



Understanding the Difficulties of Saraiki Speakers with English Vowel Pronunciation at Secondary Level

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Abstract

English language is an international language, as far as the pronunciation of English vowels is concerned, the learners of L2 face a lot of problems. It's believed that Pakistani students especially Saraiki students face colossal difficulties in the production of English vowels and face a lot of problems in the recognition of English vowel sounds because of the improper guidance by the teachers as well as the influence of mother tongue. Pakistani Institutions neglect the importance of pronunciation. The researcher conducted research in district Multan (Pakistan) and from Multan city, she selected fifty students of 9th and 10th class from five different Govt. and Private high schools. From each school ten students were selected and female students from four different schools and male students from one school were selected. A list of one hundred and sixty words was prepared and these words were pronounced by the students. Data was recorded in a C.D and analysed in percentage. Findings showed that there was a lack of teachers' training as well as improper guidance to the students by teachers and the surroundings. This study suggested some ways for improving pronunciation of English vowels and at the end conclusion was drawn.

Keywords: English Language, English vowels, pronunciation problems, Students, Second Language

1. Introduction

Language enables communication. English, one of several languages used by people worldwide, is regarded powerful since British colonists took their language with them when they governed the subcontinent. The rulers' language made it prestigious. It is now a medium of education at various levels in Pakistan. Because of globalisation, Pakistan remains a colony of English speakers, making English a very prestigious language. Pakistan's educated class speaks technology and science L2. Yes, English is the global language. Mauranen & Ranta (2009), Dewy (2007), Deterding & Kirkpatrick (2006), Jenkins (2009), and Seilhofer (2004). This language has its own grammar, vocabulary, and phonology. Contains segmental and supra-segmental phonology. This research used segmental phonology. Jones (1979) states that all speech sounds are vowels or consonants. Twenty vowels and twenty consonants make up English's forty-four phonemes. Peter Roach (1997) defines vowel sounds as those made without airflow blockage. Producing consonant string without vowels is hard.

The biggest problem with English pronunciation is Saraiki speakers' incorrect vowel pronunciation. This study examined how Saraiki students, particularly Multani Saraiki students, pronounced English vowels, how they struggled to articulate them, and what factors affected their pronunciation. Most experts agree that L2 learners have trouble distinguishing vowel sounds because spelling and pronunciation differ. L2 learners are less accurate than L1 listeners because native speakers pronounce and understand language better. Saraiki matriculating English pupils struggle to pronounce vowels.

They were unaware of the role of pronunciation in language learning. Gilakijani (2011) says pronunciation is the most crucial spoken English skill. Proper pronunciation is crucial to second-language learning. According to various researchers (Arteaga, 2000, Darwin and Munro, 2005; Elliot, 1997; Gonzalez-Bueno, 2001; Hurtado and Estrada, 2010; Levis, 2005; Lord 2005, Morin, 2007), second language acquisition classrooms disregard pronunciation.

Teachers overlook accurate pronunciation when lecturing. The major goal is to memorize the second language's grammatical norms, so when students hear teachers mispronounce things, they think they're right. From childhood, kids listen and read mispronounced words to build their vocabulary. The home environment also affects English word pronunciation. Students' communities and homes perceive mispronounced words that affect their learning process, even at 15 or 16, when they cannot distinguish between spelling and pronunciation of English words.

This study examines matriculating Pakistani English language learners from Multan who speak Saraiki as their mother tongue and whose mother tongue interferes with their new language. Mother tongue also hinders English pronunciation. Students can't distinguish spelling and pronunciation. In Pakistani schools, syllabi are based on anti-speaking writing, hence oral exercises are not included.

Teachers must teach all students standardized English without categorizing their linguistic backgrounds (Charity et al., 2011). According to Hazen (2001), teachers who know more about language work will be less likely to criticise speakers of other dialects. Secondary education should emphasise comfortable communication. Teachers must be mindful of pronunciation to help second language learners articulate English vowels (Molrey, 1991).

1.1. Problem Statement

This study examined Saraiki matriculated English students' vowel production issues. Their issue was that they didn't know spelling from pronunciation. Their mother tongue (Saraiki) also affected English pronunciation; hence they mispronounced English words. No logical link exists between phonology and orthography that may be used to teach oral language. Unlike consonants, English vowels vary. Saraiki speakers had trouble producing English vowels. According to Henry Martin (2006), "English pronunciation is more negligent and slovenly than any other language in the world even in Europe". Vowel variants exist. The vowel letter 'oo' in "Foot, flood, wool, floor, poor" is pronounced differently with distinct phonemes. In typical English spelling, it is difficult to determine what sounds the letters stand for, such as in "city, business happy, because, Luggage" (J.D. O'Connor, 1992). The letters 'i', 'u', 'y', 'e', and 'a' represent the vowel sound in "wit". Most sounds have one vowel letter, such as "up, put, busy, use, sure."

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The same letter represents different vowels. The letter ‘a’ represents vowels in “Lazy, water, bath, land, oral”. The letter ‘i’ in words like fit, time, birth, and police represent multiple vowel sounds. According to Tench Paul (1981), English spelling and pronunciation are confusing. English pronunciation is tough for Pakistani learners because English is not their native language. These are spelling and pronunciation issues. These words use the vowel sign ‘Ou’ to make “would, bough, brought, shoulder, colour, tour, sour” sounds. Similarly, “believe, feel, meal scene, conceive, police” uses various vowel marks for /i:/. Pennington (1996) notes that English spellings are national misfortune for England and international misfortune for other nations.

1.2. Main Objective

Saraiki students of matric level face colossal difficulty in English pronunciation due to their poor concept about the role of English vowels in pronunciation

1.3. Research Questions

- What factors create hurdles in pronunciation of English vowels?
- Is Saraiki community responsible for wrong pronunciation of English vowels or institutions?
- And what methods and techniques should be applied in order to overcome the pronunciation problems of students?

