

# CHAPTER-I

## INTRODUCTION

### 1.1 General Background

Language is the chief means of communication for human beings. Human beings express their feelings, desires, thoughts and emotions through language. Because of the access of language, they have become able to reach the summit of this advanced civilization. Encyclopedia Britannica, Vol. 13, defines language as "a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate." Here, this definition clearly depicts that language consists of certain symbols that are combined in correct order to communicate each other. According to Robins, language "is a symbol system based on purely arbitrary convention infinitely extendable and modifiable according to changing needs and conditions of speakers." Here, this definition clearly mentions that language is a symbol system. It is extendable, modifiable infinitely according to the intention, desire, need of the speakers. Richards et al (1999), in their dictionary entitled 'Longman Dictionary of Language Teaching and Applied Linguistics', define language as "... the system of human communication which consists of the structural arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances." Language is species specific. i.e. it is specific to human. Other animals do not have the access of language for communication. Language consists of speech sounds, which are combined to form larger units and those larger units are used to convey meanings in different social contexts.

The aforementioned definitions clearly mention that language is not a haphazard compilation of smaller units. It is a system of systems. Therefore, sound units are systematically structured to form morphemes

which are, in turn, systematically arranged to form words and phrases and so on. In fact, language is a cover term that can be studied at four levels viz. phonological level, morphological level, syntactic level and semantic level. At phonological level, the substance viz. phonic substances are studied. Morphological level is concerned with morphemes, syntactic level with sentences and semantic level with meaning aspect of language.

Language teaching is one of the major fields of applied linguistics. Language teaching involves teaching pronunciation, vocabulary, grammar, meaning and communicative functions through listening, speaking, reading and writing. In other words, one learns a language simply means he/she learns its pronunciation, vocabulary, grammar, meaning and communicative functions through listening, speaking, reading and writing. That's why, language teaching-learning process requires equal emphasis of all aspects and skills of a particular language.

Though, the aforementioned fact is much scientific, it was totally neglected in the past. In the name of 'knowledge for the sake of knowledge' the traditionalists confined language teaching within the boundary of reading and interpreting bulky literary works written in the target language. They totally neglected the primary skills of language viz. listening and speaking. They considered written form as the purest form of language but speech as the deviated one and dependent on the written form. Translation was highly preferable to understand the target language literature and culture.

After the appearance of Ferdinand de Saussure in the field of linguistics, the traditional concept was changed. Saussure and his followers considered speech as the primary manifestation of language and writing as imitation of speech. In fact, as modern linguists or structuralists (the group of Linguists Led by Saussure) claim that language is what its native speakers speak not what they ought to speak.

Structuralists give much emphasis on speech aspect of language. Palmer (1989) clarifies this concept saying "in many ways the written language is a far worse vehicle of communication than the spoken. If we take the number of letters of the alphabet used for English we find they are insufficient to represent the possible pronunciations". Similarly, Lado (1964) emphasizes speech as "Learning to speak and understand means learning the language whereas reading and writing imply that the language is known and that we are learning the graphic representation of it." Now, the present world of Language teaching field is under the domination of the communicative approach that equally emphasizes on speech without neglecting other skills and aspects. Moley (1991), emphasizing the communicative view of language teaching, argues, "Intelligible pronunciation is an essential component of communicative competence".

### **1.1.1 Linguistic Scenario in Nepal**

Though Nepal is very small in geographic area, she accommodates an amazing cultural diversity including linguistic plurality. According to the census report 2001, more than 92 languages are spoken as mother tongues in this tiny land. Among them, only a few languages have their written forms and written literature from the past. Nepali, Maithili, Bhojpuri are the languages which have a lot of native speakers. Some other languages like Newari, Gurung, Magar etc. have less numbers of native speakers in comparison to Nepali, Maithili and Bhojpuri. Furthermore, there are some other languages, which have very few numbers of native speakers. Sadani, Koche, Meche etc. are such languages. Such languages are endangered languages since the number of native speakers are decreasing order day by day.

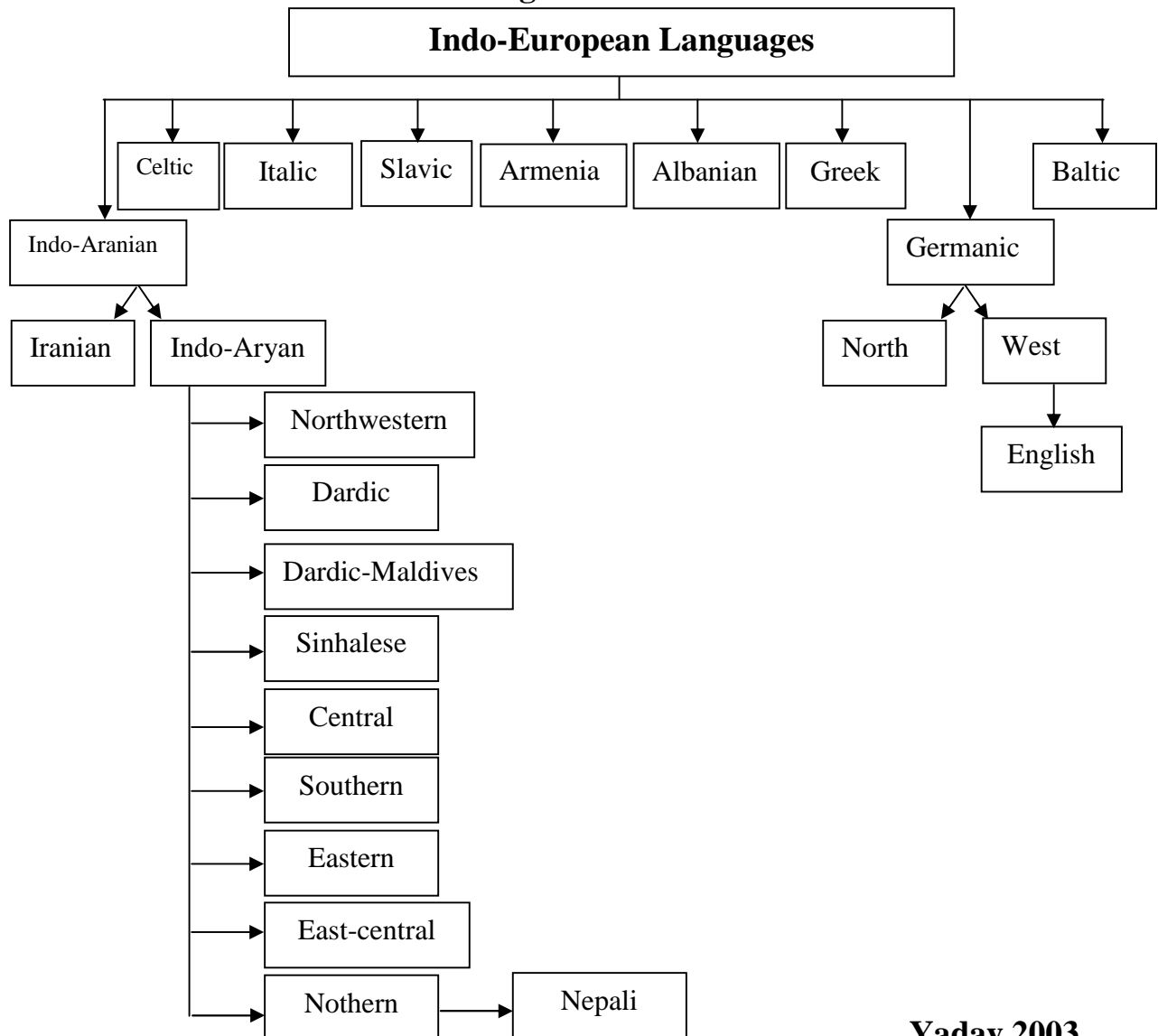
### 1.1.2 Language Families in Nepal: A Brief Sketch

The languages enumerated in the 2001 census belong to four families viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian. Here, only Indo-European and Sino-Tibeto language families are introduced briefly.

#### a) Indo-European

In Nepalese linguistic scenario, most of the major languages belong to this family. This family comprises the maximum number of speakers. Nepali, Bhojpuri, Magadi, Maithali etc are the languages derived from this family.

Figure No. 1

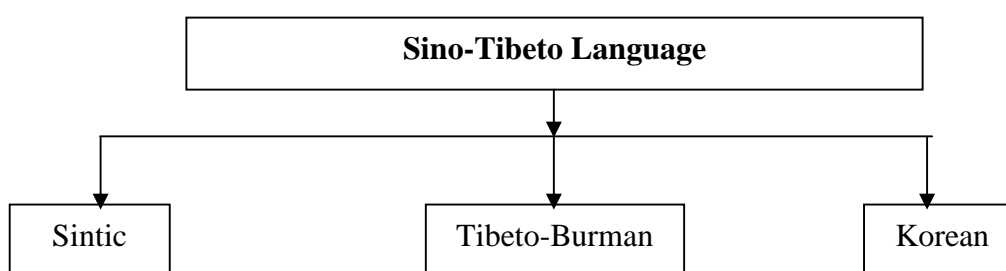


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## b) Sino-Tibetan

In Nepal, Tibeto-Burman languages, which are genetically derived from Sino-Tibetan family, are also spoken. This family consists of the maximum number of languages spoken in this tiny land. According to the census report 2001, there are 57 languages under this family. Gurung, Rai, Limbu, Tamang etc. are the examples of the languages belonging to this family.

**Figure No. 2**



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For the present study, the researcher has selected the respondents only from Indo Aryan and Tibeto-Burman language families. Only the Nepali native speakers were selected from Indo-Aryan linguistic background and Newar, Rai, Tamang and Lama were selected from Tibeto-Burman language family.

### 1.1.3 Pronunciation

Pronunciation is one of the most important aspects of language. Oxford Advanced Learner's Dictionary (7<sup>th</sup> edition) defines 'Pronunciation' as "the way in which language is spoken". By pronunciation, Barbara (2001), means "the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the 'speech melody' or 'intonation'. Also; the way we sound is influenced greatly by factors such as voice quality, speech rate and

overall loudness. Whenever we say something, all these aspects are present simultaneously from the very starts even in a two-syllable utterance such as 'Hello!'. As mentioned above, it is the use of sound system in listening and speaking a language. In fact, pronunciation includes both segmental and supra-segmental features. Segmental features are the consonant and vowel sounds of a language. Supra-segmental features are beyond the segmental features that include length, stress, rhythm, tone, intonation etc.

"Pronunciation plays a central role in both our personal and social lives: as individuals, we project an identity through the way we speak and also indicate our membership of particular communities. At the same time, and sometimes also in conflict with the identity function, our pronunciation is responsible for intelligibility, whether or not we can convey our meaning. The significance of success in L2, pronunciation learning is far reaching, complicated by the fact that many aspects of pronunciation happen simultaneously and so are not readily accessible to conscious analysis and intervention." (Barbara 2001)

Correct pronunciation is inevitable for both native and non-native speakers. Native speakers acquire the phonological rules and systems of their language unconsciously in their early period of life. That's why, they do not have much difficulty in accuracy in pronunciation. But, non-native speakers do have many problems in pronouncing the target language. It happens because they already get their L1 habits in pronunciation that interfere them for developing L2 habits. So that, non-native speakers have to do a rigorous practice to develop even an intelligible pronunciation in the target language.

Regarding the issue of L1 interference in L2 learning, Michael Rost (2001) mentions as "Differences in a learner's L1 and L2 with respect to any of these possible distinctions- phonology system,

phonotactic rules, use of tone and use of stress-are likely to cause difficulties in spoken-word recognition, at least initially and until ample attention is devoted to learning new strategies. Similarities in a learner's L1 and L2 with respect to one or more of these distinctions are likely to allow the learner greater ease and success with listening and with word recognition is particular. For example, Japanese learners often have difficulty in identifying key words in spoken English, due in part to the different stress systems; on the other hand, Danish learners of English typically have some difficulties to follow colloquial conversation, due in part to the similarities of stress, tone, phonology and phonotactic rules in English and Danish."

Linguists, psycholinguists and different researchers have claimed that if a child of ten years old or less is exposed to a language, it can learn that language perfectly, no matter where it was born or who its parents were. But if it is exposed after this age, the ability to imitate perfectly becomes less. For adults, it is very difficult to master the pronunciation aspect of target language even if they do a rigorous practice. According to Pimsleur (1959) "only children possess, to a great extent, the ability to imitate; adults are much less receptive, for their habits are too strongly imprinted in their minds. From this point of view, a human mind is already adult at early adolescence." Linguists and psychologists have claimed that adult can develop only an intelligible pronunciation not native like one. It is very difficult to establish this because fossilization can occur in them often some learning. This may be the cause that the goal of teaching pronunciation for children and adults are different. Ploz, (1979) views the goal of teaching pronunciation for adults as " . . . For most adult students, a reasonable goal is the ability to communicate orally with ease and efficiency, but with expecting to achieve a competence in pronunciation that would enable them to conceal their own different

language background. At the same time, it would be possible to achieve a consistent production of the basic contrasts of the sound system, to speak fluently and understandably in a form that requires minimum adjustment on the part of one's listeners. And of course, students must be capable of understanding native pronunciation under normal circumstances of production, and not requiring of their interlocutors a special style. That's why language should be taught in the early period of life."

Actually speaking different factors influence pronunciation in same extent. In other words, individuals differ from one another as to their ability to pronounce the target language. Different factors have been identified by the teachers of TESOL, "The influence of the learner's native language, learner's age length and intensity of the exposure, learner's innate phonetic ability learner's attitude and sense of identity and learner's motivation and concern for good pronunciation"

Pronunciation proficiency simply refers to the ability to recognize, discriminate and produce the segmental sounds in isolation as well as in connected speech with the appropriate use of suprasegmental features. In other words, it refers to the application of phonological features relevant in the language used while communicating. Linguists and psycholinguists claim that second or foreign language learners cannot achieve that ability or proficiency that the native speakers can. That's why they emphasize on native like or intelligible pronunciation in L2 or foreign language context. The fact that even the two users of the same language do not have exactly the same pronunciation. Regarding this, Daniel Jones (1972) writes "No two persons of the same nationality pronounced their own language exactly alike the difference may arise from a variety of causes, such as locality, social surroundings or early influences, and there are often individual peculiarities for which it is difficult or impossible to account." The recent trend of foreign language teaching perceives pronunciation as

a matter of social acceptability and intelligibility. That's why, in second language learning, learners are expected to be able to distinguish between sounds (phonological contrasts) and variations in speech features (phonetic variations) commonly found in the standard variety and to communicate intelligibly with native or non-native speakers.

#### **1.1.4 English Pronunciation**

English language is one of the most dominant languages of the world. It has got the status of 'world Language'. It has become the language of mass media, instruction, science and technology, medicine, diplomacy, music and so on. Hindmarsh (1978) writes, "English is so widely used because the world has opted for English and the world knows what it wants, what will satisfy its needs. English is now represented in every continent, giving it the status of the 'Global language'."

As other languages, pronunciation is one of the most important aspects of communicative English. This language is peculiar in terms of its pronunciation. It consists of forty four phonemes including their hundreds of contextual variations. Suprasegmental features like stress, intonation, rhythm, pitch, juncture etc. play very important role in English pronunciation. For example the word 'photograph' is pronounced stressing the first syllable, however, the change of 'photograph' into 'photographer' brings change in stress and the latter is pronounced stressing the second syllable. Similarly, the word 'object' is stressed in the first syllable if it is used as noun and in the second syllable if it is used as verb. This happens also in the words 'permit', 'combine', 'compress' etc. Intonation is another feature, which brings change in the meaning of an utterance. For example, if somebody speaks 'thank you' with high voice in the first and low at the end, it is a real gratitude, but if he/she speaks it with low voice in the first and high at last, it shows a rather casual acknowledgement of something not very important. Another example is given here. If one says

'I can RUN', he/she is probably talking about his/her ability to run. But if he/she says 'I CAN run', he/she is probably stressing the word 'can' to deny other's claim that he/she is not able to run. Such characteristics of English phonology have added strangeness in English pronunciation. These characteristics bring difficulty in learning English pronunciation for second language learners.

As already mentioned, English is a global language. As a global language, it is spoken in different parts of the world. That's why there are different regional and social varieties of English language. British English, American English, Indian English, Australian English etc. are the major regional varieties. Within these varieties, there exist certain differences in grammatical patterns, spellings, lexical items and pronunciation.

As there are different regional dialects of English, there are different models of pronunciation. As already mentioned, there are certain differences in the pronunciation of British English, American English and so on.

Received pronunciation or RP in short is one of the different models of English pronunciation. It is accepted by most of the educated people of southeast England. This pronunciation is also accepted as the standard one. J.D.O Connor (1992) writes, ". . . the sort of English used by educated native speakers in south-east England, often referred to as received pronunciation (RP for short), that is accepted pronunciation." Regarding this model of pronunciation, Gimson (1980) writes, "RP must be regarded as an evolving mode of pronunciation in its phonological system, its phonetic realization and the incidence of its phonemes. Certainly, the specification of RP as the property of a single social class within a restricted geographical location is no longer valid." Gimson's view clearly presents that RP is not the property of a single social class

but it is widely used as the standard one. This model is being exercised in the field of second language teaching because it has high intelligibility.

As mentioned earlier, the goal of learning English pronunciation is to develop the ability to distinguish between sounds (phonological contrasts) and variations in speech features (phonetic variations) and to communicate intelligibly with native or non-native speakers of English. For this, RP of English pronunciation is one of the best models.

In Nepal, English is taught as foreign language. It is compulsorily taught from grade One up to Bachelor Level. It is also used as the medium of instruction in some schools and academic institutions.

According to the English curriculum for Primary Level, students are expected to have the ability of listening and speaking simple utterances. So, they are expected to distinguish English sounds and produce them in the context of lexical items as well as simple every day sentences. Furthermore, the curriculum has made a provision for testing students' listening and speaking skills.

Though, English is taught from the very beginning, Nepali Learners are not so good in it. There are different reasons behind it. Firstly, language classes are heterogeneous in nature since the students of different linguistic background sit together. Secondly, most of the teachers teaching English in the primary level are untrained and do not have the access of sound knowledge in English. Thirdly, language classes lack technological facilities like cassettes, recorders, computer etc. for exposing native speech to the learners. Because of the aforementioned reasons, teaching productive skills viz. listening and speaking for the Primarily Level in Nepalese context is very difficult.

In this research work, the researcher will focus on to find out the pronunciation proficiency of the students of grade five. He wants to find out the general proficiency of students at segmental and lexical level.

Among the different models of English pronunciation, the researcher will use 'Received Pronunciation' to test the students' pronunciation proficiency in English.

## **1.2 Literature Review**

Several research works have been carried out to find out the proficiency in different aspects and skills of English language in our department. Only two researches have been carried out on pronunciation proficiency. The researcher has made an attempt to review different research works related to the field.

Adhikari (2004) has carried out a comparative study on 'English Language proficiency of Bilingual students'. She has carried out her study on five groups of students having different mother tongues viz. Nepali, Newari, Tamang, Magar and Gurung. She found that Newari speaking students have excelled over other groups of students.

Aryal (2001) carried out a research entitled 'A Study on the Listening Proficiency of Grade Ten Students'. In his study, he has tried to make a comparison of the achievement of grade ten students between seen and unseen texts. He found that there is no more distinction in their achievement in both texts. They have obtained 77.21 % in seen and 73.25% in unseen texts. The overall listening proficiency of the tenth graders is 75.23%.

Ghimire (1998) carried out a research entitled, "A socio-linguistic Account of Gender Differences in English Language proficiency. "She made a comparative analysis of the proficiency of boys and girls of Grade X of Gorkha district". She focused her study on reading and writing skills of English language. She used different test items to test reading and writing skills of the students in English. found that male students are better than female ones in all the test items.

Ghimire (2003) carried out a study on 'Pronunciation Proficiency of the Students at Lower Secondary Level'. His study showed that the overall proficiency of the students of Lower Secondary Level of Kathmandu, Lalitpur and Bhaktapur is 34.8%, 39.13% and 39.73% respectively. This district-wise comparison clearly shows that Bhaktapur district has excelled over other districts. Similarly, he found that the students of Tibeto-Burman language background are more proficient than the students of Indo-Aryan background. In terms of gender, boys have excelled over girls in totality. Furthermore, vowel sounds: /eI/, / :/, / / , /U / , /e /, / I/, / /, / /, /æ/ and / / were found as the ten most difficult vowels for the students. He study found that the students could not pronounce the initial consonant clusters beginning with /s/. In terms of the difficulty level of consonant clusters, /dz/, /nz/, /sm/, /sts/, /sn/, /st/, /str/, /mpt/, and /t t/ occupied the first ten positions in the pronunciation of the students.

Thapa (2004) carried out a research work on 'Pronunciation Proficiency at Secondary Level'. His objectives were to find out the pronunciation proficiency of the students of secondary level in English; and to compare their proficiency in terms of different variables viz. Linguistic background, district, sex etc. He found that the overall proficiency of the students is 53.68 %. Furthermore, he found that the students of Tibeto-Burman language background have excelled over Indo-Aryan native speakers in pronunciation. Similarly, he found that the performance of boys is better than that of girls at secondary level. In terms of inter-district comparison, he found that the students of Lalitpur have excelled over Kathmandu and Bhatapur.

Regarding the study of individual sounds, the vowel sounds / /, /i/, /u/, /ɪ/, /e/, /ɛ/, /ɪ/ and / :/ have occupied the first ten positions of the most difficult sounds for the students. Similarly, consonant sounds /f/, /v/, / l, /ð/, /p/, /t/, /k/, /d / /t/ and /j/ were found as the ten most difficult sounds for them. From the comparison of students' pronunciation ability between segmental and suprasegmental feature (here, primary stress), the students have shown better performance in segmental features in comparison to suprasegmental one.

