

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the greatest means of conveying the message or feelings of one person to another. In this 21<sup>st</sup> century, people do not live with only one language. They have keen interest to learn about the world so they have to know different languages or the language which plays the role of a lingua franca.

The English language, an international lingua franca, is extremely important in a country like Nepal. It is the dominant language of the world. It has been taught as a compulsory subject upto Bachelor level in Nepal. Sound knowledge of the English language is necessary to communicate with the people who are of different linguistic backgrounds.

In a number of speakers as well as in its uses for international communication and other less quantifiable measures, English is one of the most important languages of the world. English has a special role as a lingua franca -a means of communication for all types and classes of people across national frontiers. Making basic human rights of freedom of knowledge, opinion and movement a reality demands at least basic knowledge of this particular world language.

The English language has been taught as a core course from grade one to graduate level in Nepal. English is the medium of instruction in most of the private schools as well as in higher level of education either in Nepal or in a foreign country.

So the significance of English in our country is being highlighted. Now it has become a must to learn English for the students, for those who are engaged in business, tourism, journalism, and diplomacy and in other fields as well. These varied trends have led to the development of teaching of English for specific

purpose, which aims to teach specific language and skills, related to different activities in academic or business life.

The use of English is confined to formal situation only. Even in future there is little likelihood that English may be required as a spoken variety in Nepal. International seminars, conferences and sessions are held in English. There are many regular publications including dailies, weeklies and magazines in English.

Most of the academic journals are, however, published in English as it is considered the language of intellectual discourse. Most of the research reports and dissertations are also produced in English. The volume of creative writing in different literary genres is very small yet more writers are coming up with their creations in English.

One of the most important roles of English in Nepal is that it has become the only voice of human rights and democracy and helping people to fight for these causes. Through this they receive information and make their voices heard. This is the only language with which the educated mass, intellectuals, freedom fighters, and human rights activists can hold their dialogue with the rest of the world.

However, learning a second language is not an easy task. It needs a lot of time and efforts to master it. The levels of language are phonology, lexicon, grammar and semantics. Among these levels, phonology is very important because the journey of the language learning begins from it. Learning starts from speaking or pronunciation. Speaking is the primary means of communication. So, correct pronunciation of the language enables the speakers to convey the correct meaning of the language in question. Conveying the information correctly is an important part of foreign language teaching.

### **1.1.1 Pronunciation**

Speaking is the first human activity which has been practiced by human beings since in memorable time. Speaking involves thinking. It is conveying message in its own right. It demands conscious intellectual behaviour. Though speech/sound human beings can communicate their feelings, share ideas and convince other human beings. It also helps to transmit their culture from generation to generation.

Expressing true opinion in a foreign language is a challenging task for any language learner. Cultural factors can make it even more challenging for students. In order to prepare students for communicating in English with more opinionated and outspoken people, it is important to include many class activities which give the students opportunities to express their opinions. Although many students might struggle with such tasks, forcing the students to think and express themselves in English is necessary for their long-term success in the L2.

Language is a system of systems. Each language has its own system (s). Likewise, the English language also has its own sound system, grammatical system, lexical system and so on. Systematic production of speech sounds results in speech. The pronunciation plays a key role in the language use. Therefore, “when we teach English we need to be sure that our students can be understood when they speak. They need to be able to say what they want to say. This means that their pronunciation should be at least adequate for the purpose” (Harmer, 1991, p.21). Pronunciation is the use of sound system in speaking and listening and it is made up of consonants, vowels, intonation, stress, rhythm; junctures and their sequences. Listening /hearing for oral production is a must but it is not enough, speaking is equally essential. In order to learn pronunciation one has to pronounce the sounds, words, phrases etc. him/her self possibly after the model in the beginning. "Pronunciation is the way which a language or a particular word or sound is pronounced" (Oxford

Advanced Learner's Dictionary, 2007, p. 1209). When following the model foreign language learners often find their own mother tongue interfering in learning a new language. For example, a Nepali learner of English produces Nepali /ph/ when he hears English /f/ Nepali /ph/ is bilabial whereas English /f/ is labiodental. This is because of the interference from the sound system of the first language through which the new foreign sounds are filtered. Therefore, the teacher teaching the foreign language has to be well aware of the phonetic and phonological characteristics of the mother tongue of his students so that he can provide better model and proper feedback to the students.

In fact, every teacher of a foreign language ought to know what his pupils' difficulties of pronunciation are and what can be done to overcome them. He must have clear understanding of how the sounds of the foreign language and the pupils' mother tongue are formed, and indeed of the whole phonetic 'build' of two languages. He also needs a conscious awareness of its stress and intonation patterns (Lee 1965, p. 65).

By contrasting the features of the two languages, he will be able to predict the problems which will arise and on which he should concentrate his drills: he will also be able to make use of phonetic resemblances between the two languages which may not be readily evident to the learner (Gimson and Cruttenden 1994, p. 228). Speaking is the powerful learning tool. It shapes, modifies, extends and organizes thoughts. In fact, speech is the foundation of learning; it is the base for the other language skills.

### **1.1.2 Perception**

Perception is the abstract word. It is very difficult to define. It is the ability to understand the true nature of something. "Perception is the way of noticing the

things especially with senses" (Hornby, 2007, p. 1122). Perception is connected with seeing, hearing, and understanding. It is an idea, belief or an image you have as a result of how you see or understand something.

The general sense of this term is found in phonetics and psycholinguistics, where it refers to the process of receiving and decoding speech input. The perceptual process requires that listeners take into account not only the acoustic cues present in the speech signal, but also their own knowledge of the sound patterns of their language in order to interpret what they hear. The term is usually contrasted with production.

The recognition and understanding of events, objects and stimuli through the use of senses (sight, hearing, touch) is called perception. Several different types of perception are distinguished.

Visual perception: The perception of visual information and stimuli.

Auditory perception: The perception of information and stimuli received through the ears. Auditory perception requires a listener to detect different kinds of acoustic signals, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation.

Speech perception: The understanding or comprehension of speech (Richards and et al. 1999, p. 268).

Perception plays a very important role in language learning. In language learning, if there is no perception, there is no learning. There are different

variables which disturb perception. Environment, the state of learner's mind, motivation, interest and size of the class are the factors which affect perception.

Developing perception in pronunciation is very difficult in second language as the learners have one type of perception in their first language. Wrong perception leads toward wrong understanding and learning.

Perception has a great role in language learning. Therefore, correct perception is inevitable in developing language skills.

Language is made up of segmental and non- segmental sound systems. Segmental sounds are consonants and vowels. Non- segmental features are supra-segmental features, they are stress, tone, intonation, syllabus, juncture etc.

### **1.1.3 Segmental Sounds**

A term segmental is used in phonetics which refers to the distinctive sounds unit e.g. vowels and consonants. Segmental sounds can be noticed physically or auditorily in the stream of speech."Any linguistic unit in a sequence which may be isolated from the rest of sequence e. g. sound in an utterance or a letter in a written text is called segment" (Richards and et al. 1999, p. 325).Vowels and consonants can be thought of as the segments of which speech is composed. Together they form the syllables, which go to make utterances.

A term used in phonetics and linguistics primarily to refer to any discrete unit that can be identified, either physically or auditorily, in the stream of speech is called segment. Segmentation can take place using either physical or auditory criteria: in the former case, acoustic or articulatory change points can be identified as boundaries of segments; in the latter case, perceptible changes in quality or quantity, often showing the influence of the language's

phonemic units, are the basis of division. The term is especially used in phonetics, units, are the basis of division. The term is especially used in phonetics, where the smallest perceptible discrete unit is referred to as a phone. A feature which begins or ends within one of the phases of articulation of a segment is called a sub segmental feature. Segment has developed an abstract sense in generative phonology, where it is used for a mental unit of phonological organization-one of the series of minimal units which, however, are not strung together in a simple linear way. In this model, no physical reality is being segmented (Crystal 2003, p. 408).

All phonemes (vowels and consonants) are segmental sounds. “The segmental sounds refer to any discrete (separate, distinct) unit that can be identified either physically or auditorily in the stream of the speech or an utterance of any language. Such distinctive sounds are called sounds or segment features” (Hornby, 2005, p. 536). Speech or an utterance of any language has not only segmental features like phonemes (consonants and vowels) but also there are some other important features like length, stress, tone, intonation and juncture which are beyond or above segmental features. Such features are termed as supra- segmental features. Supra- segmental features are important in speech because they have distinctive role in language. Supra- segmental features of speech extend over more than one segment. For example, stress is the quality of a syllable, tone is the voice quality of a word and intonation is the quality of a sentence. Thus, supra-segmental features can be separated from segmental units into discrete. “The term supra segmental is used to refer to both phonological and grammatical units larger than segment.” (Hyman 1996, p.36). In phonology, a major division is often made into segmental and supra-

segmental categories. Segmental phonology analyses the speech into distinctive units or phonemes, which have a fairly direct correspondence with phonetic segments. Supra-segmental or non segmental phonology analyses those features of speech which extend over more than one segment, such as intonation or vowel harmony.

#### **1.1.4 Consonant**

Consonant is a speech sound where the air stream from the lungs is either completely blocked (stop), partially blocked (lateral) or where the opening is so narrow that the air escapes with audible friction (fricative). With some consonants (nasal) the air stream is blocked in the mouth but allowed to escape through the nose.

Consonant articulations are relatively easy to feel, and as a result are most conveniently described in terms of place of articulation and manner of articulation. In addition, a phonetic description of consonants would give information about the mode of variation of vocal cords (voicing). Thus, generally the description of consonant includes three parameters: voicing, place of articulation and manner of articulation. As a result , it is often known as three term description of consonants.

##### **a. Voicing**

Voicing refers to whether or not the vocal cords are vibrated during the production of a sound. Sounds such as vowels in which the vocal cords are vibrated are said to be voiced. Sounds such as [ s ] or [ p ] in which the vocal cords are not vibrated are said to be voiceless or unvoiced.

##### **b. Place of articulation**

The place of articulation of consonant is the point of contact, where an obstruction occurs in the vocal tract between an active articulator and a passive articulator. Along with the manner of articulation and phonation, this gives the consonant its distinctive sound.



### **c. Manner of articulation**

Manner of articulation describes how tongue, lips and other speech organs are involved in making a sound. Often the concept is only used for the production of consonants. For any place of articulation there may be several manners. One parameter of manner is stricture, that is, how closely the speech organs approach one another. Parameters other than stricture are those involved in such sounds (taps and trills), and sibilance of fricatives. Often nasality and laterality are included in manner.

#### **1.1.5 Vowels**

Vowels are those sounds which are produced without any obstruction in the air stream, there is a continuous flow of air in the production of vowels. "In fact, all vowels can, in principle, be described as approximants or resonant articulated at various oral and pharyngeal locations" (Catford, 1988, p. 123). Functionally, it is the vowels that occupy the syllable nucleus position. Vowels are derived and classified with the reference to such distinctions; monophthongs vs diphthongs and long vs short.

"Vowels can be defined with an open approximation without any obstruction, partial or complete in the air passage. They are referred to as vowels in phonetics." (Varshney, 2001, p. 95).

Speech sounds which can be defined in terms of both phonetics and phonology as vowels are known as vowels. In other words, phonetically, sounds are articulated without a complete or partial closure in the mouth or a degree of narrowing which would produce audible frictions; the air escapes evenly over the centre of the tongue. "In the production of vowel sounds none of the articulators come very close together, and the passage of the airstream is relatively unobstructed." (Ladefoged, 1982, p. 11). Vowels may be oral or nasal. Vowels cannot be described in terms of place or manner of articulation as consonants. Because they are not obstructed as consonants. Thus, they are characterized in the following way.

**a. Monophthongs**

**Chart No.1**

(Ladefoged, 1982, p. 34)

**i. Height of the Tongue:** Vowels are defined according to the height of the tongue. The vowels for the production of which the tongue holds high position are known as high vowels, if the tongue is held as high as possible position are known high vowels and if the tongue is held as low as possible position are known as low vowels. These features of vowels can be described as close, half close, half open and open-vowels.

**a. Close Vowels:** If the tongue is held as close as possible to the roof of the oral cavity for the production of vowels, they are known as close vowels i.e. /i:/u:/ in English.

**b. Open Vowels:** If the tongue is held as low as possible for the production of vowels, they are characterized as open vowels, i.e. (/æ /a/, / / or /ɔ/ in English.

**c. Half Open Vowels:** It is the intermediate position for the production of vowels. In the sub-classification of vowels, the tongue is not nearer to the roof of oral cavity but further and near to the open vowels for the production of half-close vowels. They are identified as /e/, /ɛ/, /ɔ:/ in English.

**d. Half Close Vowels:** It is also the intermediate position for the production of vowels. In this sub-classification of vowels the tongue is nearer to the roof of oral cavity. The vowels produced by this process are /ɪ/, /ʊ/ and /u/ in English.

**ii. Part of the Tongue:** This characterization refers to which part of the tongue is involved in the production of vowels. The features of classification of vowels can be divided into three parts as following.

**a. Front Vowels:** If the tongue is raised towards the hard palate for the production of vowels, they are known as front vowels. i.e. /i/, /ɪ/, /e/, /æ/ in English

**b. Central Vowels:** If the central part of the tongue is raised towards the hard palate, they are called central vowels /ɜ:/, /ɝ/ and /ə/ in English.

**c. Back Vowels:** If the back of the tongue is raised towards the soft palate, they are called back vowels i.e. /u:/, /ʊ/, /ɔ/, /ɒ/.

**iii. Lip Rounding:** Vowels can be classified according to the position of lips. Vowels which are produced with lip rounding, they are known as rounded vowels i.e. /ɔ/, /ɒ/, /u/, /u:/ etc. in English. Vowels which are not produced with lip rounding but with lips spreading, they are known as unrounded vowels, i.e. /i:/ /ɪ/, /e/, /æ/, /ɜ:/ /ə/ etc in English.

