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Deviation in Academic Speech of Pakistani English Language Learners: A Corpus-Based Study

Abstract:

Pakistani English language learners' speech in an academic context has been evaluated in the present research. A catalogue of 350 words that fluctuate in pronunciation from the Basic English pronunciation of these words has been instructed in the present study. Wordlist founded on a remark made over six months has been formulated along with the transcription of these words according to the British, American, and Pakistani phonetic variants to bring out the unique pronunciation of educated Pakistani speakers of English. The deviation may be an outcome of learning rifts or the impact of their native languages such as Urdu, Punjabi, Pashtu and Saraiki. The general contours in the Pakistani pronunciation of these English words have also been examined. The study may not only assist in acquainting the global audience with the distinctive phonetic features of Pakistani English but also make the Pakistani teachers and learners concentrate on these words while teaching or learning how to pronounce them.

Key Words:

First Language L1 and Target Language L2, English Language Learners, Pakistani Speakers, Speech Deviation, Received Pronunciation.

Introduction

As there are now more non-native speakers than native speakers of English, the native language impact on the directions the non-native speakers pronounce English sounds cannot be gone hidden. Researchers have indicated the minute relationships between the first language (L1) and the target language (L2) and the studies on how these two have pertained frequently classified in the fields of language contact, cross-linguistic influence, features of world English, L1 interference and language variation (Nazara, 2011; Crystal, 1997).

The pattern of L2 learning can be distinguished by the knowledge of L1, and thus any grown-up speaker who would utilize any new language with a sound knowledge of any other language should be contemplated as speakers with a foreign accent.

On the other hand, for any setting, academic, professional or interactional, speaking gets the absolute significance as English is the accepted language of 85% of organizations in the whole world (Nelson 2012). Even after having an adequate grip over the English grammar, pronunciation can never be resisted, for there is always the phase in the society when somebody has to talk to it out or go for the verbal process, other than composing.

In our context, mainstream refers to the preponderance of the speakers who can generate a good and understandable form of English or at least can enunciate the English speech sounds without establishing many variations from the RP

(Received pronunciation) patterns. Accordingly, this research proposal is based on the following research questions in concentration.

- a. What are the most difficult tones for this different language society (Pakistani English Language Learners)?
- b. What could be the working factors behind this phenomenon/ language deviations?

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c. How distant can these problems be dealt with and settled?

Significance Of Study

English is the accepted and intellectual language of Pakistan. However, there has been a lot of study in English as the second language in Pakistan, but the variation of Pakistani English Language Learners from the basic speech is still unknown in many perspectives. The difference in Pronunciation from Basic English is certainly captioned by the impact of the native language of Pakistani Speakers. English Language Learners in context of phonetics & phonology. The study will also be effective in discovering English as a second language. The study will assist future researchers in utilizing this data to know about variations of Pakistani English Language Learners speech.

The current study attempts to examine the outward and inward impacts of language alteration in terms of phonetics. In this research, comparative research has been used by distinguishing phonemes of the two languages. In the viewpoint of Rakkan, 1968 (as cited in Hakim, 2012), comparative research is associated with the comparison of two languages and purposes at the presentation of their compositions from a mutual harbinger. This research would assist in developing a word list of particular phonemes that the Pakistani English-speaking students learn complicated to speak. The study would help the Pakistani speakers and linguists to specify the English sounds pronounced differently and expand the conception of comprehending when a comparison would be made with SBE (Standard British Accent).

Theoretical Framework

According to the theoretical framework of Labor, 2001, several common characteristics affect second language learning, such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality. To consider all variables associating with second or foreign language learning concurrently would be a very complicated charge. Thus, categorizing these characteristics into two groups of inward and external contain components of a similar category. Outer elements are greatly dealt with with curriculum advancement and course design, and inner aspects are examined in SLA and psychology books. Internal variables indicate cognitive and meta-cognitive characteristics as intelligence, understanding, self-esteem, learning style etc. While outer variables discern jovial and affective characteristics such as social class, first language, early start, L2 curriculum, etc. The research illustrated that not only the external but also the Al-Burz Vol & Issue no.09. ISSN 2071-9477 (Print) 2017 121 internal facets had their specific impacts on the language learning procedure and the output process too.

Research Questions

- What are deviations in the speech of the Pakistani English Speakers from standard speech?
- Which sounds Pakistani Speakers pronounce incorrect frequently?
- What are contributory factors involved in deviations?
- How the deviations in the speech of English language Learners can be minimized?

