

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Speaking in English for non- native speakers is one of the most problematic areas in language teaching and learning. One of the reasons to carry out this study is the researcher's personal experience; the researcher wonders how his/her speaking skill would be, if he/she has used audio aids. Previous studies have also shown, audio aids are useful tools to teach speaking.

So far as the topic is concerned, this study is related with the use of audio aids to teach speaking English for Tenth Graders. In this study, the experimental research design has been adopted. This design enables the students to find out the effectiveness of audio aids in teaching speaking as well as pronunciation skills. The population of this study is the fifty students of Grade Ten of Sunshine Secondary English School, Biratnagar. And the sample population of the study is divided into two groups, experimental and control group using systematic random sampling procedure.

Several researches have been conducted on the effectiveness of teaching speaking using different approaches, methods and techniques but the researcher found nobody has conducted research on effective teaching speaking through audio aids for Tenth Graders. Hence, the researcher has selected this topic for his research work. This study will be significant to those who are interested language teaching and learning and linguists. The findings and recommendations will be equally significant for curriculum designers, textbook writers, publishers, material producers and so on.

1.2 Statement of the Problem

No research yet has been conducted on teaching speaking through audio aids to Tenth Graders. Hence, this topic is selected for research work. Teaching speaking through audio aids is really problematic and challenging job in the field of language teaching especially to the non- native learners to English. If the matter is about the schools in Nepal, it is usually neglected from primary level to secondary one. The learners can read well but cannot ask for a cup of tea by speaking. The learners fail to understand the native speakers' accent, tone, juncture, tempo etc. The learners feel monotonous in learning speaking through old and traditional method without using modern means of teaching materials.

Teaching speaking is not an easy task. The problem may lie with the teaching process or with the students or with the material itself. The degrees of difficulty often differ according to the situation and the background of the learners. It is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his/her utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to the audience may have difficulty in coming with the situation where he/she has got things done orally. Interacting with English speaking people Khaniya (2005, p. 123) mentions the following different types of problems in teaching speaking.

- i. Few students participate in the discussion.

- ii. Learners share a common mother tongue.
- iii. Students chat in their own language.
- iv. Large classroom management.
- v. Individuals are different.
- vi. Lack of motivation.
- vii. Lack of sufficient knowledge in language.
- viii. Student may not have enough practice.
- ix. Students feel shy to speak.
- x. Examination system etc

The main objective of this study is to help the students overcome the problem they encounter while speaking. It helps the students to avoid worries of learning speaking. It helps students to learn the way of speaking using audio aids interestingly. Audio aids help them to understand the native speakers' accent, tone, juncture etc. Moreover, they will be habituated in the native speakers' voice is far different than the native speakers' voice.

Teaching speaking through audio aids is quite lively and interesting. This method breaks the monotonous of the students. So, this technique will become quite helpful to avoid the students' laziness and make teaching learning activities more effective and fruitful.

1.3 Objectives of the Study

The research has been carried out with the following objectives:

1. To find out the effectiveness of audio aids in developing pronunciation skill.
2. To suggest some pedagogical implications of this study.

1.4 Research Questions

- i. Are audio aids effective for teaching pronunciation?
- ii. How can teachers and students get benefited from audio aids in teaching pronunciation?

1.5 Significance of the Study

This study only tries to investigate the effectiveness of using Audio Aids in the development of speaking skill of Grade ten. Every research or study has its own important; similarly, this study has also its own valuation. In this dynamic world, the knowledge of better pronunciation is essential to be able to adjust in every corner of the world. Now a day's people who cannot speak English in better pronunciation feel themselves inferior to others. As the needs and living style of the people are changing, people's desire of speaking English fluently is also increasing day by day. The researcher believes that the present study will be helpful to tackle the strategies used inside four walls of school in teaching speaking skill. It will be helpful to all the language teachers, language learners, curriculum or syllabus designers, textbook writers, psycholinguists, socio-linguists and all the people who are directly or indirectly linked to language teaching and learning activities as well.

1.6 Delimitations of the Study

The study had the following delimitations:

- i. The sample population of the study is limited to the students of Grade Ten of Sunshine Secondary English, at TrikonMarg, Biratnagar.

- ii. The study is limited in teaching speaking pronunciation, fluency and accuracy.
- iii. The primary data has been collected from the oral test.
- iv. The students' pronunciation has been checked on the basis of Received Pronunciation (RP).

1.7 Operational Definition of the Key Terms

Skills: The skills means here speaking skill in this study.

Teaching: The term Teaching refers here to teaching pronunciation through audio aids.

Speaking: Speaking is defined as speaking the sorted words in this study.

Materials: The term refers here in the study to the audio materials are used to teach pronunciation i.e. computer, pen drive, compact disk (CD) and speaker.

Live materials: The real or actual voices used during the period of teaching language skill.

Pair work: It is a learning activity which involves only two Grade Ten students of Sunshine Secondary English School, Biratnagar working together used for practicing pronunciation.

Drill: A means of practicing a new item or pattern in speaking skill.

Aural: The produced sounds through live material and other materials used in teaching are heard by the students.

Oral sounds: The sounds produced through live and other materials are mentioned as oral sounds in this study.

Techniques: The activities such as repetition, imitation, pair work, drill, oral description and others mentioned in the table no- 3 activities are supposed here the techniques of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Review of the Theoretical Literature

In order to complete this research work different materials like books, thesis, journals and other publications related to this study were reviewed. Some of them are presented below:

Language is defined as a means of communication in order to share our ideas, feelings, thoughts, emotions, etc. Language is considered to be a unique property of human being. It is one of the features which distinguish human beings from the other living beings. Wardaugh (1971, p. 3) states language as “the system of arbitrary vocal symbols used for human communication”. Similarly, Brown (1994,p. 4) states that language is, “a system of arbitrary vocal symbols which permits all the people in a given culture to other people who have learned the system of that culture to communicate or interact”. This definition states that language is a proper combination of words used by people. On this basis of the above definitions, we can easily claim that language is the most powerful medium for receiving and producing a message.

Language is an expression of human personality in words, whether written or spoken. Every human being possesses at least a language in order to make a purposeful communication with other people so; language is an inseparable part of human communication. Crystal (2003, p. 255) defines, “Language, at its most specific level, refers to the concrete act of speaking, writing or signing in a given situation”. Thus, from the above definitions, it is clear that

language is a system of communication. It is a communicative medium of expressing ideas and concepts as moods, feelings and attitudes.

2.1.1 Language Teaching

Teaching refers to Theoretical review various activities to impart knowledge to the learners about different subject matters such as Science, Nepali, Mathematics, political science, History, Geography, English, etc. Whatever the subject matter it is, its main objective is to make the learner competent in that subject matter. After that, the learners would be able to change their understanding and behavior accordingly and be able to contribute something to the overall growth and development of the country. This is view clearly supported by Brown.

According to Brown(1994, p.7) teaching is “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with the knowledge, causing to know or understand”. Language teaching means making the learners be competent in all aspects of language providing suitable environment and facilitating them with every requirements. Brown further says that “teaching is guiding or facilitating learners, enabling the learners to learn, setting the conditions for learning's” (ibid, p.7)

2.1.2 An Introduction to Language Skills

Language teaching becomes meaningless if the language learners are unable to use that target language in communicative activities. Language is for communication. The primary objective of language teaching should be to enable the learners to communicate in that language. For this, the language learners should be competent in four basic skills of language learning:

listening, speaking, reading and writing. Among them, speaking and writing are considered as productive skills whereas listening and reading as receptive skills. In the same way, listening and speaking are considered as primary skills where as reading and writing are secondary skills. Harmer (1991, p. 17) has summarized language skills as follows:

Table No-1:- Language Skills

Medium Skill	Speech	Writing
Reception	Listening and Understanding	Reading and Understanding
Production	Speaking	Writing

2.1.3 Brief Information of Speaking Skill

Speaking is an expressive in human communication since language is primarily meant for speaking. It occurs in the second position of the hierarchical order of the language skill. According to Yadava& Shah (2002, p. 88) “listening and speaking skills are obviously interrelated as either of them require another skill, they go together. Through speaking, we express our emotion, opinions, desire etc. and establish social relationship and friendship. In other words speech enables us to communicate our intentions, interact with other person and situations and influence other human beings”.

In this regard, Lado (1965,p. 24) defines speaking skill as, “The ability to use language in essentially normal communication situation, the signaling systems o pronunciation, stress, information, grammatical structure and vocabulary of the foreign language a normal rate of

delivery for native speakers of the language.” This definition states that speaking includes various aspects such as pronunciation, accuracy, fluency, vocabulary and so on.

Speaking skill is not as easy as to smoothly move ahead and get success. The speaker has to format various communicative forms and should be appropriate in its various aspects: grammar, vocabulary. Within these elements, we have morphological and syntactic elements and within these two, we have several other elements and within these two, we have several other elements, such as: those of plural, of moods, of aspects, of tense etc. Harmer (2001, p. 269) states “The ability to speak fluently pre supposed not only knowledge of language features, but also the ability to process information and language at spot”. Native speakers can speak fluently and accurately in a natural way. These are some features of natural speech. Cross (1992, p. 4) identifies the features of natural speech as purpose, unpredicted ability, slips and hesitation.

