CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most unique gift that sets them apart from the rest of living beings. However, language is a means of communication that we can't think of any social, academic and artistic activities going on without language. So, there is the need of a language to share ideas, feelings, emotions and thought. Hornby (2000, p.721) defines language as, "The use by humans of a system of sounds and words to communicate. Oxford Advanced Learner's Dictionary (7th edition,2005, p.862) defines language as, "The use by human of a system of sounds and symbols."

English is an International Language. It is an obligation to learn as a foreign or second language in context of many countries like Nepal. In Neplese context, English has been prescribed as a compulsory subject from pre-primary level to bachelor's degree as a foreign language. Either in spoken or written people of different ethnic groups can communicate in English with each other. Speaking English helps to establish good relationship among the different communities, nations and the world as a whole. From this point of view, the English language is taken seriously in teaching learning activities in Nepal, however, it is out of our cultural or linguistics background. In English learning as a foreign language, there appear some errors because the word structure and sentence structure is different, for example, there is no/st/ and /sk/ clusters word initial in Nepali but in English it is found everywhere in the words. There are three morphs to denote plurality in English, such as, [s,z, ɪz,] but in Nepali there is only one morph to denote plurality, such as,[h r].

English language has its three levels, such as, Phonology, Grammar and Semantics. The Morphological, Syntactic and Semantic sub levels are within the single level grammar. Katamba (1993, p.235) states the four linguistic levels as, Phonology, Morphology, Syntactic and Semantic hierarchically. Phonology studies how speech sounds are structured in a particular language. It describes the contrastive relationship of the phonemes and their distribution. Each language has

its own sound system. Therefore, the proper function of a language should be observed.

Syntactic level studies the sentence and its structure. How the sentences are made up of words and other units of a language. There are some rules to form a sentence in meaningful way. To give the meaning, a sentence should be organized by the rules.

Semantic level of a language is the study of meaning. It deals with the meanings of linguistic forms. It describes the relation among the words of a language as well. Morphology studies the entire structure of a word i.e. how a word changes its form, structure, function and pronunciation. For example, the terms "Take", "Took", "Taken", "Takes", "Taking" differ in form, structure, function and pronunciation from one another. Thus, it is one of the most significant levels to study language and its function.

In the context of Nepalese students, there remains the impact of overgeneralization in pronunciation and structure. Their background knowledge hinders in pronunciation that leads to the misunderstandings, negative transfer and response in communication, such as, they pronounce the word 'choir' as, [t waer] instead of [kwaɪ (r)], 'mechanic' as [met nɪs] instead of [mɪkænɪk]. There might be lots of gaps in communication in general. Therefore, teaching pronunciation is essential part to make the language meaningful and better.

There is categorization in English plural morphemes and past morphemes that uniquely bear the different pronunciation in affixation, such as, plural morphemes -'s/es' is pronounced differently as [s,z, ɪz] and past morphemes -'ed' is pronounced differently as [t,d,ɪd]. Therefore, the teacher should make the learner able pronounce in proper way that standard English pronunciation accepts. Nepalese students commit errors in pronunciation of affixes because of overgeneralization and hypercorrection, for example, they pronounce "Ghost" as [ost] instead of [st], "Thanked" as [æ kd] instead of [æ kt], "Girls" as [ls] instead of [:lz] etc. They compare background knowledge with the learning English language with the help of some underlined rules, such as, they always pronounce plural morpheme [s] and past morpheme [d]. Therefore, it should be taken seriously to reduce these errors of secondary level students by the teacher. In some

cases, there is change of pronunciation according to the change of the form of word, such as, 'advertise' [ædvətaɪz], 'advertisement' [ədvɜːtɪsm nt].

1.1.1 ELT in Nepal

Looking towards the history of the English language, Jung Bahadur Rana, is the first person who established school for the first time in 1910 B.S. Later, another Rana Prime Minister, Bir Samser opened the door of Durbar High School for the public. When NESP was implemented in 2028 B.S., English was prescribed from primary level to higher level as a core subject.

Nepal is a multilingual country where different people of different languages, castes and cultures have been settled down. Nepali is our national language but a few people have their own dialects, such as Doteli, Bhojpuri, Maithali, Newari etc. Therefore, they use Nepali as a second and English as the third language. A Maithili child is brought up in the same community learns Maithili language as mother tongue. Later, he learns Nepali and English languages at school.Therefore, their phonetic background and mother tongue hinder in learning second language and many barriers are seen before them. These problems may be in pronunciation, vocabulary, grammar, etc.

Most of the students of English in Nepal are being guided by the inexperienced teachers. It is just like a blind guide on a trip. In teaching and learning field, listening and speaking skills are neglected but emphasis is given on reading and writing skills only. In the most of the public schools of Nepal, English is taught in Nepali medium. There is no opportunity of listening cassettes and other devices, such as, CD, language lab, computer, etc. related to ELT in school.

Language is a means of communication. The main function of it is to communicate and interact with one another. To be able in this case, we need the communicative methods for ELT. Only the experienced teachers can use this method properly. But in case of Nepal, most of the teachers are inexperienced and they can't use new teaching innovations, such as, Satellite method (It is a teaching method used to manage large class. Whole class is divided in many groups and subject matter is given to discuss in group. Later, lead learner presents the conclusion what is handed from the group discussion. In this method, teacher

plays the role as a source of knowledge), Gig- Saw method (It is also a teaching method to manage the multi class teaching. In this method, whole class is divided into groups on the basis of 1,2,3,4 / 1,2,3,4 / 1,2,3,4. This group is called home group. Later, these home groups are also divided into further groups as 1,1,1,1 / 2,2,2,2 / 3,3,3,3 / and 4,4,4,4. This even group is called Gig-Saw Group. Then, subject matter is given to discuss in group separately), etc. in ELT. They are using GT method specially in remote areas of the country. Sufficient teaching materials, such as, audio-visual materials, charts, pictures, overhead projector etc. are needed if communicative method is used. In the context of Nepal, most of the teachers are following the way of chalk and talk.

Similarly, our present educational system is not effective in the sense that assessment is failed to provide feedback to the whole ELT programme. Test is only a tool of evaluation of students which is taken once in an academic year. Other tools of evaluation, such as, observation and other activities like debate, language game programme, quiz, discussion, etc. are not considered as the tools of assessment. These tools are highly neglected in ELT assessment. There is no cross checking system in evaluation, therefore, it always remains biasness of the teachers. Another important point is that assessment of language means assessment of four language skills (Listening, Speaking, Reading, and Writing). But reading and writing are only emphasized in assessment system. To improve these problems, first of all, the education policy of the nation to ELT must be improved. The government should invest sufficient financial support and manpower to the public schools. There must be uniformity in education system to bring balance between urban and rural schools.

1.1.2 Language Aspects

Language is not supposed to be granted because there are some aspects (Pronunciation and Spelling, Vocabulary, Grammar and Communicative Function). These aspects play vital role in making a language meaningful and suitable in its usage. According to the Stern (1983,p.170), they are described as follows:

1.1.2.1 Pronunciation and Spelling

pronunciation refers to the spoken shape of language and spelling to the written. Pronunciation includes the pronunciation of segmental sounds (vowels and consonants) and the supra segmental features(stress, intonation, pitch, length, etc.).

1.1.2.2 Vocabulary

Vocabulary includes word, lexis and word power. A word is a meaningful combination of the letters to convey message. A set of vocabulary which conveys each meaning and which can stand alone are called lexical words. Yule (1998) says that free morphemes fall into a lexis. For example, man, house, tiger etc. They are vital organs to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of a vocabulary that is called word power.

1.1.2.3 Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Tense, voice, person, number etc. are the aspects of grammar. Grammar includes the sentence grammar and word grammar. To quote Hornby (2005, p.675) defines grammar as, "A study or science of rules for forming words and combining them into sentence."

1.1.2.4 Communicative Function

This language aspect includes the knowledge of how to use vocabulary in the structures or how to manipulate the structures to make use of words for the sake of communication. Language function refers to the purpose for which an utterance or unit of language is used. They are described as the category of behaviour. Socializing, making a query, getting things done etc. are the examples of communicative function.

1.1.3 What is Pronunciation?

Pronunciation refers to the spoken shape of language. It includes the pronunciation of segmental sounds, words and the supra segmental sounds/features like stress, intonation, pitch and length. To quote Catford (1988, p.137) "It is significant to note that pronunciation is the study of speech sounds in general, it is not restricted to any particular language and languages. Oxford Advanced Learner's Dictionary (7th edition, 2005, p.1209) defines pronunciation as, "The way in which a language or a particular word or sound is pronounced" or "The way in which a particular person pronounces the words of a language."

