

CHAPTER ONE

INTRODUCTION

This is the general introduction as a whole. Under this heading, there are many sub-headings as described in the following paragraphs in detail.

1.1 General Background

Language is a medium of expression since we express our thoughts, feelings, ideas, views, emotions, desires, wants, necessities, expectations, intentions, perspectives etc, share our happiness and grief, love and hate, joy and sympathy so on and so forth. Language is not only the key to show our personality but also the mirror of mind because language that a person uses shows what goes inside his/her mind. A concrete example of this fact is shown by Rosenblatt (1981:4) in which a young man who entered a restaurant with his girl friend ordered a room instead of table. Language is mainly used for communication. Hence, communication plays very crucial role. Hockett (1958:1) defines language as, "The most valuable single possession of the human race." He further clarifies, "Everyone, in every walks of life, is concerned with language in a practical way for we make use of it in virtually everything we do. For the most part our use of language is so automatic and natural that we pay no more attention to it than we do to our breathing or to the beating of our hearts. But sometimes our attention is drawn. We are struck by the fact that others do not speak quite as we do, or we observe a child learning to talk, or we wonder whether one or another way of saying or writing something is correct."

According to Gimson (1994:3), "A language is a system of conventional signals used for communication by a whole community."

He further adds, "This pattern of convention covers a system of significant sound units (the phonemes), the inflexion and arrangement of 'words', and the association of meaning with words. An utterance, an act of speech, is a single concrete manifestation of the system at work."

English is an international language which is most widely used means of communication all over the world. It is growing as the common property of the people living in the whole world, that is to say, as a *lingua franca*, so has the universal characteristics. It is also compared as a universal passport to go and visit every part of the world. It is the most prestigious and mobile vehicle throughout the world.

English language is one of the dominant languages of the world which is spoken natively in most of the Europe, North America and Australia. As English is an international language, it is spoken all over the world. One in every seven people can speak English. It is also said that more than half of the worlds international mails are sent and received in English.

English is also the language which has the largest vocabulary. It is estimated that there are more than two millions words in English.

This language is becoming more popular among the people all over the world. Most of the books and newspaper are being published in English. Almost all international conferences and business talks are also held in English language. Even to understand and know about new scientific inventions English has become a must.

Because of its indispensability more and more people especially of younger generation are attracted towards this language. Thus, English has become an inseparable part of the life in the contemporary society.

In Nepal, the practice of learning English is not very old. Though English was taught during the Rana period when Janga Bahadur Rana

was the prime minister. The first school where English was taught was Thapathali School. But ordinary people were barred from learning English, as a second language has become widespread. Apart from the specialization, in Nepal, English is taught as a compulsory English from grade one to Bachelor's level at present.

But learning any foreign language is difficult and English is no exception. What makes English so difficult is that it makes full of contradictions. This language is completely different from Nepali language in terms of phonology, morphology, syntax and semantic levels.

Such types of difference make difficult for us to pronounce English words correctly. Our organs of speech are tuned to Nepali language. This sometime hinders the fluency of our speech while speaking a second/foreign language.

The main difficulty in speaking English language appropriately is that has less exposure of this language elsewhere at home, society and with friend because we find it inconvenient. So, we learn English in our schools and colleges as one of the course of study but it is not enough to perfect it.

1.1.1 Varieties of English Language

Regarding varieties of language, Hudson (1980: 23) points out, "If one thinks of 'language' as a phenomenon including all the languages of the world, the term VARIETY OF LANGUAGE (or just VARIETY for short) can be used to refer to different manifestation of it in just the same way as one might take 'music' as a general phenomenon and then distinguish different varieties of 'music'. What makes one variety of language different from another is the linguistic item that it includes, so we may define a variety of language as *a set of linguistic items with similar social distribution*. This definition allows us to call any of the

following 'varieties of language': English, French English, the English used in football commentaries, the language used by the members of the particular long-house in the north-west Amazon, the language or languages used by a particular person". As this definition defines varieties of language on the basis of similar social distribution but it can also be defined in terms of geographical distribution. There are many varieties of English language <BrE> (for British English), <AmE> (for American English), <RP> (for received pronunciation), <GA> (used in the central and northern areas of United States and in parts of Canada, (for General American), Canadian, Australian, Indian, African, King's English, Queen's English, BBC English etc. As pointed by Leech and Svartvik (1975: 22), English is spoken as a native language by nearly a three hundred million people in the United States of America, Canada, Britain, Ireland, Australia, the Caribbean and many other places. Above all are remainders that show English as not a single language but many languages, each of which belongs to a particular geographical area or to a particular kind of situation. But whatever variety we choose, the different accents of English have a great deal in common they have far more similarities than difference. There is nothing to worry greatly what sort of English because all are English: we follow an English model. Among the varieties that are mentioned earlier British English and American English are most powerful because of their status in respective contemporary societies. British English was powerful because of colonial power of Britain all over the world and American English is powerful because of the superpower of United States after second world war and its economic and political influence in the 20th century. In nutshell, varieties of English used in Britain and United States are the most important in terms of both population and influence.

Though both varieties of English intelligible to the people around the world, they are different in some extent. British English differs from

American English not only in pronunciation but also in vocabulary, spelling and grammar as shown below.

Vocabulary

According to Richards et al. (1985: 307), "Vocabulary refers to a set of lexemes including single words, compound words and idioms."

In Harmer's (1991: 153) words, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."

Wallace (1982: 9) says, "It is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it, whereas if we have the vocabulary we need it is usually possible to communicate"

Crystal (1995: 111) says, "Vocabulary is the Everest of a language."

In this respect the importance of vocabulary is massive. Stressing the importance of vocabulary, Wilkins (1972: 111) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

By definition, we can say that 'vocabulary' provides the vital organs and flesh on the skeleton of language, the teaching of it is of great importance. For example:

<BrE>	<AmE>
stalk	stem
beetroot	beet
paraffin	kerosene
pub	bar
bill	check etc.

Spelling

Spelling is the graphic representation of sounds in which particular word is written. As pronunciation is basic in speech, spelling is basic in writing. Knowing a particular word involves knowing of spelling of that word too. Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Research consistently indicates that fluent, skilled readers (both children and adults) make use of spelling patterns when they read and conversely, reading itself reinforces a knowledge of spelling patterns.

In accordance with OALD, seventh edition (2005), spelling is defined as the act of forming words correctly from individual letters.

There is certain spelling variations British and American English. The following differences are particularly common:

In verbs which end in 'l' and are not stressed in final syllable, the 'l' is not doubled in the –ing form and the past participle. For example:

<BrE>	<AmE>
cancelling	canceling
signalled	signaled

Words which ends in '-tre' are spelt '-ter' in American English. For example:

<BrE>	<AmE>
centre	center
metre	meter

Words which end in '-our' are usually spelt '-or' in American English. E.g.

