

The Difficulties of Teaching and Learning English Pronunciation in Reading and Communicating at Secondary Level in Bangladesh

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Abstract

Original Research Article

We all know that English is an international language. The modern world is dependent on this language. All sorts of communicative activities are based on English language. English language has taken an important place in world education. But it is difficult to teach Standard English pronunciation in the secondary school level in Bangladesh. It is a matter of regret that most of the school level learners in our country are not taught English pronunciation and, hence, it is overlooked. A good number of teacher in our country are not aware of the significance of teaching pronunciation and its impact on effective communication. Pronunciation is an integrated and integral part of second or foreign language learning since it directly affects learners' communicative aptitude as well as enactment [1]. Now-a-days, communicative language teaching (CLT) has been introduced at the secondary level, students should be more interactive and communicative in speaking and writing skills. English education has already been expanded in a massive way due to the establishment of various educational institutions all over the country. The students in our country are eager to learn English because they have understood that English is the subject which has appeal all over the world in every area. It has special demand in job market also. The standard pronunciation of any language is a beauty and an essential part that makes a balance in understanding the people of its speakers. The students who are learning English language in secondary level especially in ELT classroom are supposed to be the future teacher of our country. The aim and purpose of this article is to identify the problems and difficulties of teaching and learning English pronunciation regarding reading and communicating among the secondary level students in Bangladesh.

Keywords: Communicative, Achievement, Aptitude, Enactment, Standard, Pronunciation Secondary Level.

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INTRODUCTION

English pronunciation is still neglected in EFL/ESL classrooms throughout many countries including Bangladesh. One of the main reasons is that English pronunciation teaching strategies or techniques are not available to the teachers in classroom situation. There are so many reasons why I have selected this topic for my article. At present English as a global language has acquired the prestige of being an International language. We learn English for the basic purpose of communication with foreigners and others. Our aspect of communication is to get a good job, to earn higher education, and trade and commerce etc. English language means communication with standard pronunciation. Without knowing standard pronunciation foreigners do not understand what we say. English is a compulsory subject at school level. It is a matter of great sorrow that majority of the people of Bangladesh cannot speak in English with correct pronunciation. Though some people are able to speak English fluently,

but they don't know how to speak correctly with others. At school level the teachers are mainly responsible for creating this miserable situation of pronunciation, if a teacher would have taught them English with correct pronunciation, given them knowledge of 44 sounds, stress, intonation, juncture etc., the learner must have been benefited. Our education board is also responsible for this because they did not include IPA symbols along with English alphabet. I think we have a chance to develop pronunciation of the learners from school level. If we take some necessary steps in our classroom practice we can solve the problem. So we should give attention in teaching pronunciation.

REVIEW OF LITERATURE

According to Foet [2], pronunciation is mainly the production of sounds that we use to create meaning. Moreover, Sara [2] stated that, there are some reasons of mispronunciation. Among some reasons one important reason is lack of teachers' knowledge about

the difference between the letters and sounds of a word. Basically teachers are unable to follow either syllabic or phonological division of words. Gimson [3] elaborated that the children will learn to communicate with others from their early age by responding to the sounds and tunes which their elders use to talk to them. He adds that, the children imitate the sound patterns with which they have become familiar. Gimson [3] also elaborated that it is mandatory for the teachers to deal systematically with the teaching of pronunciation. He adds that, Phonetics should be introduced from the very first level in the text. Sultana and Arif [4] have pointed some reasons of mispronunciation for the Bengali learners of English such as:

- Learners are not conscious of the difference between the letters and sounds of a word.
- Learners do not give emphasis on the pronunciation of the sounds of a word when it is spelt.
- Learners cannot follow either by syllabic or phonological division of words properly.

They also think that the non-native English users in Bangladesh use various local dialects and they have different pronunciations and intonations which influence the use of English. In this context, Amin [5] pointed out a number of inherent problems for the Bangladeshi speakers of English.

