Advisory Board Balochistan Journal of Linguistics

Guidelines for Authors

Balochistan Journal of Linguistics is a journal published annually by the Department of English Language and Linguistics, Lasbela University, Uthal, Balochistan. It accepts papers for consideration on any aspect of theoretical and applied linguistics. The authors are requested to send their papers according to the following guidelines.

I. **All manuscripts in English should follow the following format:**

The first page should contain title; author(s)'s name(s), affiliation, E-mail address; and abstract of 150-350 words, followed by three to five key words, main text, acknowledgment, endnotes, and references in subsequent pages. Key words should be given in italics.

II. **Manuscripts in English should use the following style for headings and subheadings:**

1.

1.1

1.1.1

1.1.2

1.2

2

The main heading should be written bold in font size 14. All other headings should be written bold in font size 12. DONOT underline any headings at all.

III. Tables, figures, and maps should have headings and be numbered consecutively and should be clearly presented. Notes and sources should be placed under each table and figure. Photo will be treated as figures.

Format

Use Letter size paper with Times New Roman writing style font size 12 for the main text with line spacing 1.5 and 10 for the abstract with 1.15 line spacing. Left margin should be 3.5 but all other margins should be 2.5 mm. Tables and figures should not be split on two pages.

Other requirements

Give one paragraph introduction of all authors in five to seven sentences (for each author) describing their educational background and research achievements in a separate file. But do not use hyperlinks.

Plagiarism

Authors should submit similarity index along with the manuscripts of the papers. They are also required to submit an affidavit declaring that the material in the paper is their own and it has not already been published. Quotes should be properly acknowledged.

References

1) Use APA style of referencing.

Note on Authors

Mr. Muhammad Omer is a Lecturer in English, at Govt. Graduate College Jhelum. He has more than four years of experience in teaching, research, and practical translation. He has more than 4 research papers in national HEC recognized journals. His areas of interest are Literary Studies, Translation Studies, and Practical Translation. He has the expertise in literary translation. He is the author of two books. As a short story writer, he got his short stories published with reputable publishers in Pakistan.

Dr. Muhammad Javed Iqbal is a lecturer in Translation Studies at the Centre for Languages and Translation Studies, University of Gujrat. He has more than eleven years of experience in teaching, research (HEC approved Ph.D. supervisor), and practical translation. He has more than 20 research papers in national and international HEC recognized journals. His areas of interest are Applied Linguistics, Literary Studies, Translation Studies, and Practical Translation. He has also the expertise in legal translation.

Dr. Hafiz Muhammad Qasim is a PhD in Linguistics from Bahauddin Zakariya University, Multan. He is currently working as Assistant Professor at the Department of Applied Linguistics, GC University Faisalabad. He has fifteen years of experience in teaching and research. He has many research publications in HEC recognized national and international journals to his credit. His areas of interest include systemic functional grammar, syntax, lexicography and teaching of English language & literature.

Ms. Faryal Waseem Khan, is working as a Senior English Lecturer at Army Public School- (APSACS) Sialkot Pakistan. She also serves the duty as Linguistics and ESL Trainer, English Coordinator, Students' counsellor, Wing In-charge, AIS coordinator, superintendent, CCA Coordinator and Educational Management In-charge. She holds a MPhil degree in Applied Linguistics (AL), M.A in English (Language and Literature) from University of Management and Technology Sialkot (UMT). More, she has done Professional Development of English Teaching course (PDET) from Ball State University of USA, Course of Core English Language skills, comprehension and writing for secondary English as well as (English Language Courses) from ELC. Furthermore, she has been a part of various national and international conferences. She has couple of publications in nationally and internationally peer reviewed journals. Her field of expertise is; Phonetics and Phonology, Computational Linguistics, Critical Discourse Analysis, Sociolinguistics, Corpus linguistics, and Pragmatics and Semantics.

Mr. Muhammad Saqib Zafar, is Ph.D. Scholar at the Department of Linguistics, Government College University, Faisalabad. He is a university teacher, linguist, trainer, school education consultant, and academic writer. He has published research papers in various linguistic domains, and he has also supervised several MPhil theses. He is especially interested in language testing, corpus linguistics, and essay writing.

Mr. Ameer Ali, is a researcher at University of Sindh, Jamshoro, Sindh, Pakistan. He has published over 20 research articles and book chapters. He is interested in doing

Sociolinguistic studies focusing on Sindh. He is a Solidarity Member of the Foundation of Endangered Languages.

Professor Dr. Maya Khemlani David, is an Honorary Professor at Asia Europe Institute, University of Malaya, Kuala Lumpur, Malaysia. She received the Linguapax Award in 2007 and is an Honorary Fellow of the Chartered Institute of Linguistics, United Kingdom and an Honorary Member of the Foundation of Endangered Languages. She has published over 400 book chapters and research articles.

Mr. Zeeshan Haider, is a student of English language and Literature. He belongs to Sargodha. He has done masters in English language and literature from University of Sargodha, Sargodha in 2019. Currently, he is working on his MPhil thesis. He is doing MPhil from the same university.

Dr Munir Gujjar, is Associate Professor at University of Sargodha. He belongs to Toba Tek Singh. He did his PhD from Punjab University. He is the author of 4 books and 18 research articles. Currently he is serving in the Department of Urdu and Oriental Languages, UOS.

Ms. Rakhshanda Fawad, is an English Lecturer at University of Central Punjab, Lahore. She has done her masters from COMSATS University, Islamabad, Lahore Campus. Her research interests are in the areas of English Language Teaching & Learning (MA Thesis "CLT for IELTS Preparation", Multimodality in Teaching, learning and Feedback "Effectiveness of Electronic Feedback on Writing Accuracy of Undergraduate Students of COMSATS". Recent publication is "Critical Analysis of Online Feedback Channels on Writing Skill at Undergraduate Level" Presented in International Research Conferences in Punjab University & AIOU Islamabad.

Ms. Noreen Akhtar, is English Language Lecturer at University of Central Punjab. She has done her MPhil in English from Kinnaird College. She is an aspirant academician and is dedicated to her commitments. Her area of interests is Phonology, speaking, and writing.

Ms. Asma Iqbal, is working as a lecturer in National Textile University Faisalabad. Her 1st book was published in 2018 on "Pakistani Englishes: Syntactic Variations" by "ROUTLEDGE". Her multiple articles were published in various National and international journals on Discourse, semiotics, and Syntax.

Ms. Farah Iqbal, completed her MPhil in English Literature from Government College University, Faisalabad. Her master's thesis was on Post colonial feminist analysis. Her research article on attributive words has recently published in HEC recognized research journal. She has attended several national and international research conferences.

Mr. Muhammad Naveed Arshad, working as a lecturer in Punjab Group of Colleges. His major research interests includes Semiotics, Discourse and Sociolinguistics. He is also serving as a language specialist in different academies.

Dr. Marghoob Ahmad, is a Ph.D. scholar in Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan, professionally, he is working as an Assistant Registrar, Lahore High Court, Lahore, Bahawalpur Bench and is on study leave. His Ph.D. dissertation is almost completed and going to be officially submitted in the next month which is titled *"Effect of Global Englishes Paradigm on Language Brief of Pakistani ESL Learners"*

Dr. Riaz Hussain, is an Assistant Professor/Incharge Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan. He supervises all academic and administrative activities of the Department of English Linguistics. He also has the honour of doing Ph.D. under kind supervision of Dr. Mamuna Ghani. His contribution in this paper is very important because he has read between the lines the manuscript and suggested to set methodology section properly by adding suitable model for a stylistic lexical analysis.

Dr. Mamuna Ghani, is currently serving as Director, Executive Training Center (ETC) The Islamia University of Bahawalpur, Pakistan. She has also served as Chairperson Department of English, Islamia University Bahawalpur and got retired as Dean Faculty of Arts. She is the supervisor of Mr. Marghoob Ahmad who is doing Ph.D. linguistics under her kind supervision. She did her Ph.D. in Linguistics from the UK and after her return to Pakistan joined IUB, Pakistan. She has served the Department of English, Islamia University, Bahawalpur for years and produced approximately forty PhDs in Linguistics in her splendid career.

Dr. Syed Alamdar Nabi, is working as Assistant Professor at Emerson University Multan. He has been teaching at Graduation, Masters and M.Phil. level for more than two decades. His specialization in research is in ELTR and Linguistics. He has completed his Doctorate from the University of Azad Jammu and Kashmir Muzafarabad. He has published many research articles in different journals. He is affiliated with many universities as a visiting faculty and supervising research scholars in his domain.

Ms. Lubna Yasir, is working as a Lecturer at University of Education Lahore(Multan Campus). She has been teaching at Graduation and Masters levels for 15 years. Her specialization in research is English for Specific Purposes. She has her M.Phil. in Linguistics from NCBA&E Multan, her Masters in English is from B.Z.University Multan. She has received many awards for excellent performance in education. She has published many articles in different Journals.

Dr Arshad Saleem, is a Social Scientist, author, Critics, policy maker, Strategic Planner, advisor, columnist, a true leader who has established & govern several public and private sector higher education institutions including Shaheed Benazir Bhutto University, Board of secondary and intermediate education SBA, PITE, SZABIST etc.

Mr. Hassan Bukhtiar, parallel to his academic career, is currently working with Punjab Police's department of communication as Field Communication Officer. He did also work with many institutes as a visiting Lecturer in the department of English. In 2020, he has completed MPHIL in Applied Linguistics from the University of Management and Technology, Sialkot. Furthermore, he has been a part of various national and international conferences. The author has couple of publications in nationally and internationally peer reviewed journals. His field of expertise is: Computational Linguistics, Critical Discourse Analysis, Applied Linguistics, Sociolinguistics, Corpus linguistics, SPSS, Syntax, and Semantics.

