

On Pakistani ESL Learners' Pronunciation Practices of Derivational Affixes

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Abstract: *This study endeavors to explore the errors committed by Pakistani ESL learners in the pronunciation of derivational suffixes at intermediate level. It explores the factors behind these errors while pronouncing the words and how these errors can be rectified is the end of the research. To judge the errors of the Pakistani learners, sample has been taken from three different regions having different L1. Fifteen informants of grade-11 from public sector with three different L1 have been judged by assigning them the task of pronouncing of a word list consisted of words ending at ten different derivational suffixes. Then, the informants' pronunciations have been recorded, compared and judged according to the true parameters of R.P (Received Pronunciation). Computational-cum-descriptive statistics techniques have been employed for presenting, analyzing and interpreting the data. Results reveal that the Pakistani learners of English do not take special care of learning correct pronunciation. After finding the facts and reasons of the errors committed by the students with three different L1, some suitable remedial measures to avoid such errors have been suggested.*

Keywords: *Pronunciation, Derivational Suffixes, Pakistani ESL Learners, Intermediate Level, Remedial Measures*

1. Introduction

Speakers with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such speakers may avoid speaking English, and experience social isolation, employment difficulties and limited opportunities for further studies. We judge people by the way they speak and such speakers with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire. In Pakistan, English is taught as a compulsory subject, however, the spoken aspect of the language is ignored. Teaching speaking has two aspects, 'what to say' and 'how to say'. The first concerns with conversation and the second has got to do with

pronunciation. Our syllabuses of English as well as teachers do not help students to get sufficient knowledge about pronunciation.

Derivational affixes are affixes that are connected with lexical meaning such as (-ment, -able) in producing other parts of speech. Derivational suffixes affect the root word in a significant manner and change the meaning and even pronunciation of the root word. There are certain derivational suffixes like -ette in cassette, ---ese in Chinese and many others which cause a shift in the stress and thus bring about ultimate change in pronunciation while inflectional suffixes never bring a shift in stress and hence do not cause a change in pronunciation.

There are two types of affixation – derivational and inflectional. Inflection is a change made in the form of a word to express its relation to other words in the sentence. Derivation, on the other hand, is the process by which new words are formed from existing words. Inflectional morphemes, which are always suffixes in English, simply add a grammatical element to a word without changing its basic part of speech. As English's eight inflectional morphemes (such as -ed, -ing, and -s) convey no semantic meaning and thus cannot aid students in acquiring new vocabulary. When a derivational morpheme is added to a word, it results in either a different part of speech or the same part of speech with a different lexical meaning (Anshen & Aronoff, (1988). For example, -ment, as in the word *achievement* (*achieve* + *ment*), makes a noun from a verb, changing both the part of speech and the meaning. Unlike inflectional morphemes, which can only be suffixes, derivational morphemes can be either prefixes or suffixes.

1.2 Problem Statement

The above discussion leads to the major focus of this research i.e., the Pakistani learners at intermediate level face great difficulty in pronunciation of derivational affixes which automatically affect listening, speaking, reading and writing in English. This is because that their ears are not properly tuned to listening to Standard English. They commit mistakes while speaking. Students face these problems due to errors of phonology and errors of morphophonemic. Other aspects to be investigated are the role of gender and the pull of L1 as it will be determined that which factor is more responsible for incorrect pronunciation of derivational affixes designing the following questions to be answered.

1.3 Research Questions

1. What kinds of errors do Pakistani ESL learners commit in pronunciation of derivational affixes at intermediate level?
2. Whether the errors committed by Pakistani ESL learners are influenced by the pull of L1 or fossilization?

1.4 Delimitation of the Study

The study will be delimited to only one aspect of pronunciation i.e., derivational affixes and to only fifteen female students of grade-11 from public sector belonging to 3 different regional languages as L1 among Pakistani ESL learners at intermediate level.

1.5 Significance of the Study

The study of errors in pronunciation of derivational words will be helpful and important for pedagogic purpose. This study will provide feedback to students and teachers who don't know the rules or specific pattern of stress shifting working behind it. It will also provide feedback to students, teachers and curriculum developers to focus on this area of pronunciation teaching and learning. The study will give future researchers the opportunity to gain knowledge in the problems and practices of pronouncing the derivational affixed words.

2. Literature Review

This section deals with survey and review of the related literature regarding derivational affixed word and the importance of pronunciation of derived words and learning the phonology of L2, with special focus on suffixation and how it changes the pronunciation of not only the suffixes but also of the base form of the words. It provides a theoretical framework of the previous studies of the relevant literature. It gives the background information and review of the relevant research and studies which shows that students at this level are indifferent to the importance of pronunciation. They consider English pronunciation as separate entity in English language that is why they think that learning pronunciation is an additional aspect of English language because no method exists in our education system for the assessment of pronunciation of the students.

The first goal of L2 learners is basic communication, and that cannot happen if no one can understand what they are saying. Pronunciation of English language is not simple one rather it is highly technical as there is inconsistency and incongruity between spellings and pronouncing the words. To pronounce English words accurately is odd enough and pronunciation in English is more careless as compared to all languages in Europe or even across the globe. The researches' conducted in the past on the learners' pronunciation of words of English having several syllables inclusive of derivatives emphasize the influence of phonology of L1 on the phonology of L2. Carlisle (1988) emphasized that morphological construction of words plays a valuable contribution for the learners to read fast and accurately. Moreover, the students having reading debilities face substantially difficult situation to read morphologically complicated words as compared to morphologically easier words.

