The Phonological Variation of Pakistani English in comparison to Standard British English: A case study ofBaloch English speaking students in SBKWU, Quetta

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Abstract

With a small amount of language items i.e. words and one variable i.e. phonology, the present atudy aims to exploring the external and internal influences in language change in terms of phonology. The native Balochi speakers while speaking English as a second language face problems in producing some of English language sounds.The phonological differences were observed amongBalochi English speakers in terms of L1 impact on L2 and the influence of social surroundings have been studied in this paper. Employing qualitative mode of inquiry, the present study was conductedin SardarBahadur Khan Women University (SBKWU), Quetta. The population of this paper consisted of Balochi speaking undergraduate studentsfrom three main regions of Baluchistan, from the English Department. Exploiting convenience sampling, three students from each of the three Baloch regional groups and total of 9 students between ages 19 to 22, were selected as subjects of this study. A list of 20 English words based on problematic

utterance of phonemes, was recorded while uttered by the students; transcribed and employing the contrastive analysis the results were displayed in a diagrams. First column displays the region, the second depicts the phonemes uttered by the participants and the third shows the Standard British English pronunciation (SBE). This enabled the researcher to trace the phonological variations, influence of L1 on L2 and the geographical influences on the phonological difference.

Key Words:L1 influence, phonology, external causes of language change, SBE, variation, Pakistani English

Introduction:

Today, in British, the Standard English is called the Queen's English. What variety or dialect the queen speaks in England, it is the Standard English. However, there are other varieties of English which are spoken in Ireland, Scotland, Welsh and Yorkshire. Except the Queen's English or Standard English, other varieties of it are considered its dialects: deviant form, not used in papers or TV, substandard, not has written forms or the language spoken by lower class (Ansari et al., 2016)**.**

The external and internal influences in language change in terms of phonology are the focus of this study. Farrer and Jones, (2002), assert that phonological diversities of language can be observed through different perceptions based on internal system (intra-systemic acquiring of language), external (contact-based) and something that is beyond linguistics, extra-linguistic (socio-political and economic) motivations (Treffers-Dallers, 2009). The phonological differences observed in English speakers with Balochi background in terms of L1 influence on L2 and social surroundings are observed in this paper.

English language being the lingua franca and official language of Pakistan is also the medium of instruction in education at higher level. At the university level and especially in Masters and BS programs in English, the importance of proficiency and cognition in English language skills is unavoidable. Baloch students from various geographical areas of Balochistan come to study in Sardar Bahadur Khan Women University (SBKWU). The Baloch race is mainly divided into three main regional interior groups, which may be called:

1. The Sulaimani Balochs

2. The Makurani Balochs

3. The Rakhshani Balochs, (Panhwar, 2008).

These Baloch students speak a variety of Baloch dialects as the Baloch's are nomadic by instinct and therefore Balochi language is influenced by the neighboring settled races like Sanskrit, Avesta, Old Persian, Sindhi, Jatki, Turkish and Pahlavi (Ali, Baloch & Ahmad, 2011).

The strong influence of the native language i.e. Balochi (L1) on phonological aspect of English, which is their L2 or L3, is obvious disabling them to produce sounds closer to the phonology of Standard British English, which is officially followed in Pakistan. The researcher was helped in her findings by a Balochi research on phonology by Shahwani (1998) who analyzed the utterances of three Baloch regional groups in Balochi Language. According to his findings, the Makurani Balochi group was linguistically more evolved by external and internal influences as compared to other two groups.

Literature Review

Phonological Influence of L1 on L2

The native Balochi speakers who start learning English as a second language, face problems especially in producing English language sounds.

They are often interrupted by the L1 influence thus pronouncing some English words by modifying the sounds and pronunciation of their own language and resulting in the variant production of the English phonology. The variances of the phonology in languages make knowledge of L2 phonology difficult for L2 learners. Jarvis and Pavelenko (2008) assert that learners of L2 phonology are influenced by L1 pronunciation which interferes in the production of L2 sounds. The relationship of L1 sounds with L2 leads to the mispronunciation and emergence of a new soundinstead of the actual one.