Speaking is a main part of language teaching. It is a process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context. A piece of writing can be corrected but a speech once gone cannot be corrected.

By teaching speaking, Kayi (2006, p. 1) means to make the learner able to produce English speech sound and sound pattern and rhythm of the second language, select appropriate words and sentences according to the proper social setting, situation and subject matter, organize their thought in a meaningful and logical sequence, use the language as a means of expressing values and judgments, use the language quickly and confidently with few natural pauses.

Macmillan (1970, cited in Wiggins 1974, p. 161) published a book on ‘‘Audio- Visual English’’ that relies on recorded sound and projected pictures to teach units about telling ‘time’ clothing, food and meals to students of English as a foreign language. On this research teaching through aids was found more effective than teaching without aids.

Rivers (1968, p. 41) suggest the three key items for teaching speaking.

- i. Forms focused instruction; that is attention of details of pronunciation, grammar, vocabulary and so on.
- ii. Meaning focused instructions; that is opportunities to produce meaningful spoken message with real communicative purpose.
- iii. Opportunities to improve fluency.

In the communication model of language teaching, instruction helps students to develop this body of knowledge by providing authentic practice that prepares students for real life communication situation. To develop the speaking capacity in the students, all the components of speaking should be emphasized on teaching and learning, likewise during the instructive period, sufficient opportunities of speaking practices creating different situation should be provided to the students. Thus, teaching speaking simply means yielding the knowledge of all components of speaking through scientific approach as, methods and class activities.

Hymes (1972, cited in Sharma 2006, p. 218) assumes that the learner needs to know not only the linguistic knowledge but also the culturally acceptable way of interacting with others in different situations and relationships. His theory of communicative competence consists of the

interaction of grammatical, psycholinguistic and sociolinguistic components. Cannel and Swain (1980, 1983, as cited in Sharma 2006, p. 291) states that communicative competence includes grammatical, competence discourage competence, sociolinguistic components and strategic competence.

Bachman (1990, cited in Sharma, 2006, p. 219) calls it communicative language ability which includes these components: language competence, strategic competence and psycho-physiological mechanism. Sthapit (NELTA, 2000, p. 7) broadly involves the components as the extended linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

The ability to speak in foreign language consist of the articulation and production of sound and sound sequences, production of stress and intonation patterns, connected speech, communicative competence, grammar, vocabulary, paralinguistic features and social components. To develop the speaking capacity in the students speaking should be emphasized on teaching and learning speaking.

2.1.3.1 Activities for Teaching Speaking skill

While teaching speaking skill, several activities can be applied and such activities can broadly be divided into two classes:

Harmer (1991, P.55) compares,

Table No:-2
Activities for Teaching Speaking

Control Activities	Free Activities
i. Conversion, mini exchange	i. Guessing game
ii. Oral description	ii. Rank ordering
iii. Strip stories	iii. Interviewing
iv. Prepared talks	iv. Opinion polls, debate
v. Role play	v. Pair work
vi. Guided interview	vi. Role play
vii. Filling in grids	vii. Group discussion/ Work
viii. Ordering parts to make whole	viii. Communication games
ix. Repetition	ix. Dramatization
x. Drill	x. Project work

2.1.3.2 Strategies for Developing Speaking Skill

For developing speaking skills in the use of the foreign or second language, the learners must be provided lots of opportunities for interaction in situations where the learners' heat and reply is relatively unpredictable. The whole alternation of the learners must be engaged by the task or topic which is related to develop their spoken skill. Some of the common ways to improve speaking skill are as follows: Harmer (2001, p. 269)

- i. The learner should interact/speak with their teachers, parents and involve in formal and informal conversations.
- ii. They should take part in language games, dialogues, strip stories, role play and simulation.
- iii. They should involve in discourse chain, speech debate, Storytelling.
- iv. They should convey news message and directions to others.
- v. They should practice being announcers or anchors of particular program me.
- vi. They should take part in turn wise dictation questions and answers in classroom activities.
- vii. They should take part in information gap activities under communicative approach.
- viii. They should be asked information by eliciting picture display, making caricature, conveying messages.
- ix. They should be asked to sing songs, recite poems/rhymes/count numbers etc.

During the instructive period, sufficient opportunities of speaking practices creating different situation should be provided to the students.

2.1.4An Introduction to Language Teaching Aids

Audio visual aids, audio visual materials, audio visual media, visual aids or language teaching aids and materials all these terms have been used interchangeably. Heaton (1979, cited in Sharma, 2006, p. 298) includes, “teachers, students, blackboard, text book and classroom” as five basic visual aids. Language learning is dull without the use of teaching aids. Language lessons can be made interesting by the frequent changes of activity and diversity of materials.

Audio-visual materials are both seeing and hearing. They activate eyes and ears at the same time, but can be used for only one purpose at a time, for e.g. Film, television, video tape, etc. Audio Materials provide stimulus for the ears. They help learners listen to the materials and do the activities for e.g. tape recorder, video, sound distribution system, Tele-lecture, language laboratories etc.

According to Unabridged Webster Dictionary, material is the article or approach needed to make or do something: writing materials, likewise, according to Brown (1993, p. 113), Materials is, "one that is very salient in a formal classroom setting, is the preference that learners show towards either visual or auditory input. Visual learners tend to prefer reading and studying charts, drawing and other graphic information". Similarly, Araby (1974, p. 3), says, "All aids are designed to encourage to participation of students. Most aids bring the class nearer to real life or bring the outside world into the classroom pictures, dramatic activities, films and other aids help to clarify the points explained in words". It shows that teaching materials are very important in the classroom teaching activities.

2.1.4.1 Usefulness of Language Teaching Aids

One of methods or techniques or approaches is not sufficient to classroom teaching. For this teachers need support. The teaching aids can provide these supports. Teaching aids are those materials that help the teacher to clarify, establish, co-relate and co-ordinate

According to Wright (1979, p. 46), the importance of teaching aids is given below:

- i. They can be used for decorative purpose, creating variety and for making lesson more interesting.
- ii. They shorten teaching/learning time too.
- iii. The use of aids to teach more meaning is obvious.
- iv. They make teaching learning process easier and natural.

Teaching aids brighten up the Classroom; provide situation and more variety and interest into the language lessons.

In the words of Lee and Copper (1964, p. 18, cited in Venkateswaran, 1995, p. 173), Audio Aids have the following importance:

- i. They make communicative approach to language learning easier and more natural.
- ii. They can help to provide situations which may be used to illustrate linguistic items.
- iii. Aural aids can give the students the opportunity of listening and imitating native speakers.
- iv. They can stimulate both children and adults to speak the language not only to read but also to write it.
- v. Aural aids can help the teacher/students to improve their grasp of the language teaching and learning.
- vi. They reduce the teacher talking time and increase the student's talking time.
- vii. They can help in giving information about the background of literature, culture and about life in English speaking countries.
- viii. Teaching aids helps the teacher meet individual differences.

- ix. Even abstract ideas of sound, motion, speed, size, distance, depth, weight, odour, taste, feel, color and time can be taught with audio-visual aids.
- x. By using audio-visual materials any expected change in attitude and behavior could be facilitated.
- xi. Proper audio-visual materials can provide integrated experiences varying from abstract to concrete. Teaching aids helps in the learning of others concepts, principles and solving their real problem of life. They stimulate children to speak English as well as to read and write it.

2.1.4.2 Types of Language Teaching Aids

There is no uniformity in the number and types of teaching aids. Stevick (1957, p. 74) defines it as "...anything audible or visible which helps our student learns the language more quickly or more accurately..." is teaching aid. The definition clearly says that teaching aids could be of two types-audio which appeals to the sense of hearing and visual which appeals to the seeing. Thus, pictures, blackboard, OHP, etc. fall under visual aids whereas tape recorder, language, lab, radio etc, come under audio aids.

We have another way of classifying teaching aids. Celece-Murcia (1979, cited in Sharma, 2066, p. 300) calls them technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to those which do not require this. If we follow this classification, OHP, television, tape recorder, video, etc. are technical aids whereas flash cards, white board, pictures etc. are included into non-technical aids. Following table shows different types of

teaching aids. According to Aggrawall, 1996, p.161, the following types of Language

Teaching Aids are presented below in the table no- 3.

Table No-3

Types of Language Teaching Aids

Audio Materials	Visual Materials	Audio-Video Materials
Language laboratories	Bulletin boards	Demonstration
Radio	chalk boards	Films
Sound distribution	charts, drawings, etc	Printed materials with
System set	Exhibits	Recorded sounds
Tape and disco	Film strips	Sounds filmstrip
Recordings	Flash cards	Study trips
	Illustrated books	Televisions
	Magnetic boards	Videotapes
	Maps	Drama/play
	Models	Computer
	Pictures	VCD player
	Posters and slides	Language laboratory
	Photographs, silent films	

2.1.4.3 Introduction to Audio Aids

The 'revolution' in language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly. The new ideas about language learning came from the disciplines of descriptive linguistics and behavioral psychology which later become popular as Audio-lingual method. This method was one of the first to have its roots firmly grounded in linguistic and psychological theory (Brown, 1994, p. 57) which apparently added to its credibility and probably had some influence in the popularity. In the fifties, it was most frequently referred to as the aural-oral method. The term Audio-lingual method was proposed by Brooks (1964, p. 263, in Stern 1983). This method was introduced in USA as army method during World War II. Leonard Bloomfield et al. developed a technique for foreign language teaching called 'informant method'- native speaker as a source of learning. Linguists and applied linguists during this period were involved in the teaching of English as a foreign language. The writing and teaching of C.C. Fries and R. Lado at the English Language institute of University of Michigan, The Development of contrastive linguistics, the new technology of the language laboratory and the generous financial support for language research and development in the USA, resulting from the National Defense Education Act (NDEA, 1957) were factors contributing to the development of audio teaching method.