### 1.1.6 Diphthongs

All vowels can be divided into two main categories: diphthongs and monophthongs. Diphthongs are gliding vowels in the articulation of which there is a continuous transition from one position to another. Diphthongs are to be contrasted in this respect with so-called pure vowels or monophthongs i.e. unchanging or steady-state, vowels. Though they are single speech sounds, Diphthongs are usually represented, in a phonetic transcription of speech, by means of a pair of vowel symbols. If the tongue moves significantly during the production of vowel sounds, the result is a diphthong. A diphthong sounds like a rapid, blended sequence of two separate vowels. An example in English is the

vowel sound in the word kite, which is like a rapid combination of a kind of a sound and a kind of /i/ sound.

In fact, vowel quality-duration, length- combines with stability of articulation to make the distinction between simple or 'pure' vowels or monophthongs on the one hand and diphthongs on the other. Monophthongs are comparatively shorter vowels that preserve the same quality through the entire duration of their articulation. A diphthong combines two different vocalic elements joined together in a unique articulatory effort and consequently being part of the same syllabic unit. In English, there are twelve monophthongs and eight diphthongs.

“Diphthong is a vowel in which there is change in quality during its production in a single syllable” (Roach, 2000. p.19). Pronunciation of the diphthongs in English is not easy task for the students who use English as a foreign language. To pronounce diphthongs, learners should know the different position of the articulation. Diphthongs also fall under the category of the pronunciation.

“A diphthong is a glide from one vowel to another and the whole glide acts like one of the long simple vowel” (O’Connor, 1986. P. 69). Diphthongs consist of movement or glide from one vowel to another. A vowel which remains constant and does not glide is called a pure vowel, and one of the most common pronunciation mistakes that result a learner of English having a ‘foreign’ accent is the production of pure vowels where a diphthong should be pronounced.

If the vowel sounds change their quality during a syllable they are called diphthongs. These vowels are also known as gliding vowels because one vowel glides to another in a same syllable i.e. /au/ / u/ /eI/ /ɔI/, /I / /e / and /u / etc in cow, so, boy, aim, bye, clear, fair, poor respectively in English.

A distinction is made with the reference to vowels in terms of direction of the glide.

- i. Centering diphthongs: If the glide goes towards the centre for the production of diphthong, they are called centering diphthongs. i.e. /i /, / e / and /u / in English are produced.

**b. Centring Diphthongs**

**Chart No. 2**

(Ladefoged, 1982, p. 75)

- ii. Closing diphthongs: If the glide starts from open and goes towards close for the production of diphthongs, they are identified as closing diphthongs i.e. /au/, u/, /ɔɪ/, /aɪ/, /eɪ/ etc in English.

**c. Closing Diphthongs**

**Chart No. 3**

(Ladefoged, 1982, p. 75)

Vowels can be divided according to their length.

- i. Short Vowels: Vowels which take relatively short time for the production are called as short vowels. In English, / /, / / /I/ /u/ /e/ and /æ/ are identified as short vowels before voiced consonants.
- ii. Long Vowels: Vowels which are produced taking relatively long time for the production are known as long vowels. Diphthong and monophthongs with the diacritic mark [:] after a vowel are known as long vowels. eg. /3:/, /i:/ /a:/ /u:/, /au/ / u/, /ɔI/, /aI/, /eI/ /I /, /e / /u /.

To understand English and to produce English in every respect, we should know the accent as native speakers use. However, correct pronunciation of the words, phrases and sentences (language) gives the sweetness of the language.

Pronunciation and perception of the diphthongs play a key role in language learning. In this sense, pronouncing diphthongs properly is essential in speech. Keeping an eye on this, the researcher has tried to assess how far the students have been able to achieve the proficiency in the perception and production of diphthongs.

## **1.2 Review of the Related Literature**

Several studies have been carried out in the department of English education, on the achievement of different grammatical items. Some of the studies carried out on achievement, proficiency and error analysis which are more or less related to this study are observed as follows:

Giri (1981) conducted a research entitled “A Comparative Study of English Language Proficiency of the Students Studying in Grade ten in the Secondary Schools of Doti and Kathmandu.” The main objective of the study was: To compare the language proficiency of the students between urban and rural schools of Doti and Kathmandu. For the study, the researcher selected two different districts; Doti and Kathmandu. He compared the English language proficiency of the students studying in grade ten in secondary schools of Doti and Kathmandu. He found that the students of Kathmandu were more

proficient in using English than the students of Doti. The urban students would comprehend English in a better way than the rural students.

Timsina (2000) conducted a research entitled "A Study on the Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension". It was an experimental study on teaching listening comprehension. The objective of the study was to find out the effectiveness of recorded materials in teaching listening comprehension. The population of the study comprises grade IX students of Jhapa. The researcher taught the experimental group by using recorded materials whereas the control group was taught by using traditional techniques. Surprisingly the experimental group could not perform better because recorded voice was quite new for the learners, they were never used to hearing recorded materials for the purpose of learning a language skills.

Singh (2000) conducted the research entitled "A Study on Listening Comprehension of Grade III English Students" The objective of the study was to find out the comprehension of grade VIII students in listening texts and their problems and difficulties. the population included 80 students 20 from each of the four schools. The finding shows the performance of the VIII graders in listening comprehension was not good. They were weak in the comprehension of text.

Ghimire (2003) carried out a research entitled "Pronunciation Proficiency of the Students of Lower Secondary Level." The main objective of the study was to find out and compare the students' proficiency in pronunciation. The study was based on primary sources of data. The population of the study consisted of 90 sixth graders of public schools from Kathmandu valley. He calculated the main findings of the study as overall average pronunciation ability of the students of lower secondary schools of Kathmandu valley which was 37.88% and performance of boys was 38.4% and girls was 37.37%.

Though, some researchers have been carried out on achievement of vocabulary, proficiency in English grammar, reading proficiency, writing proficiency,

proficiency in relative clause etc. No one has yet done a research on the perception and production of diphthongs that is why the researcher has been interested to carry out a research on proficiency in Diphthongs.

### **1.3 Objectives of the Study**

The research was carried out with the following objectives.

- i. To find out the proficiency of the class ten students in the perception and production of English diphthongs.
- ii. To list some pedagogical implications.

### **1.4 Significance of the Study**

This research will provide valuable insights to the people who are teaching and learning English as a foreign language. It will also be beneficial to syllabus designers and textbook writers to carefully include diphthongs in course book or syllabus. It will be beneficial to the concerned authority to make policy. It will encourage the teachers to focus pronunciation of words while teaching.



## **CHAPTER TWO**

### **METHODOLOGY**

The researcher aimed at finding out the level of achievement of diphthongs for the purpose of which he adopted the following methodology.

#### **2.1. Source of Data**

In this study, the researcher utilized both the primary and secondary sources of data.

##### **2.1.1. Primary Sources**

Primary source of data for the study were the students studying in grade ten of Kathmandu.

##### **2.1.2. Secondary Sources**

In order to collect the secondary data the researcher made use of the text books prescribed for grade ten. Apart from these, he utilized the books, articles, journals and reports and other supportive materials as well. Some of them as follows: Gimson (1970), Catford (1988), Goldsmith (1992), Kumar (1996), Roach (2000).

#### **2.2 Sampling Procedure**

Six secondary schools: Awareness International Academy, Gyan Niketan English Boarding School, Innovative Secondary English Boarding School, Pacific Academy, Birat Boarding School, Chandani Secondary English Boarding School were chosen randomly from the Kathmandu district.

Fourteen students (seven boys and seven girls) were selected from each school on the basis of simple random sampling procedure. Thus, the number of sample population was eighty four students.

### **2.3 Tool for Data Collection**

The tool for data collection was a set of test items in listening and production. The students were asked to listen to the tape and choose the right answer. The tool was prepared on the basis of the classification of vowels given by Roach (2000). Words to be pronounced were familiar to the learners. For the production, students were given a list of words and asked to pronounce, taking pause after each words.

### **2.4 Process of Data Collection**

After preparing a set of listening and production tests the researcher visited the selected secondary schools. He randomly selected 14 students from each school.

In the beginning the researcher explained the instruction verbally and the test papers were distributed to the selected students in their own classroom and the text containing diphthongs was played in the cassette player. After the completion of the first test item, the researcher asked the students to pronounce words by giving a list of words. The researcher recorded the sound of the students and transcribed with the help of the Oxford Learner's Dictionary. The researcher administered the test on his own presence.

### **2.5 Limitations of the Study**

The study was carried out with the following limitations.

- a. The research was limited to only six secondary schools of Kathmandu.
- b. Only fourteen students from each secondary school were chosen.
- c. The number of boys and girls was not pre-determined but both boys and girls were included in the study.
- d. So, the research was limited to only eighty four students of the same district.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter presents the measures of the proficiency test. The main concern of the research work was to find out the proficiency in perception and production skills of diphthongs among the 10<sup>th</sup> graders studying in the Kathmandu district.

#### **3.1 Students Result of Proficiency in the Perception of Diphthongs**

The researcher conducted the proficiency test in the perception of diphthongs (listen and tick and listen and write) of the students .While testing the proficiency in the perception of diphthongs, the test items were distributed and the students were asked to listen to the cassette player. They had to distinguish words by listening to the words which contained diphthongs.

Their results are based on the percentage of the test score and criteria for grading are mentioned below:

Percentage	Grading
80-100	Excellent
60-79	Good
40-59	Average
0-40	Poor

#### **3.2 The Over all Score of the Students' Proficiency in the Perception of Diphthongs.**

The over all students' proficiency in the perception of the diphthongs is presented below.

**Table No. 1**  
**Students' Proficiency in the Perception of Diphthongs**

S.N.	Variables(Diphthongs)	No. of correct response	Percentage
1	/ /	603	71.78
2	/ e /	555	66.60
3	/ /	666	79.92
4	/ i/	634	76.08
5	/ i/	708	84.96
6	/ i/	772	92.64
7	/ /	630	75.60
8	/a /	718	86.16
Total		5286	78.66

The above table shows the students' proficiency in the perception of diphthongs. The over all proficiency of all the students in the perception of diphthongs was found good. The students were asked 1120 words which contained different diphthongs and they had to respond to listening to the cassette player. According to the table, the students have excellent perceptive ability in the words which contained diphthongs/ i/, / i/, and /a / and they have good perceptive ability in the words which contained diphthongs / i /, / /, / / and / /.

### **3.2.1 Students' Proficiency in the Perception of Diphthongs in the Task 'Listens and Tick'**

The researcher conducted the test. Students were asked to listen to the recorded voice. They had to choose correct words from the list given to them. Each diphthong was contained in five different words which was multiplied by total number of students i.e. 84. Hence the total number of responses was 420.

**Table No. 2**

**Students' Proficiency in the Perception of Diphthongs**

S.N.	Variable(diphthongs)	No of correct responses	Percentage
1	/ /	373	88.80
2	/ e /	298	70.92
3	/ /	361	85.95
4	/ i/	340	80.95
5	/ i/	358	85.23
6	/ i/	400	95.23
7	/ /	313	74.52
8	/a /	381	90.71
Total		2824	84.03

The table shows the listening ability of the students. The words, which contained different diphthongs, were asked to the students. Students had to tick the correct answer by listening to the words. The average percent of the student's proficiency in the perception of the words, which contained diphthongs, was 84.03. The students were found to have excellent ability in the perception of diphthongs in the task 'listen and tick'.

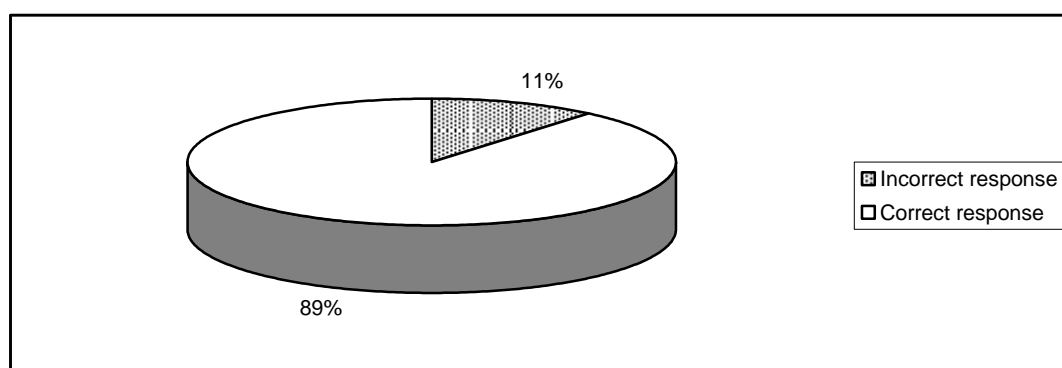
Item wise students' proficiency in the perception of diphthongs are presented below:

**3.2.1.1. Students' Proficiency in the Perception of Diphthong / /**

Students' proficiency in the perception of the item / / is presented below.

