PRONUNCIATION PROBLEMS FACED BY SARAIKI SPEAKERS IN THE PRODUCTION OF ENGLISH VOWELS

Hashim Malik[1], Muhammad Tariq Ayub[2], Prof.Dr.Abdul Ghafoor Awan[3]

ABSTRACT-The objective of this study is to investigate the difficulties faced by Saraiki students in the pronunciation of English vowels sounds of English language. The main problem faced by the Saraiki learners of English language was the interference of their mother tongue. This study was conducted in District Muzaffargarh (Punjab) and the sample of study was limited to the 160 students of ninth and tenth classes from different government and private Boys and Girls high schools. The authors randomly selected 100 Saraiki learners from boys' High school and 60 girls Saraiki learners from the girls' High school. These students were chosen from 9th and 10th classes and they were Saraiki speaking. The pronunciation data was recorded in C.D and the results were showed in percentage. The results show that the students faced problems in the pronunciation of vowels sounds because of the influence of mother tongue, lack of teachers training and improper guidance.

   Key words: Vowels diphthongs Assessment, phonology, phonetics, English.

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1. M.Phil Scholar, Department of English, Institute of Southern Punjab, Multan.
2. Assistant Professor of English at Government Science College, Multan-Pakistan.
3. Dean, Faculty of Management, Institute of Southern Punjab, Multan.
   ghafoor70@yahoo.com.

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1. INTRODUCTION

In Pakistan, speaking skill is given no importance because our teaching system is based on reading and writing. Teachers use GTM and neglect the DM in their lectures. There is no involvement of the students in the class. They do not give emphasis on speaking skill. It is teacher cantered classroom.

Teachers ignore the correct pronunciation during delivering their lectures. Their main aim is just to memorize the grammatical rules of 2nd language to the students when students listen these mis-pronounced words by the teachers, they consider that pronunciation of these words is correct because they are pronounced by their teachers. The students listen and read the mis-pronounced words since their childhood. So, the wrong pronunciation of these words becomes the part of their knowledge. For enhancing second language learners' ability in the articulation of English vowels, teachers must develop awareness towards pronunciation during working with students (Molrey (1991).

1.1 Classification of vowels:

J. D. O. Conner, (1992) in his book the phonology of the English language, says, with the reference to the position of tongue, there may be three kinds of vowels as given below:

i. Front vowels: If the front of tongue is raised to the hard palate then front vowels are produced. For example, hit, did, bed, etc.

ii. Back vowels: If the back of tongue is raised to the hard palate then back vowels are produced. For example, Food, Tools, Moon, etc.

iii. Central vowels: When the centre of the tongue is raised to hard palate the vowels produced is called central vowels. There may be three kinds of vowels as:

(a). Open vowels: When the distance between surface of tongue and the roof of the mouth is greater the vowel produced will be open vowels. For example, hat, bad, cat etc.

(b). Close vowels: When the tongue is raised closed to the roof of the mouth the vowel produced may be close. Vowels e.g. /i: /, see roof, etc.

(iii). Half open and half closed vowels: When tongue is raised to 1/3 or 2/3 of the position, half open and half closed vowels are produced e.g. in between /i:/ and / æ /, all other vowels are half open and half closed vowels.

Peter Roach, (1983) in his book English phonetics and phonology stated that producing vowel sounds the lips can have many different position and shapes. In this respect there may be three kinds of vowels, which are as under:-

© Spread vowels: When the corner of the lips move away from each other for example cat, feel keep etc.

(d) Round vowels: When the corner of the lips move toward each other and the lips are pushed outward, round vowels are produced e.g./ u: / cool, pool, tool etc.

(e) Neutral vowels: When the lips are neither rounded nor spread, the vowels produced may be called neutral vowels e.g. bird, herd, etc.

1.2 Main Research Problems:

A lot of work has been done in English and Urdu languages on the grammar and the literature. But no major work has been done on the Saraiki language i.e., in the grammar or in the literature.