Flege, Mackay and Meador (1999) carried out a research on 'Native Italian Speakers' perception and production of English vowels. In their study they examined the production and perception of English vowels by a group of Native Italian Speakers who differed according to their age of arrival (AOA) in Canada and amount of self-reported continued use of Italian. Their study addressed three questions. The first was whether the subjects' accuracy of producing and perceiving English vowels would diminish as AOA (Age of arrival) increased. The second was whether the subjects who began to learn English as young children (early bilinguals) would perform more like subjects in a native English comparison group than would adults (late bilinguals). The final question was whether differences in amount of native language (L1) use would affect the native Italian Subjects' production or perception of English vowels.

For their study, they selected the subjects on the basis of the age at which they arrived in Canada and began to learn English, and how much they continued to use Italian. Vowel production accuracy was assessed through an intelligibility test in which native English speaking listeners attempted to identify vowels spoken by the assessed using a categorical discrimination test. In their study, they found the subjects who had started

learning English in their later life, produced and perceived English vowels less accountably. But, there was not significant difference of two groups of early Italian/English bilinguals and the native speakers of English either for production or perception. This finding is consistent with the learning model that early bilinguals establish new categories for vowels found in the second language (L2). The finding they made from the study is that the native Italian Subject's scores decreased as AOA (Age of arrival time) increased. Subjects in the late group obtained lower scores than did subjects in the main group who, in turn, obtained lower scores than did subject in the early group. Furthermore, their study shows that there was no significant difference between English native speakers and early bilinguals for production and perception of vowels.

Tsukada (2001), Made an Acoustic Phonetic study on "Native Vs Non-native production of English vowels in spontaneous speech" .His study aimed at examining acoustic characteristics of English vowels produced by one Australian English talker and 3 Japanese collected from interview recorded on several occasions in 1882 between JE talkers and native Australian English talkers. The interviews were tape-recorded in a quiet room at Curtin University of Technology. Data of 3 male Japanese learners were analyzed in this study. The speech data were digitized at 20 KHZ and segmented. The segments were formed for spectrographic information. Statistical packages plus SPSS were used for the analysis of the data.

Some of the considerable findings from his study are: /æ/vowel was as fronted as / / in the Australian English vowel space whereas the same vowel in Japanese English data was much more retracted in relation to / / (450 Hz on average) and merging with vowel types such as / /, / / and /a/. This merger was observed which reflects a strong influence from their Japanese vowel space in which only vowel /a/ occurs in the low

central region. /i/ and /I/ were more fronted in JE than in AE and so was /u/ for two of the JE talkers. Back vowels such as / / and / / showed a considerable F2 variability in JE Speech. The / / vowel showed a clear division between AE and JE groups with the former significantly shorter than the latter.

The aforementioned researches were the attempts to find out the proficiency in different aspects and skills of English language. The present research "A Study on the Pronunciation Proficiency of the Students of Grade Five" will be an attempt to check the pronunciation proficiency of the students at segmental and lexical level.

### **1.3 Objectives of the Study**

This study has the following objectives:

- ) To find out the pronunciation proficiency of the students of Grade Five.
- ) To compare the ability of the students in terms of the following variables:
  - Male vs. female
  - Indo-Aryan Vs Tibeto-Burman native speakers
  - Nepali medium vs.English medium schools
  - School-wise
- ) To make some pedagogical implications.

### **1.4 Significance of the Study**

This study will be very helpful to the teachers, textbook writers and curriculum designers because it provides feedback to them by providing different information like overall pronunciation proficiency of the Nepalese fifth graders, male-female distinction, effect of the medium of instruction for teaching other subjects in the school and IANS-TBNS distinction in the pronunciation and so on. It also provides information

about the sounds of English that are difficult for the learners in Nepalese context. It will be useful for the researchers who want to carry out further researches on this area. It will be beneficial to all who are interested in English pronunciation in the context of second language.

## **1.5 Definition of the Specific Terms**

### **I. Segmental Features**

Segmental features refer to the discrete sound units of speech like consonants and vowels.

### **II. Supra Segmental Features**

Supra segmental features "refer to a vocal effect which extends over more than one sound segment in an utterance, such as pitch, stress or juncture pattern etc." (David Crystal, 1997)

### **III. Vowel**

A vowel is a sound, which is articulated without any obstruction in the oral tract and which can function as a syllabic sound.

### **IV. Consonant**

A sound produced with total or partial obstruction of air in the oral tract and cannot function as a syllabic sound.

### **V. Pronunciation**

"The way in which a particular person pronounces the words of language". (Oxford Advance Learner's Dictionary, 7<sup>th</sup> edition)

### **VI. Tibeto-Burman Native Speakers**

Speakers whose mother tongues are genetically related to Tibeto-Burman language family. For example, Newari, Gurung, Rai etc.

### **VII. Indo-Aryan Native Speakers**

Speakers whose mother tongues are genetically related to Indo-Aryan language family. For example, Nepali, Awadi, Bhojpuri etc.

### **VIII. Received Pronunciation**

The British model of pronunciation accepted by most of the educated people of southeast England. In other words, the model of pronunciation that is accepted as the standard one is Received Pronunciation.

### **IX. English Medium Schools**

The schools where English language is used as the medium of instruction (except Nepali subject) in Nepalese context.

### **X. Nepali Medium Schools**

The schools in where Nepali language is used as the medium of instruction (except English subject) in Nepalese context.

### **XI. Mean**

Mean is a numerical value representing the average worth of a set of data. It is calculated by adding together all the values of a set and by dividing the total number of values. It is calculated by using the following formula in individual series.

$$\bar{X} = \frac{\sum X}{N}$$

Where,

$\bar{X}$  XMean

$\sum X$ Sum

N XThe number of score

In this study, the researcher has used this statistical tool to find out the average score among the scores achieved by the students' of different strata in the pronunciation proficiency test.

### **XII. Standard Deviation ( )**

Standard deviation is a measure of the spread of values on each side of the mean in a data set; on measure of dispersion. It is

calculated as the square root of variance of data set. The units of the standard deviation are as the sum as the units used for the values. Standard deviation, which is denoted by  $\sigma$  (sigma) is derived from the equation:

$$\sigma = \sqrt{\frac{\sum fX^2 - \frac{(\sum fX)^2}{N}}{N}} \text{ or } \sqrt{\frac{\sum X^2}{N}}$$

In this research work, the researcher has used this tool to find out the dispersion of the scores achieved by the students from the mean score. The fact is this a low standard deviation indicates the less dispersion of the scores and high standard deviation indicates the high dispersion of scores. In other words, if the standard deviation is low, the difference of abilities between talented and weak students is low and vice versa.

### **XIII. t-test**

t-test is defined as the significance test of difference between two means. Here, the researcher has used this to find out the difference between two means as significant or insignificant. In the test, calculated t-value is compared to tabulated t-value (here at 0.5 level). If the calculated t-value is greater than tabulated t-value at 0.5, the difference level between two means is significant otherwise insignificant.

## **CHAPTER II**

### **METHODOLOGY**

Methodology is very important to carry out any research work. This chapter deals with the sources of data, processes of data collection and the limitations of the study that the researcher applied.

#### **2.1 Sources of Data**

This study was carried out on the basis of both primary and secondary sources of data.

##### **2.1.1 Primary Source of Data**

This study is mainly based on the primary sources of data. The primary data are the responses of the students of grade five studying at different schools of Kathmandu district.

##### **2.1.2 Secondary Sources of Data**

The researcher consulted the books, journals, research reports and articles related to the research. He consulted the audiocassettes related to 'Better English pronunciation By J.D.O. Conner, cassettes of 'English Phonetics and Phonology' by Peter Roach and Oxford Advanced Learner's Dictionary (7<sup>th</sup> ed.) with its CD and so on. He followed Oxford Advanced Learner's dictionary (7<sup>th</sup> ed.) to transcribe the students' pronunciation.

#### **2.2 Population of the Study**

The population of the study was the students of grade five of both Nepali and English medium schools of Kathmandu district.

##### **2.2.1 Sample Population and Sampling Procedure**

The sample population for the study comprises 64 students from eight different schools of Kathmandu district. Four Nepali Medium schools (Paropakar Higher Secondary school, Mangal Higher Secondary School, Janasewa Secondary school and Bal Kumari Secondary School) and four English Medium schools (Hill town Higher Secondary School, Creative Academy, Mount Glory English Boarding School and Green Field National Academy) were selected in terms of purposive sampling method. Eight students from each school were selected in terms of stratified random sampling method focusing on their linguistic background and sex.

### **2.3 Tools for Data Collection**

To carry out this research work, the researcher used the words to which the students are familiar. He selected the most frequent hundred lexical words from the textbook of grade four produced by JEMC. Then he prepared two sets of tests for the test. Set A consisted of the selected words in isolation and set B consisted of the same words in the sentential context. The sentences were also from the same textbook.

### **2.4 Process of Data Collection**

After the construction of the test items, the researcher visited the selected schools and explained the purpose of his visit to the school authorities. He requested for a noiseless room and the time for recording the students' pronunciation. He visited the schools in the given time. He went to the classroom and told the students his purpose introducing himself. Then, he grouped the students into different strata in terms of their Linguistic background and sex. After that, he selected the students from each stratum randomly. Then, he asked the students to come into the recording room one by one for recording their pronunciation. Before

recording their pronunciation, he asked the students to read out both types of tests once. Then he recorded their pronunciation.

After the completion of recording the student's pronunciation, he listened to the tape and transcribed them. He replayed the cassettes-player several times and checked their pronunciation. He checked students' pronunciation carefully to find out their accuracy by comparing with the version of Received Pronunciation extracted from the CD of Oxford Advanced Learner's Dictionary (7<sup>th</sup> ed.)

After transcribing the students' responses, he assigned one mark for one correct response. In this way the data for the study were obtained.

## **2.5 Limitations of the Study**

The study has following limitations:

- a) The study was limited to find out the pronunciation proficiency only at lexical level.
- b) The population of the study was limited to the students of grade five studying in both English and Nepali medium schools of Kathmandu (Four English medium schools and four Nepali medium schools).
- c) The test items were extracted only from the textbook of grade four published by JEMC.
- d) The segmental features and the primary stress among suprasegmental features were taken into account in this study.
- e) The RP (Received Pronunciation) was taken into account while checking the students' pronunciation proficiency. For this, the researcher consulted the Oxford Advanced Learner's Dictionary (7<sup>th</sup> edition).

- f) Only the bare ears were used to compare and check the recorded pronunciation of the student without any sophisticated apparatus.
- g) The primary data were collected from students' oral performance.
- h) The difficulty level of the individual sound in this study has been determined in terms of their percentage wrong occurrences throughout the test.
- i) In this study, final consonant sequences, 'vn' 'bl' and 'sn' have been put under consonant clusters ignoring their syllabic function.
- j) Students' homely environment and teacher's proficiency level of English language were not accounted in this study.

## CHAPTER-III

### ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data obtained from the students. For this research work, the researcher asked hundred common words to the students of grade five to pronounce in two contexts i.e. words in isolation and words in sentential context. He recorded and transcribed what they had pronounced. Then he assigned 1 mark for each correct response and calculated as the total score achieved by the student in the pronunciation test. Here, the researcher has used different statistical tools to analyze and interpret the data. He has used mean, standard deviation and t-test for this purpose.

The researcher has analyzed the data in terms of the following variables.

1. Text: words in isolation Vs words in sentential context
2. Linguistic Background: Indio–Aryan Vs Tibeto-Burman native speakers.
3. Sex
4. Medium of Instruction: English medium schools Vs Nepali Medium Schools
5. School-wise

#### 3.1 Comparison of the Students' Pronunciation Proficiency in

Terms of Texts

**Table No. 3.1.1: Text-wise Pronunciation Proficiency of the Students of Grade Five**

	Words in isolation	Words in sentential context
F. M	100	100
Mean	49.11	53.95
Standard deviation	8.45	8.90
Degree of freedom	126	
Tabulated T-value at 0.05	1.96	
Calculated T-Value	3.158	
Level of significance	Significant	

**Figure No.: 3**

***Text-wise Pronunciation Proficiency of the Students of Grade Five***

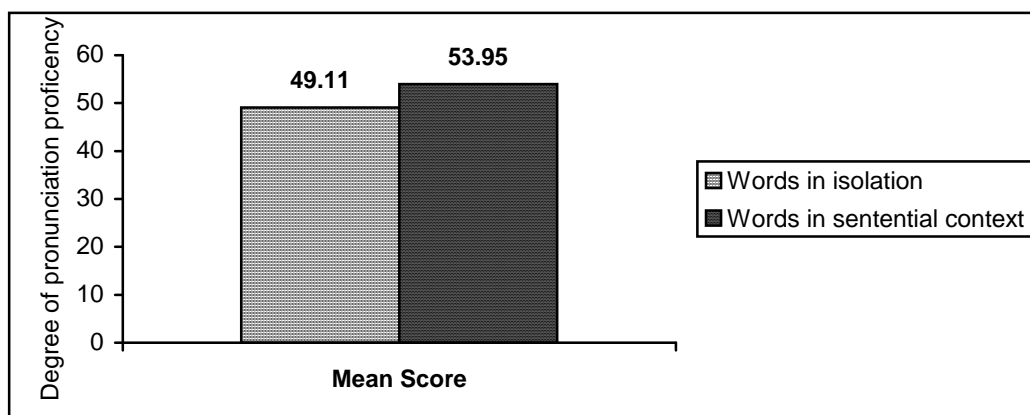


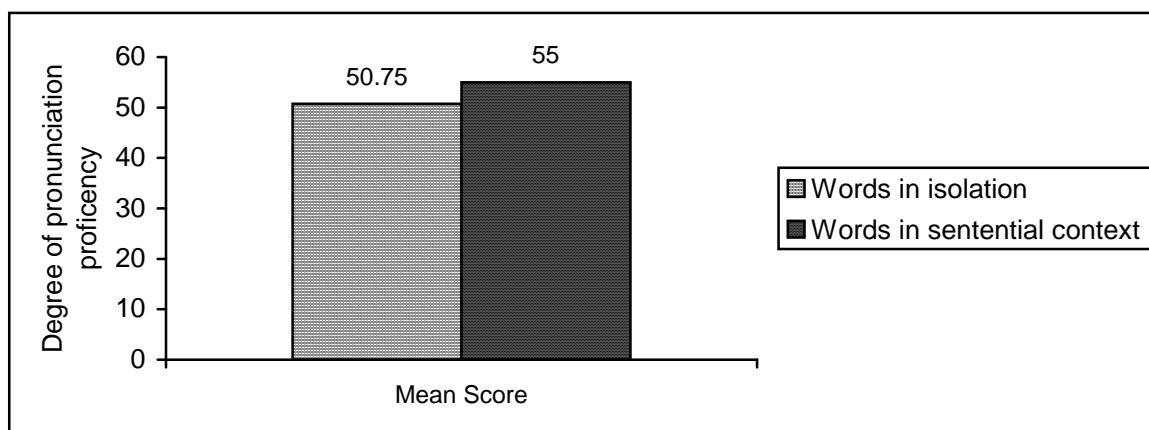
Table No. 3.1.1 and Figure No. 3 show the holistic comparison of the students' pronunciation proficiency in words in isolation and in sentential context. According to the table, the mean scores achieved by the students in words in isolation and sentential context are 49.11 and 53.95 respectively. This means, the researcher has found that the students' pronunciation of lexical items in sentential context is better than that of in isolation. Another fact the table shows is that the students' scores in words in isolation are less deviated from the mean score (Stdev 8.45) than that of sentential context (Stdev 8.90). This fact proves that there is slight difference in pronunciation abilities among the students in words in sentential context than that of words in isolation.

To find out the significant difference between the mean scores, the researcher used t-test. He compared the calculated t-value 3.156 with the tabulated t-value 1.96 at 0.05 with 126 degrees of freedom. He found that the difference between the mean scores is significant. This shows that the scores achieved by the students in words in isolation and in sentential context are significantly different. In other words, there is significantly different ability of students in two types of texts.

Table No. 3.1.2: Text-wise Pronunciation Proficiency of Tibeto-Burman Native Speakers

	Words in isolation	Words in sentential context
Full Marks	100	100
Mean	50.75	55.00
Standard deviation	7.62	6.90
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	2.337	
Level of significance	Significant	

**Figure No.: 4**  
**Text-wise Pronunciation Proficiency of Tibeto-Burman Native Speakers**



The aforementioned table and figure show the comparison of Tibeto-Burman Native Speakers' pronunciation proficiency in two types of texts. i.e. words in isolation and words in sentential context. According to the table, the researcher found the mean scores achieved by Tibeto-Burman Native Speakers in words in isolation and words in sentential context are 50.75 and 55.00. This shows that the students have excelled in words in sentential context over words in isolation. Furthermore, according to the table, the students' scores in words in isolation are more dispersed from the mean score than that of words in sentential context. This proves that the students have secured highly dispersed scores in the pronunciation of lexical items in isolation than that of words in sentential context.

To find out the significant difference between the two mean scores of the texts, the researcher used t-test, in which he compared the calculated t-value 2.337 with the tabulated t-value 2.00 at 0.05 with 62 degrees of freedom. From the calculation, he found that calculated t-value is more than tabulated t-value. This fact proves that the mean scores of two texts are significantly different. In other words, the pronunciation proficiency of Tibeto-Burman native speakers in two contexts is significantly different.

Table No. 3.1.3: Text-wise Pronunciation Proficiency of Indo-Aryan Native Speakers

	Words in isolation	Words in sentential context
Full Marks	100	100
Mean	47.46	52.90
Standard deviation	9.01	10.53
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	2.218	
Level of significance	Significant	

**Figure No.: 5**

### **Text-wise Pronunciation Proficiency of Indo-Aryan Native Speakers**

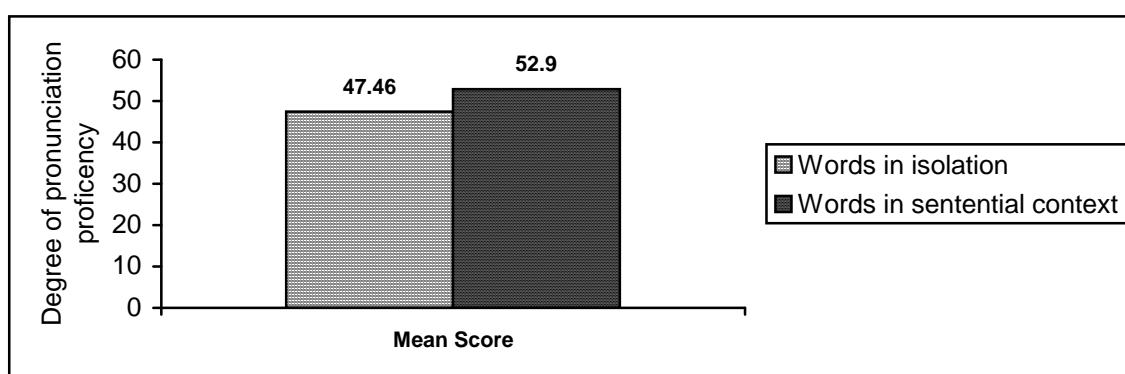


Table No. 3.1.3 and Figure No. 5 show the comparison of the pronunciation proficiency of Indo-Aryan native speakers in two types of texts i.e. words in isolation and words in sentential context. This clearly shows that the pronunciation proficiency of Indo-Aryan native speakers in words in sentential context is better than that of words in isolation since the mean scores of words in isolation and words in sentential context are 47.46 and 52.9 respectively. Furthermore, the table shows that the students scores in words in sentential context are more dispersed from the respective mean score than that of words in isolation. This has been proved with the standard deviations 9.01 and 10.53 in words in isolation and words in sentential context respectively. In other words, there is greater variance among the scores secured by the students in words in sentential context than that of words in isolation.

According to the t-test, the tabulated t-value is 2.00 and calculated t-value is 2.218. While comparing the calculated t-value with tabulated t-value at 0.05 with 62 degrees of freedom, the difference between the mean scores seems significant. In other words, the students' ability between words in isolation and words in sentential context is significantly different.

**Table No. 3.1.4: Text-wise Comparison of the Pronunciation Proficiency of the Students of English Medium Schools**

	Words in isolation	Words in sentential context
Full Marks	100	100
Mean	54.81	59.59
Standard deviation	6.21	6.68
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	2.96	
Level of significance	Significant	

**Figure No.: 6**

**Text-wise Comparison of the Pronunciation Proficiency of the Students of English Medium Schools**

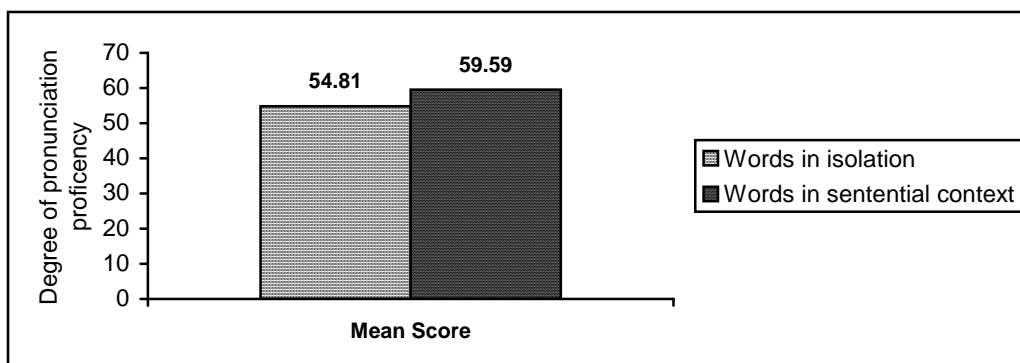


Table No. 3.1.4 and Figure No. 6 show the comparison of pronunciation proficiency of the students of English medium schools in words in isolation and words in sentential context. The performance of the students of English Medium Schools in words in sentential context is better than that of words in isolation. Because the mean scores they have secured in words in isolation is 54.81 and words in sentential context is 59.59. Furthermore, scores secured by the students in words in sentential context are more dispersed in comparison to words in isolation because the standard deviation among the scores in words in isolation is 6.21 and words in sentential context is 6.68.