- It is an international skill; one can listen, read and write on one's own. But for speaking there must be more than one person for interaction.
- Apart from mastery of the structures of the language, one must pay attention to acceptable or comprehensible pronunciation, stress and intonation.
- Exposure to the language and practice in its use are essential for speaking a language. In Bangladesh both are lacking.
- In Bangladesh, the only place where students can practice speaking English is educational institutions. In most of the schools, colleges and universities there are very few students who speak in English.
- A language is learned or acquired for integrative or instrumental needs. Bangladeshi speakers of English lack both these needs.

According to Hismanoglu [6], Pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. But many teachers try to teach grammar, vocabulary, and the four language skills for their learners without incorporating English pronunciation into their curriculum. Morley [7] stated that understandable pronunciation is a main objective of pronunciation instruction. It is a necessary component of communicative competence and without having

perfect pronunciation skills learners would not be able to communicate effectively. Pourhosein Gilakjani [8] expressed that Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning. According to Harmer [9], communication means to understand and be understood. A lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. But when they communicate, they make a lot of mistakes regarding English pronunciation. According to Yates and Zielinski [10], much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

SIGNIFICANCE OF THE STUDY

Despite having a good grasp of vocabulary and grammatical rules of the English language teachers are uttering vocabulary without correct sound. Because they are not trained in International Phonetic Alphabet(IPA). Most of the teachers of our country are not familiar with phonemes. The ability to speak the English language with correct pronunciation is becoming more and more important. The need to learn this ability appears to be significantly related to the changes in business operations and job opportunities. Due to the growing competition in both factors, operators as well as employers had become more demanding in choosing the people who will work for them. Aside from their intellectual and physical capabilities, the ability to speak other languages, especially English has become a part of the requirements. Considering that most of the businesses operations in various countries and that have job opportunities abroad have grown in number, the ability to speak the universal language is not really a requirement but a necessity. In particular, individuals who can speak English have more access to various opportunities and can generally adapt in different work situations. In turn, these make them feel less inferior to others who can speak the language fluently. This then poses as a challenge especially to nations who do not consider English as their first language. The skill to speak any foreign language with proper pronunciation is mainly dependent on the abilities of the teacher.

The capability of the teachers should then be shaped by an effective curriculum and course design as well as the use of the right learning materials along with training. Without the proper development of capable English teachers, students will not develop the confidence to speak what they have learned or they might learn incorrect English-speaking skills. In this review, the role of the curriculum and course design in shaping English teachers will be considered. In particular, the efficacy of the curriculum used in Bangla Medium for teaching English will be evaluated. Although some texts contain few phonemes but they avoid it. As a result learners can not learn correct sounds as well as they can not learn correct pronunciation. The teaching of pronunciation remains largely neglected in the field of learning language teaching. It is very difficult to communicate with the people from other countries without knowing the right pronunciation. So English pronunciation is very important for English language teaching and learning

OBJECTIVES OF THE STUDY

The objective of the study is to teach English pronunciation to learners who will make sound like the native speaker and to demonstrate the reasons of mispronunciation of secondary level learners. As an individual motivation this goal of teaching English pronunciation is unrealistic. My aim is to observe present situation of teaching pronunciation in our schools and to give a suitable lesson plan so that they can communicate easily. To identify the problems of the students, teachers, and text books writers in executing the syllabus for teaching Listening and Speaking at the secondary level education in Bangladesh. It also reviews English textbooks of class six to class ten and teachers' qualification and Teacher's training vis-à-vis curricular goals. Finally, I will try to identify the measures that can be taken to overcome the difficulties and barriers for learning Standard English pronunciation and to make pedagogical recommendation for the teachers and textbook writers also.