English In Pakistan

English is supposed the extensively prestigious and overseeing language in the world. Without its knowledge and speaking ability at a substantial applicable rate, no nation in the world can even infer to strive the speed of development as it is necessary for the field of business, commerce, trade, communication, science & technology and especially in education (Tariq et al., 2013). In the 1980s, the World Englishers appeared to differentiate between indigenous languages that are pronounced in British, America, New Zealand, Australia, Canada and some other parts of Europe, and Non-native assortments, which were fix in the external circle by Braj Kachru.

Since Pakistani English was contemplated as a distinct variety, Braj Kachru, 1986, included Pakistan as an outer circle country. Kachru, 1986, deemed Pakistani English as a second language institutionalized Variety (Baumgardner, 2009, as cited in Tariq et al., 2013). The use of English in Pakistan is greatly diverse as distinguished by the native speakers. The purpose of dominating the English in Pakistan is that indigenous languages of Pakistan: Punjabi, Sindhi, Urdu, Balochi, Saraiki and others interact with English.

Literature Review

Riaz (2015) discussed the INFLUENCE of the English language on the Native language, especially the Punjabi language. This study aims to identify the variation in pronunciation from the standard of the English language that is marked by first Language influence. It aims to define the phonological and phonetic qualities as well. The research is exploratory-qualitative. This study finds the clear deviation of uneducated Punjabi speakers from the Standard English language (British or American). Additional sounds such as schwa are included in the opening, mid, and edge of letters, which is the main variation. Researchers called it Punjabi English. Uneducated Punjabi speakers utter the phrases in considerably various expressions because of the Native language effect.

[Islam \(2016\)](#) investigated the status of English as EFL in Bangladesh. This study endeavors to discover the justifications beyond differences or improvements, which are brought in occasionally, intentionally and periodically with determination. It has been formulated to draw voiced trials from 47 learners examining at the Department of English in BSMRSTU, Bangladesh. An experiment was performed on the orator from the southwestern parts of Bangladesh that cover different regions in Bangabandhu Sheikh Mujibur Rahman Science and Technology University (BSMRSTU). Figures were obtained by Focused Group Discussions and Interviews, which project the factors working behind their mispronunciation. Information was gathered in three terms where every day represents the utilization of three accessible varieties in percentile. The activity research strategy was applied to direct this examination. Analysts will, in general, depict the primary issue with their English elocution is that they will, in general, adhere to a specific example while communicating in English which is additionally recognizable in their methods of articulating Bangla sounds. It has been discovered that their discourse sounds are getting twisted to a specific level, and these issues have been recorded through a study. The words containing dabbled articulations are glass, class, brush, gloves, snacks, school, shower, bunch, if it's not too much trouble, slip, from, plate, plastic, slap, gem, cross, seat, cheat, pair, hair, moderate, develop, note, boat, vote, van, fan, quick, zoom, zoo, taste, us, day. Every one of them sounded with an eminent contrast from the particular partner in RP. The first problem is described as Epenthesis while pronouncing certain words. The next problem is traced as a substitution. Community Language Learning (CLL), quite helpful for hesitancy. The learning is facilitated through repetition and drilling, Language Alternation, use of tongue twisters, singing songs and exchange of dialogues. The above all else actuality to accommodate is that discourse preparing is an exceptionally specialized cycle where a ton of devices are compulsory, and for a nation like Bangladesh, these are very hard to oversee, disperse and do the support interaction.

[Al Zoubi, S. M. \(2018\)](#) investigated similarly as the recent perceptions of Afghan EFL students about English pronunciation in the context of importance, positivity, students' passion and difficulty. This research uses the qualitative method. The data is collected from 100 EFL students of the English Department of Takhar University through a questionnaire with 20 items. The outcomes of the study showed that the students have a positive perception of English pronunciation and feel enthusiasm towards different activities related to this task. At the same time, they find it difficult in acquiring proper English pronunciation. The perceptions vary based on the learners' classes and native languages.

[Chun D. \(1992\)](#) illustrated that a technical and appropriate way of pronunciation matters a lot in a speech. It identified English words that are mispronounced due to the influence of the Native language, lack of

knowledge or problematic listening. Similar studies have emphasized that the present study undertook the educated Pakistani speakers of the Province Punjab. A list of 350 words is given that deviate in pronunciation from the Standard English pronunciation. The phonetic variants of Pakistan, America and British, are also given. This research is exploratory-qualitative. It has implications for TESOL, SLA, EFL and contrastive phonetics and phonology. The study concluded that many words deviate from the British and North American pronunciation of English. The deviation is based on stress pattern, insertion or omission of schwa, elongation or shortening of sounds, spelling. This research highlights the unique phonological features of Pakistani English. It also suggests the teachers and learners focus on the given words list to improve their pronunciation.

