

**AN INVESTIGATION INTO THE
MISPRONUNCIATION OF ENGLISH MADE
BY SHINA SPEAKING TEACHERS AT
SECONDARY LEVEL IN GILGIT
BALTISTAN**

By

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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**An Investigation into the Mispronunciation of English Made
By Shina Speaking Teachers at Secondary Level in
Gilgit-Baltistan**

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ABSTRACT

Title: An Investigation into the Mispronunciation of English Made by the Shina Speaking Teachers at Secondary Level in Gilgit-Baltistan

The present study focused on the mispronunciation made by the Shina speaking secondary school teachers in Gilgit-Baltistan. It aimed first to highlight the most common errors in pronunciation made by the SSTs. Secondly, it identified the reasons for the errors that occur in the pronunciation during teaching process. Finally, it has given remedial measures to overcome the errors and to help them become better speakers of the English language. For the current research quantitative as well as qualitative approach was adopted. Descriptive method was applied. The sample population consisted of 25 Shina speaking secondary school teachers. Random sampling technique was applied to select the sample. An oral pronunciation test as a research tool was constructed to collect the data through video recordings. The data was analyzed statistically and descriptively. The results revealed that the SSTs have made huge amount of errors in pronunciation of the target sounds e.g. “/g/, /ch/, /th/, /z/ and, /r/” in particular, the silent letters and inconsistent sounds and spellings in general. The results revealed that the complexity of the sound system, unawareness regarding the fundamental rules, complex orthography, lack of opportunity, small amount of exposure, negligence towards practice, unavailability of proper resources and lack of training regarding pronunciation are the root causes of mispronunciation. Finally, it is suggested that teacher training relevant to the pronunciation should be made essential part of the curriculum. Native models, large variety of pronunciation soft wares, movie clips, phonetic videos and digital dictionaries must be stalked inside the classrooms as well as in language laboratories. So that, the teachers may be well equipped in pronunciation skills. Moreover, focusing on the observed errors and keeping on practice can help the SSTs to improve their pronunciation performance.

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LIST OF ABBREVIATIONS

AMEP	Adult Migrant English Programme
CD	Compact Disc
CLT	Classroom Language Teaching
DVD	Digital Versatile Disc
EA	Error Analysis
EFL	English as Foreign Language
ESL	English as Second language
FCR	Frontier Crimes Regulation
HSSC	Higher Secondary School Certificate
IL	Inter Language
IPA	International Phonetics Alphabet
IUG	International University in Geneva
L1	Language 1
L2	Language 2
PE	Pakistani English
PPP	Pakistan People's Party
SLA	Second Language Acquisition
SRO	Service Rules Ordinance
SSC	Secondary School Certificate
SST	Shina Speaking Teachers
TESOL	Teaching English to Speakers of other Language
TL	Target Language
USA	United States of America

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DEDICATION

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CHAPTER 1

INTRODUCTION

English Language has a great significance both at the national and international levels. It is used as the lingua franca for the world due to its highly acceptable status and position in modern technologies. It is considered as the global communicative language in our present world. It is one of the most dominating languages in the world. It is spoken by more than one billion people as a native language. It has several important aspects i.e. grammar, syntax, semantics, morphology and pronunciation. As pronunciation is very important in communication. All around the world, there are numerous people with strong desire to learn and speak English with correct pronunciation.

The role of English in Pakistan is quite significant as it is the official language of the country. New technology and the adoption of the Internet have resulted in a major transition in terms of business, education, science, and technological progress, all of which demand high proficiency in English. A global language ranks high both in terms of the number of countries where it is spoken as well as the sheer number of people who speak that language either as native speakers or as second language speakers. A global language such as English is supporter for international communication.

English language enjoys the global status among nations. It is the dominant language spoken in the world's most powerful nation as the United States of America. The emergence of USA as a global leader in almost every field ranging from business, science and technology, entertainment and sports, are one of the main reasons why English commands such global influence even today. Apart from international politics, English is recognized as the default language of choice in the world of academics, business, science and technology, films, music, literature and news distribution.

In present days English has become the language of symbol and status. In many countries, being able to speak and write English fluently as a non-native English speaker, is

often seen as a symbol of status. In continuation of this thought, some of the world's most aspirational academic institutions such as Harvard, Cambridge and Oxford are based in English-speaking nations. As of today, English is recognized as the world's 'lingua franca' or the common language spoken by people of other languages. It is expected that English will retain its prominent position as the language that bridges communication barriers between people from diverse linguistic backgrounds.

It is understood fact that no one can deny the importance of English language. It is widely spoken and written over the entire world. It is estimated that round about 400 million of the world population practice English vocabularies in their mother tongue. In addition, over 700 million people use English as a foreign or second language. In modern scenario, eighty percent of information regarding modern means of communication is being stored in English language. Even though, English language has great significance and wide range of scope but, apart from its beneficial aspects, it is one of the very challenging languages for nonnative speakers because of its tricky structures of grammar and particularly the pronunciation. It is full of exceptions and limitations. Among its problematic aspects, pronunciation is so much tricky and challenging one. The features of English pronunciation are very puzzling and confusing for the second language learners. Therefore, non-native speakers make abundant mistakes and errors in pronunciation which lead towards mispronunciation. Consequently, mispronunciation further hampers the understanding of the meaning of conversation.

1.1 Rationale of the Study

As pronunciation is very important in communication, many Shina learners specially the teachers of English want to improve their English pronunciation. Many English teachers have been observed who make errors in pronunciation. To overcome the errors in pronunciation it is necessary to highlight first the mispronunciation of different sounds and words of English language made by the Shina speakers. To improve English pronunciation, however, it is important to find out what sounds and words are problematic for Shina language teachers. In this connection, the present research is an attempt to explore the mispronunciation of English sounds and words that posit challenges to the Shina language teachers.

Pronunciation in English is considered as one of the most significant and challenging aspect for nonnative speakers. Majority of the nonnative speakers especially Shina speaking teachers face a lot of challenges when they tend to speak English. They also get discouraged when they unable to comprehend the pronunciation of English. Consequently, they tend to make mispronunciation during teaching process. It is very challenging to them to adjust them in English speaking environment.

In this connection, the present study is going to assess the problematic aspects of English pronunciation. As a result, why the Shina speaking teachers mispronounce the English sounds? What are the barriers which hamper the correct pronunciation? Consequently, mispronunciation in English language developed into area of very interest to the researcher.

There have been numerous documents unfolding the issues relevant to mispronunciation. Pronunciation is an aspect of verbal communication which makes the communication more attractive and effective. It plays a vital role in the sound system of any language. When the sound system of second language is different as compared to the first language, the learners find difficulty in pronouncing the sounds of second language. They tend to pronounce the sounds of second language the way they pronounce those sounds in their first language. In this connection, it is thought that correct pronunciation is the integral aspect for intelligible communication. Most of the educational institutions only focus on other aspects of English language like grammar, vocabulary and morphology. However, less attention is paid to produce correct pronunciation. Consequently, mispronunciation cause a gap in understanding the appropriate communication.

In addition, several phonological studies illustrate that every language has their own sound system. Sounds are equally significant in every language. Sound differences among certain languages affect the correct pronunciation which further lead mispronunciation. Incorrect pronunciation hinders the clear messages. So that, understanding of the message suffers to a large extent. The sound patterns of every languages are very problematic. The phonemic and sound problems can be settled down with the phonetic and phonological studies of the concerned languages. The articulatory sounds of L1 may not be difficult for the native speakers. However the L2 sounds may be difficult for L1 speakers. So, in depth study of phonology would help to distinguish the actual sounds of the language which are spoken

in our local context. The L2 sounds may be much more problematic as compared to the L1 for the nonnative speakers. However, it can be minimized through careful study of pronunciation by getting help while going through the nature of phonetics and phonology. That are the reasons, the teachers at secondary level are very vulnerable towards understanding the sound system and the basic rules of pronunciation. Therefore, time and again they tend to mispronounce the sounds and words of English language.

On the other hand, English pronunciation patterns are very difficult. It has difficult sound patterns which get rise several types of complications for the teachers and learners. There is no one to one correspondence between sounds and spellings in English e.g. taught, thought, and tough etc. Another example of its complicated characteristics is the silent sounds like “k” in knowledge, “t” in nestle and “p” pneumonia etc. Thus, the contrasting sounds of mother tongue and the target language are considered the main issues. Most of the teachers and learners pronounce English letters into the patterns of Urdu sounds. Some of the native sounds do not match with the sounds of the target language.

Apart from the language, teacher is believed the most vital figure in teaching and learning process. All the success of teaching process is dependent on the good performance of a teacher. Sharma (2004) expresses that “Our education system is of such kind which do not support the efforts at all that why teachers feel unwilling to speak English correctly and why so much mispronunciation do they make?” Correct pronunciation of English is considered the most important instrument in teaching and learning process. However, the primary cause behind not getting exact pronunciation of English words in Pakistani teacher is the Urdu orthography. Urdu orthography is the main hurdle which influences the learner’s acquisition of correct pronunciation.

According to Nawab (2012), in Pakistani society English language teachers tried their best to overcome the day to day issues relevant to mispronunciation. But, correct pronunciation and intelligible communication is still needed a vigilant and careful study. The area of pronunciation is still far away to be addressed because of various reasons. The issues related to mispronunciation is believed to possibly happen due to unawareness about the basic elements of pronunciation i.e. segmental and supra segmental differences between the native and nonnative languages. On the other hand, unavailability of proper resources to improve pronunciation also cause to rise mispronunciation problems.

Pakistan is a multi-lingual country. There are several kinds of languages are spoken in different regions. There are several different local languages spoken and written at the same time in various parts of Pakistan e.g. Punjabi, Pashtu, Sindhi, Balochi and Shina etc. Due to the influence of local dialects, Pakistani people feel problems in pronouncing words correctly in English which further lead towards mispronunciation. Shina language speakers are among those who tend to make errors in English pronunciation.

On the other hand Pakistani English is the group of English language varieties spoken and written in Pakistan. It was first so recognized and designated in the 1970s and 1980s. Pakistani English (PE) is slightly different in respect to vocabulary, syntax, accent, spellings of some words and other features.

Although British rule in India lasted for almost two hundred years, the areas which lie in what is now Pakistan were amongst the last to be annexed: Sindh in 1843, Punjab (which initially included the North-West Frontier Province) in 1849, and parts of Baluchistan, including Quetta and the outer regions in 1879, while the rest of the Baluchistan region became a princely state within the British Indian Empire. As a result, English had less time to become part of local culture though it did become part of elite culture as it was used in elite schools and in higher education, as in the rest of British India. The colonial policies which made English a marker of elite status and the language of power being used in such domains of power as the civil service, the officer corps of the armed forces, the higher judiciary, universities, prestigious newspapers, radio and entertainment was due to British policies and the continuation of these policies by Pakistani Governments. In 1947 upon Pakistan's establishment, English became the de facto official language, a position which was formalized in the Constitution of Pakistan of 1973. Together with Urdu, the two languages are concurrently the official languages of the country. English language continues as the language of power and is also the language with the maximum cultural capital of any language used in Pakistan. It remains much in demand in higher education in Pakistan.

Pakistani English (PE) shares many similarities with Indian English, but since the independence of Pakistan, there have been some very obvious differences. Rahman argues that PE is an interference variety of English created by the use of the features of Urdu, Punjabi, Pashto, Sindhi and other languages spoken in Pakistan. He further divides PE into Anglicized English, which is very similar to the speech and writing of the speakers of British

Standard English (BSE), PE, which is used by Pakistanis educated in English-medium schools, PE, which is used by ordinary, Urdu-educated Pakistanis and basilect PE, which is used by people of little formal education, such as guides and waiters.

Words and expressions of PE have been noted by a number of scholars, including unique idioms and colloquial expressions as well as accents. Foreign companies find accent neutralization easier in Pakistan than in India. However, like Indian English, Pakistani English has preserved many phrases that are now considered antiquated in Britain.

Urdu and English are Pakistan's official languages. All government documents, many street signs, many shop signs, business contracts and other activities use English. The language of the courts is also English.

English is taught to all school-level Pakistani students, and in many cases the medium of instruction is also in English. Although there are also many schools that teach in the local languages, there is a huge emphasis on English as a second language especially in standardized testing. At college and university level, all instructions are typically in English.

Pakistan boasts a large English language press and (more recently) media. All of Pakistan's major dailies are published in or have an edition in English, while DAWN News was a major English Language News Channel, before 15 May 2010 when it switched its language to Urdu, Express 24/7 was another important English news channel, now defunct. Code-switching (the concurrent use of more than one language, or language variety, in conversation) is common in Pakistan and almost all conversations in whatever language have a significant English component. The language of pleading in all courts of Pakistan is also English.

Pakistani English phonology follows that of British English. It may be rhotic or non-rhotic. Rahman provides a broad introduction to the phonology of Pakistani English. Pakistani English is heavily influenced by Pakistan's languages as well as the English of other nations. Many words or terms from Urdu, such as 'cummerbund', have entered the global language and are also found in Pakistan. In addition the area which is now Pakistan was home to the largest garrisons of the British Indian Army (such as Rawalpindi and Peshawar) and this, combined with the post-partition influence of the Pakistan Military, has ensured that many military terms have entered the local jargon. The type of English taught (and preferred) is British English. The heavy influence and penetration of American culture

through television, films and other media has brought in great influences of American English.

1.2 About Shina Language

The present research is an attempt to highlight the mispronunciation made by Shina speaking secondary school teachers in Gilgit-Baltistan. Shina language belongs to the Dardic branch of the South Asian Indo-Aryan languages. At the point of departure, it was an unwritten language, and very little information was available about its phonology, grammar and folklore, even though the language is of great interest for comparative Indo-Aryan linguistics.

Gilgit-Baltistan is one of the most culturally, ethnically and linguistically diverse areas of Pakistan. Unfortunately, almost all the languages used in Gilgit-Baltistan exist only in spoken form and lack proper orthography. Furthermore, the lack of patronage from government and educational sectors has directly affected the significance and value of these languages. The only institutionalized languages in this area are Urdu and English like the rest of the country. The former Northern Area of Pakistan, now called Gilgit-Baltistan, is known for its cultural and ethnic diversity throughout the world. This area of Pakistan is equally famous for its rich linguistic settings and multilingual features with more than five languages in use. These languages include Shina, Balti, Brushaski, Wakhi and Khawar. It is also worth mentioning here that Gilgit- Baltistan had been under indirect control of federal government after independence till early 1970s when the then Prime Minister Zulfiqar Ali Bhutto first time abolished Frontier Crimes Regulation Act (FCR) and introduced political reforms. In 2009 Pakistan People's Party (PPP) introduced Empowerment and Self Rule Order (SRO) 2009, bringing Gilgit-Baltistan's status at par with a province. However Gilgit-Baltistan is an administrative province only and not a constitutional one as the rest of the four provinces. There is no predefined language policy in this region.

Out of the five languages spoken in Gilgit-Baltistan, Shina language has the largest number of speakers, majority of which live in the capital (Gilgit) with additional communities found in Diamar and Baltistan districts. Gilgit city, being the major cultural and economic hub, is the host of people of all the districts of Gilgit-Baltistan. A significant number of people from different areas of Pakistan also reside there. In such a multi-lingual society, with no language in common, Urdu is used as a lingua franca for wider

communication. Moreover, the influential languages spoken in government, educational and private sectors are Urdu and English.

Despite being spoken by the majority of the people of Gilgit-Baltistan, Shina is still considered a minority language. The reason is that it has never been given the status of provincial language like Sindhi in Sindh. It is not spoken by the majority of people as is the case with Punjabi and Pashto languages in their respective provinces. Unlike, Balochi or any other major languages, it does not have any written literature. On top of it, the natives are not aware of their linguistic rights. Even the speakers of Saraiki language in Western Punjab know that as they distinguish themselves on the basis of language from Punjabis. The lack of patronage from government and educational sectors has directly affected the significance and value of Shina language. This is also true in the context of Gilgit Baltistan where plurality of the people use Shina language yet it has never been used in the domains of power and education sectors. Furthermore, Shina has neither been part of school curriculum nor spoken by those at the helm of affairs, something which itself is a big threat for its existence.

In this perspective, some of the intellectuals from different cultural back ground have proposed various kinds of writing styles. It was remained an unwritten language for decades. Yet again, there is no standard orthography in it. Its phonological nature has been proposed in 1960 with different length of vowel sounds in India. In Indian held Kashmir, Shina is written in Perso Arabic and Devangari scripts (Alphabets of India and Nepal written from left to right in rounded shapes in squared outlines). It is also written in Urdu alphabets.

It has been observed that Shina speaking teachers are making errors in pronunciation of English language while communicating with the students. They confront plentiful troubles in speaking accurate English. It is thought by the researcher that mispronunciation of English is a big hurdle for SSTs in the way of proper teaching. There may be various barriers and causes which affect the performance of a teacher in English particularly in the area of pronunciation. Sometimes, the pronunciation of L2 becomes highly unintelligible to the Shina speaking teachers. For that reason, it is felt that teachers should have knowledge and awareness about the rules and regulations of accurate pronunciation. So that, they may be able to speak correct English with exact pronunciation.

Another dilemma is that the accent of the English speakers also varies from place to place and person to person. For instance, there is a problem faced by the learners of English

with respect to the American and English pronunciation as we mix up the pronunciation of these two. American English is usually defined as the language that is spoken in the United States and British English is the language spoken in England and the British Empire along with countries owned by that empire. One of the most noticeable differences is in the spelling of some words. Words such as ‘color’ in American English become a ‘colour’ in British English. Another example is the American word ‘theater’. In British English it becomes ‘theatre’. Most of the times, although words are spelled in the same in both forms of English but they may have a different pronunciation. Similarly, the word ‘schedule’ has the same spelling in both the languages but the pronunciation is different like “skejual” in USA and “schedule” in British English. The accent is also put on a different syllable in the words. In British English the word "mature" is pronounced as "machure" and in American English it is pronounced as "Matoor". This shows that there is a difference in the pronunciation of /t/ sound. In Britain, the ‘o’ vowel, /ɒ/, in words like dog, hod, pot, is pronounced with rounded lips and the tongue back in the mouth. Americans do not have this vowel, instead pronouncing the same words using the ‘ah’ vowel, [ɑ], with the lips unrounded and the tongue back but more relaxed. This is the same vowel in card or bard. In Britain, word like ‘what’ is pronounced using the same vowel /ɒ/ as in dog, and so is phonetically spelled ‘wot’ rather than ‘wat.’ The spellings and the sound patterns of native language also misrepresent the form of words and pronunciation. For example, there is a huge difference among British and American English. There can be seen a great difference in the spellings and sounds in the words as “programme” and “program”, “theatre” and “theater” etc.