According to Anani's (1989) good viewpoint, one could find commonalities with syllable composition that exist between English and Jordanian Arabic which the speakers have as their L1 and the mistakes that the learners who have Jordanian Arabic as L1 make in the placement of stress at the proper syllables are on account of these kind of commonalities with syllable

composition. Maris (1989) disagrees to Anani's viewpoint in this regard as being of the view that in learning English phonology, the Spanish learners' errors of stress assignment are due to differences and dissimilarities in syllable structure that exist between English and Spanish multisyllabic words.

Fokes & Bond (1989) have totally different opinion about it as they have elucidated that Chinese and Hausa are syllable-timed languages and English is stress timed language. They have evaluated that pronunciation errors of Chinese and Hausa are because of citing negative effects and influence of L1 prosody (Chinese and Hausa) which are syllable-timed on English which is stressed timed and has multisyllabic derivatives. Baptista (1989) has also reached the same viewpoint when Portuguese learners commit errors of pronunciation in multisyllabic words of English as they are more prone to applying their L1 stress rules to the target language English. However, she segregated derivatives from the words with several syllables in her test sample.

According to Anshen & Aronoff (1988), morphemes are stronger enough as compared to syllables and syllabic groupings of alphabets as far as making of stronger lexical access codes is concerned. Syllables are combination of different stress patterns, so in the mind of the native speaker, words are grouped in two ways: morphologically related words and semantically related words. In the acquisition of the second language, according to Feldman & Soltano (1999), it is also likely that native speakers' lexicons might be associated morphologically as well as semantically during lexical acquisition in the learners' various segments of speech. So, it is rational to suppose that there is possibility of ESL students who have acquaintance with English morphology using their awareness related to meaning association while pronouncing derivatives.

Studies on the phonological problems of derivatives are not morphophonemic but they have focused on segments, prosody and syllable structures when the students having debilities in reading face difficulties and problems with the phonological aspects of reading, (Cutler, Hawkins & Gilligan, 1985). We may have suspicion that they face problem particularly in reading derived words whose base form phonologically gets vague by such phonological changes. Students may not feel as much difficulty in pronouncing such words as they face in pronouncing those words whose base forms get obscured with the addition of suffixes.

According to Carlisle, Stone & Katz (2001), a student's comprehension of various levels pertaining to systems of sound of the target language includes acquisition of systems of sound of L2 and this comprehension of various levels associated with the systems of sound in terms of inflection as well as derivatives is morphophonemic. So, the students' morphophonemic comprehension of derivatives of English language must be analyzed.

3. Research Methodology

The present study has been quantitative, empirical, and experimental in nature because it is based on an analysis of recorded data from the informants in order to analyze and explain Pakistani

learners’ errors in the pronunciation of derivational affixes at intermediate level and to suggest some remedies. Data is in the form of a word list that carries 30 words. It deals with ten different English derivational suffixes. Each suffix has three words as instances. The most commonly used words consisting of derivational suffixes have been sorted from English text book of Intermediate. Researchers have chosen the following list of derivational affixes which are commonly used in the book of English at intermediate level:

1. (-acy) as in democracy
2. (- tial) as in essential
3. (- cious) as in delicious
4. (- ant) as in militant
5. (- stion) as in question
6. (-cian) as in magician
7. (-ative) as in adversative
8. (-age) as in percentage
9. (-ity) as in activity
10. (-ment) as in agreement

All the sampled respondents were personally visited. They were directed to read the word list and their utterances were recorded. Data has been collected from fifteen participants. All of them are of intermediate level grade-11 from public sector. They are divided into 3 major categories according to their mother tongue. So, there are five speakers from Punjabi, Urdu and Saraiki languages respectively.

Software, Wave pad has been used for recording. Then, participants were given a word list to utter. When they uttered all the words, these recordings were saved in the format of wave files. Then these files were properly organized according to the categories allotted to them. Native speaker’s utterances for the same words in the word list are recorded from The Oxford Advanced Learners’ Talking Dictionary in order to make comparison with the native and non-native utterances of derivational affixes.

4. Discussion and Results

4.1 Analysis of Pronunciation of Suffixes

4.1.1 Analysis of Pronunciation of suffix –acy

Table-1:

Word	PSM1	PSM2	PSM3	PSM4	PSM5
Democracy	/deməːkresi/	/deməːkre/	/dɪmɒkreɪs/	/deməːkreɪsi/	/dɪmɒkreɪsi/
Aristocracy	/əˈrɪstəːkreɪsi/	/əˈrɪstəːkreɪ/	/əˈrɪstəːkreɪ/	/əˈraɪstəːkreɪsi/	/əˈrɪstəːkreɪs/

Conspiracy	/kɒnspraɪəsi /	/kɒnspraɪəs /	/kɒnspraɪɪ /	/kɒnspraɪəsi /	/kɒnspraɪəsi /
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Analysis of pronunciation of suffix-acy by Pak. Male speakers having L1 Punjabi

P= Punjabi

S=Speaker

F=Female

Table-2:

Word	USF1	USF2	USF3	USF4	USF5
Democracy	/dɪmɒkrəsi /	/ dɪmɒkrəsi /	/ dɪmɒ:krəsi /	/demɒ:kreɪsi /	/ dɪmɒkrəsi /
Aristocracy	/əɪrɪstɒkrəsi /	/ əɪrɪstɒkrəsi /	/əɪrɪstɒ:krəsi /	/əɪrɪstɒ:kreɪsi /	/ əɪrɪstɒkrəsi /
Conspiracy	/kɒnspraɪəsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /

Analysis of pronunciation of suffix -acy by Pak. Female speakers having L1Urdu

U= Urdu

S=Speaker

F=Female

Table-3:

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Democracy	/demɒ:krəsi /	/demɒ:kreɪsi /	/demɒ:kreɪsi /	/demɒ:kreɪsi /	/demɒ:kreɪsi /
Aristocracy	/əɪrɪstɒ:kreɪsi /	/əɪrɪstɒ:kreɪsi /	/əɪrɪstɒ:kreɪsi /	/əɪrɪstɒ:kreɪsi /	/əɪrɪstɒ:krəsi /
Conspiracy	/kɒnspraɪəsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /	/kɒnspraɪɪsi /

Analysis of pronunciation of suffix -acy by Pak. Female speakers having L1 Saraiki

S=Speaker

S= Saraiki

F=Female

4.1.2 Analysis of Pronunciation of suffix –tial

Table-4:

Word	PSM1	PSM2	PSM3	PSM4	PSM5
Essential	/ ɪsenʃiəl /	/əsenʃiəl /	/əsenʃəl /	/əsenʃəl /	/əsenʃəl /
Confidential	/kɒnfɪdenʃiəl/	/kɒnfɪdentəl/	/kɒnfɪdenʃə/	/kɒnfɪdenʃə/	/kɒnfɪdenʃəl/
Circumstantial	/sɜrkjumstenʃiəl/	/sɜrkjumsteɪfnə/	/sɪrkʌmstenə/	/sɜrkʊmstəl/	/sɜrkʊmstænʃə/

Analysis of pronunciation of suffix –tial by Pak. Female speakers having L1 Punjabi

P= Punjabi

S= Speaker

F= Female

Table-5:

Word	USF1	US2	US3	USF4	USF5
Essential	/əsenʃəl /	/əsenʃəl /	/əsenʃəl /	/əsenʃəl /	/əsenʃəl /
Confidential	/kɒnfɪdenʃiəl/	/kɒnfɪdenʃəl/	/kɒnfɪdenʃəl/	/kɒnfɪdenʃəl/	/kɒnfɪdenʃəl/
Circumstantial	/sɜrkʌmstænʃi/	/sɜrkʌmstænʃəl/	/sɜrkʌmstɑːnʃ/	/sɜrkʌmstænʃil/	/sɜrkʌmstænʃi/

Analysis of pronunciation of suffix –tial by Pak. Female speakers having L1 Urdu

U= Urdu

S= Speaker

F= Female

Table-6:

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Essential	/əsenʃiəl /	/əsenʃiəl /	/əsenʃəl /	/isenʃiəl /	/isenʃiəl /
Confidential	/kɒnfɪdenʃəl/	/kɒnfɪdenʃiəl/	/kɒnfɪdentiəl/	/kɒnfɪdentəl/	/kɒnfɪdentəl/
Circumstantial	/sərkiʃəmstænʃəl/	/sərkiʃəmstæn/	/sərkiʃəmstænʃiəl/	/sərkiʃəmstæn/	/sərkiʃəmstænʃiəl/

Analysis of pronunciation of suffix –tial by Pak. Female speakers having L1 Saraiki

S=Speaker

S= Saraiki

F=Female

4.1.3 Analysis of Pronunciation of suffix –cious

Table-7:

Analysis of pronunciation of suffix -cious by Pak. Female speakers having L1 Punjabi

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Delicious	/dəliʃiəs /	/dəliʃiəs /	/dəleiʃən/	/dəliʃiəs /	/dəliʃiəs /
Suspicious	/səspiʃiəs /	/səspiʃiəs /	/səpʊʃən/	/səspenʃiəs/	/səspiʃiəs /
Malicious	/məliʃiəs /	/mɪlikeiʃən/	/mə:sɪkən/	/məliʃiəs /	/məliʃiəs /

P= Punjabi

S= Speaker

F= Female

Table-8:

Analysis of pronunciation of suffix –cious by Pak. Female speakers having L1 Urdu

Word	USF1	USF2	USF3	USF4	USF5
Delicious	/dəliʃiəs /				
Suspicious	/səspiʃiəs /				
Malicious	/məliʃiəs /				

U= Urdu

S= Speaker

F= Female

Table-9:

Analysis of pronunciation of suffix –cious by Pak. Female speakers having L1 Saraiki

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Delicious	/ dəlɪʃɪəs /	/ dəlɪʃɪəs /	/ dəlɪʃəs /	/ dəlɪʃɪəs /	/ dəlɪʃɪəs /
Suspicious	/ səspɪʃɪəs /				
Malicious	/ məɪʃɪəs /	/ məɪʃɪəs /	/ məɪɛʃɪəs /	/ məɪʃɪəs /	/ məɪʃɪəs /

S=Saraiki

S=Speaker

F=Female

4.1.4 Analysis of Pronunciation of suffix –ant

Table-10:

Analysis of pronunciation of suffix –ant by Pak. Female speakers having L1 Punjabi