Pronunciation is the most difficult aspect for learners of English. The main reasons for this difficulty are lack of correlation between pronunciation and spelling, interference of learners mother tongue and first language, overgeneralization, etc. The spelling system does not correspond to the pronunciation exactly. For example, the letter 'a' is pronounced differently in the words a<u>g</u>o, c<u>a</u>t, d<u>a</u>te, d<u>a</u>re as [   ] ,[kæt],[deɪt],[deɪ] respectively. To the another example, the word "future" is pronounced as [f t re] instead of [fʃuːt (r)].This is because of overgeneralization of mother tongue and first language interference.

1.1.4 Teaching of Pronunciation

Teaching pronunciation refers to the teaching of spoken shape of a language. It is one of the major parts of teaching vocabulary. It is a teaching speech in general. Speech consists the pronunciation of segmental sounds (i.e,vowel and consonant sound) and suprasegmental features (i.e, stress, intonation, pitch, length, etc.). (Wilkins,1982, p.122) defines speech as," Speech is transmitted as a continuum of sound with occasional pauses but it is perceived by the learners as succession of individual sound. The individual sound that a speaker combines into continuum of speech enormously varied." Therefore, pronunciation including stress should be taught first to avoid the danger of students, falling into inaccurate speech habit or in order to help to cure these if they have already been formed. One of the easiest ways of doing this is to teach the phonemic spellings of words.

Teaching pronunciation is one of the most difficult tasks to teach the graduate learners because of their age factor. However, it can be taught by giving sufficient exposure to them. It can be facilitated by the level of motivation the students they have. Harmer (1991, p.318) gives three techniques of teaching pronunciation as follows:

a. Through Modeling

The best way to teach pronunciation for the beginners is to provide a model and get the learners to imitate the model. The teacher should pronounce the new word and then get the learners to listen and follow it. In this technique, teacher can use cassettes recording of native speaker's voice or teacher's own voice ,i.e. , the teacher can work as a model. When the teacher is modeling the word, he/she can use gesture to indicate the main stress in a word. For example,

Teacher: A'bility

Students: A'bility

b.Through Visual Representation

pronunciation of new word can also be taught through the visual representation .In this technique, the teacher writes up new words with on the board and indicates where the stress is. It can be done by underlying, using a square, etc. For example,

 'photograph   Pho'tographer

c. Through Phonetic Symbols

Another way to teach pronunciation of a new word is through phonetic symbols. This technique enables the learners to record the pronunciation for future revision. It will also enable them to check the pronunciation of a new word in a dictionary. It is mostly used at graduate level because it may create confusion to the young learners. Teacher can use the phonetic symbols (e.g., IPA) to show the pronunciation of new words.

1.1.5 Testing of Pronunciation

Testing is one of the major parts in instructional field. It is used to evaluate objects, events or activities. Ingram (1974, p.136) defines test as "Test is a measuring device which we use when want to compare an individual with other individuals

who belong to same group."There are different types of tests, such as, diagnostic test, achievement test, progress test, proficiency test and so on which are differently implemented according to their purpose. This research belongs to diagnostic test to find out the ability of secondary level students in pronunciation. Ingram(ibid) offers some ways of testing pronunciation which are as follows:

a. Reading Aloud

In this technique, teacher prepares a text to read and asks the students to read the passage aloud individually so that he can pay attention to the individual differences found in reading. The teacher is alert at the students' performance in some key points in the passage.

b. Situational Drill

Teacher should try to create such a situation as elicits certain utterances that we know certain problem what we wish to test. Lado (1977, p.81) "The stimuli for eliciting the desired utterances can be verbal, pictures or written." The teacher may, for example, take a picture of a cow grazing on the ground and ask such questions as follows:

Where is the cow?

What is cow doing?

What is the colour of the grass? and so on.

Pictures can provide powerful stimuli for creating an improvised situation inside the classroom.

c. Oral Interview

The teacher can arrange oral interview between himself and individual students. This is less practicable in a large class because it is more time consuming. It does not help the average learners and also difficult to mark objectively. We can't expect that to be successful under normal situation. In this technique, teacher can ask the questions to get the information as he required.

d. Short Talk by Students

In this technique, the teacher can involve only high grade students who have acquired normal mastery over spoken language. It can't be expected outside the classroom situation. He/she can create an environment to talk. For example, teacher makes students play the role of a doctor and a patient. then, teacher and other students listen them and assess their utterances.

e. Group Discussion

In a large class, the teacher can involve the students in group discussion. He should give a topic for discussion and the students in groups exchange their ideas informally among the colleagues. The teacher also can organize a debate asking some talent speakers to take part in favor of or against a motion. The other students together with the teacher listen to the participants and assess their production.

f. Role playing

The teacher can test oral production of the students by involving them in an improvised situation. The students play the roles of teachers, students, shopkeepers, tourists, farmers and so on. For example, two of the students may pretend to be real doctor and patient inside the classroom.

1.1.6 Causes of Error Seen in Pronunciation

Language is primarily manifested in speech. Many languages exist without written form. Written form is the imperfect recording of speech. The teacher should not only start language teaching through the speech but also teach 'speech' itself to the students. The sound system of one language differs from that of the other. Regarding to the English and Nepali, there is difference between Nepali [pa] and aspirated English [p], dark [ ] and clear [l] and so on. For example, Nepali [pa] occurs everywhere in the words but [P] sound in English is aspirated word initially as Nepali [p]. Similarly, there are initial consonant clusters [sk], [st] as in "screw", "street' in English but uncommon in Nepali. To the another example, dark [ ] occurs word final and before consonant ,such as, pool, help, etc. There are different kinds of errors seen in English pronunciation. Intralingual error as in [s], [z] and [ɪz] sounds in the the words 'cats', 'dogs' and ,'benches' is pronounced the same [s]in case of plurality instead of [s], [z] and [ɪz] respectively. The errors are seen due to the following reasons among the second language learners:

a. Inability of Pronunciation

The second language learners commit the errors because of their wrong pronunciation. For example, They pronounce the word 'boy' as [bwaɪ] instead of [bɔɪ], 'noise' as [nwaɪz] instead of [nɔɪz].

b. Interlingual Interference

I is also called L1interferece or mother tongue interference in second language learning. If the first language hinders in learning second language learning, it is called interlingual Interference. It occurs when the learner tries to apply the rules of his mother tongue to the target language. Most of the errors are caused by L1 interference, for example, a Nepali learner of English pronounces 'school' as [ɪsku:l] instead of [sku:l] because there is no /sk/ cluster in Nepali.

c. Intralingual Interference

If the target language itself is the cause of error, it is called intralingua interference. It may be caused by influence of one target language item upon another. It is also called analogical creation or overgeneralization. When a learner comes to the rules of target language, he/she tries to generalize same rules in every situation and commits the errors. For example,

box   boxes

fox   foxes

ox   oxen

Play   played

move   moved

go   goed and so on.

c. Hypercorrection

When a learner once learns the correct rule and goes on learning the rules, he may apply the later rules in the previous situation. In it, present learning affects the past learning. Oxford Advance Learner's Dictionary(7th edition, 2005, p.765) defines as" It is the use of wrong form or pronunciation of a word by somebody who is

trying to show that they can use language correctly." For example, the use of 'I' instead of 'me' in the sentence 'They invited my husband and I to dinner.' Other examples are as follows:

Twenty one   onty one (eleven)

Twenty five   onty five (fifteen)

To the above example, when a second language learner learns twenty one and eleven. He compares 21 with 11. He thinks that if there is twenty one for 21 why not be onty one for 11 and commits the error.

1.2 Review of the Related Literature

None of the researchers have studied on the topic, *"*Pronunciation Ability of Secondary Level Students in Rukum District but the researcher presented this work.

Awasthi (1987), carried out a research on, "A Comparative Study of English and Nepali Vowels." His study was spectrographic comparison of the English and Nepali pure vowels. The main objective of the study was to find out the similarities and differences of English and Nepali vowels. It was found out that there is no distinction between long and short [i] and [u] in Nepali language. Another finding was that there was found significant difference between English and Nepali [o] sound. Similarly, it was found that Nepali [ ] sound is longer than its English counterpart. However, the study is beneficial for the second language learners as well as ELT teachers because the study is analyzed and interpreted practically.

Sharma (2002), studied on the topic "A study of Proficiency in English Sentence Reading by Grade X." This research study was done to find out the reading ability of the students in pronunciation of segmental sounds (i.e. vowel sounds) and suprasegmental features(i.e. stress, intonation, pitch and length). The study was limited to the four hundred words which were related to the parts of speech. He had found fifty two percent in English sentence reading with correct pronunciation.

