CHAPTER ONE
INTRODUCTION

This study is about the "Perception of Private School Teachers on Teaching Pronunciation.'' This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

A language is a systematic means of communication. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs, or marks. Wardhaugh (1972, p.3) defines, language as the system of arbitrary vocal symbols used for human communication. In this way, language is property of human beings. And it includes only voluntarily produced sounds for the sake of communication. Sapir (1921, p.7) says, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". From this definition, language is an extremely complex and highly versatile code for human communication, and it cannot be used by other animals. Thus, it is a unique property of human beings, which plays a vital role to differentiate human beings from other creatures in the world. It is not only personal phenomenon but also a social phenomenon because it is affected by a number of socio-cultural phenomena. The world today is said to be the global village because this is the age of communication. Knowing a language means knowing what sounds are in a particular language and how they can be put together to form meaningful larger units. From this, we can admit that one must possess the knowledge of sound system of a particular language to know about that language.

English is now commonly used as a lingua franca between people sharing different linguistic background. Harmer (2007) admits, "English is also, of course, a mother tongue for many people in the world, though, as we shall see,

such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication" (p.13). As English is an international language, teaching of English takes place all around the world. In the context of Nepal, English is taught as a foreign language. At present, the importance of English language is growing rapidly in such a way that English is made compulsory from elementary level to higher level and most of the students are interested in learning English language as a major subject. Language teaching is defined as "The activities which are intended to bring about the concept of language learning" (Stern, 1991, p. 21). In this definition, Stern has stated that language teaching activities are oriented to language learning. Teaching language involves four skills of language viz. listening, speaking, reading and writing, as well as language aspects; grammar, vocabulary and pronunciation.

Pronunciation is one of the most neglected but an important aspect of language teaching. Pronunciation is a key element in learning skills in second language. Varasarin (2007, p.2) says, "The role it plays in an English language program varies and, the amount of effort devoted to it seems to depend, to large degree, on the individual teacher". Teaching pronunciation is an act of teaching the way to pronounce words and sentences in appropriate manner. Pronunciation is a pre-requisite for teaching speaking. Harmer (2007) states, "Pronunciation teaching, not only makes students aware of different sounds and sound features (and what these mean) but can also improve their speaking immeasurably" (p.248). By teaching pronunciation, teachers can help their students to develop better pronunciation skills for effective communication. Pronunciation involves far more than segmental features of a language. In this context, Ur (2005) mentions, the three fundamental aspects of pronunciation; the sounds of the language, stress and rhythm and intonation.

The main purpose of teaching pronunciation is to make students able to understand others and to be understood by others. "A generally accepted goal of pronunciation pedagogy is to help learners achieve a comfortably intelligible

pronunciation rather than a native like one"(Levis & LeVelle, 2011, p.1). In this sense, pronunciation teaching is the matter of intelligibility rather than the matter of copying the style of native speakers.

1.2 Statement of the Problem

English has long been taught in school level as well as university level in Nepal. Due to the lack of knowledge of underlying features of spoken language, teachers rarely pay attention to teaching pronunciation. As a result, teaching pronunciation has been covered in shadow. It is generally believed that students studying at private schools are better than other students at pronunciation. It is because their teachers perceive pronunciation better and give much emphasis on accurate pronunciation than their government school counterparts do. The model they apply in teaching may be the result of their perception which ultimately leads their students to learn easily. On the basis of this assumption, the researcher in his research attempted to reveal the fact hidden behind that how private school teachers perceive teaching pronunciation in ELT.

1.3 Objectives of the Study

The objectives of my study were as follows:
   a) To find out the perception of teachers on teaching pronunciation at school level.
   b) To suggest some pedagogical implications.

1.4 Research Questions

The present study is based on the following questions.
   a) What could be the teachers' perceptions towards pronunciation teaching?

1.5 Significance of the Study

The study attempted to find out the way teachers teaching at private schools in Kathmandu valley perceive teaching pronunciation. It will be of vital importance for those professionals who are teaching English as a foreign

language. It will also be equally valuable for teacher trainers, teaching pronunciation experts, material designers, language planners, as well as textbook writers. Findings of this study will be helpful to eliminate practice level problems in the field of teaching English as a foreign language. Furthermore, the study will be very helpful for eradicating the existing problem in teaching pronunciation. Finally, the study will provide some assistance to the researchers who are interested in doing further research on teaching pronunciation.

1.6 Delimitations of the Study

The delimitations of the study are:

a) The study was conducted in private schools of Kathmandu valley only.

b) The primary data was collected using questionnaire only.

c) The primary data was limited to only 30 teachers teaching English in private schools.

d) The questionnaire consisted only 25 close-ended and 3 open-ended items.

1.7 Operational Definition of Key Terms

The key terms throughout this study are defined to increase understanding about the study. In the context of this study, the listed terms have following specific definitions:

Perception: Perception, in this study, refers to conscious understanding of teachers regarding English pronunciation teaching.

Private school: Private school refers to the school within Kathmandu valley which is not aided by government of Nepal or any other non-governmental organization.

Teaching pronunciation: Pronunciation teaching, in this study, refers to the things that teacher needs to know to teach English pronunciation effectively.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Basically, the researcher reviews related literature for the theoretical basis of his/her study. This chapter includes the review of related theoretical literature, empirical literature, implication of the literature and framework.

2.1 Review of Related Theoretical Literature

A theoretical framework guides the researcher to work on his topic by exploring the ideas about the topic of his/her study through the reviewing of different books, articles, journals, theses and so on. After reviewing the articles, books, journals, theses, a number of theories have been developed from different perspectives. The information obtained from different literature is sorted under the main themes and theories. It includes the following topic:

2.1.1 Introduction to Pronunciation Teaching

Pronunciation is an art and essential part of language learning. Only correct pronunciation of second language words and utterances can lead the learners to successful communication. Pronunciation of language includes segmental and supra-segmental features like stress, intonation, length and pitch which are very important in the English language as they bring change in meaning of utterances. Phonetics and phonology deal with this aspect of language teaching. The basis of good pronunciation teaching is the knowledge of the system, and structure of both the languages. Here the knowledge of the system and structure refers to the knowledge of all phonemes and the way phonemes are structured in the language". It means phonetics and phonology has significant part to play in teaching pronunciation.

Teaching pronunciation is a difficult task to perform without having proper knowledge of target language ways of speaking/ pronunciation. According to Ur (2005), teaching pronunciation involves transcribing sounds, recognizing rhythm and stress and recognizing intonation patterns. In this way, one as an

English teacher must possess the knowledge of phonetic transcription, recognizing rhythm, stress, and intonation patterns both in single words and connected speech. Both teacher and students face different problems and difficulties in teaching and learning pronunciation in our context. Problems of pronouncing one sound instead of other, intonation problem, and mother tongue interference in learning second language are common in our learners of English language. In this respect, Harmer (2008) admits that "Teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing." He further states it is possible that they are nervous of dealing with sounds and intonation. In this way teaching pronunciation is considered to be a tough job to perform.

2.1.2 Importance of Pronunciation Teaching

Pronunciation is one area of teaching which is often neglected, probably due to the fact that it is perceived to be difficult. However, it is an area in which learners need guidance. English, not being a phonetic language is rather difficult to pronounce by looking at words. So, in the field of English language teaching, there is a dire need of teaching pronunciation.

When teaching a foreign language, pronunciation is the aspect that often creates the first impression of the teacher and his/her language skills. Fraser (2000), (as cited in Gilakjani, 2011) states, " With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation understanding a speaker will be very difficult despite accuracy in other aspects." Thus, pronunciation teaching calls for adequate amount of attention from the teachers teaching English as a foreign language. In a similar vein, Seidholfer (2001) asserts, "Successful communication in a foreign language requires a certain command of the pronunciation of target language; pronunciation is responsible for intelligibility." In this way, pronunciation, by far, is the important sub-skill of oral communication.

2.1.3 Features of Pronunciation Teaching

The study of pronunciation covers two fields, namely phonetics and phonology. Both fields have practical significance and application in the classroom. Phonetics refers to the study of speech sounds in general and phonology has to do with how we interpret and systematize sounds. The study of the phonology of English looks at the vowels, consonants and supra-segmental features of a language. Here, vowels and consonants refer to the different sounds we produce when speaking. And supra-segmental features are the features of spoken language that exist in word level or connected speech. They are stress, intonation, length, pitch, rhythm, tone, tempo and juncture. The constituent features of spoken language are briefly mentioned below.

