

Effectiveness of Teaching Vowel Sounds of English through the Exposition Strategy

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Abstract: *The prime purpose of the research study is to scrutinize the effectiveness of teaching the vowel sounds of English through the exposition strategy. The researcher adopted a pre-experiment research method, especially one- group- pretest- posttest- design which encompassed a pretest measure followed by a treatment and a posttest for a single group. A set of hundred multiple choice question items were allotted to the mass of 38 students at Makawanpur Multiple Campus in Makawanpur District, Nepal in the Academic Year 2017-2018. The simple random sampling technique was employed to select 35 students out of 38 students who comprised the population for the study. The result revealed that there was a statistically significant difference between the Total Pretest Mean Score (M= 21.771, SD= 6.526 and N= 35) and the Total Posttest Mean Score (M= 47.742, SD= 7.369 and N= 35) of the students. The statistics of $(df) = 34$, $p < .05$, the observed t -value= 16.220 and the table t -value = 2.032 at 0.05 significance level of the test evinced that teaching the vowel sounds through the exposition strategy was effective at this campus . This article is presumed to be helpful to those who are involved in teaching and learning vowel sounds of English.*

Keywords: *Exposition, diphthongs, monophthongs, teaching, vowel.*

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I. Introduction

Teaching speech sounds of foreign language to students is a tough task. English is a foreign language for Nepalese students who are taught to read and write, but they are hardly taught to speak or pronounce the words correctly. English stories, essays, poems, letters, dramas and grammar are taught to the students in general classes. But the speech sounds of English are taught to the students who study English as a major subject in the bachelor first year in the faculty of education at the colleges which are affiliated to Tribhuvan University, Kathmandu, Nepal. The students are taught speech sounds of English under the chapter phonetics and phonology. It is a bitter reality that students find speech sounds difficult, strange and puzzling to learn. A few students remain in the classroom to listen to the teachers. It is very intricate for the teachers to convince and motivate their students to learn and apply their knowledge in their real life situation. There are several reasons for perceiving speech sounds as hard subject matters: Nepalese students are not exposed to speaking English language at home in their early stage; they are not exposed to correct pronunciation of English even at school with their teachers and friends; same spelling(s) may have multiple speech sounds; sound symbols are difficult to understand; students realize the inability of their mother tongue to support English language because of their dissimilar natures; students assume that language is a means of communication. If message is communicated anyway, there is no need to pronounce words correctly or speak in the way of the English native speakers; average students tend to study education; and the students are used to following the old habit of speaking and it is difficult for them to breach the old habit. The students should be taught speech sounds of English in their early stages, not only at the bachelor level. Connor (2000) remarks that “by the time we are grown up the habits of our own language are so strong that they are very difficult to break” (p.2). English is an eerie language. The same letter(s) may have multiple pronunciations. The “ea” is pronounced / e / in the word “head”, and / i : / in the word “pea”. The same sound / i : / is realized through different spellings such as **ee, ea, ie, ei** in the words **bee, sea, field, receive**. Such irregularities in pronunciation give birth to problems in the students for discerning correct pronunciation of the words.

The researcher in this article has endeavored to provide the students of the bachelor level in the faculty of education with the basic vowel sounds of English, formation of vowel sounds with some spellings, classification of vowel sounds and four term description of vowel sounds. The researcher used the exposition strategy to teach 35 students for 30 periods. This article is supposed to be valuable to those who like to learn vowel sounds of English. The researcher as a teacher was curious to assess the effective of teaching general vowel sounds of English.

1.1 Objectives of the Study

One of the objectives of the research study is to examine the effectiveness of teaching the vowel sounds of English through the exposition strategy.

1.2 Null Hypothesis

There is no statistically significant difference between the total pretest mean score and the total posttest mean score of the students.

II. Review of the Related Literature

Review of the related literature embraces alphabet, letters, organs of speech, vowel sounds, classification of vowel sound, four term descriptions of vowel sounds and the exposition strategy of teaching.

2.1 Alphabet

An alphabet is a set of letters or symbols arranged in a fixed order for learning to read and write a language. The English alphabet contains 26 letters that can be divided into two types: consonant letters and vowel letters. A letter is a symbol usually written or printed representing a speech sound and constituting a unit of an alphabet. It is a grapheme (written character) in an alphabetic system of writing. There are 21 consonant letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z (small letters) and B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y and Z (Capital Letters). There are 5 vowel letters: a, e, i, o and u (small letters) and A, E, I, O and U (capital letters).

The researcher clarified their students that letters and speech sounds are different. A letter may have multiple sounds in words, such as the letter “c” is pronounced /s/ in the word “city”, /k/ in the word “cut” and /tʃ/ in the word “cello”. Similarly, two or more letters that come together may form a single sound, such as “sh” is pronounced /ʃ/ in the word “sheep”, “ck” is pronounced /k/ in the word “lock” and “tch” is pronounced /tʃ/ in the word “butcher”. Next, we can say small letters and capital letters, but we can’t say small sounds and capital sounds. P is a letter, but /p/ which is written within slashes in the phonemic transcription and [p] within the square bracket in the phonetic transcription are speech sounds. Similarly, a vowel sound can be formed through different spellings and different vowel sounds can be formed through the same spelling, such as the vowel sound /i:/ can be formed through “ea”, “ee”, “ie”, “ei” etc.. The same spelling “ea” can form /i:/, /e/ etc.

2.2 Organs of Speech

All the organs of the human body involved in the production of speech sounds are called the organs of speech or articulators. Major organs of speech are: alveolar ridge, upper lip, lower lip, hard palate, soft palate, teeth, different parts of the tongue and vocal cords. In the production of vowel sounds, the lip position, the parts and the height of the tongue play a significant role.

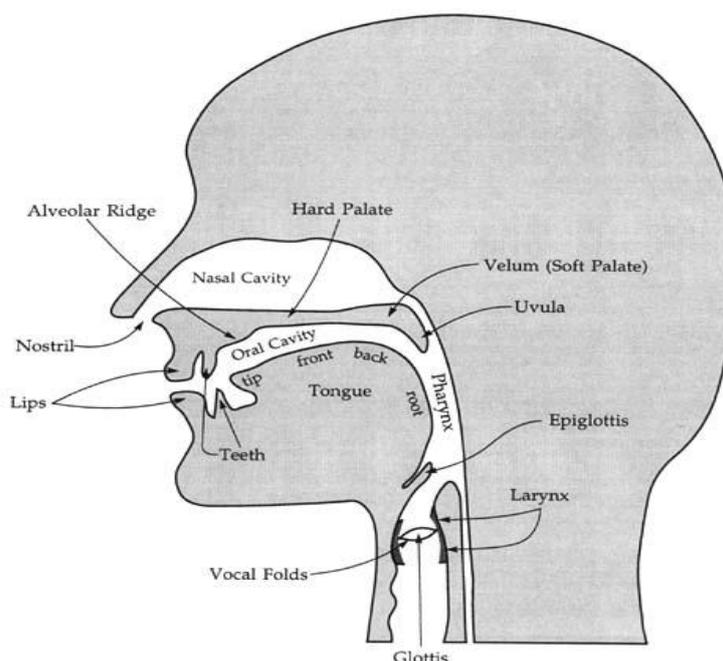


Figure 1: Organs of Speech

2.3 Vowel Sounds

Crystal (2003) asserts that vowels are “sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction” (p.517). It means vowel sounds are produced with a friction of the airflow in the vocal tract. Therefore, they are voiced. Gimson (1990) assumes that speech is “a manifestation of language and spoken language is normally a continuum of sound” (p.44). Connor (2000) views that “vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips” (p.79). Similar view is expressed by Verma and Krishnaswamy (1999) who consider a vowel as “a sound produced by the unobstructed passage of the airstream” (p.34).

