A Phenomenon Of Phonetic Discrepancies In English Language Among Secondary Level Students (Punjab, Pakistan): A Survey With Its Ramification

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Abstract

This study investigates the phonetic discrepancies encountered by Pakistani Punjabi school students when learning and speaking English. As English is a second language for these students, their native phonological framework often influences their pronunciation, leading to distinct phonetic variations. This research aims to identify, analyze, and categorize the specific phonetic discrepancies observed in their spoken English. Key areas of focus include vowel and consonant articulation, stress patterns, intonation, and syllable structure. By employing a mixed-methods approach that combines phonetic transcription analysis, acoustic phonetic measurement[1]ts, and perceptual evaluations, the study seeks to provide a comprehensive understanding of the phonetic challenges faced by these learners. The findings indicate that common discrepancies include the substitution of certain English sounds with phonetically similar Punjabi sounds, difficulties in producing certain English consonant clusters, and variations in vowel length and quality. Additionally, the influence of Punjabi tonal patterns often results in atypical stress and intonation in English speech. These discrepancies can affect the intelligibility and fluency of English spoken by Pakistani Punjabi students, posing challenges in both academic and social communication contexts. By highlighting these phonetic discrepancies, the study aims to inform language teaching practices and curriculum design to better address the specific needs of Punjabi-speaking learners of English.

Keywords: *Phonetic discrepancies, English pronunciation, vowel articulation, consonant clusters, stress patterns, intonation, syllable structure.*

Introduction

A large number of Pakistani students mispronounce English words with the passage of time, they improve their pronunciation and become fluent speakers of both Punjabi and Urdu. When it comes to the learning of English sounds, there is no improvement in English pronunciation in our country with the passage of time. As far as speaking skills are concerned, majority of Pakistani students lack proficiency level in English. Their perception of these sounds differs from that of native speakers. The language learners speak a foreign language using the intimate pattern of sounds which is specific to their mother tongue.

O'Connor (1980) argued that English learners from contrasting language backgrounds commit errors of pronunciation. These errors are systematic and not accidental. Non-native

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speakers of English, sometimes, come across some English sounds which they do not have in their mother tongues. They substitute these sounds with those sounds in their L1. Derakhshan and Karimi (2015) observed that there are a number of factors that affect the learning of second language in an atmosphere where first language interferes the process of second language learning. The two languages are different in structure and the learners do not have the same level of background knowledge of the languages in question. The structure of consonant clusters in both the languages is also different. The more similar the first and second language are in structure, the easier it is for the learners to learn the second language with minimum interference from the mother tongue. Negative transfer is obvious when the two languages differ structurally and positive transfer occurs when the two languages are very similar in their structure. Murphy (1991) emphasized that the needs of the students, their level and ability should be the main focus for the English instructor.

The pronunciation should be incorporated by the teacher into oral skills of the students. New learners of any language cannot comprehend, at least in the beginning, the difference in sound patterns between the language they are trained in and the language they are trying to learn. This problem forces the learners to commit errors of pronunciation. English belongs to other non-native people of the world as much as it belongs to the native speakers of English. People living in different countries have different first languages. Every language has its own distinct sounds. A non-native speaker tries to speak English with the help of sounds which he has already mastered. The foreigners speak English in accordance with their native, regional or local varieties of their mother tongues. People, in general, think of sounds keeping in view their 'auditory quality', not in terms of articulation of sounds. In other words, they do not think about how to articulate words rather how they are perceived by the speaker. The sounds of words should be described in such a way that people have an idea of how to articulate or pronounce words. Those ways of perceiving and judging of sounds which are comprehensible for people should be told to them.

