Strategies Adopted by Secondary Level Teachers in Teaching Pronunciation

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
Lalita Kumari Bhattrai

Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
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T.U Regd. No.: 9-2-0681-0041-2011
Fourth Semester Examination
Roll No.: 7328093/073

Date of Approval of Thesis
Proposal: 31/07/2022
Date of Submission: 30/01/2023

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Declaration

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

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Lalita Kumari Bhattrai

Acknowledgements

This thesis entitled **Strategies by Secondary Level Teachers in Teaching Pronunciation** has been prepared for the partial fulfillment of the requirements for the Degree of Masters in English Education. It would not have been possible to bring my thesis in this form without the help of many distinguished personalities.

Foremost, I would like to express my genuine respect and warm appreciation to my respected and honorable thesis supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, TU Kirtipur, Kathmandu for his scholarly guidance, constructive suggestion, corrective feedback, insightful ideas regular inspiration encouragement and co-operation for the successful completion of the study. This research would have been impossible without his support and helpful nature. So, I am deeply indebted for his help during my research work.

Similarly, I am grateful to **Dr. Gopal Prasad Pandey,** Reader andHead of Department of English Education for his suggestions inspiration and encouragement.

Likewise, I am grateful to the external of this thesis**Prof. Dr. Chandreshwar Mishra**for providing me valuable feedback, guidance, encouragement and suggestions during my thesis viva my sincere graded for his patience, proper guidance and support.

Furthermore, I would also like to express my gratitude to **Dr.Renu Kumari Singh**for her invaluable comments and suggestions in my proposal viva. I am extremely thankful to **Prof. Dr. Bal Mukunda Bhandari,Dr. Ram Ekwal Singh,Dr. Purna Bahadur Kadel, Dr. Harimaya SharmaMr. Khem Raj Joshi, Mr. Resham Acharya, and Mr. Guru Prasad Poudel,** for their direct and indirect valuable academic support and inspirations during my thesis. I am also thankful to **Mrs. Madhavi Khanal**, the Liberian, Department of English Education for her kind support and help.

I would like to offer my particular thanks to my spouse **Bhupendra Singh Bist** who helped me to collect materials and type thesis. In the same way, lots of thanks go to my dear friends **Mrs.Amisha Oli,Sarswati Adhikari** and **Mr.Netralal Pandey** for their kind help during my study.

Lalita Kumari Bhattrai

Abstract

Teaching pronunciation teaching is the basic and very essential aspect of language teaching which directly related with successful communication. In this concern, the study entitled **Strategies by Secondary Level Teachers in Teaching Pronunciation** was an attempt to investigate into the perception of teachers in teaching pronunciation and to explore the strategies used by them. Survey research design was followed to complete this study. The researcher employed questionnaire having close ended and open ended and observation checklist for data collection. For this, thirty five secondary English language teachers of Dadeldhura district were selected purposively by using non-random sampling procedures. The collected data were analyzed and interpreted statistically and descriptively with their theme. The findings indicated that most of the teachers preferred to use drilling and they found it the easiest technique to conduct inside the classroom while teaching pronunciation. Similarly, it was also found that teachers also used minimal pairs, visual representation phonemes symbol, pronunciation and spelling activities and listening and reading activates. The teachers considered that strategy made teaching pronunciation effective and created attitude to have native like awareness regarding pronunciation. However, they did not accept to follow native like pronunciation to facilitate their students and emphasized that the way of pronunciation could be nativized.

This study conations five chapters. The first chapter deals with the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter comprises review of the related theoretical and empirical studies, implication of the studies and conceptual framework. Likewise, third chapter consists design of the study and method of the study, population, sampling strategies, research tools, and sources of data, data collection procedures, data analysis and interpretation procedures and ethical consideration. The fourth chapter includes analysis and interpretation of the data. Moreover¸ the fifth chapter deals with findings, conclusion and recommendation based on the analysis and interpretation of the study. At the last part of the study references and appendices are attached.

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List of Abbreviations and Symbols

A	**:**	Agree
BBC	**:**	British Broadcasting Corporation
B.Ed.	**:**	Bachelors Education
CDC	**:**	Curriculum Development center
D	**:**	Disagree
ELT	**:**	English Language Teaching
SA	**:**	Strongly Agree
ICT	**:**	Information communication Technology
i.e.	**:**	That is
IPA	**:**	international Phonetic Alphabet
LG	**:**	Language
Prof.	**:**	Professor
R.P.	**:**	Received Pronunciation
SD	**:**	Strongly Disagree
T.U.	**:**	Tribhuvan University

Chapter I

Introduction

This study entitled "Strategies Adopted by Secondary Level Teachers in Teaching Pronunciation" tries to investigate the perception of the English teacher in teaching pronunciation and to explore the teachers' strategies used in teaching pronunciation. This chapters consists background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English language is taught as a foreign language in Nepal. The present secondary level curriculum includes English as a compulsory subject. To enable the students to exchange their ideas in the English is the main aim of teaching English in our country. For this teaching pronunciation is most important aspect of language teaching. Pronunciation is the way of uttering a word in an accepted manner. Killen (2013) defined pronunciation as the method of producing certain sounds. Pronunciation as the production of English sounds. Pronunciation is an act of uttering sounds, words and sentences in an audible way by the proper use of stress, intonation and rhythm. Thus, the act of Pronunciation includes production and perception of both segmental and supra- segmental features of a particular language in order to achieve meaning and communicate with other people. Similarly, Kelly (2000) explained pronunciation as production of the sound that we use to make meaning including attention to the particular sound of language aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Pronunciation is an important aspect of language. Teachers should be provided with courses and materials that help them improve their pronunciation instruction (Fraser, 2000). It is very important component of communicative competence. Understandable pronunciation is one of the basic requirements of learners’ competence and it is also one of the most important features of language

instruction. According to Kenworthy (1987) pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities. Teachers can urge their learner to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning. The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication (PourhoseinGilakjani, 2011).

Teaching Pronunciation simply refers to enable students to produce correct and intelligible sounds, words and sentences. Teaching Pronunciation has certain benefits. Teaching Pronunciation makes students aware of different sounds and sound features (Harmer, 2008). Teaching Pronunciation involves far more than the individual sounds, word stress, sentence stress, intonation and word linking. Teaching Pronunciation involves teaching the sounds of the language, phonology, stress and rhythm and intonation (Ur, 1996).

English pronunciation is important in English language; many teachers do not pay enough attention to this important aspect. The problems of pronunciation instruction have been demonstrated by some researchers. Harmer (2008) said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction.

Strategies are those specific presentations which include all activities done in the classroom. Strategies are related to how to do something. "Strategies are the tools for active self-directed involvement needed for developing second language communicative ability". (OMalley&Chamot, 1990, P.30). It means strategies are high-level plan to achieve one or more goals under the conditions of uncertainty. Teaching strategy is generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Issac, Jerin, 2010).Thus, for effective and successful language teaching teachers should follow specific strategies which enhance and promote the communicative abilities including pronunciation at the students. Pronunciation is the productive aspect in the oral mode. In the comparison of other aspects of language

pronunciation is more complicated and important because it is basic aspect for overall all mastery over language.

Statement of the Problem

Pronunciation is the one of the basic aspect of language. Among the four aspects of languages pronunciation aspect is a must to handle the language. Among all the aspects of language, pronunciation aspect is very important aspect of language. Despite its importance's, teaching pronunciation has been undervalued and English language teachers have continued to teach pronunciation just as a repetition of drills or memorization at dialogues. However, at present it has got rightful position in language teaching.

Hence, it raises question why pronunciation is necessary, is it hamper of language and so many question arise, in this context, learning Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study.

Strategies are the specific actions that make learning task easier and effective. Despite of its importance many teachers ignore to use them teachers. Most of the teachers are teaching pronunciation without using strategies. They are teaching students just as memorization of the dialogues. Students cannot be benefited by this ways of teaching pronunciation. The teaching and learning activities cannot be effective without the proper use of teaching strategies. So I have attempted to present the research on the title teacher's strategies for and used in teaching pronunciation to solve the problem faced by the teacher and students in teaching learning activities. Most of the cases, the speakers do not know the English pronunciation and sometimes the speakers neglect the pronunciation learning. Concerning to pronunciation, the speakers do not go through the meaning and concept of it.