Contents

Trends of Avoiding Pronunciation and Adapting Enunciation

Rakhshanda Fawad[1] , Noreen Akhtar[2]

Abstract

The main purpose of the study is to find out the trend of avoiding pronunciation and adapting enunciation among students. A sample of 50 students are taken on the convenient basis from available, on the particular days of visit, from the three different colleges. The data is collected through the questionnaire. The questions of the questionnaire are about the issues why students adapt enunciation in their speaking instead of proper and correct pronunciation and how these issues can be solved. The data is analyzed and interpret based on percentages of responses. The major findings of the study show that students do not learn basics about second language (English) during school time because teacher are not trained well. Overall, the student's basic concepts are not clear, and they do not know the right pronunciation, so they use enunciation in their speaking to cover their problem. So, it is recommended that teacher should emphasized on speaking strategies, and this will only be possible through qualified and trained teachers.

Keywords: Language, Pronunciation, Enunciation

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[1] is an English Lecturer at University of Central Punjab, Lahore

[2] is an English Lecturer at University of Central Punjab, Lahore

1 Introduction

Language plays a very important role in one's life. There are two types of languages which exist in the world. These are verbal languages and sign languages. Verbal languages are related to our speaking abilities. Speaking abilities are related to our vocal track. Sounds produce through vocal tract. On the other hand, sign languages are related to different symbols or signs. These are presents in the form of different shapes and pictures etc. Without language we cannot express our feelings and emotions etc. The English tongue is quickly spreading and almost the general language of the human race. John Lubbock (1803-0865). English language has great importance in Pakistan not only because English has established itself as the universal language of communication but also because English is at the first-sight preferred medium of instruction and our second language. The teaching of English language in Pakistan has great importance at all levels of studies because many of our textbooks are written in English. Students need to be trained to develop an understanding of the language to the extent that they should be able to comprehend the textbook fully and then be able to apply the knowledge acquired to their areas in their field of study as well as in their daily lives. There is one major problem is faced by almost all people; they claim that they do not understand the slang language because they use enunciation instead of proper pronunciation.

There is no doubt obvious that speaking plays very important role in someone's life. Words must be pronounced correctly. **Pronunciation** means a sound; one says, and stress patterns uses by someone. It is found to be difficult to pronounce accurately and correctly, but practice makes a man perfect. On the other side, **enunciation** is an old term which means to say sound correctly not mumbling, slurring, and lisping. If someone's enunciation is good, it will be easy to understand each word he/she pronounce.

There is no doubt that enunciation also plays a very important role in understanding any language. If our enunciation is not clear other person cannot understand our words clearly. So we first focus on our clear enunciation. We must know the **difference between French fries and French flies** we must pronounce both clearly when/while ordering in the restaurants.

Cognitive psychology tells us that we learn through relations and our awareness about something is the mixture of our past experience. These past experiences are also formed by the experiences of others.

To learn the correct pronunciation and enunciation it is very important to have the clear understanding of process involved in speech because through speech human beings express their emotions, response to other people and situations and also influence others.

The increasing importance of oral communication in our society leads that sufficient focus of oral communication in our society suggests that sufficient emphasis be placed on teaching speaking and listening from the beginning.

1.1 Statement of the Problem

The purpose of this paper is an evaluation of the current linguistic trend of avoiding pronunciation and adapting enunciation.

1.2 Objectives

There are following objectives while conducting this study:

- To identify the trend of adaptation of enunciation instead of pronunciation

- To draw comparison between enunciation and pronunciation

- To recommend adaptation of correct pronunciation

- To discover the better way to speak effectively

- To explore the importance both of effective speaking and the speakers

- To find out the effect of enunciation on the listeners

1.3 Research Questions

The following research questions were formulated:

- What is the major reason behind avoiding pronunciation and adapting enunciation?
- Learners do not have enough practice regarding English from their early age till now?
- Do the teachers use different strategies for improving the pronunciation?

1.4 Rational

The rationale behind this study is that there are some reasons that make people avoid correct pronunciation and adapt enunciation.

1.5 Delimitation of the Research

The present study was de-limited to 3 colleges of Lahore district. 15 students from Lahore College, 15 students from Home Economics College and 20 students from Kinnaird College were selected for this purpose.

1.6 Hypothesis

- People avoid pronunciation and adapt enunciation because they do not know the exact pronunciation.

- People do not have proper guidance from their teachers regarding enunciation.

- People do not learn basics about pronunciation at the school level studies.

- Teachers are not well-trained and educated.

- Students only focus on enunciation and give no importance to correct pronunciation.

2 Literature Review

2.1 Role of Pronunciation and Enunciation

Pronunciation is a very important part for L2 language learners because it affects learners' communicative competence and performance. "Teaching pronunciation was viewed as meaningless non-communicative drill and exercise gambits' (Morley, 1991:485-6). This paper analyzes the ways regarding teaching EFL pronunciation of learners at different level.

2.2 Is Pronunciation ignored?

Yes, the pronunciation is ignored because people or students do not want to focus on correct pronunciation, they only focus on fluently speaking and on enunciation. There is another research, this research/study finds out the reasons for overlooking teaching pronunciation. EFL pronunciation might be overlooked because

- Curriculum designers are not qualified & honest.
- Locally produced material is not organized. It does not fulfill the requirements.
- Teachers are not well trained.

According to Dalton & Seidlhofer (1994) phonemes & stress pattern are easily taught but intonation is difficult. These classroom activities are exhaustive but substantially useful when they are used in a particular environment with particular learners. Teacher's role is like a speech coach/ pronunciation coach who improve learner's errors give information, models, cues, suggestions and feedback for their performance.

2.3 Task Based-Activities

It is necessary to change formal discussion into different tasks which have definite goals and objectives in the form of required result through long discussion of students. Its practical example is instead of free talk on any topic. Teacher required careful planning for that purpose with suggestions and guidelines.

2.4 Uses of Spoken English

All languages change with the passage of time. Place and social setting have greater effect on them. Our pronunciation is affected by various factors such as our forefathers, our social and educational background, our working atmosphere and environment, our friends, our own identity senses and role of different places etc. when we move in the country we notice different changes in sounds and pronunciation. People adopt different accents or follow different speaking style according to their vocal tracks because our vocal tracks are shaped according only to our mother tongue. When we speak English language we need different vocal track positions. It is not an easy task for the people so when they speak second language they follow same mother tongue's vocal track positions, that's why their second language influenced, they tried to speak fluently that's why they adapt annunciation and ignore proper and correct pronunciation.

In enunciation we speak every word clearly so that other person understands our pronunciation and also understand our words. So enunciation is the part of correct pronunciation. And correct pronunciation is an important part of second language

learning because it directly affects learner's communicative competence and performance. By using above methods students can learn proper and correct language, pronunciation and enunciation of second language.

Pronunciation is an important and Dalton and Seidlhofer(1994) suggests that phonemes and stress are easy to teach but intonation etc. are difficult. They proposed ten techniques & activities that are useful for learners and teachers. These are as follows:

1. Utilization of known sounds
2. Explanation of how to produce sounds
3. Communication activities
4. Written versions of oral presentations
5. Modelling and individual correction
6. Incorporation of novel elements
7. Tutorial session and self-study
8. Self-monitoring and self-correction
9. Computer-assisted language learning
10. Reading aloud

2.5 Pronunciation practice
Teaching Pronunciation should help the learners' attention is on the physical gestures and sensations that go together with specific sounds. For example, seeing/vision is required when observing how the mouth, tongue and teeth are positioned when pronouncing and contrasting different sounds. For instance:

/v/ lips are flat, upper teeth touch lower lip

/w/ lips are round

H.D. Brown (1980) in his analysis of the literature, describes the four stages which have been identified in the normal acculturation process. These are as follows:

1. In the first stage the newcomer feels a type of euphoria mixed with the excitement of being in a new place.
2. Culture shock is the second stage in this stage frustration rises to its peak, the individual begins to feel alienated from the target culture, and self-image and security are threatened.
3. The third stage is the beginning of recovery. The stress is still felt but the person is beginning to gain control over the problems which seemed insurmountable before. Brown refers to this state as anomie, a state in which the individual begins to adapt to the target culture and lose some of the native culture. A feeling of homelessness might develop until the person fully adjusts to the new culture. This stage is considered a "critical period" in that the student is now able to gain a mastery over the new language.
4. The fourth stage brings full recovery. The person has become reconciled to his or her role in the new culture. (H.D. Brown, Teaching English to Speakers of Other Languages; A Research report. 1980)

According to H.D. Brown, certain personality characteristics such as willingness to take risks and relative lack of inhibition can, in many cases, lead to proficiency in the target language.

3 Research Methodology

"Methodology is the science indicating ways of doing something properly. Methodology deals with the theory of fundamentals, science of subject and disciplines." (Shahnaz.1998, p.16). This research focuses on the factors for why people avoid pronunciation and adapt enunciation.

3.1 Nature of the Study

By nature, this present study was quantitative and descriptive and survey type method was used to describe the different strategies used for to find the effect of annunciation and pronunciation on the people.

For review of related literature several libraries (e.g. Quaid-e-Azam library, Punjab University library, library of Govt. College and Punjab public library) and different websites on internet were consulted.

The populations of the study were Lahore College of Women, Home Economics College and Kinnaird College's students 10, 20, 20 students from the above colleges were selected as a sample by using convenient sampling technique.

A self-constructed questionnaire was used as data collection tools, which had 20 items with series of, do they know about English pronunciation and enunciation and which type of language they use during their conversation, it is also asked that they study about proper pronunciation during school level studies. It is also focused on why people adopt annunciation instead of pronunciation. The data was collected personally from different colleges and analyzed by descriptive statistics. On the basis of findings, conclusion was drawn and recommendations were proposed.

3.2 Research Population

The population for the present study comprised from Lahore city.