[Al Zoubi, S. M. \(2018\)](#) stated that openness to language could be characterized as the contact that the students have with the objective language that they are endeavoring to learn. Inside the homeroom, quite possibly the most focal jobs of the educator are to furnish students with adequate openness to rehearse the objective language in an assortment of settings and from various speakers. As certified speaker of the language, the educators can give useful instances of language; also, they can apply normal contribution from TV, tapes, video, sites, books, and magazines.

According to [Chun D. \(1992\)](#), articulation is the manner in which a specific discourse sounds in the mouth; elocution focuses on additional in transit of sounds are delivered by the listener. Elocution is significant in English since errors will cause the listener to misconstrue the importance of expression. Elocution is one of the three parts of dialects, along with punctuation and jargon. It's anything but a significant part in tuning in and talking ability, so creating understudies articulation is quite possibly the main assignments for English instructors ([Komariah, A. 2019](#)).

Research Objectives

- The primary purpose of this research is to assess the deviation that occurred between the Native Speakers and Second Language Learners.
- To devise ways to minimize the deviation between ESL and the Native Speech.
- One of its objectives is to ensure the speech 'error free'.
- The purpose of this analysis is to make students (participants) aware of their deviations from the Standard Speech.
- The purpose of this analysis is to make the speakers Speak Confidently.

Methodology

A random Sampling of fifty students was chosen from the Department of English. Students and data were selected miscellaneously. To address the problem, the qualitative method has been applied. At first, fifty students were under observation; during this observation, a passage was designed for the students with usual pronunciation and the students were asked to make the speech of this passage. Students' speech has been recorded in the linguistics lab of the university.

Table 1

Semester	No. of Students Selected
BS III	10
MA I	10
BS VIII	10
BS IV	10
MA IV	10

Several issues have been observed in their pronunciation pertaining to the sounds of standard British English.

Table 2

S. No	RP Sounds	Sounds produced by the respondents
1.	/eə/	/ɪə/
2.	/əʊ/	/ɒ/
3.	/ei/	/e/
4.	/tʃ/	/s/
5.	/s/	/tʃ/
6.	/zʃ/	/dʒ/
7.	Labiodental /f/	Bilabial /f/
8.	Labiodental /v/	Bilabial /v/

Findings

To cope up with the question, at first, for 7 days, the students were under study. In this duration, all the complicated and troublesome words with particular pronunciation have been documented. These problematic words were recorded while interacting with teachers, giving presentations and in native assertions. During the observation, it was observed that there were problematic words with usual pronunciation that were mispronounced by the students. Along with these words, there were a lot of different sounds as well that was mispronounced by the students who are shown in table 3.

Table 3

S. No	RP Sounds	Sounds Produced by the Students
1	/eə/	/ɪə/
2	/əʊ/	/ɒ/
3	/eɪ/	/e/
4	/tʃ/	/s/
5	/s/	/tʃ/
6	/z/	/dʒ/
7	labiodental/f/	bilabial/f/
8	labiodental/v/	bilabial/v/

- Interference of local dialect has made maximum deviations from standard speech.
- It is analyzed that unnecessary stress has put in the sounds /t/, /d/, /z/. However, in Standard Speech, these words are not pronounced with heavy vibration in glottal, but Pakistani Speakers have done so. e.g., Linked.
- Aspiration is the phenomena, which includes the expulsion of air onto few sounds like /p/, /t/, /k/, but the speakers have put aspiration pattern unnecessarily onto almost all consonants of the words.
- Improper use of articulators has observed in sounds production, in particular /w/, /k/, /ng/, /n/sounds.
- Failed attempt to speak like a native on the part of students has made. However, it further has made their accent artificial.

Discussion and Analysis

Learning of the English language occur in many areas of language like speaking, listening, writing and reading. For discernable communication, speaking and listening need proper articulation. Analyses revealed that

students' confidence in their pronunciation leads them towards competently and good insight of the knowledge. Pronunciation is the audible aspect of speech. Kang (2010) claims that pronunciation classes don't have to stress sounding British or American, but rather learning to become more comprehensible and intelligible. Intentionally or accidentally, the level of EFL speakers' proficiency is often assessed concerning precision and articulacy, whether their pronunciation is fascinating or bad. For the coherency and assess the ability of communication, the aspect of accurate articulation is indispensable. EFL learners' efficacy and performance in numerous ways, which is due to the English pronunciation abilities. The findings of the Discussion project that L2 pronunciation is highly overpowered by L1. The outcomes of this study give important knowledge about EFL students' variations and varieties of English pronunciation. The outlook of this research informed that EFL students generally have a positive conception of English pronunciation. This survey notifies that students consider English pronunciation as vital and devoted. Students regarded the significance of accurate pronunciation. They acknowledged that they could develop their pronunciation abilities. The study findings revealed that participants were attracted to a native-like pronunciation.