**Figure No.1**

**Proficiency in the Perception of Diphthong / /**

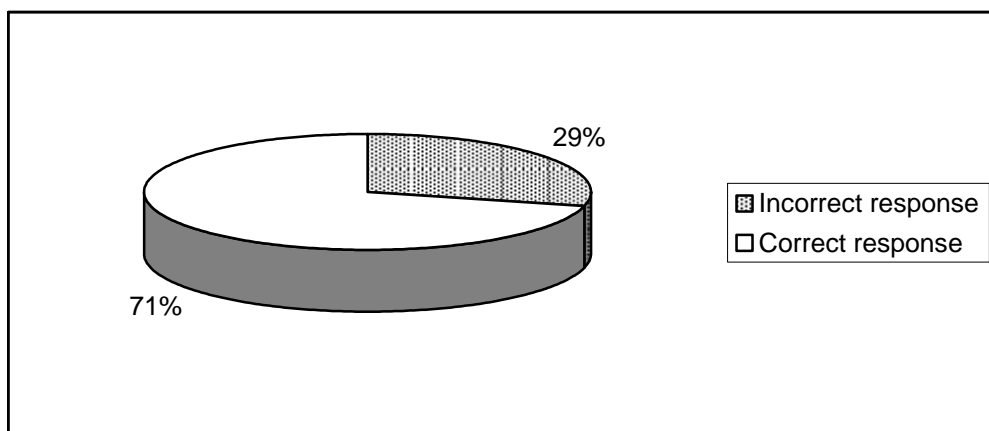


The above pie- chart shows the proficiency of students in perceiving the diphthong / / . Eighty nine percent of the words containing / / was perceived correctly whereas eleven percent of the words was not perceived correctly. This indicates that the students were found to be excellent in the perception of the diphthong / / .

### 3.2.1.2. Students' Proficiency in the Perception of Diphthong /e /

Students' proficiency in the perception of the item / e / is presented below.

**Figure No.2**  
**Proficiency in the Perception of Diphthong /e /**

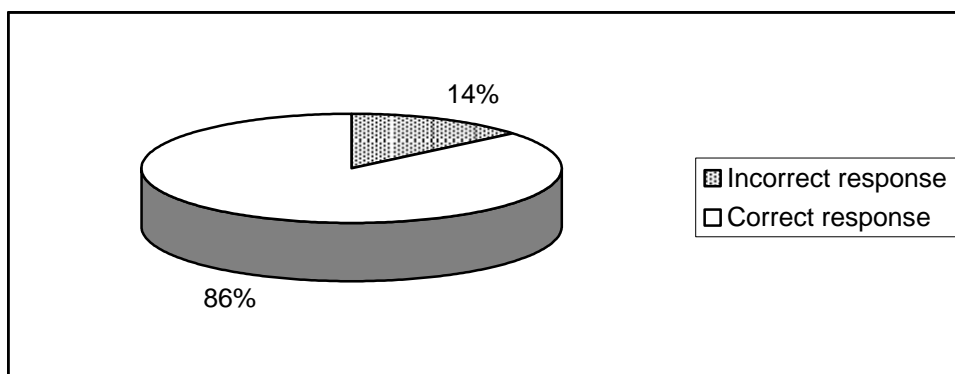


The above pie- chart shows that out of 420 words 298 were perceived correctly i.e. students perceived 71 percent of words correctly whereas 29 percent of words was not perceived correctly. This shows that the students were good at perceiving the diphthong / e / .

### 3.2.1.3. Students' Proficiency in the Perception of Diphthong of / /

Students' proficiency in the perception of the item / / is presented below:

**Figure No.3**  
**Proficiency in the Perception of Diphthong / /**

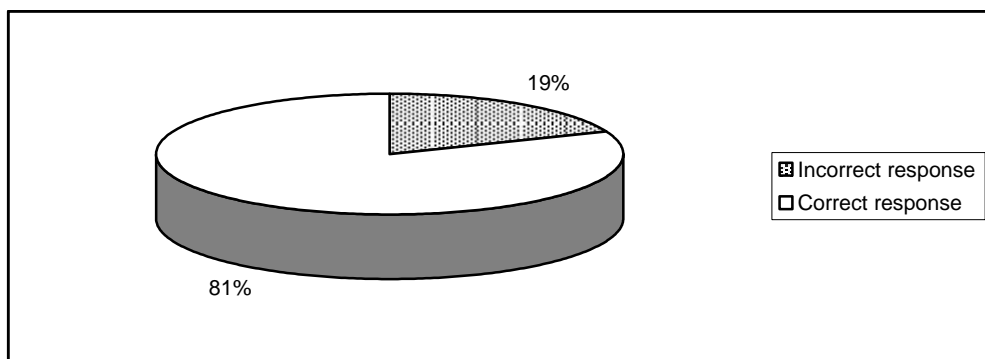


The above pie- chart shows the proficiency of students in perceiving the diphthong / / . Eighty six percent of the words containing / / was perceived correctly whereas fourteen percent of the words was not perceived correctly. This indicates that the students were excellent in the perception of the diphthong / / .

#### 3.2.1.4. Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i / is presented below:

**Figure No.4**  
**Proficiency in the Perception of Diphthong / i/**

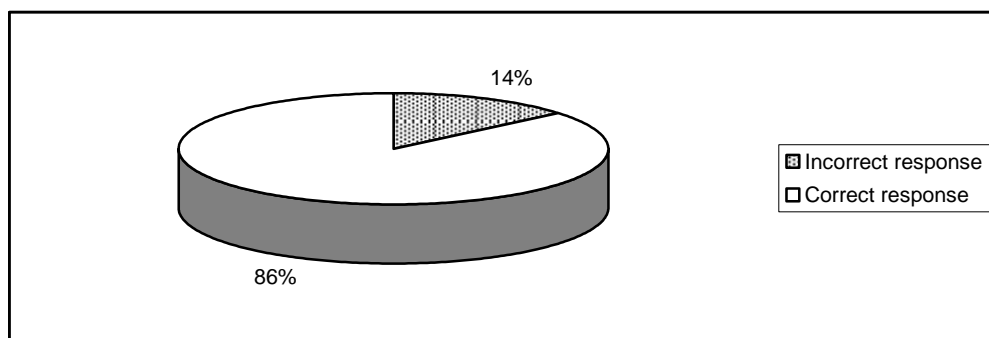


The above pie- chart shows the proficiency of students in perceiving the diphthong / i/. Eighty one percent of the words containing / i/ was perceived correctly whereas nineteen percent of the words was not perceived correctly. This indicates that the students were found to be excellent in the perception of the diphthong / i/.

#### 3.2.1.5. Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i / is presented below:

**Figure No.5**  
**Proficiency in the Perception of Diphthong / i/**



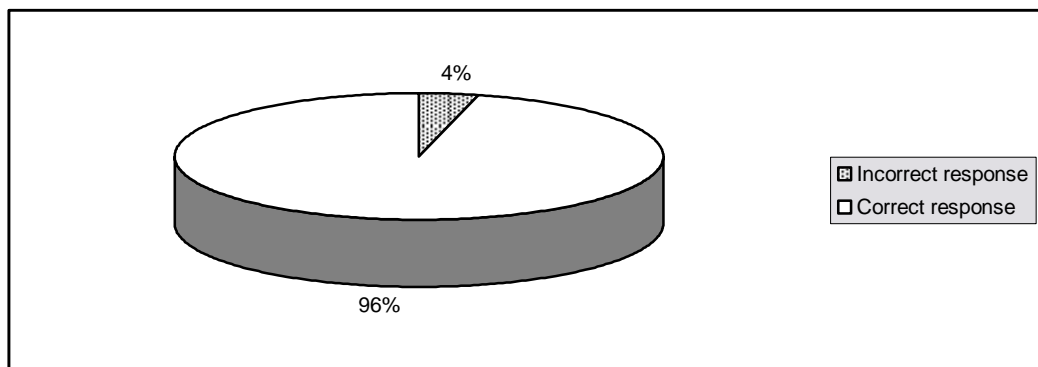
The above pie- chart shows that out of 420 words 358 were perceived correctly i.e. students perceived 86 percent of words correctly and 14 percent of words was not perceived correctly. This shows that the students were found to be excellent in the perception of the diphthong / i/.

### 3.2.1.6. Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i / is presented below:

**Figure No.6**

**Proficiency in the Perception of Diphthong / i/**



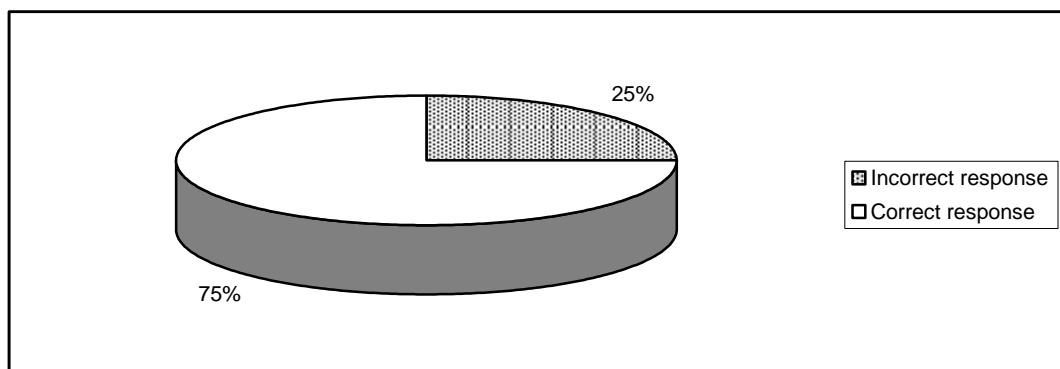
The above pie- chart shows the proficiency of students in perceiving the diphthong / i/. Ninety six percent of the words containing / i/ was perceived correctly whereas four percent of the words was not perceived correctly. This indicates that the students were found to be excellent in the perception of the diphthong / i/.

### 3.2.1.7. Students' Proficiency in the Perception of Diphthong / /

Students' proficiency in the perception of the item / / is presented below:

**Figure No.7**

**Proficiency in the Perception of Diphthong / /**





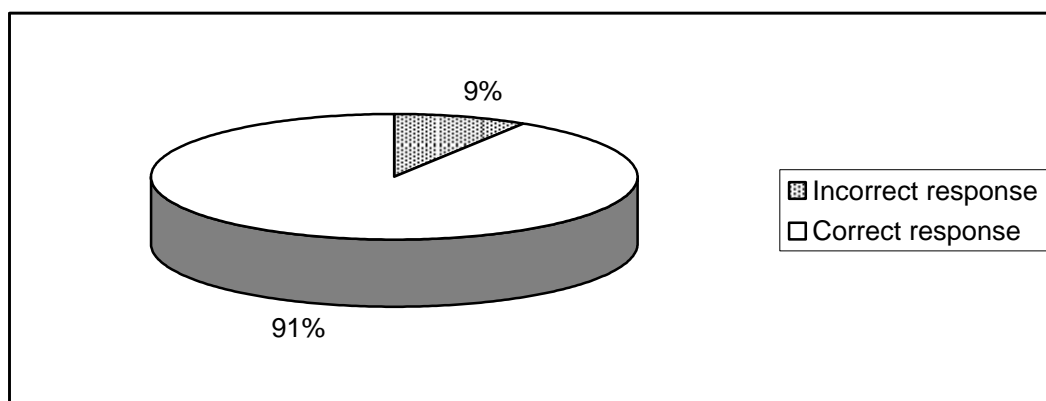
The above pie- chart shows the proficiency of students in perceiving the diphthong / / . Seventy five percent of the words containing / / was perceived correctly whereas twenty five percent of the words was not perceived correctly. This indicates that the students were good in the perception of the diphthong / / .

### 3.2.1.8. Students' Proficiency in the Perception of Diphthong /a /

Students' proficiency in the perception of the item / a / is presented below:

**Figure No.8**

**Proficiency in the Perception of Diphthong /a /**



The above pie- chart shows the proficiency of students in perceiving the diphthong /a / . Ninety one percent of the words containing /a / was perceived correctly whereas nine percent of the words was not perceived correctly. This indicates that the students were found to be excellent in the perception of the diphthong /a / .

### 3.2.2. Students' Proficiency in the Perception of Diphthongs in the Task 'Listen and Write'

Students were asked to listen to the cassette player and the words. The following table shows the proficiency of the different diphthongs.

**Table No.3**  
**Proficiency in the Perception of Diphthongs**

S.N.	Variable(diphthongs)	No of correct responses	Percentage
1	/ /	230	54.76
2`	/ e /	257	61.19
3	/ /	305	72.61
4	/ i/	294	70.00
5	/ i/	350	83.33
6	/ i/	372	88.57
7	/ /	317	75.47
8	/a /	337	80.23
	Average	2462	73.27

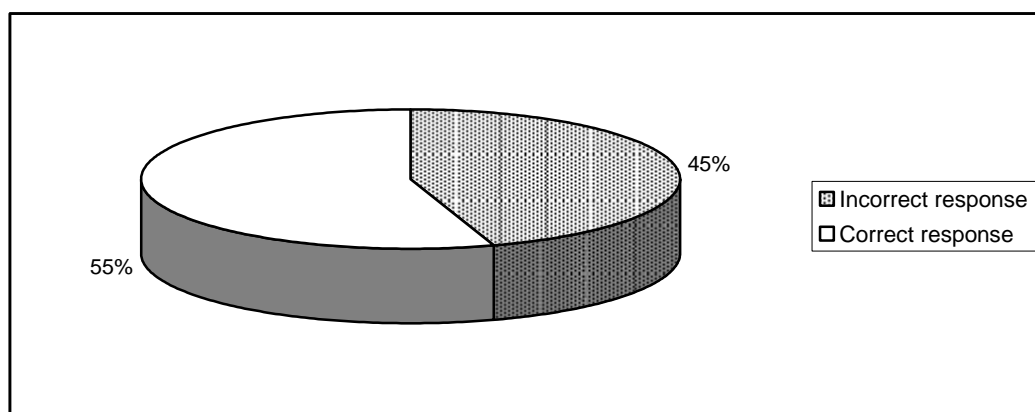
The table shows the listening ability of the students. The words, containing diphthongs were played and the students had to write the words by listening to them. The students were found excellent in the perception of the diphthongs i.e. / i/, / i/ and /a / and they were found good in the diphthongs i. e. / /, / e /, / /, / i/ and / / . Comparatively the students were found weaker in the perception of diphthongs in the task 'listen and write' than the perception of diphthongs in the task 'listen and tick'.

