

## DESCRIBING URDUIZED VERBALISM OF DENTAL AND PALATO-ALVEOLAR SOUNDS OF ENGLISH BY ESL UNDERGRADS

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### ABSTRACT

*The results of the study, which was carried out with forty students of the Bachelor's Degree in English Semester II, show that the main difficulties that test subjects face consist of making typical dental [θ] or [ð] and alveolar palato [ʒ] sounds according to the type and way of pronouncing them. This may be due to lower practice of phonological standards in speech connection or the presence of some L1 sounds that are closer to such sounds. It was observed that while using English students urduized the English consonants [θ] or [ð] and [ʒ] and pronounced them as Urdu sounds [Thə], [Də] and [Yə]. The study recommends improving the unfortunate structure of articulation execution, which directly affects refined pronunciation. Therefore, higher education institutions should offer more courses that improve English pronunciation, and communicative educators should teach English phonology to students at undergrad level.*

**Keywords:** Urduized, verbalism, dental, palato-alveolar sounds, articulation,

### Introduction

Today, English is arguably the language of everyone who uses it regularly or according to their social or academic needs. The language is literally one hindered and fifty years' old in our region, and although we know its empirical importance in villages around the world, we have not paid due attention to English education in our academic institutions. The government, as it claims, trains teachers to keep them up to date with the English teaching methods used in most countries where English is also taught as a foreign language or a second language. If teachers are trained but remain unaware of the training they have received then it certainly

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. becomes difficult for students to get the guidance they need to learn English as needed, especially with the contribution of articulations from teachers. However, if the teacher is trained on how to teach pronunciation in English, the ultimate beneficiaries, students, will become good communicators of English. It is important to note that when teaching a foreign language, all aspects of phonology are considered in some way and, hence, integrated education of language skills becomes more important because it is not possible for students to learn skills in individual ways.

It is also applicable to write that, probably, required methods / techniques are not focused on teaching English, especially in class at undergrad level tend to develop sophisticated pronunciations through such techniques needed for the improvement of students' articulation. Therefore, it is essential to focus on this particular aspect of language education, especially for students whose major is English at higher education. We need to accept the need to work on teaching proper articulations in the classroom so that higher education students can refine their pronunciation throughout their careers. This study has focused undergrads of BS English semester II, to find out their abilities to pronounce some consonant sound of English which have their relations in L1, Urdu, to know that whether or not such relations effect their production of English dental and post-alveolar sounds or not.

### **Objectives of the study**

The objectives of the study are to find out that whether or not:

1. There is difficulty for undergrads whose first language is not English and studying in BS English to produce all English consonant sounds.
2. There are certain consonant sounds of English which despite efforts become difficult for the undergrads to pronounce.

### **Hypotheses**

- H1. There is difference between the production of Urdu and English consonant sounds for the ESL students at undergrad level.
- H2. ESL students at undergrads level are competent to produce English dental and palato-alveolar consonant sounds of English.

## **Methodological procedure of the study**

The study is primarily of qualitative nature conducted, during the classroom teaching, on forty BS English students of 2<sup>nd</sup> semester. The researchers presented variety of words containing consonant sounds of English language in four different phases during the semester. Each time the subjects were supposed to use the words in different sentences to determine whether there's Urduized verbalism with regard to the production of all consonants or not and further to know what are the consonants sounds of English which appeared difficult for the students to pronounce exactly according to the standard British English. Each time percentage was noted that how often the subjects were capable of producing English consonant sounds as per Phonological rules of English. The words have been reflected in the results/findings part of the study, in which the consonants of English were mispronounced, for discussion and recommendations.

## **Review of Literature**

The pronunciation of non-native speakers is influenced by their native language as says Gao (2005) that to numerous researchers accept that obstruction from local speakers assumes a part in a large portion of the slip-ups English students make while learning the language. Likewise, Zhang and Yin (2009) additionally recommend that second language students' elocution is impacted by their "interference in the primary language, understudy age, understudy mentalities and brain science, earlier articulation guidance and lacking information on the phonology of English.