In the opinion of Guiora (2006) the second language acquisition is often hurdled by the accurate phonology production. The pronunciation aids in differentiating between a native and non-native speaker of any language, because it is often obvious that new learners face hurdles in learning the native like pronunciation of L2. Some reasons suggested by Guirora (2006) explaining why learners face problem in the learning of L2 pronunciation are:

1: The specific sounds are not present in speakers' L1, making them unable to obtain the pronunciation of L2 sounds accurately.

2: Similarity exists in some sounds in L1 and L2 but they still are unable to produce proper pronunciation in usage thus learning new words to acquire the accurate pronunciation of the new language.

3: The similar sounds are present in both L1 and L2, but learners lack the capability to use and place them in L2 sounds.

Jette et al. (2008) asserts that when a speaker starts to learn L2, some words are found easy to produce while others appear hard for him. The easily learnt sounds are the ones which are related to the sounds of L1. It is a clear indication that shared sounds in L1 and L2 assist the learners and distinct sounds of languages create trouble for the learners.

The likeness in phonology, morphology and syntax of L1 and L2, make L2 learning an acceptable process. Some sounds of L2 do not exist in the mother tongue of the speakers. Ellis (1994) says that this deficiency leads the L1 speakers to the errors in the production of L2 speech sounds. As Bartelt (1992) opines that the vocabulary and sound production is dissimilar among languages. A similar opinion asserts that all the languages have their peculiar words and way of pronunciation (Yang & ,Xu 2001).

On one hand, linguists like Krashan (2003) oppose the process of L1 interference with L2 and asserts that the most affected areas while learning L2 are phonetics and phonology, as the consonants and vowels of L1 interrupt while learning second language.

Whereas, on the other linguists such as Nation (2003) insist on not neglecting first language while learning second language, as speakers are emotionally affiliated to their L1. Brown (2000) supports the idea and says that L1 does not interrupt but help the learners to learn L2. The intervention of L1makes learning L2 easy (Brown, 2000).When people start to learn L2, they accommodate both L1 and L2 which start to play their role. The mother tongue or L1 influences in the learning of second language are indisputable (Ringbom, 2007).

The previous works of the researchers suggest that second language learning is influenced by the learner's L1 or mother tongue (O'Malley, 1990). Various linguists like Nation (2003) and Butzkamm (2003) toiled on this concern and proposed that the process of second language learning is enhanced and reinforced by the mother tongue.

In the opinion of O'Malley & Chamot (1990) the effect of first language on second language is the transfer of one language knowledge to the other. Bada (2001) asserts that the influence of L1 on L2 sound

production is evident. Brown (2000) proved this by taking some Japanese English learners and speakers and scrutinized the English sounds made by them. It was proved that the sounds which did not comprise their L1 or Japanese, were pronounced inaccurately and similar sounds of their L1 and L2 were noticed to be pronounced correctly.

Moulton carried a contrastive study of English and German to trace mother tongue influence and classed 12 segmental errors into four categories: Phonemic errors, phonetic errors, allophonic errors and distributional errors. German teachers are helped in understanding the pronunciation errors and causes through Moulton errors taxonomy (as cited in Anja K. Steinlen, 2005). Swan and Smith (2001) provided a teacher's guide dealing with phonological problems of students from twenty three various language backgrounds expecting that the comparison between English and the related structures of the students own languages would aid teachers in understanding the problems of the students. A list of phonetic descriptions to help students is also provided by Nilsen and Nilsen (2002), to minimize language difficulties.

Language change through social interaction

Roach (2000) opines that there are many accents and dialects for one language as the speakers belong to different geographical and social backgrounds, ages and diverse social classes leading to the pronunciation of one language different. Gass &and Selinker (1994) proclaim that the influence of mother tongue is identified in the language transfer.

