INVESTIGATING PHONOLOGICAL (SOUND) AWARENESS OF HIGH SCHOOL LEARNERS IN ENGLISH READING

Dr.Sanaullah Ansari
Nisar Ahmed Jatoi
Arfana Shah

ABSTRACT

This paper investigates high school students' information and knowledge regarding phonological sounds through English words (sound), which are used in newspapers, media, text books and education in Sindh. The study focused on the phonological differentiation between the Sindhi speakers and native speakers according to Received Pronunciation (RP). The findings of the study suggested that Sindhi English is a kind of variety within the Pakistani English variety. It was also identified that Sindhi speakers pronounce English words in a completely different ways, as compared to native speakers of English and first language has a great influence on the pronunciation of second language.

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Keywords: Phonological Awareness, H. School Learners, English Reading.

INTRODUCTION

Phonological awareness is a necessary part of teaching and more importantly for L2 learners. It is an oral and aural skill; it is the sensitivity to spoken sounds or sound structure of a language. The awareness and importance of phonology (sound) in reading is essential in this decade. The educated people and teachers often talk about the understanding of the phonemes. The different publishers of reading materials are giving coverage to it. It has much important role thoroughly in reading and development, it can be taught through different methods. The analysis and study shows the nature of phonological awareness and its importance in the development of reading.

The importance of phonological awareness may best be understood from the fact that the smallest unit of sound (phoneme) in language shows difference in a word's meaning. For instance, the

word *hat* has three phonemes, /h/ - /a/ - /t/. Phonemes are represented by letters in print. Phonological awareness shows the ability to notice, to think about it, or control the single sound in words. Research in reading shows that reading development and reading instruction strongly depend on phonological awareness of written words (Beck & Juel, 1995).

The awareness of phonology is important in reading for students to understand the alphabetic principles. At the beginning level students can't understand how the words from the oral language are represented in print. It is only when students understand that words have sound segments at phoneme level, it cannot take any alphabetic script advantage (Liberman, Shankweiler & Liberman, 1989). When the students understand words in beginning reading to make sense they can understand the way the letters in the written equivalent sounds. According to research analysis, phonemic awareness has basic effect on reading growth to students phonetically translate words in text. Research shows some students achieve these skills which is a difficult step to effective reading. Many research studies expose possible growth in phonological awareness by accurate instruction (Bradley & Bryant, 1985).

AIM OF THE STUDY

This study aims to investigate phonological awareness of English and differences to the speakers of second language learners, according to RP, with reference to Pakistani English. The purpose of the study is to analyze the reasons and facts about phonological awareness in reading English. What are the problems faced by the speakers of other language during English reading at school level in Sindh.

LITERATURE REVIEW

Received Pronunciation: 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

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accent of those with power, money, and influence, though it has in recent times been perceived negatively by some as associated with undeserved privilege (Crystal, 2007). However, Trudgil (2000) estimated in 1974 that 3% of people in Britain were RP Speakers. 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 (Adams, 1994) Moreover, a number of studies such as Adams (1994) suggest that understanding of the sound structure of language, which is formed by words, syllables, rhymes, and sounds (phonemes) is essential. This knowledge initially develops in oral language and a student knows how to name letter or their corresponding sounds (phonemes). The following skills have been considered of great importance in several studies:

Phonological Skills

Detecting:	The word "top" have a /t/ sound. top? sit? fun? little?
Matching:	The word begins with the same sound as red? fun, tip, or farm?
Blending:	What word do these sounds make: /s/ + /u/ + /n/?
Segmenting:	Does this word sound by sound: sun.
Deleting:	Say "pit" without saying /p/.
Manipulating:	To move the /p/ in "first" at the end of the word.
Rhyming:	Following words rhyme: pat/fat, cat/sat/, sit/pit, sik/pik.
Counting:	To count the sounds. How many sounds you hear the single word "dish".

Phonemic (Sound) Awareness

Some students in different classes may have the awareness of words which start with the same sound, even though the students cannot know which letter start/goes with that/what sound. It is the most difficult level to segmenting and blending individual sound within words of phonological awareness and has a strong interaction to learning to read (Adams et al., Snow *et.al.,*) It is important to note when asking students to isolate, segment or blend sounds.

- Consonant sounds are easier than consonant sounds.

- Single-consonant sounds are easier than the sound which clusters of blends (e.g., *pin* is easier than *spin*).
- Certain consonant sounds (for instance., f,v,s,z,th,sh,m,n,r,l,w) are much easier than others (for instance: p,b,t,d,k,g,ch,j). In the starting, it is possible that some students may segment at the onset/rime boundary (for instance, c-an) rather than sound by sound. It is normal in the development of phonological awareness. The students may need such more practice to hear and reproduce single sounds in a word.