Furthermore, this table shows the significant difference between the two mean scores i.e. mean score of words in isolation and words in sentential context. In other words, students' pronunciation proficiency between two texts is significantly different. The researcher found this fact by comparing the calculated t-value 2.96 with tabulated t-value at 0.05 with 62 degrees of freedom according to the t-test.

**Table No. 3.1.5: Text-wise Comparison of Pronunciation Proficiency of the Students of Nepali Medium Schools**

	Words in isolation	Words in sentential context
Full Marks	100	100
Mean	43.40	48.31
Standard deviation	6.26	7.10
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	2.928	
Level of significance	Significant	

**Figure No: 7**

**Text-wise Comparison of Pronunciation Proficiency of the Students of Nepali Medium Schools**

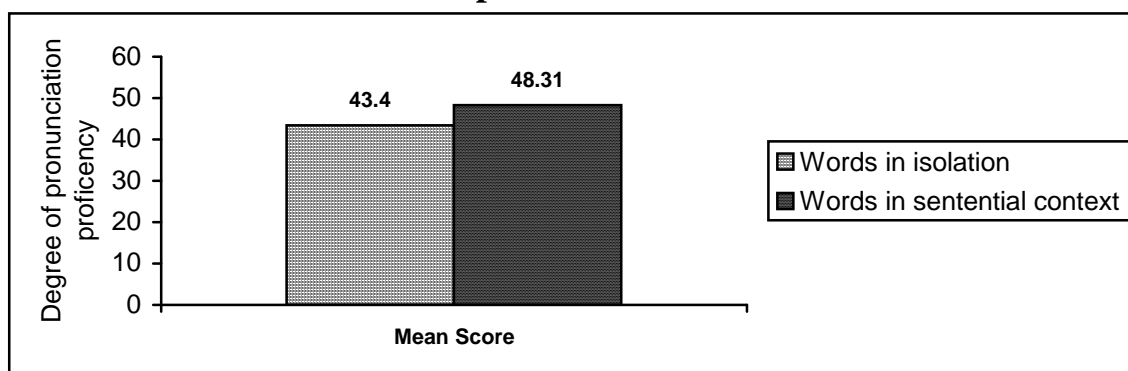


Table No. 3.1.5 and Figure No. 7 show the Nepali medium students' pronunciation proficiency in two contexts. The mean score of the Nepali medium students' pronunciation proficiency in words in isolation and in sentential context are 43.40 and 48.31. This shows that the students have shown better performance in the pronunciation of words in sentential context than that of words in isolation. Similarly, the standard deviation of words in isolation is 6.26 and that of words in sentential context is 7.10. This denotes that the scores of the students are less dispersed in words in isolation than in words in sentential context. In other words, there is greater variance among the scores secured by the students in words in isolation than that of words in sentential context.

To find out the significance level between the mean scores of two texts, the researcher carried out the t-test. He compared the calculated t-value 2.928 with the tabulated t-value 2.00 and he found that calculated t-value is greater than tabulated t-value at 62 degrees of freedom. From the comparison, he found that the difference between the mean scores is significantly different. From this finding it can be claimed that the

students' pronunciation proficiency is significantly different in two types of texts.

**Table No. 3.1.6: Text-wise Pronunciation Proficiency of Female Students of English Medium Schools**

	Words in isolation	Words in sentential context
Full Marks	100	100
Mean	53.06	59.18
Standard deviation	4.40	3.72
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	4.246	
Level of significance	Significant	

**Figure No.: 8**

Text-wise Pronunciation Proficiency of Female Students of English Medium Schools

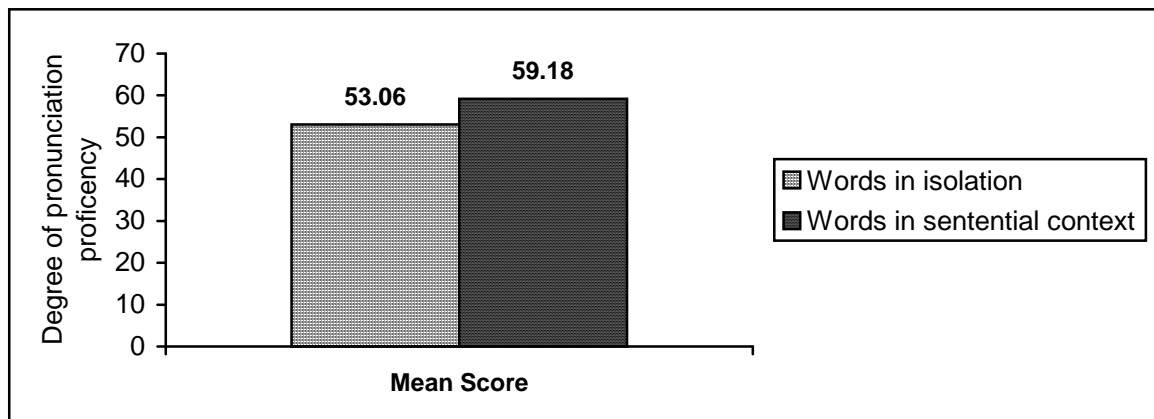


Table No. 3.1.6 and Figure No. 8 show the text-wise pronunciation proficiency of the female students of English medium schools. The table shows that the mean scores of the English medium female students in words in isolation and words in sentential context are 53.06 and 59.18 respectively. This means the students' pronunciation proficiency of words in sentential context is greater than that of words in isolation. In addition to this, the table shows, that the students scores in words in isolation is

more dispersed from the respective mean than that of words in sentential context which can be found from their standard deviations i.e. 4.40 in words in isolation and 3.72 in words in sentential context. In other words, there is greater variance among the scores obtained by the students in words in isolation than that of in words in sentential context.

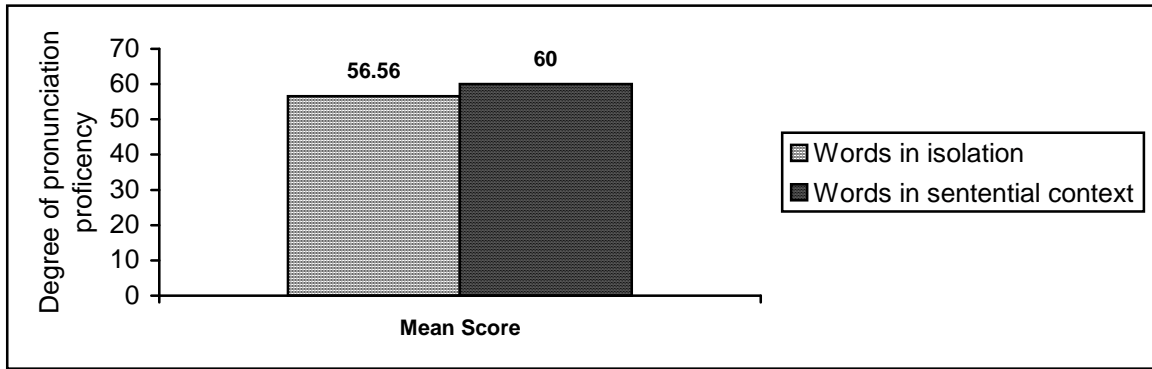
To find out the significant difference between the mean scores, the researcher used t-test. He compared the calculated t-value 4.246 with tabulated t-value 2.04 at 0.05 at 30 degrees of freedom. From the comparison, he found that calculated t-value is greater than tabulated t-value. This denotes that the difference between the mean scores is significant. In other words, the pronunciation proficiency of the English medium female students is significantly different in two types of texts.

**Table No. 3.1.7: Text-wise Pronunciation Proficiency of Male Students of English Medium Schools**

	<b>Words in isolation</b>	<b>Words in sentential context</b>
Full Marks	100	100
Mean	56.56	60.00
Standard deviation	7.33	8.33
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	1.197	
Level of significance	Insignificant	

**Figure No.: 9**

**Text-wise Pronunciation Proficiency of Male Students of English Medium Schools**



The aforementioned table and figure show the text-wise pronunciation proficiency of the male students of English medium schools. The mean scores in words in isolation and words in sentential context are 56.56 and 60.00. This means the students' performance in words in sentential context is better than that of words in isolation. The datum of standard deviation in words in isolation is 7.33 and that of sentential context is 8.33. This shows that of students' scores in words in sentential context are more deviated from the respective mean score than that of words in isolation. This fact proves that there is a vast difference among the pronunciation abilities of the students in words in sentential context.

The researcher used t-test to see the difference between the mean scores of words in isolation and words in sentential context. For that he compared the calculated t-value 1.137 with the tabulated t-value 2.04 at 0.05 with 30 degrees of-freedom. And he found that the difference between the mean scores is insignificant. In other words, the pronunciation proficiency of male students of English medium schools' is significantly different between words in sentential context and words are isolation.

**Table No. 3.1.8: Text-wise Comparison of the Pronunciation**

**Proficiency of Female Students of Nepali Medium Schools**

	Words in isolation	Words in sentential

		<b>context</b>
Full Marks	100	100
Mean	45.00	50.12
Standard deviation	6.44	7.26
Degree of freedom	2.04	
Tabulated T-value at 0.05	30	
Calculated T-Value	2.110	
Level of significance	Insignificant	

**Figure No.: 10**

**Text-wise Comparison of the Pronunciation Proficiency of Female Students of Nepali Medium Schools**

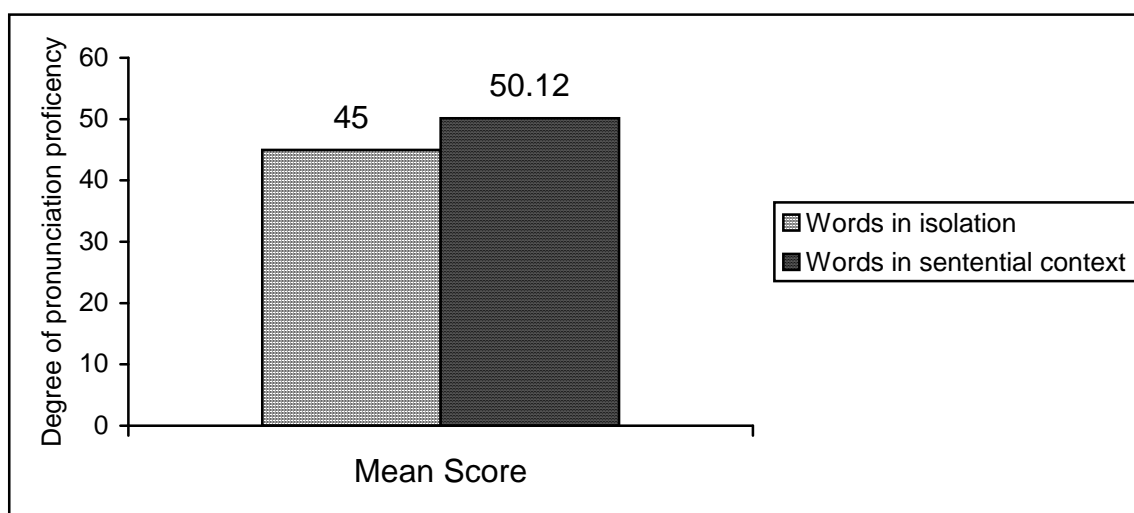


Table No. 3.1.8 and Figure No. 10 show the text-wise pronunciation proficiency of the female students of Nepali medium schools. According to the table, the mean scores in two texts i.e. words in isolation and words in sentential context among the female students are 45.00 and 50.12 respectively. This means the pronunciation of lexical items of female students of Nepali medium schools is better in words in sentential context than that of words in isolation. The standard deviations in words in isolation and words in sentential context are 6.44 and 7.26 respectively. This denotes the scores secured by the students are more dispersed in words in sentential context than that of words in isolation.

This proves the fact that the scores variation among the students seem high in words in sentential context than that of words in isolation. In other words, the pronunciation ability among the students varies in greater in words in sentential context degree than that of words in isolation.

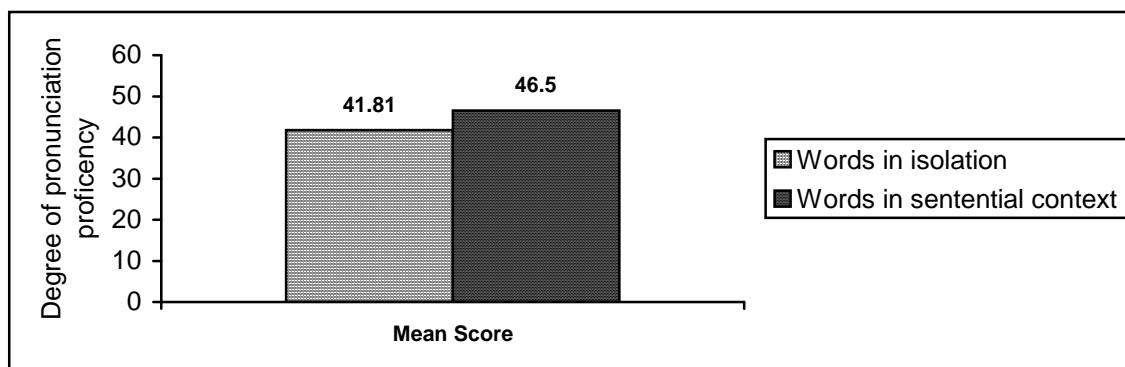
Here also, to find out the proficiency level, the researcher carried out t-test. He compared the calculated t-value 2.110 with the tabulated t-value 2.04 at 30 degrees of freedom and found that the calculated t-value is greater than tabulated t-value. This means the difference between mean scores in two types of texts is significant. This fact clearly proves that the students' pronunciation proficiency in words in isolation is less than that of words in sentential context.

**Table No. 3.1.9: Text-wise Comparison Pronunciation Proficiency of Male Students of Nepali Medium Schools**

	<b>Words in isolation</b>	<b>Words in sentential context</b>
Full Marks	100	100
Mean	41.81	46.50
Standard deviation	5.84	6.68
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	2.112	
Level of significance	Significant	

**Figure No.: 11**

**Text-wise Comparison Pronunciation Proficiency of Male Students of  
Nepali Medium Schools**



According to the table, the researcher found that the mean scores of Nepali medium male students' pronunciation in words in isolation and words in sentential context are 41.81 and 46.50 respectively. This shows that the students' pronunciation proficiency of words in sentential context is better than that of words in isolation. This is supported by the figure given above. The scores among the students in sentential context are more dispersed from the respective mean score than that of words in isolation because the standard deviation in words in sentential context (6.68) is greater than that of words in isolation (5.84). In other words, there is more variance among the students' pronunciation proficiency in words in sentential context in comparison to words in isolation.

Furthermore, the table shows that the level of significance between the two mean scores is significant. The researcher found this fact from the t-test in which he compared the calculated t-value 2.112 with the tabulated t-value 2.04 at 0.05 with 30 degrees of freedom. The students' pronunciation ability in words in sentential context is significantly different from their ability of words in isolation.

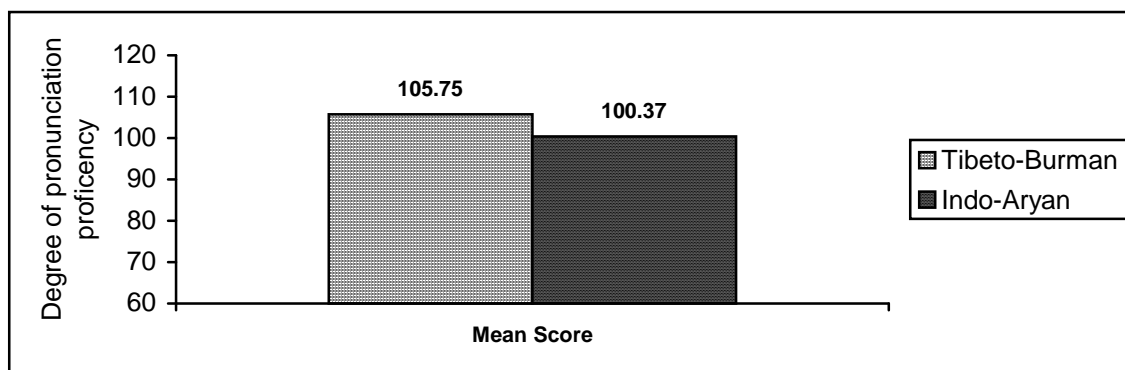
### 3.2 Analysis of Students' Pronunciation Proficiency in terms of Linguistic Background, Medium of Instruction and Sex

**Table No. 3.2.1: Comparison of Students' Pronunciation Proficiency in Terms of Linguistic Background**

	<b>Tibeto-Burman</b>	<b>Indo-Aryan</b>
Full Marks	200	200
Mean	105.75	100.37
Standard deviation	14.02	19.20
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	1.279	
Level of significance	Insignificant	

**Figure No.: 12**

#### **Comparison of Students' Pronunciation Proficiency in Terms of Linguistic Background**



According to Table No. 3.2.1 and Figure No. 12, the researcher found that the students from Tibeto-Burman linguistic background have excelled over the students from Indo-Aryan linguistic background. This can be observed from the table that the mean scores of Tibeto-Burman and Indo Aryan students are 105.75 and 100.37 respectively. The standard deviations on the above table show that the scores among Tibeto-Burman native speakers are less dispersed from the respective mean score than that of Indo-Aryan native speakers. The standard deviation of Tibeto-Burman native speakers and Indo-Aryan native speakers are 14.02 and 19.20 respectively.

The researcher used t-test to find out the significant difference in pronunciation proficiency between two linguistic groups. He compared the calculated t-value 1.279 with the tabulated t-value 2.00 and found that calculated t-value is less than tabulated t-value. This denotes the difference is insignificant. In other words the difference between two linguistic groups is insignificant in their pronunciation proficiency of English language.

**Table No. 3.2.2: Comparison of Students' Pronunciation Proficiency in Terms of Medium of Instruction**

	Nepali Medium	English Medium
Full Marks	200	200
Mean	91.71	114.40
Standard deviation	12.88	12.18
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	7.234	
Level of significance	Significant	

**Figure No.: 13**

**The Comparison of Students' Pronunciation Proficiency in Terms of Medium of Instruction**

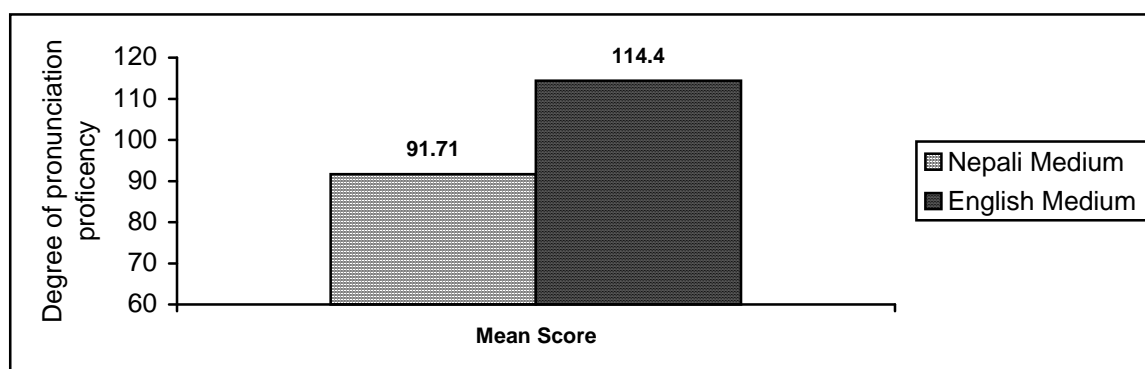


Table No. 3.2.2 and Figure No. 13 show that comparison of the pronunciation proficiency between English and Nepali medium schools. From this comparison, the researcher found that the English medium students have excelled over the Nepali medium ones. This has been proved with the comparison of mean scores according to which the mean score among the Nepali medium students is 91.71 and that of English medium students is 114.40. Furthermore, the standard deviation of Nepali medium students and English medium students are 12.88 and 12.18 respectively. In other words the scores among the Nepali medium

students are more dispersed from the respective mean score than that of English medium students.

