

**A STUDY OF TEACHING PRONUNCIATION AT
ELEMENTARY LEVEL**

**A thesis submitted to the Department of English Education
In partial fulfillment for the master of Education in English**

Submitted by

Ujel Man Rai

Faculty of Education

Kanakai Multiple Campus

Surunga, Jhapa

2015

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DECLARATION

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

Date:

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DEDICATION

Dedicated

to

My parents and my well-wishers who always encouraged me.

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I would like to extend my profound gratitude to my thesis guide **Mr.Rabindra Subedi** for his invaluable guidance and suggestions. I would like to express my heartfelt gratitude to **Mr.Hari Prasad Timsina**, Asst.lecturer and head of the department of English Education for his regular inspirations and valued suggestions.

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Ujel Man Rai

ACRONYMS AND ABBREVIATIONS

E.L.T = English language teaching

V.D.C = Village Development Committee

Viz = Namely

-ed = Past morpheme / past marker

-s / es = plural morpheme

fig. = figure

EFL = English as Foreign Language

i.e. = id. est. (latin) That is to say

Govt. = Government

US = United states

RP = Received Pronunciation

GA = General American

Austrl = Australian

Inset = Inservice Training

Moe = Ministry of Education

GoN = Government of Nepal

KB = Kilobyte

P.S.= Primary school

L.S.S= Lower Secondary school

H.S.S= Higher Secondary school

S.S = Secondary school

L₁ = First language

ABSTRACT

This thesis entitled Teaching Pronunciation at Elementary Level (MoE GoN) of Community Schools has been an attempt of finding out the present condition of teaching pronunciation in the level of community schools, the availability of skilled and trained teachers in those schools, problems being faced by the school teachers and pointing out a few solutions for the betterment of the same.

The thesis has been divided into five chapters. Introduction, Review of the Related Literature, Study Design, Result and Discussion, Conclusion and Implications. The first chapter deals with the general background, statement, rationale of the study, objectives of the study, hypothesis, significance and delimitations of the study. The second chapter includes review of the related literature. The third chapter contains study design, sample population and area, data collection tools, data information collections procedures, data analysis and interpretation procedure.

Chapter four includes results and discussion. Finally the fifth chapter includes summary conclusions and implications.

List of tables / Figures:

- i. Tables:
 - a. Presentation of respondents
 - b. Presentation of data
 - c. Presentation of phonemes
- ii. Figures:
 - a. Presentation of comments of interviewees
 - b. varieties of English (Dialects / Registers)
 - c. Theoretical / Conceptual Framework.

TABLE OF CONTENTS	Page
Declaration	II
Recommendation	III
Approval	IV
Dedication	V
Acknowledgements	VI
Acronyms and abbreviations	VII
Abstract	VIII
List of tables / Figures	IX
Contents	
List of Tables /Figures	
List of Symbols and Abbreviations	

Chapter	1	Introduction	
	1.1	General Background	1
	1.1.1	Features of pronunciation	2
	1.1.2	English Phonology	5
	1.1.3	Dialects / Registers	6
	1.1.4	Phonological Process	13
	1.2	Statement of the problem study	15
	1.3	Objectives of the study	17
	1.4	Research questions or Hypothesis	18
	1.5	Significance of the study	18
	1.6	Delimitation of the study	19
	1.7	Operational Definition of the key terms	20
Chapter	2	Literature Review	
	2.1	Review of the Related Literature and Conceptual Empirical Framework	21
	2.2	Review of the Related Literature	21
	2.3	Implications of the Review for the study	23
	2.4	Theoretical and conceptual Framework	23
Chapter	3	Methods and Procedures of the Study	
	3.1	Design of the Study	25
	3.2	Population and sample / Field Areas of the Study	25
	3.3	Sampling Procedure	26
	3.4	Data Information collection tools	26

	3.5	Data information collection procedure	26
	3.6	Data Analysis and interpretation procedure (Quantitative)	28
	3.6.1	Needs and Problems to be met and solved	34
	3.6.2		36
Chapter	4	Results and Discussion	
	4.1	Data analysis and interpretation procedure	41
	4.2	Results	43
	4.3	Discussions	43
Chapter	5		
	5.1	Summary	48
	5.2	Conclusion	49
	5.3	Implications	50
	5.3.1	Policy level implication	50
	5.3.2	Practice level implications	50
	5.3.3	Further Research	51

CHAPTER: ONE

INTRODUCTION

1.1 General Background

Language is a species phenomenon that is possessed only by human beings as a means of communication. A language plays a vital role in our human society helping us establish a true relationship between and among different parties. A language is generally spoken to transfer one's ideas and feelings. Thus, teaching a language means teaching learners to use the same in real life situation such as conversation and dialogue. If one doesn't have proper knowledge and skills of pronunciation, one cannot express one's thoughts and feelings in a due manner Besides, one cannot understand what has been expressed through language like English unless one has enough knowledge of pronunciation aspect of language has a great importance in the field of ELT. The aspect of pronunciation in ELT is considered to be essential to teach and learn from elementary level because there is a saying, " Something well begun is half finished" . Likewise, well founded houses are surely well built. This is why, teaching pronunciation in elementary level in schools is thought to be of notable significance.

A language is generally used in communication through pronunciation. Teaching pronunciation has great importance in ELT. This is how, it is a matter of interest for different parties as UR (2006P:47) quotes, "Teaching pronunciation involves the teaching of the sound of the language or phonology; stress and rhythm; and intonation."

1.1.1 Features of Pronunciation

Likewise Kelley's (2006 P: 1) analysis of the concept of pronunciation in terms of its major features can be essential to be mentioned here:

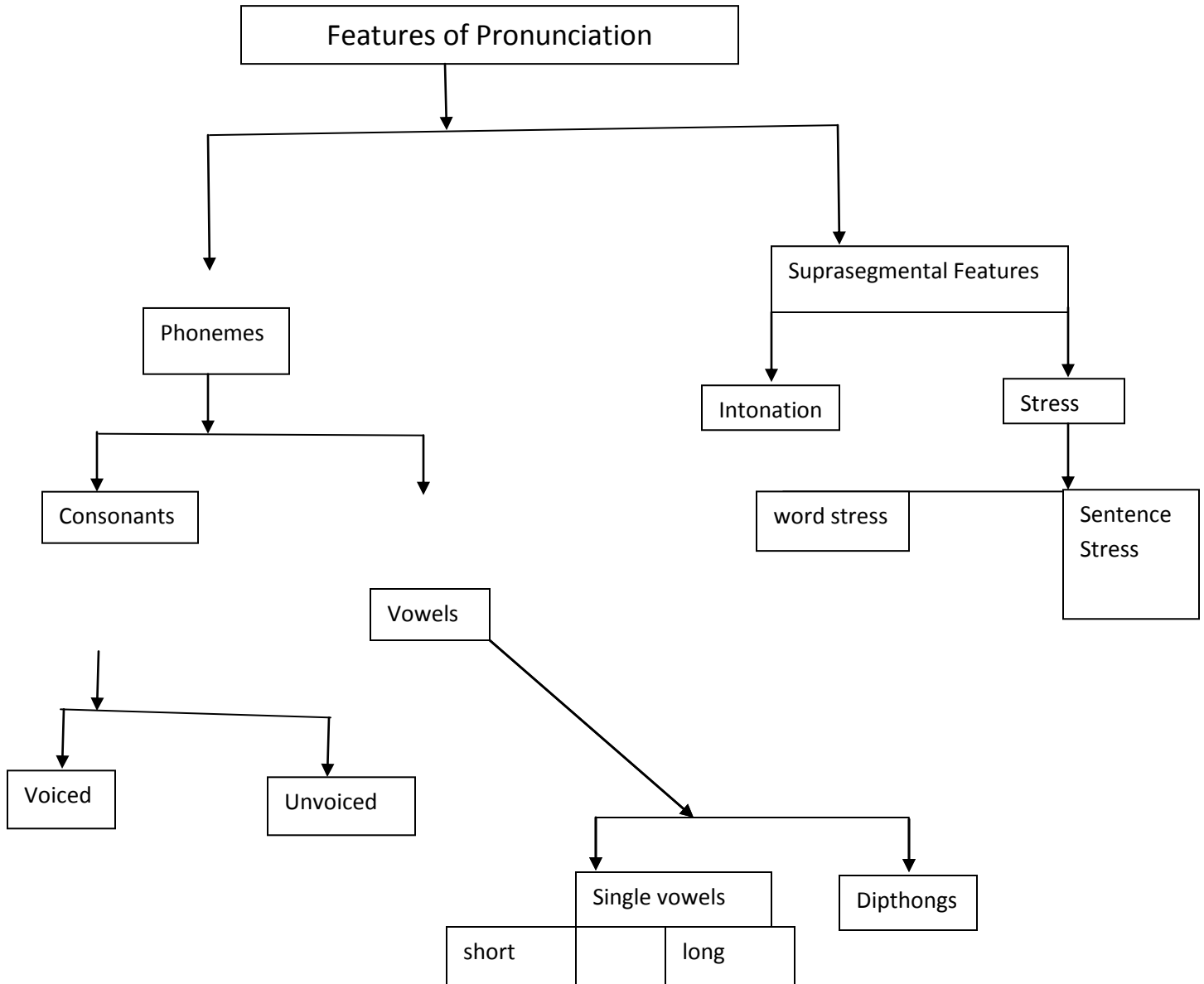


Fig: 1

In this way knowledge of different features of pronunciation is necessary for teaching English pronunciation.