During 20th Century, with the advent of scientific technology, different types of audio materials have been introduced. Technical aids in the language teaching are the major forces today and among these aids audio recorders, radio, gramophone, CD player, language laboratory and computer occupy the most prominent place in language teaching classes.

Audio aids can be defined as models and devices that can be heard and give image of something, somebody and some situation. Audio materials are those materials which are for hearing. They provide stimulus for the ears. They help learners listen to the materials and do the activities. These materials require a calm atmosphere, free from distraction. Audio teaching includes tape recorder, CD player, video player, sound distribution system, tele lecture, language lab, gramophone, radio etc.

Audio teaching aids are designed to help the teacher to present or explain his/her lesson better, save the time and effort and to arouse the interest on the part of the students. Anything audible or visible or both which helps students to learn the language more quickly and more accurately. Audio materials offer a unique opportunity to listen to the authentic English by both native and non-native speakers. The students can listen to the live broadcast and comprehend information on a variety of issues.

Teaching including the chalk and talk method, the communicative language teaching approach encourages the teacher to act as a facilitator by helping the learner become and interested, active and efficient participant in the whole learning process (Richards and Rodgers 2002). To carry out his/her job successfully and ensure the learners' maximal benefit the teacher has to use his/her teaching methods, technique as well as materials. And the appropriate use of audio aids can be substantially helpful in this respect (Kamal and Afteb 1993) since such learning aids and teaching machine stimulate, motivate and arrest the learner's attention during instructional process.

Different teaching aids devised and recommended by language experts are intended to make the learner interested and motivated. The native speaker's voice and accent through the audio tape make the learner enthusiastic and excited. Audio aids add a life like effect to the book and other printed materials used to teach the target language. For example, as soon as a cassette player is played and the material is presented the learner is immediately drawn to it with the help of audio aid; the teacher can deal with the weak and indifferent learner. These aids are seen to reduce the teacher talk and the chalk method and reversely increase the learner's interaction and active participation. Pike (1997) identifies some significant reasons for carefully designing and using audio aids, motivating the learner, attracting and maintaining the learner's attention, reinforcing the main ideas of the lesson, illustrating and supporting the spoken literature, minimizing misunderstanding of the learner, increasing retention adding a touch of realism, saving both class time and expenses, helping the teacher to communicate more clearly and quickly so that the learner can understand the content clearly and easily path for communication.

2.1.4.4 Types of Audio Aids

Audio materials are those that involve the sense of hearing. There are many ways in which aids can be grouped. According to the senses used, aids can be named audio (heard) or visual (seen). According to their nature, they can be considered as flat, three-dimensional, moving or still. According to how they are shown, aids may be divided into projected and non-projected. In terms of language skills they are used for, aids may be grouped under listening, speaking, reading and writing.

Aggrawall, (1996, p. 161) divides the audio aids into two types as audio Materials and Audio-Visual materials with recorded sounds, television, videotapes, CD player, computer etc.

Wiggins R.(1974, p. 10) classified audio aids to aural comprehension and aids to speech production.

Aural comprehension or listening with understanding is one of the basic skills in learning a foreign. In order to satisfactory standard in this skill, the teacher should first of all be able to recognize the sounds of the target languages. Aural comprehension precedes speaking ability one has to reproduce them. The ability to pronounce fluently and accurately depends in large measure on the learners listening with care and understanding. The most important aids to aural comprehension are recorded and playing devices such as radio, tapes, cassettes, gramophone, records, videotape recorders, language laboratory etc. Visual materials can also be used to make the materials more meaningful: language games, dramatic play and acting making better aural comprehension.

The speech production skill is practiced when the learners answer questions, asks some of his/her own, reads aloud or takes part in oral discussion in class. The simplest and most elementary stage in speech production is the imitation of what has been heard. The highest and most difficult is the free expression of ideas. Good speech production depends on careful listening to native speakers or to recorded models of their speech. After the aural comprehension state the learner should be able to produce the sounds and grammatical patterns of the target language. The satisfactory knowledge of vocabulary items, their meanings and usage is also necessary for oral expression.

The most important aid for speech production is activity programs such as: field trips and language games, flat aids such as bulletin and flannel boards, pictures, language films and filmstrips. All aids discussed under aural comprehension are also useful for speech production because careful listening precedes good production.

2.1.4.5 Importance/Functions of Audio Aids

Throughout the ages many successful teachers have relied on take and chalk. Many such teachers have the ability to express their ideas clearly. They can easily arouse the interest of their students and make good use of the fact. They usually treat teachers as individuals with differing need and purposes. These are the great teachers born with a natural talent to allow students to learn quickly and enjoyably.

Teaching aids, however, are designed to help the teacher's time and effort. Many of them can be effectively used in the classroom. They are designed to encourage participation; most aids bring the class nearer to real life or bring the outside world into the classroom.

Teaching aids are used to avoid misunderstanding to arouse attention, to solve problems where students find language problems.

There are audio-tape machines, videos and computers which perform some of the functions of language laboratory, giving student's opportunities for both extensive and intensive listening and speaking. The sound quality for audio and video is likely to be significantly better than that of individuals in the classroom.

Rivers (1968, p. 45) lists the following functions of audio-aids

- i. Teaching with audio aids is highly motivating, learner senses achievement from beginning through practical use and participation.
- ii. It requires use of simple mechanical aids.
- iii. The student can hear the authentic native speech as frequently as she/he and his/her desire.
- iv. The taped lesson provides an unchanging and fixed model of native speech for the students to imitate.
- v. Students get chance to listen to the great variety of foreign voices both male and female.
- vi. Audio aids free the teacher from certain problems.
- vii. Each student may practice each language element as many times as she/he wishes before moving to the next.
- viii. Audio aids provide effective ways of testing the students speaking ability. The teacher can record student performance and analyze it and judge it.
- ix. Audio aids provide teacher with a real means to improve his/her own articulation and intonation.
- x. They make communicative approach to language learning easier and more natural.

Audio aids provide learner lots of opportunities to improve for both listening and speaking. The sound quality for audio and video tapes is likely to be significantly better than that for individuals in classrooms.

2.1.4.6 Teaching of Pronunciation

Generally, pronunciation refers to the way a word or language is spoken. It is one of the major aspects of teaching vocabulary. Oxford advanced learner's Dictionary (7th Edition) defines pronunciation as the way in which language is spoken. From this definition we can say that pronunciation is the way a word or language is usually spoken. It is the manner in which someone utters a word.

According to Ur (1996, p. 53) pronunciation includes

1. The sound of language or pathology.
2. Stress or rhythm.
3. Intonation

In the process of communication, pronunciation has paramount importance, because successful communication may not take place without correct pronunciation. It is very important for the language learner to speak clearly. So, pronunciation can be a part of speaker's image. It is the beauty of speaking sometimes, even the simplest mistake in pronunciation can lead to a great confusion. A language learner can't understand the spoken form of language well until he knows the pronunciation system. Imparting pronunciation will boost self esteem, facilitate communication and possibly lead to go a better job and more respect in the work place. (<http://writing.colostate.edu/guides/teaching.esl/pronunciation>)

Correct pronunciation is needed for a speaker to communicate. If our pronunciation is incorrect, it will not be understood. It is more important for language teachers to have good pronunciation. If we do not have good pronunciation, how can we enable our students to

pronounce correctly? Therefore, in order to make oneself easily understood, one must be able to pronounce words and sentences in that language correctly.

Teaching pronunciation of the English language is not an easy job. It requires a lot of practice for the teacher. Both the teachers and students face a lot of problems in teaching and learning pronunciation. According to Dalton and Siedlhofer (1995, p. 40), pronunciation, more than any other aspects of a language, will always be influenced by very personal factors such as the learner's attitude to the target language and to the speakers of that language by individual differences in ability and motivation to learn a language. According to Kenworthy (1987, as cited in Nunan, 1991, p. 106) defines six principal factors affecting pronunciation. These are as follows:

1. The native language: This is concerned with mother tongue influence on the second system of a second language or language being learned.
2. The age factor: Kenworthy (ibid) believes that there is a strong relationship between second language pronunciation ability and age. We simply assume that children, learning second language from early age, have better pronunciation in comparison to adult learners.
3. Amount of exposure: The more amount of exposure of exposure students receive the better will be the pronunciation. Kenworthy (ibid.) concludes that while the amount of exposure is a contributory factor, it is not a necessary factor in the development of the pronunciation.
4. Phonetic ability: Phonetic ability to whether someone has an ear for a foreign language. It contains phonetic coding ability or auditor discrimination ability. Good discriminators are able to benefit from pronunciation drills, while poor discriminators are not.

