

**RESEARCH PAPER****Effect of Mother Tongue on the Stress and Intonation of English Phonemes : A Comparative Study Between Punjabi and Saraiki Speakers****¹Abdul Aziz and ²Dr. Zohaib Zahid***

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ABSTRACT

The present study aims to analyze the impact of mother tongue on the stress and intonation of English phonemes. For this purpose, all the native speakers of Punjabi and Saraiki language are selected as population of this study who are students of BS English of Universities and Post Graduate Colleges of District Rahim Yar Khan Pakistan. Data were collected in the form of audio recordings. Obtained data were analyzed by using PHON. The findings of this research study showed that most of the errors of primary and secondary stress and rising and falling intonation made by Punjabi and Saraiki speakers are same. Conducting a similar study in Pakistan's more developed urban centers, where students benefit from superior schooling and stronger pronunciation skills, is likely to yield significantly improved results.

Keywords: Intonation, Mother Tongue, Punjabi, Saraiki, Stress**Introduction**

The term Native language generally alludes to not just the language one gains from one's mom however the speaker's overwhelmed and home language (Denizer, 2017).

It tends to be additionally called local language. Numerous researchers opine that the phenomena known as 'native language meddling effect' or 'local language obstruction' is a genuine reaction to the outcomes of the structural approaches including audio-visual, audio-oral, and structural-global (Lekova, 2010).

A language learned by a person after his or her native language is inclined to be known as 'second language'. Learning English in a non-English talking nation is regarded as learning English as a foreign language. "At the point when a student's local language influences the acquisition of second language, it is called meddling of first language" (Thyab, 2016).

English is the language of in excess of 1500 million individuals who are nonnative speaker of English. It is additionally guaranteed that three out of four speakers of English are non-locals. In Pakistan it is educated as an obligatory subject in essential and optional levels. It is viewed as a wellspring of fruitful and brilliant time ahead.

The goal of the study is to examine how mother tongue puts impact on stress and intonation of the second language. Furthermore, to evaluate how stress and intonation of vowel and consonant phonemes influence the words which are articulated in the target language and how stress and intonation differ between a mother tongue and a second language. This research analyzes the stress and intonation distinctions between first and second languages as well as their similitudes. There are several variables that

contribute to this dilemma, including that of the instructional strategies, curriculum, learning environment, student stimulation, learner's attitudes, non-native language usage, etc. The intervention of mother tongue with second language stress and intonation is the main topic of this study. The ideas for how to solve this problem are furthered by this research.

The Punjabi people of the Punjab province of Pakistan and India are native speakers of Punjabi, an Indo-Aryan language. In Pakistan, which has it as the most commonly utilized language, it ranks 11th most communicated language in India. With 80.5 million local speakers, Punjabi is the most extensively adopted language in Pakistan. Somewhere around 39% of the nation's inhabitants, as confirmed by the 2017 census, is native Punjabi speakers.

Saraiki is an Indo-Aryan language of the Lahnda bunch, expressed in the southwestern portion of the Region of Punjab in Pakistan. It was recently known as Multani, after its fundamental vernacular. Saraiki is to a serious level commonly comprehensible with standard Punjabi and offers with it a huge part of its jargon and morphological structures. Simultaneously in its morphology it is significantly non-identical. As per 2017 enumeration report 26 million individuals are local speakers of Saraiki language in Pakistan. Saraiki, recently known as Multani, is a Northwestern Indo-Aryan tongue of the Lahnda bunch, and is spoken by around 26 - 28 million individuals basically living in the Southwestern piece of Pakistan's Punjab region.

The utilization of native language (Saraiki, Punjabi, Sindhi and Urdu) is lined up with English. So their impact in learning English can't be denied. This study is centered on the obstruction of primary language on stress and intonation of second language.

Literature Review

Different researchers have talked about the idea of first language effect on second language. Writing in this has brought out different issues with respect to the impact of first language on second language examined according to a worldwide perspective. A few scientists examined about this thought, for example, Roach (2000), Jones (1979), Gimson (1962), and Skandera and Burleigh (2005). The effect of primary language on second language can be seen from simple articulation to even syntax and lexicon of the language. Mackay (1967) says that blunder in elocution might be because of move from the local language. Absence of preciseness and language ability is additionally the aftereffect of local language. Olanipekun et. al (2014) brought up that native language does not significantly affect the learning of English. They discovered no relationship between a learner's English proficiency and primary language.

