



Assessing ESL students' pronunciation in the Pakistani context

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Abstract

The present study is an investigation of ESL secondary school students' pronunciation. A sample of 440 ESL students of grade 10 was randomly selected from the Southern Punjab, Pakistan. A test was developed to assess the ESL students' pronunciation. The test consisted of monosyllabic, disyllabic, trisyllabic, quadrisyllabic, and multisyllabic words, diphthongs, triphthongs, stress and intonation, tongue twisters, voiced and unvoiced sounds, and interrogative, declarative, imperative, and exclamatory sentences. The students' overall performance in pronunciation was computed using appropriate statistical analysis. The mean scores of male and female students, urban and rural students and public and private school students were compared through t-values. It was concluded, based on the findings, that ESL students' pronunciation was good in articulating monosyllabic, disyllabic, trisyllabic, and quadrisyllabic words, stress and intonation, tongue twisters, voiced sounds, and imperative and exclamatory sentences. On the other hand, the participants poorly pronounced multisyllabic words, diphthongs, triphthongs, unvoiced sounds, interrogative sentences, and declarative sentences. Calculated t-values indicated that there was no significant difference in mean scores of male and female students, urban and rural students, and public and private school students. Some recommendations were made to improve the ESL students' pronunciation.

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Keywords: ESL students; pronunciation; sounds; words; phrases; sentences; assessment

1. Introduction

Second/foreign language (L2) learning is more complicated as compared to learning L1. It is also observed that the learning of receptive skills is easier than the productive skills. The students cannot get the mastery over these skills like native speakers in spite of learning it for many years. This problem is experienced severely in learning English as a foreign language (EFL) as the learners have difficulty in getting natural exposure to the target language. Furthermore, ESL learners cannot learn the native accent perfectly in spoken English (Richards, & Schmidt (2010).

Mastery over learning the pronunciation of target language has become a crucial prerequisite while learning EFL. The communicative approaches have revolutionized the field of the English language teaching. Therefore, extraordinary efforts have been made to learn pronunciation since 1980s (Celce-Murcia, Brinton, & Goodwin, 1996; Pennington, 1996).

Good and standard pronunciation increases the rate of understanding as well as the quality of communication. Therefore, the development of standard pronunciation must be emphasized at the very early stage of learning English. Accuracy plays a vital role for developing standard pronunciation too.

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Received Pronunciation (RP) is known as the standard accent of Standard English in England. Generally, acquisition of pronunciation is due to an exposure and interaction in the target language learning oriented environment. The pronunciation of ESL students can be improved by providing the instructions through native speakers of English and their standard recordings and using phonetic symbols simultaneously. Teacher and peer interaction and exercising accurate pronunciation are very significant as well (Larsen-Freeman, Long, & Jiang, 1991).

2. Literature review

According to the Concise Oxford English Dictionary (2004), “...the accent of English spoken in the south of England and heard from the native speakers throughout England and Wales is known as standard accent”. Bauer and Trudgill’s (1998) research revealed that 3% of people in Britain were RP speakers.

Jone (1917) stated that “the male members of the families of Southern England, who were educated from the great public boarding schools, were considered comparatively better in their pronunciation as compared to their female counterparts”. The persons belonging to the South of England used this pronunciation even though they did not get education from these schools. Furthermore, a considerable number of people, hailing from areas other than the South of England adopted their pronunciation. Jone (1917) further said, therefore, it is supposed that this pronunciation or relatively similar to this pronunciation was used by the members of London society who had university education. In the beginning, this pronunciation was called Public School Pronunciation (PSP) and this pronunciation was labelled as Received Pronunciation in 1926 (Ellis, 1869; Hickey, 1998; Upton, 2004).

Generally, children learn to pronounce through world-renowned principles of imitation and mimicry. In the beginning, they start to articulate those speech sounds that they hear in their surroundings especially from their parents and later on from schoolteachers. This articulation is known as auditory-cum-acoustic representation. Gradually, the strategy of the articulation of speech sounds moves to dividing the longer words into different syllables for the purpose of ease and access (Guenther, Ghosh, & Tourville, 2006). Hence, to learn the pronunciation of a word like ‘*Superficial*’, the speaker will analyze the word and then reproduce the word shape as four speech sounds (quadrisyllabic word) such as ‘*Su*’ ‘*per*’ ‘*fi*’ and ‘*cial*’. It can be transcribed as /su-pər-’fi-ʃəl/. It is assumed that children copy the sound quality by imitating the sounds produced by others in this process (Kuhl, 1987), but sometime they are unable to imitate the vowel sounds entirely as compared to the consonant sounds (Howell, Cross, & West, 1985).