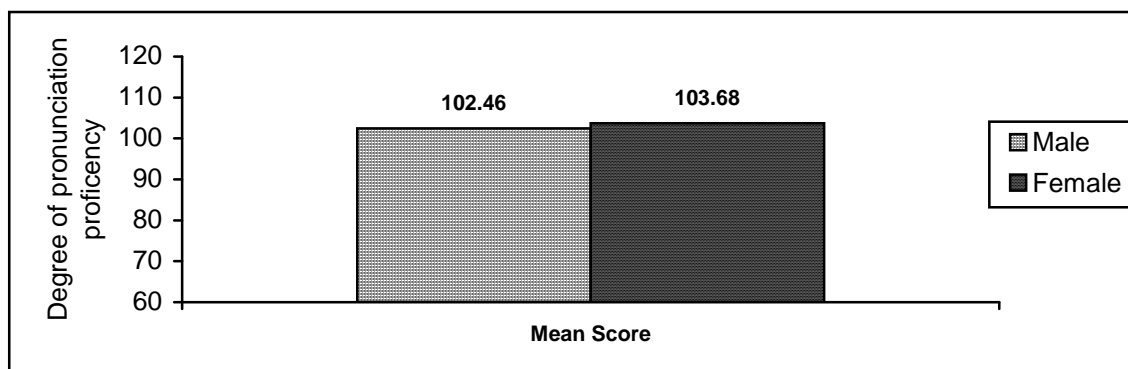
Here, the researcher used t-test to find out the significant difference in the pronunciation proficiency between Nepali medium students and English medium ones. For that, he compared the calculated t-value 7.234 with the tabulated t-value 2.00 at 0.05 with 62 degrees of freedom. From this comparison, found that the difference in pronunciation proficiency between Nepali medium students and English medium students is significant.

**Table No. 3.2.3: Comparison of the Students' Pronunciation Proficiency in Terms of Sex**

	<b>Male</b>	<b>Female</b>
Full Marks	200	200
Mean	102.46	103.68
Standard deviation	19.82	13.66
Degree of freedom	62	
Tabulated T-value at 0.05	2.00	
Calculated T-Value	0.294	
Level of significance	Insignificant	

**Figure No.: 14**

**Comparison of the Students' Pronunciation Proficiency in Terms of sex**



The aforementioned table and figure show the comparison of pronunciation proficiency of the male and female students of the grade five. According to the table, the mean score of the male students of grade five in the pronunciation is 102.43 and that of female students is 103.68. This means the female students are more proficient in pronunciation than male students. Furthermore, the table shows that the standard deviation from the mean score among male students is 19.82 and that of female ones is 13.66. This fact clearly tells us that the scores among the male students are more deviated from the mean score than that of female students. Another fact the table presents is that the researcher has used t-test to find out the significant difference between the mean scores. According to the t-test, he compared calculated t-value 0.294 with the tabulated t-value 2.00 at 0.05 with 62 degrees of freedom. From that comparison, he found that the difference between the mean scores is insignificant. In other words, the difference between the male and female students in pronunciation proficiency at lexical level is insignificant.

**Table No. 3.2.4: Comparison of Female Students' Pronunciation Proficiency in Terms of Medium of Instruction**

	<b>English Medium</b>	<b>Nepali Medium</b>
Full Marks	200	200
Mean	112.25	95.12
Standard deviation	7.05	13.40
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	4.522	
Level of significance	Significant	

**Figure No.: 15**

**Comparison of Female Students' Pronunciation Proficiency in Terms of Medium of Instruction**

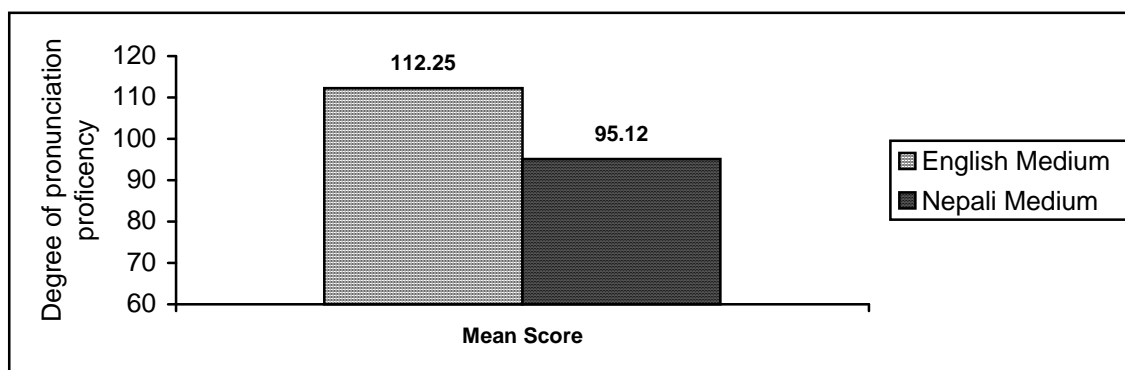


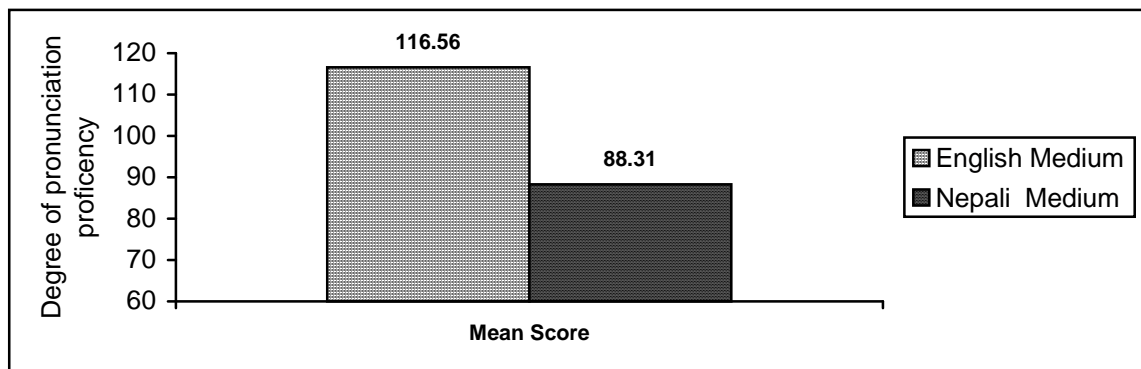
Table No. 3.2.4 and Figure No. 15 show the comparison of pronunciation proficiency between English medium and Nepali medium female students at lexical level. In terms of medium of instruction at school. The mean score of the female students of English medium schools is 112.25 and that of Nepali medium schools is 95.12. This means female students of English medium schools are more capable in pronunciation than the female students of Nepali medium schools. The next fact the table shows is the deviation of scores of the female students from the respective mean scores. The standard deviation of the English medium female students is 7.05 and that of Nepali medium ones is 13.40. This means, the scores secured by the female students of Nepali medium schools are more dispersed from the respective mean score than that of the scores of the female students of English medium schools. Furthermore, the table shows that in terms of the t-test, there is significant difference between the mean scores. For that, the researcher compared the calculated t-value 4.522 with the tabulated t-value 2.04 at 0.05 with 16 degrees of freedom.

**Table No. 3.2.5: Comparison of Male Students' Pronunciation Proficiency in Terms of Medium of Instruction**

	English medium	Nepali Medium
Full Marks	200	200
Mean	116.56	88.31
Standard deviation	15.72	11.78
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	5.75	
Level of significance	Significant	

**Figure No.: 16**

**Comparison of Male Students' Pronunciation Proficiency in Terms of Medium of Instruction**



The aforementioned table and figure show the comparison of pronunciation proficiency of the male students in terms of the medium of instruction. By the comparison, the researcher found that the male students of English medium schools have excelled over the Nepali medium schools because the mean scores of the students of English Medium schools and that of Nepali medium schools are 116.56 and 88.31 respectively. Similarly, according to the study, the scores among the male students of English medium schools are more dispersed in comparison to

that of Nepali medium school. This fact is shown in the table in which the standard deviations of English medium and Nepali medium schools are 15.72 and 11.78 respectively.

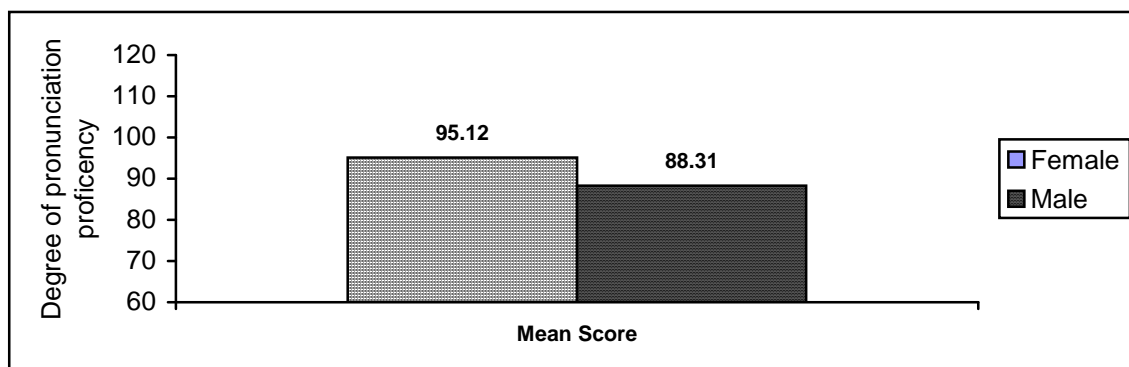
Furthermore, that researcher has found that the difference between the mean scores of English medium schools and Nepali medium schools is significant. To find out the level of significance, he used the t-test, in which he compared the calculated t-value 5.75 with tabulated t-value 2.04 at 0.05 with 30 degrees of freedom.

**Table No. 3.2.6: Sex-wise Comparison of Pronunciation Proficiency of Nepali Medium Schools' Students**

	<b>Female</b>	<b>Male</b>
Full Marks	200	200
Mean	95.12	88.31
Standard deviation	13.40	11.78
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	1.25	
Level of significance	Insignificant	

**Figure No.: 17**

**Sex-wise Comparison of Pronunciation Proficiency of Nepali  
Medium Schools' Students**



The aforementioned table and figure show the comparison of pronunciation proficiency between female and male students of Nepali medium schools. According to the table, the mean scores achieved by the female and male students of the Nepali medium schools are 95.12 and 88.31 respectively. From this fact, the pronunciation of the female students of Nepali medium schools is better than that of their male counterparts. However, the scores achieved by the female students of Nepali medium schools are more dispersed than that of male students since the standard deviations of the scores of the female students is 13.40 and that of male is 11.78.

To find out the level of significance between the mean scores, the researcher carried out t-test. He compared the calculated t-value 1.52 with tabulated t-value 2.04 at 0.05 with 30 degrees of freedom. From the comparison, he found that calculated t-value is less than tabulated t-value which means the difference of mean scores achieved by these two groups is insignificant. In other words, the pronunciation proficiency between two groups i.e. male and female of Nepali medium schools is insignificant.

**Table No. 3.2.7: Sex-wise Comparison of Pronunciation Proficiency of English Medium Schools' Students**

	Female	Male
Full Mark	200	200
Mean	112.25	116.56
Standard deviation	7.05	15.72
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	1.001	
Level of significance	Insignificant	

**Figure No.: 18**

**Sex-wise Comparison of Pronunciation Proficiency of English Medium Schools' Students**

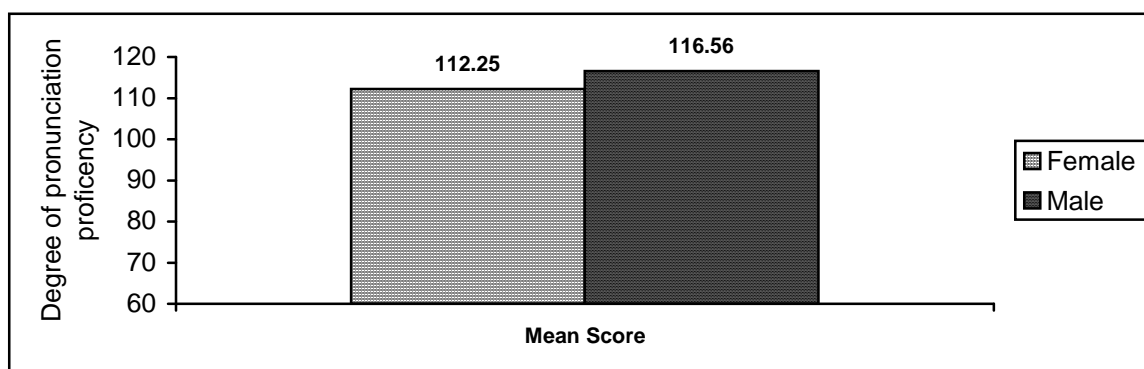


Table No. 3.2.7 and Figure No. 18 show the comparison of the pronunciation proficiency between male and female students of English medium schools. According to the table, the researcher has found that the mean scores of female students and male students of English medium schools are 112.25 and 116.56 respectively. This shows that the male students have shown better performance than that of female students. However, the scores of the male students are more dispersed from the respective mean than that of the scores of female students. That is

evidenced from the standard deviations of male (15.75) and female students (7.05) respectively.

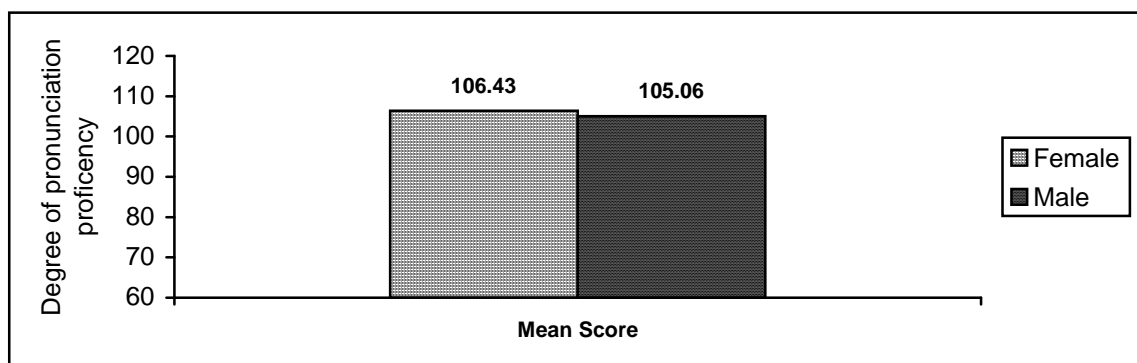
The researcher has found that the difference of the mean scores between male and female students is insignificant. For that he used t-test in which he compared the calculated t-value 1.001 with the tabulated t-value 2.04 at 0.05 with 30 degrees of freedom. In other words, the difference of pronunciation proficiency between male and female students of English medium schools is insignificant.

**Table No. 3.2.8: Sex-wise Comparison of the Pronunciation Proficiency of Tibeto-Burman Native Speakers**

	Female	Male
Full Marks	200	200
Mean	106.43	105.06
Standard deviation	10.88	16.94
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	0.273	
Level of significance	Significant	

**Figure No.: 19**

**Sex-wise Comparison of the Pronunciation Proficiency of Tibeto-Burman Native Speakers**



The aforementioned table and figure show the sex-wise comparison among the Tibeto-Burman native speakers. According to the table, the mean scores of Tibeto-Burman male students and female students are 105.06 and 106.43 respectively. This means in the pronunciation proficiency test, Tibeto-Burman male students have slightly excelled over their female counterparts. However, according to the standard deviations i.e. 16.94 in male and 10.88 in female, the scores of male students are more dispersed from the mean score than that of female students of that linguistic group.

To find out the significant difference between the pronunciation proficiency of Tibeto-Burman male and female students, the researcher used t-test, in which he compared the calculated t-value 0.273 with the tabulated t-value 2.04 at 0.05 with 30 degrees of freedom. He found that the difference between the mean scores is insignificant. In other words, the male female distinction of Tibeto-Burman native speakers in pronunciation is insignificant.

**Table No. 3.2.9: Sex-wise Comparison of Pronunciation Proficiency of Indo-Aryan Native Speakers**

	<b>Female</b>	<b>Male</b>
Full Mark	200	200
Mean	100.93	99.81
Standard deviation	15.85	22.58
Degree of freedom	30	
Tabulated T-value at 0.05	2.04	
Calculated T-Value	0.163	
Level of significance	Insignificant	

**Figure No.: 20**

**Sex-wise Comparison of Pronunciation Proficiency of Indo-Aryan Native Speakers**

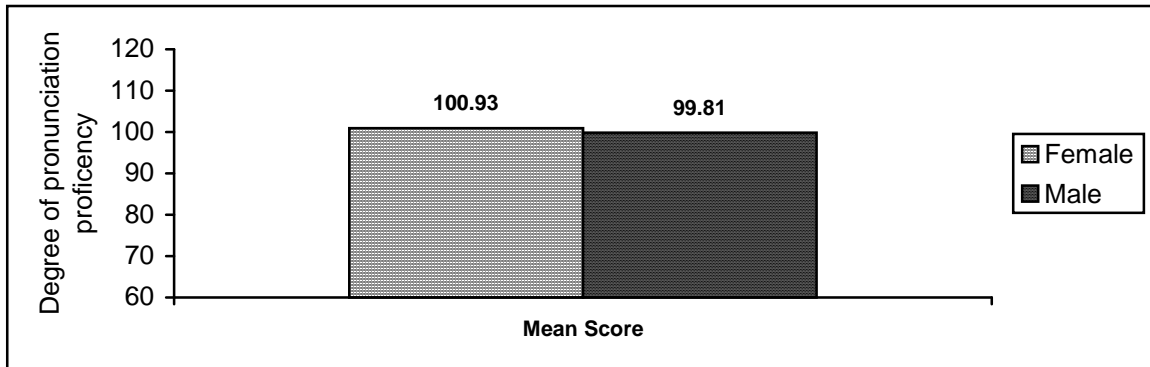


Table No. 3.2.9 and Figure No. 20 show the comparison of the pronunciation proficiency between Indo-Aryan male and female students. According to the study, the researcher found that the female and male students have secured 100.93 and 99.81 mean scores respectively. This shows that the Indo-Aryan female students have slightly better performance in pronunciation than that of their male counterparts. Furthermore, the table shows that the Indo-Aryan male students scores are more dispersed from the mean than that of female students because the standard deviation found in male and female students are 22.58 and 15.58 respectively.

To find out the level of significance between the mean scores of male and female students, the researcher used t-test. He compared the calculated t-value 0.163 with the tabulated t-value 2.04 at 0.05 with 30 degrees of freedom. From this, he found that the difference is insignificant. In other words, there is no significant difference in pronunciation between two sexes of Indo Aryan native speakers.

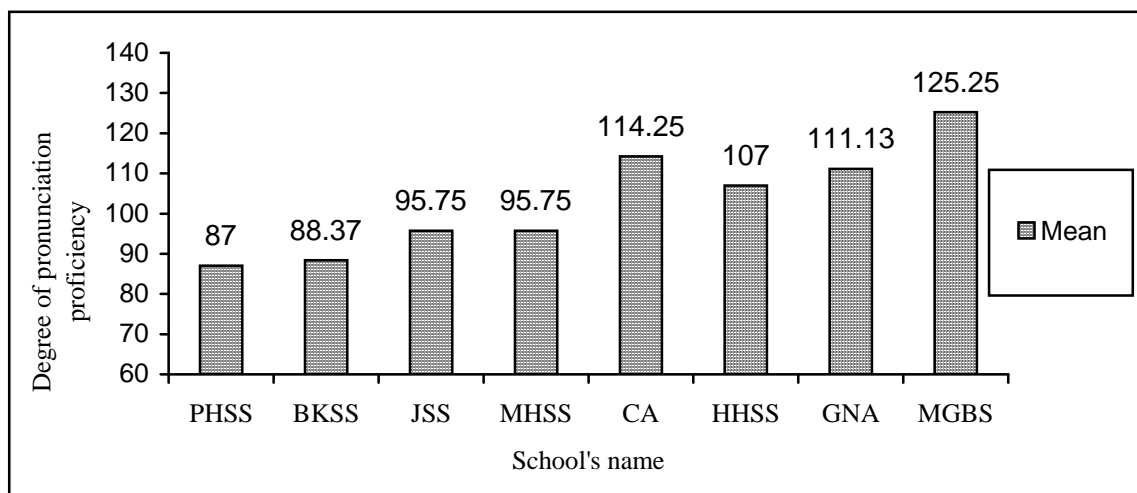
### 3.3 Schoolwise Comparison of the Students' Pronunciation Proficiency

**Table No. 3.3: School-wise Comparison of the Students' Pronunciation Proficiency**

Name of the Schools	F.M	Sum	Mean	<i>Stdev.</i>	Percentage
PHSS	1600	696	87.00	14.95	43.5
BKSS	1600	707	88.37	11.16	44.19
JSS	1600	766	95.75	14.01	47.87
MHSS	1600	766	95.75	10.78	47.87
CA	1600	914	114.25	6.88	57.12
HHSS	1600	856	107.00	5.13	53.5
GNA	1600	889	111.13	12.31	55.56
MGBS	1600	1002	125.25	14.95	62.62
Total	12800	6596	103.06		51.53

**Figure No.: 21**

**School-wise Comparison of Students' Pronunciation Proficiency**



The given table and figure show that the students have secured 6596 marks out of 12,800 marks in totality. In other words, they have secured 51.53%. The mean score achieved by the students is 103.06.

Another fact the table shows is that the students' scores are much deviated from the mean score because the standard deviation is 16.90. In other words, the pronunciation proficiency among the students is vary i.e. some students are talented and some are very weak in pronunciation.