According to sociolinguists, studying a language transformation could not be achieved without incorporation of the society. Trudgill (1986) opines that the communication of mutually intelligible dialect of the languages among people shapes a new variation or dialect of language and is described as a linguistic factor. Trudgill (1988) further discusses the New Zealand English,

Hindi-Bhojpuri language dialect spoken in Fuji (as cited in Foulkes & Docherty, 2014) are some examples. Siegel (1985), discussed the incorporation of Afghani Pashto and Urdu emerging into a new Pashto dialect spoken in Pakistan and the influence of Sindhi, Persian and the local variety of English on Balochi (as cited in Chambers & Schilling, 2013).

The possibilities of interaction and influence among various cultural, social and language variant groups lead to, "net migration change is generally of much greater importance than natural change in its contribution to population change" (White 1980, as cited in King 1993, p. 29). Sankoff (2001) opines that language changes due to movement of the people from one place to another due to various reasons. Trudgill (1983) quotes Weinreich, 1968, who opined that general language change is due to the interference and borrowing of influence and items from one to another language. Another factor is convergence. Conferring, according to Trudgill (1983) is a phonological form of acceptance.

Sankoff (2001) emphasizes that the sound and grammatical change level can be visibly shown by the phonological modification in grammatical rearrangement. Balochi has a lot of phonetic differences with the new Persian, and a major similarity with Old Persian. According to Professor Khalil Saddiqui (2001), Balochi language shows a phonetically resemblance with Sanskrit. The Balochi lexicon and the historical phonology display a variety of neighboring languages effects (Korn, 2005).

Among numerous reasons of Language change, one lies in people interacting with different people, places and cultures, they alter the language. Trudgill, 1983 (as quoted by Weinreich, 1968), opined that general language change is due to the interference and borrowing of influence and items from one to another language.

Sankoff (2001) opines that Language Changes due to movement of the people from one place to another due to various reasons, adopting each other's language and adding to the process of language change.

English in Pakistan

English is considered the most prestigious and dominating language in the world. Without its learning and speaking proficiency at a considerable acceptable rate, no country in the world can imagine to compete the pace of development as it is essential in the field of business, commerce, trade, communication, science & technology and especially in education (Tariq et al., 2013). In 1980s, the World Englishes have been emerged to making differentiation between indigenous languages that are spoken in British, America, New Zealand, Australia, Canada and some other parts of Europe, and Non-native varieties which were set in the outer circle by Braj Kachru. Since, Pakistani English was considered as a different variety; Braj Kachru, 1986, included Pakistan in outer circle country. Kachru, 1986, considered Pakistani English as an, second language institutionalized Variety (Baumgardener, 2009, as cited in Tariq et al., 2013). The usage of English in Pakistan is very much different as compared to the native speakers. The reason of affecting the English in Pakistan is that indigenous languages of Pakistan: Punjabi, Sindhi, Urdu, Balochi, Siraiki and others interact with the English.

To consider the Pakistani English a genuine variety, there are problems that some linguists consider all the deviances from the native varieties of English as errors or sub-standard English. Baumgardner, 1987, argues that those who believe that Pakistani English is an independent variety in its own, consider the modernism and deviations in Pakistani English, a matter of pride among Pakistani speakers of English. Besides, there are still some linguists and

native speakers like Prator,1968, who attack Indian English and Pakistani English as the most unintelligible variety of English for the rest of the English speakers (Ansari et al., 2016).

