Nominal Pronunciation in Communicative English of Secondary Level in Bangladesh

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Abstract: The research paper is delineated on the topic *"Nominal Pronunciation in Communicative English: Secondary Level in Bangladesh"* which is very significant to be researched for the development of English pronunciation in the present and future Bangladesh. The prime objective of this research paper is to find out the problem of inadequate scope of practicing IPA standard pronunciation in communicative English in the secondary level of Bangladesh in accordance with the phonetic terms. It also observes an integral relationship of pronunciation with communicative English and the real purposes of communicative English, that are absent from the curriculum of communicative English in the secondary level of Bangladesh. This article is also eager to investigate the coming obstacles of learners to face the English native speakers and communicate internationally in global correspondence.

To make this research authentic, information has been collected from different colleges and private universities. Questionnaire method has been followed for both teachers and learners to find out what are the impoverished phenomenon of pronunciation among the teachers and learners in communicative English in the secondary level of Bangladesh, what are the problems they dealt with while practising four skills in communicative English, what should the presence of pronunciation be in the curriculum of communicative English in the secondary level and so on.

This research paper is based on survey which aims at exploring teachers' and learners' perceptions about pronunciation in communicative English in the secondary level. Finally, the research work will give some recommendations and solutions of the prevailing problems of pronunciation in English and it will expect to make the learners of Bangladesh similar to the English native speakers in pronunciation and communication.

Key Words: *Nominal Pronunciation, Communicative English, Secondary Level, Bangladesh.*

I. INTRODUCTION

Pronunciation is a significant aspect of verbal communication which makes the communication more attractive and effective in our real life perspective. Pronunciation plays a vital role in the sound system of any language. When the sound system of second language is different as compared to the first language, the learners find difficulty in pronouncing the sounds of second language. They tend to pronounce the sounds of second language the way they pronounce those sounds in their first language.

Communicative English refers to the communicative competence which indicates to the ability to use language appropriately in different circumstances and share information to each other/ one another by practicing four skills like reading, writing, listening and speaking. Except writing skill, another three are closely integrated, based and related to pronunciation or meaningful sounds. When a reader reads text or any documents aloud, he is bound to produce a meaningful utterance or sound indicating to pronunciation. Even at the time of silent reading, he is to pronounce correctly in silence for realizing an absolute meaning of the text. During the time of listening and speaking, the speaker cannot but produce meaningful sounds/ pronunciation to make the listeners understand what the he wants to say. In this sense, pronunciation is a must for four skills in English or communicative English. So, without pronunciation, communicative English is fruitless.

But in the perspective of communicative English in the secondary level of Bangladesh, the pronunciation is much ignored by the curriculum designers. Although, they have included some practices of speaking and listening in the classroom, they have not set up any test of speaking and listening in the examination and evaluation that will compel the learners study or practise correct pronunciation. There is also no scope for the learners to learn phonetics and phonology, the primary or alphabetical level of knowledge in a language. As there is no any test of pronunciation in examination, the learners are not bound in the habit of

producing correct sounds or pronunciation. Thus they are unable to know to pronounce the alphabetical letters, words, sentences and texts.

This paper is to find out the problem of communicative English in the secondary level of Bangladesh in accordance with its pronunciation or the meaningful sounds. It also observes the real characteristic features and purposes of communicative English, that are absent from the curriculum of communicative English in the secondary level of Bangladesh. This article is also eager to investigate the coming obstacles of learners to face the English native speakers and communicate internationally in global correspondence. Finally, the research work has described the way of solving the problems of pronunciation in English and wanted to make the learners of Bangladesh to be same as the English native speakers.

II. METHODOLOGY:

This study is mainly based on quantitative research method including survey method, data collection and data analysis from primary resources. The reason why the method is selected for the research is survey results provide a vivid and splendid picture of the attitudes and behaviours including thoughts, opinions, and comments about the target survey teachers and students. The importance of pronunciation is the main matter to measure and establish a standard form of it among the teachers and students of Communicative English in the secondary level of Bangladesh.

Questionnaire method has been followed for both teachers and learners to find out what are the impoverished phenomenon of pronunciation among the teachers and learners in communicative English in the secondary level of Bangladesh, what are the problems they dealt with while practicing four skills in communicative English, what should the presence of pronunciation be in the curriculum of communicative English in the secondary level and so on.

III. LITERATURE REVIEW:

According to **Hismanoglu** (2006), "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."
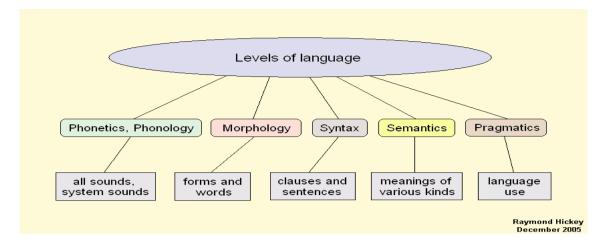
Morley (1991) stated that understandable pronunciation is a main objective of pronunciation instruction. It is a necessary component of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. **Pourhosein Gilakjani** (2012) says, "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** (2001), 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 big mistake English pronunciation.

According to **Yates and Zielinski** (2009), 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.

IV. PRIORITY OF PRONUNCIATION IN THE LEVELS OF LANGUAGE:

It is obvious that pronunciation is the blooming step of a language and in English language it not beyond the system. If we analyse the level of English language out of the above Relationship of pronunciation with communicative English, we can see the following levels among them phonetics and phonology (Pronunciation) is the first level structured in the diagram below:

IV.1. Phonetics &Phonology: This is also the first level of language, which denotes meaningful sounds or pronunciation. One must distinguish here between the set of possible human sounds, which constitutes the area of *phonetics* proper, and the set of system sounds used in a given human language, which constitutes the area of *phonology*. Phonology is concerned with classifying the sounds of language and with saying how the subset used in a particular language is utilised, for instance what distinctions in meaning can be made on the basis of what sounds.

IV.2. Morphology: This is the level of words and endings, to put it in simplified terms. It is what one normally understands by grammar (along with syntax). The term *morphology* refers to the analysis of minimal forms in language which are, however, themselves comprised of sounds and which are used to construct words which have either a grammatical or a lexical function.

IV.3. Syntax: This is the level of sentences. It is concerned with the meanings of words in combination with each other to form phrases or sentences. In particular, it involves differences in meaning arrived at by changes in word order, the addition or subtraction of words from sentences or changes in the form of sentences. It furthermore deals with the relatedness of different sentence types and with the analysis of ambiguous sentences.

IV.4. Semantics: This is the area of meaning. It might be thought that semantics is covered by the areas of morphology and syntax, but it is quickly seen that this level needs to be studied on its own to have a proper perspective on meaning in language. Here one touches, however, on practically every other level of language as well as there exists lexical, grammatical, sentence and utterance meaning.