3.3 Sample

A sample of 50 students, only girls are selected for the study, related to English literature or linguistics. Students from Lahore College of Women, Home Economics College and Kinnaird College are selected. Convenient sampling technique is used to collect data from these above mentioned colleges.

3.4 Instrument

A self-constructed questionnaire is developed. A great care is taken during the preparation of questionnaire so to get maximum and authentic information. All the necessary information is collected through the questionnaire of 20 items. The pattern of questionnaire is based on three points like the scale in which a respondent is asked to respond to a series of teaching strategies by indicating the following three keys i.e.

    a) Yes   b)   No   c)   To some extent

Through this questionnaire researcher tries to answer all the research questions and also tries to find all the objectives which researcher describes in the first chapter of the study.

3.5 Data Collection

The questionnaire was distributed among the students in three colleges of Lahore city. In some cases extra time was given for completion. It took one month. The data was collected with the help of my friend from 50 students of three selected colleges.

3.6 Data Analysis

After data collection, researcher adopt SPSS tool and also Mini Tab for data analysis. By using them researcher made a graphic and percentage which represents researcher's data.

There is also discussion there through which researcher discuss in detail the responses of the respondents. For review of related literature several libraries (Quaid-e-Azam library, Punjab University library, Government College library and Punjab Public library) and different websites on internet were consulted. The populations of the study were students of different colleges. 15 students were selected from Lahore College, 15 students were from Home Economics College and 20 students from Kinnaird College were selected as a sample by using convenient sampling technique. A self-constricted questionnaire was used as data collection tool, which had 20 items with series of problems faced by students in using language, whether they focus on pronunciation or on annunciation and which type of language they use during their conversation. The data was collected personally and with the help of my friend from different colleges and analyzed by using descriptive analysis as well as percentages. There is discussion also in which responses of the respondents were discussed in details. The basis of finding, conclusions was drawn and recommendations were proposed.

Result and Data Analysis

Analysis and interpretation of data is the heart of research work. It needs immense care to interpret and present the data gathered from hard toils. To analyze the practical aspects of the research topic, a field survey was conducted among 3 colleges of Lahore namely Kinnaird College, Lahore College for Women and Home Economics College. A questionnaire was prepared in English for the students (Appendix A). The questionnaire contained a total of 20 questions.

A total of 50 questionnaire were distributed among the students of above mentioned 3 colleges.

Opting for "open questions" would not have suited the research exercise. As such, the questionnaires had to be structured by requiring the respondents to answer definitive, concrete and pre-determined questions. This was essential to ensure that all respondents give replies to the same set of questions. Instead of containing "open questions", the questionnaires were based on "closed questions" i.e. questions requiring the respondent to answer in "Yes", "No" or "To some extent". A sensible effort was made to ensure that the questionnaire contains questions which are clear so that the respondents do not have to face any misunderstanding in giving their answer. Strategy of multiple choice questions was consciously given up.

In devising the questionnaires, an attempt was made to use simple words which would be familiar to all respondents. Only some respondents ask what is enunciation because it is not a familiar term, so I explain about it. Care was taken in wording the questions so that text of the question does not bias the answer. Technical terms or vague expression, capable of different interpretations were avoided.

The data in this research is analyzed by using SPSS, descriptive and quantitative method i.e. taking percentages for the answers of the questions in the questionnaire and interpreted through textual discussion as well as through tables and figures as paper requirement.

Table 4.1

Age of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	28	56.0	56.0	56.0
	26-30	14	28.0	28.0	84.0
	30+	8	16.0	16.0	100.0
	Total	50	100.0	100.0	
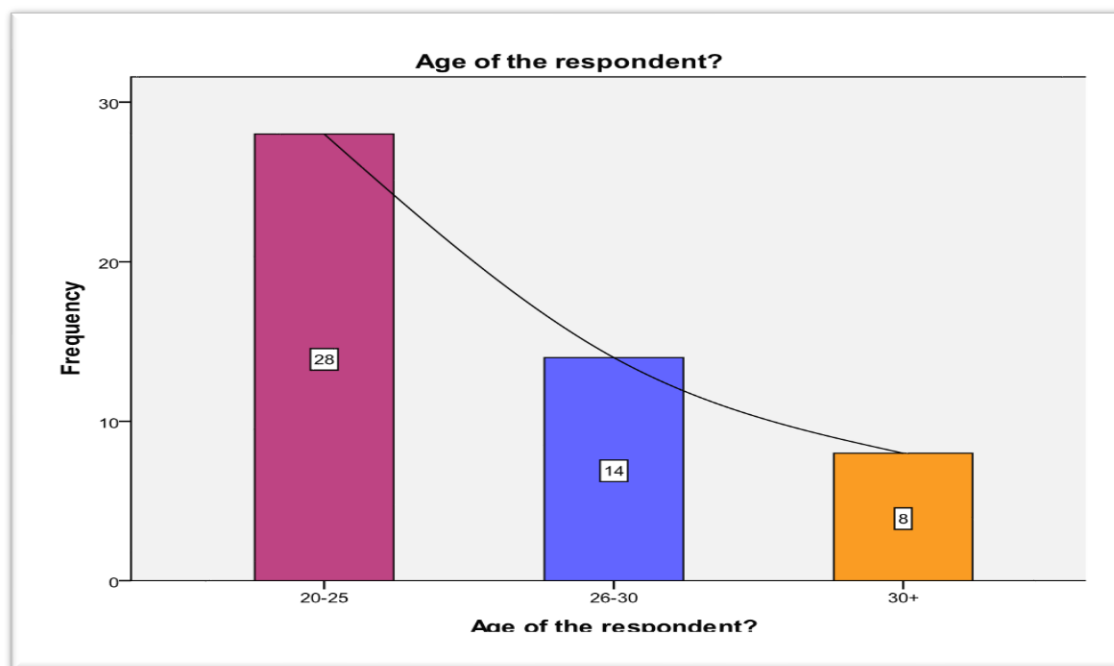
Result:

Table 4.1 shows that there is 28% respondent who belongs to the age between 20-25, 14% stands between 26-30 and only 8% are above 30.

Table 4.2

Do you focus on correct pronunciation while talking to others?

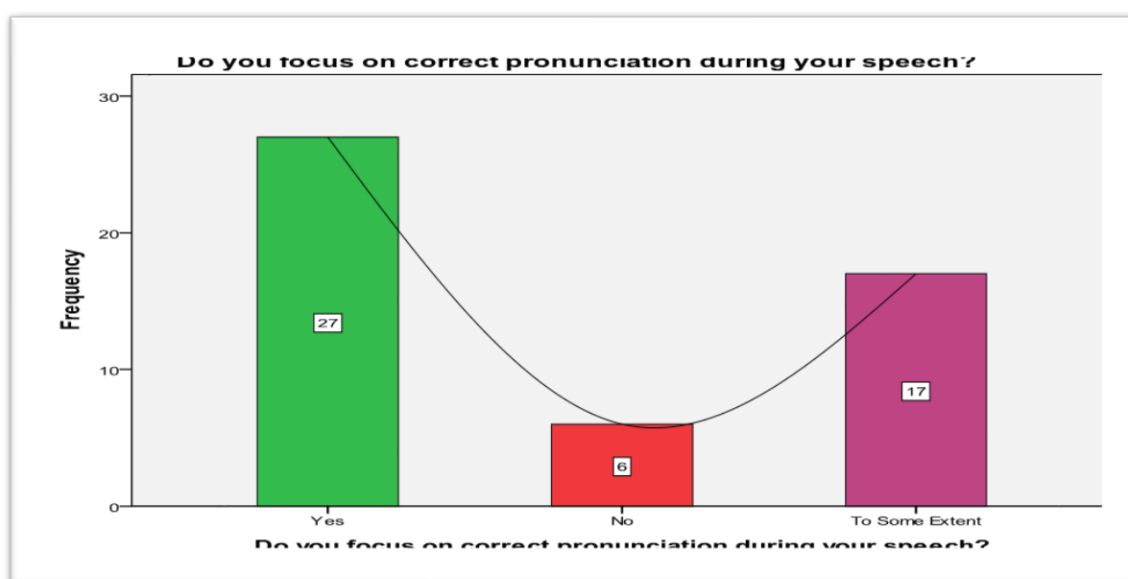|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	54.0	54.0	54.0
	No	6	12.0	12.0	66.0
	To Some Extent	17	34.0	34.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.2 shows that there are majority with 27% who said that they focus on correct pronunciation during their speech but beside this 17% said that to some extent they focus on correct pronunciation but 6% are against this statements they said no they did not focus on correct pronunciation.

Table 4.3

Do you speak fluently and want to focus on enunciation instead of correct pronunciation?