1.This research is conducted to find out the similarities and differences between the English language and the Saraiki language.

2. This research will show the problems which are faced by the Saraiki speaker of English language in the production the vowels sound.

3. This research will identify the difficulties in the production of Vowels of English by the Saraiki speaker of English language.

1.3 Objective of Study

The objectives of this research paper are stated as under:-

(i). To investigate the difficulties faced by Saraiki speakers of English language in the pronunciation of Vowel sounds.

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(ii) To study the effects of wrong pronunciation of vowel sounds on listeners.

(iii) To make suggestions to improve pronunciation of vowel sounds among Saraiki speakers.

1.4 Scope of Study

The present study will be beneficial for curriculum development of Saraiki language. The comparative phonetic inventory of vowels of English language and the Saraiki language will be developed in this study. This phonetic inventory will also be proved beneficial for the training of teachers. This study will help teachers as well as students to identify the difference between spellings, pronunciation, sound and the letters. They will be able to understand the difference between second language (English vowels sounds and mother tongue vowels sounds because these languages have different phonological systems, besides distinction between long vowels, short vowels sound and diphthongs.

2. LITERATURE REVIEW

According to O, greedy   Katamba and Dobrovolsky (1976), the articulation of vowel is difficult, because vocal tract does not show any narrowing which is the distinctive feature of the consonant phonemes.

Peter Roach (1997), described "vowels sound is those which are produced without hindrance and obstruction to the air flow".

According to Brouch T.C. (1988), English language has pure vowels, in the articulation of these pure vowels, the position of jaws, lips, and tongue does not change and in diphthongs a smooth glide occurs from one position to the other. Problem is created in the process of articulation of such vowels. So it is very difficult to teach and learn vowels because the sounds have deficiency in the accuracy and consistency in the case of place and manner of articulation.

Wanengler (2009), identified many problems in the articulation and perception of English vowels faced by the Arabic learners. Vowels sound like /^ /, // and /e/ are not found in the modern Arabic language. Similarly, central vowels / r /

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sounds are also absent in the Arabic language. So, the variation of / a / u/ or/ are substituted for / ^/ sound (as cited by Barros, 2003**).**

Kharma and Hajjaj (1989) provided information about kinds of problems in English vowels, one with the interference of mother tongue, many diphthongs are replaced by some other equivalent sounds.The second is that various pairs of vowel have districting sounds. According to Bell (1995), problems faced by the learner in the learning of pronunciation are due to the difference between the native and foreign language.

Carter Nunun (2001) argued that the teacher must have the knowledge of phonology and orthography of the target language and they should make the learners aware with the knowledge of spelling and sounds. If the learners are made aware of the relationship between the spelling and sounds, they would not mispronounce the word by seeing their spelling.

According to Cruttendon (1994) problems are faced by the learner of English language in the pronunciation of vowel sounds because of the inaccuracy and inconsistency of sounds. For example, in words: women, hold, come, bosom and hot, the letter 'O' represents different vowel sounds as /i/ in women, / u / sound in hold, /^/ sound in come, /u/ in bosom and /a / sound in hot. Problems of pronunciation for the foreign languages are common for all the people of world. Linguists and researchers have imported this common problem of pronunciation in all the foreign languages of world.

Jenkins (2011) reported that, it is impossible that a non-native learner pronounces like the native speakers and non- native must try to learn the perceivable and understandable pronunciation for the listener. Some linguists and researchers have reported the problem faced by the Spanish learners of the English language and they have elaborated the familiarity and reference in the phonological system of both the languages. Researchers have indicated that difference in the pronunciation of

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short and long vowels is the problem area for the Spanish leaners learning the English language.

  Swan and Smith (2011), have indicated the linguist problem faced by the Indonesian learners of the English languages. They have identified three types of problems i.e. phonological, social, and the problems faced in the process of learning pronunciation. Having two different phonological systems and lack of knowledge of the pronunciation are main problems for Indonesian learners.