There are 20 vowel sounds of English. They are: /ɪ /, / i: /, / e /, / æ /, / ʌ /, / ə /, / ɜ: /, / ɑ: /, / ɒ /, / ɔ: /, / ʊ /, / u: /, / eɪ /, / aɪ /, / ɔɪ /, / əʊ /, / aʊ /, / ɪə /, / eə / and / ʊə /.

The researcher presented certain vowel sounds on the white board every day, taught them to pronounce the sounds, presented some spellings which represent the sounds and noted the positions of the sounds. He presented the table of consonant sounds in this way:

Table 1: Vowel Sounds (Monophthongs) and their Formation in the Words

S.N.	Sounds	Spellings	Words
1.	/ɪ /	i, y, ui	big, pity, build
2.	/i:/	ee, ea, ie, ei	bee, sea, field, receive
3.	/e /	e, ea	pen, head, deaf
4.	/æ /	a	at, land, sad, pan
5.	/ʌ /	u, ou	cup, country
6.	/ə /	a, er, or, our,	ago, father, doctor, colour,
7.	/ɜ:/	ir, ur, wor	bird, burn, word
8.	/ɑ:/	a, al, as	after, calf, last
9.	/ɒ /	o, ou	hot, cough
10.	/ɔ:/	or, au, aw,	for, cause, draw
11.	/ʊ /	u, ould	put, could, would
12.	/u:/	oo, ue, ew	moon, blue, chew

The table shows that the same vowel sound can be realized through different spellings and the same spellings can form different vowel sounds. Crystal (2012) asserts that “English spelling is difficult, but it is not as chaotic as is often claimed. An explanatory perspective can make the learning of spelling easier”. Hockett (1958) remarks that “all languages are constantly undergoing slight changes- in pronunciation, in grammar, in vocabulary” (p.9).

Table 2: Vowel Sounds (Diphthongs) and their Formation in the Words

S.N.	Sounds	Spellings	Words
1.	/eɪ /	ai, ay, a-e	pain, day, make, pane
2.	/aɪ /	ie, y, uy, igh	die, by, buy, high
3.	/ɔɪ /	Oi, oy, awi	soil, toy, drawing
4.	/əʊ /	O, oa, ow, ou	old, boat, blow, soul
5.	/aʊ /	ou, ow	Out, about, cow, how
6.	/ɪə /	ear, eer, ier	hear, deer, fierce
7.	/eə /	air, are, ear	air, fair, care, share, bear, tear
8.	/ʊə /	oor, our, ure	moor, tour, cure, sure

This table shows that a diphthong is a vowel which involves two simple vowels, beginning with one vowel and ending in another one.

2.4 Classification of Vowel Sounds

Vowel sounds can be classified broadly into two types: **monophthongs** and **diphthongs**. Monophthongs are pure or single vowels. A monophthong is a vowel which is produced without noticeable change in vowel quality. There are 12 monophthongs: /ɪ /, / i: /, / e /, / æ /, / ʌ /, / ə /, / ɜ: /, / ɑ: /, / ɒ /, / ɔ: /, / ʊ / and / u: /. Jones (1992) states “when a sound is made by gliding from one vowel position to another, it is called a diphthong” (p.22). There is a noticeable change in the quality of vowel when we pronounce them. Connor (2000) expresses similar idea and defines a diphthong as “ a glide from one vowel to another, and the whole glide acts like one of the long , simple vowels”(p.84). There are 8 diphthongs in English: / eɪ /, / aɪ /, / ɔɪ /, / əʊ /, / aʊ /, / ɪə /, / eə / and / ʊə /.

2.4.1 Classification of Monophthongs

Monophthongs can be classified on the basis of length, parts of the tongue, height of the tongue, position of the lip and the muscular tension of the tongue and the lips.

2.4.2 On the Basis of Length / Duration

Length refers to the time taken in the production of a sound. The vowels which take longer time in their production are called long vowels. There are 5 long vowels: / i: /, / ɜ: /, / ɑ: /, / ɔ: / and / u: /. The vowels which take less time in their production are called short vowels. There are 7 short vowels: / ɪ /, / e /, / æ /, / ʌ /, / ə /, / ɒ / and / ʊ /.

2.4.3 On the Basis of the Parts of the Tongue

There are three types of vowel sound on the basis of the parts of the tongue: **front**, **central** and **back**. Front vowels are those in the formation of which the front of the tongue is raised in the direction of the hard palate. There are 4 front vowels: / i: /, / ɪ /, / e / and / æ /. Central vowels are those in the production of which the central part of the tongue is raised towards the hard palate. There are 3 central vowels: / ɜ: /, / ə / and / ʌ /. Back vowels are those in the production of which the back part of the tongue is raised towards the soft palate. There are 5 back vowels: / u: /, / ʊ /, / ɔ: /, / ɒ / and / ɑ: /.

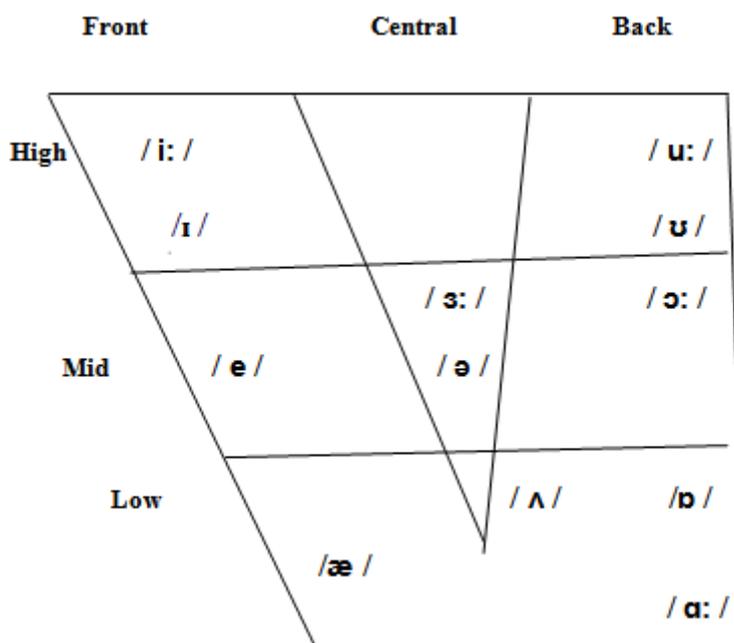


Diagram 1: Monophthongs According to the Parts of the Tongue

2.4.4 On the Basis of the Height of the Tongue

On the basis of the height of the tongue, monophthongs are classified into 3 types: **high**, **mid** and **low**. High vowels are those vowels in the production of which the tongue is raised to the high point in the oral cavity. There are 4 high vowels: / i: /, / ɪ /, / u: / and / ʊ /. In the production of mid vowels, the tongue holds the middle position in the oral cavity. There are 4 mid vowels: / e /, / ɜ: /,

