

**Thesis Title:**

**“Pronunciation Challenges for Pakistan Elementary Learners  
of the Chinese Language: Causes and Mitigations**  
**巴基斯坦初学者学习汉语的发音挑战：原因与缓解”**

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**ABSTRACT**

This thesis investigates the pronunciation mistakes made by Pakistani students learning Elementary Chinese. Learners from Pakistan frequently encounter unique difficulties when attempting to acquire the complex phonetic nuances of Chinese. This study identifies and examines five significant pronunciation problems that are frequently found in this learner group.

First off, Pakistani Students usually have trouble understanding Chinese's tonal aspects, specifically how to tell apart the language's four lexical tones. Mispronounced tones can cause misconceptions and obstruct clear communication.

Second, certain Chinese consonants that do not have exact parallels in the Urdu or Punjabi languages, like the retroflex "zh," "ch," and "sh" sounds, can be challenging to distinguish and pronounce.

Thirdly, it can be difficult to pronounce the vowel sounds in Chinese because Pakistani learners frequently mispronounce the tiny differences between the "i," "e," and "u" vowel sounds in Mandarin.

Fourthly, since Urdu and Punjabi do not have this specific phoneme, many Pakistani pupils find it difficult to pronounce the Chinese "r" sound correctly.

Last but not least, Pakistani learners have difficulty with suprasegmental elements, such as sentence-level intonation patterns and word stress, because they are very different from their native languages and demand a lot of adaptation.

This study carefully examines these pronunciation problems and their underlying causes using a combination of quantitative and qualitative approaches, such as pronunciation tests, audio recordings, surveys, interviews, and classroom observations. The results indicate focused ways for correcting these typical pronunciation issues and boosting the overall learning experience for Pakistani students of Elementary Chinese, offering insightful information for language educators and curriculum designers. Understanding and correcting these pronunciation flaws will improve language learning and cross-cultural communication.

**Keywords:** Pronunciation, Challenges, Pakistani, Elementary learners, Chinese language

## 摘要

本论文调查了巴基斯坦学生在学习初级汉语时所犯的发音错误。来自巴基斯坦的学习者在尝试掌握汉语复杂的语音细微差异时经常遇到独特的困难。本研究识别并分析了在这一学习群体中经常出现的五个重要发音问题。

首先，巴基斯坦学生通常难以理解汉语的声调特点，特别是如何区分该语言的四个词汇声调。错误的声调发音可能导致误解并妨碍清晰的交流。

其次，汉语中的某些辅音在乌尔都语或旁遮普语中没有确切的对应物，例如卷舌辅音“zh”，“ch”和“sh”音，可能难以区分和发音。

第三，由于巴基斯坦学生经常错误发音，因此发音汉语的元音音位可能会很困难，无法准确区分普通话中“i”，“e”和“u”元音音位之间的微小差异。

第四，由于乌尔都语和旁遮普语中没有这个特定的音素，因此许多巴基斯坦学生难以正确发音汉语的“r”音。

最后，巴基斯坦学习者在超分段元素方面也存在困难，如句子级语调模式和词语重音，因为它们与他们的母语非常不同，需要大量的适应。

本研究运用发音测试、音频录音、调查、面试和课堂观察等定量和定性方法，仔细研究了这些发音问题及其根本原因。研究结果为纠正这些典型的发音问题提供了有针对性的方法，提升了巴基斯坦学生学习初级汉语的整体体验，并为语言教育者和课程设计者提供了深刻的信息。了解并纠正这些发音问题将改善语言学习和跨文化交流。

**关键词：**发音，挑战，巴基斯坦，初级学习者，汉语