Tanner and Landon (2009) observed that drills and repetitions on computer assisted language learning programs can do wonder in making people articulate certain English words. The importance of pronunciation is more than that of grammar and vocabulary. If teachers are trained and they take the advantage of technology, the teaching of pronunciation can be made much facilitating with the help of computers. The idea of computer -augmented language learning is becoming more and more famous now-a-days. English learners can use computer programs to repeat pronunciation lessons without exhausting their English instructors. In the form of games and activities on the computer screen, they can learn the most difficult English phonemes in an easy way. Problematic sounds can be played again and again by the students on computer till they master the sounds. Teachers must know how to teach pronunciation with the help of technology. Technology alone would not suffice in the achievement of well-defined objectives of language learning. The use of computers in the English language classrooms must be integrated into the curriculum that it does not seem something special for the purpose of teaching pronunciation. Its use in the classroom must be 'normalized'. Computer-assisted language learning must be a part and parcel of classroom practices. Once teachers and students get used to it, computer-aided language learning programs can work wonders in improving the bad situation of pronunciation in Pakistani schools. Computers can assist teachers and students not only in the articulation of difficult English sounds but also in improving the stress and intonation patterns of teachers and students of English. Problems of pronunciation can lead our conversation to communication failure. English instructors cannot afford to neglect pronunciation in the English classroom and computer-assisted language programs can really help EFL learners in fulfilling the dream of good and acceptable pronunciation of English.

Rahman (2012) stated that the phonetic transcription in these dictionaries is faulty. Instead of using the IPA, these dictionaries use the English alphabet, the twenty-six letters, to represent sounds of English words. Resultantly, the English instructors cannot make the

difference between critical sounds of English. The English instructors do not comprehend English phonetic system. They teach incorrect pronunciation to their pupils in the English language classrooms (McMahon, 2002).

Statement of the Problem
It is natural for EFL learners to mispronounce English words. In order to bring improvement in the pronunciation of L2, the sounds of the language in question have to be mastered by the second language learners. For this purpose, a detailed analysis of the problematic English sounds is required so that focused attention could be given to these sounds in order to bring improvement in the production of second language sounds. The secondary level students in our country mispronounce most of the English words when they read or speak English. Analysis of erroneous English sounds and their removal from the speech of secondary level students is crucial because this is the only approach which will help them improve their English pronunciation before they reach higher secondary or graduation levels. The present research aims at analyzing the problematic English sounds which account for mispronunciation of English words on the part of secondary level students in district Sialkot. The causes of phonetic discrepancies in English among secondary level students and the remedies for the removal of difficult English sounds from the speech of secondary level students in district Sialkot have also been discussed in this research.

1.2 Objectives of Research
1. To analyze faulty English sounds for secondary level students in district Lahore, in the light of Received Pronunciation (RP).
2. To find out the causes accountable for bad English pronunciation of secondary level students in district Lahore.

1.3 Research Questions
1. Which of the English sounds cause problems for secondary level students in district Lahore?
2. What are the causes of phonetic discrepancies in English among secondary level students in district Lahore?

1.4 Hypothesis
Erroneous English sounds of Pakistani students can be removed through trained teachers.

1.5 Significance of Research
Mispronunciation of English words creates difficulty in understanding the delivered message. Slight differences in the articulation of English phonemes in a word can change the meaning. For example, the words 'quite' and 'quiet' are pronounced as /kwaɪt/ by the secondary level students in district Lahore. They cannot comprehend that the insertion of phoneme /ə/ can change the meaning. Thus, the listener misunderstands the meaning when he hears the pronunciation of 'quiet' as /kwaɪt/ instead of /ˈkwaɪət/. The same is the case with the pronunciation of 'liar' and 'lawyer'. The listener cannot comprehend whether they are talking about 'liar' or 'lawyer'. They mispronounce the word 'lawyer' producing the sound /laɪə/ instead of /lɔ:jə/.

'Correct' pronunciation of English words is very crucial as far as the teaching-learning process in the English classroom is concerned. Faulty pronunciation of English in the classroom has a far-reaching effect on the educational career of students. Secondary level serves as a base in the lives of the students. If they correct their English pronunciation at this level, they will be at ease at advanced levels. If they are not good speakers of English at this stage, they will have to

correct it sometime in future. The sooner they correct their pronunciation of English words, the better it is for them.

2. Literature Review

First language background influences significantly in learning the pronunciation of English words. Some experts are of the view that communication is impossible in the absence of intelligible pronunciation. Thus, correct utterance of words is necessary for successful communication in English language. Singh (2017) commented that speech habits in mother tongue have a bearing on speaking of a foreign language. Kalaldeh (2016) expressed that to identify the problematic sounds in the production of English words and trying to understand the origins of pronunciation errors can be very helpful for both the teachers and the learners of English.These speakers add the schwa /ə/ sound in the beginning, middle or end of English words when they pronounce these words. They mispronounce English words because they replace certain vowel sounds with other vowel sounds. Their pronunciation is unique in its own way.