IV.5. Pragmatics: The concern here is with the use of language in specific situations. The meaning of sentences need not be the same in an abstract form and in practical use. In the latter case one speaks of utterance meaning. The area of pragmatics relies strongly for its analyses on the notion of speech act which is concerned with the actual performance of language. This involves the notion of proposition – roughly the content of a sentence – and the intent and effect of an utterance

IV.6. Discourse Analysis: It is the analysis of language use in text that is spoken, written, or signed.

From the above discussion on the level of language, we may consider that the learners of a language have to learn pronunciation from the beginning of their alphabetic learning, especially in the teaching and learning communicative English the major skills of which are based on pronunciation.

V. COMMUNICATIVE ENGLISH:

The word 'Communicative' is connotative to communication derived from the Latin word communis which means common, communality or sharing. **Communication** is the process of passing information and understanding from one person to another. In simple words, it is a process of transmitting and sharing ideas, opinions, facts, values etc. from one person to another or one organization to another. So, communicative denotes something like sharing, transforming etc. In this respect, communicative English is a type of English language through which we can give information to others and take from others. Finally, the phrase 'Communicative English' refers to that English which helps us to communicate effectively with people using language functions in our real life perspectives.

According to **Carl Rogers** (1952), a real communication occurs when we listen with understanding – to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the things he is talking about.

Other than that, **Elizabeth Tierney** (1998) saw communication as a process which begins when you have a message that you want to deliver to an audience. Your audience receive the message, reacts to it and then responds to your message. That respond may lead you to react and give another message. This process may

continue. The message can be an idea, a thought or feeling which we wish to share with others. It also can be shorter or lengthier with a important rules where there is a sender and a receiver.

Moreover, **Julia T. Wood** (2009) describes communication as a systemic process in which people interact with and through symbols to create and interpret meanings. The important terms are process which is ongoing, continuous and always changing; systemic which happen within a system of interconnected parts that affect each other; symbols which represent things and meanings where any act of communication involves two essential aspects.

Joseph Devito (2009) says that communication take place when one person or more sends and receives message that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback with some basic elements. These are context, source-receiver, messages, channels, noise and effects.

In the view of **Camp & Satterwhite** (2002), in oral communication information, thoughts and ideas are conveyed via a spoke language in some ways such as face-to-face conversations, meetings, voice mail messages, teleconferencing, oral presentations and public speaking. Spoke messages are sent very quickly and feedback received almost immediately. They also said that the purpose in communication is to inquire, to inform, to persuade and to develop goodwill.

VI. SECONDARY EDUCATION LEVEL IN BANGLADESH:

In Bangladesh, there are three phases of education in Bangladesh: Primary education, Secondary education and higher education. Secondary education includes IX, X, XI, XII classes. The overall responsibility of management of Secondary education lies with the Ministry of Education (MOE). While the Ministry of Education (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks. The secondary level of education is controlled by the Boards of Intermediate and Secondary Education. Secondary education is leveled in two:

1. **Secondary School Certificate (SSC) -10th grade, and**
2. **Higher Secondary School Certificate (HSC) (12th grade)**

In the above two grades communicative English has been selected by the experts of NCTB which did not more emphasis on pronunciation in this curriculum.

VII. FOUR SKILLS OF COMMUNICATIVE ENGLISH AND PRONUNCIATION:

Communicative English basically contains four skills in communicative English to enhance communicative competence for sharing information with one another. They are reading, writing, listening and speaking. They are also of two types: receptive and productive. The receptive skills are reading and listening by which one can receive information from other texts and speakers, media, other sources etc. The productive skills are writing and speaking which produce information transferred to others. The skills in communicative English integrated with pronunciation are described below:

VII.1. Reading: Reading skills is the capability of a person to read, comprehend and interpret written words or texts on a page of an article or any other reading documents. The good reading skill is able to make the individual to assimilate a written work within a short span of time while reading. Many language specialists have defined reading in different ways:

According to **Sawnson,** "Reading is not just taking a print with your eyes but an act of participation in the message and a lovely response to the different kinds of printed matter."

William says, "Reading is a process whereby one looks at and understands what has been written." In the view of **Grellet**, "Reading is an active skill and it constantly involves guessing."

In accordance with the loudness of reading, it is classified into two categories: silent reading and reading aloud. Silent reading is reading silently or without sound which ignores pronunciation. But in another sense, when a reader reads any text silently, his mind also produces sound which is heard by himself to understand the accurate meanings of the words or text. Because, many words in English for accurate meaning depend on pronunciation.

Reading aloud is a type of reading which is performed loudly or with sound. So, this type of reading is integrally related to pronunciation. Loud reading is typically integrated with some formal circumstances like, news presentation, conference paper presentation, press presentation, assignment presentation and so on that are greatly related to pronunciation.

VII.2. Listening: Listening denotes receiving aloud language through the sense of hearing or ears. Listening includes identifying the sounds of speech and processing them into words and sentences and finally to the perception. When someone listens, he uses his ears to receive specific sounds (letters, stress, rhythm, tone, intonation, pauses, etc.) and he uses his brain to convert these into messages that creates something meaningful

to him. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have poor pronunciation skill are typically poor listeners.

Listening has been defined by many researchers. **Chastain** (1971) defined listening as the ability to understand native speech at normal speed. **Morley** (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to **Postovsky** (1975), listening differs in meaning from sound discrimination to aural comprehension. **Goss** (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.

Bowen, Madsen, and Hilferty (1985) demonstrated that listening understands the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

According to Purdy (1997), listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages. **Rost** (2002) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know. **Jafari and Hashim** (2015) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

VII.3. Speaking: Speaking denotes producing meaningful utterance (language) loudly through the vocal code and the place of articulation. Speaking involves the production of sounds that creates speech and processes them into words and sentences and finally to the perception for the listeners. It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips and so on.

According to **Hinofotis** and **Bailey** (1980, as cited in **Celce-Murcia** & **Goodwin**, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. **Morley** (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. **Scovel** (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

VII.4. Writing: Correct grammar, sometimes pronunciation and spelling are the key components in written communication.There are many English words that are spelled the same but pronounced differently. Such words are called heteronyms (more loosely also homographs, but homographs can also be pronounced the same; they just mean different things). When we will write the following words, pronunciation of the words is essential because pronunciation can change the meaning of the words.

Read – /riːd/ (the same as "reed") means to perceive information provided in a written form; /rɛd/ (the same as "red") is the past tense of the verb "to read".

Live – to /lɪv/ (rhyming with "give") is a verb meaning "to be alive" /əˈlaɪv/; /laɪv/ (rhyming with "dive") is an adjective meaning "being alive".

Wind – /wɪnd/ (rhyming with "pinned") is a movement of air (it can also be a verb meaning "to blow to a wind instrument"); to /waɪnd/ (rhyming with "kind") is a verb meaning "to turn, especially something around something else". For example, a river or a way can "wind" /waɪnd/, or you can wind /waɪnd/ a wire around a coil.

