

Topic:

**English Pronunciation in Policy and Practice at College
Level in Bangladesh**

**Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Masters of Arts in English Language Teaching (ELT)**

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To My Dear & Loving Family Members

Declaration

I hereby declare that this thesis is based on my original work except for the quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted to other institutions.

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Receive on.....

Rating.....

Comments.....

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Abstract

Pronunciation, despite being an obviously important component of speech and anticipated communication, seems to enjoy little or no room in the policy and practice in Bangladesh. This study, therefore, aimed at exploring the issues of teaching oral proficiency especially pronunciation at the HSC level in Bangladesh. The purpose of the present study is to determine whether students at college level encounter problems in English pronunciation. The present study also aims to unearth reasons working behind the negligence toward pronunciation. To do so, students were interviewed with the Students Interview Questionnaire focusing on problematic utterance in terms of sound and orthography for Bangladeshi learners as suggested by some previous studies (Banu, 2004; Akter, 2007; and Maniruzzaman, 2008). Teachers were interviewed with a semi-structured questionnaire focusing on the reasons of students' difficulty in pronunciation, their own attitude toward pronunciation and finally their suggestion for the beneficial implication in this regard. The current study also analyzed the syllabi and curricula and EFT for classes XI-XII for further support. The findings show that pronunciation teaching is inadequate in policy and practice. Finally possible remedial measure for integrating pronunciation with other skills with the help of a Balanced Approach to teaching pronunciation and same inquiries in other setting were recommended.

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Chapter One

1.1 Introduction

An old truism about spoken language advocates that the way something is said is more important than what is said and the way something is said must include along with other things—pronunciation (Levis & Grant, 2003). It further underpins information that a person's oral ability is usually the first thing to be noticed and when someone compliments saying “you speak good English”, s/he may certainly be praising the speaker's pronunciation. In addition, one's level of self-confidence and ego become highly affected by one's ability to produce intelligible speech. This has been further established in Akter (2007) who mentions in Bangladesh good pronunciation of a person is praised while bad pronunciation causes laughter and embarrassment for the speaker. An instance may be illustrated in this regard through an interview session where an MA graduate asks entering into the session ‘May I come in tʃar’ uttering the word ‘sir’ as /tʃar/ and further expressing her/his desire to be an EFL ‘teacher’ uttering the word as /tiser/, would that really be misunderstood? Perhaps s/he would be understood. But the way s/he has pronounced the word may let her/him feel humiliated. This suggests that language teachers should attribute importance to English pronunciation in their classes.

Despite the fact that pronunciation is an essential and integrated component of oral communication and communicative competence, pronunciation very often remains neglected or absent in many language teaching programs. Researchers like Morley (1991), Celce-Murcia et al (1996), Jenkins (2004), and Levis (2005) and others hold similar view. The negligence toward pronunciation may indicate the fact that many teachers perceive

pronunciation teaching is not needed and that nonnative teachers cannot teach native like pronunciation. In addition, teachers have already many things to do and pronunciation teaching will only add problems to their teaching (Harmer, 2003).

However, the practitioners of such belief may have forgotten the status of English as an international language (EIL) and that English is now hardly delimited between the two standards of English namely British and American. The global spread of English has made it plural in its nature including as many standards as legitimized all over the world and very often termed as Englishes or World Englishes (WE) (Moedjito, 2008). It also recognizes the fact there are now more interactions between non-natives users of English who have outnumbered the natives (Graddol (1997) in Farrell and Martin, 2009). This therefore reinforces the need to integrate pronunciation for mutual intelligibility among speakers of any varieties of English since targeting proficiency in all existing varieties of English would be as impractical as targeting for native speaker fluency in EFL setting. The need to revisit the goals of teaching oral skills along with pronunciation and the way to integrate it in the syllabus and evaluation seems to be as strong as ever. Therefore the present study wants to look at the status of pronunciation at pre-university level in Bangladeshi context.

1.2 Problem Statement

Students of Bangladesh get about 1600 contact hours with English at their pre-university education, although according to Rahman (1999) only 1000 hours instructional time is sufficient to attain proficiency in a language. Unfortunately several studies undertaken at ELT find that these students can hardly exchange a few words in English even after being

taught for 12 years from class I-XII. Such incompetency may be expensive in the era of globalization where one's ability to communicate in English is a prerequisite as seen in the job advertisements in everyday newspaper, job websites and so on. Khan (2007) mentions that many graduates in Bangladesh are likely to fail to meet the demand of the workplace. A connection can be made in this regard that 'the-more-and-earlier' policy to teaching English could not probably be adequate enough to provide quality language teaching and to enhance the ability of students to communicate in real life context. It is known that for successful oral communication skills one needs intelligible pronunciation.

In the context of foreign language education in Bangladesh, pronunciation is generally a neglected area. This may correlate the fact listening and speaking underlying pronunciation is hardly given little or no room in the syllabi and curricula. Furthermore, it reinforces the fact what is tested is generally taught. That, the public evaluation systems namely Junior School Certificate (JSC), Secondary School Certificate (hereafter SSC) and Higher Secondary School Certificate (henceforth HSC) in Bangladesh scarcely have any objective(s) to measure oral skills, let alone pronunciation. Khan (2007) in this regard adds that pronunciation barely receives any attention in teaching, testing and teacher training materials and hence teachers avoid teaching it. It seems very natural that when teachers are neither aware of which aspect of pronunciation to be taught nor how to teach it effectively, they will avoid teaching it.

Again, Krieger (2005) mentions that learning a second/foreign language itself poses difficulties since one's mother tongue frequently intervenes in the speech production and perception. For example, Bangla, the mother tongue of the majority of Bangladesh, and English, the target language, differs extensively in many respects in terms of sound and

orthography as seen in words like *'cough, 'lieutenant', 'often', and 'calm'* and so on. An EFL learner may become puzzled with such inconsistencies between the sound and spelling of words where sound and letters get added, omitted or absent during the utterance. This signifies that one needs sufficient training to be aware of the fact.

Therefore the current study wants to determine what poses impediments to teaching English pronunciation at the HSC level and what can be done in this regard for beneficial implication.

1.3 Purpose Statement

The present study would like to explore whether pronunciation is actually neglected or overlooked in the policy and practice at the pre-university education. If pronunciation is found neglected or absent, the next objective will be to unearth reasons working behind such negligence and finally what can be done in this regard. The study also aims to change attitude toward pronunciation and raise awareness among teachers, teacher training institutions, stake holders and concerned bodies that develop curriculum and assessment materials about the importance of pronunciation teaching. Moreover, the present study wants to create a field for the topic in Bangladeshi context since there seems to be hardly primary empirical source found on this topic at HSC level.

1.4 Research Objectives

The present study seeks to find out:

1. Whether students at HSC level face any problems in speech production in terms of EFL pronunciation
2. If they have difficulty in pronunciation, what are the reasons working behind and
3. How the obstacles of EFL pronunciation at HSC level can be addressed for better implication

1.5 Significance of the Study

To illustrate best the implication of pronunciation instruction the narration provided by Akter (2006:18) seems to be of real use. He narrates a personal story where his friend's brother-in-law, having dinner at a restaurant in Hong Kong, failed to comprehend a waiter's speech and ate 'd-o-g' meat thinking it as 'd-u-c-k' meat. This is how he could figure it out at last:

...At the end of dinner, perhaps something struck my friend's brother-in-law's intuition so he asked the waiter for the third time. At this, the waiter became a bit impatient and spelled the word with an empathetic voice- 'd'- 'o'- 'g'- 'duck'.

Quader (1999) and Khan (2007) in their separate study found many Bangladeshi students also encounter problems in uttering vowels and voiceless consonants /p, t, k, tʃ/ in all positions, labio-dental /f, v/ and so on. Some examples include uttering 'search' as /tʃʌrtʃ/, 'police' as /fulis/ etc. Mispronunciation, thus, may distort the meaning to be produced through speech and may also create bad impression toward the speaker. To avoid mutual unintelligibility and retain positive self confidence one necessitates fundamental knowledge on phonetics and phonology of her/his mother tongue and the target language.

Though some reflective studies have been carried out on the necessity of EFL pronunciation in general, there seems to be hardly any empirical research done at HSC level on the topic in Bangladesh. In this regard, the present study is significant for the research community providing illumination on the problems. Moreover, the result of the study can serve as an input to the decisions that practitioners and material designers make to address the needs of the students for mutually intelligible pronunciation.

1.6 Delimitation

This study focuses on the higher secondary level only since many students passing HSC will enter public or private university, go abroad for higher education or enter into job and so on. Moreover, as this is an MA dissertation required to be done in a specific time-frame, the present empirical study could not cover everything about pronunciation. The study focused extensively on the segmental aspects of English pronunciation due to the time limitation and the fact that segmental errors may impair understanding more than suprasegmentals (elaborated on Chapter 2).

1.7 Limitation

Space limitation constrains the spontaneity and quantity of information. However, the best effort had been made to put much information on the topic.

1.8 Operational Definition of Key Terms

1.8.1. Phonetics and Phonology

While phonetics is the scientific study of speech sound, phonology involves the branch of linguistics dealing with distinguishing sound units based on their patterns and use in a language (Collins and Mees, 2003). Speech production and perception using speech mechanism are usually the most interesting and complicated things that human do.

1.8.2. Pronunciation

Pronunciation, very often used for the terms like phonetics, phonology, and phoneme, means the articulation of speech sound (Roach 2001). According to Jenkins (2002) pronunciation is widely neglected, even if it is included in the curriculum.

Pronunciation contains two aspects named as segmental that include vowels and consonants while suprasegmentals or prosody usually deals with rhythm, intonation and stress in a speech sound (Roach, 2001).

1.8.3. R.P.

The short form of Received Pronunciation used as a standard for describing British English pronunciation and modern writers prefer to name it the BBC accent (Roach, 2001:6 & 63).

1.8.4. IPA

The term stands for International Phonetic Alphabet that contains symbols to represent all the sounds existing in the languages of the world (Balasubramanian, 2000). According to Varshney (2003:59) it helps establish the international intelligibility and standardization in the pronunciation of English.

1.8.5. AE and BE

These two terms stand for the two native varieties of English named American English and British English.

1.8.6. Regional Variation

The regional variation deals with variation in language use between one place and another (Collins & Mees, 2003).

1.8.7. EIL, WE and EFL

These terms stand for English as an international language, lingua franca and foreign language respectively.

Although many scholars term EIL and WE excluding native Englishes, Sharifian (2009) mentions that EIL certainly includes all varieties of WE regardless of which circles, Kachru (1986)'s three concentric circles: inner, outer and expanding, they belong to. Researchers like

Modiano (2009) and Roberts and Canagarajah (2009) cited in Sharifian (2009) share the same view.

1.8.8. Intelligibility, Comprehensibility and Accentedness

Intelligibility is often misjudged with the terms like accentedness and comprehensibility. However while accentedness finds out the difference in speech, comprehensibility determine the ease or difficulty of one's speech, intelligibility involves the actual understanding of a speech from listeners' perspective (Derwing and Munro, 2005).

1.8.9. Communicative competence

Communicative competence, first coined by Hymes (1972) and further illustrated by Canale and Swain (1980 in Hismanoglu, 2006), is the combination of competence and performance that necessitates pronunciation along with many other skills to be mastered in a language.

1.8.10. *Realia*

It usually means to any real objects used in the classroom to bring the class to life. *Realia* very often makes the learning experience more memorable since here students can personalize the learning at their real life context.

Chapter- Two

2.1. Pronunciation and its' Implications

Teaching pronunciation is usually one of the most intricate nonetheless significant facets of ELT. In the process of communication, pronunciation has a pivotal role to play, since successful communication cannot take place without mutually intelligible pronunciation (Celce-Murcia, Brinton & Goodwin, 1996). Obviously the “intelligibility or correctness in speech” does not have any more anything to do with native like proficiency in the EIL rather includes mutual efforts to negotiate to be understood to each other or one another regardless of the circles (Kachru’s three concentric circles) or skin colors one belongs to (Sharifian, 2009).

Morley (1991) identifies intelligible pronunciation as an essential component of communicative competence that stays at the heart of CLT. It is because inadequately pronounced segments and suprasegments may have the result of disorienting the listener hindering comprehension. While good pronunciation skills of a person sometimes help overcome the deficit at other linguistic levels such as grammar and vocabulary. In fact according to Fraser (2001) person with good pronunciation skills can improve their general language skills at a greater rate than someone with bad pronunciation. Therefore, pronunciation instruction is of great importance for successful oral communication to take place.

Moreover, pronunciation has an important socio-cultural value (Gelvanovsky, 2002), which points toward that it should be related to attitudes and identity. Since the way we pronounce

determine how we are likely to be perceived, understood and sometimes judged by others. Norton (2000) says socio-cultural identity is a complex construct that defines the individual and the wider social and cultural environment. Setter and Jenkins (2005:6) in this regard mentions:

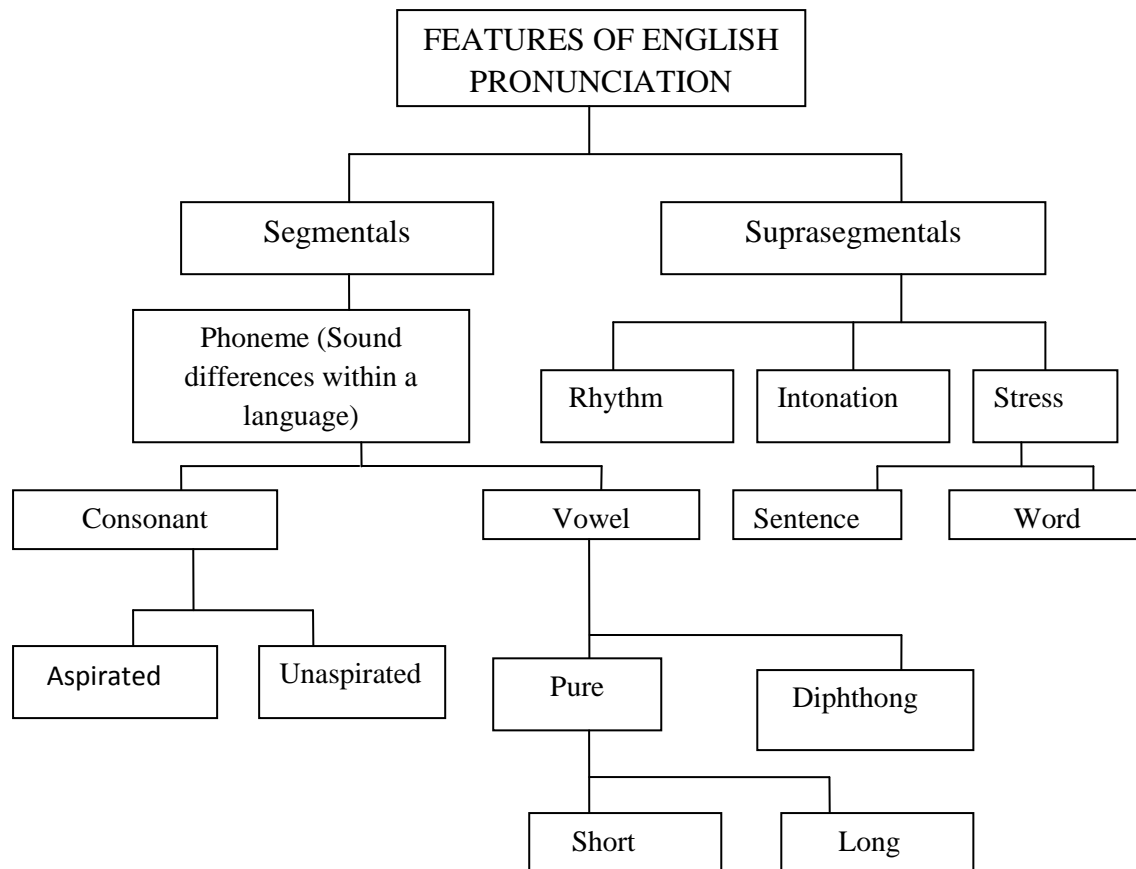
Pronunciation, it seems is a more sensitive area of language than other linguistic levels because of the way in which it encroaches on identity and elicits strong attitudes.

