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Problems of Pronunciation for the Chittagonian Learners of English: A Case Study

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Abstract

The study focuses on the scenario of English pronunciation of the speakers at the tertiary level at International Islamic University Chittagong in Bangladesh, dealing with existing pronunciation style of the students of Chittagong background and tries to identify the influence of the Chittagonian variety in this regard. The study is qualitative by nature and the methods of data collection consist of record keeping of words through direct interview, reading passages, presentation and dialogues with a view to avoiding confusion regarding pronunciation. The results of the study are the mispronunciation of some commonly used English words because of the influence of Chittagonian variety, ignorance and lack of knowledge of the Standard English pronunciation system, etc. On the basis of the findings, some recommendations have been suggested so that the students could create self-awareness about the standard pronunciation of English; also the teachers should be familiarized with the standard pronunciation of English, etc.

Key words: Chittagonian English speaker, Chittagonian variety, Pronunciation problem, Tertiary level.

1.0. Introduction

One of the problems that the learner of a foreign language faces is how to utter the speech sounds of a language reasonably accurately. We speak a language in order to be able to communicate with others. But if we cannot use the phonological features used by native speakers of the language, the message will not probably be understood and communication may even break down. Such a situation is often found in Bangladesh and in the Indian subcontinent, as English is spoken here with an accent related to the mother tongue of the speakers concerned which pays little attention to sound patterns of English. As the Chittagonian variety is far different from Standard Bangla, the influence of it has worsened the matter. In spite of being the students of higher institutions, the Chittagonian speakers of English feel shy to communicate and exchange views in English, and whatever is spoken is not free from the influence the Chittagonian variety. Though it is not mandatory to have native like fluency, it is an art to be able to speak in English as good in standard as possible. So in the present day context of the ever expanding globalization, it is being realized by the researcher that the level of speaking skills of the tertiary students should be improved. And being able to avoid the influence of the local varieties is a big thing in this context.

1.1. Chittagonian Variety

Chittagonian, as found in *wikipedia*, is spoken in Southeastern Bangladesh throughout Chittagong Division but mainly in Chittagong District and Cox's Bazar District. It has an estimated number of around 14 million speakers in Bangladesh, and also in countries where many Chittagonians have migrated. It has no official status and is not taught at any level in schools. It is regarded by many Bangladeshis, including most Chittagonians, to be a crude form of Bangla, as all educated Chittagonians are schooled in Bangla. The variety has following distinctive phonological features:

Fricatives

Chittagonian is distinguished from Bangla by its large inventory of fricatives, which often correspond to stops in Bangla. For example, the Chittagonian voiceless velar fricative [x] (like the Arabic "kh" or German "ch") in [xabar] corresponds to the Bangla voiceless aspirated velar stop [k^h], and the Chittagonian voiceless labiodental fricative [f] corresponds to the Bangla voiceless aspirated bilabial stop [p^h]. Some of these pronunciations are used in eastern dialects of Bangla as well.

Nasal vowels

Nasalization of vowels is contrastive in Chittagonian, as with other Eastern Indic languages. A word can change its meaning solely by changing an oral vowel into a nasal vowel, as in আর *ar* "and" vs. আঁর *ār* "my". Below are examples of Chittagonian phrases that include nasal vowels.

How are you (Standard Bengali: তুমি কেমন আছ?): -তুঁই কেন আছো? Tüi ken aso?

I am fine (Standard Bengali: আমি ভাল আছি।): -আঁই গোম আছি। Āi gom asi. I am fine.

Where are you (Standard Bengali: তুমি কোথায়?): -তুঁই হোল্ডে? Tüi honde?

(Chittagonian language 2010)

1.2. Aims and Rationale

The frequent communications with the tertiary students as a university teacher in English have enhanced the experience of the researcher of the accent of the students' English pronunciation. This has encouraged him to go ahead with studying the pronunciation of English of the tertiary students in Chittagong. It is to be noted that the Chittagonian students are:

- oriented to Bangla and Chittagonian variety;
- familiar with Bangladeshi English which can be termed as Banglish;
- and unfamiliar with world recognized IPA symbols and less oriented to standard worldwide recognized RP Englishes.

So here the aim of this study is to explore-

- how Chittagonian tertiary students perform in spoken English;
- how Chittagonian variety interfere in this regard;
- and how to create an awareness among the students of the Standard English sound patterns.

For the purposes of this study, the questions that have haunted the researcher and made the framework of this research are:

1. How do the Chittagonian Speakers of English perform in their spoken English for the influence of Chittagonian variety?
2. What standard do they maintain in carrying on communication in English?

2.0. Literature Review

Over the last few decades quite a number of studies have been done by some researchers on problems of pronunciation for non-native speakers of English. In this regard, studies by Vidovic (1972), Aziz (1974), Varshney (2005), Hai and Ball (1961), Rahman (1995), Banu (2000), Muzaffar (1999) are worth mentioning. However, most of these were deskwork, mostly carried out on assumption or with reference to others' study without involvement of students or speakers in institutions, whereas this present study aims at settings highlighting the performance effects of strategy in communication, tracing the strategy use in practical life situations which are obviously wider in scope than the previous studies. This may also be considered an overview of current interactional level, difficulty areas and other related issues investigated with a specific group of a community where local variety variable is a presumably affecting factor in communication. In a study, Vidovic (1972) has drawn some difficulties of English pronunciation for speakers of Serbo-Croat. He has observed that the SC vowels are /a/, /e/, /i/, /o/ and /u/. All of them can be long and short. So, the rule concerning the variation in length of English vowels does not apply to SC vowels. Therefore, SC learners of English find it hard to prolong or to shorten the English vowels where necessary. He has mentioned that SC front vowels are /ã/, /ẽ/ and /ĩ/ and the back vowels are /õ/ and /ũ/. He has observed that the vowel /ã/ is similar to the first element of the Standard English diphthong /aɪ/, which is fully open. /ẽ/ is just below half-close, /ĩ/ is almost fully close, /õ/ is just below half-close, and /ũ/ almost fully close. So they differ from the corresponding English sounds, with the possible exception of /ã/, when compared with the above mentioned diphthong. He finds that Servo-Croat learners of English are confused with /ĩ:/ and /ĩ/, /ĩ:/ is used for both, but shortened where necessary; /ẽ/ and /æ̃/, /ẽ/ is used for both; /ã:/ and /ã/, which are replaced by the SC /ã/, fully open and front vowel; /õ/, /ɔ̃:/ and /õ/, the SC /õ/ is used for all the three; /ũ/ and /ũ:/, some kind of /ũ:/ is used for both; /ə̃/ and /ə̃:/, /ẽ/ is used for both. (pp.289-291) It is to be mentioned here that almost all the characteristics of the Servo-Croat speakers of English are found among the Chittagonian speakers of English. Aziz (1974), in another study, has

observed some problems of English consonant sounds for the Iraqi learners. He has found that all the English plosive consonants exist in Arabic, except two: the voiceless bilabial /p/ and voiced velar /g/. The Arabic speakers of English often confuse /p/ with voiced bilabial plosive /b/. For example, they pronounce /pet/ and /kʌp/ as /bet/ and /kʌb/. The voiced /g/ is not found in standard Arabic; but it exists in several dialects of Iraq where it replaces uvular Arabic sound /q/, e.g. /gʌleb/ (heart). He has also noticed a few cases of mispronunciation of the English /g/, which was replaced by /k/. One example was /glɑ:s/, which was pronounced /klɑ:s/. However, /g/ represents little difficulty for the Iraqi learners of English. It is also his observation that the Iraqi speakers of English face problem with the voiced nasal /ŋ/, which they often replaces by /ŋŋ/. For example, instead of saying /rɪŋ/ and /kʌmɪŋ/, they say /rɪŋŋ/ and /kʌmɪŋŋ/. (p.166)