In this connection, the present research is undertaken with the assumption that most of the time Shina speaking teachers deviate from the standard pronunciation and make abundant mistakes in pronunciation while teaching at secondary level. Even the pronunciation of teacher is quite dissimilar not only from Received Pronunciation but also the English spoken in Pakistan general. Correct pronunciation of typical standard is so much important for the creation of clear communication. If the sounds are not pronounced properly then comprehensible communication among people of different regions cannot be possible.

Keeping in view the problematic nature of pronunciation, the researcher took interest to carry out research in the area of pronunciation. Therefore, the present research is an attempt to highlight the errors in pronunciation made by the SSTs and also to find out the

barriers and causes behind mispronunciation. Furthermore, viable suggestion can be recommended to overcome the mispronunciation. The researcher hopes that this study will be useful for English teachers, who are interested in improving their English and enhance the capability in use of correct pronunciation as well. An important secondary goal of the present study would be the promotion of acceptable Shina phonetics symbol for further convenient studies in the field of phonology.

1.3 Statement of the Problem

The present research study focuses on pronunciation errors made by the SSTs in Gilgit-Baltistan. Pronunciation is the most important sub-skill of speaking skill. Correct pronunciation plays a significant role in communication. It has been observed that majority of the SSTs tend to make errors in pronunciation of English language. They speak English language incorrectly rather than the standard pronunciation. A close observation of teachers at secondary level schools disclosed that SSTs make some sort of errors in pronunciation of some sets of sounds e.g. /g/ as in gigantic, /ch/, as in chaos /kɛrɪs /, /θ / as in clothes, and /ʒ/ as in measure. Likewise, it is also noticed that the SSTs have problems in pronunciation of silent letters. They do not perceive the silent sounds or letters when these letters should be kept silent? For instance, the letters / p, b, t, / in ‘receipt, tomb and nestle’ etc. Similarly, they are also mispronouncing the inconsistent words directly relying upon their spellings. It is also observed that teachers do not distinguish the inconsistent sounds and spellings of English language e.g. ‘pizza, rapport, Suite’ etc. It is claimed that Standard pronunciation of teachers at secondary level in Gilgit-Baltistan is worsened. It is predicted that mispronunciation is the repeated mistake on behalf of the SSTs. It is realized that correct pronunciation and fluent communication is only possible when the teacher overcomes the repeated errors in pronunciation. In view of this, the researcher felt comfortable to take up this area for the ongoing research.

1.4 Objectives of the Study

The following were the objectives of the present research study:

- i. To highlight the most common Errors in pronunciation made by the Secondary school teachers in Gilgit-Baltistan.
- ii. To identify the barriers and causes behind the errors in pronunciation of English language.

- iii. To suggest modern means and techniques to overcome errors in pronunciation of English language.

1.5 Research Questions

The following questions were developed to get understanding about the present research study;

- i. Which English sounds and morphemes are most confusing to be pronounced by the SSTs?
- ii. What are the possible barriers and causes behind correct pronunciation practices?
- iii. How differently do the Shina speaking teachers pronounce the English sounds and morphemes as compared to the Standard pronunciation?
- iv. What are the possible solutions to overcome errors in pronunciation?

1.6 Significance of the Study

The present study will be beneficial for the unqualified and untrained teachers in terms of how to overcome the mispronunciation in English language. Moreover, it is expected that the researchers may find new ways to deal with other areas of phonological concerns. In addition, this study may pave way for researchers to introduce modern techniques which may help to overcome mispronunciation among teachers as well as students at different levels. Above all, keeping in view the findings and recommendations, the policy makers would realize the problems of teachers regarding mispronunciation. Additionally, the government and policy makers would set policies according to the needs of the students, teachers and the society as well. Thus, the present research work would be advantageous not only for the Shina speaking teachers at secondary schools but also for the students and generally for the entire education system in Pakistan. Consequently, this research would help to develop suitable measures to overcome the mispronunciation habits of SSTs in Gilgit-Baltistan.

1.7 Delimitations

Keeping in view the time and financial constraints, the present research study was delimited to Shina speaking teachers in secondary schools of District Diamer, Gilgit-Baltistan.

1.8 Chapter Breakdown

The present study includes five chapters. The first chapter comprises the introduction of the topic, rationale of the present study, introduction of Shina language, statement of the problem, significance of the research, objectives of the study, research questions and delimitations. Chapter two contains previous theories and researches regarding the present study and provides relevant literature. Chapter three describes the details about the methodology. It consists of population, sampling, research tools, pilot testing, and reliability and data collection procedures. Chapter four discusses the detailed presentation and interpretation of the collected data. It furnishes the findings and results about the research in statistical form. Chapter five provides brief summary about the whole research. It comprises the, conclusion, suggestions and recommendations of the present study.

CHAPTER 2

LITERATURE REVIEW

Pronunciation is a very basic skill in language learning. This skill is more significant than vocabulary and grammar. However, in Pakistan, it is always being neglected and no attention is paid to pronunciation throughout the language learning process. Correct pronunciation is an essential part of better communication. On the contrary, insufficient proficiency of English pronunciation influences the development of communicative competence that is required for building up the communicative bridge between speakers and listeners. Over the years, studies have shown how important it is for learners of a foreign language to have a good pronunciation. Some scholars are of the view that without an intelligible pronunciation, clear communication is impossible. It is very common to hear a native speaker asking his/her speaker to repeat what they have just said and this can happen many times in one conversation. On the other hand, mispronunciation affects not only beginners but also advanced learners' communication. Today's teachers encounter serious challenges in speaking correct pronunciation. Many of the teachers confront difficulties in speaking English pronunciation. In this perspective, the present study has been undertaken to highlight errors in pronunciation and also identify the barriers which hamper the intelligible communication. Finally, viable solutions would be recommended to overcome the errors in pronunciation.

Pronunciation is the phonological aspect of English language. A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code which we use to express ourselves and communicate to others. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

All languages have different accents. They are pronounced differently, people from different geographical places, from different social classes, of different ages and different

educational backgrounds (Roach, 2000). Ur (2000) identified the causes of mispronunciation. According to him, particular sound may not exist in the mother tongue, so that the learner does not use to form it and therefore tends to substitute the nearest equivalent he or she knows. A sound does exist in the mother tongue, but not as a separate phoneme, that is to say, the learner does not perceive it as a distinct sound that makes a difference to meaning. The learners have the actual sounds right, but have not learnt the stress patterns of the word or group of words, or they are using an intonation from their mother tongue which is inappropriate to the target language. The result is a foreign-sounding accent, and possibly misunderstanding. Moreover, lacking of opportunity to practice English pronunciation is the main problem to advance in English pronunciation. Haymes (2000) suggested that the success in getting expertise in learning and teaching pronunciation depends on students as well as teachers ability and exposure. Biyaem (1997) discussed the factors responsible for mispronunciation as “interference from the mother tongue particularly in pronunciation, syntax, and idiomatic usage, lack of opportunity to use English in their daily lives, unchallenging English lessons, being passive learners, being too shy to speak English with classmates and lack of responsibility for their own learning.”

Many linguists and researchers on (SLA) concluded that the English pronunciation problems among speakers of other languages are the same but it is according to each language background. Shina language is among them, so here we are going to see some of the factors that influence on learning second language (L2) in general and English pronunciation in particular and also try to identify the exact reasons behind such errors and finally try to find the suitable techniques and strategies that help the teachers to improve their English pronunciation.

The knowledge of phonetics and phonology of English is necessary for all those who want to know the principles regarding the correct use of English speech sounds. It is important to learn English pronunciation in terms of phonemes rather than letters of the alphabet, because of the confusing nature of English spelling (Roach, 2000). The accent that is used as a model for foreign learners is Received Pronunciation (BBC Pronunciation). It is the accent that has been used as the basis for textbooks and pronunciation dictionaries and so is described in more detail than other accents of English (Roach, 2000).

Accurate pronunciation is the fundamental key to acquire command over a target language. Language proficiency can only be achieved when the sounds of that language are pronounced correctly. A successful teaching demands a teacher's proficiency in language communication. Therefore, teachers need to struggle hard to improve their pronunciation power. They need pretty hard work in getting awareness about the basics of sound patterns of a language. It is believed that the teachers make errors in pronunciation in their routine activities of teaching. Errors in pronunciation occur mostly due to unawareness regarding the basic rules of a language. There are certain reasons behind the mispronunciation made by the teachers. The teachers require focusing on improving their pronunciation skills for better communication in English. Because, correct pronunciation is the fundamental key for successful communication. Teachers should use right exercises to get familiarize the students as well as themselves with the proper structures and sounds of English language.

Mispronunciation can be explored through careful and vigilant studies relevant to its causes. Mispronunciation is an evil aspect of pronunciation. First of all, it is necessary to know about pronunciation and its position in communication. Then, what is pronunciation? What are the barriers which hamper accurate pronunciation? Why teachers tend to mispronounce the English phonemes and morphemes? What should be the possible remedies to overcome the errors in pronunciation? All these questions require a deep research based studies for their stable solutions.

2.1 Pronunciation

Pronunciation is defined by several scholars in different ways as Richards (1980) "Pronunciation includes the role of individual sounds and sound segments, that is, features at the segmental level as well as supra-segmental features such as stress, rhythm and intonation." So in the teaching/learning of pronunciation, both segmental and supra-segmental aspects of the language have to be taken into account.

Pronunciation is well-defined as the creation of such sounds which are used to make sense or meaning. It refers as the way of speaking a word or language. It is further elaborated as the mutually agreed sequence of sounds where a language can be spoken in a particular accent or dialect. Generally, words or languages are spoken by individual characters in different styles on the basis of such factors like place of residence, period of cultural experience during child hood period, voice disorders, social class and numerous educational

back grounds etc. In pronunciation specific sound patterns such as intonation, phraseology, stress, and rhythmic patterns are focused. It further concentrates on the quality of voice, expressions and gestures which are closely connected to language the way it speaks. Correct pronunciation is the assurance of fluent and clear communication. Whereas, mispronunciation is the biggest barrier in the way of fluent communication. It always affects the communication of the second language learner. Therefore, it is the matter of serious concern for the language learners (Beebe, 1984). According to Weeren (1987) “Correct pronunciation leads towards better understanding.”

Languages have infinite sounds, clusters of sounds, stress, intonation and rhythmic patterns. Once all these features are mastered, it may be fundamentally used to produce correct pronunciation. Otherwise, pronunciation may lead towards mispronunciation. Correct pronunciation has a significant role in intelligible conversation.

2.2 Role of Pronunciation in Communication

Pronunciation is regarded as one of the essential part of English language. Because, it is directly concerned with the performance of the learner’s communication. It affects the competence and performance of the speaker to a large extent. Mispronunciation can lower the confidence level, hamper the social interaction, and impose negative impacts on the communicator’s competence and reliability (Gilakjani, 2011).

Second language learners face numerous challenges in use of correct English pronunciation even after learning it for many years (Fraser, 2000). The utmost priority of an EFL and ESL is the correct pronunciation after completion of their elementary English courses. English pronunciation is the area of most concern for the secondary school English learners (Davis, 1999). According to Gilakjani (2011) that “Acquiring correct pronunciation is an uphill task at elementary level by ESL and EFL students. It all happens because of least attention is paid towards pronunciation.”

As it has been discussed that correct pronunciation paves a way for fluent communication. Our speaking style instantly expresses something about ourselves to the listeners in our routine interaction. The speaker with good pronunciation power is more likely to be understood though they make some mistakes in other areas like grammar etc. The speaker who make abundant mistakes in pronunciation is likely to be not understood clearly. Although, he may have mastery over other aspects of language. Our way of speaking,

definitely affects the understanding of the listeners. Learner with mispronunciation always avoids speaking in open forums of discussions which may lead towards the social separation and bounds the opportunities to hunt luxurious employments. It also causes hamper in achieving further higher level of qualification. People are judged the way they are speaking the language. People having mispronunciation are considered as inept and incapable in an educated society. People even do not value and pay attention to those whose pronunciation is incomprehensible. As a result, the adult learners as well as teachers become reluctant to speak in English because of its unusual features. Therefore, teachers and common learners find challenges in pronunciation. Thus, they tend to make errors in pronunciation. As a result, they are essentially needed help and training to overcome their errors in pronunciation (Morley, 1991).

Several research studies indicated that the students and teachers constantly demonstrated that they need a lot of work in the area of pronunciation (willing, 1989). In this connection, it is essential to provide the teachers an opportunity to get mastery in pronunciation in the class room. Pronunciation mastery plays a key role in communication. Here, we have to mention that there is a difference between pronunciation and speaking. Speaking is a broader skill that encompasses pronunciation. In other words, pronunciation is a sub skill of speaking (Gilakjani, 2011). Among the sub-skills of speaking, pronunciation stands out as the most important one. Fraser (2000) says, “With a good pronunciation a speaker is intelligible despite other errors, with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.” It is obvious then that the knowledge of grammar rules and other aspects of language is not enough to achieve intelligible communication. The pronunciation of words must be good, otherwise the listener gets bored and cannot focus on what is being said. The basis of any communication is a shared code between the interlocutors. Pronunciation is an integral part of the code. If one cannot clearly understand the other, the message will not be passed. Without intelligibility, conversation is hampered. So, to ensure intelligible communication, the interlocutors must have good pronunciation power.

The notion of intelligibility has attracted the interest of numerous scholars especially those interested in the study of pronunciation. Munro (1995) defines intelligibility as the recognition of a word or an utterance. For him, a word or an utterance is considered

unintelligible if the listener cannot grasp its meaning. Abercrombie (1949) supports the idea that comfortable intelligibility refers to the pronunciation that can easily be understood by the listener i.e. without much effort from the listener. He adds that what the learners need is a comfortably intelligible pronunciation. This idea entails that what is important in language learning is not achieving native like pronunciation but succeeding with ease to get the message across. Native-like pronunciation is difficult and almost impossible to be achieved. Researchers in psycholinguistics have demonstrated that it cannot be achieved after the 'critical period' i.e. after early childhood (over 12 years old). Therefore, the goals in pronunciation learning/teaching should be realistic, that is, learners should seek to achieve just intelligible pronunciation. In this way, Morley (1991) gives us what should be the goals of pronunciation teaching to achieve communicative competence. For instance, functional intelligibility; it aims at developing spoken English which is easy to understand by listeners, functional communicability; is set to develop spoken language that serves effective communication, increased self-confidence; it is set to create a positive self-image, speech monitoring abilities; these will allow students to build up intelligibility, communicability and confidence outside the classroom. So, the main paradigm in pronunciation teaching has been intelligibility. Its goal is not perfection, considering it too ambitious and probably an unachievable goal for most learners (Chung, 2005). Many teachers have understood that what is important in this global era is not to speak like natives since the majority of speakers of English all over the world are not natives.

Intelligible pronunciation or good pronunciation, is one of the most important aspects of language that learners should focus on it. Listeners can understand what you say only when you have intelligible pronunciation. It can even cover other gaps in other aspects like grammar. In this manner, AMEP Research Centre (2002) states that "Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect". This explains why learners with poor pronunciation are often afraid to express themselves in public no matter how good their grammar is. Good pronunciation boosts confidence whereas poor and unintelligible pronunciation can even have social consequences like anxiety and isolation. It is truly embarrassing when your

listener keeps asking you to repeat what you have just said or to rephrase it. It makes you feel downgraded.

AMEP research Centre (2002) supports that “We also often judge people by the way they speak, and so learners with poor pronunciation may be judged incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.” This hints that for so many listeners, pronunciation is more important than mastery in grammar and other linguistic aspects of the language. It is only good pronunciation of the speaker that can help him/her escape those stereotypes.

Learners of a foreign language do not need to focus on pronunciation as much as learners of a second language. For the latter, it is imperative to have intelligible pronunciation as they use the language even outside the classroom settings. For example, in the case of the English language, Varasarin (2007) claims that “In an ESL setting, the students must not only increase their English comprehension for the classroom, but also need to communicate and interact in English outside the class in various situations. Students need to understand and to be understood.” This means that they need the language not only to perform well in the classroom settings, but also to survive in their everyday life. No one can deny that language barrier can be a hindrance to social inclusion or integration.

Undeniably, good pronunciation represents an essential component of language. A learner who first put his/her focus on it can easily access other areas of the language, especially speaking, and will be more likely to survive than learners with poor pronunciation. It is the cornerstone of speaking skills. Harmer (2001) believes that the teaching of pronunciation improves the speaking skills claiming that focusing on sounds and their place of articulation as well as on stress and intonation can improve learner’s knowledge of the English language and help them attain intelligibility and comprehension. Therefore, it should always be part of any programme of language teaching.

In spite of the importance of intelligible pronunciation, it does not always get the attention it deserves on the part of teachers. Some focus on the grammar and other areas of the language giving little or no interest to pronunciation. In this way, Eliot (1995) claims that “Teachers tend to view pronunciation as the least useful of the basic language skills and therefore sacrifice teaching pronunciation in order to spend valuable time on other areas of language.” It is neglected everywhere in the world. In Mexico, pronunciation was labelled as

the ‘Cinderella of language teaching.’ This implies that it was neglected in spite of its importance (Dalton, 2002). Wachs (2011) tells us that the teaching/learning of pronunciation is not valued in language didactics and learners are the first victim of this neglect and lack of training.

Training for the improvement of pronunciation is very essential. Pronunciation training is supposed to start as early as possible. However, in many countries across the globe, it is left to chance or completely overlooked. The consequences are sometimes irreversible. Many learners finish the learning process without getting a chance to improve their pronunciation performances. Other advanced learners lose hope to ever get a good pronunciation. In this manner, Baker (1992) states, “Advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate.” So, pronunciation should be considered as early as the beginning of the learning process to avoid irreversible mistakes.

In this case, teachers do not feel confident enough to teach this major component of speaking skills. Other teachers do not teach pronunciation because they have a misconception or negative attitude towards it. This negative attitude results from the lack of knowledge about what to teach and how to teach it. The majority of teachers do not teach pronunciation because they did not receive any training for that. TESOL programs provide little training, if at all, in pronunciation teaching (Fraser, 1999). McDonald (2002), investigated the main reasons for teachers’ reluctance in teaching pronunciation. After the survey, he gives the results as follows: “The absence of pronunciation in curricula, lack of suitable teaching and learning materials of a high quality, an absence of a skills and assessment framework with which to map student ability and progress in this area.” He concludes that pronunciation is not given a central and integrated place in the ESL curricula used by the surveyed teachers.

Other scholars have also given what they believe could be the reasons that pronunciation is overlooked in language classrooms. Naiman (2008) collected ideas from his colleagues about why they could not teach pronunciation. Many preferred not to teach pronunciation because they had no expertise in it. Other teachers felt they did not have an ‘ear’ for pronunciation and they decided not to teach it as they would not be helping their students if they did so. Tennant (2007), gives three main reasons; the first one is that many aspects of pronunciation are difficult to teach (or at least that is the perception). Secondly, he

says that unlike a grammatical or functional area of language, it can be quite difficult to build a lesson around a pronunciation point and therefore such points are add-ons to a unit in a course book or a lesson in the class. Thirdly, he claims that teachers often feel under-prepared to teach pronunciation and many seem to struggle to learn the phonemic alphabet (although this is certainly less true of many non-native-speaker teachers).

