

CHAPTER ONE

INTRODUCTION

This chapter deals with the concept of language i. e. general background followed by teaching the English language in the context of Nepal and importance of English language. Likewise, it includes the language skills i. e. speaking skill, language teaching aids, audio aids, usefulness of audio aids and teaching of pronunciation. The other topics that are discussed in this section are the approaches to teaching pronunciation, teaching pronunciation through audio dictionary and review of the related literature. This chapter also incorporates the objectives and significance of the study as well.

1.1 General Background

Language is defined as a means of communication in order to share our ideas, feelings, thoughts, emotions, etc. Language is considered to be a unique property of human being. It is one of the features which distinguishes human beings from the other living beings. "Wardough (1972, p. 3) defines language as "the system of arbitrary vocal symbols used for human communication". Similarly, Sapir (1978, p. 8) views that "language is purely a human and non-instinctive by means of a system of voluntary produced symbols". Language is a system for communicating ideas and feelings using sounds, gestures, sign or marks. In this regard, Brown (1994, p. 4) states that language is, "a system of arbitrary vocal symbols which permits all people in a given culture to other people who have learned the system of that culture to communicate or interact". Similarly, Oxford Dictionary of English Etymology (1996, p. 514) defines, "Languages is a body of words used by people. It is a form of words and style of expression". This definition states that language is a proper combination of words used by people. On the basis of the above definitions,

we can easily claim that language is the most powerful medium for receiving and producing a message.

Language is an expression of human personality in words, whether written or spoken. Every human being possesses at least a language in order to make a purposeful communication with other people so, language is an inseparable part of human communication. Richards et al. (1999, p. 196) defines, "Language is the system of human communication which consists of the structured arrangements of sound in the longer units e. g. morphemes, words, sentences, utterances. Similarly, Crystal (2003, p. 255) defines, "Language, at its most specific level, refers to the concrete act of speaking writing or signing in a given situation". Thus, from the above definitions, it is clear that language is a system of communication. It is a communicative medium of expressing ideas and concepts as well as moods feelings and attitudes.

Among many major and minor languages found all over the world, English language is a major and fast growing language which crosses the boundary of geographical and national territory. It is used and found at every corner of the academic world as well as day to day life. Some linguists emphasize on the value of English in today's world by saying, anyone who can read English can keep in touch with whole world without leaving his own house. At present, it has become a common tongue and universal passport to go and visit every part of the world. It has been the most prestigious and mobile vehicle in the field of language all over the world. Moreover, it has been identified as the common or global language in the world, technically known as 'Lingua Franca' at the international level. It has been regarded as the language of education, civilization, business, politics etc. at national as well as international level. Moreover, the latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America and Britain where English language is the means of scientific discourse.

In the context of Nepal, English language has been given priority as the international language. It is taught as a compulsory subject from primary to bachelor level and also as an optional subject, a number of English medium schools have been established in private sector under the supervision, guidance and control of the ministry of Education. Moreover, it is necessary to ensure better career within and outside the country. So, English almost has become the language of survival in the world. Furthermore, in the present era of globalization English has been an essence of developing international brotherhood, trade, services and capital inflow.

English has begun to be learnt in Nepal after it entered in the Indian sub continent with the expansion of British Empire in the east. The British Introduced English in Indian system and later it was expanded to Nepal. In this context, Awasthi (2003, p. 22) writes,

Formally, English entered in Nepalese Education in 1854 when the prime minister Jung Bahadur Rana opened Durbar High school in Kathmandu. However, it was not introduced in the higher education until 1918 when Trichandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the National Education System Plan (NESP). Until then, the English language teachers were not trained. It started only in 1971 when FOE of T. U. initiated B. Ed. Programme in English Education.

English language teaching has a long history in Nepal. Sharma (1990, p. 36) states, "It was Jung Bahadur who introduced English language teaching in Nepal due to the influence of British Education system in 1910 B. S." Mr. Ross and Mr. Canning were the first ELT teachers in Nepal who were brought from Britain. Later, another Rana Prime minister Bir Shamser opened the door of Durbar School for public. NESP was implemented by Panchyat regime in 1971. After implementing of NESP, English teaching and learning

was expanded through out the country. English was prescribed from primary level to higher level as a core subject. After the reinstatement of democracy second time in the country, National Education Commission was formed in 1992. According to report of the commission the nation expanded English education better than previous plan.

1.1.1 Importance of the English Language

English language is recognized as an international language by the United Nations organization. Teaching English is an important job. A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English. The English language is also one of the official languages of the United Nations. Nepal depends on the ability of its citizens to communicate with outside world and these days much international communication takes place in English language.

In Nepal, English language teaching has formally been introduced at class one of the primary level. However, it is taught in Boarding school from the Nursery class.

According to Sthapit (2000, p. 3), the importance of English as a foreign language is for learning the following activities.

-) To participate in classroom interactions.
-) To study course materials and other related academic or professional matters.
-) To use it as a medium of expression in assignments, tests and examinations.
-) To read things for pleasure and general information.

-) To gain access to the world body of knowledge.
-) To participate in movies, plays, talks, radio and television programmes etc.
-) To keep them a breast of what is going on around the world.
-) To participate in international meetings, seminars, conferences etc.
-) To communicate with foreigners in general.
-) To develop the learner's personality and enhance their career development.

The purpose of learning a language is to enable the students to communicate in the target language. To convey thoughts, intentions, wishes, informations, etc. a person needs mastery of various elements. Those elements are achieved by teaching English language to the learners.

According to Brown (1994, p. 7) "Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". This definition states that teaching is guiding and facilitating learning, enabling the learner to learn and set the conditions for learning. The main job of a teacher is to help students to learn. In English language classes students must not be afraid of trying out new words. All the children are naturally curious to learn new things. Teachers must use a variety of methods, and use different teaching materials to keep their lesson interesting and to motivate their students to learn.

Teaching of the English language demands the use of both the first and second language. It is a very difficult task since it includes all the aspects of language and culture as well. However different techniques, methods, and

approaches are being introduced day by day to facilitate learning and teaching a second language. Thus, teaching the English language is the skill including reading composition, writing speech, spelling etc. taught in elementary and secondary schools to give students a through proficiency in using the English language. To get the mastery over language, every body needs to have the ability in all skills and aspects of language.

1.1.2 Language Skills

Skill is the ability to do something well. A man can ride a bicycle smoothly and travel from place to place because of his cycling skill. Similarly, a man can exchange his ideas, thoughts, feelings, plans and other activities by using language. One can perceive and perform messages either in a spoken or written form of a particular language. Listening and speaking are the primary skills in communication. Listening is receptive skill whereas speaking is expressive one. Having acquired listening and speaking skills, even illiterate people can communicate their day to day needs smoothly. For the literate as well as educated persons, listening and speaking are the basic skills. Reading expands vocabularies as well as structures that are used in varieties of ways and styles in different context and situation. Writing is the expressive skill. It makes one's ideas and thoughts stable and logical.

Language exists in two forms, the spoken and the written. According to Harris (1977, p. 9) "Speaking and writing themselves are the encoding processes where by we communicate our ideas, thoughts or feelings through one or the other form of language, and listening and reading are the parallel decoding processes by which we understand either spoken or written message. LSRW Listening, speaking, reading and writing are in the order that we originally learn our native language and it is in that order that any foreign language is now very frequently taught. Haycraft (1978, p. 17, cited in Sharma, 2006, p. 197) opines that to be able to use the language, to convey thoughts intentions, wishes, information etc., a person needs a mastery of various elements. This

definitions states that the speaker has to format various communicative forms in its various aspects as: grammar vocabulary, spelling, pause and speech.

Harmer (1991, p. 85) states, "Literate people who use language have a number of abilities. They will be able to speak on the telephone, write letter, listen to the radio and read books". The objective of the teaching language is to enable the students to communicate in that language, learning is gaining the skill of language which is also important in real life situation. To learn a language communicatively, the learner needs to develop two kinds of linguistic abilities: receptive and productive.

1.1.2.1 Speaking Skill

Speaking is an expressive skill in human communication since language is primarily meant for speaking. It occurs in the second position in the hierarchical order of the language skills. According to Yadhav & Shah (2002, p. 88) "listening and speaking skills are obviously interrelated as either of them require another skill, they go together. Through speaking, we express our emotions, opinions, desires etc. and establish social relationship and friendship. In other words speech enables us to communicate our intentions, interact with other person and situations and influence other human beings". In this regards, Lado (1965, p. 24) defines speaking skill as, "The ability to use language in essentially normal communication situation, the signaling systems of pronunciation, stress, information, grammatical structure and vocabulary of the foreign language a normal rate of delivery for native speakers of the language." This definition states that speaking includes various aspects such as pronunciation, accuracy, fluency, vocabulary and so on.

Speaking skill is not as easy as to smoothly move ahead and get success. The speaker has to format various communicative forms and language should be appropriate in its various aspects: grammar, vocabulary, spelling, pause and

speech. The main elements of speaking skill are pronunciation, grammar and vocabulary. Within these elements, we have morphological and syntactic elements and within these two, we have several other elements such as: those of plural, of mood, of aspect, of tense etc. Harmer (2001, p. 269) states "The ability to speak fluently pre supposes not only knowledge of language features, but also the ability to process information and language at the spot". Native speakers can speak fluently and accurately in a natural way. There are some features of natural speech. Cross (1992, p. 4) identifies the features of natural speech as purpose, unpredicted ability, slips and hesitation.