Hence, if we judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to

acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary. The goals of this paper are to define English pronunciation, review the history of English pronunciation instruction, explain the aim of English pronunciation instruction, elaborate pronunciation and communication, review the previous research about the effectiveness of pronunciation instruction on learners' achievement, and discuss the English pronunciation and the target of comfortable intelligibility.

Similarly, there is the difference between English sound system and Nepali sound system. So the learners of English in Nepal feel difficult to pronounce English words which hinder communication as whole. Furthermore, there is no one to one correspondent with English sound and spelling which also make difficult in pronunciation aspect of Nepali learners. Moreover, regarding Dadeldhura district there used various dialect of Nepali language that i.e. Dotali which hinder the students pronunciation. So, it is necessary to investigate pronunciation teaching strategies in this district. So, the researcher interested to study on this topic.

Objectives of the Study

The objectives of this study were as follows:

a) To investigate the perception of the English teachers in teaching pronunciation.
b) To explore the teachers' strategies used in teaching pronunciation.

Research Question

The research questions were:

1. What are the perceptions of English language teacher in teaching pronunciation?
2. What are the strategies used in teaching pronunciation?

Significance of the Study

The outcomes of this study will be really useful for the teachers who have been teaching English language at school level in general and secondary level in particular including pronunciation aspect of Lg. Teacher's teaching strategies can make difficult language teaching items easier to understand and learn for the learners'. It will also be significant for the teacher trainer and curriculum experts to identify the teaching strategies that are being used by the teachers who are teaching pronunciation aspects. Similarly, curriculum designers, textbook writers, programmer evaluation, policy maker and for all directly or indirectly involved will also find it valuable since it provides valuable information about strategies used in teaching pronunciation.

This study is important for the teacher that they will get the knowledge of strategy. They will teach learners easily by using different strategy. Similarly, it is also important for the learner that they will learn very fast and easily by using different learning strategy.

It will also help the novice researchers to gain an insight into the area who want to hold their researches in this field ahead. Finally, it will also be beneficial for all those who are directly or indirectly involved and interested to know more about teaching strategies used in the private school in comparison to the government school in comparative framework.

Delimitations of the Study

This study had following limitations:

a) This study was specific for finding out the strategies for teaching pronunciation and perceptions of the teachers.
b) Thirty one English teachers were selected as the sample for data collection.
c) This study was limited in Dadeladhura district only.
d) The information for this study was elicited through questionnaire (close and open ended) and observation checklist.
e) The data for this study was collected from different eighteen secondary school's thirty five teachers.

Operational Definition of the Key Terms

Pronunciation. In my study, the term pronunciation refers the way in which language spoken; the way in which a word is pronounced.

Strategies. In my study, the term 'strategy' refers to the plan, actions, tasks used by the teachers and students in teaching and learning pronunciation.

Teaching pronunciation. In my study, the term 'teaching pronunciation' refers to facilitated learner to produce English word meaningfully.

Teaching strategies. In my study, the term 'teaching strategies' refers to the activities used by ELT teacher's e.g. drilling, phonemic symbol, visual representation and so on related to pronunciation teaching.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter provides a comprehensive review of literature related to the present study. Throughout this section, the study consists of theoretical literature review of the empirical literature, implications of the review for the study and conceptual framework of the study.

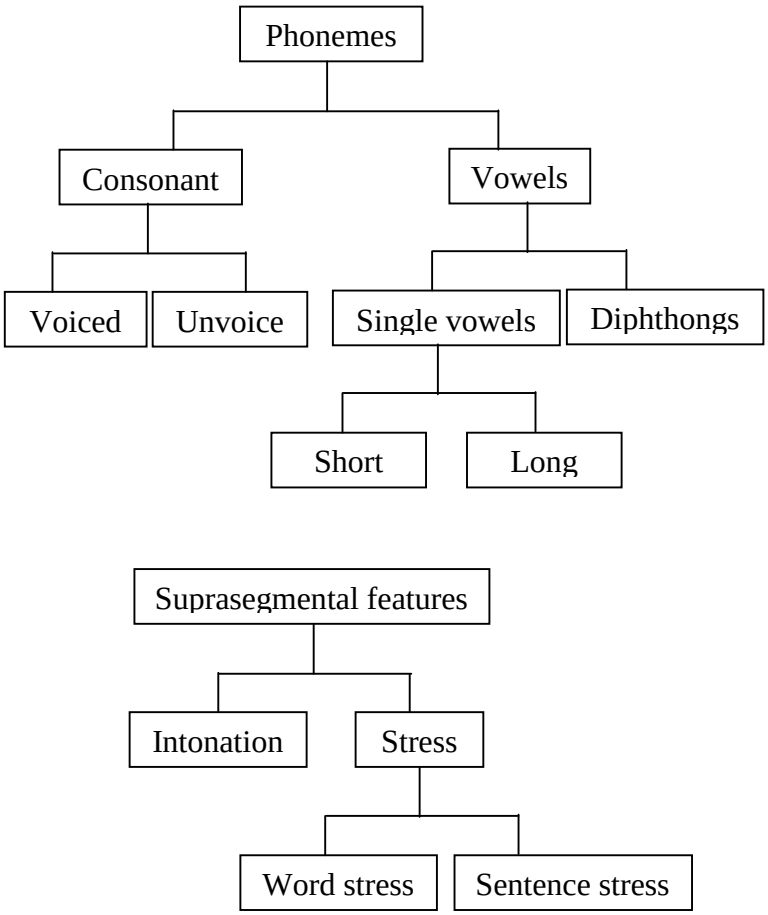
Review of Related Theoretical Literature

The researcher needs to draw knowledge from the previous studies. Since, they provide foundation to the present studies. This section is all about the review of the theoretical literature related to the pronunciation, teaching pronunciation, strategies in teaching pronunciation as well as other variables of teaching pronunciation.

Defining pronunciation. Pronunciation can be defined as the way of producing a language items.Gilakjani (2012:119) assumes that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. Similarly, Killen (2013) defined pronunciation as the method of producing certain sounds. Pronunciation as the production of English sounds. Pronunciation is an act of uttering sounds, words and sentences in an audible way by the proper use of stress, intonation and rhythm. Pronunciation is "the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts" (Chaney, 1998, p. 13). Pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning. The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication (Kelly, 2000).

Features of pronunciation. Kelly, (2000, p.1) explained features of pronunciation. In order to study how something works it is often useful to break it

down into its constituent parts. The following diagram shows a breakdown of the main features of the pronunciation.



The term pronunciation as it is understood here includes not only the sounds of the language, but also the rhythm, intonation and stress patterns. (Ur 1996),

*Sounds.*Sounds are the basic units of speech. Sounds are the minimal distinctive units of language, also called phonemes. There are two types of sound system in English language such as; vowels sound system and consonant sound system.

*Stress.*Stress is an extra force used in a particular syllable of a word. Stress is the degree of force with which a sound or syllable is uttered (Jones, 1979). While pronouncing, all the syllables of any language are not pronounced with equal force but a particular syllables of each word is produced with an extra force in relation to its neighboring syllables. That is called stress.

Intonation. Intonation is the musical quality of an utterance. Intonation is the way the voice goes up and down in pitch when we are speaking (Kelly, 2006).There are two types of intonation move in English. They are; fall and rise. Likewise, O'Connor (1980) presented the following four types of tune shapes in English;

- ⌡ Then falling tune
- ⌡ The first rising tune
- ⌡ The second rising tune
- ⌡ The falling-rising tune

Rhythm. Rhythm makes the language musical. The occurrence of stressed and unstressed syllable at regular interval creates rhythm in rhythmic language. In this sense English language is rhythmic language.

Teaching pronunciation. Simply, teaching pronunciation is to teach the learner to use word and sentence, stress, intimation, patterns and the rhythm at the language. Teaching Pronunciation has certain benefits. Teaching Pronunciation makes students aware of different sounds and sound features (Harmer, 2008). Teaching Pronunciation involves far more than the individual sounds, word stress, sentence stress, intonation and word linking. Teaching Pronunciation involves teaching the sounds of the language, phonology, stress and rhythm and intonation (Ur, 1996; p.23).