Furthermore, the aforementioned table shows the school wise comparison of pronunciation proficiency of the students of grade five. According to the table, the students of MGBS have excelled over the students' of remaining schools in totality. The students of MGBS have secured 1002 marks out of 1600 total full marks. In terms of the totality of the students' scores, MGBS, CA, GNA, HSS, MHSS, JSS, BKSS and PHSS are in descending order. While comparing only the Nepali medium schools, MHSS and JSS have excelled over other schools. They both have secured 766 marks out of 1600. The mean scores of PHSS, BKSS, JSS, MHSS, CA, HHSS, GNA, MGBS are 87.00, 88.37, 95.75, 95.75, 114.25, 107.00, 111.13 and 125.25 respectively. The table also shows the standard deviations of all schools. In terms of the standard deviation, the scores among the students of PHSS (Stdev. 14.95) and MGBS (Stdev. 14.95) are more deviated from the respective mean scores than that of other schools. Similarly, the scores among the students of HHSS (Stdev 5.13) are less deviated from the respective mean score than that of other schools. In other words, there is a vast difference among the talented and weak students in PHSS and MGBS but very low difference in HHSS in students' pronunciation proficiency. In terms of standard deviations the schools in ascending order are HHSS, CA, MHSS, BKSS, JSS, GNA, PHSS and MGBS.

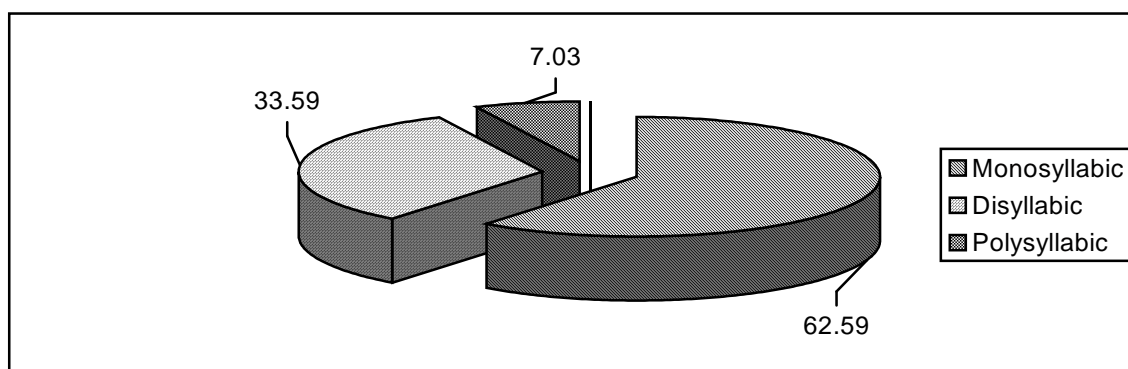
### 3.4 Analysis of Students' Pronunciation Proficiency in terms of Types of Words

**Table No. 3.4: Analysis of Students Pronunciation proficiency in Terms of the Syllables the Words Consist**

Types of Syllable	Numbers of words	Numbers of Students	Numbers of Occurrences	Correct Responses	Percent
Monosyllabic	64	64	8192	5128	62.59
Disyllabic	32	64	4096	1376	33.59
Polysyllabic	4	64	512	36	7.03
Total	100		12,800	6540	100.0

**Figure No.: 22**

**Analysis of Students Pronunciation in Terms of the Syllables the Words Consist**



The given table and figure show the pronunciation proficiency of the students of lexical items in terms of the number of syllables they consist. According to the table, there are 64 monosyllabic words in the pronunciation proficiency test. Each word occurs two times in two contexts i.e. words in isolation and words in sentential context. The table shows that out of 8193 total occurrences of monosyllabic words throughout the test, students pronounced 5128 times correctly i.e. they have pronounced 62.59% correctly. Similarly, out of 4096 total occurrences of the 32 disyllabic words, they pronounced 1376 times correctly i.e. 33.59% of the total occurrences of disyllabic words in the pronunciation

proficiency test are correct. There were only 4 polysyllabic words in the test. The students pronounced 36 times correctly out of 512 total occurrences i.e. 7.03% of the total percentage of the occurrences of the polysyllabic words is correct. This shows that students' performance in monosyllabic words is better than that of their performance in disyllabic and polysyllabic words.

According to the study, monosyllabic words were found as the words having high frequency of correct pronunciation. The first 24 positions have been occupied by the monosyllabic words in terms of their accuracy of pronunciation in the test. Out of the first 50 words having high frequency, 40 words are monosyllabic ones. Furthermore, the monosyllabic words 'pen' 'cap' 'some' 'egg', 'six' 'tree' 'houses', 'bus' and 'time' have 128, 127, 126, 125, 125, 125, 125, 124, 124, 124 frequencies of correct pronunciation. However, some monosyllabic words have also low frequency of correct pronunciation such as 'old' 'snake', 'go', 'way', 'what'. The disyllabic word 'radio' has 0 frequency of correct pronunciation out of 128 total occurrences. Similarly disyllabic and polysyllabic words like 'boxes', 'pencils', 'breakfast', 'table', 'banana', 'elephant' have very low frequencies of correct pronunciation.

### **3.5 Analysis of Vowel Sounds, Consonant Sounds and Consonant Clusters in Terms of their Difficulty Level**

**Table No. 3.5.1: Analysis of Vowel Sounds in Terms of Their Difficulty Level**

<b>Holistic Analysis of Vowel Sounds in Terms of Difficulty Level</b>				
<b>Sounds</b>	<b>Total Occurrences</b>	<b>Wrong Occurrences</b>	<b>Percent</b>	<b>Difficulty level</b>
ʊ	768.00	696.00	90.63	1
eI	1024.00	870.00	84.96	2
:	1664.00	547.00	32.87	3

	1472.00	378.00	25.68	4
	1536.00	314.00	20.44	5
I	2176.00	403.00	18.52	6
:	384.00	66.00	17.19	7
I	256.00	36.00	14.06	8
e	256.00	31.00	12.11	9
I:	1024.00	89.00	8.69	10
e	1536.00	120.00	7.81	11
u:	768.00	39.00	5.08	12
I	512.00	25.00	4.88	13
æ	1408.00	61.00	4.33	14
o	640.00	9.00	1.41	15
	1512.00	16.00	1.06	16
:	896.00	2.00	0.22	17
	128.00	0.00	0.00	18

**Figure No.: 23**

**Analysis of Individual Vowel Sounds in Terms of Their Difficulty Level**

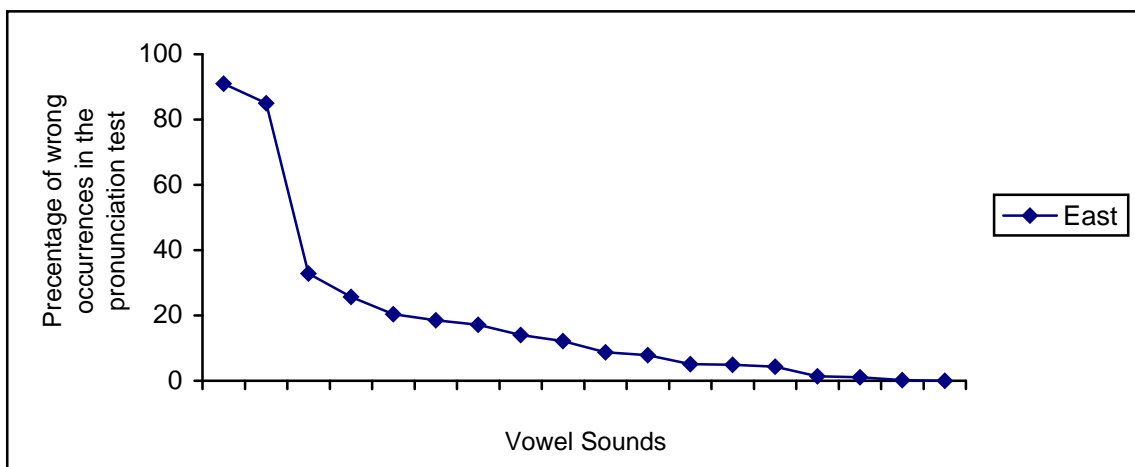


Table No. 3.5.1 and Figure No. 23 show the difficulty level of the vowel sounds tested in the pronunciation proficiency test. As mentioned in the table, only eighteen vowel sounds of English language were tested to the students. The centering diphthongs /ɪ / and / / were not tested because they were not found in the hundred most frequent content words in the textbook of grade four which were selected for the test.

Among the tested vowels, the closing diphthong / / appeared to be the most difficult sound for the students because they mispronounced this sound 699 times (i.e. 91.20%) out of 768 total occurrences throughout the test. The students replaced this sound with long back half-open rounded vowel / :/ in most of the words like, 'radio, 'nose'; etc. Another closing diphthong /eɪ/ was found to be the second most difficult vowel for the students. Out of 1024 total occurrences, the students mispronounced this sound 870 times (i.e. 84.96%). While pronouncing the words, 'radio'; 'name', 'play' etc, the students who mispronounced it replaced it with /e/ in most of the cases.

In terms of the difficulty level of the vowels, the monophthongs / :/, / / and / / fell in the third, fourth and fifth positions from the higher degree of erroneousness. The students mispronounced / :/ / and / / 547 (32.87%) 378 (25.68%) and 314 (20.44%) times out of 1664, 1472 and 1536 total occurrences respectively. The researcher has found that the students have replaced / :/ with / / and / / in the pronunciation of the words like 'draw', 'small', 'talking' etc. But in the case of / :/ in the word 'wall', the students have replaced it with / :/. The students have

pronounced / / and / / incorrectly by replacing them with / /, / / and / :/. The researcher found that most of the students who mispronounced the word 'banana' replaced final / / with / :/. Similarly, / / sound of 'pot', 'got' and 'socks' was replaced by / / in some students' pronunciation.

According to the difficulty level of the vowel sounds, /I/ and / :/ are in the sixth and seventh positions. In the case of /I/, students could not pronounce 403 times (18.52%) out of 2176 total occurrences. Similarly, they mispronounced / :/ 66 times (i.e. 17.19%) out of 384 total occurrences. The researcher found that /I/ in 'basket' was replaced with /e/ in most of the students pronunciation. Similarly, / :/ of 'bird', 'shirt' and 'girl' was replaced with either / / or / / in most of the students' pronunciation.

The other vowel sounds / I/, /e /, /i:/, /e/, /u:/, / I/ and /æ/ are found less problematic in comparison to aforementioned vowel sounds for the students. In the case of / I/, 36 (i.e. 14.06) out of 256 of total occurrences were wrong. / I/ in 'boys' and 'point' was found replaced with /w I/ or / I/ in the students' pronunciation who pronounced that sound incorrectly. /e / in 'chair' 'wear', was found to be another difficult sound for some students. Out of 256 total occurrences, students have mispronounced 31 times (i.e. 12.11%) in totality. In the pronunciation of this sound in the words 'chair' 'wear' students have replaced it with /I / and /e/ respectively. (/e / in 'wear' was replaced with /e/ by the most of the students, which is accepted as correct in American pronunciation).

The long front close un-rounded vowel /i:/ is also found problematic for the students since the students have committed 89 (i.e. 69%) errors out of 1024 total occurrences through out the pronunciation proficiency test. Most of the students who pronounced it incorrectly have replaced it with /I/ as in the words 'read', 'teeth' etc. Similarly, short front half open un-rounded vowel /e/ was also mispronounced 120 (7.81%) times out of 1536 total occurrences. Some students replaced this sound with /æ/ in 'hen', /I/ in 'bed', /I/ in 'elephant' and / I/ in 'friend'. The short front open unrounded vowel /æ/ is also found problematic for some students. Students mispronounced this sound 61 times (i.e. 4.33%) out of 1408 total occurrences. In the study, the researcher found that /æ/ sound in 'Saturday' and 'ladder' was replaced by / / and /e/ respectively in many wrong occurrences in the students' pronunciation.

According to the table, the remaining vowel sounds / /, / / and / / were found less difficult for the students. They mispronounced / /, / / and / / 9 (1.41%), 16 (1.06%) 2 (1.06%), 2(0.22%) times out of 640, 1512 and 896 total occurrences respectively. The closing diphthong / / in 'house' was not mispronounced through out the test.

From this analysis the researcher found that some vowel sounds are found problematic for the foreign language learners. In this research work, the researcher found that students have replaced diphthongs with mophthongs like / / with / :/, /eI/ with /e/, long vowels with short ones in most of the cases.

**Table No. 3.5.2: Analysis of Vowel Sounds in Terms of Linguistic Background**

Vowels Sounds	Indo- Aryan			Tibeto-Burman		
	Total Occurrences	Wrong Occurrences	<i>Percent</i>	Total Occurrences	Wrong Occurrences	<i>Percent</i>
I:	512	55	10.74	512	34	6.64
I	1088	195	17.92	1088	208	19.12
e	768	55	7.16	768	65	8.46
æ	704	34	4.83	704	27	3.84
	448	1	0.22	448	1	0.22
	768	172	22.40	768	142	18.49
:	832	270	32.45	832	277	33.29
	756	9	1.19	756	7	0.93
u:	384	23	5.99	384	16	4.17
	192	33	17.19	192	33	17.19
	320	6	1.88	320	3	0.94
	736	187	25.41	736	191	25.95
I	256	12	4.69	256	13	5.08
I	128	21	16.41	128	15	11.72
e	128	22	17.19	128	9	7.03
eI	512	436	85.16	512	434	84.77
	64	0	0.00	64	0	0.00
	384	344	89.58	384	352	91.67

**Figure No.: 24**

**Analysis of Vowel Sounds in Terms of Linguistic Background**

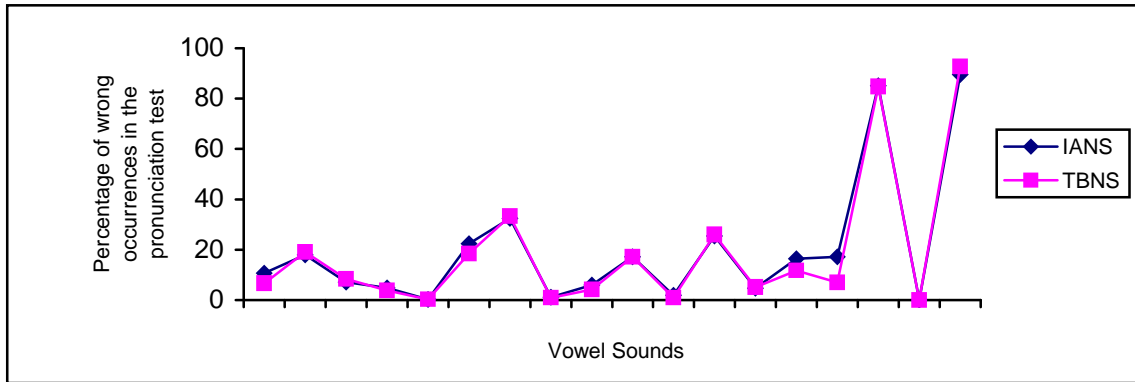


Table No. 3.5.2 and Figure No. 24 show the pronunciation proficiency of vowel sounds. The table shows the comparison of vowel sounds' proficiency between Indo-Aryan native speakers and Tibeto-Burman native speakers. From the study, the researcher has found that there is slight difference between two linguistic groups in terms of the difficulty level of vowel sounds. As the table shows, among the monophthongs, /ɪ/, /e/ and / / were found to be slightly less difficult for the students of Indo-Aryan speakers in comparison to Tibeto-Burman ones. However, monophthongs /i:/, /æ/, / /, /u:/, / :/ and / / were found less difficult for Tibeto-Burman native speakers. Similarly, among the diphthongs, / I/ and / / were found to be more difficult for Tibeto-Burman native speakers and / ɪ/, /e / and /eɪ/ for Indo Aryan ones.

According to the data Indo-Aryan native speaker mispronounced /ɪ/, /e/ and / / 195 (17.92%), 55 (10.74%), 270 (32.45%) and 187 (25.41%) times out of 1088, 768, 832 and 736 total occurrences. However, Tibeto-Burman native speakers mispronounced the respective sounds 208 (19.12%), 265 (8.46%), 277 (33.29%) and 191 (25.95%) times respectively. This shows, Tibeto-Burman native speakers have mispronounced these sounds more than their Indo-Aryan counterparts.

In the case of remaining monophthongs /i/, /æ/, / /, / /, /u:/, / / and / /, Tibeto-Burman native speakers have mispronounced 34 (6.64%), 27 (3.84%), 142 (18.49%), 7 (0.93%), 16 (4.17%), 33 (17.19%) and 3 (0.94%) times out of 512, 704, 768, 756, 192 and 320 total occurrences respectively. In these sounds, Indo-Aryan native speakers mispronounced 55 (10.74%), 34 (4.83%), 172 (22.40%), 9 (4.19%), 23 (5.99%), 33 (77.19%), and 6 (1.88%) out of their respective total occurrences. This shows, that Indo-Aryan native speakers have shown poorer performance in the pronunciation of these sounds than that of their Tibeto-Burman counterparts.

As mentioned in the table, the diphthongs / l/ and / / have been mispronounced 12 (4.69%) and 344 (89.58%) times by Indo-Aryan native speakers respectively. However, Tibeto-Burman native speakers have done 13 (5.08%) and 352 (91.67%) times respectively. This shows, Tibeto-Burman native speakers have showed poorer performance than their Indo-Aryan counterparts in these two sounds. In the case of the diphthongs / I/, /e / and /eI/, Tibeto-Burman have excelled over their Indo-Aryan counterparts. They have mispronounced these sounds 15 (11.72%), 9 (7.03%) and 434 (84.77%) times respectively. However, Indo-Aryan native speakers have mispronounced the same sounds, 21 (16.41%), 22 (17.19%), and 436 (85.13%) times respectively.

The above discussion clearly shows that there is no heavy distinction between the proficiency of these two groups in any sound. But the degrees of distinction is slightly great in the sounds like /i:/, /e/, / / / I/ and / / and less in remaining vowel sounds.

**Table No. 3.5.3: Analysis of Vowel Sounds in Terms of Sex**

<b>Vowels Sounds</b>	<b>Male</b>			<b>Female</b>		
	<b>Total Occurrences</b>	<b>Wrong Occurrences</b>	<b>Percent</b>	<b>Total Occurrences</b>	<b>Wrong Occurrences</b>	<b>Percent</b>
I:	512	54	10.55	512	35	6.84
I	1088	206	18.93	1088	197	18.11
e	768	65	8.46	768	55	7.16

æ	704	38	5.40	704	23	3.27
	448	0	0.00	448	1	0.22
	768	145	18.88	768	169	22.01
:	832	251	30.17	832	296	35.58
	756	7	0.93	756	9	1.19
u:	384	21	5.47	384	18	4.69
	192	40	20.83	192	29	15.10
	320	3	0.94	320	6	1.88
	736	178	24.18	736	200	27.17
I	256	15	5.86	256	10	3.91
I	128	18	14.06	128	18	14.06
e	128	20	15.63	128	11	8.59
eI	512	428	83.59	512	442	86.33
	64	0	0.00	64	0	0.00
	384	343	89.32	384	356	92.71

**Figure No.: 25**

**Analysis of Vowel Sounds in Terms of Sex**

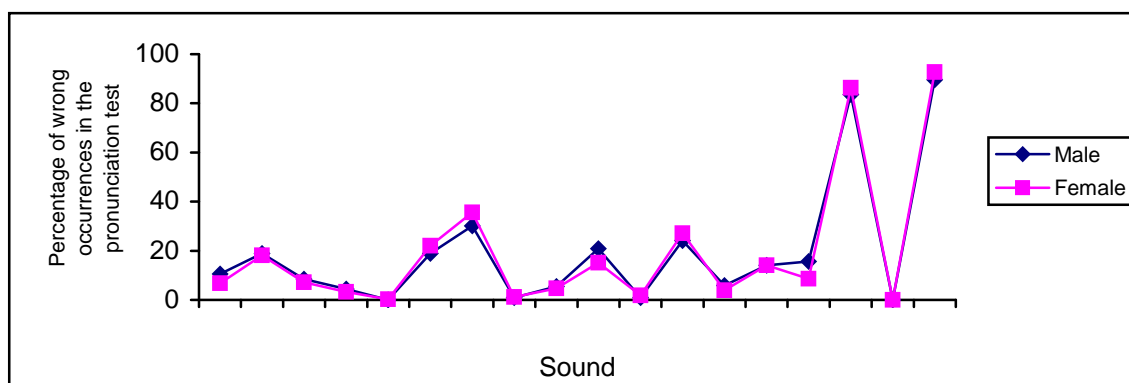


Table No. 3.5.3 and Figure No. 25 show the analysis of individual vowel sounds in terms of sex. From the analysis the researcher has found that there is a slight difference in the pronunciation proficiency of vowel sounds between male and female students.

As the table shows, in terms of the difficulty level, the vowel sounds / /, / :/, /ʊ/, / /, / /, /eɪ/, and / / were found to be less difficult for male students than their female counterparts. However, the remaining vowel sounds /i:/, /ɪ/, /e/, /æ/, /u:/, / :/ and /e / are found to be less difficult for the female ones.

If we make a close reading, for the case of front and back vowels, male-female distinction can be seen easily. Male students have excelled over female student in the pronunciation of the back vowels (except ) and female students have excelled over front vowels. In the front vowels /i:/, /ɪ/, /e/ and /æ/, male students have mispronounced 54 (10.55%), 206 (18.93%), 56 (8.46%) and 38 (5.40%) out of 512, 1088, 768 and 704 total occurrences, However, female students have mispronounced these sounds 35 (6.84%), 197 (18.11%), 55 (7.16%) and 23 (3.27%) out of their respective total occurrences. This shows, female students' performance is better than that of male students in the aforementioned sounds.

In the case of back vowels / /, / :/, / / and /u:/, female students have mispronounced 169 (22.01%), 296 (35.58%), 9 (1.19%) and 18 (4.69%) out of 789, 832, 756 and 384 total occurrences through out the test. However, male students have mispronounced less than that of female students (except u:) i.e. 145 (18.88%) 251 (30.17%), 7 (0.93%) and 21(5.47%) in / /, / :/, / / and /u:/ respectively.

