CHAPTER ONE

INTRODUCTION

1.1   General Background

There are several language communities in the world and every language community has its own language. Out of them English is the most dominant and widely spoken language in the world. English has been recognized as the chief foreign language taught in different countries. It is the main language of books, newspaper and advertising of the world. It is the official international language of the airport and air traffic control. It is the language of international business and academic conferences, of diplomacy, of sport. Over two third of the world's scientists write in English. Eighty percent of all the information stored in electronic retrieval system of the world is stored in English. It is also used to establish diplomatic relationship with most of the countries of the world by some of the internationally recognized organizations. The establishment of the United Nations (UN) is the key feature of the massive increment of the demand of English language. There is nothing so much intrinsically wonderful about the English language but it is the power of the people who speak it that made English the world language. Because of its richness and worldwide use, the advanced academic studies have been run in the English language. Most of the advanced reading materials are available in the English, along with it there are a number of factors which have ensured the widespread use of English.

i.   Colonial history
ii.   Economics
iii.   Information exchange
iv.   Travel
v.   Popular culture

Regarding the increasing number of English speaker Kachru (1983, p.3 as cited in Harmer, 2008,p.2) says that if the spread of English continuous at the current rate, by the year 2000 it's non-native speakers will outnumber its native speakers. He further describes the world of English in term of three circles. In the inner circle, he puts countries such as Britain, America, Australia . where English is the primary language. The outer circle contains countries where English has become an official or widely used second language. These included India, Nigeria, Singapore . Finally the expanding circle represents those countries where English is learnt as a foreign language country such as Poland, Japan, Mexico, Hungary .

Every normal (mentally and physically) human being acquires language as natural process of development. Acquisition of the first language is quite different from learning second language. To get mastery over language, everybody needs to have the sound knowledge of all skills and aspects of language, i.e. listening, speaking, reading and writing, vocabulary, grammar and communicative functions. These four language skills are categorized on different bases; for instance receptive vs. productive, active vs. passive. Listening and reading are receptive skills and speaking and writing are productive skills. The receptive skills usually precede the productive ones.

Listening and reading come under receptive skill, and speaking and writing come under the productive skill. According to Harmer (1797, p.25), "Speaking and writing involve language production, and are therefore often referred to as productive skill. Listening and reading, on the other hand, involve receiving message, and are therefore often referred to as receptive skills".

According to Underwood (1989, p.29), listening can be defined as an "activity of paying attention to and trying to get meaning from something we hear." It is taken to mean trying to understand the oral message people are conveying. A successful listener needs to be able to work out what speakers mean when they use particular words on particular occasions, and not simply to understand the words themselves.

It is worthwhile to see the teaching of listening/reading as a combination of different types of activities in three distinct stages: pre-stage, while-stage and post-stage activities.

In listening skill, pre-listening stage can consist of a whole range of activities such as the teacher giving background information, the students reading something relevant, the teacher and the students together discussing a relevant picture or experience, discussion of topic and oral question answer session (ibid, 1989). While-listening activities incorporate a number of tasks that foster communication such as making items in pictures, putting pictures in order, picture drawing, carrying out actions, following a route and sentence completion. Similarly, post listening activities embrace all the work related to a particular listening text, which are done after the listening is completed. These are extensions of the work done at the pre-listening and while-listening stages. Its purpose is to check to what extent students have understood what they were supposed to understand and whether they have completed successfully whatever tasks were set for them at the while-listening stage. Following activities can be included like giving opinions about the topic on the basis of what the students here, relating similar experience to their own life, role play or simulation, problem solving and decision making, writing a similar text.

Similarly, reading skill can be taught in different stages: pre-reading, while-reading and post-reading.(Nuttall, 1996, p.154)

Pre-reading stage takes place before the students go through the actual reading materials. There are various things we can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read. This stage may include the activities such as guessing the topic and content through headline, presenting some new words which will appear in the text, giving a brief introduction to the text, brainstorming about the content, giving one or two guiding questions. While-reading stage requires students to read the text to find the answers to some specific questions. While-reading activities may include one or more of the tasks such as scanning the passage to look at some specific information, skimming for general idea, answering the question asked to them, completing the incomplete sentences, leveling the pictures and matching halves. Post-reading stage is the evaluation stage where the teacher asks the students to check their responses. She/he may introduce some additional tasks related to the text. The activities followed in this stage are such as discussing the new and interesting event in the text, discussing and debating about a controversial topic in the text, doing the language exercises based on the text, summarizing the text, improvising the scenes of the text and carrying out a project work based on the text.(ibid, 1996, p.158).

Similarly, speaking and writing are used to perform the language activities. Speech is primary manifestation of language. It includes many other sub-skills such as pronunciation of vowel and consonant sounds, word stress, sentence stress, rhyme, juncture and intonation. On the other hand, writing is "the use of the visual medium to manifest the graphological and grammatical system of the language" (Widdowson, 1983, p.62).

Similarly, speaking skill includes pre-communicative and communicative activities. Pre-communicative activities tend to focus on isolated parts of language: pronunciation, drills. Communicative activities, on the other hand, give students a chance to use whole language, they provide information, focus on content rather than form, and allow for improvisation (Littlewood, 1981, p.32). Speaking activities engage students in communication. Some of them include drill, pair work, group work, role play, dramatization, simulation, recitation, discussion, speeches and communication games. Drills have their theoretical orientation on behaviouristic psychology and structural linguistics, and methodological orientation on Audiolingual method. Drills are one of the powerful means to reinforce students' speaking ability. Similarly, pair work is a useful technique to help students develop speaking habits independently without the necessary guidance of a teacher. Group work may include around five students and get them involved in conversation with the guidance of their teacher. Role play is used in a situation outside the classroom, and students use language appropriate to this new context. In dramatization, outside world is brought into the classroom and the students imagine making oneself into another character.

Lastly, writing skill is the most developed form compared to the other three skills. It is the most difficult skill for second language learners to master. It is a productive skill which includes the following sub-skills; manipulating the script of a language, expressing information explicitly and implicitly, expressing the communicative value of sentences and utterances, expressing relation within a sentence, expressing relation between parts of a text through grammatical and lexical cohesion, using indicators in discourse and reducing the text through avoiding irrelevant information.(Munby,1979)

Writing has some of the features that distinguish it with speaking skill. Ur(1996) lists the following features to distinguish written text from spoken discourse; permanence (fixed so that reading can be done any time), explicitness (clear in terms of context and reference), density (more condensely), detachment (in terms of time and space), organization, slowness of production, speed of reception, standard language, a learnt skill.

According to Byrne (1982, p.3), the table below highlights the main differences between speech and writing.

Speech	Writing
1. Takes place in a context, which often makes reference clear (e.g., that thing over there's). 2. Speakers and listeners in contact interact and exchange roles. 3. Usually person addressed is specified. 4. Speech is transitory in-tended to be understood immediately. If not listeners expect to interact. 5. Range of devices (stress, intonation, pitch, speed) to convey meaning, facial expressions, body movements and gestures are also used for this purpose.	1. Creates its own context therefore has to be fully explicit. 2. Reader not present and no interaction possible. 3. Reader not necessarily knows to writer. 4. Writing is permanent. It can be reread as often as necessary and at own speed. 5. Devices to convey meaning are punctuation, capital letters and underlying (for emphasis) and sentences clearly indicated.

1.1.1   Pronunciation

Along the different language aspects, pronunciation is the most essential one because the English language learners should know how to produce a word or utterance correctly. Pronunciation includes segmental sounds and non-segmental features of language. Vowel and consonant are categorized under segmental sounds.

Vowel is regarded as the central part of the syllable. Abercrombie (1966, p.39) says that "the air so expelled needs for its escape to the outer air a relatively free and unrestricted passage through the vocal tract, and it is this moment of least restriction in the sequence of movements that make up the syllable that is the vowel." From the above definition, a vowel is defined as a sound in which while forming the air is issued through the mouth with no obstruction.

Similarly, Pike (1943) points out a distinction between vowels and vocoids. Vowel is a term reserved for defining sounds from a functional point of view: those phonological units which can occupy the syllable nucleus position are called vowels. The term 'vocoid' is coined to describe sound from articulatory point of view: those phonological unit which and produced without any sort of obstruction in the supraglottal cavity.

 Altogether, there are twenty vowels; twelve monophthongs and eight diphthongs. Regarding the vowel sounds, there are four basic distinction. They are as follows:

i.   Quantity and quality

Quantity is a term used in phonology to refer to the relative durations of sounds and syllables when these are linguistically contrastive. It is also referred to as length.

Quality refers to the characteristics which distinguishes one vowel as a sound from any other vowel. When we move from one vowel to another, we change the auditory quality of vowel as /i/ and /u/ are different in terms of their quality.

ii.   Short and long

The distinction of vowels as short and long depends upon the length duration spent for the production of a particular vowel. Vowels which are produced taking relatively short time in their production are called short vowels. In English, /i/, /ʌ/, /æ/, /ə/, /u/, /e/ are short vowels. But vowels which are produced taking relatively long time in their production are called long vowels. Long vowels are /i:/, /u:/, /ɒ:/, /a:/ and /ɜ:/ in English.

iii.   Monophthongs and Diphthongs

The vowels which remain constant and do not glide are called monophthongs. This means monophthongs do not change their quality. They are called pure vowels. English has twelve monophthongs.

On the other hand, dipthongs are the vowels with changing quality. They are also called the gliding vowels because in a diphthong there is a glide from one vowel quality to another. The quality of diphthongs is not constant (Abercrombie, 1966).