Wound– a /wuːnd/ (rhyming with "spooned") is an injury; /waʊnd/ (rhyming with "sound") is the past tense of the verb "wind".

From the above detailed discussion on the relationship of Pronunciation with Four Skills in communicative English, we can proclaim that communicative English cannot go a single way without pronunciation.

VIII. PRONUNCIATION IGNORED IN COMMUNICATIVE ENGLISH OF SECONDARY LEVEL:

It is unconditionally obvious that communicative English cannot be run without the practice and test of pronunciation that we have observed in the above detailed discussion. But the curriculum, test items and distribution of marks in communicative English first paper of Higher Secondary Certificate (HSC) level in Bangladesh are captured in the following table in where there is no any touch of pronunciation and its practice. In the instruction of curriculum, the editors of the book have included a little bit of listening and speaking practices through peer/ group work in the classroom but these practices are not set up in the question paper for the test. As the practices are not needed to pass the examination, students always ignore the practices let alone pronunciation. Besides, communicative English means four skills: reading, writing, listening and speaking but

what we are watching in the table are reading and writing not listening and speaking. So, how it is possible to make the learners competent in their communication through the following curriculum of HSC communicative English where the practice and test of pronunciation are absent.

VIII.1. HSC First Paper:

Skills	Total Marks	Test Items	Notes
Reading	**60**	1. A) MCQ	**5**
		B) Answering questions (open ended and close ended questions)	**10**
		2. Information transfer/ Flow Chart	**10**
		3. Summarizing	**10**
		4. Cloze teat with clues	**5**
		5. Cloze teat without clues	**10**
		6. Rearranging	**10**
Writing	**40**	7. Writing paragraphs answering questions/	**10**
		8. Completing a story	**7**
		9. Writing formal/informal letters	**5**
		10. describing graphs and charts	**10**
		11. Appreciating short stories/ Poems (theme/subject matter/ interpretation)	**8**

Table on HSC first part

The curriculum, test items and distribution of marks in communicative English **second paper** of **Higher Secondary Certificate** (HSC) level in Bangladesh are depicted in the following table in where there is no any touch of pronunciation. The curriculum makers have emphasised here on grammar and writing practices not a few relation with pronunciation.

VIII.2. HSC Second Paper:

Skills	Total Marks	Test Items	Notes
Grammar	60	Article	**05**
		Use of preposition	**05**
		Filling gaps with words and phrases	**05**
		Filling gaps with phrases and clauses	**05**
		Right form of verbs	**05**
		Transformation of sentence	**05**
		Narration	**05**
		unclear pronoun references	**05**
		use of modifiers	**05**
		Use appropriate sentence connectors	**05**
		antonym or synonym	**05**
		Capitalization and punctuation marks	**05**
Writing	40	Writing Application / Formal Letter	**08**
		Report Writing	**08**
		Paragraph Writings	**10**
		Writing Short Composition	**14**

(Table on HSC Second part)

The same is also seen in the communicative English Curriculum of **first** and **second** paper for **School Secondary Certificate** (SSC) where no pronunciation practice is accommodated here. For this reason, most of the learners are not be able to articulate correctly. The curriculum makers have also emphasised here on only reading and writing that cover only half of the communicative English.

VIII.3. SSC First Paper:

Skills	Total Marks	Test Items	Notes
Reading	50	1. A) MCQ	7
		B) Answering questions (open ended and close ended questions)	10
		2. Information transfer/ Flow Chart	5
		3. Summarizing	10
		4. Substitute table	5
		5. Cloze teat without clues	5
		6. Rearranging	8
Writing	50	7. Writing paragraphs answering questions/	10
		8. Completing a story	10
		9. Writing formal/informal letters/Email	10
		10. describing graphs and charts	10
		11. Dialogue	10

(**Table on SSC first part**)

The same is also seen in the communicative English Curriculum of **second** paper for **School Secondary Certificate** (SSC) where no pronunciation practice is accommodated here. The curriculum makers have also emphasised here on grammar and writing practices not a few relation with pronunciation.

VIII.4. SSC Second Paper:

Skills	Total Marks	Test Items	Notes
Grammar	60	Gap filling activities with clues(preposition, article, parts of speech)	5
		Gap filling activities without clues(preposition, article, parts of speech)	5
		Substitution table	5
		Right form of verbs	5
		Narration/ Speech	5
		Transformation of sentence	10
		Completing sentence	5
		Use of prefix and suffix	5
		Use appropriate sentence connectors	5
		Tag question	5
		Capitalization and punctuation marks	5
Writing	40	Writing Application / Formal Letter	08
		Report Writing	08
		Paragraph Writings	10
		Writing Short Composition	14

Table on SSC Second part

IX. PRONUNCIATION IN ARABIC OF SECONDARY LEVEL IN BANGLADESH:

In the primary and secondary level of Bangladesh, two foreign languages like Arabic and English are compulsorily taught in Primary Schools, Ebtadayee Madrashas (relevant to primary schools), Secondary Schools, Higher Secondary Schools, Dakhil Madrasahs (relevant to secondary school) and Alim Madrashas (relevant to higher secondary schools). Madrashas (Schools) under Bangladesh Madrasha Education Board, Dhaka provides English and Arabic but Arabic is predominating. From the beginning of madrasha education or primary level, the learners learn to articulate Arabic alphabets following the rules of MSA (Modern Standard Arabic) / CA (Classical Arabic) which makes the students pronounce Arabic language like the native speakers

of Arabic. The curriculum of Arabic language has included Places of articulation, stress, intonation, assimilation, elision etc.

On the other hand, the learners of English language of primary and secondary level do not learn to articulate English alphabets following the rules of IPA (International Phonetic Alphabet) which makes the students pronounce English language like the native speakers of English. The curriculum of English language has not included Places of articulation, stress, intonation, assimilation, elision etc. In some practical experiments on pronunciation among the brilliant students of Arabic and English, It has been clear that a learner of Arabic language can articulate Arabic alphabets more successfully than a learner of English language can articulate English alphabets.

X. FACTORS AFFECTING THE LEARNING OF PRONUNCIATION:
In this section, the researchers mention some of the important factors that affect the learning of pronunciation. They are as follows:

X.1. Letters, Phonemes and IPA:
> It is stated that English language contains 26 letters that have got nothing to do without the phonemes or sounds. Letters are written and are put together to compose words whereas phonemes or sounds are spoken or used in speech. Segmentally, English has 44 sounds or phonemes which are classified broadly into two groups: consonants and vowels.

