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**ANALYSING THE INFLUENCE OF URDU TRANSLITERATION ON
THE PRONUNCIATION OF ENGLISH WORDS: A CASE STUDY**

Shumaila Bilal¹, Samina Sarwat², Muhammad Imran³, Syed Khuram Shahzad^{4*}

¹(M.Phil Scholar in English Linguistics KFUEIT, RYK)

²(HoD Humanities and Social Science Department of KFUEIT, RYK)

³(Assistant Professor in English, Linguistics KFUEIT, RYK)

**⁴(Ph..D Scholar in English Linguistics, Institute of English Language and Literature,
University of Sindh Jamshoro**

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Abstract

This study aims to identify the influence of Urdu Transliteration on the pronunciation of English words. A wordlist of one hundred English words, based on observation, has been made to identify the deviant pronunciation from the standard pronunciation of English words by the influence of Urdu Transliteration. This research is conducted in the District Rahim Yar Khan (Pakistan). By utilizing random sampling, ten students of the Secondary Level (Government Sector) have been chosen as subjects. A wordlist including three hundred English words is prepared which is read by the target students (non-native learners). The students have read the wordlist and the pronunciation of these non-native learners of English has been recorded. The researcher observed the phonetic variations of the students and

interpreted the results. Reading skill has been inspected in this research. This study also suggests some ways to improve the pronunciation skill while learning the English words.

The results of this study showed that deviant pronunciation by the students of Secondary Level is due to the influence of Urdu Transliteration (written language problems), the lack of teacher's training and their unproductive teaching techniques.

1. Introduction

The paper highlights those English words which are spoken incorrectly by Pakistani speakers living in the region Punjab, due to a variety of factors such as lack of understanding, difficulties with listening, or, most crucially, the effect of their L1. Other languages have an impact on English at the same time. People use English expressions not just out of necessity, but also because they want to be connected with the leading and educated class. This thing has resulted in widespread language variety over the world (Mehvish, 2019). Most speakers from various countries around the world speak it within the boundaries of their L1.

Because Pakistani English has its own linguistic traits, the words with deviant pronunciation identified in this research cannot be called mispronounced (Syed, 2013). The purpose of highlighting such variances is not to degrade someone because English is taught as L2 in Pakistan, and it is fair for speakers to develop their own style. Language researchers argue that SLA is influenced to varied degrees by the learners' first language. Non-native speakers' accent in learners' second language speech provide clear evidence for this belief (Maniam, 2009).

2. Literature Review

The world's languages are spoken in a variety of ways. The various languages are spoken all around the world and there are numerous dialects of the language. It is difficult to say how these languages came to be. It is hypothesized that individuals began expressing messages using symbols, poses, gestures, and signs etc. Language is a vehicle for people to express their ideas, thoughts, feelings, and messages. Language is considered a system of symbols based on pure arbitrary norms... endlessly extensible and adaptable in response to the speakers' changing requirements and conditions. Every language selects some symbols from its alphabet and connects them in various patterns to produce meaningful words. Language traditions are difficult to modify. Language can be extended and modified. Language is the means by which humans communicate with one another. Language has altered the complete spectrum of human relations, allowing humans to develop into a human society on this planet (Patel & Jain, 2008).

2.1 English Language:

English is one of the most influential languages, both in terms of the number of people who speak it and in terms of its importance for global interaction and other less measurable factors. It is the most populous of the Western languages, spoken by about 380 million people in the UK, the US, and the former British Empire. Yet, this language is not the most frequently spoken native language in the world (Baugh & Cable, 1993).

One reason for English's supremacy is its inclination for picking up new identities, its adaptation power, its versatility for linguistic "decolonization," its indication in a wide range of varieties, and its practicability as a pliable medium for literary and other types of inventiveness (Baugh & Cable, 1993).

Because the English language is really prevalent in global relations, it is worth pausing to analyse some of the key aspects of learning English as a foreign language. Impacted by a variety of factors in the learner's history, some of these characteristics may make English learning easier, while others may make it difficult. Today's English language is the result of many centuries of evolution. Political and social events deeply affected the English people in their national life over the course of English language. Furthermore, English is subject to the continual development and deterioration that characterize all aspects of life (Baugh & Cable, 1993).

