

CHAPTER- ONE

INTRODUCTION

This chapter begins with the concept of language i. e. general background followed by teaching English language in the context of Nepal and definition and importance of pronunciation. Likewise, here include the features of pronunciation, organs of speech and problems in teaching pronunciation. The other topics that are discussed in this section are the techniques used in teaching pronunciation and review of the related literature. This chapter also incorporates the objectives and the significance of the study as well.

1. 1 General Background

Regarding the origin of language, Mac Neilage (1998) says, "Chewing, licking and sucking are extremely widespread mammalian activities, which, in terms of casual observation, have obvious similarities with speech (as cited in Yule, 2006, p. 1). Justifying Mac Neilage, Yule (2006, p. 1) says:

We don't usually think of speaking as similar to chewing, licking and sucking, but, like speaking, all of these actions involve movements of the mouth, tongue and lips in some kind of controlled way. So, perhaps this connection is not as improbable as it first sound. In this sense, it would not be strange if one says language is as old as human race.

In a looser sense, language is a menses of communication. Any system of communication can be called a language: speaking a verbal communication, writing a written communication, using sign and gestures a non-verbal communication, etc. But language, in the strict sense, is a means of communication among human beings by using speech sounds.

Different linguists have defined language differently. Sapir (1912, p. 8) says, "Language is purely human and non-instinctive method of communicating

ideas, emotions and desires by means of voluntarily produced symbols." (as cited in Lyons, 1981, p. 3)

According to Robins (1964, p. 14) language is infinitely extendable and modifiable according to the need of speakers. He defines language as "Languages are symbols of systems based on pure or arbitrary convention..... infinitely extendable and modifiable according to the changing needs of the speakers." (as cited in Yadava, 2001, p . 4)

Any definition given by the linguists may or may not be satisfactory to us but what we all agree is, language is common to all and only human beings. It is the most unique gift that sets human beings apart from the rest of living beings. Language is a system of communication and it is widely used as a means of expressing ideas, thoughts, feelings and emotions of human beings. Moreover, language is both personal and social phenomenon that reflects culture and civilization. It also plays an important role in the development, maintenance and transmission of civilization.

As 92 mother tongues exist only in Nepal (Sharma, 2010, p. 139), it is crystal clear that people all over the world do not speak same language. There are some languages which are used or spoken by few people and on the other hand, languages have global use. So far the English language concerns, it has been such a language which in comparison to any other languages is used world wide now. It is dominant one because of its wide coverage, rich vocabulary and so on. English plays the role of link language. It is found in all sectors in mass media, science and technology, teaching and learning and so on. For this reason its scope and importance are still growing.

1.1.1 English Language Teaching in the Context of Nepal

English belongs to Indo-European family of language. It belongs to West Germanic sub-branch of this family of language. English has been the world

language. It is spoken in all continents. It is spoken more widely in different countries than any other language and for the same reason it is recognized as international language. It is the most widely used lingua franca across the language communities of the world. The teaching and learning of English takes place all around the world. Nowadays, the world has enjoyed the taste of speaking English and Nepal can't be an exception.

In context of our country Nepal, English language teaching has a long history. Rai (2056, p. 20) has said "It was Janga Bahadur Rana who introduced English language teaching in Nepal in 1910 B.S." Nowadays, English is taught and learnt as a second or foreign language in Nepal. English language has been used as a means of interaction and medium of writing by the people from educated and elite circle. Although it is true to say that the value of English language persists all around the world and it is being taught in almost all countries of the world, one can't say how it should be taught. Now, English language is being taught in different names in Nepal -Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), English Language Teaching (ELT), Teaching English for the Speaker of Other Language (TEOSL) and so on.

Sharma and Phyak (2007, p. ii) making a comment on teaching English in Nepal say :

Teaching English Language in Nepal remains in vicious circle with nebulous ideas and practices. Nepali teacher of English have been lobbying with many vibes: Some are already established and some are emerging. The greatest misfortune for adapting such vibes is that lack relevancy to our context. We don't know which method is suitable for us. Thus, standard of English language teaching in Nepal is no more than practice.

It is no doubt that English has got enthusiastic reception in Nepal. It is used in pedagogy, mass media and so on. But, English language experts claim that the teaching of English language is not satisfactory in Nepal because of the lack of professional development. We can note different factors affecting the teaching of English language in Nepal some of them are-

-) Lack of competent teachers
-) Lack of physical facilities
-) Lack of sufficient teaching materials
-) Late starting of teaching English
-) Sociolinguistic background
-) Mono-model language policy, etc.

Now, realizing the fact that the scope of English is getting wider day by day, different private boarding schools have started teaching of English language from the very beginning i. e. from Nursery class and that has been proved more or less fruitful and some of the government schools also have started teaching of English language from grade one. English is taught as a compulsory subject up to bachelor level. Our educational curriculum has also managed it as an optional and major subject from secondary level for the students who are interested. Now, English language teaching has been a separate discipline.

One of the major issues regarding teaching of English is lack of trained and qualified teachers. Although the teachers are taking training, it seems that they are not bringing the knowledge into practice. The students suppose English as the most difficult subject. Another bitter matter that the researchers claim is that the teachers teach English in Nepali and English teachers in Nepal are teaching about English not English itself.

Even if many efforts have been made to improve the condition of English in Nepal, the standard of English is not maintained as expected due to various causes which have already been mentioned in the paragraphs above. In

conclusion, we can say that despite many challenges this discipline has been playing a significant role to maintain the standard of academic sectors in a slow pace.

1.1.3 Pronunciation : Definition and Importance

Learning a language means learning to use language. Word is the smallest linguistic form which can occur on its own in speech or writing. Therefore, it is essential to learn word in order to learn language.

Learning word includes learning meaning of the word, use of the word, word grammar and word form.

To follow Harmer (1991), spelling and pronunciation are the sub-aspects of learning word which come under word formation.

Pronunciation involves the sound, stress, rhythm and intonation of language. It is the way of producing words/sentence with reference to a standard. Dalton says, "Pronunciation is probably an unrealistic and not particularly desirable target and perhaps the ideal target that the speakers aim at." There are different kinds of English as there are speakers of it ; no two people speak exactly alike. We can always hear difference between the speakers. The pronunciation of English varies a great deal in different geographical areas- there are British English, American English, Australian English, etc.

There are elements of pronunciation. They can be categorized in to two groups.

They are:

- i Segmental and
- ii Supra segmental

Table 1 summarizes the elements within each category.

Table 1
Elements of Pronunciation in Two Categories

| Segmental | Supra Segmental |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consonants Vowels | Tone/intonation Linking Rhythm Stress (word and sentence) Syllable Weak forms Length Juncture, etc. |

The elements given in the table 1 are basic of speech. It is important to learn these features not only because these features provide extra information about what is said but also help them to achieve goal of improved comprehension and intelligibility.

As there are languages in the world which do not have written form, it is essential for the speakers to know the sound system of the language in order opt use and understand the language. We all agree that speech is primary in language because, although many speakers do not know the graphic form, they use language effectively because they know the sound system.

Inaccurate pronunciation can lead to misunderstanding; it can be extremely difficult to understand for a speaker from another language community. The inaccurate use of supra segmental elements such as stress, intonation can also cause problems in successful communication. Hence, teaching pronunciation is just as important as its structure materials, for this reason, it must be treated as an integral part lesson planning.

The rules of English pronunciation are complex. Sharma (2004, p. 126) says:

There is no one -to-one correspondence between sound and spelling. That is to say, one letter or group of letters is pronounced differently in different contexts and different letters or group of letters are pronounced identically in some contexts. Learners are puzzled by words which have very different written forms but are pronounced identically as jeans /dʒiːnz/ and jins /dʒiːnz/, break /breɪk/ and brake /breɪk/ and also by the words which are very similar in the written form but pronounced differently as bough /baʊ/, tough /tʌ/, though /ðə/ (Note the pronunciation of 'gh' how they are pronounced differently). On the other hand the same vowel sound /ɪ/ can be represented by different spelling like i, y, u, e and ee as in the words in, ciy, busy, pretty and committee. Similarly, the same letter 'a' represent vowel sound like /ɑː/, /æ/, /eɪ/ as in the words man, many, cart, about, village, all and care respectively.

This comparative unpredictability of the English sound-symbol relationship causes so many problems. In some context this kind of sound confusion leads to complete break down in communication, for example what will happen when one hears the question , "Do you like snacks?" as " Do you like snakes?" Similarly, O'Connor (2000, p. 108) giving importance of learning intonation puts forward the following example:

When we say 'Thank you' the voice may go from a higher note to lower one or it may go from lower note to higher one and these two different tunes show two different attitudes- higher to lower means sincere gratitude, lower to higher means that the matter routine (rather casual acknowledgement). To confuse two would clearly be dangerous.

Therefore, it is necessary to learn what tunes are and what they mean.

So far as the intelligibility of the language concerns, getting correct stress is equally important. Since, English is a tone language stress pattern of a word determines the pronunciation of individual sound. Hence, it is important to teach pronunciation.

From the description above, it is clear that learning language is learning its sound system. Although pronunciation is difficult area of language, it is important to learn.

1.1.3 Features of Pronunciation

Spoken language involves the production of sound i. e. the pronunciation.

Pronunciation not only consists the production of vowel and consonant sounds but also involves other operating systems of phonology which are more important in terms of overall intelligibility of spoken language. Diagram 1 is a breakdown of the main features of pronunciation.