English being an international language has a large number of vocabularies borrowed from different languages of the world e.g. joie de vivre / ʒwa: dəvivrɑ / from French (Longman: (1992p:329). Due to the same, it has a very complex phonological system .The pronunciation of English words can cause the users to feel problematic in the communication. Rai(p:1) says," Words might have similar spellings as in "tough" and "lough" but different pronunciation as tough/ toʃ / and lough / Lok / and words with different spellings have similar pronunciation as in "dead" and "bed" i.e. dead / ded / and bed / bed / . This is how it is a hard job to teach and master the pronunciation .Thus it can be a significant part to mention briefly the different kinds of speech sounds such as vowel and consonant sound s.

I) Pure vowels or monophthongs / ə, ʌ, e, ɑ:, ɪ, i:, ʊ, u:, ɔ, ɜ:r, ɒ, æ /

II) Diphthongs / eɪ, aɪ, ʊə, ɔɪ, ɪə, eə, aʊ, oʊ /

Consonant- Sounds

	Bilabial: / p, b, m, w /
Place of articulation	Labiodental: / f, v /
	Dental: / θ, ð /
	glottal: / h /
	post- alveolar: / r, ʃ, tʃ, ʒ, dʒ /
	palatal: / j /
Voicing	Voiced: / b, v, ð, m, n, ŋ, w, r, l, z, ʒ, dʒ, g, j, d /
	Voiceless: / p, t, k, f, θ, s, tʃ, h, ʃ /

Manner

Stop: / p, t, k, b, g, d /

Fricative: / f, v, θ, ð, s, z, ʃ, ʒ /

Affricate: / tʃ, dʒ /

Semi vowel: / w, j /

Nasal: / m, n, ŋ /

Lateral: / l /

Despite the fact that the subject matter is very vast , a language teacher requires awareness of the speech sounds and their symbols to perform his/her job properly . Teaching learning pronunciation of a language like English in EFL context mainly depends upon the activity of teaching – learning the system of English phonology. It means it is a difficult task in the field of ELT without providing the fundamental knowledge of phonetic symbols .The act of teaching pronunciation will remain meaningless if there lacks the different features of such phonological systems and processes while learners are being taught. This is why the phonological properties of English are important to be taught and learnt.

Using a dictionary is an important part of teaching vocabularies and it is a hard job to do without essential knowledge of phonetic signs and symbols. Thus, there lies a great importance of phonological concepts in this field. Apart from this, English has a variety of forms or number of varieties spoken throughout the world. As English varies from place to place i.e. Britain, America and so on, the pronunciation of the same language differs too in like manner. For example the word "far" is pronounced as "/ far / in America and / fa: / in Britain. Thus the same language is spoken in different manner in different regions and groups of speakers. Anyway, the language is

understood among the speakers and listeners or the users of the same language. This is because the language item is pronounced in an intelligible manner.

1.1.2 English Phonology: (From English Phonetics and Phonology)

A phoneme of a language or dialect is an abstraction of a speech sound or of a group of different sounds which are all perceived to have the same function by speakers of that particular language or dialect for example, the English word "Through" consists of three phonemes the initial "th", sound, the 'r' sound and an "oo" vowel sound, Notice that the phonemes in this and many other English words do not always correspond directly to the letters used to spell them (English Orthography is not as strongly phonemic as that of certain other languages). The phonemes of English and their number vary from dialect to dialect, and also depend on the interpretation of the individual researcher, the number of consonant phonemes is generally put at 24 (or slightly more). The number of vowels is subject to greater variation; in the system presented on this page are 20 vowel phonemes in RP; in GA 14-16 and 20-21 in Austrl. English. The pronunciation keys used in dictionaries generally contain a slightly greater number of symbols than this; to take account of certain sounds used in foreign words and certain noticeable distinctions that may not be... strictly speaking... phonemic.

Consonants

The following table shows the 25 consonant phonemes found in most dialect of English. when consonants appear in pairs fortis consonants (i, e, aspirated or voiceless appear on the left and lenis consonants (i, e, lightly voiced or voiced appear on the right.

Consonant phonemes of English

By Place of articulation →	Bilabia l	Labio Denta l	Denta l	Alveola r	Post Alveola r	Palata l	Glota l	Vela r
Nasal	m			n				ŋ
Stop	p, b			t, d				k, g
Affricate					tʃ, dʒ			
Fricative		f, v	θ, ð	s, z	ʃ, ʒ		h	
Approxima nt	w				r	j		
Lateral				l				

Most varieties of English have syllabic consonants in some words, principally [l̩], [n̩], [m̩], for example at the end of bottle, rhythm and button. In such cases, no vowel is pronounced between the last two consonants. It is common for syllabic consonants to be transcribed with a subscript mark, so that phonetic transcription of bottle would be /botl̩/ and for button /batn̩/. In theory such consonants could be analysed as individual phonemes. However, this would add several extra consonant phonemes to the inventory for English, and philologists prefer to identify syllabic nasals and liquids phonemically as 10%

1.1.3 Dialects and Registers

People who live in a particular place speak in a particular way, whereas the same language is spoken in a different way in another place. In this way, the same language is particularly spoken in a particular region differently in a society and individually. This is how; the same English language is heard in a variety of differences. Thus, English like any other language has dialects

and registers which are the variants forms of English. The former ones are user based and the latter ones are use- based varieties of English, the same language. As English varies from place to place, from group to group, from an individual to individual, so does its pronunciation. Thus, teaching pronunciation remains as an integral part of ELT.

Apart from this dialect, a variety of a language such as English varies from dialect to dialect British English from Wikipedia

"Common wealth English" the general dialect of English spoken amongst the former British colonies exclusive of the particularly regionalisms of, for example 18 KB (2310 words)-16, 13 march 2015

Sierra Leonean English

Sierra Leonean English is the dialect of English spoken by Sierra Leoneans. Sierra Leonena English realizes /r/ as voiced uvular fricative or more 658B 50 words 09:50 28 Dec 2014.

Palauan English

Palauan English is the dialect of English spoken by the Palauan people. Palauan English has many features, especially in the phonology that show the 1 KB (148 words) 16,13 ovan. 2012.

Solomon Islands English

Solomon Islands English is the dialect of English spoken by Solomon Islanders. Solomon Islands English has many features, especially in the phonology

2 RB (224 words) 12:56 25 june 2012.

List of dialects of the English Language.

This is a list of dialects of the English language. Dialects are linguistic varieties which differ in pronunciation, vocabulary and grammar from each other.
18 KB 1,429 words 08:23 22 Feb 2015

Chicano English

Chicano English is a dialect of American English used by Chicanos. One major variation of Chicano English is Tejano English, used mainly in South Texas.
12 KB (1,477 words) 02:93, 24 Mar 2015

American English

American English is a set of dialects of the English language used mostly in the United States. Approximately, two thirds of the world's native speakers of English

66 KB (6,562 words) 22:51, 21 Mar 2015

Trinidadian English

Trinidadian English (TE) or Trinidad and Tobago standard English is a dialect of English, used in Trinidad and Tobago. TE coexists with both nonstandard.

3 KB (283 words) 00:39, 3 Dec 2014.

East Anglian English

Anglian English is a dialect of English spoken in East Anglia. This easternmost area of England was probably home to the first ever form of language.