2.2 Importance of English Language

Languages gain significance as a result of occurrences that affect the power structure among states. These occurrences may or may not have a positive moral impact on the people and governments involved; and various parties to the occurrences will have varied views of what is commendable or not. Therefore, it is apparent that the language of a great nation will gain prominence as a primary determinant of political, industrial, technological, military capability. The expansion of arts and sciences through the medium of a certain language strengthens the reputation of that language. Internal deficiencies do not have to stifle the expansion of a language. It is customary for a language to obtain the words it requires through numerous sources, including borrowing (Baugh & Cable, 1993).

2.3 Language Learning by Imitation

Customarily, the primary focus of learning has been on seeing, doing, listening, and speaking. Language is still mostly taught by imitation, and good language is rated primarily by its sound. Imitation is how a baby learns his mother tongue. When any member of family pronounces a word, the baby imitates it and learns to talk in the mother tongue. On the same premise, English may be learned in class through imitation. The teacher should utter the word or sentence and then encourage the children to do the same. As a result, students can readily acquire English through imitation (Patel & Jain, 2008). Teachers can provide opportunity for children to study a foreign language using their native tongue. The child builds a concept and comprehends the circumstance while learning mother tongue. In the classroom, while teaching new words and structures of a foreign language, relevant teaching situations should be created so that pupils can share their views that they have already learned while learning their native language. If a student's pronunciation in his or her mother tongue is accurate, so his English's pronunciation would also be accurate. English is a language with an extremely complicated vowel system.

2.4 English Pronunciation

Both phonetics and phonemics are covered by the term "pronunciation." Furthermore, it includes the PROSODY of English, in other words the 'supra-segmentals' that work on longer lengths of utterances rather than sounds or phonemes. Prosody is concerned with how words and phrases are pronounced, as well as how pitch, intensity, and length interact together to form rhythm and intonation (Cruttenden, 2014).

Even after years of studying the language, most English learners have "severe difficulty" with English pronunciation. As a result, they frequently face difficulty in areas such as getting work. "Up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation", not vocabulary or grammar (Hinofotis & Bailey, 1980).

Pronunciation is a matter of concern, in fact, one of the topmost primacies for ESL students after finishing elementary English classes. Pronunciation is seen as a sub-skill of communication. In essence, to modify the way a learner utters words, one must first improve the way they think about the sounds that make up those words. This applies on both individual sounds and larger components of speech such as syllables, rhythm and stress patterns. Notwithstanding, pronunciation's instruction is frequently ignored in the field of English language education.

2.5 L2 Pronunciation:

L2 pronunciation is a cognitive competence and for this some students may have more innate ability than others, but everyone can acquire to some extent if given suitable circumstances. The fundamental issue that L2 learners face with pronunciation is the necessity to shift a logical pattern that they learned as children in their L1 (Gilakjani & Ahmadi, 2011).

The oversimplified notion that learners are transmitting sounds from their mother tongue to the L2 is more of a barrier than an aid. It's regrettable that so many instructors still believe in a simplistic concept of transfer (Gass, 1989).

The phonological features of vowel sounds in Pakistani English are noticeably different (Mahmood, Asghar, & Jabeen, 2011). In Pakistani English / ə / is pronounced as /æ/ and /v/ and /ɔ:/ as /a:/ (Sheikh, 2012). The Pakistani English speakers pronounce voiced and unvoiced /th/ as /th/ and /d/ (Shabbir, Tariq, Bilal, Nazar, & Rafiq, 2013).