2.1.3.1 English Phonemes

The minimal unit of sound capable of distinguishing words of different meaning is called phoneme. Kelly (2006, p.1) defines, "Phonemes are the different sounds within a language." Thus, phonemes can make difference in meaning of the words. For instance, the words mat and rat have different meanings because they consist of different phonemes / mæt/ and /ræt/ respectively. Phoneme is one of the significant units of sound system of a particular language. In the absence of this unit, there will be no speech at all. To know more about how some language is spoken, one must have the knowledge of phonemes of that language. So, phoneme has a great part in the spoken form of any living language. According to Giegerich (2009), there are two types of phonemes in English language namely vowels and consonants. They are 44 in number. Among them 24 are consonants and 20 are vowels. A short description of each phoneme is given below.

I. English Vowels:

Vowel is one of the most important features of language sound system in English. Without frequent occurrence of vowels, it is impossible to form meaningful larger units in English. In the production of vowel sound, none of

the articulators come very close together consequently; air passes freely through the oral cavity. In English, there are 20 vowels. A short description of English vowels is given below;

a) Pure Vowels:

Pure vowels, also known as monophthongs are the vowels in the production of which the position of mouth remains unchanged. A short description of each is as following.

/iː/ : This is a front, close, long, tense, unrounded vowel. This vowel is longer if it occurs in syllable-final position and shorter when followed by voiced sound and shortest variants being those followed by the voiceless obstruent. If it is followed by nasal stop it is nasalized: e.g. bean, beam etc. the vowel is distributed in all three basic word positions as in; easy, feel, and quay.

/ɪ/: This is a front, short, lax and unrounded vowel. Its length varies according to the nature of the following consonant. The length decreases if the following sound is voiceless. It can occur in all three basic phonetic positions: Such as; enjoy, bit, and cry.

/e/: This is a front, short, lax, and unrounded vowel. It occurs in word-initial and word-medial position only. It is normally reduced to [ɪ] or [ ] in word final position.

/æ/: It is the lowest, front, short, lax, unrounded vowel. The vowel is distributed in syllable initial and medial position: e.g. ant and cat.

/ɑ/: It is a more advanced, low, long, tense, and unrounded vowel. It occurs in all three basic positions. It is often followed by a silent [l] in words like palm, calm, and calf etc.

/ɔ/: It is a short, lax, open and slightly rounded vowel. It only occurs in word initial and medial positions: as in; object and shop.

/ɔː/ It is a long, tense vowel and more rounded than [ ]. The vowel occurs in all three basic positions of the syllable: as in; awful, caught and flaw.

/ʊ/: It is a short, lax, rounded vowel. It is considerably closer than [ː]. Its degree of aperture being a little bit higher than the cardinal half close. It never occurs in word-initial position yet exceptionally occurs in word- final position.

/ʊ/: It is a long, tense, rounded, highest and back vowel. It occurs in all three basic positions though pretty infrequently in initial position.

/ʌ/: It is a central, half open, short, lax unrounded vowel. It is distributed only in word-initial and word-medial positions.

/ə/: It is a central, mid, lax, unrounded vowel. It is also called schwa. The vowel freely occurs in all three basic positions, but only in unstressed syllables as in; aside, collide, rather etc.

/ɜː/ : It is a central mid, long and tense vowel. It is a counterpart of schwa and only occurs in stressed syllables. It is distributed in all three basic positions very often in monosyllabic words. For example; err, first, curtain, fur, refer etc.

b) English Diphthongs:

Diphthongs are made of the sequence of two pure vowels. Here, both the pure vowels make single unit which works as vocalic element in the syllable. Diphthongs are divided into two groups on the basis of the occurrence of more prominent vowel. The short description of English diphthongs is as following.

/iə/: It is a centering, falling diphthong that starts at about the position of the short lax [I] and glides towards schwa [ ]. This diphthong is distributed in all three basic positions, such as; ear, deer, tier.

/eə/: It is also a centering, falling diphthong. The diphthong is distributed in all three basic positions. For example; air, scare, fare.

/ʊə/ : It is also a centering, falling diphthong. While pronouncing [ ], the articulation starts with fairly back close vowel [ ]. It is distributed only in word medial position and word final position. For example; jewel and pure.

/ɑɪ/: It is a falling closing diphthong. It is the diphthong that actually implies the amplest movement of the speech organs that shifts from the position of an open vowel to a front, close, lax vowel. The diphthong is distributed in all three basic positions, such as; island, bite and fry.

/ɔɪ/ : This is a falling closing diphthong too. It starts from a back, mid vowel and ends in front, close, lax vowel. It also involves an ample articulatory movement from a back vowel to the front part of imaginary vowel chart. It is also distributed in all three basic positions, as in; oyster, boil, boy.

/eə/: It is also a falling closing diphthong. It starts with a front mid vowel and glides to a higher vowel value, closing. Often second element is very short, sometimes even dropped, the diphthong being reduced to a long vowel monophthong [:]. It is distributed in all three basic positions. For example; eight, gate and say.

/əʊ/: It is also a falling closing diphthong. It starts with a central, mid vowel and glides to a back close one. It is distributed in all three basic positions. For example; old, sold, go.

/ɑʊ/: It is a falling closing diphthong too. It starts as an open fairly front vowel and glides towards back close one. It is distributed in all three basic positions, such as; ouch, loud, bough etc.

II. English Consonants

All the sounds of English Language can be described in terms of voicing, place of articulation and manner of articulation.

A. Voicing: Voicing of speech sound refers to the vibration of the vocal cords. Sounds produced while vocal cords are vibrating are called voiced sounds. For example; [b], [d], [g], [v], [ð], [z], [ ], [m], [n], [ ], [j], [r], [l] and [w]. The sounds which are produced without any vibration in the vocal cords are called voiceless sounds. There are ten voiceless sounds in English language. They are; [p], [t], [k], [f], [s], [ ], [t], [ ], and [h].

B. Place of Articulation: On the basis of place of articulation English consonants are divided into seven different categories. According to Giegerich (2009), a short description of all the consonants is given below.

Bilabials

Bilabial sounds are the sounds which are produced as a result of both the lips coming together. While pronouncing the words like *pie, buy, my*, the lips come together for the first sound. So, bilabials are those sounds which are produced by two lips joining together. In English [p], [b], [m] and [w] are bilabial sounds.

Labiodentals

The sounds which are produced through the contact of lower lip and the upper teeth are labiodentals. Most people realize them when saying the words like *fan* and *van* in initial position. Yule (2006, p.32) says:

> There are sounds formed with the upper teeth and the lower lip. The initial sounds of the words *fat* and *vat* and the final sounds in the word *self* and *save* are labiodentals. They are represented by the symbols [f] which is voiceless, and [v], which is voiced.

Dental

The term dental refers to a sound made against the teeth, by the tip of the tongue. Such sounds are also called apico-dental because the term apico means apex, the tip of the tongue. All the English sounds produced as a result of apex contacting ridge of the teeth. There are only two dental sounds in English.

Alveolar

The production of the sounds by the effort of tongue tip and the alveolar ridge are alveolar sounds. The sounds like [t], [d] [n] and so on are the examples of this type.

Palato-Alveolar

During the production of palato-alveolar sounds the front of the tongue, not just the tip, is raised towards the back of the alveolar ridge and the front of palate, as in she (symbolized as / /).

Palatal

The front of the tongue is raised towards the palate, slightly further back than in a palato-alveolar sound during the production of palatal sound /j/, as in you is the example of palatal sound in English.

Velar

During the production of velar sound, the back of the tongue is raised towards the velum. /k/, /g/ and / / as in back, bag and bang are the examples of velar sounds in English.

C. Manner of Articulations

In place of articulation the sounds are described in terms of where they are articulated. We can also describe them in terms of how they are produced i.e. manner of articulations. Yule (2006, p. 35) clarifies it by saying:

> We can say that [t] and [s] are both voiceless alveolar sounds. How do they differ? They differ in their manner of articulation, that is, in the way they are pronounced. The [t] sound is one of the set of sounds called stops and the [s] sound is one of the set called fricatives.

Stops, fricatives, affricates, glides are the sounds which are different from each other due to their manner of articulation.

Stops

Due to complete closure of the articulators involved in the production of the sound, for a while the air stream cannot escape through the mouth and the sounds are produced only after the sudden release, such sound are stops. Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. They are [p], [b], [t], [d], [k], and [g], realized while pronouncing the words: *pat, bat, tat, dad, cat* and *gate* word initially. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce [m], [n], and [ ], these sounds are nasals and all are voiced and realized while pronouncing *morning, name* and *knitting* and so on.