3. RESEARCH METHODOLOGY

3.1. Research Design:

  We have adopted Qualitative approach in this research study and 160 words containing the vowels sound have been selected for the research purpose from the text books of English of 9th and 10th classes. Pronunciation of the words by the learners was recorded in a C.D. Sound of the words was compared with R.P pronunciation and mispronunciation of phonemes were analysed into percentage. The list of 160 words is given in appendix 1. Researcher has conducted the survey in the four boys and girls high school at Rohillanwali city of District Muzaffargarh. As the research was restricted to secondary level, so the student was selected from both boys and girls' high schools at the Metric level. The list of one hundred and sixty (160) words was taken from the research of Saima Bashir, M.Phil English (Linguistic) Session (2014-16).

4. DATA ANALYSIS

4.1. Short vowels / æ /sound:

Table1: Learner pronunciation and % of wrong articulation of words

Sr. No	Words	Incorrectly Replaced Vowel sound	Wrong Percentage
1	Chasm	ʌ e; a;	80%
2	Balcony	ʌ a: ɔ;	80%
3	Platform	e:	60%
4	Cascade	a; e	40%
5	Than	e. e;	50%

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6	Cabin	e.	e:		40%
7	Photostat	u.	u;	e;	80%
8	Natural	ei.	e:		30%

Interpretation:

In the articulation of words *chasm, Balcony 80% of the learners mispronounced these words. They used /a:/; /e:/ and /ʌ/* **sounds** instead of/ **æ/** sound**.** The learners replaced/ æ/ sound with /e:/ and /a:/ in the production of photostat and natural**.**They pronounced these words as platform /ple:tfa:m/ and /fɔ:tu:ste:t/ as we know /e:/ is Saraiki phonemes hence the Saraiki learner used /e:/ phoneme in these words. The word natural was pronounced correctly by the 70% of the learners and 30% of the students mispronounced this word..The cause of mispronunciation of the word "than" is that there are two words than and then with the little difference of vowels sound. They could not make difference in these words due to the mother tongue influence. Saraiki learner used /e/ sound for the both the words instead of /**æ/** and /e/ sound. The word Cascade and Cabin were also pronounced incorrectly   by 40% of the Saraiki learners because of the influence of mother tongue.

4.2. Vowel /ʌ/ sound:

Table 2 Learner production and % of wrong articulation

Sr. No	Words	Incorrectly replaced vowel sound			Wrong Percentage
1	Stomach	ɑ	e	ɔ;	40%
2	Bulk	U		ɔ:	30%
3	Monkey	ɔ:			10%
4	Southern	ɔ:	au		90%
5	Flourish	ɔ:	u		90%
6	Onion	ɔ:	ɑ		70%
7	Punish	ɔ:	u		20%
8	Dozen	ɔ:	u	a:	50%

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Interpretation:

The vowel sound/ ʌ/ was pronounced 64 times by eight Saraiki learners in the selected words .The pronunciation of the word stomach was 60% correct and 40% of the learners used / ɔː/, /e/ vowel sounds incorrectly.The learner pronounced the word stomach as /stɔːma/tʃ/ instead of / stʌmək/.   About 30% of the students pronounced the word <u>bulk</u> as /bulk/ instead of /bʌlk/the word monkey was pronounced correctly by 90%   of the students and 10% students used /ɔː/ **sound in correctly**. The word flourish was mispronounced by 90% of the students and 90% of the students mispronounced the word southern useing /ɔː/and /au/sounds. Because they could not make different between flour, flourish and the word south and southern. Similarly, 50% of the students pronounced the word dozen incorrectly and 70% of the students pronounced the word onion incorrectly as /d ɔːzʌn/ and the word onion as / ɔːniən/ and punish as /puni ʃ/.