The teaching of pronunciation presents particulars difficulties. It does not permit progressive treatment, since all phonetic/ phonological features are potentially present from the very first lesson, unless vocabulary items are artificially introduced nevertheless, the teacher must deal systematically with the teaching of pronunciation, even though he may be forced to postpone the correction of some mistakes which occur in the early stages (Gimson, 1989; 318). Teaching should obviously be concentrated on those features of English which are not found in the learners' native language.

Principle for teaching pronunciation. Teaching pronunciation itself is a very challenging job. It demands a lot of things in teacher such as, knowledge of subject, matter, strategies, principle, and theory and so on. As we know that nothing can run smoothly without principle. In the same way teaching pronunciation is also

complicated. To teach the pronunciation aspect one should have the consideration of principle for teaching pronunciation aspect. According to Brown (1994), following are some principles for teaching pronunciation;

- Focus on both fluency and accuracy
- Provides intrinsically motivating techniques
- Encourage the use of authentic language
- Provides appropriate feedback and correction
- Capitalize on the natural link between pronunciation and listening
- Give students opportunities to initiate oral communication
- Encourage the development of pronunciation strategies

It means one should have fully consideration towards the principle to teach pronunciation aspect because principle shows the real path of its rout.

Teaching methods in pronunciation. Learners' situations and requirements present so many variables that it is difficult to give advice of general applicability (Gimson; p 333). It means single method may not effective in all contexts. Furthermore, he suggests following skills prerequisite for pronunciation:

- Motor and auditor skills
- Discriminatory skills
- Drills for ear training

Moreover, Gimson (1989) also has presented some possible procedures for teaching pronunciation. Such as:

- Production: vowels
- Production: consonants
- Production: Accentuation
- Production: Intonation
- Reception
- Assessment

When to teach pronunciation. Teachers have to decide when to include pronunciation teaching in lesson sequences. Harmer (2008) described following lesson sequences for teaching pronunciation:

a) Whole lessons
b) Discrete slots
c) Integrated phases
d) Opportunistic teaching

Pronunciation plays a key role in conveying the meanings in communication. So teachers need to pay attention to teach pronunciation. For it, Ur (1996) has given the following ideas to improve the students' pronunciation;

i) Imitation of teachers or recorded model of sounds, words and sentences.
ii) Recording of learners speech, contrasted with native model,
iii) Systematic explanation and instruction
iv) Imitation drills: repetition of sounds, words and sentences
v) Learning and performing dialogues.
vi) Self -correction through listening to recording of own speech.

Approaches to pronunciation teaching. Kelly (2006, P. 13) has suggested following three approaches:

Integrated lesson. This approach suggests incorporating pronunciation aspect while teaching other aspects and skills of language.

Remedial lesson. This approach deals with pronunciation difficulty which arises in class. Teachers only focus on difficult area.

Practice lesson. In this lesson, a particulars feature of pronunciation is isolated and practiced for its own sake.

Teaching strategies. Simply Strategy is a high level plan to achieve one or more goals under condition of uncertainty. Strategies are important because the resource available to achieve these goals is usually limited. Strategy generally involves setting goals determining action to achieve the goals and mobilizing

resources to execute the actions. A strategy describes how the ends (goals) will be generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapt to its environment or competes. It involves activities such as strategies planning and strategic thinking. According to Brown (1994) "Strategies are specific method of approaching a problem or task, mode of operation for achieving a particular end, planned design for controlling and manipulating certain information."

A teacher can start his job in a way he prefers but the most crucial thing is that this way must be student centered. It is the teachers ability to what extend he can engage students in variety of activities and enable them to be more imaginative, creative and communicative what activities the teacher does to present his class all come under strategies. Now, we can say that teaching strategies are tools, steps, techniques or activities to make learners active and self-directed are those activities that a teacher conducts in the classroom systematically or in an organized way. Strategy simply refers to the plan that is intended to achieve a particular purpose. Thus teaching strategies are those deliberate actions and attempts of the teachers which are intended to promote the learning of the new features of the English language.

In the field of pedagogy, teaching strategy refers to the pattern of teaching acts that serves to attain certain outcomes and to guard against others. To say it in another way, teaching strategy is a purposefully conceived and determined plan at action. Teaching is not an easy job. It is an integrated form of science and art. As a teacher she/he is responsible for the all-round development of the learner. And learners, for the sake of overall development of the learners, she/he has to adopt different activities techniques ways and tasks such tasks; activities way adopted by teachers on course of teaching are known as teaching strategies.

English pronunciation is important in English language. Pronunciation is crucial part of second language learning and teaching. Despite its importance for many years, teaching pronunciation has been undervalued and English language teacher have continues to teach pronunciation just as a repetition of drills or memorization of dialogue. However, to days world requires that the goal of teaching pronunciation should improve students communicative aspects, because only in that

way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance in order to teach second language learners how to speak in the best way possible, some pronunciation activities are provided below that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Strategies for teaching pronunciation aspect. The teacher has to use different strategies for developing pronunciation aspects. Some strategies for teaching pronunciation aspect are discussed as follows according to Kelly (2000, P.15-22);

Drilling. Drilling is one of the main activities of teaching pronunciation in the language classrooms. In this, the students copy the model pronunciation provided by the teacher. It involves the teacher saying a word or structure and getting the class to repeat. It is related to audio lingual approaches to teaching. It helps to students for better pronunciation of i.e. item and for remembering new items. For example:

Teacher: House

Students: House

Chaining: - It can be used for sentences which prove difficult for students to pronounce, either because they are long or because they include difficult words and sounds. There are two types of chaining back chain and front chain.

Substitution drilling: - In this drilling a structure is involved but substituting items of vocabulary into the sentence.

Open pair drilling: - These drilling deals with question and answer drills might be step up acrostic class with one student asking another responding soon.

*Minimal pairs.*Minimal pairs are pairs of words that differ in only one feature of pronunciation. Minimal pair exercise leads in to pronunciation practice. For example:

Note - Not
Sea - She
Wet - Wait

Visual representation. Teachers can tech pronunciation through visual representation. In this, the teacher writes words on the board and shows where the word is stressed. For example:

'Increase - noun
In 'crease - verb
'Import - noun
Im'port - verb

*Pronunciation and spelling activates.*In this activity, the students are taught which letter represents which sound.For example:

Sounds	spellings	examples
/ʃ/	sh	shop, English
/e/	e	get, pen

For this homographs and homophones can provide useful opportunities. Homographs are words which have the same spelling but with different Pronunciation (read/read). Homophones are words which have the same Pronunciation but have different spellings (right, write, fair & fare)

Listening activities. Listening English is one of main ways of developing pronunciation. We have to encourage the students to listen authentic English as possible. Students are engaged to listening authentic materials like, conversation of native speaker broad cast and so on.

Reading activities. Work on pronunciation can be successfully integrated with reading activities too. Like listening, reading is a receptive activity and so it provides a suitable means of bringing language features to students' attention. Students are engaged to read written text in target language in which students receive the language rather than produce it. However, students can also produce sounds while they use reading aloud kind of reading.

Taping students English. Tapes can be made white students are engaged in language practice activities and used of all manner of language difficulties but especially those concerned with Pronunciation.

*Tongue twister.*The teacher uses sentences that are difficult to pronounce quickly and correctly to practice target sounds. This technique is useful for teaching sentence level sounds. For example:

I tell a tale of tail.
She sells seashells by the seashore.

Mirroring. Learners note the position of their lips and tongue in a mirror when producing a sound.

Rhyming words/chants. Learners create lists of rhyming words containing the sound being practiced and try pronouncing them. For example:

Tell	hell
Sell	nail

Identification. The teacher dictates pairs of similar sentences and has learners identify which sentence is being road on a worksheet.

There are two key sides to pronunciation teaching i.e. the teaching of productive skills and the teaching of receptive skills.