1KB (162 words) 21:00, 29 Jul 2014

English language in England

The English language spoken and written in England encompasses a diverse range of accents and dialects. The dialect forms part of the broader British
47KB (6347 words) 02:32, 3 Feb 2015

Nigerian English

Pidgin, Nigerian English also known as Nigerian standard English is a dialect of English spoken in Nigeria. It is based on British English But in recent 4kB (230 words) 08:25, 3 Feb 2015.

Bahamian English

This English is a dialect of English spoken in the Bahamas and by Bahamian diasporas. It should not be confused with Bahamian creole which is an English based 3KB (389 words) 18:55, 22 Feb 2015.

Southern Indiana Category Regions of Indiana

From the rest of the state linguistically. The south midland dialect of American English is prevalent, as opposed to the inland North dialect in far Northern 9KB
(585 words) 15:04, 28 June 2014.

Per Mille

Occurs so rarely in English that major dictionaries do, not agree on the spelling or pronunciation ever within a single dialect of English and some major dictionaries.

5KB (423 words) 02:4, 29 Jan 2015.

Bahamian (redirect from)

People of Bahamas, anything of or Bahamas an island country located Ocean, North east of Cuba. Bahamian English, a dialect of English spoken in 765B (108 words) 13:09, 22 Mar 2015

Kentish dialect (Old English)

Modern dialect, let's see Kentish dialect. Kentish was a southern dialect of old- English spoken inn the Anglo-Saxon Kingdom of kent. It was one of four dialect groups.

848KB (74 words) 10:01, 10 Jul 2014.

Kentish dialect

The dialect of modern English for the dialect of old English, let's see Kentish dialect (Old- English). The Kentish dialect combines many features of other.

4KB (536 words) 18:57, 11 Nov 2014.

Canadian maritime English or maritime English is a dialect of English spoken in the maritime provinces of Canada Quirks include the removal of Preconso-nantal

7KB (1,019 words) 17:55, 2 Sept 2014.

Pennsylvania Dutch English

Pennsylvania Dutch English is a dialect of English that has been influenced by pennsyl vania German. It is largely spoken in the central area of pennsyl vania. 5KB (350 words) 23:21 2 Feb 2015.

Channel Island English

Channel Island English refers to Aldenney English, Guernsey English and Jersey English and similar dialects of English found in the other Channel Islands.

6KB (663 words) 11:43, 1 Sept 2013.

These varieties of English differ from one another not only by ways of pronunciation but also by vocabulary and structural aspect of the same language English. And they are the user-based varieties of English. This is because the way or system of pronunciation also is grievously affected due to the variation which is contained in the varieties of English.

No one can communicate properly without knowledge of pronunciation of a certain dialect of the same language such as English.

In the same way, there are others varieties which are termed registers.

This is why, registers are also another varieties of language. They can be categorized as in the following chart:

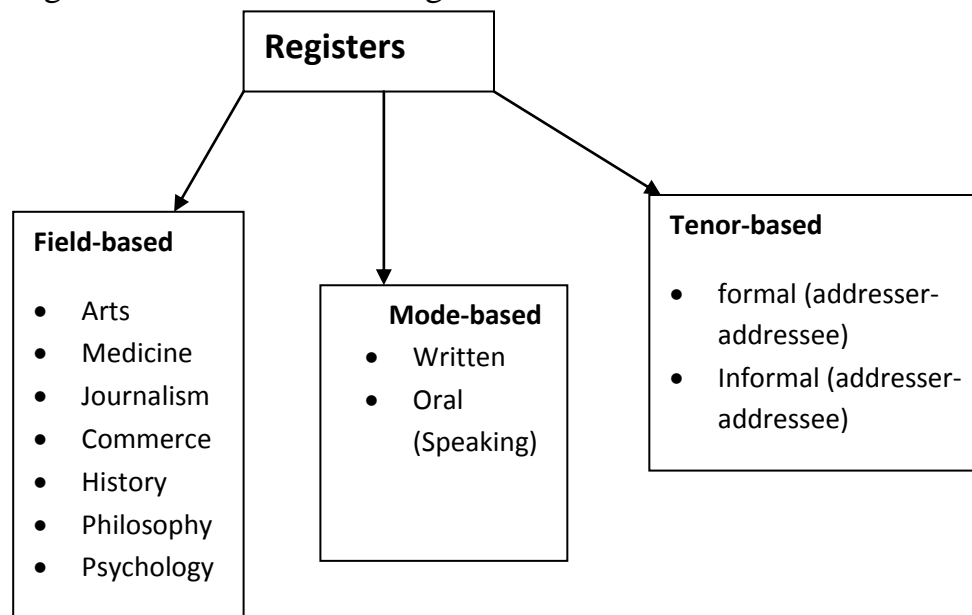


Fig: 2

On the basis of above chart, varieties of language e.g. English vary by different factors such as fields of language use, mode of using a language written or speaking and tenor or the relationship between addressor and addressee.

This is why, a teacher can teach pronunciation aspect of a language duly only when he or she has possessed essential awareness of the use-based varieties of a language called as 'Registers'.

To sum up the whole matters, the following diagram can be presented:

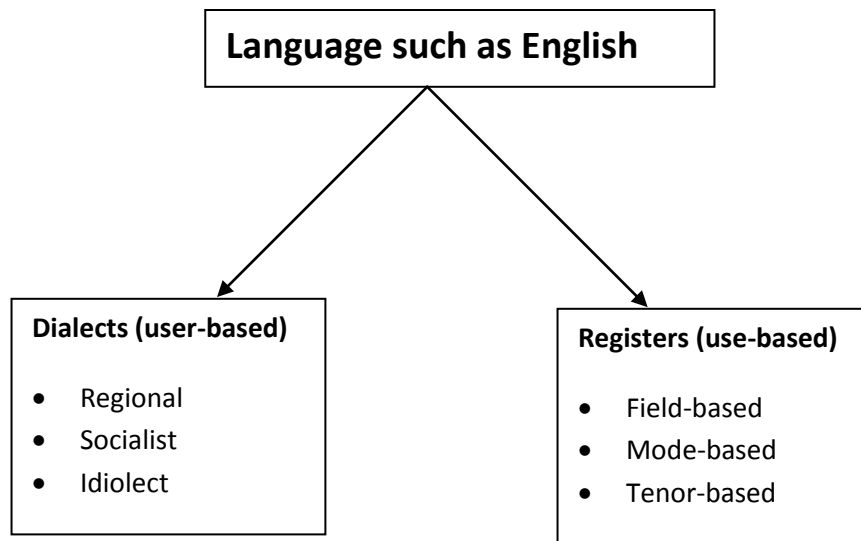


Fig: 3

As these dialects / registers of the same English Language vary in different aspects such as vocabularies, structure and spellings. So does the pronunciation aspect among the different varieties. This is how, teaching pronunciation is essential even from the initial level of schools.

In general a language is considered to be the most effective means of communication and the act of exchanging ideas and emotions.

This is how, teaching – learning a language like English depends on the phonological aspect of the language. phonologically, this is very complex language. Thus, the following aspect of language teaching is important to be stated.

1.1.4Phonological – Process

i. Intrusion/ Addition:

Addition or Intrusion refers to such a phonological process in which a part or a segment of sound is added to the natural sound system or structure of an item of language.

This happens to be in three positions i, e, initially added, middle added and added in the final position.

Likewise, a segment of sound unintentionally intrudes initially, middle and finally. A Nepali speaker of English, may pronounce the word school as /Iskul/ in which /I/ sound has occurred initially.

In the same way, the word 'film' may be pronounced as /filim/ where the sound segment /I/ intrudes in the middle of the word and the middle addition as a phonological-process can be exemplified. And there may occur a part or segment of sound in the final position of a word too.

ii. Deletion / Elision

Deletion or elision is generally known as such a phonological process in which a certain part or segment of a sound is deleted or elided initially, middle and finally.

For example,

The word 'wrong' is pronounced as /roŋ/ but not as talk. This is how, the sound segment has elided in the middle position of the word. similarly, part

of a sound segment is elided in the final position. For example, 'table' the final sound segment /e/ is deleted.

iii. Assimilation:

This is also a phonological process in which a sound segment is changed into another form while the word or item is being pronounced in influence of neighboring sounds: eg. it's/ Its/ but not as /ITz/ due to the influence of /t/ , the voiceless alveolar sound.

Assimilation, a phonological process can be categorized as partial and total assimilations.

In partial assimilation, the influenced sound segment varies partially and in total assimilation the segment of the sound is changed in a total manner according to the conditioning sounds.