Baumgardner, 1998, conducted a study of the attitudes of Pakistanis towards Pakistani English and towards the suitability of local lexical and grammatical innovations in Pakistani English. The study concluded that Pakistani norm hasbegun to emerge (as cited in Tariq et al., 2013). Talaat (2002) studies the phenomenon of change and concluded that Pakistani English was not a steady system. He focused on the process of the variation of English. Mahboob, 2009, studied the cultural aspect of Pakistani English and he considered the association between Islam and English in Pakistani background. He concluded that Islam, as the central power in the cultural tradition of Pakistan, is also reflected in the English which Pakistanis speak. Rahman,1990, pleaded in his book *Pakistani English* described the non-native variety of English. He also described the structures of Pakistani English vis-à-vis Standard English. Rahman discovers morphological, syntactical and grammatical variances. Tariq Rahman further said that he believed Pakistani English, like other non-native varieties of English, also has four sub-varieties. There is, the variety which varies only in some phonological-phonetic features but is otherwise identical to British Standard English. This variety is used by people who have been exposed, generally for long periods, to BSE spoken in the Received Pronunciation accent. Such people belong to highly educated and often very westernized families, and are either writers with international reputations or academics and highly placed administrators. This variety can be called Anglicized English, and in order to distinguish it from other varieties (Ansari et al., 2016).

Most of the population of Pakistan is living in rural areas. The main cause of low literacy rate is poverty and ignorance. Saptawulan Hening Nariswariatmojo, 2011, in his research discussed internal and external factors in Indonesia in the perspective of Language Learning and Language Learning Process (as cited in Tariq et al., 2013). According to him family background, social relations and school factor play an important role in learning English as ESL. Tariq et al. (2013) quotes Narendra Rathod, 2012,who narratedthat in social factors in second language acquisition, that there is a relationship between social class and L2 achievement. Most of the studies show that children from lower socio-economic groups are less successful in L2 learning than children from higher groups. M.S. Farooq, A.H. Chaudhry, M. Shafiq discussed that the home environment also affects the academic performance of students (ibid.). Educated parents can provide such an environment that suits best for academic success of their children.

Standardized British English in Pakistan (SBE):

After independence from the British Colonization, it was decided by the government to continue with English as the official language of Pakistan since it was encouraged as a compromise aspirant (Haque, 1993). It remained a compromise candidate in Pakistan, as it has been for the multilingual intelligentsia in India (Khalique, 2003). Khalique further opines that, English being a modern language and the prime means of knowledge, entrée to global markets, and communication and has to stay as an important language of the country (2003).

The government today realizes the worth of English in a global economy and is executingstrategies to teach English at a primary school level in all schools. This modification in policy is maintained by most of the people who are preferringto learn English to other languages and consider it

as a means of economic development (Mahboob, 2003).Pakistani English in itself is heterogeneous not only because of the socio-economic, geographic, and educational background of the people who speak it, but also because of the various first languages of its speakers. Mahboob (2003) discussed the difference in the placement and quality of the epenthetic vowel in English spoken by native speakers of Urdu and Punjabi.The various differences in Pakistani English are based on mother tongue which illustrate that there maybe lies a substantial variation within Pakistani English which is based on speakers' first language. Pakistan is a multilingual country with at least 69 living languages (Mahboob, 2003), and speakers of many of these languages may be prophesied to speak English inversely. Unluckily, at present, no research is reported to explore the level of effect of several mother tongues on Pakistani English(es). The mainlanguages of Pakistan comprise of Balochi, English, Pashtu, Punjabi, Sindhi, Siraiki, and Urdu (Mahboob, 2003).

Sounds of Pakistani English

At present, no reliable studies of the phonology of Pakistani English are reported.Rahman,1990,discusses the feature in reference to Pushto speakers (ibid.). He states that,"Pushto speakers do not articulate [v] in word final positions and gives the following example: LOVE [lou] Rahman states that is an influence of Pushto which also deletes [v] in these contexts" (p. 19).The phonological aspect of Pakistani English is dissimilar from native speakers and in the Pakistani variety there is another variety which is Sindhi English. This English is valid in Sindh and Pakistan, because they speak and they can easily understand it. But native speakers of English can hardly comprehend and sometimes they complain that this is not intelligible for them (native speakers of English). However, Pakistani English is intelligible

with other Asian varieties of English, for example, Indian English, Srilankan English, Bangladeshian English, Nigerian English and others (Ansari et al., 2016). The main reason for wrong pronunciation is that the first language interacts while speaking or interacting in second language. In fact, the speakers of second language follow the rule of producing sounds of their first language and what sounds are in their language they use them in the second language. If there is no sound in any first language, it will be hard for pronouncing that sound. For example, in Sindhi there is a sound /ŋ/, in Sindhi / ڙ ./That is why; Sindhi speakers can pronounce it easily rather than Punjabi, Urdu, Baloachi and other first language speakers (Ansari et al., 2016).

