

## **Effects of Native Language Saraiki on English Language Pronunciation**

**Prof Dr Nabi Bux Jumani**

Chairman, International Islamic University Islamabad.

E-mail: nbjumani@yahoo.com

**Rehana Rahman**

PhD research scholar, Allama Iqbal Open University Islamabad

**Dr. Fazalur Rahman**

Lecturer, Early childhood & Elementary Teacher Education department

Allama Iqbal Open University, Islamabad. Pakistan

E-mail: fazalaiou@yahoo.com

**Dr. Muhammad Javed Iqbal**

Chairman, Distance, Non-Formal and Continuing Education Department

Allama Iqbal Open University, Islamabad, Pakistan.

E-mail: javediqbal1941@yahoo.com

**Dr. Saeed-ul-Hassan Chishti**

Assistant Professor, IPD, International Islamic University Islamabad.

E-mail: Ipd.iiui@iiu.edu.pk

### **Abstract**

This study aimed to investigate the effects of native language Saraiki with reference to diphthongs and sentence stress on English pronunciation. The study was delimited to TEFL students of Allama Iqbal Open University enrolled in Diploma in TEFL. The sample of the study consisted of 38 students and 10 experts of the field. The study was empirical in nature where translational research method was applied. Recorded test for students and an opinionnaire for the language experts were used as tools. Recorded test consisted of eight diphthong sounds and five sentences for the check of sentence stress. Recorded test was measured on the software Praat. The study found that the students with Saraiki as their native language can pronounce English words containing diphthongs as accurately as they pronounce the words of Saraiki. But they cannot follow the correct pattern of sentence stress as Saraiki is a syllable timed language whereas English is stressed timed language. So, here Saraiki language interferes and makes no contribution in development of accurate stress pattern of an English sentence.

**Key Words:** English Pronunciation; Native Language; Foreign Language; Saraiki language.

### **Introduction**

It is believed that the teaching of pronunciation is not a voluntary luxury to be left to advanced level study of language at university, although this would be the place to deal with the theories just as the theories of grammar etc are studied at this level. But just as the student reaches the university level with a good command of grammar structure and vocabulary so he should arrive with the active command of pronunciation. In other words, pronunciation may be an important part of an English teaching program from the early stages. However, a question arises – ‘What do we start with?’ The research suggests to follow an order from phoneme to consonant clusters to word stress and finally to connected speech incorporating such features as sentence stress, rhythm and intonation.

### **Importance of Teaching Pronunciation**

Pronunciation is as important for a foreign language learner as grammar, vocabulary or any other aspect of the language (Paul, 1981). Language involves several linguistic factors and pronunciation is one of them. Language is primarily an oral phenomenon. Hence, pronunciation is not based on spelling. In many languages, spelling system is the reflection of the language. In English, the case is different. The lack of inconsistency in English can be seen in its sounds and letters combinations. Each sound of English is shown by written letters that can be more than one. This identifies that one letter can represent more than one sound. In some instances, letters are even silent. The most often quoted example is the letter sequence “ough” (Paul, 1981).

though (rhymes with slow)	cough (rhymes with off)
through (rhymes with true)	rough (rhymes with stuff)
thought (rhymes with taut)	bough (rhymes with now)
thorough (rhymes partially with colour)	hough (rhymes with lock)

### ***Diversity in Pronunciation***

The diversity is the feature of any language that allows it to vary in different ways as a result of different factors. This is true for pronunciation too. The geographical differences are the obvious factor of language variety. These are called regional dialects (Haycraft, 1878). The pronunciation aspect of dialect is referred to as accent. Language also varies in time. We do not speak as the same as our grandparents used to speak. Language also varies socially. People of different classes of work speak differently. A doctor will sound different from a lawyer. Language variety is also based on sex. Men and women speak differently. This diversity is known as sex dialects or gender-lect. Temperamental varieties also exist; the cool and calm person sounds diverse from the ragged and nervous one. There are stylistic varieties too which are based on the differences in the situations and circumstances.

Hasni in his research paper on “Phonologies of various languages” advocates the point that every sound has its own mood, behavior, trend and culture. It assumes the form of word as a result. When the words enter a society, they also carry with them the culture and these words automatically and sometimes intentionally play their roles. This adjustment is characteristic of sounds. The matter of adjustment is solved only if these links are not present. With reference to the organization of other language, the link of the sounds of Saraiki and English as suggested by Hasni is as followed.

Table1: *Similarities between EL & SL Sounds*

Sounds	English	Saraiki
O	Orange	Othain
Oo(ou)	Column	Okhoon
E	Elephant	Ethain
Aa	Author	Aapey
Ko	Cooperation	Koon

It has always been a contentious matter to express oneself in a language other than the native language. And the doors of reflection are ever open in this regard. For it, there are usually three forms:

1. A person fails to express exactly what he/she wishes.
2. The expression gains other meanings.
3. A person thinks in native language and expresses in some others one.