Item wise students' proficiency in the perception of diphthongs are presented below:

### 3.2.2.1. Students' Proficiency in the Perception of Diphthong / /

Students' proficiency in the perception of the item / / is presented below:

**Figure No.9**  
**Proficiency in the Perception of Diphthong / /**

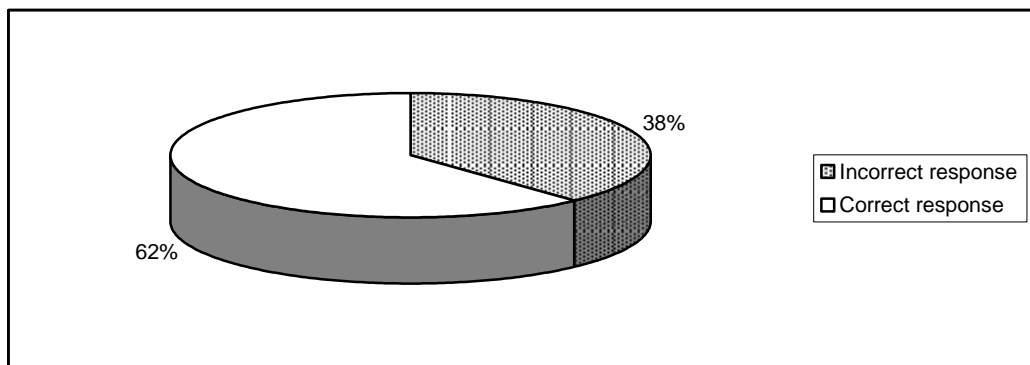


The above pie- chart shows the proficiency of students in perceiving the diphthong / / . Fifty-five percent of the words containing / / was perceived correctly whereas forty- five percent of the words was not perceived correctly. This indicates that the students were found to be average in the perception of the diphthong / / .

### 3.2.2.2. Students' Proficiency in the Perception of Diphthong / e /

Students' proficiency in the perception of the item / e / is presented below:

**Figure No.10**  
**Proficiency in the Perception of Diphthong / e /**

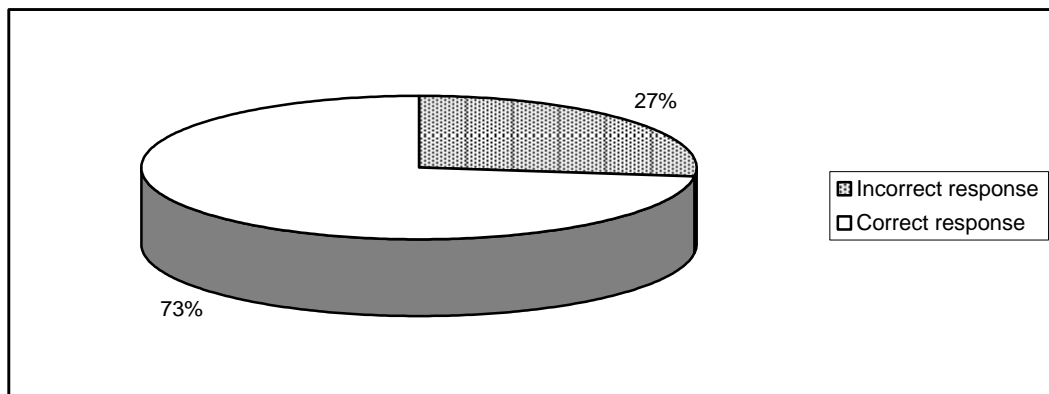


The above pie- chart shows the proficiency of students in perceiving the diphthong /e / . Sixty two percent of the words containing /e / was perceived correctly whereas thirty eight percent of the words was not perceived correctly. This indicates that the students were found to be average in the perception of the diphthong / e / .

### 3.2.2.3 Students' Proficiency in the Perception of Diphthong / /

Students' proficiency in the perception of the item / / is presented below:

**Figure No.11**  
**Proficiency in the Perception of Diphthong / /**



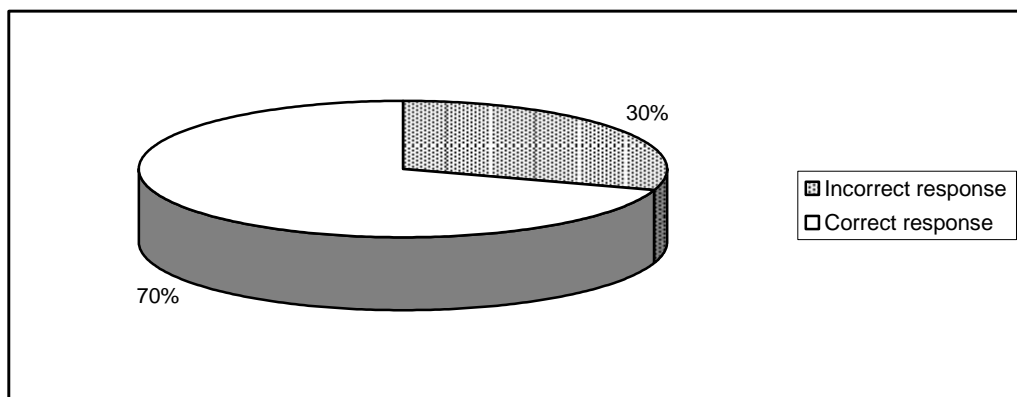
The above pie- chart shows the proficiency of students in perceiving the diphthong / / . Seventy three percent of the words containing / / was perceived correctly whereas twenty-seven percent of the words was not perceived correctly. This indicates that the students were good in the perception of the diphthong / / .

### 3.2.2.4 Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i/ is presented below:

**Figure No.12**

**Proficiency in the Perception of Diphthong / i/**



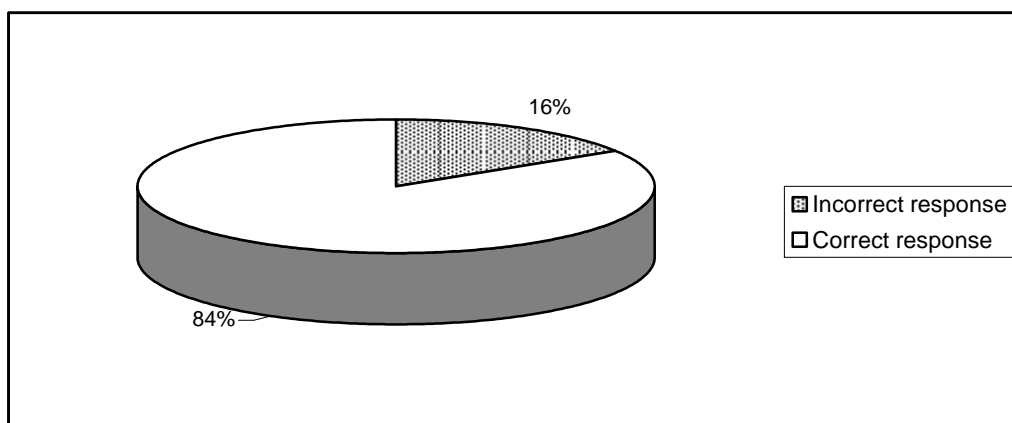
The above pie- chart shows the proficiency of students in perceiving the diphthong / i/. Seventy percent of the words containing / i/ was perceived correctly whereas thirty percent of the words was not perceived correctly. This indicates that the students were found to be good in the perception of the diphthong / i/.

### 3.2.2.5 Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i/ is presented below:

**Figure No.13**

**Proficiency in the Perception of Diphthong / i/**



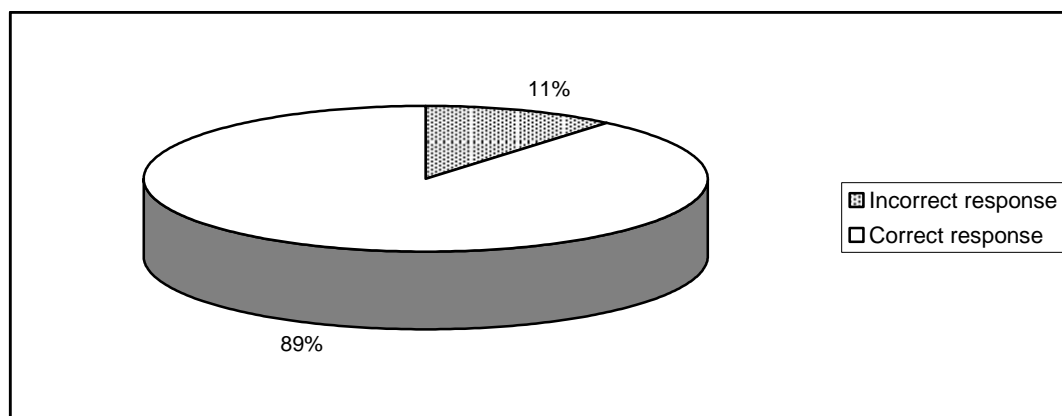
The above pie- chart shows the proficiency of students in perceiving the diphthong / i/. Eighty four percent of the words containing / i/ was perceived correctly whereas sixteen percent of the words was not perceived correctly. This indicates that the students were found to be good in the perception of the diphthong / i/.

### 3.2.2.6 Students' Proficiency in the Perception of Diphthong / i/

Students' proficiency in the perception of the item / i/ is presented below:

**Figure No.14**

**Proficiency in the Perception of Diphthong / i/**



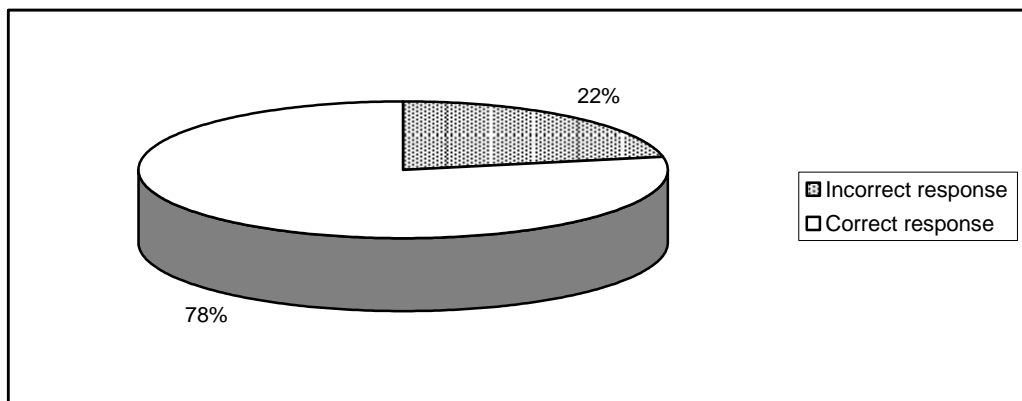
The above pie- chart shows the proficiency of students in perceiving the diphthong / i/. Eighty nine percent of the words containing / i/ was perceived correctly whereas eleven percent of the words was not perceived correctly. This indicates that the students were found excellent in the perception of the diphthong / i/.

### 3.2.2.7. Students' Proficiency in the Perception of Diphthong / /

Students' proficiency in the perception of the item / / is presented below:

**Figure No.15**

**Proficiency in the Perception of Diphthong / /.**

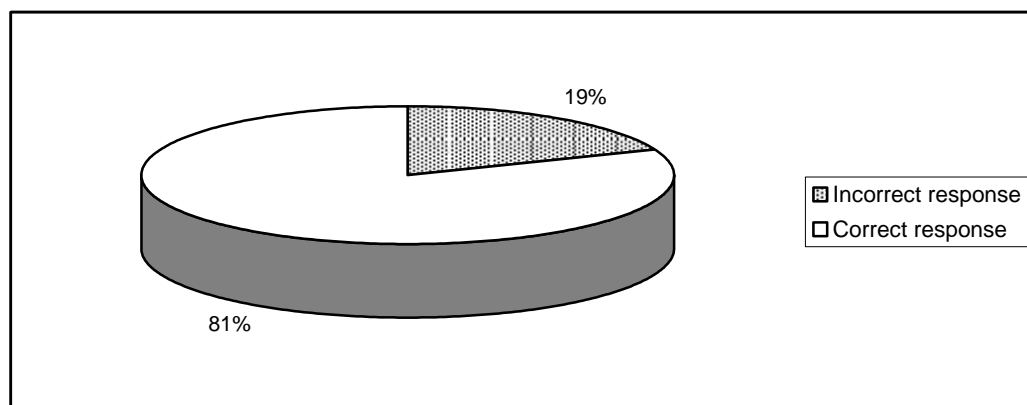


The above pie- chart shows the proficiency of students in perceiving the diphthong / /. Seventy-eight percent of the words containing / / was perceived correctly whereas twenty two percent of the words was not perceived correctly. This indicates that the students were found to be good in the perception of the diphthong / /.

### 3.2.2.8. Students' Proficiency in the Perception of Diphthong /a /

Students' proficiency in the perception of the item /a / is presented below:

**Figure No.16**  
**Proficiency in the Perception of Diphthong /a /**



The above pie- chart shows the proficiency of students in perceiving the diphthong /a /. Eighty one percent of the words containing /a / was perceived correctly whereas nineteen percent of the words was not perceived correctly. This indicates that the students were found to be excellent in the perception of the diphthong /a .

### 3.3. Proficiency in Production of Diphthongs

Students were asked to read out words taken from the Roach's book which contained diphthongs and recorded and transcribed with the help of Oxford Learner's Dictionary, the following table shows proficiency in the production of diphthongs.