Fricatives

The air stream is partially obstructed and turbulent airflow is produced in fricatives due to close approximation of the articulators, the sounds are realized like hissing sounds. The labiodentals /f/, /v/ are the examples of this type. Except them dental, alveolar and palato- alveolar sounds are also produced in this type.

Nasals

The term nasal refers to the sound in which the air escapes through the nose. For this to happen, two articulatory actions are necessary: firstly the soft palate must be lowered to allow air to escape past it and secondly, a closure must be made in the oral cavity to prevent air escaping through it. English has three nasal sounds; [m], [n] and [ ].

Lateral sounds

Lateral sounds are those sounds which are produced with the release of the air from one or both sides of the tongue. In other words, it refers to any sound where the air escapes around one or both sides of closure made in the mouth. In English, the sound [l] is lateral since the blade of the tongue makes contact with alveolar ridge allowing the passage of the air.

Affricates

Affricates are speech sounds which are produced by stopping the airstream from the lungs then slowly releasing it with the friction. The first part of the affricate is similar to stop and second part is similar to fricative. So, an affricate can be as a stop with fricative release. For example, [   ] and [t] in English.

Trill

Trill refers to the sounds which are produced by the rapid tapping of one organ of articulation against another. The active articulator taps rapidly against passive one several times. The sound [r] is the only trill in English language.

Approximant

While producing approximants, one articulator is close to another but the degree of narrowing involved does not produce audible friction. Therefore, approximants are also called frictionless continuant [w] and [j] are the two approximants in English language.

2.1.3.2 English Supra-segmental Features

I. Stress

Stress is an important supra-segmental feature which is known as the force used to pronounce a sound or a syllable. The great phonetician Jones (1979 as cited in Maharjan and Dawadi 2013, p. 69) defines stress as "The degree of

force with which a sound or syllable is uttered." Similarly, (Wikipedia.com) defines the term stress as "The relative emphasis that may be given to certain syllable in a word or certain words in a phrase or sentence." In this way, the term stress is known as the force, tense, loudness or muscular energy applied to a sound or syllable to be uttered in appropriate manner. Stress is a prominent feature of English language both at the level of word (i.e. lexical stress) and at the level of phrase or sentence (i.e. prosodic stress)

Some languages have fixed stress. Other languages like English have variable stress, where the position of stress in a word is not predictable. Sometimes, more than one level of stress, such as primary stress and secondary stress may be identified. Stressed syllables are often louder than non stressed syllables, and may have higher or lower pitch. They may also sometimes, be pronounced longer. Stress plays distinctive role in English because the same utterance in English may have different meanings due to the use of stress quality in different parts of the utterance.

II. Intonation

Intonation is an important supra-segmental feature of language. In most of the languages of the world this property exists. It plays significant role in most of the living languages on earth. Intonation, simply, refers to the change of pitch in a sentence in spoken form of language. The intonation of a sentence is the pattern of pitch changes that occurs and the part of a sentence over which particular pattern extends is called intonation phrase (Ladefoged, 2001, p. 99). Intonation performs several functions in language. Its most important function is a signal of grammatical structure, where it performs a role similar to punctuation in writing. And second role of intonation is the communication of personal attitude. In this regard, Clark and Yallop (1995, p. 358) say intonation, in fact a crucial part of English language carries important semantic functions and these functions may be attitudinal in the sense that they express, for instance, definiteness or tentativeness. In this sense, it is possible to find whether the speaker is surprised or enthusiastic or bored by listening to

him/her. Similarly, we can find out what function the utterance serves by hearing the speech melody (i.e. pitch variation) produced by the speaker. In this way, same sentence may have different intonation patterns depending upon the context or meaning.

Teaching intonation is one of the most difficult jobs to perform as it requires specific skills. In this context, Harmer (2008, p. 250) mentions, "most of the teachers find intonation to be the most problematic area of pronunciation teaching because it is extremely difficult to hear tunes and identify different patterns of rising and falling tones". So, teaching pronunciation in general and teaching intonation in particular requires keen and conscious effort to get things done in English language teaching.

2.1.4 Techniques Used in Teaching Pronunciation

Pronunciation teaching, like other areas of language teaching requires some rigorous efforts. For this reason, teachers teaching English at school use different techniques while teaching pronunciation. In the field of pronunciation teaching, there are many techniques in practice. Some of them are teacher centered and some others are student centered. Kelly (2006), presents the following techniques for teaching pronunciation.

a) Drilling: Drilling is one the widely practiced techniques used in pronunciation teaching. It simply refers to the act of listening to model, provided by the teacher or tape or another student, and repeating what is heard. So, it is the act of modeling others voice in order to learn correct pronunciation. Being able to drill properly is a fundamental language teaching skill. In this way, drilling aims to help students achieve better pronunciation of language items. It is an important tool in pronunciation teaching not only at school level but also at higher level. Drilling is of many types such as individual drill, pair drill, chorus drill, chaining drill and substitution drill.

b) Minimal Pairs and Related Activities: We can find out the sounds causing difficulties for the students of particular linguistic backgrounds

through contrastive analysis. The act Changing just one sound leads to a change in meaning is called minimal pair. Minimal pair differs by only one phoneme, for example; pin /pɪn/ and pen /pen/. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students.

c) Pronunciation and Spelling Activities: One of the ways of dealing with pronunciation work is correlating pronunciation with spelling. The unpredictability of the English sound symbol relationship causes so many problems in pronunciation not only for learners but also for its native speakers. As a result, there occurs the existence of homophones and homographs. So, the teacher adopts many activities for minimizing the problems with pronunciation and spelling

d) Taping Students English: Taping learner's spoken English and contrasting it with native model is a useful technique for improving learners' pronunciation. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation. Sounds, stress and intonation can be contrasted with those of a native speaker comparing the recorded sounds.

e) Listening Activities: The anticipated outcome of language teaching is for students to be more able to understand and use the language outside the classroom. Listening comprehension exercises in course books are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature.

f) Reading Activities: In reading activities, work on pronunciation can be successfully integrated and provides a suitable means of bringing language features to students' attention. Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various

times. Reading aloud offers opportunities for study of the links of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

2.2 Review of Empirical Literature

In the department of English Education T.U., Kirtipur, a number of research have been carried out on pronunciation. Some of them have been reviewed by the researcher as following.

Ghimire (2003) carried out the research on pronunciation proficiency of the students of lower secondary level students. He found out that the average pronunciation ability of the students of lower secondary level in Kathmandu valley is found to be 37.88 percent. The performance of boys was better than the girls. Similarly, he found out that the highest ability in the pronunciation of English words by Tibeto-Burman native speaker was 39.17 per cent and Indo-Aryan native speaker was 36.54 percent.

Thapa (2004) carried out a research on the pronunciation proficiency at secondary level. He found out that the pronunciation ability of the students of Kathmandu valley is 53.68 percent. In comparative analysis between the variables, Tibeto-Burman language background students had excelled their Indo- Aryan counterparts. His study showed that the performance of the boys was better than those of the girls.

Devkota (2006) carried out a research on the pronunciation proficiency of the students of grade five. His study showed that the overall pronunciation proficiency of the fifth grade students in lexical level was 51.53 per cent. Similarly, Tibeto–Burman native speakers, in terms of medium of instruction, were found to be more proficient than their opponent group. From the analysis of word types, monosyllabic words were found easier to then students in comparison to others. Moreover, English fricatives were more difficult for Nepali learners in comparison to others.

Kandel (2007) carried out a research on the pronunciation of the plural and past tense morphemes of the students of grade nine. His study showed that the

overall pronunciation of the plural morpheme of regular nouns and past tense morpheme of regular verbs is 49.68 percent. Similarly the pronunciation proficiency of the plural morpheme is 50.40 percent and the past tense morpheme is 48.95 percent. In terms of sex, the girls obtained 50.23 percent. The boys' proficiency on the pronunciation of the past tense morpheme of regular verb is found better than their girls' counterparts.

Pandey (2007) conducted a research on 'Effectiveness of Imitation Drill in Teaching Pronunciation'. He attempted to find out the effectiveness of imitation drill in teaching pronunciation and compare the students' pronunciation in terms of boys' versus girl' performance. He concluded that the experimental group was found much better than the control group. The experimental group excelled the control group by 8.05 percent in the total performance. Moreover, he concluded that the boys of experimental group performed better than the boys of control group and the girls of experimental group performed better than the girls of controlled group. In total performance, girls of experimental group performed better than the boys of experimental group.