The Importance of Pronunciation in reading and communicating

Pronunciation is one of the necessary skills in learning English, and it is a fundamental part of one's oral ability in the target language. Yet, pronunciation is very important for speaking, reading as well as listening and even for the other skills. Fraser [11] asserted that Skills involve vocabulary, grammar, pragmatics, etc. However, by far the most important of these skills is pronunciation. With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas. Pronunciation is the most important aspect that affects how the speaker is judged by others, and how they are formally assessed in other skills. At the communication

level, correct pronunciation is useful for effective communication. Learning pronunciation is very important for the simple reason that English learners with good pronunciation may produce good communication and their speech is more comprehensible and understandable. In this regard, Mirza [12] asserted that in process of communication, students need to be able to pronounce and produce phonemes clearly and correctly in order to avoid misunderstanding. They must be able articulate words and create the physical sounds that carry the correct meanings. Whereas, learners with poor pronunciation are considered as incompetent and may lead to occasional misunderstanding as well as inhibiting successful communication, and therefore, this may cause problems for the speaker and the listener alike. In short, successful oral communication is mainly based on accurate pronunciation. In addition, pronunciation has a direct link to language skills especially for listening and speaking. In fact, understandable speech production is very important for effective pronunciation and speaking. Learning the different aspects of pronunciation helps learners to speak comfortably as well as it enhances their listening comprehension. That is, learners with the ability to pronounce words that are distinctive in one phoneme as in "hoise" and "nose", they will be able to recognize the difference when another person uses those words' in their speech. Teachers' and learners' role in teaching and learning pronunciation both teachers and learners have a crucial role in the process of teaching and learning pronunciation. There is a wide range of roles that teachers have to perform during the process of teaching English as a foreign language particularly teachers of phonetics. Kenworthy [13] has listed the possible roles for teachers in teaching pronunciation as: helping learners hear, helping them make sounds, providing feedback, pointing out what's going on, establishing priorities, devising activities, and assessing progress. On the other hand, the idea that teacher of phonetics is a facilitator was introduced by Morley [7] who claimed that "teachers do not teach but facilitate learner's learning pronunciation. Yates and Zeilinski [10] asserted that if teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. Thus learners can get immediate guidance and feedback from the teacher. Furthermore, teachers should be sensitive to the needs of their students in the areas of pronunciation. Learners are also claimed to be responsible of their learning process, particularly in learning pronunciation. Successful pronunciation learning is based heavily on the degree of efforts that the learner is expected to put into his learning [13]. This means that learners are expected to make efforts in acquiring the rules and the principles of English pronunciation that they have received from the teacher. In this respect, Kenworthy

[13] also argued that “the teacher may be highly skilled at noticing mispronunciation and pointing these out, but if the learners take no action and do not try to monitor their own effort, and then the prospects of chance or improvement are minimal”. This illustrated that learners have to take part in their learning process and respond to the teacher’s instructions.

METHODS AND METHODOLOGY

In the present study, I am planning to do basically a theoretical and conceptual investigation analyzing the text books, primary and secondary data. Primary data has been collected by closely observing English language teaching classrooms, discussing with teachers, students and educationists who shared their valued opinions regarding this issue. Besides this, a questionnaire had been prepared and surveyed on the students and teachers of secondary level at different schools in Dhamrai, Dhaka. Existing syllabus of secondary levels, books and modern websites have been used for the present study. All the information adopted for the present study can be explained well under the terms of data collection procedures and data analysis procedures and to assess the present learning situations in Bangladesh and its impact on Bangladeshi learners.

Source of data

There are some research tools which have been considered for the research project: Student’s Questionnaire, Teacher’s Questionnaire and Text books analysis. Students’ questionnaire (SQ), (please see Appendix -1) and the other Teachers’ questionnaire (TQ), (please see Appendix-2) were developed and piloted for the present study. These questionnaires were developed on the basis of the ones designed by Mahbub [14], and by Md. Sahjahan Kabir, Mohsin Ahsan and Sanjida Akter [15]. Both the questionnaires were intended to investigate about pronunciation in the syllabus and its applications in practical life.