2.6 Factors affecting the learning of Pronunciation

The important factors affecting the learning of pronunciation are as follows:

1. **Accent:** An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially (Crystal, 2011)”. Many English learners possess foreign accents that distinguish them as non-native speakers. Some linguists believe that a student should start learning a language before the age of seven in order to have native-like pronunciation. This is known as the Critical Period Hypothesis (Lenneberg, 1967). Recent study reveals that motivation and surrounding may be more essential variables in the evolution of native-like pronunciation than age at adoption (Marinova-Todd, Marshall, & Snow, 2000). The basic goal is for learners to be understood. A good command of the English language is required, but a "perfect accent" is not required (Harmer, 2001).
2. **Stress, Intonation, and Rhythm:** Even strongly accented speech is occasionally understandable, and prosodic faults appear to have a greater impact on intelligibility than phonetic errors (Munro & Derwing, 1999). As a result, pronunciation study and instruction concentrate on the sounds of language and supra-segmental elements. The languages can be categorized as stress timed or syllable timed. In stress-timed languages “stressed syllables fall at regular intervals throughout an utterance” (Crystal, 2011), and rhythm is controlled according to uniformity in the timing of the stressed syllables. Recent research describes that languages are not entirely in one category or the other but inclined to have more stress-timed or syllable-timed features (Low, 2006). The findings of these kinds of researches showed that the teachers must devote time to teaching students the laws of word stress, intonation, and rhythm and focusing on individual sounds that may be problematic for students.

3. **Motivation and Exposure:** The learner's desire for language learning and the cultural group influence the student's development of native-like pronunciation. According to research, the need and demand for native-like pronunciation might be influenced by having a personal or practical objective for learning English (Bernaus, Masgoret, Gardner, & Reyes, 2004). However, teachers should urge students to speak English beyond the classroom and give them projects that organize those encounters.
4. **Attitude:** Some students appear to be more competent at attaining better pronunciation than others. Even within a single homogeneous classroom, there is frequently a significant disparity in the capability of the children to pronounce words. Many academics have studied the personal traits of learners that lead to their performance in L2 acquisition.
5. **Instruction:** In a communicatively focused classroom, pronunciation is frequently overlooked. Teachers frequently regard pronunciation as the least important of the basic language abilities. As a result, they often forego teaching pronunciation to devote precious class time to other aspects of language. Perhaps language instructors feel justifiable in ignoring pronunciation because they believe it is more challenging for adult L2 learners to achieve L2 pronunciation abilities than other aspects of L2 learning. Some teachers may lack the equipment to adequately teach pronunciation, thus it gets overlooked (Elliott, 1995). Nuefield and Scheiderman (1980) reported that adults can obtain near native proficiency and it can be acquired in a very short time without causing major interruption to the L2 training programme if proper pronunciation teaching is provided (Elliott, 1995).
6. **Age:**
Because of the impact of age on language adoption and particularly pronunciation, grownups may consider pronunciation more challenging than children and are unlikely to acquire native-like pronunciation. According to Lenneberg's "Critical Period Hypothesis", the neurological or biological period stop working around the age of 12; and after this, to gain mastery of L2 particularly its pronunciation, becomes very difficult (Lenneberg, 1967).
7. **Personality:**
In the acquisition of pronunciation skill, the factors such as one's personality and its attitude, language learning goals, culture and type of motivation play an important role. Learners who are confident and get interactions with L2 speakers can do better practice pronunciation of L2.

2.7 What learners need?

Pronunciation must be taught to students in a communicative manner. Although communicative approaches for teaching grammar, vocabulary and pragmatics have been accessible for years, little progress has been made in developing a communicative way to teach pronunciation. The important thing that students require is teachers with confident behaviour to meet their needs through communicative means. Some students consider they require instruction in the articulating specific sounds of English. Some teachers explain a concentration on articulation by citing students' thirst for this knowledge. Dialogue, drilling, expert advice, and critical listening are all things that students require.

2.8 Research Questions:

1. Which English words deviate from Standard English phonetically?
2. What are the common phonological characteristics of deviation?

2.9 Significance of the Study:

This study explores the ways how the pronunciation of the students of the Secondary Level varies from the Standard English pronunciation. The study may help to make acquainted the global audience with the matchless phonetic features of students of Secondary Level. The words used in this research can help to recognize the patterns of pronunciation of both categories of students; first who pronounce correct English words and second, who pronounce English words incorrectly focusing on Urdu Transliteration.