Like Iraqi learners of English, Some Chittagonian speakers also produce a /ŋ/ sound after /ŋ/ sound, e.g. 'singing' /sɪŋŋɪŋ/. Varshney has also observed that Indian speakers usually add a /g/ after /ŋ/. Hence /rɪŋɪŋ/ → /rɪŋŋɪŋ/ (ringing).

In a longitudinal study, Varshney (2005) has pointed out some features of Indian English. In his paper, he characterizes Indian English, deviated from standard Received Pronunciation with interference of Indian L₁^s and Indian local varieties. Some of them are mentioned herewith:

- All native languages of India (other than Hindi itself) lack the voiced palatal or post alveolar sibilant /ʒ/. Consequently, /z/ or /dʒ/ is substituted, e.g. treasure /treʒə:r/.

Similarly Chittagonian speakers also lack /ʒ/ sound and it is replaced by either /z/ or /dʒ/. In this context, Muzaffar (1999) observes the voiced palato-alveolar fricative /ʒ/ is absent in Bangla and is commonly pronounced as /z/ or /dʒ/ (p.70).

- All native languages of India, hence General Indian English, lacks the phonemes /θ/ (voiceless dental fricative) and /ð/ (voiced dental fricative). Hence, the aspirated voiceless dental plosive /t^h/ is substituted for /θ/ and the unaspirated voiced dental plosive /d/ is substituted for /ð/.
- All consonants are distinctly doubled in General Indian English wherever the spelling suggests so. E.g., **drilling** /drɪlɪŋ/.
- Inability to pronounce certain (especially word-initial) consonant clusters by people of rural background, and hence modification. E.g., **school** /isku:l/.
- Sometimes, Indian speakers interchange /s/ and /z/, especially when plurals are being formed. It suffices to note that in Hindi (but not Urdu) and Sanskrit, /z/ does not exist (as also any other voiced sibilant). So /z/ may even be pronounced as /dʒ/ by people of rural backgrounds. Again, in dialects like Bhojpuri, all /ʃ/'s are spoken like /s/'s, a phenomenon which is also visible in their English. Exactly the opposite is seen for many Bengalis.
- General Indian English has long monophthongs /e:/ and /o:/ instead of R.P. glided diphthongs /ei/ and /ou/ (or /əu/); this variation is quite valid in Standard American English.
- Many Indian English speakers do not make a clear distinction between /e/ and /æ/ and between /ɒ/ and /ɔ:/. (*cot-caught merger*).
- As against R.P. /ʌ/, /ə/ and /ɚ/, General Indian English has only one vowel /ə/ (schwa).
- In R.P., /r/ occurs only before a vowel. But in much of General Indian English, being a Scottish-influenced rhotic accent uses a sharp alveolar trill /r/ in almost all positions in words as dictated by the spellings. Indian speakers do not use the retroflex approximant for **r**, as opposed to many American speakers.
- Indian speakers convert **gh** digraphs to aspirated voiced velar plosive /g^h/. e.g., **ghost** /g^ho:st/. But **rough**, **dough**, etc. are pronounced as in RP.
- Many Indian speakers always pronounce **the** as /ði:/, irrespective of the fact whether the definite article comes before a vowel or a consonant, or whether it is stressed or not. Similarly, they pronounce **a** as /e:/ (always) rather than as /ə/. (adapted from **Phonology of Indian English**)

It is observed that many of these characteristics of Indian English are common in the English of the Chittagonian speakers. For example:

- if any consonant is doubled, the pronunciation of that consonant is doubled, e.g. cannot /kænn nt/.
- syllabic /l, m, n / are replaced by /ɒl, ɒm, ɒn /, e.g. 'table' /te:ɒl/
- Chittagonian speakers always pronounce **the** as /ði: /, irrespective of the fact whether the definite article comes before a vowel or a consonant, or whether it is stressed or not.

In a longitudinal study, Hai and Ball (1961) have made a comparative study between the sound structures of English and Bengali. They have observed the comparison and the difference in both segmental phonemes and supra-segmental features of these two languages. In their observation they have found that in both languages there are some distinct and some common vowels and consonants and their number in Bengali is 7 and in English 12. They are presented in the following table:

Phonetic Symbol	Language in which it is used	Key word
[i:]	English	feel
'i' (between English i: and i)	Bengali	ch i'l (kite)
l	English	fill
'e'	English and Bengali	Bed
'æ'	English and Bengali	Cat
'a' (between English ʌ and a:)	Bengali	Bhat (rice)
a:	English	Part
'ɔ'	English and Bengali	Hot
ɔ:	English	Walk
'o' (like the first part of English diphthong ou)	Bengali	g o'l (round)
U	English	Full
'u' (between English u: and u)	Bengali	Chu-l (hair)
u:	English	Fool
ʌ	English	but
ə	English	Above
ɜ:	English	Shirt

They have shown that only two vowels (e, æ) are common in both languages and (ɔ) is very close to the English one and is accepted as similar. They have found that the Bengali speakers equate the 4 English sounds (a:, ʌ, ɜ:, ə) with a simple Bengali sound (a). In finding out characteristics of Bengali vowels they have observed that Bengali, unlike English, has no vowels which are by nature long to distinguish between the meanings of words and Bengali vowels can be lengthened to any degree, anywhere in words and sentences, in order to emphasise or express various emotional states. (pp. 8-10)

In their observation it is also found that Bengali speakers do not make any distinction between the long and short vowels of English. Mostly they put their own vowels /i, u, a/ instead of / i:, u:, a:/, as they pronounce

feet /fi:t/, **half** /hɑ:f/, **fool** /fu:l/ and **taught** /tɔ:t/ as /fit/, /hap/, /p^hu:l/ and /tɔt/ respectively. In their observation it is also found that in certain parts of Chittagong, Sylhet and Naokhali, an open variety between /e/ and /æ/ is used. Bengalis use /æ/ instead of /ə/ for initial sounds (as in **above**/æbab/) and /a/ or /ɔ/ for medial & final sounds (as in **letter** /letar/ and **forget** /p^horget /). (pp. 30-31)

A common fault with some Bengali speakers of English, as they observed, is that they say only the first part of the diphthong and ignore the second part. Consequently, it appears as a short vowel. They stick at the first position (except ai, au and oi), e.g. **make** /meik/ is heard as /mek/, or they pronounce the two vowels separately, e.g. **there** /ðeə/ as /dear/. This substitution of one phoneme for another which is quite different is a major cause of confusion and misunderstanding. (pp.11-12). “Bengalis use /o/ instead of /ou/. So they pronounce **no** /nou/ as /no/, **low** /lou/ as /lo/. In Mymensingh, /u/ is sometimes heard for this diphthong.” (p. 32).