However, the reasons put forward by Tennant do not sound logical. Many teachers who claim that pronunciation teaching is difficult are those who think that it always involves minimal pair drills, phonemes and stilted dialogue. So, one of the main problems is that teachers do not know how to teach pronunciation.

Teaching pronunciation is not a computational process whereby learners are required to know all the phonological rules of the language they are learning in a mechanical way. Instead, pronunciation is to be taught in a more relaxed way, in an interactive communicative context. In this manner, Fraser says, “Basing lessons around detailed descriptions of the articulation of sounds, intensive IPA transcription, or lectures on English phonology are also minimal in their effectiveness.” While knowing phonetics and phonology of the language your learning is helpful, it is not in itself what is needed for pronunciation classes (Fraser, 1999). So, teachers who claim that teaching pronunciation is very difficult are those who think that pronunciation teaching is about phonetics and phonological rules, minimal pair drills, etc. We may label this conception of pronunciation teaching as ignorance because if the teachers were taught how to teach pronunciation, they would not see it that way. They would understand that pronunciation teaching is only successful when taught in a communicative way. It is in this context that students will understand the very importance of acquiring good and intelligible pronunciation since it allows them to see by themselves what is wrong in their pronunciation and how it leads to misunderstanding. Fraser (1999) explains very well how pronunciation can be taught in a communicative way.

Thus, it is clear that the main reasons why pronunciation teaching was dropped from language classes was this misconception of how to teach it. Many teachers thought that pronunciation should be taught through drills of minimal pairs, and in a computational way which proved to be difficult and boring. Given that most teachers had no profound knowledge of phonetics and phonology applied in actual pronunciation of the language, they decided to overlook pronunciation teaching; they felt inexperienced or unqualified to teach it.

However, this communicative framework does not require deep knowledge of phonetics and phonology of the language to be taught. It is true that the teacher needs an understanding of the sound system of the target language to teach pronunciation effectively, but he/ she does not have to be an expert in phonetics, as observed by Avery & Ehrlich (2008). According to whom communicative pronunciation teaching should put a particular emphasis on the following areas:

- Meaningful practice beyond the word level
- Task orientation of classroom activities
- Development of strategies for learning beyond the classroom
- Peer correction and group work
- Student centered classroom

Communicative pronunciation teaching proves to be more effective than older approaches and is much easier for both teachers and students. Another question that often arises concerns what to be taught in a pronunciation class. Having an elaborated discussion on different aspects of pronunciation; it is suitable to shed light on the evil aspect of pronunciation that is called mispronunciation.

2.3 Mispronunciation

This portion offers a comprehensive explanation of mispronunciation, its types and the barriers which lead towards the mispronunciation. According to Stevenson (2003), “Mispronunciation refers to articulate a sound or word incorrectly.” In view of Hornby (2005), “Mispronunciation is defined as to speak sounds and words wrongly.” In the same way, Cambridge University Press (2003) describes “As misarticulating a sound or a word.” Likewise, Merriam Webster’s dictionary expresses that “Mispronunciation as the act of mispronouncing a sound or to pronounce incorrectly.” However, in the light of these explanations the researcher presents a comprehensive and functional definition of “Mispronunciation as pronouncing a word incorrectly while violating the basic principles of pronunciation.” It contains certain categories. Mispronunciation is categorized into four different kinds. These types are; i) mispronunciation of vowel sounds, ii) mispronunciation of consonant sounds, iii) mispronunciation of stress and rhythm, iv) mispronunciation of intonation (Sharma, 2004). Though, all these types require a detailed discussion but the present research is only concerned with the mispronunciation of consonant sounds like /g/,

/ch/, /th/, /z/ and /r/. On the other hand, that majority of the SSTs mispronounce almost all the morphemes having silent letters. Similarly, the SSTs have no clear idea how to pronounce the morphemes with inconsistent spellings and sounds. For instance, they have no expertise that how and when a letter is kept silent or to be pronounced. The words having silent letters e.g. receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath. On the other hand, the SSTs mispronounce the words having inconsistent spellings and sounds. For instance, inconsistent English morphemes like pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy, and cucumber etc.

Mispronunciation is considered as one of the most recurring difficulty faced by the nonnative speakers during learning of English language. So, mispronunciation may lead to bad impression, confusion and unsuccessful communication. In real life communication, the first thing to be noticed is the pronunciation. In our routine life conversation, we need not to use so much difficult vocabularies. Limited vocabulary does not matter but the poor and weak pronunciation with high types of foreign vocabulary is the big problem with the nonnative speakers. So, the conversation with mispronunciation even though good vocabularies and grammar lead towards bad impression.

Having a bank of vocabulary is useless, if one is incapable to articulate those words accurately and nobody could be able to comprehend the way one talks. Thus, pronunciation errors further lead to critical misunderstanding. A good communication is that when the native speaker understand to you with a good pronunciation. The teachers in our society are habitual to listen poor English for years from their students and other people. So, they may understand the same pronunciation because of the same accent and pronunciation in the same environment. However, the best pronunciation is that when the native speakers understand what you are speaking with them that would be held a decent pronunciation. Ineffective communication with a strong accent may irritate the people. The people may not be able to figure out what one is talking about. Thus they put a lot of efforts to comprehend your English. If one has good pronunciation ability, people will enjoy talking to them.

English is considered as a very inconsistent and unpredictable language. It is non phonetic language. It is believed that it has 1100 diverse techniques to spell its 44 sounds separately. All this is because of its exceptional nature. It has different spellings but the sounds are same and some time the sounds and the spellings both are the same but give

different meanings. Several words have letters nothing to do but they are articulated. For example, letters act irregularly and differently in words like cough, though and nation. The word 'ghoti' is pronounced like "fish" which is one of the great examples of inconsistencies in English language. Likewise, words containing silent letters, even though they are not articulated. Letters /g/, /ch/, /th/, /r/ and /z/ because, these letters have dual sounds. So, it is very confusing situation how to pronounce these sounds. English letters have different sounds in different situations which lead to confusions. Therefore, such kinds of sounds are very problematic to be pronounced. As a result, a number of secondary school teachers misarticulate the letters and sounds in English language. It happens because the Shina speakers are unable to distinguish certain pairs of consonant sounds. Both these are voiced or voiceless sounds and also oblivion the basic rules of pronunciation. For example, The Shina speaking teachers confuse with the consonant pairs of /ch/, /th/. Similarly, letter /g/ is pronounced as hard /g/ in the words 'lounger and gigantic' whereas soft /g/ or /dʒ/ is pronounced vice versa. Likewise, the /z/ is confused with the sounds of /ʒ/, /z/ in 'Seizure and measure.' Likewise, the diagraph of /ch/ is confused with /tʃ/ and /k/ in 'chaos and archive.' The diagraph /th/ is confused with the sounds of /ð/, /θ/ in 'clothe and worthy.' On the other hand, /r/ as per rules is kept silent as per rule in the words where it follows a consonant letter or locating at the final position of any word. However, the Shina speakers flatly pronounce the same sound in the words like 'northern and bother.' This happens because of various causes. Those are stated as under:

2.4 Causes of Mispronunciation

Numerous works have revealed certain causes of mispronunciation made by nonnative speakers while speaking the target language. There are numerous causes of mispronunciation in English language. Thus, interference of spelling is one of the most common cause of mispronunciation. In other words, the spelling patterns of English language are very irregular. The learners generally rely upon the graphical representation of the English sounds whenever they try to pronounce the words. Therefore, the learners compel to make mistakes because of the false analogy. In English, there is no clear relationship between sounds and the letters. In this connection, the most repeated causes behind mispronunciation are briefly stated as under:

2.4.1 Recognition of Speech Sounds

Speech sounds have certain acoustic effects voluntarily produced by the organs of speech and they are the result of definite actions performed by these organs. There is a problem in recognition of speech sounds and we can observe that the same letter has different sounds. For example the letter “a” in “bath” is not pronounced in the same way of that in “bathe”. The “ou” in “South” is also different from “ou” in “Southern”. Generally verbs and nouns are pronounced differently although they are written as the same.

2.4.2 Supra Segmental Features

Supra segmental features are also referred as prosodic features or prosodies. The main supra segmental features are length, syllable stress and voice-pitch. It is difficult for an English learner to make the foreign sounds with his own organs of speech and the learner has to learn to put his tongue, lips and other parts of the organs of speech into certain definite positions, or to perform with them certain actions. “Articulatory phonetics” helps us to teach the movement of speech organs in production of speech sounds. Speech is produced by lungs, larynx, tongue, lips, soft palate, hard plate etc. Daniel Jones defined the articulation of the words as the “Gymnastics of the vocal organs.” He states that in order to cope with articulatory problems a learner should study Phonetics theory and do the necessary exercise based on that theory. Generally the students would able to pronounce correctly in the matter of length, stress and pitch, if accurate information as to foreign usage with regards to these matters is supplied to him. The main difficulty is to bear those instructions in mind. The teacher is required to be a model of pronunciation and he has to provide ear training exercises to himself and the learners as well. He must judge the success or the learner’s effort. Spoken Languages have a particular rhythm of speech and the learner of the particular language must try to pronounce the words as they are pronounced in the particular language and it is essential for an English learner that he must try to produce those sounds with the correct articulation of the words.

2.4.3 Segmental Features

The segmental features deal with the vowels and the consonants. Vowels in English are uttered with different positions of lips, tongue and jaws, but in Urdu vowels are realized in the natural position of the oral cavity.

* For example, /b/, /t/, /a/: are confusing and /a:

* Cot /kbt/

* Caught /k ɔ: t / /Ka: t/

* Cart / ka: t/

When a “Phoneme is replaced with another phoneme” that is called phoneme difficulty and when some sounds of phoneme is confusing that is called “sound difficulty”. For example Pakistani learners pronounce ‘wine as vine’ and in this way they confuse /w/ with /v/.

In English vowels intensity (quality) is significant for syllabic prominence and in Urdu vowel duration (quantity) is significant for syllabic prominence.

Vowels are open sounds made with the letters a, e, i, o and u. Consonants are hard sounds made with all the other letters. There is a problem in pronouncing group of consonants. Consider the word "describe". Many students try to speak too quickly and end up missing one or more sounds. They pronounce it as "decribe" or "describe" or even sometimes as "deribe".

It is very necessary in connection with the correct pronunciation that the teachers and common learners should have the knowledge about both segmental and supra-segmental features of the language. Segmental features refer to the individual sounds that make a language in terms of vowels and consonants. When learning a second or foreign language, learners need to know how each and every sound is uttered and therefore make a comparison with the sounds of their mother tongue and or other languages they know. Supra-segmental features, on the other hand, refer to aspects of speech beyond the level of segments, including intonation, stress, timing, phrasing and rhythm. Intonation and stress are the most important ones. Wells (2006) defines intonation as the melody of speech which can be either rising or falling. Allen (1971) gives a more thorough definition, saying that it refers to “The quality of language that includes both rhythm and melody, and is produced by tonal height and depth along with stress, volume and varying length of pause”. It is a very important component that should always be present in a pronunciation class. It can change the intended meaning when it is misused. On the other hand, stress refers to the extra force that we use when we are

producing some syllables or words. In a word, stressed syllables are those that stand out more noticeable than the others, those that are more prominent than others (Jones, 2002).

Both segmental and supra-segmental features are very important in the process of pronunciation learning. They all work together when we speak and are consequently best learned as an integral part of spoken language (AMEP Research Centre, 2002). They are also complementary i.e. we cannot study segments and forget stress, intonation, rhythm, etc. or vice-versa. If we do so, we will not be able to communicate effectively in real situations. This state of affairs may further lead to cause errors in pronunciation or mispronunciation.

2.4.4 Problems with Learning the Shapes of the Conventional Letters

There is a problem of memorizing the shapes of the conventional letters and the relations between the conventional orthography and the pronunciation. As, we mix up the symbols and which lead towards mispronunciation of words. The alphabet which we use to write English has 26 letters but it has 44 sounds. One must be clear about the shapes and pronunciation of these symbols.

2.4.5 Connected Speech

The learners of the English language often have a craze to speak fluently and while attempting fluency in speaking skill, they become unconscious of the rules of connected speech and make mistakes in pronunciation unwittingly. Fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words.

2.4.6 Transliteration:

There is a problem of transliteration with the non-native speakers in the pronunciation of English language. For example, Urdu is the mother tongue of the people of Pakistan and they are in habit of using Urdu sounds. This repetition of pronouncing English sounds in Urdu style consolidates the mispronunciation.

2.4.7 Problems with two Types of English Pronunciation; American Pronunciation and the British Pronunciation

There is a problem faced by the learners of English with respect to the American and English pronunciation as we mix up the pronunciation of these two. American English is usually defined as the language that is spoken in the United States and British English is the

language spoken in England and the British Empire along with countries owned by that Empire. One of the most noticeable difference is in the spellings of some words. Words such as 'color' in American English become as 'colour' in British English. Another example is the American word 'theater.' In British English it becomes 'theatre.' Many times although words are spelled the same in both forms of English, they may have a different pronunciation. The accent is put on a different syllable in the word.

In British English the word "mature" is pronounced as "machure" and in American English it is pronounced as "mator". This shows that there is a difference in the pronunciation of the /t/ sound. In Britain, the 'o' vowel, /ɒ/, in words like dog, hod, pot, is pronounced with rounded lips and the tongue back in the mouth. Americans do not have this vowel, instead pronouncing the same words using the 'ah' vowel, /ɑ/, with the lips unrounded and the tongue back but more relaxed. This is the same vowel in 'card or bard.' In Britain, word like 'what' is pronounced using the same vowel /ɒ/ as in dog, and so is phonetically spelled 'wot' rather than 'wat.' Perhaps this is why baloney (nonsense) is so spelled in American dictionaries, but primarily as boloney in some British ones.

2.4.8 Multiple Sounds of the Same Letters:

There are so many letters and combinations of letters which produce numerous sounds at different places. For example, "ch" produces three sounds as, 'ch', /k/, 'sh'. Similarly, /c/ produces two sounds as /s/ and /k/. Likewise, /g/ produces two different realizations e.g. /g/ and /j/. This can lead mispronunciation because of the false perception.

2.4.9 L1 Interference

Erich (1992) states that sound patterns of the learner's mother tongue are transmitted to the second language and are expected to be caused as foreign accents. Mispronunciation of words by the first language speakers expose the effects of the sounds, rules, stress, and intonation in the second language. He identified that the native speaker's sound system may affect the pronunciation of second language in three levels. First of all, if a sound is absent in the inventory of native language, then the learners couldn't be possibly produce or even identify the same sound in the target language and vice versa. Secondly, the rules of joining sounds into words are contradictory in the speaker's native language from those of the second language. These rules may cause difficulties to the speakers because such rules are language specified and keep on changing in one or other languages. The third level is stated

as the rhythm and tune of a language regulates the stress and intonation patterns, as a result the speakers may transmit these patterns into the second language.

In Liu's (2011) opinion, it is commonly witnessed that the second language learners may make diverse forms of errors in their communication. In this connection, the researchers have pursued to detect the sources of inter language (IL) pronunciation mistakes. So, these studies may contribute significantly to the improvement of pronunciation (Stockman, 1992).

Brown (2000) pointed out that nonnative speakers face certain types of pronunciation challenges because of the influence of mother tongue on target language particularly by the adults and this happens because of the transfer of the L1 to the L2. As a result, mother tongue interference is considered the basic source of errors in pronunciation of target language. According to Carter (2001) that L1 has an obvious effect on the pronunciation of L2. It happens due to the conflict of rules. Therefore, enormous mistakes are to be estimated in L2 by the L1 speakers in the target pronunciation. As a result, there are various speakers who pronounce /p/ such as /b/, /s/ for /θ/ and /z/ for /ð/ and /b/ for /v/ etc.

However, mispronunciation of the above mentioned sounds is the consequence of the over exercise and practice of the native language. This over practice is called as the process of fossilization. So, at a stage, the adult's vocal cords have fixed. Their musculature is fixed to articulate L1 sounds with a specific accent. Yule (2003) has described that the basic difficulty of English pronunciation is to form a new set of sounds equivalent to the sounds of English language, and to disrupt the agreement of sounds where the habits of L1 has muscularly fixed and built up. While using speech organs new habits of hearing are used. Therefore, it is very challenging to change the habit which was obtained by the speakers since the childhood and after long time of practice. All these are the product of continuous practice for a very long time which is linked to the learners or speakers of the native language. As a result, the speakers confuse with such sounds while replacing each with the nearest sounds (O'Connor, 1980).

According to Hagège (2005), interference between L1 and L2 is observed in children as well as in adults. In adults it is more obvious and increases continuously, as a monolingual person gets older and the structures of his first language get stronger and impose themselves more and more on any other language the adult wishes to learn. In contrast, as regards children, interference features will not become permanent unless the child does not have

sufficient exposure to L2. If there is sufficient exposure, then instead of reaching a point where they can no longer be corrected (as often happens with phonetics features), interference features can be easily eliminated. Hagège stresses that there is no reason for worry if interference persists more than expected. The teacher should know that a child that is in the process of acquiring a second language will subconsciously invent structures influenced by knowledge he already possesses. These hypotheses he forms may constitute errors. These errors, though, are completely natural. We should not expect the child to acquire L2 structures immediately. Consequently, it is confirmed that mispronunciation made by any second language learner or speaker is greatly affected by the interference of the mother tongue (Hagège, 2005).

2.4.10 Smaller Amount of Exposure

Most of the learners have less amount of exposure to the second language. They do not have the opportunity to practice the target language in their native settings or environment. Similarly, English does not used in the classrooms as well. The English language learners have no opportunity to speak or practice like the native speakers as well. Additionally, pronunciation practice remains neglected in the classroom teaching and does not possess a secure place in English curriculum. Pronunciation teaching and practice does not receive that much attention in the classroom teaching. Therefore, teachers and learners come up with poor pronunciation and compel to make mispronunciation in sounds and words respectively. If the learners will have more exposure then they will be able to successfully communicate in better pronunciation (Kelly, 2000).

2.4.11 Phonic Capability

As per Jack's (2002) opinion that learners who has good listening power, they can distinguish the sounds quite well. Therefore, learner's phonetic capability influences the change of pronunciation. He is also of the view that good listening is the assurance of correct pronunciation. Phonetic disability leads to mispronunciation. The learners are required to pay attention towards the sounds and spellings when they happen to listen any video or audio recordings by the native speakers articulated. The learners also need to practice the basic rules of phonetics and phonology to get exposed themselves with the correct pronunciation of English sounds and words.