After the discussion of above mentioned strategies different scholars have suggested different types of strategies as follows:

The strategy at teaching has its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. Different scholars have mentioned different prominent strategies. Some scholars' strategies are as follows:

Marin (2007) has presented some more prominent strategies. They are;

- Lecture
- Case method
- Discussion
- Cooperating
- Active learning

- Integrating technology and distance learning

It means the teacher can use lecture, case method, discussion, co-operation and integration of technology of the strategies.

Similarly, Killen's (2003) presents following teaching strategies:

- Direct instruction
- Discussion
- Small group work
- Cooperative learning
- Problem solving
- Students research
- Role play
- Case study
- Students writing

Here, Killen (2013) mention something different than Marin that teacher can teach the student with the help of strategies.

Similarly, Kayi (2006) has presented teaching pronunciation strategies

- Discussion
- Simulation
- Information gap
- Brain storming
- Story telling
- Interview
- Story completion
- Reporting
- Language game
- Picture describing
- Find the difference

The lack of a simple correspondence between the spelling system and the pronunciation system in English tends to cause problems for learners in pronunciation which can lead them to initially or repeatedly misspell words and mispronounce them. A learner who consistently mispronunciations arrange of phonemes can be extremely difficult for speakers from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood a native speaker. Similarly, there can be disagreement over the model of English one should provide for ones students. So, English language teacher are in confusion which model should be followed i.e. R.P. and B.B.C. This also creates problems in pronunciation teaching. There are two key problems regarding Pronunciation teaching i.e. it tends to be neglected and it tends to be reactive particular problem that has arisen in the classroom rather than being strategically planned (Kelly; 2000 p.13).

Our English text book revised by CDC grade 9 (New version-2079/2022) directly emphasized on teaching pronunciation. We can see there are some exercises in separately included inside the unit of that text book. Teachers are suggested (recommended) to help the learners to facilitate with the given words. The pronunciation exercises are given in page number 05, 18, 30, 41, 55, 69, 83, 95, 111, 123, 135, 161, 174, 189, 201, 214, 213. The words to pronounce are wonderful, infrastructure, intention, thumb, you're, aren't, blizzard, pneumonia, opened, impossible, knowledge, architecture, their/there, dearest, cook, strategies etc. Here is one of the sample exercises of the pronunciation given in the grade nine textbook:

> Pronunciation
> Pronounce the following pairs of words and find the difference of their meanings mentioned in page no. 96.
>
affect-effect	loose-lose	further-father	advice-advise
accept-except	ascent-assent	council-counsel	principal-principle

Furthermore, exercise is about contracted forms. Similarly in page number 96 and 189 we can see the exercise of pronunciation related to homophones which can be taught by using minimal pair's technique. Likewise in page number 214 exercise aim is to introduce with long (u :) and short vowel (ʊ). Moreover, there is glossary at last of the book which also facilitated with pronunciation. In this some assumed difficult

words are presented alphabetically with their phonemic symbol words class and meaning like: attribute /Əˈtribju:t\/ (v.) : regard something as being caused by. Thus, it shows the importance of pronunciation in secondary level and suggests focusing on pronunciation aspect to the teacher and student.

Review of Related Empirical Literature

Several studies have been carried out in the field of teaching language and pronunciation. In this section, different documents related to the study were reviewed conducted in the past.

Dhital (2010) carried out a research on "Speaking Strategies employed by Secondary level Teacher". Her main objective was to find out the extent to which the secondary level English teachers use different speaking strategies employed by Killen (2013). Ten secondary level English teachers of Kathmandu district were selected through purposive non-random sampling procedure. She used two types of tools for collecting primary data. They were observation checklist and questionnaire. The main findings of her research was that all nine strategies stated by Killen (2013) were good, average and below average in most of the cases i.e. only by about 80 to 85 %.

Joshi (2010) carried out a research on "Learning strategies of English language teachers for speaking" aiming at identifying the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers' own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher, courses, teaching portfolios, resource and teacher activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching indifferent colleges of Kathmandu.

Khanal (2011) conducted a research entitled. "Information for English Pronunciation development". The study was carried out in order to identify English language teachers' perception towards pronunciation and find out the environment

available for teachers in the institution to make them information literate. He concluded that pronunciation aspects are essential for the speaking of the teachers. In the research most of the teachers agreed that information literacy aspects provide the teacher to do any work easily and it also increases their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation. Similarly, Khanal found out that all the teachers' institutions lack the effective environment to make them pronunciation literate teacher.

Sapkota (2011) carried out a research on "Strategies adopted by higher secondary English teachers in teaching language items". The main purpose of his research was to find out the strategies adopted by higher secondary English teachers in teaching language items. As stated in "Meaning into words". Fifteen higher secondary level English teachers of Sindhupalchowk district were selected through purposive non-random sampling procedure. He used both observation checklist and questionnaire as tools of data collection from the research. It was found that the high majority of teachers (i.e. 80%) introduced language items as stated in meaning into words effectively and in a better way. However, students' motivation to the subject matter was not properly managed and relating lesson to the previous one was not done effectively as they could.

Dhakal (2012) conducted a research entitled "Communication strategies adopted by teachers and students at B. Ed. Level". The main objective of her study was to investigate the types of communication strategies adopted by B. Ed level teacher and students to fulfill her objective she selected the entire teacher and students of B. Ed level of Madan Bhandari Memorial College, Anamnagar. In her study, she used questionnaire as the tools for data collection. The major findings of her study was that twenty two communication strategies used by the teachers and students in the classroom activities i.e. asking, guessing, simplification, synonym. Antonym, definition, paraphrase, description, exemplication, translation, language switch, gesture, substitution, word coinage, code switch, topic avoidance, circumlocution, generalization.

Pangeni (2012) carried out a research entitled "Techniques adopted by English teachers for testing pronunciation aspect". The main objective of her study was to find out the techniques adopted and analyze the opinion of the teachers towards the

techniques used in the testing pronunciation aspect. All the secondary level English teachers of Palpa district were the study population of her study. She selected 40 English teachers from 20 secondary schools. She selected 2 teachers from each of the schools using non-random judgmental sampling procedure. She used questionnaire and classroom observation checklist as data collection tools. The finding at her study showed that teachers were found using different techniques for testing pronunciation aspect. Among them picture description, reading aloud, oral interview, telling stories were more common in the classroom. Moreover, the finding of this study showed that 30% of the teachers felt pronunciation test easy task where as 70% of the teachers felt pronunciation task as a difficult task.

Karki (2018) carried out her research work entitled "perception of private school Teachers on Teaching of pronunciation." This study examines the perception of teachers on teaching pronunciation at school level. The sample group of the study consisted of 30 English language teachers from different 30 private school. She used questionnaire included close-ended and open ended questions. The data were analyzed and interpreted statistically. The results of her study indicate that the private school English teachers perceived that to follow native. Like pronunciation while teaching this aspects in the classroom. It is also shows that most of the teachers used only drilling technique to teach pronunciation.

Khan (2021) conducted a research entitled "secondary level English teachers in teaching speaking in large classes." The main objective of his study was to find out the strategies used by the secondary level teachers in large classes for teaching speaking. He used four English teachers from Banke district, Nepal as the sample of the study. Similarly, he administered open ended interview and classroom tool for data collection. The man finding of his study was teachers use strip story, project work and presentation, information gap activities, simulation and language games as strategies of speaking teaching.

Thus, the above review of literature depicts that there have been many research studies carried out in the field of the teaching pronunciation. This study is different from all the other studies carried out so long in the sense that it essentially gives focus on the strategies that the teaching used in the classroom and their perception behind the use of strategies in the classroom.

Implications of the Review for the Study

Literature review plays vital role from selection of the topic to deriving the finding. To choose the researchable new topic in the area of pronunciation teaching, the researcher has reviewed some literatures which are already carried out. These researches have recommended some possible researchable topics that helped me to select a new research topic and find out the gap between what have already been found and what are yet be explored.