Regarding speaking skill, <http://www.silinternational.org>/the internal journal suggests some micro skills involved in the speaking skills which are as follows.

-) pronounce the distinctive sounds of language clearly,
-) use stress and rhythmic patterns and intonation pattern of language clearly,
-) use the correct forms of words,
-) put words together in correct order,
-) use vocabulary appropriately,
-) use the register of language variety that is appropriate to the situation and relationship to the conversation partner,
-) make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses,
-) make the main ideas stand out from supporting ideas for information.

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

1.1.3 Teaching Speaking Skill

Language means something spoken; language learning mainly refers to learning speaking. A speaking lesson is a kind of bridge for learners between the classroom and the world out side. In order to build this bridge, speaking activities must have three features. The learners must be given practice opportunities for purposeful communication in meaningful situations. There must be setting up, speaking practice and feedback.

Teaching speaking means to make the learners able to speak fluently accurately and confidently in proper social setting, audience, situation and subject matter.

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

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

-) Form focused instruction; that is attention of detail of pronunciation, grammar, vocabulary and so on.

) Meaning focused instruction; that is opportunities to produce meaningful spoken message with real communicative purposes and

) Opportunities to improve fluency.

NCLRC, <http://www/2004> (the internet) Journal suggests the area of knowledge in teaching speaking as:

) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.

) Function (transaction and interaction): Knowing when classification of message is essential.

) Social and cultural rules and norms (turn taking, rate of speech; length of pauses between speakers, relative roles of participants): Understanding how to take into account that is spoken to whom in what circumstances, about what and for what reason.

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

1.1.3.1 Components of Speaking

Speaking ability has often been compared with communicative ability and its components are considered to be components of speaking ability. Since

speaking is a very fast skill of language, the elements of it can't be pinpointed. Different linguists have proposed varieties of speaking components.

Hymes (1972, cited in Sharma 2006, p. 218) assumes that learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationship". His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Cannel and Swain (1980, 1983, as cited in Sharma, 2006, p. 219) states that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

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

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

1.1.3.2 Techniques for Teaching Speaking

Speaking is a complex skill because of its vast network. Therefore, teaching speaking skill needs systematic progression from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching and

learning speaking skill involve three stages : Introducing new language, practice and communicative activities. (Harmer, 1991, p. 51)

Introducing new language : The introducing of new language is an activity that falls at non communicative end of speaking continuum. Here, the teacher often works with controlled techniques, asking students to repeat and perform in drills. At the same time we will insist on accuracy, correcting where students make mistakes. Introducing new language helps the students to assimilate facts about new language and in enabling them to produce the language for the first time.

Practice: Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum. While students are performing, they may have a communicative purpose. While they may be working in pairs, there may also be a lack of language variety and the materials may determine which the students do or say. During practice stage, the teacher may intervene slightly to help, guide and to point out inaccuracy.

Communicative activities: Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuums students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in a language classroom since the students can be their best user to use the language as individual arriving at a degree of language autonomy some other linguists opined that the following three different stages are used for teaching speaking.

) Early stage

) Controlled stage

) Free conversation

1.1.3.3 Activities for Teaching Speaking

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

Controlled Activities	Free Activities
) Conversations, mini exchanges) Guessing game
) Oral description) Rank ordering
) Strip stories) Interviewing
) Prepared talks) Opinion polls, debate
) Role play) Pair work
) Guided interview) Role play
) Filling in grids) Group discussion
) Ordering parts to make whole	
) Repetition	
) Drill	
) Imitation	

Harmer (1991, p. 55)

1.1.3.4 Strategies for Developing Speaking Skill

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

-) The learners should interact / speak with their teaches, parents and involve in formal and informal conversations.

-) They should take part in language games, dialogues, strip stories, role play and simulation.
-) They should involve in discourse chain, speech debate, story telling.
-) They should convey news message and directions to others.
-) They should practice being announcers or anchors of particular programme.
-) They should take part in turn wise dictation questions and answers in classroom activities.
-) They should take part in information gap activities under communicative approach.
-) They should be asked information by eliciting picture display, making caricature, conveying messages.
-) They should be asked to sing songs, recite poems/rhymes/count numbers etc.

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

1.1.3.5 Problems in Teaching Speaking

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

Khaniya (2005, p. 123) said there come different types of problems in teaching speaking.

Generally we observe the following problems while teaching speaking.

-) Few students participate in the discussion.
-) Learners share a common mother tongue.
-) Students chat in their own language.
-) Large classroom management.
-) Individuals are different.
-) Lack of motivation.
-) Lack of sufficient knowledge in language.
-) Students may not have enough time to practice.
-) Students feel shy to speak.
-) Examination system etc.

To develop the speaking capacity of the students we should try to overcome such problems. The instructor should help the learners to develop creativity, self confidence and fluency.

Similarly, Ur (1996, p. 121) states four problem of speaking:

-) Inhibition- Learners are often inhibited about trying to say things in a foreign language in the classroom. They worry about making mistakes, fearful of criticism or loosing face.
-) Nothing to say- They can't think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.
-) Low and uneven participation- Only one participant can talk at a time if he or she is to be heard. This problem is compounded by the

tendency of some learners to dominate, while others speak very little or not at all.

-) Mother tongue use: Learners share some mother tongue and they tend to use it because it is easier. They feel unnatural to speak to one another in a foreign language.

There is no solution to all the problems. Problems differ as the learning environment and the target group differs. However, Ur (1996, p. 121) suggests some solution for speaking. They are using group work, base the activity on easy language, making a careful choice of topic and task to stimulate interest, giving instructions in discussion skill, talking learners to make sure that everyone in a group contribute to the discussion and keeping students speaking the target language and providing appropriate feedback.

1.1.4 Language Teaching Aids

Teaching aids are teaching devices such as: charts, drawing pictures etc. intended to facilitate learning. OHP, multimedia, projector, film, TV, video etc. are also teaching aids. Visual and aural aids are those aids which help the teacher to do his job better. The language teacher can't do his/her job at all without teaching aids. Any material, programme or machine used to help the teacher explain his lessons better can be included under teaching aids. Teaching materials allow the students to learn quickly and enjoyably as individuals with differing needs and purpose. It makes not only learning easier and quicker but also boarden our mind and help to keep learner's memory for long time.

1.1.4.1 Introduction to Language Teaching Aids

Audio- visual aids, audio –visual materials, audio visual media, visual aids or language teaching aids and materials all these terms, broadly speaking mean

the same thing and have been used interchangeably. The term teaching aids suggests in the first instance, things brought into the classroom like wall-charts, slides, films, tape recorders, etc. Anything which can be seen while the language is spoken may be visual aids. Everything, belonging to or brought in the classroom animate or inanimate is a potential visual aids – teacher, boys, girls pets, plants, other furniture, materials objects, any movement are all potential visual aids. Heaton (1979, cited in Sharma, 2006, p. 298) includes, "teacher, students, blackboard, text book and classroom" as five basic visual aids. Language learning is dull with out the use of teaching aids. Language lessons can be made interesting by the frequent changes of activity and diversity of materials.

Audio-visual materials are both seeing and hearing. They activate eyes and ears at the same time, but can be used for only one purpose at time, for e. g. Film, television, video tape, etc.

Audio Materials provide stimulus for the ears. They help learners listen to the materials and do the activities for e. g. tape recorder, video, sound distribution system, Tele-lecture, language laboratories etc.

Anything which is used to help learners to teach language refers to materials. Materials can be in the form of textbook, a work book, a cassette, a CD Rom, photocopy handout, a newspaper, a paragraph written on a whiteboard, a dictionary, a grammar book and so on. They could also be photographs, food packages, written on cards or discussion between learners, instruction given by a teacher, live talks invited by learners. Language learning is triangular process of teachers, learners and materials.

According to Unabridged Webster Dictionary, material is the article or approach needed to make or do something: writing materials. Likewise, according to Brown (1993, p. 113), material is, "one that is very salient in a

formal classroom setting, is the preference that learners show towards either visual or auditory input. Visual learners tend to prefer reading and studying charts, drawings and other graphic information". Similarly, Araby (1974, p. 3), says, "All aids are designed to encourage to participation of students. Most aids bring the class nearer to real life or bring the outside world into the classroom pictures, dramatic activities, films and other aids help to clarify the points explained in words". It shows that teaching materials are very important in the classroom teaching activities.

A text book is not complete in itself. It is merely a guide for the teacher and the learners. Many additional supplementary aids are required to achieve the goals aimed at by a textbook. The textbook should be equipped with enough supplementary materials such as songs and rhymes, games work books audio, audio-visual materials etc. which effectively draw the attention of the students towards them. Audio aids help the learner to get authentic materials. Audio visual aids help them to understand better for long term. Similarly, jokes, songs, games provide pleasure, excitement and enjoyment to the learners. They also help to create situation for teaching and learning. The students as well as teachers are benefitted from such materials. The language should be authentic, appropriate and should sound natural to the readers.