Statement of the Problem:

The speakers of English, whose mother tongue is Balochi, face problems in pronunciation of some words of English(L2). The L1 of Baloch speakers hinders the correct English phonology, thus leading them to different pronunciation of some words of English. Certain social factors may also be responsible for the phonological difference of English as L2. This study aims at identifying and analyzing major phonological differences and their causes.

Research Questions:

1. What is the influence of L1 (Balochi) on L2 (English) of the Pakistani English speakers with the Balochi language background?

2. What are the social reasons for variant pronunciation of some words of English that is L2 for Baloch Students?

3. What are phonological variations of English words as used by Baloch English speakers in comparison with SBE?

Significance of the Study:

The study will be helpful in marking the phonological areas of speech which are responsible for deviant pronunciation of English among Balochi students and suggest future remedy and improvement towards a better proficiency at speaking level. The study will focus on some phonemes that the Baloch students pronounce in a specific way. Few phonemes are absent in English script and some are absent in Baloch script. The study explored the utterances of the absent phonemes in Balochi and English language by the Baloch students through L1and geographical influences on the phonology of English language.

Methodology

The study employed qualitative mode of inquiry and undertook an exploratory investigation. In this research, the researcher used comparative research by comparing phonemes of the two languages. In the opinion of Rokkan, 1968 (as cited in Hakim, 2012) comparative research is linked to the comparison of two languages and aims at presentation of their configurations from a common forerunner.The researcher's observations through a constant academic contact with the students for 10 years, helped to formulate a word list of certain phonemes that the Baloch English speaking students find difficult to pronounce.

Participants

Exploiting convenience sampling, the participants consisted of 9 Baloch English speaking students, aging 19-22 years, of SBK Women's University, Quetta, English Department first semesters MA and BS programs.

Instrumentation

The researcher used a 20 words list, which the Baloch English speakers find difficult to pronounce. The problematic letters are positioned in

the initial place in the words. The utterances of the participants were recorded, transcribed and investigated through contrastive analysis. Lincoln, (1985) opines that comparative analysis is used in the analysis of phonological statements to identify existing tendencies of two languages' data for a straight comparison (as cited in Zhang, 2009).

Data analysis

Employing the contrastive analysis, the results are depicted in diagrams. One column showed the region, the other transcribed the utterances of the participants and the last displayed the Standard English pronunciation.

Theoretical Framework

James Emil Flege's, 1995 Speech Learning Model (SLM) theory is used as theoretical framework of the study.The researcher draws upon SLM theory which states that while learning L2, the sounds that are very different from the sounds of L1 are learnt accurately by the learners, and the similar sounds are blended in with the L1 sounds (as cited in Strange, 1995).

William Labov's Approach to language change (2001) is also used as theoretical framework to support the present work. William Labov found that the external factors are responsible for language change. A change in a language is witnessed through incorporation of sociological features which are independent of specific time variable.

Findings

A word list consisting of 20 words (appendix) was recorded while being uttered by the participants. The English words began with letters *H, A, P, F*. The English-zed words of native lexis, started with *khay* and *ghain*, the 11th and 25th letters in Balochi Script which are absent in the English script (Shahwani, 1998, p. 147).