<BrE>	<AmE>
colour	color
behaviour	behavior

Words which end in '-ogue' are usually spelt '-og' in American English. For example:

<BrE>	<AmE>
dialogue	dialog
catalogue	catalog

In British English many verbs can be spelt with either '-ize' or '-ise'. In American English only the spelling with '-ize' is possible. For instance:

<BrE>	<AmE>
realise, realize	realize
oraganise, organize	organize

There is no regular principle for this type of word listed below, which is found only with individual words. As shown:

<BrE>	<AmE>
aeogramme	aerogram
aeon	eon

Grammar

Different scholars define grammar variously. A grammar is a model of the native speaker's competence. That is to say, it contains a finite set of rules which generate the infinite number of all and only grammatical sentences in the language. Generally, grammar is defined as the connections of words and words groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learnt.

In accordance with OALD, seventh edition grammar is defined as the rules in a language for changing the form of words and joining them into sentences.

To sum up, grammar is:

- The way language manipulates and combines words.
- The set of formal patterns in which words of language are arranged to convey meaning.
- A description of rules for forming sentences including an account of the meaning that these forms convey.
- The branch of linguistics which is concerned with the description, analysis and formalization of formal language pattern.

There are certain grammatical variations in both British and American English as listed below:

Present perfect/Simple past

In American English the simple past can be used with already, just and yet. In British English the present perfect is used:

- I have already given her the present. <BrE>
- I already gave her the present. <AmE>
- I've just seen her. <BrE>
- I just saw her. <AmE>
- Have you heard the news yet? <BrE>
- Did you hear the news yet? <AmE>

Have/have got

In British English it is possible to use have got or have to express the idea of possession. In American English only have can be used in questions and negative sentences:

- They have/have got two computers. <BrE and AmE>
- Have you got a computer? (Yes, I have. <BrE>
- Do you have a computer? Yes, I do. <BrE and AmE>

Get/gotten

In American English the past participle of get is gotten:

- Your English has got better. <BrE>

- Your English has gotten better. <AmE>

Prepositions and adverbs

Some prepositions and adverbs are used differently in British and American English, for example stay at home <BrE>; stay home. <AmE>

Form of the adverb

In informal American English the adverb form ending in '-ly' is often not used:

- He looked at me really strangely. <BrE>
- He looked at me really strange. <AmE>

Shall

Shall is not used instead of will in American English for the first person singular of the future:

- I shall/will be here tomorrow. <BrE>
- I will be here tomorrow. <AmE>

Nor is it used in polite offers:

- Shall I open the window? <BrE>
- Should I open the window? <AmE>

Irregular verbs

In British English the past simple and past participle of many verbs can be formed with '-ed' or '-t', for example burned/burnt. In American English only the forms ending in '-ed' are used:

- They burned/burnt the documents. <BrE>
- They burned the documents. <AmE>

When the past participle is used as an adjective, British English prefers the '-t' form, whereas in American English the '-ed' form is preferred, with the exception of burnt:

- a spoilt child. <BrE>
- a spoiled child. <AmE>
- burnt toast. <BrE and AmE>

Go/Come and ...

In these expressions and is often omitted:

- Go and take a look outside. <BrE>
- Go take a look outside. <AmE>

On the telephone

- Hello, is that David? <BrE>
- Hello, is this David? <AmE>

Pronunciation

Pronunciation involves segmentals like /p, b, t, d, k, g/ etc. and suprasegmentals like length stress, pitch, intonation, juncture, rhythm etc. In this respect, Harmer (1991: 11) points out, "Native speakers (or competent users of language) know how to say a word-that is how to pronounce it. This knowledge is made up of three areas sounds, stress and intonation." Pronunciation plays a key role in language use. Harmer (ibid) further adds, "When we teach English we need to be sure that our students can be understood when we speak. They need to be able to say what they want to say. This means that their pronunciation should be at least adequate for that purpose." In this sense, speaking plays vital role which modifies, extends, shapes and organizes our thoughts, so the role of pronunciation is massive. Thus, pronunciation is foundation of speech.

Oxford Advanced Learner's Dictionary (2005) defines pronunciation as "The way which a language or a particular word or sound is pronounced."

The countries where English is taken as a foreign language are aware of difference between the forms of the language which may be encountered in the United States and that which prevails in England. At one time, this caused relatively little difficulty. British English was accepted as the form to be dealt with, and that part an end to the matter.

Over past three decades or more the situation has changed. The greater involvement of the United States in the international scene, the presence of larger numbers of Americans in the foreign countries, the improved ease and speed of travel have made for a much wider dissemination of American English than was formerly the case. More residents of foreign countries are hearing American English; more of them find it necessary to communicate with Americans. As a consequence, the previously held assumption that the variety of English is necessarily the one to be dealt with has been challenged upon more than one occasion. Some teachers have recommended a shift from British to American English; others feeling that the form of the language as it occurs in the country of its origin is somehow more correct or more eloquent, have resisted change.

Therefore, the study is an attempt to find out the variations of British and American English. The attention has been centred on the Variation in Pronunciation between British English and American English.

1.1.2 Oxford Advanced Learner's Dictionary: A Short Glimpse

The seventh edition of the OALD comes 250 years after the appearance of the first comprehensive dictionary of the English language compiled by Samuel Johnson. Much has changed since then. The English that Johnson described in 1755 was relatively well defined, still essentially the national property of Britain.

English is how the name given to an immensely diverse variety of different usage. This obviously poses a problem of selection for the dictionary maker: which words are to be included in a dictionary, and thus granted recognition as more centrally or essentially English than the words that are left out?

Johnson did not have to deal with such diversity, but he too was exercised with this question. In his plan of an English dictionary, published in 1747, he considers which words it is proper to include in his dictionary: whether 'terms of particular professions', for example, were eligible, particularly since many of them had been derived from other languages. 'Of such words' he says, all are not equally to be considered as parts of our language, for some of them are naturalized and incorporated, but others still continue aliens ...'.

Interestingly enough, even for Johnson the status of a word in the language was not the only, nor indeed the most important consideration. For being alien did not itself disqualify words from inclusion: in a remark which has considerable current resonance he adds 'some seem necessary to be retained, because the purchaser of the dictionary will expect to find them. And, crucially, the expectations that people have of a dictionary are based on what they want to use it for. What Johnson says of his own dictionary would apply very aptly to OALD: 'The value of a work must be estimated by its use: It is not enough that a dictionary delights the critics, unless at the same time it instructs the learner. . .'.

Instructing the learner is what OALD is about. Its value, as with any learner's dictionary, must be estimated by its use, that is to say its usefulness for learning.

Again it is the needs of the learner that are given priority, and this is what, from its early beginning has marked OALD as distinctive. Although, in a way, all dictionaries of English date back to 1755, OALD has its own unique origins in a dictionary published by Oxford University Press in 1948, with A.S. Hornby as its principal editor. It bore the title: Learner's Dictionary of Current English. Though the title has changed, OALD follows the same basic principle: how much of the English now

current in the world is to be included, and how is it to be presented, will depend on who the dictionary is designed for. OALD is not just another dictionary of current English; but essentially a learner's dictionary. And this makes all the difference.