/ ə / and / ɔ: /. If the tongue lies in the lower part of the oral cavity, low sounds are produced. There are also 4 low vowels in English: / æ /, / ʌ /, / ɒ / and / ɑ: /.

Such classification is preferred by American phoneticians, but the British phoneticians prefer the following type of classification of vowel sounds: **close**, **half-close**, **half-open** and **open**. Close vowels are those in which the complete height inside the oral cavity. There are 2 close vowels: / i: / and / u: /. The tongue rises and occupies about two third of the height in the oral cavity in the production of half-close vowels. There are 3 half-close vowels: / ɪ /, / ɜ: / and / ʊ /. In the production of half-open vowels, the tongue occupies about two third of the distance from close to open. There are 3 half-open vowels: / e /, / ə / and / ɔ: /. Open vowels are those in which the tongue remains as low as possible. There are 4 open vowels: / æ /, / ʌ /, / ɒ / and / ɑ: /.

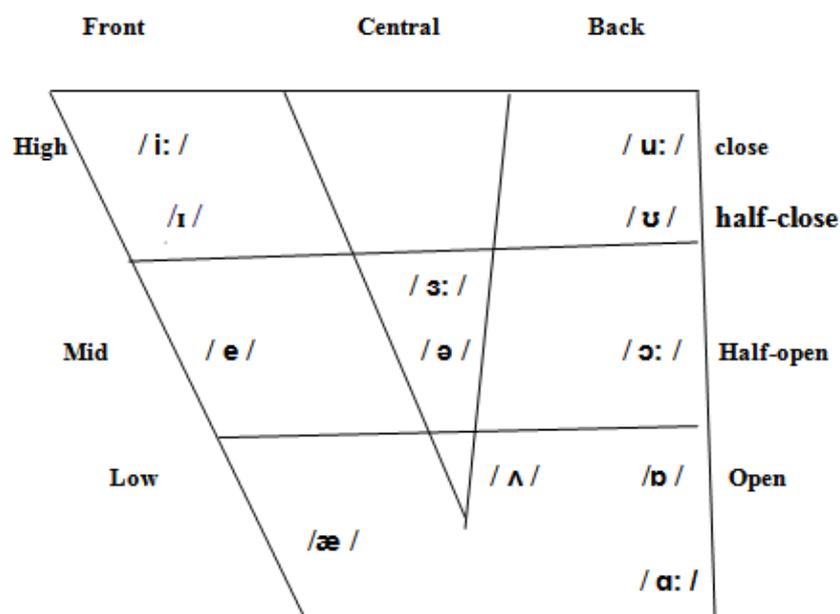


Diagram 2: Monophthongs According to the Height of the Tongue

2.4.5 On the Basis of the Position of the Lips

There are primarily 2 types of vowel sound on the basis of the position of the lip: **rounded** and **unrounded**. The rounded vowels are those in the production of the lips are pushed forward into the shape of a circle. There are 4 rounded vowels: /ɒ /, /ɔ:/, /ʊ / and / u: /. In the production of unrounded vowels, the position of the lips does not become rounded. There are 8 unrounded vowels: /ɪ /, / i: /, / e /, / æ /, / ʌ /, / ə /, / ɜ: / and / ɑ: /. The unrounded vowels can be classified into two types: **spread** and **neutral** vowels. Spread vowels are those in the production of which the corners of the lips are moved away from each other. There are 2 spread vowels: /ɪ /and / i: /. Neutral vowels are those for the production of which the lips remain neutral. There are 6 neutral vowels: / e /, / æ /, / ʌ /, / ə /, / ɜ: / and / ɑ: /.

2.4.6 On the Basis of the Muscular Tension

Vowels can be divided as **tense** vowels and **lax** vowels according to the muscular tension in the production of vowel sounds. The vowels which use the relatively stronger muscular effort for their production are called tense vowels, and the vowels which use relatively lesser tension of muscular effort for their production are called lax vowels. All the long vowels(/ i: /, / ɜ: /, / ɑ: /, / ɔ: / and / u:) are tense vowels and all the short vowels (/ɪ /, / e /, / æ /, / ʌ /, / ə /, /ɒ / and / ʊ /) are lax vowels in English.

2.5 Four Term Description of Vowel Sounds

Four term description of a vowel sound involves describing the vowel sound on the basis of length, height of the tongue, parts of the tongue and the position of the lips.

Table 3: Four Term Description of Vowel Sounds

S.N.	Sound	Length	Height of the Tongue	Parts of the Tongue	Position of the Lips
1.	/ɪ/	Short	High	Front	Spread
2.	/i:/	Long	High	Front	Spread
3.	/e/	Short	Mid	Front	Neutral
4.	/æ/	Short	Low	Front	Neutral
5.	/ʌ/	Short	Low	Central	Neutral
6.	/ə/	Short	Mid	Central	Neutral
7.	/ɜ:/	Long	Mid	Central	Neutral
8.	/ɑ:/	Long	Low	Back	Neutral
9.	/ɒ/	Short	Low	Back	Rounded
10.	/ɔ:/	Long	Mid	Back	Rounded
11.	/ʊ/	Short	High	Back	Rounded
12.	/u:/	Long	High	Back	Rounded

The table demonstrates that the tongue and the lips are very vital organs for producing vowel sounds.

2.6 Classification of Diphthongs

The diphthongs of English can be placed into three groups: those which end in /ʊ/ → /əʊ/ and /aʊ/, those which end in /ɪ/ → /eɪ/, /aɪ/ and /ɔɪ/; and those which end in /ə/ → /ɪə/, /eə/ and /ʊə/. The diphthongs can be classified on the basis of the direction of the glide and the prominence of the glide.

2.6.1 Classification of Diphthongs on the Basis of the Direction of the Glide

There are two kinds of diphthongs on the basis of the direction of the glide: **centering** and **closing**. Centering diphthongs are those which end in the centering vowel and indicate glides towards the centre. There are 3 centering diphthongs: /ɪə/, /eə/ and /ʊə/. Closing diphthongs are those which glide towards the closing position. There are 5 closing diphthongs: /əʊ/, /aʊ/, /eɪ/, /aɪ/ and /ɔɪ/.