Another important segmental sound is consonant. It is a marginal part at the beginning or ending of a syllable. According to Abercrombie (1966, p.39) "the stream of air expelled by the chest pulse can be both released and arrested by accessory articulatory movement. The movements produce the consonant of the syllable." The sounds which are produced with some kind of obstruction along the supraglottal cavity are known as consonants. Altogether there are twenty-four consonants. All the consonants can be classified in terms of voicing,

place of articulation and manner of articulation as three term description.

i.   Voicing

Voicing is a term used to refer to the vibration of the vocal cords. "Sounds produced when the vocal folds are vibrating are said to be voiced, as opposed to those in which the vocal folds are apart, which are said to be voiceless" (Ladefoged, 1975, p.1). It means if vocal cords vibrate then the sound produced will be voiced and if they do not vibrate it will be voiceless. For example /b,d,g/ are voiced and /p, t, k/ are voiceless sounds in English.

ii.   Place of articulation

The place of articulation refers to the various parts of the vocal tract and the oral cavity of which blockade is made to interfere the airstreams for the production of a consonant sound. Ladefoged (1975, p.5) says that "the airstream through the vocal tract must be obstructed in some way... as in the lips, the tongue tip and blade, and the back of the tongue." Various parts are involved in articulation of consonant sounds. They are as follows:

a.   Bilabial

A consonant that is articulated by bringing the two lips into contact with each other is called bilabial. For instance /p/, /b /, /m/ and /w/ are bilabial sounds.

b.   Labiodentals

If a consonant sound is made with contact between lower lip and upper teeth, it is called labiodentals. Sound /f/ and /v/ are the example of it.

c.   Dental

The term dental refers to a sound made against the teeth, by the tip of the tongue. /θ/ and / / fall under this category.

d.   Alveolar

Alveolar sounds are those sounds which are made by the blade of the tongue in contact against alveolar ridge. In English /t, d, l, n, s, z/ are alveolar sounds.

e.   Post alveolar

Post alveolar sound refers to a sound made by the blade of the tongue in contact against the back of the alveolar ridge. The sound /r/ is called post alveolar sound.

f.   Palato alveolar

A consonant that is articulated between tongue blade and back of the alveolar ridge is called plato-alveolar sound. Sounds /ʃ/, /ʒ/, /č/ and /ǰ/ are palato-alveolar in English.

g.   Palatal

The term palatal refers to a sound made when the front of the tongue is in contact with the hard palate, /j/ the palatal sound.

h.   Velar

Velar sounds are the sounds which are made by the back of the tongue against the soft palate. English has three velar sounds; they are /k,g,ŋ /.

iii.   Manner of articulation

Manner of articulation refers to the degree and extent of obstruction and the way in which the obstruction is formed in the vocal tract. Abercombie (1966, p. 47) states that "manner of production means

primarily the type of stricture which the articulators are making to produce the segment." On the basis of the manner of articulation, speech sounds are given the following types.

a.   Stop

It refers to a sound made when a complete in the vocal tract is suddenly released. Ladefoged (1975, p. 8) says that stop sounds are produced by "complete closure of the articulators involved so that the air stream cannot escape through the mouth". English sounds /p/, /b/, /t/, /d/, /k/ and /g/ are stop consonants.

b.   Fricative

Roach (1982) argues that fricative is a type of consonant made by forcing air through a narrow gap so that a hissing noise is generated. In the production of fricative, there is close approximation of two articulators so that air stream is partially obstructed and turbulent airflow is produced. In English /f/, /v/, /s/, /z/, /ʒ/, /ʃ/, /θ/, / / and /h/are fricative sounds.

c.   Nasal

It refers to the sounds in which the air escapes through the nose by lowering soft palate and preventing oral cavity. English has three nasal consonants /m/, /n/ and /ŋ/.

d.   Lateral

Lateral sounds are those sounds which are produced with the release of air form one or both sides of the tongue. In other words, it refers to any sound where the air escapes around one or both sides of closure made in the mouth. In English the sound /l/ is lateral.

e.   Affricate

Affricate is a type of consonant consisting of a stop followed by a fricative with the same place of articulation. In other words, it is a speech sounds which is produced by stopping the airstreams from the lungs and then slowly releasing in with friction. /č/ and /ǰ/ are affricate sounds.

f.　　Trill

Trill refers to the sounds which are produced by the rapid tapping of the organ of articulation against another. The action articulator taps rapidly against the passive one several times. There is loose contact between the articulators. /r/ is a trill sound.

g.　　Tap/Flap

Taps are also produced just like the trill but in these sounds there is a single contact between two organs of articulation. According to Ladefoged (1975, p.11), it can be said that "flap is a type of consonant sound that is closely similarly to the tap. It is usually voiced and is produced by slightly curling back the tip of the tongue then throwing it forward and allowing it to strike against and alveolar ridge". It is commonly heard in many American English Pronunciation of the medial /t/ and /d/ in writer and rider.

h.　　Lateral approximant
Abercrombie (1966, p. 50) says that "there are segments made with central passage of the air stream and open approximation of the articulators, so that no noise of friction is produced."

In the production of it, one articulator is close to another but the degree of narrowing involved does not produce audible friction. Approximant are also called frictionless continuants. This category includes two sounds /j/ and /w/.

Non-segmental features are those features or aspects of speech that involve more than single consonant or vowel. In other words, suprasegmental features are those features of speech which extend over more than one segment. These features are also called prosodic features. Roach (1992, p.105) defines suprasegmental as "a term invented to refer to aspects of sound such as intonation that did not seem to be properties of individual segments". Putting it another way, suprasegmental features are those features or aspects of speech that involve more than single consonant or vowel. Suprasegmental features are those features of speech which spread over more than one segment in an utterance. Vowels and consonants are segmental sounds and other prosodic phenomena like stress, pitch, tone, and juncture are called suprasegmentals. These features can not be segmented. These features are independent of the categories required for describing segmental features (vowel and consonant) which involve airstreams mechanism, states of glottis, primary and secondary articulation . These features occur in all the language of the world but function differently according to different language. Some of the suprasemental features are described below:

(i)   Length

Length refers to the duration,i.e. time taken to produce sound or utterance. According to Catford(1988), when we talk about duration in phonetics, we are referring to the duration of particular articulatory postures. Languages may differ in the way that they vary the lengths of segments. The variations in lengths, in English, are completely allophonic: the vowel in 'cab' is predictably longer than the vowel in 'cap', because, other things being equal, vowels are always longer before voiced consonants than before voiceless consonants.

If we look at the vowels like/i:/and /i/ and /u/and /u:/, we see that vowel length is also distinctive in English.

For example,

beat /bi:t/   pool/pu:l/

bit /bit/   pull/pul/

But one important thing to remember is that not only the length but also the quality changes in the pair of sounds like /i/, /i:/, and /u/, /u:/.

(ii)   Stress

Stress is an extra force used in a particular syllable of a word. The phonetician Jones (1990) defines stress as the degree of force with which a sound or syllable is uttered. Therefore, stress can be defined as the degree of loudness, tenseness and muscular energy used while producing a particular syllable. It is a suprasegmental feature of utterances. It is applied to whole syllable not to a particular vowel or consonant sound. A stressed syllable is produced by pushing more air out of the lungs- relative to others. So a stressed syllable has greater respiratory energy than neighboring unstressed syllable.

When competent speakers use a word, they know which parts of the word should receive the heaviest emphasis. For example, in the word *'photograph'* not all the parts have equal importance. A competent speaker of the language will pronounce the word stressing the first syllable. The situation changes with the word *'photographer'* where the stress shifts to second syllable. Stress in word also changes depending upon the grammatical category of the words. The stress changes the grammatical category of the words like *'record'* and *'permit'*. The change of stress in sentence is also one of the areas of knowledge that competent language speakers have. It means the emphasis in different

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word differentiates the meaning of the sentence. So, teaching and testing pronunciation abilities are of paramount importance.

(iii)   Pitch

Pitch is an auditory sensation which places sounds on a scale from low to high. Ladefoged (1975,p. 233) states that "If the vocal folds are stretched, the pitch of the sound will go up. Altering the tension of the vocal folds is the normal way of producing most of the pitch variations that occur in speech."

Pitch is the degree of highness or lowness of voice that can be observed in human speech. It normally depends on the rate of vibration of the vocal cords. The faster the rate of vibration, the higher the pitch, and the slower the rate of vibration, the lower the pitch will be.

Vibration in the pitch of voice can be used to make meaningful contracts. For example, the expression 'No' said with a falling pitch will be a statement, but 'No?' said with a raising pitch will be a question. Thus, our control of the rate of vibration (i.e. pitch) is very sensitive, and we make its very extensive use in a language.

(iv) Tempo

Tempo is another suprasegmental feature of speech .Crystal (2003,p.459) opines "tempo refers to the speed of speaking; alternatively known as rate; contrasts in the tempo of utterance are analyzed in suprasegmental phonetics and phonology, along with pitch and loudness variation as part of the overall study of rhythm." Similarly, Abercrombie (1967,p.96) defines tempo as "...... speed of speaking which is best measured by rate of syllable succession. It is a feature which like loudness is varied from time to time by the individual speaker."

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From these definitions, we can say that tempo, one of the suprasegmental features, is used to mean the speed of speaking which is also known as rate of speech. Tempo or speed of speaking may differ person to person. Tempo also shows emotions or attitude of a person. Increased speed may suggest excitement; reduced to speed may imply boredom, tiredness or threat. Therefore, it is varied from time to time by the individual speaker.

Tempo can be used to express the speaker's attitude. For example, in uttering the sentence 'You will enjoy a wonderful view of Machhapuchre from Pokhara', if we slow down our tempo and lengthen the utterance, the listener will have a much stronger impression of the beauty of Macchapuchhre. On the other hand, increase in the normal tempo may express anger or impatience. The utterance 'what are you doing the other day?', said with quicker than the normal tempo, would imply that the speaker is impatient or angry to see that the interlocutor has not made expected progress in the work assigned to him for the day. Speaking in slower than normal tempo with a relatively low pitch would express relaxation (e.g., this can be observed in the speech of a sleepy or intoxicated person)

(v)   Juncture

Juncture may be defined as the way of getting from one sound to another in an utterance. Crystal (1985, p.66) defines juncture as "a term in phonology to refer to the phonetic boundary features which may demarcate grammatical units such as morpheme, word or phrase or clause". There are two types of juncture; *open* and *close*. If a break or phoneme is of a word, or of adjacent words, this will be a case of open juncture. On the other hand, if no break or pause is heard between two syllables or phonemes, this will be a case of close juncture. For example, in this   pronouncing the words 'sulphur' and 'talking' we

make no pause of break between the two syllables. So the way of getting from /l/ to /f/ in 'sulpher' and from /k/ to /I/ in 'talking' is known as close juncture. But in the words 'blackboard' and nightmare' we hear a break between 'black' and 'board' and 'night' and 'mare' each. So the way of getting from /k/ to /b/ in 'blackboard' and from /t/ to /m/ in 'nightmare' is known as open juncture.

There may be some relationship between juncture and phonetic modification. Speakers of English pronounce the phonemes somehow differently to make the juncture   open to difference between 'grey tape' and 'great ape' by making the sound '/ei/ in 'grey' longer than that in 'great' and by making /t/ in 'tape' more aspirated than that in 'great'. However, such feature of juncture is lost in fast tempo without any significant loss of intelligibility. The expressions will be considered as homophones.