Khanal (2007) carried out a research on ' Proficiency in Pronunciation a Case of Grade Three Students' He attempted to find out the pronunciation proficiency of grade three students in terms of boys and girls, Kathmandu and Lalitpur district students. He found out that the overall pronunciation proficiency of students of Kathmandu district was found to be 55.45%. Moreover, the pronunciation proficiency of the students of Lalitpur district was found to be 55.18% and overall pronunciation proficiency of girls of Kathmandu and Lalitpur district was found to be 56.63% and where as boys of both district is found to be 54.09%.

Adhikari (2009) carried out a research entitled "Use of Electronic Devices in Teaching Spelling and Pronunciation" and he found that cassette was more useful materials in comparison to the teachers' voice to teach spelling and pronunciation. And again concludes that cassette was the most useful material to deal with spelling and pronunciation. Teachers' live presentation was the

most useful to teach spelling and pronunciation in the context of Nepal. Sound and fluency of recorded materials was better than the teachers' voice and fluency. Although recorded materials were used in schools, many students preferred teacher's voice.

The review above shows that most of the researches have been carried out on proficiency of students on pronunciation of the different educational level. Since no research has been carried out on Perception of teachers towards pronunciation, the researcher has selected the topic ' Perception of Private School Teachers on Pronunciation Teaching ' for the study.

2.3 Implication of the Review of the Study

In literature review, our central focus is to examine and evaluate what has been done before a topic and establish the relevance of this information to our own research. This review of the study obtains the information from the variety of sources including books, articles, journals, theses and so on. First of all, I reviewed the research works done in the department. Research works of Pandey (2007), Adhikari (2009), Devkota (2007) and Khanal (2007) were helpful to me to examine and evaluate what has been before on a topic which eventually led me to choose topic for my study. After that I reviewed Creswell (2014) and I came up with the clear idea of conducting survey research step by step and I also learnt the ways to review theoretical literature and its importance. Then, I reviewed Best and kahn (1999) from where I got some valuable ideas for creating conceptual framework. Then, I went through Good (1996) and it gave me some insights into population sampling into survey design. Similarly, I went through Singh (1998) from where I got some valuable ideas to prepare questionnaire in a proper way.

 To summarize, the aforementioned studies have their own value and importance in their respective fields. While reviewing the literature, I have gone through various theoretical works and various empirical research studies. They all are related to some extent to my study area. After reviewing the research works, I got ideas on different existing theories related to my topic.

These reviewed literature helped me to make theoretical foundation to my study. Furthermore, from the empirical research studies; I got information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedures, I have gained valuable information from these research works. All these theoretical and empirical studies will be helpful to me during my whole research work. They will be of vital importance to make my task more informative and reliable.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study. The conceptual framework of my study "Perceptions of Private School Teachers on Teaching Pronunciation" will be as follows:

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the important elements of a research study. If any research work follows appropriate methodology and procedures, it will obtain its objectives successfully. Appropriate methodology helps the researchers to guide his/her research work through. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, and ethical consideration.

3.1 Design of the Study

Research design is the way of investigation that is followed by the researcher while carrying out research like experimental, quasi-experimental, survey, historical, case study and action research. This study is based on survey research design. Survey research is the most popular design of research in social sciences including in the field of education. Survey research design is especially used for collecting information, attitude, perception, etc. of individuals towards the particular things in a large population. According to Nunan (1992, p. 140) "surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics". In a similar way, Creswell (2014, p. 376) "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population". From the above definition, as we clear that the survey design is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations through the questionnaires, interviews and so on.

Survey research involves the collection of information from members of group of students, teachers, or other persons associated with the educational process and the analysis of this information to illuminate important educational issues.

The researcher can collect the information from small sample size and finding of survey can be generalized to the whole population or group. This study also aims to find out the perceptions of private school teachers towards pronunciation teaching. So, the researcher used survey research design in this study.

3.2 Population, Sample, and Sampling Strategy

The researcher conducted the research in 30 private schools of Kathmandu valley. Population of the study was the teachers teaching English in private schools scattered throughout the valley. The researcher selected 30 teachers from 30 different schools of the valley as a sample size. The researcher, in this research, used purposive non-random sampling procedure for data collection.

3.3 Research Tools

Tools are the most important elements of any research. For this study, the researcher used a questionnaire which included 25 close-ended and 3 open ended questions prepared beforehand in order to find out perceptions of the teachers towards pronunciation teaching.

3.4 Sources of Data

The researcher applied both primary as well as secondary sources for data collection.

Primary Source: 30 teachers teaching English at secondary level in 30 different private schools of Kathmandu valley.

Secondary Source: Books on English language teaching, phonetics and phonology, teaching pronunciation, quantitative and qualitative research and so on. Similarly, journals on English as foreign language, applied linguistics and other documents related to language teaching in general and pronunciation teaching in particular were also consulted as sources of data.

3.5 Data Collection Procedures

When a researcher follows appropriate data collection procedures he/she can easily gain the required data. To collect the required data for this study, the researcher used the following procedures.

First, the researcher prepared required questionnaire for the respondents. Then, he took permission from concerned authority. After that, he built good rapport with the respondents. Then, he provided the questionnaire to the respondents. The researcher collected the distributed questionnaire from the respondents within 10 days. Finally, he thanked them for their cooperation.

3.6 Data Analysis Procedure

After collection of the data, the researcher interpreted and analyzed them systematically. The collected data, was analyzed and interpreted statistically by using simple statistical tool percentage.

3.7 Ethical Considerations

For a research to be conducted in an appropriate way, there are some things to be considered which are known as ethical consideration. One as a researcher should have those most valuable things in his/her mind while carrying out the research. The researcher ensures whether or not his/her project causes any harm to the respondents. If it is harmful to the respondents, the researcher will eliminate the harmful elements from the tools for data collection. The researcher paid close attention on gender, racial and cultural issues in the process of data collection. To accomplish his research work, the researcher considered the ethical norms such as; taking permission from the school administration, building rapport with the respondents (English teachers), he did not use any malicious language in the questionnaire, he tried to keep the responses of the respondents as confidential as possible, he avoided the plagiarism. Moreover, the researcher tried his best to make the data collection task reciprocal to the extent possible.

CHAPTER: FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. Interpretation is derived from the systematic analysis of the data. Based on the analysis and interpretation of data, the result is found out.

4.1 Analysis of Data and Interpretation of the Results

The main purpose of this study was to find out the perceptions of private school teachers on teaching pronunciation. The data were collected through both the quantitative and qualitative tools (open and close ended questions). Collected data were analyzed and interpreted using descriptive statistical tool (percentage).

While analyzing data, percentage was used as the main basis. The total number of respondents were counted and changed into percentage. Generally, for each question, if there was 50% and above, it was considered to have positive attitudes towards teaching pronunciation and below 50% was considered to have negative attitude.

The responses have been analyzed under the following themes;

  a) Perceptions on Importance and Goal of Teaching Pronunciation.
  b)   Perceptions Regarding Age Factor.
  c) Perception toward Environmental Factor.
  d)   Perceptions on Theoretical Knowledge and Skills.
  e)   Perception on Problems of Pronunciation
  f) Perception on Features of Pronunciation
  g) Perception on Teaching Techniques.

4.1.1   Perception on Importance and Goal of Teaching Pronunciation

This heading deals with the perceptions of the teachers on importance and goal of teaching pronunciation. As it is already mentioned in the previous chapter, the researcher distributed a set of questionnaire including close- ended

questions in order to elicit the data from the informants. The questions were analyzed and interpreted descriptively in the following ways:

Table: 1

Perception on Importance and Goal of Teaching Pronunciation

Item No.	Items	Responses														
		Agree						Neutral		Disagree						
		SA		A		Total				DA		SDA		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Teaching pronunciation at school is an inevitable factor of English Lg teaching	23	76.67	7	23.33	30	100	-	-	-	-	-	-	-	-
2	Teaching pronunciation is of great help to boost up students' command over language.	18	60	12	40	30	100	-	-	-	-	-	-	-	-
3	Every ESL teacher should have native like competency in pronunciation.	1	3.33	18	60	19	63.33	3	10	8	26.67	-	-	8	26.67
4	The main goal of teaching pronunciation is to make students able to use particular variety of English.	8	26.67	3	10	11	36.67	3	10	16	53.33	-	-	16	53.33

From the above data, mentioned in item no. one, the researcher found that almost all the teachers agreed (i.e.76.67% strongly agreed and 23.33% agreed) to the statement. So, it can be said that the teachers are highly positive toward inevitability of teaching pronunciation in English language teaching at secondary school level.