Findings

The sample involved in the present study is 200 students and 50 teachers from different schools in secondary level in Bangladesh at Dhamrai, Dhaka:

Student’s questionnaire survey and interview

To identify the problems of learning standard pronunciation two questionnaires (appended at the end of this paper) have been served among the students and teachers’ of Secondary level at different schools of Dhamrai, Dhaka. In the response to the first question, 95% students said that they are not familiar with IPA symbols. On the other hand, only 05% students are familiar with IPA symbols. In response to the question no 2, 30% students said that they try to speak English when they are in the classroom. On the other hand 70% students do not try to speak English when they are in the classroom. In response to the question no 3, 10% students said that they know the difference between

Bengali and English phonetics and 90% students said that they don’t know the difference between Bengali and English phonetics. In response to the question no 4, 5% students said that their teacher use some form of model for teaching of pronunciation and 95% students said that their teacher do not use any model for teaching of pronunciation. In response to the question no 5, 15% students said that their teacher like to teach four skills of English language and 85% students said that their teacher do not like to teach four skills of English language. In response to the question no 6, 5% students have listened to English news regularly and 95% students have not listened English news regularly. In response to the question no 7, 20% students said that their teacher takes English class regularly and 80% students said that their teachers do not take English class regularly. In response to the question no 8, 2% students said that they have English speaking test and 98% students said that they do not have any speaking test. In response to the question no 9, 22% students said that they talk in English with others in and outside the classroom and 78% students said that they do not talk in English to others in and outside the classroom. In response to the question no 10, 5% students said that they can find words in transcription from English Dictionary and 95% students said that they cannot find any words in transcription from English Dictionary. In response to the question no 11, 30% students said that they are satisfied with their textbook and 70% students are not satisfied with their textbook. In response to the question no 12, 35% students have agreed that their medium of instruction should be in English and 65% students have not agreed that their medium of instruction should be in English. In response to the question no 13, 20% students agreed with this view and 40% students did not agree with this view. In response to the question no 14, 40% students said that they are proficient enough to understand courses taught in English and 60% students thought that they are not proficient enough to understand courses taught in English. In response to the question no 15, 20% students said that their teachers mostly use English language in classroom and 80% students thought that their teachers do not use English language much in the classroom. In response to the question no16, 12% students said that their teacher teaches them sound patterns, rhythm and intonation and 88% students said that their teacher does not teach those sound patterns, rhythm and intonation. In response to the question no 17, 10% students told that their teacher taught them by showing phonetic chart and 83% students told that their teacher did not show them any phonetic chart. In response to the question no 18, 85% students stated that the overcrowded classroom disturbs them to attend the class attentively and 15% students said that overcrowded classroom do not disturb them to attend the class attentively.

Teachers' questionnaire survey and interview

The survey of the teachers' questionnaire is concerned to identify the problems of teaching and learning standard pronunciation. A questionnaire (appended at the end of this paper) has been served among the teachers' of Secondary level at different schools in Dhamrai, Dhaka. In the response to the first question, 70% teachers stated that they are not familiar with IPA symbols. On the other hand only 30% teachers are familiar with IPA symbols. In response to the question no 2, 40% teachers argued that they try to speak English when they are in the classroom. On the other hand 60% teachers do not try to speak English when they are in the classroom. In response to the question no 3, 40% teachers explained that they know the difference between Bengali and English phonetics and 60% teachers said that they don't know the difference between Bengali and English phonetics. In response to the question no 4, 5% teachers commented that they use a model for teaching of pronunciation and 95% teachers said that they do not use any model for teaching of pronunciation. In response to the question no 5, 20% teachers argued that they like to teach four skills of English language and 80% teachers said that they do not like to teach four skills of English language. In response to the question no 6, 15% teachers have listened to English news regularly and 85% teachers have not listened to English news regularly. In response to the question no 7, 40% teachers reported that they take English class regularly and 60% teachers said that they do not take English class regularly. In response to the question no 8, 2% teachers admitted that their students have English speaking test and 98% teachers said that their students do not have any speaking test. In response to the question no 9, 32% teachers mentioned that they talk in English with others in and outside the classroom and 68% teachers said that they do not talk in English with others in and outside the classroom. In response to the question no 10, 10% teachers disclosed that they can find words in transcription from English Dictionary and 90% teachers said that they cannot find any words in transcription from English Dictionary. In response to the question no 11, 30% teachers pointed out that they are satisfied with their students textbook and 70% teachers are not satisfied with their students textbook. In response to the question no 12, 35% teachers commented that English should be used as medium of instruction and 65% teachers have not agreed that English should be used as medium of instruction. In response to the question no 13, 20% teachers reported that they taught English efficiently as in Bengali and 80% teachers did not agree with this view. In response to the question no 14, 60% teachers admitted that they are proficient enough to understand courses taught in English and 40% teachers admitted that they are not proficient enough to understand courses taught in English. In response to the question no 15, 20% teachers argued that they mostly use English language in classroom and 80% teachers argued that