The importance of correct pronunciation is inevitable for the non-native learners of English. As the children are habituated to pronounce the words in the wrong way, it will be harmful in their higher education, carrier development, and ultimately in language proficiency. If the wrong habit is developed in the learners, either the speaker may not interpret the information in the right way or he may fail to convey the right information to the listeners

The main aim of teaching pronunciation (segmental sounds and non-segmental features) is to help the learners achieve an internationally acceptable pronunciation and to enable them to communicate effectively in clear and intelligible English speech.

1.1.2 Techniques of Teaching Pronunciation

In both the modes of communication (spoken and written), it is important to teach the pronunciation of words for speaking as well as listening. Students

must learn the way every new word that they come across is pronounced. Pronunciation of words consists of the sounds. It is, therefore, necessary to teach them correct pronunciation of the sounds. In addition, teachers need to use certain classroom activities or techniques in order to teach the speech sounds to students. Some of the major techniques are described below:

A.   Model and Imitation

Pronunciation of a new word or sound is taught through modeling in the sense that the teacher presents the new word as model and the students imitate her/him. Sometimes the recording playback device sets a model which the students make efforts to produce. The process follows the teachers or playing device continues until they master the words/sounds. Harmar (1997, pp. 162-163) gives following three techniques of presenting sounds:

(a)   Visual Representation

In these techniques, the teacher models the word with some kind of visual presentation by writing the word on the board and showing the stressed syllable by underlining it or putting stress mark on it (e.g. *photograph* or *photo-graphics*)through the visual presentation which helps the students in their listening. Moreover, in the pronunciation of words, places of articulation of speech sounds and stressed/unstressed syllables can be taught very effectively with the help of visual presentation.

(b)   Phonetic Symbols

The second way of teaching the pronunciation of words is to introduce phonetic symbols to the students. Although it may be helpful for recognition purpose, it is not easy for the beginners to learn the phonetic symbols and it makes their life difficult. However, for the advanced students, it is more desirable because a basic knowledge of the symbols will help them to recognize pronunciation information from the dictionaries.

(c)   Modelling

The teacher works as model. S/he pronounces the word and the students practice these sounds through choral and individual repetition drill. The teacher can use gesture to indicate the stress while s/he is modeling.

It is obvious that Nepal is a multilingual country. So, we have linguistically heterogeneous class. In such classes, the learners from a speech community may not necessarily be able to pronounce whatever speech sound the students heard from other speech communities. It is mainly because of the differences in phonological system and non-segmental features that exist between their native languages and English. When there remain such differences, our mother tongue works as filter and intervenes our pronouncing abilities. In other words, we produce the sounds through our pre-conditioned mouth. Stressing this fact, contrastive analysts say that in English, there is its own unique sound system which is unusual for foreign learners therefore they fail to pronounce the similar other sounds or even fail to hear at all.

Moreover, it is believed that the proficiency in spoken English of the Nepali learners in government campuses is not very good due to the lack of exposure and other physical facilities. It is therefore, essential to measure the pronunciation proficiency of the Nepalese learners of English on the basis of individuals, campuses, sex, district and linguistic- wise background respectively.

1.2   Review of Related Literature

Several studies have been carried out to find out the proficiency on different aspects of language in the Department of English Education. Some of them are revisited below:

Giri (1981) compared English language proficiency of the students studying in grade ten in secondary colleges of Doti and Kathmandu. It

was a survey research. He found that the students of Kathmandu were more proficient in using English than the students of Doti.

Adhikari (1997) compared the proficiency of grade ten students of Bardia district in the use of question tags. It was a survey research. He found out that rural colleges were far behind the urban colleges, and the boys were better than girls. They did better in written test than in the oral form.

Aryal (2001) tried to find out the listening proficiency of students preparing for S.L.C. Examination and compared their achievements in listening comprehension at seen and unseen texts. Though the students showed better proficiency in the seen text, the difference was not so significant. In terms of percentage, they obtained 77.2% on the seen text and 73.25% on the unseen. The total proficiency in both the tests turned out to be 75.22% with the average score of 15.14.

G.C. (2002) made a survey study on reading comprehension ability of the PCL first year students and found that the girls were slightly better than the boys. Similarly, the Indo- Aryan native speakers were found to be better than the Tibeto-Burman native speakers.

Ghimire (2003) carried out a study on pronunciation proficiency of the students at lower secondary level. His survey study showed that the average pronunciation ability of the students of lower secondary level of Kathmandu valley was only 37.88%. In totality, performance of boys (38.4%) was slightly better over that of the girls (37.37%). Similarly, his study showed that there was higher ability of Tibeto-Burman native speakers (39.17%) than the Indo-Aryan native speakers (36.54%) in the pronunciation of the English words.

Thapa (2004) carried out a survey research on pronunciation proficiency of the students at secondary level. His study showed that

the overall pronunciation ability of the Nepalese learners of English of Kathmandu valley was 53.68%. It also showed that the students of Tibeto-Burman language background had an edge over their Indo-Aryan language counterparts. Similarly, his study showed that the performance of the boys was better than those of the girls.

The present research is basically different from the ones cited above in terms of level (+2 and PCL) and study area (sex-boys and girls) and study language background (Indo-Aryan and Tibeto-Burman). It seeks to check the pronunciation proficiency of the Nepali learners of English on segmental and non-segmental aspects.

1.3   Objectives of the Study

The objectives of the study were as follows:

i)   To determine the proficiency of the students of Bachelor of Education (first year) in pronouncing the selected words with correct pronunciation and stress patterns.

ii)   To diagnose errors in pronunciation committed by the students of Bachelor level in Education (first year).

iii)   To compare the proficiency of the students on the basis of the following variables:

a)   Boys Vs girls.

b)   Indo-Aryan VS Tibeto-Burman native speakers.

c)   district wise performance

iv)   To suggest some pedagogical implications.

1.4   Significance of the Study

This study will be useful to those researchers as well as the teachers who want to undertake research works on different aspects of speech proficiency in future. The finding of the study will also be significant to all those who are directly or indirectly involved in teaching and/or learning English as a second and /or foreign language, especially in the

context of Nepal. It will also be an important aid to the curriculum designers and textbook writers.

1.5   Definitions of the Specific Terms

(I)   Segmental Sound Units: Segmental sound units denote minimal sound units like consonants and vowels.

(II)   Non-segmental Sound Units: Non segmental sound units refer to the stress, syllable and intonation. But, here only stress is included under non-segmental sound units.

III)   Stress: Stress is defined as "the use of extra respiratory energy during a syllable" (Ladefoged, 1975,p.281).

IV)   Vowel: A vowel is defined as syllabic vocoid.

V)   Consonant: A consonant is defined as a sound unit other than a vowel.

VI)   Pronunciation: The way in which a particular person pronounces the words of language (Oxford Advance Learner's Dictionary, Sixth Edition).

V)   Holistic Analysis: It indicates that the secured marks of the total population are listed on the basis   of their merits.

VI)   Micro Analysis: It explains about the different variables which are included into thesis.

CHAPTER TWO
METHODOLOGY

The methodology is crucial to carry out the study in systematic way. To elicit students' responses, the researcher adopted a survey method. This method enabled the researcher to find out the actual pronunciation proficiency of the Nepali learners of English. This chapter deals with the sources of data, the population of the study, the sample population, and the tools for data collection, the procedure for data collection and limitation of the study.

2.1 Sources of Data

This study was carried out on the basis of both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The present study was based on the primary sources of data to the great extent, i.e. on the basis of responses made by the informants (i.e. seventy two students of Bachelor level of Kathmandu Valley) to the tests administered to them.

2.1.2 Secondary sources of data

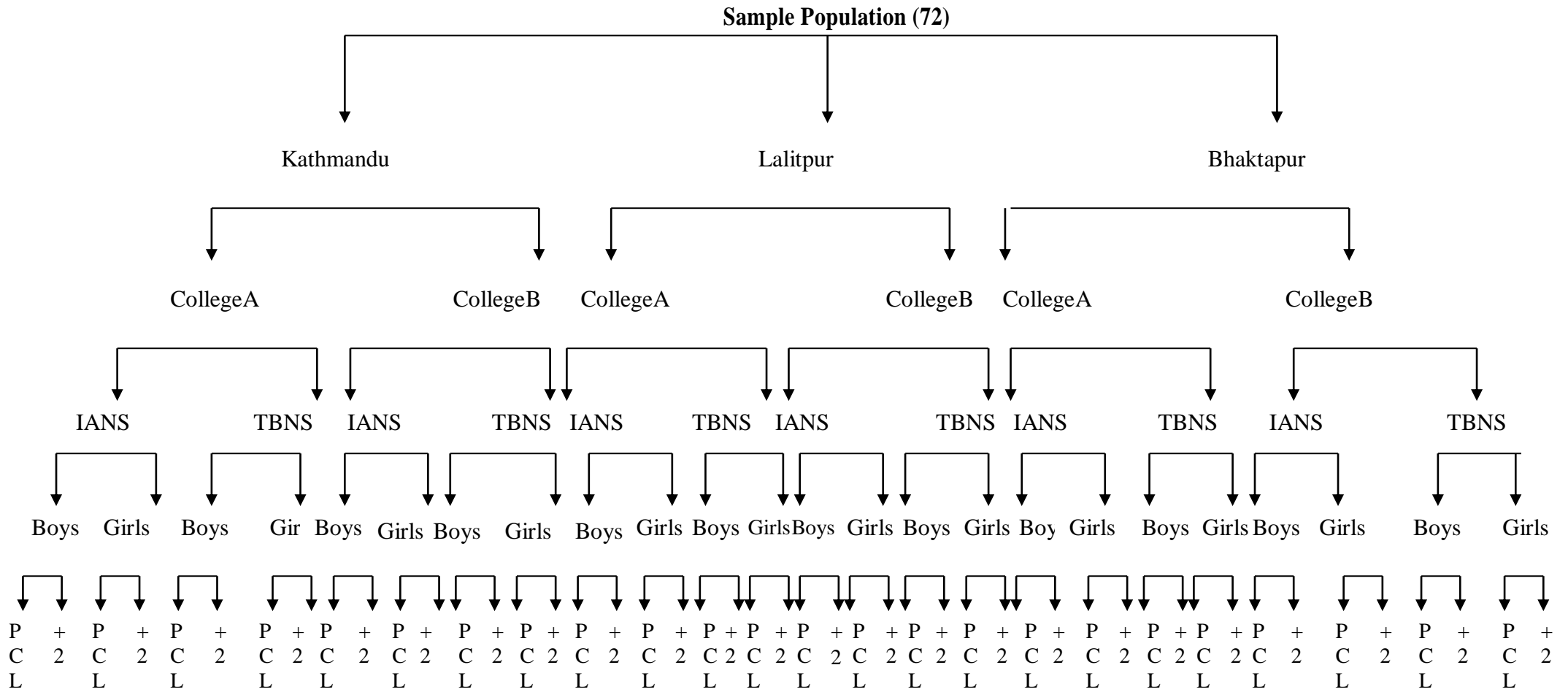In order to facilitate the study and gather relevant information, the researcher also consulted some books, research reports, textbooks, test papers, journals and websites. Roach (1991) and O'conner (1992), Harmer (1997), and Ur (1998) are some of them.