These three aspects are sensitive and weighty which can be least ignored in the matter of expression. The problem of expression in the second language can be dealt with. However, the linguistics will have to direct research to the new dimensions on the scientific basis. It is supported by the linguists that no language is connected only to a particular nation, culture, region, race, class or group. Every language, in fact, is the language of a person who speaks it. A language follows him/her and fulfills his/her needs and requirements.

The inter links of languages never come to an end and neither can they be wiped out. Needs of economic and social benefits are attached with one another. There may be hostility or the critical situation among nations, civilizations, countries and ideologies but languages are never enemies of each other. Link of friendship and similarity always exists among languages at all levels. It is interesting that languages get more development in differences and enmity (Hoffman, 1991). The real problem is of the alphabet and phonetics that really causes disturbance which is solved through ‘compound alphabet’. Chinese is considered the first greatest language which is used by many nations in the region. While, Urdu/Hindi is the second greatest language of the world which appears to be operative around hundreds of the nations and English is the ruling language of the world. The people attached to these three languages are interlinked with one another in one way or the other. Their economic survival depends on each other. To work on the common linguistic similarities’ is the important area of the present era. In this regard, the linguistics tries to pin down the following aspects:

- Common unique /isolated and compound sounds.
- Similar and alternative sounds.
- Prefixes and Suffixes Compounds.
- The grammatical adjustment of the co-figured and co-sounded word

The study of pronunciation is considered to be marginalized with the area of Applied linguistics. Therefore, teachers depend on their own perceptions with a little or no guidance. It is seen that some teachers instruct their students while teaching pronunciation while others may hesitate to follow proper teaching of pronunciation.

### **Error Analysis**

In Second Language Acquisition, for the first time, Error analysis was recognized in 1960s (Corder, 1967). To substitute contrastive analysis, an approach was predisposed as error analysis by behaviorists and then the applied linguists tried to predict errors by the learners' use of L1 and L2. The conclusions were drawn that most of the errors were due to the interference of L1 on L2. Errors and mistakes are systematic and non systematic respectively as per differentiated by the error analysts. The basic types of errors are of omission, addition or substitution and of word order. In every language, the errors may have different classification. They can be of phonology, vocabulary, grammar or syntax depending on the level of the language. Their assessment is linked with the frequency of their occurrence. Usually, errors are related with production of language either in writing or in speech (Hubbard et al, 1983). According to Moeen (1992), "L1 (mother tongue) interference is recognized as a major reason for error. However, it is only one contributing factor in more complex network. It shows itself mostly in the area of phonology" (p138)

### **Introduction to Saraiki Language**

Saraiki belongs to the Indo-Aryan languages and it is sometimes spelled as Siraiki or Seraiki. It is one of the identical written languages of Pakistan (Wahga, 1990). There are many accents and dialects of Saraiki. More than half of the population of the Punjab uses its dialects. It is also spoken in Sindh and Khyber-Pakhtunkhwa. About 70,000 emigrants and their offspring in India also speak this language (Census of India, 2001). After the establishment of Pakistan, the political movement was driven by the regionalists to develop Saraiki as a standard written language (Rahman 1997, Shackle 1977). The proper tabulations of Saraiki speakers can be found since 1981 in the National census of Pakistan (Javaid, 2004). There are four major languages spoken in Pakistan: Punjabi, Pashto, Sindhi and Saraiki. It is widely spoken in Punjab along with Punjabi. On the other hand, in the present few decades, Saraiki has been used in academic circles and among supporters of Saraiki for its cultural awareness. The regional political leaders adopted the name of the language the 1960s. Saraiki is a very old language in Pakistan. For a long period of time, it served as "Lingua Franca" among all the Pakistanis either they are Punjabi, Sindhi, Baloch or Pakhtoon. At present, the total speakers of Saraiki are about forty million. They belong to the regions of Bahawalpur, D.G. Khan, Multan and Sargodha divisions of present Punjab and Dera Ismail Khan. The people of these areas use it as their mother tongue. In Western and Northern Sindh and in Kachhi plain of Baluchistan, it is also spoken as a second language. The tentative categorization of dialects of Saraiki (six varieties) are suggested by Shackle 1976. These are the followings:

1. Central (Multani)
2. Southern (Bahawalpuri)
3. Sindhi
4. Northern (Thal i)
5. Jhang
6. Shahpuri

It was the national census of Pakistan 1981 which gathered data on the popularity of Saraiki. It was noticed that percentage of the people using Saraiki as their mother tongue in whole Pakistan was 83. Later, in the census of 1998, out of the national population of 132 million, the percentage was 10.53. In India, Saraiki is spoken by There are 56,096 persons who speak Saraiki (Multani dialect) and 11,873 persons speak Bahawalpuri. (Census of India retrieved 19 March 2008). According to Wahga (1990):

Saraiki is one of the major languages of South Asia, both area and population wise. The evaluation of the Saraiki can be mainly contributed by the dialects of the Asian Pre-Aryan, Dravideans and Dardic groups of languages... To some people this Indo-Aryan speech of a large part of Pakistan may be more familiar under the name of Multani or Southern Lahnda, or even western Punjabi. The language has had different names in different areas of its territory (pp.1-2).