The sentences containing some specific English words will be used through observing the manner of pronunciation of students of secondary level who learn English words by way of reading from their textbooks or people around them. They pronounce those words with their distinctive style in suitable contexts because they have read these words in their textbooks. Some words from science vocabulary have also been added to this study because many students make mistakes in the utterances of these words.

3. Methodology

This study has qualitative mode of enquiry in which deviations in pronunciation have been analyzed through making lists based on long-term observation of the students who basically read the English words focusing on Urdu Transliteration. The researcher has been tried to investigate the number of English words which are pronounced in a different manner from Standard English; however, hundred words have been added in this research.

3.1 Population and Sample

The target of the current study is all the students of the secondary level (Government Sector) in District Rahim Yar Khan (Pakistan).

Ten students from District Rahim Yar Khan (Pakistan) of Secondary Level (Government Sector) are selected based on random sampling to perform research work. This investigation is designed for a populace of ten students, from diverse social and ethnic foundations of both genders. The ages of the students were between 13 to 16.

3.2 Data Collection and Instrumentation

To show the influence of Urdu Transliteration on the English language, the data is gathered from real-world spoken and composed text. A wordlist consisting of hundred selected words both in English and Urdu languages has been drawn and data has been recorded in the form of a reading test and collected data has been interpreted. The researcher gravely analyzed the manner of pronunciation of each student by giving reasons in the backdrop. Oxford English Dictionary has been consulted for transcribing the words. The researcher selected Britain Standard English for contrast because this is the language of the original inhabitants of Britain. Hundred words are supposed to be tested through reading by focusing on Urdu Transliteration.

3.3 Wordlist

