

**PHONOLOGICAL DIFFERENTIATION BETWEEN PAKISTANI
ENGLISH AND BRITISH ENGLISH: ANALYSIS OF SINDHI
SPEAKERS' COGNITIVE MANAGEMENT OF RECEIVED
PRONUNCIATION**

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ABSTRACT

This study explores the phonological differences between Pakistani English and British English in terms of English words which are frequently used in newspapers, media, and education and in other institutions of Sindh province of Pakistan. The study investigates, by giving participants a list of commonly used English words, the phonological differentiation between the Sindhi speakers and native speakers of English language according to Received Pronunciation (RP). It can be said that Sindhi English is a kind of variety within the Pakistani English variety. The study examines the cognitive management to pronounce English words of Sindhi speakers (for example, they follow the RP or not) and what is the difference between Sindhi speakers of English and native speakers of English? This study also shows how first language effects on the pronunciation of second language.

Keywords: Phonology, Differentiation, Cognitive, Management, Received Pronunciation.

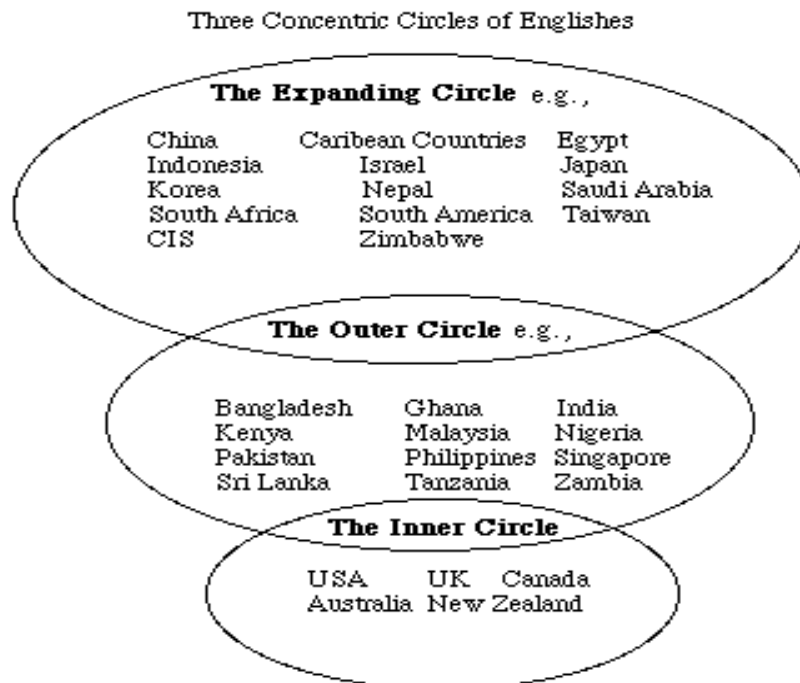
INTRODUCTION TO WORLD ENGLISHES

English has been spreading in all over the world rapidly. It is, nowadays, spoken in all over the world for different purposes. In many countries, for example, Pakistan, India and Bangladesh, though they have their own indigenous languages, English is official language their and it is used in politics, media, judiciary, educational institutions and in other institutions. The term World Englishes emerges localization or indigenization of English language in the world. The study of World Englishes shows the identification of varieties of English used in different sociolinguistic contexts in the world and analyzing the function and influence of other languages on English globally.

In 1978 A.D., the issue of World Englishes emerged in the case of appropriateness, comprehensibility and interpretability. To deal with such situation, in 1988 A.D., the conference: Teachers of English to Speakers of Other Languages (TESOL) held in Honolulu, Hawaii and the International Committee of the Study of World Englishes (ICWE) was formed (David Crystal, 2007).

Many linguists studied the World Englishes like Steven's World Map of English, McArthur's Circle of World English, Gollach's Circle Model of English and Modiano's Model of English. But the most influential model of the spread of English is Braj Kachru's model of World Englishes, in which he defines three circles of the language: The Inner Circle, the Outer Circle and the Expanding Circle. I am going to define each and every circle below:

BRAJ KACHRU'S MODEL OF CIRCLE THEORY



KACHRU'S MODELS OF CIRCLE THEORY

The Inner Circle: This circle of Kachru (2006) defines the originality and indigenization of English in the United Kingdom. In this model, English was carried to Australia, New Zealand and North America. Therefore, the inner circle represents the historical and

sociolinguistic basis of English in regions where it was started, grew and is still used as a primary language: the United Kingdom, the United States, Australia, New Zealand, Ireland, Canada and South Africa. The total number of English speakers in these regions is as high as 380 million, of which some 120 million are outside the United States (Kachru, Y, 2006).

