PROFICIENCY IN DIPHTHONGS

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

> Submitted by Damodar Paudyal Faculty of Education Tribhuvan University, Kirtipur Kathmandu, Nepal 2010

T.U. Regd. No.: 7179-93 Second Year Exam Roll No.: 280222/064 Date of Approval of the Thesis Proposal: 2065-5-3 Date of Submission: 2067-5-1

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Damodar Paudyal** has prepared the thesis entitled **"Proficiency in Diphthongs**" under my guidance and supervision. I recommend the thesis for acceptance.

Date:

Dr. Anju Giri Professor Department of English Education Tribhuvan University, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee'.

Signature

Chairman

Dr. Chandreshwar Mishra Professor and Head Department of English Education T.U. Kirtipur

Dr. Anju Giri (Guide)

Professor Department of English Education T.U. Kirtipur

Dr. Anjana Bhattarai

Reader Department of English Education T.U. Kirtipur

Date:

Member

Member

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation Committee':

Signature

Dr. Chandreshwar Mishra_____Professor and HeadChairmanDepartment of English EducationT.U. Kirtipur

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
T.U. Kirtipur

Dr. Anju Giri (Guide)

Professor Department of English Education T.U. Kirtipur

Date:

Member

Member

DECLARATION

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

Date:

Damodar Paudyal

ACKNOWLEDGEMENTS

I am extremely grateful to my teacher and research guide **Dr Anju Giri**, Professor, Department of English Education, T. U, who extended every kind of help and cooperation to me throughout the research work. Her affectionate words of suggestion and keen interest in the study have largely motivated me to persevere with the study and finally have enabled me to present this report in this form. Without her motherly advice and assistance this work would never have been complete.

I am very grateful to **Dr Chandreshwar Mishra**, Professor and Head of Department of English Education, and **Dr Anjana Bhattarai**, Reader Department of English Education, for their regular inspiration and valuable suggestions during my study.

Similarly I would like to express my sincere gratitude to **Prof. Dr. Jai Raj Awasthi**, Department of Engilsh Education who encouraged me in regular selfstudy.

I would like to thank **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Mr. V. S Rai, Mr. Padamlal Bishwakarma, Mr. Ram Ekwal Singh, Dr. B. M. Bhandari, Mr. Prem Bdr. Phyak, Mrs. Madhu Neupane, Mr. Uma N. Sharma, Mrs. Saraswati Dawadi, Mr. Durga Pokhrel,** and **Mrs. Hima Rawal** for their valuable suggestions and help.

I would like to thank Mrs. Parbata Paudyal (mother) Mr. Prem Prasad Paudyal (brother) Mrs. Laxmi Paudyal (bhauju) for their financial assistance.

I would like to extend my gratitude to all the principals, teachers and students for their kind cooperation in data collection. My thanks are due to **Mr. Bishnu Aryal, Mr. Khageswor Giri, Mr. Nirnal Ghimire, Mr. Narayan Kafle, Mr. Nurapati Bhandari, Mr.Basant Paudyal, Mr.Kashinath Paudyal, Master Anil Paudyal** and those who helped me directly or indirectly in carrying our this research work.

Damodar Paudyal

ABSTRACT

This thesis entitled "Proficiency in Diphthongs" has been carried out to find out proficiency in the perception and production of diphthongs. The researcher collected data from both primary and secondary sources. The sample population of the study consisted of 84 students of class ten. He took structured written test and oral test-to collect primary data. He used the purposive random sampling procedure to sample the population. After the analysis of the data, it was found that the overall proficiency of the students in the perception and production of diphthongs was good. All the students were better in the perception than production. Boys were good in the production and girls were good in the perception of diphthongs.

This thesis consists of four chapters. Chapter one deals with introduction. It consists of general background, review of the related literature, objectives and significance of the study. Chapter two deals with methodology. It states sources of data, population of the study. Sampling procedure, research tools, process of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of data. Chapter four encompasses findings and recommendations.

TABLE OF CONTENTS

Decl	aration	i
Recommendation for Acceptance Recommendation for Evaluation		ii
		iii
Eval	uation and Approval	iv
Ackn	nowledgements	V
Abstract Table of Contents		vi
		vii
List o	of Tables	xi
List o	of Figures	xii
CHA	APTER ONE: INTRODUCTION	1-17
1.1	General Background	1
	1.1.1 Pronunciation	2
	1.1.2 Perception	4
	1.1.3 Segmental Sounds	6
	1.1.4 Consonant	8
	1.1.5 Vowels	9
	1.1.6 Diphthongs	11
1.2	Review of the Related Literature	14
1.3	Objectives of the Study	17
1.4	Significance of the Study	17
CHA	APTER TWO: METHODOLOGY	18-19
2.1.	Source of Data	18
	2.1.1. Primary Sources	18
	2.1.2. Secondary Sources	18
2.2	Sampling Procedure	18