5. Attitude and identity: The ability to adopt and develop a foreign pronunciation has also been linked with the extent at which the learner wants the target culture.
6. Motivation and concern for good pronunciation: This factor is related to personality. Some students seem unconcerned about making mistakes but concerned about correct pronunciation having desire to identify with target culture.

Harmer (2001) believe that ‘‘intonation’’ and discriminating pronunciation feature’ are the two main difficulties of the students while learning pronunciation.

Although there are some problems in teaching pronunciation, there are some ways of presenting sounds of words, which make the students pronounce the words in a meaningful and correct way. Harmer (1991, p. 162-163) give the following there techniques of presenting sounds.

- Through modeling: The teacher works as a model. He pronounces the word, and asks the students to imitate it. The teacher can use gesture to indicate the stress while he is modeling.
- Through visual representation: The teacher writes down new words on the board and indicates where the stress is.

Similarly, Ur (1996, p.54), gives following ideas for improving learners pronunciation.

- i. Systematic explanation and instruction
- ii. Imitation drill repetition of sounds words and sentences
- iii. Recording the learners speech, contrasted with native model

- iv. Imitation of teacher or recorded model of sounds; words and sentences.
- v. Varied repetition of drills (varied speed, volume and mood)
- vi. Choral repetition of drills
- vii. Learning and performing dialogues.
- viii. Learning by heart of sentences, rhymes jingles.
- ix. Jazz chants
- x. Tongue twisters
- xi. Self correction through listening to recording of down speech

2.1.4.7 Approaches to Teaching Pronunciation

Generally, an approach is theoretical position and belief about the nature of language learning. Anthony (1963, pp. 63-67, as cited in Richards and Rodgers 20010 defines the approach in the following way;’’...An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic it describes the nature the subject matter to be taught.....’’

According to Celce-Murcia (1996, p 124) there are there approaches to pronunciation instruction. They are the intuitive approach, the analytic linguistic approach and the integrative approach. These approaches combine traditional methods and modern techniques. In the intuitive-imitative approach, learners listen and sound of the target language. Particular technologies are used today for this, such as audio tapes, video, computer based programs and websites. In the analytic approach, the learners are provided with explicit information on

pronunciation such as phonetic alphabet, articulators' description and vocal cords. In the current integrative approach, pronunciation is viewed as an integral component of communication rather than an isolated drill. Learners use pronunciation focused listening activities to facilitate the learning of pronunciation. There is more focus on the supra segmental features like stress, rhymes and intonation as practiced in extended discourse beyond the phoneme and word level.

2.2 Review of the Empirical Literature

A number of research studies have been carried out to find out effectiveness of different teaching aids and techniques which are presented as follows:

Timilsina (2000) carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension". He conducted an experimental research at Jhapa District upon 9th Grade students. He found out that the recorded materials were not very effective in teaching listening at this level. The voice of teacher was much more effective. On this research teaching through aids was found more effective than teaching without aids.

Ghimire (2003) carried out the research on "Pronunciation Proficiency of the Student of Lower Secondary Level Students." He found out that the average pronunciation ability of the students of lower secondary level in the Kathmandu valley is 37.88 percent. The performance of boys was better than the girls.

Acharya (2005) carried out the research on ‘‘A Study of the Instructional Materials on Teaching English to Grade Ten’’. The aim of his research was to determine the degree of effectiveness of instructional materials on the primary data, i.e. the response made by testees. He tested items to collect data. His research was constructed to cover all the four language skills, (Reading, Writing, Speaking and listening) including grammar. The findings showed that instructional materials are integral part of English language and they have very highly positive impact in learning English.

Acharya (2005) carried out a research on the ‘‘Effect of Recorded Materials and Live Materials in Teaching Listening.’’ He studied upon 4th graders of Kaski districts. He also conducted an experimental research. He used two types of materials. He provided the live materials to the control group and recorded materials to the experimental group. He found out that recorded materials were better than live materials.

Devkota (2006) carried out a research on ‘‘Pronunciation Proficiency of the Students of Grade Five.’’ His study showed that the overall pronunciation proficiency of the fifth grade students in lexical level was 51.53 percent. Similarly, Tibeto-Burman native speakers, in terms of medium of instruction, were found to be more proficient than their opponent group.

Sapkota (2006) carried out a research on "Study on the Effectiveness of Live Presentation and Recorded Materials in Teaching Listening Comprehension." The purpose of his study was to find out the effectiveness of live presentation and recorded materials in teaching listening comprehension. Students of Grade 8 were taken to fulfill his research purpose. The findings

showed that live presentations are more effective for teaching listening comprehension than recorded materials.

Giri (2009) carried out a research on ‘Effectiveness of Teaching Pronunciation through Electronic Dictionary’. He found out the teaching pronunciation through electronic dictionary is better and more effective than teaching pronunciation without electronic dictionary. In his study experimental group excelled the control group by 131.88 mean score. It proved that experimental group had learnt to pronounce better than the control group.

Pandey (2007) conducted a research on ‘Effectiveness of Imitation Drill in Teaching Pronunciation’. He attempted to find out the effectiveness of imitation in teaching pronunciation and compared the student’s pronunciation in terms of boys’ versus girls’ performance. He concluded that the experimental group was found much better than the control group. The experimental group excelled the control group by 8.05 percent in the total performance. Moreover, he concluded that the boys of experimental group performed better than the girls of control group. In total performance girls of experimental group performed better than the boys of experimental group.

Shrestha (2010) carried out a research on ‘Effectiveness of Teaching Materials in Developing Writing Skill’. She conducted an experimental upon 9th grade students of Rambha Higher Secondary School of Palpa district. She taught experimental group using materials. It showed that experimental group had improved in their writing skills than the control group.

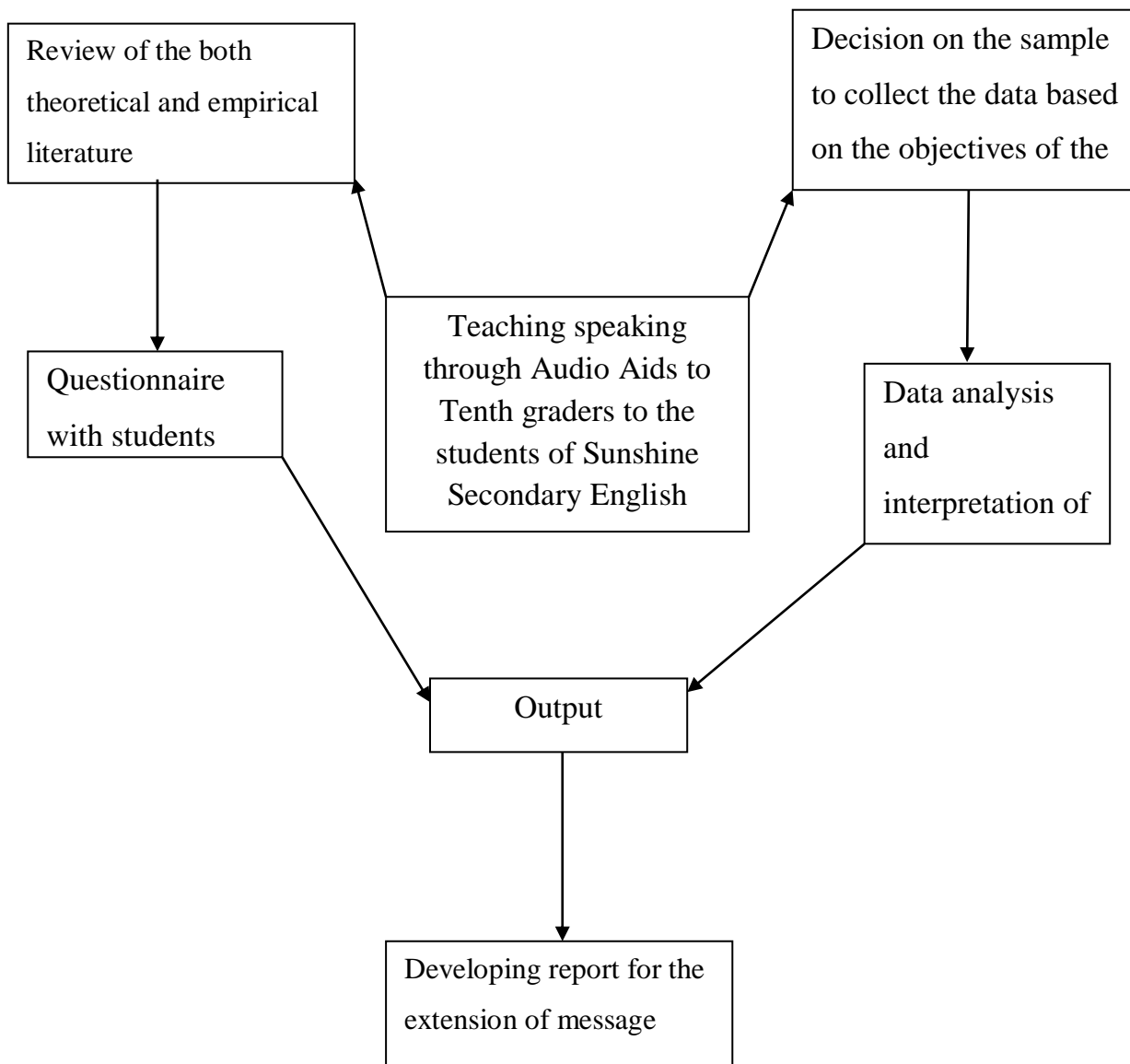
Although the studies mentioned above are related to teaching aids, no research has been done on the effective teaching pronunciation through electronic media to Tenth Grade students. The research will be fruitful to the learners to learn the speaking through electronic media. This research will fulfill the gap between the previous researches on the same field till this date and this research. The researcher believes that the present study will be helpful to tackle the strategies used inside four walls of school in teaching speaking skill. It will be helpful to all the language teachers, language learners, curriculum or syllabus designers, textbook writers, psycholinguists, socio-linguists and all the people who are directly or indirectly linked to language teaching and learning activities as well.