The first publication of the OALD dates back to 1948, since then, current publication of it as the seventh edition is 2005. During these dates different kinds of tides and waves come to its publication. Second edition was published in 1963, third 1974, fourth 1989 and after that it is used to be published after the interval of five years. What the interesting change in 7th edition of OALD is it has produced CD based on the dictionary to help in pronunciation and has great importance to the learners who are learning English as a second/foreign language.

1.1.3 Oxford 3000TM

At a first glance, the researcher is interested to carry out pronunciation variations of British English and American English from the whole OALD seventh edition. He first went through twenty pages to find out variations and found out that there are 80 words. In average each page contains four variations. There are altogether 1780 pages on OALD. So 7,120 words in average which are too huge. Then, he goes through Oxford 3000 + specialist lists with 250 arts words, 250 science words and 250 business and finance words altogether 3,750 words. He went through first 25 words and finds out that there are three pronunciation variations and in average it is seen 450 words which vary in pronunciations so is the choice of the Oxford 3000.

OALD like other dictionaries deals with word meanings in two ways: by explanation and by exemplification. In a learner's dictionary especially, it is obviously defining it in a simple terms. One way of doing this to compile a restricted lists of words which is custom-made for

defining purpose. OALD makes use of such a defining vocabulary (the Oxford 3000). Many of these, of course, are high-frequency words that occur across a wide range of usage. But again, frequency is not the only criterion. The Oxford 3000 is not simply a list of 3000 most frequent words in English. It includes words which will fall outside such list, but which are useful for learning as well as relevant for defining purposes. It is again usefulness that is the deciding factor. The frequency, range and familiarity are the sole source of the selection for the Oxford 3000.

1.2 The Literature Review

In the field of variations in British English and American English only single research has been carried out. Shahi (2003) carried out a research entitled "**A Study on the Vocabulary and Spelling in British English and American English.**" He has found out in his research that no one is found to be consistent in the use of British or American English. In other words, no one is found to use only British English or American English exclusively in general as well as in the use of vocabulary and spelling separately.

Thus, none of the studies deals with the pronunciation variations in British English and American English. Therefore, the study area is completely unexplored and needs for further research work.

1.3 Objectives of the Study

The proposed study had the following objectives:

- a. To list down pronunciation variations in British English and American English which is limited to OALD, Seventh edition the oxford 3000 only.
- b. To verify the dictionary pronunciation with native British and American speakers.

- c. To find out the pronunciation variation of M. Ed. second year students.
- d. To recommend some of the pedagogical implications.

1.4 Significance of the Study

The proposed study is expected to be significant to all those who are interested in pronunciation aspects of language, that is to say, who speak the English language in general, and to the teachers, students, curriculum planners, syllabus designers, subject experts, textbook writers, materials producers and even to the native speakers of English in particular. The researcher hopes that the findings will provide a valuable support to be made in order to improve the pronunciation aspect of the speakers.

CHAPTER TWO

METHODOLOGY

The researcher prepared an inventory of 60 words to collect the primary data from the Oxford 3000 which were different in pronunciation. The total 3,750 words were listed in appendix-1.

Those sixty word which were prepared to collect the data from both native speakers of British and American English and M.Ed. second year students were given to read them out (They are listed in Appendix-2).

As spelling is basic in writing, the pronunciation is basic in speech because if there is no pronunciation, there is no speech at all. So pronunciation plays vital role and fundamentals, in learning any language.

The population of the study, sample population, the process of data collection and the limitations of the study were specified as follows:

2.1 Sources of Data

In order to carry out this research, the researcher used primary sources as well as secondary sources of data.

2.1.1 Primary Sources of Data

The researcher used twenty native speakers of both British and American English i.e. ten from each and thirty non-native speakers who used English as a foreign language. These non-native speakers were students of M. Ed. second year.

2.1.2 Secondary Sources of Data

The main source of data of this research was Oxford Advanced Learner's Dictionary, seventh edition. Apart form this, the researcher had used the subsidiary materials as books written by Doff (1988), Gimson

(1994) Hockett (1958) Markwordt (1965)etc., theses, journals, articles magazines, tape recorder, cassettes so and so forth.

2.2 Population of the Study

There were altogether fifty persons as the population of the study. Among them, twenty were native speakers of both the varieties of English that is to say British and American English (ten were British native speakers and ten of American English. Thirty persons were would be teachers and studying at M.Ed. second year with majoring in English.

2.3 Sampling Procedure

He selected the native speakers of both varieties available in the time of research in accordance with his planning aforementioned under population of the study and non-native speakers of these varieties with the help of simple random sampling procedure.

2.4 Tools for Data Collection

The pronunciation aspect of the vocabularies on the Oxford 3000 in Oxford Advanced Learner's Dictionary, seventh edition were transcribed within slanted lines / / in both British English and American English.

He prepared a list of words which varied in pronunciation. A tape recorder was used to record the voice of the native speakers and non-native speakers of the both varieties to dictionary pronunciation to verify as well as to find out pronunciation variations.

2.5 Procedure for Data Collection

The researcher used the following procedure to collect the data for the research.

The researcher took all the data from the Oxford Advanced Learner's Dictionary seventh edition especially from the Oxford 3000 in which the common vocabularies were enlisted vocabularies from

specialist lists under this, there were 250 arts words, 250 science words, and 250 business and finance words.

After enlisting all the vocabularies, the researcher developed two columns for pronunciations. On one column, British English <BrE> pronunciation was enlisted and American English <AmE> pronunciation on the other.

He took some representative words which differ in pronunciation mainly in British and American English. Then, he requested native speakers of British and American English and non-native speakers of that language to pronounce the selected words and record in tape recorder to verify dictionary pronunciation.

Then the researcher wrote down two varieties of pronunciation, which is kept in the appendices and only different variations in pronunciation were analyzed and come up with the findings.

2.6 Limitations of the Study

The proposed study had the following limitations:

1. This research was limited to only in the word level on Oxford Advanced Learner's Dictionary.
2. Within OALD too only seventh edition was taken into consideration.
3. It was limited to the Oxford 3000.
4. Among different aspects – vocabulary, spelling, pronunciation and grammar, only pronunciation aspect was analyzed.
5. Only British English and American English was taken as the pronunciation variations.
6. The study was limited to only ten native speakers of British and American English and thirty non-native speakers studying at M.Ed. second year with majoring English.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

When the data were collected from both British and American native speakers to verify dictionary pronunciation and from non-native speakers especially from M.Ed. second year students interesting and eye-catching results emerged. Altogether, there were 20 native speakers 10 from each of both British and American English and 30 non-native speakers were involved as the informants of the study. From the analysis of the collected data it is found out that no one is found to follow only one variety of language. In most of students' pronunciation, there were much impact of British English, regarding the rules-wise description, otherwise the result would be different for example, if we talk about individual sound e.g. the /s/ sound in the word 'assume', 'consumer' and 'studio' they were pronounced as /z/ in the former two words and /Is/ or /es/ in the later one for a single case, there were many cases like this. American English in some of their pronunciations neither British nor American English pronunciation were found and the least of their pronunciation were influenced by American pronunciation, especially in the pronunciation of /r/ at the end of the word. It means no one is found to use only one variety of it and among these varieties, somewhere another variety is seen i.e. Nepali English (NeEnglish for short).