2.4.12 Negligence towards Pronunciation Practices

Kelly (2000) is of the view that pronunciation teaching and practice is neglected in teaching and learning process collectively. If the pronunciation practice is done in the classroom then less chances of mispronunciation can be expected. Likewise, Arnold (2009, pp. 83) expresses that the teaching of pronunciation is entirely absent in English language courses. So, trainings regarding pronunciation are neglected to a large extent in the fields of English language. There is not a secure platform provided in the curriculum for the drill and practice of target language. Actually, the researcher is also a teacher and agrees with rest of the researchers that pronunciation teaching and practice is one of the most neglected area in all levels of government educational institutions particularly in secondary schools of Gilgit-Baltistan. Therefore, students as well as the secondary school teachers are compelled to make errors in pronunciation in English sounds and words respectively.

2.4.13 Inconsistent Spellings and Sounds of English Language

Spelling is simply putting together a number of letters of the alphabet in order to form words. In a perfect alphabet, every letter would be a phonetic symbol representing one sound and one only, and each sound would have its appropriate symbol. But it is not the case in English. English spelling is defective. It is a poor reflection of English pronunciation as we have not enough symbols to represent all the sounds of English. The problems of these inconsistencies to foreign and second language learners cannot be overemphasized. This study will look at the historical reasons for these inconsistencies and make some suggestions to ease the problem of spelling and pronunciation for second and foreign language learners.

So far, we have been thinking about pronunciation problems that are very general. They affect all the words with a particular sound or combination of sounds. However, sometimes specific words can cause pronunciation problems. Two causes of this are described here;

Spelling; English has many words with irregular or unpredictable spellings, and this can lead students to mispronounce those words. For example, if students learn the words rain, plain, and maintain, they will naturally assume that the letters ain must represent /eyn/. Then if they see the written word mountain, they may mistakenly pronounce it /mawnteyn/. Since students often meet words first in their written form, this can lead to incorrect pronunciation of many words.

Borrowed words; many languages have borrowed words from English, adopting their pronunciation to fit the sound system of the borrowing language. (Sometimes the meanings of the words have also changed, but that's a separate issue.) For instance, English has borrowed numerous words from French, Latin, and Greek languages. We might think that knowing words that have been borrowed from English into the learner's native language would make it easier to learn those words in English, and this is often true with word meanings.

English spelling and sound system is very complicated and appears far-off from reality. Many linguists and researchers are of the view that mispronunciation is almost made on account of the conflict of spellings and sound systems between the native and foreign languages. There are certain words in English which are normally spelt in the similar style but dissimilar in articulation. There is lack of correspondence between the spellings and their pronunciation. For example, "tion" on the end of a word is pronounced "shun", while "sion" can be pronounced "zhun". There are often many ways to pronounce a particular spelling pattern, but it certainly helps to know what the variations are? For example, the pattern "ough" can be pronounced "uff" as in "enough" and "tough", or as in "ought" and "bought" or "oh" as in "although" and "dough".

There are plenty of words in English language which have silent letters but these words are unknowingly pronounced which make these words mispronounced. For example, Knife, Knowledge, Knave, Kneel have 'K' silent which should not be pronounced at all. Similarly, 'read' is pronounced as 'reed' in its first form of verb while it is pronounced as 'red' in second form. On the other hand, there are various words which have different spellings but the sounds produced are same e.g. rain, rein, and reign etc. In these examples all three words have different spellings but the sounds of each one is similar to a large extent. Though they should be produced exactly the same as supported by the spellings but the case is contrary to this reason. Such sorts of incongruity creates confusions among the teachers as well as the common learners.

Stage Berge (1977), observed that speakers with spelling problems have proven that the writing system of English is very far from the ideal. English spelling is more complicated as compared to other languages. It contains 44 sounds of the spoken language with 26 letters of alphabets. There are no diacritical marks in English language. Consequently, two letters

are joined into sets which denote separate sounds called diagraph. For instance, the letters /t/ and /h/ are joined together to denote /θ/ and /ð/ sounds. Likewise, the letters /c/ and /h/ is placed together to signify any of these sounds /k/, /f/ and /tʃ/. The spellings and sounds are the fields of orthography. Orthography is one of the complex phenomena. Orthography is referred to the rules for writing a language. For instance, agreements of spellings and sounds. In English one letter agrees with more than one sounds. For instance, the letter /g/ corresponds at least four sounds i.e. energy /dʒ/, /g/, goat, and tough /f/ etc. The assessment of just how well the English orthographic structures counterpart English phonology is rely on the examination of the English phonology where it is compared with the phonology. Chomsky (1991) has established that “English orthography comes close by an optimum orthographic scheme for English language.” The inconsistent and unusual spellings of English language present a very weak justification and guidance regarding pronunciation. Lado (1957) refers these mistakes of pronunciation as “Complications of spellings in pronunciation.” These intricacies can be traced from two expected reasons; one option is that the similar symbol may denote two different sounds in two different languages. In such cases the native speakers tend to transmit the L1 symbols to the L2 but the other possibility of spelling intervention with the pronunciation stands up with the inconsistencies in the spellings of the L2. Thus, the symbols which in one word signifies the one sound goes out to denote an unlike sound in the other word. Consequently, the speakers mispronounce the words by supposing that the symbol denotes the similar sound in either the cases or situations. However, one another possibility of these complicated spellings of pronunciation may be on account of the “Silent letters.” For instance, /p/ in /coup/ and /b/ in /tomb/ in English language are silent. Consequently, it is agreed with the Murcia’s (2005) opinion while dealing with mispronunciation which are actually created because of orthographic intervention. It can be addressed through use of the phonetic transcription. Which is a convenient instrument for teachers, students and common speakers as well, to satisfy the pronunciation deficiencies. In order to get more information and exposure relevant to mispronunciation issues, it is necessary to cast a cursory glance over the past theories and researches;

2.5 Empirical Studies Associated with Mispronunciation

The literature review explores the previous researches and theories relevant to the present study. So that, a clear picture and deep insight into the area of concern may be discovered. In this connection, this chapter has been incorporated several previous studies related to the existing study. In addition, these studies would set the benefits and distinguish the present research from other ones. Though, the objectives, approaches, samples, instruments and consequences of the earlier researches relevant to mispronunciation may be contrasted.

It was explored that Chinese adult learners of L2 pronunciation accuracy was influenced by the L1 intervention due to negative transfer of L1 to the L2. The study demonstrated that the randomly selected sounds were mispronounced because of the influence of the mother tongue (Liu, 2011).

Most of the Arab speakers when learn the second language, they face overlaps due to the different phonemes in two different languages. This is all because of mother tongue influence. They pronounce the sounds similar or close to their L1. For instance, the Arab learners pronounce the words “cheap and play” like /sheeb/ and /blay/. Thus, such sorts of pronunciation issues hamper the fluent and accurate communication among the learners (Ahmed, 2011).

It is analyzed and found that Arab speakers of different back grounds faced problems in pronouncing the English consonant sounds i.e. /p /, /v/, / ɲ /, /l/, /d/, /r/, /dʒ/, and /f/. This is happened because of the intervention of mother tongue in acquisition of target language (Barros, 2003). As a result, the author expresses that the major factor in creation of errors in pronunciation is the influence of L1. The researchers used different kinds of methods, samples, instruments for the said research. In the said study the author administered an oral test regarding pronunciation.

Another research study which was conducted by Maqousi (2007) with the aim to identify the reading and phonic mistakes of English at primary school students in grade-1 of Ghaza. She adopted experimental design. There were thirty pupils selected as sample. The research instrument was an achievement test. The result demonstrated that the nine selected phonics were mispronounced by the target sample. Another research aiming at correcting the mispronunciation by Al-Azher university second year students using the games and songs

were conducted by Ibrahim (2006). Here, the design adopted was experimental. Two experimental groups were selected. The instrument was a pronunciation test. One group has been given the songs to learn while other group has been given games to learn through. The results have exposed that games and songs were very effective in correcting the mispronunciation of the learners.

A study on Omani students bearing the topic as “Acquisition of stress, plural nouns and consonant clusters were conducted by Dana (2009). This study adopted cross-sectional design. The sample comprised forty six native speakers. Afterwards, the selected sample was divided into seven age group. An interview session was conducted as an instrument of the study. The fundamental results showed that stress patterns and consonant clusters were big challenges for the target population.

Ahyad (2010) conducted a research on voiceless /tʃ/ in different positions i.e. initial, middle and final on Arabic learners in varied environments. For this purpose descriptive method was adopted. Two groups of graduate and undergraduate English language learners were selected as sample of the study. The data was analyzed statistically. The basic results revealed that most of the students made mistakes in pronouncing the target sound in English language.

A research on learning difficulties of stress patterns of English was conducted by Ashore (2010). The objectives were to highlight the problems of IUG English Department regarding correct use of stress patterns and determining the techniques to overcome the problems in this area of concern. A descriptive analytical approach was adopted. The sample was consisted thirty female students and nine linguists. Different kinds of instruments were selected i.e. two questionnaires and a diagnostic test. The key findings revealed that fifty five percent of the respondents feel unintelligibility in understanding the stress patterns. So, this area is held very difficult. In addition, syllable and sentence stress is ranked second as per difficulty. Lastly, examination of new vocabularies in dictionary, self-correcting, self-monitoring, exposing and listening to authentic materials recommended as new strategies to overcome the problems while learning stress patterns.

A research based on “Effects of orthographic system” on Arab EFL students was conducted by Awad's in (2010). This research was aimed to explore the effects of English orthographic system on the pronunciation of English. Thus, descriptive method was adopted

conveniently. The sample was comprised 11th class students. A diagnostic pronunciation test and an interview were selected as the sample of the study. The main results showed that fifty percent of mistakes were made in consonant doubling. Additionally, eighty percent were devoted mistakes in the category of silent letters.

A study relevant to English pronunciation was conducted on Iranian English learners by Hayat in (2010). The ultimate aim was the study to examine the importance of English pronunciation of Iranian learners. For this purpose, descriptive method was adopted conveniently. A sample comprised two hundred and thirty teachers were selected. A questionnaire was developed to collect the data. The basic result demonstrated that books bore chief difficulty in the teaching and learning process of English pronunciation. Moreover, the time specified for the teaching of English pronunciation was insufficient and a hurdle in the way of teaching pronunciation.

To create consciousness and concern for pronunciation, Ken worthy (as cited in Jahan, 2011) has referred that, English pronunciation is comprised of various components like sounds, stress and variations all together. So, the learners need to recognize the function as well as the structure of it. Besides, they need to develop a consciousness for pronunciation and also need to be aware of that their poor and unintelligible language can make their utterances annoying to themselves and to their listeners as well.

Robertson (2011) has especially talked about the necessities of the Asian students. According to him, Asian students should practice some important areas of speech like, country specific complex sounds, cluster problems, linking words and sounds. Therefore, teachers and learners are required to have essential knowledge about those sounds, especially the sounds related to English language.

Pennington, Richards and Nunan (2011) describe the present condition of research on teaching pronunciation from the perspective of CLT. They have suggested that teachers should focusing on a long-term goal to teach pronunciation and it should be taught as an integral part of spoken language. Besides, they also suggested that lessening the amount of native language influence should be the aim of this teaching. According to them, since pronunciation is associated with listening, vocabulary and grammar, the teachers should focus these interdependent aspects.

Khamkhien's (2010) study aimed at examining Thai learners' knowledge with regard to word stress assignment. It also aimed at determining possible factors affecting the Thai learners' pronunciation competence. The descriptive method was used for the said research. The sample of the study consisted of (90) Thai learners of English language. A test was the tool of this study. The results showed that most of the participants' English pronunciation was somewhat imperfect. Gender was identified to be the most significant factor that contributed to the participants' test scores, while faculty and years of studying English were not.

Liu's (2011) study aimed at investigating the current conditions of pronunciation teaching and learning in a local university. The descriptive method was adopted. (120) juniors of (4) classes in English Education at Linyi University constituted the sample of the study. A questionnaire and test were the tools of that study. The results revealed that competent bilingual teachers should have been trained to meet the needs of pronunciation teaching.

Liu's and Fu's (2011) study aimed at examining the combined effects of instruction and monitoring on improving pronunciation of potential English teachers. An experimental design was adopted. The sample of that study consisted of (60) juniors in English education at a local university. A test was the tool of the study. The salient results revealed that pronunciation of individual sounds may not have improved as radically in spontaneous speech as in vocabulary.

A relevant kind of study carried by Wahaba (1998) “Who is of the view that his study focuses on problems encountered by Egyptian learners of English as a second language and concludes that certain phonological errors made which are related to stress and intonation. These errors are inter lingual ones; attributed to phonological differences between the sound systems of English and Arabic.”

Bayraktaroğlu (2006) has done a research on the topic “The pronunciation difficulties of Turkish learners of English. The result of his study shows that the sources of pronunciation errors are mainly due to differences of one-to-one letter-sound correspondence in the orthographies of L1 and L2 rather than the differences in the sound systems. It has been found in his study about the sources of such pronunciation errors, we may say that while interference from the Turkish sound system and its orthographic representation plays the major role. Interference from Turkish was obvious in most errors but there was also

interference between the newly learned English sounds in combination with the general learning strategies”. Additionally, Abu Seileek (2007) stated that “Arabic speaking learners of English have difficulty in producing stress patterns. While stress in Arabic is predictable, stress in English is not.”

Furthermore, Munir uzzaman (2008) stated “the major linguistic problems and possible solutions in learning EFL by Bengali learners. He discovered that most of the linguistic problems that are encountered by EFL Bengali learners are due to the differences between the two languages in terms of phonology”.

Na’ama (2011) studied that “English consonant clusters are the most difficult aspects in pronunciation that Hodeidah University students face. His study analyzed the errors made by Yemeni Hodeidah University students. They made many errors in the English clusters. They repeatedly made errors in this difficult type of pronunciation work. The students asked to read certain words that were included two-initial consonant clusters like play, three-initial consonant clusters as in spread; two final consonant clusters as in wicked; and three and four final consonant clusters as in next, sixths. Thus, there are many examples given to them that illustrate these errors, which are common with them, e.g., “spread”, “splendid”, “play”, “Next”, “tests”, “asked,” etc.” They usually tend to follow the strategy of Epenthesis in English clusters. It is the insertion of a vowel or consonant segment within an existing string or cluster reduction. They pronounced these words as in the following manners; /spilendid/, /pilei/, /nekist/, and so on. The result of his study showed that the most serious errors made by Yemeni university students occurred in three and four final-consonant clusters. These two types are usually not found in Arabic segmental features. Consequently, they shifted to use the common system in their mother tongue to the target language i.e. English. Another cause behind making such errors in English consonant clusters is the lack of using teaching aids. In addition, incompetent instructors affect their students’ pronunciation. Accordingly, these serious difficulties may result in the mispronunciation of the Yemeni university students in English consonant clusters.”

Ahmad (2013) researched on the topic “To know the teachers opinion regarding the errors by Saudi EFL learners while pronouncing English consonant sounds. According to the data, which they collected from the teachers, the students generally encounter errors while pronouncing some consonant sounds like /p/, /d/, /v/, /tʃ/, /ʒ/, /ŋ/ etc.” Alam (2010) asserts

that “Most of the teachers do not give any effective task for pronunciation practice during the class period. It is quite impossible to make one’s pronunciation, intonation and stress perfect by only theoretical knowledge because the achievement of a desired standard needs a lot of practice.”

Maniruzzaman (2011) identified that “Pronunciation is an inevitable fact in case of listening and speaking as reception and production of information highly influenced by intelligible pronunciation. Similarly, Hancock (as cited in Mumeneen, 2011) maintains that pronunciation is inseparably tied with listening and speaking. However, pronunciation is hardly given enough importance while teaching and learning English at the primary, secondary and tertiary levels in Bangladesh.”

Furthermore Maniruzzaman (2011) also argued that “Most of the EFL teachers avoid pronunciation instruction in the classroom by smart tricks because they do not have the idea of useful and effective strategies to teach pronunciation and which approach to follow when they meet a specific problem”. Moreover, sometimes teachers emphasize on teaching only the pronunciation of difficult sounds and allow the class to produce native like sounds, although this effort does not work among the learners after the semester (p. 2).” As per Hoque’s (2011) point of view “Teachers only give importance to the reading, writing and grammar sections of the textbooks that are relevant to passing the SSC and HSSC examinations (p. 2).” Besides, some teachers might have lack of qualification and that is why they might not aware of their own English language. Further, according to Munro (2005) “The study of pronunciation has been sidelined within the area of applied linguistics and for that reason teachers are often left to depend on their own intuitions with little direction. Although some teachers can successfully teach their students pronunciation under these conditions, and a large number of them are reluctant to do so.”

Howlader (2011) argues that, “Some teachers have poor knowledge about the different strategies of teaching pronunciation and that is why they do not find it interesting. This is the reason which often makes the students lag behind in better pronunciation and in achieving effective communicative competence.” Moreover, Dalton (2010) describes it “As the Cinderella area of the English language. According to him, the teachers and learners might think that it will be under grasp without any effort.”

In addition to studies of L1 transfer in general, there have been numerous studies for specific language pairs. Thanh Ha Nguyen (1995) conducted a case study to demonstrate first language transfer in Vietnamese learners of English. He examined a particular language form, namely oral competence in making past tense of English language. He tried to determine the role of L1 transfer in the acquisition of this English linguistic feature as a function of age, time of exposure to English, and place and purpose of learning English.

The influence of L1 on L2 was also examined by Lakkis and Malak (2000) who concentrated on the transfer of Arabic prepositional knowledge to English (by Arab students). Both positive and negative transfers were examined in order to help teachers to identify problematic areas for Arab students and help them understand where transfer should be encouraged or avoided. In particular, they concluded that “An instructor of English, whose native language is Arabic, can use the students’ L1 for structures that use equivalent prepositions in both languages. On the other hand, whenever there are verbs or expressions in the L1 and L2 that have different structures, that take prepositions, or that have no equivalent in one of the languages, instructors should point out these differences to their students.” Not only L1 influence was examined according to language pair, but according to the type of speech produced (written vs. oral).

Hagège (2005) discusses the influence of L1 on accent. He notes that the ear acts like a filter, and after a critical age (which Hagège claims is 11 years), it only accepts sounds that belong to one’s native language. Hagège discusses L1 transfer in order to convince readers that there is indeed a critical age for language acquisition, and in particular the acquisition of a native-like accent. He uses the example of the French language, which includes complex vowel sounds, to demonstrate that after a critical age, the acquisition of these sounds is not possible; thus, learners of a foreign language will only use the sounds existing in their native language when producing L2 sounds, which may often obstruct communication.