2.3	Tool for Data Collection	19
2.4	Process of Data Collection	19
2.5	Limitations of the Study	19
СНА	PTER THREE: ANALYSIS AND INTERPRETATION	20-50
3.1	Students Result of Proficiency in the Perception of Diphthongs	20
3.2	The Over all Score of the Students' Proficiency in the Perception of	
	Diphthongs	20
	3.2.1 Students' Proficiency in the Perception of Diphthongs	
	in the Task 'Listens and Tick'	21
	3.2.2. Students' Proficiency in the Perception of Diphthongs	
	in the Task 'Listen and Write'	26
3.3.	Proficiency in Production of Diphthongs	32
	3.3.1. Students' Proficiency in the Production of / /	33
	3.3.2. Students' Proficiency in the Production / e /	34
	3.3.3. Students' Proficiency in the Production of / /	34
	3.3.4. Students' Proficiency in the Production of / $i/$	35
	3.3.5. Students' Proficiency in the Production of / $i/$	35
	3.3.6. Students' Proficiency in the Production of / $i/$	36
	3.3.7. Students' Proficiency in the Production of / /	36
	3.3.8. Students' Proficiency in the Production of /a $/$	37
3.4.	School wise Proficiency in the Perception of Diphthongs	37
	3.4.1 Awareness International Academy	38
	3.4.2. Gyan Niketan Secondary English Boarding School	39
	3.4.3 Birat Boarding School	39
	3.4.4 Pacific Academy	40
	3.4.5 Innovative Secondary English Boarding School	40
	3.4.6. Chandani Secondary English Boarding School	41
3.5	School wise Proficiency in the Production of the Diphthongs	42

	3.5.1 Awareness International Academy	43
	3.5.2 Gyan Niketan English Boarding School	43
	3.5.3 Birat Boarding School	44
	3.5.4 Pacific Academy	45
	3.5.5 Innovative Secondary English Boarding School	45
	3.5.6 Chandani Secondary English Boarding School	46
3.6	Gender wise Proficiency in the Perception of Diphthongs	47
	3.6.1. Boys' Proficiency in the Perception of the Diphthongs	47
	3.6.2. Girls' Proficiency in the Perception of the Diphthongs	48
3.7	Gender wise Proficiency in the Production of Diphthongs	49
	3.7.1. Boys' Proficiency in the Production of the Diphthongs	49
	3.7.2. Girls' Proficiency in the Production of the Diphthongs	50
CHA	APTRE FOUR: FINDINGS AND RECOMMENDATIONS	51-52
4.1.	Findings	51
4.2	Recommendations	52
REFERENCES		53-55
APPENDICES		56-62

LIST OF TABLES

Page

Table No. 1: Students' Proficiency in the Perception of Diphthongs	21
Table No.2: Students' Proficiency in the Perception of Diphthongs	
in the Task 'Listen and Tick'	22
Table No.3: Proficiency in the Perception of Diphthongs in the Task 'Listen	and
Write'	27
Table No.4: Proficiency in Production of Diphthongs	32
Table No.5: School wise Proficiency in the Perception of Diphthongs	37
Table No.6: School wise Proficiency in the Production of the Diphthongs	42
Table No.7: Gender wise Proficiency in the Perception of Diphthongs	47
Table No.8: Gender wise Proficiency in the Production of Diphthongs	49

LIST OF FIGURES

	Page
Figure No.1: Proficiency in the Perception of Diphthong / /	22
Figure No.2: Proficiency in the Perception of Diphthong /e /	23
Figure No.3: Proficiency in the Perception of Diphthong / /	23
Figure No.4: Proficiency in the perception of diphthong / $i/$	24
Figure No.5: Proficiency in the Perception of Diphthong / $i/$	24
Figure No.6: Proficiency in the Perception of Diphthong / $i/$	25
Figure No.7: Proficiency in the Perception of Diphthong / /	25
Figure No8: Proficiency in the Perception of Diphthong /a $/$	26
Figure No.9: Proficiency in the Perception of Diphthong / /	27
Figure No.10: Proficiency in the Perception of Diphthong /e $/$	28
Figure No.11: Proficiency in the Perception of Diphthong / /	28
Figure No.12: Proficiency in the Perception of Diphthong $/i/$	29
Figure No.13: Proficiency in the Perception of Diphthong / i/i	30
Figure No.14: Proficiency in the Perception of Diphthong / $i/$	30
Figure No.15: Proficiency in the Perception of Diphthong / /	31
Figure No.16: Proficiency in the Perception of Diphthong / /	32
Figure No.17: Proficiency in the Production / /	33
Figure No.18: Proficiency in the Production / e /	34
Figure No.19: Proficiency in the Production / /	34
Figure No.20: Proficiency in the Production $/ i/$	35
Figure No.21: Proficiency in the Production/ i/	35
Figure No.22: Proficiency in the Production / i/	36
Figure No.23: Proficiency in the Production / /	36
Figure No.24: Proficiency in the Production $/a$ /	37
Figure No.25: Awareness International Academy	38
Figure No.26: Gyan Niketan Secondary English Boarding School	39

Figure No.27: Birat Boarding School	39
Figure No.28: Pacific Academy	40
Figure No.29: Innovative Secondary English Boarding School	40
Figure No.30: Chandani Secondary English Boarding School	41
Figure No.31:Awareness English Boarding School	43
Figure No.32: Gyan Niketan Secondary English Boarding School	43
Figure No.33: Birat Boarding School	44
Figure No.34: Pacific Academy	45
Figure No.35: Innovative Secondary English Boarding School	45
Figure No.36: Chandani Secondary English Boarding School	46
Figure No.37: Boys' Proficiency in the Perception of the Diphthongs	47
Figure No.38: Girls' Proficiency in the Perception of the Diphthongs	48
Figure No.39: Boys' Proficiency in the Production of the Diphthongs	49
Figure No.40: Girls' Proficiency in the Production of the Diphthongs	50