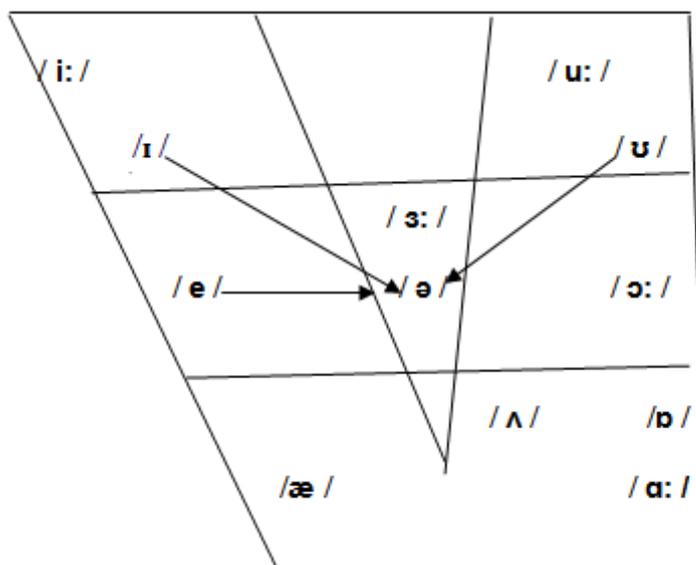


Diagram 3: Centering Diphthongs: /ɪə/, /eə/ and /ʊə/

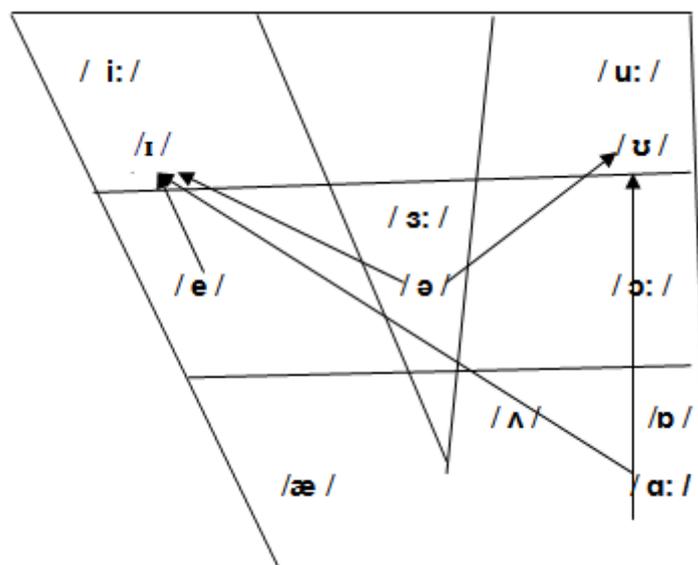


Diagram 4: Closing Diphthongs: /əʊ/, /aʊ/, /eɪ/, /aɪ/ and /ɔɪ/.

2.6.2 Classification of Diphthongs on the Basis of the Prominence of the Glide

There are two kinds of diphthongs on the basis of the prominence of the glide: **rising** and **falling**. Rising diphthongs are those in which the second element (sound) is more powerful than the first one in the production of speech sound. There are 2 rising diphthongs: /ɪə/ and /ʊə/. Falling diphthongs are those in

which the first element (sound) is more powerful than the second one in the production of speech sound. There are 6 falling diphthongs: / eə /, / əʊ /, / aʊ /, / eɪ /, / aɪ / and / ɔɪ /.

2.7 Exposition Strategy

Teaching strategy refers to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. This is the strategy the teacher employs to assist student learning. Mangal and Mangal (2012) view the teaching strategy “to be more comprehensive in its scope as well as composition in comparison to the term the method of teaching” (p.301). The exposition strategy is such a strategy of teaching involves putting the subject matter before the students in a simple, interesting and clear style to make them understand it easily and properly. The researcher as a teacher considered the following aspects for teaching the vowel sounds of English through the exposition strategy.

- 2.7.1 He gained sound knowledge of the vowel sounds of English.
- 2.7.2 He set the objective of the lesson.
- 2.7.3 He motivated the students.
- 2.7.4 He presented certain vowel sounds on the board step by step.
- 2.7.5 He pronounced the sounds correctly and clearly. Used charts and diagrams too.
- 2.7.6 He encouraged the students to follow him.
- 2.7.7 He presented some words and underlined spelling(s) under the words.
- 2.7.8 He clarified the students about the relationship between the spellings and corresponding sounds.
- 2.7.9 When the students were able to identify and pronounce the consonant sounds, the researcher taught them to classify the sounds on the different bases along with the organs of speech involved in the production of sounds and ways of their production.
- 2.7.10 He taught them the four term description of vowel sounds.
- 2.7.11 He evaluated the students regularly.

III. Research Methodology

Research methodology includes the research design, population / universe, sampling, sample size, formation of the Group, variable in the study, validity and reliability of instruments and collection of data.

3.1 Research Design

In order to examine the relative effectiveness of independent variable, the pre-experimental research design, especially the One Group Pretest Posttest Design was followed. The students from a campus were placed in a group. The design can be presented in the following way:

One Group: O₁.....X₁.....O₂

Where,

- ◆ O₁ refers to an observation /measurement (pretest scores of the Group)
- ◆ O₂ refers to an observation/ measurement (Posttest scores of the Group)
- ◆ X₁ represents an exposure of a group as Intervention/Treatment
- ◆ Left to right order indicates temporal sequence.

3.2 Population / Universe of the Study

38 B. Ed. first year students studying English as a major subject at Makawanpur Multiple Campus, Hetauda of Nepal formed the population of the study.

Table 4: Total Number of Students as Universe

Campus	No. of Boys	No. of Girls	Total
Makawanpur Multiple Campus, Hetauda	15	23	38

3.3 Sampling Design

The researcher followed the simple random sampling design, especially the lottery method to select students from Makawanpur Multiple Campus, Hetauda according to the sample size determination formula or the table of sample size by maintaining 95% confidence level and 5% margin of error.

3.4 Sample Size

The sample size of the research study consisted of 35 students studying at the campus.