4.3 Articulation of Vowel / i/ sound:

Table 3 % of incorrect pronunciation and explanation of articulation

Sr. No	Words	Incorrectly replaced vowel sound		Wrong Percentage
1	Pretty	e	e;	10%
2	Except	ʌ	e	70%
3	Decay	e		10%
4	Glitter	e.	ai	10%
5	Regret	e.	i:	10%
6	Enough	e.	e:	10%
7	Woman	e.	ɔ:	90%
8	Mountain	e	e:	90%

Interpretation:

The pronunciation of words pretty, decay, glitter and regret was 90% correct and 10% incorrect of all the students. In the articulation of words pretty, decay. Glitter

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and regret. The learner s replaced /e/ sound instead /i/ sound, but the word except was mispronounced b y70% of the learners using /ʌ / instead of /e/ sound. The word glitter was mispronounced by 10% of the students by using/ ai/ sound, majority of students pronounced correctly. In case of the word enough /ʌ/sound is replaced by /e/ sound.In the articulation of word ''regret'' /i/ sound is replaced by /e/ sound. Similarly, the words woman and mountain were mispronounced by 90% of the students because most of the non-native learners replaced the /i/ sound with /e/ sound. In the same way learners of the ninth and tenth classes replaced /i/ sound with /u/ in the word woman.

4.4. Articulation of vowel /e/ sound:

Table 4: % of errors in the articulation of learners and explanation.

Sr. No	Words	Incorrectly replaced vowel sound	Wrong Percentage
1	Merry	æ e:	90%
2	Energy	i ʌ r	80%
3	Preface	I ei e	60%
4	Breakfast	e; a:	80%
5	Thread	I e:	40%
6	Inter	I r	40%
7	Burry	ʌ o u	90%
8	Sweat	I: e:	90%

Interpretation:

The pronunciation of the word energy was 80% incorrect by the Saraiki learners and only 20% of the learners pronounced this word correctly. They used /i/ . **/ʌ / / r/** sounds instead of /e/ sound wrongly. Similarly, 90% of the students pronounced the word merry incorrectly because they used /i/ sound instead of /e/ sound. Similarly, in the word breakfast 80% of the students pronounced it wrongly. Because they break the word

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breakfast as break+ fast. In case of word burry 90% the student pronounced it wrongly because they used the vowels /u/ and /ʌ/ sounds instead of /e/ sound. They mispronounced the word sweat as sweet because 90% of the learners couldn't make difference between the word sweat and sweet. They mis pronounced the word inter and thread because they replaced /i/ sound instead of /e/ sound. In case of the word preface 60% the articulation was wrong because they used /i:/ sound instead of /e/ sound.

4.5. Articulation of vowel / ɑ / sound:

Table 5: % of wrong words articulation and explanation of learner's production.

Sr. No	Words	Incorrectly replaced vowel sound		Wrong Percentage
1	Hostel	a;	ɔ:	60%
2	Stock	a:	ɔ:	90%
3	Because	a;	ɔ:	50%
4	Wander	a:	ʌr	80%
5	Photographer	U:	ɔ:r	90%
6	Cough	ʌ ɔ: u		80%
7	Donkey	ʌ	ɔ:	80%
8	Nod	ɔ:	a:	50%

Interpretation:

The pronunciation of the word hostel was 60% incorrect and only 40% of the students pronounced this word correctly. Similarly, pronunciation of the word stock was 90% incorrect. They pronounced these words with /a:/ sound imitated by Saraiki community. The word wander was pronounced 80% wrongly as /vʌndʌr/ **as** most of the student pronounced this word incorrectly, and 90% of the students pronounced the word photographer wrongly as /fɔ**:tu:gra:f**ʌr/**.** The words cough and donkey were mispronounced by 80% of the students because they articulated these words with/ ʌ/ sound. Only 50% of the students mispronounced the word nod as / nɔ**:d**/ and some students replaced /a: / sound instead of/ ɑ/ sou nd.