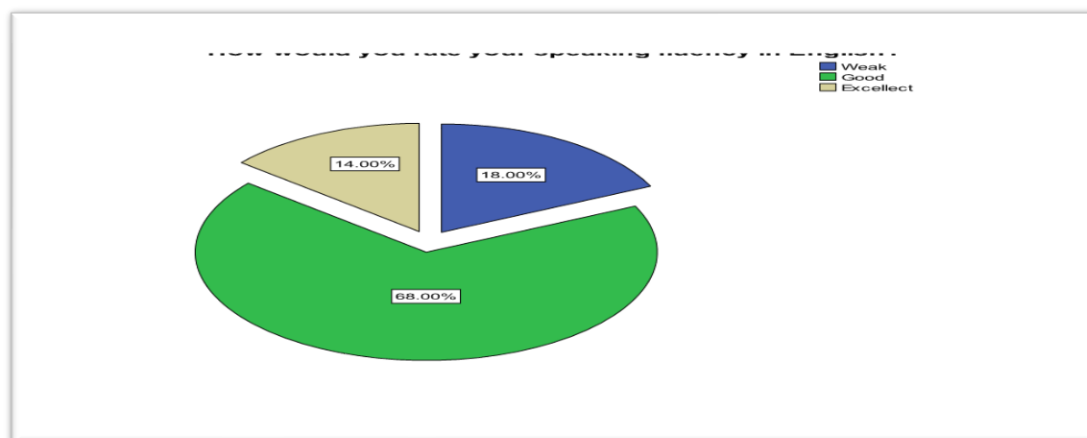|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	46.0	46.0	46.0
	No	9	18.0	18.0	64.0
	To Some Extent	18	36.0	36.0	100.0
	Total	50	100.0	100.0	
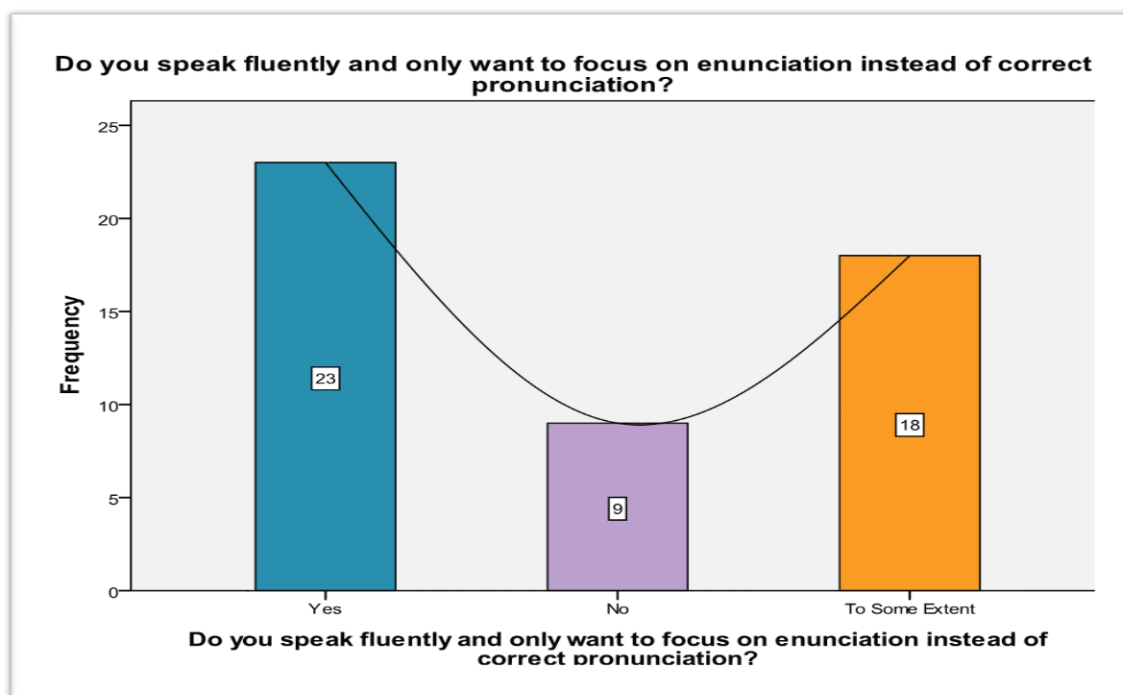
Result:

Table 4.3 shows that majority of the respondent which is 23% , said that they speak fluently and only want to focus on enunciation instead of correct pronunciation on the other side 18% are in favor of to some extent and 9% says no they do not speak fluently and their focus is only enunciation instead of pronunciation.

Table 4.4 How would you rate your speaking fluency in English?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weak	9	18.0	18.0	18.0
	Good	34	68.0	68.0	86.0
	Excellect	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.4 shows that 68% of the respondent said that they were good in speaking English, 18% said that they were weak only 14% are in favor of excellent.

Table 4.5

Did you learn the basics of pronunciation at school level?

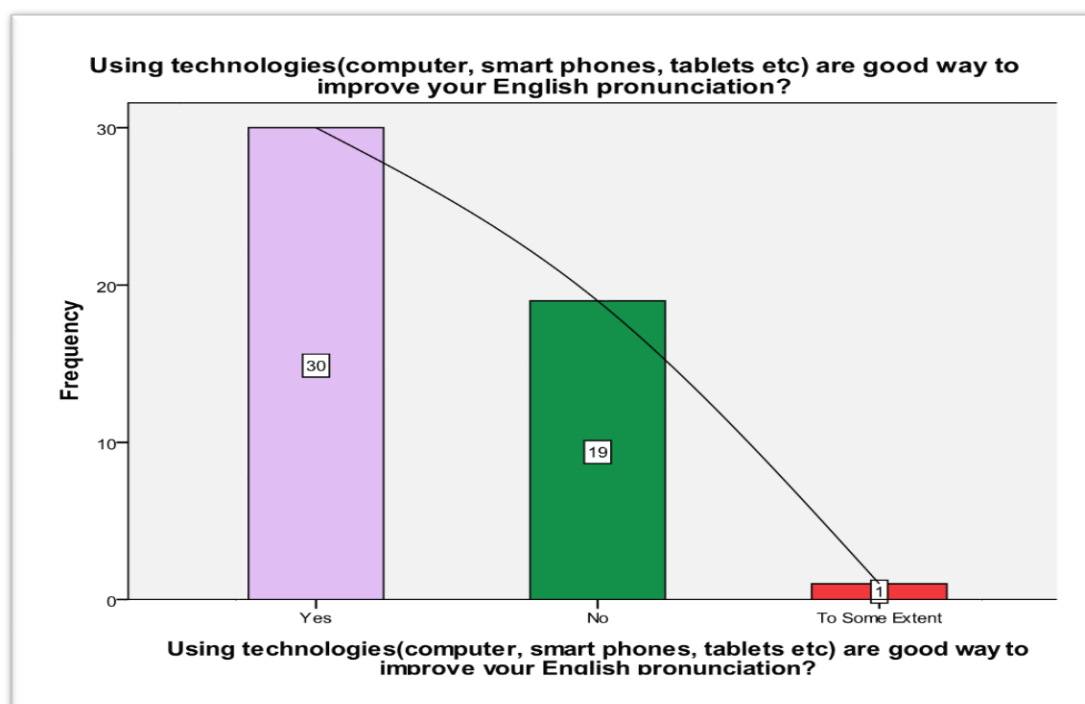|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	22.0	22.0	22.0
	No	19	38.0	38.0	60.0
	To Some Extent	20	40.0	40.0	100.0
	Total	50	100.0	100.0	
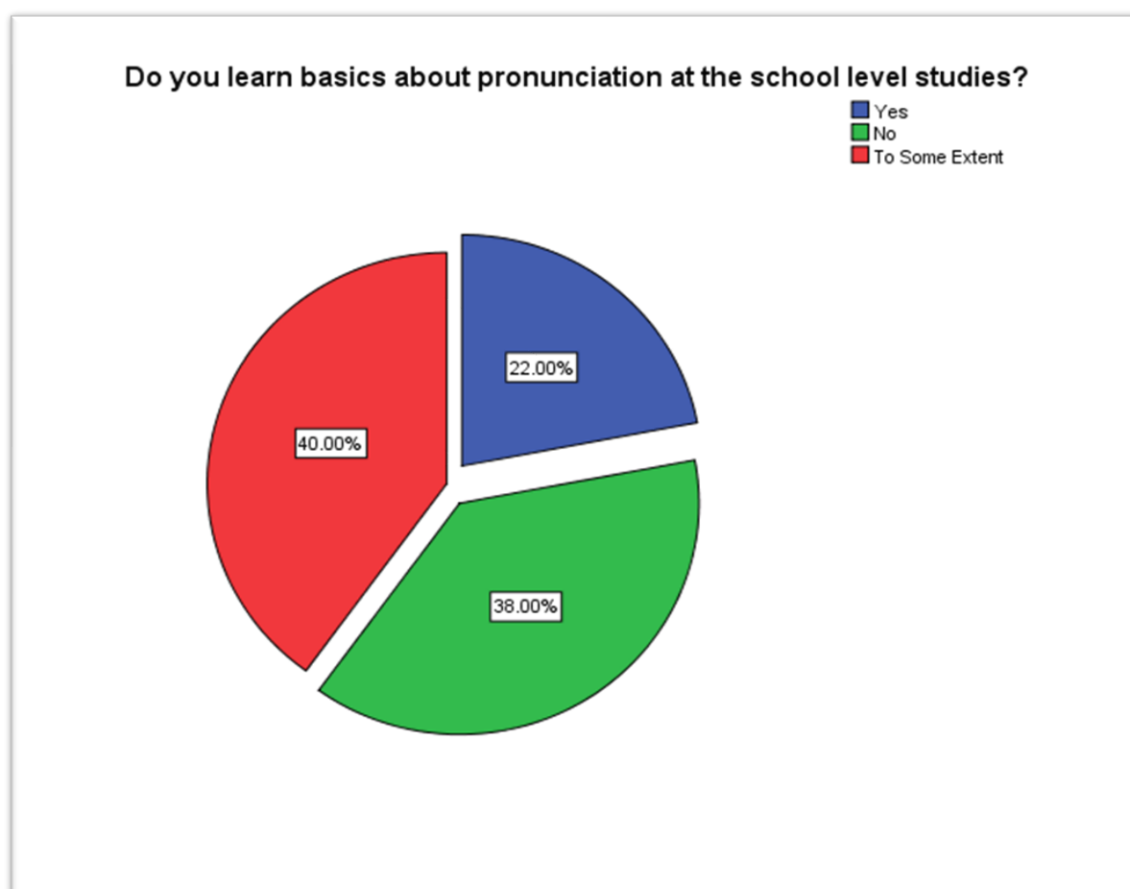
Result:

Table 4.5 shows that majority of the respondent which is 40% is in the favor of to some extent they learn basics about pronunciation at school level. 38% said that they don't learn basics about pronunciation at school level studies and only 22% are in favor of it.