Saraiki is not only spoken in Pakistan but in India and United Kingdom too (Baart, 2001). The Pakistani areas are Southern Punjab, Northern Sindh, Indus River Valley, Jampur area, Dera Ismail Khan, Tank, Bannu, Dera Ghazi Khan and Sahiwal, (Baart, 2001). Refer to Appendix G for the Saraiki Area in Pakistan. The Indian areas for Saraiki speakers are: Ganganagar district, Hanumangarh and Bikaner districts of Rajasthan. It is spoken at a low scale in some parts of Punjab (Census of India, 2001). In Pakistan, the widely spoken areas in the Province Sindh are Jacobabad, Kashmore, Shikarpur and Ghotki. Similarly, in Baluchistan these areas are Naseerabad, Barkhan, Jafarabad and Jhal Mags (Census of Pakistan, 1998). The student of Saraiki Language is confronted with a confusing situation due to several factors. In first instance, it appears to be a language of far flung areas mostly included in the Punjab province. The speakers of Urdu, Hindi, and Punjabi etc cannot speak Saraiki with its true phonemes. According to Dr. Mahar Abdul Haq (1977), many of Saraiki and Sindhi words are ‘Deseja’ (words that are local and not related in any way to Sanskrit). Some sounds are peculiar to Saraiki and Sindhi and different from basic sounds of Urdu and Punjabi.

From 1970, there came a take off stage of Saraiki Language when the scholars began to produce Saraiki Literature with much enthusiasm, so this period, starting from 1970 is called the renaissance of SL. Now many weekly, monthly, quarterly and yearly journals, periodicals and magazines are being published. A Saraiki national daily newspaper “Jhoke” is also in circulation. Now Saraiki Language of Saraiki “waseeb” is a recognized language of Pakistan (Mughal, 2004).

### **Writing System of Saraiki**

There are only few literate Saraiki speakers who are familiar with the writing system of Saraiki. Those who can speak any language does not necessarily know how to read and write that particular language. Though there are three forms of writing Saraiki but the most used one is the Perso-Arabic script. This script is also used on computers and is written from right to left. There are 42 alphabet of Saraiki has (37 of the Urdu alphabet and 5 more letters which are distinctive to Saraiki). The brief history of Saraiki Writing system and its phonology by Rasulpuri, (1976) throws light on the similar aspects. Saraiki is the language that is rich in its alphabet and phonology (Haq, 1977). This richness has some similarities with other language systems too.

### **Comparison of Phonological Systems of Saraiki and English**

Language is a source of communication but it depends on some medium and this medium is consisted of sounds/phonemes. Phonology is very important component of any language. “The language becomes the source of communication because of phonology” (Siddique, 2009, p9). “Language comes into existence because of phonology system” (Siddique, 2009, p.8).

#### **i. Saraiki Phonology**

Saraiki has similarities with other languages in its phonological patterns. There are some consonants which are similar in Saraiki and Sindhi (Masica, 1991). The peculiar implosive consonants (as phonemes) are among that consonant range which distinguishes Sindhi and Saraiki from other Indo-European languages. There are seven long vowels, three short vowels, and six nasal vowels in Saraiki (Latif, 2009, p91).

The consonants can be shown in the following chart. (IPA Phonetic Symbols)

Table 2: IPA Phonetic Symbols for SL

		Bilabial	Labio-dental	Dental	Alveolar	Retroflex	Palatal	Velar	Glottal
Stops and Affricates	Voiceless	p p <sup>h</sup>		t <sub>h</sub> t <sup>h</sup>	t t <sup>h</sup>		t͡ʃ t͡ʃ <sup>h</sup>	k k <sup>h</sup>	ʔ
	Voiced	b b <sup>h</sup>		d <sub>h</sub> d <sup>h</sup>	d d <sup>h</sup>		d͡ʒ d͡ʒ <sup>h</sup>	g g <sup>h</sup>	
Implosives			ɓ			ɖ		ɟ	ɠ
Nasals			m m <sup>h</sup>			n n <sup>h</sup>	ɲ	ŋ	ŋ
Fricatives	voiceless		F		S		ʃ	x	h
	voiced		V		Z		ʒ	ɣ	
Trills						r r <sup>h</sup>			
Flaps							ɾ ɾ <sup>h</sup>		
Laterals						l l <sup>h</sup>			
Semi-Vowel								j	

Kulanchvi (2008) writes about Saraiki phonology and gives critical analysis of all the theories of the famous writers in Saraiki linguistics i.e Sir George Grierson (p50), E. O. Brain (p 62), Dr. C. Shakle (p72). He mentions two important names of Saraiki linguists’ i.e Dr. Mahr Abdul Haq (p96) and Bashir Ahmed Zami Bahawalpuri p124).