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4.6 Articulation of vowel /U/ sound:

Table 6 %of incorrect word articulation and pronunciation of learners

Sr. No	Words	Incorrectly replaced vowel sound			Incorrect Percentage
1	Wool	U;			90%
2	Cook	ɔ;	u;		20%
3	Pull	U;			10%
4	Suit	ɔ ;	u;		90%
5	Booklet	U;	ɔ;	e,	90%
6	Cuckoo	ɔ;	ʌ		50%
7	Bosom	ɔ;	a;	u;	80%
8	Woman	U;	e		40%

Interpretation:

The pronunciation of the words wool, suit, was 90% incorrect only 10% was correct similarly the word cook was pronounced 20% wrongly and word booklet was miss pronounced by 80% of the learner. The word booklet, wool, cook, suit have these similar spelling like the word book, good, foot. Student pronunciation was wrong as they pronounced these words with similar vowel sound/ u:/. There pronunciation was similar to pool, fool, loose and cool etc. Students were confused and could not make difference between /u/ sound and /u:/as in book and /u:/ as cool. So they used long vowel /u:/ instead of short vowels /u/. Likewise, 80% of the students pronounced the word bosom incorrectly because they did not know actual pronunciation of this word. The word cuckoo was miss-pronounced by the 50% of the students and 50% of the learners pronounced this word correctly. The word woman and women were articulated similarly because they could not make difference of vowel sound in these two words. The word women were pronounced 40% incorrectly and 60% of the Saraiki learners pronounced this correctly.

4.7. Articulation of vowels /ə/ sound:

Table 7: %of wrong Articulation and explanation of learner pronunciation

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Sr. No	Words	Incorrectly replaced vowel sound	Incorrect Percentage
1	Table	ʌ, e;	90%
2	Agree	e æ	90%
3	Police	u; ɔ; u;	90%
4	Crucial	ʌ; iə	80%
5	Balloon	a, æ u a;	80%
6	Miracle	ɑi e a ; æ	80%
7	Petrol	e, ɔ ; u	80%
8	Agony	ʌ; a ɔ; a;	80%

Interpretation:

The word table and agree were wrongly pronounced by 90% of all the students as /te:bʌl/ instead of /teibəl/ and they mispronounced ''agree as' /**ægri:/** and /egri:/ instead of /əgri/. Similarly, 90% of the students mispronounced the word 'police' and 80% of the students missed pronounced the word 'crucial' because of the influence of their mother tongue Saraiki. They pronounced 'police' as '/pu:li:s/ instead of /pəli:s/ and they pronounced the word crucial /kru: ʃ i əl/ **instead of /kru ʃ əl**/ . more over 80% of the students wrongly pronounced the word 'balloon' and 'miracle 'they pronounced the word 'balloon' as / belu:n/ and / b**ælu:n**/. It was wrong pronunciation which was the influence of their mother tongue. Similarly, word 'miracle' was mispronounced by 90% of the learners replacing the sound / i/ and /**æ/ sound as /mirækʌl/.** Only 10% of the learners pronounced this word correctly. The word agony and petrol were mis pronounced by 80% of learners as /egani/ and /ʌgɔ:ni/ instead of / **ægəni** /sound. They pronounced the word petrol incorrectly as / pitrɔ:l/ and /petrol/ instead of petrəl/**.**

4.2 Long vowel:

4.2.1: Articulation of /i:/ sound

Table 8: % of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly replaced vowel sound	Incorrect Percentage
1	Breach	I; e;	30%

2	Immediate	I ei , I;	90%
3	We	I. e	20%
4	Genius	e I	50%
5	Squeak	I u;	30%
6	Deceive	I; e ai	20%
7	Evil	I æ e ;	90%
8	Creature	ie r e;	95%

Interpretation:

The pronunciation of the words, we and breach was 30% incorrect and 70% correct of the Saraiki learners. The word breach and we wrongly pronounced by some students as /vi:/ instead of /wi:/ because they are not habitual to make difference between / w/ and /v/ sound. These sounds are very confusing for the Saraiki learner of English language. The word immediate was mispronounced by 90% of the students. They replaced /i / sound instead of /i:/ sound because they were not aware of correct pronunciation as / imi:diət/. The word genius was wrongly pronounced by 50% of the students as /**d ʒ** eni**əs / instead of / d ʒi:** niəs/. Similarly, the word /squeak/ and deceive were pronounced correctly by 70% of the students. 30% students pronounced these word incorrectly as /disaiv/ instead of /disi:v/ more over the words' evil 'and' creature' were pronounced incorrectly by the 90% of the Saraiki learners as /evil/ instead of /i:v**əl/.** They mispronounced the word 'creature'95% as / krie: **t ʃ ʌr/** instead of /kri: **t ʃ ə/ .**

4.2.2. Articulation of /a:/ sound:

Table 9: of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly replaced vowel sound		Incorrect Percentage
1	Father	ɔ; a	r;	10%
2	Laugh	au , ʌ		40%
3	Garbage	a ; r	ei	95%
4	Party	a ;r		95%
5	Clerk	ʌrer		95%
6	Martyr	ʌra;r		95%
7	Spark	a ;r		95%
8	Heart	a;rʌr		95%

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Interpretation:

English language has two important dialect and American English dialect, a British English dialect. The pronunciation of British standard dialect is called Received Pronunciation Pakistani speaker of English language follow the R.P. in the R.P /r/ phonemes is not pronounced if it comes at end and after the vowel. But American English /r/ is pronounced at any place before and after the vowel.

In the word father 90% of the students pronounced correctly and only 10% of the student pronounced as /fæ/ sound and they pronounced /r/ at the end. The word laugh was pronounced correctly by the 60 percent students and 40 percent students pronounced it wrongly as the used /a/ and /**æ /sound** instead of /a:/ sound. The words 'spark 'and 'martyr' were pronounced incorrectly by 95% of the students. In the word 'martyr' they replaced **/a:/**sound by /ʌr/ and /er/ sound. They were not familiar with the correct pronunciation of this word. They were influenced by their mother tongue. Similarly In the word spark, they used /r/ sound after the vowel as /spa:rk/ instead of /spa:k/. in the pronunciation of words 'heart' clerk and garbage learners were influenced by their mother tongue and they pronounced these words 95% incorrectly. They articulated /r/ sound as / a:r/ instead of / a:/ sound as in garbage / ga:rbe**dӠ**/ instead of /ga:bi**dӠ**/**.** Similarly**,** the word party was mispronounced by 95% the students. They used / r/ sound as /pa:rti/ instead of /pa:ti/.

4.2.3: Articulation of / ɔ:/ sound:

Table 10 % of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly pronounced vowel sound	Incorrect Percentage
1	Aural	**ɔ;rar**	90%
2	Sword	**ʌruru;r**	85%
3	Bought	au a	70%
4	Toward	**ʌr**	95%
5	Law	a; a	98%
6	Call	a; a	98%
7	Orbit	**ɔ;r a**	95%

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8	Normal	**ɔ;rar**	95%

Interpretation:

In the articulation of words "Sword "and "Aural" 90% of the learners mispronounced these words using /ar/ and /a:r / sound instead of / **ɔ:** / but 10% of the students pronounced it correctly. The word "Towards"was pronounced in correctly by 95% students. They replaced /**ʌr/** and /a:r/ sounds as / tuv**ʌrdz/** and /tuwa:rdz/. Similarly, 98% of the students mispronounced the words call and law. They used /a:/ sound instead of / **ɔ:** / sound. These sounds were mispronounced because of their surrounding and were listened in the saraiki community. In The articulation of words "normal" and "orbit" 95% of the students mispronounced these words. because they used /a sound and /a: sounds instead of / **ɔ:** / sound. Because they were living in the saraiki community and their mother tongue also influenced their pronunciation of English vowels sounds.