Again they have observed that the sound /b/ is often confused by Bengali speakers, both in its medial and final positions, with the fricative sound /v/. Thus **verb** /vɜ:b/ is pronounced as /b^harv/, **wave** /weiv/ is pronounced as /web/. The English sound /p/ is often pronounced as a fricative /f/ by the speakers of the south-eastern dialects of Bengali, especially the speakers of Noakhali. Thus ‘put’ /put/ is pronounced as /fut/ and ‘sleep’ /sli:p/ as /sli:f/. (pp. 16-17)

Bengali plosive sounds, as they observed, may be grouped into five categories each having four sounds distinguished from one another by the presence or absence of voice and aspiration. They are: 1) Velar /k(K), kh(L), g(M), gh(N)/; 2) Alveolo-palatal /c(P), ch(Q), j(R), jh(S) /; 3) Alveo-retroflex /t(U), th(V), d(W), dh(X)/; 4) Dental /t(Z), th(), d(), dh(a) /; 5) Bilabial /p(c), ph(d), b(e),bh (f)/. Here the second and fourth sounds are strongly aspirated and the first and third are unaspirated. Similarly the first and second are unvoiced whereas the third and fourth are voiced. In English, the unvoiced plosive sounds /p, t, k/ are slightly aspirated, especially when they occur at the beginning of a word, but this aspiration is not phonemic. Bengali /p, b, t, d, k, g/ are not at all aspirated. Unlike English, Bengali has aspirated counterparts for these and this aspiration is phonemic and therefore differentiates the meaning of a word from its unaspirated counterpart. Bengali Alveolo-palatal sounds /c, ch, j, jh/, unlike English, are more plosives than affricates. In south-east Bengal these sounds /c, ch, j, jh/ are pronounced as fricative sounds, but in the kutti dialect of Dhaka, these are found to be more affricate than plosive or fricative, much like English /tʃ/ and /dʒ/. The unvoiced velar aspirated plosive /k^h / (L) is a fricative sound in Chittagong and Sylhet. In Noakhali dialect, the bilabial plosive /p/ is not heard at all, but replaced by a fricative sound similar to English /f/. (pp. 18- 20)

They have shown that there are no fricative sounds in Bengali which compare well with English fricatives /f, v, θ, ð, s, z/. /z/ is heard in Bengali words borrowed from English and words of Perso- Arabic origin. Bengali speakers find the sound /f/ difficult. They generally substitute for it the aspirated plosive /p^h (d)/ of their own language. Thus five /faiv/ is heard as /p^haib/, full /ful/ as /p^hul/ etc. Bengali speakers often make the sound /θ/ into an aspirated plosive /t^h(_)/, so **thin** /θɪn/ and **tin** /tɪn/ sound the same to a foreign listener. They use a voiced aspirated bilabial plosive /b^h (f)/ in place of /v/ (p. 34). They also often confuse /s/ with /ʃ/. In Bengali there are 3 letters for these sounds (k, l, m), but there are only two sounds. The sound /s/ is found in some foreign loan words and in particular contexts e.g. before the dental plosives and /r, l, n/ as in ‘aste’ (slowly), ‘astha’ (faith), ‘sri’ (Mr.) etc. Bengali Muslims always pronounce, ‘Islam’ correctly with the /s/ sound. (pp. 21-23). They are also in habit of substituting /j/ for /z/, so zero /zi:rou/ is heard as /jiro/ (p. 35). Bengali speakers give two taps in pronouncing /r/. In addition, they never drop a final /r/, whereas it is normally dropped by English speakers, unless followed by a word starting with a vowel. (p. 23)

The Bengali speakers (except the kutti dialect speakers of Dhaka), as they have observed, face problems with Affricates /tʃ/ and /dʒ/, because standard Bengali has no affricate sound which compares well with those of English. In places like Noakhali, these sounds are neither plosives nor affricates, but fricatives. So the English affricates represented by /tʃ/ and /dʒ/ in words like **chair** /tʃeə/, **church** /tʃ³:tʃ/, **June** /dʒu:n/

etc. are not correctly pronounced by Bengali speakers. They pronounce them with much less affrication, if they are the speakers of standard Bengali and as fricatives if they are the speakers of south eastern dialect, e.g. the dialect of Noakhali. (p. 26). Again, they use /s/ instead of /ʃ/, i.e. they say 'achieve' /æciɪb /, 'much' /mac/ etc. (p. 36)

In finding out difficulties faced by the Bangladeshi speakers of English, Rahman (1996), in another study, has found that in Bangladesh, English is spoken with an accent related to the mother tongue which pays little attention to sound patterns, stress, rhythm and intonation systems of English (p.1). Haque et al. (cited in Rahman 1996) observes that a Bengali vowel is not conditioned by length. On the contrary, length distinguishes English vowel sounds / i:, ɔ:, u, u:/. Bengali speakers do not usually make any distinctions between short and long vowels. For example they pronounce /ful/ and / fu:l/ in the same way. He also observes that the chief difficulty for a Bengali learner is using the weak forms /ə/ and /ɪ/ in unstressed syllables. This is not usually observed by a Bengali speaker (p.8).

Banu (2000) has observed the Bangladeshi English as a new variety. Referring to Hai and Ball (1961), and Chowdhury (1960), she has drawn some obvious phonological distinctions of the Bangladeshi speakers of English which are as follows:

Vowel system

- Diphthongs /eɪ/ and /əu/ of BRP are replaced by monophthongs /e:/ and /o:/ though there is a tendency to lengthen this monophthong. For example, day /de:/, say /se:/, hate /he:t/ etc.
- The BRP central vowels /ʌ/ in words like *bus, mother, cut, hut* are made more lax and open and the result is almost like an /a/ like *bas, kat, madar, hat*.
- The BRP /ɜ:/ in word like *bird, girl*, etc. are transformed into lax /a/ and /bard/ and /garl/ become homophonous with middle vowel of *smart* and *heart*.