2.3 Implication of the Review for the Study

The above researches have great role for me to develop present research. Previous researchers also have found out some problems and techniques to teach speaking skill through audio aids by using electronic media they have researched. In this study the researcher will have found the easiness and difficulties in effective teaching of speaking skill through electronic media to the learners. Here his concern is to fulfill the research gap. Thus, this study will be helpful to language learners and linguists. The findings and recommendations of this study will be beneficial to real classroom teaching. Moreover, the findings of the research will also be beneficial to the syllabus designers, textbook writers and subject experts as they can gain a lot of information from the study.

2.4 Conceptual Framework of the Study

Figure no. 1: Conceptual Framework



CHAPTER: THREE

METHOD AND PROCEDURE OF THE STUDY

The researcher adopted the following methodology to carry out the study.

3.1 Design and Method of the Study

The design of the present study is quantitative research in nature. For this study the data were extracted from secondary sources viz. from Jeremy Harmer (1981), Timilsina (2000), Ghimire (2003), Acharya (2005), Sapkota (2005). The pronunciation of the defined words using audio aids teaching have been found better in comparison to not using aids teaching. The result of experimental group in post test has been found more effective than that of control group.

3.2 Population Sample and Sampling Strategy

The researcher selected students of grade ten studying students in Sunshine Secondary English School, Morang for the purpose of work. The researcher formed two groups i.e. control group and experimental group. The research was conducted using experimental Research.

3.3 Study Area

This study had the following Areas:

The study area of this study is teaching speaking especially pronunciation to the students of Grade Ten using Audio Aids. The main core of this study is to find out the effectiveness of

using Audio Aids as teaching materials in teaching pronunciation. For this purpose, the students of Sunshine Secondary English School, Trikon Marga-1, Biratnagar are taken as the main subjects of this study.

3.4 Data Collection Tools and Techniques

The researcher used the primary and secondary sources of data. The primary sources of the data for this research were the Grade Ten students of sunshine Secondary English School.

The researcher consulted various book, dictionary, previous researches, hand books, related websites. The practice of English language by Jeremy Harmer (1981), Oli (2007), Rijal (2011), Timilsina(2000), Ghimire(2003), Acharya(2005), Sapkota(2005).were followed to describe and analyze.

The main tool for the collection of data was oral test. The test consisted of examples from different topics. Test items were prepared on the basis of need and demand of the students.

3.5 Data Collection Procedure

The researcher collected the data by adopting the following process:

At first the researcher selected 50 students of Grade Ten by using sampling procedure.

Among them 25 were from experimental group and 25 students were from control group.

- i. The researcher selected 150 words from Our English Book of Grade 10 by using quota sampling procedure.
- ii. The researcher developed pre-test and post-test items.
- iii. The researcher divided 50 students as control group and experimental group of 25 each.

- iv. The researcher used CD of Oxford School dictionary and computer for teaching English pronunciation.
- v. The researcher made them practice six vocabulary items per day.
- vi. Each group was taught for 25 days. Twenty five lessons for control group and 25 lessons for experimental group altogether 50 lessons were made.

3.6 Data Analysis and Interpretation Procedure

The data were analyzed and interpreted with the help of descriptive and statistical tool like table, diagram, charts, etc.

The findings of the study were derived from the analyzing and interpreted of the data and appropriate recommendation and pedagogical implications were also presented in this section of the research work.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The researcher had selected Sunshine Secondary English School Biratnagar -1, TrikonMarga for his study where he was involved in teaching. So student of Grade Ten were selected randomly as the population for the study. The researcher conducted pre-test, on the basis of odd and even number in the rank divided into two groups i.e. control 'A' and experimental 'B'. The first group was taught using live presentations and the second group was taught with audio aids using computer and speaker.

This chapter deals with the analysis and interpretation of the data. The collected data using the test paper (pre-test and post test) from the students of Sunshine Secondary English School are presented, analyzed and interpreted under two categories and analyzed separately.

- i. Holistic Comparison
- ii. Gender -Based Comparison

The first heading 'holistic comparison' deals with the average score of control group in the pre-test and post test. The secondary heading 'group based comparison' deals with two different comparisons of performance it terms of control and experimental group. They are boys' performance and girls' performance.

To find out the effectiveness of audio aids in teaching pronunciation, the obtained score of each student in the pre-test was subtracted from the score of the post test. Then, the mean score difference of the tests was calculated and compared between experimental and control

groups. Similarly, to prove the effectiveness of audio aids in teaching pronunciation t-test (the test of significance of the difference between two means) was applied. In the analysis, if 't' value was greater than calculated value at 0.05 level of t-test, it was strongly claimed that the difference higher than the zero it referred the progress of the group.

4.1 Holistic Comparison

In this comparison the result of experimental and control group in both pre-test and post-test are tabulated and analyzed under separate heading in a single table.

Table 4: Average Score in Holistic Comparison

Group	Average Score in Pre-test	Average Score in Post-test	Difference
Control	41.2	112.8	71.6
Experimental	43.7	129.16	85.46

Table no. 4 shows that the mean score of experimental group is far better than the mean score difference of control group in the pre-test was 41.2 and 112.8 in the post test. The average score of experimental group in pre-test was 43.7 and 129.16 in the post test. The experimental group has excelled the control group by 13.86 total means score. Thus, the above table shows the experimental group has done more improvement than the control group.

Figure 2: Average Scores in Holistic Comparison

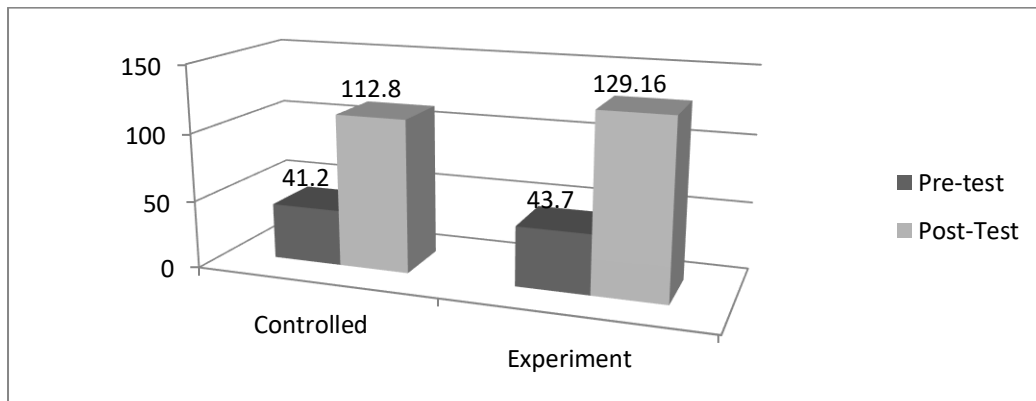


Figure no. 2 Shows that there is significance increment in the performance of experimental group.

4.1.1 Gender- Based Comparison

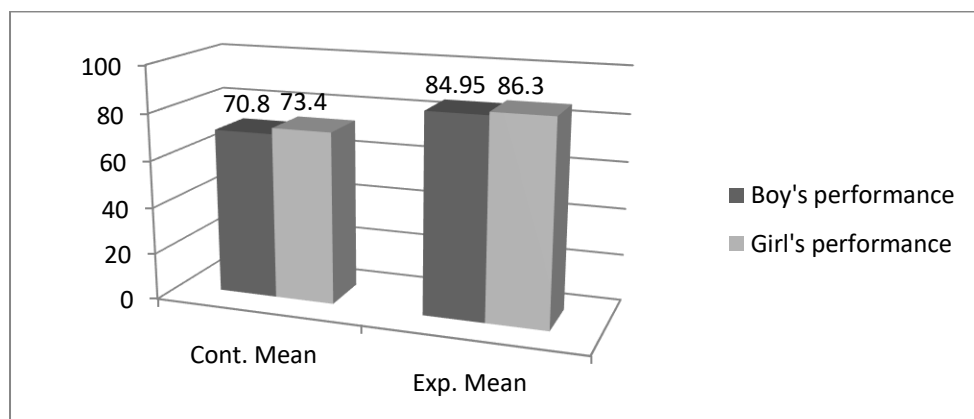
In this comparison, the result of experimental and control group is discussed under two categories of performance.