The Outer Circle: This circle represents the spread of English into Asia by invasion of Great Britain or the English used in the countries which remained (or are directly or indirectly) colonies of British. In these countries, English is not the first language; however, it is used as an official language there in higher education, the legislature, media, judiciary and other institutions. This circle includes India, Pakistan, Bangladesh, Nigeria, Malaysia, Tanzania, Kenya, Philippines and others. The total number of speakers in these regions is 150 million to 300 million (Kachru 2006).

The Expanding Circle: This circle covers the countries where English plays no historical or governmental role, but it is used as the medium for international communication in trade or business. China, Russia, Japan, South Korea and Indonesia come in the expanding circle. The estimates of these speakers range from 100 million to one billion (Kachru 2006).

BRITISH STANDARD ENGLISH

The origin of the word 'Standard', defines Tom McArthur in *'On the origin and nature of Standard English'*, in 1138, there was a battle between English and Scots at Cowton Moor in Yorkshire. The victory of the English at Cowton was exceptional, because of their unusual rallying point a cluster of flags on a ship's mast mounted on a carriage. When Richard of Hexham later wrote about this device, he quoted verse that called in a 'standard', because it was there that valour took its stand, and the device and its name were so novel and effective that the encounter came to be called the "Battle of Standard". Due to this, the battle flag of England came to be known as the King's Standard, and this phrase in the fifteenth century spread for more peaceful matters. With this extension the noun 'standard' is used attributively as in 'standard pound, and 'standard yard'. The word 'standard' was used in different contexts like 'Standard gold' etc. later. By the early eighteenth century, the term had come to be associated with literature and language, as when Henry Fulton wrote that, 'Among the Romans, Horace is the Standard of Lyric, and Virgil

of Epic Poetry' (1709). The grammarian Joseph Priestley observed: 'The English and the Scotch, had the Kingdoms continued separate, might have been distinct languages, having two different standards of writing' (1762), Tom McArthur (1999).

Today, in British, the Standard English is called the Queen's English. What variety or dialect the queen speaks in England, it is the Standard English. However, there are other varieties of English which are spoken in Ireland, Scotland, Welsh and Yorkshire. Except the Queen's English or Standard English, other varieties of it are considered its dialects: deviant form, not used in papers or TV, sub-standard, not has written forms or the language spoken by lower class.

RECEIVED PRONUNCIATION AND ITS COGNITIVE MANAGEMENT

It is the accent of Standard English in the UK, with reference to regional accents similar to the relationship in other European languages between their standard varieties and their regional forms (McDavid, 1965). In the Oxford English Dictionary, RP is defined as "the Standard accent of English as spoken in the South of England" (Pearsall 1999).

Sociolinguistics factors have given RP particular prestige in parts of Britain (Hudson, 1981). It has, therefore, been seen as the accent of those with power, money, and influence, though it has in recent times been perceived negatively by some as associated with undeserved privilege (David Crystal, 2007). However, Peter Trudgil estimated in 1974 A.D. that 3% of people in Britain were RP Speakers (Peter Trudgil, 2000).

RP is very much concerned with the pronunciation, where as "Standard English", "the Queen's English", "Oxford English", and "BBC English" are also concerned with matters such as grammar, vocabulary and Style. The modern style of RP is an accent that is often taught to non-native speakers learning British English to be better understood by people unfamiliar with the diversity of British accents.

CHART OF PHONETIC SYMBOLS OF ENGLISH

Consonant Sounds	Examples
B	<u>B</u> AD, LA <u>B</u>
D	<u>D</u> ID, LA <u>D</u> Y
F	<u>F</u> IND, I <u>F</u>
G	<u>G</u> IVE, FLA <u>G</u>
H	<u>H</u> OW, <u>H</u> ELLO
J	<u>Y</u> ES, <u>Y</u> ELLOW
K	<u>C</u> AT, BA <u>C</u> K
L	<u>L</u> EG, <u>L</u> IT <u>L</u> E
M	<u>M</u> AN, LEM <u>O</u> N
N	<u>N</u> O, T <u>E</u> N
ɪŋ	<u>S</u> ING, F <u>I</u> NG <u>E</u> R
P	<u>P</u> ET, MA <u>P</u>
R	<u>R</u> ED, <u>T</u> R <u>Y</u>
S	<u>S</u> UN, MI <u>S</u> S
ʃ	<u>S</u> HE, CR <u>A</u> SH
T	<u>T</u> EA, GE <u>T</u> ING
tʃ	<u>C</u> HECK, <u>C</u> HUR <u>CH</u>
θ	<u>T</u> HINK, <u>B</u> OTH
ð	<u>T</u> HIS, MO <u>T</u> HER
V	<u>V</u> OICE, F <u>I</u> VE
W	<u>W</u> ET, <u>W</u> INDO <u>W</u>
Z	<u>Z</u> OO, LA <u>Z</u> Y
ʒ	PLEA <u>S</u> URE, V <u>I</u> SI <u>O</u> N
dʒ	<u>J</u> UST, LA <u>R</u> G <u>E</u>