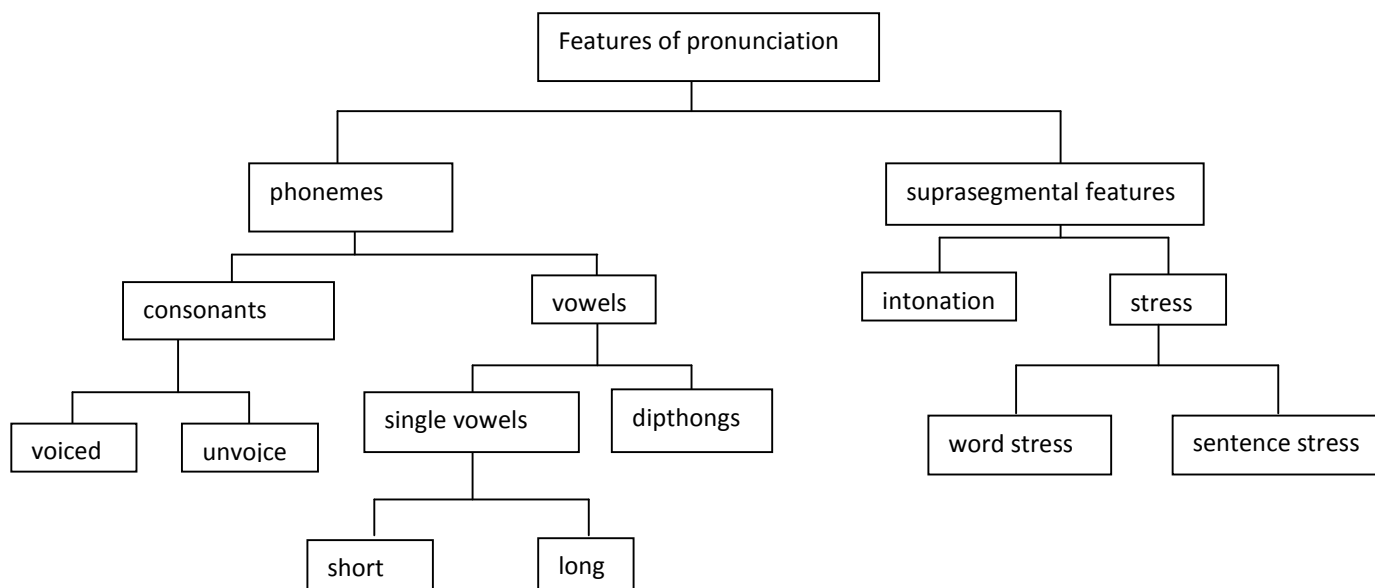


figure 1. Features of pronunciation

Source: Kelly, 2006, p.1

Table 2

English Consonants with Their Detailed Description

| Symbol | Guide word | Description |
|--------|------------|-------------------------------------------------------------|
| /p/ | pat | pulmonic egressive voiceless oral bilabial plosive |
| /b/ | but | pulmonic egressive voiced oral bilabial plosive |
| /t/ | tap | pulmonic egressive voiceless oral alveolar plosive |
| /d/ | dog | pulmonic egressive voiced oral alveolar plosive |
| /k/ | cat | pulmonic egressive voiceless oral velar plosive |
| /g/ | get | pulmonic egressive voiced oral velar plosive |
| /tʃ/ | chip | pulmonic egressive voiceless oral palato alveolar affricate |
| /dʒ/ | jar | pulmonic egressive voiced oral palato alveolar affricate |
| /f/ | few | pulmonic egressive voiceless oral labiodental fricative |
| /v/ | voice | pulmonic egressive voiced oral labiodental fricative |
| /θ/ | thin | pulmonic egressive voiceless oral dental fricative |
| /ð/ | this | pulmonic egressive voiced oral dental fricative |
| /s/ | sit | pulmonic egressive voiceless oral alveolar fricative |
| /z/ | zoo | pulmonic egressive voiced oral alveolar fricative |
| /ʃ/ | she | pulmonic egressive voiceless oral palato alveolar fricative |
| /ʒ/ | vision | pulmonic egressive voiced oral palato alveolar fricative |
| /h/ | he | pulmonic egressive voiceless oral glottal fricative |
| /m/ | man | pulmonic egressive voiced nasal bilabial plosive |
| /n/ | no | pulmonic egressive voiced nasal alveolar plosive |
| /ŋ/ | ring | pulmonic egressive voiced nasal velar glottal plosive |
| /j/ | yes | pulmonic egressive voiced oral palatal approximant |
| /r/ | red | pulmonic egressive voiced oral post alveolar approximant |
| /l/ | leg | pulmonic egressive voiced oral alveolar lateral |
| /w/ | we | pulmonic egressive voiced oral bilabial approximant |

Consonants

A consonant is the speech sound in which the breath is at least partly obstructed in the supraglottal cavity in the production. The English consonants are given in table 2 with their detailed description.

Table 3

English Vowels with Their Detailed Description

| Symbol | Guide word | Description |
|--------|------------|------------------------------------------------------------|
| /ɜ / | cat | neutral front open |
| /ɜ :/ | arm | neutral back open |
| /e/ | bed | spread front half open |
| / ɜ :/ | her | neutral central half open |
| /ɜ | sit | spread front half close |
| /ɜ:/ | see | spread front close |
| / ɜ:/ | hot | rounded back open |
| /ɜ: / | saw | rounded back half open |
| / / | run | neutral central open |
| /ɜ/ | put | rounded back half close |
| /ɜ:/ | too | rounded back close |
| / / | ago | neutral central half close |
| /ɜ ɜ | my | central open unrounded to front close unrounded |
| /ɜ ɜ/ | how | back open unrounded to back close rounded |
| / ɜ | day | front half close unrounded to front close unrounded |
| / / ɜ/ | no | central half close unrounded to back close rounded |
| / ɜ / | hair | front half close unrounded to central half close unrounded |
| /ɜ ɜ | boy | back open rounded to front close unrounded |
| /ɜ / | poor | back close rounded to central half close unrounded |
| /ɜ / | ear | front close unrounded to central half close unrounded |

Vowels

A vowel may be defined with an open approximation without any obstruction in the supra glottal cavity. They are referred to as vocoids in phonetics. They are mostly in terms of three variables. Roach (2000, p. 10) says, “Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.” All the English vowels with the illustrative words and three term description are given in table 3.

Stress

Stress is also known as accent. Stress in general is used in phonetics to refer to the degree of force used in producing syllable i.e. the use of extra respiratory energy in the utterance of a syllable. In the utterance stress is linked with syllable. A stressed syllable is usually produced by pushing more air out of the lungs in one syllable relative to other. Stress has different functions in language for e. g. To give special emphasis to something and to indicate syntactic relationship between the words or part of words. Stress is also responsible to bring change in vowel quality. In the utterance stress is linked with syllable. The stress has great role in conveying the meaning such as-

-I like her (I not other)

I like -her (her not other)

Tone /Intonation

Tone is the supra segmental parameter that is helpful to lexical items.

It is distinctive pitch level of a syllable. There are two types of tone languages e. g. register tone and contour tone language. Doff (1988, p. 119) has defined intonation as “The music of language the way the voice goes up and down as we speak.”

Tone and intonation are different things. The pitch variation that affects the meaning of a word is tone and the pitch variation that affects the whole sentence is intonation. Hence, intonation can be said to be the combination of pitch level and tune shape. Anyway, it is a part of supra segmental feature.

Rhythm

Rhythm refers to the received regularity of permanent units in speech. This regularity is stated in terms of stressed versus unstressed syllable, syllable length or pitch or some of the combination of these variables. Stressed and unstressed syllables make rhythm. Roach (2000, p. 143) says, “English speech

is rhythmical and that the rhythm is detectable in regular occurrence of stressed syllable.”

Juncture

It is the term used in phonology to refer to phonetic boundary features which may separate grammatical units such as morphemes, words or clause. Juncture feature means pause between the words for e. g. The phonetic transcription of the both expression ‘an aim’ and ‘a name is the same / | nɪm/. It is the use of juncture which makes the listener understand whether the expression is ‘a name’ or ‘an aim’.

1.1.4 Organs of Speech

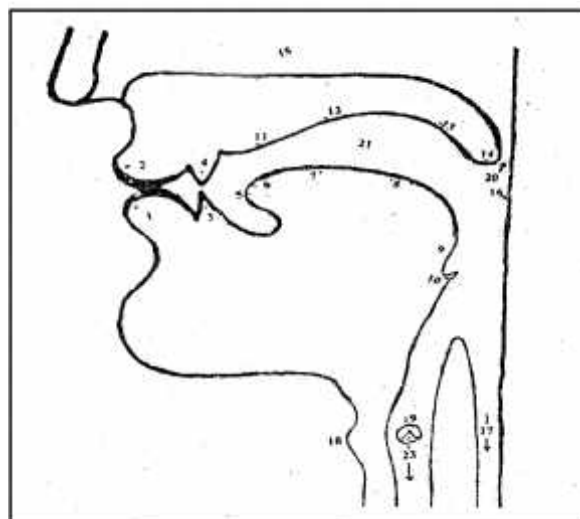


Figure 2 The Organs of Speech

- | | |
|---------------------------------|---------------------------|
| 1 lower lip | 9 radix (root the tongue) |
| 2 upper lip | 10 epiglottis |
| 3 lower teeth | 11 alveolar ridge |
| 4 upper teeth | 12 hard palte |
| 5 apex (tip of the tongue) | 13 velum |
| 6 lamina (blade of the tongue) | 14 uvula |
| 7 front of the tongue | 15 nasal cavity |
| 8 dorsum (back of the tongue) | 16 pharynx |

| | |
|--------------------------|------------------|
| 17 food pipe (esophagus) | 20 velic passage |
| 18 larynx | 21 oral cavity |
| 19 vocal cords | 22 trachea |

In order to produce speech sound we have to use a large and complex set of muscles. Vocal apparatus is an inclusive term for all the anatomical features involved in the production of speech sounds. Some of the parts that involve in the production of speech sounds are shown in figure 2.

1.1.5 Pronunciation: A Neglected Aspect

This researcher likes to start it with his own experience. When the researcher started learning English he was in grade four but English is taught from grade one now. Another fact about his initiation of learning English language is that he never pronounced the letter 'A' as /eɪ/ but pronounced it as /e/ and the researcher does the same now (and so do many Nepalese speakers) because he did not hear anyone pronouncing 'A' as /eɪ/. Neither his teachers nor anybody other suggested him to pronounce 'A' as /eɪ/. This is only an example. The researcher still does not feel shame to say that he does not pronounce an 'L' as /eɪ/ but as /jɪ/.

If anybody asks any English learner of Nepal the same question "Did your teachers teach you to Pronounce 'A' /eɪ/ as /eɪ/ and 'L' /eɪ/ as /eɪ/?" Perhaps they get answer "No, they didn't." But if anyone asks them the question- "Did your teacher teach you where to use the article 'the'?" or "Did they teach you the structure of simple present tense?" They probably answer "Yes, they did." And what does this all indicate?

Everyone agrees that teachers give low level of emphasis on this very important language skill. Our teachers do not make any special planning to teach pronunciation but they plan to teach other grammatical items. Perhaps, this is the reason why a linguist described pronunciation as 'the Cinderella' of language teaching (as cited in Dalton). Now, the question is that why don't our

teachers teach us to pronounce the words correctly as they teach us to make a correct sentence using the structure of present perfect tense? There are reasons behind it. Let us see what linguists say about it. Hammer (1991, p. 248) has said:

Some of these teachers make little attempt to teach pronunciation in any overt way and only give attention to it passing. It is possible that they are nervous in dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only make things worse. They may claim that without formal pronunciation syllabus and without specific pronunciation teaching many students seem to acquire serviceable pronunciation.

Similarly, Kelly (2006, p. 13) asserts that teachers do not teach pronunciation because of the lack of knowledge. He says:

The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to teach it. Many experience teachers would admit to a lacking of knowledge of theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching.

Unlike Kelley, Dalton (n. d.) has also asserted that teachers do not teach pronunciation due to the lack of knowledge he says:

We are comfortable teaching reading, writing, listening and to a degree, general oral skills but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics to offer our students any thing more than redumentary advice such as "it sounds like this; uuuh.

Likewise, Wei (2006, p.1) has stated a different reason. He says, "English pronunciation is still neglected in EFL/ESL classrooms throughout including Asia today. One of the reasons that it is neglected or ignored is because not

many English pronunciation teaching strategies or techniques are available to the teachers in the classrooms."

In addition to the above mentioned views the other possible cause that pronunciation suffers from neglect is that many teachers think that it is not important to teach pronunciation at an early age because students can correct their wrong pronunciation later (teachers in personal interaction). Thus, from the above description we can summarize the reasons behind this negligence as following.

-) It is difficult.
-) Many teachers do not have sound theoretical and practical classroom skills and they very often come across many problems in attempting to teach pronunciation.
-) Many teachers do not teach pronunciation because they do not have access to good ideas for classroom activities.
-) Some teachers think that pronunciation can't be taught. How can we teach intonation for the same thing can be said with different intonation and which one should we teach ?
-) Teachers neglect pronunciation thinking that the student can change their wrong pronunciation later.
-) Another reason, why teachers do not teach pronunciation is, they are not trained well to teach pronunciation and they are not confident.
-) It is not important from examination point of view.

1.1.6 Problems in Teaching Pronunciation

Previous section (i. e. 1.1.5) made it clear that pronunciation which is one of the most important aspects of language has been neglected. I further put forward some of the possible reasons behind such negligence of the teachers with reference to different linguists. The following section deals with some problems and difficulties that make the teaching of English pronunciation difficult.

Referring to the difficulties in improving pronunciation of the learner, O'Connor (2000, p. 3) says, "You can never sound like a native speaker, ...anyone who says you can get a good English pronunciation without hard work is talking rubbish." The statement justifies that how difficult is it to attain good pronunciation. Teaching English pronunciation in Nepal is difficult for various reasons. Some of the causes which make the teaching of English pronunciation difficult are briefly discussed here.

1.1.6.1 Problem on the Part of Teacher

In course of this study, the researcher involved in the interaction with primary level teachers and discussed about the problems in teaching pronunciation. According to them many teachers who teach the beginner students do not have sound theoretical and practical knowledge of this language because many of them are only the SLC graduate. They further blamed that teachers who have better academic qualification are also not competent in this aspect of language. Besides, they stated that although many teachers have theoretical knowledge, they do not bring the knowledge in to practice. Another important thing they claimed is that teachers do not teach pronunciation because they do not have an easy access to the good ideas of classroom activities and materials needed.