**ii. English Phonology**

The consonants of English are as followed. (IPA chart)

Table 3: A. IPA EL Phonology Chart

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Labial-velar	Glottal
<b>Nasal</b>	m			n			ŋ		
<b>Plosive</b>	p b			t d			k g		
<b>Affricate</b>					tʃ dʒ				
<b>Fricative</b>		f v	θ ð	s z	ʃ ʒ	ç	x		h
<b>Flap</b>					r				
<b>Approximant</b>				ɹ		j		ɹ w	
<b>Lateral</b>				L					

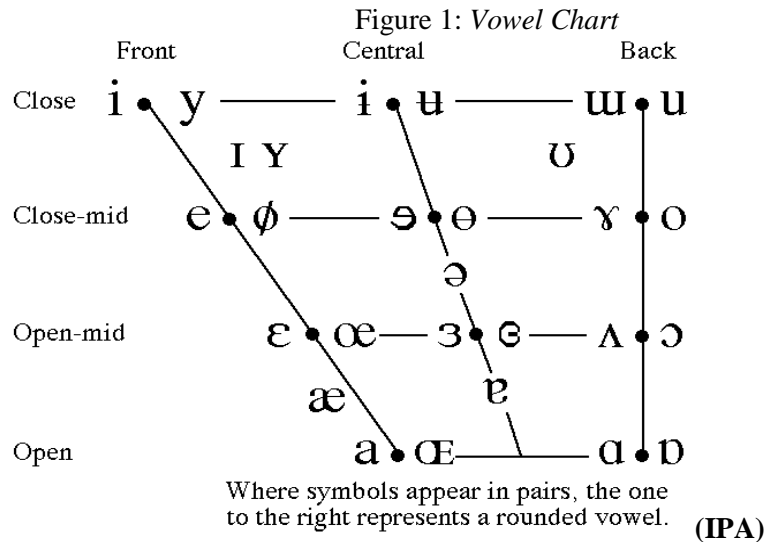
The vowels differ from region to region. There are many varieties in North American (NA) English about the length of the vowel.

Table 4: B. IPA Monothongs & Diphthong Charts

IPA	Description	Usage in word
<b>Monothongs</b>		
i:	Close front unrounded vowel	sheep
ɪ	Near-close near-front unrounded vowel	ship
ɛ	Open-mid front unrounded vowel	red
æ	Near-open front unrounded vowel	cat
ɒ	Open back rounded vowel	ox
ɔ :	Open-mid back rounded vowel	clawed
ɑ :	Open back unrounded vowel	father
ʊ	Near-close near-back vowel	hood
u:	Close back rounded vowel	boot
ʌ	Open-mid back unrounded vowel, near-open central vowel	luck
ɜ r	Open-mid central unrounded vowel	third
ə	Schwa	Rosa's
i	Close central unrounded vowel	Roses

<b>Diphthongs</b>		
eɪ	Close mid-front rounded vowel, close front rounded vowel.	clay
oʊ	Close mid-back rounded vowel, Near-close, near-back Vowel	wrote
aɪ	Open front unrounded vowel, Near-close near-front unrounded vowel	try
aʊ	Open front unrounded vowel, Near-close near-back vowel	now
ɔɪ	Open mid-back rounded vowel, close-front unrounded vowel	toy
ʊəɪ	Near-close near-back vowel, Schwa	poor
ɛəɪ	Open-mid-front unrounded vowel, Schwa	chair
ɪəɪ	Near-close near-front rounded vowel, Schwa	Fear

### iii. Vowel Chart



### iv. Intonation

Intonation refers to the pitch of the voice. English is said to be an intonation language. This indicates that in English, the pitch of the voice is used in a syntactic way. There can be ways in which the pitch of the voice can change the simple statement into question. It can be used to convey the expressions of surprise, anger, irony etc. Tone groups are formed by the group of words with intonation patterns in English Language. These tone groups are uttered with a single breath. These are of a very limited length (Paul, 1981).

### v. Diphthongs and Trip thongs

When we join two vowels and produce one sound, it is called *Diphthong*. There are two kinds of it: Proper and Improper. If the sound of both vowels is heard, it is Proper diphthong as oi in boy. Diphthong is improper if only one vowel sound is heard and other vowel is silent as ui in suit. Generally speaking, if a language distinguishes more than about ten vowels, then it may be exploiting diphthongal combinations (Clark and Yallop, p 95). The majority of languages of the world do not use diphthongs in their phonological inventory (Laver, 1994). Diphthongs may be defined as composite articulation combining pure vowels. The timing of articulation movement between two endpoints of pure vowels can be variable. The term diphthong is kept for a glide between two vowel qualities, neither of which controls (Clark and Yallop, 1995). According to Ladefoged (1993), the first part of a diphthong is usually more prominent than the last and such are called falling diphthongs. In fact, the last part is often so brief and momentary that it is difficult to decide its accurate eminence (Ladefoged, 1993).