In public schools, English teachers mostly use GTM. The study claims that CLT method, a modern approach to English language teaching, is not being adopted in our schools. Learners should be motivated to produce actual speech sounds in and outside the classroom. They should be asked to be confident and practise their listening and speaking skills in both formal and informal settings. Kannan (2009) stated that second language learners think that fluency in English language is impossible. This inclination stops them from learning the sound system of English. They do not have suitable environment at home because their parents are non-speakers of English. They lack creative skills and are unable to produce meaningful English sentences. By providing learner-centered atmosphere in the classrooms, English teachers can improve speaking skills of their students.

Chung (2005) commented that the advanced level students think that their pronunciation habits are difficult to change and the mistakes which they have been committing for years are almost impossible to eradicate at this level. This is because the course planners ignore pronunciation and little time is devoted for it in the course of teaching. If students are helped in the early stages, their pronunciation mistakes will be rectified and they will not repeat their mistakes in future. More time should be allocated for pronunciation. The learners should be taught pronunciation from the very start of a beginner's course. Mahboob and Ahmar (2008) suggested to examine the nature of English as a medium of instruction (EMI) in Pakistan. In Pakistani universities, there is a wide gap between the thought-out policy and practical exercise of EMI. The study highlights manifold issues which act as a hindrance in application of EMI in Pakistani universities.

English short vowels   English long vowels
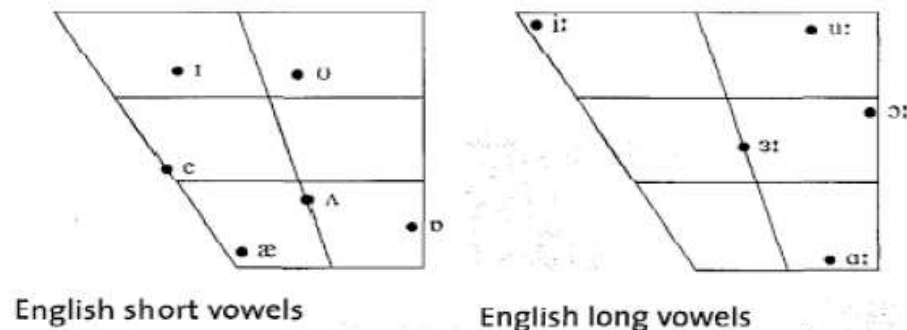
(Roach, 2009)

The researcher mentions the attitudes of the recipients towards Pakistani English (PakE) and its use as a medium of instruction in postgraduate classes in the public sector universities. The participants opined that there are various varieties of PakE at work in Pakistani educational institutions. Pakistani English varieties are different from standard English verities as far as the linguistic features of the English language are concerned. Sheikh (2012) highlighted the linguistic characteristics of Pakistani English (PakE). The researcher is of the view that an 'educated variety' of Pakistani English with its own peculiar features exists in the society. Pakistani English (PakE) has its 'independent' and 'distinct' system of vowels. Pakistani English (PakE) tends to replace central vowel sounds with front or back vowel sounds of the local languages. Distinction of long and short English vowels also diminishes in Pakistani English (PakE). Educated variety of PakE is generally accepted in non-native and native English-speaking countries because this variety of PakE is extensively used by Pakistani individuals who live and work abroad in English speaking countries. It shows that PakE is different from standard British English (RP) in linguistic features. Very often, their speech is ambiguous on semantic level as well. These Punjabi speakers are not provided with enough opportunities of exposure to English speaking environment even in their classrooms where English is taught to them.

In English language classrooms, more emphasis is given to grammar, writing and reading. Spoken English is the most neglected part in English language classrooms in Pakistan. These Punjabi speakers are not comfortable when they try to speak before an audience. The curriculum design must focus on spoken exercises in order to build confidence among students. Momani, Al-Sobh and Al-Ghazo (2018) opined that EFL students can learn English pronunciation fast if they remain most of the time in the company of native speakers of English. Moreover, lectures delivered by the native people are also helpful in improving English pronunciation. Listening to radio and watching English movies are also an aid in the achievement of good English pronunciation. EFL learners are at an advantage if they have accommodation with the native speakers of English. Sharing the same room or residence gives ample time for EFL learners to indulge in talk to the foreigners and the phonological competence may increase.