**Table No.4**  
**Proficiency in Production of Diphthongs**

S.N.	Variable(diphthongs)	No of correct responses	Percentage
1	/ /	317	75.48
2	/ e /	251	59.77
3	/ /	97	23.10
4	/ i/	177	42.14
5	/ i/	383	91.19
6	/ i/	407	96.90
7	/ /	84	20.00
8	/a /	375	89.28
	Total	2091	63.35

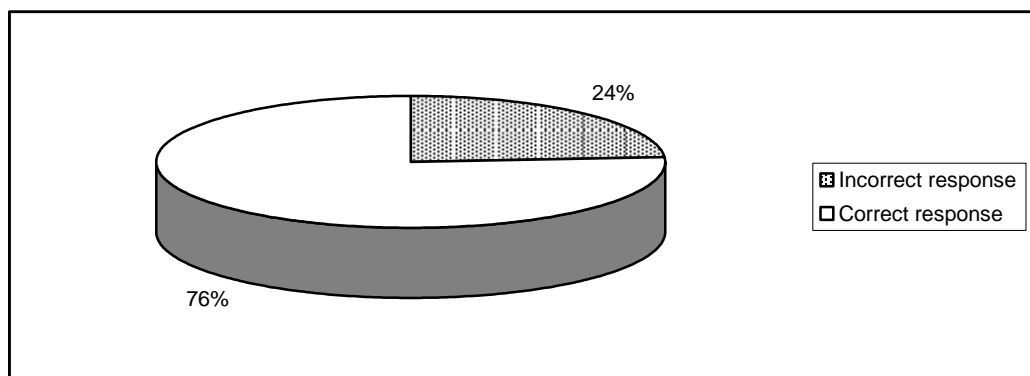
The above table shows that the proficiency in the production of the diphthongs. On the whole, the students were found good in the production of the diphthongs. Some diphthongs were pronounced easily and some were pronounced with difficulty. The students were found excellent in the production of the three diphthongs i.e. / i/ / i/ and /a /, good in the production of / /, average in the production of / e / and / i/ and poor in the production of / / and /a /. The students were found good in the production of the diphthongs.

Item wise students' proficiency in the production of the diphthongs are presented below:

### 3.3.1. Students' Proficiency in the Production of / /

Students' proficiency in the production of the item / / is presented below:

**Figure No.17**  
**Proficiency in the Production of / /**



The above pie- chart shows the proficiency in the production of the diphthongs / /. Seventy six percent of the words containing / / was produced correctly whereas twenty-four percent of the words was not produced correctly. This indicates that the students were found to be good in the production of the diphthong / /.

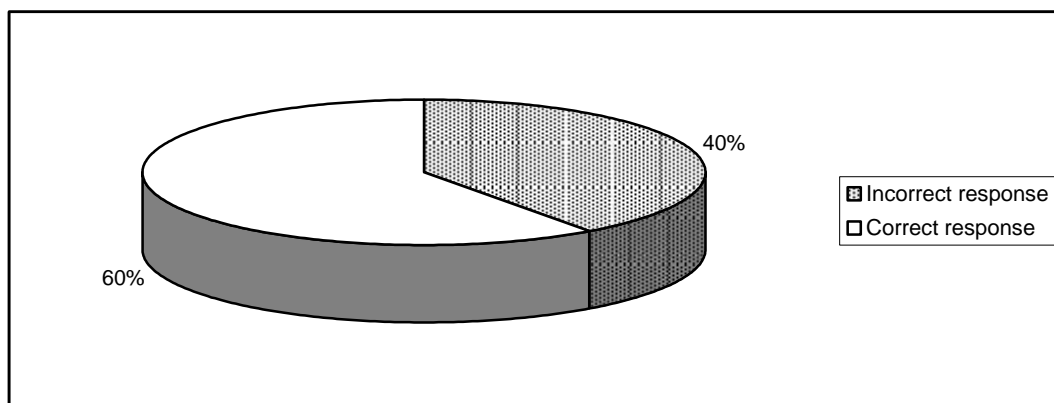


### 3.3.2. Students' Proficiency in the Production of / e /

Students' proficiency in the production of the item / e / is presented below:

**Figure No.18**

**Proficiency in the Production of / e /**



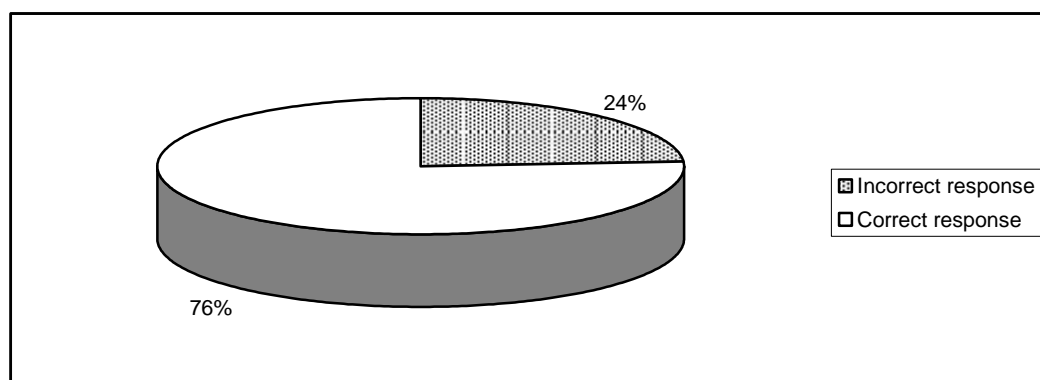
The above pie- chart shows the proficiency in the production of the diphthong /e /. Sixty percent of the words containing /e / was produced correctly whereas forty-percent of the words was not produced correctly. This indicates that the students were found to be good in the production of the diphthong / e /.

### 3.3.3. Students' Proficiency in the Production of / /

Students' proficiency in the production of the item / / is presented below:

**Figure No.19**

**Proficiency in the Production of / /**



The above pie- chart shows the proficiency in the production of the diphthong / /. Seventy six percent of the words containing / / was produced correctly whereas

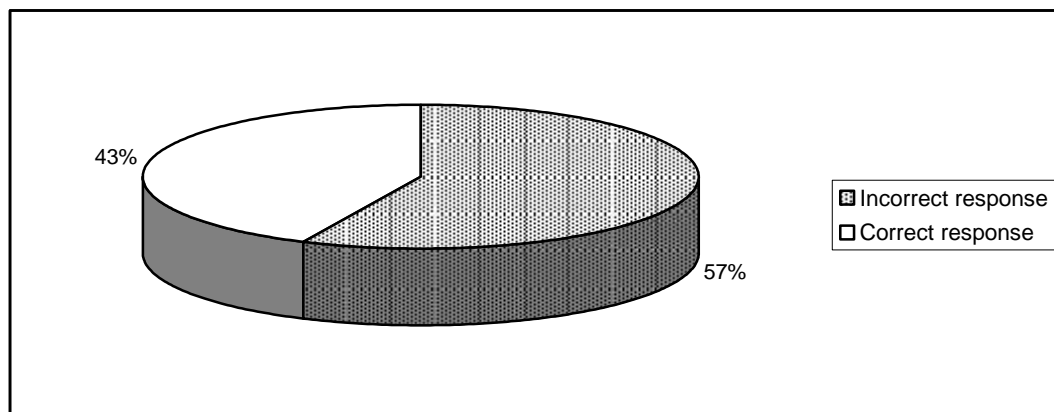
twenty-four percent of the words was not produced correctly. This indicates that the students were good in the production of the diphthong / /.

### 3.3.4. Students' Proficiency in the Production of / i/

Students' proficiency in the production of the item / i/ is presented below:

**Figure No.20**

**Proficiency in the Production of / i/**



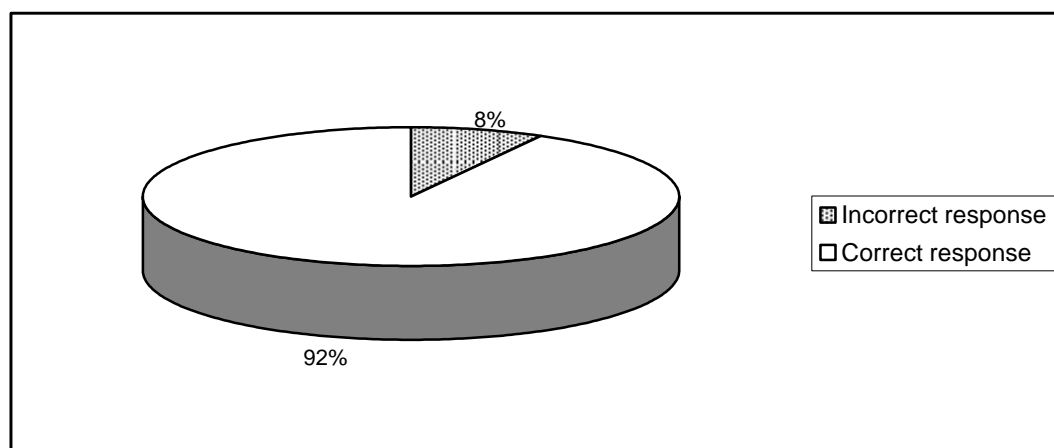
The above pie- chart shows the proficiency in the production of the diphthong / i/. Forty three percent of the words containing / i/ was produced correctly whereas forty-seven percent of the words was not produced correctly. This indicates that the students were average in production of the diphthong / i/.

### 3.3.5. Students' Proficiency in the Production of / i/

Students' proficiency in the production of the item / i/ is presented below:

**Figure No.21**

**Proficiency in the Production of / i/**

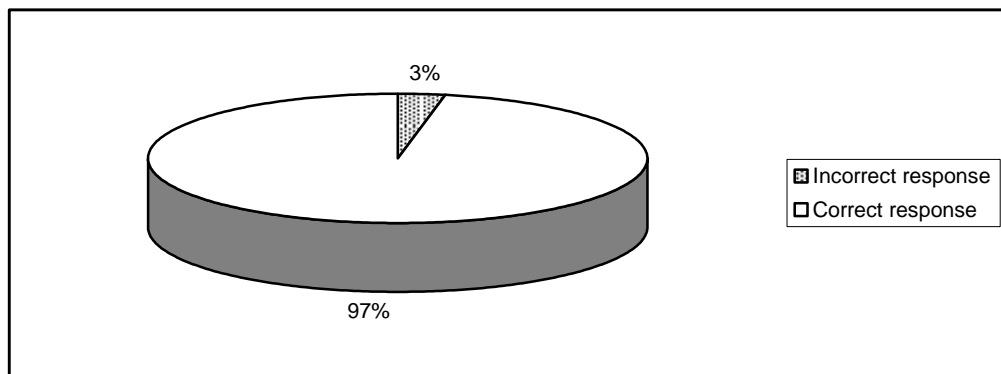


The above pie- chart shows the proficiency in the production of the diphthong / i/. Ninety two percent of the words containing / i/ was produced correctly whereas eight percent of the words was not produced correctly. This indicates that the students were found to be excellent in production of the diphthong / i/.

### 3.3.6. Students' Proficiency in the Production of / i/

Students' proficiency in the production of the item / i/ is presented below:

**Figure No.22**  
**Proficiency in the Production of / i/**

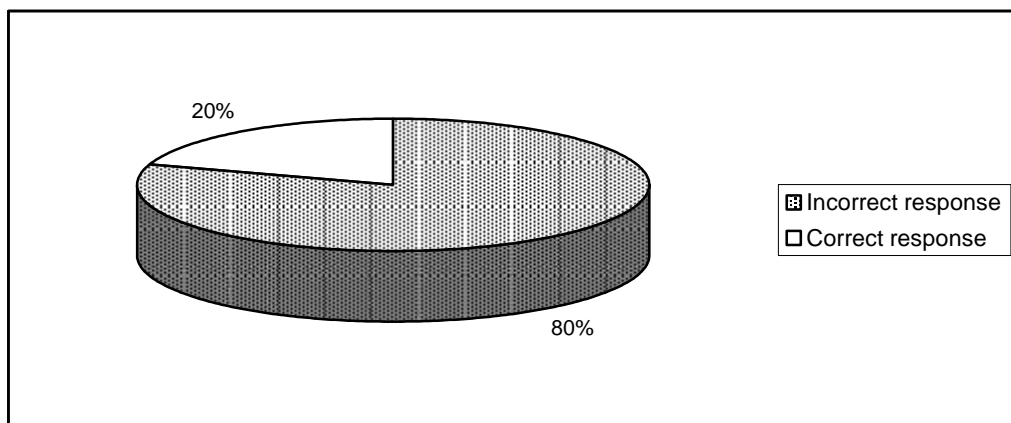


The above pie- chart shows the proficiency in the production of the diphthong / i/. Ninety seven percent of the words containing / i/ was produced correctly whereas three percent of the words was not produced correctly. This indicates that the students were in the production of the diphthong / i/.

### 3.3.7. Students' Proficiency in the Production of / /

Students' proficiency in the production of the item / / is presented below:

**Figure No.23**  
**Proficiency in the Production of / /**



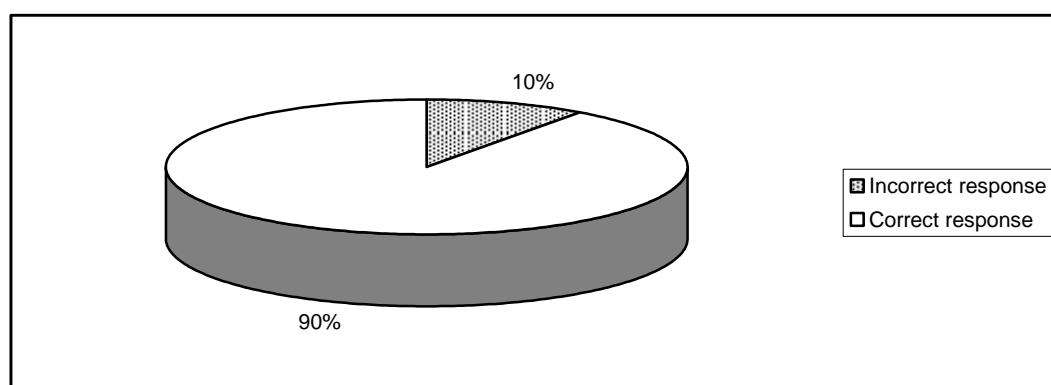
The above pie- chart shows the proficiency in the production of the diphthong / / . Twenty percent of the words containing / / was produced correctly whereas eighty percent of the words was not produced correctly. This indicates that the students were poor in the production of the diphthong / / .