Diagram 1

	Phonetic symbols	Phonemes	Phonetic transcription(SBE)	Participants Number	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participants
				1	Haid	Haid	Had
1	/a/	Aid	/eɪd/	2	Ad	Had	Had
				3	Had	Had	Haid
				1	Hair	Hair	Hair
2	/a/	Air	/ɛː/	2	Hair	Hair	Hair
				3	Hair	Hair	Haer
				1	Harm	Harm	Harm
3	/a/	Arm	/ɑːm/	2	Hrm	Arm	Harm
				3	Haarm	Harm	Harm

The above diagram show that the letter *A* is sounded as/*H*/.

Diagram: 2

	Phonetic symbols	Phonemes	Phonetic transcription ()	Participants Numbers	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participants
				1	All	Aal	All
1	/h/	Hall	/hɔːl/	2	All	All	Aal
				3	All	Aal	All
				1	Ate	Ate	Ate
2	/h/	Hate	/heɪt/	2	Ate	Ate	Ate
				3	Ate	Ate	Aat
				1	Air	Heir	Air
3				2	Air	Air	Air
				3	Air	Air	Air
	/h/	Hair	/hɛː/				

The letter H is sounded as /A/ in the utterance of /H/ words.

Diagram: 3

	Phonetic symbols	Phonemes	Phonetic transcription (SBE)	Participants numbers	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participant
1	/f/	Farm	/fɑːm/	1	Pam	Pam	Pam
				2	Pam	Parm	Pam
				3	Pam	Pam	parm
2	/f/	Far	/fɑː/	1	Par	Par	Par
				2	Par	Par	Par
				3	Par	Par	Par
3	/f/	Fine	/fʌɪn/	1	Pine	Pine	Pine
				2	Pine	Pine	Pine
				3	pine	Pine	fine
4	/f/	Fly	/flʌɪ/	1	Ply	Ply	Ply
				2	Ply	Ply	Ply
				3	Fly	Ply	Ply

The variation is seen in utterances of letters *P* as /*F*/.

Diagram: 4

	Phonetic symbols	Phonemes	Phonetic transcription(SBE)	Participants numbers	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participants
1	/p/	Pun	/pʌn/	1	Fun	Fun	Fun
				2	Pan	Fhun	Fun
				3	Phun	Phun	Fhun
2	/p/	Pay	/peɪ/	1	Fay	Fay	Fay
				2	Phay	Fay	Fhay
				3	Fay	Phay	Fay
3	/p/	peep	/piːp/	1	Feef	Feef	Feef
				2	Feef	Feep	Peef
				3	Fheep	Feep	Feep
4	/p/	pen	/pɛn/	1	Fen	Fen	Fen
				2	Fhen	Fhan	Fan
				3	Fen	Fen	Phan

The above diagram shows that /p/ is phonologically uttered as /F/.

The above mentioned phonemes are found problematic in utterance by the Baloch English speakers and the comparative analysis showed a glaring contrast with SBE pronunciation. The similar results are shown by the three groups in above mentioned phonemes.

Diagram: 5

	Phonetic symbols	Phonemes	Phonetic transcription(SBE)	Participants Numbers	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participants
1	/kh/	Khaddar	/khadar/	1	Khadar	Khadar	Khaddar
				2	Khadar	Khaadar	Khader
				3	Khader	Kader	Khaadar
2	/kh/	Khaki	/khak:i/	1	Khaakhe	Khaakhe	Khaki
				2	Khaaki	Kakhi	Khake
				3	Kaake	Khaake	Kaaki
3	/kh/	Khan	/khan/	1	Khan	Kan	Khan
				2	Khan	Khan	Khan
				3	Khan	Khan	Kan

Diagram: 6

	Phonetic symbols	Phonemes	Phonetic transcription(SBE)	Participants Numbers	Utterances of the Rakhshani group participants	Utterances of the Sulaimani group participants	Utterances of the Makurani group participants
1	/gh /	Ghani	/ghan:i/	1	Ghani	Ghani	Ghani
				2	Ghani	Ghani	Ghani
				3	Ghane	Gani	Gani
2	/gh/	Ghastly	/ghastl:i/	1	Gastly	Gastly	Ghastly
				2	Ghastly	Ghastly	Ghastly
				3	Ghastly	Gastly	Gastly
3	/gh/	Ghana	/Ghana/	1	Ghana	Ghana	Ghana
				2	Ghana	Gana	Ghana
				3	Gana	Ghana	Gana