Many diphthongs are used commonly by the speakers. When the union of vowel sound is uttered properly, the proper pronunciation occurs. The IPA chart of Diphthong mentions all those commonly used eight diphthongs of English which are proper. There are other sounds too but these are improper. There is one misconception about triphthong. Generally, it is considered the union of three vowel sound but it is not the case. It is the union of three letters, not surely sounds. In many languages of the world, the vowel sounds get changed under the influence of its context. When two vowels are pronounced in a single syllable, a new sound emerges that is called diphthong. In Urdu many diphthongs are due to the use of “zabar”, “hamza” and “Ye” (Siddiqui, 2009).

### English Stress Pattern

The way in which stressed and unstressed syllables are arranged is called a stress pattern. The primary stress refers to that syllable which carries stress in a word i.e. calligraphy. There can be some longer words where there is the possibility of secondary stress. The important point is the recognition of the syllable with primary stress as it involves proper pronunciation. Even in a single word the stress can be changes depending on its part of speech. The use of correct stress leads to the correct pronunciation. There is another possibility that may steer to the wrong pronunciation and that is the lack of stress pattern in the learners’ mother tongue.

The learner makes two types of stress errors:

1. Misplaced stress
2. Overstress

Reasons for misplaced stress are the interference of mother tongue that gives preference to end stress rather than front stress in most of the languages (Haycraft, 1978). The reasons for overstress can also be the same as in Urdu; all the words are stressed, so under the influence of Urdu, the learner can over stress an English sentence causing an error. But these errors can also be removed if the learner is aware of the stress patterns of the mother tongue and that of English. In this way, the problems can be overcome.

### **1. English Stress Pattern Teaching**

Experience has clearly shown that one of the most visible areas of weakness in Saraiki students learning English is stress placement. This weakness is further magnified by the fact that no stress patterns and drills are introduced in the early levels of the curriculum or indeed at any other level. (AIOU Course code 5658). Foreign students in general find it difficult to deal with the correct stressing of English polysyllabic words, and it would be maddening for anyone to learn the stress of each word separately. And when we talk about teaching stress pattern in a sentence, then another problem arises as in Saraiki, there is no stress pattern. In a sentence, every word is given the same stress level as compared to English in which a few words are stressed. For this reason, and many more related to efficient foreign language communication and efficient learning, teaching as many English stress patterns and supporting them with appropriate drills is of paramount importance and absolute priority.

### **2. Word Stress Patterns**

Word stress is the special emphasis that we give to certain syllables in a word. The word stress refers to the pattern in which one syllable is marked in a word. The same word can sometimes have two different stress patterns depending on its parts of speech. The stress pattern of a sentence is normally fixed and very unlikely to change. A syllable can carry primary stress, that is to say strong stress. The syllable is longer, louder and said with more breath effort. A syllable can be unstressed. In other words, it is said very quickly, lightly and with very little breath effort. A syllable can carry secondary stress. This syllable is said with more breath effort than unstressed one but less than strong stress one's. In a dictionary, the primary stress is marked with a high upright stroke and before the syllable; the secondary stress is marked with a low upright score before the syllable. Stressing a word wrongly can often lead to greater misunderstanding than to pronouncing phonemes wrongly (Paul, 1981).

### **3. Sentence Stress**

In a common and usual English sentence, there are few words which are stressed and few are unstressed. Usually these are the content words which are stressed. These are the words that are essential for carrying a message. There are nouns, verbs, adjectives, adverbs (most) and demonstratives. Most commonly, form words are unstressed. These are the grammatical and structural words that result in a correct grammatical utterance even though these words are not important to the communication of the message. For example, in the following sentence: Jane has gone to the doctor. Here, Jane, gone and doctor are content words and are therefore stressed (Hubbard, 1983). The speaker of English has to be aware of the syllable which needs to be marked in a word. S/He should also be aware of the words which need particular attention and carry importance in a sentence. In this way the speaker will articulate perfectly (Gimson, 1880). It is obvious that the sentence which carries a lot of content words are uttered with a high frequency of stress pattern and the sentence with a less number of content words are uttered with a lesser energy. In Urdu and Saraiki, the case is entirely different. In these languages, all the content and form words are spoken with same energy and all are equally marked. The speaker has to use the intonation to convey the importance of certain words in a sentence.

### **Translational Research**

In the domain of research, there is a new and rapidly growing field i.e. translational research. It is basically the area of scientific research in which the research is conducted scientifically and then the results are applied to the population that is under research. Usually its fields of practice are biological, behavioral, and social sciences. It was first adopted in the field of medicine to improve human health. Through an organized attempt, the fundamental research knowledge is translated into practical applications which become useful for the purpose the research is carried out. In medical field, For example, the basic research findings can be converted competently into practice and consequently positive physical, mental or even social conclusions may be drawn. Basically, in Translational Medicine, Translational Research provides solutions for the health problems. Hence, it is the fundamental basis for the field of medicine. It involves the process which is lead from facts based medicine to solutions.