The data collected from both primary and secondary sources were described, analyzed, and interpreted to achieve the objectives aforementioned. For this, two types of data were analyzed and interpreted separately as given below:

3.2 The Use of British and American English Pronunciation from the Oxford 3000™

Regarding the secondary data, the data taken out from OALD especially from the Oxford 3000 were listed and compared to achieve the first objective viz. to list down pronunciation variations in British and American English. For this the researcher went through the Oxford 3000 and enlisted the words which were different in pronunciation in both varieties. He drew two columns for British pronunciation in one and American pronunciation on the other within the slant. After going through all 3,750 words (i.e. the Oxford 3000: including the language study terms 80, the arts words 250, the science words 250 and the business and finance words 250) which were enlisted as given and all the 3,750 words are listed in Appendix-1. The words which are analyzed in terms of pronunciation in both varieties were categorized below and on the basis of this analysis the ten findings were given in the chapters that follows:

3.3 The Pronunciation Variations in British and American English

	<u>A</u>	
Words	<BrE>	<AmE>
absorb	/χb's]+b./ /χb'z]+b/	/χb's]+rb/, /χb'z]+rb/
accommodation	/χkZmχ'deə n/	/χkΨ+mχdeə n/
according to	/χ'k]+də tχ/	/χ'k]+rdə tχ/
acknowledge	/χ'knZlə→/	/χ'knΨ+lə→/
across	/χ'krZs/	/χ'kr]+s/
address	/χ'dres/	/'ædres/
adopt	/χ'dZpt/	/χ'dΨ+pt/
advantage	/χd'vΨ+ntə→/	/χd'væntə→/

advertise	/æ'dvχtaɔz/	/'ædvχrtaɔz /
affair	/χ'feχ/	/χ'fer /
afford	/χ'f]+d/	/χ'f]+rd /
after	/'Ψ+ftχ/	/'æftχr/
afternoon	/Ψ+ftχ'nu+n/	/æftχrnu+n/
afterwards	/'Ψ+ftχwχdz/	/'æftχrwχdz/
ago	/χ'gχ□/	/χ'go□/
air	/eχ/	/er/
alarm	/χ'lΨ+m/	/χ'lΨ+rm/
alcohol	/'ælkχhZl/	/'ælkχh]+l/
almost	/]+lmχ□st/	/]+lmo□st/
alone	/χ'lχ□n/	/χ'lo□n/
along	/χ'lZ /	/χ'l]+ /
also	/']+lsχ□/	/']+lso□/
alternatively	/]+l't∞+nχtɔvli/	/]+l't∞+nχtɔvli/
although	/]+l'ðχ□/	/]+l'ðo□ /
anniversary	/æno'v∞+sχri /	/æno'v∞+rsχri/
answer	/'Ψ:nsχ/	/'ænsχr/
anywhere	/'eniweχ/	/'eniwer/
apart	/χ'pΨ:t/	/χ'pΨ:rt/
apologize	/χ'pZlχ→aɔz/	/χ'pΨ:lχ→χɔz/
appearance	/χ'pɔrχns/	/χ'pɔrχns /
approach	/χ'prχ□t□/	/χ'pro□t□
appropriate	/χ'prχ□priɔχt /	/χ'pro□priχt/
approximate	/χ'prZksɔmχt/	/χ'prΨ:ksɔmχt/
area	/'eχriχ/	/'erix/
argue	/'Ψ:gju /	/'Ψ: rgj u:/

arm	/ʌ:m/	/ʌ:rm/
arrow	/'ærx□/	/'æro□ /
article	/ʌ:tɔkl/	/ʌ:rtɔkl/
artificial	/ʌ:tɔ'fɔ□l/	/ʌ:rtɔ'fɔ□l/
ask	/ʌ:sk/	/æsk/
associate	/x'sx□□ieɔt/	/x'so□□ieɔt/
assume	/x'sju:m/	/x'su:m /
assure	/x'□□x/	/x'□□r/
atmosphere	/'ætmxsfɔx/	/'ætmx□or /
attitude	/'ætɔtju:d/	/'ætɔtu:d/
attorney	/x'tɔ+nɪ /	/x'tɔ+ rni/
authority	/] +θZrxti/	/xθʌ:rxti /
aware	/x'weχ/	/x'wer /

B

backward	/'bækwχdz /	/'bækwχrdz/
bacteria	/bæk'tɔxriχ /	/bæk'tɔriχ/
bath	/bʌ+θ/	/bæθ/
bear	/beχ/	/ber/
beard	/bɔχd/	/bɔrd/
beer	/biχ/	/bir/
behalf	/'bɔhʌ+f/	/bɔ'hæf/
below	/ bɔ'lx□/	/ bɔlo□/
beyond	/bɔ'jZnd/	/bɔjʌ+nd/
biology	/baɔ'Zlχ→i/	/baɔ'ʌ+lχ→i/
bird	/bɔ+d /	/bɔ+ rd /
birthday	/'bɔ+θdeɔ /	/'bɔ+rθde/
block	/ blZk/	/blʌ+k/

blonde	/blʒnd/	/blʃ+nd/
blow	/blɔ/	/blo/
board	/bɔ+d/	/bɔ+rd/
boat	/boʊt/	/boʊt/
body	/'bɔdi/	/'bʃ+di/
bomb	/bɔm/	/'bʃ+m/
bored	/bɔ+d /	/bɔ+rd/
born	/bɔ+n/	/bɔ+rn /
borrow	/'bɔrɔ/	/'bʃ+rɔ/
both	/boʊθ/	/boʊθ/
bottom	/'bɔtɔm/	/'bʃ+tɔm/
bowl	/boʊl/	/boʊl/
box	/bɔks/	/'bʃ+ks/
branch	/'brʃ+ntɔ/	/'bræntɔ/
burn	/bɜ+n/	/bɜ+rn/
broken	/'brɔkɔn/	/'brokɔn/