X.1 (a). Consonants:

No.	IPA Symbols	Graphemes	Examples	Voiced
1	b	b, bb	bug, bubble	Yes
2	d	d, dd, ed	dad, add, milled	Yes
3	f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often	No
4	g	g, gg, gh,gu,gue	gun, egg, ghost, guest, prologue	Yes
5	h	h, wh	hop, who	No
6	dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate	Yes
7	k	k, c, ch, cc, lk, qu ,q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box	No
8	l	l, ll	live, well	Yes
9	m	m, mm, mb, mn, lm	man, summer, comb, column, palm	Yes
10	n	n, nn,kn, gn, pn	net, funny, know, gnat, pneumonic	Yes
11	p	p, pp	pin, dippy	No
12	r	r, rr, wr, rh	run, carrot, wrench, rhyme	Yes
13	s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course	No
14	t	t, tt, th, ed	tip, matter, thomas, ripped	No
15	v	v, f, ph, ve	vine, of, stephen, five	Yes
16	w	w, wh, u, o	wit, why, quick, choir	Yes
17	z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze	Yes
18	ʒ	s, si, z	treasure, division, azure	Yes
19	tʃ	ch, tch, tu, ti, te	chip, watch, future, action, righteous	No
20	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station	No
21	θ	th	things	No
22	ð	th	leather	Yes
23	ŋ	ng, n, ngue	ring, pink, tongue	Yes
24	j	y, i, j	you, onion,	Yes

X.1 (b). Vowels:

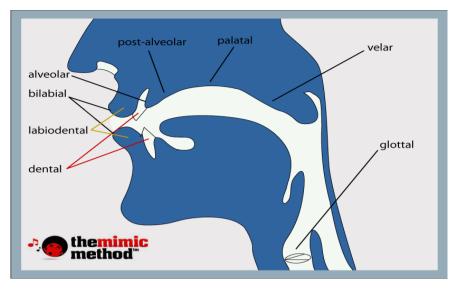| No.	IPA Symbols	Graphemes	Examples
25	æ	a, ai, au	cat, plaid, laugh
26	eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
27	e	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
28	i:	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
29	ɪ	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve
30	aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite
31	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
32	oʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
33	ʊ	o, oo, u, ou	wolf, look, bush, would
34	ʌ	u, o, oo, ou	lug, monkey, blood, double
35	u:	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
36	ɔɪ	oi, oy, uoy	join, boy, buoy
37	aʊ	ow, ou, ough	now, shout, bough
38	ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
39	eə	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
40	ɑ:	a	arm
41	ɜ:	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
42	ɔ:	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
43	ɪə	ear, eer, ere, ier	ear, steer, here, tier
44	ʊə	ure, our	cure, tourist

X.2. IPA (International Phonetic Association):

IPA stands for International Phonetic Association which also means International Phonetic Alphabet. This is the set of the symbols and diacritics that have been officially approved by International Phonetic Association (IPA). The association published a chart which has been shown recently before. According to Wikipedia's statement, The **International Phonetic Alphabet** (**IPA**) is an alphabetic system of phonetic notation based primarily on the Latin alphabet. It was devised by the International Phonetic Association in the late 19th century as a standardized representation of the sounds of spoken language. The IPA is used by lexicographers, foreign language students and teachers, linguists, speech-language pathologists, singers, actors, constructed language creators and translators.

The IPA is designed to represent only those qualities of speech that are part of oral language: phones, phonemes, intonation and the separation of words and syllables.[1] To represent additional qualities of speech, such as tooth gnashing, lisping, and sounds made with a cleft lip and cleft palate, an extended set of symbols, the extensions to the International Phonetic Alphabet, may be used.

X.3. Place of Articulation:

In articulatory phonetics, the place of articulation (of a consonant) is the point of producing sounds, where an obstruction occurs in the vocal tract between an articulatory gesture, an active articulator, and a passive location. Along with the manner of articulation and the phonation, this gives the consonant its distinctive sound. The terminology in this article has been developed to precisely describe all the consonants in all the world's spoken languages. No known language distinguishes all of the places described here, so less precision is needed to distinguish the sounds of a particular language.

However, according to the place of articulation consonant sound is classified into the following types:

1. **Bilabial Sounds:** Both the lips in the role of active articulators are used to produce /p/, /b/, /m/, /w/. A complete obstruction occurs for utterance of the first three. The lips are rounded to produce /w/. The sounds /p/, /b/are called bilabial stop and /m/ is called bilabial nasal.
2. **Labia-dental Sounds:** The lower lip in active articulator and the upper teeth in passive articulator produce /f/, /v/. Here; the air is forced through the narrow aperture between the lip and the teeth.
3. **Dental Sounds:** The tip of the tongue in active role and the upper front teeth produce /∂/, θ/. Here, a sort of friction occurs.
4. **Alveolar:** The tip of the tongue in active role and the teeth ridge in passive role produce /t/, /d/, /n/ with complete obstruction and /l/ with escaping air over the sides of the tongue and /r/, /s/, /z/ with the partial obstruction.
5. **Palatal-Alveolar Sounds:** The alveolar ridge and the hard palate produce / ∫ /, / ʒ /, /ʧ/, /dʒ/. Here, the tip of the tongue is active and the teeth ridge is passive In action and a sort of partial obstruction occurs.
6. **Palatal Sounds:** The tip of the tongue in active role and the hard palate in passive role produce /j/.
7. **Velar Sounds:** The rising back of the tongue in active role and the soft palate in passive role produce /k/, /g/, /n/.
8. **Glottal Sound:** The vocal cords both in active articulators produce /h/. Here, a sort of partial obstruction takes place.

X.4. Accent:

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). In sociolinguistics, the term **accent** is a manner or style of pronunciation peculiar to a particular individual, location, or nation. An accent can be identified with the community and nation in which its speakers be a resident of a regional or geographical accent, the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent), or influence from their first language (a foreign accent).

Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word "accent" may refer specifically to the differences in pronunciation, whereas the word "dialect" encompasses the broader set of linguistic differences. Often "accent" is a subset of "dialect".

However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd, Marshall, & Snow, 2000). An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Derwing & Munro, 1997). The primary aim is that students be understood. Good pronunciation is needed for this, but a "perfect accent" is not (Harmer, 1991).

X.5. Intonation:

When a speaker speaks, he raises and lowers the pitch of his voice, and thus forms pitch patterns. He also assigns stress on some syllables and leaves some other syllables unstressed. All this factors are together

called intonation which plays an essential role in conveying and receiving messages. It is a systematic and regular feature of speech.

Intonation patterns have various functions. Among them, four major functions of intonation are very significant. Let us have a discussion on them with example.

a. Attitudinal Function of Intonation:

It is assumed that intonation is used to express feelings, emotions, sentiments and attitudes. Same utterance or sentence can be uttered in varied manners such as happily, angrily, shyly, thankfully, etc. with different persons in diverse situations. Moreover, an attitude or emotion may be expressed voluntarily or involuntarily.