The interference brought on by structural variations between the learners' mother tongue (L1)— their native language (NL), and the target language (TL)— their second language, is one of the main challenges in learning a second language (L2). The interference is most obvious at the phonological level since certain phonological features are language-specific while others are global. Moreover, all spoken languages have a two-dimensional sound system with segmental and suprasegmental dimensions, and no two languages start organizing their phonological characteristics in the same manner. However ongoing works by some interlanguage phonologist, Johansson (1973), Dickerson (1977), Nemser (1971) and Tarone (1978) have exposed the view that every one of students' mistakes in elocution were felt to begin from negative exchange — that is, the student's endeavor to involve improper sound examples of NL instead of the sound examples of the TL—all of them concur that negative transfer has a significant impact on how second-language speakers pronounce their target language's sound.

The best tool people have for learning a new language and providing Language Acquisition Assistance is their mother tongue. Studies from the past highlight the difficulties with pronunciation that are mostly caused by mother tongue influence. For Javanese students in Bengkulu, Hakim (2012) looks at how to pronounce the phonetics /b/, /d/, /g/, /j/, /dʒ/, and /ð/ while pronouncing English words. After that, Hago and Khan (2015) look at the pronunciation issues Saudi secondary school students have, particularly with consonant pronunciation. Next, Hassan (2014) studied the difficulties Sudanese speakers of spoken Arabic have while pronouncing English. Moreover, Izon speakers' phonological interference in spoken English is examined by Apeli and Ugwu (2013). Certainly, English's significance in the contemporary era cannot be denied. English is one of the best second languages of the world. It has become worldwide language of various fields, for example, science, innovation, trade, business, global legislative issues and strategy. The official language of 1.4 billion people is believed to be English. It is the language of in excess of 1500 million individuals who are nonnative speakers. It is asserted that three out of four speakers of English are non-locals. In Pakistan English is educated as a necessary subject in essential and optional levels. It is viewed as a wellspring of splendid and fruitful future.

The utilization of native languages (Sindhi, Saraiki, Punjabi and Urdu) goes next to each other with English. So, it is impossible to ignore their impact when learning English. It is fascinating to take note of that the greater part of our spoken languages in Pakistan including Urdu, Punjabi, Sindhi and Saraiki have a place with the Indo European group of languages. English likewise falls in this gathering. So they should have some shared parent language which brought forth different languages. On the opposite side, we have likewise perspectives on (Stephan Krashen; 2003) and (Noam Chomsky; 1986) UG.

Stephan Krashen claims that learning a foreign language is a continuous process that involves taking foreign language classes and putting an emphasis on the grammatical aspects of that language. According to (Krashen; 2003), voluntarily reading may be the most effective teaching strategy for language instruction. The impact of mother tongue on the acquisition of a second language or a foreign language has been hotly debated. The majority of language teachers believe that using one's native tongue should be forbidden by all means, and they feel really bad if they do. At the point when tested they discover it a challenging task to explain why. Against the utilization of native language, it is the overall presumption that English ought to be learned through English, similarly as you get familiar with your primary language utilizing your primary language.

Research Site

The current research is conducted at The Islamia University of Bahawalpur, Pakistan. The number of inhabitants in this examination study is all the Punjabi and Saraiki speakers who are the understudies of BS English in the public and private universities and Post Graduate colleges of Region Rahim Yar Khan Pakistan. The fundamental reason for this examination is to pass judgment on the effect of first language on the way to express stress and intonation of English phonemes, a Comparative Report. In view of stress and intonation mistakes made by Punjabi and Saraiki speakers in Pakistan, this study investigates the stress and intonation phonemic contrasts between first language and second language and furthermore similitudes between them.