The implications of the theoretical and empirical reviews in the context of this study are as follows:

From the discussion mentioned above the researcher got insightful ideas related to my topic. Most of them are related to different teaching strategies of pronunciation which are closely associated with the present study. From the review of Killen (2013) the researcher got vast insights of pronunciation and teaching pronunciation. Similarly, the researcher received in depth knowledge about teaching pronunciation and teaching strategies from the review of Harmer (2000) and Brown (1994). Likewise, the researcher reviewed the Ur (1996), Jones (1979) which was beneficial to be familiar with sounds, stress, intonation, tune shapes these are basic elements of the pronunciation. Furthermore, the researcher also reviewed Kelly (2006), Marin (2007), Kayi (2006), and Brown (1994) which provides me insight on pronunciation teaching strategies. Moreover, from Kelly (2000) the researcher knew about the features of pronunciation strategies of pronunciation and problems regarding pronunciation. O'Connor (1980) expanded tune shapes in English. It helped to understand about tune of English language. After reviewing all those literatures, the researcher updated her with research process and methodological tools which proved very beneficial to my research work.

As the study is survey research design, the researcher got ideas about the process of doing it after reviewing those research works. Those works have direct implication to my research study because the researcher also used classroom observation checklist and diary for data collection. Therefore after reviewing those research works, the researcher updated with research process design and

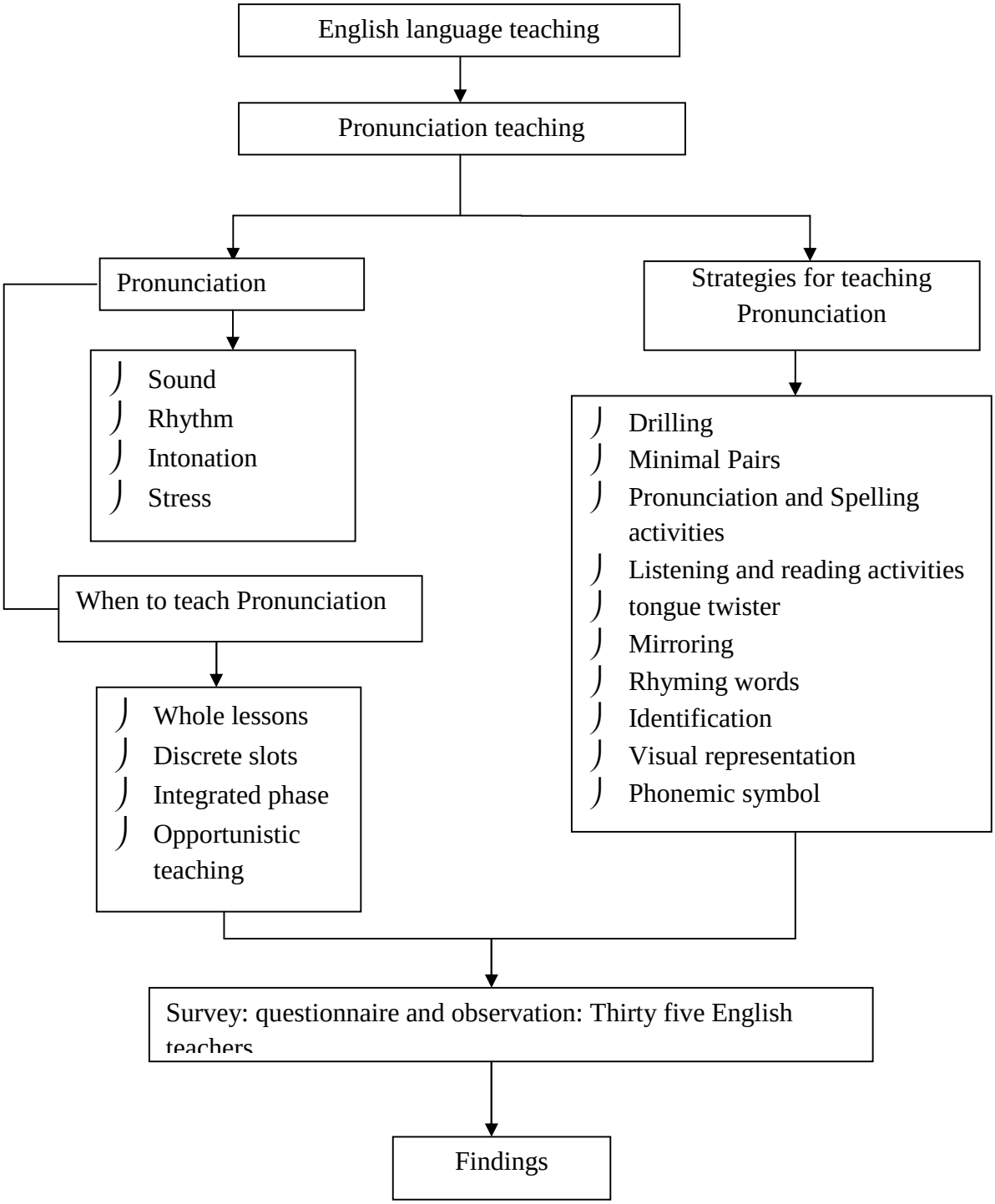
methodological tools which were very beneficial to my research work. Some of them are as follows:

At first, from the review of Sapkota (2011), I got the ideas regarding strategy adopted by higher secondary English teachers in teaching language items. Similarly, from the review of Joshi (2010), I got insight own learning strategy of English language teachers for speaking and I knew to prepare research tools. Likewise, from the review of Pangeni (2012), I got ideas to decide the tools for data collection and it is also useful to analysis and interpretation of data. Then, from the review of khan (2021), I found that role play discussion, simulation, interviews, reporting, picture describing were the teaching speaking activities which is directly related to pronunciation aspect of language. I also received the ideas on writing findings.

Similarly, Dhital (2010), I found that speaking strategies employed by secondary level teachers. Then I review Khan al (2011), I got that information for English pronunciation development. Finally, from the review of Dhakal (2012), I got the knowledge of types of communication strategies which help me to understand about different types of communication strategies.

Conceptual Framework

The following conceptual framework was used to undertake this study:



Chapter III

Methods and Procedures of the Study

This chapter deals with the methods and procedures that I have used for conducting this research. It has included the design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations. The following methodology was adopted to fulfill the objectives of this study.

Research Design of the Study

Research design is the overall strategies to find out the answers to the problems research. "The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for data collection, measurement, and analysis of data" (Kothari, 2004, p. 31). To carry out this study, the researcher adopted the survey research design. A survey is a research design done to find out the characteristics, behaviors, traits and attitudes of someone. According to Kerlinger (1978) "Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population". From the above mentioned discussion, it is crystal clear that survey research is one of the research designs which are carried out to find out the opinion attitudes, views of people on different issues, situations and phenomena. The current study too needs the perception of English language teacher in pronunciation teaching and used strategies to teach it.

It is non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetic deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is

often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but is stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight step procedures of survey:

Step 1: Defining Objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study.

Step 2: Identity Target Population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students teachers, etc.

Step 3: Literature Review

Under this step related literature should be reviewed. It helps to know about what other said/discovered about the issues.

Step 4: Determine Sample

In this step, the researcher needs to be clear about the tool population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identity Survey Instruments

In this step we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design Survey Procedures

After preparing appropriate tools for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic processes of data collection.

Step 7: Identity Analytical Procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, and median and so on.

Step 8: Determine Reporting Procedure

Finally, after analyzing the data we have to prepare the report of our research can be written in narrative way with description.

Population, Sample and Sampling Strategy

The population of this study were included all the English language teachers teaching at secondary level schools in Dadeladhura district. Out of them, thirty five teachers were taken as the sample size in this study. The researcher used purposive non-random sampling procedure to select sample from the population of the study.

Sources of Data

Both primary and secondary sources of data were for this study.

Primary sources of data. The fundamental bases of the study were primary sources of data. The primary sources of data were the respondents who selected as the sample for this study.

Secondary sources of data. The researcher has used different books, textbook, web sites and other related unpublished theses as secondary sources of data to collect more information and to get related ideas about my study. Some of the secondary sources of data which the researcher has consulted were: Harmer (2008), Ur (1996), Kelly (2000), Brown (2006), Hedge (2008), Omaly and Chamot (1990), Gimson(1989), Kothari (2004), CDC (2022) Khan (2021) and so on.