According to the data, the greater degree of distinction is found in the case of / :/, / / sounds. In the pronunciation of / :/, / / and / /, male students have mispronounced 40 (20.83%), 3(0.94%) and 178 (24.18%) times respectively. However female students mispronounced them 29 (15.10%), 6 (1.88%) and 200(27.17%) respectively. This shows that there is greater degree of distinction between two sexes in the pronunciation of all these sounds.

In the pronunciation of diphthongs /eI/ and / / male students mispronounced 428 (83.59%) and 344 (89.32%) out of 512 and 384 total occurrences but female students mispronounced them 442 (86.33%), 356 (92.71%) times out of aforementioned total occurrences. This shows that female students mispronounced these sounds more than that of their male counterparts.

Regarding the pronunciation of /aI/ and /e /, female students have excelled over male students. They have mispronounced 10 (3.911) and 20 (15.63%) times out of times 256 and 128 total occurrences. However, the male students have mispronounced them 15 (5.86%) and 29 (15.63%) times out of the respective total occurrences. Both male and female students have mispronounced / I/ 18 (i.e. 14.06%) times out of 128 total occurrences. The diphthong /aU/ in the context of 'house' was not mispronounced through out the test by both sexes.

In terms of sex-wise analysis of individual vowels, the researcher found that there is no great distinction between the accuracy of male and female students in most of the sounds. Only in a few sounds, this can be observed.

**Table No. 3.5.4: Analysis of Vowel Sounds in Terms of Medium of Instruction**

Vowels Sounds	Nepali Medium			English Medium		
	Total Occurrences	Wrong Occurrences	Percent	Total Occurrences	Wrong Occurrences	Percent
I:	512	45	8.79	512	44	8.59
I	1088	227	20.86	1088	176	16.18
e	768	66	8.59	768	54	7.03
æ	704	37	5.26	704	24	3.41
	448	0	0.00	448	2	0.45
	768	186	24.22	768	128	16.67
:	832	317	38.10	832	230	27.64
	756	5	0.66	756	11	1.46
u:	384	22	5.73	384	17	4.43
	192	43	22.40	192	26	13.54
	320	4	1.25	320	5	1.56
	736	199	27.04	736	179	24.32
I	256	20	7.81	256	3	1.17
I	128	24	18.75	128	12	9.38
e	128	21	16.41	128	10	7.81
eI	512	454	88.67	512	416	81.25
	64	0	0.00	64	0	0.00
	384	368	95.83	384	331	86.20

**Figure No.: 26  
Analysis of Individual Vowels Sounds in Terms of Medium of Instruction**

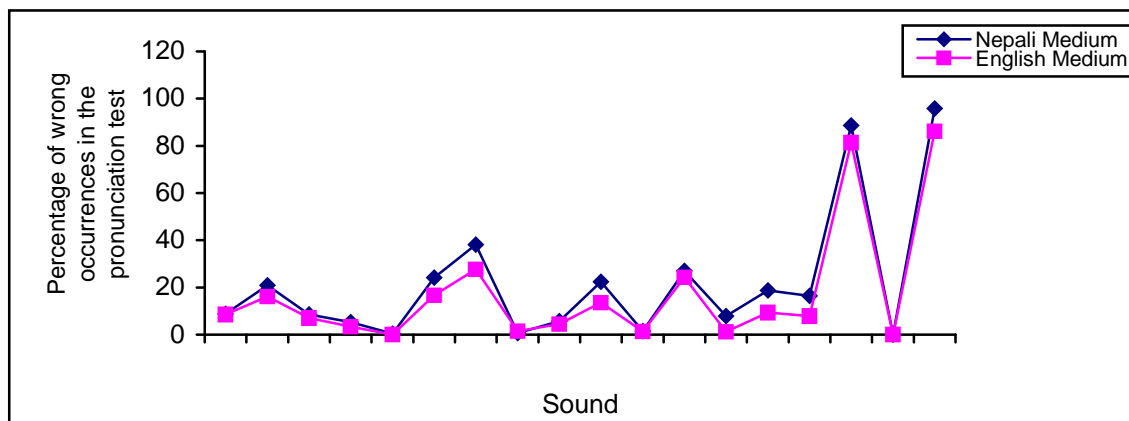


Table No. 3.5.4 and Figure No. 26 show the comparison of difficulty level of vowel sounds between Nepali medium schools students and English medium ones. From this comparison, the researcher found that English medium students have excelled in almost all sounds over Nepali medium students. According to the table, the difficulty level of vowel sounds vary between these two groups. In some sounds, there is less degree of difference and; in some others, there is more difference. In the pronunciation of /i:/ and /ɪ/, Nepali medium students have mispronounced 45 (8.79%) and 5(1.56%) times out of 512 and 320 total occurrences, however, English medium ones mispronounced them 44 and 4 times out of their total occurrences respectively. In the case of /I/ /e/ and /æ/ Nepali medium students have mispronounced 227(20.86%), 66 (8.59%) and 37 (5.26%) out of 1088, 768 and 704 total occurrences, however, English medium students mispronounced only them 176 (16.18%), 54 (7.03%) and 24 (3.41%) out of respective total occurrences. Similarly, in the case of / /, / :/ and /u:/, Nepali medium students mispronounced 186 (24.22%), 317 (38.17%) and 22 (5.73%) times out of 768, 832 and 384 total occurrences. In these sounds, Nepali medium students have 128 (16.67%), 230 (27.64%) and 17 (4.43%) times respectively. In the pronunciation of / :/ and / / Nepali medium students mispronounced 43 (22.40%) and 199 (27.04%) times out of 192 and 736 total occurrences, however, English medium students mispronounced only 26 (13.54%) and 179 (24.32%) total occurrences. / / is the only sound in which Nepali medium student have excelled over English medium students.

Regarding the diphthongs, Nepali medium students mispronounced / I/, / I/, /e /, /eI/ and / / 20, 24, 21, 454 and 368 out of 256, 128, 128, 512 and 384 total occurrences, however, English medium students did so 3, 12, 10, 416 and 331 times respectively. Both English medium and Nepali medium students did not mispronounce / / in house through out the test.

The aforementioned fact shows that there is a vast difference between English and Nepali medium students' proficiency of individual vowel sounds.

**Table 3.5.5: Analysis of Consonant Sounds in Terms of their Difficulty Level**

Wholistic Analysis of Consonant Sounds				
Sounds	Total occurrences	Wrong occurrences	Percentage	Difficulty Level
	384	317	82.55	1
	512	385	75.20	2
f	896	598	66.74	3
ð	384	248	64.58	4
v	256	101	39.45	5
z	640	155	24.22	6
w	896	103	11.50	7
s	2304	58	2.52	8
g	1280	31	2.42	9
t	2944	69	2.34	10
	128	3	2.34	11
t	384	6	1.56	12
k	2304	32	1.39	13
d	1408	15	1.07	14
	768	8	1.04	15
n	2304	14	0.61	16
l	2176	9	0.41	17
r	1536	6	0.39	18
p	1280	3	0.23	19
b	1792	2	0.11	20
m	1408	1	0.07	21
h	128	0	0.00	22

**Figure No.: 27**

**Analysis of Consonant Sounds in Terms of their Difficulty Level**

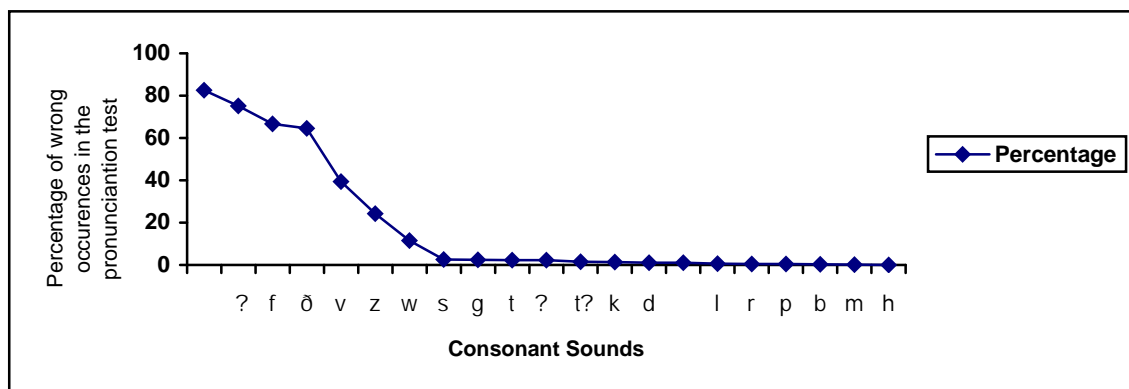


Table 3.5.5 and Figure No. 27 show the sound-wise difficulty level of the individual consonant sounds. As given in the table, only twenty-two consonant sounds were tested in the pronunciation proficiency test. The voiced post alveolar fricative / / and voiced palatal approximant /j/ were not tested in the test. However, voiced approximant /j/ was optionally tested in the word ' student'. Among the twenty-two tested sounds, the fricative sounds were found more difficult to the students in comparison to other consonants.

As the table shows, voiceless dental fricative sound / / appeared to be the most difficult for the students of grade five. Out of 384 total occurrences of this sound, the students mispronounced 317 (82.55%) times. Similarly another sound, voiceless post alveolar fricative // appeared in the second position from the highest difficulty level. The students could not pronounce this sound 385 times out of 512 total occurrences. In other words 75.20% of the students total pronunciation in the sound is wrong. The third most difficult consonant sound for the students is /f/ because students mispronounced this sound 598 times out of 896. In other words 66.74% of the students total pronunciation in this sound is wrong. In the order of difficulty level, the voiced dental fricative

sound /ð/ has occupied the fourth position. It was mispronounced 248 times i.e. 64.58% out of 384 total occurrences. Another labio-dental fricative /v/ has got the fifth position for which the students mispronounced 248 times i.e. 39.45 % out of 384 total occurrences. /z/ is the sixth most difficult consonant sound which was mispronounced 158 (24.69%) times out of 640 total occurrences through out the test. In comparison to these fricative consonants, other consonant sounds are not so difficult for the students. The study has shown that the voiceless alveolar fricative /s/ is less erroneous for the students since they mispronounced only 58 (2.52%) times out of 2304 total occurrences. Similarly, voiced alveolar plosive /d/ is also problematic for the students. Some students have pronounced /d/ as dental stop /d/ in the words 'draw' 'door' etc. Similarly, voiceless alveolar stop /t/ is also problematic for the students because in the study, this sound was mispronounced 69 times out of 2940 total occurrences. In other words, 2.34% of its total occurrences was wrong in the students pronunciation. The researcher has found that some students pronounced /t/ as /t/ in the words 'tree' 'tap' etc in the initial position. Some students pronounced /t/ as /t/ in the middle position as in the word 'football'. The velar stops /k/and /g/ were also found to be problematic in some portions. Out of 2304 and 1280 total occurrences, /k/ and /g/ were mispronounced 31 (1.39%) and 32 (2.42) times respectively. The researcher found that these sounds are problematic in the middle and final positions rather than in initial position. He found that some students pronounced final /g/ and /k/ interchangeably as in the words 'bag' 'flag', 'big', 'snake', 'thank' etc. Furthermore, he found that some students have deleted /k/ before palato-alveolar affricate /t/ as in the word 'picture'.

According to the table, palato- alveolar affricates /t/ and / / are less problematic to the students in comparison to aforementioned sounds. The students have mispronounced /t/ and / / 5 and 2 times out of 384 and

128 total occurrences. In the proficiency test, some students could not read out the word 'chair' and 'orange'. Similarly, the nasal sounds /m/, /n/ and / / are not so difficult for the students. Because, the students could not pronounce these sounds only 0.04%, 0.29% and 0.14% of their respective total occurrences.

Finally, /h/ and /w/ were pronounced correctly. However in word 'what', most of the students inserted /h/ before /w/. Out of 128 total occurrences of the word 'what', the students inserted /h/ before /w/ 103 times.

**Table No. 3.5.6: Analysis of Consonant Sounds in Terms of Linguistic Background**

Consonant sounds	IANS			TBNS		
	Total occurrences	Wrong occurrences	Percent	Total occurrences	Wrong occurrences	Percent
p	640	3	0.47	640	0	0.00
b	896	2	0.22	896	0	0.00
t	1472	24	1.63	1472	45	3.06
d	704	6	0.85	704	9	1.28
k	1152	17	1.48	1152	15	1.30
g	640	14	2.19	640	17	2.66
f	448	321	71.65	448	277	61.83
v	128	55	42.97	128	46	35.94
	192	136	70.83	192	160	83.33
ð	192	125	65.10	192	123	64.06
s	1152	34	2.95	1152	24	2.08
z	320	81	25.31	320	77	24.06
	256	195	76.17	256	190	74.22
t	192	5	2.60	192	0	0.00
	64	4	6.25	64	3	4.69
l	1088	3	0.28	1088	4	0.37
r	768	3	0.39	768	4	0.52
m	704	0	0.00	704	0	0.00
n	1152	7	0.61	1152	9	0.78
	384	7	1.82	384	1	0.26
w	448	55	85.94	448	48	75.00
h	64	0	0	64	0	0.00

**Figure No.: 28**

**Analysis of Consonant Sounds in Terms of Linguistic Background**

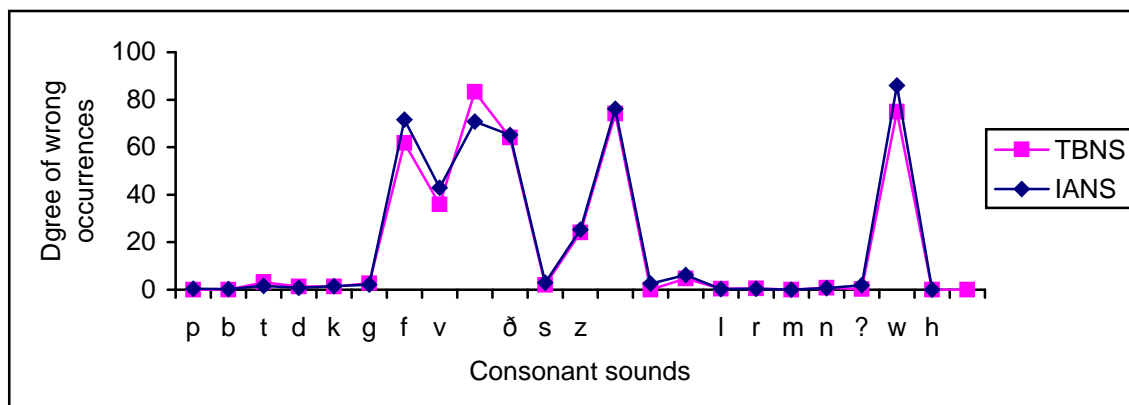


Table No. 3.5.6 and Figure No. 28 show the sound-wise comparison between IANS and TBNS in terms of the difficulty level of the individual consonant sounds. According to the table, there is some difference in the difficulty level between the two groups. Slight difference can be observed in most of the sounds. In terms of the difficulty level, the sounds /t/, /d/, /g/, /l/, /r/ and /n/ were found to be less difficult for the students of Indo-Aryan linguistic background in comparison to the students of Tibeto-Burman linguistic background. Whereas /p/, /b/, /k/, /f/, /v/, /ð/, /s/, /z/, /l/ and /w/ were found less difficult for the students of Tibeto-Burman. The table clearly shows there is no incorrect response in bilabial plosives among the Tibeto-Burman native speakers but Indo-Aryan native speakers have mispronounced them 3 and 2 times out of 640 and 896 total occurrences respectively.

A great difference can be seen in labio-dental fricatives /f/ and /v/. In these sounds, Indo Aryan native speakers have mispronounced 321 and 55 times out of 448 and 128 total occurrences. The incorrect occurrences of Indo-Aryan native speakers in /f/ and /v/ seem more than that of Tibeto-Burman native speaker's group, which has mispronounced only 277 (61.83%) and 46 (35.94%) times out of the respective total occurrences. This shows that Tibeto-Burman native speakers have shown better performance in the pronunciation of labio-dental fricatives than

that of Indo-Aryan ones. The students who mispronounced /f/ and /v/ have replaced them with bilabial stops /ph/ and /bh/. But some students have replaced intervocalic /v/ of the word 'seven' with bilabial /b/. Similarly, in the case of dental fricatives, IANS group has shown better performance in / / where as TBNS group has shown in /ð/. The researcher has found that Indo-Aryan group pronounced dental fricatives / / and /ð/ erroneously by replacing them with dental stops /th / and /d/. However, Tibeto-Burman native speakers replaced / / either with /t<sup>h</sup>/ or /h/ and /ð/ either with /d/ or /d/. In the test, / / was tested at initial and final position as in the words 'thank', 'three', 'teeth' and /ð/ was only at the middle position as in 'father', 'mother' 'brother' etc.

According to the data, Indo-Aryan native speakers mispronounced /s/, /z/ and / / 34, 81 and 195 times out of 1152, 320 and 256 total occurrences, however, Tibeto-Burman native speakers mispronounced 24, 77 and 190 times out of their respective total occurrences. This shows, Tibeto-Burman native speakers are better than Indo-Aryan ones in the pronunciation of these sounds. The students who have mispronounced these sounds have replaced / / with /s/ and /z/ with / / respectively.

Regarding the consonants /l/, /r/, /m/, /n/ and / /, minor difference can be observed between these two linguistic groups. /l/ and /r/ were mispronounced 3 (0.28%) and 3 (0.39%) times by Indo -Aryan native speakers and 4 (0.37%) and 4 (0.52%) times by Tibeto-Burman out of 1088 and 768 total occurrences. The students who mispronounced them have replaced /r/ of 'ruler' with /l/. Another significant fact the researcher has found from the study, is that both Tibeto-Burman and Indo Aryan native speakers have pronounced /r/ in the final position as in the words, 'teacher' 'father' etc. clearly.

Nasal sounds /m/, /n/ and / / were also appeared to by difficult for some students. Indo-Aryan native speakers mispronounced /m/, /n/ and

/ / 1, 7 and 7 times out of 704, 1152 and 384 total occurrences respectively. Tibeto-Burman native speakers did so 1, 9, 1 time(s) out of their respective total occurrence. Here, Indo-Aryan native speakers' errors in the pronunciation of /n/ are more than that of Tibeto-Burman native speakers and vice versa in the case of / /.

To conclude, the researcher found that there is not so more difference between IANS and TBNS in most of the consonant sounds in terms of the difficulty level in pronunciation. Only very slight difference can be observed in the fricatives.

**Table No. 3.5.7: Analysis of Consonant Sounds in Terms of Sex**

Consonant sounds	Male			Female		
	Total occurrences	Wrong occurrences	Percent	Total occurrences	Wrong occurrences	Percent
p	640	1	0.16	640	1	0.16
b	896	2	0.22	896	0	0.00
t	1472	34	2.31	1472	35	2.38
d	704	6	0.85	704	9	1.28
k	1152	16	1.39	1152	18	1.56
g	640	17	2.66	640	14	2.19
f	448	307	68.53	448	291	64.96
v	128	47	36.72	128	54	42.19
	192	154	80.21	192	163	84.90
ð	192	129	67.19	192	119	61.98
s	1152	34	2.95	1152	24	2.08
z	320	73	22.81	320	82	25.63
	256	180	70.31	256	196	76.56
t	192	1	0.52	192	5	2.60
	64	2	3.13	64	1	1.56
l	1088	3	0.28	1088	5	0.46
r	768	5	0.65	768	3	0.39
m	704	0	0.00	704	1	0.14
n	1152	10	0.87	1152	5	0.43
	384	5	1.30	384	3	0.78
w	448	53	82.81	448	50	78.13
h	64	0	0	64	0	0

**Figure No.: 29**

**Analysis of the Individual Consonant Sounds in Terms of Sex**

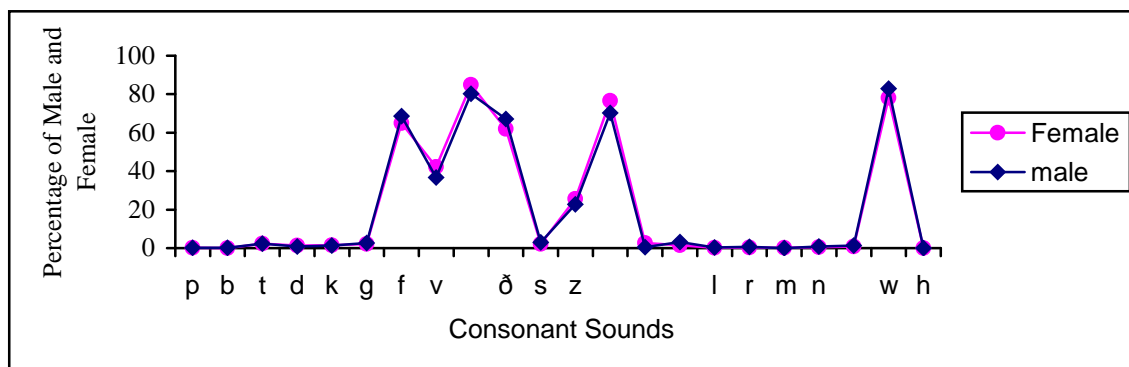


Table No. 3.5.7 and Figure No. 29 show the comparison of individual consonant sounds between male and female students in terms of their difficulty level. As the table shows, there is slight difference between male and female students in terms of difficulty level of consonant sounds. Some sounds are found to be less difficult for male students and some others are for female ones. As shown in the table, consonant sounds /p/, /b/, /t/ /d/ /k/ /v/ / / /z/ / / /t/ and /l/ are found less difficult to the male, however, the sounds /g/, /f/, /ð/, /s/ / / /, /r/, /n/ and /w/ are found to be less difficult for the female students. As given in the table, the difference between male and female students can be observed in fricative. Male students were found to be more erroneous in the pronunciation of voiceless labio-dental fricative /f/, however, their female counterparts have shown poor performance in voiced labio-dental fricative /v/.