Material and Methods

Population and Sample of the Study

The number of inhabitants in this examination study is all the Punjabi and Saraiki speakers who are the understudies of BS English in the public and private universities and Post Graduate colleges of Region Rahim Yar Khan Pakistan. There are two public

universities and two public Post Graduate colleges established in Region Rahim Yar Khan: The Islamia University of Bahawalpur Rahim Yar Khan Campus; Khawaja Farid University of Engineering and Information Technology Rahim Yar Khan; Khawaja Farid Post Graduate College Rahim Yar Khan and Post Graduate College for Women Rahim Yar Khan.

Simple random sampling technique is used to choose the sample. The study's sample consists of 10 Punjabi and Saraiki-speaking students each studying BS English at District Rahim Yar Khan's universities and postgraduate institutions. 40 students from Pakistan's District Rahim Yar Khan's Universities and Postgraduate Colleges will make up the study's whole sample.

Research Instrument

One of the most significant elements in a research study is the use of research instruments to gather data. Research instruments must be legitimate and reliable in order to accurately analyze the data. Accurate evaluation of the data is essential. So, recordings were used in this study as a research tool.

Recordings

The study's sample, in the form of recordings, consists of 10 Punjabi and Saraiki-speaking students each studying BS English at District Rahim Yar Khan's universities and postgraduate institutions. 40 students from Pakistan's District Rahim Yar Khan's Universities and Postgraduate Colleges will make up the study's whole sample. 30 students will contribute in speaking vocabulary of 100 words for stress analysis and 10 students will partake in uttering 100 sentences for intonation analysis.

The initial data is gathered in the form of an audio recording of a selected sample reading aloud 100 words and 100 sentences for analysis of stress and intonation respectively. Selected Punjabi and Saraiki-speaking students from Universities and Postgraduate Colleges in the District of Rahim Yar Khan will read aloud 100 words and 100 sentences for analysis of stress and intonation respectively, and after the data has been collected, the various words will be transcribed in accordance with the IPA chart and analyzed to evaluate stress and intonation. Analyses between the words and sentences spoken by a handful of learners and the stress and intonation were examined. It was investigated employing an application named PHON.

Results and Discussion

This study explored the merits and demerits of influence of mother tongue on the stress and intonation of second language based on phonemics, words and sentences errors. It told us about the impact of mother tongue on learners while learning English as a second language. These impacts can be positive as well as negative. This study told us about less and more frequently wrongly uttered words and sentences in the area of stress and intonation. These words and sentences are affected by mother tongue. Study explored stress and intonation errors and also their comparison of words and sentences which were pronounced by the selected students. The study discussed phonemic, words and sentence differences between first language/ mother tongue and second language/ non-native language.

Table 1
Percentage of Punjabi and Saraiki Participants

Stress Analysis		
	Frequency (f)	Percentage
Punjabi	15	50%
Saraiki	15	50%
Total	30	100.0

Table 1 shows that 50% Punjabi speakers and 50% Saraiki speakers participated in the study. This percentage of the participants is also shown in the graph below.

Table 2
Percentage of Punjabi Participant 01

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
01	100	43	43	57	57

Table 2 shows that total words which are pronounced by this Punjabi participant 01 are 100. Out of these 100 words, this Punjabi participant 01 has pronounced 43 % words with correct primary and secondary stress on phonemes and 57 % words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 01 is not good at primary and secondary stress on phonemes of words.

Table 3
Percentage of Punjabi Participant 02

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
02	100	79	79	21	21

Table 3 shows that total words which are pronounced by this Punjabi participant 02 are 100. Out of these 100 words, this Punjabi participant 02 has pronounced 79 % words with correct primary and secondary stress on phonemes and 21% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 02 is very good at primary and secondary stress on phonemes of words.

Table 4
Percentage of Punjabi Participant 03

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
03	100	63	63	37	37

Table 4 shows that total words which are pronounced by this Punjabi participant 03 are 100. Out of these 100 words, this Punjabi participant 03 has pronounced 63 % words with correct primary and secondary stress on phonemes and 37% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 03 is good at primary and secondary stress on phonemes of words.