Providing materials and supplementary learning materials in English into the Nepalese context, according to the background and interest of secondary students seem most essential.

1.1.4.2 Usefulness of Language Teaching Aids

Only the method or techniques or approaches are not sufficient to classroom teaching. For this teachers need support. The teaching aids can provide these supports. Teaching aids are those materials that help the teacher to clarify, establish, co-relate and coordinate accurate concepts, interpretations and

appreciations and enable them to make learning more concrete, effective, interesting, inspectional, meaningful and vivid. The basic assumption underlying teaching aids is that learning takes place from sense expression.

Teaching materials in teaching English give special emphasis to boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wide application is expected to increase the quality of our English Education.

The importance of teaching aids can be clear from the old Chinese proverb as well.

I hear I forget

I see I remember

I do I understand

It is, therefore, essential that learners should be involved, not only exposed, in the language activity simultaneously with the teaching aids.

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

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

Teaching aids brighten up the classroom, provide situation and bring more variety and interest into the language lessons.

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

-) They make communicative approach to language learning easier and more natural.
-) They can help to provide situations which may be used to illustrate linguistic items.
-) Aural aids can give the students the opportunity of listening and imitating native speakers.
-) They can stimulate both children and adults to speak the language not only to read but also to write it.
-) Aural aids can help the teachers/students to improve their grasp of the language teaching and learning.
-) They reduce the teacher talking time and increase the student's talking time.
-) They can help in giving information about the background of literature, culture and about life in English speaking countries.
-) Teaching aids help the teacher meet individual differences.
-) Even abstract ideas of sound, motion, speed, size, distance, depth, weight, odour, taste, feel, color and time can be taught with audio-visual aids.

) By using audio-visual materials any expected change in attitude and behavior could be facilitated.

) Proper audio-visual materials can provide integrated experiences varying from abstract to concrete.

Teaching aids help in the learning of other concepts, principles and solving the real problem of life. They stimulate children to speak English as well as to read and write it.

1.1.4.3 Types of Language Teaching Aids.

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

We have another way of classifying teaching aids. Celce-Murcia (1979, cited in Sharma, 2006, p. 300) calls them technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to those which do not require this. If we follow this classification, OHP, television, tape recorder, video, etc. are technical aids whereas flash cards, white board, pictures etc. are included into non-technical aids. Following table shows different types of teaching aids.

Table 1 : Different Types of Teaching Aids

Audio materials	Visual materials	Audio-video materials
Language laboratories	Bulletin boards	Demonstration
Radio	Chalk boards	Films
Sound distribution system sets	Charts, drawings, etc.	Printed materials with
Tape and disco recordings	Exhibits	Recorded sounds
	Film strips	Sound filmstrips
	Flash cards	Study trips
	Flannel boards	Television
	Flip books	videotapes
	Illustrated books	
	Magnetic boards	
	Maps	
	models	
	Pictures	
	Posters	
	Photographs	
	Silent films	
	Slides	

(Adapted from Aggrawaal, 1996:161)

Also a distinction has been made on the basis of the way the teaching aids are used. They can be divided into display devices, visual materials and supplementary materials.

1.1.4.4 Introduction to Audio Aids

The 'revolution' in language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign

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

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

Audio aids can be defined as models and devices that can be heard and give image of something, somebody and some situation. Audio materials are those materials which are for hearing. They provide stimulus for the ears. They help learners listen to the materials and do the activities. These materials require calm atmosphere, free from distraction. Audio teaching aids include tape

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

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

Different teaching aids devised and recommended by language experts are intended to make the learner interested and motivated. The native speakers voice and accent through the audio tape make the learner enthusiastic and excited. Audio aids add a life-like effect to the text book and other printed materials used to teach the target language. For example, as soon as a cassette player is played and the material is presented the learner is immediately drawn to it with the help of the audio aid, the teacher can deal with the weak and indifferent learner. These aids are seen to reduce the teacher talk and the chalk method and reversely increase the learner's interaction and active participation. Pike (1997) identifies some significant reasons for carefully designing and using audio aids, motivating the learner, attracting and

maintaining the learner's attention, reinforcing the main ideas of the lesson, illustrating and supporting the spoken literature, minimizing misunderstanding of the learner, increasing retention, adding a touch of realism, saving both class time and expenses, helping the teacher to communicate more clearly and quickly so that the learner can understand the content clearly and easily and helping the teacher clarify the thinking and provide a logical path for communication. (<http://www.grin.com/en/>) the use of audio aids.

1.1.4.5 Types of Audio Aids

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

Aggrawall, (1996, p-161) divides the audio aids into two types as audio materials and Audio-visual materials. Audio materials include radio, tape recorder, gramophone, CD player, computer, language laboratories etc. and Audio-visual materials include demonstration, films, printed materials with recorded sounds, television, videotapes, CD player, computer etc.

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

Aural comprehension or listening with understanding is one of the basic skills in learning a foreign language. In order to reach the satisfactory standard in this skill, the teacher should first of all be able to recognize the sounds of the target languages. Aural comprehension precedes speaking ability one has to

reproduce them. The ability to pronounce fluently and accurately depends in large measure on the learners listening with care and understanding. The most important aids to aural comprehension are recorded and playing devices such as radio, tapes, cassettes, gramophone, records, videotape recorders, language laboratory etc. Visual materials can also be used to make the materials heard more meaningful; language games, dramatic play and acting make better aural comprehension.

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

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

Some common Audio Aids are given below.

) Radio and Radio Broadcast

Radio broadcast offers a unique opportunity to listen to authentic English by both native and non native speakers. The students can listen to the live broadcast and comprehend information on variety of issues or record broadcast and listen to it later. There are number of programmes which have a

direct bearing on language pedagogy: radio news, interviews, dramas, weather forecasts, live commentaries, songs, advertisements, etc. Moreover, various series of lessons in English as a foreign language elementary, intermediate and advanced are broadcast regularly. The BBC publishes a weekly programme giving details of such lessons. For example, BBC international is Broad Casting 'The Long way Around' for Nepalese learners of English.

) **Tape Recorder**

A tape recorder is an essential classroom aid. It brings other voices into the classroom and gives the students valuable practice in listening. A great deal of material is available on tape and the teacher can also record his/her own from the radio, by getting other teachers to record materials for him/her conversation in shops, in the street and so on. It can capture on tape any voice or sound from the radio, TV, gramophone or even the telephone. For aural comprehension purposes, tape recorders are invaluable for taping lectures and speeches. Pre recorded material can be edited and changed to suit the level of the learner and the needs of the language programme.

) **CD (Compact Disk)**

CD-Rom stands for Compact Disk Read Only Memory where data is written once and read many times. It is shiny, silver color metal disk of 12 cm diameter. It is made up of a resin, such as polycarbonate material. It has a storage capacity and is popular for distribution of large amount of database, software programmes and especially for multimedia applications. Large number of language items can be recorded and displayed when it is needed so, this is very useful in language teaching.

) **DVD (Digital Versatile Disk)**

DVD stands for Digital Versatile Disk. A DVD stores much more data than CD Rom. The storage capacities range from 4.7 GB to 20 G.B. The storage

capacity depends on whether it is single layer or double sided disk. The working principles of DVD is same as CD-Rom. It is used to distribute multimedia application such as: song, music video, movies etc.

) **Language Laboratory**

Language laboratory is a room that contains desks or individual booths with tape or cassette recorders and a control booth for teacher or observer and which is used for language teaching. The recorders usually have a recording, listening and play back facilities, students can practice recorded exercise and follow language programmes either individually or in groups, and the teacher can listen to each student's performance through earphones. Thus, language lab is equipped with a multipurpose teaching machine in which language teaching is automated.

Language laboratory is useful in the earliest stage of language learning as well as in its most advanced stages but never can it replace the teacher to take over the whole teaching burden. It must always be a tool, not a master, a teaching aid not a method. Following remarks by Harmer (2001, as cited in Sharma p. 313) makes it clear explaining how a typical modern language laboratory looks like. "The modern language laboratory has between ten to twenty booths, each equipped with a tape deck, head phones, microphone and now computers. The technology is organized in such a way that students can work their own, can be paired or grouped with other students, or can interact (through their head phones and microphones) on a one-to-one basis with the teacher. The teacher can broadcast the same taped material to each booth, or can have different students interact with each other, and written texts can be sent to each computer screen.

With the advancement of technology there are various types of language laboratory. Araby (1974, p. 20) has given the following types of language laboratory.

Audio - Passive

Audio - active

Audio - active record.

) **Audio - Passive**

This is the simplest kind of language laboratory sometimes called "The listening laboratory". It consists of a tape recorder or a record player wired to students' desks. At every students station there are a pair of headphones and a volume control to amplify or reduce the sound. A listening laboratory is generally used for aural comprehension. The students listen to the passage or a story and answers written questions to show how much he has understood.