Furthermore, evidence shows that one's proficiency in English largely influences her/his employment opportunities and it is now known that it has become an imperative to secure good career in Bangladesh as well (Khan, 2007). Job advertisements at newspaper and websites in Bangladesh provide us with more rigorous evidences of such influences every now and then.

2.2. Nuts and Bolts of Pronunciation

Pronunciation refers to the production of sounds including attention to the particular sounds of a language (segmentals at micro level), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmentals at macro level), (Roach, 2001). It also includes how the voice is projected and the use of gestures and expressions that are closely related to the way we speak a language (*ibid*). It is important to remember that they all work in amalgamation when we speak and are therefore usually be best learned as fundamental part of spoken language.

The various features that make up the production of speech sounds in English are illustrated in Figure 2.2.1



(Figure 2.2.1: Features of English Pronunciation)

According to Collins and Mees (2003), segmental aspects of English include vowels and consonants at the micro level. English contains 44 sounds at micro level including 20 vowels and 24 consonants (Gilakjani, 2011). They deal with sounds within words, for example phonemes /b/ /a/, and /t/ make up the word 'bat'.

English vowel sounds can be short and long. English has 12 vowels including 7 short (ʌ, æ, e, ə, ɪ, i, u, ʊ, and ʌ) and 5 long vowels (ɑ: ɔ: ɜ: ɒ: i: and u:). The combination of vowels are called diphthongs and English language contains 8 diphthongs (aɪ, aʊ, iə, ɔɪ, eə, eɪ, əʊ, ɪə, ʊə, and ʊə). Consonant sounds (/b, d, ð, dʒ, ʃ, f, g, h, j, k, l, m, n, ŋ, p, r, s, t, x, tʃ, v, w, z, ʒ, and θ), on the contrary, can be voiced as in /b/ in *bat*, /v/ in *van* or unvoiced in words like /f/

in *fan* and */th/* in *thank*. The sound system of consonants, vowels or their combinations are called phonemes that when improperly pronounced may change the meaning such as in *hit-heat*, *lamp-ramp* etc. Current research on neuroscience has shown that problems with segmental can cause miscommunication, discomfiture and affect confidence and motivation to a larger extent in comparison to other aspects of pronunciation (Joaquin, 2009).

Roach (2000) classifies suprasegmentals features of English as stress, linking, intonation, and juncture. It relates to the sound at macro level. Stress is a combination of length and pitch related to syllables in a word while rhythm deals with stressed and unstressed syllables and pauses. Intonation functions in marking sentence, clause, and turn taking clues as well as to clarify the contrasts between questions and statements. Furthermore, intonation is used to articulate emotions and attitude of the speaker along with other prosodic and paralinguistic features. English, the stress-timed language, by its nature is affected by stress to a great extent. Maniruzzaman (2008) mentions that one whose language is syllable-timed like Bangla will find mastering the suprasegmentals of English a very discouraging task since putting much or less effort to the stress may change meaning.

However, according to Levis (2005), some aspects of suprasegments are usually not teachable such as intonation of sentence tags pitch movement. In fact in the context of EIL a foreign language speaker does not seem to require the spoken norms of a native speaker as long as effective communication can take place.

2.3. English Pronunciation: Then and Now

Different methods have dealt with pronunciation from different perspectives (Morley, 1991). Grammar- Translation method (GTM) and Audio lingual method (ALM) in the United States

(Situational Language Teaching in Britain) can represent the two extremes of securing no place and on the other providing the best suit for pronunciation. GTM almost gave no importance to pronunciation while it was a matter of utmost importance in Direct Method (DM) and ALM. In the days of DM it was native teachers' job to teach learners proficiency of the target language and correcting through modeling. However, the activities used in 1950s and 1960s' classrooms with ALM were minimal pairs, drilling, imitation and short conversations with a view to achieve native like proficiency missing in practicing the speech in realistic conversations with useful sentences and the use of rhythm and intonation (*ibid*).

In the late 1960's to 1980's many speculated that native-like pronunciation was an unachievable goal in ESL/EFL and grammar and vocabulary were emphasized at the cost of reducing or eliminating pronunciation (Derwing and Munro, 2005). The notions against the efficacy of pronunciation persist during these days were well illustrated in Purcell and Sutter (1980:271 in Morley, 1991) as many studies of then concluded that the factors (native language and motivation) that affect pronunciation scarcely have anything to do with classroom activities. In 1991:1, Morley wrote:

...there was a significant decrease in the amount of time and explicit attention devoted to pronunciation teaching in English programs for second and foreign language learners. While publications of textbooks in a wide variety of other ESL/EFL areas mushroomed, very few new pronunciation books appeared on the market, and those most widely circulated can be counted on the fingers of one hand.

The approach that is still very influentially widespread came into being in the 1980s, Communicative Language Teaching (CLT) (Celce-Murcia et al, 1996). However, at the beginning teachers were in perplexity to whether to teach pronunciation. It was the time when the idea of native speaker principle came into question and the first person to do that is R.

Macaulay with his provocative article named *RP R.I.P?* It provided the fact that only 3% of the UK population speak in RP and more surprisingly that the percentage is declining and the criticism against *Nativeness principle* continued to bring in light the idea of *intelligibility* holding the belief that learners simply needed to be understood. With all these in the late 1980's, there was a re-concentration on pronunciation (Celce Murcia et al, 1996). The goal became attaining communicative competence to generate practically appropriate utterances and employ them suitably in a given context.

In the late 1980s and 1990s English pronunciation gained new momentum due to its fruitfulness to a broad group of international people in both ESL and EFL settings (Derwing & Munro, 2005). The increasing number of people at this period traveled to many parts of the world for various socio-economic, academic, migration reasons and so on. These people needed to develop their pronunciation because they left their native countries to accommodate in or visit English speaking countries and to find jobs (*ibid*). This gave rise to a demand of a new perspective of pronunciation teaching and learning favoring intelligibility principle.

2.4. Englishes

The global spread of English discloses a host of terms such as 'world Englishes' Englishes', and 'English as a lingua franca'. In 1985, Kachru defines English in three circles namely inner, outer and expanding likewise based on the use of English as a native language (as in UK, USA, Canada, and Australia), second language (for example, in India, Singapore and Nigeria) and foreign language (such as in Bangladesh, China, Saudi Arabia) correspondingly. People in the last two decades experienced significant changes in terms of worldwide socio-political and techno-commercial developments and these changes somewhat influenced the

role of English and has brought into light the status of English as an international language (Moedjito, 2008). Since there are now more interactions between nonnative speakers of English who have already outnumbered the native speakers necessitates revisiting the goals of teaching pronunciation (Graddol, 2006 in Sharifian, 2009). The goal is neither to promote native teacher fluency nor to attain ‘comfortable intelligibility’ in favor of native speaker understanding expounded by Joanne Kenworthy. The goal is to provide learners with the strategies so that they can negotiate diverse varieties of English to facilitate meaning in a given context and to attain intercultural communicative competence (Sharifian, 2009).

WE, thus, can no longer be narrowed in the ‘three-circles’ since many people from all circles are roaming and living in the other circles that they do not belong to. This in fact may require revising the notion of proficiency for native speakers even, for example, an Australian staying in Bangladesh might need to revisit her/his proficiency in English to be intelligible to a Bangladeshi speaker and so the Bangladeshi to her/him employing mutual effort to understand each other. The focus of EIL paradigm in terms of proficiency is thus on successful communication regardless of nationality, skin color and circles and so on. Another consideration that cannot be unnoticed is that in the area of ELT profession many users of English, in fact 80% professionals as found by Canagarajah (1999 cited in McKay, 2002), need the language for lingua franca communication with other non-native speakers as well as with native speaker (Sharifian, 2009). Therefore it is rather impractical to stay behind in teaching pronunciation requiring native fluency and norms and native materials.

2.5. Pronunciation in a CLT program

Although early CLT in 1980 ignored pronunciation perceiving as a difficult area, believing phonology teaching would impede communicative practice and thus threaten students' self-confidence, recent research established the fact that pronunciation as a vital element of communicative competence should be given preferential treatment (Jenkins, 2004). Despite the current dominance of intelligibility as the goal of pronunciation, pronunciation appears to be still out-of-the-way in materials. Pennington and Richards (1986:208 in Brown, 1991) highlights this divorce of communication and other aspects of language use from pronunciation saying "*sounds are fundamental part of the process by which we communicate and comprehend lexical, grammatical and sociolinguistic meaning*".

With the advent of CLT, the focus of language learning shifted from the teacher-centered teaching to the learner-centered learning environment (Brown, 2001). The idea of Chomsky's linguistic competence (1965) turned towards a broader outlook of learning a language provided by Hymes (1972) that is to attain the ability to communicate in real speech incorporating culture. However, the very inherent nature of the communicative approaches usually emphasizes successful communication that in turn involves teaching pronunciation. According to Morley (1991) in a communicative lesson pronunciation study is most profitable and most pleasant since learners are actively engaged in their own learning.

The goal of pronunciation has taken a transition from 'perfect pronunciation' to the more realistic goals set by Morley (1991) to upward functional intelligibility, communicability, increased self-confidence and self-monitoring abilities and strategies to use real speech beyond classroom. Still teachers tend to ignore pronunciation focusing on grammar,

vocabulary. For some teachers pronunciation, as pointed out by Levis (2005), is neither teachable nor even needed as they believe students can learn pronunciation at the end of language programs without any training. Therefore the fate of pronunciation is apparently dependent on intuition and ideology rather than research.

2.6. Pronunciation in Correlation with Listening and Speaking Skills

The process of learning a language is interconnected implicating that each aspect of the language usually helps improve other aspects of the language. Celce-Murcia et al (1996) mentions that listening comprehension and pronunciation are linked together since speech production and perception involve the knowledge of sound, stress, intonation and the way how speech is produced and perceived. In the framework of CLT, as said earlier the role of listener has become an essential factor. Integrating pronunciation with communicative activities in a suitable realistic situation, hence, would help develop students' listening ability as well. Throughout the process students' speaking skills also become more refined. Murphy and Morley (1991 in Levis, 2005) shares the same belief that a speaking-oriented approach serves the communication needs of the students better than approaches focusing on either accuracy or fluency. Harmer (2003) elaborates the idea saying there are ample opportunities to integrate work on both segmental and suprasegmentals features in to lessons which focus on speaking, either through speaking activities or follow up activities. Wong (1993 in Maniruzzaman, 2008) adds to the fact mentioning that a lack of knowledge of pronunciation may even affect students' reading and spelling as well.

Simply put, one of the all-purpose objectives of language teaching is likely to teach the learners to speak the target language intelligibly and learning a language also means to

produce the sounds, utterances, and the words properly and correctly so that miscommunication does not happen. To reach this goal, speaking activities should be done at every stage of the foreign language teaching process inevitably requiring speech sound and speech mechanism to convey meaning.

2.7. Theoretical Approaches to Pronunciation in Brief

Although traditional approaches to teaching pronunciation usually focus on just teaching segmentals and/or suprasegmentals, and making contrastive analysis, recent approaches has gone beyond such criteria (Jenkins, 2004). CLT requires a learner-centered pronunciation instruction and the new technologies enable teachers to analyze and identify learners' pronunciation problems (*ibid*). New theories and technologies, such as Gardner's Multiple Intelligence (MI) theory, Neurolinguistic programming, Computer assisted pronunciation teaching (CAPT) methods and Reflective pronunciation teaching and learning, have brought new approaches and perspectives to teaching pronunciation (Hismanoglu, 2006). In MI theory, for example, learners with visual intelligence may be taught English using picture, wall charts, and feedbacks.

Dalton and Seidlhofer (1994) present an approach to teaching pronunciation in terms of selection and presentation of materials. The selection of the items takes place considering two variables namely size and attention. Size refers to the priority given to an aspect assessing purpose, level of learning and learner needs following bottom-up (prioritizing segmentals) and top-down (prosodic features first) approach to teaching pronunciation. Secondly, attention refers to the background of the learners based on L1-L2 distinction to determine affective variable.

The presentation phase in Dalton and Seidlhofer paradigm includes exposure, exercise and explanation. Whilst exposure procedure follows ‘implicit’ way of teaching pronunciation, exercise procedure focuses on the ‘explicit’ way of teaching pronunciation. The explanation phase deals with the consciousness raising toward the phonetic and phonological facts. Dalton and Seidlhofer (1994) suggest all three procedures work in amalgamation.

Today, with the blessing of techno-commercial development, prominent instructions are possible using computer hardware. Hismanoglu (2006) recognizes the usefulness of CAPT through the integration of Automatic Speech Recognition (ASR) where students can practice pronunciation in a stress-free environment at their own and be provided with the immediate feedbacks. However, in Bangladesh the lack of modern resources including computer is very often talked of in studies focusing on ELT nevertheless it is a reality that many schools and colleges at remote place, in some cases in the cities as well, cannot provide one computer even (Selim & Mahboob, 2001; Hasan & Akhand, 2009).

According to Ellis (2003 in Hismanoglu, 2006) task-based language teaching (TBLT) put forward pronunciation to a substantial extent for development. Focusing on form task, learners are given more chances to practice and bring some changes to their problematic sounds. On the other hand, when much focus is on the negotiation of meaning instead of form, they are involved in a reciprocal process of language in which their pronunciation will be improved without conscious effort. However, Ellis also mentions that task-based instructions’ full prospective enhancing pronunciation in terms of learning goals is still under construction.

Jenkins' Lingua Franca Core (LFC) pays more attention to the interactions between nonnative speakers (NNs) on the basis of her empirical research. It came into being against the Common Core set by Jenner in 1989 that determined intelligibility on the scale of native speakers' understanding and brought all common features of natives essential for English speakers anywhere in the world. Whereas Jenkins modified the Common Core identifying seven areas in which it is essential to eliminate errors in those. These are vowel quantity, consonant confluents, phonetic realizations, consonant cluster simplification, prominence and weak forms, tone groups, and nuclear stress. However, Jenkins' core is not without criticism, Walker (2001) disapprove LFC of missing out incorrect word stress that causes unintelligibility as well.

2.8. Balanced Approach

Since English usage is strongly related to socio-cultural identity and an influential key to secure good job and better success in the era of globalization, one may need to determine which variety of English should be taught as an SL/FL. One should keep in mind that many of the new varieties of English may be mutually unintelligible in intercommunication context. McArthur (2004 in Farrell and Martin, 2009) found Singlish, for example, to be mutually unintelligible among other speakers of English beyond Singapore. He illustrates the fact further exemplifying some features of the variety that causes incomprehensibility and these are absence of possessive inflections (for example, *my mummy friend*), use of borrowings (*don't be so kiasu*), inversion for questions with *be* such as *you don't wanna go, is it* and so on.

Like Singlish, English (Indian English) in India contains features that may create unintelligibility such as many Indians speaking English do not use the voiced post alveolar fricative (/ʒ/). Typically, /z/ or /dʒ/ is substituted with /ʃ/ as in 'shore' e.g. *treasure* as /'treʃər/. A word such as "was" in the phrase "I was going" is very often pronounced /vɒz/ or /vas/ in Indian English while in most other accents it would receive the unstressed realization /wəz/.

Learning Singlish and English would, thus, limit the possibility of learners' ability to communicate with other speakers of English outside Singapore and India. Consequently, teaching all aspects of pronunciation in a non native variety only or all existing varieties in EIL would be as impractical as targeting native proficiency. Therefore balanced approach would be a better one in this regard. Jenkins (2000) suggests that being an English learner from nonnative contexts we need to focus on three important areas that affect intelligibility to a larger extent. These are segmental sounds, nuclear stress and the place of articulation. Targeting other aspects of pronunciation such as intonation is neither possible nor even required in ESL/EFL setting. Since native like fluency is almost a myth now, one should not set such a belief that it must be taught and if not, then pronunciation is less worth teaching (Jenkins, 2002).