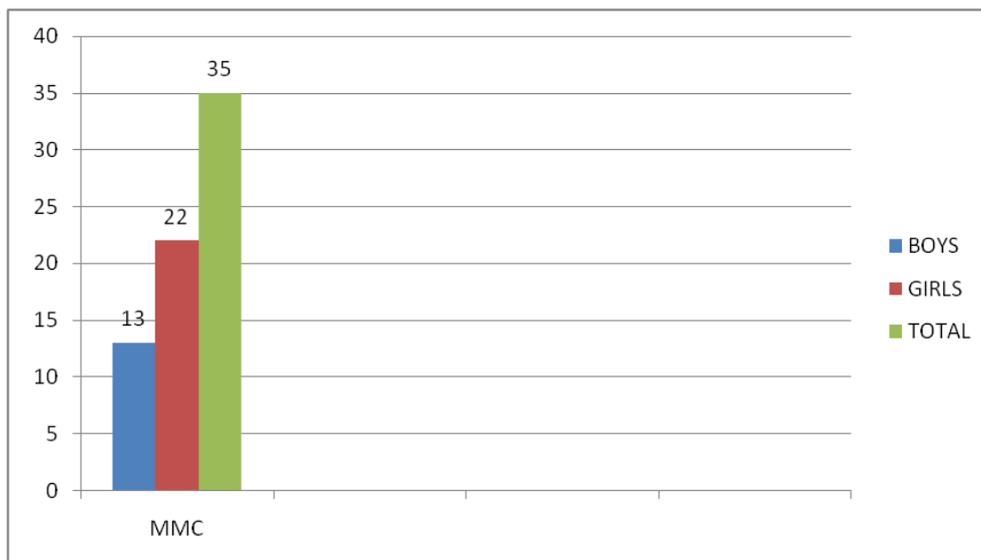


Figure 2: Number of Students from the Campus

35 students (13 boys and 22 girls) formed the sample size of the study. This figure shows that the number of girls was higher than that of boys at this campus.

3.4.1 Age Groups of the Students

There were 13 male and 22 female students aged between 18- 21 years.

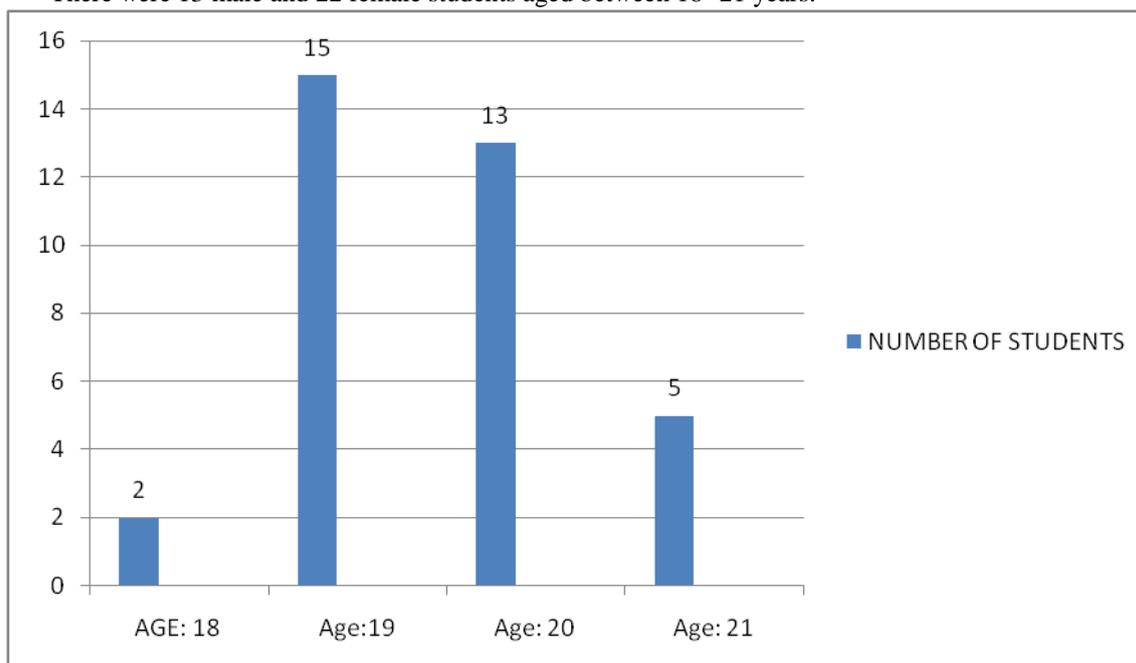


Figure 3: Number of the Students with their Age

This figure shows that highest number of students who belonged to the age 22 and 23 was the same.

3.4.2 Religions of the Students

21 students belonged to Hinduism, 12 students belonged to Buddhism, 1 student belonged to Christianity and 1 student belonged to Muslimism.

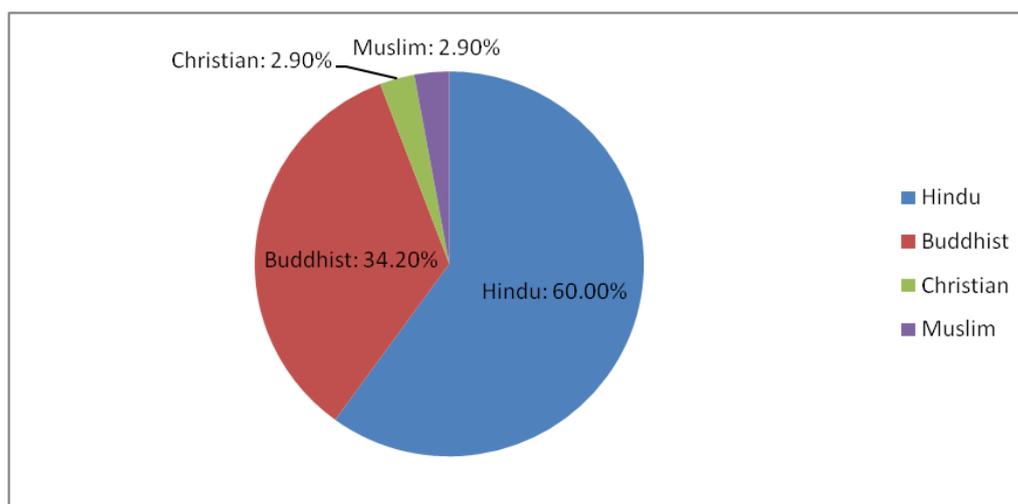


Figure 4: Percent of Students Belonging to Different Religions in the Study

This figure shows that highest number of the students in the study belonged to Hinduism.

3.5 Formation of the Group

After getting the consent of the campus authority of the concerned campus, the researcher consulted B.Ed. First Year Students and told them about the purpose of his work. He selected the students through the simple random technique, especially the lottery method to form a group.

3.6 Variables in the Study

In the pre-experimental research design, there were four types of variables, but two types of variables were very crucial. In this research study, the exposition strategy used to teach the consonant sounds of English was the independent treatment variable. The dependent variables were the pretest and the posttest scores that indicated the students' achievement or learning.

3.7 Validity of the Instruments

Validity refers to the state of being valid, authentic or genuine. To measure the validity of the instruments, the researcher received opinions and judgments from subject experts and authorities.