1.1.6.2 Lack of Materials

It is the most bitter fact that teaching English in Nepal has been difficult in the lack of materials. We talk of different materials that are required to make our language class interesting and successful. We know that the use of materials facilitate learning. But our schools do not have even simple cassette players let alone the language labs. The classroom sitting is also not comfortable and appropriate for conducting different activities. In such a situation, how can a teacher help his students for better pronunciation practice?

1.1.6.3 Problems On the Part of Students

Teaching language is difficult because of some of the causes on the part of the student, some of them are discussed below in short.

a Late Starting

Earlier the easier- that means the earlier we start the easier it becomes to learn language. What Critical Period Hypothesis asserts is-faster the better, because the older we grow we lose the plasticity of the brain to acquire language, but Nepalese students start learning English late, so it is difficult to teach them new language.

b Mother Tongue Interference

When students start learning English their minds are occupied with one sort of language system i. e. their mother tongue. When their mother tongue has been fairly established in their minds and they have habit of their mother tongue pronunciation their habit can't be changed easily. In this context teaching new sound system is difficult because of mother tongue interference. In this regard O' Connor (2000, p. 3) says, "The main problem of English pronunciation is to build a new sets of boxes corresponding to the sound of English and break down the arrangement of boxes which the habit of our native language have so strongly built up." Similarly, Baruah (1991, p. 63) says:

Many students do not hear correct ... his ears have because so accustomed to the mother tongue sound that he does not easily hear the two languages and as a result can't produce the distinctive sounds of the second language with the similar sounds of his mother tongue.

In the same way Kansakar (1998, p. 98) also agrees with the views and says:

When we learn language we reproduce what we hear around us, and in foreign language learning we tend to hear and speak on the basis of the system of our mother tongue. A Nepali, Hindi, Bhojpuri, Maithili or

Newari speaker would thus be influenced by the habits already acquired in learning his first language."

c Multilingual Classes

Another problem regarding the students is that our classes are multilingual and they are often large. Students come from different language community. As we know that pronunciation is individual matter different student have different problems, concerns and issues to deal with. In the large class teacher can't pay attention to any individual student because of the limitation of time, not only this all the students do not have same purpose of learning English. This all cause trouble in teaching.

1.1.6.4 Difficulty Due to Inherent Cause

Teaching pronunciation is difficult due to its inherent cause as well. As pronunciation is rather abstract quality every time we pronounce the same word does not become exactly the same. Not only this, we have already discussed that there is no one- to- one correspondence between the spelling and the pronunciation of the words. Similarly, the pronunciation of the same word varies according to the situation and the intension of the speaker; the stress location and intonation can change the meaning of sentence. Moreover, it is not easy to note whether the students are using appropriate intonation pattern. It could be easier to teach the words in isolation but words are not used in isolation in real life situation; we use them in connected speech. Word and sentences are produced differently in different situations, the aspects like tone intonation, rhythm, juncture also play vital role in conveying the meaning and how can a teacher incorporate all these features in his lesson practically? Thus, teaching pronunciation is really a difficult job.

1.1.7 Teaching Pronunciation

Previous section (i. e. 1.1.1) made us clear about the importance of pronunciation and why language teachers should take this aspect of language as

an integral part of their lesson planning. We also knew that pronunciation is very important part of communication process and poor pronunciation makes comprehension of expression difficult for the listener and it may even cause the breakdown of communication and misunderstanding.

Proper pronunciation is one of the speaking skills that enables us to speak clearly and understood by our listeners. Pronunciation is also the identity of a person. It shows difference between educated, uneducated, native and non-native speakers.

The aim of teaching of any language is to make the learner use the language effectively. We should teach pronunciation because correct pronunciation is a must for using a language. The role of a teacher is very crucial in improving the learner's pronunciation. Therefore, the attempt of a teacher should at least be bringing intelligibility in the learner's pronunciation. Tickoo (2003, p. 88) says, " A teacher teaching pronunciation needs to be able to serve as a good model of spoken English. He also to needs to have a knowledge of rules which govern the sounds and patterns of language, and explain their nature."

Pronunciation can be taught in different ways, The following section deals with some of the techniques for teaching pronunciation.

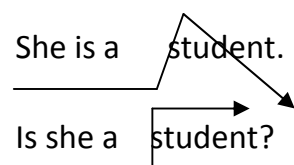
i Through Modelling

One of the techniques to teach pronunciation is to provide a model and get the learner to imitate the model. The teacher using this techniques should pronounce the new word and get the learners to listen and follow it. The learners should practice the pronunciation of the word both in isolation and in context of sentence. Students practise sounds through choral and individual repetition drill.

ii Through Visual Representation

The pronunciation of new word or lexical items can be taught through visual representation. This technique involves the use of symbols to indicate stress, pitch and intonation. To use this technique, the learners should be familiar with the symbols. In this technique the teacher writes the new words/ sentences on the board and indicates where the stress falls on and this can be done in various ways:

-) The teacher can underline the stressed syllable as Democracy
-) The teacher can use a stress square as Demography. □ □ □ □
-) The teacher can use stress mark (÷) before the stressed syllable as: photo÷graphic
-) The teacher can mark for intonation as:



iii Through Phonetic Symbols

If the students are familiar with the phonetic symbols this technique can be used to teach pronunciation. Recognizing the phonetic symbols is good because the learners can use the dictionary to know the pronunciation without the help of the teacher. This technique may not be suitable for the beginners but this is perhaps the most suitable technique at higher levels.

iv Drilling

A drill is repetition of a short chunk of language. In listening (receptive drill) the teacher repeats the sound that he wants to teach so as to accustom the phonological features of the sound. While using this technique to teach pronunciation the teacher, at the same time can use visual stimulus such as rising of eye-brow, movement of hands, etc. On the other hand, in productive drill the teacher says the word or structure and gets students to repeat it until he thinks his students know it. It is a basic to language teaching. Drilling aims to

help students achieve better pronunciation of language items. There are different types of productive drills i. e. open pair drilling, substitution drilling, etc.

v Chaining

This technique can be used for the sentences which prove difficult for the students to pronounce either because they are long or because they include difficult words and sounds. In this technique, the teacher isolates the certain part of the sentence modelling them separately for the students; students repeat it, this process continues until the sentence is complete.

vi Listening Activities

Listening activities allow students to listen to the authentic materials as far as possible. Authentic materials i. e. radio broadcast, taped materials, films, etc. provide the learners chances to improve their pronunciation. Harmer (2008, p. 133) says:

Listening is for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sound of both individual words and those which blend together in connected speech.

vii Reading Activities

Work on pronunciation can be successfully integrated in reading activities too. Stage reading, loud reading, reciting poems, rhymes, songs, lyrics, etc. can be used creatively in the classroom and can offer plenty of scope for pronunciation work. These sorts of works are extremely helpful to improve learner's intonation.

viii Giving Rule

Pronunciation can be taught by giving rules too. A teacher can give rules to his students as :

) A rising tone is commonly used for asking Yes/ No question, requests, commands, exclamation and greetings. For e. g.

Would you like some βTEA?

Please sit βDOWN.

) A falling tone is used for 'Wh' question, statement, strong exclamation. For e. g.

I'VE CUT MY finger.

SPLENdid!

Maharjan (2011, Feb. 20-23) in *conference presentation* put forward the following seven tips which seem helpful to improve pronunciation.

Tip:1

Listen to and try to imitate each word and phrase as produced by the speaker and learn to practice what you hear but not what you see.

Tip:2

Learn phonetic alphabet. Take good care of how each and every organ of speech function.

Tip:3

Identify the sound that causes you most problems in English.

Tip:4

Exercise your mouth a little bit each day, teach your mouth a new way to move as if going to gym and exercise your body.

Tip: 5

Take good care of word stress of a new word.

Tip:6

Be aware of sentence stress and intonation. Notice in English sentence stress is not 'fixed' like word stress.

Tip:7

Don't rush- remain slow and clear then too quick.

Now, to improve your pronunciation skill there are three ways, he said, practice, practice and practice!

Another technique, so far discussed in many books, is **Minimal Pair Technique**. Minimal pair are words that differ in only one feature e. g. ring/rang, sun/son, peer/beer, etc. In this technique the teacher pronounces two different words which sound almost similar but they are different words because of only one different sound e. g. fill/feel, pin/bin cat/cut, etc. and get the learners to identify them.

Pronunciation of word can also be taught by splitting the words into syllables as pho-to-gra-phy and by **Dictation Technique** as well. Linguists suggest that the very first lesson of the language class should involve the students listening and identifying the sound than producing it because language learning is learning hearing and imitating. This is true too in the sense that if one can't hear, he/she can't learn language. Further more pronunciation is not only important to use language correctly; it is equally important to understand what other people say. Thus, this technique is helpful to improve learners' listening.

Hence, we can say that teaching of pronunciation consists of different techniques which, one applies according to the situation. The aim of this study was finding the techniques used by the primary level teachers to teach pronunciation to their students.

1.2 Review of the Related Literature

As pronunciation is one of the most important aspects of language different linguists have discussed about it in their works. Some of them are discussed here.

Doff (1988, pp. 114-118) has discussed the following steps and techniques to teach pronunciation.

Step 1: Say the sound alone.

Step 2: Say the sound in a word.

Step 3: Contrast it with other sound.

Step 4: Write the words on the board.

Step 5: Explain how to make the sound.

Step 6: Get students to repeat the sound in chorus.

Step 7: Get individual students to repeat the sound.

He has further discussed about the following activities for practicing the sound.

-) Missing Words: The teacher says short sentences or phrase in which one word is missing. The students guess the word which contains sound that teacher wishes to practice.
-) Making sentence: The teacher writes words on the board. The students say sentences using them. The words can either be used to practice one sound or two similar sound that are confused.
-) Using gestures: This technique can be used to teach stress. Teacher can use arms like a conductor of an orchestra using a strong gesture for the stressed syllables or clapping tapping more loudly for stressed syllable.

Similarly, Harmer (1991, pp.162-63) has discussed about three techniques of presenting sounds. They are-Modelling ,Visual Representation and Phonetic Symbol Technique for teaching pronunciation.

According to O'Connor (2000, p. 3) "Speech depends on hearing and you must hear English." He has further discussed about following three techniques to improve pronunciation.

-) Listening a lot-Listen to the sound of the language that you want to learn.

-) Practicing the sound saying it aloud in isolation and in words and sentences.
-) Recording of the learners' speech contrasted with the native model.

He has given more emphasis on listening activities. He says:

Written English and spoken English are obviously very different things. Writing consists of the marks on the paper which make no noise and are taken by the eyes, whilst speaking is organized sound, taken by the ear. Language learning starts with the ear, so books which are only the makes on the paper can not help the student to make their pronunciation better.

Giving emphasis on the listening activities, he further says, "When a baby starts to talk he does it by hearing the sound and imitating them." So far the teaching of language concerns, he suggests teaching earlier. He claims that late starting of teaching language make learning difficult.

According to Tickoo (2003, p. 94) learning pronunciation is affected by combinations of factors like learner's age, the learner's phonetic ability i. e. the auditory discrimination ability, motivation , the amount of sensitivity in learners and exposure . Likewise, Dolton (n. d.) states that there are three big barriers to good English Pronunciation. They are anxiety, learned helplessness and cultural identity.

Kelley (2006, pp. 15-23) says, "There are two key sides of pronunciation teaching, the teaching of productive skill and the teaching of receptive skills." He has further discussed about Drilling Technique, Chaining Technique, Listening and Reading Activities for teaching pronunciation.

Many researchers have been carried in connection with pronunciation. Some of them are as following.