The lack of detailed EFL / ESL activities that focus on speaking practice and acquiring pronunciation can also be seen as another factor that negatively affects the communicative competence of EFL students. (Bell, 1995), however, accepts that most grown-up ESL/EFL students experience issues working on their phonetic and phonological creations because of the impacts of their first language. These three factors: the absence of informative instructing of EFL, the absence of true top to bottom exercises and the impact of L1 might clarify the low phonetic and phonological creation of the second or unknown dialect in EFL understudies.

Articulatory phonetics deals with how sound is produced, acoustic phonetics deals with the physical properties of sound, and auditory phonetics deals with the sound perceived by the

listener (Fromkin, Rodman & Hyams, 2003). Baker (1982) states that teachers need to make decisions from the beginning of the course to eliminate the "petrified accents" that tertiary level students regularly experience. Pronunciation learning has become so important that adult English learners in the United States are approaching to learn English pronunciation from different backgrounds in their native language. They can speak a language with a sound system that is very different from English.

Lado (1957) transfers the grammatical structure of his native language to a foreign language. Language, and here for him, is the most important cause of problems in studying and learning a foreign language. Different structures will be difficult; the key to the ease or difficulty of learning a foreign language when comparing native and foreign languages. In addition, Fries, who is considered one of the most prestigious scholars in contrasting linguistic studies (1945) writes that the most effective material is based on the scientific description of the language, which needs to be studied carefully compared to the parallel writing of the student of his/her native language.

However, recent studies recommend that climate and inspiration might be more significant components in native articulation advancement than age at procurement (Marinova-Todd, Marshall and Snow, 2000). English, a tedious language, should be spoken with appropriate accents and inflection. In focused on dialects (e.g., English and American English, German, Dutch, Thai), "stressed syllables happen at normal stretches in a sentence" (Precious stone, 2003), mood underscored syllable planning.

You can meet and expect language learners (Crystal, 2003; Fries, 1952). Linguists have cataloged the features of many languages, but have not been able to systematically predict which areas of English will be difficult for someone who speaks a particular native language. Finally, an unpredictable version of the hypothesis was proposed, focusing on interlinguistic effects. It states that previous language experiences affect how languages are learned, but these experiences have no consistent predictions (Brown, 2000; Wardhaugh, 1970). Brown also said that most English teachers are unaware of the need to teach pronunciation. This is due to little or no phonetics training. Subsequent studies of teachers' involvement in the L2 decision provided evidence of Brown's allegations. Breitkreutz, Derwing and Rossiter (2001), and MacDonald (2002) have shown that ESL instructors in Canada, the United Kingdom and Australia are

reluctant to make decisions about their students, respectively.

In educator instruction, a typical topic in all articles surveyed by Lumbercher and McDonald's, ESL was simply the absence of instructor training or certainty as a motivation behind why decisions were not introduced in the homeroom (e.g., Lambacher, 2001; McDonald's, 2002). ). In his article on the evaluations of hesitant teachers, McDonald's (2002) chatted with eight Australian ESL instructors to find why they imagined that it is difficult to well-spoken and why they avoided rhetoric all around in class. Munro, Derwing, and Sato (2006) focused in on teachers' lack of protection to underscore related issues like mindsets towards partition and troubling talk. The makers battled that "it is critical that future instructors be introduced to information about the possibility of new accents, their work in correspondence, and such reactions they will overall motivate from the general populace. This information gives further comprehension into why you need to learn enunciation.

For learning room practice, Wood (2001) recommended that sensible naturalistic discourse tests with free chains and respite designs are appropriate familiar materials. A model created to work with programmed search of the authority phonetic collection in unconstrained talks for halfway ESL understudies. The model comprises of four stages: input, mechanization, practice, creation, and free talk. This incorporates tuning in, impersonation, opportunity of articulation, peer survey and thoughtfulness exercises.