### 3.3.8. Students' Proficiency in the Production of /a /

Students' proficiency in the production of the item /a / is presented below:

**Figure No.24**

**Proficiency in the Production of /a /**



The above pie- chart shows the proficiency in the production of the diphthong /a /. Ninety percent of the words containing /a / was produced correctly whereas ten percent of the words was not produced correctly. This indicates that the students were found to be excellent in the production of the diphthong /a / .

### 3.4 School wise Proficiency in the Perception of Diphthongs

Six school's proficiency in the perception of the diphthongs is presented below:

**Table No.5**

**School wise Proficiency in the Perception of Diphthongs**

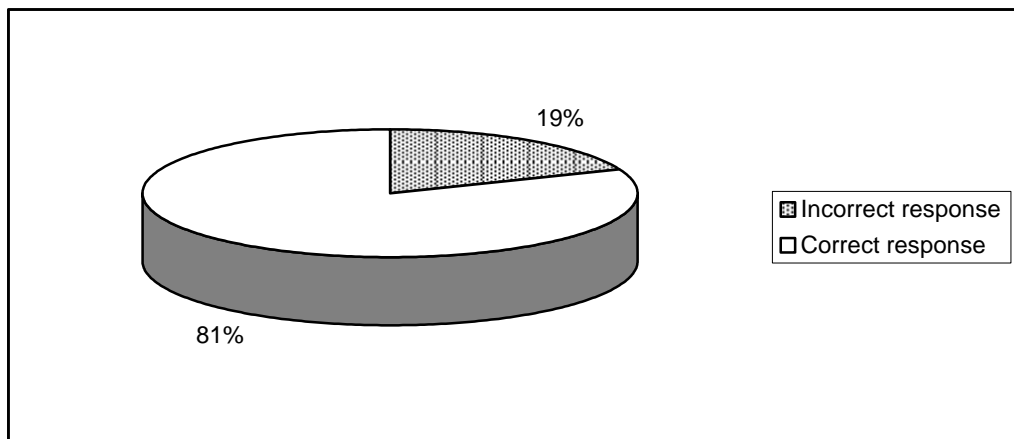
S.N.	School's name	No. of correct response	Percentage
1	AIA	902	80.28
2	GNEBS	896	79.74
3	BBS	901	80.19
4	PA	835	74.31
5	ISEBS	921	81.96
6	CEBS	864	76.15
	All	5319	79.15

The above table shows that the school wise students' proficiency of the perception of diphthongs. The students of ISEBS did the best and the students of PA did the worst in the perception of diphthongs. The three schools were excellent in the perception of diphthongs i.e. Awareness international Academy, Birat Boarding School and Innovative secondary English Boarding School whereas others i.e. Gyan Niketan English boarding school, Pacific academy and Chadian English boarding school were good in the perception of diphthongs.

### 3.4.1 Awareness International Academy

The proficiency in the perception of the diphthongs by the students of AIA is presented below:

**Figure No.25**  
**Awareness International Academy**

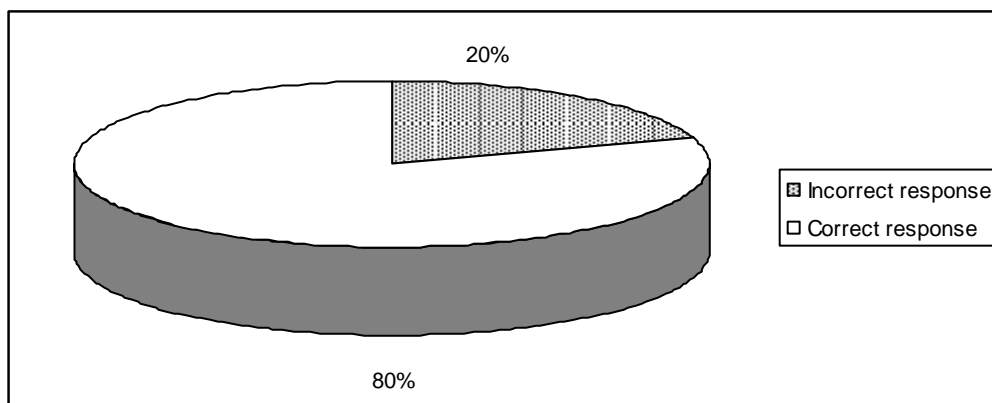


The pie-chart indicates the perceiving ability of the students of the school AIA. Out of the 1120 words, they perceived 902 words correctly i.e. 81 percent of the words containing diphthongs was perceived correctly whereas 19 percent of the words containing diphthongs was not perceived correctly. The students of AIA were found to be excellent in the perception of diphthongs.

### 3.4.2. Gyan Niketan Secondary English Boarding School

The proficiency in the perception of the diphthongs of the students of GNSEBS is presented below:

**Figure No.26**  
**Gyan Niketan Secondary English Boarding School**

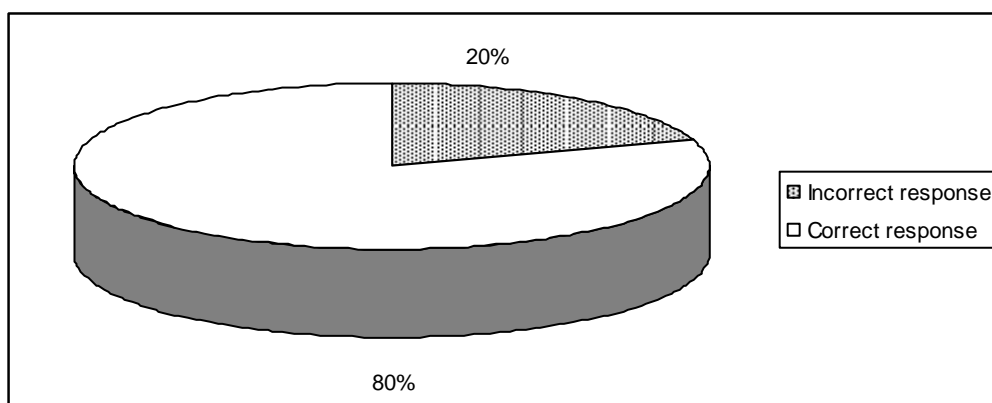


The pie chart shows that the perceiving ability of the students of GNSEBS. Eighty percent of the words containing diphthongs was perceived correctly whereas twenty percent of the words was not perceived correctly. The students of GNSEBS were found to be excellent in the perception of diphthongs.

### 3.4.3 Birat Boarding School

The proficiency in the perception of the diphthongs by the students of BBS is presented below:

**Figure No.27**  
**Birat Boarding School**

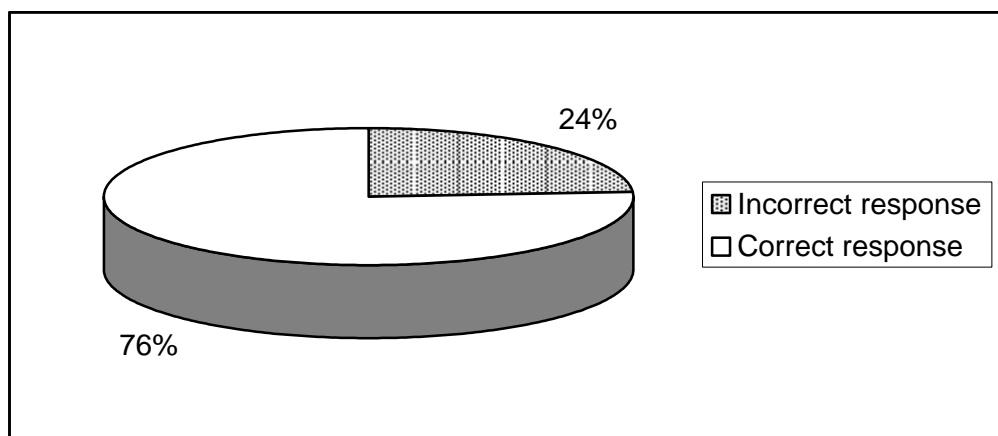


The above pie-chart shows that out of the 1120 words, 901 containing diphthongs were perceived by the students of BBS school i.e. 80 percent. The perceiving ability of the students was found to be excellent.

### 3.4.4 Pacific Academy

The proficiency in the perception of the diphthongs by the students of PA is presented below:

**Figure No.28**  
**Pacific Academy**

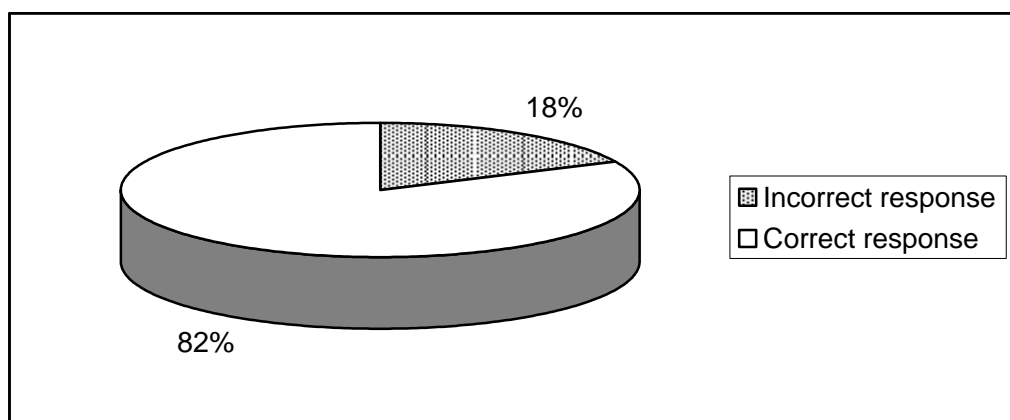


The above pie-chart shows that the perceiving ability of the students of the PA. The perceiving ability of the students was found to be good. Seventy six percent of the words containing diphthongs was perceived correctly where as twenty four percent of the words was not perceived correctly.

### 3.4.5 Innovative Secondary English Boarding School

The proficiency in the perception of the diphthongs by the students of ISEBS is presented below:

**Figure No.29**  
**Innovative Secondary English Boarding School**

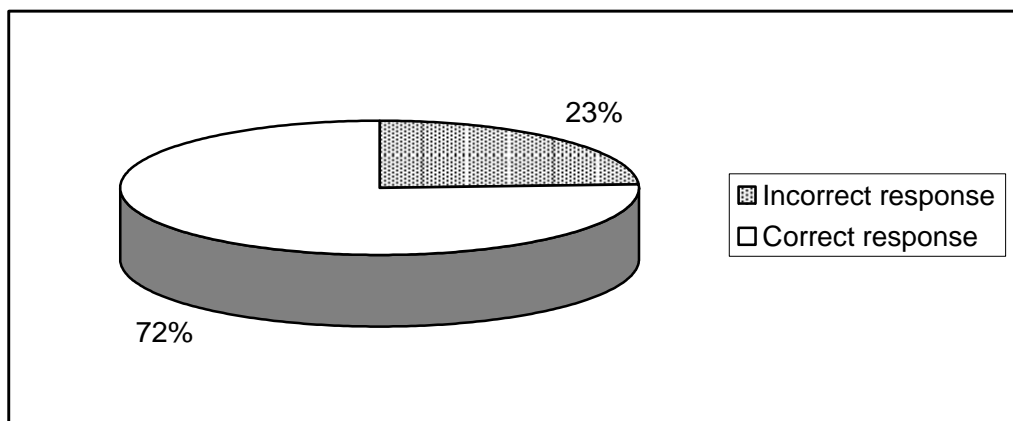


The above pie-chart shows that the perceiving ability in the perception of diphthongs of the school ISEBS. The perceiving ability of the students was found to be excellent. Out of the 1120 words, 921 containing diphthongs were perceived correctly by the students of the school ISEBS i.e. 82 percent.

### 3.4.6. Chandani Secondary English Barding School

The proficiency in the perception of the diphthongs by the students of CSEBS is presented below:

**Figure No.30**  
**Chandani Secondary English Boarding School**



The above pie-chart shows that the perceiving ability of diphthongs by the students of CSEBS. Seventy two percent of the words containing diphthongs was perceived correctly by the students whereas twenty three percent of the words was not perceived correctly. The students of CSEBS were found good in perceiving diphthongs.