Khatri (2000) conducted a research entitled 'The Achievement of English Vocabulary of the Students of Grade Eight.' The objective of the study was to find out the vocabulary achievement of students of eighth grade. He collected data from both public and private schools. Test items were the tools for the data collection. The finding of the study showed that students' vocabulary achievement was satisfactory. The conclusion was that the achievement of the nouns was better than that of verbs.

Likewise, Gyawali (2004) carried out a research on 'A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study.' The main purpose of the study was to compare the effectiveness of the two different techniques: direct and indirect in teaching vocabulary. In this experimental research, he found that direct method is preferred to indirect method in teaching vocabulary.

Similarly, Raut (2007) carried out a research on 'A Study on Strategies Used in Teaching Vocabulary.' The objective of the study was to find out the strategies that the lower secondary teachers used in teaching English vocabulary in terms of word meaning, word use and word formation and found that most of the teachers gave emphasis on word meaning and word use very few teachers used game, action, facial expression and so on to teach word. Teachers used mother tongue translation method to teach meaning. Only few teachers used materials while teaching vocabulary and the teaching learning process was totally teacher centered.

Rawat (2008) carried out a research entitled "Techniques of Teaching Vocabulary Used by Public and Private School Teachers." The objective of the study was to find out and compare the techniques that were used by public and private school's English teachers of lower secondary level while teaching vocabulary in terms of word meaning, word pronunciation and word spelling.

Five public and five private schools from Dang and Salyan districts were selected for the study. In course of the study, he found that most of the teachers of public school used mother tongue translation, modelling and reading aloud techniques where as most of the teachers of private schools used contextual presentation, modelling and dictation techniques to teach word meaning, word pronunciation and word spelling respectively.

Although there have been several researches on teaching of vocabulary, no research is based on the techniques used by the teacher to teach pronunciation. Hence, the present study aims at finding out the techniques used by the primary level teachers to teach pronunciation.

1.3 Objectives of the Study

The objectives of this study are as follows:

- i To find out the most frequently used techniques in teaching pronunciation in the primary level.
- ii To suggest some pedagogical implications.

1.4 Significance of the Study

This research will be significant for the teachers/ students who deal with English as foreign/ second language. Its findings will also be useful to the linguists, teachers, trainee teachers and researchers who are directly involved in teaching and learning of English in Nepal.

1.5 Definition of Key Terms

Some specific terms that are used in this study are defined as follows:

Technique: A particular contrivance or a trick which is used to accomplish the immediate objective or objectives in the class.

Pronunciation: The way of producing particular sound, word, etc. of a language (here English).

Percent: One part out of hundred, %

Data: The information collected from the informants in order to study, here implies for the audio- record and field notes.

Audio- record: The sound of classroom discourse that is recorded in the voice (sound) recording device i. e. CDs, cassettes.

Classroom discourse: Here implies for the use of language in speech in order to produce meaning; the interaction between the teacher and students in the classroom.

CHAPTER -TWO

METHODOLOGY

This chapter deals with the methodology that the researcher adopted to carry out the research, here include the researcher's sources of the data, population of the study, sampling procedure, tools and process of data collection and the limitations of the study. While carrying out any research work, methodology plays central role. Following methodology had been adopted to carry out this research.

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Source of Data

The primary sources of data were the teachers and students of grade one from ten English medium schools of Kaski district (see appendix XIII.) In addition to this, the researcher also used the field notes.

2.1.2 Secondary Source of Data

Apart from the primary source of data, the researcher consulted some secondary sources of data in order to facilitate the study. For the secondary sources of data the researcher consulted some related books, journal, etc. Some of the secondary sources which the researcher used were Kelly (2006), Sharma (2004), Sharma and Phyak (2007), Doff (1988), Harmer (1991), O'Connor (2000), Tickoo (2003), Yule (2006), Dalton (n.d.), Baruah (2000), Roach(2000), Sharma & Phyak (2007), Sharma (2004), Ur (1996), Wei (2006), Yadava (2001), Lyons (1981), Rai (2056), Kansakar (1988) , Gyawali (2004), Khatri (2000), Raut (2007), etc.

2.2 Population of the Study

For this research, it was almost impossible for the researcher to go beyond Kaski district because of the limitation of time and resources. Thus, total population of the study only included the primary English teachers and students of Kaski district.

2.3 Sample Population

The researcher selected only ten schools of the district for the study. 14 English teachers and 316 students of grade one of the selected ten schools (see appendix XIII) were the sample population of this study.

2.4 Sampling Procedure

The researcher used judgmental sampling procedure to take the sample for the study because in this sampling the researcher can select the sample to suit his/her purpose. Ten English medium schools of Kaski district were selected for the research.

2.5 Tools for Data Collection

As this research work was related to pronunciation i. e. the teaching of the sound of language, the researcher used audio- recorder to record the classroom discourse and transcribed them (see appendix I-XII) for the study. Besides, the researcher had prepared field note in order to support this study.

2.6 Process of Data Collection

For collecting primary data the researcher, at first, took a letter of recommendation from the campus HOD and he himself visited the selected schools with recording device i. e. audio-recorder. He then, showed the letter of recommendation to the school principals and related subject teachers and asked for the permission to audio- record the classes. The researcher himself took part in the class, but he did not play any dominant role in the classroom activities except preparing field notes and audio-recording the class. So far the secondary sources concern, the researcher visited the central library at Kirtipur and the regional library at PNC, Pokhara and consulted the related books. He also collected information from the experts and visited some web sites as well.

2.7 Process of Data Analysis

The researcher transcribed the audio-recorded data and used both the descriptive and simple statistical tools such as number and percentage to analyse them.

2.8 Limitations of the Study

This study has the following limitations:

-) This study was confined to thirty classes of selected English medium schools of Kaski district so that its findings may not be generalizable.
-) This study was further limited to class one.
-) The study was limited to pronunciation aspect only.
-) The classroom discourse were audi- recorded. Therefore, the visual and gestural contribution used by the teachers may be missed.
-) This study was further confined to primary level teachers only.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

In this section, the data obtained from the informants are analyzed and interpreted using both the descriptive and statistical tools. The data required were obtained by the audio- recording of thirty classes of ten English medium

schools. The researcher had also prepared field notes during the audio - recording of the class.

The researcher has analyzed and interpreted the data under the following four headings.

-) Typical English language class in Nepal.
-) Comparison of the teachers' pronunciation with the standard pronunciation.
-) Descriptive analysis of techniques used in teaching pronunciation.
-) Statistical analysis of techniques used in teaching pronunciation.

3.1 Typical English Language Class in Nepal

In the process of data collection, the researcher got chance to observe the English language classes in schools. In course of recording, it is realized that teaching of English language in Nepal is not satisfactory. Here are the extracts of three classes as a model.

Table 4 shows that the teacher used G. T. method to teach English. Although G.T method is supposed to be the out dated and severely criticized method, teachers in Nepal are still practicing it . The teachers in the name of teaching English read the text and provide the meaning of each and every sentence in Nepali. The table also shows that teachers do not use materials to support learning. Perhaps, they think that teaching English means giving the meaning of the text in Nepali . Another important matter of dissatisfaction is that the teacher and students used Nepali language even in English language class. We know exposure plays an important role in learning a language. It is the exposure that provides students a chance to use their language. Not only this, they learn many things hearing other people. But, if the teacher and students themselves do not use English even in the English language class, where do the students get exposure to improve their English? Where do they hear English?

Table 4
Model of English Language Class -I

| | |
|------|---------------------------------------------------------------------------------------------------------------------------------|
| T: | I am Binod. I live in ... |
| Ss: | Dharan |
| T | <i>Ma Binod ho ra ma kahan baschhu?</i> (asks in Nepali) |
| T/Ss | <i>Dharan ma baschhu.</i> (live in Dharan) |
| T | There are six members in my family. How many members in Binod (means to say Binod's) family? |
| Ss | There are six members in my family. |
| T | There are six members in my family. |
| S | There are six members in Binod family. |
| T | Look at your book. There are six members in my family. <i>Mero family ma</i> (in my My family)..... |
| T | Binod father is a ... |
| Ss | Doctor |
| T | <i>Mero buba euta Doctor hunuhunchha.</i> (translates the meaning of the sentence into Nepali) .At home , <i>ghar ma</i> , home |
| Ss | <i>Gharma</i> |
| T | <i>Gharma</i> he plays with us. <i>Gharma uha hami sanga khelnu hunchha. Ko khelnuchha gharma?</i> |

(See appendix -I for detail)

Table 5
Model of English Language class-II

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T | No, first of all look at your book..... My brother teaches me to play games in the computer. There are many computer games. I like the car race and dog shooting. I complete, you know complete? |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Yes, underline to complete... complete... complete means, you know.. . finish, yes?My best computer game is S...the bike race. What is his best game? Raju's best game? |
| Ss | bike race |
| T | Yes. |
| Ss | He like to bike race. |
| T | Yes, My best computer game is the bike race In this game there is the long road, Yes, in this game there is the long road the road passes throw (the teacher meant to say 'through') the jungle yes, you know throw? (the teacher meant to say 'through') underline the word through, yes, T-H-R-O-U-G-H- throw (transcribed as it is herd) you know throw? |
| Ss | Yes ! |
| T | Though, means going one place to another place without stopping yes! Road passes throw the jungle yes, yes,yes, you know bridge? Bridge means structure yes, yes it goes through a cave you know cave? |
| Ss | Yes! |

(See appendix-II for detail)

Table 5 shows that the classes are totally teacher dominated. Students almost play no role in the classroom except listening to the teacher and responding them 'Yes' or 'No'. The table also shows that teachers come to the class read the text and hardly pretend that they are explaining the meaning of the text just by repeating the sentences in the text. It is also not satisfactory because how is learning possible if the students themselves remain so passive and the teachers are not competent?

Table 6
Model of English Language Class-III

| | |
|----|----------------------|
| T | Floating out |
| Ss | Floating out |
| T | upon the air |
| Ss | upon the air |
| T | From one small |
| Ss | From one small |
| T | room to every where. |
| Ss | room to every where. |

Table 6 represents another sort of English language class in Nepal where the teachers just read the text aloud breaking the sentences into parts and students passively follow their model throughout the text (see appendix -VII). Here, the students do not play any creative and active role in the class. Is learning possible if the learners themselves remain passive? Certainly not.

The other important fact that the tables 4, 5 and 6 show is teachers do not use materials other than text book, chalk and duster (When the researcher visited the classes for recording them he could not find teachers using teaching materials other than chalk, duster and text books which are no longer materials now.).

Teachers generally gave importance to the word meaning. They gave meaning mostly in Nepali. (see appendix-I, II, IV). They also taught focusing on comprehension of the text (see appendix I, II, / listen track-7). Although they gave importance to word meaning, they taught the words in isolation. Teachers gave priority to reading and writing activities but they did not give much importance to listening and speaking activities. They allowed students to read the text and also specified some sort of writing home assignment. It is quite

unsatisfactory that although the world is overwhelmed by many new methods of language teaching, the English language teachers in Nepal seem indifferent to them. Teaching a language means to teach all four language skills but the teachers in Nepal did not seem to give much importance to listening and speaking skills. Perhaps for the same reason, Nepalese students are not fluent in English and they even do not easily catch up with the foreign speakers.

3.2 A Comparison of Teachers' Pronunciation with Standard Pronunciation

To teach any language the teachers must have deep knowledge of the language. If the teacher is not competent s/he can't teach well. So, here the researcher has compared the teachers' pronunciation with the standard pronunciation.

Table 7 is the comparison of the teachers' pronunciation with the standard pronunciation given in Oxford Advance Learners' Dictionary (2000). The words given in words column are the words which the teacher used and attempted to teach (the words were selected randomly). In the second column the teachers' pronunciation is given as they sound. Similarly, standard pronunciation of the word from Oxford Advanced Learner's Dictionary is given in the third column.