Suggestions

The above show data present important details about the impacts of speech activity on students. Moreover, it has become the principal fact to adapt is that language practice is particularly a technical procedure. A lot of instruments and devices are required. For a country like Pakistan, the maintenance process is very difficult to organize and publicize.

On the other hand, researchers have illustrated that pronunciation and age are nearly related. Further, it is troublesome and hard for grown-ups to understand a new language. There are some limitations in this regard. English is a mandatory portion of the secondary and higher secondary syllabi; it is perceived that before joining the university, they would acquire a satisfactory command over the language of English. However, the humiliating thing is having outstanding scores in English at the secondary & higher secondary classes but average marked in Basic English courses at the universities. Mostly, these students have an adequate grip over writing abilities, but they strive hardest with listening and speaking. For this, some of the recommendations have been suggested below to maintain good speech or to avoid deviation from the standard speech.

A) In Connected Words, Avoid the Repetition of the same Sounds.

Examples: Black coffee.... bla-coffee, This school....thi-school, Good day.....goo-day, Go out.....gow-out

B) Proper use of articulator should observe.

Examples: Won't you...wonych you, Meet you.... meech you

C) Reduction in the forms should use only in speech, not in Writing.

Examples: Want to...wanna, Going to....gonna, Don't know....dunno, Got to....gotta, I am...I'm

D) The phoneme /r/ occurs only before vowels sound; therefore, it should not be pronounced at the end of the word.

Example: Longer... Higher... Under...Clear....There...

E) The words which are ending on ment, not pronounced as ment but /m n t/. In the words like,

Development... Achievement... Intelligent... Management... Improvement....

F) Discipline yourself to practice

Clarity matters more than fluency, Pakistani accent does matter more than British or American Accent

9. Do not pronounce a word in accordance with its spellings, as English is not a phonetic language.

Examples: Though.... Thought... Cough....

Limitations

- Analyses have shown that age and proper pronunciation and age factor are correlated. It is almost impossible for mature people and grown-ups to understand and acquire a new language.
- Above all, language exercises and practices required a proper technical system. For a 3rd world country like Pakistan, it is very hard to keep a maintenance system to organize and publicize.

Implications

The analysis of the way of life of a society, their traditions, manners and moralities synchronously go towards the learning and understanding of a different language. English is the current "lingua franca". English is the official languages of Pakistan. It is also a forum for schooling and education at a higher level. The primacy of command and comprehension in English language aptitudes is inevitable at the university level.

This study will help to explore the variation in standard speech by the Pakistani English Language Learners in the context of phonetics & phonology. This study will also be beneficial in finding English as a second language. ESL students generally have an easier time

The basic of communication, like examining the accent, facial expressions and mannerism, is a cakewalk for ESL students. Presumably, Learning ESL can keep you from fluster cultural misinterpretations.

Having command of standard and fluent English language, the greatest advantage is that the chances and possibilities for a good job/career largely increase. Even International companies seeking for People who have command of English

Learning English as a second language can stimulate your brainpower. It has many advantages like creativeness, eidetic memory, and much better analytical abilities. Multilingual have a better understanding of the different cultures and comprehending perplexing beliefs of that area as well.

The study will help future researchers to use this data to know about deviations of Pakistani English Language Learners speech.

Pedagogical Implications:

A Corpus of two hundred students will be collected, which will be beneficial not only for teachers and students but also for Syllabus designers. So, the syllabus can be designed to the needs of students. So, this needs base analysis shall benefit major stakeholders in Education Sector: Teachers, Students, Researchers and Syllabus Designers.

Conclusion

Pronunciation is an important aspect of verbal communication. In the teaching system of secondary and higher secondary levels of Pakistan, this basic aspect is always neglected. For language practice and exercise, many students fail to utilize the resources, so this research is a huge opportunity not only for the tertiary level teachers but also for students to highlight the very mistakes which they make while making a speech as ESL. This article has brought out some facets of the preceding issues underwriting the students of the National University of Modern languages Faisalabad Campus, Punjab, Pakistan.

If this is the case only in this particular area so the situation reconditions could be more alarming in other areas of the country. Eventually, there is a possibility that we will see better works in this discipline, so, the learners being ESL in our country will be advantageous.

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