Pakhrin (2008) carried out a research work on "Proficiency of S.L.C. Graduates in Use of Correct Pronunciation." The objective of this study was to find out pronunciation ability of S.L.C. graduates. He has done the comparative study. His gender wise comparison found that girls were found slightly better than boys. There was 30.6% of the girls and 30% of the boys. The total proficiency was found 86.6% percent in the use of correct pronunciation. In his study, S.L.C. graduates were found to be satisfactorily proficient in the use of pronunciation.

This present study carried out on 'Pronunciation Ability of Secondary Level Students in Rukum District' is a new attempt that is different from rest of the others. Till now no research has yet been conducted regarding to the pronunciation ability of parts of speech (Noun, Pronoun, Adjective, Adverb, etc.), past morphemes (-'ed') and plural morphemes (-'s/es'), and -'ly', -'ing', etc. morphemes.

1.3 Objectives of the Study

The objectives of the study were as follows:

a.   To find out the pronunciation ability of the secondary level students in Rukum district.

b.   To analyze the different pronunciations related to the parts of speech (Noun, Pronoun, Adjective, Adverb etc.), past (-'ed') and plural morphemes (-'s/es') and -'ly', -'ing' etc. morphemes uttered by the students.

c.   To point out the errors in pronunciation committed by the students.

d.   To list the pedagogical implications of the study.

1.4 Significance of the Study

This research study will be significant to all those who are interested in the analysis of pronunciation of secondary level students of Rukum district because pronunciation related to the parts of speech has been studied practically. The findings of this study will be expected to be beneficial for the education policy makers, curriculum designers, textbook writers, etc. because pronunciation errors have been found out and their pedagogical implications have been suggested. The study will also be fruitful for trainers in designing pronunciation exercises because errors due to caste and gender in pronunciation are stated. This research study will further be significant for the students of M. Ed. students to quote review of the related literature for the research study because it is limited in Rukum district only.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted in carrying out this study.

2.1 Source of Data

In this study both primary and secondary sources were used for data collection.

2.1.1 Primary Source

The eighty students from the ninth and tenth graders and eight secondary schools of Rukum district were the primary sources for the study.

2.1.2 Secondary Sources

Authentic taped cassettes with standard pronunciation, library study, O'Connor (1992) and Oxford Advanced Learners Dictionary (7th edition,2005) were consulted as secondary sources for the study.

2.2 The Sample Population and Sampling Procedure

The sample population for the study was eighty students from the eight secondary schools of Rukum district. Stratified random sampling method was used in sampling procedure. First of all, sampling area was determined and visited by the researcher. Then, he gathered all the students and selected using stratified random sampling method till the quota fulfilled. In this way, the researcher collected the samples from rest schools.

2.3 Tools for Data Collection

For this research study, two sentence lists were prepared. In each sentence, the words were kept to be presented from the parts of speech (Noun, Pronoun, Adjective, Adverb, etc.), past morphemes (-'ed') and plural morphemes (-'s/es') and -'ly', -'ing', etc. morphemes.The sentence lists were extracted from the vocabularies used in the textbook of ninth and tenth grades. The vocabularies included in the sentence lists were form the related grades. (For detail see appendix- 3 and 4)

Twenty sentences for the research study were selected because they were common to rest of the other words morphologically, functionally, structurally and in some cases in pronunciation. Therefore, it was easier to assess their ability by testing these words included in the sentence lists.

2.4 Process of Data Collection

In the process of data collection, the researcher used eighty students from eight schools of Rukum district. Before going to collect data, the researchers prepared tape recorder, blank cassettes, sentence lists, etc. He took the selected students in isolation or out of any disturbances to demonstrate the sentence lists on drawing paper in bold type letter and introduced. Then, he made ten lotteries and asked them to draw one by one. In the lottery, there were 1-10 numbers as the number of sample. In this process, every individual would have pronounced a sentence according to his/her drawn number in hand one after another and the researcher dubbed their pronunciation one by one.

2.5 Limitations of the Study

The study was limited to the following points:
a. The study was limited to the eighty sample size of students of secondary level in Rukum district.
b. The study was limited to the pronunciation ability related to the parts of speech (Noun, Pronoun, Adjective, Adverb, etc.), past morphemes (-'ed') and plural morphemes (-'s/es'), and -'ly', -'ing', etc. morphemes.

HAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the collected data and performance shown by graders of secondary level in Rukum district. After collecting the data, the pronunciation uttered by students were transcribed. Item comparison was done for marking. In the sentence lists, the items were related to the parts of speech (Noun, Pronoun, Verb, Adjective, Adverb, preposition, conjunction, interjection), past and plural morphemes and -'ing', -'ly', etc. morphemes. To interpret data , the measure of central tendency was used. To make the data comprehensible, different tables were used in this chapter as well.

3.1 Analysis of the Pronunciation Ability Uttered by the Students

Table No. 1

3.1.1 Shree Himalaya Higher Secondary School, Kholagaun

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by students
I wish the holidays would come soon.	[ɪ wɪʃ ð h lɪdeɪz w d kʌm su:n]	[ɪ wɪs ðə holɪdez wʊd kʌm sʌn]	4
Suddenly remembering that she was telling a story to her young daughter.	[sʌd( )nlɪ rɪmembərɪŋ ðæt Si: w z telɪŋ ə stɔ:rɪ tu: h : jʌŋ dɔ:tə]	[sʌdenlɪ rɪmembərɪŋ ðæt Sɪ waz telɪŋ ə storɪ tu: h jo d t r]	4

Would you mind having the next dance with me?	[w d ju: maɪnd hævɪŋ ðə nekst da:ns wɪð mi:]	[wud ju: maɪnd hævɪŋ ðə nest da:ns wɪϴ mi:]	6
I'll sue him every penny he has got!	[aɪ wɪl su: hɪm fɔ: evrɪ penɪ hi: hæz gɔt]	[aɪ wɪl su: hi:m f r evrɪ penɪ hɪ ɪz got]	4
The train continued with its filled passengers.	[ðə treɪn kʌntɪnu:d wɪð ɪts fɪld pæsɪndʒəz]	[ðə tren kʌntɪnu:d wɪϴ ɪts fɪld pæsænd rs]	4
We arrived just as he was wheeled and trapped unconscious.	[wi: əraɪvd dʒʌst æz hi: w z wi:ld ænd træpt ʌnkɔnSəs]	[wi: eraɪvd dʒʌst æz hi: waz wi:lded end træpd ənkɔntɪ s]	2
While I was sleeping, the search party arrived and checked.	[waɪl aɪ wɔz slɪpɪŋ, ðə Sɜ:tʃ pa:tɪ əraɪvd ænd t ekt]	[whaɪl aɪ waz slɪpɪŋ, ð S t partɪ eraɪvd ænd t ekd]	4
I asked my father but he refused to let me go on picnic.	[aɪ a:skt maɪ fað (r) bʌt hi: rɪfju:zd tu: let mi: g u n pɪknɪk jesteədeɪ]	[aɪ asked maɪ fað rs bʌt hi: rɪfju:zd tu: let mi: go ən pɪknɪk jesteədeɪ]	10
The panda is one of the endangered species of animals.	[ðə panda ɪz əun əv ðə ɪndendʒəd spesi:z v ænɪməlz]	[ð pænda i:z w n f ðə ɪndendʒed spes f ænɪməls]	2
You should do your homework immediately, quickly and clearly for today.	[ju: Sud du: jɔ: h umw :k ɪmɪdɪətlɪ, kwɪklɪ ænd klɪəlɪ fɔ: tədeɪ]	[ju: S d d jor homw rk ɪmɪdetlɪ, kwɪklɪ ænd kɪlerlɪ f r t des]	2

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The table given above presents the comparison between the students' utterance and standard pronunciation. It is the pronunciation ability of Himalaya Higher Secondary School, Kholagaun, Rukum. The students involved in the study were from the ninth grade. There were asked altogether hundred words. Each word carries 0.5 mark and full mark was fifty. The students pronounced the forty two words and scored twenty one out of fifty. This school was able to get twenty one marks out of fifty. One sentence for each individual was given to read out and utterance was recorded.

Regarding to this school, the achievement in pronunciation was found poor. They pronounced better of short and frequently used items, such as, article, preposition, conjunction and pronoun. Article were used six times in the sentences. Students pronounced correctly all of them. Pronouns were used nineteen times. Among them students pronounced thirteen times correctly. Verbs were used twenty nine times but students pronounced only the nine times correctly. Similarly, nouns were used sixteen times but students pronounced only two times correctly.