4.2.4 Articulation of /u:/ sound:

Table 11: % of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly replaced vowel sounds	Incorrect Percentage
1	Rumour	u; ju; ʌ	60%
2	Blue	Ju;	69%
3	Tomb	ɔ; ʌ	90%
4	Tooth	u;	70%
5	Ruin	uiue	80%
6	Flew	Ju;	90%
7	Wound	ɔ; au	95%
8	Truth	ʌ u;	90%

Interpretation:

The words "rumour" and "blue" were mispronounced by 60% of the students and 40% of the students pronounced this word correctly. Students replaced /**ju:/   sound** Instead of /u: / sound and in the word rumour, they used   /**ju:/** and /**ʌ**/ sound instead of /u:/ sound.

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And 40% students used correct phonemes for these words. The words "flew" and "tomb" were mispronounced by 90% of the students. Because they pronounced as / fl/**ju:/**instead of /flu:/ sound. The cause of their wrong pronunciation was that; they had listened these words in the environment of saraiki community. The words "tomb" and "tooth" were also pronounced 90% incorrectly. The words tomb was mispronounced by 90% of the students and 30% of the student pronounced the word tooth correctly. This was also the influence of their mother tongue and their environment. Similarly 95% of the student mispronounced the word "wound" incorrectly and they replaced /au:/ and / ɔ:/ sound instead of /u:/ sound. More over 80% 0f the learners pronounced the word "ruin" incorrectly. They used /**ju:/**and /ui/ sound instead of / ru:n/ sound. Similarly 90% of the students mispronounced the word truth as they replaced / u / and /a/ sound instead of /u:/ sound. The cause of their wrong pronunciation was unawareness about these sound of English vowels. Another word tooth was mispronounced by 70% of the students. They used /a/ and /u/ sound instead of /u:/ sound as /tuθ/ instead of /tu: θ/.

4.3 Diphthongs:

4.3.1: Articulation of /ei/ sound

Table 13: % of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly pronounced vowel sounds	Percentage
1	Agent	e; e ʌ	80%
2	Eight	e; i	80%
3	Grazing	æ a e;	90%
4	Later	æ e;	95%
5	Danger	e; æ a;	95%
6	April	æ e ʌ	95%
7	Data	e; æ e	90%
8	Bathe	a; æ e;	95%

Interpretation:

Saraiki and Urdu speakers face great difficulty in the production of these diphthongs. This sound was very much confusing for the students. This diphthong

was replaced by Saraiki long vowel sound /e:/ and R.P vowels / **æ/** and /e/ . In the articulation of word 'agent' 80% of the students pronounced this word wrongly and in the word eight 80% of the students mispronounced this word by using /e:/ , / **ʌ/** and / e/ sound sinstead of /ei/ sound. They pronounced the words agent as / **ʌdʒənt/** and /e**dʒənt/** instead of .ei/ sound because they could not make difference between the sound /ei/ and /e/ and /e:/ . The word 'later' was pronounced in correctly by 95% of the students because they could not make distinction between the pronunciation of words later and latter. They pronounced these wards with vowel sound. Similarly, 90% of the learner pronounced the words 'data' and 'grazing'incorrectly because of the influence their mother tongue language. The students replaced /e:/ and /e/ sound in the place of /ei/ sound. Similarly, another words 'danger'bathe'andapril were mispronounced by 95% of the students. The learners used Saraiki vowels sound /e:/ and R.P vowel sounds /e/ and **æ** sound instead of /ei/ sound . They pronounced the word 'bathe'as /ba: θ/ and /b**æ**θ/ instead of /beiθ/. And other word danger and April were pronounced 95% incorrectly. The learner replaced Saraiki vowels /e:/ and English vowels / e/' /æ/ in the place of /ei/ diphthongs. As in the word April they pronounced as /e:pril/'/epril / æpril/ .

