

TECHNIQUES USED IN TEACHING PRONUNCIATION

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

BY

Bikram Subedi

Faculty of Education

Prithvi Narayan Campus, Pokhara

Tribhuvan University, Kirtipur, Kathmandu, Nepal

2011

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DECLARATION

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

Date 2068/ 04/11

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Bikram Subedi has prepared this thesis entitled **Techniques Used in Teaching Pronunciation** under my guidance and supervision. I recommend the thesis for acceptance.

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DEDICATION

*Dedicated To
Kritika, Prajna and Prashna*

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ABSTRACT

This research work entitled 'Techniques Used in Teaching Pronunciation' is an attempt to find out the most dominant techniques in teaching pronunciation in the primary level. For the study, the data were the audio-record of the classroom discourse and the field notes collected from ten English medium schools of Kaski district. The audio-recorded data were transcribed, analyzed and interpreted using both the descriptive and simple statistical tools. Both primary and secondary source of data were used for the study. By this study, the researcher found out that teachers used only eight techniques to teach pronunciation and among them Drilling and Modelling Techniques were the most frequently used techniques in teaching pronunciation. They were used by 50 and 42.85 percent teachers respectively. Similarly, Reading Aloud Technique was used by 35.71 percent teachers. Syllable Breaking Technique came in the fourth position. It was used by 21.42 percent teachers. Besides, the teachers also used Chaining, Phonetic Symbol, Minimal Pair and Translation Technique to teach pronunciation. They covered 7.14 Percent each. Whereas, 21.42 percent teachers did not do any activities related to teaching of pronunciation.

The thesis consists of four chapters. Chapter one deals with the introduction. It consists of general background, English language teaching in the context of Nepal, pronunciation: definition and importance, features of pronunciation, organs of speech, teaching pronunciation, pronunciation: a neglected aspect, problems in teaching pronunciation, review of the related literature, significance and the objectives of the study. Similarly, chapter two deals with the methodology. It encompasses source of data, population of the study, sampling procedure, research tools, process of data collection, process of data analysis and the limitations of the study. Likewise, chapter three is the core part of this thesis. It deals with the analysis and interpretation of the data. Chapter four consists of the findings of the study and recommendations.

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LIST OF ABBREVIATIONS

CD	Compact Disc
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
etc.	et cetera (other similar things)
e. g.	for example (exemplia gratia)
G.T.	Grammar Translation
HOD	Head of the Department
i. e.	ideast (that is to say/in other words)
Ma. Vi.	Madhyamik Vidalaya (Secondary School)
No.	Number
p.	Page
PNC	Prithvi Narayan Campus
S. N.	Serial Number
SL	Second Language
S.L.C.	School Leaving Certificate
Ss	Students
T	Teacher