2.2   Population of the Study

The total population of the study consisted of students of B.Ed. (First Year) studying in campuses of Kathmandu, Lalitpur and Bhaktapur districts.

2.3   Sampling procedure

The sample population of the study comprised seventy two students of the valley studying in the Bachelor Level (two B.Ed. Campus from each district: Kathmandu,Lalitpur and Bhaktapur). Mahendra Ratna Campus (Kathmandu), Kathmandu Shikshya Campus (Kathmandu), Mahangkal Campus (Lalitpur), Jana Bhwana Campus (Lalitpur), Sanothimi Campus (Bhaktapur), Bhaktapur Multiple Campus (Bhaktapur) were selected in the range of stratified random sampling procedure. Twelve students were selected purposively from each campus, focusing on their linguistic background and sex. Stratified random sampling procedure was adopted while selecting them. The diagrammatical figure given on the next page presents an overview of the sample population:

Sample Population (72)

Kathmandu | Lalitpur | Bhaktapur

CollegeA | CollegeB | CollegeA | CollegeB | CollegeA | CollegeB

IANS | TBNS | IANS | TBNS | IANS | TBNS | IANS | TBNS | IANS | TBNS | IANS | TBNS

Boys | Girls | Boys | Gir | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boy | Girls | Boys | Girls | Boys | Girls | Boys | Girls

P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2 | P C L | + 2

Note: Each lowest note consists of the three testees

2.4 Tools for Data Collection

A set of 100 test items were extracted from the textbooks of B.Ed., first year. It included two sets of items: 80 items from segmental and 20 items from non-segmental sound units.

The words that included segmental sound units were selected on the basis of the features and types. For instance, the vowel sounds were selected on the basis of the tongue position along the vertical axis, tongue position along the horizontal axis and lip posture. Similarly, the consonant sounds were incorporated focusing their place of articulation, manner of articulation, voicing and aspiration. Likewise, the non-segmental sound units in the present study included only the primary stress for which words were selected on the basis of syllable structures.

2.5 Procedure for Data Collection

After moderating the test and preparing himself as a conductor of the test, the researcher visited the campuses of Kathmandu valley. He explained the purpose of his visit to the campus authority. Having agreed with his purpose, he along with the administrative personnel entered the classroom. He was introduced to the students by the administrative personnel. He (the researcher) explained them why he wanted to administer the test to them. Then, he selected the required number of population (i.e. seventy two) by applying the stratified random sampling procedure.

By controlling external as well as internal variables, the researcher called the testees one by one to pronounce the words correctly with appropriate pace between each world. Then, everything is clear condition, their voice was recorded on the recorder. Later on, he re-played the cassette player several times and checked their voice to find out the right and wrong pronunciation.

2.6   Limitations of the Study

The study had the following limitations.

i.   The population of the study was limited to the students of
        six campuses.

ii.   Only the students of B.ED, first year were included in the
        population.

iii.   The number of respondents was 72 only.

iv.   Only the word- level pronunciation was taken into account.

v.   Only a set of 100 test items were administered to test the
        students.

vi.   Only the segmental features and primary stress were taken
        in to account.

vii.   The primary data was collected from the oral performance
        of the testees.

viii.   The student's sound was recorded in the cassette player.

ix.   The RP (Received Pronunciation) was the pronunciation   model.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

Having checked the responses to the test and assigned the marks to them, the marks obtained by the students were grouped in accordance with the college which they belonged to. Then, average and percentage of the marks obtained by each campus in the test were calculated at broad level and narrow levels. On the basis of the marks they obtained students' pronunciation abilities were determined.

The table shows the pronouncing abilities of the students belonging to different campuses. The data are presented under the following order:

    a. Holist Analysis

    b. Variable wise Analysis
        i. Linguistic Backgrounds
        ii. Syllable
        iii. Gender
        iv. District
        v. Campus

3.1 Holistic Analysis

Under holistic picture, different categories were included. Intra-district comparison on the basis of sex and language background of all three districts was included. Similarly, students were also categorized as 'pass' and 'fail'. Lastly, the student's score of errors were ordered on vowel and consonant sounds.

Table No. 1

Intra-District Comparison Between Sex-wise and Linguistic Background-wise Pronunciation Proficiency of the Students of Lalitpur District

S.N.	Variables	Segmental					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Boys	12	960	563	58.64	59.01	240	102	42.5	39.58	665	55.41	55.12
2	Girls	12	960	570	59.37		240	88	36.66		658	54.83	
3	Total	24	1920	1133			480	190			1323		
1	IANS	12	960	563	59.06		240	92	42.5		659	54.91	
2	TBNS	12	960	570	58.95		240	98	40.83	39.58	664	55.33	55.12
3	Total	24	1920	1133		59.01	480	190			1323		

The table reflects the pronunciation ability of the students of Lalitpur district. The students obtained 1323.00 marks out of 2400.00 full marks i.e. 55.12 percent of the total marks in the test. Thus, their pronunciation ability was determined to be 55.12 percent. In terms of sex-wise comparison, the male students excelled their female counterparts. The former group obtained 665.00 marks out of 1200.00 full marks i.e. 55.41 percent, whereas the latter group obtained 658.00 marks out of 1200.00 i.e. 54.83 percent. Hence, the difference between the marks they obtained was of 7.00 i.e. 0.58 percent of the total marks in the test.

In terms of language background-wise comparison, the students of T.B. language background excelled their I.A. language background counterparts. The former group obtained 664.00 marks out of 1200.00 i.e. 55.33 percent, whereas the latter group obtained 659.00 marks out of 1200.00 i.e. 54.83 percent. Hence, the difference between the marks they obtained was of 5.00 marks i.e. 041% percent of the total marks in the test. Thus, the T.B. language background students were found to be above the average score i.e. 55.12 percent.

Test-wise, the students secured significantly more percentage in the test of segmental sound units than that of the non-segmental sound units. They obtained 1133.00 marks out of 1920.00 i.e. 59.01 and 190.00 marks out of 480.00 full marks i.e. 39.58 percentage in the respective tests. In fact, the percentage of the marks they obtained in the test of segmental sound units was more than two times of the marks they obtained in the test of non-segmental sound units.

Table No. 2

Intra-District Comparison on the Basis of Gender-wise and Linguistic Background-wise Pronunciation Proficiency of Bhaktapur District

S.N.	Variables	Segmental and sound unit					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Boys	12	960	553	57.60	57.76	240	106	44.16	39.79	659	55.91	54.16
2	Girls	12	960	556	57.91		240	85	35.41		641	53.42	
3	Total	24	1920	1109			480	191			1300		
1	IANS	12	960	571	59.47		240	93	38.75		664	53.33	
2	TBNS	12	960	538	56.04		240	98	40.83	39.70	636	53.00	55.16
3	Total	24	1920	1109		57.76	480	191			1300		

The above table reflects the pronunciation ability of the students of Bhaktapur district. They secured 1300.00 marks out of 2400.00 full marks i.e. 54.16 percent of the total marks in the test. Thus, their pronunciation ability was determined to be 54.16 percent.

In terms of gender-wise comparison, the male students excelled their female counterparts in pronunciation abilities. The former group obtained 659.00 marks i.e. 54.91 percent, whereas the latter group obtained 641.00 marks i.e. 53.41 percent. Hence, the difference between the marks they obtained was of 18.00 marks i.e. 1.5 percent of the total marks in the test.

In terms of language background wise comparison, the students of I.A. language background excelled their TB language background counterparts. The former group obtained 664.00 marks i.e. 55.33 percentage, whereas the latter group obtained 636.00 marks i.e. 53.00 percent. Hence, the difference between the marks they obtained was of 28.00 i.e. 2.33 percent of the total marks in the test. Thus, the IA language background students were found to be above the average score i.e. 54.76 percent.

Test-wise the students secured significantly more percentage in the text of segmental sound units than that of the non-segmental sound units. They secured 1109.00 marks out of 1920.00 full marks i.e. 57.76 percentage and 191.00 marks out of 480.00 full marks i.e. 39.79 percent in the respective tests.

In fact, the percentage of the marks they obtained in the test of segmental sound units were more than two times of the marks they obtained in the test of non-segmental sound units.

Table No. 3
Intra-District Comparison on the Basis of Gender-wise and Linguistic Background-wise Pronunciation Proficiency of Kathmandu District

S.N.	Variables	Segmental and sound unit					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Boys	12	960	531	55.31	56.14	240	82	34.16	34.16	613	51.02	51.75
2	Girls	12	960	547	56.97		240	82	34.16		629	52.41	
3	Total	24	1920	1078			480	164			1242		
1	IANS	12	960	502	52.29		240	71	29.53		573	47.15	
2	TBNS	12	960	576	60.00		240	93	38.75	34.16	669	55.75	51.75
3	Total	24	1920	1078		56.14	480	164			1242		

The above table reflects the pronunciation ability of the students of Kathmandu district. The students obtained 1242.00 marks out of 2400.00 full marks i.e. 51.75 percent of the total marks in the test. Thus, their pronunciation ability was determined to be 51.75 percent.

In terms of gender-wise comparison, the male students excelled their male counterparts. The former group obtained 629.00 marks i.e. 52.41 percent, whereas the latter group obtained 613.00 marks i.e. 51.08 percent. Hence, the difference between the marks they obtained was of 16.00 marks i.e. 1.33 percent of the total marks in the test.

In terms of language background-wise comparison the students of T.B. language background excelled their IA language background counterparts. The former group obtained 669.00 marks i.e. 55.75 percent whereas the latter group obtained 573.00 marks i.e. 47.75 percent. Hence, the differenced between the marks they obtained was of 96.00 i.e. 8.00 percent of the total marks in the test. Thus, the TB language background students were found to be above the average score i.e. 51.75 percent.