Research Tools

Research tools are instruments that help to collect data from the sample of the study. A set of questionnaire including ten closes ended and five open ended and

observation checklist were used as the research tool for the data collection for this research.

Data Collection Procedures

A researcher should follow the certain and systematic procedures while collecting data. So, the researcher used step wise procedures for the collection of data. First of all, the researcher prepared questionnaire and observation checklist on the basis of the objectives of the study. Then, visited and selected secondary level English language teacher as the sample of my study. Thereafter, the researcher took permission from administration to carry out the research, explaining the purpose of my study. After that, establishing the rapport with concerned teachers, the researcher administered the questionnaire and observed selected teachers classes. Finally, the researcher collected the questionnaire from them for further research.

Data Analysis Procedures

In this study, the qualitative data were analyzed descriptively with theme and quantitative data were analyzed and interpreted with the help of simple statistical tools like percentage and table, etc. Then, the researcher summarized and reported written data including the main contents.

Ethical Considerations

This is very important thing to be considered by researcher while collecting information. Every researcher should be aware of the ethical considerations during conducting any research studies. So, the researcher considered informants personal matter, professional matter, including all his psychological behavior. The informants did not impose questions to be answers. The researcher did request them to answer the questions in their own ways. At first, the researcher took permission from the school administration. Then, the researcher gave short information about my research to the respondent teachers' built trust with the respondents and the researcher respected the respondents' answer.

Chapter IV

Analysis and Interpretation of Data

This chapter contains the analysis and interpretation of the data obtained from the primary sources. The collected are analyzed and interpreted using both the descriptive and statistical tools.

Analysis of Data and Interpretation of the Results

This research aimed to explore the perception of the English teachers in teaching pronunciation and to investigate the teachers strategies used in teaching pronunciation. Questionnaire having both open and close ended questions and observation check list were used for data collection. The collected data from the close ended questions were analyzed statistically in tables on the major themes and the responses obtained through open ended questions were analyzed in descriptive way with theme based on the questions.

Most preferring strategies in teaching pronunciation. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable in the future. Such as;drilling, minimal pairs, phonemic symbols, pronunciation and spelling activities are the pronunciation teaching strategies. The preferences of strategies are analyzed in the given table.

Table 1

Most Preferring Strategies in Teaching Pronunciation

S.N.	Strategies	Number	Percentage (%)
1	Drilling	14	40
2	Minimal pairs	5	14.29
3	phonemic symbols	3	8.57
4	pronunciation and spelling activities	13	37.14
	Total	35	100

Table 1 shows that the maximum number of teachers is 40% preferred the drilling, 37.14% teachers liked pronunciation and spelling activities, 14.29% teacher

wanted to apply minimal pairs and only 8.57 teachers dealt with phonemic symbol while teaching pronunciation at secondary level students.

From the above mentioned data, it was found that majority of English language teacher preferred to use drilling strategies in teaching pronunciation. Similarly, average number of respondent liked to use pronunciation and selling activities and minimal pairs. However, only few teachers wanted to use phonemic symbols when they facilitate their students with pronunciation.

Strategies almost all the teachers use in their classroom. This table is about Strategies almost all the teachers use in their classroom. Regarding this following table is made and analyzed with interpretation.

Table 2

Strategies Almost All the Teachers Use in their Classroom

S.N.	Strategies	Number	Percentage (%)
1	Drilling	24	68.57
2	Minimal pairs	0	17.14
3	Mirroring	6	0
4	Tongue twister	5	14.29
	Total	35	100

Table 2 presents that most of the teachers i.e. 68.57 applied drilling strategy, 17.14% teachers' dealt with minimal pairs, 14.29% teachers helped their students through tongue twister and none of the teacher used mirroring.

The above tables show the result that the greatest amount of respondents used drilling strategy in their classroom, similarly, minimal pairs and tongue twister is also used in average but none of the respondents used mirroring strategy yet.

Time to teach pronunciation. Time is related to schedule. Here Time to teach pronunciation means lessons to deal it. Such as; whole lessons, discrete slots, integrated phases, opportunistic teaching etc. The mentioned below deals and analyzes with them.

Table 3

Time to Teach Pronunciation

S.N.	Time	Number	Percentage (%)
1	Whole lessons	11	31.43
2	Discrete slots	3	8.57
3	Integrated phases	17	48.57
4	Opportunistic teaching	4	11.43
	Total	35	100

Table 3 indicates that majority number of teacher i.e. 43.57% taught pronunciation in integrated phases, 31.43% teachers engaged their learners on pronunciation in opportunistic teaching, 8.57% teachers helped their pupils in discrete slots to teach pronunciation at secondary level.

From the above mentioned data it was found that supreme of the respondents' facilitated their students in integrated phases rather to teach in discrete slots. Likewise, average number of respondents taught pronunciation in whole lessons and opportunistic teaching.

Approach in pronunciation teaching. It is stated that there are three significant approaches to teach pronunciation namely; integrated lesson, remedial lesson, and practical lesson. These are analyzed below on the basis of data collected from the respondent

Table 4

Followed Approach in Pronunciation Teaching

S.N.	Approach	Number	Percentage (%)
1	Integrated lesson	19	54.29
2	Remedial lesson	7	20
3	Practical	7	20
4	None	2	5.71
	Total	35	100

Table 4 explains that the maximal number of teachers 54.29% teachers applied integrated lesson, 20% teachers operated practice lesson and 5.71% teachers did not follow above mentioned approaches of teaching pronunciation.

From the result it can be said that the maximal of the respondents used the integrated lesson approach for teaching pronunciation rather than redial lesson and practice lesson however, only few respondents did not have any idea about the approach of teaching pronunciation.

Easy strategy to conduct. All strategies may not conduct easily in all contexts. So, this table analyzed which strategies are easy to conduct on the basis of the teachers answers.

Table 5

Easy Strategy to Conduct

S.N.	Strategies	Number	Percentage (%)
1	Drilling	16	45.71
2	Minimal pairs	9	25.71
3	phonemic symbol	3	8.57
4	pronunciation and spelling activities	7	20
	Total	35	100

Table 5 highlights that 45.71 % teachers felt drilling strategy is easy to conduct 25.71% teachers handled minimal pairs well, 20% Teachers manipulated tack fully the pronunciation and spelling activities, only 8.57% teachers tackled phonemic symbol strategies during pronunciation teaching inside the classroom.

The result shows that majority of the respondents claimed that drilling is easy strategy to conduct in the classroom in teaching pronunciation. Average number of informants showed their interest in minimal pairs and pronunciation and spelling activities were the easy to apply.

Perception of teaching pronunciation strategies. Perception is a thought, belief, or opinion, often held by many people and based on appearances. Regarding perception of teaching pronunciation the given table is analyzed with interpretation.

Table 6

Perception of Teaching Pronunciation Strategies

S.N.	statement	SA	%	A	%	D	%	S.D	%
1	Strategy makes teaching pronunciation easy	10	28.57	22	62.86	2	5.71	1	2.86
2	Strategies like language games, simulation, interview and same and difference are used by English teacher	10	28.57	20	57.14	2	5.71	3	8.57
3	Strategies are compulsory to teach pronunciation	15	42.86	17	48.57	3	8.57	0	0

Table 6 shows that the majority of respondents i.e. 62.86 agreed, 28.57 strongly agreed, 5.71% disagreed and 2.86% strongly disagreed. Similarly the second item in this table 28.57% strongly agreed, 57.14% agreed, 5.71% disagreed and 8.57% strongly disagreed.Likewise, the third item is strategies are compulsory to teach pronunciation aspect. In this 42.86% strongly agreed 48.57% agreed, 8.57% disagreed and none of the teacher strongly disagreed.

This reveals that maximum of the respondents agreed on strategy makes teaching pronunciation easy. However few of the teachers disagreed on this with the perception of strategy do not matter.

Similarly majority of the respondents agreed on the strategies like language game, simulation interview, same and difference are used by English teacher in teaching pronunciation. Still, the few respondents although disagreed on this statements. Likewise, on the statement of strategies are compulsory to teach pronunciation aspect, almost all respondents granted but few number of teachers ignored it.