The researcher added hundred words in the wordlist. The words were based on researcher's observation. The following table is of word list containing different pronunciation in different forms of Language:

Serial	Words	British Pronunciation	Urdu	Deviant
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No.			Script	pronunciation
1.	Abnormal	/æbnɔ:(r)ml/	ابنارمل	/əb' nɑ: rml/
2.	Admit	/əd' mɪt/	ایڈمٹ	/əd' mɪt/
3.	Advance	/əd' vɑ: ns/ /əd' vɑ: ns/	ایڈوانس	/əd' vɑ: ns/
4.	Alarm	/ə' lɑ: m/	الآرم	/ə' lɑ: rəm/
5.	Alcohol	/ælkəhɒl/	الکوحل	/ælkəhəl/
6.	Allergy	/ælə(r)dʒi/	الرجی	/ələ(r)dʒi/
7.	Ambulance	/æmbjələns/	ایمبولنس	/æmbju: ləns/
8.	Anatomy	/ə' nætəmi/	ایناتمی	/ə' nɑ: təmi/
9.	Aquarium	/əkweəriəm; əkweriəm/	ایکویریم	/əkweriəm/
10.	Automatic	/ɔ: tə' mætɪk/	آٹومیٹک	/ɑ: təʊ' mætɪk/
11.	Biography	/baɪ' ɒgrəfi/	بائیوگرافی	/bajəʊ' grɑ: fi/
12.	Biology	/baɪ' ɒlədʒi/	بائیولوجی	/bajəʊ' ləʊdʒi/
13.	Blue	/blu: /	بلیو	/blju: /
14.	Boy	/bɔɪ/	بوائے	/bɔai/
15.	Budget	/bʌdʒɪt/	بجٹ	/bʌdʒət/
16.	Bulb	/bʌlb /	بلب	/' bəʊlʌb/
17.	Calendar	/' kælɪndə(r)/	کیلنڈر	/' kæləndə(r)/
18.	Canopy	/kænəpi/	کینوپی	/kænəʊpi/
19.	Capillaries	/kəpɪləri:z; kəpələri:z/	کپلریز	/kəpləri:z/
20.	Captain	/kæptɪn/	کپٹن	/kæptən/
21.	Cardiac	/kɑ: (r)diæk/	کارڈیک	/kɑ: (r)deɪk/
22.	Career	/kə' rɪə(r)/	کیریئر	/kə' rɪə(r)/
23.	Catalyst	/kætəlist/	کیتالسٹ	/kæta: lɪst/
24.	Challenge	/' tʃælɪndʒ /	چیلنج	/' tʃæləndʒ /
25.	Chicken	/tʃɪkɪn/	چکن	/tʃɪkən/
26.	Character	/kærəktə(r)/	کریکٹر	/kərəæktə(r)/
27.	Choice	/tʃɔɪs/	چوائس	/tʃɔais/
28.	Cholesterol	/kə' lestəro: l/	کولیسٹرول	/kə' lestəro: l/
29.	Cinema	/' sɪnəmə/	سینما	/' sænma: /
30.	Cleanser	/klenzə(r)/	کلینزر	/kli: nzə(r)/
31.	Clinic	/klynɪk/	کلینک	/klenɪk/
32.	Colony	/kɒləni/ /kɑ: ləni/	کالونی	/kɑ: lu: ni/
33.	Committee	/kə' mɪti/	کمیٹی	/kəmæti/
34.	Concert	/' kɒnsət /	کنسرٹ	/kən' sət/
35.	Deputy	/depjuti/	ڈپٹی	/dɪpti/
36.	Diameter	/daɪ' æmɪtə(r)/	ڈایا میٹر	/daɪ' æmɪtə(r)/
37.	Diplomacy	/dɪpləʊməsi/	ڈپلومیسی	/dɪpləʊmeɪsi/
38.	Document	/' dɒkjumənt/	ڈاکومنٹ	/' dɑ: ku: ment/
39.	Drawing	/drɔ: ɪŋ/	ڈرائنگ	/dra: ɪŋ/
40.	Echo	/ekəʊ/	ایکو	/i: kəʊ/
41.	Ecological	/i: kələdʒɪkl/	ایکولوجیکل	/ekəʊlədʒɪkl/
42.	Ethanol	/eθənɒl/	ایتھانول	/eθənəʊl/
43.	Event	/ɪvent/	ایونٹ	/i: vənt/
44.	Exhibition	/eksɪbɪʃn/	ایگز بییشن	/egzɪbɪʃn/
45.	Facial	/' feɪʃl/	فیشل	/' fi: ʃəl/