However, it is evident that intonation helps convey attitudes or emotions. This act of expressing attitudes or emotions through intonation is called Attitudinal Function of Intonation.

b. Accentual Function of Intonation:

When a speaker utters something, he puts the tonic stress on some particular syllables or words in utterance sentence. The placement of the tonic stress performs the function of focusing on the information that he intends to convey. This act of tonic stress to express intention is called Accentual Function of Intonation.

For example, for the purpose of giving emphasis on some point, we may use the tonic stress on the intensifier as in the sentences below:

a)   It's very **boring**! (Non-emphatic)
b)   It's very boring! (Emphatic)

c. Grammatical Function of Intonation:

Intonation often performs grammatical function by establishing a link between the tone unit and the units of grammar. For example, the sentence "Those **who walked quickly reached the destination** "can be said in at least two different manners:

a)   / Those who walked quickly / reached the destination /
b)   / Those who walked / quickly reached the destination /. Here, the relation between the tone unit and the units of grammar in the sentence causes the difference. This is the Grammatical Function of Intonation.

d. Discourse Function of Intonation:

It means the function that intonation performs in connected utterances or sentences occurring in some context of situation. This type of function of intonation is concerned with two main areas: **Firstly**, the discourse function is related to the use of intonation to focus the listener's attention on the message that is the most important.

For example: / since the **last** time we met / when we had huge **dinner**/ I have been on a **diet** /. Here, the final tone unit is new and the most important. **Secondly,** it is also related with the regulation of conversational behaviour. The speaker uses different prosodic components to indicate to the listener that he has finished speaking, that the listener is expected to speak, that a particular type of response is required, and the like.

For example, A: She is good, isn't she? B: Yes, she is. In this mini conversation, the first speaker uses the tag question "isn't she" with falling tone. The implication is that the first speaker is comparatively sure that the information is correct, and simply expects the listener to provide confirmation "Yes, she is."

X.6. Syllable:

A syllable is a unit of pronunciation. Words have one or more syllables. It consists of either a vowel sound alone or a vowel and one or more consonant sounds. To understand word stress, we have to understand syllables. It is noted that (with a few rare exceptions) every syllable contains at least one vowel (a, e, i, o or u) or vowel sound. Every word is made from syllables. Each word has one, two, three or more syllables.

X.7. Stress and rhythm

Stress is the extra force that we apply when we pronounce a particular word. The stressed syllable of a word is pronounced with more force than the surrounding syllables of that word. For example, in the word 'Photographer' (Pho-'to-gra-pher) the second syllable /t/ is stressed. So, it should be pronounced with extra force. Languages have been classified as either stress timed or syllable timed. In stress-timed languages (e.g., British and American English, German, Dutch, Thai), "stressed syllables fall at regular intervals throughout an utterance" (Crystal, 2003, p. 245), and rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence "Tom runs fast" is made up of three stressed syllables, as indicated by the letters in boldface.

Rhythm is defined as **"**a strong pattern of sounds, words, or musical notes that is used in music, poetry, and dancing.**"** The rhythm of English language depends on two types of stress. When we say "stress" here, we mean that we emphasize or say a syllable or word more strongly than the other parts of the word or sentence, which makes those "stressed" syllables and words stand out and become more noticeable.

X.8. Motivation and Attitude:
The learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005;

Mari nova. 2000; Masgoret & Gardner, 2003). The review by Marinova- Todd et al., (2000) of research on adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer (2007) found that experience with and positive orientation

According to Schumann, acculturation refers to a learner's openness to a target culture as well as a desire to be socially integrated in the target culture. His research (1976, 1986) on acculturation examines the social and psychological integration of immigrant students as a predictor of the amount of English language they acquire and use. Schumann maintains that the acquisition and use of English is a measure of the degree to which students have become acculturated to the host culture.

Acculturation, according to Schumann (1986), refers to the social and psychological contact between members of a particular group and members of the target culture. The more interaction (i.e., social/psychological closeness) a group has with the target group, the more opportunities will result for the group to acquire and use English. Conversely, less interaction (i.e., social/psychological distance) results in less acquisition and use of English.

X.9. Age, Personality and Mother tongue influence:
These are the important barrier of the learners of second language especially its pronunciation. The impact of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. According to the "Critical Period Hypothesis" proposed by Lenneberg (1967) there is a biological or neurological period which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language especially pronunciation.

Standard pronunciation is related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control, all have their share in the development of pronunciation skills.

In this respect, Miller (2003) believes that changing – and not changing – speech patterns is affected by how much responsibility the student takes, how much the student practices outside of class, and how ready the student is.

The influence of mother tongue extremely affects on the pronunciation of second language. Avery and Ehrlich (1992) claim that the sound pattern of the learner's first language is gone behind the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. For example, nonnative speakers' production of English rhythm was investigated in several studies (Wenk, 1985; Machizuki-Sudo, Kiritani, 1991).

XI. PICTURES OF EMPERICAL PROBLEMS:
The circumstances stated above concerning the pronunciation of English language for the learners of secondary level in Bangladesh, have created a lot of problems that are gradually described below:

XI.1. Learners not compelled to Practice Pronunciation:
In accordance with the Syllabus and curriculum of communicative English for secondary level in Bangladesh, learners are not compelled to practise pronunciation in English language. Now a days, they are more eager to pass the examination than to learn language correctly and appropriately. As National Curriculum Text Board (NCTB) designed the subject for secondary level without the test of pronunciation in the examination although some interactive practices of speaking and listening among the learners in the classroom, they have no any binding to face any practical test of pronunciation in their public examination. Therefore, they pass the examination of language test but cannot deliver accurate pronunciation to others and receive it from others.

XI.2. Inability to Four Skills in Communicative English:

A report in The Daily Star on the 22 December, 2018 says, "To achieve proficiency one must have familiarity with all four processes—reading, writing, speaking and listening. Regrettably, the education system where English is concerned stresses on reading and writing (except listening and speaking). The repercussions are already visible—when the youngsters start applying for jobs the lack of English skills creates umpteen disappointments. Pronunciation is the first and foremost ingredient of reading, merely writing, especially speaking and listening. This pronunciation should be practised from the alphabetical period of the language learners that is not available in the secondary level in Bangladesh.

As for example, students in Bangladesh are introduced with letters but phonemes in English. When phonemes are not known to them, they must not have the knowledge of correct pronunciation. As pronunciation is integrated with four skills in communicative English that is stated above, learners cannot be able to develop these skills appropriately in their real life interaction. Because, when a student is incapable to pronounce the language correctly, it will only be a sound or meaningless utterance. He cannot speak to make someone understand what he is speaking and he cannot listen what the speaker is speaking. He is also unable to read, present or deliver text or any document aloud to the audience or listeners. Therefore, the lack of pronunciation weakens four skills in communicative English.