In fact the EIL paradigm recognizes that English is very often used for intercultural communication at the global level today enhancing the fact that such competence is the 'core' component of 'proficiency' (Sharifian, 2009). An English teacher does not need to draw materials extensively from the inner circle (Akter, 2008). A Balanced approach therefore can address the need of the students better since learning a language means to be able to

communicate in that language with speakers of different variety. An EFL teacher should take into account the EIL paradigm including local culture, along with some instances of varieties of English (Alptekin, 2002).

The approach considers factors that include learners' present needs of English determining teaching learning context, providing learners with strategic competence for future possible encounters with WEs (Farrell & Martin, 2009). The idea can be limited in a context where Ministries of Education, stakeholders, and/or the authorized persons already command a variety to be followed. However, the approach would help students prepare for real world interaction which is what should be the goal of learning a Second/foreign language.

2.9. Affective variables

Kenworthy (1987 cited in Nunan, 1999) identified six major factors that affect pronunciation teaching. These are the native language influence, the age factor, motivation, amount of exposure, attitude and identity and phonetic ability.

2.9.1. The Native Language Interference

Research claims in the course of language learning, the sound pattern and culture of the first language is very often transferred into the target language and culture to influence the target language production and cause foreign accent.

...that individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their native language and culture to the foreign language and culture--- both productively when attempting to speak the language and to act in the

culture, and receptively when attempting to grasp and understand the language and the culture as practiced by the natives”.

(Gass and Selinker, 1994:1 in Islam, 2004).

There are some sounds in English which are more similar to some sounds in Bangla although involve different articulatory organs. For example, English has labio-dental sounds like /f/ and /v/ whereas Bangla has the bilabial stops /p^h/ and /b^h/. While pronouncing those two English sounds, Bengali speakers use both their lips instead of using the upper teeth and the lower lip. Therefore all the words with these sounds are heard as aspirated bilabial plosives rather than /f/ or /v/. Example words can be given from the conversation like ‘*fine*’, ‘*very*’, ‘*fish*’, and so forth. However native English speaker may confuse these words as aspirated /p^h/ and /b^h/.

However, a judicious use of the mother tongue is justified and is said to even facilitate learning. Krieger (2005) cited Schweer (1999) who detect that the occasional use of mother tongue help build rapport with students and to lessen the mood of imposing the language upon them. In fact an English teacher may reasonably make use of both language and culture to produce competent learners with intercultural communicative competence.

2.9.2. Age

In 1967 Lenneberg’s critical period hypothesis (CPH) came to every researcher as a breakthrough. It drew every body's attention to the significance of age in learning a language. According to the hypothesis, around the age of 12 or after, mastering a language especially pronunciation becomes extremely difficult. In terms of pronunciation, the premise claims that it is almost impossible to master native like proficiency after the year 12 of a child. However, the theory seems unfit in the EIL paradigm where a nonnative hardly requires to master pronunciation exactly the same as that of a native. Moreover, the advantage of adult learners

includes the fact that adults can improve their pronunciation skills as well as learn to self-monitor and self-examine. And their improvement in pronunciation can increase their confidence and motivation to a larger extent (Thompson & Gaddes, 2005).

2.9.3. Motivation and Exposure

Research (Maniruzzaman & Haque, 2000) shows that having personal or professional goal(s) for learning English can influence pronunciation. Adults can be highly proficient users of English if they are motivated to do so. An English teacher may help increase student motivation showing the importance of clarity of speech or comprehensible pronunciation in shaping their positive self confidence and to reach their goal in learning a language.

Exposure to the target language is usually limited in the EFL context. Students and even teachers hardly use the language beyond classroom. Since students are barely involved in interactive exposure in EFL scenario, it becomes the teacher responsibility to engage students in the classroom to make use of the language. According to Krieger, (2005) teachers should choose activities for students that are cognitively less challenging with a view to maintaining their interest.

2.9.4. Attitude and Identity

Gelvanovsky (2002) states that one's sense of identity and socio-cultural values are strong indicators of the acquisition of the target language pronunciation. In an EFL setting learners intrinsic motivation is usually very low since students hardly have any exposure to the language in their real life context. Maniruzzaman & Haque (2000:6) claim in their study named "*Attitudinal and Motivational Impact on EFL proficiency of Undergraduates: A*

Preliminary Investigation” that learner attitude and motivation are chiefly responsible for bringing about difference in the level of proficiency attained by individual learners.

Environmental, physical, psychological, instructional, and other factors also affect the process of teaching and learning English particularly its sound systems.

2.10. Issues in Pronunciation

2.10.1. Should pronunciation be taught?

Researchers like Sutter & Purcell (1980 in Maniruzzaman, 2008) have cast doubt on the teachability of pronunciation on the ground that pronunciation teaching has little, if any, effect on students’ pronunciation skills. To them, classroom teacher has no control on accurate pronunciation in SL/FL. Proponents of this belief argue that acquiring a native like pronunciation is impossible and even not required. Pennington (1989 cited in Maniruzzaman, 2008), however, does not take such belief into consideration saying that formal training on pronunciation can make a difference. Ur (1999:55) also supports the idea saying “*there is also evidence that deliberate correction and training does improve pronunciation and if this is so, it seems pity who neglect it*”

However, it is true that we cannot master some aspects of English pronunciation when it comes to suprasegmentals, for example pitch movement (Walker, 2001). But we cannot forget that many aspects of English pronunciation, especially segmentals, are learnable those when inadequate may cause mispronunciation.

Moreover, English as an International Language hardly require learning native like proficiency or their norms. EIL emphasizes on intercultural communicative competence where one needs the capacity to negotiate different varieties, both native and non native of English to facilitate communication (Alptekin, 2002). This means revisiting the notion of ‘proficiency’ for native speakers even since people from all three circles now move to one another frequently (Sharifian, 2009). Thus it can be said that we need pronunciation for mutual intelligibility at the global level today.

2.10.2. When should pronunciation be taught?

Rather than debating over when pronunciation should be introduced, early or late, the richness of learning environment is more important (Rahman, 1999). In Bangladesh, for example, students are exposed to English as subjects from class 1 to class XII and even continue learning English in university as a fundamental course. Even after learning English with 1600 contact hours at their pre-university level, most of the students at tertiary found incompetent users of English (Farooqui, 2007). Rahman (1999) in this regard mentions that 1000 hours well-off instruction hour is enough for effective language learning.

Therefore, more than the idea of early or later, what matter in language learning are the richness of linguistic environment and highly proficient and effective teachers. Miller (2009) holds the similar view.

2.10.3. Is mere intelligibility enough?

Although mutual intelligibility is the core idea of EFL pronunciation, mere intelligibility is not enough (Akter, 2007). Along with intelligibility, the intended outcome of a speech is also

important, if a person tends to utter /tʃaɪn/to mean s/he wants a ‘*sign*’ from someone may sound intelligible but may put the speaker in an awkward situation.

Mutual intelligibility is therefore a quality for the speaker but effective communication also includes the intended outcome as a result of our speech. Bad pronunciation frequently leaves a person to be troubled only, no matter how good s/he might be in grammar, her/his linguistic quality comes to be called in to question.

2.10.4. Segmental—Suprasegmentals Debate

Some researchers believe that suprasegmentals are more indispensable and contribute more than segmental for intelligibility (Morley, 1991; Wong, 1993 in Maniruzzaman, 2008). Jenkins (2000: 39) rather argues that most segmental errors affect understanding and can be proven *highly detrimental to successful communication in English*. Based on her empirical study she states that most mishearing between speakers of WEs occur at segmental level. Rajadurai (2001) found that the majority of students believe that the most helpful and useful area of pronunciation work is training in segmental rather than supra-segmentals. Because the segmental aspects of pronunciation help them improve their pronunciation patterns, enhance their confidence in using English, and above all they are more easily modified than the supra-segmental aspects.

However, Fraser (2000:11) describes it as “unfortunate” when segmental and suprasegmentals of pronunciation are separated and cautions that it is not the way to go when taking a communicative approach to teaching pronunciation. Rather a balance between

segmental and suprasegmentals in teaching is necessary in EIL. According to Jenkins, (2000, and further elaborated in Levis, 2005), to do this we should concentrate on certain segmentals, nuclear stress (the main stress in a word group), and the effective use of articulatory setting due to the fact that these three areas have the greatest influence on intelligibility in EIL.

2.10.5. Which/Whose English Pronunciation should be taught?

Since there is neither an agreed upon definition of Standard English nor any obligation to stay with a chosen model for native proficiency in EIL, a more balanced view to instruction that suits the particular context and student needs in the long run would be suggested in this regard supporting Farrell and Martin (2009). In fact, the pluralistic nature of 'English' includes numerous varieties of English from all over the world, for example besides the native varieties there are now Englishes of India, Jamaica, and Nigeria and so on.

However, it should not mean that a native variety of English is not taken into consideration at all. Teachers may choose a variety that is internationally important as a model (Roach, 2000). Taking a model does not require to imitate the model speakers. The goal should rather be to develop sufficient pronunciation so that to continue speech intelligibly at intra and inter communication context.

In Bangladesh a native model of English is usually referred and any deviations from such model would be taken as a mistake (Akter, 2006). Thus enhances the idea of native like proficiency in a way. However, Canagarajah (2006 in Sharifian, 2009) observes that the

frequent transitions from all three circles to one another in fact suggest revising the notion of ‘proficiency’ even for a native speaker. Hence the notion of native speakerism in ESL/EFL context should be given a new perspective.

2.10.6. Who is a role model teacher?

In an EFL setting usually teacher and students belong to the same linguistic background. According to Walker (2001), one cannot avoid the fact of monolingual classes and non-native English teacher saying they are not ideal one. Rather, it is a reality scholar and teachers can scarcely ignore. In fact, it could be very helpful to organize the class to have learners whose first languages are shared by all the participants even the teacher in the same classroom especially in terms of pronunciation. Non-native teachers are better able to help learners build up their pronunciation abilities because the main purpose is not to develop in learners’ native-like accent. In many cases, s/he may outperform her/his native-speaker counterpart because s/he has both first and second phonological system at her/his disposal.

The idea of native speaker model for pronunciation teaching is challenged in EIL (Jenkins, 2004). It suggests a more balanced cross-culturally competent pronunciation teaching materials and pedagogy either exclusively as a course or as an integrated component in the syllabus (Jenkins, 2002). Being an EFL learner, students no more need to attain RP or GA, rather a reasonably intelligible and cross-culturally competent pronunciation is usually talked of in the applied linguistics and ELT (Alptekin, 2002).

2.11. Pronunciation beyond Bangladesh

Setter (2008) tells that pronunciation is perceived as a difficult area by teachers and students alike and remains neglected in many language teaching programs. In countries like China, Thailand and Indonesia, pronunciation hardly receives proper attention (Maniruzzaman, 2008). While Li, Fan and Chen's study (1995 in Hismanoglu, 2006) tells about teachers from Taiwan who show resistance toward pronunciation on the ground that it is not important at all. Dalton (2002 in Maniruzzaman, 2008) finds that pronunciation in Mexico as well get little or no importance and continues to remain as the "Cinderella of language teaching". However, pronunciation is needed for successful communication to take place; for example, many Koreans cannot distinguish /p/ and /f/ and utter '*pork*' instead of '*fork*'. This may breakdown the conversation creating bad impression toward such speakers. Therefore, one needs sufficient training on pronunciation to overcome such barriers.

2.12. Paradigm Shift in ELT in Bangladesh

To better understand the difficulties in teaching oral skills underlying pronunciation in Bangladesh other than writing at the pre-university more especially at HSC level require a brief insight into the paradigm shift in the ELT situation and some related factors.

2.12.1. Inconsistent ELT policy

Though the last decade showed somewhat successful spread of education in Bangladesh, the quality of education is still very low. Quader (1999) and Das (2009) in their separate studies mention about the inconsistency of English education policy in Bangladesh, like many other South Asian countries, to be detriment in achieving the goal. ELT policies in these countries

sometimes encourage English education while discouraging or even forbidding it some other time. For example, English was made compulsory from class 3 in 1980 while from class 1 in 1991 and English as the medium of instruction at secondary, higher secondary, and tertiary received varied treatment in Bangladesh. In 1987, due to the *Bangla Procholon Ain* (Bangla Language Introduction Act), most educational institutions started using Bangla as medium of instruction which could not stay long on the basis of necessity of English in the higher education and for other purposes (Banu, 2004).

Das (2009) also states that so far 10 education policies, three during Pakistan period and seven after independence in 1971, were formed but none were implemented since all governments ignored the reports of the previous governments and formed new ones and hence ELT has been held back by the political interweaves.

In fact, Bangladesh was an ESL country only 41 years ago being East Pakistan (Selim and Mahboob, 2001). English then worked as a lingua franca in terms of interactions between East and West wings of Pakistan. Context of language learning matters since English taught as a SL/FL differs to some extent. In an EFL setting, English is learned in a controlled classroom setting and hardly students and sometimes even English teachers have any exposure to the L2 beyond classroom (Brown, 1991). As said earlier, exposure has something to do with motivation since in EFL students' intrinsic motivation is by and large very low. Krieger (2005) blames that nonnative students do not feel motivated when they cannot relate the importance and use of English in their real life and hence cannot personalize it. Quader (2005) adds to it saying many students in Bangladesh learn English for the sake of pass and fail like any other subject, not as a language.

2.12.2. Changes of Syllabus and Curriculum

In the post world war era a great stipulate was posted for ELT worldwide and the continuing dominant approach CLT came into being in 1980 with an aim to teaching and learning English practicing language skills in classroom through communicative activities based on *realia* (Moedjito, 2008). It took near about two decades for CLT to reach Bangladesh. Accordingly CLT was introduced in Bangladesh replacing traditional GTM in 1997 and at HSC around the year 2001 (Hamid, 2010). The quick ‘acceptance’ of CLT in Bangladesh may signify the fact that in this era of globalization one may hardly avoid the need of communication skills in English in the sectors such as job, travel, higher education, business and the like (Akter, 2006). Responding to the shift new syllabi and curricula was introduced by NCTB following new textbooks and newly written teachers guide (NCTB, 1996).

To better implement CLT in the classroom in Asia and Africa, and Bangladesh is one in such list, many donor-funded projects were projected believing that more- and – early policy would in the long run accelerate the economic advances (Hamid, 2010). Nevertheless it is found by Chowdhury and Phan (2008) and Hamid (2010) that the ELT education system in Bangladesh is still predominated by a *chalk-and-talk-drills* method. Changes in syllabi and curricula, in consequence, have become an irony. According to Hasan & Akhand (2009), the traditional lecture mode, exam-oriented teaching, and encouraging students for memorization of grammatical rules and vocabulary as was in GTM could not leave the classrooms of Bangladesh. Out of all these, every year a good number of students comes to the university being incompetent users of English. In their separate studies, Farooqui (2007) and Chowdhury and Phan (2008) found students while entering at tertiary are just able to read

works in the original but are not capable “to ask for a glass of water”. This establishes the fact students are hardly exposed to skills practice other than writing at their pre-university education and Farooqui (2008) mentions the same in her study.

2.12.3. Evaluation

It has been mentioned in several studies on ELT in Bangladesh that the negligence toward oral skills in teaching is related to the fact of the existing evaluation system (Hossain, Imam and Imam, 2009; Roshid, 2009). That is, what is tested is generally taught. In the public examinations in Bangladesh namely SSC and HSC oral skills is not given any room to share with written skills. As a result, exam-oriented teaching is more explicit in Bangladesh. Although the new curriculum was devised to build in learners’ the communicative competence by the year 10, i.e. before SSC (NCTB, 1996), students are not able to use the language even after HSC.

The necessity of a suitable examination is talked of in the National Curriculum as well, the policy states that:

Until and unless a suitable public examination is devised, that tests English language skills, rather than students’ ability to memorize and copy without understanding, the aims and objectives of the syllabus can never be successfully realized.

Change into the evaluation system is one of the important needs of time to bring about truly effective changes in the ELT situation in Bangladesh.

2.12.4 Teacher Quality and Education at HSC in terms of Pronunciation

Students do not meet the policy makers nor do they understand the intrigue politicization of education, they can only see a teacher teaching in the classroom who in most of the cases is their role model (Sultana, 2006). This necessitates the teacher education, training and development including the fact as mentioned in Khan (2006) includes that pronunciation exceedingly needs training. According to National Education Commission (2003) only 48% secondary school teachers are trained and the scenario in higher secondary is more depressing (Hossain, Islam & Islam, 2010). Selim and Mahboob (2001) in their study found 88 % higher secondary teachers are sent in the classroom without any proper training. English teachers only need an MA to enter into the profession. In addition, those who somehow acquire the training report that training modules do not show proper attention to phonetics and phonology as a result teachers do not have a basic ground on these aspects of language (Khan, 2006).

Despite the fact that the medium of teaching is generally speech, teacher training materials in Bangladesh seem to serve very poorly in terms of pronunciation. Jenkins (2000:199) in fact blames ELT industry for this widely dismal state saying '*teachers are poorly served in the ELT industry regarding pronunciation broadening it with the overhaul of the industry.* However, Quader (2005) found English teachers attending training with her had serious problems in pronunciation and sentence making. The negligence toward pronunciation in teacher training materials can be further illustrated through an English resource book used in teacher training that provides teachers with the wrong pronunciation instruction as English /p/ as Bangla /pong/, /b/ as /bong/ and wrong contrastive analysis of Bangla and English sound (English Resource Book, 2009: 125 see Appendix-D). Thus, English teachers at college level

in Bangladesh barely know how to use pronunciation in language classroom and when they lack knowledge on pronunciation, it seems very likely that they will overlook it in teaching.

2.13. Phonetics and Phonological Problems of Bangladeshi Learner

It is known that English is a non-phonetic language since there is no one-to-one association between the spelling and sound as seen in words *knee*, *palm*, and *enough* and so on (Maniruzzaman, 2008). While in Bangla, sounds very much reflect spelling and a child usually learns the language looking at the spelling of each word (Islam, 2004). Therefore Bangla speaking EFL learner frequently faces problems in terms of pronunciation, like other south Asian learners as stated in Shackle (1987:171 in Quader 1999). In addition, it seems many Bangladeshi learners do not know how to use English dictionary that usually shows the syllabic divisions in word and the transcription.

Unlike Bangla, English contains 5 long vowels that should be differentiated in terms of length of utterance to that of short vowels. For example, words like '*kit*', '*happy*' and '*sea*' involve uttering /i/ being short and long in terms of the period of utterance respectively. Moreover, Bangladeshi learners very often encounter problems uttering words containing /ə/ as in '*perhaps*', '*April*' and so on. In terms of English diphthongs learners are supposed to retain the sound longer than pure vowels in comparison to that of Bangla language such as in the word '*gate*'. Bangladeshi learners usually fail to provide the due sound length to these diphthongs and utter /get/ instead of uttering /geɪt/.

According to Maniruzzaman (2008), Bangladeshi English learners encounter problems in certain consonant sounds including plosives and fricatives since in her/his mother tongue s/he has separate phonemes for these. Moreover, the English approximants /j/ and /w/ as exemplified by the word *year* and *war* are also found problematic to Bangladeshi learners (Khan, 2007).

2.14. Bangladeshi English

Due to the history of British colonization in the subcontinent, BE seems to have an influential role in the phonology of an educated Bangladeshi that emerged in 1971. Some studies including Hai & Ball (1960 in Quader, 1999) Chowdhury, (1960 in Banu, 2004) and Shackle (1987 in Quader 1999) have shown some instances of distinguished utterances of Bangladeshi learners deviated from BRP/ GA both on the segmental and suprasegmentals. Diphthongs are usually uttered ignoring the second gliding vowel, for example /eɪ/ as in words like ‘*day*’ and ‘*able*’ are sounded with pure vowel /e/ only. They generally do not keep hold of the length of vowel sounds in pure vowels and the second vowel in the diphthongs.

In many cases, learners in Bangladesh typically form sound based on one form to another. They utter, for example, the nouns of words like ‘*analysis*’ and ‘*invitation*’ similar to their verb sound ‘*analyze*’ and ‘*invite*’. Utterance of words based on the spellings is also generally accepted in the country including ‘adjective’ *Wednesday*’ and so on. Moreover, Bangladeshi learners usually replace /s/, /dʒ/ and /z/ with one another as in ‘*conservative*’ and ‘*revise*’. Therefore, it can be said that Bangladesh is developing its own variety of English like India, Singapore and so on.

Chapter Three

3.1 Introduction

This chapter addresses the methodological issues of the present study. It involves the research design of the study, theoretical framework, sampling, the setting, research instrumentation, data collection procedure, data analysis procedure and finally obstacles encountered while collecting and analyzing the data.

3.2 Research Design

The purpose of the study is to reveal whether students at HSC have problems in pronunciation and to what extent pronunciation is neglected or ignored in policy and practice along with some suggestions at the end. The nature of this study is descriptive as well as analytical that aims to find out what is the present status of teaching pronunciation at HSC level. The investigation was conducted firstly through interviewing 20 students and then conducting survey among English teachers of four different colleges and finally analyzing the syllabi and curricula. The setting of the data was formal. A Balanced Approach in the study of intercultural communication, suggested by many researchers (Farrell & Martin, 2009; McKay, 2004; Akter, 2007) was used to support the study.

3.3 Theoretical Framework

To support the study, Balanced Approach to pronunciation teaching was used. While some argue in favor of only segmentals or suprasegmentals, these two usually work together along

with paralinguistic features and voice projection quality. Therefore a balanced approach to teaching pronunciation giving importance to both segmental and suprasegmentals would be a better choice. However, In EIL, we scarcely need to learn every norms and sounds accurately to imitate a native speaker of English. In fact, Jenkins (2000) mentions that learning pitch movement or intonation is neither possible nor required since the goal is to produce learners with communicative competence.

To produce learners with intercultural communicative competence is the demand of time in English as an international language and suggestions have been made very often to integrate pronunciation in the existing curriculum, even if not possible to have an extensive course on pronunciation (Levis & Grant, 2003). This is true of Bangladesh as well since it seems unlikely to have an extensive course on English pronunciation for HSC level student in the country. Nonetheless the integration of pronunciation in teacher's instruction may be done in a five to seven minutes session and according to Harmer (2003) short sessions on pronunciation can be enormously helpful. He adds saying this can also provide a change of pace and activity during a lecture and many students enjoy them.

Bearing in mind the status of English as an international language, there is now more chances for interaction between non-natives (Crystal, 2003). Targeting native like pronunciation is thus should not be the goal for pronunciation instruction. Alptekin (2002) recommends that teachers do not need to exclusively draw materials from the target language culture and can make the best use of local culture also facilitating learning. This pedagogy brings together the "global appropriacy and local appropriation" with a view to produce learners for glocal (global and local) setting (Kramsch & Sullivan, 1996: 211). The approach can be used in Bangladeshi context where BE is prevalent due to the fact of colonialism and a growing

interest can be seen toward AE as mentioned in Khan (2007). As said earlier, taking a native model does not require imitating it rather adapting a model and material being context sensitive based on the need of the learners for long run would be a better idea. An English teacher may involve student in intended and relatively unplanned conversation in a meaningful task based practices for future possible interactions in EIL. Therefore the study supports the approach for beneficial implication of pronunciation in Bangladeshi context.

3.4 Sampling

To collect data, four colleges were selected from Gazipur and Dhaka (two from each place). Although the study targeted to interview three students from each college but seeing students' interest to participate in the interview, five students from each were taken for the interview (Appendix- A). For teacher questionnaire (Appendix-B) the study found six English teachers out of total seven teachers (one teacher was in leave during data collection). Further data were collected scrutinizing the syllabi and curricula and textbook to assess whether any mention to EFL pronunciation is made explicit or integrated in the policy.

3.5 Setting

The data required for the study were collected from formal setting. Students were interviewed in the formal classroom setting and sometimes in the college vicinity. Teachers' questionnaire survey was done in the office room at their convenient time.

3.6 Research Instrumentation

Three types of instrumentation were used to conduct the survey comprising of student interview (see Appendix- A), teacher questionnaire (see Appendix-B) and textual analysis.

3.6.1 Student Questionnaire

Student interview questionnaire (Appendix-A) consists of two parts focusing on the research objective no. 1 (if students at HSC face any problems in speech production in terms of EFL pronunciation). At first, students read given sentences intended to focus on some problematic utterances. The choice of words was done based on several previous studies done by Banu (2001), Akter, (2006), and Maniruzzaman (2008). These studies identified some distinguished problems of Bangladeshi students at phonological and orthographical level.

The next part of the questionnaire asked students to put a tick on the spelling they follow when writing. Spelling difference from BE and AE are taken to construct the survey. Some words in these two varieties mean the same but use different words like ‘petrol’ and ‘gas’. The study also included such examples to determine whether students mix up the two or follow any of them. In this regard it is important to mention that, the study looks at such inconsistency, if any, to see what is going on in the present English language teaching learning situation and whether students are aware of such variety at HSC level. EFT contains lesson on the sound and spelling difference between BE and AE (Unit-2, lesson-6).

3.6.2 Teacher Interview

The questionnaire survey with teachers is based on a semi-structured process including 16 close-ended statements and at the end a blank space is given so that teachers share their idea or suggestions toward pronunciation. Statement 1 (*I think students have serious problems in pronunciation*) directly relates to research objective no. 1 (if students at HSC face any problems in speech production in terms of EFL pronunciation). While statement 2- 7 are focused on the next research objective (if they have difficulty in pronunciation, what are the reasons behind it). Statements 8-12 are devised to find out teachers’ attitude toward English

pronunciation. Rest of the statements (13-16) is related to research objective 3 (how can the obstacles of EFL pronunciation at HSC level be addressed for better implication).

3.6.3 Policy and Textual Analysis

Evaluation of the policy and materials was made to see whether the components of pronunciation are given priority. The textbook that is followed in HSC is **English for Today** for classes XI-XII. The book is provided by ELTIP jointly funded by the Government of Bangladesh and DFID, UK. It is written based on the **New Syllabus and Curriculum for Secondary and Higher Secondary (1996)**. The book is written on the principle of learning a language actually practicing it through four language skills: listening, speaking, reading, and writing (Preface, EFT). The syllabus and curriculum and EFT were analyzed to see whether the above principle or set objectives in paper could meet the practice in terms of pronunciation and whether they contain room for explicit pronunciation instruction or integrating it with other skills.

3.7 Data Collection Procedure

Data were collected in the form of interview, questionnaire and textual analysis. At first, permissions were sought from four different colleges in Dhaka and Gazipur to fix an appointment. It took three weeks to collect the data.

After entering the classroom, the respective teacher gave instruction about the research survey, some teachers spoke in only Bangla while some others in partial English. It was assured to both teachers and students that the information provided by the samples will be anonymous. It took on average 5-10 minutes per student to conduct the survey for student

interview. On average 10 minutes was given for teacher questionnaire taken in the college vicinity at the appointed schedule.

3.8 Data Analysis Procedure

The analysis of data proceeded in several stages. The collected data were tabulated and analyzed separately. First, the individual student interview and teacher questionnaire were tabulated correspondingly to record the responses of individual participant and criteria for each item. Tables were made to summarize the frequency of responses to each set question and criterion. Policy and Textbook were analyzed to find out if there is any attention and priority given to pronunciation exclusively or integrating with other skills. The tabulations were then read and re-read carefully to identify patterns and commonalities in order to answer the central research objectives as well the supportive theory. At last, based on the findings overall discussions and recommendations were made.

3.9 Obstacles Encountered

The present study faced several problems while collecting and analyzing data. Due to the formal setting, the study could access strategic information from teachers who rather might have provided the study with more informative answers in an informal setting. In addition, in couple of cases, teachers cancelled the appointment due to some reasons and this delayed data collection.

Chapter Four

4.1 Introduction

The present study intends to find out answer to the following research objectives. These are:

1. Whether students at HSC level face any problems in speech production in terms of EFL pronunciation
2. If they have difficulty in pronunciation, what are the reasons behind it and
3. How the obstacles of EFL pronunciation at HSC level can be addressed

The data of this research was collected from 20 students and six teachers of four colleges at Dhaka and Gazipur by means of interview and questionnaire. The analysis and discussion of the data gathered by different instruments are presented in three parts: students' responses, teachers' responses and document/material analysis. The responses from the students and the teachers are discussed under different categories. Each category incorporates responses about items of a similar issue. The patterns and commonalities are given with their percentage value. While scrutinizing the policy and EFT, the study looked for if pronunciation element is given importance or integrated with other language skills.

4.2. Presentation, Interpretation and Discussion of Students' Responses

The Data collected from students was discussed under four different sections. At first, the intended words with their transcription in BE and AE, if different are given in two colors: red and blue consecutively, are shown in the table 4.1 featuring as short and long vowels, diphthongs and consonants. Then the individual student's problematic utterances of intended words based on the IPA transcription are attached as Appendix- C. The next section refers to students' mispronunciation ratio based on individual student's problematic utterance in comparison to that of urban and rural college are given in table 4.2.

Since the target of the study is to support intelligible pronunciation as far as the intended meaning retaining student's positive self confidence concerned, the third section focuses on the problematic utterances that impair understanding. The last section focuses on the spelling choice whether BE/AE made by students during interview.

4.2.1 Students Responses in terms of Native like Proficiency

The intended words from the student interview questionnaire are given below with IPA transcription as Table 4.1. To assess whether students have problems in pronouncing the intended English sounds that may pose difficulties were chosen following the mispronunciation ratio of students in comparison to that of rural and urban.

Table 4.1: Phonetic Transcription of Intended Words (Source: Latest Edition of Oxford, Cambridge & Longman Dictionary)

Short Vowel	Long Vowel	Diphthong	Consonant
Adjective—/'ædʒ.ek.tɪv/	ABC—/ˌeɪ.bi:'si:/	ABC—/ˌeɪ.bi:'si:/	Basement—/'beɪ.smənt/
Adjustment—/ə'dʒʌst.mənt/	Answer—/'ɑ:nf.sər/ /'ænf.sə-/	Able—/'eɪ.bl/	Bomb—/'bɒm/ /'bɑ:m/
Ago—/ə'gəʊ/ /-'gəʊ/	Beat—/bi:t/	Ago—/ə'gəʊ/ /-'gəʊ	Chad—/tʃæd/
Allow /ə'laʊ/	Bird—/'bɜ:d/ /'bɜ: d/	Boat—/'bəʊt/ /'boʊt/	Close—/'kləʊz/ /'klouz/
Analysis—/ə'næl.ə.sɪs/	Calm—/'kɑ:m/	Cage—/'keɪdʒ/	Confusion—/'kən'fju:zən/
Answer—/'ɑ:nf.sər/ /'ænf.sə-/	Conservative/'kən'sɜ:vətɪv/ /-'sɜ:vətɪv/	Close—/'kləʊz/ /'klouz/	Comb—/'kəʊm/ /'koom/
Apple—/'æp.l/	Dance—/'da:nts/ /'dænts/	Concise—/'kən'saɪs/	Conscience—/'kɒnʃəns/
Aspect—/'æsp.ekt/	Do—/də/ , /du/ , /du:/	Comb—/'kəʊm/ /'koom/	Conservative/'kən'sɜ:vətɪv/ /-'sɜ:vətɪv/
Basement—/'beɪ.smənt/	Disease—/'di:zi:z/	Data—/'deɪ.tə/ /-tə/	Cover—/'kʌv.ə r / /-ə/
Bomb—/'bɒm/ /'bɑ:m/	Form—/'fɔ:m/ /'fɔ:rm/	Day—/deɪ/	Dance—/'da:nts/ /'dænts/
Chad—/tʃæd/	From—/'frɒm/ /'fra:m/	Die—/daɪ/	Data—/'deɪ.tə/ /-tə/
Confusion—/'kən'fju:zən/	Guardian—/'gɑ:di.ən/ /'gɑ:r/	Dislike—/'drɪ'slaɪk/	Dislike—/'drɪ'slaɪk/
Conscience—/'kɒnʃəns/	Heart—/'hɑ:t/ /'hɑ:rt/	Doubt—/daʊt/	Disease—/'di:zi:z/
Conservative/'kən'sɜ:vətɪv/ /-'sɜ:vətɪv/	Jolly—/'dʒɒl.i/ /'dʒɑ:li/	Examination—/ɪg.zæm.ɪ'neɪʃən/	Do—/du/ , /du:/ , /də/
Cover—/'kʌv.ə r / /-ə/	Knee—/'ni:/	Explode—/'ɪk'spləʊd/ /-'spləʊd	Double—/'dʌb.l/
Dance—/'da:nts/ /'dænts/	Lieutenant—/'leɪ'ten.ə nt/ /'lu:-/	Gain—/'geɪn/	From—/'frɒm/ /'fra:m/
Data—/'deɪ.tə/ /-tə/	Meat—/'mi:t/	Go—/'gəʊ/ /'gou/	Gain—/'geɪn/
Dislike—/'drɪ'slaɪk/	Newspaper—/'nju:z.pəɪ.pə r /'nu:z.pəɪ.pə/	Hate—/'heɪt/	Go—/'gəʊ/ /'gou/
Disease—/'di:zi:z/	Office—/'ɒf.ɪs/ /'ɑ:fɪs/	Hear—/'hɪər / /'hɪr/	Hate—/'heɪt/
Do—/du/ , /du:/ , /də/	Often—/'ɒf. t ə n /'ɑ:f-/	Home—/'həʊm/ /'houm/	Hear—/'hɪər / /'hɪr/
Double—/'dʌb.l/	Pneumonia—/'nju:'məʊ.ni.ə/ /'nu:'mou.njə/	Hour—/'aʊər / /'aʊr/	Heart—/'hɑ:t/ /'hɑ:rt/
Education—/ˌed.jə'keɪ.ʃən/	Palm—/'pɑ:m/	Human—/'hju:mən/	Hit—/'hɪt/
Engineer—/ˌen.dʒɪ'niər / /-'niər/	People—/'pi:pl/	Invitation—/ˌɪn.vɪ'teɪ.ʃən/	Home—/'həʊm/ /'houm/
Examination—/ɪg.zæm.ɪ'neɪʃən/	Psychology—/'saɪ'kɒl.ə.dʒi/-'kɑ:l.ə-/	Lake—/'leɪk/	Human—/'hju:mən/
From—/'frɒm/ /'fra:m/	Resume—/'ri:zju:m/ /-'zu:m/	Liar—/'laɪ.ər / /-ə/	Interested—/'ɪn.trəs.tɪd/ /-trɪs-/
Hit—/'hɪt/	Sport—/'spɔ:t/ /'spɔ:rt	Latecomer—/'leɪt.kʌm.ə r / /-ə/	Jolly—/'dʒɒl.i/ /'dʒɑ:li/
Hear—/'hɪər / /'hɪr/	Smart—/'smɑ:t/ /'smɑ:rt/	Make—/'meɪk/	Kid—/'kɪd/
Interested—/'ɪn.trəs.tɪd/ /-trɪs-/	Towards—/'tə'wɔ:dz/ /'tu'wɔ:rdz/	Now—/'naʊ/	Latecomer—/'leɪt.kʌm.ə r / /-ə/
Jolly—/'dʒɒl.i/ /'dʒɑ:li/	Through—/'θru:/	Quiet—/'kwaɪət/	Lamb—/'læm/
Kid—/'kɪd/	What—/'wɒt/ /'wɑ:t/	Quite—/'kwaɪt/	Lieutenant—/'leɪ'tenənt/ /'lu:-/
Latecomer—/'leɪt.kʌm.ə r / /-ə/	Who /'hu:/	Say—/'seɪ/	Left—/'left/
Lesson—/'les.ən/	War—/'wɔ: r / /'wɔ:rt/	Pair—/'peər / /'peɪr/	Lesson—/'les.ən/
Lest—/'lest/	Zoo—/'zu:/	Paper—/'peɪ.pə r / /-pə-/	Lest—/'lest/
Left—/'left/		Phone—/'fəʊn/ /'foun/	Liar—/'laɪ.ər / /-ə/
Listen—/'lɪs.ən/		Riding—/'raɪ.dɪŋ/	Listen—/'lɪs.ən/
Mess—/'mes/		Smiling—/'smaɪ.lɪŋ/	Make—/'meɪk/
Office—/'ɒf.ɪs/ /'ɑ:fɪs/		Table—/'teɪ.bl/	Meat—/'mi:t/
Often—/'ɒf. tən/ /'ɑ:f-/		Utmost—/'ʌt.məʊst/ /-'mu:st/	Ministry—/'mɪn.ɪ.stri/

<p>Pair— /peə r / /per/ Pronunciation—/prəˌnʌnt.sɪ'ei.fən/ Psychology—/saɪ'kɒl.ə.dʒi/-'kɑ:.lə-/ Resume—/rɪ'zju:m/ /-'zu:m/ Result—/rɪ'zʌlt/ Revise—/rɪ'vaɪz/ Second—/'sek.ənd/ SMS—/es.em'es/ Son—/sʌn/ Suffer—/'sʌf.ə r / /-ə/ Today—/tə'deɪ/ Towards—/tə'wɔ:dz/ /tə'wɔ:rdz/ Trip—/trɪp/ Utmost—/'ʌt.məʊst/ /-məʊst/ What—/wɒt/ /wɑ:t/ Welcome—/'wel.kəm/ Well—/wel/ Won—/wʌn/ Would—STRONG /wʊd/ , WEAK /wəd/</p>		<p>While— /waɪl/ Wise—/waɪz/ Wednesday—/'wenz.deɪ/ Year—/'jɪə r / /jɪr/</p>	<p>Newspaper—/'nju:z,peɪ.pəʔ/ /'nu:z,peɪ.pə/ Now— /naʊ/ Paper—/'peɪ.pə r / /-pə/ Palm—/pɑ:m/ Pair— /peə r / /per/ People—/'pi:.pl / Picture—/'pɪk.tʃə r / /-tʃə/ Pronunciation—/prəˌnʌnt.sɪ'ei.fən/ Question—/'kwes.tʃən/ Quiet—/kwaɪət/ Resume—/rɪ'zju:m/ /-'zu:m/ Result—/rɪ'zʌlt/ Revise—/rɪ'vaɪz/ Riding— /'raɪ.dɪŋ/ Schedule—/'ʃed.ju:l / /'sked-/ Second—/'sek.ənd/ Smiling—/'smaɪ.lɪŋ/ Smart/sma:t/ /sma:rt/ Shop—/ʃɒp/ /ʃɑ:p/ Shy—/ʃaɪ/ Son—/sʌn/ Suffer—/'sʌf.ə r / /-ə/ Through—/θru:/ Today—/tə'deɪ/ Towards—/tə'wɔ:dz/ /tə'wɔ:rdz/ Tragically—/'trædʒ.ɪ.kli/ Trip— /trɪp/ War—/wɔ: r / /wɔ:r/ Website—/'web.saɪt/ What—/wɒt/ /wɑ:t/ While— /waɪl/ Welcome—/'wel.kəm/ Wednesday—/'wenz.deɪ/ Well—/wel/ Won—/wʌn/ Would—STRONG /wʊd/ , WEAK /wəd/ Who—/hu:/ Zoo— /zu:/</p>
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Table 4.1: IPA Transcription of Intended Words

For the study, 20 students from four colleges read aloud sentences from Student Interview Questionnaire (see Appendix- C). Based on the IPA transcription from Table 4.1, individual participant's problematic utterances are listed alphabetically in the Appendix-C. Again on the basis of individual student's mispronunciation, Table 4.2 was arranged to show mispronunciation ratio of urban and rural students.

Table 4.2: Mispronunciation Ratio of Students (Urban versus Rural)

Word	Urban	Rural	Total % of Mispronunciation
ABC	0 (0%)	6(60%)	6(30%)
Able	6 (60%)	4 (40%)	10(50%)
Adjectives	7(70%)	8(80%)	15(75%)
Adjustment	7(70%)	8(80%)	15(75%)
Ago	9(90%)	9(90%)	18(90%)
Ahead	0(0%)	2(20%)	2(10%)
Analysis	7(70%)	8(80%)	15(75%)
Apple	0(0%)	2(20%)	2(10%)
Aspect	4(40%)	4(40%)	8(40%)
Away	0(0%)	1(10%)	1(5%)
A4	0(0%)	1(10%)	1(5%)
Basement	4(40%)	7(70%)	11(55%)
Beat	5(50%)	5(50%)	10(50%)
Being	0(0%)	1(10%)	1(5%)
Better	0(0%)	2(20%)	2(10%)
Bird	2(20%)	3(30%)	5(25%)
Bit	0(0%)	1(10%)	1(5%)
Boat	0(0%)	2(20%)	2(10%)
Bomb	9(90%)	10(100%)	19(95%)
Caged	3(30%)	9(90%)	12(60%)
Calm	7(70%)	9(90%)	16(80%)
Careful	0(0%)	1(10%)	1(5%)
Closed	0(0%)	3(30%)	3(15%)
Comb	9(90%)	10(100%)	19(95%)
Concise	4(40%)	7(70%)	11(55%)
Confusion	1(10%)	3(30%)	4(20%)
Conscience	10(100%)	10(100%)	20(100%)
Conservative	7(70%)	6(60%)	13(65%)
Could	0(0%)	2(20%)	2(10%)
Cover	4(40%)	6(60%)	8(40%)
Data	8(80%)	8(80%)	16(80%)
Day	1(10%)	0(0%)	1(5%)
Died	0(0%)	2(20%)	2(10%)
Different	0(0%)	1(10%)	1(5%)
Dislike	7(70%)	6(60%)	13(65%)
Disease	1(10%)	8(80%)	9(45%)
Distinguish	2(20)	5(50%)	7(35%)
Do	0(0%)	9(90%)	9(45%)

Double	2(20)	2(20%)	4(20%)
Doubt	1(10%)	5(50%)	6(30%)
Education	8(80%)	10(100%)	18(90%)
Engineer	9(90%)	8(80%)	17(85%)
Examination	1(10%)	5(50%)	6(30%)
Exploded	3(30%)	5(50%)	8(40%)
Exploring	1(10%)	6(60%)	7(35%)
Fail	0(0%)	1(10%)	1(5%)
Favorite	5(50%)	9(90%)	14(70%)
Form	1(10%)	3(30%)	4(20%)
Free	1(10%)	0(0%)	1(5%)
Freshen	0(0%)	2(20%)	2(10%)
Gaining	0(0%)	3(30%)	3(15%)
Generation	0(0%)	1(10%)	1(5%)
Guardian	2(20%)	3(30%)	5(25%)
Go	9(90%)	0(0%)	9(45%)
Hair	0(0%)	1(10%)	1(5%)
Hate	3(30%)	9(90%)	12(60%)
Heard	6(60%)	2(20%)	8(40%)
Heart	2(20%)	2(20%)	4(20%)
Hectic	1(10%)	3(20%)	4(20%)
Heading	0(0%)	1(10%)	1(5%)
Hit	0(0%)	1(10%)	1(5%)
Home	5(50%)	3(30%)	8(40%)
Hour	0(0%)	2(20%)	2(10%)
Human	1(10%)	1(10%)	2(10%)
Hurt	2(20%)	2(20%)	4(20%)
Interested	3(30%)	9(90%)	12(60%)
Invitation	3(30%)	6(60%)	9(45%)
Iraq	0(0%)	1(10%)	1(5%)
Is	0(0%)	1(10%)	1(5%)
Jolly	3(30%)	6(60%)	9(45%)
Keep	0(0%)	1(10%)	1(5%)
Kid	2(20%)	3(30%)	5(25%)
Knee	3(50%)	4(40%)	7(35%)
Lake	9(90%)	10(100%)	19(95%)
Lamb	9(90%)	8(80%)	17(85%)
Latecomer	0(0%)	6(60%)	6(30%)
Leave	0(0%)	1(10%)	1(5%)
Left	1(10%)	2(20%)	3(15%)
Lesson	8(80%)	6(60%)	14(70%)
Lest	1(10%)	3(30%)	4(20%)
Liars	3(30%)	9(90%)	12(60%)
Lieutenant	5(50%)	7(70%)	12(60%)
Life style	0(0%)	1(10%)	1(5%)
List	0(0%)	1(10%)	1(5%)
Listen	0(0%)	2(20%)	2(10%)
MA	1(10%)	4(40%)	5(25%)
Make	0(0%)	2(20%)	2(10%)
Market	0(0%)	1(10%)	1(5%)
Meat	0(0%)	2(20%)	2(10%)
Mess	3(30%)	7(70%)	10(50%)
Minister	1(10%)	4(40%)	5(25%)
Moronchad	0(0%)	1(10%)	1(5%)
Oil	0(0%)	1(10%)	1(5%)
Office	1(10%)	1(10%)	2(10%)
Often	1(10%)	2(20%)	3(15%)
Newcomer	0(0%)	1(10%)	1(5%)
Newspaper	0(0%)	2(20%)	2(10%)
Next	0(0%)	1(10%)	1(5%)
Nonsense	1(10%)	1(10%)	2(10%)
Now on	0(0%)	1(10%)	1(5%)

Pair	0(0%)	3(30%)	3(15%)
Palm	4(40%)	7(70%)	11(55%)
Paper	1(10%)	1(10%)	2(10%)
Partner	1(10%)	1(10%)	2(10%)
Patient	0(0%)	3(30%)	3(15%)
People	4(40%)	1(10%)	5(25%)
Phone	10(100%)	9(90%)	19(95%)
Pneumonia	4(40%)	9(90%)	13(65%)
Principal	0(0%)	1(10%)	1(5%)
Pronunciation	7(70%)	5(50%)	12(60%)
Psychology	2(20%)	5(50%)	7(35)
Question	0(0%)	1(10%)	1(5%)
Quiet	10(100%)	10(100%)	20(100%)
Remain	0(0%)	2(20%)	2(10%)
Remember	0(0%)	1(10%)	1(5%)
Resume	5(50%)	8(80%)	13(65%)
Revise	1(10%)	7(70%)	8(40%)
Riding	3(30%)	7(70%)	10(50%)
River	0(0%)	2(20%)	2(10%)
Say	8(80%)	6(60%)	14(70%)
Schedule	8(80%)	10(100%)	18(90%)
Shop	0(0%)	2(20%)	2(10%)
Shy	2(20%)	6(60%)	8(40%)
Smiling	0(0%)	5(50%)	5(25%)
Since	0(0%)	3(30%)	3(15%)
SMS	4(40%)	6(60%)	10(50%)
Sons	7(70%)	7(70%)	14(70%)
So on	0(0%)	1(10%)	1(5%)
Space	1(10%)	0(0%)	1(5%)
Sport	1(10%)	0(0%)	1(5%)
Studied	0(0%)	2(20%)	2(10%)
Suffered	1(10%)	1(10%)	2(10%)
Table	6(60%)	7(70%)	13(65%)
Through	3(30%)	7(70%)	10(50%)
Today	0(0%)	2(20%)	2(10%)
Toward	1(10%)	3(30%)	4(20%)
Tragically	10(100%)	10(100%)	20(100%)
Trip	0(0%)	4(40%)	4(20%)
Utmost	4(40%)	2(20%)	6(30)
War	1(10%)	1(10%)	2(10%)
Website	1(10%)	2(20%)	3(15%)
Wednesday	6(60)	9(90%)	15(75%)
Well	2(20%)	6(60%)	8(40%)
Went	1(10%)	4(40%)	5(25%)
Welcome	0(0%)	3(30%)	3(15%)
Western	1(10%)	3(30%)	4(20%)
Wickets	1(10%)	1(10%)	2(10%)
Wise	1(10%)	4(40%)	5(25%)
What	2(20%)	7(70%)	9(45%)
While	1(10%)	3(30%)	4(20%)
Who	0(0%)	5(50%)	5(25%)
Won	9(90%)	7(70%)	16(80%)
Would	0(0%)	2(20%)	2(10%)
Year	0(0%)	3(30%)	3(15%)
Young	4(40%)	9(90%)	13(65%)
Zero	0(0%)	1(10%)	1(5%)
Zoo	3(30%)	4(40%)	7(35%)

Table 4.2: Mispronunciation Ratio of Students

The Student Interview Questionnaire (Appendix –A) was devised with sentences focusing on short and long vowels, diphthongs and also consonants. This was devised to see whether student can utter words properly giving due length to the utterance. However, it was found that in most of the cases students could not utter long vowels as longer as required. 80% of the students utter the word ‘*calm*’ using short vowel /ʌ/ instead of long /ɑ: /.

Similarly, while uttering diphthong, usually longer than pure vowel, students left the second vowel unsounded in many cases. 100% students could not utter the diphthong ‘*quiet*’. All of them uttered the word like ‘*quite*’ or ‘*quit*’ that have different meanings. Similarly, 90% students uttered ‘*lake*’ as /lek/. In terms of consonants, 100% of students failed to pronounce the word ‘*conscience*’ and ‘*tragically*’ (see Table 4.2). Schwa /ɚ/ in all positions posed difficulty for both group of students as in ‘*ago*’, ‘*quiet*’, ‘*western*’. A good number of them failed to articulate the short vowel /ʌ/ in ‘*son*’, long vowel /ɜ:/ in ‘*hurt*’, diphthong /eɪ/ in ‘*paper*’, voiceless fricative /ʃ/ in ‘*conscience*’, voiceless plosive /t, k/ and voiced affricate /dʒ/ in ‘*tragically*’ ‘*cover*’ and in approximant /w/ in ‘*Wednesday*’.

In comparison to students of urban colleges, students from rural colleges mispronounced to a greater extent. While none of the students from urban colleges had problem uttering the long vowel /u:/ in ‘*who*’, 50% rural students replace /u:/ with /ʊ/. While only 30% of students in urban faced problem pronouncing the diphthong in ‘*hate*’, 90% of rural students mispronounced it. None of the students from urban had problem uttering words ‘*meat*’, ‘*next*’, ‘*ABC*’, and ‘*do*’, a good number of students in rural faced problem uttering those. A good

number of students from Gazipur added an / æ/ before words like ‘MA’, ABC, ‘apple’ and so on. They also had great difficulty with voiceless approximant in initial position in words like ‘war’, ‘Wednesday’, ‘website’ since they utter /w/ as /ɔ/.

4.2.2. Unintelligible Pronunciation in Students’ Responses

However, the aim of the study is not to scrutinize all minute deviations from RP/GA rather to encourage learners for intelligible pronunciation. The following table 4.3 shows the mispronunciation of students at segmental level that may affect intelligibility.

Table 4.3: Unintelligible Pronunciation at Segmental Level

Word	IPA Trancription	Students’ Mispronounced Form	Nearly/ Similar to another Meaningful Sound
Apple	/ˈæp.l/	/efel/; /abel/	--
Lieutenant	/leɪˈten. ə nt/ /lu:-/	Liutenent/lttenənt/; litentent/ /lttentent	--
Suffer	/ˈsʌf.ə r / /-ə/	/sʌpʌr/	Supper
Pneumonia	/nju:ˈmæʊ.ni.ə/ nu:ˈmoʊ.njə/	Pinumina/pinʊmɪnʌ/; Piniominia/pinɪmɪnʌ/; /fiʊmɪnʌ/	--
Psychology	/saɪˈkɒl.ə.dʒi/ /-ˈka:.lə-/	/pɪsɪkələdʒi /fidʒɒkələdʒi/	--
Quiet	/kwaɪət/	/kwat/ ; /kwɪt/	Quite, Quit
Hate	/heɪt/	/hɪt/	Hit
Liar	/ˈlaɪ.ə r / /-ə/	/lɪər /	Leer
Riding	/ˈraɪ.dɪŋ/	/rɪdɪŋ/	Reading
Gaining	/ˈsmaɪ.lɪŋ/	/zɑɪnɪŋ/	--
Smiling	/ˈsmaɪ.lɪŋ/	/sɪmɪlɪŋ/	---
Knee	/ni:/	/kɪn/ ; /kɪmɪ/	Kin
Aspect	/ˈæs.pekt/	/eksept/	Accept
Do	/də/ , /du/ , /du:/	/dɔ:/	Dough
Who	/hu:/	/hɔ:/	
Caged	/keɪdʒ/	/krek/	--
Left	/left/	/lɪft/	Lift
Mess	/mes/	/mɪs/	Mis/Miss
Resume	/rɪˈzju:m/ /-ˈzu:m/	/rɪsɑm/	--

Lake	/leɪk/	/lek/ /laɪk/	Like
Double	/'dʌb.l/	/dʌvl/	---
Heart	/hɑ:t/ /hɑ:rt/	/hɪɑrt/	---
Disease	/dɪ'zi:z/	/dɪsɪs/ /dɪsaɪs/	---
Shy	/ʃaɪ/	/se:/; /ʃe/	--
Jolly	/'dʒɒl.i/ /'dʒɑ:.li/	/zɒli/	---
Toward	/tə'wɔ:dz/ /tə'wɔ:rdz/	Sounds like 'coward' /taʊ.ərd/	Sounds like 'Coward'
Beat	/bi:t/	/vɪt/	Veet
Concise	/kən'saɪs/	/knsɪs/	
Wise	/waɪz/	/ɔeɪz/	Ways
Kid	/kɪd/	Sound like 'kite' //kard/	--
Trip	/trɪp/	Sounds like 'tribe' /traɪp/	---
Freshen	/' freʃ. ə n/	/fresen/	--
Conservative	/kən'sɜ:.və.tɪv/ 'sɜ:.və.tɪv/	/knservɪʃ/	--
Wednesday	/'wenz.deɪ/	/wetnesde/	--
Through	/θru:/	/θrɔ:/	Throw
Pronunciation	/prə'naʊnt.si'eɪ.ʃən/	/prəznʃən/; /prənaʊnsɪəʃn/	
Since	/sɪn t s/	/saɪns/	Science
Meat	/leɪk/	/met/	Met
Well	/wel/	Sounds like 'oil' //ɔɪl/	Oil
Interested	/'m.trəs.tɪd/ /-trɪs-/	/'ɪntərəstəd/	
While	/waɪl/	/whɪl/	Wheel
What	/wɒt/ /wɑ:t/	/hɒt/	What

In response to the unintelligible articulation that students made during the interview, the above given table shows their mispronounced forms in association with nearly or very similar sound existing in English. While some of them may contribute in changing meaning, some may cause unintelligibility with no meaning at all. The articulation of words 'do' as 'dough', 'quiet' as 'quite' and 'quit', 'since' as 'science', 'through' as 'throw' will very likely affect intelligibility and comprehensibility. Students tend to utter words based on the spelling as evident in enunciations of 'disease' 'concise' where they do not replace /s/ with /z/ or leave diphthong /aɪ/.

4.2.3. Part B of the Interview Questionnaire: Students' Preferred Spelling

The last part shows students spelling choice to focus on their position in terms of BE and AE accents. The table 4.4 below shows the percentage on their choice of English accent.

Table 4.4: Spelling Preference: AE and BE

Word	Urban		Rural		Total percentage	
	BE	AE	BE	AE	BE	AE
Analyse--Analyze	8	2	9	1	17(85%)	3(15%)
Centre—Center	6	4	5	5	11(55%)	9(45%)
Colour—Color	9	1	9	1	10(50%)	10(50%)
Dialogue—Dialog	10	0	9	1	19(95%)	1(5%)
Disc--Disk	4	6	4	6	8(40%)	12(60%)
Enquiry--Inquiry	6	4	5	5	11(55%)	9(45%)
Enrollment—Enrolment	5	5	2	8	7(35%)	13(65%)
Fertiliser—Fertilizer	2	8	3	7	5(25%)	15(75%)
Glamorous—glamorous	4	6	7	3	11(55%)	9(45%)
Globalisation—Globalization	2	8	4	6	6(30%)	14(70%)
Grey—Gray	4	6	1	9	5(25%)	15(75%)
Institutionalise-Institutionalize	2	8	8	2	10(50%)	10(50%)
Jewellery—Jewelry	9	1	10	0	19(95%)	1(5%)
Labour—Labor	10	0	10	0	20(100%)	0(0%)
Modelling--Modeling	8	2	7	3	15(75%)	5(25%)
Neighbour—Neighbor	10	0	10	0	20(100)	0(0%)
Organise—Organize	4	6	3	7	7(35%)	13(65%)
Progamme—Program	6	4	7	3	13(65%)	7(35%)
Recognise—Recognize	2	8	6	4	8(40%)	12(60%)
Rumour—Rumor	7	3	8	2	15(75%)	5(25%)
Travelling—Traveling	9	1	8	2	17(85%)	3(15%)
Tyre—Tire	0	10	4	6	4(20%)	16(80%)

Table 4.4 reflects the part B of student interview questionnaire where they had to tick on their choice of model based on the spelling or word. However, the response of student did not demonstrate their acceptance of one variety on the other. Rather their responses show whether they mix these two varieties up in terms of spelling up while writing. The choice of models is

presented in comparison between urban and rural users. A total percentage is also given to show their cumulative position for the accents.

The table reveals that all 20 students preferred BE in case of the spelling of '*labour*' and '*neighbour*'. In case of the spelling of '*jewelry*', '*dialogue*', '*analyze*', and '*modeling*', more than 85% of the total students were in a side of BRP. On the other hand, for the spelling of '*enrollment*', '*gray*', '*globalization*', '*recognize*' and '*tire*', more than 60% students showed their preference toward AE. 50% students chose the American way of spelling for words like '*color*', '*disc*', and '*institutionalize*'. While all students from urban colleges chose the American way of spelling in case of '*tire*', students from rural colleges had varied choice (40 % BE and 60 % AE). It can be said that students mix these two varieties very often in their writing.

4.3. Presentation and Interpretations of Teacher Responses

4.3.1. General Profile of Teachers

The table below tells about the profile of teachers contributing in the present study.

4.5 General Profile of Teacher Participants

Participants' general information		
Age	Below 30	30 onwards
	2	4
Gender	Male	Female
	5	1
Length of teaching profession	Less than 5 years	More than 10 years
	3	3
Training(formal/informal)	No training	Training
	3	3

Among total six English teachers, four teachers teach in colleges in Dhaka while the rest teach in Gazipur. More than 60% teachers are on their middle age including only one female teacher. 50 % participants are trained teachers but none of them had subject-based-training from HSTTI (Higher Secondary Teacher Training Institute). Similarly, 50% of the respondents are teaching as long as 10 years or more while the other half are teaching for less than 5 years.

Teacher Questionnaire of the study is divided in three parts where statements 1 to 7 is related to the research objectives no 1 & 2. The research objectives focus on whether students in

Bangladesh at HSC level have problems in pronunciation and if there are any such problems, what are the reasons working behind. The findings to these are given in Table 4.6.

The next few statements (8-11) are to focus on teacher's attitude toward pronunciation relating to the research objective no. 2 (if there is any problem in students' pronunciation, what are the reasons behind it). The results of these statements are provided in Table 4.7. Lastly, the findings for the rest of the statements from the Questionnaire in terms of what can be done for beneficial implication are given in Table 4.8.

4.3.2. Teachers' Responses in terms of Students Problematic Pronunciation

Table 4.6: Teachers' Response to Students' Difficulty in Pronunciation

No.	Statement	Finding(s)				
		Agree		Unknown	Disagree	
		SA	A		SD	D
1.	I think students have serious problems in English pronunciation	2	3	0	0	1
2.	Students have problems in English pronunciation because it does not receive any attention in our syllabus	2	3	0	0	1
3.	Our teachers' pronunciation is problematic	0	3	0	0	3
4.	I do not have time to teach pronunciation as I have to finish the syllabus on time	0	3	0	0	3
5.	I do not have time to teach pronunciation at class since I am overloaded with large under resourced class	0	5	1	0	0
6.	Students' first language interferes in English pronunciation	0	5	0	0	1
7.	Students have difficulty since English sound and spelling are different than Bangla as seen in words like psychology, lieutenant, and enough and so on	0	5	0	0	1

In response to the statements 1 & 2 (Table 4.6), two teachers (33%) strongly agreed and three teachers (50%) agreed to the fact that students have serious problems in English pronunciation while only one teacher (17%) did not agree. It shows that most of the teachers believe that students have serious problems in English pronunciation.

From the next statement (Table 4.6), it can be seen that three teachers (50%) agreed on teachers also having problems in English pronunciation, but half of the teachers (50%) opposed to the fact as well.

While in reply to the statement 5 (Table 4.6), majority of teachers (83%) agreed that they are over burdened with the large under resourced class, they showed varied reaction to the statement 4. Here, 50% teachers agreed that they do not have time to teach pronunciation since they have to finish the syllabus on time.

In response to the statement 6 (Table 4.6), five teachers (83%) agreed to the fact that the first language interferes in English pronunciation. But only one teacher disagreed to the fact. Findings of the last statement in this section refer that most of the teachers agreed to the fact that spelling inconsistency affects English pronunciation. Only one (17%) teacher opposed in statements 6 and 7.

4.3.3 Teachers Attitude toward the Significance of Teaching Pronunciation

Table 4.7: Teachers' Attitude toward Pronunciation

No.	Statement	Finding(s)				
		Agree		Unknown	Disagree	
		SA	A		SD	D
8.	I think pronunciation is important	4	2	0	0	0
9.	Bangladesh is developing its own variety of English like Indian English	0	2	1	0	3
10.	I think native-like pronunciation must be taught	1	2	1	0	2
11.	I think native like pronunciation can be taught	1	2	0	0	3

All the teachers answered positively in response to the statement 8. (Table 4.7), four teacher (66%) strongly agreed and two teachers (33%) agreed that pronunciation is important. It proves that everybody knows the importance of pronunciation.

From the next statement, it is identified that only 33% teacher agreed on the development of a Bangladeshi variety of English. Besides 50% of the teachers' responding negatively on the issue, one teacher (17%) responded as s/he does not know about any such variety.

The result of next two statements showed mixed response toward whether native like pronunciation must-and-can be taught. In both cases, 50% teachers responded positively. One teacher (17%) did not respond to the statement 10. While two teachers (33%) showed negative response saying that native like pronunciation teaching is not a must. However, the result of the statement proves teachers are in a perplexity whether and how to teach pronunciation.

4.3.4. Teachers' Suggestions for Beneficial Implications in terms of Pronunciation

The table below demonstrates teachers' suggestions for the present study in terms of the beneficial implication of pronunciation at HSC level.

Table 4.8 Teachers Providing Opinions Regarding Pronunciation

No	Statement	Finding(s)				
		Agree		Unknown	Disagree	
		SA	A		SD	D
12.	I would accept if my students use any such variety that is commonly acknowledged in Bangladesh	0	3	2	0	1
13.	EFT could have some activities on pronunciation	3	3	0	0	0
14.	Pronunciation along with other skills like writing should be tested	2	3	1	0	0
15.	We can somehow allocate sometime for pronunciation in our teaching	2	3	1	0	0
16.	I would teach pronunciation if I were trained to teach	1	4	1	0	0

In reply to the statement 12 (Table 4.3.2), three teachers (50%) agreed that s/he would accept Bangladeshi English while only one teacher (17%) did not support the idea of Bangladeshi English. Two teachers did not give any answer (positive/negative). Therefore, a mixed reaction can be shown in this regard. While replying for suggestions provided in the statements from 13-16, most of the teachers (83%) responded positively. They supported the idea of including pronunciation in EFT, testing, and training and in terms of their personal endeavor in allocating sometime for pronunciation.

4.4. Responses in terms of Policy and Textual Analysis

4.4.1. Analyzing Syllabi and Curricula

The new syllabus and curriculum at HSC came into being around the year 2001 (Hasan & Akhand, 2009). The policy brought about a paradigm shift in Bangladesh from GTM to CLT. At the very beginning it clarifies that a policy can only help facilitate learning emphasizing on the proper implementation of a policy. NCTB (1996: 134) also mentions that English *is not a content-based subject rather skill-based* and that interactions are an important aspect in language teaching. The new syllabus aims to focus on the four language skills: listening, speaking, reading, and writing, since English is an imperative for securing good job, development, and academic needs of the country. Here the syllabi mentions about the core element of CLT, the communicative competence while stating the terminal competencies for learner at class 12 include that they should be able to use all four skills in receiving/giving commands, instructions, to express their opinions, and more importantly “*speak intelligibly, and fluently in clear, correct English appropriate to the situation*” (p:137).

Although the syllabi and curricula determined the terminal competency for an English learner at HSC to be able to use English intelligibly in 32 pages describing how learners can be taught English using communicative activities including values, it gave little attention to pronunciation that is the core element of communicative competence.

While providing detailed information on how (procedures) can listening, speaking, reading including skimming and scanning, and writing can be taught alone and collaboratively, surprisingly it did not mention about pronunciation once. The policy also focused on how to teach vocabulary, dialogue and drama, and poetry. The only time when reference to *stress and rhythm* (p: 143) were talked of is justifying the inclusion of poem in the syllabus. Now, in an EFL/EIL setting, segmentals of pronunciation contribute more than suprasegmentals since some suprasegmentals are not teachable such as pitch movement (Jenkins, 2004). It talked of *a suitable examination system to be devised*, to better implement the policy.

Therefore, it can be said that pronunciation is neither explicitly aimed at nor integrated in the English syllabi and curricula of HSC.

4.4.2. EFT in Light of Pronunciation

EFT at HSC includes 24 units with 156 lessons on various topics such as family value, significance of learning English focusing BE/AE, pastimes, personality types, entertainment, cultures around the world, world heritage, conquering space, and so on. In fact, the book provides us with a book map so as to easily find about aims, skills activities for each lesson. The book contains example of integrating all four skills sometimes independently or collaboratively. It also contains poem that is according to the policy is included to teach suprasegmentals namely stress and rhythm, although the objectives and activities provided

with poems in the book does not support the idea. For example, in unit-17, lesson-7, the objectives of learning ‘Ozymandias’ include understanding a poem with question-answer and describing the qualities of good poetic writing with figurative language.

The textbook includes semantic element as evident in unit 3 lesson 4 namely ‘different learners different ways’. Here students are instructed on the inconsistent sound and spelling system. Despite the fact that EFT contains elements on spelling difference between BE and AE most of the students mix them up while writing (see Table 4.4).

Chowdhury and Phan (2008) tell in this regard that an English teacher in Bangladesh usually reads the text aloud, explains in Bangla and gives students answers to questions. There is hardly interaction practiced. Reading comprehension is usually taught through translation. Exam-oriented test book centered teaching also may correlate the fact. Whether teacher teach communicatively interacting with students or just follow chalk-talk-drills method matters less to the fact that students are found incompetent users of English even after 12 years of learning English as grounded to be the main aim into the policy and the outline of EFT.

4.5 Overall Discussion of the Findings

The first research objective of the study was to find out if students have problems in pronunciation. This was partly done by assessing students’ pronunciation through interview questionnaire. It was found that students have problems in pronunciation since they failed on

how to distinguish between short and long vowels, diphthongs, voiceless plosives and fricatives and approximants and others. In fact, the interview also found students articulating ‘pronunciation’ as /prəʒnzʃən/; /prəʒnnaʊnsɪəʃn/ (see Table 4.3: Students’ Mispronunciation Ratio). Most of the students in the present study mix the two native varieties of English. It is unexpected from learners whose book has a unit on the way English is spoken where an English teacher may adapt materials on pronunciation to distinguish the differences of English in terms of sound difference.

The second research objective was to find reasons for students’ difficulties in articulation of English sound is related to its absence in testing since teaching and testing are interdependent. Testing influences teaching. 83% teachers agreed that students have problems in English pronunciation because it neither receives any attention in our syllabus nor tested.

Teacher Questionnaire also illustrate that a good number of English teachers still believe in native like fluency that is almost a myth a now in EIL. This has something to do with the EFT where the Unit Two ‘English around Us’ only include BE and AE neglecting many other nonnative varieties of English. The restricted attitude toward nonnative varieties of English may have influenced the findings of the statement 11 where the majority of teachers did not respond affirmative in terms of Bangladeshi English. While speaking with teachers regarding it, they showed negative responses taking it as deviations from the ‘standard’.

Therefore, it can be said based on the findings that the goal of producing learner with intercultural communicative competence as stated in policy level expectations has not yet

attained. To do this, an examination focusing on oral skills underlying pronunciation is needed at first following teacher training on pronunciation, adapting materials and teaching pedagogy. Awareness rising is another step to be taken at earliest so that Bangladesh does not stay behind in producing learners with intercultural communicative competence in EIL. Because pronunciation as an essential component of communicative competence is one of the important factors that influence intelligible speech to a greater extent.

Chapter –Five

5.1. Introduction

The study was conducted for the purpose of determining the status of teaching English pronunciation at the pre-university level in Bangladesh. The study aimed to resolve whether students at HSC face problems in speech production through administering student interview at four colleges in Dhaka and Gazipur (two from each place). The study also targeted to unearth, if students face difficulties in pronunciation, the reasons working for such difficulties conducting through teacher interview and document/material analysis, putting forward some possible solutions on this respect.

5.2. Brief Summary of the Findings

The findings in the three-pronged analysis found that in policy English pronunciation is given little attention and when it comes to practicing the skills it is almost absent. The mispronunciation ratio of individual student (see 4.2) implicates the need to teaching pronunciation since in the present global scenario one needs communicative skills to secure her/his socio-cultural identity and a handsome job and better salary as stated in their textbook (EFT for classes XI-XII in unit 3 lesson-2 on pages 33-34). Research supports that the proficiency skills and general language skills are interlinked.

Moreover, findings of the teacher questionnaire suggest that teachers need training on ELT and more especially on the notion of ‘proficiency’ in EIL since they are still residing in the

Nativeness principle era that started to diminish in 1987 after Macaulay's article *RP R.I.P?*, almost 25 years ago. Optimistically, teachers showed their interest in teaching pronunciation if it is integrated in the syllabi and tested and also if they are trained. This signifies that ELT policy makers should emphasize the aspect in teacher training materials.

5.3. Contribution to Research

Although some studies have been carried out on English pronunciation in Bangladeshi context to date, many of them are reflective. Surprisingly, seldom anyone has shown any interest in conducting research at HSC level in this respect. It might be related to the fact of ignorance toward pronunciation in the English teaching, its' absence in evaluation and also in the teacher training materials. In this respect, the present empirical research would raise awareness among language teachers, policy makers, and the concerned authority to help build an examination that will influence teaching-learning oral skills underlying pronunciation. The research community would also be benefited from the findings of the study since they will get valuable information regarding the significance of pronunciation and the distinguished problems that students have.

5.4 Practical Implications

Since many people believe that when native like pronunciation is not possible to acquire in the EFL setting with a monolingual teacher, it is worthless spending time and energy on teaching it. They may be unaware of the fact that in EIL one needs to set realistic goals of teaching and learning pronunciation where mutually intelligible fluency is important than accentedness. Relating this with other aspects of ELT like vocabulary and grammar, would people who find

mastering grammatical rules and vocabulary difficult and hence consider them valueless? The answer is known to us. These aspects have their role to play in examination and so they must be taught. Therefore awareness rising is the first thing to be needed in this respect. Secondly an evaluation devised to test oral skills underlying pronunciation would work for the rest in respect of teacher training on pronunciation, adapting materials for producing learners with global proficiency.

5.5 Recommendations

From the findings it is found that students have serious problems on pronouncing short vowel /ə/ and /ɪ, i/, all long vowels, diphthongs, and voiceless consonants. They have serious difficulty in uttering words due to the spelling and sound inconsistency as found in 'lieutenant', 'pneumonia', 'doubt', 'Wednesday' and others. It suggests students need teaching sounds using IPA with a view to produce learners with mutual intelligibility not imitating ability.

Teachers also need to be trained on the aspects of pronunciation on how to teach it and the issues relating to it. Raising awareness toward the significance of pronunciation is required not only for teacher but also for teacher trainers, policy makers, and head teachers. Sessions can also be arranged, even if needed, for guardians and parents who may pressurize teachers to focus on exam-oriented teaching. Moreover, a change to evaluation is the demand of time since the loopholes between policy and practice has to blame the evaluation system that extensively focuses on writing and memorization of drills only (Chowdhury and Phan, 2008).

Students are needed to be exposed to Balanced Approach of learning English with a view to preparing them for the future interactions in EIL. They should be taught English as a language not as a subject incorporating proficiency aspects, local and target language culture, and more importantly all these should be done using *realia* so that learners can feel motivated and personalize it in their real life context.

Teachers should be trained in such a way so that they can adapt materials from both the languages and their culture. More importantly students should be exposed to the varieties of English regardless of circles metaphor and skin colors. EFT could bring more varieties including some nonnative varieties of English.

Based on the findings it was found that the idea of a Bangladeshi variety of English is not as accommodating as expected. Teachers or concerned people and students can be made aware of the fact that having a nonnative variety of English is not a deviation from ‘standard’ and that native speaker teacher, Nativeness principle, and the idea of ‘standard’ English are all just a myth now and one should not pay legacy to such worthless aspects being deviated from the realistic goals of learning a language.

5.6 Further/ Future Research

The present study focused on the significance of pronunciation at HSC emphasizing segmental aspects of pronunciation. However, further study can be undertaken on suprasegmentals including nuclear stress that also causes unintelligibility to a larger extent (Jenkins, 2004). Since this is an MA dissertation framed to be done in a specific time-frame

and space, it could only take into account a small number of subjects to be surveyed. Further study may be done increasing data in terms of including more students and teachers. In this study the data were collected and analyzed using three- pronged approach: interview, questionnaire and material analysis, studies next may also make use of the data like classroom observation, teacher training and so on.

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Appendix: A

Student Interview Questionnaire

A. Please utter the sentences below as written.

<ul style="list-style-type: none"> • You must be serious lest you should fail in the exam. • You can now get your result sending SMS. • Have you heard of the shop named Moronchad and Sons? • You can download admission form from the website of ministry of education. • Latecomers will not be allowed in my class. • How many of you look through newspaper every day? • Make an analysis in pair to compare two different personalities of your lesson. • This is the invitation for your parents and guardians to attend sport's day in next week. • Be careful while answering questions in the examination. • Remember to keep five minutes at hand to revise before the examination is over. • What is your favorite sport? • My uncle is a Second Lieutenant in Bangladesh army. • Since I suffered from pneumonia, I was absent in college. 	<ul style="list-style-type: none"> • Today's lesson will cover adjectives to distinguish different personality types. • Being human, we need to make adjustments very often. • Please be calm and quiet till I return from principal's office. • I hate liars. • I love boat riding. • College will remain closed on Wednesday this week. • I heard that Bangladesh won by 5 wickets in last match. • Day by day English is gaining utmost importance. • If there is any confusion, say it now. • Please welcome the newcomer in your class. • I like western music. • Smiling keeps heart well. • Is your knee hurt? • I listen to ABC Radio every day. • Pronunciation is an important aspect of communication.
--	--

- | | |
|---|---|
| <ul style="list-style-type: none">• My mother studied Psychology at her MA.• Do you like lamb meat?• Keep your answer short and concise.• I am interested in exploring different places, people, and lifestyle.• I could not do well in today's paper.• My parents are a bit conservative.• I dislike people who speak nonsense.• I like free bird rather than caged bird.• Bombs are exploded almost every day in Iraq.• I have a hectic schedule this week.• My phone number is 01289756412.• He has got no conscience at all.• He left the house over an hour ago.• Clear up the mess on table now.• Write your resume in an A4 paper.• I doubt if generations ahead would be able to see a lake even in Dhaka.• In 6 years your money will be double in our bank. | <ul style="list-style-type: none">• Today's lesson is on personality types.• Comb your hair properly.• Palm oil is good for heart disease patient.• Make a list of people of different personalities like shy, jolly and so on.• I think we are heading toward another world war.• I went to Zoo with my parents.• I am felling better back at home.• My father is an engineer.• Data will be collected from few students of some colleges.• She died tragically young.• Hit the beat on the dance floor.• An apple a day keeps you away from doctor.• Describe the picture with your partner.• I know you are a smart and wise kid.• We went to India on a trip last year.• Go and freshen up.• This new market has car parking space at basement. |
|---|---|

B. Please give tick (✓) on the spelling or word you follow when writing:

Progamme— Program	Enrollment—Enrolment
Colour— Color	Fertiliser—Fertilizer
Globalisation—Globalization	Centre— Center
Dialogue— Dialog	Neighbour-Neighbor
Travelling— Traveling	Rumour—Rumor
Modelling— Modeling	Analyse— Analyze
Organise— Organize	Recognise—Recognize
Labour—Labor	Institutionalise— Institutionalize
Glamorous—glamorous	Tyre—Tire
Disc—Disk	Jewellery—Jewelry
Grey—Gray	Enquiry—Inquiry

Appendix-B

Teacher Questionnaire

Age:

Sex:

Length of teaching profession:

Training (formal/informal):

Please rate these statements if you strongly agree or agree or if you do not know or you disagree or strongly disagree.

(wb†Pi Dw³, †jvi cÖwZ Avcbvi BwZevPK/%bwZevPK gZvgZ Rvbvb Avewb Gi †KvbwU
m²ú©†K bv Rvb†j ZvI Rvbvb| Avcbvi DĚ†ii cv†k!© wUK (√)gvK© w`b))

1. I think students have serious problems in English pronunciation.

(Avgvi g†b nq QvĪ/QvĪx†`i Bs†iRx D”Pvi†Y ,iyZi mgm`v i†q†Q)

Strongly Agree Agree I do not know Disagree Strongly Disagree

2. Students have problems in English pronunciation because it does not receive any attention in our syllabus.

(QvĪ/QvĪx†`i D”Pvi†Y mgm`v _vKvi KviY n†”Q Avgv†`i cvV`μ†g GwU Aš—©f~³ bq)

Strongly Agree Agree I do not know Disagree Strongly Disagree

3. Our teachers’ pronunciation is problematic.

(Avgv†`i wk¶K†`i D”PviY mgm`vhy³)

Strongly Agree Agree I do not know Disagree Strongly Disagree

4. I do not have time to teach pronunciation as I have to finish the syllabus on time.

(Avgvi D”PviY PP©v Kiv†bvi mgq †bB KviY Avgv†K cvV`μg wbw`ó mg†qi g†a` †kl Ki†Z
n†e)

Strongly Agree Agree I do not know Disagree Strongly Disagree

5. I do not have time to teach pronunciation at class since I am overloaded with large under resourced class.

(G†Zv eo Avi AvaywbK myweavewÂZ †kªbxK¶ mvg†j D”PviY PP©vi Rb` mgq nq bv&)

Strongly Agree Agree I do not know Disagree Strongly Disagree

6. Students' first language interferes in English pronunciation.

(QvÎ/QvÎxi gvZ...fvmv; evsjv, Bs†iRx D”Pvi†Y cÖfve we⁻—vi Kiv)

Strongly Agree Agree I do not know Disagree Strongly Disagree

7. Students have difficulty since English sound and spelling are different than Bangla as seen in words like psychology, lieutenant, and enough and so on.