Male students mispronounced /f/ 307 (68.53%) times out of 448 total occurrences, however their female counterparts mispronounced 291 (64.96%) times which is less than that of male students. But in the case of /v/, male students mispronounced 47 (36.72%) times out of 128 times however female students mispronounced 54 (42.19%) times. This shows

that male students are found to be less erroneous in /v/ in comparison to female ones. In the case of dental fricatives /θ/ and /ð/, male students were found to be less erroneous than female ones in the pronunciation of /θ/ and vice versa in that of /ð/. This can be found on the table according to which male students mispronounced /θ/ and /ð/ 154 (80.21%) and 129 (67.19%) out of 192 total occurrences for both. In the same sounds, female students mispronounced 163 (84.90%) and 119 (61.98%) respectively. So is in the case of alveolar fricatives /s/ and /z/. Male students mispronounced /s/ and /z/ 34 (2.95%) and 73 (22.81%) times out of 320 and 256 total occurrences, however, female students did so 24 (2.08%) and 82 (25.63%) times in their respective total occurrences.

Regarding voiceless post-alveolar affricate /tʃ/, female students mispronounced 5(2.60%) times out of 192 in which male students did so only one time. Similarly, alveolar trill /r/ and lateral approximant /l/ were mispronounced 3 (0.28%) and 5, (0.65%) times by male and 5 (0.46%) and 3 (0.39%) times by female out of 1088 and 768 total occurrences. This shows, male students are slightly good in the pronunciation in /l/ and female in /r/.

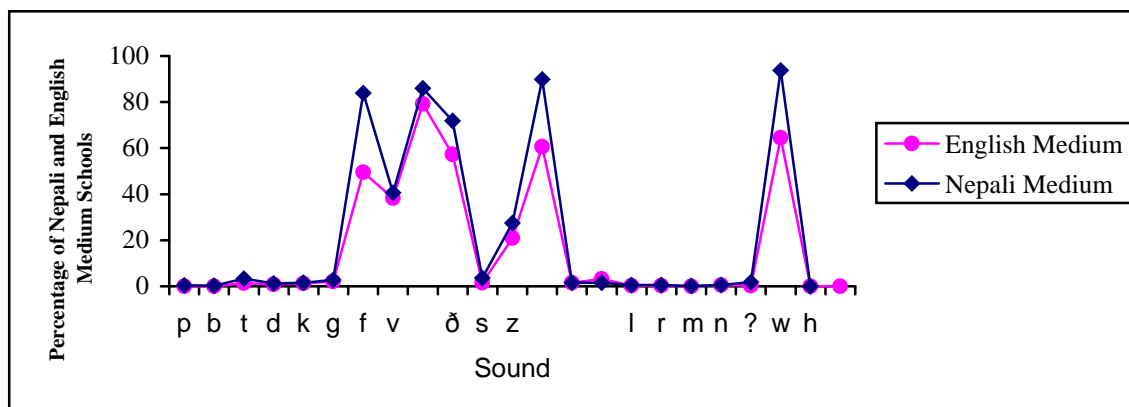
While talking about the nasals /m/, /n/, /ŋ/ male students mispronounced /n/ and /ŋ/ more than female ones. Male students made mispronunciation 10 times (0.87%) for /n/ and 5(1.30%) for /ŋ/, however, female students did so only 5 (1.30%) and 3 (0.78%) out of 1152 and 284 total occurrences. This tells us that in comparison to male students, female students have committed less number of errors. /m/ was mispronounced 1 time out of 704 total occurrences by female students.

**Table No. 3.5.8: Analysis of Consonant Sounds in Terms of Medium of Instruction**

Consonant sounds	Nepali Medium			English Medium		
	Total occurrences	Wrong occurrences	Percent	Total occurrences	Wrong occurrences	Percent
p	640.00	2.00	0.31	640.00	1.00	0.16
b	896.00	2.00	0.22	896.00	0.00	0.00
t	1472.00	48.00	3.26	1472.00	21.00	1.43
d	704.00	9.00	1.28	704.00	6.00	0.85
k	1152.00	18.00	1.56	1152.00	14.00	1.22
g	640.00	18.00	2.81	640.00	13.00	2.03
f	448.00	376.00	83.93	448.00	222.00	49.55
v	128.00	52.00	40.63	128.00	49.00	38.28
	192.00	165.00	85.94	192.00	152.00	79.17
ð	192.00	138.00	71.88	192.00	110.00	57.29
s	1152.00	41.00	3.56	1152.00	17.00	1.48
z	320.00	88.00	27.50	320.00	67.00	20.94
	256.00	230.00	89.84	256.00	155.00	60.55
t	192.00	3.00	1.56	192.00	3.00	1.56
	64.00	1.00	1.56	64.00	2.00	3.13
l	1088.00	6.00	0.55	1088.00	3.00	0.28
r	768.00	4.00	0.52	768.00	2.00	0.26
m	704.00	1.00	0.14	704.00	0.00	0.00
n	1152.00	7.00	0.61	1152.00	7.00	0.61
	384.00	7.00	1.82	384.00	1.00	0.26
w	448.00	60.00	93.75	448.00	40.00	62.50
h	64.00	0.00	0.00	64.00	0.00	0.00

**Figure No.: 30**

**Analysis of Consonant Sounds in Terms of Medium of Instruction**



The given table and figure show the comparison of difficulty level of the consonant sounds between the English and Nepali medium schools. The table shows that there is a great difference between the difficulty level of sounds between these two groups. Almost all consonant sounds are found to be less difficult for the students of English medium schools in comparison to Nepali medium schools. In others words, the students of English medium schools have committed less number of errors in the pronunciation of all individual consonant sounds in comparison to the students of Nepali medium schools. The fact the table shows is that in some sounds, there is a vast difference and in some others, only slight difference can be found. In the case of /t/, /f/, / /, /ð/ /s/ and /w/ the degree of difference is very high. In the pronunciation of voiceless alveolar stop /t/, The students of Nepali medium schools mispronounced 48 (3.26%) times out of 1472 total occurrences in which English medium schools students mispronounced only 21 (1.43%) times. Similarly, the students of Nepali medium schools mispronounced voiceless labio-dental fricative /f/ and dental fricatives / / and /ð/ 376, (i.e. 83.93%), 165 (85.94%) and 138 (i.e. 71.88%) out of 448, 192, 192, total occurrences, whereas English medium students mispronounced them 222 (49.55%), 152 (79.17%), 110

(57.29%) out of their respective total occurrences. This shows, Nepali medium students have committed more errors than that of English medium ones in the pronunciation of /f/ / / and /ð/. In addition to these, Nepali medium school students have shown vastly poorer performance in // and /w/ in comparison to English medium school students. In the case of // and /w/, Nepali medium school students have mispronounced 230 (i.e. 89.84%) and 155 (i.e. 60.55%) times out of 256 and 448 total occurrences. In comparison to the aforementioned consonant sounds, other sounds were found less difficult for both groups. Post alveolar affricates /t/ and / / were mispronounced 3 (1.56%) and 1(1.56%) times out of 192 and 64 total occurrences by Nepali medium students, however, they were mispronounced 3 (1.56%) and 2(3.13%) out of their respective total occurrences by the English mediums ones. This shows that there is no difference in the difficulty level between two groups in the pronunciation of /t/ and slight difference exists in / /.

Regarding /l/ and /r/, Nepali medium school students mispronounced 6 (0.55%) and 4(0.52%) times out of 1088 and 768 total occurrences. However, English medium school students committed 3 (0.28%) and 2 (0.61%) errors out of their respective total occurrences. Similarly, Nepali medium students mispronounced /m/, /n/, / / 1 (0.14%) 7 (0.61%) and 7(1.82%) times out of 704, 152, 384 total occurrences. However, English medium students mispronounced /n/ and / / 7 (0.6%) and 1 (0.26%) time(s) out of their respective total occurrences. They did not mispronounce /m/ throughout the test.

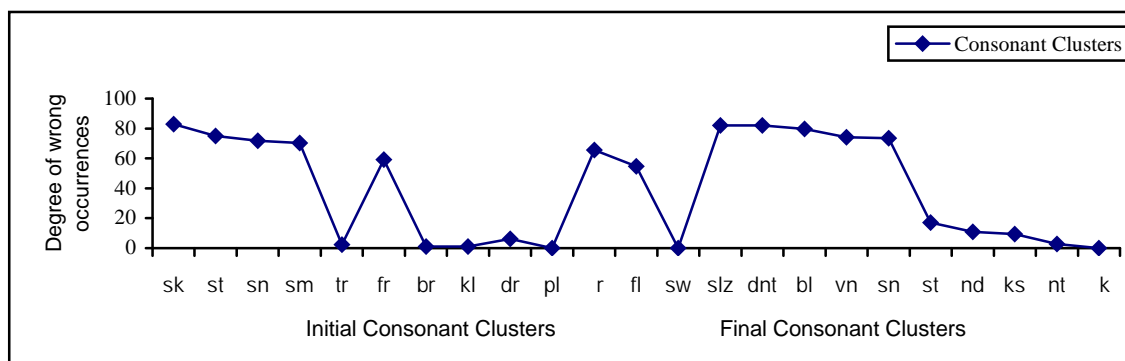
This shows that there exists more or less difference in the difficulty level of consonant sounds between English and Nepali medium students. English medium students have committed less number of errors in comparison to their Nepali medium counterparts in the pronunciation of almost all consonant sounds.

**Table No. 3.5.9: Analysis of Consonant Clusters in Terms of their Difficulty Level**

<b>Holistic Analysis of Consonant Clusters</b>				
<b>Initial clusters</b>	<b>Total Occurrences</b>	<b>Wrong Occurrences</b>	<b>Percent</b>	<b>Difficulty level</b>
sk	128	106	82.81	1
st	128	96	75.00	2
sn	128	92	71.88	3
sm	128	90	70.31	4
r	128	84	65.52	5
fr	128	78	59.28	6
fl	128	70	54.6	7
dr	128	8	6.24	8
tr	128	3	2.34	9
br	256	3	1.17	10
kl	384	4	1.04	11
pl	128	0	0.00	12
sw	128	0	0.00	13
<b>Final Consonant Clusters</b>				
slz	128	105	82.03	1
dnt	128	105	82.03	2
bl	128	102	79.69	3
vn	128	95	74.22	4
sn	128	94	73.44	5
st	128	22	17.19	6
nd	128	14	10.94	7
ks	256	24	9.38	8
nt	256	7	2.73	9
k	128	0	0	10

**Figure No.: 31**

**Analysis of Individual Consonant Clusters in Terms of their Difficulty Level**



The given table and figure show the difficulty level of the consonant clusters tested in the pronunciation proficiency test. In the test, 13 initial consonant clusters and 11 final consonant clusters were tested.

As the table shows among the initial consonant clusters, /sk/ in 'school' appeared to be the most difficult consonant cluster for the students. Out of 128 total occurrences, the students mispronounced it 106 times (i.e. 82.81%). Most of the students who committed errors while pronouncing /sk/ at initial position inserted /I/ before /sk/. Similarly, /st/ in 'student' appeared to be the second most difficult initial consonant cluster. The students mispronounced this cluster 96 times (i.e. 75.00%) out of 128 total occurrences. In this cluster also, students inserted /I/ before /st/. Furthermore the initial consonant clusters /sn/ and /sm/ in 'snake' and 'small' appeared in the third and fourth position in terms of their difficulty level which were mispronounced 92 (i.e. 71.88%) and 90 (i.e. 70.3) times out of 128 total occurrences for each. In the case of these consonant clusters also, students inserted /I/ before them. The consonant clusters / r/, /fr/ and fl/ were found to be problematic for the students since they mispronounced them 84, 78 and 70 times out of their total occurrences i.e. 128 for each. Actually, they pronounced the first segment of each cluster incorrectly. Other initial consonant clusters /kl/ in 'clock'

and 'clean' /tr/ in 'tree' /fr/ and /br/ in 'friend' and 'brother' were also mispronounced by some students but their degree of difficulty level is very low since they were pronounced incorrectly only 4 (1.04%), 3 (2.34%) and 3 (1.17%) times out of 384, 128 and 128 total occurrences.

Regarding the final consonant clusters tested to the students, /slz/ appeared to be the most difficult consonant cluster for the students. In the pronunciation test of students mispronounced /slz/ 105 (82.03%) times out of 128 total occurrences. In the pronunciation of /slz/, most of the students who committed errors inserted /l/ sound between /s/ and /l/. Only a few students pronounced /z/ for plural morpheme. Similarly, /dnt/ was found in the second position from the greater degree of difficulty level. Out of 128 total occurrences in the pronunciation test, students mispronounced 104 times (81.25%). The students inserted /e/ or / / between /d/ and /n/ while pronouncing it. Final consonant clusters /b/, /v / and /s / were found in the third, fourth and fifth positions for the students. As the table shows, students have mispronounced /b/ v / and /s / 102 (i.e. 79.369%) 97 (75.78%) 94 (73.44%) times out of 128 total occurrences. In the case of /b/ the students who mispronounced it inserted shwa / / between /b/ and syllabic /l/. In the pronunciation of /v /, students either pronounced /b / or they inserted / / between /v/ and / /. However, in the case of /s /, they inserted / / between /s/ and / /. Some others inserted /st/ between /s/ and / / in the pronunciation of the word 'Listen'. Other final consonant clusters in the order of their difficulty level are /st/, /nd/ /ks/ /in /n / and /nt/. They were mispronounced 20 (15.63%), 14 (10.94), 24 (9.38%), 7 (5.47%) and 7(2.73%) times out of 128, 128, 256, 128 and 256 total occurrences respectively. / k/ is the single consonant cluster which was not mispronounced throughout the test.

From this analysis, the researcher found that initial consonant cluster /st/ /sm/ /sk/ /sn/ /fr/ / r/ and fl/ and final consonant clusters /dnt/, /v /, /b/ and /s / are very difficult for the Nepali learners of English language.

**Table No. 3.5.10: Analysis of Consonant Clusters in Terms of Linguistic Background**

Initial clusters	IANS			TBNS		
	Total Occurrences	Wrong Occurrences	Percent	Total Occurrences	Wrong Occurrences	Percent
kl	192	4	2.08	192	0	0.00
dr	64	4	6.25	64	4	6.25
pl	64	0	0.00	64	0	0.00
fr	64	43	67.18	64	35	54.68
tr	64	1	67.18	64	2	3.13
sk	64	54	84.38	64	52	81.25
sn	64	53	82.81	64	39	60.94
sm	64	48	75.00	64	42	65.63
r	64	40	62.5	64	44	68.75
fl	64	38	59.37	64	32	50.00
br	128	3	2.34	128	0	0.00
st	64	49	76.56	64	47	73.44
sw	64	0	0.00	64	0	0.00
Final Consonant Clusters						
slz	64	51	79.69	64	54	84.38
nd	64	5	7.81	64	9	14.06
nt	128	2	1.56	128	5	3.91
s	64	45	70.31	64	49	76.56
dnt	64	48	75.00	64	57	89.06
ks	128	9	7.03	128	15	11.72
st	64	3	4.69	64	19	29.69
v	64	45	70.31	64	50	78.13
bl	64	52	81.25	64	50	78.13
k	64	0	0.00	64	0	0.00

**Figure No.: 32**

**Analysis of Consonant Clusters in Terms of Linguistic Background**

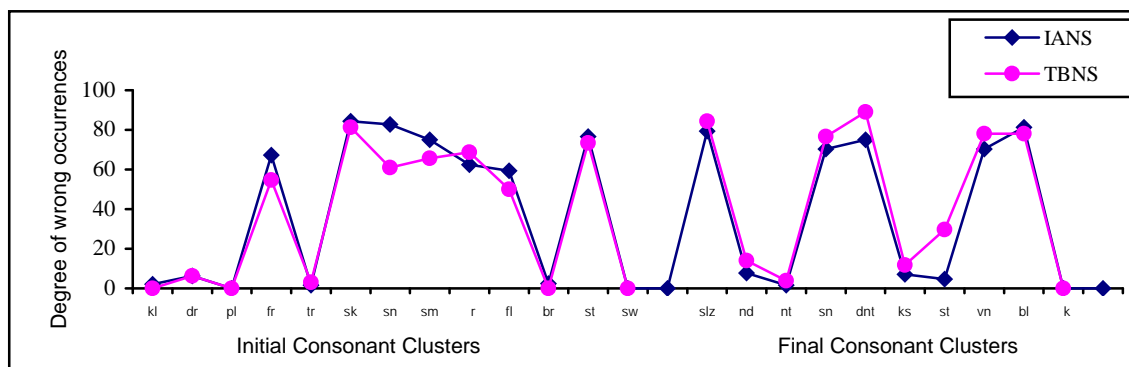


Table No. 3.5.10 and Figure No. 32 show the comparison of the difficulty level of consonant clusters in terms of linguistic background. According to the comparison, the initial consonant clusters /kl/ /sk/ /sr/ /sm/ /tr/ /fr/ and /fl/ were found to be less difficult for Tibeto-Bruman Native speakers and remaining consonant clusters for Indo-Aryan Native speakers. As given on the table, IANS mispronounced /sk/, /sn/, /sm/, /st/, /fr/ / r/ and /fl/ 54, 53,48,49,43,40 and 38 times out of 64 total occurrences for each. However, TBNS mispronounced them 52, 39, 42, 47, 35, 44 and 32 times out of the aforementioned total occurrences. This shows that IANS has shown poorer performance than TBNS in most of the initial consonant clusters.

But in the case of final consonant clusters /slz/, /nd/, /s / /dnt/, /ks/, /st/ and /v / Indo-Aryan native speakers seem better than TBNS. In other words, Indo-Aryan native speakers have shown better performance in final consonant clusters than that of Tibeto-Burman native speakers. The only one cluster /b / seems more difficult for Indo-Aryan native speakers in comparison to Tibeto-Burman native ones. In the consonant cultures /slz/, /nd/ /s / , /dnt/, /ks/, /st/ and /v / the students from Indo-Aryan linguistic background mispronounced 51 (19.69%), 5 (7.8%), 45 (70.31%), 48 (75%), 9 97.03%), 3 (4.69%) and 45 (70.31%) out of 64,

64, 64, 64, 128, 64, and 64 total occurrences respectively. In these clusters, Tibeto-Burman native speakers mispronounced 54 (84.34%), 9 (14.06%), 49 (46.56%), 57 (89.06%), 15 (11.72%), 19 (29.69%) and 50 (78.13%) out of their aforementioned total occurrences. /bl/ is only one final consonant cluster in which Tibeto-Burman group has excelled over its opponent group. TBNS and IANS mispronounced /b / 52 (81.25%) 50 (78.13%) out of 64 total occurrences.

Actually speaking, some distinction can be observed between to linguistic groups, there is no significant difference between them. Both groups have similar kinds of errors because both are second language learners.

**Table No. 3.5.11: Analysis of Consonant Clusters in Terms of Medium of Instruction**

Initial clusters	Nepali Medium			English Medium		
	Total Occurrences	Wrong Occurrences	Percent	Total Occurrences	Wrong Occurrences	Percent
kl	192	4	2.08	192	0	0.00
dr	64	6	9.37	64	2	3.12
pl	64	0	0.00	64	0	0.00
fr	64	50	78.12	64	28	43.75
tr	64	2	3.13	64	1	1.56
sk	64	61	95.31	64	46	71.88
sn	64	53	82.81	64	39	60.94
sm	64	45	70.31	64	45	70.31
r	64	46	71.87	64	35	54.68
fl	64	45	70.31	64	25	39.06
br	128	3	2.34	128	0	0.00
st	64	61	95.31	64	35	54.69
sw	64	0	0.00	64	0	0.00

Final Consonant Clusters						
slz	64	57	89.06	64	48	75.00
nd	64	8	12.50	64	6	9.38
nt	128	4	3.13	128	3	2.34
sn	64	57	89.06	64	37	57.81
dnt	64	62	96.88	64	42	65.63
ks	128	15	11.72	128	9	7.03
st	64	11	17.19	64	9	14.06
vn	64	60	93.75	64	37	57.81
b	64	62	96.88	64	42	65.63
k	64	0	0.00	64	0	0.00

**Figure No.: 33**

**Analysis of Consonant Clusters in Terms of Medium of Instruction**

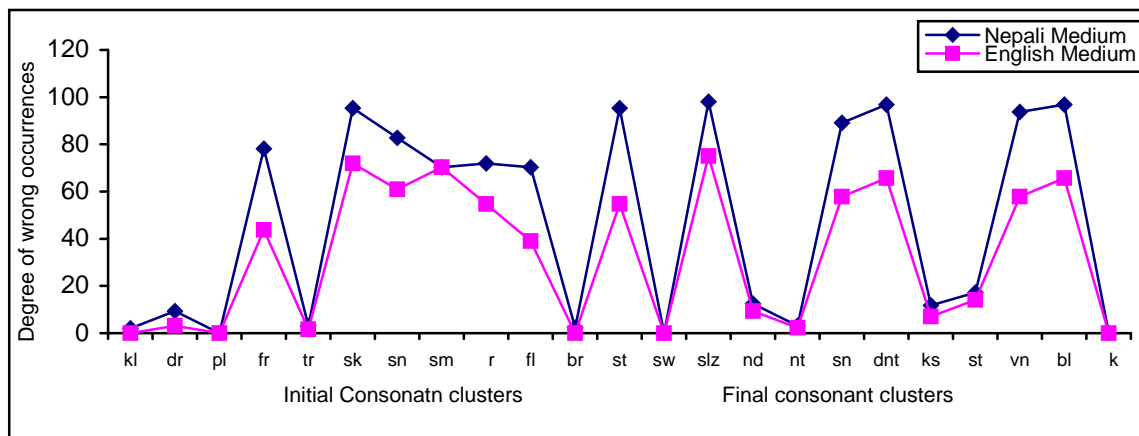


Table No. 3.5.11 and Figure No. 33 show the analysis of individual consonant clusters between Nepali medium and English medium Students in terms of the difficulty level of the clusters. As the table shows, in almost all consonant clusters, English medium students are found to be more proficient than Nepali medium ones. In other words, the degree of difficulty in pronouncing consonant clusters is less in English medium students in comparison to Nepali medium ones. According to the table the initial consonant clusters /kl/ and /pl/ are not difficult for the students of

English medium students because they have not committed any errors in their pronunciation but their Nepali medium counterparts have committed some errors. Similarly, in the case of /tr/, /sk/, /sn/ /sm/ and /st/ Nepali medium students have mispronounced more than that of English medium students. In these consonant clusters, the students of Nepali Medium Schools have mispronounced 2 (3.13%) 61 (95.31%), 53 (82.81%), 45 (70.31%) and 61 (25.31%) out of 64 total occurrences for all. In the respective clusters, the students of English Medium Schools have mispronounced 1, 46, 39, 45 and 35 times respectively out of 64 total occurrences. Furthermore, very much difference can be observed between two groups in the initial clusters /fr/ / r/ /dr/ and /fl/. In these consonant clusters, Nepali medium students mispronounced 50, 45, 6 and 45 times out of 64 total occurrences for each. However, English medium students did so only 28, 35, 2 and 25 times respectively. This shows that Nepali medium students' performance in the pronunciation of these clusters is poorer than that of English medium students.