XI.3. Inability to Understand the Native Speakers:

The main purpose of learning foreign language is to communicate with the native speakers of that language in real life perspectives. The developing country like Bangladesh captures the language of developed countries for communicating with them in international business, numerous affairs and dealings. We also learn and follow English language to attract the attention of native English speaking peoples. But when the learners of English language in Bangladesh will not follow the pronunciation of the native speakers accurately, they will not be able to share views and opinions with them effectively. Thus our learners will neither understand their speech nor make them understand their speech.

XI.4. The Purpose of Language Becoming Failure without Pronunciation:

Everything in this world has reasons to be incarnated or created and language has its purpose that is providing and receiving ideas, views and opinions to each other or one another. In other words, information transfer is the real purpose of a language. There are two ways of transferring information in a language: formal and informal. Writing and reading are somehow formal but speaking and listening are both formal and informal whereas informal transfer of information is predominating. Because, a vast part of people transfer their information in informal way based on speaking and listening process in their real life interaction and this interaction deserves mainly pronunciation of language. Thus, when the pronunciation is ignored, the main purpose of a language is disturbed.

XI.5. Inability to Understand International Electronic Media:

It is acknowledged that most of the electronic media bearing all international news and correspondence are instructed in English practised by the native English speakers, and every international seminar, symposium and conference is held in such English where pronunciation is the most inevitable part for understanding meaning and significance. But in Bangladesh, the teachers do not teach their learners uttering the alphabets like the learners of native English learners. So, our learners of English language cannot practise native or standard pronunciation and they are not being able to understand the international electronic media.

XI.6. Extra Stress of Learners for IELTS&TOEFL:

IELTS and TOEFL are the extra stress of the learners of English Language in Bangladesh. Although learners complete graduation and post graduation in English language, he is not capable to focus four skills as the native English speakers can. So, they have to take extra stress to face IELTS and TOEFL for continuing their communication with them.

IELTS stands for International English Language Testing System which is the test of English language proficiency in reading, writing, listening and speaking. The test is designed to assess the language ability of non-native speakers of English who intend to study or work where English is the language of communication. The IELTS test focuses on "International English" or "Standard English" which includes specially British English, American English and other varieties of English like Australian English and/ or South African English. **TOEFL also focuses on Test of English as a Foreign Language**, a test which measures people's English language skills to see if they are good enough to take a course at university or graduate school in English-speaking countries. It is for people whose native language is not English but wish to study in an international University. The following table highlights the native English countries that demand of IELTS and TOEFL:

UK & Ireland	All universities recognise IELTS as a measure of English language ability; alternately TOEFL scores are accepted by most of the universities
Australia & New Zealand	IELTS is required English Certification
Canada	Many Canadian Universities accepted either TOEFL or IELTS
Europe (EU)	IELTS is widely accepted English Certification
USA	TOEFL is required or preferred; IELTS scores are also accepted by many American universities or colleges (See <u>IELTS in the USA</u>)

So, if the learners learnt from the alphabets to sentences with following the pronunciation of the above native English speakers, they would not face the Extra Stress of Learners for IELTS & TOEFL.

XI.7. Deprived of International Study with Scholarship and Job Opportunity:
Bangladesh is a poor country where the facilities or opportunities of proper educational environments are not available. Most of the public and private educational institutions are providing mature or immature programs with learners self finances that is they do not provide the learners of tertiary education with scholarships and living allowances. So, the students of Bangladesh cannot get standard higher education in their country. Besides, job facilities are also not sufficient as the country is over populated. Nevertheless, Bangladesh also appoints many foreign experts in many sensitive sectors owing to the shortage of home experts.

On the other hand, available scholarships and stipends abroad especially UK, USA, Australia, New Zealand, Canada, Italy, Russia, China, Japan, Turkey, Middle east and so on, are the great ways to reduce the student's overall expenses on overseas education. A common misconception among scholars is that there are no scholarship opportunities available for international students. Governments and universities around the world value high performing students and have many scholarship programs designed to attract the best and the brightest learners in the above countries. There are programs available for students intending to undertake undergraduate, postgraduate, and PhD studies overseas that offer a substantial bulk payment, educational subsidies, or living allowances designed to make life easier for those looking to study internationally.

But these opportunities specially deserves English language base including reading, writing, listening and speaking that are integrally connected with pronunciation like the native English speakers. As the learners of Bangladesh are not in the habit of practising pronunciation in language learning, they are not capable to keep pace with IELTS and TOEFL. Then they become disqualified and deprived of international higher studies with scholarship, living allowances and better job Opportunities home and abroad.

XI.8. Bangladesh Lagging Behind in International Communication:
It is universally acknowledged that English is the lingua franca of the world. English proficiency is the key to ensuring access to education, business and technology. In fact the more than 150 public and private universities in Bangladesh do use English as the medium of instruction at the tertiary level where as the learners of secondary level are being deprived of pronunciation. Besides, International communication is one of the most important factors for the development of a country and the main media of international communication is English as it is an international/ global language in the world.

The developing countries like Bangladesh are compelled to maintain international communication with developed countries especially through English. To develop economic enhancement, the developing countries are in the habit of keeping international trades and commerce, businesses, man power marketing etc. continuous with the developed countries especially with western continents: America, Europe and Australia most of whose native language is English.

The people of developed countries like the person who can behave like them in communication especially in speaking and listening including their native pronunciation. So, those who are same in pronunciation with the native speakers are efficient in dealing in international trades and commerce, businesses, man power marketing with them. This is why, if the learners of secondary level in Bangladesh do not practice the habit of pronouncing like the English, they with their country Bangladesh will certainly lag behind in International Communication with the global world.

XII. HOW TO SOLVE THESE PROBLEMS
There are many specific ways of solving the above phonetic problems on pronunciation in English. Let us have a detail discussion on them below:

XII.1. Insertion of Some Phonetic and Phonological Term in Syllabus:
English language contains 26 letters that have got nothing to do without the phonemes or sounds. Letters are written and are put together to compose words whereas phonemes or sounds are spoken or used in speech. Segmentally, English has 44 sounds or phonemes which are classified broadly into two groups: vowels

and consonants. The correct pronunciation of these phonemes or sound is ideally controlled by International Phonetic Alphabet (IPA). To follow IPA standard teachers and learners of English language should have the knowledge of some primarily phonetic terms and the habit of pronouncing English according to the terms that are known as the place of articulation, manner of articulation, vowels and consonants sounds, syllable, stressed placement, intonation, assimilation, instruction and so on. These phonetic terms should be included in the Syllabus and curriculum of communicative English of secondary and higher secondary levels practically and theoretically.

XII.2. Setting up Language Lab in all Secondary Level Institutes:
Language lab is an outstandingly innovative language practical centre where various types of language devices as audio-visual electronic devices: Television, audio sound system, ear phones, learners separate desk with speakers etc. In other words, Language lab is a room equipped with audio and visual equipment to aid people learning a foreign language. A language laboratory is a dedicated space for foreign language learning where students access audio or audio-visual materials. They allow a teacher to listen to and manage student audio, which is delivered to individual students through headsets or in isolated 'sound booths.' In order to improve English skills of students especially speaking and listening skills, English Language Club arranges various types of language activities. Activities of English Language Club include public speech, poem recitation, debate competition, listening practice, dialogue and basic grammar teaching.