2. Literature Review

2.1. Pronunciation

‘Longman Dictionary of Contemporary English’ (2009) defines pronunciation as how a language or words are uttered. A person's word pronunciation. All languages contain systematic sound patterns that speech communities employ to transmit emotions, feelings, knowledge, etc. Every language has complicated structures. Phonology and grammar are major systems. A speaker cannot understand or generate sounds without phonological knowledge. Learners must have a thorough understanding of language phonology to communicate. It distinguishes world languages. Thus, pronunciation is as important as syntax and vocabulary in communicating and should be understandable. Nobody disputes the importance of pronunciation in communication. Mispronounced words can't convey the right message.

2.2. Learning and teaching of L2 pronunciation

Every language has distinct sounds. The English language features sound patterns. Speaking creates a sound stream, which becomes meaningful when spoken in a certain order. Language is a collection of meaningful sounds. Language learners should start with 12 sounds, not alphabets. Beginning English with sounds in school is essential for Saraiki students. Peter Roach (1983) says that English spellings are complex and that phonemes should be learned instead of letters. Saraiki speakers should distinguish spelling and pronunciation. The word ‘enough’ begins with the same vowel sound as ‘inner’ and ends with the same consonant phoneme as ‘puff.’

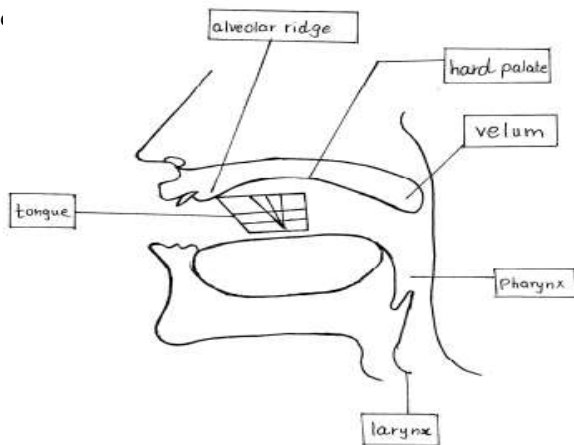
As teachers, we should inform students of their L2 pronunciation inadequacies, according to Lynda Taylor (1979). The fact that students who speak English effectively and proficiently in all areas have an unintelligible accent is heartbreaking. She suggests three areas for pronunciation enhancement. The learners must have a sense of Englishness, so they can listen to RP recordings and watch speakers' lips move.

2.3. Description of articulation of RP vowels

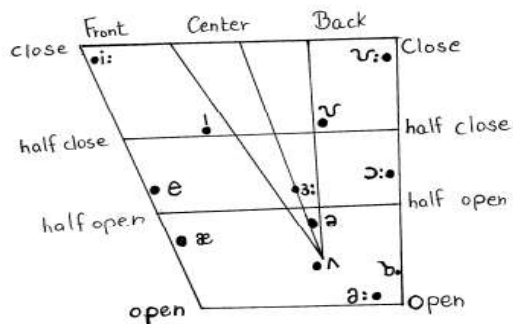
2.3.1. Vowel phonemes

According to Peter Roach (1997), vowel sounds are created without airflow blockage. This sounds flow from Larynx to mouth. Because the vocal cords vibrate, vowels are voiced. Phonemes are produced without audible friction. English has 20 vowels. The English vowels are phonetic. Vowel sounds are harder to describe than consonant sounds because the movement of lips, tongue, and jaws is visible and the learner can easily see how organs move. It's harder to explain how speech organs produce vowel sounds. Students can readily learn how to create the sound /w/, but not /ə/. The tongue changes the mouth's inner structure, which is hard to describe. Vowel categories like plosive, nasal, and fricative are not specified by students. Baruah T.C. (1988) classifies vowels as pure vowels, which do not change tongue, jaw, or lip position, and diphthongs, which glide from one sound location to another. IPA symbols represent English phonemes.

Tongue is crucial to vowel production. This figure shows the mouth shape and vowel position in relation to the tongue's location and movement in the oral



This figure indicates that some vowels are made with the tongue close to the rear, some towards the front, and some on top. They are defined by tongue position as front, centre, rear, close, half close, half open, and open.



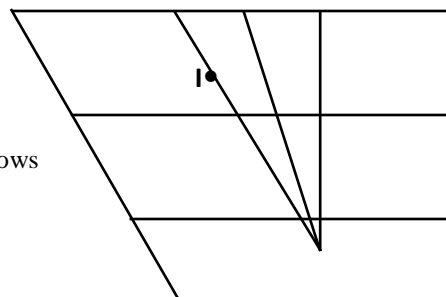
2.4. Monophthongs

2.4.1. Short vowels

There are seven short vowels and symbols are ɪ, e, æ, ʌ, ʊ, ɒ, ə.

(1) /ɪ/

In the production of RP vowel /ɪ/ the tongue is raised from the front to the hard palate and the position of tongue is between close and half close. The diagram shows it is front close vowel. In spelling, /ɪ/ is represented by

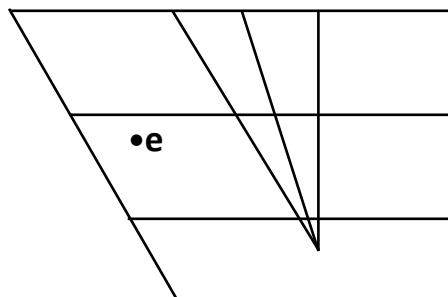


that

(e),	(i),	(u),	(y),	(o)
<i>Prepare silver</i>	<i>business army</i>	<i>women</i>		
(ey)	(ee)	(ai)	(ia)	(ui)
<i>Honey</i>	<i>Coffee</i>	<i>Mountain</i>	<i>Marriage</i>	<i>Guilt</i>

(ei)
Sovereign

(2) /e/



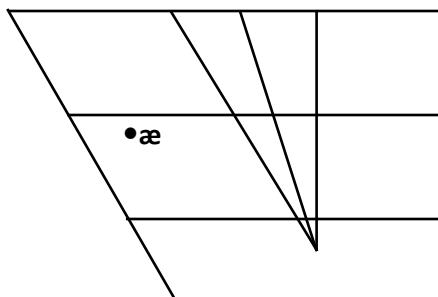
It is front short vowel, lips position is spread in producing it. The front part of the tongue is raised to the hard palate and its position is half close and half open. In spelling, /e/ is represented as,

(e)	(ea)	(ai)	(ue)	(ie)	(u)
<i>Men</i>	<i>Bread</i>	<i>Said</i>	<i>Guest</i>	<i>Friendship</i>	<i>Burial</i>

(ei)
Leisurely

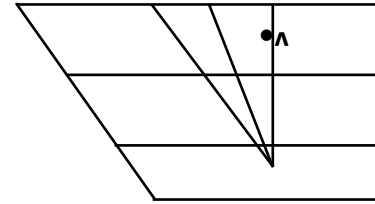
This sound occurs in the start and middle of a word and it doesn't occur at the end of any word.