3.8 Reliability of the Instruments

Reliability can be defined as the accuracy that a measure has in producing stable and consistent measurements. The researcher used the Split-Half model of reliability to check the reliability of the instruments. The reliability of the instruments based on the posttest scores of the students of the pilot study was .919 and that of the research study was .947. The data showed us that the instruments were very highly reliable in measuring students' achievement in learning the consonant sounds of English.

3.9 Collection of Data

The primary data were collected through the pretest and the posttest scores of the students. The test items involved hundred multiple choice items based on the vowel sounds of English. The researcher made use of different books, journal articles, theses, magazines, websites and other related materials as the secondary sources of data.

IV. Analysis and Interpretation of Data

All the data were analyzed by using Statistical Package for Social Sciences (SPSS) 20 version. The researcher used both descriptive statistics such means and standard deviation to analyze the pretest and posttest scores, and the inferential statistical tests to examine the hypothesis in the study. The researcher used the paired samples t- test at the significance level of 0.05. The researcher made use of G Power 3.1 Software to measure the power of the hypothesis test.

4.1. Paired Samples T- Test

The Paired-Samples T Test was employed to compare the means of two variables for a single group. In this research study, the Total Posttest Score and the Total Pretest Score were two dependent variables whose means were to be compared for analysis.

4.1.1 Paired Samples T- Test of the Students at Makawanpur Multiple Campus. The null hypothesis was:
H0 1: There is no statistically significant difference between the Total Posttest Mean Score and the Total Pretest Mean Score of the Students at Makawanpur Multiple Campus.

Table 5: Significance of Difference between the Total Posttest and the Total Pretest Mean Scores of the Students at Makawanpur Multiple Campus
Paired Samples T- Test

Paired Variables: Total Posttest Score and Total Pretest Score Group: Single Group within Campus

Campus	Score	Mean	N	Std. Deviation	Std Error Mean	Table Value	Observed Value	Df	Sig. (2-tailed)
MMC	Total Posttest	47.742	35	7.369	1.245	2.032	16.220	34	.000
	Total Pretest	21.771	35	6.526	1.103				

The table of paired samples t- test, which employed the Total Posttest Score and the Total Pretest Score as Paired Variables, indicates that there was a remarkable difference between the Total Pretest Mean Score (M= 21.771 , SD= 6.526 and N= 35) and the Total Posttest Mean Score (M= 47.742 , SD= 7.369 and N= 35) at Makawanpur Multiple Campus.

The table further shows that the probability figure marked as Sig (2-tailed) or p - value in the table was .000 which was smaller than 0.05 at the campus. Similarly, the observed value (16.220) was greater than the table value (2.032). Therefore, the null hypotheses were rejected. It implied that there was a statistically significant difference between the Total Pretest Mean Score and the Total Posttest Mean Score of the students.

Table 6: Power of Hypothesis Test

T tests - Means: Difference between two dependent means (matched pairs)	
Input:	Tail(s) = Two
	Effect size dz = 2.7416759
	α err prob = 0.05
	Total sample size = 35
Output:	Noncentrality parameter δ = 16.2199734
	Critical t = 2.0322445
	Df = 34
	Power (1- β err prob) = 1.0000000

The researcher made use of G Power 3.1 Software to measure the power of the hypothesis test. The power of the hypothesis test (1- β err prob) involving the Total Pretest Mean Score and the Total Posttest Mean Score of the students was 1.000 It indicates that the test was considered to be working perfectly well. It implies that there was 100% chance of correctly rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1) with 35 students.

V. Conclusion

The paired samples t-test confirmed that the difference between the Total Pretest Mean Score and the Total Posttest Mean Score of students was statistically significant. The difference was considered to have occurred because of the effect of teaching. Teaching the vowel sounds of English through the exposition strategy was effective. Teaching speech sounds of English is difficult, but the paired samples t test showed that teaching can certainly bring changes in the students' achievements. It is recommended that the speech sounds of English should be taught to the students from the school level for better results. English teachers should be trained for teaching the speech sounds accurately and fluently.

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Appendix-1

Model of Lesson Plan No. 1

Subject: English

Time: 45 min.

Level: B. Ed. First Year

Date:

Topic: Consonant Sounds of English

1. **Objectives:** At the end of this lesson, the students will be able to:

- a. identify vowel sounds in isolation,
- b. write vowel sounds and pronounce them , and
- c. recognize vowel sounds in the spellings of the words.

2. **Teaching Materials:** Whiteboard, marker and text book.

3. **Teaching Methods:** The researcher used the exposition strategy to teach the students.

4. **Teaching Learning Activities:** The researcher presented some vowel sounds on the whiteboard or flash card. He pronounced those sounds and made them pronounce. He presented some words in which the students had to recognize the vowel sounds.

Presentation:

1. /ɪ /, / i: /

2. Sit , seat, fill, feel, hit, heat, see, sea, pit, peat, ship, sheep, bit, beat, beet, city, busy,

5. **Evaluation:**

- a. Pronounce these sounds: /ɪ /, / i: /
- b. Write these sounds: /ɪ /, / i: /
- c. Identify the vowel sounds in the underlined letter(s).
sit, sheet, read, rid, bin, bean, fit, feet, did, deed, kept, keep.

6. **Homework**

- a. Write any five words which contain /ɪ / sound.
- b. Write any five words which contain /i: / sound.
- c. Identify the vowel sounds in the following words.
Hip, heap, sip, seat, pin, pea, bee, bin, tin, tea, heed, bid, sit, shit, sheet.

Appendix-2

Objective Questions Based on the Vowel Sounds of English

Q.1 Which of the following vowels is a long vowel?			
a. / e /	b. / ʊ /	c. / ə /	d. / ɔ: /
Q. 2 Which of the following vowels is not a long vowel?			
a. / i: /	b. / ɜ: /	c. / u: /	d. / æ /
Q.3 Which of the following vowels is a front vowel?			
a. / e /	b. / ʊ /	c. / ə /	d. / ɔ: /
Q. 4 Which of the following vowels is not a front vowel?			
a. / i: /	b. / ɪ /	c. / e /	d. / u: /
Q.5 Which of the following vowels is a central vowel?			
a. / e /	b. / ʊ /	c. / ə /	d. / ɔ: /
Q. 6 Which of the following vowels is not a central vowel?			
a. / ə /	b. / ɜ: /	c. / e /	d. / ʌ /
Q.7 Which of the following vowels is a back vowel?			
a. / e /	b. / ʊ /	c. / ə /	d. / æ /
Q. 8 Which of the following vowels is not a back vowel?			
a. / ɒ /	b. / ɜ: /	c. / ɔ: /	d. / u: /
Q.9 Which of the following vowels is a high vowel?			
a. / e /	b. / ʊ /	c. / u: /	d. / æ /
Q. 10 Which of the following vowels is not a high vowel?			
a. / ʊ /	b. / i: /	c. / ɔ: /	d. / u: /
Q.11 Which of the following vowels is a mid vowel?			
a. / e /	b. / ʊ /	c. / u: /	d. / æ /
Q. 12 Which of the following vowels is not a mid vowel?			
a. / e /	b. / ə /	c. / ɑ: /	d. / ʌ /
Q.13 Which of the following vowels is a low vowel?			
a. / e /	b. / ʊ /	c. / u: /	d. / ɑ: /
Q. 14 Which of the following vowels is not a low vowel?			
a. / æ /	b. / ə /	c. / ɑ: /	d. / ʌ /
Q. 15 Which of the following vowels is not a close vowel?			
a. / i: /	b. / ə /	c. / u: /	d. all of them