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Militant	/ mɪlɪtənt /	/ mɪlɪtənt /	/ məntəld /	/ mɪlɪtənt /	/ mɪlɪtənt /
Vigilant	/ vɪɡɪlənt /	/ vɪɪɪdʒənt /	/ vɪɪɪdʒənt /	/ vɪdʒɪlənt /	/ vɪɡɪlənt /
Reluctant	/ rɪləktənt /	/ rɪɪɪktənt /	/ rɪɪɪktɪk /	/ rɪɪɪktənt /	/ rɪləktənt /

P= Punjabi

S= Speaker

F= Female

Table-11:**Analysis of pronunciation of suffix –ant by Pak. Female speakers having L1 Urdu**

Word	USF1	USF2	USF3	USF4	USF5
Militant	/ mɪlɪtənt /				
Vigilant	/ vɪdʒɪlənt /				
Reluctant	/ rɪlʌktənt /				

U= Urdu

S=Speaker

F=Female

Table-12:**Analysis of pronunciation of suffix –ant by Pak. Female speakers having L1 Saraiki**

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Militant	/ mɪlɪtənt /				
Vigilant	/ vɪdʒɪlənt /				
Reluctant	/ rɪlʌktənt /				

S=Speaker

S= Saraiki

F=Female

4.1.5 Analysis of Pronunciation of suffix –stion**Table-13:****Analysis of pronunciation of suffix –stion by Pak. Female speakers having L1 Punjabi**

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Question	/ kʊɛʃtʃən /	/ kʊɛstʃən /	/ kwɛstʃən /	/ kɛstʃən /	/ kʊɛstʃən /
Digestion	/ dɑɪdʒɛʃən /	/ dɛsɪʃən /	/ dɪdʒɛʃən /	/ dɪsɪʒən /	/ dɪgɛstʃən /
Suggestion	/ sɛdʒəʃən /	/ sɛdʒəʃən /	/ sɪgəʃən /	/ sɛdʒəʃən /	/ sɛdʒɛʃən /

P= Punjabi

S= Speaker

F= Female

Table-14:

Word	USF1	USF2	USF3	USF4	USF5
Question	/ kʊəstʃən /	/ kʊestʃən /	/ kʊestʃən /	/ kʊəstʃən /	/ kʊəstʃən /
Digestion	/daɪdʒəstʃən/	/daɪdʒestʃən/	/daɪdʒestʃən/	/daɪdʒestʃən/	/daɪdʒəstʃən/
Suggestion	/sədʒəstʃən /				

Analysis of pronunciation of suffix –stion by Pak. Female speakers having L1 Urdu

U=Urdu

S=Speaker

F=Female

Table-15:

Analysis of pronunciation of suffix –stion by Pak. Female speakers having L1 Saraiki

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Question	/ kʊestʃən /	/ kʊestʃən /	/ kʊestʃən /	/ kʊəstʃən /	/ kʊəstʃən /
Digestion	/daɪdʒəʃən /	/daɪdʒeɪʃən/	/daɪdʒeɪʃən/	/daɪdʒɪʃən/	/dəsɪdʒən/
Suggestion	/ sədʒəʃən /	/ sədʒeɪʃən /	/ sədʒəʃən /	/ sədʒəʃən /	/ sədʒəʃən /

S=Speaker

S= Saraiki

F=Female

4.1.6 Analysis of Pronunciation of suffix –cian

Table-16:

Analysis of pronunciation of suffix –cian by Pak. Female speakers having L1 Punjabi

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Musician	/ mju:zikæn /	/mju:zikæn/	/mɔ:sikæn/	/mju:zefən /	/ mju:zifən /
Physician	/ fizikæn/	/ fizikæn/	/ fizikæn/	/ fizɪfən/	/ fizifən/
Beautician	/ bju:tifən /	/ bju:tikæn/	b.....	/bju:teɪfən /	/ bju:tifənz/

P= Punjabi

S= Speaker

F= Female

Table-17:

Analysis of pronunciation of suffix –cian by Pak. Female speakers having L1 Urdu

Word	USF1	USF2	USF3	USF4	USF5
Musician	/ mjuzɪfən /				
Physician	/ fəzɪfən /				
Beautician	/ bju:tɪfən /				

U= Urdu

S= Speaker

F= Female

Table-18:

Analysis of pronunciation of suffix –cian by Pak. Female speakers having L1 Saraiki

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Musician	/ mjuzɪfən /	/ mjuzɪfən /	/ mjuzɪfən /	/ mjuzɪfən /	/ mjuzɪfən /
Physician	/ fizɪfən /	/ fizɪfən /	/ fizɪfən /	/ fəzɪfən /	/ fəzɪfən /
Beautician	/ bju:tɪfən /	/bju:tɪfən /	/ bju:tɪfən /	/ bju:tɪfən /	/ bju:tɪfən /

S=Speaker

S= Saraiki

F=Female

4.1.7 Analysis of Pronunciation of suffix –ative

Table-19:

Analysis of pronunciation of suffix –ative by Pak. Female speakers having L1 Punjabi

Word	PSF1	PSF2	PSF3	PSF4	PS5
Imaginative	/ɪmedʒɪneɪtɪ/	/ɪmedʒɪneɪtɪv/	/ɪmɪdʒəɪtɪv/	/ɪmɪdʒəneɪtɪv/	/ɪmedʒɪneɪfən/
Accumulative	/əkʌmɔːleɪtɪ/	/əkʌmɔːleɪtɪv/	/əθɔːmæɪtɪk/	/əkʌmɔːleɪtɪv/	/əkʌmɔːleɪtɪv/
Alternative	/ɑːltɜːrneɪtɪv/	/əltɜːrneɪtɪv/	/ɑːltɜːrneɪtɪv/	/ɑːltɜːrneɪtɪv/	/ɑːltɜːrneɪtɪv/