Table 7

Comparison of Teachers' Pronunciation with the Standard Pronunciation

| S.N | Words | Teachers' Pronunciation | Standard Pronunciation |
|-----|-----------|-------------------------|------------------------|
| 1 | through | /χθʌ/ | /χθʌ:/ |
| 2 | Structure | /βʌθʌ/ | /βʌθʌ(θ)/ |
| 3 | lose | /βʌ/ | /βʌ:/ |

3.3 Descriptive Analysis of the Techniques Used in Teaching

Pronunciation

Many techniques can be used in teaching pronunciation. Here, the researcher analyses and interprets the techniques used by the teachers in teaching pronunciation.

3.3.1 Modelling Technique

Teachers applying this technique pronounce the new words/ sentences as a model and get the learners to imitate the model. Six teachers used this technique to teach the pronunciation of words, phrases and sentences.

Table 8 shows that the teacher provided the model pronunciation of the word 'scratching' and got the students to imitate the model. Similarly, teachers used this technique to teach sentences. While teaching sentence, they broke the sentence into parts and taught them modelling separately .

Table 9 shows that the teacher is teaching sentences- 'Ramu's father found a table for them.' and 'The waiter welcome them.' providing a model and the students are imitating him/her. The teacher has broken the sentences into parts and he/she has modeled them separately.

Table 8

Modelling Technique-I

| | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T | you, know what does scratching mean? S-C-R-A-T-H-I-N-G (writes on the black board) How do you read the word? (points to the word on the board) Say- scratching. (facing to the students rising eye-brows) |
| Ss | Scratching |

| | |
|----|---------------------------------------------------------------------------|
| T | again! |
| Ss | Scratching |
| T | again! |
| Ss | Scratching |
| T | Yes ! Scratching and do you know what does the word means? |

Table 9
Modelling Technique-II

| | |
|----|----------------|
| T | Ramu's father |
| Ss | Ramu's father |
| T | found a table |
| Ss | found a table |
| T | for them. |
| Ss | for them. |
| T | The waiter |
| Ss | The waiter |
| T | welcomed them. |
| Ss | welcomed them. |

3.3.2 Drilling Technique

In this technique the teacher repeats the sound that s/he wants to teach. Seven teachers used this technique mainly to teach the pronunciation of words.

Table 10
Drilling Technique

| | |
|---|------------------------------------------------------------------------------------------------------|
| T | Yes, thank you. Sit down.. Say aloud , complete / β.↓ ↑↔↻ 0 (transcribed as it sounds) |
|---|------------------------------------------------------------------------------------------------------|

| | |
|----|---------------------|
| Ss | Complete / β-↓ ↑↔↔↔ |
| T | Complete |
| Ss | Complete |
| T | Complete |
| Ss | Complete |
| T | Complete |
| Ss | Complete |
| T | Complete |
| Ss | Complete |

Table 10 shows that the teacher used drilling technique to teach the pronunciation of the word 'complete.' The other important thing that is to be noted about this technique is that although the teachers used other techniques to teach pronunciation, they took support of drill in order to practice the sound. Hence, this technique frequently overlapped with other techniques i. e. syllable breaking, modelling, phonetic symbol technique, etc. (see appendix V, VIII).

3.3.3 Reading Aloud Technique

Five teachers used this technique to teach pronunciation. They asked the students to read the text loudly.

Table 11

Reading Aloud Technique

| | |
|---|-------------------------------------------------------------|
| T |okay. Other students listen carefully. Read from here. |
|---|-------------------------------------------------------------|

| | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | (points to his text book) |
| Roll No 1 | Bindipur lies in central Nepal. |
| Class | Bindipur |
| T | Okay, you need not to say. Only you read. |
| Roll No.1 | It covers an area of about five square kilometers. It is famous for the beautiful slate- roofed houses. The town has a Tundikhel at its northen (The student pronounced northen as /⇒ ३ζ नः .) |
| T | /⇒ ३ζ नः (corrects the student.) |
| Roll No.1 | Northern, burder (ment to say border- his pronunciation is heard as /१७ ३Ω ३/) |
| T | /१७ ३Ω ३/ (meant to say 'bordred') |
| Roll No.1 | We can see the beautiful Himalayes from here. To the south we can see the plains of Chitwan and the Terai forest . The plains of Chitwan..... |
| T | Okey, you stand up. (points to a student) Do continue the reading. |

Table 11 Shows that the teacher used Reading Aloud technique to teach pronunciation. Here, the teacher has provided the students a model by reading the text loudly at first (See appendix VI). He, then, asked the students to read the text loudly. The teacher not only allowed them reading but also helped them to read correctly by providing a model where they did mistake. The table also shows the overlap of the techniques- Reading aloud and Modelling.

3.3.4 Syllable Breaking Technique

This technique is mainly useful when the words are long. Three teachers taught pronunciation of the words 'comprehension', 'vocabulary' and 'pomegranate,' etc. using this technique (see appendix- V).

Table 12
Syllable Breaking Technique

| | |
|----|-----------------------------------------------------------------------------------|
| T | Yes, okay now , next fruit is, next fruit is, P-O-M-E- pome, G-R ...G-R |
| S | A |
| T | A...A-N-A-T-E- pome -gra- nate. Okay, what do you call this fruit's name? po...om |
| Ss | pomegranate. |
| T | I'm going to read like this, okay. P-O-M-E- pome, okay |
| Ss | P-O-M-E -Pome |
| T | G-R-A - gra |
| Ss | G-R-A - gra |
| T | N-A-T-E- -nate |
| Ss | N-A-T-E- -nate |
| T | pomegranate |
| Ss | pomegranate |

Table 12 shows that the teacher broke the word 'pomegranate' into syllable as pome- gra - nate to teach the pronunciation. Furthermore, the teacher, here, has taught the pronunciation in relation the spelling of the word.

3.3.5 Chaining Technique

Teacher using chaining technique breaks the long sentences into parts and models them separately and students follow the model. This is usually done because the sentence is difficult for the students to read at a time. A teacher used this technique to help students read long sentences.

Table No. 13
Chaining Technique

| | |
|----|-------------------------------------------------------------|
| T |By the wireless, |
| Ss |By the wireless, |
| T | I can hear , |
| Ss | I can hear , |
| T | voices sounding, |
| Ss | voices sounding , |
| T | loud and clear, |
| Ss | loud and clear, |
| T | By the wireless, I can hear voices sounding loud and clear. |
| Ss | By the wireless, I can hear voices sounding loud and clear. |

Table 13 shows that the teacher taught a sentence- By the wireless I can hear voices sounding loud and clear- using the chaining technique along with modelling. The teacher has taught the sentences isolating certain part of it and modelling them separately.

3.3.6 Phonetic Symbol Technique

Possibly the best way to teach pronunciation is the use of phonetic symbol. A teacher used phonetic symbol to teach the pronunciation of the sound /ɹ/.

Table 14
Phonetic Symbol Technique

| | | | | | | | | |
|--|-------|-------|-------|--------|-------|-------|----------|-------|
| | THank | THink | THree | THirty | THing | THrow | THousand | THief |
| | /ɹ/ | /ɹ/ | /ɹ/ | /ɹ/ | /ɹ/ | /ɹ/ | /ɹ/ | /ɹ/ |

| | |
|----|-----------------------------------------------------------------------------------------------------|
| | (The words on the blackboard were written in the way.) |
| T | /ɣ/ sound okay, and today we are going to read /ɣ/ sound |
| Ss | /ɣ/ sound |
| T | Say /ɣ/ (facing to the student, rising eye-brow) |
| Ss | /ɣ/ |
| T | /ɣ/ |
| Ss | /ɣ/ |
| T | Okay, <i>yahan chain K... kunma kha han /ɣ/ ? /ɣ/ sound? Thing ko T-H</i> means /ɣ/, T-H means..... |
| Ss | /ɣ/ |

Table 14 shows that the teacher introduced the sound /ɣ/ using phonetic symbol. He not only introduced the sound but also related the sound with the letters of corresponding sound (Note the letters 'T' and 'H' in the words) . For the practice of the sound the teacher used drilling technique as well (see appendix-VIII).

3.3.7 Translation Technique

A teacher used a different technique to teach the pronunciation of the words precious, wealth and creditors. The researcher named it 'Translation Technique' because the teacher taught the pronunciation providing an equivalent Nepali translation (see appendix-III) . Table 15 shows how the teacher taught the words using this technique.

Table 15
Translation Technique

| | |
|---|------------------------------------------------------------------|
| T | <i>Timiharu ali ajai sajilo bhaigayo Nepali ma pani lekhdiko</i> |
|---|------------------------------------------------------------------|

| | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><i>chhu. Nepali bada padhera yo word pronounce gerna sakincha?</i></p> <p>(The words on the board were written in the following way.)</p> <p style="text-align: center;"> <u>pre ci ous</u> wealth <u>cre di tors</u> प्रि सि अस वेल्थ क्रे डि टोर्स </p> |
| T | <i>Aayus, la vana.</i> |
| <i>Aayus</i> | precious |
| T | precious, next |
| <i>Aayus</i> | wealth, |
| <i>T</i> | next |
| <i>Aayus</i> | creditors |

Table 15 shows that the teacher used translation of the sound to teach pronunciation of the words precious, wealth and creditors. In addition to translation technique, the teacher also took support of syllable breaking technique as well.

3.3.8 Minimal Pair Technique

Words which differ in only one sound are called the minimal pair. Minimal pairs are helpful for practicing the sound. A teacher used minimal pair to teach pronunciation of the words 'thresh' and 'field' (see appendix -IV).

Table 16
Minimal Pair Technique

| | |
|---|----------------|
| T | irrigate means |
|---|----------------|

| | |
|------|---------------------------------------------------------------------------------------------------------------|
| T/Ss | to supply water in the field. (Some of the students said: water in the filed - They read 'field' as 'filed'.) |
| T | Not filed, field. |
| T/Ss | field |
| T | field |
| Ss | field |
| T | F-I-L-E-D -filed F-I-E-L-D- field |
| S | filed |
| T | Not, see F-I-L-E-D -filed |
| T/Ss | filed |
| T | filed |
| Ss | filed |
| T | F-I-E-L-D |
| Ss | filed |

Table 16 shows that the teacher used minimal pair to teach the pronunciation of the word 'field.' He has used the word 'filed' as a minimal pair because some students confused the word 'field' for 'filed'. Another important thing to be noted here is that the teacher has taught the word in relation to the spelling. Similarly, he has used drill technique for the practicing the sound.

3.3.9 Use of Tongue Position and Gestures

Only two teachers took support of gestures and tongue position while teaching pronunciation. The use of gestures seemed to be very helpful in teaching pronunciation. See appendix-IV where a single question of the teacher rising eye-brows has made the students correct their wrong pronunciation.

3.3.10. Use of Materials

The teachers did not use any materials except text books, chalk and duster in the class to teach pronunciation.

3.4 Statistical Study of the Techniques Used by the Teachers

The following section deals with the statistical study. Here, the data have been analyzed and interpreted using simple statistical tools of number and percentage.

Table 17
Techniques Used in Teaching Pronunciation

| S.N. | Techniques | Frequency | Percentage |
|------|-----------------------------|-----------|------------|
| 1 | Drilling Technique | 7 | 28 |
| 2 | Modelling Technique | 6 | 24 |
| 3 | Reading Aloud Technique | 5 | 20 |
| 4 | Phonetic Symbol Technique | 1 | 4 |
| 5 | Chaining Technique | 1 | 4 |
| 6 | Syllable Breaking Technique | 3 | 12 |
| 7 | Translation Technique | 1 | 4 |
| 8 | Minimal Pair Technique | 1 | 4 |
| | Total | 25 | 100 |

Table 17 shows the coverage of different techniques in teaching pronunciation. Among the techniques used by the teachers, Drilling technique has the highest percent of coverage. Out of the total pronunciation classes it covers 28 percent. Similarly, Modelling Technique and Reading Aloud Technique hold the second and third position, they cover 24 and 20 percent respectively. In the same way, Syllable Breaking Technique covers 12 percent. Whereas, Phonetic Symbol Technique, Chaining Technique, Translation Technique and Minimal Pair Technique have the least percentage of coverage. They cover only 4 percent each.