Table 5: Difference in Mean of Experiment and Control Group

SN	Categories of Performance	Cont. Mean	Exp. Mean	Difference
1.	Boys' performance	70.8	84.95	14.15
2.	Girls' performance	73.4	86.3	12.9
	Total Mean	144.2	171.25	27.05

Table no. 5 shows that the experimental group has 171.25 total mean score different in holistic comparison of two variables, whereas control group has only 144.2 mean score difference. It shows that control group has less mean score difference than that of experimental group. The experimental group has excelled the control group by 27.05. So, it proves that experimental group has learnt to pronounce better than the control group. Due to this fact, what we can conclude is audio aids is effective and useful in teaching pronunciation. It has been found out that in all variables, experimental group has got better mean score difference than the control group. It has been proved that teaching pronunciation through audio aids has been effective over conventional way of teaching pronunciation.

Figure 3: Difference on Mean Score of Experimental and Control Group



The above figure has also shown that audio aids are very useful in teaching pronunciation since there is significant increment in the performance of experimental group.

4.1.2 Boys' Performance Based Comparison

There were 35 boys out of 50 students in sample population of Grade Ten. In this category, there were 150 test items carrying 150 full marks. These items were used in both tests.

Table 6: Mean Score of Boys' Performance

Group	Mean	S.D.	C.V.
Control	70.8	12.642	17.85
Experimental	84.95	10.12	11.91

The above furnished data shows that the experimental group's boys mean score is far better than the mean score difference of the control group boys. The control group boys have got 70.8 mean score difference which is less by 14.15 than the mean score difference of experimental group boys as their mean score difference is 84.95. Similarly, standard deviations of control mean score experimental group is boys' performance is 12.642 and 10.12 respectively.

By this data, what we can say is the experimental group has performed better than the control group in this category. Thus, teaching pronunciation using audio aids is seen very much effective.

4.1.3 Testing Statistical Significance of Boys' Performance

$H_0: \mu_1 = \mu_2$ There is no significant difference between two groups.

$H_1: \mu_1 = \mu_2$ There is significant difference between two groups.

X_1	X_2	X_2	X^2
69	4761	85	7225
70	4900	78	6084
45	2025	81	6561
70	4900	83	6889
80	6400	81	6561
71	4900	76	5776
83	6889	67	4489
89	7921	106	11236
67	4489	67	4489
75	5625	88	7744
86	7396	101	10201
66	4356	87	7569
51	2601	86	7396
77	5929	96	9216
68	4624	92	8464
46	2116	94	8836
90	8100	78	6084
$\Sigma x=1203$	$\Sigma x^2=87932$	83	6889
		$\Sigma X=1529$	$\Sigma X^2= 131709$

$$X_1 = \frac{\sum X}{n} = \frac{1203}{17} = 70.8$$

$$\text{S.D. } \sigma = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{n}\right)^2}$$

$$= \sqrt{\frac{87932}{17} - \left(\frac{1203}{17}\right)^2}$$

$$= \sqrt{5172.47 - 5012.64}$$

$$= \sqrt{159.83}$$

$$= 12.642$$

$$\text{C.V.} = \frac{\sigma}{X} \times 100$$

$$= \frac{12.642}{70.80} \times 100$$

$$= 17.85\%$$

$$\text{Variance} = (\sigma)^2$$

$$= (12.642)^2$$

$$= 159.83$$

$$\bar{X}_2 = \frac{\Sigma X}{n} = \frac{1529}{18} = 84.94$$

$$\text{S.D.} = \sqrt{\frac{\Sigma x^2}{n} - \left(\frac{\Sigma x}{n}\right)^2}$$

$$= \sqrt{\frac{131709}{18} - \left(\frac{1529}{18}\right)^2}$$

$$= \sqrt{7317.17 - 7214.80}$$

$$= \sqrt{102.37}$$

$$\text{S.D.} = 10.12$$

$$\text{Variance } \sigma^2 = (10.12)^2$$

$$= 102.37$$

$$\text{C.V.} = \frac{\sigma}{x} \times 100$$

$$= \frac{10.12}{84.94} \times 100$$

$$= 11.91\%$$

$$\bar{X}_{12} = \frac{n_1 \bar{X} + n_2 \times \bar{X}_2}{n_1 + n_2}$$

$$= \frac{17 \times 70.8 + 18 \times 84.94}{17 + 18}$$

$$= \frac{1203.6 + 1528.92}{35}$$

$$= \frac{2732.52}{35}$$

$$= 78.072$$

$$d_1 = \bar{X}_1 - \bar{X}_{12} = 70.80 - 78.072$$

$$= -7.27$$

$$d_2 = \bar{X}_1 - \bar{X}_{12} = 84.94 - 78.072$$

$$= 6.863$$

$$\sigma_{12}^2 = \frac{n_1 \cdot \sigma_1^2 + n_2 \cdot \sigma_2^2 + n_1 \cdot d_1^2 + n_2 \cdot d_2^2}{n_1 + n_2}$$

$$= \frac{17 \times 159.83 + 18 \times 102.37 + 17 \times (-7.27)^2 + 18 \times (6.86)^2}{17 + 18}$$

$$= \frac{2717.11 + 1842.66 + 898.50 + 847.073}{35}$$

$$= 180.152$$

$$|\tau| = \left| \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma_{12}^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \right|$$

$$\begin{aligned}
&= \left| \frac{70.80 - 84.94}{\sqrt{180.152 \left(\frac{1}{17} + \frac{1}{18} \right)}} \right| \\
&= \frac{-14.14}{180.152(0.0588 + 0.0556)} \\
&= \left| \frac{-14.14}{20.620} \right| \\
&= |-0.686|
\end{aligned}$$

Calculated Value = 0.686

The t-test indicated that there is significant difference between the achievement of control and experimental group in this category. Since the calculated value 0.686 is less than tabulated value 1.73 there is significant difference between two groups. So, the effect of teaching pronunciation using audio aids for the boys is very much significant.

Figure 4: Mean Score of Boys' Performance

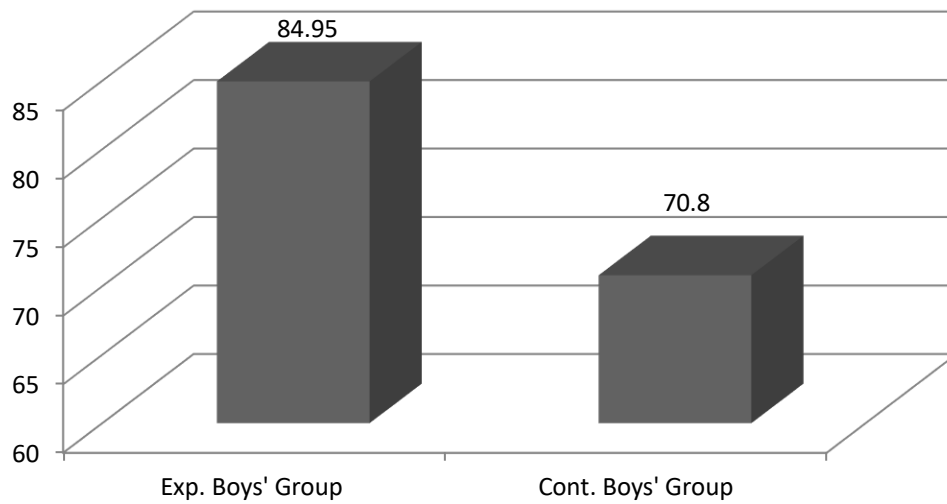


Figure no. 4 also shows that there is significant increment in the performance of experimental group.

4.1.4 Girls' Performance Based Comparison

There were 150 test items carrying 150 full marks. It contained 150 vocabulary items. There were 15 girls out of 50 students in sample population of the research.

Table 7: Mean Score of Girls' Performance

Group	Mean	S.D.	C.V.
Control	73.4	10.36	14.11
Experimental	86.3	12.06	13.97

Table no. 7 shows that the control group has got 73.4 mean score difference in girls' performance category. Whereas experimental group has got 86.3 mean score difference. Similarly, standard deviation of control and experimental groups in girls' performance is 1.36 and 7.52 respectively. The test analysis of girls' performance show that means score difference of experimental group is more by 12.9 than the mean score difference of control group. The experimental group has excelled the control group by 12.9 by the result, what we claim is audio aids is very effective in teaching English pronunciation.