In researcher's view, this is because students of this school are not involved in communicative exercises. The lack of sufficient exposures of English words, no teaching activities in English medium and so on were the cause factors of this achievement.

To another point of view, this school is far from the district headquarter. There is no follow up, supervision and motivation to the teachers from the District Education Office. As a result, teachers are not sincere to their profession.

Table No.2

3.1.2 Vijeshwari E. M. Boarding School

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by the students
I wish the holidays would come soon	[ɪ wɪʃ ð h lɪdeɪz wʊd kʌm su:n]	[ɪ wɪs ðə holɪdez w d k m su:n]	4
Suddenly remembering that she was telling a story to her young daughter.	[sʌd( )nlɪ rɪmembərɪŋ ðæt Si: w z telɪŋ ə stɔ:rɪ tu: h : jʌŋ dɔ:tə]	[sʌdənlɪ rɪmembərɪŋ ðæt Si: waz telɪŋ ə storɪ tu: h r jo d t (r)]	6
Would you mind having the next dance with me?	[w d ju: maɪnd hævɪŋ ð nekst da:ns wɪð mi:]	[ʊd ju: maɪnd hebɪŋ ð nekst da:ns wɪϴ mi:]	5
I'll sue him every penny he's got!	[aɪ wɪl su: hɪm fɔ: evrɪ penɪ hi: hæz gɔt]	[aɪ wɪl sʊ hɪm f r evrɪ pennɪ hi: ɪz g t]	4
The train continued with its filled passengers.	[ðə treɪn kʌntɪnju:d wɪð ɪts fɪld pæsɪndʒəz]	[ð tren kʌntɪnju:d ɪϴ ɪts fɪld pæsend rs]	4
We arrived just as he was wheeled and trapped unconscious.	[wi: əraɪvd dʒʌst æz hi: w z wi:ld ænd træpt ʌnkɔnSəs]	[wi: raɪvd dʒʌst ez hi: waz hwɪld ænd træpd ənkənsɪos]	4
While I was sleeping, the search party arrived.	[waɪl aɪ wɔz slɪpɪŋ, ð Sɜ:tʃ pa:tɪ əraɪvd ænd t ekt]	[hwʊɪl aɪ waz slɪpɪŋ, ð s rt pa:tɪ eraɪvd ænd	5

		t ekd]	
I asked my father but he refused to let me go on picnic yesterday.	[aɪ a:skt maɪ fað (r) bʌt hi: rɪfju:zd tu: let mi: g u n pɪknɪk jesteədeɪ]	[aɪ askd maɪ faðə(r) bʌt hi: rɪfju:zd tu: let mɪ go ən pɪknɪk jeste rde]	9
The panda is one of the endangered species of animals.	[ðə panda ɪz əun əv ð ɪndendʒəd spesi:z əv ænɪməlz]	[ðə panda ɪz wan f ðə ɪndendʒərd spesɪs əf ænɪməlz]	4
You should do your homework immediately, quickly and clearly for today.	[ju: Su:d du: jɔ: h umw :k ɪmɪdɪətlɪ, kwɪklɪ ænd klɪəlɪ fɔ: tədeɪ]	[ju: S d du: jor homwərk ɪmɪdetlɪ, kwɪkɪlɪ ænd klɪerlɪ f r t de]	3

Above table presents the comparison of the students' pronunciation ability of Vijeshwari E. M. Boarding School, Rukum. Ten students were selected from the ninth grade for the study. It was only a boarding school whose obtained mark was twenty four and forty eight in percent. This was the highest rank in the research study.

In case of this school, students pronounced better of consonant sounds and committed errors in vowel sounds. Article were used six times in the sentences. Students pronounced correctly all of them. Pronouns were used nineteen times. Among them students pronounced thirteen times correctly. Verbs were used twenty nine times but students pronounced thirteen times correctly. Similarly, nouns were used sixteen times but students pronounced five times correctly and so on. This school's achievement is higher with four mark than Himalaya Higher Secondary School, Kholagaun, Rukum.

In researcher's view, this is because there are short and long vowels, high, mid and low vowels and open and close vowels in English. Teachers do not teach the

students with correct pronunciation of vowel sounds. On the other hand, this school's mark is the highest among the other four schools because there is good exposure of English items to the students in school. Good management system, teacher's faithfulness to the profession, good administration and so on are the cause factors of private school in Rukum district.

Table No.3

3.1.3 Tribhuvan Higher Secondary School, Khalanga

Sentences	standard pronunciation	pronunciation uttered by the students	Correct utterance by the students
I wish the holidays would come soon	[ɪ wɪʃ ð h lɪdeɪz wʊd kʌm su:n]	[ɪ waz ðə holɪdez old kʌm sən]	3
Suddenly remembering that she was telling a story to her young daughter.	[sʌd( )nlɪ rɪmembərɪŋ ðæt Si: w z telɪŋ ə stɔ:rɪ tu: h : jʌŋ dɔ:tə]	[sədənlɪ rɪmembərɪŋ ðæt Si: waz telɪŋ ə storɪ tu: hər jo r d zt r]	6
Would you mind having the next dance with me?	[w d ju: maɪnd hævɪŋ ð nekst da:ns wɪð mi:]	[ʊd ju: maɪnd hevɪŋ ð neks da:ns wɪⱺ mi:]	5
I'll sue him every penny he's got!	[aɪ wɪl su: hɪm fɔ: evrɪ penɪ hi: hæz gɔt]	[aɪ ju:l sə hɪm fər evrɪ penɪ hɪz gət]	3
The train continued with its filled passengers.	[ðə treɪn kʌntɪnju:d wɪð ɪts fɪld pæsɪndʒəz]	[ð tren kʌntɪnju:d ʊɪⱺ ɪts fɪld pæsend rs]	4
We arrived just as he was wheeled and trapped	[wi: əraɪvd dʒʌst æz hi: w z wi:ld ænd træpt ʌnkɔnSəs]	[ʊɪ əraɪvd dʒəst əs hɪ waz ʊɪld end træpd ju:ns ns s]	1

unconscious.			
While I was sleeping, the search party arrived.	[waɪl aɪ wɔz slɪpɪŋ, ð Sɜːtʃ paːtɪ əraɪvd ænd tʃekt]	[hwaɪlɪ aɪ waz sɪlɪpɪŋ, ð S rt partɪ eraɪvd ænd tʃek]	3
I asked my father but he refused to let me go on picnic.	[aɪ aːskt maɪ faðʳ(r) bʌt hi: rɪfjuːzd tu: let mi: g u n pɪknɪk jesteədeɪ]	[aɪ asd maɪ faðr bʌt hi: rɪfjuːzd tu: let mi: go n pɪknɪk jest de]	10
The panda is one of the endangered species of animals.	[ðə panda ɪz əun əv ð ɪndendʒəd spesiːz əv ænɪməlz]	[ðə panda ɪz wən f ðə ɪndænd rd spesiez f ænɪməls]	4
You should do your homework immediately, quickly and clearly for today.	[juː Sud duː jɔː h umwɜːk ɪmɪdɪətlɪ, kwɪklɪ ænd klɪəlɪ fɔː tədeɪ]	[j S d d joer homw rk ɪmɪdetlɪ, kwɪklɪ ænd kɪlerlɪ fər t de]	3

This table given above table presents the pronunciation ability of Tribhuvan Higher Secondary School, Khalanga, Rukum . Ten students were selected from the ninth grade for the study. This school is in headquarter of which obtained mark was twenty two and forty four in percent. Articles were used six times in the sentences. Students pronounced correctly all of them. Pronouns were used nineteen times but students pronounced seven times correctly. Verbs were used twenty nine times but students pronounced only eight times correctly. Similarly, nouns were used sixteen times but students pronounced two times correctly and so on. This school's achievement is lower with two mark than Vijeshwari E. M. Boarding School,Rukum.

In researcher's view, girls' performances were found better than the boys' because girls look hard worker, labourious and discipline to their study. The

large number of the girls in the school may affect in their study. This school's achievement was found satisfactory to the comparison of others. To the another point of view, it is because of the direct and multiple visitings by the District Education Office.