These are the phonetic symbols of British Standard English or RP that are acceptable and used in Oxford English Dictionary. We are going to make differentiate and analyze with reference to these sounds.

Vowel Sounds & Diphthongs	Examples
ʌ	C <u>U</u> P, L <u>U</u> CK
ɑ:	<u>A</u> RM, F <u>A</u> THER
æ	C <u>A</u> T, BL <u>A</u> CK
E	M <u>E</u> T, B <u>E</u> D
ə	<u>A</u> WAY, CIN <u>E</u> M <u>A</u>
ɜ:ʳ	T <u>U</u> RN, L <u>E</u> ARN
ɪ	H <u>I</u> T, S <u>I</u> T <u>T</u> I <u>N</u> G
i:	S <u>E</u> E, H <u>E</u> A <u>T</u>
ɒ	H <u>O</u> T, R <u>O</u> CK
ɔ:	C <u>A</u> LL, F <u>O</u> UR
ʊ	P <u>U</u> T, C <u>O</u> U <u>L</u> D
u:	B <u>L</u> U <u>E</u> , F <u>O</u> U <u>D</u>
aɪ	F <u>I</u> V <u>E</u> , <u>E</u> Y <u>E</u>
aʊ	N <u>O</u> W, <u>O</u> U <u>T</u>
eɪ	S <u>A</u> Y, <u>E</u> I <u>G</u> H <u>T</u>
oʊ	G <u>O</u> , H <u>O</u> M <u>E</u>
ɔɪ	B <u>O</u> Y, J <u>O</u> I <u>N</u>
eəʳ	W <u>H</u> E <u>R</u> E, <u>A</u> I <u>R</u>
ɪəʳ	N <u>E</u> A <u>R</u> , H <u>E</u> R <u>E</u>
ʊəʳ	P <u>U</u> R <u>E</u> , T <u>O</u> U <u>R</u> I <u>S</u> T

PAKISTANI ENGLISH

As we mentioned above that in 1980s, the World Englishes have been emerged to making differentiation between indigenous languages that are spoken in British, America, New Zealand, Australia, Canada and some other parts of Europe, and Non-native varieties which were set in the outer circle by Braj Kachru. Since, Pakistani English was considered as a different variety; Braj Kachru (1986) included Pakistan in outer circle country. Kachru (1986) considers Pakistani English as an “institutionalized second language Variety (Baumgardener, 2009).

According to Kachru (1986:19) “The institutionalized second language varieties have a long history of acculturation in new cultural and geographical contexts; they have a large range of functions in the local education, administrative and legal system. The result of such uses is that such varieties have developed nativized discourse and style types and functionally determined sub-languages (registers), and are used as a linguistic vehicle for creative writing in various genres”.

Kachru and Nelson (2006:128) think that local usages, elements of Pakistani English are of justifiable interest. Baumgardner (1987) believes that English in Pakistan is nativized, institutionalized variety of English. It has the property of intelligibility to other Asian languages same as other varieties. Of course, using English in Pakistan is very much different in compare with the native speakers. The reason of affecting the English in Pakistan is that indigenous languages of Pakistan: Punjabi, Sindhi, Urdu, Balochi, Siraiki and others interact with the English. Baumgardner (1987:242) states: “to be able to read a local Pakistani English Newspaper thoroughly and with complete understanding, it is necessary that the reader be familiar with both Urdu language and Islamic culture”.

Considering the Pakistani English a legitimate variety, there are still problems that some linguists consider all the deviations from the native varieties of English as errors or sub-standard English. Those who believe that Pakistani English is an independent variety in its own, consider the modernism and deviations in Pakistani English, “a matter of pride among Pakistani speakers of English”. Furthermore, there are still some linguists and native speakers like Prator (1968) who attack Indian English and Pakistani English as the most unintelligible variety of English for the rest of the English speakers (Baumgardner, 1987).