O’Connor (1980) has studied “Pronunciation problems and the influence of LI. So many sounds such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confusing e.g. (pit / bit), (thin / sin), (question /action), (very / berry). For the (SSEs) /z/ and /s/ are usually used in the place of /ð/ and /θ/ which resulted from the interference of Sudanese spoken Arabic. /ð/ and /θ/ exist in some forms of Arabic e.g. (Iraqi, Saudi Arabian, Kuwaiti, etc.); however, they do not exist in Sudanese dialect where they are replaced by /s/ and /z/.”

Another study relevant to pronunciation errors made by medical students in medical vocabularies was carried out by Markova in (2010). The objective of his study was determining the most lasting pronunciation mistakes in medical terminologies. It was further aimed to suggest a suitable method to overcome the pronunciation mistakes. However, for this study he applied descriptive method. The sample consisted first and second year students at of Novysaid University. The tool was an oral test containing some frequent words used in medical course. The oral test practice was recorded in the tape record. The fundamental results demonstrated that the errors in pronunciation were committed due to variances between two types of phonological patterns, competence level of the students and formerly attained information etc.

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Similarly, Morley (2011) mentioned that, supra-segmental aspects like stress, rhythm and intonation should be given importance in order to improve pronunciation, since the aim of those not just to complement meaning but to create meaning. Besides, Jahan again

suggested that, in order to obtain fluency and accuracy in speaking nonnative speakers should focus on some methods related to speech mechanism. It would help them to pronounce the proper sounds of English language.

In Hung Voong University a study regarding /ə/ sound was conducted by Tuan's (2010). Its objectives were to explore the problems regarding English discrete sounds faced by English language teachers. The approaches were adopted as quantitative as well as qualitative for the same study. Fifty four teachers of English language were selected as sample of the study. The instruments were interviews, questionnaires and observation test. The end result of the study showed that all the teachers devoted mistakes in the target sound. The respondents were failed to differentiate the voiced and voiceless sounds while adding the schwa sound in between the consonant clusters.

One more research on mispronunciation due to negative transfer of Chinese adult English learners was conducted by Liu (2011). The objective of the said study was to investigate the effects of negative transfer on accuracy of English pronunciation. Experimental design was applied. The sample was comprised 164 Chinese adult English speakers. Test was selected as the tools for the study. The basic results recommended that negative transfer caused mispronunciation among the learners.

In addition, a research on super segmental errors was conducted by Mohamed (2010) on the third year teachers at the faculty education at Buny Suef University. This study was aimed to identify and remedying the issues relevant to supra segmental elements of English language. So, experimental design was applied for this study. The sample was contained one hundred and fifty students and teachers. A questionnaire and diagnostic test was selected as research tool to identify the basic causes behind the pronunciation mistakes. The basic findings identified mass level errors in pronunciation.

Additional research on silent letters of English was conducted by Souzandehfar's (2011) on Persian EFL speakers of Navid Institute. The ultimate objective of the said study was to identify the problematic silent sounds of English language. The descriptive method was applied. The sample was consisted three Persian speakers of EFL at beginner, middle and advanced levels. The fundamental results identified that silent letters and consonant letters were the basic causes behind mispronunciation.

Ghani Rehman has carried out a research study on the topic “English problematic consonants for Pashto speakers” aimed to look into the problems faced by Pashto speakers, while learning English. The study particularly focuses on the pronunciation of English consonants, which are not found in Pashto phonemic inventory. It further looks into the role of L1 in the pronunciation of the target English consonants. The study identified that five English consonants namely, the labio-dental voiceless fricative /f/, the labiodentals voiced fricative /v/, the dental voiceless fricative /θ/, the dental voiced fricative /ð/ and the post-alveolar voiced fricative /ʒ/ are problematic for Pashto speakers. The study further showed that these consonants are replaced by L1 sounds: 1) English labio dental fricative /f, v/ are pronounced as bilabial voiceless stop /p/ and bilabial approximant /w/; 2) English dental fricatives /θ, ð/ are replaced by dental stops /t̪, d̪ /; 3) palatal voiced fricative /ʒ/ is replaced by palato-alveolar voiced affricate /dʒ/. It has suggested that English language learners with Pashto background should be properly trained to acquire correct English pronunciation.

A similar kind of research has been carried out by Shamsa Aziz on teachers’ level of proficiency in English speaking as medium of instruction and causes for English speaking deficiency. The paper indicated the deficiencies to highlight the needs in terms of teaching competencies for the implementation of policy decision to use English as the medium of instruction. The present paper highlights the teachers’ competencies for using English as a medium of instruction. The objectives of the study were to test the secondary school teachers’ speaking proficiency in English as medium of instruction and explore the causes for deficient English speaking. The research study was delimited to the teachers of secondary level of three districts in Punjab i.e. Lahore, Rawalpindi and Mianwali. The population of the study consisted of 3235 teachers. Double Sampling technique was used to select the sample. 150 teachers were selected as samples who were interviewed using interview guide in order to test speaking competency of the teachers, however the perception of 200 teachers was collected through questionnaire about causes of deficient English speaking. It was found that, teachers were deficient in grammar and vocabulary, and pronunciation. However, average in fluency and confidence, while speaking in English. Another study on grammar and vocabulary of Shina language

carried out by Dr.B.B. Rajapurohit (2012) in India. This study was based on dialects spoken in Dras.

Having detailed discussions about the previous researches, their methodologies and theoretical frame works; the present research study has been adopted Stephen Pit Corder's "Error analysis" theory as theoretical framework. A theory gives direction to a research work and either validates or disproves a phenomenon. With such basis it creates a framework to begin investigations and arrive at a stand for or against a phenomenon.

2.6 Brief Theoretical Framework

The theoretical framework is just like the human skeleton. It is as valuable as the human skeleton to the human frame. Similarly, the theoretical framework is so much important for a research work. Every research must depends on perspectives to be able to come to a valid argument or summation. McLeans (1972) says it helps us to understand how things work. In this connection, Stephen Pit Corder's "Error analysis" theory is applied due to the suitability and resemblance of the nature of the present research. This theory meets the objectives of the present study. For instance, the objectives of the current research were to highlight the most common errors in pronunciation made by the SSTs during their teaching process and to identify the barriers which lead towards mispronunciation. Finally, to provide measures to overcome these errors in pronunciation.

EA framework really suits for the present study on account of various reasons. For example, Error analysis has been commonly recognized as branch of Applied Linguistics. Error Analysis is one of the major topics in the field of second language acquisition researches. Errors are an integral part of language learning. The teachers as a second language learner are unaware of the existence of the particular system or rule in English language. The learners' errors have long been interested for second and foreign language researchers. The basic task of 'Error Analysis' is to describe how learning occurs by examining the teachers' output and this includes his/her correct and incorrect utterances.

Stephen Pit Corder is credited with reviving the interest in error analysis with publishing several articles and providing a basis for research. Error analysis has a long history as far as second language learning is concerned. In recent years, studies of second language acquisition have tended to focus on teachers' errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, SSTs can be made aware of the errors in pronunciation made by them and devote special care and emphasis to those errors.

Error Analysis is a type of linguistic analysis that focuses on the errors that learners make. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learner's errors in second language. It is important to note that interferences from the learner's mother tongue is not only reason for making errors in his target language. Theoretical analysis of errors optimally based on the following observations in the acquisition of English as a second language:

- a) Overgeneralization, covering instances where the learners create a deviant structure on the basis of his experience of other structure of the target language;
- b) Ignorance of rule restriction, occurring as a result of failure to observe the restrictions or existing structures;
- c) Incomplete application of rules, arising when the learners fail to fully develop a certain structure required to produce acceptable sentences;
- d) False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language (TL).

Error analysis can thus provide a strong support to remedial teaching in connection with the pronunciation errors. During the teaching program, it can reveal both the successes and the failures of the program. The term errors refer to a systematic deviation from a selected norm or set of norms. Error analysis is useful in second language learning because this will reveal to us the problematic areas as in pronunciation of English language. It can be used to design remedial exercises and focus more attention on the difficult areas. Corder (1967, p.125) stated that "The study of errors is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process." Error Analysis theory helps us to identify the causes of teachers errors and finally obtaining information on common difficulties in

language learning as an aid to teach or in development of teaching materials. As the researcher's prime concern is to highlight the mispronunciation made by the SSTs. So, analysis of second language learner's errors can help to identify teachers' linguistic difficulties and needs at a particular stage of language learning.

In the book "Error and Inter language" written by Pit Corder, the "Father" of Error Analysis (1967), he stated that various classifications of these error systems have been developed by error analysis researchers. Error analysis is based on two questions:

1. What are the errors?
2. Why are they made?

In this connection, the first objective of the present research e.g. "To highlight the most common errors in pronunciation made by the SSTs meet the requirements of the first question. Whereas, the second objective of the present research e.g. to identify the barriers and causes behind mispronunciation meet the requirements of the second question. Corder created five procedures to analyzing errors;

i. Collect samples of learner's language

Data is collected over a period of time and compared. However, the present research is based on the application of "Error analysis" theory. It is not based on contrastive analysis of the L1 and L2. In contrastive analysis both the L1 and L2 are compared. However, present study is based on the identification of Errors made by the SSTs in the target language i.e. English. Therefore EA is applied conveniently. On the other hand, the selected sounds which are expected to be pronounced incorrectly have no influence by the L1. Therefore, EA will help in investigating the barriers or the causes of errors in pronunciation of English language.

ii. Identification of errors. (What kind of errors are they?)

An error is that where the language learner does not possess the knowledge of the correct usage of the target sounds. Here, a difference is made between errors made by the SSTs as compared to Standard pronunciation.

iii. Description of errors

Once the errors are highlighted, what classification of the errors are? As far as the present research is concerned that investigates the phonological errors e.g. errors in pronunciation. In this perspective, the errors can be classified on the basis of different categories like; English confusing sounds e.g. /g/, /ch/, /th/, /ʒ/ and /r/ ; words having silent

letters e.g. receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath. Another category which involved some of the inconsistent (words with dissimilar sounds and spellings) words. For example, pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber.

iv. Explanation of errors (Why were the errors made?)

The errors could be developmental which show a gap in knowledge of the rules. So, the basic purpose of the present study is to identify the basic causes behind the errors made in the target language.

v. Evaluation of errors (How serious are the errors? Does it cause a lack of understanding?)

At this point the errors are analyzed and findings are made to suggest viable solutions relevant to the existing problems. In this way the above mentioned procedural steps would help to get insight into the core of the present research.

On account of the above discussed facts, “Error analysis” theory by Corder is practiced to predict the errors made by SSTs in L2. Errors mostly happen due to the incorrect inferences regarding the rules and patterns of new languages. This theory is an important source of information for the second language learners and teachers as well. It provides a vast knowledge regarding errors in pronunciation or speaking skills and helpful to overcome these errors. Error analysis theory is applied to highlight the mistakes and errors in pronunciation made by the teachers and learners in the target language. This theory highlights the mispronunciation that a teacher as a non-native speaker of L2 makes in spoken English. However, the heart of this research is to identify the mispronunciation and the reasons, why teachers inclined to make errors and face challenges in speaking English during teaching and learning process? Error analysis is extremely helpful in progressing research to explore deeper into understanding the errors that language learners made. It has been a useful approach that has generated a lot of researches. The concepts that Corder introduced directed researcher’s attention to specific areas of error analysis.

Another related theory to the present research study is “Inter language theory.” An inter language is an idiolect that has been developed by a learner of a second language or L2 which preserves some features of their first language or L1, and can also overgeneralize some L2 writing and speaking rules. These two characteristics of an inter language result in the system's unique linguistic organization.

An inter language is idiosyncratically based on the learners' experiences with the L2. It can "fossilize", or cease developing, in any of its developmental stages. The inter language rules are claimed to be shaped by several factors, including L1-transfer, previous learning strategies, strategies of L2 acquisition (i.e., simplification), L2 communication strategies(i.e., circumlocution), and overgeneralization of L2 language patterns.

Inter language is based on the theory that there is a dormant psychological framework in the human brain that is activated when one attempts to learn a second language. Inter language theory is often credited to Larry Selinker, who coined the terms "inter language" and "fossilization." Uriel Weinreich is credited with providing the foundational information that was the basis of Selinker's research. Selinker (1972) noted that in a given situation, the utterances produced by a learner are different from those native speakers would produce had they attempted to convey the same meaning. This comparison suggests the existence of a separate linguistic system. This system can be observed when studying the utterances of the learner who attempts to produce meaning in their L2 speech; it is not seen when that same learner performs form-focused tasks, such as oral drills in a classroom. Inter language can be variable across different contexts; for example, it may be more accurate, complex and fluent in one domain than in another. To study the psychological processes involved one can compare the inter language utterances of the learner with two things:

Utterances in the native language (L1) to convey the same message produced by the learner.

Utterances in the target language (L2) to convey the same message, produced by a native speaker of that language.

It is possible to apply an inter language perspective to a learner's underlying knowledge of the target language sound system (inter language phonology), grammar (morphology and syntax), vocabulary (lexicon), and language-use norms found among learners (inter language pragmatics).

By describing the ways in which learner language conforms to universal linguistic norms, inter language research has contributed greatly to our understanding of linguistic universals in second-language acquisition.

Before the inter language hypothesis rose to prominence, the principal theory of second-language (L2) development was contrastive analysis. This theory assumed that

learners' errors were caused by the difference between their L1 and L2. This approach was deficit-focused, in the sense that speech errors were thought to arise randomly and should be corrected. A further assumption followed that a sufficiently thorough analysis of the differences between learners' first and second languages could predict all of the difficulties they would face. This assumption was not based in rigorous analysis of learner language but rather was often anecdotal, and researchers' claims were prone to confirmation bias.

Robert Lado (1957) held that the claims of contrastive analysis should be viewed as hypothetical unless and until they were based on systematic analyses of learner speech data. Around this time, second-language acquisition research shifted from hypotheses of language learning and the development of language-teaching materials to the systematic analysis of learner speech and writing with the practice of error analysis. Although this was initially done to validate the claims of contrastive analysis, researchers found that many learner behaviors could not be easily explained by transfer from learners' L1 to their L2.

The idea that language learners' linguistic systems were different from both their L1 and L2 was developed independently at around the same time by several different researchers. William Nemser called it an approximate system and Pit Corder called it transitional competence.

Inter language is claimed to be a language in its own right. Learner language varies much more than native-speaker language. Selinker noted that in a given situation the utterances produced by the learner are different from those native speakers would produce had they attempted to convey the same meaning. This comparison reveals a separate linguistic system.

Inter language can be observed to be variable across different contexts. For example, it may be more accurate, complex and fluent in one discourse domain than in another. Variability is observed when comparing the utterances of the learner in conversation to form-focused tasks, such as memory-based oral drills in a classroom. Spontaneous conversation is more likely to involve the use of inter language. A learner may produce a target-like variant (e.g. 'I don't') in one context and a non-target like variant (e.g. 'me no') in another. Scholars from different traditions have taken opposing views on the importance of this phenomenon. Those who bring a Chomskian perspective to second-language acquisition typically regard variability as nothing more than performance errors, and not worthy of systematic inquiry.

On the other hand, those who approach it from a sociolinguistic or psycholinguistic orientation view variability as an inherent feature of the learner's inter language. In these approaches, a learner's preference for one linguistic variant over another can depend on social (contextual) variables such as the status or role of the person the learner is speaking to. Preference can also be based on linguistic variables such as the phonological environment or neighboring features marked for formality or informality.

Variability in learner language distinguishes between "free variation", which has not been shown to be systematically related to accompanying linguistic or social features, and "systematic variation", which has. Free variation in the use of a language feature is usually taken as a sign that it has not been fully acquired. The learner is still trying to figure out what rules govern the use of alternate forms. This type of variability seems to be most common among beginning learners, and may be entirely absent among the more advanced. Systematic variation is brought about by changes in the linguistic, psychological, and social context. Linguistic factors are usually extremely local. For example, in earlier stages of acquisition, a learner will often display systematic constraints on their ability to use the correct tense. They may say "Last year we travel to the ocean" rather than "Last year we travelled to the ocean." They also tend to make more mistakes when the word following a tensed word begins with a consonant (e.g., burned bacon). But they will show higher accuracy when the word following the tensed word begins with a non-consonant (e.g., burned eggs).

Social factors may include a change in register or the familiarity of interlocutors. In accordance with communication accommodation theory, learners may adapt their speech to either converge with, or diverge from, their interlocutor's usage. For example, they may deliberately choose to address a non-target form like "me no" to an English teacher in order to assert identity with a non-mainstream ethnic group.

The most important psychological factor is usually regarded as attention to form, which is related to planning time. The more time that learners have to plan, the more target-like their production may be. Thus, literate learners may produce much more target-like forms in a writing task for which they have 30 minutes to plan, than in conversation where they must produce language with almost no planning at all. The impact of alphabetic literacy level on an L2 learner's ability to pay attention to form is as yet unclear.

Affective factors also play an important role in systematic variation. For example, learners in a stressful situation (such as a formal exam) may produce fewer target-like forms than they would in a comfortable setting. This clearly interacts with social factors, and attitudes toward the interlocutor and topic also play important roles.

Individuals learning a second language may not always hear spoken L2 words as separate units. Some words might blend together and become a single unit in the learner's L2 system. The blended words are called "prefabricated patterns" or "chunks". These chunks are often not immediately obvious to the learner or anyone that listens to them speak, but may be noticed as the learner's L2 system becomes more developed and they use the chunk in a context where it does not apply. For example, if an English learner hears sentences beginning with "do you", they may associate it with being an indicator of a question but not as two separate words. To them, the word is "do you". They may happen to say "What do you doing?" instead of "What are you doing?" Eventually the learner will learn to break the chunk up into its component words and use them correctly.

2.7 Summary

The literature review explores the previous researches and theories relevant to the present study. So that, a clear picture and deep insight into the area of concern may be discovered. In this connection, this chapter has been incorporated several previous studies related to the existing study. In addition, these studies would set the benefits and distinguish the present research from other ones. Though, the objectives, approaches, samples, instruments and consequences of the earlier researches relevant to mispronunciation may be contrasted.

Having reviewed the previous research studies, the researcher has tried to select a number of those studies depending on their affiliation to the core of the current research study. Thus, the literature review is categorized into different areas. The first area provides the studies linked to pronunciation and the second area is associated with mispronunciation. On the other hand, a brief sketch of the causes of mispronunciation is elaborately described. Similarly, theoretical framework by S.P Corder has been applied on the basis of its suitability as per nature of the present study. The salient features and results of this theory are applied to get insight into the current study.

Moreover, it is worth revealing that the earlier researches assisted the present research in one or another way. The past studies have encouraged the researcher to create new questions, hypothesis, and objectives, adopting new theoretical framework, developing research design, the oral pronunciation test, use of the suitable statistical methods, and interpret the results and formulate recommendations and suggestions.