C

cadre	/'kʃ+dɔ/	/'kædri/
card	/'kʃ+d/	/'kʃ+rd/
care	/'keɔ/	/'ker/
career	/'kɔ'rɔɔ/	/'kɔrɔr/
carpet	/'kʃ+pɔt/	/'kʃ+rpɔt/
cast	/'kʃ+st/	/'kæst/
certificate	/'sɔ'tɔfikɔt/	/'sɔr'tifikɔt/
chair	/'tɔeɔ/	/'tɔer /
chairman	/'tɔeɔmɔn/	/'tɔermɔn /
chance	/'tɔʃ+ns/	/'tɔæns/

charge	/tʃɹeɪdʒ/	/tʃɹeɪdʒ/
chart	/tʃɑːrt/	/tʃɑːrt/
cheerful	/tʃɪərfl/	/tʃɪərfl/
chop	/tʃɒp/	/tʃɒp/
church	/tʃɜːtʃ/	/tʃɜːtʃ/
cigarette	/sɪgəˈret/	/sɪgəˈret/
circle	/'sɜːkl/	/'sɜːrkl/
class	/klɑːs/	/klæs/
clearly	/'klɪəli/	/'klɪərli/
clerk	/klɜːk/	/klɜːrk/
clock	/klɒk/	/klɒk/
close	/kloʊz/	/kloʊz/
closet	/'klɒzət/	/'klɒzət/
cloth	/klɒθ/	/klɒθ/
coach	/koʊtʃ/	/koʊtʃ/
coal	/koʊl/	/koʊl/
coast	/koʊst/	/koʊst/
coat	/koʊt/	/koʊt/
code	/koʊd/	/koʊd/
coffee	/'kɒfi/	/'kɒfi/
cold	/kɒld/	/kɒld/
colleague	/'kɒliːg/	/'kɒliːg/
column	/'kɒlɪm/	/'kɒlɪm/
command	/'kɒmænd/	/'kɒmænd/
commercial	/'kɒmɜːrʃl/	/'kɒmɜːrʃl/
common	/'kɒmən/	/'kɒmən/
complex	/'kɒmpleks/	/'kɒmpleks/

concept	/kʰnsept/	/kʰ+nsept/
concern	/kχn's∞+n/	/kχn's∞+rn/
confident	/kʰnfɔdχnt/	/kʰ+nfɔdχnt/
Congress	/kʰ gres/	/kʰ+ grχs/
consumer	/kχn'sju+mχ/	/kχn'su+mχr/
convert	/kχn'v∞+t /	/kχn'v∞+rt/
cost	/kʰst/	/k]+st/
cough	/kʰf/	/k]+f/
courage	/k∞rɔ→/	/k∞:rɔ→/
criterion	/kraɔ'tɔχriχn/	/kraɔ'tɔriχn/
cross	/krʰs/	/kr]+s/
cure	/kj∞χ/	/kj∞ /
current	/k∞rχnt/	/k∞+rχnt/

D

dare	/deχ/	/der/
dear	/dɔχ/	/dɔr/
declare	/dɔ'kleχ/	/dɔ'kler/
decorative	/'dekχrχtɔw/	/'dekχreɔtɔw/
detailed	/di+'teɔld/	/dɔ'teɔld/
dictionary	/'dɔk∞χnχri/	/'dɔk∞χnerɔ/
disappear	/dɔsχ'pɔχ/	/dɔsχ'pɔr/
dissolve	/dɔ'zʰlv/	/dɔ'zʰ+lv/
dog	/ dʰg/	/d]+g/
due	/ dju+ /	/du+ /

E

ear	/ɔχ/	/ɔr/
earth	/φ+θ/	/φ+rθ/

emotion	/ɔ'mʌʃən/	/ɔ'moʊn/
encourage	/ɪn'kʌrɪdʒ/	/ɪnkʰ+rɔ→/
erase	/ɪ'reɪz /	/ɪ'reɪs /
err	/ɛr /	/er/
Euro	/'jʊrɔ/	/'jʊro/
example	/ɪg'zæmpl/	/ɪg'zæmpl/
extraordinary	/ɪk'strɔdnri /	/ɪk'strɔrdʒneri /

F

fairly	/'feɪli/	/'ferli/
February	/'febrʊəri/	/'februəri/
figure	/'fɪgʃr/	/'figjʃr/

G

H

hair	/heɪ/	/her/
half	/hæf/	/hæf/
hearing	/'hɔrɪŋ/	/'hɔrɪŋ /
home	/hoʊm/	/hoʊm/

I

<u>idea</u>	<u>/aɪ'diə/</u>	<u>/aɪ'di+ɪ/</u>
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J

January	/'jænjʊəri/	/'jænjuəri/
juvenile	/'ju:vɪnɪəl/	/'ju+vɪɲnl/

K

knot /nZt/ /nΨ+t/

L

laboratory /lɔ'bZrɔtri/ /'læbrɔt]:ri/

load /lɔɔd / /loɔd/

long /lZ / /l]: /

M

macho /'mætχ / /'mΨ+tɔ /

manure /mχ'njχ / / mχ'n r/

material /mχ'tɔχriχl/ / mχ'tirχl/

mayor /meχ/ /meɔχr/

minority /maɔ'nZrχti/ /maɔ'n]+rχti/

N

near /nɔχ/ /nɔr /

necessary /'nesχsχri/ /'nesχseri/

nuclear /'nju+kliχ/ / 'nu+kliχr/

O

office /Zfɔs/ /Ψ+fɔs /

opposite /'Zpχzɔt/ /Ψ+pχzχt/

P

pair /peχ/ /per/

passport /'pΨ+sp]+t/ /'pæsp]+rt/

pattern /'pætn/ /pætχrn/

prepared /prɔ'peχd/ /prɔ'perd/

presentation /prezn'teɔχn/ / pri:zχn'teɔn /

primary /'praɔmχri/ /'praɔmeri/

pure /pjχ / /pj r/

Q

qualification	/kwZlɔ'keɔχn/	/kwΨ+lɔfɔ'keɔχn/
quote	/kwχt /	/kwo t/

R

radio	/'reɔdɔχ/	/'reɔdɔ/
rare	/rɔχ/	/rer/
repair	/rɔ'peχ/	/rɔ'per/
reproduce	/ri+prχ'dju+s/	/ri+prχ'du+s/
restaurant	/'restrZnt/	/'restrΨ+nt/

S

sample	/sΨ+mpl/	/sæmpl/
scare	/skeχ/	/sker/
schedule	/'edju+l/	/'ske→u+l/
secondary	/'sekχndri/	/'sekχnderi/
secretary	/'sekrχtri/	/'sekrχteri/
security	/sɔ'kjχrχti/	/sχ'kjχrχti/
seminary	/'semɔnχri/	/'semɔneri/
sonorous	/'sZnχrχs/	/sχ'n]+rχs/
status	/'steɔtχs/	/'stætχs/
steer	/stɔχ/	/stɔr/
strong	/strZ /	/str]+ /
studio	/'stju+diχ/	/'stu+diɔ/

T

theatre	/'θɔχtχ/	/'θi:χtχr/
theory	/'θɔχri/	/'θi:χri/
through	/'θχrχ/	/'θφ+ro/
tomato	/tχ'mΨ+tχ/	/'tχmeɔto/

tourist	/tʊrɪst /	'tʊrɪst/
towards	/tʊ'wɔ:rdz/	'tʊ+rdz/

U

uncomfortable	/ʌn'kʌmfɪtəbl/	'ʌn'kʌmfɪtəbl /
unfair	/ʌn'feɪ/	'ʌn'fer/
unnecessary	/ʌn'nesɪsɪəri/	'ʌn'nesɪseri/