Baumgardner (1998) conducted a study of the attitudes of Pakistanis towards Pakistani English and towards the acceptability of local lexical and grammatical innovations in Pakistani English. The study concludes that Pakistani norm is beginning to emerge.

Talaat (2002) studies ‘phenomenon of change’ and concludes that “Pakistani English is not any one stable system”. He focuses on the process of the change of English.

Mahboob (2009) has studied the cultural aspect of Pakistani English and he studies the relationship between Islam and English in Pakistani context. He concludes that Islam, being the dominant force

in the cultural tradition of Pakistan, is also reflected in the English that is spoken by Pakistanis.

Tariq Rahman (1990) writes in his book 'Pakistani English' describes the non-native variety of English. He also describes the features of Pakistani English vis-à-vis Standard English. Rahman explores morphological, syntactical and grammatical differences in his book. Tariq Rahman further says: "I believe Pakistani English, like other non-native varieties of English, also has four sub-varieties. There is, for instance, that variety which differs only in some phonological-phonetic features from RP but is otherwise identical to British Standard English. This variety is used by people who have been exposed, generally for long periods, to BSE spoken in the RP accent. Such people belong to highly educated and often very westernized families, and are either writers with international reputations or academics and highly placed administrators. This variety can be called Anglicized English, and in order to distinguish it from other varieties, we may call it Variety A.

The acrolect (Variety B), differs from BSE in the dimensions of morphology and syntax as well as lexis and semantics in addition to that of phonology. It is used by Pakistanis who have been educated in English-medium elitist schools or have had much exposure to BSE and RP later. Most people, however, write and speak the mesolect (Variety C) which differs more markedly in every way from BSE than the previous two varieties. These people are in middle and upper middle class occupations but they have generally been educated in Urdu medium schools and have not been much influenced by native varieties of English. The basilect (Variety D) is used by clerks, minor officials and typists etc. who have not had much education".

RESEARCH METHODOLOGY

A qualitative method was used in this research, because it is usually described as interpretative method. Observation and short semi-structured interviews were conducted to know the participants' cognitive management of English words with reference to the RP.

A sample population comprising 30 students, between the age of 18 to 25, belong to Sehwan Sharif was selected. All the students were male and college students from pre-engineering, pre-medical and arts departments. The first language of all of the participants was Sindhi. They had different background of English. Because, our study

was based on phonological differences between BSE and Pakistani-Sindhi English, participants were selected randomly.

The participants were briefed about the study. After convincing them they agreed to take a part in the study. A paper, consisting of the selected words, which are frequently used in newspapers, media and education, to be pronounced, was given to the participants, and they were instructed to read them aloud, so that their pronunciations could be noticed and observed easily according to received pronunciation. To make the environment appropriate and normal for the participants, the recording could not be done, because some students were hesitant while recording and they avoided it. All the data were observed and noticed their mistakes on the note paper. We are thankful to all the participants who took part in this study.

DATA ANALYSIS AND INTERPRETATIONS

We have made two columns in a table with the heading of 'correct' and 'incorrect' for analyzing the data. We are going to analyze and interpret it below.

1. Analysis of "Heart" /'hɑ:t/

Correct	Incorrect
0	30

This word was pronounced by all the participants. They pronounced as /hɜ:rt/, like /bɜ:d/, which is incorrect according to RP. Instead of open back long vowel /ɑ:/ they used mid central long vowel /ɜ:/. They could not make differentiation between the words 'heart' and 'hurt'. This word is used very much in Pakistan and in Sindh. However, the participants did not manage to pronounce this word correctly. In Sindhi it will be (هات).

2. Analysis of "When": /wen/

Correct	Incorrect
8	22

While realizing this word, 26% participants pronounced correct. Other 74% participants do not know the correct pronunciation of this word according to RP. In RP, while pronouncing this /w/ semi vowel sound, the mouth should be round. And in Sindhi, for the pronunciation of this sound, there is /و/, which is fricative sound in

Sindhi. So, the participants were not able to make differentiation between these two sounds. In their cognitive there was no difference between /v/ sound and /w/ sound.