As regards the present study, both the segmental phonology and supra-segmental phonology are considered. The sound system of the English language, in linguistics, is studied under these two aspects (Gimson, & Ramsaran, 1970). Individual vowels and consonants are studied under the former aspect whereas rhythm, intonation and pitch are discussed in the latter aspect of the English language sound system (Jones, 1966). The salient features of the sound system of the English language are discussed briefly here:

2.1. Consonants and vowels

They are known as individual sounds in the phonetic distinctions. According to the International Phonetic Association (IPA), there are 44 sounds in the British English language sound system, out of which 24 are consonant and, 12 (7 short and 5 long) are vowels (Roach, 1983). The detail of consonant sounds including voiced and voiceless is given in table 1.

Table1. English Consonants (Roach, 1983)

		Place of Articulation						
Manner of Articulation		Bilabial	Labial dental	Dental	Alveolar	Palatal	Velar	Glottal
Stops	Voiceless	p (<u>p</u> at)			t (<u>t</u> ack)		k (<u>k</u> at)	
	Voiced	b (<u>b</u> at)			d (<u>d</u> ig)		g (<u>g</u> et)	
Fricatives	Voiceless		f (<u>f</u> at)	θ (<u>th</u> in)	s (<u>s</u> at)	ʃ (<u>f</u> ish)		h (<u>h</u> at)
	Voiced		v (<u>v</u> at)	ð (<u>th</u> en)	z (<u>z</u> ap)	ʒ (<u>a</u> zure)		
Affricates	Voiceless					tʃ (<u>ch</u> urch)		
	Voiced					dʒ (<u>j</u> udge)		
Nasals		m (<u>m</u> at)			n (<u>n</u> at)		ŋ (<u>s</u> ing)	
Liquids					l (<u>l</u> ate)	r (<u>r</u> ate)		
Glides		w (<u>w</u> in)				j (<u>y</u> et)		

2.2. Vowels

Richards, & Schmidt (2010) defined vowel in the Longman dictionary of language teaching and applied linguistics as:

“...a speech sound produced without significant restriction of the air flowing through the mouth. In the English language, all vowels are voiced (except when whispering), but some languages, such as Japanese, have voiceless vowels as well”.

There are 12 (7 short and 5 long) vowel sounds in the British English language sound system as shown in figure 1. Four sounds are produced from the front part of the mouth, whereas three from the middle part and four from the back part of the mouth are articulated.

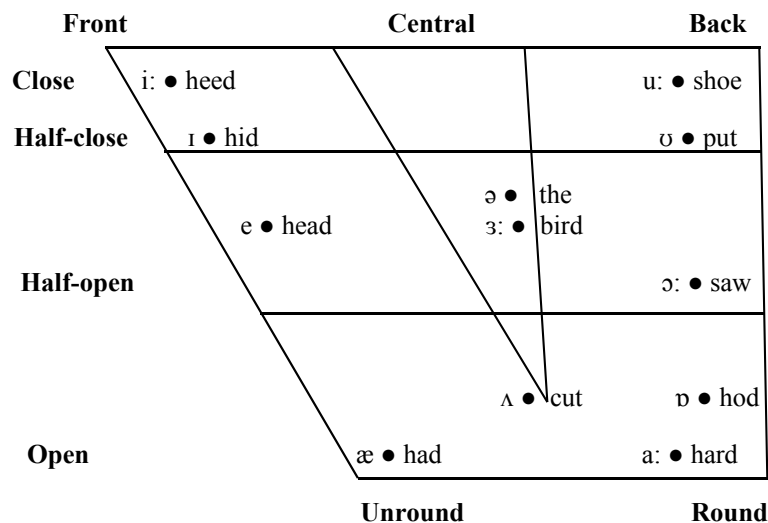


Figure 1: Diagram of English vowels (Roach, 1983)