In response to the item no. two, all of the respondents agreed (60% strongly agreed and 40% agreed) to the statement. From the data received it can be admitted that all of the teachers perceive teaching pronunciation to be helpful in developing students command over language.

Similarly, regarding the result in response to item no. three, the researcher found majority of the respondents agreed to the statements (3.33% strongly agreed and 60% agreed) while a few respondents remained neutral(i.e. 10% neutral) and some others disagreed (0% strongly disagreed and 26.67% disagreed). So, from this data, we can admit that in private school teachers' perceptions, there is need of teachers having native-like competency in pronunciation. In response to item no.4, the researcher found that majority of the respondents disagreed (53.33% disagreed), 36.67% agreed and 10% remained neutral to the statement. So, private school teachers don't think that the main goal of teaching pronunciation is to make students able to use particular variety of English and they perceive pronunciation teaching to be important in English language teaching.

4.1.2 Perception Regarding Age Factor

This heading deals with the teachers' perceptions regarding influence of age factor in pronunciation teaching. The opinions of the respondents regarding the influence of age factor in teaching pronunciation have been analyzed by the simple statistical tools and presented in the table below.

Table: 2

Perceptions Regarding Age Factor

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
5	Early years of school help students to shape their pronunciation habits.	9	30	21	70	30	100	-	-	-	-	-	-	-	-
6	It is more difficult for adult foreign language learners to attain TL pronunciation skills than young learners.	15	50	15	50	30	100	-	-	-	-	-	-	-	-

Regarding teachers' perceptions on influence of age factor on teaching pronunciation, in response to item no. five, all of the respondents agreed (30% strongly agreed & 70% agreed). Similarly, in response to item no. 6, 'It is more difficult for adult foreign language learners to attain target language pronunciation skills than young learners', all the respondents agreed (50% strongly agreed & 50% agreed) to the statement. In this way, the researcher found that private school teachers perceive age factor to play vital role in teaching pronunciation.

4.1.3 Perception toward Environmental Factor

Under this heading the questionnaire were prepared to find out the teachers' perception toward influence of environmental factor in teaching /learning English pronunciation. The responses obtained from the respondents have been presented below.

Table: 3

Perception toward Environmental Factor

Item No.	Items	Responses														
		Agree						Neutral		Disagree						
		SA		A		Total						DA		SDA		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
7.	Pronunciation can be learnt spontaneously rather than by teaching it.	7	23.33	10	33.33	17	56.67	3	10	5	16.67	5	16.67	10	33.33
8.	Encouraging students to listen music in TL, watching TL movies helps them to develop better pronunciation skills.	4	13.33	21	70	25	83.33	4	13.33	1	3.33	-	-	1	3.33
9.	English as a medium of instruction has vital role in improving pronunciation of students.	20	66.67	10	33.33	30	100	-	-	-	-	-	-	-	-

Regarding perception toward role of environmental factor in teaching pronunciation, in response to the item no.7, 'pronunciation can be learnt spontaneously rather than by teaching it', majority of the respondents disagreed (23.33% strongly agreed & 33.33% agreed) to the statement while only a few respondents (i.e. 10% neutral) remained neutral and 33.33% disagreed (16.67% strongly disagreed & 16.67% disagreed). Similarly, in response to

item no.8, 'Encouraging students to listen to music in target language, watching target language movies helps them to develop better pronunciation skills', most of the respondents agreed (13.33% strongly agreed & 70% agreed) to the statements and few respondents disagreed (0% strongly disagreed & 3.33% disagreed) and some remained neutral (i.e.13.33% neutral). And, in response to item no.9, 'English as a medium of instruction has vital role in improving pronunciation of students' all the respondents agreed (66.67% strongly agreed & 33.33% agree).

In this way, private school teachers perceive role of environment in teaching English pronunciation to be very crucial, for English environment helps them to learn pronunciation spontaneously.

4.1.4 Perception on Theoretical Knowledge and Skills

Under this theme the questionnaire was prepared to find out the teachers' perception on theoretical knowledge base and skills to teach English pronunciation. The responses obtained from the respondents have been presented on the next page.

Perception on Theoretical Knowledge and Skills

Item No.	Items	Responses														
		Agree						Neutral		Disagree						
		SA		A		Total						DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
10.	To be a good English teacher, one must possess sound knowledge of English sound system	19	63.33	11	36.67	30	100	-	-	-	-	-	-	-	-
11.	Insufficient knowledge of segmental and supra-segmental elements can cause problem in successful communication.	12	40	14	46.67	26	86.67	3	10	1	3.33	-	-	1	3.33
12.	An English teacher must have good pronunciation skills to teach pronunciation effectively.	19	63.33	11	36.67	30	100	-	-	-	-	-	-	-	-

Regarding teachers' perceptions on importance of theoretical knowledge and skills in pronunciation teaching, in response to item no.10, 'To be a good English teacher one must possess sound knowledge of English sound system', all of the respondents agreed (63.33% strongly agree & 36.67% agree)to the statement and none of the respondents disagreed. Similarly, in response to the statement 'Insufficient knowledge of segmental and supra-segmental elements can cause problems in successful communication', most of the respondents agreed (40 % strongly agreed & 46.67 % agreed) while some respondents choose to remain neutral (i.e. 10 % neutral) and only 3.33 % disagreed to the statement. And in response to item no 12, 'An English teacher must have good pronunciation skills to teach English effectively' all the respondents agreed (63.33% strongly agreed & 36.67% agreed).

From the above data it can be concluded that most of the teachers teaching in private schools perceive theoretical knowledge and skills to be important for teaching pronunciation to school level students.

4.1.5 Perception on Problems of Pronunciation

Under this theme the questionnaire was prepared to find out the teachers' perception on problems to teach English pronunciation. The responses obtained from the respondents have been presented in the table below.

Table: 5

Perception on Problems of Pronunciation

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
13.	Aspects of students' first language can interfere with the pronunciation of second language.	14	46.67	12	40.00	26	86.67	4	13.33	-	-	-	-	-	-
14.	Pronunciation tends to suffer from neglects due to teachers lacking interest in the subject.	2	6.67	16	53.33	18	60	6	20	4	13.33	2	6.67	6	20
15.	A little correspondence between English spelling and pronunciation is the biggest factor that causes problems for pronunciation teaching.	-	-	18	60	18	60	2	6.67	10	33.33	-	-	10	33.33

Regarding perceptions on problems of pronunciation, in response to item no. 13, 'Aspects of students' first language can interfere with the pronunciation of second language', most of the respondents agreed (46.67% strongly agreed &

40% agree) to the statement while a few remained neutral (i.e. 13.33% neutral) Similarly, in response to item no.14, 'Pronunciation teaching tends to suffer from neglect due to teachers lacking interest in the subject', majority of the respondents agreed (6.67% strongly agree & 53.33% agreed), 20% remained neutral and remaining 20% disagreed to the statement. And, finally in response to item no.15, 'A little correspondence between English spelling and pronunciation is the biggest factor that causes problems for pronunciation teaching', most of the respondents agreed (0% strongly agreed & 60% agreed) while a few respondents remained neutral (i.e. 6.67% neutral) and remaining others disagreed (33.33% disagreed) to the statement.

From the above data, it is found that private school teachers are well aware of problems of teaching pronunciation, namely, problems regarding learners' first language, problem of negligence toward teaching pronunciation problem regarding English spelling and the way words are pronounced in English.

4.1.6 Perception on features of Pronunciation

This heading deals with the perception of the teachers on constituent features of pronunciation. For this reason, the researcher has prepared 5 questions representing all the features of pronunciation. After gathering data, the questions were analyzed and interpreted descriptively in the following ways:

Table: 6

Perception on features of Pronunciation

Item No.	Items	Responses														
		Agree						Neutral		Disagree						
		SA		A		Total				DA		SDA		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
16.	Teacher should always integrate pronunciation features into lesson planning in order to raise students' general awareness.	3	10	20	66.67	23	76.67	7	23.33	-	-	-	-	-	-
17.	The best way to work on the difficulty with particular phoneme is to do remedial teaching.	1	3.33	20	66.67	21	70	8	26.67	1	3.33	-	-	1	3.33
18.	Listening activities are particularly useful for helping to raise awareness of word stress.	5	16.67	20	66.67	25	83.33	5	16.67	-	-	-	-	-	-
19.	Teaching students how stress on particular word can change the meaning of sentence is very essential in teaching correct pronunciation.	7	23.33	18	60	25	83.33	5	16.67	-	-	-	-	-	-
20.	Working on intonation in English class needs to focus on practice rather than theory.	19	63.33	9	30	28	93.33	-	-	2	6.67	-	-	2	6.67

Regarding perceptions on working with features of pronunciation, in response to item no. 16, 'Teacher should always integrate pronunciation aspects into lesson planning in order to raise students' general awareness', most of the

respondents agreed (10% strongly agreed & 66.67 % agreed) and some of them were neutral (i.e. 23.33% neutral). In response to item no.17, 'The best way to work on the difficulty with particular phoneme is to do remedial teaching', 70 % respondents agreed (3.33% strongly agreed & 66.67 % agreed), some of them remained neutral (26.67% neutral) and very few others disagreed (i.e. 3.33% disagreed) to the statement. Similarly, in response to item no. 18, 'Listening activities are particularly useful for helping to raise awareness of word stress', majority of the respondents agreed (16.67% strongly agreed & 66.67% agreed), some remained neutral (i.e.16.67% neutral) and no respondents disagreed.