Phonemic Awareness Skills (Examples)
- Bending: I am trying to the word …. Mmmmm …. Oooo ….. pp.
- Segmentation (isolation of first sound): The first sound in cop is …. /k/
- Segmentation (last sound isolation): The last sound in cop is … /p/
- Segmentation (complete): The sounds (all) you hear in word cop /k/ /o/ /p/

Types of Phonemes (Sounds)
The students are taught sounds of letters and words. In English most of the sounds are grouped either continuous or stop sounds, either voiced or unvoiced sounds. This is very helpful to students in reading skills.

Examples of Phonemes
The word "bun" has three phonemes: /b/ /u/ /n/. The different linguistic units are shown in below table from largest (sentence) to smallest (phoneme):

Sentence	There is a bun of bread.
Word	Bun
Syllable	Bun, bun-bread,bun-ny.
Onset-Rime	b-un, b-unny, b-unny
Phoneme	b-u-n

The word "foot" has also three phonemes: /f/ /oo/ /t/.

Continuous Sounds
- There are some "stretch-able" sounds.
- The words can be controlled out or stretched without misrepresentation.
- The words with easiest sounds for students to make and combine.

Close Sounds
- There are some "quick" sounds.
- The words cannot be controlled out or stretched without distortion.
- The words with voice stop sounds are most difficult or impossible to make in isolation.
- There also should be avoid adding "uh" or "schwa" sound after.

Assessment

The class teacher should know the better understanding of students' phonological skills and awareness knowledge. Hence teacher can plan to address the needs of learners. Some students are known and aware of how words can be divided into syllables, how to understand and make words rhyme, and how to pick single sound (phonemes) in words.

The assessment of phonological awareness demands to focus on the students' capability to show the parts of words with the below practice.
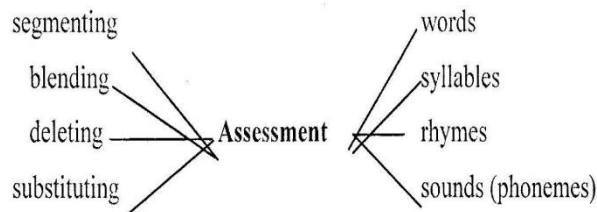
Rhymes awareness

Although many students understanding of how to recognize and/or initiate rhymes. Being to rhyme orally it is required that the capability to understand the approach to:
- Segment   m – an (to understand where to segment in the word).
- Delete   - an (to understand that you are to take one sound away).
- Substitute   c-an (to understand how to add a new sound at the starting).
- Blend   can (to know how to combine the segments to each other).

It is mentioned above, that the segmenting, deleting, substituting, and blending are the fundamental factors of phonological awareness. Some students don't understand what a rhyme is. To

understand the concept of rhyming, students are required to know which part of the word is important for rhyming. Even students can rhyme fluently, but they may not be able properly to segment intentionally at the onset/rime boundary (for instance, b-at) until the students are given any specific instruction and modelling (Pinnell and Fountas, 78-80).

RESEARCH METHODOLOGY

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

DATA COLLECTION PROCEDURE

　　　A sample comprising 30 students, aged between 10 to 15, from "The City School, Lakhra" was selected. There were male and female students of High School level. All the students' first language was Sindhi. They had different background of English. The 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 words to be pronounced, was given each students, and they were instructed to read them aloud, so that their pronunciations could be noticed and observed easily. To make the environment appropriate and comfortable 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. Finally face to face interview was taken to measure more actual reading skills through pronunciation. The data have been analyzed according to the RP phonetic symbols; therefore, the chart has been given.

CHART OF PHONETIC SYMBOLS OF ENGLISH

Consonant Sounds	Examples
B	BAD, LAB
D	DID, LADY
F	FIND, IF
G	GIVE, FLAG
H	HOW, HELLO

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J	YES, YELLOW
K	CAT, BACK
L	LEG, LITTLE
M	MAN, LEMON
N	NO, TEN
ŋ	SING, FINGER
P	PET, MAP
R	RED, TRY
S	SUN, MISS
ʃ	SHE, CRASH
T	TEA, GETTING
tʃ	CHECK, CHURCH
Θ	THINK, BOTH
Ð	THIS, MOTHER
V	VOICE, FIVE
W	WET, WINDOW
Z	ZOO, LAZY
ʒ	PLEASURE, VISION
dʒ	JUST, LARGE

These are the phonetic symbols of British Standard English or RP that are acceptable and used in Oxford English Dictionary. It has been differentiated and analysed with reference to these sounds.