Table No.4

3.1.4 Shree Putha Himalaya Ma.Vi., Maikot

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by the students
You have been so influenced by your friends, films and television.	[ju: hæv bi:n s ɪnfluənst baɪ jɔ: frendz, fɪlmz ænd telɪvɪʒn]	[ju: hæb bɪn so ɪnfljʊɪnsɪd baɪ ewər frends, flɪms aend telɪvɪzən]	2
Human milk changes to protect your baby against germs.	[hu:mən mɪlk tʃeɪndʒɪz tu: prətekt jɔ: bebɪ əgnest d ːmz]	[h mæn mɪlk t enzs t protekt eor bebɪ əgənest gems]	2
I liked working in the monsoon.	[aɪ laɪkt wɜ:kɪŋ ɪn ð m nsu:n]	[aɪ laekd workɪŋ ɪn ð m ns n]	3
By holding, clicking and dragging with mouse, various things can be done in the monitor	[baɪ həʊldɪŋ, klɪkɪŋ ænd drægɪŋ wɪð ma s veərɪəs Ɵɪ z kæn bi: dʌn n ð mɒnɪt (r)]	[baɪ holdɪŋ, sɪlekɪŋ ænd draŋɪŋ wɪƟ maʊs vaɪrəs Ɵɪŋs kæn bi: don n ðə mənɪtər]	6
You could choose two volumes for	[ju: k d t u:z tu: v lju:mz fɔ: daʊn	[ju: kold t oz tu: vol ms f r da n	3

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down payment	peɪmənt]	pe ment]	
The writer used to read	[ð raɪt (r) ju:zd tu: ri:d]	[ðə raɪtər ju:zd tʊ rɪd]	2
We used to go there and play hide and seek	[wi: ju:zd tu: g ðe ænd pleɪ haɪd ænd si:k]	[ʊɪ jʊzd tu: go ðɪer aɪnd pɪle haɪd aɪnd sɪk]	2
Several kinds of birds are killed for feathers	[sevr(ə)l kaɪdz əv bɜ:dz a:(r) kɪld fɔ: feð (r)z]	[sevrel kaɪnds əf bərds ar kɪld fər feð rs]	1
I had been driving quite slowly and luckily, bend was quite wide	[aɪ hæd bi:n draɪvɪŋ kwaɪ t sl lɪ ænd lʌkɪlɪ, bend w z kwaɪ t waɪd]	[aɪ hæd bɪn dəraɪvɪŋ kjaɪt sololɪ end lɪklɪ, bɪnd waz kjaɪt jʊɪd]	2
If have ever skipped food and tried to clean the mouse, you need energy to work	[ɪf ju: hæv ev (r) skɪpt fu:d ænd traɪd tu: klen ð ha s, ju: ni:d enədʒɪ tu: w :k]	[ɪf jʊ hæb ɪv r skɪpd fʊd aɪnd tred tʊ kɪlɪn ð haʊs, jʊ nɪd Inərdʒɪ tʊ wərk]	3

The table given above presents the students' ability in pronunciation of Putha Himalaya Secondary School, Maikot, Rukum whose mark was thirteen and twenty six percent. This was the lowest marks among the other schools. They could not pronounce even the short items ,such as, articles, preposition, etc.

In case of this school, Articles were used only four times in the sentences but students pronounced three times correctly. Pronouns were used nine times. Among them students pronounced four times correctly. Verbs were used thirty times but students pronounced only five times correctly. Similarly, nouns were used twenty times but students pronounced five times correctly. Adjectives were

used nine times and students pronounced two times only and so on. This school's achievement is higher with seven marks than Putha Himalaya Secondary School, Maikot, Rukum.

To the researcher's view , this is because school is in remote area from the district headquarter. They appeared weaker in pronunciation of affixed items.

Table No.5

3.1.5 Siddhartha Higher Secondary School, Magma

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by the students
You have been so influenced by your friends, films and television.	[ju: hæv bi:n s ɪnfluənst baɪ jɔ: frendz, fɪlmz ænd telɪvɪʒn]	[jʊ haeb bɪn so ɪnflensɪd baɪ jor fəraɪnds, fɪlɪms end telɪvɪʒən]	1
Human milk changes to protect your baby against germs.	[hu:mən mɪlk tʃeɪndʒɪz tu: prətekt jɔ: bebɪ əgnest d :mz]	[hɪʊmæn mɪlk t ens t protekt joer bebɪ edʒens gram s]	2
I liked working in the monsoon.	[aɪ laɪkt wɜ:kɪŋ ɪn ð m nsu:n]	[aɪ laekd workɪŋ ɪn ð m ns n]	3
By holding, clicking and dragging with mouse, various things can be done in the monitor	[baɪ həʊldɪŋ, klɪkɪŋ ænd drægɪŋ wɪð ma s veərɪəs Θɪ z kæn bi: dʌn n ð mɒnɪt (r)]	[baɪ holdɪŋ, klɪkɪŋ aɪnd drəgɪŋ wɪΘ maʊs verəs Θɪŋs kæn bi: d n n ðə mənɪtər]	7

You could choose two volumes for down payment	[ju: k d t u:z tu: v lju:mz fɔ: daʊn peɪmənt]	[ju: k ld t oz tu: vol ms f r da n pement]	3
The writer used to read	[ð raɪt (r) ju:zd tu: ri:d]	[ðə raɪtər jʊzd tʊ ri:d]	2
We used to go there and play hide and seek	[wi: ju:zd tu: g ðe ænd pleɪ haɪd ænd si:k]	[wi: ju:zd tu: go ðeər end ple haɪd end sɪk]	4
Several kinds of birds are killed for feathers	[sevr(ə)l kaɪdz əv bɜ:dz a:(r) kɪld fɔ: feð (r)z]	[sebrəl kaɪnds əf bərds a:(r) kɪld f r fæð rs]	2
I had been driving quite slowly and luckily, bend was quite wide	[aɪ hæd bi:n draɪvɪŋ kwaɪ t sl lɪ ænd lʌkɪlɪ, bend w z kwaɪ t waɪd]	[aɪ hæd bi:n draɪvɪŋ kwaɪət slolɪ ænd lʌkkɪlɪ, bend waz kwaɪət waɪd]	8
If you have ever skipped food and her tried to clean the house, you need energy to work	[ɪf ju: hæv ev (r) skɪpt fu:d ænd traɪd tu: klen ð ha s, ju: ni:d enədʒɪ tu: w :k]	[ɪf ju: hæv ɪv r skɪpd fʊd end təraɪd tu: kɪlɪn ð haʊs, ju: nɪd Inərdʒɪ tu: wək]	7

The table given above presents the pronunciation ability of Siddhartha Higher Secondary School, Magma of which twenty was its obtained marks out of fifty. Ten students were selected from the tenth grade of the in the research. comparatively, this school was in third position. In this school magar students were in large number and they pronounced better than others.

In case of this school, Articles were used only four times in the sentences. Students pronounced correctly all of them.Pronouns were used nine times. Among them students pronounced six times correctly. Verbs were used thirty times but students pronounced only eight times correctly. Similarly, nouns were used twenty times but students pronounced five times correctly.Adjectiveswere used nine times and students pronounced five times only and so on.This school's achievement is the lowest than the others.

The researcher concluded that this is because of phonetic reason. English and Magar phonemes are similar in case of pronunciation. For example, [t a] ,[d a], etc. sounds are not in English and Magar language

Table No.6

3.1.6 Shree Shital Higher Higher Secondary School, Chaurjahari

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by the students
You have been so influenced by your friends, films and television.	[ju: hæv bi:n s ɪnfluənst baɪ jɔ: frendz, fɪlmz ænd telɪvɪʒn]	[ju: haeb bi:n so ɪnflensɪd baɪ jor fəraɪnds, fɪlɪms ænd telɪvɪʒən]	4
Human milk changes to protect your baby against germs.	[hu:mən mɪlk tʃeɪndʒɪz tu: prətekt jɔ: bebɪ əgnest d :mz]	[hɪʊmæn mɪlk t ens t protekt joer bebɪ edʒens gram s]	2
I liked working in the monsoon.	[aɪ laɪkt wɜ:kɪŋ ɪn ð m nsu:n]	[aɪ laekd workɪŋ ɪn ð m ns n]	3