Q.16 Which of the following vowels is a half close vowel?			
a. / e /	b. / ʊ /	c. / i: /	d. / ɑ: /
Q. 17 Which of the following vowels is not a half close vowel?			
a. / ɪ /	b. / ə /	c. / ɜ: /	d. / ʊ /
Q.18 Which of the following vowels is a half open vowel?			
a. / e /	b. / ʊ /	c. / i: /	d. / ɑ: /
Q. 19 Which of the following vowels is not a half open vowel?			
a. / e /	b. / ə /	c. / ɜ: /	d. / ɔ: /
Q.20 Which of the following vowels is an open vowel?			
a. / e /	b. / ʊ /	c. / i: /	d. / ɑ: /
Q. 21 Which of the following vowels is not an open vowel?			
a. / æ /	b. / ʌ /	c. / ɜ: /	d. / ɒ /
Q.22 Which of the following words has a long vowel?			
a. head	b. deaf	c. beat	d. bit
Q. 23 Which of the following words contains a back vowel?			
a. sit	b. seat	c. set	d. soon
Q.24 Which of the following vowels is a short high front spread vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ʌ /
Q. 25 Which of the following vowels is a long high front spread vowel?			
a. / i: /	b. / ʌ /	c. / ɜ: /	d. / ɒ /
Q.26 Which of the following vowels is a short mid front neutral vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ʌ /
Q. 27 Which of the following vowels is a short low front neutral vowel?			
a. / i: /	b. / æ /	c. / ɜ: /	d. / ɒ /
Q.28 Which of the following vowels is a short low central neutral vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ʌ /
Q. 29 Which of the following vowels is a short mid central neutral vowel?			
a. / ə /	b. / æ /	c. / ɜ: /	d. / ɒ /
Q.30 Which of the following vowels is a long mid central neutral vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ɜ: /
Q. 31 Which of the following vowels is a long low back neutral vowel?			
a. / ə /	b. / æ /	c. / ɜ: /	d. / ɑ: /
Q.32 Which of the following vowels is a short low back rounded vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ɒ /
Q. 33 Which of the following vowels is a long mid back rounded vowel?			
a. / ə /	b. / ɔ: /	c. / ɜ: /	d. / ɑ: /
Q.34 Which of the following vowels is a short high back rounded vowel?			
a. / e /	b. / ʊ /	c. / ɪ /	d. / ɒ /
Q. 35 Which of the following vowels is a long high back rounded vowel?			
a. / u: /	b. / ɔ: /	c. / ɜ: /	d. / ɑ: /
Q.36 Which of the following is a centering diphthong?			
a. / eɪ /	b. / əʊ /	c. / aʊ /	d. / eə /
Q. 37 Which of the following is not a centering diphthong ?			
a. / ʊə /	b. / ɔɪ /	c. / eə /	d. / ɪə /
Q.38 Which of the following is a closing diphthong?			
a. / eɪ /	b. / ɪə /	c. / ʊə /	d. / eə /
Q. 39 Which of the following is not a closing diphthong ?			
a. / eɪ /	b. / ɔɪ /	c. / eə /	d. / əʊ /
Q.40 Which of the following is a rising diphthong?			
a. / eɪ /	b. / ɪə /	c. / ɔɪ /	d. / eə /
Q. 41 Which of the following is not a rising diphthong ?			
a. / ɪə /	b. / ʊə /	c. / eə /	d. all of them
Q.42 Which of the following is a falling diphthong?			
a. / eɪ /	b. / ɪə /	c. / ʊə /	d. all of them
Q. 43 Which of the following is not a falling diphthong ?			
a. / eɪ /	b. / aɪ /	c. / ɪə /	d. / aʊ /
Q.44 Which of the following words has /ɪ / sound?			
a. seat	b. sit	c. site	d. set
Q. 45 Which of the following words contains / i: / sound?			
a. beat	b. bit	c. bite	d. deaf
Q. 46 Which of the following words retains / e / sound?			
a. peat	b. pet	c. pit	d. pot
Q. 47 Which of the following words contains / æ / sound?			
a. bed	b. land	c. lend	d. lane
Q. 48 Which of the following words retains / ʌ / sound?			
a. cut	b. cute	c. put	d. cot
Q. 49 Which of the following words contains / ə / sound?			
a. edge	b. ago	c. end	d. ego
Q. 50 Which of the following words retains / ɜ: / sound?			
a. bird	b. bud	c. beard	d. bought