What distinguishes the current study from the others is that it deals with the topic of mispronunciation in different perspectives. For instance, the current research is a struggle to highlight the common errors in pronunciation of the consonant sounds as /g/, /ch/, /th/, /ʒ/ and /r/. Second part contained words having silent letters e.g. receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath. Third part involved some of the inconsistent (words with dissimilar sounds and spellings) words. For example, pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber. It will also investigate the basic reasons behind the pronunciation errors made by the SSTs. Finally, on the basis of findings, viable recommendations would be made in the coming chapters.

CHAPTER 3

RESEARCH METHODOLOGY

Richards and Schmidt (1999) define a research methodology, as it includes procedures which are essential tools for an investigation. It also consists of the methods used in a research for the collection and interpretation of the data. Any kind of research work is always based on a research problem. The present study was aimed at highlighting errors in pronunciation made by Shina speaking secondary teachers and identifying the barriers and causes which lead to mispronunciation. To achieve these goals an adequate methodology and objective oriented analysis and discussions are required. This chapter gives a detailed account of the sample population, the research instruments as well as the data collection procedures. Also, it provides a complete analysis of the data and its interpretation. The researcher followed the descriptive and statistical method in this study. As we know that descriptive researches attempt to describe and explain the whole phenomena about the existing problems. Finally, recommendations are offered for solving the problem. The details of the research procedure is stated as below:

3.1 Population

Richards and Schmidt (1999) define population as “Population consists of any set of items, individuals, etc. that share some general and observable characteristics from which a sample can be taken. The population of the present research consisted of all the Shina speaking secondary school teachers of Gilgit-Baltistan.

3.2 Sample and Sampling Techniques

A sample refers to any group of individuals that is selected to represent a population. A sample is described as the people or any related object which represents the whole population. It is the group of individuals which represents the qualities of all the population. The sample selection process is called sampling. There are various types of sampling. However, keeping in view the nature and appropriateness of the present research, random sampling technique was applied to select the sample from the target population. In this connection, 25 teachers were selected as sample from secondary schools of Chilas District Diamer.

3.3 Research Instruments

There are various kinds of research instruments which are used in the researches. So, the researcher applied an oral pronunciation test to collect the data to achieve the purpose of the present research study. In the present research, the researcher used observation sheet and cell phone to record the oral pronunciation test. The observation sheet was delimited to 30 English words. In this connection, sounds and words of different categories were picked out to explore the mispronunciation made by the secondary school teachers e.g. /g/, /ch/, /th/, /z/ and /r/; another category of words having silent letters e.g. "Receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath." Third part involved some of the inconsistent (words with dissimilar sounds and spellings) words. For example, "Pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber."

3.4 Data Collection and Analysis

The researcher has designed an oral pronunciation test keeping in view the available literature. The test was conducted to highlight and explore the most common errors in pronunciation made by the SSTs. An observation sheet comprising thirty English words was distributed among the sample teachers. After that, they were asked to pronounce the target words individually in a separate classroom. The participants were pronounced the words loudly. The researcher made video records of the observation of the sample teachers with a cell phone.

Additionally, to analyze the data simple percentage method was applied and the figures were analyzed statistically and descriptively. The statistics used in this research was very clear and simple. The recorded phonemes were phonetically transcribed and pointed out the mispronunciation made by the participants. The recorded sounds were transcribed and counted the correct and incorrect pronunciation. The simple percentage formula was applied to calculate the quantitative data. For example, the words having /tʃ/ sound pronounced by all the sample teachers. Among all, (05) number of teachers articulated the sound with correct pronunciation, whereas the number of the teachers with incorrect pronunciation were (20). In view of that, to calculate the percentage of the teachers with correct pronunciation in /tʃ/ sound the following procedure was taken on;

$$\text{Number of the teachers with correct pronunciation} = 05/25 \times 100 = 20 \%$$

The above mentioned calculation displays that only 16% among the entire number of the teachers are able to pronounce the /tʃ/ sound properly. Hence, to calculate the percentage of the teachers with incorrect pronunciation, the following procedure was taken on;

Number of teachers with incorrect pronunciation = $20/25 \times 100 = 80\%$

The above mentioned indicators show that 80% of the teachers of the whole group were unable to pronounce /tʃ/ sound properly. Furthermore, presentation and analysis of the data carried out in chapter No.4.

3.5 Pilot Testing

According to Creswell (2005), pilot test is very substantial to organize and manage the inquiries regarding observations and questionnaires. It is important for the creation of content rationality. In this connection, an observation check list containing 130 English words has been circulated among the participants where the present research was to be conducted. The test was revised twice. The school administration extended their full cooperation during the process of pilot testing. The test was held very successfully. The feedback from these tests were very significant for the researcher to modify the subsequent observation test. So, slight modification has been done in the observation sheet.

3.6 Variables of the study

The main variables of the present study were teachers and mispronunciation. These variables have numerical values arising from counting process.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This chapter deals with the presentation and analysis of the data. The data was analyzed through statistically and descriptively. For this purpose several words have been chosen randomly which are expected to be pronounced incorrectly by the SSTs. An oral test was conducted to identify the errors in pronunciation. The data has been tabulated into three categories. First section comprised the consonant sounds such as /g/, /ch/, /th /, /ʒ/ and /r/. Second part contained words having silent letters e.g. “Receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath”. Third part involved some of the words having inconsistent sounds and spellings. For example, “Pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber.” All the target words were put in an observation sheet. Each teacher was asked to read all the words aloud, while his voice and video was recorded in cell phone. At the end of this process, the errors were pointed out on the observation sheet comparing with the Standard pronunciation (BBC English). Then the data was tabulated, analyzed statistically and descriptively as under:

Table1

Statistical results regarding pronunciation errors of the English consonant sounds e.g. /g/ as in words “lounger and gigantic.”

S.No.	PTM	PEO	NP	CP	%	IP	%
i.	Lounger	/g/	25	05	20	20	80
	/'laʊndʒə(r)/						
ii.	Gigantic	/g/	25	07	28	18	72
	/dʒɑr'gæntɪk/						

Note: PTM= Phonetics Transcription of Morphemes; PEO= Pronunciation Errors Observed
NP= Number of Participants; CP= Correct Pronunciation; IP= Incorrect Pronunciation

The results of the oral pronunciation test showed in table No.1 presents the statistical analysis of the respondents' pronunciations of /g/ sound in terms of percentage regarding the words "lounger and gigantic." It is evident from the above table that 80% of the SSTs were mispronounced the target sound in the word "Lounger", and 72% mispronounced the word "gigantic." It is further observed that only 20% of the respondents pronounced the word "lounger" correctly whereas only 28% uttered the word "gigantic" correctly.

Table 2

Statistical results regarding pronunciation errors of the English diagraph /ch/ as in the words "chaos and archive."

S.No.	PTM	PEO	NP	CP	%	IP	%
i.	Chaos	/tʃ/	25	06	24	19	76
	<i>/'keɪəʊs /</i>						
ii.	Archive	/tʃ/	25	08	32	17	68
	<i>/'ɑ:(r) kɑrɪv /</i>						

The above table No.2 manifests that 76% of the SSTs mispronounced the target sound in the word "chaos" and 68% mispronounced the word "archive." It is further witnessed that only 24% of the respondents articulated the word "chaos" correctly while only 32% uttered the word "archive" correctly.

Table 3

Statistical results regarding pronunciation errors of the English diagraph /th / as in the words "cloth and worthy."

S.No.	PTM	PEO	NP	CP	%	IP	%
i.	Cloth	/θ/	25	01	04	24	96
	<i>/kləʊð/</i>						
ii.	Worthy	/θ/	25	05	20	20	80
	<i>/wɜ:(r) ði/</i>						

It is evident from the above table No.5 that 88% of the SSTs were mispronounced the target sound in the word “northern” and 96% in the word “bother”. It is further detected that only 12% of the respondents pronounced the word “northern” correctly while 04% pronounced the word “bother” correctly.

Table 6

Statistical results regarding pronunciation errors of silent letters e.g. “Receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath.”

S.No.	PTM	PEO	NP	CP	%	IP	%
i.	Receipt	/p/	25	10	40	15	60
		/rɪ'si:t/					
ii.	Wednesday	/d/	25	09	36	16	64
		/'wenzdeɪ/					
iii.	Tomb	/b/	25	03	12	28	88
		/tu:m/					
iv.	Debt	/b/	25	03	12	28	88
		/det/					
v.	Coup	/p/	25	00	00	25	100
		/ku:/					
vi.	Nestle	/t/	25	09	36	16	64
		/'nes(ə)l/					
vii.	Subtle	/b/	25	03	12	28	88
		/'sʌt'(ə)l/					
viii.	Salmon	/l/	25	00	00	25	100
		/'sæmən/					
ix.	Paradigm	/g/	25	09	36	16	64
		/'pærədəɪm/					
x.	Wrath	/w/	25	11	44	14	56
		/rɒθ/					

It is evident from the above table No.6 that most of the SSTs mispronounced the target sound in the recorded words as 60% in the word ‘receipt’, 64% in ‘Wednesday’, 88% in ‘tomb’, 88% in ‘debt’, 100% in ‘coup’ 64% in ‘nestle’ 88% in ‘subtle’, 100% in ‘salmon’, 64% in ‘paradigm’, and 56% in ‘wrath’. It is further observed that merely a short number of the SSTs pronounced the observed words correctly as 40% in the word ‘receipt’, 36% in the word ‘Wednesday’, 12% in ‘tomb’, 12% in ‘debt’, 0% in ‘coup’, 36% in ‘nestle’ 12% in ‘subtle’, 0% in ‘salmon’, 36% in ‘paradigm’, and 36% in ‘wrath.’”

Table 7

Statistical results regarding pronunciation errors of inconsistent English words (words having dissimilar sounds and spellings) e.g. “Pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber.”

S.No.	PTM	PEO	NP	CP	%	IP	%
i.	Pizza /ˈpi:tʃə/	/z/	25	00	00	25	100
ii.	Rapport /ræˈpɔ:(r)/	/t/	25	00	00	25	100
iii.	Suite /swi:t/	/u:/	25	03	12	22	88
iv.	February /ˈfebruəri/	/e/	25	00	00	25	100
v.	Ewe /ju:/	/eu/	25	00	00	25	100
vi.	Comfortable /ˈkɒmfətəb(ə)l/	/ɔ:/, /ei/	25	03	12	22	88
vii.	Breakfast /ˈbrekfəst/	/ɑ:/	25	01	04	24	96
viii.	Women /ˈwimən/	/u:/, /æ/	25	03	12	22	88
ix.	Bureaucracy /bjʊəˈrɒkrəsi/	/ɔ:/, /æ/	25	03	12	22	88
x.	Cucumber /kju:,kʌmbə(r)/	/ɔ:/, /r/	25	08	32	17	68

It is evident from the above table No.7 that most of the SSTs mispronounced the target sounds in the recorded words as 100% in the word ‘pizza’, 100% in ‘rapport’, 88% in ‘suite’, 100% in ‘February’, 100% in ‘ewe’ 88% in ‘comfortable’ 96% in ‘breakfast’, 88% in ‘women’, 88% in ‘bureaucracy’, and 66% in ‘cucumber’. It is further observed that merely a short number of the SSTs’ pronounced the words correctly as 12% in the word ‘suite’ 12% in ‘comfortable’ 04% in ‘breakfast’, 12% in ‘women’, 12% in ‘bureaucracy’, and 32% in ‘cucumber.’

4.8 Discussion of the Main Results

As far as the analysis of video recording is concerned, it has the same aim to highlight what pronunciation errors are made by the SSTs in English language. Keeping in view the aims of the study, the researcher tried to verify the assumption of this study as under:

The results from the above tables have confirmed that majority of the SSTs have serious problems in English pronunciation. The observation results revealed that /g/, /ch/, /th/, /z/ and /r/ are the hardest and the most confusing sounds for most of the SSTs. The statistics also showed that a good number of SSTs have problems with the target sounds especially in /g/, /ch/, /th/, /z/ and /r/ as in words like “lounger and gigantic” etc. The results from the video recordings almost proved that most of the SSTs mispronounced almost all the target sounds and words.

The statistics in table 1 demonstrated that most of the SSTs do not have the skills to utter the consonant sounds /g/ in the approved manner. It is detected that the respondents pronounced the /g/ sound like hard /g/ as in gigantic/dʒaɪ'gæntɪk/, instead of soft /g/ like/dʒ, j/ and vice versa. And also mispronounced the soft /g/ e.g. /dʒ/ as hard /g/ in “lounger” /laʊndʒə(r)/ and vice versa. The sound of the letter /g/ varies in different words. It has two different realizations. Its pronunciation varies as /j/ in certain words and as /g/ in several other words. There are some specific rules to pronounce /g/ sounds in different ways in certain words. For example, the letter /g/ such as judge, jug, angle, and angel etc. There are certain guidelines that direct whether to say letter /g/ as /g/ or /j/.

The first guideline is that the letter /g/ is pronounced like /j/ when it is followed by the letters /e/, /i /, and /y/. That is the reason the letter /g/ pronounced not the same even in the same words such as lounger and gigantic. So, this one is the /e/, that comes next to /g/ sound which changes the sound. Thus, on account of the same rules, the letter /g/ is also

pronounced as /j/ in the words followed with /i/ e.g. “ginger and region”. Just like the same, /i/ and /e/ the letter /g/ also pronounced like /j/ when followed by /y/ sound. For example, words such as Egyptian, gym and astrology. The second principle is that the letter /g/ maintains sound like actual /g/ when it comes in final position of a word. For example, the words like big, dig and egg etc.

However, still exceptions can be observed. Some of the rebellious words like get, giggle and give are supposed to be pronounced as /j/ as per rule but it is not as rule governed. The real cause is that these are German originated words and these do not belong to English. Thus, if these words are derived from German language these usually follow the sound as hard /g/ whereas if it is from Latin or French it will be pronounced as soft /g/ or /j/ sound. Even then, so many loopholes can be found which break the rules. Strictly speaking, it is very challenging situation to speak /g/ sound correctly because of its confusing and ambiguous nature.

The results of table 2 demonstrated that most of the SSTs do not have the mastery to articulate the /ch/ sound correctly. It is observed that the respondents pronounced the /ch/ as /tʃ/ instead of /k/ in “chaos” /'keɪs /and /tʃ/ in “archive” /'ɑ:(r) kaɪv / instead of /k/ which is correct pronunciation and vice versa. English consonant sound /ch/ is pronounced in different manners. For example, /ch/ is pronounced / tʃ / as in “church”, and /k/ in “choir, archive and architecture”. Whereas /sh/, /ʃ / in “chic, chef and champagne” and /x/ in “loch” (Scottish word of Gaelic origin). On the other hand, /tʃ/ sound spelled with the letter /t/ followed by a /u/ is pronounced e.g. mature, nature and future. But, contrary to these examples, “turn” and “Turkey” are pronounced with a regular letter /t/ in “turn, Turkey and turbo”. Additionally, the letter /c/ in its hard form also gives the pronunciation of original /k/ sound.

However, English belongs to the Germanic family of languages. It has borrowed numerous words from several other languages. But, French, Greek and Latin have deep influence on English. The words borrowed from Greek and Roman languages retain the actual or original pronunciation like /k/ sound. Some of the prominent examples are chemistry, chameleon and orchestra etc. In connection with the aforementioned realities, it is safely said that generally exceptions and irregularities can easily be observed in the digraph /ch/. In addition, in the word “parachute” the /ch/ presents the sound of /sh/ which is contrary to the established rules.

The results of table 3 demonstrated that most of the SSTs do not have the knowledge to pronounce the consonant diagraph /th/ correctly either it should be pronounced as /θ/ or /ð/ and vice versa. It is observed that the respondents pronounced the diagraph /th/ like /θ/ in the word “clothe”, /kləʊð/ instead of /ð/ and /θ/ is pronounced in the word “worthy”, /wɜ:(r) ði/ instead of /ð/ and vice versa. For instance, /th/ in initial position of “thin” is pronounced as soft /θ/ whereas in the word “this” it is pronounced as hard sound /ð/. In English the diagraph /th/ follows different rules. It is pronounced into two different manners i.e. voiced and voiceless. When the diagraph /th/ is voiced then it is pronounced like /ð/. For example, the diagraph /th/ is voiced between two vowel sounds like brother, mother, weather, etc. Here it is pronounced /ð/. However, when it is voiceless then it produces the sound as /θ/ at the end position before a consonant e.g. in the words myth, bath and mouth but contrary to this, there is an exception in case of “loathe, with and worthy”. Where it is pronounced as /ð/ instead of /θ/. The third principle to pronounce /th/, when it is voiced and pronounced as /ð/ in the words i.e. this, that, there, and them etc. Fourth rule to pronounce /th/ is that, at the beginning of a word when it is voiceless then the sound is produced as /θ/. For example, in the words i.e. theater, thing, though etc. But, there is again exception in functional words. They are pronounced as /ð/ instead of /θ/ e.g. the, this, that and then etc. Additionally, /th/ is also unvoiced at the end position. Though, /th/ is unvoiced at final position except when it is followed with a silent letter as /e/ at the final position of words i.e. “bathe and loathe” then it is called voiced and produce the sound /ð/ while /bath/ is unvoiced which produce the sound as /θ/. Generally speaking, in initial position /th/ is voiced and produce the sound like /ð/ e.g. ‘the, that and though’ etc. While it is unvoiced in other words and produce the sound like /θ/ e.g. ‘third, thane, theme’ etc. Again exception can be found behind every rule in English language. Another deception is that, words like “Thomas and Thames” where “h” is silent. How such types of words should be pronounced? This is another exception. In Middle English period, many functional words beginning with /th/ pronounced like /θ/ e.g. ‘the, they and their’ etc. but presently these function words are pronounced like /ð/ sound instead of /θ/ sound.

The results of table 4 proved that almost the SSTs mispronounced the consonant sound /ʒ/ in words like “seizure and measure”. It is observed that the respondents pronounced the sound like /y, j, sh and z/ instead of actual /ʒ/ in the words e.g. “seizure /'si:ʒə(r)/ and

measure /'meʒə(r)/.” However, English is such a kind of languages which is full of so many exceptions. There are certain words which have the same spellings but different in pronunciation e.g. mission, vision, decision, tension. Thus, rules in English language are not the final degree to ascertain the assertion. Here, the /ʃ/ is the voiceless sound and /ʒ/ is voiced sound. The /ʒ/ is commonly used to represent the middle of the words like ‘measure, leisure, seizure and pleasure’ etc. Additionally, we can fully depend on spellings to articulate such sort of words which is not a logical way to pronounce words correctly. As discussed earlier that English is not a phonetic language. It is the combination of more than fifty languages. Every language has deep influence on English. Thus, the pronunciation seems arbitrary and inconsistent.