Consonant System

The Bangladeshi English consonant system depends heavily on the features of aspiration, with a tendency to substitute some un-aspirated English consonants with aspirated sounds. English fricatives /f, θ, ð, v, z, ʒ/ are absent from the Bengali inventory of phonemes. In order to produce these new sounds, a typical Bangladeshi tends to use some of the native correspondences in his own language Bengali, and thus the mother tongue pull of aspirated stops becomes obvious. Thus /f/ becomes /p^h/, /θ/ becomes /t^h/, /ð/ becomes /d/, /z/ becomes /dʒ/ and /ʒ/ becomes /z/ or /dʒ/. Bangladeshi speakers realize /v/ as /b^h/, a bilabial aspirated stop is very common. For example, *loving* /lʌb^hɪŋ/, *very* /b^herɪ/ etc. The alveolar series /t/ and /d/ are somewhat retroflexed by Bangladeshis, especially those from the south. The /z/ becomes /dʒ/ and /dʒ/ becomes /z/, so we hear *zoo* like *jew* or *giraffe* as *ziraffe*. She added that in standard BRP the stress patterns vary according to class of words, e.g., nouns, verbs, adjectives, or follow rules of penultimate or ultimate syllables for compounds with many syllables. Bengali rhythm, on the other hand, is based on arranging long and short syllables, not stressed and unstressed ones. Thus there is more of a spelling pronunciation amongst Bangladeshi speakers of English. (pp.64-65)

Muzaffar (1999) has pointed out some mispronunciation of Bangladeshi speakers of English in some consonant sounds like /f/ and /v/; /z/, /dʒ/ and /ʒ/; /θ/ and /ð/; /t/ and /d/ etc. He has observed that students commonly adopt the labio-dentals /f/ and /v/ as the bilabial aspirated plosives /p^h/ and /b^h/, even some speakers adopt them as bilabial plosives /p/ and /b/. The reason of this mispronunciation, he thinks, is due to the absence of them in the Bangla phonemic inventory. Again he observes that Bangladeshi speakers pronounce the voiced palatal plosive /z/ and the voiced palato-alveolar affricate /dʒ/ as allophones of same phoneme. And they read the letter 'z' as /dʒ/ and the letter 'j' as /z/. He again, in his study, finds that the voiceless aspirated dental plosives /θ/ and /ð/ tend to be the voiced dental plosive /t^h/ and /d_(ɹ)/ to the Bengali speakers. He also finds that Bengali students have problems with consonant clusters /sp/, /st/ and /st/. These are dealt with by the prothesis or epenthesis of a glottal stop or a vowel. (pp. 69-71).

From Hai and Ball, this study receives much information about L1 interference and the influence of local varieties of the Bangladeshi speakers of English. But their observation is of much earlier period (1961).

Many changes occurred after that observation. Moreover, the observation is a general study of all Bangladeshi speakers of English. From Muzaffar's study this study has benefited much. Still much observation is needed. Other studies have only shown the references of other studies and they do not refer to any information of the influence of any specific local varieties of Bangladeshi speakers of English. So, considering the above studies the incomplete ones, this study explores the interference of Chittagonian variety on the sound patterns of Chittagonian speakers of English.

2.1. Methodology

A group of students of two departments of a university in Chittagong are selected for this study. They are the students of both undergraduate and postgraduate programmes. As most of them are the students of English department and many of them have already completed more than one semester of their tertiary level education, they likely to have enough exposure to the spoken English. Though they have efficient teachers, their socio-cultural backgrounds and their familiarity with sub-standard pronunciation of English in their rural life education for about twelve years, they are not good at standard spoken English.

Four techniques have been followed for data collection.

1. A collection of students of different semesters of both postgraduate and undergraduate programs have been randomly chosen on the basis of whether they speak Chittagonian variety or not. They have been asked to give presentation and some mispronounced words have been extracted from the record.
2. Another group of student-participants have been asked to read some passages and some words of problematic pronunciation have been written from the record.
3. Another group of students have been engaged in dialogues. From the dialogues, a few words have been picked.
4. The other group of students has been interviewed and some words of problematic pronunciation have been identified.

The student-participants are almost similar to one another with regard to their socio-cultural and educational background. They commonly share some broad similarities such as having the same local variety i.e. Chittagonian variety.

Before the interview, the participants have been assured of the fact that no harm will be done to them and their privacy will be strictly maintained by the researcher. This helped the participants feel free and comfortable in facing the interview.

3.0. Data Analysis

It is observed that in most cases the students of Chittagonian background have the influence of the Chittagonian variety on their utterance of English sounds. So they face the following problems when they speak in English.

Changes from short vowels to short vowels:

Chittagonian speakers tend to change from one short vowel to another in producing English sounds. They interchange them in the midst of their pronunciation of English words. It is observed that a student has pronounced **ever** /evə(r)/ as /ɪbʌr/ and vice versa is found in the pronunciation of **enjoy** /ɪndʒɔɪ/ with /enzɔɪ/ by another student. A group of students have been found to pronounce **secularist** /sekjələrist/ as /sikʌlɪst/, **exposure** /ɪkspəʊʒə(r)/ as /ækspu:zwaɪr/, **tell** /tel/ as /tæɪ/. Some other pronounced **bosom** /buzəm/ as / busɒm/, **domestic** /dəmestɪk/ as /dɒmestɪk/, **actually** /æktʃuəli/ as /æksuæli/ (two speakers), **novel** /nɒvl/ as /nubʰel/ (one speaker) and /nɒbel/ by two other speakers. Some other pronounced **development** /dɪveləpment/ as /dʰeblɒpment/, **intellectual** /ɪntələktʃuəl/ as /ɪnteleksuæɪ/, **woman** /wʊmən/ as /wɔ:mæn/, **above** /əbʌv/ as /æbɒb/, **let** /let/ as /læt/.

Changing short vowels to long ones:

Many Chittagonian speakers do not distinguish between long and short vowels. Unawareness of this distinction may be observed in the pronunciation of **away** /æ:we:/, **busy** /bi:zi:/, **middle** /mi:dɒl/, **suffer** /sa:fʌr/, **study** /æsta:di/ (four speakers), **zero** /dʒi:ru/, **follow** /fɔ:lɒ/, **done** /dɔ:n/, **very** /be:ri/, **much** /ma:s/, **damage** /deme:z/, **sometime** /sa:mtaim/, **woman** /wɔ:mæn/, **heritage** /herite:z/, **honourable** /a:nərəbl/ (one speaker) and /ɒnʌre:bɒl/ by another, **modern** /mɔ:dʌrn/, **woman** /wɔ:mæn/.

Rahman (1996), in this context, has noted that the quality of a Bengali vowel is not conditioned by length. On the other hand, length distinguishes English vowel sounds / i i: ɪ ɪ: ʊ u: /.(p. 8)

Changing long vowels to short ones:

It was also found that some Chittagonian speakers change long vowels into short ones. It was found in the following words:

opportunity /ɒpɔrsuniti/, **small** /æsmɒl/, **first** /fɜst/, etc.