By holding, clicking and dragging with mouse, various things can be done in the monitor	[baɪ həʊldɪŋ, klɪkɪŋ ænd drægɪŋ wɪð ma s veərɪəs Өɪ z kæn biː dʌn n ð mɒnɪt (r)]	[baɪ holdɪŋ, kɪlɪkɪŋ aɪnd drəgɪŋ wɪӨ maos verəs Өɪŋs kæn bɪ d n n ð mənɪtər]	4
You could choose two volumes for down payment	[juː k d t uːz tuː v ljuːmz fɔː daʊn peɪmənt]	[juː k d t oz tuː vol ms fɔː da n pement]	5
The writer used to read	[ð raɪt (r) juːzd tuː riːd]	[ðə raɪtər juːzd tuː rɪːd]	4
We used to go there and play hide and seek	[wiː juːzd tuː g ðe ænd pleɪ haɪd ænd siːk]	[wiː juːzd tuː go ðeər end ple haɪd end sɪk]	4
Several kinds of birds are killed for feathers	[sevr(ə)l kaɪdz əv bɜːdz aː(r) kɪld fɔː feð (r)z]	[sebrəl kaɪnds əf bərds aː(r) kɪld fɔː fæð rs]	2
I had been driving quite slowly and luckily, bend was quite wide	[aɪ hæd biːn draɪvɪŋ kwaɪ t sl lɪ ænd lʌkɪlɪ, bend w z kwaɪ t waɪd]	[aɪ hæd bɪn dəraɪvɪŋ kwaɪt slolɪ end lʌkkɪlɪ, bend waz kwaɪt waɪd]	4
If you have ever skipped food and her tried to clean the house, you need energy to work	[ɪf juː hæv ev (r) skɪpt fuːd ænd traɪd tuː klen ð ha s, juː niːd enədʒɪ tuː w ːk]	[ɪf jʊ haev ɪvər skɪpd fʊd end təraɪd tuː kɪlɪn ð haʊs, juː nɪd Inərdʒɪ tuː wək]	6

The table given above presents the students' ability in pronunciation of Shree Shital Higher Higher Secondary School, Chaurjahari Rukum whose mark was ninteen and thirty eight percent. They could pronounce only the short items ,such as, pronoun ,articles, preposition and so on.

In case of this school, Articles were used only four times in the sentences and students pronounced all of them correctly. Pronouns were used nine times. Among them students pronounced five times correctly. Verbs were used thirty times but students pronounced only five times correctly. Similarly, nouns were used twenty times but students pronounced five times correctly. Adjectives were used nine times but students pronounced two times only and so on. This school's achievement is higher with six marks than Putha Himalaya Secondary School, Maikot, Rukum.

Table No.7

3.1.7 Shree Mahendra Higher Secondary School, Chautara

Sentences	standard pronunciation	pronunciation uttered by the students	Correct utterance by the students
I wish the holidays would come soon	[ɪ wɪʃ ð h lɪdeɪz wʊd kʌm su:n]	[ɪ waz ðə holɪdez old kʌm sən]	3
Suddenly remembering that she was telling a story to her young daughter.	[sʌd( )nlɪ rɪmembərɪŋ ðæt Si: w z telɪŋ ə stɔ:rɪ tu: h : jʌŋ dɔ:tə]	[sədənlɪ rɪmembərɪŋ ðæt Si: waz telɪŋ ə storɪ tʊ h r jo r d zt r]	4
Would you mind having the next dance with me?	[w d ju: maɪnd hævɪŋ ð nekst da:ns wɪð mi:]	[d jʊ maɪnd hevɪŋ ð neks dans wɪѲ mi:]	3
I'll sue him every	[aɪ wɪl su: hɪm fɔ: evrɪ	[aɪ ju:l sə hɪm fər	3

penny he's got!	penɪ hi: hæz gɔt]	evrɪ penɪ hɪz gət]	
The train continued with its filled passengers.	[ðə treɪn kʌntɪnu:d wɪð ɪts fɪld pæsɪndʒəz]	[ðə tren kəntɪnju:d ʊɪƟ ɪts fɪld pæsend rs]	2
We arrived just as he was wheeled and trapped unconscious.	[wi: əraɪvd dʒʌst æz hi: w z wi:ld ænd træpt ʌnkɔnSəs]	[ʊɪ əraɪvd dʒəst əs hɪ waz ʊɪld ænd træpd ju:ns ns s]	2
While I was sleeping, the search party arrived.	[waɪl aɪ wɔz slɪpɪŋ, ð Sɜ:tʃ pa:tɪ əraɪvd ænd t ekt]	[hwaɪlɪ aɪ waz sɪlɪpɪŋ, ð S rt partɪ eraɪvd end t ek]	2
I asked my father but he refused to let me go on picnic.	[aɪ a:skt maɪ fað (r) bʌt hi: rɪfju:zd tu: let mi: g u n pɪknɪk jesteədeɪ]	[aɪ asd maɪ fað r bʊt hɪ rɪfjusd tu: let mɪ go ən pensɪ jest de]	4
The panda is one of the endangered species of animals.	[ðə panda ɪz əun əv ð ɪndendʒəd spesi:z əv ænɪməlz]	[ð panda ɪz wən f ðə ɪndænd rd spesies f ænɪməls]	4
You should do your homework immediately, quickly and clearly for today.	[ju: d du: jɔ: h mw :k ɪmɪdɪətlɪ, kwɪklɪ ænd klɪəlɪ fɔ: tədeɪ]	[j s d du: joer homw rk ɪmɪdetlɪ, kwɪklɪ ænd kɪlerlɪ fər t de]	3

This table given above table presents the pronunciation ability of Shree Mahendra Higher Secondary School, Chautara, Rukum . Ten students were selected from the ninth grade for the study. This school is out of headquarter which obtained mark was fifteen and thirty in percent. Articles were used six

times in the sentences. Students pronounced correctly all of them but pronouns were used ninteen times but students pronounced only six times correctly. Verbs were used twenty nine times but students pronounced only eight times correctly. Similarly, nouns were used sixteen times but students pronounced two times correctly and so on. This school's achievement is higher with two marks than Putha Himalaya Secondary School, Maikot, Rukum.

Table No.8

3.1.8 Shree Bal Kalyan Higher Secondary School, Athbiskot

Sentences	Standard pronunciation	Pronunciation uttered by the students	Correct utterance by students
I wish the holidays would come soon.	[ɪ wɪʃ ð h lɪdeɪz w d kʌm suːn]	[ɪ wɪs ðə holɪdez w ld k m s n]	2
Suddenly remembering that she was telling a story to her young daughter.	[sʌd( )nlɪ rɪmembərɪŋ ðæt iː w z telɪŋ ə stɔːrɪ tuː h ː jʌŋ dɔːtə]	[sʌdenlɪ rɪmembərɪŋ ðæt sɪ waz tɪlɪŋ ə storɪ t h jo d t r]	3
Would you mind having the next dance with me?	[w d juː maɪnd hævɪŋ ð nekst daːns wɪð miː]	[wud juː maɪnd hevɪŋ ð nest dans wɪϴ mɪ]	3
I'll sue him every penny he has got!	[aɪ wɪl suː hɪm fɔː evrɪ penɪ hiː hæz gɔt]	[aɪ wɪl sɪ hiːm f r evrɪ penɪ hɪ ɪz got]	3
The train continued with its filled	[ðə treɪn kʌntɪnuːd wɪð ɪts fɪld	[ðə tren kʌntɪnuːd wɪϴ ɪts fɪld	4

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passengers.	pæsɪndʒəz]	pæsænd rs]	
We arrived just as he was wheeled and trapped unconscious.	[wi: əraɪvd dʒʌst æz hi: w z wi:ld ænd træpt ʌnkɔnʃ s]	[wi: eraɪvd dʒəst az hɪ waz wi:lded ænd træpd ənkɔntɪ s]	2
While I was sleeping, the search party arrived and checked.	[waɪl aɪ wɔz slɪpɪŋ, ðə Sɜ:tʃ pa:tɪ əraɪvd ænd t ekt]	[whaɪl aɪ waz slɪpɪŋ, ð S t partɪ eraɪvd ænd t ekd]	4
I asked my father but he refused to let me go on picnic.	[aɪ a:skt maɪ fa ð (r) bʌt hi: rɪfju:zd tu: let mi: g u n pɪknɪk jestədeɪ]	[aɪ asked maɪ fa ð rs b t hi: rɪfjuzd t let mɪ go ən pɪknɪk jestede]	6
The panda is one of the endangered species of animals.	[ðə panda ɪz əʊn v ðə ɪndendʒəd spesi:z v ænɪməlz]	[ð pænda ɪs w n f ðə ɪndendʒed spes f ænɪməls]	2
You should do your homework immediately, quickly and clearly for today.	[ju: d du: jɔ: h mw :k ɪmɪdɪətlɪ, kwɪklɪ ænd klɪəlɪ fɔ: tədeɪ]	[j s d d jor homw rk ɪmɪdetlɪ, kwɪklɪ ænd kɪlerlɪ f r t des]	2

This table given above table presents the pronunciation ability of Shree Bal Kalyan Higher Secondary School, Athbiskot Rukum . Ten students were selected from the ninth grade for the study. This school is remote from the headquarter of which obtained mark was found sixteen and thirty two in percent. Articles were used six times in the sentences. Students pronounced correctly all of them. Pronouns were used nineteen times but students pronounced six times correctly. Verbs were used twenty nine times but students pronounced only seven times correctly. Similarly, nouns were used sixteen times but students

pronounced two times correctly and so on. This school's achievement is lower with eight marks than Vijeshwari E. M. Boarding School,Rukum.