### 3.5 School wise Proficiency in the Production of the Diphthongs

All the schools proficiency in the production of the diphthongs is presented below:

**Table No. 6**

#### **School wise Proficiency in the Production of the Diphthongs**

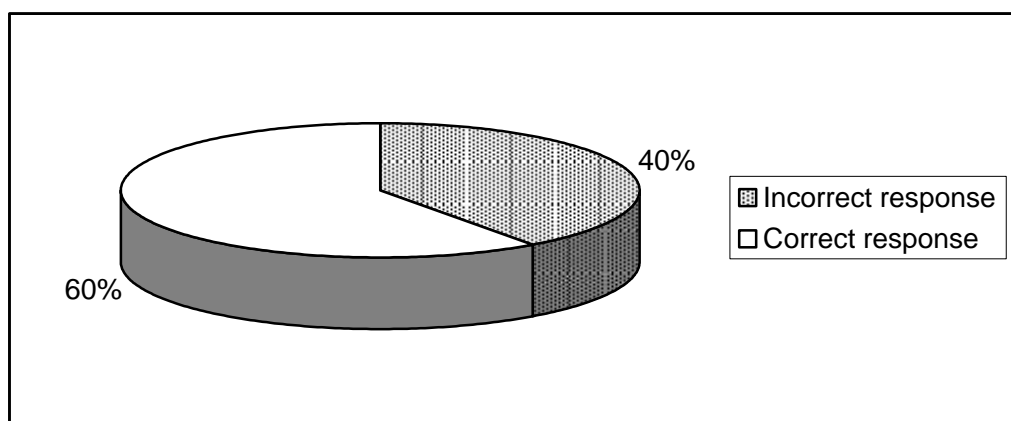
S.N	School's name	No. of correct response	Percentage
1.	AIA	335	59.82
2	GNEBS	340	60.52
3	BBS	346	61.58
4	PA	369	65.68
5	ISEBS	343	61.05
6	CEBS	286	50.90
Total		2017	60.02

The above table gives the students' proficiency in the production of diphthongs. The students of PA did the best and the students of CEBS did the worst in the production of diphthongs. The students of four schools i.e. GNEBS, BBS, PA, ISEBS were found to be good in the production of the words which contained diphthongs whereas students of two schools i.e. AIA and CEBS were found to be average in the production of those words which contained diphthongs. Comparatively the students were found weaker in the production of diphthongs than perception.

### 3.5.1 Awareness International Academy

The proficiency in the production of the diphthongs by the students of AIA is presented below:

**Figure No.31**  
**Awareness International Academy**

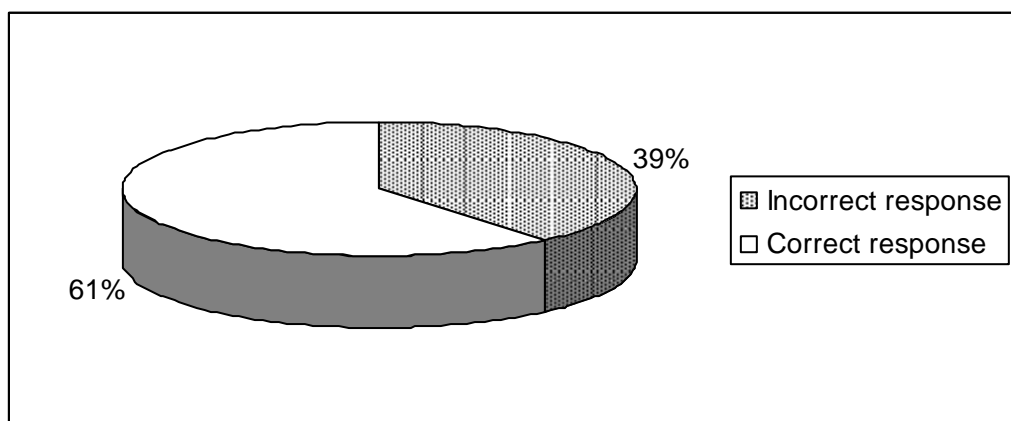


The above pie-chart shows the proficiency in the students' production of the school AIA .Out of the 560 words containing diphthongs only 335 words were produced correctly by the students of AIA i.e. 60 percent. The students of AIA were found to be good in the production of diphthongs.

### 3.5.2 Gyan Niketan Secondary English Boarding School

The proficiency in the production of the diphthongs by the students of GNSEBS is presented below:

**Figure No.32**  
**Gyan Niketan English Boarding School**

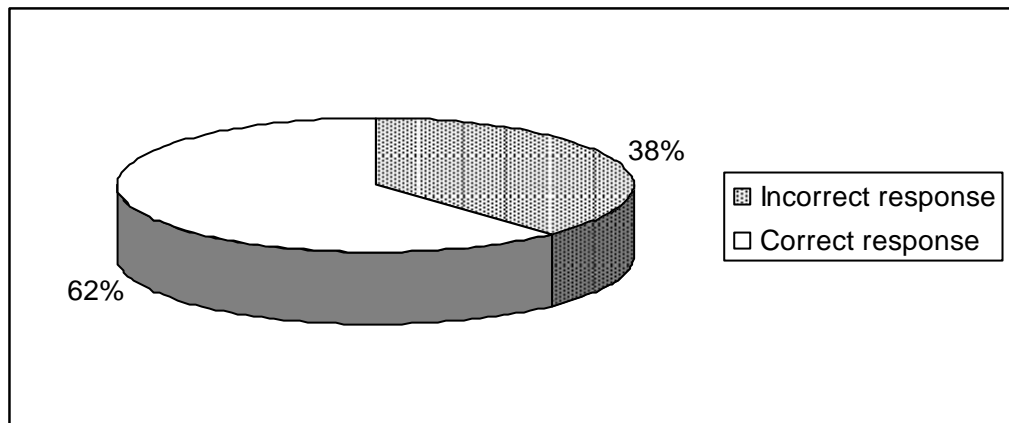


The above pie-chart shows that the proficiency in the production of the diphthongs of the school GNEBS. Six one percent of words containing diphthongs was pronounced correctly where as thirty nine percent of the words was not pronounced correctly. The students of GNEBS were found to be good in the production of diphthongs.

### 3.5.3 Birat Boarding School

The proficiency in the production of the diphthongs by the students of BBS is presented below:

**Figure No.33**  
**Birat Boarding School**

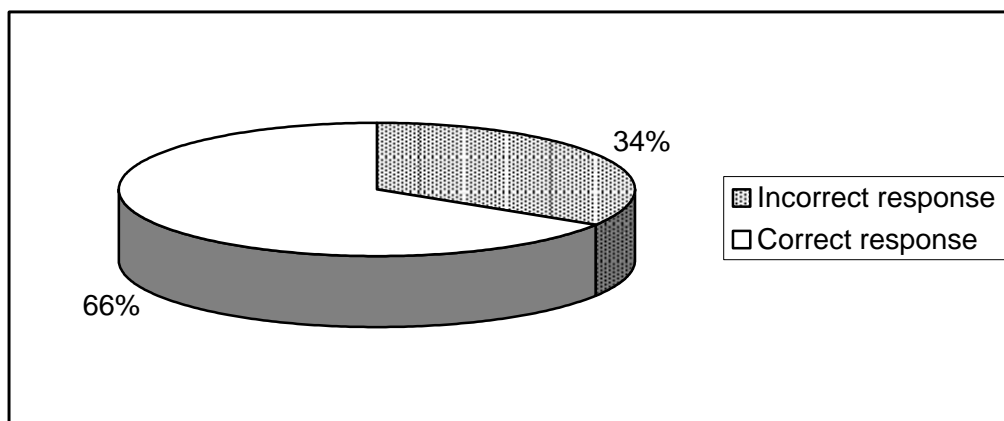


The pie-chart shows the proficiency in the students' production of diphthongs of the BBS school. Sixty two percent of the words containing diphthongs was produced correctly where as thirty eight percent the words was not pronounced correctly. It means the students of BBS were found to be good in production of diphthongs.

### 3.5.4 Pacific Academy

The proficiency in the production of the diphthongs by the students of PA is presented below:

**Figure No.34**  
**Pacific Academy**

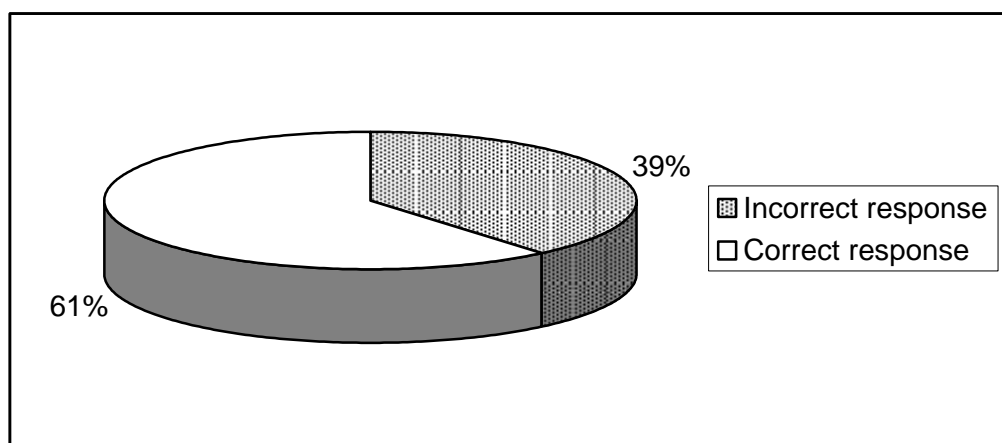


The pie-chart shows the proficiency in the production of the diphthongs of the school PA. Sixty six percent of the words containing diphthongs was pronounced correctly where as thirty four percent of the words was not pronounced correctly, The students of PA were good in the production of diphthongs.

### 3.5.5 Innovative Secondary English Boarding School

The proficiency in the production of the diphthongs by the students of ISEBS is presented below:

**Figure No.35**  
**Innovative Secondary English Boarding School**



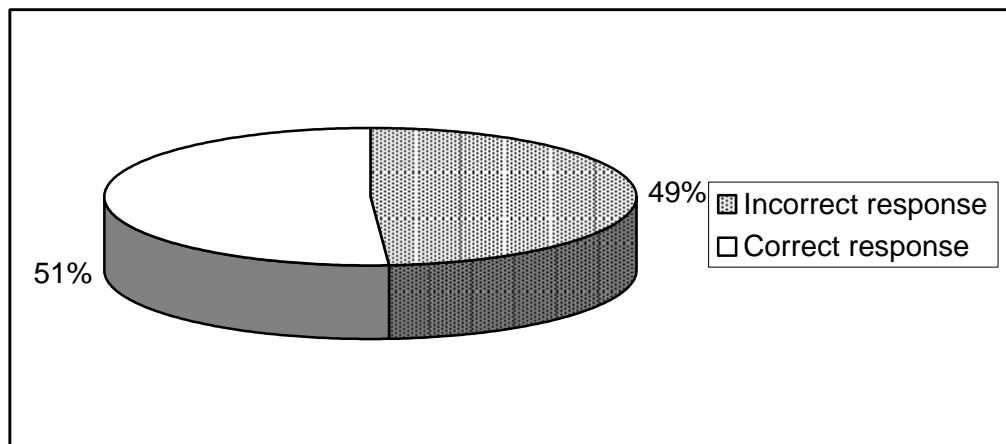
The above pie-chart shows the proficiency in the production of the diphthongs of the school ISEBS. Sixty one percent of the words containing diphthongs was pronounced correctly where as thirty one percent of the words was not pronounced correctly. The students of ISEBS were good in production of the diphthongs.

### 3.5.6 Chandani Secondary English Boarding School

The proficiency in the production of the diphthongs by the students of CSEBS is presented below:

**Figure No.36**

#### **Chandani Secondary English Boarding School**



The above pie-chart shows the proficiency in the production of the diphthongs of the school CEBS. Fifty one percent of the words containing diphthongs was produced correctly where as forty nine percent of the words was not produced correctly. The students of CSEBS were found to be average in the production of the diphthongs.

### 3.6 Gender wise Proficiency in the Perception of Diphthongs

The total boys' and girls' proficiency in the perception of diphthongs is presented below:

**Table No.7**

**Gender wise Proficiency in the Perception of Diphthongs**

S.N	Total Number	Gender	Total Response	Percentage
1	45	Boys	2806	77.94
2	39	Girls	2509	80.41
Total	84		5315	79.02

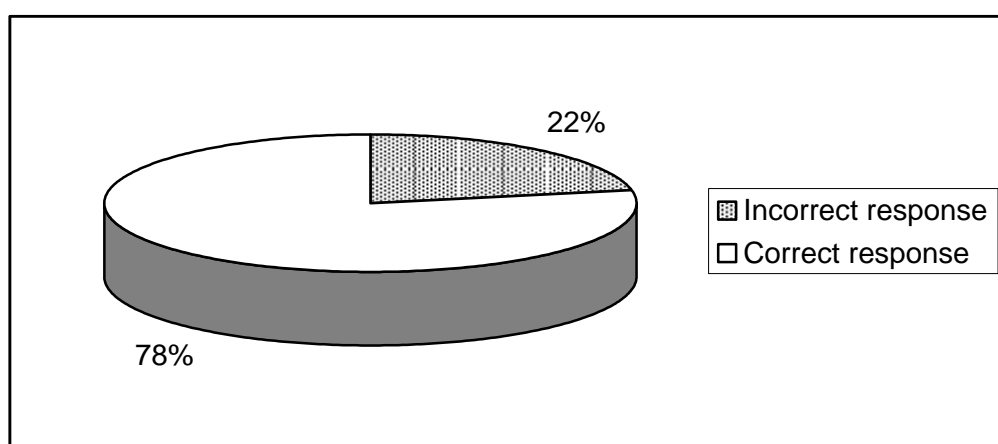
The above table shows the gender wise proficiency in the perception of diphthongs. Out of 3600 words, 2806 words containing diphthongs were perceived correctly by boys whereas out of 3120 words, 2509 were perceived by girls correctly i.e. boys perceived 77.94 percent and girls perceived 80.41 percent words correctly. While comparing boys and girls, boys were found to have good perceiving ability whereas girls were found to have excellent perceiving ability.