Changes from long vowels to long vowels

Interchange between long vowels is also observed among some Chittagonian speakers. It was found in the words like **third** /tʰɑ:rt /, **modern** /mɔ:dɜrn/, **causes** /kɔ:ses/, **losing** /lo:ziŋ/, **always** /ɔ:lwɜs/, **born** /bɔ:rn/, **revolution** /rebule:ʃɒn/, **others** /ɔ:dɜrs/, **story** /æstu:ri/, **small** /æsmɔ:l/.

Changing diphthongs into short vowels

A common fault with some Chittagonian speakers of English is to say only the first part of the diphthong and ignore the second part, so was observed among Bengali speakers by Hai and Ball (1961). Consequently, it appears as a short vowel. The pronunciation of the words like **socio** /sɔsiɔ/ by one and /sɔsiɔ/ by another speaker, **promotes** /prumuts/, **disposal** /dispuzl /, **stage** /æstez/, **boat** /bɔt /, **cases** /kæses/, **ocean** /ɔcen/ by one speaker and /ʊʃɒn/ by another, **Rome** /rum/, **follow** /fɔ:lɔ/, **match** /mæs/, **hopes** /hups/, , **zero** /dʒiru/, **smoke** /æsmuk/ by one speaker and /æsmɔk/ by another, **always** /ɔ:lwɜs/, **parents** /færents/ prove the fact. Vice versa is found in the pronunciation of **doctrine** /dɔktrain/, **countries** /kauntris/, **match** /meis/, **unfortunately** /ʌnfɔrsunetli/.

Changing diphthongs to long vowels

It is also found that ignoring the second part, Chittagonian speakers prolong the first part that appears to be a long vowel. We can observe the pronunciation in **today** /tu:de:/ by two speakers, **exposure** /ækspu:sɜr/, **so** /sɔ:/ by two speakers, and /su:/ by another speaker, **no** /nɔ:/, **say** /se:/, **bay** /be:/, **honourable** /ɒnɜre:bəl/, **play** /ple:/, **own** /ɔ:n/, **face** /fe:s/, **contains** /kɔnte:ns/, **population** /pɒpule:ʃɒn /, **dispose** /dispɔ:s /, **both** /bɔ:t/, **open** /ɔ:pen/, **away** /æ:we:/, **oppose** /ɒpɔ:s/, **soul** /su:l/ by two speakers, **open** /ɔ:pen/ by one speaker and /ɔ:pen/ by another speaker, **ocean** /ɔ:sen/, etc.

Banu (2000) has observed the fact, as she says, “diphthongs /eɪ/ and /ɔʊ/ of BRP are replaced by monophthongs /e:/ and /ɔ:/. For example, day /de:/, say /se:/, hate /he:t/,” etc. (p. 64).

Changing long vowels to diphthongs

Some speakers of Chittagong have been found with the following utterance:

pollution /pɒliuʃɒn/, and **were** /wear/, and **people** /fiɔfɒl/.

Change from one diphthong to another diphthong

Some Chittagonian speakers of English have tendency to change from one diphthong to another diphthong. It was observed in following words: **acquire** / /ækwɜr/, **chair** /seɜr/ and **enjoy** /enzɔi/.

Mispronunciation and misplacement of semi vowels

Certain difficulties arise among some Chittagonian speakers over the mispronunciation of the semi-vowels, /w/ and /j/. Some students pronounced yes /jes/ as /ies/, **language** /læŋgwɪdʒ/ as /læŋguis/. Seven speakers uttered **which** /huɪs/, two speakers pronounced **linguistics** /læŋguɪstiks/, but another uttered /læŋguæstiks/, **huge** /hiuz/ was uttered by two speakers, **where** /hɔjɜr/ by putting semi-vowel /j/ between /ɔ/ and /r/ by two speakers, and another pronounced **use** /ju:z/ as /ius/.

Distorted pronunciation of consonants

Some students replaced / d / with / t /, e.g. a student pronounced **bad** / bæt / instead of / bæd/, **good** /gud/ as /gut/ by another, and another uttered **third** /θɜ:(r)d / as / tʰɑ:rt /.

It is a common scenario among Chittagonian speakers that they replace /tʃ/ with /s/. The fact has been found in the pronunciation of **intellectual** /inteleksuæɫ/, **actually** /æksuæɫ/ by two speakers, **match** /mæs/, **which** /huɪs/ by seven speakers, **much** /mɜs/, **such** /sɜs/, **literature** /litɜre:sɜr/, **chair** /seɜr/, **child** /sɜɪl/, **opportunity** /ɒfɔrsuniti/, **teacher** /ti:sɜr/ by two speakers, etc. It happens, observed by the researcher, because the sound is not available in Chittagong.

Some Chittagonian speakers of English utter /ç/, a symbol presenting sound between /tʃ/ and /s/, in stead of /tʃ/. For example, a student uttered **ocean** /ɔcen/, another pronounced **teacher** /ti:çɜr/, and another pronounced **teaches** /ti:çes/.

Some replace /v/ with /b/ or /b^h/. The fact was found in **love** /lʌb/, **novel** /nʊb^hel/ by one speaker and /nʊbel/ by another, **very** /be:rɪ/, **above** /æbʊb/, etc. It is observed by the researcher that the sound is absent in Chittagonian variety.

The Chittagonian speakers of English have the habit of replacing plosive /p/ with fricative /f/. Some students were found to utter **people** /pi:pl/ as /fi:fʊl/ by one speaker, /fi:fʊl/ by two speakers, /fifʊ:l/ by another speaker, **parents** /peərənts/ as /færents/, **opportunities** /ɒpətju:nəti:s/ as /ɒfɔrsunitis/, **topic** /tɒpik/ as /tɒfik/, and **capable** /keɪpəbl/ as /kæfe:bʊl/, **unfortunately** /ʌnfɔ:(r)tʃənətli/ as /ʌnfɔrsunetli/. In researcher's observation, it happens as the sound is not found in Chittagonian variety.

Sultana and Arif (2007) have also observed that the people hailing from Noakhali mix-up between the pronunciation of P and F. So when a person from this region reads PARTNER, he has to make sure of not reading it as FARTNER (p.137).

Some other students replaced /ʃ/ with /s/. It was found in the pronunciation of **socio** /sɔsiʊ/.

Some Chittagonian have also the habit of replacing /dʒ/ with /s/. A student uttered **age** /eɪdʒ/ as /eɪs/. Some other Chittagonians replace /dʒ/ with /z/. The tendency was observed in the pronunciation of **age** /eɪz/ by one speaker and /eɪz/ by another, **joy** /zɔɪ/, **enjoy** /enzɔɪ/, **encourage** /ɪnkʌreɪz/, **project** /prɒzekt/, **stage** /æsteɪz/, and **damage** /dæməɪz/, etc.

The researcher thinks that it happens because of the absence of the sound in Chittagonian variety.

Some others replace /z/ with /dʒ/. It can be observed in words like **busy** /bɪdʒɪ/, **zero** /dʒɪrʊ/. Replacement of /z/ with /s/ was also observed in **use** /i:us/, **as** /æs/, **is** /ɪs/, and **cases** /kæses/.