V

vertical	/'vɜ:rtɪkəl/	'vɜ:rtɪkl /
vocabulary	/'vɒkjʌləri/	'vɒkjɪleri/

W

water	/'wɔ:tə/	'wɔ:tə/
what	/wɒt/	'wɔ:t/
worry	/'wɒri/	'wɜ:ri/
wrongly	/'rɒŋli/	'rɜ:li/

Y

yard	/'jɔ:d/	'jɜ:rd/
year	/'jɜ:/	'jɜ:r/
your	/'jɜ:/	'jɜ:r/
yours	/'jɜ:z/	'jɜ:rz/

Z

zero	/'zɜ:rə/	'zi:rə/
zone	/'zəʊn/	'zəʊn/

Language Study Terms

adverb	/'ædvɜ:b/	'ædvɜ:rb/
apostrophe	/'ɒstrɒfi/	'ɒpstrɒfi/
colon	/'kɒləʃn/	'kɒləʃn/
object	/'ɒbdʒekt/	'ɒbdʒekt/

ordinal	/ˈj:donl/	/ˈj:rdenl/
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Specialist Lists

Arts words

aesthete	/ˈi:sθi:t/	/ˈesθi:t/
awareness	/χˈweχnχs/	/χˈwernχs/
bourgeois	/ˈbuχzwΨ+/	/burˈoʊwΨ+/
catalogue	/ˈkætχlog/	/ˈkætχl]:g/
constitute	/ˈkZnstotju:t/	/ˈkΨ+nstχtju:t/
era	/ˈoχrχ/	/ˈorχ/
Imaginary	/ɪˈmæd∞onχri/	/ɪˈmæd∞oneri/
Literacy	/ˈlotχtχri/	/ˈlotχrχri/
medieval	/medəˈi:vl/	/mi:dəˈi:vl/
Obscure	/χbˈskjuχ/	/χbˈskɪr/
portrait	/ˈp]:treot/	/ˈp]:trχt/
renaissance	/rəˈneʊns/	/reˈnχsΨ+ns/
sheer	/ʃoχ/	/ʃor/
solo	/ˈsχɪχɪ/	/ˈsoɪloɪ/
theoretical	/θoχˈretikl/	/θi:χˈretokl/
undulate	/ˈʌndjuleot/	/ˈʌnd∞χleot/

Science words

circuit	/s∞:kot/	/s∞:rkot/
ion	/aʊχn/	/aʊΨ:n/
mode	/mχud/	/moud/
neutron	/ˈnju:trZn/	/ˈnu:trΨ:n/
ozone	/ˈχɔzχɪm/	/ˈoɔzoɪn/
serum	/ˈsoχrχm/	/ˈsorχm/
theoretical	/θoχˈretokl/	/θi:χˈretokl/

variable	/ˈveɪrɪəbl/	/verəbl/ or/ vɛrəbl/
volcano	/ˈvɒlˌkeɪnɔ/	/ˈvɒlˌkeɪno/

Business and Finance words

correspond	/kɒrˈspɒnd/	/kɪːrɪˈspɒnd/
currency	/ˈkʌrənəsi/	/ˈkʌːrənəsi/
globalization	/glɒbʌlɪzəˈzeɪʃn/	/glɒːbʌlɪzəˈzeɪʃn/
leisure	/ˈleɪzə/	/ˈliːzə/
margin	/ˈmɑːrdʒɪn/	/ˈmɑːrdʒɪn/
monetary	/ˈmɒnətəri/	/ˈmɒnətəri/
organization	/ˌɔːrgənɪzəˈzeɪʃn/	/ˌɔːrgənɪzəˈzeɪʃn/
statutory	/ˈstætjʊəri/	/ˈstætjəri/
subsidiary	/sɪbˈsɪdiəri/	/sɪbˈsɪdieri/
voluntary	/ˈvɒlɪntəri/	/ˈvɒlɪntəri/

3.3.1 Summary of the Findings from the Analysis

- a. Stressed vowels are usually longer in American English. For instance, in the word 'packet' /æ/ is longer. In British English, stressed vowels do not affect in pronunciation.

Words	<BrE>	<AmE>
<u>idea</u>	/aɪˈdɪə/	/aɪˈdiːə/
theatre	/ˈθɪətə/	/ˈθiːətə/
worry	/ˈwɒri/	/ˈwɒri/

- b. In British English the consonant /r/ is pronounced only before a vowel (for example in red and bedroom). In other cases the /r/ is silent (for example car, learn, over). In American English the /r/ is always pronounced.

Words	<BrE>	<AmE>
absorb	/ɪbˈsɔːb/	/ɪbˈsɔːrb/, /ɪbˈzɔːrb/

err	/ɸ+ /	/er/
manure	/mχ'njɹχ/	/ mχ'nɹr/

- c. Before an /u:/ British English does insert /j/ between the alveolar consonants but this is not the case in American English.

Words	<BrE>	<AmE>
tube	/tju:b/	/tu:b/
assume	/χɹju:m/	/χɹu:m/
consumer	/kχn'sju:mr/	/kχn'su:mχr/

- d. In American English the [t] between vowel is pronounced as a soft /d/ so that 'writer' and 'rider' sound similar. British English speakers usually pronounce [t] as /t/.

Words	<BrE>	<AmE>
criterion	/kraɔ'tɔχriχn/	/kraɔ'tɔriχn/
minority	/maɔ'nZrχti/	/maɔ'n]+rχti/
water	/w]:tχ/	/wΨ+tχr/

- e. The /Ψ+/ sound of British English becomes /æ/ in American English.

Words	<BrE>	<AmE>
afternoon	/Ψ+ftχ'nu+n/	/æftχrnu+n/
branch	/brΨ+ntɹ/	/bræntɹ/
cadre	/'kΨ+dχ/	/'kædri/

- f. In most cases, /Z/ of British English becomes /Ψ+/ in American English. For example:

Words	<BrE>	<AmE>
beyond	/bɔ'jZnd/	/bɔjΨ+nd/
chop	/tɹZp/	/tɹΨ+p/
knot	/nZt/	/nΨ+t/

- g. British English diphthong /χɹ/ changes into /oɹ/ in American English.

Words	<BrE>	<AmE>
alone	/χ'lχ□n/	/χ'lo□n/
coach	/kχ□t□/	/ko□t□/
mode	/mχud/	/moud/

h. The diphthongs of British English are converted into monophthongs in American English.

Words	<BrE>	<AmE>
airport	/'eop]:t/	/'erp]:rt/
bourgeois	/buχzwΨ+/	/'bur'zwΨ+/
disappear	/dωsχ'pωχ/	/'dωsχ'pωr/

i. The /- χri/ in British English is converted into the /-eri/ in American English.

Words	<BrE>	<AmE>
dictionary	/'døk□χnχri/	/'døk□χnerω/
February	/'februχri/	/'februeri/
necessary	/'nesχsχri/	/'nesχseri/

j. Miscellaneous

Different phonemes may be used in the same word. There are no regular principles for these types of variations which are found only in individual words.