Table 18

Number of Teachers Using Different Techniques

| S.N. | Techniques | Frequency | Percentage |
|------|-----------------------------|-----------|------------|
| 1 | Drilling Technique | 7 | 50 |
| 2 | Modelling Technique | 6 | 42.85 |
| 3 | Reading Aloud Technique | 5 | 35.71 |
| 4 | Phonetic symbol Technique | 1 | 7.14 |
| 5 | Chaining Technique | 1 | 7.14 |
| 6 | Syllable breaking Technique | 1 | 21.42 |
| 7 | Translation Technique | 1 | 7.14 |
| 8 | Minimal Pair Technique | 1 | 7.14 |
| 9 | Did not use any technique | 3 | 21.42 |

Table 18 shows that Drilling technique was used by 50 percent teachers. Similarly, Modelling technique and Reading Aloud Technique were used by 42.85 percent and 35.71 percent teachers respectively. Likewise, 21.42 percent teachers used Syllable Breaking Technique. According to the table, Minimal Pair Technique, Chaining Technique, Translation Technique and Phonetic Symbol Technique have least use, each of them is used by 7.14 percent teachers only. 21.42 percent teachers did not use any technique; they did not do any activities related to teaching of pronunciation in the class.

CHAPTER- FOUR

FINDINGS AND RECOMENDTIONS

This final part of the research work deals with two important sections-findings and recommendations. The main objective of this study was to find out the techniques used by the primary level English teachers in teaching pronunciation. On the basis of analysis and interpretation of the data, the findings and recommendations are presented in the succeeding section.

4.1 Findings

The main findings of the study are as follows:

- i It was found that Drill and Modelling are the most frequently used techniques in teaching pronunciation by the primary level teachers. 50 percent teachers used Drilling technique whereas, Modelling technique was used by 42.85 percent teachers.
- ii From the study it was also found that techniques mostly do not appear in the pure form while using in the class but overlap with each other in the use.
- iii Teachers only used the following eight techniques to teach pronunciation:
 -) Drilling technique
 -) Modelling technique
 -) Syllable breaking technique
 -) Phonetic symbol technique
 -) Reading aloud technique
 -) Chaining technique.
 -) Translation technique and
 -) Minimal pair technique
- iv Translation, Minimal Pair, Chaining and Phonetic Symbol Technique were the least used techniques. Each of them was used by 7.14 percent teachers only.
- v The analysis and interpretation also showed that 21.42 percent teachers did not use any technique to teach pronunciation; they did not do any activities related to teaching of pronunciation.
- vi It was also found that, although the teachers used different techniques to teach pronunciation, they did not use them as effectively as stated by the theories. Moreover, they were not found making a separate lesson plan but they taught pronunciation whenever that appeared as a problem for the students.

- vii Teachers taught pronunciation only on word and phrase level. They did not teach intonation factors at all.
- viii Most of the teachers taught pronunciation in relation to spelling. Pronunciation of words was taught in isolation.
- ix It was also found that, although the teachers taught pronunciation they did not teach their students the correct and standard pronunciation.
- x The teachers did not use materials other than textbook, chalk, duster to teach pronunciation.
- xi Only 0.28 percent teachers took support of facial expression and tongue position to teach pronunciation.
- xii It was also found that, the teachers were not competent in English language. Their performance was poor in various aspects and activities. In the class the teachers came and hardly explained the subject matter given in the text in their own way and left the class assigning some sort of writing home assignment.
- xiii Following the teacher throughout the text, copying the text and reading aloud were the most frequent classroom activities.

4.2 Recommendations

On the basis of findings the following recommendations have been made.

- i Teachers should make a separate lesson plan to teach pronunciation.
- ii Teachers should make use of the other techniques i. e. Listening, Missing Word, Singing , Games, Chants, etc. to teach pronunciation. They should also increase the use of techniques like Minimal pair, Chaining and Phonetic symbol, etc.
- iii The teachers should improve their pronunciation and the level of competence.
- iv The teachers should be given training to improve their pronunciation and to use different techniques effectively.

- v Students should be provided the chance to listen authentic materials because learning language is learning hearing and imitating.
- vi Teachers should provide the students a chance to record and listen their own voice so that they can correct their wrong pronunciation.
- vii Schools should manage language labs so that the students can use the online and authentic materials to improve their pronunciation.
- viii Teachers should increase the use of gestural factors and model and shape of the mouth while teaching pronunciation. They should also use authentic recorded materials.
- ix Students' creative participation should be encouraged in the class. They should be encouraged to use English so that they could improve their pronunciation and fluency.
- x Teachers should encourage the students to mouth words silently when reading/ listening.

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Appendix -I
(Track-1, part-1)

- T: Do you have home-work?
- Ss: noisy class (could not be transcribed)
- T: A A A keep quite ... Look at page number twenty-seven page number twenty-seven. Find in your book. (Teacher writes the page number and topic of the lesson on the blackboard. The students talk themselves, noisy class could not be transcribed.)
- T: I am Binod.
- Ss: I am Binod .
- T. *Ma paila timiharulai sappai vanchu ani tes pahchi timiharule vanni hai* (says in Nepali) I am Binod . *Ma Binod ho* (translates the meaning into Nepali) Look at your book, page number twenty- seven. I live in Dharan.
- Ss : I live in Dharan.
- T: Who live in Dharan?
- Ss: I live in Dharan.
- S : Binod live in Dharan.
- Ss: Binod live in Dharan .
- T: Binod live in Dharan. Binod live in ...
- Ss: Binod live in Dharan.
- T: Binod live in ...
- Ss: Dharan
- T: I am Binod. I live in ...
- Ss: Dharan
- T: *Ma Binod ho ra ma kahan baschhu?* (asks in Nepali)
- T/Ss : *Dharan ma baschhu.* (live in Dharan)
- T: There are six members in my family. How many members in Binod (means to say Binod's) family?
- Ss : There are six members in my family.

- S: There are six members in Binod family.
- T: Look at your book. There are six members in my family. *Mero family ma* (in my family)
- Ss: There are six members in my family.
- T: *Mero family ma* six members, members *vaneko* (means)*sadasya*
- S: *sadasya* (member)
- T: Members *vaneko sadasya* (gives meaning in Nepali)
- Ss: *sadasya*
- T: There are six members in my family. *Mero family ma chha jana sadasya hunuhunchha* (Teacher translates the meaning into Nepali.).Second paragraph, my father is a doctor. Whose father is a doctor?
- Ss: My father is a doctor.
- S: Binod father is a doctor.
- T: Whose father is a doctor?
- Ss: Binod father is a doctor.
- s: Binod father is a do..o..octor.
- T: Binod father is a ...
- Ss: Doctor
- T: *Mero buba euta doctor hunuhunchha.* (translates the meaning of the sentence in to Nepali.). At home , *gharma*, home
- Ss: *Gharma*
- T: *Gharma* he plays with us. *Gharma uha hami sanga khelnu hunchha. Ko khelnuchha gharma?*
- Ss : *buwa*, (father)
- T: Binod father *Binod ko* father. He tells joke and make us laugh. He tells joke and make us laugh. Who tell jo.. o... ke?
- Ss: Binod father tell joke.
- T: Who tell joke?
- Ss: Father is a doctor.
- T: Say loudly. Who tell joke?

Ss: Binod father.
T: Binod father.
Ss: is a doctor .
T: No, No, Binod father tells...a...
Ss: joke
T: Sometimes he take (the teacher ment to say 'takes') sometimes he take us to the park. Sometimes *kahile kahin uhanle hamilai park ma ghumauna lai janunchha* take *vaneko lai janu*.... My mother is a school teacher. My mother is a...
Ss: school teacher
T: *Mero mummy euta school ma padhaune sikshika ho* (says in Nepali).
Who is a teacher?
Ss : Binod mother
S : Binod mother is a teacher.
T: Whose mother is a teacher?
Ss: Binod mother is a teacher.
S: Binod mother is a school teacher.
T: Binod mother is a ...
Ss: school teacher
T: Binod mother is a ...
Ss: school teacher.
T: She help (Teacher pronounces 'helps' as help.) with our homework , *uhanle hamro homework lai sahayog garnu hunchha* (says in Nepali).....

..... T: She serves us tasty dishes. Tasty dishes AN (cleans throat.) *Mero mummy le tasty vaneko tasty tasty....y.... mitho 'dishes' vaneko khanako parikar haru*.....

..... T: Who tell interesting story? Who tell interesting story?
Ss: He tell us ...

T: Who tell interesting story? InterestingBinod fa.. grandfather. Banod grandfather

Ss: Binod grandfather

T: tell

Ss : tell

T: interesting story .

T: Binod grandfather

Ss: Binod grandfather

T: tell

Ss: tell

T : interesting story.

Ss: interesting story.

.....T: Diya! You stand up. Read the first paragraph. Say loudly.

Diya: I'am Binod. I live in Dharan.

T: A.. A.. A.. (stops Diya) *Alli sustari padhera full stop kahan chha, comma kahan chha herera padne.* (asks her to be careful about full stops, commas)

Diya : I am Binod.

Ss: I am Binod.

Diya: I live in Dharan.

Ss: I live in Dharan.

Diya : There are six members in my family.

Ss: There are six members in my family.....

Diya :.. At home he plays wi..i...th us.

Ss: Δ...Δ...Δ...∃

Diya: He tee...↵

Ss: He te... e ..ls

Diya: jokes and makes us laugs (She pronounced the word 'laugh' as- /↵ Δz/).

T: laugh./↵ ↵(as it is heard, corrects Diya)

Diya: Someti...i...mes

Diya: He takes us to the park.

Ss: He takes us to the park.

Diya: My mothe...e...r

Ss: My mothe....e...r

Diya: is a ..a...a

Ss: is a.... a....a

Diya : school eacher.

Ss: school teacher.

Diya: She he..e...lps

Ss: She he...e ...elps

Diya : with your (reads 'our' as 'your'),

Ss: with your

T: with our (correcting Diya)

Diya : hom...mrk (reads homework as /-ʒɪŋθ-/)

T: homework / -ʒɪŋθ-/ (The teacher's pronunciation is heard as /
-ʒɪŋθ-/, she corrects Diya.)

APPDIX- II
(Track-1, part-2)

- T: Today also we are doing UP ... the computer games.... Yes, don't make noise.... Keep silent..... Yes, listen to me. All of you look at your book. Yes, prose reading, Computer Games. You Know Computer?
- S: Yes.
- S: Yes, Sir
(The teacher writes the topic on the black board- Computer Games.)
- T: I'm Raju .
- S: I'm Raju (One of the students follows the teacher.)
- S: Sir, *hamle pani vanni ho?* (The student asks the teacher whether they have to follow him.)
- T: No, first of all look at your book. I'm Raju we have a computer at home. My brother and sister always use it. My brother teacher me to play games in the computer. There are many computer games. I like the car race and dog shooting. I complete, you know complete? Yes, underline to complete... complete... complete means, you know... finish, yes? I complete my homework and play computer games in the evening and second paragraph yes? My best computer game is S...the bike race. What is his best game? Raju's best game?
- Ss: bike race
- T: Yes.
- S: He like to bike race.
- T: Yes, my best computer game is the bike race In this game there is the long road, Yes, in this game there is the long road the road passes throw (The teacher meant to say 'through'.) the jungle yes! you know throw? (The teacher meant to say 'through'.) underline the word 'through', yes, T-H-R-O-U-G-H- throw (transcribed as it is herd) you know throw?
- Ss: Yes !