(3) /æ/



This vowel is short front vowel. It is produced with spread lips. The front part of tongue is involved. It raises towards hard palate and height is between half open and open. In spelling ‘au’ ‘a’ are represented for this sound in words like, “guarantee, happy, many, bag, grab, lamp.” This sound occurs in the start and middle of words.

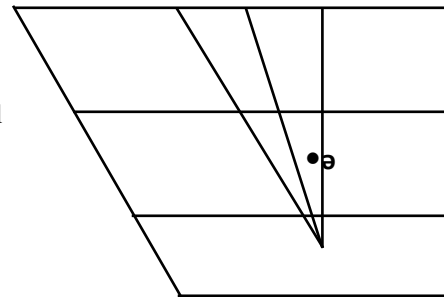
(4) /ʌ/



This vowel is open short and central vowel. The tongue height is more open than half open. In the production of this sound the central part of tongue touches the roof of mouth between soft palate and hard palate. The height is between half open and open. The position of lips is neutral. In different words these vowel letters represent this sound,

(u) (oo) (ou) (o)
 (oe)
Hurry *Flood* *Does* *Tough*

Onion *Does*
 This vowel doesn't occur at the end of word but occur as initial words.



and medial of

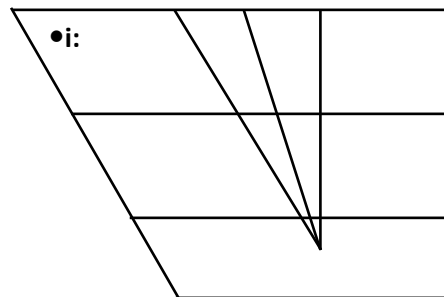
(5) /ə/

This vowel sound is frequently used in English language. No alphabet or letter is used for representing it. This sound is the most important sound and has a name i.e. Schwa. Tongue is raised to the soft palate and the shape of lips is neutral. It occurs in the beginning, middle and ending. It has no special emphasis and referred a weak, central and neutral vowel. In spelling it occurs initially, medial, final, e.g. about, ago, position, tailor. It also occurs in unstressed syllables.

2.4.2. Long vowels

These vowels are those which are longer than the vowels which the researcher has explained earlier i.e. (short vowels). Total long vowels are five and symbols are /i:/, /ɜ:/The dots in symbols show the length of vowels.

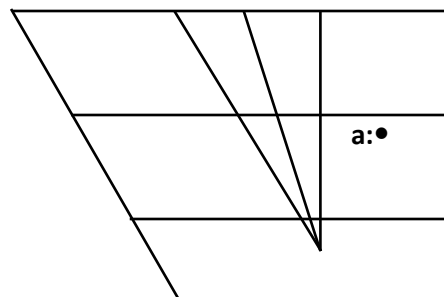
(1) /i:/



This is front close long vowel sound. When we articulate this sound, the tongue raises towards hard palate in a close position. This is represented by the letters like.

(i) (ey) (ea) (ie) (ei) (ee)
Nile *Key* *Neat* *Believe* *Receive* *Redeem*
 (e)
Japanese

(2) /a:/



This is long back open vowel. The shapes of the lips are neutral. This vowel occurs initial, medial and final in words. It is represented by,

(au)	(a)	(ea)	(e)
<i>Laughter/Guard</i>	<i>chaff</i>	<i>Heart</i>	<i>Clerk</i>

The back part of tongue is completely open and the position of tongue is very low in mouth. As for as its distribution is concerned it occurs as medial in a word.

2.5. Diphthongs

A diphthong combines two vowels. The tongue slides between vowels during diphthong formation. The Greek word diphthong means “double sound”. Basically, one vowel. Diphthongs change quality during articulation, called vowel glide, according to Baruah (1988). English has eight diphthongs. Roach (1980) says diphthongs are lengthy vowels. The first portion of the diphthong is stronger and longer, so the second part should be weaker. Remembering that diphthongs have three groups is simple.

1. Glide towards / i /
/ ei / , / ai / , / ɔi /
2. Glide towards / ə /
/ iə / , / eə / , / ʊə /
3. Glide towards / ʊ /
/ əʊ / , / aʊ /

2.6. Interference of L1

Everyone agrees that L1 affects L2 learning. According to Odlin (1989), native language phonetics and phonology strongly influence L2 pronunciation. L1 is learned in a natural setting and L2 in an unnatural context, hence L1 speech patterns are superimposed on TL speech habits. Our language has few sound units that we combine in countless ways to form ordinary words and sentences. As we age, these little sounds dominate. Our brain has set sound boxes. He removes them orderly when he speaks. He does this for years, strengthening these boxes until all the words and sounds come out. The biggest challenge in English pronunciation is to construct new sound boxes and break off strong L1 (Saraiki) habits. Saraiki learners do that by using new hearing sources, speech organs, and speech patterns.

2.7. Listening capacity and oral mimicry

Some people have better FL ears, according to popular belief. The ability to mimic speech and discriminate sounds is called this. Joanne Kenworthy (1989) found that most people can discriminate two sounds and mimic them accurately. English learners can work hard to enhance these skills and perfect their speech. Good listeners with stronger phonetics benefit from drills or pronunciation activities that require repeated listening and imitating. Poor listeners and mimics profit less from these workouts.