Words	<BrE>	<AmE>
aesthete	/i:sθi:t/	/esθi:t/
category	/'kætχgχrω/	/'kætχg]:rω/
Congress	/'kZ gres/	/'kΨ+ grχs/
detailed	/'dω:teωld/	/'dω'teωld/
extraordinary	/'Iks'tr]:dnrω/	/'Iks'tr]:dχnerω/
ion	/'aωχn/	/'aωΨ+n/
leisure	/'Le∞χ/	/'li:∞χr/

object	/'Zb→ɔkt/	/'Ψ+b→ekt/
opposite	/'Zpχzɔt/	/'Ψ+pχzχt/
ordinal	/']:dɔnl/	/']:rdɛnl/
organization	/']:gχnaɔ'zeɔ□n/	/']:rgχnχ'zeɔ□n/
shedule	/'□edju:l/	/'ske→u:l/
status	/'steɔtχs/	/'stætχs/
undulate	/'□ndjuleɔt/	/'□n→rleɔt/

Regarding the primary data, the data collected from the British and American native speakers to verify the pronunciation and from the M.Ed. second year students were analyzed and interpreted to achieve the third objective viz, to find out the pronunciation variation of M.Ed. second year students. For this, an inventory of 60 words was prepared and each group of informants were requested to pronounce those 60 words and recorded with the help of tape recorder for the ease of further analysis.

Those 60 words were based on the summary of the findings the Oxford 3000. There were ten rules as the findings related to pronunciation aspect. 5 words were prepared from the rule No. 1-9 and 15 words from the rule No. 10, miscellaneous which were crucial and distinct ones.

While analyzing, the researcher analyzed the rule wise or stepwise or serial number wise in the findings. It means there were different ten rules and among these rules as well which words of a particular rule were pronounced how?, were taken into consideration. In other words how the rules under first findings were pronounced by the informants both native and non-native speakers of English Language viz. British native tongue or/and American native tongue, or non.

Regarding first finding, namely *stressed vowels are usually longer in American English. For instance in the word 'packet' /æ/ is longer.* The five words under this rule were asked to the non-native speakers/informants to pronounce. The result is surprising since the

informants produced those words neither British nor American because they were related to stresses. The informants ignored the stress or they had the mother tongue interference, they were pronounced differently from both British and American pronunciation but they were pronounced from the middle way as the Nepali speakers of English did. However, English is stressed timed language, so stress has importance but Nepali: it is a syllable timed language. After the analysis of the raw data, out of 30 students 9 informants (30%) made British like pronunciation. There were no American pronunciation and the 21 informants (70% out of total) either did not know or care about stress. They made Nepali English pronunciation.

Regarding second finding, from the Oxford 3000, viz. *in British English the consonant /r/ is pronounced only before a vowel (for example in **red** and **bedroom**). In other cases the /r/ is silent (for example **car**, **learn**, **over**). In American English the /r/ is always pronounced.* In this case, just 6 informants used only British English pronunciation out of the total number of informants, 20% used British English pronunciation, 3 informant (i.e. 10%) used American English pronunciation and the large number of informants that is 21 out of 30 (70% converting into percentage) used mixed pronunciation in the sense that they produced neither British nor American English pronunciation. Totally and exactly influenced by the Nepali-mother tongue interference that is Nepali English.

To talk about third rule i.e. *before an /u:/ British English does insert /j/ after certain consonants but American English does not insert /j/.* Out of 30, 12 informants used only British variety i.e. 40% of them used merely the British English. 5 of them in percentage 16.67% produced the words without inserting the /j/. exactly done by American native speakers and nearly 50% to put it into exact percentage 43.33% that is 13 informants used the mixed variety. Out of five word, each

words from the third category some words were pronounced inserting /j/ and some without inserting it.

Regarding the fourth finding, namely, *in American English the [t] between vowels is pronounced as a soft /d/ so that 'writer' and 'rider' sound similar British English speakers usually pronounce [t] as /t/*. In this respect, out of all informants 27 of them used merely the British pronunciation i.e. 90% of them uttered British English and 2 (6.67%) students pronounced American English, and only one (3.33%) used mixed variety that is amalgamation of British and American English.

Viewing fifth rule in the hand, the rule stated that */a:/ sound of British English becomes /æ/ in American English*. After the analysis 21 out of 30 that is 70% uttered British English pronunciation and even a single informant did not used American English pronunciation and 9 (30%) pronounced mixed type of pronunciation using both British and American English pronunciation. And showed that there is MT interference the word 'cadre' /kædre/ as they pronounced them, is neither British nor American English pronunciation

Considering the sixth rule namely, *in most of cases /ʌ/ of British English becomes /a:/ in American English*, the conclusion was 28 out of 30 that is 93.34% produced British English pronunciation and 2 out of them i.e. 6.66% used British and American English pronunciation in the same category of rules or sometimes in the same words as well.

Perceiving the seventh rule, that is *the diphthong /ɔɪ/ of British English changes into /oɪ/ in American English*, the following amazing result was seen; that is 30 out of 30 (100%) used British English pronunciation only by pronouncing the British diphthongs /ɔɪ/ in all the cases.

To see the next case, *the diphthongs of British English are converted into monophthongs in American English* was analyzed as; the 3 informants out of total used only British variety i.e. 10% from 30 students pronounced the diphthongs as it was and all the rests i.e. 27 (90 in percentage) used mixed variety. Mixed: sometimes British with American and sometimes British with their own mother-tongue especially to the word 'bourgeois' as /bʌr→ʌz/ or /bɜː→ɪʌs/ or /bʌrgʌrʌs/ etc. since Nepali is related Roman writing system so is the influence.

Regarding the penultimate rule */-əri/ in British English is converted into /-eri/ in American English*, the wonderful results appeared. None of the informants used American English pronunciation but cent percent (100%) i.e. out of total, all informants used British variety.

The last but not the least is the rule related to miscellaneous that is *different phonemes may be used in the same word. There are no regular principles for these types of variations which are found only in individual words*. This rule is not based on any regular rule so was the result. Because of its irregularity the irregular results appeared. In this case, all the informants used only mixed variety that is cent percent (100%). Mixed in case of British with American, British with Nepali and sometimes American with Nepali. For example to utter the word 'leisure' every one used American English pronunciation. For the word 'aesthete' either due to their eye-lapse or not taking into account of this word correctly both British and American English pronunciation was used and for the word, 'through' nobody used the correct pronunciation viz. neither British nor American but their own /θrʌ/.