Table 4.6

Using technologies (computers, smart phones, tablets etc.) are good way to improve your English pronunciation?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	60.0	60.0	60.0
	No	19	38.0	38.0	98.0
	To Some Extent	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.6 shows that majority of the respondents are in favor of using technologies improve English pronunciation 19% said no and only one percent is in favor to some extent.

Table 4.7

Does your teacher pay any attention regarding your pronunciation during the class?

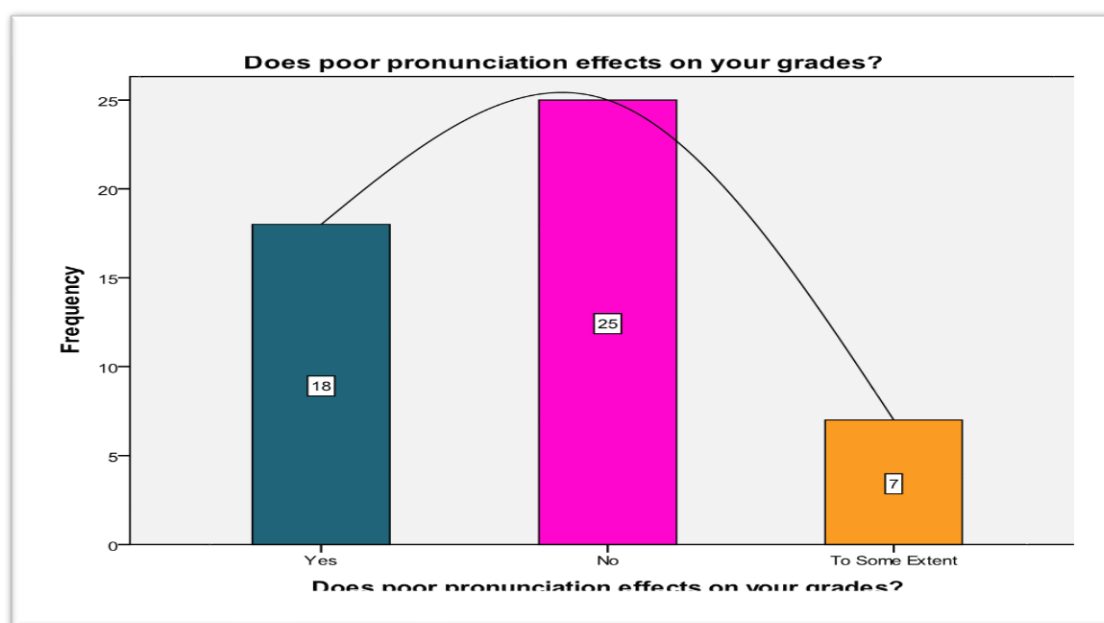|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	60.0	60.0	60.0
	No	9	18.0	18.0	78.0
	To Some Extent	11	22.0	22.0	100.0
	Total	50	100.0	100.0	
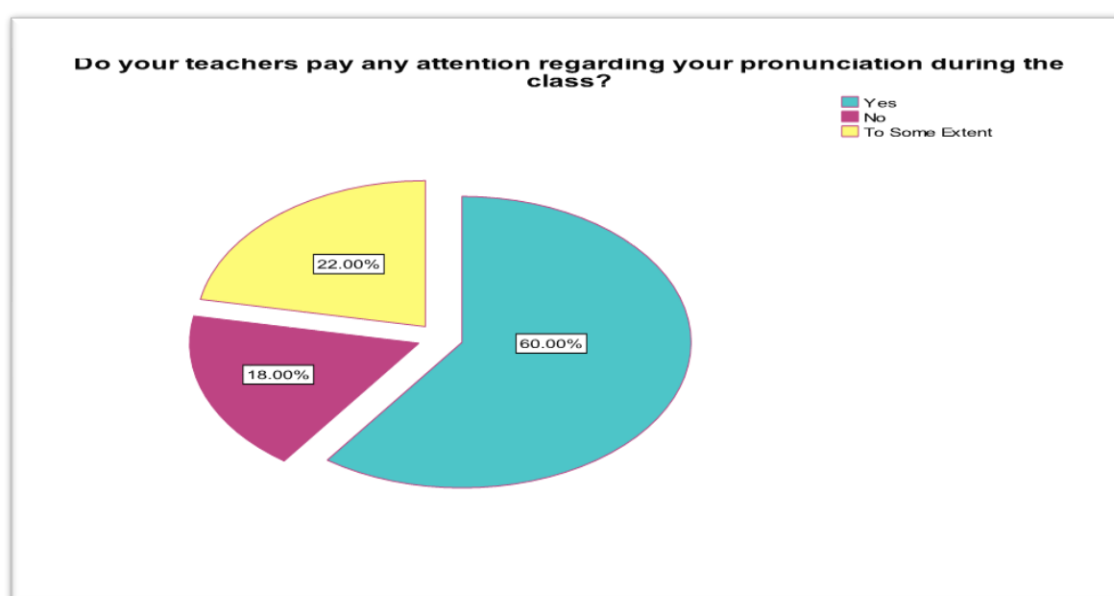
Result:

Table 4.7 shows that 60% are in favor of yes. It means that their teachers pay attention on their pronunciation during the class 18% said no and 22% said to some extent.

Table 4.8
Does poor pronunciation affects on your grades?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	36.0	36.0	36.0
	No	25	50.0	50.0	86.0
	To Some Extent	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.8 shows that 25% majority said that pronunciation did not affect their grades, 18% are in favor of the statement and only 7% said that to some extent poor pronunciation affects on their grades?

Table 4.9

Does weak pronunciations effects on your confidence level?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	66.0	66.0	66.0
	To Some Extent	17	34.0	34.0	100.0
	Total	50	100.0	100.0	
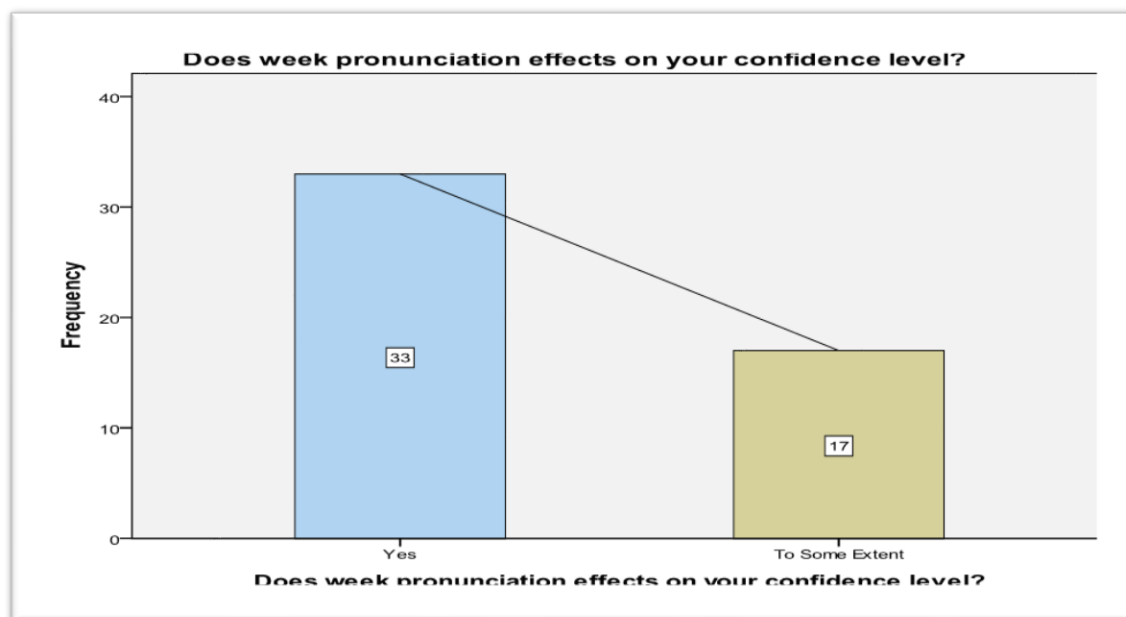
Result:

Table 4.9 shows that 33% are in favor of that pronunciation has great effect on the confidence level, 17% are in favor of to some extent. There is a remarkable thing which is that nobody says that no pronunciation did not have any effect on confidence level.

Table 4.10

Do you use enunciation to cover your pronunciation weakness?