2.8. Interest in learning pronunciation

Certain Saraiki students are enthusiastic about learning pronunciation. Some students can't study English since they're not interested. In contrast, motivated students learn quickly and well. Students who don't care about the task lack motivation to accomplish well. Saraiki students are uninformed of proper pronunciation, which irritates, confuses, and challenges listeners. Interested students can improve pronunciation.

3. Methodology

This research was concerned to qualitative approach. A check-list was prepared and a list of one hundred and sixty words was selected from the textbooks of 9 th and 10th class and data was recorded in form of interview and data was quantified in percentage.

The researcher surveyed 50 Multan students (male and female) from five schools. Three government institutions and two private schools were chosen. Such pronunciation examples were taken from Pakistani school systems. These schools regularly educated the target pupils, who were ready for BISE Multan's matriculation exam. All the students were 14–15, roughly the same age. All the 9th and 10th grade girls and boys discussed their future plans and wanted to study their preferred subjects in college. Science students were interested in engineering and medical schools because they wanted to become doctors and serve humanity. Arts students wanted to do masters in their chosen disciplines, such as English, Pak studies, Islamiyat, Urdu, Arabic, etc.

Our young learners struggle with vowel sounds, which hinders English learning. Many things hinder learning. Some are listed here.

English alphabets have several sounds. The notoriously difficult English spellings influence students. Most students mispronounce terms that were thoroughly analysed due to English spelling confusion, which affects students and teachers. Because of their similarities to comb, break, and horizontal, tomb, Breakfast, Horizon, here, Bathe, and Southern are mispronounced. There, Bath, South. Some English words like sweat, sweet, couch, coach, flour, floor, and others are unfamiliar to our kids, so they have bad pronunciation.

3.1. Influence of mother tongue during learning

The English language Phonology is unique to each language. Learners' mother tongues have different phonological systems than their target languages. Saraiki has a distinct phonological system. Mother language substantially impacts student's English pronunciation learning. Mother tongue phonological influence greatly affects English pronunciation. We can tell Saraiki students are Saraiki when they speak and pronounce English words. Thus, L1, Saraiki causes our students to mispronounce phrases like Donkey, Police, toy, Creature, April, table, etc. RP-incorrect sound patterns are used for these words. It appears to be the main cause of learners' mispronunciation. Another cause is significant dependence on Saraiki equivalent pronunciation, which differs from Standard English.

The researcher used case study approach and selective sampling to pick Multan schools. The researcher chose fifty matriculating students from five government and private schools for this study. Ten students from each school were chosen. In 9th and 10th

grade, they studied. After their middle exam, several kids started 9th grade. Student were requested to read selected words in a relaxed manner, pausing between words. Students' sounds could be easily analysed. CDs were used to record spoken English data for this research. The researcher confined his investigation to 160 words because matriculated pupils cannot speak English with associated speech traits like emphasis, intonation, Liasion, elision, assimilation, etc. The selected terms were from 9th and 10th grade rigorous reading textbooks, so most pupils knew them. This selection let the researcher focus on 20 English vowels. This list of words allowed study of students' isolation sound production and perception.

List of Words

1	/I/	Mountain	Women	Enough	Regret	Glitter	Decay	Except	Pretty
2	/e/	Sweat	Bury	Enter	Thread	Breakfast	Preface	Energy	Merry
3	/æ/	Natural	Photostat	Cabin	Than	Cascade	Platform	Balcony	Chasm
4	/ʌ/	Dozen	Punish	Onion	Flourish	Southern	Monkey	Bulk	Stomach
5	/b/	Nod	Donkey	Cough	Photographer	Wander	Stock	Hostel	Because
6	/ʊ/	Woman	Bosom	Cuckoo	Brooklet	Soot	Pull	Cook	Wool
7	/a/	Police	Agree	Table	Crucial	Balloon	Miracle	Agony	Petrol
8	/i:/	Creature	Evil	Deceive	Squeak	Genius	We	Immediate	Breach
9	/ɑ:/	Spark	Laugh	Martyr	Heart	Clerk	Garbage	Party	Father
10	/ɔ:/	Normal	Orbit	Call	Law	Bought	Towards	Sword	Aural
11	/o:/	Ruin	Truth	Wound	Flew	Tomb	Tooth	Blue	Rumour
12	/ɜ:/	Firm	Certain	Merge	Search	Chirp	Purpose	World	First
13	/eɪ/	Bathe	Danger	April	Data	Grazing	Later	Eight	Agent
14	/aɪ/	Idle	Time	Horizon	Lively	Trial	Miserly	Christ	Height
15	/ɔɪ/	Noise	Choice	Join	Oil	Soil	Point	Toy	Loiter
16	/aʊ/	Bough	Pounce	Flour	Couch	Plough	How	Powder	Found
17	/əʊ/	Moment	Grown	Boast	Phone	Own	Woe	Scold	Go
18	/iə/	Here	Beard	Fear	Peer	Fierce	Familiar	Mere	Inferior

4. Data Analysis

4.1. Analyses of Students' Pronunciation

Short Vowels

/I/

Description of students. Pronunciation percentage of students' incorrect articulation.

Sr. No.	Words	Percentage
1	Mountain	100%
2	Women	100%
3	Enough	8%
4	Regret	14%
5	Glitter	10%
6	Decay	18%
7	Except	76%
8	Pretty	16%

4.2. Students' Problems in Articulation

Students have trouble making this vowel sound. English uses this vowel sound, which non-native speakers substitute with /e/. In the word "mountain," all the kids mispronounced the /I/ sound and substituted it with the non-English /e:/ sound. All 9th and 10th graders mispronounced the word 'women', replacing it with the vowel sound /ʊ/ due to confusion. A few pupils mispronounced "Enough" and substituted it with /e/. Some students substituted the /I/ sound in 'regret' with /e/. Many students said "Glitter" correctly, but some mispronounced it with /a/. Replaced /I/ in 'Decay and Pretty'

/e/ sound by the students but the word 'Except' was mispronounced by the students by using /ʌ/ and /e/ sounds.