Hassan (2014) argued that EFL students face difficulty in the production of bilabial sounds, dental fricatives and alveolar fricatives. The researcher believes that in order to deliver a clear message to others, the EFL speakers must not ignore even the minor mistakes in the production of sounds. All those English sounds which have more than one way of pronunciation create problems for the students. The difficult consonant sounds which the speakers produce at the front of their mouth can be learned easily if practice is done.

Ambrozova (2014) commented that the time spent by the students in English acquisition does not have any impact on the level of learning or the mastery of pronunciation of English. If non-native speakers of English have a chance of living in an English society, it becomes very easy for them to learn and improve English pronunciation. The EFL learners' pronunciation also improves if they are in a direct contact with the native speakers of English. This native speaker can be a co-worker at the place of work, or a room-mate anywhere. Direct listening from the native speakers of English is helpful for English pronunciation of non-natives. The researcher further states that the techniques employed by the teachers in an EFL classroom seem to be mismatched and ordinarily arranged. Targeted methodology is almost always seen missing in an EFL classroom. Segmental mistakes are frequent among EFL students.

Hietanen (2012) stated that English instructors need to design objective-oriented material for teaching pronunciation to second language learners. Such materials should be designed as are beneficial to be used in real life-like situations. The teachers might devise original material or methodology in the English language classrooms. Traditional methods need not be avoided as a whole. Some conventional methodologies still carry weight in the

teaching of English pronunciation to foreign language learners. Some pronunciation learning activities need English teachers to find some specific material, for example, audio material for the completion of the task. So, the role of the teacher becomes very crucial and fundamental in the overall process of teaching pronunciation. Teachers must keep in mind that an ideal situation for teaching does not exist in English language classrooms. The learners have some domestic, health or psychological problems with them in the classroom.

The teacher has to tackle these problems as well in order to make his teaching methodology a success. A teacher must try to fulfil the needs of the learners. Situation-specific learning material and an objective-oriented English instructor can be a great help for teaching of English pronunciation effectively in the classroom. According to Shamim (2011), English teachers and learners in Pakistani educational institutions have almost the same socio-economic profiles. The English instructors who are teaching English to students in Pakistan do not have formal qualification and training for teaching English in the classrooms. The teachers do not enjoy frequent conversation or dialogue with the ELT community and most of them do not participate in the conferences and language teaching workshops. Resultantly, their knowledge of English does not enhance. The teachers do not have economic freedom of joining English teachers' organizations where they can have updated interaction with foreigners or native speakers of English. Most of the English teachers do not have publications in the well-known journals. The oral expression of these teachers in English is not encouraging. The lectures delivered by these English instructors have little influence on pronunciation of the students. The GT method used by the English language teacher in the classroom forces the learners to mix the sounds of L1 in the production of L2 sounds.

3. Research Design and Methodology

The research approach adopted for this study encompassed both quantitative and qualitative paradigms. This included the collection and analysis of both numerical (statistical) data and non-numerical (interview) data. A concurrent embedded strategy was utilized within the mixed-methods framework. In the concurrent embedded strategy, data collection occurs in a single phase, with both quantitative and qualitative data gathered simultaneously. Unlike the traditional triangulation model, this approach designates one method as the primary focus of the research, while the other serves a supplementary role (Creswell, 2009, p. 214). For this study, the qualitative method was the principal research approach, and the quantitative method provided additional support.

3.1 Population of the Research

"Any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken" is called population (Richards & Schmidt, 2010). Secondary level public and private schools in district Sialkot, both male and female schools, served as the population of this research.

3.2 Sample and Sampling Techniques

A sample consists of the people or the objects which are representative of a population. Keeping in view the unwillingness of the participants, the convenience sampling method was adopted for the research. Fifteen government and private secondary level schools (08 male and 07 female schools) in district Sialkot were selected through convenience sampling for the purpose of data collection. The sample size for this study consisted of 60 students (32 male and 28 female) of 10th class and 15 English language teachers. One English instructor and four students of 10th class were selected through convenience sampling from each school. A consent form was signed by the researcher and the willing participants, ensuring the confidentiality of views and personal identities of the participants.