Test-wise the students secured significantly more percentage in the text of segmental sound units than that of the non-segmental sound units. They secured 1078.00 marks out of 1920.00 full marks i.e. 56.14 percentage and 164.00 marks out of 480.00 full marks i.e. 34.16 percent in the respective tests.

In fact, the percentage of the marks they obtained in the test of segmental sound units were more than two times of the marks they obtained in the test of non-segmental sound units.

Table No. 4
The Comparison on the Basis of Gender and Linguistic Background as a whole

S.N.	Variables	Segmental and sound unit					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Boys	36	2800	1647	58.82	59.28	720	289	40.13	32.84	1936	53.77	
2	Girls	36	2800	1673	59.75		720	256	35.55		1929	53.58	
3	Total	72	5600	3320	-		1440	545	37.81				
													53.68
1	IANS	36	2800	1640	58.57		720	256	35.55		1896	52.66	
2	TBNS	36	2800	1680	60.00		720	289	40.00		1969	54.69	
3	Total	72	5600	3320	59.5		1440	545	37.84		3865		

The above table shows the pronouncing on segmental and non-segmental sound units of the students of bachelor level. They obtained 332.00 marks out of 5600.00 full marks i.e. 59. 5 percent of the total marks in segmental sound units. Similarly, they obtained 545.00 marks out of 1440 full marks, i.e. 37.84 percent out in the non-segmental sound units. Thus, their pronunciation abilities were determined to be 59.5 and 37.84 percent in both areas.

In terms of gender-wise comparison, the female students obtained significantly more percentage in the test of segmental sound units than their male counterparts. They obtained 1673.00 marks out of 2800 full marks i.e. 60.14 percent in segmental sound units and 256.00 marks out of 720 full marks i.e. 35.55 percent in non-segmental sound units, whereas the male students obtained 1647 marks, i.e. 58. 82 percent in segmental and 289.00 marks, i.e. 40.13 percent in the non-segmental sound units.

In terms of language background-wise comparison T.B. language background have obtained significantly more percentages in the both segmental and non-segmental sound units than that of their I.A. language background counterparts. They obtained 1680.00 marks out of 2800.00 full marks i.e. 60.00 and 289.00 marks out of 720full marks i.e. 40.00 percent

in respective tests, whereas I.A. language background students obtained 1640.00 marks out of 2800.00 full marks i.e. 58.96 and 256.00 marks out of 720 full marks i.e. 35.69 percentages in the respective tests. Thus, the pronunciation ability of T.B. language background students was determined to be above the average.

Table No. 5

Categorization of Students on the Basis of the Marks Secured

S.N.	Variables	Obtained				Avg.	Position
		F.M.	Obtained marks	Total	%		
1	7	700	35 to 39	259	37.00	53.68	Failed
2	18	1800	40 to 49	797	44.27		Third
3	24	2400	50 to 49	1327	55.29		Second
4	23	2300	60 to 75	1482	64.43		First
5	72	7200		3865			

In the above table, the students have been categorized into four groups. There were seven students under failed position who secured marks between 35 to 39. In this group, the students secured 259.00 marks out of 700.00 full marks i.e. 37.00 percent. Likewise, there were 18 students in the third position. They secured 797.00 out of 1800.00 full marks i.e. 44.27 percent. Similarly, there were 24 students in second position. They secured 1327.00 marks out of 2400.00 full marks i.e. 55.29 percent. And finally, there were 23.00 students in the first position. They secured 148.200 marks out of 2300 full marks i.e. 64.43 percent in the test.

Forty marks was assigned as pass marks out of 100, as 67 students obtained the pass marks, whereas 7 students could not do so, since they obtained below 40 marks. Thus 65.00 (90.027%) students secured pass marks.

The comparison of the score obtained showed that 40.00 (55.55%) are above the average since the average score was 53.68 percent, whereas 32 (44.44%) students are below overall average.

Table No. 6

Showing the Order of the Students who Committed Errors from the Highest to the Lowest Level on Vowel Sounds

S.N.	No. of Students	Vowels	Errors	%	Average
1	72	/ə/	153	14.35	
2	72	/i/	125	11.72	
3	72	/e/	116	10.88	
4	72	/u:/	87	8.16	
5	72	/I/	84	7.87	
6	72	/ʋ∂/	83	7.78	
7	72	/aI/	58	5.44	
8	72	/a:/	52	4.87	
9	72	/æ/	48	4.50	
10	72	/eə/	45	4.22	
11	72	/ɔi/	37	3.47	
12	72	/ʒ:/	35	3.28	
13	72	/ɔ:/	32	3.00	
14	72	/iə/	31	2.90	
15	72	/ei/	26	2.43	
16	72	/ʌ/	20	1.86	
17	72	/ ʋ/	12	1.12	
18	72	/əʋ/	9	0.84	
19	72	/aʋ/	7	0.65	
20	72	/ɔ/	6	0.56	

Table No. 7

Showing the Order of the Students who Committed Errors from the Highest to the Lowest Level on Consonant Sounds

S.N.	Consonant Sound		Errors	%	Average
	No. of Students	Sound			
1	72	/f/	13.45	72	
2	72	/v/	13.45	72	
3	72	/θ/	13.45	72	
4	72	/g/	13.45	72	
5	72	/p/	13.45	72	
6	72	/t/	13.45	72	
7	72	/k/	13.45	72	
8	72	/ʒ/	3.92	21	
9	72	/č/	1.49	8	
10	72	/ʃ/	0.37	2	
11	72	/s/	-	0	
12	72	/z/	-	0	
13	72	/ʃ/	-	0	
14	72	/ǰ/	-	0	

Table no.6 and 7 reflect the difficulty level of the vowels and the consonant sounds from the highest to the lowest order.

a)   The vowel sound /∂/ was found to be difficult because students committed errors 153 times (i.e. 14.35)   out of 1066 times. They could not pronounce the sound correctly in the word 'advance' and 'across' in the given test item. In the first case they pronounced / e/ in place of /∂/, whereas in the second case they replaced /∂ʋ/ sound in place of /∂/.

b)   Similarly sound /ɪ/ appeared to be second in order of difficulty- the students committed 125 errors (11.72%) out of 1066. For example, they pronounced /e/ sound in place of /ɪ/ in the worlds 'least' and 'lest'. The students committed error is 11.72 percent out of 1066.

In the same way, the students pronounced the short vowel /I/, and /ʋ/ in place of long vowels /i:/ and /u:/ in the words like 'least' and 'could', respectively. Their errors in such sounds were 84 (7.87%) and 87 (8.16).

In a like manner, most of the students committed errors in pronouncing the vowels /ʋ∂/ sounds. Their errors in this sound were 83 times (7.78 percent) out of 1066 times in the whole text.

Similarly, in pronouncing /ai/ sounds, they committed 58.00 errors (5.44%) out of whole. they produced /i:/ sound in places of /ai/ especially in the word 'bile'

a)   The next sound that was incorrectly pronounced mostly was /æ/. They committed errors 48.00 times (4.50%) out of the whole errors in the given test. They produced /∂/ and /e/ sounds in place of /æ/ especially in the words 'pamphlet' and 'inaccessible'.

b)   Similarly, in pronouncing /e∂/ sound the committed errors 45.00 (4.22%) times out of 1066 in the give test, they replaced /∂/ in place of /e∂/ especially in the world 'mare' and 'dare'.

c)   In the next of order of ranking of errors was /ɔi/ sound. They committed 37.00 errors (3.47%) out of the whole errors in the given test. They replaced /ɔ:/ sound in place of /ɔ:/ especially in the words 'boil' and toil'

In the next ranking /ɔ/ sound occurred, i.e. it occurred 32.60 (3.10%) times out of the whole errors. They replaced /ɔ∂/ sound in place of /ɔ:/ especially in the world 'shored'.

Likewise /ei/ sound was pronounced incorrectly. They committed 26 errors (2.43%) out of the whole errors. They replaced /e/ sound, only in place /ei/ sound, especially in the word 'tale'.

The next sounds /3:/ and /ʌ/ were pronounced incorrectly. In pronouncing, they committed 35.00 (3.28%)   and 20.00 (1.86%) errors out of the whole errors, respectively. The students replaced /a:/ and   /ʋ/ in place of /3 :/ and /ʌ/ sound especially in the receptive words 'heard' and 'luck'.

In the ranking list errors, the sounds /∂ʋ/, /aʋ/ and /ρ/ occurred least. The students committed less number of errors in pronouncing those sounds vis-à-vis the vowel sounds i.e. /∂ʋ/ 9.00 (0.84%), /aʋ/: 7.00 (.67%) and /ρ/ 6.00 (0.56%) times, respectively through the given test. They replaced /a:/, /ɔ:/, /∂ʋ/ in place of /∂ʋ/, /ɔi/, and /ρ/ sounds especially in the words 'dote', coin' and 'hydrogen' respectively.

The above table also showed the analysis of the English consonant sounds in the Nepalese speakers of English committed error due to the first language interference.

So, far as we are concerned with the analysis of the consonant sounds, the sounds /f/, /v/, /θ/, /∂/, /s/, /z/, /ʃ/ and /3/ are friction consonants, and they have special features. In the course of pronunciation test, all the informants from bachelor level were not able to pronounce the /f, v, θ and ∂/ sounds with proper friction. In the worlds, 'fell, 'veal', 'faith and 'these' respectively, whereas in the pronunciation of /3/ sound in the word 'rouge', only 21 (298.16%) students committed errors. They replaced /ʃ/ in place of /3/. In the case /s/, /z/ and /ʃ/ sounds, students were able to pronounce these three consonants correctly without committing any errors. Since they are similar with Nepali sound system, it is not difficult to pronounce these sounds for the Nepalese learners of English.

/č/ and /d3/ are stop consonants of a special kind. The breath is tapped as for all the stop consonants, but is released with friction of the /ʃ/ and /3/ kind. In course of research study 8.00 informants (11.11%) out of the 72.00 committed errors by replacing /k/ in place of /č/ especially in the word 'cheer', whereas in case of /d3/, the whole number of informants pronounced it correctly in the world 'hedge'.

Similarly, the sounds /p,t, k/ being stop consonants, the air is completely stopped at some point in the mount by the lips or tongue - tip or tongue-back, and then released with explosion. In the English language, these three sounds are aspirated in the world initial position before vowel.

But all the students produced the /p, t, k/ sounds without any aspiration. They replaced /p, t, k/ in place of [Pʰ], [kʰ] especially in the words 'pride', 'tale' and 'curl'. The above situation occurred in their pronunciation due to their first language interference.