46.	Finance	/'faɪnəns/fə'næns/	فنانس	/'fɪnɑ:ns/
47.	Form	/fɔ:m/	فارم	/fɑ:rəm/
48.	Formula	/'fɔ:(r)mjələ/	فارمولا	/'fɑ:rmu:lɑ:/
49.	Fountain	/faʊntən/	فائونٹین	/faʊntən/
50.	Furniture	/fɜ:(r)nɪʃə(r)/	فرنیچر	/fɜ:rnɪ:ʃər/
51.	Galaxy	/gæləksi/	گیلیکسی	/gæləksi/
52.	Geology	/dʒi'vlədʒi/	جیولوجی	/dʒi'vləʊdʒi/
53.	Grammar	/græmə(r)/	گرامر گرائمر	/gra:mə(r)/
54.	Graphic	/græfɪk/	گرافک	/gra:fɪk/
55.	Guarantee	/'gʌrən'ti:/	گارنٹی	/'gʌrən'ti:/
56.	Harassment	/hærəsmənt; hərəsmənt/	ہراسمنٹ	/hɪrɑ:smənt/
57.	Hello	/hələʊ/	ہیلو	/heləʊ/
58.	Histology	/hɪ'stɒlədʒi/	ہسٹولوجی	/hɪ'stəʊləʊdʒi/
59.	Horn	/hɔ:n/	ہارن	/hɑ:rən/
60.	Hotel	/həʊ'tel/	ہوٹل	/həʊ'təl/
61.	Hypothesis	/haɪpəθəsis/	ہائپو تھیسس	/haɪpəθeɪsɪz/
62.	Information	/'ɪnfə'meɪʃn/	انفارمیشن	/'ɪnfɑ:r'meɪʃən/
63.	Management	/'mænɪdʒmənt/	منیجمنٹ	/'mænədʒmənt/
64.	Mayonnaise	/'meɪə'neɪz/	مایونیز	/'ma:junɪ:z/
65.	Member	/'membə(r)/	ممبر	/'mɪmbər/
66.	Memory	/'meməri /	میموری	/'mæməri /
67.	Minute	/'mɪnɪt/	منٹ	/'mɪnət/
68.	Modern	/'mɒdn; mɑ:dərn/	مادرن	/'mɑ:drən /
69.	Morphology	/'mɔ:(r)fɒlədʒi/	مورفولوجی	/'mɔ:(r)fəʊləʊdʒi/
70.	Mountain	/'maʊntən/	ماؤنٹین	/'maʊntem/
71.	Organism	/'ɔ:(r)gənɪzəm/	آرگنزم	/'ɔ:(r)genɪzəm/
72.	Original	/'ɔrɪdʒɪnəl/	اورجینل / آرچنل	/'ɔrɪdʒnəl/
73.	Pants	/'pænts/	پینٹس	/'pent/
74.	Parallel	/'pærəlel/	پیرالل	/'pæra:ləl/
75.	Parliament	/'pɑ:(r)ləmənt/	پارلیمنٹ	/'pɑ:(r)lɪmənt/
76.	Pension	/'penʃn/	پینشن / پنشن	/'pɪnʃən/
77.	Petrol	/'petrəl/ /pət'rəʊl/	پٹرول	/'pɪt'rəʊl/
78.	Philosophy	/'fɪləsəfi; fə'lɑ:səfi/	فلاسفی	/'fɪlɑ:səfi/
79.	Phosphorus	/'fɒsfərəs; fɑ:sfərəs/	فاسفورس	/'fɑ:sfʊərəs/
80.	Photography	/'fɒtəgrəfi/	فوٹوگرافی	/'fəʊtəʊgrɑ:fi/
81.	Photosynthesis	/'fəʊtəʊsɪnθəsis/	فوٹو سنتھی سیز	/'fəʊtəʊsenθeɪsɪs/
82.	Plasma	/'plæzmə/	پلازما	/'plɑ:zmə/
83.	Plastic	/'plæstɪk/	پلاسٹک	/'plɑ:stɪk/
84.	Police	/'pə'li:s/	پولیس	/'pʊli:s/
85.	Position	/'pə'zɪʃn/	پوزیشن	/'pʊz:ɪʃən/
86.	Private	/'praɪvət/	پرائیوٹ	/'praɪvət/
87.	Profession	/'prəfeʃn/	پروفیشن	/'prəʊfeʃn/
88.	Record	/'rekɔ:d; rekərd/	ریکارڈ	/'rɪkɑ:rd/
89.	Register	/'redʒɪstə(r)/	رجسٹر	/'rɪdʒɪstə(r)/