Description of students' Pronunciation. Percentage of students' incorrect articulation

Sr. No.	Words	Percentage
1	Sweat	94%
2	Bury	100%
3	Enter	50%
4	Thread	24%
5	Breakfast	99%
6	Preface	100%
7	Energy	82%
8	Merry	54%

4.3. Students' Problems in Pronunciation

Students struggled to pronounce this sound. 97% of pupils mispronounced 'Sweat' since they couldn't distinguish this from 'Sweet and Sweet'. The term 'Bury' was mispronounced by all kids as /ʊ/ and /ʌ/ instead of /e/. Saraiki students mispronounced 'Enter' as /l/ instead of /e/ and 'Thread' as /i:/. Most pupils mispronounced "breakfast" since they were used to pronouncing it as "break + fast." Students pronounced 'Preface' with /i:/ long vowel. Most Saraiki pupils pronounced "energy" with /l/. Most pupils mispronounced 'merry' because they couldn't distinguish between 'Marry, merry' and pronounced them with identical vowel sounds. The pronunciation and spelling were unknown.

/æ/

Description of students' Pronunciation. Percentage of words incorrect articulation

Sr. No.	Words	Percentage
1	Natural	22%
2	Photostat	88%
3	Cabin	26%
4	Than	72%
5	Cascade	52%
6	Platform	64%
7	Balcony	78%
8	Chasm	78%

4.4. Students' Problems

Saraiki and Urdu speakers often confuse /æ/ with /e/, /a:/, and /e:/. Most pupils mispronounced 'Natural, Photostat, Chasm, Balcony' using the vowel sounds /e/ and /e:/. Platform was pronounced as Plate+form (/ ple: tfa:m/) and /fə:tv:ste:t/, thus the use of /e:/. This phoneme is Saraiki, hence Saraiki speakers pronounced it in these words. Students mispronounced 'Than' due to a slight difference between 'Than' and 'Then', using the same phoneme /e/ instead of /æ / and /e/ sounds. The majority of Saraiki students pronounced 'Balcony' and 'Chasm' as /ba:lk ʌni/ and / tʃa:zm/.

/ʌ/

Description of students' Pronunciation. Percentage of words incorrect articulation

Sr. No.	Words	Percentage
1	Dozen	84%
2	Punish	14%
3	Onion	76%
4	Flourish	100%
5	Southern	94%
6	Monkey	2%
7	Bulk	36%
8	Stomach	34%

4.5. Students' Problems in Articulation

Many students mispronounced the term 'Dozen' as / dɔ:z ʌn/. Students mispronounced 'Flourish' and 'Southern' due to confusion between 'South' and 'Southern', 'Flour' and 'Flourish'. While some pupils mispronounced 'Bulk' as /bʊlk/ and 'stomach' as /stɔ:matʃ/, the majority pronounced it correctly. Most pupils properly pronounced "monkey." The range in southern, flourish, and onion pronunciation showed how unfamiliar our students were of proper vowel sounds.

/b/

Description of students' Pronunciation. Percentage of words incorrect articulation

Sr. No.	Words	Percentage
1	Nod	58%
2	Donkey	88%
3	Cough	86%
4	Photographer	100%
5	Wander	94%
6	Stock	84%
7	Hostel	70%
8	Because	44%

4.6. Students' Problems

A number of students mispronounced the words 'Nod' as /n ɔ:d/, /na:d/ because this sound was replaced by / ʌ/, /a:/ and / ɔ:/ sound in different words. The word 'Donkey' and 'Cough' was mispronounced by our students because both of these words were articulated with / ʌ/ sound and the word 'wander' was mispronounced as / vʌndʌr/ and the majority of the students mispronounced this word. The word 'Photographer' was also mispronounced by all the students and it was articulated as /fə:tʊ:grɑ:fʌr/. The words 'Stock', 'Hostel' and 'Because' were mispronounced by most of the students and these words were pronounced with /a:/ sound by Saraiki students because they imitate these words from their Saraiki community.

/ ʊ/

Description of students' Pronunciation. Percentage of words incorrect articulation

Sr. No.	Words	Percentage
1	Woman	34%
2	Bosom	100%
3	Cuckoo	36%
4	Brooklet	94%
5	Soot	98%
6	Pull	8%
7	Cook	28%
8	Wool	94%

4.7. Students' Problem

Most students mispronounced these sound words. They pronounced 'Woman' and 'women' similarly and couldn't distinguish the vowel sounds. The kids pronounced 'woman' using / ɔ:/ and / ʊ:/ sounds. Most students mispronounced 'Cuckoo', while some pronounced it correctly. All students mispronounced 'Bosom' since they were unfamiliar of its pronunciation. Students mispronounced /ʌ/ as /kʌkʊ/. Booklet, soot, and Wool were mispronounced by most students. All the kids mispronounced 'Bosom' due to a faulty pronunciation idea. Brook, soot, and wool have similar spellings to foot, book, and good, however pupils in Urdu and English medium schools mispronounce them with the same vowel sound as / ʊ:/, found in terms like pool, fool, tool, loot, loose, and cool. Many pupils struggle to distinguish between the sounds /ʊ/ Took and /ʊ:/ Cool. Learning to pronounce the short vowel /ʊ/ will aid in distinguishing it from the long vowel sound. Spelling both sounds with 'oo' makes them sound like long vowels, which confuses people./ ə/

Description of Students' Pronunciation. Percentage of incorrect articulation

Sr. No.	Words	Percentage
1	Police	100%
2	Agree	100%
3	Table	100%
4	Crucial	100%
5	Balloon	90%
6	Miracle	98%
7	Agony	90%
8	Petrol	92%

All Saraiki students mispronounced this sound, which confused them. The word 'Police' was mispronounced by all students as /Pʊ:li:s/ and /Pʊlis/ due to Saraiki as their mother tongue. All students mispronounced "Agree" as /ægri:/ and /egri:/. and they're unaware of its exact pronunciation. All kids mispronounced 'Table'. This sound was replaced by /ʌ/. The pronunciation was /te:bʌl/. All students mispronounced the term 'Crucial' as /krʊ:ʃiəl/ instead of /krʊʃəl/. Most pupils mispronounced the term 'Balloon' as /belʊ:n/ and /bælʊ:n/ through /e/ and /æ/ sounds. which is incorrect since they mimic society's pronunciation. Few

pupils correctly pronounced the term 'miracle', while most mispronounced it as /mirækəl/ employing /l/ and /æ/ sounds. Most pupils mispronounced 'Agony' and 'Petrol' as /egbni/ and /ʌg ɔ:ni/, respectively, and Petrol as /Pitrɔ:l/ /Petrbl/.