Attitude to words strategies in pronunciation teaching. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain action. The given table is all about attitude to words strategies in pronunciation teaching.

Table 7

Attitude to Words Strategies in Pronunciation Teaching

S.N.	Statement	Yes	%	No	%
1.	Single strategies work well in all context	2	5.71	33	94.29
2	Using strategies work effectively	25	71.42	10	28.57.

Above table 7 shows the responses of the teacher regarding their attitude towards strategies in pronunciation teaching. The first item of this table is Does a single strategy works well in all contexts? By analyzing these item 94.29% respondents selected yes alternative and only 5.71% selected no option. Similarly, the second item of the table is all the using strategies worked effectively? In this 71.42% respond yes and 28.57% respond no.

It shows that majority of teachers did not find a single strategies can be fit in the entire context but a couple respondents claimed it is possible. Finally, maximal number of respondents agreed on using strategies work effectively. However, some of them strategies may not result as expected

Analysis of Information Obtained through Classroom Observation

The researcher observed fifteen classes of five secondary level English teachers. To find out what strategies actually used inside the English language classroom in teaching pronunciation.

Teacher 'A'

First class observation of teachers 'A', the researcher found that he used minimal pairs to teach pronunciation aspect in grade nine.

In second class he used visual representation to facilitate the students with the problem of pronunciation.

On the observation of third class it was found that teacher 'A' adopted phonemic symbol to deal with difficult words regarding pronunciation.

Teacher 'B'

On the first day of English class observation of teacher 'B' in class nine the researcher knows that the teacher was engaging her students in pronunciation activities through drilling strategies

In the second class of observation the researcher found that the teacher was taught pronunciation through visual representation.

The last day of classroom observation the researcher investigated that the teacher facilitated her students with the help of drilling strategies.

Teacher 'C'

On the first day of teachers 'C' classroom observation of grade nine the researcher saw that he guided his students by using minimal pairs.

The researcher observed the second class of teacher 'C' he helped his students through listening and reading activities to enhance pronunciation aspect of language.

Drilling was used by the teacher when the researcher observed the third class of teacher 'C'.

Teacher 'D'

The first class observation of teacher 'D' he used pronunciation spelling activities to improve students pronunciation.

Visual representation was used on the second class observation of the teacher.

The last classroom observation the researcher saw that she was used drilling technique to teach pronunciation.

Teacher 'E'

Drilling is used as the main teaching strategies while he was teaching pronunciation in grade nine classrooms.

In the second class observation of grade nine the teacher was facilitating his students by using minimal pairs.

On the observation of third day the researcher got pronunciation and spelling activities strategy was used.

Analysis of Open-Ended Items

Native like pronunciation awareness. On these teachers responds that an English language teacher need to have native -like pronunciation awareness native-like pronunciation awareness because it helps to obtain educational goal. Similarly, they said that if teacher do not have native like pronunciation awareness he/she may miss-lead their students that results that students learned wrong pronunciation. Likewise they respond that if a teacher has knowledge about native-like pronunciation then they can make their students able to pronunciation native-like pronunciation. Furthermore, they argued that teacher should have native like pronunciation knowledge which helps to get authentic exposure for students because teacher is the only exposing source for the students in the classroom. Moreover, they clarifying their statements by saying due to native like pronunciation awareness they can able to teach and tackle the students pronunciation related problems otherwise students may underestimate their teacher.

One of the respondents shows his/her agreement on need to have native-like awareness English pronunciation but he/she extremely emphasized on intelligible mastery on pronunciation is also accepted because English language is taught and learnt as foreign language. So in the entire context such kind of teacher may not found all time.

However, two of the informants denied that it is not compulsory to have native like pronunciation awareness. They argued that language is for communication so under stable English pronunciation is important rather than native-like pronunciation. Similarly, they also talked about the confusing of different accents.

Necessity to follow native like pronunciation. In formals respond it is necessary to follow native like pronunciation for accuracy and fluency, similarly, they replied that following native-like pronunciation enhance learners learning space and makes learner pronunciation like native speakers. Likewise, they said that it is necessary like war country because here we can find linguistic diversity. Furthermore they argued that teachers are the role model for the student. So they need to follow native like pronunciation. Then the students also follow the same thing.

However, nine of them denied to following the native-like pronunciation. They said that it is not necessary to follow native speaker pronunciation. They emphasized that it is better use intangible pronunciation. Similarly they clarified that developing native-like pronunciation in non-native context is difficult which hinder the learner's language learning.

Correction of inaccurate pronunciation of learners. Reading correction of the learner's pronunciation related errors teachers respond to correct them in immediately always. They argued that if the teacher do not correct their wrongly produce words than they habitual zed the same which hinder in the process of language learning. Similarly they talked that it is necessary to correct the inaccurate pronunciation of learners so that they can improve their pronunciation aspect of language and the can do best in their students pronunciation by following system of pronunciation and phonology of the English language. Similarly, one of the teachers agreed to correct students but not immediately. Immediately correction may embarrass the students that hinder their learning space and learners might be demotivated. Moreover, they focused on correction which assists to improve students speaking which is the primary skill of language learning.

However six of the respondents denied correcting always the learners in accurate pronunciation. Two of the teacher said that teachers need to provide opportunity to correct pronunciation to the learners which helps to create learning environment through collaboration which their classmate. Similarly, one of the informants claimed that correcting always students' pronunciation hinder the learners learning speed and they many remain silent because of the fear of making mistake. Likewise, one of the respondents argued that it is not necessary to correct the student mistake directly because students can analyze their fault while providing indirect

examples. Furthermore he claimed that only the serious errors should be focused while teaching pronunciation.

Risk taking while learning pronunciation. On risk taking in teaching and learning pronunciation all most respondents show their interest to take risk while teaching pronunciation inside the classroom. They said that teacher's confident level also increases the student's confident level which is essential for learning language. Similarly, they clarified that practice is more important regarding learning language which is directly related to risk taking that result better. Likewise, the suggested to take calculated risk that would improve the students as well as teachers pronunciation aspects a long with appropriate accuracy and fluency on speaking skill also. Furthermore one of the respondents said "high risk provide high project"

It means risk taking is beneficial for teaching pronunciation. Similarly, they talked that English language is foreign language so without taking risk may not produce good result because there is no one to one correspond with spelling and pronunciation. Teachers also want to take risk because teaching English in the context of Nepal is itself risk. It means students of English language are come with their different native language. Moreover, they also emphasized that risk taking is the basic and important feather of language teacher as well as students which empowers and increase self-esteem and provide opportunity to learn from the mistakes. Finally one of the respondents focused that risk taker accept what they don't know and focus on what they do know which motivated the learners to find out their weakness and focus those areas later.

Hence, nine of the information are against to take risk teaching and learning pronunciation because it is not joke to teach the one of the basic and essential aspect of language i.e. pronunciation. So, in teaching the aspect similarly, they said that teaching and learning regarding pronunciation take place slowly and gradually in the friendly and cooperative classroom environment. Two of the teachers claimed that risk taking may hinder the language learning specially pronunciation which is basic bricks for the language learning. Risk taking May also habitual zed to learn wrong pronunciation and learners to language fossilization

Suggested effective strategies for teaching pronunciation. The effective strategies for teaching pronunciation suggested by the respondents are:

- Listen and repeat
- I solation of the word
- Use of phonemic symbol
- Minimal pairs
- Slow pronunciation and try to exaggerate the sound
- Use of charts and materials (like word card)
- Provide enough native exposure
- Rehearsal and reparation
- Drilling modeling and imitation
- Pronunciation activities
- Loud reading
- Language games
- Spelling activities
- Use of ICT
- Use of tongue twister
- Record and listen
- Focus on language specific sound
- Use of communicative activities and games
- Focuses on extensive reading
- Use of interview
- Use of dictionary
- Focus on syllable, stress, and intonation
- Listen and odd and out
- Pair work
- Focuses on extensive listening like listening radio and songs
- Visual representation
- Regular pronunciation practice
- Follow IPA cart

Chapter V

Findings, Conclusions and Recommendations

This chapter concludes my study which I have drawn out from chapter one to chapter four. Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It is also deals with major findings of the study, conclusion and recommendation to the policy makers, teacher and ELT practitioners. IT is all about the brief description of my research.