Vowel Sounds & Diphthongs	Examples
ʌ	CUP, LUCK
ɑː	ARM, FATHER
Æ	CAT, BLACK
E	MET, BED
ə	AWAY, CINEMA
ɜːʳ	TURN, LEARN
ɪ	HIT, SITTING
iː	SEE, HEAT
ɒ	HOT, ROCK
ɔː	CALL, FOUR
ʊ	PUT, COULD
uː	BLUE, FOOD
aɪ	FIVE, EYE

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aʊ	NOW, OUT
eɪ	SAY, EIGHT
oʊ	GO, HOME
ɔɪ	BOY, JOIN
eəʳ	WHERE, AIR
ɪəʳ	NEAR, HERE
ʊəʳ	PURE, TOURIST

DATA ANALYSIS AND INTERPRETATIONS

The two columns in a table with the heading of 'correct' and 'incorrect' were made for analysing the data. The speakers of other language are given a page to read the paragraph (words) to *measure their reading skills in respect to content of* phonological awareness. The data is analysed and observed as under.

Analysis of "Heart" /ˈhɑːt/

Correct   Incorrect

  0   30

This word was pronounced by all the participants. They pronounced as /hɜːrt/, like /bɜːd/, which is incorrect according to RP. Instead of open back long vowel /a:/ they used mid central long vowel /ɜː/. They could not make differentiation between the words 'heart' and 'hurt'. This word is used very much in Pakistan and in Sindh. But the participants were still unaware of its correct pronunciation.

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.

Analysis of "Chaos": /ˈkeɪɒs/

Correct   Incorrect

  0   30

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All of the students pronounced this word incorrect. The word 'Ch' is pronounced with the consonant /k/, and the participants started with the / ʧ/ sound which is in Sindhi /چ/, instead of using velar stop sound /k/.

Analysis of "Television": /ˈthelɪˌvɪʒn̩/

Correct　Incorrect

　9　　　21

This word is more common in everywhere. While pronouncing this word, the participants made 21 mistakes and 30% were correct. 21 participants used the sound /ز/ instead of /ʒ/ sound which is post alveolar and fricative. In the beginning of this alveolar stop sound /t/ is pronounced /th/ which in Sindhi is /ٿ/ if the allophone leads a vowel sound. 9 participants were near to correct, because almost followed the Urdu language sound /ژ/.

Analysis of "Society": /səˈsaɪəti/

Correct　Incorrect

　6　　　24

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 /th/ 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 were near to correct, 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 movies.

Analysis of "School": /skhuːl/

Correct　Incorrect

　1　　　29

All the participants, except one, made mistakes while pronouncing this word. The phoneme /s/ was observed realizing with /ɪ/ short close front vowel sound. They pronounced like /ɪsku:l/, which is, according to RP, wrong or incorrect. But instead of these phonemes, the participants started pronouncing with /ˈ/ sound.

Analysis of "Study": /ˈstʌdi/

Correct　Incorrect

　2　　　28

Almost all the participants pronounced this word incorrectly, like the above one (School), they used 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.

Analysis of "Pizza": /ˈpiːtsə /

Correct   Incorrect
   0   30

The phoneme /p/ is allophone in this word, so it is /ph/, in Sindhi /ق/ is the sound that was required to be pronounced. 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.

Analysis of "Vowel": /ˈvaʊəl/

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:vɪl/. 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 /لواو/. According to RP, it is the incorrect pronunciation.

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 /wɪld/ and the phoneme /d/ was pronounced with much stress.

Analysis of "Matches": /ˈmætʃɪz/

Correct   Incorrect
8   22

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This word was pronounced correct by 26% participants, because the participants had knowledge about the pronunciation. While 74% participants pronounced /maːtʃiːs/ in Sindhi it will be /سييچامر/. Another thing could be for the wrong pronunciation that is Sindhi speakers (speakers of other language) have adopted this word as a /maːtʃiːs/. 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/.

Analysis of "Finished": /ˈfɪnɪʃt/

Correct   Incorrect
0   30

No of the participants pronounced according to RP. This is the past form of finish, and the morpheme 'ed' is usually pronounced with the phoneme /d/ with the stress. 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 speakers of other language.

Analysis of "Finger": /ˈfɪŋgə/

Correct   Incorrect
0   30

According to RP, this word was also pronounced incorrect 100%. All the participants pronounced this word as /fingər/, 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 other language speaker 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.

Analysis of "Boundary": /ˈbaʊndri/

Correct   Incorrect
13   17

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

Analysis of "Education": /edʒʊˈkeɪʃṇ/

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/. They pronounced as / edʒʊˈkeʃn̩/. But other 40% participants pronounced incorrect, because they did not use the affricate post-alveolar sound /dʒ/, instead, they used / edjʊˈkeʃn̩/.

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 /th/, which is in Sindhi /ٿ/ (پاٿ). Native speakers use the allophone of /t/ sound. Other 23% participants changed the vowel as /ɔː/ (پوٽ), in Sindhi, which is, according to RP, incorrect.