2.3. Diphthongs

The combination of two vowel sounds rapidly gliding from one sound to another is called a diphthong. There are 8 (3 centering and 5 closing) diphthongs in the British English language sound system. Three sounds such as *ɪə* (hear), *eə* (wear), and *ʊə* (tour) are called centering diphthongs ending at /ə/ (schwa sound). Three sounds ending at /ɪ/ such as *eɪ* (day), *aɪ* (my), *ɔɪ* (boy) are known as closing diphthongs and lastly two sounds that culminate at /ʊ/ such as *əʊ* (go), *aʊ* (how) are also called closing diphthongs. The detail of diphthongs is given in figure 2.

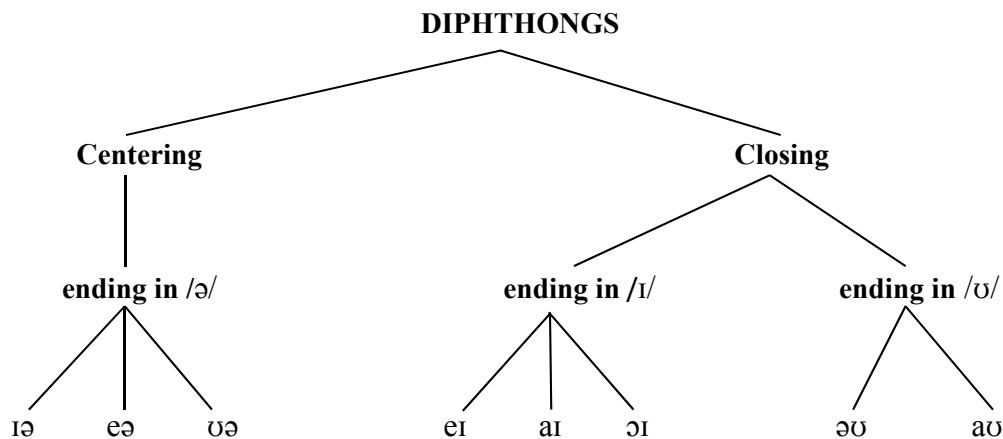


Figure 2: Diagram of English Diphthongs (Roach, 1983)

2.4. Triphthongs

A compound vowel sound that results by combining three different vowel sounds such as /aɪə/ as in the word fire /faɪə/ (Richards, & Schmidt (2010).

2.5. Syllables

ESL students generally learn to produce words after learning all the consonants, vowels and diphthongs individually. They break the longer words into different syllables to articulate them easily. The students have to face different types of words such as monosyllabic (single syllable), disyllabic (two syllables), trisyllabic (three syllables), quadrisyllabic (four syllables) and multisyllabic (more than four syllables) during pronouncing words.

2.6. Stress and Intonation

A syllable in a word pronounced forcefully by putting extra muscular force to make it prominent, and the listener hears that syllable in a very high and louder pitch, whereas an intonation is a rise and fall of pitch in a supra-segmental part of a language (Hooper, 1976). The high or low emphasized stress denotes and highlights the meaning of any syllable or a part of a sentence to distinguish it from other parts (Kramer, 1974). The meaning changes as the position of intonation varies as shown in the following sentence.

He gave me only one book. = (**HE** not she)
He gave me only one book. = (**GAVE** not taken)

He gave me only one book. = (**ME** not you or any other person)

He gave me only one book. = (**ONE** not more than one)

He gave me only one book. = (**BOOK** not any other thing)

ESL students' stress and intonation can be evaluated in different types of expressions such as tongue twisters, and voiced and unvoiced sounds. Furthermore, sentence stress that denotes stressed or unstressed part of a sentence is used to assess the students' stress and intonation patterns. As regards the present study, different types of words with different syllables were used along with a few expressions such as tongue twisters and interrogative, declarative, imperative and exclamatory sentences as well to evaluate the ESL students' pronunciation at secondary school level in Pakistan.

As regards the situation of English language in Pakistan, it is taught as a second language (L2) and is used as lingua franca for communication besides Urdu (national language) and many other dialects (Baumgardner, 1993; Haque, 1982). The ESL students in Pakistan begin to learn English as they start schooling. It is a fact that the students, especially hailing from rural areas, are unable to speak English despite studying English at school or college level for 10-12 years (Shamim, 2008). A few studies have been carried out in Pakistan regarding the ESL students' assessment in pronunciation (Shamim, 2008; Haque, 1982). Therefore, the present study is an attempt to fill the gap existing in the ESL field.