In general, assimilation can be categorized on the basis of the place of the conditioning sound segment: chiefly, succeeding and preceding sounds.

a. Regressive assimilation:

This type of assimilation chiefly occurs when the preceding sound segment is influenced to vary the sound by the succeeding sounds: eg. good boy/ gubboI/.

b. Progressive assimilation:

In this, the succeeding sound segment is influenced by the preceding sound segment as in the example /it's/Itz/ = /Its/ into voiceless consonant sound.

This is because teaching learning pronunciation aspect of language also is concerned with the matter of such phonological processes. If one lacks essential concepts and knowledge of the process one cannot teach this pronunciation aspect of language properly.

There are other Phonological processes also as reordering.

1.2. Statement of the problem:

Despite the fact that teaching –learning pronunciation in ELT is an important aspect, the present status of pronunciation teaching is assumed or stated as a problem in elementary level of community schools.

Are the languages being properly taught?

Are there sufficient competent teachers available in the schools?

Are the teachers really sincere in their job? The study focuses on a very interesting issue of ELT though this had been previously neglected and forgotten. It is really a true fact that a language cannot be spoken or understood without proper knowledge and skill of pronunciation. It has been obvious that a language can play an important role bridging the gap between and among different groups of people and their ideas and feelings. Thus, a language is considered to be understandable as well as acceptable to the target users i.e. speakers and listeners. This can be possible only when the users are aware of the features of pronunciation. Otherwise there may arise a confusion and misunderstanding between the users of language. To illustrate, once a speaker of English comments saying " a fashionable city" while the listeners hear " a festival city" which becomes a nonsense. This is because the listeners have learnt the word as / feseneb ə l / .Whereas the real pronunciation of the word is / faesnbl /. The listener does not have this idea and becomes puzzled. In the same way , a teacher once is found to be teaching the children a matching item saying "yellow" :ripe / /banana .Then they became confused saying whether to match yellow with rip banana that may mean to tear the banana ,but, not the colour of the ripe banana.

All the above examples can be useful to justify that teaching pronunciation in a proper way is really a matter of interest and concern in the field of ELT.

So far as the act of teaching pronunciation under ELT in elementary level of community schools is concerned, it can be an issue of great importance and interest for different parties such as teachers, parents, educators and policy makers too. In general if the learners of early age are taught a language, they can learn it? They can learn the language better and more accurately. This fact has been universally and psychologically proved that language acquisition or learning can be possible and better before puberty. This is how the study can be a milestone in the field of ELT. The finding of this study can be a true blessing for all the people involved in the field of ELT in Nepal.

It is true that pronunciation is an integral part of language. Thus teaching a language means making learners able to use it in an effective way. It can be possible only if they are properly taught. To rationalize the study more objectively, an event can be presented as example; a leading teacher who was conducting an assembly at a school announced the students saying put your hands on your shoulders /sould ə r/, but /saulza/. This made the audience confused and puzzled. Despite the fact that the students were accustomed to the meaning of the utterance. the pronounced term /sauldz ə r/ 'shoulder can be a serious fault of the announcer for specific listeners. This is why, teaching pronunciation aspect under ELT has been really a matter of concern throwing lasting impact on the lives of learners or students. Students of community schools have rare chances of getting exposed to different situations which can be helpful to progress their linguistic ability.

moreover, they can learn more and better through the act whatever the teachers perform during the school time.

So, pronouncing any linguistic item is considered to be of significance for the teaching activities in the class of community school affect the lives of the students who are thought to be the pillars of nation building and national progression;

In fact, teaching pronunciation aspect of a language like English can play roles with acting importance due to its long term significance in the student's lives or future.

It is true that a person can produce or perform the same thing in a proper manner whatever or however he or she has been taught. Not only this, the students of this live are naturally found imitative, knowingly or unknowingly learning though imitation of the act done by the seniors or teachers, This is how, the rationale of the study can be properly justified.

1.3. Objectives of the study

The objectives of the study were:

- a) to find out the present condition of teaching pronunciation at elementary level of community schools;
- b) to point out the problems that are being faced by the teachers concerned;
- c) to identify the needs for effective pronunciation teaching .
- d) to suggest and recommend some measure for reforms;

The chief objective of this study was to find out the present mode of teaching pronunciation aspect of the language like English in public schools where English is taught and learnt as a subject. There was another objective also to be achieved at the end of the study. That was to point out the existing

needs and problems being faced in the course of teaching pronunciation aspect of English language.

Additionally, the research was conducted to find out some solutions that may be possibly the measures for further reformation and correction of the present condition of teaching the pronunciation aspect of the language.

Besides, the study aimed at identifying the problems existing in the field.

And this study was to recommend essential measures to solve them in an effective manner.

1.4 Research questions or hypothesis:

The following were the research questions:

- i) What is the present condition of teaching pronunciation at elementary level of community schools?
- ii) Have the teachers faced any problems in teaching pronunciation?
- iii) What corrective measures can be adopted to solve?

1.5 Significance of the study:

This study aims at finding out mainly the present condition of teaching pronunciation in elementary level of community schools. This study will be significant for almost all the people involved in the field ELT. The students, teachers, educators, syllabus-designers, administrators and policy makers can benefit from this study.

The findings of this study are (will be) significant in the following ways:

- i) The finding of this study will help the students by providing the better chance to learn accurately;
- ii) The study will be significant for teachers to know the present condition of teaching the pronunciation and correct oneself/selves;

iii)The finding of the study can guide the administrators and policy makers too;

iv) The educators can also be benefitted from this study to detect the problems in the field.

1.6. Delimitations of the study:

This study was relatively qualitative one conducted within the following limitations: The study was conducted in sixteen community schools of three V.D.C's viz Angkhop, Sablakhu and Limbudin of Taplejung district.

Among those schools:

A. Eight primary schools,

-Five lower secondary schools

-Two secondary schools and one higher secondary school

B. The respondents were the teachers involved in teaching English of grade 4 and grade 5 in primary level, likewise English teachers of grade 6, 7 and 8 of those schools.

C. The study was limited to such tools of research as questionnaire and interview.

D. Key vocabularies were:

i) tortoise, giant, ogre, woman, giraffe, cacti

ii) regular past verbs(with-ed): Walked, picked, climbed, talked, wanted and plural nouns (with –s or es)

These vocabularies were taken from the course of grades 4 to 8.

1.7. Operational Definition of the Key Terms:

Elementary level

Elementary level in this research refers to the beginning level i.e. Primary and lower secondary level.

Community school

Community school in this research refers to the Public school i.e. government aided schools.

Key vocabularies

Key vocabularies in this research refers to the Sample terms/words

Lingua- Franca

Lingua- Franca in this research refers to the a language used as a contact language

Structured interview

Structured interview in this research refers to a type of interview with pre-planned questions sets.

Indirect observation

Indirect observation in this research refers to a sort of observation in which the activities of the desired characters will be indirectly observed.

Medium language

Medium language in this research refers to the language being used for classroom instruction

CHAPTER: TWO

2.1. Review of the Related Literature and Conceptual Framework:

Almost all of the researcher conducted under ELT in the university were found as comparative studies between mother tongues of the researchers and English. They were concerned with specially the systems of languages afore mentioned. Only a few of them were interested in studying pronunciation aspect of ELT.

2.2. Review of Related Empirical Literature

Thapa (2004) conducted a research entitled "Pronunciation Proficiency at Secondary School". He wanted to find out the proficiency at secondary level.

And he found out the pronunciation proficiency at the level.

Kandel(2007) carried out a research under the title " A study on the pronunciation of plural and Past Tense morphemes". His main objective of studying the aspect was to find out the complexity of the act of teaching pronunciation. And he found out the pronunciation aspect of those items complex and vague.

Basnet (2007) studied the variation in pronunciation between US and British accents of English. His main objective of study was to find out the variation between US way of pronunciation and British way of pronunciation. And he found out the rigid variation between those two accents British and US English.

Giri(2009) also studied the effectiveness of pronunciation teaching through electronic dictionary. (e - Dictionary) in teaching pronunciation aspect of language. He intended to find out the effectiveness of pronunciation teaching through electronic dictionary. using electronic dictionary (e- dictionary) in teaching pronunciation aspect of language. And he found out the way of teaching pronunciation through e-dictionary was really effective for the age.

Subedi (2011) conducted a research on the topic of Techniques used in the teaching pronunciation. He chiefly intended to find out the proficiency of the students of B.Ed, first year, diagnosing errors and comparing by variables. He found out the proficiency level to be average and below average.