Under the same theme in response to item no. 19, 'Teaching students how stress on particular word can change the meaning of the sentence is very essential in teaching correct pronunciation' a huge majority of the respondents agreed (23.33% strongly agreed & 60% agreed) and a few others remained neutral (16.67% neutral). Finally, in response to item no.20, 'Working on intonation in English class needs to focus on practice rather than theory', a huge percentage of the respondents agreed (63.33% strongly agreed & 30% agreed) and very few number of respondents disagreed (6.67% disagreed) to the statement. In this way, it can be concluded that private school teachers are found to have adequate knowledge of features of pronunciation and skills to deal with those features.

4.1.7 Perception on Pronunciation Teaching Techniques

This heading deals with the perception of the teachers on pronunciation teaching techniques. For this reason, the researcher has prepared 5 questions representing 5 different techniques of teaching pronunciation. After gathering data, the questions were analyzed and interpreted descriptively in the following ways:

Table: 7

Perceptions on Pronunciation Teaching Techniques

Item No.	Items	Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
21.	Drilling helps students to overcome the difficulty with particular phonemes	22	73.33	8	26.67	30	100	-	-	-	-	-	-	-	-
22.	Minimal pair activities are of great help in discriminating different phonemes	4	13.33	17	56.67	21	70	9	30	-	-	-	-	-	-
23.	While teaching pronunciation, it is important to tie pronunciation work closely with spelling.	5	16.67	14	46.67	19	63.33	2	6.67	3	10	6	20	9	30
24.	It is worth employing listening activities in the classroom to boost up students' pronunciation competency.	9	30	21	70	30	100	-	-	-	-	-	-	-	-
25.	Teachers can improve students pronunciation by taping their speech .	4	13.33	25	83.33	29	96.67	1	3.33	-	-	-	-	-	-

Regarding teachers' perceptions on execution of pronunciation teaching techniques, in response to item no. 21, 'Drilling helps students to overcome the difficulty with particular phoneme', all of the respondents agreed (73.33% strongly agreed & 26.67% agreed) and none of the respondents remained neutral or disagreed. And in response to item no. 22, 'Minimal pair activities are of great help in discriminating different phonemes' majority of the respondents agreed (13.33% strongly agreed & 56.67% agreed) while some were neutral (30% neutral) no respondents disagreed to the statement. Similarly, in response to item no. 23, 'While teaching pronunciation, it is important to tie pronunciation work closely with spelling', majority of the respondents agreed (16.67% strongly agreed & 46.67% agreed) while few others were found to be neutral (6.67% neutral) and some others disagreed (20 % strongly disagreed & 10% disagreed). In response to item no. 24, 'It is worth employing listening activities in the classroom to boost up the students pronunciation competency', all of the respondents agreed (30% strongly agreed & 70% agreed). Finally, in response to item no. 25, 'Teachers can improve students' pronunciation by taping their speech', a huge majority of the respondents agreed (13.33% strongly agreed & 83.33% agreed) and few others remained neutral (3.33% neutral) to the statement. From the data, it can be concluded that most of the private school teachers have good amount of consciousness regarding techniques of teaching pronunciation.

4.2 Responses Related to Open-ended Questions

Along with 25 close-ended items, 3 open-ended items were asked in order to get general perception of private school teachers regarding teaching of pronunciation. The questions were designed to collect teachers' perceptions on teaching pronunciation of English and to know whether pronunciation should be important part of English language teaching or not. The next question seeks for the teachers' perceptions on importance of having knowledge of phonetics and phonology in order to teach pronunciation. Similarly, final question asks the respondents for their best technique for teaching pronunciation. The

analysis of the responses has developed the following conclusive ideas which have been mentioned below.

While responding the first query mentioned in open-ended questions, the informants responded;

- Pronunciation teaching is an important part of ELT.
- Without the teaching of pronunciation in English, there is lack of accuracy in learning.
- If pronunciation teaching is excluded, there will not be uniformity in pronunciation of English which ultimately leads learners to ambiguity.
- Pronunciation teaching helps learners to understand others and to be understood by others easily. It means only correct pronunciation can lead both speaker and listener to successful communication.

In response to the question tagged to the statement, most of the respondents admitted that pronunciation teaching should be the part of ELT because of the following reasons;

- It is very necessary from the beginning of school
- It helps students to have better language skills
- It helps them to build up their language proficiency.

In response to the question no. 2, most of the respondents admitted that it is compulsory for an English teacher to have the knowledge of phonetics and English phonology for the following reasons;

- It helps the teacher to clearly understand the spoken form of English language.
- It is the scientific study of language on which pronunciation teaching is based
- Without it the teacher cannot teach pronunciation effectively.
- Knowledge of phonetics helps teachers to get all speech sounds of the languages of the world which helps teachers to compare English sound system with their own language system and teach language

accordingly, while knowledge of phonology helps them to teach English phonemes and other features of pronunciation correctly.

In response to item no.3, most of the teachers said that drilling is the most effective technique to teach English pronunciation because of the following reasons;

- Drilling helps them to get their students practice as much as possible.
- By using this technique they can keep their students busy so that classroom management is effective.
- Drilling like open drilling is more student centered than other techniques
- It helps students to eliminate incorrect pronunciation and provides them with regular practice which ultimately leads them to correct pronunciation.

CHAPTER: FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings, conclusion and recommendations of the research. The study intended to find out the general perceptions of private school teachers on teaching pronunciation. In addition, the study aims to suggest some pedagogical implications. The researcher drew conclusion and gave recommendations on the basis of analysis and interpretation of the responses of the respondents.

5.1 Findings

After analysis of data and interpretation of results, the researcher summarized the study and drew the findings as follows.

Findings based on close- ended questions

1. All the respondents agreed that teaching pronunciation at secondary level is an inevitable factor of English language teaching. So, from the above responses it is found that all of the teachers accept pronunciation teaching to be very important for English language teaching.

2. All of the respondents agreed to the statement 'Teaching pronunciation is of great help to boost up students command over language'. From this data, it is found that most of the private school teachers feel pronunciation teaching to be very helpful for the development of students' language.

3. Majority of the respondents agreed (i.e. 60% agreed) to the statement 'Every ESL teacher should have native-like competency in pronunciation'. It means they are not in favor of native pronunciation for language development of learners.

4. From the data collected via survey, the researcher found 53.33% of the respondents to stand against the statement 'The main goal of teaching pronunciation is to make student able to use particular variety of English'. It shows that most of the private school teachers don't think pronunciation teaching to be particular variety oriented.

5. In the survey of item no. 5, all the respondents were found to be in favor of the statement 'Early years of school help students to shape their pronunciation habits'. It means most of the private school teachers think early school years are crucial to shape the habits of students in pronunciation.

6. Regarding item no.6, the researcher found that all the respondents feel it is very difficult for adult foreign language learners to attain target language pronunciation skills than young learners.

7. Regarding item no.7, the researcher found that majority of the respondents (i.e. 56.67%) admitted that pronunciation can be learnt better spontaneously rather than by teaching it. While some respondents think it can be learnt better by teaching.

8. In response to item no. 8, most of the respondents put their views for the statement while a few others remained reluctant to admit anything and very few disagreed. So, from the data collected it can be mentioned that majority of the teachers at private schools think encouraging students to be exposed more to target language is beneficial for the development of pronunciation.

9. From the data collected, it can be said that all of the respondents think English as medium of instruction plays vital role in improving pronunciation of students as all of the teachers put their views for the statement ' English as medium of instruction has vital role in improving pronunciation of students.