To sum up, the Nepalese learners of English committed errors in pronouncing English sounds that are different from the sound system of their mother tongue, whereas they pronounced those sounds correctly which are similar with their first language.

3.2   Variable wise Analysis

This section consists of the analysis of the scores of the students from different variables, viz. Linguistic Backgrounds, Syllable, Gender, District and Campus.

3.2.1   Comparison from Linguistic Background

 The scores of IANS (indo-Aryan native speakers) and TBNS (Tibeto-Burman native speakers) students on segmental and non-segmental sounds are presented in the table on the next page.

Table No. 8

Scores on Segmental and Non-Segmental Pronunciation of the IANS and TBNS

S.N.	Variables	Segmental					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	IANS	36	2880	1640	56.94	57.65	720	256	35.55	37.77	1896	52.66	53.68
2	TBNS	36	2880	1680	58.35		720	289	40.00		1969	54.69	
3	Total	72	5760	3321			1440	545			3865		

The above table shows the proficiency in pronunciation of the college level students. They obtained 3865.00 marks out of 7200 full marks i.e. 53.68 percent of the total marks in the test. Thus, their proficiency in pronunciation was determined to be 53.68 percent.

In terms of language background comparison, Tibeto Burman (hence forth TB) students excelled their Indo-Aryan (hence forth IA) language background counterparts. The former group obtained 1969.00 marks i.e. 54.69 percent, whereas the latter group obtained 1896.00 marks i.e. 52.66 percent. The difference between the marks they obtained was of 73 marks only i.e. 2.03 percent of the total marks in the test. The average score was 53.68. Therefore, the Tibeto-Burman native speakers were found to be above average and the Indo-Aryan native speakers below the average.

In the test-wise comparison, the students secured significantly more percentage in the test of segmental sound units than in the non-segmental sound units. They obtained 3321 marks out of 5760.00 full marks i.e. 57.65 percentage and 544.00 marks out of 1440 full marks i.e. 37.77 percentage in the respective tests. In fact, the percentage of the marks they obtained in the test of segmental sound units were more than two times of the marks they secured in the test of non-segmental sound units.

3.2.2 Syllable-wise Comparison

Under the suprasegmental feature 'stress', the students' scores on the respective stress pattern was tabulated as follows:

Table No. 9

Syllable-wise comparison

S.N.	Variable	FM	Obtained Marks	%	Average
1	Second syllable	360	164	590.4	
2	Third syllable	360	120	432	
3	Fourth syllable	360	87	313.2	445.4
4	Fifth syllable	360	124	446	
	Total	1440	487	1781.6	

The above table shows the pronunciation proficiency at bachelor level in different number of syllabic words. They obtained 487 marks out of 1440.00 full marks, i.e. 445.4 percent in the total tests. Thus, their proficiency in the pronunciation of syllabic words was 37.84 percent.

In terms of syllable-wise comparison, the students secured the highest percentage in two syllabic words group, whereas they secured the lowest marks in the four syllabic words group. The former group secured the 164.00 marks out of 360.00 full marks i.e. 590.4 percent. Likewise the students secured 120.00 marks out 360.00full marks i.e. 432 percent marks in third syllabic words group and they have secured 87.00 marks out of 360.00 full marks i.e. 313.2 percent in the fourth syllabic words group.

At last, in fifth syllabic words group, the students secured 124.00 marks out of 360.00 full marks i.e. 446 percent in the test.

3.2.3 Gender-wise Comparison

The sex-wise comparison of the students' scores has been presented in the table on the next page:

Table No. 10

Gender-wise Comparison

S.N.	Variables	Segmental					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Boys	36	2880	1647	57.18	57.63	720	289	40.13	37.84	1936	57.77	53.687
2	Girls	36	2880	1673	58.09		720	256	35.5		1929	53.58	
3	Total	72	5760	3320			1440	545			3865		

Analyzing the marks secured by the students in terms of gender, the percentile score obtained by the male sex was insignificantly higher than their female counterparts. The former group (boys) obtained 1936.00 marks out of 3600.00 full marks i.e. 57.77 percent, whereas the latter group (girls) obtained 1929.00 marks out of 3600.00 full marks i.e. 53.58 percent. The difference between the marks they obtained was of 7.00 marks only i.e. 0.19 percent of the total marks in the test.

Test-wise, the female sex obtained more percentage in the test of segmental sound units than the male counterparts. The former group obtained 1673.00 marks out of 2880 full marks i.e. 58.09 percentages, whereas the latter group obtained 1647.00 marks out of 2800 full marks i.e. 57.18 percent. Under non-segmental sound units, the male sex obtained 289 marks out of 720 full marks i.e. 40.13 percent whereas the female sex obtained 256.00 marks out of 720 full marks i.e. 35.5 percent. The difference between the marks they obtained was 33.00 marks i.e. 4.58 percent that is not very significant difference.

Test-wise, the students secured significantly more percentage in the test of segmental sound units than in the non-segmental sound units. They secured 3320 marks out of 5770.00 full marks i.e. 57.65 percentage and 545.00 marks out of 1440 full marks i.e. 37.77 percentage, respectively.

3.2.4 District-wise Comparison

 All three districts, viz. Kathmandu, Bhaktapur and Lalitpur were included in the comparison of students' scores.

Table No. 11

District- wise Comparison

S.N.	Variables	Segmental					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	Lalitpur	24	1920	1135	59.01	57.63	480	190	39.58	37.84	1323	55.12	53.68
2	Bhaktpur	24	1920	1109	57.14		480	191	39.79		1300	54.16	
3	Kathmandu	24	1920	1078	56.14		480	164	34.16		1242	51.75	
4	Total		5760	3320			1440	545			3865		

The above table reflects the pronunciation proficiency of the students from different districts of Kathmandu valley. It showed that the students of Lalitpur district obtained 1323.00 marks out of 2400.00 full marks i.e. 55.12 percent of the total marks in the test, whereas the students from Kathmandu district obtained 1242 marks i.e. 51.75 percent. In pronunciation proficiency, Bhaktapur district came in the middle. The students obtained 1300.00 marks out of 2400.00 full marks i.e. 54.16 percent. Thus, the order of pronunciation ability from the highest to the lowest of these districts was as follows: Lalitpur 55.12%, Bhaktapur 54.16% and Kathmandu 51.75%.

Test-wise, the students obtained significantly more percentage in the test of segmental sound units than the non-segmental sound units. They obtained 3320 marks out of 5760.00 full marks, i.e. 57.65 percentage and 545.00 marks out of 1440 full marks i.e. 37.84 percentage in the test of segmental sound units and non-segmental sound units respectively.

In district-wise competition of non-segmental sound, the students of Bhaktapur secured 191.00 marks out of 480.00 full marks i.e. 39.79 percent of the total marks in the test, whereas the students from Kathmandu district secured 164 marks i.e. 34.16 percent and Lalitpur districts students secured 190 marks out of 480 full marks i.e. 39.58 percent of the total marks in the test. Thus, the order of percentile of pronunciation ability from the highest to

the lowest order of districts was Bhaktapur (39.79%), Lalitpur (39.58%), and Kathmandu (34.16%) respectively.

In aggregate, the comparison of the scores secured by the students shows that the students of Lalitpur and Bhaktapur are above average and the students of Kathmandu are below average in terms of pronouncing ability.

3.2.5 College-wise Comparison

The comparison of the students' scores has been presented in the table below.

Table No. 12

College-Wise Comparison

S.N.	Variables	Segmental					Non-segmental				G.T.	%	Avg.
		N.S.	FM	Marks	%	Avg.	FM	Marks	%	Avg.			
1	B.M.C.	12	960	618	64.37	57.63	240	120	50.00	37.84	738	61.50	53.68
2	M.C	12	960	607	63.22		240	113	47.08		720	60.00	
3	M.R.C	12	960	592	61.66		240	100	41.66		692	57.66	
4	J.C	12	960	526	54.79		240	77	32.08		603	50.25	
5	S.C	12	960	491	51.14		240	71	29.58		562	46.83	
6	K.S.C	12	960	486	50.62		240	64	26.66		550	45.83	
7	Total	72	5760	3320			1440	545			3865		

The table above shows the pronunciation abilities of the students of different colleges of Kathmandu valley. They secured 3865.00 marks out of 7200.00 full marks i.e. 53.68 percent both in segmental and non-segmental sound units. Thus, their pronouncing ability was determined to be 53.68 percent. The table shows that the students of Bhaktapur Multiple Campus (B.M.C.) secured the highest percentage (61.5), whereas the students from Mahangkal College (M.C.: 60.00), Mahendra Ratna College (M.R.C. 57.66), Jana Bhawana College (J.C.: 50.25), Sanothimi college (S.C.: 46.83) and Kathmandu Shikshya College (K.S.C.: 45.83) secured the marks in descending order, respectively.

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The comparison of the scores obtained by different collage shows that the students of B.M.C., M.C. and M.R.C. are above average and the students of J.C., S.C. and K.S.C. are below average since the average is 53.68 percent.

In test-wise comparison, the students obtained significantly more percentage in the test of segmental sound units than in the non-segmental sound units. They obtained 3320.00 marks out of 5760.00 full marks i.e. 57.63 percent and 545.00 marks out of 1440.00 full marks i.e. 37.84 percent in the respective tests. The difference between the marks they obtained is of 285.00 marks only i.e. 19.79 percent of the total marks in the test. In fact the percentage of the marks they obtained in the test of segmental sound units is approximately two times of the marks they obtained the test of non-segmental sound units.

In terms of college-wise comparison, under segmental sound, BMC and KSC campuses secured highest and lowest percentage i.e. 64.37 and 50.62 respectively and MC (63.22), MRC (61.66), JC (54.79) and SC (51.14) came in descending order respectively.

Under non-segmental sound units, BMC secured the highest percentage (50.00%) in pronunciation abilities of non-segmental sound units, whereas MC (47.08), MRC (41.66), JC (50.25), SC (46.83) and KSC (26.66) came in descending order, respectively.

The comparison of the scores obtained in non-segmental sound unit shows that the students of BMC, MC and MRC are above average, whereas the students of JC, SC and KSC are below average since the average score is 37.84%.