) **Audio-Active**

This is called Listen Respond Lab. It contains a control centre the teacher's console which sends recorded or live programme to individual student's headsets. Each students station has an amplifier and a microphone, speaking into microphone, the student can hear his own voice through this headphone. This type of laboratory is used for listening and speaking practice.

) **Audio-Active record**

This is the most expensive type of language laboratory. Each student's position is equipped with a recorder, a microphone, a pair of headphones, and controls for the different operations of the recorder. Each student listens through headphones to programmes from the control unit. He answers questions, speaking into his microphone hearing his own voice through his headphones. The programme from the console and the student's responses are

recorded on the student's machine on different tracks of teachers and students. This type of laboratory can be used for all aspects of aural oral practice.

Apart from these, T.V, computer, video etc. are used to teach language. They are both audio/visual materials they can be used as the language classroom tools. They provide audio with visual material which is even more effective to present language items.

Thus, teaching aids play vital role in enhancing the speaking ability of the students. They are the integral part of the language classroom as students get exposure to spoken language from a variety of sources.

1.1.4.6 Importance/Functions of Audio Aids

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

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

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

There are audio-tape machines, videos and computers which perform some of the functions of language laboratory, giving student's opportunities for both extensive and intensive listening and speaking. The sound quality for audio

and video tape is likely to be significantly better than that for individuals in the classroom.

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

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

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

1.1.5 Teaching of Pronunciation

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

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

-) the sound of language or pathology.
-) stress or rhythm.
-) intonation

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

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

pronunciation, how can we enable our students to pronounce correctly? Therefore, in order to make oneself easily understood, one must be able to pronounce words and sentences in that language correctly.

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

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

) **Attitude and identity** : The ability to adopt and develop a foreign pronunciation has also been linked with the extent at which the learner wants to identify with the target culture.

) **Motivation and concern for good pronunciation** : This factor is related to personality. Some students seem unconcerned about making mistakes but concerned about correct pronunciation having desire to identify with the target culture.

Harmer (2001) believes that 'intonation' and 'discriminating pronunciation feature' are the two main difficulties for the students while learning pronunciation. Although there are some problems in teaching pronunciation, there are some way of presenting sounds of words, which make the students pronounce the words in a meaningful and correct way. Harmer (1991, pp. 162-163) gives the following three techniques of presenting sounds.

) **Through modeling** : The teacher works as a model. He pronounces the word, and asks the students to imitate it. The teacher can use gesture to indicate the stress while he is modeling.

) **Through visual representation** : The teacher writes down new words on the board and indicates where the stress is. It can be done by:

Underlying: Photograph

Using stress square

□
Photographer

Using stress mark before the stressed syllable

Photo`graphic

Writing the stress pattern of the words next to the syllable

Photography □ □ □ □ □ □

) **Through phonetic symbols** : The teacher helps the students to recognize the sounds by showing IPA chart of English language. The students can pronounce the words from the dictionary.

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

) Imitation of teacher or recorded model of sounds; words and sentences.

) Recording the learners speech, contrasted with native model.

) Systematic explanation and instruction

) Imitation drill repetition of sounds words and sentences.

) Choral repetition of drills.

) Varied repetition of drills (varied speed, volume and mood.)

) Learning and performing dialogues.

) Learning by heart of sentences, rhymes, jingles.

) Jazz chants

) Tongue twisters

) Self correction through listening to recording of own speech.

1.1.6 Approaches to Teaching Pronunciation

Generally, an approach is theoretical position and belief about the nature of language learning. Anthony (1963, pp. 63-67, as cited in Richards and Rodgers, 2001) defines the approach in the following way: "... An approach

is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic it describes the nature of the subject matter to be taught...”

According to Celce-Murcia (1996, p. 124) there are three approaches to pronunciation instruction. They are the intuitive imitative approach, the analytic linguistic approach and the integrative approach. These approaches combine traditional methods and modern techniques. In the intuitive-imitative approach, learners listen and imitate the rhymes and sounds of the target language. Particular technologies are used today for this, such as audio tapes, videos, computer based programmes and websites. In the analytic approach, the learners are provided with explicit information on pronunciation such as phonetic alphabet, articulatory description and vocal cords. In the current integrative approach, pronunciation is viewed as an integral component of communication rather than an isolated drill. Learners use pronunciation focused listening activities to facilitate the learning of pronunciation. There is more focus on the supra segmental features like stress, rhymes and intonation as practised in extended discourse beyond the phoneme and word level.

1.1.7 Teaching Pronunciation through Audio Dictionary

Teaching pronunciation simply refers to the process of imparting knowledge to pronounce words and sentences appropriately. In other words it is the way to enable the students to pronounce the words and sentences. Audio dictionary refers to the data which is stored from the dictionary and can be accessed by programmes so that definition, pronunciation and meaning of different vocabularies can be looked up and displayed on the screen. CD Rom, which can include a significantly greater amount of information including audio materials. Not only that CD ROM has one advantage which is that users no longer have to search alphabetically. They can type word and it will appear on the screen, together with some features such as collocation information.

Students can also hear the words being spoken by the native speaker. Audio dictionary is now found to be used in teaching and learning in the various aspects of language in the recent years. However, the first Audio dictionary was produced in the Japanese market and was appeared in 1979 under the name pocket electronic translating machine (www.wikipedia.org/wiki/electronic_dictionary_definition#History).

Audio dictionary, with the help of the computer and speaker, can be used to teach the pronunciation of the vocabularies to the students and the teachers can use different techniques to teach pronunciation with it. Audio dictionary offers many opportunities for students and teachers to compose materials in ways rather than using pencils, pens, paper. Thus, teaching pronunciation through audio dictionary is very much effective.

1.2 Review of the Related Literature

So far, various research works have been carried out to comparing methods in terms of their effectiveness. **Richards and Rodgers** (1986:165) write "The most difficult kind of data to produce is that which offers evidence that one method is more effective than another in attaining programmed objectives".

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

Richards et al. (1945, cited in Wiggins, 1974, p. 160) has carried out research on audiovisual aids and published a book entitled, "English Through Pictures", highlighting the importance of audiovisual aids. The simple stick figures that accompany the written explanation and designed to help the language forms to their underlying meaning. This was proved to be an effective method in teaching language.

With the advent of aural – oral or audio lingual approaches during fifties, there was marked shift to emphasize in favor of pronunciation and aural discrimination of the sounds of the foreign language.

Cobun (1968, cited in Sharma, 2006, p. 299) indicated the importance of learning with an involvement of senses. The figure briefly shows this;

Source	Learning
TASTE	1
TOUCH	1.5
SMELL	3.5
HEARING	11
SIGHT	83

Observation and research by Cobun (ibid) showed that holding time as nearly constant as possible, people generally remember:

10 percent of what they READ

20 percent of what they HEAR

30 percent of what they SEE

50 percent of what they HEAR and SEE

70 percent of what they SAY

90 percent of what they say as they do a thing.

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

Timilsina (2000) carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening

Comprehension". He conducted an experimental research at Jhapa District upon 9th grade students. He found out that the recorded materials were not very effective in teaching listening at this level. The voice of teacher was much more effective.

Acharya (2001) carried out a research on the "Effect of Recorded Materials and Live Materials in Teaching Listening." He studied upon 4th graders of Kaski districts. He also conducted an experimental research. He used two types of materials. He provided the live materials to the control group and recorded materials to the experimental group. He found out that recorded materials were better than the live materials.

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

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

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

Another research entitled, "Study on the Effectiveness of Live Presentation and Recorded Materials in Teaching Listening Comprehension", a comparative study was done by **Sapkota** (2006). The purpose of his study was to find out the effectiveness of live presentation and recorded materials in teaching listening comprehension. Student of grade eight was taken to fulfill his research purpose. The findings showed that live presentations are more effective for teaching listening comprehension than recorded materials.

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

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

Shrestha (2010) carried out a research on "Effectiveness of Teaching Materials in Developing Writing Skill." She conducted an experimental research upon 9th grade students of Rambha Higher Secondary School of

Palpa district. She taught experimental group using materials. It showed that experimental group had improved in their writing skill than the controlled group.

Although the studies mentioned above are related to teaching aids, no research has been done on the effectiveness of Audio aids in teaching speaking skill upon grade eight students. Thus, this study is different from the rest of the studies carried out in the department till present date and the research deserves considerable rationale.

1.3 Objectives of the Study

The research was carried out with the following objectives.

- (i) To find out the effectiveness of audio aids in developing pronunciation skill.
- (ii) To suggest some pedagogical implications of this study.

1.4 Significance of the Study

As the study provides information about using various types of teaching aids in the classroom situation, it is important in the present student centred communicative teaching approach. It will be useful to those who are involved in teaching field and those who are interested in it. The teachers, students, textbook writers, language planners, syllabus designers and methodologists can modify their approach in the light of the information provided by this study.

1.5 Definition of Key Terms

Skills : The abilities or knowledge to do something well. In this context, skills refers to listening speaking, reading and writing.

Teaching : The process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning i. e. it is the action of showing or helping someone to learn how to do something giving instructions, guiding in the study of something, providing with knowledge causing to know or understand.

Speaking : It is a process of expressing our emotions, opinions, desires etc. and establishing social relationship and friendships i. e. it is communication in which interactions with other persons are done.