3.3 Data Collection

'Audio recordings' and 'structured interviews' were used as research tools in the study. "Just as a good gavel is necessary for a good job interview, a solid board is necessary for a good business" (Patton, 2002, p. 380). A mobile phone (Nokia 3.1 Plus) was used to record the English conversations of the student participants. Forty-nine (49) English words were selected from the English textbook for class 10 (Punjab Textbook Board Lahore, 2017-2018).of these words contain sounds, vowels, diphthongs, and triads. These recorded voice samples are analyzed and analyzed to identify problematic English voices of secondary school students in Sialkot district. SPSS (version 26) was used to determine the frequency and percentage of words said 'correctly' by students. 'Correction' of pronunciation was analyzed using received pronunciation (RP) as defined in the Cambridge English Pronunciation Dictionary(Cambridge English Pronunciation Dictionary CD-ROM, 2011). "Structured interviews allow researchers to create in-depth stories about individuals' experiences and perceptions" (Cousin, 2009, p. 71). The researcher used 'structured interviews' to ask open-ended questions to English teachers (participants) to gain insight into the reasons for English speaking errors of secondary school students in Sialkot district. The discussion included ten'pre-orders' and some questions. Data from the interviews helped researchers identify the reasons behind poor communication skills of high school students in Sialkot district. The panelists also suggested that there might be a way to promote English as a second language in Pakistan.
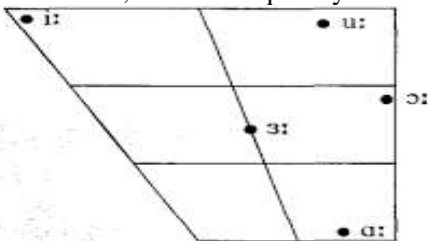
4. Results of Data Analysis

Sounds are unlimited, man-made sounds. "The BBC speech contains a large number of diphthongs; these are sounds formed by movement or shifting from one sound to another." A triad is a monophonic combination in which you move from one note to the next and then to
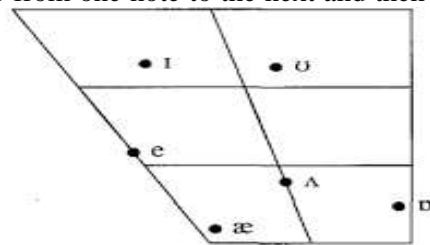
English short vowels

the third note, all done quickly and seamlessly.

English long vowels

(Roach, 2009)

4.1 Aspirated Stops (Voiceless Plosives) in English /p t k/

All of the participants (100%) pronounced the /p/ sound in /pɜːsən/ correctly and with good pronunciation. Fifty-three participants (88.33%) did not want the 'p' sound at the beginning of the letter /pɜːsən/. 52 participants (86.66%) said 'r' before the vowel in /pɜːsən/. Both the /ɜː/ and /ə/ sounds in /pɜːsən/ were produced smoothly and accurately by the participants. The alveolar sound /t/ in /tens/ was pronounced correctly by 6participants (100%). Forty-eight

participants (80%) did not want 't' to appear at the beginning of /tens/. In addition to the /t/ sound, participants were also able to pronounce the other three sounds /e/, /n/, and /s/ without any problems. Although all participants (100%) pronounced the /k/ sound in /kɪl/ correctly and with good pronunciation, 51 participants (85%) did not want to do so.

4.2 Voiced Plosives (Unaspirated Stops) in English /b d g/

All participants (100%) correctly pronounced the /b/ sound in /bʊk/ as the 'bilabial stop' sound. The other two sounds /ʊ/ and /k/ within /bʊk/ did not cause any problems for the participants. Sixty participants (100%) were able to produce the alveolar sound /d/ as /dɪ. easy to hang. In the word trust, the second syllable is stressed. If the first sound in the stressed head is the /p/ sound, it is aspirated. The /p/ sound is in /dɪ. pend/is preferred because it appears at the beginning of the second episode. Fifty-five participants (91.66%) did not want the /p/ sound to be used in /dɪ pronunciation at all. /. All the participants (100%) pronounced the word 'ɪ' as /dipend/ instead of /dɪpend/ and pronounced it as 'i' while pronouncing the word 'dependent'. The palatal sound /g/ in 'big' was easily and correctly pronounced by all the participants (100%). The diphthong /eɪ/ in /greɪt/ caused problems forstudents and 58 (96.66%) of them agreed on pronouncing /eɪ/ as /e:/ (/ٷ\/ sound in Urdu). Participants replaced the initial vowel /அன்/ with the English diphthong /eɪ/.