To ensure effective output, inter-house competition is arranged once a year. Modern language learning techniques are applied to teach and train students in this club. Language labs were common in schools and universities in the United States in the two decades following World War II. In this language lab, learners can practice four skills in communicative English that leads them to IELTS skills that is important for higher study. So, in every primary and secondary level government should provide a modern language lab to make the learners experienced like the native English speakers.

XII.3. Insertion of CALL, MALL & IELTS in EFT:
EFT means English For Today designed with various types of Seen texts some of that may be composed on CALL, MALL & IELTS and E-learning process through electronic devices and internet so that learners can be introduced with the above terms through their first paper text. CALL stands for 'Computer Assisted Language Learning '. It is an approach to teaching and learning in which the computer and computer-based resources as Internet are used. From 1960 up to the present, computer has been assisting in many activities of human beings especially in teaching and learning language. In fact, the field of CALL involves the use of computer in language learning and learning process. It helps the learners learn language interaction, four skills, grammar, vocabulary etc. According to Levy (1997), **CALL** may be defined as "the search for and study of applications of the computer in language teaching and learning."**Beatty (**2003) says, "Any process in which a learner uses a computer and, as a result, improves his or her language."

MALL stands for 'Mobile Assisted Language Learning '. It is an approach to teaching and learning in which the mobile and mobile-based resources as Internet are used. Any software packages designed for specific purpose are known as application programs. There are various types of MALL programs. MALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes. It also includes various types of CALL apps that are used both in computers and mobiles. Generic software: applications designed for general purposes, such as word-processors (Microsoft Word), presentation software (*PowerPoint),* and spreadsheet (*Excel*), a database program (Microsoft Access), a browser (Internet Explorer) that can be used to support language learning. Web-based learning programs: online dictionaries, online encyclopedias, online concordancers, news/ magazine site, e-text, web-quests, web-publishing, blog, wiki, etc.CMC programs: CMC is computer mediated communication programs. They include: synchronous - online chat; asynchronous - email, discussion forum, message board.

IELTS stands for International English Language Testing System and it is a test of English language proficiency. The test is designed to assess the language ability of non-native speakers like native speakers of English, who intend to study or work through English language communication. It contains four language skills: listening, reading, writing, and speaking. The IELTS test focuses on "International English", which includes British English, American English and other varieties like Australian or South African English. IELTS is jointly managed by the University of Cambridge ESOL Examinations, British Council and IDP Education Australia.

XII.4. Management of Training on Pronunciation for Current Teachers:
It is undoubtedly believed that good teaching and learning deserves expert teachers who are well experienced in their respective area of knowledge. An educator or instructor of any language must have the knowledge of primary level, phonetics and phonology, of the language. But the language teachers in English of secondary level are introduced with IPA standard alphabetical pronunciation, place of articulation, manner of

articulation, stress, intonation, assimilation, Ellison etc. that primarily essential for producing meaningful sound of English language. The current teachers of English language of secondary level were educated in the so called curriculum which did not emphasized on pronunciation or phonetics and phonology. Besides, they were educated language in grammar translation method that ignored pronunciation.

Teachers should have the conception of accurate pronunciation to improve their students' English pronunciation and teach them how to read phonemic symbols. Knowing how to read phonemic symbols can help the students pronounce English words accurately and improve their overall speaking skills and comprehension.

In this circumstance, the current teachers of communicative English should be trained on pronunciation that is extremely necessary for the present communicative curriculum. Besides, they are highly affected by the knack of their native language speaking style in English pronunciation which should be tried to avoid it and follow the knack of the native English speakers. So, government should take necessary steps to train up current English language teachers of secondary level in Bangladesh.

XII.5. Making EMI Compulsory in English Class of Secondary Level:

EMI stands for English Medium Instruction or English as a Medium of Instruction that implies using the English language to teach academic subjects in educational institutions, universities or countries where English is not the official/ native language and in which the students' first language is not English. The universities around the world even in Bangladesh are increasingly facing a triumphant internationalization process. The actions and researches of the universities are almost totally performed in the term EMI or English as a Medium of Instruction. EMI contains a number of advantages for both the students and the university. For instance, the students are able to get better access to international educational programs, fare better on the job market and have less difficulty becoming members of the international scientific community. Meanwhile, universities using the system can improve their image and performance in global rankings, attract international students, and benefit economically.

Universities assume that English Medium Instruction will not only improve the learner's academic prospects but also it will make them more capable applicants to get well-paid future careers than the other. In some countries, EMI programmes also attract fee-paying international students (and often domestic students, who pay higher fees for such courses. A study showed that students in the EMI programme of a Chinese university paid twice the tuition of their counterparts in the Chinese language programme). This can help generate revenue, especially important in countries where fewer domestic students are enrolling, such as Japan.

Now, let us describe the relationship of pronunciation with EMI. When the classes of any subject will incessantly be held in English, speaking and listening must be occurred in the interaction between the instructor and the learners. It is undoubtedly confessed that speaking and listening totally depends on the proper practice of pronunciation. Thus English Medium Instruction is extremely impossible without standard (RP) pronunciation. Many world ranking universities provides scholarship and stipend for the learners of EMI programs that requires Standard English language test including pronunciation. If the students of secondary level in Bangladesh practice RP through EMI, they will be successful to achieve fully funded provides scholarship and stipend in higher education and research work in world ranking universities all over the world.

XII.6. Adoption of Practical Speaking and Listening in Syllabus and Test:

The above four tables including the items of study and the distribution of marks in the public test, did not involve any practice and test items in pronunciation. But in the following four tables however include various types of study items of pronunciation based knowledge and the test items of it practically and theoretically. In two papers (15+15) =30 marks may be adjusted in practical test which can be tested learner's pronunciation skills through his practical speaking and listening performance.

Besides, some phonetic terms are included in theoretical test also. In the same two papers (15+15) =30 marks may be adjusted for theoretical test which can be tested learner's pronunciation skills through his theoretical process of writing information about phonetic terms on their answer scripts. According to my concept, if the learners of secondary in Bangladesh have the following curriculum including pronunciation practice, they can be in the habit of speaking and listening English like the native English speakers and they can feel various standard test of English very easy and comfortable. No test on English language can stop them from going ahead. Let us draw four tables for reediting the syllabus and test items that put emphasis on pronunciation which can make the learners of secondary level capable to pronounce in accordance with the rules of IPA and RP.