X_1	X_1^2	X_2	X_2^2
77	5929	81	6561
70	4900	71	5041
81	6561	89	7921
75	5625	88	7744
63	3969	72	5184
88	7744	95	9025
80	6400	108	11664
53	2809		
587	$\Sigma X^2 = 43937$	604	$\Sigma X_2^2 = 53140$

$$\bar{X}_1 = \frac{\Sigma X_1}{n_1} = \frac{587}{8} = 73.38$$

$$\sigma_1^2 = \frac{\Sigma X^2}{n} - \left(\frac{\Sigma X}{n}\right)^2$$

$$= \frac{43937}{8} - \left(\frac{587}{8}\right)^2$$

$$= 5492.13 - 5384.62$$

$$= 107.51$$

$$\bar{X}_2 = \frac{\Sigma X_2}{n} = \frac{604}{7} = 86.285$$

$$\sigma_2^2 = \frac{\Sigma X^2}{n} - \left(\frac{604}{7}\right)^2$$

$$= \frac{53140}{7} - \left(\frac{604}{7}\right)^2$$

$$= 7591.43 - 7445.96$$

$$= 145.47$$

$$\bar{X}_{12} = \frac{n_1 \times \bar{X}_1 + n_2 \times \bar{X}_2}{n_1 + n_2}$$

$$= \frac{8 \times 73.38 + 7 \times 86.29}{8 + 7}$$

$$= 79.40$$

$$d_1^1 = \bar{X}_1 - \bar{X}_{12} = 73.38 - 79.40 = -6.02$$

$$d_2 = X_2 - X_{12} = 86.29 - 79.40 = 7.25$$

$$\begin{aligned}\sigma_{12}^2 &= \frac{n_1 \cdot \sigma_1^2 + n_2 \cdot \sigma_2^2 + n_1 \cdot d_1^2 + n_2 \cdot d_2^2}{n_1 + n_2} \\ &= \frac{8 \times 107.57 + 7 \times 145.47 + 8 \times (-6.02)^2 + 7 \times (7.25)^2}{8 + 7} \\ &= \frac{1878.36 + 8 \times 36.48 + 7 \times 52.56}{15} \\ &= 169.208\end{aligned}$$

$$|t| = \left| \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma_{12}^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \right|$$

$$|t| = \left| \frac{79.40 - 86.29}{\sqrt{169.208 \left(\frac{1}{8} + \frac{1}{7} \right)}} \right|$$

$$= \left| \frac{-6.87}{\sqrt{169.208(0.125 + 0.143)}} \right|$$

$$= \left| \frac{-6.87}{\sqrt{24.32}} \right|$$

$$= \left| \frac{-6.82}{4.931} \right|$$

$$= |-1.3831|$$

Calculated Value = 1.3831

The t-test indicated that there is a significant difference in pronunciation proficiency between control group and experimental groups since the calculated value 1.3831 is less than tabulated value 1.73, (H_0 is not rejected). Between two groups the effect of teaching pronunciation through audio aids for girl seemed more significant. Thus, audio aids are effectively significant for teaching pronunciation.

Figure 5: Mean Score of Girls Performance

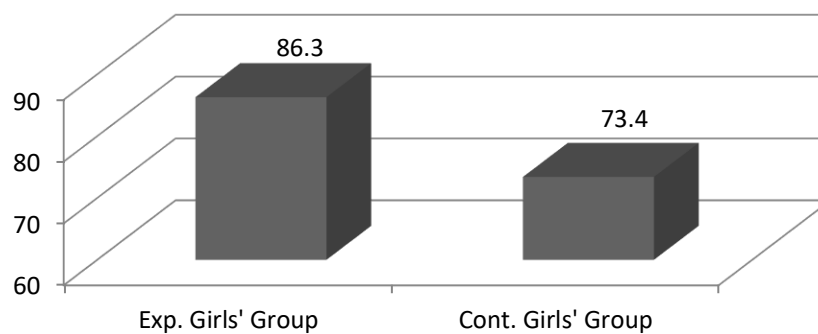


Figure no.5 has proved that audio aids is very useful in teaching pronunciation for girls since there is significant increment in the performance of experimental group.

Thus, the study showed that the teaching materials played vital and effective role in teaching language and developing speaking skill as well as pronunciation skills for the students of secondary level. Supplementary materials help both teachers and students in classroom teaching.

4.2 Summary of Findings

The main objective of this research was to find out the effectiveness of audio aids in developing pronunciation skill. After the analysis and interpretation the following findings are drawn.

1. Teaching pronunciation through audio is found more effective than the teaching pronunciation without using audio aids. In the research the experimental group has been found better than that of control group. The experimental group has scored 85.46 mean score differences whereas control group has scored 71.6. The experimental group has excelled the control group by 13.86. It proves that teaching, using audio aids is more effective.
2. In the group based comparison the performance of experimental group has been found more effective. The totals mean score difference of the experimental group is 171.25 and total mean score differences of the control group is 144.2. So, the experimental group has excelled the control group by 27.05. Thus, this data shows that teaching pronunciation through audio aids is better in comparison to teaching pronunciation without using audio aids.
3. In boys performance based comparison as a whole, the experimental group got better result than the control group since the experimental group has excelled the control group by 14.15 mean score difference between the achievement of control and experimental group. It is found that the calculated value 0.686 is less than the tabulated value 1.72 there is a difference between two groups and the effect of audio aids for the boys is very significant.

4. The audio aids are also seemed significant in girls performance based comparison. It is found out that the mean score differences of the experimental group is more by 12.9 than the control group. Moreover, the t-test indicated that the calculated value 1.3831 is less than tabulated value 1.72. So, there is a significant difference between two groups and the effect of audio aids for the girls is significant. The performance of boys and girls has a very little difference.
5. It has been found that the recorded materials allowed students to hear variety of different voices apart from just their own teachers. The son native teacher's voice couldn't be with the appropriate use of supra segmental features: stress, intonation and pronunciation.
6. From the analysis of word types, monosyllabic word was found easier to the students in comparison to others. Moreover, English fricatives were more difficult to Nepali learners in comparison to others.
7. It was found that students couldn't see the gesture juncture, head movement and lip movement in audio materials; therefore it was very difficult for them to understand the native speaker's pronunciation as they are habituated in the non-native speakers' voice which is far different than the native speakers' voice.

Based on the performance of the control group and the experimental group in both pre-test and post-test, it can be concluded that the use of teaching materials have a positive impact in developing pronunciation skill as well as speaking skill.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions of this research. It also deals with some pedagogical implications, which are made on the basis of analysis and interpretation of the data.

5.1 Conclusions

The main objective of the study was to find out the effectiveness of the Audio Aids in speaking. This research had been conducted to find out comparative analysis between control group and experimental group. In this research study, the researcher had taught some vocabulary items to both group i.e. control and experimental group but researcher had used two different techniques to teach them. At the end of the experimental group who was taught using Audio Aids secured higher mark than that of control group. Finally, the researcher conducted that the Audio Aids can enhance the students' performance is better in comparison to leading speaking pronunciation without using Audio Aids.

5.2 Recommendations

On the basis of findings obtained from the analysis and interpretation of the collected data, some recommendations with some pedagogical implication have been suggested as follows:

5.2.1 Policy Related

- 1) The curriculum of English for lower secondary level should be designed to develop the student's pronunciation, accuracy, fluency and vocabulary.
- 2) 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. All the schools should have a language laboratory.
- 3) Teacher training programs to the English teacher should be provided frequently to develop the skill in using audio aids in the language classroom.
- 4) Suitable knowledge in the use of audio aids in teaching pronunciation should be introduced into Teacher Professional Development Programmes.
- 5) The syllabus designer, text book writer's methodologists and teacher should give priority to use audio aids in teaching pronunciation. They should include the audio aids in the designed materials because it is useful to make the class more interesting and live.

5.2.2 Practice Related

- 1) It is found that the audio aids are able to improve the pronunciation of the students and arouse more interest of the students to learn. So, it is the most helpful tool for practicing and learning pronunciation.
- 2) In all categories, the experimental group has obtained better marks compared to the control group. Due to this fact we can say that audio aids are better than conventional

way of teaching English pronunciation. So, every school should apply such aids in teaching English pronunciation.

- 3) The teacher should encourage the students to do activity in pair work by using audio materials. It is useful to build the student's confidence, group sharing skill and commenting and the skill of giving feedback. It also helps to those students who are introvert and do not want to expose themselves in front of the teacher.
- 4) The teacher should use imitation drill in teaching English pronunciation by using any size and number of the students. Teaching English through audio aids allows the students to listen to what they want again and again.
- 5) It is also useful to make the class students centered. The main activity of teaching pronunciation using audio aids is practicing the pronunciation in pair. Therefore, the students can enjoy working in pairs.
- 6) Students'-students' interaction should be encouraged to develop speaking and pronunciation skill.
- 7) The teacher should be trained to use recorded materials in their classroom.

5.2.3 Further Research Related

- 1) Audio, visual and audio-visual aids become more effective in practicing speaking by watching and listening performance. So the researcher should include these aids in the further study area of teaching pronunciation and speaking skill.
- 2) This research was limited to the students of a private school of Morang district. The experiment technique was limited to only group. So it can't be claimed that the finding of the research are applicable for all schools of Nepal. It can't be claimed that the findings are complete in themselves. This is the very broad and complicated area. So it is inevitable to carry out further researcher in this field.