CHAPTER-FOUR
FINDINGS AND RECOMMEDATIONS

4.1   Findings

The major findings of the study are as follows:

i.   The overall pronunciation ability of the Nepalese learners of English at the Bachelor level in the Kathmandu Valley was determined to be 53.68 percent. The   pronunciation abilities of the learners belonging to different district were found to be 55.12%, 54.16% and 51.75% in Lalitpur, Bhaktapur and Kathmandu respectively.

ii   Regarding the vowel sounds on which the students committed errors more times from he highest to the lowest was /∂/, /i/, /i:/, /ʊ∂/, / a /, /e/ , /e∂/, /ɔi/, /ɔ/, /i∂/, /ei/, /ʌ/, /ʋ/, /∂ʋ/, /aʋ/, /ɔ/.

iii.   Regarding the difficulty level of consonant sounds the order   of difficulty from the highest to the lowest was /f/, /v/, /θ/, /∂/, /p/, /t/, /k/, /3/, /f/, /j/, /s/, /z/, / ʃ / and /d3/.

iv.   In general, most of the students committed errors stressing in certain syllabic words. The highest percent of errors were found in second and fifth syllabic words and less number of errors in third and fourth syllabic words. The order of the percent of different syllabic structured words group is presented in the following list.

a)   Second syllable: 590.4%, third syllable: 432%, fourth syllable: 313.2% and fifth syllable: 446%.

b) In the second, the second and fifth syllabic words, the students' secured percentage was above the average, whereas in the fourth and the third syllabic words their average percentage was below the average for the average is 445.4 percent.

v. In terms of gender-wise comparison, the performance of boys was found better than those of the girls.

vi. In terms of language background wise comparison, the students of TB language excelled their IA language background counterparts.

vii. The overall pronunciation proficiency of all Campuses is as follows: B.M.C. (61.50%), M.C. (60%), M.R.C. (57%), J.C. (50.25%), S.C. (46.83%) and K.S.C. (45.83%). The highest percent was secured by B.M.C. students and lowest by K.S.C. students.

viii. The intra-campus comparison between segmental and non-segmental sounds is given below. Under segmental sound units, B.M.C., M.R.C., M.C., J.C., S.C. and K.S.C. students got 64.37%, 61.66%, 63.22%, 54.79%, 51.14%, and 50.62% respectively. And under non-segmental sound units, 50.00%, 41.66%, 47.08%, 32.05%, 29.58% and 26.66% respectively by these Campuses.

ix. In case of intra-district pronunciation proficiency, in Lalitpur district, the boys were found to have obtained higher percentage than the girls. In terms of language-wise comparison, the students of TB language background excelled their IA language background counterparts.

x. In Bhaktapur district, the boys were found to be more proficient than the girls. Similarly, the IA language background students excelled their TB language background counterparts.

xi. Regarding the intra-district comparison of Kathmandu district, the girls were found more proficient than the boys. Likewise, in sex-wise comparison, the students of TB language background have excelled their IA language background. Unlike other two districts, there is a large gap in percentage between the TB and IA language background students.

4.2   Recommendations

On the basis of the findings drawn from the analysis of data, some recommendations are made with a view to improving the pronunciation abilities of the Nepalese learners of English. They are given below:

i.   It is evident from the analysis and interpretation of the data that the learners of English can pronounce segmental sound units properly. However, they have many more difficulties while pronouncing non-segmental sound units. It implies that they do not have much practice in producing those sound units correctly. In addition, the students feel difficulty to pronounce the segmental sounds in different environment. As a result they pronounce such sounds erroneously. Therefore, both the teachers and students should focus on teaching and learning these sounds units.

ii.   The analysis showed that the students committed errors in those words where there was more number of syllables in a word than the small number of structured words. So, more attention should be paid from both students and teachers' sides while using these words in language.

iii.   Relatively more emphasis should be given to the diphthongs /ʋ∂/, /ei/, /ai/, /e∂/, /ɔi/ and /i∂/, and in case of monophthongs /∂/, /u:/, /i:/, /3/, / ɔ/ should be given more emphasis.

iv.   Teacher involved in teaching English should be prepared to realize the importance of segmental and non-segmental sound units. In addition, they should be encouraged to drill the English consonant sounds like, /f/, /v/, /θ/, /∂/, / ʃ /, /3/, / č /, /d3/ and /j/.

v.   Since English is a foreign language in Nepal, Nepalese learners of English do not get ample opportunities to speak with and listen to the native speaker of English. In such context, English teachers who themselves are the non-native speakers of English are the main source of the exposure of English to students. Definitely, we should have

good input if we expect god output. So, teacher should be phonetically trained. If students are used to listening to such teachers, they will certainly increase their pronunciation abilities, and ultimately be able to manage to comprehend the native speakers' English in a speech event.

vi. Pronunciation should be tested in the final examination for the some (about 10%) marks should be assigned for pronunciation test.

vii. The correct pronunciation habit is the key to meaning and effective communication in human language. The reverse position may lead misunderstanding between the interlocutors. Therefore, the government agencies and other concerned departments should launch the different trainings to improve pronunciation proficiency, and encourage the related people to conduct researches and publish materials about the pronunciation proficiency, and encourage the related people to conduct researches and publish materials about the pronunciation aspect of language.

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Name List of Informants

S.N.	Name List of Informants	Full Marks	Secured Marks
1.	Shova Khanal	100	35
2.	Sharoj Bhandari	100	38
3.	Sunita Maharjan	100	36
4.	Janak Shrestha	100	35
5.	M.B. Thapa Magar	100	38
6.	Anil Singh	100	39
7.	Pradeep Acharya	100	38
8.	Bindu Marasini	100	40
9.	Sanjaya Rana	100	40
10.	Binu Maharjan	100	49
11.	Jeebanti Thapa	100	45
12.	Rajendra Aryal	100	47
13.	Purushottam Acharya	100	41
14.	Gauri Shrestha	100	48
15.	Anita Bhattari	100	42
16.	Rajita Humagain	100	45
17.	Binod B.K.	100	47
18.	Sarala Bhatta	100	44
19.	Ritu K.C.	100	48
20.	Nilam Maharjan	100	41
21.	Sarmila Rimal	100	47
22.	Utam Khanal	100	42
23.	Sher Maharjan	100	42
24.	Ranjana Ghimire	100	25
25.	Bal Kumar Subba	100	52
26.	Narayan Rimal	100	60
27.	Dadi Ram Bhattarai	100	61

28.	Amita Sharma	100	62
29.	Ranjana Adhikari	100	61
30.	Dinesh Nakarmi	100	64
31.	Rabina Maharjan	100	64
32.	Deepika Thapa	100	76
33.	Rama Thapa	100	51
34.	Dinesh Rupali	100	60
35.	Raja Ram Acharya	100	56
36.	Rita Suwal	100	58
37.	Kamal Koju	100	70
38.	Sharmila Adhikari	100	57
39.	Sahajuhad	100	58
40.	Puja Khatri	100	64
41.	Srijan Subedi	100	69
42.	Mani Ram	100	64
43.	Arun Timilsina	100	61
44.	Sulochana Joshi	100	57
45.	Suman Banjara	100	53
46.	Krishan Banjara	100	57
47.	Bijaya Kalraj	100	53
48.	Sanu Khadki	100	54
49.	Dipes Aryal	100	56
50.	Anil Shakya	100	66
51.	Kabindra Maharjan	100	57
52.	Manjita Tamang	100	57
53.	Ruma Maharjan	100	61
54.	Sabita Shrestha	100	60
55.	Rajan Shah	100	64
56.	Pushkar Dahal	100	47
57.	susan Chand	100	59

58.	Anita Khadka	100	57
59.	Anshura Khadka	100	66
60.	Bhanu Dahal	100	42
61.	Ram Man Maharjan	100	57
62.	Shyam Manadhar	100	64
63.	Durga Maharjan	100	58
64.	Shiva Maharjan	100	50
65.	Rajesh Joshi	100	56
66.	Dipa Karki	100	51
67.	Sajina K.C.	100	71
68.	Manju Bhattari	100	64
69.	Sanu Maya Karki	100	70
70.	Navamatee Amatya	100	6
71.	Amrit Sanjuel	100	50
72.	Kailash Tamang	100	53

APPENDIX-VI

An Overview of Marks of Different Students

S.N.	Informant Number	Obtained marks in segmental and non-segmental sound units			
		F.M.		Obtained Marks	%
1.	24	80	20	50+8	62.5+40
2.	10	80	20	43+6	53.75+35
3.	25	80	20	45+7	56.25+35
4.	70	80	20	55+11	68.75+55
5.	26	80	20	51+9	63.75+55
6.	27	80	20	49+12	61.25+60
7.	28	80	20	53+9	66.25+45
8.	29	80	20	50+11	62.5+55
9.	30	80	20	54+10	67.5+50
10.	72	80	20	43+11	53.75+50
11.	31	80	20	53+11	66.25+55
12.	69	80	20	61+9	76.25+45
13.	11	80	20	36+9	45+45
14.	12	80	20	43+4	53.75+20
15.	14	80	20	44+4	55+20
16.	13	80	20	35+6	43.75+30
17.	71	80	20	44+6	55+30
18.	68	80	20	55+9	68.75+45
19.	15	80	20	41+1	51.25+5
20.	34	80	20	52+8	65+40
21.	8	80	20	34+6	42.5+30
22.	32	80	20	58+12	72.5+60
23.	33	80	20	42+9	52.5+45
24.	16	80	20	42+3	52.5+15
25.	35	80	20	46+10	57.5+50

26.	36	80	20	49+9	61.25+45
27.	37	80	20	58+12	72.5+60
28.	38	80	20	50+7	62.5+35
29.	67	80	20	60+11	75+55
30.	39	80	20	46+12	57.5+60
31.	40	80	20	52+12	65+60
32.	41	80	20	60+9	75+45
33.	42	80	20	55+9	68.75+45
34.	43	80	20	51+10	63.75+50
35.	44	80	20	47+10	58.75+50
36.	45	80	20	44+9	55+45
37.	46	80	20	50+7	62.5+35
38.	7	80	20	33+5	41.25+35
39.	66	80	20	46+5	57.5+35
40.	65	80	20	45+11	56.25+55
41.	6	80	20	33+6	41.25+20
42.	17	80	20	43+4	53.75+20
43.	47	80	20	44+11	55+55
44.	19	80	20	44+4	55+20
45.	48	80	20	46+8	57.5+40
46.	5	80	20	34+4	42.5+20
47.	4	80	20	31+4	38.75+20
48.	18	80	20	42+2	52.5+10
49.	66	80	20	37+5	46.25+25
50.	49	80	20	49+7	61.25+35
51.	50	80	20	57+9	71.25+45
52.	51	80	20	48+9	60+45
53.	52	80	20	49+8	61.25+40
54.	53	80	20	51+10	63.75+50
55.	54	80	20	53+7	66.25+35