Parti.	Pronunciation Errors	
	Vowels	Consonants
S1	0	0
S2	0	0
S3	0	*Sentence /senta:ns/ instead of Stance /stɑ:ns/
S4	/a:ver/ instead of our /aʊə/ /əθrized/ instead of /ɔ:θəraɪz/	0
S5	0	0
S6	Intertaiment instead of entertainment /entərteɪmmənt/ Rebot /ri:bɒt/ instead of Robot /rəʊbɒt/	thu /θu/ instead of though /ðəʊ/
S7	/raɪd/ instead of Rid /rɪd/	technoligical instead of /teknəlʊdʒɪkəl/ prorty instead of priority /praɪʊrəti/ gernation instead of generation /dʒenəreɪʃən/
S8	/pipəl/ instead of people /pi:pəl/	0
S9	quate instead of quite /kwaɪt/ easer /i:zər/ instead of easier /i:zɪər/ /advantæge/ instead of advantage /ədvɑ:ntɪdʒ/ /benifets/ instead of benefits /benɪfɪts/	0
S10	piple instead of people /pi:pəl/ Intertaiment instead of entertainment /entərteɪmmənt/	0

4.11 Short Vowels in English /ɪ e æ ʊ ə ʌ ɒ/

The short vowels /ɪ/, /e/, /æ/ and /ʌ/ were easily pronounced by the participants without any apparent problems. Fifty-nine participants (98.33%) were able to pronounce the /ʊ/ sound in /kʊd/ correctly. One participant pronounced it /kɔ:ld/. Fifty-four participants (90%) did not want the sound \k\ at the beginning of the letter /kʊd/. The schwa sound /ə/ in /əpɪər/ was pronounced correctly by 57 participants (95%). Two of the participants pronounced /əpɪər/ the same way as /ʌpər/ and/pɪər/, while one participant replaced the /ə/ sound with the /æ/ sound. Fifty-seven participants (95%) pronounced the /i:/ sound instead of the /ɪ/ sound when

producing /əpɪər/. Thirty-four participants (56.66%) said the /r/ sound at the end of the word "appearance". 52 participants (86.66%) did not want the /p/ sound at the beginning of /əpɪər/ (the /p/ sound at the beginning of the second vowel in /əpɪər/ should be requested because the firstvowels in /ə/ are not stressed /əpɪər/). Forty-six participants (76.66%) correctly pronounced the /ɒ/ sound in /stɒp/. Fourteen (23rd 33% of the participants produced /ɑ:/ instead of /ɒ/. Two of the participants said the /ʃ/ sound instead of the /s/ sound. One participant definitely prefers the letter 'p' when pronouncing /stɒp/.

4.19 Data Collection Analysis
Teachers are the pillars of the education system. Feedback from teachers is very important in order to detect the problems experienced in the education system. Fifteen (15) secondary school teachers who teach English in secondary schools were selected as participants in this study. Interview was conducted by the researcher to get an idea about the problems arising from poor English speaking among high school students in Sialkot district.Some ideas for improving the English language of high school students were also shared by the teacher participants. Out ofparticipants, 11 (73.33%) preferred to teach English to 10th grade students, while 4 preferred to teach other subjects according to their preferences. Seven of the participants (46.66%) had a master's degree in English, while eight (53.34%) had a master's degree in other subjects. Ten participants (66.66%) did not want to be a teacher when they were little. Nine participants (60%) used English dictionaries (Oxford, Cambridge, Chambers & Merriam-Webster) as sources to examineEnglish words. While one participant enjoyed listening to native speakers on "YouTube" (Tony Robbins, Les Brown, Dr. Wayne Dyer, Bob Proctor & Abraham Hicks), one participant felt that he did not need a dictionary for English audio guidance. Eight (53. While 33% of the participants preferred to learn English grammar, three (20%) preferred to teach English grammar instead of speaking English in secondary school. Four participants (26,66%) taught English and grammar simultaneously in their courses and disliked either. Seven participants (46.66%) have not received English speaking instruction for four (26) semesters in their lives. 66 percent of them received English education for personal benefit because the state or their own institutions did not prepare education for them. Two of the participants reported that they received English speaking training during the TEFL Diploma, and two reported that they received English speaking training in a workshop organized by the government.