3. Analysis of “Chaos”: /'keɪs/

Correct	Incorrect
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0	30
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We were amazed to hear all of the students pronounced this word incorrect. ‘Ch’ in this word is pronounced with the consonant /k/, and the participants started with the /tʃ/ sound which is in Sindhi /چ/. Instead of using velar stop sound /k/, all the participants uttered with the alveolar affricate sound in Sindhi /چ/ and they wrongly pronounced /چائوز/.

4. Analysis of “Television”: /'tɛlɪvɪʒn/

Correct	Incorrect
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9	21
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This word is more common everywhere. While pronouncing this word, the participants made 21 mistakes and 30% were correct. 21 participants used the sound /z/ instead of /ʒ/ sound which is post alveolar and fricative. Since, this sound does not exist in Sindhi, but Urdu speakers can pronounce it correctly because in Urdu this sound exists. In Sindhi, it is pronounced (تیلیون). In the beginning of this alveolar stop sound /t/ is pronounced /t^h/ which in Sindhi is /ٹ/ if the allophone leads a vowel sound. 9 participants were near to correct, because some of them almost managed to follow the Urdu language sound /ژ/.

5. Analysis of “Society”: /sə'saɪəti/

Correct	Incorrect
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6	24
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This word is very common in Pakistan. Almost in all provinces of Pakistan, it is pronounced different from RP, according to our observation. In this study, the participants realized this word as /susa:iti/. Instead of using /ə/ vowel and diphthong /aɪə/ glide form /a/

vowel to /ɪ/ and to another vowel /ə/. There is also an allophone /t^h/ sound but it is usually omitted by the Sindhi speakers. Moreover, instead of using a short vowel /a/, the long vowel /a:/ was used by the participants. 6 participants who manage to pronounce correctly, because when they were asked the reason of near-to-correct use of this word, they replied that they have already heard this word in English movies or English programs on TV.

6. Analysis of “School”: /sk^hu:l/

Correct	Incorrect
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1	29
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This word is the most common word spoken by almost everyone, educated or non-educated person in Pakistan. In the context of cognitive management of Sindhi speakers, the participants, except from one, made mistakes while pronouncing this word. The phoneme /s/ was observed realizing with unnecessary addition of /ɪ/ short close front vowel sound. They pronounced like /ɪsku:l/, which is, according to RP, wrong or incorrect. In Sindhi, there are some phonemes for pronouncing this word with /ص/, /س/, /ث/. But instead of these phonemes, the participants started pronouncing with /ɪ/ sound in Sindhi.

7. Analysis of “Study”: /'stʌdi/

Correct	Incorrect
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2	28
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Almost all the participants pronounced this word incorrectly, like the above one (School), they added the short close front vowel sound /ɪ/, whereas, according to RP, there is no sound in the starting of this word. 20% participants pronounced correct. 80% participants used the fricative post-alveolar /ʃ/ sound, in Sindhi it was /ɪʃtʌdi/ (اشتدي). 94% participants pronounced /ɪstʌdi/ (استدي) and put much stressed on /d/ phoneme.

8. Analysis of “Pizza”: /'pi:tsə /**Correct** **Incorrect**

0 30

This word is also very much common in use in restaurants in Pakistan. Like “Chaos”, it was also 100% pronounced incorrect. In Pakistan, many people love eating Pizza in restaurants, which is why it is frequently pronounced by men, women and children as well. By the participants, it was pronounced as /pi:za:/, and the phoneme /z/ was much stressed.

The phoneme /p/ is allophone in this word, so it is /p^h/, in Sindhi /پ/ is the sound that was required to be pronounced. There is /s/ sound instead of /z/ and sound /t/ is added after long vowel /i:/. Another thing is that, in the end of this word, there is short vowel schwa /ə/, but instead of it, the long open vowel /a:/ was used. According to RP, it is completely different. All the participants were unaware of the correct pronunciation of this word.

9. Analysis of “Vowel”: /'vaʊəl/**Correct** **Incorrect**

7 23

This word was pronounced correct by 23%, but the participants used short close back vowel /ʊ/ instead schwa vowel /ə/ in the second syllable and in the first syllable, instead of short open vowel /a/. Other 77% participants pronounced wrong. They pronounced as /va:vil/. In the first syllable, also used the long open back vowel /a:/, and in the second syllable instead of pronouncing /ʊə/ diphthong, they used phoneme /v/ and close front vowel /ɪ/. In Sindhi, it will be /واول/. According to RP, it is the incorrect pronunciation.

10. Analysis of “Wild”: /waɪld/**Correct** **Incorrect**

16 14

This word was pronounced correct 53%. The participants had knowledge about pronouncing this word. But 47% participants pronounced incorrectly according to RP. They pronounced as /wild/ and the phoneme /d/ was pronounced with much stress.