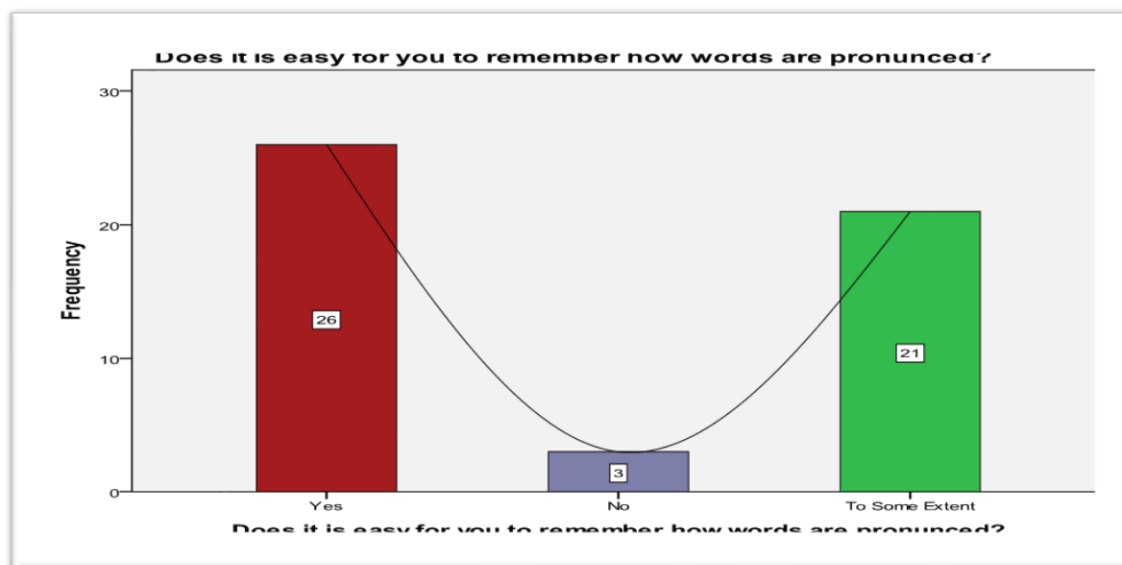|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	34.0	34.0	34.0
	No	21	42.0	42.0	76.0
	To Some Extent	12	24.0	24.0	100.0
	Total	50	100.0	100.0	
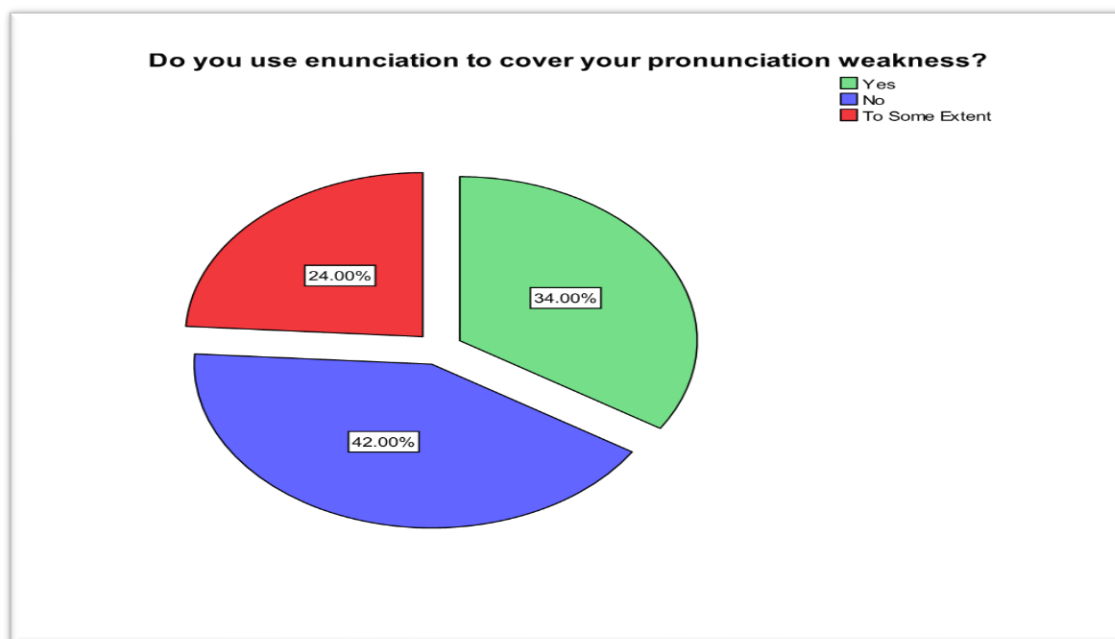
Result:

Table 4.10 shows that 42%   said that no they do not use enunciation to cover their pronunciation weaknesses, 34% yes they use enunciation and 24% said to some extent they use enunciation.

Table 4.11

Is it easy for you to remember how words are pronounced?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	52.0	52.0	52.0
	No	3	6.0	6.0	58.0
	To Some Extent	21	42.0	42.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.11 shows that majority 26% remember and understand how words are pronounced 21% are in favor of to some extent and only 3% are in favor of no they do not remember.

Table 4.12

Do you practice English at home with your family members?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	34.0	34.0	34.0
	No	15	30.0	30.0	64.0
	To Some Extent	18	36.0	36.0	100.0
	Total	50	100.0	100.0	
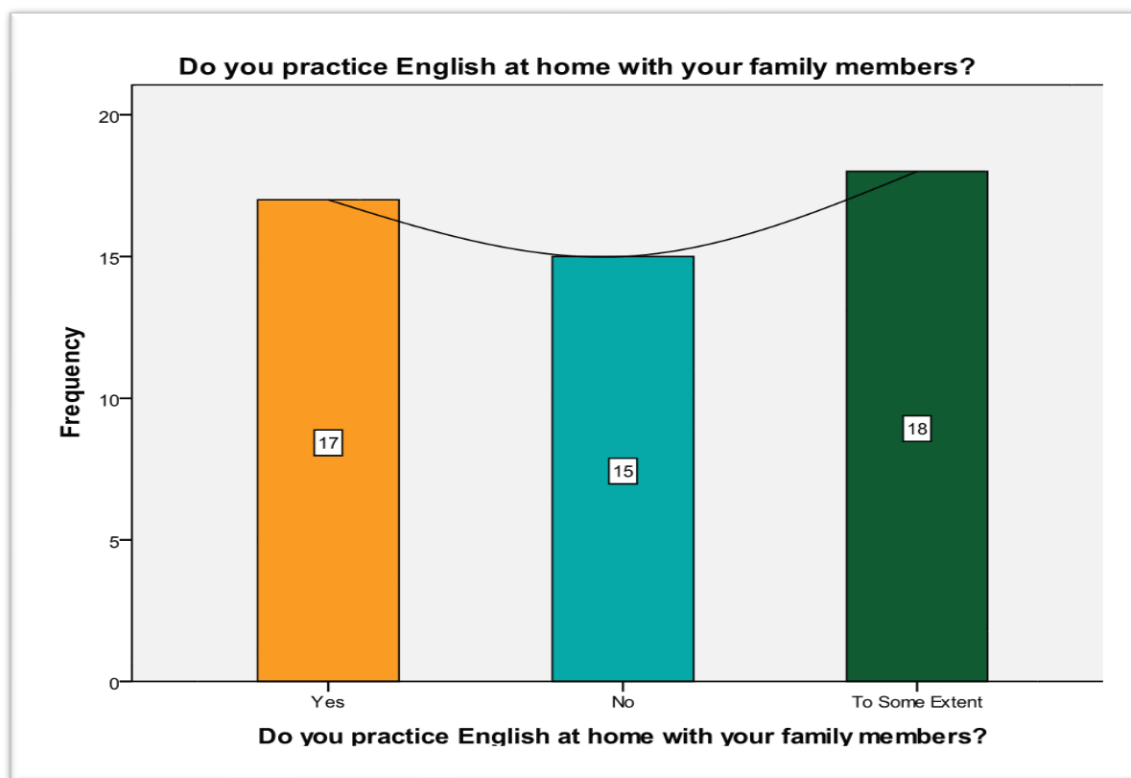
Result:

Table 4.12 shows that 18% of the majority respondents said that to some extent they practice English at home 17% are in favor of yes and 15% said no they do not practice it.

Table 4.13

Do you feel any difficulty while following the stress and intonation pattern of English language?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	44.0	44.0	44.0
	No	18	36.0	36.0	80.0
	To Some Extent	10	20.0	20.0	100.0
	Total	50	100.0	100.0	
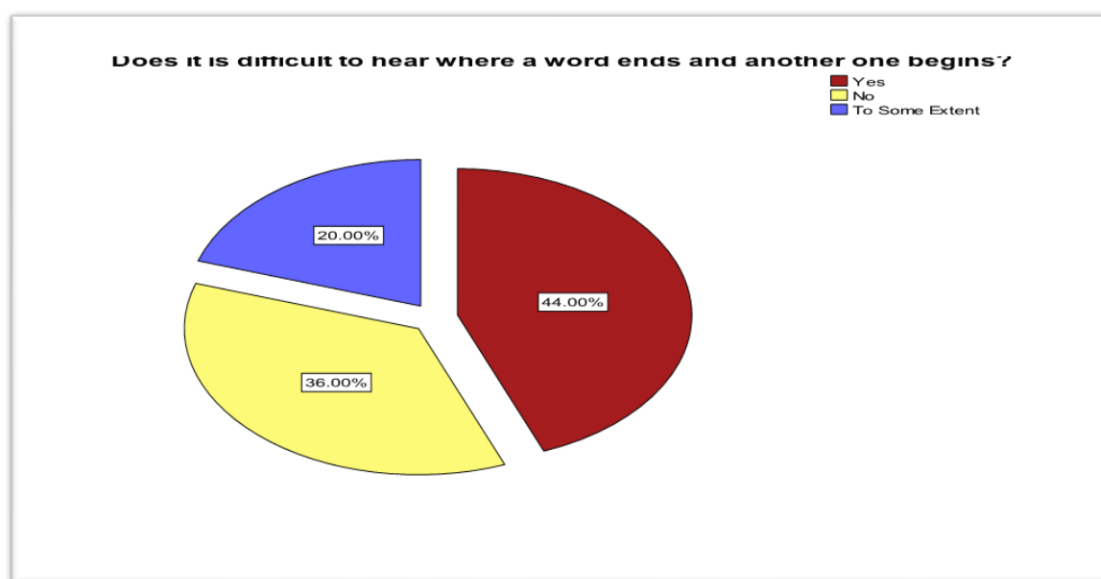
Result:

Table 4.13 shows that 44% said yes they feel difficulty to understand the stress pattern of English language. 36% are in favor of no they said that they do not feel any difficulty while following the stress and intonation pattern of English language and only 20% are in favor of to some extent.