-to determine the proficiency of the students of B.Ed. first year in pronouncing the selected words in a due manner;

-to diagnose errors in pronunciation committed by the students of B.Ed I year.

- to compare the proficiency of the students on the basis of the following variables:

a) boys vs. girls

b) Indo Aryan vs. Tibeto Burmman native speakers;

c) District-wise performance

-to suggest some pedagogical implication,

Chiefly, the findings of the study were to find out the proficiency of the level. After reviewing the different reports of the researchers above, it is found that no one has so far studied teaching pronunciation aspect in elementary level of community schools. Thus, this study has been a new study in the field of ELT.

2.3 Implications of the review for the study:

The researchers have studied the pronunciation aspect in different ways and intending to gain different objectives. Whereas, they have not studied the problem of teaching pronunciation in elementary level (Basic level) of community schools so far. Among those researchers who carried out their researches on the topic of English pronunciation aiming at finding out the proficiency level of secondary students, proficiency level of B.Ed first year students, effectiveness of electronic dictionaries or e- dictionaries use in teaching pronunciation aspect of language. Besides these, they studied the variation between British pronunciation and American pronunciation systems and they found out the respective objectives they had set up for their researches. Whereas no one had studied about the act of teaching pronunciation in 'Elementary Level' or Basic Level (MOE GN: Structure of school Education) of community schools. Thus, a new research on the topic of teaching of pronunciation aspect was carried out with the goal of finding out present status or condition of pronunciation teaching in the level of community schools, needs and problems to be immediately met and solved. Some suggestions for further reformation or correction.

2.4 Conceptual Framework

In course of conducting the study as partial fulfillment of master's Degree the topic 'TEACHING PRONUNCIATION in ELEMENTARY LEVEL OF COMMUNITY SCHOOLS' was selected with the aim of finding out the present status of teaching this aspect. Especially, sixteen community schools of three V.D.C.'s of Taplejung district were selected as sample area to carry out the study.

Likewise, twenty English teachers from those schools were selected as sample teachers to obtain the data or information for the study. Chiefly, descriptive method was used to analyze the data including statistical method of data analysis.

Conclusive findings were drawn from the analysis of the data

CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

3.1. Design of the Study

This study was a descriptive one which was carried out on the basis of qualitative data obtained from the teachers of sixteen different schools proposed as the area of the study.

The researcher employed quota sampling the population and area of the study.

He used cross –sectional approach for data collection and descriptive approach to analyze the data and information obtained from the sources.

3.2 Population and Sample /Field Areas of the Study.

There may be a large number of people are interested in the issue of teaching pronunciation in the field of ELT. Despite so, the thirty-One English teachers who are teaching English in those schools of three V.D.C's of Taplejung district were selected as sample. The three village Development Committees are the sample area for the study of a remote district Taplejung were selected as the sample area. These V.D.C.'s are situated in the far eastern part of the district and miles away from the district head quarter, Fungling Bazar. There are no facilities of transportation, which can be reliable one.

Details of those selected schools as sample are presented as:

All the sample schools and teachers were selected by employing quota sampling method. In this the number of characters or representatives was previously determined according to the needs and nature of the study. All those schools were selected from the V.D.C.'s which were predetermined and decided. the sample teachers who were selected as respondents were also previously determined as English teachers of primary and lower secondary level of community schools. In this way, the research was conducted in community schools of Taplejung district.

3.3 Sampling Procedure:

The researcher adopted quota sampling method for the population in course of carrying out the study.

3.4. Data Information collection tools:

The researcher employed chiefly questionnaire to collect information and data about the present condition of teaching pronunciation in the level of community school.

Likewise, he used structured interview to obtain data about the needs and problems existed in the field of teaching pronunciation.

3.5. Data information collection Procedure

Firstly, the researcher determined English teachers of those schools as the source of the first hand data for the study. Then he visited those school three times. He also took consent from the authorities of those schools.

The researcher contacted with the teachers of those schools and established rapport to obtain the accurate information he from the respondents.

The researcher selected thirty-one English teachers from those schools as sample by using quota sampling. He fixed appropriate time to meet and obtain information and data for the study. The researcher collected the necessary data and information from the informants using questionnaire and interview. The researcher kept on visiting the sample respondents, the teachers who were teaching English in the schools in a continuous manner. In course of collecting information for the study. He visited and asked them for necessary information related to the objectives of the research. The respondents were found curious and helpful to provide the essential data asked to support the topic of the study.

The setting of the study was very complicated by geographical structure due to being a high hill area of the country. So, it was not as comfortable as it was expected to be. There were no any physical facilities such as roads. The researcher had to face many disastrous happenings during the time of visiting the respondents or the sample teachers.

Although many physical hazards were to be faced during the time, it was proved to be really a memorable and cheerful moment of the visiting people, talking about such an issue of academic interest and collecting new experiences in the form of data made the researcher very joyful and encouraging to do further researches also.

Visiting those schools located in different places in a regular way really a difficult task for the researcher, despite being so; there were enough chances to learn new things.

As the researcher collected the necessary data or information from the sample teachers for his study, he used chiefly two tools of data collection i.e. questionnaire and interview.

In the course of collecting data by using questionnaire, the researcher produced a questionnaire sheet containing questions about twelve key vocabularies. The questionnaire was responded by ten sample teachers from different sample schools. In the same way, the researcher provided a sheet of question paper containing different questions asked the interviewees for collecting information about the study. This was a structured type of interview.

3.6 Data Analysis and interpretation procedure:

The researcher analyzed he data or information obtained from the informants by using statistical method too.

Table no. 2

Respondent	Wrong items	Right items	Respondents academy
1 st	5	7	P.C.L (Arts)
2 nd	0	12	B.Ed.(Edu)
3 rd	3	9	I.A.(Arts)
4 th	0	12	I.Ed.
5 th	6	6	10+2(Arts)
6 th	12	0	10+2 (Arts)
7 th	6	6	B.A.
8 th	7	5	B.B.S.
9 th	2	10	10+2 (Ed.)
10 th	3	9	10+2 (Ed.)

Here, the total no. of items = 12

From the above data tabulated the percentage of the efficient teachers who solved the total items was calculated as:

$$\frac{2}{10} \times 100 = 20\%$$

Those teachers were from education faculty.

Likewise, there were two other teachers who had done better than rest of others, were also from the education faculty. Thus, the total respondents of this faculty were four altogether.

The percentage of the teachers from education faculty was:

$$\frac{4}{10} \times 100 = 40\%$$

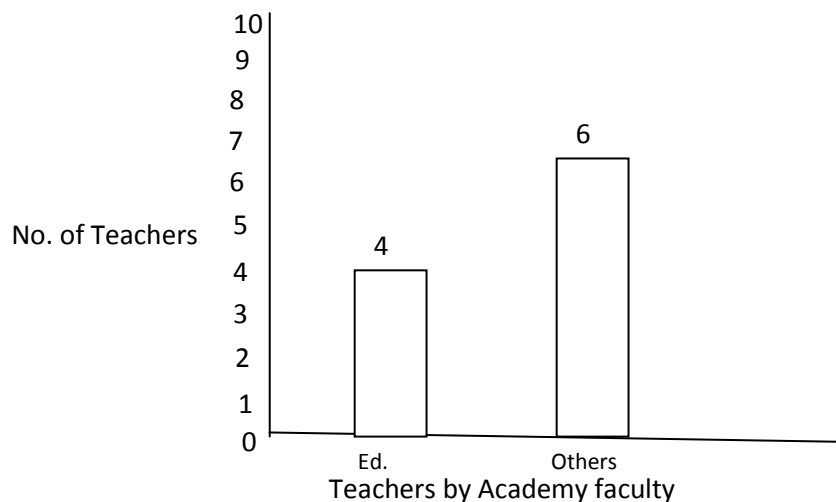
Likewise, six teachers who responded the questions were from other faculties such as Arts or Commerce. Thus, the percentage of non – Ed teachers was calculated as:

$$\frac{6}{10} \times 100 = 60\%$$

On the basis of above analysis of the data obtained from the respondents majority of teachers involved in the field of teaching were from other faculties.

This is how the act of teaching pronunciation has been affected.

Again the same data can be presented with the help of a bar standard chart.



From the above chart, the teachers from non-ed. background have occupied greater space than the teachers from education faculty. And teaching is known as a technical field of human activity which requires technically specialized person to run properly.

To analyses statistically.