P= Punjabi

S= Speaker

F= Female

Table-20:

Analysis of pronunciation of suffix –ative by Pak. Female speakers having L1

Word	USF1	USF2	USF3	USF4	USF5
Imaginative	/əmeɪdʒɪneɪtɪv/	/ɪmædʒɪneɪtɪv/	/ɪmedʒɪneɪtɪv/	/ɪmɪdʒɪneɪtɪv/	/ɪmedʒɪneɪtɪv/
Accumulative	/əkʌmɔːleɪtɪv/	/ækemjuːleɪtɪv/	/əkemjuːleɪtɪv/	/ɪkjumɪleɪtɪv/	/əkʌmjuːleɪtɪv/
Alternative	/ɑːltɜːrneɪtɪv/	/ɑːltɜːrneɪtɪv/	/ɑːltɜːrneɪtɪv/	/ɒltɜːrneɪtɪv/	/ɔːltɜːrneɪtɪv/

U=Urdu

S=Speaker

F=Female

Table-21:**Analysis of pronunciation of suffix –ative by Pak. Female speakers having L1 Saraiki**

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Imaginative	/ɪmædʒɪneɪtɪv/	/ɪmædʒɪneɪtɪ/	/ɪmɪdʒɪneɪtɪv/	/ɪmædʒɪneɪtɪv/	/ɪmædʒɪneɪtɪv/
Accumulative	/əkju:mɪleɪtɪv/	/ɑ:kʌmɔ:lɪtɪ/	/əkʌmɔ:lɪtɪv/	/əkʌmɔ:lɪtɪv/	/əkʌmɔ:lɪtɪv/
Alternative	/ɑ:ltɜ:rneɪtɪv /	/ɑ:ltɜ:rneɪtɪv/	/ɑ:ltɜ:rneɪtɪv /	/ɑ:ltɜ:rneɪtɪv /	/ɑ:ltɜ:rneɪtɪv /

S=Speaker

S= Saraiki

F=Female

4.1.8 Analysis of Pronunciation of suffix –age**Table-22:****Analysis of pronunciation of suffix –age by Pak. Female speakers having L1 Punjabi**

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Percentage	/pɜ:rsənteɪdʒ/	/pɜ:rsənteɪdʒ/	/pɜ:rsənteɪdʒ/	/pɜ:rsənteɪdʒ/	/pɜ:rsənteɪdʒ/
Garbage	/gɑ:rbɪdʒ/	/gɑ:rbɪdʒ/	/gɑ:rbɪdʒ/	/gɑ:rbeɪdʒ/	/gɑ:rbɪdʒ/
Bondage	/bɒndɪdʒ/	/bɒndeɪdʒ/	/bɒnd /	/bɒndeɪdʒ/	/bɒndeɪdʒ/

P= Punjabi

S= Speaker

F= Female

Table-23:**Analysis of pronunciation of suffix –age by Pak. Female speakers having L1 Urdu**

Word	USF1	USF2	USF3	USF4	USF5
Percentage	/pɜ:rsentɪdʒ/	/pɜ:rsentɪdʒ/	/pɜ:rsentɪdʒ/	/pɜ:rsentɪdʒ/	/pɜ:rsentɪdʒ/
Garbage	/gɑ:bɪdʒ/	/gɑ:rbɪdʒ/	/gɑ:rbɪdʒ/	/gɑ:rbɪdʒ/	/gɑ:rbɪdʒ/
Bondage	/bɒndɪdʒ/	/bɒndeɪdʒ/	/bɒndɪdʒ/	/bɒndɪdʒ/	/bɒndɪdʒ/

U= Urdu

S= Speaker

F= Female

Table-24:

Analysis of pronunciation of suffix –age by Pak. Female speakers having L1 Saraiki

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Percentage	/pɜ:rsənteidʒ/	/pɜ:rsənteidʒ/	/pɜ:rsənteidʒ/	/pɜ:rsənteidʒ/	/pɜ:rsənteidʒ/
Garbage	/gɑ:rbeidʒ/	/gɑ:rbeidʒ/	/gɑ:rbeidʒ/	/gɑ:rbeidʒ/	/gɑ:rbeidʒ/
Bondage	/bɒndeidʒ/	/bɒndeidʒ/	/bɒndeidʒ/	/bɒndidʒ/	/bɒndeidʒ/

S=Speaker

S= Saraiki

F=Female

4.1.9 Analysis of Pronunciation of suffix –ity

Table-:25

Analysis of pronunciation of suffix –ity by Pak. Female speakers having L1 Punjabi

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Responsibility	/rɛspɒnsɪbəlɪti/	/rɪspɒnsɪbɪlɪti/	/rɛspɒnsɪbɛlɪti/	/rɪspɒnsɪbɪlɪti/	-----
Dignity	/dɪgnəti /	/dɪgnəti /	/dɪgetɪv /	/dɪgnəti /	/dɪgnəti /
Authority	/əθɜ:rti /	/əθɜ:rti /	/əθɜ:rti /	/əθɜ:rti /	/əθɜ:rti /

P= Punjabi

S= Speaker

F= Female

Table-26:**Analysis of pronunciation of suffix –ity by Pak. Female speakers having L1 Urdu**