Table 4.14

Does it confuse you when people pronounce words in different ways?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	58.0	58.0	58.0
	No	13	26.0	26.0	84.0
	To Some Extent	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Does it confuse you when people pronunce words in different ways?
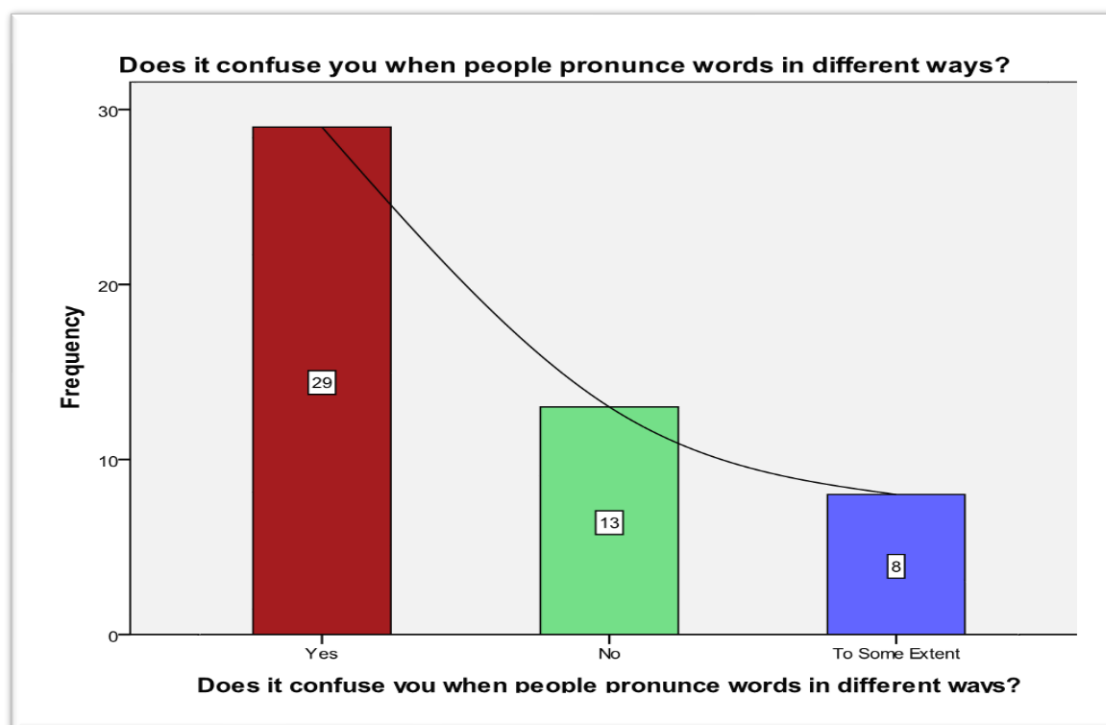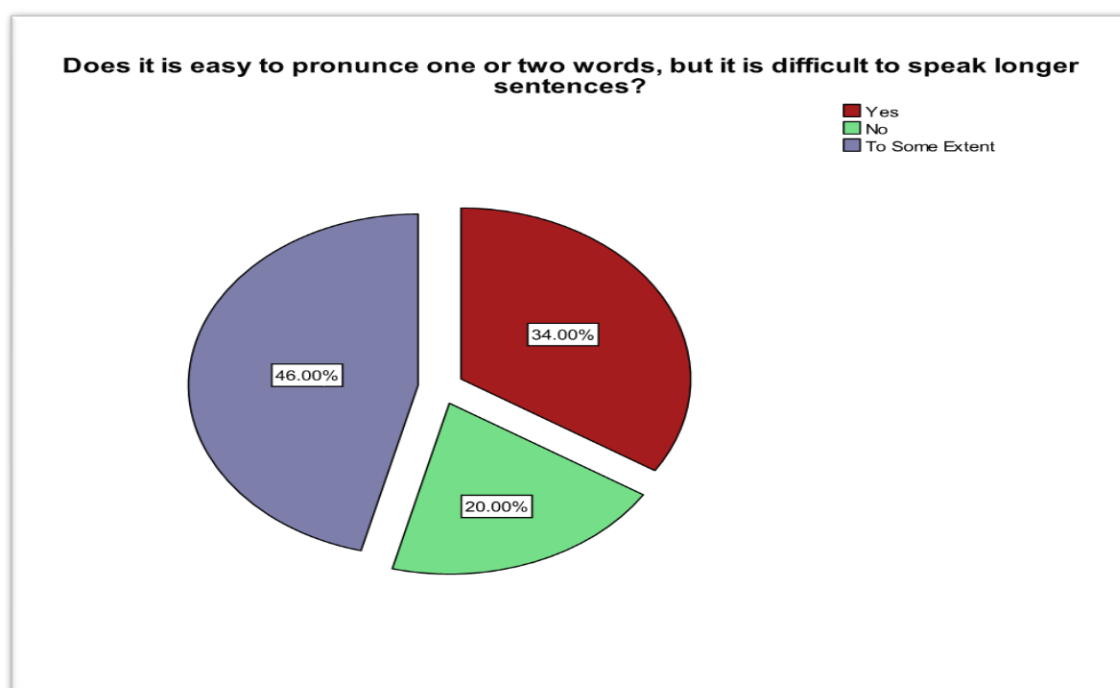
Result:

Table 4.14 shows that majority of the respondent 29% confused when people pronounce words in different way, 13% said no and only 8% said to some extent they become confused.

Table 4.15

 Is it easy to pronounce one or two words, as compared to longer sentences?

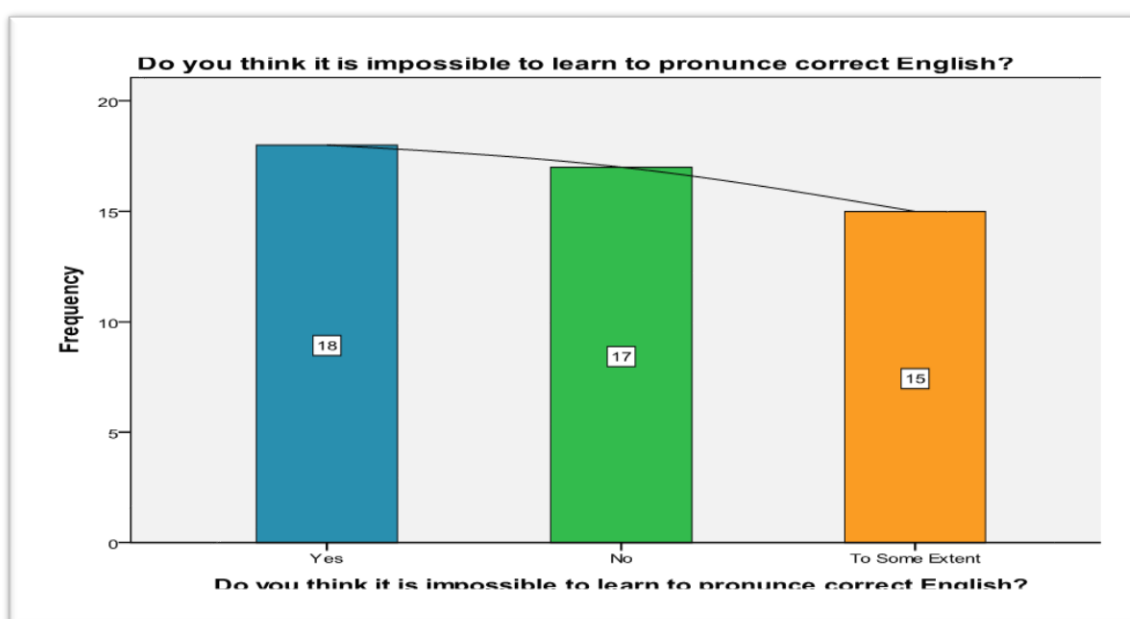|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	34.0	34.0	34.0
	No	10	20.0	20.0	54.0
	To Some Extent	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.15 shows that 46% which is majority of the respondents said that to some extent it is easy to pronounce one or two words but it is difficult to speak longer sentence. 34% said yes and 20% said no they don't feel difficulty to speak longer sentences.

Table 4.16

Do you think is it impossible to learn correct pronunciation?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	36.0	36.0	36.0
	No	17	34.0	34.0	70.0
	To Some Extent	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Result:

Table 4.16 shows that majority with 18% said that it is impossible to pronounce correctly but with little difference 17% said that no it is not impossible and 15% are in favor of to some extent.

Table 4.17

Do other people understand your language clearly?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	96.0	96.0	96.0
	To Some Extent	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
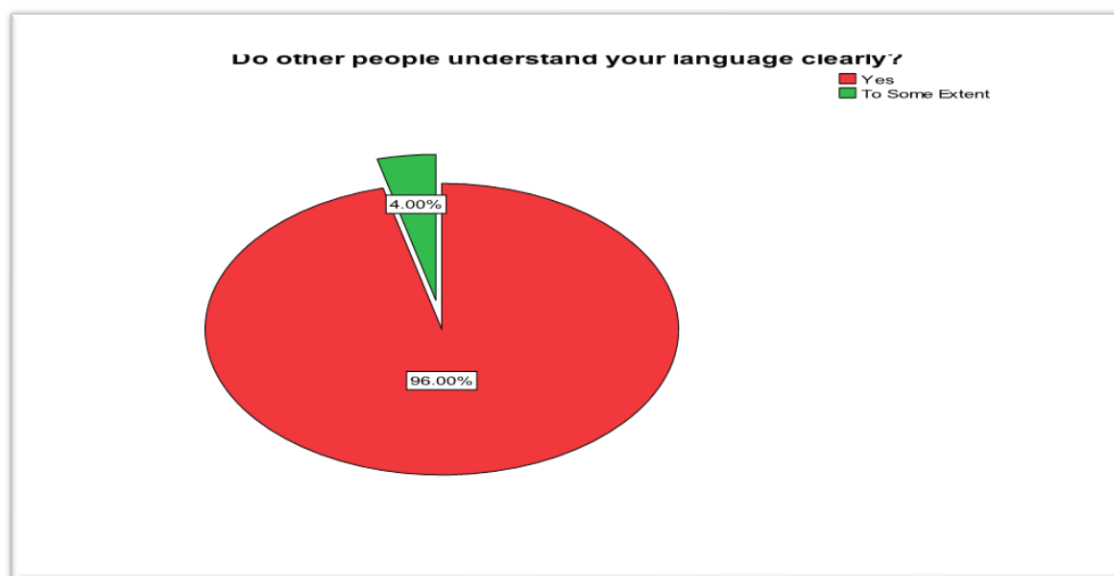
Result:

Table 4.17 shows that majority of the respondent which is 96% said that yes other people understand their language clearly only 4% are in favor of to some extent. There is no one who said that other people do not understand their language clearly.