4 teacher- respondents out of ten respondents have occupied only 40% space while 6 out of 10 respondents have occupied 60% space.

Here it is assumed that the greater the number should be the better in performance.

But, of course, his information was found just opposite: the less the number the better the performance and the greater the number, the poorer the performance. This is because the forty percent respondents of education faculty solved almost all the questions where as 60 percent respondents from other streams could solve only partial question. Thus, teachers from education stream can be interpreted better at teaching this aspect in ELT.

Descriptive analysis:

As ten sample teachers from those community schools were asked to respond the questionnaire in an objective manner, the information obtained from them shows that the act of teaching pronunciation in community schools has been neglected so far. This aspect of teaching learning a language like English has not been properly given priority as it should have been given to. The data show that the teachers who are involved in the field

of teaching are also from other faculties. This has chiefly resulted that the pronunciation aspect of the language teaching has been found neglected. During the study, while collecting the data from the informants, some teachers were found to be teaching pronunciation. e.g. walked /walked/, listen /listen/, ogre/ ogre/ clothes/ kolo θes

From these examples, it is clear that the act of teaching English has been frightfully awkward and fruitless. A language cannot be understood or used in communication unless the linguistic item is properly uttered otherwise, the language becomes a non-sense, mere a matter of confusion instead of transferring ideas. This is how, the act of being pronunciation neglected in the class certainly imply that the future of the children has been cruelly neglected and forgotten.

So, teaching activity under ELT has been pointed out as a serious problem according to the data or information ten teachers failed to solve the given problems. This can indicate that teaching English has been incomplete and has failed to fulfill the objectives of teaching learning a language. It becomes meaningful and fruitful only when the learners can use it in daily-life situation.

Whereas, a linguistic item is essentially to be uttered in a proper way to be understood. For this the learners are to be properly exposed to the linguistic situation while the teachers are not well equipped. This is how the teaching aspect of pronunciation has been found a problematic one.

From the information or data obtained from the informants have shown that they (the teachers) do not have enough materials which can play important roles in the field of English Language Teaching. Due to the lack of necessary materials in the act of teaching pronunciation aspect of language like English cannot be fruitful and successful. Besides, there are some such

situations found in the field that no teachers are willing to make or collect extra teaching materials. Apart from the course books. Majority of the teachers expressed the idea of not having enough time to do the job of collecting or making teaching materials. They opine that they lack time to do though they know how to do or make such things. Thus, who is to manage the time? Has been a question of unanswerable type?

Out of ten interviewees or informants, majority of them were found unanimous in the matter that they lack the level of knowledge they should have possessed to do the job better;

- they have no chances to attend seminars for further study;
- they cannot manage both time and resource for improving themselves;
- they lack resource person and additional encouragement;
- Lacking interest in the stakeholders chiefly parents of the children.

All of these opinions of those informants can lead the researcher to the conclusion of having so many problems in the field of teaching pronunciation aspect of English Language which is known as the contact language of the world.

English language has been so important for most of the people in the world because this language is used as a contact language, even as a *Lingua franca* in the school which is chiefly based on the community.

From the information obtained from the concerned informants, it becomes clear that the teachers who are performing their duties as the Moulder of the children's future have not been properly equipped to do the job. As they confess that they have no enough knowledge of teaching pronunciation aspect of a language like English. It has been years since the teachers are teaching English as a foreign Language in the schools.

It is obvious that the students have been given misconception in pronouncing different linguistic items. Despite being so, the students may be achieving good results in the formal test or examination; their everyday lives can be bitterly affected by the misconception about the pronunciation of Language. For example, once a student of English got puzzled when he or she heard a part of a news bulletin on the radio;..... A woman/ woman/ killed herself by jumping down the top of her house. He or she asked himself or herself saying who the wuman was or might be.

This was because the student was taught the word to pronounce as /omen/ instead of /wuman/.

In this way, the learners can be ultimately deceived. This deception in the lives of learners can be such a misfortune that can never be recompensed. A child who has been taught /omen/ cannot understand the word said /uttered/ /wuman/ and how it can be understood.

Analyzing the data or information provided by the informants, this can be clear that equipping the young learner's mind is the major duty of a dutiful teacher. But, if the same teacher has not been properly equipped with essential skills and knowledge of pronunciation aspect of language like English, the mission of teaching a language can be never accomplished. For, a language is generally taught and learnt to use in practice effectively. There may remain a great deal of complexities in the field of teaching pronunciation of English in such English as foreign Language or EFL contexts.

The major needs to be met are analyzed as:

- lack of positive attitude towards teaching pronunciation aspect of a language;

- lack of knowledge of teaching pronunciation aspect of English language;
- lack of essential sources and materials;
- lack of chances of attending seminar for further study;
- developing physical facilities;
- Lack of human resources as resource person;
- Reflex administrative support;
- stakeholders awareness;
- Teachers, students and parents.
-

3.6.1 Needs and problems to be met and solved:

During the study, ten informants of those proposed schools were interviewed by using structured-interview –questions. The chief goal of interviewing them was to obtain necessary data about needs and problems which were essential to meet and solve in the proposed field of ELT.

Although there were different views among those interviewees owing to different circumstances nearly ninety percent of them had said.

- We do not have enough knowledge;
- We have no other materials except the text books;
- There are no chances of attending seminars for further education;
- There are not resources persons available when they are needed.

Nepal is a nation having people of different ethnicities. Consequently, they differ by linguistic aspect and majority of Nepalese people speak their own mother tongues. The learners are largely from heterogeneous speech communities. Thus, teaching and learning of English in our EFL context has been directly affected by learners' and teachers' first language. Especially sound system of learners L₁ affect pronunciation of English sounds.

According to transfer theory of language teaching, similarity between L_1 and L_2 system facilitates the learning or transferring the learning or transferring the system from L_1 into L_2 (CA) while difference between L_1 and L_2 system binders. As S.K. Sthapit has propounded diff-diff hypothesis. According to this hypothesis, difference between L_1 and L_2 system always causes difficulty in transferring from L_1 to L_2 . And similarity facilitates.

As a result, even a competent English teacher cannot teach the language aspect in a proper way.

Those schools lack teachers of education faculty and enthusiastic teachers in the field of pronunciation teaching. As a result, the goal of teaching a language i.e. English cannot be fulfilled. Moreover teaching a language will always remain fruitless and incomplete.

Students learning pronouncing a language mostly relies on what and how the teachers pronounce a language item. Especially, learners of this level can imitate the way of the teachers consciously or subconsciously. Thus' if the teachers teach them in a wrong way, they can hardly be corrected. Not only this, learners of this level can learn a language originally as if one's first language is learnt.

This is why, a language teacher must be very careful in front of the students. Otherwise, learners' learning pronouncing a language will be greatly affected and harmed. The information obtained from the interviewees can be presented as:

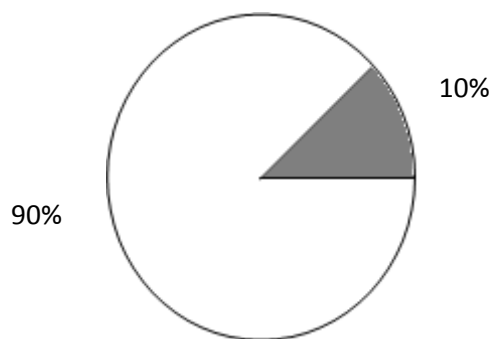


fig. 5

From the above pie-diagram ninety percent of respondents had the similar views about the issue of teaching pronunciation and only ten percent of them had different views. The data which were collected by the researcher show that teachers from other faculties are still teaching English subject in many community schools and this has been also revealed that those teachers don't have essential conception of pronunciation teaching in the level of community schools.

The result of this situation can be obviously estimated that the investment can help the output; on the other hand, the proper outcome can be expected only when the investment in a due manner made as like investment, like output,

If those school do not have enough teachers from education faculties, the act of teaching this aspect of language can hardly be performed. This is because the teachers are the only resource persons found at the site of this job of teaching and learning a language.

So, the act of teaching pronunciation in the level of community schools can be analyzed as the field of teaching a subject containing serious problems.

3.6.2 In course of collecting data the researcher observed the classes of different teachers in an indirect way and found out the following condition of teaching English pronunciation.