6. Method

6.1 Purpose of the study

The major purpose of the present study is to evaluate the ESL students' performance in articulation of different sounds. Secondly, to make comparison between the mean scores of male and female students, urban and rural students and public and private school students at secondary school level was the second objective of the study.

6.2 Research questions (RQ)

In connection with the purpose of the study, the following research questions were formulated.

RQ1. What was ESL students' performance in articulation of different sounds?

RQ2. What was the difference between the performance of male and female students in pronouncing different sounds?

RQ3. What was the difference between the performance of urban and rural students in articulating different sounds?

RQ4. What was the difference between the performance of public and private students in articulating different sounds?

6.3 Hypotheses

In pursuance of the research question 1, ESL students' overall performance was calculated, whereas to find the deference between the performance of male and female, urban and rural, and public and private students, the following hypotheses were made accordingly.

- 1- H₀: There was no significant difference between the mean scores of male and female students in pronunciation.
H₁: There was a significant difference between the mean scores of male and female students in pronunciation.
- 2 H₀: There was no significant difference between the mean scores of urban and rural students in pronunciation.
H₁: There was a significant difference between the mean scores of urban and rural students in pronunciation.
- 3 H₀: There was no significant difference between the mean scores of public and private students in pronunciation.
H₁: There was a significant difference between the mean scores of public and private students in pronunciation.

6.4 *Participants*

The ESL students of secondary school participated in the present study. A sample consisting of 440 students was chosen through random sampling technique from secondary schools of the Southern Punjab, Pakistan. Two hundred and ninety-five (67%) of the respondents were male students whereas one hundred and forty-five (33%) respondents were female students in the sample. Unlike the proportion of male and female respondents, the ratio of urban and rural students was equal. The respondents were selected from both the public and private secondary schools consisting of science and arts streams. The ratio of science stream and arts stream was 87% and 13% respectively. The age of the participants ranged between 14-17 years with a mean of 15.7 years.

6.5 *Instrument*

As mentioned earlier, the purpose of the present study was to assess the ESL students' assessment in pronunciation. Therefore, keeping in mind the objectives of the study, a test comprising of 30 items was developed. Different types of words, phrases and sentences such as monosyllabic, disyllabic, trisyllabic, quadrisyllabic, and multisyllabic words, diphthongs, triphthongs, stress and intonation, tongue twisters, voiced sounds, unvoiced sounds, along with interrogative, declarative, imperative, and exclamatory sentences were carefully included in the test. Each type of item consisted of 2 scores, therefore the total scores of the test were 30. The difficulty level of the test was set by using the Flesch Reading Ease Readability Formula. The Cronbach Alpha value was calculated to determine the internal consistency of the instrument. The calculated Cronbach Alpha value (0.812) indicated high reliability of the tool.

6.6 *Data collection and analysis*

The present study was exclusively concerned with the assessment of ESL students' pronunciation. Therefore, significant efforts were put in the collection of data. The correct pronunciation of the words, phrases and sentences including different sounds were established according to the Received Pronunciation (RP) that is considered the standard accent of Standard English (SE). The transcription of all the items were made by consulting the Concise Oxford English Dictionary (COED) edition 2011 prior to the administration of the tool. Moreover, a tape recorder was used to record the pronunciation of the respondents.

The data were gathered by using the developed test. The students were asked turn by turn to pronounce all the words, phrases and sentences listed in the test. During this procedure, the sounds pronounced by the respondents were recorded in a tape recorder that were analyzed one by one later on to evaluate whether the sounds are correctly pronounced.