The results of table 5 showed that most of the SSTs do not have the mastery to pronounce the /r/ sound correctly. It is observed that the respondents violated the rules that /r/ sound is always kept silent in different situations in English language. However, the respondents flatly pronounced /r/ sound in the words like “northern /nɔː(r) ðə(r) n/ and bother /'bɒðə(r)/” instead of keeping it unpronounced. In Standard English /r/ sound has the most curious constructions. The silent /r/ follows some rules such as; it is not pronounced when it follows a consonant letter or a weak form of vowel in final position at the end of a word. For example, norm, bird, father etc. However, every rule has an exception e.g. in the word “iron /aɪən/,” though it follows a vowel yet it is not pronounced. On the other hand, in connected speech the silent /r/ is pronounced when a word ends with /r/ and the subsequent word arises with a vowel e.g. in the phrases “there are”, “father and mother” and “four eggs”. Here in these examples, /r/ is pronounced in connected speech but not separately. Yet another exception, that Americans pronounce /r/ in all words so is the same case with Pakistani speakers.

The results of table 6 demonstrated that most of the SSTs do not have the expertise that how and when a letter is kept silent or to be pronounced. The silent letters in words like “receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath” were erroneously mispronounced. It has been observed that the silent letters / p, d, b, t, l, g, w / which were supposed to be not pronounced in the target words. However, all these letters were pronounced by the SSTs. This leads to the conclusion that the words having silent letters were mispronounced while pronouncing the silent letters.

Silent letters are those which are not articulated but written in a word. It creates a drastic difference in pronunciation and meaning of the word. It is believed that about 60% English words contain silent letters. So, the second language learners do not have familiarization with the accurate articulation of the silent letters. This is the reason that makes English pronunciation and spelling more challenging. That is why, English becomes unintelligible for the second language learners and they tend to make errors in the pronunciation while pronouncing the silent letters.

It was observed that the SSTs are utterly unaware to the basic rules of the silent letters. They just rely on the spellings to pronounce the words. This phenomenon is against the nature of English language because English is not a phonetic language. There is no one to one correspondence between the sound and symbols. Additionally, the spelling and pronunciation rules are also jam-packed of exceptions. Thus, it is evident from the above table that most of the SSTs mispronounced the target words while pronouncing the silent letters instead of keeping them unarticulated e.g. / p, d, b, t, l, g, w / in the target morphemes. All the above mentioned letters are supposed to be kept silent in the given words. However, the respondents never bothered to keep these words silent. They just relied upon the spellings which is against the norms and nature of English language. On the other hand, the rules for silent letters express that letter /b/ is generally not articulated after /m/ at the final position of any word. For example, crumb, thumb, tomb and comb etc. Similarly, /b/ sound is too not articulated before /t/. For example, debt, subtle, and doubt etc. Additionally, /w/ is also not produced in initial position when it follows /r/ e.g. write, wrath, wrap, and wrong etc. Likewise, /t/ is not pronounced when it follows /l/ like castle, nestle, and bustle etc.

The results of table 7 showed that the SSTs made errors in the correct pronunciation of inconsistent words. Inconsistent words refer to those words which have unusual pronunciation because of dissimilar patterns of sounds and spellings of English language. For example, those morphemes like “pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber.” The SSTs made errors in the pronunciation of the inconsistent morphemes like pizza instead of /'pi:tsə/ pitsa, rapot rather than /ræ'pɔ:(r)/ rapo, seyut instead of /swi:t/ sweet, Feberwary instead of /'februəri/ february, ewe instead of /ju:/ you, comfortable instead of /'kʌmftəb(ə)l/ comfetbl, breakfaast instead of

/'brekfəst/breakfast, women instead of /'wimən/ wimen, burocrasy instead of /bjʊə'rɒkrəsi/ burakresy, cucumber instead of /kju:ˌkʌmbə(r)/ cucomba.

English is considered as a very inconsistent and unpredictable language. It is non phonetic language. It is believed that it has 1100 diverse techniques to spell its 44 sounds separately. All this is because of its exceptional nature. It has different spellings but the sounds are same and some time the sounds and the spellings both are the same but give different meanings. Several words have letters nothing to do but they are articulated. For example, letters act irregularly and differently in words like cough, though and nation .The word 'ghoti' is pronounced like “fish” which is one of the great examples of inconsistencies in English language. Likewise, words containing silent letters, even though they are not articulated.

4.9 Findings

As per video recordings through cell phone, the present data was analyzed by the researcher. It has been observed through the video recordings that most of the research participants have made serious errors in articulation not only in the target sounds but also mispronounced the entire words with comparison to the Standard Pronunciation. As a result, the following findings were made;

According to table 1, it has been found that 80% participants mispronounced the word “lounger” instead of the Standard Pronunciation like */'laʊndʒə(r)/*. And 72% mispronounced the English word “gigantic”. The research participants have articulated the sound as hard */g/* and */dʒ /* vice versa. Similarly, the word “gigantic” was also misspoken as the soft */g/*. Similarly, */dʒ/* was pronounced as hard */g/* vice versa. As a result, the participants pronounced the words as */'lə:ŋger/*, */'lɒŋger/*, */'lɒŋger/*, */'lu:ŋger/*, */gɪgəntɪk/*, */gɪgnatɪk/*, */dʒɪdʒəntɪk/*, */dʒɪdʒentɪk/*, */gɪdʒəntɪk/* etc.

According to table 2, it has been found that 76% participants mispronounced the word “chaos” instead of the Standard Pronunciation like */'keɪs /* and 68 % mispronounced the word “archive” instead of the Standard Pronunciation as */'ɑ:(r) kaɪv /*. Consequently, the */ch/* sound is misspoken as *//tʃ/* in both the words. As a result, the participants pronounced the words as */'tʃɔ:s/*, */'tʃɒs/*, */'tʃɔ:z/*, */'tʃɔ:ɒs/*, */'tʃu:ɒz/*, */'ɑ:rtʃu:*, */'ɑ:rtʃɒ /*, */'ɑ:rtʃɪv/*, */'ɑ:rtʃju:* etc.

According to table 3, it has been found that 96% participants mispronounced the word */loathe/* instead of the Standard Pronunciation like */ləʊð/ /* and 80 % mispronounced the word

“worthy” instead of the Standard Pronunciation as /'wɜ:(r) ði/. Consequently, the respondents were produced /θ/ sound instead of correct sound like /ð/. As a result, the participants pronounced the words as /lɔ:θ/, /ləʊθ/, /lʊθ/, /lu:θ/, /'werθi/, /'wɔ:rθi/, /'wɔ:rθi:/ etc.

According to table 4, it has been found that 100 % participants mispronounced the word “northern” instead of the Standard Pronunciation like /nɔ:(r)ðə(r)n/ where they utterly pronounced /ɾ/ sound which is always remain silent in British Standard Pronunciation and 84% mispronounced the word “bother” instead of the Standard Pronunciation as /'bʊðə(r)/ where they utterly pronounced the silent /ɾ/ in the final position. The participants pronounced the words as /nɑ:rðərɒn/, /nɔ:rðerɒn/, /'bʊðer/, /'bʊθer/, /'bɔ:ðer/, /'bʊðə(r)/ etc.

According to table 5, it has been found that 88 % participants mispronounced the word “seizure” instead of the Standard Pronunciation like /'si:zə(r)/ and 96 % mispronounced the word “measure” instead of the Standard Pronunciation as /'meɪzə(r)/. Consequently, in the word “seizure” the /z/ was replaced with /ʒ/ while in “measure” it is replaced with /j/, /y/, /ʃ/, /sh/ sounds. Thus, the participants mispronounced the words as /'si:zer/, /'sizu:r/, /'si:zɔ:r/, /'majer/, /'mæfju:r/, /'mæfʊer/ etc.

According to table 6, it has been found that even though the respondents mispronounced all the target words in general and particularly the target sounds e.g. /p/ in /ɾi'si:t/ 60 %, /d/ in /'wenzdeɪ/ 64 %, /b/ in /tu:m/ 88%, again /b/ in /det/ 88%, /p/ in /ku:/ 100%, /t/ in /'nes(ə)l/ 64 %, /b/ in /'sʌt'(ə)l/ 88 %, /l/ in /'sæmən/ 100 %, /g/ in /'pærədɑm/ 64 % and /w/ in /ɾθ/ 56%. However, as per rule and general practice, all these sounds are kept silent and not pronounced. Conversely, the participants absolutely uttered all these mentioned sounds in the target words. As a result, the participants mispronounced all these words as /ɾɪsɪpt/, /wednesdeɪ/, /tɔ:mb/, /debt/, /dɪbt/, /ku:p/, /kɔ:p/, /'nestl// 'nesle// 'sʌbtl/, /'sʌbtel/, /'sɑ:lmən/ , /'sɑ:lm ɔ:n/, /'pæɾɑ:didʒɒm/, /'pæɾɑ:dɪgɒm/, /wreθ//wɾɑ:ð/ etc.

According to table 7, it has been found that even though the respondents mispronounced all the target words in general and particularly the target sounds e.g. /z/ in /'pi:tsə/ 100 %, /t/ in /ræ'pɔ:(r)/100 %, /v/, /u:/ in /swi:t/ 88%, /e/ in /'februəri/, /eu/ in /ju:/ 100 %, /æ/, /ɔ:/ in /'kʌmftəb(ə)l/ 88 % stress pattern was overlooked , /a/ in /'brekfəst/ 96 % stress pattern was ignored, /u:/ in /'wimən/ 88 %, /ɔ:/ in /bjʊə'rɒkrəsi/ 88% also stress

patterns were mistreated, and /ɔ:/ in /'kju:kʌmbə(r)/ 66 % . However, as per rule and general practice, all these words were misspoken by the participants. As a result, the participants mispronounced these words as /'pi:zə:/, /repɔ:t/, /rɒpɔ:t/, /su:t/, /'feɪlɪtɪ/, /'eu:/, /'kʌmfə:teɪbl/ /'brækfa:st/, /'wu:mæn/ /'wɒmæn/, /bjɔ:krəsi/, /'kɔ:kɔ:mber/, /'ku:ku:mber/ etc.

4.10 The Most Common Barriers and Reasons Behind Mispronunciation

The above analysis, interpretation and exemplification have clearly revealed that most of the SSTs have made various kinds of errors in pronunciation resulting from the following basic reasons;

A) The complexity of the sound system of English language is the main reason behind the mispronunciation by Shina speaking teacher at secondary level. English spelling and sound system is very complicated and appears far-off from ultimate reality. Many linguists and researchers are of the view that mispronunciation is made on account of the conflict of spelling and sound system. There are certain words in English which are normally spelt in the similar style but dissimilar in articulation. For instance, “rapport” is pronounced as “rapo”. Similarly, “pizza is pronounced like “pitsa”. On the other hand, there are various words which have different spellings but the sounds produced are same e.g. rain, rein, and reign etc. In these examples all three words have different spellings but the sounds of each one is similar to a large extent. Though, they should be produced exactly the same as supported by the spellings but the case is contrary to this reason. Such sorts of inconsistencies create confusions among the teachers as well as the common learners.

b) It is believed fact that pronunciation errors are possibly happen due to unawareness regarding the fundamental rules of English pronunciation. For example, basic knowledge about the fundamental elements of pronunciation i.e. segmental and supra segmental aspects of pronunciation are oblivion for the SSTs. Therefore, they tend to make errors in pronunciation.

c) Lack of opportunity to use correct English pronunciation in their daily life is another probable cause behind mispronunciation. Most of the learners have less amount of exposure to the second language. They do not have the opportunity to practice the target language in their native settings or environment.

d) Similarly, English is not used in the classrooms as well. The English language learners have no opportunity to speak English like native speakers as well. Additionally, pronunciation practice remains neglected in the classroom teaching and does not have a secure place in English curriculum. Therefore, pronunciation teaching and practice does not receive that much attention in the classroom teaching. Consequently, teachers and learners come up with poor pronunciation and tend to make a lot of errors in pronunciation. If the learners will have more exposure then they will be able to successfully communicate in correct pronunciation.

e) According to the researcher's observation, pronunciation teaching and practice is neglected in classroom teaching. This can explain their pronunciation problems since there is no time devoted to pronunciation training in secondary schools. If the pronunciation practice is done in the classroom then less chances of mispronunciation can be expected. The teaching of pronunciation is entirely absent at secondary level schools of Gilgit-Baltistan. Trainings regarding pronunciation are neglected to a large extent in the fields of English language. There is not a secure platform provided in the curriculum for the drill and practice of target language. Actually, the researcher is also a teacher and agrees with rest of the researchers that pronunciation teaching and practice is one of the most neglected areas in all levels of government educational institutions particularly in secondary schools of Gilgit-Baltistan. Therefore, students as well as the secondary school teachers make huge errors in pronunciation.

f) Another reason behind mispronunciation is the complex orthography and L1 influence on the Target language. Each language has its own sound systems. Languages may even originate from the same family but still have different phonological structures. When the sound system of second language is different as compared to the first language, the learners find difficulty in pronouncing the sounds of second language. They tend to pronounce the sounds of second language the way they pronounce those sounds in their first language. For example, the native speaker's sound system may affect the pronunciation of second language in three levels. First of all, if a sound is absent in the inventory of native language, then the learners couldn't be possibly produce or even identify the same sound in the target language and vice versa. Secondly, the rules of joining sounds into words are contradictory in the speaker's native language from those of the second language. These rules

may cause difficulties to the speakers because such rules are language specified and keep on changing in one or other languages. The third level is stated as the rhythm and tune of a language which regulate the stress and intonation patterns, as a result the speaker may transmit these patterns in to the second language. However, the present sample words have not been exposed any influence or collision of sounds of L1 on L2. Yet, the influence of the mother tongue cannot be denied in case of L1 and L2.

g) Last but not least, unavailability of proper resources to improve pronunciation also lead towards mispronunciation. For example, modern language laboratories are not provided with the secondary schools which is necessary to improve basic language skills especially pronunciation in classroom. Errors in pronunciation can be reduced and solved to a substantial extent by appropriately practicing with the use of modern means and resources.

4.11 Conclusion

Generally speaking, pronunciation errors are among the most difficult challenges to overcome for adult language learners. Grammar and other aspects of the target language can easily be assimilated but it takes time to get mastery in pronunciation. It is no wonder to find a foreign language speaker with good knowledge of grammatical and lexical features but with very poor pronunciation. Frankly speaking, English is full of exceptions and inconsistencies with regard to its all aspects especially in pronunciation. There is no such standards how to pronounce inconsistent and silent letters. The only way to articulate these words to follow the native speakers through audio and video recordings available in language laboratories as well as online courses.

Finally, it has been found that English language has unlimited exceptions and limitation in its spellings and sounds which not only add up the difficulties of the secondary school teachers but also a big hurdle in the way of understanding English language. The analysis of the present research study manifested that almost all the SSTs pronounced the English language differently as compared to the Standard pronunciation. This state of affairs have happened because of multiple explanations. The pronunciation has changed over the centuries even though the spellings have not undergone changes. Though, these words have retained the original spellings and articulated according to the English rules over the years. Still, several other words have been borrowed from other languages that retained their pronunciation and spellings. This seems strange to the basic rules of English pronunciation.

Consequently, it is fairly said that English has borrowed numerous words from Greek, Latin, French, and so on. Therefore, there is no logical reference behind the facts. We are just supposed to articulate the words as it is and how the native speakers speak.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Summary

Since the present research was about the investigation of mispronunciation made by the SSTs in Gilgit Baltistan. The main objectives of the present study were:

- i. To highlight the most common errors in pronunciation made by the Secondary school teachers in Gilgit-Baltistan.
- ii. To identify the barriers and causes behind errors in pronunciation of English language.
- iii. To suggest modern means and techniques to overcome errors in pronunciation of English language.

In this connection, twenty five Shina speaking secondary school teachers were selected as the sample of the study. Quantitative approach was adopted for the present research because it provides the basic relationship between practical observation and statistical manifestation of quantitative data. Since, quantitative data is based on putting the data statistically and descriptively. The researcher followed the descriptive method for the present study. As we know that descriptive researches attempt to describe and explain the whole phenomena regarding the existing problems. Furthermore , an observation sheet as a research tool having thirty English confusing consonant sounds, silent letters and words having inconsistent spellings and sounds has been outlined to get the data via video recordings from the respondents. Eventually, the researcher has analyzed the data statistically and descriptively. After deep analysis, findings were made accordingly.

The present research was carried out from the assumption that the SSTs tend to make errors in pronunciation of English language. Consequently, some research questions were developed to get insight into the bottom line of the present study. For example:

- i. Which English sounds and morphemes are most confusing to be pronounced for the SSTs?

- ii. What are the possible barriers and causes behind correct pronunciation practices?
- iii. How differently do the Shina speaking teachers pronounce the English sounds and morphemes as compared to the Standard pronunciation?
- iv. What are the possible solutions to overcome errors in pronunciation?

As far as the first question is concerned, it has been found that majority of the SSTs made huge amount of errors in pronunciation of the target sounds and morphemes. They were unable to pronounce the target sounds and words proficiently as Standard (BBC English) pronunciation. For example, the results proved that the SSTs have serious problems in English pronunciation. The observation results revealed that /g/, /ch/, /th/, /ʒ/ and /r/ are the hardest and the most difficult sounds for most of the SSTs. The results from the analysis of video recordings almost verified that most of the SSTs mispronounced almost all the target sounds and words. For example, the statistics in table 1 demonstrated that most of the SST does not have the skills to utter the consonant sounds /g/ in the approved manner. It has been detected that the respondents pronounced the /g/ sound like (hard or actual, g) as in *gigantic*/dʒaɪ'gæntɪk/, instead of soft /g/ like /j, dʒ/ and vice versa. And also mispronounced the soft /g/, (j, dʒ) as hard /g/ in “lounger” /laʊndʒə(r)/ and vice versa. The sound of the letter /g/ varies in different words. It has two different realizations. Its pronunciation varies as /j/ in certain words and as /g/ in several other words. The results of table 2 demonstrated that the respondents pronounced the /ch/ as /tʃ/ sound instead of /k/ in “chaos” /'keɪs /and /tʃ/ in “archive” /'ɑ:(r) kaɪv / instead of /k/ and vice versa. English consonant sound /ch/ is pronounced in different manners. For example, /ch/ is pronounced / tʃ / as in “church”, and /k/ in “choir, archive and architecture.” Whereas /sh/, /ʃ / in “chic, chef and champagne” and /x/ in “loch” (Scottish word of Gaelic origin). On the other hand, / tʃ / sound spelled with the letter /t/ followed by a /u/ is pronounced e.g. “mature, nature and future”. But, contrary to these examples, “turn and Turkey” are pronounced with a regular letter /t/ in “turn, Turkey and turbo”. Additionally, the letter /c/ in its hard form also gives the pronunciation of original /k/ sound. Likewise, it has been observed that the respondents pronounced the diagraph /th/ like /θ/ in the word “clothe”, /kləʊð/ instead of /ð/ and contrary to this, /θ/ has been pronounced in the word “worthy”, /wɜ:(r) ði/ instead of /ð/ and vice versa. For instance, /th/

in initial position of “thin” is pronounced as soft /θ/ whereas in the word “this” it is pronounced as hard sound /ð/. It has been observed that almost the SSTs mispronounced the consonant /ʒ/ sound in words like “seizure and measure”. The respondents pronounced the sound like /y, j, sh and z/ instead of actual /ʒ/ in the words e.g. “seizure /'si:zə(r)/ and measure /'meʒə(r)”. The /ʒ/ is commonly used to represent the middle of the words like “measure, leisure, seizure and pleasure etc.” It has also been observed that the respondents violated the rules that /r/ sound is always kept silent in different situations in English language. However, the respondents flatly pronounced /r/ sound in the words like “northern /nɔ:(r) ðə(r) n/ and bother /'bɒðə(r)/.” instead of keeping it unpronounced. It all happened because of the unawareness of the fundamental principles of correct pronunciation.