All the teachers (100%) encouraged their students to speak English in the classrooms but most of the students were shy of speaking English because they were afraid of committing mistakes during the course of speaking English. Only a few of them tried to speak in English. Five (33.33%) participants stated that English vowel sounds were difficult for their students to pronounce correctly while five (33.33%) of them said that their students felt difficulty in the production of English consonant sounds. Two participants (13.33%) did not give any clear answer as to which sounds were problematic for their students. One participant commented that the Punjabi accent of Pakistani students forced them to commit errors of pronunciation and that all the English sounds were difficult for them to pronounce correctly. One of the participants said that silent letters and four syllabic words in English were difficult for the students to pronounce.

5. Discussion
This mixed methods study aims to analyze phonetic differences in English among secondary school students in district Lahore. The research questions of this study are to find out the problematic sounds in English and the reasons for these problematic sounds among secondary school students in Sialkot. Introducing some methods to improve English language to secondary school students in Sialkot was also one of the objectives of this study. Speech samples ofstudent participants were used to discover problematic English sounds, while data

collected from teacher participants were used to identify causes of mispronunciation of English words and solutions to eliminate phonetic differences in English across district Lahore.

Commenting on the causes of English discrepancies in English among secondary level students, the second question of this research, the teacher-participants opined that the absence of pronunciation teaching practices in early classes, the influence of mother-tongue on L2 learning and untrained English language teachers were the prominent factors that contributed to the mispronunciation of English sounds among secondary level students in Sialkot. The lack of interest on the part of English teachers and students, unavailability of suitable English-speaking environments in the classrooms and uneducated domestic backgrounds were also mentioned as some of the reasons for unsatisfactory English pronunciation of secondary level students in district Lahore.

In response to third research question, the teacher-participants suggested that English pronunciation trainings of secondary level teachers, the teaching of Phonics to kids from the initial classes, the teaching of English sounds through IPA symbols, the provision of conducive environment for English speaking in the English language classrooms and motivation of the students to listen to the native speakers of English through the use of technology were some of the remedies which could be helpful for removing phonetic discrepancies in English among secondary level students in Sialkot. The participants also opined that English teachers should give more importance to English speaking skills in addition to using English language as the medium of instruction in the English language classrooms in district Lahore.

5.4 Remedies to Remove Phonetic Discrepancies among Secondary Level Students
The short-cut to correct English pronunciation is only possible if there are trained, skilled and dedicated English teachers in secondary level schools in Sialkot. If pronunciation lessons are imparted to young minds from the initial classes, a significant improvement can be seen in English pronunciation by the time these students reach secondary level. The learners should be taught pronunciation from the very start of a beginner's course (Baker, 1982). The use of a good English dictionary and the introduction of pronunciation drills in English language classrooms by the instructors will help secondary level students in improving their English pronunciation. Special drills should be devised by the instructors to teach English pronunciation (Butt & Mahmood, 2016).

5.5 Conclusion
Didcrepencies in English is common among high school students in Sialkot as they have difficulty speaking capital letters and English. This study aims to identify problematic English sounds (in terms of received speech) that cause high school students to mispronounce English words. For this purpose, speech samples were collected from student participants of secondary schools in Sialkot district. Analysis ofdata shows that the high sounds /θ/, /ð/, and /ŋ/ cause problems in high school students' fluent speech because L1 sounds inhibit the production of L2 sounds. They also make pronunciation errors when making vowels and triads in English. Shifting the tongue from one position to another while making two-three syllable sounds is difficult for secondary school students. Replacing the wrong vowel with the correctsound is one of the reasons for the mispronunciation of English vowels in Sialkot schools. High school students are unable to distinguish between the sounds /ɔː/, /ɒ/ and /ɑː/. These single vowel sounds are often used in place. English diphthongs /eə/, /ɪə/, /eɪ/ and /ɔɪ/ are mispronounced by secondary school students.

5.6 Limitations
Convenience sampling was used for this study because it was not easy in district Sialkot to get permission from the school heads (especially the female heads) for the research study in the

schools. Majority of the participants, 10th class students and teachers, were also unwilling to be a part of the research. So, the researcher had to adopt convenience sampling by relying on availability and willingness of the participants for this research.

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