However, the words starting with *khay* and *ghain*, the 11th and 25th letters in Balochi Script are absent in the English script. The Sulaimani and Rakhshani groups were found closer to the Pakistani pronunciation of SBE of these letters. The Makurani group was found to pronounce these phonemes almost similar to SBE phonology.

9. Discussion

The Speech Learning Model theory by Fledge (1995) shows the influence and interference of the mother tongue in the production of second language sounds, leading speakers/learners in mispronouncing the sounds of L2. The similar sounds in both languages are replaced with the sounds of mother tongue of the speakers while the different sounds are learnt accurately.

The significant aspect of learning English pronunciation in terms of phonemesis important than letters of the alphabet, as the confusing nature of English spelling is the hindrance (Peter Roach 2000). The results indicate that the overlapping of the phonetics of *A, H, P* and *F* is the result of influence of L1 on L2.The target sounds are substituted by the native Balochi sounds with same place but with different style of pronunciation. Some phonemes exist in both languages, but due to similarity of the two phonemes, the participants are unable to distinguish and a variant pronunciation of the English phonemes occurs like in /a/ and /h/.According to the findings of Afghani, 1960, native Pashto script lacks some of the phonemes as /f/ due to which they confuse it with /p/ and the similarity between the two phonemes makes them unable to distinguish, thus leading towards mispronunciation of the English phonemes. Same case occurs in theBaloch language script too.

Similarly, the Balochi letters which are absent in English script, are differently pronounced by the Balochi English speakers (Shahwani, 1998, p. 136-7).It was found that the participants from the interior Sulaimani and Rakhshani ranges could pronounce the words beginning with*khay* and *ghain* in Pakistani phonology of the SBE, which is significantly explained by Rehman, 2014. The utterances of these phonemes by the Makurani range participants are found closer to the SBE. A justified explanation for this

comes from Baluch (1984), who asserted that the Makurani natives are more exposed to Karachi, gulf and Persia andthus under constant interaction with Urdu, Arabic and Persian. Hashmi (2000) opines that the Makurani Baloch English speakers have lost the authenticity and purity of their native language due to constant contact with foreign languages.

The interference of other languages due to social and geographical interactions, expose the Makurani's to a linguistic modification.As also asserted by Baloch (2005) the Makurani native language has evolved as compared to the Balochi of the other two regional groups. This brings the utterance of *khay* and *ghain*closer to SBE, as compared to Rakhshani and Sulaimani natives, whose L1 is regarded pure and helps them in utterance of *khay* and *ghain*, the 11th and 25th letters in Balochi Script close to Pakistani style of English pronunciation. Thus, it is evident that the Balochi speakers pronounce the /gh/ and /kh/ different from Pakistani pronunciation.
The voiced glottal/ velar stop/kh/ is replaced by voiceless velar stop /k/. Similarly, the voiced glottal/ velar stop /gh/ is replaced by voiceless velar stop /g/.

Conclusion

The study would help the Baloch speakers and linguists to identify the English sounds pronounced differently and widen the vision of understanding when a comparison would be made with SBE.
The utterances of Baloch English speakers are hampered by the L1influence, alongside the social and geographical factors leading to a different pronunciation of some English phonemes.
The Makurani English speaking participants are found to produce a wider phonological difference as compared to Sulaimani and Rakhshani due to more exposure and their flexible adoptive language habit. The phonemes

/A/, /H/,/F/ and /P/ are pronounced differently by the three regional groups to SBE. But the words beginnings with /kh/ and /gh/ are pronounced in a Pakistani accent by Rakhshani and Sulaimani groups and but are found closer to SBE by the utterances of Makurani regional group. The geographical effect and the impact of L1 on L2 seem stronger on Makurani group.