The whole analysis can be shown in the following table:

Table No. 1
Pronunciation Coverage of All the Rules

Rules No.	Pronunciation Coverage		
	<BrE>	<AmE>	Mixed <NeE>
1	30%	-	70%
2	20%	10%	70%
3	40%	16.67%	43.33%
4	90%	6.67%	3.33%
5	70%	-	30%
6	93.34%	-	6.66%
7	100%	-	-
8	10%	-	90%
9	100%	-	-
10	-	-	100%
Total (out of 1000)	553.34%	33.34%	416.32%

The total coverage of each variety

The total coverage of British English is:

$$= \frac{553.33}{1000} \times 100\%$$

$$= 55.33\%$$

$$= 55\% \text{ (to convert it into round figure)}$$

$$\text{So, } \frac{55}{100} \times 360^\circ \text{ (to convert into degree)}$$

$$\therefore 198^\circ$$

The total coverage of American English is:

$$= \frac{33.34}{1000} \times 360\%$$

$$= 3\% \text{ (to convert it into round figure)}$$

$$\text{So, } \frac{3}{100} \times 160^\circ \text{ (to convert into degree)}$$

$$\therefore 11^\circ$$

The total coverage of Nepali English is:

$$= \frac{41.63}{1000} \times 100\%$$

$$= 42\% \text{ (to convert it into round figure)}$$

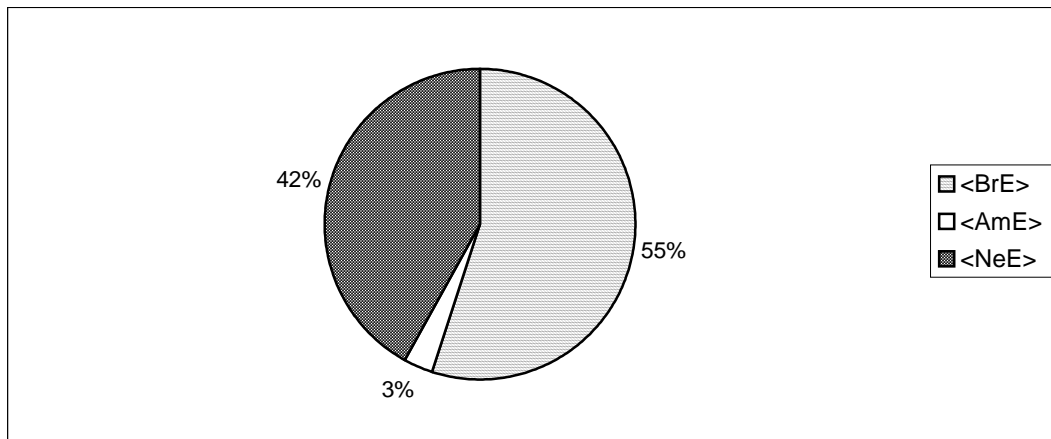
$$\text{So, } \frac{42}{100} \times 360^{\circ} \text{ (to convert into degree)}$$

$$\therefore 151^{\circ}$$

To sum up, the total coverage of each variety is shown in the pie-chart as follows:

Figure No. 1

The Total Coverage of All the Varieties



CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the analysis and interpretation of the secondary and primary data (collected) the findings of the study are summarized in the following points:

1. With reference to OALD, seventh edition (2005), there are many differences in British and American English in pronunciation aspect. The common differences found in these varieties are as follows:
 - a. Stressed vowels are usually longer in American English.
 - b. In British English the consonant /r/ is pronounced only before a vowel. In all other cases it is silent. In American English the /r/ is always pronounced.
 - c. Before an /u:/ British English does insert /j/ after certain consonants but American English does not insert /j/.
 - d. In American English [t] in intervocalic position is pronounced as flap /ɾ/. British English speakers usually pronounce [t] as /t/.
 - e. The /ʊ:/ sound of British English becomes /æ/ in American English.
 - f. In most cases /ʌ/ of British English becomes /a:/ in American English.
 - g. British English diphthongs /ɔɪ/ changes into /oɪ/ in American English.

- h. The Diphthongs of British English are converted in monophthongs in American English.
 - i. In some cases, British /Z/ changes into /ɜ:/ in American English.
 - j. The /-ɜri/ of British English becomes /-eri/ in American English.
 - k. Different phonemes may be used in the same word. There is no regular principles for those types of variations which are found only in individual words.
2. 55% of students are found to be tended towards British English in relation to American English and 42% of students used Nepali English also.
 3. British English is found more dominant in the would-be teachers i.e. M.Ed. second year students.
 4. No one is found to use pure American English in pronunciation.
 5. No student is found to pronounce the correct use of both British and American English.
 6. Regarding second objective namely, to verify dictionary pronunciation with native British and American speakers, there is no pronunciation variations between the dictionary pronunciation and respective British and American speakers in all but one, i. e. rule no. (d) viz. *in American English /t/ in intervocalic position is pronounced as flap /ɾ/*. British English speakers usually pronounced [t] as /t/. In this respect, in dictionary, there is no difference between British and American English but in speech American speakers spoke as stated in the rule.

4.2 Recommendations

On the basis of findings of the study, the following pedagogical implications can be recommended.

1. The subject experts, curriculum planners, syllabus designers, textbook writers, material producers, teachers and learners of English should be aware of the fact that there is a crucial difference in British and American English in general and in pronunciation aspect in particular.
2. Specifically, curriculum planners, syllabus designers, textbook writers and especially material producers (materials to help in learning pronunciation, cassettes, CD, VCR etc.) should make use of only one variety of English. Amalgamation of them creates problems to the students in deciphering the meaning and expressing their needs, views, desires, perspectives so on and so forth.
3. The students of English should be made aware of the most commonly used words in both varieties with the correct pronunciation that come in day to day communication by the language teachers.
4. The students should be acquainted with the principles of consistency in the use of language by the teachers also.
5. The teachers should lessen the use of mixed variety in their own use of language and students should also diminish the third variety of language i.e. neither British nor American variety.
6. Students themselves should be aware of the different varieties of language. It does not mean that they should use the language in juxtaposition, or they should make the two pronunciation simultaneously. They must use one or the other variety consistently.
7. The teachers are also advised to use only one variety consistently so that it lessens the influence to the students.

8. For the correct pronunciation, students or the second language learners should always be with dictionary. If they have any confusion or they don't know the correct pronunciations the habit of consulting dictionary simultaneously or immediately should be developed, that keeps them intact not only with pronunciation but with vocabulary, spelling and grammar as these portions are changed in course of time to boot.

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APPENDIX-1

46	47	48	49	50	51	52	53	54
55	56	57	58	59	60	61	62	63
45	44	64						

APPENDIX-2

The words which were asked to the respondents: native speakers of British and American English and M.Ed. second year students:

Idea
Packet Disappear
Pure

Dictionary
February
Imaginary
Necessary
Vocabulary

Aesthete
Category
Congress
Courage
Detailed
Extraordinary
Ion
Leisure
Object
Ordinal
Organization
Schedule
Status
Through
Undulate

Theatre
Worry
Zero

Absorb
After
Err
Manure
Mayor

Assume
Consumer
Neutron
Studio
Tube

Bottom
Criterion
Minority
Theoretical
Water

Afternoon
Branch
Cadre
Passport
Path

Authority
Beyond
Chop
Knot
Office
Alone
Mode
Ozone

Airport
Bourgeois
Clearly

Emotion