Analysis of "Mars": /mɑːz/

Correct   Incorrect
0   30

All the participants were unable to pronounce this word correctly. They pronounce as /maːrs/, 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.

Analysis of "Teachers": /tiːtʃəz/

Correct   Incorrect
11   19

This word was pronounced by 36% correct, but they also did not use the allophone of /th/ 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 /tiːtʃərs/, 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 /th/ too.

Analysis of "Ghost": /gəʊst/

Correct   Incorrect
0   30

All the participants pronounced this word wrong. They pronounced as /ghɔːst/, in Sindhi it is /ﮐﮪﻮﺴﺗ/ which is wrong

according to RP. These participants have used /gh/, in Sindhi, (ھھگ) 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 (تسوگ). The phoneme /g/ should be pronounced /گ/, for example (تشوگ).

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 /klaɪmb/ which is not correct. The phoneme /b/ is silent in this word and here, in Lakhra, very few people know this.

Analysis of "Science": /ˈsaɪəns/

Correct   Incorrect
9   21

This word was correctly pronounced by the 30% participants. They were aware of the correct pronunciation of this word because they heard on TV. Other 70% participants pronounced wrong according to RP. They pronounced as /saːɪns/ which is incorrect. Instead of short open back vowel /a/ they used long vowel /aː/ sound which is incorrect according to RP.

Analysis of "Beginning":/bɪˈgɪnɪŋ/

Correct   Incorrect
3   27

This word was pronounced correct by 10% participants. Other 90% participants pronounced this incorrect according to RP. They pronounced as /bɪg+nɪng/, in Sindhi (گب + گنن). There was a short pause while pronouncing this word which is why I 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 /نِگَبِنڱ/. There is stress on the phoneme /g/ but no student put the stress.

Analysis of "The English Teacher": /ði ˈɪŋglɪʃ ˈthiːtʃə/

Correct   Incorrect
0   30

'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 /ɪŋglɪʃ/, in Sindhi /شلگنا/. In Sindhi, the correct will be /شلگّنا/. In the word 'teacher', native speakers use the allophone /th/ instead of /t/ and the phoneme /r/ is not pronounced. In Sindhi, the correct pronunciation will be / چِرْني/.

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 /wɔːn/, in Sindhi /نوو/. They 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, speakers of other language use /و/ which is incorrect according to RP.

Analysis of "Hour": /ˈaʊə/

Correct   Incorrect

  12   18

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

Analysis of "Photographer": /fəˈtɒgrəfə/

Correct   Incorrect

  1   29

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

Analysis of "License": /ˈlaɪsns/

Correct   Incorrect

  12   18

This word was pronounced correct by 40% participants. 60% participants pronounced wrong according to RP. They pronounce as /laɪsens/, some of them pronounced /laɪsʌns/. 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.

Analysis of "Riot":/ˈraɪət/

Correct　Incorrect

　10　　　20

This word was pronounced correct by 33% participants. Other 77% participants changed the whole pronunciation. They pronounced /rɪa:t/, in Sindhi it will be /رِيآٺ/ which is incorrect according to RP. Those, who incorrectly pronounced, explained that they have never heard this word.

Analysis of "Theory": /ˈθɪəri/

Correct　Incorrect

　13　　　17

This word is commonly used in Pakistan, especially, in the discussions and educational institutions. 43% participants pronounced this word correctly. 57% participants pronounced wrong. They pronounced as /θju:ri/, in Sindhi this is /يرويٺ/ which is wrong according to RP.

Analysis of "Pronunciation": /prəˌnʌnsɪˈeɪʃn̩/

Correct　Incorrect

　0　　　30

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

The data is given to you for to check the reading skills regarding phonemes awareness. You (participants) are requested to pronounce this paragraph / word list loudly.

No.	English Word	No.	English Word
1	Heart	16	Top
2	When	17	Mars
3	Chaos	18	Teachers

4	Television	19	Ghost
5	Society	20	Climb
6	School	21	Science
7	Study	22	Beginning
8	Pizza	23	The English teacher
9	Vowel	24	Won
10	Wild	25	Hour
11	Matches	26	Photographer
12	Finished	27	License
13	Finger	28	Riot
14	Boundary	29	Theory
15	Education	30	Pronunciation

DISCUSSION & CONCLUSION

According to data analysis and observation, it is clear that the majority of speakers of other language (Sindhi students) do not know the correct pronunciation according to RP. They are not aware of the allophones and vowel sounds. In this study the participants (speakers of other language) 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 second language speakers.

Phonological aspect of second language learners is different from native speakers and the study shows that in the Pakistani variety; there is another variety which is Sindhi English. However, in Pakistani (speakers of other language) English is intelligible with other Asian varieties of English, for example, Indian English, Srilankan English, Bangladeshian 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 as compared to Punjabi, Urdu, Baloachi and other first language speakers.

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