10. In response to item no. 10, all of the respondents agreed that one must possess sound knowledge of English sound system to be a good English teacher. From the data, the researcher found that all of the private school teachers are well aware of the role of knowledge of English sound system in teaching English pronunciation.

11. In response to item no. 11, 'Insufficient knowledge of segmental and supra-segmental elements can cause problem in successful communication', most of the respondents agreed (i.e. 86.67% agreed) to the statement. So, from the

above data, it is found that most of the teachers admitted that to be a successful teacher one must have the knowledge of both segmental and supra-segmental features to teach English.

12. Regarding item no.12, all of the respondents agreed that every English teacher must have good pronunciation skills to teach English effectively. It means private school teachers believe that every English teacher must have good pronunciation skills to teach English effectively.

13. A huge majority of the private school teachers think that aspects of one's mother tongue can interfere with the pronunciation of second language. It is because 86.67% of the respondents have put their views for the statement 'Aspects of students first language can interfere with the pronunciation of second language'.

14. Regarding item no. 14, the researcher found most of the respondents confessed that pronunciation teaching tends to suffer from neglect due to teachers lacking interest in the subject. It is because most of the respondents (60%) agreed to the statement 'Pronunciation teaching tends to suffer from neglect due to teachers lacking interest in the subject.

15. In response to item no. 15, majority of the respondents (i.e. 60%) agreed to the statement 'A little correspondence between English Spelling and pronunciation is the biggest factor that causes problems for pronunciation teaching'. It means most of the private school teachers realize that the degree of correspondence between English spelling and pronunciation is the biggest cause that creates problems for pronunciation teaching.

16. Regarding the question 'Teacher should always integrate pronunciation aspects into lesson planning in order to raise students' general awareness' a huge number of respondents agreed (66.67% agreed) some others remained neutral (23.33% neutral).

17. A large number of respondents (i.e.70%) agreed that remedial teaching is the best way to deal with students' difficulty in pronunciation of particular phoneme. It means most of the private school teachers believe in remedial

teaching in order to get their students mastery over difficult English phonemes.

18. A huge majority of the respondents agreed (i.e. 83.33% agreed) that listening activities are of great use in helping to raise students awareness of word stress while some others remained neutral (i.e. 16.67% neutral) about the statement.

19. From the data, it is found that most of the private school teachers (i.e. 60%) agreed that it is very essential to teach students how stress on a particular word can change the meaning of the sentence. It showed that private school teachers are well aware of the role of stress in pronunciation teaching.

20. From the data collected, it is found that almost all of the private school teachers agreed (i.e.93.33% agreed) that working on intonation in English class needs to focus on practice rather than theory.

21. In response to item no.21, 'Drilling helps students to overcome the difficulty with particular phoneme' all of the respondents agreed. It means most of the private school teachers agree that drilling is one of the pronunciation teaching techniques that help students to overcome difficulty with particular phoneme.

22. Regarding importance of minimal pair activities most of the respondents agreed (i.e.70% agreed) that minimal pair activities are of great help in discriminating different phonemes.

23. Regarding item no.23, 'while teaching pronunciation, it is important to tie pronunciation work closely with spelling', most of the respondents agreed (i.e.63.33% agreed) to the statement. It means most of the private school teachers believe that pronunciation should be taught simultaneously with spelling of the words.

24. Regarding use of listening activities in ELT, all of respondents agreed that employing listening activities in the classroom can boost up the students pronunciation competency.

25. Almost all of respondents (i.e.96.67%) agreed that taping students' speech can be of great help in improving students' pronunciation while very few others remained neutral about the effectiveness of the activity taping students' pronunciation.

Findings Based on Open Ended Questions

1. Most of the private school teachers think teaching pronunciation to be an inevitable part of English language teaching. Therefore, they argue that there must be inclusion of pronunciation, one of the important aspects of English language teaching, in English language curriculum. They further argue that without teaching of pronunciation there is not uniformity in pronunciation of learners of English as foreign or second language.

2. Most of the private school teachers argue that it is compulsory for an English language teacher to have the knowledge of phonetics and phonology so that they can clearly understand the spoken form of English language which helps them to teach pronunciation effectively.

3. Most of the private school teachers admitted drilling to be the most effective technique to teach English pronunciation as it is more student centered than other techniques and it shapes the habits of the learners in pronouncing words and sentences in appropriate way.

5.2 Conclusion

From the research it has been concluded that all of the private school teachers perceive teaching of pronunciation to be very essential in ELT. They said, without the teaching of pronunciation in English there is lack of accuracy in pronunciation of learners. From the point of view of private school teachers if pronunciation is excluded, there will not be uniformity in pronunciation of English which ultimately leads learners to ambiguity. So, pronunciation teaching should be the part of ELT curriculum. Also, teachers agreed that

teaching of pronunciation helps students immensely to improve their learning of language. There are a number of factors that affect teaching pronunciation. Among them age and learning environment play major role in pronunciation teaching. A great majority of teachers argued that age factor is greatly responsible for having good pronunciation skills in second language. It is more difficult for adult to learn pronunciation than young learners. Similarly, English speaking environment has great part to play in improving students' pronunciation. The more learners are exposed to language the better they learn. In this way, private school English teachers assume that English as a medium of instruction helps immensely the learners to have better pronunciation.

Regarding teachers' perceptions on the role of theoretical knowledge and skills, most of the teachers agreed that knowledge of phonetics and phonology is a must for teaching pronunciation accurately and effectively. Similarly, regarding perception on problem of pronunciation, most of the teachers assume mother tongue interference, correspondence between spelling and pronunciation and teachers' interest in the subject are the problems of teaching pronunciation. Regarding features of pronunciation most of the teachers agreed that teacher should always integrate pronunciation aspect into lesson planning in order to raise students' general awareness. Also they agreed that remedial teaching is of great help to deal with student difficulty with particular phoneme. They also agreed that listening activities can help students to learn word stress and teaching intonation is effective only when teachers focus more on practice rather than theory.

Finally, regarding usefulness of different techniques of teaching pronunciation, techniques like drilling, minimal pair activities, listening activities and taping students' speech are of some help to get students overcome difficulty with particular phonemes, discriminating different phonemes, boost up learners' overall competency and improve pronunciation by remedial teaching respectively. Thus, teaching pronunciation plays great role in ELT as most of the teachers admitted it must be included in English curriculum. For teaching

pronunciation, teachers must possess theoretical knowledge of teaching pronunciation.

5.3 Recommendations

On the basis of the finding obtained from the analysis and interpretation of the data collected, some recommendations have been made as following.

5.3.1 Policy Related Recommendations

1. Based on the research conclusion, it is recommended that there must be inclusion of pronunciation in English curriculum to develop learners' competency in English language as existing curriculum cannot address the need of the learners.

2. Government of Nepal should make policies for frequent teacher training for private school teachers for the development of English language and pronunciation teaching should be given much emphasis.

3. There must be provision of reward and punishment for teachers which encourages them to pay much attention to teaching pronunciation.

5.3.2 Practice Related Recommendation

1. Teachers of private schools should give priority to teaching pronunciation because their current practices are insufficient for the development of good pronunciation skills in them.

2. Teachers should generate different new techniques for teaching pronunciation in order to teach pronunciation more effectively.

3. Though students of private school are better at pronunciation than the students of other schools, the teachers need to be more studious to gain knowledge of pronunciation teaching.

5.3.3 Further Research Related Recommendations

1. The study was limited to schools of Kathmandu valley only. So, such studies are needed in the schools of outside valley also.

2. It was about only to find out the perceptions of private school teachers on teaching pronunciation. Still there is a need of carrying out a research related to practices of teachers teaching pronunciation.

3. Further research can be done on gaps between theory of pronunciation teaching and practices of it.

4. Even surveys can be done on perceptions of government school teachers on teaching pronunciation and comparative study between community school teachers' practices and private school teachers can be useful.

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Appendix- A

Dear respondent,

This questionnaire is a part of my research study entitled **"Perception of Private School Teachers on Teaching Pronunciation."** under the supervision of my respected Guruma **Prof. Dr. Anju Giri**, professor of Department of English Education, T.U. Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire, I am only interested in your personal opinion. I will assure you that responses made by you will be exclusively used confidentially only for present study.

Researcher

Prakash

Datt Bhatt   Central

Department of English Education

T.U. Kirtipur, Kathmandu.

Questionnaire

Name:

Date:

School:

Level:

Please tick (   ) one of the alternatives to show how much you agree or disagree with each of these statement.