Materials : Any aids that are used or can be used for improving the quality of teaching and learning, hence, teaching materials e. g. tape-recorder, newspapers etc.

Live Materials : The real or actual voices used during the period of teaching language skills.

Audio Aids : Such devices that have been recorded into a cassette or CD from the speech of the people which provide stimulus to the ear are known as audio aids.

Pair work : It is a learning activity which involves only two learners working together used for practising different language skills.

Drill : A means of practising a new item or pattern in a language.

Aural : Relating to ear or hearing is called aural.

Oral sounds : Speech sounds produced with the airflow through the oral passage are called oral sounds.

Computer : An electronic device for storing and analyzing information fed into it, making calculation or controlling machines automatically.

CD-Rom : CD-Rom stands for Compact Disk Read Only Memory where data is written once and read many times.

Techniques : The actual classroom presentation or activities applied for yielding or getting any body of knowledge i. e. tricks are called techniques. We can also say, it is a method of doing or performing something in the real life.

Evaluation : Any process applied for testing/finding out the current level of knowledge of the students in any field.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology applied to carry out the study. In this study, I adopted the experimental research design. This design enabled me to find out the effectiveness of audio aids in teaching speaking as well as pronunciation skill. The sources of data, sample population, sampling procedure, tools for data collection, process of data collection and the limitation of the study are specified as follows:

2.1 Sources of Data

Both primary and secondary sources of data were used for data collection.

2.1.1 Primary Sources of Data

The primary sources of data were the forty students who were studying at grade eight in Prativa Higher Secondary School, Nadipur, Pokhara, Kaski. The data were collected by administering pre-test and post test. The pre-test was taken before the actual classroom teaching and the post test was taken after the experimental teaching. The researcher used audio dictionary to teach pronunciation. The researcher herself was involved in teaching the students of grade eight.

2.1.2 Secondary Sources of Data

Various books, articles, journals, websites, research works related to English language were consulted as per the requirement of the study. Some of them include CD of Cambridge School Dictionary, Rivers (1968), Wiggins (1974), Wright (1979), Harmer (1991), Nunan (1991), Cross (1992), Kumar (1996),

Ur (1996), Brown (1996), Sealey (2010), www.google.com Journal of NELTA, and so forth.

2.2 Population of the Study

The population of the study were the students of grade eight of Prativa Higher Secondary Boarding School studying in Kaski district. And the sample population of the study was the forty students of the same class.

2.3 Sampling Procedure

The researcher had selected forty students from grade eight using simple random sampling procedure. The researcher selected forty of them from both the sections using fish bowl draw method. The students were divided into two groups, experimental and controlled group using systematic random sampling procedure. While dividing the groups, The researcher tried to maintain equal pronunciation proficiency level for both groups by putting the even roll numbered in experimental group and odd roll numbered students in controlled group.

2.4 Tools for Data Collection

The main tool for data collection was a test administered to the students of Prativa Higher Secondary Boarding School of grade eight. The researcher selected the 168 words (Appendix -1) carrying one mark to each item. The researcher selected those words from the glossary given in Our English Course Book of class eight using quota sampling procedure. The researcher administered a pre-test to the forty students to establish their initial level of competence in pronunciation of 168 words individually. Post test was administered to check the achievement after teaching.

2.5 Process of Data Collection

At first, the researcher visited Prativa Higher Secondary School and took permission from the concerned authority to carry out her study. The researcher selected the forty students of grade eight using simple random sampling procedure. 168 words were selected from the glossary of grade eight Our English Book by using quota sampling procedure. Then the researcher developed the test items for pre-test and post-test (same for both pre-test and post test) and the lesson plan for teaching. A pre-test was administered with the help of a tape recorder to identify the actual pronunciation proficiency prior to the experiment. The students were given 10 minutes to pronounce 168 words. Their pronunciation was checked on the basis of RP; individual performance was noted and the mean was found out. Then the researcher divided the sample into two groups: controlled group and experimental group on the basis of their class roll number. All odd numbered students were put in controlled and even roll numbered students were in experimental group. The group division was as follows.

Roll Number	Experimental Group	Controlled Group
1-40	Even	Odd

The experimental group was taught by using CD of Cambridge School dictionary using computer and speaker and the controlled group was taught without using any material. That is to say; the researcher had pronounced the words herself. However, for the both groups, the medium of teaching was English. Pronunciation of the six vocabularies was practised per day for both the groups. Each group was taught for twenty-eight days, one period a day and each period lasted for 40 minutes. All together 56 lesson plans were made

to teach for 28 days i. e. 28 plans for controlled group and 28 plans for experimental group simultaneously.

After twenty eight lessons, a post test was administered to the both groups. Each student's pronunciation was recorded and analyzed. Finally, the difference of pre-test and post test of each group was found out. Then mean score difference of both the group was found out and compared in order to determine the effectiveness of audio materials in teaching pronunciation.

2.6 Limitations of the Study

The study had the following limitations.

-) The study was confined to only one school i. e. Prativa Higher Secondary Boarding School, Pokhara, Kaski.
-) Only the students of grade eight were taken and taught for 28 days.
-) The population of the study consisted forty students of grade eight. Among them twenty were from experimental group and twenty students from controlled group.
-) The study was concerned with the development of pronunciation skill.
-) The students were taught only through the imitation drill.
-) Only the 168 words which were given in the glossary of English textbook of class eight were taught.
-) The primary data was collected from the oral test.
-) The students' pronunciation was checked on the basis of RP (Received Pronunciation).

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher had selected Prativa Higher Secondary School Pokhara-3, Nadipur for her study where she was involved in teaching. Forty students of class eight were selected randomly as the population for the study. The researcher conducted pre-test, on the basis of odd and even number in the rank divided into two groups i. e. controlled 'A' and Experimental 'B'. The first group was taught using live presentations and the second group was taught with audio dictionary using computer and speaker.

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

- i. Holistic comparison
- ii. Group based comparison
- iii. Gender based comparison

The first heading 'holistic comparison' deals with the average score of controlled group in the pre-test and post-test. The second heading 'group based comparison' deals with the two different comparisons of performance in terms of controlled and experimental group. They are boys' performance and girls' performance. The third heading gender based comparison consists of comparison of the performance of girls and boys in terms of group.

To find out the effectiveness of audio dictionary in teaching pronunciation, the obtained score of each student in the pre-test was subtracted from the score of the post test. Then, the mean score difference of the tests was

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

3.1 Holistic Comparison

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

Table 2 : Average Scores in Holistic Comparison

Group	Average Score in Pre-test	Average Score in Post-test	Difference
Controlled	42.25	114.2	71.95
Experimental	42.5	141.9	99.4

Table no. 2 shows that the mean score of experimental group is far better than the mean score difference of controlled group. As shown in the table number two, it is observed that average score of controlled group in the pre-test was 42.25 and 114.2 in the post test. The average score of experimental group in pre-test was 42.5 and 141.9 in the post test. The experimental group has excelled the controlled group by 27.45 total means score. Thus, the above

table shows that the experimental group has done more improvement than the controlled group.

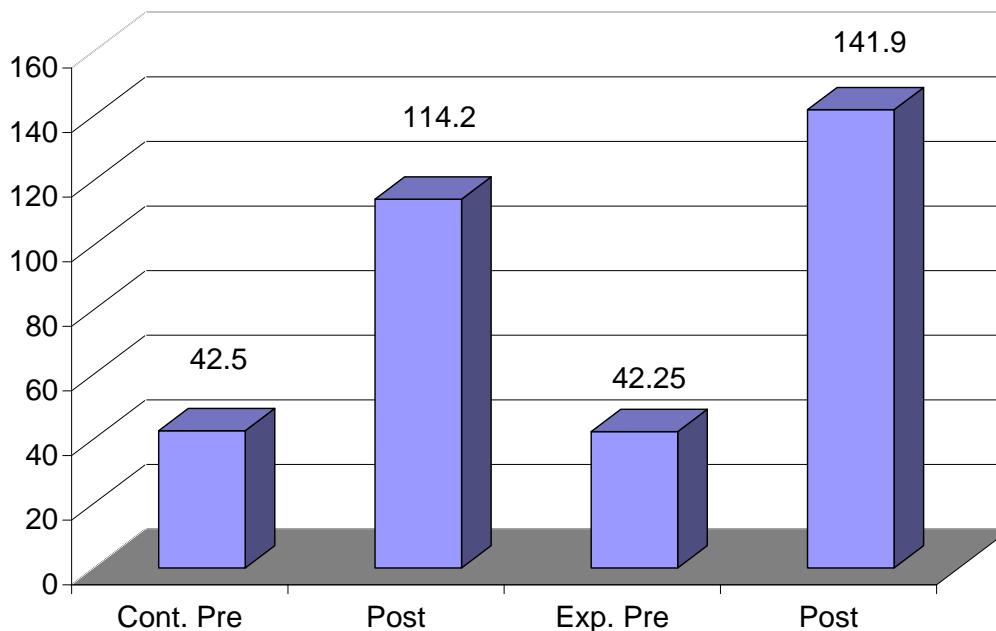


Figure 1: Average Scores in Holistic Comparison

Figure no. 1 shows that there is significant increment in the performance of experimental group.