Muzaffar (1999), in this context, observes that there are many students who consistently read the letter 'z' as /dʒ/ and the letter 'j' as /z/ (P.70).

Some are habituated to pronounce silent /h/ in words like **which** /huɪs/ by seven speakers, **where** /hɔɪlɪ/ by two speakers, /hɔɪɹ/ by one speaker, **when** /hɔɪn/ by three speakers, **what** /hɔwʌt/, **why** /huəɪ/ by two speakers and /hɔɪ/ by other two speakers.

Replacement of /θ/ with /ʒ (Z) / was found in **thank** /tæŋk/ by five speakers and in **both** /bɔ:t/.

Replacement of /θ/ with /tʰ (/ /) by Chittagonian speakers can be observed in **third** /tʰɑ:rt/, **thousand** /tʰaʊzænd/, etc. Banu (2000) has also an observation that for the Bengali speakers of English /θ/ becomes /tʰ/ (p.64).

Some speakers of Chittagong have been found to pronounce /k/ as /g/ in the word **second** /segənd/

Problem with consonant clusters

The sound of consonant clusters is also problematic for Chittagonian speakers. A student uttered **problems** /prɒbləms/ as /pɒləms/ omitting /r/. Some students input a short vowel within or before the consonant cluster, **small** /æsmo:l/, **stage** /æsteɪz/, **spend** /æspend/, **story** /æstu:ri/, **start** /æsta:rt/, **born** /bɔ:rn/, **study** /æstɑdi/ by one speaker, /æsta:di/ by another speaker, **smoke** /æsmuk/, **middle** /mi:dəl/ putting /ɒ/ within /dl/, **animal** /æniməl/ by five speakers.

The characteristic was also observed by Hai and Ball (1961) among Bengali speakers. They said, "there is a tendency to precede the clusters *sk*, *st* and *sp* with an indeterminate vowel sound between /i/ and /ə/. So, School is heard as /iskul/, Spoon is heard as /ispu:n/ Station is heard as /isteʃən" (p. 41)

3.1. Results and discussion

The study has gathered information from the students that the students who passed their Secondary and Higher secondary examinations or one of them from the villages are weaker in pronunciation than those who did them in Chittagong. Moreover, the lack of proper guidance and instructions on Standard Received pronunciation and the influence of the Chittagonian variety were other causes for mispronunciation of the students

The sounds that have been found deviated from standard Received Pronunciation are summed up in the following sequence. Here the left hand side contains the English phoneme, and the right hand side indicates the pronunciation of the students and the symbol (~) means 'is changed to'.

i) Some English short vowels change to some other short ones:

- | | | |
|-------------|-------------|-------------|
| • /ɪ/ ~ /e/ | • /e/ ~ /æ/ | • /ə/ ~ /ɔ/ |
| • /e/ ~ /ɪ/ | • /ə/ ~ /æ/ | • /ɒ/ ~ /u/ |
| • /ɪ/ ~ /æ/ | • /ə/ ~ /ɒ/ | • /ə/ ~ /e/ |

- ii) Some short vowels turn to long ones:
 - /ə/ ~ /æ:/
 - /ɪ/ ~ /i:/
 - /ʌ/ ~ /ɑ:/
 - /ə/ ~ /e:/
 - /e/ ~ /e:/
 - /u/ ~ /ɔ:/
 - /ɪ/ ~ /e:/
 - /ɒ/ ~ /o:/
- iii) Some short vowels turn to diphthongs:
 - /ɪ/ ~ /ai/
 - /ʌ/ ~ /au/
- iv) Some long vowels turn to short ones:
 - /ɔ:/ ~ /ɒ/
 - /ɑ:/ ~ /ʌ/
 - /u:/ ~ /u/
- v) Some long vowels change to other long ones:
 - /ɜ:/ ~ /ɑ:/
 - /ɔ:/ ~ /u:/
 - /u:/ ~ /e:/
 - /ɔ:/ ~ /o:/
 - /ɑ:/ ~ /o:/
- vi) Some diphthongs become short vowels
 - /əu/ ~ /ɔ/
 - /əu/ ~ /u/
 - /eɪ/ ~ /æ/
 - /əu/ ~ /o/
 - /eɪ/ ~ /e/
 - /eɪ/ ~ /ʌ/
 - /eə/ ~ /æ/
- vii) Some diphthongs turn into long vowels:
 - /eɪ/ ~ /e:/
 - /əu/ ~ /ɔ:/
 - /əu/ ~ /u:/
- viii) Some long vowels turn to diphthongs:
 - /u:/ ~ /iu/
 - /ɜ:/ ~ /ea/
- ix) Some diphthongs take the form of other diphthongs:
 - /aɪ/ ~ /ɔa/
 - /eə/ ~ /ea/
 - /ɔɪ/ ~ /oɪ/
- x) Replacing affricate sound with fricative one:
 - /tʃ/ ~ /s/
 - /tʃ/ ~ /ç/
- xi) Replacing palato-alveolar fricative with alveolar fricative:
 - /ʃ/ ~ /s/
- xii) Replacing voiced palato-alveolar affricate with voiced alveolar fricative:
 - /dʒ/ ~ /z/
- xiii) A voiced alveolar fricative becomes a voiced palato-alveolar affricate:
 - /z/ ~ /dʒ/
- xiv) A voiced alveolar fricative becomes alveolar fricative:
 - /z/ ~ /s/
- xv) Replacing voiced palato-alveolar affricate with alveolar fricative:
 - /dʒ/ ~ /s/
- xvi) Some labio-dental fricatives become bilabial plosive or bilabial aspirated plosive:
 - /v/ ~ /b/
- xvii) Some labio-dental fricatives become bilabial aspirated plosive:
 - /v/ ~ /b^h/
- xviii) A dental fricative becomes a dental plosive:
 - /θ/ ~ /t̪ (Z) /
- xix) Replacing dental fricative with aspirated retroflex plosive:
 - /θ/ ~ /t̪^h () /
- xx) Bilabial plosive turns to labiodental fricatives:
 - /p/ ~ /f/
- xxi) Some consonant clusters receive vowels before or within them:
 - /st/ ~ /æst/
 - /sp/ ~ /æsp/
 - /d/ ~ /dɒl/
 - /sm/ ~ /æs/
 - /rn/ ~ /ron/

4.0. Pedagogical Implications

The study was conducted to make the teachers aware of the problems of spoken English and how to develop this skill, so that teaching could aim at resolving some of these problems. Here are some suggestions which may be considered while teaching a language class.

1. As the teacher plays the role of a needs analyst, it is the primary responsibility of the teacher to find out why the students still have pronunciation problem though they have had exposure to English for about 12 years.
2. Enough time needs to be allocated for the spoken English class with standard Received Pronunciation. The teachers need to encourage the students to communicate in English outside the classroom.
3. The number of teachers and space need to be increased as it is often found that due to the shortage of the teachers and space, most of them have to allow a large number of students in their classes.
4. The teachers need to go through proper training so that they are able to handle the class effectively. The teachers should think that they are not the sole authority in the class, but a facilitator who looks after the needs of the students.