90.	Sandwich	/sænwiʃ/	سینڈوچ	/sænd'wiʃ/
91.	Second	/sekənd/	سیکنڈ	/sekɪnd/
92.	Solution	/səlu:ʃn/	سلوشن	/səlju:ʃən/
93.	Spaghetti	/spə'geti/	اسپیگتی	/spegh'ti/
94.	Storage	/stɔ:riʒ/	سٹوریج	/stɔ:rædʒ/
95.	Syllabus	/siləbəs/	سلیبس	/sələbəs/
96.	Systole	/sɪstəli/	سسٹول	/sɪstəʊl/
97.	Telegram	/telɪgræm/	ٹیلی گرام	/telɪgrɑ:m/
98.	Temperate	/tempərət/	ٹمپریٹ	/tempəreit/
99.	Theatre	/θi:ətə(r)/	تھیٹر	/θætə(r)/
100.	Ticket	/tɪkɪt/	ٹکٹ	/tɪkət/

4. Findings

After studying and analyzing the wordlist, it may be said that secondary students' pronunciation varies significantly from Standard British English on the assumptions of the following conclusions. It was important to observe the wordlist carefully in the following findings. In most words, the following results have been observed:

1. / ə / changes to / æ / e.g., “galaxy”, “career”, “character”, “fountain”, “mountain”, “memory”, “admit” “advance”, “aquarium”
2. / ə / changes into / ɒ / such as in “alcohol” and “cholesterol.”
3. / ə / changes into /ɑ:/ e.g., “biography”, “information”, “catalyst”, “cinema”, “formula”, “harassment”, “parallel”
4. / ə / changes into / əʊ / e.g., “original”, “ecological”, “geology”, “histology”, “morphology”, “automatic”, “biology”, “canopy”
5. / ə / changes into /e/ such as “document”, “hello” and “parliament”, “organism”, “hypothesis”, “management”
6. / ə / changes into /eɪ / such as “diplomacy”
7. / ə / changes into / u:/ such as “ambulance” and “colony.”
8. / e / changes into / ɪ / such as “deputy”, “member”, “parallel”, “pension” and “petrol”
9. / e / changes into / i: / such as “cleanser” and “echo”
10. / e / changes into /ə / such as “event”, “hotel”, “parallel”
11. / eɪ / changes into /i: / such as “mayonnaise”
12. / eɪ / changes into / ɑ: / such as “mayonnaise”
13. / ɪ / changes into / e /. Example includes “clinic”
14. / ɪ / changes into / ə / e.g., “chicken”, “budget”, “management”, “minute”, “calendar”, “captain”, “challenge”
15. / ɪ / changes into / eɪ / such as “cinema”, “committee”
16. / i: / changes into / e / such as “ecological.”
17. Short /ɪ/ sound changes to longer / i: /. For example, “event”, “furniture”
18. / ju: / changes into / u: / such as “document”, “formula”
19. / ɒ / changes into / ə / such as “concert.”
20. / ɔɪ / changes into / ɔaɪ / such as “boy” and “choice.”
21. / æ / changes to / ə /. For example, “character”, “abnormal”, “alcohol”, “allergy”
22. / æ / changes to / ɪ /. For example, “harassment”
23. / æ / changes to / eɪ /. For example, “cardiac”
24. / æ / changes to / e /. For example, “diameter”, “pants”, “guarantee”

25. / æ / changes to / ɑ:/ such as in “anatomy”, “finance”, “grammar”, “graphic”
26. / ɔ:/ changes to / ɑ:/ such as “drawing”, “form”, “formula”, “abnormal”, “automatic”
27. / ɒ / changes to /əʊ / such as “histology”, “morphology”, “biography”, “biology”, “ethanol”
28. / ɒ / changes to / ɑ:/ such as “colony”, “document”, “modern”, “philosophy”
29. / s / changes into / z / e.g., “exhibition” and “hypothesis.”
30. / k / changes into / g / such as “exhibition”
31. Additional sounds specially schwa / ə / is added in the beginning, middle or end of words. Examples include “pension”, “alarm”, “bulb”, “facial”, “form” and “horn.”

4.1 Suggestions for teaching pronunciation:

When it comes to teaching pronunciation guidelines, the researchers discuss them in the perspective of the communicative style of teaching English that is used in the majority of ESL classrooms (Gilakjani & Ahmadi, 2011).

- 1 Curriculum design Referring to curriculum and syllabus designs
- 2 Focus on the supra-segmental
- 3 Academic research and classroom experiments
- 4 Improved training for teachers
- 5 Provision of materials and courseware for teachers and learners
- 6 Increase research on pronunciation teaching methodology
- 7 Methods and materials development

5. Conclusion

Pronunciation is considered the challenging part for a student and may be the least favourite aspect for teachers to teach in the classroom. It is not justified to blame pronunciation specialists, academic or teachers. L2 pronunciation should be focused by EFL teachers according to student’s level, need and capability. According to time and opportunity, teachers should stress on segmental and supra-segmental features. Pronunciation must be considered as a critical and major part of communication and it should be integrated into activities in the classroom. By focusing on particular elements e.g, syllables, sounds, stress and intonation, language instructors can assist the students. The students will understand the concept after comprehending the functions of these elements. A teacher can get the better results if he or she encourages the learners’ actual production. Through regular instructions in the classroom, they can build awareness of pronunciation in the students. It can be concluded that pronunciation has a major role in the students’ communicative strength which can be prepared and integrated with vigilant support.

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