4.3.2 Articulation of /ai/ sound:

Table 14 % of wrong Articulation and explanation of learner pronunciation

Sr. No	Words	Incorrectly replaced vowel sounds	Incorrect Percentage
1	Christ	e i	90%
2	Height	e;	10%
3	Trail	e; e	80%
4	Miserly	i e er	70%
5	Idol	I e;	15%
6	Time	e; æ	10%
7	Horizon	u i ɔ	98%
8	Lively	I ʌ	60%

Interpretation:

In the articulation of the word 'Christ' 90% of the students mispronounced this word 'Christ.' the learners used /i / sound instead of /ai/ sound because they were not aware of the pronunciation of this diphthong. The word height was pronounced 90% correctly. Only 10 percent learners mispronounced this word. They replaced /ei: / instead of /ai/ sound. The words 'trial' and 'miserly' were pronounced incorrectly by 80% of the learners. They used /i/and/e;/ sounds in place of /ai/ sound. They could not make distinction between the sound of words 'trial and trail. most of the student used Saraiki vowel /e:/ instead of /ai/ sound. The words time and idol were pronounced correctly by 90% of the students, and 10% of the students pronounced these words wrongly. Similarly, 98% of the students pronounced the word 'horizon' incorrectly. They could not make difference between the pronunciation of horizon and horizontal. They mispronounced this word by the influence of mother tongue and the Saraiki community.

5. CONCLUSION:

We found that Siraiki students faced colossal problem in the production of English vowels sounds especially in the pronunciation of diphthongs, because it was not easy for them to leave the habit of the production of the vowel sounds of their mother tongue and it was not easy to produce new sounds of English vowels. Siraiki learners cannot make difference between the phonological systems of English language.

Learners could not make difference in alphabet use and its sound. For example, alphabets a, e, o, u, i, are pronounced differently for different words. The alphabet (a) is used in short vowel, long vowel, and diphthong. Similarly, the alphabet, e, o, i, u, are produced differently for different words, as in case of 'o' alphabet, it is used in short vowels, long vowel and diphthongs.

In written form, English language is not a phonetic language. It has so many homophones i.e. the words which have same pronunciation but have different

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spellings. For example, the words, sun, son, see, sea, male, mail sale, sail etc have same pronunciation but have different spellings. Similarly, English language has some words having same spelling but they are pronounced differently they are called homographs for example, tear (to come apart) tear (means (a drop of secretion of caramel glands). The examples of homophone and homographs are the evidences of the complex phonological system of English language which is the most troubling problem faced by Saraiki learners.

Due to the complex structure of English words, some words change their meaning with the minor change in their spellings. The words noun can be changed into verb with minor change in spelling. The vowels and consonants are the segmental aspect of English language. There are some vowels and consonants in English language which are not found in the mother tongue of Saraiki learners. Saraiki learners of English language face severe problems in the production of these sounds. Both the languages have substantial difference in the place and manner of articulation of their sounds. Similarly, supra segmental features of English language also cause problems for Saraiki learners. Supra segmental features like stress, intonation, rhythm etc also cause problems for Saraiki learners of English language. Stress system in English language has certain meaning. Like spellings of words, stress is part of the word and is fixed with every word. Stress in English language carries meaning.

6. RECOMMENDATIONS:

On the basis of the above conclusions, we would like to make the following recommendations: -

►To attain the good knowledge of English vowel sounds pronunciation, Students must be taught the process of articulation of speech organs like lips, tongue, vocal cords palate teeth etc. The students should have knowledge of manners of articulation and place of articulation e.g. the shapes of lips, position of tongue etc.

►The importance of teaching methodology must be kept in mind. Teaching

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methodology should be changed. Teachers should leave old methodology like GTM, lecture method etc, and should adopt the conceptual and activity based method.

► Students should be made habitual to concentrate on the functional concept of English language. The learners should be provided an opportunity to take part in different activities like discussion, declamation contest and debate to achieve the self-confidence and speech fluency.

►A teacher is considered a role model for the students and as such his accent and pronunciation should be the best model for the learners.

►Another important factor is environment; environmental factors also play pivot role in learning pronunciation. The students learn the language and its pronunciation easily and rapidly in the environment. If the friends and parents are learned people and have the correct pronunciation of English language. They must play their better role in the learning of good pronunciation.

► As English is taught and learnt as a compulsory subject, teaching of pronunciation must be taken essential subject of learning English language.

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