S.no	Teacher's School	Class	State of conducting the class		
			Medium language	Words	Words in connected speech

1.	Ambika L.S.S	4	Via Nepali	Walk/walk	He walks home/ hɪ wələks hɒm/
2.	Bhanjyang H.S.S	8	Via Anglo Nepali	Know/kno	I don't know/aɪdɒntkno
3.	Jaleswari L.S.S	6	Via Nepali	Listen/lɪstən	Listen to the text/ lɪstən ðətɛkst
4.	Singhadevi L.S.S	6	Via Anglo Nepali	Work/ wɜːk	Ram works in the field/ ram wɜːks wɜːk ɪnðəfɪld
5.	Janata P.S.S	4	Via Nepali	Picked/ pɪkəd	He picked up a pen/hɪ pɪkədə pen/
6.	Singheswari S.S	7	Via Nepali	Do/ du/	He does it/ hɪdʊzɪt/
7.	Singhadevi L.S.S	5	Via Nepali	Glasses/gɪlases/	She'd two glasses/sɪhædtu gɪlases/
8.	Bhanjyang H.S.S	7	Via Anglo Nepali	Wanted/wanted/	They wanted to go/ ðewantedtugo/
9.	Ambika L.S.S	6	Via Nepali	Boxes/ bɒkses/	He has two boxes/ hɪhæztoʊbɒkses/
10.	Jaleswari L.S.S	4	Via Nepali	Term/tɜːrəm/	You know this term/jʊknoðɪs tɜːrəm/

11.	Singheswari S.S	5	Via Nepali	Combed/ kəmbəd/	James combed and went home/ ʒəms kəmbədændwenthəm/
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From the above table, the data showed that the aspect of teaching pronunciation in those classes was found to be awfully erroneous and fruitless. As the language class was conducted, so was the product of the same language class. That is to say, a learner of the class was found to be saying 'Give me two glasses of water, as / giv mi tu ɡɪləsəz əv wətə/ Those learners of the level are considered to be more imitative than creative ones. This is why, the learners can learn to pronounce any linguistic item in the same way, however their teachers do in front of them. During the period of observation, almost all the teachers were found to be using learners' L₁ i.e. Nepali as medium language. It means most teachers are still using the same easy but outmoded method of ELT. This is known as one of the method of ELT in which students can get very few chances of being exposed to taking part in different linguistic activities.

Moreover, there is a truth the same thing is gained whatever mater is invested. This means erroneous in put can never provide good output. so, it is clear that only errorless input can lead to errorless output.

Descriptive – analysis:

The researcher observed the classes of different English teachers after taking consent from the authorities of the schools. He intended to find out about how those concerned teachers were teaching in the classroom. After analyzing the obtained data, the researcher found out the way of teaching the target language i.e. English a very erroneous and defective one.

Chiefly, the teachers were found to be using old and out dated method of teaching English. This was how the product of such teaching and such a class was found to be aimless.

This was clear that the class room activities which were observed could hardly bring forth desired fruit. Moreover, the teachers were found to be unable to create the classroom situation i.e. English-friendly classroom.

Besides, a language is taught and learnt through getting a real chance of taking part in authentic activities such as dialogue, debate and so on.

In this, the teachers, even in such schools were found to be unaware of latest methods and techniques of teaching English. They were unable to conduct their classes by using English as medium language. Due to the same factor, the act of teaching English pronunciation in the classes was proved to be ineffective and fruitless.

The teachers were found to be using learners L₁, and talking unintelligibly to their students while they were teaching in the classes. This was the matter which caused the learners to fail to achieve their goals of learning the target language i.e. English. Students had rare chances to get exposed to a situation in which they could use their skill or knowledge whatever they learnt in the classes. Instead, they were given chances to talk their L₁. This became a hurdle for developing their linguistic capacity. So, teaching-learning activities in those classes were analyzed as boring as aimless.

Almost all the teachers whose classes were observed, were found to be unable to teach the different skills called listening, speaking, reading and writing in a balanced-way. Mostly, they were found to be focusing on reading and writing skills forgetting the value of other skills of language.

As a result, the learners were found to be unable to use the target language in their real life situation. English is such a language which could be learnt and

taught in a situation that can be a real and inspiring one. This was forgotten by those teachers knowingly or unknowingly. this was a real factor which was found to be causing difficulties to the learners to achieve their goals of being able to use the target language. Besides, the teachers were found to be unable to use the materials which could be helpful for gaining their objectives of teaching English in the context.

Despite the fact that the setting of the observation was considered as a remote and less-facilitate location the future of those children could be of real interest.

CHAPTER: 4

RESULTS AND DISCUSSION

4.1 Data Analysis and Interpretation Procedure:

The researcher analyzed and interpreted the data obtained from the source by using descriptive approach of data analysis and interpretation including statistical tables and figures. And he presented them in the tables of figures.

Table No:1

Present status of teaching pronunciation of the key words.

Respondent	No of key words	Wrong items	Right items	Respondents academy
1 st	12	5	7	P.C.L (Arts)
2 nd	12	0	12	B.Ed.(Edu)
3 rd	12	3	9	I.A.(Arts)
4 th	12	0	12	I.Ed.
5 th	12	6	6	10+2(Arts)
6 th	12	12	0	10+2 (Arts)
7 th	12	6	6	B.A.
8 th	12	7	5	B.B.S.
9 th	12	2	10	10+2 (Ed.)
10 th	12	3	9	10+2 (Ed.)

Descriptive analysis of the data among twenty sample teachers:

Ten teachers were asked to complete questionnaires which contained 12 key words extracted from the textbooks of those proposed levels and classes.

Only two respondents could solve all the questions in a proper way. Rest of

them could solve only partial questions. According to the above data presented in the table, it became clear that there lies a different problem in the field of teaching English pronunciation in the elementary level of community schools. The data show that the teachers from education faculty are better at teaching pronunciation than those from other faculties because those two respondents who solved the total questions were from education faculty. Besides, the teachers who were from education faculty solved more questions than the teachers of other faculties.

At present, a large number of efficient man powers are available in the field of education whereas they have not been properly employed. This is how, teaching this aspect of the language has not been found as satisfactory as expected.

On the basis of the above data collected and tabulated, majority of teachers involved in the teaching field are from the streams other than education stream. causes: this or that. Even so, the present status of teaching English pronunciation in those schools is found to be considerable.

4.2 Results

After analyzing the data, obtained from the respondents and informants by using descriptive approach of data analysis, the following results has been obtained as the findings of the study.

- i) Teaching pronunciation has been neglected.
- ii) Lack of trained and specialized teachers in those schools.
- iii) Lack of reference materials and other materials.
- iv) Lack of supervision and resource person.
- v) Lack of self study habit in the teachers concerned.

On the basis of the analysis of data by employing both descriptive and statistical methods, the result showed that the field was found to be a neglected area under ELT.

Thus, neglecting the aspect of pronunciation teaching can certainly bring about irrecoverable loss someday in the future. This conception can be justified with the help of an example of teaching English vocabulary in a class of community school:

cow = गाई, do = गर्नु, go = जानु

The teacher left the class after teaching these vocabularies. As a result, the students tried to utter those vocabularies saying:

cow /kow/, do /du:/ and go /gu:/

In this way, a mistaken deed considered as a minor negligence can ultimately be an incurable and unsolvable problem.

Teaching pronunciation in this level has been now proved to be an indispensable matter in the field of language teaching.

4.3 Discussion:

I. In most schools, teaching pronunciation is considered so far as an unnecessary job while a linguistic item is being taught. Thus, it is thought that teaching or learning a unit means making or being able to read and write it with good spellings rather than knowing pronouncing the same in an accurate manner. But, the learner's performance will be so affected that he/she cannot use the language in needs. Due to the fact; the learning can be useless in practical life. Because learning a language becomes meaningful only when it can be used in conversation with other speakers of the same language. It means one should speak the language intelligibly so that the listeners can listen and understand. Likewise one should be able to listen and

understand other people speak. This is possible only if teaching pronunciation in ELT is properly promoted in elementary level of schools. This is how , teaching learning pronunciation in ELT should be essentially promoted rather than being neglected. Moreover, teaching learning a language becomes meaningless and failure if the pronunciation aspect of the language is left out. This is because pronunciation is practical side of a language. A language can be employed in conversation or dialogue through the means of pronunciation which is the act of uttering a linguistic item. The act of teaching a language becomes meaningful if the pronunciation aspect is properly prioritized in the course of teaching a language. Whereas the aspect of language has been unfortunately forgotten until now. This result of the study can draw the attention of all concerned.

II. Lack of trained and specialized teachers in the schools can be really a great misfortune for the age because there seem to be plenty of man power being produced from different colleges and universities every year.