they do not use English language that much in the classroom. In response to the question no 16, 30% teachers admitted that they teach students the sound patterns, rhythm and intonation and 70% teachers admitted that they could not teach students the sound patterns, rhythm and intonation. In response to the question no 17, 25% teachers reported that they have shown a chart of English phonemic symbols and 75% teachers reported that they have not shown a chart of English phonemic symbols. In response to the question no 18, 90% teachers argued that the overcrowded classroom of our schools make it difficult to keep control and keep the learners attentive and 10% teachers have given reverse response with this view.

Difficulty of Pronunciation

The Bengali English learners generally find the five long monophthongs in learning English language, such as - / i: / , / u: / , / ɑ: / , / ɜ: / , and / ɔ: / which are seriously problematic. If we notice we will find that to emphasize a point or express various emotional effects, Bengali vowels are lengthened to some degree. But the Bengali vowel length is only phonetic, not phonological. Besides, the Bengali speakers cannot easily and authentically pronounce. Schwa', /e/ as this phoneme is absent in Bengali language. So, Bengali learners get hard in pronunciation of English because these varied pronunciations of vowels are not that much exercised in 'Bengali' language. The learners also suffer difficulty in pronouncing English diphthongs due to his or her mother tongue interference. The English language has eight diphthongs, each of which is a combination of two monophthongs one gliding into the other and naturally longer than a pure vowel. On the other hand in Bengali language there are eighteen regular diphthongs which are characteristically different and shorter than English diphthongs. As a result the Bengali speaking learners pronounce only the first part of diphthong, for example, the word 'late' is pronounced like 'let' [14].

System of Pronunciation

The best way to learn the pronunciation of a foreign or second language other than one's mother tongue is by understanding the phonetic system which deals with a systematic study of the sound of a language and the way in which they are produced. For English, according to Professor A. C. Gimson, the phonetic elements may conveniently be divided into two categories: "The segmental elements (the vowel and the consonant) and the prosodic elements (accentuation and intonation)". Let us have a look at the following pairs of words:

heed / h i:d / , sheep / ʃ i:p / , beach / b i: tʃ / , calm / k ɑ:m / , fade / f eɪ d / , hid / h ɪ d / , ship / ʃ ɪ p / , bitch / b ɪ tʃ / , come / k ʌ m / , fed / f e d / , heal / h i:l / , feel / f i:l / , meal / m i:l / , late / l eɪ t / , fool / f u:l / , hill / h ɪ l / , fill / f ɪ l / , mill / m ɪ l / , let / l e t / , full / f ʊ l /