Table 5
Percentage of Punjabi Participant 04

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
04	100	71	71	29	29

Table 5 shows that total words which are pronounced by this Punjabi participant 04 are 100. Out of these 100 words, this Punjabi participant 04 has pronounced 71 % words with correct primary and secondary stress on phonemes and 29% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 04 is very good at primary and secondary stress on phonemes of words.

Table 6
Percentage of Punjabi Participant 05

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
05	100	56	56	44	44

Table 6 shows that total words which are pronounced by this Punjabi participant 05 are 100. Out of these 100 words, this Punjabi participant 05 has pronounced 56 % words with correct primary and secondary stress on phonemes and 44% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 05 is average at primary and secondary stress on phonemes of words.

Table 7
Percentage of Punjabi Participant 06

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
06	100	76	76	24	24

Table 7 shows that total words which are pronounced by this Punjabi participant 06 are 100. Out of these 100 words, this Punjabi participant 06 has pronounced 76 % words with correct primary and secondary stress on phonemes and 24% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 06 is very good at primary and secondary stress on phonemes of words.

Table 8
Percentage of Punjabi Participant 07

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
07	100	68	68	32	32

Table 8 shows that total words which are pronounced by this Punjabi participant 07 are 100. Out of these 100 words, this Punjabi participant 07 has pronounced 68 % words with correct primary and secondary stress on phonemes and 32% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 07 is good at primary and secondary stress on phonemes of words.

Table 9
Percentage of Punjabi Participant 08

Punjabi Participant	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
08	100	59	59	41	41

Table 9 shows that total words which are pronounced by this Punjabi participant 08 are 100. Out of these 100 words, this Punjabi participant 08 has pronounced 59 % words with correct primary and secondary stress on phonemes and 41% words with incorrect primary and secondary stress on phonemes. It shows that this Punjabi Participant 08 is good at primary and secondary stress on phonemes of words.

Table 10
Percentage of all 15 Punjabi speakers and all 15 Saraiki speakers

All 15 Punjabi Participants	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
	1500	952	63.46	548	36.54
All 15 Saraiki Participants	Word Count	Stress Matches	Stress Match %	Stress Mismatches	Stress Mismatch %
	1500	921	61.4	579	38.6

Table 10 shows that total words which are uttered by 15 Punjabi participants and 15 Saraiki participants are 3000. It presents comparative analysis of Punjabi and Saraiki participants for stress study. Out of these 3000 words, Punjabi participants have spoken 1500 words and Saraiki participants have uttered 1500 words. It is displayed that 63.46% words are spoken by Punjabi participants with correct primary and secondary stress and 36.54% words with incorrect primary and secondary stress. It is also demonstrated that 61.4% words are spoken by Saraiki participants with correct primary and secondary stress and 38.6% words with incorrect primary and secondary stress. Comparative analysis shows that Punjabi participants are better at stress in English with slight difference than Saraiki participants.

Conclusion

This study explored the merits and demerits of influence of mother tongue on the stress and intonation of second language based on phonemics, words and sentences errors. It told us about the impact of mother tongue on learners while learning English as a

second language. These impacts can be positive as well as negative. This study told us about less and more frequently wrongly uttered words and sentences in the area of stress and intonation. These words and sentences are affected by mother tongue. Study explored stress and intonation errors and also their comparison of words and sentences which were pronounced by the selected students. The study discussed phonemic, words and sentence differences between first language/ mother tongue and second language/ non-native language. After conducted this research I concluded that most of the errors made by Punjabi and Saraiki speakers are same. The percentage of errors made by Punjabi and Saraiki speakers is almost same while speaking second language/ nonnative language.

Recommendations

This research was carried out among students with limited proficiency in English pronunciation, primarily due to their underprivileged educational backgrounds and residence in underdeveloped regions. These students often lack access to quality schooling, advanced learning resources, and proficient language instructors, which collectively impede their ability to develop strong pronunciation skills. If a similar study were to be conducted in the more developed urban areas of Pakistan, where students typically benefit from better schooling systems, access to superior educational resources, and enhanced opportunities for language acquisition, the outcomes would likely be substantially improved. Such a comparison would highlight the profound impact that access to quality education and a conducive learning environment have on students' language development, particularly in mastering pronunciation.

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