Finally, it is needless to say that the most important component in a classroom is the teacher. It is in hands of the teacher to turn a monotonous class into an enjoyable one, change students' attitude positively and enhance their motivation. A teacher can utilize every resource available.

4.1. Recommendations

In order to develop speaking skills and to overcome L1 interference in the production and promotion of speaking skills, the study has some recommendations.

The students should

- be aware of the influence of their own variety in their spoken English. For that, they need enough drilling of Received Pronunciation of English.
- have comparative studies between sound systems of both L1 and L2, i.e. Chittagonian variety and English.
- have the knowledge of the long and short vowels of the English sound system by practising some words differentiating long and short vowels, e.g. ship or sheep, come or calm, etc.
- know the difference between diphthongs and monophthongs. So they should pronounce 'go' as /gəʊ/ or /gɔ:/, not /gɒ:/. Some Bengali vowels can be helpful for drilling this sort of sound, e.g. /əu/ (J).
- pronounce the consonant clusters exactly avoiding the prosthesis or epenthesis of a vowel. Continuous drilling can bring progress in this regard.

Moreover, students can enjoy English movies, dialogues and practice accordingly for the improvement of their speaking skills.

4.2. Conclusion

From the study, it is revealed that the Chittagonian learners of English, especially tertiary students, have manifold constraints when they go to produce English sound patterns. They are ignorant of the English pronunciation system, they have problems of both L1 (Bangla) interference and the influence of their local variety while they go to speak English. Moreover, they lack the proper guidelines on English pronunciation. The motivating factors from all relevant quarters can only help them to overcome the impediments to pronunciation. The move should come not only from the educational institutions and the government, but also from the guardians and the vigilant educationists. Considering the importance of English in the global context and its importance in Bangladesh for academic and professional needs- with the present infra-structure of education, English is the only foreign language that can be taught more widely with correct pronunciation. Most of all, students' self-awareness can play a pivotal role in promoting their performance in the production of English spoken discourse, avoiding all constraints and the influence of local varieties.

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Appendices

Table-1: selected words from students' presentation

serial	Words	Correct pronunciation	Pronunciation of the students
1.	Acquire	/əkeɪr/	/ækɔər/,
2.	Follow	/fələʊ/	/fɔ:lɔ/
3.	such as	/sʌtʃ æs/	Sʌs æs /
4.	Study	/stʌdi /	/æstɑ:di/
5.	Language	/læŋgwɪdʒ/	Læŋguɪs/2
6.	Actually	/æktʃuəli/	/æksuəli/2
7.	Children	/tʃɪldrən/	/sɪldrən/
8.	Animal	/ænɪml/	/ænɪmel/2
9.	First	/fɜ:(r)st/	/fʌst/2
10.	Which	/wɪtʃ/	/huɪs/2
11.	Chair	/tʃeə(r)/	/seər/
12.	Thank	/θæŋk/	/(t)æŋk/4
13.	Linguistics	/lɪŋgwɪstɪks/	/læŋguɪstɪks/2 /læŋguæstɪks/
14.	Always	/ɔ:lweɪz/	/ɔ:lweɪs/
15.	Opportunity	/ɒpətju:nəti/	/ɒpɔrsunɪti/
16.	Soul	/səʊl/	/su:l/2
17.	Hopes	/həʊps/	/hups/
18.	Contains	/kənteɪns/	/kɔnte:ns/
19.	Development	/dɪveləpmənt/	/dʰeblɔpmənt/
20.	Teacher	/ti:tʃə(r)/	/ti:sʌr/2 /ti:cʌr/
21.	Title	/taɪtl/	/taɪtɔl/
22.	Where	/weə(r)/	/hɔjʌr/2
23.	Secularist	/sekjələrɪst/	/sɪkʌlʌrɪst/
24.	Honourable	/ɒnərəbəl/	/ a:nərəbəl/, /ɒnʌre:bəl/
25.	Joy	/dʒɔɪ/	Zɔɪ

26.	suffer	/sʌfə(r)/	/sɑ:fʌr/
27.	Today	/tədeɪ/	tu:de:/2
28.	Is	/ɪz/	/ɪs/2
29.	Fully	/fʊli/	/fu:l-lɪ/
30.	Both	/bəʊθ/	/ bɔ:t/
31.	Tell	/tel/	/tæɪ/
32.	Natural	/nætʃrəl/	/næʃnʌrʌl/
33.	Then	/ðen/	/den/2
34.	Topic	/tɒpɪk/	/tɒfɪk/
35.	Know	/nəʊ/	/nɔ:/
36.	Child	/tʃaɪld/	/saɪld/
37.	Body	/bɒdɪ/bɑ:di/	/bɔ: di/
38.	Age	/eɪdʒ/	/ez/, /eɪz/ and /eis
39.	Stay	/steɪ/	/æste:/
40.	Capable	/keɪpəbl/	/kæfe:bol/
41.	Decorated	/dekəreɪtɪd/	/dekure:ted/
42.	There	/ðeə(r)/	/deər/2
43.	No	/nəʊ/	/nu:/, /nɔ:/
44.	Them	/ðem/	/dem/2
45.	Exposure	/ɪkspəʊʒə(r)/26	/ækspu:zʌr/
46.	Story	/stɔ:ri/	/æstɔ:ri/
47.	Use	/ju:z/	/ius/
48.	So	/səʊ/	/sɔ:/2 or su:
49.	Very	/veri/	/berɪ/
50.	Chair	/tʃeər/	/seər/

Table-2: selected words from reading passages

serial	words	Correct pronunciation	Pronunciation of the students
1.	smoke	/sməʊk/	/æsmuk/, /æsmɔk/
2.	Form	/fɔ:m/	/frɒm/
3.	factories	/fæktɪrɪs/	/fæktɔrɪs/
4.	others	/ɑ:ðʌ(r)s/	/ɔ: dʌrs/
5.	No	/nəʊ/	/nu:/, /nɔ:/
6.	catches	/kætʃɪz/	/kæses/
7.	pollution	/pɒlu:ʃn/	/pɒliuʃn/
8.	dispose	/dɪspəʊs/	/dɪspɔ:s/
9.	problem	/prɒbləm	/pɒblem/, /pɒblem/, /problem/, /publem/, /prɒblem/.
10.	actually	/æktʃuəli/	/æksueli/,
11.	space	/speɪs/	/æspe:tʃ/, /spætʃ/
12.	population	/pɒpjuleɪʃn/	/fɒfule:ʃn/
13.	animal	/ænɪml/	/ænɪmel/3
14.	ocean	/əʊʃn/	/ocən/, /ɔ:sen/, /uʃn/
15.	causes	/kɔ:zɪz/	/kɔ:ses/2
16.	sometime	/sʌmtaɪm/	/sɑ:mtaɪm/
17.	bosom	/busəm/	/busɒm/
18.	listening	/lɪsnɪŋ/	/lɪsenɪŋ/, /li:senɪŋ/
19.	Gave	/geɪv/	/gæb/
20.	eternal	/ɪtɜ:nl/	/ætʌrʌl/
21.	Home	/həʊm/	/hum/