11. Analysis of “Matches”: /'mætʃɪz/**Correct** **Incorrect**

8

22

This word was pronounced correct by 26% participants, because the participants had knowledge about the pronunciation. While 74% participants pronounced /ma:tʃi:s/ in Sindhi it will be /ماچیس/. According to RP, it is totally changed pronunciation that Sindhi speakers use in their daily life situations. Another thing could be for the wrong pronunciation that is Sindhi speakers have adopted this word as a /ma:tʃi:s/. In fact it is plural form of ‘match’ and the rule is while making plural forms if a word ends with ‘ch’ the ‘es’ will be pronounced as /ɪz/.

12. Analysis of “Finished”: /'fɪnɪʃt/**Correct** **Incorrect**

0

30

Not a single participant pronounced according to RP. This is the past form of finish, and the morpheme ‘ed’ is pronounced with the phoneme /d/ with the stress instead of /t/. The simple form ‘finish’ was pronounced correct by the participants. Though it was pronounced incorrect, according to RP, but it is understood easily by the Sindhi speakers. From this observation, it was known that the participants do not have much cognition about the pronunciation with the morphemes.

13. Analysis of “Finger”: /'fɪŋgə/**Correct** **Incorrect**

0

30

According to RP, this word was also pronounced incorrect 100%. All the participants pronounced this word as /fɪŋgər/, which is believed to be wrong by the native speakers.

In Sindhi language, there is the nasal velar sound /ŋ/ as a /ڱ/. But all the Sindhi speaking participants were unaware of this and pronounced it in a wrong way. According to RP the phoneme /r/ is not pronounced after the schwa /ə/ in the end of the word or in the middle of the word. The correct pronunciation, in Sindhi, will be /فڱر/.

14. Analysis of “Boundary”: /'baʊndri/**Correct** **Incorrect**

13 17

This word was pronounced 43% correct. Other 57% participants pronounced as /**bondri**/ which is considered wrong according to RP. In Sindhi, it will be /بوندري/. The participants, who have correct cognition of this word, were asked the reason of the near to correct pronunciation and they told that they heard that word on T.V while watching cricket.

15. Analysis of “Education”: /edʒʊ'keɪʃn/**Correct** **Incorrect**

18 12

While pronouncing this word, 60% participants were correct but they made a slight mistake, because they did not pronounce close front vowel /ɪ/ before /ʃ/ sound. They pronounced as /**edʒʊ'keɪʃn**/. But other 40% participants pronounced incorrect, because they did not use the affricate post-alveolar sound /dʒ/, instead, they used /**edjʊ'keɪʃn**/, in Sindhi /ایڈیوکییشن/.

16. Analysis of “Top”: /tɒp/**Correct** **Incorrect**

22 8

This word was 73% pronounced correct by the participants. They pronounced as /**tɒp**/, but they were unaware of the allophone /t^h/, which is in Sindhi /ٹ/ (ٹاپ). Native speakers use the allophone of /t/ sound. Other 23% participants changed the vowel as /ɔ:/ (ٹوپ), in Sindhi, which is, according to RP, incorrect.

17. Analysis of “Mars”: /mɑ:z/**Correct** **Incorrect**

0 30

All the participants were unable to pronounce this word correctly. They pronounce as /**ma:rs**/, which is, according to RP, incorrect. This word is the name of a planet that is in the solar system.

And the final phoneme /s/ is pronounced /z/ by the native speakers of English.

18. Analysis of “Teachers”: /ti:tʃəz/

Correct **Incorrect**

11

19

This word was pronounced by 36% correct, but they also did not use the allophone of /t^h/ sound, and they also pronounced the phoneme /r/, which British native speakers often do not pronounce; however, Americans slightly pronounce the phoneme /r/ in the middle of the word. Other 64% participants pronounced as /ti:tʃərs/, which according to RP is wrong. Because the rule is if in the end of the word there is morpheme ‘s’ and before it there is voiced phoneme then it will be pronounced as /z/ not /s/. Moreover, they were also unaware of allophone /t^h/ too.