- T: Through, means going one place to another place without stopping, yes!
Road passes through the jungle yes, yes, it goes across the bridges, yes,
you know bridge? Bridge means structure yes, yes it goes through a
cave, you know cave?
- S: Yes!
- T: cave, yes C-A-V-E- cave you know cave? Yes, up the hill and down to
the valley I drive the bike along the road passing different places. You
know different places means Yes, different places means other places
also. Yes? Yes, I always drive fast and try to win every time. Yes, I
always drive fast... and try to win, try to win every time. Yes, How does
Raju drive his bike in the race? How does Raju? Yes, how does Raju
drive his bike in the race? How does? How does?
- S: Raju's bike
- T: Yes, Raju drives
- S: bike race
- T: Raju drive, Raju drives fast. Yes?
- S: Yes.
- T: Yes, yes, Raju drives fast his bike in the race and sometimes, I win and
sometimes I lose the race. Yes, sometimes he wins, Yes, sometimes he
lose the race. You know lose? Lose means not win. Yes? Not win
vaneko (The teacher meant to say 'means'), lose means in Nepali *harnu*
vaneko (The teacher gave the meaning in Nepali language.)
- S: Yeah!
- T: Yes, in this sentence it means *harnu*. Yes! I also learn drawing and
painting in computer, Yes, I also learn drawing and painting in the
computer. What does Raju enjoy? You!, what does Raju enjoy doing
with computer? Yes, How does Raju enjoy... doing with computer?
Raju enjoys *kasari kun tarika bada?* (Teacher asks in Nepali.) Raju
enjoys drawing and painting in the computer. It is very interesting. I
draw flowers, balloons, fish and many other things in the computer. I
colour them as I please yes?.....

- S: Yes, sir.....
- T: Yes, then bridge, Yes then, lose (The teacher pronounced the word 'lose' as /← ∃/.) lose L-O-S-E yes.....(The teacher writes some words on the board.)
- Ss: L-O-S
- Ss: Sir!
- T: Yes, complete means, complete means finish yes!
- Ss: Yes.
- T: Yes, finish, and next bridges, throw (as it is heard)Yes, first of all throw throw means. (each time the teacher pronounces 'through' is heard as 'throw')
- S: Sir, *kapima lekhen ho?* (May we write in the copy?)
- T: Yes, all of you write in your copy. What happened to you? Yes (pointing to a student) you get stand up please. Yes, read aloud. (points to the words on the board) Read aloud .
- S: computer, finish, throws (The student pronounced the word 'through' as /χθ ΔΠ.) going one place to another, another place with out stopping. Bridge (The student pronounced the word as /θ ΣΠ.) a structure that is
- T: bridge/ θ λΩ/ no / θ ΣΠ/ (corrects the student)
- S: bridge. / θ λΩ/ a structure that is build (The student pronounced the word 'built' as /θ λ←Ω.) over a road lose /←α:z/ not win.
- T: /← ∃/ not win Yes, thank you, sit down..... (The student pronounced the word 'lose' as /←α:z/ and the teacher correcting the student's pronunciation pronounced /← ∃/.)
- T: (pointing to the next student) then you.
- S: complete , finished, throws (The student pronounced the word 'through' as /χθ ΔΠ.) going one place to another place with ...out to.. sto....ostipiz/ ΔΘ←Π)
- T: stopping (st ←p/ (corrects the student's pronunciation)

S: stopping, bring (The student pronounced the word 'bridge' as bring)

T: No, bridge / ʃɪdʒ/

S: bridge a stories (The student pronounced the word 'structure' as /lɛʃtʃʊr/))

T: a structure / ʃtʃʊr / (corrects the student's pronunciation)

S: a structure / ʃtʃʊr / that is build over a road. Lose (The student pronounced the word 'lose' as /lɛ ɪ/ .) not win .

T: Yes, thank you. Sit down.. Say aloud , complete / βɪ- ʃtʃʊr/

Ss: Complete / βɪ- ʃtʃʊr/

T: Complete

Ss: Complete

T: Complete

Ss: Complete

T: Complete

Ss: Complete

T: Complete

Ss: Complete

T: Complete

Ss: Complete

T: Through / χθɹʊ / (as the teacher pronounced it)

Ss: Through / χθɹʊ/

T: Through

Ss: Through

T: Through

Ss: Through

T: bridge/ ʃɪdʒ/

Ss: bridge/ ʃɪdʒ/

T: bridge

Ss: bridge

T: structure/ βɪ- ʃtʃʊr/

Ss: structure/ βɪ- ʃtʃʊr/

T: structure

Ss: structure
T: lose / \Leftarrow \exists /
Ss: lose / \Leftarrow \exists /
T: lose
Ss: lose

APPENDIX- III
(Track -2, part -1)

..... T : Stand up. Please read these word. (points to the words written on the board.) Can you able to read these word? *Timi yo wordle padhna sakvhhau? Sakdaina?* This one? (shows next word), No ? and this one? (shows next one) very difficult. (The teacher had written the following words and meaning on the blackboard.)

| | | |
|-----------|--------------------------|--------------|
| Precious: | valuable | महत्त्वपूर्ण |
| Wealth : | riches | धन |
| Creditors | : Person who give loans. | साहु |

T: Okay! *Hera hai yo pailo ke vancha* pre- cious (underlines the word as pre cious *Hera ta* pre- cious (under lines again per cious) *Vana ta*.

S : precious

T : Next word *vana* (cord mixing) wealth.

S: walth

T: wealth

S: wealth

T: Next word-creditors

S : creditors

T: creditors

S: creditors

T : *La vana aba yo* can you able to read? Precious

Ss: precious

T: Next

S: wealth

T: wealth

T: wealth, next

S: credi

T: creditors, *nadarai kana vanana* ,creditors

S: creditors

T: So and please look, *sapaile dhyanle malai herni* understood? (code mixing) *Maile yo word lai kasri* pronounce *gari rakheko chu timiharle dhyanle sunni ani herni pani*. Pre- cious (underlines two parts on the board separately)

Ss: pre-cious

T : pre- cious (underlines)

Ss: precious....

..... T : Okay, all of you, *aba timiharule aafaile malai yo padhera sunauna sakcha? sakcha?* How many of you? Please rise your hand. *Sakcha? Sakecha?* Okay Simron, tell me.

Simron: precious

T: Okay, next *vana*. (code mixing)

Simron : wealth

T: wealth, next

Simron: creditor

T: creditors.... *Yo vanna sakchha?* (shows next word)

S: valuble* ('a' is silent, meant to say valuable.)

T: valuble

S: riches

T: riches

S: Person who give loan.

T: Okay, just look at here be active. PReCIous

Ss: PReCIous.....

.....T: *Timiharu ali ajai sajilo bhaigayo Nepali ma pani lekhdiyko chhu Nepali bada padhera yo word pronounce gerna sakinchha?* (The words on the board were written in the following ways.)

pre ci ous

प्रि सि अस

wealth

(वेल्थ)

cre di tors

(क्रे डि टोर्स)

T: *Aayus, la vana.*

Aayus : precious

T. again!

Aayus: precious

T: precious, next

Aayus: wealth,

T: next

Aayus : creditors

APPENDIX-IV
(Track -4, part-1)

..... T : you know what does scratching mean? S-C-R-A-T-H-I-N-G
(writes on the black board.) How do you read the word? (points to the
word on the board) Say- scratching. (facing to the students rising eye-
brows)

Ss: scratching

T: again!

Ss: scratching

T: again!

Ss: scratching

T: scratching and do you know what does the word means?

.....T: Yes, stop writing and again go back to your text book.
Go back to your text book. Go back to your text book. I'm going to write
some difficult words on the board. Please everyone look at the board.
T-H-E-R-E..... I think I'm not correct AN....AN.....AN.... where was the
word? T-H-R-E-S-H How do you read the word?

Ss : T-H-R-E-S-H

T: Yes, read the word. T...

T/Ss: T-H-R-E-S-H

T: what happens ?

Ss : /χθ ʁ (as it is herd)

s: /χθ ʁ (as it is hrad)

T: /χθ ʁ? (rasing eye- brow/ hunching towards the students)

Ss : /χθ ʁ

s : /χθ ʁ

T: Say again. (rasing eye- brow/ hunching towards the students)

Ss: thresh

T: thresh (shaking head)

Ss: thresh

T: Yes, look at my mouth THresh (The teacher shows his tongue in between his teeth and rises eye brows facing to the students) -THresh

Ss: thresh

T: Yes, thresh and another word, can you read the word?T-H-R-E-S-H-E-D, can you read the word?

Ss: T-H-R-E-S-H-E-D

T: What happens?

Ss: thresh

T: thre...e...sh ? NO, (points to the words written on the blackboard) this first words is thresh, second word?

Ss: threshed

T: again

Ss: thre...e...sh

T: threshed (showing his mouth, rising eye brows)

Ss: threshed

T: threshed

Ss: threshed

APPENDIX- V
(Track-4, part-2)

-T: Look at your blackboard, what is this word? Can you read this?
- Ss: C-O-M-P-R-E-H-E-N-S-I-O-N (Many of the students after saying the spelling only say 'compre'. Only one student says 'comprehension')
- T: What is this ? (points to the word on the blackboard)
- Ss: (could not be transcribed because students read the word differently- not comprehensible)
- T: What? Compre...
- Ss: hension
- T: Yes, say again.
- Ss: C-O-M-P-R-E-H-E-N-S-I-O-N- Comprehension
- T: Say again, com -pre- hen -sion (reads breaking the word)
- Ss: com- pre- hen- sion (The word was written on the board like this, and pronounced in the same way.)
- T: com- pre- hen- sion
- Ss: com- pre- hen- sion
- T: Say your spelling again .
- Ss: C-O-M-P-R-E-H-E-N-S-I-O-N-comprehension
- T: say again!
- Ss: C-O-M-P-R-E-H-E-N-S-I-O-N-comprehension
- T: com- pre- hen -sion, say again!
- Ss: C-O-M-P-R-E-H-E-N-S-I-O-N -comprehension
- T: C-O-M- what is this ? C-O-M-
- Ss: co.....o...m
- T: Say again.
- Ss: C-O-M- co.....o...m (as it is heard)
- T: this (shows 'pre'-underlining)
- Ss: P-R-E

T/Ss: Pre /~~e~~i:/ (as it is heard)

Ss: H-E-N- he....e...n

T: this (points to the board)

Ss: S-I-O-N- sio.....o...n

T: com- pre- hen-sion (breaking) what is this?

Ss: com- pre- hen-sion (read breaking)

T: Say loudly.

Ss: comprehension

S: And next word, read this word what is this? (points to the word on the board)

T: ri..... V-O-vo,

Ss: V- O-vo,

T: C-A -ca

Ss: C-A ca

T : B-U- bu

Ss: B-U- bu

T: L-A -la

Ss: L-A- la

T: R-Y- ry

Ss: R-Y- ry

T: And read the spelling .

Ss: V-O-C-A-B-U-L-A-R-Y- vocabulary

T: Again, read vo -ca- bu-lary

Ss: voca- bulary

T: vocabulary

Ss: vocabulary

APPENDIX-VI
(Track-5, part -4)

..... T: and first of all I'll read the text and you should look where I read okay. All of you look at your book. I'll read first. Bandipur : A Famous Hill Twon.....

.....T: Bandipur lies in central Nepal. It covers an area of about five square kilometer. All of you have you look? It is famous for the beautiful slate-roofed houses. And the town has a Tundikhel also at its northern border. We can see the beautiful Himalyas from here. To the south, we can see the plains of Chitwan and the Terai forest also. The people are friendly and helpful. Bandipur is a trade center of Tanahun district. And there are two famous temples in this town; one is Bindyabasini temple and another Bhimsen temple. Many tourist visit the town every year. It is a famous hill town of our country. Did you listen? And did you understand something from the text? Okay Roll number one stand up. Read the ...paragraph first paragraph, okay. Other students listen carefully. Read from here. (points to his text book)

Roll No 1: Bindipur lies in central Nepal.

Ss: Bindipur

T: Okay, you need not to say. Only you read.