On the other hand, the SSTs also made errors in the correct pronunciation of the morphemes having silent letters. The silent letters in words like, “Receipt, Wednesday, tomb, debt, coup, nestle, subtle, salmon, paradigm and wrath” were erroneously mispronounced. It has been observed that the silent letters / p, d, b, t, l, g, w / which are supposed to be not pronounced in the target words. However, all these letters were clearly pronounced by the SSTs. On the other hand, the rules for silent letters express that letter /b/ is generally not articulated after /m/ at the final position of any word. For example, crumb, thumb, tomb and comb etc. Similarly, /b/ sound is too not articulated before /t/. For example, debt, subtle, and doubt etc. Additionally, /w/ is also not produced in initial position when it follows /r/ e.g. write, wrath, wrap, and wrong etc. Likewise, /t/ is not pronounced when it follows /l/ like castle, nestle, and bustle etc.

Besides silent letters, majority of the SSTs made enormous errors in the pronunciation of words having inconsistent spellings and sound of English language. Because, English language is a non-phonetic language. There is no one to one relation between the sounds and spellings. In English language words have different sounds instead of the actual sounds as per spellings. For example, those morphemes like “Pizza, rapport, suite, February, ewe, comfortable, breakfast, women, bureaucracy and cucumber.” The SSTs made errors in the pronunciation of these inconsistent morphemes like “pizza (piza) instead of /'pi:tsə/ pítsa, rapport (rapot) rather than /ræ'pɔ:(r)/ (rapo), suite (seyut) instead of /swi:t/ sweet, February (Feberwary) instead of /'februəri/ february, ewe instead of /ju:/ you, comfortable instead of /'kʌmfətəb(ə)l/ comfetbl, breakfaast instead of /'brekfəst/breakfast,

women instead of /'wimən/ wimen, burocrasy instead of /bjʊə'rɒkrəsi/ burakresy, cucumber instead of /kjuː,kʌmbə(r)/ cucomba.

As far as the second question is concerned, it has been investigated that pronunciation errors as identified above are linked to various factors such as interference of the mother tongue cannot be denied. However, investigations revealed that the target sounds and morphemes have not influenced by the L1 that much. Because all these sounds are present in L1 too. The most realized cause behind mispronunciation was the unusual patterns of spellings and sounds which caused mispronunciation. Also the spellings of some English words lead many SSTs to wrongly guess the pronunciation just by looking at the word and its letters and produced incorrect pronunciation. Finally, the inconsistency of some English consonants made the teachers unable to decide what the exact sound they should pronounce. In addition, there are some sounds which represent a combination of more than one letter e.g. /ch/ which is sometimes pronounced /k/ or /tʃ/ e.g. as in “chaos and archive”. The above mentioned reasons are considered to be the most recognized reasons for such pronunciation errors. On the other hand, many of the SSTs mispronounced consonant sounds as well as English diagraphs e.g. /g/, /th/, /ch/ because these sounds have more than one way of pronunciation. Majority of the SSTs confused with the different pronunciations of each of the consonant sounds like, gigantic, worthy and chaos etc. Similarly, unawareness regarding the basic rules of Standard Pronunciation, reading complications, negligence of pronunciation practices in the classrooms, inconsistent and unusual spellings and sound systems of English language, hearing difficulties, local and regional practices of mispronunciation. All these are the root causes which lead towards mispronunciation.

So far as the third question is concerned, it has been deeply investigated through video recordings by cell phone that most of the research participants made serious errors in articulation not only in the target sounds but also mispronounced the entire word with comparison to the Standard Pronunciation. Hence, the following differences between the SSTs and Standard pronunciation has been found. For example, the respondents articulated the sounds and words contrarily to Standard pronunciation as mentioned below:

- a. “Gigantic, /dʒaɪ'gæntɪk/”, /gɪgnatɪk/, /dʒɪdʒæntɪk/, /dʒɪdʒentɪk/, /gɪdʒæntɪk/.
- b. “Lounger, /laʊndʒə(r)/”, /'lɔːŋger/, /'lɒŋger/, /'lɔŋger/, /'luːŋger/, /gɪgæntɪk/.
- c. “Chaos, /'keɪs /” /'tʃɔːs/, /'tʃʊs/, /'tʃɔːz/, /'tʃɔːns/, /'tʃuːvz/.

- d. “Archive, /'ɑ:(r) kɑrv /”, /'ɑ:rtfʊ:, /'ɑ:rtfʊ /, /'ɑ:rtfɪv/, /'ɑ:rtfju:/.
e. “Clothe, /kləʊð/”, /kləʊð/ /klɔ:θ/, /kləʊθ/, /klɒθ/, /klu:θ/.
f. “Worthy, /wɜ:(r) ði/”, /'werθi/, /'wɔ:rθi/, /'wɔ:rθi:/.
g. “Northern, /nɔ:(r)ðə(r)n/”, /nɔ:(r)ðə(r)n/ and /'bɒðə(r)/, /nɑ:rðərʌn/, /nɔ:rðərʌn/
h. “Bother, /'bɒðə(r)/”, /'bɒðer/, /'bɒθer/, /'bɔ:ðer/, /'bɒðə(r)/.
i. “Seizure, /'si:zə(r)/”, /'si:zə(r)/, /'si:zer/, /'sizu:r/, /'si:zɔ:r/.
j. “Measure, /'meɪzə(r)/”, /'majer/, /'mæʃu:r/, /'mæʃʊer/, /'meɪzə(r)/.
k. “Receipt, /rɪ'si:t/”, /rɪsɪpt/.
l. “Wednesday, /'wenzdeɪ/”, /wednesdeɪ/.
m. “Tomb, /tu:m/”, /tɔ:mb/.
n. “Debt, /det/”, /debt/, /dɪbt/.
o. “Coupe, /ku:ʔ/”, /ku:p/, /kɔ:p/.
p. “Nestle, /'nes(ə)l/”, /'nestl//'nesle/.
q. “Subtle, /'sʌt' (ə) l/”, /'sʌbtl/, /'sʌbtel/.
r. “Salmon, /'sæmən/”, /sɑ:lmən/, /'sɑ:lm ɔ:n/.
s. “Paradigm,”pæra:didʒʌm/, /'pæra:dɪʒʌm/.
t. “Wrath, /rɒθ/”, /wreθ//wra:ð/ etc.
u. “Pizza, /'pi:tsə/”, /'pi:zɑ:/.
v. “Rapport, /ræ'pɔ:(r)/”, /repɔ:t/, /rɒpɔ:t/.
w. “Suite, /swi:t/”, /su:t/.
x. “February, /'februəri/” febrʌruəri/.
y. “Ewe, /ju:ʔ/”, /eu:/.
z. “Comfortable, /'kʌmfətəb(ə)l/”, /kʌmfɔ:tebl/.
aa. “Breakfast, /'brekfəst/”, /brækfɑ:st/.
bb. “Women, /'wɪmən/”, /'wu:mæn//'wɒmæn/.
cc. “Bureaucracy, /bjʊə'rɒkrəsi/”, /bjʊrɔ:kresi/.
dd. “Cucumber, /kju:ˌkʌmbə(r)/”, /'kɔ:kɔ:mber/, /'ku:ku:mber/.

Finally, on the basis of findings, the following recommendations are suggested to solve the pronunciation errors.

5.2 Recommendations

As it is obvious that pronunciation is one of the problematic aspect of English language. It is considered as one of the hardest skill in English language. It is a performance and practice based skill. It is full of exceptions and deceptions. It requires judicious measures to overcome the causes of mispronunciation associated with the teachers for better results. Based on the findings of the present research, following measures are recommended to reduce the causes and improve the pronunciation;

1. It is suggested that the teachers must be provided with appropriate understanding and exposure regarding phonetics, phonology and IPA chart of standard pronunciation through teachers training programs like workshops, seminars and conferences.
2. The schools should be well equipped with the modern language laboratories with advanced technologies like computers, multimedia, and projectors, so that the teachers should practice and listen to the English audio and video materials to bring improvement in pronunciation.
3. The Ministry concern should take measures to bring reforms in the text books while including special instructions and drill based activities for correct usage of pronunciation.
4. The teachers should be encouraged to use the phonetics dictionaries.
5. It is recommended that the teachers should practice the “shadowing” technique which can help them to speak more likely the native speaker. For this purpose a podcast which consists of a series of stories and pronunciation guidelines can be used.
6. It is recommended that the teachers should attend online courses and listen to the English audio and video books and podcasts to bring improvement in pronunciation.
7. English teachers and students alike know pronunciation is an essential part of English language study for non-native speakers. Pronunciation instruction can be incorporated into a regular class or taught as a separate class. Although there are lessons in each of our textbooks as well as specific books about the topic, the best practice for our teachers is real conversation and focused oral pronunciation practice.

5.3 Conclusion

Based on the results of this study it can be concluded that pronunciation is vital for proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. One of the most important aspects of learning English is the correct pronunciation. Without correct pronunciation, it is difficult to make oneself understood. Pronunciation errors are among the most difficult challenges to overcome for adult language learners. Grammar and other aspects of the target language can easily be assimilated but it takes time to master pronunciation features. It is no wonder to find a foreign language speaker with good knowledge of grammatical and lexical features but with very poor pronunciation.

There are number of problems in English pronunciation for the non-native speaker. It is necessary for an English learner to pronounce the words exactly as they are pronounced by a native speaker. Hence, it is important for a non- native English speaker or English learner that he must resolve the problems of miscommunication. However it is found and experienced that in spite of strenuous efforts to attain perfectness in English Pronunciation for a Non-native speaker it is impossible to speak exactly like the Native English speaker.

The researcher believes that mispronunciation still considered as big challenge for a person who wants to speak with correct or intelligible pronunciation. Correct pronunciation for someone whose career in the present and future is related to the field of English language is necessarily important. Given the importance of correct pronunciation in ensuring efficient communication, the aim of this study was not only to high light the pronunciation errors and their sources but also to find a way to remedy those errors regarding pronunciation.

At the very least, teachers teaching in English language, should give all the aspects of English an equal importance. At best, however, those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. They should also endeavor to learn this aspect of the English language more thoroughly if they wish to be recognized as effective communicators. Teachers who prefer self-learning should visit sites such as tv.english.club, which offers countless programs to help teachers and learners to improve pronunciation. Programs such as “Art of Conversation” and “Speak Up” are excellent resources for those looking to improve their English pronunciation. Let the teachers know aspects of their pronunciation and spelling difficulties that result in other

people being unable to understand them. Also give them the opportunity to practice aspects of the English sound system which are crucial for their own improvement.

The present study further suggests that similar study possibly be conducted in primary, elementary and higher level institutions as well. It could also be carried out in other regions to relate the present results with the results of other studies. Moreover, further researches in pronunciation of other letters or sounds of English can be carried out. It is suggested to do a study which explores mispronunciation of vowel sounds among secondary school students. It is further suggested that a similar type of study can further be done at university level as well as in early stages or younger graders in order to detect the mispronunciation. It can be expected that, from this research study the teachers as well as the school authority would get necessary and helpful information, which they can consider in their classroom work. This study also has shown some valuable data through which, one can get the idea of present condition of these schools of sub-urban areas and learn the importance of English pronunciation, so that the teachers and schools could emphasize on learning proper pronunciation.

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APPENDIX -A

Observation Sheet: Mispronunciation of English Sounds and Words

Dear Participant,

I am a scholar of MPhil English (Linguistics) and working on the research topic “An Investigation into the Mispronunciation of English Made by Shina Speaking Teachers at Secondary level in Gilgit-Baltistan. In this connection, this observation sheet is designed to collect data regarding mispronunciation of English language committed by secondary level teachers. Therefore, your responses will be utilized only for research purpose. So, kindly feel free to involve in direct conversation with the researcher. Your valuable participation would highly be obliged.

Thanks

MR. ABDUL WAHAB

MPhil Scholar, English (Linguistics) NUML University, Islamabad

Part A: Demographic information (Teacher)

- A. Name of teacher: _____
- B. Name of school: _____
- C. Gender: _____
- D. Teaching experience (in years) : _____
- E. Native language: _____

Part B: Observation about Mispronunciation

Instructions: Please read each word carefully.

Category No.1

Words having confusing consonant sounds

S.No.	Words / Sounds to be Observed	Standard Pronunciation	Pronunciation Observed	Mispronunciation Explored
1.	<u>/dʒ/,/g/</u> i. Lounger ii. Gigantic	 /'laʊndʒə(r)/ /dʒaɪ'gæntɪk/		
2.	<u>/t/,/k/</u> i. Chaos ii. Archive	 /'keɪs / /'ɑ:(r) kaɪv /		
3.	<u>/ð/,/θ/,/th/</u> i. Clothe ii. Worthy	 /kləʊð/ /'wɜ:(r) ði/		
4.	<u>/ʒ/</u> i. Seizure ii. Measure	 /'si:ʒə(r)/ /'meʒə(r)/		
5.	<u>/r/</u> I. Northern ii. Bother	 /nɔ:(r)ðə(r)n/ /'bɒðə(r)/		
6.	Category No.II Words with Silent letters			

	<ul style="list-style-type: none"> i. Receipt ii. Wednesday iii. Tomb iv. Debt v. Coup vi. Nestle vii. Subtle viii. Salmon ix. Paradigm x. Wrath 	<ul style="list-style-type: none"> i. /rɪ'si:t/ ii. /'wenzdeɪ/ iii./tu:m/ iv./det/ v./ku:/ vi./'nes(ə)l/ vii. /'sʌt'(ə)l/ viii. /'sæmən/ ix. /'pærədəɪm/ x./rʌθ/ 		
	Category No.III Inconsistent words			
7	<ul style="list-style-type: none"> i. Pizza ii. Rapport iii. Suite iv. February v. Ewe vi. Comfortable vii. Breakfast viii. Women ix. Bureaucracy x. Cucumber 	<ul style="list-style-type: none"> i. /'pi:tʃə/ ii./ræ'pɔ:(r)/ iii./swi:t/ iv./'februəri/ v. /ju:/ vi./'kʌmfətəb(ə)l/ vii. /'brekfəst/ Viii./'wɪmən/ xi./bjʊə'rɒkrəsi/ x./kju: ,kʌmbə(r)/ 		

APPENDIX -B

Pronunciation Activities Designed for the Teachers

1. Shadow reading

Teachers try to speak at exactly the same speed and rhythm as the CD, then try one more time with the sound turned down in the middle of the recording to see if they are still in time when the sound is turned back up.

2. Syllables snap

Teacher take turns turning over cards with words written on them from their packs. If the two words have the same number of syllables, the first person to say “Snap” and/ or slap their hands down on the cards wins all the cards that have been turned over so far. The person with most cards at the end of the game is the winner. This also works with vowel sounds in one syllable words and word stress.

3. Word stress pellmanism

Pellmanism (= pairs/ memory game) can be played with the same cards as Snap, but is a slower game. All the cards are spread face down on the table and teacher take turns trying to find matching pairs of cards by which syllable is stressed. This is easier if all of the words have the same number of syllables. This game can also be played with students matching by vowel sounds or number of syllables.

4. The yes?! Game

Teachers try to give as many different feelings and meanings to one word or sentence as they can by varying the stress and intonation. The other students guess what feeling they were trying to convey.

5. Yes. Yes! Yes!

Similar to the Yes?! Game, Teachers compete to say a word or sentence in the most extreme way they can, e.g. they take turns being as angry as possible and the angriest person wins.

6. Sounds brainstorming board race

Teams of Teachers try to write as many words with the sound they have been given on the board as quickly as possible. Each team member can only write one word before they pass the pen onto someone else, but they can prompt each other. This also works for number of syllables and word stress.

7. Minimal pairs stations

Teachers show which of two words they think they have heard by racing to touch one of the things that the teacher or class decided will be used to represent that thing, e.g. the table for /l/ or the chair for /r/. More active classes can run and touch things like the door and the window, while shyer classes can just raise their right and left hands.

8. Sounds same or different

In this variation on Minimal Pairs Stations, rather than indicating which sound they hear, students indicate if they think two words you say have the same or different pronunciation. This is good for homophones as well as minimal pairs. The easiest way to explain the task is to give students pieces of paper with “Same” and “Different” written on for them to hold up or race to slap.

9. Sounds same or different pair work

You can add lots more speaking practice, both controlled pronunciation practice and free conversation, to Sounds Same or Different by giving students worksheets with the words you want them to compare highlighted on Student A and Student B sheets. First they read out just the word to decide if the pronunciation is the same or not, then they read out their different sentences to see if the context gives them any more clues. When they have finished, they can spell the words out to each other and then look at each other's sheets.

10. Tell me when I'm odd

In this variation of Sounds same or Different, Teachers listen to a whole string of words with the same sound (e.g. the same vowel sound) and race to indicate the first word they hear that is different.

11. Silently mouthing

Students try to identify the word or sentence that the teacher or a student is mouthing silently. This is good for awareness of mouth position for English sounds.

12. Sounds puzzle

You can get the logical parts of their brain working during pronunciation practice by hiding the sounds that make up a word that is the answer to the puzzle. Students find the sounds in common in each pair of words, put all the sounds together (mixed up or in order) and write the word they make.

13. Pronunciation maze

This game also allows them to use a little bit of logical problem solving to help with a pronunciation task. In a grid, write a string of words with a common sound, e.g. the same vowel sound, between the top left corner and the bottom right corner. In all the other squares, write in words that people might think have the same sound but don't. Students then have to get from the starting point to the end by the right route. After they have finished, drill the words on the right route, and then all the surrounding ones with different sounds.

14. Common pronunciation pictures

Teachers draw lines between the pairs of words that share the same sound on their sheet, and see what kind of picture is made by those lines. This can take a lot of preparation, but is easier if you just have the thing they draw as a letter of the alphabet, usually an upper case one as there are more straight lines.

15. No sounds listening comprehension

Teachers try to identify which sentence in a dialogue the teacher or a student has chosen without them using any English sounds. This can be done by waving your arms around to show sentence stress or intonation, or beating out the rhythm on the sentence on the table or your palm.