The whole process depends on the teams of scholars and scientists of international level who put their endeavors to improve the health of the world population and always get busy in research and investigations which are translated in the clinical results and these are changed into clinical practice. Later the confirmation is also made by social and political sciences Translational Research involves three phases:

The 1<sup>st</sup> phase deals with the basic laboratory research where the process of discovering needs and building up possible cure is carried on. In all clinical or laboratory tests the safety and effectiveness is examined mainly. Basically the concept is from the clinical research in the field of medicine where the research is carried on following clinical principles and fact based practice. For example, when the drug discovery case is dealt, it refers to translation of all sorts of clinical research that is translated into real treatments given to the real patients. This is mostly interpreted as “bench to bedside”. At phase 1, other disciplines of psychology, physiology and nutrition can be dealt in the same way.

It is examined at Phase 2 that how all the results with safety and efficacy measures (drawn at Phase 1) may work when they are translated and followed into real and usual practice. Therefore, the new and latest technologies are used in real life situations and real environment is given to real patients. At 1<sup>st</sup> phase the treatment is given in the lab in safe environment and in the 2<sup>nd</sup> phase it is applied to real patients. At this stage, some necessary modifications can also be made depending on the results of the treatments. This stage is important in the sense that it gives basic guideline about the needs, adequacy, efficacy, and cost effectiveness in natural situation. It also suggests strategies to endorse the fine execution and use of available resources.

The 3<sup>rd</sup> Phase of Translational Research translates the treatments into solutions adding all the modifications and strategies to be useful and reasonable made at phase 2. After this, the plans and policies can be generated by the governments. In the world of medicine, the use of Translational research was made for the first time. This was a reaction to the sustained pause that was noticed in treatment modifications and the scientific discoveries. Translational research may not be misunderstood with Applied Research. Its concept is wider than the later one. Applied research can be any research which studies the ways to improve health or any problems in any field or discipline. It has nothing to do with the practical part of a research. Whereas translational research is practical that translates the cure into solutions.

According to American Journal of Translational Research (2009-2010), Translational Research can also be used outside the medical field. In any discipline where the researcher has a short time limit and s/he has to carry on experiment only in lab over few subjects in safe conditions and then following the basic to applied range to translate results of the experiment or treatment into practical application, this type of research is pursued. If the researcher is involved with some empirical study, translational research method can be adopted with action research design. The present study is also based on Translational Research Method. The literature discussed in this review throws light on the rich phonology of Saraiki Languages and this is the reason that urged the researcher to see its impacts with the widely spoken language of the world i.e. English. The following chapter deals with research methodology.

### ***Objectives of the Study***

The objectives of this study were to:

1. Analyze the impacts of Saraiki on English pronunciation with reference to phonology (diphthongs only) and stress pattern.
2. Explore the differences and/or similarities between the diphthongs and sentence stress of L1 Saraiki and L2 English.
3. Determine the reasons of weak or strong English pronunciation of Saraiki speakers.

### ***Methodology of the Study***

The study was conducted in Dera Ghazi Khan. The location of this city is southern Punjab. It is a very populous city that is full of talented people. The location of Dera Ghazi Khan is at 30°03' N and 70°38' E. This research is based on an action research design and translational research method, using recorded tests and opinionnaire as tools. At Phase 1 of Translational Research, the research process was carried out in discovering needs and developing tools. So, the study proceeded through devising of tests and opinionnaire and collecting data through translational research design. At phase 2 of the design, the analyses were made that how findings from the language lab, would be shown effective when applied in routine practice.



Thus the collected data were tabulated and analyzed applying phonetics software and statistical tools. The results were interpreted accordingly leading to conclusions and recommendations at the 3<sup>rd</sup> phase.

### **Sample**

The sample was selected randomly from population as per detail below:

1. 38 students in Diploma in TEFL from AIOU enrolled in session Spring, 2010) in Dera Ghazi Khan Division.
2. Ten experts were also conveniently selected for their opinion.

### **Development of Research Tools**

The recorded test was devised to check the similarity of diphthong sounds and stress pattern of English and Saraiki.

Part A comprised 16 words of English and Saraiki. In English, there are eight main diphthongs and only these were selected to match with Saraiki diphthong sounds/phonemes. For each diphthong, double words were asked to be pronounced to see the results verified. Therefore, total words in each language were sixteen. In English, the words were monosyllabic as contrary to Saraiki in which two words were double syllabic.

Part B comprised of five sentences. The subjects were asked to stress the important words. Here they were to get English sentences recorded which were analyzed for checking of proper stress (Appendix C).

An opinionnaire was also designed to validate the results. The items were fifteen in number having five point Likert Scale, and all were of closed & fixed structure. The statements in the opinionnaire were given to illicit the facts and opinions of these personalities about EL and SL diphthongs and stress patterns only (Appendix D).