Word	USF1	USF2	USF3	USF4	USF5
Responsibility	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/
Dignity	/dɪɡnɪti /				
Authority	/əθɔːrɪti /				

U= Urdu

S= Speaker

F= Female

Table-27:

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Responsibility	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/	/rɪspɒnsɪbɪlɪti/
Dignity	/dɪɡnɪti /				
Authority	/əθɔːrɪti /				

Analysis of pronunciation of suffix –ity by Pak. Female speakers having L1 Saraiki

S=Speaker

S= Saraiki

F=Female

4.1.10 Analysis of Pronunciation of suffix –ment**Table-28:****Analysis of pronunciation of suffix –ment by Pak. Female speakers having L1 Punjabi**

Word	PSF1	PSF2	PSF3	PSF4	PSF5
Argument	/ɑːrgɔːment/	/ɑːrguːments/	/ægrɔːment/	/ægrɪment/	/ɑːrgjument /
Detriment	/detrɪment /	dɪtərment/	/dɪtərment/	/dɪtərɪment/	/dɪtərɪment/
Equipment	/ekʌpment /	/əkwiːpment /	/ɪkjɔːment /	/ɪkwiːpment /	/ɪkwiːpment /

P=Punjabi

S=Speaker

F=Female

Table-29:

Analysis of pronunciation of suffix –ment by Pak. Female speakers having L1 Urdu

Word	USF1	USF2	USF3	USF4	USF5
Argument	/ɑ:ɡjument /	/ɑ:rgjument/	/ɑ:rgjument/	/ɑ:rgjument/	/ɑ:rgjument/
Detriment	/dɪtrɪment /	/detrɪment /	/detrɪment/	/detrɪment /	/dɪtrɪmənt /
Equipment	/əkʊɪpmənt /	/ɪkwɪpmənt /	/ɪkʊɪpmənt /	/ɪkʊɪpmənt /	/ɪkwɪpmənt /

U= Urdu

S= Speaker

F= Female

Table-30:

Analysis of pronunciation of suffix –ment by Pak. Female speakers having L1Saraiki

Word	SSF1	SSF2	SSF3	SSF4	SSF5
Argument	/ɑ:rgjument/	/ɑ:rgɔ:ment/	/ɑ:rgjɔ:ment/	/ɑ:rgɔ:ment/	/ɑ:rgɔ:ment/
Detriment	/dɪtərmɪnɪnt/	/detrɪment /	/dɪtrɪment /	/detrɪment /	/dɪtrɪment /
Equipment	/ɪkʊɪpmənt /	/ɪkʊɪpmənt/	/ekʊɪpmənt/	/ɪkʊɪpɪmən/	/ɪkwɪpɪmən/

S= Saraiki

S= Speaker

F=Female

4.2. Statistical Analysis of Data

Table-31:

Descriptive Statistics

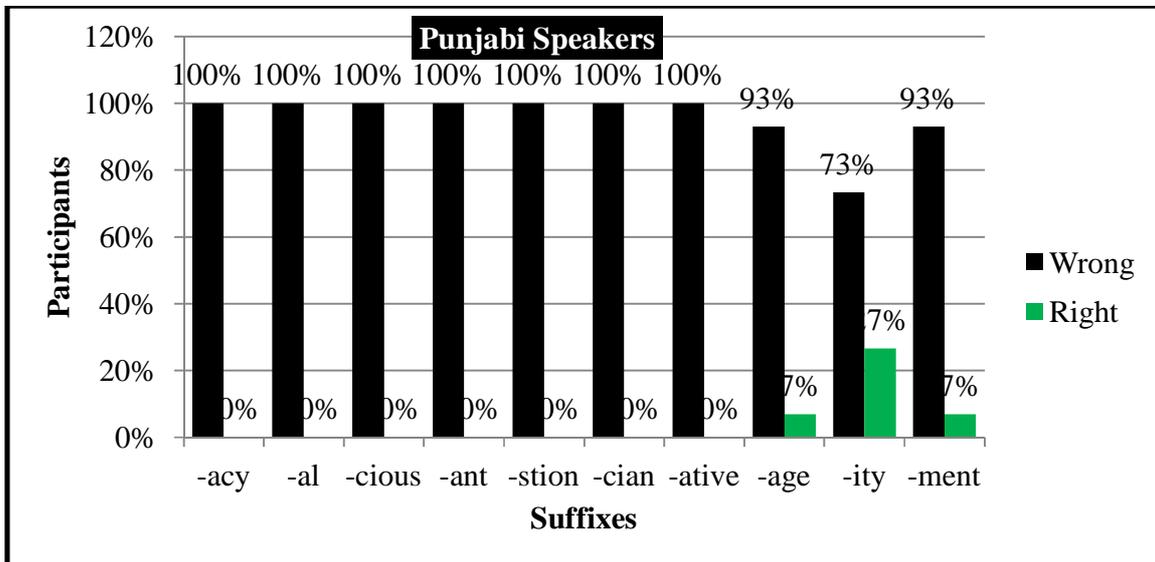
Suffixes	Punjabi speakers		Urdu speakers		Saraiki Speakers		Total	
	Wrong	Correct	Wrong	Correct	Wrong	Correct	Wrong	Correct
-acy	15	0	12	3	15	0	42	3
- tial	15	0	15	0	15	0	45	0
- cious	15	0	14	1	15	0	44	1
- ant	15	0	9	6	15	0	39	6
- stion	15	0	12	3	15	0	42	3
-cian	15	0	15	0	15	0	45	0
-ative	15	0	15	0	15	0	45	0
-age	14	1	10	5	14	1	38	7
-ity	11	4	15	0	15	0	41	4
-ment	14	1	13	2	15	0	42	3