Derwing and Rossiter (2003) showed that language classes need to incorporate various undertakings dependent on various abilities to further develop familiarity even in less capable study halls. Exercises need to work with the requesting of numerical equations, summarizing, appropriate position of breaks, and fast creation (Guillot, 1999). Derwing, Thomson and Munro (2006) found that gathering local speakers outside the homeroom additionally helps ESL understudies fluidly. Consequently, educators urge understudies to utilize a second language outside the homeroom through contact tasks and administration arrangement (Derwing and Rossiter, 2002; Dudley, 2007) so they can start discussions with local people. You need to become familiar with a little discussion procedure. (Derwing, Munro, and Thomson, 2008).

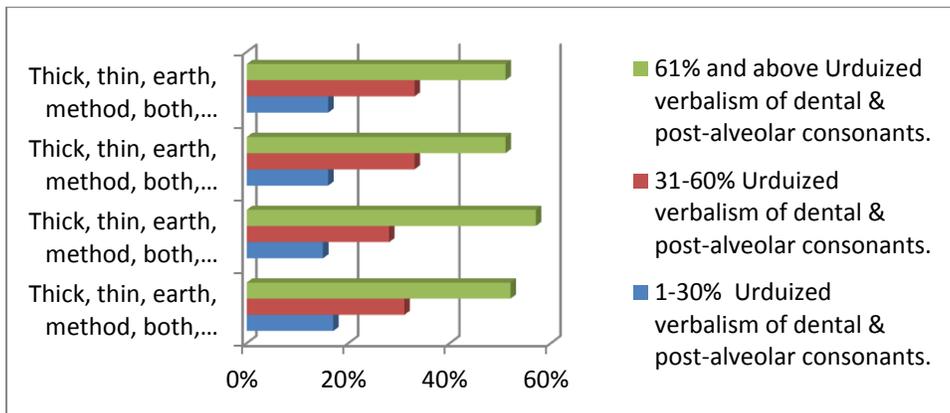
Derwing (2003) led a review exploring the consequences of grown-up immigrants' impression of articulation issues and communicating in with unknown dialect highlights, and

when inquired as to whether they were victimized as a result of accents, 66%. The greater part concur on whether or not individuals will regard them more in the event that they talk great English. He further proposed that these discoveries could be applied to condemning homerooms. She proposed that educators should zero in on their singular requirements and utilize cross-fragment elocution and correspondence systems.

**Results/Findings:**

Words required to be pronounced without Urduized verbalism in different sentences.	1-30% Urduized verbalism of dental & palato-alveolar consonants.	31-60% Urduized verbalism of dental & palato-alveolar consonants.	61% and above Urduized verbalism of dental & palato-alveolar consonants.
<b>Phase-I</b>			
Thick, thin, earth, method, both, through, thorough, they, those, this, that, measure, treasure, entourage, prestige, they, father, breathe, with, vision, genre.	17% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	31% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	52% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]
<b>Phase-II</b>			
Thick, thin, earth, method, both, through, thorough, they, those, this, that, measure, treasure, entourage, prestige, they, father, breathe, with, vision, genre.	15% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	28% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	57% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]
<b>Phase-III</b>			
Thick, thin, earth, method, both, through, thorough, they, those, this, that, measure, treasure, entourage, prestige, they, father, breathe, with, vision, genre.	16% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	33% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	51% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]
<b>Phase-IV</b>			
Thick, thin, earth, method, both, through, thorough, they, those, this, that, measure, treasure, entourage, prestige, they, father, breathe, with, vision, genre.	19% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	27% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]	54% [Thə], [Də] and [Yə] of Urdu instead of English [θ], [ð] and [ʒ]

Graphic presentation of results: Figure. 1



## Discussion

The study put the following hypotheses before it:

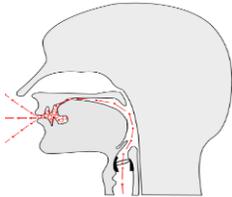
Hi. There is difference between the production of Urdu and English consonant sounds for the ESL students at undergrad level.