XII.6.A. English Curriculum for Higher Secondary Certificate (HSC) First Paper (Revised):

Skills	*Total Marks*	*Test Items*	*Notes*
Listening Speaking Practical	*15*	*Practical (speaking and listening) test in the language lab*	*15*
Listening Speaking Theory	*15*	*Letters and Phonemes, Vowel and Consonant Sounds , Organs of speech, Place of Articulation,*	*15*
Reading	*35*	*1. A) MCQ* *B) Answering questions (open ended and close ended questions)* *2. Information transfer/ Flow Chart* *3. Summarizing* *4. Cloze teat with clues* *5. Cloze teat without clues* *6. Rearranging*	*5* *5* *5* *5* *5* *5* *5*
Writing	*35*	*7. Writing paragraphs answering questions/* *8. Completing a story* *9. Writing formal/informal letters* *10. describing graphs and charts* *11. Appreciating short stories/ Poems (theme/ subject matter/ interpretation)*	*10* *5* *5* *10* *5*

(Table on revised HSC First part)

XII.6.B. English Curriculum for Higher Secondary Certificate (HSC) Second Paper (Revised):

Skills	*Total Marks*	*Test Items*	*Notes*
Listening Speaking Practical	*15*	*Practical (speaking and listening) test in the language lab*	*15*
Listening Speaking Theory	*15*	*IPA, Syllable, Accent, Stress, intonation, and rhythm, Elision, Contraction, Phonetic transcription*	*15*
Grammar	*35*	*Use of preposition*	*05*
		Filling gaps with phrases and clauses	*05*
		Right form of verbs	*05*
		Transformation of sentence	*05*
		Narration	*05*
		use of modifiers	*05*
		Use appropriate sentence connectors	*05*
Writing	*35*	*Writing Application / Formal Letter*	*08*
		Report Writing	*08*
		Paragraph Writings	*10*
		Writing Short Composition	*14*

(Table on revised HSC Second part)

XII.6.C. English Curriculum for School Secondary Certificate (SSC) First Paper (Revised):

Skills	*Total Marks*	*Test Items*	*Notes*
Listening Speaking Practical	**15**	*Practical (speaking and listening) test in the language lab*	*15*
Listening Speaking Theory	**15**	*Letters and Phonemes, Vowel and Consonant Sounds ,Organs of speech, Place of Articulation,*	*15*
		1. A) MCQ *B) Answering questions (open ended and close ended questions)*	*5* *5*

Reading	35	2. Information transfer/ Flow Chart	5
		3. Summarizing	5
		4. Substitute table	5
		5. Cloze teat without clues	5
		6. Rearranging	5
Writing	35	7. Writing paragraphs answering questions/	7
		8. Completing a story	7
		9. Writing formal/informal letters/Email	7
		10. describing graphs and charts	7
		11. Dialogue	7

(Table on revised SSC first part)

XII.6.D. English Curriculum for School Secondary Certificate (SSC) Second Paper (Revised):

Skills	Total Marks	Test Items	Notes
Listening Speaking Practical	15	Practical (speaking and listening) test in the language lab	15
Listening Speaking Theory	15	IPA, Syllable, Accent, Stress, intonation, and rhythm, Elision, Contraction, Phonetic transcription	15
Grammar	40	Gap filling activities with clues (preposition, article, parts of speech)	05
		Gap filling activities without clues (preposition, article, parts of speech)	05
		Substitution table	05
		Right form of verbs	05
		Narration/ Speech	05
		Transformation of sentence	10
		Completing sentence	05
		Capitalization and punctuation marks	05
Writing	30	Writing Application / Formal Letter	08
		Report Writing	08
		Paragraph Writings	10
		Writing Short Composition	14

(Table on revised SSC Second part)

XIII. RESULTS:

This research on the pronunciation in English of secondary level in Bangladesh is very important for establishing Standard English in Bangladesh. If the curriculum makers of this level in our country follow the above solutions on pronunciation at the time of editing Syllabus, the learners of our secondary level will be promoted as the native English speaks. They will be able to understand the native English and the native English speaks will also understand them. They also enjoy various types of internationally fully funded scholarship and stipend provided by many world ranked universities and developed countries for globally higher education and research. Besides, Bangladesh will deal in international trade, business, communication, marketing within a decade.

The global job marketing will knock at the door of Bangladesh and the people of Bangladesh can easily maintain international cooperation with the globalization system. They become efficient in capturing international study, earning and learning, global working and activities, jobs and professions and so on. When they understand the privacy and policy of the developed countries, they must be able to make their county Bangladesh well developed. Finally, Bangladesh will establish Standard English in its community, become capable to understand the Native English speakers, perform rapid development of global communication among all super countries, increasing demand of Bangladesh citizens in global study and Job Markets, and make sure of being a Developed Country in the world.

XIV. CONCLUSIONS:

From the above detail discussion, we can conclude that communicative English cannot avoid the practice of pronunciation in its four skills: reading, writing, listening and speaking. Some factors of pronunciation that the learners should have always been careful of are alphabets and phonemes, Letters and

Phonemes, Vowel and Consonant Sounds ,Organs of speech, Place of Articulation, IPA, Syllable, Accent, Stress, intonation, and rhythm, Elision, Contraction, Phonetic transcription. If the learners do not pronunciation through the above phonetic terms, they will face a lot of problems : Learners are not compelled in the habit of practising pronunciation in communication; they become unable in four skills in communicative English, they will be unable to understand the native English speakers, the purpose of language will be failure without pronunciation, they will also be deprived of international study with scholarship and job opportunity and finally, Bangladesh will Lag Behind in International Communication.

On the contrary, if we take the following significant steps in the curriculum of English in the secondary level in Bangladesh, our learners will overcome the above problems in pronunciation. The authority of curriculum design should have the attention to the suggested actions: insertion of some phonetic and phonological term in syllabus, setting up language lab in all secondary level institutes, insertion of CALL, MALL & IELTS in EFT, management of training on pronunciation for current teachers, making EMI compulsory in English classes of secondary level, and adoption of practical speaking and listening in syllabus and test.

Finally, the following recommendations are suggested about pronunciation on the basis of conclusion: for second language learners it is important to have an exposure to standard pronunciation of the language, it is also important for the institutions that there should be intensive practice of phonemes that do not occur in the first language of the learners, explanation of IPA chart will also help the learners to know the standard pronunciation of second language and to know how to use phonetic symbols to distinguish between different phonemes.

Moreover, better education and examination policies that meet the needs of the learners would surely help them in their communication needs; hence it will help for the betterment of their pronunciation, in academic institutions, the stress on speaking skill along with other three skills would help the learners to have better proficiency of second language as well as better pronunciation, syllabus in the institutions should be designed according to the modern concept of teaching, suitable audio-visual aids will help the students in speaking skill and pronunciation activities, the stress should not only be on form rather than on functions of second language and the evaluation of speaking skill in examination system would help the students to check their speaking skills and pronunciation of second language.

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