#### 3.6.1. Boys' Proficiency in the Perception of the Diphthongs

Boys' proficiency in the perception of the diphthongs is presented below:

**Figure No.37**

**Boys' Proficiency in the Perception of the Diphthongs**



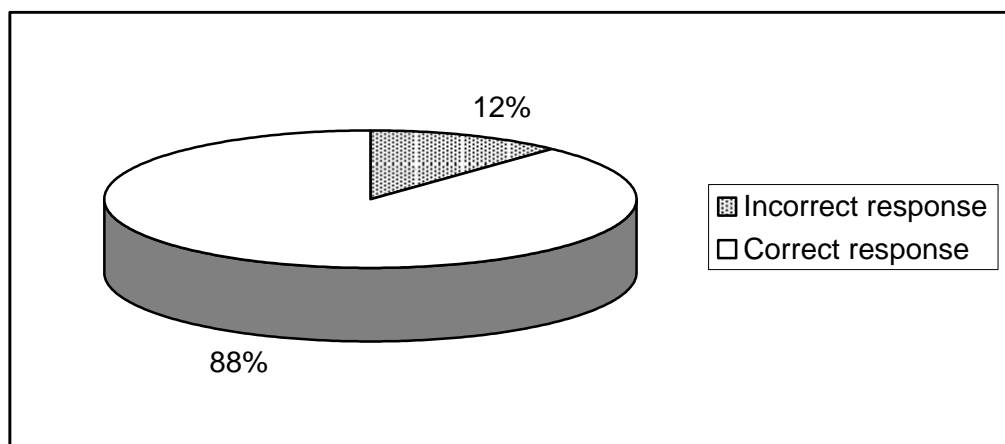
The above pie-chart shows that the boys' proficiency in the perception of diphthongs. Seventy eight percent of the words containing diphthongs was perceived correctly whereas twenty two percent of the words was not perceived correctly. The boys were found to be good in the perception of diphthongs.

### 3.6.2. Girls' Proficiency in the Perception of the Diphthongs

Girls' proficiency in the perception of the diphthongs is presented below:

**Figure No.38**

**Girls' Proficiency in the Perception of the Diphthongs**



The above pie-chart shows the girls' proficiency in the perception of diphthongs. Eighty eight percent of the words containing diphthongs was perceived correctly whereas twelve percent of the words was not perceived correctly. The girls were found to be excellent in the perception of diphthongs.

### 3.7 Gender wise Proficiency in the Production of Diphthongs

The total boys' and girls' proficiency in the production of diphthongs is presented below:

**Table No.8**  
**Gender wise Proficiency in the Production of Diphthongs**

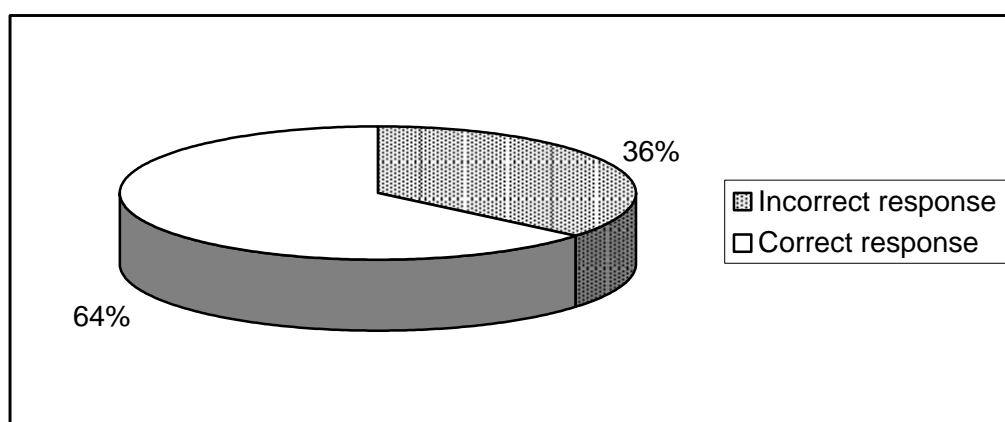
S.N	Total Number	Gender	Total Response	Percentage
1	43	Boys	11,00	63.95
2	41	Girls	1019	62.13
Total	84		2119	63.06

The above table shows the gender wise proficiency in the production of diphthongs. Out of the 1720 words 1100 were produced correctly i.e. boys produced 63.95 percent correctly whereas out of 1640 words,1019 were produced by girls correctly i.e.62.13 percent. Comparatively the girls were weaker than the boys in the production of the diphthongs.

#### 3.7.1. Boys' Proficiency in the Production of the Diphthongs

Boys' proficiency in the production of the diphthongs is presented below:

**Figure No.39**  
**Boys' Proficiency in the Production of the Diphthongs**





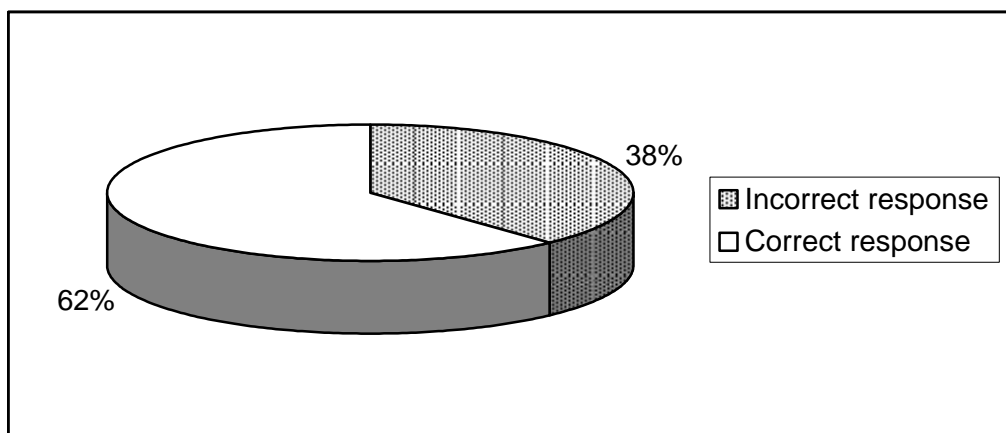
The above pie-chart shows the boys' proficiency in the production of diphthongs. Sixty four percent of the words containing diphthongs was produced correctly whereas thirty six percent of the words was not produced correctly. The boys were found to be good in the production of diphthongs.

### 3.7.2. Girls' proficiency in the production of the diphthongs

Girls' proficiency in the production of the diphthongs is presented below:

**Figure No.40**

**Girls' Proficiency in the Production of the Diphthongs**



The above pie-chart shows the girls' proficiency in the perception of diphthongs. Sixty two percent of the words containing diphthongs was produced correctly whereas thirty eight percent of the words was not produced correctly. The girls were found to be excellent in the production of diphthongs.

## **CHAPTRE FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1. Findings**

Findings based on the analysis and interpretation of the data can be stated as follows:

1. The over all proficiency of all the students in the perception of diphthongs was good.
2. The students were found to have excellent ability in the perception of diphthongs in the task 'listen and tick'.
3. Comparatively the students were better in the perception of diphthongs in the task 'listen and tick' than in the task 'listen and write'.
4. The students of ISEBS did the best and the students of PA did the worst in the perception of diphthongs.
5. The students of the three schools: AIA, BBS and ISEBS were excellent in the perception of diphthongs whereas others from the three schools i.e. GNEBS, PA and CBSS were good in the perception of diphthongs.
6. The students of PA did the best and students of CSEBS did the worst in the production of diphthongs.
7. The students of four schools: GNSEBS, BBS, PA and ISEBS were found to be good whereas students of two schools: AIA and CSEBS were found to be average in the production of diphthongs.
8. Comparatively the boys were found weaker than the girls in the perception of diphthongs.
9. Comparatively the students were found weaker in the production of diphthongs than in perception.
10. Comparatively the girls were found weaker than the boys in the production of diphthongs.

## 4.2 Recommendations

The following recommendations have been made on the basis of the findings of the research work.

1. Students should be given more practice in pronouncing the English words containing diphthongs.
2. Students should be taught pronunciation of English words.
3. Teachers should give dictation exams.
4. Teachers should give emphasis on reading task, reading drill must be done in the classroom.
5. Teachers should give more focus while teaching new words and their pronunciation.
6. The textbook should contain ample activities for the students to develop pronunciation ability.
7. Students should be given special practice in the diphthongs.
8. The students who are learning English as a foreign or second language should be given practice on the production of those sounds that do not exist in their mother tongue.
9. The students should be given more exposure to the diphthongs. Teachers should provide a good model for the students to imitate.
10. Pronunciation should be tested in the terminal examination for that some (about 10%) mark should be assigned for pronunciation.
11. Curriculum designer, text book writer and examiner should give priority to pronunciation.
12. Concerned authorities should do monitoring and evaluation regularly so that the students' proficiency level could be raised.

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## Appendices 1

### Informant wise proficiency in the perception of diphthongs.

S.N.	Total score	Percent	S.N.	Total score	Percent
1	65	81.25	43	56	70.00
2	66	82.50	44	57	71.25
3	69	86.25	45	64	80.00
4	63	78.75	46	61	76.25
5	69	86.25	47	59	73.75
6	61	76.25	48	59	73.75
7	66	82.50	49	54	67.50
8	65	81.25	50	63	78.75
9	58	72.50	51	48	60.00
10	65	81.25	52	55	68.75
11	63	78.75	53	60	75.00
12	68	85.00	54	54	67.50
13	63	78.75	55	65	81.25
14	61	76.25	56	70	87.50
15	67	83.75	57	64	80.00
16	62	77.50	58	65	81.25
17	63	78.75	59	46	57.50
18	60	75.00	60	56	70.00
19	64	80.00	61	65	81.25
20	65	81.25	62	63	78.75
21	61	76.25	63	67	83.00
22	66	82.50	64	67	83.00
23	60	75.00	65	68	85.00
24	68	85.00	66	68	85.00
25	67	83.75	67	70	87.00
26	66	82.50	68	74	92.50
27	59	73.75	69	75	93.75

28	68	85.00	70	73	91.25
29	55	68.75	71	54	67.50
30	66	82.50	72	49	61.25
31	65	81.25	73	65	81.25
32	72	90.00	74	63	78.75
33	63	78.75	75	64	80.00
34	64	80.00	76	64	80.00
35	57	71.25	77	67	83.00
36	61	76.25	78	65	81.25
37	67	83.00	79	65	81.25
38	70	87.50	80	70	87.00
39	64	80.00	81	57	71.25
40	61	76.25	82	61	76.25
41	48	60.00	83	65	81.25
42	68	85.00	84	65	81.25

## Appendices 2

### Informant wise Proficiency in the Production of Diphthongs.

S.N.	Total score	Percent	S.N.	Total score	Percent
1	28	70	43	21	52.5
2	17	42.5	44	28	70
3	22	55	45	32	80
4	29	72.5	46	22	55
5	22	55	47	19	47.5
6	26	65	48	22	55
7	26	65	49	25	62.5
8	20	50	50	27	67.5
9	20	50	51	19	47.5
10	29	72.5	52	21	52.5
11	23	57.5	53	18	45
12	20	50	54	35	87.5
13	22	55	55	35	87.5
14	31	77.5	56	19	47.5
15	23	57.5	57	28	70
16	22	55	58	23	57.5
17	19	47.5	59	23	57.5
18	30	75	60	16	40
19	29	72.5	61	20	50
20	20	50	62	21	52.5
21	21	52.5	63	18	45
22	34	85	64	18	45
23	29	72.5	65	24	60
24	18	45	66	19	47.5
25	16	40	67	16	40
26	24	60	68	22	55
27	27	67.5	69	16	40



28	28	70	70	22	55
29	22	55	71	28	70
30	29	72.5	72	23	57.5
31	29	72.5	73	23	57.5
32	32	80	74	20	50
33	25	62.5	75	18	45
34	23	57.5	76	26	65
35	34	85	77	34	85
36	24	60	78	26	65
37	30	75	79	27	67.5
38	24	60	80	18	45
39	22	55	81	29	72.5
40	23	57.5	82	32	80
41	27	67.5	83	23	57.5
42	25	62.5	84	19	47.5

### Appendices 3

The researcher played pair of words containing diphthongs (roach, 2000). Students heard the tape, distinguished the words from the pair, and ticked the correct words containing diphthongs. Following were the words:

<b>Low</b>	<b>Law</b>	<b>Airs</b>	<b>Years</b>
Late	Let	Call	Coal
White	Wait	Fail	Fell
Bye	Boy	In	Join
Know	Now	Rise	Raise
Hair	Hear	Rarely	Really
Snow	Snore	Towns	Tones
Pepper	Paper	Board	Bought
Cure	Care	Trade	Tread
Race	Race	Pore	Pure
Voice	Vice	Rarely	Really
Loud	Load	Fail	File
Hair	Beer	Host	Hoist
Bare	Beer	Doubt	Dote
Claws	Close	Steered	Stared
Snail	Sell	Tones	Tours
Like	Lake	Weary	Wary
Nose	Noise		
Found	Phoned		
Ears	Airs		
Sore	Sure		

## Appendices 4

The researcher played the type containing forty words of different diphthongs  
.Students listened the tape and they wrote the words that they have heard.

Following were the words;

pure	noise	cheer
there	cow	might
go	eight	tour
joy	mere	chair
house	sky	love
pain	doer	choice
near	cared	gout
rhyme	home	same
poor	join	fierce
scare	louse	ride
so	say	tourist
boy	feared	pair
loud	eye	coat
mate		

## Appendices 4

The researcher made a list of words containing diphthongs and asked to pronounce the words taking a pause after every word and he recorded the pronunciation of the words and transcribed the words with the help of oxford dictionary, these following words were asked.

gate	during
made	so
beer	cheer
choice	security
poke	thigh
mate	real
hair	time
avoid	though
beard	shout
photo	height
dare	buy
boils	allow
paid	aisle
moor	how
noise	fierce
doubt	found
tour	mace
fewer	pear
pair	soil
peer	coat