3.2 Group Based Comparison

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

Table 3: Difference in Mean of Experimental and Controlled Group

S.N.	Categories of Performance	Cont. Mean	Exp. Mean	Difference
1.	Boys' performance	70.5	99.8	29.3
2.	Girls' Performance	73.4	99.0	25.6
	Total Mean	143.9	198.8	54.9

Table no. 3 shows that the experimental group has 198.8 total mean score different in holistic comparison of two variables, whereas controlled group has only 143.9 mean score difference. It shows that controlled group has less mean score difference than that of experimental group. The experimental group has excelled the controlled group by 54.9. So, it proves that experimental group has learnt to pronounce better than the controlled group. Due to this fact, what we can conclude is audio dictionary is effective and useful in teaching pronunciation. It has been found out that in all variables, experimental group has got better mean score difference than the controlled group. It has also been proved that teaching pronunciation through audio dictionary has been effective over conventional way of teaching pronunciation.

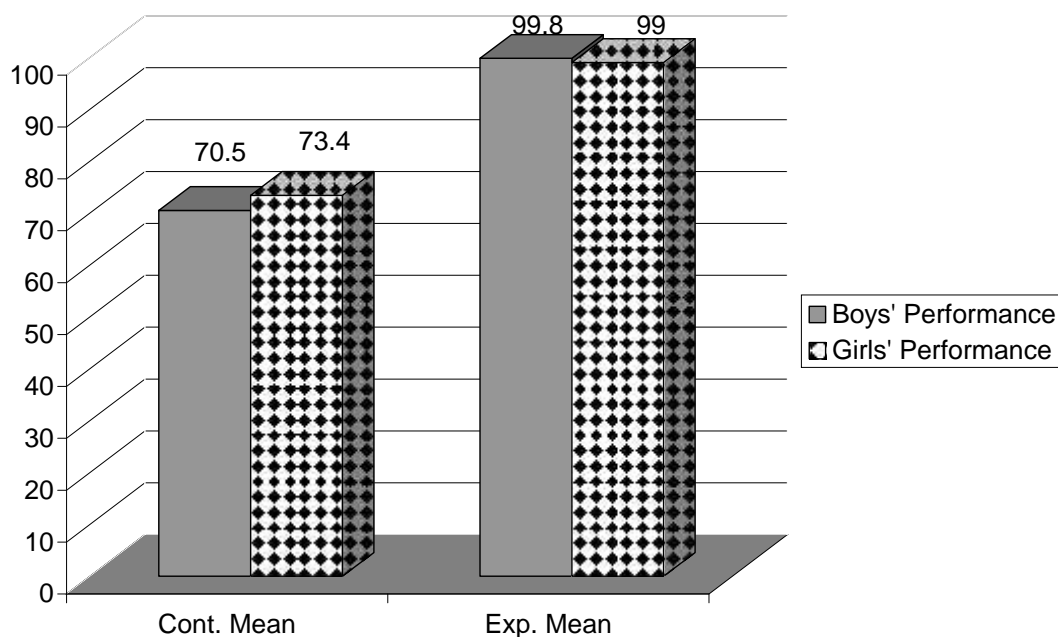


Figure 2: Difference on Mean Score of Experimental and Controlled Group

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

3.3 Boys Performance Based Comparison

There were 19 boys out of 40 students in sample population of class eight. In this category, there were 168 test items carrying 168 full marks. These items were used in both tests.

Table 4: Mean Score of Boys Performance

Group	Mean	S.D.	C.V.
Controlled	70.5	15.90	0.225
Experimental	99.8	6.99	0.069

The above furnished data shows that the experimental group's boys mean score is far better than the mean score difference of the controlled group boys. The controlled group boys have got 70.5 mean score difference which is less by 29.3 than the mean score difference of experimental group boys as their mean score difference is 99.8. Similarly, standard deviation of controlled group and experimental group in boys' performance is 15.90 and 6.99 respectively.

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

3.3.1 Testing Statistical Significance of Boys' Performance

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

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

X_1	$(X_1 - \overline{X_1})^2$	X_2	$(X_2 - \overline{X_2})^2$
83	156.25	94	33.64
83	156.25	91	77.44
80	90.25	106	38.44
75	20.25	100	0.04
41	870.25	99	0.64
67	12.25	108	67.24
80	90.25	90	96.04
85	210.25	103	10.24
45	650.25	108	67.24
66	20.25		
705	$\phi(X_1 - \overline{X_1})^2 = 2276.5$	899	$\phi(X_2 - \overline{X_2})^2 = 390.96$

$$\overline{X_1} = \frac{\phi X_1}{n_1} = \frac{705}{10} = 70.5$$

$$\overline{X_2} = \frac{\phi X_2}{n_2} = \frac{899}{9} = 99.8$$

$$S_1^2 = \frac{\phi(X_1 - \overline{X_1})^2}{n_1 - 1}$$

$$S_2^2 = \frac{\phi(X_2 - \overline{X_2})^2}{n_2 - 1}$$

$$S_1^2 = \frac{2276.5}{9} = 252.94$$

$$S_2^2 = \frac{390.96}{8} = 48.87$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{9 \mid 252.94 + 8 \mid 48.87}{17}$$

$$S^2 = \frac{2667.42}{17}$$

$$\dots S^2 = 156.90$$

Now testing Statistics

$$|t| = \frac{|\overline{X_1} - \overline{X_2}|}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \times \frac{70.5 - 99.8}{\sqrt{156.90 \left(\frac{1}{9} + \frac{1}{10} \right)}} = \frac{|-29.3|}{\sqrt{5.75}} \times |5.09| = |-5.09| = 5.09$$

The t-test has indicated that there is significant difference between the achievement of controlled and experimental group in this category. Since the calculated value (5.09) is greater than tabulated value (1.73), (H_0 is rejected) there is significant difference between two groups. So, the effect of teaching pronunciation using audio dictionary for the boys is very much significant.

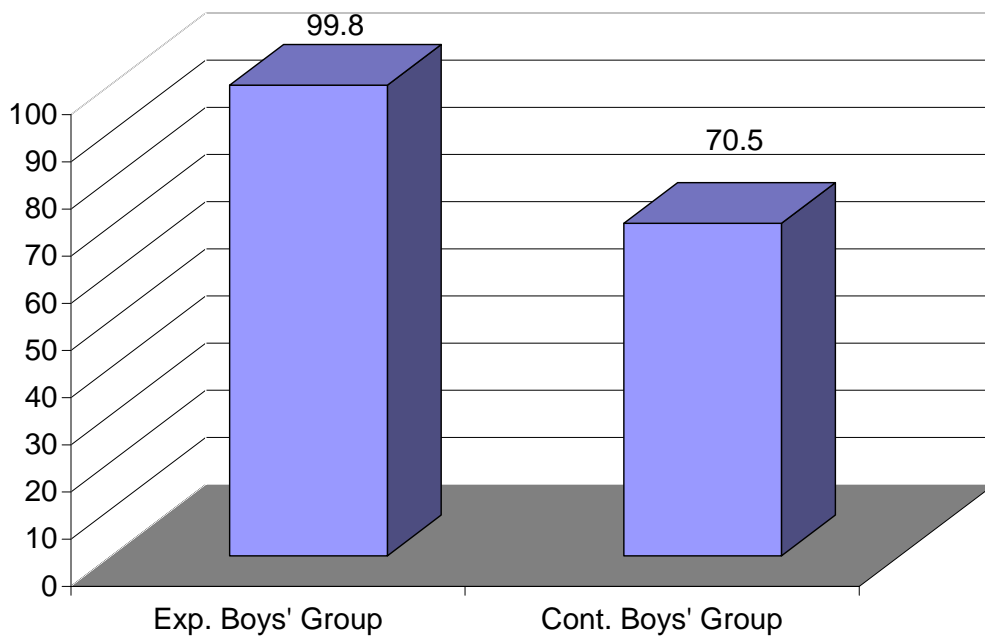


Figure 3: Mean Score of Boys' Performance

Figure no. 3 also shows that there is significant increment in the performance of experimental group.

3.4 Girls' Performance Based Comparison

There were 168 test items carrying 168 full marks. It contained 168 vocabulary items. There were 21 girls out of 40 students in sample population of the research.

Table 5: Mean Score of Girls' Performance

Group	Mean	S.D.	C.V.
Controlled	73.4	15.69	0.075
Experimental	99.0	7.52	0.213

Table no. 5 shows that the controlled group has got 73.4 mean score difference in girls' performance category. Whereas experimental group has got 99.0 mean score difference. Similarly, standard deviation of controlled and experimental groups in girls' performance is 15.69 and 7.52 respectively. The test analysis of girls' performance shows that mean score difference of experimental group is more by 25.6 than the mean score difference of controlled group. The experimental group has excelled the controlled group by 25.6. By the result, what we claim is audio dictionary is very effective in teaching English pronunciation.

3.4.1 Testing Statistical Significance of Girls' Performance

$H_0: \hat{\mu}_1 = \hat{\mu}_2$ - There is no significant different between the two groups.