Each of them stands for separate meaning. But if wrongly pronounced the meaning aimed at would be missing and as such what ought to have been done in the speech or communications remain undone. For the expression “there’s a ship in the harbor” / ðeə ɪz ə ʃɪp ɪn ðə hɑ:bə (r) / to cite an example, if pronounced like “There’s a sheep in the harbour” / ðeə ɪz ə ʃɪ:p ɪn ðə hɑ:bə (r) / similarly “It’s a high heal” / its ə haɪ hi:l / if pronounced like, “It’s a high hill” / its ə haɪ hi:l / and vice versa. The meaning gets totally dislodged. For this simple reason, the need for correct speech arises and thus the role of phonetics steps in for the rescue of the speaker. This necessitates the knowledge of phonetics or phonetic method on the part of the speaker. One who can master this method excels in one’s exposure and is esteemed as well [16].

DISCUSSION

Teaching of pronunciation is an area of “English Language Teaching (ELT) “. In pronunciation there is the biggest difference between “feet” and “fit” in this regard we need to learn pronunciation for the purpose of perfect communication. So far the readers have been acquired with a term correct or standard pronunciation. This term will remain undone if it is not explained properly for their benefit as well as for the aim of the book. Speaking modestly, there exists no single form of pronunciation that alone can be regarded as correct in English. Even no two human beings of the same dialect speak alike. Since this language is spoken quite widely over the world, it has developed a large number of spoken varieties, called ‘accent’. In Bangladesh, teachers have been trying to teach English in the context of CLT for more than a decade. Still today, they are left behind than other Asian countries because of the grey influence of age-long methods on the prevalent teaching system. Most of the secondary school teachers here put primary emphasis on reading and writing skills and very little emphasis on listening and speaking skills. Although sometimes listening and speaking are taught in the classroom, the main component of the speaking skill is utterly ignored, that is teaching the right pronunciation. Till today, our classrooms are not well-equipped to motivate the learners to speak freely in English. Here it is the teachers who are active and all in all in the classroom, while the learners are passive. So, the learners feel shy to communicate in English, let alone the question of learning the correct pronunciation. Again, the few teachers who are experts in pronunciation teaching are not sincere enough to teach the students the correct pronunciation and accent of English. It is really pathetic. Along with this, textbooks, especially the books meant for the students of the secondary school level are not so well-planned regarding imparting the knowledge about the theories of pronunciation, which in the CLT has been always emphasized, as a vital thing for effective pronunciation.

Since the research article is about the difficulties of English pronunciation at secondary level students and teachers, it should be mentioned that teacher selection procedure must be upgraded. Furthermore, English teachers should be taken from ELT background. Otherwise this will hamper learning correct and better pronunciation. The students and the teachers often make mistakes in pronunciation. Teachers’ qualification and students’ learning outcomes are interrelated to each other. So, if the teachers are not well trained, it is not possible for the students to learn correct pronunciation.

Teaching English as a second language is really fun if we do it the right sporting way. We have to make it fun for our students too – that’s the way they will learn better. English occupies a place of prestige in our country but at the same time we must accept that the standard of its teaching has deteriorated vastly and that is why it is essential to know the problems of teaching English in Bangladesh at secondary level. Then alone we can remove these problems and teach students effectively for better results. The misconception about pronunciation instruction undoubtedly stems from the type of pronunciation questions used in entrance examinations for many schools, colleges and universities. Many teachers still adhere to the kind of pronunciation practice once predominant during audio-lingualism which is not consistent with the recent trend towards CLT. Even though the suprasegmental approach is what is seriously needed in today’s language learning setting, allowance is to be made for a transitional and more practical approach and instruction emphasizing phonological linking and assimilation must be initiated. This approach is essential for those learners whose native language is an open-syllable type. At the same time, it is important to raise the awareness of all the people involved in English language learning on implementing this approach in their daily classroom activities.