The data were analyzed, later on, after listening keenly the recorded pronunciation of the ESL students. Mark 1 was awarded to the correct pronunciation and mark zero was given to the incorrect pronunciation. As the test consisted of 30 items (2 marks for each segment), each respondent could obtain mark(s) ranging from 0 to 60. The SPSS version XX was used for statistical analysis. The mean score and standard deviation were calculated for each item. T-values were also computed to explore the significant difference at $p < 0.05$ for male and female students, urban and rural students and public and private school students. Grading Formula (80% (A) = Excellent, 60% and above but below 70% (B) = Very Good, 50% and above but below 60% (C) = Good, 40% and above but below 50% (D) = Fair, below 40% but above 33% (E) = Satisfactory and below 33% (F) = Fail) used by all Board of Intermediate and Secondary Schools in Pakistan (Board of Intermediate and Secondary Education Bahawalpur, 2013) for grade 10 was followed.

7. Results

According to figure 3, the ESL students' overall performance in pronunciation was good in articulating monosyllabic, disyllabic, trisyllabic, and quadrisyllabic words, stress and intonation, tongue twisters, voiced sounds, and imperative and exclamatory sentences. Contrary to this, the students had poor pronunciation of multisyllabic words, diphthongs, triphthongs, unvoiced sounds, and interrogative and declarative sentences. According to the mean scores, the ESL students' maximum score was 1.73 out of 2 in pronouncing the monosyllabic words whereas their minimum mean score in articulating unvoiced sounds was 0.36. Their performance was also very poor in pronouncing diphthongs, triphthongs, and interrogative sentences. Their mean scores were 0.52, 0.53 and 0.40 in pronouncing diphthongs, triphthongs, and interrogative sentences respectively.

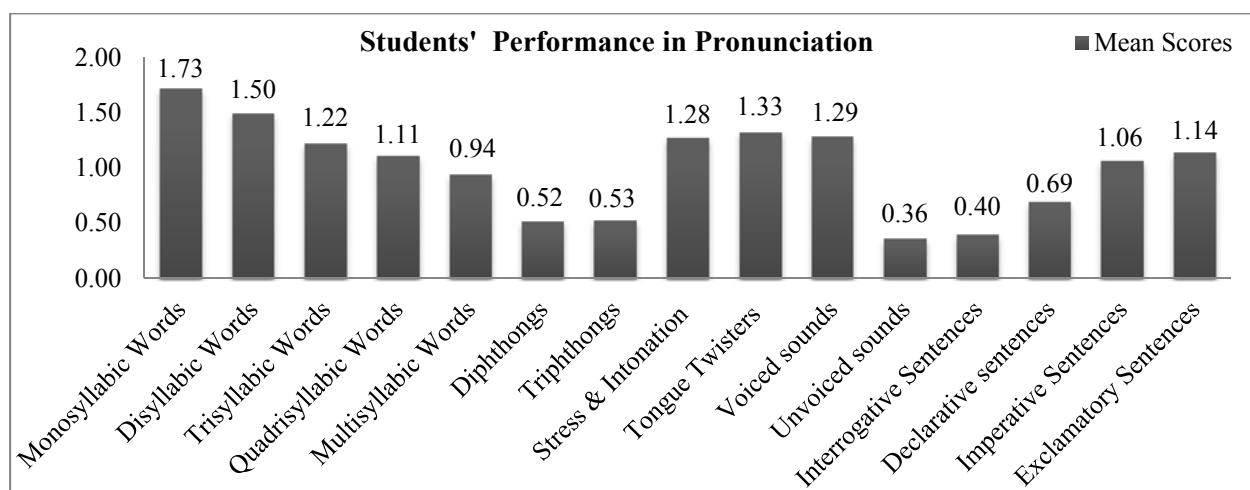


Figure 3: Students' mean scores in pronunciation

Table 2 revealed the performance of male and female students in pronunciation. The data presented in table 2 indicated that the performance of both the male and female students was 'exceptional' (as per grading formula) in pronouncing monosyllabic, and trisyllabic words. Their scores in monosyllabic and trisyllabic words ranged from 85 % to 97% that fall in the category of 'exceptional'. Their performance

was ‘very good’ in articulating disyllabic words, triphthongs, and stress and intonation. Their scores in these items ranged from 63% to 69 % that fall in the category of ‘very good’ according to the grading formula. Similarly, both the genders showed ‘good’ performance in quadrisyllabic words and interrogative sentences. The range of the obtained scores was from 53% to 58% of these items. Contrary to this, they stood fail in articulating diphthongs, tongue twisters, imperative sentences and exclamatory sentences. Their scores ranged from 7% to 27% that fall in the category of ‘fail’. The performance in other items remained fair and satisfactory because the range of the scores in the rest items ranged from 33% to 45% (see Table 2).