Perception on importance and goal of teaching Pronunciation

1) Teaching pronunciation at school is an inevitable factor of English Language Teaching.

 a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

2) Teaching pronunciation is of great help to boost up students command over language.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

3) Every ESL (English as Second Language) teacher should have native like competency in pronunciation.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

4) The main goal of teaching pronunciation is to make students able to use particular variety of English.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception Regarding Age Factor

5) Early years of school help students to shape their pronunciation habits.

 a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

6) It is more difficult for adult foreign language learners to attain target language pronunciation skills than young learners.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception toward Environmental Factor

7) Pronunciation can be learnt spontaneously rather than by teaching it.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

8) Encouraging students to listen music in target language, watching target language movies helps them to develop better pronunciation skills.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

9) English as a medium of instruction has vital role in improving pronunciation of students.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception on Theoretical Knowledge and skills

10) To be a good English teacher one must possess sound knowledge of English sound system.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

11) Insufficient knowledge of segmental (phonemes) and supra-segmental elements (stress, intonation etc.) can cause problem in successful communication.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

12) An English teacher must have good pronunciation skills to teach English effectively.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception on Problems of Pronunciation

13) Aspects of students' first language can interfere with the pronunciation of second language.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

14) Pronunciation teaching tends to suffer from neglect due to teachers lacking interest in the subject.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

15) A little correspondence between English spelling and pronunciation is the biggest factor that causes problems for pronunciation teaching.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception on Features of Pronunciation

16) Teacher should always integrate pronunciation aspects into lesson planning in order to raise students' general awareness.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

17) The best way to work on the difficulty with particular phoneme is to do remedial teaching.

 a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

18) Listening activities are particularly useful for helping to raise awareness of word stress.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

19) Teaching students how stress on particular word can change the meaning of the sentence is very essential in teaching correct pronunciation.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

20) Working on intonation in English class needs to focus on practice rather than theory. a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Perception on Pronunciation Teaching Techniques

21) Drilling helps students to overcome the difficulty with particular phonemes.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

22) Minimal pair activities are of great help in discriminating different phonemes.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

23) While teaching pronunciation, it is important to tie pronunciation work closely with spellings.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

24) It is worth employing listening activities in the classroom to boost up the students' pronunciation competency.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

25) Teachers can improve students' pronunciation by taping their speech.

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Present your view, opinion and thought under these questions.

1) State your opinion on pronunciation teaching. Should pronunciation teaching be included in English curriculum? Why?

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2) Is it compulsory for an English language teacher to have knowledge of phonetics and phonology? Why or why not?

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3) What, in your view, is the most effective technique to teach English pronunciation in general? Why?

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Thank you for your kind cooperation.

Appendix - B

Summary of the Teachers' Responses

Q.N.	Agree			Neutral		Disagree			
	SA	A	Total			DA	SDA	Total	
	N	%	%	%	N	%	%	%	N	%
	N	%	%	%	N	%	%	%	N	%
1	23	76.67	23.33	100	-	-	-	-	-	-
2	18	60	40	100	-	-	-	-	-	-
3	1	3.33	60	63.33	3	10	26.67	-	8	26.67
4	8	26.67	10	36.67	3	10	53.33	-	16	53.33
5	9	30	70	100	-	-	-	-	-	-
6	15	50	50	100	-	-	-	-	-	-
7	7	23.33	33.33	56.67	3	10	16.67	16.67	10	33.33
8	4	13.33	70	83.33	4	13.33	3.33	-	1	3.33
9	20	66.67	33.33	100	-	-	-	-	-	-
1	1	6	3	1	-	-	-	-	-	-

#	n	%	%	%	n	%	%	%	n	%
0	9	3.33		6.67		00				
11	12	40	46.67	86.67	3	10	3.33	-	1	3.33
12	19	63.33	36.67	100	-	-	-	-	-	-
13	14	46.67	40	86.67	4	13.33	-	-	-	-
14	2	6.67	53.33	60	6	20	13.33	6.67	6	20
15	-	-	60	60	2	6.67	33.33	-	10	33.33
16	3	10	66.67	76.67	7	23.33	-	-	-	-
17	1	3.33	66.67	70	8	26.67	3.33	-	1	3.33
18	5	16.67	66.67	83.33	5	16.67	-	-	-	-
19	7	23.33	60	83.33	5	16.67	-	-	-	-

20	19	63.33		30		93.33	-	-		6.67		-	2	6.67
21	22	73.33		26.67		100	-	-		-		-	-	-
22	4	13.33		56.67		70	9	30		-		-	-	-
23	5	16.67		46.67		63.33	2	6.67		10		20	9	30
24	9	30		70		100	-	-		-		-	-	-
25	4	13.33		83.33		96.67	1	3.33		-		-	-	-

PARTICIPANT CONSENT FORM

Thesis Supervisor   Faculty of

Education

Prof. Dr. Anju Giri   Department of

English Education   T.

U. Kirtipur, Kathmandu, Nepal

Perception of Private School Teachers on Teaching Pronunciation

I, ……………………………………., agree to take part in this research

study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any

risks/benefits involved.

1) I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2) I have got answers to any questions that I had about the study and I am happy with the answers.
3) I understand that being in this study is completely voluntary and I do not have to take part.
4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
5) I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6) I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

⟩ Completing questionnaire   Yes   No

Signature …………………………

Name ………………………………...

Date ………………………………….

Appendix- D

PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor   Faculty of Education

Prof. Dr. Anju Giri   Department of English Education   T. U. Kirtipur, Kathmandu, Nepal

Perception of Private school Teachers on Pronunciation Teaching

1. What is this study about?

You are requested to take part in a research entitled 'Perception of Private School Teachers on Pronunciation Teaching' which aims to find out the attitude of private school teachers on teaching pronunciation. To date, there has not been any research related to this topic under the department. Therefore, it is helpful for teachers teaching English, especially teaching pronunciation in different schools throughout the nation.

You have been requested to participate in this study because, I am interested in finding out what the attitudes of private school teachers towards teaching pronunciation is. Your responses will be helpful in improving the current situation of teaching pronunciation in the days to come.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you:
- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. Prakash Datt Bhatt, as the Master of Education in English at Tribhuvan University of Kathmandu. This study will take place under the supervision of **Dr. Anju Giri,** Professor of Department of English Education T.U., Kirtipur.

3. What will the study involve for me?

This study involves completing a set of questionnaire. The questionnaire contains 25 close ended and 3 open-ended questions on teaching pronunciation.

4. How much of my time will the study take?

It will take about 1 hour to complete the questionnaire.

5. Who can take part in the study?

All the teachers who are currently teaching English in different private schools of Kathmandu valley.

6. Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your participation in this study will not harm you anyway in your career. It will help to understand about the ways teachers perceive pronunciation teaching. If you decide to withdraw from study, you are free. But submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Beside your time invested to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you to understand about the perception of private school teachers towards pronunciation teaching. You can be more familiar with practices of teaching pronunciation in private schools and do the activities according to the findings of the study.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of the study may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like to elicit further information about the study?

If you would like to know more about the study at any stage, please feel free to contact Mr. Prakash Datt Bhatt. (email: bhattpd3@gmail.com).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T. U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

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                              ┌─────────────────────────────┐
                              │   Perceptions on Teaching   │
                              └──────────────┬──────────────┘
                                             │
                              ┌──────────────▼──────────────┐
                              │  What a teacher needs to know │──────
                              └──────┬──────────────┬─────────┘
                                     │              │
              ┌──────────────────────▼──┐      ┌────▼─────────────────────┐
              │ Knowledge of pronunciation│     │ Awareness of potential students' │
              └──────────┬────────────────┘     └────────────┬─────────────┘
                         │                                    │
            ┌────────────┴────────────┐          ┌────────────▼─────────────┐
            │                         │          │   Factors influencing    │
   ┌────────▼─────┐         ┌─────────▼──────┐   │ pronunciation of students│
   │  Segmental   │         │ Supra-segmental│   └───┬──────────────────────┘
   └──┬───────────┘         └──┬─────────────┘       │    ┌──────────────┐
      │   ┌──────────┐         │   ┌──────────┐       ├───►│     Age      │
      ├──►│          │         ├──►│          │       │    └──────────────┘
      │   └──────────┘         │   └──────────┘       │    ┌──────────────┐
      │   ┌──────────┐         │   ┌──────────┐       ├───►│ Environmental│
      └──►│          │         └──►│          │       │    └──────────────┘
          └──────────┘             └──────────┘       │    ┌──────────────┐
                                                      ├───►│ Difficulties in│
                                                      │    └──────────────┘
                                                      │    ┌──────────────┐
                                                      └───►│Importance given to│
                                                           └──────────────┘
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