Q. 51 Which of the following words contains / a: / sound?			
a. fast	b. fat	c. land	d. fought
Q. 52 Which of the following words retains / ɒ / sound?			
a. got	b. goat	c. go	d. gain
Q. 53 Which of the following words contains / ɔ: / sound?			
a. fan	b. salt	c. led	d. find
Q. 54 Which of the following words retains / ʊ / sound?			
a. pool	b. pull	c. poll	d. pole
Q. 55 Which of the following words contains / u: / sound?			
a. cold	b. cool	c. coal	d. book
Q. 56 Which of the following words retains / eɪ / sound?			
a. pin	b. pain	c. pan	d. pine
Q. 57 Which of the following words contains / aɪ / sound?			
a. main	b. mine	c. mane	d. mute
Q. 58 Which of the following words retains / ɔɪ / sound?			
a. boy	b. by	c. bye	d. buy
Q. 59 Which of the following words contains / əʊ / sound?			
a. road	b. read	c. ride	d. red
Q. 60 Which of the following words retains / aʊ / sound?			
a. how	b. know	c. show	d. grow
Q. 61 Which of the following words contains / ɪə / sound?			
a. dear	b. dare	c. door	d. dry
Q. 62 Which of the following words retains / eə / sound?			
a. fear	b. fare	c. fry	d. grow
Q. 63 Which of the following words retains / ʊə / sound?			
a. sore	b. core	tone	d. pure
Q. 64 Which of the following pairs of words has the same pronunciation?			
a. fear / fare	b. fare / fair	c. dear / dare	d. deer / dare
Q. 65 Which of the following pairs of word does not have the same pronunciation?			
a. by / bye	b. bye / buy	c. by/ buy	d. pure/ pore
Q. 66 Which of the following pairs of words has the same pronunciation?			
a. same / shame	b. ship/ sheep	c. dear / dare	d. deer / dear
Q. 67 Which of the following pairs of word does not have the same pronunciation?			
a. pain/ pane	b. no/ know	c. saw / sow	d. mist / missed
Q. 68 Which of the following pairs of words has the same pronunciation?			
a. cot / cut	b. hot/ hut	c. but / bought	d. write / right
Q. 69 Which of the following pairs of word does not have the same pronunciation?			
a. cite / site	b. site/ sight	c. cite / sight	d. fall / fail
Q. 70 Which of the following pairs of words has the same pronunciation?			
a. sail / sale	b. sell/ sail	c. sail / cell	d. sell / shell
Q. 71 Which of the following pairs of word does not have the same pronunciation?			
a. die / dye	b. sell /cell	c. seen / scene	d. fell / fail
Q. 72 Which of the following pairs of words has the same pronunciation?			
a. main/mane	b. moon/ moan	c. sail / soil	d. mode / mood
Q. 73 Which of the following pairs of word does not have the same pronunciation?			
a. cheque / check	b. road / rode	c. seen / scene	d. foil / fail
Q. 74 Which of the following pairs of words has the same pronunciation?			
a. there / their	b. man/ men	c. sand / send	d. theme / them
Q. 75 Which of the following pairs of word does not have the same pronunciation?			
a. gem / game	b. sent / scent	c. seen / scene	d. new / knew
Q. 76 Which of the following pairs of words has the vowel + sequence?			
a. sail	b. land	c. same	d. react
Q. 77 Which of the following pairs of word does not have the vowel +sequence?			
a. seeing	b. doing	c. drawing	d. ride
Q. 78 Which of the following pairs of words has the diphthong+ sequence?			
a. sail	b. fire	c. fair	d. mind
Q. 79 Which of the following pairs of word does not have the diphthong +sequence?			
a. royal	b. player	c. power	d. fair
Q.80 Which of the following vowels is a tense vowel?			
a. / e /	b. / ʊ /	c. / ə /	d. / ɔ: /
Q. 81 Which of the following vowels is not a tense vowel?			
a. / i: /	b. / ɜ: /	c. / e /	d. / u: /
Q. 82 Which of the following vowels is a lax vowel?			
a. / i: /	b. / ɜ: /	c. / e /	d. / u: /
Q. 83 Which of the following vowels is not a lax vowel?			
a. / æ /	b. / ɜ: /	c. / e /	d. / ʊ /
Q.84 Which of the following vowels is a close vowel?			

a. / e /	b. / ʊ /	c. / i: /	d. / ɑ: /
Q.85 Which of the following vowels is a short vowel?			
a. / ɜ: /	b. / ʊ /	c. / i: /	d. / ə: /
Q. 86 Which of the following vowels is not a short vowel?			
a. / i: /	b. / ə /	c. / e /	d. / æ /
Q. 87 Monophthongs are also called.....			
a. pure vowels	b. diphthongs	c. letters	d. syllables
Q. 88 Diphthongs are also called.....			
a. pure vowels	b. glide vowels	c. letters	d. syllables
Q. 89 There are..... monophthongs in English.			
a. 10	b. 8	c. 12	d. 5
Q. 90 There are.....diphthongs in English.			
a. 10	b. 8	c. 26	d. 5
Q. 91 There are..... long monophthongs in English.			
a. 10	b. 8	c. 12	d. 5
Q. 92 There are.....short monophthongs in English.			
a. 21	b. 8	c. 7	d. 5
Q. 93 There are.....vowel sounds in English.			
a. 21	b. 20	c. 26	d. 5
Q. 94 A rounded vowel sound is named according to the			
a. parts of tongue	b. height of tongue	c. position of lips	d. parts of teeth
Q. 95 Lax vowels are			
a. short vowels	b. long vowels	c. pure vowels	d. diphthongs
Q. 96 All vowels are...			
a. voiced	b. voiceless	c. long	d. short
Q. 97 The word "Thank" is pronounced as....			
a. / θæŋk /	b. / θænk /	c. / ðæŋk /	d. / θa:ŋk /
Q. 98 Which of the following sounds is a semi-vowel in English.			
a. / æ /	b. / j /	c. / e /	d. / əʊ /
Q. 99 Which of the following words has a vowel sound different from that of the rest?			
a. deer	b. hear	c. care	d. fear
Q. 100 The vowel is also called theof a syllable.			
a. marginal element	b. nucleus	c. coda	d. onset

**Appendix-3
Pretest and Posttest Scores of the Students**

S.N.	Student Id	Sex	Age	Religion	Total Pretest Score	Total Posttest Score	Difference
1	1	Male	19	Hindu	12.00	59.00	47.00
2	2	Female	19	Hindu	12.00	52.00	40.00
3	3	Male	19	Hindu	13.00	50.00	37.00
4	4	Female	20	Buddhist	14.00	56.00	42.00
5	5	Male	19	Hindu	14.00	48.00	34.00
6	6	Male	19	Hindu	15.00	42.00	27.00
7	7	Male	19	Hindu	15.00	34.00	19.00
8	8	Female	21	Buddhist	16.00	32.00	16.00
9	9	Male	20	Buddhist	16.00	40.00	24.00
10	10	Female	20	Hindu	17.00	40.00	23.00
11	11	Female	21	Buddhist	17.00	42.00	25.00
12	12	Female	20	Buddhist	18.00	56.00	38.00
13	13	Male	20	Christian	18.00	50.00	32.00
14	14	Female	21	Hindu	19.00	54.00	35.00
15	15	Female	19	Buddhist	19.00	44.00	25.00
16	16	Male	21	Buddhist	20.00	40.00	20.00
17	17	Female	19	Hindu	20.00	42.00	22.00
18	18	Female	18	Hindu	21.00	46.00	25.00
19	19	Male	19	Hindu	22.00	54.00	32.00
20	20	Female	19	Hindu	22.00	54.00	32.00
21	21	Female	20	Hindu	22.00	46.00	24.00
22	22	Female	19	Hindu	22.00	56.00	34.00
23	23	Female	19	Hindu	23.00	48.00	25.00
24	24	Female	20	Hindu	25.00	52.00	27.00
25	25	Male	20	Muslim	26.00	54.00	28.00
26	26	Female	19	Hindu	27.00	60.00	33.00
27	27	Male	19	Buddhist	28.00	50.00	22.00
28	28	Male	19	Hindu	29.00	44.00	15.00
29	29	Female	20	Hindu	30.00	36.00	6.00
30	30	Male	20	Hindu	31.00	40.00	9.00
31	33	Female	20	Buddhist	31.00	42.00	11.00
32	35	Female	21	Buddhist	32.00	48.00	16.00

33	36	Female	18	Hindu	32.00	46.00	14.00
34	37	Female	20	Buddhist	32.00	56.00	24.00
35	38	Female	20	Buddhist	32.00	58.00	26.00

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