19. Analysis of “Ghost”: /gəʊst/

Correct **Incorrect**

0

30

This word is one of the words which are spoken more in Pakistan. But one hardly ever knows the correct pronunciation of this word in Sindh. During the analysis of this word in Sehwan, it is obvious that no one has the right cognition of this word. 100% participants pronounced this word wrong. They pronounced as /g^hɔ:st/, in Sindhi it is /گھوست/ which is wrong according to RP. These participants have used /g^h/, in Sindhi, (گھ) sound which is /g/ only. And after /g/ there is schwa /ə/ and then /ʊ/ close back vowel sound. The correct pronunciation, in Sindhi, will be (گوست). The phoneme /g/ should be pronounced /گ/, for example (گوشت).

20. Analysis of “Climb”: /klaɪm/

Correct **Incorrect**

5

25

This word was pronounced 16% correct, because the participants had some knowledge about the word ‘Climb’. This verb

is commonly used in Pakistan. 84% participants did not pronounce according to RP. They pronounced as /**klamb**/ which is not correct. The phoneme /**b**/ is silent in this word and here, in Sehwan, very few people know this word.

21. Analysis of “Science”: /'saɪəns/

Correct	Incorrect
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9	21
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This word was correctly pronounced by the 30% participants. They were aware of the correct pronunciation of this word because they heard on TV programs. Other 70% participants did not manage to pronounce according to RP. They pronounced as /**sa:ms**/ which is incorrect. Instead of short open back vowel /**a**/ they used long vowel /**a:**/ sound which is incorrect according to RP.

22. Analysis of “Beginning”:/bɪ'gɪnɪŋ/

Correct	Incorrect
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3	27
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This word was pronounced correct by 10% participants. Other 90% participants pronounced this incorrect according to RP. They pronounced as /**big+nng**/, in Sindhi (بگ + ننگ). There was a short pause while pronouncing this word which is why we used ‘+’ sign. And in the end the ‘ing’ is pronounced with the sound /ŋ/ sound which in Sindhi there is /ڱ/ that does not exist in any other language in Pakistan. In Sindhi, the right pronunciation will be /بگننگ/. There is stress on the phoneme /**g**/ but no student put the stress.

23. Analysis of “The English Teacher”: /ði 'ɪŋɡlɪʃ 'tɪ:tʃə/

Correct	Incorrect
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0	30
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These all words were pronounced wrong according to RP. The main purpose was to know the correct pronunciation of the definite article ‘The’ as used in weak forms. All the participants were unaware of the usage of its weak form. According to RP, in weak forms ‘the’ before the vowel sound is pronounced /**ði**/ and ‘the’ before the consonant is pronounced /**ðə**/. But no one was familiar of this thing.

While pronouncing the word ‘English’ they made the same mistake. They pronounced as /**mglij**/, in Sindhi /انگلس/. In Sindhi, the correct will be /انگلس/. In the word ‘teacher’, native speakers use the allophone /**t^h**/ instead of /**t**/ and the phoneme /**r**/ is not pronounced. In Sindhi, the correct pronunciation will be /نيچ/.

24. Analysis of “Won”: /wʌn/

Correct	Incorrect
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8

22

This word was pronounced correct by 26% participants. This word is the past form of ‘win’. Other 74% participants did not pronounce correct. They pronounced as /wɔ:n/, in Sindhi /وون/. They were unaware of pronouncing the semi vowel sound /w/, too. Because while pronouncing the mouth should be round. And there is no sound in Sindhi language like /w/ sound. In spite of that, Sindhi language speakers use /و/ which is incorrect according to RP.

25. Analysis of “Hour”: /'aʊə/

Correct	Incorrect
----------------	------------------

12

18

40% participants pronounced this word correct, because they knew that ‘h’ is silent. Other 60% participants did not know that thing. They pronounce /haʊə/ which is wrong according to RP. The phoneme /r/ is sometimes pronounced by the native speakers of English.

26. Analysis of “Photographer”: /fə'tɒgrəfə/

Correct	Incorrect
----------------	------------------

1

29

Only one participant pronounced this word correct. Other participants did not pronounce correctly. They pronounced as /fotogra:fə/, in Sindhi (فوتوگرافر) which is wrong according to RP.

While pronouncing the word ‘English’ they made the same mistake. They pronounced as /**mgliʃ**/, in Sindhi /انگلس/. In Sindhi, the correct will be /انگلس/. In the word ‘teacher’, native speakers use the allophone /t^h/ instead of /t/ and the phoneme /r/ is not pronounced. In Sindhi, the correct pronunciation will be /نيچ/.