4.3. Descriptive Statistics of Data Analysis

The results of Punjabi speaker students have been presented in the following graph:

Graph-1:

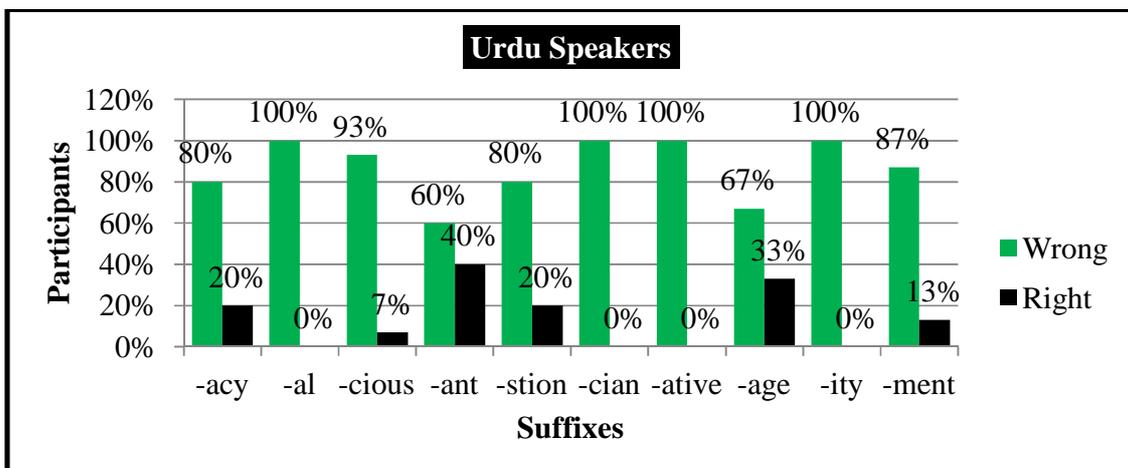
Descriptive Statistics of Punjabi ESL Learners



The poor condition of the results can be noticed by having a look on the following graph. Punjabi speaker informants have given even the zero result in the pronunciation of some suffixes. We can also notice in the rest of the suffixes, the result average is very low.

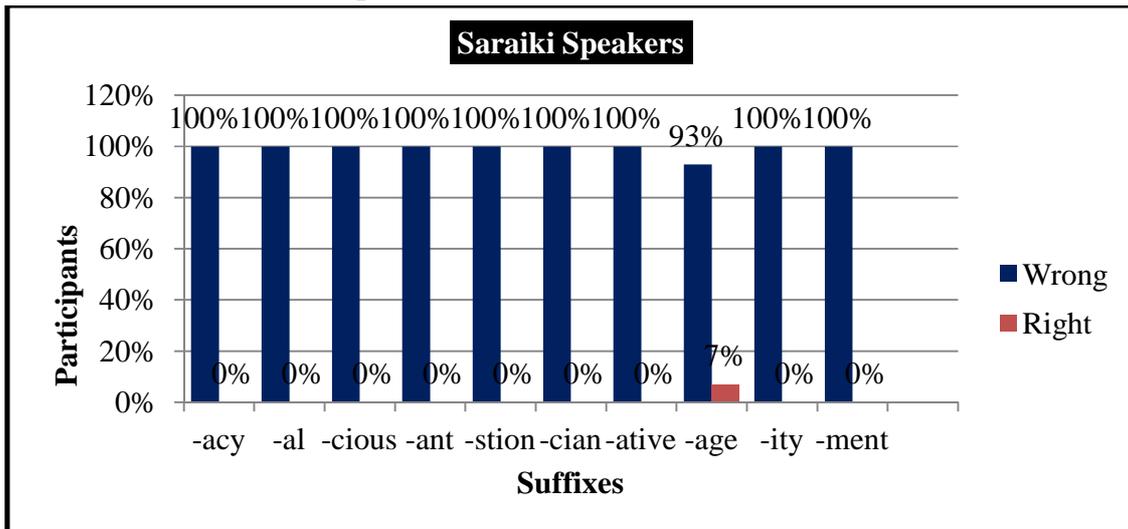
Graph-2:

Descriptive Statistics of Urdu ESL Learners



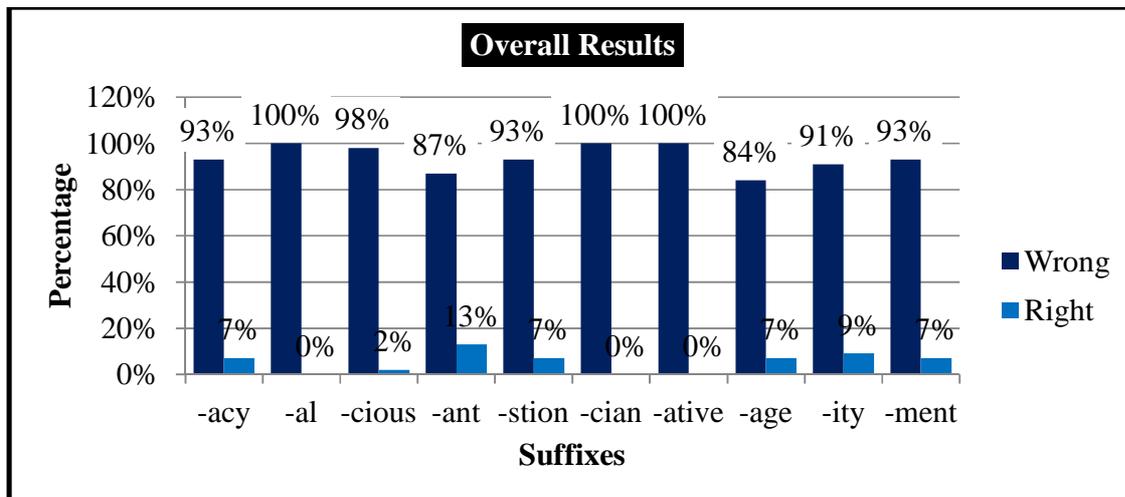
The upper graph shows the results of the Urdu speaker informants as we can notice the results of Urdu speaker informants are better than Punjabi speaker students but on the whole their average is also low and here too we can see that in some suffixes informants have given zero result in pronouncing the words correctly.

Graph-3:
Descriptive Statistics of Saraiki ESL Learners



This graph shows results of Saraiki students and here we can see the result of the Saraiki speaking students is the lowest of the all. They have shown zero or near to zero result in almost all the suffixes except one. They could not pronounce the words with exact pronunciation.

Figure-4:
Descriptive Statistics of Over All ESL Learners



This graph shows the overall results of all the Punjabi, Urdu and Saraiki speaking students. The overall results are also not encouraging. The average is very low and all the students could not pronounce the words with the exact standard of pronunciation.

4.4 Findings

- In Urdu, Punjabi or Saraiki, there is no concept of /ə / sound.
- / əʊ/ and /eɪ/sounds do not exist in Urdu, Punjabi and Saraiki.
- There is no concept of syllabic consonants in urdu, punjabi and saraiki languages.
- Pakistani ESL learners have never been taught or told when the suffix –tion is preceded by letter ‘s’/-ʃən/ sound becomes /-tʃən /sound and ‘s’ retains its original sound.
- The informants who have been asked to pronounce the target words have never listened to Standard English with exact parameters of Received Pronunciation.
- Pakistani ESL learners do not know that derivational suffixes as –age, -ate, -able, -ford, -shire, -less, -ness, -ment, behave differently as isolated words and they are pronounced differently when they are used as derivational suffixes.
- Pakistani ESL learners are poor in listening skill and are trained at schools by the teachers who are not English teachers in the true sense.
- Pakistani education system does not promote pronunciation practices among the learners.
- Absence of viva voce is still another cause of this steep decline in the sphere of pronunciation.

5. Conclusion

So, finally we can conclude the interference of mother tongue is the cause of poor pronunciation but this situation can be improved if sounds, sounds pattern should be taught at early stage and students should be made practice the instances by observing some logics and generalizations which always exist there.

5.1. Recommendations

- Competent, devoted and hardworking teachers should be inducted in the schools at primary level.
- The art of consulting the standard dictionary should be taught to children in the early ages and phonetic symbols should be made clear to the early learners.
- The habit of reading should be developed among the students and a healthy competition of pronouncing the words correctly should be conducted in the class.
- Dictionary using should be compulsory part of syllabus at schools.
- Language labs should be benefitted from.

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Appendix

Note: Please read these words aloud one by one with the gap of 30 sec duration (at least) after each utterance.

1. Democracy	/ dɪ'mɒkrəsi /
2. Essential	/ ɪ'senʃl /
3. Delicious	/ dɪ'lɪʃəs /
4. Militant	/ 'mɪlɪtənt /
5. Question	/ 'kwɛstʃən /
6. Musician	/ mju:'zɪʃn /
7. Imaginative	/ ɪ'mædʒɪnətɪv /
8. Percentage	/ pə'sentɪdʒ /
9. Responsibility	/ rɪ'spɒnsə'bɪləti /
10. Argument	/ 'ɑ:gjʊmənt /
11. Aristocracy	/ ,æri'stɒkrəsi /
12. Confidential	/ ,kɒnfɪ'denʃl /
13. Suspicious	/ sə'spɪʃəs /
14. Vigilant	/ 'vɪdʒɪlənt /
15. Digestion	/ daɪ'dʒɛstʃən // dɪ'dʒɛstʃən /
16. Physician	/ fɪ'zɪʃn /
17. Accumulative	/ ə'kjʊ:mjələtɪv /
18. Garbage	/ 'gɑ:bɪdʒ /
19. Dignity	/ 'dɪgnəti /
20. Detriment	/ 'dɛtrɪmənt /
21. Conspiracy	/ kən'spɪrəsi /
22. Circumstantial	/ ,sɜ:kəm'stæŋʃl /
23. Malicious	/ mə'lɪʃəs /
24. Reluctant	/ rɪ'lʌktənt /
25. Suggestion	/ sə'dʒɛstʃən /
26. Beautician	/ bjʊ:'tɪʃn /
27. Alternative	/ ɔ:l'tɜ:nətɪv /
28. Bondage	/ 'bɒndɪdʒ /
29. Authority	/ ɔ:'θɒrəti /
30. Equipment	/ ɪ'kwɪpmənt /