$H_1: \hat{\mu}_1 \neq \hat{\mu}_2$ = There is significant difference between the two groups.

X_1	$(X_1 - \overline{X_1})^2$	X_2	$(X_2 - \overline{X_2})^2$
79	31.36	93	36.0
85	134.56	94	25.0
70	11.56	100	1.0
45	806.56	87	144.0
90	275.56	96	9.0
71	5.76	113	196.0
83	92.16	107	64.0
48	645.16	103	16.0
88	213.16	100	1.0
75	2.56	92	49.0
		104	25.0
734	$\phi(X_1 - \overline{X_1})^2 = 2118.4$	1089	$\phi(X_2 - \overline{X_2})^2 = 566$

$$\overline{X_1} = \frac{\phi X_1}{n_1} = \frac{734}{10} = 73.4$$

$$\overline{X_2} = \frac{\phi X_2}{n_2} = \frac{1089}{11} = 99$$

$$S_1^2 = \frac{\phi(X_1 - \overline{X_1})^2}{n_1 - 1}$$

$$S_2^2 = \frac{\phi(X_2 - \overline{X_2})^2}{n_2 - 1}$$

$$S_1^2 = \frac{2118.4}{9} = 235.3$$

$$S_2^2 = \frac{566}{10} = 56.6$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{9 \mid 235.3 + 10 \mid 56.6}{19}$$

$$S^2 = \frac{2117.7 + 566}{19}$$

$$S^2 = \frac{2683.7}{19} = \dots S^2 = 141.24$$

Now Testing Statistics

$$|t| = \frac{\left| \frac{(X_1 - \overline{X_1})}{\sqrt{S^2 \frac{1}{n_1}}} - \frac{(\overline{X_1} - \overline{X_2})}{\sqrt{S^2 \frac{1}{n_2}}} \right|}{\sqrt{141.24 \left(\frac{1}{10} + \frac{1}{11} \right)}} = \frac{\left| \frac{Z25.6}{\sqrt{26.964}} \right| \times \left| \frac{Z25.6}{5.19} \right| \times |Z4.93|}{\sqrt{141.24 \left(\frac{1}{10} + \frac{1}{11} \right)}} = 4.93$$

The t-test indicated that there is a significant difference in pronunciation proficiency between controlled group and experimental groups since the calculated value 4.93 is greater than tabulated value (1.72), (H_0 is rejected). Between two groups the effect of teaching pronunciation through audio dictionary for girls seemed more significant. Thus, audio dictionary is effectively significant for teaching pronunciation.

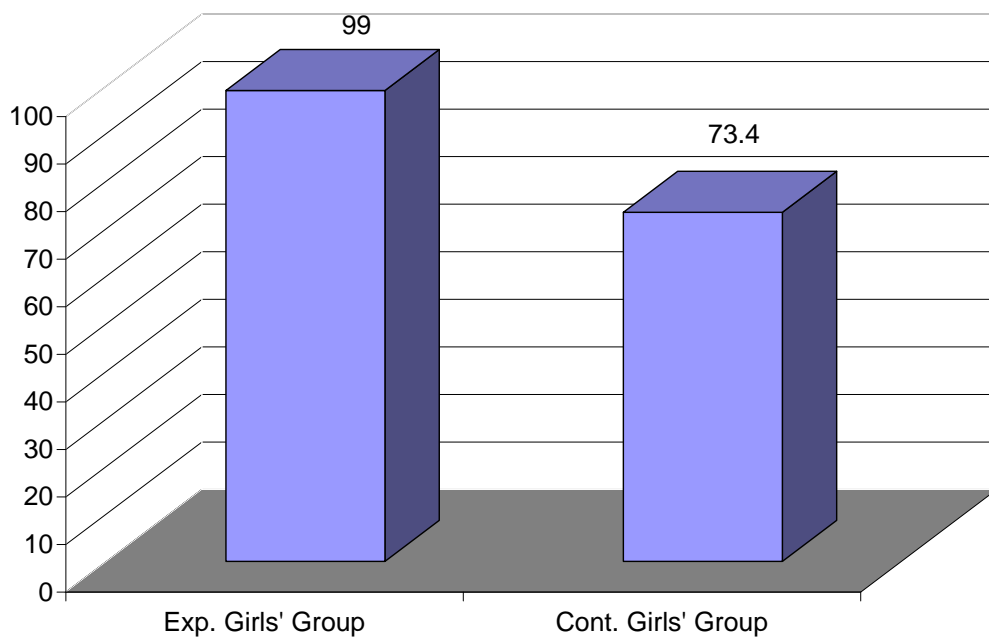


Figure 4: Mean Score of Girls Performance

Figure no. 4 has proved that audio dictionary is very useful in teaching pronunciation for girls since there is significant increment in the performance of experimental group.

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

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

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

-) Teaching pronunciation through audio dictionary is found more effective than the teaching pronunciation without using audio dictionary. In the research the experimental group has been found better than that of controlled group. The experimental group has scored 99.4 mean score differences whereas controlled group has scored 71.95. The experimental group has excelled the controlled group by 27.45. It proves that teaching, using audio dictionary is more effective.
-) In the group based comparison the performance of experimental group has been found more effective. The total mean score difference of the experimental group is 198.8 and total mean score differences of the controlled group is 143.9. So the experimental group has excelled the controlled group by 54.9. Thus, this data shows that teaching pronunciation through audio dictionary is better in comparison to teaching pronunciation without using audio dictionary.
-) In boys performance based comparison as a whole, the experimental group got better result than the controlled group since the experimental

group has excelled the controlled group by 29.3 mean score difference between the achievement of controlled and experimental group. It is found that calculated value (5.09) is greater than the tabulated value (1.73). There is a difference between two groups and the effect of audio dictionary for the boys is very significant.

) The audio dictionary is also seemed significant in girls performance based comparison. It is found out that the mean score difference of the experimental group is more by 25.6 than the controlled group. Moreover, the t-test indicated that the calculated value (4.93) is greater than tabulated value 1.72. So, there is a significant difference between two groups and the effect of audio dictionary for the girls is significant. The performance of boys and girls has a very little difference.

) It has been found that the recorded materials allowed students to hear variety of different voices apart from just their own teachers. The non native teacher's voice couldn't be with the appropriate use of supra segmental features: stress, intonation and pronunciation.

) From the analysis of word types, monosyllabic words were found easier to the students in comparison to others. Moreover, English fricatives were more difficult to Nepali learners in comparison to others.

) It was very difficult to ensure that all the students in a classroom could hear equally well. Outside noise and other disturbance could not be controlled completely. A well equipped classroom or a language lab is needed in each school.

) It was found that students couldn't see the gesture junction, head movement and lip movement in audio materials, therefore it was very difficult for them to understand the native speakers pronunciation as

they are habituated in the non-native speakers' voice which is far different than the native speakers' voice.

-) Teaching speaking was found more problematic because of less time allotment to its teaching, a large number of students, inhibition, lack of physical facilities etc.

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

4.2 Recommendations

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

-) It is found that the audio dictionary is able to improve the pronunciation of the students and arouse more interest of the students to learn. So, it is most helpful for practising and learning pronunciation.
-) In all categories, the experimental group has obtained better marks compared to the controlled group. Due to this fact we can say that audio dictionary is better than conventional way of teaching English pronunciation. So, every school should apply such dictionary in teaching English pronunciation.
-) The teachers should encourage the students to do activity in pair work by using audio materials. It is useful to build the students' confidence, group sharing skill and commenting and the skill of giving feedback. It

also helps to those students who are introvert and do not want to expose themselves in front of the teacher.

-) The teacher should use imitation drill in teaching English pronunciation by using any size and number of the students. Teaching English through audio dictionary allows the students to listen to what they want again and again.
-) It is also useful to make the class students centred. The main activity of teaching pronunciation using audio dictionary is practising the pronunciation in pair. Therefore, the students can enjoy working in pairs.
-) Students'- students' interaction should be encouraged to develop speaking and pronunciation skill.
-) The curriculum of English for lower secondary level should be designed to develop the student's pronunciation, accuracy, fluency and vocabulary.
-) Audio, visual and audio-visual aids become more effective in practising speaking by watching and listening performance. So the teacher should include these aids in teaching pronunciation and speaking skill.
-) The teacher should be trained to use recorded materials in their classroom.
-) The school should manage at least the minimum requirement of physical facilities for teaching purpose. The recorded materials should be made easily available in the local market. All the schools should have a language laboratory.

-) The syllabus designer, text book writers methodologists and teacher should give priority to use audio dictionary in teaching pronunciation. They should include the audio dictionary in the designed materials because it is useful to make the class more interesting and live.
-) This research was limited to the students of a private school of Kaski district. The experiment technique was limited to only group. So it can't be claimed that the findings of the research are applicable for all schools of Nepal. It can't be claimed that the findings are complete in themselves. This is the very broad and complicated area. So it is inevitable to carry out further research in this field.

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APPENDIX-1
PRE-TEST AND POST-TEST ITEMS

Name:

Time: 10 min.