24. Analysis of “Won”: /wʌn/

Correct	Incorrect
----------------	------------------

8

22

This word was pronounced correct by 26% participants. This word is the past form of ‘win’. Other 74% participants did not pronounce correct. They pronounced as /wɔ:n/, in Sindhi /وون/. They were unaware of pronouncing the semi vowel sound /w/, too. Because while pronouncing the mouth should be round. And there is no sound in Sindhi language like /w/ sound. In spite of that, Sindhi language speakers use /و/ which is incorrect according to RP.

25. Analysis of “Hour”: /'aʊə/

Correct	Incorrect
----------------	------------------

12

18

40% participants pronounced this word correct, because they knew that ‘h’ is silent. Other 60% participants did not know that thing. They pronounce /haʊə/ which is wrong according to RP. The phoneme /r/ is sometimes pronounced by the native speakers of English.

26. Analysis of “Photographer”: /fə'tɒgrəfə/

Correct	Incorrect
----------------	------------------

1

29

Only one participant pronounced this word correct. Other participants did not pronounce correctly. They pronounced as /fotogra:fə/, in Sindhi (فوتوگرافر) which is wrong according to RP.

27. Analysis of “License”: /'laɪns/

Correct	Incorrect
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12	18
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This word was pronounced correct by 40% participants. 60% participants pronounced wrong according to RP. They pronounce as /**laɪsens**/, some of them pronounced /**laɪsɪns**/ . There was no need of adding short vowel /e/ and /ʌ/. And they put stress on the second syllable, whereas the stress should have been put on the first syllable. We have generally observed that many (uneducated or those who live in rural areas) Typical or uneducated Sindhi language speakers have adopted this word and they use in their own style. For example, this word is pronounced in Sindhi as /لیسنٹ/ which is not an English word.

28. Analysis of “Riot”: /'raɪət/

Correct	Incorrect
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10	20
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This word was pronounced correct by 33% participants. Other 77% participants changed the whole pronunciation. They pronounced /**raɪ:t**/, in Sindhi it will be /رآت/ which is incorrect according to RP. Those, who incorrectly pronounced, explained that they have never heard this word. It means that this word was not in cognition of the participants.

29. Analysis of “Theory”: /'θɜəri/

Correct	Incorrect
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13	17
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This word is commonly used in Pakistan, especially, in the discussions and educational institutions. 43% participants pronounced this word correctly. 57% participants did not manage to pronounce correct according to RP. They pronounced as /**θju:ri**/, in Sindhi this is /ٹیوری/ which is not pronounced according to RP.

30. Analysis of “Pronunciation”: /prəˌnʌnsɪˈeɪʃn/**Correct** **Incorrect**

0

30

We were amazed while analyzing this word which was pronounced wrong 100% according to RP, but widely understandable in Pakistan. They pronounced as /**pronaunsɪʃn**/, in Sindhi it will be /پروناؤنسیئیشن/ which is incorrect according to RP. They explained that they learned this pronunciation from their teachers and they have been hearing in this way.

DISCUSSION & CONCLUSION

According to data analysis and observation, this is clear that the majority of Sindhi students do not have the cognition of the correct pronunciation according to RP. They are not aware of the allophones and vowel sounds. In this study, the participants were unaware of using stress and intonation which play the main role in conversations. This is all because they are not exposed directly to the pronunciation of native speakers and they always try to pronounce the English words according to their spells. There are so many English words that are pronounced wrong by the Sindhi speakers, Sindhi speakers have adopted many words in Sindhi language and they pronounce them the way they speak Sindhi.

Phonological aspect of Pakistani English is different from native speakers and the study shows that in the Pakistani variety; there is another variety which is Sindhi English. This English is valid in Sindh and Pakistan, because they speak and they can easily understand it. But native speakers of English can hardly understand and sometimes they criticize that this is not intelligible for them (native speakers of English). However, Pakistani English is intelligible with other Asian varieties of English, for example, Indian English, Srilankan English, Bangladesian English, Nigerian English and others.

The main reason for wrong pronunciation is that the first language interacts while speaking or interacting in second language. In fact, the speakers of second language follow the rule of producing sounds of their first language and what sounds are in their language they use them in the second language. If there is no sound in any first language, it will be hard for pronouncing that sound. For example, in

Sindhi there is a sound /ŋ/, in Sindhi /ڱ/. That is why; Sindhi speakers can pronounce it easily rather than Punjabi, Urdu, Baloachi and other first language speakers.

The study was limited with only 30 participants and sample was limited too. There is need to enhance this study on the province level with more participants and more data are needed for analysis and observation. Because of the limitations of this study, the result of this study may not be generalizable.

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