R. N. 1: It covers an area of about five squire kilometers. It is famous for the beautiful slate- roofed houses. The town has a Tundikhel at its northen
(The student pronounced northen as $\Rightarrow \partial\zeta \neq$)

T: $\Rightarrow \partial\zeta | \Rightarrow$ (corrects the student)

R. N. 1 : Northern ,burder (Ment to say border- his pronunciation is heard as $\int \partial \Omega \partial / .$)

T: $\int \partial \Omega \partial /$ (meant to say bordred)

R. N 1: We can see the beautiful Himalayas from here. To the south we can see the plains of Chitwan and the Terai forest . The plains of Chitwan.....

.....T: Okey, you stand up. (points to a student). Do continue the reading.

S: The people are ...

T: No, no, no, from here... Bandipur is a trade centre,.....

S: Bindipur is the trade center of ...of

T: Tanahun

APPENDIX-VII
(Track -6, part-1)

.....T: Okay class follow after me okay. Show with your finger.

Yesterday was

Ss: Yesterday wa...a...s

T: Saturday

Ss: Saturday

T: Ramu's family.

Ss: Ramu's family.

T : went o...o...ut

Ss : went o...o...ut

T: to aaa

Ss: to a...a.....a

T: restaurant.

Ss : restaurant.

T: Ramu's father

Ss: Ramu's father

T: found a table

Ss: found a table

T: for them.

Ss: for them.

T : The waiter

Ss: The waiter

T: welcomed them.

Ss: welcomed them.

T: Mother looked

Ss: Mother looked

T: in the menu

Ss: in the menu

T: and ordered

Ss: and ordered
T: Mo Mo
Ss: Mo Mo
T: Father choose
Ss: Father choose
T: motton curry
Ss : motton curry
T: green salad
Ss: green salad
T: a...a...nd
Ss: a...a...nd

.....T: His father bought one for each of them, *ekek wata kindinu*
vayo who? Who bought? Who? fathe...e...e..r

Ss : fathe...e...e...r

T: fathe..e...e...r. Don't say fathe...e...e...r. *ke ho?*

T/Ss: father

T: fa-ther the fathe...e...e...r. *navanne hai*. Okey, then, it was a hot
day.....

APPENDIX- VIII
(Track- 9, part -1)

- T: Okay, look page one hundred thirty eight..... again look exercise six.
Listen and speak.
- Ss: L-T-S-
- T: Stop! Stop ! *maile timiherni herni matrali vanekoni*. Listen and read.
.....listen and speak, okay. Read after the teacher, practice the beginning
sound /χ/, /χ/. Do you know /χ/? /χ/ means like this (points to the
symbol written on the blackboard). *Hamle yellai ke vancha?* /χ/ sound
ke vacha?
- T/Ss: /χ/ sound
- T: *Testai gari hamle ellai ke vancha?* (points to the other sound symbol
written on the board) (writes on the boardlisten and speak practice
after your teacher practice the beginning sound /χ/) Okay class look at
the blackboard. This is /↔/ sound this is...
- T/Ss : /↔/ sound
- T: and this is /∃/ sound
- Ss: /∃/ sound
- T: and this is. (points to the other sound /↔/)
- Ss: /↔/ sound
- T: /↔/ sound ? /↔/, /↔/ sound, similarly, this is.....
- Ss: /χ/ sound
- T: /χ/ sound okay, and today we are going to read /χ/ sound
- Ss: /χ/ sound
- T: Say /χ/ (facing to the student, rising eye-brow)
- Ss: /χ/
- T: /χ/
- Ss: /χ/
- T: /χ/

Ss: /ʧ/

T: Okay, follow me, okay.

| | | | | | | | |
|-------|-------|-------|--------|-------|-------|----------|-------|
| THank | THink | THree | THirty | THing | THrow | THousand | THief |
| /ʧ/ | /ʧ/ | /ʧ/ | /ʧ/ | /ʧ/ | /ʧ/ | /ʧ/ | /ʧ/ |

(The words on the blackboard were written in the way.)

T: THing

T: THink

Ss: THing

Ss: THink

T: THing

T: THink

Ss: THing

Ss: THink

T: THank

T: THink

Ss: THank

Ss: THink

T: THank

T: THrow

Ss: THank

Ss: THrow

T: THree

T: THrow

Ss: THree

Ss: THrow

T: THree

T: THrow

Ss: THree

Ss: THrow

T: THree

T: THouand

Ss: THree

Ss: THouand

T: THirty

T: THouand

T: Okay, *yahan chain K... kunma kha han /ʧ/ ? /ʧ/ sound? Thing ko T-H means /ʧ/, T-H means....*

Ss: /ʧ/

T: /ʧ/ Okay Baraha, read this.

Barsha: Think

Ss: Think

Barsha: Thirty

Ss: Thiry

Barsha: Three

Ss: Three
Barsha: Think
Ss: Think
B: Throw
Ss: Throw
Barsha : Thousand
Ss: Thousand
Barsha: Thief
Ss: Thief
T: Okay: Susmita (calls Susmita and she also does as Barsha)
Teacher tells the students to write the words in their exercise book.

APPENDIX -IX
(Track -9, part- 2)

- T: Okay, all of you students take out page number thirty- three. Okay, what is there in page number thirty- three? Name of fruits. Have you seen there? Have you seen there?
- Ss: yes !.....
-T: Yes, okay now , next fruit is, , next fruit is P-O-M-E- pome, G-R ...G-R
- S: A
- T: A...A-N-A-T-E- pome -gra- nate. Okay, what do you call this fruit's name? po...om
- Ss: pomegranate.
- T: I'm going to read like this, okay, P-O-M-E- pome okay
- Ss: P-O-M-E -Pome
- T: G-R-A - gra
- Ss: G-R-A - gra
- T: N-A-T-E- -nate
- Ss: N-A-T-E -nate
- T: pomegranate.
- Ss: pomegranate.
- T: Okay once, again read, what do you call this fruit's name?
- Ss: P-O-M-E- Pome G-R-A-N-A-T-E- granate
- T; Okay, OA! read at a sametime. Okay , read at a same time, and read spelling once again. What is call this fruit name?
- Ss: P-O-M-E-Pome, G-R-A-N-A-T-E- granate
- T: granate- Okay, Pome- granate (underlins the parts separately as Pome - gra- nate.)
- T: Understanding?
- Ss: Yes, sir.
- T: Are you understanding?

Ss: Yes sir!

T: P-O-M-E -pome , G-R-A- gra N-A-T-E -nate pom -gra- nate, once again!

Ss: P-O-M-E- pome , G-R-A- N- A-T-E- granate pome - grana...a...te

T: Okay, now, next third-number fruit is

APPENDIX -X
(Track -9, part- 2)

..... T: So that they do not need to irrigate, you know irrigate? What is the spelling?

T/Ss : I-R-R- (Teacher writes on the board.)

Ss: I-G-A-T-E-

T: I-G-A-T-E- irrigate, irrigate (writing on the board)

Ss: irrigate

T: irrigate, you know the meaning what does it mean?
gate means

T/Ss: to supply water in the field. (Some of the students said: water in the field - They read 'field' as 'filed'.)

T: Not filed, field.

T/Ss: field

T: field

Ss: field

T: F-I-L-E-D -filed F-I-E-L-D- field

S: filed

T: Not, see F-I-L-E-D -filed

T/Ss: filed

T: filed

Ss: filed

T: F-I-E-L-D

Ss: filed

T: field

T: what is the word?

Ss: fi...i...led

T: field, and this one

Ss: filed

APPENDIX -XI
(Track -9, part- 2)

T: Okay all of you follow me, okay and one by one you have to read the poem. Okay and after that I'll ask you question one by one okay.....

T:By the wireless,

Ss: By the wireless ,

T: I can hear

Ss: I can hear

T: voices sounding

Ss: voices sounding

T: loud and clear

Ss: loud and clear

T: By wireless I can hear voices sounding loud and clear.

Ss: By wireless I can hear voices sounding loud and clear.

T: Some alone

Ss: Some alone

T: and some in choir (meant to say choirs)

Ss: and some in choir

T: coming over with

Ss: coming over with

T: no wire. (meant to say wires)

Ss: no wire.

T: Floating out

Ss : Floating out

T: upon the air.

Ss: upon the air.

T: From one small

Ss: From one small

T: room to every where.

Ss: room to every where.
T: Okay, Yogendra. Stand up. Read the poem loudly.
Yogendra : By the wireless
Ss: By the wireless
Yogendra : I can hear
Ss: I can hear
Yogendra : voice sounding loud and clear.
Ss: voice sounding loud and clear .
Yogendra : Some alone and some in cheer (meant to say choir)
T: Stop! Not cheer. Choir, Choir means group of people okay)
Yogendra : Coming over with no wire_(meant to say wires)
Ss: Coming over with no wire.....

APPENDIX -XII

Technique Check List

| S.N. | Teacher No. | Techniques | | | | | | | | | | | Remarks | |
|--------------|-------------|------------|----------|---------------|-------------------|----------|-----------------|-------------|--------------|-----------|-----------|----------|-----------|---|
| | | Drilling | Modeling | Reading aloud | Syllable Breaking | Chaining | Phonetic Symbol | Translation | Minimal Pair | Listening | Song/Game | Others | | |
| 1 | 01 | | - | - | - | - | - | - | - | - | - | - | - | 1 |
| 2 | 02 | | | | - | - | - | - | - | - | - | - | - | 3 |
| 3 | 03 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 4 | 04 | - | | | - | | - | - | - | - | - | - | - | 3 |
| 5 | 05 | - | | | - | - | - | - | - | - | - | - | - | 2 |
| 6 | 06 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 7 | 07 | | - | - | | - | - | - | - | - | - | - | - | 2 |
| 8 | 08 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| 9 | 09 | | | - | - | - | - | - | - | - | - | - | - | 2 |
| 10 | 10 | - | - | | - | - | - | - | - | - | - | - | - | 1 |
| 11 | 11 | - | | | - | - | - | - | - | - | - | - | - | 2 |
| 12 | 12 | | | - | | - | - | - | | - | - | - | - | 4 |
| 13 | 13 | | - | - | | - | - | | - | - | - | - | - | 3 |
| 14 | 14 | | - | - | - | - | | - | - | - | - | - | - | 2 |
| Total | 14 | 7 | 6 | 5 | 3 | 1 | 1 | 1 | 1 | - | - | - | 25 | |

APPENDIX -XIII

(Track -9, part- 2)

List of the Selected Schools for Audio-recording the Class.

| S.N | Name of the School | Name of the teacher | No. of student |
|-----|-----------------------------------------------------------------------------|-------------------------------------------|----------------|
| 1 | Diamond Model Boarding School ,Lekhnath Municipality, Begnastal | Rishi Neupane Sakuntala Tiwari | 43 |
| 2 | Siddhivinayak Boarding School, Lekhnath Municipality, Bhandardhik | Padam Gurung Manisha Sunar | 40 |
| 3 | Gyan Jyoti Vidhya Awasiya Ma. Vi., Lekhnath Municipality, Gangangauda | Dhan Kumari Gurung | 30 |
| 4 | Girukul Vidhyashram Lekhnath Municipality,Powerhouse | Pabitra Wagle Surendra Lamichhane | 38 |
| 5. | Morning Glory Academic School, Bharat Pokhari | Shanti Acharya | 28 |
| 6 | Small Heaven Boarding School Lekhnath Municipality, Rajaka Chautara | Sita Gurung | 25 |
| 7 | Triveni Public School, Lekhnath Municipality, Budhibazar | Jayashwor Ranabhat Shiva Raj Timilsina | 40 |
| 8 | Newlight Higher Secondary School, Lekhnath Municipality, Sishuwa | Romila Gurung | 32 |
| 9 | Lekhnath Memorial Boarding School, ,Lekhnath Municipality, Dandakonak | Laxim Gurung | 23 |
| 10; | Highway Garden Barding school Lekhnath Municipality, Gangangauda | Prabin Pun | 27 |