Teaching is also such a field which is assumed to be both science and art .

Hence,

This field needs specialized body of workers (teachers to conduct it in a proper manner) . This is why; making the provision of trained and specialized teaching staff is primary duty of the concerned body. Not only this, teaching is the act which is directly related with the future of children. Being careless in such cases means deceiving the whole nation and causing loss that can never be recovered. Apart from these teaching is such a field of human activities, which requires specialized and well trained personal to conduct it in an effective manner to attain the goal of teaching – learning activity to the desired degree .

Generally teachers are considered such specialized persons to run the job in an effective way.

Nowadays the teachers are all trained and appointed only from education faculties according to the recent decision of government of Nepal. All the teachers involved in this field should be provided the chance of getting trained (inset.) according to the present policy of Nepal government.

The result of this study has shown that those schools are also lacking trained and specialized teachers till now. This can be also a cause of being teaching pronunciation defective and erroneous.

III. Some other materials apart from the text books are needed to run a language class such as English in an effective way. In this, finance plays an important role and it takes notable place in management. It means no activity without source . Despite so, there may be different ways of mobilizing local resources too. Then , provision of extra materials can play significant roles in the act of running teaching – learning activities . the goal of teaching cannot be fulfilled if there are not enough materials available besides the usual textbooks in the classroom. so far as the provision of teaching materials is concerned this can facilitate the lesson to make it understandable and interesting . in this way , this is a very important factor in the field of ELT.

Whereas , managing the source requires certain strategies as to reduce the price – burder firstly, only **no cost** materials appropriate for the lesson can be collected or used secondly , if not **low cost** materials appropriate for the lesson can be used , **human models** rather than other inanimate materials can be employed to teach different items of language .

Teaching materials can help teachers present the lesson in an easy and interesting way.

IV. Supervision is considered as an essential component of a joint activity and teaching is also taken as a collaborative job. In this, supervision can help the teachers in finding errors and correcting them duly. A teacher is known as a resourceful person. Despite so, a resource person at school is needed to help the teachers. It would be better if such a person was available.

Furthermore, supervision can play a vital role in developing the teachers' personality on the one hand, on the other hand. it can help manage the system by providing both prize and penalty. Lack of supervision in the field has been one of the senses of decreasing quality of academic improvement. Managing supervision can certainly help improve the desired quality and standard of teaching learning activity. So far as teaching pronunciation of English language is concerned, this is assumed to be carried out for the betterment of it.

V. Teaching is such a job which cannot be performed unless the teacher has learnt the subject matter properly. Learning goes before teaching.

Nowadays, things learnt once can be out dated or useless in the future.

Everything is changing in the world. Thus, norms and values of teaching cannot be exceptional ones. This is how; a teacher needs to be updated with all the necessary knowledge, talents and conceptions through self-study habit.

The more one studies things in life, the more ideas one can possess to develop one's personality. This study habit can be a real source of enhancing one's capacity and talents. Without essential knowledge and skills, teachers cannot perform his/her jobs properly and they can gain both knowledge and skills only through self study. This is a continuous process in human life. It

goes on and on. It must be stopped only when one dies. This is how, too learning through self study is assumed to be a life-long process. It means self study continues so long as one is alive. Additionally, the scope of teaching any item of knowledge can be proved as challenging as it is expected to be due to chiefly the explosion of knowledge.

The act of teaching any subject has been really a difficult job to do at present. The act of teaching the pronunciation aspect of English has been a hard and complicated task to be performed.

Of solving it, there can be mere a measure that can be adopted only through a regular self-study, It is a way, of updating ones knowledge and skills.

Making oneself updated through regular study is the only way of facing such challenges.

A teacher is considered to be successful person in his or her career by keeping him or her updated by any discipline of knowledge according to the modern needs and want to get update of knowledge, skills and attitude go along with the act of learning new updates of knowledge, skills or behavior.

CHAPTER -5

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

In course of conducting a study as partial fulfillment of Master's Degree (Major English) or M.Ed. degree in majoring English, the title was chosen as Teaching Pronunciation in Elementary Level of Community Schools. The study was conducted within three VDCs of Taplejung. Sixteen schools of those VDC's were selected as sample and thirty-one English teachers from those schools were selected as sample informants. During the study, different literatures related with the topic were reviewed and contrasted to the present study or research in a reasonable manner.

After this data collection tools were picked and developed. Necessary data related with the study were collected from those target informants and descriptive approach was applied to analyze the data obtained from those informants. The findings of the study were as:

- Teaching pronunciation in the level is neglected,
- majority of the teachers are from non-Ed foundation,
- Ed teachers are better at teaching pronunciation,
- those schools lack specialized teachers,
- Lack of supervision /materials/others,

Lack of Self study habit

All these results or findings were discussed to fulfill the objectives of the study almost in an objective manner. Before summing up the research or study conducted in those proposed areas, the study was carried out in broad way which was adopted during the study.

First topic was selected and research tools were chosen and prepared. Questionnaire and interview (Structured) were those two tools for collecting data and information for the study, along with an observation method. Chiefly, ten English teachers were asked to answer or respond to the questionnaire to collect data for finding out the present condition of teaching pronunciation in the proposed level of community school. And ten teachers were interviewed to obtain data for finding out the needs and problems immediately to be solved and met. And finally the classes of different eleven teachers were observed. Necessary data were gathered and analyzed to obtain the results. Then, Results were discussed. Conclusion was drawn in points.

5.2. Conclusion

To conclude, teaching English pronunciation in the level of community schools has been greatly neglected instead of promoting the same as a significant component of ELT so far. Thus, this field of ELT has been found so problematic that taking immediate steps of solution can be taken as better and more effective remedies. A few not all the solutions can be recommended as below:

- First developing positive conception and attitude to teaching pronunciation;
- making provision of specialized teachers only;
- providing chances to teachers for further education;
- making provision of reference materials and so on.

Teaching –learning activity of this aspect of ELT is not as easy as expected and desired in such EFL context. Only diligent and committed teacher can perform this task in an effective manner. Unless one works hard, one cannot

achieve more and without achieving essential knowledge and skills, one cannot teach this aspect properly.

Anyway, most teachers (non-native teachers) have been successful teachers also through the means of self practice and self study. Whereas without developing positive attitude to this aspect, it will remain a source of problems only. Promoting self study practice in those working teachers may be a real measure to solve the problems to a certain extent.

5.3. Implications:

This research was primarily conducted in the setting of schools: educational institutes. This is how; the findings of the study can be of educational significance providing the following implications, to different levels.

5.3.1 Policy level implications:

- i) Teaching pronunciation aspect is an integral part of ELT, in which ignoring it can be ultimately a great mistake.
- ii) need of provision of specialized teachers can be realized in the field of school education;
- iii) Teaching pronunciation is also a field of interest under ELT can be realized.

At the end, teaching –learning activity will remain incomplete if the aspect of ELT is neglected as until now.

5.3.2 Practice level implications:

The findings of this research can provide the following implications ever at practice level of ELT.

- i. the findings of this research can help the schools where the act of teaching and learning takes place by providing essential information about teaching pronunciation aspect of English language.
- ii. It can help the teachers improve themselves a lot through the means of self practice and study;
- iii. More over the findings of this research can imply the test makers the need of pronunciation aspect of language teaching under ELT.
- iv. The findings of them research can imply essential vision to students too. This can help them develop positive attitude to pronunciation aspect of a language item.

5.3.3 Further Research:

A research is a close search or study of some particular fact that has not been searched or found yet. Generally, this act is done on the basis of the finding formerly gained in the area.

Pronunciation of a language is also a field of study, which can draw interest of different persons i, e, researchers. The findings of this study can provide implications for further study or recorded in the following ways:

- i. This study can provide basic information for further researchers;
- ii. The findings of this research can imply the further research providing bases and other relevant data and guidelines;
- iii. The finding of this research can help researchers by providing essential materials and data for further research;
- iv. The findings of this study can provide implications for further study by providing in sight about teaching pronunciation aspect under ELT.

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'Questions' asked to the interviewees:

1. How long have you been teaching English in grades 4,5,6,7,8 ?

2. What problems related to pronunciation aspect do you frequently face while you teach English in those classes ?
3. What can be the needs to be met in the field of teaching pronunciation to the beginners ?
4. What supplementary materials do you use or have besides the textbooks ?

'Responses'

1.
2.
3.
4.

Respondent:

Name:

School: