

PRONUNCIATION AND ENGLISH LANGUAGE TEACHING:

A Study on the Treatment of Pronunciation in

English Language Teaching

(In the context of tertiary level pronunciation teaching and learning in Bangladesh)

Submitted in partial fulfillment of the requirements for the degree M.Phil of Department
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DECLARATION

I, Farah Diba Yasmin, state that the M.Phil thesis entitled Pronunciation and English Language Teaching: A Study on the Treatment of Pronunciation in English Language Teaching, is my own effort and it contains no material that has been submitted before for the honor of any other academic degree.

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Signed

Date

ABSTRACT

This research study is on the “Treatment of Pronunciation in English Language Teaching” and presents the position of pronunciation education in the tertiary level of Bangladesh and suggests ways for the improvement of students’ skill and successful technique of teaching and learning for improving knowledge on pronunciation. English pronunciation classrooms should not only emphasize on theoretical knowledge but also should encourage learners to practice more for achieving practical skill. This study focuses on implementation of internet-based materials for developing pronunciation and communicative aptitude and how they motivate the learning of Bangladeshi students. The principle of the research was to develop learners’ pronunciation. It represented data collected in pronunciation at different private universities in Bangladesh.

ACKNOWLEDGEMENTS

First, I thank my supervisor Dr. Tazin Aziz Chaudhury, who has given me regular support to complete the research. I would also like to thank all students and teachers who have participated for their support and all of my friends for their inspiration and help. I am also grateful to my parents for their endurance and love.

Table of Contents:

Abstract	I
Acknowledgements	II
Table of contents.....	III-V
Key words.....	VI
List of abbreviation	VI
Definitions.....	VII-IX
CHAPTER 1	1
1.1Introduction	1
1.2 Objectives.....	2
1.3 Research questions.....	2
1.4 Structure of the research.....	2-3
CHAPTER 2	3
Literature review.....	3
2.1 Introduction.....	3
2.2 Position of pronunciation in English language teaching.....	3-5
2.3 Position of pronunciation in English language learning.....	5-6
2.4 Internet based pronunciation teaching and learning.....	7-8
2.5 Pronunciation and speaking.....	8
2.6 Pronunciation teaching and learning in our context.....	8-9
2.7 Theoretical development of pronunciation teaching and learning	9-10

CHAPTER 3.....	10
Methodology and research design.....	10
3.1 Introduction to methodology.....	10
3.2 Questionnaire.....	11
3.3 Interviews.....	11
3.4 Focus group discussion.....	11-12
3.5 Classroom observation.....	12
3.6 Participants.....	12-13
CHAPTER 4.....	13
Data analysis.....	13
4.1 Introduction.....	13
4.2 Findings from questionnaire for students.....	14-22
4.3 Findings from teachers' questionnaire.....	22-26
4.4 Findings from students' Interview.....	27-30
4.5 Findings from interview response of teachers.....	30-33
4.6 Findings from classroom observation.....	33-36
4.7 Findings from focus group discussion.....	36-38
4.8 Limitation of the study.....	38-39
CHAPTER 5.....	39
Discussion and Recommendations	39
5.1 Discussion	39-40
5.2Recommendations	40-43

References.....	44-45
Appendix- A.....	46-47
Appendix- B.....	48
Appendix- C.....	49
Appendix- D.....	50
Appendix- E.....	51
Appendix- F.....	52
Appendix- G.....	53

KEY WORDS: Treatment of pronunciation, speaking proficiency, tertiary level, internet-based material and motivation.

LIST OF ABBREVIATION:

RP	Received Pronunciation
ELT	English Language Teaching
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
BBC	British Broadcasting Corporation
L1	First Language

DEFINITIONS:

Accent: Social and/or regional variety of a language which differs from others in pronunciation.

Assessment: The act of collecting information on individual learners' proficiency or achievement.

Curriculum: The aims, content, methodology and evaluation procedures of a particular subject or subjects taught in a particular institution or school system.

Communicative Competence: The ability to use language appropriate to the social context in order to accomplish one's goals.

Communicative Language Teaching: An approach to the teaching of language which emphasizes the uses of language by the learner in a range of contexts and for a range of purposes; CLT emphasizes speaking and listening in real settings and does not only prioritize the development of reading and writing skills; methodologies for CLT tend to encourage active learner involvement in a wide range of activities and tasks and strategies for communication.

Consonant: A speech sound produced by creating an obstruction to the air-stream during articulation.

Culture: Membership in a social group that defines itself by its national, ethnic, professional, gender or other characteristics. The term encompasses both the 'high' culture of literature and the arts, and the small 'c' culture of attitudes, values, beliefs and everyday lifestyles.

Evaluation: A purposeful, cyclical process of collecting, analyzing and interpreting relevant information in order to make educational decisions. Evaluation may focus on the

quality, appropriateness, worth or relevance of teachers, students, classroom instruction, instructional materials and activities or whole courses or programmes of instruction.

Phonetics: The study of human speech sounds, describing the wide range of sounds humans can produce.

Phonology: The study of the distinctive speech sounds (phonemes) and the patterns they form in particular languages.

Stress: Referring to a syllable which is pronounced with greater energy, greater length and possibly higher pitch to make it prominent.

Syllabus: The selected and organized content appropriate to the particular aims of a course.

Stakeholders: All the people who have an interest in an organization and who may influence its activities or be affected by its activities. Stakeholders can be internal or external.

Intonation: The use of pitch to convey different kinds of meaning in discourse.

Morphology: The study of the smallest units of grammar that have meaning.

Syntax: The structural organization of language at the sentence level.

Supra-segmentals: Features of speech stretching over more than one sound or segment, usually including whole utterances and taking into account pitch, rhythm, stress, tempo and voice quality.

Rhythm: The sequence of strong and weak elements in language, such as the patterns made up by stressed and unstressed syllables.

Test: A method of eliciting a sample of an individual's language behaviour under standardized conditions.

Target language: The language or variety of language to which teaching and learning is principally directed.

Learning strategies: Techniques used by learners to help make their learning be more effective and to increase their independence and autonomy as learners. Strategies can be employed by learners to assist with the storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation.

Language proficiency: Ability to use the target language for communicative purposes.

Voicing: The vibration of the vocal cords to produce a voiced vowel or consonant. All vowels are voiced; consonants may be either voiced or unvoiced.

CHAPTER 1

1.1 Introduction

Pronunciation has become one of the most challenging areas in the context of English language teaching and learning and it is often found that learner's proficiency in pronunciation skills has not been properly achieved in spite of the introduction of pronunciation courses at tertiary level education in Bangladesh. Maniruzzaman (2008) states that syllabuses and materials at tertiary levels syllabuses in Bangladesh do not offer enough scope for pronunciation teaching. One of the key reasons for lack of interaction in the classroom is our students are not motivated to communicate because they do not have adequate speaking skill. Moreover, classes in different universities are conducted in English and sometimes students fail to understand class lectures as they are not familiar with standard pronunciation.

Tahereen (2015) describes that the actual application of CLT can be observed in Bangladeshi public and private universities because in most of the universities students have to complete two or three language courses with their major courses for graduate degree. Though students attend these language courses for very short span of time (6 months to 9 months) teachers can incorporate pronunciation with speaking and listening activities in classroom.

Therefore, appropriate way of Pronunciation teaching and learning in the classroom and internet-based materials can develop pronunciation skill of learners. Moreover, tertiary level pronunciation teaching should accentuate on practical skill because traditional way of teaching pronunciation does not have effective impact on learning procedure of students.

1.2 Objectives:

1. To exhibit the significance of learning pronunciation for achieving more attention to evaluate the position of pronunciation. 2. To examine the function of pronunciation in classroom, and how it makes learners better speaker. 3. To assess the usefulness of learning pronunciation from internet-based sources, and to distinguish how it increases learners' motivation in verbal communication.

1.3 Research questions:

The study required answers to these questions: 1. To what extent is pronunciation received priorities in teaching-learning partnership? 2. How can learning pronunciation in classroom develop speaking proficiency of student? 3. What effect do pronunciation education using different types of internet-based material outside of classroom have on learners' motivation regarding speaking?

1.4 Structure of the research

This research represents the following three parts with the purpose of encouraging a powerful approach towards pronunciation teaching and learning:

- a. Determine position of pronunciation in ELT context
- b. Pronunciation practice in classroom setting
- c. Internet based pronunciation learning outside of classroom

Chapter 2, describes literature review to present existing concepts on pronunciation teaching and learning both in Bangladesh and outside of our country. Chapter 3, research methodology provides information on construction of research strategy and the way of

completing various steps of research. Chapter 4, discussion of the findings focuses on final results which assesses relevance among data collection, research objective and research question. Chapter 5, describes recommendation and discussion on improvement of pronunciation teaching and learning.

CHAPTER 2

Literature review:

2.1 Introduction:

This chapter discusses relevant literature about pronunciation teaching and learning and it mainly shows important findings from different sources related to research questions of this study.

2.2 Position of pronunciation in English language teaching:

Roach (2009) comments on the treatment that pronunciation inherited from common ideas of English language teaching. Firstly, he criticizes that language teaching theorists have not always admired pronunciation instruction, and pronunciation activities were considered out dated in the 1970s and 1980s. Secondly, he acknowledges that pronunciation drills are intricate, but he also advocates the idea that language teaching should not remove every difficult activity from teaching techniques otherwise students have to do only communication games as a part of their learning activities. Moreover, he tries to clarify that the pronunciation courses are not focusing on speaking with a perfect RP accent rather the objective is to develop the pronunciation proficiency effectively so that learners can communicate with native speakers. Roach also states that pronunciation

teaching and pronunciation related publications are getting noteworthy interest in recent years and he considers this scenario hopeful for language teaching and learning.

Deterding & Mohamad (2016) argue on implication for teachers and learners on pronunciation and promote the idea that teachers should be aware that the pronunciation of English is regularly shifting, and point out that teaching pronunciation should encourage new way of pronunciation instead of being resolute on an old fashioned, RP-oriented style of pronunciation. For this reason teachers should emphasize on need based pronunciation teaching for maintaining effective pronunciation practice for learners.

Buss (2016) in her study on the beliefs and practices of Brazilian EFL teachers regarding pronunciation reveals that teachers apply very conventional methods for pronunciation instruction and pronunciation trainers require specialized improvement for teaching pronunciation. Moreover, one of the important aspects of this study is along with incorporating teachers' education, it emphasizes on understanding the essential relationship of high-quality teacher education and its impact on improvement of students' learning outcomes.

Gilakjani (2012) focuses on the incorporation of English Pronunciation into the curriculum and suggests that the pronunciation curriculum should consider teachers' perception of sound structure and learners requirements. Similarly he recommends that teachers can assist students by presenting importance of stress and intonation in class and can convince them to examine pronunciation of their own.

Hedge (2001) clarifies the strong positive impact of pronunciation on speaking by pointing out that pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably.

Concentration on sounds, showing where they are made in the mouth, making students aware of where words should be stressed-all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. She also adds that the key to successful pronunciation teaching is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken-either on audio or video tape or from the teachers themselves. The more aware they are the greater the chance that their own intelligibility levels will rise.

Nunan (1991) explains that the teaching of pronunciation has received different perspective from other language skills. In addition, he describes though non- native learners find English difficult to pronounce, it is an ignored aptitude in many classrooms. Moreover, he clarifies that theoretical shift of language teaching focuses on communicative proficiency with supra-segmental features of rhythm, stress and intonations so teaching goals require focusing on the improvement of communicative efficiency and intelligibility, rather than native-like pronunciation.

2.3 Position of pronunciation in English language learning:

Gilakjani (2011) in his study on the situation of pronunciation instruction in ESL/EFL classrooms states that pronunciation is a central component of classroom activities and learners' aptitude to recognize different functions of pronunciation can facilitate them to be able to focus on appropriate essentials of pronunciation. Similarly, teachers can convince learners to check their individual pronunciation levels and practice speaking skills as much as possible. He also describes that pronunciation can become crucial part

for enhancing students' communicative skills if cautious preparation and incorporation can be guaranteed.

Kang (2015) in his research study on learners' perceptions toward pronunciation instruction in three circles model of Braj Kachru reveals students' disappointment about their pronunciation education in all three circles. Similarly, this study shows that students in the expanding circle are more discontented with their existing curriculum of learning pronunciation because of the rarity of pronunciation training. In addition, respondents in the expanding circle did not agree that their teachers can generate admirable English pronunciation. So, learners in the expanding circle require support to construct their own practical model for their pronunciation as a replacement for native-speaker models.

Kenworthy (1987) explains that some students are more apprehensive about their pronunciation than others and they request for correction. For this reason, learners are unenthusiastic to speak and she also asserts that learners are not aware that the way they speak is resulting in difficulty and misunderstanding for the listeners. She also advocates the idea of learners' motivation for successful learning and expresses that ultimately success in pronunciation will depend on how much effort the learner puts into it. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

2.4 Internet based pronunciation teaching and learning:

Hismanoglu & Hismanoglu (2010) in their research on language teachers' preferences of pronunciation teaching techniques explain that teachers select conventional techniques to teach pronunciation to their students and they are disinclined to apply computers, instructional software, and the internet. Moreover, they suggest that teachers need motivation for applying computer-based pronunciation activities and teacher trainings can increase understanding for suitable pronunciation teaching sites.

Hanson & Smith (2001) describe computer as a significant tool for language teaching and learning and mention that the internet has formed enormous prospects for developing communicative abilities and learners can gain knowledge both by individual endeavor and by taking help from global community of learners. Furthermore, they show positive influence of internet based pronunciation learning and assert that endless persistence and instant feedback of tutorial and drill on the computer can offer more than a teacher. They clarify by providing an example of an application called pronunciation power that allows the student to see a video of native-speaker facial movements, animated sagittal section demonstrating articulatory organs and student's own recorded speech against a target native model. The activities may be repeated without re-winding a tape or requesting the teacher to reiterate. They also refer to an important website which is called the Pronunciation Power website at [www.pronunciationpower.com /proddemo2.html](http://www.pronunciationpower.com/proddemo2.html) for a downloadable demonstration of Pronunciation Power 2. Egbert & Smith (as cited in Hanson & Smith , 2001) and show the relationship between internet and learning strategies and reveal that the chaotic information of the internet, with its largely native-speaker-oriented content resources enhances the necessity for students to deploy schema

and strategies for efficient learning. Similarly, technology becomes both tutor and tool and if learners can take responsibilities of their own pronunciation learning, it can motivate them more to work on their individual intricacy regarding different English sounds, stress and intonation.

2.5 Pronunciation and speaking:

Fletcher (2017) describes how students can improve their speaking skills by taking help from phonology. He asserts that for facilitating students to get better spoken performance, both facilitators and learners should work on phonology and language functions, fluency and presentation skills. He suggests that the teaching objectives for learning phonology should focus on to prepare students to become ‘better observers’ and ‘copiers’ of spoken language and to develop an ‘inner ear’ for better pronunciation.

2.6 Pronunciation teaching and learning in our context:

Maniruzzaman (2008) describes position of pronunciation teaching in Bangladesh by pointing out that teaching English pronunciation is overlooked in Bangladesh and English pronunciation as a module in the process of English language learning is hardly provided any considerable place. Tahereen (2015) focuses on learners’ experience of English language learning before coming to the tertiary level and reports that Bangladeshi students study English from the primary level of schooling, but they struggle with learning the English as a foreign language in every context. As a result, even after twelve years of English language learning, majority of them do not achieve communicative proficiency before coming at university. In fact, she extends on the concepts of avoidance

that pronunciation along with speaking receives in Bangladeshi educational setting by reporting that pronunciation was not the focal point of teaching in “grammar translation era” (Howlader, as cited in Tahereen , 2015) in Bangladesh. She also clarifies reason that is responsible for making pronunciation challenging in our context and indicates that we have diversities of local accents that collide and interfere with English pronunciation. Furthermore, she focuses on the scenario of classroom in tertiary level and mentions that usually; tertiary level classrooms have learners from different districts so teachers get thirty to fifty undergraduates having at least ten diverse accents and many accents are very hard for teachers’ understanding. She has given examples of learners from Chittagong, Sylhet, and Noakhali and states that they apply /æ/ in place of /e/ in the initial level of a syllable. Moreover, speaker of Noakhali articulate /fut/ instead of /put/ because they find pronunciation of /p/ intricate (Hai & Ball, as cited in Tahereen (2015). The voicing and aspiration also change in different regions. For example, the unvoiced velar aspirated plosive /kh/ is a fricative sound in the accent of Chittagongian and Sylheti. In south-east Bangladesh, bilabial plosive /p/ becomes alveolar fricative /f/, and /c/, /ch/, /j/, and /jh / are fricatives. However, they are affricates in Kutti dialect of Dhaka. (Hai & Ball, as cited in Tahereen (2015). Furthermore, the consonant clusters also become challenging for many regions. Noakhali speakers add /ɪ/ sound before the words starting with /sp/ /sk/ sl/ st/ etc.

2.7 Theoretical development of pronunciation teaching and learning:

Seidlhofer (2001) describes that pronunciation is called the ‘Cinderella’ of non-native language teaching, but at the beginning of language teaching methodology it was worthy and theoretically-founded. She explains that between approximately the 1930s and 1960s

pronunciation had superior preference in both audiolingualism in the United States and the oral approach and situational language teaching in the United Kingdom. Furthermore, she mentions that in the 1960s structuralist language narrative and behaviourist analysis of language education received profound attack in conventional language teaching consequently pronunciation lost its unquestioned position in the curriculum. After that, humanistic approaches consider pronunciation exceptionally essential and the silent way gives concentration to the correct production of sounds, stress and intonation. However, the introduction of communicative language teaching has formed problems for methodology because it has modified importance from drill to communicative activity and this approach has not dealt sufficiently with the position of pronunciation in language teaching. Finally, she comments on reconceptualisation that English language has experienced recently and she mentions that it has created intricacy for pronunciation teaching.

CHAPTER 3

Methodology and research design

3.1 Introduction to methodology:

The target group was English language and literature students from five private universities in urban and rural areas. This research is mixed method in nature. The data was collected through questionnaire, interviews, focus group discussion and classroom observation.

3.2 Questionnaire:

The questionnaire included questions to find answers for the research questions. In the student questionnaire, there were twelve questions for participants (Appendix A). In teacher questionnaire there were six questions (Appendix B) for teachers where they provided their opinions.

3.3 Interviews:

Both teachers and students were interviewed and interview process followed both structured and unstructured method. For students there were five questions (Appendix C) and teachers were asked four questions (Appendix D). Interviews were face to face where students and teachers responded so that they could provide relevant information for research objectives and responses were recorded.

3.4 Focus group discussion:

FGD was used as a qualitative research method and as for two focus group discussions total sixteen (for each eight students) students were selected and these students were done with pronunciation courses in previous semester. There were five main questions (Appendix- E) followed by some necessary follow up questions for finding participants beliefs and experiences regarding pronunciation learning and participants were asked follow up questions to ensure. At first participants were introduced to the topic and students were instructed to use English language but later they were suggested to use Bangla whenever necessary. The objective of FGD was to identify detail information that was not gained from survey. As a moderator I asked questions for better response and it

took thirty minutes for discussion and opinions. FGD was held in the university classroom and both male and female students participated in discussion. As a facilitator I also took notes.

3.5 Classroom observation:

Two pronunciation classes were observed in order to find out the position of pronunciation at tertiary level classes of Bangladesh. At first, I discussed with teachers about lesson plan and after the class I also asked questions to teachers for further clarification of activities in the class. Classroom observation questions (Appendix- F) and observation sheets (Appendix- G) were used to find out relevant information from the observed classes. There were twenty five in first class and twenty seven students in second class. I went to the classes with course teachers and I was introduced to the students for making this observation process uninterrupted. Both classes took one hour thirty minutes to finish lecture and activities based on pronunciation.

3.6 Participants:

All participants for this research were randomly selected from five private universities (four from Dhaka city and one from Cumilla) in Bangladesh. For students' questionnaire eighty students participated (fifty male and thirty female students) and for teachers' questionnaire ten teachers participated (four male and six female). In addition, fifteen students were interviewed (seven male and eight female) and ten teachers were involved in teachers' interview (four male and six female). Finally, for FGD sixteen students were selected and among them five were male and eleven were female participants.

Table 1

Description of the sample of the study

Name of the Area	Number of Universities	Male: Female (students)	Number of students for questionnaire	Male: Female (Teachers)	Number of teachers for questionn aire	Male: Female (students)	Number of students for interview	Male: Female (Teachers)	Number of teachers for interview	Male: Female (studen ts)	Number of students for focus group discussi on
Dhaka	4	38:23	61	3:4	07	4:7	11	3:5	08	4:8	12
Cumilla	1	12:7	19	1:2	03	3:1	04	1:1	02	1:3	04
Total	05	50:30	80	4:6	10	7:8	15	4:6	10	5:11	16

CHAPTER 4

Data analysis:

4.1 Introduction

First data was collected and then analyzed qualitatively and quantitatively. Descriptive analysis was helpful for interpretations of similarities and differences of responses given by teachers and students. Percentages were presented by grouping data under different tables and charts. Responses were also summarized and compared to reveal frequencies and relevance.

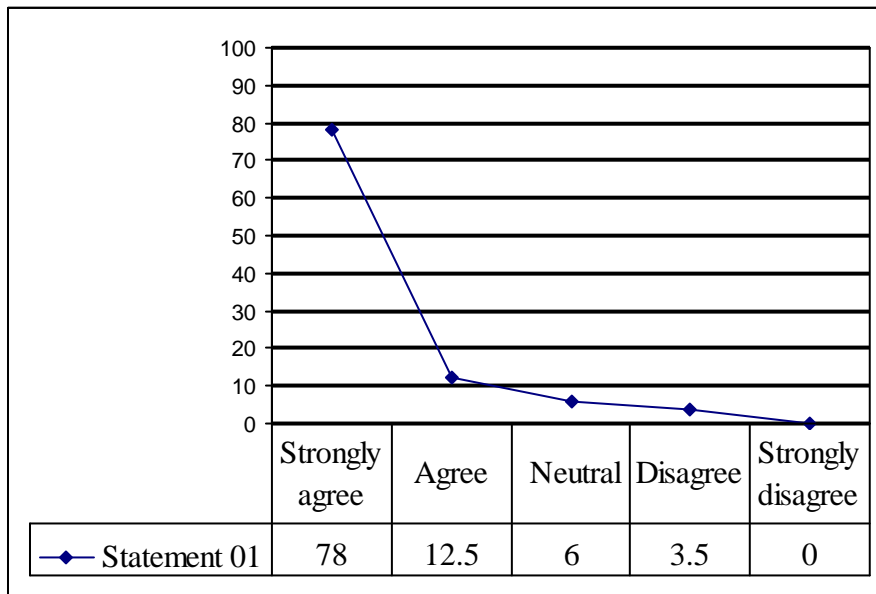
4.2 Findings from questionnaire for students:

Teachers and students questionnaire had different sub sections and responses varied among participants.

Questionnaire for students:

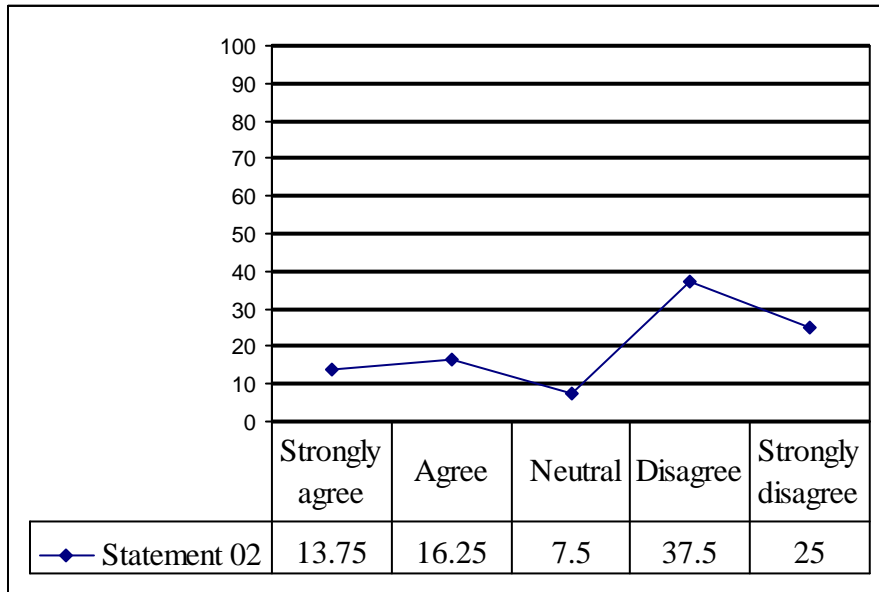
Statement 01. Practicing standard English pronunciation is very important for tertiary level students of Bangladesh

Figure-1



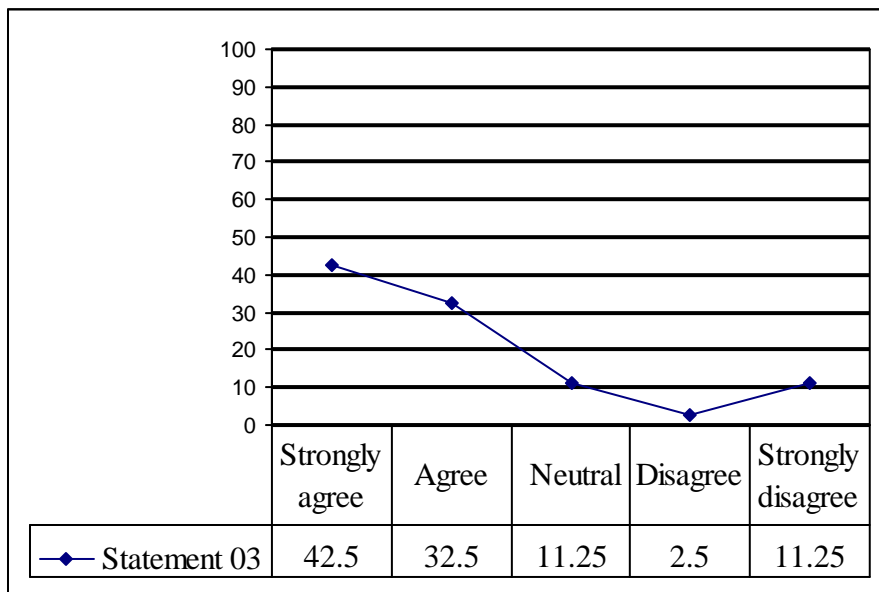
Statement 02. Pronunciation is equally treated as grammar, reading and writing skills in the classroom

Figure-2



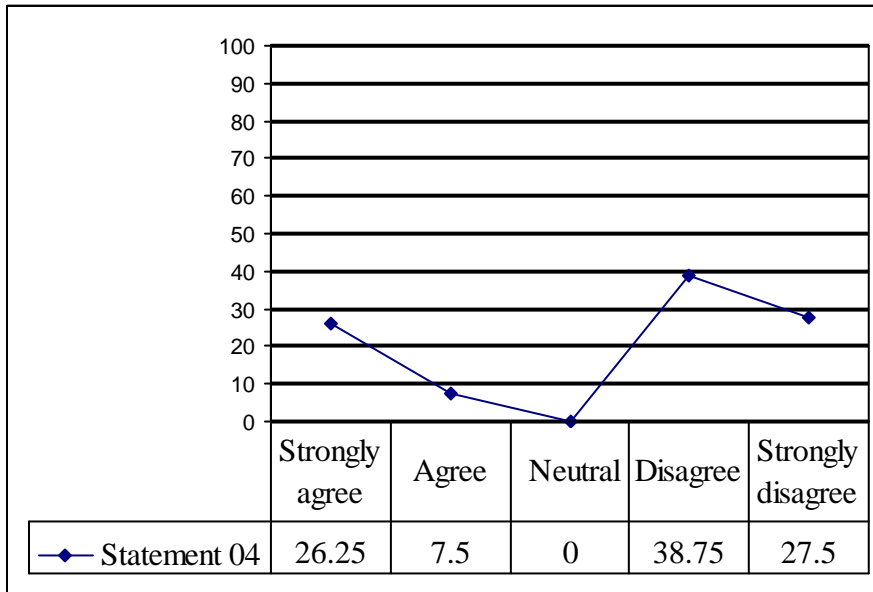
Statement 03. Students are not receiving satisfactory chance for learning pronunciation in the classroom

Figure-3



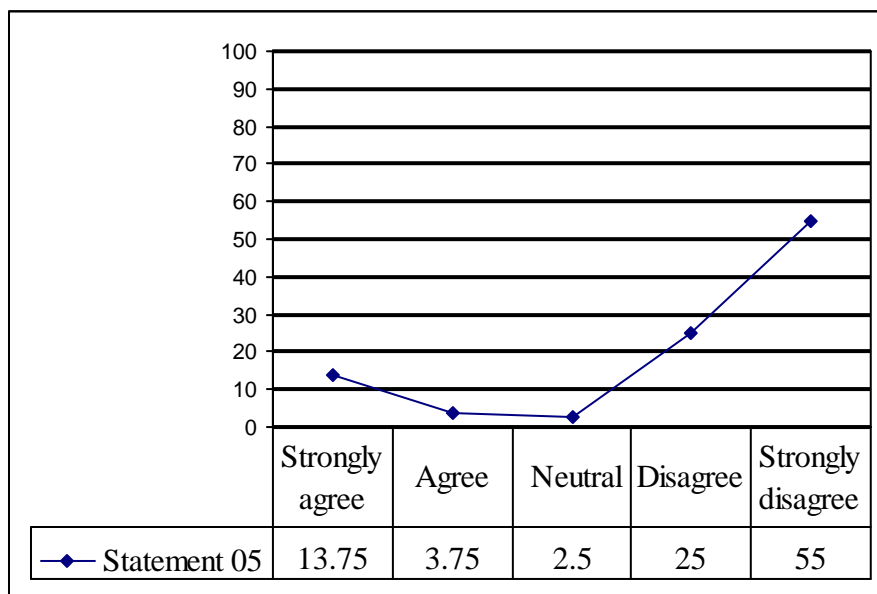
Statement 04. Student can speak in English with proper pronunciation inside the classroom

Figure -4



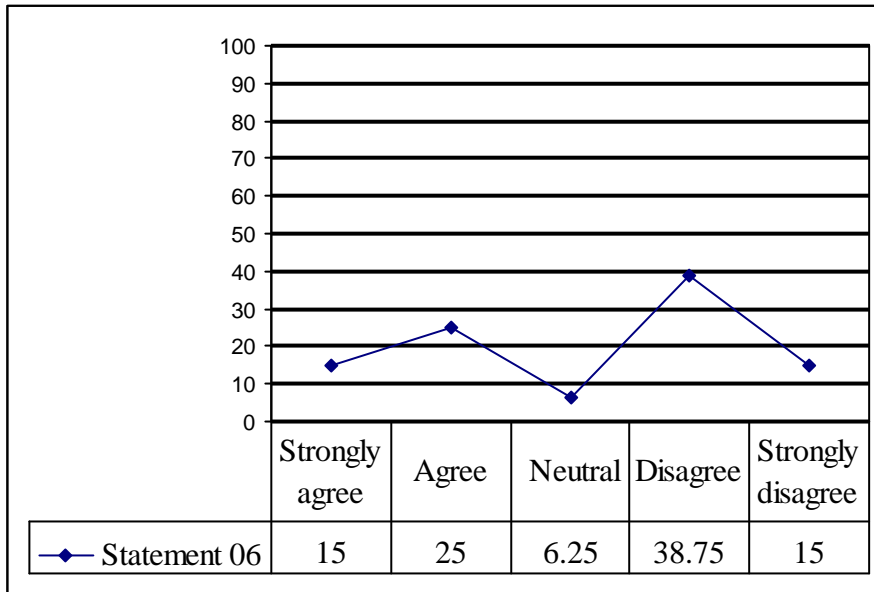
Statement 05. Students are conscious about their pronunciation learning from the beginning of their university courses

Figure-5



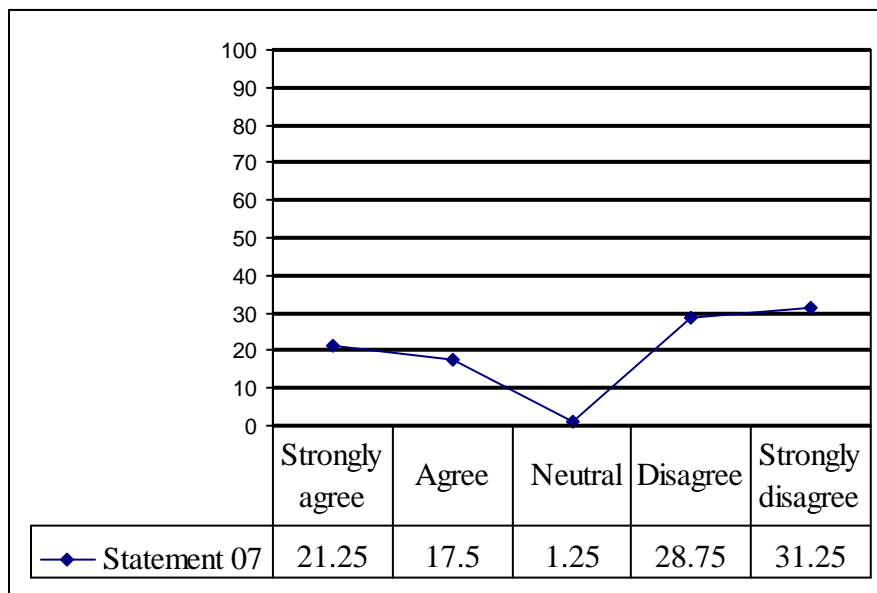
Statement 06. Pronunciation exercise inside the classroom develops speaking skill of students

Figure -6



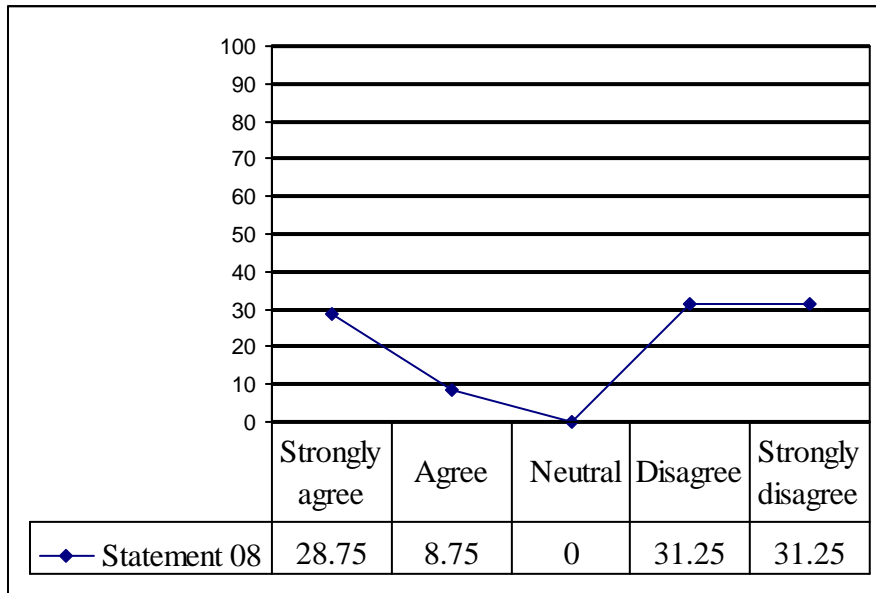
Statement 07. Pronunciation errors are corrected by teachers inside the classroom

Figure-7



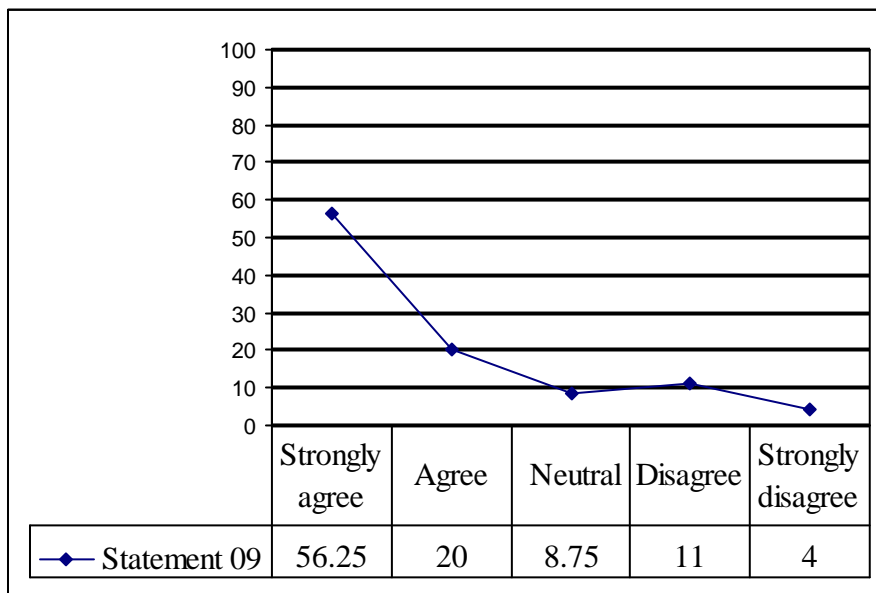
Statement 08. Pronunciation courses are enough for making students better speaker

Figure -8



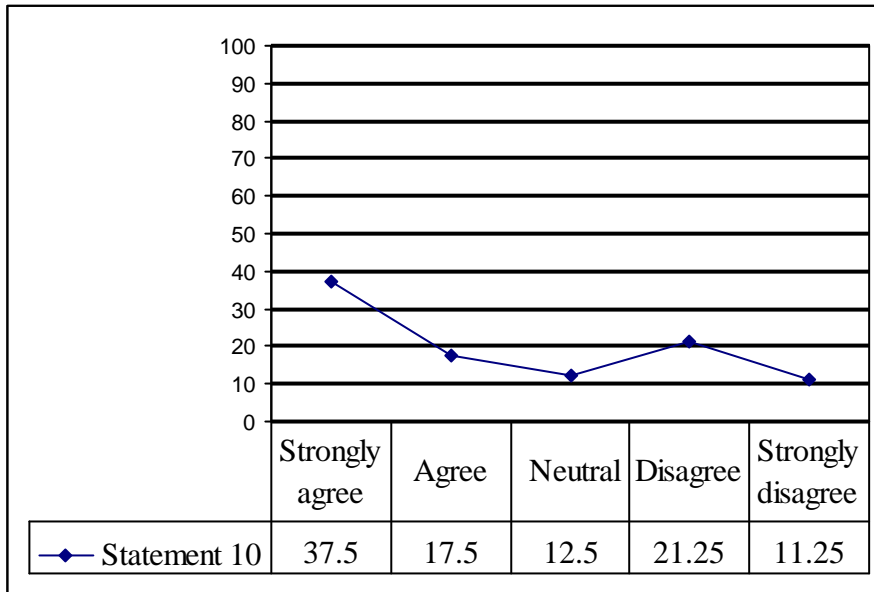
Statement 09. If students get more activities on pronunciation in the classroom, it will inspire them to communicate more in English

Figure-9



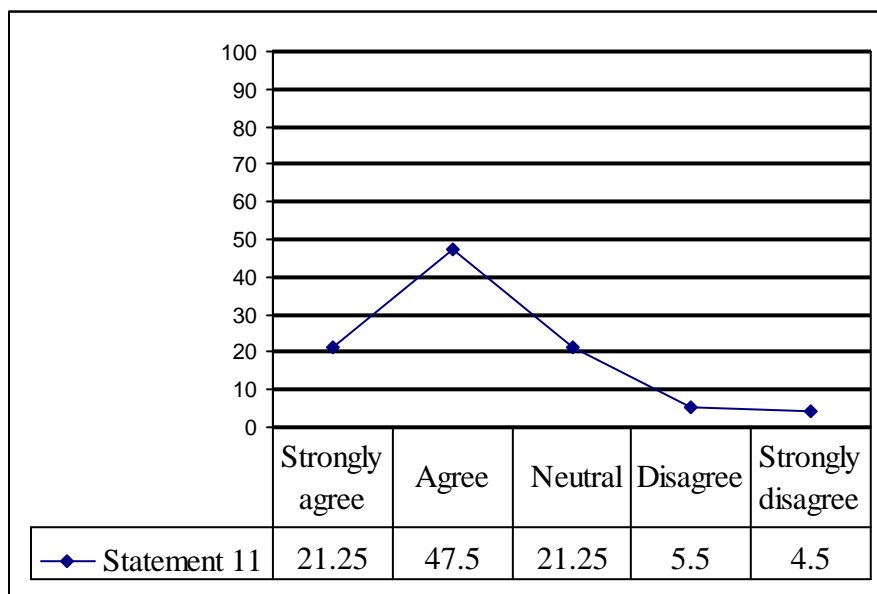
Statement 10. Students practice pronunciation by taking help from internet learning material

Figure -10



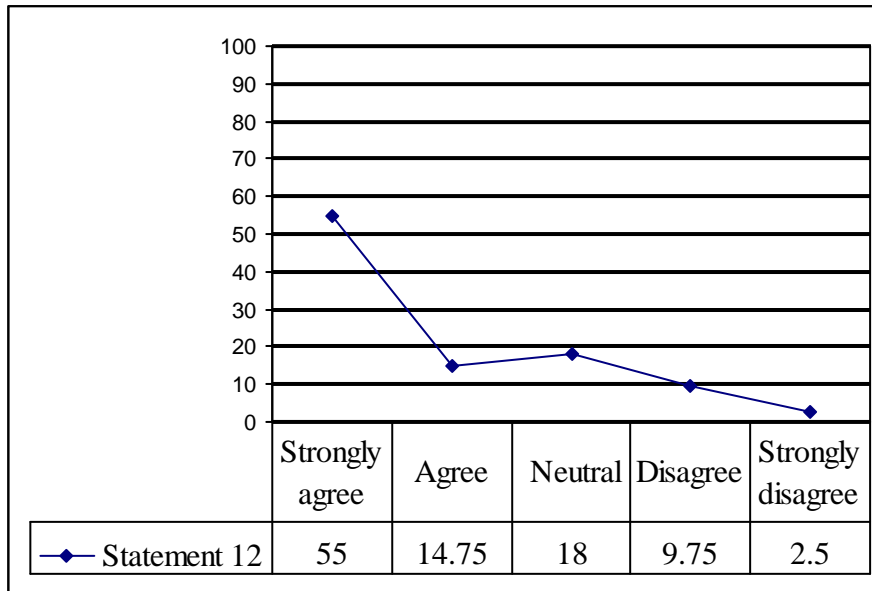
Statement 11. Pronunciation are better learned when students use online material for their individual problem

Figure -11



Statement 12. Students are motivated to improve speaking skill from online learning sites

Figure -12



In Figure 1, more than half of the students (78%) strongly agreed that learning English pronunciation in university level is essential that shows our learners realize the significance of learning English pronunciation. In Figure 2, majority of the students (37.5%) disagreed with the statement that pronunciation is equally treated as grammar, reading and writing skills in the classroom. So it seems that pronunciation is not receiving priority in our English language learning classroom and this illustrates the causes of incompetence of students in the field of pronunciation. As a result, we can say for this reason students are not getting satisfactory prospect for learning pronunciation in the classroom and in Figure 3, 42.5% students strongly agreed that they are deprived of adequate learning of pronunciation. Figure 4, reveals that majority (38.75%) of tertiary level students think that they can not speak in English with proper pronunciation inside classroom though they have exposure to English learning inside classroom at least for

twelve years in school and college levels and 26.25% strongly agreed with this statement which shows that some students can speak in English with appropriate pronunciation.

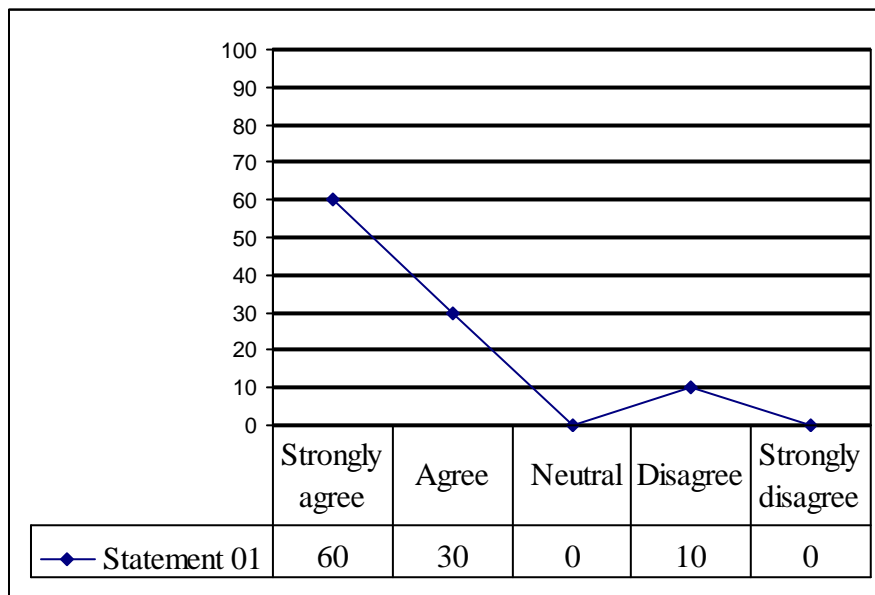
In Figure 5, majority (55%) students strongly disagreed with the statement that they are conscious about their pronunciation learning from the beginning of their university courses. However, in response to statement 6 (Figure-6) majority of the students (38.75%) disagreed that pronunciation exercise inside classroom develops speaking skill of students. In Figure 7, 21.25% strongly agreed that pronunciation errors are corrected by teachers inside classroom while 31.25% strongly disagreed with the same statement and 1% was neutral. In Figure 8, 31.25% students strongly disagreed that pronunciation courses are enough for learning better speaking skill which reveals the fact that courses should be designed resourcefully. In Figure 9, about 56.25% learners strongly agreed that if students get more pronunciation activities in the classroom, it will encourage them to communicate with teachers and classmates by using English language. In Figure 10, Majority (37.5 %) of the students claimed that they try to practice pronunciation by using internet based material that indicates the advantages of wi-fi based campus in private universities in Bangladesh and we can see from the same table that 21.25% of the students reported that they are not taking part in pronunciation activities based on internet and it reveals the fact that there are some students who are not fully aware of advantages or facilities of online resources that can improve their pronunciation skills. Figure 11, shows that 47.5 % participants agreed about the statement that pronunciation is better learned when students use online material for their individual problem. From Figure 12, we can see that 55% learners strongly agreed that students are motivated to improve speaking skill from online learning site.

So from findings of students' questionnaire we can say that our tertiary level students realize the significance of learning pronunciation but it is our reality that the function of pronunciation inside classroom is not satisfactory because only classroom teaching is not ensuring successful pronunciation learning and our tertiary level students still need help from outside sources for improving their speaking skill. Furthermore, in today's techno-based life students can easily learn pronunciation from internet based resources and that can motivate them to enhance their verbal communication.

4.3 Findings from teachers' questionnaire:

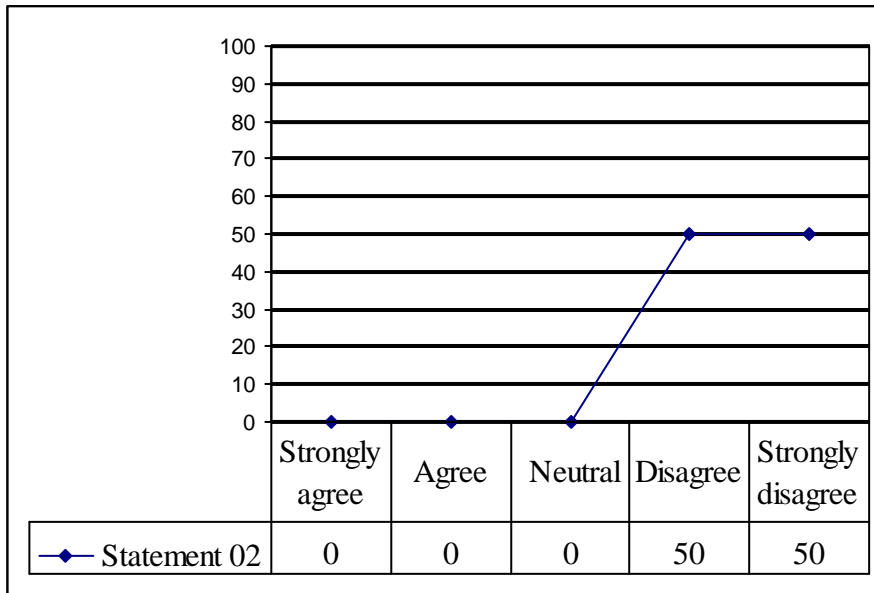
Statement 01. Effective pronunciation teaching is challenging in our academic setting

Figure -13



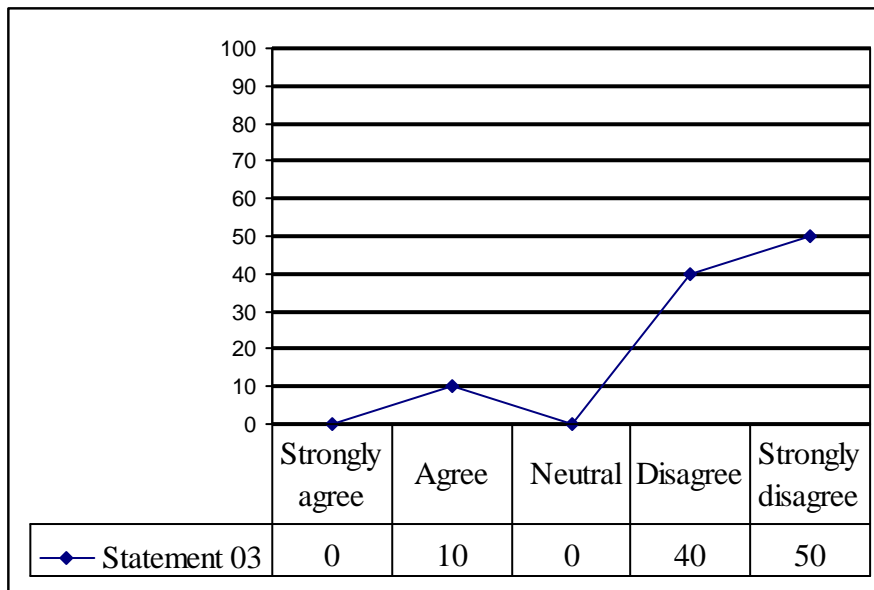
Statement 02.Students are getting sufficient courses for developing pronunciation skills

Figure -14



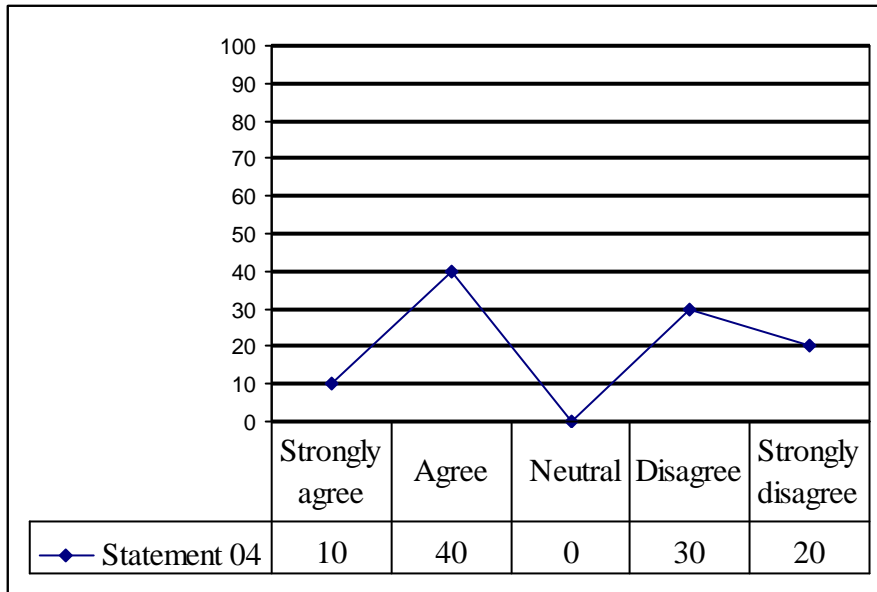
Statement 03.Classroom teaching is enough for successful pronunciation learning

Figure -15



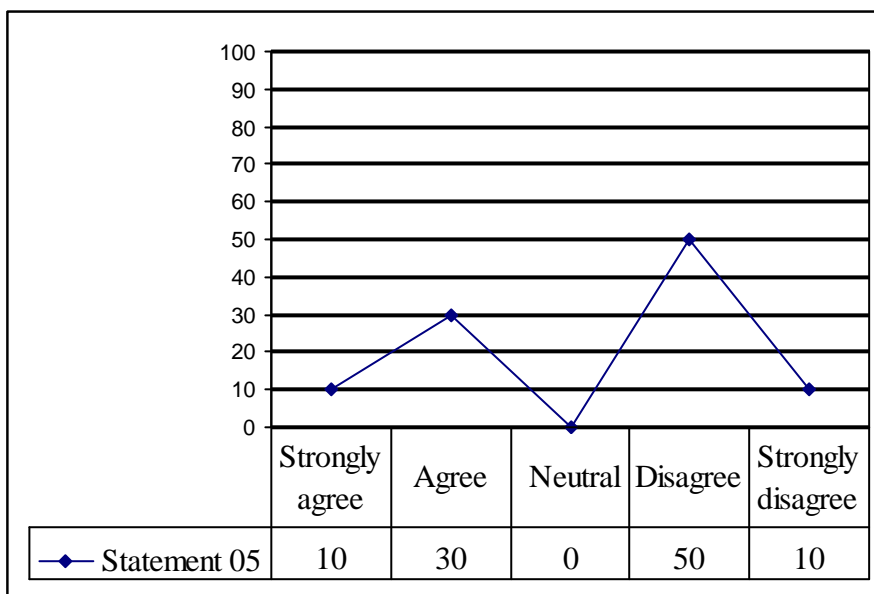
Statement 04. Pronunciation teaching materials are not based on students' need and aptitude level

Figure -16



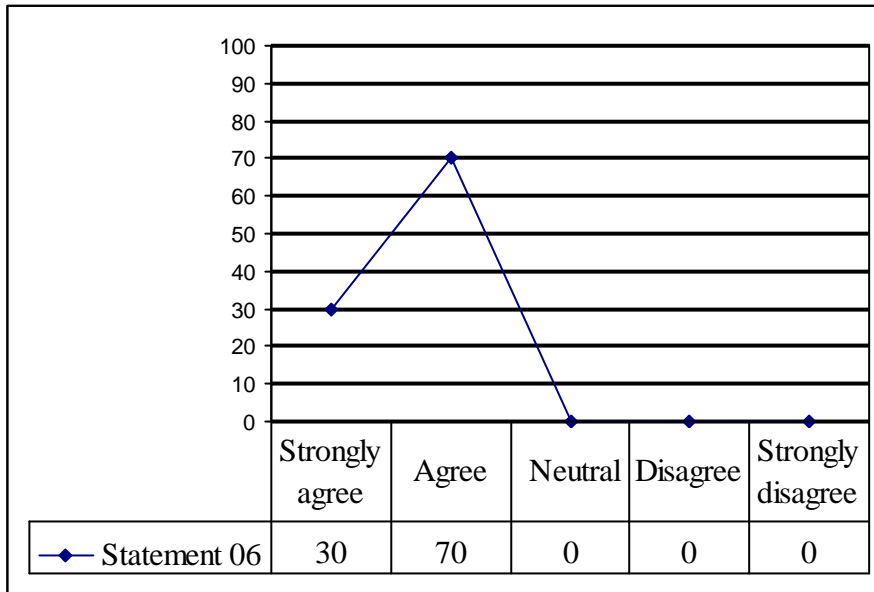
Statement 05. It is possible to provide feedback inside classroom while students' are making mistakes

Figure -17



Statement 06. Internet based materials can motivate learner to improve individual difficulty

Figure -18



From Figure 13, we can see that majority (60%) of the teachers strongly agreed that effective pronunciation teaching is challenging in our academic setting which shows that teaching pronunciation needs more priorities so that teachers can teach pronunciation as integral part of language teaching and in Figure 14 half (50%) of the teachers strongly disagreed that students are getting sufficient courses for developing pronunciation skills which shows the fact that in our tertiary level curriculum more pronunciation courses can be included so that our learners get enough courses on pronunciation. In Figure 15, 50% teachers strongly disagreed that classroom teaching is enough for successful pronunciation learning that indicates our tertiary level teachers are accepting the fact that inside classroom they are not receiving enough scope for helping students so that they can learn pronunciation successfully and 10% agreed with the same statement. In Figure 16, majority (40%) teachers responded that pronunciation teaching materials are not

based on students' need and aptitude level and for this reason our classroom learning methods are not satisfactory enough for making students better speakers. In Figure 17, half (50%) of the teachers disagreed that it is possible to provide feedback inside the classroom while students' are making mistakes because we have large classroom scenario in the Bangladeshi context and students are coming from every corner of the country with varieties of pronunciation difficulties and 30% teachers agreed with the statement which suggests that teachers are trying to give instant feedback where possible inside classroom. In Figure 18, 70% teachers agreed with the statement that internet based material can motivate learner to improve individual difficulty which gives us the impression that our tertiary level teachers also want their students to take help from online based materials.

From teachers' questionnaire we can say that teaching pronunciation should get more priority because without proper knowledge about pronunciation our language teaching can not be called successful. Moreover, it is expected that classroom teaching will provide maximum help to our students so that they can improve pronunciation and speaking but since in our tertiary level education students are not getting adequate courses so only classroom teaching can not develop satisfactory speaking ability of our students. For this reason teachers can help students by advising them to take help from online based learning materials so that they can improve their personal pronunciation barrier of individual sounds.

4.4 Findings from students' interview:

Table-02

Interview response of students:

What are the difficulties you face regarding learning pronunciation?	5(33.33%) answered that L1 has interference on English pronunciation	3 (20%) said that lack of practice in school and college level	3 (20%) reported that Bangla medium background and lack of proper environment	4 (26.66%) answered that shyness is another problem
Do you get sufficient materials from classes for practicing pronunciation?	8(53.33%) students said they did not get enough materials	4 (26.66%) emphasized on inadequate practical materials on pronunciation	2(13.33%) mentioned technology based materials can help them	1(6.66%) answered that materials are good enough for learning
Do you think learning pronunciation inside classroom has an effect on your speaking	5 (33.33%) participants agreed that they can interact confidently	3(20%) emphasized on practice with classmates	1(6.66%) said peer feed back motivates them to learn speaking	6 (40%) claimed that better pronunciation lessen reluctance for

skill?				speaking
What type of activities help you to learn pronunciation?	8(53.33%) suggested more pronunciation courses are needed	3(20%) responded that internet based activities can partially help	2 (13.33%) claimed speaking course is helping them	2(13.33%) expressed that workshop and movies can help them
Do you think internet based materials can help you to learn technique for pronunciation learning?	5 (33.33%) had no idea on internet based materials	7 (46.66%) mentioned u-tube can help	1(6.66%) said movies on pronunciation can help them	4 (26.66%) suggested English pronunciation classes on internet

In response to the first question about difficulties that students face regarding learning pronunciation 5(33.33%) answered that L1 has interference on English pronunciation and 3 (20%) said that lack of practice in school and college level and 3 (20%) reported that Bangla medium background and lack of proper environment and 4 (26.66%) answered that shyness is another problem. For second question students were asked about sufficiency of materials from classes for practicing pronunciation and 8(53.33%) students said they did not get enough materials and 4 (26.66%) emphasized on inadequate practical materials on pronunciation and 2(13.33%) mentioned technology based

materials can help them and 1(6.66%) answered that materials are good enough for learning.

After that as third question they were asked to give their opinions on learning pronunciation inside classroom and its effect on students speaking skills and in response 5 (33.33%) participants agreed that they can interact confidently and 3(20%) emphasized on practice with classmates and 1(6.66%) said peer feed back motivates them to learn speaking and 6 (40%) claimed that better pronunciation lessen reluctance for speaking. The fourth question was about type of activities that help students to learn pronunciation and 8(53.33%) suggested more pronunciation courses are needed and 3(20%) responded that internet based activities can partially help and 2 (13.33%) claimed speaking course is helping them and 2(13.33%) expressed that workshop and movies can help them. Finally they were asked to provide their opinions on help of internet based materials on learning technique for pronunciation and in response 5 (33.33%) said they had no idea on internet based materials and 7 (46.66%) mentioned u-tube can help and 1(6.66%) said movies on pronunciation can help them and 4 (26.66%) suggested English pronunciation classes on internet.

From students' questionnaire it is noticeable that learning pronunciation is not an easy task for tertiary level students of Bangladesh and in our teaching environment our students do not get adequate materials for learning pronunciation. So we should ensure effective learning materials which will enhance standard of students' pronunciation. From students' response, we can say that more pronunciation courses are needed so that students get more exposure towards learning appropriate pronunciation skills. It is also comprehensible that internet based materials are useful because students are receiving

help from various pronunciation classes on internet and this individual learning techniques are motivating them to develop their speaking skills because pronunciation is a basic part of standard speaking. We also found that as learners are not receiving enough pronunciation courses and for this reason students are taking help from online based English pronunciation classes outside the classroom and these classes are motivating learners to develop their speaking skills and at the same time on internet based learning sites they are getting exposure to different native speakers' pronunciation.

4.5 Findings from interview response of teachers:

Table-03

What syllabus changes can be made to improve teaching pronunciation inside classroom?	4(40%) said that traditional syllabus should be changed and more courses should be included	2(20%) stressed on syllabus based on oral practice	1(10%) emphasized on interesting and motivating syllabus	3(30%) answered that syllabus can be designed by analyzing needs of students
How does pronunciation change speaking skills?	4 (40%) claimed that correct pronunciation improves	3 (30%) said proper intonation and stress enhance speaking skill	2 (20%) agreed that standard pronunciation gives confidence and	1 (10%) said pronunciation develops fluency

	quality of speaking		motivation	
What type of assessment can be incorporated to motivate learners inside classroom?	5 (50%) said that assessment should not be traditional and should be practical	1 (10%) emphasized on individual assessment and language lab test	3 (30%) suggested both theory and practice	1 (10%) stressed on assessment by taking regular presentation
What are the benefits of internet based materials for individual skill development?	3 (30%) said that lots of materials can develop language skills	1 (10%) claimed that without help of teachers, students can practice	3 (30%) said that teachers also can give students link so that they can practice at home	3 (30%) answered that students can experience varieties of pronunciation

For teachers the first interview question was about syllabus changes that can be made to improve teaching pronunciation inside classroom and in response to that question majority of the teachers 4(40%) said that traditional syllabus should be changed and more courses should be included while 2(20%) stressed on syllabus based on oral practice and 1(10%) emphasized on interesting and motivating syllabus whereas 3(30%) answered that syllabus can be designed by analyzing needs of students. After that the second

question was asked on pronunciation and the way it can change speaking skills of our learners and in reply 4 (40%) claimed that correct pronunciation improves quality of speaking , 3 (30%) said proper intonation and stress enhance speaking skill, 2 (20%) agreed that standard pronunciation gives confidence and motivation and 1 (10%) said pronunciation develops fluency. The third question was on types of assessment that can be incorporated to motivate learners inside classroom and in answer 5 (50%) said that assessment should not be traditional and should be practical while 1 (10%) emphasized on individual assessment and language lab test and 3 (30%) suggested both theory and practice and 1 (10%) stressed on assessment by taking regular presentation. Finally teachers were interviewed on a question regarding benefits of internet based materials for individual skill development and in response 3 (30%) said that lots of materials can develop language skills and 1 (10%) claimed that without help of teachers, students can practice whereas 3 (30%) said that teachers also can give students link so that they can practice at home and 3 (30%) answered that students can experience varieties of pronunciation from internet based materials.

From the interview responses of teachers' it can be said that pronunciation teaching needs systematic and realistic approaches because students need to understand and produce sounds by following proper place and manner of pronunciation of different sounds but traditional syllabus does not allow our teachers to incorporate modern ways of teaching in pronunciation classes. So our traditional syllabus should be changed so that teaching pronunciation can achieve more successful stories in language teaching arena of Bangladesh. If we plan our pronunciation classes attractively then pronunciation teaching will acquire more attention from learners. As proper pronunciation and stress can amend

speaking skills of students so roles of pronunciation inside classroom should be increased. As our students take assessment very seriously, so if we can integrate pronunciation assessment based on realistic and scientific ways then our students will acquire motivation to learn pronunciation inside classroom and learning pronunciation appropriately will eventually builds our students' speaking better. Moreover, internet based materials can enhance learners inspiration in speaking because there are many materials available on the internet that can develop learners' pronunciation and speaking skills. In addition, without the help of teachers, students can practice from different sources so that they can solve their individual difficulties regarding different sounds.

4.6 Findings from classroom observation:

Table - 04

Classroom observation sheet

	First class	Second class
Aim and objectives	To develop learners awareness about the pronunciation To become aware about common mistakes of pronunciation	To feel confident in speaking with good pronunciation To become familiar with phonetic symbol
Warm up activities	Teacher asked students about the importance of	Teacher asked to work in pairs telling days of week giving

	pronunciation by giving some examples how wrong pronunciation may bring embarrassment	different expressions like angry way, very happily, as a question, loudly, quietly, nervously, suspiciously.
Main activities	Based on theory	Based on theory
Teachers' talk time	20 minutes	30 minutes
Students' talk time	30 minutes	25 minutes
Number of students	27	25
Materials	Phonetic symbol, Phonemic chart and handout	Phonetic transcription ,Phonemic chart and handout
Students' activities	Based on handouts	Based on handouts
Methods of teaching	Traditional	Traditional
Practical pronunciation activities	Minimum	Not satisfactory
Communication between teachers and students	Students struggled with interaction	Some of them interacted satisfactorily
Pronunciation difficulties of students	Influence of local accent was noticeable	Few students showed sense of appropriate pronunciation
Pronunciation skill of teachers	Standard	Standard

From the findings of classroom observation it is obvious that in our tertiary level education we are trying to achieve our objectives of developing students' awareness about the pronunciation and to enhance students' speaking with good pronunciation but students are not receiving enough time for learning pronunciation and like other language classes of our country pronunciation classes also have tendency to become teachers-centered because teachers were busy with explaining phonetic rules and theories where learners were deprived of adequate chance to explore their problems with individual sounds. From the observation of phonetics classes it seems that students were getting partial depiction of phonetics and phonology domain and teaching methods were not based on solving problems of students. In addition, teachers were following teaching contents which provided students common ideas but it was not influencing their speaking skills fully because many students were not completely aware of the implications of pronunciation teaching and their speaking skills. As private university teachers get four to six months to complete their assigned courses and for this reason they were focusing on contents which were important for examinations and inside the classroom therefore students' activities were based on books and handouts and learners were deprived of making practical sounds. It was also observed that sometimes students were smiling because they found standard pronunciation strange and different from their traditional ways of pronunciation.

From the classroom observation it is logical to say that pronunciation teaching and learning are not providing enough effective scope for teachers and learners for accommodating pronunciation as practical skills because we have traditional methods of

teaching pronunciation which should be improved to make pronunciation classes effective.

4.7 Findings from focus group discussion:

Total 16 students participated in focus group discussions and in first part the group was asked a very general question to break the ice and the question was about their ideas about standard pronunciation and this question also introduced the main idea for discussion. Five students responded that for them standard pronunciation means pronunciation like British or American people and two of them focused on the avoidance of local accents of pronunciation to ensure successful pronunciation skills. All students showed attention to this question which shows that our tertiary level students are concerned about pronunciation. After that they were asked to describe their performance regarding pronunciation inside the classroom and in reply to this question they discussed their feeling of shyness in front of teachers and classmates because they experience that if they speak with local accents then their classmates laugh at them; one of them said he is from Rangpur and his classmates sometimes imitate him because he has a local accent for English pronunciation. Three of them mentioned that sometimes they try to speak English by imitating native speakers which they have learnt from English movies and they reported that they recognize that their imitation is not perfect and sometimes other classmates are not encouraging towards their endeavor to articulate accurately because they consider they are unusual. They think that they do not have enough ideas about appropriate pronunciation and for this reason they are making mistakes and three of them showed the attitude that they do not have proper instructions for improving pronunciation

proficiency. For this reason they are not satisfied with their pronunciation skills though they know that it is essential to develop their pronunciation ability. After that they were asked to provide their opinions on the process of learning pronunciation inside and outside classroom and five of them felt that sometimes they are practicing presentation and from presentation classes they are getting exposure to diverse types of pronunciation skills. Nine of them also shared that in pronunciation learning classes they practice pronunciation by doing pair work and group work and these methods are also helping them to practice pronunciation difficulties and they were also asked to discuss their opinions on learning pronunciation outside of classroom and seven of them replied that sometimes they try to learn pronunciation from u-tube learning channels and they also follow pronunciation dictionary for learning pronunciation though three of them mentioned that they are not very familiar with phonetic symbol. Eleven of them shared that they are listening English songs and that is helping them to learn pronunciation. Then they were asked to share their opinions regarding students who are passing pronunciation courses without learning proper pronunciation and as a moderator I was surprised that fourteen students confessed this reality that students are passing pronunciation courses without learning proper pronunciation and they were asked to analyze some reasons behind this situation. They mentioned that they are learning theoretically and memorizing for passing pronunciation courses and sometimes they are not focusing on practical pronunciation and often theoretical questions are predictable so they memorize some fixed questions and pass in pronunciation courses. Moreover, they were asked about types of websites they find helpful for learning pronunciation. Five of them mentioned that they have no idea about internet based pronunciation websites .Eleven of them

mentioned that they are mostly following u-tube based pronunciation tutorials for learning pronunciation.

From the above discussion we can say that in tertiary level English education pronunciation is not getting enough attention and for this reason our students are struggling with proper pronunciation skill and they realize the importance of pronunciation but they are not getting enough guidelines for pronunciation practice. One of our main focuses of this research is to find out learning pronunciation in classroom and development of students' speaking proficiency and we find that students are learning more theory and they are not getting enough chance for practicing pronunciation practically and they are memorizing for passing courses. Therefore, effective pronunciation teaching is still required for developing students' pronunciation proficiency. Another purpose of this research was to find out the relationship between internet based material and learners motivation towards speaking and from focus group discussion we found that our learners are trying to get help from online based learning materials because many of our students are aware of the fact that pronunciation is important and they do not have proper pronunciation skills and if they can produce pronunciation properly it can change their speaking skills.

4.8 Limitation of the study:

There were some challenges that I had to face for conducting this research and the most difficult one was time limitation. Moreover, because of semester examinations and Ramadan holidays I had to wait for students and teachers to come back to their regular

classes. Finally, I did not get sufficient articles on pronunciation teaching and learning from Bangladeshi sources so I reviewed related literature from other countries.

CHAPTER 5:

Discussion and Recommendations:

5.1 Discussion:

This study presents position of pronunciation education at tertiary level of Bangladesh and suggests different ways such as improvement of practical pronunciation practice instead of solely theory based pronunciation teaching and learning for the improvement of students' skill and successful techniques such as incorporating effective assessment process so that learners can ensure efficiency in pronunciation before passing this course at the same time teachers should use useful software based on pronunciation teaching and learning for improving knowledge on pronunciation.

From the above study we can say that pronunciation is not getting proper place in our teaching learning context as Fletcher (2017) called phonology the 'Cinderella' of teaching job because it should be the central to the story, but repeatedly ignored among the language teaching contents.

If we analyze our culture of education then we will find that our learners come to classes with the expectation that they will learn everything from classroom but it is factual that only teaching and learning based on classroom will not give us rewarding effect in future so we should encourage our learners to become confident about their own strategies of learning. Moreover, sometimes our tertiary level classrooms are focusing on phonetics and phonology as a separate skill and we are not showing the relevance of learning

pronunciation with speaking skill. There are so many students who attend English classes with local accents and they are not confident enough to speak in front of the class because of their pronunciation problems. For example we have students from indigenous areas and they sometimes struggle to pronounce their personal names properly in front of class when they are asked to participate in the class or they give any form of presentation.

In Bangladesh private universities are trying to use English as medium of instruction in academic setting so that they can ensure international standard of education and universities are trying to help learners so that they can learn their target language properly. The aspiration for teaching and learning correct pronunciation will enhance language proficiency of our students and will develop learning environment of private universities. Evaluation of needs of both teachers and learners can be conducted regularly by the stakeholders of the private universities for making pronunciation, speaking and overall English language learning valuable for our country.

5.2 Recommendations:

This study aimed at finding proper place of pronunciation in our academic setting and it has found many important factors for consideration in our pronunciation teaching and learning context. The findings reflected some of the common limitations of classroom practice regarding pronunciation. The students who are attending courses in universities for pronunciation still find speaking with appropriate pronunciation out of their comfort level. I hope this research will contribute to feasible course design and lesson plans for pronunciation courses in private universities in Bangladesh. It is also important to note that pronunciation can not be improved by doing theory course only because practical

practice is also mandatory as Tahereen (2015) mentions that by taking into consideration the English as a Foreign Language context at university, we can incorporate convenient techniques for teaching pronunciation. Moreover, in advanced classroom setting teacher should encourage learners for improving their self learning strategies regarding pronunciation and speaking. Furthermore, teachers need proper training for teaching pronunciation accurately because it was observed that teachers who had only theoretical knowledge about pronunciation are not very effective inside classroom and inside the classroom teacher should show serious attitude towards learning pronunciation courses and similarly Maniruzzaman (2008) recommends that the teachers should be trained in English pronunciation teaching.

As pronunciation teaching needs visual aid, so classrooms should be well equipped with advanced technological resources. University can offer language lab to practice pronunciation outside of classroom as Averill *et al.* (as cited in Hanson & Smith , 2001) state about the Oregon State University English Language Institute that offers a self - access lab and this lab facilitates individualized knowledge and vastly personalized assistance for hi-tech teaching and learning resources.

As English is not our native language, students do not acquire proper knowledge about pronunciation practice and for this reason pronunciation courses should get priority in classroom by considering needs of the student. Bangladeshi private universities need more courses on phonetics and phonology and courses should make connection with speaking proficiency. Even in pronunciation courses learners are not tested by their pronunciation proficiency and that is one of the main reasons for not getting sufficient attention from students. So pronunciation courses should include direct test of

pronunciation skill at the end of the course. Proper technique and classroom approach can change teacher's experience in pronunciation classes and course design and procedure should take into account students' need if we want to make our teaching successful as Seidlhofer (2001) mentions that the teacher's decision on what kind of activities to use in any particular context depends on a thorough analysis of learner needs.

In addition, this research reveals that students are focusing on passing pronunciation courses rather than acquiring standard pronunciation. If we want to focus on communication then pronunciation skill can not be avoided. A major reason for students' problem with pronunciation is that they are not encouraged in school and college level to practice pronunciation skill like Tahreen (2015) states that Bangladeshi learners do not develop consciousness for pronunciation because in our classroom practices and assessment process pronunciation has never been the center of attention. If students get awareness that improving pronunciation skill will give them confidence to communicate more inside and outside of classroom then they will take practicing pronunciation as an important part of their tertiary level education. As age is a factor for pronunciation learning and tertiary level students have passed their puberty, so regular practice can not be avoided. When I collected data students came up with the idea that more pronunciation courses should be included in their course design.

To ensure students' participation in classroom interaction pronunciation can play an important role. Universities should provide necessary resources for students so that they can develop their own understanding about pronunciation. Resources should be made available in language labs so that learners pay attention on learning pronunciation. In our

teaching context, we are emphasizing on reading, writing and grammar skill but performance in these areas do not confirm proficiency inside and outside of classroom.

There are so many students who realize that they have problems with their pronunciation and because of technological advancement they are exposed to different varieties of pronunciation and they can compare it with their pronunciation level. Learning pronunciation depends on learners' willingness to improve their skill of speaking so internet based pronunciation material can help them outside of the classroom to improve their speaking skill. We can say that speaking is an important skill for communication and sometimes effective communication is impossible without correct pronunciation so it is really important to make our classroom pronunciation teaching effective through proper techniques and methods.

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Appendix- A

Questionnaire for students:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Practicing Standard English pronunciation is very important for tertiary level students of Bangladesh					
Pronunciation is equally treated as grammar, reading and writing skills in the classroom					
Students are not receiving satisfactory chance for learning pronunciation in the classroom					
Student can speak in English with proper pronunciation inside the classroom					
Students are conscious about their pronunciation learning from the beginning of their university courses					
Pronunciation exercise inside the classroom develops speaking skill of students					
Pronunciation errors are corrected by teachers inside the classroom					
Pronunciation courses are enough for making students better speaker					
If students get more activities on pronunciation in the classroom, it will inspire them to communicate more in English					

Students Practice pronunciation by taking help from internet learning material					
Pronunciation are better learned when students use online material for their individual problem					
Students are motivated to improve speaking skill from online learning sites					

Appendix- B

Questionnaire for teachers:

Name:

Designation:

Institution:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Effective pronunciation teaching is challenging in our academic setting					
Students are getting sufficient courses for developing pronunciation skills					
Classroom teaching is enough for successful pronunciation learning					
Pronunciation teaching materials are not based on students' need and aptitude level					
It is possible to provide feedback inside classroom while students' are making mistakes					
Internet based materials can motivate learner to improve individual difficulty					

Appendix- C

Interview questions for students:

1. What are the difficulties you face regarding learning pronunciation?
2. Do you get sufficient materials from classes for practicing pronunciation?
3. Do you think learning pronunciation inside classroom has an effect on your speaking skill?
4. What type of activities help you to learn pronunciation?
5. Do you think internet based materials can help you to learn technique for pronunciation learning?

Appendix- D

Interview question for teachers:

1. What syllabus changes can be made to improve teaching pronunciation inside classroom?
2. How does pronunciation change speaking skills?
3. What type of assessment can be incorporated to motivate learners inside classroom?
4. What are the benefits of internet based materials for individual skill development?

Appendix- E

Questions for focus group discussion:

1. What is your idea about standard pronunciation?
2. How will you describe your performance regarding pronunciation inside classroom?
3. How do you learn pronunciation inside and outside of classroom?
4. Why do you think students are passing pronunciation courses without learning proper pronunciation?
5. What type of websites do you find helpful for learning pronunciation?

Appendix- F

Classroom observation: adopted from BRAC University

Name:

Date:

Lesson/Module:

No of Students:

Observer:

1. What are your objectives for the pronunciation lesson?
2. What in your opinion went well in the pronunciation lesson? Why?
3. What in your opinion could be improved or developed? How might this be achieved?
4. How did you feel about the pronunciation lesson?
5. Were the pronunciation learning objectives achieved?
6. What would you do differently to improve the pronunciation lesson?
7. Any other comments or suggestions.

Observer's signature:

Teacher's signature and date:

Appendix- G

Classroom observation sheet

	First class	Second class
Aim and objectives		
Warm up activities		
Main activities		
Teachers' talk time		
Students' talk time		
Number of students		
Materials		
Students' activities		
Methods of teaching		
Practical pronunciation activities		
Communication between teachers and students		
Pronunciation difficulties of students		
Pronunciation skill of students		