CONCLUSION

In the area of pronunciation, English language is considered as a difficult language which requires much efforts and sufficient care to be mastered. That is, developing proficiency and accuracy in English pronunciation is not regarded as an easy task; rather it seems as a difficult aim to be achieved. Thus, teaching pronunciation is one of the most complicated aspects of EFL teaching and learning at secondary level. That is why learners of English have to work on themselves in improving their pronunciation. From the other hand, teachers can help them by highlighting the different aspects of pronunciation such as segments, suprasegmentals including (stress, intonation) and so on. Yet, pronunciation is very important and crucial part of the EFL learning process. It can be concluded that,

pronunciation should be incorporated and integrated into classroom activities.

This paper examines the problems that teachers face while teaching the secondary school level students at Dhamrai, Dhaka about the rules of English pronunciation. In addition, it also tries to find out the effective remedial measures and feedback techniques for developing speaking skills with correct pronunciation. Since our economy depends on foreign aid on many aspects, we have to communicate with the developed countries properly. Our learning of pronunciation will be enriched, if we use technological equipment in this regard. In the case of learning English, the government, teachers, authorities, and above all, the students should take effective measures to learn English, especially to learn correct pronunciation. In view of the present study, it can be said that our teachers, syllabus designers, materials developers, and education policy makers deliberately or non-deliberately ignore the problems of pronunciation teaching in English at the secondary school level. But, it is high time that they focused on teaching pronunciation to the school level students. Therefore, effective pronunciation components have to be incorporated in the materials, classroom activities, and testing tools to gain the said end. And, for this our teachers have to be trained in EFL/ESL pronunciation. Unless teachers are sincere enough to make our students communicatively competent by adopting the four skills of English, the main goal of Communicative Language Teaching can never be achieved [15, 17].

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Appendix-1

Students' Questionnaire

	Yes	No
Do you know IPA symbol?	5%	95%
Do you try to speak English when you are in the classroom?	10%	90%
Do you know the difference between the articulation of Bengali and English phonetics?	10%	90%
Does your teacher use any model for teaching of pronunciation in the classroom?	5%	95%
Does your teacher like to teach students four skills of English language learning?	15%	85%
Are you listen English news regularly?	5%	95%
Have your teachers take class in English regularly?	20%	80%
Do you have any speaking test?	2%	98%
Do you talk with others in and outside classroom?	22%	78%
Do you find words in transcription from English dictionary?	5%	95%
Do you have satisfied with your textbook?	30%	70%
Do you think, English should be used as the medium of instruction at the secondary level?	35%	65%
Do you think that your subjects can be taught as efficiently in Bengali as in English?	20%	80%
Do you think that you are proficient enough to understand courses taught in English?	40%	60%
Have your teacher is mostly used English language in the classroom?	20%	80%
Does your teacher teach you the sound patterns, rhythm and intonation system of English?	12%	88%
Have your teacher taught you phonemic symbols by showing the phonemic chart?	10%	90%
Do you think that the overcrowded classroom disturbs you to the class attentively?	85%	15%

Appendix-2

Teachers' Questionnaire

	Yes	No
Do you know IPA symbol?	70%	30%
Do you try to speak English when you are in the classroom?	40%	60%
Do you know the difference between the articulation of Bengali and English phonetics?	40%	60%
Do you use any model for teaching of pronunciation in the classroom?	5%	95%
Do you like to teach your students four skills of English language learning?	20%	80%
Are you listen English news regularly?	15%	85%
Do you take class in English regularly?	40%	60%
Do you have any speaking test for your students?	2%	98%
Do you talk with others in and outside classroom?	32%	68%
Do you find words in transcription from English dictionary?	10%	90%
Do you have satisfied with your students textbook?	30%	70%
Do you think, English should be used as the medium of instruction at the secondary level?	35%	65%
Do you think that your subjects can be taught as efficiently in Bengali as in English?	20%	80%
Do you think that you are proficient enough to understand courses taught in English?	60%	40%
Are you mostly used English language in the classroom?	20%	80%
Do you teach students the sound patterns, rhythm and intonation system of English?	30%	70%
Have you ever shown a chart of English phonemic symbol in the class?	25%	75%