3.2 Analysis of Data on the Basis of Interpretation

This study was carried out over the secondary school level students in Rukum district.there were fifty students from five schools for the data collection.Gender and caste were considered in selection of in formants. One private and four public schools were the sample schools. Altogether twenty sentences of two hundred words were the research tools. Items were related to the parts of speech, past and plural morpheme and so on. There were used articles also.

In the research tool, thirty eight were nouns, twenty six were pronoun , thirteen were adjectives, fifteen were adverbs sixty four were verbs, eleven were conjunction, ten were articles and twenty two were preposition. In researcher's view, the items used in the research tool would be equal in average but sentence structure made it so.

In the research, girls were twenty one and boys were twenty nine were boys out of fifty. Girls' obtained mark was twenty eight whereas boys' obtained mark was seventy two. The total obtained mark was hundred out of two hundred fifty full marks. Hence, the pronunciation ability of the secondary level students was found forty percent. In researcher's view, this result was horrible because it was expected at least fifty percent. Another point of view, English has been taught from the pre- primary level in school. There is the lack of communicative exercises in teaching learning activities. Teachers are also careless to their profession and students' future.

In the study, there were fourteen Magar students out of fifty. Among them, five were girls and nine were boys. Their obtained mark was forty two out of hundred. On the other hand, there were thirty six students from other castes. Their obtained mark was sixty two. In comparison way, Magar students found better than others. In researcher's view, this achievement was valid because the phonetic background of Magar students helped them to pronounce correctly.

There was a private school in this study of which obtained mark was the highest. Its mark was twenty four out of fifty whereas other schools' marks were twenty two, twenty one, twenty and thirteen. In comparison way, there is slight difference. In Researcher's view this difference is not so much. The teaching environment of the private schools affected to get such result. Frequent exposure of English vocabulary facilitated them to pronounce better than public schools.

Table No.9

3.3 Analysis of Gender Wise Comparison of Pronunciation Ability

Name of students	Standard Pronunciation	Students' Pronunciation	OM
Sarad PM	[ɪf ju: hæv ev (r) skɪpt fu:d ænd traɪd tu: klen ð ha s, ju: ni:d enədʒɪ tu: wɜ:k]	[ɪf ju: hæv ɪvər skepd f d ænd traɪd tu: kɪlen ð haos, ju: nɪd Inərʒɪ tu: workə]	8
Gita Sunar	[aɪ hæd bi:n draɪvɪŋ kwaɪət sləʊlɪ ænd lʌkɪlɪ, bend wɒz kwaɪʊt waɪd]	[aɪ hæd bi:n draɪvɪŋ kwaɪt slolɪ aɪnd lʌkɪlɪ, bɪnd waz kwaɪt wɪd]	3
Ramesh Rai	[ju: k d u:z tu: volju:mz fɔ: daʊn peɪmənt]	[ju: k ld oz tu: vol ms f r da n pement]	3
Laxmi khadka	[ðə raɪtə(r) ju:zd tu: ri:d]	[ðə raɪtər jʊzd tʊ rɪ:d]	2
Bishnu Pun	[wud ju: maɪnd hævɪŋ ð nekst da:ns wɪð mi:]	[wud ju: maɪnd hævɪŋ ð nest dans wɪϴ mi:]	6

Sunita Ghimire	[aɪ wɪl suː hɪm fɔː evrɪ penɪ hiː hæz gɔt]	[aɪ wɪl suː hiːm fə evrɪ pennɪ hɪ ɪz got]	4
Suresh Bhandari	[ðə treɪn kʌntɪnuːd wɪð ɪts fɪld pæsɪndʒəz]	[ð tren kʌntɪnuːd wɪϴ ɪtsə fɪldə pæsænd rs]	4

The above given table presents that the gender wise comparison in pronunciation. In this study, girls were appeared poor than the boys. Their hesitation was a prime factor in such results. They became able to pronounce of shorter and frequently occurred words in teaching activities.

In researcher's view, girls' performances were found better than the boys' because girls look hard worker, labourious and discipline to their study. The large number of the girls in the school may affect in their study. To the another point of view, it is because of the direct and multiple visitings by the District Education Office. (For detail see appendix -1)

Table No.10

3.4 Analysis of Caste Wise Comparison in Pronunciation Ability

Name of students	Standard Pronunciation	Students' Pronunciation	OM
Sangita Thapa	[juː k d uːz tuː voljuːmz fɔː daʊn peɪm nt]	[juː k ld ose tuː vol ms f r da n pement]	3
Rajan Rai	[ðə raɪtə juːzd tuː riːd]	[ðə raɪtər jʊzd tuː rɪd]	3
Ganesh Gm	[wiː juːzd tuː g	[wɪ juːzed tuː go ðer	3

	ðe ænd pleɪ haɪd ænd si:k]	aɪnd ple haɪde aɪnd si:k]	
Sobilal KC	[sevr( )l kaɪdz v bɜ:dz a:(r) kɪld fɔ: feð (r)z]	[severɪl kɪnds əf bərds ar kɪld fər faðrs]	1
Rajiv Pun	[ɪ wɪS ð h lɪdeɪz wʊd kʌm su:n]	[ɪ wɪs ðə holɪdez wʊd kʌm sʌn]	4
Tila Ku Pun	[wud ju: maɪnd hævɪŋ ð nekst da:ns wɪð mi:]	[ʊd ju: maɪnd hebɪŋ ðə nekst dans wɪ mi:]	4
Abhyas Gautam	[aɪ wɪl su: hɪm fɔ: evrɪ penɪ hi: hæz gɔt]	[aɪ el sʊ hɪm fər ɪvrɪ penɪ hɪ es g t]	2

The above given table presents that the caste wise comparison in pronunciation. Among the informants, Magar students were found better than the others. It was because of their phonetic background. Magar sounds are similar to the English sounds. For example, [t a] ,[d a], etc. sounds are not in English and Magar language. (For detail see appendix- 1)

Table No.11

3.5 Analysis of Marks in Terms of Central Tendency

Marks	A	B	C	D	E	F	G	H
Schools	24	22	13	20	21	15	16	19

Marks(x)	Frequency (f)	fx
16	1	13
20	1	20
21	1	21
22	1	22
24	1	24
15	1	15
16	1	16
19	1	19
	N=8	fx=150

Where, X = The score of the students

N = The number of the students

M = The mean

F = The frequency with which a score occurs

= The sum of

Mean: The mean, an arithmetic average is determined by adding a series and by dividing the sum by the total number of students. It is called the average score of the total sample.

Hence, mean(X) = fx/N

= 150/8

=17.5

Median: It is called mid value. The median is therefore the score which divides the sample into two parts.

Median (Md) = N+1th score/2

$$= 8+1/2$$
$$= 9/2$$
$$= 4.5\text{th score}$$

Mode: It is frequently obtained score in the data. Here, eighteen is repeated thrice. Therefore, eighteen is the mode. It is determined by observation.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main objective of the research study was to find out the pronunciation ability of the secondary level students in Rukum district. To carry out the research, the English textbook of grade nine and ten was studied intensively. Then, frequently used items were included for the test. To find out the findings, researcher has interpreted the data in different tables . Data were calculated by measures of central tendency.

On the basis of analysis and interpretation of the data, the findings are mentioned as follows:

a. The pronunciation ability of the secondary level students in Rukum district is not satisfactory. It was found 37.5% only.

b. So far as the study done over the ninth and tenth graders of eight schools, the findings were thirteen, fifteen, sixteen, nineteen, twenty, twenty one, twenty two and twenty four. and percentage were twenty six, thirty, thirty two, thirty eight,forty, forty two and forty eight respectively.

c. The another finding found by the study was that the students appeared good in pronouncing short and frequently occurred items, such as, Articles, Prepositions and Pronouns and weaker in pronouncing the affixed items (i.e,

-'s/es', -'ed', -'ing', -'ly',etc.).

d. The schools in remote areas from the district headquarter were appeared poor in pronunciation others than the periphery of it.

e. Magar students appeared better in pronunciation in the comparison of others, such as, Brahamin, Kshetri and so on. Girls were found poor in pronunciation in comparison of boys.

f. The English medium boarding schools were found more satisfactory in pronunciation than the public schools in Rukum district.

g. Students were found more emphasizing on reading and writing skills rather than listening and speaking skills.

h. Mostly, students' errors were found in pronunciation of past and plural morphemes.