(Zv†`i Bs†iRx D”PviY Ges evbv†b mgm`v Av†Q Kvib Zv evsjvi g†Zv bq, †hgb GB kã,wji D”PviY I evbv†b wfbœ: mvB†KvjwR, †jd†Ub`v>U, Bbv† Ges Av†iv A†bK|)

Strongly Agree Agree I do not know Disagree Strongly Disagree

8. I think pronunciation is important.

(Avgvi g†b nq D”PviY wk¶v ,iyZic~b©)

Strongly Agree Agree I do not know Disagree Strongly Disagree

9. I think native-like pronunciation must be taught.

(Avgvi g†b nq Bs†iRx fvlv fvlx†`i g†Zv D”PvibB †kLv†bv DwPZ|)

Strongly Agree Agree I do not know Disagree Strongly Disagree

10. I think native like pronunciation can be taught.

(Avgvi g†b nq Bs†iRx fvlv fvlx†`i g†Zv D”PviY †kLv†bv mœœe|)

Strongly Agree Agree I do not know Disagree Strongly Disagree

11. Bangladesh is developing its own variety of English like Indian English.

(fvi†Zi g†Zv evsjv†`†ki GKwU cÖwZwôZ Bs†iRx Ki†Q)

Strongly Agree Agree I do not know Disagree Strongly Disagree

12. I would accept if my students use any such variety that is commonly acknowledged in Bangladesh.

(Avwg wk¶K wnmv†e G a†ib me[©]^xK...Z Bs†iRx Avgvi QvÎ/QvÎx e`venvi Ki†j Zv MÖnb KiZvg|)

Strongly Agree Agree I do not know Disagree Strongly Disagree

13. EFT could have some activities on pronunciation.

(Bs†iRx cvV`eB†q D”Pvi†Yi Dci wKQz KvR _vK†Z cv†e|)

Strongly Agree Agree I do not know Disagree Strongly Disagree

14. Pronunciation along with other skills like writing should be tested.

(ᄃjLvi `ᄃZvi gᄃZv D''PviY `ᄃZviI cixᄃv nᄃZ cvᄃi)

Strongly Agree Agree I do not know Disagree Strongly Disagree

15. We can somehow allocate sometime for pronunciation in our teaching.

(Avgiv wkᄃK wnmvᄃe ᄃKvb bv ᄃKvb fvᄃe KLᄃbv KLᄃbv D''PviY ᄃkLvᄃZ cvwi)

Strongly Agree Agree I do not know Disagree Strongly Disagree

16. I would teach pronunciation if I were trained to teach.

(Avwg hw` cÖkwᄃZ nZvg Zᄃe D''PviY covZvg)

Strongly Agree Agree I do not know Disagree Strongly Disagree

I have something to share or write for suggestion: (If you need you will be provided extra piece of paper)

Thanks for your cooperation.

Appendix-C

Individual Students' Response: Problematic Utterance

College in Dhaka-1

S1	S2	S3	S4	S5
Ago	Able	Able	Ago	Able
Analysis	Adjectives	Adjustments	Beat	Adjective
Aspect	Adjustment	Ago	Comb	Adjustment
Basement	Ago	Basement	Cover	Ago
Beat	Analysis	Beat	Education	Aspect
Bomb	Basement	Bomb	Form	Analysis
Caged	Bomb	Cover	Conscience	Bomb
Calm	Calm	Calm	Conservative	Comb
Comb	Comb	Conscience	Dislike	Conscience
Concise	Concise	Data	Go	Conservative
Conscience	Conscience	Double	Hectic	Dislike
Conservative	Data	Education	Invitation	Exam
Cover	Disease	Engineer	Lamb	Engineer
Data	Doubt	Favorite	Lesson	Education
Day	Engineer	Go	Phone	Exploring
Dislike	Education	Heard	Pronunciation	Exploded
Education	Favorite	Interested	Quiet	Go
Engineer	Go	Lake	Sons	Lake
Go	Hate	Lamb	Through	Lamb
Heard	Heard	Lesson	Tragically	Lieutenant
Lake	Home	Pronunciation	Utmost	People
Lamb	Interested	Phone	Won	Phone
Lesson	Invitation	Quiet		Pronunciation
People	Jolly	Say		Psychology
Phone	Knee	Schedule		Quiet
Quiet	Lesson	Tragically		Revise
Schedule	Lamb	Through		Say
Sons	Liars	Wednesday		SMS
Table	Lake	Won		Sons
Tragically	Mess	Young		Tragically

Wednesday Won Young	MA Phone Quiet Resume Revise Riding Say Schedule SMS Sons Tragically What Won Well Zoo			Table Won
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College in Dhaka-2

S 1	S 2	S 3	S 4	S 5
Adjective	Able	Adjective	Able	Able
Adjustment	Adjective	Ago	Adjective	Adjective
Ago	Adjustment	Analysis	Adjustment	Adjustment
Analysis	Analysis	Bomb	Ago	Ago
Beat	Aspect	Comb	Analysis	Aspect
Bird	Bird	Confusion	Beat	Concise
Bomb	Bomb	Conscience	Bomb	Basement
Caged	Cage	Data	Comb	Bomb
Calm	Calm	Dislike	Conservative	Comb
Comb	Comb	Education	Conscience	Calm
Conscience	Concise	Engineer	Cover	Conservative
Conservative	Conservative	Exam	Dislike	Conscience
Data	Conscience	Favorite	Data	Dislike
Distinguish	Data	Go	Exam	Data
Education	Dislike	Guardian	Education	Double
Engineer	Engineer	Home	Engineer	Distinguish
Examination	Explode	Hate	Go	Exam

Exploded	Form	Human	Home	Engineer
Free	Favorite	Kid	Jolly	Heart
Go	Go	Knee	Lake	Home
Guardians	Home	Lake	Lesson	Favorite
Heard	Heard	Lamb	Lieutenant	Heard
Heart	Kid	Liars	Phone	Hate
Hurt	Lake	Lieutenant	Quiet	Hurt
Invitation	Lamb	Mess	Resume	Interested
Lake	Lieutenant	Often	Say	Jolly
Lamb	Lesson	Quiet	Schedule	Knee
Lesson	Palm	Office	Table	Lake
Lieutenant	Phone	Palm	Tragically	Lesson
Palm	Pneumonia	Pronunciation	Wednesday	Liar
Pronunciation	Pronunciation	People	Won	Lest
Phone	Quiet	Phone		Lesson
Pneumonia	Say	Pneumonia		Lamb
Quiet	Schedule	Psychology		Left
Resume	SMS	Resume		Mess
Say	Son	Riding		Minister
Schedule	Table	Say		Newcomer
Shy	Tragically	Schedule		Palm
Sons	Utmost	SMS		Partner
Through	Wednesday	Son		People
Tragically	Won	Table		Pronunciation
War		Tragically		Paper
Wednesday		Utmost		Phone
Young		Well		Pneumonia
		Won		Quiet
		Zoo		Resume
				Riding
				Space
				Say
				Sport
				Suffered
				Schedule
				Shy
				Trip
				Toward
				Tragically

				Table Utmost Website Wednesday While What Won Wickets Western Wise Went Young Zoo
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College in Gazipur-1

S1	S2	S3	S4	S5
ABC Analysis Adjective Adjustment Basement Beat Boat Bombs Bird Caged Calm Comb Concise Conscience Could Cover	ABC Adjective Analysis Ago Aspect Being Beat Bit Bomb Caged Calm Careful Comb Concise Conscience Could	Able Adjective Analysis Ago Aspect Basement Bomb Caged Calm Comb Cover Closed Concise Conscience Conservative Data	ABC Ago Adjustment Basement Bomb SMS Cover Confusion Caged Conscience Comb Disease Data Died Favorite Education	Ago Adjective Adjustment Ahead Apple Analysis Basement Bird Beat Better Bomb Caged Calm Comb Confusion Concise

Data	Disease	Dislike	Engineer	Conscience
Died	Distinguish	Do	Exploring	Conservative
Do	Do	Education	Hate	Do
Dislike	Doubt	Engineer	Interested	Doubled
Disease	Data	Favorite	Invitation	Disease
Distinguish	Education	Gaining	Jolly	Education
Doubt	Engineer	Interested	Lake	Explore
Exploded	Exploded	Invitation	Lamb	Favorite
Education	Examination	Lake	Latecomer	Is
Engineer	Favorite	Lamb	Liar	Interested
Examination	Hate	Lesson	Mess	Invitation
Exploring	Keep	Mess	Moronchad	Generation
Favorite	Heart	Pair	Pair	Hate
Form	Heart	Ministry	Phone	Hair
Interested	Interested	Pneumonia	Pneumonia	Home
Hate	Invitation	Psychology	Pronunciation	Hectic
Heart	Jolly	Phone	Quite	Jolly
Jolly	Lake	Quiet	Revise	knee
Kid	Latecomers	Say	Resume	Lesson
Liar	Lesson	Schedule	Schedule	Lake
Lieutenant	Lieutenant	Sons	Table	Lamb
Left	Liars	Smiling	Through	Latecomers
Lake	MA	Table	Toward	freshen
Latecomer	Mess	Tragically	Tragically	Liars
Lest	Palm	Wednesday	Wednesday	MA
Lesson	Patient	What	Won	Market
Listen	Pneumonia	Won	Young	Mess
MA	Psychology	Year		Meat
Make	Phone	Young		Oil
Mess	Quite			Palm
Newspaper	Riding			Pair
Palm	Resume			Phone
Patient	Revise			Pneumonia
Phone	Say			Principal
Pneumonia	Schedule			Pronunciation
Pronunciation	Since			Quiet
Quiet	Shy			Revise
Remember	Smiling			Resume
Revise	SMS			Riding

Riding Say Schedule Smiling SMS Table Through Toward Tragically Wednesday Well What Won Would Year	Sons Studied Table Through Took long Tragically What Wednesday Won Well Who Would Young Zoo			Say Schedule Shy SMS Shop Sons Tragically Trip Through Utmost War Website Wednesday Western Well Who What While Won Young
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College in Gazipur-2

S1	S2	S3	S4	S5
ABC Adjective Adjustment Ago Analysis A4 Better Bomb Caged Calm Comb Conscience	ABC Adjective Adjustments Ahead Ago Analysis Apple Aspect Basement Beat Bird Bomb	ABC Able A4 Ago Adjustments Analysis Basement Bomb Boat Calm Conscience Concise	Able Ago Analysis Adjective Adjustment Aspect Bomb Beat Cover Calm Comb Caged	Analysis Adjustments Adjectives Ago Able Away Basement Bombs Caged Calm Concise Conservative

Conservative	Caged	Closed	Concise	Conscience
Cover	Calm	Confusion	conservative	Comb
Data	Closed	Cover	Conscience	Dislike
Dislike	Comb	Comb	Data	Do
Do	Conscience	Data	Dislike	Doubt
Doubt	Conservative	Disease	Distinguish	Different
Doubled	Data	Dislike	Doubt	Disease
Education	Disease	Doubt	Do	Education
Exploring	Distinguish	Do	Disease	Engineer
Examination	Do	Distinguish	Engineer	Exam
Favorite	Education	Education	Education	Exploded
Form	Engineer	Engineer	Examination	Exploring
Hate	Examination	Form	Favorite	Fail
Hurt	Exploded	Freshen	Freshen	Human
Interested	Exploring	Exploring	Guardians	Hate
Invitation	Favorite	Favorite	Gaining	Hectic
Lake	Gaining	Guardian	Hate	Home
Lamb	Guardians	Hate	Heard	Hour
Lesson	Hate	Interested	Hectic	Interested
Liars	Heading	Jolly	Hour	Invitation
Lieutenant	Hit	Lesson	Hurt	Jolly
MA	Home	Lieutenant	well	Kid
Mess	Iraq	Liars	Kid	Knee
Phone	Jolly	Lake	Keep	Lake
Pneumonia	Knee	Listen	Knee	Lamb
People	Lake	Lamb	Lamb	Liars
Quiet	Lamb	Lest	Lifestyle	Lieutenant
Resume	Latecomer	Next	Listen	Meat
Say	Left	Palm	Lake	MA
Schedule	Liars	Phone	Latecomers	Ministry
Since	Lieutenant	Psychology	Lesson	Newspaper
Shy	List	Questions	Liar	Often
SMS	Interested	Quiet	Lieutenant	Palm
Sons	Lest	Resume	Ministry	Paper
Tragically	Make	Riding	Now	Patient
Wednesday	Mess	Schedule	Often	Pneumonia
What	Ministry	Shop	Office	Psychology
Who	Newcomer	Shy	Phone	Quiet
Won	Nonsense	Smiling	Palm	Riding

Young	Palm Phone Pneumonia Pronunciation Psychology Quiet Riding Remain Resume Revise Schedule Smiling SMS Sons Studied Since Suffered Shy Table Through Today Tragically Trip Well Wednesday Welcome What Who Wickets Wise Year Young Zoo	SMS Sons Table Toward Tragically Wednesday While Well Western Who Won Went What Wise Year Young Zoo	Patient Pronunciation Pneumonia Quiet Remain Resume Riding River Revise Schedule Sons Table Through Tragically Trip Wednesday Went What While Won Wise Young Zoo	Resume Revise Say Schedule Shy Suffered Tragically Two Through Today Trip Utmost Website Welcome Went Western Well While Who Wise Won Young Zero Zoo
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Appendix - D

Appendix - D
 English Resource ^{ইংরেজি রিসোর্স বুক} Book for Primary School Teachers

Consonant Sounds (Phonetic Chart)

Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription	Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription
p	পং	Pen	/pen/	dʒ	জ	Just	/dʒʌst/
b	বং	Bee	/bi:/	Z	য	Zoo	/zu:/
t	টং	Ten	/ten/	ʒ	জ+ঝ	Pleasure	/plezə(r)/
d	ডং	Do	/du:/	s	স	so	/səʊ/
k	কং	Can	/kæn/	ŋ	ং/ঙ	Long	/lɔŋ/
g	গং	Go	/gəʊ/	w	ও(হ্রস্ব)	we wet	/wi:/ /wet/
f	ফ	Five	/faɪv/	j	য়-ইআ	yes	/jes/
v	ভ	Very	/veri/	r	র	Right	/raɪt/
θ	থ	Thing	/θɪŋ/	l	ল	Love	/lʌv/
ð	দ	This	/ðɪs/	m	ম	Me	/mi:/
ʃ	শ	She	/ʃi:/	n	ন	Nine	/naɪn/
tʃ	চ	Chair	/tʃeɪ/	h	হ	Hunt	/hʌnt/

Second Primary Education Development
 Project, Directorate of Primary
 Education, Dhaka 2005

ইংরেজি বিন্দোৰ্শ বুক

Vowel Sounds

SHORT VOWEL SOUNDS				LONG VOWEL SOUNDS			
Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription	Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription
i	ঐ	Sit	/sit/	i:	ঈ	See	/si:/
u	ঊ	Good	/gud/	u:	ঔ	Two Too	/tu:/
e	এ	Egg	/eg/	ɜ:	আ (দীর্ঘতম)	Her	/hɜ:(r)/
ə	আ (হ্রস্বতম)	Away About	/əweɪ/ /əbʌt/	ə:	ও	Four	/fɔ:(r)/
ɔ	এ্যা	Cat	/kʌt/	a:	আ (দীর্ঘ)	Ask	/a:sk/
ɒ	অ	On	/ɒn/				
ʌ	আ	Up	/ʌp/				
Diphthong Sounds							
Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription	Symbols	Comparable Sound in Bangla	Words	Phonemic Transcription
ɪə	ইআ	Here	/hɪər/	ɔu	আ-উ	Home	/həʊm/
eɪ	এ-ই	Eight	/eɪt/	eə	এ-আ	There	/feə(r)/
ʊə	উ:া	Cure	/kjʊə(r)/	aɪ	আ-ই	Five	/faɪv/
ɔɪ	ও:ই	Boy	/bɔɪ/	aʊ	আ-উ	Now	/noʊ/

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Biography

Recently, Rabeya Binte Habib successfully completed Cambridge ESOL Teaching Knowledge Test (TKT) awarded by British Council. She worked as a Graduate Teaching Assistant in the Department of English, East West University. She also taught at several English medium schools including Headway, Mastermind and Scholastica. Her professional interests include phonetics and phonology, language policy and planning, teacher education/development, and curriculum and materials development. She has presented four papers in one national and three international conferences. She also attended many seminars, workshops and few teacher training sessions. She aspires to be an English teacher researcher of good repute.