In the case of final consonant clusters also, Nepali medium students were found weaker than English medium ones. There can be seen a great difference in final consonant clusters tested in the test /slz/ was found to be the most difficult final consonant cluster which, was mispronounced 57 (89.06%) times out of 64 total occurrences in the test, however, English Medium students mispronounced it 48 (i.e. 75.0%) times. Similarly Nepali medium students mispronounced /s /, /dnt/, /b / and /v / 57 (89.06%) 62 (96.88%), 62 (96.88%) and 60 (93.75%) times out of 64 total occurrences for each cluster however, English medium students mispronounced these sounds 37 (57.18%), 42 (65.63%), 44 (65.63%) and 37 (57.81%) times out of their respective total occurrences. Furthermore, Nepali medium students were mispronounced /st/, /nd/ and /ks/ 11 (17.19%), 8 (12.50%) and 15 (11.72%) times out of 64, 64 and

128 total occurrences. For these consonant clusters, English medium students mispronounced 9 (14.06%) 6 (9.38%), 9 (7.03%) times out of the respective total occurrences. Finally, two final consonant clusters /n / and /nt/ were mispronounced 4 (3.13%) and 4 (6.25%) out of 64 and 128 total occurrences by Nepali Medium students but English medium students mispronounced them 3 (2.34%) and 3 (4.69%). The aforementioned description shows that English medium students have excelled over Nepali medium student in almost all final consonant clusters.

## **CHAPTER IV**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

From the analysis of the data obtained from the students, the researcher has drawn the following findings:

1. The overall pronunciation proficiency of Nepali fifth graders of English at lexical level is 51.53%. Out of 12,800 total marks, the students secured 6596 marks. Similarly, the students' pronunciation proficiency in words in isolation is 49.11% and that of words in sentential context is 53.95%. Students have shown better performance in words in sentential context than words in isolation.
2. From the text-wise analysis, the researcher has drawn following findings:
  - Both Indo-Aryan and Tibeto-Burman native speakers were found to be more proficient in the pronunciation of content words in sentential context in comparison to the words in isolation. Their proficiency level between two texts was found significantly different.
  - Both English medium and Nepali medium students were found to be more proficient in words in sentential context in comparison to words in isolation. The difference between their abilities in two types of texts was found significant.
  - Both male and female students of English medium schools were found to be more proficient in words in sentential context in comparison to words in isolation. The difference of their ability between two types of text was found significant.
  - Similarly both male and female students of Nepali medium schools were found to be more proficient in the pronunciation of lexical items in sentential context in comparison to words in isolation. The

difference between their abilities in words in isolation and in sentential context is significant.

3. The researcher has drawn following findings from the comparison of students' holistic performance:

- Tibeto-Burman native speakers were found to be more proficient in the pronunciation proficiency test than their Indo-Aryan counterparts. The difference of the proficiency level between Tibeto-Burman native speakers and Indo-Aryan ones was found insignificant.
- English medium students were found to be more proficient than their Nepali medium counterparts in the pronunciation. The difference of the proficiency level between these two groups was found significant.
- Female students were found to be more proficient than male students in the pronunciation at lexical level. But the difference between their proficiency was found insignificant.
- Both male and female students of English medium schools were found to be more proficient than both male and female students of Nepali medium schools. The difference of the abilities between English medium male and Nepali medium male; English medium female and Nepali medium female was found significant.
- Nepali medium female students were found to be more proficient than their male counterparts. The difference between their abilities was found insignificant.
- English medium male students were found to be more proficient than their female counterparts. The difference between their abilities was found insignificant.

- Both Tibeto-Burman and Indo-Aryan female students were found more proficient than their male counterparts. But the difference between their proficiency level was found insignificant.
4. Among the selected schools, MGBS has excelled over both English and Nepali medium schools. This school has secured 1002 (i.e. 62.62%) out of 1600 total marks. However, among the Nepali medium schools JSS and MHS have excelled over other schools. They have secured 766 marks (i.e. 47.87%) out of 1600 total marks for each of them.
  5. From the analysis of individual consonant sounds, the researcher has drawn the following findings:
    - / l, /f/, /ð/, /v/, /z/, /w/, /s/, /t/, /k/, /d/, /l/, /r/, /e/, /p/, /b/, /m/ and /h/ are in descending order in terms of the difficulty level found in the test. The researcher found that the difficulty level of sounds are high in those which are not in the learners' mother tongues.
    - Though, there is no more distinction in the difficulty level between two groups, Tibeto-Burman native speakers were found to be less erroneous in the pronunciation of /p/, /b/, /k/, /f/, /ð/, /s/, /z/, /v/ and /w/ in comparison to Indo-Aryan native speakers. However, Indo-Aryan native speakers were found to be less erroneous in the pronunciation of /t/, /d/, /l/, /r/ and /n/ in comparison to Tibeto-Burman ones.
    - Though there is very little distinction, /p/, /b/, /t/, /d/, /k/, /v/, /z/, /s/, /f/ and /l/ were found less difficult for the male students in

comparison to female ones. /l/, /f/, /ð/, /s/, /r/, /t/, /n/ and /w/ were found less difficult to female in comparison to male.

➤ Nepali medium students were found more erroneous in the pronunciation of almost all sounds than English medium ones. The distinction is found great in most of the sounds.

6. From the analysis of individual vowel sounds in terms of their difficulty level, the researcher has drawn the following findings:

➤ Vowel sounds in terms of their difficulty level from highest to lowest were found to be /ɪ/, /eɪ/, /i:/, /ɪ/, /l/, /l/, /ɪ/, /l/, /ɪ/, /e /, /i:/, /e/ /u:/, /ɪ/, /æ/, /l/, /l/, /l/ and /l/.

➤ With little distinction, /ɪ/, /e /, /l/, /l/, /ɪ/, /l/ and /l/ were found to be less difficult for the Indo-Aryan native speakers and /i:/, /æ/, /l/, /u:/, /l/, /l/, /ɪ/, /e / and /eɪ/ for Tibeto-Burman ones.

➤ The vowel sounds /l/, /l/, /l/, /l/, /l/, /l/, /eɪ/ and /l/ were found less erroneous in the pronunciation of male students and /i:/, /ɪ/, /e/, /æ/, /u:/, /l/ and /e / in that of female students. But, male-female distinction for each vowel is very minute.

➤ In terms of medium of instruction, English medium students have excelled over Nepali medium students in almost all vowel sounds

7. From the analysis of individual consonant clusters in terms of their difficulty level, the researcher has drawn the following findings:

➤ Regarding the initial consonant clusters, /sk/, /st/, /sn/, /sm/ /tr/, /fr/, /br/ and /kl/ were found from highest to lowest difficulty level. Remaining consonant clusters /dr/, /pl/, /tr/, /fl/ and /sw/ were also

mispronounced through out the test. Similarly, the final consonant clusters /slz/, /d t/, /b /, /v /, /s /, /st/, /nd/, /ks/ and /nt/ are found from the highest difficulty level to lowest. The Final consonant cluster / k/ was not mispronounced in the test.

- It terms of linguistic background, Indo-Aryan native speakers have excelled over Tibeto-Burman native speakers in the pronunciation of most of the final consonant clusters. However, the latter group has excelled over their Indo-Aryan counterparts in most of the initial consonant clusters. The distinction between these two groups was found very little.
  - Nepali medium students have committed more errors in the pronunciation of most of the consonant clusters in comparison to English medium students. The difference between the numbers of errors in different clusters is significantly great.
8. From the analysis the students' pronunciation proficiency in terms of the syllables the words consist, the researcher found that students' pronunciation proficiency in monosyllabic words is higher than that of disyllabic and polysyllabic words.

#### **4.2 Recommendations**

On the basis of the findings drawn from the analysis of the data, some recommendations have been made for improving the pronunciation ability of Nepalese students of English language. They are as follows:

- The pronunciation proficiency level of the students is not so satisfactory so that pronunciation aspect should be given emphasis while teaching English in Nepal.
- Pronunciation of lexical items should be taught in sentential context.

- English language should be exposed much to the students especially, Nepali Medium students.
- Male students of Nepali Medium schools but female students of English Medium Schools were found less proficient than their opponents; so further research has to be carried out to investigate the causes for this.
- Indo-Aryan native students were found less proficient than Tibeto-Burman native students so a contrastive study has to be made to find out the causes behind it.
- Fricative sounds of English language /f/, /v/, /θ/, /ð/ and /z/ are found to be very difficult to the Nepali learners of English language. So that they should be taught with ample practice.
- While teaching /t/, /d/, /l/, /r/ and /n/ Tibeto-Burman native speakers should be given a bit more attention in comparison to Indo-Aryan ones and Indo-Aryan native speakers for remaining consonant sounds.
- Regarding the vowel sounds /i:/, /e/, /ɜ:/, /ɪ/, /ʌ/, /ɔ:/, /ɒ/ and /e / should be given more emphasis in comparison to others.
- Tibeto-Burman speakers should be given more attention while teaching /ɪ/, /e/, /aɪ/, /ɔ:/, and /ɒ / vowels in comparison to Indo-Aryan native speakers. More emphasis should be given to the latter group in teaching /i:/, /æ/, /u:/, /ɪ/, /ʌ/, /ɔ:/, /eɪ/ and /e /.

- Relatively more emphasis should be given in the practice of initial consonant clusters /sk/, /st/, /sn/ and final consonant clusters /sm/ /slz/, /dnt/ /b / /v / and /s /.
- Ample practice must be given to both Tibeto-Burman and Indo-Aryan native speakers in the pronunciation of initial and final consonant clusters.
- Nepali medium students should be given more attention while teaching vowels and consonants and consonant clusters in comparison to English medium students.
- Curriculum designers, textbook writers should give more emphasis on the selection of monosyllabic words in comparison to disyllabic and polysyllabic words for this level. Similarly, they should emphasize the selection of words which do not consist /eI/ and / / / including other difficult vowels as well as consonant sounds. They should provide with ample listening exercises and practices to the students in these problematic sounds and clusters.
- Students' pronunciation is not generally tested in grade five. It should be tested and pronunciation skill of students should be the center from the very beginning of language teaching.
- Most of the teachers who are involving in teaching English for this level, Nepal lack sound knowledge's and skills for teaching pronunciation. So that they should be provided with ample trainings and other skill oriented programs.

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## APPENDIX-1

Analytical Study of the Results of Pronunciation Proficiency Test - Grade 5 (Holistic)								
S. N.	Name of the Testees	Name of school	Nepali MediumVs English Medium	Linguistic Background	Sex	Score		Total
						Text A	Text B	
1	Monika Lama	P. H.S.S.	Nepali Medium	Tibito-Barman	F	44	52	96
2	Rogina Maharjan	P. H.S.S.	Nepali Medium	Tibito-Barman	F	51	56	107
3	Aunu K. C.	P. H.S.S.	Nepali Medium	Indo-Aryan	F	37	41	78
4	Lalita Karki	P. H.S.S.	Nepali Medium	Indo-Aryan	F	41	46	87
5	Raju Maharjan	P. H.S.S.	Nepali Medium	Tibito-Barman	M	50	56	106
6	Aman Vaidya	P. H.S.S.	Nepali Medium	Tibito-Barman	M	39	42	81
7	Niranjana Subedi	P. H.S.S.	Nepali Medium	Indo-Aryan	M	37	39	76
8	Yubraj Pokharel	P. H.S.S.	Nepali Medium	Indo-Aryan	M	30	35	65
9	Sudha Adhikari	B. K. S. S.	Nepali Medium	Indo-Aryan	F	35	42	77
10	Nita Basal	B. K. S. S.	Nepali Medium	Indo-Aryan	F	36	38	74
11	Sona Deula	B. K. S. S.	Nepali Medium	Tibito-Barman	F	45	53	98
12	Punam Maharjan	B. K. S. S.	Nepali Medium	Tibito-Barman	F	51	52	103
13	Dinesh Lama	B. K. S. S.	Nepali Medium	Tibito-Barman	M	40	49	89
14	Balkrishna Pujari	B. K. S. S.	Nepali Medium	Tibito-Barman	M	47	54	101
15	Parkash Besnet	B. K. S. S.	Nepali Medium	Indo-Aryan	M	39	44	83
16	Milan Nepali	B. K. S. S.	Nepali Medium	Indo-Aryan	M	38	44	82
17	Jenus Maharjan	J. S. S.	Nepali Medium	Tibito-Barman	M	39	51	90
18	Vijya Lama	J. S. S.	Nepali Medium	Tibito-Barman	M	51	52	103
19	Versa Lama	J. S. S.	Nepali Medium	Tibito-Barman	F	54	61	115
20	Devika Maharjan	J. S. S.	Nepali Medium	Tibito-Barman	F	49	56	105
21	Shree Mala Mainali	J. S. S.	Nepali Medium	Indo-Aryan	F	52	51	103
22	Pramila K. C.	J. S. S.	Nepali Medium	Indo-Aryan	F	46	49	95
23	Pramesh K. C.	J. S. S.	Nepali Medium	Indo-Aryan	M	34	36	70
24	Sailandra Dhanuk	J. S. S.	Nepali Medium	Indo-Aryan	M	43	42	85
25	Aswini Kumar Dhakal	M. H. S. S.	Nepali Medium	Indo-Aryan	M	43	56	99
26	Rajeev Neupane	M. H. S. S.	Nepali Medium	Indo-Aryan	M	45	51	96
27	Shristi Neupane	M. H. S. S.	Nepali Medium	Indo-Aryan	F	53	63	116
28	Ambika Kumal	M. H. S. S.	Nepali Medium	Indo-Aryan	F	41	45	86
29	Devraj Lama	M. H. S. S.	Nepali Medium	Tibito-Barman	M	46	48	94
30	Sharaj Manandhar	M. H. S. S.	Nepali Medium	Tibito-Barman	M	48	45	93
31	Divya Raj Bhandari	M. H. S. S.	Nepali Medium	Tibito-Barman	F	49	53	102
32	Soni Lama	M. H. S. S.	Nepali Medium	Tibito-Barman	F	37	43	80
33	Samir Bagale	C. A.	English Medium	Indo-Aryan	M	53	55	108
34	Niwesh Suwal	C. A.	English Medium	Indo-Aryan	M	62	65	127

35	Janaki Ghatane	C. A.	English Medium	Indo-Aryan	F	47	58	105
36	Manisa Thapa	C. A.	English Medium	Indo-Aryan	F	55	58	113
37	Iresh Maharjan	C. A.	English Medium	Tibito-Barman	M	54	58	112
38	Saharukh Maharjan	C. A.	English Medium	Tibito-Barman	M	57	59	116
39	Jasmina Maharjan	C. A.	English Medium	Tibito-Barman	F	55	58	113
40	Dikshya Maharjan	C. A.	English Medium	Tibito-Barman	F	60	60	120
41	Jenus Maharjan	H. H. S. S.	English Medium	Tibito-Barman	M	53	51	104
42	Udaya Maharjan	H. H. S. S.	English Medium	Tibito-Barman	M	58	57	115
43	Aayusha Dangol	H. H. S. S.	English Medium	Tibito-Barman	F	52	56	108
44	Archana Maharjan	H. H. S. S.	English Medium	Tibito-Barman	F	47	59	106
45	Gynendra Karki	H. H. S. S.	English Medium	Indo-Aryan	M	49	55	104
46	Samir K. C.	H. H. S. S.	English Medium	Indo-Aryan	M	50	49	99
47	Sijuka Devkota	H. H. S. S.	English Medium	Indo-Aryan	F	51	56	107
48	Pratikshya Niraula	H. H. S. S.	English Medium	Indo-Aryan	F	50	63	113
49	Vikas Ranpauli	G. N. A.	English Medium	Indo-Aryan	M	53	60	113
50	Shekhar Dahal	G. N. A.	English Medium	Indo-Aryan	M	59	59	118
51	Roshana K. C.	G. N. A.	English Medium	Indo-Aryan	F	55	61	116
52	Deepa Acharya	G. N. A.	English Medium	Indo-Aryan	F	50	58	108
53	Chintan Rai	G. N. A.	English Medium	Tibito-Barman	M	57	55	112
54	Rajan Deula	G. N. A.	English Medium	Tibito-Barman	M	40	47	87
55	Pasang lama	G. N. A.	English Medium	Tibito-Barman	F	64	66	130
56	Aayusha Sahi	G. N. A.	English Medium	Tibito-Barman	F	52	53	105
57	Pradip Maharjan	M. G. B. S.	English Medium	Tibito-Barman	M	67	74	141
58	Raman Bhandel	M. G. B. S.	English Medium	Tibito-Barman	M	67	70	137
59	Nima Lama	M. G. B. S.	English Medium	Tibito-Barman	F	51	57	108
60	Sabina Maharjan	M. G. B. S.	English Medium	Tibito-Barman	F	51	56	107
61	Sujit Rimal	M. G. B. S.	English Medium	Indo-Aryan	M	68	78	146
62	Prachanda Adhikari	M. G. B. S.	English Medium	Indo-Aryan	M	58	68	126
63	Jyoti Kiran Regmi	M. G. B. S.	English Medium	Indo-Aryan	F	54	61	115
64	Sapana Thapa	M. G. B. S.	English Medium	Indo-Aryan	F	55	67	122

### **Appendix-3**

#### **HUNDRED MOST FREQUENT WORDS OF THE ENGLISH TEXT BOOK OF GRADE -IV**

<b>S. N</b>	<b>Word</b>	<b>Frequency</b>
1.	Clock	37
2.	Write	31
3.	Some	26
4.	Pen	22
5.	Draw	20
6.	Teacher	19
7.	Boys	17
8.	Got	16
9.	Wear	15
10.	Play	15
11.	Father	15
12.	Pot	14
13.	Many	14
14.	Eat	13
15.	Book	13
16.	Name	13
17.	Boxes	13
18.	Door	13
19.	Shirt	13
20.	Cat	12
21.	Radio	12
22.	What	12
23.	Looking	12
24.	House	12
25.	Picture	12
26.	Right	12
27.	Old	11
28.	Pencils	11
29.	Way	11
30.	Dog	11
31.	Friend	11
32.	Time	11
33.	Tree	11
34.	Cap	10
35.	Bag	10
36.	Shoes	10
37.	Six	10
38.	Ten	10
39.	Thank	10
40.	School	10
41.	Farmer	9
42.	Copy	9
43.	Morning	9
44.	Point	9
45.	Snake	9
46.	Sister	9
47.	Small	9
48.	Two	9
49.	Three	9
50.	Talking	9

51.	Carry	8
52.	Doing	8
53.	Eye	8
54.	Flag	8
55.	Girl	8
56.	Rice	8
57.	Seven	8
58.	Wash	8
59.	Game	8
60.	Bus	7
61.	Hen	7
62.	Listen	7
63.	Orange	7
64.	Ring	7
65.	Read	7
66.	Saturday	7
67.	Volleyball	7
68.	Tap	7
69.	Wall	7
70.	Window	7
71.	Big	6
72.	Brother	6
73.	Bed	6
74.	Egg	6
75.	Elephant	6
76.	Four	6
77.	Go	6
78.	Mother	6
79.	Pilot	6
80.	Ruler	6
81.	Student	6
82.	Sweet	6
83.	Table	6
84.	Socks	6
85.	Teeth	6
86.	Banana	6
87.	Mat	6
88.	Breakfast	5
89.	Bird	5
90.	Basket	5
91.	Classroom	5
92.	Clean	5
93.	Doll	5
94.	English	5
95.	Fist	5
96.	Football	5
97.	Mango	5
98.	Ladder	5
99.	Chair	5
100.	Nose	5