4.2 Recommendations

On the basis of the above mentioned findings, the researcher would like to recommend the following points:

a. First of all, teachers should be loyal to their profession. They should labour to teach English. They should pronounce according to RP while teaching in the classroom.

b. The students should be given more exposures so that they can be familiar with different items. Later, they must be given speaking practice in standard pronunciation.

c. It was found that the students pronounced better of short items, such as, articles,prepositions and pronouns and poor in pronouncing the affixed items. They are short and frequently occurred in the sentences. Therefore, teacher should try to use the affixed items as far as possible in his formal classes.

d. The schools were found poor in pronunciation which are in remote areas from the district headquarter than the periphery of it because there is no supervision, follow up and motivation from the DHO. Therefore, teachers of such schools are not sincere to their profession and students future.

e. Students should be encouraged in the formal class while teaching pronunciation. Teacher should teach by creating such a situation that can motivate the students towards the communication in classroom .

f. The English medium boarding schools found more satisfactory in pronunciation than the public schools in Rukum district because of the frequent exposures of English items. In boarding schools, all the subjects

are taught in English medium except Nepali. Therefore, English should be taught in English medium in Public schools.

g. Teacher should teach the English language in English medium that helps the students to have sufficient exposures of English vocabularies with the correct pronunciation.

h. Sufficient teaching English materials, such as, audio-visual aids, CD , Language Lab and so on should be available in the school.

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Appendices

Appendix -1

**Marks Obtained by the Individual Student Along with the Name of
Their Schools and the Grades They Belong to**

SN	Name of the Schools	Grade	Name of Schools	Obtained Marks
1	Rajiv Pun	9	SHHSS	2
2	Bir Bdr. Oli	9	SHHSS	2
3	Pabitra Pun	9	SHHSS	3
4	Ramesh Oli	9	SHHSS	2
5	Dilli Khadka	9	SHHSS	2
6	Bishnu Gharti	9	SHHSS	1
7	Radha Rana	9	SHHSS	2
8	Sanjaya Pun	9	SHHSS	5
9	Chakra Bc	9	SHHSS	1
10	Chandra KC	9	SHHSS	1
11	Sunil Shah	9	SVEMB	2
12	Laxmi Pun	9	SVEMB	3
13	Binod Oli	9	SVEMB	2.5
14	Pradip Oli	9	SVEMB	2
15	Sunita GM	9	SVEMB	2
16	Navin KC	9	SVEMB	2

17	Navin Giri	9	SVEMB	2.5
18	Thal Bdr GC	9	SVEMB	4.5
19	Suresh BC	9	SVEMB	2
20	Resham Rana	9	SVEMB	1.5
21	Tara Chand	9	STJHSS	1.3
22	Bishnu Pun	9	STJHSS	3
23	Sabin BC	9	STJHSS	2.5
24	Sachita Rana	9	STJHSS	1.5
25	Juna Rana	9	STJHSS	2
26	Binita Rana	9	STJHSS	.5
27	Arjun Rana	9	STJHSS	1.5
28	Balbir PM	9	STJHSS	15
29	Janaki PM	9	STJHSS	2
30	Samjhana KC	9	STJHSS	1.5
31	Tulsa BK	10	SPMS	2
32	Arunima RC	10	SPMS	2
33	Bijaya Giri	10	SPMS	1.5
34	Sadhana BK	10	SPMS	3
35	Suresh Sunar	10	SPMS	1.5
36	Gita Sunar	10	SPMS	1
37	Rajiv Basnet	10	SPMS	1
38	Maya Batala	10	SPMS	1

39	Smriti Pun	10	SPMS	1
40	Dinesh GM	10	SPMS	1.5
41	Ram Bdr BC	10	SHSS,M	.5
42	Sadha Achary	10	SSHSS,M	1
43	Sailendra Pun	10	SSHSS,M,	1.5
44	Prithvi KC	10	SSHSS,M	3.5
45	Pratima PM	10	SSHSS,M	1.5
46	Sabin KC	10	SSHSS,M	1
47	Saroj KC	10	SSHSS,M	2
48	Dipa Sharma	10	SSHSS,M	1
s4 9	Raju BK	10	SSHSS,M	4
50	Asmita Rawat	10	SSHSS,M	3.5
51	Rajendra KC	9	SMHSS	1.5
52	Sanju Bk	9	SMHSS	2
53	Biraj Rana	9	SMHSS	1.5
54	Samana PM	9	SMHSS	1.5
55	Tilak Pun	9	SMHSS	1
56	Gita KC	9	SMHSS	1
57	Sobilal KC	9	SMHSS	1

58	Ramu KC	9	SMHSS	2
59	Raksha KC	9	SMHSS	2
60	Sirjan Pun	9	SMHSS	1.5
61	Ram Kumar	10	SSHSS	2
62	Hima PM	10	SSHSS	1
63	Chandra RC	10	SSHSS	1.5
64	Bijaya Gharti	10	SSHSS	2
65	Shyam KC	10	SSHSS	2.5
66	Ramila Pun	10	SSHSS	2
67	Tila Ku. Pun	10	SSHSS	2
68	Parbati BC	10	SSHSS	1
69	Ganga Pun	10	SSHSS	2
70	Amar Bhatta	10	SSHSS	2
71	Reshmi Rana	9	SBKHS	1
72	Dipendra KC	9	SBKHSS	1.5
73	Bhupesh KC	9	SBKHSS	1.5
74	Mina Budha	9	SBKHSS	1.5
75	Thalbir KC	9	SBKHSS	2
76	Rajiv Basnet	9	SBKHSS	1.5

77	Chandra KC	9	SBKHSS	2
78	Khim Ku Pun	9	SBKHSS	3
79	Saraswari KC	9	SBKHSS	1
80	Navaraj GC	9	SBKHSS	1

Appendix-2
Marking Scheme

For this study, item test was administered to collect data. Two sentence lists were made. One for grade nine and another for ten. There were altogether twenty sentences, ten for grade nine and ten for grade ten. Items included in the sentence lists were extracted from the text book of respective grades. In the research study, pronunciation ability was considered to the parts of speech (Noun, Pronoun, Adjective, etc.), past morphemes (-'ed') and plural Morphemes (-'s/es') and -'ing', -'ly', etc. morphemes.

There were twenty sentences, ten in each list. Each list was contained hundred different words so that each word carries 0.5 mark. Each list was of fifty marks. Hence, total mark was hundred for the whole research study. Marking scheme was administered word wise. Score was given according to the correct pronunciation by the students.

The number of the items were not equal the in the sentences. One sentence was given to a selected student to read out and researcher had dubbed in a cassette. Later, their pronunciation was transcribed as they pronounced and compared with standard pronunciation. Then, the marks were given individually.

Appendix -3

Sentence List

Grade- Nine   FM. 50

1) I wish the holidays would come soon.

2) Suddenly remembering that she was telling the story to her young daughter.

3) Would you mind having the next dance with me?

4) I'll sue him for every penny he's got!

5) The train continued with its filled passengers.

6) We arrived just as he was wheeled and trapped unconscious.

7) While I was sleeping, the search party arrived and checked.

8) I asked my father but refused to let me go on picnic.

9) The panda is one of the endangered species of animals.

10) You should do your homework immediately, quickly and clearly for today .

Appendix -4

Sentence List

Grade-Ten   F.M. 50

1) You have been so influenced by your friends, films and television.

2) Human milk changes to protect your baby against germs.

3) I liked working in the monsoon .

4) By holding, clicking and dragging with mouse, various things can be done in the monitor.

5) You could choose two volumes for down payment.

6)   The writer used to read.

7) We used to go there and play hide and seek.

8) Several kinds of birds are killed for feathers.

9)   I had been driving quite slowly and luckily, bend was   quite wide.

10) If have ever skipped food and tried to clean the mouse, you need energy to work.

Appendix -5

Standard Pronunciation Sheets (source: oxford Advanced
Learner's Dictionary- 7th Edition)

Appendix -6

The Transcription Sheets (transcribed of the students pronunciation with the obtained marks school wise):

Appendix -7

1.9 Definition of Specific Terms

Private School: The schools belonging to a particular person or group not to be shared by others.

Public School: The schools which are government aided, known as community school in Nepal.

Affix: A letter or sound, or group of letters or sounds which is added to a word and which changes the meaning or function of the word.

Frequency: It refers to the reoccurrence of any terms in a particular affair.

Parts of speech: A term used to describe the different types word that are used to form sentences, such as: noun, pronoun, adjective, adverb, preposition, conjunction, interjection etc.

Morpheme: A minimal unit of grammatical description in the sense that it cannot be segmented any further at the grammatical level of analysis.

Suffix: An affix attached after a root or stem or base .

Length: Time taken to produce sound or utterance.