Table 4.18

Do you understand different accent clearly?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	34.0	34.0	34.0
	No	7	14.0	14.0	48.0
	To Some Extent	26	52.0	52.0	100.0
	Total	50	100.0	100.0	
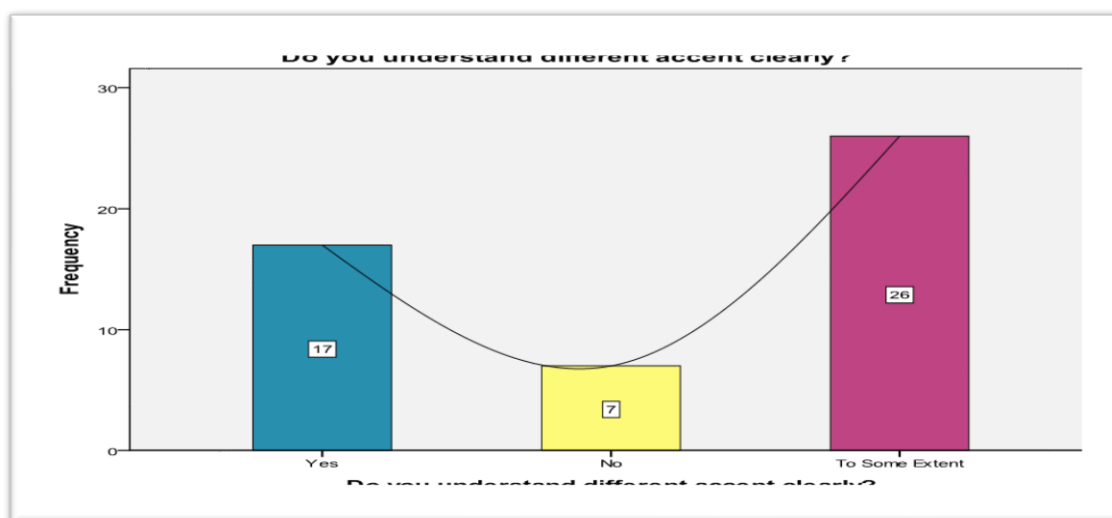
Result:

Table 4.18 shows that majority 26% said that to some extent they understand different accents clearly 17% are in favor of it and only 7% said that they feel difficulty to understand different accent clearly.

Table 4.19

Do you think your pronunciation is clear and correct?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	68.0	68.0	68.0
	No	2	4.0	4.0	72.0
	To Some Extent	14	28.0	28.0	100.0
	Total	50	100.0	100.0	
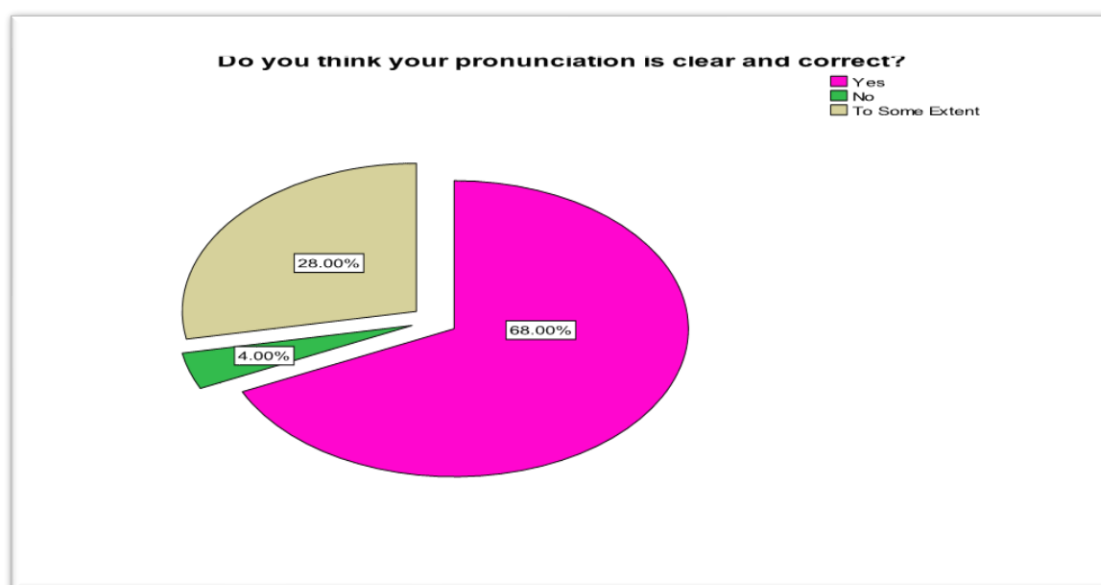
Result:

Table 4.19 shows that most of the respondent which are 68% thinks that their pronunciation is clear and correct. 28% are agree on to some extent and only 4% said that no their pronunciation is not clear and correct.

Table 4.20

Do you end your presentations appropriately?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	64.0	64.0	64.0
	No	6	12.0	12.0	76.0
	To Some Extent	12	24.0	24.0	100.0
	Total	50	100.0	100.0	
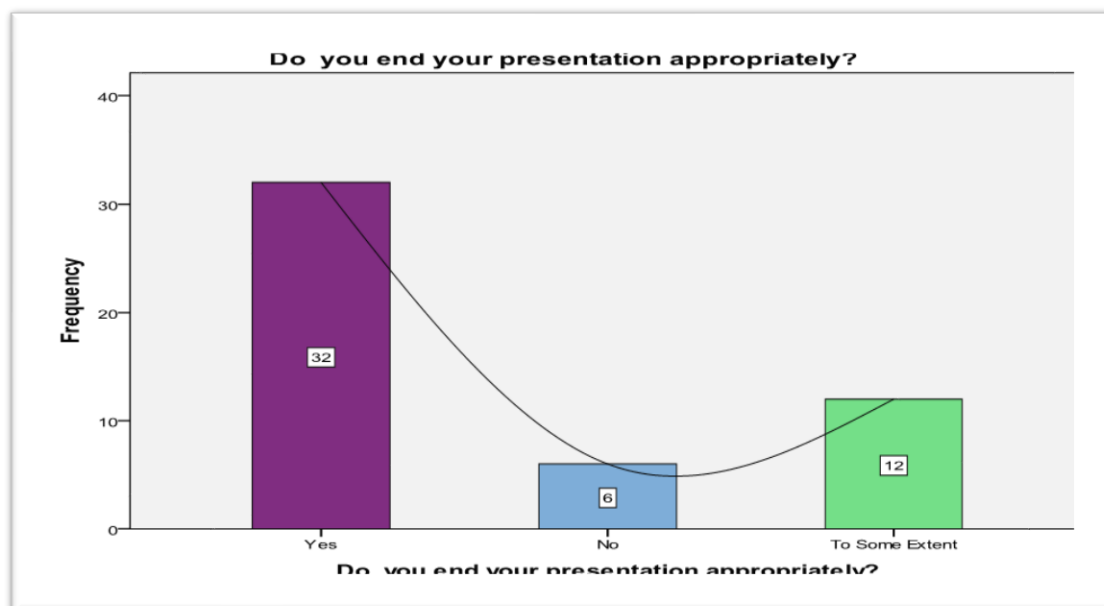
Result:

Table 4.20 shows that 32% are agreed on that point that they end their presentations appropriately 12% said to some extent and only 8% said no they can't end their presentations appropriately.

5 Conclusion

The importance of oral communication is increasing and today's society depends more and more on the spoken word. In our students' life conversation is often regarded as a minor part of a foreign language teaching program. If students are fluent in spoken English and they can speak or pronounce fluently or clearly they feel more and more confident and can face the challenges of the tough and competitive world. Most of the students agreed on the suggestion that "Special Classes" should be arranged at school and college level for improving pronunciation and fluency in spoken English. This "Speaking session" it is suggested, should be a regular part of daily schedule in each school and college. The current scene in Pakistan's does not indicate any emphasis on this aspect. The result is that fluency in spoken English is the weakest part. Different models for "Correct pronunciation and Fluency lesson" should be carefully designed. These lessons should aim at following goals:

1.   To practice and introduce elements of spoken language. It includes the skill of expressing ;oneself orally in a foreign language.

2. Improving the learner's comprehension of speech (if possible both everyday conversational speech and more specialized uses of spoken language e.g. medical, business etc.)

3. To provide an opportunity for learners to use both familiar and new vocabulary actively, and in realistic contents. The situation should be as realistic as possible

4. The duration of the pronunciation (speaking) lesson should depend on the level of student's ability, Fifteen minutes of conversation is not impossible for students who know very little English, provided the topic is carefully chosen, and the material suitably planned. The teacher should provide discussion topics which are:

a) Related to student's requirements

b) Of a suitable level of difficulty

c) Not limited in scope.

As many students and teachers admitted that students are shy to in English in front of the class. Therefore, they hesitate to participate in correct oral communication / conversation in the classrooms. Too little participation by such students can be solved by stimulating clearly presented topics, and by teaching correct pronunciation teaching techniques.

If the students want, they can overcome all the weaknesses regarding correct pronunciation after that they do not need enunciation to fulfill the gap between correct and exact pronunciation. Only with the help of teacher, they can achieve this goal. In this way they can live a confident life, survive in the society, and also enjoy their lives.

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