22.	people	/pi:pl/	/fiɒfəl/, /fi:fol/2, /fifɔːl/
23.	parents	/peərənts/	/færents/
24.	opportunities	/ɒpətju:nəti:s/	/ɒpɔ:sunitis/
25.	Boat	/bəʊt/	/but/, /bɒt/
26.	Huge	/hju:dʒ/	/hiuz/2
27.	Deep	/di:p/	/di:f/
28.	remote	/rɪməʊt/	/rɪmut/
29.	Led	/led/	/let/
30.	Were	/wɜ:(r)/	/wə(r)/, /ɒjə/, /wejə/
31.	teacher	/ti:tʃə(r)/	/ti:sɜr/, /ti:cɜr/, /tɪtʃə:r/
32.	countries	/kʌntri:s/	/kauntri:s/
33.	possession	/pəzəʃn/	/pɒʃe:ʃən/
34.	Away	/əweɪ/	/æ:weɪ/
35.	Cases	/keɪsɪz/	/kæses/
36.	Open	/əʊpən/	/ɔ:pen/, /oːpen/
37.	which	/wɪtʃ/	/huɪs/2
38.	promotes	/prəməʊts/	/prumuts/2, /prɒmɔ:ts/
39.	language	/læŋgwɪdʒ/	/læŋguɪs/
40.	Study	/stʌdi/	/æstɒdi/
41.	modern	/mɒdn/, /mɑ:dərn/	/mɔːdɜrn/
42.	above	/əbʌv/	/æbɒb/
43.	thank	/θæŋk/	/tʃæŋk/
44.	Rome	/rəʊm/	/rum/
45.	domestic	/dəmestɪk/	/dɔ:mestɪk/
46.	variety	/vəraɪəti/	/berɪti/
47.	middle	/mɪdl/	/mi:dəl/
48.	Let	/let/	/læt/
49.	spend	/spend/	/æspend/
50.	unknown	/ʌnneʊn/	(ʌnno:n)
51.	where	/weə(r)/	/hɔjɜr/2, /hɔjə:r/
52.	Stage	/steɪdʒ/	/æstez/
53.	cannot	/kænɒt/	/kænnɒt/
54.	Face	/feɪs/	/feːs/
55.	Economics	/i:kənomɪks/	/ɪkunuɪks/
56.	Use	/ju:z	/ius/
57.	Small	/smɔ:l/	/æsmɒl/, /æsmɔːl/
58.	So	/səʊ/	/sɔ:/, /su/
59.	Own	/əʊn/	/ɔ:n/
60.	project	/prɒdʒekt/	/prɒzekt/
61.	Bay	/beɪ/	/beː/
62.	heritage	/herɪtɪdʒ/	/herɪte:z/
63.	Say	/seɪ/	/seː/
64.	Third	/θɜ:(r)d/	/tʃa:rt/
65.	What	/wɒt/ or /wɑ:t/ or /wɒt/	/hɔwɒt/
66.	young	/jʌŋ/	/ɪjɒŋ/
67.	woman	/wʊmən/	/wɔ:mæn/
68.	Done	/dʌn/	/dɔ:n/
69.	disposal	/dɪspəʊzəl/	/dɪspuzəl/
70.	Ever	/evə(r)/	/ɪbɜr/
71.	damage	/dæmɪdʒ/	/dæmæ:z/

72.	thousand	/θauznd/	/tʰauzænd/
73.	revolution	/revəlu:ʃn/	/rebule:ʃɒn/

Table-3: selected words from dialogues

serial	words	Correct pronunciation	Pronunciation of the students
1.	playing	/pleɪɪŋ/	/fleɪɪŋ/
2.	Has	/hæz/	/hædz/
3.	So	/səu/	/sɔ:/
4.	actually	/æktʃuəli/	/æksuəli/2
5.	think	/θɪŋk/	/tɪŋk/
6.	much	/mʌtʃ/	/mʌs/, /mɑ:s/
7.	losing	/lu:zɪŋ/	/lo:zɪŋ/
8.	design	/dɪzain/	/dɪdʒain/
9.	support	/səpɔ:(r)t/	/tʃʌpɔ:rt/
10.	thank	/θæŋk/	/tæŋk/3
11.	Such as	/sʌtʃ æs/	/sʌs æs/
12.	which	/wɪtʃ/	/huɪs/3
13.	Busy	/bɪzi/	/bi:dʒi/
14.	Why	/waɪ/	/huai/2, /hoai/2
15.	Play	/pleɪ/	/ple:/
16.	Very	/veri/	/be:ri/
17.	match	/mætʃ/	/meɪs/, /mæs/
18.	where	/weə(r)/	hɔjʌr
19.	Was	/wʌz/, /wɑ:z/	/wʌs/
20.	enjoy	/ɪndʒɔɪ/	/enzɔɪ/
21.	today	/tədeɪ/	/tu:de:/
22.	Yes	/jes/	/ies/

Table-4: selected words from interview

serial	Words	Correct pronunciation	Pronunciation of the students
1.	Animal	/æniml/	/ænimel/
2.	Literature	/litrətʃə(r)/	/litare:sar/
3.	Were	/wɜ:(r)/ or /wə(r)	/wear/
4.	Study	/stʌdi/	æstʌdi/, /æsta:di/3
5.	Novel	/nə:vl/, /nɒvl/	/nub ^h el/, /nɒbel/2
6.	Story	/stɔ:ri/	/æstu:ri/, /istɔ:ri/
7.	Start	/sta:t/	/æsta:rt/
8.	Born	/bɔ:n/	/bo ^o rn/
9.	Socio	/səusio/	/sɔsio/
10.	Intellectual	/intələktʃuəl/	/inteleksuəl/
11.	Unfortunately	/ʌnfɔ:(r)tʃənətli/	/ʌnforsunetli/
12.	Zero	/ziərəu/, /zirou/	/dʒiru/
13.	Damage	/dæmidʒ/	/deme:z/
14.	Second	/sekənd/	/segənd/
15.	Bad	/bæd/	/bæt/
16.	When	/wen/	/hɔjen/3
17.	Thank	/θæŋk/	/tæŋk/2
18.	Doctrine	/dɒktrɪn/	/dɒktrain/
19.	Girl	/gɜ:(r)l/	/ga:rl/
20.	Much	/mʌtʃ/	/mʌs/
21.	Actually	/æktʃuəl/	/æksuəl/
22.	Oppose	/əpəuz	/ɒpɔ:s/
23.	Love	lʌv	/lʌb/

N. B.: The number written beside the sound symbols indicate the number of students found with the same pronunciation.

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