Long Vowels / i: /

Description of students' Pronunciation. Percentage of incorrect articulation

Sr. No.	Words	Percentage
1	Creature	98%
2	Evil	84%
3	Deceive	24%
4	Squeak	40%
5	Genius	60%
6	We	18%
7	Immediate	99%
8	Breach	32%

4.8. Students' Problems

The majority of Saraiki students mispronounced 'creature' as /le:/. Since spelling affects pronunciation in Pakistan, most pupils mispronounce it. The consonant /e:/ is absent in English, therefore pupils pronounced the word as /Krie:tʃʌr/. The majority of students mispronounced the term 'Evil' as /evil/ instead of /i:vəl/. Some students mispronounced 'Deceive' as /disaiv/ instead of /disi:v/. Many pupils pronounced "Squeak" correctly, but some mispronounced it as /skek/. The majority of pupils mispronounced the term 'Genius' as /l/ and /e/ as /dʒeniəs/ instead of /dʒi: niəs/. Most students pronounced the word "we" correctly as /wi:/, but a few mispronounced it as /vi:/ or /v/ because Saraiki students have trouble distinguishing between /w/ and /v/ sounds because their vocal organs are not used to producing them. Another term pupils mispronounced was 'immediate'. Because they didn't know how to pronounce this word, all the kids used /l/ instead of /i:/. Students mispronounced 'Breach' as /breʃ/ and /briʃ/ instead of /i:./.

/a:/

Description of students' pronunciation. Percentage of incorrect articulation

Sr. No.	Words	Percentage
1	Spark	100%
2	Laugh	50%
3	Martyre	100%
4	Heart	100%
5	Clerk	100%
6	Garbage	100%
7	Party	100%
8	Father	08%

4.9. Students' Problems

American English speakers pronounce /r/ phoneme after vowel sounds, but British English speakers do not. The data showed that all pupils pronounced /r/. All students pronounced 'spark' as /spa:rk/ instead of /spa:k/. Most pupils pronounced 'Laugh' with /b/ and /ae/ sounds, half with the correct vowel sound, and some with /b/ instead of /a:/. The kids mispronounced the term 'martyre', replacing /a:/ with /ʌr/ and /er/. The pupils mispronounced the word 'Heart' using /ʌr/ and /er/ sounds due to unfamiliarity, despite its regular usage in daily discourse. Because spelling affects pronunciation in Pakistan, all 9th and 10th graders mispronounced 'Clerk'. Since they were unfamiliar of its pronunciation, all students mispronounced "garbage." Adding /r/ sound as /a:r/ instead of /a:/ sound as /ga:bidʒ/ was used, however it is not used in British English. All students pronounced "Party" with /r/ sound as /Pa:rti/ instead of /Pa:ti/, which was wrong. Many pupils correctly pronounced 'Father', but some made a /æ/ sound.

Diphthongs /eI/

Description of students' Pronunciation percentage of incorrect Articulation

Sr. No.	Words	Percentage
1	Bathe	100%
2	Danger	100%
3	April	100%
4	Data	100%
5	Grazing	100%
6	Later	100%
7	Eight	100%
8	Agent	100%

4.10. Students' Problems

This diphthong is quite tough for Saraiki and Urdu speakers. Students were confused by this sound. Saraiki Long /e:/ and RP /e/

and /æ/ supplanted this diphthong. Students mispronounced the term 'Bathe' as /ba:θ / and /bæθ / instead of /belθ /, as it differs somewhat from 'Bath'. All students mispronounced the word 'Danger' utilising /e:/, /æ/, and /e/ sounds. All students mispronounced the word 'April' using Saraiki phoneme /e:/ and RP vowels /e/ and /æ / . It is a frequent word used in daily discourse; thus, society must govern its pronunciation. Using /e/, /e:/, and /æ/ sounds, it was pronounced as /epril/, /e:pril/, and /æpril/. The students mispronounced 'Data' using comparable sounds to other words of this sound. The term 'Grazing' was mispronounced as /æ /, /e/, and /e:/. All pupils pronounced 'eight' and 'Agent' using /e:/, /e/, and /ʌ/ sounds. Saraiki students mispronounced 'Agent' as /ʌdʒənt/ and /edʒʌnt/, while 'Later' was mispronounced as /e/ and /æ / sounds due to confusion with 'Latter' and 'Later'. They said both terms with comparable vowels. /aɪ/

Description of students' Pronunciation. Percentage of students' incorrect articulation

Sr. No.	Words	Percentage
1	Idle	18%
2	Time	6%
3	Horizon	100%
4	Lively	68%
5	Trial	86%
6	Miserly	78%
7	Christ	98%
8	Height	10%

4.11. Students' Problems

Most pupils mispronounce this diphthong. Most students mispronounced it / l / . The word 'Horizon' was mispronounced by all students as /hbrizʌn/, with a /l/ sound. Most students mispronounced "Lively" and "Miserly" as "l" instead of "al." Most of the assessed pupils mispronounced 'Trial' because they were ignorant of the distinction between 'Trial' and 'Trail'. They pronounced them / e: / . Most pupils said 'Idle' and 'Time' correctly utilising vowel sounds. Most pupils mispronounced "Christ" because they were unfamiliar of its pronunciation and used / l / instead of /al / . The spelling of 'Horizon' differs from 'Horizontal'. Most kids knew how to pronounce height. They spoke it correctly, but a few kids used /i:/ and /a:/. / ɔ i /