### **Validation of Research Tools**

The research tools were developed under the direction of the supervisor for this project and faculty members, and validity of these tools were ensured through the opinion of the experts. It took many trials on the part of a researcher by revising the content, organization, format and the type of the items, and reducing their number to avoid replication and duplication, needed editing to conclude these in the present shape. In the first trial, the researcher designed Part A comprising only eight words with diphthongs in each language. Then it was doubled for the clarity and validity. In Part B, firstly, a dialogue was selected to be stressed but later it was decided that for the selected sample only sentences are enough to check the influence. This decision was because of time frame of the test as well as to see the clear results in the form of the L2 influence. For this purpose there was no need for Saraiki sentences recordings as its stress pattern was obviously being checked on English sentences. Similarly, an opinionnaire first contained two parts, an open-ended and close-ended items. But as this research tool was basically designed to verify the results of first tool, so, it was framed into close-ended responses. In this way, they were finalized.

### **Reliability of Research Tools**

Reliability of the tools was measured through pilot testing where the test was administered to 10 students out of target population. These students were not the part of the sample. They gave their responses for each of the part of the test. The students got their responses recorded. These recordings were listened to by the researcher and the transcription was written down. They were also analyzed acoustically using the software Praat. The following information is available on the website of Praat (retrieved on 16-09-2010). Praat (In Dutch, this word is for "talk") is a free scientific software program for the analysis of speech in phonetics. It has been designed and continuously developed by Paul Boersma and David Weenink of the University of Amsterdam. It can run on a wide range of operating systems, including various Unix versions, Mac and Microsoft Windows (95, 98, NT4, ME, 2000, XP, Vista). The program also supports speech synthesis, including articulatory synthesis. The sounds were analyzed and the words were found appropriate and finally the tool was proved reliable to be carried out under the results of the tests. The sample sounds of diphthongs were already recorded and analyzed using the software Praat. So the recordings by the students were matched and differences were measured. Similarly, the sample stress pattern of English and Saraiki was already prepared (Appendix F) and the analyses of the recordings were done accordingly. The opinionnaire of five-point likert scale items was also analyzed and the reliability was calculated using Kuder-Richardson formula manually and Chronbach's Alpha through the use of SPSS software respectively. The results show that the reliability of the rating scale items was .769 that reflects the level of effects of SL on EL.

## **Administration of Tools**

After finalization of tools, the next step was to administer them. The task was carried out using the following strategies:

### **1. Recorded Test**

A meeting was arranged with the permission of the Regional Director. The participants were briefed about their performance in the test. Further every participant was given a printed page comprising some personal information and test items. The selected words and sentences were written on the board in an echoic room. The participants were instructed clearly and were made to go out of the room. Afterwards, each participant was called and all the tests were recorded in the same way.

### **2. Opinionnaire**

The opinionnaire was administered to the sample personally. The selection of the experts was made under the instructions of the supervisor. The personalities were visited personally and the research objective was briefed to them. Some of the experts gave their opinions on the visit whereas others responded via e-mail as the opinionnaire. The whole process was carried out in such a careful manner and a systematic way that the rate of the return was hundred percent. Although a few tests were re-taken because of some intervention in the form of coughing etc on the part of the respondent, yet it created no disorder in the conduction. After recordings of tests, they were listened and re-listened by the researchers, the transcription was written down, and stress marks were added in the respondents' leaflets. Then they were weighed and scores and other data were tabulated. Similarly, the opinionnaire were collected and then tabulated accordingly for the final analysis and drawing of results and conclusions.

## **Findings of the Study**

Findings drawn from the data analysis are as:

1. The mean scores of the sample on correct pronunciation of English words with diphthongs is 13.7 which is more than average and show that a lot of EL words are spoken correctly by SL students.
2. The mean scores of sample on use of correct EL stress pattern is 2.4 which is below average and shows that the SL students use poor stress pattern in English Language sentences.
3. According to the experts' opinion (100%), one of the causes for weak stress patterns of EL is the inference of mother tongue SL and they think that L1 interference is one of the most crucial challenges of the age. They also advocate the point that in SL there is stress on every word of a sentence and SL has its own stress pattern which is quite different from that of the English one. On teaching Stress pattern to SL students, the experts vary their opinions. 60% agree that teaching Stress pattern to SL students is an easy task while 40% are opposite of the notion. On the whole, SL does harm the stress pattern of English language.
4. The results from opinionnaire also reveal the fact that the experts with mean score five agree that SL has very rich phonology system that can help an EFL teacher to teach English phonology and pronunciation in a better way. More than average considered that SL is not wholly responsible for weak pronunciation of English.
5. The experts' opinion also verified that EL and SL both have almost same diphthongs but there are many diphthongs in SL which are even not present in EL.