56.	55	80	20	53+11	66.25+35
57.	56	80	20	39+8	48.75+40
58.	57	80	20	52+7	65+35
59.	58	80	20	49+8	61.25+40
60.	99	80	20	55+11	68.75+55
61.	23	80	20	38+4	47.5+20
62.	63	80	20	50+8	62.5+40
63.	1	80	20	35+0	43.75+0
64.	2	80	20	36+2	45+10
65.	22	80	20	37+5	46.25+25
66.	9	80	20	38+2	47.5+10
67.	3	80	20	34+2	42.5+10
68.	61	80	20	47+10	58.75+50
69.	64	80	20	44+6	55+28
70.	20	80	20	36+5	45+25
71.	21	80	20	37+10	46.25+50
72.	62	80	20	54+10	67.8+50
	Total			3320+545	

APPENDIX-V
Name List of Informants

S.N.	Name List of Informants	Full Marks	Secured Marks
73.	Shova Khanal	100	35
74.	Sharoj Bhandari	100	38
75.	Sunita Maharjan	100	36
76.	Janak Shrestha	100	35
77.	M.B. Thapa Magar	100	38
78.	Anil Singh	100	39
79.	Pradeep Acharya	100	38
80.	Bindu Marasini	100	40
81.	Sanjaya Rana	100	40
82.	Binu Maharjan	100	49
83.	Jeebanti Thapa	100	45
84.	Rajendra Aryal	100	47
85.	Purushottam Acharya	100	41
86.	Gauri Shrestha	100	48
87.	Anita Bhattari	100	42
88.	Rajita Humagain	100	45
89.	Binod B.K.	100	47
90.	Sarala Bhatta	100	44
91.	Ritu K.C.	100	48
92.	Nilam Maharjan	100	41
93.	Sarmila Rimal	100	47
94.	Utam Khanal	100	42
95.	Sher Maharjan	100	42
96.	Ranjana Ghimire	100	25
97.	Bal Kumar Subba	100	52
98.	Narayan Rimal	100	60
99.	Dadi Ram Bhattarai	100	61

100.	Amita Sharma	100	62
101.	Ranjana Adhikari	100	61
102.	Dinesh Nakarmi	100	64
103.	Rabina Maharjan	100	64
104.	Deepika Thapa	100	76
105.	Rama Thapa	100	51
106.	Dinesh Rupali	100	60
107.	Raja Ram Acharya	100	56
108.	Rita Suwal	100	58
109.	Kamal Koju	100	70
110.	Sharmila Adhikari	100	57
111.	Sahajuhad	100	58
112.	Puja Khatri	100	64
113.	Srijan Subedi	100	69
114.	Mani Ram	100	64
115.	Arun Timilsina	100	61
116.	Sulochana Joshi	100	57
117.	Suman Banjara	100	53
118.	Krishan Banjara	100	57
119.	Bijaya Kalraj	100	53
120.	Sanu Khadki	100	54
121.	Dipes Aryal	100	56
122.	Anil Shakya	100	66
123.	Kabindra Maharjan	100	57
124.	Manjita Tamang	100	57
125.	Ruma Maharjan	100	61
126.	Sabita Shrestha	100	60
127.	Rajan Shah	100	64
128.	Pushkar Dahal	100	47
129.	susan Chand	100	59

130.	Anita Khadka	100	57
131.	Anshura Khadka	100	66
132.	Bhanu Dahal	100	42
133.	Ram Man Maharjan	100	57
134.	Shyam Manadhar	100	64
135.	Durga Maharjan	100	58
136.	Shiva Maharjan	100	50
137.	Rajesh Joshi	100	56
138.	Dipa Karki	100	51
139.	Sajina K.C.	100	71
140.	Manju Bhattari	100	64
141.	Sanu Maya Karki	100	70
142.	Navamatee Amatya	100	6
143.	Amrit Sanjuel	100	50
144.	Kailash Tamang	100	53

APPENDIX-VI

An Overview of Marks of Different Students

S.N.	Informant Number	Obtained marks in segmental and non-segmental sound units			
		F.M.		Obtained Marks	%
73.	24	80	20	50+8	62.5+40
74.	10	80	20	43+6	53.75+35
75.	25	80	20	45+7	56.25+35
76.	70	80	20	55+11	68.75+55
77.	26	80	20	51+9	63.75+55
78.	27	80	20	49+12	61.25+60
79.	28	80	20	53+9	66.25+45
80.	29	80	20	50+11	62.5+55
81.	30	80	20	54+10	67.5+50
82.	72	80	20	43+11	53.75+50
83.	31	80	20	53+11	66.25+55
84.	69	80	20	61+9	76.25+45
85.	11	80	20	36+9	45+45
86.	12	80	20	43+4	53.75+20
87.	14	80	20	44+4	55+20
88.	13	80	20	35+6	43.75+30
89.	71	80	20	44+6	55+30
90.	68	80	20	55+9	68.75+45
91.	15	80	20	41+1	51.25+5
92.	34	80	20	52+8	65+40
93.	8	80	20	34+6	42.5+30
94.	32	80	20	58+12	72.5+60
95.	33	80	20	42+9	52.5+45
96.	16	80	20	42+3	52.5+15
97.	35	80	20	46+10	57.5+50

98.	36	80	20	49+9	61.25+45
99.	37	80	20	58+12	72.5+60
100.	38	80	20	50+7	62.5+35
101.	67	80	20	60+11	75+55
102.	39	80	20	46+12	57.5+60
103.	40	80	20	52+12	65+60
104.	41	80	20	60+9	75+45
105.	42	80	20	55+9	68.75+45
106.	43	80	20	51+10	63.75+50
107.	44	80	20	47+10	58.75+50
108.	45	80	20	44+9	55+45
109.	46	80	20	50+7	62.5+35
110.	7	80	20	33+5	41.25+35
111.	66	80	20	46+5	57.5+35
112.	65	80	20	45+11	56.25+55
113.	6	80	20	33+6	41.25+20
114.	17	80	20	43+4	53.75+20
115.	47	80	20	44+11	55+55
116.	19	80	20	44+4	55+20
117.	48	80	20	46+8	57.5+40
118.	5	80	20	34+4	42.5+20
119.	4	80	20	31+4	38.75+20
120.	18	80	20	42+2	52.5+10
121.	66	80	20	37+5	46.25+25
122.	49	80	20	49+7	61.25+35
123.	50	80	20	57+9	71.25+45
124.	51	80	20	48+9	60+45
125.	52	80	20	49+8	61.25+40
126.	53	80	20	51+10	63.75+50
127.	54	80	20	53+7	66.25+35

128.	55	80	20	53+11	66.25+35
129.	56	80	20	39+8	48.75+40
130.	57	80	20	52+7	65+35
131.	58	80	20	49+8	61.25+40
132.	99	80	20	55+11	68.75+55
133.	23	80	20	38+4	47.5+20
134.	63	80	20	50+8	62.5+40
135.	1	80	20	35+0	43.75+0
136.	2	80	20	36+2	45+10
137.	22	80	20	37+5	46.25+25
138.	9	80	20	38+2	47.5+10
139.	3	80	20	34+2	42.5+10
140.	61	80	20	47+10	58.75+50
141.	64	80	20	44+6	55+28
142.	20	80	20	36+5	45+25
143.	21	80	20	37+10	46.25+50
144.	62	80	20	54+10	67.8+50
	Total			3320+545	

PRONUNCIATION PROFICIENCY TEST

Name of the Students:

Name of the College:

Sex : M/F (encircle on)

Examination Board : HSEB/TU. (encircle one)

Mother Tongue

Read out the Following Words

A.   Vowels

I.   In Terms of Length

1.   /i:/ and /i/   least

list

2.   /u:/ and /u/   could

kook

3.   /a:/ and /o/   shod

Shored

4.   / ɜ:/ and / ∂/   learn

advance

5.   /a:/ and / ʌ/   card

cud

6.   / ɑ:/ and /æ/   lark

lack

7.   /   / and /∂/   shirt

shot

II.   In terms of height of the tongue

1.   /e/ and /I/   net

                             knit

2.   /e/ and / æ/   net

                             gnat

3.   /∂/ and / /   cart

                             court

4.   / : / and /u:/   shored

                             shoed

5.   /a:/ and /u:/   lark

                             luke

III.   In terms of part of the tongue

1.   /   :/ and /æ/   aunt

                             ant

2.   / : / and /: /   hoard

                             heard

3.   /a: / and /∧/   lark

                             luck

4.   /e/ and /æ/   ten

                             tan

IV.   In terms of height, part and length of the tongue

1.   /∂:/ and /α/   burn

                             barn

2.   / : / and /i:/   hall

                             hell

V.   Monophthongs Vs diphthongs

1.   /e/ and /ei/   pepper

                             paper

2.   / / and /∂u/   dot

                          dote

3.   /a:/ and /ɑi/   heart

                          height

4.   / : / and /i/   corn

                          coin

5.   / : / and /u∂/   caught

                          coat

vi.   diphthongs Vs diphthongs

1.   /∂u/ and /∂u/   towns

                          tones

2.   /∂i/ and /ei/   rise

                          raise

3.   /∂i/ and / i/   bile

                          boil

4.   / i/ and /ei/   toil

                          tale

5.   /e∂/ and /u∂/   mare

                          moor

6.   /i∂/ and /e∂/   dear

                          dare

7.   /u∂/ and /i∂/   tour

                          tear

Consonants

1.   feel

      veal

2.   Faith

      bathe

4.	jealous

zealous

6.	cheer

jeer

7.	pride

bride

9.	curl

girl

11.	storm

strong

13.	Yard

Yacht

14.	rough

rude

15.	watch

where

16.	hedge

ham

**C.	Stress**

On First Syllable

Chemist

children

beautiful

hydrogen

knowledge

pamphlet

One Second syllable

abroad

across

equipment

headmaster

geographical

improvement

professor

On Third Syllable

agricultural

generation

competition

superstitions

inaccessible

inconvenient

matrimonial

APPENDIX-VII

NAME LIST OF COLLEGES

1. Mahendra Ratna Campus (Kathmandu)

2. Kathmandu Shikshya Campus (Kathmandu)

3. Mahangkal Campus (Lalitpur)

4. Jana bhwana Campus (Lalitpur)

5. Sanothimi Campus (Bhaktapur)

6. Bhaktapur Multiple Campus (Bhaktapur)