Description of Students' Pronunciation. Percentage of Incorrect Articulation

Sr. No.	Words	Percentage
1	Noise	66%
2	Choice	74%
3	Join	72%
4	Oil	36%
5	Soil	40%
6	Point	58%
7	Toy	70%
8	Loiter	24%

4.12. Students' Problems

This diphthong also challenged 9th and 10th graders. Students commonly mispronounced the sound as /ʊal/ and /wal/ instead of /ɔl/. Most Saraiki pupils mispronounced these terms, however others did better thanks to instructor help. Most students in government and private schools mispronounced them. /aʊ/

Description of Students' Pronunciation. Percentage of Incorrect Articulation

Sr. No.	Words	Percentage
1	Bough	100%
2	Pounce	46%
3	Flour	100%
4	Couch	80%
5	Plough	100%
6	How	06%
7	Powder	20%
8	Found	34%

4.13. Students' Problems in Articulation

This diphthong was equally challenging for students to produce. All pupils mispronounced the term 'Bough', with most using /bɔ:

/ and /bʌf / instead of /baʊ/ and utilising long and short vowels instead of diphthong. The term ‘Pounce’ was mispronounced by some pupils as /ɔ:/ and / b / instead of / aʊ / as / paʊns /, while others pronounced it correctly. All students mispronounced the word ‘Flour’ as /flɔ:r/ instead of /aʊ/ as /flaʊ/, believing it was the same pronunciation as ‘Floor’. The word ‘Couch’ was similarly mispronounced by most pupils since they were unaware of the right pronunciation and used the same vowel sound for both words. Some students pronounced it correctly. All students mispronounced the word ‘Plough’ using /ɔ:/ and /ʌ / instead of /aʊ/ diphthong. This is because teachers at this level don't coach well. Words like ‘How’, ‘Powder’, and ‘Found’ were spoken correctly, but several pupils mispronounced them using /b/ and /ɔ:/ sounds as /fbnd/, /fɔ:nd/, /pɔ:dər/, and /pbdʌr/, uninformed of proper pronunciation. /əʊ/

Description of students’ pronunciation. Percentage of students’ incorrect articulation

Sr. No.	Words	Percentage
1	Moment	100%
2	Grown	100%
3	Boast	100%
4	Phone	100%
5	Own	100%
6	Woe	100%
7	Scold	100%
8	Go	100%

4.14. Students’ Problems

Producing these words was difficult with this diphthong. These terms were mispronounced by all students. The speakers employed /b/, /ɔ:/, and /ʊ:/ sounds to pronounce /mɔ:mint/ and /grɔ:n/. Most pupils pronounce the word ‘Boast’ as /ɔ:/ (pronounced /bɔ:st/). Using /ʊ:/ and /ɔ:/ sounds instead of /əʊ/, they pronounced ‘phone’ as /fʊ:n/ and /fɔ:n/. All students mispronounced the term ‘Own’ as /ɔ:/ and /b/, mimicking the vowel sound used in ‘On’, despite the fact that the two words have distinct sounds. The term ‘Woe’ was mispronounced by all students as /vɔ:/ and /vʊ:/, with /v/ replacing /w/ for Saraiki kids who couldn't distinguish between them. The term ‘Scold’ was difficult to pronounce, with students using /ɔ:/ and /b/ sounds as /skɔ:ld/ and /skbld/. Similarly, all students mispronounced the word ‘Go’ as /gɔ:/ instead of /gəʊ/. They substituted long vowel for diphthong /əʊ/.

5. Discussion

5.1. Problems of Written Language

Social members communicate and operate using an arbitrary system of voice symbols called a language. Written English is not phonetic since words are not made up of alphabets. English words without phonetic principles have no clear spelling or pronunciation guide. Homophones include Bale/Bail, Tail/Tale, Sail/Sale, Idle/Idol, Bridle/Bridal, cast/caste, Ail/Ale, Fair/fare, Bear/Bare, Peace/Piece, Mail/Male, Due/dew, Father/Farther, Son/sun, Sea/see, Knew/New, and others. In English, homographs have different pronunciations but the same spellings. Examples are Tear/teə/ (to separate), Tear/tiə/ (caramel gland secretion), Lead/led/ (metal), and Lead/Li:d/ (to guide). Another issue is that the same letters are pronounced differently, such as:

(i)	Cough	/b/	and	Tough	/ʌ/
	Grey	/eɪ/	and	Key	/i:/
	Heart	/ɑ:/	and	Earth	/ɜ:/
	Work	/ɜ:/	and	Fork	/ɔ:/
	Said	/e/	and	aid	/eɪ/
	Fury	/ʊə/	and	Bury	/e/
	Believe	/i:/	and	Sieve	/ɪ/
	Bear	/eə/	and	Gear	/lə/

All these have similar letters and their pronunciation is different.

5.2. Effect of mother tongue on TL

Speakers always bring mother tongue practices to L2 learning. Mother tongue accent prevails in target language. In Learning L2, mother tongue phonemes cause phonological interference or interruption. These phonemes hinder L2 learning and word recognition. Many Saraiki speakers struggle with pronunciation due to their mother tongue (L1). Too much phonetic variance