To compare the performance on gender basis was one of the objectives. Therefore, two types of hypotheses were made to compare the mean scores of male and female students’ scores.

The calculated t-value (0.090) at $p < 0.05$ level of significance demonstrated that alternate hypothesis ($1-H_0$) was accepted. Therefore, the results showed that there was no significant difference between the mean scores of male and female students. Table 2 reflects the standard deviation values also.

Table 2. Comparison of male and female students’ performance in pronunciation

Sr. No	Pronunciation category	Scores per category	Male students			Female students			t-value
			Mean score	%	Std. deviation	Mean score	%	Std. deviation	
1	Monosyllabic Words	2	1.76	88.00	.32	1.79	89.50	.36	0.090*
2	Disyllabic Words	2	1.39	69.50	.46	1.30	65.00	.47	
3	Trisyllabic Words	2	1.74	87.00	.33	1.70	85.00	.35	
4	Quadrisyllabic Words	2	1.06	53.00	.50	1.15	57.50	.49	
5	Multisyllabic Words	2	0.68	34.00	.47	0.77	38.50	.48	
6	Diphthongs	2	0.52	26.00	.44	0.54	27.00	.44	
7	Triphthongs	2	1.28	64.00	.48	1.27	63.50	.48	
8	Stress and Intonation	2	1.30	65.00	.47	1.35	67.50	.46	
9	Tongue Twisters	2	0.20	10.00	.38	0.30	15.00	.36	
10	Voiced sounds	2	0.70	35.00	.47	0.66	33.00	.47	
11	Unvoiced sounds	2	0.91	45.50	.19	0.89	44.50	.22	
12	Interrogative Sentences	2	1.12	56.00	.49	1.16	58.00	.49	
13	Declarative sentences	2	1.95	97.50	.21	1.92	96.00	.18	
14	Imperative Sentences	2	0.26	13.00	.44	0.47	23.50	.42	
15	Exclamatory Sentences	2	0.14	07.00	.35	0.41	20.50	.40	

* $P < 0.05$

According to table 3, the urban and rural school students showed ‘excellent’ performance in articulating monosyllabic, disyllabic, and trisyllabic words, unvoiced sounds and declarative sentences. Their scores ranged from 81% to 96.50% in these items. Furthermore, the urban students’ performance was ‘very good’ in pronouncing quadrisyllabic words, triphthongs and interrogative sentences whereas rural students showed the same performance in articulating quadrisyllabic words, triphthongs and stress and intonation. They got scores ranged from 60.50% to 66%. On the other hand, urban students failed in pronouncing tongue twisters, and imperative and exclamatory sentences whereas rural students also failed in the same items along with multisyllabic words, diphthongs and voiced sounds. According to grading formula, they got less than 33% scores in these items.

The present study also intended to make comparison between the mean scores of urban and rural students also. Therefore, two hypotheses such as null (2- H_0) and alternate (2- H_1) were made to compare the mean scores of urban and rural students.

The calculated t-value (0.296) at $p < 0.05$ level of significance revealed that null hypothesis (2- H_0) was accepted. Therefore, the results showed that there was no significant difference amongst the mean scores of urban and rural students.

Table 3. Comparison of urban and rural students' performance in pronunciation

Sr. No	Pronunciation category	Scores per category	Urban students			Rural students			t-value
			Mean score	%	Std. deviation	Mean score	%	Std. deviation	
1	Monosyllabic Words	2	1.81	90.50	.30	1.74	87.00	.37	
2	Disyllabic Words	2	1.73	86.50	.45	1.68	84.00	.48	
3	Trisyllabic Words	2	1.67	83.50	.28	1.62	81.00	.39	
4	Quadrisyllabic Words	2	1.29	64.50	.47	1.21	60.50	.49	
5	Multisyllabic Words	2	0.91	45.50	.49	0.54	27.00	.44	
6	Diphthongs	2	0.68	34.00	.47	0.31	15.50	.39	
7	Triphthongs	2	1.32	66.00	.47	1.22	61.00	.48	
8	Stress and Intonation	2	1.46	73.00	.44	1.25	62.50	.49	0.296*
9	Tongue Twisters	2	0.41	20.50	.40	0.10	05.00	.21	
10	Voiced sounds	2	0.85	42.50	.49	0.51	25.50	.43	
11	Unvoiced sounds	2	1.93	96.50	.17	1.87	93.50	.24	
12	Interrogative Sentences	2	1.28	64.00	.47	1.10	55.00	.50	
13	Declarative sentences	2	1.92	96.00	.18	1.90	95.00	.21	
14	Imperative Sentences	2	0.64	32.00	.46	0.36	18.00	.38	
15	Exclamatory Sentences	2	0.42	21.00	.41	0.27	13.50	.34	