REFERENCES

- Acharya N.N. (2005). *Effectiveness of instructional materials on teaching English to grade X*. An unpublished Thesis of M.Ed, T.U., Kirtipur
- Aggrawall, J.C. (1996) *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing House.
- Araby, E.L.(1974). *Audio–visual aids for teaching English and introduction to materials and methods*. London: Longman.
- Awasthi, J.R. (2003). *Teacher education with special references to English language teaching in Nepal*. Journals of NELTA, 8, (17-28).
- Brown, H.D.(1996). *Principles of language learning and teaching*.San Francisco state university.
- Brown, H.D.(1993). *Principles of language learning and teaching*.London : Prentice Hall.
- Celce–Murcia, et al. (1996).*Teaching pronunciation*. Cambridge: CUP.
- Cross, D. (1992). *A practical Handbook of Language Teaching*, New York: Prentice Hall.
- Crystal, D. (2003). *Dictionary of linguistic and phonetics* .London: Blackwell.
- Dalton. C, &Seidlhofer, B. (1995).*Language teaching pronunciation*.Hongkong: OUP.
- Devkota, K.R.(2006). *A study on the pronunciation proficiency of the students of grade five*.An unpublished Thesis of M.Ed. T.U., Kirtipur.

- Ghimire, L.M. (2003). *Pronunciation proficiency of the students of lower secondary level*. An unpublished Thesis of M.Ed. T.U., Kirtipur.
- Giri, K.P.(2009). *Effectiveness of teaching pronunciation through electronic dictionary*. An unpublished Thesis of M.Ed. T.U., Kirtipur.
- Harmer, J.(1991). *The principle of English language teaching*, London : Longman.
- Harmer, J.(1997). *The practice of English language teaching* London : Longman.
- Harmer, J. (1998).*How to teach English* London: Longman.
- Harmer, J.(2001). *The practice of English language*.London : Longman.
- Kayi, H. (2006). *Teaching speaking activities to promote speaking in second language*.The Internet journal vol. IV.
- Khaniya, T. (2005).*Examination for enhanced learning*. Kathmandu: Millennium Publication.
- Lado, R. (1965). *Language teaching* London: Longman.
- Nunan, D. (1991). *Language teaching Methodology.A text book for teacher*.UK: Prentice Hall.
- Pandey, K.P. (2007). *A study on effectiveness of imitation drill in teaching pronunciation*. An unpublished Thesis of M.Ed. T.U., Kirtipur.
- Richards, et al.(1999). *dictionary of language teaching and applied linguistics*. New York : Longman.

- Richards, J.C. and Rodgers, T.S.(1986). *Approaches and methods in languages teaching*. Cambridge: CUP.
- Rivers, W.M.(1968). *Teaching foreign language skills*. Chicago: The University of Chicago.
- Sapkota , D. P. *A study on the effectiveness of live presentation and recorded materials in teaching listening comprehension*, an unpublished Thesis of M. Ed, T. U., Kirtipur.
- Sharma, B.K. and Phyak P.B. (2006).*Teaching English language*. Kathmandu: Sunlight publication.
- Sharma, G.(1999). *Education history of Nepal*.Kathmandu: LumbiniPustakBhandar.
- Shrestha, U. (2010). *Effectiveness of teaching materials in developing writing skill*.An unpublished Thesis of M.Ed., T.U., Kirtipur.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*, Oxford University Press.
- Stevick, E. (1957), *Helping people learn English*. Nashville, Tell: Abingdom press.
- Timilsina, T.R.(2000). *A study on the effectives of recorded materials over conventional Techniques*.An unpublished Thesis of M.Ed.T.U., kirtipur.
- Ur, P. (1996). *A course in language teaching practice and Theory*. Cambridge: CUP.
- Venkateswaran, S. (1995).*Principles of teaching English*.New Delhi: Vikas Publishing House Pvt.LTD.
- Wardaugh, R. (1972). *An introduction of sociolinguistics*.Oxford : Blackwell.

Wiggins, R. (1974). *An introduction to materials and methods*, London : Longman

.

Wright, A. (1979). *Visual materials for the language teacher*, London : Longman.

Yadava, Y.P. and Shah, B.L.(2002).*ELT theory and practice*.Kirtipur: Hira Books,
Enterprises.

Appendix-II

Summary of the Lesson Plan

Controlled group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **accomplish, acclaim, accessible, approximate, accident, attitude** correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)
- ii. He divides the class into pairs and distributes words cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow him.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: accomplish, acclaim, accessible, approximate, accident, attitude.

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **accomplish, acclaim, accessible, approximate, accident, attitude** correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

accomplish, acclaim, accessible, approximate, accident, attitude.

Controlled group**Lesson Plan No.:****Date:-**

Specific Objectives: On completion of this lesson the students will be able to pronunciation the words: **avalanche, announcement, appearances abandon, ancestors, brilliant** correctly

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)

- i. He divides the class into pairs and distributes words cards to each pair.
- ii. He calls a student in front of the class to perform pair work with the teacher.
- iii. He asks all the pairs to practice pronunciation of the given words in the pairs.
- iv. The teacher pronounces the words again and asks the student to follow him.
- v. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: avalanche, abandon, announcement, appearances,ancestors, brilliant

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **avalanche, abandon, announcement, brilliant, appearances, ancestors** correctly

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.

- i. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- ii. The teacher asks the students to pronounce the words immediately after the computer.
- iii. He divides the class into pairs and distributes word cards to each pair.
- iv. He calls a student in front of the class to perform pair work with the teacher.
- v. He asks all pairs to practice pronunciation of given words in the pairs.
- vi. He lets the computer pronounce the words and asks the students to follow it.
- vii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

avalanche, abandon, announcement, appearances, ancestors, brilliant.

Controlled group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **confidence, conflict, compare, convinced, conqueror, catastrophe** correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)

- i. He divides the class into pairs and distributes words cards to each pair.
- ii. He calls a student in front of the class to perform pair work with the teacher.
- iii. He asks all the pairs to practice pronunciation of the given words in the pairs.
- iv. The teacher pronounces the words again and asks the student to follow him.
- v. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words, compare, conflict, conqueror, catastrophe, confidence

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **confidence, conflict, compare, convinced, conqueror, catastrophe** correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.

He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.

- i. The teacher asks the students to pronounce the words immediately after the computer.
- ii. He divides the class into pairs and distributes word cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all pairs to practice pronunciation of given words in the pairs.
- v. He lets the computer pronounce the words and asks the students to follow it.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

Confidence, conflict, compare, convinced, conqueror, catastrophe.

Controlled group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **unconscious, unharmed, struggled, treasure, thrilling, statement**, correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)

- i. He divides the class into pairs and distributes words cards to each pair.
- ii. He calls a student in front of the class to perform pair work with the teacher.
- iii. He asks all the pairs to practice pronunciation of the given words in the pairs.
- iv. The teacher pronounces the words again and asks the student to follow him.
- v. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

Statement, struggled, treasure, thrilling, unconscious, unharmed.

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: **statement, struggled, treasure, thrilling, unconscious, unharmed** correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: statement, struggled, treasure, thrilling, unconscious, unharmed.

Controlled group**Lesson Plan No.:****Date:-**

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: catastrophe, cooperation, courage, demonstrated, dependent, determination correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)
- ii. He divides the class into pairs and distributes words cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow him.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation**Practice the pronunciation of six words:**

catastrophe, cooperation, courage, demonstrated, dependent, determination .

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On Completion of this lesson the students will be able to pronounce the words: catastrophe, cooperation, courage, demonstrated, dependent, determination correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

catastrophe, cooperation, courage, demonstrated, dependent, determination.

Controlled group**Lesson Plan No.:****Date:-**

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: information, intelligent, illustration, imagination, inhabitants, irrigation correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)
- ii. He divides the class into pairs and distributes words cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow him.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: information, intelligent, illustration, imagination, inhabitants, irrigation .

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On Completion of this lesson the students will be able to pronounce the words: information, intelligent, illustration, imagination, inhabitants, irrigation correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

information, intelligent, illustration, imagination, inhabitants, irrigation.

Controlled group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: magnificent, measured, mortgaging, manufacturer, monastery, mysterious correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)
- ii. He divides the class into pairs and distributes words cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow him.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: magnificent, measured, mortgaging, manufacturer, monastery, mysterious .

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On Completion of this lesson the students will be able to pronounce the words: magnificent, measured, mortgaging, manufacturer, monastery, mysterious correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

magnificent, measured, mortgaging, manufacturer, monastery, mysterious .

Controlled group

Lesson Plan No.:

Date:-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: statement, struggled, spattering, treasure, thrilling, unconscious correctly.

Teaching Materials: Daily used materials, flash cards, etc

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the student and asks them to pronounce the words. Then, he pronounces the words and asks the students to follow him (repetition drill)
- ii. He divides the class into pairs and distributes words cards to each pair.
- iii. He calls a student in front of the class to perform pair work with the teacher.
- iv. He asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow him.
- vi. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words: statement, struggled, spattering, treasure, thrilling, unconscious.

Experimental Group

Lesson Plan No.:

Date:-

Specific Objectives: On Completion of this lesson the students will be able to pronounce the words: statement, struggled, spattering, treasure, thrilling, unconscious correctly.

Teaching Materials: Flash Cards, Oxford Dictionary of English, Computer speaker etc.

Teaching Learning Activities:

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the word.
- ii. He inserts the CD of Oxford School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. He divides the class into pairs and distributes word cards to each pair.
- v. He calls a student in front of the class to perform pair work with the teacher.
- vi. He asks all pairs to practice pronunciation of given words in the pairs.
- vii. He lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

Evaluation

Practice the pronunciation of six words:

statement, struggled, spattering, treasure, thrilling, unconscious .