Date:

F.M: 168

1. Pronounce the following words correctly.

- | | | | |
|-------------------|------------------|-------------------|------------------|
| 1. acclaim | 24. bunch | 47. curious | 70. fiction |
| 2. accomplish | 25. capital | 48. current | 71. financial |
| 3. account | 26. caption | 49. damage | 72. float |
| 4. achieve | 27. casualty | 50. dare | 73. foreigner |
| 5. advertisement | 28. celebration | 51. demonstration | 74. gabion |
| 6. agreement | 29. chariot | 52. dependent | 75. generator |
| 7. amazing | 30. cheer | 53. determined | 76. generous |
| 8. announce | 31. coach | 54. different | 77. glacier |
| 9. approximately | 32. collection | 55. disappointed | 78. government |
| 10. archaeologist | 33. committee | 56. discover | 79. grateful |
| 11. arrest | 34. concentrate | 57. distant | 80. gunpowder |
| 12. astronomy | 35. confident | 58. drag | 81. harbor |
| 13. attack | 36. conflict | 59. dusty | 82. illiterate |
| 14. attitude | 37. congratulate | 60. edition | 83. illustration |
| 15. audience | 38. connect | 61. efficient | 84. imagination |
| 16. avalanche | 39. conqueror | 62. emergency | 85. improve |
| 17. avoid | 40. contact | 63. encourage | 86. include |
| 18. barley | 41. continue | 64. environment | 87. instruction |
| 19. believe | 42. convenient | 65. equipment | 88. interview |
| 20. biology | 43. courage | 66. eruption | 89. inventive |
| 21. boastful | 44. crevasse | 67. exited | 90. journalist |
| 22. bonzer | 45. cricketer | 68. explode | 91. kharka |
| 23. brilliant | 46. crouch | 69. festoon | 92. location |

93.	luggage	112.	poverty	131.	scenery	150.	thrilling
94.	magnet	113.	powerful	132.	scenic	151.	thrive
95.	magnificent	114.	previous	133.	senses	152.	trader
96.	manager	115.	prisoner	134.	separate	153.	translation
97.	Mexican	116.	professional	135.	shearer	154.	treasure
98.	microphone	117.	profoundly	136.	skillful	155.	turbine
99.	mistake	118.	progress	137.	slope	156.	unconscious
100.	molten	119.	punishment	138.	socket	157.	uncover
101.	moment	120.	queue	139.	spotted	158.	unharmd
102.	monastery	121.	quills	140.	squatter	159.	unusual
103.	moraine	122.	recognize	141.	starvation	160.	victorious
104.	mysterious	123.	recreation	142.	statement	161.	vivid
105.	nationality	124.	refuse	143.	strange	162.	warning
106.	navy	125.	remains	144.	stroke	163.	warrior
107.	orchard	126.	report	145.	struggle	164.	weapon
108.	original	127.	rescue	146.	stunning	165.	whisper
109.	perfect	128.	revolve	147.	stutter	166.	widespread
110.	pilgrim	129.	ruins	148.	supermarket	167.	wonderful
111.	pottery	130.	sanctuary	149.	swarm	168.	weave

APPENDIX-II
SUMMARY OF THE LESSON PLAN
CONTROLLED GROUP

Lesson plan no.: 1
10

Date: 2068-01-

Specific Objectives: On completion of this lesson the students will be able to pronounce the words: acclaim, accomplish, account, achieve, advertisement and agreement correctly.

Teaching Materials: Daily used materials, flash cards, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: acclaim, accomplish, account, achieve, advertisement and agreement at your home.

Experimental Group

Lesson Plan No.: 1

Date: 2068-01-10

Specific Objectives: On completion of this lesson, the students will be able to pronounce the words: acclaim, accomplish, account, achieve, advertisement and agreement correctly.

Teaching Materials: Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: acclaim, accomplish, account, achieve, advertisement and agreement at your home.

Controlled Group

Lesson Plan No.:2

Date: 2068-01-11

Specific objectives: On completion of this lesson, the students will be able to pronounce the words: amazing, announce, approximately, archaeologist, arrest and astronomy correctly.

Teaching Materials: Daily used materials, flash cards, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: amazing, announce, approximately, archaeologist, arrest and astronomy at your home.

Experimental Group

Lesson Plan No.:2

Date: 2068-01-11

Specific Objectives: On completion of this lesson, the students will be able to pronounce the words: amazing, announce, approximately, archaeologist, arrest and astronomy correctly.

Teaching Materials: Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: amazing, announce, approximately, archaeologist, arrest and astronomy at your home.

Controlled Group

Lesson Plan No.:3

Date: 2068-01-

12

Specific objectives: On completion of this lesson, the students will be able to pronounce the words: attack, attitude, audience, avalanche, avoid and barley correctly.

Teaching Materials: Daily used materials, flash cards, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: attack, attitude, audience, avalanche, avoid and barley at your home.

Experimental Group

Lesson Plan No.:3

Date: 2068-01-12

Specific Objectives: On completion of this lesson, the students will be able to pronounce the words attack, attitude, audience, avalanche, avoid and barley correctly.

Teaching Materials: Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

Teaching Learning Activities:

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

Homework

- i. Practice the pronunciation of six words: attack, attitude, audience, avalanche, avoid and barley at your home.

APPENDIX-III**Group Based Tables for Pre-test and Post-test Result****1. The performance of Controlled Group Students**

SN NO.	Roll No.	Name of the Students	Pre-test	Post-test	Difference
1	1	Manisha Khadka	60	139	79
2	3	Alisha Sharma	52	137	85
3	5	Ganesh Subedi	48	131	83
4	7	Puspa Raj Gautan	40	123	83
5	9	Sarita Banstola	54	124	70
6	11	Arakshya Bijukchhe	65	110	45
7	13	Amrit Poudel	55	135	80
8	15	Anjali Shah	48	138	90
9	17	Sujan Sharma	30	105	75
10	19	Sadikshya G.C.	60	131	71
11	21	Susmita Banstola	47	130	83
12	23	Sajina Gautam	22	70	48
13	25	Hari Sharma	20	61	41
14	27	Sanju Poudel	43	131	88
15	29	Anil Neupane	34	101	67
16	31	Santosh Acharya	30	110	80
17	33	Saugun G.C.	42	117	75
18	35	Nischal Bhattarai	35	120	85
19	37	Nirajan Devkota	26	71	46
20	39	Sagar Banstola	34	100	66
TM			845	2284	1439
AM			42.25	114.2	71.95

2. The performance of Experimental Group Students

SN NO.	Roll No.	Name of the Students	Pre-test	Post-test	Difference

1	2	Aayush Neupane	60	154	94
2	4	Biddhya Bhattarai	58	151	93
3	6	Jayaj Adhikari	60	151	91
4	8	Yam Maya Thapa	59	153	94
5	10	Kusum K.C.	50	150	100
6	12	Mamata Pokhrel	62	149	87
7	14	Bishal Gajmer	34	140	106
8	16	Meena pun	51	147	96
9	18	Bibek Acharya	42	142	100
10	20	Kabita Poudel	30	143	113
11	22	Afjal Ali	42	141	99
12	24	Anjali Pariyar	35	142	107
13	26	Kausal K. Ram	35	143	108
14	28	Sudesh Chhetri	30	120	90
15	30	Prasamsha Sharma	40	143	103
16	32	Kalpana Sharma	34	134	100
17	34	Bijay Poudel	40	143	103
18	36	Sabita Banstola	25	117	92
19	38	Nabin Banstola	28	136	108
20	40	Anjeela Marasini	35	139	104
TM			850	2838	1988
AM			42.5	141.9	99.4

APPENDIX –IV
Category Based Tables of pre-test and post-test

1. The Boys Performance

Total Item: 168

Full Marks: 168

Group 'A'(Experimental Group)			
R. N	Pre-test	Post-test	Dif
2	60	154	94
6	60	151	91
14	34	140	106
18	32	142	100
22	42	141	99
26	35	143	108
28	30	120	90
34	40	143	103
38	28	136	108
T.M	371	1270	899
A.M	41.2	141.1	99.8

Group 'B'(Controlled Group)			
R. N	Pre-test	Post-test	Dif
5	48	131	83
7	40	123	83
13	55	135	80
17	30	105	75
25	20	61	41
29	34	101	67
31	30	110	80
35	35	120	85
37	26	71	45
39	34	100	66
2. T			
h			
T.M	352	1057	705
e			
A.M	35.2	105.7	70.5

Girls Performance

Total Item: 168

Group 'B'(Controlled Group)			
R. N	Pre-test	Post-test	Dif
1	60	139	79
3	52	137	85
9	54	124	70
11	65	110	45

Group 'A' (Experimental Group)			
R. N	Pre-test	Post-test	Dif
4	58	151	93
8	59	153	94
10	50	150	100
12	62	149	87
16	51	147	96
20	30	143	113
24	35	142	107
30	40	143	103
32	34	134	100
36	25	117	92
40	35	139	104
T.M.	479	1568	1089
A.M.	43.5	142.5	99.0

15	48	138	90
19	60	131	71
21	47	130	83
23	22	70	48
27	43	131	88
33	42	117	75
T.M.	493	1227	734
A.M.	49.3	122.7	73.4