## **Discussion and Conclusion**

This study intended to see the effects of native language Saraiki on English pronunciation and to find out the similarities or differences between these two languages. The results of the research suggest that SL does affect EL and this effect is positive when we talk about pronunciation especially with reference to the occurrence of diphthongs in words. SL strengthens the pronunciation as its sound system is very rich. Although SL has also a limited number of diphthongs as does EL have but many diphthongs are formed from the deletion of the consonants: "y" "j" and "v". The diphthongs discussed in the study may not be the only diphthongs in SL. There may be other diphthongs, which are not discussed in this study. It was remarkable to note the speaker variation in the data collected. There were some native speakers of Saraiki who considered only one word to contain a diphthong such as only an English word. So while speaking s/he mispronounced even Saraiki word under the influence of EL. While there were other subjects who pronounced all the words with EL and SL diphthongs accurately. Some made very little errors in rising diphthongs. This shows that the influence of SL on EL diphthongs is speaker-dependent too.

It was possible that if some more native speakers were made the part of the study, the majority would have given the same results. Possibly, if different set of subjects are taken, then results may be quite different due to this speaker variation. More or less similarities may be found in pronunciation of words with same diphthongs than the present result. As far as the stress pattern is concerned, EL and SL both have no similarities and the influence of L1 on L2 is very negative in the sense that it weakens the style of the later one. It was very much confusing part for the students to speak out the sentences under stress pattern when they were literally feeling the meaning of the word. Almost every student was seen with a stress marked list of sentences but every strategy went wrong while getting the sentences recorded. This implies that they really do have very weak stress pattern of English as this is also one of the neglected area of ELT in our classrooms and the use of intonation balances the situations most often. In our TEFL classes, native language is not used as a reference tool for teaching EL pronunciation but it can be very helpful while comparing and contrasting with EL aspects. SL can be utilized in comparative and contrastive analysis by our TEFL tutors in the classrooms and can be experienced by the researchers to see the effectiveness of Native Language in the language classrooms.

### **Recommendations**

This study recommended that:

1. The teachers of TEFL may make use of native language while teaching pronunciation and stress pattern through compare and contrast formula.
2. The course code 5658 (Phonology) is a course in the first semester of Diploma in TEFL from AIOU. All the chapters do highlight the phonological errors because of the interference of mother tongue. If the teacher makes use of this interference and teaches in comparison, the student would never forget the correct pronunciation of the words taught.
3. The students may concentrate on the true pronunciation knowing the strong fact that their native tongue is not going to harm their language rather it can be utilized to strengthen their pronunciation. They can themselves improve their errors as SL has all the sounds required for an accurate EL pronunciation. They can also improve their stress pattern just contrasting it with their mother tongue and taking help from the intonation pattern of SL which can be of great assistance in stressing the sentences.
4. The course designers of TEFL may give supplementary open exercises, self-answered questions (SAQ) and activities with notes for the teachers and students to use native language comparisons.
5. Further research is needed to address areas like:
  - ✓ How to Use native language (Strategies) for teaching Foreign Pronunciation
  - ✓ A comparative study of Saraiki and English consonant sounds
  - ✓ Use of Saraiki in Teaching English Stress Patterns

### **References**

- Abstract of Speaker's Strength of Language and Mother Tongue (2001): Census of India, Retrieved on March 19, 2010 from [www.censusofindia.net](http://www.censusofindia.net)
- Haq, M.A. (1977). *Multani Zaban aur uska Urdu se Taaluq*: Bahawalpur: Urdu Academy.
- Gimson, A. C. (1880). *An Introduction to the Pronunciation of English*. London: Arnold.
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.
- Hasni, M (2006). *Phonologies of Various Languages*, Retrieved on September, 15, 2010 from [www.scribd.com/doc/...Phonologies-of-Various-Languages](http://www.scribd.com/doc/...Phonologies-of-Various-Languages)
- Haycraft, B. (1878). *The Teaching of Pronunciation*. London: Longman.
- Hoffman, C. (1991). *An Introduction to Bilingualism*. London: Longman.
- Hubbard, T, et al (1983). *A Training Course for TEFL*. London: Oxford University Press.
- Latif, A. (2003). *Phonemic Inventory of Saraiki Language and Acoustic Analysis of Voiced Implosives*. Centre for Research in Urdu Language Processing, CRULP Annual Student Report, 2002-2003, Retrieved on September 10, 2010 from [crulp.org/research/reports/streport03.ht](http://crulp.org/research/reports/streport03.ht)
- Laver, J (1994). *Principles of Phonetics: (1st Edition)*. Great Britain: Cambridge University.
- Masica, C. (1991). *The Indo-Aryan Languages*. London: Cambridge University.
- Moeen, A. (1992). *English Language Teaching in Pakistan*. Islamabad: National Book Foundation.
- Mughal, S, (2004). *Aao Saraiki Parhoon tay Saraiki Likhooon*. Multan: Jhoke Publishers.
- Pakistan Census. (1998). *Population and Housing Census of Pakistan*. Ministry of Population.
- Paul, T. (1981). *Pronunciation Skills*. London: Macmillan.
- Siddiqui, K. (2009). *Awaz Shanasi*. Multan: Beacon Books.
- Wahga, A. (1990). *The Saraiki Language: Its Growth and Development*. Islamabad: Derawar Publications.