The Makurani English speaking participants are found with a wider phonological difference as compared to Sulaimani and Rakhshani due to social and geographical influence of interaction with other linguistic groups and the impact of L1 on L2. Hashmi (2000) rightly described the Makurani's to be open to an exposure and their flexible adoptive language habit playing part in language evolution.

The study would help the Baloch speakers and linguists to identify the English sounds pronounced differently and widen the vision of understanding when a comparison would be made with SBE. According to the theoretical frame work of Labov, 2001, there are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality. To Consider all variables relating to second or foreign language learning concurrently would be an very problematic charge. Thus, classifying these factors into two groups of internal and external, include elements of the same type. External factors are largely dealt with curriculum development and course design and internal factors are discussed in SLA and psychology books. Internal variables suggest cognitive and meta-cognitive factors as intelligence, perception, selfesteem, learning style etc. While external variables infer social and affective factors such as social class, first language, early start, L2 curriculum, etc. The study depicted that not only the external, but also the

internal factors had their particular influences on the language learning process and the production process too.

Flege's hypothesis to propose the Speech Learning Model (SLM) stipulates that speakers who learn an L2 early (as children) will establish two different categories for their two languages (i.e., native and English). The undertaken study agrees with Flege who proposes those who learn an L1 and an L2 earlier rather than later can, in a sense, separate their two languages by separating the sounds. However, he also predicts that adults learning a second language are not able to create two unique categories for sounds that are similar in the two languages and will therefore classify the L2 sound using the L1 category. The present study is conducted on university students who depict the same tendency of not being able to distinguish between the same sounds and also being unable to alter the influence of L1 on their L2 phonology.

11.Recommendations

The study concludes that the phonological differences in speaking a foreign language occurs due the interference and influence of the L1 which is inevitable. However, this difference in pronunciation can create hurdles in smooth conversation and communication problems.

So following steps should be taken to facilitate the Baloch and Brahvi students.

- It is found that the Baloch students who belong to more social interactive and communal active regions with diversity in interaction and other groups are less likely to produce more phonological differences than the areas which are socially and culturally isolated and limited in the social interaction. So it is recommend that teaching

methods should be interactive, students are engaged in discussion in small groups to enhance social interaction in classroom practices.

- As the study indicates that the Baloch and Brahvi students from rural areas has little cultural experiences, so it is suggested that different cultural plays should be arranged to enrich them with different cultures. this will assist the students to opt different languges pronunciation.

- When students are teach through different activities and role play methods they feel easy to learn and pronounce English with little difficulty.

- Students should be assigned home task to watch the different English movies of their interes at their home and then express their views about that, next day infront of their classfellows and teacher.

  Above mentioned recommendations will support the students in smooth speaking of the English language.

12. Conclusion

The study concludes that the phonological differences in speaking a foreign language occurs due the interference and influence of the L1 which is inevitable. However, this difference in pronunciation can create hurdles in smooth conversation and communication problems. The undertaken study focused on the phonological differences among the Baloch students in speaking English and these phonological differences are deciphered for further investigation.   It is found that the Baloch students who belong to more social interactive and communal active regions with diversity in interaction and other groups are less likely to produce more phonological differences than the areas which are socially and culturally isolated and limited in the social interaction. Therefore, the Makurani English speaking

participants are found with a lesser phonological difference as compared to Sulaimani and Rakhshani English speaking participants. Thus, the social and cultural variation in any regional group and area may lead to wider scope of amendment and transformation as compared to the regional area which is isolated and aloof in its social and cultural interaction and communication with other linguistic groups.

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Appendix:

The list of 20 words:

Aid	Hair	Fine	Peep	Khan
Air	Hate	Fry	Pen	Ghani
Arm	Farm	Pen	Khaddar	Ghastly
Hall	Far	Pay	Khaki	Ghana