* $P < 0.05$

According to the data presented in table 4, the public and private school students' scores ranged from 82.50 to 98% in monosyllabic and disyllabic words, unvoiced sounds, and declarative sentences. Therefore, their performance was 'exceptional' in these items. Their performance was 'very good' in different items such as trisyllabic words, triphthongs, stress and intonation, and interrogative sentences. They obtained scores in these items ranged from 60% to 69.50%. The students felt difficulty in pronouncing some items such as multisyllabic words, diphthongs, tongue twisters, and imperative and exclamatory sentences. They failed to get pass marks in these items. Their scores were less than 33% in these items. To make a comparison between the mean scores of public and private school students was one of the key objectives of the present study. Therefore, null (3- H_0) and alternative hypotheses (3- H_1) were made to compare the mean scores of the students of public and private school students.

The calculated t-value (0.078) at $p < 0.05$ level of significance indicated that there was no significant difference between the mean scores of public and private school students. The standard deviation values are also added in table 4 along with the mean scores and percentage.

Table 4. Comparison of public and private students' performance in pronunciation

Sr. No	Pronunciation category	Scores per category	Public students			Private students			t-value
			Mean score	%	Std. deviation	Mean score	%	Std. deviation	
1	Monosyllabic Words	2	1.79	89.50	.30	1.65	82.50	.37	
2	Disyllabic Words	2	1.74	87.00	.45	1.70	85.00	.47	
3	Trisyllabic Words	2	1.39	69.50	.33	1.29	64.50	.35	
4	Quadrisyllabic Words	2	1.03	51.50	.50	1.18	59.00	.49	
5	Multisyllabic Words	2	0.65	32.50	.47	0.61	30.50	.49	
6	Diphthongs	2	0.52	26.00	.43	0.55	27.50	.44	
7	Triphthongs	2	1.23	61.50	.48	1.31	65.50	.47	
8	Stress and Intonation	2	1.31	65.50	.47	1.33	66.50	.47	0.078*
9	Tongue Twisters	2	0.15	07.50	.26	0.35	17.50	.38	
10	Voiced sounds	2	0.70	35.00	.47	0.67	33.50	.47	
11	Unvoiced sounds	2	1.90	95.00	.20	1.90	95.00	.21	
12	Interrogative Sentences	2	1.22	61.00	.49	1.20	60.00	.49	
13	Declarative sentences	2	1.96	98.00	.13	1.86	93.00	.25	
14	Imperative Sentences	2	0.42	21.00	.40	0.59	29.50	.45	
15	Exclamatory Sentences	2	0.27	13.50	.34	0.42	21.00	.41	

* $P < 0.05$

8. Discussion, conclusion and recommendations

The pronunciation matters a lot in learning English as a foreign and a second language. The correct pronunciation is considered a milestone for ESL students especially for effective communication. The standard pronunciation and correct accent provide foundations for learning the English language. The ESL students' competency is subject to the accent they have in the classroom, outside the classroom and at any other public platform. Furthermore, good pronunciation facilitates the listeners in their understanding and comprehension.

With regard to the present study, the ESL students of grade 10 were evaluated in pronunciation. According to the findings of the study, ESL students could pronounce monosyllabic, disyllabic, trisyllabic, and quadrisyllabic words easily. They articulated the phrases related to stress and intonation, tongue twisters, voiced sounds, along with the imperative and exclamatory sentences. On the other hand, they felt difficulty in pronouncing the multisyllabic words, diphthongs, triphthongs, unvoiced sounds, and interrogative and declarative sentences. These results are rather similar to the findings of the research conducted by Kim (2009).