Findings

Strategies used by the teachers in teaching pronunciation. It was found that maximum numbers of respondents (40%) prefer to use drilling strategies in teaching pronunciation. Similarly, the finding revealed that majority of the teachers 31.43 used the integrated phase's time schedule for facilitating their students with pronunciation. It means they taught pronunciation to their pupils including other language skills and aspects. Likewise, it was found that maximal teachers (54.29%) follow the integrated lesson approach to teach pronunciation at the secondary level. In this way, 45.71% respondents claimed that drilling is the easiest technique to conduct inside the classroom. Moreover the data collected through observation showed that most of the teachers prefer to use drilling minimal pairs, visual representation phonemic symbol pronunciation and spelling activities and listening and reading activities.

The perception of the English teachers in teaching pronunciation. It was found most of the teachers (91.43) agreed on strategy makes teaching pronunciation easy. In this same vein, majority of the respondents (85.71%) in fever on the statement it is found that some of the strategies like language game, simulation, interview, same and difference are used by the teacher. Similarly, the finding revealed that paramount number of teachers agreed that strategies are compulsory to teach pronunciation aspect. Likewise, it was found that supreme number of teacher (94.29%) denied on that single strategies work well in the entire context. Furthermore, greatest number of respondents (71.42%) concerned with using strategies work

effectively. In this way, teachers have the perception that English teachers need to have the native-like pronunciation aware which helps to provide authentic exposure. Similarly, maximum teachers gave their opinion that it is necessary to follow native like pronunciation for the effective like tone. Likewise, most of the teacher suggested that to correct the students errors related to pronunciation. However, some of the respondents argued that correction of students' errors may hinder their language learning. Moreover, the findings related to risk taking while teaching and learning pronunciation revealed that teachers need to take risk which developed the confident level of the learners as well as motivate them to learn through errors.

Conclusion

The study intended to investigate the teachers strategies used in teaching pronunciation and explore the perception of the English teacher in teaching pronunciation along with effective strategies for teaching pronunciation on the basic of above findings which were derived from the obtained data I explored that what-kind of teaching strategies for pronunciation used by secondary level teachers. From this it has been conducted that almost all teachers prefer to use drilling, minimal pairs, visual representation, pronunciation and spelling activities, phonemic symbol and listening and reading activities strategies in teaching pronunciation.

The findings indicated that most of the teachers prefer to use drilling and they find it is the easiest technique to conduct inside the classroom while teaching pronunciation similarly, it is also found that teachers also used minimal pairs, visual representation phonemes symbol, pronunciation and spelling activities and listening and reading activates. The teachers perceive that strategy makes teaching pronunciation. However they did not accept to follow native like pronunciation to facilitate their students and emphasize that the way of pronunciation should be under stable.

From this study I came to know that pronunciation is the one of the most and affective aspects of language. So, it is necessary to teach it to the English language learners because wrong pronunciation is meaningless in communication even grammar is correct.

Recommendations

Based on the finding concluded from the analysis and interpretation of the collected, I have suggested some of the recommendations. In this section, I have also mentioned the things that can be studied in this field of pronunciation teaching.

Policy level. The policies are the government'sactions to formulate the rule, system, andregulation. Every nation has its own policy in different sectors. In order to have effective teaching pronunciation in the ELT classroom, the government should formulate the police. So I recommend the following action to be taken at the policy level.

- Related stakeholders like curriculum developer and textbook writer should develop and recommend teaching learning materials and resources for pronunciation teaching.
- It is recommended that the teacher trainer also focused difficult area of pronunciation teaching by comparing Nepali and English language and trained the teachers.
- Policy maker also made policy by emphasizing ICT materials in teaching language.
- Teaching learning system, evaluation system, curriculum should be made contextual and relevant and should address the needs and interests of the learners.
- Finally, there should be correlation between time duration, availability of resources, the course and the assessment system.

Practice level. The current research study is beneficial for those who are at the practice level; especially ELT teachers can be benefited and it is significant for them as they perform various activities at the practice level.On the basic of data analysis and findings and findings of this study, some of the recommendations have been made at practice level.

- Teachers have to engage the learners in different pronunciation activities like repeat after the teacher listen to the audio and imitate according to the context of classroom on the basis of students needs and demands.

- Learners also should inspire to take risk while learning pronunciation aspects.
- Similarly, teachers have to knowledge and awareness on native-like pronunciation which helps them to guide learners easily.
- Teachers need to use ICT materials for better pronunciation of the learners.
- School management should take various steps in order to create learning environment in school.

Further research. This study could not cover all the areas of the study due to time bound. It may have limitations so, further research can be carried out to explore more and advanced strategies which can be used by the facilitator to develop pronunciation. Thus, based on this study the following further research related recommendations are recommended.

- This study was confined to the teachers' perception and strategies they used. So, further research can be conductedon students' strategies and their learning style on pronunciation.
- Students' pronunciation learning style and perception.
- Comparison between public school teachers' strategies for teaching pronunciation and private school teachers' strategies.
- This study has been limited to schools of Dadeldhura district. So, such kind of studies would need in other district schools.
- This study would be helpful for those who want to carry out research in the field of strategies adopted by the secondary level teachers to develop pronunciation aspect.

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Appendices

Appendix I

Questionnaire for the Teacher

Dear informants,

This is a questionnaire as a part of my research study entitled "Strategies adopted by secondary level Teachers in Teaching Pronunciation" under the supervision of Mr. Bhim Prasad Wasti for the partial fulfillment of Master's Degree in English Education at Tribhuvan University. I would be grateful to you if you could cooperatively fill the questionnaire in with true information. All the information collected will be used confidentially only for present research. Please, feel free to put your true responses required by the questions.

Thank you

Researcher

Lalita Kumari Bahttrai

Name:

School:

Answer the following questions:

1) Which strategy do you prefer mostly while teaching pronunciation?

   a) Drilling b) Minimal pairs

   c) Phonemic symbol activities d) Pronunciation and spelling

2) Strategy makes the teaching pronunciation easy.

   a) Agree b) Disagrees

   c) Strongly agree d) Strongly disagree

3) Which strategy do you think almost all the teachers use in their classroom?

   a) Drilling b) Minimal pairs

   c) Mirroring d) Tongue twister

4) When do you teach pronunciation in your class room?

   a) whole lessons b) discrete slots

   c) integrated phases d) opportunistic teaching

5) Which approach do you follow in pronunciation teaching?

a) Integrated lesson b) Remedial Lesson

c) Practice lesson d) none

6) It is found that some of the strategies like language game, simulation, interview, same and difference are used by English teacher.

a) Agree b) Disagree

c) Strongly agree d) Strongly disagree

7) Which strategy is easy to conduct?

a) Drilling b) Minimal pairs

c) Phonemic symbol d) Pronunciation and spelling activities

8) Does a single strategy fit in all contexts?

a) Yes b) No

9) Are all the using strategies using effective or not?

a) Yes b) No

10) Strategies are compulsory to teach pronunciation aspect.

a) Agree b) Disagree

c) Strongly agree d) Strongly disagree

11) Do you think teachers need to have native-like pronunciation awareness?

……

……

12) Is it necessary to follow native like pronunciation?

……

……

13) Is it always necessary to correct the inaccurate pronunciation of learners?

……

……

14) Do you want to take risk while learning pronunciation or not? Why?

……

……

15) Would you like to suggest some effective strategies for teaching pronunciation ? Please mention them.

……

Thank you

Appendix II

Checklist for Classroom Observation

Name of the teacher: Class:

Name of the school: Date:

S.N.	Strategies used in teaching pronunciation	Yes	No
1.	Drilling		
2.	Phonemic symbol		
3.	Mirroring		
4.	Visual representation		
5.	Minimal pairs		
6.	Pronunciation and spelling activities		
7.	Listening and reading activities		
8.	Tongue twister		
9.	Identification		