an educational research can not include all the aspects. This research has also many more limitations. This study was related to the errors committed in pronunciation by Dangaura Tharu native speakers of Kailali district. It attempts to find out the actual pronunciation and errors committed by the lower secondary school students from the Tharu community. Thus, I want to suggest the following recommendations for the further research.

- i. This study attempted to see the errors of only grade eight students. So, further researches should be done in other grades.
- ii. The present study was basically related to the government aided schools of Kailali district so, further researchers should be related to any government aided and private schools of other districts.
- iii. The present study was limited only on the errors committed in pronunciation by Dangaura Tharu students of English, so other

researches should be different than the field like causes of errors in pronunciation and so on.

- iv. The present study was limited to survey research design so, further researches should adopt other than survey research.
- vi. This research will provide valuable secondary sources for the further researchers to carry out their study.
- vi. It will provide new research areas which are left to be investigated other language, aspect and field.
- vii. As this study has also been prepared with the help of previously carried out studies, it will also be utilized as the document for literature review and many more.

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Appendix
Question for the Test

Dear informants,

These test items have been prepared for collecting data for the research study entitled "Errors Committed in Pronunciation by Tharu Students of English" which is carried out under the guidance of Mr. Khem Raj Joshi, Teaching Assistant of Central Department of English Education, T.U., Kirtipur, Kathmandu. I hope that you will cooperate me for my research study which will be invaluable contribution to accomplish this research work.

Thank you !

Researcher
Jaya Ram Chaudhary
T.U., Kirtipur, Kathmandu

Name of student :

Date :

School's Name :

Class :

Pronounce the following words.

Test for consonants

S.N.	Word	Correct pronunciation	Student's pronunciation
1	part	/pa:t/	
2	pop	/pɒp/	
3	tunnel	/tʌnl/	
4	tend	/tend/	
5	keen	/ki:n/	
6	cricket	/krɪkɪt/	

7	flora	/flɔ:rə/	
8	find	/faɪn/	
9	virtue	/vɜ:tʃu:/	
10	very	/veri/	
11	thrill	/θrɪl/	
12	health	/helθ/	
13	then	/ðen/	
14	they	/ðei/	
15	surplus	/sɜ:pləs/	
16	thank	/θæŋk/	
17	zoo	/zu:/	
18	set	/set/	
19	show	/ʃəʊ/	
20	shame	/ʃeɪm/	
21	television	/telɪvɪʒn/	
22	check	/tʃek/	
23	teacher	/ti:tʃə(r)/	
24	danger	/deɪndʒəl	
25	village	/vɪlɪdʒ/	
26	body	/bɒdi/	
27	business	/bɪznəs/	
28	goal	/gəʊl/	
29	drab	/dræb/	
30	man	/mæn/	
31	good	/gʊd/	
32	no	/nəʊ/	

33	milk	/mɪlk/	
34	thing	/θɪŋ/	
35	number	/nʌmbə(r)/	
36	lady	/leɪdi/	
37	long	/lɒŋ /	
38	read	/ri:d/	
39	ball	/bɔ:l/	
40	work	/wɜ:k/	
41	correct	/kə'rekt/	
42	weak	/wi:k/	
43	yes	/jes/	
44	habit	/hæbɪt/	
45	orchid	/ɔ:kɪd/	
46	festival	/festɪvl/	
47	whisper	/wɪspə(r)/	
48	sign	/saɪn/	
49	hug	/hʌg/	
50	write	/raɪt/	

Test for vowels

S.N.	Word	Correct pronunciation	Student's pronunciation
51	feel	/fi:l/	
52	fill	/fɪl/	
53	fell	/fel/	
54	fall	/fɔ:l/	
55	full	/fʊl/	
56	fool	/fu:l/	
57	fail	/feɪl/	
58	go	/gəʊ/	
59	file	/faɪl/	
60	how	/haʊ/	
61	foil	/fɔɪl/	
62	bad	/bæd/	
63	cot	/kɒt/	
64	cut	/kʌt/	
65	bird	/bɜ:d/	
66	park	/pɑ:k/	
67	tier	/tɪə(r)/	
68	tear	/teə(r)/	
69	tour	/tuə(r)/	
70	banana	/bəna:nə/	

Name of Students

S.N.	Students	S.N.	Students
1	Sarita Chaudhary	21	Binita Chaudhary
2	Asmita Kushmi	22	Janaki Chaudhary
3	Swastika Chaudhary	23	Sagar Chaudhary
4	Sirish Dahit	24	Surya Chaudhary
5	Sushma Chaudhary	25	Prabin Chaudhary
6	Pratima Chaudhary	26	Bishal Chaudhary (C)
7	Rajan Chaudhary	27	Abhishek Chaudhary
8	Sangit Chaudhary	28	Naw Raj Chaudhary
9	Ramjanam Chaudhary	29	Juna Chaudhary
10	Chandra Mohan Dahit	30	Saraswati Chaudhary
11	Birsana Chaudhary	31	Sumitra Chaudhary
12	Bishal Chaudhary	32	Bal Kumari Chaudhary
13	Bishal Chaudhary (B)	33	Bandhana Chaudhary
14	Dharmi Chaudhary	34	Rohit Chaudhary
15	Sharmila Chaudhary	35	Jamuna Chaudhary
16	Manisha Chaudhary	36	Sher Bahadur Chaudhary
17	Resham Chaudhary	37	Sabitri Chaudhary
18	Rajendra Chaudhary	38	Sakina Chaudhary
19	Bishwajit Chaudhary	39	Anjana Chaudhary
20	Nisha Chaudhary	40	Mahesh Chaudhary