H2. ESL students at undergrads level are competent to produce English dental and palato-alveolar consonant sounds of English.

English or any other foreign language becomes difficult for the speakers of other languages and it becomes rather more complex for multilingual speakers. In our education system English is taught as foreign language from early grades to tertiary level and almost the entire syllabus of different disciplines, except oriental language, is almost is in English language. Academically speaking this has provided the undergrads opportunities to learn English by even living in the system of education but in light of the results of the study the researchers are in a position to state that not only native like accent is difficult for the undergrads, whose major is English, but even the production of some consonant sounds of English is far cry for them. As has been shown in the results that consonant sounds such as:  $[\theta]$ ,  $[\delta]$  and  $[ʒ]$  create trouble for the subjects to pronounce both in connected speech and individually. The possible reason may be the impact of L1 in which we sort of similar sounds such as  $[Th\grave{a}]$ ,  $[D\grave{a}]$  and  $[Y\grave{a}]$ .  $[Th\grave{a}]$ , in Urdu, is the combination of two sounds, i.e., Tay and Hay, similarly  $[D\grave{a}]$  Tay followed by other sounds as

per need and same is case of [Yə]. But in English such combination of sounds is not present so far as consonants are concerned. The fricatives in English as shown in figure 2, have different way of production that doesn't match with the sound production in Urdu language.

Figure. 2



It may be due to this factor that multilingual students even with major in English cannot properly produce sounds like: [θ], [ð] and [ʒ]. Not only dental but a majority subjects are unable to produce palato-alveolar [ʒ] and verbalize in Urdu ; that's why they don't properly use this sound in words measure, treasure, pleasure, etc. we find that our 'there is difference between the production of Urdu and English consonant sounds for the ESL students at undergrad level', is proved because there is much difference between the production of English consonants and Urdu sounds as we have seen that the ESL students studied a course on Phonetics and Phonology but despite having theoretical knowledge about English sounds system could not properly pronounce some consonant sounds rather pronounced with Urduized verbalism. Whereas, our second hypothesis, ESL students at undergrads level are competent to produce English dental and palato-alveolar consonant sounds of English', is not proved as the results reflect that a majority subjects mispronounced the required dental and palato-alveolar sounds such as [θ], [ð] and [ʒ], and but produced Urduized way, i.e., [Thə], [Də] and [Yə].

## Conclusion

The study concludes with the observation that it is limited to a few sounds such as English [θ], [ð] and [ʒ] and Urdu [Thə], [Də] and [Yə]. , but it allows us to understand that despite our best efforts, the influence of L1 or another common language influences the pronunciation of students to a reasonable extent, since respondents' pronunciation errors have been observed in the area of phonetics. Also, the study did not want to know how participants pronounce other sounds with further analysis. However, this study is still able to identify the mispronunciation of certain

sounds by the participants. The results of current research are believed to help English teachers and learners, at tertiary level, understand the qualities of articulation errors and improve their attention to and understanding characteristics of sound frames.

## Recommendations

As foreign language learners, we must bear in mind that incorrect articulation can lead to problems in oral communication, regardless of how well the speaker has mastered English grammar and vocabulary. Hence, the study recommends that the ESL teachers, as mentors and facilitators of learning, should:

- 1) Encourage students to speak English with the correct pronunciation according to the phonological rules they have learned.
- 2) Find out about the exact standard pronunciation of students' English as well as your own learning.
- 3) Keep the chart to help students improve articulation during their regular class.
- 4) Perform regular exercises on Phonetic symbols to keep students up-to-date on the correct aspects of articulation.
- 5) Conduct seminars at the department to help students improve their pronunciation skills.
- 6) Avoid frequent code changes in classroom interactions.
- 7) Attend seminars and workshops organized by the institution/s to learn how to pronounce sounds in English.

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