between mother tongue and English. Comparing Saraiki and English phonological systems shows that Saraiki has many sounds that English lacks and vice versa. Both languages have different vocal organ positions, notably the tongue, thus we shouldn't expect our children to pronounce those sounds accurately. Saraiki language lacks numerous English sounds, such as /b/ as in hot. According to Mahmood (2000), the RP vowels /ɔ:/ and /b/ are replaced by /a:/ sound, resulting in the pronunciation of 'ball' as /ba:l/ and 'not' as /na:t/. In Saraiki, there is no diphthong ending in Schwa /ə/. Saraiki lacks the RP sound /əʊ/, replacing it with /o:/ in phrases like 'cope, go'. Saraiki speakers pronounce words like loaf, boat, comb, go, and bold as /Lɔ:f/, /bɔ:t/, /kɔ:m/, /gɔ:/, and /bɔ:ld/. Saraiki speakers pronounce /teik/ as /te:k/ and /eit/ as /e:t/ instead of /el/. RP's /al/ sound is absent from Saraiki phonemes. This diphthong is often substituted with /ae/ and /l/. For instance, Saraiki speakers use /tæm/ for 'Time' while speaking and /l/ for English phrases like Decisive, vivacious, and idle. Students' pronunciation differs from RP. Because of their Saraiki accent when speaking English, these students are Saraiki. Notice that Saraiki Speakers pronounce /ə/ as /ʌ/, /æ/, or /a:/. Saraiki pupils replace the sound /ə/ with /ʌ/, /a:/, and /æ/, such as /te:bʌl/ for table, /ba:lɔ:n/ for balloon, and /ægrɪ/ for agree. Schwa is pronounced differently. Thus, Saraiki English speakers talk in their original accent even with higher education. Their accent reflects their heritage.

5.3. Identification of Vowel Sounds

Our young learners struggle to recognise vowels. In spoken English, kids can't recognise or perceive some speech sounds, according to Daniel Jones (1976). The twenty English vowel sounds differ in articulation and number from Saraiki vowels. Our students cannot distinguish between the phonological systems of both languages, hence they cannot produce English vowels when speaking English. Linguists found that CVc syllable structure has information relevant to vowel identification across vowel geniture..

5.4. Teachers' teaching methodology

Students in Pakistani schools don't focus on spoken skills. Teacher expect pupils to learn English through tough literary texts like essays, poetry, stories, etc. We don't teach short, long, and diphthong English sounds in schools. Since 9th and 10th grade syllabuses do not cover these sounds, even after graduation. Only one chapter of the 9th-grade English textbook includes these sounds to teach pupils about RP vowels. However, this is not enough to learn these sounds, and English professors overlook this even when they don't understand them. Students are asked to cram those sounds since they don't value sound symbols. GTM, a popular English teaching approach, is used from the start in our institutions. Which is powerful for teaching written language, but its efficacy is questionable. Audio is unknown to Pakistani English teachers. Visuals and activities for teaching phonetic symbols and sounds. training drive our English teachers to ignore pronunciation from the start..

5.5. Lack of Teachers' Training

Unfortunately, the lack of a consistent model has caused incorrect pronunciation to constantly distinguish our spoken English. Researchers found these traits in a distinct English dialect. They note that Pakistani English is unique. Errors fossilise due to less spoken English standard model exposure. Common words like 'Normal' are mispronounced as /nɔ:mʌl/ instead of /nɔ:məl/ due to habitual mental habits. How can we expect children to speak all words correctly when our teachers mispronounce this popular word? Don't expect them to pronounce all English words correctly. They absorb instruction. Despite scoring well in middle and 9th grade exams, students in government, private, and English-medium schools made several vowel errors. However, English-medium school students outperformed government school students.

5.6. Use of sounds not alphabets

For children, learning the names of meaningless letters with abstract sounds is like learning English phonemes. Traditional method for teaching alphabets is through names of English letters, but phonic method emphasizes letter sounds and is faster and more successful for young learners, such as teaching 'ay', 'be', 'See', 'dee'. Teach 'aa', 'ba', 'ta', 'da'. Reading, listening, and speaking improve faster if a youngster learns a language's phonemes, especially English. They say all children have highly developed sounds units before learning to read. Children cannot understand or produce oral language without sound units. A child can write and read any word in any language if he learns voice sounds that match letters. Thus, all youngsters must learn to associate and recognize alphabet letters by sound as well as name. Students must also learn to differentiate sounds in early sessions. For this reason, Punjab Education Department (PED) recently ordered elementary school teachers to help kids pronounce phonemes. Teachers teach kids how to pronounce phonemes, especially English vowels, which are more complicated than consonants. PTB (Punjab Textbook Board) used phonetic symbols in secondary school to enable matriculation students access dictionaries and pronounce words correctly.

5.7. Teachers' role for Pronunciation

The fact which is most discouraging in our country is that teachers of govt. Schools and Privates schools use faulty pronunciation and students perceive weak model for pronunciation by them. Mostly, teachers have to bank upon their personal efforts. Therefore, it is advised, teachers should take all possible steps for improving their own pronunciation. The students' pronunciation of English language is an imitation of their teachers' pronunciation because the learners are imitators and followers of their teachers' pronunciation.

6. Conclusion

One of the living languages is English. We teach English as a required subject in Pakistan because of its value. The poll shows that students struggle to pronounce vowels, especially diphthongs. English language instruction ignores pronunciation. Thus, teachers should not disregard pronunciation in schools and universities, even though it is difficult to overcome old sound patterns to establish new ones. Instead of teaching English with native-like pronunciation, our teachers should focus on intelligibility. English pronunciation isn't flawless, but we should strive for it. Teaching English language pronunciation, especially vowel sounds,

requires understanding of organs of speech such lips, tongue position, vocal cords, and basic vowel sounds. Considering the importance of English pronunciation, English teachers must introduce pronunciation practice and activities in the classroom periodically. When students leave their schools and colleges after matriculation and intermediate, they must be able to speak clearly and comprehensively. Teaching English as a foreign language must include pronunciation. Teachers must also help students discern British and American English pronunciation. They must emphasize on functional aspect of English language rather than on literature, except for those who desire to pursue the study of post-graduate and in English literature and language. So, teacher should be a model for students and his accent and pronunciation should be a better model for learners. So, the students perceive it by the teacher and they must take pains for improving their own pronunciation. The learners must be encouraged by the teachers to participate in different activities like debates, Panel discussion, declamation contests to gain speech practice and self-confidence. On the other hand, the learners' environment must be better for English pronunciation, if English words are produced correctly by the people of surroundings i.e. friends, parents etc. The learners will imitate correct English pronunciation. So, the environment must play a better role for good pronunciation and the learners must be encouraged by the people of their surroundings. Society must have a responsibility for improving students' correct pronunciations of target language.

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