Regarding the performance of male and female students, both the male and female students pronounced monosyllabic, and trisyllabic words easily. Their performance was also well in articulating disyllabic words, triphthongs, and stress and intonation. Likewise, both the genders articulated quadrisyllabic words and interrogative sentences effortlessly. Contrarily, their performance in articulating diphthongs, tongue twisters, and imperative and exclamatory sentences was very poor. In other words, they failed in these items according to the grading formula (see again table 2). Furthermore, the calculated t-value revealed that there was a no significant difference between their mean scores. The results of the present study are inconsistent with the previous studies (e.g. Brown, 1995; Fayer, & Krasinski, 1987).

As regards the urban and rural school students' level of articulating different sounds, they could easily articulate monosyllabic, disyllabic, and trisyllabic words as compared to the articulation of quadrisyllabic words, triphthongs and interrogative sentences. Both the urban and rural school students felt difficulty in pronouncing tongue twisters, and imperative and exclamatory sentences. No significant difference, based on the t-value, was found between the mean scores of urban and rural school students. Similarly, the mean scores of public and private school students were almost the same. Their performance was also similar to the performance of urban and rural school students.

The ESL students, based on the findings of the study, were recommended to improve their pronunciation in multisyllabic words, diphthongs, triphthongs, unvoiced sounds, and interrogative and declarative sentences. Similarly male and female students also should try to enhance their performance in pronouncing diphthongs, tongue twisters, and imperative and exclamatory sentences.

As regards the urban and rural school students, they need to pay full attention to make their pronunciation correct in tongue twisters, and imperative and exclamatory sentences whereas rural school students are required some further efforts to improve their pronunciation of multisyllabic words, diphthongs and voiced sounds as well. The students of public and private schools should make their pronunciation better in multisyllabic words, diphthongs, tongue twisters, and imperative and exclamatory sentences. Not only the ESL students but also ESL teachers should pay their meticulous efforts to enhance the pronunciation as the standard pronunciation matters a lot in learning the English language. The importance of standard accent in the English language is significant. Therefore, similar research should be conducted to evaluate the students' pronunciation of vowels and consonants, phonological rules at elementary and primary levels.

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İkinci Dil Olarak İngilizce Öğrenenlerin Telaffuzlarının Değerlendirilmesi: Pakistan Örneği

Öz

Mevcut çalışma İkinci dil olarak İngilizce öğrenen Pakistanlı ortaokul öğrencilerinin telaffuzları üzerinedir. Pakistan'ın Güney Pencap eyaletinden rastgele seçilen 440 adet 10. sınıf öğrencisi örneklemini oluşturmaktadır. Öğrencilerin telaffuzlarını değerlendirmek için bir test geliştirilmiştir. Test tek heceli, iki heceli, üç heceli, dört heceli, çok heceli kelimeleri, iki sesli ve üç sesli bileşenleri, vurguyu, tonlamayı, tekerlemeleri, ötümlü ve ötümsüz sesleri, soru, bildirim, emir ve ünlem cümlelerini içermektedir. Öğrencilerin genel performansı bilgisayar yolu ile istatistiksel analize tabi tutulmuştur. Erkek, kadın; şehirli; köylü, devlet okul öğrencisi; özel okul öğrencisi olarak katılımcıların ortalama skorları t test yoluyla kıyaslandı. Bulgulara dayanılarak, öğrencilerin tek heceli, iki heceli, üç heceli, dört heceli kelimelerde, vurgu ve tonlamada, tekerlemelerde, ötümlü seslerde, emir ve ünlem cümlelerinde başarılı oldukları görüldü. Fakat katılımcılar çok heceli kelimeleri, iki sesli ve üç sesli bileşenleri, ötümsüz sesleri, soru ve bildirim cümlelerini iyi telaffuz edemediler. Hesaplanan t değerleri ise erkek, kadın; şehirli, köylü; özel ve devlet okul öğrencileri arasında manidar bir fark olmadığını gösterdi. Öğrencilerin telaffuz performansını arttırmak için bazı önerilerde de bulunuldu.

Anahtar kelimeler: İngilizceyi ikinci dil olarak öğrenenler, telaffuz, sesler, kelimeler, sözcük öbekleri, cümleler, değerlendirme

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